



Annual Report & Financial Statements January-December 2021

Helping adults to unlock their potential



The Adult Literacy Trust seeks to provide adults the opportunity to break the cycle of exclusion and poor literacy by providing personalised support in basic reading skills, delivered through a network of trained volunteers.

Contents

4 Our Mission Statement

5 Trustees' Report

6 From our Chair

7 Our Trustees

8 Our Vision

9 Who We Are

10 Why Literacy Matters

11 How to Get Involved

12 Statement of Financial Activities

LEGAL AND ADMINISTRATIVE INFORMATION

Adult Literacy Trust (CIO)

Directors and Trustees

Robert Glick OBE
Stephanie Brewer
Sharla-Jaye Duncan
Dr Nafisah Graham-Brown
Dinah Mcleod
Alex Stevenson
Kevin Walker

Charity Commission for England and Wales
Registered Charity No.
1193300

Registered office
2D Carlisle Place
London SW1P 1NP

Bankers
Lloyds Bank



Our Mission Statement



Through one-to-one support, and as a complement to teaching in formal settings, the charity is dedicated to ensuring that individuals who wish to improve their literacy skills receive the help they need to become successful readers, and to increase their life chances.



Trustees' Report

The Trustees of Adult Literacy Trust (ALT) present their annual report and accounts for the year ended 31 December 2021 and confirm they comply with the requirements of the Charities Act 2011, the trust deed and the Charities SORP (FRS 102).

GOVERNANCE

ADULT LITERACY TRUST is a Charitable Incorporated Organisation (CIO), incorporated 28 January 2021. The Trustees are Robert Glick OBE, Stephanie Brewer, Sharla-Jaye Duncan, Dr Nafisah Graham-Brown, Dinah Mcleod, Alex Stevenson and Kevin Walker.

In selecting individuals for appointment as Trustees, we have regard to the skills, knowledge and experience needed for effective administration. They exercise powers and perform functions in a way that is most likely to further the purposes of the CIO. They perform these functions with such care and skill as is reasonable in the circumstances.

OBJECTIVES

To advance the education of adults in reading, writing and other literacy skills for the public benefit.

ALT works with volunteer tutors to provide basic literacy instruction, ensuring adults who currently have poor literacy can obtain the reading and writing skills necessary to manage daily living and employment tasks that require reading skills beyond a basic level. ALT provides literacy instruction and experiences for adult learners and readers through ground-breaking partnerships, transforming adults' reading and writing skills through instruction delivered by qualified teachers and complemented by volunteer tutors who are passionate about education. It does so in a supported, safe learning environment for practice, exploration and learning.

From our Chair



Are you able to read and understand this Report with ease? Then you are among the lucky ones. Millions of adults in England read at or below a basic level, struggling with rudimentary reading skills that most of us take for granted.

Adults with low levels of literacy may get by, but their lack of skills and confidence often hold them back at work, from getting actively involved in their community, from fully accessing public services to which they are

entitled, or even from reading to their children. We know that when adults improve their reading skills and confidence it can have a profound and lasting impact, by improving their ability to find and retain decent-paying jobs, better navigate everyday tasks such as shopping or accessing public transport, manage their personal finances, and help make more informed decisions that can ensure healthier lives.

So why are the resources available for learners in the UK so inadequate? The government continues to fund adult literacy education – primarily through the Adult Education Budget – but it does so at a level that is woefully insufficient to meet the huge and growing demand. By allowing for so few taught hours for each learner, often in over-crowded classes, the provision can be wholly insufficient for individuals to make real progress.

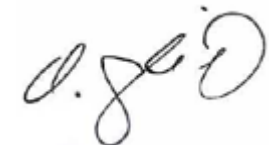
Several well-established charities that support literacy seek to address this gap, and they accomplish truly amazing things. Each one has a particular focus, and many rely on volunteers who work directly with learners. None of them, however, provides adults already in the formal learning eco-system (such as Further Education Colleges and Institutes of Adult Learning) with one-to-one support to build skills and confidence in reading as a complement to the teaching they receive. It is here where the need and opportunity to support well-intentioned but impossibly over-stretched qualified

teachers is so great, and where many learners simply don't get the attention and customised support they really need to succeed.

Frustrated by this lack of resources available to learners, we undertook to set up Adult Literacy Trust, focussed on recruiting, training and managing volunteers to help teach reading to adults. Having been granted charity status last year, and having constituted an expert Board of Directors, this year was a foundational one for us. Notably, we established our operational model, and forged partnerships with a number of leading teaching organisations, in order to deploy our first cohort of volunteers. All of this marks a turning point in our young history and, we hope, the start of something truly important.

Adult Literacy Trust is working to make lifelong learning opportunities accessible to all, one individual at a time. Of course, we could not achieve this vision without the support of so many, including the passionate volunteers who are delivering our service offering on the front line, and the many individuals who this year contributed financially to our operations, and for whom we are grateful for their generous support.

In this Report you will read about these efforts, and what our vision is for the future of the charity. You will also read about what you can do to be part of our mission, to help us promote the dignity of every person through educational opportunities for all. In fact, Adult Literacy Trust's success depends entirely on the support of individuals and organisations who believe that literacy has the power to build and transform communities. If you or your company, trust or foundation share that commitment, we would love to discuss having you join our movement.



ROBERT GLICK OBE CHAIR

Our Trustees

ROBERT GLICK OBE (CHAIR)



Robert leads International Public Affairs at American Express. He serves as Vice President at Save the Children, Vice

Chair of the Barbican Centre Trust, and as Trustee of Sadler's Wells Theatre and Open For Business. He is a graduate of the University of Cambridge and the London School of Economics.

STEPHANIE BREWER



An enthusiastic reader and committed visitor of bookstores and public libraries, Stephanie studied law and was called to the

bar by Middle Temple. She continues to practise law in the financial services industry based in London.

SHARLA-JAYE DUNCAN



Founder and CEO of The Intrapreneurs Club, she also founded and ran the social enterprise Team Up, using

volunteer tutors to help disadvantaged pupils progress in English and Maths. She holds an MSc from Oxford University and a BSc from King's College London.

DR NAFISAH GRAHAM-BROWN



An experienced adult education teacher, specialising in ESOL (English for Speakers of Other Languages), and English Literacy.

She recently gained her Doctor in Education from UCL Institute of Education, basing her research on the experiences of migrant women settling in the UK.

DINAH MCLEOD (VICE-CHAIR)



Social, environmental sustainability advisor with over 20 years of policy, business and international development

experience including senior appointments at the Business and Sustainable Development Commission, Novartis, BT, and the Prime Minister's Strategy Unit (UK).

ALEX STEVENSON



Alex has 20 years' experience in adult learning and skills. Head of Essential and Life Skills at Learning and Work

Institute, a research organisation dedicated to lifelong learning, Alex is also an executive board member at the European Association for the Education of Adults.

KEVIN WALKER



A lifelong avid reader, Kevin Walker received his degree in English literature from the University of Wisconsin-Madison

(USA). He practiced law in New York City before moving to London where he worked in the Lloyd's insurance market in the City.

SUE SOUTHWOOD (ADVISOR)



As an adult literacy tutor, Sue has worked in Further Education for over 30 years. Previous roles include Head of

English and Maths at the Education and Training Foundation and Head of Basic Skills at NIACE (now the Learning and Work Institute). She holds a Masters in Adult Literacy.

Our Vision

OUR VISION

For all adults in the UK to have literacy skills to be able to thrive in life and work.



OUR MISSION

To provide adults with one-to-one support to build skills and confidence in reading.



OUR VALUES

We work with integrity, we collaborate for long term gains and we focus on community.



Who We Are

The Adult Literacy Trust, or ALT, was started by a small group of committed volunteers seeking to provide adults with the opportunity to break the cycle of exclusion and poor literacy.

It is estimated that more than 5 million adults in England read at or below a primary school level (what is known as Level 1 in Literacy). In other words, significant numbers of adults do not possess the basic information-processing skills considered necessary to succeed in today's world. There are many reasons for this, including social exclusion, poverty, lack of schooling, difficult living conditions, dyslexia, learning disabilities and a number of other critical factors.

By providing personalised support in basic reading skills, delivered through a network of trained volunteers via one-to-one support, and as a complement to teaching in formal settings, we are dedicated to ensuring that individuals who wish to improve their literacy skills receive the help they need to become successful readers, and thereby increase their life chances.

What is Poor Literacy?



Literacy is defined as the ability to communicate and to understand, evaluate, use and engage with written texts.

It encompasses a range of skills, from the decoding of written words and sentences to the comprehension, interpretation, and evaluation of complex texts.

Sound literacy skills provide the foundation for adults to participate in society, achieve their goals, and develop their knowledge and potential.

1 IN 6 ADULTS (7 MILLION PEOPLE) IN ENGLAND HAVE VERY POOR LITERACY SKILLS.

SOURCE: NATIONAL LITERACY TRUST

FUNDING FOR ADULT EDUCATION IN THE UK HAS FALLEN BY 45% BETWEEN 2009 AND 2019

SOURCE: FURTHER EDUCATION TRUST FOR LEADERSHIP

THE UK IS AMONG THE BOTTOM THREE OECD COUNTRIES WHEN COMPARING LITERACY PROFICIENCY FOR YOUNG ADULTS

SOURCE: OECD: SKILLED FOR LIFE

Why Literacy Matters

The lack of reading skills can be a main contributor to a life of hardship, and to an intergenerational cycle of poverty. Importantly, the inability to read can have a major impact on a person's life chances.

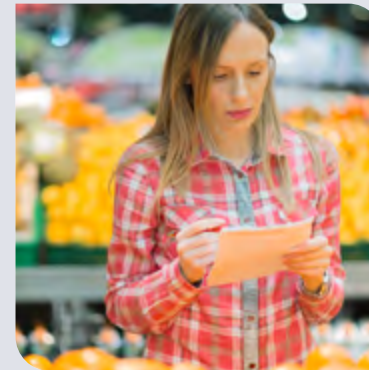
Those with low literacy skills are more than twice as likely to be unemployed than those who can read beyond the most basic of levels. Research shows that the median hourly wage of workers scoring higher on literacy scales – those who can make complex inferences and evaluate truth claims or arguments in written texts – is more than 60% higher than for workers scoring at lower levels – those who can, at best, read relatively short texts or understand only basic written vocabulary.

Today literacy is more important than ever, and the impact of poor literacy goes far beyond earnings and employment. Individuals with lower proficiency in literacy are also much more likely to believe that they have little influence on political processes, and not to participate in associative or volunteer activities. They also under-utilise the National Health Service out of fear, or because they are unable to follow written instructions, and as a result are much more likely to report poor health.

In England, family background has a major impact on literacy skills. Too often we see that the children of parents with low levels of education have significantly lower proficiency than those whose parents have higher levels of education, even after taking other factors into account. As a result, progress has been highly uneven; improvements between younger and older generations are barely apparent. Young people in England are entering a much more demanding labour market, yet they are not much better prepared than those who are retiring.

The long-term effect of parents' low literacy can also be profoundly seen on their children; if a parent cannot read, the child starts school at a disadvantage. Then, once the child is in school, the parent is often unable to help with homework. Low literacy becomes intergenerational: the strongest indicator of a child's success in school is his/her parents' level of education.

What We Can Do



Helping an adult to improve their skills and confidence to read can have a profound and lasting impact on their ability to function fully within our communities, by improving their ability to find and retain better paid and more secure jobs, and help make better informed decisions that can ensure healthier lives.

Delivered through a network of volunteers, our charity is dedicated to ensuring that individuals who wish to improve their literacy skills receive the help they need to become successful readers, and to increase their life chances.

ALT aims to make lifelong learning opportunities accessible to all, one individual at a time. More broadly, we also encourage policies designed to provide high-quality lifelong opportunities for learning that can help to ensure adults maintain their skills in the future.

THOSE WITH LOW LITERACY SKILLS ARE TWICE AS LIKELY TO BE UNEMPLOYED

SOURCE: OECD: SKILLED FOR LIFE?

THE AVERAGE UK WORKER WITH VERY POOR LITERACY SKILLS EARNS £1,500 PER YEAR LESS THAN THOSE WITH BASIC LITERACY

SOURCE: PRO BONO ECONOMICS

THE MEDIAN HOURLY WAGE OF WORKERS WITH POOR LITERACY IS 60% LESS THAN WORKERS SCORING HIGHER LEVELS

SOURCE: OECD: SKILLED FOR LIFE

How to Get Involved

Volunteer

The Adult Literacy Trust model is to deliver its service by committed volunteers, recruited and trained by the organisation.

Volunteers help out in all areas within the charity, and most of our services could not be provided without their help. We ensure our volunteers are supported in the best way possible, and made to feel like the valued members of the team they are.

There are many reasons why people might choose to volunteer with us. Some may have experience of reading issues or needs themselves, while others may have friends, family or loved ones who experience poor literacy. Others may be interested in gaining work experience or increasing their confidence and self-esteem, which may lead to a career in the voluntary sector or education professions. Others may be motivated by the simple desire to help.

Email us at info@alt.org.uk for more information.

Make a Donation

We rely on donations to help advance our mission, to promote the dignity of every person through educational opportunities for all.

With funding for adult education in the UK having fallen by 45% between 2009 and 2019, the need is ever more critical.

Thank you for your generous support.

Donate at alt.org.uk

Become a Supporter

Our success depends on the support of individuals and organisations who believe that literacy has the power to build and transform communities.

If you or your company, trust or foundation share that commitment, we would love to discuss having you join our movement.

Email us at info@alt.org.uk for more information.

Why I Volunteer With ALT

“ I know from my own experience just how important reading is to self-confidence and productivity. Literacy has helped me with so many things in life, from reading my kids bedtime stories to building a useful and satisfying career. That's why I think it's nothing short of tragic that so many people reach adulthood not achieving the literacy they need to flourish. And it's also why, when I was invited to join the Adult Literacy Trust, I jumped at the chance.

Millions of people in the UK struggle with basic reading skills, and ALT gives me the opportunity to work directly on what I see as one of our country's most urgent problems. By pairing volunteers with adult learners, the Adult Literacy Trust is working to address the crisis of adult literacy, one learner at a time.

It is inspiring to see the courage, tenacity and dedication of people who choose to build their literacy skills later in life. I am so proud to be part of a charity that helps them on their journey.



DINAH MCLEOD

Statement of Financial Activities

For the period ended 31 December 2021

	Notes	Unrestricted funds	Period ended 31.12.21
Income and endowments from			
Donations and legacies		7,195	7,195
Total income		7,195	7,195
Expenditure on			
Charitable activities	2	3,241	3,241
Total resources expended		3,241	3,241
Net income/(expenditure)		3,954	3,954
Reconciliation of funds			
Total funds brought forward		-	-
Total funds carried forward		3,954	3,954

All income and expenditure derive from continuing activities. The statement of financial activities includes all gains and losses recognised in the year.

Balance Sheet

31 December 2021

	Notes	31.12.21 Total funds £
Current assets		
Cash at bank		4,434
		4,434
Creditors	5	
Amounts falling due within one year		(480)
		3,954
Net current assets		
		3,954
Total assets less current liabilities		
		3,954
Net assets		
		3,954
Funds		
Unrestricted funds		3,954
Restricted funds		-
		3,954
Total funds		
		3,954

The financial statements were approved by the Board of Trustees and authorised for issue on 23 May 2022 and were signed on its behalf by:

ROBERT GLICK OBE CHAIR

Notes to the Financial Statements

For the period ended 31 December 2021

1. ACCOUNTING POLICIES

Basis of preparing the financial statements

The financial statements of the charity, which is a public benefit entity under FRS 102, 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), Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities Act 2011.

The financial statements have been prepared under the historical cost convention.

The financial statements have been prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

Income

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received, and the amount can be measured reliably.

Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings, they have been allocated to activities on a basis consistent with the use of resources.

Taxation

The charity is exempt from tax on its charitable activities.

Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

Notes to the Financial Statements – continued

For the period ended 31 December 2021

2. CHARITABLE ACTIVITIES COSTS

	Direct costs	Support costs £	Total 2021 £
Education services	<u>1,600</u>	<u>1,641</u>	<u>1,600</u>

3. SUPPORT COSTS

	Total 2021 £
Subscriptions	74
Insurance	287
Accountancy fees	480
Governance costs	800
	<u>1,641</u>

5. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31.12.21 £
Accruals	<u>480</u>
	<u>480</u>

4. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the period ended 31 December 2021.

Trustees' expenses

There were no trustees' expenses paid for the period ended 31 December 2021.

When adults improve their ability to read, it better prepares them to live out their roles in the community as parents, workers and citizens.



alt.org.uk