



NEWS

EUROPEAN *Dyslexia*
ASSOCIATION
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Vol. 13 No. 5 December 2007

EDA holds 10th GENERAL ASSEMBLY
with election of new Board
15th November 2007
and
**EDA's All-EUROPEAN DYSLEXIA
CONFERENCE**
16th – 18th November
with a Gala Dinner for the EDA's 20th Anniversary 16th November

For a list of Contents of this issue of EDA NEWS – see page 2

The **EDA's 10th General Assembly** was finally and successfully held at the Ibis Hotel at Luxembourg Airport on Thursday 15th November attended by representatives of 20 countries. The date had to be changed at the last minute because of the European Commission's sudden requirement for the planned venue. A new Board was elected and the Statutes were amended.

The change also affected the **EDA's Conference** which had to be re-scheduled for 16th – 18th November with consequent difficulties for the organisers and Keynote/Workshop speakers. However, in the event, the **EDA Board** and **DYSPeL** can congratulate themselves on a very good Conference well organised for the 150 delegates with many excellent workshops and translations into English, French and German. The rooms of the European Commission's Jean Monet building in Luxembourg used for the Conference proved the perfect venue whilst the socialising between the different members of the EU proved as popular as ever, especially during the **Gala Dinner** to celebrate the **20th Anniversary of the EDA**.

Full Reports with photographs may be found in this issue and on the **EDA's Website** at www.dyslexia.eu.com

Jennifer and Robin Salter
Joint Editors

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**At the 10th General Assembly of Members in Luxembourg
on 15th November 2007
the following were elected/co-opted to form
the new EDA Board of Directors**

President:	SR Michael Kalmár	(Austria)
Vice-President:	Karin Brünger	(Germany)
Vice-President:	Raymond Claes	(Luxembourg)
Treasurer:	Steve Alexander *	(United Kingdom)
Secretary:	Lars Sander	(Denmark)

* Steve Alexander was co-opted by the Board to continue as EDA Treasurer



Left to right

Lars Sander Raymond Claes Karin Brünger Steve Alexander Michael Kalmár



**A VERY HAPPY NEW YEAR WITH EVERY GOOD WISH
FOR 2008 TO ALL OUR READERS**

JOINT EDITORS



General Assembly Report

European Dyslexia Association
10th General Assembly
IBIS Hotel, Luxembourg Airport
15th November 2007



Karin Brünger Steve Alexander
Michael Kalmar Maria Potamitis



General Assembly in session

1) The Chairman, **SR Michael Kalmár**, warmly welcomed the delegates and attendants, especially the attendant founder members of the EDA: **Anne-Marie Montarnal** and **Jennifer** and **Robin Salter**.

2) He declared that of the 29 Effective Member Associations, 20 were represented by representatives or by proxy and **the GA therefore had a quorum present**.

3) The minutes of the Extraordinary General Assembly of 29th April 2006 held in Brussels were approved.

The minutes of the Extraordinary General Assembly of 10th March 2007 held in Luxembourg were approved.

4) **Michael Kalmár** then delivered his **Chairman's Report**, it having been noted that all members had been sent a draft of his report before the General Assembly but there have been several changes.

Chairman's Report

1. WELCOME

Since the 9th General Assembly on 16th June 2005 in Limassol/Cyprus the EDA Board had organised two Extraordinary General Assemblies ("Presidents Meetings") on 29th April 2006 in Brussels and on 10th March 2007 in Luxembourg. Although I presented to both Assemblies extensive reports, I will include in this one all major facts since the 19th General Assembly 2005.

2. THE BOARD

As of the General Assembly on 16th June 2005 in Limassol/Cyprus, the EDA Board has consisted of 7 members: Michael Kalmár (Austria), Marta Bogdanowicz (Poland), Karin Brünger (Germany), Carina Carlsson (Sweden), Maria Potamitis (Cyprus), Steve Alexander (UK) and Marija Kavkler (Slovenia).

Raymond Claes (Luxembourg) had accepted the EDA Board's invitation from May 2006 to become a co-opted Board Member. The Board agreed as well to invite **Lars Sander** (Denmark) also to become a co-opted Board Member which he did at the Board Meeting on 9th March 2007.

The terms of office of the following Directors ends today: **Karin Brünger, Carina Carlsson, Michael Kalmár, Marija Kavkler** and **Maria Potamitis**. **Marta Bogdanowicz** is elected until the General Assembly 2009.

3. BOARD MEETINGS

At the 9th General Assembly 2005 the newly elected Board Members met briefly on Sunday 17th July 2005 in Limassol. The next full Board Meeting was scheduled 22nd to 25th October 2005 during the BVL conference in Berlin, Germany but only a few Board Members were able to attend. The attending ones worked mainly on the preparations of the Presidents' Meeting in Brussels.

The next meeting took place in Munich 12th to 14th of January 2006.

Following the Extraordinary General Assembly in Brussels on 29th April 2006, the Board met briefly in Brussels on 30th April 2006.

The next full Board Meeting was scheduled 23rd to 25th June 2006 in Vienna, Austria but not all Board Members were able to attend. On the occasion of their participation at the EU-granted DYPATEC-Project, four Board Members were able to meet 15th to 17th June 2006 in Lienz/Austria.

Further Board Meetings were held 10th to 12th November 2006 in London, 4th to 7th of January 2007 in Brussels for the Extraordinary General Assembly and in Luxembourg on 9th and 11th March 2007 and 22nd to 24th June 2007 in Vienna.

The Board agreed future Board meetings at the following dates & venues (subject to changes by the new Board):

29th March 2008 in Harrogate, (UK) probably including the 11th General Assembly of the EDA (on the occasion of the BDA International Conference)

20th to 22nd June 2008 in Copenhagen (probably including a Presidents' Meeting)

14th to 16th November 2008 Brugges/Belgium or Madrid/Spain

January 2009 Brugges/Belgium

Spring 2009 Brugges/Belgium (probably including the 12th General Assembly of the EDA and on the occasion of the planned 4th Multilingualisme and Dyslexia Conference in co-operation with the IDA and the BDA) [*this has since been changed – see later*]

To save money and time, there were a number of telephone meetings with often several daily contacts via e-mail.

I want to emphasize the fact that all Board Members as well as the Joint Editors of the EDA NEWS are volunteers who work in their time off and in their leave partly without compensation for their costs. All the administrative work, which is normally fulfilled by paid staff, is done by them. This also affects our capability to join EU-granted projects as most of them require (apart from financial contributions) employed staff. More about this later.

4. PRESIDENTS' MEETINGS

In 2006, one of the recent and major decisions of the Board was to call Extraordinary General Assemblies in 2006 in Brussels and Spring 2007 in Luxembourg.

For the occasion of the **20th Anniversary** of the founding of the EDA, the Board has felt it is timely to call meetings of all the Presidents of the **Effective EDA member** organisations. The purpose of these meetings was to give a voice to the present membership in deciding the future direction of the EDA. These meetings were highly appreciated by the attendant presidents and helped very much to formulate the final drafts of the revised “ideological” documents of the EDA, such as a Mission and a Vision statement, the new Statutes and a new EDA Definition of Dyslexia, which the Board will present to you and discuss with you later at this General Assembly.

5. COMMUNICATIONS

5.1 EDA News

I'd like to take this opportunity to thank again the Joint-Editors, Robin and Jennifer Salter, for their work in producing the EDA NEWS. The EDA NEWS continues to be the main although limited source of information about the EDA's activities. Since April 2005, Robin is producing the EDA NEWS electronically as a PDF file and e-mails them to all EDA members.

The content of the newsletter, however, is still a problem for the Editors in that the vast majority of member associations do not send in information for publication. The Board repeats asking every member association to send information about their own association and their activities directly to the Editors on a regular basis.

Please use the EDA NEWS to advertise your conferences and later to report on them. If anything of interest in the field of dyslexia appears in your newspapers, please send it to Robin and Jennifer. Also, please send them items from your own newsletter that might be of interest to other members. Although a translation into English improves the impact of your information, the Editors are willing to publish it in your mother language as well. All member associations should be aware that they are free to translate the newsletter or any part of it into any language but should acknowledge the source.

Members may have future issues of the EDA News e-mailed to up to three addresses by just informing Robin Salter (eda@kbnnet.co.uk).

5.2 Website

The new website www.dyslexia.eu.com was set up by Robin Salter with the help of Ian Smythe. In November 2006 Robin asked to be taken off that duty. The Board has accepted his wish and want to thank him cordially having been the web-site pioneer of the EDA.

Further measures to develop the website have been taken:

a) With help and full input of Alan Sayles, a former President of the EDA, we tried to win the website www.dyslexia.eu but, unfortunately, we failed. It is now a commercial website not specially related to dyslexia. The costs of an objection against this decision were considered as too high.

b) Alan further helped us to get www.europeandyslexiaassociation.eu. So we have now two good addresses (with www.dyslexia.eu.com).

c) We plan that all future issues of the EDA NEWS will be available on the website as well as a number of pages on the EDA itself including objectives, current projects and activities. All EDA members who have a website will be asked permission for the EDA website to give a link directly to each member's site.

d) Future plans include information in a number of languages, conference papers and reports, lists of European activities and conferences, etc.

e) The Website design is to be completely renewed (*see below*).

f) I want to thank **Dr Ian Smythe** cordially for his good services and advices helping us to maintain the website.

5.3 Corporate Design of the EDA

At the 2006 Brussels Extraordinary General Assembly (Presidents' Meeting) the **German Bundesverband Legasthenie** offered to pay for a new Corporate Design for the EDA, and later with the promise to give us technical support for the website itself as well. I have to give my special thanks to the German Board. About the first results I will report later today.

5.4 Email and postal addresses of the Members of the EDA

We ask urgently all the members to inform the Board about changes of addresses, of their Presidents, Chief Executive Officers (CEO's) and other Board Members which especially are responsible for International Contacts and for Finance. Without an employed staff, members of the EDA Board are losing a lot of time, spending their private phone bills and even then sometimes do not find contact to a member organisation. It is vitally important for the impact of the whole EDA to keep open and to make better the communication channels between the members and the Board.

6. EUROPEAN DYSLEXIA AWARENESS WEEK

This is a slow but ever growing event. In 2005 we had reports of dyslexia awareness weeks or days being held in ten European countries, but about 2006 we have no reports at all. Up to November only three members reported about dyslexia awareness week activities in 2007: **British Dyslexia Association, Steirischer Landesverband Legasthenie, and Catalan Dyslexia Association.**

The EDA brochure explaining the purpose of the week and giving suggestions of possible activities is still available. Members can ask for a copy in MS-Publisher format or in .doc-Format from the Chairman or the Secretary of the EDA.

Since 2005, the **European Dyslexia Awareness Week** is always the week beginning with the first Monday of October which is designated as **Dyslexia Month**; the next Awareness Weeks are:

2008: 06 October to 12 October

2009: 05 October to 11 October

7. MEMBERSHIP

Since 2005, the Board has accepted the **Lithuanian Dyslexia Association** (adherent), the **Association of Parents and Guardians of Children with Dyslexia and with Learning Difficulties of Thessaloniki and Northern Greece** (effective) and the **Matejcek-School in Czech Republic** (adherent) as members. The Board agreed to maintain contact with the new dyslexia organizations in Bulgaria, Slovakia, Ukraine, Russia, Estonia, Spain (DISFAM and FEDIS), Portugal (ABDIS) and the Hellenic Dyslexia Association, which are in the stage of considering their membership applications.

[The new organizations were approved following the Chairman's Report, which means the EDA now has 40 members in 24 countries – Editors]

The Board agreed that there should be a Presidents' discussion about termination of membership due to lack of payment of subscriptions. The Board also agreed that the Treasurer should send a repeated reminder letter regarding unpaid membership fees. Details are in the Treasurer's report.

8. EDA REPRESENTATION

While a lack of finances and the regular vocational life of the Board's Directors are still restricting the EDA's activities, it has been possible to provide personal official EDA representation in some instances, especially when it is subsidised by the member organisation.

8.1 Conferences

Michael Kalmár spoke greeting words on behalf of the EDA at the opening ceremony and delivered lectures at the **Berlin Convention of the Bundesverband Legasthenie** in September 2005 and at the **15th Polish Dyslexia Association Conference in Gdansk** 29th to 30th September 2006 (the EDA was coordinating partner of the Conference), at the **2nd Slovenian Convention on Specific Learning Disabilities in Ljubljana** 27th September to 1st October 2006 (with EDA as coordinating partner, Michael Kalmár joining the Organizing Board of the Conference) and at the **Conference “ I Disturbi specifici dell’ Appredimento” of the Italian Dyslexia Association, Lucca Department** 23rd to 24th March 2007.

Vice-President **Karin Brünger** represented the EDA at the **General Assembly of the German Bundesverband Legasthenie in Wuerzburg** in November 2006.

In June 2007 **Raymond Claes** spoke greeting words on behalf of the EDA at the **Exhibition of Artists with Dyslexia at the European Parliament** and the **Presentation of the German version of the DYPATEC-project’s Parents Guide in Graz/Austria** on 19th October this year.

8.2 EU-Granted Projects

a) **INCLUDE** (Including Dyslexics through European Partnership) website: www.includedyslexia.eu The EDA was a partner in this **British Dyslexia Association** lead **EU Leonardo** project.

Six meetings and a final conference were held. In 2005 in Windsor/UK, Budapest/Hungary, Thessaloniki/Greece (in May 2006, the EDA could not attend), In September 2006 in Gdansk/Poland; in spring 2007 in Zebegeny/Hungary and in Budapest/Hungary in September 2007 for the final conference). The EDA was represented alternatively by **Robin Salter** and **Michael Kalmár**.

The aim of the project was to develop a web-based tool which will identify dyslexics, their strengths and weakness, skills and difficulties, to be used to inform an understanding of their learning style and help them progress via both training and employment situations to their maximum ability. This information, together with details such as interests and abilities, age, skills, background and learning methods, helps to identify recommendations for ICT based vocational training, other modes of learning and career choice. Support services, including webcam and chat-based eCounselling, mentoring and guidance were also to be developed. Consequently, those previously disaffected by the system, with failure in education and in seeking employment, will be encouraged and motivated towards development of those attributes necessary to secure employment appropriate to their skills and desires and to improve their skills.

The EDA had the role of validation and dissemination of the results. All the costs were covered by the EU.

b) **CalIDYSC** (Collaborative Additional Language E-Learning for Dyslexic Children). The **EDA** has become a partner in this Telekom Hungary-lead **EU Leonardo** project as well.

Vice-President **Karin Brünger** attended the first meeting 13th to 14th November 2006 and the third meeting 9th to 12th June 2007, both in Budapest. Due to organizational circumstances the EDA could not be represented at the 2nd meeting in Reading/UK.

Vice-President **Marta Bogdanowicz** and **Kasia Bogdanowicz** represented the EDA at the 4th meeting in Sopot/Poland. A fifth meeting is planned in Bulgaria 14th to 16th May 2008.

The objectives of the **CaILDYSC** project are to create a blended learning environment where the dyslexic pupil, normally excluded from language learning, can thrive through integrated e-learning linked to computer moderated peer interaction, with human supervision. This will include the extensive use of multimedia in an adaptive personalised interface designed to accommodate personal learning preferences.

The project's website is: www.calldysc.eu Here as well, the EDA has the role of validation and dissemination of the results. All the costs are covered by the EU. Vice-President **Karin Brunger** will report in detail later this General Assembly.

c) DISfel (Disability Friendly approaches to e-learning). This was to be a University of Lodz/Poland-lead project, where EDA was to become a partner, but it was not accepted by the European Union.

d) Opportunity for all As the EDA did not receive enough support from its member organizations we could not get the bid.

e) European Social Forum (European Associates acting on a European level in the field of Education and Training). The EDA could not get the bid.

f) Conclusion on Projects:

- i) With more man/woman power we could go deeper in this scene.
- ii) We have finished one project and are still involved in another, it is necessary that projects cover our travel expenses/accommodation and maybe a little bit more to cover other EDA's budget costs.
- iii) At the moment, the Board decided that its limited workforce does not allow being proactive in this field.

8.3 Central Information Leaflet

The content of the last EDA leaflet, which was produced without any costs for the EDA (by courtesy of the Austrian publisher "Lernen mit Pfiff"), has been revised. The new contents and changes will include our new ideological documents presented later on today to be discussed in this meeting and finally formulated and decided before being printed. A draft has been sent out to all members in January 2007, but the Board did not get any comments until now, except FMLS's (Sweden) support for it.

9. CHANGES OF STATUTES OF THE EDA

These changes, to be presented to and decided by the General Assembly later today, are needed for the legal survival of the European Dyslexia Association. If we do not succeed, the EDA will not exist legally anymore.

To meet this important target, extensive and time consuming discussions in the Board and with our Belgian accountant, who helps us in legal matters as well, were needed.

Lars Sander will report later in a separate agenda point to discuss this matter.

10. OTHER ACTIVITIES OF THE BOARD TO MAKE THE EDA "VISIBLE"

10.1 European Disability Forum (EDF)

The EDF is an organisation developed by the EU to act as an umbrella for all disability-related associations in the EU who wish to have relations with the EU. At present the EDA is listed as an **Associate Member** of the EDF. A few years ago new criteria were put in place by the EU for membership of the EDF. The Board of the EDA is currently exploring how we can play a greater role in Europe and possibly benefit from future funding initiatives. The Board will initiate the procedures to apply for an increase in our level of membership in the EDF and, consequently, our influence on EU policy on disability.

10.2 Written Declaration of Members of the European Parliament

on "DYS"- Children In January 2007 the Board informed in detail all member organisations about the EDF's European-wide campaign "**1 million 4disability**" and asked them to support it.

As all the member organisations have been informed, this campaign reached the target – a good step forward to make our aims known!

10.3 Support for the Written Declaration

In July 2007 the Board received a letter from Anne-Marie Montarnal, co-founder of the EDA and President of our member **APEDA France**, regarding activities of the French umbrella organisation **Fédération française des troubles du Language et des Apprentissages (FLA)** of which APEDA is also a member.

The FLA, whose members are organisations for people with Dyslexia, Dysphasia, Dyspraxia, Dyscalculia and Specific Learning Difficulties, has come to the attention of several Members of the European Parliament. The concerned MEPs initiated a Written Declaration (WD) in the European Parliament in favour of the then so-called "DYS"-children and "DYS"- adolescents. Its very premise assumes that dyslexia is a disability and the Board of the EDA is quite aware that this is not necessarily agreed.

The FLA asked the EDA to participate in its activities by asking the member organisations of the EDA to encourage and promote their national Members of the European Parliament to sign this Written Declaration. At first the Board of the EDA was under the impression that it could change parts of the text of the WD that were badly formulated. Therefore the Board corrected the text to better accord with the new "ideological" documents of the EDA (Mission, Vision and the new definition of Dyslexia). However, we were then informed that the text could not be changed.

Although the text of the circulating WD does not meet our intentions and basic beliefs, the Board of the EDA has decided to support the FLA, which showed real interest in our version for a Written Declaration.

The reasons for this were pragmatic:

- a) to raise the profile of dyslexia in the European Parliament, although the "wording" may not be entirely appropriate
- b) to strengthen the relations between our members and their national Members of the European Parliament;
- c) to obtain a list of the signing MEPs, which could be used for further action in the European Parliament.

Therefore in August 2007, the Board asked all the EDA member organisations to follow the instructions of the FLA, to contact their national Members of the European Parliament and to request them to sign the Written Declaration 64/2007 at the next EP-Session.

As all the member organisations have been informed, the Written Declaration was accepted by the majority of the Members of the European Parliament – a good base to bring our aims to the knowledge of the European decision makers!

10.4 MEPs of countries who signed the Witten Declaration. The list of MEPs who signed the Declaration is given by country in a **Special Edition of EDA NEWS (Vol.14 No. 1 January 2008)** and all EDA member associations are asked to contact the MEPs in their countries. These MEPs are important supporters of people with dyslexia and help should be requested at national level.

10.5 The International Federation of Library Associations (IFLA) The Board sent a message to **IFLA's 72nd World General Conference and Council** held in Seoul, Korea, from 20th to 24th August 2007. The greeting words were read by their President at the Opening Ceremony.

10.6 UNESCO Our member organisation DITT is taking part in the preparations of a World Dyslexia Conference planned by UNESCO. DITT has informed me that this conference is planned to take place in Paris in spring 2009.

The date is problematic because of the EDA planned 4th (Mondial) Multilingualisme and Dyslexia Conference in spring 2009 in Brügge/Belgium. *[this has since been changed – see later]*

It will be up to the newly elected board to find a reasonable position towards this activity. Vice-President **Karin Brünger** is in contact with the UNESCO to explore the possibilities of closer cooperation.

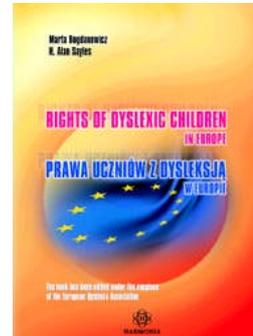
10.7 DyPaTeC-Project (Dyslexia – Parents and Teachers Co-operation) Different Members of the Board worked in different functions in this 3 year project, which finished with a final conference in July 2007 in Luxembourg. Board Member **Raymond Claes** was the Co-ordinator of it. The final product **A Guide for Parents** will be available soon in 6 languages. For more information contact **Raymond Claes** (rclaes@pt.lu)

10.8 Rights of Dyslexic Children in Europe I want to remind you of the publication of the Board Members **Marta Bogdanowicz** and **Alan Sayles**

The ISBN is 83-7134-171-7 and it can be ordered for €12,90 plus postage from the distributor:

Verlag Lernen mit Pfiff, A-1140 Vienna, Austria, Hietzinger Kai 191, email: www.lernen-mit-pfiff.at
Tel: 00-43-1-8797999.

Marta Bogdanowicz (University of Gdansk) and **Marija Kavkler** (University of Ljubljana) will present the results of a follow-up questionnaire for the **Rights of Dyslexic Adults and students in Europe** at the forthcoming EDA conference.



10.9 BDA-Handbook 2007/08 In my position as the Chairman of the EDA, I wrote an article about the EDA for the BDA-Handbook 2007/08, which was published in early 2007.

11. FUTURE ACTIVITIES OF THE BOARD (IN PREPARATION)

11.1 3rd All-European Dyslexia Conference in spring 2010 * This will be organised by the EDA in co-operation with the **High School Faculty in Brugges/Belgium**.

*** PLEASE NOTE:** that due to new information received, the title and date of this conference have been changed from 4th Multilingual and Dyslexia Conference spring 2009 and will not be in co-operation with the IDA and the BDA.

11.2 Execution of the results of the General Assembly 2007.

11.3 Publication of the up-dated Bye-Laws and Statutes (following the changes that were made at the end of the General Assembly).

11.4 Building up a central timetable with different organisations in the field of Dyslexia. The aim is that the EDA becomes an information centre for the planning of big events for other organisations like **IARLD, IFLA, IDA and our member organisations** to avoid time collision. This will provide more contacts with other organisations in our field and improve our role in the Dyslexia World.

11.5 Contacts to the leaders in Education, Communication, Social Welfare, Health and Multilingualism.

11.6 Responding to Public demand for audio-based publications from the EU.

12. THANK YOU

To all of the Board members and member organisations' officials who have supported my chairmanship and enthusiastically pursued the objectives of the EDA. A special "thank you" to **Raymond Claes** for his enormous work in preparing and organising the 2nd All-European Dyslexia Conference here in Luxembourg and, of course, to all attendants here today.

The Chairman's Report was accepted unanimously.

5) SUPPLEMENTAL REPORTS WERE THEN GIVEN

i) CaILDYSC: Vice-President **Karin Brünger** sketched out the project and will send out more information by mail to the members about this project.

ii) UNESCO: Vice-president **Karin Brünger** sketched out the recent relations between EDA and UNESCO. A process will be started to be accepted as an international NGO cooperating with UNESCO. (305 NGO's have been accepted). The EDA's aim is to get official recognition by UNESCO.

6) FINANCIAL REPORT by the Treasurer, **Dr. Steve Alexander**

The purpose of the Report is to provide a written summary to members of the financial accounts and movements of the EDA finances during the years 2007-2008.

i) Introduction

The primary task in this period was to ensure that unpaid member subscriptions outstanding from 2001 were followed up and hopefully paid. The original amount owed was €20,325.16 and €13,380 was received after many requests for payment. Secondly, the task was to receive additional revenue from two EU projects and to ensure we could meet our costs.

ii) Budget

In a typical year, if all members paid their subscriptions, the EDA would receive €9,000. The budget for 2008 shows a gross expenditure of €9,800 and income from subscriptions and EU projects at €12,500. It is clear that subscriptions alone are insufficient to support the work of the EDA Board which is heavily reliant on the volunteer input of its members.

iii) Operating Statement 2006

This year was the beginning of the invoice chasing for member subscriptions. The year also saw revenue instalments from our participation in the Leonardo INCLUDE project.

Our total expenditure was €7,410.75 against an expected budget of €14,800. Actual income was €10,168 netting a saving of €2,757.

Savings were found in telephone charges not reimbursed to Board members. Voluntary support to develop our website and unused travel costs.

The only significant and negative variance cost was accounting fees. However our accountants do offer legal advice on our Constitution as well as accounting support.

The EDA now has only two accounts. Our major account in Belgium and a very small account at Barclays Bank plc in England as a means of reimbursing costs incurred by Robin Salter as a Joint Editor of EDA NEWS and his representation at INCLUDE project meetings.

Cash at the bank was approximately €6,800. 2006 was a satisfactory year that did achieve some access to retrospective fees and spent under budget. However, the very modest revenue figures did limit what the EDA can do.

iv) **Operating Statement 2007**

This year saw the continuation of chasing unpaid invoices from members with slight increased income of €11,900.

The year benefitted from two EU funded projects the EDA is a part of with a combined income of €2,680.

Our total expenditure was €5,236 against income of €11,800 showing unspent income of €6,654.

Accountancy fees were higher in this period as a consequence of the work on the Constitution but represented 50% of expenditure.

Cash held at the bank increased to €8,220.

€14,300 of remaining reserves represents subscriptions owed by members. 2007 was again a satisfactory year although we are faced with the need to write off unpaid subscriptions going back as far as 2001. The current system enables thorough follow up to invoices to ensure payment but some members still do not pay in a reasonable time.

One of the EU projects (INCLUDE) is now finished but we hope to have a one-off revenue addition from our participation in the conference.

v) **Looking Ahead**

The EDA is very short of financial support in order to extend its activities. If all members' invoices were paid, we could possibly maintain our current level of activity but not increase our work in line with the Presidents' meeting expectations. Accessing EU project money is very difficult, as we do not have any staff employed by the EDA which makes the completion of timesheets an impossible task to perform and thereby making access to the EU funds problematic. In conclusion, therefore, it would be helpful if all members paid their fees on time; any income generation ideas would be gratefully received.

vi) **The Budgets 2007 and 2008** were approved.

vii) **Balances and Accounts for 2005, 2006 and 2007 (part year)** were approved.

7) **CO-OPTIONS TO THE EDA BOARD**

The co-options to the EDA Board of Directors of **Dr. Steve Alexander, Raymond Claes and Lars Sander** were approved.

8) **NEW MEMBERS OF EDA**

Confirmation of the approval was given for the New members: Effective Member: Association of Parents and Guardians of Children with Dyslexia and with Learning Difficulties of Thessaloniki and Northern Greece; Adherent Members: Lithuanian Dyslexia Association, Matejcek-School, Czech Republic)

9) **PRESENTATION AND DISCUSSION OF THE DRAFT NEW STATUTES**

This presentation was given and lead by **Lars Sander**.

Certain changes had become necessary due to changes in Belgian Law whilst other changes were proposed and discussed. All the proposed changes, taken in turn, were approved unanimously.

A complete set of the EDA's Statutes and Bye-Laws may be found in the Special Issue of EDA NEWS (vol.14 no. 2 January 2008) so that members may copy a set independent of other matters.

10) **ELECTION OF NEW EDA BOARD**

Karin Brünger, Raymond Claes, Michael Kalmár and Lars Sander, having been duly nominated, were all elected unanimously to form the new EDA Board with **Steve Alexander** (co-opted as Treasurer).

11) **MISSION and VISION STATEMENTS of the EDA**

The following **MISSION** statement of the EDA was then put to the meeting and approved:

The European Dyslexia Association is an umbrella organisation for national and regional associations of people with dyslexia, children's parents and professionals.

It facilitates exchange of information and good practice through international networking and lobbying in partnership with member organisations, governmental bodies and professionals working within the dyslexia community. The EDA will challenge prejudice and ignorance to ensure that people with dyslexia are empowered to reach their full potential.

The following **VISION** statement for the EDA was the put to the meeting and approved:

Every child and adult with dyslexia has the right to access and to receive appropriate identification, support and opportunity to achieve their full potential in education, training, employment and all aspects of life.

12) **DEFINITION OF DYSLEXIA**

The following **DEFINITION** of 'dyslexia' was then put to the meeting and approved unanimously:

Dyslexia is a difference, which makes the acquiring and using of reading, spelling and writing skills difficult. This difference is neurological in origin. Researchers acknowledge that there are many possible causes of dyslexia, including genetic.

The cognitive difficulties underlying these differences can also affect organisational skills, calculation abilities and other cognitive and emotional abilities.

It may be caused by a combination of difficulties in phonological processing, working memory, rapid naming, sequencing and the automaticity of basic skills.

Furthermore, across Europe, the diversity of educational opportunity and languages and the multilingual demands, socio-cultural backgrounds, have a significant influence on the manifestation of difficulties and life-chances for children, and adults with dyslexia.

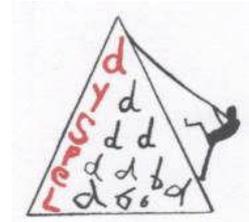
Alongside these issues is the ongoing challenge for people with dyslexia in navigating through life in a largely non-dyslexia friendly world.

There is no relationship between a person's level of intelligence, individual effort or socio-economic position and the presence of dyslexia.

13) **QUESTIONS & EXCHANGE OF VIEWS & IDEAS FROM MEMBERS**

Members were then given an opportunity to raise questions but there were no specific questions relating to the General Assembly.

EDA NEWS Vol. 13 No. 5 December 2007



Conference Report

European Dyslexia Association Second All-European Dyslexia Conference 16th - 18th November 2007 in Luxembourg

'No matter which age Dyslexia is everywhere'

On behalf of our hosts, **DYSPEL (Dyslexia and Special Needs Luxembourg)**, their Chairman and EDA Board Member, **Raymond Claes**, welcomed the delegates to Luxembourg.

The EDA President, **SR Michael Kalmár**, then delivered his Opening Address in English to the 150 delegates. The full text of his Address follows. **A Conference Report in German follows on pages 29 - 31.**

The Conference was then addressed by **Sheila Rejouis Panayotopolous** on behalf of **Marie Panayotopoulos-Cassiotou**, a Member of the European Parliament. The full text of her Address on The Written Declaration on "Dys"crimination and social exclusion with "dys"abilities, follows on pages 16 to 20.

The Keynote Speakers on Friday 16th November were:

Prof Schulte-Körne (Germany): *NeuroDys – European research perspectives on dyslexia*

Prof Giacomo Stella (Italy): *Regular Orthographies in Europe, some theoretical issues*

Dr Chris Singleton (UK): *Dyslexia and visual stress*

Prof Dr Susanne Trautzettel-Klosinski (Germany): *What can eye movements and brain activity tell us about dyslexia*

Dr Eva Gyarmathy (Hungary): *Environment and dyslexia*

Dr Gavin Reid (Scotland): *Dyslexia: criteria for school – international perspectives*



Left to right **Keynote Speakers**

Dr Chris Singleton, Prof Schulte-Körne, Prof Susanne Trautzettel-Klosinski, Michael Kalmár
Dr Eva Gyarmathy, Dr Gavin Reid, Prof Giacomo Stella



Delegates from Slovenia & Lithuania



General View at Conference



Delegates at a Workshop



Prof Schulte-Körne, Prof Dr Trautzettel-Klosinski



Marcel & Liliane Seynave

In the evening, the Delegates were treated to a **Vin d'honneur Reception** as guests of **DYSPÉL**.

This was followed by the **Gala Dinner** which this year marked the **EDA's 20th Anniversary** and was attended by four of the five Presidents of EDA and some of the founding Board Members. It was with sadness that Gyda Skat Neilsen could not attend due to a sudden bereavement.

The event provided a photo opportunity of some of the founding signatories to the Statutes.



EDA Presidents

Robin Salter Alan Sayles
 Michael Kalmár Marcel Seynave
 (Gyda Skat Neilsen was unable to attend)



Signatories to Founding Statute 1987

(left to right) Alan Sayles, Marcel Seynave, Anne-Marie Montarnal, Liliane Seynave, Robin Salter, Jennifer Salter
 (Katrín Sellin joined the Board in 1992-1997)

There were 28 Workshops on Saturday 17th November which included: Lisa Fuchs (Germany); Christine Firman (Malta); Patrizia Piccinini (Italy); Eva Adler (Austria); Ian Smythe (Scotland); David McLoughlan (UK); David Pollak (UK); Lenia Carvalais (Portugal); Katrin Sellin (Germany); Claudia Grobauer (Austria); Marta Bogdanowicz (Poland); Marija Kavkler (Slovenia); Hubert Marx (Luxembourg);

On Sunday 18th November there were a further ten Workshops which included: Susanne Trautettel-Klosinski (Germany); John Everatt (UK); Monica Brunner (Germany); Jan Roberts (Australia); James J Bauer (USA); Marta Lockiewicz (Poland); Jurgen Tijms (The Netherlands).

A full list of all workshops and subjects is available on application to the Joint Editors **EDA NEWS**.

The Conference closed at noon on Sunday and was judged a great success by the delegates, especially considering all the problems that had arisen at the last minute concerning the venue which had necessitated a change of dates.



**President S R Michael Kalmar's Opening Address
 to the Conference
 held on 16 – 18th November 2007**

Excellencies, Ladies and Gentleman, dear Colleagues and Friends.

I welcome you all to the 2nd All-European Conference of the European Dyslexia Association here in the EU-Building Jean Monnet in Luxembourg.

Taking into account the many Conventions where the EDA was co-organising, this is, after the 1st All-European Conference 2003 in Budapest and the 3rd Multilingualism and

Dyslexia conference held in Limassol/Cyprus in 2005, the 3rd big European wide event organised by the EDA.

We needed many helping hands to make this conference possible and I want to express strongly my gratitude first towards the patrons of this Conference, **Her Royal Highness, Grand Duchess Maria Teresa of Luxembourg** and **His Excellency Mars Di Bartolomeo**, Minister of Health and Social Security of Luxembourg.

As well, it is a strong personal need of mine to express my appreciation and that of the Board of Directors of the EDA towards the Town of Luxembourg and the Permanent Representation of Luxembourg by the European Union, who made it possible to use these rooms and their facilities here.

A big thank you to our member organisation **Dyslexia and Special Needs Luxembourg (DYSPEL)** led by **Raymond Claes**, who has taken over the organisation and coordination of the Conference together with **Karin Brüniger**, the EDA's Vice-President.

On behalf of the Board of Directors as well I appreciate very much the readiness of our guest speakers, of the keynote speakers and of all lecturers and workshop leaders to come to Luxembourg, to share their knowledge about dyslexia with us and to be ready to exchange academic information and practice. Thank you all.

As you are aware, the **European Dyslexia Association** became twenty years old this year 2007. So I am glad to welcome many of the pioneers of the first hours of the EDA. Thank you for joining us, **Liliane, Marcel, Jennifer, Robin, Anne-Marie** and all of you who have founded this organisation. There will be a special event in honour of you tonight.

At an early stage of preparing the 20th anniversary of the founding of the EDA, the Board felt about two years ago that it was timely to give a voice to the present membership in deciding the future direction of the EDA.

Many documents were discussed first in the Board and then with the representatives of our 43 member organisations.

All these discussions were finalised yesterday and important decisions were made, when the delegates of our member organisations came together at the 10th General Assembly.

The General Assembly yesterday approved:

- 1) the new Statutes of the EDA which will provide a closer partnership and collaboration between the Board of Directors and the member organisations.
- 2) A Mission and a Vision Statement which defined what we want to do and what we want done by the legislative and administrative institutions in Europe
- 3) A new definition of Dyslexia which is not imposed by somebody else but produced by the people affected and concerned.

As you know, the European Dyslexia Association is a European umbrella organisation for national and regional associations of people with dyslexia, children's parents and professionals.

The EDA facilitates the exchange of information and good practice through international networking and lobbying. In partnership with its member organisations, the EDA will challenge prejudice and ignorance to ensure that people with dyslexia are empowered to reach their full potential.

The EDA is a Non-Governmental Organisation, legally established under Belgian law in 1987 as a charity by representatives of eight national dyslexia associations. Its activities are organised and directed only by volunteers.

The work of the EDA is led by a Board of Directors, which is elected at the General Assembly of the member organisations held every year. The Directors' mandate is non-remunerative. The board meets at least three times a year. Just yesterday, the General Assembly of the EDA elected the newly constituted Board of Directors for the next two years:

Karin Brünger as Vice-President
Raymond Claes as Vice-President
Lars Sander as Secretary
Steve Alexander as Treasurer.
And me as the Chairman of the Board.



Statue of King William of Luxembourg

The EDA currently has 43 regional and national member organisations in 24 countries:

Austria, Belgium, Croatia, Cyprus, Czech Republic, Denmark, Ireland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Lithuania, Malta, the Netherlands, Norway, Poland, Slovenia, Spain, Sweden, Switzerland and the United Kingdom.

At present, membership is restricted to non-profit dyslexia associations (now 30 **effective** member organisations). The other 13 mainly scientific or educational are **adherent** organisations with an interest in dyslexia.

The EDA is particularly interested in supporting the creation and development of national and regional organisations for people with dyslexia across the whole of Europe. The EDA is a Member of the European Disability Forum (EDF) and has consultative status at the International Federation of Library Associations (IFLA).

One of the main aims of EDA is to inform people, politicians, executives and unions in Europe about the necessity of supporting those who are dyslexic in a positive way, in order to avoid negative consequences caused by inappropriate education and training, low self-esteem and underachievement leading to social exclusion.

More than a century of research has enabled us to increase our understanding of how humans acquire language and literacy skills, and why people with dyslexia find the process difficult to access. There have been significant advances in procedures that enable earlier identification of dyslexia, determine which interventions work best and then to develop appropriate support for people with dyslexia in schools as well as the workplace.

Despite that, dyslexia presents concerns and challenges for millions of children and adults across Europe. These challenges require major changes for governments, policymakers and organisations to improve attitudes, legislation and positive practice in education and the workplace.

Many of the issues relating to dyslexia can be improved through raising awareness of dyslexia and what can be done to adapt to it.

Therefore, the EDA is strongly (but restricted by man/womanpower and especially financial resources) working in UN and in European Community Projects. The EDA gave a deep impact to the EDF's successful European-wide campaign "1 million 4disability" and

to the multiple NGO activities to apply pressure to the Members of the European Parliament to sign the **Written Declaration 64/07 (WD)** which is a powerful proposal in favour of all European People who are dyslexic or learn differently, labelled to be DYS-Dyslexia, Dysphasia, Dyspraxia, Dyscalculia and Specific Learning Difficulties and seek appropriate support.

This WD has been adopted as a resolution of European Parliament. It will be sent to governments and parliaments of the 27 countries. We really hope that will be an additional step to better practices and knowledge about DYS and especially Dyslexia. In the next days we will send to our members the lists of the MEPs who signed this, so that they could contact those MEPs to have a support in your country.

The wording of the WD did not satisfy us. Discussing our support for this movement we developed our position:

- A. whereas it is estimated annually that far more than 10% of the population are affected by one or other "dys"-type specific learning disability such as dysphasia, dyspraxia, dyslexia, dyscalculia or attention deficit disorder, etc., and the statistics on these difficulties need to be refined
- B. whereas this type of "dys" differences, which badly impairs communication from a very early age, goes unidentified in many Member States
- C. whereas research, including in the 7th framework research programme, into these specific learning disabilities must be stepped up including the democratic elected representatives of the people with these differences
- D. whereas the only way to prevent resultant "dys"crimination against affected children, adolescents and adults is to give them specific, early, intensive and multidisciplinary treatment in appropriate structures (preferably inclusively in mainstream environments with extensive appropriate special care)

SO WE ASK the EU Commission and the EU Parliament:

- to draw up a charter for children, adolescents and adults with "dys" differences guaranteeing the right to access and to receive appropriate identification, support and opportunity to achieve their full potential in education, training, employment and all aspects of life.
- to encourage the recognition of "dys"-type problems as a manifestation of differences, which challenges the people affected in navigating through life in a largely non-"dys" friendly world, and of the fact, that there is no relationship between a person's level of intelligence, individual effort or socio-economic position and the presence of a "dys" difference,
- to promote best practices regarding:
 - making information accessible,
 - taking timely steps to spot, screen, systematically diagnose and treat these differences from an early stage,
 - designing effective inclusive, multidisciplinary pedagogical, further educational and social structures for young children, adolescents and adults to achieve their full potential in education, training, employment and all aspects of life,
- to promote and encourage the creation of a European multidisciplinary network on specific learning differences including the democratically elected representatives of the people with these differences, and by this means to collect and study information and promote the coordination of cross-border actions, as well as institutional dialogue.

So an "ideological" background for the future of the EDA exists. It expresses our developed understanding and views.

They are based on the following principles:

1) Dyslexia is not a condition, but a specific learning difference. Attitudes to dyslexia and ignorance combine to create barriers for people with dyslexia in every society, regardless of their age, language, socio-economic position, level of intelligence and their individual efforts.

2) In our lives we all are determined to ensure that our needs are met. We people with dyslexia should not need charities and helping hands to respond to our difference, which is evidenced in difficulties in acquiring the use of reading, spelling and writing. Access to appropriate education, adequate employment and a full life is a human right for all.

3) The world of people with dyslexia is influenced by academic scientists and institutions that focus on disabilities, as well as teachers and therapists, etc., who all have an important contribution to make. But only people **who are** dyslexic can evaluate whether their needs are being met by the services of professionals, and which approaches work best.

4) The European Dyslexia Association represents the people with dyslexia in Europe. It is their voice. It exists to make a positive difference in the lives of dyslexic people in Europe. It is based on truly democratic principles to ensure that member organisations are fully involved in helping to make that difference, and in shaping the EDA to be proactive. I have to confess, we face challenges – with language problems, with not enough time off or leave for our work, with financial matters, sometimes with inter-personal problems,

BUT we all have the vision, that the EDA is to ensure that “every child and adult with dyslexia has the right to access and receive appropriate support and opportunity to achieve their full potential in education, training, employment and life”.

Thank you very much for your attention.



Opening Address by Ms Sheila Rejouis-Panayotopoulos

On behalf of

Marie Panayotopoulos-Cassiotou

Member of the European Parliament (MEP)

Mrs Marie Panayotopoulos-Cassiotou, Member of the European Parliament (MEP) thanks you for the invitation that you extended to her at this major conference. Due to timing and prior engagements, she will not be able to join you in person today.

However, due to her deep interest in the subject of dyslexia and other disabilities, she would like to provide you with information on the action taken by the **European Parliament (EP)** on “dys” abilities. **Mrs Panayotopoulos-Cassiotou** is an author and co-signor of the Written Declaration 64/2007 on Dyslexia. She is also the president of the European parliament intergroup on family and protection of childhood.

The three most important actions taken by the Parliament include:

- the **Written Declaration 64/2007** on the issue of "discrimination and social exclusion of children suffering from "dys"abilities", tabled on June 18th 2007 and officially **adopted by the European Parliament on November 12th 2007**;
- the intergroup meeting titled "**Discrimination and exclusion of children with disabilities: discussions in the framework of the adoption of Written Declaration 64/2007,**" held on Wednesday the 24th of October, 2007, organized by the EP Intergroup on family and protection of childhood, which welcomed the participation and input of the European Commission and many NGOs;
- The **Oral Question** to the European Council and the European Commission raised by the European Parliament to the Commission in June 2007 during the Parliament's plenary session.

I. The Written Declaration 64/2007 on discrimination and social exclusion of children suffering from disabilities.

Mrs Panayotopoulos-Cassiotou was very touched by the statistics confirming that over 10% of children in Europe suffer from learning disorders, which hamper early on their written and oral communication capacities and can lead to educational and social exclusion if they are not treated correctly.

After having been approached by several Non-governmental organisations (NGOs) and Parent associations, MEP Marie Panayotopoulos-Cassiotou, decided to prepare a Written Declaration with the support of several important co-signers.

Mrs Marie Panayotopoulos-Cassiotou is author and co-signor of the Written Declaration. Co-signers of this Written Declaration include:

- **Mrs ZABORSKA**, President of the EP's Women's Rights Committee,
- **Mr HOWITT**, President of the Disability Intergroup,
- **Mrs SINNOTT**, Vice-President of the Intergroup Family and Protection of Childhood and
- **Mrs ANGELILLI**, Rapporteur for the EP report on the EU Strategy on the Rights of the Child

The Declaration gathered the signature of the majority of the Members of the Parliament (432 signatures from MEPs across political groups and across EU countries) and was thus officially adopted by the European Parliament during its plenary session on 12th November 2007.

The Declaration, which will soon be transmitted to the EU institutions and Member States, highlights the need for better statistical data on dys"-type disabilities such as dysphasia, dyspraxia, dyslexia, dyscalculia or attention deficit disorder, for further research efforts within the EU's 7th Framework Research Program and for greater recognition at medical, social and educational levels of such learning disorders.

More particularly, the Written Declaration asks the Commission and the Council:

- to draw up a charter for "dys" children,
- to promote best practices and
- to make information accessible,
- to take timely steps to spot, screen, systematically diagnose and treat these disorders at an early stage,
- to design effective pedagogical structures within both the ordinary and the specialist educational environment for young children, adolescents and young adults,

- to adapt structures for integrating young people with these disabilities into the world of work,
- to promote and encourage the creation of a **European multidisciplinary network on specific learning difficulties**, and by this means to collect and study information and **promote the coordination of cross-border actions, as well as institutional dialogue.**

The Written Declaration gathered tremendous and active support among the associations of parents with "dys" children in all EU countries and its adoption demonstrated the commitment of MEPs from all political groups and from all the countries of the EU towards the improvement of the living conditions and the social and professional integration of persons with learning disorders.

II. Oral question and current actions of the Commission

On the 18th of September 2007, Mrs Panayotopoulos-Cassiotou along with other MEPs both from the EPP-ED and other political groups of the Parliament, tabled an oral question to the Commission on the issue of "dyscrimination of children and exclusion of "dys" people which was debated during the September plenary session of the EP.

The purpose of the oral question was to identify possible actions by the Commission in order to prevent educational, social and professional "dyscrimination" against people with learning disorders. The MEPs asked the Commission whether it was planning to undertake initiatives favouring the identification and the acknowledgement of 'dys' problems as disabilities or as learning difficulties, including through the collection of statistics, as well as its potential contribution to the early diagnosis and treatment of such disorders for example through the funding of additional research projects such as Neurodys.

The Commission was also asked to inform MEPs of the measures it intends to adopt in order to ensure that EU funded educational programmes (TIC, e-learning, lifelong learning) are designed and implemented with adequate consideration for 'dys' people. In addition, parliamentarians addressed in the oral question, the issue of the employability of "dys"workers and the necessity for the Commission to assess the correct implementation of existing EU anti-discrimination legislation in this field.

Finally, the issue of the reconciliation of family and professional life for persons who care for people with "dys"abilities was also among the topics covered by the oral question.

In his reply, Commissioner for education, Mr Jan Figel, indicated that the Commission recognises the negative social and health consequences that these problems might have on affected individuals or families raising children with 'dys'-related problems and that measures have to be taken in order to improve the everyday life of concerned children and their access to education, information and culture.

Although he underlined that the main responsibility for dealing with people with 'dys' problems falls on Member States, the Commissioner stressed that the Commission, as well as European institutions in general, can support the action of Member States.

He explained that the EU Disability Action Plan 2003-2010 promotes access to support and care services for people with disabilities and their families. In addition, the Commission Work Plans for 2005, 2006 and 2007 in the field of public health included specific reference to the need for further information and definition of indicators relating to attention-deficit hyperactivity disorders, cognitive retardation and disruption of motor, perceptual, language and socio-emotional functions.

The Community programme PROGRESS provides support to a number of European networks, including the European Disability Forum and the Commission also supports the European Agency for Development in Special Needs Education. **The Commissioner explained that special education needs are also one of the general priorities of the Lifelong Learning Programme and, as such, they must be considered a priority for all of its actions.**

The Lifelong Learning Programme has a clear aim to integrate people with a range of special needs. Concretely, this is done through funding cooperation projects to exchange, develop and improve practice in general, including on the design of pedagogical structures in ordinary and specialist education and by offering increased grants to disabled participants to fund any necessary special arrangements.

Furthermore, several research projects have been supported by the Commission, including the Neurodys project mentioned in the Oral Question. The Commission also promotes access to information and communication technology (ICT) and new technology in general for people suffering from 'dys'-related problems.

The ICT part of the sixth Framework Research Programme co-financed projects on e-accessible and assistive solutions. The Commissioner mentioned two projects in this regard: the AGENT-DYSL project, which focused on developing the next generation of assistive reading systems and, secondly, the EU's 'For All' project, which aimed to develop technologies to make education accessible to everyone, **including people with dyslexia.**

He indicated that the seventh Framework Research Programme will continue to support 'dys'-related projects or research, including as part of the health priority and as part of the e-accessibility priority.

The Commissioner stressed that several calls for proposals have been published to support research on 'dys'-related problems. However, the Commission has so far failed to receive any proposal in these areas

As far as the collection of statistics is concerned, the Commissioner indicated that although it recognises their importance, the Commission does not currently collect statistics on specific 'dys'-related problems. He mentioned however that following a special disability-oriented labour force survey in 2002, Eurostat is currently in the process of developing an EU-wide survey model. The survey is part of the European Health Survey System and focuses on disabilities and on various aspects of social integration of people about 18 years old.

Regarding the difficulties encountered by people or families caring for people with disabilities, including those with 'dys' problems, the Commission has launched a consultation with social partners on reconciliation policies. The consultation covered a broad range of issues, including maternity leave, parental leave, paternity leave, adoption leave and a new type of leave to care for dependent family members.

Having finished the second phase of consultation in June 2007, the Commission is currently engaged in an impact assessment process. Depending on the outcome, new proposals might be brought forward, possibly to 2008.

In addition, the Commission constantly monitors the transposition of EU anti-discrimination legislation at national levels. Directive 2000/78/EC, which prohibits discrimination in the field of employment and occupation, covers all citizens, including those suffering from 'dys'-related problems. However, the Commission believes that legislation should offer protection, not only to employees suffering from a disability but also to employees who care for a disabled dependent.

III. Meeting of the intergroup family and protection of childhood (held on the 24th October 2007)

Following the adoption of the Written Declaration, Mrs Panayotopoulos-Cassiotou, as President of the Intergroup Family and Protection of Childhood in the EP, organised a meeting on Wednesday the 24th October with the purpose to assess the parliament's actions on the issue of "dys"abilities. The intergroup meeting welcomed the participation and input of the European Commission as well as NGOs.

Participants of the meeting included the following:

a) **Members of the European Parliament** who were present were:

Mrs Marie PANAYOTOPOULOS-CASSIOTOU as President of the intergroup; the Vice-President of the intergroup, José RIBEIRO E CASTRO, Nathalie GRIESBECK, Kathy SINNOTT, Sylwester CHRUSZCZ, Konrad SZYMANSKI, as well as Carolo CASINI, Rodi KRATSA, Marios MATSAKIS, Wojciech ROSZKOWSKI, Teresa RIERA MADURELL, Ewa TOMASZEWSKA, Anna ZABORSKA.

We hope that we have not omitted any Members of the European Parliament. **Assistants to MEPs** who were present are:

Ghislaine Chapuy (stagiaire Griesbeck), Martina Engel-Otto (Ass. Chatzimarkakis), Marta Hajek (Ass. Tomaszewska), Simone Merkl (Ass. Niebler), Ontavillu (Ass. Riera), A. Spinoso (Ass. Casini), Tobias Teuscher (Ass. Zaborska), Jennifer Tyson (Ass. Howitt).

b) Other participants including NGOs are:

Stephan Andre (DG Sanco), Clotilde Clark-Foulquier (Care for Europe), Anne Marie de Warren (Mouvement Mondial des Mères), Ignacio Munoz (Fédération Espagnole de Dyslexie), Francisco Pignata (Droit de Naître), Alice Puhl (Dods), Irene Ranz (Apedys 35), Norbert Schoebel (DG Education), Jenny Schuler (FAFCE), Kristian Takac (DG Emploi), Caroline Thouvenot (Groupe d'Ados Dys), Anne Vahl (PPE).

Again, we hope that we have not forgotten any participants.

IV. Speech by Mrs Panayotopoulos-Cassiotou

1. Welcome by Mrs Panayotopoulos-Cassiotou, President of the Intergroup Family and Protection of Childhood

Mrs Panayotopoulos underlined that the Written Declaration that she has co-signed with Mrs Zaborska, Mrs Angelilli, Mrs Sinnott et Mr. Howitt on discrimination and exclusion of children with "dys"abilities has gathered more than 410 MEP signatures.

This Declaration aims to highlight the necessity for a better recognition of "dys" abilities at medical, social and educational levels so that affected children, who are estimated at over 10% in Europe, can enjoy the same opportunities as other children.

The MEP explained that without a diagnosis and an early and multidisciplinary treatment, "dys"children often have to face important schooling and social difficulties and consequently professional complications.

She underlined that the collection of data, the development of common indicators on learning disorders, the creation of a DYS charter at EU level, the strengthening of research as well as the creation of a European multidisciplinary network are elements that

can contribute to the improvement of the living conditions of these children and to the elimination of existing discriminations. Mrs Panayotopoulos insisted on the fact that the treatment of "dys"abilities requires a multidisciplinary approach and thus the implication of both DG Education and DG Health and Consumer Protection.

She also expressed her satisfaction with the written intervention that was sent by Commission Kyprianou on the actions planned by the Commission for the treatment of "dys"abilities. The Commissioner mentions that the new Health Program for the years 2008-2013 will promote the development of health indicators and could also include works on "dys"abilities. Finally, the EU Program for Research (7FPC) enables the funding of activities relating to these problems.

Mrs Panayotopoulos also announced that a meeting will be organised in Brussels with Commission Kyprianou in order to deepen the discussions on the medical treatment of "dys"abilities.

2. Letter by Commissioner Markos Kyprianou

Health Commissioner Markos Kyprianou who was unable to attend the meeting sent a letter of support to the EP's campaign in favour of "dys"children. In his letter, the Commissioner stressed that the new Health Program for the years 2008-2013 will promote the development of health indicators and could also include activities on "dys"abilities.

Additional Speakers: The Commission & Professor Datke

3. Mr Kristian Takac, spoke on behalf of the DG Employment and Social Affairs, European Commission

During the meeting, Mr. Takac, the representative of DG Employment, stressed that a new action plan on handicap for the period 2008-2010 will be adopted at the end of the month of November-early December. Although it focuses on handicap, this action plan can also be of interest to "dys"children since it includes measures for equal access to education, services etc.

As far as whether "dys"abilities should be recognised as disabilities, Mr Takac reminded the audience that this is a question of national competence and added that such recognition is particularly difficult since there is no common definition of disabilities in Europe. The Commission is however competent for anti-discrimination legislation as well as for gender equality measures.

Within the PROGRESS Program, the Commission is also funding NGO activities including those of organisations of parents and children with "dys"abilities.

The 7th Framework Program for Research also provides for funding possibilities for research projects on children with learning disorders. The Commission adopted on the 23rd of October the new health strategy for the years 2008-2013 which could include actions on learning disabilities.

4. Mr. Norbert Schoebel, DG Education and Culture, European Commission

Mr. Schoebel, representative of the DG Education explained that the EU program for lifelong learning offers many possibilities for the inclusion of persons who have disabilities. He stressed that the integration of people with special needs is a horizontal priority of the programme, which offers increased grants to disabled participants in mobility.

He reminded the audience that the Commission is willing to fund networks and is waiting for proposals from interested NGOs. A call for proposals has recently been published in the field of the integration of people with special needs. He encouraged interested associations to table their proposals.

He expressed his doubts concerning the request for the creation of a European charter for "dys"children as mentioned in the Written Declaration, and explained that the Commission is not favourable to the term "Charter".

He added that the Commission is currently collaborating with the Eurostat and the OECD for the development of statistical data on "dys"abilities.

5. Professor Joachim Dattke, Theodor-Hellbrügge-Stiftung, Germany

Mr. Dattke indicated the Theodor-Hellbrügge-Stiftung located in Munich, Germany, is a medical structure, which is actively working on propagation of **early diagnosis, early therapy** and **early social integration** of disabled children for example learning disorders. It implements individualised programs for every child since "dys"children do not constitute a homogenous group.

The Professor reminded that learning disorders affect the social and later professional integration of children. The collaboration between the medical team and parents is very important in order to facilitate the incorporation of treatment programs within the daily life of the child.

Mr. Dattke explained that speaking disorders can develop very early even at birth. The diversified origins of these disorders must be examined before any treatment is proposed. He recalled that the earlier the diagnosis is made, the more the child can be helped and his disability be limited. An early and multidisciplinary approach is crucial.

The foundation has developed early diagnosis procedures that can even be applied to newborns for example for hearing impairments. He explained that the treatments should be adapted to the various stages of the child's development.

Finally Professor Dattke pointed out that the Foundation's work focuses on three main areas:

- speaking disorders and other disorders
- social development disorders
- social integration of "dys" children, incl. motor disabilities, within a community of healthy children.

The social context, the family but also the community, is of paramount importance for the child's well-being: the child should be encouraged and the parents should receive counselling. The child must feel that it has its place within the family and within society.

Finally he insisted on the importance of a multidisciplinary approach.

C. Speeches by representatives of NGOs and Associations

The representatives of the various associations mentioned that regardless of whether the learning disorders are considered as disabilities, the persons should be offered equal opportunities and not be marginalised. They all insisted on the necessity for awareness raising campaigns as well as on the training of teaching professionals.

6. Mr. Lochman, French Federation of specific language and learning disorders (FLA)

Mr. Lochman explained that the FLA welcomes the adoption of the Written Declaration 64/2007.

On the 10th of October, the FLA organised the first national day for "dys"people in France. The 70 manifestations, which took place in the whole country, were largely taken over by the Medias. This day also enabled the mobilisation of the companies for the better professional integration of people suffering from "dys-"disorders.

Mr. Lochman specified that the question of the recognition of "dys"-abilities as handicaps was the subject of numerous debates within the FLA. Are the disorders sufficiently lengthy and severe so as to be considered as handicaps? The answer varies according to the person. In addition, the situation is very different in every country. France for example has adopted a large definition of handicap while this is not the case in other countries. He underlined that regardless the statute of the person, she should be offered equal opportunities. Nowadays, these children's difficulties are completely ignored. Children who have entered the field of special education often can't get out of it. Children who try to follow a normal education are generally ignored and consequently face discriminations. Therefore, the "dys-" disorders are disorders that are misunderstood.

7. Mr. Ignacio Munoz, President of the Spanish Federation for Dyslexia

Mr. Munoz underlined that dyslexia remains a badly known disorder for which little information, research, statistics are available [*in Spain – editors*]. The Spanish Federation for Dyslexia, created in 2001, helps families with issues of recognition of this problem. It also works on the recognition of distinct learning capacities within educational programs. Last year, its efforts led to a new education law that for the first time provides the possibility of taking into account children with learning disorders.

8. Mrs Aude Brouchet, Association Avenir Dysphasie Alsace

Mrs Brouchet indicated that her association has gathered various testimonies on the difficulties that families with "dys" children have to face.

The testimonies demonstrate that the diagnosis is not made early enough and that children are discriminated against. Parents and teachers should be trained and receive proper information in order to take care of the children who suffer from "dys"abilities.

9. Miss Caroline Thouvenot, President of the Groupe d'Ados Dys

Miss Thouvenot shared her personal experience as a dyslexic, dyspraxic and dyscalculic. She indicated that her education was particularly difficult and painful. At school, despite hard work, she had very poor results. She was a victim of social exclusion and was rejected by the other pupils. She regretted the lack of recognition of her disorders by the teaching staff.

Finally, Miss Thouvenot explained that at the age of 18 she decided to share her experience with other children with "dys"abilities and thus created the Association Groupe d'Ados Dys. The purpose of the Association is to promote the recognition of "dys"abilities and support children who face these problems.

The Association has received funding from the Savings Banks of Bretagne for the creation of a tutoring program for dyslexic children. The tutors are students who have received special training on the pedagogical needs of children with dyslexia. The tutoring program was started three years ago and the Association is currently trying to promote it among other Organizations.

She underlined that dyslexic persons need to care for themselves but indicated that this requires measures against educational failure and actions for family support.

Conclusion:

As you can see the European Parliament is strongly committed to promoting better living conditions for children with learning disorders in order to ensure their social and later professional inclusion.

Of course, we will follow very closely the response that the Commission and Council will give to the Written Declaration and I will personally keep this issue high in my agenda.

I actually intend to organize very soon in Brussels a meeting with Health Commissioner, Mr Kyprianou, in order to address the problem of early diagnosis and medical treatment of learning disorders.



Conference Report in German

Bericht über die

2nd All-European Conference of the European Dyslexia Association (EDA)

Der **II. Gesamt-Europäische Legastheniekongress** der EDA fand vom 16. bis 18. November 2007 im EU-Gebäude „Jean Monnet“ in Luxemburg in Kooperation mit DYSPEL (Dyslexia and Special Needs Luxembourg) statt. Vortragende aus 17 Staaten (incl. Australien und USA) und die TeilnehmerInnen aus 27 Ländern traten in einen engen, intensiven und beide Seiten befruchtenden Austausch zwischen (akademischer) Theorie, (professioneller) Praxis und den Bedürfnissen der Betroffenen.

Nach der Eröffnung durch den Konferenzkoordinator **Raymond Claes** (Luxemburg) und **Michael Kalmár** (Präsident der EDA) referierten VertreterInnen aus verschiedenen europäischen Ländern bzw. des Europäischen Parlaments. Alle Hauptvorträge wurden simultan von Englisch auf Deutsch und Französisch übersetzt.

Michael Kalmár umriss in seinem programmatischen Eröffnungsreferat die Aufgaben der European Dyslexia Association, die vor exakt 20 Jahren gegründet worden war. Die EDA vertritt die Interessen der Betroffenen, die der Kinder mit Legasthenie und deren Eltern und die der Erwachsenen mit Legasthenie, die durch die 41 nationalen und regionalen Mitgliedsverbände in 24 Ländern der EU repräsentiert werden, auf europäischer Ebene. Ihre Ziele sind nunmehr im Mission Statement der EDA zusammengefasst: „Every child and adult with dyslexia has the right to access and receive appropriate support and opportunity to achieve their full potential in education, training employment, employment and life“. („**Jedes Kind, jeder Heranwachsender und jeder Erwachsener mit Legasthenie hat das Recht auf Zugang zu und auf Erhalt von angemessener Unterstützung und von Möglichkeiten, um in Erziehung, Ausbildung, Berufswelt und im Alltagsleben sein volles Potenzial zu erreichen zu können**“).

Danach erhielt **Fr. Sheila Rejous-Panayaotopoulos** das Wort. Sie berichtete über den letzten Stand der Informationsarbeit europäischer Ländervertretungen, welche eine Bewusstseinsbildung in der europäischen Union zum Ziel haben, um dyslexischen (legasthenen) Kindern in der Entwicklung des Bildungswesens in der EU besondere Aufmerksamkeit zu schenken.

Vor allem die Tatsache, dass ein allgemeiner Anstieg legasthener Kinder im EU – Raum zu beobachten sei, erfordere EU-weite Maßnahmen zum Angleich der Bildungssysteme im europäischen Raum an die besonderen Bedürfnisse dieser Kinder. Diese Maßnahmen sollten auch auf die Arbeitswelt ausgedehnt werden, da auch hier ein Anstieg zu erwarten sei. Eine der wichtigsten Aufgaben dabei ist es, dass diese Kinder und Erwachsenen keine Diskriminierung erfahren. Da die EU in die nationalen Bildungssysteme nicht eingreifen kann, sind nun die Länder aufgefordert, ein Netzwerk mit Hilfe der EU zu bilden, in dem schnell und effizient bewährte Methoden und Erkenntnisse weitergegeben werden können, damit sie möglichst rasch in den einzelnen Ländern im nationalen Bildungssystem umgesetzt werden können.

Prof. Schulte-Körne (Medizinische Universität München) referierte über die Vererbbarkeit von Legasthenie. Verantwortlich dafür sind anscheinend die Chromosomen

6 und 18, im Besonderen das Genom DY2. Die Wahrnehmungen schriftlicher und symbolischer Art sind bei diesen Menschen nachweislich schlechter. Prof. Schulte-Körne weist darauf hin, dass im Unterricht darauf Rücksicht genommen werden kann, indem man diese Kinder von Anfang an Silben lesen lässt und ihnen bald eine Zusammensetzungsstrategie der Silben zu Wörtern als Unterstützung des Leseerwerbs anbietet.

Auch der nächste Redner **Prof. Giacomo Stella** (Universität Bologna) schloss sich dieser Erkenntnis an, wobei die italienische Sprache sich ganz besonders für diese Methode des Leseerwerbs eignet, da Italienisch zu 99% eine Lautgleichheit der Silben bietet. Diese Eigenschaft sei leider auf andere europäische Sprachen nicht übertragbar.

Prof. Chris Singleton (University of Hull/UK) referierte danach über die Untersuchung von visuellem Stress. Gemeint ist damit die Tatsache, dass jeder Mensch beim Lesen durch unruhigen oder blendenden Hintergrund beim Lesen gestört wird und dass dies visuellen Stress auslöst. Dieser Stress muss durch höhere Konzentration auf das Geschriebene ausgeglichen werden. Bei LegasthenikerInnen fällt meist schon das Fokussieren auf das geschriebene Wort schwer. Daher kann bei ihnen auch leichter visueller Stress ausgelöst werden. Experimente mit farbigen Folien, die über den Text gelegt werden, haben gezeigt, dass die Lesegeschwindigkeit verbessert werden kann. Bis jetzt wurde allerdings noch keine geeignete Testmethode entwickelt, wem welche Farbe am meisten hilft. So ist jeder Proband gezwungen seine eigene Lieblingsfarbe durch Ausprobieren festzustellen. Prof. Singleton betonte jedoch auch, dass diese Methode keine Ursachenbehebung darstelle, sondern lediglich durch ein angenehmes Augengefühl das Lesen erleichtert und daher die Augen nicht so schnell ermüden. Es konnte bis jetzt auch noch keine exakte, wissenschaftlich fundierte Erklärung für dieses Phänomen gefunden werden, da es leider nicht jedem/r LegasthenikerIn hilft.

Prof. Susanne Trauzettel-Klosinski (Medizinische Universität Tübingen) stellte Untersuchungen vor, an Hand derer bewiesen werden konnte, dass Legastheniker im Erfassen und Benennen von Piktogrammen im Vergleich zu anderen komplett unauffällig sind. Werden sie hingegen mit dem Lesen einer alphabetischen Schrift konfrontiert, benötigen sie beim Fixieren der Zeile und Erlesen weitaus mehr Zeit als eine Vergleichsgruppe.

Bei der Untersuchung der Augenbewegungen während des Lesevorganges zeigen LegasthenikerInnen große Schwierigkeiten, die Leserichtung und die Kontinuität der Augenbewegungen beizubehalten. Nur bei Piktogrammen ist auch ihre Augenbewegung effektiv und zielgerichtet.

Éva Gyarmathy, PhD (Ungarische Akademie der Wissenschaften) stellte die neuesten Erkenntnisse über den Einfluss von Umweltfaktoren auf die Häufigkeit von Legasthenie vor. Dabei wurden die veränderten Umweltfaktoren im Hinblick auf die Entwicklung eines Kindes untersucht. Kinder überleben dank moderner Medizin häufiger sehr schwere Krankheiten in der frühesten Kindheit und sie erfahren durch einfachere Kleidung und Hygieneartikel weniger persönliche Zuwendung, die zur Stimulation des Gehirns und der Kommunikation notwendig wären. Weiters werden durch moderne Medien wie Video, DVD, Fernsehen,... ständig Bilder geboten, sodass die Auseinandersetzung mit gehörtem Wort oder geschriebenen Wort (bei denen man seine eigenen Bilder im Kopf entstehen lassen muss, um die Informationen verarbeiten zu können), nicht mehr geübt werden.

Kinder scheinen uns daher zunehmend phantasielos, sie können einen Text nicht mehr visualisieren und einer gehörten Geschichte keine Bilder mehr im Kopf zuordnen; eine Tätigkeit, die beim Vorlesen von Märchen trainiert wird. Gyarmathy weist darauf hin, dass wir die Umwelt nicht beeinflussen, aber sehr wohl aber die Unterrichtsmethoden dem geänderten Umfeld anpassen können. LegasthenikerInnen können beispielsweise sehr gut mit Mindmaps arbeiten. Auch das Handy bietet durch seine große Beliebtheit die Möglichkeit als Vokabeltrainer oder für Sprachspiele herangezogen zu werden (besonders

für ältere Kinder). Weiters ist es eine sehr wichtige Aufgabe des/r Lehrers/in, dem Kind dabei zu helfen, seinen eigenen Lerntyp zu erkennen und erfahren zu können, wie es am effizientesten lernt. Die LehrerInnen werden immer mehr zum Lern-Coach. Gyarmathy verwies dabei auf das laufende EU-Projekt Calldysc, an dem sie maßgeblich mitarbeitet.

Genau in diese Richtung ging auch der Vortrag von **Dr. Gavin Reid** (University of Edinburgh), der mit legasthenen Kindern arbeitet, die bereits sehr massive Probleme mit dem herkömmlichen Schulsystem bekommen haben und zu Schulverweigerern wurden. Seine wichtigste Aufgabe sieht er darin, die Talente dieser Kinder zu entdecken, sie zu stärken und ihnen Erfolgserlebnisse zu vermitteln. Erfolg gibt Selbstvertrauen und Selbstvertrauen stärkt die kognitiven Leistungen. Seine sehr unkonventionellen Methoden (etwa Grammatikregeln lernen mit Hilfe eines Popsongs, dessen Text von den Schülern umgetextet wurde) oder die individuell angepasste Schwierigkeitsgrad von Aufgabenstellungen führen zum Erfolg. Viele seiner Schüler können wieder in ein normales Schulsystem eingegliedert werden oder zumindest erfolgreich ins Berufsleben einsteigen.

Am Ende dieses ersten Tages konnten die Teilnehmer bei einem Empfang im EU-Gebäude „Jean Monnet“ und einem Abendessen sich ausgiebig über die gehörten Beiträge austauschen. An den beiden darauf folgenden Tagen gab es zahlreiche Workshops, wobei ich hier auf zwei näher eingehen möchte.

Sehr beeindruckt hat mich die Methode von **Patrizia Casella Piccinnini** (Lucca), einer italienischen Volksschullehrerin, die aus der Praxis heraus eine unkonventionelle Methode entwickelt hat, bei der der Leseprozess durch rhythmische Bewegungen des Kopfes unterstützt wird. Sie beschreibt, dass der Erfolg sich sofort einstelle. Die Kinder lesen zunächst silbenweise in ihrem Rhythmus, später ist ein Schlag pro Wort der vorgegebene Rhythmus vorgesehen, ungeachtet der Anzahl der Silben des Wortes. Sie begründet ihre Erfolge mit der Stimulierung des Gehirnstammes durch die Bewegung des Kopfes. Außerdem wies sie darauf hin, dass in arabischen Ländern ein Wippen des Oberkörpers beim Lesen des Korans durchaus üblich ist.

Bei einem weiteren Workshop stellten uns **Elisabeth Gstöttner und Tesi Zack** (beide Wien) die Arbeitsweise von MotopädagogInnen vor. Diese spezielle Art des Bewegungstrainings dient der Förderung des Selbstbewusstseins über verschiedene Sinneserfahrungen und Bewegungen. Dabei wird auf absolute Freiwilligkeit geachtet. Da gerade LegasthenikerInnen meist über ein geringes Selbstwertgefühl verfügen, bietet der Besuch einer motopädagogischen Gruppe gute Ausgleichsmöglichkeiten für ein legasthenes Kind. Gleichzeitig werden durch den vorgegebenen Rahmen Sicherheit durch Rituale und persönliche Wertschätzung vermittelt.

Der Kongress hat gezeigt, dass sich einiges auf dem Bildungssektor bewegt und viele Erkenntnisse schon in die Praxis umgesetzt werden. Ich habe den Austausch als sehr fruchtbar für meine eigene Arbeit empfunden. Weiters lässt mich die Tatsache, dass auch schon die Europäische Union die Veränderungen der Gesellschaft und deren Auswirkungen auf die Kompetenzen unserer Kinder registriert hat, hoffen, dass wir bald einem engen und fruchtbaren Austausch neuester Methoden und Erkenntnisse im europäischen Raum entgegen sehen können.

Mit Sicherheit aber 2010 in drei Jahren beim nächsten Europäischen Legastheniekongress in Brügge/Belgien.

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EU LEONARDO PROJECT 'INCLUDE'

Final Meeting in Budapest, Hungary
29th September 2007

'Including dyslexics through European Partnership'

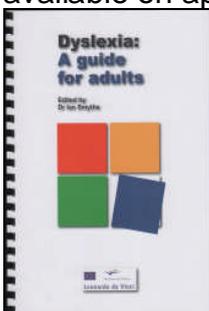
This project has been working for the last three years between dyslexia associations in **Bulgaria, Greece, Hungary, Poland** and the **United Kingdom** with the co-operation of the **European Dyslexia Association**.

The project aimed to develop a web-based tool which will identify dyslexic people, their strengths and weaknesses, skills and difficulties. It will be used to inform an understanding of their learning style and help them progress via both training and employment situations to their maximum ability.

Support services are also being developed, including webcam and chat-based eCounselling, mentoring and guidance.

The Copenhagen Declaration of the EU agreed to increase voluntary co-operation in vocational education and training in order to promote mutual trust, transparency and recognition of competencies and qualification.

The INCLUDE project is developing a relatively new way to screen for dyslexia on an objective basis and looking at the development of e-learning tools. These are a CD-ROM and a book for self-assessment guidance for adults entitled ***Dyslexia – A Guide for Adults*** which has been edited by **Dr Ian Smythe**. These are available on application to admin@bdadyslexia.org.uk



The **EDA** has been represented at all the INCLUDE meetings which have been previously referred to in **EDA NEWS**. The EDA was represented by **Michael Kalmar** and **Robin Salter**. The Final Meeting was held in Budapest on 29th September 2007.

A detailed report of the INCLUDE project will appear in another issue of EDA NEWS in 2008.



celebrated its 20th Anniversary on Friday 16th November 2007

A 20th Anniversary Report has been compiled and was made available in CD-ROM format to Members at the EDA's Gala Dinner on 16th November. All Members will receive a free copy of the Report. Additional copies are available at 10 euros each on application by email to rclaes@dyspel.lu

The Report contains articles and photos and will be a useful tool for members to use in discussions with their local government officials.

Make sure you get your copy!

MEMBERS' NEWS

APEDA France

Held a national **DYS DAY** on 10th October 2007 under the heading of '**Let the DYS speak for themselves**' (*donnons la parole aux DYS*). There were a number of conferences and meetings held the same day around the country to mark the event. In Paris the Conference was at the **Conference Hall of the Mutualité**.

British Dyslexia Association (BDA)

The Chief Executive of the BDA, **Judi Stewart**, went as the BDA's representative to the final meeting of the EU INCLUDE Leonardo programme held in Budapest, Hungary on 29th September 2007. A Final Report will be published in EDA NEWS in 2008.

Bundesverband Legasthenie (BVL)

Bavarian Dyslexia Association organised the 2nd Dyscalculia Congress in co-operation with BVL on 6th October 2007. It is hoped to publish a report in the next issue of EDA NEWS.

Four new Honorary Science Advisors for BVL have been appointed: Prof Dr Gerd Schulte-Körne, Munich; Prof Dr Karin Landerl, Tübingen; Prof Dr Markus Nöthen, Bonn; and Prof Dr Michael von Aster, Berlin.

In April 2007, BVL offered the first youth project in English which was especially for dyslexic pupils between 13 – 15 years.

Catalan Association of Dyslexia (CAD)

The CAD held their Dyslexia Awareness 'Week' spread over 2 months which involved lectures and conferences in the towns of Fraga, Cervera, Badalona, Berga, Sabadell, Seva, Bellpuig ending on 15th November with a dinner and round table discussion at the Hotel Hesperia in Barcelona. It is hoped to produce a report in the next issue of EDA NEWS.

Dyslexia Association of Ireland (DAI)

The DAI held their 5th European Dyslexia Conference on 20 October 2007; it is hoped to publish a report in the next issue of EDA NEWS.

Dyslexia International-Tools & Technologies (DITT)

DITT are embarking on a 3 year programme entitled *Dyslexia in the UN Decade of Literacy*.

Held a Light Lebanese Lunch on 21 December 2007 to say 'Farewell' to their Lebanese stagiaire, Jean Pau Chami, a Peace educational specialist.

Osterrichischer Verband Legasthene (OBVL)

OVBL produces a newsletter which may be found on its website at:

www.oebvl-newsletter@fairit.at

Verband Dyslexie Schweiz (VDS)

The new President of VDS is Heidi Radecke and her contact email is:

heidi.radecke@verband-dyslexie.ch

BOOK LIST

The full Book List is available on our website. The Editors will be pleased for any suggestions or recommendations for inclusion in our Book List (**in any language**) which they have read and which are recognised as being of value to parents, teachers and other professionals concerned with dyslexia in their countries.

D = in Deutch E = in English F = in French

Title	Author	Publisher	ISBN
E <i>An Introduction to Dyslexia For Parents and Professionals</i>	Alan M Hultquist	Jessica Kingsley Pub. 2006 112 pages £12.99	1-84310-833-X
E <i>Ann Arbour Guide to Special Educational Needs</i>	Martin Phillips	Ann Arbour Pub. Ltd 2005 48 pages £3.50	1-900506-17-3
E <i>Supporting Inclusive Practice</i>	Gianna Knowles Ed.	David Fulton Pub. 2006 192 pages £17.50	1-84312-420-3
E <i>Dyslexia – How to Survive & Succeed at Work</i>	Sylvia Moody	Vermilion 2006 197 pages £8.99	009-190708-X
E <i>The Rights of Dyslexic Children in Europe</i>	Marta Bogdanowicz Alan Sayles	Verlag Lernen mit Pfiff	83-7134-171-7
E <i>Growing up with Dyslexia: Cognitive and Psychological Impact and Salutogenic Factors</i>	Ingesson, S Gunnel	Dept. of Psychology Lund University 2007	Contact Publisher
E <i>Dyslexia, the Self and Higher Education</i>	David Pollak	Trentham Books 2007 272 pages £18.99	1 85856 360 7
E <i>Motivating Learners in the Classroom – Ideas & Strategies</i>	Gavin Reid	Paul Chapman Publishing 2007 www.paulchapmanpublishing.co.uk	
D <i>Lautschulung</i>	Michael Kalmár	Verlag Jugend und Volk e 13.20 in österreich über die Schulbuchaktion erhältlich	978 3 7100 1338 6
D <i>Handbuch Legasthenie</i>	Renate Hofmann & Michael Kalmár (Hg;ed)	Verlag Lernen mit Pfiff e 21.90	3 902285 49 4

International Conferences & Symposia

Country	Organisation & subject	Venue and date
<u>2008</u>		
ENGLAND	British Dyslexia Association <i>7th International Conference</i> <i>Email Contact:</i> www.bdadyslexia.org	Harrogate International Conference Centre 27 - 29 March
CANADA	International Federation of Library Associations <i>74th General Conference & Council</i> <i>Libraries without borders: navigating towards Global understanding</i> <i>Email Contact:</i> ifla@ifla.org	QUEBEC 10 – 15 August
USA	International Dyslexia Association <i>59th Annual Conference</i> <i>See:</i> www.interdys.org	WASHINGTON 29 Oct – 1 Nov
<u>2009</u>		
BELGIUM	Dyslexia International Tools & Technologies Conference with UN participation <i>Email Contact:</i> admin@DITT-online.org	BRUSSELS March
<u>2010</u>		
BELGIUM	European Dyslexia Association <i>3rd All European Dyslexia Conference</i> <i>See:</i> www.europeandyslexiaassociation.eu	BRUGGES Spring

DYSLEXIA AWARENESS WEEK

5th – 11th October 2008

Start preparing your programme NOW!

*This is the last page of **EDA NEWS** for December 2007*

