



Intelligence 5.0

a new school of thought rethinking the
intelligence needed in Industry 5.0



MADE BY

DYSLEXIA

About Made By Dyslexia



WHO WE ARE

Made By Dyslexia is a global charity led by successful dyslexics. We are the world's largest community of dyslexic people and their allies.

WHY WE EXIST

Our mission is to teach the world the brilliance of Dyslexic Thinking, and to empower it in every home, every workplace, and every school. We're aligned with the UN Sustainable Goals, so we aim to achieve this by 2030.

WHAT WE'VE ACHIEVED

Our bold campaigns, game-changing partnerships, impactful resources and inspiring

events are redefining dyslexia, informing, teaching, and inspiring a global movement who are driving change with their Collective Action.

Our work with Virgin saw Dyslexic Thinking added as a skill on LinkedIn, and as a noun in the dictionary.

Our reports show Dyslexic Thinking skills are the most sought-after skills in every job, across every sector, globally — NOW as it's the perfect co-pilot to AI thinking in the new 5th Industrial Revolution world.

Ways to read this report



This report is packed with bold ideas, exclusive research and valuable insights from our partners.

While it is detailed, it uses images and infographics to share key information where helpful.

Because dyslexics love to see the big picture, we've put the key findings in the Executive Summary and in useful summaries at the end of each chapter.

You can read it from beginning to end, or dip into any section and jump around to take the information that's most valuable to you. After all, dyslexics like to do things differently.

Contents



7 Forewords

- 7 From Kate Griggs
- 9 From Richard Branson

10 Executive Summary

- 10 In brief
- 12 Key findings

13 Section 1: Introduction

- 14 What is dyslexia?
- 18 What is Dyslexic Thinking?
- 19 What are Dyslexic Thinking skills?

22 Section 2: Industry 5.0

- 23 AI is transforming workplaces, and skills are changing fast
- 26 Human intelligence has never mattered more
- 28 Dyslexics have the human intelligence every workplace needs and AI cannot replace
- 28 Dyslexia is recognised as a valuable thinking skill – but there's more to do
- 29 Dyslexic Thinking is in demand now, and in the future, GLOBALLY
- 31 Dyslexic Thinking is essential for every job, in every sector, worldwide NOW

34 Section 3: Intelligence 5.0

- 35 YouGov Research – how do we see intelligence today?
- 36 Problem-solving is the top indicator of intelligence, but 'traditional' skills still hold weight
- 37 Exam and test success are not the best indicators of intelligence

Contents



- 38 We need to turn the dial on intelligence
- 39 Redefine intelligence with Intelligence 5.0: embrace Dyslexic Thinking
- 40 Intelligence 5.0 in Education
 - 40 Standardised testing creates standardised thinking
 - 41 The significance of creativity and social and emotional skills in education
 - 43 Exam-based systems set many dyslexics up to fail
 - 45 Reframe intelligence by recognising dyslexia as a valuable thinking skill in schools
- 46 Intelligence 5.0 in the Workplace
 - 46 Using traditional measures, AI is as intelligent as humans (and becoming more so)
 - 48 Skills-based approaches to reframe intelligence
- 51 Rethinking intelligence to empower Dyslexic Thinking

53 Section 4: Dyslexia 5.0

- 54 Dyslexia 5.0 – valuing Dyslexic Thinking in every home, school and workplace
- 55 Dyslexia 5.0 in Education
 - 56 Define dyslexia as a valuable thinking skill - STEP 1
 - 58 Offer support so Dyslexic Thinking can thrive - STEP 2
 - 60 The role of AI in supporting Dyslexic Thinking in the classroom
 - 61 Tailor testing and exams for Dyslexic Thinking - STEP 3
 - 63 Support & community - STEP 4
- 64 Dyslexia 5.0 in the Workplace
 - 65 Define dyslexia as a valuable thinking skill - STEP 1
 - 67 Offer adjustments that enable Dyslexic Thinking to thrive - STEP 2
 - 68 Tailor recruitment processes for Dyslexic Thinking - STEP 3
 - 70 The power of ERGs - STEP 4
 - 71 Support & community

Contents



- 72** Dyslexic Thinking in action
- 73** Dyslexic Entrepreneurs and intelligence in a 5.0 world
 - 74** Insights from Lessons in Dyslexic Thinking
- 75** LinkedIn community insights
- 76** Partner insights
 - 76** Virgin
 - 79** Randstad Enterprise
 - 82** LinkedIn
 - 85** EY
 - 87** Microsoft

90 Section 5: What this report is calling for

- 91** Made By Dyslexia's 4 Global Goals
 - 92** GOAL 1 - SKILL
 - 93** GOAL 2 - IDENTIFY
 - 94** GOAL 3 - KNOWLEDGE
 - 95** GOAL 4 - EXAMS & TESTING
 - 96** Our ask
- 97** Collective Action Plan: 3 steps
 - 98** LEARN
 - 99** SHARE
 - 100** CHANGE
- 101** References
- 107** Acknowledgements



from Kate Griggs

For decades, schools, businesses, and society in general have benchmarked intelligence with a traditional range of standardised tests and measures, using these to grade, select, and filter applicants into further education, opportunities, and jobs.

And for decades, these tests and measures have disadvantaged those who think differently and creatively and who excel in soft skills, rather than traditional measures like rote memorisation and spelling. One group that exemplifies this is Dyslexic Thinkers, who are often particularly weak in standardised test measures, but demonstrate exceptional creativity and interpersonal skills.

But as we stand on the cusp of a Fifth Industrial Revolution, powered by human minds and machines, the demand for creative, innovative and adaptable thinking skills has never been greater. Just as previous revolutions — fueled by steam power, electricity,

computers, and digital connectivity — transformed our world, modern-day artificial intelligence (AI) is reframing the type of thinking critical for success.

As this report finds, creativity, problem-solving, and communication skills are now the most sought after characteristics in every job, in every sector, worldwide. And these skills are inherent to one particular group of people... dyslexics. These skills are not accounted for in traditional measures of intelligence, yet they're vital in moving businesses forward.

“We all need to rethink the human intelligence needed in the 5.0 world”

But the intelligence tables are turning. AI has now learned how to think in a standardised way, often doing it faster and better than humans. As this report shows, AI can ace standardised and psychometric tests, but AI is not good at thinking differently and creatively – and not good at soft skills. And these inherently human skills are the new type of intelligence needed to work alongside AI in the new 5th industrial world.

This report finds that the traditional and outdated concept and measures of intelligence no longer stand up. Our global YouGov study of more than 5,000 respondents makes it clear: the world is calling for an intelligence reset — a complete reimagining of the skills and attributes deemed valuable in the 5.0 world — and how we measure them.

We must change outdated notions of intelligence and recognise Dyslexic Thinking, which approaches

problem-solving in unconventional, innovative and brilliant ways.

The world needs to rethink the human intelligence needed in the 5.0 world. Workplaces and education must transform to value and empower this different thinking, not disadvantage it. We need to turn the dial on how we think about intelligence to empower Dyslexic Thinking, reflecting the industrial 5.0 world we live in.

As this report shows, the world needs a new school of thought.



**Kate Griggs, Founder & CEO,
Made By Dyslexia**

**“ Creativity,
problem-solving,
and communication
are the most
sought after
skills in every
job, in every
sector, worldwide.
And these skills
are inherent to
dyslexics ”**



“In this new world, thinking differently is your biggest asset”

from Richard Branson

For centuries, societies have defined and measured intelligence using narrow criteria. And to this day, schools and exams aren't designed to spot, support or empower Dyslexic Thinking skills.

Current approaches in education often prioritise conventional skills like memorising and recalling facts and figures and performing well under timed conditions. But they fail unconventional thinkers who use their imaginations to innovate, inspire and think outside the box.

I was judged by these narrow criteria at school, and as a result, I was made to feel stupid. If I had let my exam grades define me, I can't imagine where I'd be now.

But the world is changing. As this report shows, AI has learned to aggregate and recall knowledge much faster and better than humans. Yet, the skills AI cannot replace – like innovation, lateral thinking, and interpersonal skills – are the very skills humans must develop and master. The good news is that many dyslexics already have done that. And these are the skills we'll need to work hand in hand with AI.

The Virgin way of doing business couldn't be further from the 'textbook' approach. If I hadn't relied on my intuition, lateral thinking, and willingness to take a risk, I would have never jumped from growing a record company to launching an airline – which was a move that helped build Virgin into the brand it is today. There is no question that much of my success as an entrepreneur is due to Dyslexic Thinking.

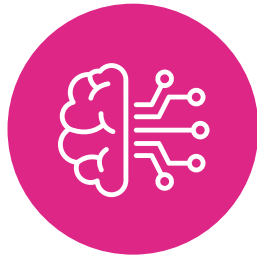
This report shows that we need to broaden our understanding of what intelligence really is. The world is calling for change. We must do away with the 'one-size-fits-all' approach to education. And every business must do what it can to attract Dyslexic Thinkers and create a culture where Dyslexic Thinking thrives.

In this new world, thinking differently is your biggest asset, it will help you succeed. It's a superpower that we all stand to gain from.



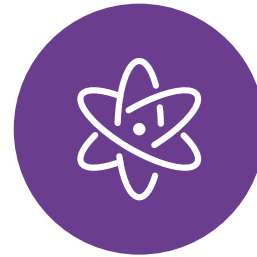
Richard Branson
Founder

In brief



1 As we enter Industry 5.0, powered by human minds and machines, the type of intelligence the world needs now is changing.

Modern artificial intelligence is reframing the thinking critical for success today and in the future. The world now demands a new type of intelligence; one that emphasises human skills, especially those inherent in Dyslexic Thinking. These intrinsically human abilities are the new intelligence required to work alongside AI in the 5th Industrial era. Where AI assimilates, Dyslexic Thinking innovates. Together, they form a powerful team.



2 Dyslexics have the intelligence the world now needs.

According to research revealed in this report from the world's leading specialised talent company, Randstad Enterprise, skills such as lateral thinking, complex problem-solving, and interpersonal skills are the most sought-after skills in every job, in every sector, globally — NOW. These creative thinking skills are intrinsic to dyslexics and have the power to move the world forward. Yet these skills are not currently measured by traditional education or workplace assessments.



3 Outdated views on intelligence remain.

Our global research with YouGov found that although 73% of people recognise that problem-solving (a key Dyslexic Thinking skill, which AI cannot replace) is a good indicator of intelligence, nearly half believe that accuracy of reading, spelling, punctuation and grammar is a good indicator of intelligence (all dyslexic challenges but skills that AI can replace). There is an urgent need to teach the world the brilliance of Dyslexic Thinking and create environments in schools and workplaces to empower and support it.



4 This report calls on the world to change how we value and measure intelligence.

Exams and tests are no longer the best way to measure the intelligence the world now needs. The current metrics used in schools and workplaces are outdated and do not measure the skills needed in our new Industry 5.0 world. Just 6% of our global respondents believe scoring highly in exams is the best indicator of intelligence, and only 5% believe scoring highly in psychometric tests is the best indicator of intelligence. What's needed is a systemic shift in education and the workplace to recognise and empower the new intelligence that our 5IR world needs.



5 We need to turn the dial on how we think about intelligence.

We must flip the tables and focus on dyslexic strengths in testing situations, both in education and the workplace. We need to shift the conversation about dyslexia from deficit to strength. This is Dyslexia 5.0.



6 We need systemic change in education and the workplace.

Schools, workplaces, and society can take steps to recognise and empower Dyslexic Thinking. This report sets out 4 steps and goals for schools and workplaces. As this report shows, when it comes to intelligence, we need an entirely new school of thought which nurtures the skills our fast-evolving world needs now. This is Intelligence 5.0.

“ We need a systemic shift in education and the workplace to recognise and empower the new intelligence that our 5IR world needs ”

Key findings from the Intelligence 5.0 report

What indicates intelligence?



73%
problem-solving



46%
spelling, punctuation & grammar



Exam success = not best indicator of intelligence

6%
exams & test scores



5%
psychometric tests



Dyslexic Thinking skills are the most in-demand skills in every job, across all sectors, globally TODAY**

All Dyslexic Thinking skills



Creative thinking



Communication and interpersonal skills



Adaptability and resilience



Complex problem-solving

The world is calling for us to turn the dial on intelligence

Intelligence 5.0

OFF

It's time for a new school of thought which nurtures the skills our fast-evolving world needs now.

Section 1:

Introduction

What is dyslexia?

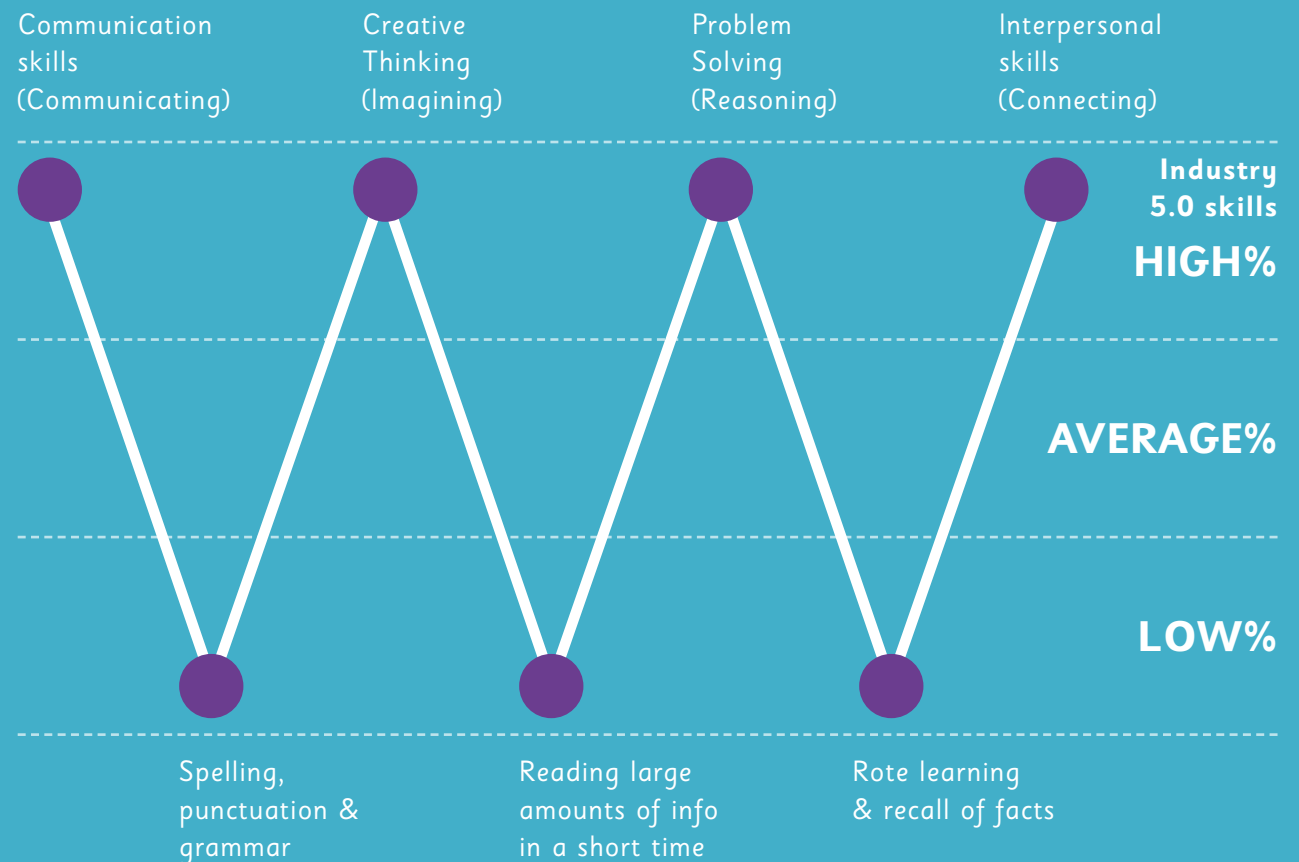
Dyslexia influences as many as 1 in 5 people¹ and is a genetic difference in an individual's ability to learn and process information.

As a result, dyslexic individuals have differing abilities, with strengths in creative, problem-solving and communication skills and challenges with spelling, reading and memorising facts.

Generally, a dyslexic cognitive profile will be uneven ('spiky') when compared to a neurotypical cognitive profile. This means that dyslexic individuals really do think differently (see pic).

Traditional, standardised benchmarking disadvantages dyslexics, measuring them against the very things they find challenging.

A dyslexic's spiky profile



There is recognition that dyslexics' unique thinking skills are crucial to today's workplaces. And that Dyslexic Thinking is a valuable skill.

A brief history of dyslexia

Dyslexia was first reported in the British Medical Journal, originally referred to as “Word Blindness.”

1896

The Gow School opens in New York to teach dyslexic boys with small classes and a different approach to reading.

1926

Millfield becomes the first UK school to support dyslexia using the Orton Gillingham method and to recognise dyslexic strengths.

1936

The Schenck School in Atlanta was founded by David Schenck as the first elementary school to develop the potential of dyslexic kids.

1959

The British Dyslexia Association was formed to advocate for the rights of dyslexics in the UK and offer training and support to its members.

1972

1920s

The International Dyslexia Association was founded – the oldest organisation dedicated to the study of dyslexia.

1935

Drs Orton & Gillingham published the first successful dyslexia intervention programme, still used today.

1944

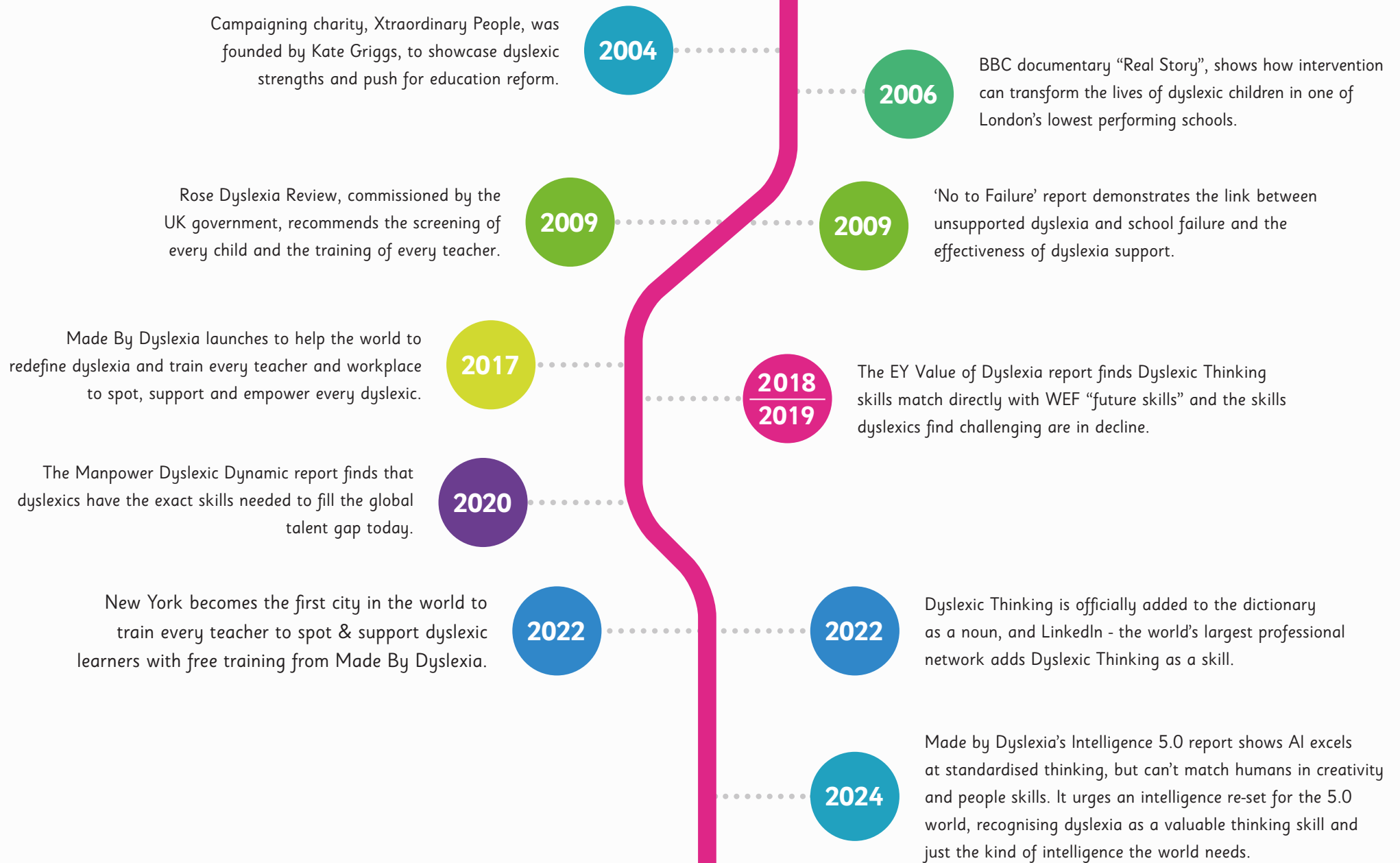
Life magazine in the US reports that “Dyslexia is responsible for 70% of school failures in 6 to 12 year olds.”

1971

Helen Arkell Centre opens in the UK to support dyslexics and train teachers, helping everyone to understand that dyslexics learn differently.

1974

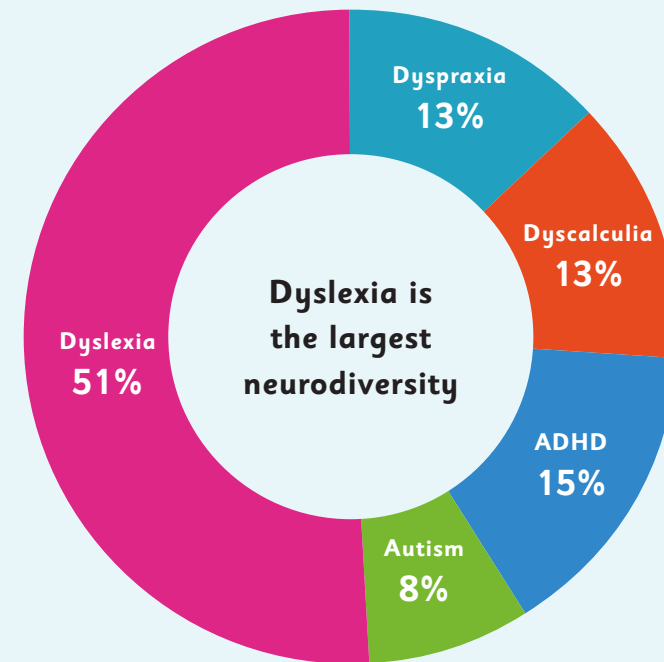
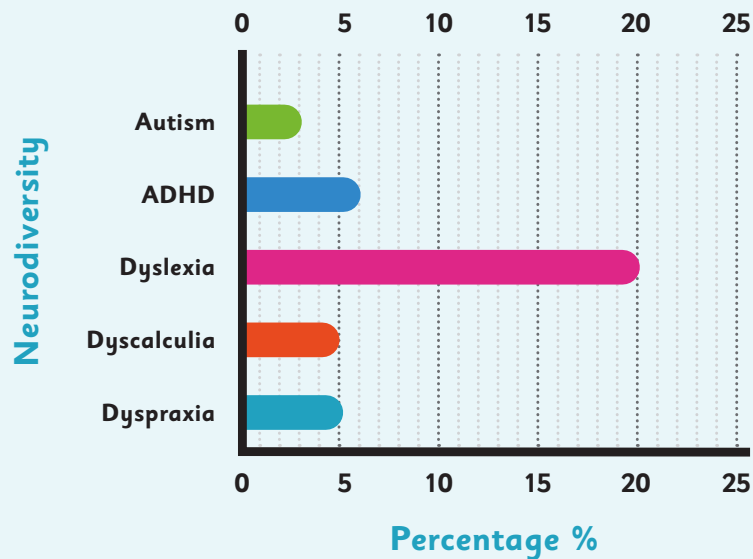
Houston Chronicle reports on dyslexic strengths and recognises the link between unsupported dyslexia and behavioural problems.



Dyslexia is the largest neurodiversity

Dyslexia is the oldest and most common neurodiversity. Unlike most neurodiversities, dyslexia is not a ‘medical condition’ but a ‘learning difference’. This ‘learning difference’ is currently disadvantaged by the way our education system and workplaces measure and treasure intelligence. Research shows that 20% of people are dyslexic², but because it’s not routinely screened for, 80% of children leave school unidentified³.

How this fits within the total population



Dyslexia can co-occur with other neurodiversities

Sources: 20% Dyslexia - Made By Dyslexia and Yale Center for Dyslexia and Creativity // 5% Dyscalculia – Dyscalculia Association UK
 5% Dyspraxia - dyspraxiafoundation.org.uk // 5% ADHD – ADHD UK 8 – 10% (USA) NICE Midpoint 8% // 2.77 (3%) Autism – Autism Speaks

What is Dyslexic Thinking?

Dyslexic Thinking is now recognised as a skill on LinkedIn and a noun in the dictionary, as a creative, innovative and valuable way to think:



dyslexic thinking



[dis-lek-sik thing-king]

Phonetic (Standard) IPA

noun

- 1 an approach to problem solving, assessing information, and learning, often used by people with [dyslexia](#), that involves pattern recognition, spatial reasoning, lateral thinking, and interpersonal communication.

What are Dyslexic Thinking skills?

There are six Dyslexic Thinking skills areas. While no two dyslexics are the same, all will have a combination of some of these skills.



Visualising



Interacting with space, senses, physical ideas and new concepts. (75% of dyslexics are above average at Visualising).

In the workplace, dyslexics who are good at Visualising may have a knack for mapping out complex user journeys or creating project plans in their minds. They could excel in product development by envisioning how parts fit together, and view challenges from multiple angles. They may also have a clear vision for identifying how business opportunities could play out.

Exploring



Being curious and exploring ideas in a constant and energetic way. (84% of dyslexics are above average at Exploring).

Dyslexic minds energise a workplace. With a natural curiosity for learning and exploring new ideas, they constantly seek different ways of doing things. The energy and passion they use to do this not only fuels their own growth, it also inspires others.

Communicating



Crafting and conveying clear and engaging messages. (71% of dyslexics are above average at Communicating).

In many workplaces, these kinds of Dyslexic Thinkers excel at simplifying concepts, building compelling narratives or selling a vision that helps to galvanise the rest of the organisation to make it happen.

Reasoning



Understanding patterns, evaluating possibilities and making decisions. (84% of dyslexics are above average in Reasoning).

A huge advantage of having a dyslexic in a team or on a project, is their ability to make connections across complex issues, subjects, and data, which others may overlook.

Reasoning makes dyslexics brilliant at big picture thinking. They can cut through the noise, rise above a problem or situation to get a helicopter 'big picture' view, rather than getting stuck in the details. They use their intuition; their brains think around a problem and connect the dots of insight.

Connecting



Understanding self; connecting, empathising and influencing others. (80% of dyslexics are above average at Connecting).

Dyslexic Thinkers excel in empathising, negotiating, and expressing themselves orally. They're also highly self-aware. These skills help make them great leaders who can build, support, and empower teams, people, and organisations.

Imagining



Creating an original piece of work, or giving ideas a new spin (84% of dyslexics are above average at Imagining).

Dyslexics who excel at Imagining drive innovation in organisations. They come up with new ideas and approaches that no one else has thought of - because they see the world differently - and this helps to move businesses forward.

SUMMARY



1

Dyslexia influences 1 in 5 people and is the most common neurodiversity. It is categorised as a 'learning difference'.

2

Dyslexics have strengths in creativity, problem-solving, and communication alongside challenges in reading and spelling.

3

Dyslexic Thinking is recognised as a skill on LinkedIn and in the dictionary.

4

There are six Dyslexic Thinking skills: visualising, imagining, communicating, reasoning, connecting, and exploring.

5

Dyslexics offer unique perspectives and excel in seeing the bigger picture. They bring energy and curiosity, driving innovation and new ideas.

Section 2:

Industry 5.0



Industry 5.0

Industry 5.0, also known as the 5th Industrial Revolution (5IR), represents a collaborative era where humans, advanced technology and artificial intelligence (AI) work together to drive productivity and innovation.



AI is transforming workplaces, and skills are changing fast

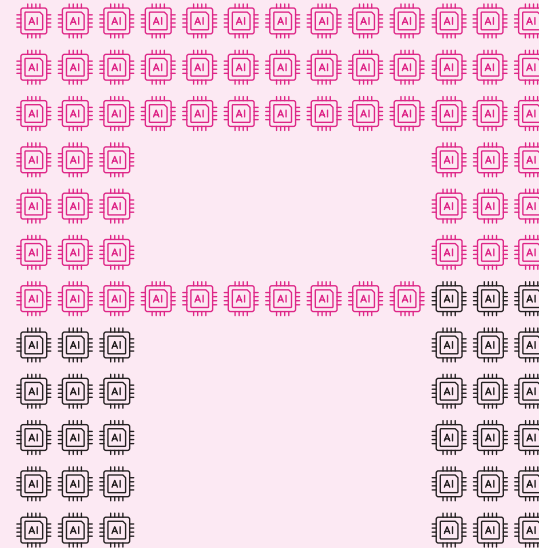
We're on the cusp of the Fifth Industrial Revolution (5IR), powered by minds and machines. Just as steam, electricity, computers and digital connectivity fundamentally changed the way the world worked across past industrial revolutions, modern-day artificial intelligence (AI) is reframing the type of thinking that's critical for success today — and in the future.

Technology has historically reshaped work by automating repetitive tasks, enhancing productivity, and enabling more complex problem-solving (see timeline). With AI's rapid growth, the skills and smarts needed for jobs in today's 5IR world have completely changed. Industry 5.0 emphasises adaptability and collaboration with AI, placing a premium on these skills.

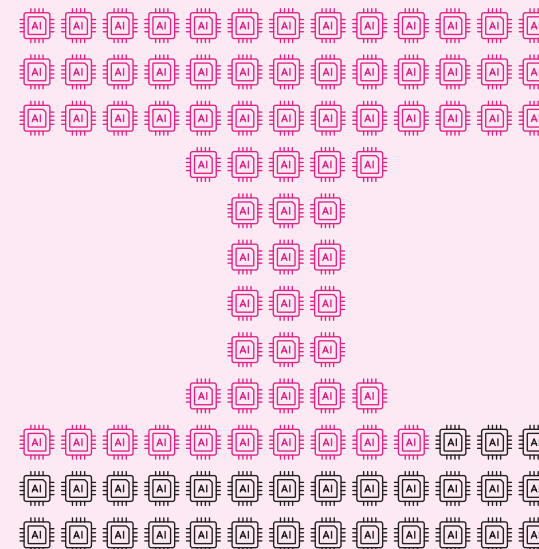
Globally, skills are projected to change⁴ by 50% by 2030 (from 2016) — with generative AI expected to accelerate this to 68%. By 2030, McKinsey predicts that generative AI could automate 30% of hours worked today⁵.

In this new world, workers must seamlessly collaborate with AI, leveraging both artificial and human intelligence. Microsoft's 2023 Work Trend Index⁶ highlights that 82% of leaders recognise the need for updated skills to adapt to AI expansion in the workplace. These skills extend beyond technical expertise; they include analytical judgement, adaptability, emotional intelligence, creative thinking and guiding AI.

To fully harness the benefits of AI while leveraging our human intelligence, we must develop new skills and adapt to the evolving demands of Industry 5.0.



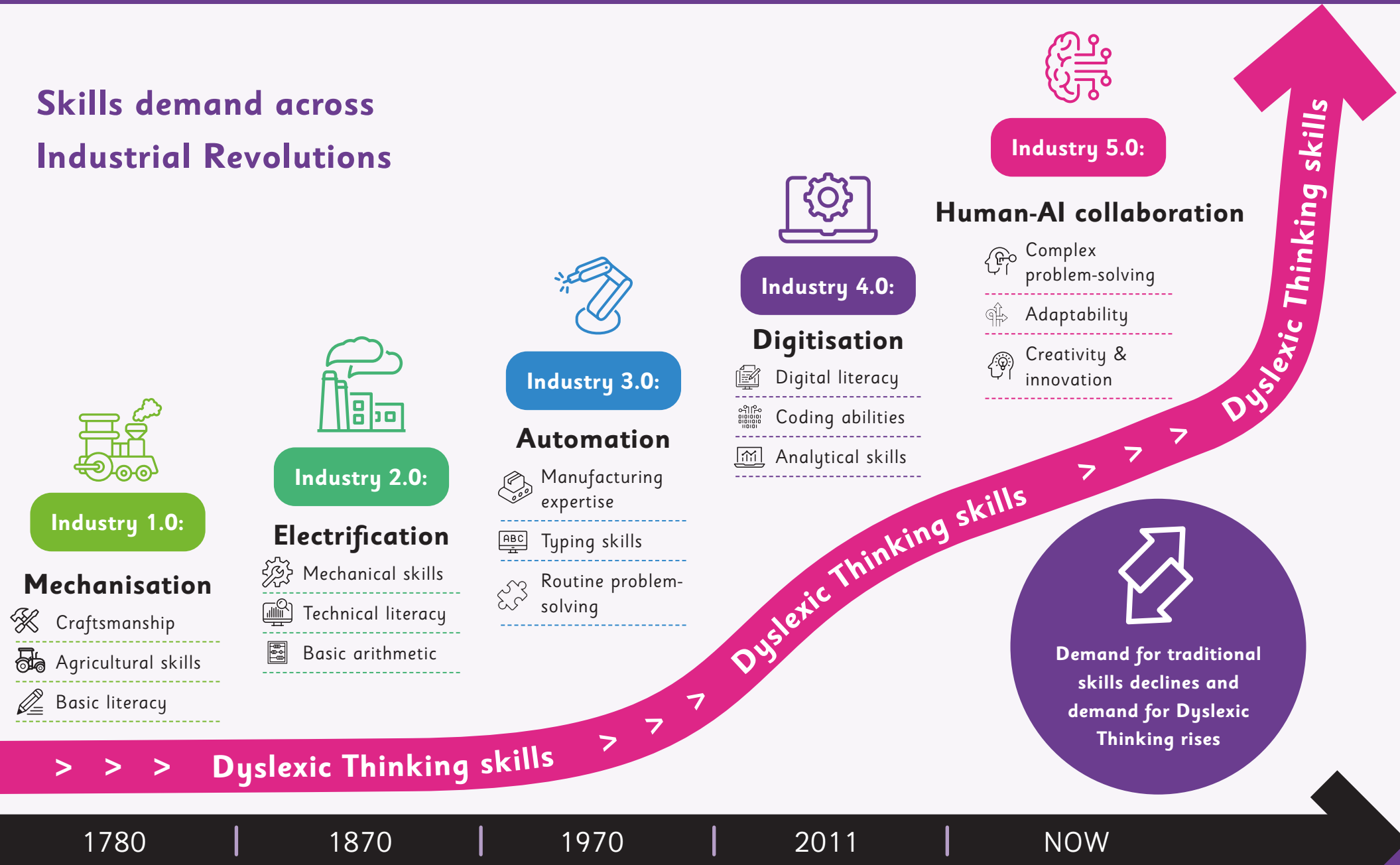
66%
of leaders say they wouldn't hire someone without AI skills.



71%
say they'd rather hire a less experienced candidate with AI skills than a more experienced candidate without them.

Source: Microsoft 2024 Work Trend Index

Skills demand across Industrial Revolutions



Industry 1.0:

- Mechanisation**
- Craftsmanship
 - Agricultural skills
 - Basic literacy

Industry 2.0:

- Electrification**
- Mechanical skills
 - Technical literacy
 - Basic arithmetic

Industry 3.0:

- Automation**
- Manufacturing expertise
 - Typing skills
 - Routine problem-solving

Industry 4.0:

- Digitisation**
- Digital literacy
 - Coding abilities
 - Analytical skills

Industry 5.0:

Human-AI collaboration

- Complex problem-solving
- Adaptability
- Creativity & innovation

Demand for traditional skills declines and demand for Dyslexic Thinking rises

> > > **Dyslexic Thinking skills**

1780 | 1870 | 1970 | 2011 | NOW

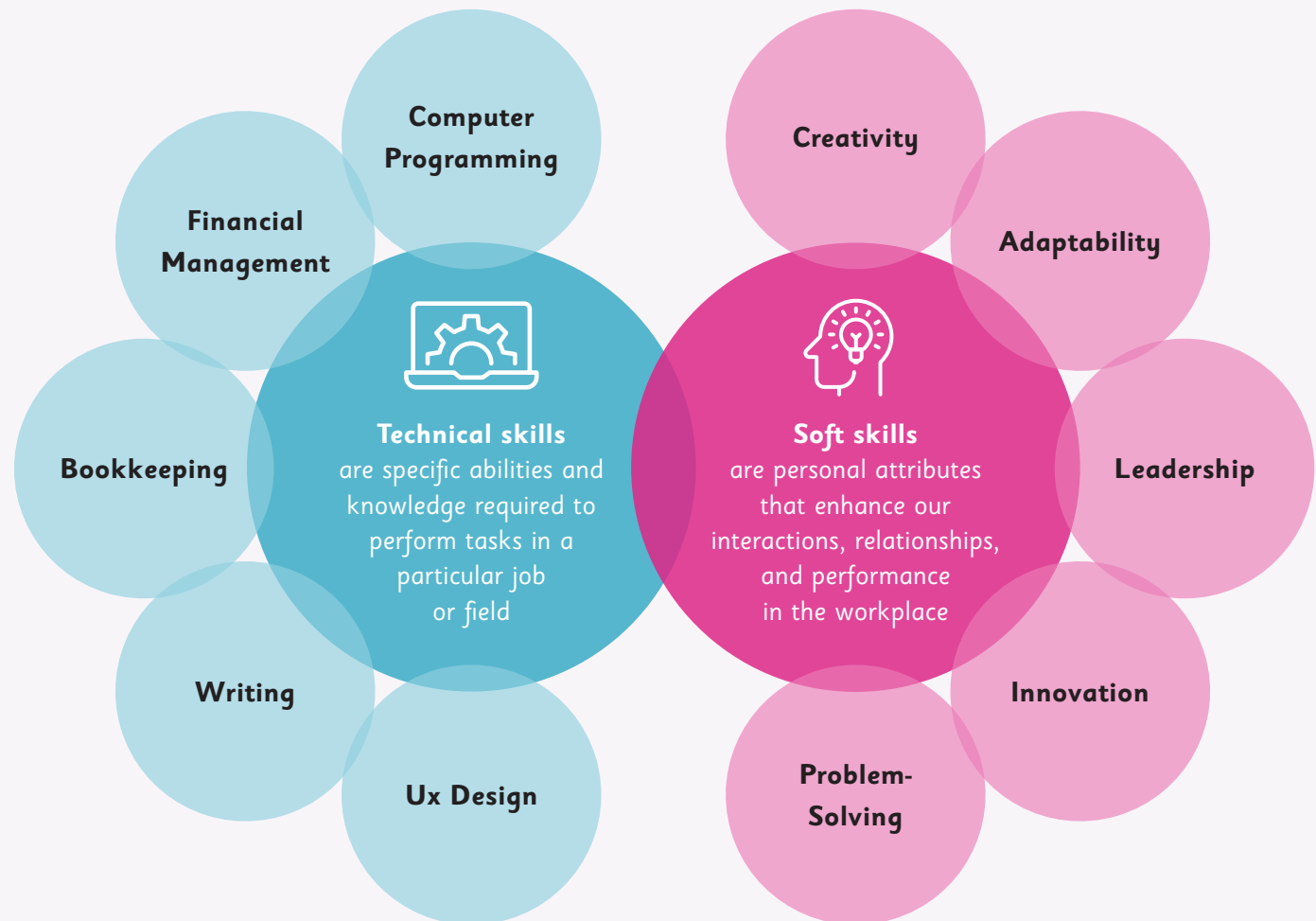
Human intelligence has never mattered more

Over 1 billion jobs may transform due to technology by 2030, says the OECD⁷, emphasising the need for innovation and reskilling⁸.

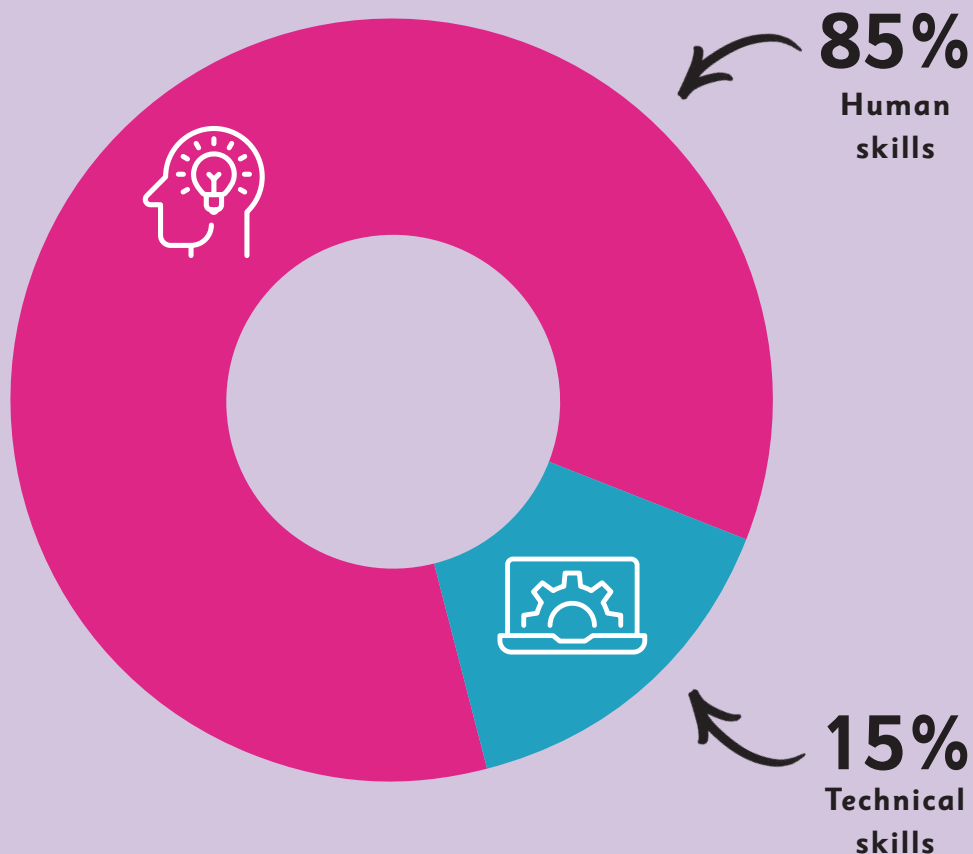
Across the globe, CEOs are looking to talent, technology and innovation⁹ to drive business growth. It has never been more important to have the right people, with the right skills, in the right jobs.

But innovation isn't just about technology and artificial intelligence. It's also about human intelligence.

In today's AI-driven world, essential human skills like creativity, adaptability, leadership, innovation, problem-solving and critical thinking stand out. These human skills, also known as power skills, interpersonal skills or soft skills, distinguish human intelligence from artificial intelligence. They represent the new type of intelligence required in our changing world.



Studies from Harvard University, the Carnegie Foundation and Stanford Research Center found that **85% of job success comes from strong human skills, while only 15% comes from technical knowledge**¹².



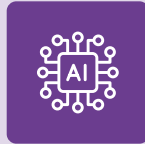
Human skills have always mattered. Over 100 years ago, A Study of Engineering Education¹⁰ (1918) stressed the importance of soft skills alongside technical know-how.

In today's fast-changing, AI-augmented world, employers are prioritising capabilities that set humans apart from AI. According to the 2023 LinkedIn Future of Work Report¹¹, 92% of US executives agree that people skills are more important than ever. Yet, we still give more weight to technical skills over human skills in the way we benchmark intelligence.

It's time to acknowledge the significance and vital need for human skills. We urgently need systems in schools, at work, and in society that prioritise and harness these abilities, as they are exactly the human intelligence demanded by Industry 5.0.

This underscores the need for an intelligence re-set, and a new school of thought for tomorrow. We must rethink what kind of human intelligence is needed in the 5.0 world, and how workplaces and education systems can transform to value and empower this different thinking, not disadvantage it.

Dyslexics have the human intelligence every workplace needs and AI cannot replace



Despite AI's advancements, it can't replace the human skills outlined on page 26. These are all Dyslexic Thinking skills, and they're exactly the kind of human intelligence every workplace needs (more on page 31).

As AI is applied to more generative tasks, human work is shifting to “critical integration” of AI output, requiring expertise and judgement¹³.

Dyslexic Thinkers excel in leveraging AI's potential in this way. With their talent for asking insightful questions and exploring options, dyslexics are adept at prompting AI brilliantly. Where AI aggregates, Dyslexic Thinking innovates. Together, they make a powerful team, combining the strengths of both ways of thinking, often leading to innovations and alternative solutions that drive business success — essential in our increasingly complex world.

Dyslexia is recognised as a valuable thinking skill – but there's more to do



Thanks to pioneering work in 2022 by Made By Dyslexia and our partners, Virgin and LinkedIn, Dyslexic Thinking was officially acknowledged as a sought-after skill by LinkedIn, the world's largest professional network. With more than 1 billion members, this opens up the potential for **200 million people** to showcase Dyslexic Thinking on their profiles.

Dyslexic Thinking also entered the dictionary as a vital skill set. Redefining Dyslexic Thinking as a skill has helped the world to properly understand and value it.

But our work isn't done.

We need to continue to teach the world to understand the brilliance of Dyslexic Thinking in education, employment, and society at large, recognising the type of intelligence the world needs is exactly the kind of intelligence Dyslexic Thinkers have.

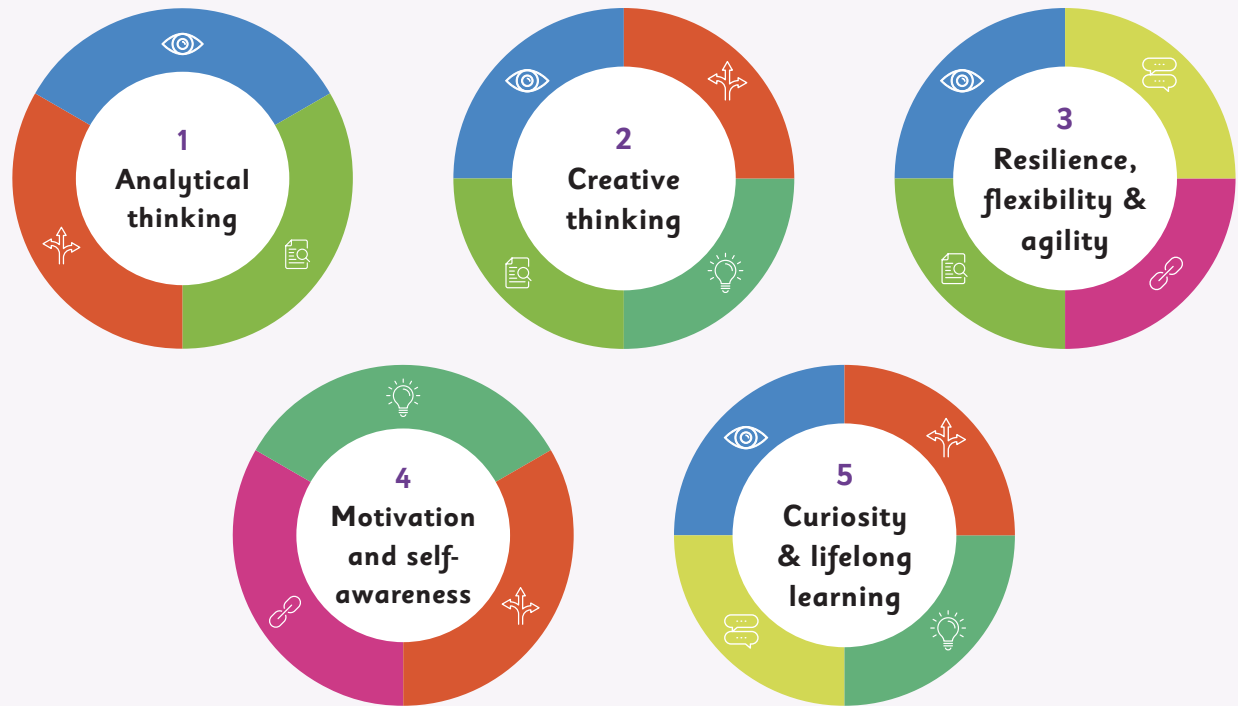
Dyslexic Thinking is in demand now, and in the future, GLOBALLY

We have known for a while that Dyslexic Thinking's time was coming.

Our Value of Dyslexia reports in 2018¹⁴ and 2019¹⁵, produced in collaboration with global consultancy EY, highlighted the alignment between Dyslexic Thinking and the World Economic Forum skills of the future. It predicted that Dyslexic Thinking would become vital.

The World Economic Forum's Future of Jobs 2023 report¹⁶ confirmed this prediction. Dyslexic Thinking skills were found to be a direct match for the top 5 sought-after skills:

Here's how Dyslexic Thinking skills match the World Economic Forum's top 5 skills



Dyslexic Thinking skills



Visualising



Reasoning



Imagining



Connecting



Communicating



Exploring

LinkedIn formally acknowledged Dyslexic Thinking as a valuable skill in 2022 by adding it to their platform. Their 2024 In-Demand skills research¹⁷ reaffirmed this recognition, highlighting that Dyslexic Thinking aligns closely with the top 3 skills where dyslexic thinkers excel:



Communication



Customer service



Leadership

And adaptability, crucial in today's changing workplace, was deemed the 'skill of the moment', where dyslexics also excel.

“When we added Dyslexic Thinking as a skill on LinkedIn, we were able to shift from outdated stigmas to the real value that dyslexics bring to the workforce... people are hungry for a change and a reframe around this really important conversation”

Nicole Leverich,
Chief Communications Officer, LinkedIn

Dyslexic Thinking is essential for every job, in every sector, worldwide NOW

Now, research from the world's leading specialised talent company, Randstad Enterprise, finds that **Dyslexic Thinking skills are the most in-demand skills in every job, across all sectors, globally TODAY.**

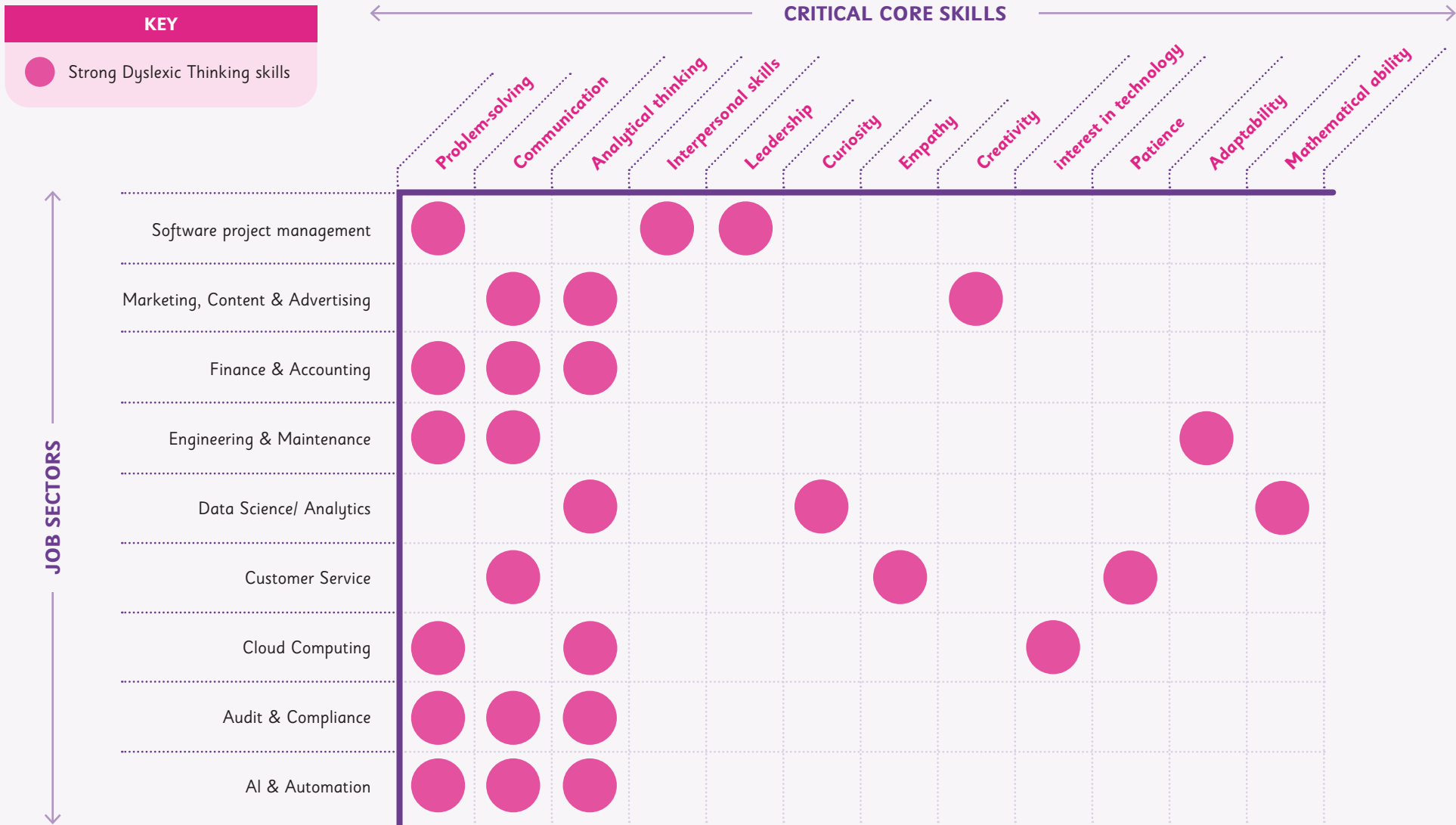
Randstad Enterprise's 2024 In-Demand Skills report¹⁸ shows Dyslexic Thinking skills match the top 3 in-demand core skills across all 9 major job sectors. Crucial core skills identified by the research include complex problem-solving, analytical thinking, communication, leadership and creativity – which are all Dyslexic Thinking skills.

All the research agrees: the type of intelligence needed in today's workplace has changed. And dyslexics have the exact intelligence this new 5.0 world needs.

“ From engineering, to marketing, to AI computing, the most commonly needed skill is complex problem-solving. Dyslexics have this in abundance. Put simply, dyslexics have the most sought-after skills in the world ”

Matt Higgs, VP, Global Partnership Lead,
Made By Dyslexia

Dyslexic Thinking is essential for every job, in every sector, worldwide NOW



SUMMARY



1

We're on the cusp of a Fifth Industrial Revolution (5IR), powered by minds and machines, and the type of intelligence the world now needs is changing.

2

AI has learned to aggregate and recall knowledge faster and better than humans, and is predicted to take over between 42-65% work-based tasks from humans.

3

The skills AI cannot replace — innovation, lateral thinking and interpersonal skills — are the very skills humans must develop — and dyslexics already have.

4

Dyslexic Thinking perfectly complements AI and can leverage the opportunity it presents.

5

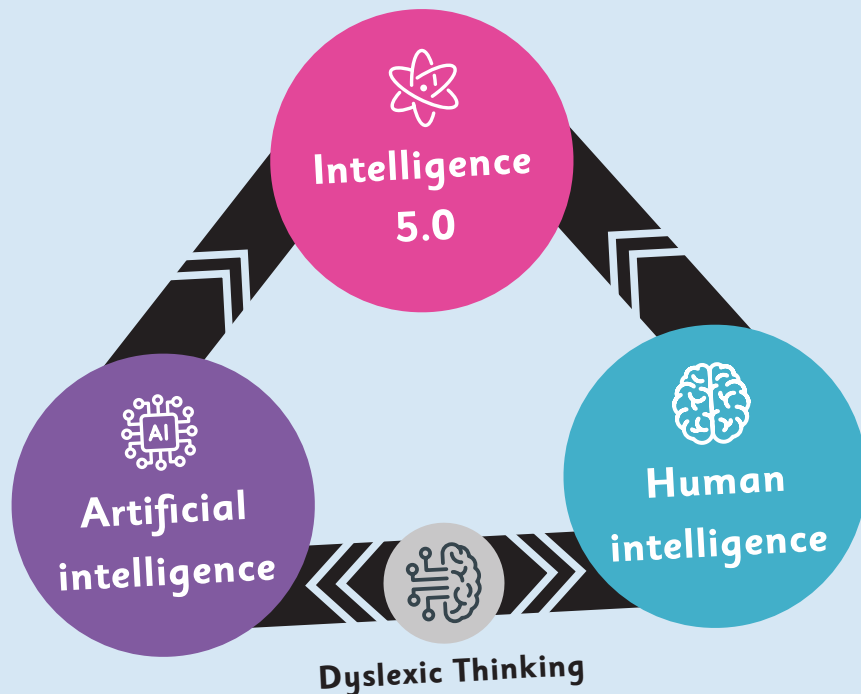
We've always known that Dyslexic Thinking skills were vital to future workplaces. But now, research from the world's leading specialised talent company, Randstad Enterprise, tells us that Dyslexic Thinking skills are the most in-demand skills in every job, across all sectors, globally, TODAY.

Section 3:

Intelligence 5.0

Intelligence 5.0

Intelligence 5.0 is a new kind of intelligence that is needed for Industry 5.0. Dyslexic Thinking is a direct match for this kind of intelligence. It emphasises the integration of human intelligence with artificial intelligence to achieve new levels of productivity and innovation.



YouGov Research – how do we see intelligence today?

Views of intelligence are often based on standardised measures that emphasise certain cognitive abilities over others (recall of information, in a set timeframe, on a given day.)

Our research highlights a clear polarisation in these views, signalling that the world urgently needs to redefine intelligence.

To better grasp today's intelligence landscape, Made By Dyslexia conducted research with YouGov in May 2024. We asked

5,863

people across the UK, US, Australia and India:



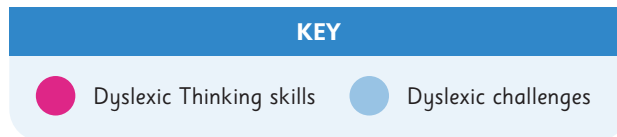
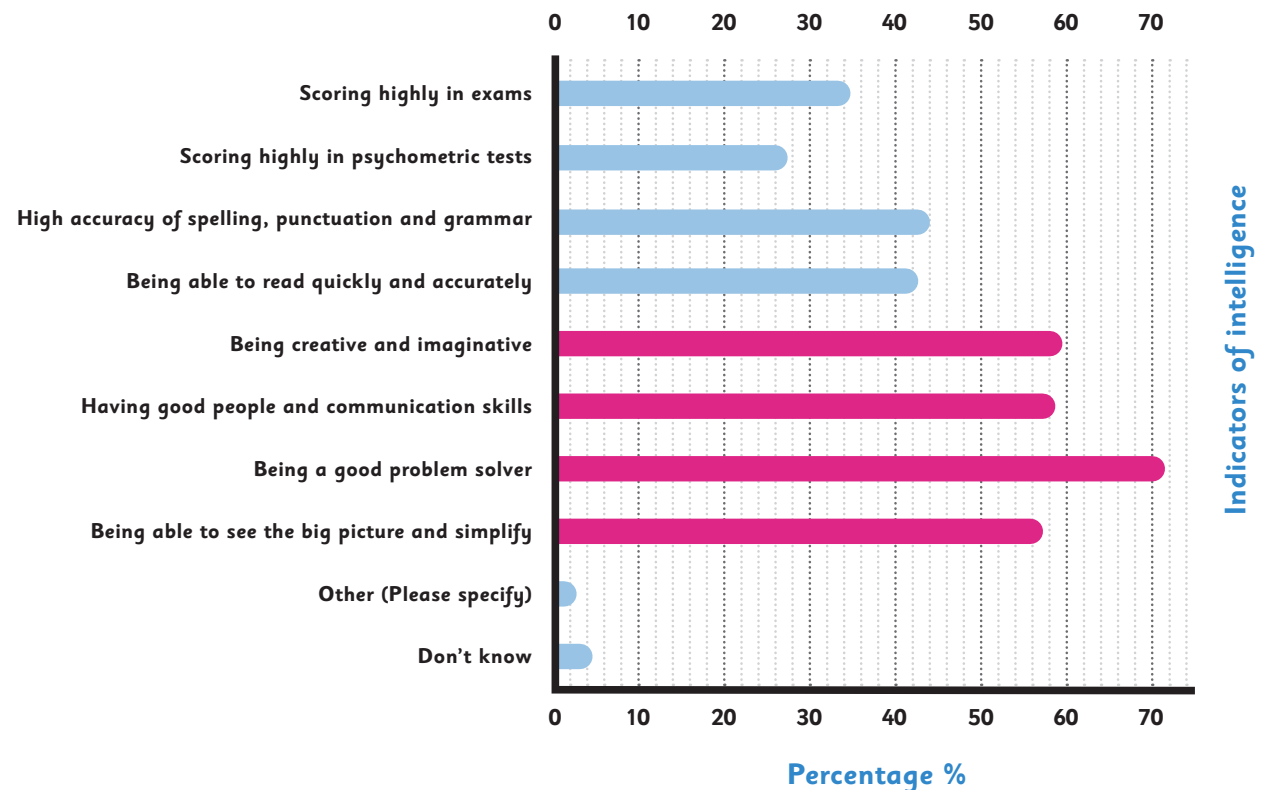
- What are the best indicators of intelligence?
- What are the best ways to measure intelligence?

Problem-solving is the top indicator of intelligence, but 'traditional' skills still hold weight

While 73% of respondents identify the Dyslexic Thinking skill of problem-solving as a top indicator of intelligence, nearly half (46%) still regard accuracy in spelling, punctuation, and grammar - a dyslexic challenge - as crucial signs of intelligence. Additionally, 43% emphasise the ability to read quickly and accurately. These traditional markers, though challenging for dyslexics (see spiky profile on page 14) are easily mastered by AI.

The notable emphasis on dyslexic challenges indicates that the world still holds an outdated view of intelligence, reflecting societal bias towards conventional academic abilities. Despite recognising the value of Dyslexic Thinking skills like problem-solving, creativity, and imagination, more work is needed to change these views and empower Dyslexic Thinkers worldwide.

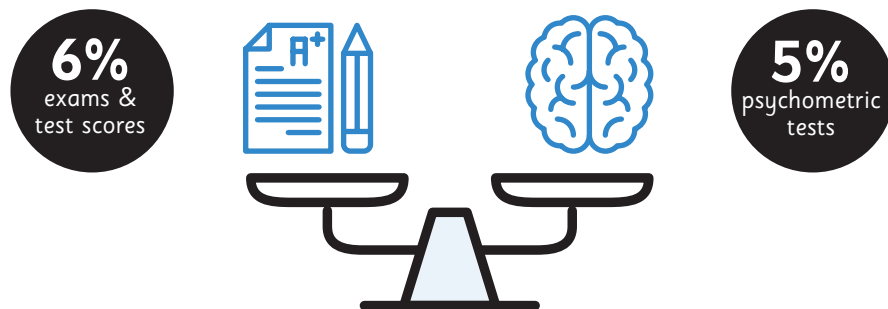
Indicators of intelligence and their perceived importance



Exam and test success are not the best indicators of intelligence

The world acknowledges that exams and test scores do not accurately illustrate intelligence. When asked to pinpoint the single best indicator, only 6% of respondents chose scoring highly in exams, and only 5% chose psychometric tests. This supports the idea that current intelligence measures are outdated and no longer stand up.

Exam success =
not best indicator of intelligence



“The world
acknowledges
that exams and
test scores do
not accurately
illustrate
intelligence”



The world is calling for us to turn the dial on intelligence



We need to turn the dial on intelligence

Standardised tests and exams in their current form measure how well a candidate can recall and relay information, in a timed scenario, on a given day — using accurate spelling, punctuation and grammar. But these skills are fast being taken over by AI.

Across the world, the general public supports what the research from the World Economic Forum, Randstad Enterprise, LinkedIn, and OECD highlights: the most in-demand skills now and in the future are human skills such as creativity, problem-solving, and interpersonal abilities.

The world agrees: standardised exams are outdated. It's not the world that needs to catch up — it's the systems we operate in that must evolve. Our research confirms people want this change. We must update these systems to recognise and value the human intelligence essential for a 5IR world.

The world is calling for a reevaluation of intelligence, which requires a systemic overhaul. We need to rethink, reset, and reframe our understanding of intelligence to meet modern demands.

Redefine intelligence with Intelligence 5.0: Embrace Dyslexic Thinking

As our research shows, we need an entirely new school of thought around intelligence. In Industry 5.0, AI is revolutionising the type of human intelligence needed.

As AI takes over tasks traditionally associated with intelligence, like assimilating and recalling knowledge, job roles are transforming. Creativity and innovation are vital, making it crucial to turn the dial on how we think about intelligence.

While AI aggregates, Dyslexic Thinking innovates. AI is the perfect co-pilot for dyslexics to drive progress, but this requires everyone to empower Dyslexic Thinking.

Embracing Intelligence 5.0 means embracing Dyslexic Thinking. We must shift from a 'one size fits all' approach to create environments where this kind of thinking thrives, reflecting the Industrial 5.0 world we're living in.

“ Our research shows we need an entirely new school of thought around intelligence ”

Intelligence 5.0 in Education

Our education systems prioritise easily tested skills like rote memorisation and recall; spelling grammar and punctuation; but these are the skills most likely to be taken over by AI.

Industry 5.0 demands creativity, critical thinking and applying knowledge innovatively... all Dyslexic Thinking skills. Yet, standard tests overlook these strengths.

Supporting teachers and workplaces to recognise Dyslexic Thinking skills will empower everyone for success and drive innovation in a changing world.



Standardised testing creates standardised thinking



Urgent reforms are needed to create a balanced curriculum that equips young people with the skills needed for Industry 5.0 and reduces exam pressure, according to a 2023 UK House of Lords report¹⁹.

As Lord Johnson of Marylebone, Chair of the Education for 11–16 Year Olds Committee, notes: “The current focus of the 11-16 phase of education is almost entirely on academic learning at the expense of a broader range of knowledge, skills, and behaviours.”

The report emphasises the necessity for pupils to have meaningful opportunities to study creative and artistic subjects: “This is vital to enable them to develop creative skills and to support a diverse talent pipeline for our creative industries, which are a key sector of the UK economy, and the many other businesses that are crying out for creative skills.”

The significance of creativity and social and emotional skills in education

A 2021 report²⁰ by the Organisation for Economic Cooperation and Development (OECD) found creativity among 15 year olds to be lower than that of 10 year olds. While developmental factors could influence this, the report suggested it may also be partly due to education systems frequently demanding conformity from students, potentially stifling creativity and curiosity as students advance in age and spend more time within the educational system.

Andreas Schleicher, Director of Education and Skills at the OECD, warns that current education systems prioritise creating robots over nurturing human abilities. He says the world must focus on human skills that complement AI, creating “first class humans, not second class robots”²¹.

Following the release of the OECD’s 2024 report, Social and Emotional Skills for Better Lives²², Schleicher emphasised the need for education systems to create environments that foster social and emotional skills.

He states: “They are what make us human in a world of artificial intelligence... Our assessment systems must make the invisible visible — the creativity, the curiosity, the empathy, the trust, the persistence, visible and tangible for educators”²³. These are the skills the world needs, and these are the skills that dyslexics are hard-wired with.

This is supported by recent McKinsey research²⁴ which projects a significant increase in the demand for creativity, with a potential rise of 12% in Europe and 16% in the United States by 2030. This underscores the need to cultivate creativity in our education systems, as it will be a highly sought-after skill in the future workforce.

In 2022, for the first time ever, the creative thinking competencies of students were assessed across 64 countries and economies as part of PISA’s assessment of 15-year-olds²⁵. Its 2024 report, Creative Minds, Creative Schools²⁶ says that creativity has driven

“ Creativity gets squandered in education systems that teach you answers rather than teach you how to question ”

Andreas Schleicher,
OECD

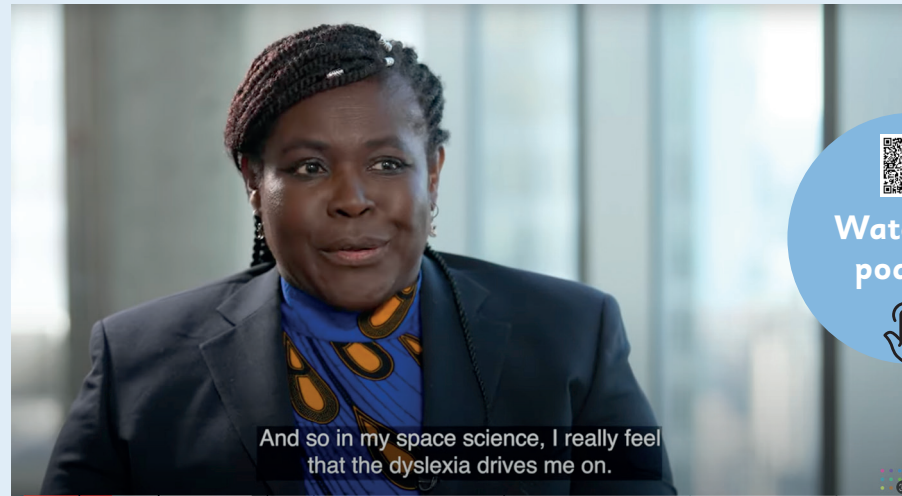
innovation in human culture and society for millennia – from the sciences and technology, to philosophy, the arts and the humanities, pointing out: one fundamental goal of education is to equip individuals with the competencies they need to succeed in life and society, for both their own and collective well-being.

Based on the results, it found that when students are encouraged and supported to develop their own solutions to problems, they form a deeper connection with the subject and are more likely to find purpose and satisfaction in their learning journey.

According to OECD Secretary-General Mathias Cormann, “Equipping younger generations with the right skills for creativity, innovation, and digital technology adoption will be key to address the impacts and seize the opportunities of ongoing transformations – from population ageing and lagging productivity growth to the emergence of artificial intelligence (AI).”

The OECD’s Learning Compass 2030²⁷ prioritises supporting and tracking student progress beyond easily measurable skills, focusing on fostering broader skills necessary for future success in Industry 5.0.

Dame Maggie Aderin-Pocock, space scientist



“ I think schools need to change the way we do things. At the moment it is very much about: we teach, we test, we go forward. Whereas there’s so many other things. As a space scientist working in industry, it’s quite interesting because I meet kids that come along and I say: “Okay, so I’m going to give you a scenario, what do you think might happen? How would you solve this problem?” And they look at me blankly and say: “We didn’t cover that in the syllabus!

And so we’re blinkering kids’ thinking. We’re not teaching them how to think. We’re teaching them how to regurgitate facts and that’s no good for anyone. Dyslexics have the imagination, the power to see things differently to visualise and that’s what we should be nurturing in everyone, that creativity. And that’s what’s lacking at the moment. ”

From the Lessons in Dyslexic Thinking podcast

Exam-based systems set many dyslexics up to fail

The current exam systems measure dyslexic challenges, leading many dyslexics to fail standardised tests. In the UK, just 35% of dyslexics pass GCSEs in English and Maths²⁸ — meaning 65% are labelled as failures when they actually have exactly the type of intelligence our workplace needs.

We must act quickly to fix this. Because right now, every generation of dyslexic students faces the impact of failing exams.

Instead of teaching children to rote learn in order to sit terminal exams, which measure how much they know on a given day, at a given time, in a

set length of time (all of which AI can do faster and better), we need to move to system which nurtures the skills a 5IR world needs.

By separating learning from assessment, educational systems miss the opportunity to provide ongoing, formative feedback that helps students learn more effectively. Integrating learning and assessment would mean that evaluation happens continuously and organically as part of the learning process, similar to how apprenticeships work, where learners receive immediate feedback and guidance. This approach can foster a deeper understanding, creativity, and the ability to apply knowledge more flexibly.

“ In the UK, just 35% of dyslexics pass GCSEs in English and Maths — meaning 65% are labelled as failures when they actually have exactly the type of intelligence our workplace needs ”



**Andreas Schleicher,
Director of Education
& Skills, OECD**

“ **One of the greatest mistakes that we’ve made in the history of education was to divorce learning from assessment** ”

In 2025, we’re launching a revolutionary approach to education by fully integrating learning and assessment. This isn’t just about fostering creativity — it’s about changing how we evaluate students.

For too long, education has separated learning from assessment, relying on memorisation and delayed testing. Historically, learning involved immediate feedback, and we aim to bring that back.

Our new system will blend learning tasks with real-time assessment, focusing on problem-solving and creative thinking. Mathematics and science will be taught as tools for inquiry and innovation, not rote memorisation.

The new PISA assessments will measure students’ abilities to think like scientists, mathematicians, and historians, moving beyond regurgitating facts. This shift is crucial in a world where easy-to-teach skills are no longer sufficient.

In 2025, we begin this transformation, preparing students for a future that values creativity and critical thinking in the 5th Industrial Revolution world.



Reframe intelligence by recognising dyslexia as a valuable thinking skill in schools

While supporting dyslexic challenges is vital, to prepare learners for today's workplaces, we must also nurture dyslexic strengths, because Dyslexic Thinking is exactly the intelligence that workplaces need.

Parents, guardians and teachers need to help children both understand and value their Dyslexic Thinking skills, which are integral to Intelligence 5.0.

When this happens, dyslexic children will be unstoppable as they enter the workplace, in whichever field they choose, shaping the future of Intelligence 5.0.

Project qualifications – a new way to assess

In the UK, Project Qualifications²⁹ (PQs) offer a different approach to assessment that can benefit individuals with different thinking styles. They assess intelligence in a more relevant way for Industry 5.0 by allowing students to showcase critical thinking, creativity and problem-solving skills through dissertation, field study, performance or artefact.





Intelligence 5.0 in the Workplace

For many years, workplaces have also relied on standard tests which gauge 'traditional' forms of intelligence, using these results to filter applicants into opportunities and jobs. And employers still place huge emphasis on them today. However, these tests fall short in evaluating the skills workplaces need now.

Intelligence 5.0 is essential for the 5IR world, so it is vital that workplaces recognise it in their selection, recruitment, retention and talent development processes.

**Chat
GPT**
outperforms
98.8%
**of human candidates
in verbal reasoning tests**

Source: Arctic Shores

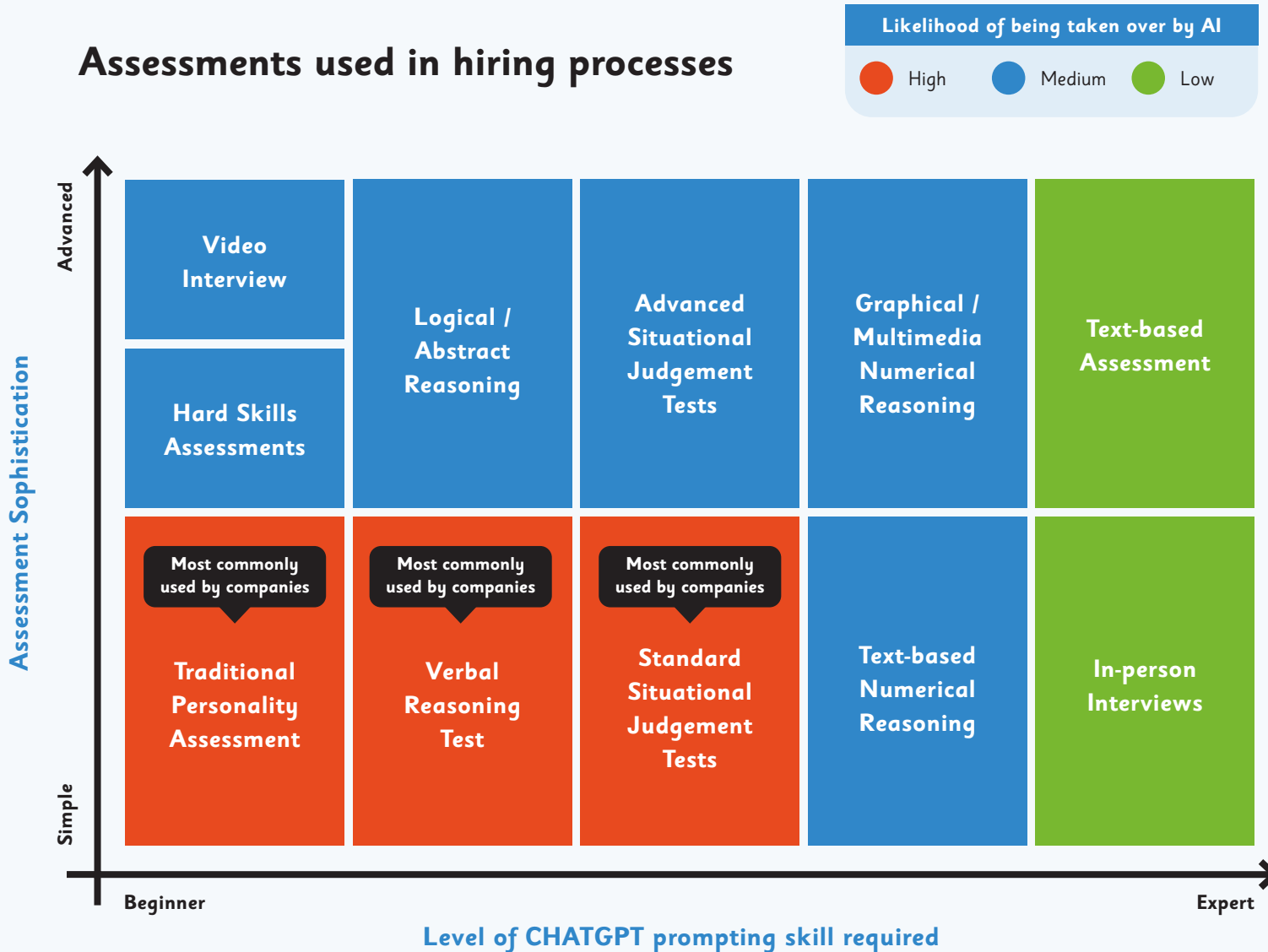
Using traditional measures, AI is as intelligent as humans (and becoming more so)

The capabilities of AI have developed rapidly, particularly in the last 10 years. AI not only remembers and learns information well, but it can also ace standard tests that many companies rely on for hiring, doing them faster and more accurately than humans.

AI now excels³⁰ at traditional psychometric tests, verbal reasoning, and situational judgement tests — all thought to be great predictors of job performance in humans³¹. AI is also catching up with more sophisticated tests like numerical reasoning, and with the rapid pace of AI progress³², it is likely that AI's performance in these tests will continue to accelerate and surpass that of humans. Research shows³³ that Chat GPT-4 holds the potential to nullify the validity of verbal ability tests.

However, AI is less effective at assessments requiring connecting, communicating and reasoning skills — all areas where Dyslexic Thinkers excel.

Assessments used in hiring processes



Here, we see that traditional tests commonly used by companies to assess candidates in the hiring process are already being mastered by AI, because they are easy for AI to learn. But assessments that aren't text-based, that require interpersonal skills and connecting with people are much less likely to be mastered by AI. These are the areas that Dyslexic Thinkers excel in.

This highlights the growing importance of embracing new skills (human intelligence) and more relevant ways to assess intelligence in the workplace. Employers seek human intelligence that can take assimilated knowledge to the next level. And that's exactly what Dyslexic Thinking does.

Skills-based approaches to reframe intelligence



Traditional methods of assessment used by workplaces to select and filter applicants into opportunities and jobs, such as CVs, exam results and psychometric tests, were designed to measure the old forms of intelligence. These methods often disadvantage Dyslexic Thinkers, especially in timed tests and rigid exam systems.

As Mike Smith, Chief Executive, Randstad Enterprise, notes: “Recruitment processes often filter out the very innovative, creative, Dyslexic Thinkers we need. Our mission is to revolutionise the recruitment process, shifting focus from rigid processes to a results-driven approach.”

The World Economic Forum³⁴ suggests a “skills first” approach to talent, increasingly popular in recruitment and development.

By looking for candidates with the right skills for the job, not just their education or traditional view of intelligence, skills-based hiring promises:

- **more qualified candidates**
- **greater diversity**
- **a fairer hiring process...**

...recognising that skills can better predict job performance than qualifications or experience.

For dyslexics, skills-based hiring is a game-changer. It values their unique strengths instead of rigid criteria, and fits their ‘spiky profile’ by focusing on dyslexic strengths (see page 14).

This approach reframes intelligence, liberating dyslexics from past academic performance or standardised assessments. Instead, they are evaluated solely on their current abilities.

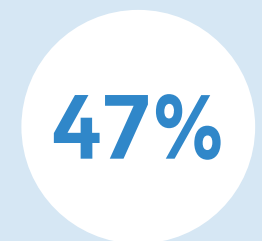
The business benefits are clear. Deloitte found³⁵ that organisations embracing a skills-based approach are:



**better at
navigating change**



**more
innovative**



**more
inclusive**

Skills-based hiring reframes intelligence

**Effective for
Industry 5.0**



Skills-based hiring

Uses different ways to pinpoint candidates with the right skills for the role.

- Finds Intelligence 5.0 skills
- Predicts job performance
- Much less biased
- Faster time-to-hire
- Better candidate experience
- Employees more likely to stay once hired

Outdated



Traditional hiring

Prioritises education, qualifications and work experience for on-paper job fit.

- Doesn't find Intelligence 5.0 skills
- Can't predict job performance
- Bias is more likely
- Process is slower
- Candidates can be ignored
- Lower retention due to poor fit



Skills-based hiring at HSBC

Global bank HSBC has embraced skills-based hiring for Wealth Managers, shifting focus to skills rather than traditional criteria.

They recognise Dyslexic Thinking as a vital skill for the future, and have integrated it into job profiles and an internal talent marketplace.

Like an internal LinkedIn, this allows employees to showcase their skills and interests and uses AI to match individuals with opportunities across the business.

HSBC has also implemented Made By Dyslexia's workplace training with positive feedback.

“Senior leaders openly championing Dyslexic Thinking has been crucial in solidifying our recognition of it as a valuable skill”

Laura Powell, Global Head of Wealth and Personal Banking and Global Functions, HSBC

Made By Dyslexia's workplace training

To help individuals and organisations understand more about Dyslexic Thinking, Made By Dyslexia created a free training course, Empowering Dyslexic Thinking at Work, available on the LinkedIn Learning platform. The training helps individuals and organisations understand and empower Dyslexic Thinking skills.



View the training





Rethinking intelligence to empower Dyslexic Thinking

For decades, standardised tests have disadvantaged those who think differently. But as AI masters traditional intelligence tests, our view and measure of intelligence must change. We need an urgent intelligence reset, acknowledging the human intelligence needed for the 5IR world: Intelligence 5.0.

The human intelligence needed to work alongside AI is exactly the skillset dyslexics

are hard-wired to have. Which is why workplaces, education and society at large must transform to value and empower this kind of thinking.

By recognising Dyslexic Thinking as a talent and embracing its compatibility with AI, we create a more relevant view of intelligence for our 5IR world. With Intelligence 5.0, dyslexics move from being disadvantaged to being advantaged.

“Dyslexic Thinking is exactly the type of human intelligence needed to work alongside AI in the 5.0 world”

SUMMARY



1

Current measures of intelligence are outdated and flawed. Respondents worldwide agree that it is time to measure it differently.

2

Intelligence 5.0 is a new kind of intelligence needed for Industry 5.0. Dyslexic Thinking is a direct match for this kind of intelligence. It emphasises the integration of human intelligence with artificial intelligence.

3

Traditional standardised testing creates a narrow view of intelligence, which disadvantages dyslexics.

4

Education systems must shift focus away from standard tests to prioritise creativity and critical thinking over traditional assessment methods.

5

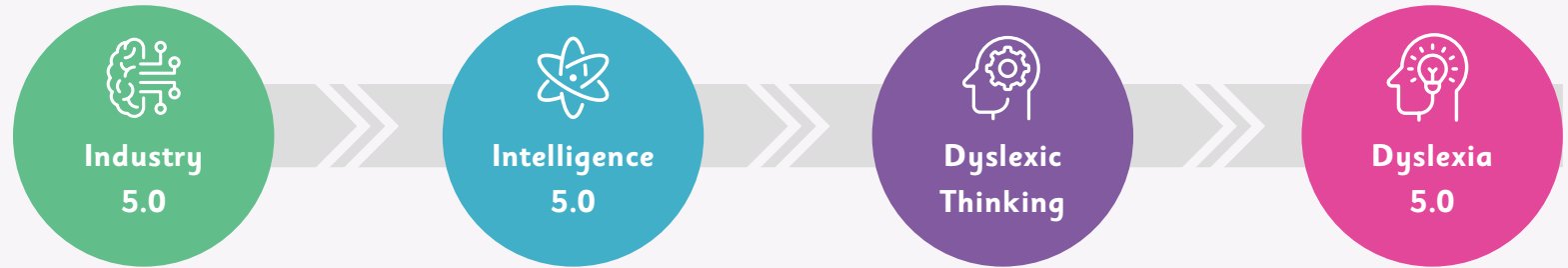
Skills-based hiring offers a fairer approach in the workplace, as it evaluates candidates based on their current skills and abilities, rather than academic achievements or past qualifications.

Section 4:

Dyslexia 5.0

Dyslexia 5.0

Dyslexia 5.0 is the new way the world needs to view dyslexia — as a valuable thinking skill, and just the type of intelligence the world now needs.



“Dyslexics have the type of intelligence the world now needs”

Kate Griggs
Founder & CEO,
Made By Dyslexia

Dyslexia 5.0 — valuing Dyslexic Thinking in every home, school and workplace



The world has shifted. Industry 5.0 needs a different type of intelligence: Intelligence 5.0. Dyslexic Thinking is a direct match for this type of intelligence.

This is Dyslexia 5.0.

Dyslexia 5.0 is the new way the world needs to view dyslexia. And education must embrace this. Simple steps can ensure every home, school and workplace value Dyslexic Thinking and embraces Dyslexia 5.0.

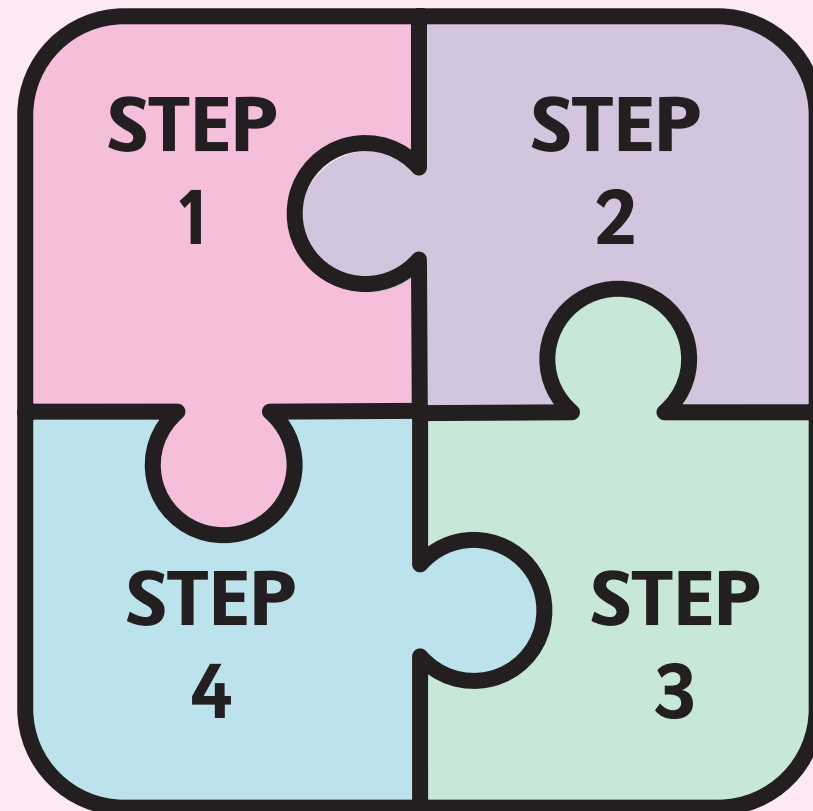
Dyslexia 5.0 in Education

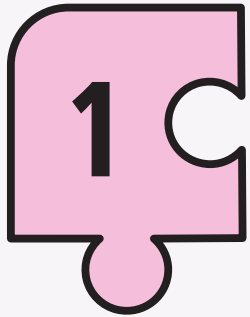
Dyslexic Thinking is now defined as a skill. So, creating classrooms and schools where Dyslexic Thinking is recognised as a strength and empowered in every learner is essential to help prepare dyslexic students for the evolving workplace demands of Industry 5.0.

But what helps dyslexic learners, helps all learners... because valuing and developing human skills in EVERYONE is vital.

Empowering Dyslexic Thinking in every school requires an understanding of dyslexic strengths and challenges and a commitment to ensure that this understanding is adopted right across the school with teachers, learners and parents.

This requires 4 steps:





Step 1 - Define dyslexia as a valuable thinking skill

Forward-thinking education systems are embracing Dyslexia 5.0 — recognising dyslexia as a valuable thinking skill — and the intelligence the Industry 5.0 world needs. But the rest of the world needs to take action.

Educators can easily recognise and nurture Dyslexic Thinking skills when they know how. Early identification and evidence-based instruction in schools can support dyslexic students effectively. In fact, 4 out of 5 dyslexics say that knowing they were dyslexic at school helped them develop the perseverance and resilience needed to succeed.

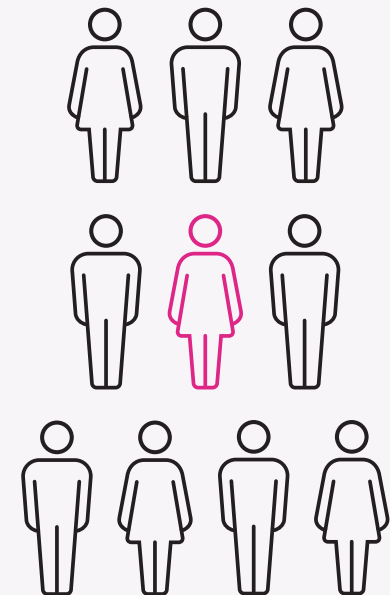
But there's still a lot to learn about dyslexia in schools, as highlighted by Made By Dyslexia's 2022 School Report³⁶:

- **Only 1 in 10 teachers truly understands dyslexic strengths.**
- **More than half feel schools fail to address dyslexic challenges.**
- **Just 4% of schools screen all learners for dyslexia.**

This means 80% of dyslexics leave school unidentified.

While dyslexia is often identified through reading challenges, if we know what to look for, we can spot dyslexics by their strengths too.

Early recognition and support not only help dyslexic students catch up with reading, but also nurture their Dyslexic Thinking skills for long-term success.



Only 1 in 10 teachers truly understands dyslexic strengths.

New York: leading the way

New York's commitment to supporting dyslexic learners sets a powerful example for educational systems worldwide.

In 2022, every teacher (more than 100,000) across New York City completed Made By Dyslexia's online training to spot and support every dyslexic student. And they restructured the way the city teaches reading.

The city recognised that schools should be nurturing the creative, innovative Dyslexic Thinkers who are fundamental to Industry 5.0.



Watch the training

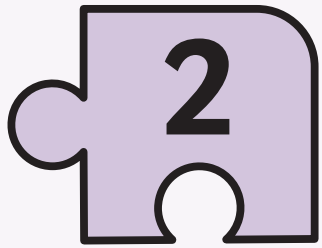


“What’s really exciting about the training from Made By Dyslexia is it’s available to everyone, right away and it helped us to start that cycle of knowledge and understanding ”

Carolyn Quintana, Former Deputy Chancellor, Dept of Education

“Phenomenal – an incredible insight into dyslexia. It’s definitely something every teacher should know ”

Teacher



Step 2 - Offer support so Dyslexic Thinking can thrive

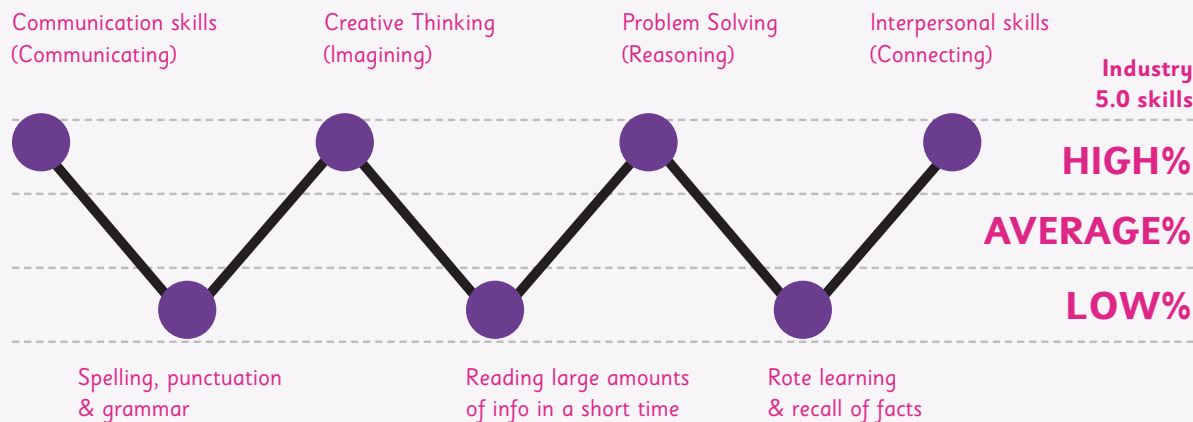
To enable dyslexics to thrive is to identify and support both their strengths and challenges. Some educators are nervous to ‘label’ a child as dyslexic. But this is a mistake.

At school, dyslexics feel like square pegs in round holes, and a label gives them a reason for their struggles. But more importantly, it helps them, their teachers and their

parents, understand they have the exact skills needed for Industry 5.0. Technology now supports dyslexic challenges and Artificial Intelligence acts as the perfect co-pilot for Dyslexic Thinking.

In Industry 5.0 we need a different type of intelligence: Intelligence 5.0. Dyslexic Thinking is a direct match for this type of intelligence. This is Dyslexia 5.0.

A dyslexic’s spiky profile



Creating a strengths-first, inclusive classroom, where Dyslexic Thinkers can shine with their different way of thinking, is vital – and easy to do.

A great example of this is at Millfield School in England, which has always viewed dyslexia as a strength. Rather than focusing on specialised support or withdrawal programmes, Millfield prioritises equipping all teachers with the skills to support dyslexic learners within the classroom. This has led to exceptional outcomes for dyslexic students, who consistently outperform their peers nationally. And what helps dyslexic learners helps all learners.

At Millfield, the proportion of children with special educational needs (SEN) is more than double the national average. Impressively, 88% of these students achieve 5A*-C at GCSE, compared to the national average of 34%³⁷.

Millfield has also embraced project qualifications (PQs - more on page 45) to recognise the talents and strengths needed for Industry 5.0. As headteacher Gavin Horgan explains: “Our new project qualification... lets students pursue their interests, fostering future-ready skills like critical thinking. They present their projects creatively, moving away from traditional exams to highlight their unique talents.”

See full case study on page 59



“Evidence shows that what benefits dyslexic learners benefits all learners”

“Harnessing Dyslexic Thinking is one of the quickest ways educators can make the biggest difference” Gavin Horgan, Headmaster, Millfield School

At Millfield, we’ve always valued Dyslexic Thinking as a unique and valuable asset. Our founder, Boss Meyer, believed in recognising each child’s unique talents, shaping our philosophy of personalised learning. This, combined with our flexible approach to dyslexia, remains at the core of our approach today.

We’ve seen remarkable success in levelling the playing field for dyslexic students. Data shows they achieve better outcomes than their non-dyslexic peers nationally, highlighting our commitment to an environment where everyone can excel.

We empower all our teachers with skills to teach in a dyslexic-friendly way. This enriches the learning environment for everyone. What benefits dyslexic learners benefits all learners.

Innovative assessments allow students to explore their passions and hone crucial skills for the future. Our new project qualification, launching in September 2024, lets students pursue their interests, fostering future-ready skills like critical thinking. They present their projects creatively, moving away from traditional exams to highlight their unique talents. It’s about reflecting on skills learned and the journey taken, which is hugely powerful in terms of learning.

It’s time to see dyslexia as exactly the type of intelligence that’s needed in our fast-changing world. Harnessing Dyslexic Thinking is one of the quickest ways educators can make the biggest difference.

The role of AI in supporting Dyslexic Thinking in the classroom

In the age of Industry 5.0, artificial intelligence (AI) plays a pivotal role in education. Not only by helping to prepare students for future jobs, but also by helping them learn to collaborate and innovate with technology.

AI is being used in education³⁸ to improve learning experiences for students and address dyslexic challenges. For example, tools like Microsoft Reading Coach³⁹ can really make a difference in helping dyslexic students develop their reading skills (see box out).

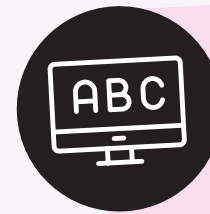
While AI may seem overwhelming to some, it is a game-changer for every educator, helping them to

personalise learning and foster a more engaging learning environment. This benefits both students and teachers alike. And research confirms that personalised learning is highly effective in closing learning gaps⁴⁰.

AI has the potential to bridge the gap between traditional education methods and the evolving needs of the workforce, ensuring that all learners are well-prepared for the future. This not only makes learning more relevant, but also equips students with the skills and knowledge needed in the modern workforce.

“ AI has the opportunity to finally make school authentic, relevant, and real for all learners, especially dyslexic learners. It allows personalised instruction and lets students authentically apply what they know, not regurgitate what they know, in meaningful ways. We cannot underestimate the power of that ”

Josh Clark, Chair of International Dyslexia Association and Head of the Landmark School



Microsoft Reading Coach – supporting dyslexic challenges

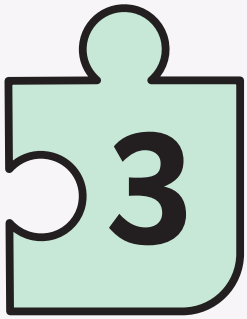
Microsoft Reading Coach is an AI-powered tool that has been developed with the aim of enhancing literacy development⁴¹. It provides learners with personalised reading practice and feedback. It can help dyslexics in developing essential reading skills and improving comprehension.



Oklahoma — transforming learning outcomes

Currently, the state of Oklahoma has one of the worst reading scores nationwide. But Oklahoma Education Secretary, Nellie Tayloe Sanders⁴², is tackling the issue head on — knowing that the teaching methods that help dyslexic learners help all learners and technology is a powerful tool.

Secretary Sanders has pledged to empower Dyslexic Thinking in Oklahoma by training every teacher. She is also working with Microsoft to provide access to their assistive tools, Reading Coach and Maths Coach, to help all learners develop the reading and maths skills they need to thrive. She's also implementing screening which means every child is screened for dyslexia.



Step 3 - Tailor testing and exams for Dyslexic Thinking

Standardised tests (SATs) measure standardised thinking... with their emphasis on memorising information, assimilating knowledge, and relaying it in timed tests.

But these skills are no longer needed in Industry 5.0.

This approach sits firmly in the dyslexic challenge wheelhouse. Our research⁴³ found that 87% believe reforms to standardised tests and exams disadvantage Dyslexic Thinkers.

We know AI is brilliant at assimilating knowledge, but it turns out it is great at relaying it in timed tests too, performing faster and better than most humans.

AI aces exams!



OECD studies in 2016 and 2021⁴⁴ found that:

- AI could outperform many adults in literacy and numeracy tasks.
- experts forecast AI to surpass human performance in these areas by 2026.
- AI almost matched human literacy skills at the 70th percentile.

More recent studies⁴⁵ show the Chat GPT-4 algorithm achieved remarkable scores on several exams:

- 90th percentile on the bar exam
- 93rd percentile on SAT reading
- 89th percentile on SAT Math.

In a world where humans and AI work side by side, employers are placing value on the human ability to think differently. They seek soft skills like analytical, creative and innovative thinking skills.

Schools need to help all children, including dyslexic children, develop these skills. Education systems must reshape how they measure intelligence to align with the skills needed for Industry 5.0 - recognising that Dyslexia 5.0 represents this type of intelligence.



“ AI gives educators the opportunity to invest in what makes students unique... the innate skills that AI can't replicate. For too long, we've relied on arbitrary metrics like test scores that don't reflect real-world skills. Intelligence 5.0 is an opportunity to partner with AI so that educators can become more human in the work that we do and in the ways in which we prepare kids for the world ”

Josh Clark, Chair of International Dyslexia Association
and Head of the Landmark School

5 ways we can support Dyslexic Thinkers in tests and assessment TODAY:

1

Offer different, strengths-led ways for them to show what they know. Lean into their communications strengths – don't rely on written information.

2

Include coursework and project-led assignments in assessments wherever possible.

3

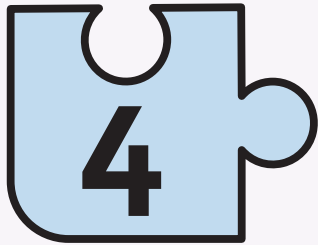
Acknowledge that standardised tests are difficult for dyslexics AND highlight that Dyslexic Thinking skills are needed for the workplace and will lead to success in life.

4

Give every Dyslexic Thinker the adjustments they need – extra time and access to technology – to help level the playing field.

5

Through all this, place more emphasis on preparing learners for life by taking a 360° view of the child and their strengths.



Step 4 - Support & community

Through the lens of Dyslexia 5.0, it is clear that every teacher needs to know how to empower Dyslexic Thinking.

By making small changes in how we talk about dyslexia and how teachers approach it, we can and will make a BIG difference.

That's why we're asking teachers and schools around the world to Take A Day

For Dyslexia and complete our free Learn Dyslexia training – all 4 courses – on Microsoft Learn.

The online training features dyslexia experts from world-leading schools in the UK and the USA and takes just 1 day to complete. It helps every teacher to create an inclusive classroom where dyslexic learners can thrive.

Once all teachers in a school have trained, the school can proudly display Made By Dyslexia's Learn Dyslexia Badge to show it is Empowering Dyslexic Thinking.

And schools can empower Dyslexic Thinking in their staff, too... with our workplace training developed with LinkedIn Learning. It's also available for free.

There are 4 courses



All 4 courses available here



1

Dyslexia Awareness

2

Dyslexia Teaching

3

Dyslexia and Technology

4

Empower Dyslexic Thinking in schools



Workplace training



Dyslexia 5.0 in the Workplace

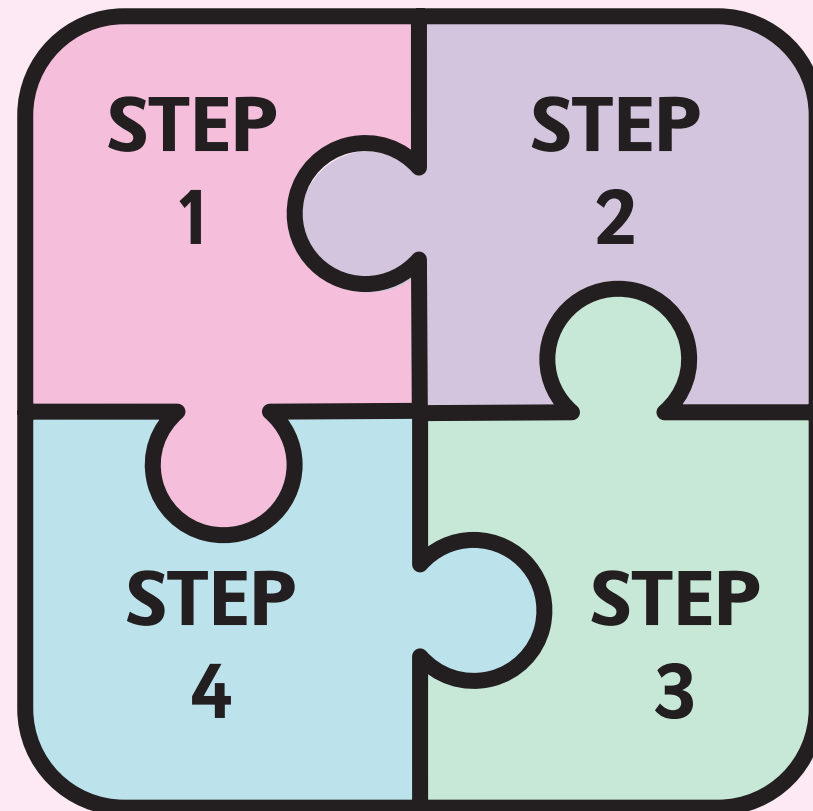
Empowering Dyslexic Thinking skills in schools is pivotal for bridging the gap between education and the workplace.

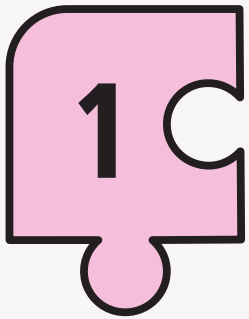
We know that the workplaces of today and tomorrow rely on creative, problem-solving and communication skills – all Dyslexic Thinking skills.

And equally important is having workplaces that are set up to recognise, support and empower Dyslexic Thinking.

- **It is good for business.**
- **It is good for people.**
- **It is good for the world.**

This requires 4 steps:





Step 1 - Define dyslexia as a valuable thinking skill

Many progressive organisations have already recognised that in Industry 5.0, the new type of human intelligence they need is innate in Dyslexic Thinkers.

By embracing the powerful mix of this unique talent alongside technology, these organisations are poised to capitalise on unprecedented opportunities for growth and innovation.

But some organisations still have work to do. Our research conducted with LinkedIn⁴⁶ found:



- Just **1 in 5** dyslexics believe their workplace understands their Dyslexic Thinking strengths
- **87%** of dyslexics think their organisation should improve its understanding of dyslexia.

While our research with Randstad Enterprise⁴⁷ revealed that:

- While nearly two-thirds (**64%**) of HR leaders believe their organisation's recruitment process can identify Dyslexic Thinking skills, **96%** of dyslexics feel that the process does not aim to recognise their unique strengths
- **66%** of HR leaders say they understand the value of Dyslexic Thinking. But only **14%** of dyslexics agree.

“Dyslexia is a skill, it is a strength, it is a talent pool – and we desperately need you. So come as you are and do what you love ”

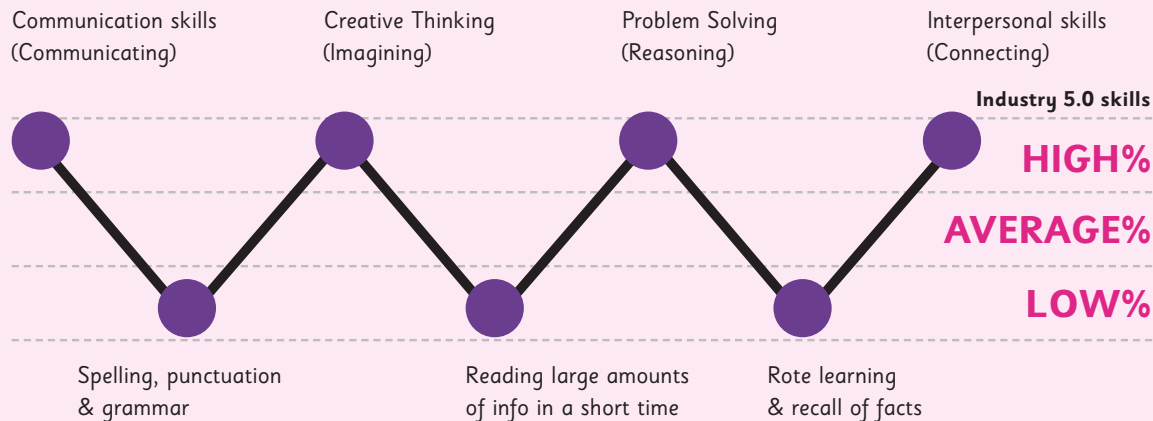
Jenny Lay-Flurrie,
Chief Accessibility Officer,
Microsoft

It's vital every organisation adopts this current, 5IR view of dyslexia – Dyslexia 5.0.

Harnessing Dyslexic Thinking's power involves reframing dyslexia as a skill and understanding dyslexic challenges.

It is important to ensure challenges are not misunderstood as lack of attention to detail, carelessness or even lack of commitment. Positive language and constructive criticism are key to empowering Dyslexic Thinkers.

A dyslexic's spiky profile

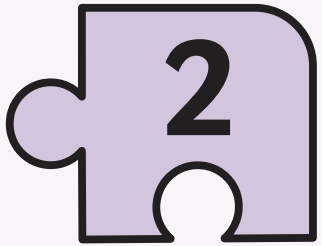


“ The more we can embrace dyslexia as a skill, the more we can create the space to see there are different approaches to solving problems, and in the professional realm, the more people who add this as a skill and have these conversations, the bigger the difference we can all make ”

Nicole Leverich, Chief Communications Officer, LinkedIn

5 tangible ways Dyslexic Thinking helps in the workplace:

- 1 By making connections across complex issues, subjects and data that others don't see.
- 2 By cutting through the noise and seeing the big picture, rather than getting stuck in the detail.
- 3 By communicating and explaining complex subjects through storytelling and simplifying.
- 4 By coming up with new innovative ideas that tackle and solve problems in different ways.
- 5 By being able to build, support and empower teams, people and organisations that drive business forward.



Step 2 - Offer adjustments that enable Dyslexic Thinking to thrive

In the era of Dyslexia 5.0, it's vital to create supportive environments which allow Dyslexic Thinking to thrive.

Around 75% of dyslexics hide their dyslexia in the workplace. But you can't empower or harness what's hidden.

That's why it's so important to foster a culture of openness where your people feel PROUD to tell you they are dyslexic – knowing that they won't be penalised or misunderstood.

This can be done by:

- Defining dyslexia as a valuable thinking skill
- Role-modelling from the top
- Encouraging employees who think they may be dyslexic to take the Made By Dyslexia test on our website to find out if they are
- Using community storytelling through Employee Resource Groups (ERGs — more on page 70).

For a Dyslexic Thinker, communicating needs is essential. By openly discussing strengths and challenges, dyslexics can ensure they receive the necessary support to excel.

Recognising that dyslexia is unique for each person, with its own set of strengths and challenges (see page 66), is crucial. Understanding these differences will empower Dyslexic Thinkers to thrive.

Simple adjustments can make a significant difference: providing documents ahead of meetings; using multi-sensory methods of communication like pictures and videos; and using technology.

Leveraging AI platforms can also enhance Dyslexic Thinking. Research found that 72% of dyslexics see AI tools, like ChatGPT, as a really helpful starting point. They excel at questioning and exploring, meaning they are perfectly positioned to make the most of these tools.

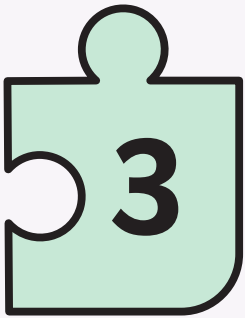
“This is a real opportunity for employers around the world; a new era to really unleash dyslexic talent in their organisations”

Laura Powell, Global Head of Wealth and Personal Banking and Global Functions, HSBC



Empowering
Dyslexic Thinking
At Work training





Step 3 - Tailor recruitment processes for Dyslexic Thinking

To recruit the new intelligence needed for Industry 5.0, you need a hiring process that will attract Dyslexic Thinkers, rather than filter them out.

Many aspects of current recruitment processes, such as psychometric tests, job descriptions and application pathways disadvantage Dyslexic Thinkers rather than support them.

This means a huge and vital talent pool is being missed.

Our research with Randstad Enterprise⁴⁸ found a huge mismatch between what employers think is happening and the reality facing dyslexic talent.

... while **64% of HR managers** think their processes identify Dyslexic Thinking...

... **96% of dyslexics** say they don't.

Mike Smith, Chief Executive, Randstad Enterprise, explains: "As organisations struggle with talent scarcity,

and Dyslexic Thinkers have the very skills they need, that in itself should be a wake-up call to ask: 'How can I ensure my recruitment process is flexible and optimised to allow Dyslexic Thinkers to show their signature strengths, skills and capabilities to do this role?'"

Every company has the power to attract and empower Dyslexic Thinkers by making simple adjustments to their recruitment process.

Hiring teams must actively seek and value Dyslexic Thinking skills, making sure that job specs are not too lengthy and text-based, and offering alternative options like video which support Dyslexic Thinkers.

Recruitment processes should not rely solely on psychometric tests as a filter, as these high volume, time-sensitive, text-based tests lean into dyslexic challenges rather than measuring dyslexic strengths. Avoid exclusion based on spelling or writing errors, as 9 in 10 dyslexics struggle with spelling.

“Recognising that dyslexia is unique for each person, with its own set of strengths and challenges, is crucial”

Kate Griggs, Founder & CEO,
Made By Dyslexia

Hiring at GCHQ



At the UK intelligence agency GCHQ, dyslexia has been recognised as a talent that is ‘mission critical’ for keeping the UK safe.

Acknowledging dyslexia as a valuable skill has not only been a source of competitive advantage to date; the organisation also recognises that it will continue to be so as the world moves forward.

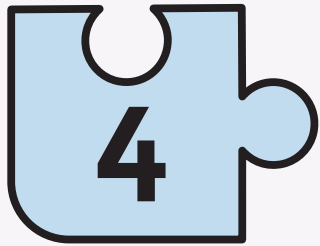
GCHQ actively seeks out Dyslexic Thinking skills, with apprentices on its scheme four times more likely to be dyslexic than those on other organisational programmes.

In the hiring process, they put candidates on a level footing by encouraging them to show their ‘best selves’ and asking, “what do you need to ensure we see that?”.

During interviews, GCHQ prioritises attitude and aptitude, with accommodations made for dyslexic challenges. They offer extra time and ensure the workspace is compatible post-hiring. This approach empowers dyslexic talent to excel, contributing to GCHQ’s mission.

“ Neurodiversity and Dyslexic Thinking are highly valued at GCHQ. In fact, they are mission critical. We need the right mix of minds to keep the country safe and our neurodivergent staff can think creatively, spot patterns, and solve problems that other employees might miss ”

Anne Keast-Butler, Director, GCHQ



Step 4 - The power of ERGs

Employee Resource Groups (ERGs) are vital for empowering Dyslexic Thinkers in organisations.

For individuals, ERGs provide a sense of belonging, support, mentorship and advocacy. They create a safe space to voice concerns and share experiences, tools and resources.

For organisations, ERGs offer access to a valuable community of Dyslexic Thinkers, allowing them to sense-check practices, audit recruitment processes and advocate for change.

ERGs benefit both employees and organisations by fostering a supportive environment and driving positive change.

Building and supporting ERGs can be achieved by outlining the benefits, securing senior sponsorship, spreading awareness and leveraging external resources like Made By Dyslexia's training.

ERG at EY

A standout example of a highly successful ERG is from global consultancy EY. It established its dyslexia community 10 years ago.

In 2021, it merged with others to become the neurodiversity community. Since then, it has grown 900% and is active in 15+ countries across EMEA, AsiaPac and Americas. There are more than 50 initiatives focused on supporting the community and fostering connections; influencing change within EY; and advocating for neurodiversity internally and externally.

EY's ERG has driven impactful change across the organisation, including creating toolkits and developing learning resources for staff. It has influenced recruitment adjustments and promoted

Dyslexic Thinking through internal campaigns.

EY sees its ERG not only as a way to empower dyslexics within the organisation, but also as a tool to drive even greater change in society.

As part of this, EY is championing the importance of supporting Dyslexic Thinking in schools. They believe in not just supporting their own children but also creating pathways for future Dyslexic Thinkers to thrive in the workplace.

Teaming up with Made By Dyslexia, EY aims to empower teachers worldwide to better understand and support dyslexic students by spreading Made By Dyslexia's free teacher training globally through its ERG.

“ **EY sees its ERG not only as a way to empower dyslexics within the organisation, but also as a tool to drive even greater change in society** ”

Support & community

Recognising the vital role of Dyslexic Thinking through the lens of Dyslexia 5.0, it is crucial for every organisation to take immediate steps to empower Dyslexic Thinkers. That's why we're asking organisations around the world to Take An Hour For Dyslexia and complete our free Empowering Dyslexic Thinking in the Workplace training (available in 25 languages), free to all, on LinkedIn Learning.

In just 60 minutes, you can learn how to empower the Dyslexic Thinking skills that will move your business forward. Take the training now at:



Organisations who have trained all key employees, AND made the training available company-wide, can apply for the Employ Dyslexia Badge below to show that their organisation values and Empowers Dyslexic Thinking.

“ Recognising the vital role of Dyslexic Thinking through the lens of Dyslexia 5.0, it is crucial for every organisation to take immediate steps to empower Dyslexic Thinkers ”

Dyslexic Thinking in action

Dyslexic Thinking has already shaped our world for the better.

Everything from the lightbulb to the iPhone, the plane to the car, was invented by Dyslexic Thinking. And this intelligence will be vital in shaping the Industry 5.0 world.

It fuels creativity and problem-solving — essential for innovation. Dyslexic minds bring new ways of doing things and new solutions to the forefront.

From exploring the depths of the ocean to the outer limits of space, Dyslexic Thinking moves our world forward and is impacting workplaces right around the world.

One brand that epitomises Dyslexic Thinking is Virgin. Doing

things differently, disrupting the status quo, putting people first and keeping things simple has helped Virgin to disrupt industries from airlines to mobile phones — and has even taken us into space.

Virgin exemplifies how Dyslexic Thinking can drive entrepreneurial solutions to global problems. Virgin Unite leverages this approach to tackle the world's toughest issues, uniting brilliant minds to support causes or develop new solutions.

Embodying Virgin's boldness, vision, and humanity, Virgin Unite collaborates with a network of 3,000 individuals to address global issues. Initiatives like The Elders and Planetary Guardians drive impactful change, supporting projects like marine conservation and healthcare clinics for a positive global impact.



“ My dyslexia has shaped Virgin right from the very beginning and imagination has been key to many of our successes. It helped me think big but keep our messages simple. The business world often gets caught up in facts and figures and while details and data are important, the ability to dream, conceptualise and innovate is what sets the successful and unsuccessful apart ”

Sir Richard Branson, Virgin

Dyslexic Entrepreneurs and intelligence in a 5.0 world

Research shows that 40% of entrepreneurs self-made millionaires are dyslexic, highlighting their significant advantage in business.

Dyslexic entrepreneurs like Richard Branson (Virgin), Ingvar Kamprad (IKEA), Steve Jobs (Apple) and Barbara Corcoran (Shark Tank) have revolutionised industries with their Dyslexic Thinking and created millions of jobs, fuelling the global economy.

Now, there is a new breed of purpose-driven entrepreneurs, passionate about sustainability, who are using their Dyslexic Thinking to create businesses which aim to solve some of the world's big environmental challenges.

One of those entrepreneurs is Alex Wright, co-founder of DASH Water, whose business was supported by Virgin StartUp.

Many entrepreneurs find that while they struggled in the narrow confines of education, with its limited view of intelligence, they thrive in the real world, where

they can leverage their Dyslexic Thinking to innovate and solve complex problems.

Many of the world's most successful entrepreneurs credit their success to learning from their mistakes. Embracing failure, dyslexics are experts at bouncing back from mistakes, showing resilience.

Our success in the wider world often stems from learning from setbacks, so seeing failure as an opportunity for growth and learning is key, both in the workplace... and in education.

“ It is critically important for schools and teachers to ensure students have space to tackle challenges without fear of failure. [It] is necessary for future leaders in every field ”

Professor Shinya Yamanaka, Kyoto University

Source: OECD Learning Compass 2030



“Struggling with certain tasks doesn't make you unintelligent. Dyslexia is a superpower”

Alex Wright, DASH Water

DASH Water innovated Europe's first sugar- and sweetener-free beverage from rejected wonky fruit, disrupting the soft drinks market.

Discovering my dyslexia early, thanks to my mum's intuition, was pivotal. Despite challenges at school, knowing my strengths and weaknesses fuelled my success. Rejection taught me resilience, which is vital for the hurdles of being an entrepreneur.

Our business champions Dyslexic Thinking – valuing creativity, simplicity and action. As CEO, being able to see the bigger picture helps me work out the steps we need to reach an end goal.

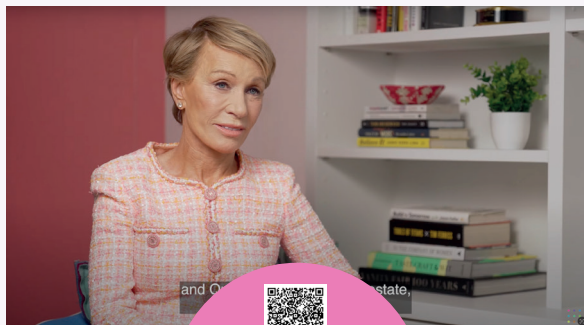
To fellow dyslexics: Focus on what you excel at and enjoy – you don't have to master everything, just the one thing you're passionate about. And keep it simple!

Insights from Lessons in Dyslexic Thinking

The Lessons In Dyslexic Thinking podcast features a collection of conversations with the world's most inspiring dyslexics, where we find out what Dyslexic Thinking is, and how each of us can employ it to change the world.

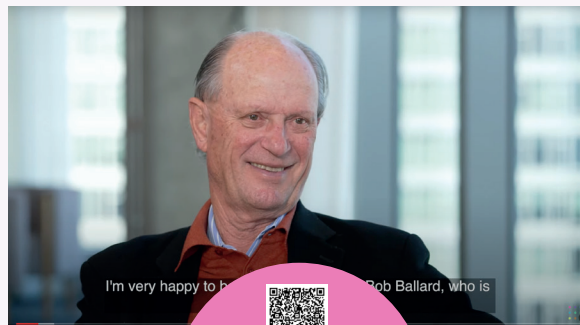
“ Failure if you want to get ahead in life is half of what life is. If you don't know how to fail and get back up, you don't move ahead in anything. It's the greatest attribute to have ”

Barbara Corcoran, entrepreneur and US Shark



“ Failure is the greatest teacher you'll ever meet. Follow your passion and you determine when the game's over. If you never give up, you can't lose. So pick yourself up and keep going ”

Bob Ballard, Titanic explorer



“ I think the worst thing in life that happens is when seven year olds grow up to be adults. If we can maintain our creativity....I felt in my heart that I was better than what I was going through ”

Eric Adams, Mayor of New York City



LinkedIn community insights

Made By Dyslexia is the biggest community of dyslexic people and our allies. We are empowering dyslexic people throughout the world. Here are some examples from LinkedIn.

“ I’m proud to add Dyslexic Thinking to my skill set ”

Lee Smith, Project delivery capacity and capability lead at Department for Transport

“ This is an absolute wonderful milestone ”

Céline-Renée Arbique, Director, National Informal conflict management services at Canada Border Service Agency

“ Shared this post with my fellow dyslexic colleagues and added to my skill set, well done. This is a new era for dyslexics ”

Emma-Patricia D, CRM Project manager & Lead for digital services at Solent Mind

“ This almost moved me to happy tears this morning. LinkedIn has added ‘Dyslexic Thinking’ as a recognised skillset. What a win. I have people close in my life with this strength. They are wired to see the #biggerpicture, solve problems creatively, have imaginations, and they connect with others deeply.

As I began learning, it blew my mind that over 25% of the population thinks this way. 25%!

I discovered how much the invention of the #printingpress change our world. With it, the written word became the dominant form communication and learning. It defined school systems, societies, and mindsets. Other copious forms of learning and connecting went to the wayside—and up to 25% of the population got boxed out. Thankfully #AI and multimedia tools are evolving this.

The move LinkedIn made is a needed breath of fresh air for #neurodiversity. #Dyslexic, creative, #disruptive thinking is the EXACT skillset the world need to solve the most pressing challenges today.

If you are in a hiring role, I urge you to learn more, visit [Made By Dyslexia](#) and check your mindset. Do you see #dyslexicthinking as a strength? I hope you do ”

Bridget Thorpe MBA, Founder and CEO, SOL VAE

Partner insight



“Thinking differently is your biggest asset, and it will help you to succeed”

Richard Branson, founder, Virgin Group

Insight 1 – disrupting markets

Virgin’s Dyslexic Thinking principles — thinking differently, keeping it simple, and embracing innovation — have fuelled our 50-year legacy of industry disruption.

These principles have allowed Virgin to enter markets from travel & leisure, financial services, health & wellness, technology, music & entertainment, all the way to space. Virgin is a brand that encapsulates what it means to be an entrepreneur.

Insight 2 – prioritising people

Virgin’s unique approach extends beyond industry disruption to the very fabric of how our businesses are run. We believe that humanity and performance reinforce each other – when our people thrive, so do our businesses.

Virgin places great value in creating a sense of belonging and encouraging our colleagues to bring their full selves to work. Examples of the leading policies Virgin companies have created and work we’ve done to achieve this include Virgin Money’s flexible working policy, ‘A Life More Virgin’, and Virgin Atlantic’s updated gender neutral uniform policy, and our Dyslexic Thinking campaign with Made By Dyslexia.

Our efforts boost morale, attract talent, and showcase how Virgin’s unique approach fosters innovation and success.

“We encourage dyslexic applicants to tell us **with pride – because we view any uniqueness as a strength”**

Holly Branson, Virgin Group

Insight 3 – addressing global challenges

Virgin Unite incorporates the principles of Dyslexic Thinking and entrepreneurial spirit to address global challenges.

Founded on the idea of uniting brilliant minds to tackle the world's toughest challenges, Virgin Unite mobilises its community to support existing causes or develop new solutions.

Virgin StartUp uses these same principles to support the next generation of business founders to start and scale their businesses.

“We approach every problem with a view of being a positive disruptor – shaking things up and delivering real change”

Jean Oelwang, Virgin Unite

“It’s amazing to see a group of people use their own life experiences, frustrations and learnings to build new and unique solutions to the problems we face”

Jean Oelwang, Virgin Unite

Insight 4 – changing business for good

Virgin uses the Dyslexic Thinking approach of doing things differently to change business for good

We recently made the decision to amend our articles of association for Virgin Group Holdings Ltd, Virgin Management Ltd and Virgin Enterprise Ltd. This obligates us to balance all stakeholder interests without having to prioritise shareholders. In doing so, we stand committed to our belief that business should be a force for good in the world and to make sure our purpose: Changing Business for Good, (the reason we exist) is at the heart of our constitution.

Virgin Unite’s 100% Human at Work initiative demonstrates the Dyslexic Thinking approach of doing things differently, to change ‘work’ for good. 100% Human at Work was created to change how businesses see people, shifting from treating them as resources to valuing them as individuals. With a global network of over 500 organisations and leaders, 100% Human at Work focuses on people’s potential, not just profits, to shape a more human future of work.

Insight 5 – empowering Dyslexic Thinking across our workforce

We’re continuing to use the principles of Dyslexic Thinking to shape our businesses and drive our purpose. As we do this, we’re dedicated to empowering Dyslexic Thinking in each of our workplaces.

Our Dyslexic Thinking campaign with Made By Dyslexia helped to open up a conversation amongst our colleagues about the superpower of Dyslexic Thinking. This campaign has helped to break down stigmas and foster support for dyslexic employees.

We actively recruit Dyslexic Thinkers, adding a clause in job descriptions to encourage neurodivergent applicants and to communicate any accommodations required during the application process. We tailor the process to individual needs, viewing uniqueness as a strength and encouraging candidates to share their differences with pride.

We encourage our colleagues to shout about their Dyslexic Thinking skills, with a dedicated space on our Virgin Group internal comms platform dedicated to shouting about the superpowers of Dyslexic Thinking.



Define Dyslexic Thinking as a skill:

Dyslexic Thinking skills contribute to the running of our Virgin companies daily through our brilliant dyslexic employees. We encourage them to shout about their Dyslexic Thinking skills, and add the drop-down skill to their LinkedIn profiles with pride.



Provide a platform to share experiences:

Empower your employees to share their dyslexia experiences and drive change. Our internal comms platform has a dedicated ‘Dyslexic Thinking’ space for questions and insights. Alongside Made By Dyslexia’s content, we share videos and articles of our employees discussing how they use Dyslexic Thinking skills in their roles.



Advocate for workplace training:

Along with this report, Made By Dyslexia and Virgin’s ‘DyslexAI’ video highlights why empowering Dyslexic Thinking in the workplace is business critical. Sharing these insights with leadership helps make the case for prioritising Dyslexic Thinking training across your organisation.



Allocate learning time:

Made By Dyslexia’s workplace training takes just one hour to complete. By allocating time in employees’ schedules or dedicating one team meeting to the training, you can ensure all your employees prioritise and complete it.



Acknowledge uniqueness from the start:

We include a note in all our job postings stating that we see individual uniqueness as a strength and encourage candidates to share their differences with pride.

Partner insight



Talent scarcity and shifting work dynamics present significant challenges for employers today. The rapid evolution of the workplace due to AI, economic volatility, and remote work demands a shift towards fluid teamwork. In this environment, skills like creativity, emotional intelligence, and analytical thinking take precedence. It's time to prioritise adaptability and assemble diverse skill sets so individuals can undertake work in a more efficient, quality-driven, and outcome-oriented way.

Dyslexic Thinkers can solve the talent shortage. Our In-Demand skills research (see page 31) shows that Dyslexic Thinking skills are needed everywhere — now. From engineering to marketing to AI computing, the most commonly needed skill is creative complex problem-solving, which dyslexics have in abundance. This group of people have the most sought-after skills, but they're being approached and tested incorrectly. The challenge lies in breaking down barriers that keep dyslexic talent hidden from recruiters. Recognising Dyslexic Thinking as a valuable skill, and hiring teams actively seeking it, is a crucial first step.

Often, recruitment processes filter out the very innovative, creative, Dyslexic Thinkers we need. Organisations should ask, 'How can we ensure our

hiring processes are flexible enough to allow dyslexics to showcase their strengths?' This involves making adjustments to job specifications, career sites, and recruitment processes to accommodate dyslexics. The potential return in terms of increased attraction and skills acquisition is significant.

We need to recognise potential. Standardised tests, often used as intelligence benchmarks, may not accurately predict an individual's ability to thrive in today's dynamic work environment. As the landscape shifts towards valuing creativity, adaptability, and emotional intelligence, alternative assessments and considerations become imperative for identifying talent suited for modern challenges and opportunities. We envision a recruitment process driven by outcomes rather than rigid methods. Define the job's goals, tasks, and required skills, aligning them with your company's culture, mission and values. Candidates should demonstrate their abilities in their preferred format: a timed assessment, video interview, or work sample. We tap into a wider talent pool and uncover untapped potential by embracing different methods.

This conversation must evolve beyond hiring to include talent development. This involves making changes to support dyslexics, like using

flexible communication methods and customised training programmes to help them excel. Consider reducing text-heavy materials and offering options like video calls or face-to-face meetings for communication.

We must also create a supportive environment where dyslexics feel comfortable talking about their challenges and asking for help. While many companies say they support Dyslexic Thinking, it's important to ensure that dyslexics can talk about their needs without worrying.

Dyslexic Thinking skills are a signature strength of our work at Randstad. They enrich our teams

and enhance our ability to serve our clients and candidates. To ensure that we can better connect with and support dyslexics, our ambition is to have at least one-fifth of our recruiters be dyslexic.

Feedback on Made By Dyslexia's training rollout has been incredibly positive. So many team members have reached out to say, 'Thank you for thinking about how to make things better for dyslexics like me.' These personal stories reaffirm the impact of our efforts, not only on our employees but also on those we aim to serve. Furthermore, it's integral to our company identity to be representative of the candidates and clients we aim to serve.

“Recruitment processes often filter out the innovative, creative, Dyslexic Thinkers we need. Our mission is to revolutionise the recruitment process, shifting the focus from rigid and non-inclusive to one that allows individuals to highlight their signature strengths”

Mike Smith, Chief Executive,
Randstad Enterprise

“We see organisations struggling with talent scarcity, yet Dyslexic Thinkers very often have the very skills they need. That in itself should be a wake-up call to ask: ‘How can I ensure my recruitment process is flexible and optimised to allow Dyslexic Thinkers to show their signature strengths, skills and capabilities to do this role?’”

Mike Smith, Chief Executive, Randstad Enterprise

5 recommendations:



Evaluate job descriptions:

Focus on skills and strengths, highlighting how Dyslexic Thinking drives success in job roles. This ensures dyslexics are not unfairly disadvantaged by traditional requirements.



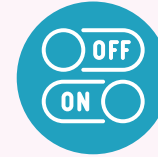
Align roles and skills:

Break down roles into 10-14 skills, including dyslexic strengths like pattern recognition and innovative thinking. Clarifying which skills map to which jobs helps dyslexic talent move between roles, promoting career growth and job retention.



Adjust assessments:

Adjust screening to empower dyslexic candidates, offering extra time and using creative interview methods. Provide visual and audio-supported content and less text to ensure dyslexics can showcase their strengths.



Promote Dyslexic Thinking as a skill:

Establish a supportive work environment that recognises and nurtures dyslexic strengths. Shift from written KPI assessments to interactive conversations, empowering dyslexic talent to showcase their achievements effectively. Regularly share success stories and gather input from dyslexic employees to improve recruitment, onboarding, and development processes.



Take a results-driven approach:

Measure talent based on skills and potential. Offer flexible work conditions, including assistive technologies. Customise onboarding with self-paced training that allows for pauses and replays, setting up dyslexic employees for success. Encourage dyslexic candidates to trial the application process and suggest improvements. Additionally, employees should be allowed to specify tools that aid their productivity, such as noise-cancelling headphones, regular breaks, or access to meeting minutes for later review. By involving employees in these decisions, you foster a more inclusive and effective workplace.

“From engineering, to marketing, to AI computing, the most commonly needed skill is creative and complex problem-solving. Dyslexics have this in abundance. Put simply, dyslexics have the most sought-after skills in the world”

Matt Higgs, VP, Global Partnership Lead, Made By Dyslexia

Partner insight



**“By recognising
Dyslexic Thinking as
a skill on LinkedIn,
we are giving
people the ability to
highlight the very real
skills they bring to
the workplace”**

We all want to be recognised for our strengths and skills, in life and at work. The good news is that workplaces and jobs are already shifting to being skills-first and today more than 50% of hirers on LinkedIn globally are explicitly using skills data to fill their open roles.

As companies are shifting to assessing candidates based on skills, not just looking at previous experience and formal qualifications, professionals are stepping in to claim all the skills they bring to work, including Dyslexic Thinking.

At LinkedIn, we’re continuing our focus on shifting the conversation on dyslexia by focusing on skills, highlighting prominent voices and offering a new free LinkedIn Learning course.

By recognising Dyslexic Thinking as a skill on LinkedIn, we are giving people the ability to highlight the very real skills they bring to the workplace including communicating, reasoning and connecting.

Prominent voices such as Richard Branson, chef Jamie Oliver and many leaders, including Diane Swonk, KPMG are continuing to speak up on LinkedIn. We’ve seen a surge in mentions of Dyslexic Thinking on our platform, this is an important conversation that people are hungry to have.

Most recently, we launched a new free LinkedIn Learning course in partnership with Made By Dyslexia, supported by Richard Branson & Virgin Group. **Empowering Dyslexic Thinking at Work** has been created and led by the charity’s Founder and CEO, Kate Griggs, and has been watched by nearly 10,000+ learners to date. It’s such

a great course that's helpful for everyone and takes just 60 minutes. It's packed with strategies for Dyslexic Thinkers to share their strengths, challenges, and needs — as well as how hiring managers can evaluate their organisation's recruitment and hiring processes to empower Dyslexic Thinkers and how colleagues can be allies.

We've also integrated Microsoft's Immersive Reader, a new accessibility feature that allows users to listen to text out loud or adjust how text appears by modifying spacing, colour and more.

It's so important that we celebrate the benefits that Dyslexic Thinking can bring to the workplace, and recognise that it is often a big contributor to success. We're already seeing a significant increase in open and honest conversations on LinkedIn from our members about their experiences and the dyslexic advantage they have. We hope having powerful voices like Sir Richard Branson and others share their stories on the platform will continue to encourage others to celebrate their successes and break the stigma which sadly still exists around dyslexia.

“We've seen a surge in mentions of Dyslexic Thinking on our platform — this is an important conversation that people are hungry to have”



“I've gone from hiding my dyslexia to openly leaning into Dyslexic Thinking as a skill”

Nicole Leverich, Chief Communications Officer, LinkedIn

I'm really good at seeing connections that others may miss and creating narratives that can simplify complex products or tasks. I've definitely gone from hiding my dyslexia to openly leaning into Dyslexic Thinking as a skill. It's so validating that I'm not alone; 4 in 5 dyslexics attribute their professional success to Dyslexic Thinking.

I am committed to sharing more about my journey with dyslexia and how I've learned from it. For example, by being open about the fact I was told in multiple performance reviews to pay better attention to detail because I spelled something wrong and feeling defensive when managers would often question my abilities because I struggled with some of the basics.

Embracing my dyslexia has empowered me to excel in areas where my unique strengths shine, and I'm passionate about encouraging others to do the same.

5 recommendations:



Adopt skills-first hiring:

All too often, people's ability to do a job is based on whether they went to university, where they've worked in the past and who they know – which means that talented people with the right skills for a job can sometimes be overlooked.



Look for unique skills:

Dyslexic Thinkers are often able to see connections that others may miss and create narratives that can simplify complex products or tasks. We know that the skills companies need are evolving fast with greater focus now on creativity, empathy, innovation, communication and the ability to build meaningful relationships.



Highlight dyslexic strengths:

Encourage people to list Dyslexic Thinking as a skill on LinkedIn. This shows their strong abilities in areas like problem-solving and connecting with others.



Celebrate success & share stories:

Recognise and celebrate the contributions of Dyslexic Thinkers in the workplace. Share success stories to inspire others and help break the stigma around dyslexia.



Use learning tools:

Take advantage of resources like the LinkedIn Learning course, Empowering Dyslexic Thinking at Work. It offers practical tips for supporting dyslexic colleagues and recognising their strengths.

“ It’s so important that we celebrate the benefits that Dyslexic Thinking can bring to the workplace, and recognise that it is often a big contributor to success ”

Partner insight



The changing world of work requires a transformational approach to how skills and abilities are recognised. Those who work collaboratively and across disciplines are increasingly in-demand. To stay competitive, businesses must rethink how they find and keep talented people. They need to communicate with educators about what skills will be needed in the future, and work together to create a workforce that benefits everyone.

EY has long-recognised Dyslexic Thinking, understanding its value in shaping the future workforce. Through our Value of Dyslexia reports, we highlighted the importance of embracing dyslexia in the workplace.

As an employer, EY is shifting the parameters of the school-work pipeline for dyslexics by:

- **Reimagining entry pathways:** We understand that not everyone follows the traditional university route, so we offer various ways to join, like school leavers and apprenticeship programmes.
 - particular focus on those who oversee recruitment and career development of future talent in our business.
- **Adapting recruitment processes:** We are evolving our recruitment processes to better suit Industry 5.0 talent. This includes adjustments to interview formats, allowing more time for tasks, and offering alternative assessments to identify candidates with the skills needed for the future.
- **Supporting educators:** EY supports Made by Dyslexia's Learn Campaign, empowering educators to identify dyslexic strengths early on. Through our global CSR programme, EY volunteers are encouraged to take the training into schools.

The power of community

Our global neurodiversity community has become a strong voice for change, advocating for greater openness, awareness, and support for dyslexic and neurodiverse individuals (see case study on page 70).

Research conducted within the community to understand the experiences of Dyslexic Thinkers at work has led to tangible

improvements including workplace assessments, assistive technologies, and Dyslexic Thinking training to empower dyslexic individuals and promote awareness among colleagues. The research demonstrated the commercial value of implementing these changes, including enhanced talent attraction, retention, and risk management.

“Business must recognise Dyslexic Thinking skills and adapt their organisations to embrace this, and fast, if we are to truly build the workforce of tomorrow”

Amanda Gethin, EY Global Consulting Talent Leader



Build a community:

Establish a supportive community where dyslexic employees can connect, share experiences, and feel a sense of belonging.



Gain leadership buy-in:

Encourage senior leaders to sponsor your efforts and openly acknowledge their dyslexia. Having positive role models helps drive awareness and influences positive change.



Commit to ‘look and learn’:

Conduct research to truly understand the experiences of Dyslexic Thinkers in your organisation. Gathering hard evidence helps inform decision-making and commitment.



Demonstrate commercial value:

Highlight the business benefits of empowering Dyslexic Thinking across your people, processes, and systems. Emphasise that what benefits dyslexics benefits all.



Engage HR and talent:

Recognise the pivotal role of HR, talent and EDI teams in helping to build a strategy for Dyslexic Thinking and collaborate with them where possible. Future talent will expect your organisation to be inclusive.

Partner insight



AI tools can assist educators in tackling challenges and maximising opportunities. The 2023 Microsoft New Future of Work Report showed that while educators excel in specialised people skills like classroom management, AI streamlines tasks like lesson planning. This frees up time for educators to engage more with students, a uniquely human aspect of their role.

Educational institutions report a 3.4x return on investment for AI initiatives within just 15 months of implementation, citing benefits such as accelerated innovation and reduced institutional risk, according to an IDC study on the opportunities of AI in education.

As the education landscape evolves, so do the skills needed for an AI-driven workforce. Microsoft's 2023 Work Trend Index highlights the importance of skills like analytical judgement and creative evaluation, which align with the natural strengths of Dyslexic Thinkers.

In today's AI-powered world, employers value uniquely human capabilities, as outlined in the 2023 LinkedIn Future of Work Report. Soft skills such as flexibility and creative problem-solving are prioritised alongside technical expertise, emphasising the need for educators to prepare students with a diverse skill set.

Educational institutions worldwide are harnessing AI to empower students. For instance, New York City Public Schools utilise an AI-powered teaching assistant to provide real-time feedback and answer questions, fostering critical thinking skills among students.

5 recommendations:



Create opportunities for deeper learning

- Harness the power of AI to handle routine tasks, freeing up time for deeper learning and engagement.
- For instance, students could ask AI to help with a first draft of a book report, while the teacher focuses on guiding deeper learning. This includes asking questions to assess the student's metacognitive skills, ability to analyse, comprehend, and express thoughts on the literature. Problem-solving and critical thinking, common strengths in dyslexia, can be further developed when the teacher prompts students to explain their agreement or disagreement with an AI-generated summary of a book.



Support personalised learning:

- Explore tools like Reading Coach to tailor reading passages to students' interests and provide real-time feedback to improve fluency



Emphasise soft skills:

- Focus on soft skills like creative problem-solving alongside technical abilities.
- Recognise the importance of human-centred skills for the future, as highlighted by LinkedIn's research.



Use AI tools as thought starters:

- Teach students to engage with AI-generated content by asking questions and evaluating information.
- For example, when using AI to summarise an article, teach students to follow up with queries like, "what further questions should I ask?"
- For guidance on how to create effective prompts download the Microsoft Education AI Toolkit.



Boost critical thinking skills:

- In the future, skills like analysing and integrating may take precedence over searching and creating.
- As AI generates more content, knowledge work is likely to emphasise analysis and critical integration, aligning with dyslexic strengths such as problem-solving, creativity, critical thinking, and storytelling.

“ As AI generates more content, knowledge work is likely to emphasise analysis and critical integration, aligning with dyslexic strengths like problem-solving, creativity, critical thinking, and storytelling ”

SUMMARY



1

Industry 5.0 requires a new kind of intelligence — Intelligence 5.0 — which Dyslexic Thinking is a perfect match for. Dyslexic Thinking is vital for the world we live in.

2

Dyslexia 5.0 is the new way the world needs to view dyslexia — as a valuable thinking skill, and just the type of intelligence the world now needs.

3

Education systems can adopt four simple steps to empower Dyslexic Thinking, including defining dyslexia as a valuable skill and offering tailored support.

4

Workplaces must also recognise Dyslexic Thinking as a vital asset and can do so by following four simple steps, including offering adjustments and fostering a supportive environment to harness its power.

5

Dyslexic Thinking skills are the most in demand skills in every job, across all sectors, globally, TODAY.

Section 5:

**What this report
is calling for**

Made By Dyslexia's 4 Global Goals



GOAL 1 – SKILL:

Dyslexic Thinking to be seen as a skill by governments, bodies and organisations, schools, workplaces and society – globally.



Policy shift needed: Dyslexic Thinking must be acknowledged by governments and international organisations as a valuable thinking skill that should be identified and supported.

What we're doing: Our research and campaigns have re-defined Dyslexic Thinking; LinkedIn recognises it as a skill; it's a noun in the dictionary. NOW we are working alongside partners, governments, workplaces and schools to amplify and embed this recognition.

GOAL 2 – IDENTIFY:

Dyslexic Thinkers to be sought after and identified in education and the workplace.



Policy shift needed: Governments, bodies and organisations should state that it is good practice to identify Dyslexic Thinkers and their skills and must implement policies to screen in all education settings.

What we're doing: We already have free workplace tests, and are creating new free screeners for use at school and home, so everyone can identify and understand their Dyslexic Thinking.

GOAL 3 – KNOWLEDGE:

Every home, workplace and school to be equipped with the knowledge to empower Dyslexic Thinking.



Policy shift needed: Governments and international organisations must make it policy for all teachers to be trained to understand the value of Dyslexic Thinking and how to empower it.

What we're doing: We have free training courses for education and workplaces, together with extensive knowledge hubs and courses on DyslexicU and Lessons in Dyslexic Thinking podcast.

GOAL 4 – EXAMS & TESTING:

Standardised tests at school and work to be updated and transformed to recognise the type of intelligence Industry 5.0 needs.



Policy shift needed: Governments and organisations must change outdated testing methods in education and the workplace to measure the intelligence the 5.0 world now needs.

What we're doing: We're working with key partners including OECD and the world's largest recruitment company, Randstad Enterprise, to drive systemic change.

Our ask:

Of Governments and International Organisations and bodies:

Sign our Dyslexic Thinking Declaration and commit to empowering Dyslexic Thinking.

Of businesses and schools:

Complete our Dyslexic Thinking training to earn and display our Dyslexic Thinking badge and empower Dyslexic Thinking in your organisation or school.

Of the world:

Take part in Collective Action: Learn about Dyslexic Thinking with our free resources, Share this knowledge with your network and use your influence to inspire Change.

**We can do this together...
in 3 simple steps:**



Learn.



Share.



Change.



STEP 1. LEARN – Knowledge is power

Made By Dyslexia has created a huge body of free, online, engaging courses and content to help everyone learn about Dyslexic Thinking.

Here are 4 key resources to use:

FOR WORKPLACES:

‘Empowering Dyslexic Thinking at Work’, a 1 hour course in partnership with LinkedIn Learning.



FOR PARENTS & SCHOOLS:

‘Empowering Dyslexic Thinking at School’, a 1 hour course in partnership with Microsoft Learn.



FOR EVERYONE:

‘Lessons In Dyslexic Thinking’, our chart-topping podcast. Interviews from some of the world’s most inspiring dyslexic thinkers.



FOR EVERYONE:

‘DyslexicU’ - the university of Dyslexic Thinking, an online hub of inspirational courses and lectures showcasing how successful dyslexics employ Dyslexic Thinking across different industries.





STEP 2. SHARE – Multiply your impact

Once you've learned about Dyslexic Thinking, share the key takeaways with your community, your colleagues, family and friends.

Parents, share our courses with your schools so your kids' teachers understand the value of Dyslexic Thinking.

Teachers, share this knowledge with colleagues, parents and learners so they can support the brilliance of Dyslexic Thinking.

Dyslexic Thinkers, share this knowledge with your family, friends, colleagues, so they can empower your Dyslexic Thinking. And add Dyslexic Thinking as a skill on LinkedIn or a line on your email.

Leaders, managers & colleagues, share this knowledge so you can benefit from the value every Dyslexic Thinker brings to your organisation.

Everyone, share our campaigns, and social posts, because when you do, we reach millions. Every time you share, you make a difference.

When we all work towards a common goal, to share this knowledge far and wide, then we become an unstoppable force for change.



STEP 3. CHANGE – Comes in all shapes and sizes!

By sharing our resources, everyone can play a part in driving change to help us to achieve our mission to empower Dyslexic Thinking in every home, every workplace and every school — creating the change that our fast-evolving 5th Industrial Revolution world needs.

References



Works Cited

Section 1

1. “Dyslexia - Dyslexia FAQ.” Yale Dyslexia, <https://dyslexia.yale.edu/dyslexia/dyslexia-faq/>. Accessed 19 June 2024.
2. “Dyslexia - Dyslexia FAQ.” Yale Dyslexia, <https://dyslexia.yale.edu/dyslexia/dyslexia-faq/>. Accessed 19 June 2024.
3. Thompson, Angela. “Guidance for parents.” British Dyslexia Association, <https://cdn.bdadyslexia.org.uk/uploads/documents/About/APPG/Educational-cost-of-dyslexia-APPG-for-Dyslexia-and-other-SpLDs-October-2019.pdf?v=1632303330>. Accessed 19 June 2024.

Section 2

4. “AI at Work Is Here. Now Comes the Hard Part.” Microsoft, 8 May 2024, <https://www.microsoft.com/en-us/worklab/work-trend-index/ai-at-work-is-here-now-comes-the-hard-part#section1>. Accessed 19 June 2024.
5. “Generative AI and the future of work in America.” McKinsey, 26 July 2023, <https://www.mckinsey.com/mgi/our-research/generative-ai-and-the-future-of-work-in-america>. Accessed 19 June 2024.
6. Grant, Adam. “Work Trend Index | Will AI Fix Work?” Microsoft, 9 May 2023, <https://www.microsoft.com/en-us/worklab/work-trend-index/will-ai-fix-work>. Accessed 19 June 2024.
7. OECD Home Employment Future of Work.” OECD, <https://www.oecd.org/future-of-work/>. Accessed 19 June 2024.
8. “Reskilling Revolution: Preparing 1 billion people for tomorrow’s economy.” The World Economic Forum, 17 January 2024, <https://www.weforum.org/impact/reskilling-revolution-reaching-600-million-people-by-2030/>. Accessed 19 June 2024.
9. “Trusted Insights for What’s Ahead.” The Conference Board, <https://www.conference-board.org/eu/>. Accessed 19 June 2024.
10. Mann, Charles R. A Study of Engineering Education, 1918. https://www.nationalskills.org/downloads/Mann-1918-Study_of_Engineering_Educ.pdf.

11. LinkedIn. “Future of Work report.” <https://economicgraph.linkedin.com/content/dam/me/economicgraph/en-us/PDF/future-of-work-report-ai-august-2023.pdf>, LinkedIn, 2023, Accessed 19 June 2024.
12. “The Soft Skills Disconnect.” National Soft Skills Association, <https://www.nationalsoftskills.org/the-soft-skills-disconnect/>. Accessed 19 June 2024.
13. “Exploring Perspectives on the Impact of Artificial Intelligence on the Creativity of Knowledge Work.” https://advait.org/files/sarkar_2023_ai_knowledge_work.pdf.
14. “The Value of Dyslexia.” Made By Dyslexia, <https://www.madebydyslexia.org/wp-content/uploads/2021/08/EY-the-value-of-dyslexia.pdf>. Accessed 19 June 2024.
15. “The Value of Dyslexia - Dyslexia and the future organisation.” EY, https://assets.ey.com/content/dam/ey-sites/ey-com/en_uk/topics/diversity/ey-the-value-of-dyslexia-dyslexic-capability-and-organisations-of-the-future.pdf. Accessed 19 June 2024.
16. “Future of jobs: These are the most in-demand skills in 2023 - and beyond.” The World Economic Forum, 1 May 2023, <https://www.weforum.org/agenda/2023/05/future-of-jobs-2023-skills/>. Accessed 19 June 2024.
17. “LinkedIn 2024 Most In-Demand Skills: Learn the Skills Companies Need Most.” LinkedIn, 8 February 2024, <https://www.linkedin.com/business/learning/blog/top-skills-and-courses/most-in-demand-skills>. Accessed 19 June 2024.
18. “2024 global in-demand skills research | Randstad Enterprise.” Randstad Sourceright, <https://www.randstadenterprise.com/in-demand-skills/>. Accessed 19 June 2024.

Section 3

19. “Requires improvement: urgent change for 11–16 education.” UK Parliament Committees, 12 December 2023, <https://publications.parliament.uk/pa/ld5804/ldselect/ldedu1116/17/17.pdf>. Accessed 19 June 2024.
20. Schleicher, Andreas. “A new approach to look beyond academic learning.” OECD Education and Skills Today, 9 September 2021, <https://oecdeditoday.com/new-approach-social-emotional-skills/>. Accessed 19 June 2024.

21. “First-class humans, not second-class robots – Andreas Schleicher on learning and the future of work.” https://www.oecd-ilibrary.org/education/first-class-humans-not-second-class-robots-andreas-schleicher-on-learning-and-the-future-of-work_87958706-en. Accessed 19 June 2024.
22. “Social and Emotional Skills for Better Lives.” OECD, April 2024, https://www.oecd-ilibrary.org/education/social-and-emotional-skills-for-better-lives_35ca7b7c-en. Accessed 19 June 2024.
23. <https://www.facebook.com/OECDEduSkills/videos/759721432937573/>. Accessed 19 June 2024.
24. “A new future of work: The race to deploy AI and raise skills in Europe and beyond.” McKinsey, May 2024, <https://www.mckinsey.com/mgi/our-research/a-new-future-of-work-the-race-to-deploy-ai-and-raise-skills-in-europe-and-beyond?cid=eml-web#/>. Accessed 19 June 2024.
25. “PISA 2022 Assessment and Analytical Framework.” https://www.oecd-ilibrary.org/education/pisa-2022-assessment-and-analytical-framework_dfe0bf9c-en. Accessed 19 June 2024.
26. “Creative Minds, Creative Schools.” OECD, 18 June 2024, <https://www.oecd-ilibrary.org/sites/765ee8c2-en/index.html?itemId=/content/publication/765ee8c2-en>. Accessed 19 June 2024.
27. “Learning Compass 2030 - Organisation for Economic Co-operation and Development.” OECD, <https://www.oecd.org/education/2030-project/teaching-and-learning/learning/learning-compass-2030/>. Accessed 19 June 2024.
28. “Opinion: Dyslexics are discriminated against by the GCSE exam system – it’s time to go digital.” The Independent, 27 August 2019, <https://www.independent.co.uk/voices/dyslexia-gcses-a-level-exam-digital-submission-papers-spelling-a9068596.html>. Accessed 19 June 2024.
29. “Project Qualification.” Pearson qualifications, <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification.html>. Accessed 19 June 2024.
30. “How students’ use of Generative AI will make traditional selection processes redundant.” Arctic Shores, https://5339700.fs1.hubspotusercontent-na1.net/hubfs/5339700/Marketing%20assets/REPORT_How_students%E2%80%99_use_of_Generative_AI_will_make_traditional_selection_processes_redundant_Arctic_Shores.pdf?__hstc=163371747.6d4223465cc6f97bca073f91daa5665a.170954. Accessed 19 June 2024.

31. Schmidt, Frank L., and Timothy A. Judge. The Validity and Utility of Selection Methods in Personnel Psychology: Practical and Theoretical Implications of 100 Years..., <https://home.ubalt.edu/tmitch/645/session%204/Schmidt%20&%20Oh%20validity%20and%20util%20100%20yrs%20of%20research%20Wk%20PPR%202016.pdf>. Accessed 19 June 2024.
 32. Roser, Max. "Artificial Intelligence." Our World in Data, <https://ourworldindata.org/artificial-intelligence>. Accessed 19 June 2024.
 33. Louis Hickman, Patrick D. Dunlop, Jasper Leo Wolf. "The performance of large language models on quantitative and verbal ability tests." Wiley, 17 May 2024, <https://onlinelibrary.wiley.com/doi/10.1111/ijsa.12479>. Accessed 19 June 2024.
 34. "Putting Skills First Opportunities for Building Efficient and Equitable Labour Markets." Www3.weforum.org., https://www3.weforum.org/docs/WEF_Putting_Skills_First_2024.pdf. Accessed 19 June 2024.
 35. Cantrell, Sue, and Jim Slatton. "Skills-based organizations." Deloitte, 8 September 2022, <https://www2.deloitte.com/us/en/insights/topics/talent/organizational-skill-based-hiring.html>. Accessed 19 June 2024.
- ### Section 4
36. "Dyslexia: The School Report." Made By Dyslexia, 14 October 2022, <https://www.madebydyslexia.org/wp-content/uploads/Dyslexia-The-School-Report.pdf>. Accessed 19 June 2024.
 37. "Special educational needs and disability: an analysis and summary of data sources." GOV.UK, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1164690/Special_educational_needs_and_disability_an_analysis_and_summary_of_data_sources.pdf. Accessed 19 June 2024
 38. "AI in Education: Microsoft special report." <https://edudownloads.azureedge.net/msdownloads/AI-in-Education-A-Microsoft-Special-Report.pdf>. Accessed 19 June 2024.
 39. Reading Coach Preview, <https://coach.microsoft.com/>. Accessed 19 June 2024.
 40. Yanoski, David. "Personalizing Education to Close Learning Gaps | REL Central." Institute of Education Sciences, 15 July 2020, <https://ies.ed.gov/ncee/edlabs/>

- regions/central/blog/covid-learninggaps-personalized.asp. Accessed 19 June 2024.
41. “Enhance literacy development with Reading Progress and Coach.” Microsoft, 22 February 2023, <https://www.microsoft.com/en-us/education/blog/2023/02/enhance-literacy-development-with-reading-progress-and-coach/>. Accessed 19 June 2024.
 42. Martinez, Nuria, et al. “New Oklahoma education secretary ready to bring unique view to governor’s Cabinet • Oklahoma Voice.” Oklahoma Voice, 7 March 2024, <https://oklahomavoice.com/2024/03/07/new-oklahoma-education-secretary-ready-to-bring-unique-view-to-governors-cabinet/>. Accessed 19 June 2024.
 43. “CONNECT THE SPOTS 2020.” Made By Dyslexia, <https://www.madebydyslexia.org/wp-content/uploads/2021/05/ConnectTheSpotsReport.pdf>. Accessed 19 June 2024.
 44. “Is Education Losing the Race with Technology?: AI’s Progress in Maths and Reading | en.” OECD, 28 March 2023, <https://www.oecd.org/education/is-education-losing-the-race-with-technology-73105f99-en.htm>. Accessed 19 June 2024.
 45. “GTP-4 technical report” OpenAI, 27 March 2023, <https://cdn.openai.com/papers/gpt-4.pdf>. Accessed 19 June 2024.
 46. Made By Dyslexia & LinkedIn. September 2023, <https://www.linkedin.com/pulse/new-research-shows-only-1-5-dyslexics-believe-workplace-kate-griggs/?trackingId=2ccA%2BMsOTOes7IPA9TXY8g%3D%3D>. Accessed 19 June 2024.
 47. “dyslexic thinkers: recruiting the unique talent your company needs.” Made By Dyslexia, 14 June 2023, <https://www.madebydyslexia.org/wp-content/uploads/randstad-enterprise-made-by-dyslexia-dyslexic-thinkers-research.pdf>. Accessed 19 June 2024.
 48. “dyslexic thinkers: recruiting the unique talent your company needs.” Made By Dyslexia, 14 June 2023, <https://www.madebydyslexia.org/wp-content/uploads/randstad-enterprise-made-by-dyslexia-dyslexic-thinkers-research.pdf>. Accessed 19 June 2024.

Made By Dyslexia would like to express sincere gratitude to everyone who contributed to the completion of the Intelligence 5.0 report.

We are extremely grateful to our contributors, partners, and stakeholders for their invaluable insights and support. Special thanks to YouGov, Andreas Schleicher (OECD), Gavin Horgan (Millfield), Josh Clark (International Dyslexia Association & Landmark School), Laura Powell (HSBC), GCHQ, Arctic Shores, and all the inspiring contributors to the Lessons In Dyslexic Thinking podcast.

We also extend our gratitude to our partners—Randstad Enterprise, Virgin, Microsoft, LinkedIn, and EY—for their collaboration and input.

This report was produced for Made By Dyslexia by Mary Appleton, Editorial Director of Applewick Creative, and designed by Graeme Sapsed, Senior Graphic Designer. The insights and recommendations presented here are the result of extensive research and collaboration with the dedicated team at Made By Dyslexia.

This report is a testament to the collective effort and shared vision of all involved. Thank you.

● ● ●
● ● ● MADE BY
● ● ● DYSLEXIA