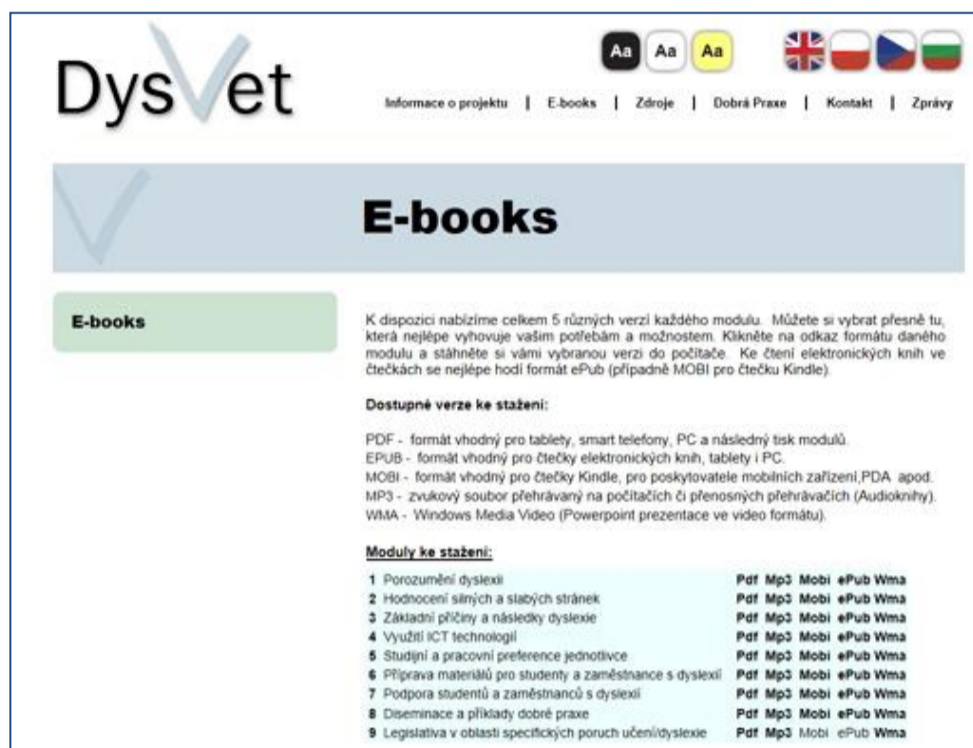


## The project outcome – DysVet Course

### Pilot course launch in the Czech Republic, Bulgaria and Poland

After the development of all nine new training modules for vocational teachers, tutors, HR personnel and managers the pilot e-learning course has been launched in three European countries. Each country is responsible for recruitment of 60 representatives of the target groups, leading the pilot course and collecting the feedback which will help to adapt the final course to the target group needs.



Partners organizations are experienced in introduction new training tools and materials in the area of special learning difficulties and current networks support the impact of these activities in all three countries.

In the Czech Republic the piloting course has been launched in April 2014. In the first group of 15 people all target groups were involved – teachers, tutors, managers and HR personnel. At the beginning of May there are 62 participants registered to the course. The participants were recruited through on-line tools (website, e-mail) and use mostly electronic communication with the course mentor but there are also participants coming from face-to-face sessions led by project partner Gymnazium Sazavska. Variations of communication tools and possibilities to pass the course are convenient for different target groups needs.

The feedback collected so far is positive, the participants appreciate flexibility of the course, value of information, the form of study. Pilot course will run by the end of June 2014 in the Czech Republic, then the feedback will be analyzed and lead to the course content modifications.

In Bulgaria there are 56 participants passing the DysVet pilot course. Bulgaria was the first launching the first Module for participants and feedback from 7 modules have been collected already. The structure of participants is following: 17 - managers, employers, HR personnel; 36 - voc.teachers/tutors; 3 - school psychologists/pedagogical counselors in vocational schools.

Students	Category	Test	Test	Test	Test	Test	Test
sch_1	100%	0					
Андреева, Роксана	90%	5	3	5	4	5	5
Арнаудова, Диана	86%	3	4	4	4	5	5
Атанасов, Диян	91%	4	4	5	5	5	4
Атанасова, Даниела	91%	5	4	3	5	5	5
Балтакова, Цвета	80%	3	4	4	4	3	5
Борисов, Милен	80%	5	2	4	4	5	3
Борисова, Тания	89%	4	4	4	5	5	4
Василева, Деслина							
Ватева, Христина	92%	4	4	5	5	5	
Великова, Илонка							
Велчовска, Даниела							
Ганчева, Галина	80%	4	4				
Гучева, Боряна	97%	5	5	5	5	4	5
Димитрова, Елена	77%	4	4	4	5	5	0
Димитрова, Елка	75%	3	5	4	3		
Димитрова, Ренета	80%	4					
Динчева, Йорданка	89%	5	4	4	4	5	4
Добромиров, Борис	91%	4	5	4	5	5	4
Дойнова, Даниела	88%	0	4	5	4	4	
Драгозинова, Деница							
Друмев, Саши	86%	4	3	5	5	4	5
Дудев, Радослав							
Еванде, Ева	87%	5	3	5			

In Poland the launch of the pilot course was postponed due to relation of dissemination events and opportunities for participants recruitment. As Poland is still in the first stage of piloting there are already 12 vocational teachers and 9 employers / HR personnel passing the first modules

## Partner Focus – Dyslexia Association - Bulgaria

DYSLEXIA ASSOCIATION - BULGARIA (DABG) was officially registered in September 2005 in the city of Ruse, Bulgaria, as a non-governmental and not-for-profit organisation. The main aims of the Association are: to spread information about dyslexia; to teach teachers/tutors how to recognise the symptoms of dyslexia; to educate and support parents of dyslexic children; to work individually or in small groups with dyslexic children and young people, and help them to overcome their difficulties; to work towards forming a dyslexia friendly society that will enable all dyslexic people to reach their potential. Since its formation in 2005, DABG has taken part in many projects related to dyslexia and other specific learning difficulties, using assistive technologies in education, to bilingualism and foreign language learning. Some of them dedicated to transfer of innovative systems (Dyslexia VETO) or trainings (DysVet); others – to producing supporting materials for dyslexic students and their teachers/tutors (Dessdys; DysLang; DysVET); to using ICT for teaching dyslexic students (Caldysc, Caldys-2; SMART), or to social inclusion of those with learning difficulties (Early Start...; Linguistic and Social Inclusion; Learning by Doing...) etc. The specialists of the Association work in close collaboration with schools, educational resource centers, educational authorities.



**Daniela Boneva** has master degrees in Electronics and English Philology. She has experience working as an English language teacher in various educational settings, including primary schools, high schools and adult education.

Daniela has extensive experience working with children and young people and has been working for 17 years for different local and regional media. In 2005, she initiated the foundation of the Dyslexia Association - Bulgaria. Since then she has been working with dyslexic people, mainly school children but also adults, providing assessment and support. She delivers training for teachers, specialists, parents, employers – those who work with dyslexic individuals on a daily basis. Since 2006, Daniela has been involved in the coordination and management of several national and EU funded projects on behalf of the Dyslexia Association - Bulgaria.



<http://www.dyslexia-bg.org>



## 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 Personal Preferences in Learning and Work

### 2/ Learning depending on brain activity

According to this aspect of learning style people could be divided into two groups: those who focus on detail and those who prefer to concentrate on the bigger picture. Some people are at ease with both but typically a person gravitates towards one or the other.

In order to understand learning styles it is important to understand how our brain works. Human's brain is divided into two hemispheres, by a fold that starts from the front and runs to the back. These parts are connected to each other by a set of nerves which role is to transfer information from one part to the other and to synchronise their functioning. Although both parts are equally important, usually one of them is dominant.

Thomas G. West (*In the Mind's Eye, 1997*) points as a reason for the increasing number of children with learning disabilities (dyslexia, ADD, etc.) the fact that from birth their brain is trained to respond to and learn from visual stimuli than from text. Nowadays, at a very early age children are exposed to technological devices. As a result children's neural pathways are developing very differently from those of their grand-parents and parents. (Thomas G. West, *In the Mind's Eye, 1997*)

The diagram illustrates the human brain with a central image of a brain. It is divided into two hemispheres: the left hemisphere (Лява хемисфера) and the right hemisphere (Дясна хемисфера). The left hemisphere is associated with linear (линейна), divergent (дивергентна), focus on details (Фокус върху детайлите), logic (логика), speech (реч), reading/writing (Четене/ писане), and analysis (анализиране). The right hemisphere is associated with holistic (холистична), convergent (конвергентна), big picture (Възприема цялата картина), emotions (емоции), feelings (чувства), intuition (интуиция), and creativity (креативност).

### From Module 5 – Personal Preferences in Learning and Work

This module provides a brief guide to different learning styles and how they affect the effectiveness of learning and work of dyslexic individuals.

What we should remember is that people are different, and each of us learns differently. The very same learning conditions, guidance and instructions that can be so effective for one person can cause problems for another.

### From Module 6 - Preparing materials for the dyslexic learner and employee

The purpose of this module is to equip teachers and managers in practical knowledge how to make teaching and working process friendly for all users in particular for people with dyslexia.

The key is the way how information is conveyed. With the dyslexic individual what makes this knowledge acquisition is speed and accuracy. Therefore it is those two aspect that should be at the core of preparing accessible materials.

DysVet Preparing materials for the dyslexic learner and employee

### Headings and Emphasis

- Important piece of text should be **highlighted**. You can bold text, or insert it into frames.
- Avoid underlining and italics: these tend to make the text appear to run together. Use bold instead.
- AVOID TEXT IN BLOCK CAPITALS: this is much harder to read.

Enhanced text is always more legible.

The examples show text with 'shapes' highlighted in a red box and 'CAPITAL' in block letters. Below, a paragraph of text is shown with some words in block letters to illustrate the difficulty of reading them.

Our brain recognizes **shapes** of words

WHEN WE USE **CAPITAL** LETTER IT IS FAR MORE DIFFICULT TO DECODE THEM.

„Accodrning to a rscheearch at Cmabrigde Uinervtisy, it deosn't mtttaer in waht oredr the ltteers in a wrod are, the only iprmoentn tihng is taht the frist and lsat ltteer be at the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe”.

<http://www.mrc-cbu.cam.ac.uk/people/matt.davis/cmabridge/>



## Conference „Dyskorunka“ - Prague

DysVet project was presented at the conference called „Dyskorunka“ and focused on all interested in special learning difficulties and their support in education. Conference takes place yearly in Prague and



visitors are happy to share their experience and learn about new activities. Presentation at the conference was a great opportunity to inform the public about incoming launch of the DysVet pilot course and invitation of participants.

## Presentation at international meeting

DysVet project was presented at the International meeting in Hillerod, Denmark in October 2013.

The meeting, in which participated specialists from six European countries was dedicated to development and implementation of assistive technology for supporting people with visual problems and dyslexia.



## 3<sup>rd</sup> Partner meeting – London, UK

Sutton, London, UK 1<sup>st</sup> - 3<sup>rd</sup> December 2013

The third partner meeting was held in Sutton, a large town on the lower slopes of the North Downs in South London, just over 15 km from Central London. The meeting was host by Ibis Creative Consultants Ltd.

The progress of the project activities was presented – Modules development, Pilot Study preparations, and development of the LMS system for conducting the Piloting in partner countries. Anna Martindale - the Additional Learning Manager for SCOLA College for Adults in Sutton presented the College Support Programme for students with learning difficulties.



## Contacts in the different countries:



### For Czech republic

**Euroface Consulting s.r.o.**  
Kateřina Nevřalová  
management@euro-face.cz  
[www.euro-face.cz](http://www.euro-face.cz)

**Gymnázium Sázavská.**  
Klára Spáčilová  
klara.spacilova@tiscali.cz  
[www.sazavska.cz](http://www.sazavska.cz)

### For the UK

**IBIS Creative Consultants Ltd**  
Ian Smythe  
ianssmythe@gmail.com  
[www.ibisconsultants.com](http://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](http://www.dyslexia-bg.org)

**Please visit [www.dysvet.eu](http://www.dysvet.eu) to keep up to date with our project activities!**