

serve
AFGHANISTAN

Annual Report
2012

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Front cover: A Pashai school-preparing class, ERCDP.

Back cover: Neighborhood boys, KCDP.

Executive Director's Message



Dear Friends,

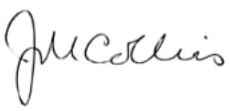
Greetings to you all and I trust that you will enjoy reading and being informed by this 2012 Annual Report, which outlines much of the exciting work SERVE has been involved in—making a difference to the lives of so many people and communities.

It has certainly been a year of change. At the end of 2011 Steve Craig left SERVE and Afghanistan after many years of service both here and in Peshawar and for the past six as Executive Director. He is greatly missed by his many friends. Stephen Brown, who has had a long involvement with SERVE, stood in as Interim Director for the first three months of the year and for the remainder I have been privileged to lead this very special organisation.

Along with the ongoing work and development of the seven projects, which you can read about in this report, we have spent time exploring and planning how SERVE can prepare itself to be a more responsive organisation that continues to thrive in the uncertain years to come. Of course, doing this is nothing new to SERVE, but we appreciate the changes that will come and want to be ready to respond to the needs in our areas of work and specialisms in the best way possible. The outcome of that planning time is a set of new Strategic Directions for the coming 3 years.

We are very grateful for the large number of people and organisations who support SERVE with people, finances and prayers. Most of all we are grateful to God for His protection and enabling and want to thank Him for all that is past and trust Him for all that is to come.

With best wishes,



Jennie Collins
Executive Director

Thank you to all those who contributed to the 2012 Annual Report.

Purpose

SERVE Afghanistan's purpose is to express God's love and bring hope by serving the peoples of Afghanistan, especially the needy and marginalised, addressing personal, social and environmental needs.

History

SERVE Afghanistan was initially established in 1972 in response to a famine in Ghor Province, Afghanistan. It disbanded after one and a half years, when the immediate needs were met. In 1980 SERVE was re-established to work with Afghan refugees in Pakistan. Our early projects included a carpet-weaving training centre for boys, a public health programme for women and children, an eye hospital, a solar oven project, support services for blind Afghans and a forestry project.

In 1991, after the Soviet occupation had ended, SERVE returned to Afghanistan and our SHIP school for the deaf was started. We also began projects for people with disabilities, community development, literacy, civil engineering and the environment. In 2000, SERVE's Prevention of Blindness project was begun and from 2004 more community development projects were started.

Our Work

SERVE has projects in the Central, Eastern and Southern regions of Afghanistan, doing community development, empowering people with disabilities and working in preventive health education. We emphasise capacity building, advocacy and sustainability.

SERVE operates solely in Afghanistan under a Governance Board, with Directors in each core capacity area. Afghan managers work under them in the three geographical regions. Expatriate Technical Advisors support the national managers.

Some facts and figures:

- Our operational budget is over two million US Dollars per year.
- The number of our direct and indirect beneficiaries is nearly a million.
- There are about 220 full and part-time staff members.



Enabling and Mobilising Afghan Disabled (EMAD)

Kabul and Parwan Provinces, Central Region

The EMAD project aims to strengthen and empower people with disabilities toward full participation in every aspect of life. The project activities include inclusive and integrated education in government schools, advocacy for the rights of disabled people, and community-based rehabilitation.

As a result of the advocacy of project staff, the Ministry of Higher Education approved a new evening study session, free-of-charge for hearing impaired students who work during the day. This decision was signed by President Karzai. Additionally, the Ministry of Education has shown positive signs of taking responsibility for inclusive education for students with visual and hearing impairments. The Ministry of Education sent over 60 schoolteachers to the project to receive training in Braille and Afghan Sign Language.

During the past year, field staff have observed a positive change in attitudes toward women with disabilities. For example, a paralysed woman who had been shunned by her family was taken back into the family home after advocacy by the project. EMAD staff have also been encouraged that Disabled Peoples' Organisations in the project area are taking responsibility to organise themselves and register with the government independently.

Community awareness programmes are also having an impact, evidenced by a reduction in the number of close-relative marriages. Project communities are slowly recognising that children with hearing impairment have the ability to learn, as well.



Qorban Ali* lives in Kabul Province. When he was 2 months old, he had bad flu and his parents took him to the doctor. They learned that their son had a problem with his skull and needed to enter the hospital. After he was checked, the doctors said he would only live for 20 more days. His parents brought him home and cried as they waited for Qorban Ali to die. After 20 days, nothing happened and life went on. However, at 9 months old, he still couldn't hold his head up, so his parents took him back to the doctor, and he had an unsuccessful operation.

When Qorban Ali was 5 years old, he was still unable to eat or drink independently or clean himself. The family heard about SERVE's activities with the EMAD project. Qorban Ali's parents took him to the SERVE field office and enrolled him in the CBR programme. They followed the advice of the field workers and physiotherapists and also brought him to classes for the mentally challenged at the field centre. The teacher worked with him and Qorban Ali learned how to play, how to eat by himself, and how to clean himself. He continues to learn and is very happy. The teacher hopes he will be ready to enter a government school in one or two years.



SERVE's Hearing Impaired Project (SHIP)

Nangarhar and Laghman Provinces, Eastern Region

Based in Jalalabad, the SHIP project works to improve the quality of life for people with disabilities in Nangarhar and Laghman provinces. SHIP's special school for the deaf and children with intellectual disabilities has become a resource centre for training sign language interpreters and advising government officials on issues regarding the rights of the disabled.

At the beginning of 2012, the SHIP school began offering Reverse Inclusion classes, which consist of deaf and hearing kindergarten children learning in a sign-language medium classroom. All the hearing children are siblings of deaf students and also receive pull-out classes in Pushto language. The students' families were very familiar with the high quality of education offered at the school and were eager to include their hearing children. SERVE is excited about the success of this programme and the opportunity to prepare both groups of students for a more inclusive society.

The project facilitates family groups in communities where participants learn to support their disabled family members through rehabilitation techniques and advocacy. These groups are beginning to take responsibility for training and assisting incoming members.

Disabled persons who have received vocational training through the project have been fully empowered to find work independently and provide for themselves and their families. Many unions have been established and the people with disabilities are taking part. Some work in carpet-weaving, others in tailoring or animal husbandry.

Due to project advocacy, the Ministry of Higher Education has accepted deaf students in the Kabul Education University, while Nangarhar and Laghman Teacher Training Colleges have accepted students with hearing and visual impairments.





Inzar Gul's deaf sons

Inzar Gul* is a strong and hardworking labourer living in Nangarhar Province. He has three deaf children—two sons and a daughter. The neighbourhood kids teased his children and called them crazy. Inzar Gul was desperate to find a way to educate them.

One day, Inzar Gul heard about SERVE's school for deaf children. He became hopeful and enrolled the children in the school in 2003 and 2004. He took all three children to the city for school on his bicycle. As the children grew older, he bought a car to transport them, but it was eventually too expensive to make the commute every day. Finally, Inzar Gul left everything he knew and moved his entire family to the city in order to give his deaf children a brighter future and a good education.

Inzar Gul's two boys are in Grade 8 and his daughter studies in Grade 6 at the SHIP school. In 2005, the project employed him as a guard at the school. He is now a member of the parents' committee of the SHIP school and is optimistic about his children's future. The children are bright students and have learned sign language, as well as writing. Inzar Gul and his family are very thankful for the SHIP school and the difference it has made in their lives.

**Name has been changed*

SHIP's inclusive education work was funded by the European Union.

Central Region Community Development Project (CRCDP)



Building a clean water system

The lack of clean drinking water and essential water for agriculture were a problem in the villages of Sallar and Bagh Tikia. These villages also suffered from the many years of conflict between two different, long-established tribes, Suoni and Shueia. The two conflicting groups would not work with one another. The members of the communities did not like the women and daughters walking to other villages to collect water but they had been forced to because of its lack of availability in the villages. Through awareness meetings and negotiations, a carefully prepared grant agreement was made for two groups (one women's group and one men's group)—which received a 40,000 Afghani grant from SERVE—to help mobilise the community to action. Group members each donated 1,000 Afghani and the groups mobilised the community to raise a total of 60,000 Afghani to match the 40,000 Afghani from SERVE. The community then built a clean water system that all community members could access and use safely.

1,000 Afghani ≈ 20 USD

Kabul Province

CRCDP works to help communities build up structures through which they can address their own needs and mobilise their capacities. The project consists of 65 Self-Help Groups in the Farza, Istalif, and Kalakan communities and targets the poorest community members—including teenage orphans, widow-headed households and people with disabilities who have little or no land.

In 2012, the project emphasised use of Participatory Learning in Action methods in most activities, particularly on how community Self-Help Groups (SHG) can identify their basic problems, locate and use local resources, and utilise SERVE grants for reconstruction with less risk. Communities have taken the initiative to address their problems. Field workers provided disaster mitigation training to group leaders and the community groups prepared and implemented action plans to build concrete reservoir covers as a safety measure.

SHG leaders received leadership training on group facilitation and female literacy teachers received in-house training. The SHGs collected membership fees to provide small loans to group members as needed for business investments or family emergencies. Some SHG members were selected for skills training such as tailoring while other members received sheep from the animal husbandry programme or participated in the community nursery programme to grow their own fruit trees and vegetables on a shared plot of land.

In the past year, CRCDP developed stronger relationships with the technical sectors of the local government through advocacy meetings. Sectors such as agriculture, rural development, and local departments of health and literacy are now partnering with the project to help community groups with technical training, design of infrastructure projects, and providing reading materials free of charge. The project has also seen a change in the values and attitudes of local non-government leaders in the formation of women's groups and literacy classes for women and girls. Some of the greatest opponents at the beginning of the project's work are now strong supporters.



Eastern Region Community Development Project (ERCDP)

Nangarhar and Laghman Provinces, Eastern Region

ERCDP works with communities in the Dara-I-Noor, Shewa and Alingar districts to improve the lives of the poor and vulnerable.

During 2012, the project expanded the sustainable animal husbandry programme through the training and encouragement of community leaders and Shura members's project ownership in the Self-Help Groups (SHG). Successful progress in the project led to the increase in both the distribution of new heifers on loan for the dairy cattle component in the Alingar district and new goats in Dara-I-Noor and the redistribution of heifers and goats by the communities themselves.

The project team established three new SHG in the area, bringing a total of 18 male groups and 16 female groups. The SHG in the area are currently concentrating on empowering and strengthening their group organizations, and programme expansion is expected to resume in 2013.

The project team continued raising awareness about the importance of literacy, especially literacy in the mother tongue. Different monthly meetings were held to increase awareness, and literacy classes in both Pashto and Pashai were offered to both men and women. The project set up six home-based mobile libraries in the female reading club supervisors' homes to further encourage literacy. The project is planning to establish several more home-based mobile libraries for men as well.

In an encouraging development, the Pashai community took the initiative to advocate with the local government this year for the use of the Pashai language and orthography as a third language subject in the government schools. This is a significant development demonstrating the community's ownership of language skills development.

The project is working on promoting both multilingual education and pre-school education in the communities and in the government schools. One Dara-I-Noor school, which enrolled the participants of our first preschool courses last year, recently requested Pashai and multilingual education training for all of its teachers. The project team is continuing advocacy with the government at the district and provincial levels, and staff members have joined with community members in the multilingual education advocacy with the provincial government. The project is networking the advocacy groups with other non-governmental organisations working with minority language promotion inside and outside of the country.



Beneficiary with his heifer

We are a Pashai family, originally from the Salaab Valley, and we have lived here for a long time. My father, who has passed away, was a miller here. I also worked as a miller for a long time. However, with this job I could not make much money as people only paid me 25 grams of flour in exchange for milling 7 kg of wheat. We also didn't have land for cultivating, any animals or our own house to live in. We rented a room from other people. My wife did work as a handywoman and she cleaned the wheat before milling, but we still had to borrow a lot of money for our living.

One day I got the news that SERVE-ERCDP was distributing heifers to vulnerable families through the Shura (village committee) in our village. We were selected as one of the vulnerable families and were provided a heifer. We got milk from our cow and after a period of time my cow gave birth. We make cheese from the milk and sell this in the bazaar. Little by little we paid back all the loans and I bought land in the village. My sons brought water in ghee tins and we built our home ourselves. My life has changed and now we are very happy—my dues are paid and I have my own home and a cow! People wanted to buy my cow for Rs. 60,000 (about 620 USD), but I won't sell it because it is my source of income. I am really very happy now. For all these things I am thankful to Allah and secondly to SERVE, and I request that they should keep this programme continuing for always.

Kandahar Community Development Project (KCDP)

Kandahar Province, Southern Region

The goal of KCDP is to empower vulnerable communities in the southern region of Afghanistan, strengthening their ability to identify and address their basic and felt needs. The project aims to do this by strengthening and expanding the community organisational structures in the selected areas, mobilising and encouraging the community to increase the participation of vulnerable peoples, and building the capacity of community members so that they can better obtain the skills and resources needed to meet basic needs.

The project used the Participatory Learning Activities method to encourage community group participation, to increase community awareness of its needs, to facilitate problem analysis, mobilise capacity and make and execute action plans. Community group leaders received leadership training to facilitate their groups in contacting, communicating and partnering with other government and non-government agencies. In Gundegan, the Community Development Committee collaborated with the government's Water Supply Department and the International Committee of the Red Cross to create a potable water supply. The project work has begun but is delayed due to weak machinery.

Following surveys conducted by project staff, 45 children with disabilities were identified, of which 30 attended newly-designed classes in three different schools. 25 children were enrolled in Home Based Education aiming towards integration into mainstream education. 10 of those children were mainstreamed. KCDP staff continue to encourage parents to participate in and support the social and educational integration of their children with disabilities. Some families received Afghan Sign Language dictionaries to learn to communicate with their children.

KCDP staff regularly attended government and NGO networking meetings. The project also collaborated with other organisations working in the target areas to share knowledge, encourage collective efforts and avoid duplication.



Gundegan community building its drainage system

For a long period of time, several community groups in Gundegan had not completed their drainage project. The groups had committed to level and clean the drainage area, a canal and a road, but the final work had been delayed for some time. KCDP approached the Shura (village committee) and reminded them of the community's responsibility. Two group leaders then began working on their own to complete the tasks. When other community members saw the two men working on behalf of the community, they were reminded of their personal responsibilities and were motivated to join in the work. The men were equipped with shovels and pickaxes and together they were able to borrow a tractor. Eventually, they finished the work and celebrated the completion of the drainage system. The actions of two men moved a whole community to action.

KCDP's disability work was funded by the European Union.

Prevention of Blindness (PBL)

Kabul, Kapisa and Parwan Provinces, Central Region

The PBL project began as a preventive eye disease work in May 2000. Mobile teams travelled throughout Afghanistan screening clients with eye problems in villages and schools and providing educational workshops on primary eye care. In May 2007, the Mobile Operation Team (MOT) began performing cataract surgeries on patients identified by the Mobile Screening teams, as well as providing post-op care and counselling to patients.

PBL focuses on reaching rural underserved areas and building the eye care capacities of medical staff at the grass roots level. The project implementation unit consists of two Mobile Screening Teams, one Mobile Operation Team, a training coordinator, an administrator and a project manager. The project focuses on eye health education and awareness raising, school screenings, Outpatient Department and refraction, surgery, referral and training.

In 2012, 18,215 people were screened for eye problems. 3,803 reading glasses were provided for students and clients who requested them. 989 prescription glasses were provided to students/ clients. The MOT performed an estimated 490 cataract surgeries, referred 1,384 cases for non-advanced treatment and surgery, and provided post-operative care to 805 patients. PBL health teachers and team members broadcasted PBL messages via radio, TV and local media.





The PBL doctor removing the bandages from Parween's eyes two days after surgery.

Jamal came to the PBL eye camp with one of the project's brochures, and told a PBL health promoter that he had received it from a child who visited the site the day before. He asked, "Is it true that you can treat blind people?" The health promoter helped him arrange a health education session and taught him about some of the common causes of blindness and what could be done to prevent or treat them. Jamal asked for more information about cataracts, and shared with the health promoter that his fifty year-old mother, Parween, had had eye problems for the past ten years. He said that his mother had visited local general and traditional doctors many times, who had treated her with ointment and herbs, but her cataracts and eyesight continued to worsen. Jamal also said that because his mother was losing her sight, she struggled with many other problems and depression, and so was now also taking medicine from a psychiatrist. The health teacher advised him to come with his mother for further examination and treatment. After a consultation with the health teacher, the screening team examined her and selected her for a cataract surgery after assessing that she was a good candidate. Two days after her surgery, Parween's vision improved, and she was very happy and filled with hope for the future.

Health Education Ladies' Project (HELP)



One day our co-worker taught a lesson about microbes and germs. One of the group members said to her, "All my children are suffering from dysentery and complain about stomach pains." The other group members confirmed that Shazyia indeed often complained about this problem to the group.

Several days later, our co-worker went to visit Shazyia at her house. She learned that Shazyia was using water from the ditch in front of her house for drinking, washing clothes and washing dishes. Later at a SHG meeting, our co-worker taught a follow up lesson to the group about microbes and the many diseases they can cause. She helped the group understand that the water used in the community was often contaminated with microbes. Dust, waste, dirty places and latrines, especially when they are not covered, contain microbes and germs and that could cause illness, especially to the children.

Shazyia was encouraged to use water from a hand pump or other clean sources, so that she would have clean drinking water. After these series of lessons, Shazyia said, "I have been unaware and ignorant, so I used this contaminated water. Now I try to take care of my personal and environment hygiene. I will also tell my neighbors to use water from a clean source, not from the ditches contaminated by microbes. I am very happy and thankful from you and your useful programme because I learned many things that will help my family and me.

Nangarhar Province, Eastern Region

The HELP project was started in Jalalabad in 1994 for girls and boys in two schools. The project slowly expanded by working in more schools and then to villages by starting village health clubs for women. HELP empowered marginalised women and girls—and their families indirectly—by helping them address priority issues like health and disease prevention, illiteracy, and malnutrition.

The project's foundation was the formation of small groups that encouraged safe learning environments, social support, and accountability for action. In addition to health and literacy issues, Self-Help Groups (SHG) facilitated savings programmes to help group members collect money for the future or start-up capital for microenterprises. The project trained and coached the SHG facilitators about saving schemes, business skills and how to facilitate social activities. In 2012, small businesses (such as bakeries, ice creameries and tailoring shops) were started through the SHG loans.

Other community groups focused primarily on health education and hygiene. Through education and advocacy, communities were encouraged to address the social and gender barriers that result in significant disparities in overall health and well-being. Community members were taught functional literacy—linking literacy with the health lessons. 93.3% of club members passed the final exams.

HELP closed at the end of 2012 due to funding difficulties. In the last 10 years major improvements in health, education and economic sectors have been seen, especially in providing infrastructure and availability of inputs and access to resources.



HELP: A Closing Tribute

The end of 2012 marked the final chapter in the rich history of the Health Education Ladies Project (HELP), a project that for 18 years empowered thousands of women and their families in Jalalabad through health education, nutrition, literacy, and self-help groups. During the Taliban regime when severe restrictions on girls and women limited any formal education, work, or healthcare outside the home, HELP deftly negotiated the political climate through diplomacy and advocacy and creatively developed much-needed home-based educational opportunities for girls and women. Following the fall of the Taliban, HELP transitioned into a focus on rehabilitation and development, with the formation of small community groups for women focusing on health education, nutrition interventions for families with malnourished children, and self-help groups that stimulated community problem solving, education, and savings.

Over the life of the project, HELP established health-education programmes in over 40 schools using a peer education model to train local teachers. At its peak, HELP engaged over 18,000 school girls and nearly 600 women and girls per year in home health clubs. 750 malnourished children and their families annually participated in nutrition groups that provided small food subsidies while teaching sustainable solutions. Nearly 400 women participated in self-help groups that provided a voice and platform for women to address issues they faced in a very conservative society. HELP also prioritized the long-term capacity building of women in the community by annually training government school teachers, health club teachers, home-based nutrition group teachers, and self-help group facilitators.

Ultimately, the history of HELP is really the stories of individuals. One little girl found an opportunity to join a home-based education group, where she learned to read through the use of health lessons. When government schools opened up again for girls, she quickly progressed and made up for her lost years of education during the Taliban regime. Because of her aptitude and desire to help others, she was eventually hired as an assistant manager in the HELP project. Today, this woman is hoping to become a doctor and studying hard to enter medical school. There are many other stories like this.

We express our deep appreciation to Dr. Noor and all the dedicated team members and advisors who faithfully served Afghan communities through the HELP project. We also express our gratitude for the donors and supporters who partnered with this project over the years. Even though the project has closed its doors, may the stories of growth and opportunity continue to be a source of hope to Afghanistan.

HELP through the years



Waiting at a food distribution centre



School girls learning about the importance of good hygiene and clean homes



A woman works in her bakery which was financed by a small business loan

Board of Trustees

Catharina Teeuwen, *Board Chair*
Development Practitioner

Andrew Dipper, *Board Secretary*
Chief Executive, Viva - Together for Children

Stephen Brown, *Board Member*
Director, Komak Ltd.

Raymond Cooper, *Board Member*
Director of Project Relations, Operation Mobilization USA

Arley Loewen, *Board Member*
Project Director, Operation Mercy Afghanistan

Beneficiaries

Direct beneficiaries

EMAD	11,324
CRCDP	2,801
ERCDP	6,820
HELP	1,009
KCDP	878
PBL	101,289
SHIP	20,317
TOTAL	**144,438**



Indirect beneficiaries

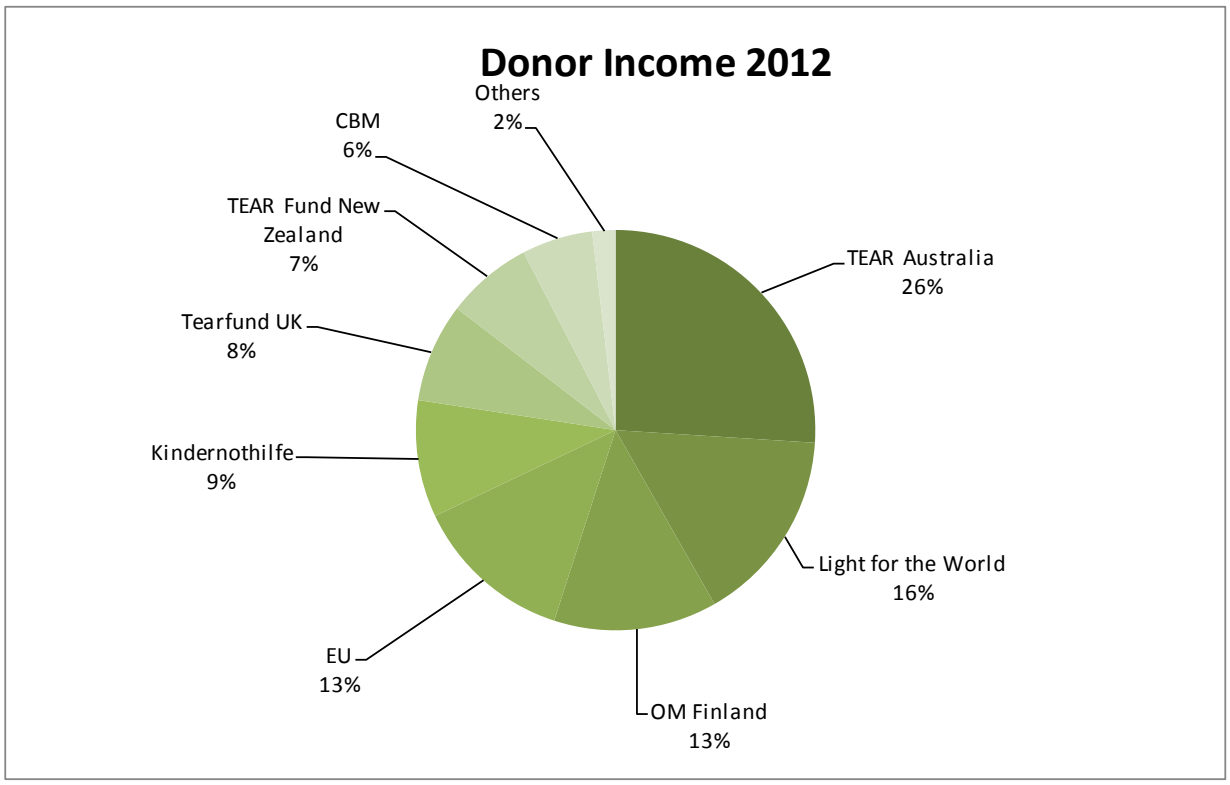
EMAD	62,284
CRCDP	18,040
ERCDP	184,986
HELP	8,072
KCDP	13,606
PBL	500,000
SHIP	13,419
TOTAL	**800,407**

Funding Partners

CBM
Cedar Fund
European Union
Kindernothilfe
Light for the World (NL)
OM Finland
TEAR Australia
TEAR Fund New Zealand
Tearfund (UK)

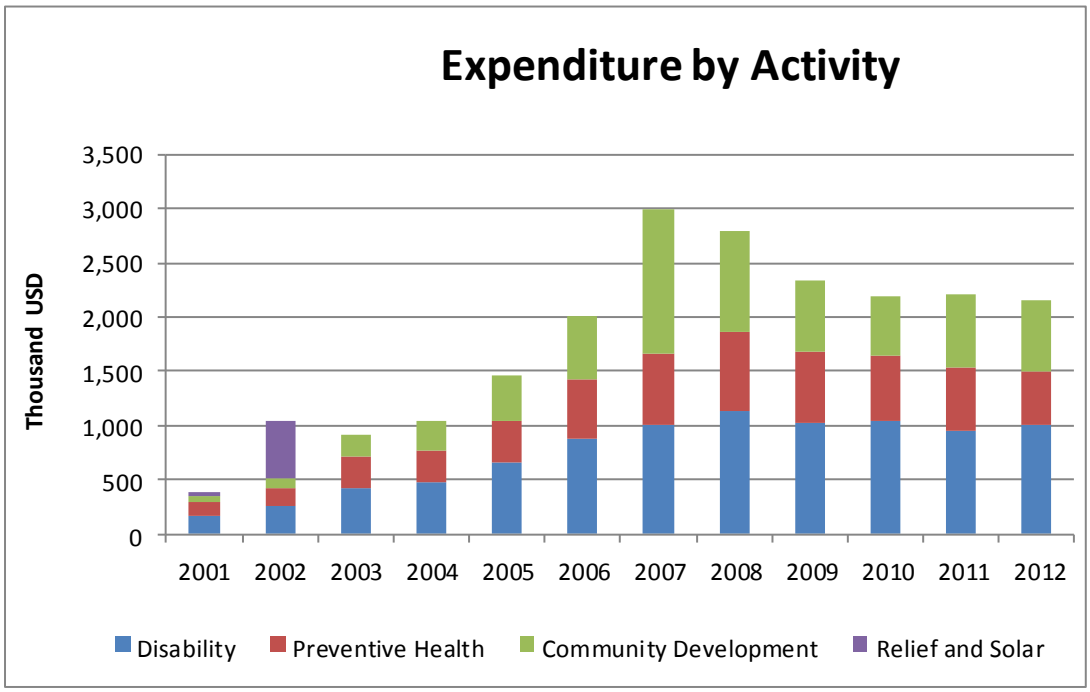


We are grateful to the private agency donor organisations, institutional government funders, trusts, foundations, charities and individual donors for their support this year.



Finances

Statement of Financial Activities	**2012**	**2011**
for the year ended 31 December 2012	USD	USD
Incoming resources		
From generated funds:		
Donations - individuals	**22,912**	8,921
Bank interest	**-**	-
From charitable activities:		
Donations - organisations	**2,352,293**	2,062,338
Donations in Kind	**-**	-
Sales	**25,387**	45,941
Other incoming resources:		
Other income	**35,439**	42,452
Profit/(Loss) on sale of fixed assets	**(2,305)**	(1,997)
Currency gain/(loss)	**7,195**	(9,344)
Total incoming resources	**2,440,921**	**2,148,311**
Resources expended		
Charitable Expenditure		
Charitable activities:		
Mainstreaming people with disabilities	**991,397**	926,072
Preventative health	**482,270**	568,529
Community development	**645,062**	658,841
Total charitable activities	**2,118,729**	**2,153,442**
Governance costs	**32,788**	50,483
Total resources expended	**2,151,517**	**2,203,925**
Net incoming/(outgoing) resources	**289,404**	**(55,614)**
Balances brought fwd at 1 Jan 2012	**693,409**	749,023
Balances carried fwd at 31 Dec 2012	**982,813**	**693,409**



A copy of SERVE's full Financial Statements is available upon request.

Balance Sheet *at 31 December 2012*	**2012** USD	**2011** USD
Fixed Assets		
Tangible assets	81,774	98,957
Current Assets		
Stock	3,356	1,655
Debtors	139,146	79,679
Cash at bank and in hand	1,169,243	981,812
	1,311,745	**1,063,146**
Creditors: amounts falling due within one year	410,706	468,694
Net Current Assets	**901,039**	**594,452**
Net Assets	**982,813**	**693,409**
Represented by:		
General Fund	302,674	182,502
Designated Assets Fund	11,930	20,866
Other Designated Funds	220,480	206,168
Restricted Funds	377,886	205,782
Restricted Assets Fund	69,843	78,091
	982,813	**693,409**



SERVE Afghanistan

Report of the Independent Auditor's Statement to the Members of Serve Afghanistan *for the year ended 31 December 2012*

We have examined the summary financial statement for the year ended 31 December 2012

Respective responsibilities of the directors and the auditor
The directors are responsible for preparing the summarised financial statement in accordance with applicable United Kingdom law. Our responsibility is to report to you our opinion on the consistency of the summary financial statement with the full annual financial statements and the Directors' Report, and its compliance with the relevant requirements of section 427 of the Companies Act 2006 and the regulations made thereunder.

We conducted our work in accordance with Bulletin 2008/3 issued by the Auditing Practices Board. Our report on the company's full annual financial statements describes the basis of our opinion on those financial statements and on the Directors' Report.

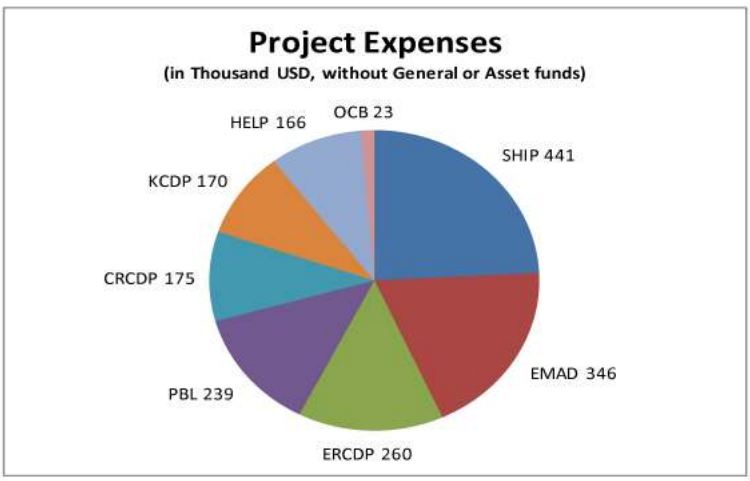
Opinion
In our opinion the summary financial statement is consistent with the full annual financial statements and the Directors' Report of Serve Afghanistan for the year ended 31 December 2012 and complies with the applicable requirements of section 427 of the Companies Act 2006, and the regulations made thereunder.

We have not considered the effects of any events between the date on which we signed our report on the full annual financial statements (15 April 2013) and the date of this statement.

Jonathan Innes
Senior Statutory Auditor
For and on behalf of
Innes Sculthorp Limited
Chartered Certified Accountants and StatutoryAuditors
Livingston

15 April 2013

Directors' Statement
The auditor has issued unqualified reports on the full financial statements and on the consistency of the directors' report with those financial statements. Their report on the full annual financial statements contained no statement under sections 498(2)(a), 498 (2)(b) or 498(3) of the Companies Act 2006.





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Account Name: SERVE Afghanistan
Bank Name: HSBC Bank PLC

2 Queens Road
Aberdeen
AB15 4ZT
UK

For USD:
Account Number: 39207152
SWIFT Code: MIDLGB22

For British Pound Sterling:
Account Number: 71167359
UK Sort Code: 400125
SWIFT Code: MIDLGB22

For EUR:
IBAN: GB95MIDL40051570894796
Account Number: 70894796
BIC Code: MIDLGB22

Registrations:
Afghanistan Ministry of Economy NGO Number: 50
UK Charity Registration Number: 1105086
UK Company Registration Number: 4759091

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