

Collaborative Economy without Barriers

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Guidelines

How to manage art production workshops

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It is possible to realize so many different types of art production workshops, using different techniques and methodologies to be addressed to different targets of people. This guidelines want to be a support to the educators for the management of general art production workshops addressed to groups of adult people and adult people with disabilities in terms of a methodological framework.

Steps for a good management of the workshop

- **How long and how often?** Accordingly to the typology of art production, it could be necessary to organize the workshop in different sessions, each session should be no longer then two-three hours. Plan to have a break in the middle of the workshop session (evaluate on the basis of the participants' needs if they should have more pauses or shorter sessions of learning). In the case of a workshop splitted in different sessions, they should be close to each other in order to facilitate the learning process: day after day or on alternate days could be a good solution. Keep in mind that for many people with cognitive disabilities it is easy to forget things wich are not often practiced.

- **Working team:** build the working team that will collaborate in the management of the workshop. Which human resources will you need? You may need the support of educators, artists, volunteers... Contact the needed human resources in advance and organize a preparatory meeting. *In the specific case of the Project "Collaborative Economy without Barriers", some art workshops will be realized by each partner after the blended mobilities to share with all the group of learners the artistic abilities acquired abroad, so adult and adult people with disabilities will be facilitators/trainers for the workshops: it will have a strong impact on the others learners and for themeselves it could be an occasion to develope entrepreneurship, sense of iniziative and responsibility.*

- **Methodology:** *to involve the participants from the blended mobility as facilitators for the workshop will demonstrate how people with disabilities can be able to teach and help others during the practical implementation of an activity. The method of peer education and learning by doing will allow to increase cooperation and free expression among the participants.*

All the people involved as working team should be well prepared on how to support the learners:

- Use a simple language to allow everybody to undestand correctly.
- Do not give help if it is not required: the learners should be aware that the staff will be at their disposal if needed and that they can ask for help, but the staff should give them the oppotunity to try by themeselves, to be as autonomous as possible, to make mistakes and to find a solution.
- Try to stimulate the participants' capacity of decision making, do not choose for them but ask to them for example which colors they want to use.



- Give suggestions instead of orders.
- When something is wrong explain why and how to do better.
- Be open to accept different results from the aspected ones: beauty is subjective!
- Do not criticize the work done from the learners, you could offend their sensibility. Ask to observe their own work, let notice them if there are some imperfections and stimulate the learners to work more on it to make it better. Encourage the learners to continue the activity to reach satisfactory results.
- If it is not needed do not directly intervene in the art work that the learners are realizing, but show them how to do in an other prototype: if they like their result they will feel their product ruined by your intervention.
- Invite the learners to observe what they are realizing, help them to analyze their work and to decide if they should do something more to make it more beautiful or more functional. Ask some questions to help them to reflect: “have a look here, this part is not painted, did you choose to not color this part or did you forget it?”, “Are you satisfied with this result? Do you have in mind something different?”, “Maybe this part is a bit dark, do you want it like this or do you prefer to have more light here?”. The learners should know that before to say that a product is finished they should well observe it and consider if there is still something to add or to change to make it better. If the educator notice that there is something to adjust, the learners should fully agree before to work on its adjustment.
- The creative process needs a relaxed atmosphere, do not press the learners to go on fast but stimulate their concentration.
- Respect the time needed by each person: we are all different!
- Congratulating with the learners for their work can be positive to stimulate them to proceed with enthusiasm, but be careful: your role is to help them to do better, because you belive in their capacity and they can reach higher levels. It is good to give to the learners, during the ralization of their products, some positive reinforcement in the perspective of reaching more professional results and to reinforce their self-confidence. A positive reinforcement could be: “Great work! this gradient you made here it is well done, be careful also in this part!” instead to say: “Beautiful! You are an artist!” this phrase could not work as a positive reinforcement because it does not include the possibility to do better or consider other possibilities. Remember that if the learners are adult they should be trated as adults.
- To make art activities can be usefull to developpe self-confidence and gratification, to appreciate their own qualities, but may happen that some learners will feel frustrated because he/she cannot reach the expected results, becoming nervous and feeling unable; in this kind of situations the educators should give a specific support to allow to each learner to be satisfied of his own work.
- Not everything can be easy and perfect especially if you are doing it for the first time. This concept should be clear among the learners: to be professional and to reach great results require time, concentration and passion. Encourage the learners to try to do also things that could appear difficult, because step by step they will be able to learn everything.
- There are different ways to do something, if one way does not work the educators

should propose another way: to cut a cardboard it is possible to use the scissors but for somebody could to be easier to use a cutter.

- **Participants:** Who will participate to the workshop?

Collect information about the participants and their needs in advance to be prepared to support them with adequate instruments and resources.

- **Team discussion:** evaluate difficulties and advantages.

Organize a staff meeting and divide the tasks on the basis of their specific abilities and on the participants' needs: some participants could be autonomous while other participants may need a constant support for the whole duration of the workshop; some learners that have more difficulties on manual activities could learn better if seated near a mate with more manual abilities; for a learner that have difficulties in concentration it could be better to seat near a calm mate. If you already know the features of the learners that will participate in the workshop you should reflect in advance on some practical aspects so to avoid some possible problems and to guarantee to the participants the possibility to enjoy their learning in the most effective way.

Individuate also one or more persons that will be responsible to collect and keep safe the art works at the end of the workshop.

- **Materials:** make a detailed list of the needed materials and where you can find them. Do you need some specific instruments to facilitate the participation of the learners with disabilities? Sometimes people with disabilities do not need to use specific instruments but with shrewdness you can adapt the instruments that you already have to be more funtional for everybody. For example if for somebody it is difficult to hold a brush can be usefull to wrap on it a pacht to obtain a bigger and softer handle, or to paint a distant surface (as could be the floor or a big pannel difficult to reach by a person on a wheelchair) it can be helpfull to stich a brush to a broom stick. Try to understand the learners' needs and be creative!

- **Plan your budget:** be concrete in your choices. How much can you spend? Make a budget spreadsheet, listing the major cost items: location rental, materials, staff, refreshment/break, printed materials, extra...

- **Structure of the workshop:** create a detailed program for the workshop, a time table easy to understand for every day of the workshop.

- **Advertising:** advertise the workshop through social media. Do it before, during and also after the event to promote and disseminate its results. Create a Facebook event to promote the workshop.

- **Final preparation:** verify to have all the necessary materials and resources planned for your workshop. Is the working team ready and well prepared on how

and what to do? Carefully revise, if necessary, all the steps for the implementation of the workshop with the persons responsible for it (in the specific case of the Project “Collaborative Economy without Barriers”, the trainers/facilitators for the workshops will be people with disabilities that may require more support in the preparation and for the conduction of the workshop).

- **Implementation:** when everything is well planned and the working team is properly prepared you can go on with the implementation of the workshop.

- **Preparation of the space:** organize in advance the space where you are going to have the workshop. Respect participants’ needs, leave enough space to move comfortable in the room (especially if there will be participants on a wheelchair), all the participants should have the possibility to reach the needed materials without difficulties, if you are going to show videos or to project a presentation, make sure that each participant will have a good vision.

- **Presentation:** start the workshop explaining the context, why and what are you going to do. In the case of the workshops to be realized in the context of the Project “Collaborative Economy without Barriers” introduce briefly the aim of the project, its objectives and the activity made during the mobility abroad, invite the participants that took part in the mobility to share their experience with the other learners (a brainstorming may be fine).

- **Show a prototype:** show to the learners an example of the final result of the product to be realized, explaining that it is a prototype and that hand-made are all different from each other.

- **The Process step by step:** procede with the realization of the art products, show the process in small steps, wait that all the learners will come to the same point before to proceed with the next step.

Give the necessary instructions on how to use specific instruments, materials and techniques but, when it is possible, give to the learners the possibility to express their creativity. For an effective learning, use the methodology set out previously to better support the learners.

- **Photo/video reporting:** take photos/videos about all the process of realization of the art products, after the workshop you could decide to realize a tutorial, to realize a publication and in any case you will have good materials to be used to disseminate the results of your workshop.

- **Reflection:** conclude your workshop stimulating the participants to reflect on what they have learned, on how the process of creation and realization of the art products has been for them, how they feel, how they have collaborated with the others, how they can spend the learning outcomes in their future.

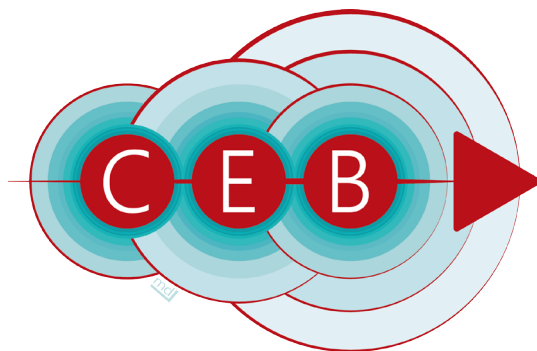
- **Evaluation:** propose an evaluation to the learners to express their satisfaction and to collect suggestions that could be useful for the organization of other similar workshops.

- **Dissemination:** plan a good strategy of dissemination. The material of foto/video reporting realized during the workshop should be properly elaborated to be diffused on the available channels: website, socialnetwork, platform for educators/social workers, blog etc.

This guideline was realized during the Joint-short term staff training event: Mutual learning for the best support. The training event was held in Palermo on 04.02.2020 -08.02.2020. The guideline aims to support the work of educators and social workers in guiding the adult learners with disability in participating to collaborative economy. It is a product of the Project Collaborative Economy without Barriers – CEB, a Strategic Partnership for the exchange of good practices in the field of adult education, Co-funded by the Erasmus+ Programme of the European Union.

All the guidelines realized during the Project Collaborative Economy without Barriers – CEB and informations about the project and its activities are published in the following web-site: <https://partnershipceb.blogspot.com>

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