ABOUT THE WORLD LITERACY FOUNDATION

The World Literacy Foundation (WLF) is a global non-profit organisation working to ensure that every child and young person regardless of their location, acquires literacy skills so they can reach their full potential, succeed at school and beyond.

Our unique approach involves advocacy for the global cause of literacy, and direct literacy intervention in specific locations where we provide hands on support to individuals who face disadvantage.

We target and engage education policymakers and practitioners to raise awareness of the scale of illiteracy and the issues it causes in their countries, and the proven links between illiteracy and the cycle of poverty.

To strengthen the global literacy conversation, in 2012 WLF began the World Literacy Summit, held at Oxford University in the UK. The purpose of this event was to bring the global literacy community together to build greater collaboration and partnerships. Due to its success, the Summit was held again in 2014, 2018 and in 2020 we moved to a COVID-19 safe online conference. The next Summit will be held in 2023.

WLF provides free access to quality literacy educational materials and innovative literacy solutions that target wide-scale illiteracy. Since 2013, we have provided literacy support in remote communities and disadvantaged areas in the United Kingdom, the United States, Australia, South America, and Africa. We do not only intervene in ‘developing’ countries, to demonstrate that poverty exists everywhere, and illiteracy is a global challenge.

WLF is closely monitoring the ongoing impact of the COVID-19 pandemic, which has further compounded the illiteracy crisis. With school closures, and with millions of parents and caregivers being illiterate themselves, millions of children’s education has ground to a halt. Nevertheless, we remain ever more determined to reach our goal of eradicating illiteracy by 2040.

“Literacy is not a privilege; it is a necessity. Learning to read and write is a fundamental skill required to lift children out of poverty”

- Andrew Kay, WLF CEO
LITERACY OPENS DOORS TO OPPORTUNITIES

The World Literacy Foundation strongly believes that literacy is the key to unlocking better opportunities in all areas of an individual’s life and that all children deserve the opportunity to acquire literacy skills from an early age so they can reach essential literacy milestones and enjoy lifelong learning.

There are over 750 million illiterate people who cannot read a single word and more than two billion who struggle to read and write a sentence. Illiterate people experience difficulties with simple everyday tasks like reading their homework tasks, the ability to search for an internship opportunity, completing a job application independently or understanding household bills.

Research has identified the “word gap” which means many children who grow up in low-income families enter school with substantially smaller vocabularies than their classmates. This disadvantage leads to further disparities in achievement and success over time, from academic performance, earning scope and family stability, even 20 to 30 years later. Lack of reading and writing skills results in the marginalisation of low-skilled individuals from active participation in their communities and societies.
Young women account for **59 percent** of the total illiterate youth population.

By age 3, children from low-income families may hear **30 million** fewer words than their more affluent peers.

**Reading aloud** is widely recognised as the single most important activity leading to literacy acquisition.

Children with as few as **25 books** in the home complete an average of two more years of schooling than those with no books.

1 in 5 people in the world cannot read or write.
OUR APPROACH

WLF runs a diverse range of literacy programmes across 5 continents designed around 6 key themes which characterise all our literacy interventions:

**Global Voice**
We are a global voice to spread and promote the importance of literacy, we empower people to advocate in their local community for this cause.

**Tutoring**
We provide tutoring and literacy support to disadvantaged children who are struggling to read.

**Mentoring**
We involve parents in mentoring programs to help them instil the love of reading in their children and create a habit of reading at home.

**Technology**
We bring together innovative education technology, e-books, literacy games, and locally curated content to advance the learning of children in remote communities in their mother tongue and English.

**Joy of reading**
We provide books and educational resources, so that children can discover the joy of reading.

**Worldwide Collaboration**
We gather literacy and educational leaders and organisations around the world to share ideas and collaborate within the sector.
The COVID-19 pandemic created the largest disruption of education systems in history. Schools in the UK closed for months or had to make the transition to home learning, affecting the education of thousands of children.

This crisis highlighted the unpreparedness of many communities to adopt remote learning solutions, widening the existing inequalities and the literacy gap for children and young people across the nation.

**Now is the time to act and move from disruption to recovery, together.**

We strongly believe that education starts with the ability to read and write and access to books plays a critical role in the building of solid literacy skills. However, in the UK, over 380,000 children from disadvantaged backgrounds do not own a single book and one in five children struggle to read and write.

Moved by these startling numbers, during the last year, we focused our work in the UK on increasing our capacity to deliver more books and literacy resources, whilst developing two new literacy engagement programmes, the Story Box and Pen Pals Projects. Thanks to your support, we were able to reach a higher number of children living in the most deprived communities of the UK during the pandemic who were at the highest risk of learning loss.

Thank you to our UK supporters. You have impacted thousands of children’s lives during a very vulnerable time. I am proud to say that this year, the World Literacy Foundation has had the support of invaluable donors, partners, sponsors, volunteers, staff and friends who truly believe in our mission of helping children to acquire literacy skills regardless of their location or socioeconomic circumstance. I extend my deep gratitude to you all and I hope that together, we can continue working to impact many more lives in the UK through the power of literacy.

Andrew G Kay
Chief Executive Officer
UK READS

UK Reads is the UK and European initiative of the World Literacy Foundation (WLF). It is a collaborative partner and affiliate of WLF in Australia, USA, South America, and Africa.

UK Reads is part of the United Kingdom and Europe World Literacy Foundation and is an independent registered charity.

The World Literacy Foundation has been active in the UK since 2017, with growing levels of advocacy, literacy resource and programme activity throughout its first three years.

In 2020, during the global pandemic, UK Reads was launched to coordinate all this activity, while acting as the lead voice for WLF in the UK.

UK Reads’ primary aim is to tackle the illiteracy crisis through free book distributions and bespoke, community-based literacy programmes. We start our support at early years and provide sustainable literacy support to children through their adolescence, in to adulthood.

Our Mission
To promote reading and writing skills for children, beginning at birth to eighteen years old and to support parents to become their child’s first teacher.

Our Vision
For every child in the UK to have access to free books and the literacy support they need by engaging and supporting families to understand the critical importance of childhood literacy, and take a proactive role in their child’s reading development.
Our strategy

Income inequality is rising and during the 10-year period leading up to 2020 it increased by an average of 0.2 percentage points per year to 36.3%, as measured by the Gini coefficient. Directly linked to this, despite its high level of GDP per capita compared to other countries, 1 in 5 children in the UK are unable to read and write.

UK Reads has been launched at a crucial time. When COVID-19 hit the UK, almost overnight, children, especially those living in poverty, within their most significant developmental years, became even more susceptible to falling behind in the education system.

The pandemic continues to seriously affect low-income households and as financial pressures and job insecurity heighten for parents and caregivers, providing support for their children’s education is not always possible.
UK Reads Development

To respond to these dual challenges of growing inequality and enforced national lockdowns that adversely affected the poorer segments of society, UK Reads conducted a widespread consultation exercise to design programmes that were needed, effective and that complimented existing services.

This exercise included horizon scanning the current literacy offers in the UK, meeting with providers to compare and contrast literacy interventions and consulting with literacy experts to gather evidence of where the gaps in provision were.

Whilst developing our programme strategy, the UK team met with schools and youth projects to identify children most in need of support, what their individual interests and needs were and how UK Reads could best meet them.

Pandemic response

Through these partnerships, UK Reads responded to the pandemic with increasing book distributions, alongside online literacy interventions which could take place remotely such as our Story Box and Pen Pals Projects. Not only did these three interventions provide practical support during periods of national lockdown, but they involved famous authors and partnerships with children in other countries, to provide inspiration and fun.

The World Literacy Foundation’s reputation and global network allowed us to develop projects which met the need of the children in a way that is different to other providers, recruiting high profile supporters and connecting classrooms from across the globe.
STORY BOX PROJECT

ENGAGING WITH CHILDREN MOST IN NEED

Story Box is a 4-week literacy programme that provides engaging activities and resources relating to two exciting books. Each Story Box programme supports 15 children at a time and their families, through a weekly workshop over a four-week period.

Parent and caregiver participation is crucial to developing a regular reading routine at home so their participation, alongside the sessions taking place after school aims to be as accessible and inclusive as possible.

An author can bring their book to life like no other, so Story Box was designed to ensure that the author of the chosen book/s was part of the facilitation team for a minimum of two sessions.

The weekly sessions are hosted in community venues and are facilitated by an experienced education specialist and the author of the chosen Story Box book. Each week there is a variety of engaging activities including reading the book/s together and games that help to facilitate discussion points.
The children take home creative literacy resources to support reading as a family and independently, for example, a journal to encourage self-expression and writing at home, one or two of the author’s books, a reading chart, reading blanket and stationary.

The Story Box Project was created as a response to low book ownership, declining reading rates and a lack of reading confidence following long periods away from school. The Project was delivered online to make it accessible during the pandemic and focused on the fun to be found in stories, encouraging children to relax and supporting parents to establish a positive reading routine at home.

**Key aims**
- Engage reluctant or struggling readers aged 6 – 8 years old.
- Improve levels of literacy and confidence.
- Provide an interactive environment to promote the enjoyment of reading.
- Provide a supportive learning environment for parents and children.
- Increase book ownership.
- Encourage a reading routine at home.
- Promote inclusivity and support family and child wellbeing.

Children’s author and illustrator Tom McLaughlin met with the children each week online alongside UK Reads Programme Manager Annie Barnden to encourage, guide and support the children’s participation. They took part in exciting activities, drawing demonstrations and discussing key themes throughout the books.

“I’ve loved working with Story Box. It’s such a wonderful and inventive way to work with kids, parents and carers alike to inspire reading, and love of books among those who need it the most. I feel that we’ve really broken through and reinvigorated the children’s love of reading.”

- Tom McLaughlin, Children’s author
**PEN PALS PROJECT**

The Pen Pals Project was created as a response to the impact of lockdown on children’s ability to sustain writing practice and engagement. Long periods spent on screens last year resulted in many children struggling to write.

Responding to UK enquiries, Programme Manager Annie Barnden, works closely with interested teachers and youth group leaders in the UK to connect them with off-the-grid schools in sub-Saharan Africa that are supported by WLF. WLF Programme Managers Charles Munwangala and Abiodun Okanlawon, working in Uganda and Nigeria then liaise with their schools to create a full circle of engagement and writing.

Pen Pals Project provides children in the UK and Africa an exciting and authentic reason to write. The children are guided to explore each other’s cultures and engage in crafting beautiful letters for a real purpose.

**Key aims**
- Broaden children’s horizons
- Create authentic opportunities to learn about another culture
- Celebrate diversity
- Increase literacy engagement and enjoyment

This cultural exchange has formed friendships across the globe at a time when loneliness and isolation are rife. As well providing the opportunity for children to develop key literacy skills of drafting, editing, and presenting beautiful writing, the children are learning about other cultures and celebrating what connects us.
UK Reads request system enables education providers and youth organisations to contact us directly through the website, ensuring that our resource allocation is based on direct community needs.

When we receive book requests, we liaise closely with our book distribution partners to make sure that age and topic appropriate books are packaged up and sent in the post. Book bundles are sent within a three-week period to the school or organisation who made the initial request to be handed to the children directly. Every book order is followed up with UK Reads’ literacy activity packs for each child to take home too.

COVID-19 disruption did have an impact to supply lines, procurement, and distribution, so our ability to reach children with books and literacy packs was slightly lower than we anticipated for this year. However, we used this time to support food banks and crisis centres still in contact with families in need of resources, develop new literacy interventions (Story Box and Pen Pal Projects), and as soon as schools opened again, we were able to begin our distributions.

In 2020/2021 we provided age-appropriate high-quality books to:
- Children whose family are in crisis.
- Children who do not own a book of their own at home.
- Children who are struggling to engage with reading.
- Children who do not have a regular reading routine at home.

8191+ books were delivered which included 325 baby books, 6,953 primary school age and 913 secondary school age
In 2020/21 we provided 2,400 newly designed literacy activity packs. These packs were designed to be:

- Applied to any book a child received
- Introduced reflective exercises to promote wellbeing
- Encouraged creativity with colouring and drawing activities
- Suggested conversation starters for parents looking for new ways to engage with their child’s reading
- Made available for free to download at any time

“At AwesomeBooks we make an impact with every book and support literacy charities throughout the world. We are delighted to partner with the World Literacy Foundation and lend our support to UK Reads through our latest donation of over 8,000 books to this ‘awesome’ cause.”

-Sannah Maan, Head of Impact & Giving
OUR IMPACT IN 2020 – 2021

- **17,742** Children and families reached through our services
- **8,191** Books Distributed
- **67** WLF ambassadors
- **20** Volunteer hours donated to our projects
- **13,000,000** Literacy Awareness reach
UK Reads literacy programmes support the UK's most disadvantaged children with the literacy support they need to succeed in their education and life. Having fun and supporting children to engage with where they are in their reading journey and confidence is at the heart of our delivery so that every child can find a love of reading and the doors it opens.

In 2019/20 we delivered literacy resources and support to partners in Edinburgh, London, Leeds, Manchester, Exeter, Bristol, Birmingham, Peterborough and Hull. A full list of locations is available on request.
CASE STUDIES: CHARLIE - A CHILD’S STORY

Having suffered from medical issues from a young age and living in a family where his Mum needs to care for his Dad, life hasn’t been easy for eight-year-old Charlie.

Despite the challenges that life has thrown at his family, Charlie has grown into a cheeky, funny, and imaginative little boy. He loves to play with his friends and care for his pet terrapins. However, when it comes to reading, Charlie loses his spark.

His lack of confidence in this area has made him reluctant to read with his Mum and Dad, let alone his teacher or in front of his classmates. His Mum, Amy, describes trying to get him to read as ‘a nightmare’.

This Spring, Charlie and his Mum took part in a UK Reads Story Box Project - four creative, online sessions led by children’s author Tom McLaughlin.

Prior to the project, Charlie received a Story Box with free books, a snuggly reading blanket, fun props to bring the stories to life and certificates and badges in secret envelopes (only to be revealed in the last session).

Since taking part, Charlie’s Mum told us that they have been reading together more often and following the hints and tips shared to make it an enjoyable experience. They have been snuggling up, reading, drawing pictures of the characters, and even making their own books.

Charlie’s big brother Tom, also a reluctant reader, has taken an interest and now joins in with their reading activities. Together, the family have discovered the joy of reading and Charlie’s increased confidence will allow him to return to school feeling more able to engage with his learning.
CASE STUDIES:
SARAH - A TEACHER’S STORY

Cambridgeshire experiences high levels of poverty. With unemployment and a lack of opportunities, Sarah*, a Head Teacher of a school supported by UK Reads, strives to provide high quality education.

When Sarah first partnered with UK Reads, she told us that raising literacy standards to improve the life chances of the children in her community was a key focus and that the situation for many of her young people during the COVID-19 lockdowns was a real struggle.

“Some of the children do not even have a toothbrush or a warm coat, let alone the books and educational supplies”.

As a result, Sarah created a book hut in the school playground where children can choose books to keep or borrow, increasing book ownership and levels of self-worth. The book hut is now freshly stocked with exciting books thanks to donor support and there are new plans forming to place additional book huts throughout the community.

Sarah is now working closely with UK Reads and a local author, to create a literacy resource pack for children and parents that promotes key literacy skills. The packs are designed so that they can be used again and again, with discussion points and handy hints for parents.

The books and literacy packs have had a positive impact on many children’s reading skills and enjoyment, with many of them citing this as the reason they have been able to keep up with their reading during this incredibly challenging year.

“UK Reads have really listened to what was needed by the children and community and have designed literacy interventions that will both interest and inspire the current generation of young people”

-Sarah
PARTNERSHIPS

UK Reads has partnered with dozens of schools and a range of fantastic youth organisations and charities. To maximise our impact and ensure we are responding to the need on the ground, we have built a strong and collaborative network of educational partners. Together we have delivered thousands of books and literacy packs to children who previously did not own a book of their own.

In 2021-2022 we aim to develop these partnerships to provide further support for children and families who need us. We also plan to secure multiple book and literacy resource distribution partnerships to reach more than 20,000 children, helping them to discover the joy of reading.

We are proud to have formed impactful partnerships with amazing youth charities and funders. Thank you for working with us to provide children with access to literacy, to enable them to reach their full potential.
ADVOCACY WORK

Raising awareness of the life-long impact of illiteracy is key to UK Reads’ mission, and links directly to the World Literacy Foundation’s role as a global voice to spread and promote the importance of literacy, we empower people to advocate in their local community for this cause.

We reached over 37,000 people through our social media posts, blogs and working with writers and journalists. The overriding message has been that tackling illiteracy cannot wait, and we are pleased that more and more people have been engaging with the nation-wide conversation about illiteracy.

World Literacy Ambassadors in the UK

Every year, the World Literacy Foundation encourages people from around the world to apply for a place on its online Ambassador programme. This 6-month online learning opportunity supports people 16+ years old to learn valuable advocacy and leadership skills so they can become literacy champions within their own communities.

This volunteer role connects literacy champions from around the world to make a positive impact on children’s education. Ambassadors in the UK support the UK Reads team with a number of initiatives from liaising with schools to organising their own fundraisers.
High Profile Supporters

We are extremely grateful to Emma Gannon, Dame Helen Mirren, Sarah Turner, Bolu Babalola, and Tom McLaughlin, whose advocacy and support has increased the ability of UK Reads to raise vital funding and awareness to combat illiteracy with the help of their followers and fans.

“Learning to read is such a fundamental skill and sets children up to excel at school and in life, but illiteracy is a reality for many. I am proud to support UK Reads in its aim to bring the joy and power of reading to UK children and their families who don’t have any books at home.”

- Dame Helen Mirren

“I am so proud to be supporting the World Literacy Foundation and UK Reads. Raising literacy standards for every child is something we should all care deeply about, and I am so excited to support such a brilliant foundation who are working towards reducing the shocking illiteracy numbers in the UK. Growing up, reading was my favourite thing in the world to do (and as an adult, still is!). Reading and writing aren’t just important life skills but can allow us to dream, escape, explore and help us become whoever you want to be. Books have the power to change lives and something absolutely everyone should have access to.”

- Emma Gannon

“Books bring magic to children - mine included - and open doors that last a lifetime. I was heartbroken to learn of the UK illiteracy statistics and I hope I can help spread the word about the vital work UK Reads are doing and in turn, help more children discover the joy of escaping into stories.”

- Sarah Turner

“Reading has always felt like home to me, a place where I could both find myself and discover new things about myself. I was a shy child and stories allowed myself to hone my voice - it honed the muscles of my imagination in a way that allowed me a way to envision saying the things that were held captive in my head, until one day I could. I wish for every child to have the opportunity to find stories they can learn about the world and themselves from, books that feel like support and inspiration for who they can become and what their futures hold. Every child deserves a book of their own and what better day to gift our love of books to the next generation by supporting ‘Before it’s too Late’ campaign”.

- Bolu Babalola

“I am delighted to be an advocate of the WLF; books are the foundations that help build and shape our lives. They make us think; dream; understand and fly. They make us who we are. While it should a human right to have the access to knowledge, it should never be taken for granted. That’s why I’m delighted to be part of the team and help in any way I can.”

- Tom McLaughlin
IMPACT ASSESSMENT

To ensure we are working with those families who need us most, in 2021/2022 we will be gathering key statistical data such as the percentage of children receiving Free School Meals and those with EAL.

Our guides
- Informed by those ‘on the ground’, our interventions are underpinned by feedback and consultation with children, teachers, authors, parents and literacy experts. We curate our interventions with children and families at their heart.

Led by best practice
- The monitoring and evaluation of our literacy interventions are supported by best practice models. We use a combination of qualitative and quantitative collection methods, including interviews, surveys, and child, teacher, and parent questionnaires. This range of data allows us to fully understand the impact of our services and how we can consistently make improvements.

Open discussion and ongoing review
- To monitor and adapt or improve our services, we regularly discuss and evaluate feedback and data collected.
FUNDRAISING

UK Reads relies solely on donations to help us reach the most disadvantaged children with books and literacy resources.

Thank you to all our donors. We couldn’t do this without you.

We would like to say a special thank you to STEP as we embark on our second year of a three-year Charity of the Year Partnership.

Corporate partnerships are vital to achieving our mission.
REPORT OF THE TRUSTEES

Principal goals and activities of United Kingdom & Europe World Literacy Foundation

We are dedicated to transforming the lives of the world’s most disadvantaged children by providing essential literacy and education resources. We implement engaging and interactive programmes which aim to raise literacy standards and give individuals every possible opportunity to receive a quality education. We are proud to promote that teaching and supporting literacy in early childhood years is key to success at school but also later in life.

ACHIEVEMENTS AND PERFORMANCE

In 2020-21
- We launched a new literacy initiative called “UK Reads” targeting disadvantaged children living low-income postcodes who don’t own a single book.
- We distributed over 10,000 children’s books and provided literacy support services across the UK.
- We ran the biennial World Literacy Summit online (usually at Oxford University) in March 2020.
- We provided 120 Sun Book tablet devices to classrooms in Africa and in Latin America giving access to an e-library of books and literacy.
- Further details of our services, impact and future priorities are outlined in the 2020-2021 Annual Report.

STRUCTURE, GOVERNANCE AND MANAGEMENT

No changes were made during the reporting period.

Our leaders set the tone from the top and this mindset is reinforced by our culture and values: to act with integrity, make a difference, care, work together and reimagine the possible. We build trust by acting ethically, with integrity and fairness.

CONSTITUTION

No changes were made during the reporting period.

United Kingdom & Europe World Literacy Foundation is a registered charity (charity number 1154264). Charitable status was granted on 18 October 2013. The Charity is a company limited by guarantee (registered number 8475669). The registered office is at Suite 225, 46 Eversholt Street, London NW1 1DA.

RISK MANAGEMENT

Registered Charity number 1154264
The Trustees have an ongoing policy of reviewing, identifying, and mitigating the operational, financial, and strategic risks to which the charity is exposed in the UK and around the world.

A risk register is maintained, which identifies all significant risks and proposes actions to be taken to reduce the charity's exposure as appropriate. The management team reviews the risk register regularly during the year, which is formally presented to the Trustees on an annual basis. Risks are appraised through a combination of likelihood of occurrence and potential impact, with actions agreed that reduce residual risk to an acceptable level.

BOARD OF TRUSTEES

The appointment of Trustees is governed by the Trust Deed. The Board of Trustees is required to monitor the affairs and the general business of the Charity and meets as required.

Trustees of the World Literacy Foundation United Kingdom and Europe who served during the period are:
Dr Donald Green, President, Point Park University (appointed 10 June 2019 and re-elected 19 June 2020)
Dr Tony Cree (appointed 25 April 2021) Chair-World Literacy Council, Educated at Oxford University, Dr. Cree has held and continues to hold a range of senior academic positions
Darryn Kemmally, Deputy-Chair Big Brothers Big Sisters. (appointed 1 September 2013 and re-elected on 19 June 2020)
Julia Patterson (appointed 19 June 2020) Co Founder Great Wrap Limited
Andrew Kay, CEO of World Literacy Foundation International. (appointed 5 April 2013 and re-elected on 19 June 2020)

RESERVES POLICY

The Trustees have approved a reserves policy to maintain unrestricted reserves at a level sufficient to support the core activities of the organisation for a minimum of 3 months. This level of reserves is deemed prudent by the Trustees, to ensure that the work and services of the organisation can be planned with some certainty. This policy is reviewed by the Trustees on an annual basis. At year end the organisation is still working towards meeting this minimum threshold. The Trustees will continue to monitor the reserves position closely over the coming year.

The charity retained earnings for the year ended April 2021 £ 47,984.58.

TRUSTEES’ RESPONSIBILITIES

Registered Charity number 1154264

The Trustees are required to prepare financial statements for each financial period which give a true and fair view of the state of the affairs of the Charity and of the surplus or deficit for that period. As the World Literacy Foundation UK & Europe continues to develop and grow, the Trustees have agreed to adopt the UK Statement of Recommended Practice – Accounting by Charities in future accounting years. These accounts for the period ending 30 April 2021 have been prepared in accordance with special provisions relating to small companies within Part 15 of the Companies Act 2006.

In preparing the financial statements, the Trustees are required to:

- state suitable accounting policies and then apply them consistently,
- make judgments and estimates that are reasonable and prudent,
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements, and
- prepare the financial statements on a going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and enable them to ensure that the financial statements comply with the applicable law and regulations. They are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and irregularities.

By order of the Board

Andrew Kay
Director/Trustee
30 May 2021
Independent examiners’ report

I report on the accounts of United Kingdom & Europe World Literacy Foundation for the period ended April 30, 2021.

This Report is made solely to the trustees as a body, in accordance with the charities Act 2011. My examination has been undertaken so that I might state to the trustee those matters I am required to state to them in an independent examiner’s report and for no other purpose. To the fullest extent permitted by law, I do not accept or assume responsibility to anyone other than the charity and the trustee as a body, for my examination, for this report, or for the opinions I have formed.

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a “true and fair view”, and the report is limited to those matters set out in the statement below.

Independent examiner’s statement

In connection with my examination, no matter has come to my attention, which gives me reasonable cause to believe that in any material respect the requirements:

- To keep accounting records in accordance with section 130 of the 2011 Act, and
- To prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Act have not been met, or
- To which, in my opinion, attention should be drawn to enable a proper understanding of the accounts to be reached.

Louis Villanueva / Registered Tax Agent / Public Accountant
Professional member registration 220699
Institute of Public Accountants
0412 068 427 @villanuevah@thervilgroup.com.au
VILLA & CO - Louis Accounting Services
Office: St Kilda Rd Towers, Suite 717 / 1 Queens Rd Melbourne Vic 3004/Australia
Postal address: PO Box 1061, Mountain Gate, Vic 3156

30 May 2021
### Balance Sheet

**United Kingdom & Europe World Literacy Foundation**

**Detailed Balance Sheet as at 30th April 2021**

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</tr>
<tr>
<td><strong>Net Assets</strong></td>
<td>47,986.58</td>
<td>20,111.00</td>
</tr>
<tr>
<td><strong>Retained Earnings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance at 01 May 2020</td>
<td>26,111.00</td>
<td>19,798.89</td>
</tr>
<tr>
<td>Income &amp; Expenditure Account</td>
<td>23,872.98</td>
<td>2,618.23</td>
</tr>
<tr>
<td><strong>Balance at 30/04/2021</strong></td>
<td>47,986.58</td>
<td>20,111.00</td>
</tr>
</tbody>
</table>

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**Annual statements give true and fair view of financial performance and position of the company limited by guarantee.**

The company is entitled to exemption from audit under Section 477 of the Companies Act 2006 for the year ended 30 April 2021.

The members have not required the company to obtain an audit of its financial statements for the year ended 30 April 2021 in accordance with Section 476 of the Companies Act 2006.

The directors acknowledge their responsibilities for:

(a) ensuring that the company keeps accounting records which comply with Sections 388 and 387 of the Companies Act 2006 and

(b) preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of each financial year and of its profit or loss for each financial year in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the requirements of the Companies Act 2006 relating to financial statements, so far as applicable to the company.

The financial statements have been prepared in accordance with the micro-entity provisions.

The financial statements were approved by the Trustees on 20 of July 2021 and were signed on its behalf by:

Andrew Kay
Director/Trustee
NOTES TO THE FINANCIAL STATEMENTS

For the year ended 30 April 2021

1. ACCOUNTING POLICIES
   a. BASIS OF PREPARATION OF FINANCIAL STATEMENTS
      
The financial statements have been prepared under the historical cost convention and in accordance with applicable accounting standards.

      Comparative figures
      
      During the current year, the company has made some activities that have been allocated to expenditures in comparison with previous years where there were no activities.

   b. TURNOVER
      
      Turnover represents income from Trust/Foundations grants and other organisations to promote early childhood literacy and education.

2. COMPANY STATUS
   
   United Kingdom & Europe World Literacy Foundation is a registered charity and a company limited by guarantee and consequently does not have share capital.

3. CAPITAL COMMITMENTS
   
   The Trustees are not aware of any capital commitments.

4. CONTINGENT LIABILITIES
   
   The Trustees are not aware of any contingent liabilities.