

Athens, Greece

'I love dyslexia' EFL school

Introducing the 3Dlexia paradigm



**WORLD'S
BEST SCHOOL**
Innovation

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PRIZES**



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Introduction

Established in Athens, Greece, 2009, the innovative 'I love dyslexia' EFL school (ILD) is one of the few highly specialised schools that teach English as a Foreign Language (EFL) to students with dyslexia and Special Educational Needs (SEN) while offering teacher's practical training on inclusive English language teaching and innovation in education. Compensating for the lack of EFL-teachers in mainstream public and private schools in Greece and the world, ILD has led thousands of marginalised SEN-students to EFL-success in Greece and globally, expanding on its mission to transform EFL-teaching internationally, empowering inclusion and equity in EFL-classrooms for all, primarily through its transformative 3Dlexia for English Method and 3Dlexia Paradigm of heart and consciousness-based learning.



Profile:



Country:

Greece



Region:

Athens



School type:

Private school



Location area:

Urban area



Student population:

101 – 200



Prize Category:

Innovation

“These students helped me understand that we base our education system through assumptions that are not in harmony with cosmic laws, that’s why these students I am convinced by now, they are here on earth to push pedagogy and the human race forward... so we can elevate global cosmic education on a completely transformative level for a new earth of higher LOVE.”
– Aggeliki Pappa, Founder of 'I love Dyslexia' EFL school



In-depth look

CONTEXT AND CHALLENGE

"I love dyslexia" EFL school, an independent institution in Athens, Greece, is unique as a highly specialised school teaching EFL to dyslexic and SEN students.

The school's founder Aggeliki Pappa, is herself dyslexic as well as her son. In her time as an educator in Greece, she noted that while several organisations train teachers to help SEN-students in their native language, what has been unaddressed globally are the SEN-students who fail to develop the crucial skill for the 21st century that is English-as a Foreign Language. In particular, teachers in the country found that catering to the needs of SEN students was very challenging due to receiving little to no practical tools or training in this new area of

expertise, as well as their false biased beliefs that students with dyslexia and SEN cannot succeed in EFL, since they could not even succeed in their native language skills.

Pappa, who wanted to challenge the notion that neurodiversity was a burden, went out to found "I love dyslexia" EFL school to not only apply her Method ('3Dlexia Method') but also keep developing the model, as well as specific learning tools and academic research, to empower students so as to develop for the first time the EFL crucial life skill with considerable ease and transform their lives.



But in this approach to disrupt how the education industry educates SEN and Dyslexic students, the school faced several challenges. Parents and scholars were sceptical towards ILD's innovative method as they radically differed from traditional educational practices and due to the country's "brain drain", finding quality EFL teachers to be trained on Pappa's Method became increasingly difficult as thousands left the country to find better work opportunities.



EXPERTISE AND APPROACH

At the core of 'I love dyslexia' EFL school's educational model is the inclusive 3Dlexia for English Method. It is a model for English language teaching that utilises the innovative 3Dlexia Phonics Program for phonemic awareness, 3Dlexia mindmaps neuro-technology for grammar, reading and life skills that boost whole brain activity, digital interactive EFL books, educational technology for EFL language building and experimental games/activities to help learners turn abstract concepts into concrete images to grasp and remember different rules of grammar, syntax, writing and vocabulary of English language in a fun, multisensory way, while developing self-awareness and self-esteem.

It took 12 years for Pappa to fully develop 3Dlexia model enriched by the research insights on dyslexia of the cognitive neuroscientist Maryanne Wolf and pioneering research on heart intelligence. Her Method was inspired by Aristotle's and Pythagoras' philosophy on the power of education of the heart and the completion and harmony of the number three, under which the organization of 3Dlexia takes place. Moreover, Niels Bohr's and Heisenberg's science on how best to overcome challenges and develop solutions to adverse challenges common in disenfranchised systems, has influenced Pappa. In particular, the words "Every great and deep difficulty bears in itself its own solution, forcing us to change our thinking to find it", "The solution is not the answer but the question," and 'What we observe is not nature itself, but nature exposed to the Method of questioning', was particularly influential in helping Pappa shift the narrative of dyslexia from a problem to a solution for humanity, leading to the successful development of the 'I love dyslexia' EFL school experiment and core expertise. Student feedback and participation in developing the 3Dlexia model proved crucial.



It allowed Pappa to gather richer data by observing closely their behaviours on how best SEN and dyslexic students would respond to various teaching methods and approaches and how the model could aid students to achieve the same or higher academic results as their non-dyslexic peers in EFL skill.

Student feedback also led to deeper insights into how the different intelligent brains of dyslexic students perceive concepts of time, space, life and reality, enabling Pappa and the school to understand which grand design pattern the new educational Paradigm could be developed on for transformative results for all students (both typical and SEN students) in all lessons, for a new earth of higher love and sustainability. A Paradigm in education that would be able to cultivate not only skills and knowledge for students but a new culture based on the intelligence of the Heart, leading to an ethos of oneness, compassion, empathy, self-love, interconnectedness, philanthropy and volunteerism for a new brighter future on earth, through the expansion of the 3D and 4D consciousness to a 5D consciousness.

Before EFL lessons would begin in ILD, students would be tasked to complete an assessment on EFL and their native language and engage in “self-awareness” sessions, in which teachers would be able to help students understand how both the brain of dyslexia and typical brain work and also help them ‘learn how to learn’ differently in harmony with the different power of their brain. In particular, pupils are taught how neurodiverse brains and non-neurodiverse brains operate in learning and perceiving the world, as well as how practising consciousness expansion through heart-mind-harmonization can uplift their overall quality of life and lead them to a deep understanding of human nature and its full potential, with transformative results in their academic performance and general well-being.



The research-based 3Dlexia English Method and Paradigm have three core Pillars which are Science, Technology and Art, and Heart-Brain-Universe. Students do not learn any EFL rules through commercial EFL books, but through 3Dlexia Method material. However, commercial EFL books are used only to complete exercises that lead to the certification of official EFL exams and practice EFL skills through their digital interactive material.

One-to-one lessons usually start with breathing, meditation and/or heart-mind coherence techniques, to access heart intelligence and intuition so as to prepare the brain for better results. Students then choose from different sitting positions, light adjustment and study music to address ADHD and another SEN. In addition, EFL learning is facilitated through the innovative 3Dlexia Phonics highly structured and with an inner coherence program and 3Dlexia-MindMaps technology based on cognitive neuro-technology that stimulates whole-brain-activity. ILD group transformative workshops based on 3Dlexia Paradigm heart-based education (the scale-up of 3Dlexia for English Method which can be addressed to both typical and non-typical learners and all subjects) fuel curiosity, imagination, life skills and cosmic citizenship education to students through innovative experiential activities and drama-based learning.

Through the 3Dlexia workshops students, while practising free use of the English language, have the chance to explore and delve into human nature from the invisible multidimensional quantum cosmos to the visible Newtonian 3D world through innovative experiential activities, challenging the old way they 'see' the world and ourselves, re-imagining what is reality and developing the ethos and values of the Quantum Man, as described by the physicist Henry Stapp. In the last two years, a cat pet, Willam Astro has also been involved in the workshops in the role of teacher assistant.



Students watch videos from his life and are inspired by his attempts to write on paper in his own unique way!

As a result, it has been observed that Willy manages to decrease students' anxiety, while increasing their attendance, compassion, empathy, self-esteem and social skills as well as their academic motivation and improvement. Additionally, together with the SOS4love Project launched in the UN by ILD students, they connect with students globally to act collectively on the UN SDGs empowering #Pedagogy4love and #Space4SDGs, and in collaboration with space scientists and astronauts, they build the skills to become 'future literate' so as to transform into the architects of a better future for themselves and humanity, acting as agents of chance for a new Earth of Higher Love and Peace.



“I am deeply grateful to all my teachers and especially Ms Aggeliki Pappa for having sponsored my lessons, by giving me the opportunity to make a life dream come true by enabling me to learn English Global and for the love and wisdom she gave me. I cannot wait to raise a new Medal in the Paralympics and finally be able to give my interview to the journalists in English for the first time as a global citizen with a global heart and mind, full of love for what it means to be a human”

**- Alexandra Stamatopoulou, “I love Dyslexia”
EFL former student and World Paralympic
Champion in Swimming, Greece**



OUTCOMES AND RESULTS

ILD has seen positive results due to its well-developed educational model, achieving a 100% success rate in official EFL-Certification-Exams for 12 years. Students write personal reflections every semester citing what they learned and their experiences from the programme. Students from 'I love Dyslexia' school have been continuously accepted to study in Top UK-Universities having established proficient English level and being Ambassadors of the award-winning SOS4Love-Project they initiated by the United Nations.

Additionally, being creators and Ambassadors of the award-winning SOS4Love-Project on the UN SDGs initiated by the United Nations they have been changing the world acting on SDGs in collaboration with students and teachers globally.

Together with the Head Director of the ILD-Administration-Department the school is currently in close communication with UK and European Universities which offer post-graduate degrees, to jointly create the first Master's degree globally on EFL and dyslexia, connecting cutting edge-theoretical approaches of inclusive EFL teaching practices based on 3Dlexia Model, that addresses the needs of both SEN and typical learners. Last but not least, ILD is open to academic researchers from all over the world who have been conducting academic research based on 3Dlexia Method for English and 3Dlexia Paradigm, while neuroscientists from the Medical School of Harvard University USA are also involved in academic research in ILD.



Key Steps



RECRUITMENT

The first step taken was to find, recruit and continuously train a diverse team of top-qualified EFL/SEN educators to execute the 3Dlexia Method for English and 3Dlexia Paradigm. This was amongst a noticeable brain drain of highly experienced and qualified teachers who left Greece for better opportunities. To tackle this, the school prioritised the importance of establishing strong relationships with the education departments and top UK and Cyprus universities. Doing so allowed the school to hire a number of qualified staff and bring back them to Greece.



DISRUPTION TO TRADITIONAL EDUCATION MODELS

'I love Dyslexia' EFL school established a strong governance model



of infrastructure. This included ongoing presentations on the school's work, data-gathering methods and results, and academic research, all of which were published on its website, and social media to inform the general public.



DATA COLLECTION AND PARENT ENGAGEMENT

'I love Dyslexia' governance model also helped to validate its educational model through data collection and fully engaging with parents about the status of the programme and the school's activities.



RAPPORT BUILDING WITH RESEARCH UNIVERSITIES

The school, in order to continue its research, decided to establish close relationships with leading universities from all over the world, such as The University of Nicosia, Cyprus, Harvard University USA Medical School, Folkuniversitetet, Uppsala Sweden and Innovative University, Russia. This allowed respective students and researchers to visit ILD and conduct academic research on its premises.



Advice and Guidance

The best way to execute this type of expertise is to learn from the observations and feedback from dyslexic and SEN students who helped inform the key methodologies that helped build the 3Dlexia model. Collaboration with other research centres and educational institutions is also an important component, as the sharing of knowledge and expertise helps render and scale up 3Dlexia educational model more effectively for other schools that may come from different contexts. The training of staff in this speciality is crucial, usually learning the complete methodology takes around 120 hours but learning the main/basic educational tools of 3Dlexia for English Method could be completed in 30 hours.

More information

 **I love dyslexia**

 **<https://www.ilovedyslexia.gr/el>**

