



LEX(e)CON

Smart Entrepreneurship
for People with Dyslexia

PR1. ANALYSIS REPORT



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INTRODUCTION

The LEX(e)CON project mainly aimed at producing a novel training program to be benefitted by the people who are struggling with dyslexia on entrepreneurship. Dyslexia is one of the most common neurodevelopmental disorders which mainly causes difficulties in reading, writing and spelling (Peterson & Pennington, 2012). Today, dyslexia affects 20 per cent of the population, among them about 80-90% have facing learning difficulties (Zingoni et al., 2021). They are one of the most disadvantaged groups of people with special needs.

On the other hand, people with dyslexia have normal intelligence levels even though they have problems with learning in general. It can be said that dyslexia is a neurological condition in which the brain works differently (Macdonald, 2009). However, it is clear that they need individual support and special adjustments to ensure more inclusive in all parts of life (Leveroy, 2013). The empirical research shows that dyslexic people have differentiated strengths in other learning abilities. Existing entrepreneurship training, as well as general training models, mainly apply traditional learning and teaching methods that do not fit their needs. Adopted training materials, teaching and learning methodologies are needed to support a more inclusive business environment.

Therefore, the LEX(e)Con Project team consists of specialists from five countries along with Europe who can combine their experience and theoretical as well as practical know-how which covers the needs of awareness raising, reasonable adjustments for people with special needs, and accessibility toward ensuring full participation of people with Dyslexia. The project consortium consisted of five partner countries Austria (Brain+ and Vinco), Turkey (Yasar University), Greece (University of Thessaly), Hungary (KDRIÜ), and Spain (SmartUp), more information is available at <https://lexeconproject.com/#partnership>.

This report presents a set of scientific methods and procedures' results in line with the project aims. The report presents significant findings and documented results of a set of analyses regarding the situation and needs of people with dyslexia in partners' countries and along with the EU. In order to reach the project's aim precisely, consortium has decided to apply multi-method approach for producing this first project result, namely Analysis Report. The multi method used in to produce this report aims to fully cover all angles for producing a precise training method and tools for dyslexic people. The aspects and procedures of the multi method included in this report resulted in four integrated methods and procedures. The first two of them were based on secondary data, and remaining two were designed and gathered by the partners' field research, as summarized in Table.1.

Two stage secondary data-based analyses are a meta-review and a systematic-review. The reviews were administered according to partners’ countries at national level after each partner’s incorporation of the cases from representing five countries. Further, multi method of the project employed two-stage field research to gather primary data and information. Because, based on the information gathered as secondary data can provide what have been done at EU and national levels so far for the people with dyslexia, however, the answer for what shall be done were not available in these secondary data.

Table.1 : Methods and Procedures conducted in LEX(e)CON Project’s Analysis Report

Methods/Procedures	Data	Scope / Sample	Process Name / Titles
Meta Review	Secondary	EU Funded Projects listed in the official databases of the EU	European Level Situational Analyses
Systematic Review	Secondary	The available projects on the official web pages or organization in Greece, Austria, Turkey, and Hungary	National Level Initiatives and Case analyses
Self-reported survey via google survey	Primary	Professionals, employed in or owing organizations in five countries	non-Professionals’ (Employees’) perceptions towards dyslexia and entrepreneurship
Qualitative Study / In-deep Interviews	Primary	Dyslexia specialists in five countries	Professionals’ (Experts’) Perceptions towards Entrepreneurship Training for Dyslexic Individuals

Therefore, while secondary data presented the historical progress of the completed projects and their results, after gathering and interpreting available secondary data and information with the primary data that are also collected by the partners enabled to find out the best available methods and procedures to develop a novel training program for dyslexic adults.

Accordingly, the one of the two-stage field research aimed to define and understand the actors’ perceptions in the professional life towards working with people with dyslexia and their experiences. This first field study conducted as online surveys in five countries by targeting to gather the perceptions of employed people as non-professionals on dyslexia and training programs for dyslexic individuals. The latter field research was a qualitative research that provided a deep understanding and knowledge from the experts and specialists who have professional background in psychology, adult education, teachers, academics who has an intensive expertise and specialization in working for people with dyslexia.

This report has six sections. After this introduction section, the current Analysis Report presents the results of the four applied methods' findings in the sequence as depicted in the above Table.1. The final sixth section concludes the Analysis Report.

2. SITUATIONAL ANALYSES

Situation analyses is the initial step in order to produce the First Project Result (hereafter: PR1). Partners committed to conduct desk research for detecting the existing tools, methods, and courses in the field of inclusion of people with Dyslexia in business and entrepreneurship. Partners gathered available information on the projects on how dyslexic people can start their own business in the partners' national contexts as well as along with the EU with an exempt of information from the context in Spain as it was written in the proposal. For this reason, existing project results from projects on Dyslexia and entrepreneurship in diverse fields of adult education, VET and HEIs in the Erasmus+ Project Results Platform and further databases were strictly examined and meta-evaluated.

The available platforms of the all funded Projects by the EU are available and downloadable over the official project database. Yasar University initially researched and filtered the projects about dyslexia and incorporated all relevant data and information in a list. Existing projects on dyslexia and entrepreneurship in diverse fields of adult education are reported in the file with the name "Erasmus-Plus_Projects_Search_Results.xlsx" in the partners' shared drive, which is available upon request. Thus, each partner further examined the details of each completed project in the list, interpreted the projects with their expertise, and coded their evaluations on a structured reporting form in a word file format namely "Erasmus-funded-projects-on-dyslexia-and-entrepreneurship.docx", which is also in the appendix. Yasar University experts, as the work-package leader, have proposed this form with alternative templates to be used by each partner to the all partners. Partners evaluated the templates, provided feedback, and structured the reporting form. Thus, the data collection method with its reporting format and structured form is determined with a full consensus by the consortium for PR1.

In the progress of information progression, each partner combined and documented individual country reports of the respective national situation and submitted them all to the work package leader. The procedures in detail were as follows; the partners fetched existing activities, tools, measures, and legal issues on a national level by additional desk researching while sticking to the pre-determined qualitative

and quantitative aspects in the form. Qualitative aspects are the contents, used methodologies, target and age groups, regional coverage, and notification possibilities, and quantitative aspects are the number of activities per region and year, and the number of participants is also recorded.

2.1. European Level Situational Analyses

The Erasmus+ Project Dissemination Platform is a database that presents the descriptions, results, and all relevant information available funded by Erasmus Programs and other projects funded by sister funding programs. Recently, the website has been renovated labelled as Erasmus+ project results after conducting the current analysis in the last quarter of 2022.

However, there were only 23 pieces of projects matched with the filtered keywords of dyslexia/dyslexic, and entrepreneurship in the database. The Table 2.1.1 European Projects on Dyslexia and Entrepreneurship presented the summaries of the 23 projects. Furthermore, there were only three projects were recorded other than European Initiatives on dyslexia, which are depicted in Table.2.1.2



Table.2.1.1: European Projects on dyslexia and entrepreneurship (-23- projects)

N	Project Name	Partner countries	Year	Project Topic	Objectives	Target Group	Output	Website
1	DYS2GO Learning games for dyslexic young adults	CZ, GER, AU, BL, LT, LV	2018	Pedagogy and didactic, inclusion	Providing learning game apps available for mobile devices for more inclusive learning	Dyslexic young adults (aged 16 and up) & teachers/ trainers	Learning app games help to promote lifetime learning, raising awareness.	https://www.dys2go.eu
2	Dyslexia Compass	SP, RO, NR, CR, UK	2020	Access for disadvantaged, early school leaving	Creating an international and inclusive understanding of the rates, extent, and meaning of dyslexia across cultures.	National and international governance bodies, dyslexia organisations and associations	Trans-national standardised understanding of dyslexia and its assessment Improvements to education systems in support of dyslexic children’s learning experience and mental health Accommodations for dyslexic children across Europe	https://dyslexiacompass.eu
3	IRENE – Increase the empowerment of adults and migrants with specific learning disorders,	IT, AU, SP, GR, DE, NL	2018	Health and wellbeing, active lifestyle	Increasing the empowerment of adults and migrants with specific learning disorders” uses virtual technologies and realities to try to help adults learn a foreign language	Adults between 18 and 35 years old who experience learning difficulties and are therefore discouraged to learn a foreign language	e-learning platform, improving methodologies	http://irenelearning.eu
4	VRAIlexia – Partnering Outside the Box: Digital and Artificial Intelligence Integrated Tools to Support Higher Education	IT, PR, GR, FR, BE, SP	2020	Entrepreneurial learning, research and innovation	VRAILEXIA aims at changing the perception and developing a model of tools to overcome dyslexics’ main difficulties all the while empowering them and improving their motivation and self-esteem.	Dyslexics in higher education (HE)	Learning tools, training, sharing online repository.	https://vrailexia.eu

	Students with Dyslexia							
5	Signed Safety at Work	UK, AU, IT, ES, CZ	2018	SMEs, Industry, Enterprise, Accessibility	improvement of employment opportunities and social inclusion	Labor Market	Sign vocabulary, e-learning resource, online glossary	https://erasmus-plus.ec.europa.eu/projects/eplus-project-details/#project/2018-1-UK01-KA202-048037
6	Dys-Team, Dys-Play & Dys-Cuss	ML, IT	2017	Labour market issues incl. career guidance/youth unemployment Disabilities - special needs Inclusion - equity	improve the skills, visibility and voice of youths with dyslexia	24 youths with dyslexia, aged between 16 and 25	Workshops, networking	https://erasmus-plus.ec.europa.eu/projects/eplus-project-details/#project/2017-2-MT01-KA105-026991
7	Joint Methodologies to Empower Humanities Education	EL	2019	Early School Leaving/combating failure in education Inclusion - equity Disabilities - special needs	Developing staff (Educators) competencies and organizational capacities in the use of Non-Formal Education	People with dyslexia	Training course	https://erasmus-plus.ec.europa.eu/projects/eplus-project-details/#project/2019-1-EL01-KA104-061539
8	Escape Rooms for Social Entrepreneurship; re-defining the entrepreneurial ramifications of gamification in youth-oriented activities	CY, PT, EL, BE	2018	Entrepreneurial learning - entrepreneurship education ICT - new technologies - digital competencies New innovative curricula/educational methods/development of training course	the creation of digital tools (OERs) which will be provided mainly in the form of apps	Youth sector	The modernization of the teaching/training material	https://erasmus-plus.ec.europa.eu/projects/eplus-project-details/#project/2018-3-CY02-KA205-001373
9	Magic of Discussion	PL, LT, IT, HU	2019	Intercultural/intergenerational education and (lifelong) learning Social dialogue	Cultural exchange, improving English	young people (aged 16-24)	Cultural exchange, improving English	https://erasmus-plus.ec.europa.eu/projects/eplus-project-details/#project/2019-3-PL01-KA105-077636



10	Creative Drama for Special Educational Needs	TR	2019	Social entrepreneurship / social innovation Access for disadvantaged Disabilities - special needs	to increase the social skills of special education students through creative drama.	Special education students	increasing knowledge and skills about drama and special education students	https://erasmus-plus.ec.europa.eu/projects/eplu-project-details/#project/2019-1-TR01-KA101-067549
11	LEARN#COMMENT#SHARE	TR, ES, LT, IT, PL	2020	Disabilities - special needs New innovative curricula/educational methods/development of training courses ICT - new technologies - digital competences	develop projects for young people to empathize with each other's problems and create solutions	Young people with dyslexia	A platform for developing projects for young people to empathize with each other's problems and create solutions	https://erasmus-plus.ec.europa.eu/projects/eplu-project-details/#project/2019-3-TR01-KA105-080223
12	Let's learn Europe together	IT	2019	ICT, learning and teaching foreign language	internationalization and multiculturalism, work experience schemes and entrepreneurship, innovation of teaching methods	Students	internationalization and multiculturalism, work experience schemes and entrepreneurship, innovation of teaching methods	https://erasmus-plus.ec.europa.eu/projects/eplu-project-details/#project/2019-1-IT02-KA101-060982
13	Apprentices Living and Learning in European SMEs	UK, ES, IT	2019	ICT - new technologies - digital competences Inclusion - equity Teaching and learning of foreign languages	broaden young VET students and apprentices' skills, independence and resilience through living and working in Spain and Italy on work-based learning (WBL) placements.	VET students	Platform to create opportunities	https://erasmus-plus.ec.europa.eu/projects/eplu-project-details/#project/2018-1-UK01-KA102-047400
14	Freedom in Learning	LV, MK, RO, ES, IT, PL, SK, PT	2018	New innovative curricula/educational methods/development of training courses Intercultural/intergenerational education and (lifelong) learning Disabilities - special needs	Developing NFE tools and methodologies to directly address vulnerable youth targets, network creation	Disabled people	Non Formal Education tools (NFE) to actively promote social inclusion and well-being of disadvantaged youngsters (youngsters suffering from dyslexia and/or linguistic difficulties)	https://erasmus-plus.ec.europa.eu/projects/eplu-project-details/#project/2016-3-LV02-KA105-001375
15	Contemporary learning and teaching at Tartu	EE	2016	Access for disadvantaged Key Competences (incl. mathematics and	develop a more contemporary learning environment at Tartu Hiie School	Tartu Hiie school	the development of a modern learning environment	https://erasmus-plus.ec.europa.eu/projects/eplu-project-



	Hiie School in 2020-2022			literacy) - basic skills Disabilities - special need				details/#project/2020-1-EE01-KA101-077630
16	Praktik inom europeisk vård och omsorg	SE, UK	2020	Entrepreneurial learning - entrepreneurship education Intercultural/intergenerational education and (lifelong)learning Teaching and learning of foreign languages	increase the internationalization and allow more students to develop their skills within the field of health and social care in an international environment.	Students	Not available yet	https://erasmus-plus.ec.europa.eu/projects/eplus-project-details/#project/2016-1-SE01-KA102-021935
17	Utlandspraktik inom europeisk servicenäring för att höja kvaliteten på skolans utbildningsprogram samt stärka elevernas yrkesidentitet.	SE, ES	2016	Intercultural/intergenerational education and (lifelong)learning Entrepreneurial learning - entrepreneurship education Teaching and learning of foreign languages	increase the internationalization and give more students the opportunity to develop their service skills in an international environment	students	Increased subject matter knowledge	https://erasmus-plus.ec.europa.eu/projects/eplus-project-details/#project/2015-1-SE01-KA102-011957
18	Foresee the future : curiosity, competence, confidence, creativity	FR, TR, IT, PT, RO, CY	2015	Inclusion - equity Entrepreneurial learning - entrepreneurship education Early School Leaving / combating failure in education	improve intellectually (cultural and linguistic enrichment, access to new technologies), socially (by meeting people), professionally (teamwork, initiatives, problem-solving, awareness of cultural differences)	Tourism students	Not available yet	https://erasmus-plus.ec.europa.eu/projects/eplus-project-details/#project/2016-1-FR01-KA219-023848
19	Hotellkultur i Spanien	SE, ES	2017	Intercultural/intergenerational education and (lifelong)learning Quality Improvement Institutions and/or methods (incl. school development) Entrepreneurial learning -	Through Hotel and tourism internationalization and EU awareness.	Students	Not available yet	https://erasmus-plus.ec.europa.eu/projects/eplus-project-details/#project/2017-1-SE01-KA102-034417



				entrepreneurship education				
20	GET "EKS" - GET EUROPEAN TRAINING for EUROPEAN KEY SKILLS	IT, RO	2017	ICT - new technologies - digital competences Entrepreneurial learning - entrepreneurship education	offer staff opportunities training in didactics supported by new technologies, in the belief that more prepared staff can guarantee better training for their students.	Teachers	Not available yet	https://erasmus-plus.ec.europa.eu/projects/eplu-project-details/#project/2017-1-IT02-KA101-036233
21	International enterprises looking beyond borders: Young Entrepreneurs at Work	NL, IT	2015	Entrepreneurial learning - entrepreneurship education Creativity and culture International cooperation, international relations, development cooperation	improving basic cross-curricular skills, broadening the potential of ICT and effective communicative use of English	Secondary schools	Not available yet	https://erasmus-plus.ec.europa.eu/projects/eplu-project-details/#project/2015-1-NL01-KA219-008943
22	Equality Through Harmony, Open-mindedness and Solidarity	FI, DE,FR,DK, LU, UK,IE,ES,BE,SK,IT,N O,SE,AT	2016	Lifelong learning	meeting the needs of highly talented pupils by offering opportunities to participate in models of good practice to staff and students across the partnership.	Partnership	-	https://erasmus-plus.ec.europa.eu/projects/eplu-project-details/#project/EST-2011-1-F11-COM06-06069
23	SUCCESS4ALL project: E-course on Entrepreneurship Skill - an inclusive education approach	FR,LV,BG		ICT - new technologies - digital competences Entrepreneurial learning - entrepreneurship education Inclusion - equity	Improving entrepreneurial skills	Public	Trainings, courses etc.	https://erasmus-plus.ec.europa.eu/projects/eplu-project-details/#project/2016-1-FR01-KA203-024269



Table 2.1.2 Other European Initiatives on dyslexia

N	Initiative	Title	City/Country	Year	Scope	Target Group	Outputs	Impact Group
EUI-1	The Dyslexia International Foundation	The Dyslexia International Foundation	London, UK	Since 2020	International	Children and adults with dyslexia	Helpline and advice service, Dyslexia management interventions for different ages, Action plans, One-on-one lessons with a specialist teacher, Learning in small groups with a learning assistant	People with dyslexia
EUI-2	European Dyslexia Association	European Dyslexia Association	Belgium	Since 1987	International	people with dyslexia and other specific learning differences, children’s parents, professionals and researchers	Information Exchange, online course	Public
EUI-3	ESLA – European Speech and Language Therapy Association	Brussels, Belgium	Brussel, Belgium	Since 2021	National, International	Speech and language therapists, speech and language therapy organisations across Europe	Guideline, partnership, seminars, networking	Speech and language therapists, speech and language therapy organisations across Europe

2.2. Country Level Situational Analyses

Apart from the specialized consortiums to develop funded projects, a diverse group of organizations such as SMEs, NGOs, education centres, universities, corporations, and others either directly work for people who are struggling with dyslexia or undertake social projects. Some NGOs and SMEs that are specialized in their operations only offer educational services for dyslexic people’s particular needs. Many others only give support to social responsibility projects. Still, in order to cover all aspects and angles of the direct or indirectly operating organizations, examining their initiatives that are targeting dyslexic people in terms of providing personal-developmental programs, organizing special events, providing training, giving educational services or more others, the project team committed to conducting desk research better to understand the national level initiatives for dyslexic people. Accordingly, except for Spain, each partner produced a country-level case analysis based on the indicators as can be examined according to Table.2.2.

Table 2.1: Descriptive Guide of the Country Level Situational Analyses

Country	Examined individual Cases	The period of initiatives’ efforts	Table No:
Austria	22	1987-2024	2.2.1
Spain*	1	Since 2020	2.2.2
Greece	10	2016-2022	2.2.3
Hungary	10	2000-2020	2.2.4
Turkey	10	1997-2019	2.2.5

Each partnering country has examined ten or more individual cases that were funded out of the EU programs with an exempt of Spain based on their commitments of actualizing other integral tasks such designing the e-platforms and digitalisations of the project as stated in the project proposal.

Since there were two organizations in the project partnership from Austria, there were more than 20 individual cases from Austria, and ten selected cases of each partner’s countries as depicted in Table 2.1.

The last column is a facilitator guide to follow up country level analysis as below:

The List of Country level National Analysis Tables in the following pages

- 2.2.1 Selected Initiatives on Dyslexia in Austria
- 2.2.2 An example initiatives on Dyslexia from Spain
- 2.2.3 Selected Initiatives on Dyslexia in Greece
- 2.2.4 Selected Initiatives on Dyslexia in Hungary
- 2.2.5 Selected Initiatives on Dyslexia in Turkey

2.2.1 Selected Initiatives on Dyslexia in Austria

N	Initiative	Title	City/Country	Year	Scope	Target Group	Outputs	Impact Group
AUS-1	Association of Entrepreneurs with Disabilities (AED)	Association of Entrepreneurs with Disabilities (AED)	Vienna, Austria	Since 2021	National	Entrepreneurs with disabilities	Network promoting, Advising people with disabilities, awareness raising	Entrepreneurs with disabilities and with relevant stakeholders, experts and service providers
AUS-2	Business Club for Sustainable Business Management (BCNU)	Business Club for Sustainable Business Management (BCNU)	Vienna, Austria	Since 2013	National	Small and micro enterprises	Supporting measures for small businesses to implement sustainability and cost-effectiveness	Entrepreneurs
AUS-3	Chance.at Business incubator for people with disabilities	Business incubator for people with disabilities	Raab, Austria	Since 2020	Regional/National	People with disabilities who are interested in starting a business	supporting people with disabilities in setting up a business	People with disabilities
AUS-4	CogniFit Research	CogniFit Research Training program for adults with dyslexia	NY, USA	Since 2013	International	Adults with dyslexia	improving cognitive abilities, mainly working memory capacity.	Adults with dyslexia
AUS-5	Association for Dyslexia Germany		Geretsried, Germany	Since 2002	National	People with dyslexia and dyscalculia	promote public awareness of people with dyscalculia and dyslexia, providing scientific research	dyslexia trainers, dyscalculia trainers, public, specialists
AUS-6	European Dyslexia Association (EDA)	Association for Dyslexia Germany	Belgium	2019	International	professional operators working in the field of training and job placement	employment for people with dyslexia	Operators of job placement, dyslexic workers
AUS-7	European Dyslexia Association	European Dyslexia Association	Belgium	Since 1987	International	politicians, policymakers, trade and commerce unions and pressure groups in Europe	conferences, meetings and the yearly EDA Community Summer Seminars, providing scientific findings, raising awareness	politicians, policymakers, trade and commerce unions and pressure groups in Europe
AUS-8	EnterAbility	self-employed without disability	Potsdam, Germany	Since 2011	Regional/National	People with severe disabilities to set up their own business	Supporting people with severe disabilities to become self-employed	People with severe disabilities.
AUS-9	Initiative for Teaching Entrepreneurship - IFTE	Entrepreneurship Education	Vienna, Austria	Since 2011	National	Students in the upper secondary level (high school); primary and lower secondary level students.	entrepreneurship education	High school, primary and secondary level students.



AUS-10	Initiative for Teaching Entrepreneurship - IFTE	Entrepreneurship for Youth: Changemaker Programme	Vienna, Austria	Since 2017/2018	National/International	students who are working on a start-up idea or a project related to the SDGs	Participation in the Entrepreneurship Summit Vienna, providing mentors and supporting SDGs oriented projects	Young people
AUS-11	First Austrian Dyslexia Association	First Austrian Dyslexia Association	Austria	Since 1996	National	Dyslexic people; dyslexia trainers; people interested in becoming dyslexia trainers	Awareness raising provides multiple publications and educational courses for certified dyslexia and dyscalculia trainers	People with dyslexia
AUS-12	Institut Kopfstand	The mental reading and spelling forge	Wels, Austria	Since 2017	Regional/National	Adults with dyslexia	Personalized training	People with dyslexia
AUS-13	Legasthenie Coaching	Coaching business founders and executives with dyslexia	Dresden, Germany	Since 2010	National	Executives with dyslexia; human resources departments	Coaching for business founders and executives with dyslexia, raising awareness.	Public, people with dyslexia
AUS-14	Manoa Europa	Support Employment on Post-COVID Europe	Kaunas, Lithuania	Since 2022	International	NEETs, 18-35 years old	Training course for fostering entrepreneurship skills	NEETs, 18-35 years old
AUS-15	The Austrian Federal Economic Chamber (WKO), the Austrian Integration Fund (ÖIF), the Public Employment Service Austria (AMS)	Mentoring for Migrants	Austria	Since 2008	National		Supporting migrants for a more inclusive working environment	Migrants
AUS-16	Behindertenaarbeit.at	Small loans for disadvantaged people to start a business	Vienna, Austria	Since 2010	Regional/National	Disadvantaged people who have a well-developed business idea	Financial support, microcredits	Disadvantaged people
AUS-17	Mit-Menschen.at	Coaching for starting a business	Vienna Gramatne usiedlAustria	Since 2013	Regional/National	People interested in starting a business	Coaching and support in developing a business plan	People interested in starting a business
AUS-18	myAbility	myAbility	Vienna, Austria	Since 2016	National; international	Companies looking to make their hiring more	DisAbility Consulting; DisAbility Trainings; DisAbility Recruiting;	Companies, People with disabilities

						inclusive; people with disabilities	Digital Accessibility; myAbility Economic Forum	
AUS-19	Social Entrepreneurship Network Austria (SENA)	Social Entrepreneurship Network Austria (SENA): Advocacy for entrepreneurship with positive social impact	Vienna, Austria	-	National	Social entrepreneurs, start-ups	Network for social entrepreneurs; Coachings, workshops and training	Community
AUS-20	University of Malaga (Spain), Wissenschaftsinitiative Niederösterreich (WIN, Austria), Qualed (Slovakia), Turku University of Applied Sciences (TUAS, Finland), Greek Universities Network (GUNET, Greece), Universidade Sénior de Évora (USE, Portugal) and INTEGRA (Slovenia)	Senior Social Entrepreneurship	Spain, Austria, Slovakia, Finland, Greece, Portugal, Slovenia	2021-2022	National/International	People aged over 55	Raising awareness, developing resources and training packs on social entrepreneurship.	People ages over 55
AUS-21	Wien Work integrative Betriebe und AusbildungsgmbH	Start-up consulting: Starting a business with a disability	Vienna, Austria	Since 2016	National	Entrepreneurs with disability	Advising people with disability	Entrepreneurs with disability
AUS-22	The Austrian Federal Ministry for Digital and Economic Affairs, Ministry of Education, Science and Research, the Austrian Federal Economic	Youth Entrepreneurship Week	Austria	2021-2024	National	High school students (aged 14-18)	Youth Entrepreneurship Week, networking, problem-solving	High school students (aged 14-18)



Chamber, Austrian Startups and IFTE – Entrepreneurship4 Youth								
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2.2.2 An example initiatives on Dyslexia from Spain

N	Initiative	Title	City/ Country	Year	Scope	Target Group	Outputs	Impact Group
SP-1	DISFAM	Dyslexia and Family	Mallorca, Balearic Islands (Spain)	Since 2020	National	Children, teenagers and adults with dyslexia, and their families, Educational centres, Health centres	Lecto app, DisFriendly (brand) and a book (Hugo is a dyslexia)	Children, adolescents and adults with dyslexia.

2.2.3 Selected Initiatives on Dyslexia in Greece

N	Initiative	Title	City/ Country	Year	Scope	Target Group	Outputs	Impact Group
GR-1	Urania Stamouli	From Dyslexia To Entrepreneurship	Greece	2016	National	Dyslexics and many more with other kinds of learning disabilities	Reading application	People who have learning difficulties
GR-2	National and Kapodistrina University of Athens	Lifelong Learning Training on Learning Disabilities and Dyslexia	Athens, Greece	Since 2022	National	Trainers, Graduates of Special Education, Parents, Educators	Certified educational program	Trainers, Graduates of Special Education, Parents, Educators
GR-3	Institute of Entrepreneurship Development - iED	Supporting youths with special abilities through our “In Touch” project	Larissa Greece	2019-2022	International	Disable people with fewer qualifications	Networking, best practice report.	Disable people with fewer qualifications



GR-4	AGRI-ABILITY	Social agri-entrepreneurship for people with disabilities in the crossborder area	Greece-Bulgaria	2017-2021	International Regional	People with disabilities including the learning disabilities of people in remoted, rural areas	A social entrepreneurship toolkit in the agricultural and agritourism sector.	People with disabilities
GR-5	Ms Aggeliki Pappa	I love dyslexia	Athens, Greece	Since 2016	National	Teachers and trainers	SEN Toolkit for Teachers Online Platform Online Training for Teachers	Students with special needs.
GR-6	p.consulting.gr	Magic sense	Greece	2018-2020	International	Educational/training professionals who deal with individuals in the range of age 10-18 with Special Educational Needs such as specific learning/language disorders, and deficits from attention and hyperactivity disorder (ADHD).		People who are in Educational chain
GR-7	Europass-Teachers Academy	We are all Special	Greece	May 2022	International	Teachers, educators	One week course	Teachers, educators
GR-8	5th Gymnasium of Trikala	Let me think/Let me be myself – ICT as a tool of inclusion and opportunities	Greece	2020	National	People with Dyslexia, Schools, Teachers, Parents	A short guide to enhance self-confidence, self-esteem and socialization of students with dyslexia.	Society
GR-9	Katerina Styliou and Stella Protopapa	Readable	Athens, Greece	-	National	Children with Dyslexia, Schools, Teachers, Parents	Fonts for dyslexia, Apps and online tools and books	Teachers, parents and society, children with dyslexia
GR-10	Abbie Gonzalez	OpenDyslexic: A typeface for Dyslexia	Greece	-	International	Readers with Dyslexia	Typeface that includes regular, bold, italic and bold-italic styles.	Readers with Dyslexia

2.2.4 Selected Initiatives on Dyslexia in Hungary

N	Initiative	Title	City/Country	Year	Scope	Target Group	Outputs	Impact Group
HU-1	University of Miskolc	ENGaGE task bank	Miskolc, Hungary	2017-2020	National	Children 10-14 years	audio recordings, animated audio-visual materials using the Powtown animation software, built-in language games, sample lesson plans, teachers' manuals and learners' guides in English and German	Dyslexic students



HU-2	Teen and Adult Dyslexia Centre	Development of skills training for people suffering from dyslexia	Budapest, Hungary	Since 2008	National	Teens and adults suffering from dyslexia	Personalised development training.	Teens and adults suffering from dyslexia
HU-3	Gem Learning Centre	ReadRx Programme	Budapest, Hungary	-	National	People suffering from dyslexia	Special training courses	People Suffering from dyslexia
HU-4	ConnectTheDots Education Centre	BrainRX programme	Veszprém, Hungary	-	National	students with learning disabilities and dyslexia	Special training course	students with learning disabilities and dyslexia
HU-5	Magic Letter Development Workshop	BrainRX programme	Balatonfüred, Hungary	-	National	Parents of children with dyslexia	Online training course	Children with dyslexia and their parents
HU-6	Natural Sciences Research Centre, Brain Imaging Centre, Neurocognitive Development Research Group	"Let's beat dyslexia!" Free email training for parents	Budapest, Hungary	Since 2000	National	Children aged 9-11 years with dyslexia	a new music and reading training programme	Children aged 9-11 years with dyslexia
HU-7	Krasznár és Társa Book Trade Ltd.	Letter Boutique special book shop	Budapest, Hungary	Since 2002	National	Professional, parents of children with dyslexia, children with dyslexia	Specialized bookshop	Everyone related to dyslexia
HU-8	Dr. Veronika Schéder	Integrative Dyslexia Therapy	Nyíregyháza, Hungary	-	National	Children aged 6-14 with dyslexia	A development programme for children with dyslexia, including special movement therapy (ballet).	Children aged 6-14 with dyslexia
HU-9	Harmony Centre	Treating dyslexia with kinesiological methods	Budapest, Hungary	-	National	People with dyslexia	Specific kinesiology therapy for the development of people with dyslexia	People with dyslexia
HU-10	Colorlite Ltd.	Relieving the symptoms of dyslexia with glasses	Budapest, Hungary	Since 2007	National	Mainly children with dyslexia	Special glasses that can help dyslexics with an ophthalmic background.	Mainly children with dyslexia

2.2.5 Selected Initiatives on Dyslexia in Turkey

N	Initiative	Title	City/ Country	Year	Scope	Target Group	Outputs	Impact Group
TR-1	Gazi University	Multidisciplinary and multicentric investigation of learning disabilities, attention deficit and hyperactivity disorder	Ankara, Turkey	1997-1998	National	Medical doctors, psychologists and other specialists who are working on dyslexic individuals' problems and study the treatment of dyslexia.	A specialization dissertation (at an equivalence of PhD) in Medical Sciences	Researchers, people with dyslexia.
TR-2	Association of Dyslexia Special Learning Disabilities	Dyslexia is a gift	Istanbul, Turkey	2018	National	Primary School Teachers	Raising awareness, Project report	Public
TR-3	Ministry of Family and Social Policies General Directorate of Disabled and Elderly Services	My scenario with dyslexia	Ankara, Turkey	2016	National	Dyslexic children aged 14-18 years, their parents, and educators	"My Dyslexic Scenario" documentary and book	Public
TR-4	Private Marmaram Special Education and Rehabilitation Center	Dyslexia-friendly school-dyslexia friendly teacher	Tekirdag, Turkey.	2015	National	All Kindergarten teachers, classroom teachers, guidance teachers, Branch teachers	Raising awareness, seminar	Students with dyslexia and teachers.
TR-5	Academy Dyslexia Special Education Center	You Shall Discover, So I Can Discover Project	Izmir, Turkey	2015	National	Guidance teachers in state and private schools	CDs containing extensive information about dyslexia	Students with dyslexia and teachers.
TR-6	Scientific and Technological Research Council of Turkey	Early Intervention Saves Lives!	Ankara, Turkey	2007	National	Pre-School Teacher Candidates and Active Undergraduate Students	Improving improve the level of knowledge of preschool teacher candidates	Pre-School Teacher Candidates and Active Undergraduate Students
TR-7	Academy Dyslexia Special Education Centre	Audiobook Project for dyslexic children	Izmir, Turkey	-	National	Academy Dyslexia Center staff and volunteers	Raising awareness, an archive of audiobooks for children with dyslexia to learn.	Academy Dyslexia Center staff and volunteers



TR-8	British Dyslexia Association, Academy Dyslexii Special Education Center)	Dyslang	Izmir, Turkey	2013	National	Teachers and parents	2 conferences, seminars, training materials	People with dyslexia
TR-9	Dyslexia Learning Disability Association, Golbasi Public Education center	I am aware of dyslexia	Ankara, Turkey	2015-2016	National	Primary, secondary and high school teachers	Raising awareness, music and painting courses	Students with dyslexia
TR-10	Zonguldak Bulent Ecevit University	Not deficient, dyslectic	Zongulday, Turkey	2019	National	Primary school teacher, parents and students	Raising awarenss	Public.



3. FIELD RESEARCH on Business Organizations

After the intensive examination of what had happened so far on dyslexia and entrepreneurship through a meta-review along with the EU and systematic review over in five partner countries, the current perceptions and implications from the business people and key experts could be only possible through two separate research designs.

The project team has designed two surveys with full consensus. The first survey aims to uncover the perceptions of currently employed people's perceptions towards working with the people who are struggling with dyslexia. This survey targets individuals who are currently working for vocational training/education organizations, adult education centres, consultancy organizations, development agencies or organizations, higher education institutions and other related organizations. The survey has three sections; its first section is about gathering brief information about the respondents' organizations' name, type, operational scope, and its origin. The second section of this survey is about if the respondents degree of awareness on dyslexia and if there were advantages of their awareness and knowledge towards dyslexia has supported in their professional contexts and what extent. The final third section of this questionnaire asks respondents' opinions and suggestions on the possible contents of developing a training module on entrepreneurship for dyslexic individuals by also ranking each proposed topic. Besides, this section gathers information regarding the respondents' willingness to participate in a training module that will support the entrepreneurship for dyslexic individuals. The following pages under the title of 3.1 non-Professionals' Perceptions towards Dyslexia and Entrepreneurship presents the findings of the survey country bases.

The second field research has been designed targeting specifically the specialists in partner countries. Specialists' profiles were important in terms of the respondents of this qualitative study because the main condition was their deepness of expertise and knowledge of dyslexia in order to respond to this field study and the interview questions. We acknowledged this complex field study's title targeting specialists' perceptions, suggestions and implications as "Professionals' Perceptions towards Entrepreneurship Training for Dyslexic Individuals". These field research findings targeting professionals' perceptions from five countries are summarized within tables and presented under the following second sub-section entitled "Professionals' Perceptions towards Entrepreneurship Training for Dyslexic Individuals"



3.1 non-Professionals' Perceptions towards Dyslexia and Entrepreneurship

3.1.1. Austria

In Austria, most of the 43 non-professional responses are from large size, international organizations, which is not, indicated the type of organization in the questionnaires. They also indicate that they have basic knowledge of dyslexia and no interaction with any dyslexic person. So they mentioned that they need a general knowledge of dyslexia. Moreover, the results show that general entrepreneurship, business plan, sources of funding and financing opportunities, branding and marketing are absolutely essential and should be given by using the blended teaching method. The other topics included such as legal issues, other adaptive Technologies etc. In addition to this, just one of the non-professionals is interested in an ISO certificate for a training course.

- Name of organizations: AVR, Knapp, IDEA Gmbh, Leder and Schuh, VAMED, Atempo, HR Professionals, Stadtgemeinde Leo, FH Joanneum, RM Oberstmk. Ost, Heidrun Girz Consult, Universität für Weiterbildung, SFG, Tu Graz, BBRZ, Voestalpine, Mea IT Services, Auersbach GmbH, Impulszentrum, WKO Steiermark, Auersbach GmbH, KAIT-Kapfenberg, Accelarator & Incubator for IT, JOANNEUM GmbH, Idea GmbH, Holzcluster, Steiermark GmbH, Redpilot, Netconomy, Boom Software AG, Wiener Software AG, Wieber Stadtwerke, AVL, SSI Schafer IT Solutions, Fielman, Land Steiemark, Soziaialarbeit in dera KJH.
- Organization size:
 - Micro: 2
 - Small: 12
 - Middle: 14
 - Large: 15
- Type of organization
 - VET: 2
 - Adult training institution: 2
 - Consultant: 5
 - Economical support organizaton: 7
 - University: 9
 - Others: 18
- Area
 - Local: 4
 - Regional: 12
 - National: 9
 - International: 18

Questions to the Project

General dyslexia

- Do you know if you had contact with people having Dyslexia- reading difficulties?
 - Yes: 17
 - No: 26



If yes, which type of contact:

- Private: 9
- Vocational: 9
- Do you have knowledge about dyslexia?
 - No knowledge: 19
 - Basic knowledge: 22
 - Professional knowledge: 2

General Project

- Have you ever entered in contact with people with Dyslexia in your daily work activities?
 - Yes: 7
 - No: 18
 - I don't know: 18

If yes, which type of support would be helpful for you?

- It would be helpful If I had knowledge about Dyslexia in general: 17
- It would be helpful If I had Knowledge about how to train people with Dyslexia: 9
- It would be helpful If a specific training material would be available for people with Dyslexia: 8
- It would be helpful if there would be an external consultancy: 6
- If you think of training on entrepreneurship, which contents on this subject would be interesting for you? You can select up to 4; rate them also (5 is high, 1 is low)

- General Entrepreneurship:
 1. Rate: 1 not essential et al.
 2. Rate: 4 little importance
 3. Rate: 9 avr. imporant
 4. Rate: 12 very important
 5. Rate: 16 absolutely essential
- Business Plan (incl. financial planning)
 1. Rate: 1 not essential et al.
 2. Rate: 2 little importance
 3. Rate: 9 avr. imporant
 4. Rate: 13 very important
 5. Rate: 18 absolutely essential
- Sources for Financing and Funding opportunities
 1. Rate: 1 not essential et al.
 2. Rate: 2 little importance
 3. Rate: 10 avr. imporant
 4. Rate: 15 very important
 5. Rate: 15 absolutely essential
- Branding and Marketing
 1. Rate: 1 not essential et al.
 2. Rate: 5 little importance
 3. Rate: 13 avr. imporant
 4. Rate: 14 very important
 5. Rate: 10 absolutely essential
- Others (if yes,): basic legal knowledge (labour, law, corporate law etc), legal information on incorporation networking, Assistive Technologies & Aids, Accessibility, Microsoft Immersive Reader, text-to-speech (dictation functions), read-aloud functions,

OCR/text recognition, etc; Workshop on the topic "How can I get an asset out of my limitation, make/a new narrative, legal support (highly specific language), taxes and law.

- Which kind of training would be interesting for your organization?
 - classroom (more than one person in a classroom setting): 7
 - Online (open and distance education, independent from time and place): 16
 - Blended: 20
- Is it interesting for you to receive an international ISO- certificate for a training course as an Entrepreneurship trainer for people having Dyslexia?
 - Yes: 1
 - No: 19
 - I' not sure: 21

3.1.2 Spain

In Spain, most of the 14 non-professional responses are from small size, international consultants, and half of them have interaction with dysleksiic people by using basic level of knowledge. According to them, knowledge on how to train dyslexia is the most important tool. Moreover, the results Show that general entrepreneurship is very important while business plan, sources of funding and financing opportunities, branding and marketing are absolutely essential and should be given by using blended teaching method. Finally, most of the non-professionall is interested in ISO certificate for a training course.

General Questions for non-professionals (14 responses)

- Name of organization: FYG, MEUS skills, Markeut Skills, FYG Consultores, Instalofi Levante.
- Organization size:
 - Micro: -
 - Small: 13
 - Middle: 1
 - Large: -
- Type of organization
 - VET : 1
 - Adult training institution: -
 - Consultant: 12
 - Economical support organizaton: -
 - University: -
 - Others: 1
- Area
 - Local: -
 - Regional: 1
 - National: 1
 - International: 12

Questions to the Project



- General dyslexia
- Do you know if you had contact with people having Dyslexia- reading difficulties?
 - Yes: 7
 - No: 7
- If yes, which type of contact:
 - Private: -
 - Vocational: 8
- Do you have knowledge about dyslexia?
 - No knowledge: 2
 - Basic knowledge: 12
 - Professional knowledge: -

General Project

- Have you ever entered in contact with people with Dyslexia in your daily work activities?
 - Yes: 4
 - No: 5
 - I don't know: 5

If yes, which type of support would be helpful for you?

- It would be helpful If I had knowledge about Dyslexia in general: 3
- It would be helpful If I had Knowledge about how to train people with Dyslexia: 8
- It would be helpful If a specific training material would be available for people with Dyslexia: 3
- It would be helpful, if there would be an external consultancy: 3
- If you think of training on entrepreneurship, which contents on this subject would be interesting for you? You can select up to 4; rate them also (5 is high, 1 is low)
- General Entrepreneurship:
 1. Rate: 1 not essential et al.
 2. Rate: 0 little importance
 3. Rate: 1 avr. imporant
 4. Rate: 9 very important
 5. Rate: 3 absolutely essential
- Business Plan (incl. financial planning)
 1. Rate: 0 not essential et al.
 2. Rate: 1 little importance
 3. Rate: 1 avr. imporant
 4. Rate: 6 very important
 5. Rate: 6 absolutely essential
- Sources for Financing and Funding opportunities
 1. Rate: 0 not essential et al.
 2. Rate: 1 little importance
 3. Rate: 2 avr. imporant
 4. Rate: 5 very important
 5. Rate: 6 absolutely essential
- Branding and Marketing
 1. Rate: 0 not essential et al.
 2. Rate: 5 little importance
 3. Rate: 2 avr. imporant



- 4. Rate: 3 very important
- 5. Rate: 4 absolutely essential
- Others (if yes,):

- Which kind of training would be interesting for your organization?
 - classroom (more than one person in a classroom setting): 0
 - Online (open and distance education, independent from time and place): 3
 - Blended: 11
- Is it interesting for you to receive an international ISO- certificate for a training course as an Entrepreneurship trainer for people having Dyslexia?
 - Yes: 10
 - No: 3
 - I' not sure: 1

3.1.3 Greece

In Greece, most of the 9- non-professional responses are from micro size, national organizations in which is not indicated the type of the organization in the questionnaires. About half of them also indicate that they have interaction with people having dyslexia by using basic knowledge on dyslexia. They mentioned that they are mainly interested in knowledge on how to train people with dyslexia. Moreover, the results show that all the training modules which are general entrepreneurship, business plan, sources of funding and financing opportunities, branding and marketing are absolutely essential and should be given in classroom. The other topics included such as legal issues, other adaptive Technologies etc. In addition to this, all of the non-professional is interested in ISO certificate for a training course.

General Questions for non-professionals (9 responses)

- Name of organization: Academy of Entrepreneurship, Elipsis, Mert Colsulting, INE GSEE, Kainotomia & SIA EE, Grinco, Bettina SA, Thessalanki Energy SA
- Organization size
 - Micro: 7
 - Small: 0
 - Middle: 2
 - Large: 0
- Type of organization
 - VET: 1
 - Adult training institution: 1
 - Consultant: 1
 - Economical support organizaton: 0
 - University: 1
 - Others: 5
- Area
 - Local: 1



- Regional: 3
- National: 4
- International: 1

Questions to the Project

- General dyslexia
- Do you know if you had contact with people having Dyslexia- reading difficulties?
 - Yes: 5
 - No: 4
 - If yes, which type of contact:
 - Private: 5
 - Professional: 1
- Do you have knowledge about dyslexia?
 - No knowledge: 3
 - Basic knowledge: 6
 - Professional knowledge: 0

General Project

- Have you ever entered in contact with people with Dyslexia in your daily work activities?
 - Yes: 1
 - No: 3
 - I don't know: 5

If yes, which type of support would be helpful for you?

- It would be helpful If I had knowledge about Dyslexia in general: 3
- It would be helpful If I had Knowledge about how to train people with Dyslexia: 6
- It would be helpful If a specific training material would be available for people with Dyslexia: 4
- It would be helpful, if there would be an external consultancy: 4
- If you think of training on entrepreneurship, which contents on this subject would be interesting for you? You can select up to 4; rate them also (5 is high, 1 is low)
- General Entrepreneurship:
 1. Rate: 0 not essential et al.
 2. Rate: 0 little importance
 3. Rate: 1 avr. imporant
 4. Rate: 2 very important
 5. Rate: 6 absolutely essential
- Business Plan (incl. financial planning)
 1. Rate: 0 not essential et al.
 2. Rate: 2 little importance
 3. Rate: 0 avr. imporant
 4. Rate: 1 very important
 5. Rate: 6 absolutely essential
- Sources for Financing and Funding opportunities
 1. Rate: 1 not essential et al.
 2. Rate: 2 little importance
 3. Rate: 1 avr. imporant
 4. Rate: 0 very important
 5. Rate: 5 absolutely essential
- Branding and Marketing



1. Rate: 1 not essential et al.
2. Rate: 1 little importance
3. Rate: 0 avr. imporant
4. Rate: 1 very important
5. Rate: 6 absolutely essential

Others (if yes,):

- Which kind of training would be interesting for your organization?
 - classroom (more than one person in a classroom setting): 8
 - Online (open and distance education, independent from time and place): 1
 - Blended: 0
- Is it interesting for you to receive an international ISO- certificate for a training course as an Entrepreneurship trainer for people having Dyslexia?
 - Yes: 9
 - No: 0
 - I' not sure: 0

3.1.4 Hungary

In Hungary, most of the 16- non-professional responses are from micro size, national VET and economical support organizations type of the organization in the questionnaires. Most of them also indicate that they interacted with people having dyslexia in Professional life but by using basic knowledge on dyslexia. They mentioned that they are mainly interested in knowledge of how to train people with dyslexia. Moreover, the results show that all the training modules except sources of funding and financing opportunities, which are general entrepreneurship, business plan, branding and marketing are absolutely essential and should be given online. Finally, the non-professionals in Hungary are not sure to be interested in an ISO certificate for a training course.

General Questions for non-professionals (16 responses – 1 Austrian, 15 Hungarian)

- Name of organization: Balatoni Integrációs, Közhasznú Nonprofit Kft, Innoskart Nonprofit Kft., NJSZT, Lassiter Kft., Számalk Zrt., Tatabánya MJV Gazdaságfejlesztő Szervezete NKft., Veszprém Megyei Kereskedelmi és Iparkamara, Magyar Ökumenikus Segélyszervezet, Ex Ante Magistra Kft., Schveder Oktatási Központ, Magyar Innovációs Szövetség, Veszprémi Regionális Innovációs Centrum Kft., Miskolci Egyetem.
- Organization size
 - Micro: 7
 - Small: 6
 - Middle: 1
 - Large: 2
- Type of organization
 - VET: 4
 - Adult training institution: 2
 - Consultant: 3
 - Economical support organization: 4



- University: 1
- Others: 2
- Area
 - Local: 2
 - Regional: 4
 - National: 10
 - International: 0
 -

Questions to the Project

- General dyslexia
- Do you know if you had contact with people having Dyslexia- reading difficulties?
 - Yes: 11
 - No: 5
 - If yes, which type of contact:
 - Private: 3
 - Professional: 8
- Do you have knowledge about dyslexia?
 - No knowledge: 0
 - Basic knowledge: 15
 - Professional knowledge: 1

General Project

- Have you ever entered in contact with people with Dyslexia in your daily work activities?
 - Yes: 8
 - No: 3
 - I don't know: 5

If yes, which type of support would be helpful for you?

- It would be helpful If I had knowledge about Dyslexia in general: 2
- It would be helpful If I had Knowledge about how to train people with Dyslexia: 11
- It would be helpful If a specific training material would be available for people with Dyslexia: 2
- It would be helpful, if there would be an external consultancy: 0
- If you think of training on entrepreneurship, which contents on this subject would be interesting for you? You can select up to 4; rate them also (5 is high, 1 is low)
- General Entrepreneurship:
 1. Rate: 0 not essential et al.
 2. Rate: 1 little importance
 3. Rate: 2 avr. imporant
 4. Rate: 5 very important
 5. Rate: 8 absolutely essential
- Business Plan (incl. financial planning)
 1. Rate: 0 not essential et al.
 2. Rate: 2 little importance
 3. Rate: 5 avr. imporant
 4. Rate: 3 very important
 5. Rate: 6 absolutely essential
- Sources for Financing and Funding opportunities
 1. Rate: 0 not essential et al.



- 2. Rate: 0 little importance
- 3. Rate: 2 avr. imporant
- 4. Rate: 8 very important
- 5. Rate: 6 absolutely essential
- Branding and Marketing
 - 1. Rate: 1 not essential et al.
 - 2. Rate: 1 little importance
 - 3. Rate: 3 avr. imporant
 - 4. Rate: 9 very important
 - 5. Rate: 2 absolutely essential
- Others (if yes,):
- Which kind of training would be interesting for your organization?
 - classroom (more than one person in a classroom setting): 1
 - Online (open and distance education, independent from time and place): 10
 - Blended: 5
- Is it interesting for you to receive an international ISO- certificate for a training course as an Entrepreneurship trainer for people having Dyslexia?
 - Yes: 5
 - No: 4
 - I' not sure: 7

3.1.5 Turkey

In Turkey most of the 16- non-professional responses are from large size international universities in the questionnaires. Half of them indicate that they had interaction with people having dyslexia in Professional life but by using basic knowledge on dyslexia. They mentioned that they need external consultancy about training people having dyslexia. Turkey is the only partner country that this option is chosen. Moreover, the results show that all the training modules of business planning and sources of funding and financing opportunities are very important while general entrepreneurship, and branding and marketing are absolutely essential and should be given by using blended teaching model. Finally, most of the non-professionals are interested in ISO certificate for a training course.

General Questions for non-professionals (16 responses – 2 Other, 1 Hungarian)

- Name of organization: Youcan games, Algebra Akademi, e-Çözüm Bilişim a.ş., Yaşar üniversitesi, DOGO Tasarım, Cowealthy Teknoloji a.ş., Ege İhracatçı Birlikleri Genel Sekreterliği, KOSGEB, Business Factory, Macaristan İhracatı Teşvik Ajansı, HipoKampüs PDR Merkezi, Çukurova Üniversitesi, İzmir Bakircay Üniversitesi, Kamu kurumu, Erzincan Binali Yıldırım üniversitesi, Harran Üniversitesi.
- Organization size
 - Micro: 4
 - Small: 3
 - Middle: 6
 - Large: 7



- Type of organization
 - VET: 1
 - Adult training institution: 1
 - Consultant: 2
 - Economical support organization: 1
 - University: 8
 - Others: 7
- Area
 - Local: 1
 - Regional: 2
 - National: 5
 - International: 12

Questions to the Project

- General dyslexia
- Do you know if you had contact with people having Dyslexia- reading difficulties?
 - Yes: 10
 - No: 10
 - If yes, which type of contact:
 - Private: 3
 - Professional: 7
- Do you have knowledge about dyslexia?
 - No knowledge: 4
 - Basic knowledge: 15
 - Professional knowledge: 1

General Project

- Have you ever entered in contact with people with Dyslexia in your daily work activities?
 - Yes: 8
 - No: 8
 - I don't know: 4

If yes, which type of support would be helpful for you?

- It would be helpful If I had knowledge about Dyslexia in general: 1
 - It would be helpful If I had Knowledge about how to train people with Dyslexia: 5
 - It would be helpful If a specific training material would be available for people with Dyslexia: 4
 - It would be helpful, if there would be an external consultancy: 6
-
- If you think of training on entrepreneurship, which contents on this subject would be interesting for you? You can select up to 4; rate them also (5 is high, 1 is low)
 - General Entrepreneurship:
 1. Rate: 1 not essential et al.
 2. Rate: 0 little importance
 3. Rate: 3 avr. imporant
 4. Rate: 6 very important
 5. Rate: 10 absolutely essential
 - Business Plan (incl. financial planning)
 1. Rate: 0 not essential et al.
 2. Rate: 1 little importance



- 3. Rate: 5 avr. imporant
- 4. Rate: 8 very important
- 5. Rate: 6 absolutely essential
- Sources for Financing and Funding opportunities
 - 1. Rate: 0 not essential et al.
 - 2. Rate: 1 little importance
 - 3. Rate: 7 avr. imporant
 - 4. Rate: 8 very important
 - 5. Rate: 4 absolutely essential
- Branding and Marketing
 - 1. Rate: 0 not essential et al.
 - 2. Rate: 1 little importance
 - 3. Rate: 2 avr. imporant
 - 4. Rate: 7 very important
 - 5. Rate: 10 absolutely essential
- Others (if yes,):
- Which kind of training would be interesting for your organization?
 - classroom (more than one person in a classroom setting): 6
 - Online (open and distance education, independent from time and place): 4
 - Blended: 10
- Is it interesting for you to receive an international ISO- certificate for a training course as an Entrepreneurship trainer for people having Dyslexia?
 - Yes: 10
 - No: 1
 - I' not sure: 6

OVERALL EVALUATIONS on the NON-PROFESSIONALS' PERCEPTIONS

General perceptions towards the employment of people having dyslexia questionnaire are answered by -101- non-professionals in five partner countries. In total, -34- non-professional responses are from small size and internationally operating organizations. Almost half of them had contact with people having dyslexia but by using a basic level of knowledge. However, 39 responded are interested in how to train people having dyslexia.

It can be said that almost all the training modules which are general entrepreneurship, business plan, sources of funding and financing opportunities, while only the branding and marketing module is chosen as very important but with a little difference by using a flipped and blended teaching method. The other topics included such as legal issues, other adaptive Technologies etc. In addition to this, 35 non-professionals are interested in an ISO certificate for a training course while 35 others were not very confident.



3.2. Professionals' Perceptions towards Entrepreneurship Training for Dyslexic Individuals.

The aim of the LEX(e)CON Project's final research that targets professionals are to receive dyslexia experts' opinions, suggestions, and recommendations for designing the most appropriate pedagogical methods to be adopted in each training topic according to three difficulty areas for dyslexia. These dyslexia areas are learning difficulties in calculation, reading, and graphs. Besides, specialists are also asked for their recommendations on if any additional needs, special adjustments or supporting materials could be designed particularly in producing specialized entrepreneurship training for dyslexic individuals.

This final phase of the project four-staged research in this Analysis Report document provides a comprehensive summary of experts' scientific recommendations on entrepreneurship training for individuals who are struggling with dyslexia in all partner countries. The design and findings of this qualitative field research also contribute to the literature on entrepreneurship education also dyslexia studies, which had remained a literature gap. While pedagogical studies related to dyslexia deal with alternative innovative teaching methods such as flipped learning methods, entrepreneurship education literature mainly deals with the content or tools to be used for business modelling and funding for new venture creation.

The curricula or training contents for many of these entrepreneurship training modules cover especially four major topics areas. The first is "entrepreneurship and the entrepreneurial personality", the second is "business planning", the third is "marketing plan", and the fourth is "financial resources and funding". To our knowledge so far, for each of the modules specifically defined pedagogical tools, methods, and procedures have never been put forward, therefore, the results of this qualitative research not just contribute to the perfection of the current project but also bring an original contribution to both literature of dyslexia training and entrepreneurship education.

This section has two parts, the first part presents country specific findings and the second part is the overall evaluations and results of all findings.

3.2.1 Professionals' Perceptions towards Entrepreneurship Training for Dyslexic Individuals: The case of Austria

The results of 6- specialist recommendations toward entrepreneurship training for dyslexia for Austria indicate that simple PowerPoint presentation, audio support, video support and use of special text or background and/or narration are needed in each dyslexia type for all training topics which are entrepreneurship and the entrepreneurial personality, business planning, marketing plan, and finding financial fund. Professionals also emphasize the role of other tools such as software, special tools and know-how on the issue. Moreover, they indicate the role of audio/visual support, high contrast and, clear and simple format training materials. Additional recommendations of specialists are also summarized in a list, under the below-mentioned table.

Table.3.2.1 Reasonable Adjustments Suggestions from Professionals in Austria

Training Topics	Dyslexia type Calculi / Read /Graph	REASONABLE ADJUSTMENT TYPES								Suggested Adjustment / Notes
		Simple Presentations		Audio Support		Video support		special text / background / narration		
		YES	NO	YES	NO	YES	NO	YES	NO	
ENTREPRENEURSHIP & ENTREPRENEURIAL PERSONALITY	Calculation	4	2	3	2	5	0	2	2	settings are needed Use diagnostic before starting Listening is missing and the ability to feel rooms
	Read	4	2	6	0	6	1	6	1	Use software
	Graph	5	1	4	1	4	1	4	0	Make it simple
BUSINESS PLANNING	Calculation	4	1	4	1	4	1	3	2	Software, Methodology should be used how to plan the highest management level know-how needed
	Read	5	0	6	0	5	1	4	2	No remarks
	Graph	5	0	5	0	4	1	4	1	short summaries of funding programs do people with dyslexia experience marketing at all age
MARKETING PLAN	Calculation	4	1	3	2	5	1	4	1	No additional remarks
	Read	5	0	5	1	6	0	5	1	
	Graph	5	0	5	1	6	0	4	1	
FINDING FINANCIAL RESOURCES	Calculation	5	1	4	2	5	1	4	2	No additional remarks
	Read	5	0	5	1	6	0	5	1	
	Graph	5	0	3	2	5	0	5	1	
TOTAL:		56	8	53	13	61	7	50	15	Four types of the adjustment types are recommended, an additional software could be an option

Based on the qualitative research with the experts in Austria, in deep remarks and suggestions for designing the pedagogical methodology and reasonable adjustments on the training topics are as follows:

1) **Entrepreneurship and Entrepreneurial Personality**

- **CALCULATION:**
 - Prepared tools which support them in calculations or do it automatically to avoid mistakes,
 - Materials which fits to the needs of all types of Dyslexia,
 - The content has to be separated in small “portions”.
 - Minimum of numbers and words.
- **READ:**
 - The multi-codality of the written form and the acoustic signal. (Therefore, the principles of multimedia learning according to Mayer should be taken into account. (<https://www.cambridge.org/core/books/multimedia-learning/7A62F072A71289E1E262980CB026A3F9>).
 - High contrast, not too bright background colours, simple language.
 - Many pictures or work with “faces” who explain things in simple words, NO long texts.
 - Clear and simple guidelines,
 - Comprehensive know-how to understand the “world” of people with Dyslexia such as knowledge on how people with Dyslexia “feel” the environment with all senses etc.
 - A general module which gives possibilities for self-reflection for future trainers.
- **GRAPH:**
 - Showing good practices. For example, the interplay of the visual and the acoustic can provide relief when aspects such as contingency and redundancy.
 - High contrast, not too bright background colours.
 - Prepared templates.
 - e-learning tools.

2) **Business Planning**

- **CALCULATION:**
 - Multimedia design parameters.
 - High contrast, not too bright background colours.
 - Simple formatting.
- **READ:**
 - The interplay of audio and visual.
 - Step-by-step instructions (as photo series) do not show all steps.
 - Short tutorials with different approaches and illustrations.
 - High contrast, not too bright background colours.
- **GRAPH:**
 - The interplay of audio and visual.
 - Step-by-step instructions (as photo series) do not show all steps.
 - Short tutorials with different approaches and illustrations.
 - High contrast, not too bright background colours



3) Marketing Plan

- **CALCULATION:**
 - Visual or audio-visual representation.
 - High contrast, not too bright background colours.
 - Tools for automatic calculations.
- **READ:**
 - Social media communication, multimodality in text-image constructs or as short videos,
 - High contrast, not too bright background colours.
 - Templates in simple language.
- **GRAPH:**
 - Social media communication or multimodality in text-image constructs or as short videos.
 - High contrast, not too bright background colours.

4) Finding Financial Resources

- **CALCULATION /READ/GRAPH:**
 - Audio-visual support.
 - A second person who supports them in budgeting which is needed for writing funding proposals.
 - Concrete tips are needed how to find funding such as list local organisations and prepare a contact list to funding bodies at different levels (local/regional/national)

3.2.2 Professionals' Perceptions towards Entrepreneurship Training for Dyslexic Individuals: The case of Spain

The results of -6- specialist recommendations toward entrepreneurship training for dyslexia for Spain indicate that simple PowerPoint presentation, audio support, video support and use of special text or background and/or narration are needed in each dyslexia type for all training topics, which are entrepreneurship and the entrepreneurial personality, business planning, marketing plan, and finding financial fund. It is clear that there is a consensus among specialists in Spain, mainly on read and graph types of dyslexia on all forms of reasonable adjustments in all training topics mainly in marketing, business plan and finding financial resources. Moreover, they indicate that the role of audio and video support, simple text, simple graph and the importance of one colour background without much information to support the training. Additional recommendations of specialists are summarized in the Table.3.2.2.

Table.3.2.2 Reasonable Adjustments Suggestions from Professionals in Spain

Training Topics	Dyslexia type	REASONABLE ADJUSTMENT TYPES							
		Simple PowerPoint Presentations		Audio Support		Video support		special text / background / narration	
		YES	NO	YES	NO	YES	NO	YES	NO
ENTREPRENEURSHIP & ENTREPRENEURIAL PERSONALITY	Calculation	6	1	2	5	6	1	6	1
	Read	6	0	6	0	6	0	6	0
	Graph	6	0	2	4	6	0	6	0
BUSINESS PLANNING	Calculation	6	1	2	5	6	1	6	1
	Read	6	0	6	0	6	0	6	0
	Graph	6	0	2	4	6	0	6	0
MARKETING PLAN	Calculation	6	1	2	5	6	1	6	1
	Read	6	0	6	0	6	0	6	0
	Graph	6	0	3	3	6	0	6	0
FINDING FINANCIAL RESOURCES	Calculation	6	1	3	4	6	1	6	1
	Read	6	0	6	0	6	0	6	0
	Graph	6	0	2	4	6	0	6	0
Total:		72	4	42	34	72	4	72	4

Based on the qualitative research with the experts in Spain, in deep remarks and suggestions for designing the pedagogical methodology and reasonable adjustments on the training topics are as follows:

1) **Entrepreneurship and Entrepreneurial Personality**

- CALCULATION:
 - Background of the text in a single color.
 - Not to use many spreadsheets/calculations.
- READ:
 - Background of the text in a single color.
 - Little text and keep it simple with few adjectives and adverbs.
 - Warm colored backgrounds (beige, white, etc)
 - When a graphic, image or keywords are presented: that there is a touch of music that is repeated, to highlight said importance.
 - Audio and video support.
 - Large letters on light and neutral backgrounds.
 - Short phrases.
- GRAPH:
 - Simple graphics, without much information.
 - Little text and keep it simple.-Use few adjectives and adverbs.
 - Warm colored backgrounds (beige, white, etc)

- When a graphic, image or keywords are presented: that there is a touch of music that is repeated, to highlight said importance.
- Audio and video support will be very helpful.
- Very simple on neutral backgrounds.

2) **Business Planning**

- CALCULATION:
 - One color text background, without any distraction for the person.
- READ:
 - Large letters on neutral backgrounds and short phrases.
 - One color text background, without any distraction for the person.
- GRAPH:
 - Simple graphics, without much information.
 - Simple on neutral background.
 -

3) **Marketing Plan**

- CALCULATION:
 - One color text background, without any distraction for the person.
- READ:
 - One color text background, without any distraction for the person.
 - Short phrases with large letters on a neutral background.
- GRAPH:
 - Simple graphics, without much information.
 - Simple way explanation.

4) **Finding Financial Resources**

- CALCULATION:
 - One color text background, without any distraction for the person.
- READ:
 - One color text background, without any distraction for the person.
 - Short phrases with large letters on a neutral background.
- GRAPH:
 - Simple graphics, without much information.
 - Simple on neutral background.
 - Simple way explanation.



3.2.3 Professionals’ Perceptions towards Entrepreneurship Training for Dyslexic Individuals: The case of Greece

The results of 4- specialist recommendations toward entrepreneurship training for dyslexia for Greece show that there is a consensus on reasonable adjustment recommendations among specialists in all training topics which are entrepreneurship and the entrepreneurial personality, business planning, marketing plan, and finding financial fund. Moreover, all the specialists in Greece also agree on additional recommendations including simple background, presentations and text, clear font, universal design presentations and methodologies for all types of dyslexia that are summarized as a list, under the below mentioned table.

Table.3.2.3 Reasonable Adjustments Suggestions from Professionals in Greece

Training Topics	Dyslexia type	REASONABLE ADJUSTMENT TYPES							
		Simple PowerPoint Presentations		Audio Support		Video support		special text / background / narration	
		YES	NO	YES	NO	YES	NO	YES	NO
ENTREPRENEURSHIP & ENTREPRENEURIAL PERSONALITY	Calculation	3	0	2	0	4	0	3	0
	Read	3	0	4	0	4	0	3	0
	Graph	4	0	1	0	3	0	4	0
BUSINESS PLANNING	Calculation	3	0	2	0	4	0	3	0
	Read	3	0	4	0	4	0	3	0
	Graph	4	0	1	0	3	0	3	0
MARKETING PLAN	Calculation	4	0	1	0	3	0	3	0
	Read	4	0	3	0	4	0	3	0
	Graph	4	0	1	0	3	0	3	0
FINDING FINANCIAL RESOURCES	Calculation	4	0	1	0	4	0	2	0
	Read	4	0	3	0	4	0	2	0
	Graph	4	0	1	0	4	0	2	0
Total:		44	0	24	0	44	0	34	0

Based on the qualitative research with the experts in Greece, in deep remarks and suggestions for designing the pedagogical methodology and reasonable adjustments on the training topics are as follows:

1) Entrepreneurship and Entrepreneurial Personality

- CALCULATION/READ/GRAPH:
 - Simple background in presentations (PowerPoint).
 - Clear font (e.g. Arial).
 - Use of images.
 - Integration of universal design principles (easy to read).
 - Simple and understandable text.
 - Design and development of educational material according to the principles of universal design.
 - Integration of direct teaching in the design of the pedagogical methodology.

2) Business Planning

- CALCULATION READ/GRAPH:
 - Simple background in presentations (PowerPoint).
 - Clear font (e.g. Arial).
 - Use of images.
 - Integration of universal design principles (easy to read).
 - Simple and understandable text.
 - Design and development of educational material according to the principles of universal design.
 - Integration of direct teaching in the design of the pedagogical methodology.

3) Marketing Plan

- CALCULATION/READ/GRAPH:
 - Simple background in presentations (PowerPoint).
 - Clear font (e.g. Arial).
 - Use of images.
 - Integration of universal design principles (easy to read).
 - Simple and understandable text.
 - Design and development of educational material according to the principles of universal design.
 - Integration of direct teaching in the design of the pedagogical methodology.

4) Finding Financial Resources

- CALCULATION/READ/GRAPH:
 - Simple background in presentations (PowerPoint).
 - Clear font (e.g. Arial).
 - Use of images.
 - Integration of universal design principles (easy to read).
 - Simple and understandable text.
 - Design and development of educational material according to the principles of universal design.
 - Integration of direct teaching in the design of the pedagogical methodology.



3.2.4 Professionals’ Perceptions towards Entrepreneurship Training for Dyslexic Individuals: The case of Hungary

The results of three specialists recommendations toward entrepreneurship training for dyslexia in Hungary show that there is a consensus on reasonable adjustment recommendations among specialists in all training topics which are entrepreneurship and the entrepreneurial personality, business planning, marketing plan, and finding financial fund. Moreover, all the specialists in Hungary also agree on audio and video support as a recommendation mainly for calculation dyslexia as depicted in Table3.2.4.

Table.3.2.4 Reasonable Adjustments Suggestions from Professionals in Hungary

Training Topics	Dyslexia type	REASONABLE ADJUSTMENT TYPES							
		Simple PowerPoint Presentations		Audio Support		Video support		special text / background / narration	
		YES	NO	YES	NO	YES	NO	YES	NO
ENTREPRENEURSHIP & ENTREPRENEURIAL PERSONALITY	Calculation	0	3	2	1	3	0	2	1
	Read	3	0	3	0	3	1	2	1
	Graph	3	0	0	3	3	0	3	0
BUSINESS PLANNING	Calculation	3	0	0	3	3	0	1	2
	Read	3	0	3	0	3	0	1	2
	Graph	2	1	1	2	2	1	2	1
MARKETING PLAN	Calculation	3	0	0	3	3	0	0	3
	Read	3	0	0	3	3	0	0	3
	Graph	3	0	0	3	3	0	0	3
FINDING FINANCIAL RESOURCES	Calculation	3	0	2	1	3	0	1	2
	Read	3	0	2	1	3	0	1	2
	Graph	3	0	2	1	3	0	1	2
Total:		32	4	15	21	35	2	14	22

Based on the qualitative research with the experts in Hungary, in deep remarks and suggestions for designing the pedagogical methodology and reasonable adjustments on the training topics are as follows

1) Entrepreneurship and Entrepreneurial Personality

- CALCULATION:
 - Videos.
 - Interviews.
 - Discussions.
 - Information gained through experience.
- READ:
 - Audio/video.

2) Business Planning

- CALCULATION:
 - Video.
 - Simple graphics.
- READ:
 - Figures and Smart Diagrams.
 - Logical framework.

3) Marketing Plan

- CALCULATION:
 - Videos.
 - Advertisements.

4) Finding Financial Resources

- CALCULATION:
 - Interviews.
 - Videos.
 - Very little written material.
 - More inspirational content.

3.2.5 Professionals' Perceptions towards Entrepreneurship Training for Dyslexic Individuals: The case of Turkey

The results of -6- specialist recommendations toward entrepreneurship training for dyslexia in Turkey show that there is almost a consensus on reasonable adjustment recommendations among specialists in all training topics which are entrepreneurship and the entrepreneurial personality, business planning, marketing plan, and finding financial fund. They indicate that people with dyslexia face memory problems in general. Thus, preparing a commotion list also explaining the relations of the content would be helpful for them. Moreover, other recommendations are summarized in Table 3.2.5.



Table.3.2.5 Reasonable Adjustments Suggestions from Professionals in Turkey

Training Topics	Dyslexia type	REASONABLE ADJUSTMENT TYPES							
		Simple PowerPoint Presentations		Audio Support		Video support		special text / background / narration	
		YES	NO	YES	NO	YES	NO	YES	NO
ENTREPRENEURSHIP & ENTREPRENEURIAL PERSONALITY	Calculation	3	2	4	1	5	0	1	1
	Read	3	3	6	0	6	0	2	1
	Graph	5	1	5	1	4	1	3	0
BUSINESS PLANNING	Calculation	5	1	4	1	5	0	3	0
	Read	5	1	5	1	6	0	3	0
	Graph	5	1	4	1	4	2	3	0
MARKETING PLAN	Calculation	5	1	4	1	5	0	3	0
	Read	5	1	5	1	6	0	3	0
	Graph	5	1	5	0	5	1	3	0
FINDING FINANCIAL RESOURCES	Calculation	6	0	4	1	6	0	3	0
	Read	5	1	4	1	6	0	3	0
	Graph	3	2	5	1	4	1	3	0
Total:		55	15	55	10	62	5	33	2

Based on the qualitative research with the experts in Turkey, in deep remarks and suggestions for designing the pedagogical methodology and reasonable adjustments on the training topics are as follows

1) Entrepreneurship and Entrepreneurial Personality

- **CALCULATION:**
 - To present the relations such as Purpose-Effect, and Cause-Effect in their simplest form.
 - A special background.
 - Audio sources.
- **READ:**
 - To convey the effects of events on each other more through visuals.
 - Focusing on phonological awareness.
 - Adaptations in which the triad of hearing, vision and memory retention can be executed in a coordinated manner.
 - Images, videos, graphics.
- **GRAPH:**
 - Plain visuals
 - Categorical Color codes.

- The timely feedback.
 - All the resources and materials to be prepared and presented to him must be designed in such a way that he can see and choose from them.
- 2) Business Planning
- CALCULATION:
 - Explaining all group-subgroup relations through graphs, diagrams and concrete models.
 - Audio materials and stimuli.
 - READ:
 - Explaining all group-subgroup relations through graphs, diagrams and concrete models.
 - GRAPH:
 - An adaptation over the texts in which the details are presented in a full and structured way, in the content in which interpersonal relationships and orientation are included.
 - Explaining all group-subgroup relations through graphs, diagrams and concrete models.
- 3) Marketing Plan
- CALCULATION:
 - Audio materials and stimuli.
 - The use of colors in presentations (fonts are also important).
 - Presentations that contain less text, have plenty of visuals, add videos and integrate sound.
 - READ:
 - Action-based adaptation (which includes a semi-application in which the goal-oriented and the steps that will lead to the result will be monitored with the feedback of the trainee after each stage. It would be helpful to gain prior experience on how to do the tasks).
 - A white background written in black letters.
 - Preparing the whole written text by dividing it into many pages instead of a single page.
 - GRAPH:
 - Prior experience on how to do the tasks.
 - Technological applications (such as multimedia).
- 4) Finding Financial Resources
- CALCULATION:
 - Supporting individuals with methods that will operate through diagrams and repetitive feedback.
 - Lists of steps to follow (such document support can be offered).
 - Audio materials and stimuli.
 - READ:
 - Lists of steps to follow (such document support can be offered).
 - A white background written in black letters.
 - Preparing the whole written text by dividing it into many pages instead of a single page.
 - GRAPH:
 - Lists of steps to follow (such document support can be offered).
 - More practical training content.



3.2.6 OVERALL EVALUATIONS on the NON-PROFESSIONALS' PERCEPTIONS

The results of -25- specialist recommendations toward entrepreneurship training for dyslexic adults in five countries indicated that simple slides (PowerPoint presentation) with audio support, video support, also, use of special text or background and/or narration are needed in each dyslexia type for four of the module areas. In marketing plan training for calculation dyslexia type, professionals' answer is "no needed" for an audio support, albeit audio support is recommended for other dyslexia types in marketing plan, too. In addition to this, there is consensus among professionals on using video support recommendations for finding financial funds and marketing plans to support reading dyslexia. They also provide a variety of other additional recommendations that are also listed in Table3.2.6, which all experts' responds are summarized.

Table.3.2.5 Reasonable Adjustments Suggestions from Professionals in Turkey

Training Topics	Dyslexia type	REASONABLE ADJUSTMENT TYPES							
		Simple Slides/ Presentations		Audio Support		Video support		Special texts/ backgrounds narrations	
		YES	NO	YES	NO	YES	NO	YES	NO
ENTREPRENEURSHIP & ENTREPRENEURIAL PERSONALITY	Calculation	16	8	13	9	23	1	14	5
	Read	19	5	25	0	25	2	19	3
	Graph	23	2	12	9	20	2	20	0
BUSINESS PLANNING	Calculation	21	3	12	7	19	2	15	3
	Read	19	1	20	1	20	1	14	4
	Graph	21	2	16	7	20	4	18	2
MARKETING PLAN	Calculation	22	3	10	15	22	2	16	5
	Read	23	1	19	5	24	0	17	4
	Graph	23	1	14	7	23	1	16	4
FINDING FINANCIAL RESOURCES	Calculation	22	2	14	8	24	2	16	5
	Read	23	1	20	3	24	0	17	2
	Graph	21	2	13	8	22	1	17	3
TOTAL:		253	31	188	79	266	18	199	40

Entrepreneurship and Entrepreneurial Personality

- CALCULATION:
 - Prepared tools which support them in calculations or do it automatically to avoid mistakes,
 - Materials which fits to the needs of all types of Dyslexia,
 - The content has to be separated in small "portions".

- Minimum of numbers and words.
- Background of the text in a single color.
- Not to use many spreadsheets/calculations.
- Integration of universal design principles (easy to read). .
- Design and development of educational material according to the principles of universal design.
- Use of images.
- Interviews.
- Discussions.
- Information gained through experience.
- To present the relations such as Purpose-Effect, Cause-Effect in their simplest form.
- READ:
 - The multicodality of the written form and the acoustic signal. (Therefore the principles of multimedia learning according to Mayer should be taken into account. (<https://www.cambridge.org/core/books/multimedia-learning/7A62F072A71289E1E262980CB026A3F9>).
 - High contrast, not too bright background colours, simple language.
 - Many pictures or work with “faces” who explain things in simple words, NO long texts.
 - Clear and simple guidelines,
 - Comprehensive know-how to understand the “world” of people with Dyslexia such as knowledge on how people with Dyslexia “feel” the environment with all senses etc.
 - A general module, which gives possibilities for self-reflection for future trainers.
 - Warm coloured backgrounds (beige, white, etc.)
 - When a graphic, image or keywords are presented: that there is a touch of music that is repeated, to highlight said importance.
 - Audio and video support.
 - Integration of universal design principles (easy to read).
 - Design and development of educational material according to the principles of universal design.
 - Use of images.
 - To convey the effects of events on each other more through visuals.
 - Focusing on phonological awareness.
 - Adaptations in which the triad of hearing, vision and memory retention can be executed in a coordinated manner.
- GRAPH:
 - Showing good practices. For example, the interplay of the visual and the acoustic can provide relief when aspects such as contingency and redundancy.
 - High contrast, not too bright background colours.
 - Prepared templates.
 - e-learning tools.
 - Simple graphics, without much information.
 - Little text and keep it simple.-Use few adjectives and adverbs.
 - Warm colored backgrounds (beige, white, etc)



- When a graphic, image or keywords are presented: that there is a touch of music that is repeated, to highlight said importance.
- Audio and video support will be very helpful.
- Integration of universal design principles (easy to read).
- Design and development of educational material according to the principles of universal design.
- Use of images.
- Categorical Colour codes.
- The timely feedback.
- All the resources and materials to be prepared and presented to him must be designed in such a way that he can see and choose from them.

Business Planning

- CALCULATION:
 - Multimedia design parameters.
 - High contrast, not too bright background colours.
 - Simple formatting.
 - Integration of universal design principles (easy to read).
 - Design and development of educational material according to the principles of universal design.
 - Explaining all group-subgroup relations through graphs, diagrams and concrete models.
- READ:
 - The interplay of audio and visual.
 - Step-by-step instructions (as photo series) do not show all steps.
 - Short tutorials with different approaches and illustrations.
 - High contrast, not too bright background colours.
 - Integration of universal design principles (easy to read).
 - Design and development of educational material according to the principles of universal design.
 - Figures and Smart Diagrams.
 - Logical framework.
 - Explaining all group-subgroup relations through graphs, diagrams and concrete models.

GRAPH:

- The interplay of audio and visual.
- Step-by-step instructions (as photo series) do not show all steps.
- Short tutorials with different approaches and illustrations.
- High contrast, not too bright background colours.
- Integration of universal design principles (easy to read).
- Design and development of educational material according to the principles of universal design.
- An adaptation over the texts in which the details are presented in a full and structured way, in the content in which interpersonal relationships and orientation are included.
- Explaining all group-subgroup relations through graphs, diagrams and concrete models.

Marketing Plan

- CALCULATION:



- Visual or audiovisual representation.
- High contrast, not too bright background colours.
- Tools for automatic calculations.
- One color text background, without any distraction for the person.
- Integration of universal design principles (easy to read). .
- Design and development of educational material according to the principles of universal design.
- Advertisements.
- READ:
 - Social media communication, multimodally in text-image constructs or as short videos,
 - High contrast, not too bright background colours.
 - Templates in simple language.
 - Integration of universal design principles (easy to read).
 - Design and development of educational material according to the principles of universal design.
 - Action-based adaptation (which includes a semi-application in which the goal-oriented and the steps that will lead to the result will be monitored with the feedback of the trainee after each stage. It would be helpful to gain prior experience on how to do the tasks).
- GRAPH:
 - Social media communication or multimodally in text-image constructs or as short videos.
 - High contrast, not too bright background colours.
 - Simple way of explanations.
 - Prior experience on how to do the tasks.

Finding Financial Resources

- CALCULATION:
 - Audio-visual support.
 - A second person who supports them in budgeting which is needed for writing funding proposals.
 - Concrete tips are needed how to find fundings such as list local organisations and prepare a contact list to funding bodies at different levels (local/regional/national).
 - Integration of universal design principles (easy to read). .
 - Design and development of educational material according to the principles of universal design.
 - Interviews.
 - Supporting individuals with methods that will operate through diagrams and repetitive feedback.
 - Lists of steps to follow (such document support can be offered).
- READ:
 - One color text background, without any distraction for the person.
 - Short phrases with large letters on a neutral background.
 - Integration of universal design principles (easy to read). .
 - Design and development of educational material according to the principles of universal design.
 - Use of images.



- Lists of steps to follow (such document support can be offered).
- GRAPH:
 - Simple graphics, without much information.
 - Simple on neutral background.
 - Simple way explanation.
 - Integration of universal design principles (easy to read).
 - Design and development of educational material according to the principles of universal design.
 - Use of images.
 - More practical training content.

CONCLUSION

Dyslexia is one of the most common specific developmental disorders with a biological origin and behavioral signs (Frith, 1999). As well-known, people with dyslexia are one of the most disadvantaged groups, albeit, widely exist in society. The project LEX(e)CON aims to produce an inclusive entrepreneurship training module to improve the situation of dyslexic adults twofold; those who are willing to start their careers as entrepreneurs or those are dyslexic individuals who are already running own businesses and desiring to grow the businesses. To reach the aim of the project, a needs and situation analysis based on multi-method scientific approaches seemed a necessity in order to plan and design a very specific training program in the field of inclusive entrepreneurship, which targets dyslexic individuals. Because, such a set of methods and procedures with a scientific focus could only cover all aspects of required special adjustments for validation of the training modules' titles, producing the training content and also employing the appropriate pedagogical methods and tools. This report called PR-1 Analysis Report presents the multi-methods and procedures that project team applied, the analyses and findings of those methods and procedures in order as shown in the introduction of this report and summarized in Table.1. Even though, elaborations on each analysis, its results, and section-based evaluations are given along with the applied each methods above, this conclusion section of the Analysis Report briefly summarizes the main results in the following paragraphs.

Meta Review: Firstly, Erasmus+ funded projects meta-review results showed that dyslexia-related projects exist, but only a total number of 23. Besides, Many of them are under the umbrella of “Learning Mobility of Individuals”. Compared to the proportion of dyslexic individuals in society and the number of funded projects so far, 23 pieces of projects with dyslexia themes in all databases showed that more intensive work and particular initiatives are needed. Especially alternative and customized pedagogical



tools are needed to be designed or integrated into business and career-related training modules. Because alternative novel adjustments in supporting the adults who are struggling with diverse learning difficulties were not the aim, goal or focus of the previous projects. The LEX(e)CON Project aims to contribute to the social inclusivity of dyslexic adults which was rarely aforesought.

Systematic Review: Secondly, partners contributed to completion of a systematic review on putting-forward the good and best practises at national level over four of the partnering countries that targeted dyslexia. It can be said that dyslexia associations and other NGOs mainly focus on improving and developing learning skills in different topics by using adaptive tools. Mostly they target early diagnosis of dyslexia among young generations or children, and target group commonly were schoolteachers or professionals who are willing to specialize on dyslexia.

After the meta-analysis along with the funded project in the EU and systematic review in partners' countries, two-field research are conducted. The initial field research conducted as electronic survey in order to gather the attitudes of non-experts (employees/officers) towards dyslexia and entrepreneurship education for dyslexic individuals. The latter research aimed at deeply gathering scientific knowledge, expertise, and experiences of experts in dyslexia.

Self-reported survey: The first field study over five countries on non-professionals resulted in 101 responses. Almost half of them reported that they contacted people having dyslexia but by using a basic level of knowledge. 40% of all participants indicated they want to learn how to train people having dyslexia. Participants rated all the above-mentioned training modules. While all modules were ranked very important and essential, the branding and marketing module came ahead with a little difference. Application of flipped and blended teaching methods confirmed. In addition to this, about 35% of the participants are eager to register for a training course owing an ISO certificate, while 35 reported not sure; as a result overall 70% of survey participants are either willing to or intend to participate in a specific course on entrepreneurship with ISO certification after the completion of the survey.

In-deep Interviews: Professional (25 dyslexia experts) recommendations in partner countries indicate that simple PowerPoint presentation, audio support, video support and use of particular text or background and/or narration are needed in each dyslexia type for the aforementioned four education modules. In addition, findings revealed a consensus among professionals on using video support recommendations in

the training topic of financial resources and funding as well as marketing plans to support, especially reading dyslexia. They also remarked on the benefits of additional tools mainly, simple text, plain background colour, image use, universal design, and practical examples.

Table.4. Importance of supplementary tools according to Entrepreneurship Training Modules for Dyslexia

Training Topics	Dyslexia type	REASONABLE ADJUSTMENT TYPES			
		Simple Slides/ Presentations	Audio Support	Video support	Special texts/ backgrounds narrations
ENTREPRENEURSHIP & ENTREPRENEURIAL PERSONALITY	Calculation				
	Read	**	**	****	**
	Graph				
BUSINESS PLANNING	Calculation				
	Read	***	*	**	*
	Graph				
MARKETING PLAN	Calculation				
	Read	****	*	****	*
	Graph				
FINDING FINANCIAL RESOURCES	Calculation				
	Read	****	*	****	**
	Graph				

Yet importantly, the results self-reported survey and in-deep qualitative research in addition to conducted meta-review and systematic reviews revealed that the results of the PR.1 Analysis Report are the key to developing the training for “DET-Dyslexia Entrepreneurship Trainer” with all its comprehensive teaching and training materials. The pedagogical methods and procedures were analysed and considered based on three types of dyslexia; calculation, reading and graph. Furthermore, the training modules' topics, of the LEX(e)CON Project, were not just aligned in line with the literature on entrepreneurship education and its practices but also validated by the experts and respondents from business, NGOs and governmental organizations, as can be seen suggested importance level in Table.4. These are, (1) entrepreneurship and the entrepreneurial personality, (2) business planning, (3) marketing plan, and (4) finding financial resources and funding.

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APPENDIX

Appendix.1: Template for Summarising the Erasmus program funded Projects on Dyslexia and Entrepreneurship

The number of the project in Excel	
Name of the project	
Partner countries	
The web page of the project (if available Social media channels addresses)	
Objectives of the project	
Project Topic-1:	
Project's Topic 2	
Project's Topic-3:	
Project's approach to dyslexia and entrepreneurship	
List of project results (intellectual outputs)	
Does it include (pilot) training, please briefly explain the contents, participants, methods etc. here	
Qualities of project results (e.g. Multilingual, collaborative, ICT-based etc.)	
Target group	
Accessibility of project results/webpage of resources as HTTPS full address	
Project results analysis (please summarize and reflect on the impact/sustainability of results)	

Appendix-2: Template National Situation Analysis

PROMOTER OF THE INITIATIVE:	
Name of organization / individual(s)	
City and country	
Website	
Scope (regional-national-international)	

DETAILS OF THE INITIATIVE:	
Title	
Year(s) of implementation	
Website or other online channels (Social media, Youtube, etc.) of the initiative	
Target group(s)	
Description (max 200 words) <i>The text should catch the reader's attention. Try to be as clear and concise as possible. Mention also some significant results achieved.</i>	
Outputs	
Impact on target groups / Transferability potential	Benefits for target group (trainer) involved in the project Benefits for the ultimate beneficiary of the project – People with Dyslexia
Visuals <i>(please attach some visuals of the initiative)</i>	

Appendix.3: Survey to non-professionals**Country:**

Austria Hungary Spain Turkey Greece Others

Name of organization:**Size:**

Micro Small Middle Large

Type of organization:

VET Adult Training Institution Consultant
 Economical Support organization University
 Others

Area:

Local regional national international

Questions to the project**General Dyslexia**

Do you know if you had contact with people having Dyslexia- reading difficulties?

yes no

If yes, which type of contact

Private Vocational

Do you have knowledge about Dyslexia?

no knowledge basic knowledge professional knowledge

General Project

Have you ever entered in contact with people with Dyslexia in your daily work activities?"

yes no I don't know

- If yes, which type of support would be helpful for you?

- It would be helpful If I had knowledge about Dyslexia in general
- It would be helpful If I had Knowledge about how to train people with Dyslexia
- It would be helpful If a specific training material would be available for people with Dyslexia
- It would be helpful, if there would be an external consultancy

If you think of training on entrepreneurship, which contents on this subject would be interesting for you?

You can select up to 4; rate them also (5 is high, 1 is low)

- General Entrepreneurship: Rate: ____
- Business Plan (incl. financial planning) Rate: ____
- Sources for Financing and Funding opportunities Rate: ____
- Branding and Marketing Rate: ____
- Others (if yes,) Rate: ____

Which kind of training would be interesting for your organization?

- classroom (more than one person in a classroom setting)
- Online (open and distance education, independent from time and place)
- Blended

Is it interesting for you to receive an international ISO- certificate for a training course as an Entrepreneurship trainer for people having Dyslexia?

yes no I am not sure

If yes please either mention your email below or send an email to (info@lexeconproject.com)



Appendix.4: Survey for the specialists (the last column is to gather qualitative information from the specialists)

Please provide the profile of the contributor below in terms of specialization and background with 150-250 words below the table on the next page

N	Training Topics	Dyslexia type (Calculation / Reading-writing/ Graph-Visual)	REASONABLE ADJUSTMENT TYPES (If necessary please put Yes/NO in the respected cell)					Specific (Qualitative) suggestions for pedagogical methodology and reasonable adjustments
			Simple PowerPoint Presentations (with short sentences, simple design, etc.)	Audio Support (possibility to listen to the presentation/information)	Video support (e.g. short explanatory videos like SPOC)	Use of special text or background and/or narration (if yes, please share your suggestions in the last column)	If you have any other suggestions Suggested Adjustment or Adaptation:	
1	ENTREPRENEURSHIP and ENTREPRENEURIAL PERSONALITY (this module aims to equip trainees, with the knowledge of entrepreneurial personality, and ON THE alternative forms of new firms, such as starting a franchise, buying an existing firm, or finding a new company))	Calculation						
		Read						
		Graph						
2	BUSINESS PLANNING (this module aims to introduce all chapters of a simple business plan including, the location plan, industry analysis, human resources plan, operational/manufacturing plan, and financial plan of the new business)	Calculation						
		Read						
		Graph						
3	MARKETING PLAN (this module aims to deliver competencies on defining a targeted market, reaching that targeted market, planning social media channels and communicating with the potential customers.)	Calculation						
		Read						
		Graph						
4	FINDING FINANCIAL RESOURCES (This module presents accessing external funds and other sources of capital before or during the establishment of a company. It aims to present alternative financial sources and micro-funding sources to obtain initial capital for starting a new company)	Calculation						
		Read						
		Graph						

A short bio or the profile of the contributor that filled the survey on her/his background, expertise or experience with 150-250 words:	
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