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Message from the Chair of the Board of Directors

Our aim is to ensure that literacy is taught effectively to students of all ages and abilities worldwide...

We are a not-for-profit organization that offers science-based, teacher-training programmes which embody latest research free of charge, and Open Educational Resources that support all teachers in their demanding role in the inclusive classroom setting.

Our aim is to ensure that literacy is taught effectively to students of all ages and abilities worldwide, empowering them to develop the fundamental skills they need to augment their abilities in order to be able to integrate into society and then to move on from dependence to contribute to the economy.

A main focus of our work this year was the co-ordination of a series of five regional Dyslexia International World Dyslexia Forums, as outlined below.

At the Annual General Meeting 2018, due to take place on 1st June in Brussels, we shall present our 2019-2021 three-year development plan, after approval by the Board, for discussion and the final agreement of all our voting members.

In this report I wish first to thank all those involved in the success of our work to date: first our Patron, H.R.H. Princess Margaretha of Liechtenstein, who graciously accepted to give her patronage to Dyslexia International in 2001. Since then in all our Annual Reports we have expressed our most sincere gratitude for her unfailing kindness and encouragement throughout.

Our thanks are also due to each member of the Board for the time, care and wise advice they give.

We are deeply grateful to all our supporters - voting members and Friends of Dyslexia International - for their generous donations which makes our work viable. We remain infinitely grateful to the Oak Foundation who have generously sponsored our projects that align with their objectives and offered their support since 2009.

Our Auditor, Ralph Palim deserves unreserved thanks for his time, skills and wisdom. Likewise, our Web Master Dave Rowan deserves special mention for his constant reliability and efficiency.

Open courseware and resources for teachers

Basics for teachers is now available in:

- Arabic
- Chinese
- English
- French
- Portuguese
- Spanish

Supporting children with difficulties in reading and writing since 2014:

43,000

enrolments

190

countries

4.8

out of five stars
in ratings

Working with and advised by leading academics, we produce open courseware and aim to offer accompanying free, online materials in all six official languages of UNESCO.

Five highly qualified and experienced consultants are now giving their time to producing a second Massive Open Online Course ('MOOC') targeting teachers of young adults who have persistent difficulties in reading and writing.

Our popular first free online course, *Basics for teachers: Dyslexia - How to identify it and What to do*, launched in 2010 under Creative Commons Licence, is now available in Arabic, Chinese, English, French, Portuguese and Spanish in pdf or interactive format, or both. After the introduction of the English and French in 2010, access measured by bandwidth increased from 46GB per annum to a peak of 892GB in 2013, and is now averaging 200GB per annum.

The Coursera MOOC, *Supporting children with difficulties in reading and writing*, was co-produced with the University of London.

Since its inception in 2014, more than 43,000 learners have enrolled. Numbers continue to rise. Completion rates are above average and ratings are 4.8 out of five stars.

There are enrolments from over 190 countries with significant numbers from India now joining to take part.

Feedback

On-going qualitative feedback has been overwhelmingly positive - teachers reported that for the first time they were able to modify their teaching to meet the specific learning needs of students who learn differently. This feedback is posted on our web site.

'The course would enable me quickly identify children with reading difficulties...'

'I am from Lagos, Nigeria. I took this course to acquire knowledge that can enable me help children in Nigeria struggling with reading and writing. I am commencing a literacy program that would take me to 30 public schools in Lagos during the next academic term. The course would enable me quickly identify children with reading difficulties and I would be able to help them with the knowledge I have acquired.'

'I am about to complete my two-year degree in special education (Learning Disabilities) in May 2018 from Amity University, Lucknow, which is in India. Since Special Education

Open courseware and resources for teachers continued

for Learning Disabilities and even Inclusive Education is still in a very nascent stage in our country (compared to the US, UK or Europe), we have a dearth of trained professionals working in this field; so I was also roped in by an inclusive school (unable to find a full-time special educator) to work with them part-time with the SEN students in the school. Needless to say, this course was a Godsend for me.'



Argentina

Laura Scasso (pictured left) and her team from Argentina reported that 2017 was a fruitful year for the online course they produced. They had been inspired by our Open Courseware to make their own in Spanish. More than 900 learners enrolled in 2017 from Uruguay, Chile, Bolivia, Perú, Spain, Argentina, Colombia, Ecuador, Mexico, and Costa Rica.

'We are a group of nine professionals working together: three child psychologists, one speech therapist, four educational psychologists and a special needs teacher. Apart from helping children, our objective is to work collaboratively to make dyslexia, its 'co-morbidities' and implications, known especially to teachers.'

www.essarp.org.ar/cursos/login.pl

CLICK HERE

'Apart from the ongoing success of 'Dislexia Sin Fronteras' online, which has been taken by hundreds of teachers, parents and professionals, with a planned rerun starting in February 2018, we were very busy delivering lectures, visiting different schools, cities and provinces in Argentina plus giving training courses for teachers at ESSARP (www.essarp.org.ar/cursos/login.pl), the English Speaking Scholastic Association of the River Plate, where we formed a centre to help struggling students.'

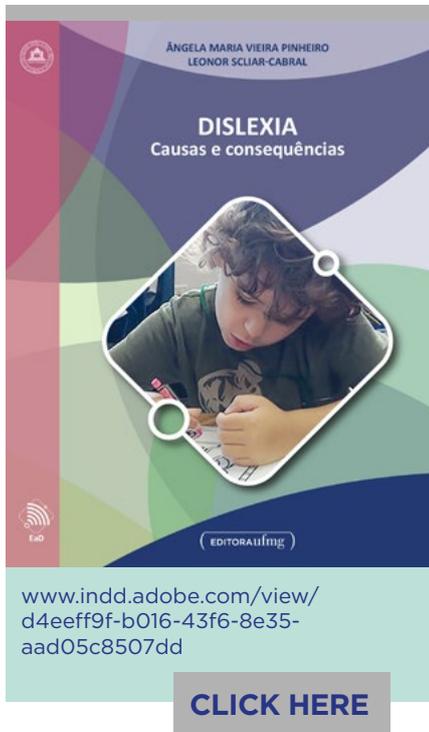


Brazil

Professor Angela Pinheiro (pictured left), after attending our first World Dyslexia Forum in 2010 when our first online course was launched, went on to organize the second Forum for the Latin America and Caribbean Region and to produce a course in Portuguese.

"Dislexia: Causas e Consequências' (DCC) ['Dyslexia: Causes and Consequences'], the Brazilian updated version of the first part of the online course has since 2016 been available via a Virtual Learning Environment (VLE) guided by a manual, published as a book and as an e-book. It is delivered in 60 hours distributed over 10 weeks, with the students receiving close supervision by a tutorial team. It has been offered in

Open courseware and resources for teachers continued



two modalities: i) as a discipline for undergraduate (Honours) students in psychology and education as one of the optional subjects offered by the Department of Psychology of the University of Minas Gerais (UFMG), Belo Horizonte; and ii) as an extramural course offered by the Center of Distance Education of UFMG for teachers in both initial and continuous training.

'As an extramural course the DCC has been offered three times: the second offer was also carried out an experimental study with students doing a degree in Pedagogy at the Brazilian Open University. This study demonstrated the effectiveness of the DCC in transmitting knowledge about reading and dyslexia. Due to the success and increasing demand for the DCC, it has now become a course offered continuously.

'Based on the experience gained so far it was possible to improve the method of candidate selection and to advance to the initial steps towards the creation of a model of distance teacher formation for teachers of literacy and dyslexia in Brazil. In the planning of the next offers of the DCC, this model involves the active involvement of both the Brazilian Open University in the formation of students doing a degree in Pedagogy and the "educational authorities" in the formation of teachers in in-service education. As for the former, efforts are being made so that the DCC will be implemented as a mandatory part of the teacher training programs. As for the latter, from now on, the schools selected to undergo the DCC will be contacted by the local Secretary of Education. The coordinators of these schools will be made aware of the necessity of allowing the teachers for the duration of the DCC as much time as possible to devote to it, remembering that the teachers who, in fact, benefit from the course may be able to offer a return to their schools becoming multipliers of the acquired knowledge, thus making the initiative sustainable. The success of the experience could lead to the implementation of the course in the ongoing training of teachers in the programmes of the Brazilian government for in-service formation of teachers which certainly will increment their access to a free and good quality education in the distance modality in Brazil.'

Open courseware and resources for teachers continued



Lebanon

The Arabic translation of the course was published online in October. The number of Arabic-speaking users of this Teachers' Manual in a pdf version continue to rise steadily. Professor Ahmad Oueini (pictured left), Katia Hazoury and the team involved at the Lebanese American University deserve our unlimited and heartfelt thanks for their dedication to accomplishing this project.

Evaluation

We place great emphasis on evaluating our courseware and its impact.



In 2017 we conducted in-depth interviews with 30 learners who had completed the course in late 2016. Comments were continually positive, but we learnt that the MOOC appealed more to those with graduate and post-graduate qualifications. It was suggested that the course was too long and difficult for primary-school teachers. These concerns are being addressed in designing our second MOOC for teachers of adolescents.

[www.dyslexia-international.org/
wp-content/uploads/2017/09/ONL_
Arabic_17-Sept_R1.pdf](http://www.dyslexia-international.org/wp-content/uploads/2017/09/ONL_Arabic_17-Sept_R1.pdf)

[CLICK HERE](#)

Five regional World Dyslexia Forums



H.R.H. The Grand Duchess Maria Teresa of Luxembourg (pictured left), who as a UNESCO Goodwill Ambassador, graciously assigned her 'High Patronage' to all our Forums through to 2020:

'My best wishes go to all of those committed to bettering the lives of children with learning differences – those who are currently working with ministries, university researchers, parents, teachers and young people with dyslexia, to ensure that each child benefits from quality education taught by teachers trained to meet their specific learning needs.'

Our Forums aim to make the UNESCO policy of *Education for all* a reality by bringing together local educators with leading international experts in the inclusion of students who learn differently to share their expertise.

On these occasions our Continuous Professional Development programmes are offered to Ministries for review and local adaptation if required.

Planning continued for the fourth and fifth Forums focusing on the African and the Asia and Pacific regions respectively. The first is due to take place in early 2019 or before. We contacted Mr Makato, UNESCO Assistant Director, Africa, for his advice, and Dr John Kakule of the African, Caribbean and Pacific Region Secretariat, Brussels. The ACP's support and advice were vital to the success of the first World Dyslexia Forum which we coordinated at UNESCO, Paris, in 2010.

Planning for the fifth Forum is well advanced thanks to our enthusiastic and dedicated colleagues in Japan. It is due to take place in Okayama in early June 2020. (See also below under 'Special events')

With regard to the Third Forum focusing on the Arab States region, it was good to hear from H.E. UAE Ambassador to UNESCO, Mr Abdullah Alneaimi, that he would be taking this Forum in charge and it would then take place in Dubai.

Dyslexia International responds to requests for local training by Ministers of Education wherever our resources permit, backed by the UNESCO Participation Programme.

Advocacy and promotion



We warmly thank Dominique and Diane de Mas Latrè (pictured left) for representing us at UNESCO HQ, Paris, most recently: the meeting for officially recognized NGOs, the General Conference (together with Judith Sanson), 'Measuring Sustainable Development', and 'Changing Minds, not the Climate - The contribution of NGOs'.

Dyslexia International wholeheartedly endorses UNESCO's commitment to collaboration among nations through education: 'the unrestricted pursuit of objective truth and free exchange of ideas and knowledge - full and equal opportunities for education for all - and science and culture as a means to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms as affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.'



Marie-Claude Machon-Honoré,
Chair Communications & Relations
UNESCO-NGO Liaison Committee
(Left) with Judith Sanson (Right)

Letters from Dyslexia International, addressed for the attention of all Ministers of Education, were given out to official representatives present from all regions inviting them to review and endorse our free, online courses and materials.

We took part in the 39th General Meeting of UNESCO which brings together government leaders from more than 190 Member States from all five world regions, confirming their adherence to the UNESCO Constitution.

Social media

In 2017 we gathered statistics through social and other media.

On YouTube the most popular videos were by Professor John Stein on creativity and Dominic O'Brien on memory.

On SlideShare the most numerous downloads were from the first World Dyslexia Forum in 2010.

Click on the icons below to connect with us on Social Media:



7,734

Facebook followers

134,486

YouTube views

42,286

SlideShare views

Reports from members of the Scientific Advisory Panel

5±2%

likely to have risk factors for 'developmental dyslexia'.

Between

5 and 20%

or more of the population need appropriate teaching to achieve functional literacy.

[CLICK HERE FOR SAP](#)

Our Scientific and Open Education Advisory Panel whose interest and advice we welcome on all occasions, were asked to submit this year short reports on their research and activities. These are posted on our web site where we also make available materials for teachers at www.dyslexia-international.org/scientific-advisory-panel/

In 2017 the Panel also submitted their views on the statistics of the prevalence of dyslexia. (These are posted under the same link.)

The issue is complex owing to all the variables that impact learning differences. Overall, the following was accepted:

About 5±2% of the population are likely to have risk factors for 'developmental dyslexia'.

Between 5 and 20% or more of the population need appropriate teaching to achieve functional literacy.

Special events



Andrew Ng, co-founder of Coursera

March

Dyslexia International attended the annual conference of the Coursera Consortium at the University of Colorado, Boulder, USA.

Coursera was working with 150 universities and had 25 million registered learners on 2000 active courses.

There was a noticeable shift in demand for more courses to manage career building, with shorter units called 'micro-credentials' that addressed specific skills and which were 'stackable' into larger units of qualifications. Several references were made to a survey in *The Economist* published in January which said that many degrees fell short of what employers wanted and were too expensive for students.

We learnt that there was an increasing number of new courses in languages other than English, and this echoed the experience of Dyslexia International.



May

The MiSK Foundation invited Dyslexia International to attend the UNESCO Conference 'Youth and their social impact' in Saudi Arabia. The key theme throughout the two-day event was: *How do we provide young people with the infrastructure and support they need to have a positive impact on our/their future?* Dyslexia International networked with other NGOs recognized by UNESCO to promote its courses.

September

We congratulate our special delegate Toon Cox who obtained his Doctorate from Vrije Universiteit Brussel (VUB) in Applied Linguistics with *summa cum laude*. The PhD was co-supervised by King's College London (KCL) and was about 'the dynamics of communication in linguistically diverse consultations in the Emergency Department'. The supervisors were Professor Philippe Humble (VUB) and Dr. Shuangyu Li (KCL).

October

Our colleagues in Japan, 'EDGE', held a festival from 21 to 22 October on the theme of *Diversity and Identity - Teacher Training - Dyslexia in Asia and the Pacific*. The festival was a forerunner for the World Dyslexia Forum for this region, scheduled to take place in Okayama, Japan, in June 2020.

Dyslexia International was represented by Dr Jenny Thomson, co-lecturer of our 'MOOC'.

Accounts

Dyslexia International asbl
Balance Sheet at 31 December 2017

	2017	2016
	€	€
Assets		
Cash at bank	8,849.71	1,167.61
Liabilities		
Loan, long-term (see note 2)	10,040.00	10,040.00
Assets less Liabilities	<1,190.29>	<8,872.39>
General Fund		
Year Opening/<Deficit>	<8,872.39>	<8,843.38>
Increase/<Decrease>	7,682.10	<29.01>
Year Closing/<Deficit>	<1,190.29>	<8872.39>
Total Funds	<1,190.29>	<8872.39>

Notes:

1. Transactions in currencies other than euros are recorded at actual rates of exchange.

2. The long-term loan is interest free and is repayable at a time to be determined by the Directors of the Association.

Accounts

Dyslexia International asbl

Income and Expenses for the year ending 31st December 2017

	2017	2016
	€	€
Income		
Donations and Sponsorship	13,390.00	1,049.60
Interest	-	2.22
Restricted fund released	-	10,538.33
	13,390.00	11,590.15
Expenses		
<i>Projects</i>		
Donations	-	3,700.00
Translation fees	3,660.00	711.75
<i>Office</i>		
Rent including charges/taxes	301.92	251.92
Telephone/Internet	-	208.17
Postage/Courier Service	22.60	15.99
Legal fees	126.93	123.06
Consultancy	-	1,000.00
Travel and Entertainment	1,024.19	133.00
Cancellation of conference	-	4,477.40
Subscriptions	250.00	100.00
Bank Charges	267.57	436.31
Currency loss	54.69	140.00
Prior year adjustment	-	321.56
	5,707.90	11,619.16
Increase/<Decrease> in Funds	7,682.10	<29.01>

Auditor's report

I have audited the accompanying balance sheet of Dyslexia International ASBL as at December 31, 2017 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, 2017, and its income and expenses for the year then ended.



Ralph G. Palim
Chartered Accountant
Brussels, January 27, 2018