

## The project DysVet - Outcomes

### Over 200 participants in the Pilot course in Czech Republic, Bulgaria and Poland

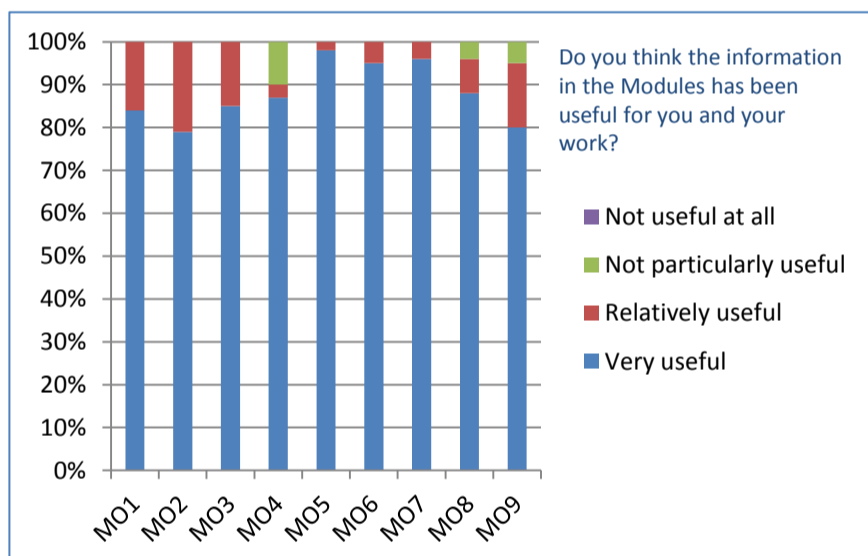


In addition to the e-learning course in all partner countries were organised face-to-face training sessions.

There were three main target groups: teachers; tutors or trainers, and managers/HR personnel. Within the process of Piloting attendees from outside these three groups joined as well (educational psychologists, support teachers, etc.). As whole, in the Piloting took part 203 people in the three partner countries. Among them: 119 VET teachers/tutors/trainers; 28 educational psychologists or VET school counselors; 56 managers/HR personnel.

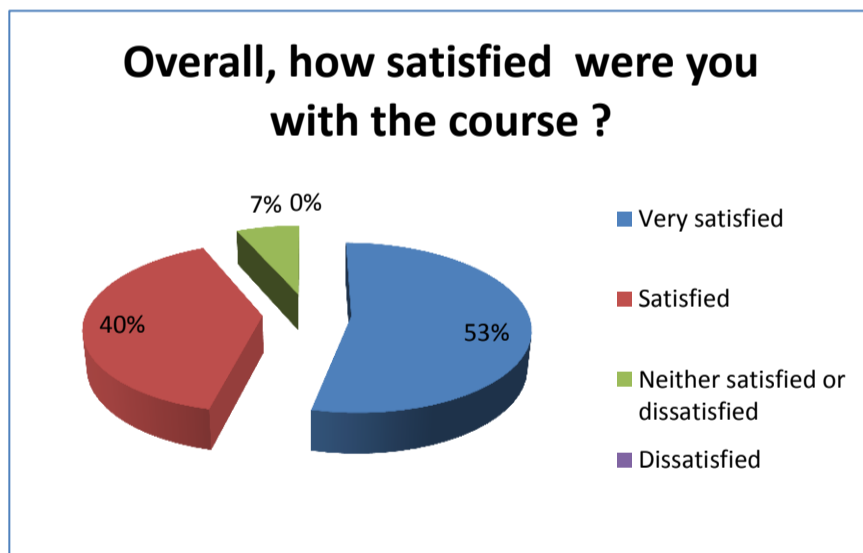
Most of the participants of the Piloting in all three countries (Bulgaria, Czech Republic and Poland) found the Course materials very useful, especially Modules 5,6 and 7 (over 85%).

Many of the participants shared that they had already used some of the advices given in the Modules (check-lists, instructions for preparing materials, etc.) and found them very effective.



All course materials were marked very high – over 90% think they are excellent or good.

As whole over 90% of all participants were satisfied (40%) or even very satisfied (53%) with the Course.



## Comments

*“I’m glad I was able to take part in DysVet course because it is difficult to find this type of training. Materials are written in simple language, and the same time give professional knowledge and practical information.”*

*“In my teaching practice I have had many young people who had difficulties to learn, but I didn’t know that these difficulties might had been caused by dyslexia, and I didn’t know how to help my students. Thankfully to this Course, I feel myself better prepared to provide the support my students may need.”*

*“As a manager in a small company I have to work with different people every day. Before this course I have heard the word “dyslexia” but knew nothing about it. The course gave me knowledge, practical advices that I can use in my work, and made me think how could I help dyslexic workers to be more effective in their work and this way to increase their self-esteem, as well as their contribution to the company’s success.”*

## Partner Focus – EduBridge - Poland

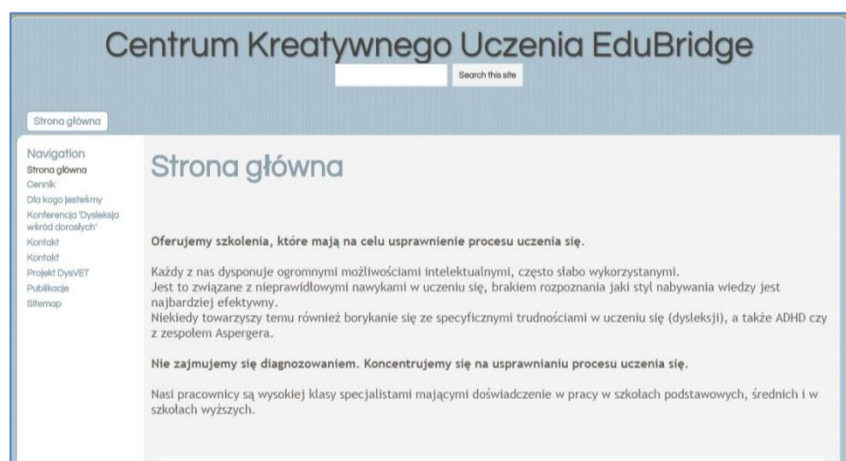
EduBridge is a regional training and consulting centre. Its activities are mostly oriented towards promotion of dyslexia awareness amongst teachers, lower secondary school teachers, VET teachers and parents by organizing conferences, providing dyslexia awareness workshops and promoting available resources in the field of dyslexia. EB also provides study skills courses for dyslexic children and adults. EB supports the removal of barriers in education and the labour market for people with dyslexia.



**Magdalena Ziemnicka** is a director of EB and has extensive knowledge and practical experience in social inclusion of people with dyslexia. She has participated in several EU funded projects related to dyslexia and disabilities, including enhancing vocational qualifications of VET teachers, academic staff and employers. She gathered her knowledge being a disability officer in the Jagiellonian University, Kraków.

**Urszula Szczocarz** is a psychologist, trainer, coach and a vocational advisor. In DysVET project she provided workshop for HR managers, translated and adapted modules to the Polish context.

**Sylwia Kondek** is IT specialist responsible in DysVET in elaborating ebooks in MOBI and ePub format in all languages: English, Bulgarian, Czech and Polish.



<http://www.centrumkreatywnegouczenia.pl>

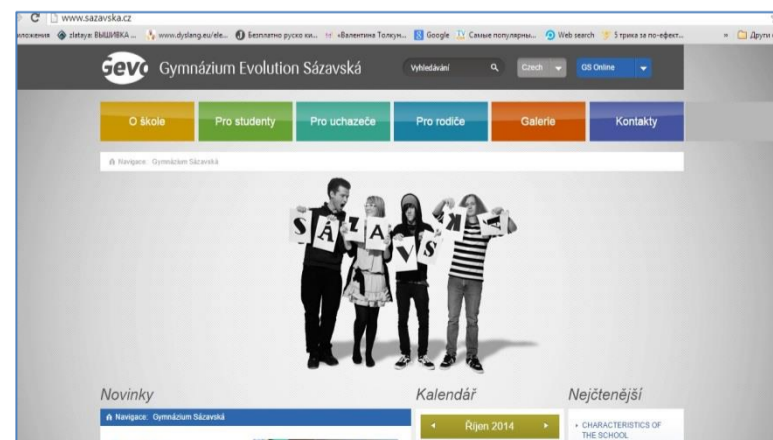
## Gymnasium Sázavská – Czech Republic

**Gymnázium Sázavská** in Prague is a private secondary school of general education based on non-profit principles. The school curriculum puts the emphasis on the basis of general education, foreign languages, and computer studies.

The division of subjects according to students' knowledge has become a widely recommended and adopted trend. Students are divided into groups according to their level of knowledge and ability for all the language lessons. In higher grades, students have an option to choose from additional subjects. These optional subjects help them determine their future careers and prepare them not only for a school-leaving exam but also for university entrance exams.

The pedagogical staff is highly qualified, well prepared to face all the challenges of the modern education.

With the access to a wide-range of studies, exposure to modern and innovative forms of teaching and learning, proper preparation in two prominent foreign languages, the freedom to choose their core subjects, and the option to attend professionally taught seminars, graduates from Sázavská are well-qualified for further university studies and are prepared to rigorously pursue their chosen field.



<http://www.sazavska.cz/>

## Modules – a quick look

All 9 modules are already available in the partner languages (Czech, Bulgarian and Polish), as well as in English.

DysVet Supporting dyslexic learner and employee

**Example of the support in the workplace**

Adam has problems organizing his days. Today he started his day checking his private and work e-mails and on-line newspapers. He spent on it so much time, that he were not prepared well for meetings with new clients. Then he wrote replies to emails from 2 clients; they claimed there are urgent issues. To do so he had to spend a lot of time to investigate the IT solutions. At the meeting with his boss he did not prepared a short report on the discussion with a new client. He feels that he has to do something to be better organized.

**The solutions might be:**

- To advice what is the most important event today
- To put down activities on Eisenhower's matrix
- To advice to get training on how to be better organized

Example on how to use Eisenhower's matrix:

<b>I</b> Important and urgent Do it now ✓ Preparing for the meeting and meeting with a new client ✓ Report ✓ Meeting with boss	<b>II</b> Important and not urgent Delegate it ✓ E-mails ✓ To check IT solutions
<b>III</b> Not important and urgent Do it later ✓ E-mails to the clients	<b>IV</b> Not important and not urgent Dumb it ✓ Private e-mails ✓ Newspapers

### Module 7 – Supporting Dyslexic Learners and Employees

The purpose of this module is to make teachers and managers aware of needs of dyslexic individuals and to equip them with practical knowledge how to support in the classroom and at the working place.

It is important to mention that support must be designed for every individual, as far as all dyslexic have similar difficulties but different needs.

The support should be in all directions: emotional, educational, vocational, technological and organisational.

The Module provides different check-lists that could be used both with students and workers; and case studies.

DysVet

**Dissemination good practice**

Collected by  
Euroface Consulting s.r.o.  
and Gymnázium Sázavská

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### Module 8 – Dissemination Good Practice

This module has been prepared as a collection of case studies, prepared by individuals with dyslexia with the aim to share own experience.

The objective of the module is to support the dyslectic individuals in their self-confidence and effort to overcome the consequences of dyslexia in vocational education and job.

The Module may contribute to future work in the field of focusing on helping and solving individual problems of dyslexic people.

DysVet Dyslexia and disability legislation

**The European Convention on Human Rights at a glance**

The member governments of the Council of Europe work towards peace and greater unity based on human rights and fundamental freedoms. With this Convention they decide to take the first steps to enforce many of the rights contained in the Universal Declaration of Human Rights.

*You have the right to go to school.*

**Protocols to the Convention**

**Article 2 of Protocol No. 1 – Right to education**

„ No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions. . .”

**ARTICLE 14 – Prohibition of discrimination**

„ The enjoyment of the rights and freedoms set forth in this convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status. . .”

The list of non-discrimination grounds is not exhaustive. It is recalled that the European Court of Human Rights has already applied Article 14 in relation to discrimination grounds not explicitly mentioned in that provision.

**Links and Sources**  
European Convention on Human Rights - <http://human-rights-convention.org>  
Legislation – European Commission - <http://ec.europa.eu/legislation>

### Module 9 – Dyslexia and Disability Legislation

Legislation is constantly changing, and almost any compendium of comparisons on dyslexia legislation is likely to be out of date very quickly. Despite of possible legislation changes the documents presented here offer not only a historical perspective, but also a starting place for further investigations. These resources provide background information about systems in countries across Europe and beyond.

The Module presents also the existing legislation in partner countries.

## 4<sup>th</sup> Partner meeting & Final Conference - Prague

On 11-12<sup>th</sup> September 2014 the 4<sup>th</sup> partner meeting took place in Prague. Final DysVet conference of the project was host by Gymnasium Sázavská, the second Czech partner in the project. The conference was an opportunity to present project results – e-learning course focused on increasing awareness of dyslexia in vocational education and at labour market.

More than 200 teachers, managers and HR professionals from the partner countries have joined the pilot testing and all of them have contributed to the final version of the modules. The conference represent an unique opportunity to present interesting aspects of the individual modules and to share best practice and support for individuals with dyslexia in vocational education and at the labour market in partner countries.



## Contacts in the different countries:



## Final Conference – Ruse, BG

On 25 September 2014 in Ruse was held the final local DysVET conference, organised by Dyslexia Association - Bulgaria.



In the conference took part not only teachers and trainers from VET schools, managers and HR personnel, but also other educational specialists who supports dyslexic learners, parents, representatives of the regional educational authorities, media. The Course structure and content were presented, as well as the future plans of DABG for trainings on the topic. Pilot course participants shared their experience with the Course and recommended it to their colleagues.

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## Final Conference – Krakow, PL

The conference „Dyslexia in Adults. A new challenge for employers and teachers”, 15.09.14 was the final DysVET conference in Poland. It gathered a lot (253) of psychologists, therapists and teachers dealing with the dyslexic children from all over the country. The conference was third conference on dyslexia in adults.

Katarzyna Bogdanowicz, phd, who wrote a book on dyslexia in adults gave an introductory speech. It was also raised the issue on dyslexia and employment and dyslexia in education. A dyslexic individual, a graduate from the university told about his difficulties at the university and at work and how he had overcome them. There were presentations about assistive technologies and strengths and difficulties of dyslexic individuals. A book with articles written by the speakers of the conference will be launched soon.



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