Annual Report 2015 - 16
A father enjoys reading a story with his son.

Children from our community based reading program in Manizales, Columbia.
Our Team

Trustees/Committee of Management
Darryn Keneally
Andrew Kay
Angelica Correa
Paula Londono
Jordan Kay

Management Team
Chief Executive Officer Andrew Kay

Project Managers
Mailys Flajoliet UK Office
Cassie Tam UK Intern
Fiona Lee UK Intern

Independent examiners Louis Villanueva, Public Accountant

Ambassadors
Dame Helen Mirren
Zoe Wanamaker
Adele Parks

“Reading and learning are vital for the development of young people. I am proud to be an ambassador for the World Literacy Foundation.”

-DAME HELEN MIRREN

Across the globe, 757 million people cannot read this sentence. Do you want to change that? Read on.
A young girl reads in the local library.

Young girl from our community based reading program in Manizales, Columbia.

READING IS POWER.
Our vision is a world where everyone can read and write, in which there is free access to education for all.

We provide innovative resources that support life-long learning. We raise awareness and advocate on the importance of literacy and education. We’re creating a world where everyone can read. We are changing lives.

The World Literacy Foundation Australia is an independent non-profit organisation, and also is a collaborative partner and affiliate of WLF in the United Kingdom & Europe, the United States, Latin America & Africa.

We’re creating a world where everyone can read.

We are changing lives.
We are About

CLOSING the literacy gap by 2030

The World Literacy Foundation is working in partnership with 120 groups and 3920 internationally across 25 countries with one common goal: to eradicate illiteracy in our lifetime.

In the United Kingdom, one in four children struggles with basic reading skills. Our local programs focus on bridging the literacy gap for children from low-income, migrant, and marginalised communities.

We plan to see every child reach their full potential through the power of learning and literacy.

By doing so, we aim to reduce poverty, improve health, increase employment and educational prospects, and see lives changed forever.

We act as a voice and unite people to bring about real, long-lasting change.

Please join us.

EQUIPPING communities with educational technology

EMPOWERING individuals to change their lives

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### 2015-16 Snapshot

#### UK

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<thead>
<tr>
<th>Category</th>
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<tr>
<td>Total number of people reached</td>
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<td>Number of partnerships/collaborations</td>
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<td>Number of books distributed</td>
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<td>Numbers of people impacted by technology projects</td>
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<td>Number of volunteer hours provided</td>
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Millions of classrooms located ‘off the grid’ have no books or basic educational resources. We have designed and developed a solar panel tablet device to support classrooms where there is no Internet or electricity. Our tablet device is a toolkit of hundreds of resources, such as textbooks, audio and video books, and interactive learning content. These educational tools are placed directly into the hands of students and teachers, where often a textbook is shared with a whole class. The pre-loaded content on our low-cost device offers an e-library of bi-lingual local and international books for the classrooms.

In the United Kingdom, we are working with a number of technology and education companies in the development of this project. We also launched a new initiative to engage with UK schools to provide opportunities for students interested in computer coding to assist with digitalising educational content onto the tablet device for use in classrooms in the field testing in Uganda.
In 2015-16 we began field-testing of the tablet device in Gulu, Uganda. Our field test began in eleven schools and 100 classrooms. To facilitate this, we employed a local project officer to provide training and support in the use of the tablet plus conduct monitoring and evaluation. We also established relationships within Uganda with the Ministry of Education and community-based educational provider Fun of Phonics. We appreciate the donated digital content from local and international educational publishing companies.

“Our solar panel innovation seeks to bridge the digital divide. By putting learning material in the hands of teachers, we can change the lives of children in the developing world”.
– Andrew Kay, CEO World Literacy Foundation

“These tablets are going to have local materials, audio and learning guides. We are so excited to use them in our classrooms”.

– Nighty Akello Moro
Our wonderful Project Officer in Gulu, Uganda.
International Literacy Day 2015

On September 8, 2015, we facilitated a campaign with schools across the globe for International Literacy Day. The aim was to create greater awareness, education and understanding with students on the importance of literacy in their lives. Each school conducted an event or activity to celebrate the day.

Across the globe, 3,551 schools, 543 community groups and 3.2 million individuals participated in various literacy-related activities on International Literacy Day.

Distribution of children’s books in the UK

In 2015-16 we partnered with 12 local schools and communities to provide donated books series into the hands of children from low-income areas. We provided 10,000 books aimed to encourage reading and literacy skills with children aged 3-8. We empowered 120 people to collect and distribute in their local communities to children who don’t own a single book. Most of the distribution occurred during International Literacy Day as part of a local school community project. We also partnered with Better World Books to facilitate a book drive at Nabarro.

“Working with local communities is an honour. We were proud to see so many individuals get involved in our programs and loved seeing the happy faces of children when they received their books”
– Mailys Flajoliet
World Literacy Foundation Youth Ambassadors

In 2015-16, we launched a new initiative to enlist young people to act as a World Literacy Foundation ambassador in their local community. The role provides an opportunity for young people to be a voice and advocate for literacy in their school and local community.

In the United Kingdom, we enlisted 25 ambassadors who organised local initiatives to promote the importance of literacy, such as book drives, read-a-thons, storytelling sessions, bookworm games and spelling bees.

Globally, in 2015-16 we had 1,320 established groups across 25 countries who ran community-based literacy initiatives. An example includes the “Learn, Read & Play project, which is an after school program in Manizales, Colombia. The program provides a reading support and tutoring for 40 children in a very poor district, which there are high rates of illiteracy. Local Coordinator, Paula Correa, says: “I love to see the children develop a love and habit of reading. Sadly, many of the children in this area have no access to books, so this year we established a local community library in the basement of the local church”.

Community Based Initiatives

Partnerships and collaborations with local community-based literacy organisations is a vital aspect of our work. This year, the World Literacy Foundation established a new partnership with The Reader, an award-winning charitable social enterprise working to connect people with great literature through shared reading. We are working together to distribute books to disadvantaged children and inviting schools to the Storybarn, an interactive story-centre for young people to explore, share and discover their love of books. We are also collaborating with the Reading Out of Poverty charity to provide a parent mentoring programme to our network of schools.

Moreover, World Literacy Foundation launched a partnership with Better World Books to run book drives across the UK in schools, businesses and universities. Finally, thanks to our collaboration with University College London, we are expanding our team of volunteers and interns, and we will be running a number of literacy events on campus throughout the year.
Research and Advocacy

In September 2015 we released a global index report of the economic cost and social impact on illiteracy. The report highlighted the national and global impact of illiteracy in economic and social terms, and it attracted more than 1 million readers. In 2015-16, we had representation at 104 activities including conferences, workshops, public speaking events, media interviews and school visits.

Monitoring and Evaluation

The World Literacy Foundation commits to evaluating and measuring the impact of our literacy programs. We use monitoring and evaluation frameworks to capture quantitative and qualitative data on each of our programs using multiple different tools; volunteer reporting, evaluation forms, surveys, focus groups and feedback from key stakeholders. In the years to come, we will focus heavily on measuring the impact of our solar panel tablet devices in developing countries across the globe.

Illiteracy will cost global economy $1.2tn in 2015

Report by the World Literacy Foundation says almost 800m people worldwide who can’t read or write are ‘trapped in a cycle of poverty’

Illiteracy is “a worldwide crisis” that will cost the global economy $1.2tn (£760bn) this year, the World Literacy Foundation (WLF) has warned. More than 796 million people are either completely illiterate, meaning they can’t read or write, or functionally illiterate, meaning they can’t perform basic tasks such as reading a medicine label, the WLF said in a report released on Monday (pdf).

People in rich and poor countries are “trapped in a cycle of poverty with limited opportunities for employment or income generation” because of illiteracy, the report said.

It used a formula developed by the UN’s Educational, Scientific and Cultural Organisation (pdf) that takes into account the size and structures of different countries’ economies. The formula estimates the cost of illiteracy to developing countries at 0.5% of their gross domestic product. In emerging economies, such as China and India, the cost stands at 1.2% of GDP, while in developed countries the cost is estimated at about 2% of GDP.

These estimates reflect a lower level of spending on social services such as welfare, health and the justice system in less developed countries, the report said.

This means that countries with the largest GDP are estimated to bear the highest cost of illiteracy. Rich countries lose some $898bn every year due to workforce illiteracy, which can reduce business productivity, while emerging economies lose $294bn, according to the report.
What we accomplished at the World Literacy Foundation in 2015-16 would not have been possible without the support of our partners, donors, and supporters. Each year, our Annual Report affords us an opportunity to showcase our impact and to say thank you. 2015-16 was a monumental year of growth where we commenced the field-testing of the new solar panel tablet initiative, which will be a major focus for the year to come.

In the UK, we increased our local funding to £12,765, the majority of which we used to deliver literacy projects and services for children from low-income families.

Through our activities, advocacy, and collaborative partnerships, in 2015-16, the World Literacy Foundation reached over one million children, families, and adults in 22 countries. As a result, we have highlighted the importance and understanding of literacy across the globe. Additionally, thanks to your support, our geographic reach now spans Africa and Latin America.

Later in this year, we will scale up the solar panel tablets to reach more classrooms in Uganda and other 'off the grid' locations. Nearly 20 million classrooms across the globe don't have access to the Internet and operate with very limited resources. The tablet is a simple solution to bring relevant and appropriate books to classrooms at a fraction of the cost of traditional methods. This project is something that has never been possible before, and it will ultimately help millions improve their lives and reach their full potential. So thank you again, and we look forward to working together to bring books, technology, and an equal chance to all.

Andrew G Kay
OUR SUPPORTERS AND THANK YOU'S

Dorfred Charitable Trust
Eleanor Rathbone Charitable Trust
The Woodward Charitable Trust
The Vandervell Foundation
The Reuben Foundation
All the schools, community groups, and individuals who kindly supported us in 2015-16
Financials