



# World University Service of Canada

**2012-2013 Annual Report**

**Cover Photos by:** Peter Bennett, Kennedy Jawoko, Valerie Paquette, Niall McKenna, Lesley Ouimet

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# We Are WUSC



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WUSC – World University Service of Canada – is a Canadian non-profit organization working to create **education, employment** and **empowerment** opportunities for disadvantaged youth around the world.

WUSC works with partners to bring about sustainable improvements to the lives and livelihoods of people in developing countries. Our approach is informed by decades of experience linking our network of over 80 universities and colleges in Canada to civil society, public and private sector partners to facilitate the exchange of skills and knowledge.

With the right skills, knowledge and opportunities, we believe that youth around the world have the potential to provide for their families, build strong communities, and contribute to building a better future for everyone in a more stable, equitable and sustainable world.

**AMIT CHAKMA**

**Chair, Board of Directors**  
WUSC



**CHRIS EATON**

**Executive Director**  
WUSC





# A Message from the Chair of the Board and the Executive Director

We are pleased to report on a year of significant achievement for WUSC. The 2012-2013 year saw us strengthening our focus and refining our strategies for improving the lives and life chances of young people in the global South. This report provides a sampling of several of our most interesting and impactful projects and key results for the past year.

A central element of our approach is creating opportunities for Canadian youth to expand their horizons and engage constructively in focused development initiatives in the South. Education is the core of WUSC's development work as it is the means to improved livelihoods, better governance and greater autonomy for individuals and societies. Our strong links to colleges and universities help channel Canadian expertise where it can make the greatest impact for development and provide a return for Canada in the presence and the international experience that is gained.

We have continued to build partnerships with organizations that share our vision of a world where all young people can learn, work and play a vital role to support their families, communities and countries. By joining forces with credible regional partners, we create effective local solutions to

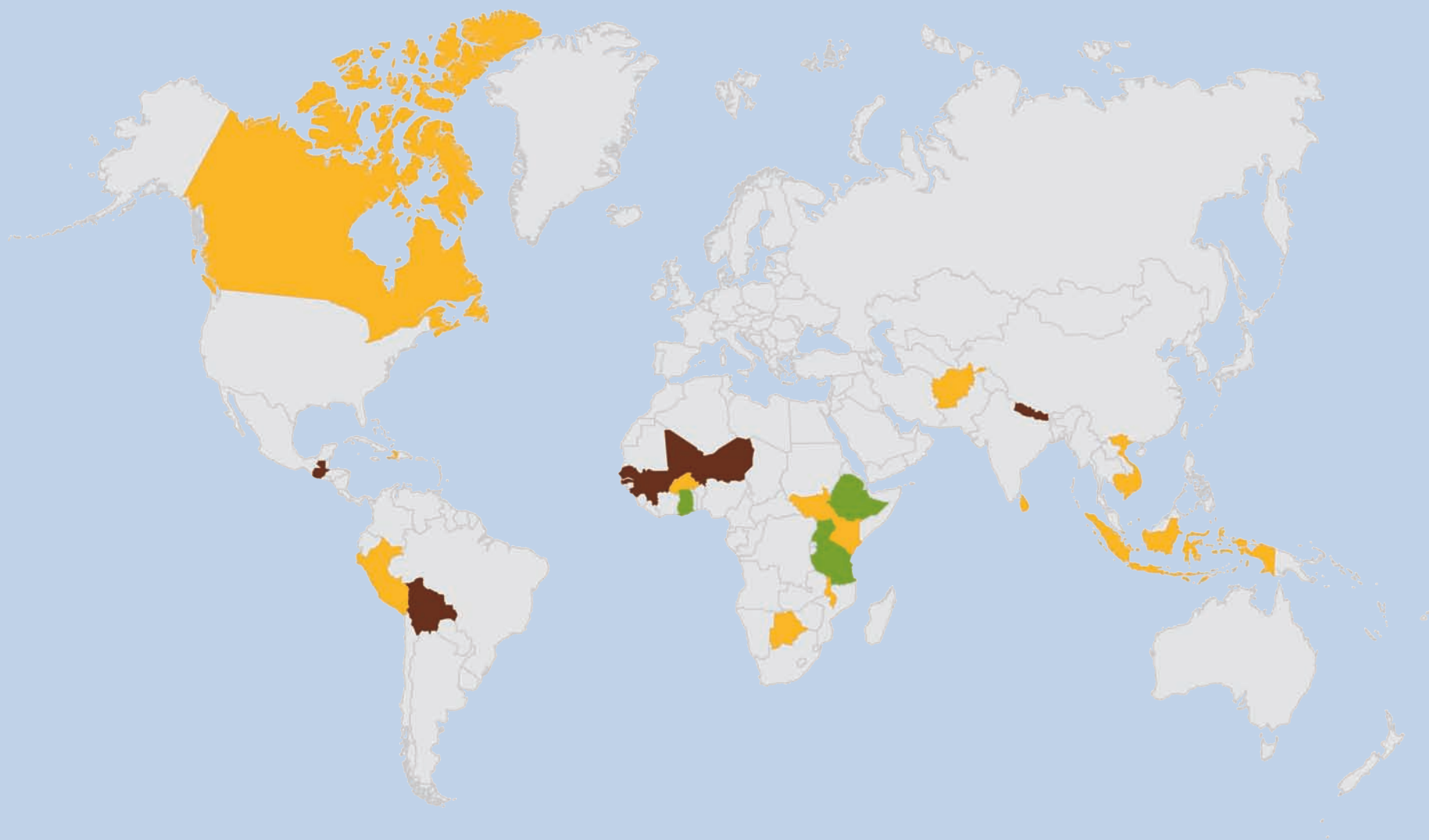
global development issues. This nimble and robust model of partnership has enabled WUSC to improve the lives of hundreds of thousands of people over seven decades.

These partnerships extend to private sector actors and an openness to market solutions where social investment, fair trade and good business practices can drive economic development and poverty reduction in a way that improves conditions for entire communities.

On behalf of WUSC, we want to acknowledge our individual and institutional donors, and the collaborators that make our work possible. To our volunteers, local committee members and staff, thank you for your continued commitment and dedication. As the WUSC motto says:

**Education changes the world.**

A stylized, handwritten signature in blue ink, appearing to be 'H. E. L.' or similar.A handwritten signature in blue ink, appearing to be 'Chris E. L.' or similar.



**World University Service Of Canada**

Afghanistan • Botswana • Burkina Faso • Cambodia • Canada • Ghana • Haiti • Indonesia • Kenya • Malawi • Peru  
South Sudan • Sri Lanka • Vietnam

**Unitera**

Bolivia • Botswana • Burkina Faso • Canada • Ghana • Guatemala • Malawi • Mali • Nepal • Niger • Peru • Senegal • Vietnam

**Farm Radio International**

Burkina Faso • Ethiopia • Ghana • Malawi • Mali • Tanzania • Uganda

**MATCH International**

Canada • Congo • Ghana • Malawi • Peru

## BRITISH COLUMBIA

- Pearson College †
- Royal Roads University ‡
- Simon Fraser University † ‡
- University of British Columbia † ‡
- University of Northern British Columbia † ‡
- University of Victoria † ‡
- Vancouver Island University † ‡

## ALBERTA

- Grant MacEwan College † ‡
- University of Alberta † ‡
- University of Alberta - Campus St-Jean †
- University of Calgary †

## SASKATCHEWAN

- University of Regina † ‡
- University of Saskatchewan † ‡

## MANITOBA

- Brandon University † ‡
- Université de Saint-Boniface † ‡
- University of Manitoba † ‡
- University of Winnipeg †

## QUÉBEC

- Bishop's University †
- Champlain Regional College - Lennoxville †
- Concordia University † ‡
- McGill University † ‡
- Séminaire de Sherbrooke †
- Université de Montréal †
- Université du Québec à Montréal †
- Université du Québec en Outaouais ‡
- Université de Sherbrooke †
- Université Laval † ‡

## ONTARIO

- Algoma University †
- Brock University ‡
- Cambrian College ‡
- Carleton University † ‡
- Collège d'Alfred de l'Université de Guelph † ‡
- Humber College † ‡
- Huron University College † ‡
- La Cité collégiale † ‡
- Lakehead University †
- Laurentian University †
- Laurentian University - Orillia Campus †
- McMaster University † ‡
- Nipissing University † ‡
- Queen's University † ‡
- Ryerson University † ‡

## ONTARIO (CONT'D)

- Sault College of Applied Arts and Technology † ‡
- Trent University †
- University of Guelph † ‡
- University of Ontario Institute of Technology † ‡
- University of Ottawa † ‡
- University of Toronto ‡
  - Innis College †
  - Mississauga Campus †
  - New College †
  - Scarborough Campus †
  - Trinity College †
  - University College †
  - Victoria College †
- University of Waterloo † ‡
- University of Windsor † ‡
- Western University † ‡
- Wilfrid Laurier University † ‡
- Wilfrid Laurier University - Brantford †
- York University - Glendon College † ‡
- York University - Keele Campus † ‡

## NEW BRUNSWICK

- Mount Allison University † ‡
- Université de Moncton - Edmundston †
- University of New Brunswick - Fredericton † ‡
- University of New Brunswick - Saint John † ‡

## PRINCE EDWARD ISLAND

- University of Prince Edward Island † ‡

## NOVA SCOTIA

- Acadia University † ‡
- Dalhousie University † ‡
- University of King's College † ‡
- Mount Saint Vincent University † ‡
- Nova Scotia Agricultural College †
- Nova Scotia Community College †
- Saint Francis Xavier University † ‡
- Saint Mary's University † ‡

## NEWFOUNDLAND

- Memorial University of Newfoundland †

## BURKINA FASO

- Université de Koudougou †
- Université de Ouagadougou †
- Université Polytechnique de Bobo Dialouso †

## GHANA

- University of Cape Coast †
- University of Ghana - Development Studies †

† Local Committee

‡ Institutional Member







# Education

WUSC works with government and civil society partners to strengthen education systems. We help improve education quality and access by addressing the core elements of teacher education, curriculum, attendance and completion rates of students – especially with regard to vulnerable groups such as girls and refugees who experience particular barriers to education.

International development through education has been the core of our work, with continuous adaptation and innovation, since WUSC was established 65 years ago. Education is the key to human development and a person's most portable asset. WUSC works to improve access to quality education for youth at the primary, secondary, post-secondary and vocational levels.

WUSC is a world leader in International Scholarship Management. Institutional sponsors and students from Africa, Asia, Europe and South America have benefited from WUSC's expertise in placing scholarship students in Canadian university and college programs and supporting their academic progress to maximize success.



2,000+

young people, the majority  
of them refugee girls,  
benefited directly from  
expanded access  
to quality education



6,000

parents, teachers and  
community members  
attended sessions in  
and around Kenyan refugee  
camps about the importance  
of educating girls



1,100

people in Ghana, South Sudan  
and Indonesia benefited  
directly from improved  
educational systems

# A Glimpse at Refugee Life



Blue tarp, white tents, and colourful clotheslines are just some of the visual cues that signal a mock refugee camp put in place by an active WUSC Local Committee (LC). Several LCs set up mock refugee camps in their student centres, cafeterias and lawns this past year to raise awareness on campus of the plight of refugees and to bring support to WUSC's Student Refugee Program (SRP). Mock refugee camps on campus are an LC initiative that has proven effective at attracting attention of people all over the colleges and universities. The mock camps underscore the challenges refugees face in getting an education while the LCs' action highlights the importance of education for all of the world's youth.

Since 1978, the SRP, a unique youth-to-youth sponsorship program has been helping young men and women come to Canada to attend post-secondary institutions and achieve educational goals that would otherwise have been out of reach. The experience for Canadian students involved in the LCs has been rewarding given all they have learned and practised about leadership, intercultural understanding and global issues.

In 2012-2013, 75 students from Burundi, DRC, Ethiopia, Myanmar, Rwanda, Somalia, and South Sudan were sponsored to study in Canada at 43 universities and colleges.



© Mary Heather White



# Teaching Teachers in Afghanistan

Afghanistan has one of the youngest and fastest growing populations in the world; and more Afghan children are going to school than ever before, putting huge stress on the education system. More teachers are needed and current teachers need further training. Also pressing is the need to radically increase the number of female teachers who, as role models and educated professionals, have a considerable impact on attitudes towards education and gender equality.

With funding from the Government of Canada, WUSC is supporting one of the most ambitious education reforms ever undertaken in Afghanistan – the Teacher Certification and Accreditation Program (TCAP) in collaboration with the Afghan Ministry of Education. Afghanistan has taken bold measures to increase the number of teachers, their qualifications and to link teachers' salaries to qualifications and competency-based certification. WUSC has been working with national directors to better assess, train, upgrade and certify teachers since November 2012. Working also with Afghan professionals, educators and other organizations in the country, much has been accomplished already.

“TCAP is bringing about deep changes in the Afghan education system that are far more reaching than we ever were able to imagine.”

Director of Afghanistan's National Teacher Education Academy,  
Teacher Education Department



# Employment

WUSC improves livelihoods by facilitating vocational training, supporting entrepreneurship and strengthening employment services and job creation. We focus on young women and men in the poorest populations of developing and middle-income countries who need help to acquire basic and specific marketable skills that will allow them to work and build a future for themselves, their families and their societies.

WUSC works with private sector partners, training schools, disadvantaged communities and local governments to improve vocational programs and provide skills-for-employment training. WUSC leads by bringing together the best partners to create employment opportunities and foster sustainable economic growth and enhanced working conditions.



5,355

people have better access  
to job-skills development,  
vocational training and  
business development services



6,000

marginalized youth benefited  
directly from expanded  
employment opportunities



66,000

tea plantation workers in  
Sri Lanka benefited from  
improved working conditions



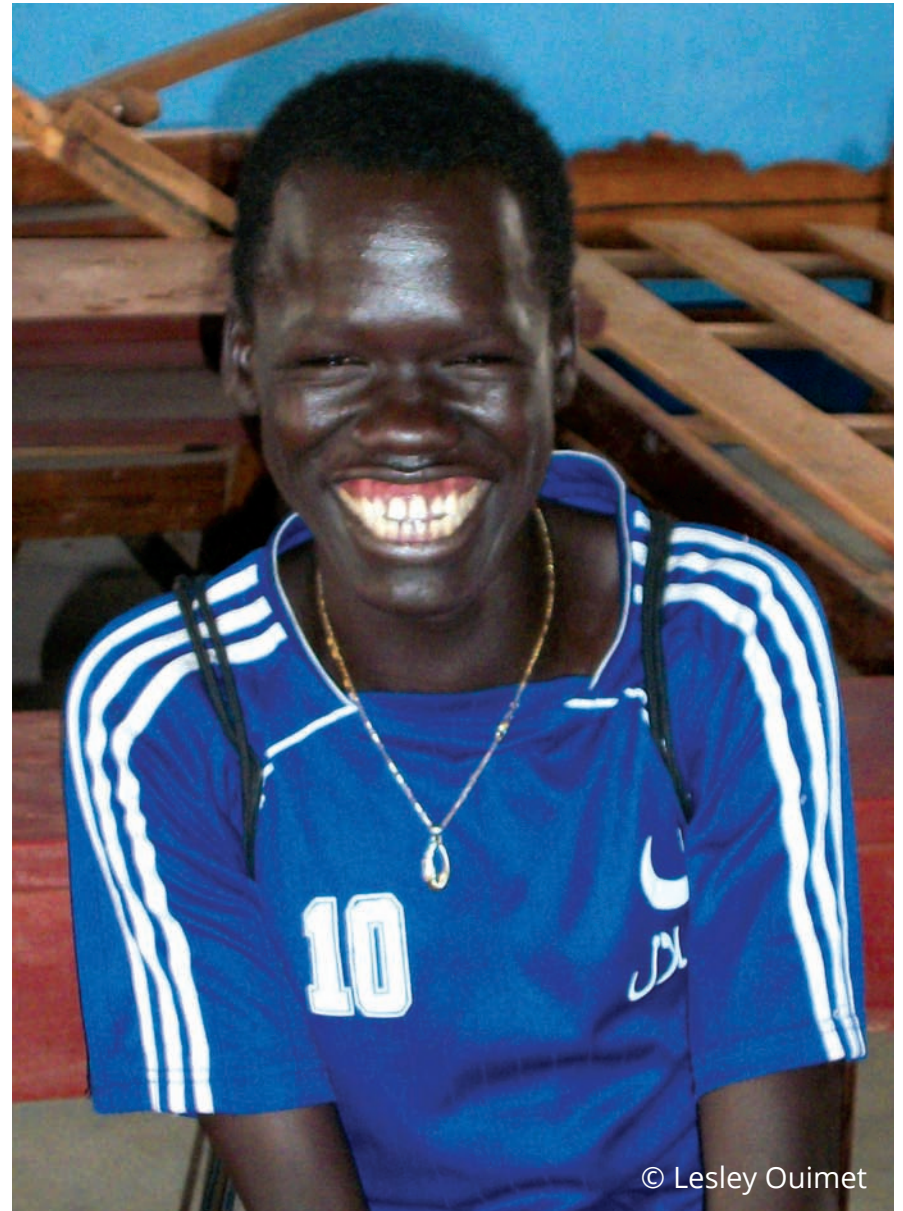
# Training for Employment in South Sudan

Angelo Chan Anei, 18, has a great smile and big dreams of becoming a farmer.

Anei had to drop out of school in primary 7, at the age of 12, after his father died and his family could no longer afford the fees. Then Anei heard about a WUSC program being implemented with the Norwegian Refugee Council, providing specialized training as well as numeracy, literacy and life skills.

Anei enrolled immediately in Agricultural Technology. Anei's mother, who farms during rainy season, encourages him to learn and share his new knowledge. "When I go home, I teach her about things like soil preparation and composting," he says.

The training is opening up possibilities for Anei who would like to grow onions and tomatoes as well as raise chickens and goats. A recent lesson introduced him to the option of beekeeping. He admits his goal to be farmer is a "plan that is still a dream," but now he has the tools, in addition to his enthusiasm, to make his dream a reality.



© Lesley Ouimet

# Working with Confidence in Sri Lanka

When the conflict ended in Sri Lanka, Thinesh Sobana, 28, was nervous around others, needed income and wanted to find a trade that allowed her to work independently. Sobana suffered an injury in the Sri Lankan conflict that killed her parents and left her with a permanent disability and responsibility for her younger sister. Not feeling ready to work in a shop or factory, Sobana enrolled in a WUSC-supported tailoring course that consisted of six months at the Vocational Training Authority Centre followed by six months of on-the-job training.

Sobana smiles when she says she made the right choice. The customers like her and she appreciates the positive feedback. The shop owner has offered her a permanent position after her placement. Sobana has started taking orders for work that can be done on her own time and aims to open her own shop one day. She has gained many of the technical skills and is acquiring the confidence for self-employment that will allow her to support herself and her younger sister.

WUSC has been present in Sri Lanka for nearly 25 years, working with partners all over the island to provide skills training – in fields from tailoring to hairstyling to mechanics – and drive employment for youth.





# Youth Employability in Southern Lima



© Marie Michelle Desjardins

WUSC's program in southern Lima is helping youth access employment and job-skills-training. WUSC's private sector partner for the 30-month initiative is Asociación UNACEM – a foundation of Unión Andina de Cementos SS.AA (UNACEM SS.AA). WUSC provides scholarships for technical and vocational programs in high-demand trades as well as training in entrepreneurial and business skills to improve employment rates among targeted youth.

In Lima, Peru's capital and its largest city, a significant portion of the population is under-employed or unemployed; many people struggle to provide for themselves and their families. Youth, particularly young women, are most affected by the lack of employment. Many youth are at risk of being drawn into risky informal work or criminal activity.

First-year results are positive and according to plan as the project helped improve access for 374 youth, the majority of them young women, to high-quality technical or vocational programs.

Over three years, the initiative aims to improve the employment prospects for more than 550 youth by providing opportunities to strengthen personal, social and job-search skills combined with training in entrepreneurship, business and technical competencies.







# Empowerment

WUSC creates opportunities for youth to learn and practice the skills they need to become leaders in their communities. WUSC works with student groups, alumni, universities and colleges, government and the private sector, in Canada and internationally, to promote participation, encourage informed engagement and foster peer-to-peer networks.

Our initiatives address the gaps in influence, opportunity, capacity and knowledge that prevent disadvantaged people from exercising their rights and contributing constructively. Our work promotes effective and accountable systems that are fundamental to good governance. We strengthen policies and programs that encourage participation by diverse stakeholders, including marginalized groups.



525

grassroots or community  
women's groups benefited  
from WUSC support and  
involvement in over  
12 countries



100,000+

youth enjoyed enhanced  
opportunities for leadership  
and community involvement  
in Canada and internationally



440

women held leadership  
positions in Sri Lankan  
tea estate communities –  
a dramatic increase  
in gender equality

# Influence for Marginalized Women



© CEDEMUNEP

WUSC and its partners MATCH International and the Centro de Desarrollo de la Mujer Negra Peruana (CEDEMUNEP) worked with Afro-Peruvian communities to increase the influence of women of African descent in Peru's political and public spheres. Afro-Peruvian women, in particular, face discrimination through gendered racism and stereotypes of black female sexuality - and many experience physical and sexual harassment.

In 2012, emerging and established Afro-Peruvian women leaders participated in personal growth and empowerment workshops as well as training on Peru's political system and processes. WUSC and MATCH worked to strengthen CEDEMUNEP's strategic capacity to play a leadership role in the Afro-Peruvian community, including a mentorship program and the development of an action plan for increasing the political participation of Afro-Peruvian women.

The initiative had a positive impact on gender equality, women's leadership and female participation in governance, directly providing 35 women from different rural and urban communities with new political knowledge and improved self-esteem. Most notably, three women who participated in the training and mentoring entered local elections.



# Promoting the Rights of Women and Girls



WUSC has partnered with Women for Fair Development (WOFAD) and the Coalition of Women Living with HIV and AIDS (COWLHA) to ensure that the health and rights of women and girls living with HIV and AIDS are respected, protected and upheld. The project called, *We Have Rights Too!* is supported by the Malawi Tilitonse Fund.

Women and girls face discrimination and violence on several levels, in the home, in their community and when accessing services. The project has devised education and awareness

campaigns to promote sexual and reproductive health rights and has worked with service providers to improve access to a broader range of health services for HIV-positive women and girls. The initiative includes training for COWLHA and WOFAD staff, so these organizations can better protect the rights of women and girls living with HIV and AIDS and to encourage a lasting improvement on the community level.



# Improving Maternal and Infant Health

In Burkina Faso, the average woman will give birth to six children. However, 81 of every 1,000 children born will die before the age of five due to malnutrition, malaria or poor maternal, neonatal and child health services. Furthermore, 307 of every 100,000 mothers will die while pregnant or giving birth due to complications and lack of quality care.

WUSC is leading a maternal and child health project to help reduce the number of preventable deaths from childbirth in 107 villages, in four of Burkina Faso's poorest districts. Two Canadian universities are involved in the project. The University of British Columbia is pioneering an innovative Health Services Online program with support from its Faculty of Health Sciences that provides distance training for 200 healthcare providers. Université Laval's nursing department is providing technical assistance from faculty members and placing student interns with local partner organizations. In addition, Farm Radio International, a strategic partner of WUSC, is working to improve the nutrition status of mothers and children under five years of age by improving knowledge about healthy food.

This project is an excellent example of how Canadian university expertise can be used to help improve lives in vulnerable communities in the developing world.







# Refugees

WUSC pays particular attention to the pressing need for refugee education as conflict and natural disasters have displaced and torn apart millions of families. Many youth have known only refugee camps as home and their education has been interrupted, minimal or non-existent. WUSC's expertise in refugee education has allowed it to leverage additional support to expand access and scale up its work to help this marginalized and disadvantaged group.

The Student Refugee Program has been providing post-secondary scholarships and resettlement to refugee students since 1978 and has also had a positive overall impact in refugee communities and beyond. WUSC has been able to expand that program and build new initiatives from it to further elementary, secondary and vocational education for refugees that significantly improve their life chances. WUSC is making considerable headway to remove the barriers that prevent refugee girls from attending and finishing school. Refugee education, resettlement and other issues remain a priority for WUSC and its partners in the field.

# 65

consecutive  
International Seminars  
since 1948



# 10,000+

young women informed and supported  
to assert their socio-economic, sexual  
and reproductive rights



# 200

school-based Girls Clubs in  
Ghana continue to encourage  
girls to stay in school and  
build self-confidence



# 2,420

people in 12 communities  
in Bibiani Ahnwaso  
Bekwai district of Ghana  
received training in  
participatory governance,  
representation and  
accountability



# 17,000

youth received literacy, numeracy  
and life skills training in South  
Sudan, Afghanistan, Sri Lanka, Ghana  
and other countries, since 1997



1,300  
post-secondary  
students sponsored  
via the Student  
Refugee Program  
since 1978



350+  
southern partner  
organizations  
helping in the field  
to improve lives  
and livelihoods



© Valerie Paquette



© WUSC/EUMC

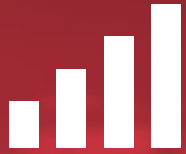
23  
students took part in the 2012  
International Seminar in Senegal,  
focused on youth employability,  
social economy and food security

\$150,000  
in donations from  
Canadian individuals  
and charities last  
year in support of our  
development work



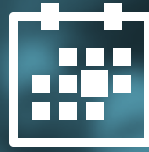
© Cindy Andrew

92%  
of WUSC-managed  
scholarship students,  
from Botswana,  
complete their studies in  
Canada and return home



71%

of girls in the Dadaab and  
Kakuma refugee camps  
advanced to secondary school  
- a dramatic increase from  
17% since 2010



\$18M

announced by UKAID to fund  
Kenya Equity in Education  
Program (KEEP) over 3 years  
to ensure quality education to  
nearly 50,000 refugee girls



92%

of students sponsored via  
the Student Refugee Program  
graduate and 85% find  
employment in their fields



# A Rare Opportunity for Burmese Refugees



In 2012, WUSC reinstated the sponsorship of Burmese refugees from Thailand – that ceased in 2008. One of them was 20-year-old Kin Pwonglay.

Kin was born in Mae Surin, Karenni Refugee Camp #2 in Thailand after her parents fled Myanmar when their village was burned down and they lost their land, livestock and all of their possessions.

Despite the hardships of life in camp, Kin completed the highest level of secondary education offered and then studied two more years to graduate with distinction and earn the high school equivalency that qualified her to finally apply to WUSC's Student Refugee Program (SRP). Kin went through the qualifying process and was sponsored by the University of Regina, Saskatchewan. Kin says, "The day I found out I was accepted to the program, I could not believe it. My life was changed."

Kin arrived in Canada in early September with six other sponsored students from different camps along the Thai-Myanmar border. She was lucky that three of these female students were sponsored at the same campus. On arrival, they were met with bright signs and cheering from the University of Regina WUSC Local Committee members.

Kin found it difficult adjusting to the new social and educational system. However, with the support of the WUSC LC who bought text books, registered them for classes and eased the transition to life in Canada, she and the others were able to complete their first year.

Kin is planning to pursue a degree in Nursing.

# Expanding Education for Refugee Girls

WUSC's commitment and expertise in refugee girls' education has led to a new large-scale program that will help girls living in the Dadaab and Kakuma refugee camps stay in school. 47,000 girls will benefit from a new three-year initiative called the Kenya Equity in Education Project (KEEP) that builds on WUSC's presence in the camps over the last several years.

KEEP is the latest evolution of WUSC's work with girls' education in the refugee communities of Northern Kenya where far more boys go to school than girls, a phenomenon that is more acute in secondary school. Even fewer girls would apply to WUSC's post-secondary Student Refugee Program.

The pre-cursor to KEEP was an in-camp strategy launched by WUSC in 2007 to address the gender, cultural and practical barriers keeping many girls out of school. The strategy brought improvements to education quality and access. A year later, WUSC and Windle Trust Kenya (WTK) piloted a remedial education initiative for girls, with funding from the 60 Million Girls Foundation. The after-school classes provided time, tools and support for girls to catch up on their homework and gain confidence in their abilities. Canadian students raised funds for solar lamps, bursaries and remedial classes through WUSC's Shine a Light campaign. WUSC was able to continue the in-camp initiatives with further funding, in 2011, from the US State Department's Bureau for Population, Refugees and Migration (BPRM).

The lead-up to KEEP is an example of how persistent commitment to local engagement and intelligent program design that applies lessons learned, can produce significant development solutions. It also underlines the critical importance of funding to keep building success.

UK AID, the British agency for international development, is providing \$18 million (CDN) to KEEP which means WUSC and WTK can ensure more refugees in Northern Kenya receive better education and improved life chances.











# Volunteer Cooperation

WUSC has been both a pioneer and an innovator in volunteer programming that delivers significant development results by strengthening the capacity of southern partners, while enhancing the skills of each volunteer. The majority of our volunteers are Canadians but increasingly we create volunteer opportunities for professionals from developing countries who can bring valuable perspectives and experience to development work.

Volunteer cooperation (VC) has contributed significantly – and cost-effectively – to the success and visibility of Canada's international development efforts. Our VC program entails thorough preparation, training, support, monitoring and evaluation to ensure overall success and measurable outcomes.

WUSC runs Canada's leading VC program, Uniterra, in partnership with Montreal-based partner CECI (French acronym for the Centre for International Studies and Cooperation). Since it was established in 2004, Uniterra has placed thousands of skilled Canadians – including many from the private sector – to volunteer in 12 developing countries, working, training, sharing skills and knowledge. Uniterra includes Students without Borders™ (SWB) and Leave for Change (L4C) - specialized programs that match students and working professionals to focused volunteer roles in the South.





500

Uniterra volunteers in  
2012-13 shared their skills  
and expertise during targeted  
placements lasting from  
2 to 18 months



125

partner organizations in  
12 developing countries  
strengthened their capacity  
through volunteers



55,000

person-days by skilled  
volunteers - a new  
annual record -  
made a significant impact  
on development outcomes

# Learning and Teaching Across Borders



As an undergrad at the Université de Moncton, Campus d'Edmundston, Kelly Quimper decided she wanted an education that extended beyond the four walls of her university.

Through Students Without Borders®, Kelly headed to Vietnam last fall to work at the Hanoi College of Commerce and Tourism. With the rapid growth of these industries in Vietnam, Kelly helped train the students in “soft skills” such as preparing for job interviews and resume building. A main component for the students was learning English.

English language training was a responsibility Kelly was apprehensive about at first, considering French is her first language. However, she found interacting with the students on a daily basis put her at ease and helped the students gain confidence to learn and communicate.

Kelly says she is a changed person and more engaged in development and cultural issues in Canada and overseas.

“Before this, I didn’t know if I was able to make a difference in someone’s life,” she says. “You not only gain experience, but you become more aware of the different issues and difficulties youth face, and how you can help.”

Through Students Without Borders®, Canadian youth work alongside local WUSC partners in Africa, Asia and Latin America, applying their education and skills in a practical, cross-cultural setting.

# Implementing a Volunteer's Great Idea



The simple act of sewing sanitary pads and making them available to girls can have an enormous impact.

Once a girl in Malawi starts menstruating, she is likely to miss three days of school every month. Most girls don't have access to safe and comfortable feminine hygiene products as pads are not only expensive but also largely unavailable in rural areas where 85% of the country's population lives.

In October 2012, WUSC partnered with the Forum for African Women Educationalists in Malawi (FAWEMA) to find a way to help. The partnership became known as the *Tilimbikile* project. The name *Tilimbikile* captures the resilient spirit of Malawian women who are dedicated to improving their lives and their country. Developed by Unitera volunteer Lesley Gittings, the project is run by a dedicated group of volunteers and the local partner.

Three groups of FAWEMA volunteers called Mother Groups in Nathenje and Malili and in the Dzaleka refugee camp were trained in sewing, business and to provide supportive counselling to girls to help them stay in or return to school. The Mother Group members are also empowered by earning to support their families and by becoming leaders - training others to sustain the program.

35 women and seven men received skills training in production and business so that the impact of one volunteer's project has been felt throughout the community and girls are supported in their education.



# Canadians Work alongside Local Partners

MAATLA – the Setswana word for “strength” – is a five-year program, funded by USAID and implemented by WUSC and three other partner organizations. The program aims to prevent new HIV infections by scaling up treatment, care, and support for people living with the illness in hard-to-reach, high-risk areas of Botswana. Since its independence in 1966, Botswana has achieved major poverty reductions, but the HIV epidemic has had serious social and public health impacts.

Civil society organizations in Botswana play a crucial role in HIV prevention, treatment, care, and support - although their capacities and resources are weak. WUSC sends skilled Canadian volunteers to work with civil society and non-governmental organizations to provide skills training and resources. WUSC and its volunteers are working to strengthen the capacity of the civil society sector in Botswana by helping to improve technical abilities, service delivery, coordination amongst agencies and to work towards a more sustainable funding model.







# Development Initiatives & Summary Consolidated Financial Statements

Year ending March 31, 2013



# Development Initiatives

April 1, 2012 to March 31, 2013

PROJECT DESCRIPTION	PARTNERS	FUNDERS	AMOUNT
<b>International Student Management – Botswana</b> Managing scholarship programs and services for Botswana students attending Canadian post-secondary institutions.	Government of Botswana, The Ministry of Education (MOE); and The Department of Local Government Service Management (DLGSM)	MOE and DLGSM	\$9,346,778
<b>Unitera Phase II – Multiple Countries</b> Contributing to reducing inequality around the world by mobilizing volunteers, partners and the Canadian public.	Centre d'étude et de coopération internationale (CECI) and local partners in 12 countries throughout Africa, Asia and the Americas	Department of Foreign Affairs, Trade and Development (DFATD)*	\$5,321,189
<b>Program for Rehabilitation through Education and Training (PRET Options) – Sri Lanka</b> Offering skills-for-employment training to poor and marginalized Sri Lankans and increasing the acceptance and use of appropriate training methodologies.	Government of Sri Lanka, Vocational Training Authority (VTA), Ministry of Youth Affairs and Skills Development (MYASD), National Apprenticeship and Industrial Training Authority (NAITA), Tertiary and Vocational Education Commission (TVEC) and local NGOs and Private Sector	DFATD, the Government of Norway	\$1,710,339
<b>African Farm Radio Research and Other Initiatives – Multiple countries in Africa</b> Demonstrating the impact of using radio with other communication technologies to advance farmer food security. Implemented by Farm Radio International (FRI).	Farm Radio International	Bill and Melinda Gates Foundation	\$1,507,082

\*Department of Foreign Affairs, Trade and Development (DFATD) CIDA before July 2013

# Development Initiatives (CONT'D)

April 1, 2012 to March 31, 2013

PROJECT DESCRIPTION	PARTNERS	FUNDERS	AMOUNT
<b>Teacher Certification and Accreditation – Afghanistan</b> Establishing a system for the certification of teachers and the accreditation of teacher training institutions to improve the overall quality and access to education in the country.	Ministry of Education (MOE), Teacher Education Department (TED)	DFATD	\$1,252,848
<b>Building a Sustainable Future through Education and Training – South Sudan</b> Supporting youth employment through vocational and life skills training; increasing women's numeracy and literacy skills; and improving the delivery of primary and secondary education.	Windle Trust International (WTI), Norwegian Refugee Council (NRC), South Sudan Ministry of Education	DFATD	\$1,198,283
<b>Plantation Communities Project – Sri Lanka</b> Improving the socio-economic conditions of marginalized tea and rubber plantation residents by empowering them to exercise their rights and function as viable actors for their own development.	Government of Sri Lanka, Plantation Human Development Trust (PHDT), Regional Plantation Companies (RPC), Civil Society partners	DFATD, Saskatchewan CIC	\$847,135
<b>Program Support Unit – Peru</b> Providing management and technical assistance to improve the effective delivery of Canadian official development assistance (ODA) and manage local established funds for Peru's social sectors.	DFATD, Embassy of Canada in Peru	DFATD	\$729,109

# Development Initiatives

April 1, 2012 to March 31, 2013

PROJECT DESCRIPTION	PARTNERS	FUNDERS	AMOUNT
<b>Projet d'amélioration de la santé des mères et des enfants</b> Reducing morbidity and mortality of mothers, newborns and children under five by improving the quality of health services the nutritional state of mothers and children.	University of British Columbia, Université Laval, Farm Radio International	DFATD	\$661,759
<b>Program Support Unit - Vietnam</b> Providing management and technical assistance to improve the effective delivery of Canadian ODA to Vietnam.	DFATD, Embassy of Canada in Vietnam	DFATD	\$521,261
<b>Supporting Governance, Education and Economic Development in Haiti (PCV II)</b> Building capacity in curriculum enhancement and pedagogy by strengthening Haiti's National Technical Training Institute (INFP) and vocational training schools through volunteer cooperation.	Centre d'étude et de coopération internationale (CECI); Foundation Paul Gérin-Lajoie; Canadian Executive Service Overseas (CESO), Institut national de la formation professionnelle (INFP), Civil Society Organizations	DFATD	\$465,555
<b>Student Refugee Program - Canada</b> Sponsoring and supporting post-secondary students fleeing war or persecution in Africa and Asia to continue their studies and resettle in Canada.	Windle Trust; United Nations High Commissioner for Refugees (UNHCR); Jesuit Refugee Service (JRS); Citizenship and Immigration Canada and Government of Quebec	Ontario Ministry of Training, Colleges and Universities, Government of Ontario; JRS; WUSC Local Committees; and individual donors	\$434,181



# Development Initiatives (CONT'D)

April 1, 2012 to March 31, 2013

PROJECT DESCRIPTION	PARTNERS	FUNDERS	AMOUNT
<b>Australian Youth Ambassadors for Development – Ghana &amp; Peru</b> Empowering global communities through delivering social development and education projects.	Various partners, Civil Society Organizations, Austraining International	Australian Government's Agency for International Development (AusAID) through Austraining International	\$400,273
<b>Local Leadership for Development – Indonesia</b> Facilitating academic exchanges between Canadian and Indonesian universities and organizing scholarship placements and study tours in Canadian universities, colleges and ministries.	Cowater International Inc., Indonesian universities	DFATD	\$371,599
<b>MAATLA – Botswana</b> Strengthening the capacity of civil society in Botswana to address the HIV epidemic by scaling up treatment, care, and support for people living with the disease.	FHI360, Civil Society partners in Botswana	USAID	\$370,187
<b>Students Without Borders® *</b> Supporting development goals of WUSC and our partners overseas while providing international learning opportunities for post-secondary students through internships.	University of Toronto at Scarborough, University of Waterloo, St Paul University College, Université de Sherbrooke, University of Ottawa, Université Laval, St-Jerome University College, Northern Youth Abroad (NYA) and in-country partners	Various funders	\$310,747

# Development Initiatives

April 1, 2012 to March 31, 2013

PROJECT DESCRIPTION	PARTNERS	FUNDERS	AMOUNT
<b>Promotion of Youth Entrepreneurship and Employability in Southern Lima – Peru</b> Providing youth in Southern Lima with appropriate training in technical and business skills, greater access to employment and entrepreneurship training.	Asociación UNACEM– Corporate Social Responsibility Organization of Unión Nacionalde Cementos Andinos (UNACEM SS.AA)	DFATD, UNACEM	\$298,579
<b>Program implementation of Farm Radio International and MATCH International</b> WUSC provides on-going support services to FRI and MATCH under management services agreements.	The programs of FRI and MATCH are implemented through various partners.	Various Funders	\$296,032
<b>Bureau of Population, Refugees, and Migration – Kenya</b> Providing after-school classes and educational resources to increase the enrollment and retention rates of refugee girls in the Dadaab and Kakuma refugee camps in Kenya.	Windle Trust Kenya	U.S. Department of State Bureau of Population, Refugees, and Migration	\$296,021
<b>Bibiani Anhwiaso Bekwai District Development – Ghana</b> Promoting economic growth and development in the district by strengthening governance and service delivery, improving quality of education, and supporting job creation for youth.	Rio Tinto Alcan, Bibiani Anhwiaso Bekwai District Assembly	DFATD, Rio Tinto Alcan	\$218,960

# Development Initiatives (CONT'D)

April 1, 2012 to March 31, 2013

PROJECT DESCRIPTION	PARTNERS	FUNDERS	AMOUNT
<b>Technical Assistance to CSOs for the Botswana National AIDS Prevention Support (BNAPS) – Botswana</b> Providing key targeted trainings in project management, organizational development and financial management for 54 civil society organizations (CSOs) to strengthen their capacity for HIV and AIDS prevention and support.	Various partners, CSOs, National AIDS Coordinating Agency	World Bank	\$153,192
<b>Other WUSC projects – Various Countries</b>	Various partners in various countries	Various funders	\$88,719
<b>Kenya Equity in Education Project (KEEP) – Kenya</b> Improving the access and quality of education for marginalized girls and boys in northern Kenya by building girl-friendly school environments, supporting female learners, and generating parent and community support for girls' education.	Windle Trust Kenya	Department for International Development (DFID) through the Girls' Education Challenge	\$84,999
<b>TOTAL</b>			<b>\$27,011,461</b>

\*Students Without Borders®/Étudiants sans frontières® is not in any way affiliated with Médecins Sans Frontières/Doctors Without Borders. Doctors Without Borders is a registered trade-mark of Bureau International de Médecins Sans Frontières.



# Report of the Independent Auditors on the Summary Consolidated Financial Statements

## To the Board of Directors of the World University Service of Canada

The accompanying summary consolidated financial statements of the World University Service of Canada, which comprise the summary consolidated statements of financial position as at March 31, 2013, March 31, 2012 and April 1, 2011, the summary consolidated statements of operations and changes in net assets for the years ended March 31, 2013 and March 31, 2012, and related notes, are derived from the audited consolidated financial statements prepared in accordance with Canadian accounting standards for not-for-profit organizations, of the World University Service of Canada as at March 31, 2013, March 31, 2012 and April 1, 2011 and for the years ended March 31, 2013 and March 31, 2012.

We expressed an unmodified audit opinion on those consolidated financial statements in our report dated July 25, 2013.

The summary consolidated financial statements do not contain all the disclosures required by Canadian accounting standards for not-for-profit organizations applied in the preparation of the audited consolidated financial statements of the World University Service of Canada. Reading the summary consolidated financial statements, therefore, is not a substitute for reading the audited consolidated financial statements of the World University Service of Canada.

## Management's Responsibility for the Summary Financial Statements

Management is responsible for the preparation of a summary of the audited consolidated financial statements on the basis described in note 2.

## Auditors' Responsibility

Our responsibility is to express an opinion on the summary consolidated financial statements based on our procedures, which were conducted in accordance with Canadian Auditing Standard (CAS) 810, "Engagements to Report on Summary Financial Statements".

## Opinion

In our opinion, the summary consolidated financial statements derived from the audited consolidated financial statements of the World University Service of Canada as at March 31, 2013, March 31, 2012 and April 1, 2011 and for the years ended March 31, 2013 and March 31, 2012 are a fair summary of those consolidated financial statements, in accordance with the basis described in note 2.

A handwritten signature in black ink that reads "KPMG LLP". The signature is written in a cursive, stylized font. Below the signature is a horizontal line that starts under the "K" and ends under the "P", with a small upward tick at the end.

Chartered Accountants, Licensed Public Accountants | July 25, 2013 | Ottawa, Canada

World University Service Of Canada

Consolidated Statements of Financial Position | March 31, 2013, March 31, 2012 and April 1, 2011

	MARCH 31, 2013	MARCH 31, 2012	APRIL 1, 2011
<b>Assets</b>			
Current assets:			
Cash and cash equivalents	\$ 6,485,559	\$ 7,263,915	\$ 5,198,239
Project receivables	1,550,980	1,868,814	1,943,768
Advances receivable	820	2,690	11,809
Amounts receivable	723,071	433,840	367,112
Prepaid expenses	99,714	382,495	69,485
	8,860,144	9,951,754	7,590,413
Tangible capital and intangible assets	660,599	550,556	558,415
Investment in CBO Travel Inc.	139,847	129,497	104,998
	\$ 9,660,590	\$ 10,631,807	\$ 8,253,826

# World University Service Of Canada

Consolidated Statements of Financial Position | March 31, 2013, March 31, 2012 and April 1, 2011 (CONT'D)

	MARCH 31, 2013	MARCH 31, 2012	APRIL 1, 2011
<b>Liabilities and Net Assets</b>			
Current liabilities:			
Accounts payable and accrued liabilities	\$ 1,600,617	\$ 2,289,046	\$ 1,459,939
Contract advances and other	5,656,919	5,993,331	4,482,577
Deferred revenue - Lewis Perinbam award	68,454	63,973	67,710
	7,325,990	8,346,350	6,010,226
Net assets:			
Invested in tangible capital and intangible assets	660,599	550,556	558,415
Internally restricted	1,607,454	1,668,523	1,619,015
Endowment fund	66,547	66,378	66,170
	2,334,600	2,285,457	2,243,600
	<b>\$ 9,660,590</b>	<b>\$ 10,631,807</b>	<b>\$ 8,253,826</b>

See accompanying notes to consolidated financial statements.



# World University Service Of Canada

Summary Consolidated Statements of Operations and Changes in Net Assets  
Years ended March 31, 2013 and 2012

	2013	2012
<b>Revenue:</b>		
Contracts:		
CIDA Partnership Branch	\$ 4,960,343	\$ 4,628,635
CIDA Bilateral and other	7,754,025	7,864,958
Government of Botswana	9,346,777	9,487,562
Other foreign funding	3,410,055	4,833,091
Fundraising and other Canadian sources	1,540,261	1,433,444
Other	247,735	243,217
Donated services	2,422,310	2,324,182
	29,681,506	30,815,089
<b>Expenses:</b>		
Project:		
Direct costs	21,345,104	22,718,230
Salaries and benefits	3,016,633	3,008,601
Administrative:		
Salaries and benefits	1,387,397	1,255,177
Program development	267,574	244,441
Other	1,032,217	950,013
Fundraising	127,011	115,309
Donated services	2,422,310	2,324,182
	29,598,246	30,615,953
Excess of revenue over expenses before undernoted item	83,260	199,136
Severance - restructuring	34,286	157,487
Excess of revenue over expenses	48,974	41,649
Balance, beginning of year	2,285,457	2,243,600
Endowment contribution	169	208
Balance, end of year	\$ 2,334,600	\$ 2,285,457

See accompanying notes to consolidated financial statements.

# World University Service Of Canada

Notes to Summary Consolidated Financial Statements | Years ended March 31, 2013 and 2012

## **1. MISSION:**

World University Service of Canada was incorporated on October 1, 1957, without share capital, under Part II of the Canada Corporations Act and, as a registered charity with the Canada Revenue Agency, is exempt from income taxes.

World University Service of Canada is a network of individuals and post-secondary institutions who believe that all peoples are entitled to the knowledge and skills necessary to contribute to a more equitable world. Its mission is to foster human development and global understanding through education and training.

On April 1, 2012, World University Service of Canada adopted Canadian accounting standards for not-for-profit organizations in Part III of the CICA Handbook. These are the first financial statements prepared in accordance with Canadian accounting standards for not-for-profit organizations.

In accordance with the transitional provisions in Canadian accounting standards for not-for-profit organizations, World University Service of Canada has adopted the changes retrospectively, subject to certain exemptions allowed under these standards. The transition date of April 1, 2011 and all comparative information provided has been presented by applying Canadian accounting standards for not-for-profit organizations.

# World University Service Of Canada

Notes to Summary Consolidated Financial Statements | Years ended March 31, 2013 and 2012 (CONT'D)

## **2. SUMMARY CONSOLIDATED FINANCIAL STATEMENTS:**

The summary consolidated financial statements are derived from the complete audited consolidated financial statements, prepared in accordance with Canadian accounting standards for not-for-profit organizations, as at March 31, 2013, March 31, 2012 and April 1, 2011 and for the years ended March 31, 2013 and March 31, 2012.

The preparation of these summary consolidated financial statements requires management to determine the information that needs to be reflected in the summary consolidated financial statements so that they are consistent, in all material respects, with or represent a fair summary of the audited consolidated financial statements.

These summarized consolidated financial statements have been prepared by management using the following criteria:

- a. whether information in the summary consolidated financial statements is in agreement with the related information in the complete audited consolidated financial statements; and
- b. whether, in all material respects, the summary consolidated financial statements contain the information necessary to avoid distorting or obscuring matters disclosed in the related complete audited consolidated financial statements, including the notes thereto.

Management determined that the consolidated statement of changes in net assets and consolidated cash flows do not provide additional useful information and as such have not included them as part of the summary consolidated financial statements.

The complete audited consolidated financial statements of the World University Service of Canada are available upon request by contacting the management of the World University Service of Canada.



# Board of Directors

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