

**Dyslexia
International**
sharing
expertise

New approaches

Annual Report 2009

‘Dyslexia is a neurologically-based condition, which is often hereditary. It results in problems with reading, writing and spelling and is usually associated with difficulties in concentration, short-term memory, and organisation.’

‘Dyslexia is NOT the result of stupidity. It is not caused by poor schooling, poor home background, poor motivation nor clinically manifest poor sight, hearing or muscle control – although it may occur with these conditions.’

Dyslexia International plain language definition: 2004

‘Dyslexic learners have many talents that just don’t happen to include reading and writing.’

Professor John Stein,

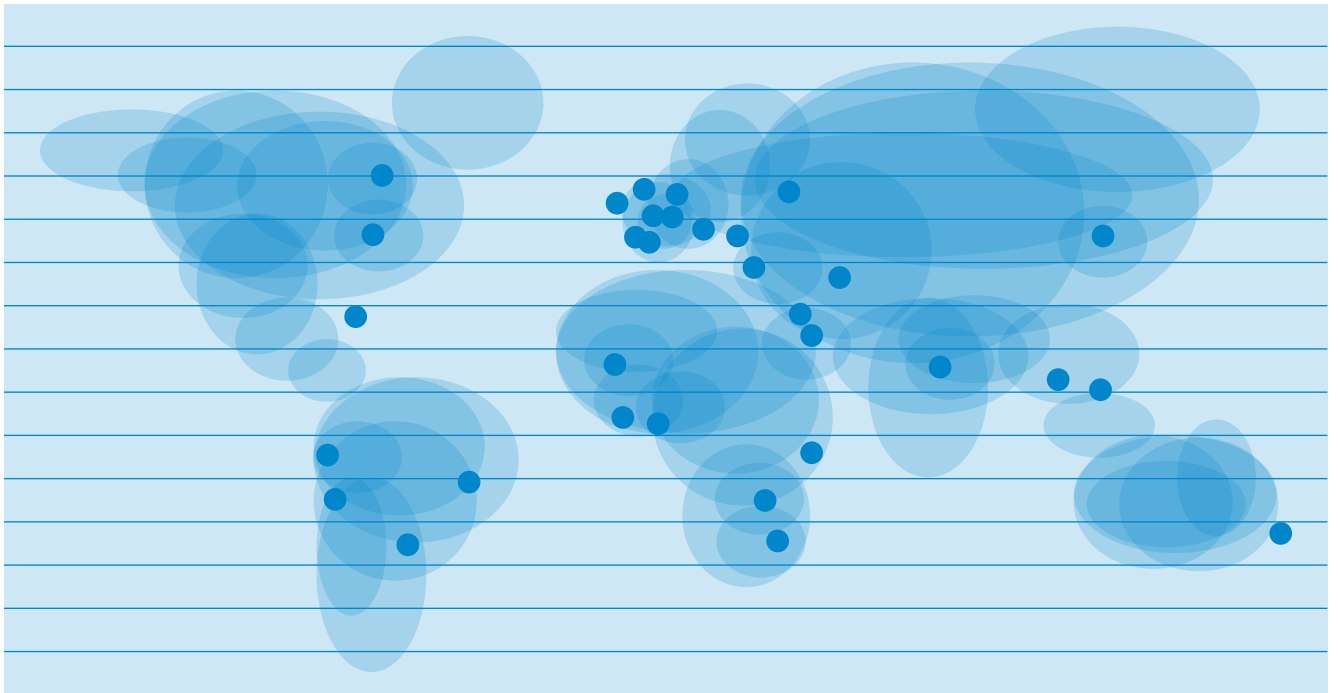
Professor of Neurophysiology University of Oxford, UK;
Chair, D.I. Scientific Advisory Committee

Contents

- | | | | |
|----------|---|-----------|--|
| 3 | Our objective | 12 | 2. Projects |
| 4 | Who’s Who: directors, experts and administrators | | • Country-by-country contacts |
| 7 | 1. New approaches to old challenges | | • Online learning courses for teachers |
| | Report from the Executive Director | | • Film |
| | The old challenges | | • Dyslexia International e-Campus |
| | New approaches | 15 | 3. The future |
| | • Strategy | 16 | Appendix |
| | • The World Dyslexia Forum | 17 | Annual Accounts, 2009 |
| | • Dyslexia International’s presence at UNESCO | | |
| | • Technology enabling progress | | |
| | • <i>Taare Zameen Par</i> – the film | | |

Our objective

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



Dyslexia International's global presence:

Argentina	Ghana	Lebanon	Spain
Belgium	Greece	Luxembourg	Swaziland
Brazil	Haiti	Mali	Turkey
Cameroon	India	New Zealand	UAE
Canada	Indonesia	Peru	Uganda
Chile	Ireland	Philippines	UK
China	Kenya	Portugal	USA
France	Kuwait	Russia	Uzbekistan

Who's who: directors, experts and administrators

International by virtue of origin, outlook and location, Dyslexia International's people are well placed to respond to global issues, and issues of special relevance to Africa, the Arab States, Asia and the Pacific, Latin America and the Caribbean, Europe and North America.



Executive Board Members

Judith Sanson¹, Executive Director
educationalist

Hugh Terlinden, Treasurer
business executive

Petra Zollner², Secretary to the Board
senior executive

Laurence Alexander Moffett
consultant in European affairs

Catie Thorburn³
publisher

Minos Van Joolingen⁴
lawyer

Honorary Board Members

**Ronald Baker, founder member and D.I.
Regional ambassador North America**
business consultant

Gabriel Bara
computer scientist and linguist

Sarah Castle⁵
consultant

Pauline Cogan
consultant

Diane de Mas Latrie
parent counsellor

Barbara Del Arbol
parent counsellor

Karen Hiddink⁶
business manager

Jacqueline Johnston⁷
media consultant

Carol MacCarthy
founder member DYSPEL

Jipson Mathew
senior business executive

Duncan Milne⁸
consultant and author

Gunilla Löfgren Nisser
dyslexia specialist

André Poncelet
Founder member D.I.

Donald Schloss
Chief Executive,
Adult Dyslexia Organisation

Elizabeth Scott
Founder member,
Autism Support, Luxembourg

Ian Smythe
dyslexia consultant,
World Dyslexia Network Foundation

Regional Ambassadors

Africa

Sona Ngoh – Cameroon
business project manager

Dr Daniel Ofori – Ghana
Senior Lecturer in Management Studies at the
University of Ghana Business School, Legon

Hilda Ogutu – Kenya
business executive

Phindle Adelaide Mkhonwza – Swaziland
education advisor

Sylvia Nanono – Uganda

Arab States

Carmen Cahine – Lebanon
founder Lebanese Center for Special
Education (CLES)

Dr Gad Elbeheri – Kuwait
consultant

Jean-Paul Chami – the Middle East
Peace Education expert

Asia and Pacific

Sobha Varghese – India
business executive

Baihua Zhang – China
educationalist

Latin America and the Caribbean

Cecilia Gonzalez – Peru
business executive

Europe and North America

Larry Moffett – Europe
expert in European affairs

Ronald Baker – USA and Canada
business consultant

The Dyslexia International Scientific Advisory Committee

Leading international researchers specialising
in dyslexia brain, cognition, linguistics, in
addition to the therapeutic and educational
perspectives.



The D.I. e-Consultancy team

An online panel of 20 distinguished international experts in dyslexia/dyscalculia – researchers and practitioners that includes **Dr Vincent Goetry** – Director of online learning for teachers and the accompanying film.

Language Rapporteurs

Collaborating with D.I. specifically for the World Dyslexia Forum on a three year assignment, experts in special education:

Dr Sana Tibi – Arabic

United Arab Emirates University

Professor Alice Lai – Chinese

Hong Kong Polytechnic University and Director of the Joint Centre for Child Development in Peking University

Professor Jenny Thomson – English

Harvard University, USA

Professor Emeritus José Morais – French

Université Libre de Bruxelles, Belgium

Professor Elena Grigorenko – Russian

Yale University, USA

Honorary Professor Jesus Alegria – Spanish

Université Libre de Bruxelles, Belgium

Associate experts who give in kind

Pauline Key Kairis

typographer, designer and publications consultant, former Tate Gallery and University of Reading teacher of typography

Marie France Baeken

former professional translator, the Bank of Belgium, supervisor of French translations

Our many work experience volunteers this year included

Amy from the UK, Fatimata from Mali, Gizem from Turkey, Gladys from Haïti, Patrick from Ireland, Rafael from Spain, Victoria from the UK, Xunxun from China, and Zebo from Uzbekistan.

Please see:
www.dyslexia-international.org/about

¹ Judith Sanson: former London Borough Language Organiser Community Education Worker, and Open University tutor, qualified with distinction in the Hornsby system of teaching children and adults with dyslexia in 2004. Her first job was at UN headquarters New York. She worked on the Book Program Asia Foundation in California, and was a founder member of European Children in Crisis and Eurochild.

² Petra Zollner is of German and American parentage and grew up in Copenhagen, Denmark. From 2001 to 2009, Petra worked for the American Chamber of Commerce to the EU, latterly as head of the policy team. Now, Petra is a manager in the Europe Health Policy team for Genzyme, one of the world's leading biotechnology companies. Genzyme is dedicated to making a major positive impact on the lives of people with serious diseases.

³ Catie Thorburn, a social entrepreneur, established Generation Europe Foundation of which she is President in 1995. The Foundation publishes the Europa diary in 28 countries in over 3.5 million copies in cooperation with the EU institutions and national governments.

Former director of small multinational in multilingual document production Lexitech Inc, floated on the New York Stock Exchange in 1986, Catie became Consultant for Eurexpansion at Europe Information Service and Board Member of the 'Club de Bruxelles', a leading European think-tank. She is Scottish and is fluent in English and French.

⁴ Minos van Joolingen is a lawyer specialized in European and competition law. He is currently based in The Netherlands. His contribution to the team relates mostly to legal affairs and certain business aspects of the organisation relying on his experience as a private practitioner.

⁵ Sarah Castle lives with her adopted son Fousseiny "Bill" Traore in Bamako, Mali, West Africa. Sarah works as a consultant on reproductive health issues but in her spare time has become an advocate for Malian children, like Bill, who have dyslexia. In Mali the condition is not known about at all and Sarah and Bill have been working hard, even going on national radio and lobbying the First Lady, to get the word out that such children are not stupid or lazy but, more often than not, gifted and highly intelligent.

⁶ Karen Hiddink: "As a professional in the paper industry I am aware of the importance of literacy, to see people with dyslexia are not excluded from receiving a good education. And paper of course plays an important part in spreading the message of Dyslexia International through publicity and publications."

⁷ Jacqueline Johnson: "I first worked with Dyslexia International as Development Executive for BBC Education to produce the film *Language Shock – Dyslexia across cultures* (2003) and the CD-ROM *The Mystery of the Lost Letters* (2004), a tri-lingual self-help tool for learners and mentors. I now work with a range of UK independent production companies in a freelance capacity and continue to support D.I. develop its media projects and educational resources for adults and young people."

⁸ Duncan Milne is an expert in the development of educational materials for dyslexic pupils. He has a background in cognitive neuroscience where he studied dyslexia with functional brain imaging. He also headed educational publisher Smart Kids for eight years and has now started up a publishing house in the USA called Junior Learning. Duncan is committed to helping dyslexic pupils from around the world access literacy through the development of innovative educational resources.

New approaches to old challenges

Report from the Executive Director

Dyslexia International was founded in 2000 by Ronald Baker, American, André Poncelet, Belgian, and Judith Sanson MA PGCE, British, currently the Executive Director.

Dyslexia International addresses issues that affect people with dyslexia world-wide, working harmoniously with local and regional associations representing their particular constituencies.

Constituted in Belgium by Senator Maitre de Clipele in 2000, Dyslexia International has two types of membership:

1. membres effectifs, voted for at the Annual General Meeting;
2. membres de soutien or 'friends and supporters of Dyslexia International' – people from any part of the world who identify with D.I.'s stated aims to see 'free and fair education available for all and equal opportunities for people who struggle with reading and writing'.

Membres de soutien are not required to pay membership fees but can join the D.I. mailing list, send in their ideas and comments, offer their skills and expertise, and of course contribute to our fundraising efforts.

In October, 2006, D.I. was honoured to be officially recognised as a non-governmental organisation in operational relations with UNESCO.



Currently, UNESCO enjoys official relations with 333 international NGOs and 19 foundations and similar institutions which are working in the fields of UNESCO competencies – Education, Science and Culture. UNESCO welcomes contact with NGOs ‘so as to achieve a more active presence in the field and to achieve a flexible and dynamic partnership in the implementation of UNESCO’s programmes’.

UNESCO programmes are based on collaboration and the promotion of peace through science, education and culture. One of their programmes is Education for all – our focus at Dyslexia International.

The old challenges

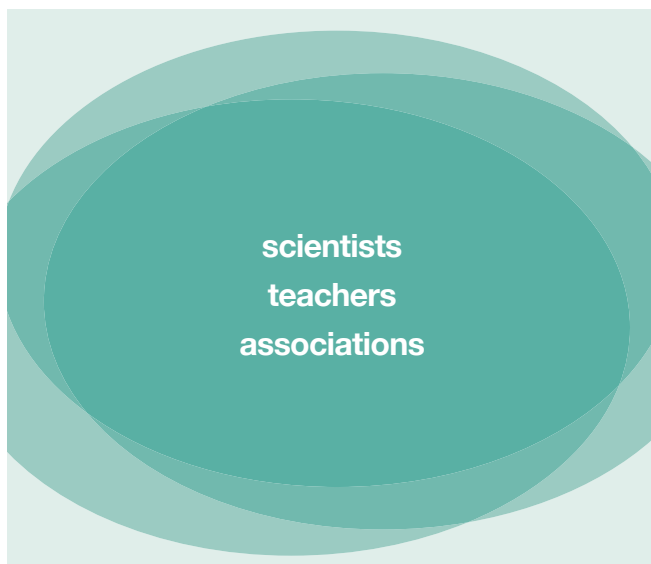
The most persistent of these is the fact that teachers are still not being trained in dyslexia. This means that pupils who have dyslexia are only rarely being taught in ways in which they can learn. The subsequent social exclusion and anti-social behaviour that result is still widely ignored, despite the fact that dyslexia was first recognised over 100 years ago.

One reason for the lack of response by education providers lies in the fact that knowledge about dyslexia is not shared between:

- scientists and education researchers who have well-documented evidence which generally does not filter through to the education providers so that teachers remain ignorant on how to respond when it comes to assisting their learners with dyslexia in the classroom;
- school teachers who are well aware that anti-social behaviour follows if their pupils continually fail their written assignments but are rarely equipped to identify their pupils with dyslexia or to know how to adapt their teaching;
- local and regional associations who know about the experience of dyslexia first hand, often as parents of children who are failing in ‘conventional’ schooling and who hold conferences, run help-lines and organise training workshops. Their passion is a driving force in lobbying for the educational rights of people with dyslexia.

But all of this disparate knowledge does not add up to having an impact on the education systems or to bring about change.

Hence, throughout 2009, Dyslexia International's main focus was on bringing all parties concerned to take part in a concerted action to raise awareness amongst ministries of education – the education providers – and to enlist them to modernise their teacher training programmes in the light of latest scientific research, and to take into account the serious social and economic consequences of dyslexia when it is not addressed.



New approaches

Strategy

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

- opens up channels for communications between researchers, education authorities, and local support groups.
- 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.

The World Dyslexia Forum

In response to continual helpline demands for sharing expertise in teacher training – most persistently from Mali and Nigeria – D.I. directors took the decision, that as an international NGO, we were well placed to coordinate a global dialogue – a consultation process that would involve targeting teacher training advisers in over 190 countries.

The first World Dyslexia Forum to take place on the premises of UNESCO would bring together all parties – scientists, educationalists and local associations – to review new perspectives on world-wide collaboration.

At the time of writing, I can report that the positive feedback from the World Dyslexia Forum that took place on UNESCO's Paris premises from 3 – 5 February 2010, has been overwhelming: over 90 delegates signed up to access our free online learning course for teachers; 50 others agreed to take part in the online e-Campus Steering Committee for planning the Dyslexia International e-Campus. We have the goodwill and collaboration from like-minded colleagues and collaborators world-wide.

Thanks to our volunteers, sponsors and directors giving in kind on all fronts I am pleased to report that the Forum met its budget.

A written report, and films of each of the 18 distinguished experts giving their presentations, including UNESCO Goodwill Ambassador, HRH the Grand Duchess Maria Teresa of Luxembourg giving the opening speech, will shortly be available from www.worlddyslexiaforum.org and later from our e-Campus.

Prize-winning ballet scenic designer Shizuka and her architect husband Shin Hairu mounted the exhibition 'Creativity beyond words', working with graphic designer Shawn Cooper of Fusion Bureau. The exhibition featured the work of Lord Richard Rogers, Jan des Bouvrie, Willard Wigan, Ann Jorissen, Emma Elliott and H  l  ne Koole whose extraordinary skills and abilities have more than triumphed over the challenges of their dyslexia.



Dyslexia International's presence at UNESCO

Whilst D.I. regularly makes use of technological solutions such as online-conferencing for exchanging ideas and networking, we do not underestimate the benefits of face-to-face meetings organised at UNESCO Paris headquarters.

Throughout 2009, D.I. members attended the following meetings, on every occasion advocating the interests of children and adults with dyslexia:

- Working Parties on Education for All;
- the World Conference on Higher Education – New dynamics of Higher Education (July 4 – 10). At a preparatory meeting for this conference, D.I. consultant Dr Vincent Goetry was invited to give a short presentation outlining the *raison d'être* of our free online learning courses for teachers, and the purpose of the World Dyslexia Forum;

- the biennial General Conference (5 – 10 October), which assembled ministers of education from all 193 UNESCO member states who gave their reports, as did world experts in education.

In Brussels, D.I. members, with our Regional ambassador for Uganda, Sylvia Nanono, took part in the World Dyslexia Forum Steering Committee that had its first meeting in January 2009.

At a meeting with the European Commission Directorate for Development, instigated by the African, Caribbean and Pacific (ACP) Secretariat, 60 scholarships were allocated to ACP ministries of education for their teacher training representatives to attend the World Dyslexia Forum.

Throughout the summer, we continued our outreach and communications programme by offering ministries of education complimentary copies of *Tintin helps dyslexic learners*, the educational CD-ROM produced for D.I. by the BBC in 2004, containing articles by 12 international experts on dyslexia.

In July, official invitations to the World Dyslexia Forum were sent to Ministers of Higher Education of 193 countries inviting them to appoint teacher training representatives, and spelling out 10 reasons for their being represented.

Technology enabling progress

In March 2010, the BBC reported that over a quarter of the world's population was able to access the internet and that in Finland, access to a computer was considered 'a human right'. At the same time, we are sensitive to the fact that the majority of the world still does not have fast internet access and plan to publish the materials we offer on other media where needed.

Recognising the huge gains to be had by technological advances in transforming all our communication systems to become ever faster and more sophisticated, D.I. worked hard throughout 2009 to finalise the design and piloting of first free online learning programme, a course that teachers would be able to access in any part of the world with broadband access.

The idea that all teachers, before they stand in front of a class, can now know how to identify their pupils' dyslexia and how to adapt their teaching, is no longer an impossible dream.





Taare Zameen Par (Little Stars on Earth)

As an awareness raising, 'call to action' film, this blockbuster Bollywood production, through the story of just one child, immediately alerts viewers to the devastating effects dyslexia has on family and society unless it is properly addressed. This film is unparalleled and rightly deserves the huge international acclaim it enjoys.

By courtesy of Mr Armoogum Parsuramen, Director and UNESCO Representative to Bhutan, India, Maldives and Sri Lanka, and the UNESCO New Delhi Office, D.I. was able to invite the distinguished artists involved in making the film to give their presentation on the first evening of the Forum. We are deeply grateful to Mr Parusramen for his promoting a new partnership with Dyslexia International and look forward to developing our collaboration with all our colleagues in India.

Taare Zameen Par (Little Stars on Earth), was written by the creative director Amole Gupta, researched by Deepa Bahtia in collaboration with Kate Currawalla, President of the Maharashtra Dyslexia Association of Mumbai, and directed by Aamir Khan who also plays the part of the good teacher.

Turning to our own directors, advisers, experts and administrator and members, I wish to thank our excellent Patron H.R.H Princess Margaretha of Liechtenstein for her unfailing interest, kindness and encouragement.

We are grateful to the European Commission Development Directorate, the OAK Foundation, and all our generous donors including those who wish to remain anonymous. It is their support in 2009 that has given life to our projects which now flourish.

Warmest thanks go to our directors for their loyalty and commitment and giving in kind, to our auditor, Ralph Palim, and every volunteer on all our teams.

We are more than grateful to H.R.H. The Grand Duchess Maria Teresa of Luxembourg for graciously lending her patronage to World Dyslexia Forum in her capacity as UNESCO Goodwill Ambassador, and for making the opening speech in which she promoted the importance of all parties working together to advocate the interests of people with dyslexia world-wide.

We are indebted to Dr Kakule, Education expert at the ACP Secretariat in Brussels, for his efficiency and sensitivity in allowing us to present the online learning to a meeting of ACP Ambassadors in Brussels. Our thanks are also extended to the European Schools secretariat who invited us to make a presentation of our projects at a meeting of inspectors.

We acknowledge, with profound gratitude, all the sponsors for the World Dyslexia Forum: Olympus, SES Astra, Motorola, Sappi, Shawn Cooper of Fusion Bureau, graphics and design, and Fabric Communications who created the original design.

Building on the interest the Forum has generated globally, and attentive to each of our helpline calls for individual help from parents, teachers and ministerial officials world-wide, we shall continue to work towards creating a world of better education opportunities, capitalising on new technologies that make lasting sustainable initiatives possible as never before.

Judith Sanson





Projects

Building on the global consultative process in the run up to the World Dyslexia Forum, D.I. continued to update its directories and started development work on its new programmes.

Country-by-country contacts

The need for such a directory was identified soon after D.I. was constituted in 2000. There were parents and teachers on the move seeking information on assistance for dyslexia, and teachers in international schools trying to meet demands, especially from families of mixed nationalities.

Now at www.dyslexia-international.org/Contacts.htm under the flag of each country we list the following contacts:

- a) for the education providers/ministries of education;
- b) the academic researchers; and
- c) any local associations.

There is also a BBC link for the latest news and profile of each country. The Directory is updated annually.

It is D.I.'s policy to ask each caller to contact his or her ministry of education first to discover what official, national response can be made, that is to say what schools and services should be in place, of right.



Online learning courses for teachers

From our helpline inquirers, in particular from African countries, and from the results of our 2006 survey, the need for free, quality online learning courses for teachers in teaching literacy was manifestly clear.

In addressing this, D.I. worked throughout 2009 on the development of a prototype online learning course for teachers that would be suitable for adaptation to cultural and linguistic requirements at local level and that would put UNESCO's policy of Inclusion and quality into practice.

Funding was provided through the Belgium French Community Ministry of Education. The course was piloted throughout 2009. Basics for teachers: *Dyslexia – How to identify it and What to do*, directed by Dr Vincent Goetry, enjoyed high ratings in both the English and French version. These ratings have been published on our web site.

The link to this prototype course will be offered for education providers across the world to review and adapt to their requirements at local level, on condition they work with a local researcher to report to D.I. and, where possible, local association representatives.

Both the online course and the accompanying film, directed by Dr Vincent Goetry, was developed in consultation with the D.I. Consultancy e-Team and in collaboration with local university researchers, local teaching experts and parents.

It is thanks to combined, scholarship and managerial skills on our team, and the high level of competence of our web master, Dave Rowan and to the reviewers including Dr Professor Habib that the course came in on schedule. It was pronounced "Excellent" by Professor Linda Siegel.

Funding is now being sought for a printed version of the online learning course for teachers without broadband access.

Film

The effectiveness of a film as a training tool cannot be overestimated. *Language Shock – Dyslexia across cultures* the BBC film available from our site proves the point. In fact excerpts of *Language Shock* are used to illustrate the online learning course which we were keen to illustrate with live demonstrations of methods and techniques the course promotes.

Vincent Goetry worked with co-director Georges de Genevraye, and film-maker Toon Cox, to create this film (initially in French).

Marion Walker* was a co-writer of the scenario. She is an experienced teacher of dyslexic children and adults. Her input was indispensable.

Marion bases her support for students on 'Three Strands' of intervention (which make for a strong cable of support):

- a structure;d multisensory language programme;
- using coping strategies, including awareness and self-confidence; and
- developing life skills appropriate for the student.

Alongside Marion, D.I. Honorary Board member Jacqueline Johnston, formerly of BBC Educational Television, and Len Brown of Footsteps Productions, London, offered their invaluable advice.

Funding was generously given initially by the Oeuvres de la Reine Fabiola and later by the Belgium French Community Ministry of Education.

This film will be available from our web site in early 2010.

* Marion Walker, B Ed Phil, AMDA, trained with and worked for Dyslexia Action, UK. She produced her own materials for working with older children and adults in the form of a 'Resource Pack' and 'Supplement'. She has devised and led tutor training courses for people working with students over 16.



Dyslexia International e-Campus

The D.I. directors all agreed that an e-Campus, a cyber university providing free, quality courses and resources to ministries and teacher trainers would be the best way forward and that a Steering Committee should be identified at the World Dyslexia Forum in 2010 to develop this important project.

The Steering committee would be asked to explore ideas and to reach agreement on the design, targeted users, content, staffing, and means of funding.

The e-Campus, initially in English and French, would include:

- an academy/lecture hall: offering online learning courses
- film library: initially housing the BBC video and new D.I. film
- a map room: indicating Dyslexia Associations Work World-Wide and a directory of Country-by-country profiles of 193 UNESCO member states
- signposts: giving links to sites that are rich in scientifically proven, quality resources
- a book room: providing recommended reading
- a press room: for news on UNESCO and other events
- an arena: for live global conferences
- a laboratory: for displaying scientific research
- windows on the world: reports from the UNESCO regions covering Arabic, Chinese, English, French, Russian and Spanish
- a ‘coffee shop’ corner for informal Q & A forums

Objectives of the e-Campus:

- to create a space where free, quality, scientifically-based learning courses on dyslexia are made available to all but targeting teacher trainers and teachers
- to create partnerships with:
 - teacher-training departments in ministries of education, and to encourage their cooperation in making new online teacher learning courses on dyslexia an integral part of their national teacher training programmes
 - UNESCO member states, wherever possible through their Permanent Delegations in Paris
 - UNESCO National Commissions at country level and
 - the relevant UNESCO Goodwill Ambassadors
- to ensure that the e-Campus adheres to UNESCO’s principles and policies including Quality, Inclusion, and Education for all
- to change the way dyslexia is currently being addressed by working in collaboration with three key parties involved wherever possible:
 - i) ministerial regional representatives
 - ii) academics and
 - iii) local groups
- to engage an e-Campus consultant to safeguard, update and review contents and services, developed in conjunction with our Consultancy e-Team panel of expert researchers and practitioners, headed by the Scientific Advisory Committee
- to put in place efficient management with a brief to ensure sustained public and private sponsorship.





The future

It is clear from feedback from the World Dyslexia Forum 2010 that Dyslexia International will have to meet increasing demands on its services, especially in offering free quality resources.

In responding to these demands, we look forward to collaborating with colleagues at UNESCO, in particular Mr Edem Adubra, Head of Teacher Education, Higher Education Section, with all partners and all colleagues who identify with our objectives.

The D.I. directors have agreed

– to elevate the status of our Regional ambassadors in their important outreach work;

– to ensure a solid infrastructure for building and maintaining the e-Campus and developing the online learning courses for teachers by employing a part-time consultant, administrator and general manager.

Still benefiting from the services of our excellent volunteers, and longstanding webmaster, we look forward with confidence to a future of new beginnings and opportunities towards meeting our objectives, building on the solid foundations laid in 2009 and the great goodwill the World Dyslexia Forum has generated.



Appendix

Dyslexia International – scientific advisory committee 2010

Professor John Stein *Chair*

University of Oxford, UK
Department of Physiology
Expert on sensory and motor skills

Professor Dirk J. Bakker

Professor Emeritus, Free University of
Amsterdam, The Netherlands
Department of Child Neuropsychology

Professor Ludo Beheydt

University Catholique de Louvain, Belgium
Child Language, first and foreign language
acquisition and early bilingualism

Dr Harry Chasty

International consultant on learning abilities
and disabilities

Dr Maria Luisa Lorusso

Psychologist and Neuro-linguist
Unit of Cognitive Psychology and
Neuropsychology Scientific Institute
'E. Medea', Italy

Professor Jose Morais

Unité de recherche d'expression cognitive
Department of Psychology
Université Libre de Bruxelles, Belgium

Dr Franck Ramus

Laboratoire de Sciences Cognitives et
Psycholinguistique
Ecole Normale Supérieure
France

Professor Linda S. Siegel

Educational and Counselling Psychology
and Special Education University of British
Columbia, Canada, and Dorothy C. Lam Chair
in Special Education at Yale, USA

Dyslexia International ASBL Balance Sheet at 31 December

	2009 €	2008 €
Assets		
Cash at bank	38 545.43	45 849.44
Debtors and prepayments	3 237.54	281.13
Projects in progress (note 2)	10 195.11	-
VAT recoverable	-	860.59
Office equipment (note 3)	-	-
	<u>51 978.08</u>	<u>46 991.16</u>
Liabilities		
Creditors	<u>3 202.12</u>	<u>2 043.78</u>
General Fund		
At the beginning of the year	44 947.38	12 934.39
Increase in the year	<u>3 828.58</u>	<u>32 012.99</u>
At the end of the year	<u>48 775.96</u>	<u>44 947.38</u>
	<u>51 978.08</u>	<u>46 991.16</u>

Notes:

- 1.) 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's end.
- 2.) Income and expenses arising in 2009 relating to a conference held in February 2010 have been deferred in the account as Projects in Progress. Consequently they are not included in the Statement of Income and Expenses for 2009.
- 3.) Office equipment costing €5,166.93 has been fully depreciated prior to 2008.

Dyslexia International ASBL Statement of Income and Expenses

	2009	2008
	€	€
Income		
Donations and sponsorship	54 690.96	77 054.83
Sale of materials	1 062.95	1 694.03
Interest	697.16	32.42
	<u>56 451.07</u>	<u>78 781.28</u>
Expenses		
Costs of materials written off	-	10 126.00
<i>Projects:</i>		
UNESCO	-	10 000.00
Film	12 294.84	-
Online learning	6 440.27	4 660.07
Website development	-	738.89
<i>Office:</i>		
Rent, including charges	6 650.16	3 781.65
Telephone, Internet	2 013.58	2 685.25
Postage	471.66	1 148.56
Supplies, photocopies, etc	2 141.18	4 747.72
Insurance	281.13	105.59
Design	246.50	2 037.24
Legal costs	1 722.07	1 535.33
Payroll and related costs	11 950.09	-
Travel	856.15	2 624.64
Meetings, exhibitions, entertaining	225.00	275.04
Subscriptions and donations	350.00	125.00
Advertising	-	259.33
Miscellaneous expenses	318.09	119.07
Bank charges	1 206.59	501.02
Non-deductable VAT	5 455.18	1 297.89
	<u>52 622.49</u>	<u>46 768.29</u>
Increase in funds	3 828.58	32 012.99

Auditor's report

I have audited the accompanying balance sheet of Dyslexia International ASBL as at December 31, 2009 and the related statement of income and expenses for the year then ended. These statements are the responsibility of the management of Dyslexia International ASBL. My responsibility is to express an opinion on these statements based on my audit.

I conducted my audit in accordance with generally accepted standards on Auditing. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Dyslexia International ASBL as at December 31, 2009 and its income and expenses for the year then ended.



Ralph G. Palim
Chartered Accountant

Brussels, April 29, 2010
