

Annual Report



REFERENCE AND ADMINISTRATIVE DETAILS OF READ * UK, ITS TRUSTEES AND ADVISORS

Registered name of the charity:
READ Foundation

Registered Charity Number:
1160256

Registered Company Number:
09195667

Trustees of READ UK during the period
this report covers:

- Haroon Rashid
- Usman Choudry
- Rizwan Rashid
- Sarah Salam
- Asif Ansari
- Saeed Mahmood

Chief Executive Officer (CEO):
Jahangeer Akhtar

**READ is an acronym for
"Rural Education And Development"*

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CONTENTS

Message from the Chair	4
Message from the CEO	5
Vision, Mission And Values	6
Where We Work	7
Impact Of Our Work	8-21
Progress Against Our Thematic Priorities	22-43
Our Valued Partners Memberships & Accreditations	44-45
Becoming A Stronger, More Impactful Organisation	46
Structure, Governance & Management	47-48
Principal Risks & Uncertainties	49-50
Financial Report	51-77



Message From The Chairman

Reflecting on this past year, I am filled once again with deep gratitude and enduring hope. It is a privilege to serve a cause that empowers children and communities around the world through the transformative power of education.

At READ Foundation, we remain committed to more than just delivering education, we are unlocking futures. From our Orphan Sponsorship Programme that is nurturing over 8,000 children, to our climate-resilient "School on a Boat" in Bangladesh, our impact is as broad as it is meaningful.

This year, we supported nearly 190,000 students globally including children in crisis settings in Gaza, displaced girls in Lebanon, and vulnerable youth in Türkiye. Each statistic represents a life being shaped with dignity, a future being reimagined, and a community being uplifted.

We also made key contributions to national education policy here in the UK, helping shape a more inclusive and equitable system for all. Through initiatives such as the National Education Inclusion Project, READ is now influencing change not just on the ground, but at the policy level too.

I extend heartfelt thanks to our staff, volunteers, and global network of supporters. Your tireless dedication and generosity continue to be the foundation on which we build hope and opportunity.

Let's continue to push forward together until every child, no matter their background, has access to safe, quality education.



Haroon Rashid

Haroon Rashid

Chairman, READ Foundation



Message From CEO

This year, as we navigated a world still marked by instability, conflict, and inequality, our commitment to education as a vehicle for hope and resilience only deepened.

At READ Foundation, "Education Works" is more than a motto; it is a promise. A promise to communities like Gaza, where we reached over 186,000 people with lifesaving support and temporary learning spaces for children living through unimaginable trauma. A promise to girls like Sonia in Pakistan, whose education is now a pathway away from early child marriage and towards a future of her choosing.

We expanded our footprint with 11 new schools in Pakistan, broadened our special needs and emergency education in Lebanon, and provided daily nourishment through our Breakfast Clubs in Yemen, all while growing our influence in UK education policy through the National Education Inclusion Project.

We've also brought innovation to the forefront of our work. From the 'Read on Wheels' mobile library reaching thousands of children in remote

areas, to our 'School in a Bus' initiative providing displaced children with a safe space to learn and heal, we are redefining what access to education can look like in challenging environments.

And as we supported orphans, built new schools, and responded to emergencies, we also continued to invest in sustainability, powering schools with solar energy and designing learning environments resilient to climate change.

These achievements are the result of a passionate team, bold local partners, and our steadfast donor family. I am humbled by the strength and compassion that defines our collective effort.

As we look ahead, our mission is clear, to protect education in every crisis, to reach those left behind, and to build a world where every child can learn, grow, and thrive.

Thank you for walking this journey with us.



J. Akhtar

Jahangeer Akhtar
CEO, READ Foundation

Vision, Mission And Values

VISION

A world empowered through education.

We believe that an educated community is an empowered one. Education provides opportunities for its members and ensures lasting transformation within their society.

MISSION

Provide accessible, inclusive, and quality education.

We prioritise offering quality education to foster development across generations, aiming to produce change-makers. Our goal is to reach the most vulnerable and ensure opportunities for everyone.

VALUES



WE ACT WITH INTEGRITY

We ensure we are principled in all we do and how we do it. We create an environment of trust and hold ourselves accountable to the people we work with.



WE TAKE INITIATIVE

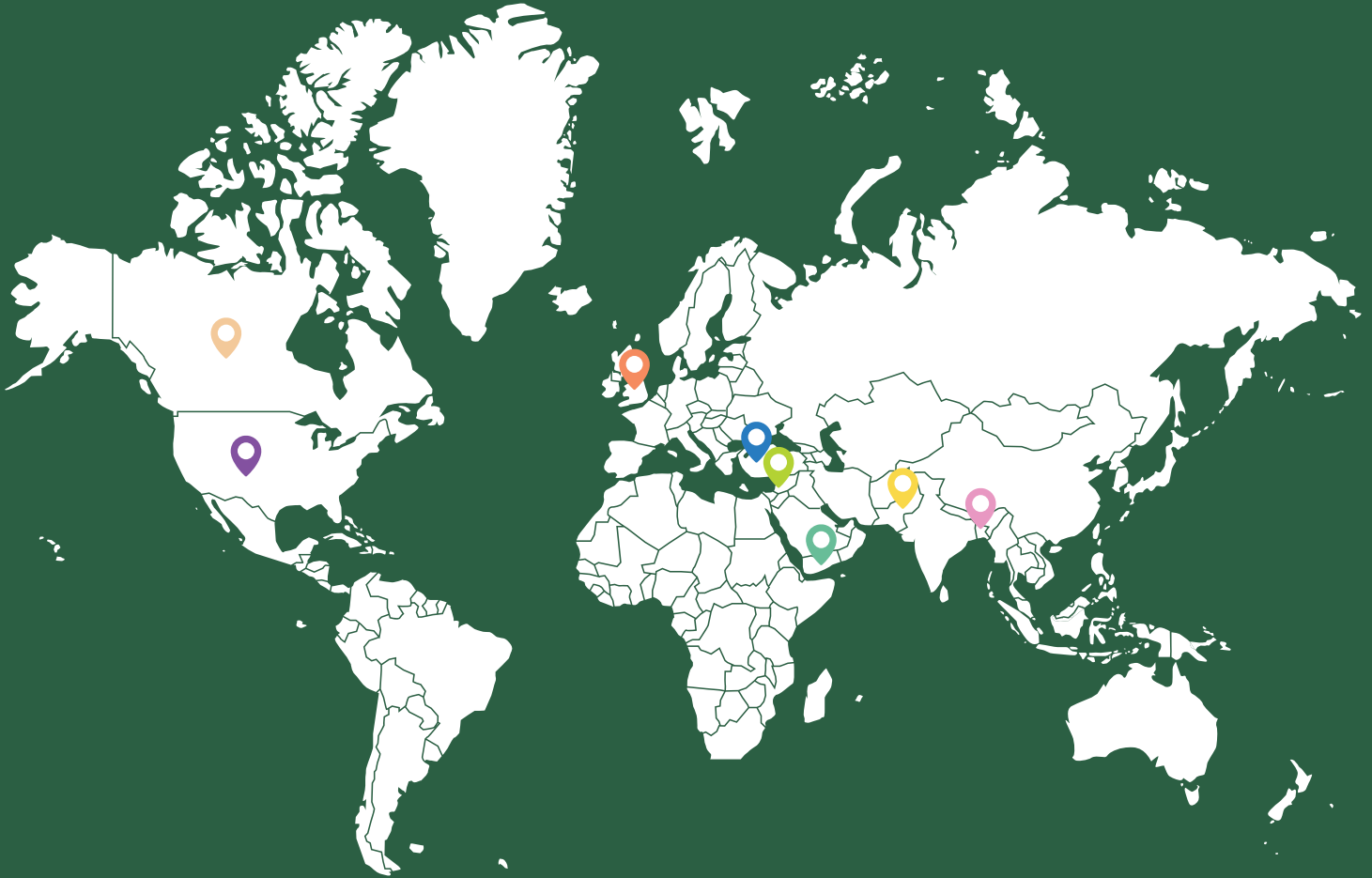
We are passionate about what we do. We value innovation and challenge ourselves to think big and be bold.











WE STRIVE FOR SUSTAINABLE IMPACT

We make a sustained impact in the lives of children and adults by specialising in education and localising our programme delivery.

Where We Work



-  TÜRKIYE
-  YEMEN*
-  LEBANON
-  PAKISTAN
-  BANGLADESH
-  UNITED KINGDOM (OFFICE)
-  CANADA (OFFICE)
-  USA (OFFICE)

AREAS OF WORK

READ Foundation operates globally, extending educational support and aid across several countries. Our efforts are concentrated in Lebanon, Yemen*, Türkiye, Pakistan, and Bangladesh. Additionally, we have an office in the UK, where we also carry out local projects, as well as offices in Canada, and the USA.

**Field office*

Impact Of Our Work



IN PAKISTAN:



19 schools currently under construction



8000+ orphans sponsored in 2024, almost 50% girls



3,600 girls empowered through quality non-formal education



4,000+ students gained access to education through schools built last year





In 2024, we launched two new initiatives: Read on Wheels, a mobile reading project bringing books to children in remote areas, and a three-year programme in Tharparkar to combat early child marriage through education. This latter project complements our ongoing UK Aid Match project which is aimed at improving literacy and numeracy for 3,600 out-of-school girls in the region.

In 2024, we built 11 new schools across Pakistan, with 19 more under construction. Through our 'Open and Adopt' school rehabilitation projects, over 1,500 students now have access to safe, inclusive learning environments with clean Water, Sanitation and Hygiene (WASH) facilities and trained teachers supporting both academic success and personal growth.

Through READ Foundation's flagship Orphan Sponsorship Programme, we supported over 8,000 orphans with their school expenses and a living allowance to meet their day-to-day needs. All orphaned students receive a dignified, free of cost quality education in a secure learning environment at READ Foundation schools, ensuring that financial hardship never stands in the way of their learning and future opportunities.

Our Higher Education Student Sponsorship (HESS) programme is supporting ten economically disadvantaged future doctors and engineers, equipping them with the resources needed to complete their studies. With many now in their second or third year, they are steadily advancing towards their professional goals.

Impact Of Our Work



IN YEMEN:



10,000+

students provided
with improved
access to safe and
inclusive learning
environments



720

teachers have an
enhanced working
environment



2,750

students provided
a daily breakfast for
one year





READ Foundation has consistently responded to urgent educational needs in Yemen and has established a presence by adhering to local legal requirements. This ensures that our operations remain legitimate and sustainable, with regular renewals to continue serving the community effectively. We are achieving this through five key areas of activity; school rehabilitation and refurbishment of WASH facilities, running breakfast clubs in schools, providing professional development for teachers, delivering remedial classes for children and establishing Father and Mother Councils in schools.

Through school rehabilitation and refurbishment of WASH facilities, we have increased access to

safe and inclusive learning environments this year for over 10,000 students across 16 schools and enhanced the working environment for over 720 teachers. Through our breakfast clubs, we have provided daily breakfast to over 2,750 students for one year in six schools.

Our current multisector project tackles the interlinked barriers to education and employment for children, youth and women in Yemen through school rehabilitation and teacher training, food distribution and vocational training. Our ongoing disaster risk education project is reducing vulnerability and exposure to natural disasters and conflict for safer learning environments for children, teachers and community members.

Impact Of Our Work



IN GAZA:



186,300+
people helped.



170,000 people
supported through
lifesaving emergency
relief.



5,000+ children and
adults reached through
psychosocial support,
and currently helping
10,000+ more.



1,000 children
supported through
Temporary Learning
Spaces.





Ongoing military operations in Gaza have left the region devastated, and educational infrastructure decimated. 90% of schools, all universities, and hundreds of thousands of homes have been destroyed, causing unprecedented learning losses. Many children face trauma, food insecurity, and heightened risks of exploitation.

This year, our response in Gaza has evolved to provide crucial support to children whose education has been disrupted, whilst continuing to provide lifesaving emergency relief for internally displaced children, young people and

their families living in schools and shelters. This has included distributing hot meals and food baskets and providing essential medical and hygiene supplies and a mobile medical clinic, reaching almost 170,000 people to date.

Our education response has centred around providing psychosocial support and enabling the continuation of education through Temporary Learning Spaces (TLS). Through these projects, we are reaching over 16,300 children and adults in different locations across Gaza.

Impact Of Our Work



IN LEBANON:



4th year of running
our Special Needs
Education Hub



300+ students reached
with enhanced educational
support



4,000+ children and
young girls received
mental health and
psychosocial support



9,000 displaced
people delivered critical
emergency aid





As the crisis in Lebanon deepened in 2024 and educational institutions were repurposed as shelters, we rapidly scaled up our Education in Emergency initiatives. Our School in a Bus project in Mount Lebanon was adapted to create a safe space for 1,200 displaced children, providing vital psychosocial support (PSS) services by trained staff to help them cope with trauma.

When winter set in, we supported nearly 4,000 displaced individuals in South Lebanon with food, warm clothing, and essential supplies. Alongside emergency aid, we continued our non-formal education programmes, ensuring vulnerable refugee children had access to learning and

vital psychosocial support to build emotional resilience during crisis. Our efforts in Lebanon foreground psychosocial support, ensuring children not only receive an education but also the emotional resilience to navigate these challenging times.

Now in its fourth year, our Special Needs Education Hub (SNEH) continues to bridge the educational gap for children with disabilities. Through tailored support in literacy, numeracy, and life skills, SNEH empowers children aged 6 to 12 to grow in confidence, communication, and independence, enabling many to successfully transition into formal education.

Impact Of Our Work



IN TÜRKIYE:



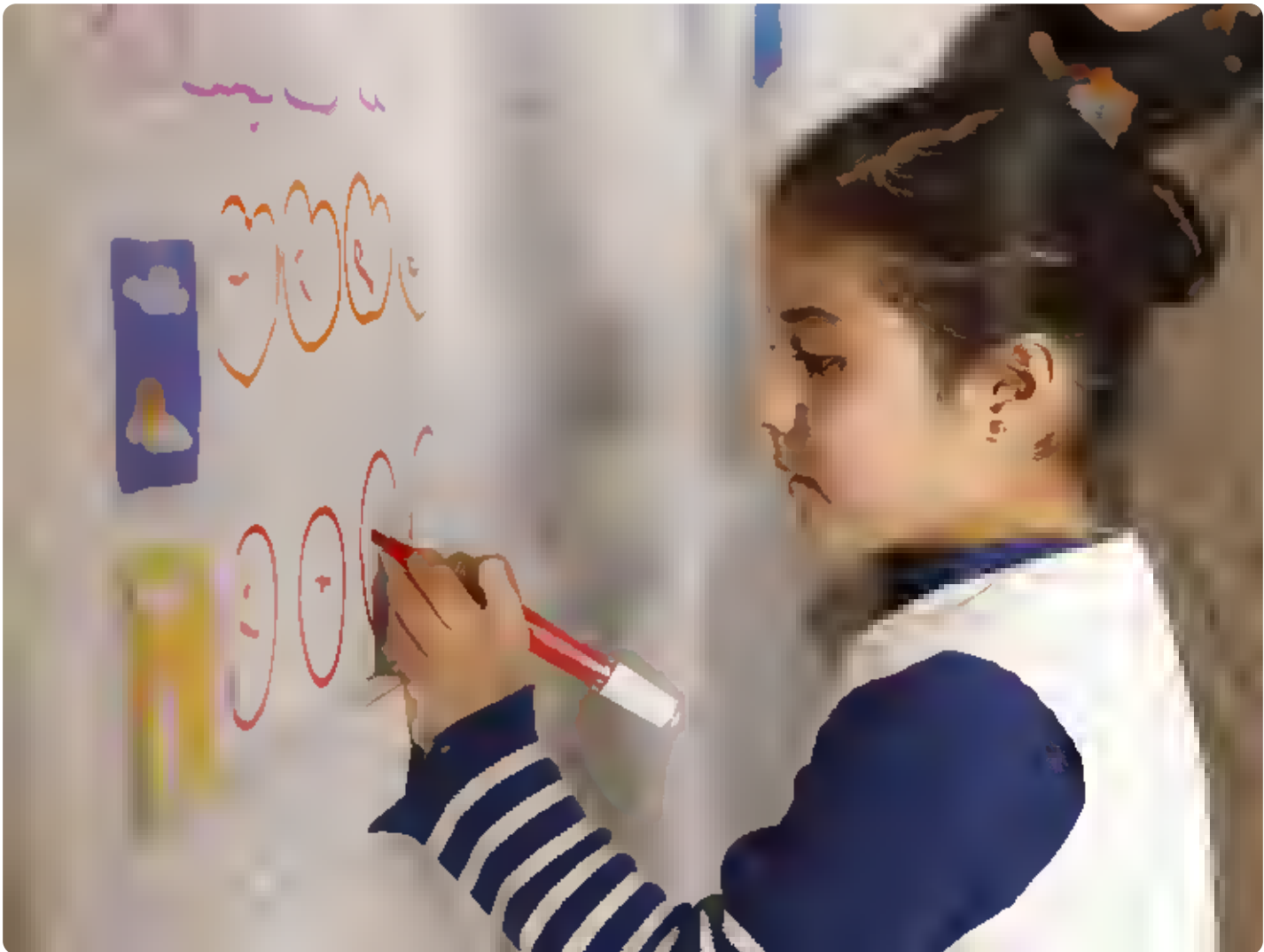
10

safe learning spaces
established



14,590

students educated



Education and Emergencies underpins most of our projects in the regions surrounding the Türkiye-Syria border, providing education to over 31,000 students since we commenced projects there in 2019. In 2024, most of our projects have centred around creating safe and child-friendly learning spaces and focusing on rebuilding and revitalising education for refugees and children displaced by the Syrian conflict.

These learning spaces last between seven and ten months per cycle and in 2024 were spread across ten different locations in Türkiye and in Turkish-controlled areas of Syria. These spaces have provided over 14,000 out-of-school children with an opportunity to build themselves a better future. They offer quality informal and non-formal education programmes in Arabic, English, maths and other standard school subjects, delivered by teachers who have been expertly trained in key pedagogical areas such as classroom management, lesson planning, and EiE. The learning spaces have an integrated approach to learning which combines education with child protection, recognising the often devastating impact that conflict, displacement and the resulting economic hardship has had on childrens' mental wellbeing and personal development.

Omar's story: A Safe space, A new start

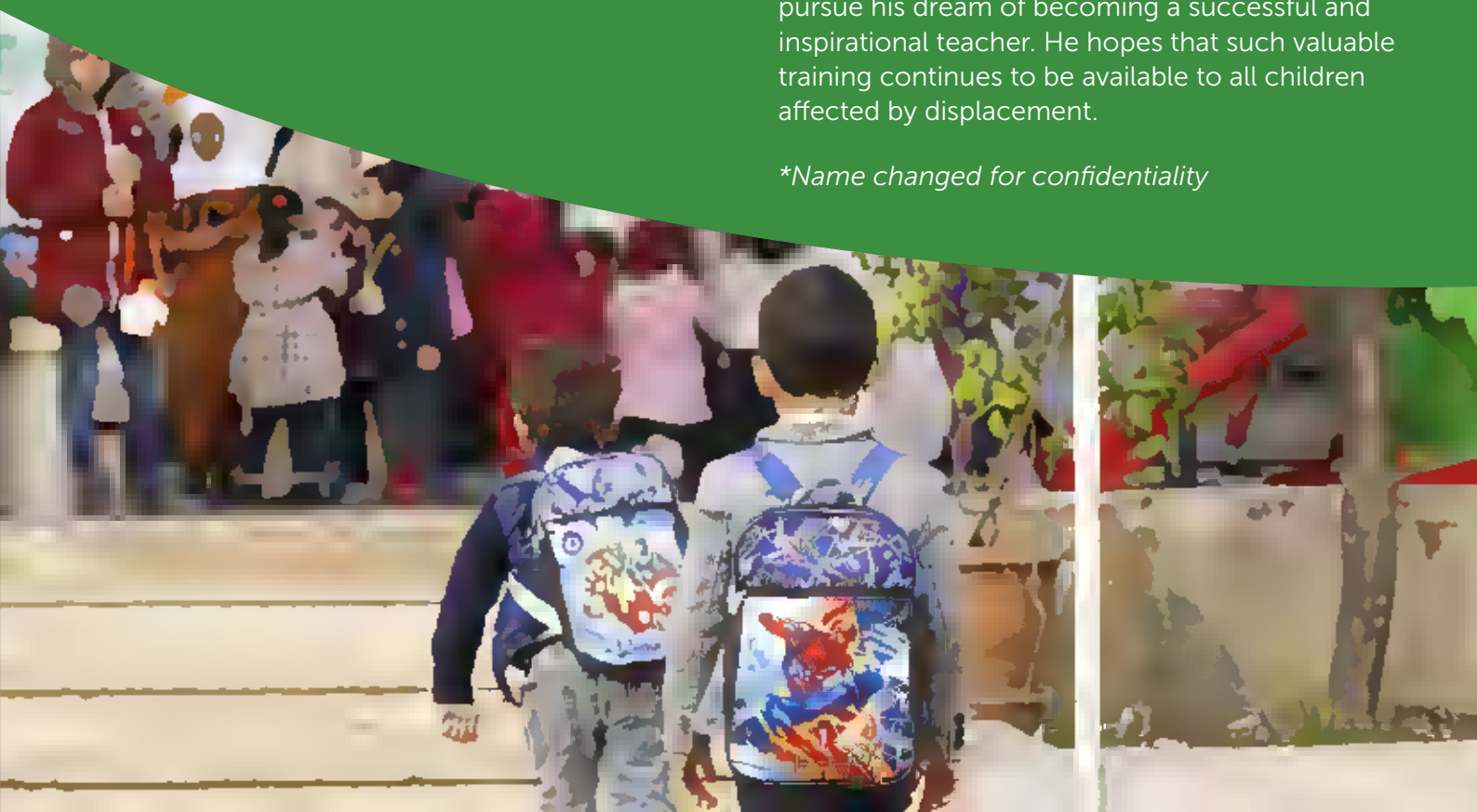
Omar is a 13-year-old boy living in Afrin, specifically in the Al Flah camp. His family faced significant challenges due to displacement caused by an earthquake, which led to his father losing his job and Omar having to leave school to work and support his family.

Omar became a part of the Child-Friendly Spaces project after noticing the opening of a centre in the camp. He registered for remedial education classes, despite feeling embarrassed about his lack of literacy skills. The sessions provided him with valuable knowledge about letters, shapes, spelling, pronunciation, and meanings of words. The training was presented in a simple and engaging manner, combining fun and learning.

As a result of attending these sessions, Omar learned to read and write, which encouraged him to return to school. His self-confidence grew, and he made friends to study and play with. The project significantly improved his mental well-being and enthusiasm for education.

The Child-Friendly Spaces project has made a remarkable difference in Omar's life. By attending the remedial education sessions, Omar has become happier and more determined to pursue his dream of becoming a successful and inspirational teacher. He hopes that such valuable training continues to be available to all children affected by displacement.

**Name changed for confidentiality*



Impact Of Our Work



IN BANGLADESH:



2 boat schools
in operation



10 land-based
classrooms in operation



98% of those leaving the
DiC during 2024 entered
work, study or both



2,926 children
educated





Fatima on the (right)

In 2024, READ Foundation extended its commitment to the Drop-in Centre (DiC) and Night Shelter project for a sixth year. This project sees a safe environment created for up to 400 children per year who find themselves living or working on the streets of Dhaka. Our two centres in the districts of Jatribari and Mohammadpur offer education and vocational training as well as a daily meal, clothes, wash facilities and counselling. These services mean children are protected from the risks of being on the street, enabling their reintegration into society as responsible citizens.

Our Climate Education project in Faridpur completed its second and final phase in 2024. Two schools in this climate-vulnerable region benefitted from a range of Climate Change Adaptation (CCA) improvements to school buildings, as well as several school-based activities designed to promote awareness of Disaster Risk Reduction (DRR) among students.

Our 'School on a Boat' project also completed its second year. This is a four-year project involving a single cohort of 420 students undergoing an informal education programme, with a view to make them eligible to be mainstreamed into a formal school by the end of 2026. At the end of the 2024 school year, 100% of students passed Grade III and will commence Grade IV on the boat school in 2025.

Fatima's story: A centre for more than learning

Fatima lived with her father, a scrap dealer, and her older brother. Her mother remarried, bringing Fatima and her brother to an overcrowded and unsafe home. Facing abuse from her stepfather, the 11-year-old chose to sleep on the streets and made pocket change through selling garbage she had collected. She eventually found refuge at the Drop-in Centre (DiC) in Jatribari, Dhaka, after some hesitation.

Majeda Akhter, the house mother of the DiC's Night Shelter, has been providing a safe environment for Fatima, allowing her to grow and envision a better future. Despite her hardships Fatima is calm and polite by nature, and now that she has found some respite at the Night Shelter, she dreams of studying and becoming self-reliant through vocational training.

The project supports Fatima by offering educational opportunities and work skills training. She says she feels cared for at the DiC in a way that her parents did not, enjoying games, clothes, and hobby activities. The staff have helped her move past her painful experiences, and she hopes to build a beautiful life from the centre.

**Name changed for confidentiality*

Impact Of Our Work



IN UNITED KINGDOM:



151

economically
disadvantaged students
supported with private
tuition scholarships.



65

students directly
supported through the
Student Hardship Fund.





READ Foundation continued its commitment to providing accessible, inclusive, and high-quality education across the United Kingdom (UK). Leveraging opportunities presented by the July 2024 UK General Election, we actively engaged with policymakers to shape critical educational reforms. Our participation in both the National Curriculum and Assessment Review 2024 and the Ofsted Review 2024- independently and as a strategic partner of the Foundation for Education Development (FED)- enabled us to offer valuable insights and significantly influence national education policies.

READ Foundation led the National Education Inclusion Project, a flagship FED initiative aimed at enhancing educational equity. We convened senior education leaders and policymakers at a high-level Thought Leadership Roundtable, effectively driving forward inclusive education reforms.

Our partnership with a national private tutoring provider substantially expanded academic opportunities for economically disadvantaged students. Through targeted scholarships, 151 students received vital academic support, with over 80% surpassing their predicted examination outcomes.

Additionally, we established the Manchester Muslim Student Fund, which provides essential financial relief through hardship bursaries and grants ranging from £250 to £500. To date, this initiative has directly supported 65 students, significantly alleviating financial pressures, enabling focused academic engagement, and positively affecting many more within the wider community.

Progress Against Our Thematic Priorities

EMPOWERMENT THROUGH EDUCATION

Empowering children is at the heart of everything we do at READ Foundation, and we firmly believe that education is the most powerful tool for achieving this. Equipping children with relevant skills and knowledge is the most effective way to break out of the poverty cycle and build themselves a brighter future.

Our progress and commitment towards this goal, which can be aligned with Sustainable Development Goal (SDG) 4 on Quality Education, can be showcased through several initiatives across our target countries during the 2024-2025 period.



PAKISTAN

Empower Her

In a country where millions of children are out of school, we implemented the second year of our 3-year UK Aid Match funded project in Sindh and Gilgit-Baltistan to improve basic literacy and numeracy levels among out-of-school girls in remote communities. The project has reached 23,701 beneficiaries over the past two years, improving access to education for 3,600 girls, training 120 teachers to deliver child-friendly and activity-based lessons and supporting over 720 Education Committee members to ensure continued running of our community-based accelerated learning spaces (CBALS). 19,181 community members have also been reached through direct outreach and engagement. We are now preparing to establish 14 READ Foundation schools across these two provinces.

Monitoring of positive change in the target communities' attitudes towards girls' education,

the quality of education being taught by teachers and retention and attainment rates of learners continued throughout 2024. Promising results are evident through assessments and surveys conducted with beneficiaries and almost all CBALS learners (99%) scoring 50% or above in the non-formal education curricular assessments.

Project related safeguarding efforts initially focussed on training staff and developing contextualised training manuals, ensuring cultural relevance. Over the year, we successfully trained Education Committee members, parents, teachers and girls. Key stakeholders have also received training on our Complaints and Feedback Mechanism. To enhance understanding among diverse audiences, we provided safeguarding infographics and child-friendly materials in Urdu and Sindhi languages, and complaint and suggestion boxes have been installed at the CBALS. Project staff monitor how safe the girls enrolled in our CBALS perceive the spaces to be, with their feedback suggesting a strong safeguarding culture within the CBALS contributing to both learning and personal development.



Leela - a champion of girls' education

In the quiet village of Janjhiar in Thar lives 70-year-old Leela. A devoted member of the Village Education Committee (VEC), Leela is a living testament to resilience, advocacy, and unwavering hope.

Leela belongs to the Nai community - a group traditionally seen as lower in social status than the dominant Thakur caste in her village. In a place where the idea of girls attending school challenges deeply entrenched norms, Leela dares to envision a future where every daughter, regardless of caste or custom, has the opportunity to learn. Her message is simple but powerful:

**“
EDUCATION IS NOT A
PRIVILEGE, IT IS A RIGHT.”**

When parents claim their daughters are too old for school or needed at home, Leela does not

give up. She patiently explains how education can change not only a girl's life but also uplift entire families and communities. Her advocacy is not just in words — she takes action. For girls whose parents hesitate to let them travel alone, Leela makes time to personally escort them to the learning space, providing both safety and reassurance.

After receiving training on her roles and responsibilities as a VEC member — particularly around child safeguarding — Leela took on her duties with renewed commitment. She ensures the center is safe, inclusive, and nurturing for every girl who walks through its doors. Leela's story is not just about one woman's determination. It is about the power of grassroots leadership to transform lives and communities.

VEC member, Leela accompanying girls to the CBALS in Janjhiar, Thar



Sonia's journey of learning and hope

In a remote village in the Tharparkar desert, lives 16-year-old Sonia. Like many girls living in an area with limited access to education, Sonia's path to education began with uncertainty and fear. When Sonia was just five, her parents, who longed to give their daughter an education, enrolled her in the local government boys' school, hoping to secure a better future for her. But the environment was far from welcoming. The school had only male teachers, mixed-gender classrooms, and no proper sanitation facilities—making Sonia feel unsafe and out of place. The fear became so overwhelming that she refused to go.

That all changed when READ Foundation established a Community-Based Accelerated Learning Space (CBALS) in her village. The learning space's warm and inclusive environment, led by teacher Ms. Bhagwani, became the turning point in Sonia's life.

“THE FIRST DAY I WALKED INTO THE CBALS, I FELT PEACE,” SONIA SAYS. “I SAW GIRLS LIKE ME, LEARNING HAPPILY, AND A TEACHER WHO TRULY CARED.”

Since then, Sonia has flourished. She never misses a class and consistently tops her assessments. Her confidence, once buried under fear, now shines through her words and actions. Sonia has participated in various events arranged by the project to spread awareness on girls' education. During the International Day of Education celebrations, she spoke with quiet determination “I want to become a doctor and help people in our society, especially children and women.”

Sonia's journey is more than a personal triumph. It's a shining example of how access to quality education, a safe space to learn, and the nurturing presence of a dedicated teacher can change the course of a young girl's life. Sonia is now a symbol of hope for her community, for other out-of-school girls, and for a future where every child has the chance to learn, grow, and dream.

TACKLING EARLY CHILD MARRIAGE

Towards the end of 2024, we launched a 3-year initiative to tackle the pressing issue of early child marriage in Sindh. By increasing awareness on the importance of education and prevention of early child marriages, improving the protection of girls at risk and increasing enrolment in schools and learning spaces, the project is ensuring girls aged 6-16 years, at risk of early child marriage in Tharparkar, have improved education opportunities. Following a baseline study at the end of 2024, schools, villages and beneficiaries have been selected for the project, with progress already made with community engagement and enrolment of girls in schools.



READ ON WHEELS

'Read on Wheels', an initiative we started supporting in 2024, sparks a love for reading among children in hard-to-reach areas. Using a creatively repurposed ice cream cart as a mobile library, this project transforms ordinary outdoor spaces into vibrant, interactive learning hubs. With a focus on culturally relevant books that promote strong moral values, Read on Wheels is set to reach over 14,000 children bringing stories, imagination, and inspiration directly to their doorsteps.

Build, Open and Adopt a School

Our Build, Open and Adopt school projects increase the accessibility of quality education in remote, underserved areas. Over the past year, 13 new schools were built or opened, delivering quality education to more than 4,300 students. Over 50% are girls. 19 additional schools are currently under construction, set to enrol over 7,000 students.

Our schools typically include playgrounds, libraries and labs to provide a level of learning every child deserves, regardless of their financial background. To ensure uninterrupted learning and integrate environmentally friendly practices into our infrastructure, two schools in Khyber Pakhtunkhwa (KPK) will be powered by solar energy, providing a sustainable and reliable source of electricity.

Higher Education Student Sponsorship

Our Higher Education Student Sponsorship (HESS) programme supports high-achieving students in fields like medicine and engineering by covering tuition, educational material and living expenses. Alongside financial aid, it offers mentorship and career guidance to boost employability and ensure a smooth transition into the workforce. The project contributes to long-term socio-economic stability by fostering self-reliance and breaking cycles of poverty.



"I WAS ALWAYS FASCINATED BY HOW THE HUMAN BODY WORKS," SHE SHARES. "AFTER LOSING MY FATHER, THAT FASCINATION TURNED INTO PURPOSE AND I WANTED TO HELP OTHERS WHO WERE HURTING, JUST LIKE WE WERE."

Atika studying MBBS at AJK Medical College, Muzaffarabad.

Atika's Story: Defying all odds to become a doctor

In the quiet village of Chak Barmang in Kashmir, Atika's world changed forever with the loss of her father, the sole breadwinner of the family. Her mother worked relentlessly to keep the family going, often relying on borrowed money to make ends meet. Amid this uncertainty, one thing never changed - Atika's dream to become a doctor.

That dream may have remained out of reach if not for the intervention of READ Foundation

who supported Atika's education from school all the way to medical college. Her younger sister and elder brother also benefitted, lifting a heavy burden off the family's shoulders.

With determination and support, Atika rose to the top by securing 7th position in the board exams across all of Kashmir. Today, she is in her fourth year of MBBS at AJK Medical College, Muzaffarabad.

BANGLADESH

Our projects in Bangladesh have placed a significant focus on empowering children in the challenging circumstances they find themselves in.

Bangladeshi cities are home to widespread poverty. Dhaka's vast city slums contain poor WASH infrastructure and badly maintained housing which can breed a variety of social issues. Children here often spend a lot of time on the street, which lands them in hazardous, often illegal employment, and exposes them to drugs, sexual violence and crime. There are an estimated 1,400,000 such children in Dhaka.

Our Drop-in Centre (DiC) project empowers 400 children per year to become their aspired selves and find an escape route out of this cycle of poverty. An impact evaluation was conducted on the project during the 2024-2025 year which revealed an outstanding set of achievements in a range of areas. 98% of children who were rehabilitated in that cycle entered work, study or both. The project vastly improved the literacy rate of children; 45% arrived at the centre literate and by the end of the project this figure increased to 95%.

The DiC also recognises that while all street children are in need of attention and support, girls on the street are statistically more vulnerable than boys. As a result, the project incorporates a degree of gender-responsive programming. The Night Shelter provides services to a maximum of 10 girls at any one time during the cycle who are considered extremely vulnerable, giving them sheltered accommodation and counselling whenever they need it. They are also supervised round the clock in a secure environment by female staff.

Our School on a Boat project takes place in the haor areas of Kishoreganj, a low-lying area increasingly vulnerable to climate change and annual flooding. This can displace local families, as well as create physical barriers for children trying to access education, resulting in low school enrolment rates and more dropouts. To address these challenges, the School on a Boat project provides non-formal education to 420 out-of-

school children in 14 separate classrooms. These include our two innovative floating schools – boats that have been repurposed into learning spaces – which visit particularly inaccessible areas, ensuring that children have an opportunity to learn regardless of the climactic circumstances of their home area. The remaining ten classrooms are land-based and are situated in higher ground areas less susceptible to flooding.

In other climatically vulnerable parts of the country, schools are not just a means of disseminating important messages about how climate change is affecting their local community but can also create an environment that is conducive to greater climate resilience and positive attitudes around Disaster Risk Reduction (DRR) and Climate Change Awareness (CCA). Our Climate Education project has facilitated this through a range of activities held at two schools in the Faridpur district. These include establishing a 'green garden' to be run and maintained by students and conducting a mock drill for a climate emergency. The aim was for 1,800 children across the two schools to be empowered to become actors for change and increase their resilience, and this was evidenced by enthusiastic student participation in all the activities.





Rina's story: Rivers of knowledge

Rina, a 12-year-old from Algahati village, is the second of four siblings. Her father sells vegetables, and her mother is a housewife. Due to the lack of a nearby school, Rina was deprived of education.

One day, her mother learnt about the School on a Boat project in Nayahati near their village. After discussing with the teacher, Rina was admitted to Class 1 and is now studying in Class 3. She enjoys the jubilant atmosphere at the floating classroom, where students sing, play games, and study together. This environment has rekindled her enthusiasm for obtaining an education.

Rina aspires to pass Grade V, advance to higher education, and become a doctor. The project helps her achieve her goals by providing free education and school supplies, easing her family's financial burden. The proximity of the school eliminates the need for boat rental, ensuring her safety and giving her more hours in the day at home to do her homework.

Being part of the project has made a seismic change in Rina's life. She can study without financial strain and shares her newfound knowledge with her siblings and neighbours. Rina is grateful for the opportunity to study and aims to build a better future for herself and her family.

UNITED KINGDOM

READ Foundation advanced towards our thematic priority of educational inclusivity. By leading the National Education Inclusion Project and actively contributing to national initiatives, including Student Financial Wellbeing, National Education Workforce and Education Innovation Futures, we maintained a comprehensive and holistic approach to education.

The scholarship programme in partnership national tutoring provider continues to embody our commitment to economic inclusivity, enabling disadvantaged students to achieve outstanding academic success. Additionally, the Student Hardship Fund exemplifies our targeted approach to financial inclusivity, significantly enhancing student academic performance and emotional wellbeing.

Joubair Zanahi Story: Scholarships for tomorrow changemakers

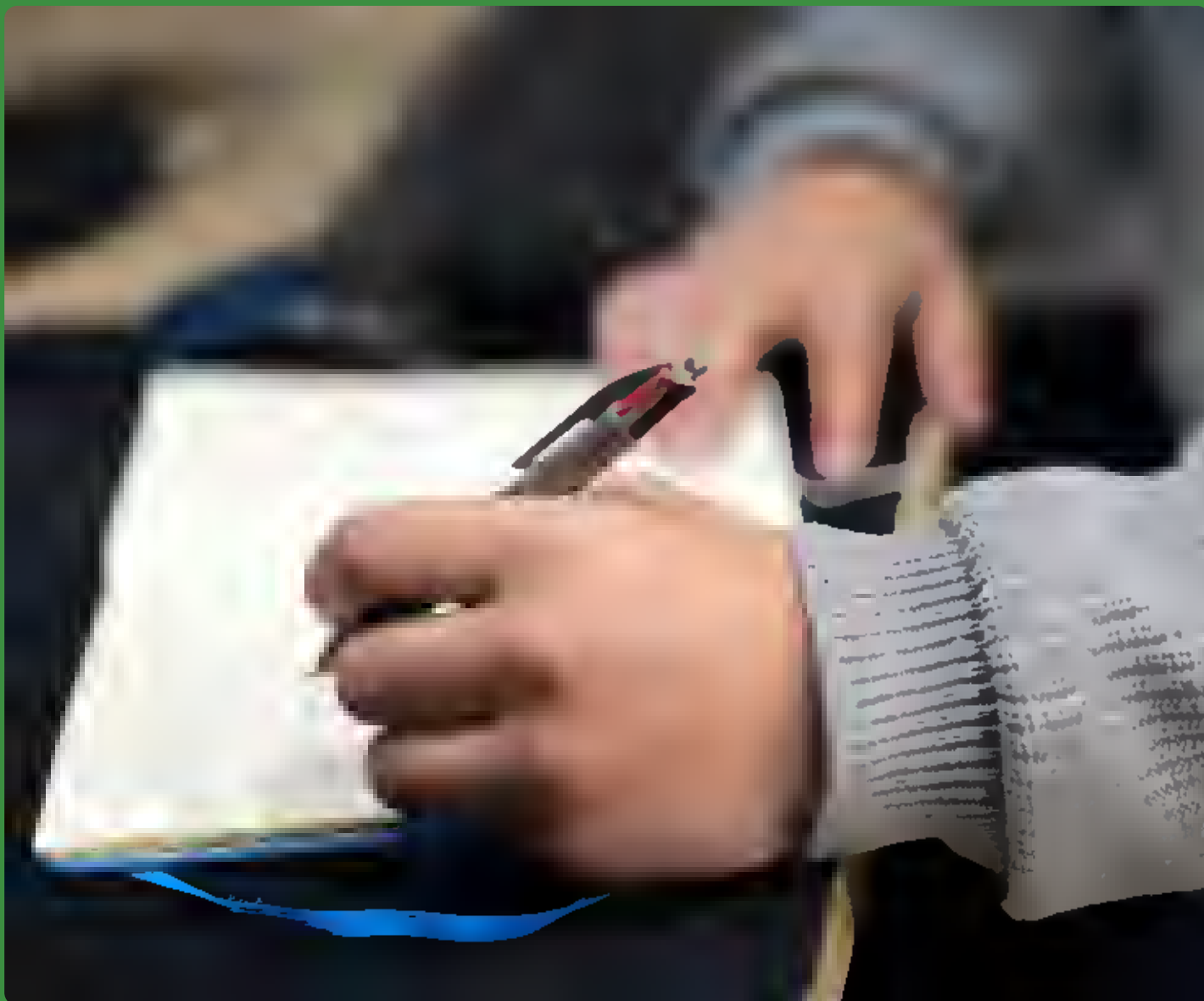
"Two years ago, I was fortunate enough to receive private tuition on a Read scholarship. Looking back, I can confidently say this was a game-changer for me. Before started taking private tuition, I had never experienced any kind of private tuition or structured learning support.

I did not realise how transformative extra guidance and tailored lessons could be. Back then, my grades hovered mostly around fours and fives. I was putting in a lot of effort, but I lacked the focus and direction needed to excel. That is where private tuition came in and completely changed the trajectory of my academic journey.

The lessons were exactly what I needed. They provided a clear structure and focused approach to my studies, something I had been missing. The tutors did not just teach, they empowered me to understand the material deeply. We ran through countless practice questions, which helped solidify my understanding of the subjects. I also learned effective study strategies that I continue to use.

I worked incredibly hard, putting in the hours and dedication, and the results spoke for themselves. With the support and guidance, I achieved a 7 in Maths, a 7 in Science, an 8 in English Language, and a 7 in English Literature. I am incredibly grateful to READ Foundation and ClassTutor. Their approach is not just about passing exams; it is about genuinely learning and building confidence in your abilities. Thanks to them, I now have a solid academic foundation to build on for the future."





Hardship Fund Recipient

Following the tragic loss of their mother in a devastating house fire, the student became the sole guardian of two younger siblings. With no support from their father, the family was left to navigate significant hardships independently. The fire severely injured one sibling, who required extensive hospital care before returning home. Facing these overwhelming responsibilities, the student moved the family into new accommodation and assumed full responsibility for managing household duties, including food, bills, clothing, and other daily necessities, while completing their final year at medical school without any employment income.

The intense demands of managing a household significantly affected the student's academic

performance. Essential daily tasks such as cooking, cleaning, and sibling care severely limited their available time for exam preparation and study. Financial pressures added further strain, creating substantial barriers to academic success.

In response, the Hardship Fund swiftly provided essential financial support. This assistance significantly relieved the student's immediate financial burdens, enabling them to better balance home responsibilities and academic obligations. As a result, the student was able to regain focus, complete their final year successfully, and secure their path toward a professional career.



EDUCATION IN EMERGENCIES AND PROTRACTED CRISES

There are 234 million crisis-affected children and adolescents of school age worldwide. 37% of these children - 85 million - are out of school, 52% of whom are girls. This is against a backdrop of crises such as conflict and climate disasters becoming increasingly intense, widespread and interconnected. Despite exposure to such crises posing long-term threats to children's health, learning and well-being, education is often neglected during emergencies, receiving only

3% of humanitarian aid. At READ Foundation, our work in Education in Emergencies (EiE) directly addresses this gap.

Our EiE interventions this year have provided physical, psychosocial and cognitive protection for both children and adults in emergency settings and longer-term crises in Yemen, Gaza, Lebanon, Turkiye. In each context, our multisectoral and holistic approach recognises the variety of components that need to be in place for a child or young person to continue their learning uninterrupted and reach their potential. Each of our interventions is tailored to specific needs identified, foregrounding safeguarding and protection at all times.

YEMEN

The humanitarian crisis in Yemen ranks as one of the worst in the world, characterised by conflict, climate change, economic collapse and the breakdown of public institutions and services. For enrolled children, learning quality is weakened by overcrowded classrooms, a lack of teaching and learning materials, and attacks on educational institutions which also increase children's exposure to violence and exploitation. In such a fragile context, safeguarding risks are heightened, necessitating protective interventions at every level of education delivery.

This year, our programme of holistic educational support has continued to contribute to strengthening child protection and gender- and climate-responsive education systems. We have run inclusive Breakfast Clubs in six schools, providing over 2,750 children with a daily nutritious meal for one year that has increased retention and participation in school, and enhanced concentration and learning. We have also undertaken school rehabilitation; through the renovation of critical school infrastructure and WASH facilities damaged by conflict and climate disasters. Projects we have completed or started this year will have increased access to secure and nurturing learning environments for over 10,000 children and enhanced the working environment for over 720 teachers.

Our two-school rehabilitation project, funded by the Overseas Aid & Development Commission (OADC), was successfully completed in September 2024. This project improved access to quality education in an inclusive and safe environment for 1,817 students and 92 teachers in Lahj governorate. The schools were rehabilitated through the refurbishment of critical infrastructure, upgrading of gender-sensitive WASH facilities that promote safety, privacy and dignity particularly for girls and children with disabilities and installation of solar power, ensuring a continuous supply of water and electricity. Inclusive Father and Mother Councils were also established to promote community-based accountability, gender equality in education and local safeguarding awareness, helping to prevent abuse, neglect or exploitation within the school environment.

Solar power installation is just one of the ways our projects have been meeting the climate mitigation needs of communities this year, with Yemen continuing to shoulder the unequal impacts of the climate crisis through increased flooding and droughts. Our OADC-funded disaster risk education project aims to reduce vulnerability and exposure to natural disasters and conflict for safer learning environments for 4,777 people including children, teachers and community members in two schools in Al Dhalea, southern Yemen. Project participants are being trained in disaster preparedness and risk reduction and the schools are being made safer to protect children from both environmental and human induced risks and ensure climate resilience through rehabilitation.

Our holistic approach to education development in Yemen is exemplified by our current multisector project. Launched in late 2024, this tackles the interlinked barriers to education and employment for children, youth and women in Yemen. It seeks to strengthen access to safe and protective learning environments and quality learning opportunities for almost 1,300 children through school rehabilitation and teacher training and supports school attendance and participation through the provision of breakfast meals. The project is also supporting households through food distribution, and a vocational training programme is improving income generation and employment opportunities for 100 women and youth.



GAZA

The blockade on Gaza has restricted the flow of humanitarian aid, exacerbating the scarcity of food, medicine, and other essential supplies. Military operations have denied Palestinian children their right to education in the most extreme ways, severely impacting their hopes and opportunities for the future. With the collapse of the education system, thousands of children, teachers and education staff face diminishing mental health. The school buildings that remain standing have been turned into shelters for over 1.9 million people who have been repeatedly displaced. Loss of education, displacement, and mental health deterioration are all significant protection concerns that require urgent safeguarding responses.

Since October 2023, READ Foundation has been providing lifesaving emergency relief for internally displaced children, young people and their families living in schools and shelters. By addressing basic needs, we are reducing the risk of neglect and exploitation. In 2024-25, we have continued to distribute hot meals and food baskets and provide essential medical and hygiene supplies, including a mobile medical clinic. As a result of our ongoing support this year, we have now supported over 177,000 people through these initiatives.

Our humanitarian response has included the provision of mental health and psychosocial support (MHPSS) in safe spaces, delivering psychological support (PSS) sessions alongside play therapy and learning activities. A core safeguarding intervention, MHPSS helps both children and adults to recover from trauma, strengthens resilience and supports emotional wellbeing. Between June and December 2024, we reached over 5,000 displaced people including over 4,000 children through activities such as PSS sessions, play therapy and provision of PSS kits. In December 2024 we began a second PSS project which will reach over 10,000 more people including caregivers and teachers.

We also expanded our support this year to enable the continuation of education for almost 1,000 children through Temporary Learning Spaces (TLS). Such spaces protect children from harm by offering structured, monitored environments during crises, reducing exposure to abuse and neglect. We have established 12 learning spaces supporting emergent literacy skills for pre-primary school-aged children in the morning, and reading, writing and arithmetic support for lower primary school children in the afternoon. This is supplemented by recreational activities for children, and PSS sessions for caregivers. We have also established TLS for Tawjihi students (equivalent of GCSE), to support them to progress to the next stage of their education.





Palestinian women in Gaza receiving psychosocial support

Huda's story: finding strength against adversity

37 year-old Huda is surviving the war with her family of seven, but like 1.9 million Palestinians in Gaza, she was forcibly displaced several times in the war. While seeking shelter, the family was caught in a bombing, and two of Huda's sons, aged 15 and 18, were killed.

Being tasked with securing their vital basic needs each passing day, Huda remains a pillar for her family. Every day, Huda wakes up early to collect water, prepare bread, and wait in lines. She searches for food from community kitchens before returning to their shelter where she cares for her sick husband and daughter. This exhausting way of going about day-to-day life has become very mentally taxing for the family.

When alone, she often reflects on her suffering with great emotion, mourning the family

members she lost and the hardships they all endure. When she first heard about the psychosocial support sessions being offered by READ Foundation, she hesitated, questioning, "Will these sessions bring my life back? Will they return my children or heal my husband and kids?"

Eventually, she was convinced to attend, and is happy to have done so. In the sessions, she shares her experiences, listens to others, and allows herself to express emotions she had long suppressed. "For the first time, I felt relief. I realised that while my suffering is immense, so many others are also struggling. We are all in pain."

Thanks to the support she receives, Huda has a space to process her grief and regain the emotional strength needed to continue living and striving to carry on amid the chaos.

LEBANON

In Lebanon, years of overlapping crises including economic collapse, political instability, and one of the world's largest refugee populations have created an education emergency that continues to deepen. Both Lebanese and refugee children face severe barriers to accessing safe, quality education, with many forced out of school due to poverty, displacement, and trauma.

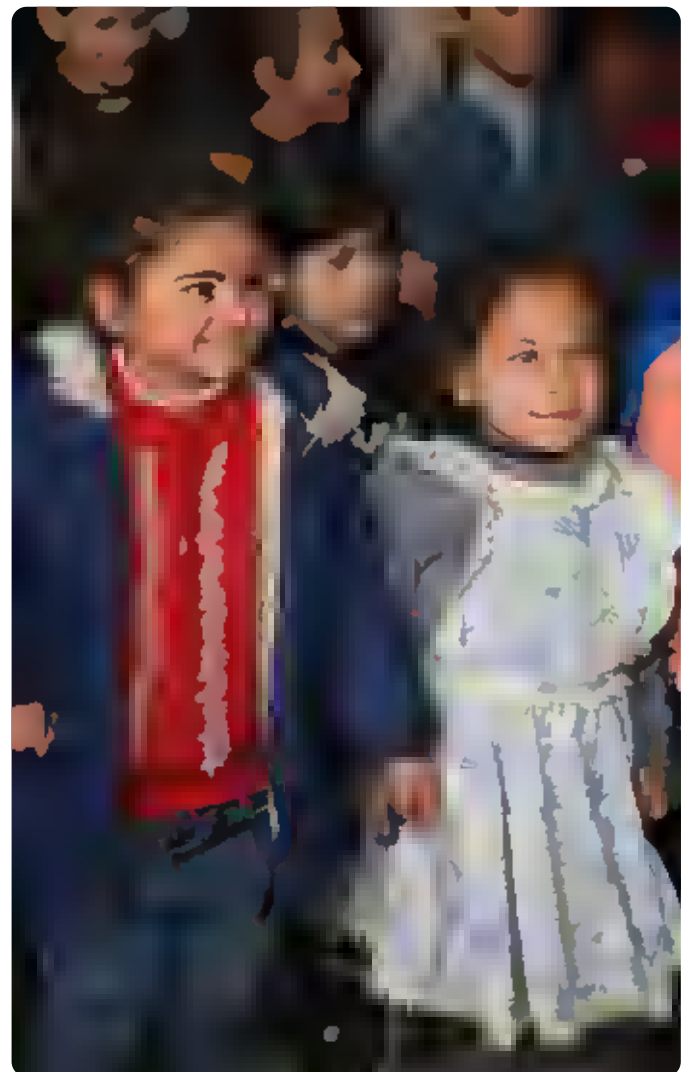
Our EiE programmes in Lebanon are designed to restore hope and stability through learning. We focus on reaching the most vulnerable, particularly refugee children and those affected by conflict through targeted support. This includes remedial and non-formal education and psychosocial care by trained staff in child safeguarding and psychosocial support. These interventions help children continue their education amid crises, protecting them from further harm and empowering them with the tools they need to build a better future.

Our School in a Bus programme continues to deliver early childhood learning and basic literacy and numeracy to vulnerable children and young girls in North Lebanon, Beqaa Valley, and Mount Lebanon. Operating across three buses, the initiative has empowered over 300 learners in the last year, boosting their confidence and literacy skills. Over 70% of our learners successfully transitioned into formal schooling.

As the conflict intensified towards the end of 2024, we swiftly adapted one School in a Bus into a safe space, providing a protective environment for children experiencing displacement, trauma or heightened risk of abuse. This transformed space provides displaced and traumatised children with a supportive environment to express themselves, rebuild a sense of normalcy, and engage in creative, structured activities that promote emotional wellbeing and resilience. Adolescent girls partake in skills-based activities such as knitting, pottery making which could later translate into income-generating opportunities. Activities are delivered in a safe space which prioritises their protection. In total, this initiative reached and positively impacted over 4,000 children and girls, offering not just immediate relief, but hope and strength for the future.

One of our ongoing projects focuses on recovery-based interventions following the ceasefire, targeting children aged 10–14. Designed to support social and emotional learning, the initiative is based on providing structured psychosocial activities such as music, sports, and play in safe, community-based settings. More than 1,200 displaced children, parents, and community members are expected to benefit.

Through our Special Needs Education Hub (SNEH), 30 children showed significant progress in learning, social interaction, and self-confidence. The project provides inclusive learning for refugee children with disabilities, offering tailored support like speech and physiotherapy alongside basic literacy. SNEH integrates child safeguarding principles tailored to children with disabilities, ensuring dignity, participation, and protection from neglect or abuse.



Zaynab's story: rebuilding hope

Before the war in Lebanon turned her world upside down, Zaynab was a top student, living peacefully with her family. But everything changed the day a missile struck her neighbourhood. The explosion left her extremely traumatised.

Soon after, displacement forced Zaynab and her three siblings into a shelter. Her father, a soldier, remained on duty often gone for days leaving Zaynab in constant fear for his safety. Her mother noticed that during playtime, Zaynab would build tiny houses out of blocks only to destroy them moments later, mimicking the missiles that once shattered her world.

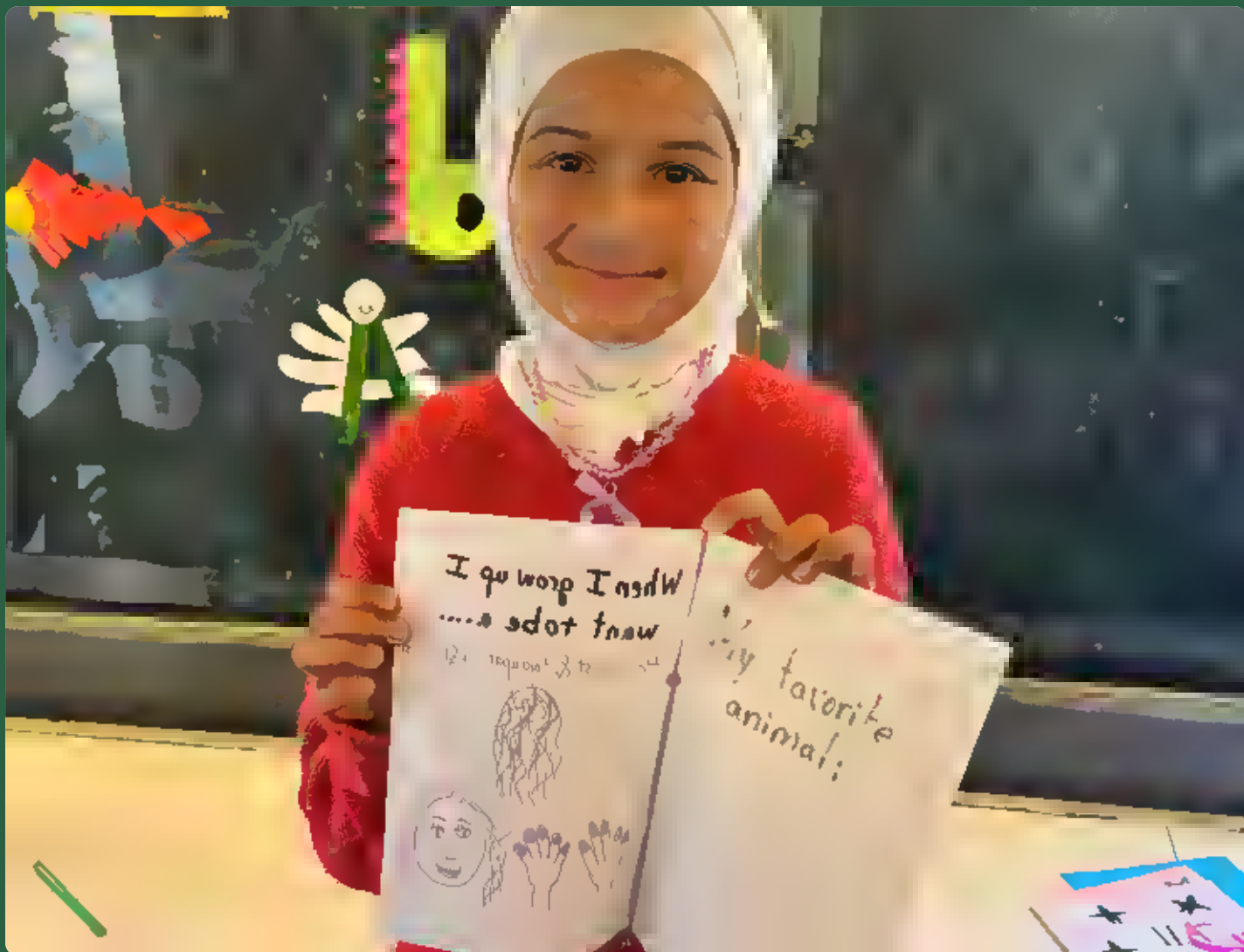
Her love for learning faded, her focus replaced by fear. But then came along our School in a Bus that brought back her curiosity and her joy.

“

**I REALLY LOVE THE BUS”
ZAYNAB SAYS WITH A SMILE.**

**“I WAIT FOR IT TO COME TO THE
SHELTER DAILY SO I CAN MEET
MY FRIENDS AND BE A PART OF
FUN ACTIVITIES.”**

Zaynab's journey is a powerful reminder that when education reaches the most vulnerable, it does more than teach, it inspires hope for a better future.





TURKIYE

Throughout 2024 we oversaw three major projects in the region. One of these, in Şanlıurfa, provided 535 young refugee adults with sustainable employment and income generation. This included support with applications for formal business registration and assisting people onto the national apprenticeship scheme and Open Education programme. An additional 109 children benefitted from a youth club.

In addition, we successfully completed the Al-Salaam centre project in Azaz, and the Child-Friendly Spaces project that operated across Turkiye and just south of the border. These initiatives granted children access to education and recreational sessions, as well as support with their mental health and wellbeing through a series of initiatives including a case management system for those considered most vulnerable. Children at risk of harm, or abuse were supported through individual care plans, with appropriate referrals made to protection services. The Al-

Salaam centre pursued an accredited non-formal curriculum for nearly 200 children, whilst our Child-Friendly Spaces adopted a less structured approach geared towards children's safety and resilience, benefitting over 14,000 children across six centres for twelve months. In addition, both projects dedicated resources to supporting parents and caregivers. The Al-Salaam centre offered 50 caregivers psychosocial support sessions separately from the children, whilst the Child-Friendly Spaces provided awareness-raising sessions in an array of context-specific child protection issues. This was well received, with 2,029 parents attending the sessions.

Two new projects were launched in late 2024. The Al-Salaam centre was extended for another year, albeit in a different venue, giving 150 more students access to education and psychosocial support. Two new safe and child-friendly learning spaces were also established in Jinderes and Sharan offering similar activities to 6–14-year-olds, but with the addition of activities to stimulate social interaction and boost wellbeing.

Hassan's Story of peace at Al Salaam

Hassan lives in the Idlib countryside. Growing up without a father and experiencing displacement with his large family took a toll on his development. His mother's illness further contributed to his unhappiness, causing stress, depression and a reticence to engage with other boys his age. All this has resulted in the 6-year-old making multiple withdrawals from education.

Since attending READ Foundation's Al Salaam learning space, it became clear the combination of education with psychosocial support was what Hassan needed to thrive. He attends class

and receives specialist attention due to his severe vision impairment, which had presented additional challenges to his learning and development in years previous. His grandmother tells of seeing genuine joy and desire in his eyes whenever he talks about the Al Salaam Centre, and says the project really brought a transformation in his character. Recognising the difference this support has made to him, Hassan dreams of becoming someone who can provide similar help when he grows up, so that he can put smiles on the faces of children who have suffered like him.

**Name changed for confidentiality*



ORPHANS AND CHILD WELFARE

READ Foundation's Orphan Sponsorship Programme is our longest-running programme, rooted in a deep commitment to safeguarding, nurturing, and empowering orphaned children. With a strong focus on well-being and holistic development, our programme operates in Pakistan and Yemen. Tailored to the unique challenges of each country, our approach ensures orphaned children in these countries are not deprived of their right to education due to financial or social barriers.

In Pakistan, where orphans fall outside the scope of a social protection system, many face extreme vulnerability with a significant number forced to

survive on the streets. Meanwhile, Yemen endures one of the world's most severe humanitarian crises. Through READ Foundation's programme, we ensure each sponsored child receives access to quality education by covering essential school-related expenses such as tuition fees, uniforms, stationery and textbooks. Beyond educational support, the programme also provides a monthly stipend to the child's guardian or caregiver. This financial assistance helps alleviate the burden of basic living costs, reducing the risk of child labour, early marriage, or school dropouts. By addressing both educational and welfare needs, the sponsorship programme empowers orphans not only to learn but to thrive emotionally, socially, and academically.





PAKISTAN

Our Orphan Sponsorship Programme in Pakistan continues to provide critical support to children who have lost one or both parents and are at a risk of exploitation and abuse. Pakistan currently has no comprehensive national legislation specifically safeguarding the rights of orphans. Many orphaned children are left in the care of extended families already struggling with poverty, placing them at increased risk of child labour, early marriage or neglect. READ Foundation embeds safeguarding practices into its programme to identify and mitigate these risks.

Through READ Foundation schools, orphaned children receive free, quality education in a safe and nurturing environment, protecting them from neglect, abuse and exploitation while promoting their emotional and academic development. The programme also offers school supplies, emotional support, and a monthly stipend, helping to ease the financial burden on caregivers and enable children to remain in school and thrive academically and emotionally.

With 2,700 new sponsorships in 2024 we've reached over 8,000 orphaned children, offering hope, education, and a path forward. Nearly half of the sponsored orphans are girls, highlighting our strong commitment to gender inclusion and providing inclusive access to education and opportunities for all. In the past year, 392 of our orphaned children have graduated.

Batool's story of hope (17 years, Grade 11)

After losing both her parents, first her mother to an undiagnosed illness and then her father to a fatal accident, Batool and five of her siblings were left orphaned and vulnerable. With no immediate family able to care for them, they were all separated. Batool's grandfather, desperate for a safe and supportive environment for his granddaughter, learned about READ Foundation and embraced this opportunity for her. Batool moved to another location within Kashmir with her younger sister while her siblings stayed with her grandmother. She joined a READ Foundation school, where staff are trained to recognise and respond to children's emotional and protection needs. Batool's grandmother became her greatest support until her grandmother's sudden passing left her heartbroken and on the verge of giving up. At Batool's lowest point, support came through her teachers at READ Foundation School who refused to let her fall into despair.

Today, Batool lives in a modest home with a relative. Her journey is one of deep loss but also of resilience, determination, and the power of compassionate support. Batool is committed to fulfilling her grandmother's wish of a brighter future for her by completing her education.

YEMEN

Our burgeoning Orphan Sponsorship Programme in Yemen has gone from strength to strength this past year. With more than 375,000 people having died as a result of the conflict since 2015, this initiative responds to the needs of children who have lost one or both of their parents.

There are an estimated 1.1 million orphans in Yemen, although there are no official statistics so this number could be higher. There is no national policy or protective measures for these children, leaving them dependent on the goodwill of family members or the community. Many children are

forced into labour or early marriage to survive, and some are recruited by armed groups as a means of providing an income for their families.

Through our programme, orphaned children are provided with life-changing support, continued education and a protective environment for children. Caregivers also receive a living stipend which reduces financial pressure on caregivers and helps prevent harmful coping strategies such as child labour or school dropout. Working closely with teachers and guardians, we provide support to our sponsored children to enhance both their academic achievements as well as their personal development, helping to unlock their full potential.





Hana, 12, from Aden

Hana's story: providing a sense of peace

12-year old Hana* lives in the remote Bir Ahmed area of Aden, Yemen, where she moved from Abyan Governorate. She grew up as an orphan having lost her father to a stroke; the loss of her father was not just the loss of a loved one but the beginning of a long struggle for her family. Hana's mother was unable to work due to difficult circumstances and although her uncle tried his best to support Hana and her three siblings, the family's income was barely enough to cover their basic needs.

Support from READ Foundation enabled the family to access the support for Hana and her siblings to continue their education. According to Hana, "this project helped me greatly in achieving my goals.

Our situation at home was very difficult - we didn't have enough money to buy school supplies such as books, notebooks, and school supplies, and this affected my ability to study well". As a result of the support received, Hana feels "I now have a better chance of achieving my dream of becoming a teacher, and I hope to be able to help my family in the future with the education I am receiving today."

Hana's mother emphasised the difference READ Foundation's support has made to the family's life, adding that it has "eased the financial burden that had been weighing us down and provided us with some stability. This change gave us a sense of peace and the ability to plan for a better future. I now have hope in fulfilling my children's dreams and providing them with a better life".

**Name changed for confidentiality*

Our Valued Partners

Memberships And Accreditations

READ has strengthened existing and established new partnerships whilst representing READ at various forums.

At the beginning of 2024, the READ Foundation became a core strategic partner of The Foundation for Education Development (FED). Under FED's leadership, READ is collaborating with education experts, professionals, and thought leaders to enhance key aspects of the English education system. This partnership is contributing to the development of a comprehensive, long-term strategic education plan for England and providing solutions for a new UK government in critical educational areas.

In collaboration with other prominent international NGOs, under the leadership of Scotland's International Alliance (SIDA), READ Foundation co-produced a seminal report titled "From Talk to Transformation – How Governments Can Really 'Shift the Power' Towards Global Justice." This report explores the concept of 'shifting the power' to achieve global justice, presenting a compelling vision for transformative change grounded in inclusivity, anti-racism, and decolonisation. It calls on policymakers to reassess the UK's global engagement strategies.

READ Foundation is also well integrated in the global and local NGO sectors, working closely with faith-based and secular NGOs and funding agencies of various governments. We are members of Scotland's International Development Alliance (SIDA) and the Office of the Scottish Charity Register (OSCR), which ensures we work closely with a range of partners in Scotland and further afield. READ Foundation is a member of The Education and Development Forum (UKFIET), a body of professional expertise that serves as a resource to policy-makers in multi-lateral, government, and non-government organisations plus institutions and agencies. READ is also a part of the Muslim Charities Forum, providing collective input on education related programmes.

As members of the CHS Alliance and working towards CHS accreditation, we continue to develop our programme delivery according to the nine commitments. Our Self-Assessment and Improvement Plan have successfully been validated, and implementation has begun. This work will ensure that we are supporting people and communities affected by crisis and vulnerability to the highest standard.





READ Foundation at Foundation for Education Development



READ Foundation being awarded Living Wage Accreditation

Becoming A Stronger, More Impactful Organisation

READ continues to provide opportunities and working knowledge to its staff. We arranged a variety of trainings and workshops including safeguarding to its staff in the UK, country office and implementing partners. READ also provides opportunities for team building, innovation and collective strategic planning and reviews throughout the year.

In 2024, READ Foundation achieved accreditation as a Living Wage Employer from the Living Wage Foundation. This accreditation reaffirms our core values of integrity, social responsibility, and employee welfare. By committing to paying at least the real Living Wage, reflecting the true cost of living in the UK, we actively address economic challenges faced by our workforce, particularly crucial in the current financial landscape. This achievement underscores our dedication to employee wellbeing, directly alleviating financial burdens and fostering a supportive

environment that promotes personal growth and organisational resilience. Through such initiatives, READ Foundation continues to enhance its internal capabilities, organisational culture, and overall impact within the education sector and broader community.

READ Foundation continues to grow its national influence in the UK by proactively participating in significant policy forums, demonstrating our capacity to meaningfully shape national educational policy. Our leadership in the National Education Inclusion Project and strategic partnerships with organisations like FED enhance our role as thought leaders dedicated to fostering systemic educational change. Additionally, our targeted interventions in the UK underscore our direct impact on student outcomes and community wellbeing.

These efforts collectively demonstrate how READ Foundation is enhancing internal capabilities, developing a robust organisational culture, and extending our national influence to become a stronger, more impactful organisation within the education sector and the broader community in the UK.



Structure, Governance & Management

READ Foundation is a registered charity with The Charity Commission in England and Wales, under registration number 1160256.

Our governing document is a memorandum of association whose voting members are our charity trustees. The objects of the association are:

1. For public benefit to promote education, including social, moral, and physical training of people of any age anywhere in the world in ways the organisation thinks fit, including but not limited to the establishment, maintenance and assistance of schools, colleges, and other institutions.
2. The prevention or relief of poverty anywhere in the world can be achieved by providing grants, items, and services to individuals in need and/or charities or other organisations working to prevent or relieve poverty.
3. Relief of need and suffering amongst victims of natural or other kinds of disasters. These charitable purposes for public benefit are exclusively charitable according to the laws of England and Wales, as the trustees may determine from time to time.

STATEMENT OF TRUSTEES' RESPONSIBILITIES

The Trustees (who are also Directors of READ Foundation for the purposes of Companies Act 2006) are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The Trustees are required to:

- Keep 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 Companies Act 2006;
- Prepare financial statements for each financial year which give a true and fair view of the state of the charity's affairs and of the surplus or deficit for the year, and to comply with the regulations made by the Secretary of State.

In preparing these financial statements the Trustees are required to:

- Select suitable accounting policies and apply them consistently;
- Make judgements 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 whether the financial statements have been prepared in accordance with the Statement of Recommended Practice 'Accounting and Reporting by Charities', issued by the Charity Commission;
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

The Trustees are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

APPROVAL OF THE REPORT AND ACCOUNTS

The Board of Trustees is responsible for approving the Report and Accounts. The Report and Accounts were approved on October 21, 2025.

Haroon Rashid

Haroon Rashid

Chairman, On behalf of the Board of Trustees

BOARD COMPOSITION

The Board comprises independent, unremunerated non-executive trustees and identifies key officer roles and the diversity required for effectiveness. The Board also considers commitment to the organisation's mission is themselves entrusted to good governance and have direct oversight. Newly appointed Trustees are provided with a structured induction programme regarding the charity's areas of work and how it functions, highlighting their specialised areas when applicable. They are provided with the latest Trustee's report, audited financial statements, a brief on the charity's current finances, and an up-to-date copy of the management accounts.

MANAGEMENT

In addition to being responsible for the day-to-day management, the CEO is accountable to the Board of Trustees. The CEO has delegated authority to the Deputy CEO within terms approved by the Board of Trustees for programmatic and operational matters. The charity's day-to-day activities are run by a team of dedicated staff. They are managed and directed by their managers and led by the deputy CEO and CEO, which is in line with the strategies set by the Board.

GOVERNANCE REVIEW

The Board of Trustees recognises the charity's growing needs as it expands and changes its regulatory environment. They will continue to enhance the Board's effectiveness and performance to exercise effective oversight and control and strengthen trust in the charity.

FUNDRAISING COMPLIANCE

READ complies with various codes of practice and standards, including relevant statutory regulations, the Charities Act 2011, the Charities (Protection and Social Investment) Act 2016, the Data Protection Act 2018, and the Privacy and Electronic Communications Regulations 2003. READ is registered with the Fundraising Regulator and adheres to its Code of Fundraising. READ uses a wide range of approaches to raise funds for its interventions, including reaching out to high-net-worth donors, volunteer community fundraising groups, social media, and READ's existing supporter base.

STATEMENT AS TO DISCLOSURE OF INFORMATION TO AUDITORS

The Trustees confirm that so far as they are aware there is no relevant audit information (as defined by Section 418 of the Companies Act 2006) of which the charity's auditors are unaware, and that they have taken all steps that they ought to as Trustees to make themselves aware of any relevant audit information and to establish that the charity's auditors are aware of that information.

AUDITORS

In accordance with Section 485 of the Companies Act 2006, a resolution to appoint the auditors THP Limited and authorising the Trustees to agree their remuneration will be proposed at the forthcoming board meeting.

Principal Risks & Uncertainties

READ's Board of Trustees have invested to safeguard our staff, rights holders, and other stakeholders, including the funds and assets entrusted to the charity. Hence, the identification of key risks and their management is critical to implement projects in a safe and dignified manner. Regular review of the existing and potential risks along with ensuring appropriate controls are in place to provide assurance against fraud, serious management, and safeguarding issues. The trustees, CEO, and senior team members review these risks regularly. They are evaluated based on their likelihood, impact, and mitigation strategies.

GOVERNANCE OF RISK

The Senior management team (SMT) is responsible for effectively managing risks at READ. The CEO reports to the Board of Trustees recommendations whilst highlighting any concerns. The SMT reviews these risks regularly and takes the necessary action. There are plans to further strengthen their capacities in terms of their ability to identify and interrogate identified risks and provide the necessary skills and advice to the executives on how best to mitigate and manage risks. The principal risks identified are:

• SAFEGUARDING

READ continuously prioritises and strengthens the safeguarding element. Key staff members have invested in further training and capacity building at headquarters and the field. This also includes reviewing and revising policies and strengthening processes and procedures, followed by dissemination. There are further plans to increase staff awareness of the entitlements and rights of those we serve, the expected behaviour of staff, and complaints mechanisms and training of staff in the field.

• REPUTATIONAL

READ endeavours to meet the expectations of its rights holders, donors, staff, and partners. To protect the charity against any reputational damage, we have the right policies and processes in place and ensure that integrity and transparency are embedded. Additionally, conflict of interest, anti-bribery, anti-terrorism, and anti-money laundering policies are in place alongside training and awareness. Positive visibility is ensured with senior-level representation on important forums and influential fronts.





• OPERATIONAL

To mitigate any operational risks which could harm READ's personnel and right holders, the charity has developed standard operating procedures along with improving the quality and scope of training. This is to further improve our operations and create a positive risk management culture in the organisation. The charity is also committed to regular reviews of its key systems and procedures to strengthen internal policies and communication. A robust due diligence policy is applied in all our dealings with donors and partners. READ also aims to develop and

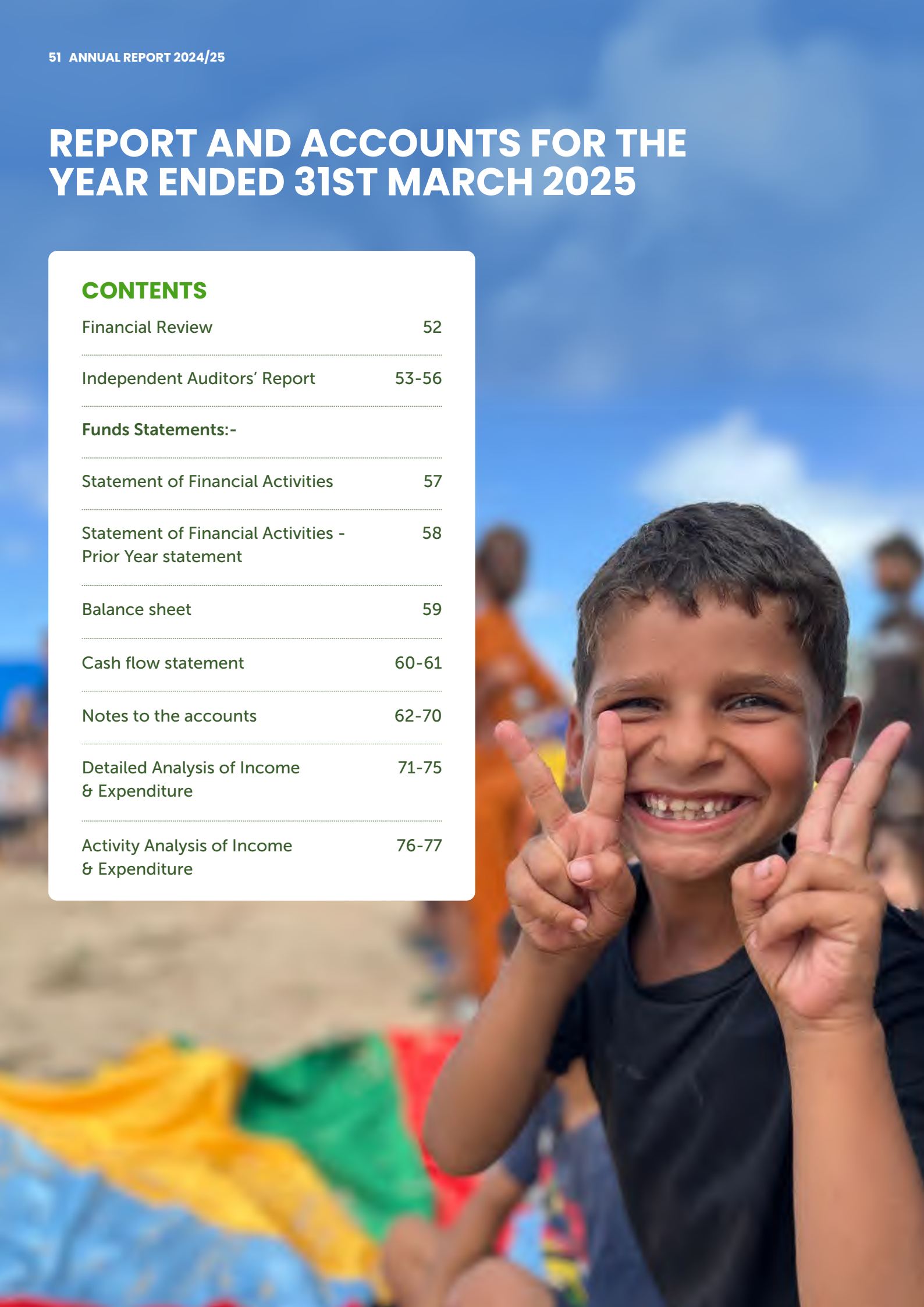
maintain the right culture and behaviour, especially parallel to growth. This is supported by an annual review of policies and procedures to ensure they are fit for purpose and enhanced support to our country offices and partners to further build their capacity. A regular training programme has also been maintained for all staff.

Hence the Board of trustees are satisfied that adequate systems and procedures are in place to manage and minimise exposure to identified risks.

REPORT AND ACCOUNTS FOR THE YEAR ENDED 31ST MARCH 2025

CONTENTS

Financial Review	52
Independent Auditors’ Report	53-56
Funds Statements:-	
Statement of Financial Activities	57
Statement of Financial Activities - Prior Year statement	58
Balance sheet	59
Cash flow statement	60-61
Notes to the accounts	62-70
Detailed Analysis of Income & Expenditure	71-75
Activity Analysis of Income & Expenditure	76-77



FINANCIAL REVIEW

During the financial year 2024–25, READ Foundation further strengthened its financial position, with total income increasing to £12.08 million (2023–24: £12.05 million), reflecting sustained donor confidence and continued growth in institutional partnerships. This financial performance enabled the charity to expand and diversify its work, reaching more children whose education has been affected by conflict, displacement, and poverty.

Total expenditure for the year was £10.11 million (2023–24: £9.35 million), with the majority directed towards the delivery of charitable activities and programmes worldwide. As a result, the charity achieved a net income of £1.98 million (2023–24: £2.70 million), increasing total funds to £9.05 million (2023–24: £7.07 million). This strengthened financial base provides READ Foundation with the resilience and capacity to sustain existing programmes and invest in future initiatives.

RESERVES POLICY

The Trustees have resolved to maintain a reserve fund equivalent to six months of core operational

costs to ensure continuity of essential activities during periods of reduced income.

This allows READ Foundation to meet any immediate demands on its resources and gives READ UK the working capital to respond quickly to the need to generate income in situations such as providing immediate relief in humanitarian emergencies. The ability to maintain reserves at the appropriate levels on an ongoing basis is now assisted by the improved cash flows that READ UK benefits from, particularly the regular Direct Debit income.

FUNDING ALLOCATION

In Financial Year 2024-2025, the Trustees allocated funding to the following projects:

1. Orphan Sponsorship Programme
2. Bangladesh Street Children and School In A Boat
3. Education in Emergencies
4. School Building Programme
5. Winter Campaign



READ Foundation

REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF READ FOUNDATION (Limited by Guarantee)

Opinion

We have audited the consolidated financial statements of READ Foundation (Limited by Guarantee) (the 'charitable company') for the year ended 31 March 2025 which comprise the Statement of Financial Activities, Balance Sheet, Cash Flow Statement and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 for charities 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- *give a true and fair view of the state of the charitable company's affairs as at 31 March 2025 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- *have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- *have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for our opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other Information

The trustees are responsible for the other information. The other information comprises the information included in the annual report, other than the financial statements and our Report of the Independent Auditors thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

READ Foundation

REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF READ FOUNDATION (Limited by Guarantee)

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- * the information given in the Report of the Trustees for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- * the Report of the Trustees has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Report of the Trustees.

We have nothing to report in respect of the following matters where the Companies Act 2006 requires us to report to you if, in our opinion:

- * adequate accounting records have not been kept or returns adequate for our audit have not been received from branches not visited by us; or
- * the financial statements are not in agreement with the accounting records and returns; or
- * certain disclosures of trustees' remuneration specified by law are not made; or
- * we have not received all the information and explanations we require for our audit.

Responsibilities of trustees

As explained more fully in the Statement of Trustees Responsibilities, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditors' responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Independent Auditors that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

READ Foundation

REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF READ FOUNDATION (Limited by Guarantee)

The extent to which the audit was considered capable of detecting irregularities including fraud

Our approach to identifying and assessing the risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, was as follows:

- * the engagement partner ensured that the engagement team collectively had the appropriate competence, capabilities and skills to identify or recognise non-compliance with applicable laws and regulations;
- * we identified the laws and regulations applicable to the Charitable Company through discussions with trustees and other management, and from our commercial knowledge and experience of the sector in which the Company operates;
- * we focused on specific laws and regulations which we considered may have a direct material effect on the financial statements or the operations of the Company, including the Companies Act 2006, Charities Act and SORP requirements, Safeguarding, General Data Protection Regulations (GDPR), Anti Money Laundering, Anti-bribery, Employment and Health and Safety legislation;
- * we assessed the extent of compliance with the laws and regulations identified above through making enquiries of management and inspecting legal correspondence; and
- * identified laws and regulations were communicated within the audit team regularly and the team remained alert to instances of non-compliance throughout the audit.

We assessed the susceptibility of the Company's financial statements to material misstatement, including obtaining an understanding of how fraud might occur, by:

- * making enquiries of management as to where they considered there was susceptibility to fraud, their knowledge of actual, suspected and alleged fraud; and
- * considering the internal controls in place to mitigate risks of fraud and non-compliance with laws and regulations.

To address the risk of fraud through management bias and override of controls, we:

- * performed analytical procedures to identify any unusual or unexpected relationships;
- * tested journal entries to identify unusual transactions;
- * assessed whether judgements and assumptions made in determining the accounting estimates were indicative of potential bias; and
- * investigated the rationale behind significant or unusual transactions.

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- * agreeing financial statement disclosures to underlying supporting documentation;
- * enquiring of management as to actual and potential litigation and claims; and
- * reviewing correspondence with Charities Commission and any other relevant regulators as required.

There are inherent limitations in our audit procedures described above. The more removed that laws and regulations are from financial transactions, the less likely it is that we would become aware of non-compliance. Auditing standards also limit the audit procedures required to identify non-compliance with laws and regulations to enquiry of the trustees and other management and the inspection of regulatory and legal correspondence, if any.

Material misstatements that arise due to fraud can be harder to detect than those that arise from error as they may involve deliberate concealment or collusion.

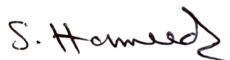
A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Independent Auditors.

READ Foundation

REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS OF READ FOUNDATION (Limited by Guarantee)

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.



SHAHID HAMEED FCA FCCA - Senior Statutory Auditor

For and on behalf of THP Limited

Chartered Accountants and Statutory Auditors
34-40 High Street
Wanstead London
E11 2RJ

This report was signed on 24 October 2025

READ Foundation

Statement of Financial Activities for the year ended 31 March 2025

Statement of Financial Activities (including the Income and Expenditure Account for the year ended 31 March 2025, as required by the Companies Act 2006)

	Note	Current year Unrestricted Funds 2025 £	Current year Restricted 2025 £	Current year Total Funds 2025 £	Prior Year Total Funds 2024 £
Income & Endowments from:					
Donations & Legacies	23	1,553,082	10,481,174	12,034,256	12,018,575
Charitable activities	24	29,774	-	29,774	25,177
Investments	25	18,797	-	18,797	9,071
Total income		1,601,654	10,481,174	12,082,828	12,052,823
Expenditure on:					
Raising funds	30	-	1,971,958	1,971,958	1,800,036
Charitable activities	29	1,049,657	7,084,161	8,133,818	7,548,404
Total expenditure		1,049,657	9,056,119	10,105,776	9,348,440
Net income for the year		551,997	1,425,055	1,977,052	2,704,383
Reconciliation of funds:-					
Total funds brought forward		3,516,075	3,555,147	7,071,222	4,366,839
Total funds carried forward		4,068,072	4,980,202	9,048,274	7,071,222

All activities derive from continuing operations

The notes attached on pages 62 to 70 form an integral part of these accounts.

READ Foundation

READ Foundation - Statement of Financial Activities for the year ended 31 March 2025.

READ Foundation - Analysis of prior year total funds, as required by paragraph 4.2 of the SORP

	Prior Year Unrestricted Funds 2024 £	Prior Year Restricted Funds 2024 £	Prior Year Total Funds 2024 £
Income & Endowments from:			
Donations & Legacies	1,243,705	10,774,870	12,018,575
Charitable activities	25,177	-	25,177
Investments	9,071	-	9,071
Total income	1,277,953	10,774,870	12,052,823
Expenditure on:			
Raising funds	-	1,800,036	1,800,036
Charitable activities	964,131	6,584,273	7,548,404
Total expenditure	964,131	8,384,309	9,348,440
Net income for the year	313,822	2,390,561	2,704,383
Net income after transfers	313,822	2,390,561	2,704,383
Net movement in funds	313,822	2,390,561	2,704,383
Total funds brought forward	3,202,253	1,164,586	4,366,839
Total funds carried forward	3,516,075	3,555,147	7,071,222

All recognised gains and losses are included above.

The notes attached on pages 62 to 70 form an integral part of these accounts.

READ Foundation

READ Foundation - Balance Sheet as at 31 March 2025

	Note	2025 £	2024 £
Fixed assets			
Tangible assets	12	15,735	13,816
Total fixed assets		<u>15,735</u>	<u>13,816</u>
Current assets			
Debtors	13	1,780,304	2,314,957
Cash at bank and in hand		<u>7,936,450</u>	<u>6,525,603</u>
Total current assets		<u>9,716,754</u>	<u>8,840,560</u>
Creditors: amounts falling due within one year	14	<u>(684,215)</u>	<u>(1,783,154)</u>
Net current assets		<u>9,032,539</u>	<u>7,057,406</u>
The total net assets of the charity		<u>9,048,274</u>	<u>7,071,222</u>

The total net assets of the charity are funded by the funds of the charity, as follows:-

Restricted funds	18	4,980,202	3,555,147
Restricted Revenue Funds		4,980,202	3,555,147
Unrestricted Funds	18	4,068,072	3,516,075
Unrestricted Revenue Funds		4,068,072	3,516,075
Total charity funds		<u>9,048,274</u>	<u>7,071,222</u>

These accounts were approved by the Board and authorised for issue on October 21, 2025 and signed on its behalf by:

Haroon Rashid

Haroon Rashid
Trustee

The notes attached on pages 62 to 70 form part of these accounts.

READ Foundation

Cash Flow Statement for the year ended 31 March 2025

	2025	2024
	£	£
Cash flows from operating activities		
Net cash provided by operating activities	A1,405,173	635,740
Other investment income, including rents from investments	18,797	9,071
Purchase of property, plant and equipment	(13,124)	(9,986)
Net cash provided by investing activities	B5,674	(915)
Cash Flows from financing activities	-	-
Net cash provided by financing activities	C-	-
Overall cash provided by all activities	A+B+C1,410,847	634,825
Cash movements		
Change in cash and cash equivalents from activities in the		
year ended 31 March 2025	1,410,847	634,825
Cash and cash equivalents at 1 April 2024	6,525,603	5,890,778
Cash at bank and in hand less overdrafts at 31 March 2025	7,936,450	6,525,603

READ Foundation

Cash Flow Statement for the year ended 31 March 2025

Cash Flow Statement for the year ended 31 March 2025 - Continued

Reconciliation of net income to net cash flow from operating activities		2025	2024
Net income as shown in the Statement of Financial Activities		1,977,052	2,704,383
Depreciation charges		11,205	15,700
Dividends and interest from investments		(18,797)	(9,071)
Increase in debtors		534,653	(2,012,868)
Decrease in creditors		(1,098,939)	(62,405)
Net cash provided by operating activities		A 1,405,173	635,739
Analysis of cash and cash equivalents			
		2025	2024
		£	£
Cash bank and in hand for the year ended 31 March 2025.		7,936,450	6,525,603
Total cash and cash equivalents		7,936,450	6,525,603
Analysis of change in net debt			
	At Start of year	Cash Flows	At end of year
Cash at bank and in hand	6,525,603	1,410,847	7,936,450
Total	6,525,603	1,410,847	7,936,450

READ Foundation

Notes to the Accounts for the year ended 31 March 2025

1 Accounting policies

Policies relating to the production of the accounts.

Basis of preparation and accounting convention

The financial statements of the charity, 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 the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective January 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities Act 2011 and the Companies Act 2006. The financial statements have been prepared under the historical cost convention.

Going Concern

The charitable activities are entirely dependent on continuing grant aid and voluntary donations. As a consequence, the going concern basis is dependent on the future flow of these uncertain funding streams. Accordingly, the Trustees are satisfied that, at the time of approving the financial statements, it is appropriate to adopt the going concern basis in preparing the financial statements. Other than these matters, the Trustees are not aware of any material uncertainties about the charity's ability to continue as a going concern.

Branch Accounting

READ Foundation UK had previously started educational operations in Yemen through implementing partners, however, due to urgent educational needs, the Foundation established a Country office to enable the operations of its activities in Yemen "READ Foundation in Yemen" that was duly registered through signing a limited period Principal Cooperation Agreement ("PCA") with the Ministry of Planning and International Co-operation (MOPIC). The PCA has been renewed for a further two years.

In accordance with the Charities SORP (FRS 102), Section 25, all transactions taken through the Yemen branch are accounted for gross in READ Foundation UK's own accounts. Similarly, READ Foundation UK's balance sheet includes all assets and liabilities of the Yemen branch.

Risks and future assumptions

The charity is a public benefit entity.

Policies relating to categories of income and income recognition.

Nature of income

Gross income represents the value of donations received from donors.

Income recognition

Income, whether from exchange or non exchange transactions, is recognized in the statement of financial activities (SOFA) on a receivable basis, when a transaction or other event results in an increase in the charity's assets or a reduction in its liabilities and only when the charity has legal entitlement, the income is probable and can be measured reliably.

Income subject to terms and conditions which must be met before the charity is entitled to the resources is not recognized until the conditions have been met.

All income is accounted for gross, before deducting any related fees or costs.

READ Foundation

Notes to the Accounts for the year ended 31 March 2025

Accounting for deferred income and income received in advance

Where terms and conditions relating to income have not been met or uncertainty exists as to whether the charity can meet any terms or conditions otherwise within its control, income is not recognised but is deferred as a liability until it is probable that the terms or conditions imposed can be met.

Any grant that is subject to performance-related conditions received in advance of delivering the goods and services required by that condition, or is subject to unmet conditions wholly outside the control of the recipient charity, is accounted for as a liability and shown on the balance sheet as deferred income. Deferred income is released to income in the reporting period in which the performance-related or other conditions that limit recognition are met.

When income from a grant or donation has not been recognised due to the conditions applying to the gift not being wholly within the control of the recipient charity, it is disclosed as a contingent asset if receipt of the grant or donation is probable once those conditions are met.

Where time related conditions are imposed or implied by a funder, then the income is apportioned to the time periods concerned, and, where applicable, is accounted for as a liability and shown on the balance sheet as deferred income. When grants are received in advance of the expenditure on the activity funded by them, but there are no specific time related conditions, then the income is not deferred.

Any condition that allows for the recovery by the donor of any unexpended part of a grant does not prevent recognition of the income concerned, but a liability to any repayment is recognised when repayment becomes probable.

Policies relating to expenditure on goods and services provided to the charity.

Recognition of liabilities and expenditure

A liability, and the related expenditure, is recognised when a legal or constructive obligation exists as a result of a past event, and when it is more likely than not that a transfer of economic benefits will be required in settlement, and when the amount of the obligation can be measured or reliably estimated.

Liabilities arising from future funding commitments and constructive obligations, including performance related grants, where the timing or the amount of the future expenditure required to settle the obligation are uncertain, give rise to a provision in the accounts, which is reviewed at the accounting year end. The provision is increased to reflect any increases in liabilities, and is decreased by the utilisation of any provision within the period, and reversed if any provision is no longer required. These movements are charged or credited to the respective funds and activities to which the provision relates.

Allocating costs to activities

Direct costs that are specifically related to an activity are allocated to that activity. Shared direct costs and support costs are apportioned between activities.

The basis for apportionment, which is consistently applied, and proportionate to the circumstances, is :-

Staffing - on the basis of time spent in connection with any particular activity.

Premises related costs - on the proportion of floor area occupied by a particular activity.

Non specific support costs - on the basis of the usage of resources, in terms of time taken, capacity used, request made or other measures.

Volunteers

In accordance with the SORP, and in recognition of the difficulties in placing a monetary value on the contribution from volunteers, the contribution of volunteers is not included within the income of the charity.

However, the trustees value the significant contribution made to the activities of the charity by unpaid volunteers and this is described more fully in Note 5.

READ FOUNDATION- Notes to the Accounts for the year ended 31 March 2025

Policies relating to assets, liabilities and provisions and other matters.

Tangible fixed assets

Tangible fixed assets are measured at their original cost value, or subsequent revaluation, or if donated, as described above. Cost value includes all costs expended in bringing the asset into its intended working condition.

Depreciation has been provided at the following rates in order to write off the assets to their anticipated residual value over their estimated useful lives.

Office Equipment	33 % reducing balance
------------------	-----------------------

Debtors

Debtors are measured at their recoverable amounts at the balance sheet date.

Financial instruments including cash and bank balances

Cash held by the charity is included at the amount actually held and counted at the year end. Bank balances, whether in credit or overdrawn, are shown at the amounts properly reconciled to the bank statements.

Foreign Currencies

Assets and liabilities in foreign currencies are translated into sterling at the rates of exchange ruling at the balance sheet date. Transactions in foreign currencies are translated into sterling at the rate of exchange ruling at the date of transaction. Exchange differences are taken into account in arriving at the net result.

2 Liability to taxation

The Charity is exempt from tax on income and gains within Section 505 of the Taxes Act 1988 or section 252 of the Taxation of Chargeable Gains Act 1992 to the extent that these are applied to its charitable objects.

3 Winding up or dissolution of the charity

If upon winding up or dissolution of the charity there remain any assets, after the satisfaction of all debts and liabilities, the assets represented by the accumulated fund shall be transferred to some other charitable body or bodies having similar objects to the charity.

4 Net surplus in the financial year

	2025 £	2024 £
The net surplus in the financial year is stated after charging:-		
Depreciation of owned fixed assets	11,205	15,700
Auditors' remuneration	10,800	9,600

5 The contribution of volunteers

The volunteers work tirelessly to achieve the goals of the charity and their contributions cannot be measured.

READ Foundation

Notes to the Accounts for the year ended 31 March 2025

6 Staff costs and emoluments

	2025	2024
	£	£
Salary Costs		
Wages and salaries	1,332,939	1,129,843
Social Security costs	102,322	85,521
Employer's pension contributions	13,809	11,722
Total salaries, wages and related costs	1,449,070	1,227,086

	2025	2024
	£	£
Number of full time employees or full time equivalents		
The average number of total staff, including part time staff, employed in the year	59	58
The average full time number of staff employed, included in above, in the year	31	24

The number of employees whose emoluments including taxable benefits but excluding employer's pension contributions fall into the following bands were :-

	2025	2024
	£	£
£60,001 to £70,000	0	1
£70,001 to £80,000	1	0
£80,000 to £ 90,000	0	1
£90,001 to £100,000	1	0
	2	2

Key Management Personnel Disclosure: Key management includes, the Chief Executive and members of the senior management team. The compensation paid to key management staff for employee services is £248,945 (2024: £195,418).

7 Defined contribution pension schemes

The charity operates a defined contribution pension scheme on behalf of its employees. Contributions payable to the charity's pension scheme are charged to Statement of Financial Activities (SOFA) in the period to which they relate.

8 Remuneration and payments to Trustees and persons connected with them

No trustees or persons connected with them received any remuneration from the charity, or any related entity, either in the current or prior year.

READ Foundation

Notes to the Accounts for the year ended 31 March 2025

9 Trustees' expenses

No trustee expenses were incurred, either in the current or prior year.

	2025 £	2024 £
The amount reimbursed to trustees	-	-
	<u>-</u>	<u>-</u>

10 Deferred income - Restricted funds

<i>Current Year</i>	Opening Deferrals	Released from prior years	Received less released in year	Deferred at year end
	£	£	£	£
Empower Her FCDO project	917,941	-	434,506	483,435
Total	<u>917,941</u>	<u>-</u>	<u>434,506</u>	<u>483,435</u>

	2025 £	2024 £
These deferrals are included in creditors	<u>483,435</u>	<u>917,941</u>

<i>Prior Year</i>	Opening Deferrals	Released from prior years	Received less released in year	Deferred at year end
	£	£	£	£
Empower Her FCDO project	1,248,445	-	330,504	917,941
Total	<u>1,248,445</u>	<u>-</u>	<u>330,504</u>	<u>917,941</u>

	2024 £	2023 £
These deferrals are included in creditors	<u>917,941</u>	<u>823,330</u>

The deferrals included in creditors relate to funding specified by the funders as relating to specific periods and represent those parts of restricted funds which relate to periods subsequent to the accounting year end and are treated as grants in advance, or, alternatively, where there are conditions which must be fulfilled prior to entitlement or use of the restricted funds by the charity.

11 Heritage assets not included in the accounts

There are no Heritage assets.

READ Foundation

Notes to the Accounts for the year ended 31 March 2025

12 Tangible fixed assets

<i>Current Year</i>	Office Equipment £	Total £
Cost		
At 1 April 2024	85,511	85,511
Additions	13,124	13,124
At 31 March 2025	98,634	98,634
Depreciation		
At 1 April 2024	71,695	71,695
Charge for the year	11,205	11,205
At 31 March 2025	82,900	82,900
Net book value		
At 31 March 2025	15,735	15,735
At 31 March 2024	13,816	13,816

Read Foundation

Notes to the Accounts for the year ended 31 March 2025

13 Debtors

	2025	2024
	£	£
Prepayments and accrued income	13,428	19,526
Other debtors - Fund Receivables	1,766,876	2,295,430
	1,780,304	2,314,957

Other debtors - Funds Receivables include £759,799 donations receivable from Launchgood mainly towards charity's Emergency Fund appeal. The funds were remitted by Launchgood in May/July 2025. Also included in this balance are £608,000 Gift Aid Relief claims due from HMRC.

14 Creditors: amounts falling due within one year

	2025	2024
	£	£
Accounts Payables	156,053	136,065
Accruals	12,279	20,343
Deferred Income - Restricted funds	483,435	917,941
Social security and other taxes	28,978	24,895
Other creditors- Projects	-	681,062
	680,745	1,780,306
Defined contribution pension scheme liabilities	3,470	2,849
	684,215	1,783,154

Amounts in relation to Projects were settled during the year.

15 Financial commitments under operating leases

	2025	2024
	£	£
Minimum lease payments under non-cancellation operating leases		
Operating leases which expire:		
within one year	3,568	21,068
within two to five years	5,072	8,640
	8,640	29,708

The above leases relate to Charity's premises and other office equipment.

16 Income and Expenditure account summary

	2025	2024
	£	£
At 1 April 2024	7,071,222	4,366,839
Surplus for the year	1,977,052	2,704,383
At 31 March 2025	9,048,274	7,071,222

17 Related party transactions

Read Foundation and CMA Welfare Trust (CMA) are considered to be related parties by virtue of a joint trustee. Both charities have agreed to work collaboratively where CMA has agreed to provide funding to Read Foundation for its charitable projects. In return Read Foundation has agreed to reimburse CMA's Fundraising Support Costs. During the year Read Foundation reimbursed £8,653 (2024: £26,077) to CMA Welfare Trust.

READ Foundation

Notes to the Accounts for the year ended 31 March 2025

18 Particulars of how particular funds are represented by assets and liabilities

At 31 March 2025	Unrestricted funds £	Designated funds £	Restricted funds £	Total Funds £
Tangible Fixed Assets	15,735		-	15,735
Current Assets	4,736,552	-	4,980,202	9,716,754
Current Liabilities	(684,215)		-	(684,215)
	<u>4,068,072</u>	<u>-</u>	<u>4,980,202</u>	<u>9,048,274</u>

At 1 April 2024	Unrestricted funds £	Designated funds £	Restricted funds £	Total Funds £
Tangible Fixed Assets	13,816		-	13,816
Current Assets	5,285,413		3,555,147	8,840,560
Current Liabilities	(1,783,154)		-	(1,783,154)
	<u>3,516,075</u>	<u>-</u>	<u>3,555,147</u>	<u>7,071,222</u>

19 Change in total funds over the year as shown in Note 18, analysed by individual funds

	Funds brought forward from 2024 £	Movement in funds in 2025 See Note 20 £	Transfers between funds in 2025 See Note 20 £	Funds carried forward to 2025 £
Unrestricted and designated				
Unrestricted Revenue Funds	3,516,075	551,996	-	4,068,071
Total unrestricted and designated funds	<u>3,516,075</u>	<u>551,996</u>	<u>-</u>	<u>4,068,071</u>
Restricted Funds:-				
Donations & Legacies	3,555,147	10,481,174	-	14,036,321
Cost of raising funds	-	(1,971,958)	-	(1,971,958)
Expenditure on charitable activities	-	(7,084,161)	-	(7,084,161)
Total restricted funds	<u>3,555,147</u>	<u>1,425,055</u>	<u>-</u>	<u>4,980,202</u>
Total charity funds	<u>7,071,222</u>	<u>1,977,052</u>	<u>-</u>	<u>9,048,274</u>

READ Foundation

Notes to the Accounts for the year ended 31 March 2025

20 Analysis of movements in funds over the year as shown in Note 19

	Income	Expenditure	Other Gains & Losses	Movement in funds
	2025	2025	2025	2025
	£	£	£	£
<i>Unrestricted and designated funds:-</i>				
Unrestricted Revenue Funds	1,601,654	(1,049,657)	-	551,996
<i>Restricted funds:-</i>				
Donations & Legacies	10,481,174	-	-	10,481,174
Cost of raising funds	-	(1,971,958)	-	(1,971,958)
Expenditure on charitable activities	-	(7,084,161)	-	(7,084,161)
	12,082,828	(10,105,776)	-	1,977,052

21 The purposes for which the funds as

Unrestricted and designated

Unrestricted Revenue Funds

These funds are held for meeting the objectives of the charity, and to provide reserves for future activities, and, subject to charity legislation, are free from all restrictions on their use.

Restricted funds:-

Donations & Legacies

These funds represent the restricted surplus arising for unspent amounts, which may only be used for specific purposes.

These funds are restricted for the purpose restricted by the donor.

22 Ultimate controlling party

The charity is ultimately controlled by the Board of Trustees.

READ Foundation

This analysis is classified by conventional nominal descriptions and not by activity.

23 Donations, Grants and Legacies

<i>Current Year</i>	Current year Unrestricted Funds 2025 £	Current year Restricted Funds 2025 £	Current year Total Funds 2025 £	Prior Year Total Funds 2024 £
Donations and gifts from individuals				
Small donations individually less than £1000	314,845	4,960,288	5,275,133	1,855,845
Refunds from HMRC on gift aided donations	608,000		608,000	445,391
Individual Donation > £1,000 less than £5,000	155,324	869,060	1,024,384	933,280
Individual Donation > £5,000 less than £10,000	85,929	391,629	477,558	753,328
Individual Donation > £10,000 less than £50,000	238,981	1,167,320	1,406,300	2,577,095
Individual Donation > £50,000 less than	76,255	1,359,421	1,435,676	2,088,607
Individual Donation > £100,000 less than	73,750	1,733,455	1,807,205	3,365,029
Total donations Grants and Legacies *	1,553,082	10,481,174	12,034,256	12,018,575

*** Figure Includes**

£309,777.38 of Aid Match funding from the Foreign, Commonwealth & Development Office (FCDO) for improve access to primary education for marginalised out-of-school girls in Diamer (Gilgit-Baltistan) and Tharparkar (Sindh), Pakistan, through the establishment of Community-Based Accelerated Learning Spaces (CBALS). READ Foundation (Non-FCDO) matched contribution for FY-2025 was **£434,505.98**.

Description	FCDO 2025 £	Non FCDO 2025 £	FCDO 2024 £	Non FCDO 2024 £
Aid Match Funding	309,777	434,506	223,833	330,504

24 Income from charitable activities - Trading Activities

<i>Current Year</i>	Current year Unrestricted Funds 2025 £	Current year Restricted Funds 2025 £	Current year Total Funds 2025 £	Prior Year Total funds 2024 £
Primary purpose and ancillary trading	29,774	-	29,774	25,177
Ticket Sales	29,774	-	29,774	25,177

25 Investment income

<i>Current Year</i>	Current year Unrestricted Funds 2025 £	Current year Restricted Funds 2025 £	Current year Total Funds 2025 £	Prior Year Total funds 2024 £
Investment Income	18,797	-	18,797	9,071
Total investment income	18,797	-	18,797	9,071

READ Foundation

Detailed analysis of income and expenditure for the year ended 31 March 2025 as required by the SORP (FRS 102)

26 Expenditure on charitable activities - Direct spending

<i>Current Year</i>	Current year Unrestricted Funds	Current year Restricted	Current year Total Funds	Prior Year Total funds
	2025	2025	2025	2024
	£	£	£	£
Gross wages and salaries - charitable activities	666,470	666,470	1,332,939	1,129,843
Employers' NI - Charitable activities	51,161	51,161	102,322	85,521
Defined contribution pension costs - charitable activities	6,905	6,905	13,809	11,722
Travel and Subsistence - Charitable Activities	34,280	34,280	68,560	101,632
Training and welfare - staff	13,056	13,056	26,112	26,049
Recruitment Expenses	-	-	-	3,073
Total direct spending	771,871	771,871	1,543,743	1,357,841

27 Expenditure on charitable activities- Grant funding of activities

<i>Current Year</i>	Current year Unrestricted Funds	Current year Restricted Funds	Current year Total Funds	Prior Year Total funds
	2025	2025	2025	2024
	£	£	£	£
Grants made to organisations	23,879	6,058,382	6,082,261	5,800,295
Total grantmaking costs	23,879	6,058,382	6,082,261	5,800,295

<i>Current Year</i>	Current year Unrestricted Funds	Current year Restricted Funds	Current year Total Funds
	2025	2025	2025
	£	£	£
Emergency Funds	-	1,746,909	1,746,909
Bangladesh Street Children	-	55,299	55,299
School in Bus	-	39,850	39,850
Build a School	-	1,074,310	1,074,310
Open a School	-	11,964	11,964
Winter Pack	-	11,109	11,109
Food Project	-	229,843	229,843
Zakat	-	46,746	46,746
Education Projects	23,879	757,053	780,932
Orphan-Sponsorship	-	2,075,097	2,075,097
WASH	-	10,204	10,204
	23,879	6,058,382	6,082,261

READ Foundation

Detailed analysis of income and expenditure for the year ended 31 March 2025 as required by the SORP (FRS 102)

28 Support costs for charitable activities

<i>Current Year</i>	Current year Unrestricted Funds 2025 £	Current year Restricted 2025 £	Current year Total Funds 2025 £	Prior Year Total funds 2024 £
<i>Premises Expenses</i>				
Rent, Rates and water charges	14,694	14,694	29,388	29,666
Light heat and power	1,267	1,267	2,535	5,833
Cleaning and waste management	5,396	5,396	10,792	8,622
Premises repairs, renewals and maintenance	3,261	3,261	6,521	5,562
Property insurance	2,273	2,273	4,546	4,366
<i>Administrative overheads</i>				
Telephone, fax and internet	6,830	6,830	13,660	14,163
Stationery and printing	10,878	10,878	21,757	24,033
Subscriptions to periodicals	13,689	13,689	27,378	21,206
Equipment expenses	7,558	7,558	15,116	6,009
Software licences and expenses	78,018	78,018	156,036	73,736
Sundry expenses	2,848	2,848	5,696	4,574
<i>Professional fees paid to advisors other than the auditor or examiner</i>				
Accountancy fees other than examination or audit fees	-	-	-	-
Legal fees	5,133	5,133	10,267	10,221
Other legal and professional	89,581	89,581	179,163	156,095
<i>Financial Costs</i>				
Bank charges	2,328	2,328	4,656	3,997
Depreciation for the period	4,752	4,752	9,504	12,585
Support costs before reallocation	248,507	248,507	497,015	380,668
Total support costs - Current Year	248,507	248,507	497,015	380,668

The basis of allocation of costs between activities is described under accounting policies

READ Foundation

Detailed analysis of income and expenditure for the year ended 31 March 2025 as required by the SORP (FRS 102)

29 Other Expenditure - Governance costs

<i>Current Year</i>	Current year Unrestricted Funds	Current year Restricted Funds	Current year Total Funds	Prior Year Total funds
	2025	2025	2025	2024
	£	£	£	£
Auditor's fees	5,400	5,400	10,800	9,600
Total Governance costs	5,400	5,400	10,800	9,600

<i>Current Year</i>	Current year Unrestricted Funds	Current year Restricted Funds	Current year Total Funds	Prior Year Total funds
	2025	2025	2025	2024
	£	£	£	£
Total direct spending	771,871	771,871	1,543,743	1,357,841
Total grantmaking costs	23,879	6,058,382	6,082,261	5,800,295
Total support costs (Note 28)	248,507	248,507	497,015	380,668
Total governance costs	5,400	5,400	10,800	9,600
Total charitable expenditure	1,049,657	7,084,161	8,133,818	7,548,404

READ Foundation

Detailed analysis of income and expenditure for the year ended 31 March 2025 as required by the SORP (FRS 102)

30 Expenditure on raising funds and costs of investment management

<i>Current Year</i>	Current year Restricted Funds	Current year Total Funds	Prior Year Total funds
	2025	2025	2024
	£	£	£
Fundraising publicity & marketing	1,775,358	1,775,358	1,733,529
Cost of fundraising activities	196,599	196,599	66,507
Total fundraising costs	1,971,958	1,971,958	1,800,036

31 Analysis of income by activity

	2025	2024
Activity	£	£
Income from charitable activities		
School Building Program	29,774	25,177
Total Income from charitable activities	29,774	25,177

Summary of Total Income, including the items above

Total from charitable activities	29,774	25,177
Total Donations, Grants and Legacies	12,034,256	12,018,575
Total investment income	18,797	9,071
Total income as shown in the SOFA	12,082,828	12,052,823

READ Foundation

32 Analysis of charitable expenditure by activity

<i>Current Year</i>	Direct Costs	Support Costs	Grant funding of activities	Total	Toal
	2025	2025	2025	2025	2024
	£	£	£	£	£
<i>Charitable Donations</i>					
Direct costs	514,581			514,581	452,614
Premises expenses		53,782		53,782	54,049
Administrative overheads		239,644		239,644	143,722
Professional fees		189,429		189,429	166,315
Financial costs		14,160		14,160	16,582
Total Charitable Donations	514,581	497,015	-	1,011,595	833,282
	Direct Costs	Support Costs	Grant funding of activities	Total	Toal
	2025	2025	2025	2025	2024
	£	£	£	£	£
<i>School Building Program</i>					
Direct costs	514,581			514,581	452,614
Grant Making costs			2,027,420	2,027,420	1,933,432
Total School Building Program	514,581	-	2,027,420	2,542,001	2,386,045
	Direct Costs	Support Costs	Grant funding of activities	Total	Toal
	2025	2025	2025	2025	2024
	£	£	£	£	£
<i>Orphan Sponsorship</i>					
Direct costs	514,581			514,581	452,614
Grant Making costs			2,027,420	2,027,420	1,933,432
Total Orphan Sponsorship	514,581	-	2,027,420	2,542,001	2,386,045
	Direct Costs	Support Costs	Grant funding of activities	Total	Toal
	2025	2025	2025	2025	2024
	£	£	£	£	£
<i>Other charitable activities</i>					
Grant Making costs			2,027,420	2,027,420	1,933,432
Total Other charitable activities	-	-	2,027,420	2,027,420	1,933,432

READ Foundation

Summary of charitable costs by activity

	Direct Costs	Support Costs	Grant funding of activities	Total	Total
	2025	2025	2025	2025	2024
	£	£	£	£	£
Total Charitable Donations	514,581	497,015	-	1,011,595	833,282
Total School Building Program	514,581	-	2,027,420	2,542,001	2,386,045
Total Orphan Sponsorship	514,581	-	2,027,420	2,542,001	2,386,045
Total Other charitable activities	-	-	2,027,420	2,027,420	1,933,432
Total governance costs		10,800		10,800	9,600
Total charitable expenditure	1,543,743	507,815	6,082,261	8,133,818	7,548,404

The basis of allocation of costs between activities is described under accounting policies

The breakdown of this expenditure by type of spending (ie nominal classification) is detailed in note 30

Activity analysis of Income and expenditure for the year ended 31 March 2025

33 Analysis of support and governance costs by charitable activities

Activity	Governance	Finance	Human Resources	Other Overheads	Total
Charitable Donations	10,800	14,160	-	482,855	507,815
Grand Total	10,800	14,160	-	482,855	507,815

Summary of grant making by activity

	Grants to institutions	Grants to individuals	Support costs	Total	Total
	2025	2025	2025	2025	2024
	£	£	£	£	£
School Building Program	2,027,420	-	-	2,027,420	1,933,432
Orphan Sponsorship	2,027,420	-	-	2,027,420	1,933,432
Other charitable activities	2,027,420	-	-	2,027,420	1,933,432
	6,082,261	-	-	6,082,261	5,800,295

Fuller details of grants made and related costs, including support costs, are shown in note 27.

34 Analysis of non charitable expenditure by activity

Activity

Fundraising activities

	Fundraising activities 2025	Fundraising activities 2024
	£	£
Direct fundraising costs	1,971,958	1,800,036
Total costs of Fundraising	1,971,958	1,800,036

Governance Costs

	Governance Costs 2025	Governance Costs 2024
	£	£
Other Expenditure - Governance costs as detailed in Note 31	10,800	9,600

Total non Charitable expenditure

	2025	2024
	£	£
Total costs of Fundraising activities	1,971,958	1,800,036
Total non charitable expenditure	1,971,958	1,800,036