

ANNUAL REPORT

2015 / 2016

DYNAMIC DEVELOPMENT



WUSC EUMC

A letter from the Chair of the Board of Directors and Executive Director

**WUSC's
vision is
a more
inclusive,
equitable,
and
sustainable
world for
youth.**

WUSC has a vision of a more inclusive, equitable, and sustainable world for youth. This is undoubtedly an ambitious goal. Creating a better world for youth will require nothing less than a tidal force of change.

- **In education**, more innovative approaches are needed to reach the estimated 263 million youth, ages 6 - 17, who remain out of school around the world.
- **In employment**, new ways of working must be developed for the 71 million youth who are unemployed and the 156 million who are working poor.
- **For refugees**, durable solutions must be found for the 10 million refugees who are under the age of 19 and who face unique obstacles to realizing their full potential.

Albert Einstein, himself a former refugee, once said, "We cannot solve our problems with the same thinking we used when we created them." As an organization with decades of experience, it would be easy for WUSC to become rigid in our approach, satisfied with maintaining the status quo. Instead, we pride ourselves on our commitment to learn, adapt, and evolve. This has ensured that we not only remain relevant but also continue to grow and expand our reach.

We owe a great deal of this adaptability to WUSC's youth network. Every year, a new cohort of young people joins WUSC, in Canada and overseas. They bring fresh perspectives and inject renewed enthusiasm into our work. They keep us motivated, engaged, adaptive, and on track. They provide a spark to our work and keep us innovating for change.

Developing solutions for some of today's most pressing global problems ultimately requires a dynamic approach to development. It requires an approach that is flexible and that adapts to new opportunities; one that is inclusive, engaging, and collaborative across sectors.

This year's report reflects on some of the ways in which you have helped and inspired us to be more dynamic. Together, we have nuanced and enhanced our perspectives on issues and opportunities to reach scale. We have developed new, innovative models to pursue our mission and mobilized greater resources for change.

Over the years, you have helped us to transform our own understanding of the role that we play in global development. As a result, together, we have been able to transform the impact we have on youth around the world.



David Turpin
Chair, Board of Directors



Chris Eaton
Executive Director



Impact

In 2015/2016, your support helped youth pursue their education, gain meaningful employment, and become empowered leaders. Together, directly and indirectly, we reached thousands of people by building the capacity of local governments, strengthening national education systems, and working with local partners to remove the barriers to inclusive economic growth.



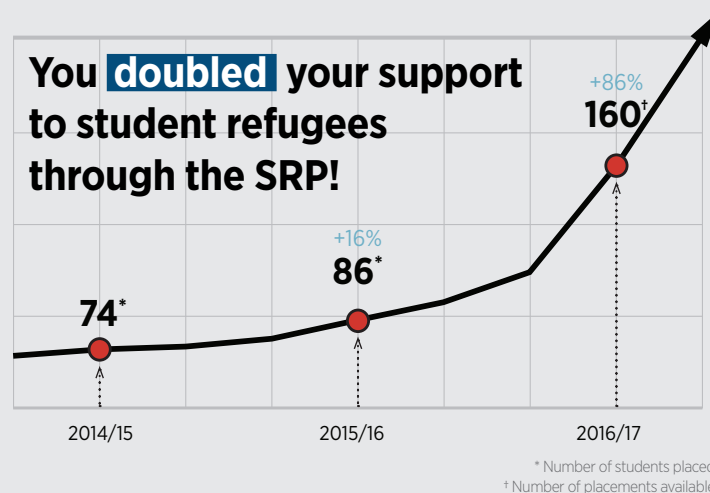
People reached

81%
YOUTH

69%
WOMEN

43%
REFUGEES

You **doubled** your support to student refugees through the SRP!



In the fall of 2015, we witnessed an unprecedented outpouring of support for the Student Refugee Program. **86** university, college, and CEGEP campuses from across the country came together to increase their support to refugee youth, demonstrating true Canadian leadership in the face of the global refugee crisis.

853

Local Committee members in 2015/2016

You **contributed** your time and expertise to local development efforts.



339

Volunteers mobilized through Uniterra



43,423

Person-days contributed



194

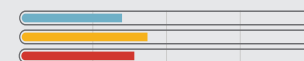
Local partners supported

Uniterra volunteers' public engagement efforts helped raise awareness among **2.8 million** Canadians on Canada's contributions to global development overseas.

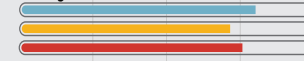
SRP students by country of asylum

2014-2015
2015-2016
2016-2017

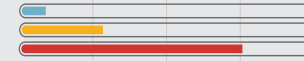
Malawi



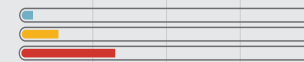
Kenya



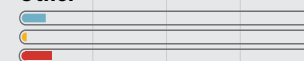
Jordan



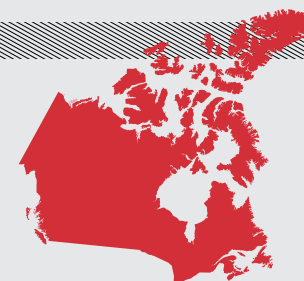
Lebanon



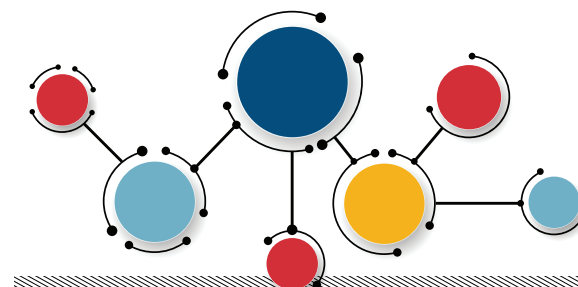
Other



0 30 60



Canadians have the skills, experience, and passion to contribute to global development efforts around the world. This year, volunteers from coast to coast to coast rolled up their sleeves to support global development in **14** countries across Asia, Africa, and the Americas through Uniterra (a WUSC and CECI program).



In 2015/2016, you made generous financial contributions to help fund our work in the education, employment, and empowerment of youth.

You mobilized your network to **support our cause**.

Fundraising results this year help illustrate the growing trend among Canadians to make direct, positive contributions to global development efforts. We know we have you to thank, in particular for mobilizing your network to help support our cause. The incredible peer-to-peer fundraising efforts for programs like the Student Refugee Program and Uniterra helped **double** the number of donors who gave to WUSC last year. We are also particularly grateful to those of you who joined our Monthly Momentum Giving Group, offering sustainable support for the future.



Increase in number of donors



Increase in monthly donors



Increase in funds raised*

*A very special thank you to an anonymous donor who gave \$250,000 to the Student Refugee Program in 2015/2016.

Where We Worked

Afghanistan, Barbados, Burkina Faso, Bolivia, Botswana, Canada, Colombia, Dominica, Ghana, Guatemala, Guyana, Haiti, Indonesia, Jamaica, Jordan, Kenya, Lebanon, Malawi, Mali, Mongolia, Nepal, Peru, Saint Lucia, Senegal, Sri Lanka, Tanzania, Vietnam

01 Afghanistan: In 2015/2016, we wrapped up a Global Affairs Canada-funded initiative, the Teacher Certification and Accreditation of Teacher Training Institutions in Afghanistan Project (TCAP). We worked with the National Ministry of Education to create a new credentialing system for teachers and new accreditation standards for the institutions that train them.

02 Canada: In January 2016, we welcomed 530 development experts and enthusiasts to Ottawa, Ontario for the fifth annual WUSC and CECI International Forum. This year's participants dug deep to reflect on the obstacles and opportunities for more inclusive economies as a driver of more inclusive societies. Together, we discussed ways to take collaborative action for youth and women around the world.

03 Caribbean (Barbados, Dominica, Guyana, Jamaica, St Lucia): In July 2015, we assumed management of the Promotion of Regional Opportunities for Produce through Enterprises and Linkages (PROPEL) project, a Global Affairs Canada-funded initiative, which works with farmers, agro-processors, and related businesses to improve their access to high-value markets in the region. Through PROPEL, WUSC is

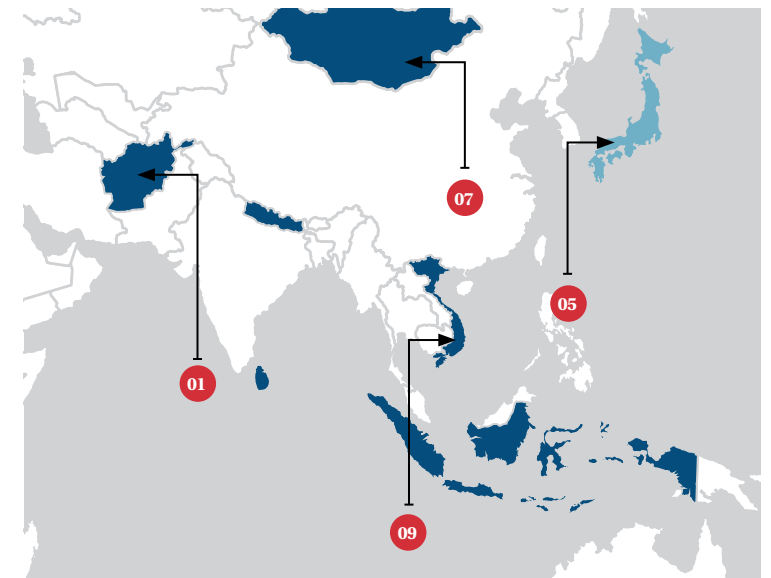
continuing CHF's important mission to create sustainable economic opportunities for farmers, their communities, and their countries.

04 Switzerland: In March 2016, we joined a Canadian delegation led by the Honourable John McCallum, Minister of Immigration, Refugees and Citizenship, for a high-level meeting on Pathways for Admission of Syrian Refugees in Geneva.

Filippo Grandi, the United Nations High Commissioner for Refugees, concluded that meeting by stating that he "looked forward to globalizing what the World University Service [of Canada] has been doing," reflecting the growing global attention toward the role of higher education in responding to the global refugee crisis.

05 Japan: In October 2015, we gathered in Tokyo with our peers in international volunteer

cooperation at the Annual Conference of International Volunteering Organizations (IVCO). Following the historic adoption of the post-2015 development agenda and its 17 Sustainable Development Goals (SDGs) a month prior, this annual conference concluded with a bold Call to Action - recognizing that volunteerism, when undertaken responsibly and in cooperation with local partners, is at the heart of sustainable development.



06 Kenya: In August 2015, our Kenya Equity in Education Project (KEEP) received 'Best in Class' recognition from UKaid's Girls' Education Challenge fund. With Windle Trust Kenya, we are working in the Dadaab and Kakuma refugee camps (and surrounding host communities) to help girls overcome the barriers they face to accessing quality education. Through this initiative, we are reaching approximately 55,000 girls and boys in 89 targeted schools.

07 Mongolia: In July 2015, WUSC opened an office in Ulaanbaatar, Mongolia. Nearly 45% of the Mongolian population is under the age of 24, yet many youth face obstacles in the transition from education to employment. We are partnering with like-minded organizations and the Mongolian government to increase and improve the economic opportunities available to youth and women.

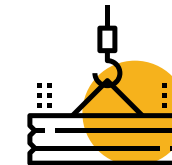
08 Tanzania: In August 2015, WUSC opened an office in Arusha, Tanzania. Soon after, we

welcomed the first Uniterra volunteer to the country. A corporate volunteer with our Leave for Change partner, Transat, Geneviève Roy came to Tanzania as a Canadian Tourism Market Advisor. Over the course of three weeks, she collaborated with the Tanzania Tourist Board (TTB) to review the marketing plans of various cultural tourism enterprises in the region. She made recommendations on how they can better market to Canadians tourists, thereby stimulating the local economy and creating more job opportunities for youth and women.

09 Vietnam: In November 2015, we hosted the 69th International Seminar in Hanoi, Vietnam. An incredible group of 22 youth seminar participants from Vietnam, Nepal, Sri Lanka, and Canada joined to discuss the unique role of young leaders in entrepreneurship. For two weeks, participants attended conferences and workshops and engaged in discussions on the aspirations and opportunities for young entrepreneurs around the world.

Nearly
1 in 4

Out-of-school children and youth currently reside in conflict-affected countries.

**LESSONS LEARNED****Building our Capacity to Build Capacity**

Over the years, WUSC's diverse network has become an incredible resource, eager to share their knowledge and expertise with local partners.

→ We leverage the WUSC network to help build the capacity of individuals and organizations around the world through a variety of initiatives, consistently refining this work to better reflect partners' needs and aspirations.

For example, our partners taught us long ago that learning cannot happen solely within the context of individual workshops and trainings. Instead, building capacity must be incorporated into the day-to-day activities of individuals and organizations; it is only through ongoing coaching and experience that greater understanding can be fostered. In Afghanistan, WUSC technical advisors worked with the Ministry of Education staff every step of the way. After initial training, the staff themselves led the development of the credentialing and accreditation systems. Our team of advisors acted as "guides on the side," helping staff apply their new knowledge and further enhance their understanding throughout the process.

More recently, we have adapted our capacity building approach to better support systems change. We strive to incorporate the broader social, political, and economic ecosystem within which organizations and individuals exist. In Uniterria, volunteers support private, public and non-profit organizations to make markets more inclusive and responsive to the needs, potentials, and aspirations of marginalized women and youth. Volunteers have supported partners to establish and follow their own capacity development plans. Perhaps more importantly, they have also worked with networks of partners to understand the root causes of market failures that impact marginalized women and youth and find solutions to resolving these barriers at the systems level.

Our experiences have also shown us that capacity must be built from the ground up. Learning must be closely aligned to the realities and experiences of those who stand to benefit most from the process. It must first and foremost recognize the strengths of existing systems and the unique assets and attributes of all those involved. This approach provides greater space for all participants to develop their own ideas and collectively identify priorities. It also ensures greater sustainability in the long-term.

SEEING THE BIG PICTURE**Scaling up our work in Education**

This year, we wrapped up a Global Affairs Canada-funded initiative in Afghanistan which sought to address the inconsistent quality of education across the country.

→ In 2001, school enrolment in Afghanistan was just under one million students. Due to the harsh laws and harmful attitudes toward women under the Taliban, few of these students were girls. After the fall of the regime, the country suddenly found itself struggling to meet the educational needs of millions of youth who were eager to return to school. As in many post-conflict settings, the demand for education was high, but education infrastructure was in dire need of reconstruction.

Communities across the country were suddenly scrambling to organize schools, sometimes in vacant buildings or even under the shade of nearby trees. They relied on individuals from the

community who valiantly stepped forward to teach, despite not always being qualified. Finally able to return to school, millions of children and youth were not necessarily receiving the quality of education they deserved.

Working closely with the Ministry of Education, we ultimately wanted to equip youth in Afghanistan with the knowledge and skills they would need to create a more peaceful and prosperous future. To do so, we focused on those most responsible for imparting that knowledge: **their teachers.**

Since 2001, the number of teachers in Afghanistan has increased from 20,700 (nearly all of whom were male) to over

207,000 (34% of whom are women). With support from Global Affairs Canada, we helped develop the certification standards for teachers in the country, and the accreditation standards for the colleges that train them, to consistently enhance the quality of education students receive. These efforts also helped make teaching a more respected occupation in Afghanistan, while providing current and prospective teachers with clear pathways to success.

In partnership with the Teacher Education Directorate of the Ministry of Education, three Teacher Training Colleges (TTCs), and other NGOs in Afghanistan, we have developed and tested a policy framework for the accreditation

and quality assurance of TTCs and a four-tier credentialing framework for teachers. This credentialing framework is inclusive of all practicing teachers in the country and is relevant to the current reality. To facilitate adoption, we trained staff with the Ministry of Education, faculty members at the TTCs, student teachers, practicing teachers, and others in the teacher certification and TCC accreditation process. Over nine million youth stand to benefit from this work standardizing teacher certification and the accreditation of colleges that train them.



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FOCUSING ON

Economic Empowerment for a more inclusive future

➔ In 2015, we launched the third phase of Uniterra (a WUSC and CECI program). In this new phase, we are mobilizing thousands of volunteers and partners to help make markets more inclusive for youth and women in countries across Asia, Africa, and the Americas.

Uniterra leverages the diverse expertise of WUSC and CECI, and the unique skill sets and experiences of local partners and volunteers. In previous years, Uniterra worked in five key sectors: education, health, economic development, gender equality, and the environment. In the context of the new Sustainable Development Goals (SDGs), for this new phase, we chose to focus on just one issue: inclusive markets for women and youth.

are able to address some of the barriers to learning and scale we faced in the past. For example, our partners and volunteers are now better able to exchange best practices, innovations, and lessons learned across organizations and countries. With this focus, we are also better able to mobilize more technical knowledge and skills to reach more women and youth in more meaningful ways. Finally, working in the context of markets offers the possibility of creating greater scale and sustainability by mobilizing the financial and technical resources of the private sector.

However, this work is not done in a vacuum. Our work toward more inclusive markets still intersects with various other areas of life, so that issues such as gender inequality

By focusing on more inclusive markets, we

and barriers to education and skills training are still widely addressed within the program.

Over the next five years, we will work with a diverse set of partners - including enterprises, cooperatives, and vocational training centres - to respond to the needs, aspirations, and potential of 5.6 million people. Together, we seek to stimulate economic growth and tackle the economic and social barriers that exclude marginalized women and youth from a growing economy.

339

volunteers supported 194 partners in 14 countries across Asia, Africa and the Americas.



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FROM ENGAGEMENT TO LEADERSHIP

Working with the Private Sector

This year, we commissioned a review of our private sector partnership and programming as we continue to expand our focus on youth employment around the world.

➔ Compiled by Ted Jackson, a leading development expert, the review acknowledged WUSC as a major innovator in its work with the private sector. However, it also found that we

are so busy delivering programs that we have had little time to systematize our knowledge or tell external audiences what we are learning and achieving.

Facilitating the growth of the market for fresh-food products in the Caribbean, engaging mining companies in supporting local government programs and youth employment in West Africa, deploying volunteer specialists to boost a mobile money start-up in Malawi, and blending vocational training and small-business development in the tourism industry in Sri Lanka—WUSC's private sector program models are diverse and demonstrate continuous improvement.

And this portfolio is big, even by global standards. The review identified \$225M worth of business and employment interventions designed, managed, evaluated, and refined by WUSC over the past seven years. Some common elements are evident across these activities, especially: multi-stakeholder dialogue, adding value to education and training practices and systems, youth participation, gender equality, and adaptive management. WUSC works with the private sector to maximize human and sustainable development results.

We look forward to telling this story widely - confidently and energetically - and to writing its next exciting chapters. Looking ahead, the review made several recommendations, including consolidating and systematizing our knowledge in this sphere and deepening our expertise in key economic sectors, such as food, tourism, and communications technology. Although the report concludes that there is much to be impressed by in WUSC's private sector portfolio, we must now work harder to project, and then exercise, our leadership in this area in the broader world.

INNOVATING FOR

Refugee Higher Education

In September 2015, the tragic death of the young refugee, Alan Kurdi, sparked an unprecedented global reaction that mobilized millions around the world, including Canadians. A renewed sense of urgency arose within the Canadian public to meet the needs of those displaced by the war.

“WUSC gave me a great opportunity that I will always be thankful for. Resettlement wasn’t easy and it still isn’t, but the whole experience enabled me to discover myself and become a stronger person.”

Sara Kuwatly student, University of Guelph



Since the SRP program began, we have resettled over 1,600 refugee youth from 37 countries of origin.



In the fall of 2015, we began to receive calls and emails about the role the Student Refugee Program (SRP) played in responding to the crisis.

In refugee contexts, youth - who make up 51% of the world’s refugees - are unable to continue their education or find adequate employment as a result of their refugee status.

For over thirty-five years, WUSC’s SRP has provided a pathway to durable solutions for refugee youth. Established in 1978, the SRP was built upon a long history of supporting the educational needs of refugees, which first began in post-war Europe in the 1920s. It evolved

from the need to provide youth with not only scholarships and supplies, but also durable solutions to help them rebuild their lives after humanitarian crises. WUSC’s SRP is the only program of its kind to combine resettlement with access to higher education, addressing a significant gap in the refugee response.

This past year, in partnership with Universities Canada and Colleges and Institutes Canada, we reached out to over 200 post-secondary institutions across the country and challenged them to increase their support of the SRP on their campus. Thanks to hundreds of students, faculty, and staff at these institutions,

the response we received was overwhelming. By the end of March 2016, 70 campuses had committed to sponsoring students in 2016.

Some institutional partners made commitments to double the financial support they were already providing to the program. Others engaged in significant fundraising efforts among their students and within their broader communities. Some institutions created a WUSC sponsoring committee on their campus for the very first time - we welcomed a total of nine new partners in 2015/2016. The increase in support has resulted in a doubling of the number of placements

available to refugee youth through the SRP, from 80 to 160 for September 2016.

With the global spotlight on Canada’s response to the refugee crisis, the incredible success that the Canadian post-secondary community has been able to demonstrate has contributed to a dramatic shift in the way world leaders view the role of higher education for refugees. We are encouraged by the promise this renewed attention brings toward opening further pathways in countries around the world for thousands more deserving students in the future.



In the Kakuma refugee camp in Kenya, only one in ten girls makes it to secondary school.



FOSTERING YOUTH-LED SOLUTIONS

For Refugee Girls' Education

Throughout our work, we aim to involve youth every step of the way. We integrate their perspectives at all levels as agents, allies, partners, volunteers, board members, and staff.

→ This approach is reflected most prominently in some of WUSC's flagship initiatives, such as the International Seminar and the SRP. By participating in these initiatives, youth have a chance to learn about global issues, contribute toward our mission, and have their voices heard. In many ways, including youth perspectives has helped us to evolve our approach to development and improve our programming.

For example, in the early 2000s, many WUSC Local Committee members were concerned by the persistent gender imbalance among the students supported by the SRP. While gender equality has always been a cornerstone of WUSC programming, we were struggling to identify qualified female candidates due to the overwhelming barriers they faced throughout primary and

secondary education that often prevented their graduation. These include those that disproportionately affect young women such as early and forced marriage, early pregnancy, an unfair burden of domestic chores, and family financial constraints.

With the support of the WUSC youth network, we are tackling the root causes of inequality through education in Kenya. With Windle Trust Kenya, we are helping marginalized girls in northern Kenya gain access to quality education through the Kenya Equity in Education Project (KEEP). This is achieved through the creation of girl-friendly school environments, the provision of targeted support to female learners, and the generation of support for girls' education from parents and the broader community.

Half-way through KEEP,

WUSC has supported more than 25,000 primary and secondary school girls, and more than 30,000 primary and secondary school boys. There have been moderate improvements in girls' numeracy scores and significant improvements in their literacy scores. For example, at the beginning of the program, the percentage of girls in grade 5 (class 5) who were able to read a benchmark of 60 or more words during a timed test was just 12%. At midline, that number increased to 48%. Among girls in grade 10 (form 2), the percentage rose to 96%, up from 31%.

Complementing the work of like-minded organizations in the region, WUSC has helped ensure that many more girls in refugee camps and host communities in Kenya are enrolling - and staying - in school. We are helping to change the opportunities available to these young girls and women now so that they can change what will be possible for themselves and their families in the future.

A LEGACY OF YOUTH LEADERSHIP

The International Seminar

Through the International Seminar, WUSC has been educating and empowering young leaders in international development for more than seven decades. First held in Germany in 1948, the Seminar has since spanned five continents, bringing together thousands of youth from around the world.



→ Over the years, changing realities have reshaped the needs and aspirations of youth in Canada and overseas. The International Seminar (now jointly offered with CECI through Uniterra) has likewise evolved to adapt to these changing contexts.

While the Seminar continues to provide a learning opportunity for students to develop research skills overseas, we have also expanded the program to provide targeted support to young entrepreneurs. This new model brings together a cohort of youth to build their leadership skills and gain coaching in the development and expansion of their enterprises. Ultimately, the Seminar seeks to challenge innovative and socially conscious youth to brainstorm solutions to some of the most pressing challenges currently facing young people worldwide.

The entrepreneurship-focused Seminar has now been held twice: once in Peru in 2014 and in Vietnam in 2015. The 2015

Working with young entrepreneurs has given us another lens into the vast potential that youth have to create positive change in the world.

Seminar brought together 24 young business and social leaders from Vietnam, Canada, Sri Lanka

and Nepal. Over the course of two weeks, they met with leading Vietnamese enterprises, such as FPT (the country's largest IT firm). They also worked through a series of exercises that helped them learn from one another's experiences and expertise.

Working with young entrepreneurs has given us another lens into the vast potential that youth have to create positive change in the world. The Uniterra International Seminar remains one of WUSC's flagship programs through which we promote peer-to-peer collaboration and learning between young people in different contexts. It has changed over the years to adapt to the new needs, demands, and aspirations of young leaders and will continue to do so for the years to come.



Development Initiatives
April 1, 2015 - March 31, 2016

Initiative	Regions(s)/Country	Primary Funder(s)
Advancing Specialized Skills for Economic Transformation	▶ Sri Lanka	▶ Global Affairs Canada
Alive and Thrive	▶ Burkina Faso	▶ FHI 360 (Bill & Melinda Gates Foundation)
Andean Regional Initiative	▶ Bolivia, Colombia, Peru	▶ Global Affairs Canada
Australian Volunteers for Development	▶ Ghana	▶ Scope Global
Election Observation	▶ Haiti	▶ Global Affairs Canada
Equity in Education for Refugee Camps in Kenya - Phase III	▶ Kenya	▶ US Department of State - Bureau of Population, Refugees and Migration
International Student Management	▶ Botswana	▶ Government of Botswana
International Youth Internship Program	▶ Botswana	▶ Global Affairs Canada
Kenya Equity in Education Program	▶ Kenya	▶ UKaid Girls' Education Challenge
Local Leadership for Development	▶ Indonesia	▶ Global Affairs Canada

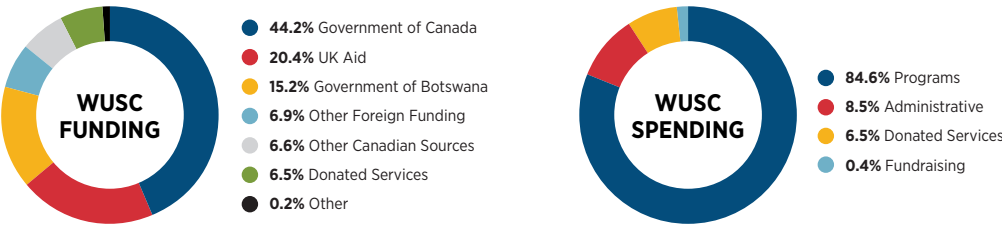


Additionally, an estimated \$3.3M was raised on Canadian campuses by student-led WUSC Local Committees to fund the education and living costs of 86 refugees sponsored through the Student Refugee Program.

Initiative	Regions(s)/Country	Primary Funder(s)
Maatla	▶ Botswana	▶ FHI 360 (US AID)
Mongolia: Enhancing Resource management through Institutional Transformation	▶ Mongolia	▶ Global Affairs Canada
Programme canadien de bourses de la Francophonie	▶ Canada, various developing countries of La Francophonie	▶ Global Affairs Canada
Programme de coopération volontaire	▶ Haiti	▶ Global Affairs Canada
Promotion of Regional Opportunities for Produce through Enterprises and Linkages	▶ Barbados, Dominica, Guyana, Jamaica, Saint Lucia	▶ Global Affairs Canada
Skills Development Project	▶ Nepal	▶ Asian Development Bank
Student Refugee Program	▶ Canada, Jordan, Kenya, Lebanon, Malawi	▶ Ministry of Advanced Education and Skills Development; Government of Ontario; various Canadian universities, colleges, and cegeps; WUSC Local Committees; The J.W. McConnell Family Foundation; Community Foundation of Ottawa; individual donors
Teacher Certification and Accreditation of Teacher Training Institutions Project	▶ Afghanistan	▶ Global Affairs Canada
Uniterria (2015-2020)	▶ Bolivia, Burkina Faso, Canada, Ghana, Guatemala, Haiti, Malawi, Mali, Mongolia, Nepal, Peru, Senegal, Sri Lanka, Tanzania, Vietnam	▶ Global Affairs Canada

WORLD UNIVERSITY SERVICE OF CANADA

Summary consolidated financial statements
Year ended March 31, 2016.



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 statement of financial position as at March 31, 2016, the summary consolidated statement of operations and changes in net assets for the year then ended, 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 and for the year then ended March 31, 2016.

We expressed an unmodified audit opinion on those consolidated financial statements in our report dated June 25, 2016.

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, 2016 are a fair summary of those consolidated financial statements, in accordance with the basis described in note 2.

KPMG LLP

Chartered Professional Accountants, Licensed Public Accountants
June 25, 2016 - Ottawa, Canada

Summary Consolidated Statement of Financial Position - March 31, 2016, with comparative information for 2015

	2016	2015
Assets		
Current assets:		
Cash and cash equivalents	\$ 14,197,016	\$ 8,143,257
Project receivables	2,873,289	3,285,629
Advances receivable	386,593	122,621
Prepaid expenses	120,754	108,538
	17,577,652	11,660,045
Tangible capital and intangible assets	632,686	420,801
	\$ 18,210,338	\$ 12,080,846
Liabilities and Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities	\$ 1,845,669	\$ 2,670,275
Contract advances and other	13,222,716	6,417,678
Deferred revenue - Lewis Perinbam award	67,856	70,015
	15,136,241	9,157,968
Net assets:		
Invested in tangible capital and intangible assets	632,686	420,801
Internally restricted	2,374,555	2,435,224
Endowment fund	66,856	66,853
	3,074,097	2,922,878
	\$18,210,338	\$ 12,080,846

See accompanying notes to consolidated financial statements.

Summary Consolidated Statement of Operations and Changes in Net Assets - Year ended March 31, 2016, with comparative information for 2015

	2016	2015
Revenue:		
Contracts:		
GAC/DFATD Partnership Branch	\$ 5,649,586	\$ 5,190,059
GAC/DFATD Bilateral and other	10,492,754	6,045,753
Government of Botswana	5,531,179	6,537,132
UK-Aid	7,426,642	8,778,976
Other foreign funding	2,521,094	3,499,767
Other Canadian sources	2,395,229	1,860,095
Other	84,829	201,351
Donated services	2,351,501	3,018,764
	36,452,814	35,131,897
Expenses:		
Project:		
Direct costs	26,658,445	25,804,741
Salaries and benefits	4,006,578	3,206,064
Administrative:		
Salaries and benefits	1,447,303	1,413,554
Program development	392,853	447,348
Other	1,221,268	1,025,898
Fundraising	143,008	76,605
Donated services	2,351,501	3,018,764
	36,220,956	34,992,974
Excess of revenue over expenses before undernoted item	231,858	138,923
Severance - restructuring	80,642	10,716
Excess of revenue over expenses	151,216	128,207
Balance, beginning of year	2,922,878	2,794,545
Endowment contributions	3	126
Balance, end of year	\$ 3,074,097	\$ 2,922,878

See accompanying notes to summary consolidated financial statements.

Notes to Summary Consolidated Financial Statements
Year ended March 31, 2016

1. Mission: World University Service of Canada (“WUSC”) was incorporated on October 1, 1957, without share capital, under Part II of the Canada Corporations Act. In 2014, WUSC continued its incorporation under the Canada Not-for-profit Corporations Act. As a registered charity with the Canada Revenue Agency, WUSC is exempt from income taxes under paragraph 149(1)(f) of the Income Tax Act (Canada). WUSC is a leading Canadian non-profit organization in international development, committed to building a more equitable and sustainable world. We work with a unique and powerful network of post-secondary institutions, private-sector partners and volunteers to provide education, employment and empowerment opportunities that improve the lives of millions of disadvantaged youth around the world.

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, 2016. 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.

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