



AN ERASMUS PROJECT

The main goal of the project is to facilitate the access to work for LD's. In particular, the aim is to implement a series of actions to improve the skills and professional development of the professional figures in charge (guidance consultants, specialists in the management and training of human resources in companies, operators of public employment services and individuals) on the subject of dyslexia and inclusion in the world of work.

Key words:

access to work, Dyslexia,  
european project

## Context

European citizens with LD's are between 3% and 12% of the population, with significant differences between countries but falling within this range. Dyslexia is the most widespread specific learning disorder, which makes it difficult to acquire and use reading, spelling and writing skills and other cultural skills related to communication.

So if in the school system this sensitivity is now widespread, even if in a heterogeneous way at European level, the theme of the inclusion of dyslexics young people and adults in the work world is now emerging in an important way.

## Main objectives

The project aims to achieve a dual objective: on the one hand to identify a set of good practices, methodologies and tools that allow companies, recruiters, public and private employment services, even in the presence of specific difficulties such as dyslexia, to be able to appropriately assess the abilities and talent of a dyslexic candidate; and on the other hand, provide opportunities for dyslexic adults to approach and calmly face the research and selection phases, job placement and professional growth, minimizing the fatigue and discomforts that dyslexia entails.

The reference target of the project is made up of professional operators working in the field of training and job placement (from counselors to trainers, from service workers for work to human resource managers in the company).

### A win-win approach, where all parties get benefits:

- 1) Dyslexic workers (or aspirants) who will be selected and evaluated in a more equitable and respectful manner;
- 2) Operators of job placement who will have greater skills to be able to carry out their work in the best possible way;
- 3) Companies that will have workers better integrated into the workforce and therefore more productive;
- 4) Society in general that takes advantage of the increased possibility that more people can be correctly inserted into the world of work

## Partners

Associazione Italiana Dislessia (AID), Italie – Responsable du projet  
British Dyslexia Association (BDA), Royaume Unis  
European Dyslexia Association (EDA), Belgique  
Dyslexia Association of Ireland (DAI), Irlande  
Fédération Française des DYS (FFDys), France  
Malta Dyslexia Association (MDA), Malte  
Università degli Studi dell'Insubria (UDSDE), Italie

## Method

The phases in which the project is divided are the following: **1. Comparative analysis:** in this phase, each European partner undertakes to identify in its own country a series of specific elements, in particular on the reference legislation on the subject of dyslexia and work, on the organization of public and private employment services, on the modalities of recruitment and selection of personnel, and finally on the analysis of some specific situations; **2. Action research:** In this phase, a team of researchers will concentrate on preparing a semistructured interview to be addressed to the operators / professionals who work in various ways in order to detect knowledge and specific skills in the field of dyslexia and the market of work. To this end, at least 100 structured interviews are scheduled for sector operators in the various countries involved in the project; **3. Central phase** of the project, the result is the production of Guidelines and contextual Operational Manual which will have the objective of providing operators (guidance counselors, recruiters, public institution operators, etc.) with the appropriate tools to identify and enhance the real potentiality, without denying the difficulties, of dyslexic workers in their insertion into the working world, thus seeking to facilitate and make the orientation paths and selection phases more effective.

## Results

The main expected result is therefore to start from this and other experiences developed in different territorial contexts to arrive at the realization of a "model of intervention" related to services for work, work placement and training in the workplace.