

Dyslexia
International
sharing
expertise

Sustainable Solutions

e-Campus & Teacher
Training

Project Proposal

Spring 2013

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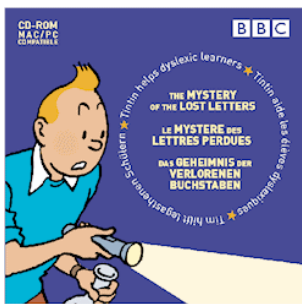
Dyslexia International's Objectives

Dyslexia International (D.I.) is a non-governmental organisation in consultative status with UNESCO whose objectives are to effect change in the way dyslexia is currently being addressed.

It brings together ministry of education decision-makers responsible for teacher training, academic researchers and local associations to collaborate in creating and disseminating scientifically proven teacher-training resources, free of charge. Teachers worldwide can then know how to adapt their teaching to the learning needs of 10 percent of their students who currently risk life-long illiteracy and social marginalisation on account of their dyslexia.

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History of the Organisation



Origins:

Dyslexia International has its origins in European Children in Crisis, a non- governmental organisation (a.s.b.l) founded in Belgium in 1995 whose activities included:

- organising the Action for Dyslexia Conference at the European Parliament, in collaboration with the European Dyslexic Association (EDA)
- publishing A Guide for Parents - Dyslexia Here and There
- collaborating with the BBC on the production of an awareness raising film, Language Shock – Dyslexia across cultures.

Dyslexia International – Tools and Technologies (D.I.T.T.), a non-profit organisation, was registered in Belgium in 2000 with the motto building learning abilities.

In 2006, D.I.T.T. was granted operational relations status with the United Nations Educational, Scientific and Cultural Organization (UNESCO).

In 2008 it was re-branded as Dyslexia International (D.I.) with the motto sharing expertise. It was then in a position to advocate for the rights of over 700 million children and adults with dyslexia worldwide.

From 2000 to 2010, Dyslexia International's activities were chronicled in quarterly illustrated e-Newsletters. These can be found in the Reading Room at our e-Campus. www.dyslexia-international.org.

Highlights of these e-Newsletters included:

- 2001 Her Royal Highness Princess Margaretha of Liechtenstein granting her patronage.
- 2003 The creation of a diagnostic tool, a tri-lingual CD-ROM in English, French and German, produced for D.I.T.T. by the BBC, involving a focus group of children and young adults with dyslexia. Tintin helps dyslexic learners: The Mystery of the Lost Letters was designed to help young learners understand their learning style and to discover ways of enhancing their learning abilities. Sponsors included

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History of the Organisation continued



Microsoft, Levi Strauss Europe, Cable and Wireless, and the Hergé Foundation. Copies were offered to ministries of education in over 190 countries, and to British Council libraries and Goethe Institutes worldwide.

- 2009 The 60th anniversary (see picture left) of the Declaration of Human Rights at UNESCO, attended by Judith Sanson (right), Chair Board of Directors, with colleagues: President of the Greek Dyslexia Association, Alikí Tzen (centre) and Melanie Jameson (left), advisor to UK judges in trials with people with dyslexia.
- In 2010, Dyslexia International coordinated the first World Dyslexia Forum at UNESCO, Paris. The event was widely recognized as a great success. Teacher-training delegates from over 190 countries' ministries of education were invited.

Leading international researchers spoke on the science of reading, best practice in teaching reading across Arabic, Chinese, English, French, Russian and Spanish-speaking regions, and ICT. The Forum was supported by the European Commission, the OAK Foundation, SES Astra, Motorola and Dyslexia International's many skilled and committed volunteers.

The UNESCO Goodwill Ambassador H.R.H. the Grand Duchess, Maria Teresa of Luxembourg, granted her patronage to the Forum. The film of her opening speech can be seen in our e-Campus Lecture Hall, which is indexed by speaker.



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History of the Organisation continued

Two important projects made their debut at the World Dyslexia Forum:

1. The Dyslexia International e-Campus

Forum delegates from 35 countries signed up to take part the e-Campus Steering Committee.

Dyslexia International's e- Consultancy Team headed by the Scientific Advisory Committee advise on content. An office manager, webmaster, designer and assistants are in support. Dedicated volunteers offer their professional services in editing, translating and administration.

The e-Campus has the potential to provide an important service for making quality education available to all.

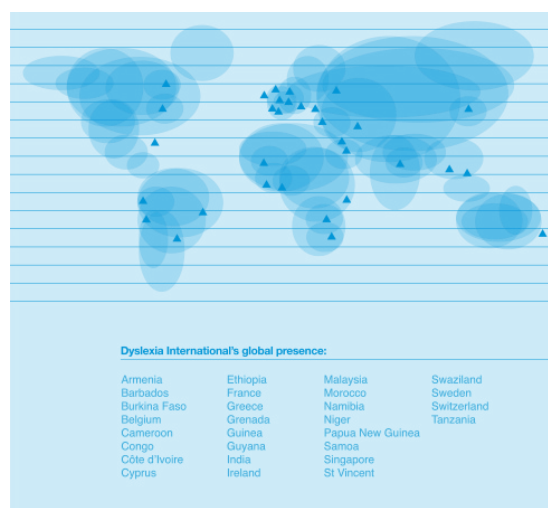
2. Online learning course Basics for Teachers: Dyslexia, How to identify it and What to do

This highly acclaimed tool is now available as Open Courseware under a creative Commons License.



Top: School in Mali visited by one of our consultants

Below: School in Senegal using our educational materials



The triangles on the map indicate where the course is being introduced in 28 countries involving three key players: a ministry of education; teacher training official; and a local association.

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History of the Organisation continued

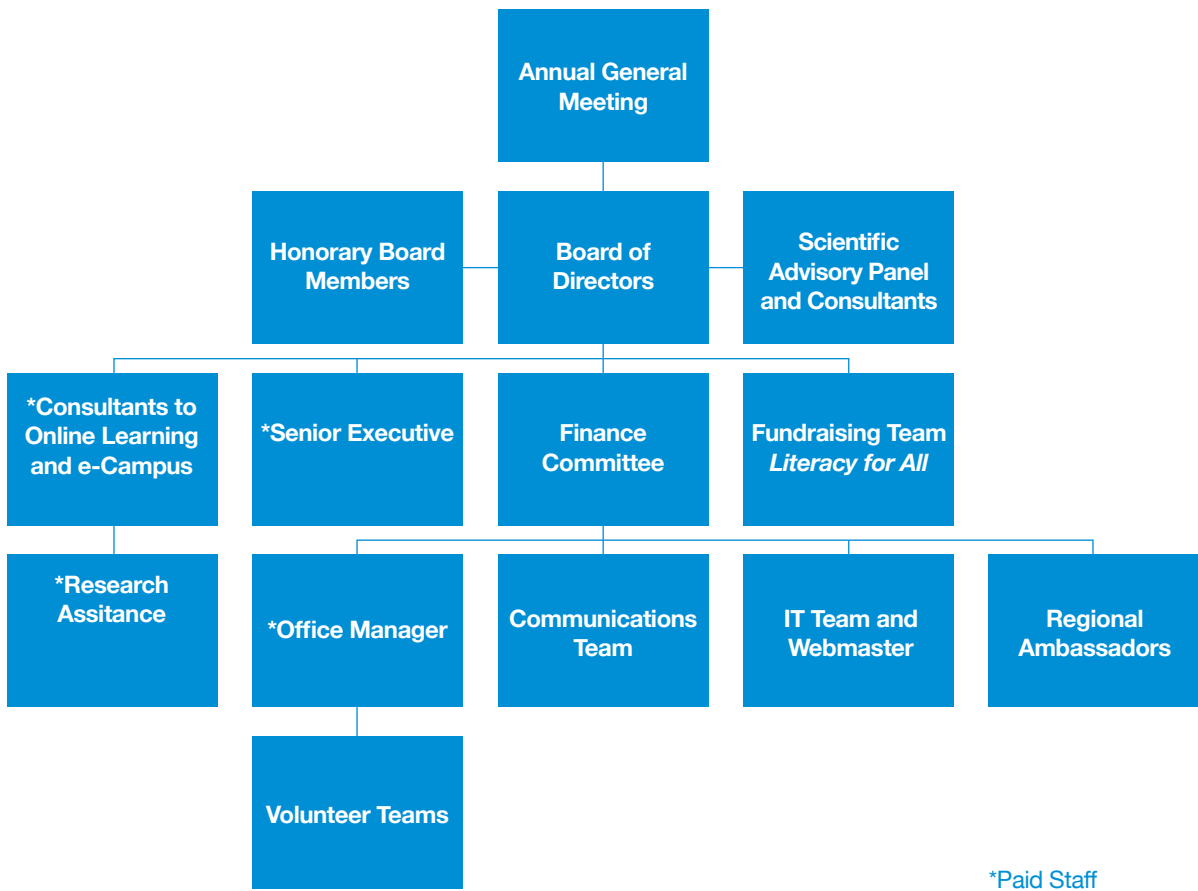
In 2011, negotiations began for a Prison feasibility study to be conducted by Dyslexia International in partnership with an office of the Louisiana Department of Public Safety & Corrections for the introduction of an online course for correctional educators. DI is currently seeking sponsorship for this project.

Once researched and adapted to local needs, the online learning course and accompanying filmed material can be made available across the Louisiana prison system, assisting thousands of prisoners to read.

In 2012, Dyslexia International was recognized as a non-governmental partner in consultative status with UNESCO.

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Organization Chart



The functions and responsibilities of the AGM and Board of Directors are set out in the Statutes of Dyslexia International, published in the official gazette, Le Moniteur Belge, as a registered non-profit charity also listed at Philanthropie.be, the Guidestar.be representative.

Dyslexia International's AGM assembles its 'membres de soutien' and 'membres effectifs' (Friends of D.I. and Voting Members).

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Operating Plan

Four priority areas meet our objectives for 2013-2015: teacher-training, communications, fund-raising and office management.

Dyslexia International intends to carry out an ambitious programme of activities including six main projects related to its core objectives.

To effect change in the way dyslexia is currently being addressed, Dyslexia International will continue to bring together ministry of education decision-makers responsible for teacher training, academic researchers and local networks to create and disseminate scientifically-based training resources free of charge.

Description of the organization

Dyslexia International aims to effect change in the way dyslexia is currently being addressed by bringing together ministry of education decision-makers responsible for teacher training, academic researchers and local networks to create and disseminate scientifically-based training resources free of charge to teachers worldwide.

Dyslexia International was set up in 2000 in response to the findings of leading researchers that students with dyslexia can be educated successfully alongside other students in the classroom, provided their teachers are trained to identify specific reading difficulties, and are equipped to adapt their teaching accordingly. The organization promotes and designs teacher-training materials advised by leading international experts in literacy and dyslexia, the Dyslexia International Scientific Advisory Panel heads up an e-Consultancy Team. Dyslexia International advocates for over 700 million children and adults with dyslexia worldwide who risk life-long illiteracy and social exclusion unless they are taught in ways in which they can learn. It promotes early intervention and teaching strategies that secure the inclusion of students with dyslexia within mainstream education.

Goals

1. Dyslexia, as an inhibitor to literacy, personal development and social integration, being understood and addressed worldwide.

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Operating Plan continued

2. Dyslexia International's e-Campus established as a service for ministries and teacher trainers where they can share knowledge and collaborate on educational policy, and find free, quality, scientifically-proven resources.
3. Dyslexia International's Basics for Teachers online teacher-training course officially adopted and used by ministries of education worldwide as a component of pre-service and in-service teacher training programmes.
4. Core funding for Dyslexia International secured for a three-year period at a level able to support the expansion of its activities to enable the necessary professional staff to be hired and to equip and maintain an efficient office.

Objectives 2013-2015

1. **Teacher-training:** make available free quality online teacher training available worldwide for teachers in mainstream inclusive education, working in collaboration with ministries teacher-training policy makers and officials.
2. **Communications:** stakeholders made aware of dyslexia its impact on rates of illiteracy and social exclusion when it is ignored. To encourage stakeholders to align with Dyslexia International's efforts to support the Millennium Development Goal of Education for All.

Supporting activities:

- a. **Fundraising:** Funding for the period of 2013-2015 secured at a level sufficient to meet the core needs of D.I. and to provide the resources needed to achieve all the planned results.
- b. **Office management:** Solid support and coordination provided for the projects of the organization: all necessary financial and legal requirements complied with, and regular reporting to the Management and through them to the Board on the status of finances, projects and cash flows.

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Operating Plan continued

Principal projects 2013-2015

- A.** Setting up and maintaining a richly resourced interactive **e-Campus** for teachers, trainers and education authorities worldwide to provide the means for an inclusive approach to dyslexia.
- B. Dissemination and support for use of the online course** in pre- and in-service teacher-training programmes.
- C. Feedback/evaluation** of the course to continually monitor and update it.
- D.** To coordinate the **translation/adaptation** of the teacher-training courses into the four other official UNESCO languages (Arabic, Chinese, Russian and Spanish). To encourage adaptations to other languages and cultures, as well as to other groups such as adolescents and adults. DI works with partnership with governments and universities as for the Portuguese and German versions which are already in hand.
- E. Feasibility study** for correctional education in prison populations.
- F. Communications: Awareness-raising** with key stakeholder groups regarding the importance of addressing dyslexia and encouraging them to take measures to include dyslexia in national education policy strategies. A Second World Dyslexia Forum with our Brazilian colleagues will be held in Brazil in 2014 involving ministries of education and teacher-training institutions worldwide.

Support for projects includes office rental, running costs, accounting, web master, design, bank and insurance fees.

Plan of Action - Project-Based Actions

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Operating Plan continued

Objective 1: Teacher-training

Project A: e-Campus

Description:

The e-Campus is the principal project of Dyslexia International in 2013-2015. It was opened officially at www.dyslexia-international.org, DI's new Open Educational Resources site on World Teachers Day at UNESCO HQ Paris on 5 October 2012. It offers free access to high-quality, scientifically grounded teaching resources approved or proposed by our Scientific Advisory Committee and Consultancy e-Team. It offers the opportunity to share expertise. The DI e-Campus provides the means for teacher in both advantaged and less advantaged settings industrialized to find the professional development tools they look for in how best to face the challenges of teaching reading and writing in the inclusive classroom. It enhances equal opportunities for over 700 million people at risk of life-long illiteracy and social exclusion because their learning needs are still not being properly addressed. It enables Dyslexia International to put its policy of 'free and fair education for all' into practice. The e-Campus serves two main user groups: teachers and trainers worldwide who are offered quality interactive courses and resources; education authorities and teacher training decision-makers who are invited to make their contribution and share their ideas on education policy. Both groups can access to best practice in teaching techniques and statistical evidence on related themes, including the growing take up of teacher training online and literacy levels.

Action Timeline:

1. 2013-2015 Dyslexia International e-Campus, with the support of its partners and sponsors
 - to take into account the feedback from the survey on the Beta version
 - to re-design the e-Campus to make it more fully accessible and communicative and appealing to all users and sponsors.

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Operating Plan continued

- ensure the continual enrichment and refurbishment of the e-Campus and to keep pace with advancing technologies including access from cell-phones.

2. In 2013-14 A consortium of universities to be established on the advice of our Scientific Advisory Panel – 6 working in the six official languages of UNESCO who in turn work with partner universities and report to the UNESCO UNITWIN Departments concerned: online teacher training and inclusion with special reference to reading and spelling difficulties.

- From 2014-2015 and more, the site will be regularly added to and updated, with supervised by the DI Scientific Advisory Panel of eminent professors. It will host e-Conferences and forums for national decision-makers, universities and teacher-training institutions.

Project B: Dissemination of and support for online learning course

Description:

Already, in advance of the official opening of the e-Campus, the free online learning course for teachers, is now being introduced in more than 20 countries. Originally the link to the course was given where ministries, researchers and local associations had come together to consider implementing it in their national teacher training programmes. It has been enthusiastically received and widely acclaimed since it was first introduced at UNESCO 2010 at the World Dyslexia Forum.

Action Timeline:

1. Throughout 2013-2015, Dyslexia International will encourage the use of the online course in the pre- and in-service teacher-training programmes of countries which have registered for the course in addition to those expressing an interest.
 - a. Dyslexia International will support countries using the course. Ministries of education using the course will be able to discuss its implementation and their own courses with their colleagues in other countries.

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Operating Plan continued

- b. Wherever possible Dyslexia International will respond to requests for DI experts by deploying their Special Envoys.
- c. By end-2014, 3000 francophone region schools in Belgium will have implemented the online learning course into their pedagogical programme with monitoring in place.

Project C: Feedback/evaluation of online learning course Monitor the effectiveness of the course and analyse the needs for its further development.

Action Timeline:

1. Throughout 2013-2015, the online learning Consultant, his assistant and team will collect comprehensive feedback from participating countries on how national bodies and institutions are implementing the online teacher-training course. The impact of the training on the perceptions and the behaviour of teachers and ultimately the benefit to students and schools in terms of raised literacy levels will be monitored.
 - a. Dyslexia International will encourage national education authorities to complete and return the online course evaluation questionnaires for monitoring, feedback and further development procedures.
 - b. Results will be published on the e-Campus as a resource for national authorities and teacher-training institutions.

Project D: Translation/Adaptation of online learning course:

The online course is designed as a prototype for adaption to local linguistic and cultural requirements.

Action Timeline:

1. By end of 2015, planning will be in place for the online course materials to be adapted, developed and translated to

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Operating Plan continued

meet the needs of the four other official UNESCO language groups.

Throughout 2013-2014, Dyslexia International will coordinate on-going translation and adaptation with university partners in other languages.

Project E: Prison feasibility study:

Dyslexia International responds wherever possible to requests for support in all projects that address the learning needs of people with dyslexia. One such project involves a feasibility study for the introduction of an online course for correctional educators. Dyslexia International is currently seeking sponsorship for this project. Once researched and adapted to local needs, the online learning course and accompanying filmed material can be made available across the prison service, assisting thousands of prisoners to read. Activities include a feasibility study and piloting of the course.

Action Timeline:

1. Conducting a feasibility study for the introduction of an online course for prison educators.
 - a. By end 2014, the funding to be secured for sponsorship for the feasibility study.
 - b. In 2014, pending funding, partnerships will be set up with the Louisiana Department of Public Safety & Correction professionals concerned and universities to research and organize the teacher training pilot with correctional educators in the adult prison population.
 - c. In 2015, in collaboration with all partners, the adapted online learning course and accompanying filmed material to be offered as a prototype for the State of Louisiana.

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Operating Plan continued

Objective 2: Communications

Project F: Awareness-raising:

Dyslexia International's presence at United Nations Educational Scientific and Cultural Organization (UNESCO) as a non-governmental partner in consultative status gives DI access to national educationalists from over 190 countries at diplomatic and local level. This allows Dyslexia International to build awareness with stakeholder groups, and to support the organization of the Second World Dyslexia Forum in Brazil, which will take place in 2014.

Action Timeline:

1. By end 2014, Dyslexia International will generally raise awareness about dyslexia and highlight the need for international organizations to play a greater role in literacy-building, particularly in supporting policy provisions for dyslexia and other specific learning difficulties.
 - a. Throughout 2013-2014, Dyslexia International will actively support Brazilian colleagues in organizing a second World Dyslexia Forum in Brazil.
 - b. The senior executive and team will plan the conference with the Brazil team throughout 2013-2014. National heads of teacher-training and national researchers worldwide will be invited to participate.
 - c. The Second World Dyslexia Forum will be reported on the e-Campus.
2. Dyslexia International will update its communications materials throughout 2013-2015.
 - a. Latest DI news is regularly reported at the DI website
 - b. Filmed presentations will be mounted on the will the use of the online learning course with users of the course reporting from all five different regions of the world

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Operating Plan continued

- c. In 2013-2014, a communications plan will support Brazilian colleagues' publicity programme.

Project G: Support of projects

The organization has a committed Board and an unparalleled support network of academics, educational professionals and skilled volunteers. The Oak Foundation have played a key role as our primary sponsors. Dyslexia International *Literacy for All* fund-raising team has a comprehensive plan in place for 2013-2015.

Objective 3: Fundraising - Led by DI *Literacy for All* fundraising president

1. On a monthly basis, the President of *Literacy for All*, reporting to the Board, will ensure that a funding strategy is in place and regularly reviewed.
2. By April 2015, the *Literacy for All* team to secure co-funding that includes core funding.
3. 2013-2015, the President of *Literacy for All* will coordinate Dyslexia International's communications with ministries, foundations, companies, the European Commission and private individuals, to seek both short-term and multi-annual core and project funding.

Objective 4: Office Management

Support for all projects is provided by a part-time Office Manager and includes bank and insurance fees, overheads, design, web master, and rental for a modest office based in Brussels, Belgium.

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Operating Budget

Total costs over 2013-2015 are € 740,000 as shown in the pie charts below. This includes direct project costs of € 628,000 and costs of € 112,000 to support all projects.

Project A: e-Campus

From 2013-2015, the e-Campus is projected to cost a total of € 180,000. These costs include the second phase of the current Beta website as well as retaining an expert consultant who will coordinate activities, create, manage and select e-Campus resources with colleagues.

Project B: Dissemination and Support of online learning

Dyslexia International has budgeted a total of € 184,000 over three years to further disseminate the free online learning course through ministries of education to classrooms worldwide, and to provide printed teacher-training materials in countries with little or no internet access.

Project C: Feedback/Evaluations of online learning

Dyslexia International has budgeted € 80,000 over 3 years to record quantitative and qualitative feedback on the course and to create the protocol for a longitudinal study on raised levels of literacy. These data will be used to monitor the course's effectiveness and to develop it further.

Project D: Translations/Adaptations of online learning

Dyslexia International has budgeted € 30,000 over 3 years for coordinating the translation and adaptation of the course where co-funding is found. Translation and adaptation costs are expected to be covered by the partners themselves or other national sponsors.

Project E: Feasibility study for adult prison population

Once researched and adapted to local needs, the online learning course and accompanying filmed material can be made available across the prison service, assisting thousands of prisoners to read. Activities include a feasibility study and piloting of the course. Total costs for this are forecast at € 76,000 in 2014 and 2015.

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Operating Budget continued

Project F: Awareness-raising about dyslexia among policy-makers

As a non-governmental partner in consultative status with UNESCO, D.I. has access to national educationalists from over 190 countries at diplomatic and local level allowing it to build awareness with stakeholder groups, and to provide consultation for the organizers of the Second World Dyslexia Forum in Brazil, which is planned to take place in 2014. Total costs for activities throughout 2012 to 2014 including all media and promotion activities are estimated at € 78,000.

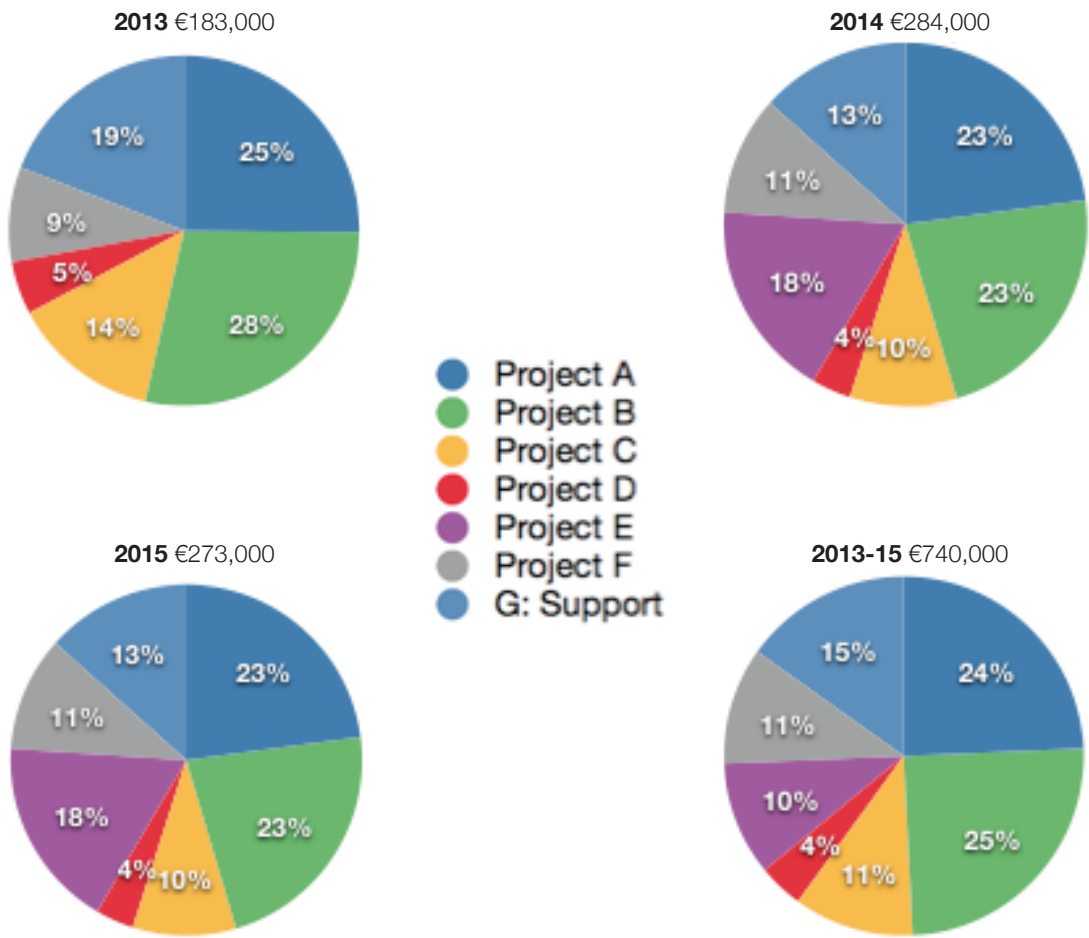
Project G: Support for projects

Support for all projects is provided by a part-time Office Manager and includes bank and insurance fees, overheads and rental for a modest office based in Brussels, Belgium with a committed Board of Directors offering their time and an unparalleled support network of academics, educational professionals and skilled volunteers. *DI Literacy for All* fundraising team has a comprehensive plan in place for 2013-2015. For activities and infrastructure costs in support of projects, € 112,000 is needed over 2013-2015 Fundraising costs are not reflected in the 2013-2015 budget.

Total	Project A e-Campus	Project B Dissemination/Support	Project C Feed-back/ Evaluations	Project D Language adaptations	Project E Prison feasibility study	Project F Communications: Awareness-raising	Project G Support for projects
2013 €183,000	46,000	52,000	25,000	9,000	-	16,000	35,000
2014 €284,000	65,000	64,000	27,000	10,000	50,000	30,000	38,000
2015 €273,000	69,000	68,000	28,000	11,000	26,000	32,000	39,000
2013-15 €740,000	180,000	184,000	80,000	30,000	76,000	78,000	112,000

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Operating Budget continued



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Operating Budget continued

Operating Budget Summary:

This Operating Plan is dependent on receiving funding both in the short-term for the first half of 2013 and for 2014 and 2015. In total, for the period 2013-2015, Dyslexia International is seeking € 740,000.

In 2013, the total budget is estimated at € 183,000, in 2014 at € 284,000, and in 2015 at € 273,000.

To meet its objective in 2013, Dyslexia International needs a further € 108,000.

The time Dyslexia International will spend coordinating the projects, hosting public workshops and integrating the projects into the e-Campus has been costed in the budget.

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Audited Financial Statements

To view the latest Audited Financial Statements, see 'About' on our web site.

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Tax Status

As a not-for-profit organization, Dyslexia International is not subject to tax. For donations from the U.S., by arrangement with the King Baudouin Foundation US, money donated may receive US tax exemption.

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Board of Directors

The Dyslexia International Board of Directors are experts in the field of education, business, law and finance.

Laurence A. Moffett, business consultant, D.I. regional ambassador, Europe

Judith Sanson, Chair, educationalist

Hugh Terlinden, Treasurer

Minos Van Joolingen, consultant lawyer

Petra Zollner, Secretary to the Board, policy manager

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Administration & Staff

Consultant: Dr Vincent Goetry PhD develops DI online learning courses, and advises on input on the French section of the e-Campus

- First degree: Psychological Sciences at the Free University of Brussels and a masters under Professor José Morais and Dr Régine Kolinsky with distinction.
- Doctorate in the development of reading and writing in bilingual children taught in a second language, under the supervision of Drs Kolinsky and Mousty.
- Post-doctorate, University of British Columbia, Vancouver, Canada, under Professor Linda Siegel in Reading and writing in the bilingual context of French and English.

Acting Senior Executive: Judith Sanson Reporting to the Board, the Senior Executive oversees the smooth running of all projects and leads the communications project, especially in relation to UNESCO

Office Manager: Barry O'Halpin handles human resources and all aspects of office management. He speaks English, French and Dutch.

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Documentation of General Need

Testimonies The challenge The need for the e-Campus The press Targeted giving with measurable results.

Testimonies

“I wish I were dead. I wish I lived far away, in a place where people don’t have to learn to read and write.” These are the words of an eight-year-old boy with dyslexia whose parents could not afford private help. ‘When you tell a child they are ‘no good’ and they are ‘stupid’, after a time they don’t think they are stupid, they know they are stupid”, says the mother of a teenage daughter witnessing her child’s debilitating loss of self-esteem. A UNESCO colleague from Mozambique describes it, “When you cannot read, you live in fear.” “There is no local support or understanding of the problem”, writes a mother from Mali. “It breaks my heart, I just don’t know how to teach her”, admits the teacher of a bright and keen young student with dyslexia whom she simply does not know how to teach to read and write.

These are typical help-line calls that Dyslexia International receives from people with dyslexia, parents of children with dyslexia and teachers in all parts of the world.

The challenge

Governments are only now starting to take account of the costs to the economy of leaving people illiterate. These are clearly set out in the KPMG Foundation’s analysis of December 2006. Set against the costs of unemployment benefits, social and health expenses, substance abuse and prison, inescapable evidence points to the fact that it is far more cost-effective to spend money training teachers to teach functional literacy skills from the start.

The need for the e-Campus

Education authorities are realizing the importance of making appropriate provision for learners with dyslexia in the face of

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Documentation of General Need continued

increasing evidence that people with dyslexia have different educational needs to be met if they are to learn to read and write.

It is now over a hundred years ago since Pringle Morgan and James Hinshelwood identified 'word blindness'. Others before them had already identified specific reading and writing difficulties without giving them a name.

As early as 1743, Dr Samuel Johnson of the Dictionary of the English Language observed, 'Tom Birch is as brisk as a bee in conversation; but no sooner does he take a pen in his hand, than it becomes a torpedo to him, and benumbs all his faculties'. But now, when scientific evidence, thanks to new technologies, proves unequivocally that dyslexia is a neurologically based, lifelong condition that demands an educational response, ministries are starting to respond.



The Dyslexia International e-Campus has the potential to serve the needs of all parties concerned - trainers and teachers looking for resources, educational authorities comparing and sharing good practice and all those looking for local support. The section for education authorities on the e-Campus will

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Documentation of General Need continued

feature literacy statistics, latest reports on improvements in teaching reading to all students, and a Letter from the Minister where ministers from 190 countries in turn will be invited to describe how they are addressing –

- training teachers to intervene early
- measures they are taking to increase literacy
- measures to stem growing illiteracy
- measures to stem growing unemployment
- assessing people with dyslexia in prison
- reducing school drop out

Ministries will have the opportunity to access the latest information on teacher training solutions to raise literacy levels and ways of including over 10 percent of the population whose learning needs are not being met.

These training solutions proposed in our courses are appropriate for all learners including those who struggle with literacy acquisition.

Even in so-called industrialized countries, up to 40 percent of the children leave primary school with levels of literacy which prevent them from completing secondary school successfully.

Press

‘Illiteracy is one of the clearest indicators for marginalization of vast sectors of the population ... and is seen as the root cause of exclusion from education.’ (UNESCO, Education for All working party of the NGO Liaison Committee, 2010)

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Documentation of General Need continued

Of the world's nearly one billion illiterate adults, two-thirds are women. Two-thirds of the 130 million children worldwide who are not in school are girls. UN Ecosoc Report 2011.

'One fifth of school-leavers are so illiterate and innumerate that they struggle to cope with challenges of everyday life.' (U.K. The Guardian, 7 May 2010)

'Some 32 million U.S. adults lack basic prose literacy skills. That means they can't read a newspaper or the instruction on a bottle of pills.' (U.S. Education Department, January 2009)

Organisation for Economic Cooperation and Development
OECD Pisa reports carry statistical analysis of literacy levels in certain countries.

'The hazards to the individual and society at large when dyslexia is not addressed systematically by education policy makers' (Invited editorial, *Pediatric Rehabilitation*, Volume 8, 2005, Taylor and Francis Ltd). The article highlighted the fact that the ratio of dyslexia amongst prison inmates is double that of the general population. Statistics for people described as functionally illiterate run as high as 75 percent.

'Say you have dyslexia when you go for that job interview and immediately go on to say: "This means that I work extra hard to reach the highest standards in my work; I walk the extra mile with added commitment; I see the wider picture and use my special gifts as someone who sees outside the box."' - Judith Sanson *HR and Training Journal* Issue 7 January 2010.

"They suffer profoundly and feel completely worthless" - UNESCO Goodwill Ambassador, H.R.H. The Grand Duchess Maria Teresa of Luxembourg who gave her patronage to the World Dyslexia Forum. (Paris Match 2010)

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Documentation of General Need continued

Funding needed for 2013-2015

Sponsors and partners to Dyslexia International can be sure of associating with distinguished academics, sound science and the goodwill of all actively promoting opportunities for those who are currently viewed as social drop-outs on account of their dyslexia.