Education Bridge for Afghanistan

Trustees' Report for the Period

16 Dec 2024 to 31 Dec 2025

Registered charity number 1203820

Halpern House
1-2 Hampshire Terrace
PORTSMOUTH
PO1 2QF

Trustees:

Chairperson: Shakardokht Jafari
CEO (unpaid): Homira May Rezai
Treasurer: Saffron Grandage
Fundraising Trustee: Zoreh Nazari (term ended 29 June 2025)
Content Development Manager: Azizullah Paeyndah (appointed 13 April 2025)
Higher Education Strategist: Frances Joseph (appointed 25 Jan 2026)

Independent Examiner:

Mr Steve Place

Education Bridge for Afghanistan
Trustees' Report 16/12/2024 to 31/12/2025

Structure, governance and management
EBA is a CIO governed by its Constitution.

Charitable Objects
The charity's objects as set out in its Constitution are:
To provide education of women and girls in Afghanistan (or in the Afghan diaspora) in such ways as the charity trustees think fit, including by:
1. Establishing an educational programme based on international standards
2. Providing educational resources
3. Building national and international partnerships for effective resource mobilisation
4. Providing a learning platform for students to link with international opportunities, knowledge resources and further education

Summary
Education Bridge for Afghanistan (EBA) helps individuals and organisations provide education/training for Afghan children, specifically for girls. EBA raises funds for this purpose through different activities such as conducting online courses in the UK, launching fundraising events, and community partnerships.

Introduction
EBA was established in 2021 in response to the closure of girls' schools in Afghanistan. EBA works with volunteers and partner organisations In Afghanistan and internationally to enable girls in Afghanistan to continue their secondary education and progress towards higher education.

Afghan Girls Access to Education (AGATE) Project
EBA, in partnership with a partner organisation in Afghanistan and Kaaj Education (USA and Kyrgyzstan) received a grant from the Malala Fund for a two-year education programme known as the AGATE Project.

Education Services
During the first year of the AGATE Project more than 9,000 students in Grades 7-12 in Afghanistan were supported to access structured education through a combination of online and alternative learning pathways.

EBA enrolled 8,648 girls across Accelerated Learning Programs (one for Grades 7–9 and another for Grades 10–12), International Level 2 programs, and regular Semester 1 and Semester 2 tracks aligned with the pre-Taliban national curriculum and internationally recognized Level 1–3 (Ofqual-aligned) qualifications. Of these learners, 70% were registered with schools or education centres, while 30% accessed education independently. All worked towards and took end-of-year assessments.

Through Flying Wings Online School (FWOS), run by our partner organisation, 995 students successfully completed an academic year, and 118 students graduated from high school. FWOS ran a “flipped classroom” and project-based learning model, accelerating academic progress, fostering confidence and student engagement. Kaaj Education Organisation supported more than 120 girls, over 100 of whom were also FWOS students in Grades 9-12, through an integrated programme covering English language learning, digital literacy, resilience and well-being, and preparation for higher education. Kaaj also delivered the “Girls to University Mentorship Program”, through which volunteer mentors supported 88 students to develop university shortlists, CVs and personal statements, and to prepare for interviews.

Kaaj further supported students beyond academic programmes by facilitating student volunteer groups, peer-support networks, and learning communities. Students applied their digital literacy skills to practical projects, including developing websites and organising online events. Participants demonstrated growth in confidence and emotional intelligence and increased skills in public speaking, presentation, communication, and leadership.

Learning Management System

The Learning Management System (LMS) is used to provide online lessons, manage students and support the examination system. Development of the LMS continues throughout the period. Approximately 9,000 girls accessed learning resources through the LMS, including structured learning materials, recorded lessons and academic guidance designed to be accessible in low-connectivity environments.

Curriculum Development

To bridge the gap between the Afghan national curriculum and international educational standards EBA has been developing curriculum in subjects including Mathematics, Biology, Chemistry, Physics, Communication Skills, and Computer Science. The curriculum is being developed to support both students continuing their education within Afghanistan and those seeking to progress to higher education

internationally. Lessons are aligned with the Afghan national curriculum where appropriate, while internationally aligned content is incorporated to support students seeking internationally recognised qualifications and opportunities for further education.

Accreditation

EBA has been working with TLM, an Ofqual-regulated awarding organisation, to develop an examination and accreditation system for Grade 12 students. This work is intended to enable students to obtain recognised qualifications and support their progression to higher education and employment. Examinations are designed to be available in the languages in which students have studied, including Farsi, Pashto and Dari, enabling students to demonstrate their knowledge without unnecessary language barriers.

A significant achievement of the project has been the development of credible accreditation pathways for students excluded from formal education. Access to recognised qualifications helps protect students' long-term educational progression and enables them to pursue further education opportunities despite the absence of state schooling.

Through the LMS, learners have accessed internationally recognised qualifications aligned with the pre-Taliban curriculum. The LMS's adaptive, low-bandwidth model has enabled both school-based and independent learners to participate. A structured mentoring system supported by 20 student mentors provided academic guidance, LMS support and encouragement, helping to sustain engagement and reduce isolation.

Beyond the Classroom

EBA's school partners trained and coordinated teachers and mentors, with safeguarding practices, trauma-aware approaches, and well-being support extending beyond formally enrolled learners to girls connected through informal study groups and local learning networks.

Students also contributed to peer-to-peer learning by organising online seminars, discussion groups and forum-based activities through which academic content and study guidance could be shared with other students.

Students demonstrated leadership by organising public speaking classes and student-led webinars, including events involving external experts. These activities supported confidence, communication skills and leadership among participating students.

Beyond direct education delivery, EBA has also advocated for the right to education for Afghan women and girls. Engagement with public figures and supporters has helped to increase awareness of EBA's work and build wider support for girls' education in crisis contexts.

Public Benefit Statement

EBA's Trustees have paid due regard to the Charity Commission's guidance on Public Benefit in carrying out their duties. They are satisfied that the charity's activities further its charitable purposes and provide public benefit. The Trustees consider that the benefits provided are available to a sufficiently wide section of the public and that any private benefit arising is incidental to the charity's purposes.

Financial Review

The following annual accounts are set out using the receipts and payments format, following guidance from the Charity Commission. Because the gross income is more than £25,000 a year, the accounts must be examined by someone independent of the Trustees. The following accounts show that we made a surplus of £6,088 in general funds compared with £1,726 last year. EBA's main source of income in this period was the grant from Malala Fund for the AGATE project. A grant of £95,005 was received from Malala Fund, of which £5,669 will be carried over into next year. A grant of £3,620 was received from Talem Foundation. The total amount is carried over into next year.

At the end of the year the charity's cash balance was £17,102 (last year £1,726), of which £7,814 is unrestricted. We do not have a detailed reserves policy but will be developing one in the near future.

Trustee Responsibilities

The charity Trustees are responsible for preparing a Trustees' annual report and financial statement in accordance with applicable law.

Approved by the Trustees on 8th October 2026 and signed on their behalf by:



Dr Homira May Rezai, CEO

Education Bridge for Afghanistan
Receipts and Payments 16/12/2024 to 31/12/2025

	Unrestricted funds	Restricted funds	Total funds	Last year
Receipts	£	£	£	£
Donations	6,122		6,122	5,698
Gift Aid Claim	725		725	
Other income	-		-	9
Repayment of Cash advances	176		176	
Error payment	19,700		19,700	
AGATE Project (Malala Fund) Grant		95,005	95,005	
Talem Foundation Grant		3,620	3,620	
Total	26,723	98,625	125,347	5,707
Payments	£	£	£	£
Web/IT	259	1,001	1,259	
Travel		212	212	
Bank transfer & fees		163	163	
License fees and network admin		46	46	
Database and AI		382	382	
Development of learning management system		31,673	31,673	
AGATE Grant to Afghan partner		30,535	30,535	3,662
AGATE Grant to Kaaj		25,325	25,325	
Other Expenses	500		500	319
Advances paid	176		176	
Return of error payment	19,700		19,700	
Total	20,634	89,336	109,971	3,981
Net of Receipts/Payments	6,088	9,288	15,376	1,726
Transfers between funds	-	-	-	-
Balance B/Fwd from Previous Year	1,726		1,726	-
Balance Carried Forward 31 Dec 2025	**7,814**	**9,288**	**17,102**	**1,726**

Education Bridge for Afghanistan
Statement of Assets and Liabilities as at 31 December 2025

	Unrestricted Funds	Restricted Funds	Total
Cash and Bank Deposits			
	£	£	£
Lloyds Bank Account	7,814	9,288	
Total Funds	7,814	9,288	17,102

Other monetary assets	£
	-
Total	-

Liabilities	£
	-
Total	-

Approved by the Trustees on 8th October 2026 and signed on their behalf by:



Dr Homira May Rezai, CEO

Education Bridge for Afghanistan
Notes to the Accounts 16/12/2024 to 31/12/2025

1. Accounting policies

The financial statements of the Charity have been prepared in accordance with the guidance of the Charity Commission using the Receipts and Payments basis.
The financial statements are prepared in sterling and rounded to the nearest £.

2. Grants

Restricted

EBA's main source of income is from grant providing organisations. Two significant grants were received in 2025.

Fund	Balance 16/12/24	In	Out	Balance 31/12/25
Malala Fund (AGATE Project)	0	95,005	89,336	5,669
Talem Foundation	0	3,620	0	3,620

AGATE Project

The project is run jointly with two partners, one in Afghanistan and Kaaj Education in USA and Kyrgyzstan. The budget is for USD$250,000 over 2 years from 1 February 2025 to 31 January 2027. EBA's role in the project is to provide a Learning Management System and support accredited examinations. The Afghan partner runs Flying Wings school, and Kaaj Education's contribution is supplementary courses and mentoring for university application.

Talem Foundation Grant

This fund is used to support content development and preparation of student learning materials, for use in 2026.

3. **Unrestricted Funds**

	Balance 16/12/24	Balance 31/12/25
General Fund	1,726	7,347

The General Fund represents the 'free reserves' after taking account of all designated funds (none this year).

4. **Bank Account**

On 10 December 2024 EBA's bank account was closed and a cheque was issued for the balance of £1,725.91. We were able to open another a bank account on 3 February 2025 and subsequently deposit the cheque.

5. **Year End**

The Year End was extended from 16 December to 31 December to bring the accounts in line with the calendar year.

6. **Transactions with Trustees and Related Parties**

During the period, travel expenses totalling £212 were reimbursed to one of the Trustees, Azizullah Paeyndah.

These expenses were incurred directly while carrying out trustee duties, such as attending a Trustees meeting. No other expenses or any other transactions with Trustees and related parties were paid during the period.

7. **Payment made in error**

In February 2025, a payment of £19,700 was made to EBA's bank account in error. The full amount was subsequently returned to the payee. The payment was not made as a result of any error by the charity. The Receipts and Payments Accounts include corresponding entries to show both the receipt and the subsequent repayment.

8. **Loans**

During the year the CIO did not have a loan in place and:

- no one agreed to pay a loan if the CIO could not ('under guarantee')
- no loan was secured against the CIO's assets

Independent examiner's report to the trustees of Education Bridge for Afghanistan, charity number 1203820

I report to the trustees on my examination of the accounts of Education Bridge for Afghanistan (the CIO) for the year ended 31 March 2025.

Responsibilities and basis of report

As the charity trustees of the CIO you are 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 CIO'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.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the CIO as required by section 130 of the Act; or
2. the accounts do not accord with those records.

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.

Signed: *Steve Place*
Name: Steve Place
Address: 54 West Street, Wareham, BH20 4JZ
Date: 9 October 2026