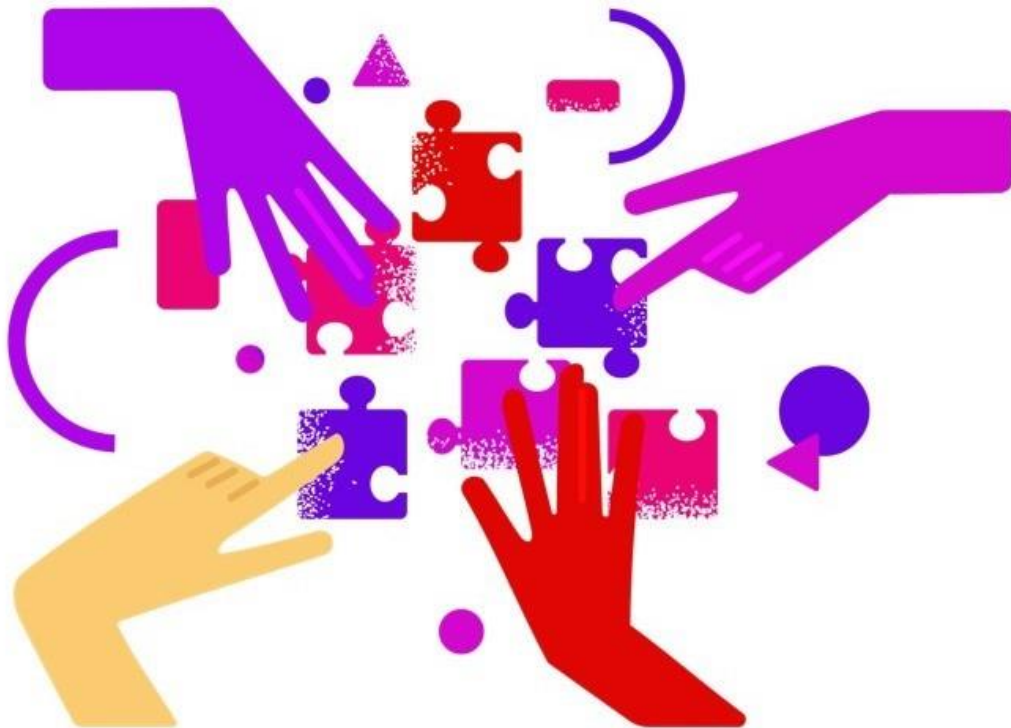




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# Pilot Transnational Report

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## TUA WP2 – Training, Transnational Report, Evaluation

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## Introduction

The Unexpected Artrepreneur (TUA) project, under the auspices of Erasmus+, stands as a beacon of innovation and inclusivity in the realm of education. TUA's noble mission revolves around harnessing the power of visual art to foster inclusive and equitable learning environments. At its core, TUA seeks to extend educational opportunities to young individuals who have too often been left behind, empowering them to not only partake in education but also to become agents of positive change within their communities.

Focused primarily on young people diagnosed with Autism Spectrum Disorder (ASD) and Down Syndrome (DS), TUA embarks on a transformative journey. Through a multifaceted approach, the project endeavours to equip these young individuals with the tools and knowledge to leverage art and entrepreneurship for addressing pressing social issues that directly affect them. By intertwining artistic expression with entrepreneurial acumen, TUA not only cultivates creativity but also nurtures a sense of agency and advocacy among its participants.

Central to TUA's comprehensive strategy are two pivotal components: educational materials and a tailored curriculum. The educational materials serve as guiding beacons, illuminating pathways for young individuals with ASD/DS to channel their creativity towards meaningful societal impact. These materials are meticulously crafted to instil both artistic proficiency and entrepreneurial insight, providing a holistic framework for personal and communal growth.

Complementing these educational resources is the bespoke curriculum designed to train facilitators and educators who work closely with young people diagnosed with ASD/DS. By amalgamating elements of non-formal education with practical skills training, this curriculum equips educators with the necessary tools and methodologies to effectively nurture the artistic and entrepreneurial talents of their students. It is through this holistic approach that TUA strives to create a supportive ecosystem wherein every individual is empowered to express themselves authentically and contribute meaningfully to society.

The culmination of TUA's efforts is exemplified through its transnational pilot initiatives conducted in Greece, Italy, Cyprus, and Portugal. These pilots serve as crucibles wherein the efficacy of the curriculum and educational materials is rigorously evaluated. Through pre and post-training questionnaires, participant satisfaction surveys, and comprehensive feedback from both trainers and trainees,

TUA meticulously assesses its impact, iterating and refining its approach to better serve its beneficiaries.

Furthermore, the invaluable insights gleaned from guest experts further enrich the project's scope and efficacy. By incorporating diverse perspectives and expertise, TUA remains adaptive and responsive to the evolving needs of its target demographic, ensuring that its interventions remain relevant and impactful.

In this report, we present an in-depth exploration of the organization, implementation, and assessment of the TUA Training Curriculum, delving into the findings and outcomes of TUA's transnational pilot initiatives. Through a synthesis of data, feedback, and testimonials, we aim to elucidate the successes, challenges, and opportunities that lie ahead on the path towards creating truly inclusive and empowering educational environments. Together, let us celebrate the triumphs of TUA and chart a course towards a future where every young individual, regardless of circumstance, is afforded the opportunity to realise their full potential through the transformative power of art and education.

## Characterisation of the Pilot

### Target Group Profile

The target group profile across the European pilots of the TUA project was tailored to professionals working with young people with ASD or DS, including psychologists, therapists, specialists, and carers. The total number of participants was 31.

In Portugal, participants had backgrounds in psychology, therapy, and caregiving and their education level was predominantly university degree. This ensured a well-rounded group with both theoretical knowledge and practical experience in working with young people with ASD/DS, aligning with the project's objectives. From 12 registered participants, 8 trainees successfully completed the course. The gender distribution was 6 female and 2 male.

Participants in Italy were volunteers who had been working part-time for 5 months in diverse cooperatives offering residential and day care services for individuals with

special needs, including young people with ASD/DS. While specific ages were not requested to respect privacy, all participants belonged to the age group of 18-35 years old.

The pilot in Cyprus included 3 female and 2 male participants, aged approximately between 25-40 years old. Participants were staff members of the Toxotis Charitable Foundation, dedicated to enhancing the capabilities of persons with mental disabilities. They possessed extensive experience working with young people with mental disabilities, primarily Down Syndrome, and had relevant academic and training backgrounds.

The Profile of the trainees in Greece followed the lines of the project goals being tailored to psychologists, therapists, specialists and carers who work with young people with ASD or DS. The majority of participants was youth workers between the age of 24-35. At least the half of them has previous experience in working with young people with ASD/DS. Their education level was university degree.

## Pilot Methodology

The methodology of the pilot sessions varied across countries but shared common elements tailored to the specific context and profile of the trainees.

The topic of each module and learning objectives were the following:

Module 1: Teaching young people with ASD/DS

Module 2: Art and young people with special needs

Module 3: Introduction to “Artepreneurship”

Module 4: Promoting an Artistic Venture

Module 5: Art as a driver for social participation

Learning objectives:

- Acquire a comprehensive understanding of arts entrepreneurship and its relevance to individuals with autism spectrum disorder (ASD) and Down Syndrome (DS).

- Develop the knowledge and skills to effectively support the social and enterprise development of young people with ASD and DS.
- Acquire strategies and techniques to address the specific barriers faced by individuals with ASD and DS in social and business contexts.
- Understand the fundamentals of entrepreneurship and apply them to support young people with ASD and SD in exploring entrepreneurial opportunities.
- Acquire knowledge in marketing and branding strategies adapted to the arts industry, supporting young people with ASD and DS in presenting and promoting their work.
- Apply person-centred approaches and individualised support to meet the unique needs of individuals with ASD and DS in arts and enterprise activities.
- Acquire strategies and techniques to support and improve the social and entrepreneurial skills of young people with ASD and DS.
- To understand the intersection of art and entrepreneurship and its potential to empower individuals with ASD and DS to become agents of social change.
- Explore creative and innovative approaches to overcome the main barriers faced by young people with ASD and DS, promoting their inclusion and socialization.

Additionally to the presentation, activities regarding the modules' contents were carried out and tools were developed and given, in order to enable trainees to develop ideas and activities within their job occupation, applying their acquired knowledge while working with their target groups.

In Portugal, the pilot was conducted face-to-face over five sessions, each lasting two hours, at the Aproximar office in Amadora. The sessions included presentations, interactive activities, and the involvement of keynote speakers with expertise in working with ASD/DS young people.

Italy's pilot took place at CESIE's headquarters, consisting of two four-hour sessions held a week apart. Sessions combined theoretical knowledge with practical application, incorporating icebreakers to foster participant engagement and a relaxed learning environment.

Cyprus followed a similar face-to-face approach, with sessions held over two consecutive days at the Toxotis Foundation headquarters.

The pilot sessions in Greece were conducted virtually, attracting active participation from 12 individuals. The event commenced with an introduction to the progress stage of the TUA project, followed by detailed presentations of the five TUA project modules facilitated by Amazing Youth and ARTIT. Interactive activities were integrated into each module to foster engagement and collaborative learning.

Across all pilots, the methodology aimed to provide a comprehensive understanding of the TUA project modules while facilitating active participation and knowledge application. Additionally, sessions incorporated feedback mechanisms to ensure continuous improvement and relevance to the participants' needs and contexts.

In conclusion, the TUA Training Curriculum, developed under the TUA Project across European countries, exemplifies a concerted effort to empower young people with DS/ASD to effect social change through art. Implemented by various organizations, including Amazing Youth, APX, ARTIT, CARDET, CESIE, and KMOP, the curriculum was tailored to each national context while maintaining core objectives and modules.

The pilots in Cyprus, Greece, Italy, and Portugal showcased diverse methodologies and settings, all designed to engage professionals working with young people with ASD or DS. Participants, primarily psychologists, therapists, specialists, and carers, demonstrated a commitment to enhancing their skills and knowledge in supporting these individuals.

Each pilot session incorporated interactive activities, presentations, and discussions to ensure active engagement and practical application of learning. Despite differing methodologies, all sessions aimed to achieve a comprehensive understanding of the curriculum's modules while fostering collaboration and knowledge exchange among participants.

The target group profiles across the pilots reflected a diverse range of backgrounds and experiences, enriching the learning environment and contributing to the project's overarching goals. From Portugal to Cyprus, participants exhibited a dedication to advancing their understanding and practice in supporting young people with ASD or DS.

Overall, the TUA Training Curriculum pilots exemplify a collaborative effort to empower professionals and organizations in supporting young people with ASD or



DS to become agents of social change through art. Moving forward, the insights gained from these pilots will inform further refinements to the curriculum, ensuring its continued relevance and effectiveness in addressing the needs of this diverse and deserving population.

## Participants' Satisfaction

The Satisfaction Questionnaire serves as a vital instrument in assessing the effectiveness and impact of the TUA project's training initiatives. With a total of 30 responses gathered from participants across transnational pilot initiatives, this questionnaire offers valuable insights into the participants' perceptions and experiences throughout the training program. Through a series of statements addressing various aspects of the training, participants were invited to rate their level of agreement on a scale from 1 to 5, ranging from "totally disagree" to "totally agree." These responses provide a comprehensive overview of participant satisfaction, covering areas such as communication with the training team, accessibility of learning platforms, relevance of workshop topics, and overall learning outcomes. The analysis of these responses offers invaluable feedback for refining and enhancing future iterations of the training program, ensuring its continued effectiveness in fostering inclusive and empowering learning environments.

Here is an analysis for each question:

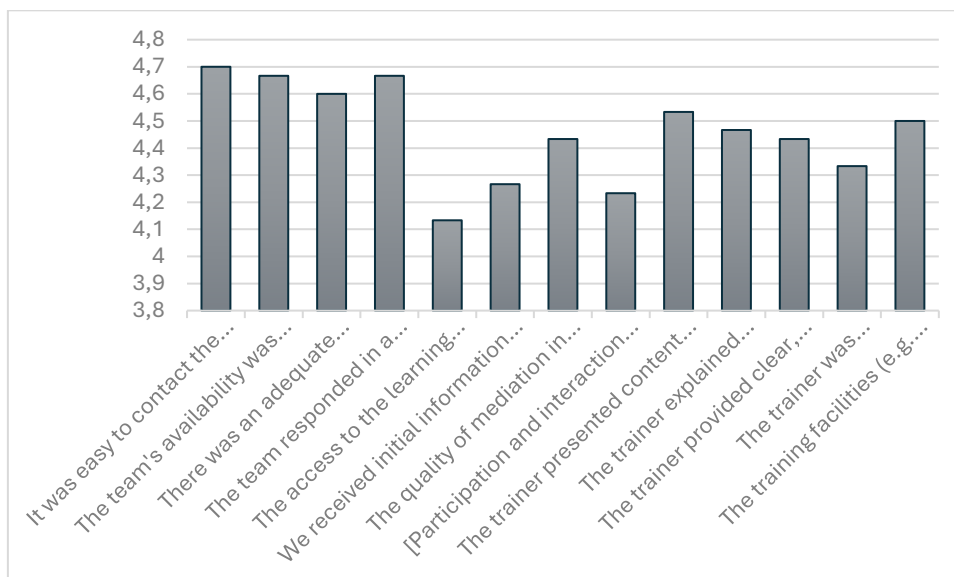
1. **It was easy to contact the training team (4.7/5):** The high average rating suggests that participants found it relatively straightforward to reach out to the training team when needed. This indicates effective communication channels were in place, fostering accessibility and support throughout the training program.
2. **The team's availability was flexible (4.7/5):** The consistently high rating implies that participants felt the training team was accommodating and responsive to their scheduling needs. Flexibility in availability likely contributed to a positive learning experience by allowing participants to engage at times convenient for them.
3. **There was adequate clarification of questions and resolution of problems (4.6/5):** This rating indicates that participants generally felt their queries

and issues were addressed satisfactorily. Clear communication and effective problem-solving likely contributed to a sense of support and confidence among participants.

4. **The team responded in a timely manner to potential questions/problems (4.1/5):** While still relatively high, this rating suggests some room for improvement in terms of response time. Timely resolution of queries and issues is crucial for maintaining momentum and engagement in an online learning environment.
5. **The access to the learning platform was easy (4.3/5):** The moderate rating suggests that while most participants found access to the learning platform manageable, there may have been some challenges or complexities for a subset of respondents. Ensuring seamless access to the platform is essential for optimizing the learning experience.
6. **We received initial information on the use of the Moodle platform (4.4/5):** This high rating indicates that participants felt adequately informed about navigating the Moodle platform at the outset of the training program. Clear guidance likely facilitated smoother integration into the online learning environment.
7. **The quality of mediation in synchronous sessions was great (4.2/5):** This rating suggests that participants generally perceived the quality of mediation during synchronous sessions positively. Effective facilitation likely contributed to active engagement and meaningful interaction among participants.
8. **Participation and interaction were encouraged (4.5/5):** The high rating indicates that participants felt encouraged to actively participate and engage with the training content. Fostering a collaborative and inclusive learning environment is essential for maximizing the benefits of group learning experiences.
9. **The trainer presented content in an organized manner (4.5/5):** This rating suggests that participants appreciated the structured delivery of training content. Organized presentation likely facilitated comprehension and retention of key concepts.
10. **The trainer explained concepts clearly (4.4/5):** The high rating indicates that participants generally found the trainer's explanations to be clear and

understandable. Clarity in instruction is vital for ensuring effective knowledge transfer and comprehension.

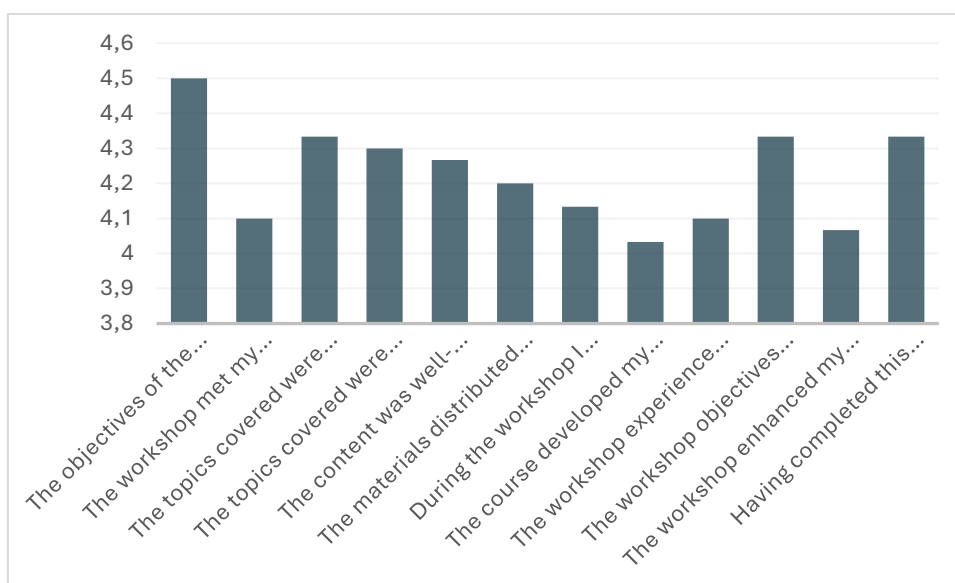
11. **The trainer provided clear, constructive feedback (4.3/5):** While still positive, this rating suggests that there may be opportunities to enhance the clarity and effectiveness of feedback provided by trainers. Clear and constructive feedback is essential for facilitating skill development and improvement.
12. **The trainer was knowledgeable about the training topics and well-prepared (4.5/5):** This high rating indicates that participants perceived the trainer to be well-informed and prepared to deliver the training content effectively. Demonstrated expertise likely instilled confidence and credibility among participants.
13. **The training facilities (e.g. room, equipment, access, etc.) met my expectations (4.5/5):** The high rating suggests that participants were generally satisfied with the training facilities provided. A conducive learning environment is essential for promoting engagement and focus during training sessions.



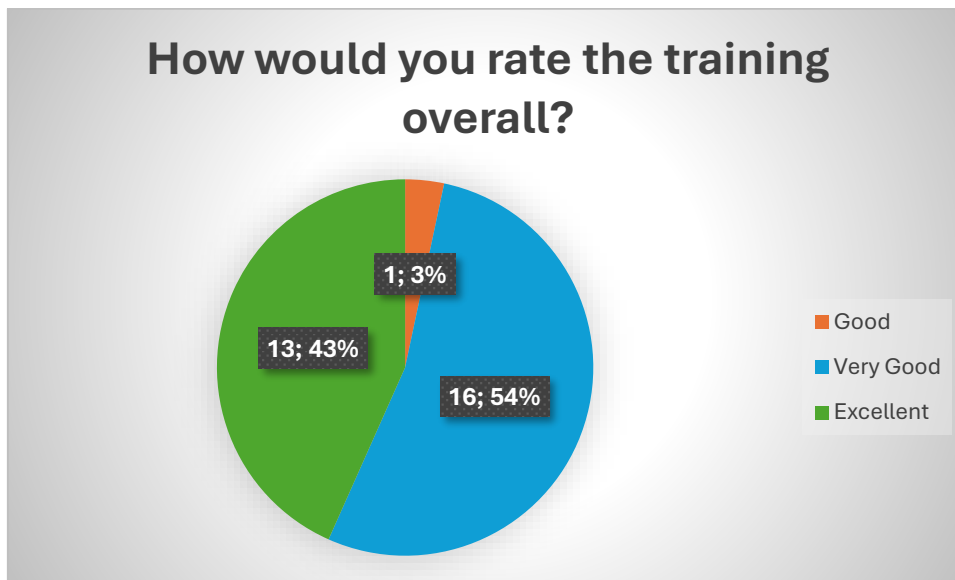
14. **The objectives of the workshop were clearly defined (4.1/5):** The moderate rating suggests that while most participants felt the workshop objectives were somewhat clear, there may have been room for improvement in terms of clarity. Clear objectives are crucial for aligning participant expectations and guiding the learning process effectively.

15. **The workshop met my expectations (4.3/5):** The relatively high rating indicates that the majority of participants found the workshop to be in line with their expectations. Meeting participant expectations is essential for fostering engagement and satisfaction throughout the training program.
16. **The topics covered were relevant to the objectives of the workshop (4.3/5):** This rating suggests that participants generally perceived the topics covered to be aligned with the workshop objectives. Relevant content ensures that participants can apply their learning directly to their areas of interest and professional practice.
17. **The topics covered were relevant to me and my work (4.3/5):** Similarly, participants rated the relevance of the topics to themselves and their work positively. Relevance to participants' personal and professional contexts enhances engagement and facilitates application of learning outcomes.
18. **The content was well-organized and easy to follow (4.2/5):** The moderate rating suggests that while most participants found the content to be generally well-organized, there may have been some instances where clarity or organization could have been improved. Clear and logical organization of content enhances comprehension and retention.
19. **The materials distributed were helpful (4.1/5):** This rating indicates that participants generally found the distributed materials to be beneficial. Helpful materials support learning by providing additional resources and reference materials to reinforce key concepts.
20. **During the workshop, I learned things with regard to the objective of the project which were new to me (4/5):** The moderate rating suggests that while many participants learned new things related to the project objectives, there may have been some familiarity with certain topics among others. Nonetheless, acquiring new knowledge is indicative of a successful learning experience.
21. **The course developed my abilities and skills for the subject (4.1/5):** Participants generally felt that the course contributed to the development of their abilities and skills relevant to the subject matter. Skill development is a key outcome of effective training programs, empowering participants to apply their learning in practical contexts.

22. **The workshop experience will be useful at my work (4.3/5):** The high rating indicates that participants believed the workshop experience would be beneficial in their professional contexts. Practical applicability of workshop learnings enhances their value and relevance to participants' careers.
23. **The workshop objectives were met (4/5):** While still positive, this rating suggests that there may have been some areas where the workshop objectives were not fully realized. Aligning workshop activities and content more closely with stated objectives can further enhance participant satisfaction and learning outcomes.
24. **The workshop enhanced my capacities to learn how to support young people with intellectual disabilities to express themselves through art (4.3/5):** Participants generally felt that the workshop enhanced their capacities to support young people with intellectual disabilities in expressing themselves through art. This outcome aligns closely with the overarching goals of the TUA project.
25. **Having completed this workshop, I will be able to propose activities for the self-expression of marginalized youth through art (4.3/5):** The high rating indicates that participants felt confident in their ability to propose activities for the self-expression of marginalized youth through art following the workshop. Empowering participants with actionable skills is a key indicator of workshop effectiveness.



**How would you rate the session overall? (4.3/5):** The high overall rating reflects participants' positive perception of the workshop as a whole. Overall satisfaction is a critical measure of workshop success, indicating the extent to which participant expectations were met and learning objectives achieved.



In conclusion, the findings of the Satisfaction Questionnaire offer valuable insights into the participant experience within the TUA project's training initiatives. With a significant number of responses received, it is evident that the training program has generally been well-received by participants, with high ratings across various aspects such as communication with the training team, relevance of workshop topics, and overall satisfaction. While the feedback highlights areas of strength, such as the accessibility of learning platforms and the encouragement of participation and interaction, it also identifies areas for potential improvement, such as enhancing clarity in defining workshop objectives and improving response times to participant queries. These insights will inform future iterations of the training program, enabling the TUA project to further refine its approach and better meet the needs of its participants. Ultimately, the Satisfaction Questionnaire underscores the project's commitment to continuous improvement and its dedication to creating inclusive and empowering learning environments for all participants.

## Impact Evaluation

The Impact Evaluation chapter of this report delves into the transformative journey undertaken by participants in the TUA project's training initiatives. Through the implementation of pre-training and post-training evaluation questionnaires, the project endeavored to gauge the evolution of participants' knowledge, competencies, and perceptions throughout the training program. This chapter serves as a testament to the project's overarching goal of creating meaningful and lasting impact in the lives of participants, particularly young individuals diagnosed with Autism Spectrum Disorder (ASD) and Down Syndrome (DS). By examining the data gathered from these evaluation instruments, we gain valuable insights into the efficacy of the training program in equipping participants with the necessary skills and knowledge to leverage art and entrepreneurship for social change. Through rigorous analysis and reflection, we aim to elucidate the tangible outcomes and transformative experiences that have emerged as a result of their participation in the TUA project.

### Knowledge



1. **I understand the communication barriers faced by youth with ASD and DS:** The pre-training average rating of 4.3 indicates a relatively strong understanding of communication barriers, which further improved to 4.6 post-training. This suggests that the training effectively enhanced

- participants' comprehension of communication challenges faced by individuals with ASD and DS.
2. **I can identify effective learning strategies for individuals with ASD and DS:** Participants rated themselves at 3.9 pre-training, indicating a moderate ability to identify effective learning strategies, which increased to 4.4 post-training. This improvement suggests that the training significantly enhanced participants' capacity to recognize and implement suitable learning strategies for individuals with ASD and DS.
  3. **I can evaluate the various challenges young people with ASD and DS encounter in the realm of social participation:** Pre-training, participants rated themselves at 4, indicating a good understanding of social participation challenges, which further improved to 4.7 post-training. This substantial increase suggests that the training significantly deepened participants' awareness and evaluation skills regarding challenges faced by individuals with ASD and DS in social participation.
  4. **I understand the concept of artrepreneurship and its relevance to individuals with ASD and DS:** Participants rated themselves at 2.9 pre-training, indicating a relatively low understanding of artrepreneurship, which significantly improved to 4.5 post-training. This notable increase suggests that the training effectively conveyed the concept of artrepreneurship and its relevance to individuals with ASD and DS.
  5. **I can identify barriers that young people with ASD/DS might face in entrepreneurial settings:** Participants rated themselves at 3.9 pre-training, indicating a moderate ability to identify barriers, which improved to 4.5 post-training. This improvement suggests that the training enhanced participants' capacity to recognize and address barriers faced by individuals with ASD and DS in entrepreneurial settings.
  6. **I comprehend marketing strategies tailored to the art industry, including online platforms, social media, and exhibitions:** Pre-training, participants rated themselves at 3.4, indicating a moderate comprehension of marketing strategies, which increased to 4.4 post-training. This substantial improvement suggests that the training effectively enhanced participants' understanding of marketing strategies tailored to the art industry.



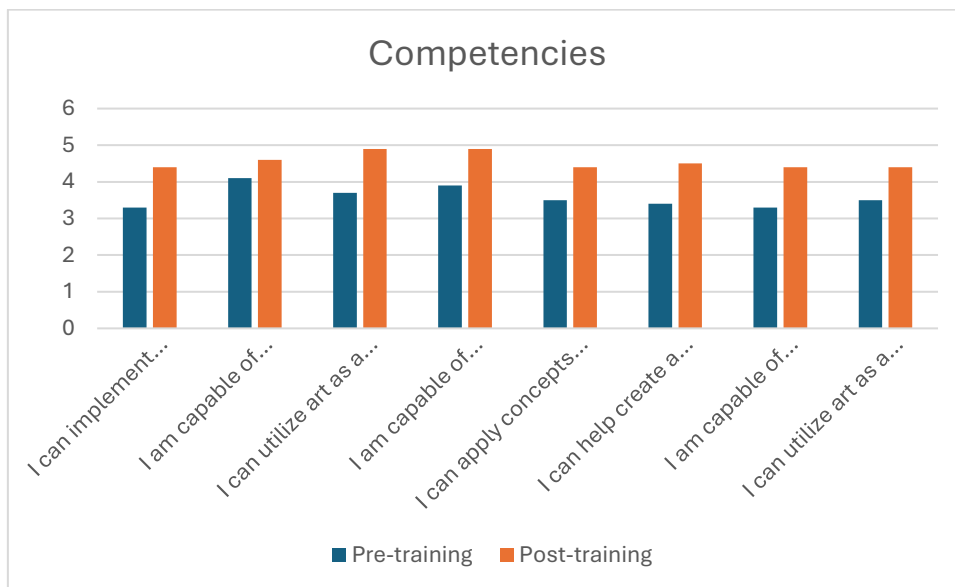
7. **I can evaluate the value of networking and building relationships in the context of artrepreneurship:** Pre-training, participants rated themselves at 3.3, indicating a moderate ability to evaluate networking value, which increased to 4.5 post-training. This significant improvement suggests that the training effectively enhanced participants' capacity to recognize and assess the value of networking in artrepreneurship.
8. **I can analyze the challenges that young people with ASD and DS face regarding social participation:** Participants rated themselves at 4 pre-training, indicating a good ability to analyze challenges, which further improved to 4.7 post-training. This notable increase suggests that the training significantly deepened participants' analytical skills regarding challenges faced by individuals with ASD and DS in social participation.
9. **I can assess the various challenges young people with ASD and DS encounter in the realm of social participation:** Pre-training, participants rated themselves at 3.8, indicating a moderate ability to assess challenges, which increased to 4.7 post-training. This significant improvement suggests that the training effectively enhanced participants' capacity to assess challenges faced by individuals with ASD and DS in social participation.

In summary, the pre-training evaluation revealed that participants demonstrated a solid understanding of certain concepts related to youth with Autism Spectrum Disorder (ASD) and Down Syndrome (DS), such as communication barriers and social participation challenges. However, there were areas where their understanding was less developed, particularly regarding the concept of artrepreneurship and its relevance to individuals with ASD and DS.

Post-training, there was a noticeable improvement across all areas assessed. Participants showed significant enhancements in understanding communication barriers, effective learning strategies, challenges in social participation, and the concept of artrepreneurship. This indicates that the training program effectively enriched participants' knowledge base, providing them with a deeper understanding of the issues faced by individuals with ASD and DS, as well as equipping them with the necessary knowledge to address these challenges effectively.

In conclusion, the Impact Evaluation on knowledge demonstrates the efficacy of the training program in enhancing participants' understanding of key concepts related to youth with ASD and DS. The significant improvements observed post-training underscore the program's success in equipping participants with the knowledge and insights necessary to support and empower individuals with ASD and DS effectively.

## Competencies



1. **I can implement teaching strategies that promote inclusivity in an artrepreneurship course for youth with ASD and DS:** Participants rated themselves at 3.3 pre-training, indicating a moderate ability to implement inclusive teaching strategies, which significantly improved to 4.4 post-training. This notable increase suggests that the training effectively enhanced participants' capacity to implement strategies that promote inclusivity in artrepreneurship courses for youth with ASD and DS.
2. **I am capable of creating an inclusive learning environment that accommodates the needs of individuals with ASD and DS:** Pre-training, participants rated themselves at 4.1, indicating a good capability to create inclusive environments, which further improved to 4.6 post-training. This significant improvement suggests that the training effectively enhanced participants' capacity to create inclusive learning environments tailored to the needs of individuals with ASD and DS.

3. **I can utilize art as a medium for the development of communication skills, including verbal and non-verbal communication:** Participants rated themselves at 3.7 pre-training, indicating a moderate ability to utilize art for communication skill development, which significantly improved to 4.9 post-training. This substantial increase suggests that the training effectively enhanced participants' ability to utilize art as a medium for fostering communication skills among individuals with ASD and DS.
4. **I am capable of promoting self-reflection and socialization through group art activities and collaborative projects:** Pre-training, participants rated themselves at 3.9, indicating a moderate capability, which further improved to 4.9 post-training. This significant improvement suggests that the training effectively enhanced participants' capability to promote self-reflection and socialization through group art activities and collaborative projects.
5. **I can apply concepts and tools to foster artpreneurship with young people with ASD/DS:** Participants rated themselves at 3.5 pre-training, indicating a moderate ability to apply concepts, which significantly improved to 4.4 post-training. This notable increase suggests that the training effectively enhanced participants' ability to apply concepts and tools for fostering artpreneurship among young people with ASD/DS.
6. **I can help create a personal brand and develop an art portfolio to showcase individual work:** Pre-training, participants rated themselves at 3.4, indicating a moderate capability, which increased to 4.5 post-training. This significant improvement suggests that the training effectively enhanced participants' capability to assist in creating personal brands and developing art portfolios to showcase individual work.
7. **I am capable of starting collaborative initiatives for entrepreneurship and art involving young people with ASD/DS:** Participants rated themselves at 3.3 pre-training, indicating a moderate capability, which improved to 4.4 post-training. This significant improvement suggests that the training effectively enhanced participants' capability to initiate collaborative initiatives involving young people with ASD/DS in entrepreneurship and art.
8. **I can utilize art as a dynamic tool to actively promote social participation among young people with ASD and DS:** Pre-training, participants rated

themselves at 3.5, indicating a moderate ability, which improved to 4.4 post-training. This notable increase suggests that the training effectively enhanced participants' ability to utilize art as a dynamic tool to actively promote social participation among young people with ASD and DS.

The pre-training evaluation indicated that participants possessed moderate to good capabilities across various competencies related to supporting individuals with ASD and DS in artrepreneurship and inclusive learning environments. However, there were areas where their capabilities were less developed, particularly in utilizing art as a medium for communication and fostering self-reflection and socialization.

Post-training, there was a notable improvement in participants' capabilities across all assessed competencies. Participants demonstrated enhanced abilities in implementing inclusive teaching strategies, creating inclusive learning environments, utilizing art for communication skill development, promoting self-reflection and socialization, and applying concepts for fostering artrepreneurship.

In conclusion, the Impact Evaluation on competencies highlights the training program's success in significantly enhancing participants' capabilities to support and empower individuals with ASD and DS in artrepreneurship and inclusive learning environments. The substantial improvements observed post-training underscore the program's effectiveness in equipping participants with the skills and competencies necessary to create meaningful and inclusive educational experiences for individuals with ASD and DS.

## Trainers and trainees' recommendations

In this section, we turn our attention to the invaluable insights and recommendations provided by both trainers, trainees, and esteemed guest experts involved in the TUA project. Their collective expertise and perspectives offer a multifaceted view of the training program's strengths, challenges, and opportunities for growth. Trainers, with their firsthand experience in delivering the curriculum, provide valuable feedback on the efficacy of teaching methodologies, content delivery, and participant engagement strategies. Trainees, on the other

hand, offer invaluable insights into their learning experiences, highlighting areas of success and suggesting improvements to enhance future iterations of the program. Additionally, the input from guest experts, whether directly engaged in training sessions or providing feedback remotely, enriches the discourse with specialized knowledge and best practices in the field. Through a synthesis of these recommendations and expert insights, we gain a comprehensive understanding of the TUA project's impact and its potential for further refinement and expansion.

Guest experts play a pivotal role in enriching the TUA project's training initiatives by offering specialized insights and feedback. They were invited to actively participate in the training sessions alongside other participants, providing real-time feedback, or alternatively, they were provided with the training content for peer review and feedback. Their contributions serve to enhance the quality and effectiveness of the training program, ensuring alignment with best practices and emerging trends in the field of education, art, and entrepreneurship. In this summary, we present a synthesis of the comments and suggestions provided by the esteemed guest experts, highlighting their valuable contributions to the ongoing refinement and improvement of the TUA project's training initiatives.

#### Strengths:

1. **Clarity of Goals:** Guest experts noted the clarity of the workshop's objectives as a significant strength. Clearly defined goals help participants understand what is expected of them and guide their learning journey effectively.
2. **Incorporation of Self-Reflective Activities:** The inclusion of self-reflective activities within the curriculum was highlighted as another strength. These activities likely fostered deeper engagement and personal growth among participants by encouraging them to reflect on their learning experiences.
3. **Simplicity of Activities:** Guest experts appreciated the simplicity of the activities included in the curriculum. Clear and straightforward activities can enhance accessibility and facilitate effective learning experiences for participants of varying skill levels.

#### Areas for Improvement:

1. **Shorter Directions in Lesson Plans:** Feedback suggested that some directions in the lesson plans could be shorter. Streamlining directions can

help improve the clarity and efficiency of instruction, making it easier for participants to follow and engage with the material.

2. **Time Management:** Another area identified for improvement was time management. Efficient use of time is essential in training sessions to ensure that all planned activities are completed and that participants have sufficient opportunity to engage with the material.

The guest expert's rating of the training as "Excellent" reflects a high level of satisfaction with the overall quality and effectiveness of the program. Moreover, their additional comments further endorse the training, highlighting the material's appeal and utility for professionals. Described as "very interesting, easy to follow, and very useful," the curriculum evidently captivated the attention of the guest expert, offering valuable insights and practical guidance for professional development. Additionally, the guest expert found the training to be "interesting and inspirational," indicating that it not only met their expectations but also provided inspiration and motivation for further exploration and application of the concepts presented. Overall, these comments underscore the training's success in delivering engaging, informative, and impactful learning experiences for participants.

### **Impact on Professionals' Practice:**

Guest experts expressed confidence that the training would indeed change professionals' practice. They highlighted the unique set of materials provided in the training as instrumental in facilitating this change, indicating that participants would be equipped with valuable tools and knowledge to enhance their professional practice effectively.

In conclusion, the guest expert comments provide valuable insights into the strengths and areas for improvement of the workshop curriculum. Their feedback underscores the importance of clear goals, reflective activities, and simplicity in instructional design while also highlighting the need for concise directions and effective time management. Moreover, their endorsement of the training's potential to positively impact professionals' practice further validates the significance and effectiveness of the TUA project's training initiatives.

## Conclusions and further recommendations

### Conclusion

The TUA project has demonstrated significant success in its mission to create inclusive and empowering learning environments for young people, particularly those with Autism Spectrum Disorder (ASD) and Down Syndrome (DS). Through rigorous evaluation and feedback mechanisms, including satisfaction questionnaires, impact evaluations, and expert input, the project has garnered valuable insights into its training initiatives' effectiveness and areas for improvement.

The Impact Evaluation revealed substantial enhancements in participants' knowledge and competencies related to supporting individuals with ASD and DS in artrepreneurship and inclusive learning environments. Participants demonstrated improved understanding of communication barriers, effective learning strategies, challenges in social participation, and the concept of artrepreneurship. Furthermore, participants exhibited enhanced capabilities in implementing inclusive teaching strategies, creating inclusive learning environments, utilizing art for communication skill development, promoting self-reflection and socialization, and fostering artrepreneurship among young people with ASD and DS.

Guest expert comments further validated the strengths of the workshop curriculum, including the clarity of goals, incorporation of self-reflective activities, and simplicity of activities. Areas for improvement, such as streamlining directions in lesson plans and enhancing time management, were also identified. Importantly, guest experts expressed confidence in the training's ability to positively impact professionals' practice, citing the unique set of materials provided as instrumental in facilitating this change.

### Further Recommendations

Building on the success and insights gained from the evaluation and feedback processes, several recommendations can be proposed to enhance the effectiveness and sustainability of the TUA project's training initiatives:

1. **Continued Refinement of Curriculum:** Further refine the workshop curriculum based on feedback received from participants, trainers, and guest experts. This may involve streamlining directions in lesson plans, optimizing time management strategies, and incorporating additional interactive elements to enhance participant engagement.
2. **Professional Development Opportunities:** Offer ongoing professional development opportunities for trainers and facilitators involved in delivering the curriculum. This may include workshops, webinars, and peer learning sessions focused on effective instructional strategies, inclusive teaching practices, and the latest developments in the field of special education and artrepreneurship.
3. **Expansion of Outreach and Collaboration:** Expand outreach efforts to reach a broader audience of professionals, educators, and stakeholders working with individuals with ASD and DS. Forge partnerships with schools, community organizations, and advocacy groups to promote the adoption of inclusive practices and foster collaboration in creating supportive learning environments for all.

By implementing these recommendations, the TUA project can further enhance its impact, reach, and effectiveness in creating inclusive and equal learning opportunities for young people with ASD and DS, ultimately empowering them to thrive and make meaningful contributions to society through art and entrepreneurship.