

LITERACY100

England & Wales · Charity number 1198309

Details

Status Registered

Legal form CIO

Registered 2022-03-21

Register [View on the Charity Commission register](#)

Contact

Address 18 Glamorgan Road
Kingston Upon Thames
KT1 4HP

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Website www.literacy100.org

Activities

Objects: FOR THE PUBLIC BENEFIT TO ADVANCE THE EDUCATION OF PEOPLE WHO ARE HOMELESS OR AT RISK OF HOMELESSNESS IN PARTICULAR IN THEIR LITERACY SKILLS IN SUCH WAYS AS THE CHARITY TRUSTEES THINK FIT, INCLUDING BY:A. BUILDING PARTNERSHIPS AND COLLABORATING WITH HOMELESSNESS OR ASSOCIATED ORGANISATIONS PLANNING TO DEVELOP LITERACY SERVICES AND WORKING TOWARDS INCREASING PROVISION OF LITERACY LEARNING SERVICES THAT ARE APPROPRIATE TO THE COMPLEX NEEDS OF PEOPLE SUPPORTED BY THE HOMELESS SECTOR:B. PROVIDING RESEARCH-INFORMED LITERACY TRAINING OPPORTUNITIES FOR LITERACY PRACTITIONERS WORKING IN THE HOMELESS SECTOR AS A MEANS OF ENSURING HIGH STANDARDS OF SERVICE PROVISION.

Activities: Literacy100 campaigns for literacy services in England and Wales that are accessible to adults with a history of complex needs, including homelessness.

Classification

- **How:** Provides Advocacy/advice/information
- **What:** Education/training, Disability
- **Who:** Other Charities Or Voluntary Bodies, Other Defined Groups

Geography

- Northern Ireland
- Scotland
- Throughout England

Finances

Period end	Income	Expenditure	Assets	Employees
2025-06-30	£249	£805	-	-
2024-06-30	£2,182	£1,846	-	-
2023-06-30	£3,179	£1,867	-	-

Trustees

Name	Role	Appointed
Alessy Lauren Beaver MSc		2022-03-01
Hilary Stevens		2022-03-01
Lady Julia Berenice Olisa MA		2022-03-01

LITERACY100

England & Wales - Charity number 1198309

Accounts



ANNUAL REPORT

2024 – 2025



Address

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OUR MISSION

Literacy100 campaigns for accessible literacy services in England and Wales for adults with histories of complex needs, including homelessness. We believe that all citizens should have the chance to participate in the reading and writing activities the rest of us take for granted.

BACKGROUND

Studies in the UK have identified a high prevalence of weak literacy and its accompanying disadvantages amongst adults who have experienced homelessness.^{1 2} A 2024 report from the Centre for Homelessness Impact³ suggests that half of social immobility in Britain is driven by unequal access to education. In a reciprocal and generational relationship, low literacy and numeracy are important predictors of homelessness, while housing instability is a chronic risk factor for academic achievement.

The detrimental effects of low literacy extend to many corners of everyday life. There are, for example, worse health outcomes for patients who cannot access or understand medical information. Sustainable work becomes hard to find. There are significant practical difficulties with travel and shopping, and individuals can sometimes experience exclusion from social opportunities in the community.

The OECD's most recent international survey of adult literacy and numeracy (PIAAC, 2024)⁴ found very little improvement in England since 2014. Around 8.5 million adults continue to have low literacy and/or numeracy skills. A recent government focus on the 16–19 age group has shown some success, but a similar strategy for adults has not emerged.⁵

Engagement with appropriate educational opportunities is not always straightforward, and people experiencing disadvantage, particularly those with additional learning needs, have historically been amongst the group least well served by national literacy programmes.⁶ The reasons are complex, but learning is less likely to be successful if, for example, an individual has difficulty juggling competing priorities or coping with travel, suffers from low self-esteem, and has a trauma-induced fear of the classroom.

In the 2023 Literacy100 Charter and Report,⁷ colleagues from a wide range of sectors and professional backgrounds recommend straightforward action that can be taken by homelessness and educational organisations to facilitate participation in adult literacy learning. With these principles in mind, we will continue in 2026 to advocate for accessible, trauma-informed literacy provision for adults affected by the complexities of homelessness.



Empowerment Through Literacy

A Charter for Adults with Experience of Homelessness



SEPTEMBER 2023

Read the Literacy100 Charter [online](#).

EXPERIENCE OF COLLEGE – Gary

When it was suggested that I go to college, honestly I was quite scared. My anxiety levels were really high on the first day. I couldn't do the work they gave me, so I felt frustrated and angry.

My support worker told me that I should explain my dyslexia difficulties to the teacher. I was nervous, but to my surprise, she was very nice about it. She gave me more time to prepare things, and didn't expect me to learn long lists of spellings. So, I knew how to explain to my other teachers, and since then they've all been brilliant.

College has been a tremendous benefit in my life. Now I can travel anywhere I want because at last I can read signs and instructions. In my volunteer work, I can access the computer to record important information. It's one of the reasons I've been given more responsibilities.

I'm still signing up for classes. I've got to say that the difference college has made to me is fantastic, life-changing!

REPORT FROM THE CHAIR

The focus of Literacy100's work this year continues to be the development of an unaccredited literacy course for vulnerable learners with multiple needs at City Lit college in London. The aim is to build a model of good practice to promote to the wider adult/further education and homelessness sectors.

In recent years, funding constraints and the increased number of adults without secure accommodation have obliged homelessness organisations to concentrate more exclusively on housing issues. In some cases, they have closed well-established in-house education and skills services, including literacy provision. This tightening of focus may explain why the pilot literacy programme at City Lit has experienced difficulty in attracting referrals during its first year. As it enters its second, the college has been proactive in building relationships with local homelessness organisations and the adults they support. We hope to see the dividends. Literacy100 continues to reach out to its own network, and to contribute expertise in the fields of homelessness, trauma-informed practice, and literacy pedagogy.

We continue to raise awareness of our mission and to widen our network in the relevant sectors. In June 2025, Literacy100 joined the Learning & Work Institute's 'Get the Nation Learning' campaign. This will provide a platform

to promote our work to organisations in the fields of housing, communities and adult education.

Literacy100 maintains a healthy bank balance to meet its current, modest outgoings. The charity continues to be managed solely by volunteers, and has no property to rent or maintain.

Identification of additional team members remains a challenge, our current trustees continuing to conduct the bulk of operational work. Literacy100 is actively seeking an operations assistant, plus two new trustees to contribute perspectives from the homelessness and further/adult education sectors.

My thanks as Chair go to my fellow trustees who, despite significant professional commitments elsewhere, offer their time and expertise to Literacy100 with great generosity.

Julia

EXPERIENCE OF COLLEGE – Mary

When I left school I still couldn't read and write properly, and I spent a long time as an adult still trying to get help for my literacy. It was so frustrating.

When I was told about the literacy course at City Lit, I thought I'd give it a try. But, I needed someone to help me enrol in the first place, because I wasn't used to that sort of thing.

The college was really good about helping me find the right teacher and the right class. They didn't put me in the right one to begin with, so they sent me to another class, but the work there was too easy. The third one was about right and I'm doing ok there now.

I'm dyslexic, and my teacher understands my needs. They've also given me a reading coach who really helps, because there's so much I want to read.

Yes, I'm pleased with college. One day I'm going to try one of their other courses -there are so many you can do, it's amazing. But for now, I'm going to concentrate on my literacy, because that's what's going to help me with my future.

FINANCIAL STATEMENT

Bank balance at Annual Report 2024		3809.60
Incoming resources		
<i>Donations</i>		
Mr Arthur Vestey Gift Aid 15/07/2024 (£250 Bank fee 8.75)	241.25	
		241.25
<i>Interest</i>		
CAF Bank 26/09/2024	2.02	
CAF Bank 27/12/2024	2.01	
CAF Bank 23/03/2025	1.88	
CAF Bank 26/06/2025	1.73	
		7.64
Resources expended		
Bank Charges July 24 to June 25 @£5 per month	-60.00	
Wix website Hosting costs Feb 25	-288.00	
Wix website Hosting costs May 2025	-161.28	
Lady Julia Olisa Book Refund (10/02/2025)	-125.00	
POS Zoom.com (11/04/2025)	-155.88	
POS Squarespace (17/06/2025}	-14.40	
		-804.56
Bank balance at 27 June 2025		3253.93

WITH THANKS TO THE TEAM

Julia Olisa	Chair Dyslexia specialist Literacy and homelessness	Appointed trustee
Hilary Stevens	Finance Officer Business and development	Appointed trustee
Alessy Beaver	Communications Homelessness, education and sustainable employment	Appointed trustee
Gary Chambers	Literacy100 Ambassador	
Linda Constable	Libraires consultant	
Kat Goodacre	Research consultant	
Tasa Hendrix	Website consultant	
Audrey Mitchell	Homelessness consultant	

**Literacy100 is a Charitable Incorporated Organisation ('Foundation' Model)
Date of Constitution: 1st March 2022**

REFERENCES

¹ Dumoulin, D. & Jones, K. (2014). *Reading counts: Why English and Maths skills matter in tackling homelessness*. London: St Mungo's Broadway/The Work Foundation

² Olisa, J, Patterson, J & Wright, F (2010). *Turning the Key: Portraits of low literacy amongst people with experience of homelessness*. London. Thames Reach.

³ Ellingwood, J., Vallis, D. & Sanders, M. (2024). *Literacy, Numeracy and Homelessness: What Do We Know?* The Centre for Homelessness Impact.

⁴ NFER (2024). *Key findings from the Survey of Adult Skills (PIAAC) in England*.

[chromeextension://efaidnbmnnnibpcajpcgglefindmkaj/https://www.nfer.ac.uk/media/r0kpehmv/key_insights_from_the_survey_of_adult_skills_piaac_in_england.pdf]

⁵ Stevenson, S. (2025). *International Literacy Day 2025: (It's still) time for action*.

[https://learningandwork.org.uk/news-and-policy/international-literacy-day-2025-its-still-time-for-action/]

⁶ London Development Agency (2006). *The London Skills for Life Strategy*.

[www.lda.gov.uk/upload/rtf/The_London_Skills_for_Life_Strategy_November_2006.rtf -]

⁷ *Empowerment Through Literacy: A Charter for Adults with Experience of Homelessness*. September 2023.

[www.literacy100.org or https://homeless.org.uk/knowledge-hub/literacy-100-charter-and-report]

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OUR MISSION

Literacy100 campaigns for literacy services in England and Wales that are accessible to adults with a history of complex needs, including homelessness. We believe that all citizens should have the chance to participate in the reading and writing activities the rest of us take for granted.

BACKGROUND

Among the multiple disadvantages that frequently accompany homelessness, low basic skills – literacy, numeracy and digital competencies – are significant barriers to social and economic recovery. It has been long recognised that the outcomes of illiteracy in particular are likely to be inadequate education, persistently low resilience, and restricted opportunities in adult life.¹

How significant a problem is this nationally? Studies in 2010² and 2014³ found that over 50% of adults being supported by the homelessness sector struggle to cope with the literacy demands of daily life. It is unlikely that this situation has improved: by 2021 there were still nine million adults in England with low basic skills, and participation in English courses had decreased by 63% since 2012.⁴ Adults affected by homelessness, particularly those with additional learning needs, have been amongst the group least well served by national literacy programmes.⁵ The reasons are complex, but learning is less likely to be successful if day-to-day life is chaotic, self-esteem is low, and trauma has fuelled deep-seated fears of the classroom.

An effective response to the challenges of individual learners inevitably requires funding. Unfortunately, the halving of the adult education budget since 2012 has been accompanied by an emphasis on accreditation at Level 2 (GCSE-equivalent) and above. It has not

been matched by a sound strategy for adults who lack the earliest foundations of reading and writing. (This despite substantial government funding for numeracy through the Multiply programme.) In the classroom, published teaching resources are inadequate, and teachers have limited flexibility to take a learner-centred approach.

Literacy100 advocates for accessible, appropriate and high quality literacy provision for adults affected by the complexities of homelessness. This could be achieved through political will and by partnerships between sectors. Our recent Charter and Report,⁶ have demonstrated that colleagues from a wide range of professional backgrounds are willing to find solutions. We aim to promote their recommendations, showcase existing good practice, and encourage wider participation.

IT'S CHANGED MY LIFE – COLIN'S STORY

"I was brought up in the early 70s and knew I was different. I found it hard to read and write and struggled to remember things. At school, I would often get headaches and lose concentration. There was no system in place for supporting children with dyslexia then. I was either left in the corner or caned. I was bullied by teachers and pupils. I was told I was "thick and stupid" and started to believe that. I completed school but didn't get any qualifications. I spent the last two years at school in the library not doing anything.

After school, I spent two years on the dole, and then moved into a cleaning job. A friend applied for me. I couldn't go for office jobs because I couldn't read or write. I didn't tell anyone at work because I didn't want to be treated differently. I thought if people knew about my dyslexia they wouldn't trust me.

I worked in this role for 20 years and was then made redundant. I spent 10 years out of work and had a breakdown. I couldn't get a job as every role I went for required me to read and write, even small jobs. I had no self-confidence and didn't want to attempt anything. I wouldn't even open my post. I couldn't understand what the letters said and ended up in debt. I was too embarrassed to ask for help.

In 2022, I got some help from a homelessness charity, and that gave me access to their literacy service. I had to build myself up for the first appointment with my tutor, Gary. I was so nervous. Gary assessed me and said, "We'll have to start at the beginning". He taught me the alphabet. He explained that I wasn't stupid or thick, that he could teach me to read and write. I was so surprised! Gary was nice to me and treated me as an equal. It's been hard work, but I feel I'm improving step by step.

The charity supported me to get a dyslexia assessment in 2023. The results were a revelation. I've suffered with anxiety and depression for 50 years because I was always told I couldn't do anything. But there was a reason why: I've got dyslexia. Literacy support has changed my life and has given me confidence. Now I think, "Yes, I could try that," whereas in the past I wouldn't even try.

Whatever happens in the future I will have more confidence around what I'm doing."

REPORT FROM THE CHAIR

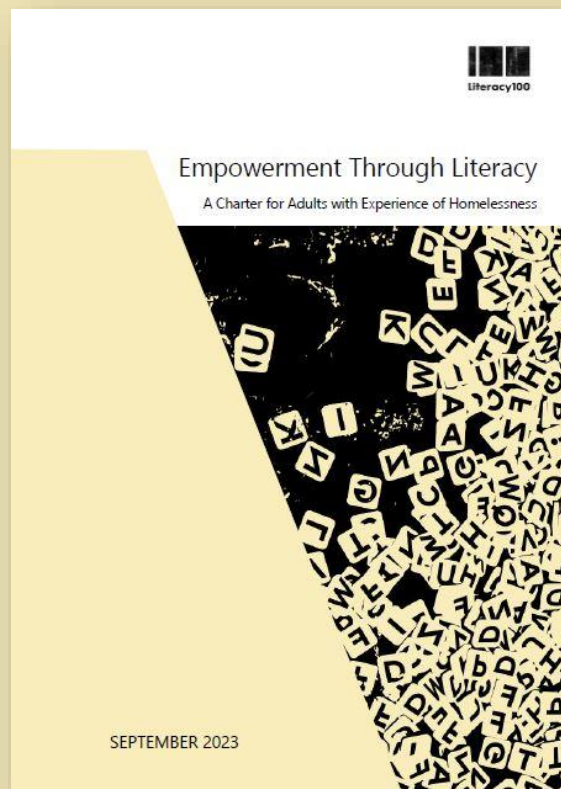
The launch of the Literacy100 Charter and Report in September 2023 was a milestone for our charity. We were joined at Connections at St Martin's in central London by Lord John Bird, whose life story illustrates the crucial role of literacy in an individual's life chances. Three adults previously supported by the homelessness sector described their sense of empowerment when, after years of struggle, they finally acquired reading and writing skills.



Forty-five professionals from a range of sectors are acknowledged in the report for their insightful contributions. They analysed a number of key issues underpinning engagement in adult literacy learning in the context of homelessness:

- Organisational policy in the homelessness sector to identify and support clients with literacy needs.
- Measures to encourage participation, planned in partnership between literacy providers and frontline homelessness workers.
- The role of literacy charities and libraries in offering alternative choices and gateways to formal learning.
- Technology as a practical aid and learning tool.
- A curriculum and its resources more fully informed by further research into adult literacy acquisition.

Advice from members of the Advocacy working group was also invaluable as we steered the report towards publication and successful launch.



In our 2022–2023 Annual Report, we proposed that a substantial number of recommendations made by the Charter and Report should be achievable during a period of stretched financial resources for public and charity-funded sectors. Nonetheless, we acknowledge that some changes cannot be cost-free.

We also recognise that to lobby central and local government during a period of political uncertainty is unlikely to be fruitful. Therefore, our focus in the medium-term is to promote the Report's recommendations to the homelessness and education sectors by developing models of manageable good practice. Progress has already been made. Since the Charter launch:

- Two homelessness/housing organisations in London have made policy commitments to address the literacy needs of their clients.
- Discussions have been held with a large, city-centre library to identify pathways to literacy for apprehensive learners.
- We have explored new strategies for learner-engagement in three educational institutions: a college of further and higher education in the East Midlands; the functional skills team of a London borough; and an adult education college, also in London.
- City Lit adult education college in London has created a new, unaccredited literacy course to meet the needs of people with experience of homelessness. Referrals to this pilot course will be

made by three local charities. If outcomes to its evaluation are positive, the college will:

- seek funding to repeat the course
- expand at scale by promoting the model to adult education colleges around the country.

The greatest current challenge for Literacy100 lies in sustaining sufficient manpower to continue this work. Our trustees and team are all volunteers. Since most have worked in the homelessness sector, they have a strong understanding of the central problem we aim to address. We thank them for their time and goodwill. Unfortunately, the team has reduced significantly during the last two years, and it has been difficult to recruit suitable replacements. The trustees will endeavour to resolve this issue before publication of the 2024-2025 Annual Report.

Julia

FINANCIAL STATEMENT

Bank balance at 26 June 2023		3461.92
Incoming resources		
<i>Donations</i>		
Luke Bateley (£500 - Bank fee £15)		485.00
Chris Viney (£600 - Bank fee £18)		582.00
Chris Viney (£150 - Bank fee £4.50)		145.50
Mr Arthur Vestey (£1000 - Bank fee £30.00)		970.00
		2182.50
<i>Interest</i>		
CAF ICS BACS 00002 (TBC)	5.00	
CAF Bank 26/09/2023	1.89	
CAF Bank 23/12/2023	1.63	
CAF Bank 26/03/2024	1.56	
CAF Bank 27/03/2023	0.00	
CAF Bank 26/06/2023	0.00	
CAF Bank 26/06/2024	1.50	
		11.58
Resources expended		
Bank Charges Jul 23 to June 24 @£5 per month	(60.00)	
Wix website Hosting costs Feb 24	(144.00)	
Wix website Hosting costs June 24	(133.24)	
Homeless.Org.UK subscription Feb 24	(57.00)	
Google Domains (Jul 23)	(10.00)	
Travel reimbursement J Casey (26/10/23)	(117.30)	
Charter Launch	(1,312.86)	
POS Squarespace	(12.00)	
		-1846.40
Bank balance at 27 June 2024		3809.60

Charter Launch Costs	Product	Number	
Nuisance Drinks	-159.92 Mixed soft drinks	120	
Amazon MarketPlace	-130.95 Cano still water	24	£14.65
	Cano sparkling water	24	£15.28
	Straws	200	£6.62
	Serving trays	4	£47.96
	Paper towel rolls	6	£10.48
Amazon Lady J Olisa (Refund)	35.96		
Arctic Ice	-60.00 Ice 12kg bags @ £10	6	
Amazon Lady J Olisa	-9.99 Bin bags roll	1	
Amazon Lady J Olisa	-25.98 Paper table cloths	25	£10.99
	Tumblers for straws	4	£14.99
Amazon Lady J Olisa	-36.98 42L Buckets	4	
Crown Litho (Printing)	-618.00 Charter Printing	100	
Elinor Olisa Barikor	-100.00 Catering staff		
POS Connection Natstmitf	-200.00 Connections at St Matin's donation	1	
Amazon MarketPlace	-7.00		
	-1312.86		

WITH THANKS TO THE TEAM

Julia Olisa

Chair

Appointed trustee

Dyslexia specialist

Literacy and homelessness

Hilary Stevens

Finance Officer

Appointed trustee

Business and development

Alessy Beaver

Communications

Appointed trustee

Homelessness, education and sustainable employment

Gary Chambers

Literacy100 Ambassador

Linda Constable

Libraires consultant

Kat Goodacre

Research consultant

Tasa Hendrix

Website consultant

Audrey Mitchell

Homelessness consultant

**Literacy100 is a Charitable Incorporated Organisation ('Foundation' Model)
Date of Constitution: 1st March 2022**

REFERENCES

¹ Department for Education and Employment (1999). *A Fresh Start: Improving Literacy and Numeracy [The Moser Report]*. DfES Reference CMBS 1.

² Dumoulin, D. & Jones, K. (2014). *Reading counts: Why English and Maths skills matter in tackling homelessness*. London: St Mungo's Broadway/The Work Foundation

³ Olisa, J, Patterson, J & Wright, F (2010) *Turning the Key: Portraits of low literacy amongst people with experience of homelessness*. London. Thames Reach. Available from:

⁴ Learning and Work Institute (2021). *Getting the basics right: The case for action on adult basic skills*.

<https://learningandwork.org.uk>

⁵ London Development Agency (2006). *The London Skills for Life Strategy*.

[www.lda.gov.uk/upload/rtf/The_London_Skills_for_Life_Strategy_November_2006.rtf -]

⁶ *Empowerment Through Literacy: A Charter for Adults with Experience of Homelessness*. September 2023. Available from: www.literacy100.org and <https://homeless.org.uk/knowledge-hub/literacy-100-charter-and-report>

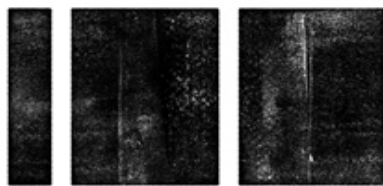
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OUR MISSION



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We believe that all citizens should have the chance to participate in the reading and writing activities the rest of us take for granted.

BACKGROUND



Independence in adult life is founded on numerous skills, abilities and favourable circumstances. At its most mundane, we take for granted our capacity to shop for groceries, navigate transport systems, understand our medical notes, write emails and send birthday cards. For men and women who are unable to read or write, any of these might present an anxiety-provoking challenge.

Studies of adults being supported in the homelessness sector have found that over 50% struggle to cope with the literacy demands of daily life.^{1 2} Some go on to improve their skills, but stories of those who do not are depressingly common. In 2006, The London Skills Commission identified homeless people, particularly those with additional learning needs, to be amongst the group least well served by the national Skills for Life programme.³ It is unlikely that the situation has improved since 2012. By 2021, there were nine million adults in England with low basic skills, and participation in English courses had decreased by 63%.⁴

We have identified two key barriers to successful, sustained engagement with education for adults affected by homelessness.

BACKGROUND.....

First is the complex trauma that commonly blights lives and often goes back to childhood..⁵ Consequences include poor mental and physical health, substance abuse, and chaotic lifestyles.

Low self-esteem, apprehension and fear of failure are their companions.

Even to cross the threshold of an educational establishment can be daunting. Once in the classroom, memories are revived of past failures, humiliations and unhappiness. These challenges need to be recognised and understood by providers, with appropriate adjustments made to the delivery of their services.

Second, flexibility to respond to the challenges of individual learners is reduced by pressures on funding. The halving of the adult education budget in the last ten years has been accompanied by an emphasis on accreditation. Courses are time-limited, and outcomes are measured through formalised testing. Equally importantly, the central focus on higher level attainments (Level 2 and above) has not been matched by a strategy to address the numbers needing to acquire the foundations of reading and writing. The nearly ten percent of recently homeless adults who are functionally illiterate have been left with few places to go.

We know that the outcome of failing to address these issues is significant, affecting the individual, society and the economy:

BACKGROUND.....

impoverished employment and housing opportunities; lower social and political participation; poorer mental and physical health; and greater support needs.^{6 7} A man or woman affected by homelessness should not find it so difficult to access educational environments that can meet their learning and psychological needs. At a minimum, we advocate for greater availability of unaccredited and community-based services, plus wider provision of individual or small-group lessons.

Those of us who take our literacy for granted should endeavour to understand the opportunities that these measures will open up for adults who have not been so fortunate.

IVAN'S STORY

“How were things for you when you were growing up?”

“It wasn't easy. My dad was angry with me a lot of the time, especially about my reading and writing. He used to hit me. Then I lived in quite a few foster homes over the years. I didn't feel I belonged anywhere, really.”

“How about school?”

“Well, every time I changed foster home I had to go to another school. The teachers didn't know what to do with me in any of them. I found out years later I'm dyslexic. Of course, back in the seventies and eighties there was no support for my kind of difficulties. On top of that, I used to get a lot of name-calling from the other kids. Everyone told me I was a dunce. In the end, I left school to look for work. But I still couldn't read or spell anything.”

Did you find a job?

“I had a few jobs. What happened every time was I had to deal with some sort of reading or writing. Because I couldn't do it, I thought of reasons to ask for help. I broke more than one pair of glasses, until I couldn't afford it any more. Then I tried punching a wall so I didn't have to write. It was so shameful. I still remember it.”

What other work did you have?

“I did bar work for a bit. But, because of my dyslexia, I couldn't remember the customers' orders. In the end, I drank more than I sold. I lost that job, of course, and I think that's when I started having a drink problem.”

Were you in a relationship then?

“Yes, I was married, and actually my wife helped me get started on my reading. After a while though, she didn't like the drinking and she left me. That was hard.”



IVAN'S STORY

How did you manage?

"I did a bit of scrap metal work, but then I did something I shouldn't and ended up in prison for a year. When I came out, I was on the streets – and I that's where I stayed for the next ten years."

That must have been really difficult.

"It was. But you get used to it and I had a few friends. In the end, an outreach team came and found me. They sorted me out with somewhere to live and got me into AA for my drinking. It was them who told me I ought to do something about my reading too. They helped me get a place at college, and the teachers there had me tested for dyslexia. I was so relieved, I remember saying, "So I'm not lazy then!"

How did you get on with your learning?

"It wasn't too bad at first, but I found it hard to keep up with the others in the class. I did do a test towards the end, but I didn't pass it, so I left."

But you're reading and writing much better now, aren't you?

"Yes, well, the charity told me to give it a go with their dyslexia teacher. It was just me in the lessons, which was better. But it still wasn't easy. She wasn't going to give up, though and I think she really understood my problems. After a couple of years I was doing much better, and that helped me a lot with the volunteer work I was doing for the charity. Then my teacher talked to my manager, and they got me a laptop and computer program that recognises my voice. So it was easier to write my reports."

How are things going now?

"I've had a job now for five years, helping other people who've had a bit of a hard life – like me!"

What would your message to them be?

"Definitely don't give up. If I can do it, so can anyone!"

LETTER FROM THE CHAIR



For men and women made vulnerable by homelessness, the path to finding a safe place to live and to building fulfilling futures can be rocky. Not uncommonly, challenges arise when basic skills are inadequate to cope independently with the demands of day-to-day life. The solution is not always obvious: for people with a history of trauma, chaos and complex needs, engagement with mainstream educational opportunities can understandably be problematic. Professionals at Literacy100 have witnessed the frustration of enormously apprehensive adults who have looked in vain for a safe place to improve their reading and writing. But models of provision do exist in which engagement by vulnerable learners is successfully supported and lives transformed. Crucially, these services focus not on the system but on the individual.

Sadly, their availability is too scarce.

Central government initiatives such as the existing Multiply numeracy programme and planned compulsory mathematics to eighteen have not been mirrored in programmes for literacy and English. Of additional concern is the government's current focus on employment as the central target for adult education. Should this be applied to basic skills, it risks a greater emphasis on accreditation, which will inevitably reduce flexibility in teaching.

To add weight to our campaign during the last year, Literacy100 has built further active partnerships with organisations and individuals from a range of fields.

LETTER FROM THE CHAIR....

We are pleased to be working with colleagues from sectors including homelessness, technology research, adult, further and higher education, and the promotion of adult literacy.

The breadth and depth of their expertise is helping us to identify key principles for accessible provision, as well as pragmatic proposals for change. We plan to distil our recommendations into a Charter of Good Practice. Its publication later in 2023 will be a significant milestone in our mission to make literacy learning accessible to all adults, whatever their vulnerabilities.

FROM 2022 TO 2023

2022 has seen necessary changes and some significant progress in the development of Literacy100 as a charity.

A landmark was achieved in March, when Literacy100 was registered with the Charity Commission as a Charitable Incorporated Organisation. By formalising of our status there are clear benefits in terms of accountability and public confidence.

We were advised by the Commission to focus our purpose and objects more on campaigning and less on educational activities. We were sorry, therefore, to end our seminar series, and note the ongoing need for good quality training opportunities focusing on literacy and homelessness. Our final two seminars were delivered by Julia Olisa in January and by Doctor Anne Margaret Smith of ELT Well in April. Julia's session explored ways in which frontline workers in the homelessness sector can support clients with literacy needs. Anne Margaret provided a valuable overview of theoretical principles underpinning practical strategies to develop literacy in people who are also English language learners.

Literacy100's key strategic event of 2022 was a forum hosted in July by City Lit College, London. Fifty professionals attended, many in strategic positions within their organisations and all interested in the quality of adult literacy provision. There was consensus that a considerable gap exists in current services, particularly for individuals with the most complex needs.

We were delighted that the majority attending the forum agreed to contribute their time and considerable expertise to work towards a Charter of good practice, to be published towards the end of 2023.

FROM 2022 TO 2023.....

Working groups were formed, to focus on the issues of learning, homelessness, technology, research and advocacy. The Charter aims to achieve greater access to adult literacy services and higher quality learning programmes. Where possible, these will leverage existing resources, but we acknowledge that increased funding is also likely to be needed.

To be impactful, our recommendations will require endorsement from key bodies: central and local government; adult and further education providers; the homelessness sector; charities promoting literacy; and library services.

In 2023 to 2024, we will consider how pilot projects might be funded to provide evidence for the efficacy of principles established in the Charter.

LOIS'S STORY

"I came to England from the Caribbean when I was eight. I didn't have much schooling when I came, and I couldn't read or write. My mum and dad moved us around London quite a bit for the next few years, and all the time I was changing schools. I didn't learn like the other kids could. When I left school, I still couldn't read or write much. So I got a cleaning job.

The next few years were hard. I had my two daughters, but their dad left me. By the time I was thirty something – I can't remember exactly – I didn't have a job any more, so it was hard to keep things going. My health started to go downhill, and I had mental health problems.

Thank goodness I was put in touch with this charity. They helped me get a new place to live and I was so grateful.

I couldn't get work for a long time. What I really wanted was to be a carer. I still do. I knew they have to write reports and that sort of thing, so I had to try to do some studying somehow. All the time I kept thinking about school. It had a real effect on me because it made me think I was stupid and just couldn't learn. So I didn't like the idea of sitting in a classroom again. Then one day my support worker said, "Why don't you try our one-to-one literacy service?" I was scared about it, I can tell you.

But I met the teacher, and he told me not to worry. He'd see what I needed to learn and wouldn't try to rush me.

It's been a year now, and my reading and writing have come on a lot. I'm amazed really. So, I'm going to try college. If things go well, I'll pass some exams and then I can train for a carer's job. I never thought I'd say that before, but I do think things are going to get better for me.

I hope my girls will be proud."



FINANCE REPORT

	£	£
Bank balance at 1 February 2022		2,150
Incoming resources		
<i>Donations</i>		
FP R Hoyle R. Hoyle	250	
Michael Hall	960	
Teddington Rotary Club	500	
Gallantry Medallists League	235	
BBC - Sir K Olisa Fee	500	
ITV - Sir K Olisa Fee	485	
		2,930
<i>Interest</i>		
CAF Bank 27/06/2022	0	
CAF Bank 26/09/2022	1	
CAF Bank 25/12/2022	2	
		3
Resources expended		
Bank Charges Feb 22 to Jul 22 @ £8 per month	(48)	
Bank Charges Jul 22 to Feb 23 @£5 per month	(35)	
Wix website Hosting costs Jun22	(66)	
Wix website Hosting costs Jan23	(137)	
Homeless Link subscription	(54)	
Google Domains (Jul 22 +Nov 22)	(20)	
Zoom Subscription	(144)	
City LIT Forum fee	(960)	
Travel reimbursement	(106)	
		(1,570)
Bank balance at 15 February 2023		3,512

THE TEAM



Julia Olisa	Chair Dyslexia specialist Literacy & Homelessness	Trustee
Hilary Stevens	Finance Officer Business & Development	Trustee
Alessy Beaver	Communications Homelessness, education and sustainable employment	Trustee
Linda Constable	Libraries consultant	
Kat Goodacre	Research consultant	
Tasa Hendrix	Website consultant	
Audrey Mitchell	Homelessness consultant	

FRIENDS & PARTNERS



Kelly Baker

Sue Ball

Born Barikor

David Barzilay

Nahid Behzardi

Gavin Benn

John Casey

Gary Chambers

Atif Choudhury

Gill Cochrane

Andy Cook

John Deakin

Sam Duncan

Lara Farah

Simon Fuller

Diane Gardner

Robert Glick

Simon Goodier

Chloe Gregg

Tasa Hendrix

Tom Henry

Michael Hall

Greg Hurst

Keith Hancox

Michael Jones

Jen Kiernan

Usha Kong

Jon Kuhrt

Liz Loly

Hugh Look

Daryl Maisey

Mark Malcomson

Foysol Miah

Paul Mitchell

Laurie Oliva

Kenneth Olisa

Rebecca Perry

Carla Priddon

Geetha Rabindrakumar

Alex Stevenson

Jeremy Swain

Bill Tidnum

Aleksandra Trepka

Ian Wollington

REFERENCES

ENDNOTES

- 1** Dumoulin, D. & Jones, K. (2014). Reading counts: Why English and Maths skills matter in tackling homelessness. London: St Mungo's Broadway/The Work Foundation
- 2** Olisa, J, Patterson, J & Wright, F (2010) Turning the Key: Portraits of low literacy amongst people with experience of homelessness. London. Thames Reach.
<https://tinyurl.com/ypaupauc>
- 3** London Development Agency (2006). The London Skills for Life Strategy.
<https://tinyurl.com/5bu75c6y>
- 4** Learning and Work Institute (2021). Getting the basics right: The case for action on adult basic skills.
<https://tinyurl.com/yc3xwf29>
- 5** <https://tinyurl.com/bdd889zj>
- 6** Bynner, J. & Parsons, S. (2006). New Light on Literacy and Numeracy. London: NRDC. <https://tinyurl.com/mebf3me5>
- 7** Dugdale, G. & Clark, C. (2008). <https://tinyurl.com/yc6z4asv>.

Bank balance at 01 February 2022 2150.12

Incoming resources

Donations

FP R Hoyle R. Hoyle	250.00
Michael Hall	960.00
Teddington Rotary Club	500.00
Gallantry Medallists Leag	235.00
BBC - Sir K Olisa Fee	500.00
ITV - Sir K Olisa Fee	485.00
Miss Emma Dawson - ITV Sir K Olisa Fee	242.50

3172.50

Interest

CAF Bank 27/06/2022	0.16
CAF Bank 26/09/2022	0.70
CAF Bank 25/12/2022	1.65
CAF Bank 27/03/2023	1.77
CAF Bank 26/06/2023	1.75

6.03

Resources expended

Bank Charges Feb 22 to Jul 22 @ £8 per mo	(48.00)
Bank Charges Jul 22 to Jun 23 @£5 per mon	(55.00)
Wix website Hosting costs Jun22	(66.24)
Wix website Hosting costs Jan23	(136.80)
Wix website Hosting costs May23	(132.48)
Homeless.Org.UK subscription	(54.00)
Google Domains (Jul 22 +Nov 22)	(20.00)
Zoom Subscription (2022)	(143.88)
Zoom Subscription (2023)	(143.88)
City LIT Forum fee	(960.00)
Travel reimbursement J Casey	(106.45)

-1866.73

Bank balance at 26 June 2023 3461.92

3,178.53