



Dyslexia International – Tools and Technologies ASBL

building learning abilities

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Newsletter

No 15 · Spring 2004

Swedish Princess to visit D-I-T-T



Dyslexic royal: Princess Victoria

herself dyslexic, will be shown the work of the charity during a visit to the Brussels offices at Rue Defacqz, with D-I-T-T patron HRH Princess Margaretha of Liechtenstein, on Thursday 6 May.

The programme starts at 11.00 with a talk by eight-times world memory champion Dominic O'Brien, who is also dyslexic, on how to unleash the positive side of dyslexia. After lunch, Belgian baritone Teun Michiels will give a half-hour concert with pianist, Emily Miller.

D-I-T-T's Unlimited Potential training courses, in partnership with Microsoft, will be put under the spotlight with demonstrations on how ICT programs help dyslexic learners.

Sweden's Crown Princess will be D-I-T-T's guest of honour this May. She will be serenaded with music and presented with a copy of a world-premiere song written especially for D-I-T-T by Nina Andersson. The Swedish Group of the 'Femmes d'Europe' will be in charge of organising refreshments at the lunch-time reception. HRH Crown Princess Victoria, who is

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D-I-T-T volunteers work with leading experts, creating and promoting tools that enable dyslexic learners to succeed in a competitive world

There will also be a presentation of D·I·T·T's revolutionary new trilingual multimedia tool *The Mystery of the Lost Letters – an adventure with Tintin and Snowy on the Road to Success*.

Pre-booked copies will be available for collection.

The 26-year-old princess, the eldest child of His Majesty King Carl Gustaf XVI and Her Majesty Queen Silvia, is first in line to the Swedish throne: www.royalcourt.se

- Just 150 tickets are available for the event – with priority given to local D·I·T·T members. Contact office@ditt-online.org or telephone 02-537 7066 to book your place. Admission is free but strictly by ticket only.

EU – D·I·T·T's call for action



EU decision-makers have been called on to live up to their education commitments by helping build a 'Gateway to ICT' for dyslexic learners of all nationalities. D·I·T·T had the rare opportunity of addressing representatives of the ministries of education from 15 European Union Member States and 10 accession Member States at the Council of Ministers of Education Committee meeting on 29 March. Invited by the European Council Directorate-General to present *The Mystery of the Lost Letters* CD-ROM with linked Web site duo project (the first edition in English, French and German) the meeting took place at the Justus Lipsius building.

Flying the flag for D·I·T·T: The EU Council of Ministers (photo © European Communities, 1995–2000)

ICT partnership

D·I·T·T invited the co-operation of each Member State Ministry of Education ICT department to work in partnership to develop the CD-ROM's accompanying Web site, www.tosuccess.org, as a ground-breaking resource for dyslexics and educationalists – featuring:

- **ICT resources tried and tested by a focus group of dyslexic learners** – a 'success self-service' facility to be developed as a gateway to ICT for dyslexic learners
- **links** to facilities across the EU
- **e-training facilities** for mentors – teachers, parents and moderators working alongside dyslexic learners
- **openings for distribution** of the new CD-ROM with Tintin: the self-help, self-assessment learning tool designed first and foremost to raise the morale and to give control to the struggling learner. ICT help can then be explored in the related Web site: www.tosuccess.org

D·I·T·T's unique trilingual multimedia tool offers a practical response to the European Convention Article 111–182, which states that:

‘the Union shall contribute to the development of quality education by encouraging cooperation between Member states and, if necessary, by supporting and complementing their action . . . whilst fully respecting cultural and linguistic diversity.’

Judith Sanson described how, too frequently, the undiagnosed dyslexic child repeatedly fails in the education system. As a result, thousands of children are ‘dropping out of the system, playing the fool, over-reacting, giving way to depression and suicide or self-harming, resorting to anti-social behaviour and, at worst, joining the 50% or more of the prison population known to be dyslexic.’

She added: ‘The economics of keeping a dyslexic, illiterate population in prison rather than identifying initial educational needs demands immediate scrutiny and should be a cause for major concern to all education providers. Besides the untenable economic factor, and the loss in terms of wasted human potential, the harsh fact remains: these still illiterate young people have been failed by the very education systems put in place to develop their abilities and enable them to integrate usefully and contribute to society.’

D·I·T·T treasurer Ralph Palim stressed that, as a non-profit-making organization, D·I·T·T's interests lay in distributing the CD on the most favourable terms to benefit the greatest number, though D·I·T·T had its own commitments to meet. Right now the CD is too ‘heavy’ and too expensive to put on the Web.

D·I·T·T hopes the EU will help build distribution channels for the *Mystery of the Lost Letters* CD-ROM and offer a commitment to placing bulk orders. A free copy of the CD-ROM will be sent out to each Education Ministry across Europe as soon as it is available.

D·I·T·T member Robin Truyen assisted in demonstrating the benefits of ICT for dyslexic learners, and Ben Kwiecinski of Antamnis briefly outlined the facilities of the Web site under construction and the e-learning facilities to be developed.

After the meeting, a D·I·T·T commentator put the question: ‘Did the Council of Ministers listen to what we were saying or did they just hear it?’ This is the fundamental question that will decide the outcome. However, if the EU does decide to offer real co-operation with the ICT gateway, then the benefits for dyslexic learners and teachers, mentors and educationalists everywhere will be sure to have a lasting positive and practical effect.



Panel discussion

Teachers, educationalists and parents will get the chance to question five leading authorities in the world of dyslexia all under one roof at a unique seminar next month at the D-I-T-T Annual Open Forum.

Developmental Dyslexia will be put under the microscope by experts from D-I-T-T's Scientific Advisory Committee (SAC) on Saturday 15 May.



- Constantine Porpodos will consider the educational perspective. The professor specialises in cognitive psychology, the psychology of reading, spelling, memory and dyslexia. He works at the Research and Diagnostic Unit of Reading, Spelling and Dyslexia at the University of Patras.

- Dirk Bakker, Chair of the SAC and professor-emeritus of child neuropsychology at the Vrije Universiteit, Amsterdam, will discuss the therapeutic perspective. His research includes the process of learning to read, aetiology, the classification and treatment of developmental dyslexia and teaching the brain.



- Ludo Beheydt heads up Dutch linguistics and neurolinguistics at the Université catholique de Louvain. His PhD in psycho- and socio-linguistics covered the language input of mothers to infants aged 18–24 months in different social classes. He will present a paper on the linguistic perspective.



- John Stein, professor of physiology at the University of Oxford, will present the brain perspective. His neurological research pursues the hypothesis that dyslexics' problems may result from impaired low-level perceptual visuomotor and auditory processing that is caused by the abnormal development of magnocellular neurones in the brain.

- Heinz Wimmer will present the cognitive perspective. Professor of developmental psychology at the University of Salzburg, Austria, he is researching the cognitive analysis of reading and dyslexia, including the neurological causation of reading difficulties.



Following each presentation, the professors will take questions from the floor for discussion. The day starts at 9.30am and ends at 5pm including lunch. Location to be announced.

- Tickets (€20) for the event are available from the D-I-T-T office – e-mail: office@ditt-online.org or telephone 02-537 7066.

Pictured top to bottom:

Educational perspective: Professor Constantine Porpodos

Therapeutic perspective: Professor Dirk Bakker

Linguistic perspective: Ludo Beheydt

Brain perspective: Professor John Stein

Cognitive perspective: Professor Heinz Wimmer

Royal lunch date



Her Majesty Queen Fabiola

D·I·T·T volunteers were honoured to be invited to lunch by Her Majesty Queen Fabiola at Stuyvenberg Castle on 16 March.

The Queen and D·I·T·T patron HRH Princess Margaretha invited executive director Judith Sanson, Board member, Christopher James Ian and D·I·T·T consultants, supporters and members Marianne Klees, André Poncelet and Robin Truyen to lunch with a select group of fellow experts in the field of dyslexia, education and medicine for lunch at Stuyvenberg Castle.

Guests included Pol Ghesquière, professor of learning disabilities and special education at the University of Leuven, Anne d'Alcantara, chef de clinique adjoint at CTHA, St. Luc (UCL) Brussels and Marc Verstraete, founder and head of the Research Centre for Molecular and Vascular Biology at the University of Leuven.

Christopher Ian said: 'We were greatly honoured by the invitation and deeply appreciative of Her Majesty's active support for children with dyslexia. The Queen takes a personal interest in these matters and was keen to introduce us to a number of people equally concerned to advance the cause of putting in place appropriate education for children with dyslexia.'

D·I·T·T looks forward to producing its latest Tintin CD-ROM, produced by the BBC, in Spanish as soon as this is feasible.

Praise from German TV star



German heart-throb Juergen Fliege, host of 'Talkshow', has added his praise to D·I·T·T's revolutionary new CD ROM *The Mystery of the Lost Letters – an adventure with Tintin and Snowy on the Road to Success*.

The Evangelist minister and father-of-two, who is himself dyslexic, helps inspire other dyslexic youngsters by adding his testimony to the CD-ROM's 'Hall of Fame'.

A spokesperson for Juergen said: 'We all think that with *The Mystery of the Lost Letters* you create an exquisite and very important diagnostic tool. Juergen Fliege is glad that he has had the chance to support your project with his testimony.'

Testimony: Talkshow's Juergen Fliege

Tintin in London



All aboard: D-I-T-T joins Tintin and Snowy at the National Maritime Museum

For more details visit www.nmm.ac.uk or www.tintin.com

D-I-T-T's trilingual multi-media tool may soon go on sale in London at the National Maritime Museum at Greenwich, thanks to the support of the Hergé Foundation and Moulinsart.

Details of *The Mystery of the Lost Letters* CD-ROM are currently being displayed at 'The Adventures of Tintin at Sea' exhibition, which commemorates the 75th anniversary of the comic strip reporter's first adventure.

Other exhibits include the oldest existing drawing of Tintin and a painting of Tintin's creator Georges Remi (Hergé) by Andy Warhol. This is on public display in the UK for the first time.

The exhibition, which opened on 31 March 2004, is being held in association with the Hergé Foundation and joint sponsors Ottakar's Bookstores and Egmont Books.

Our mission to literacy

Honorary Board Member Gunilla Löfgren Nisser, featured in the Profile in Newsletter No.11, returned to the States for the 54th annual IDA conference in San Diego, California, last November. The Swedish researcher and teacher, who developed a diagnostic battery capable of revealing dyslexia in pre-school youngsters during her PhD studies at Karolinska Institute, has filed this report:

True to the title of the conference: *Our Mission to Literacy*, reading remained the central theme. Speakers gave good practical advice about reading and its components.

Barbara Wise, PhD, wanted to end the 'reading war' (whole word versus phonics) and urged adoption of the research report published by the National Reading Panel NICHD in 2000. According to this report the reading process involves five parts: phonics – the knowledge of sounds; phonemic awareness – knowledge of sound relationships; fluency; vocabulary and content background knowledge and, finally, comprehension.

The report advocates explicit systematic instruction in phonological awareness, vocabulary and comprehension in order to teach reading to people with dyslexia effectively. This same basic idea was presented by other speakers – among them Joseph Torgesen, PhD, and Gavin Reid, PhD (see Profile, page 9).



Transatlantic conference:
Gunilla Löfgren Nisser

Luisa C. Moats, PhD, spoke on the *Reading Standard Review Study* by the California Commission on Teacher Credentials. She was, as usual, astute – putting her finger on areas that need improvement. She emphasised the importance of demonstrating teaching and of having an interchange between teacher-training colleges to ensure that they all come up to the same standards.

She also pointed out the need to teach writing skills to all students. This is an area of apparent neglect in the lower grades that creates problems when students enter high-school and university.

Testing for dyslexia

The IQ discrepancy as a measure of dyslexia was buried for good. R. Malatesha Joshi, PhD, argued that IQ tests do not lead to recommendations regarding remediation, instruction, or management of reading problems, and they are therefore useless in this context. Instead of the IQ achievement discrepancy model, listening comprehension was recommended for diagnostic purposes.

Another burial was that of the controversial Reading Recovery programme. Researchers William E. Tunmer, PhD, and James W. Chapman, PhD, claimed that 30% of children who begin the programme do not complete it due to the fact that, for one reason or another, they cannot keep up. Teachers of children with dyslexia have already discovered that their pupils do not learn to read through the RR method because it lacks the phonological component.

Speakers urged that schools should not adopt the programme before major changes have been implemented. Explicit instruction in phonological and alphabetical coding skills must be added.

Reading problems and ADHD

An important question for teachers of children with reading problems and ADHD was raised by P.G. Aaron, PhD. Does a child's reading disability make his or her attention wander, or does ADHD lead to poor performance on reading tests? Dr Aaron presented an interesting answer to the question by comparing the results of reading tasks performed by children with reading disability and by children with ADHD.

Depending on the difference in the degree of attention that the tests demanded, the two groups performed differently: the listening comprehension score was higher than the reading comprehension score in children with dyslexia and *vice versa* in children with ADHD. Dyslexia interferes with decoding but not with listening comprehension. ADHD interferes with listening comprehension because attention tends to drift, but it does not typically interfere with reading comprehension since the act of reading helps the focus on the task.

Jeffrey W. Gilger, PhD, presented interesting genetic research. He put forward the theory that it is unlikely that one common genetic factor alone will explain nonsyndromic developmental reading disability. There may be a number of genes, in combination with environmental events, that interact to create a tendency towards reading disability. These factors have variable effects on the neurology and neuropsychology responsible for reading – and for learning disabilities in general.

People with reading or learning disabilities will have 'atypical brains', but not every brain is atypical in the same way, even in people with the same basic diagnosis (reading disability or ADHD). Future work in this area should include multiple measures of brain function. Researchers may otherwise be misled into believing that they have found a risk gene, when they have not checked if other neuropsychological phenotypes or cognitive components also affected by this gene.

Dr Patricia K. Kuhl gave the Geschwind Lecture, honouring the famous neurologist Norman Geschwind. Her topic was *Language, Reading and the Brain*. She described how babies learn the sounds of

languages. Until the age of eight months babies can hear the difference between sounds in all the world's languages. By the age of 10–12 months they are only able to take in the sounds of their mother tongue. For more information on this fascinating topic, read the book *Scientist in the crib – minds, brains and how children learn* by Dr A. Gopnik and Dr Patricia K. Kuhl.

Following up on the main theme of this year's conference 'Our mission to literacy', there were several demonstrations of teaching reading using the Orton-Gillingham method. Dr Amy C. Smith demonstrated the Wilson Reading System, Arlene Sondag lectured on 'Understanding Multisensory Instruction' using the Sondag method, and Dr Susan Heinz described the 'Slingerland Multisensory Approach' to teaching reading and language arts.

From personal experience, I know that they all work like magic. Let's hope that these excellent teaching methods will find their way across the Atlantic.

British Dyslexia Association conference

D·I·T·T member Robin Truyen writes:

The four-day BDA conference, attended by over 900 people, took place at Warwick University, UK. It was worthwhile and stimulating – even though I was only able to attend the first two days because of my commitment to being in Brussels for the Council of Ministers Education Committee presentation on 29 March.

The highlights? It is difficult to say as there were numerous interesting things going on simultaneously, with so many researchers presenting their latest discoveries. The keynote speeches of Dr Angela Fawcett and Prof. Dr Guinevere Eden were thought-provoking.

This was a good opportunity to meet others in the business of dealing with dyslexia in the international context. Each participant in the conference received a bag with books, programme – and the Tintin leaflet, to which the response was enthusiastic.

In short: it was a great experience and I learned a lot of new things. This is a Conference that really gives you food for thought. In three year's time when the next conference is organised, I shall certainly try to go for the full four days!

- See the BDA Web site at www.bda-dyslexia.org.uk for more information about this and the 2001 conference.



Question master: 'Hall of Mirrors' consultant Gavin Reid

Understanding Individual Learning Styles

Educational psychologist and 'Hall of Mirrors' consultant Gavin Reid knows exactly what it's like not to fit in at school – he dropped out when he was just 15 years old.

But the teenager recognised he was not fulfilling his potential, so he set about proving himself academically by training to become a teacher.

Gavin said: 'I'm probably dyslexic myself. I left school with no qualifications and I didn't read until I was a teenager. Even now I don't read very much, although I find writing very easy. I wanted to teach, so I taught myself to

go to university and I now have a PhD. I knew I had some ability and this made me doubly determined.'

His interest in learning styles was first sparked by his experiences in the classroom as a secondary school history teacher, but it was his personal life that further fuelled his quest for knowledge in this area. Gavin revealed: 'My own son is autistic. He was diagnosed when he was two and he's now 27. This helped spur me on to train as an educational psychologist. Even today, he still can't speak and gets very frustrated.'

Now an experienced teacher, researcher and senior lecturer in Educational Studies at the University of Edinburgh, Gavin has made over 400 conference and seminar presentations on educational learning styles across the UK and around the world.

And as a special consultant on *The Mystery of the Lost Letters – an adventure with Tintin and Snowy on the Road to Success*, he helped formulate the sophisticated diagnostic tool featured in the CD-ROM's 'Hall of Mirrors'.

Gavin's research into learning styles provided the analytical foundation for the engaging game with Tintin and Snowy. Working with BBC Worldwide Interactive producer Michael Brodwin, he devised a series of questions that enable each young dyslexics to gain a greater understanding of their individual learning style.

The tool focuses on the social, environmental, emotional, cognitive and metacognitive dimensions of learning. It assesses each child and then offers feedback on how to build on personal strengths and weaknesses.

Gavin explained: 'The cognitive dimension looks at how people think and process information. Some people process visually whilst others do it by listening. So, for example, a telephone conversation for a visual person would be difficult....

'Some people can only learn in a noisy environment while others need absolute quiet. Some people sit at a desk and others lounge on a sofa. Some like bright lights and others prefer candlelight....

'What this tool does is help the children try to find the best learning style for them. We each have a style of learning and I try to equip the children by letting them know how they learn. They may not be able to use this at school, but they can when they go out.'

And Gavin doesn't underestimate the importance of such knowledge: 'It has been suggested that if all children worked with their own learning preferences, there wouldn't be any learning difficulties. The problem is the mismatch between the way teachers teach and how children learn. This is further aggravated by the whole way the system works ... our education system expects everyone to do it [learn] in the same way. Learning styles look at learning and education looks at outcome. We set the goals but don't put enough interest in how they are achieved. But if you look at learning styles then you can teach more effectively.'

Gavin has worked on numerous dyslexia projects, including SNAP (Special Needs Assessment Profile), which he describes as a 'conventional interactive tool'.

But he said: '*The Mystery of the Lost Letters* is quite unique with its use of cartoon characters. It really has been tailor-made for capturing the interest of dyslexic youngsters. I used it with one of the children at the Red Rose School [an independent day school in Lancashire, which he co-founded] and I've shown sample demos at conferences and had some very positive feedback.'

- For more information about Gavin Reid, his publications, SNAP and the Red Rose School, visit www.gavinreid.co.uk

What works?

With your help – Web site to go live



Far left:
Tintin & Snowy on the road to success:
www.tosuccess.org

Left:
Project manager:
Ben Kwiecinski
of Antamis

D·I·T·T's major on-line resource centre 'www.tosuccess.org' looks set to be going live next month.

The trilingual ICT gateway, which accompanies *The Mystery of the Lost Letters* CD-ROM, is being built with the input of a group of dyslexic youngsters who have selected and reviewed programs and resources that they have found most useful.

And now D·I·T·T is calling on all young dyslexics to get in touch and give details of products that have proved the most valuable to them – in a bid to make www.tosuccess.org a useful one-stop resource for discovering provenly useful resources on the Net for dyslexics worldwide.

Designed by the Australian-based company Wildtribe, the Web site has been built by Web application development firm Antamis in Brussels. Antamis is responsible for producing the Content Management System (CMS) that will be the backbone of the site. By using a CMS instead of regular HTML, the D·I·T·T site committee members will be able edit and add new content themselves.

Antamis project manager, Ben Kwiecinski, says: 'In addition to helping the D·I·T·T team define the tasks necessary for completing the site: planning the work and determining goals, milestones, and deadlines, I've worked on the general layout, content analysis and segmentation, and the long-term strategy.'

The project is reaching the final stages of 'phase zero', which will include content and tools in English, French and German and separate learner and mentor sections. Ben added: 'After this is complete, we are likely to continue working with D·I·T·T to roll out an e-learning tool for mentors.'

D·I·T·T has been working on language-development games and hopes to work co-operatively with young dyslexic learners inputting their ideas, with the approval of Moulinsart where Tintin and company are featured.

- If you know of a great product for young dyslexics then why not tell everyone about it through the www.tosuccess.org Web site. Contact admin@ditt-online.org.

Announcements

New home for D·I·T·T

D·I·T·T's head office has moved to larger premises – just along the corridor from their old rooms. Volunteers now work in the new space, which features a large adjoining computer room.

- Contact address, telephone number and e-mail address remain unchanged.

'Unlimited Potential' summer courses

The Unlimited Potential (UP) courses, run by D·I·T·T in partnership with Microsoft, will resume on Wednesday 21 April and Thursday 22 April in our new premises on the third floor at 1 rue Defacqz.

This is an exciting term for UP students at D·I·T·T. On 6 May the Crown Princess of Sweden, Her Royal Highness Princess Victoria, will visit with our sponsors and our patron, Her Royal Highness Princess Margaretha of Liechtenstein (see cover story).

On the same day, dyslexic world memory champion, Dominic O'Brien, will give a talk on memory and refreshments will be served. All UP students have been invited to this event.

At the end of this term, students will be awarded a certificate from D·I·T·T and given what support and information they need to improve and further practise their computer skills.

As usual, the courses will be conducted in a 'non-school' atmosphere, and this term there is improved equipment and Robin Truyen's *Course Guide* will provide the basis for the programme. All students will work through this – practising in the areas that interest them most. Working through step-by-step, they can be sure of gaining the D·I·T·T certificate.

As everyone knows, this is an experimental pilot course. We hope that it will pave the way for more such courses in other settings, and that many more people will learn how technology can help with reading, writing, organisation and memory.

- Please note: short summer courses will be run throughout July and August. Contact Vicki: vickiatditt@yahoo.com for details.

Money matters

Vital technology boost

New computers, a scanner, a printer and speakers are on the cards for D·I·T·T, thanks to the generosity of Hewlett-Packard Belgium. The award by the hardware giant's philanthropy committee will fund a much-needed technology upgrade for the non-profit making organisation.

Board member Petra Zollner said: 'D·I·T·T is indebted to HP for this life-changing gift which will have an enormous impact on day-to-day working, and most particularly on our pilot training scheme.'



Technology at her fingertips: D·I·T·T's chief Asia researcher, Baihua Zhang, at work

UK media push

The Mystery of the Lost Letters co-sponsor Cable and Wireless has pledged a further £2,000 to help raise the profile of the CD-ROM in the UK.

D·I·T·T is planning to launch the trilingual multimedia tool across the Channel this summer. Board member Susan Calamassi said: 'Once again, we would like to thank Cable and Wireless for their immediate and practical response to our needs. We are sure our initiative will spring to life in the UK with the help of key, targeted promotion.'

Quentin Blake cards

Thanks go to all volunteers involved in packing and promoting these charming packs of ten notelet cards sold at €10. All proceeds go to D·I·T·T projects.

Reflections

Putting things in perspective

Benjamin Perks, UNICEF technical officer for North/North Eastern Afghanistan, who is himself dyslexic, sends some thoughts from the third world. A D·I·T·T supporter, Ben hopes to visit Brussels this May.

'Afghanistan is one of the poorest countries on the planet. It has the second highest infant mortality rate in the world (1 in 5 children does not reach the age of five because of preventable disease).

'We currently have about 90% illiteracy in the country. We are reversing this as UNICEF – working with the transitional government ... by rebuilding the education system.

'Until recently, the highest ever recorded school attendance in the country was in the mid-1970s and was around 750,000 children – which was then less than 10% of the 5- to 18-year-old child population.

However, since the collapse of the Taliban in 2001, we have managed to get 4.5 million children (60% of 5- to 18-year-olds) into school, and we are aiming to increase this to around 90% of the potential school population by 2005.

‘It was always a big audacious goal – but it seems to be working.

‘However, the school system is extremely weak, both technically and materially. The overwhelming majority of teachers have been recruited on an emergency basis and have no formal teaching qualifications.

‘Most of the classrooms are in UNICEF-provided tents, and we are rehabilitating some old war-damaged schools (bearing in mind that the school system was designed for 10% of the potential school population – and then suffered 23 years of war).

‘Last year we had 42 million US\$ for our education programme and it barely covered the stationary supplies and text books for the 4.5 million. The Ministry of Education is completely overwhelmed with the new-found demands on education services. The curriculum is being re-written after many years of politicisation.’

‘This is the situation of education in Afghanistan: a very difficult time, but also challenging. I feel that there is not much focus on the technical needs of education or the differing abilities of each child. This is because they are so focused on basic literacy and survival. This may prove to be something of an obstacle.’

Editor: Virginia Haydon, D·I·T·T Press and PR Consultant