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Dys in education, professional life and work

-Dysineduprowork-

WP2.1

European Desk research report

WP2: Activity 1. Good practices report

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1. Introduction

The primary objective of this report is to conduct a comprehensive examination and documentation of the current state of dys- disorders, in this project's partner countries, namely Ireland, Greece, Belgium, Estonia and Italy. The report endeavours to provide a comprehensive description of the extent and effectiveness of policies, legislation, and practises designed to combat discriminatory practices, thereby fostering an enhanced transition from VET to the labour market for individuals with neurodivergent traits. Its fundamental purpose is to inform readers about the prevailing situation surrounding neurodiversity. The principal sections of the report encompass, among others, a thorough examination of prior research investigating students with special educational needs and their connection with the labour market, and the support mechanisms accessible to neurodivergent employees. This report will contribute to the partnerships' wider assessment of the inclusion landscape in Europe and lessons learned from the conclusions from the EU labour market landscape to provide more accurate and relevant solutions for Dys employees/jobseekers and inform the next working packages of the DysinEduProWork project.

The DysinEduProWork project is a partnership aimed at addressing the challenges faced by Dys individuals in education and the labour market. It is specifically focused on the real-world contexts for persons with Specific Learning Disorders (SLD), though in the interim it may encounter challenges and solutions that have significant crossover for individuals and groups with other disabilities and / or multiple converging disabilities.

2. Background research

The modern workforce is characterised by a wide range of backgrounds, experiences, and perspectives, making it essential to foster an inclusive environment. With the rise of globalisation and technological advancements, the need for diverse and inclusive workplaces that support needs and accommodations has become more available. Notwithstanding, this has brought a new expectation of accessibility, and needs will continue to arise and evolve over time. By analysing existing policies, practices, and data, this report seeks to contribute to the overarching objectives of the



DysinEduProWork project, promoting inclusivity, and providing valuable insights for developing more effective strategies for Dys employees and jobseekers. The specific context of this report within the DysinEduProWork project is to comprehensively assess the inclusivity landscape at a European level and in partner countries.

The insights gained regarding existing policies and practices in VET and workplace settings will help us align our project strategies with the current situation. The research outcomes, along with the outcomes of the interviews in WP2.2, will allow us to pinpoint areas where our project can make a meaningful impact. The review of previously published reports and stories will enrich our understanding of the challenges and successes experienced by neurodivergent individuals. This knowledge will be invaluable in developing resources and support materials that resonate with the real-life experiences of our stakeholders. The research findings will be used to tailor our innovative learning tools to meet the specific needs of neurodivergent individuals.

Research Questions

2.1 What current EU or National policies and practices exist, and to what extent do they support or facilitate learning for Dys learners in VET settings?

In **Greece**, legislative measures have been implemented to safeguard dys-learners and establish specialised educational environments with the European Agency for Special Needs and Inclusive Education playing a significant role in supporting inclusive practices. Despite legislation though, Greece's progress lags behind the EU average (Pappas et al.; Zoniou-Sideri et al.). Existing laws and policies fall short as the educational system and the labour market maintain barriers and perpetuate discrimination against young dys-learners, often due to divisive policies and a lack of appropriate materials (Fyssa et al.; Fyssa and Vlachou; Pappas et al.).

Ireland has a National Disability Inclusion Strategy 2017-2021 as a cornerstone framework to address the needs of people with disabilities. The framework aims to ensure equal rights, choices and access to education and employment. Some key priorities related to education include timely access to assessment and interventions,



real-value education programmes designed to motivate learners with disabilities and support them to reach their full potential, assisting persons with disabilities by providing guidance and creating new opportunities (National Disability Inclusion Strategy 2017-2021 pp.26).

Current practices in Ireland include reasonable accommodations which are offered to Dys students in Irish VET settings. Some ways VET colleges support students include providing copies of lecture notes, note-taking support, assistive technology, extra tuition and reading strategies. Dys students can avail of the 'Disability Access Route to Education' (DARE) supports students with disability to access college. To qualify for the DARE scheme people with Dys Disorders should demonstrate evidence of their disability/Specific Learning Difficulties and an Educational Impact statement which outlines the difficulties they faced in second level education as outlined by Dyslexia Association of Ireland (DAI) (Accessing College and Further Education §3 <https://dyslexia.ie/>). For adults who may be returning to education or who are identified as early school leavers they could face difficulty in accessing colleges using this scheme as they need to provide the required diagnosis and impact statement from schooling institutions which depending on their last encounter with such institutions, may be challenging to obtain.

All public services providers are statutorily obliged under the Disability Act 2005 to support and provide access to services and facilities for persons with disabilities and colleges must ensure that their education programmes are accessible by providing reasonable accommodations and that staff are up to date on universal teaching and learning methods. This is ratified by the national strategy of disability inclusion 2017-2021 which prioritises the accessibility of public sector information and the universal design of public services and the importance of a person-centred approach in public services to support persons with disabilities.

Estonia has implemented several policies and practices to support learning in Vocational Education and Training (VET) settings, including for learners with SLD. Here are some key points:

The Estonian National Implementation Plan of the Council Recommendation on VET outlines the country's approach to vocational education and training (Estonian Ministry of Education and Research, 2022). It aims to equip people with the



knowledge, skills, and competences to thrive in the evolving labour market and society. While it doesn't immediately consider the needs of learners with special educational needs (SEN), it does outline the staff that are necessary to have a successful learning environment. Normally such types of support personnel are required in basic and upper secondary schools, according to Estonian law (Riigi Teataja, 2023). Furthermore, the Estonian education strategy 2021-2035 does include a specific provision for lifelong learning – and thus includes further education, professional development and re-training. In it, the language includes "creating support measures to help people with special needs enter the labour market and to adapt to the change" (p. 25, Ministry of Education and Research, n.d.). While these legal requirements are very supportive of persons with disabilities, they do not however guarantee access / availability. For instance, a deaf learner may be entitled to an interpreter; however, according to the Estonian partner's school-based experiences, there are not enough interpreters in Estonia.

In **Italy**, the Italian Law 104 of 1992 is the main framework for all disability issues while specific learning disabilities and the requirements of students with special educational needs are addressed by various legal provisions.

The Italian Law 8 October 2010 n. 170, "New regulations on specific disorders of learning in education", recognizes dyslexia, disortographie, dysgraphia and dyscalculia as Specific Learning Disorders, called "DSA". The Implementing Decree (Ministerial Decree 5669/2011) and the "Guidelines for the Right to Study of students with DSA," published in 2011, provide guidance on the actions to be implemented for the protection and support of students with specific disorders of learning.

The right to study of students with DSA is guaranteed through multiple initiatives promoted by the MIUR (Ministry of Education and Merit) and through the creation of individualized paths within the school environment. The type of intervention focuses on individualized and personalized teaching, on compensatory tools, on dispensatory measures and on adequate forms of verification and evaluation.

Most recently was approved the law no. 25 of 28 March 2022, whose article 7 (paragraph 2 bis et seq.) introduces fundamental rights to workers with DSA.



This new law no. 25 of 28 March 2022 prohibits any form of discrimination against people with DSA in the workplace.

In **Belgium**, the development of Individualized Education Plans (IEPs) is a critical practice within Belgian schools and VET settings. IEPs are tailored to the specific needs of each student, including Dys learners, and outline the necessary support, accommodations, and modifications to ensure their successful participation in VET programmes. Belgian secondary school teachers have to follow a certain amount of training every year, called “formation continue” (or continued training). The length and organisation of that training vary across communities: the French community imposes six half-days of yearly training organised by various institutions (CEDEFOP, 2019). Most of that training is meant to explore new methods and tools to improve their practice, and some of it can be focused on inclusion and accessibility, along with ways to adapt their lessons and teaching techniques to a wider variety of students or to specific target groups. Belgium, as a member state, also has a set of National policies and practices designed to ensure inclusive education and training for individuals with disabilities. In Wallonia, inclusive education is governed by the Decree on Compulsory Education and the Organization of the School Year. This decree emphasizes the importance of inclusion in mainstream education and vocational training.

At the **EU level**, various policies and initiatives have been established to foster inclusivity in education and training. Some of the most important of them are:

- The European Disability Strategy 2021-2030 which encompasses provisions for accessible education and inclusive training, providing a broad framework for member states.
- The EQAVET - a framework that establishes quality assurance principles and criteria for VET systems across the EU. While it primarily focuses on quality assurance, it also impacts support for Dys learners by promoting a standardized approach to VET program design and implementation, emphasizing the need for inclusivity.



- The European Disability Strategy 2010-2020 is a cornerstone of EU policies that addresses the inclusion of individuals with disabilities in various facets of life, including employment. This strategy underscores the importance of equal employment opportunities, reasonable accommodations, and creating workplaces that are accessible to everyone, including Dys learners. It has significantly contributed to raising awareness and fostering inclusivity in workplaces across the EU.
- The European Pillar of Social Rights promotes equal opportunities and it encompasses the commitment to fair working conditions and fair wages for workers, including those with disabilities.

2.2 Are there any noteworthy gaps in information, which would help to assess the level of awareness, policies or practices concerning neurodiversity in VET settings?

The existing literature pertaining to neurodiversity in VET settings is notably scarce and inadequate in **Greece**. The available sources that refer to the Greek case predominantly consist of outdated secondary references. Nevertheless, efforts have been undertaken to advance inclusivity in education, encompassing initiatives targeting training and professional development ("Professional VET Teacher and Trainer Development: Key to Quality Learning"). Notably, both empirical data and practical circumstances indicate an absence of direct linkages or collaborations between VET institutions, industry stakeholders, and support organizations.

A noteworthy gap for Dys Learners in **Ireland** is the need to obtain an official diagnosis to avail of support provided in educational settings. Learners who do not have a formal diagnosis in Higher Education Institutions and in the case of many public service' supports, can face difficulties in wholly benefiting from available support. Dys learners' in Ireland can therefore lack information or knowledge about their SLD and the supports available. However, VET colleges differ from Higher Education Institutions who require a diagnosis from an Educational Psychologist which can cause financial burdens to disadvantaged learners and can have long waiting times in the Irish context. In the case of Adult & Further Education in the City of Dublin ETB, Ireland (equivalent to VET) learners can receive a report from a



specially trained assessor that outlines their Specific Learning Difficulty, SLD. This report is then accepted by VET providers as evidence of having a Dys disorder.

Estonia has implemented several policies and practices to support learning in Vocational Education and Training (VET) settings, including for learners with SLD. Nevertheless, while there is a very supportive framework for people with disabilities, it does not guarantee access / availability. For instance, a deaf learner may be entitled to an interpreter; however, according to the Estonia partner's school-based experiences, there are not enough interpreters in Estonia.

In **Italy**, there's limited literature on neurodiversity in Vocational Education and Training (VET) settings. Lack of specific data may stem from highly individualised practices for students with DYS disorders. Career guidance and orientation often lack adequate training for effectively supporting these individuals, posing challenges in inclusive education.

It is difficult to assess the number of neurodivergent people in VET education and the unemployment rate among them due to a lack of statistics on this topic in **Belgium**. There are noteworthy gaps in assessment procedures, which can hinder the development of tailored support measures. There is also, in general, a lack of information and resources specifically aimed at inclusivity and accessibility in VET settings. Learning disorders are mentioned in policies for the Belgian educational system in general, but most tools and policies are solely focused on school education and rarely provide indications or accommodations to apply in a work environment.

2.3 What current EU or National policies and practices exist, and to what extent do they support or facilitate learning for Dys learners in workplace settings?

The European Union has developed an extensive plan to foster fairness across its member countries. The European Pillar for Social Rights is of vital significance, given its role in establishing a secure and inclusive environment for individuals with dys-disorders. **Greece** has managed to enact a policy that facilitates the connection between academic pursuits and the labour market, achieved through the National



Education and Human Resource Development Council ("Modern VET – a Bridge between Student and Labor Market"; "Connection of the E.E.K. With the Job Market through the Training Guides- Invitations IME-GSEVEE/K.A.E.L.E.-E.S.E.E.").

Furthermore, efforts have been made to provide sustained assistance to individuals with intellectual disabilities (Wehman). While several policies have been implemented, yet their efficacy remains a contentious subject.

In workplace settings in **Ireland**, the Comprehensive Employment Strategy for People with Disabilities 2015-2024 emphasises the importance of building the capacities and skills of workers with disabilities, so that they can engage wholly in the workplace.

Evidence of programmes that support this strategy include the '*The Willing Able Mentoring (WAM) workplace programme*' by Ahead, that aims to bridge the gap for graduates into employment. This has a two pronged approach: on the one hand, supporting graduates with disabilities to access the Labour Market and on the other hand, supporting Employers to better integrate people with disabilities into the workplace.

Estonia has outlined the country's approach to VET (Estonian Ministry of Education and Research, 2022). While it doesn't immediately consider the needs of learners with special educational needs (SEN), it does outline the staff that are necessary to have a successful learning environment. Some provisions include:

- Assessing the needs of students with disabilities whether diagnosed or suspected; and creating an action plan that includes individual curricula (IEPs).
- Providing counselling and support and escalating more serious mental health concerns to other appropriate public bodies.
- Leading seminars for staff and teachers, and supporting the teachers by providing profiles and needs of the individual students from their courses.

Support personnel are required in basic and upper secondary schools, according to Estonian law (Riigi Teataja, 2023). Furthermore, the Estonian education strategy 2021-2035 does include a specific provision for lifelong learning and re-training. In it, the language includes "creating support measures to help people with special needs enter



the labour market and to adapt to the change" (p. 25, Ministry of Education and Research, n.d.). It is important to note that the Estonian education strategy also includes the implementation of an Estonian-only policy beginning from pre-school up through certain University level courses, starting in 2024 (ERR News, 2023). This has brought harsh criticism from the United Nations (OHCHR, 2023). Unsurprisingly, it has been shown that students learn best in their home language, which can also eliminate learning poverty (World Bank, 2021). Consequently, a single-language policy could eventually arrive at VET institutions before 2030. This means that at some point, programmes that exist in Estonia, such as retraining or continued education, would be unavailable to minority-language groups, which also have a higher unemployment rate than Estonian-speaking groups.

While there is information regarding the DYS learners in the educational system in **Italy**, no data are available on the transition to the labour market for DYS learners. The available data reveal a lack of regulations in the job market related to people with DYS disorders and an interruption of collection of DYS disorders related data after the end of study cycle. Some of the available sources concerning the Italian job placement and labour market rely on research and study references carried on by Associations advocating for people with DYS disorders.

The implementation of targeted initiatives for individuals with DYS disorders in the workforce is so recent, occurring in 2022, that there is currently no existing literature on their impact in professional settings.

The small but fundamental revolution brought by this new Law in 2022 risks to remain incomplete if action is not taken to raise awareness among employers and those who select personnel.

Belgium has enacted legislation such as the Law of 2003 on Employment of People with Disabilities (Loi du 10 avril 2003 sur l'emploi des personnes handicapées) to promote the employment of people with disabilities, including Dys learners. This legislation sets a clear framework for the inclusion of Dys learners in the workforce and reinforces the principle of equal opportunity in employment.

The impact of this legislation has been notable, establishing a legal foundation for the inclusion of Dys learners in the workforce. However, the effectiveness of this



framework can be subject to variations related to the implementation challenges and differences in the extent to which employers accommodate Dys learners. The extent of awareness among employers and the consistent implementation of these accommodations can present areas for potential improvement. Belgium offers specialized vocational training programmes designed to cater to the needs of individuals with learning difficulties. These programmes aim to enhance the employability of Dys learners by providing tailored training and support.

The effectiveness of these programmes is closely tied to their individual quality. Success can vary depending on the program's design and the resources invested in it. Many services are available for employees who seek them, but employers are not required to make any accommodations for members of staff with learning disorders, especially since a diagnosis isn't necessarily specified or shared with employers or seen as relevant when hiring or assigning tasks to workers, especially in fields that aren't related to education.

3. Data publicly available from each partner country in the following fields

3.1 Unemployment rate vs. unemployment with Dys rate

In **Greece**, post-secondary technical vocational education graduates experienced an alarmingly high unemployment rate, reaching 25.6% during the first quarter of 2016, surpassing 50% for other age groups (Athanasouli et al.). Individuals that are “dys-learners” encounter significant barriers to accessing education and training, placing them at a distinct disadvantage in the competitive labour market (Russell; Lauth). These challenges are exacerbated by the fact that dys-learners face numerous difficulties throughout the job search process, making them considerably more prone to enduring prolonged periods of unemployment (Lauth). The concept of “hidden unemployment” further obscures the reality, as noted by Athanasouli et al., with dys-learners encompassed within this category, facing minimal prospects of gaining employment even once.

In **Ireland**, 121,200 persons aged between 15-74 were unemployed with an unemployment rate of 4.4% and its youth unemployment rate (15-24) is 12.2%



(Labour force Survey 2023, § Key finding). To compare Ireland's overall unemployment rates including youth employment to that of Dys rates is at times challenging as the data is predominantly presented in terms of the grouping of all persons with disabilities. More specific data presented by Kelly and Maître (2021, pp.76) is available on people who experience 'difficulties in learning, remembering or concentrating' with this reporting to have reduced the individuals' likelihood of employment in the 2016 Irish national Census by 9.3 percent.

Stark data presented by the Organisation for Economic Cooperation and Development (CSO, Equality and Discrimination, OECD, 2021) report 'Disability, Work and Inclusion in Ireland: Engaging and Supporting Employers' shows that the labour market participation of persons with disabilities in Ireland is relatively low (30-36%) and Ireland's employment gap is twice the OECD average. It is difficult to determine from this national picture on the employment gap for Dys individuals however a mentioned driver of this gap is the "gap in employment among low-educated persons and the higher share of low-educated persons with disabilities.' Solas reports that approximately 45.8% of adults attending VET colleges with a disability have a lower level of education prior to further education (FET numbers in 2020, pp.3). and according to OECD, 4 out of 10 working-age individuals with disabilities (41.8) are low-educated which is twice that of persons without disabilities (17.5) (OECD, 2021). Lower educational attainment of persons with disabilities may indicate a wider problem in accessing support in education in the Irish context and this may relate to barriers to resources that can result from lacking an official diagnosis for instance

In **Italy** it is estimated that there are almost 3 million people with Specific Learning Disorders (5% of the population). There is currently no official data on the total number of people with DYS disorders, also because these disorders are widely diagnosed for less than 15 years: many adults with DYS disorders therefore do not have a diagnostic certification. The number of diagnoses of specific learning disabilities has seen over time a constant and progressive increase, since its own starting from the year 2010 with the enactment of Law 170, the awareness regarding this phenomenon. According to ISTAT (Italian National Institute of Statistics) data, the



unemployment rate in Italy in 2022 has been 8.1%. In the same year, the youth unemployment rate (15-24 years old) was at 23.7%. Although both indicators are decreasing compared to previous years, they remain quite high, particularly when compared to those of other EU countries.

Some reports exist in **Belgium** about the general struggles of people with SLDs in the context of searching for or keeping a job (AVIQ, 2020), but there is no specific data about unemployment rates due to the fact that not all workers report their diagnosis and employers tend not to keep official notes about their employees' learning disorders.

In *Appendix B* are excerpts from data that is publicly available from the **Estonian** government (available in English). The website for Statistics Estonia is stat.ee. The data shows that the unemployment rate for **all** persons was highest in 2020 at 6.9% and lowest in 2019 at 4.5%. The unemployment rate for persons **without disability** was highest in 2020 at 6.7% and lowest in 2019 at 4.1%. The data does not describe or categorise based on the disability itself. The data does not include undiagnosed nor undisclosed disorders.

3.2. VET graduation specialty vs. job placement

Regarding vocational training in **Greece**, the training programmes have yet to yield the anticipated outcomes. Consequently, the resulting "outflows" within this subsystem manifest notable characteristics, including a tenuous linkage to the sphere of employment and a lax association with job retention. There are no official statistics available in Greece comparing the transition rates of learners with SEN from VET to work to those of the general youth population, besides general and obsolete data that refer to the weak links between the graduation specialty and job placement (Vocational Education and Training System and Vocational Education and Training for Learners with Special Educational Needs).

According to Solas, the Irish State Agency that oversees the building of Further Education and Training (VET equivalent) sector in **Ireland**, in 2021, 10,588 learners



with disabilities were enrolled in VET programmes, of the figures of learners enrolled, most learners reported that they were either unemployed or economically inactive prior to enrolment (2021, pp.2). 4,026 of those learners reported having 'A difficulty with learning, remembering or concentrating', however the figures reported did not identify what specific learning disorder survey participants identified with (2021, pp.3). The 'This is FET Learners with Disabilities 2021' report identified 'Adult Literacy, Community Education and PLC programmes (Post-Leaving Certificate) as the most common fields of study. Generic programmes and qualifications reported at 57.2 percent (pp.6). The top four areas of learning were identified by the following figures: 9.4 percent in Business and Administration and Law, 8.1 percent in Health and Welfare, 7.1 percent in Services and 5.6 percent in Arts and Humanities (FET in Numbers 2021 'Learners with Disabilities', pp.6). The data presented shows that 91.6 percent of learners with disabilities partially or fully completed a course in 2021 (pp.1). This report did not ascertain figures on the level of job placements of SLD Learners vs their VET Graduation speciality as they are not publicly available from Solas.

The data regarding VET graduation specialty vs. job placement are not available at **Italian** National level while some information can be gathered from Regional Education Institutions which put in place data collection initiatives. This happens because in Italy the Regions have concurrent legislative power in matters of education and exclusive power in matters of education and professional training which can lead in differences on data collection not envisaged by National regulations. The collection and analysis of regional laws and national legislation has highlighted a complex situation with heterogeneous conditions in the different regions regarding the use of support measures during public competitions, and the complete absence of forms of protection or of anti-discrimination rules for people with DYS disorder in the workplace.

In general, the first jobs one will seek and find after graduating from VET education in **Belgium** would be closely related to their specialty, but changes in career orientation may occur. There is no specific data on how often this happens nor on how many VET graduates work in a different field than what they studied.



Estonia's VET sector generally speaking has a high quality of education for its learners. The results though, based on an analysis of school leavers and employment upticks between 2019 and 2022, show less than 50% of VET learners seek work in the studied profession (Pihl and Krusell, 2024). It is important to note a few caveats. The first being that VET learners are also hobbyists, and this skews the data away from those seeking full time employment in the field. Secondly, some professions, such as horticulture, are seasonal. Additionally, it has also been shown that very young students studying in more difficult professions, such as programming, are often overlooked for work placements as their age casts doubt on employability.

3.3. Any specific data that tracks certain Dys in employment or employment opportunities.

The absence of published monitoring data in **Greece** indicates significant challenges in accurately assessing the extent and characteristics of People with Disabilities' engagement in the open labour market (Vlachou et al). Individuals with disabilities encounter substantial exclusion from paid employment. Moreover, disability also carries an increased risk of poverty, material deprivation, and social exclusion (Groce et al., 2011; Vlachou et al.). In Greece, supported employment was integrated as part and parcel of vocational services for individuals with Intellectual Disabilities in the late 1990s. The necessity for formal and systematic training programmes for supported employment professionals is typically addressed through initiatives undertaken by the Hellenic Union of Supported Employment (ELETYPÉ) or the agencies themselves (Vlachou et al.).

Gathering specific data that tracks Dys disorders in employment opportunities in **Ireland** was a challenge as research predominantly focuses on persons with disabilities as a subgroup or in terms of those who experience difficulty in learning, remembering or concentrating which shows a broader range of individuals. Older research on people with dyslexia are available such as the Report of the Task Force on Dyslexia (2001) but updated data would be welcomed. A key barrier for Dys workers in Ireland to note is non-disclosure as it is estimated that only 50% of adults



in Ireland choose to disclose hidden disabilities to employers and this can have a negative impact on their career progression within the workplace and mental health and this further leads to an information gap on data of Dys workers.

Estonia is a digital society, and therefore this data is easy to record and monitor. In *Appendix B* are excerpts from data that is publicly available from Statistics Estonia. With those participating in the labour market, the data shows that the employment rate for **all** persons that could participate in the labour market (e.g. not children nor retirees) was lowest in 2020 at 77.6% and highest in 2022 at 80.6%. The employment rate for persons **without disability** was lowest in 2020 at 80.6% and highest in 2022 at 83.5%. Whilst the employment rate for persons **with a disability** was lowest in 2022 at 38.4% and highest in 2018 at 41.4%. According to the European Commission, the employment rate for persons with disabilities in Estonia was 64.3% in 2018 compared to 85.2% for other persons. The employment rate for persons with disabilities in Estonia is higher than the EU27 average (European Commission, 2021). However, the employment rate for persons with disabilities in Estonia is still significantly lower than the employment rate for persons without disabilities.

Around 15,000 individuals with DYS disorders enter **Italy's** job market annually. A 2021 survey by the Italian Dyslexia Association revealed challenges faced by nearly 500 participants. Half never disclose their condition at work. Over 70% struggle with tasks like foreign languages, calculations, and concentration. Nearly 70% received reprimands; 37% faced salary and career setbacks, and 12% were fired due to their disorder. Educational levels varied, with most having high school or university degrees. More than half were employed, while 35% were jobless, mostly among 19-25 age group. Only 8.1% always disclosed their condition at work, primarily to colleagues.

Some reports exist in **Belgium** about the general struggles of people with SLDs in the context of searching for or keeping a job (AVIQ, 2020), but there is no specific data about employment rates.



3.4 Relevant information per country

Interviews with individuals in **Greece** highlight the near impossibility of securing permanent employment and the frequent encounters of closed doors from state entities (Vlachou et al.). It is supported, though, that the policies implemented by the O.E.C.D oppose those implemented by other international organizations (Symeon and Lela). State and local structures have yet to be proved effective in addressing the employment issue (Tsiantis et al.). The same goes for other governmental measures, such as the positive discriminations made, in which state and local authorities are to hire several neurodivergent individuals (ibid).

In **Italy**, experts stress the importance of recognizing DYS disorders and specific cognitive traits for effective personalized teaching. Official data from 2010 onwards show a steady increase in specific learning disorder diagnoses, especially after Law 170 in 2010. State school data reveal around 5-7% of students having DYS disorders. However, the labor market lacks adequate support, with recent policies yet to take full effect. Tools like spell-checkers, language courses, automatic translators, computer aids, and dedicated contacts are deemed helpful for managing work difficulties.

The topic of SLDs is usually discussed among peers in **Belgium**, whether it be teachers or employees, but is rarely reported or quantified outside of the school system. The only stories or testimonies one could find aren't parts of official reports or involved in the creation of general policies but would be from interviewing people concerned by those disorders. Such data could be specified in needs assessments and small-scale research by organisations and institutions created with the aim of inclusion and accessibility in specific domains. Interviews of individuals concerned by learning disorders or neurodivergence and specialists in education, training and work guidance could provide insight on this matter, but neurodivergent people often have to seek and find resources and testimonies for themselves to develop mechanisms and techniques to work with, around and despite their struggles. There are no requirements or policies for employers to enforce inclusive accommodations in the workplace for employees with SLDs.



4. Materials and Methods

The present report embraces the design-based research approach, a widely adopted methodology in the learning sciences due to its iterative nature, which permits nuanced comparisons and proposed solutions to the problem under investigation. This approach contributes to enriching the report with a wealth of information, elevating it beyond a mere enumeration of drawbacks. The chronological presentation of past research outcomes and policies precedes the discussion of present findings. To amass pertinent data, an extensive data mining process was undertaken, involving thorough examination and analysis of education-oriented journals and books addressing the themes of neurodiversity, employment, and organisational acts. While the focal point of the report centres on the case of Greece, it incorporates relevant EU policies and measures to provide a comprehensive and nuanced perspective. Given the lacking data, we believe that qualitative methods might be the most effective for the moment. While the statistics are incomplete, the interviews with people with learning difficulties provide the researchers with first-hand information on their real struggles.

When it comes to other information sources, there are some relevant reports, such as “Inclusive Education: The way forward. National Report: Belgium” (Van Hove, De Schauwer, Vaughan, 2018) written as a result of an Erasmus+ program, or “Vocational Education and Training: Policy and Practice in the field of Special Needs Education – Literature Review” (European Agency for Development in Special Needs Education, 2012). Combining desk research with the interviews is recommended to ensure that the information is as complete as possible.

5. Development of the desk research

5.1 Support available to neurodivergent workers and students in partner countries.

Greece has implemented various policies aimed at supporting Dys learners in Vocational Education and Training (VET) settings, although it lags behind the EU average. Legal frameworks and the establishment of committees and agencies like



the National VET Committee and the European Agency for Special Needs and Education demonstrate efforts to dismantle barriers to education. However, data on VET and Dys learners remain scarce. In the workplace, initiatives facilitated by the European Agency for Development in Special Needs Education and the National Education and Human Resource Development Council aim to aid Dys individuals in transitioning to employment. The EU's European Pillar for Social Rights prioritizes equal opportunities for learners and employees, yet challenges persist for Dys learners in accessing the labor market and opportunities due to limited attention and data, perpetuating barriers and inequalities (Pappas et al., 2022; Zoniou-Sideri et al., 2022; Greece Apprenticeships: An essential part of the National VET Strategy, 2022; Professional VET Teacher and Trainer Development: Key to Quality Learning, 2022; Wehman, 2022; Vlachou et al., 2022; Lee et al., 2022; "Delivering on the European Pillar of Social Rights", 2022; Garben, 2022; Polomarkakis, 2022; "The European Pillar of Social Rights in 20 Principles", 2022; law 5023/2023; law 4443/2016; Kivirauma, 2022).

DYS Students enrolled in Adult Education Programmes (VET courses) provided by the Education and Training Board in **Ireland** can receive support from a free Adult Guidance Service provided by the course provider who may have lacked support in their early schooling, left school early and returned to college or want to improve their abilities in college. Dys students can similarly consult Disability Support Service (DSS) within VET colleges if they encounter ongoing or temporary difficulties on their educational pathways in VET Colleges (Disability Support Service - City of Dublin Education and Training Board). The Dyslexia Association of Ireland is a support service provider for Children and Adults with Dyslexia who provide information, advocacy and raising awareness on behalf of people with dyslexia. A key support DAI offers is assessments to suspected cases of dyslexia and dyscalculia.

Dyspraxia/DCD Ireland delivers a range of supports to young people and adults with Dyspraxia/ and their families and supports. [Dyspraxia/DCD Ireland - About Us](#) . Ahead Ireland, a not-for-profit organisation, works to create more inclusive Education and employment for people with disabilities in Further Education and Training (FET), higher education and graduate employment. Some of the work carried out by Ahead is providing information to students and graduates with disabilities,



teachers, guidance counsellors and parents on disability issues in Education, undertaking national research on the inclusion of students with disabilities, contributing to national policy forums and offer Continuous Professional Development opportunities to staff working in FET and higher education to enhance the inclusivity of their services.

An example of extra-governmental support to Dys graduates and Job Seekers is the specialist national consultancy for Neurodivergent people *Specialisterne Ireland* (<https://www.specialisterne.ie/>) who support a range of neurodivergent individuals into employment by matching skills and characteristics of individuals' unique ways of working and by harnessing their strengths. Specialisterne also helps employers to diversify their team and to create an inclusive workplace. The Open Doors initiative was set up in Ireland to support marginalised people in Irish society to access employment and education by creating pathways. This initiative was an essential addition to the civil ecosystem in Ireland given that the European commission country report for Ireland (European Commission, 2019 pp. 37) reported that Ireland has one of the lowest rates of employment among persons with disabilities in the EU at 26.2 %.

In **Italy**, a fundamental support to neurodivergent people, with particular attention to workers and students, is provided by AID (Italian Dyslexia Association). AID initiatives are aimed at compensating the lack of attention in the inclusion of people with DYS disorders in the social life through training, information and direct support meetings for adults with DYS disorders, companies and schools and universities. AID acts throughout the national territory by taking advantage of the capillarity of the association in order to be able to create a structured and significant action aimed at unblocking the current impasse. Ensuring the efficacy of AID activities involves their engagement at various levels:

- support and information for adults with DYS disorders.
- training of company staff (company subjects involved: personnel management, human resources management, welfare, communication, marketing, management).



- training of university staff (job placement, qualification exams, registration in the register).
- the activation of a working group on orientation and the related experimentation of new approaches in lower and upper secondary schools.
- the activity of a working group on advocacy with a view to encouraging greater protection from a legislative point of view.
- data collection through the administration of ad hoc questionnaires distributed at national level (unemployment rate of people with DYS disorders, causes, data collection companies participating in the project to understand results).
- data analysis of the various actions and working groups in order to broaden knowledge and research on the topic.

All these actions let AID to collect various data, currently absent, in order to be able to have an understanding of the problem, analyse its causes based on the different regional contexts and find strategies to improve the framework in the years to come.

Learning disorders are mentioned in policies for the **Belgian** educational system in general, requiring training for teachers to develop their methods and adapt the materials. There are no policies specifically aimed at VET settings. However, some organisations offer resources that teachers may choose. There are specialized centres known as Support Centres for Special Education in the French Community. These centres offer guidance, training, and resources to schools and VET institutions to support students with diverse learning needs. Resource teachers (“enseignants de rééducation”) are responsible for providing direct support to students with learning difficulties. The APEDA (an association for children with learning difficulties) provides training for teachers, parents, therapists and people with special needs related to class and lifestyle accommodations along with digital tools. Furthermore, the FormaForm platform, created in collaboration with Forem and IFAPME (Walloon Institute for Work Training and the Self-employed and Small and Medium-sized Businesses) as well as Bruxelles Formation (Public vocational training service),



provides a variety of training courses and services to help develop the skills across a variety of areas: pedagogy, communication, and work expertise. All of these can be applied in VET settings to accompany neurodivergent students.

Additionally, “ADHD, ASC & LD Belgium” is a non-profit support organisation that provides a network of support, evidence-based information and resources for English-speaking people in Belgium about ADHD, Autism and learning disorders (or Dys disorders), working to support parents, families, teachers, and schools with neurodivergent children and teens. Most of their resources for and about neurodivergent adults in professional settings are related to ADHD and the Autism spectrum, with little data about Dys disorders, while most of their work is done during the school and training years as preparation rather than ongoing guidance during one’s adult life. However, one of their projects, “Neurodiverse Brains in the Workplace”, raises awareness about the advantages of neurodiversity in professional settings, with a presence across social media platforms and access to a variety of services, advice, training and institutions.

Estonia has an Unemployment Insurance Fund (Töötukaasa) that already has several programmes to help persons with disabilities enter and stay in the workforce. Estonia first registers the person as having reduced work ability, and evaluates to what extent that ability is reduced. One such assistance program offers employers a job assistant for up to 12 months. This additional person is usually used in a job-training capacity, but can also be used to aid a person with physical limitations. Unfortunately, the main problem with the program is that the job itself is underpaid. meaning, it is extremely difficult to find any such person to undertake the position. Secondly, the unemployment fund offers employers a consultancy service. "The consulting and information service provides employers with an overview of how to support people with various health problems and special needs in the workplace" (Tootukaasa, n.d.). Finally, there is a monetary incentive. If an employer hires a person with a reduced work capacity, that employer can have a reimbursement of the social taxes that are paid. Social tax is an additional ~35% that employers pay directly to the state on top of the regular salary. This amount is not included in the salary



offer, thus it is not considered an income tax, but rather an employer cost. There is a similar program if the employee is labelled simply as *long-term unemployed*.

5.2 Examples/Policies in the Workplace or VET settings

Apart from policy implementation and regulatory endeavours in **Greece**, the National Education and Human Resource Development Council actively fosters synergies between education and the labour market (Modern VET- a Bridge between Student and Labor Market). Despite that, the employment rates for neurodivergent individuals and VET graduates are significantly higher than the respective of the general population (Athanasouli et al.). The rates' accuracy is obscured by hidden unemployment, while their stability is disputable (Vlachou et al.; Rusell; Lauth). With regards to employment, though, it is not clear whether the VET with SEN (Special Education Needs) graduates achieve to secure an occupation in their field of studies due to a lack of data. Yet, sources suppose that the linkage between these two is tenuous (VET System and VET for Learners with SEN; Transition from School and Employment). Dys employees are often offered with jobs that provide low salaries and limited skill requirements, such as routine office work and remote employment. The above are key factors that lead dys- employees to exclusion and isolation (Barmes & Mercer; Groce et al.; Vlachou et al.). As Vlachou et al. point out, people with Dys- disorders have a poor prospect of securing permanent employment. Regardless of the Hellenic Union of Supported Employment's (ELETYPÉ) actions, recipients underscored the crucial role of emotional support in maintaining focus on their goals, fostering self-confidence, self-awareness, and trust, and cultivating a sense of value and productivity (Areberg et al.). Furthermore, other studies have identified positive outcomes, including the alignment of job opportunities with recipients' objectives, needs, and skills, as well as the provision of guidance for negotiating favourable working conditions (Boyce et al.; Johnson et al.). A comprehensive approach to inclusivity must transcend educational boundaries and encompass the creation of inclusive workplaces that value neurodivergent individuals, accommodate their unique strengths, and provide the necessary support to promote their professional success (Wehman).



Please see Appendix A for a list of Examples/Policies in the Workplace/VET settings in each country.

6. Results

Greece has taken several measures to support Dys- learners in Vocational Education and Training (VET) settings, although it falls behind the EU average in this aspect (Pappas et al.; Zoniou-Sideri et al.). Commencing with legal actions, the country has enacted laws like Law 3699/2008, law 4186/2008, law 4386/2016, and Law 4547/2018, aiming to establish a strong legal framework to eliminate systemic barriers hindering educational access. Moreover, the National VET Committee, in partnership with the Technical Committee, assumes responsibility for implementing the National Strategic Framework for Upgrading VET and Apprenticeship, supported by the European Agency for Special Needs and Education (Greece Apprenticeships: An essential part of the National VET Strategy). However, data limitations concerning VET and Dys learners pose challenges in addressing their unique needs adequately (Tsiantis et al.).

Regarding the employment settings for Dys- employees, the European Agency for Development in Special Needs Education assists learners' transition from school to the labour market, facilitating connections between education and employment through policies introduced in Greece. This achievement is evident in reports such as "Modern VET – a Bridge between Student and Labour Market", "Greece Apprenticeships: An Essential Part of National VET Strategy", and "Connection of the E.E.K. With the Job Market through the Training Guides- Invitations IME-GSEVEE/K.A.E.L.E.-E.S.E.E.". Additionally, concerted efforts have been directed towards continuously supporting individuals with intellectual disabilities, assisting them in overcoming job-related challenges and adapting to the work environment, as explored in the works of Wehman, Vlachou et al., and Lee et al.

It is evident that while in **Ireland** there are mechanisms in place to better include Dys workers/learners, nonetheless approximately 45.8% of adults attending VET colleges



with a disability have a lower level of education prior to further education (FET numbers in 2020, pp.3) and 4 out of 10 working-age individuals with disabilities (41.8) are low-educated which is twice that of persons without disabilities (17.5) (OECD, 2021). Lower educational attainment of persons with disabilities indicates a wider problem in accessing support in education in the Irish context and this may relate to barriers to resources that can result from lacking an official diagnosis for instance. Identifying best practice in the area of assessment and disclosure of disabilities in VET settings in other European countries would be of great added value to Ireland's inclusion landscape. An important action of this initiative for Dys workers was the introduction of Employers for Change, an information service for Employers about disabilities aimed to empower employers with information and advice regarding hiring and managing staff with disabilities. Employers for Change provides advice and information to employers, hosts web-based information resources, participates in awareness raising and outreach activities, maintains links with employers and people with disabilities and promotes a 'positive business case' to employ people with disabilities.

Despite the fact that **Estonia** has many policies and laws that support the inclusion of individuals with a variety of disabilities; it does not always translate into employment, as showcased from the data in sections 3.1 and 3.3. Individuals with learning disabilities in Estonia face notable challenges when entering the workforce, as reflected in employment and unemployment data. These statistics underscore the existing disparities and challenges that individuals with learning disabilities encounter when attempting to integrate into the workforce in Estonia. Addressing these issues requires a concerted effort from both the government and private sector to implement inclusive policies and provide support mechanisms that facilitate equal opportunities for all in the labour market.

As regards students with DYS disorders in **Italy**, over the years awareness regarding this phenomenon has gradually grown, both among families and schools, and there has been an increase in the number of certifications issued for the various types of DYS disorder. The introduction of specific measures addressed to people with DYS disorders in the labour market happened so recently, during the 2022, that there isn't



any literature about their effects in the workplace. The lack of these measures until 2022 probably was an obstacle to collect any data that investigate specifically the school-work transition of people with DYS disorders: an explanation could be that there wasn't the need to identify people with DYS disorders as there weren't any measure addressed. Future improvements based on Italian Dyslexia Association suggestions include:

- Extending Law 170 to university students
- Facilitating diagnostic certification for adults
- Increasing public diagnostic centers
- Providing free career guidance and counseling
- Ensuring professional internship experiences
- Offering job placement support
- Ensuring access to tools throughout careers
- Providing mentoring services
- Incorporating DYS experts in companies
- Raising awareness among employers
- Establishing fast-track access to the labor market
- Offering incentives for hiring people with DYS disorders
- Promoting strengths like creativity and resilience at work.

There are no policies concentrated specifically on neurodivergent people in VET settings in **Belgium**. There are, however, important documents and laws that benefit them indirectly. Policies with the strongest impact on the region of Wallonia are:

- Decree on Compulsory Education and the Organization of the School Year, which emphasizes the importance of inclusive education and sets the basic rules the schools have to follow:
- Law of 2003 on Employment of People with Disabilities, to promote the employment of people with disabilities, including Dys learners. This legislation sets a clear framework for the inclusion of Dys learners in the workforce and reinforces the principle of equal opportunity in employment.



In Belgium, there are certain rules set to ensure inclusive education and equal opportunities for employment on a national level. People with disabilities have a right to reasonable adaptations both at school and in the workplace. Other than that, some regional institutions provide help on a less structured basis. Organisations such as APEDA, provide neurodivergent people with information and training.

7. Conclusions

In **Greece**, the current policies and procedures for inclusive education encompass various elements such as laws, policies, and the expertise of special tutors. Several laws and policies, including 4386/2016 and 4547/2018, the Professional VET Teacher and Trainer Development policy, the European Pillar for Social Rights, and the Greece Apprenticeships strategy, aim to promote inclusion and inclusive practices in educational institutions (European Agency for Special Needs and Education). However, their implementation falls short of being truly effective. Despite the presence of special educators and inclusive practices in classrooms, neurodivergent individuals still face challenges in accessing quality education.

Similarly, efforts have been made to integrate neurodivergent individuals into the labour market through initiatives like Modern VET - A Bridge between Student and the Labor Market, and the European Agency for Special Needs and Education, which facilitates the transition from school to employment. However, existing information on the employability of neurodivergent individuals is scarce and outdated. Researchers, such as Vlachou et al., emphasize the need to address this knowledge gap and shed light on the challenges faced by neurodivergent individuals in securing meaningful employment.

Neurodivergent individuals are significantly underrepresented in the labour market, which is indicative of weak policies, lack of encouragement, and minimal engagement in employment. Those who do manage to find employment often end up in low-skilled positions with minimal wages, exposing them to higher risks of poverty, social exclusion, and isolation. Despite the presence of policies and strategic frameworks at the EU level, such as the European Pillar for Social Rights and the National Education and Human Resource Development Council, the labour market remains



deeply unequal for dys- employees. It is essential to pay attention to vulnerable segments of the population and provide them with adequate support and protection. To bridge this gap, political institutions have an obligation to provide proper education for neurodivergent individuals, and the state must facilitate better links with the labour market, create job opportunities, and foster an environment where employers can understand what a neurodivergent employee can offer in the workplace and how to make use of their particularities. As previously mentioned, the information available on best practices is insufficient, especially concerning dys- employees in Greece, indicating a pressing need for further research and the development of effective strategies to ensure equal opportunities and a chance for inclusion.

Estonia's meticulous record-keeping and comprehensive statistics regarding its employed and unemployed workforce set it apart within the European Union. The data and policies presented highlight Estonia's commitment to inclusivity, particularly in VET settings. However, challenges persist, with shortages of necessary personnel such as interpreters and potential language barriers affecting minority-language groups in the wake of the Estonian-only policy.

As far as the workplace is concerned, the Unemployment Insurance Fund (Töötukaasa) has programmes designed to assist persons with disabilities in entering and remaining in the workforce. These initiatives include job assistance programmes, consultancy services for employers on supporting individuals with health problems and special needs, and monetary incentives through social tax reimbursements. Notwithstanding, challenges persist, particularly in the underpayment of jobs within the assistance programmes, making it difficult to find suitable candidates.

In conclusion, while Estonia has made strides in implementing policies and practices to support individuals with learning disabilities in VET and the workplace, there are still critical areas that need improvement. Ensuring the availability of support services, addressing language-related challenges, and refining incentive programmes are essential steps toward fostering a more inclusive and diverse labour market in Estonia. Collaborative efforts at both national and EU levels can further contribute to the creation of an environment that values neurodiversity and provides equal opportunities for all individuals in professional life.



Italy must challenge outdated beliefs about DYS students' capabilities. Effective training involves studying real cases and providing targeted training for school managers. Legislative acts in Italy don't classify DYS disorders as disabilities, impacting access to support measures. The absence of structured data on DYS disorders in the labor market highlights the need for a more inclusive approach. Inclusion policies can enhance employment opportunities for individuals with dyslexia, but workers must still self-disclose their condition and request accommodations. The lack of specific legislation regarding DYS disorders in the workplace until 2022 contributes to these gaps. Defining common practices for supporting job placement and professional success for individuals with DYS disorders is crucial for eliminating discrimination and ensuring equal opportunities. While a new law introduced in 2022 offers support measures similar to those in education, substantial benefits are restricted to individuals recognized as having disabilities.

People with learning disabilities in **Belgium** benefit from some policies and laws implemented on regional, national, and international levels. They have a right to reasonable adaptations both at school and in the workplace, even though there are no exact rules or guidelines on how such support can be provided in the VET settings. The support for people with disabilities in Belgium can sometimes lack structure and is mostly dependent on the particular schools, workplaces, and organisations working in the area. The advantage of this situation is that the system is relatively flexible, and if used correctly, it can help take into account both the needs of individual people with disabilities and the possibilities available in the particular case, facilitating dialogue between the people in need and the organisations in question. This results in good practices, such as the creation of the FormaForm platform with support from regional institutions in Wallonia.

The main disadvantage of such a system is that it is difficult to decide when the rights of people with disabilities are violated, as a lot depends on interpretation. Another problem is that the resources are usually available only to those who seek them, and they very rarely reach a wide audience.



Educating a wider range of teachers, employers and social workers on the needs of people with Dys disorders is definitely something to work on. There is also much to do in the area of legislation, to ensure inclusive education and equal work opportunities on a more regular and structured basis.

The **Irish** State and Civil society have concentrated their efforts on the better inclusion of neurodiverse workers and students which, as evident from this research, they have worked to identify and address gaps in support available. In future phases of the Dysineduprowork project, consolidating the aforementioned policies and practices in Irish workplace and VET Settings as identified in this report and comparing and contrasting the existing policies and strategies in Greece, Estonia, Italy and Belgium will guide the next working packages and deliver a well-rounded picture of the nature of inclusion in European countries and address the barriers facing Dys Workers and Learners. The WP2 results of the Dysineduprowork project will offer tools and materials to support this transition towards an inclusive Work and VET environment, in Ireland.



8. Appendixes

A. Examples/Policies in the Workplace/VET settings.



Appendice 8.A.
ExamplesPolicies in th



Appendice 8.A.
ExamplesPolicies in th

B. Available statistics per country:

Ireland (For more information please refer to the national report)

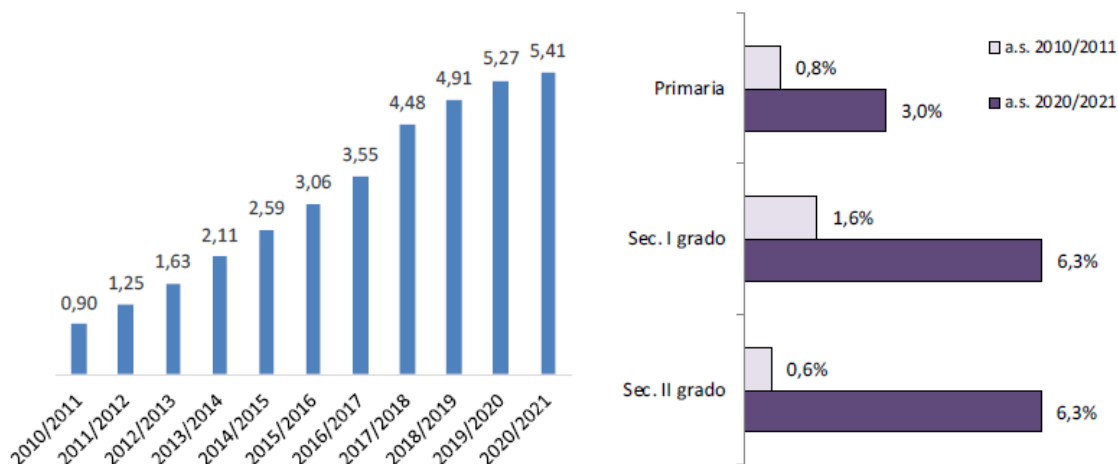
A Central Statistics Office (CSO) statistical release on Equality and Discrimination in Ireland 2019 highlights that 18 percent of adults over the age of 18 experienced discrimination in the workplace with 24 percent of persons with disabilities having experience discrimination compared to 16.7 percent of persons without disabilities¹ (CSO, 2019). While Dys disorders are in cases of non-disclosure hidden disabilities, Dys workers should feel empowered by employers to disclose and toolkits to support disclosure for both workers and employers are essential.

Italy

¹<https://www.cso.ie/en/releasesandpublications/er/ed/equalityanddiscrimination2019/>.



Students with DSA in % of total students (primary, secondary of I and II grade) - historical series



Nota: i dati relativi alla provincia di Bolzano sono disponibili solo per l'a.s. 2018/2019

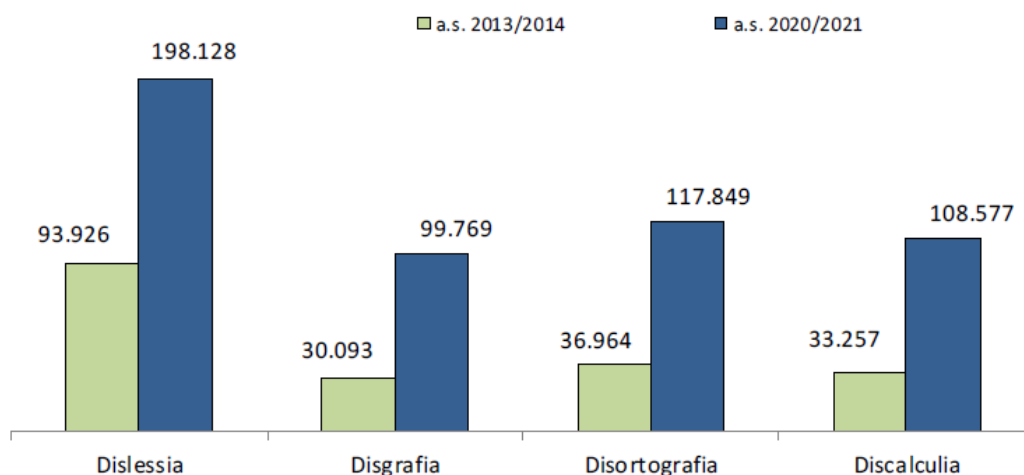
Fino all'anno 2016/2017 la percentuale riportata in serie storica è relativa a primaria, secondaria di I e II grado, mentre a partire dall'a.s.2017/2018 per la scuola primaria sono considerati solo III, IV e V anno.

Fonte: MI - DGSIS - Ufficio di Statistica - Rilevazioni sulle scuole

Note: data for the province of Bolzano are only available for the 2018/2019 school year. Up to the year 2016/2017, the percentage reported in historical series relates to primary, secondary 1 and 11 grade, while from the a.s.2017/2018 for primary school only 111, IV and V year are considered.

Source: MI - DGSIS - Statistics Office - School surveys

Students by type of disorder (primary, secondary of I and II grade)
Comparison school year 2013/2014 - 2020/2021



Nota: i dati relativi alla provincia di Bolzano non sono disponibili. I dati per tipologia di disturbo non sono disponibili per anno di corso, quindi la scuola primaria è considerata nel suo complesso.

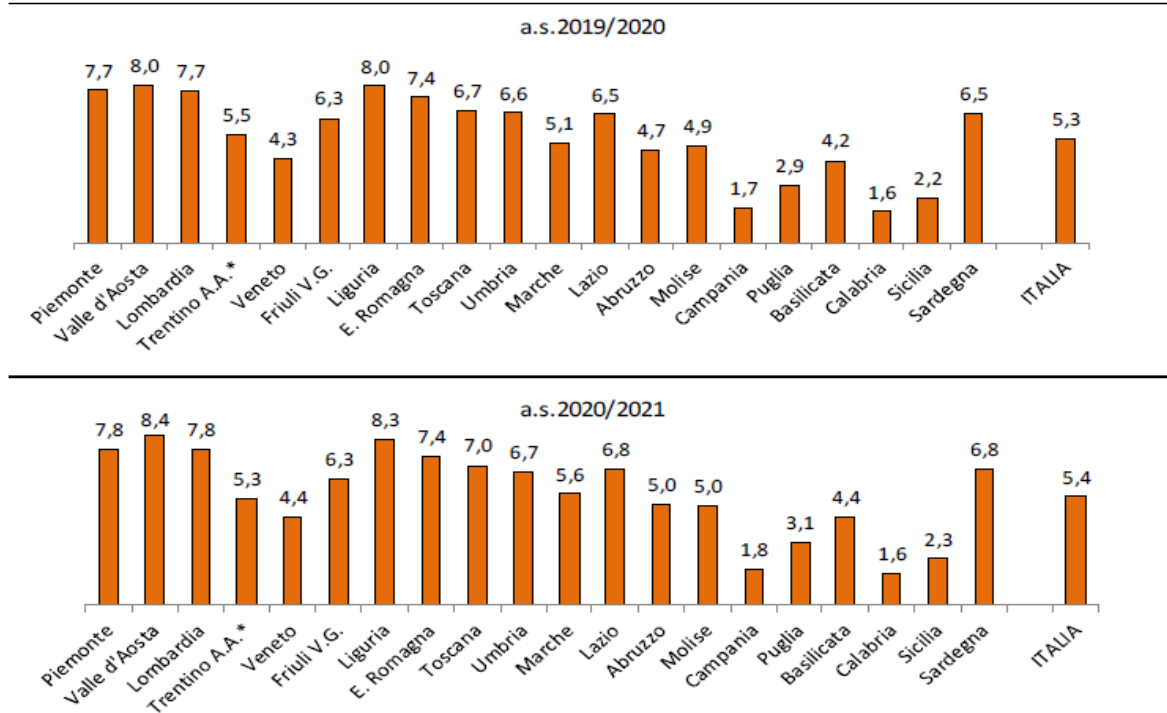
Fonte: MI - DGSIS - Ufficio di Statistica - Rilevazioni sulle scuole

Note: data for the province of Bolzano are not available. Data are not available by course year, so primary



schools are considered as a whole.
Source: MI - DGSIS - Statistics Office - School surveys

Students with DSA divided by Region - school year 2019/2020 - 2020/2021



Nota: i dati relativi alla provincia di Bolzano sono di fonte "Istat - Indagine sull'integrazione degli alunni con disabilità nella scuola statale e non statale".

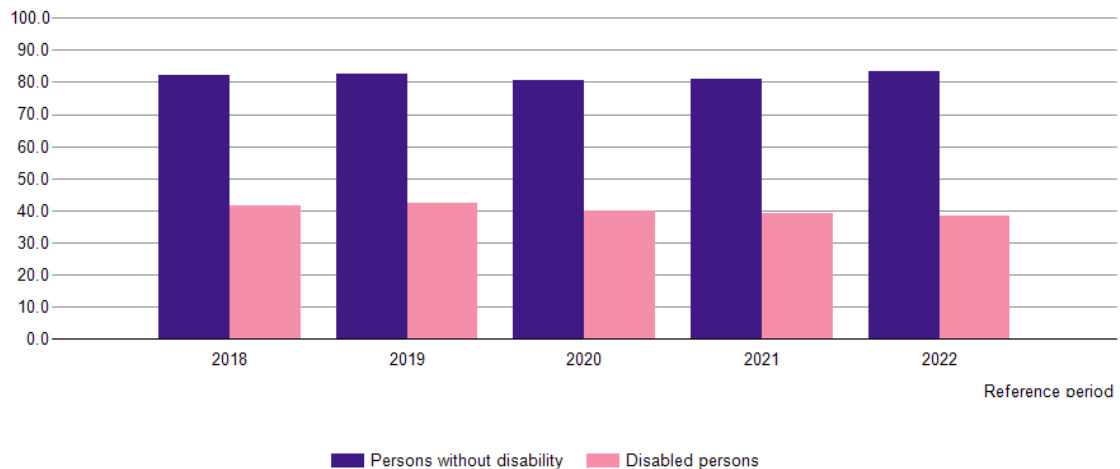
Fonte: MI - DGSIS - Ufficio di Statistica - Rilevazioni sulle scuole

Note: Data for the province of Bolzano are from the source "Istat - Survey on the integration of pupils with disabilities in state and non-state schools".

Source: MI - DGSIS - Statistics Office - School surveys

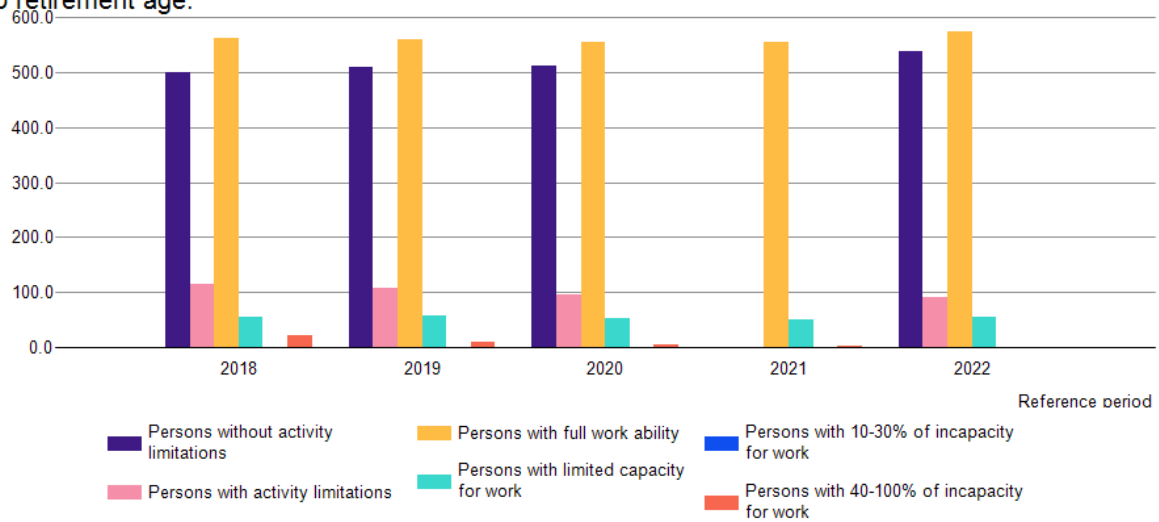
Estonia (Discussed in sections 3.1 and 3.3. Source: Statistics Estonia)

THV601: LABOUR STATUS OF WORKING-AGE POPULATION BY DISABILITY / capacity for work and Reference period. Employment rate, %, From 18 years to retirement age.





THV601: LABOUR STATUS OF WORKING-AGE POPULATION BY DISABILITY by Disability / capacity for work and Reference period. Number of persons employed, thousands, From 18 years to retirement age.



Source: Statistics Estonia

		Disability/capacity for work total				
		2018	2019	2020	2021	2022
Unemployment rate, %	From 18 years to retirement age	5.3	4.5	6.9	6.4	5.7

(Figure 1.3 unemployment rate in Estonia)

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