



WORLD LITERACY FOUNDATION UK & EUROPE ANNUAL REPORT

20 24



CEO STATEMENT

Dear friends and partners,

As I look back on the past year with UK Reads, I feel incredibly proud of what we've achieved and grateful to everyone who has helped make it happen.

From schools to community spaces across the UK, our programmes have grown in depth and impact. We've supported children at key moments in their literacy journey and continued to build strong, trusted partnerships along the way.

Attending the World Literacy Summit this year reminded me that while our work is rooted in the UK, it's part of a wider global commitment to end illiteracy. That sense of shared purpose was inspiring and motivating.

What makes UK Reads stand out, to me, is the people. Our team, our facilitators, our volunteers—they bring heart, skill, and consistency to every interaction. They make literacy feel real, personal, and possible.

This work is personal. For me, one moment that stood out this year was the expansion of our work in the East London region. It reminded me exactly why this work matters.

Thank you for continuing to stand with us. With your support, we're building something lasting and something that every child deserves.

With gratitude,



Andrew G. Kay,
Honorary CEO/Founder

INTRODUCTION

UK Reads is a national literacy charity delivering targeted support to children who face barriers to reading.

We work in close partnership with schools, families, and community organisations across the UK to ensure every child has the opportunity to read, learn, and thrive.

As the UK programme of the World Literacy Foundation, our work is globally informed but locally focused. From urban estates to rural schools, we provide practical literacy support that fits real lives

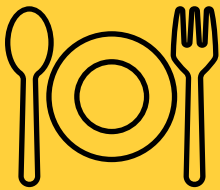
OUR FOCUS

At UK Reads, our work is shaped by six core principles:

- **Access** – Providing free, high-quality books to children who don't have them at home
- **Empowerment** – Supporting families, schools, and communities to lead literacy change from within
- **Partnership** – Working closely with schools and local organisations to design and deliver support that truly fits
- **Skill-building** – Helping children develop the reading, writing, and oracy skills they need for school, work, and life
- **Responsiveness** – Adapting each programme to reflect the voices, cultures, and needs of the communities we serve
- **Impact and Reflection** – Measuring progress through data, teacher feedback, and pupil voice -ensuring we build not only skills, but confidence and sustained engagement

HOW WE IDENTIFY WHERE TO WORK

TO ENSURE WE ARE REACHING THOSE WHO NEED IT MOST, WE PRIORITISE SETTINGS THAT SHOW CLEAR INDICATORS OF NEED, SUCH AS:



A HIGH PROPORTION OF PUPILS ELIGIBLE FOR FREE SCHOOL MEALS



LOCATED IN LOW-INCOME OR UNDERSERVED POSTCODES



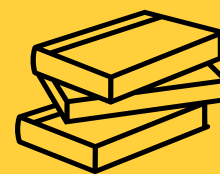
A HIGHER-THAN-AVERAGE NUMBER OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)



SCHOOLS WITH A SIGNIFICANT NUMBER OF PUPILS FROM GLOBAL MAJORITY BACKGROUNDS



HIGH LEVELS OF PUPIL PREMIUM ELIGIBILITY



COMMUNITIES WITH LIMITED ACCESS TO BOOKS AND LEARNING RESOURCES

KEY ACHIEVEMENTS 2024-2025

BOOK DISTRIBUTION

+10,000

Children's books distributed across the UK totalling over 45,000

WORLD LITERACY SUMMIT AT UNIVERSITY OF OXFORD

+500

Global delegates with the Strongest

PROGRAMME DELIVERY

+500

CHILDREN & YOUNG PEOPLE

Engaged in workshops & small-group sessions and now reaching Key Stage 3 & 4 pupils

+50

SCHOOLS & SETTINGS

Reached nationwide and into 7 new regional areas

+200

PARENTS/CARERS

Supported through support and webinars with over 6000 reached through awareness.

KEY ACHIEVEMENTS 2024–2025

LITERACY IMPACT

82%

Showed improved reading levels

98%

Reported increased confidence
& enjoyment

VOLUNTEER POWER

+450 HOURS

Donated by trained volunteers

FINANCIAL SUMMARY

INCOME

£179,624

EXPENDITURE

£206,162

GENERAL RESERVE

£77,587

**RESTRICTED RESERVES
FOR SPECIFIED PROJECT**

£ 28,450

OUR CORE ACTIVITIES

Book Distributions

We provide free, high-quality books to children without access – delivered through schools, shelters, food banks, and community partners.

Literacy Workshops

Our Story Box and Story Box Plus sessions build reading confidence and comprehension in fun, supportive environments.

Pen Pal Project

A volunteer-led programme connecting UK children with peers abroad through handwritten letters - promoting literacy, empathy, and global awareness.

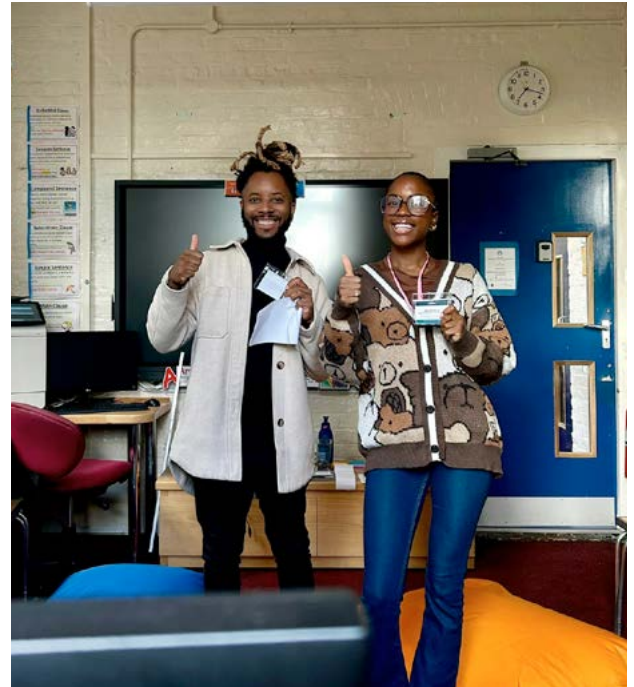
Parent and Family Support

We provide free webinars, resources, and in-person support to help parents and caregivers become confident advocates for their children’s literacy. Our tools are practical, accessible, and designed to build stronger reading habits at home—empowering families to play an active role in their child’s learning journey.

ADDITIONAL GLOBAL PROGRAMMES

Youth Ambassador Programme

Our Youth Ambassadors, part of the wider World Literacy Foundation work, welcome over 20 UK-based young people who advocate for literacy, lead local initiatives, and represent UK Reads in schools and communities. They play a key role in raising awareness and driving youth engagement.



KEY PROJECTS

Literacy Impact: East London

This targeted projects supports children and young people aged 11–16 across Hackney, Newham, and Tower Hamlets. The initiative is designed to improve foundational literacy, confidence, and oracy skills through community-based, culturally inclusive support.

In 2024, over 200 beneficiaries were reached through the programme. In 2025, we aim to expand the programme to reach an additional 600 beneficiaries with a tailored mix of interventions. Activities include Story Box Plus workshops, Pen Pal exchanges and parent Literacy advocacy sessions, designed in partnership with schools and delivered by facilitators and volunteers embedded in the local community.

The Pen Pal Project

We are continuing to grow the Pen Pal Project into a comprehensive, school-wide project—offering more interactive sessions, diverse themes, and meaningful opportunities for cross-cultural exchange.

In 2024, we partnered with five schools in Lagos, Nigeria, whose pupils exchanged letters with multiple UK classes. The project gave children in the UK a unique opportunity to write with purpose, knowing their words would be read—and responded to—by real peers abroad. This helped to amplify their voices, encouraging them to express ideas, ask questions, and see the value in what they had to say.

- 98% of participants reported a boost in confidence

- Teachers observed stronger writing, improved focus, and greater global curiosity

To ensure lasting impact, we provide CPD for teachers, enabling schools to embed the project more deeply and sustain meaningful international connections over time.

FOR 2024 -2025

The Big Poetry Project

Designed to support primary-aged children through expressive language, storytelling, and performance. Delivered as a series of workshops, the programme will help children develop literacy and confidence through writing and performing poetry. Sessions will include peer-to-peer exchanges and live performances, encouraging creativity, communication, and cultural expression in a safe and empowering space.

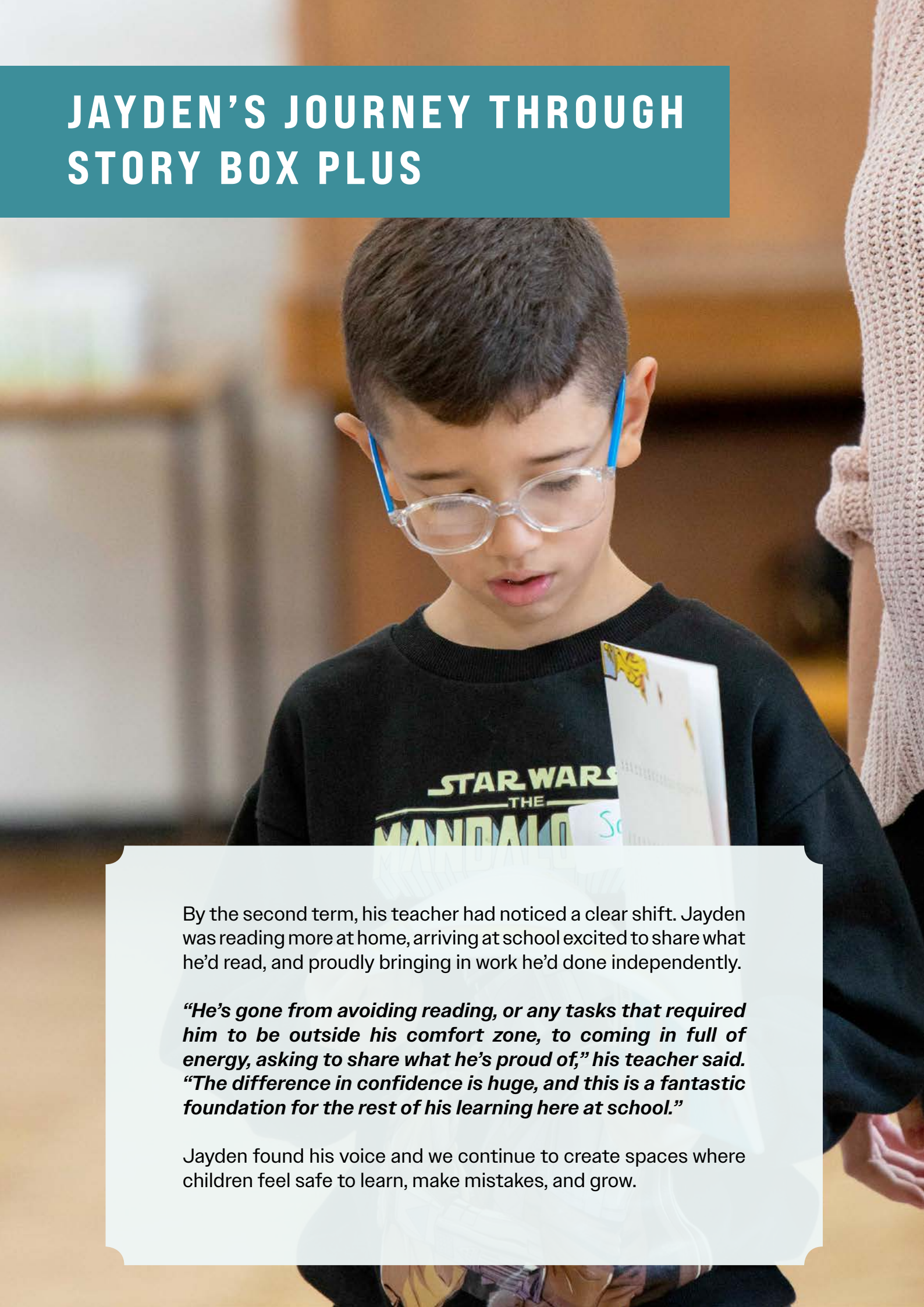
JAYDEN'S JOURNEY THROUGH STORY BOX PLUS



Jayden, an 11-year-old from Hackney, took part in our Story Box Plus programme through his school. Outgoing and well-liked by his classmates, Jayden was confident socially but hesitant with reading. English isn't spoken at home, and he was missing some key foundational skills. He often avoided reading aloud or taking part in writing activities that pushed him outside his comfort zone.

Over the course of two termly sessions, Jayden's confidence grew. At first, he stayed quiet during group reading and needed encouragement to join in. But through creative tasks like illustration, storytelling, and group discussion, he gradually began to engage.

JAYDEN'S JOURNEY THROUGH STORY BOX PLUS

A young boy with short dark hair and clear glasses with blue temples is looking down at a book he is holding. He is wearing a black t-shirt with 'STAR WARS THE MANDALORIAN' printed on it. The background is a blurred indoor setting, possibly a library or classroom. A person's arm in a light-colored sweater is visible on the right side of the frame.

By the second term, his teacher had noticed a clear shift. Jayden was reading more at home, arriving at school excited to share what he'd read, and proudly bringing in work he'd done independently.

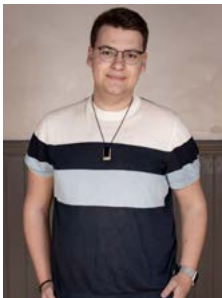
“He’s gone from avoiding reading, or any tasks that required him to be outside his comfort zone, to coming in full of energy, asking to share what he’s proud of,” his teacher said. “The difference in confidence is huge, and this is a fantastic foundation for the rest of his learning here at school.”

Jayden found his voice and we continue to create spaces where children feel safe to learn, make mistakes, and grow.

YOUTH AMBASSADOR PROGRAMME

The World Literacy Foundation's Youth Ambassador Programme is a three-month global initiative that empowers young leaders aged 16–25 to become advocates for literacy and education. Through training, mentorship, and hands-on advocacy, ambassadors raise awareness of the global literacy crisis and lead community-level initiatives that promote reading and equal access to learning.

In 2024, over 20 Youth Ambassadors from across the UK joined the programme, forming part of a broader global cohort. These young leaders have helped spotlight the urgent need to improve literacy outcomes -particularly in underserved communities- through outreach, creative campaigns, and public engagement.



“I became a UK Youth Ambassador to help amplify young people’s voices and bridge gaps in access to education and literacy. Through this role, I hope to make a lasting impact by empowering others and promoting equal opportunities for all children to thrive and learn.”

— ***Nazarii Lialiuk***



“I chose to become a UK Youth Ambassador because I know what it means to have your education taken from you. As a girl who fled the Taliban and found hope through learning, I want to be a voice for those who are silenced and ensure that no one is left behind in the world of literacy. Through this role, I hope to spark hope in the hearts of children and youth who feel forgotten by advocating for access to education. I want to show them that their stories matter, and that with literacy, they can rewrite their futures.”

— ***Sarah Baharaki***



“I chose to become a UK Youth Ambassador as I am passionate about literacy and promoting reading culture. I hope to be able to create even more impact through this role.”

— ***Tamara***

YOUTH AMBASSADOR PROGRAMME



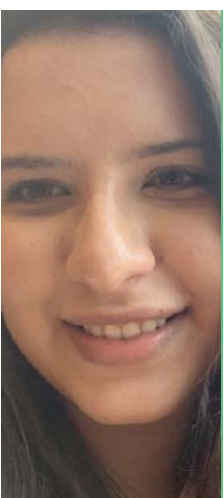
“I chose to become a UK Youth Ambassador because I believe literacy is the foundation for opportunity and social mobility, and I’m committed to playing my part in its improvement globally. Through the role, I hope to amplify my voice as a young person and work towards progress in communities and individuals with limited access to literacy to leave a lasting impact by contributing to a future where everyone can unlock their own potential.”

— *Amelia Kyim*



“I decided to join the programme to promote and practise interdisciplinary activism, alongside a global learning community which considers all aspects of illiteracy - economic, social, and health impact-to offer multifaceted support. I hope to connect with passionate changemakers from all walks of life and to implement sustainable, thoughtful policies that translate to greater access and open discussion.”

— *Soyeon Koo*



“I’m the founder of the Humanity Endowment Foundation, where I work to promote social equity and expand access to education across underserved communities. I chose to become a UK Youth Ambassador for the World Literacy Foundation because I believe literacy is the foundation of opportunity—and no child should be denied the chance to learn, grow, and dream. Through this role, I hope to raise awareness, inspire action, and help build a world where every young person has the tools to shape their own future. Being part of this mission is deeply personal to me, and I’m honoured to use my voice to drive change.”

— *Sarah Saad*

TO LEARN MORE, VISIT:

www.worldliteracyfoundation.org/ambassador

PART OF A GLOBAL MISSION

While our work is rooted in the UK, we are part of a broader effort to deliver practical, locally relevant literacy solutions in regions facing systemic barriers to learning. The following initiatives highlight how the World Literacy Foundation is addressing those challenges globally.

SUNBOOKS

In Nigeria, Uganda, and Kenya, Sun Books delivers solar-powered tablets preloaded with interactive storybooks and educational tools to children in off-the-grid schools and communities. Developed in collaboration with local educators, these tablets promote reading, writing, and curiosity—providing access to high-quality learning resources where electricity and internet are often unavailable.

Through this innovative ed-tech solution, Sun Books is bridging the gap in access to education across Sub-Saharan Africa. In 2024, the programme began preparing for its next phase—evolving to support a new generation of teaching and learning as technology continues to reshape classrooms worldwide.

www.sunbooks.org

APRENDE LEYENDO

The Latin American initiative focused on improving literacy and access to books for Spanish-speaking children living in poverty. Through a blend of community partnerships, digital learning tools, and engaging story content, the programme supports reading both at school and at home.

In Colombia, 70% of 10-year-olds struggle to read a single sentence, according to the World Bank. Aprende Leyendo responds to this urgent need with practical, scalable solutions. The bilingual app, Dingo, helps children build literacy in both Spanish and English while introducing them to the UN Sustainable Development Goals—linking reading to real-world understanding and global citizenship.

www.aprendeleyendo.com

PARTNERSHIPS & GRANTS

OUR VALUED PARTNERSHIPS

UK Reads is proud to work with a diverse and committed network of partners - charitable trusts, community organisations, corporate sponsors, and delivery collaborators -who help us reach the children and families who need literacy support the most.

These partnerships allow us to deliver programmes in schools, libraries, community hubs, and homes across the UK, ensuring every child has access to the joy of reading and learning.

Delivery and Community Partners

- Browns Books
- Awesome Books

Funding & Charitable Trusts

- Allen and Nesta Ferguson Charitable Trust
- Axis Foundation
- Mercers' Company
- Baron Davenport's Charity
- Casey Trust
- CB & HH Taylor 1984 Charitable Trust
- Fairfield Charitable Trust
- Hedley Foundation

- Lord Belstead Charitable Settlement
- Mahoro Charitable Trust
- N Smith Charitable Settlement
- Norman Family Charitable Trust
- Souter Charitable Trust
- Swire Charitable Trust
- Vandervell Foundation
- Vintners' Foundation
- WR Foundation

Corporate & Sponsorship Support

- InterContinental Hotels Group (Vignette Collection)
- MentorMeets
- Dynamo Analytics

To our funders, partners, sponsors, and supporters – thank you.

Your generosity, collaboration, and belief in our mission allow us to deliver vital literacy support to children and families who need it most. We are especially grateful to the individuals and regular donors who continue to stand with us year after year.

STRATEGIC PRIORITIES & FUTURE GOALS

At UK Reads, we believe that literacy is not just a classroom skill—it's a life skill. Our strategic priorities for the coming year focus on embedding our programmes deeply within the communities we serve, expanding support across age groups, and strengthening the role of parents, schools, and volunteers in every stage of a child's literacy journey.

Embedding Long-Term Literacy Support in Communities

Too often, literacy interventions are one-off or short-term. From our delivery experience, we've seen that change happens when support is consistent, creative, and embedded.

We have learnt that children need repeated exposure and trust in facilitators before they're willing to take risks with reading aloud or sharing ideas.

Our goal: deepen partnerships with schools, community centres, and grassroots organisations to embed our programmes over multiple terms—building literacy skills over time, not just in isolated sessions.

We will:

- Offer termly workshop blocks for both primary and secondary cohorts
- Build facilitator continuity to ensure safe, familiar spaces for learners



STRATEGIC PRIORITIES & FUTURE GOALS

- *Provide schools with tools and templates to integrate Story Box principles into wider literacy practice*

Expanding Our Reach: Early Years to Teens

We know that literacy needs—and barriers—look different at different ages.

- **For 0–5s**, parents tell us they want more ideas for reading at home in busy, multilingual households.
- **For 5–11s**, we've seen how creative expression through drawing or poetry helps even reluctant readers engage.
- **For 11–16s**, literacy becomes tied to identity and self-expression. Teens respond best to content that feels relevant and collaborative—especially when it's led by someone relatable.

Our goal: continue to support early years learners and expand secondary-school delivery, especially in underserved urban and rural areas.

Putting Families and Volunteers at the Centre

We strive to be volunteer-driven and done right we know this works!

- *In many of our Story Box sessions, children engage most when supported by a trusted*

adult from their own community.

- *Volunteers bring warmth, relatability, and local knowledge- making literacy feel less like a lesson and more like a shared experience.*

- *In parent workshops, we've heard directly from carers who feel "reconnected" to their child's learning after years of feeling left out.*

Our goal: expand and train our volunteer network and offer more parent-focused programming that is practical, welcoming, and responsive to lived experience.

We will:

- *Recruit and mentor community-based volunteers to co-deliver sessions*
- *Develop new parent-facing materials*
- *Offer family literacy sessions that schools can host on-site, reducing barriers to participation*

OUR BOARD



Dr Donald Green
World Literacy
Foundation, Chairman



Mr Darryn Keneally, OAM
Keneally & Associates



Dr Anthony Cree, OAM
Oxford University



Ms Julia Patterson
GreatWrap.co, CEO



Mr Andrew Kay
World Literacy
Foundation, Founder/CEO



Ms. Samantha Sida
Limited Space

I'VE SEEN FIRST-HAND HOW MUCH THOUGHT AND HEART GOES INTO EVERY PART OF OUR WORK. IT'S NOT JUST ABOUT RUNNING PROGRAMMES - IT'S ABOUT BUILDING TRUST WITH SCHOOLS, SHOWING UP FOR FAMILIES, AND CREATING SOMETHING CHILDREN CAN GENUINELY CONNECT WITH. BEING PART OF A TEAM WHERE EVERYONE BRINGS THEIR SKILLS TO THE TABLE FOR A SHARED PURPOSE IS SOMETHING I'M REALLY PROUD OF."

NAOMI NWAGBOSO
PROJECT AND FUNDRAISING MANAGER

OUR TEAM



Andrew Kay
CEO & Founder



Naomi Nwagboso
**Project and Fundraising
Manager**



Amber Ogunsanya-William
**Communities, Creative
Learning and Delivery Lead**



Kitsy Kinane
Programme Manager

In addition to our core team, we are deeply grateful for the incredible facilitators and volunteers who give their time, energy, and expertise to support our work. Their commitment goes far beyond their roles – they inspire those around them, bring creativity and compassion to every project, and make it possible for us to reach more communities and change more lives. We could not achieve what we do without their unwavering dedication.

United Kingdom & Europe World Literacy Foundation
TRUSTEES' REPORT AND FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 30 April 2025

Registered office:
Suite 225, 46 Eversholt Street
London, England, NW1 1DA

Charity Registration No: 1154264
Company number: 8475669

United Kingdom & Europe World Literacy Foundation

Independent examiners' report

I report on the accounts of United Kingdom & Europe World Literacy Foundation for the period ended April 30, 2025.

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,

(1) 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 Charities Act, and
- to prepare accounts which accord with the accounting records and comply with the accounting requirements of the charities Act have not been met; or

(2) to which, in our opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Louis Villanueva

Louis Villanueva / Registered Tax Agent / Public Accountant
Professional member registration 210666
Institute of Public Accountants
0412 068 427/ accounting@thevillagroup.com.au
VILLA & CO - Louis Accounting Services

United Kingdom & Europe World Literacy Foundation
Statement of Financial Activities
For the year ended 30th April 2025

	4/30/2025	4/30/2024
	£	£
Turnover		
Trust and Foundation	74,254.00	66,014.32
	-	-
Online	8,450.95	6,624.82
General	78,459.50	18,550.25
UK Summit 2025	18,460.00	-
Total turnover	179,624.45	91,189.39
Expenditure		
Administration/Fees	5,410.63	21,103.35
Bank charges	-	286.85
Research/Evaluation	-	-
Fundraising	60.00	140.00
Direct Project Costs	138,960.69	21,128.36
Project Development Cost	18,440.09	1,557.47
Salary on costs	-	-
Accounting Fees	-	-
Wages/Salaries	43,292.67	1,200.00
Total expenses	206,164.08	45,416.03
Result for the Financial Year	- 26,539.63	45,773.36

Louis Villanueva

Louis Villanueva / Registered Tax Agent / Public Accountant
Professional member registration 210666
Institute of Public Accountants
0412 068 427/ accounting@thevillagroup.com.au
VILLA & CO - Louis Accounting Services
Office: Suite 390, 44 Lakeview Drive, Scoresby Vic 3179/Australia
Postal address: PO Box 1061, Mountam Gate, Vic 3156

These financial statements must be read in conjunction with the attached Accountant's
compilation Report and Notes which form part of these financial statements.

United Kingdom & Europe World Literacy Foundation
Balance Sheet
Detailed Balance Sheet as at 30th April 2025

	4/30/2025	4/30/2024
	£ -	£ -
Equity		
Retained Earnings	77,587.42	104,127.05
Total Equity	<u>77,587.42</u>	<u>104,127.05</u>
Represented by:		
Current Assets		
Cash Assets		
Cash at Bank - Current Account	41,126.18	67,665.81
Cash at Bank - Other Funds	-	-
	<u>41,126.18</u>	<u>67,665.81</u>
Total Current Assets	<u>41,126.18</u>	<u>67,665.81</u>
Short Term Loan	-	-
Total Assets	<u>41,126.18</u>	<u>67,665.81</u>
Current Liabilities		
VAT Payable	-	-
Short Term Loan	-	-
Total current liabilities	<u>-</u>	<u>-</u>
Total Liabilities	<u>-</u>	<u>-</u>
Net Assets	<u>41,126.18</u>	<u>67,665.81</u>
Funds of The Charity		
General Reseve Fund	77,587.42	104,127.05
Restricted Funds	-	-
Total Funds as of at 30/04/2025	<u>77,587.42</u>	<u>104,127.05</u>

These financial statements must be read in conjunction with the attached Accountant's compilation Report and Notes which form part of these financial statements.

United Kingdom & Europe World Literacy Foundation

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 2025.

The members have not required the company to obtain an audit of its financial statements for the year ended 30 April 2025 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 386 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 12 June 2025 and were signed on its behalf by:



Andrew Kay Director/Trustee

12 June 2025

Louis Villanueva

Louis Villanueva / Registered Tax Agent / Public Accountant
Professional member registration 210666
Institute of Public Accountants
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VILLA & CO - Louis Accounting Services
Office: Suite 390, 44 Lakeview Drive, Scoresby Vic 3179/Au
Postal address: PO Box 1061, Mountam Gate, Vic 3156

United Kingdom & Europe World Literacy Foundation

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 30 April 2025

1. ACCOUNTING POLICIES

a. BASIS OF PREPARATION OF FINANCIAL STATEMENTS

The financial statements have been prepared in accordance with the charities SORP (FRS 102) – Accounting and Reporting by charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with Financial Reporting Standard applicable in the UK Republic of Ireland (FRS 102) (effective 01 January 2015), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006

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/Foundation grants and other organisations to promote early childhood literacy and education.

c. INCOMING RESOURCES

Income is included in the Statement of Financial Activities (SoFA) when the charity becomes entitled to the resources and the resources have been received.

Grants and donations are included in the SoFA when received.

d. EXPENDITURE AND LIABILITIES

Liabilities are recognised as soon as there is a legal or constructive obligation committing the charity to pay out resources.

e. ACCOUNTING PERIOD

The Financial Statements cover 12 months from 01 May 2024 to 30 April 2025.

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.

REPORT OF THE TRUSTEES

For the year ended 30 April 2025

OUR OBJECTIVES

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 focusing on literacy and education. We implement sustainable programs which aim to raise literacy standards and give individuals every possible chance to receive a quality education; promoting and teaching literacy in early childhood years is not only key to success at school but also later in life.

STRUCTURE, GOVERNANCE AND MANAGEMENT

No Changes were made during the reporting period.

We believe we build trust by acting ethically, with integrity and fairness, to do the right thing. Our leadership sets 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.

Achievements in 2024-25

- We have distributed an estimated 45,320 children's books.
- Expanded tailored literacy support services to engage more children across in East London and 7 region areas
- We reached over 450,000 people with educational messages through social media, online and in-person public speaking engagements.
- Provisions established to offer support to 6500 parents and caregivers annually through literacy advocacy sessions, empowering families and building community awareness.
- We received 450 hours of volunteerism during 2023-24

Further details are outlined in the Annual Report.

CONSTITUTION

No Changes were made during the reporting period.

United Kingdom & Europe World Literacy Foundation is a Charity (registered 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

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.

The following Trustees held office during the year to 30 of April 2025 and up to date of this report:

Darryn Keneally, Trustee Chair, Big Brothers Big Sisters. (Appointed 01 January 2019)

Dr Donald Green, Deputy Chair, President Gordon College (Appointed 05 April 2013 and re-elected 05 May 2022)

Mr Andrew Kay, Trustee, Secretary/Treasurer (Appointed 01 September 2013 and Re-elected on 05 May 2021)

Dr Tony Cree, Trustee OAM (appointed 11 February 2020) Chair-World Literacy Council, Educated at Oxford University, Dr. Cree has held and continues to hold a range of senior academic positions

Ms Julia Paterson, Trustee, (Appointed 11 February 2020)
Co founder of a global social enterprise called GreatWrap.co

Ms Samantha Sida, Trustee (Appointed 11 April 2022)
Co-founder and Director of the OOH UK media company Limited Space

Note:

Andrew Kay, CEO & Founder of World Literacy Foundation International serves as a honorary role to United Kingdom & Europe World Literacy Foundation.

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 General Reserve Fund of £77,587.42 represents the £49,137 is unrestricted reserves of the charity arising from past operating results. The Restricted Reserves of £28,450.42 represent the unspent balances remaining from grants which are allocated for specific projects in 2025/26.

TRUSTEES' RESPONSIBILITIES

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 United Kingdom & Europe World Literacy 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 2025 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,
- Observe the methods and principles of the Statement of Recommended Practice for accounting and reporting for charities,
- 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 Charities Act 2011, The Charity (accounts and Reports) Regulations 2008, the provisions of the governing document and SORP (FRS10). 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 Glenn Kay Trustee 12 June 2025



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