

World Dyslexia Forum, 3 – 5 February 2010, at UNESCO, Paris

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Summary of findings and recommendations

- **Better teacher-training in the best way of teaching reading and writing is essential.**
- **Teachers will be better equipped when they command the most efficient way of teaching reading and writing; the same knowledge will also allow them to tackle the needs of children and adults with dyslexia as well as other learning difficulties.**
- **The best methods will include structured, explicit and systematic teaching through multisensory tools.**
- **Recent scientific research has shown beyond dispute that people with dyslexia display different patterns of neurological development – leading both to weaknesses of processing in certain areas but also, in many cases, to the expression of unusual, creative skills.**
- **Dyslexia is a life-long condition and, when not addressed adequately, leads to severe problems in the pursuit of secondary and higher education; the isolation and emotional traumas of people with dyslexia should be recognized; and these disorders often lead to antisocial behaviour, drop-out, and delinquency for which society pays a heavy price in the long-term.**
- **Some countries have begun to recognize the problem but, in general, provision remains uneven.**
- **Assistive ICT technologies are a real help to people with dyslexia and their teachers but there were issues of the poor design of presentational interfaces, quality (of spell-checkers for example), and the commitment of teaching staff to communicate clearly with their students through the internet and by other means.**

Introduction

The World Dyslexia Forum had been promoted to ministries of education experts responsible for teacher-training. Pre-Forum information had been sent to each ministry of education in over 190 countries. It attracted more than 250 delegates from 90 countries. As well as ministries, local dyslexia support groups, agencies for special needs, researchers and people with dyslexia were well represented.

The delegates were welcomed with a special mention of participants from the African, Caribbean and Pacific Group of States, sponsored by the European Commission.

Mr Eden Adubra, Head of Teacher Training, was present on behalf of UNESCO.

The Patron of the event was UNESCO Goodwill Ambassador Her Royal Highness The Grand Duchess Maria Teresa of Luxembourg. In her opening remarks she placed well-trained teachers at the centre of the response to UNESCO's challenge for quality, inclusive education which was the **right** of all children. She commended the actions of Dyslexia International whose contribution was the development of online resources – technological responses that best met the needs for teacher training worldwide. She invited delegates to play their part in promoting teacher training. Her Royal Highness made a heartfelt, personal plea for the recognition of the sufferings of children with dyslexia who felt worthless from the incapacity to learn.

Overview

The Forum was divided into three parts: scientific discoveries and trends in research; good teaching practice; and the use of ICT (Information and communications technologies).

Alongside the Forum there was an exhibition called *Creativity beyond Words*, celebrating the works of artists, designers and architects who had overcome their learning difficulties and made successful careers.

Within the exhibition space six suppliers of educational resources for people with dyslexia had been invited to demonstrate equipment and materials that could directly benefit children with learning difficulties and their teachers.

The first evening was rounded off with a screening of The Indian film *Taare Zameen Par / Little Stars on Earth*. Through the story of one child this film had had an unprecedented impact in awareness raising. Viewers were left in no doubt about the devastating effects of dyslexia at personal and social level. The film was introduced by the creative directors Amole Gupta and Deepa Bhatia, flanked by the President of the Maharashtra Dyslexia Association, Kate Currawalla.

On the second evening a major sponsor of the Forum, Olympus, presented a prototype of an audio device designed to help people with dyslexia and promote organizational skills.

Science

The first day of the Forum was dedicated to discoveries within the last 20 years.

Dr Duncan Milne from the UK talked about 'teaching the brain to read'. Speaking as a neuro-linguist, he provided an explanation of the reading circuits in the brain and how they had to be connected together to provide the mechanisms for fast, accurate reading. In brief, two circuits could be characterized. One was a 'decoding' pathway for new words, which was heavily exploited in early stages of reading acquisition. Proper training of this pathway led to the development of the faster circuit, an automatic system of 'direct access'; the visual shapes of letters and groups of letters were then linked to the part of the brain used for pronunciation and listening. It was essential to discover what might be going wrong in one or both of the systems in order to bring the most suitable kind of help to the learner.

Dr Franck Ramus from France works as a CNRS research scientist at the Ecole Normale Supérieure, where he studies language acquisition and its disorders (dyslexia, specific language impairment, autism). He had participated in the INSERM 2007 expert report on *Dyslexia, dysorthography, dyscalculia*. His talk concentrated on the 'phonological deficit' of people with dyslexia but also mentioned weaknesses in rapid naming and short-term memory. By 'phonological deficit' is meant the weaker ability in people with this condition to grasp that an alphabetic language (like French or English) consists of streams of abstract smaller units, syllables, which in turn consisted of even smaller units called phonemes. This deficit, it is widely agreed, accounts for about 80 % of people presenting with dyslexia but the underlying cause of the condition was not yet evident. Dr Ramus reviewed the various theories for a causal explanation of the phenomenon.

The Chairman of Dyslexia International's Scientific Advisory Committee, Professor John Stein, a neuro-physiologist at Oxford University, UK, offered a neurological theory for the cause of the deficit. This premised the theory of the abnormal development of one of the principal visual optical tracts, the magnocellular nerves. These carried information about fast changes in the periphery of the visual field (as opposed to the parvocells which dealt with fine discrimination) but which were also responsible for the control of the fine-tuned tracking of the eyes across a line of print. About ten genes had been discovered so far that were implicated in the incorrect migration of these nerve cells to the normal destinations to make orderly connections with their targets, and, like all genes, these were subject to errors of function. But there were comparatively

inexpensive ways to help such people, which included using coloured filters in front of the eyes and promoting a diet which contained certain fatty acids.

Dr Maria Luisa Lorusso from Italy talked about 'hemispheric specialisation and dyslexia'. Her and others' work stemmed from principles developed first by Professor Dirk Bakker in the Netherlands (a former chair of Dyslexia International's Scientific Advisory Committee). The core of this 'balance model', as it is called, is that in normal readers there is a shift from right hemisphere activation to left hemisphere activation during the course of learning to read. Dr Lorusso showed the evidence from numerous scientific studies she and other researchers had supervised. Where this shift was not made properly she and co-workers distinguished three subtypes of dyslexia: 'L'-types (who read faster but less accurately); 'P'-types (more accurate but slower); and 'M'-types, showing mixed characteristics. The P-type children failed to shift from the right to the left hemisphere and kept relying on the decoding path; the L-types shifted *too* early (meaning that the systematic grapheme-phoneme conversions were not properly learnt) and so they relied, with less accuracy, on linguistic clues; and the M-types were unable to activate either strategy. Following proper diagnosis, she recommended training more activation in the less involved hemisphere with choices of suitable computer software and other training materials.

At the end of the first day Professor Angela Fawcett of the University of Swansea, UK, chaired a panel discussion. She introduced herself as a researcher in psychology and a mother of children with dyslexia. Her own point of view was that people with dyslexia had problems which went well beyond difficulties with reading and writing. The basic all-pervading characteristic was less than optimal *processing*.

The main topics discussed are summarised below.

Orthography

Languages like English and French have what is called a 'deep' (difficult) orthography in comparison to Spanish and Italian which have a regular orthography. One question was put whether there was a long-term cognitive benefit to learning a language with a deep orthography. The consensus from the panel was in the negative. There was no real advantage and, on the contrary, English for example imposed a heavy load in the early stages of reading acquisition; readers in the more regular languages made much more rapid progress. Furthermore, English was the dominant choice as a second foreign language; dyslexia could well be masked in a child until he or she had to learn English. Professor Fawcett was cautious about cross-linguistic studies which might not be sensitive enough nor measured exactly the same thing so that, for example, and in support of Dr Lorusso, Italian children with dyslexia *did* score less well when accuracy was properly assessed.

Bilingualism

Concerning bilingualism, a precision was needed: there was a difference between bilingual children brought up by parents with different languages and those children who acquired a fluent second language. (Brain scans showed that the elements of a second language learnt after the age of about eight were found in a slightly different area of the brain to the first.) In general, there was no evidence that children with dyslexia had more difficulty in acquiring spoken skills in a second language but they often had more problems with reading and writing.

The cerebellum

There was a question about the role of the cerebellum (the 'little brain' low in the back of the head). Some controversy surrounded the causal role of the cerebellum in dyslexia. What was not in doubt was the function of the cerebellum in coordinating automatic movement, which included the fine-tuned skills of speaking. The cerebellum was linked to Broca's area which is the part of the brain concerned with speech production. The reported under-activity of the cerebellum in people with dyslexia could be one reason why the phonemes were finally represented 'fuzzily', which could stem from less precise grapheme-phoneme conversions. Finally, the cerebellum was implicated in the conversion of sensory information to motor commands (e.g. speaking).

Differing views of scientists

There was a discussion around the different views expressed by the four scientists during the day and whether or not a slightly contentious, confused picture could have been presented to the delegates. The panelists rejected this. There were indeed differing views about the fine details of the science, the interpretation of data, and especially in deriving cause from correlation. But everybody agreed that there was a fundamental phonological deficit in most people with dyslexia. Far more important – and not in dispute – was the identification of children at risk as soon as possible, and the immediate provision of the best possible remedial measures.

Memory

There was a question about what research was being done about memory, especially short-term memory as this deficit was so frequently mentioned in relation to dyslexia. The answer was that research was going on but not enough. Professor Fawcett said that it was important that even competent, compensating adults should grasp the principles of what they were being taught (rather than relying on 'scaffolding' aids to learning) and this could be achieved only by explicit teaching. Students with dyslexia

found it hard to retain what they had learnt. Professor Stein remarked that he made no difference between memory, sensory processing and the coordination of movement, for which he had offered a causal explanation, and that the entrainment of good sleep patterns certainly improved memory. Dr Milne recommended analytic phonics (that is breaking down words rather than building them up) as more suitable for people with poor memory. Dr Lorusso had found no difference in the memory capabilities in the sub-types she had characterised but significant differences between dyslexics and non-dyslexics. It was essential to inhibit distracting input but huge improvements could be made by training with presentation of material to the appropriate hemisphere.

Attention

The previous question led to a consideration of attention in general. Some confusion arose when failure to deliver work on time was attributed to lack of attention – more often it was the case that the pupil simply could not do the work. Professor Stein distinguished ‘attention’ from ‘vigilance’ which was the ability to survive distraction; he pointed out that vigilance could be improved with better sleep. Focal attention depended unequivocally on the magnocellular system and his group had shown improved ability to focus attention with a diet which included fish oils.

Creativity

A question about creativity and whether or not it was found more often in people with dyslexia led a wide-ranging discussion. The panel did agree that exceptional abilities, especially in areas of three-dimensional visualisation, colour appreciation, mathematics, and more generally holistic thinking, were often evinced in people with dyslexia. But it was also said that creativity as such was difficult to measure and hence robust conclusions were not yet available. Dr Milne had found no difference in scans of controls and gifted subjects but noted that it was impossible to have a creative person within a machine at the moment of the creative spark. Dr Lorusso had found visual abilities in P-types and linguistic abilities in L-types. It was also possible that people with dyslexia avoided stereotypic responses and were therefore good at imaginative tasks. From the practical point of view it was vital to find a niche for the dyslexia learner so that he or she could cultivate their interest (or ‘obsession’) in no matter what area.

Legal provision

The last point of discussion related to legal provision for children with dyslexia. Dr Ramus remarked that it was a good thing in the UK and USA, where there were rights for people with dyslexia, but for the rest of the world it seemed like ‘science fiction’. There was however, in the UK anyway, an unintended consequence whereby the middle classes who could afford diagnoses had more than a fair share of resources directed towards their children and so the have-nots had even less.

Professor Fawcett rounded up by repeating that early diagnosis and remediation was essential and that the cost of early intervention was far less than the heavy financial burden of retrieving the situation later.

Good practice

Professor Linda Siegel presented the results of a study in North Vancouver, Canada, after beginning with a striking observation from other states: 82 % of street youth in Toronto had undetected and unremediated learning difficulties; all the adolescent suicides in Ontario also had the same difficulties; and 75 – 95 % of the prison, population had significant reading problems. The aims of the study were to identify and help children at risk and then evaluate the results. The children in the study improved significantly after good reading instruction in which they were taught phonological awareness, letter-sound relations, vocabulary and syntactic skills. The bilingual – or even multilingual – situation of Canada was no barrier; after skilled instruction many of those working in their second language, dyslexic or otherwise, had *better* reading and related skills than their monolingual peers.

Professor Porpodas from the University of Patras, Greece, then introduced the six speakers from different language regions. The study was based on a questionnaire which Dyslexia International had disseminated widely in the two years leading up to the Forum in order to collect information and provide a common structure.

Arabic

Dr Sana Tibi from the United Arab Emirates University presented her findings from the Arab States, based on replies from eight countries. Although literacy was encouraged the literacy rate was not adequate and displayed great variance between countries. Arabic orthography was seen as a constraint. Morphology was a key factor because the language depended critically on the shape of the writing. Recitation from the Quran relied on memory skills rather than a deep understanding of phonological principles and so instruction was more often in reading and not in learning to read. Colloquial Arabic was often the language of the classroom and she was concerned that in many classrooms she had visited the teacher was not proficient in classical Arabic. Dyslexia was not recognized and there was a notable lack of standardized assessment tools and methodologies. Professional development was poor.

Chinese

Professor Alice Cheng-Lai from the Hong Kong Polytechnic University said that learning to read Chinese required rather different insights from young readers than did an alphabetic system. Chinese readers with dyslexia could be distinguished from age-matched controls with tasks of morphological awareness, speeded number naming, and

vocabulary skill whereas performance on tasks of visual skills or phonological awareness failed to distinguish the group. Research showed that morphological awareness might be a core theoretical construct necessary for explaining variability in reading Chinese. Morphological instruction aided mastery of the structural rules of different types of characters followed by application of the rules used analytically when learning to read and write. Children could make use of such strategies when they had correctly learnt the morphological rules of Chinese orthography.

English

Professor Jenny Thomson from the Harvard Graduate School of Education, USA, reported on the feedback from the USA, Europe, parts of Africa, and South-East Asia. Literacy was encouraged and seen as essential for the development of knowledge and society. Where access was equal girls outperformed boys. Where funding was adequate it had to be decided if it was better allocated to raising the population mean or to improving those below and above the mean. There were laws against discrimination in the USA and UK but criteria of eligibility had to be agreed; research showed that literacy ability was a continuum which then posed the problem of whether one should establish a discrete cut-off point to intervene or wait for the child to fail. In terms of remediation, good practice depended on developing phonological awareness - both supported and independent reading of progressively harder texts - as well as the development of comprehension strategies for reading. In terms of process, teaching should be phonetics-based, multisensory, cumulative and sequential. Training should aim at automatization of skills through continuous practice in small, 'scaffolded' steps. Professor Thomson reviewed some important references and concluded her report with an affirmation of the key role of the teacher in providing motivation, self-confidence, and achievable, monitored goals.

French

Professor José Morais from the Free University of Brussels, Belgium, started with the premise that 'at the behavioral level dyslexia was the selective impairment of the ability to identify the written word'. The cognitive level of description was the one that could inspire the best method of detecting and helping children with dyslexia. Not all poor readers were dyslexic. Conditions for learning to read in the alphabetic system of writing were the discovery of the alphabetic principle, the progressive mastery of the orthographic code of the language, and the constitution of an orthographic lexicon. Phonemic awareness was the strongest contribution to the reading of words. Amongst the recommendations for action were: more research to compare training programs; the preparation of teachers according to recent scientific advances; determination of the reader's profile in order to intervene specifically on impaired abilities; targeting of

phonological abilities and/or visual processing; and compensatory tools (for example, voice recognition).

Russian

Professor Elena Grigorenko from Yale University, USA, and the Moscow State University, Russian Federation, characterized this language as relatively regular, highly phonemic but morphologically complex in the way, for example, the visual pattern for plurals was displayed. It also had a complex syllabic structure and reading comprehension was not aided by word order but by inflectional differences. People with dyslexia showed a low speed of reading, and lack of accuracy and comprehension. There were laws about the treatment of children with physical and mental problems and there were supporting staff like logopedes and psychologists. However no law cited dyslexia. Accommodation could be made by the classroom teacher in respect of not being required to read aloud and being given more time with assignments, but personal computers or voice recorders were not permitted 'nor even considered'. The fact that even the existing (unsatisfactory) legislation was not always respected had been acknowledged by officials. In spite of a rich tradition of Russian literature and, in general, support for and the acquirement of a good level of literacy, as well as many examples of good practice and excellent materials, there remained a lot to do.

Spanish

Professor Jesus Alegria from the Free University of Brussels, Belgium, addressed good practice in the Spanish language. The language had a regular orthography, a clear syllabic structure and a limited number of vowels to handle. There were relatively few problems in decoding but a lower performance in speed and fluency of reading was manifest in children with dyslexia. Rapid naming tasks and the timing of reading words and pseudo-words provided useful indications of these deficits. Recent scientific knowledge should overthrow misconceptions about dyslexia and dictate good practice in the training of teachers as well as buttressing the support networks of parents, experts in remediation and local associations. Optimal intervention called for early help with systematic and explicit phonetic methods. Specific legislation was comparatively recent. In Spain there was a law which cited the needs of children with dyslexia, leaving practical implementation to local authorities but there appeared to be a lack of resources to carry out these provisions adequately. Chile and Uruguay had similar legislation. The principal requirement was to improve the training of teachers, especially for the pre-school and primary school ages.

Re-balancing Anglo-centric research

The main concern of Professor Heinz Wimmer of the University of Salzburg, Austria, was that a lot of research into dyslexia had been performed on English-speaking subjects and the extreme irregularity of that language distorted the picture. He criticised

the pervasive model of dyslexia which promoted the theory of a phonological deficit and which was based on the concept of the phoneme, which in his view was unnatural. Careful examination of cross-linguistic tests in speed and accuracy of reading showed that English was a notable outlier and he maintained that it was chiefly owing to the orthography of the language. It was not a question of deficient phonological analysis but of the speed of conversion from vision to phonology, and this view was supported by the same profile shown in a specific case of acquired dyslexia (that is from an accident or disease). This skill was difficult to acquire as it was very resistant to training. In broad terms, he suggested the problem lay further back in the brain (towards the occipital cortex dealing with vision) and the speed of connection forward to the area for phonology. Other evidence in support was the dwell-time on groups of letters when measured by eye movement. In short, he approved of the definition of the Dutch Health Council which stressed the automaticity of word identification that meant in turn the establishment of a good orthographic lexicon.

Education reform in Finland

Madame Claude Anttila presented the results of a radical change in the education system. Confronted by unequal success rates in schools, Finland had reformed its system in 1970 to give all children a good education in order to prepare them for higher education. At the same time it upgraded the professional standing of teachers by improving the quality of their training. Those initiatives to bring more specialized knowledge to teachers were taken in order to enhance the prospects of young people. At the beginning of 1980s nobody had been told about dyslexia. In fact its frequency was high in Finnish even though it had a regular orthography (but with subtle aspects such as the completely different meaning conveyed by doubled consonants). Knowledge of dyslexia had been improved after better awareness amongst teachers of children with learning difficulties. The teacher had to instruct each child in his or her class according to the child's needs, using different techniques which also helped all children. That required a lot of preparation and know-how. The Finnish system did not make children repeat their year. It integrated children of different social classes with or without learning difficulties and encouraged each child in the school to take an active part in life. The reforms had contributed to an outstanding system of education attested by numerous international measures.

Round-up and complementary remarks

Dr Harry Chasty, an international consultant, briefly summarised the presentations made earlier before identifying what he saw as the two major impediments to improvements in the teaching of reading. One was cost and the second was agreement about the best methodology to use.

With regard to cost, desirable results did not seem to lead conclusively to improvements in literacy. To take just one country, the United Kingdom. That country had doubled its spending on education within the past eight years but performance had actually declined. 40 % of pupils were leaving primary school without a basic grounding in reading, writing and arithmetic and 25 % lacked reading skills to benefit from secondary education. The UK was not unique; in fact the relationship between spending per student and learning outcome in most countries was weak.

Current research indicated that it was better to target more funds at under-achievers in junior and middle grades.

The principles adopted by the Forum planning group were in accordance with recently published findings by the UK House of Commons Science and Technology Committee, that dyslexic learners were no different from other failing readers and recommended the teaching of synthetic phonics. He had no quarrel with that conclusion in the narrow context of learning to read but had serious reservations about its application to the much wider context of the student's representational and learning skills. Dyslexia was not simply about reading, spelling or writing. The dyslexic learner had problems with organization, processing, motor skills and working memory. Dyslexia necessitated a different approach whereby competencies were stretched so that the pupil learned how to learn.

Structured multi-sensory teaching methods addressed the complexity of the cognitive skills required for comprehension. Reading entailed the ability to extract meaning from visual representation, in whatever sequential order the language required, possibly to be able to express the ideas aloud in words, store them in memory for later evaluation, recall and further use. That was a complex process. Building on the appreciation of phonological structure implicitly conveyed by parents and pre-school teachers, the pupil had then to link shape of letter to sound by using many modalities: sound, sight, and movement of the muscles using in speech and writing. The establishment of such cross-modal links was difficult for the child with dyslexia; 'look and say' methods and simple phonics were not adequate.

Teachers also had to know the importance of structure and building skills sequentially, making sure that each block was firmly in place before proceeding to the next stage. The student had to be aware of recognition skills, reading strategies, and study and comprehension skills.

Structured multisensory training stimulating the development of manifold skills had gained wide authoritative acceptance and were an essential economic investment.

Dr Chasty related a study made of reading amongst Harvard graduates in 1959. Many seemed to use only one strategy for reading which made them vulnerable when

confronted by the sudden huge increase in reading material. Instead, they had to acquire metacognitive skills, understanding their own individual most effective and efficient way of learning. Instructors had to impart that knowledge explicitly if their pupils were to succeed in both college and work.

Information and communications technologies

Using digital technologies to support special education needs

Professor Diana Laurillard presented the developing new discipline of 'educational neuroscience', which aimed to find common ground in the research methodologies of neuroscience, cognitive psychology, and education in order to inform both pedagogic practice and further research. Her experience was with dyscalculia – difficulty with numbers – but she derived broad lessons from the methodology that applied equally to resources for teaching people with dyslexia. Good teachers set up the following kinds of recommended practice: the goals were made meaningful to the learner; the learner was allowed to achieve the goal the result of which was fed back; and the learner was thereby motivated to revise in order to improve. The advantages could be summarised as, for *learners*: opportunity for unsupervised repeated practice; easier manipulation than physical objects; and virtual environments linking the physical to the abstract. For *teachers*: the capture of pedagogic principles for revision; customisation of tasks by the teacher; and the sharing of effective pedagogic practice.

Online learning course

Dr Vincent Goetry introduced Dyslexia International's free online course, in English and French versions, of which he was the principal author. He explained the sponsorship, genesis, evolution and evaluation of the course.

The course was based on scientifically-grounded principles recommended in recent, influential reports from Belgium, France, the UK and USA and also promoted UNESCO's policy of inclusion.

The course had video clips, testimonies, animations and interactive question and answer sessions.

For more information please click [here](#).

<http://www.dyslexia-international.org/OnLearning.htm>

Film

Dr Goetry then introduced Dyslexia International's new film, in French, « La dyslexie – Comment tresser une structure d'accompagnement solide ? » (*Dyslexia – How to*

accompany and support people with dyslexia), which had been part-financed by the Belgian Francophone Ministry of Education.

The film was intended to complement the online course. The structure of the film was developed in cooperation with Marion Walker to include her concept of 'strands' of support for the person with dyslexia, namely, improving self-esteem, learning through structured, multisensory, phonics-based techniques, enabling the person to confront dyslexia through coping strategies, and the use of appropriate, age-related materials.

[The film is currently undergoing some revisions and will be made available from Dyslexia International's web site.]

Collaboration online

Ms E.A. Draffan from the Learning Societies Lab, University of Southampton, UK, reviewed numerous current applications of online collaboration and assistive technologies. Online collaboration was free and easy. However, insufficient thought was being given to aspects of navigation, user-friendliness and presentational design. It should always be remembered that people with dyslexia took more time than others to read, research and write. There was a marked mismatch between how students worked and how teaching staff communicated with them: students in general liked working online and using electronic aids for which they were easily mastering the skills needed but teachers lagged behind and were not communicating ably, consistently and clearly with them (for example failing to establish clear 'threads' and subject lines, and not providing structured content). Mobile phone applications were not yet being fully exploited. The quality and ease-of-use of spellcheckers was an issue. Whilst acknowledging the need for security in social networking and similar sites, Ms Draffan was critical of the presentation of letter codes for logging in (often requiring four or five attempts).

Concluding remarks

The Patron of Dyslexia International, Her Royal Highness Princess Margaretha of Liechtenstein made the closing address. She quoted Professor Porpodas, filmed by the BBC in 2001, as saying: 'To be able to read is not an option – it is a right'.

Now technology made it possible to exchange best knowledge about best practice fast with minimal cost. The internet had changed the world and Dyslexia International was alert to the possibilities of providing quality, free resources through this medium. She commended the development of a new e-Campus and urged all interested parties to take an active part.

Poverty, illiteracy and underachievement were a global challenge but, working together in the same friendly spirit that had pervaded the Forum, everybody could rise to the challenge of improving the prospects of people with dyslexia.

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22 March 2010