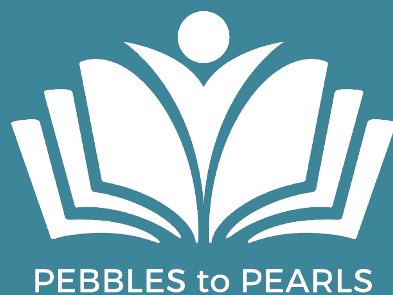




Pebbles to Pearls Foundation

2025 Impact Report



How We Work

Pebbles to Pearls Foundation supports grassroots initiatives that increase access to education for all with a focus on the education of girls and women. The programs we support address a vital and significant deficit in the basic needs of children that prevent them from reaching their full capacity. These needs must include education but may include food and a nurturing environment in support of education. The programs serve children of all backgrounds, regardless of race or ethnicity or religious background. We are a 100% volunteer run organization with operating costs covered by the board members. This allows 100% of funds received from supporters to be directed to our partner organizations.

The educational initiatives that we support and are featured in this report serve marginalized communities globally. They focus on providing access to education to the most vulnerable, literacy, skills building, empowerment of girls, and character education to develop capable, ethical, and altruistic leaders who contribute to the betterment of their families, communities, nations and ultimately, the world.

Pebbles to Pearls Foundation is registered under the British Columbia's Societies Act and is a registered charity with the Canadian Charities Directorate.



PEBBLES to PEARLS
LEARN • UPLIFT • SERVE

Greetings from the Board of Pebbles to Pearls Foundation

2025 was both an exciting and challenging year for Pebbles to Pearls Foundation. We were delighted that board members, John and Geraldine Guilfoyle, were able to spend several days in February at Barli Institute and Study Hall Education Foundation. Site visits are part of the commitment we make to both our partners and supporters. They strengthen relationships and allow us to experience first hand how the programs you are supporting are helping create a better world. It is a privilege to be working with our dedicated partners who continue to show such commitment and resolve in carrying out their missions.

Our challenge in 2025 was the unexpected loss of our charitable status due to a simple filing error. This occurred towards the end of April and we have been unable to issue charitable receipts since that time. We reapplied to have the status reinstated as soon as the error was realized but due to the very significant backlog in CRA (Canada Revenue Agency) files the process has been protracted with an agent finally assigned to our case in February of 2026. Your continued support throughout this time has made it possible for us to continue supporting our partners without interruption. We cannot adequately express our appreciation for your patience in this matter.

In the meantime the work goes on. Our long time partners, Barli Institute and Study Hall Education Foundation (SHEF) are constantly raising the bar on what an empowering and uplifting learning experience can achieve. Their programs are marked by both academic and personal growth that have raised thousands out of poverty and have developed in individuals the capacity not only to improve their own lives but to be of service to their community. This is evident in the number of Barli graduates that have introduced organic farming and tree planting practices in their villages and in the number of Prerna graduates who go on to complete higher level education at Study Hall College, many who take up leadership roles in SHEF outreach programs. It is truly an honour to be working with them.

Olinga Foundation has a track record of raising literacy levels in Ghana that has garnered it wide recognition within the Department of Education. In 2025 Olinga piloted the Accelerated Learning for All (ALfA) program with 12 of its participating schools and it proved to be both successful and immensely popular with students and teachers alike. Teacher training and learning resources are the core of its program delivery model. The Department of Education has requested that Olinga expand the ALfA program in the coming years to as many schools as possible.

We hope you enjoy the stories from our partners which highlight the impact we are making together!

Warmly,
Board of Directors, Pebbles to Pearls Foundation

Barli Development Institute for Rural Women - Indore

The goal of Barli Development Institute for Rural Women is to build sustainable community development through the empowerment of young rural and tribal women. Founded in 1985, the Institute has trained over 15,000 women from 840 villages, impacting and improving the lives of thousands more. Their program is based on a six-month residential program that focuses on empowering women by training them in literacy, vocational skills, health and hygiene, environmental conservation and organic farming. The training programs promote gender equality, education and health. This has created significant positive change among the trainees and their communities. Many of the participants arrive at Barli too shy to introduce themselves but, within six months, become skilled advocates for themselves. Upon return to their hometowns and villages, the graduates embark on various economic enterprises as well as community service. Many conduct literacy classes for other women. 157 students graduated in 2025 and 22 teachers were trained. With your help in 2025, Barli Institute received a grant to cover the program and training costs for trainees. Barli is a project shared with Mona Foundation who contribute substantially to the overall budget needs of Barli.



Although the trainees have an ambitious program to complete over their six months at Barli, they still have time to have fun and enjoy cultural festivals as well as performance such as dancing, singing and drumming.



Environmental Stewardship

Barli promotes sustainable living through training in organic farming and solar technologies. Trainees learn composting, crop rotation, and solar cooking. They introduce practices like solar drying, ensuring food security and reducing wastage in their villages. These efforts foster environmental stewardship and economic resilience.

Planting seeds is an ongoing endeavour at Barli. Nothing is wasted. The trainees are encouraged to plant the seeds of fruits eaten and to tend the seedlings until they are ready for transplanting. In this way trainees have planted thousands of fruit trees over the years in their home villages and farm plots.

Impact on Students, Teachers, and the Institute

Barli's transformative methods have empowered trainees to become community leaders, teachers to grow in creativity and impact, and the institute to evolve as a hub of innovative education. As one trainee reflected, "Barli has not only taught me to read and write but has also shown me the path to uplift my village." This holistic approach demonstrates that true education transforms individuals and communities and creates a ripple effect of progress and hope.

Stories of Transformation



Sumitra Dawar

Students proudly display their study books on *Preparing for Social Action*



Sumitra comes from a rural village where her parents cultivate a small plot of land. After finishing grade 9 she took a job as a labourer at a tile factory to help support the family. She worked there for four years before meeting a Barli graduate at a neighbouring village who encouraged her to come to Barli. Despite having been away from her studies for four years she showed remarkable determination and completed a course in tailoring before returning to her village. Sumitra rented a room in Jobat. With the help of a sewing machine given to her by her aunt, she is slowly building her tailoring business.

Reflecting on her journey, Sumitra says, "I may not have everything I need today, but I have the courage to keep trying. If I stop my dreams will stop too. So, I choose to move forward, one stitch at a time."

Her parents, who once worried about her future, now speak with pride,

"We cannot read or write, but we can see our daughter's hard work. Her consistency gives us hope and strength."

Service to others and contributing to the well being of society is a core principal in the Barli philosophy. Trainees are encouraged to not only improve their own lives but also to participate in improving the lives of their families and their villages. Examples of social action that graduates have embarked on include tree-planting, starting children's classes, and teaching other young women tailoring skills



Directors, John and Geraldine Guilfoyle visited Barli February 2025

A mango tree laden with fruit is just one of the many fruit trees growing on the Barli small plot farm that provides the students with most of the food they eat.

Nutrition student, Rachel Wang, joined us on our trip to Barli and found that the common bonds of youth and sisterhood transcended the barrier of language. Rachel was one of the authors in a collaborative project examining the relationship between solar cooking and drying, women's health and well being.



A trip to one of the villages to visit some of the Barli Alumni is not without its challenges. Engine trouble extended our stay in the countryside, but the warm hospitality offered more than compensated for the late return to our accommodation in Indore.





Perna Girls arriving for their classes at 2pm

Study Hall School, Lucknow - is a private co-ed secondary school that transforms into Perna Girls School each afternoon, providing high quality, affordable education to girls from low income families.

Pebbles to Pearls Foundation has been partnering with Study Hall Education Foundation since 2021. SHEF runs a network of model schools and outreach programs in rural and urban India. Located in Lucknow, Study Hall School operates as a co-ed private secondary school from 8 am to 1:30 pm. At 2 pm it turns into Perna Girls School, providing high quality and affordable education to girls from low income families. It is an outstanding example of social enterprise where profits from the private school along with sponsorship from supporting organizations creates an opportunity for social good.

Founded in 2003, Perna is a highly subsidized K-12 school for girls. Generally, the girls who attend Perna come from marginalized communities where they find themselves compelled by their circumstances to work as domestic help in neighboring houses in the mornings. Thus Perna operates in the afternoon to accommodate this reality. The curriculum is built to provide not only an excellent academic foundation, but more importantly, to help the girls understand and resist the discrimination they face. Using a critical feminist pedagogy, the curriculum employs multimodal tools such as critical dialogues, drama, digital stories and music to help the students discover who they are, understand their legal rights and navigate the societal norms that constrain them. Perna girls have shown that given the opportunity they can excel and rise above their circumstances, changing not only their own lives but lives of their families.

Pebbles to Pearls Foundation provided scholarships for 25 girls attending Perna in 2025 and 4 scholarships for Perna Alumni to take further courses at Study Hall College.

Celebrating Hindi language, culture and creativity



Perna students celebrated Hindu Diwas. Students participated in folk songs, illustrated stories and plays on legendary poets Mahadevi verma and Meerabai. The celebration allowed students to express their love for Hindi, connecting with their cultural roots. Hindi Diwas celebrates the adoption of Hindi as an official language and promotes the role of Hindi language in national unity. Nurturing self-expression supports the school's broader goal of holistic learning and engaged citizenship.



GyanSetu (Bridge of Learning)

GyanSetu (Bridge of Learning) is a network of micro-education social ventures run by Study Hall Education Foundation (SHEF). They are small intimate learning support centres in rural and urban pockets where poverty, gender and caste intersect to prevent children from going to school. Children who are out of school and are at high risk of harm go through an accelerated learning program. Upon completing the program, they are enrolled in formal schools, and are offered supplementary education and support at their local GyanSetu centre to ensure that they stay in school.

Run by passionate grassroots educators, GyanSetu centres operate in mango orchards, in open community spaces, under city flyovers, and in small huts in dense urban slums. Pebbles to Pearls Foundation funded four of these centers in 2025 in the villages of Kasawan, Laltipur, Unai and Mohammadpur. Board members, John and Geraldine, visited all four of these GyanSetus in 2025. Photo shows the GyanSetu at Laltipur, a small rural village with many of the children out of the formal school system. A large tarp designates the learning space. Simple but effective learning tools help the children fill in the gaps in their learning and gain confidence to transition to formal schooling. The joy of learning was palpable in all of these learning centres.

The enthusiasm and dedication of the local teachers is a major contributor to the success of the program. While visiting Laltipur, we noticed some students arriving quite late and quietly slipping into the learning space with a smile on their faces. These students, we were told, were students who had graduated from the program and were now attending regular school. They were joining after their regular school because of the joy they experienced there and to receive additional coaching in areas where they still needed help and encouragement.



At Mohammadpur, the students sit under the shade of a banyan tree. To get to this GyanSetu, we walked past a brick factory and through a field of grazing buffalo. The soil in this area is a rich clay that is processed at a nearby factory into building bricks on a seasonal basis. Migrant laborers set up temporary campsites to work in the factory. The students attending this GyanSetu are mostly the children of these migrant workers. This allows the children continue their studies during this yearly disruption of regular schooling.



A Thirst for Learning

At Laltapur, pre-school children follow their siblings to class. Although no planned curriculum or teacher time is designated for this group they continue to attend, sitting to one side, eagerly trying to imitate what is going on. In an attempt to nurture this young desire for learning, the teacher decided to put some basic instruction on a board for them at the beginning of each class. When we arrived, we were amazed to see that one of the youngsters had assumed the role of teacher and was coaching the others in a confident voice. We dubbed this the 'Guerilla Kindergarten'. These children are a determined vanguard that will surely make a difference in the life of their village.



Community meeting to build shared ownership and commitment to children's education at Kasawan village

The success of the GyanSetu program has greatly increased the desire in communities to strengthen the educational foundation in their villages. In addition, the request to establish these centres has grown and is rapidly exceeding the capacity and resources of SHEF to meet all requests. Over the past two years the SHEF team is encouraging the well established centres to become self-sustaining. Twenty one flagship GyanSetu centres are now fully community-owned, with parents and local stake-holders actively supporting centre operations . Seventeen centres are currently in the transition phase, where community ownership is being gradually strengthened with continued academic and mentoring support from the Gyansetu team. The transition toward community ownership is enabling GyanSetu to sustain existing centres and to expand its reach to more underserved communities, without compromising on learning quality or teacher support.



Early Childhood Development class at Unai. Half-way through the session, a curious monkey ran across the tarp and hid behind the green board! This photo was taken shortly after the monkey had been retrieved by its owner.



Trainers and administrators at SHEF warmly welcomed us and immersed us in a 4 day odyssey of learning and sharing. Developing relationships of mutual respect and understanding with our partners is a core principle in how we function at Pebbles to Pearls.



SHEF spends most of its funds on developing human resources. When we sat down and talked with team members, Anand, Siddarth, Shikha, Sania and Tammi, we quickly learned that the strength of SHEF is its people, people who are passionate about this enterprise and committed to the realizations of its goals.

Meet Dr. Urvashi Sahni, the beloved powerhouse behind SHEF. Dr Sahni is a leading expert in curriculum design and reform, teacher training and education governance with a special focus on girls' education and gender equality. Over the last 38 years, Dr Sahni's work, through SHEF, has impacted over 100,000 teachers and 50,00,000 children, most of whom are girls from disadvantaged communities.

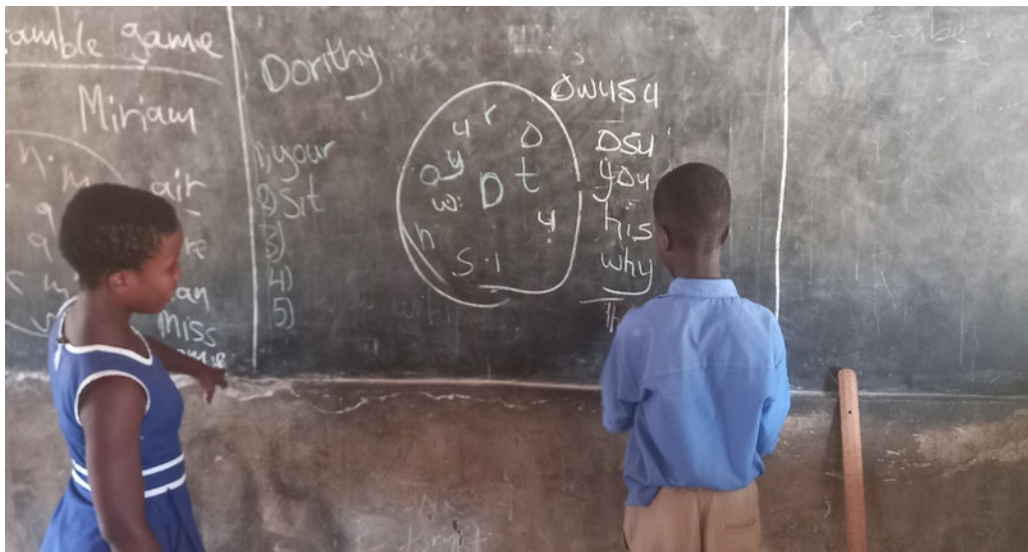
Olinga - All Children Reading Program, Ghana

Olinga Foundation for Human Development has developed an educational empowerment program that transforms teacher practices in relation to literacy, helping children at upper primary to finally learn to read in the shortest time possible. This is an intervention that happens through the existing school system. Pebbles to Pearls Foundation has been supporting the work in the Eastern Region over the past three years with 40 schools benefiting from the program.

Introducing ALfA - Accelerated Learning for All

In 2025 Olinga chose 12 of these schools to pilot an accelerated learning program with very encouraging results. The Accelerated Learning for All (ALfA) program focuses on collaborative learning that engages and encourages all children through shared activities, practice, and student led demonstration of proficiency in both literacy and numeracy.

The program is designed with many modules to work through. Demonstrations of each activity are conducted by one student pair coming to the front to work through the activity. It is then repeated and expanded by the rest of the student pairs. If help is needed, it is asked for from other students first with the teacher acting as a motivator and prompter rather than the primary source of knowledge.





Random Pairing is at the heart of the ALfA process

Random pairing ensures no child feels demotivated by being labelled 'strong' or 'weak' and grouped accordingly. By making fresh pairs every day, children get a chance to work with most or all students in the class, thus developing their collaborative skills.

Developing capacity through teacher training and development

A total of 25 teachers and head teachers were trained to deliver the ALfA program. An ongoing coaching, monitoring and mentoring system helped overcome challenges to implementation. Large class sizes added to the challenges teachers faced. Despite the large classroom sizes, active participation of students in the program was noted across all schools. This program was implemented over the course of 60 days with teachers using the ALfA English books for one hour a day. Literacy improvement during the implementation phase improved by 34 percentage points vs 14 percentage points in non intervention schools during the same period.

Feedback from Teachers and Students

“ The joy on my students' faces when they solve problems, they once thought were impossible is priceless. Over 70% of students have responded positively to the ALfA program. They are always regular in class and well enthused to study the program. Enthusiasm for learning has improved. ALfA has brought joy back into the classroom. ”

Madam Levina Martey, Teacher

“ I used to think teaching was about giving information... Now, I see it's about building understanding in learning as a group and seeking help from their colleagues when they face difficulty. My students learn in peer sharing, so they feel conformable asking each other for help. They are learning faster and with more enthusiasm than ever before. ”

Madam Yvonne Addai, Teacher

“ I've watched students who couldn't write their names become leaders in group work. Lively participation in lessons and eagerness to attend ALfA lessons and the use of the pictures to demonstrate has made teaching livelier and more interactive amongst the teachers. These skills of teaching the ALfA methodology have given me the understanding to make this make this possible. ”

Mr. Akumlise Francis, Teacher

“ ALfA is reshaping how we see education in rural settings. Teachers are more effective, and students are thriving academically and socially. During my monitoring at Sowatey Primary School, there has been a great change in the slow learners' behaviour. They are able to approach their colleagues and seek help. ”

**Mr. Gideon Adu Adjai,
SISO, GES Ayensuano
(District Education Officer)**

The Olinga program has changed my learning experience because I can now read with confidence and fluency. I also feel more confident in my studies; for example, I can now speak, read, and understand English. The Olinga program has transformed our school and given us the confidence to read. Even the kindergarten pupils can now read confidently. I want to become a nurse.

Serwaa, age 14, Amehyia M/A Basic



The Olinga method has helped me learn how to read and spell. My favorite storybook is *Journey to the Rivers*. I now have confidence in reading. The Olinga program also helps me at home because when someone sends a letter to my mother, I read it and explain it to her. I want to become a nurse in the future.

Adwoa, age 12, Tsetekasum Basic

At first, I didn't know how to read well, but after joining the Olinga Reading Club, I can now read much better. I can also understand words I didn't understand before. I feel more confident in my studies now, and I don't feel shy when reading in front of a crowd. I am also proud of myself because, as a result of the Olinga Reading Club, I now participate in any reading competition in my school. I want to become a pilot in the future.

Mensah, age 15, Tsetekasum Basic





Guidance and Counseling Weekend

A weekend engagement meeting was organized at three schools in the Teacher Mante Zone to empower young learners to make informed decisions about their future careers, use social media profitably, and take necessary precautions against its dangers. In collaboration with the Ayensuano Education Directorate (Eastern Region, Ghana), the Guidance and counseling unit, the Olinga Foundation, role models, and teaching staff, our first guidance and counselling engagement was held on Saturday 26th July 2025, with a total of 86 learners participating. Learners interacted with role models who shared personal life stories providing inspiration and real-life context. The session was highly interactive and experiential using methods like think- pair-share demonstration, and small/ large group discussions. Facilitators and role models applied diverse teaching styles to encourage participation.





“Even though I have received a lot of advice from parents and teachers, this meeting stands out for me. I have renewed mind towards my future aspiration”. (Learner, Presby B’).

“I now know I need to work hard, select the right SHS courses, and explore TVET or STEM options to achieve my dreams” (Learner, Presby B).

“Social media can help or harm depending on how I use it. From now, I will follow educational and life skills content” (Learner Presby A).

“Hearing from the role model’s story made me believe I can succeed if I work hard and take my studies seriously” (Learner, JHS).

“I’ve learned that virtues like humility, love respect, obedience and passion can take one far in life” (Learner, Presby A).

Our Community of Support



Our vision is a world where universal education allows the individual to contribute fully to wellbeing and prosperity.

At Pebbles to Pearls Foundation, development is viewed as a process, in which the main protagonists are the people themselves, irrespective of the degree of their material prosperity. We believe that development activity emerges from within a community and belongs to the people and institutions that are implementing the effort. The relationship with our partners is one of mutual respect and reciprocal learning. We develop longterm partnership to allow for this organic growth to take place.

Our community of support is an integral part of this process. Our aim is to have an engaged network of supporters who share the vision and become informed protagonists in this work. We foster this through regular communication with our supporters through newsletters and social media. Because we have a large body of support in the lower mainland of British Columbia, we are able to host special in person gatherings in this region. We held two of these gatherings in 2025.

Photos shared on these pages are from our gathering on November 22nd at Gleneagles Golf Club in West Vancouver. This event was made possible through efforts of many volunteers who helped with everything from planning, set up and take down, and food service. Special thanks to: Payam Deghani who did a wonderful job of emcee, and Vivian Davidson who advised on and coordinated the logistics. Many thanks to the following volunteers who helped with setup, serving and post event tidying; Shamina and Babek Vahedi, Omid Vahedi, Shamina Vahedi, Samira Faridian, Aryan Deghani, Bayan Deghani, Sanaz Deghani and Lucia Khazei.



Above: Dr. Brian Cameron takes us on a short journey through the Rupununi in Guyana and the lasting work of Dr. Jamshid Aidun. Brian provides a fine example of how our supporters find unique ways of lending their talents to support the work.

A portion of the proceeds of all books sold are contributed to Pebbles to Pearls. He and his wife Pat also serve as advisors to the board.

Below: Sara Mohebiany delights with her own musical creations and invites participation as she shares a new song.

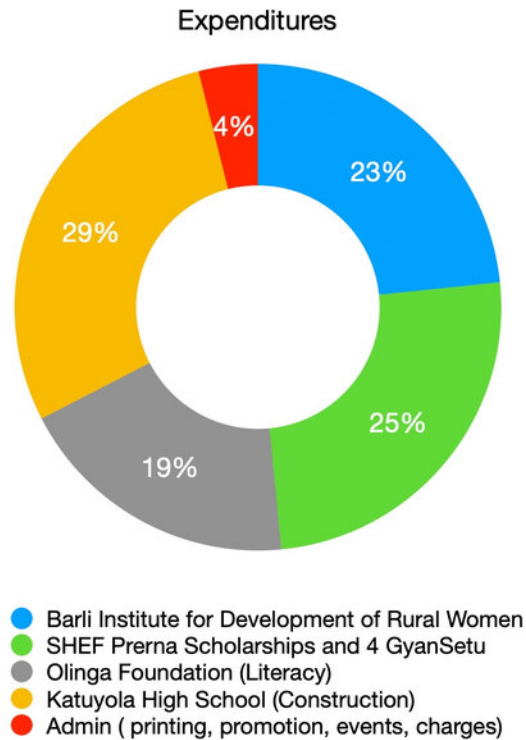


Pebbles to Pearls Foundation 2025 Financial Summary

Income	
Opening Balance	\$73,805
General Donations	\$93,777
Special Events	\$20,737
Interest	\$344
Total income	\$188,663

Expenditures	
Barli Institute for Development of Rural Women	\$26,534
SHEF Prerna Scholarships and 4 GyanSetu	\$28,498
Olinga Foundation (Literacy)	\$21,538
Katuyola High School (Construction)	\$32,520
Admin (printing, promotion, events, charges)	\$4,466
Total expenses	\$113,555

Closing Balance	
Income minus expenses	\$75,108



Pebbles to Pearls Foundation is a 100% volunteer operated organization with all administrative expenses covered by board members except for those deducted at source (paypal and constant contact). We distribute available funds to partner organizations in February/March each year.

Pebbles to Pearls Foundation is grateful for the ongoing support of the following organizations



IEMEA is a Vancouver-based group of emergency room physicians who offer training seminars and emergency medicine courses to for health care professionals. IEMEA contributes 100% of its net proceeds to Pebbles to Pearls Foundation projects.



iData Research is a full-service healthcare consulting and market research firm dedicated to the provision of business intelligence for medical device, biologics, dental, and pharmaceutical industries.

How you can help

Giving is so personal. It can take many forms; volunteering one's time and skills, creating and hosting a fundraising event, educating others on the needs of the projects we support. We all want to make a difference. We all can, no matter how old or how young.

Giving Circles

Giving Circles offer an opportunity for supporters to work together to enhance their impact. A small group forms and decides on a project they want to support and fundraises together.

Charitable Giving at Work

Does your workplace have charitable giving for employees? Some companies facilitate payroll deductions at the request of employees and forward the donation to the charity of choice.

Monthly Giving

Monthly Giving provides a reliable stream of income that helps ensure that fundraising goals are met in a timely manner. In addition, it gives the volunteer board both the confidence and motivation to continue our efforts to build up an engaged network of support.

Tribute Fund

A way of honouring the memory of a loved one by contributing to a cause. Choose to contribute \$90/month or \$1000/year. A tribute page for your loved one will be set up on our website. Renewable once a year as desired.

Please see next page for two of the newly created tribute pages on our website.





Homayoun Nikbin Rouhani - Tribute

Homayoun Nikbin Rouhani (1922–2017) was a radiant presence whose life far exceeded the narrow expectations placed on women of her time. Born in Tabriz, Iran, she brought joy from the moment of her birth and grew into a woman defined by compassion, resilience, and service. Married young, she insisted on continuing her education, later pursuing nursing and dedicating herself to midwifery. Known as Banou Khanum in Qazvin, she built a clinic beside her home, cared for countless women and children, and became a pillar of her community. She never turned away a patient, often returning payment with the request to “use it to educate the child.” **Education, she believed, was the one possession no one could take away.**

Beloved by generations, nearly every family in Qazvin knew her care and kindness. Even those who once opposed her faith came to honor and respect her after experiencing her healing hands and compassionate spirit.

After emigrating to Canada due to religious persecution, she continued nursing, volunteering, and serving her community. She passed away at age 96, leaving behind a legacy of love, courage, and devotion to service and education, an enduring inspiration to all who knew her.



Jeanne Aten - Tribute

In loving memory of Jeanne Aten, a woman of remarkable dedication, strength, and generosity.

Jeanne's journey began with a profound commitment to education. As the first in her family to attend university, Jeanne recognized the value of education as a tool for bettering oneself and unlocking opportunities.

Jeanne's commitment to education extended far beyond the confines of the classroom. As a devoted supporter of the Pebbles to Pearls Foundation, she extended the reach of education to those in need, ensuring that countless students had the opportunity to shine bright and achieve their dreams. In honoring Jeanne Aten's memory, we celebrate her legacy of learning, teaching, and giving back.

To start a tribute fund please contact Caroline@pebblestopearlsfoundation.ca

Vision

We see a world where universal access to education allows the individual to contribute fully to wellbeing and prosperity.

Mission

Our mission is to support initiatives that help to provide education to all, particularly women and girls.

Values

We draw inspiration from the Baha'i principles of justice and equality, universal education and indiscriminate service to all. We seek to work with like-minded people or organizations, locally, nationally and internationally, to demonstrate in action that people of all backgrounds can come together in the service of our common good.

We believe that education is key to developing the potential in each individual to transform, develop agency and, ultimately, to be of service to others. This journey, not only helps the individual, but contributes to the wellbeing and prosperity of all. We believe that development is a shared process where we can learn from all participants in a spirit of humility and respect.

Pebbles to Pearls Foundation
www.pebblestopearlsfoundation.ca

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