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# Inclusive Entrepreneurship for People with Specific Learning Disorders

## Policy Recommendations

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## **Introduction**

Entrepreneurship plays a vital role in economic growth and innovation across the European Union. However, access to entrepreneurial pathways remains uneven, particularly for individuals with Specific Learning Disorders (SLDs) such as dyslexia, dyspraxia, and dyscalculia. Despite possessing valuable skills, many aspiring entrepreneurs with SLDs face systemic, administrative, and psychosocial barriers that significantly limit their opportunities for self-employment and business creation.

These challenges are not the result of a lack of ability or motivation, but rather of environments, procedures, and educational systems that are insufficiently adapted to neurodiverse profiles. Complex administrative requirements, inaccessible communication formats, limited tailored training, and persistent social stigma contribute to high levels of exclusion, discouragement, and underrepresentation of people with SLDs in certain fields.

This document presents a set of targeted policy recommendations to address these structural barriers. By following them, policymakers adapt practical measures to promote inclusion, while advancing broader objectives of equal opportunity and sustainable economic development.

## **Challenges faced by aspiring entrepreneurs with Specific Learning Disorders**

Entrepreneurs with Specific Learning Disorders (SLDs) face a variety of systemic, administrative, and cognitive challenges that can hinder their professional success and social inclusion, such as:

- **Limited Access to Inclusive Education:** Many individuals with SLDs do not receive the necessary accommodations during their schooling, which creates significant hurdles in accessing higher education and pursuing careers in their fields of choice.
- **Complex Paperwork:** Opening a business involves a high volume of administrative tasks and legal procedures that are often complicated and not designed for neurodiverse individuals.
- **Unadapted Communication:** Official documents and forms rarely use Easy-to-Read language or formats adapted for those with learning disorders, acting as a major barrier to entry for those without a budget for professional help.

In addition to this, people with SLDs face challenges in specific tasks (such as reading, counting, and time management) and emotional issues due to social stigma. By making the administrative processes easier and providing inclusive education, policymakers can alleviate some of their additional difficulties and contribute to their general well-being.

## Policy recommendations

Based on our findings, included in the [Methodology and Guide for Leveraging SLDs in Entrepreneurship Learning](#), we propose the following recommendations:

### 1. Enhance Inclusive Education and Specialised Training

- **Mandate Specialised Teacher Training:** Policies should require that educators and youth workers are specifically trained to identify and support the unique needs of individuals with Specific Learning Disorders (SLDs).
- **Guarantee Access to Adaptations:** Educational and vocational settings must provide reasonable accommodations, such as the use of supportive digital tools (e.g., calculators, spell-checkers, and screen readers).
- **Promote Lifelong Learning Accessibility:** Policies should favour institutions that offer flexible educational pathways, helping neurodivergent individuals overcome the academic barriers that often prevent them from accessing higher education or career-specific training.
- **Shift from Abstract to Practical Learning:** Educational systems should incorporate experiential learning models, such as practical school projects, internships, and volunteering programs, as neurodivergent students often require seeing concrete results rather than working with abstract ideas.

### 2. Simplify Administrative and Legal Processes

- **Adopt Easy-to-Read Language:** Government agencies should reform business registration and administrative procedures to use simplified, accessible language and adapted forms.
- **Provide Administrative Support Services:** Policies should facilitate access to specialised help, such as legal and administrative consultants, to assist neurodivergent entrepreneurs with the significant burden of paperwork and complex forms that act as a barrier to entry.

### 3. Foster Inclusion

- **Subsidise Support Networks:** Governments should fund the creation of support networks and peer-to-peer mentoring groups, which reduce feelings of isolation and allow entrepreneurs to share strategies for coping with specific difficulties like time management or financial counting.
- **Combat Social Stigma:** Public awareness campaigns are needed to address stereotypes and reduce the stress neurodivergent individuals feel regarding the disclosure of their diagnosis.

## **Summary and Call to Action**

Supporting entrepreneurs with Specific Learning Disorders is not solely a matter of inclusion. It is a strategic investment in innovation, diversity, and economic resilience. The policy recommendations outlined in this document call for coordinated action across education, employment, and public administration. By implementing these measures, policymakers can help create entrepreneurial environments that are fairer, more accessible, and better aligned with real-world practices. Such action will not only empower individuals with SLDs to pursue entrepreneurship with confidence but will also contribute to more inclusive labour markets and stronger, more innovative economies.

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