

Macrosystem The different systems at the first three levels express different ideological, economic, historical and political values and conditions. Adapted learning forms and prerequisites can guarantee the realization of the "equal value for all" argument (Sangiovanni, 2017). On the other hand, universities usually have adapted examination forms for students with dyslexia. For example, students with dyslexia are offered an extended examination time or other adapted examination forms where possible. At the macro level, it can be significant to invest in a culture of tolerance that needs to be conveyed in society so that "everyone's equal value" becomes the decisive factor that can guide the rules and behaviour of individuals, thereby making it easier for those with different circumstances to feel safe at the same level as others. Concluding remarks Theories around developmental psychology or educational psychology bring out a holistic perspective where society, university and students in class have different roles to play in order to further develop students' personality, especially students with dyslexia. The fourth level of Bronfenbrenner's ecological systems model consists of institutions at the societal level that affect all the previous systems, such as society, laws, conventions and traditions (Crawford, 2020). By applying the principle that everyone has the right to receive an equal education and to develop as far as possible based on their conditions, society at the macro level can create a safe learning environment that includes students who have dyslexia (or other disabilities). As reported by Riddick et al. (1999), students with dyslexia can have inferior levels of self-esteem and higher levels of anxiety and depression. This situation may create a low self-esteem and self-efficacy (Brunswick & Bargary, 2022). 6.8.7