



The Value of Being Yourself

Allowing for our different ways of being and thinking benefits the individual, our society and organizations.



What is neurodiversity and neurodivergence?

Neurodiversity is a concept that applies on a group level, and that explains the natural diversity in our brains and ways of thinking. We all have different ways of learning, thinking and interacting with our world. People with learning difficulties or diagnoses such as ADHD, autism spectrum disorder (ASD) or dyslexia can be described as **neurodivergent**. As the concept of **neurodivergence** refers to a number of different conditions, it can also be used to more inclusively describe people who have coexisting diagnoses, on an individual level.



Dyslexi



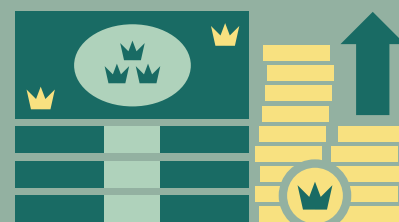
The purpose of the report

The report focuses on the lived experiences of neurodivergent people as well as supporting functions surrounding neurodivergents (e.g. employers, teachers) with regards to schooling and work life. Based on this, challenges and areas for improvement are identified. With the report, The Prince Couple's Foundation seeks to contribute to the knowledge base in matters relating to neurodivergence. Another wish is that the report inspires and contributes to continued societal advances in inclusion and diversity, in every school and in every workplace. Increased inclusion is an investment, in both our future in an ever-changing world and in the neurodivergent individuals and neurodiverse societies of today. The results and calculations presented are based on both quantitative and qualitative information, and answers the focal question: *What potential is there in a more inclusive school and workplace?*

67 billion

Swedish kronor (SEK)

± SEK 17* billion per year. That is the potential socio-economic profit of creating a labor market that is more inclusive of neurodivergents.



88%

of the neurodivergent respondents state that they have not disclosed their diagnosis to their employer.



Teacher



Special ed. teacher

According to a Swedish governmental report on absence from school, 80 percent of teachers and 69 percent of special education teachers lack knowledge of neurodivergence.

SOU 2016:94, p. 206

Identified challenges?

The report points to challenges and areas for improvement. These have been grouped into three groups, to gain an understanding of the challenges neurodivergents face through different phases of life:

In school

- Late or non-existent diagnoses limits the availability to resources, which in turn makes for unequal conditions
- Support is commonly based on general diagnoses instead of individual needs
- Limited access to funds and support resources puts pressure on students and guardians

At work

- There is a stigma placed on neurodiversity, and it often goes unnoticed in the debate about diversity and inclusion
- There is a paradox in that neither employers nor employees bring up the topic of neurodiversity

Transitioning from school to work

- Incomplete handovers
- Inadequate accessibility measures
- Standardized employment processes

"If I had received a diagnosis earlier, I think I would have found the right way sooner, and not had to torment myself as much. I think that would have removed a lot of anxiety."

Employee with autism and ADHD

"It is important to raise awareness of it all, so that you feel comfortable explaining to people."

Employee with dyslexia

"My parents paid for after school tutoring hours. It's not something school has helped me with, and not everyone can afford it. If the school had done enough we wouldn't have had to pay for tutoring hours ourselves."

University student with dyslexia