

ual = london college
of fashion

B fashion
business
school

“Blind girl makeup”:

A masterly art and self-care ritual

Beyond the Visual Symposium, The Welcome Collection, London | 21/22 October 22

Project Team

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MSc Cosmetic Science

[Course overview](#) [Teaching staff](#) [Fees and funding](#) [Entry requirements](#) [Apply now](#) [Careers](#)



BSc (Hons) Psychology of Fashion

[Course overview](#) [Teaching staff](#) [Fees and funding](#) [Entry requirements](#) [Apply now](#) [Careers](#)



Global Disability Innovation Hub

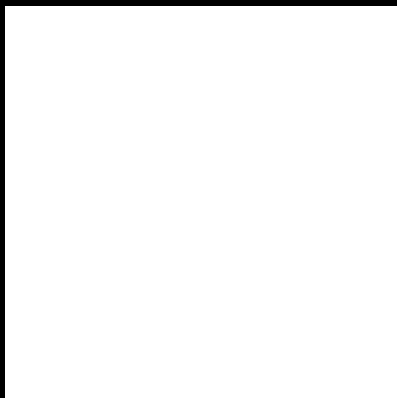
Home Who we are What we do Themes Media Publications

Teaching

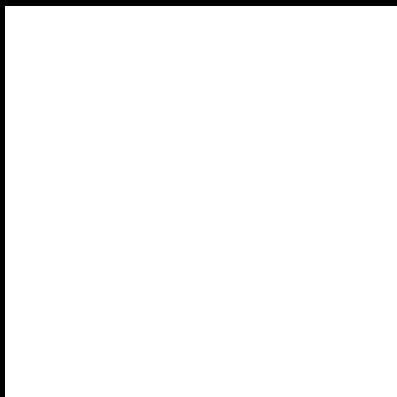
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LITERATURE REVIEW



Literature review

**Makeup as a
communication tool**



Literature review

Makeup as a selfcare tool

The screenshot shows the website for 'look good feel better', which is dedicated to breast cancer awareness. The top navigation bar includes links for 'About', 'Services & Support', 'Get Involved', 'Volunteer for Us', 'Shop', 'News', and 'Contact Us'. Two prominent buttons are visible: 'Book a workshop' in yellow and 'Make a donation' in purple. Below the navigation is a collage of four photographs showing individuals, including a man with a beard and a woman with a shaved head, engaged in makeup application. The bottom section of the page features a pink background with a repeating pattern of breast icons. It contains the 'look good feel better' logo, the text 'BREAST CANCER AWARENESS MONTH' in large white letters, and the 'AVON' logo celebrating '30 YEARS OF OUR BREAST CANCER PROMISE'.

Literature review

**Makeup for cognitive
and economic gains**



Literature review

Makeup and blind and low visual people



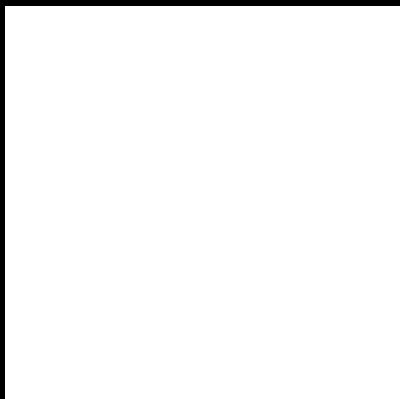
“It Feels Like Taking a Gamble”:
Exploring Perceptions, Practices, and Challenges of Using
Makeup and Cosmetics for People with Visual Impairments

Franklin Mingzhe Li, Franchesca Spektor, Meng Xia, Mina Huh,
Peter Cederberg, Yuqi Gong, Kristen Shinohara, Patrick Carrington

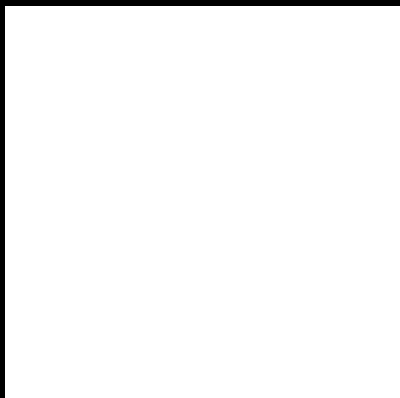
Contact: mingzhe2@cs.cmu.edu

Carnegie Mellon University
Human-Computer Interaction Institute





OUR STUDY



Methods

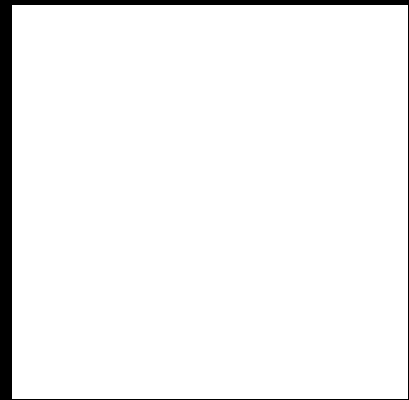
- Secondary data: 10 YouTube makeup video tutorials

Qualitative

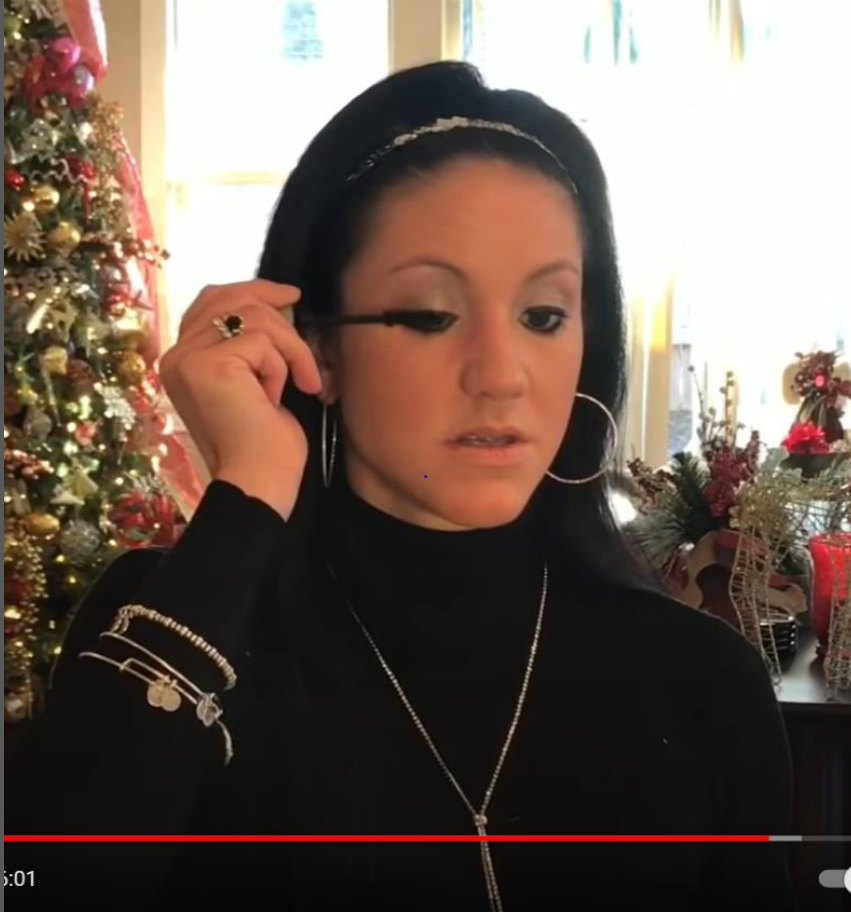
- Content (visual) and thematic analysis (YouTube generated transcriptions)



RESULTS



Visual content analysis



<https://www.youtube.com/watch?v=7ia5N7SJ07w>



<https://www.youtube.com/watch?v=SCXKy8GXdUE>

Thematic content analysis

Theme 1: Makeup practices

Product
familiarity and
organisation

Routines

Support from
others

Theme 2: Challenges and other expectations

Challenging
products

Mirrorless
makeup

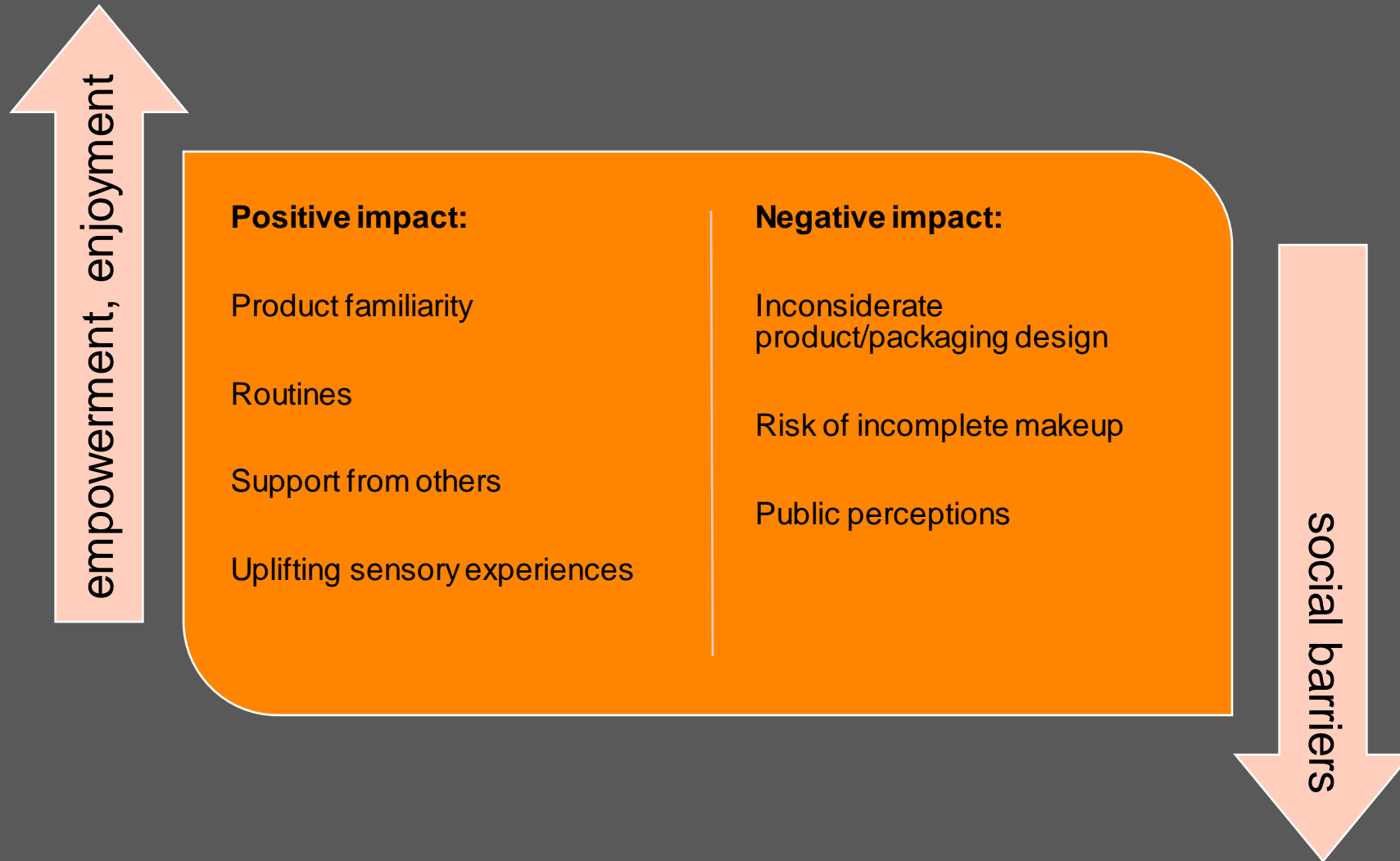
Other sensory
expectations

Theme 3: Motivation to use makeup

Expressing
oneself

Having fun

Personal
aspirations



Theme 3: Motivation

Subtheme: Self expression

- ❑ *“When it comes to beauty, for me it’s really about self-care. Being with myself, it’s art, it’s expression, it’s showing the world who I am on the inside, outwardly”*
- ❑ *“Makeup definitely makes me feel more girly and more put together, so I really enjoy it because it definitely transforms how I feel and so I do it for me not for everybody else”*
- ❑ *“Hey you know, the world doesn't think that I can do this without sight, I don't even know if I can do it, I sure want to try, I mean, why not?”*

Wellbeing

Autonomy

Theme 3: Motivation

Subtheme: Having fun

**Enjoyment from scents,
textures and rituals**

□ *“[...] something I like to do when I get ready and I really like it, and I don't think you need to be fully sighted to be able to do makeup”*

□ *“I love makeup; it's something I think is a lot of fun. Um—I definitely don't think I'm the best at it, but I have fun trying”*

**Self-confidence and
better mood**

□ *“It's to make you feel confident and pleased with yourself, well, that's what makes me feel anyway”*

Theme 3: Motivation

Subtheme: Aspirations

To educate the public

- *“I don’t live up to the world’s expectations... I am all about pushing myself to tear them down. I want to change the world’s perception of blindness and disability”*

To support others

- *“I do it for parents of blind children. I know my parents would have loved seeing someone who is blind live their life and go to college and just do what every other kid does.”*

Thank you

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