



ANNUAL REPORT

2017/2018

CHANGING THE SCRIPT



WUSC EUMC

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Inside cover: Soft skills workshop at the Hai Phong Community College, Vietnam. © *Le Anh Tuan*

Front cover: Student at Kakuma Girls Primary School in Kakuma refugee camp, Kenya. © *Lorenzo Moscia*.

LETTER FROM THE CHAIR OF THE BOARD OF DIRECTORS AND EXECUTIVE DIRECTOR

Dear friends,

One of the greatest rewards of working with youth is their ability to keep us ahead of the conversation. We know youth are more willing to question the status quo, as they bring fresh, new ideas and perspectives to the table.

This youthful energy and forward-thinking continues to inspire WUSC to be more innovative in our programming, challenging traditional development assumptions to find new solutions and better outcomes for youth education, economic opportunities, and empowerment.

In 2017/2018, WUSC engaged new partners, piloted new approaches, and amplified new perspectives in our programs across 29 countries. In the pages that follow, you will read some examples of this work, including in Kenya, where we worked with schools, teachers, and students to explore more innovative approaches to girls' education. You will also read how, in Sri Lanka, we worked with videographers, radio stations, and other media providers to challenge beliefs and assumptions that hold youth back from gaining meaningful employment and achieving their full economic potential. And, you will read how, here in Canada, we worked with youth to provide the platforms on which they could advocate for the changes they most want to see for a more inclusive, equitable, and sustainable world, and to foster more welcoming communities for refugees and newcomers.

This past year, we also examined our own beliefs and assumptions through the refresh of our Gender, Age, and Diversity Policy. This ambitious policy, which commits us to advancing a more inclusive approach to our work, will help guide WUSC in improving our programs, policies, and practices to better advance gender equality and social inclusion for all young people.

Through your support this past year, we made great steps forward in helping youth achieve their very best in the classroom, the workforce, and their communities. Across the world, we listened to what youth need to build a sustainable, equitable future for themselves and their peers. You, the WUSC community, helped us enormously in responding to what we heard by contributing your time, skills, and resources to make a difference together.

Thank you.



Chris Eaton
Executive Director



Margaret Biggs
Board Chair

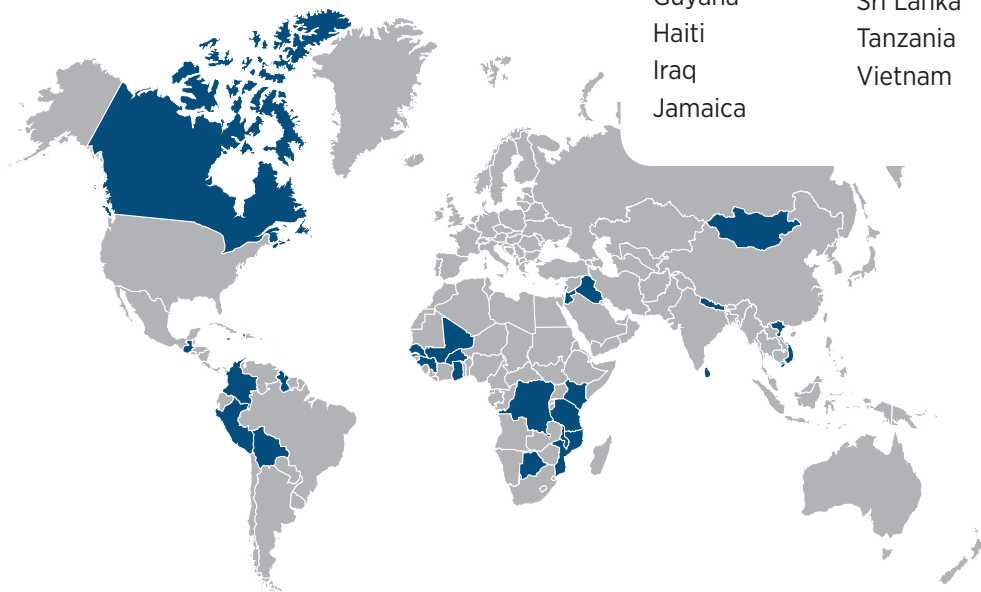


OUR VISION IS A BETTER WORLD FOR ALL YOUNG PEOPLE.

We envision a more **inclusive, equitable, and sustainable** world for youth. It is a world in which all young people, especially women and refugees, are empowered to secure **a good quality of life** for themselves, their families, and their communities.

WUSC had programming in 29 countries in 2017/2018.

Barbados	Jordan
Burkina Faso	Kenya
Bolivia	Lebanon
Botswana	Malawi
Canada	Mali
Colombia	Mongolia
DR Congo	Mozambique
Dominica	Nepal
Ghana	Peru
Guatemala	Saint Lucia
Guinea	Senegal
Guyana	Sri Lanka
Haiti	Tanzania
Iraq	Vietnam
Jamaica	



Page 4 (Top): Youth enrolled in vocational training in Sri Lanka. © Lorenzo Moscia.

WE WORK TOWARD OUR VISION BY PROVIDING YOUNG PEOPLE WITH:



EDUCATION



ECONOMIC OPPORTUNITIES



EMPOWERMENT

2017/2018

OUR WORK IN REVIEW

600,000 +

People **directly reached** by our interventions over the past five years

7.3 MILLION

people **indirectly reached** by our interventions over the past five years

250,000 +

people **directly reached** by our interventions in 2017/2018

IN EDUCATION



100% youth

IN ECONOMIC OPPORTUNITIES



57% youth

IN EMPOWERMENT



87% youth

THANK YOU TO OUR VOLUNTEERS!

1,165

students volunteering on Canadian campuses through WUSC Local Committees

76,955

volunteer days contributed by Canadians volunteering overseas through our programming

GROWING THE STUDENT REFUGEE PROGRAM



83

campuses actively sponsoring students across Canada



3

campuses welcomed their first students this September



130

students were resettled to Canada through the SRP



9

new campuses made commitments to begin sponsoring in 2018/2019

2017-2018

KEY HIGHLIGHTS

April 2017

► A new cohort of young refugee girls gain access to critical education support as WUSC's UK Aid-funded girls' education initiative in refugee camps and host communities in Kenya is renewed for a second phase.

June 2017

► Fatuma, a WUSC Local Committee alumnus, co-presents the youth call to action at the Global Partnership for Education Board Meeting in Canada.

► WUSC organizes a regional forum in Accra, Ghana, convening 150 representatives from governments, communities, civil society organizations, and mining industries from Burkina Faso, Ghana, Guinea, and Canada to share experiences and best practices on inclusive and sustainable local economic development. This initiative is funded by Global Affairs Canada.

July 2017

► Youth leaders from Canada and Bolivia convene for the 71st International Seminar to study the opportunities and challenges for community-based sustainable tourism. This event is coordinated through the Uniterra Program, funded by Global Affairs Canada and jointly implemented by WUSC and CECI.

August 2017

► WUSC launches a new Global Affairs Canada-funded economic empowerment initiative for youth and women in Iraq, in partnership with CLIC.

► More than 100 students gather in Ottawa-Gatineau to participate in WUSC's annual youth leadership meeting, where they deepen their knowledge and skills as active global citizens.

September 2017

► 226 students are welcomed to Canada through the Student Refugee Program, *Programme canadien de bourses de la Francophonie*, and other scholarships for development initiatives.

► WUSC surpasses its target of CAD \$100M worth of produce and agro-processed products traded through our work better linking farmers and producers to high-value markets in the Caribbean. This initiative is funded by Global Affairs Canada.

October 2017

► To overcome the devastation left in the wake of Hurricane Maria, WUSC and its donors mobilize a response to rebuild livelihoods for farmers in Dominica, with funding from Global Affairs Canada.

► WUSC reaches 12 million impressions through its social marketing campaign on youth

employment in the technology and trades sectors in Sri Lanka. This initiative is funded by Global Affairs Canada.

November 2017

► Filippo Grandi, the United Nations High Commissioner for Refugees, joins WUSC in Gatineau, Québec for a celebration evening in honour of the Student Refugee Program.

► Ten government and business representatives from Dornod, Mongolia travel to Yellowknife to discuss approaches to managing the resource development sector in a socially and economically sustainable way. This initiative is funded by Global Affairs Canada and jointly implemented by WUSC and CESCO.

January 2018

► A record-breaking 700 participants attend the 7th annual WUSC and CECI International Forum.

March 2018

► WUSC launches a pilot of the Student Refugee Program in Tanzania, selecting five students from the Nyarugusu refugee camp to resettle in Canada to continue their post-secondary education.



EDUCATION

Written by: **Stephanie McBride**, Education Advisor

All children and youth have the right to an education. Not only does education improve the employability and earning potential of youth, it can also lead to healthier and more peaceful futures for everyone.

The need for education has never been greater. There are 263 million children and youth out of school around the world. Many more are in the classroom, but not learning; an estimated 600 million school-age children do not have basic skills in math and reading (UNESCO).

Some youth are more at-risk of being left behind in education. In low-income countries, only 1 in 3 young women complete their lower secondary school (World Bank). Globally, refugees are five times less likely to attend school than other children (UNHCR).

The challenge before us is daunting. Failing to make the grade on education means placing young people's futures at risk. But failing to act is not an option.

Why haven't we been able to make the kind of rapid progress that is needed to deliver quality education for all? The development sector is more innovative than ever, and new technologies and approaches are supporting interventions that are more effective, more efficient, and better able to reach scale. Yet we are still struggling to break through some of the stubborn challenges of traditional

education systems, like the high costs of ensuring quality professional development for teachers in rural areas.

There are examples of positive disruptors emerging in the education sector from the fields of technology, finance, and business. Yet educators themselves are often left standing on the sidelines of these innovations. By and large, teachers become the end-users of products developed by technology experts in a far-away office, instead of being seen as the drivers of innovation themselves.

With millions of futures at stake, we need to press forward to ensure that education actors are innovating to respond to the learning crisis at a scale commensurate with the scale of the challenges.

That's why WUSC's approach to education combines tried and tested models, such as robust teacher training and strong community engagement, with new opportunities, approaches, and technologies. This complementary approach enables us to mitigate the risks associated with incorporating innovation in education while delivering better results, faster.

In 2017/2018, WUSC engaged new partners, explored new opportunities, and piloted new approaches to improve youth's access to quality education.

Page 7 (Top): Student in Dadaab refugee camp, Kenya. © *Lorenzo Moscia*.



NEW EDUCATION PARTNERS PILOTING A VIRTUAL TUTORING PROGRAM IN KENYA FOR REFUGEE GIRLS

In Kenya, we partnered with an award-winning Nairobi-based social enterprise, Eneza Education, to deliver SMS-based virtual tutoring services to 500 girls who were preparing to take the Kenya Certificate of Primary Education exams in the Kakuma and Dadaab refugee camps and surrounding host communities. Delivering lessons and assessments that are aligned with what is taught in the classroom, girls were able to access extra support through their phones on the subjects that they struggle with most. At the time of writing, 303 students have already signed onto the service, collectively completing more than 3,581 quizzes via SMS.

By placing this extra support at their fingertips, Eneza Education helps girls and other young students improve their academic performance, as well as their self-confidence to engage more meaningfully in the classroom. But self-confidence is only one piece of the puzzle. By continuing to deliver our proven model of inclusive and gender-responsive teacher training, we also equipped educators with the knowledge and resources they would need to nurture this engagement in the classroom for greater sustainability and success. This work was made possible with funding from the UK Government's Girls' Education Challenge.

Page 8 (both): Student in Dadaab refugee camp, Kenya. © *Lorenzo Moscia*.



NEW EDUCATION OPPORTUNITIES EXPLORING THE POTENTIAL FOR IMPACT INVESTING IN EAST AFRICA'S EDUCATION SECTOR



Page 9 (Top): Students at FAWE Girls School in Ghana.
© *Cassandre Blier*

Eneza Education is just one of the many emerging startups in East Africa's bustling education technology sector that could be a game-changer for marginalized youth. In sub-Saharan Africa, there is an estimated funding shortfall of \$39 billion per year to meet the education needs of a bulging youth population (UNESCO). Social enterprises, like Eneza Education, and other businesses are helping to fill this gap.

Yet a lack of accessible investment and mentorship opportunities are preventing many startups from reaching a scale at which they could have a transformative impact on the

learning outcomes of the millions of children and youth who are being left behind. In early 2018, WUSC funded a feasibility study on the opportunities for impact investing to help the education sector in East Africa take flight.

We discovered that, while financing for the education sector is relatively vibrant in Kenya, the same cannot be said for other countries in the region. Current financing is also concentrated within companies that are already of considerable size, which greatly reduces the potential benefits of innovative solutions to tackle education quantity, quality, and inclusiveness. Our report identifies some of the key gaps and important roles donors could play in supporting the impact investing market for education in East Africa. We seek to apply what we have learned through this study to help advance investment in the education sector through our programming in the coming years. The full report can be found on our website, at <https://wusc.ca/category/research-publications/>.

NEW EDUCATION APPROACHES PILOTING CONDITIONAL CASH TRANSFERS TO PROMOTE GIRLS' ENROLMENT

In early 2017, WUSC's work for refugee girls' education in Kenya was renewed for a second phase of five-year funding by the UK Government's Girls' Education Challenge. Entering into this new phase, WUSC was committed to applying the lessons learned from our previous programming to adapt and evolve our approach and further



Page 9 (Bottom): Kakuma Girls Primary School in Kakuma refugee camp, Kenya. © *Lorenzo Moscia*

improve our results.

One of the greatest difficulties encountered during the first five years was reducing barriers to access for girls facing multiple, complex marginalizations, particularly in refugee and host-community contexts where the entire population is highly vulnerable. One of the solutions we have decided to pilot in this new phase to overcome this issue is conditional cash transfers.

These cash transfers are allocated to girls who are particularly marginalized, such as those belonging to female- or child-headed households. They are designed to help these families overcome the costs associated with

schooling, in an effort to improve the girls' low school attendance rates. This model has proven effective through many other development and humanitarian initiatives, though they are less common in refugee settings.

Our target over the next five years is to support 3,000 girls annually, with monthly transfers of approximately CAD \$25. This innovative model is complemented by our proven programming for ongoing community engagement that promotes the value of girls' education, encouraging parents to invest in their daughters' futures.

DIGITAL AND BLENDED LEARNING

FOR IMPROVED ACCESS TO POST-SECONDARY EDUCATION AMONG REFUGEE YOUTH

In November 2017, WUSC, in collaboration with Carleton University and York University's Centre for Refugee Studies, convened representatives from Canadian post-secondary institutions and other stakeholders to explore how to increase access to higher education and employment for refugee and displaced youth, using technology and innovative blended methodologies.

Globally, only 1% of refugees have access to post-secondary education. Solutions to fill this urgent gap include WUSC's long-standing Student Refugee Program. This program has a life-changing impact on the students who are placed at our partner institutions across Canada. However, the program currently supports only 130 students per year. Development practitioners and post-secondary education institutions are recognizing that new partnerships and new technologies can better facilitate meeting refugees where they are in delivering post-secondary



Page 10: Round table on access to higher education and employment for refugee and displaced youth.

© Dimitri Rousseau

education. By complementing education pathways to resettlement, such as the SRP, with more and better in-camp solutions, we can scale-up the post-secondary education opportunities that are available to refugee youth.

This roundtable informed a new report by WUSC, *State of Play: Digital and blended innovations for increased access to post-secondary education for refugee youth*, which introduces and explores these promising practices to chart an ambitious agenda for increasing access to post-secondary education for refugees in countries of asylum.



ECONOMIC OPPORTUNITIES

Written by: **Ariane Ryan**, Inclusive Economies Advisor

In many of the countries where WUSC operates, one does not have to look hard to find economic sectors that are experiencing rapid growth. Globalization, migration, and a growing global middle class are all key drivers in the creation of new opportunities, particularly in the trades and technology sectors.

For example, rapid urbanization in Ghana has significantly increased the demand for improved infrastructure and affordable housing. The World Bank estimates that Ghana will need 250,000 more skilled construction workers by 2020. Meanwhile, in Sri Lanka, the number of international tourists arriving in the country increased by 7% in 2017 alone (Sri Lanka Tourism Development Authority).

Young people today comprise the world's largest youth demographic, ever, bringing new ideas, unbridled ambition, and a keen global outlook. Industries and businesses have much to gain from bringing youth into the workforce, where they can meet growing human resource needs.

Despite this, youth unemployment remains high around the world. An estimated 70.9 million youth between the ages of 15 - 24

are unemployed, accounting for 35% of the unemployed population worldwide in 2017 (ILO). As grim as this figure is, it also fails to capture those youth who are employed, yet working in unsafe conditions or those who are consistently underemployed.

In many countries, part of the problem is the difficulty technical vocational education and training providers face in keeping up with quickly changing real-world market opportunities. This means that many youth are unable to gain access to relevant technical skills for employment. WUSC's economic opportunities portfolio focuses on enhancing the quality and market-relevance of youth training programs and institutions in countries such as Sri Lanka and Jordan to help to fill this gap.



Page 11 (Top): Youth putting knowledge into practice in Sri Lanka. © Lorenzo Moscia.

Page 11 (Bottom): Dressmaker expanding her business to men's outfits in Ghana. © Lorenzo Moscia.

NEW PERSPECTIVES ON ECONOMIC OPPORTUNITIES

SHIFTING ATTITUDES ON YOUTH

EMPLOYMENT THROUGH SOCIAL MARKETING

Much of the economic opportunities work that is undertaken by WUSC today also involves changing the script on perceptions. We seek to influence both the supply- and demand-side of unemployment by supporting youth and their families to recognize the value of pursuing careers in the trades and technology sectors, while also supporting employers to understand the value of hiring diverse young employees.

One of the ways in which we are tackling this challenge is through the use of local and national social marketing campaigns. Social marketing takes the behaviour-changing approaches of traditional marketing and applies it to social causes.

In 2017/2018, the Uniterra Volunteer Cooperation Program (a joint initiative of WUSC and CECI, funded by Global Affairs Canada) partnered with Farm Radio International to deliver social marketing projects across five countries in sub-Saharan Africa (Senegal, Burkina Faso, Malawi, Ghana, and Tanzania). Together, we implemented interactive radio campaigns that actively engaged target communities in ways that could improve their prospects of achieving increased income and better livelihoods. The radio campaigns increased awareness on specific barriers and opportunities for women working in residential construction and agriculture. Content was crafted to provide information on topics that ranged from laws, to quality control, to sustainable management, to marketing. A cumulative 85 weeks' worth of episodes were completed by 21 radio broadcasters (including seven women) from seven radio stations. These broadcasters

responded to 12,742 interactions from listeners in the form of call-ins, voice messages, and SMS.

Also in 2017/2018, WUSC wrapped up its social marketing campaign in Sri Lanka that sought to improve perspectives on careers in the trades and technology sectors. The campaign highlighted the opportunities for high wages and professional recognition in these skilled positions by harnessing the power and reach of social marketing to get the message out to youth and their families around the country.

The campaign has been considered a success by our local partners, garnering over 12.2 million impressions to date. In 2017, it won the Festival of Media Asia Pacific Award in the not-for-profit category. More importantly, it has been credited with fostering an increase in applications for vocational training, with more applicants than the number of positions available.



Page 12: Youth enrolled in vocational training in Sri Lanka. © *Lorenzo Moscia*.

Page 13: A farmer participating in a study tour on growing onions and potatoes in St Elizabeth, Jamaica. © *Lais Vieira*



EMPOWERMENT

Written by: **Emily Wiseman**, Gender Equality and Empowerment Advisor

As an established Canadian non-profit organization focused on supporting youth overseas, WUSC seeks to bring our experience and voice to bear on some of the greatest challenges facing youth today. Yet no voice is more powerful than that of youth themselves. In 2017, the world witnessed the power of young voices, many of whom were behind the watershed #MeToo online movement. A viral campaign spanning several countries, this movement of ending sexual harassment and sexual assault has been credited with inspiring positive changes in many workplace cultures. New technologies, such as social media, have

empowered youth, particularly young women, to speak up and out about the issues that are most important to them. Time and again, they have proven themselves dynamic leaders of change, able to galvanize others to join them in claiming their rights, strengthening their communities, and protecting their environment.

That is why WUSC continues to support platforms and movements that amplify the voices of youth, particularly young women and young refugees. We are proud to highlight a few of the ways in which we advanced this mission in 2017/2018, below.

SHINING A NEW SPOTLIGHT ON THE VOICES OF YOUTH AMPLIFYING THE VOICES OF YOUTH AND WOMEN WORKING IN AGRICULTURE

Throughout the Caribbean, WUSC has invested resources into supporting youth and women farmers to challenge the barriers that limit their access to equitable economic prosperity. We organized consultations in Barbados, Dominica, Guyana, Jamaica, and Saint Lucia for youth and women farmers, producers, agro-processors, and agripreneurs to discuss their vision for their participation in agriculture, including both the challenges they face and the opportunities they see before them.

Together, they identified the roles that individuals could play in realizing this vision, as well as the role of governments and non-governmental organizations such as WUSC. Their proposed actions for themselves included acting as role models for other young people and women working in agriculture. For organizations, they highlighted the need

for more youth- and gender-sensitive training and support programs. These consultations were followed by coaching opportunities that were designed to empower participants to actively participate in upcoming multi-stakeholder forums that were hosted in their regions.

Following the consultations, WUSC adapted our own programming to respond to the ideas generated at the youth and women forums. For example, we developed a new gender-sensitive training program adapted to the local context. We delivered this training internally to staff and volunteers, who then went out to train agricultural extension workers in their regional offices. A total of 91 people participated in these trainings, after which the extension officers indicated an increase in sustained participation among the women farmers.

YOUNG CANADIANS FOSTERING CHANGE IN THEIR COMMUNITIES

In Canada, WUSC provides youth with a unique platform to make meaningful contributions to global development. More than 1,000 students in Canada mobilize their campuses and communities each year through their participation in our WUSC Local Committees to deepen Canadians' understanding of global development and forced migration while fostering more welcoming communities for refugees and newcomers. In 2017/2018, WUSC supported these students to develop and broadcast their messages for change through 5 in-person trainings, 9 webinars, and the ongoing provision of year-round support. In total, our Local Committees held 385 events across

the country, reaching 41,500 of their peers, friends, and family.

These events were diverse and creative, ranging from conferences to dance workshops to movie screenings and much more! In Manitoba, the University of Winnipeg Local Committee hosted an ethical fashion show in partnership with local businesses. The objective was to raise awareness about the impact of consumption choices, and discuss the behind-the-scenes realities of the garment industry by presenting sustainable and ethical alternatives. Meanwhile, in collaboration with like-minded associations on campus, the Local Committee at St. Francis Xavier University in Nova Scotia hosted a Ted X Talk on campus



Page 15: Participant during a study tour on growing onions and potatoes in Jamaica. © *Lais Vieira*

about the power and potential of education. Our WUSC Local Committee of the Year for 2017 was awarded to Trent University. Over the past year, this group of students mobilized to create new partnerships and increase the sustainability of their committee on campus. By collaborating with other student groups, such as the Native Students' Association, these committee members were able to increase their impact during International Women's Day events, while making the link

between global and local issues. They also worked closely with Trent administration to formalize additional financial commitments toward the Student Refugee Program to cover housing costs, tuition, and English as a Second Language programs. These new partnerships not only allowed them to enhance their support to SRP students, but also connect them to new employment opportunities in the community.

CONNECTING STUDENTS FROM CANADA AND BOLIVIA

THE 71ST INTERNATIONAL SEMINAR ON SUSTAINABLE TOURISM

In July of 2017, 21 youth leaders from Canada and Bolivia gathered in La Paz, Bolivia, for the International Seminar on sustainable community tourism.

Today, the tourism sector accounts for less than 7% of Bolivia's GDP. However, the country has a lot to offer to potential travellers. The incredible diversity of landscapes and a deeply rich culture could be better leveraged to create new economic opportunities for Bolivians.

Through workshops and fieldwork, the Seminar participants sought to better understand how the communities of Chalcaltaya and Llaullini, both located in the rural area of La Paz, could increase their appeal

and gain greater benefits from sustainable tourism. Currently, these communities rely on livestock and employment in fossil energy industries for livelihoods. After four weeks of intensive and collaborative work, the 21 young leaders presented their analysis of gaps and opportunities in the tourism sector to the communities and local authorities. Their recommendations included improvements to be made in several fields: waste management; communication and marketing; youth inclusion; infrastructure and transportation; skills training for tourism providers; and organizational and community partnerships. The 2017 International Seminar provided youth with a unique opportunity to connect with peers from different parts of the world, exchange experiences, develop their knowledge and skills, and build their network of like-minded, globally engaged individuals.

INSTITUTIONAL MEMBERS

Algonquin College	Mount Saint Vincent University	University of Guelph ● ●
Acadia University	Nipissing University	University of Manitoba ●
Bow Valley College	North Island College ●	University of Northern British Columbia
Brandon University ●	Nova Scotia Community College ●	University of Ontario Institute of Technology ●
Brock University ●	Queen's University	University of Ottawa ●
Camosun College ●	Red River College	University of Prince Edward Island
Carleton University ● ●	Ryerson University	University of Regina ●
Cégep Trois-Rivières	Saint Mary's University	University of Saskatchewan ●
Collège Montmorency	Sault College	University of Toronto ●
Dalhousie University	Simon Fraser University ● ●	University of Victoria
Durham College ●	Thompson Rivers University	University of Waterloo ●
Humber Institute of Technology and Advanced Learning ● ●	Trent University	University of Windsor ●
Huron University College ●	Université de Saint-Boniface	Vancouver Island University
Laurentian University	Université Laval ● ●	Western University ●
Manitoba Institute of Trades and Technology	University of Alberta ●	Wilfrid Laurier University
McGill University ●	University of British Columbia	York University
McMaster University		
Memorial University		
Mount Allison University		

PARTNERS

STRATEGIC PARTNERS



CECI (Centre for International Studies and Cooperation) Supports communities in Africa, Asia, and the Americas in the fight against poverty and exclusion through sustainable development projects, since 1958.



Farm Radio International Partners with African radio stations to provide millions of farming families and rural communities with the communication services they need to gain knowledge, amplify their voices, and bring about change in their homes, farms, and communities.

VALUED PARTNERS AND FUNDERS

Canada WUSC is a proud recipient of funding from Global Affairs Canada.

AbbVie ●●	Immigration, Refugees and Citizenship Canada	University of Alberta - Campus St-Jean
African Development Bank	Jesuit Refugee Services (JRS)	University of British Columbia - Okanagan
Asian Development Bank	King's University College (London)	University of Calgary
Alexander College ●	La Cité	University of the Fraser Valley
Algoma University	Lakehead University	University of King's College (Halifax)
Ashbury College ●	MacEwan University	University of Lethbridge
Bishop's University	Ministry of Advanced Education and Skills Development	University of New Brunswick - Saint John
Brighton College	Kwantlen Polytechnic University	University of Toronto - Innis College
Canadian Bureau for International Education (CBIE)	Manitoba Council for International Cooperation (MCIC)	University of Toronto - Mississauga Campus
Canadian Executive Service Organization (CESO)	MD Financial Management ●	University of Toronto - New College
Canadian Leaders in International Consulting (CLIC)	North Island College ●	University of Toronto - Scarborough Campus
Cégep de Lévis-Lauzon	Pearson College	University of Toronto - Trinity College
Cégep Limoilou	PharmaScience ●	University of Toronto - University College
Champlain Regional College - Lennoxville	Realized Worth ●	University of Toronto - Victoria College
Colleges and Institutes Canada	Sheridan College	University of Winnipeg ●
Concordia University	St. Francis	U.S. Department of State: Bureau of Population, Refugees, and Migration
The Cooperators ●	Xavier University	Ville de Montreal ●
Corporate Renaissance Group ●	TFO Canada ●	Wilfrid Laurier University - Brantford
Cowan ●	Transat ●	Windle International Kenya
DANIDA	UK Aid	White Ribbon Campaign
Dalhousie University - Agricultural Campus	UNHCR	York University - Glendon College
Deloitte ●	Uniglobe CBO Travel ●	Yukon College
Employment and Social Development Canada	Université de Hearst	
E. T. Jackson & Associates ●	Université de Montréal	
Eqwip Hubs ●	Université de Sherbrooke ●	
HEC Montréal	Université du Québec à Montréal	
International Development Research Centre (IDRC)	Université du Québec en Outaouais	
	Universities Canada ●	

FINANCIAL SUMMARY

CONSOLIDATED STATEMENT OF FINANCIAL POSITION

March 31, 2018, with comparative information for 2017

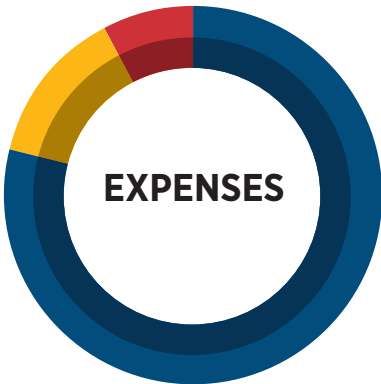
	2018	2017
Assets		
Current assets		
Cash and cash equivalents	\$ 7,745,325	\$ 12,770,228
Project receivables	2,727,855	3,963,871
Advances receivable	983,117	1,367,674
Prepaid expenses	276,949	165,588
	11,733,246	18,267,361
Tangible capital and intangible assets	1,312,277	759,334
	\$ 13,045,523	\$ 19,026,695
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued liabilities	\$ 2,230,909	\$ 2,387,445
Contract advances and other	7,367,731	13,264,649
Deferred revenue - Lewis Perinbam Award	56,771	63,597
	9,655,411	15,715,691
Net assets		
Invested in tangible capital and intangible assets	1,312,277	759,334
Internally restricted	2,009,915	2,484,330
Endowment fund	67,920	67,340
	3,390,112	3,311,004
	\$ 13,045,523	\$ 19,026,695

CONSOLIDATED STATEMENT OF OPERATIONS AND CHANGES IN NET ASSETS

Year ended March 31, 2018, with comparative information for 2017

	2018	2017
Revenue		
Contracts		
GAC/DFATD Partnership Branch	\$ 6,737,755	\$ 7,962,281
GAC/DFATD Bilateral and other	17,800,055	15,353,869
Government of Botswana	4,024,289	4,263,888
UK Aid	5,866,047	6,319,871
Other foreign funding	1,945,770	2,928,558
Other Canadian sources	2,724,176	2,402,599
Other	118,005	82,781
Donated services	6,082,405	4,576,087
	45,298,502	43,889,934
Expenses		
Project		
Direct costs	30,059,898	30,806,851
Salaries and benefits	5,388,408	4,491,089
Administrative		
Salaries and benefits	1,825,289	1,568,104
Program development	384,900	406,456
Other	998,762	1,283,448
Fundraising	192,584	171,643
Donated services	6,082,405	4,576,087
	44,932,246	43,303,678
Excess of revenue over expenses before undernoted item	366,256	586,256
Severance - restructuring	287,728	349,833
Excess of revenue over expenses	78,528	236,423
Balance, beginning of year	3,311,004	3,074,097
Endowment contributions and investment gains	580	484
Balance, end of year	\$ 3,390,112	\$ 3,311,004

View our full financial statements and the report of the independent auditors <https://wusc.ca>.



■ Programs	79%
■ Donated Services	13.5%
■ Administrative & Fundraising	7.5%



■ Government of Canada	55%
■ UK Aid	13%
■ Donated Services	13%
■ Government of Botswana	9%
■ Other Foreign Funding	4%
■ Other Canadian Sources	6%

Page 18/19: Cacao producers in Chazuta, Peru. © *Valérie Paquette*.

Back cover: Student in Primary school student in Kakuma refugee camp, Kenya. © *Lorenzo Moscia*.



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