

CUESTIONARIO: Políticas relacionadas con la dislexia en España

Estimados colegas,

A continuación encontraréis un cuestionario inicial que nos ayudará a resumir y a analizar las políticas y prácticas relacionadas con la dislexia en nuestros países. Brevemente, los objetivos son los siguientes:

- recopilar información y buenas prácticas sobre prácticas y políticas relacionadas con la dislexia que hayan sido implementadas por los gobiernos y/o las instituciones en los seis países participantes en el proyecto;
- conocer hasta qué punto los esfuerzos llevados a cabo están orientados a alcanzar un tratamiento equitativo para todos;
- cuantificar las políticas e iniciativas públicas implementadas y el coste aproximado relacionado que supone su implementación;
- llegar a tener un buen conocimiento del campo de la dislexia de los seis países.

Como sabes, este cuestionario y sus resultados se están llevando a cabo dentro del marco del paquete de trabajo número 5 (asuntos relacionados con las políticas y legislaciones) del cual CIE es el socio encargado. Más concretamente, el WP5 se justifica por el hecho de que el desarrollo y cumplimiento de estas políticas es un asunto clave a nivel nacional e institucional. Sin ello, no existe potencial para implementar una estrategia apropiada y para proporcionar el apoyo adecuado, o para defender los derechos de las personas.

Algunas pautas:

El cuestionario se ha diseñado de acuerdo a cuatro categorías: legislación y proceso legislativo, concienciación o toma de conocimiento, evaluación y apoyo.

Todas las preguntas se encuentran en relación, pero no están limitadas a qué es lo que los gobiernos están ofreciendo en términos de políticas, legislación, estrategias, programas, incentivos, etc. Las organizaciones e instituciones que ofrecen asistencia a los niños, estudiantes y adultos con dislexia son también una parte sustancial de este estudio.

Si está interesado en colaborar con el proyecto y tiene información que aportar sobre estos temas, estaremos encantados de que usted rellene este cuestionario y nos lo devuelva a la siguiente dirección: odelamo@crea.es

¡Muchas gracias de antemano!

LEGISLATION AND LEGISLATIVE PROCESS

1	How does the legislative process in your country work in the field of social and health issues? Can you briefly describe how an idea or a practice becomes a law? E.g. who proposes legislative changes? Who approves the proposal and votes it? Who actually writes Regulations, Ordinances and other secondary legislation?
2	Who creates policies (laws, strategies, etc) in the social and health sphere at governmental/ministerial level? Who participates, i.e. MPs or experts?
3	What is the definition of disability in your country? Is dyslexia a disability?
4	<p>Is there a document/s which regulate/s policies in your country concerning dyslexia? (E.g. Regulations for the way to deal with dyslexia; legislation that supports the dyslexic students)?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, when were these adopted?</p> <p>If yes, is it a compulsory type (i.e. law), or advisable (i.e. strategy)?</p>
5	Is dyslexia included in any national register of special educational needs that guides provision of special support for learning?
6	<p>Is there a mechanism that guarantees the application of existing regulatory acts? What type is it?</p> <p>a regulation <input type="checkbox"/> an ordinance <input type="checkbox"/> other <input type="checkbox"/></p>
7	<p>Is there a mechanism that regulates monitoring of the process?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> It is included in the regulation <input type="checkbox"/></p>
8	Is there a mechanism that allows for NGOs or academic organisations to participate in decision making process or initiate legislative changes (i.e. law, regulations, etc) regarding dyslexia or SEN in general?

	(please describe the process initiating changes and of decision making even if no special mechanism for NGO participation exists)
9	Is there an appeal procedure envisaged? What is it? (please describe the steps)

AWARENESS

1	Familiarity with the term “dyslexia” - please provide your estimation whether population in your country recognise the term and are familiar with it? E.g., how many teachers know they have met dyslexic student in their career?
2	Are you aware of any surveys or researches on dyslexia in your country, e.g. what percentage of children are dyslexic? What percentage of students with dyslexia enroll in higher education? How many children in primary school have dyslexia? How many children and adults receive any support? How many people in conflict with the law have dyslexia? Any studies on school drop-out rates of dyslexia children? Please, list the titles and authors. <i>If yes, please send me those if in English.</i>
3	Are there advocacy groups on dyslexia in your country? What type? How many? What are their main activities?
4	Are there popular websites concerning dyslexia? Who maintains them? Please, list the main:
5	How do parents of children with dyslexia get to know about their rights? How do students with dyslexia get to know about their rights?

6	<p>What are teacher qualifications regarding students with dyslexia? Do they receive it as part of the general curricula at the University or are special courses offered only for specializing graduate programs? Are there continuation on-the-job training courses?</p> <p>What are the requirements for teachers to teach/ work with students with dyslexia? Do these teachers need to have special university studies or they can be further qualified?</p> <p>Are children with dyslexia eligible for special or extra support at school by professionals?</p>
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IDENTIFICATION AND ASSESSMENT

1	<p>Are there standardised procedures for identifying children with dyslexia? What is the usual process for identification of dyslexia? Is it done as a regular part of pre-school/school work? Is there any formally organised screening of all students?</p>
2	<p>How one (i.e. a child, a student, an adult) gets to be assessed? Who funds the assessment?</p>
3	<p>Who does the assessment? What qualifications does this body/ these specialists need to have? Which legislative act governs this?</p>
4	<p>What is assessed? E.g., is it strengths and weaknesses assessment, needs assessment or diagnosing? Or, rather, which assessment takes place when?</p> <p>What tools/tests are used? Are there software tools? Who developed them?</p> <p>Where does testing take place?</p> <p>Only once? How often?</p>

5	What happens after the test? What are the next steps for the person assessed?
6	Is there an accepted definition shared by professionals and specialists?
7	Any specific provisions you can think of regarding the process of assessment?

AVAILABLE SUPPORT

1	<p>How would you generally describe the provision for students in your country?</p> <p>Inexistent <input type="checkbox"/></p> <p>Some <input type="checkbox"/></p> <p>Useful, but not sufficient yet <input type="checkbox"/></p> <p>Sufficient <input type="checkbox"/></p> <p>Excellent <input type="checkbox"/></p> <p>Varies from school to school <input type="checkbox"/></p> <p>How would you generally describe the provision for University students in your country?</p> <p>Inexistent <input type="checkbox"/></p> <p>Some <input type="checkbox"/></p> <p>Useful, but not sufficient yet <input type="checkbox"/></p> <p>Sufficient <input type="checkbox"/></p> <p>Excellent <input type="checkbox"/></p> <p>Varies tremendously <input type="checkbox"/></p> <p>How would you generally describe the provision for adults in your country?</p> <p>Inexistent <input type="checkbox"/></p> <p>Some <input type="checkbox"/></p> <p>Useful, but not sufficient yet <input type="checkbox"/></p> <p>Sufficient <input type="checkbox"/></p> <p>Excellent <input type="checkbox"/></p> <p>Varies tremendously <input type="checkbox"/></p>
2	<p>Can you say that regulation and provision for dyslexic persons in your country is:</p> <p>Transparent <input type="checkbox"/></p> <p>Accountable <input type="checkbox"/></p>

	<p>Proportionate <input type="checkbox"/></p> <p>Consistent <input type="checkbox"/></p> <p>Targeted <input type="checkbox"/> – only at cases where action is needed</p> <p>Please give examples under each statement.</p>
3	<p>What is the exam provision for students in your country?</p> <p>At Primary school level</p> <p>At Secondary school level</p> <p>At University level</p>
4	<p>What is the technology provision? What are the policies on technical learnings aids for dyslexic people? What type is the softwear used?</p> <p>At Primary school level</p> <p>At Secondary school level</p> <p>At University level</p>
5	<p>What is the envisaged non-technology support?</p> <p>At Primary school level</p> <p>At Secondary school level</p> <p>At University level</p>

6	Are there any organisations (public or NGOs or private) that deal with support for dyslexic adults?
7	Any special life-long learning courses for dyslexic adults to qualify them further?
8	Any support for employers of dyslexic people?
9	Is the possibility to get support widely known? How are support services provided by public/private/NGOs publicised?
10	What is the level of funding? Please describe the process? What is the funding available for support services and who provides the funding (state budget, EU funds, other, please specify?)
11	Is there a variability of support within one institution? At state level?
12	How is the training of teachers/tutors organised and funded?

¡Muchas gracias!