



EUROPEAN *dyslexia*  
ASSOCIATION  
AESBL

EUPALT – a European-wide concept of quality management and assurance in education and advanced training of teachers and therapists working with persons with dyslexia

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## 1. EUPALT

is an acronym for “European Passport for the Education of Therapists/Teachers Working with People with Dyslexia”, a life-long learning project, funded by the Leonardo da Vinci Programme of the European Union.

## 2. PROJECT PARTNERS

Since October 2012 the project, led by the VINCO Institute (Austria), is implemented by the European Dyslexia Association, the Universities of Siauliai (Lithuania) and Minho (Portugal), Medical School Hamburg (Germany), the Institutes S.I.N.N. and INFOSOC (Austria) as well as the Kütahya School District Authorities (Turkey).

The British Dyslexia Association provides services as a subcontractor as part of the European Dyslexia Association

## 3. PROJECT GOALS AND AIMS

The project aims at developing an internet-based platform for self-evaluation of training institutions and its' graduates, respectively.

By linking the newly adapted EDA-curriculum to EQF-related learning outcomes and by transferring a curriculum assessment tool into the field of dyslexia, the quality, transparency and comparability of the training programs for persons with dyslexia are increased.

It includes the possibility of a matching process between this learning outcome oriented framework (with focus on EQF) and individual or institutional portfolios. In this regard, EUPALT supports the recognition of competencies and qualifications of experts, trained in different fields including informal learning (APL) in an environment of fragmented (or non-existing) curricula in the EU-28.

Institutions and its' graduates measure the progress of their respective educational activities in accordance with criteria that have been developed by the European Dyslexia Association.

By integrating the aforementioned outcome-evaluation tool within this conceptional system, improvements in quality, transparency and comparison of educational programmes within the field of dyslexia are targeted.

#### 4. PROJECT PROCESS

Prominent educational institutions from England, Lithuania, Austria and Portugal have already dedicated themselves to this assessment (several others have declared to do so in the near future). Their self-evaluations are publicly available on the project's website <http://www.dyslexia-project.eu>, which also informs about the project itself.

The provision of a platform for both internal (by the institution) and external (by the graduates) evaluation purposes serves comparability and helps to establish a system of continuous quality improvements.

All assessment outcomes may be published publicly on the project website or restricted to the project leader by decision of the user of the tool.

#### 5. SUMMARY AND OUTLOOK

EUPALT translates the Curriculum of the European Dyslexia Association into results (knowledge, skills and competencies) and makes the first steps toward an European Curriculum for the training of professionals working with persons with dyslexic.

EUPALT supports the process of recognising competencies acquired through informal learning (APL) with its internet-based evaluation tool.

EUPALT makes it easier for potential students to choose educational or training programmes due to the information provided by institutions and graduates.

EUPALT initiates the mainstream integration of the EDA-Curriculum into national contexts.

EUPALT additionally pioneers the development of a recognised, European-wide accreditation institution in the field of dyslexia.