

About the project



Raising the level of dyslexia awareness among trainers, teachers, tutors in VET, managers, employers, Human Resources personnel.

The project outcomes

Transfer and adaptation of 9 modules:

1. Understanding dyslexia
2. Identification of the strengths and weaknesses of dyslexic Individual
3. Causes and consequences of dyslexia
4. Using IT technology
5. Personal preference in learning and work
6. Preparing materials for the dyslexic learner
7. Supporting the dyslexic learner
8. Dissemination and good practice
9. Disability legislation and dyslexia

- Transfer of the training modules into e-books (in Czech, Bulgarian, Polish and English)
- Pilot testing in all participating country, modules adaption according to the comments and suggestions from the pilot study
- Development of the project website as a communication platform between experts, project partners, pilot participant - adults with dyslexia. The main web pages of the project platform will be available in Czech, English, Bulgarian and Polish. The e-books will also be available in those languages on the project website.

The purpose of the project is to raise the level of dyslexia awareness among trainers, teachers, tutors in VET, managers, employers, Human Resources personnel.

This will be achieved by raising the level of dyslexia awareness among those concerned with the identification and support of the dyslexic individual, in employment or following education that will lead to employment.

The international partnership will contribute to the implementation of a system shared through the transfer of innovation (TOI) from other countries where the education system and some form of support mechanisms are in place for many years and it is legislatively anchored.

This transfer of innovation builds upon a previous project (Adystrain), updating and adapting to the needs of the new partner countries.

The purpose of this project is to implement in the Czech Republic, as well as in Bulgaria and Poland, a system already developed in UK.

The project is funded by the Czech National Agency, and is part of their ongoing TOI programme.

Partner Focus – Euroface Consulting s.r.o.

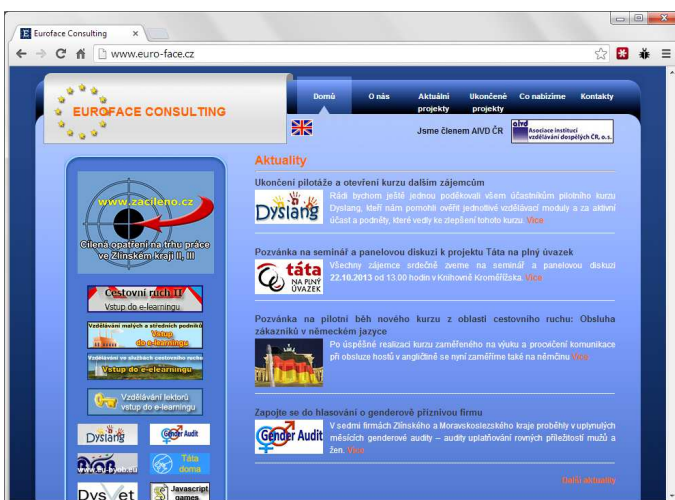
Euroface Consulting (Czech Republic) is the regional consulting centre between educational and production areas, training centre for promotion of information and communication technologies and support to equal opportunities. We are located in the traditional enterprising region of Zlín – Middle Moravia, Czech Republic. Target group of our activities are mostly socially disadvantaged groups of people – unemployment, women with children, immigrants, minorities, elderly people, etc. In our activities we cooperate with several public, private, government and non-government organizations, e.g. Ministry of Education, Czech Association of Women, Centre for Healthy Disabled People, universities, schools, DYS-centrum org., etc. In our courses for mothers returning to job we cooperate with network of mothers centers and kindergartens. We are experienced in the field of EU projects: we prepare and realize projects in the framework of Socrates, Leonardo da Vinci, Phare and European Social Fund. Between our activities there are also language courses, experienced lecturers and translators are in our staff.



Ing. Katerina Nevrálová is a graduate of Silesian University, Karvina. She is Managing Director of Euroface Consulting and has extensive experience in the preparation and implementation of

EU LLP projects supporting inclusion, equality of opportunity for learning.

Euroface Consulting is the leading institution in the partnership and will represent the Dysvet consortium as well as manage project fund and work. EC is dedicated to lowering the barriers to entry to education and the labor market through development of specified tools for the learners with special learning disabilities. Euroface Consulting has been involved in other European projects related to dyslexia: DYS 2.0, Caldys2 and Dyslang.



<http://www.euro-face.cz/>

Modules – a quick look

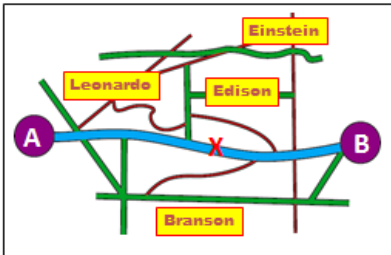
The first draft of the project modules are now out for review, in Czech, Bulgarian, Polish and English. All partners will produce 9 modules. The contents of the modules will be transferred into the e-books.

DysVet

Understanding dyslexia

Talents, creativity and dyslexia

Consider life as like a journey along a motorway. But for the dyslexic individual, the way is blocked. But there is always a way around, and it is the role of the teachers, tutors and others working with dyslexic individuals to help them find the way. But in finding that new and novel way, they explore new areas not seen by others, find new solutions to the problem. And finding a new solution to a given problem is a good definition of creativity.



Chicken and egg

Do dyslexic individuals become talented because of their dyslexia, or in spite of their dyslexia? Do dyslexic individuals have inherent additional skills that take advantage of the different brain wiring that causes the dyslexia, or is it some form of compensation strategy. That is, there are two possibilities: a) That they have spare time that others would dedicate to reading and writing, and therefore can develop different talent, or b) the desire to find an alternative to show they still are talented. It is the later that has driven a lot of dyslexic champions.

Links

Just a hypothesis

In a presentation by Dr Ian Smythe, the issues around dyslexia and visual talents were (provocatively) addressed. Below is the summary of findings.

Hypothesis 1 – Dyslexic individuals are not visually talented. They can be but it depends on the individual.

Hypothesis 2 – There is no scientific evidence to suggest that they are. At best you can say it is not proven.

Hypothesis 3 – There is no (logical) reason why dyslexic individuals should be higher skilled in this area. Science has yet to provide the logic.

Hypothesis 4 - The related myths are perpetuated based on false assumptions. Correct

Hypothesis 5 – Dyslexic individuals can have an advantage because of their lack of literacy skills. Correct

From Module 1 – Understanding dyslexia

This module provides a brief guide to understand the background and scientific support of what is dyslexia, and how it is not a social construct, nor a product of poor teaching, but a real problem that affects the learning of many individuals.

DysVet

Assessing strengths and weaknesses

Models of assessment

The assessment is not the end of the road, but the beginning of a journey. It is the point at which strengths and weaknesses are identified and recorded, and recommendations are made.

In order to do this, it is important to have a model for the assessment process. That model should be suited to the context of the individual.

On the following pages are a series of models that us understand the issues. Every context is different, and the assessors needs to develop one that is specific for them, whether they are in employment, education, seeking employment or other context

Key Points

Dyslexia is about more than reading and writing difficulties.

It is a lifelong issue.

There are often strengths that can be utilised.

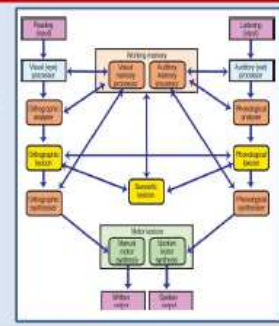
From Module 2 - Strengths and weaknesses

The purpose of this module is to provide a basic of the issues around identification of strengths and weaknesses of the dyslexic individual and some of the discussion points around it.

A model of reading

Here is a model of reading that can work in different languages. However, it is only useful for when we are talking about improving literacy. This may be relevant in school, or in adult literacy classes. But it is less relevant in the workplace.

Any good model should not only say what needs to be assessed, but also provide a framework for appropriate support.



Links

<http://www.docstoc.com/docs/3438760/Dyslexia-in-the-Workplace-A-guide-for-Skill>

Use shortener

Polish Dyslexia Conference Nov 2012

The Skawina division of the Polish Dyslexia Association held its first conference on 30 November 2012, entitled "Dyslexia in Youngers". The event became one of the most important dyslexia event in the south of the country, with some participants travelling over 400km to the event. 74 teachers, trainers, employers and parents listened to the four speakers.

One of the speakers was Prof. Ian Smythe of the Dysvet project. He talked about assistive technology resources for dyslexic individuals that are available in the Polish language and encouraged to use them in the work of professionals. This presentation became part of the development for the Module 4 on assistive technology.



Contacts in the different countries:



For Czech republic

Euroface Consulting s.r.o.
Kateřina Nevřalová
management@euro-face.cz
www.euro-face.cz

Gymnázium Sázavská.
Klára Spáčilová
klara.spacilova@tiscali.cz
www.sazavska.cz

For the UK

IBIS Creative Consultants Ltd
Ian Smythe
ianssmythe@gmail.com
www.ibisconsultants.com

For Poland

EduBridge
Magdalena Ziemnicka
magdalena.ziemnicka@gmail.com

For Bulgaria

Dyslexia Association - DABG
Daniela Boneva
Dabg_rousse@yahoo.com
www.dyslexia-bg.org

1st Partner meeting – Skawina, Poland

Skawina, Poland 3rd – 4th December 2012

The first partner meeting was held in Skawina, a town which is located only 15 kilometres south-west of Krakow. Thanks to EduBridge for arranging the meeting and facilities.

The meeting was also attended by Martina Jeřichová, who works for the National Agency in Czech Republic. She highlighted the hard work that has to be done and the future changes in the Lifelong Learning Programme.

The event included a visit to Krakow's famous Christmas Market



Krakow - Poland

NOTICE

European Dyslexia Association

International Dyslexia Conference
20-22 September 2013
Vaxjo, Sweden

Please visit www.dysvet.eu to keep up to date with our project activities!