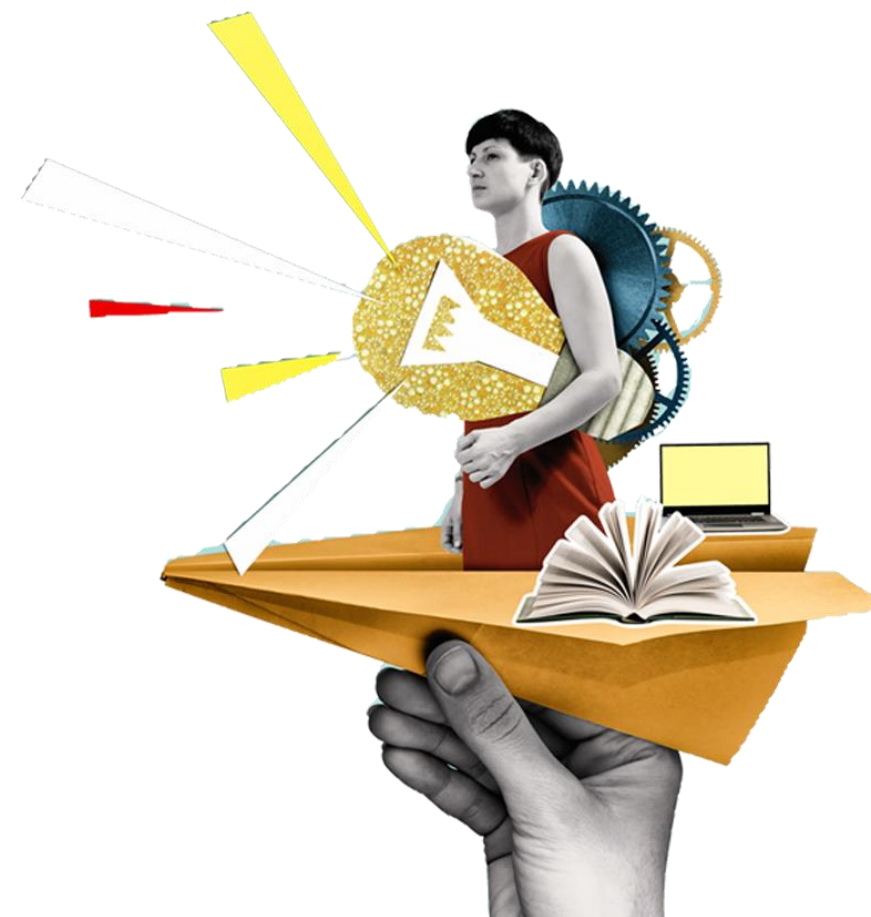


M3 Introduction to “Artrepreneurship”

Learning Outcomes

- 🧠 Define and understand the concept of "artrepreneurship" and its relevance to young people with autism and Down's syndrome.
- 🧠 Recognize the benefits of combining art and entrepreneurship for personal and professional development.
- 🧠 Identify the main barriers faced by young people with autism and Down's syndrome in social and entrepreneurial contexts.
- 🧠 Understand the benefits of entrepreneurship in developing competencies and taking action.
- 🧠 Reflect on the potential of artrepreneurship as a pathway for young people with autism and Down's syndrome to overcome barriers and achieve personal and professional growth.
- 🧠 Apply concepts and tools to foster artrepreneurship with young people with ADS/DS

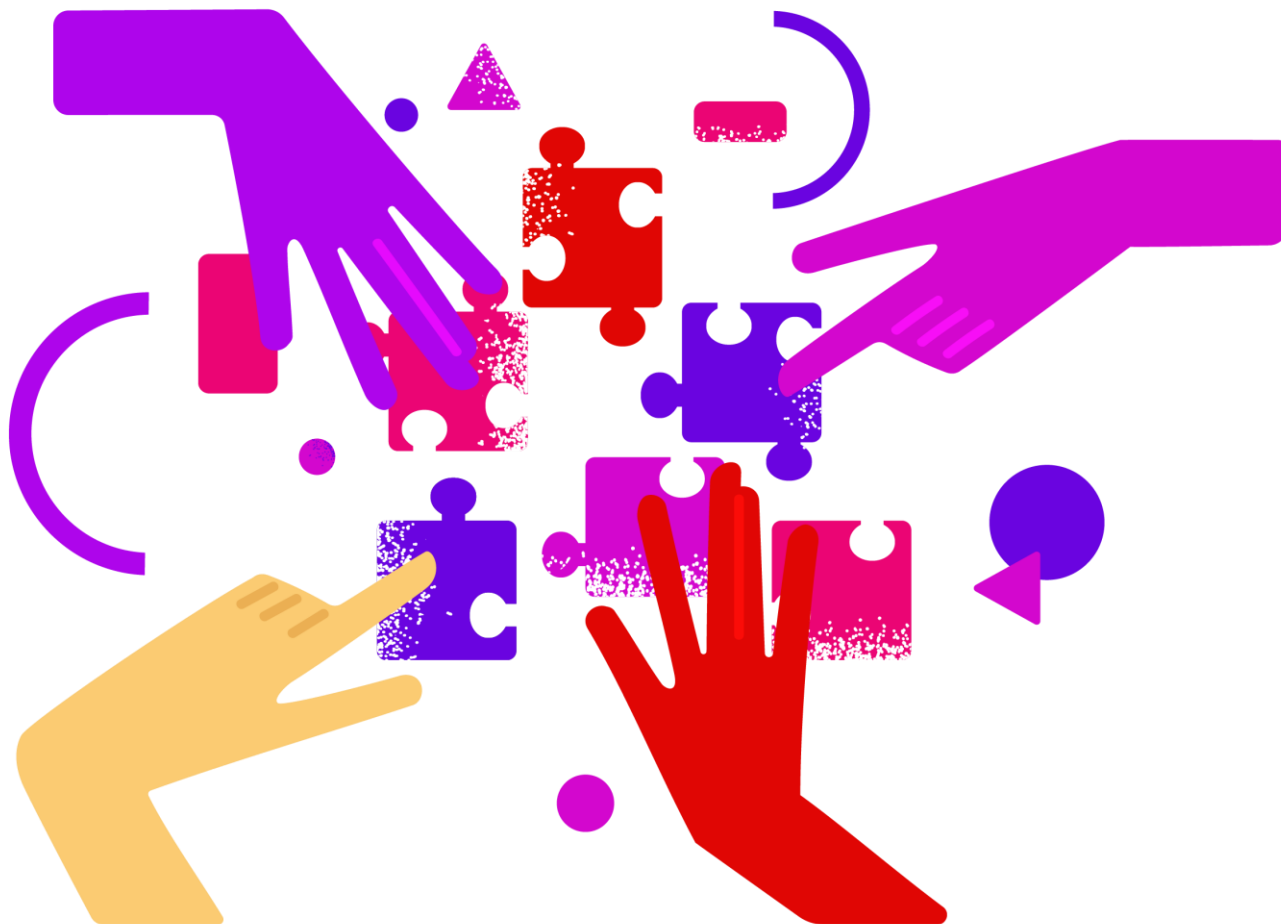


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1. “Artrepreneurship”
 - 1.1 The concept of “artrepreneurship”
2. Combining art and entrepreneurship for personal and professional development for people with ASD/DS
 - 2.1 Advantages of integrating art and entrepreneurship
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1. The concept of "artrepreneurship"



Perceive and recognise opportunities in the market

Evaluate their potential

Take proactive actions to exploit those opportunities for creating new ventures or enhancing existing ones

Entrepreneurship

Creativity

Resilience

Embrace uncertainty

Activities encompass:

Innovation

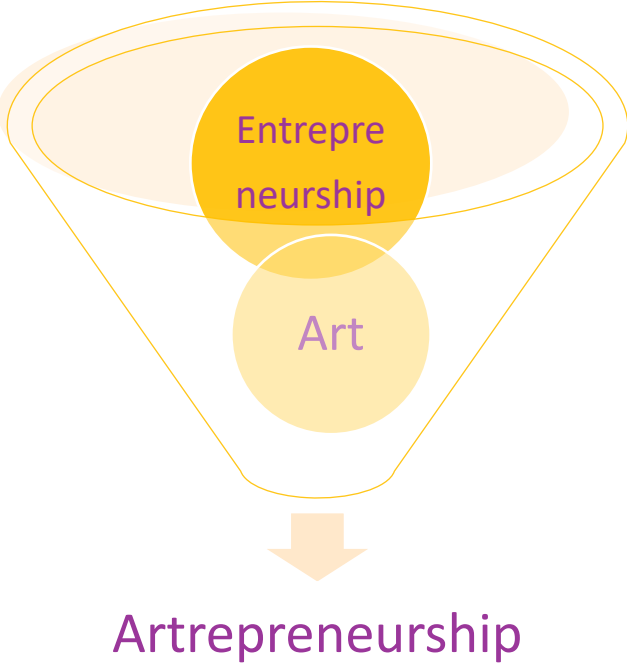
Resource
allocation

Value
creation

Pursuit of
growth

Sustainability

Artrepreneurship



Creating and selling artwork

Managing artistic projects

Organising exhibitions, and establishing art-related businesses

Establishing art-related businesses



Artrepreneurship



Recognising
opportunities in the
art market



Developing artistic
ideas into viable
products or services

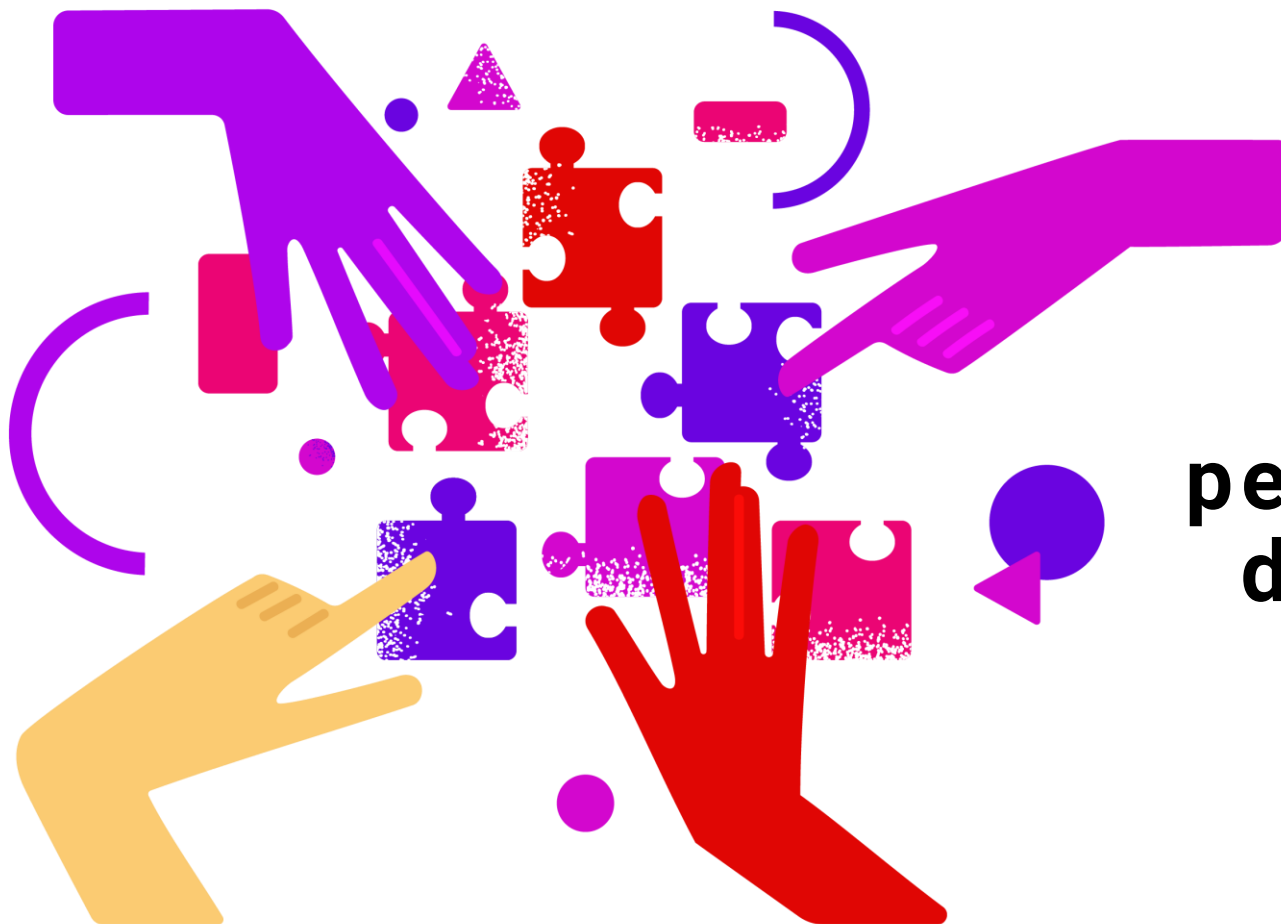


Effectively
managing and
marketing artistic
ventures

Artists as entrepreneurs who navigate both artistic and business domains, **bridging the gap between creativity and commerce** (Prokopovych & Ganguli, 2020).

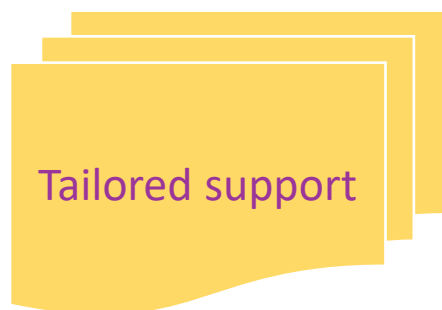
Artists can leverage their creative skills and entrepreneurial mindset to **drive economic and social impact through art-related ventures** (Gajare, J., 2020).





2. Combining art and entrepreneurship for personal and professional development for people with ASD/DS

Advantages of integrating art and entrepreneurship in fostering personal expression, creativity, and self-confidence.



Tailored support

Often tailored support to develop both verbal and non-verbal communication abilities is required



Art

The utilization of art as a tool for emotional expression is a potent strategy for individuals with ASD/DS



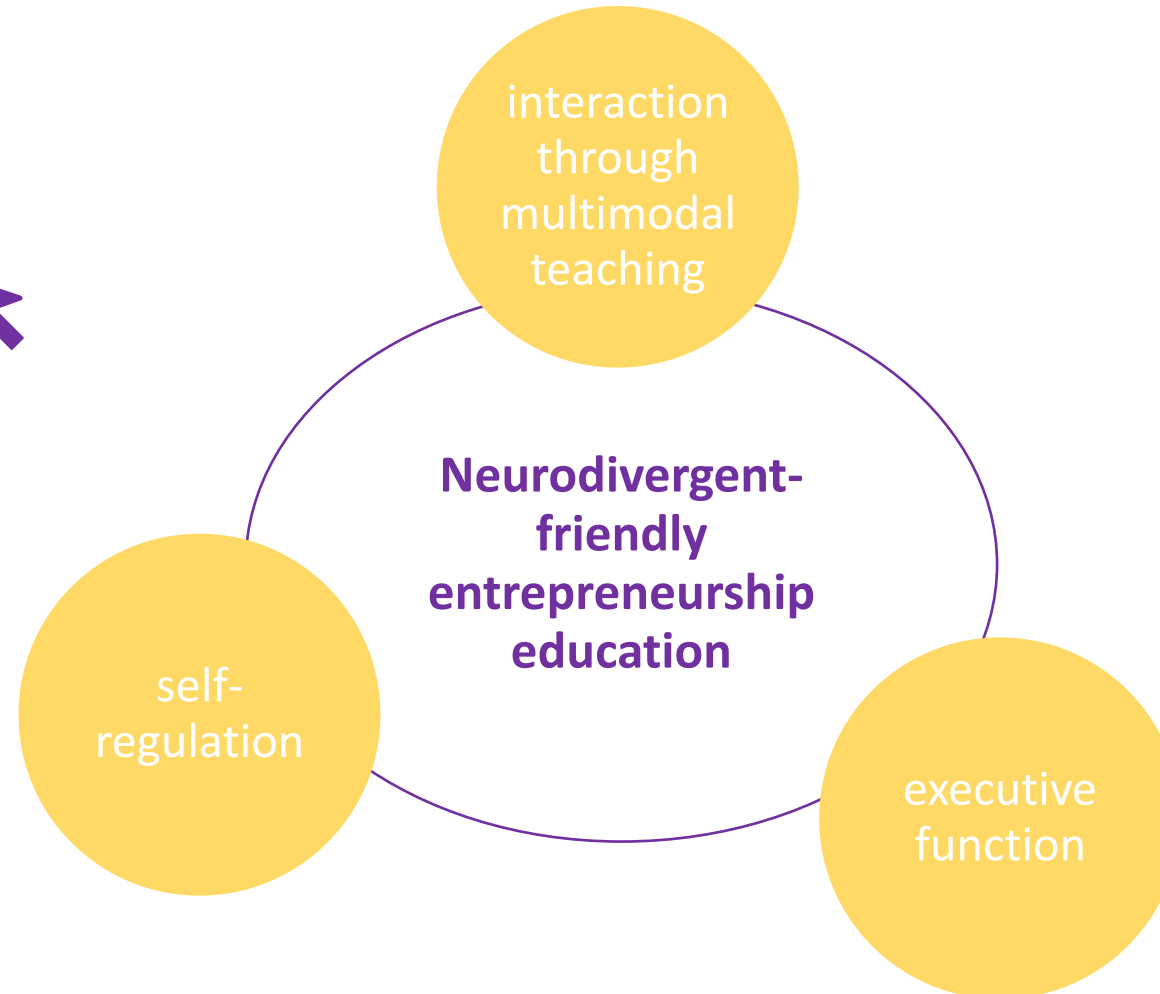
Development of both verbal and non-verbal communication abilities - Thriving when given opportunities to express themselves through their unique interests and strengths

Nurturing the creativity and emotional expression of individuals with ASD and DS empowers them to lead fulfilling lives and challenge societal biases.

Artrepreneurship can enhance the development of transferable skills and promote independence and self-reliance!

Analyse how “artrepreneurship” can enhance the development of transferable skills and promote independence and self-reliance

Universal Design for Learning (UDL)



Analyse how “artrepreneurship” can enhance the development of transferable skills and promote independence and self-reliance

Innovation, vital in recent years, calls for diversity (Austin and Pisano, 2017).

Entrepreneurship education

“learn by doing”

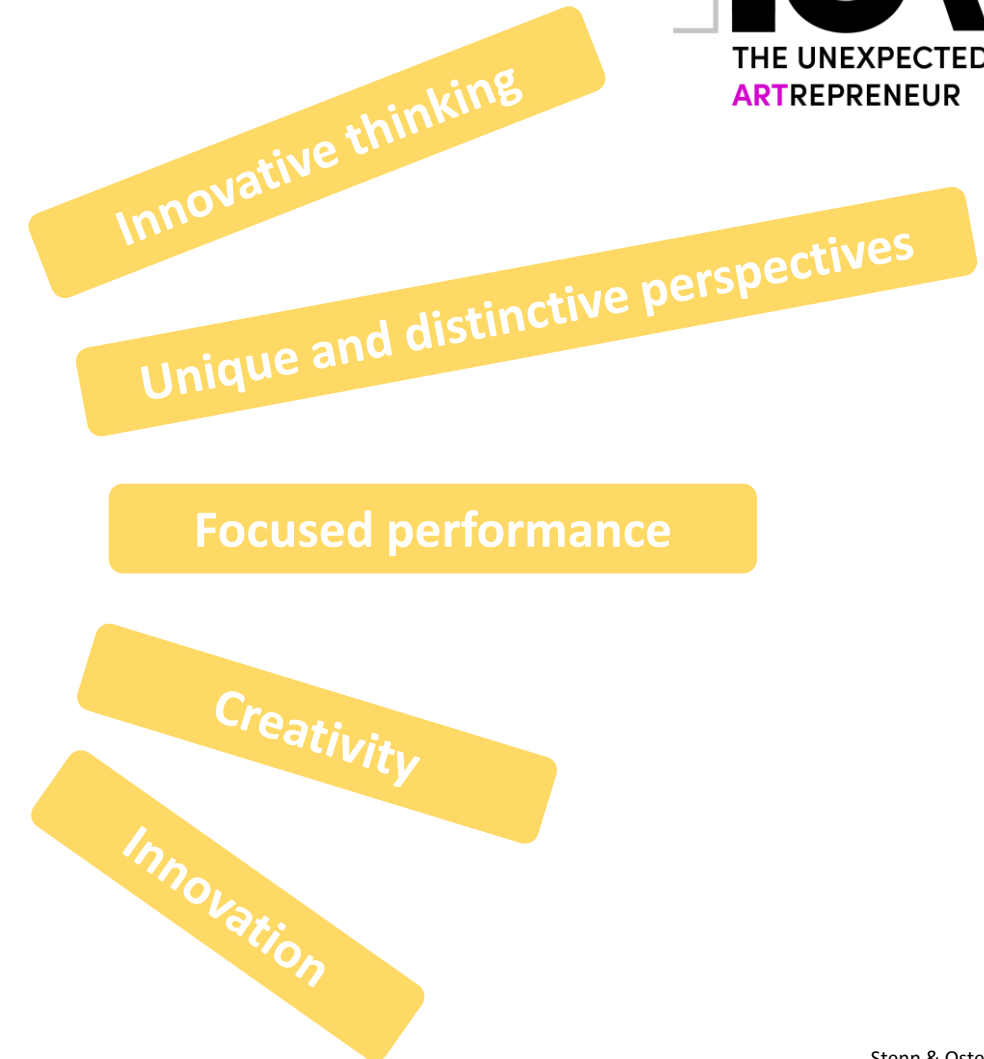
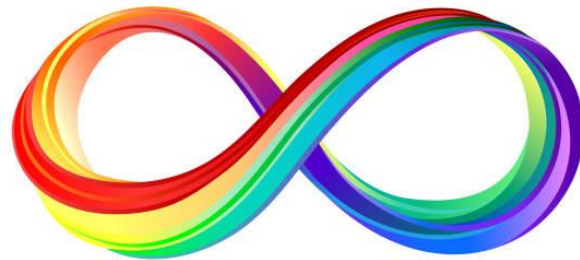
structured guidance



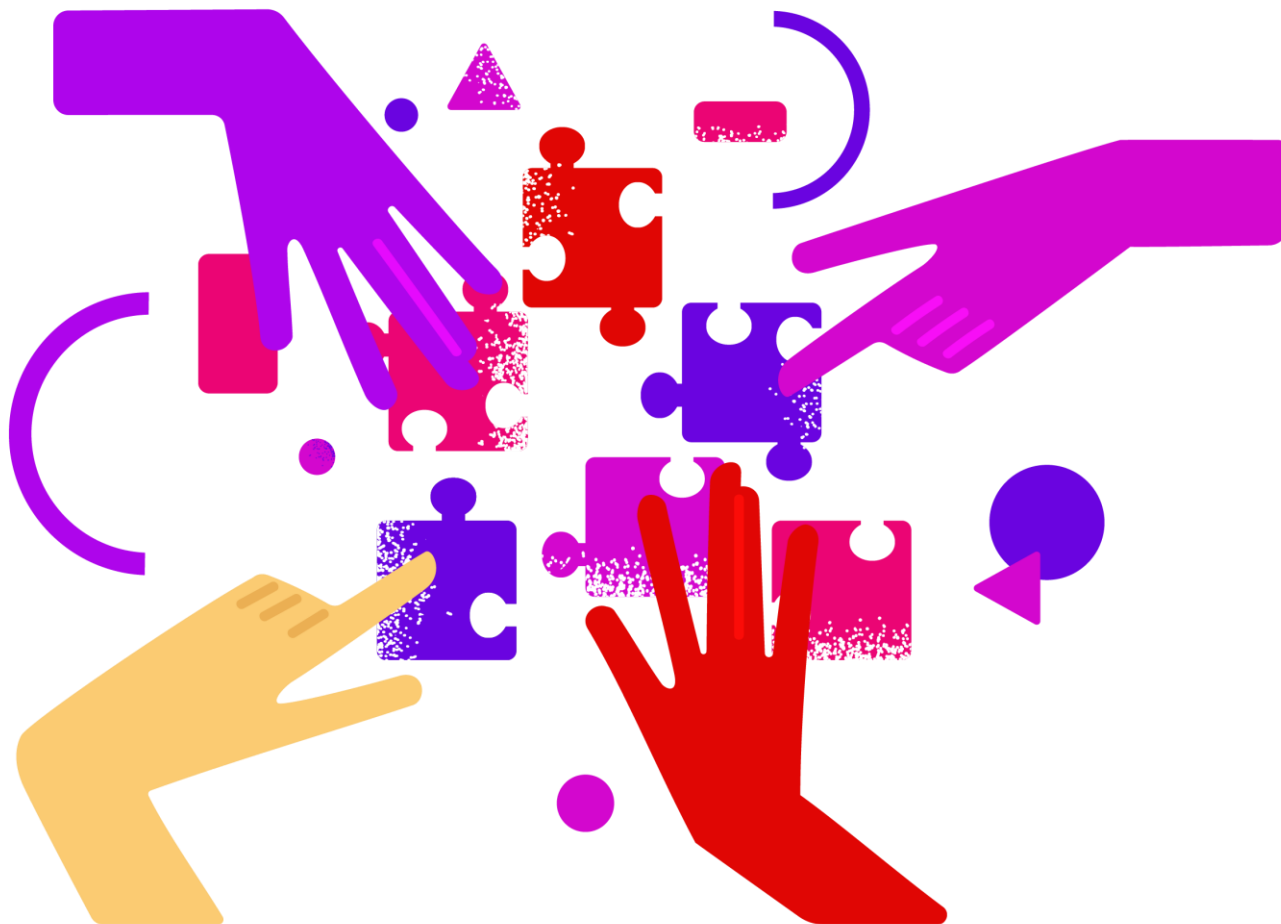
Artrepreneurship can enhance the development of transferable skills
and promote independence and self-reliance



Cognitive diversity
suits
Entrepreneurship

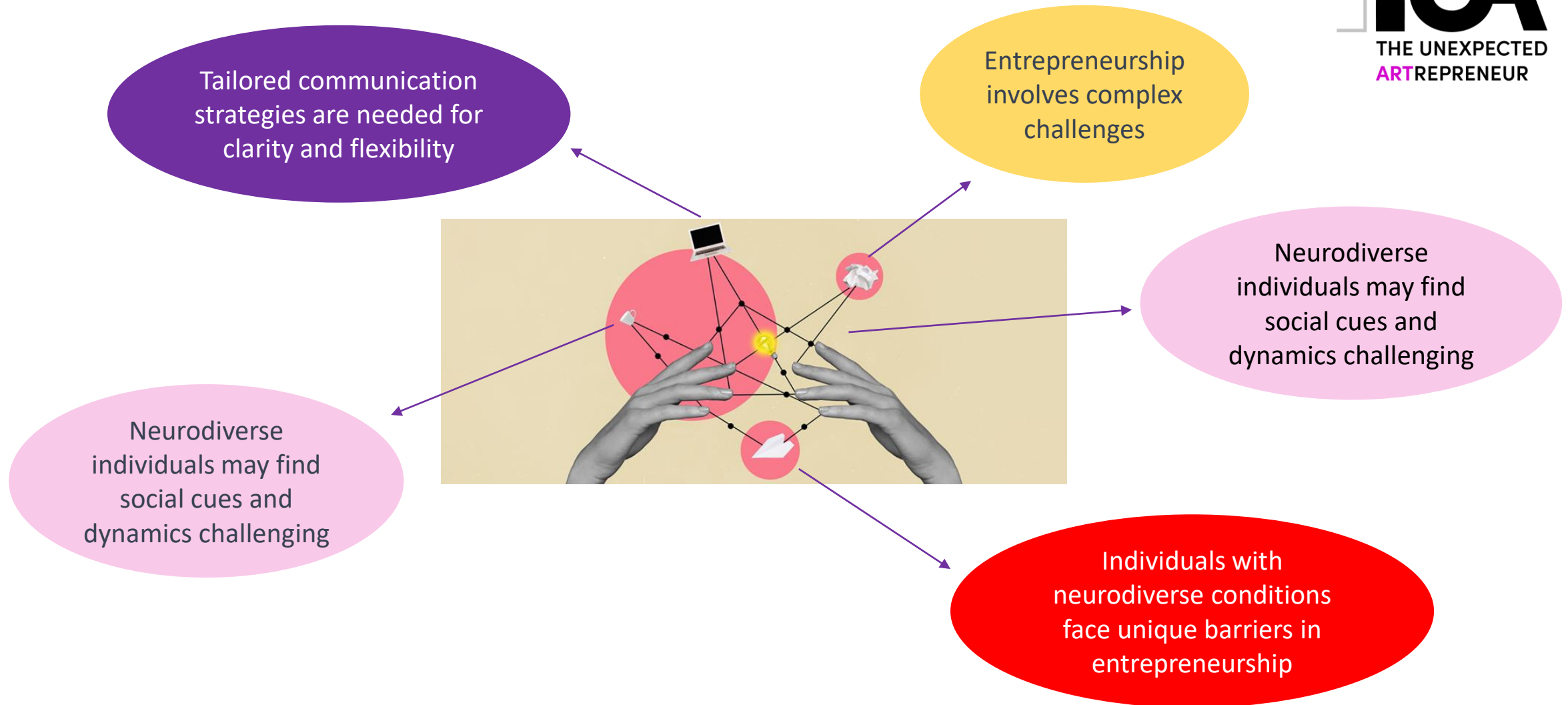


Entrepreneurs possess the **freedom to tailor their work according to their unique strengths and weaknesses**, making this aspect especially appealing to individuals who struggle to fit within the conventional job market, including those with disabilities (Wiklund et al., 2018).



3. Barriers faced by young people with ASD/DS in social and entrepreneurial contexts

Understand the barriers related to communication, social interaction, and self-advocacy, and their impact on entrepreneurial pursuits



Understand the barriers related to communication, social interaction, and self-advocacy, and their impact on entrepreneurial pursuits

Adapting approaches and recognizing individual needs is vital

Creating an inclusive environment for skill development is essential

Personalised teaching approaches and resources are essential

Creating an inclusive environment for skill development is essential

Acknowledging the strengths and interests of ASD/DS students is crucial



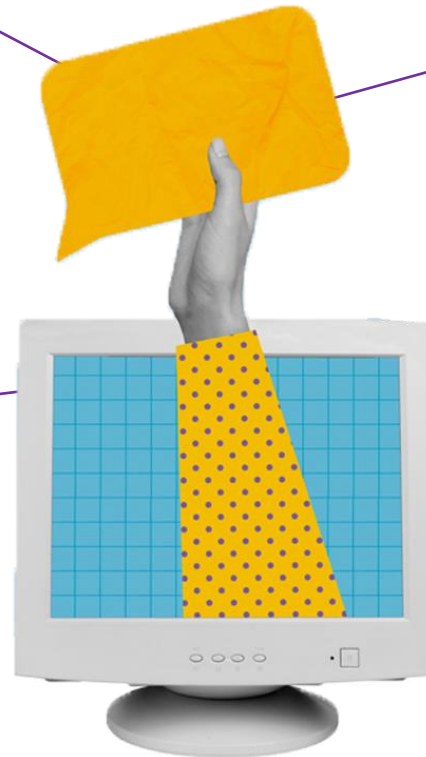
Understand the barriers related to communication, social interaction, and self-advocacy, and their impact on entrepreneurial pursuits



Collaboration with educators and experts enhances effective teaching strategies

Tailored strategies, inclusive environments, and personalised education are key

Embracing diversity and accommodating unique needs fosters empowerment and success



Entrepreneurship for neurodivergent individuals requires addressing communication, social, and self-advocacy barriers

How to mitigate barriers faced by ASD/DS



To maximize the **strengths of neurodivergent** employees and enhance their productivity, it's crucial to recognize their **unique abilities and acknowledge** that they may have specific requirements. These needs might necessitate **individualized accommodations** (Brinzea, 2019).

How to mitigate barriers faced by ASD/DS



Sensory preferences and sensitivities can be challenging!

There are methods for **assessing, training, and managing neurodiverse talent** (Austin and Pisano, 2017)



**Education and
Training**



**Inclusive
Workspaces**



**Personalized
Support**



**Societal
Awareness**

How to mitigate barriers faced by ASD/DS

Inclusive design should encompass:

Clear language

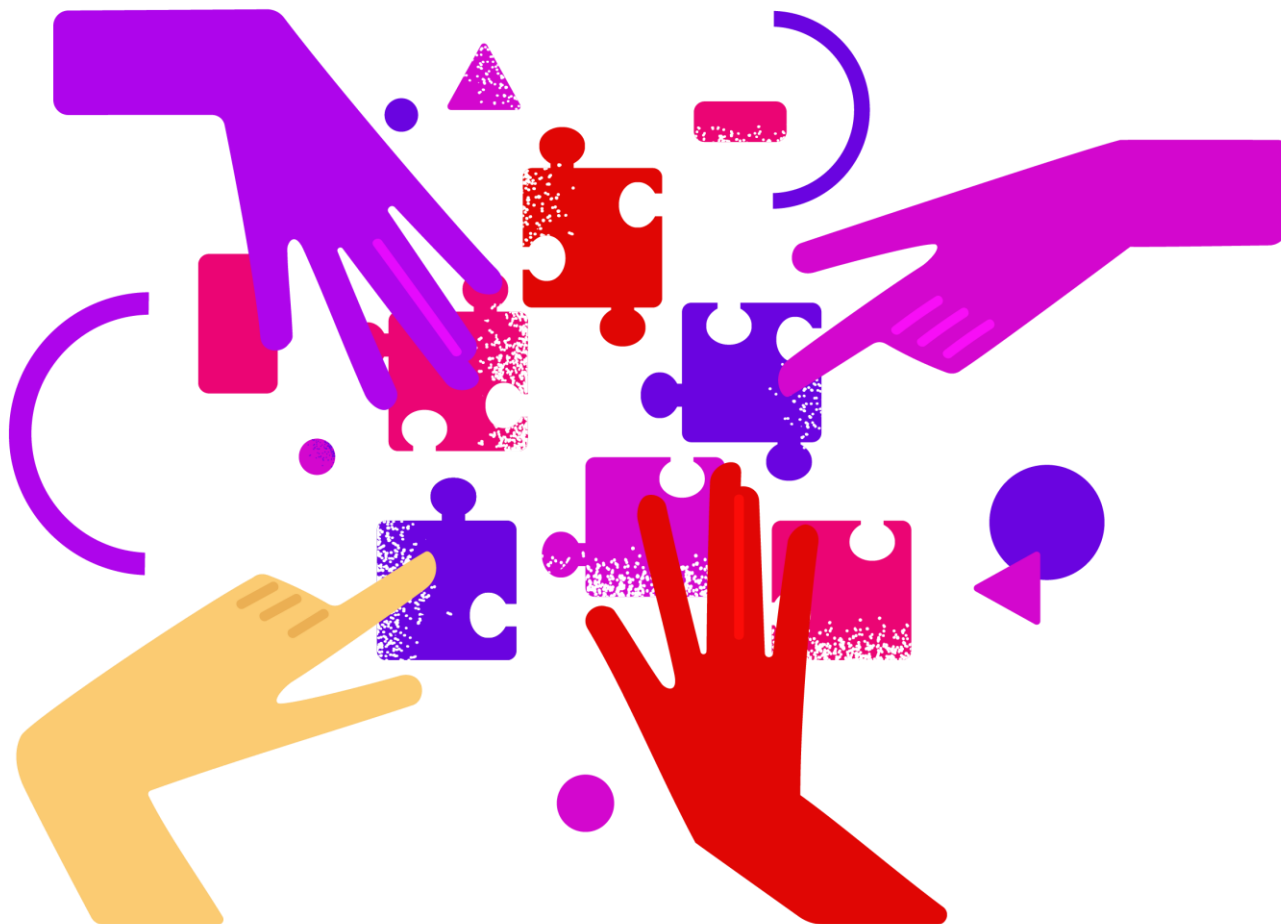
Simple
navigation

Straightforward
layouts

Sensory friendly
visuals

World Wide Web Consortium (W3C) has established The Web Content Accessibility Guidelines (WCAG) for web content accessibility in legal contexts





4. Activities

Exercise 1 - Exploring Artrepreneurship as a Means of Expression

1st step

1. Share stories or case studies highlighting the benefits of art therapy.
2. Provide art materials and invite participants to engage in a creative art activity.
3. Encourage participants to reflect on their own experiences during the activity.
4. Discuss the emotional and sensory aspects of the activity and how it relates to individuals with ASD/DS.
5. Conclude with a group discussion on the potential therapeutic value of art for this population.



Exercise 1 - Exploring Artrepreneurship as a Means of Expression

2nd step

1. In small groups, participants brainstorm challenges neurodivergent students might encounter in entrepreneurship education.
2. Each group discusses and proposes strategies or adaptations to make entrepreneurship education more inclusive. Guide the groups through the discussion highlighting the unique competences that these groups have.
3. Groups present their ideas, and the class collectively evaluates and refines the suggestions.
4. Conclude by discussing how these strategies can be implemented in real educational settings.



Exercise 2 - Creating Inclusive Online Shopping Experiences

Discuss the challenges individuals with ASD may encounter while shopping online.

Present the potential of e-commerce for Artrepreneurship.

Divide participants into small groups.

Assign each group to an online retail scenario and ask them to brainstorm inclusive design strategies and ideas to launch their product idea.

Groups present their strategies, explaining how they address the unique needs of ASD/DS customers.

Engage in a class discussion about the importance of inclusive design in e-commerce and e-commerce as a valuable tool for Artrepreneurship.

E.g.:

<https://www.etsy.com/>

<https://www.catawiki.com/en/c/85-art>

<https://desenio.co.uk/>



Tool –Business Model Canvas



Description

Introduce the concept of a business model canvas and its significance in entrepreneurship.

Divide participants into teams or individuals, depending on class size.

Provide a fictional or real business scenario with specific goals and challenges.

Instruct participants to create a business model that addresses key elements.

Allocate a reasonable amount of time for participants to work on their plans.

Encourage constructive feedback and questions from peers.






Discuss the advantages of a business model canvas and its relevance in real-world entrepreneurship.

Allow participants to revise their business models based on feedback.

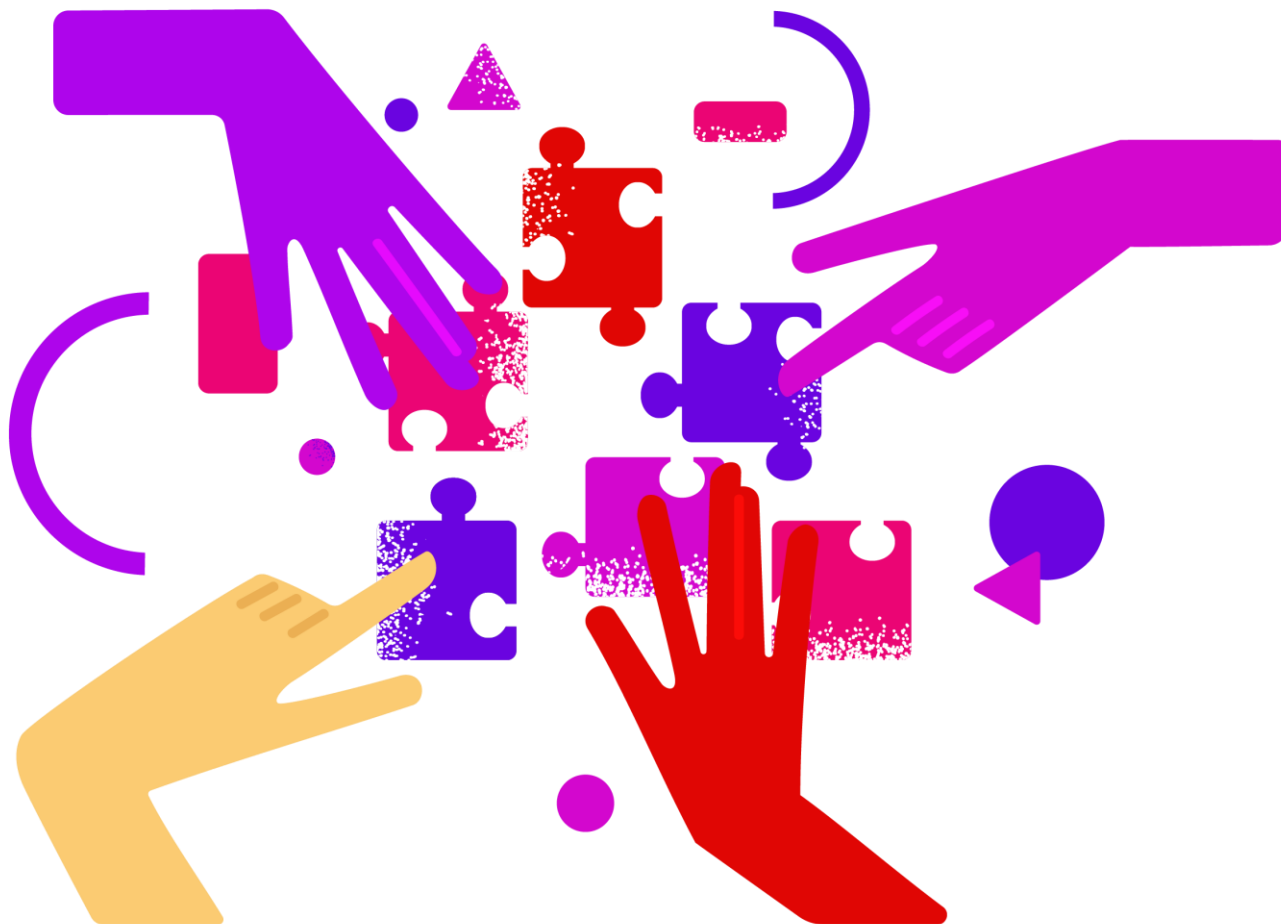
Tool –Business Model Canvas



BUSINESS MODEL CANVAS

 MISSION/ OBJECTIVES	 WHAT IS MY PRODUCT OR SERVICE:	 SELECT YOUR SALE CHANNEL:	 HOW TO PUT IN PRACTICE:
 WHAT NAME AND LOGO:			





Thank you!

<https://www.tua-project.eu/>

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