

**Dyslexia
International**
sharing
expertise

Opening up channels
for communication
between ministries of
education, academics
and local authorities

Bringing full
awareness
of dyslexia into
education systems

Enabling dyslexic
learners to become
literate and develop
their talent

across the world

Dyslexia International is bringing together local parent groups, academic researchers and teacher-training decision makers to effect change in the way dyslexia is currently being addressed.

Our objectives

- to make free and fair education available to all
- to ensure equal opportunities for people who struggle with reading and writing

Our strategy

With leading experts, colleagues and associates in all parts of the world, Dyslexia International:

- opens up channels for communications;
- creates and promotes free online learning programmes and open education resources so that people with dyslexia can become literate, develop their talents, and integrate into society;
- aims to bring full awareness of dyslexia into the education systems responsible for ensuring that children are better taught in ways in which they can learn, which is their right.

Opening up channels
for communication
between ministries of
education, academics
and local authorities

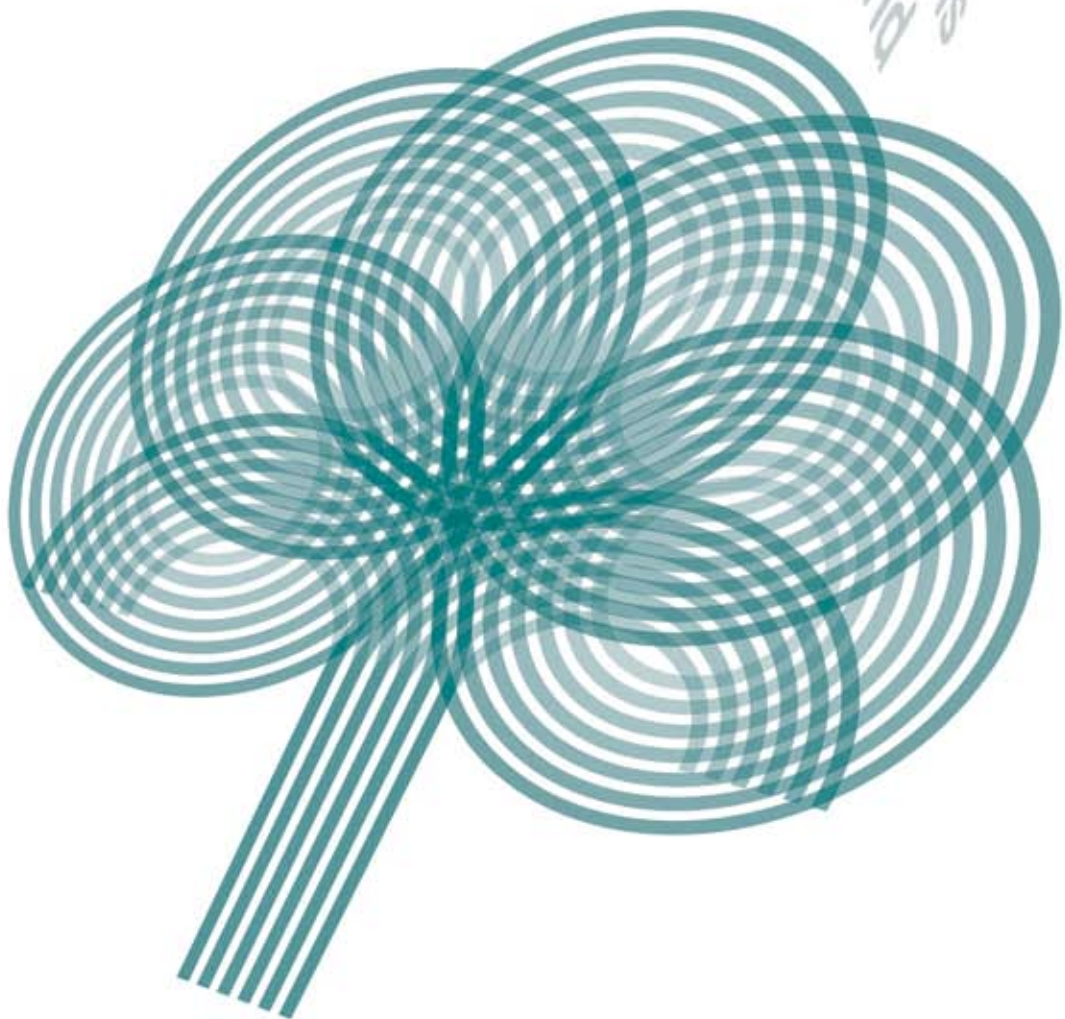
Bringing full
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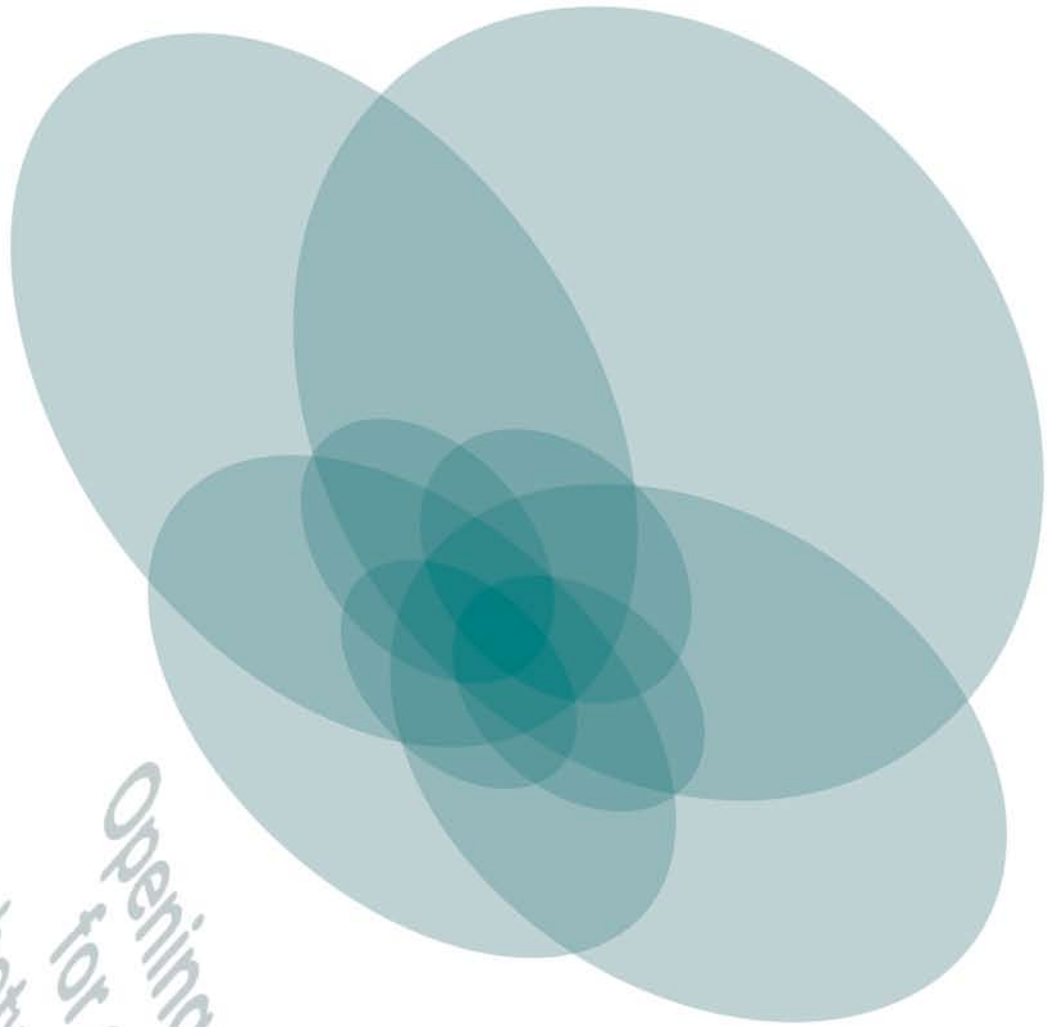
Enabling dyslexic
learners to become
effective and develop
their talent



Enabling dyslexic learners to become literate and develop their talent

Opening up channels of communication between academia and local authorities
Bringing full awareness of dyslexia into education systems across the world





Opening up channels
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education, academics
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Enabling dyslexic
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**Bringing full
awareness
of dyslexia into
education systems
across the world**

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1/ Report from the Executive Director

[2008 was a year of new developments and partnerships.](#)

Meeting our responsibilities

as a non-governmental organisation in operational relations with UNESCO since 2006, we were conscious of representing the interests of more than 300 million people with dyslexia world-wide, over 5% of the population. We reviewed our services and selected strategies that would best serve the interests of people with dyslexia, whilst

making the maximum use of our resources.

We worked with all parties committed to ensuring that children and adults everywhere, including those who struggle with literacy should not be denied the opportunity of becoming literate.

We focused on two main projects:

- piloting free online teacher training courses, so that teachers world-wide will be able to access quality programmes and free resources
- coordinating the World Dyslexia Forum at UNESCO, Paris, 3–5 February 2010 at which to share expertise in the Best practice in teaching reading and writing with teacher-training experts

‘... I am fully aware of the valuable contribution of organisations such as Dyslexia International to the field of literacy instruction through their research activities and the promotion of methods to meet those special needs.’

Mr Koichiro Matsuura,
Director-General of UNESCO

Lack of awareness of dyslexia

We had been greatly encouraged to believe that UNESCO was fully appraised of dyslexia and its implications and willing to back our initiatives when Mr Koichiro Matsuura, Director-General of UNESCO, wrote in February 2007: ‘In keeping with UNESCO’s commitment to inclusive quality education for all, I agree that it is essential to foster programmes, practices and adaptive technologies that meet the needs of learners who have special difficulties in learning to read and write... I am fully aware of the valuable contribution of organisations such as Dyslexia International to the field of literacy instruction through their research activities and the promotion of methods to meet those special needs.’

But despite these encouraging words, we still found that ignorance of dyslexia persisted in all sectors of society – public and private institutions, and amongst the public at large. This was disheartening.

On the other hand people approached our stand at exhibitions to speak of their sons, daughters, cousins or friends challenged by clusters of difficulties with reading and writing. This had prevented their passing exams or finding work, and left them hopeless and leading wasted lives despite their evident competence in other areas.

We found it was these same people, who had experienced dyslexia first hand and understood its devastating effects who would be the first to offer us their support.

Two major films, both highly acclaimed, *Stars on Earth* from India and *Deciphering Dyslexia* from Canada helped to dispel some ignorance. Sequences in the Canadian film, based on extensive new research, demonstrated without doubt that with early, appropriate educational intervention, people with dyslexia can excel.

Awakening interest

On a more positive note, at other international exhibitions and public events attended by ministerial officials for teacher training from various parts of the world, interest in dyslexia was expressed. There was a marked curiosity about the relationship between illiteracy and dyslexia in their country, and the possible correlation between the numbers of those unable to find employment and up to 10% of their population at risk of having their dyslexia undiagnosed.

We were asked how dyslexia could be identified, and what teaching methods and techniques should be used.

Our principles

At Dyslexia International we stand by the principle that all teachers, before they stand in front of a class, should be systematically trained in how to identify and how to teach children or adults with dyslexia. They should realize their responsibilities in delivering education that disallows failure.

Acknowledgments

Any progress we made has been entirely due to the encouragement and excellent support of our Patron, Her Royal Highness, Princess Margaretha of Liechtenstein, our directors, auditor, legal adviser, scientific advisory committee, the experts who form our e-consultancy team, webmaster, typographer, graphic designer, translators, and office volunteers from all parts of the world.

We are also indebted to our regional ambassadors for their loyalty and care – in the Republic of the Cameroon, Canada, China, Europe, Ghana, India, Kenya, Kuwait, the Middle East, Lebanon, Peru and Spanish-speaking countries, Swaziland, Uganda and the US. Thanks go to our special delegate to India.

As a charitable organization, we rely solely on donations and sponsorship.

This year we saw a rise in membership from people and associations round the world, keen to support our efforts by becoming Friends of Dyslexia International ('membres de soutien').

No fee is asked but we welcome donations and encourage new supporters to sign up to our manifesto.

Support us

We are especially grateful to the Oak Foundation and two other Foundations in addition to the Roi Baudouin Foundation, Belgium, for their vital support. We are grateful to the Belgian French community ministry of education for part-funding the free online teacher training course and its accompanying film.

With the combined efforts of all concerned we have been able to adapt to new situations in a changing world. Together we can move forward to meet our goals of making free and fair education available to all.

Become a friend of Dyslexia International

Simply add your name
to our manifesto:

*We support free and
fair education available
for all and equal
opportunities for people
who struggle with
reading and writing.*

dyslexia-international.org/Support.htm

2/ Our new name

Now in our third year of operational relations status with UNESCO, the Dyslexia International Board of directors, conscious of its responsibilities and the need to clarify the services it offers, called an extraordinary meeting of voting members ('membres effectifs') to re-think our brief, our advocacy with and on behalf of people with dyslexia, the services we offer and the need to adapt our visual identity to our new role.

On 10 October 2008, graphic designer Alexander

Sanson, consultant on corporate identity and design, gave a privately sponsored presentation. A resolution was passed to change our name and sub-line from 'Dyslexia International – Tools and Technologies (D.I.T.T) – building learning abilities' to 'Dyslexia International (D.I.) – sharing expertise'. The reasons for the change had been discussed at the general meeting of voting members earlier in the year when the pros and cons had been fully debated.

DITT

- Building learning abilities
- Creating and promoting tools and technologies that enable dyslexic learners to succeed in a competitive world

Dyslexia International

- Sharing knowledge globally
- Identifying and bringing the right people together to effect change in the way dyslexia is addressed in the world



Dyslexia International
sharing expertise

3/ Sharing expertise with ministries, academics and local associations

Our seasonal online news bulletins recorded our efforts to engage at three levels with all UNESCO member states: with ministries, local university researchers and local associations in over 190 countries.

with ministries of education teacher-training officials

In 2006, ministries in over 190 countries had received our initial five-question survey on dyslexia and the services provided in their countries.

In a further communication we announced the date for the first World Dyslexia Forum, and invited nominations for officials in charge of teacher training to be invited personally.

At the same time we offered free copies of the tri-lingual educational CD-ROM, which the BBC had produced for our organisation, *Tintin helps dyslexic learners – The Mystery of the Lost Letters* – in English, French and German.

The disc contains 12 articles on key aspects of dyslexia and its management, written by distinguished scientists and teachers. They make an ideal introduction to what dyslexia is about and a lively prelude to the World Dyslexia Forum.

In 2008 more than two thousand copies were given out or distributed on request.

with academics

Thanks to Manager Jacques Denies at the Brussels Microsoft School Technology Innovation Center, an online conference was organized on 13 November. This aroused interest in Europe, USA, Canada, Australia, South Africa and Singapore. The theme *Dyslexia: Neuroscience and Psychology* was addressed by two leading experts: Professor Stanislas Dehaene of the Collège de France, author of *Les neurons de la lecture*, and Professor José Morais of the Université Libre de Bruxelles. The event was chaired by Professor of Neurophysiology John Stein from the University of Oxford, UK, who currently chairs the Dyslexia International Scientific Advisory Committee. A printed version of both presentations will be made available from our site. We look forward to a second online conference with experts from India.

with local associations

Local dyslexia associations world-wide were invited to send in profiles of the lives of individual people in their country coping with their dyslexia, for publication at the Forum. This produced a lively response. Subsequently all local associations were invited to take part in an exhibition to be held alongside the conference room at the Forum: Dyslexia Associations Work World-Wide. This will take the form of a rolling screen presentation.

4/ Free online learning for teachers

On 28 May, at the Haute Ecole de Bruxelles, Dyslexia International, in keeping with its strategy of involving three key players, invited ministry of education teacher training experts, local academics and local associations to meet together to critique the outline for a first, free online teacher learning course.

Dr Vincent Goetry, in consultation with Professor Morais, presented a complete treatment, demonstrating video clips, test-sheets and worksheets. The presentation

was attended by Monsieur Barbay, Président du Conseil supérieur pédagogique, Catégorie Pédagogique, Madame Sylvie Frère, Psychopédagogue et coordinatrice de l'année de spécialisation en orthopédagogie, Marianne Hallet, Secretary General of APEDA (Association belge de Parents d'Enfants en Difficulté d'Apprentissage) and Anny Cooreman, member of our online consultation team and head of a school for children with dyslexia.

The course, in three parts, is designed for trainee teachers working in pairs. It is entitled Basics for teachers – Dyslexia: How to identify it and What to do (« La dyslexie: Comment l'identifier et que faire ? Notions de base pour enseignants »).

The French version, asked for and part-funded by the Ministry of Higher Education, entered its pilot stage in November and a start was made on the English version to be finalized by April 2010.

The principal contents of the course are:

Section 1 — Dyslexia

- 1/
What is dyslexia?
- 2/
What does it feel like to be dyslexic?
- 3/
What causes dyslexia?
- 4/
The development of reading
- 5/
Why is it so difficult for children with dyslexia to read fast and accurately?
- 6/
Other learning difficulties

Section 2 — Identification

- 1/
How can you tell if a child could be dyslexic?
- 2/
Informal assessment by the classroom teacher
- 3/
Formal diagnosis by specialists
- 4/
Why label a child 'dyslexic'?
- 5/
Giftedness

Section 3 — What to do

- 1/
Inclusion – policy into practice
- 2/
Principles of teaching literacy to children with dyslexia
- 3/
Using multisensory tools for teaching literacy
- 4/
Developing capacities which may be weak in children with dyslexia
- 5/
Technology aids (by consultant Judith Stansfield)
- 6/
Learning styles – listening to the child to know how to adapt your teaching

5/ Coordinating the world dyslexia forum at UNESCO

worlddyslexiaforum.org

UNESCO Goodwill Ambassador, HRH The Grand Duchess Maria Teresa of Luxembourg, graciously gave her support to Dyslexia International's initiatives by writing to the Director General of UNESCO. She appointed Ms Maha Tissot to represent her on the Forum Steering Committee that was set up.

Progress was made in enlisting a series of leading experts in dyslexia to speak, creating the budget, organising logistics with UNESCO officials, notifying the targeted invitees

i.e. ministries of education officials concerned with teacher training, and sending out announcements.

Dr Rachel Warfield assembled the addresses of associations for an invitation to take part in the Dyslexia Associations Work World-Wide exhibition.



6/ Outreach and meetings

African, Caribbean and Pacific countries

Thanks to the offices of Dr J.F. Kakule, Expert in charge of Education, Science and Technology, Information Society, Health and Employment at the Secretariat of the African, Caribbean and Pacific Group of States (ACP), Dyslexia International was invited to exhibit the CD-ROM *Tintin helps dyslexic learners* at a meeting of the Ministers of Education, from 20 – 23 October in Brussels. Amongst the delegates who attended

2009 presents us all with straightened circumstances and challenges as never before. But where Dyslexia International is concerned, with increased awareness and teacher training in place, supported by our dedicated and excellent volunteers, these are challenges we can face with courage and conviction.

were teacher-training authorities from more than 75 countries. Once again attention was drawn to the bookcase with 12 articles on dyslexia contained within the disc. A keen interest was shown by people who came to inquire at our stand, all of whom we look forward to welcoming to the World Dyslexia Forum at UNESCO in February 2010.

Talk and book-signing

On 13 November, Dr Duncan Milne, Dyslexia International's director of literacy tools, visited Waterstone's Brussels to give a talk based on his book, *Teaching the brain to read*, with a book-signing and reception, by kindness of manager Penny Fulcher.

Duncan, who learned how to manage his own dyslexia after struggling through school will be the first speaker at the World Dyslexia Forum. He has given Dyslexia International permission to publish a French version freely on our web site. A team of expert translators has given their time to the translation. Pauline Key-Kairis will design the illustrated version for the web.

UNESCO, Paris

Dyslexia International was represented at meetings of the 'Education for All Working' working party. These are conducted in French and are always useful – not only because of the interesting guest speakers but for orienting our NGO within the culture of UNESCO with its complex operations and numerous activities bearing on how children are taught.

Presentation at Tata Consultancy Services

Thanks to Jipson Mathew, Honorary Board Member, and Shobha Varghese, our regional ambassador, we were invited to make a presentation at Tata Consultancy to TCS Director Europe, Girish Ramachandran, Vidhya Sampath, Director External Relations and Thejus Philip, Program Manager – ICT on December 10th.

Film

Taare Zameen Par which means *Stars on Earth* is a Bollywood film which has been an eye opener to a lot of school teachers in India and beyond. The story of the boy with dyslexia enjoys tremendous popular appeal and is acknowledged as one of the greatest awareness raising exercises ever to reach the general public.

It is now planned to arrange for others to share in a viewing in the theatre at 1 rue Defacqz as soon as copyright matters are cleared, at an event to which local Indian dignitaries would be invited.

Finance

- **Balance sheet at 31 December 2008**
- **Statement of income and expenses**
- **Auditor's report**

7/ Balance sheet at 31 December

Dyslexia International ASBL

	2007	2008
	€	€
Assets		
Cash at bank	4 827.66	45 849.44
Debtors and prepayments	408.25	281.13
Stock of saleable products	10 126.00	-
VAT recoverable	<u>3 800.43</u>	<u>860.59</u>
	19 162.34	46 991.16
Office equipment	-	-
	<u>19 162.34</u>	<u>46 991.16</u>
Liabilities		
Creditors	3 227.95	2 043.78
Provision for contingencies	3 000.00	-
General Fund		
At the beginning of year	18 318.39	12 934.39
Increase/(Decrease) in year	(5 384.00)	32 012.99
At the end of the year	<u>12 934.39</u>	<u>44 947.38</u>
	<u>19 162.34</u>	<u>46 991.16</u>

Notes:

- Stocks of saleable products (CD-ROMS) were valued at cost at December 31, 2007. Such products were largely disposed of in 2008 and the remainder are regarded as worthless and have been written off.
- Transactions in currencies other than Euros are recorded at standard rates of exchange, which approximate market rates. Exchange differences have been written off at year end.
- Office equipment is stated at cost, € 5,166.93 less accumulated depreciation at 25% p.a., € 5,166.93.
- A provision of € 3,000 was set up on 31 December 2007 to cover contingent losses on the realisation of assets.
- Donations and sponsorship included an amount of € 4,132.23 given specifically towards the cost of online training and a conference.
- During 2006 the Marcelle Napier Foundation funded an Award of €4,025.00 to finance studies in teaching of people with dyslexia. During 2007, by decision of the Board of Directors, the balance of € 2,964.50 was appropriated to cover expenditure promoting educational tools and technologies.
- At December 31, 2008 the Association was committed to expenditure of € 20,000 in connection with a Conference to be held in February 2010. Funds are in hand to meet this commitment.

7/ Statement of income and expenses

Dyslexia International ASBL

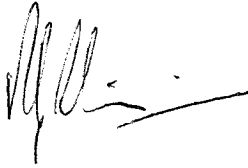
	2007	2008
	€	€
Income		
Donations and sponsorship	24 588.11	77 054.83
Sale of materials	5 604.03	1 694.03
Activities	2 586.51	-
Interest	10.97	32.42
	<u>32 789.62</u>	<u>78 781.28</u>
Expenses		
Cost of materials sold/written off (note 1)	1 486.00	10 126.00
Voyages	2 374.03	2 624.64
Office		
Rent, including charges	6 251.47	3 781.65
Telephone, internet	2 146.03	2 685.25
Postage	1 296.81	1 148.56
Supplies, photocopies, etc	4 141.83	4 747.72
Printing	183.88	-
Insurance	-	105.59
Meetings, exhibitions, entertaining	580.61	275.04
Subscriptions and donations	245.00	125.00
Advertising	-	259.33
Fundraising expenses	14 235.02	-
Fees		
UNESCO project	-	10 000.00
Online learning project	-	4 660.07
Accounting/tax/legal	799.70	1 535.33
Website development	2 100.00	738.89
Design	-	2 037.24
Depreciation of office equipment (note 3)	1 290.01	-
Bank charges	572.86	501.02
Currency differences	434.87	119.07
Non-deductible VAT	3 000.00	1 297.89
	<u>(41 138.12)</u>	<u>46 768.29</u>
Increase/(Decrease) in funds	<u>(8 348.50)</u>	<u>32 012.99</u>
Release of restricted funds (Marcelle Napier Award) (note 6)	2 964.50	-
Net increase/(Decrease) in funds	<u>(5 384.00)</u>	<u>32 012.99</u>

7/ Auditor's report

Dyslexia International ASBL

I have audited the accounts of Dyslexia International asbl for the year 2008.

In my opinion the accounts give a true and fair view of the assets, liabilities and funds at 31 December 2008 and the income and expenses for the year.

A handwritten signature in black ink, appearing to read 'R. Palim', with a long horizontal stroke extending to the right.

R. Palim
Brussels, 8 April 2009

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BIC
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a non-governmental
organisation in
operational relations
with UNESCO

Patron
Her Royal Highness
Princess Margaretha
of Liechtenstein