

Rahela Trust Trustees' Annual Report & Financial Statement

April 2025 - March 2026

Prepared & Presented By :

Rahela Trust

for Afghan Women's Education

Rahela Trust
For Afghan Women's Education

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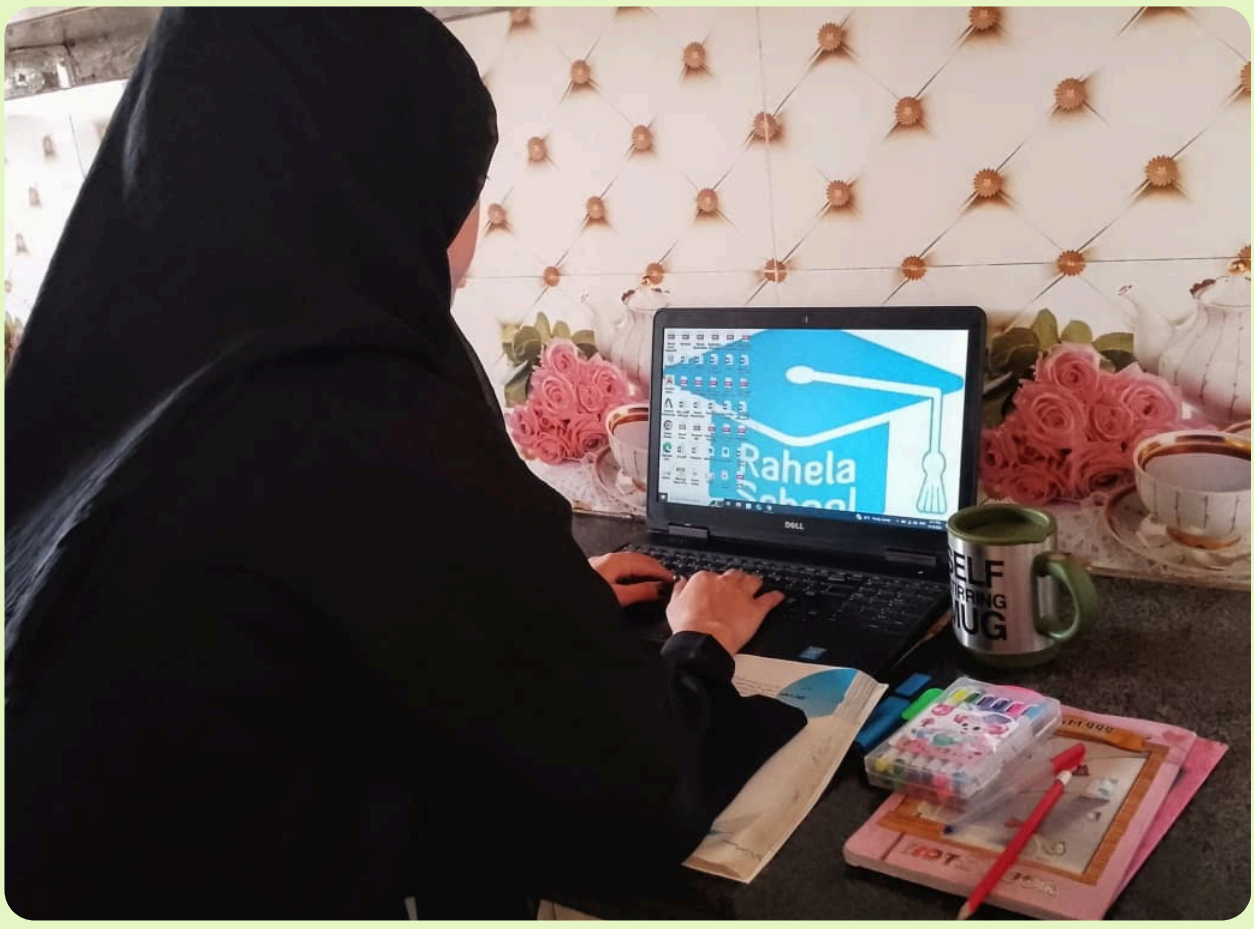
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Rahela Trust
For Afghan Women's Education

1. Our Mission, Vision, & Values

1.1. Mission:

Rahela Trust (RT) is committed to providing university and secondary school scholarships, mentorship opportunities, and access to both local and international professional networks for disadvantaged yet talented Afghan women from rural areas. These women are dedicated to building a future in which women are empowered as active participants and leaders within society.

1.2. Vision:

RT envisions a society in which women's rights are fully recognized, and women are actively engaged in the social, political, and economic spheres of Afghanistan. By nurturing a community of educated and empowered women, the Trust aims to contribute to a more equitable and prosperous future for all Afghan women.

1.3. Values:

- Excellence in Scholarship Provision: Delivering a scholarship program of the highest quality, ensuring that educational opportunities meet rigorous academic and ethical standards.
- Transparency and Accountability: Committing to open, detailed, and honest reporting on all organizational activities and financial operations.
- Results-Oriented Management: Administering the scholarship program with a strong emphasis on measurable outcomes and continuous improvement.
- Efficient Resource Mobilization: Streamlining the use of financial and human resources to minimize delays, enhance operational efficiency, and maximize impact.

2. Key Messages

2.1. Chair's Message:



This has been another extraordinarily difficult year for Afghan women and girls. The restrictions on education, work and public life have continued to deepen. Against that backdrop, preserving access to education matters enormously.

But one of the things this year's report makes particularly clear is that Rahela Trust's work does not end with the individual scholar. Young women who have had opportunities themselves are passing them on — teaching and mentoring others, sharing skills, supporting younger girls, and creating livelihoods with other women. This is not incidental to the Trust's work; it has become an important part of how it works.

There is something powerful in that model. At a time when the space available to Afghan women is being deliberately narrowed, the Trust is helping women sustain not only knowledge and opportunity, but agency: the ability to make choices, act on them, and create possibilities for others.

It also reflects Rahela Sidiqi herself. Rahela has spent many years creating opportunities for Afghan women and, when circumstances have changed, finding new ways to keep those opportunities open. As Chair, I want to recognise not only what she has built, but the judgement, persistence and extraordinary personal commitment behind it.

For the Board, our responsibility is to ensure that the Trust can carry this work forward. That means rigorous oversight, a stronger and more diverse funding base, deepening partnerships, and thinking carefully about how the community the Trust has built — in Afghanistan, neighbouring countries and the diaspora — develops in the years ahead.

I am deeply grateful to our staff, teachers, mentors, volunteers, partners, donors and fellow Trustees. Above all, this report belongs to the young women whose determination gives meaning to all of this work.

Our responsibility is to make sure the opportunities they are creating for themselves and for one another remain open.

Dr Marika Theros
Chair of Trustees
Rahela Trust

2.2. Founding Director's Message:



The past year has marked one of the darkest periods in the history of Afghan women and girls. Despite systematic restrictions on their rights, education, employment, and freedom, the scholars of RT have demonstrated extraordinary resilience, determination, and hope.

Our scholars at both university and secondary school levels have continued to achieve remarkable academic success. Many obtained excellent examination results ranging from 70% to 100%, while our graduating scholars proudly completed their studies and received their graduation certificates. Their achievements are not only academic milestones, but also powerful acts of courage and resistance in the face of gender apartheid.

Beyond their own education, our scholars have embraced leadership and service. Through our "grafting approach" of knowledge sharing, they have transferred leadership, management, communication, and community development skills to other young women. They have volunteered to teach younger students, participated in poetry, arts, leadership, and grassroots economic empowerment initiatives, and established women-led small business cooperatives that strengthen both resilience and local livelihoods.

Collectively, our scholars have reached more than 4,500 young women through skills transfer initiatives and have supported 650 young women in establishing small business cooperatives. These accomplishments are truly remarkable considering the severe discrimination and systematic denial of fundamental human rights faced by Afghan women and girls.

Yet the reality remains heartbreaking. Many Afghan women continue to face violence and abuse within their homes, restrictions on their freedom of movement, denial of education and employment, forced and early marriages, limitations on inheritance rights, and increasing isolation from public life. Every new restriction imposed on women further deepens gender apartheid and threatens the future of an entire generation.

Despite these immense challenges, I remain hopeful. I firmly believe that resilience, knowledge, and solidarity are stronger than oppression. Through RT's secondary school, university scholarships, mentoring programmes, psychosocial support, and women's economic empowerment initiatives, we continue to provide online and discreet in-person education and mentoring to girls who represent Afghanistan's future.

One of our teachers beautifully expressed what education means today:

"Whenever I clicked the link to join my class, I felt as though I was opening the door to freedom, hope, and the future. In the silence of our room, we lit the light of knowledge."

A scholar shared these inspiring words:

"We believe that every small step we take today will build a brighter future. We have learned that our setbacks are not the end of our journey, but the beginning of a new one."

These voices remind us why our work matters.

I respectfully call upon the international community, governments, foundations, and partners to continue standing with Afghan women and girls. Supporting women-led organisations is not simply an investment in education—it is an investment in justice, dignity, peace, and the future of Afghanistan. Together, we can ensure that this generation of courageous young women does not become a lost generation, but instead becomes the generation that rebuilds their country with knowledge, compassion, and hope.

Rahela Sidiqi
Founding Director
Rahela Trust

Rahela Trust
For Afghan Women's Education

3. Legal & Administrative Details

3.1. Trustees:

- Dr. Marika Theros, Chairperson
- Samantha Rennie
- Mel Bradley, Vice chair
- Kamini Paul
- Liz Mermin
- Sear Sadat, Treasurer

3.2. Executive Team:

- Rahela Sidiqi, Founding Director
- Dr. Nargis Sadiq, Development Officer
- Farahnaz Mahsheed, Communications Officer
- Ali Ahmad Barat, Finance Officer
- Safia Nasrat, Admin/Logistics Officer
- Asya Naseryar, Community Officer
- Ziarmal Gharghasht, IT Officer

3.3. Structure, Governance, & Core Values

RT is pleased to present its Annual Report and unaudited Financial Statements for the period spanning 1 April 2025 to 31 March 2026. The Trust operates in full compliance with statutory requirements, its governing constitution, and the Statement of Recommended Practice (SORP) for Accounting and Reporting by Charities, in accordance with the Financial Reporting Standard 102 (FRS 102).

Established as a UK-registered charity on 26 February 2016, RT functions under the provisions of its constitution, which was most recently amended on 3 April 2021. The Board of Trustees assumes full responsibility for the governance of the organization, ensuring regulatory compliance, and providing strategic oversight and direction.

The Board convenes on a quarterly basis to deliberate on strategic matters, conduct risk assessments, and review financial and operational activities. Trustees volunteer their time and expertise without any form of remuneration. The day-to-day management of the Trust is entrusted to the Director, supported by executive team, Advisors, Ambassador's of support and volunteers.

Major strategic, policy, and financial decisions are made collectively by the Board. In addition to scheduled meetings, urgent issues are addressed promptly through digital communication platforms such as WhatsApp and email, with extraordinary meetings convened when necessary. The Trustees have undertaken periodic skills audits to identify any competency gaps within the Board, with the objective of recruiting individuals whose expertise aligns with the Trust's mission and who can dedicate the requisite time and commitment. In recognition of the pivotal role of volunteers, RT reimburses approved expenses in accordance with its volunteering policy.

In Afghanistan, the Trust's work—and that of its local partners—relies heavily on voluntary contributions. Nonetheless, a team of 61 volunteer members is employed through our partner organizations across various provinces to support the advancement of women's education.

3.4. Strategy, Goals, & Objectives

RT was founded by women's rights activist Rahela Sidiqi in response to the significant challenges faced by educated women in Afghanistan. The Trust's mission is to promote and advance the education of talented and rural Afghan women through the provision of financial assistance, mentorship, and broader support initiatives.

In 2026, RT revised the three-year strategic plan centered on four key objectives:

- Expanding networks of educated women to contribute actively to Afghanistan's national development.
- Engaging the Afghan diaspora and British allies in efforts supporting Afghanistan's reconstruction and development process.
- Advocating for sustained international support for the education of Afghan women and girls.
- Strengthening RT's institutional capacity to ensure it remains a resilient and impactful organization.

Looking ahead, the Board of Trustees intends to explore the potential expansion of RT's activities into British-Afghan diasporas, Afghanistan's neighboring countries, and the diaspora of other countries as part of the organization's forthcoming three-year strategic plan. The Trustees also affirm that, in making decisions, they have duly considered the Charity Commission's guidance on public benefit.

4. Yearly Progress on Scholar Support Initiatives

Despite the continued restrictions on girls' and women's education in Afghanistan, RT has remained committed to expanding access to education and leadership opportunities for Afghan women and girls. Through its online secondary school programme, higher education scholarships, mentoring initiatives, and leadership development activities, RT supported a total of 1,312 students as of February 2026, including 1,200 secondary school students and 112 university students, enabling them to continue their education. However, following changes in parental support for monthly internet costs, approximately 429 students subsequently discontinued their studies, highlighting the ongoing financial barriers faced by many Afghan families in accessing online education.

During the reporting period, student enrolment increased substantially, reflecting both the growing demand for accessible education and the trust placed in RT's programmes by Afghan families. RT scholars and graduates demonstrated strong academic performance while also contributing to their communities through volunteer teaching, literacy support, grassroots economic empowerment, mentoring, and advocacy initiatives. Many students also assumed leadership roles within the programme, serving as mentors, peer educators, and role models for younger girls.

In addition to educational support, RT strengthened its engagement with Afghan refugee communities and regional stakeholders, advocating for greater access to higher education, scholarships, legal residency pathways, and educational opportunities for Afghan women in host countries. RT organised youth leadership workshops, cultural events, English and Dari language lessons, held an annual academic conference, annual lecture, and conducted advocacy and diaspora engagement in the UK and Afghanistan neighbouring countries such as Uzbekistan, Tajikistan, Kirghezestan, pakistan and Iran

The programme's success continues to be driven by a dedicated network of volunteer teachers, mentors, partners, and supporters across Afghanistan, the diaspora, and the UK. Through these collective efforts, RT is not only preserving access to education but also nurturing a generation of educated, resilient, and community-minded Afghan women who are prepared to contribute to the future development of their country and communities wherever they reside.





4.1. RT Higher Education Program

This part of the annual report consolidates all progress on scholarship recipients' activities, mentoring programmes, and small business progress from April 2025 to March 2026. It presents a comprehensive and continuous narrative of social initiatives, meetings, achievements, challenges, and key learnings throughout the year. RT recruited 112 university students in April 2026 and there has been a drop out of 29 students due to limited financial difficulties support.

Despite ongoing restrictions on women's access to education and employment, RT scholarship recipients demonstrated strong resilience. Through engagement in non-formal education, mentoring programmes, and women-led livelihood initiatives, they adapted effectively to challenging circumstances and continued their personal and professional development.

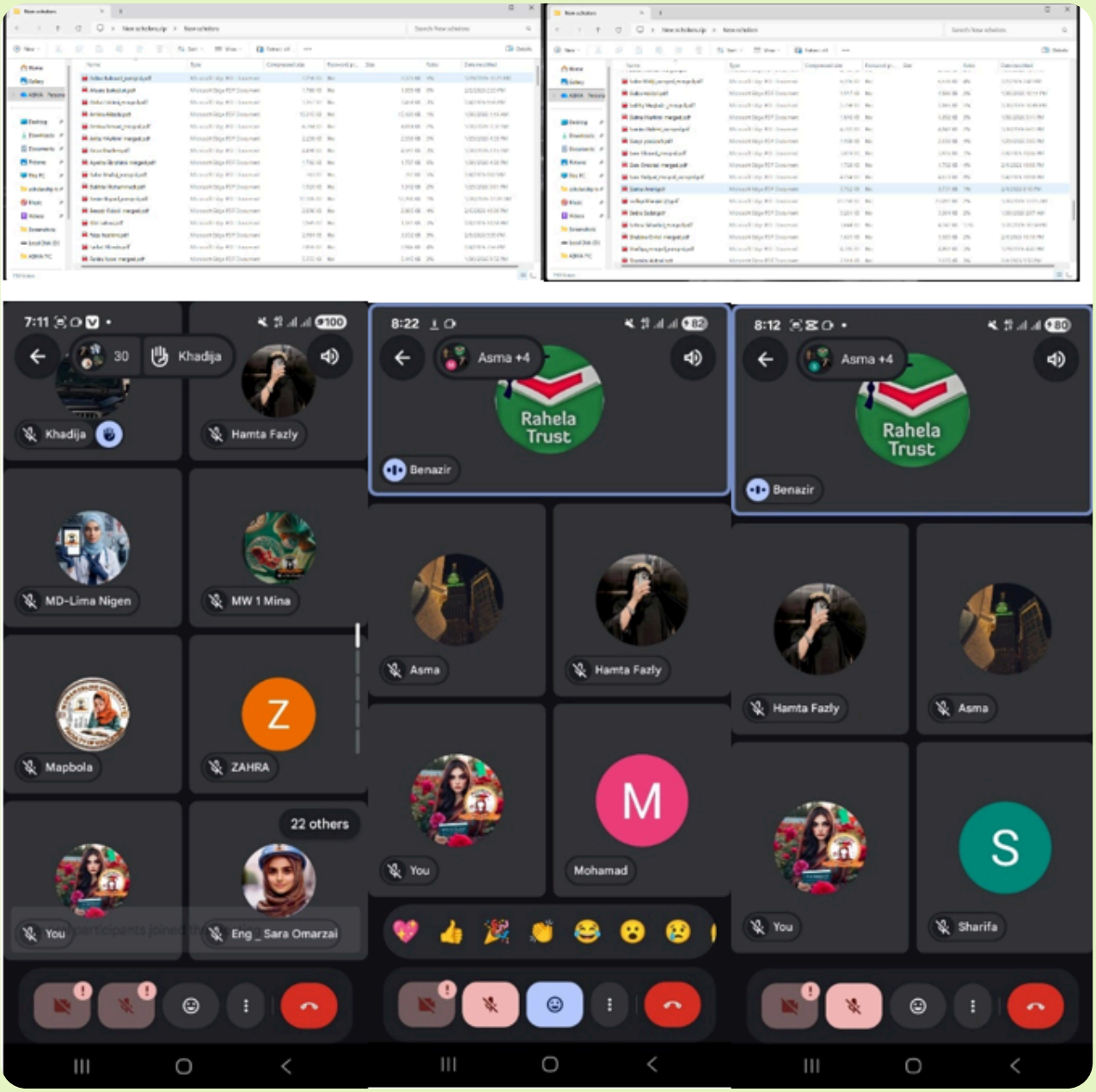
4.1.1. Education and Academic Progress

In the absence of access to formal university medical training, RT facilitated hospital-based practical training opportunities for scholarship recipients studying nursing. Three scholars successfully completed their practical requirements and graduated from the Ahmad Shah Baba Institute of Health Sciences. Two additional scholars were unable to graduate however, due to the closure of public institutions.

At the beginning of 2025 a new round of RT university scholar selection was initiated, and official announcements were widely disseminated. A total of 115 applications were received, followed by a structured selection process including application screening, entrance examinations, interviews, and parents' commitment guarantees.

After completing the application review and examination stages, second round interviews were held with a panel of three independent university lecturers.

29 students were selected and commenced their studies in the spring semester, while the remaining applicants are currently on the waiting list for the autumn intake.



Successful scholarship recipients selected through a transparent and merit-based process.

4.1.2. Mentorship and Peer Support

Mentorship was delivered through both in-person and online sessions, with induction training on RT policies and procedures for new teachers, scholars, and volunteers. Senior coach, national, provincial and community mentors/scholars provided mentoring on enhancing academic motivation, business management, mental well-being, moral-building, self-confidence, and future planning. Between January and March 2026, two structured mentorship sessions were conducted. These sessions covered psychology and digital and Artificial Intelligence skills, leading to more effective and responsive support for participants.





Online Mentorship Program empowering Afghan women with leadership, business and life skills.

4.1.3. Small Business Cooperativesand Livelihood Initiatives

During the reporting period, four women-led small business cooperatives were established and actively operating, with five members in each cooperative, supporting a total of 20 women. The businesses included poultry farming, tailoring, clothing production, embroidery, handicrafts, cosmetics, and food processing, enabling women to generate income, strengthen their livelihoods, and participate more actively in the local economy.

In addition, 20 young women received educational support from RT scholars at the community level, demonstrating the wider impact of the programme beyond direct beneficiaries and highlighting the role of scholars in supporting education and economic empowerment within their communities.

Provincial breakdown of community initiatives:

A. Helmand Province

RT Scholars facilitated home-based and non-formal education for more than 40 young women and girls who were unable to attend school. The subjects delivered included primary-level English language, Pashto, biology, and health awareness. Special attention was given to supporting girls with intellectual disabilities, alongside providing educational assistance to nursing and midwifery students.



RT scholars providing home-based and non-formal education to girls excluded from formal schooling.

Case studies:

Poultry Business – Janat Azad

The poultry group led by Farah Walidi, an RT scholar of nursing at the 3rd grade with a 97.2% mark. She expanded its operations through the reinvestment of income generated from egg sales. Between January and March 2026, the group generated a profit of 2,200 AFN, which was distributed among members prior to Eid, contributing to household income and financial stability.





Women-led poultry cooperative generating income and strengthening household livelihoods.

Tailoring and Clothing Production – Asmana Hafız

She is an RT nursing school scholar at year 3 with 83.8% marks. A group of 15 women actively engaged in tailoring clothing designed by Halima. After sourcing raw materials from Kabul, they established a small tailoring and design workshop, enabling coordinated production and creating income-generating opportunities for group members.





Small Business cooperative members expanding their business through reinvestment and shared profits.

Iqra Dadkha

During the past year, Maliha Noori focused on both her academic studies and entrepreneurial activities. She studies at the computer science faculty, currently she is in 4th semester with mark of 90.11%. She hasaccomplished two projects, one in the health sector and the other in human resources management. In addition, she contributed to supporting girls and women through community-based assistance initiatives, particularly during the month of Ramadan prior to Eid.

In the business sector, she has been working with 15 women organized into three groups engaged in henna application, bridal shawls, and handicraft production. This initiative has not only generated income but also created opportunities for other women to participate in small-scale economic activities and improve their livelihoods.



Women-led small business cooperative producing henna, bridal shawls, and handicrafts.

B. Kandahar Province Case Studies:

Shahıda Namawar

She is an RT scholar studying computer science grade B in 8th semester with mark of 88.00 %, During the past year, Shahla Naderi served as both a mentor and National Mentor at Rahela Secondary School, demonstrating strong commitment to fulfilling her responsibilities effectively.

In her role as National Mentor, she maintained close collaboration with students and team members, actively participating in internal meetings and ensuring the systematic collection of monthly reports, capacity-building outputs, photographs, and other documentation for monitoring and evaluation purposes. She also contributed significantly to student development and overall programme improvement.

A key achievement during this year was her progression from provincial mentor to national mentor, reflecting her professional growth within the organisation. Alongside her formal responsibilities, she also initiated a small poultry business, which showed notable progress and contributed to her livelihood development.

In terms of academic development, she continued her online studies and remained actively engaged in her final semester, while also participating in various English language and professional development courses. Overall, this was a highly productive and achievement-oriented year for Shahla Naderi, marked by both professional advancement and personal development.

She currently running poultry small business.



Women-led poultry cooperative generating income and strengthening household livelihoods.

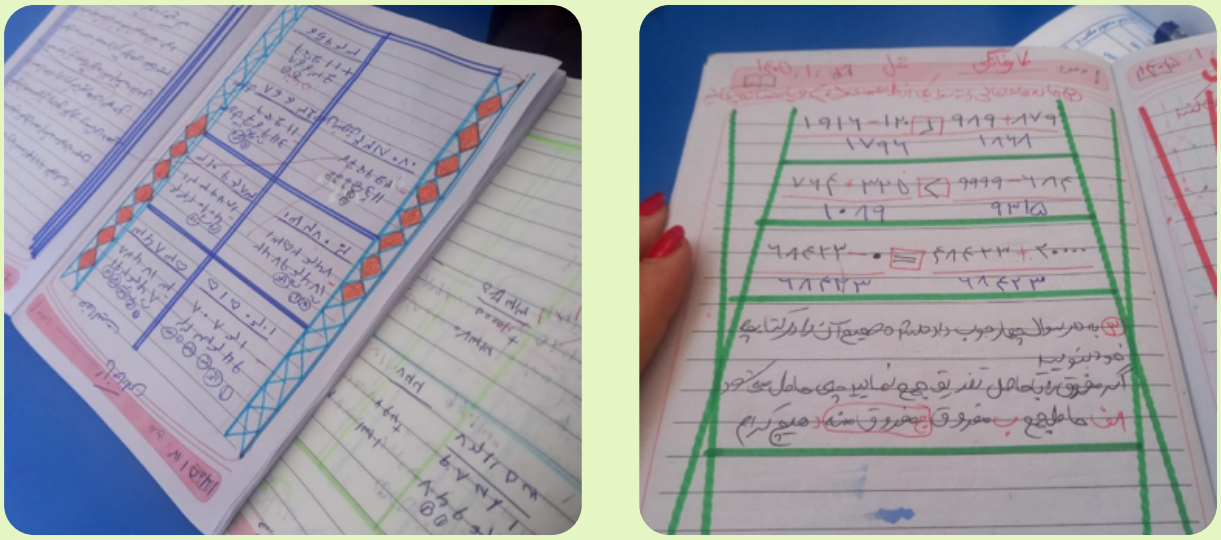
C. Women Online University

During the reporting period, 165 applications were received and all applicants participated in interviews. Following the assessment process, a list of eligible candidates who successfully met the programme's academic and selection requirements was submitted to the university.
A total of 18 women began their studies in the Spring semester, while 37 additional women were placed on the reserve list for the upcoming Autumn semester, having successfully completed the examination and interview process and met the programme's eligibility criteria.
In addition, 55 graduates of the Rahela Secondary School began their university studies in the Spring semester, marking an important transition from secondary education to higher education.

Case studies:

Khatema Mirzaye

Khatema Mirzaye is a current student of the Faculty of Law and political science with a score of 95% and one of the committed and resilient young women who has made notable academic progress during the reporting period. In addition to her studies, she has supported her peers through online teaching, sharing her knowledge and assisting other girls in their learning process.
Through the mentoring programme she has further developed important values such as commitment and responsibility, which have strengthened her role as both a learner and a contributor to her community. She is teaching English language and mathematics at Rahela Secondary School as volunteer teacher.



RT scholar, strengthening her community through education, mentoring, and volunteer teaching.

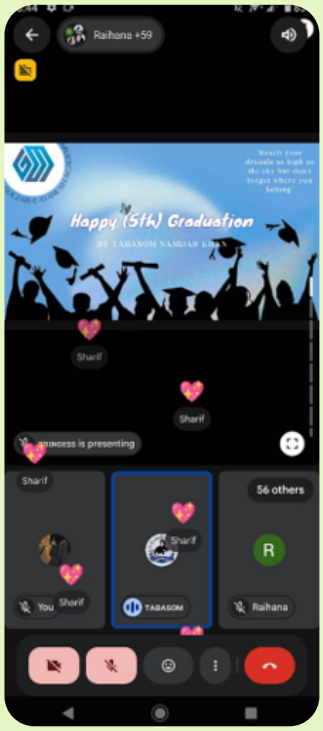
Sama Azadi Khawa

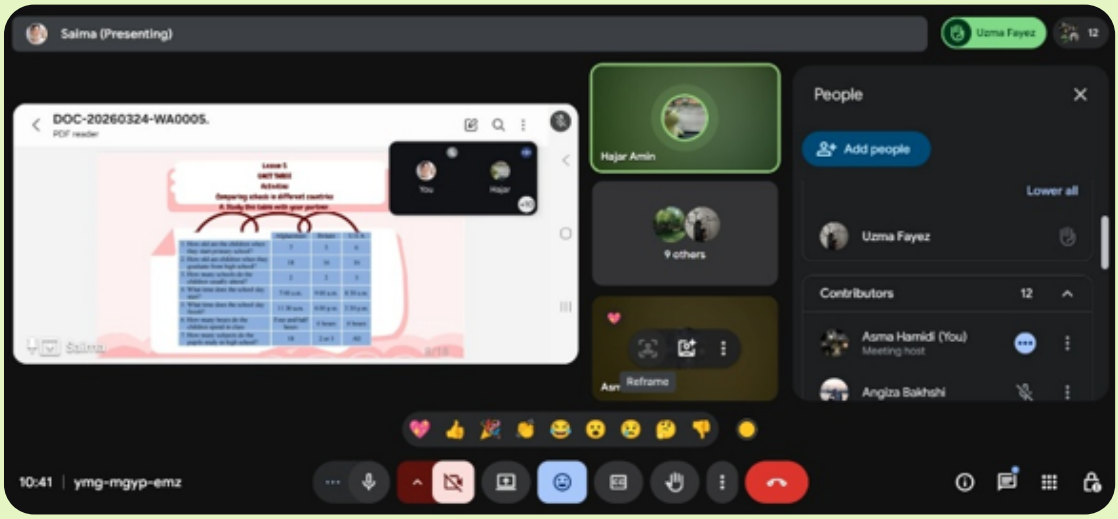
She is studying at the Faculty of General Psychology, an active student who successfully completed her seventh semester with a 90% score, benefiting from the comprehensive support of RT's scholarship programme. Alongside her academic studies, she has volunteered providing home-based tutoring to several girls, contributing to expanding educational access at the community level.

Her strong academic performance enabled her to progress to higher semesters with excellent results. In parallel, she initiated small-scale business activities, which further strengthened her engagement with girls deprived of education and enhanced her practical leadership skills.

She established two small business cooperatives, Hayat Mart, which sells personal care and hygiene products, and Gohar Brand, which specializes in Afghan traditional clothing. These businesses aim to provide quality products, support women's entrepreneurship, and create opportunities for financial independence.

One of the key lessons she highlights from her learning journey is that effort is never wasted when guided by clear goals. Her achievements also include her selection to be a pharmacy department manager, where her responsibilities include coordination and support.





RT scholar demonstrating resilience by empowering young women through small business comparative and mentoring.

D. Goharshad University

Currently, there are five active students enrolled in Goharshad University under the RT support programme.

Case studies:

Maya Qahraman

She is an RT scholar at the faculty of economics in her second year. She demonstrated strong academic progress over the past year, achieving high grades of 94,12% marks and successfully completing a project titled Green Nest. This initiative supports girls deprived of education through a small-scale poultry-based model, where participants produce and provide goods and services.

Through this project, she developed skills in project management, coordination, and teamwork. She also actively participated in mentoring sessions, which contributed to strengthening her communication and professional competencies.



RT scholar demonstrating resilience by empowering young women through small business comparative and mentoring.

Sahar azadi

She is studying Computer science, in her second year. She achieved 98.18% marks. The year 2025 began with significant challenges for Sayeda Hamidi; however, through engagement in economic activities and mentoring sessions, she developed strong leadership and problem-solving skills. Starting with a very small business cooperative, she gradually expanded her work through supportive and guidance sessions.

She is now operating at both local and international levels, producing handmade clothing and textiles. She emphasizes that no progress is possible without consistent effort. The year proved highly productive for her, with increased income and expansion of her business.

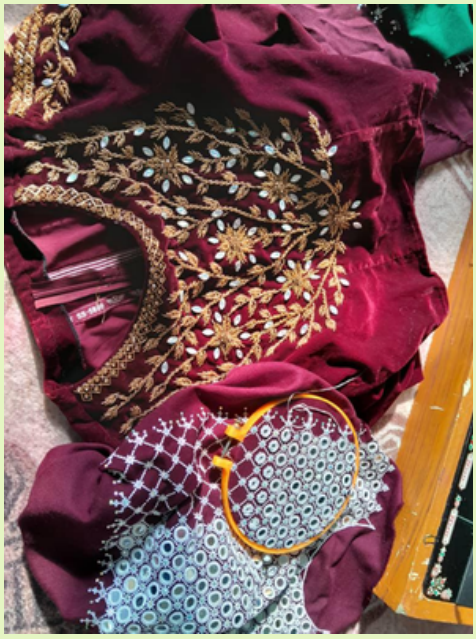


RT scholar demonstrating resilience by empowering young women through small business comparative.

Kamila Ahmadi

She is one of the scholarship recipients at the faculty of computer science, studying in her second year with a mark of 95.18%. She continued her studies while simultaneously engaging in entrepreneurial activities. She established small business cooperative in tailoring, beauty services, and embroidery, which keeps her motivated and generates income.

Despite obstacles, she successfully provided services and bought and sold goods. Through effective marketing and perseverance, all three business areas generated profit and achieved customer satisfaction, while she continued to progress academically.





RT scholar demonstrating resilience by empowering young women through small business comparative.

Mudabira Harmaghan

She demonstrated strong dedication by serving as both a student and a provincial coordinator. She achieved progress in both academic and professional roles while establishing a small business cooperative named Honaristan Chob (Wood Art Studio). She studies computer science, in her second year with a mark of 95,06%.

The small business cooperative began with decorative wooden design boards and has since expanded into wood engraving, attracting customer interest and demand for specialized products. Additionally, the group is produces embroidered handbags, successfully manufacturing and selling a variety of items.



Small business cooperative expanding from decorative wooden designs to wood engraving and handcrafted products.

4.2. Rahela Secondary School Progress

Rahela Secondary School officially commenced operations in June 2024 with the support of the Malala Fund, delivering an innovative online education programme for girls excluded from formal schooling in Afghanistan. During the 2025–2026 academic year, the school significantly expanded its institutional structure, academic delivery, and student support systems, marking a period of consolidation, growth, and innovation.

Six classes (Grades 7–12) were formally established. In response to high demand, admissions for Grades 7–10 were reopened in April 2025 for a limited intake of 15 additional students through a structured process including registration, shortlisting, entrance examinations, and placement. As a result, total enrolment increased to over 290 students - 190 in Grades 7–10 and 100 in Grades 11–12 supported by MF. RT has directly supported the school and students and actively participated in structured academic learning and social development activities, including online forums, academic support sessions, and skills-building programmes. A total of 50 grade 12 students graduated in 2026. Also in 2026 Additional 50 students were recruited in grade 10 and 11 and 50 grade 11 students were promoted to grad 12 supported by MF, in April 2026 in total 1200 students were started their study in different grade through the support of volunteer teachers.

4.2.1. Direct Education Support and Student Development

Rahela Secondary School delivered structured online education through Grades 7–12 by qualified teachers with regular tutorials, continuous assessment, mentoring, and digital learning support.

In addition to academic instruction, students participated in comprehensive personal development programmes, including leadership training, digital literacy, employability skills, public speaking, community engagement, and psychosocial support activities.

a) Academic Outcomes and Progression

Academic performance remained strong throughout the reporting period. Grade 11 and 12 students achieved examination scores between 73% - 99%. All Grade 12 graduates received recognized certificates and successfully progressed to RT funded higher education programmes in fields such as medicine, law, economics, dentistry, computer science, and nursing.

b) Student Leadership and Enterprise Development

Beyond academics, students demonstrated strong leadership through the establishment of 100 student-led small business cooperatives across 32 provinces of Afghanistan. These initiatives were supported by the Rahela Model of Mentoring (RMM) and a network of teachers, mentors, and community volunteers.

These cooperatives strengthened students' skills in entrepreneurship, governance, accountability, transparency, efficient use of resources and community engagement, empowering young women to become active contributors within their communities through kindness, generosity, and the transfer of skills.



During Student Leadership and Enterprise Development

4.2.2. Indirect Support, Outreach, and Community Engagement

Beyond our own students, Rahela Secondary School programmes reached a wider group of girls through skills development, mentorship, and community-based initiatives.

Around 3,000 girls were indirectly supported through programme activities led by RT students. This included 500 adolescent girls benefitting from non-formal support services including small business cooperatives, and 2,500 girls who participated in skills-building programmes covering computer literacy, leadership and management, CV writing, business planning and marketing, poetry and art, English literacy, and peace education.

I.Peer-Led Expansion and Community Support

Through Rahela Secondary School leadership, 100 Grade 11 and 12 students contributed to expanding two key programmes focused on skills development and adolescent engagement in small business cooperatives.

Each student led a small business cooperative consisting of five young women, enabling participants to develop competencies in teamwork, financial management, transparency, marketing, quality control, governance, and business planning. Students also learned to reinvest in their communities and act as equal shareholders in cooperative structures.

Cooperatives established internal markets while external market linkages were supported through RT's sister agency, Omid International (Turkey).

In addition, each Rahela School student volunteered to support approximately 25 young girls in their communities, based on needs assessments conducted during the academic year.

II. Arts, Advocacy, and Cultural Engagement

Students also participated in civic and cultural events, including a student performance at Atelier Jolie School in New York through the Civic Engagement Project "KIDS ROCK FOR KIDS" and the Catharsis Arts Foundation, supported by MF network-building initiatives.
Their poetry and resilience-based artwork were further showcased in international exhibitions and conferences in South Africa, Geneva, and the United Kingdom.

4.2.3. Key Achievements and Good Practices

The 2025–2026 academic year marked significant institutional growth, resilience, and innovation for Rahela School. Enrollment increased from just over 200 to more than 290 students, reflecting both high demand and strong trust from students and families.

i.Holistic Education Model

One of the most impactful programme approaches was the holistic education model, integrating academic learning with mentoring, life skills, arts and poetry, psychosocial support, and small business cooperatives development. This contributed to improvements in academic performance, confidence, leadership, resilience, mental wellbeing, and financial independence.

ii.Mentoring and Leadership Development

The implementation of the Rahela Mentoring Model (RMM) strengthened peer learning and leadership development by enabling trained students to transition into provincial-level mentors, creating a sustainable multiplier effect and enhancing community ownership.

iii.Mental Health and Psychosocial Support

Mental health support remained a critical component of the programme. Many students experienced stress and emotional challenges due to prolonged restrictions on girls' education in Afghanistan. To address this, RT's psychologist provided regular trauma-informed counselling sessions. On average, at least three students per month received individual counselling, contributing to improved emotional wellbeing, resilience, and academic continuity. A total of 36 scholars have received psychological and trauma-informed counselling.

iv.Volunteering and Peer Support

The school promoted a strong culture of volunteering, with grade 11, grade 12 and graduated students trained to support lower-grade learners, particularly Grades 7–9. This peer-support system enhanced communication skills, teaching experience, and leadership capacity while expanding academic support at low cost.

V.Parental Engagement and Adaptability

Regular engagement with parents, particularly mothers, strengthened trust, improved student retention, and increased family support for girls' education. Despite challenges such as internet disruptions and electricity shortages, the programme ensured continuity through flexible scheduling, remedial classes, and adaptive delivery methods.
These community-driven, low-cost approaches demonstrate scalable good practices for girls' education in fragile and resource-constrained contexts.

4.2.4. Programme Reach, Mentoring, and Impact

In 2025, the programme engaged approximately 30 provincial mentors and 100 community volunteer mentors/scholars from among 290 students across Grades 7–12 under the supervision of two National Mentors. In January 2026, an additional National Mentor joined, strengthening coordination capacity. By March 2026, following completion of 10 provincial mentor contracts, 20 active provincial mentors remained engaged in programme delivery.
The RMM programme played a critical role in supporting students' social development, leadership capacity, personal growth, and sense of responsibility. Despite operational constraints, it achieved significant progress in advancing educational and life-skills outcomes during the reporting period.

4.3. UK Community Empowerment & Cultural Engagement

During the reporting period, RT expanded its community engagement across Nottingham, Birmingham, Coventry, Leeds, London, Rotherham and Sheffield. Through cultural celebrations, community gatherings, language programmes and partnerships, RT engaged 1,385 participants, supporting social connection, cultural identity, integration and confidence among Afghan refugees and diaspora communities. We are very grateful to the National Lottery for funding our UK programme

4.3.1. Highlights from the year

- 1,385 participants engaged through UK community programmes
- Cultural events celebrating Afghan heritage, language and traditions
- Community activities bringing together women, families, youth and different generations
- New and continuing Dari language schools in Rotherham/Sheffield, Nottingham and Coventry
- 111 scholars completed intermediate or advanced English language courses delivered in partnership with the Universities of Cambridge and Sheffield
- Increased opportunities for women's leadership and community-led initiatives, including events organised by women's groups in Leeds, Coventry and London.

4.3.2. Celebrating Culture, Community & Belonging

Throughout 2025–26, RT supported a diverse programme of cultural and community activities across the UK, including literary and artistic gatherings, Afghan food and heritage events, International Mother Language Day, Shab-e Yalda, Ramadan, Eid and Nawroz celebrations. These activities created welcoming spaces for Afghan women, families, young people and wider communities to connect, preserve cultural traditions, share experiences and strengthen a sense of belonging. Several activities were community-led, highlighting the growing leadership and ownership of Afghan women and diaspora communities. We are very grateful to the National Lottery for funding our UK programme.









Celebrating Afghan culture • Building community • Supporting women • Connecting generations • Preserving language • Strengthening belonging













Celebrating Afghan culture • Building community • Supporting women • Connecting generations • Preserving language • Strengthening belonging

4.3.3. Language & Education

RT continued to invest in language and education opportunities for Afghan refugees and diaspora communities. Dari language schools in Rotherham/Sheffield, Nottingham and Coventry provided children and young people with opportunities to maintain their language and cultural heritage. The Rotherham/Sheffield programme reached 61 students aged 6–17, supported by five volunteer teachers.

RT also supported English-language learning for Afghan women refugees in the UK and RT scholars in Afghanistan. 111 scholars completed intermediate and advanced courses, delivered in collaboration with the Universities of Cambridge and Sheffield, supporting communication, academic development and professional opportunities.







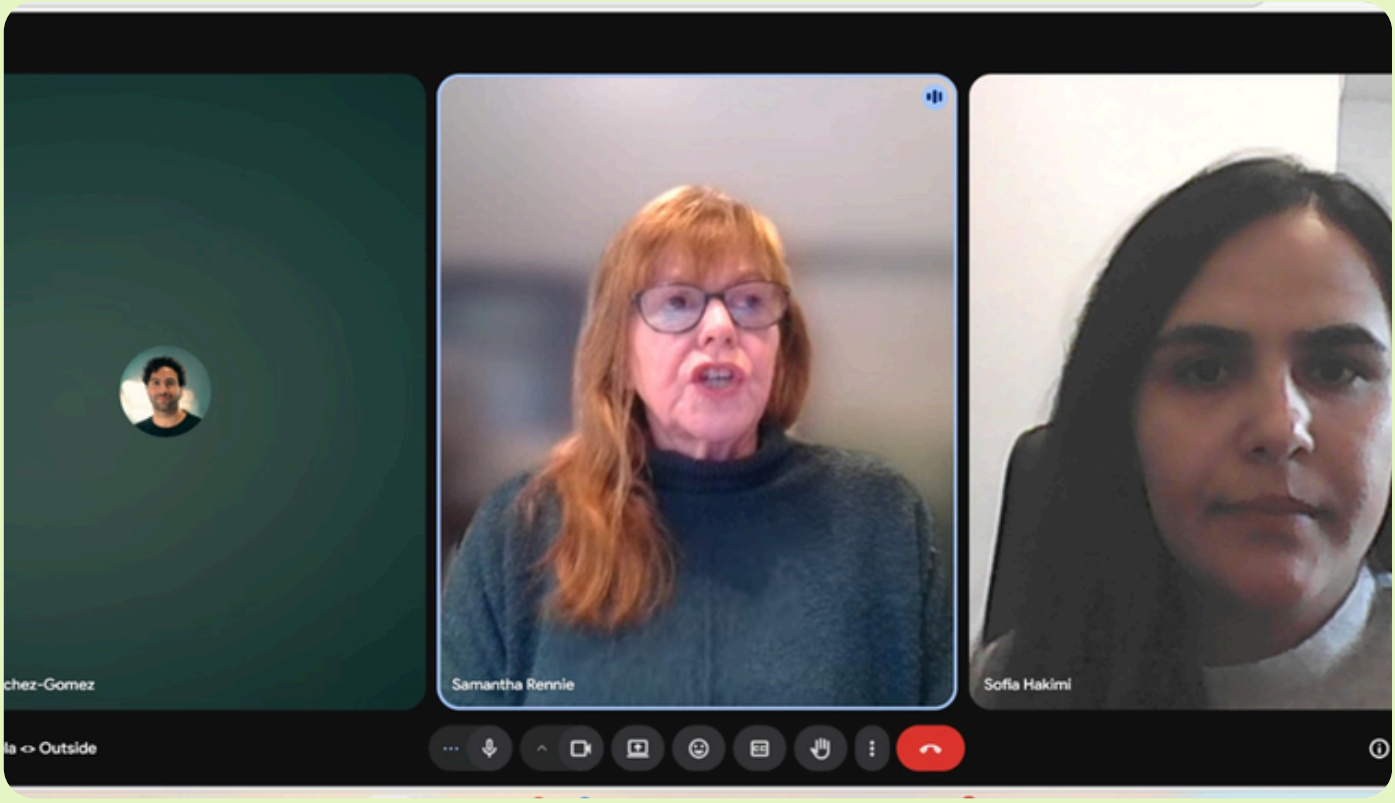




Students of RT language School

4.3.4. Monitoring, Evaluation and Learning (MEL) program:

During the year, RT strengthened its Monitoring, Evaluation and Learning (MEL) systems to improve impact measurement, accountability, and organisational learning. Building on the foundations established in the previous year, the organisation continued to collect quantitative data, including participation, attendance, learning outcomes, and digital engagement, alongside qualitative evidence such as participant feedback, interviews, stories, creative outputs, and case studies. Key developments included planning for a digital MEL system, aligning organisational indicators with strategic objectives, establishing a dedicated MEL leadership structure, and developing a unified data collection framework. These improvements will enhance RT's ability to track outcomes, demonstrate impact, support evidence-based decision-making, and amplify the voices of Afghan diaspora communities.



Meeting of RT with one of the interested companies for the MEL system development for RT

5. Activism Support Services

The Founding Director, Rahela Sidiqi, has been at the forefront of this movement, participating in various international conferences and dialogues. Her work has helped create opportunities for Afghan women to share their struggles and aspirations on the global stage, particularly in areas like women's educational promotions, leadership, activism, and gender equality.

5.1. On 23 June 2025, Rahela Sidiqi addressed the UN Human Rights Council in Geneva, highlighting the ongoing ban on girls' education in Afghanistan and its devastating impact on women and girls. She called for urgent international action to support alternative education pathways, invest in digital learning and mental health services, amplify Afghan women's voices, and hold the Taliban accountable for violations of the right to education. Her intervention reinforced the message that education is a fundamental human right and that immediate action is needed to protect the future of Afghan girls.



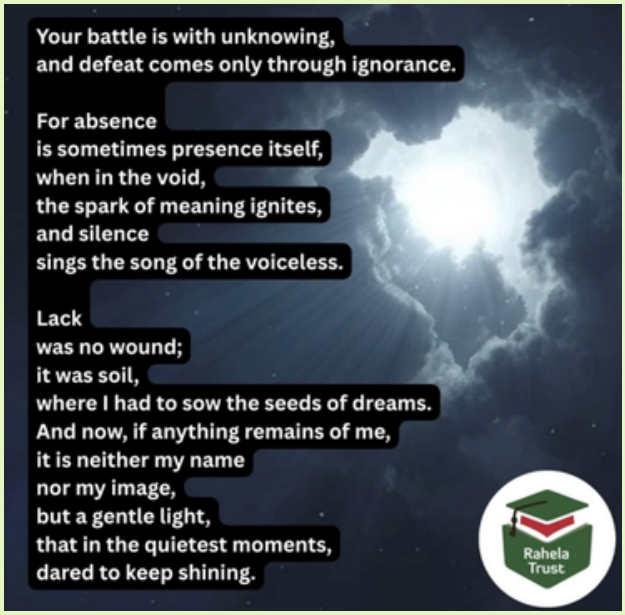
Rahela Sidiqi at the UN Human Rights Council in Geneva, highlighting the ongoing ban on girls' education in Afghanistan and its devastating impact on women and girls

5.2. On 25 June 2025, Rahela Sidiqi participated in a high-level conference in London hosted by DEFAW, bringing together more than 50 Afghan women leaders and allies to advocate for global action against gender apartheid in Afghanistan. During the event, she emphasized the importance of transparent and effective partnerships between Afghan diaspora organizations and international actors to strengthen advocacy efforts, expand global networks, and increase collective impact. The conference called for the recognition of gender apartheid under international law, meaningful inclusion of Afghan women in decision-making processes, and greater accountability for human rights violations.



Rahela Sidiqi participated in a high-level conference in London hosted by DEFAW

5.3. On 21 October 2025, Rahela Sidiqi, Founder and Director of RT, participated in the Diaspora Conference hosted by the Danish Refugee Council. During the event, she read a powerful poem written by a Rahela Secondary School scholar, highlighting the aspirations and resilience of Afghan girls and showcasing the transformative impact of education in times of crisis.



5.4. In September 2025, Rahela Sidiqi was featured in the BBC podcast “Gap Del,” where she shared her personal journey as the first female student in her father’s family, in Maidan Wardak province. She reflected on how the women’s movement transformed local community forums into national solidarity spaces, shaped by women’s leadership during the civil war and the first Taliban period.



5.5. In October 2025, Rahela Sidiqi spoke at the DEMAC Afghan Diaspora Conference in Geneva on “Afghan Diaspora in Action: Strengthening Dialogue and Supporting Afghanistan Across Borders.” She highlighted the voices of Afghan women scholars by presenting a moving poem, underscoring how Afghan girls—both in Afghanistan and in the diaspora—are making themselves heard through poetry, art, and stories of resilience and achievement.

Poem: “From Nothingness to Light”
Written by one of Rahela Trust’s scholars

Fall like rain from the blackened clouds,
bring forth brightness from patient darkness.
Do not lose hope—keep moving forward,
even if a thorn pierces your heart.

Wherever you go, let flowers bloom with color and scen
Let the garden of the world flourish with dignity.

Your battle is with unknowing,
and defeat comes only through ignorance...

Photo sourced from DEMAC.



6. With grateful thanks

The Trustees of RT would like to extend a heartfelt thank you to the following individuals and organizations:

UK Executive Team:
Rahela Sidiqi Founding Director
Dr. Nargis Sadiq, Development Officer
Ziarmal Gharghasht IT Officer
Safia Nasrat Admin Officer
Farahnaz Mahsheed, Communication Officer
Ali Ahmad Barat, Finance Officer
Asya Naseryar, Community Engagement Officer
Afghanistan Operation Team

Thank you to all the generous individual donors who have continued to support our young scholars and students over many years, and to those who have attended our events.

Thank you to all the fantastic organisations who have given grants this year:
Malala Fund
National Lottery Fund
The Circle
Farthing Trust
The Talem Foundation

And to our Partner Universities and Community Organizations in UK:
Sheffield University
Cambridge University
Civic Engagement Project
Omid International
Ariana, Coventry, Amo Community Centers
Leeds Women Community Team
Sheffield Afghan Organization

And a special thank you to all our ambassadors of support from the diaspora and British community, whose continuing support during difficult times has allowed us to continue supporting our scholars:
Asif Noorzai
Soman Shokori
Ameena Mangal
Maliha Sherzai
Amina Omid
Khadija Yawari
Pakizea Anwar
Sara
We sincerely thank you for your ongoing support in our mission to advance women's rights and expand access to higher education and secondary education in Afghanistan.

7. The Future

7.1. Scholarships

In the coming year, RT will continue expanding access to educational opportunities for Afghan girls and young women through scholarships and targeted academic support, subject to available funding. Priority will be given to supporting secondary and higher education students through a combination of financial assistance, mentoring, and academic guidance.

RT will further strengthen its mentoring programme by engaging qualified members of the Afghan diaspora and expanding partnerships with organisations specializing in education, leadership development, and psychosocial support. Particular attention will be given to enhancing student wellbeing through trauma-informed and resilience-building approaches.

In addition, RT will continue to assess emerging educational needs among Afghan women and girls in Afghanistan and neighbouring countries, enabling the organisation to identify strategic opportunities for future support and intervention.

7.2. Expanding our programmes

We are pleased to acknowledge and express our sincere gratitude for the confirmation of major grants that have significantly advanced our mission this year and will continue to do so in the coming year. A renewed grant from the Malala Fund has enabled RT to sustain its high-quality online education and mentorship programs, specifically designed to support Afghan girls in completing their final years of secondary education under restrictive conditions. This vital support will continue into the next year.

In addition, a grant from the National Lottery has allowed us to expand our engagement with the Afghan diaspora in the United Kingdom—promoting community cohesion, cultural preservation, and collaborative initiatives that reinforce our educational and empowerment goals. This work will also continue in the year ahead.

7.3. Strengthening the Organization

RT will prioritise strengthening and diversifying its fundraising efforts to enhance organisational sustainability, operational capacity, and long-term resilience. By securing new funding partnerships and expanding its resource base, the organisation aims to sustain and scale its educational, mentoring, and empowerment programmes, ensuring continued support for Afghan women and girls facing ongoing barriers to education and opportunity.

8. Financial Statements

The balance sheet indicates a comparatively high level of reserves, primarily due to the timing of disbursements to our Afghan partners. Substantial allocations from both restricted and unrestricted funds are customarily executed shortly after the fiscal year-end in March, which accounts for the elevated reserve levels observed at the close of the reporting period.

RAHELA TRUST Financial Statements for the Year Ended 31 March 2026

Income and Expenditure Account

For the year ended 31 March 2026

	Notes	2026 Restricted	2026 Unrestricted	2026 Total	2025 Restricted	2025 Unrestricted	2025 Total
Receipts							
Community Donations	2						
British Community Donations		13,782	-	13,782	11,942	-	11,942
Afghan Diaspora Community Donations		1,315	-	1,315	4,137	-	4,137
Unrestricted Donations		-	-	-	-	160	160
Total Community Donations		**15,097**	-	**15,097**	**16,079**	**160**	**16,239**
Grants	3						
The Circle		-	10,000	10,000	-	6,000	6,000
The Farthing Trust		-	10,000	10,000	-	10,000	10,000
Malala Fund		120,238	-	120,238	97,153	-	97,153
Talem Foundation		-	3,556	3,556	-	-	-
The National Lottery		67,249	-	67,249	45,000	-	45,000
Total Grants		**187,487**	**23,556**	**211,043**	**142,153**	**16,000**	**158,153**
Gift Aid	4						
HMRC Charities		-	1,634	1,634	-	1,594	1,594
Total Gift Aid		-	**1,634**	**1,634**	-	**1,594**	**1,594**
Events and Conferences							
Events		-	744	744	-	-	-
Total Events		-	**744**	**744**	-	-	-
Total Income		**202,584**	**25,934**	**228,518**	**158,232**	**17,754**	**175,986**
Deductions							
Charitable Expenditure							
University Scholarship Costs		31,667	-	31,667	24,820	-	24,820
Rahela School Costs		82,421	-	82,421	43,471	-	43,471
UK Diaspora Events and Activities		28,625	-	28,625	14,075	-	14,075
Rahela Trust Mentoring Manual		7,678	-	7,678	11,210	-	11,210
Total Charitable Expenditure		**(150,391)**	-	**(150,391)**	**(93,576)**	-	**(93,576)**
Other Direct Costs							
Staff Costs	5	42,545	9,239	51,784	34,448	-	34,448
Consultants and Contractors		26,006	2,883	28,889	19,457	-	19,457
Partner Fees		-	7,114	7,114	4,150	-	4,150
Communications		2,907	-	2,907	2,217	-	2,217
Travel & Training Expenses		2,596	-	2,596	744	-	744
IT Equipment Costs		633	-	633	-	-	-
Total Other Direct Costs		**(74,688)**	**(19,236)**	**(93,924)**	**(61,016)**	-	**(61,016)**
Indirect Costs							
Management and Administration	6	6,221	-	6,221	-	4,094	4,094
Legal and Professional		-	1,190	1,190	-	1,152	1,152
Depreciation		-	76	76	-	138	138
Total Indirect Costs		**(6,221)**	**(1,266)**	**(7,487)**	-	**(5,384)**	**(5,384)**
Total Costs		**(231,300)**	**(20,501)**	**(251,801)**	**(154,592)**	**(5,384)**	**(159,976)**
Net Profit / (Loss) for the Year		**(28,716)**	**5,432**	**(23,284)**	**3,640**	**12,370**	**16,010**

Balance Sheet

As at 31 March 2026

	Notes	2026 Restricted £	2026 Unrestricted £	2026 Total £	2025 Restricted £	2025 Unrestricted £	2025 Total £
FIXED ASSETS							
Tangible Assets	7	-	107	107	-	183	183
CURRENT ASSETS							
Bank		7,748	33,877	41,625	36,464	28,369	64,833
TOTAL ASSETS		7,748	33,984	41,732	36,464	**28,552**	**65,016**
TOTAL NET ASSETS		7,748	**33,984**	**41,732**	**36,464**	**28,552**	**65,016**
FUNDS							
Restricted Funds		7,748	-	7,748	36,464	-	36,464
Unrestricted Funds		-	33,984	33,984	-	28,552	28,552
TOTAL FUNDS		**7,748**	**33,984**	**41,732**	**36,464**	**28,552**	**65,016**

Notes to the Accounts

For the year ended 31 March 2026

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 and the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

Income

All income is recognised in the Statement of Financial Activities once received.

Expenditure

Liabilities are recognised as expenditure on a cash basis.

Tangible fixed assets

Depreciation is provided at 15% on reducing balance for fixtures, fittings and equipment.

Taxation

The charity is exempt from corporation 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.

Going concern

The trustees consider the charity to be a going concern.

2. General Donations

Donations were received from community sources, including British Community Donations of £13,782 and Afghan Diaspora Community Donations of £1,315. These funds were restricted for use on university scholarships, school programmes and mentoring activities.

3. Grants

Some grants are restricted in nature and are made to support the provision of university scholarships, school costs and mentoring programmes for underprivileged young women. The National Lottery grant provides funding for activities run in the UK to engage the Afghan diaspora community.

Grantor	2026 £
The Circle	10,000
The Farthing Trust	10,000
Malala Fund	120,238
Talem Foundation	3,556
The National Lottery	67,249
Total Grants	**211,043**

Rahela Trust incurred charitable expenditure of £150,391 during the year. These payments were made towards university scholarships (£31,667), Rahela School costs (£82,421), UK diaspora events and activities (£28,625), and the Rahela Trust mentoring manual (£7,678).

4. Gift Aid

Gift Aid amounting to £1,634 was received from HMRC and is unrestricted in nature.

5. Staff Costs

Staff costs comprise salaries, pension contributions and related employment costs incurred in supporting the charity's programmes and activities in both the UK and Afghanistan. Total staff costs for the year amounted to £51,784.

6. Management and Administration

These costs are administrative in nature and include accounting fees, software licenses, office costs and governance expenditure.

7. Tangible Assets

These consist of computer equipment and two printers owned by the charity. Payments made to Omid International for laptop use have been included within IT Equipment Costs and have not been capitalised, as the laptops are not owned by the charity.

FINANCIAL STATEMENTS

Independent Examiner Report

I report to the trustees on my examination of the accounts of the Rahela Trust for the year ended 31/03/26.

As the charity's trustees, you a responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act")

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination (other than that disclosed below ") which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Sarah Watling
Monksilver GP Accounts
The Old Schoolhouse
Monksilver
Taunton
Somerset TA4 4HY

Date 14/8/26

Signed Sarah Watling
Sarah Watling

Relevant professional qualification or membership of professional bodies (if any): MAAT

Address THE OLD SCHOOLHOUSE, MONKSILVER TAUNTON, SOMERSET TA4 4HY.

With Gratitude!

None of this work would be possible without the dedication, courage, and determination of the girls and women we support, or without the commitment of our partners, donors, volunteers, educators, and wider community.

We extend our heartfelt thanks to everyone who has stood alongside Rahela Trust and helped create opportunities for Afghan girls and women to learn, grow, and build their futures. Your trust, solidarity, and continued support allow us to keep education and hope alive, even in the most challenging circumstances.

As we look ahead, we remain committed to expanding opportunities, strengthening our programmes, and supporting Afghan women and girls to reach their full potential.

Thank you for being part of the Rahela Trust journey.



Our Contact Information

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Website
www.rahelatrust.org

Rahela Trust
For Afghan Women's Education