



ANNUAL REPORT

2018 - 2019



WUSC EUMC



A Student Refugee Program student prior to departure to Canada in Kakuma Refugee Camp in Kenya. © Lorenzo Moscia

TABLE OF CONTENTS

Letter from the Chair of the Board and the Executive Director	3
2018 - 2019 Highlights	5
Our Theory of Change	8
Education: Expanding higher education opportunities for marginalized youth through innovative models of financing . . .	10
Economic Opportunities: Supporting market actors' ambitions to reduce poverty around the world.	15
Empowerment: Our commitment to gender equality across our programming	18
Our members and partners	22
List of Initiatives	24
Financial Statements	26

Front: Participants of a residential training program in Ghana. © Nina Laflamme

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



Margaret Biggs

Board Chair



Chris Eaton

Executive Director

“A more inclusive, equitable, and sustainable world for all young people”: this is the shared vision that guides WUSC’s work. It is an ambitious vision, one that requires us to be innovative and forward-thinking. At the same time, it requires us to reflect on what we have learned so that we are prepared to address both new and enduring challenges within a complex and often uncertain global context.

In 2018/2019, we devoted time and effort to that stock taking. We reviewed our approaches and challenged our assumptions. Through reflection and consultation with diverse members of the WUSC community, we defined our path forward in a new, five-year strategy, launched in January 2019. This strategy reaffirms our focus on education, economic opportunities, and empowerment; aspires to positively impact greater numbers of youth; seeks to improve our ability to evaluate and communicate the results of our work; and enables our partners to understand and deepen their engagement with WUSC.

This past year was not only about reflection, it was also one in which we achieved significant milestones and launched new programming and activities. Our global programming in over 20 countries reached some 3.5 million individuals — and indirectly contributed to improved quality of life for many more.

We invite you to read about our innovative programming and investments that are expanding education opportunities for marginalized youth, including refugees and young women. You will also read about the successful conclusion of two initiatives that expanded opportunities for youth and women through our work on market relevant skills and inclusive economies. And, you will read how we developed new and innovative approaches to support the empowerment of youth and women.

None of these efforts and results would be possible without the inspiring network of individuals, organizations, institutions, businesses, and governments in Canada and overseas that support our work. We are grateful to have tens of thousands of alumni, volunteers, and supporters across Canada, who share our ambitious vision of a better world for all young people, and who generously give of their time, talent, and financial resources to work together toward that goal.

Thank You.

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Students at the Kadugli Public School in Kakuma Refugee Camp in Kenya.

A group of students in yellow and brown uniforms are gathered around a book, looking at it with interest. The central student is smiling broadly. The background is a plain, light-colored wall.

2018 - 2019

HIGHLIGHTS

Students participating in a residential construction mentorship program in Ghana. © Nina Laflamme

YEAR AT A GLANCE

MAY 2018

- ▶ Fatuma, a WUSC alum, was a strong voice on the global stage for girls' education as part of the #MyG7 campaign, leading to an historic investment in girls' and women's education.

JUNE 2018

- ▶ A new phase of remedial education programming for at-risk refugee and host community girls, including girls with disabilities, began in Kenya through our ongoing partnership with the US State Department Bureau of Population, Refugees, and Migration.

JULY 2018

- ▶ We explored the opportunities for impact investing in the education sector in East Africa to provide inclusive and quality education for all, and developed a new report that looks at current gaps and the role impact investors can play in closing the education gap in the region.

AUGUST 2018

- ▶ The 40th cohort of resettled refugee youth arrived in Canada through our Student Refugee Program. Students gathered at airports across the country to welcome 128 youth to their new communities before they were due

to start school at various post-secondary institutions across Canada.

SEPTEMBER 2018

- ▶ Amelie Fabian, a WUSC alum, shared her story at the United Nations' General Assembly High-Level Meeting on Action for Refugee Education. WUSC joined other members of the international community at this event in committing to improving education for all.

OCTOBER 2018

- ▶ The 72nd International Seminar took place in Ghana, focusing on women in entrepreneurship. It brought together 20 Canadian and Ghanaian women entrepreneurs to develop knowledge and skills, exchange best practices, and build an international network of young women seeking to affect positive social change through business.

NOVEMBER 2018

- ▶ We hosted our 3rd annual roundtable discussion on the topic of social enterprise and higher education institutions. Canadian and international experts from the post-secondary, government, and private sector shared successes and challenges, and explored the potential of social enterprises in low-resource contexts.

DECEMBER 2018

- ▶ We entered into a new partnership with Brighter Investment (BI), a British Columbia-based social enterprise. With funding from the DKM Foundation, we will be supporting BI to increase access to higher education financing for marginalized young women in Ghana.

JANUARY 2019

- ▶ Over 700 students, researchers, development professionals, and government and private sector representatives gathered in Ottawa for our 8th annual WUSC and CECI International Forum. Together we discussed the topic of global solutions in a fragmented world.
- ▶ Building on the success of our remedial education programming for refugee and host community girls in Kenya, we received funding from the 60 million girls foundation to adapt and pilot this model in Tanzania for out-of-school girls and young women.

STUDENT REFUGEE PROGRAM



Campus partners
98



Refugee students
resettled
128



Students, staff,
and faculty volunteers
1,000+



Countries of asylum
6

UNITERRA PROGRAM



Days of organizational development,
youth inclusion, gender equality,
and technical training
26,500+



Partner organizations
overseas
270



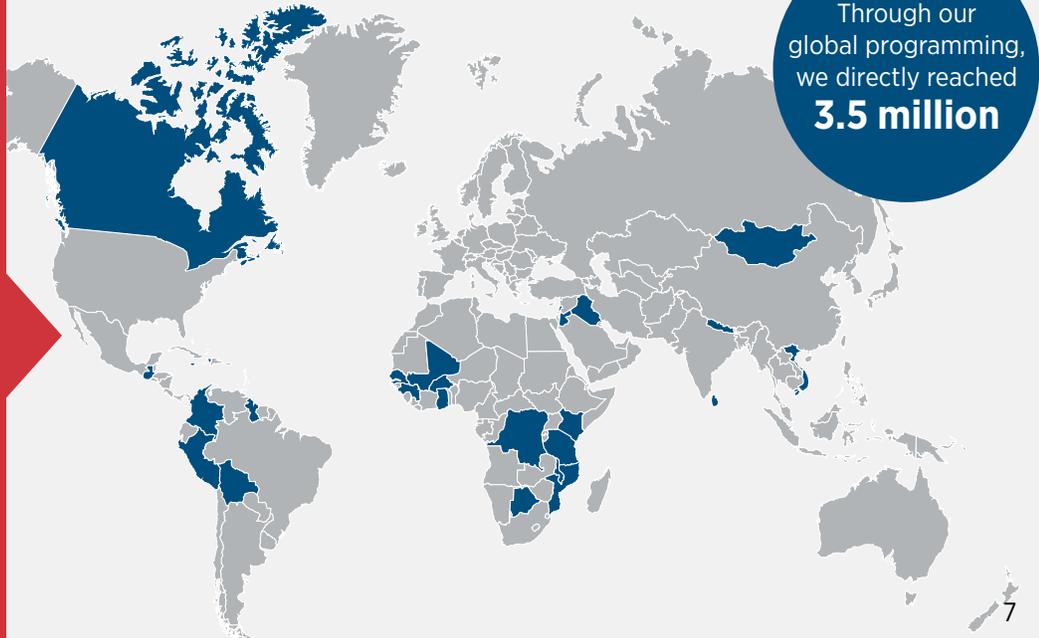
Volunteers
347



Countries
12

WHERE WE WORK

Bolivia	Lebanon
Burkina Faso	Malawi
Canada	Mali
Democratic Republic of Congo	Mongolia
Ethiopia	Mozambique
Ghana	Nepal
Guatemala	Peru
Guinea	Senegal
Haiti	Sri Lanka
Iraq	Tanzania
Jordan	Uganda
Kenya	Vietnam



OUR PROGRAMMING PRINCIPLES

Contextual Relevance

We adapt interventions to local realities and ongoing changes to deliver the most relevant, effective, and timely solutions to overcome the root causes of poverty.

Inclusivity

We take an intersectional approach to enable broader inclusion through our programs and better ensure no one is left behind.

Sustainability

We design and implement our initiatives so that their benefits have a long-lasting impact and can be carried forward by local actors.

Scale

We influence change at a scale that is commensurate with the scale of the challenges youth face.

Quality

We strive for quality in all that we do by grounding our work in evidence and learning to make the greatest possible contribution toward a better world for youth.

OUR THEORY OF CHANGE



Families and communities have a more positive attitude toward the value of youth leadership and decision-making.



Communities have strengthened capacities to foster more welcoming and inclusive societies.



All young people have improved agency to seize opportunities and influence decisions about their leadership and civic engagement.



Governance systems are more equitable and inclusive.



Education systems are more equitable and inclusive.

All young people, have greater access to and benefits from inclusive leadership, civic engagement, and decision-making opportunities locally and globally.

Catalytic changes

Sustainable, systemic changes

IMPROVED QUALITY OF LIFE FOR ALL YOUNG PEOPLE, ESPECIALLY WOMEN AND REFUGEES

EMPOWERMENT

All young people are better able to exercise their rights and participate in all aspects of their society's development.

ECONOMIC OPPORTUNITIES

All young people have improved access to and influence over economic resources.

EDUCATION

All young people have strengthened knowledge, skills, and capacities.



Market systems are more equitable and inclusive.



Training and service providers have strengthened capacities to offer relevant, inclusive, and quality employment-related skills training and services.



All young people have increased agency to seize opportunities and influence decisions about their employment, livelihoods, and economies.



Families and communities have more positive attitudes toward the economic participation and contributions of all youth.



All young people have increased agency to seize opportunities and influence decisions about their education.



Education and training institutions have strengthened capacities to offer quality, inclusive, and relevant education.



Families and communities have a more positive attitude toward the value of education for all youth.

EDUCATION

EXPANDING HIGHER EDUCATION OPPORTUNITIES FOR MARGINALIZED YOUTH THROUGH INNOVATIVE MODELS OF FINANCING

By: **Muneeb Khan**, Education Program Manager

The United Nations has set a goal for the global community, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. However, with 261 million children and youth still out of school, and an annual funding gap of US\$ 39 billion (UNESCO), we remain far from reaching this goal.

Notable progress has been made at the primary and secondary school levels. Between 2000 and 2015, the number of out-of-school children of primary school age declined globally from 100 million to 61 million and the number of out-of-school youth of lower secondary school age shrank from 97 million to 62 million (UNICEF).

Many of the youth who remain out of school live in fragile and conflict-affected regions (UNICEF). WUSC works in these areas to support refugee and host community youth to overcome the barriers to staying in upper primary and secondary school and reach their graduation day.

Much more work, however, remains to be done at the post-secondary level; only 36% of youth are enrolled in post-secondary education, globally. Refugees are being particularly left-behind, with an enrolment rate of just 3% (UNHCR).

We know post-secondary education provides more than knowledge; it promotes innovation, grows economies, and creates a ripple effect that improves the quality of life for many. It can even improve the availability and quality of durable solutions for young refugees, including local integration, resettlement, and voluntary return.

Our approach to post-secondary education programming focuses on working collaboratively with post-secondary institutions in Canada and around the world to create education pathways for marginalized youth. We apply models that are adaptable to challenging and changing environments, sustainable in their ability to make long lasting change, and scalable so that they may help close the education investment gap that many currently face around the world.

Our post-secondary education programs nurture the potential of young minds across the world. They are built upon unique education financing models that help ensure that these bright minds keep shining. From the more traditional approaches of disbursing government-funded scholarships, to crowdsourcing funding among students in Canada, to investing funds into social enterprises that provide social impact and a profit margin, WUSC is innovating in many directions to ensure that all youth are educated, multiplying their success throughout the world.

Post-secondary students in Canada chip in to provide resettlement and education opportunities for refugee peers

The Student Refugee Program (SRP) combines resettlement for refugees with opportunities for post-secondary education. This program is supported by students, faculty members, staff, and community members at more than 90 university, college, and CEGEP campuses across Canada. Since 1978, we have enabled more than 1,900 young refugees from 39 countries to continue their education in Canada.

One of the reasons this initiative has thrived over the past four decades is its diverse and sustainable financing model. Students are supported in their first year through in-kind contributions that cover tuition and residence fees; private and public donations from individuals and organizations; and a student levy of, on average, \$5 per semester. Often for less than the price of a cup of coffee, post-secondary students across the country are providing refugees the chance to continue their education and build a new future in Canada.

Through the student levy, in 2018 - 2019, hundreds of thousands of Canadian students at 98 campuses across Canada contributed over \$3 million in support of the program. With this support, we were able to expand recruitment for

the program to a new country of asylum, Uganda. In total, 128 refugees were resettled to Canada through the program this past year.

In February 2019, we received support from Immigration, Refugees and Citizenship Canada (IRCC) to share our unique peer-to-peer financing and support model with countries in Latin America. This support from IRCC allows us to build the capacity of other countries to develop similar models that respond to their unique contexts. It is through partnerships such as these that WUSC can multiply the impact of this model by replicating it for integration of young refugee students into higher education communities beyond Canada.



Building the capacity of young leaders in developing countries through scholarship opportunities in Canada

In 2015, in collaboration with the Canadian Bureau for International Education (CBIE), WUSC took on the management of the Canadian Francophonie Scholarship Program (PCBF). PCBF is a unique scholarship program designed to build the capacities of public and private institutions across developing countries of La Francophonie by providing young talented professionals with access to leading Canadian post-secondary education programs. The program is entirely funded by the Government of Canada and promotes Canada's commitment to development cooperation and support to developing countries of La Francophonie.

The scholarships are intended for particularly deserving and motivated candidates who occupy a key position in their institution, and whose skills and contributions will have lasting positive effects through the work they will resume after their graduation and return home. Under PCBF, scholarships are awarded for master's degrees, doctorates, and for technical and vocational training.

Between 2015 to 2019, PCBF has awarded nearly 650 scholarships to qualified candidates from 37 countries. Graduates report a 90% satisfaction rate in the increase in knowledge and skills they have received from our approximately 30 university and college partners. Nearly 85% of graduates resumed their work at their institution within six months of the return to their country.

PCBF contributes to national strategies for sustainable economic growth by training key people in institutions in developing countries who will implement policies and manage programs that target poverty reduction. When these professionals return to their home countries, equipped with new education and skills, they are able to create a ripple effect within their institutions that lead to sustainable improvements in the quality of life for all.

Mobilizing private capital to fill the gap in higher education financing for young women in Ghana

Scholarship programs and official development assistance alone are not sufficient to meet the education financing needs of developing countries. To help overcome this challenge, WUSC has entered into a new partnership with a British Columbia-based social enterprise working in innovative finance for education, Brighter Investment.

Brighter Investment supports high-potential students in Ghana to pursue post-secondary studies through the provision of student loans to attend local universities and colleges, funded entirely by private investments. The loan is structured as an income-share agreement where students repay a portion of their income, once they are employed, to repay the cost of their education. This ensures that students are not trapped in unsustainable debt and encourages Brighter Investment to support their students in accessing well paying jobs post-graduation.

Brighter Investment's first cohort of graduates are already working. The degrees they earned through these loans have increased their income five-fold. They are outperforming their peers, outperforming Brighter Investment's projections, and their repayments are providing investors with an attractive return -- and an attractive incentive to invest again. The social return of this investment easily outperforms any charitable scholarship: an equivalent investment in Brighter Investment, with distributions reinvested for 12 years, results in 3 times as many graduates as the charitable scholarship.

By partnering with Brighter Investment, WUSC aims to grow this sustainable investment model to increase the accessibility of higher education for all young people, especially women. Currently, 88% of Brighter Investment's student loan recipients are men. With funding from the DKM Foundation (DKM), WUSC will work with Brighter Investment to build gender inclusivity and ensure more equitable access to their program for all young people.



Rachel Sibande, founder and director of mHub Malawi, speaks to participants at our annual roundtable event.

© WUSC

ANNUAL ROUNDTABLE DISCUSSION:

POST-SECONDARY EDUCATION INSTITUTIONS AND SOCIAL ENTERPRISE DEVELOPMENT IN THE GLOBAL SOUTH

Since the emergence, nearly a century ago, of the Antigonish cooperative movement in rural Nova Scotia and the network of caisses populaires across Quebec, Canadian post-secondary education institutions have deployed their research, education, and outreach capacities to promote, analyze, and strengthen social-purpose businesses in this country.

There are also important international dimensions to the work undertaken by Canadian post-secondary education institutions. These initiatives include learning opportunities for international students; international partnerships with like-minded post-secondary education institutions and social businesses; and international research. By combining their domestic expertise with their international assets, Canadian post-secondary institutions could play a key role in supporting actors to scale up social enterprises focused on or based in the global South.

In October 2018, WUSC brought together its post-secondary education partners with stakeholders from the public sector, private sector, and civil society in Canada and in the global South to explore how Canadian post-secondary education institutions are deploying their various capacities to broaden and deepen the scaling up process in the social business space in Canada, and discuss how they can extend these efforts in ways that improve the quality of life for people in the global South. This event was part of WUSC's roundtable series, signature annual events that advance dialogue on critical global issues. Four objectives set the agenda for the discussions:

- Explore innovations in university and college support to scaling social enterprise.
- Ideate around programming and mechanisms to promote and finance collaborations between Canadian post-secondary education institutions, social entrepreneurs, and other stakeholders in the global South.
- Improve networks among like-minded institutions and individuals supporting social enterprise in the global South.
- Identify potential research, student mobility, and capacity building collaborations.



A new report, available at wusc.ca, documents the outcomes of the deliberations.



Students of a technical, vocational, training and education program in Sri Lanka. © Lorenzo Moscia

ECONOMIC OPPORTUNITIES

SUPPORTING MARKET ACTORS' AMBITIONS TO REDUCE POVERTY AROUND THE WORLD

By: **Chelsea Pandelidis**, Economic Opportunities Program Manager

According to the International Labour Organization, an estimated 70 million young workers live in extreme poverty, and a further 70 million youth are unemployed. Youth unemployment has consistently hovered at three times that of the adult unemployment rate, with young women and refugees particularly left behind.

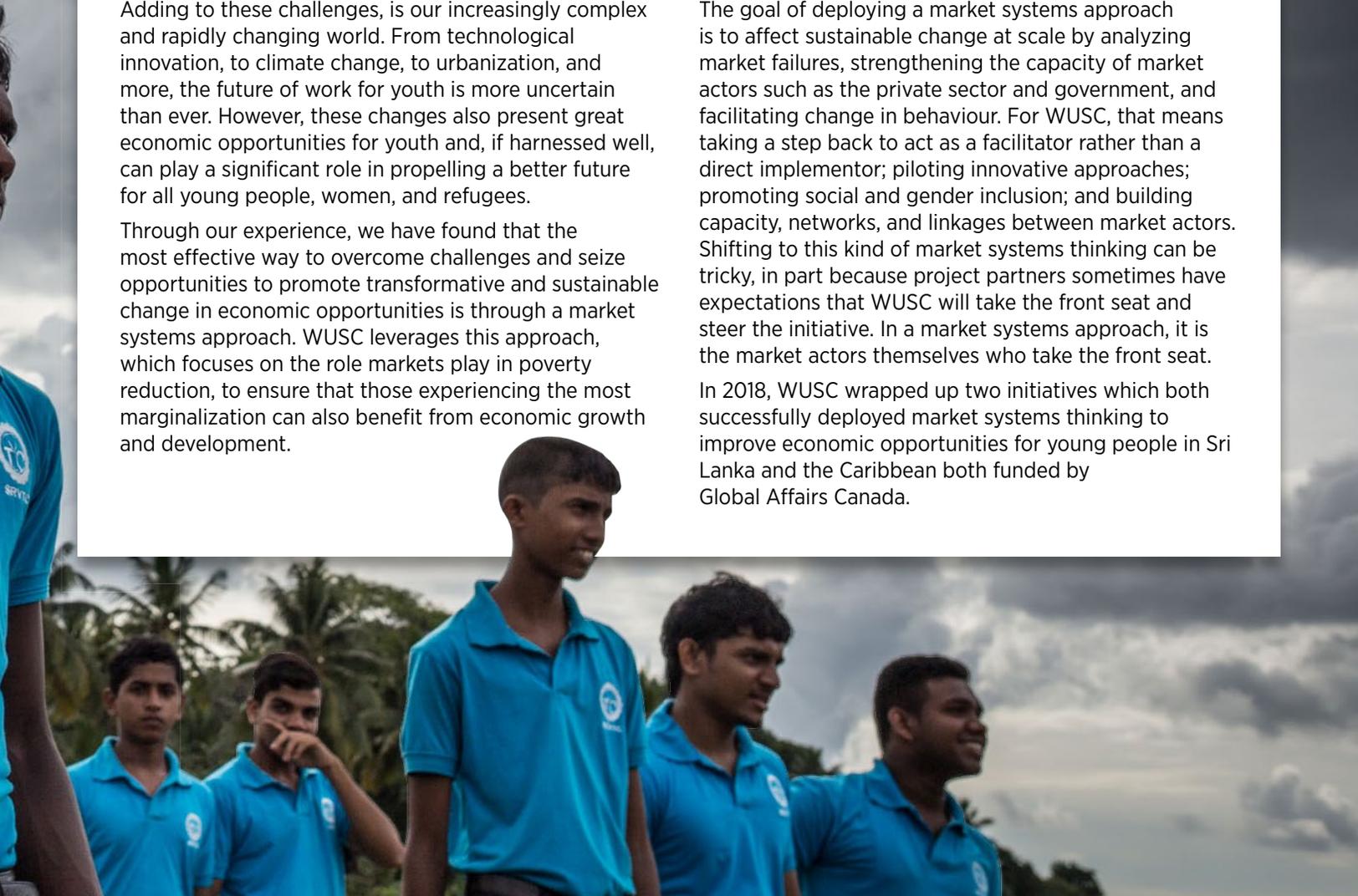
Adding to these challenges, is our increasingly complex and rapidly changing world. From technological innovation, to climate change, to urbanization, and more, the future of work for youth is more uncertain than ever. However, these changes also present great economic opportunities for youth and, if harnessed well, can play a significant role in propelling a better future for all young people, women, and refugees.

Through our experience, we have found that the most effective way to overcome challenges and seize opportunities to promote transformative and sustainable change in economic opportunities is through a market systems approach. WUSC leverages this approach, which focuses on the role markets play in poverty reduction, to ensure that those experiencing the most marginalization can also benefit from economic growth and development.

A market systems approach also promotes behavioural and social change. WUSC uses the approach to target inequalities by working on the principles of inclusion and addressing the root causes of market barriers, supporting access and agency for youth and women through this holistic approach.

The goal of deploying a market systems approach is to affect sustainable change at scale by analyzing market failures, strengthening the capacity of market actors such as the private sector and government, and facilitating change in behaviour. For WUSC, that means taking a step back to act as a facilitator rather than a direct implementor; piloting innovative approaches; promoting social and gender inclusion; and building capacity, networks, and linkages between market actors. Shifting to this kind of market systems thinking can be tricky, in part because project partners sometimes have expectations that WUSC will take the front seat and steer the initiative. In a market systems approach, it is the market actors themselves who take the front seat.

In 2018, WUSC wrapped up two initiatives which both successfully deployed market systems thinking to improve economic opportunities for young people in Sri Lanka and the Caribbean both funded by Global Affairs Canada.



NEW RESEARCH:

MAPPING GENDER LENS INVESTING IN THE GLOBAL SOUTH

Gender lens investing (GLI) is defined as “the incorporation of a gender analysis into the practice of investments and the systems of finance. This includes how value is assigned, how relationships are structured, and how processes work.”

A number of GLI initiatives have been active in the global North, and their models are now spreading to emerging markets. This expansion of GLI work has led to a range of conversations about how GLI can be most effective in different country contexts. This research project contributed to the conversation of GLI expansion in the global South by mapping the field of GLI in four countries: Ghana, Kenya, Sri Lanka, and Vietnam. In these countries, which are poorer than countries in the global North but are also incredibly dynamic and entrepreneurial, GLI can be a means of supporting inclusive economic growth.

The research considers the general trends within and between countries in the interest of providing recommendations that can address multiple contexts. In discussing GLI, the approach was to take in a wide array of information in each of the fields. This meant considering ideas that linked gender to finance and business, stakeholders who saw connections between gender and business or financial decision-making, and projects and activities that could be seen as linking gender and finance. The broad definition of GLI used in this study has meant that the research also involved investigating the relationship of GLI to impact investing.



A new report, available at wusc.ca, documents the findings of this mapping.

Improving employment outcomes for youth in Sri Lanka

WUSC has been working to strengthen the technical and vocational education training (TVET) sector in Sri Lanka since 1989. Our initiatives in the country have always been market-sensitive and aligned with industry needs, established through assessments and consultations with local employers, and aligned with the government of Sri Lanka’s priorities for industry development and youth employment.

Through the ASSET initiative, which ran from 2014 to 2019, we marked a significant evolution in our approach to TVET in Sri Lanka, shifting from supply-driven to demand-driven. Employers signed agreements with training institutions which helped ensure that the training provided would line up with the skills and knowledge required to fill vacant jobs. In return, employers committed to hiring successful program graduates to fill those vacancies.

This demand-driven approach to training led to 403 employers filling 4,081 job vacancies, of which over one third were filled by young women. Overall, 90% of graduates found employment following training. This represents an improvement of 22% from the previous phase of programming, which had wrapped up in 2014. For WUSC, this is a clear indication that market systems thinking has led to improved outcomes for youth, their families, and their communities.



A young farmer tends to his field in Jamaica.

© Lais Vieira

Connecting producers to buyers in the Caribbean

In the Caribbean, we deployed the market systems approach to improve economic opportunities for farmers and producers. Through this initiative, we sought to create market connections in fresh produce supply chains to support women and youth in the region, though the initiative did not start out that way.

Learning from the success of our other initiatives, our Caribbean team transitioned from a traditional implementation approach to a market systems approach at the midway point. In so doing, WUSC hoped to address issues of sustainability and scale by involving more market actors and promoting greater local ownership. The previous model relied on hiring agricultural officers to provide capacity building to farmers on improving harvesting practises and techniques. Though this approach was effective for the farmers reached, the scale of impact was limited by the number of officers which could be hired, and was time-bound to the duration of the project. The objective of the shift was to directly link individual farmers with market actors, such as cooperatives and buyers, to create more income opportunities for specific agricultural products, such as ginger, onions or potatoes.

WUSC's role was to facilitate these linkages and implement strategies from which all market actors could benefit, including youth and women.

Through consultations with producers, WUSC learned about the barriers that were preventing women and youth from accessing higher-value markets. We developed an action plan to address these barriers through improved market linkages. Agricultural markets that were most equitable and accessible to women and youth were targeted. For example, a local supermarket expressed interest in sourcing high-quality potatoes from female farmers in Dominica. However, the farmers did not have access to enough capital to meet the demand. By securing an interested buyer, the farmers were able to access credit to grow and sell potatoes.

Through our assessments, women and youth farmers also told us that climate change and natural disasters were a top concern for them. Specific capacity-building opportunities on climate-smart agriculture were provided to better mitigate the impacts of climate change and promote resiliency, even in contexts where the farmers have limited access to financial capital and fewer rights over resources.

Overall, the project contributed to an increase of \$100 million in the total value of fresh produce from small-and-medium-producers in the Caribbean, while increasing the equitable engagement of market actors, including women and youth, for years to come.



EMPOWERMENT

OUR COMMITMENT TO GENDER EQUALITY ACROSS OUR PROGRAMMING

By: **Stephanie Leclair**, Senior Manager, Communications & Philanthropy

Young women and girls are dynamic leaders of change. Around the world, girls and women are coming together and galvanizing others to join them in claiming their rights, strengthening their communities, and protecting their environment. However, their full potential is often limited by the discrimination they face, and the social, economic, and political barriers they experience.

At WUSC, we work in contexts that are often quickly changing, fluid, and experiencing insecurity. These contexts require flexibility and adaptiveness to overcome emerging challenges that further restrict women and girls from accessing education, economic opportunities, and positions of leadership. At the same time, these contexts present new opportunities to transform the structures that hold women and girls back from realizing their full potential.

Our programming principles lay the foundation upon which we are able to build a better world for all young people. They are: contextual relevance, inclusivity, sustainability, scale, and quality. We apply these principles across all of our initiatives and through a gender lens to deliver the maximum benefits to girls and young women, in particular

Researching approaches to refugee girls' education with the Humanitarian Education Accelerator in Kenya

We strive for quality in all that we do by grounding our work in evidence and learning. It is more critical than ever to understand and build the body of knowledge on

how to effectively deliver programming that empowers the most marginalized and vulnerable populations, particularly women and girls. Across our programs, we invest resources in conducting research and testing pilots to gather the evidence required to ensure the empowerment of women and girls is reflected in all that we do.

In Kenya, WUSC has been working for several years to improve the access to and quality of education for refugee and host-community girls with funding from UK Aid's Girls' Education Challenge. This program includes leadership and self-esteem building activities that help girls advocate for themselves in their communities and their classrooms, supporting their academic success.

WUSC's remedial education program provides girls with a safe-space to receive more targeted learning support and also gain confidence in the classroom. In 2017, we began working with the Humanitarian Education Accelerator (HEA) to gather evidence on the impact of our remedial education and analyze the potential for scaling our efforts.

With funding and guidance from the HEA, we used various qualitative and quantitative methodologies, including focus group discussions, interviews, and randomized control trials to assess the various components of the remedial program and its impact on girls education. Through the HEA evaluation, we were able to identify which aspects of our programming have not had as deep an impact as we hoped, and which

Students attending classes in the Dadaab Refugee Camp in Kenya.

© Lorenzo Moscia

ones have had a statistically significant impact on the learning outcomes of girls. One important finding that emerged from the study was that girls from food secure households benefited significantly from the remedial program.

Equipped with this new information, we are exploring ways in which we could adapt our programming. One idea that WUSC is now testing focuses on complementing the remedial education program with conditional cash transfers delivered to the same girls who participate in our remedial education programs. Conditional cash transfers help to contribute to household needs, such as food security. This change came out of the research findings which were critical in demonstrating how connecting two distinct interventions can help deepen impact for marginalized girls.

Seizing new opportunities for women's economic empowerment in Jordan

Contextual relevance is key to ensuring our program models can be successfully implemented around the world. We adapt our interventions to local realities and ongoing changes to deliver the most relevant, effective, and timely solutions. In Jordan, we are working to create an environment where women are empowered to build their skills, enter the workforce, and contribute to sustainable economic growth. With our partners, we are developing market-relevant and gender-inclusive technical, vocational, education and training (TVET) programs in the health sector, while working to address the barriers that limit women's participation in

training and employment. This model is based on the programming we have been doing for several years in Sri Lanka and other countries.

One of the barriers we first identified to women's equitable access to employment in Jordan was the lack of safe and affordable early childhood development services. To address this gap, we have supported the establishment of nurseries in two institutions: a vocational training centre with whom we are working to provide women with skills needed for employment in the health sector; and a leading private hospital with whom we are working to provide internship opportunities to students. This pilot will allow the government and the private sector to assess the ability of these types of institutions to manage early childhood development centres and determine the impact of the on-site centre on women's participation in education and employment.

As we began this first pilot, it became evident that part of the reason behind unaffordable daycare options was a supply gap in adequately trained daycare teachers. If our on-site nursery model is to be adopted and scaled up in the future, many more teachers will need to be found. To complement our first pilot, we have mobilized resources to support the development of an additional training program in early childhood development to fill the need for qualified teachers, while also increasing employment opportunities for women who are traditionally more likely to be employed in early childhood development services. The training will apply the lessons we have learned in developing training for





Participants of the Positive Masculinities Platform in Malawi. © WUSC

women in the health sector in Jordan, including market relevance, connections with employers, locally relevant curriculum, accreditation, and integration within the Jordanian education system.

Mobilizing new actors to advance gender equality in Malawi.

Our commitment to inclusivity is reflected by our intersectional approach that enables broader inclusion through our programs and better ensures no one is left behind. In our efforts toward greater gender equality, this includes engaging boys and young men as champions for girls' and women's empowerment.

Our mobilization of diverse international volunteers is an important driver of inclusion and innovation in our work. Diverse perspectives, skills, and experiences come together to unlock new ways of viewing problems and developing solutions. This is particularly true for approaches to gender equality, given its embeddedness in cultural and social norms and behaviours. Recently, we asked our international volunteers to work with local partners in the development and design of pilot interventions or initiatives that would advance gender equality in new and thoughtful ways. From these submissions, a number of pilots are now being funded and tested through our Uniterra volunteer program.

In Malawi, our volunteers and partners wanted to create a space to advance understanding of social norms related to femininity and masculinity to better engage men and boys in gender equality discussions and solutions, particularly in an effort to end gender-based violence (GBV). Across the country, GBV rates are high; one in five young women between the ages of 20 - 24 report experiencing sexual violence (Malawi Demographic

and Health Survey 2015-16). But the issue is not often discussed. Despite efforts to establish and reform legal frameworks and policies in Malawi, implementation of these policies lags behind and most perpetrators go unpunished for their violent actions. Malawi needs role models and change leaders from all walks of life to help turn these policies into action.

To help foster a network of such role models, our team in Malawi proposed a Positive Masculinities Platform with the National Gender Coordination Network, Ministry of Gender, Child Disability, and Social Welfare, CECYCOD, Defum Human Rights Association (DHRA) and the Centre for Human Rights and Rehabilitation (CHRR). Through this platform, 25 men were selected for training on positive masculinities. These men were then invited to lead activities in their communities to improve understanding and inspire actions that help address the root causes of gender inequalities and reduce GBV. The focus is on activities that are most likely to be transformative in encouraging men and boys to abandon harmful practices and stereotypes and embrace supportive behaviors that promote the human rights of all people everywhere, especially women and girls. Some specific activities that have already been undertaken include forming boys' clubs to teach positive masculinities through drama and sports and acting as allies to women impacted by discriminatory practices in the community.

Our international volunteers have remained closely connected to this project, supporting its launch, raising awareness on social media, and building the capacity of our Malawian partners. Peer support and training from our community-based partners is also continuing to be provided for the 25 men who are now well on the path of creating more inclusive communities.

ENGAGING CANADIANS

RAISING AWARENESS ON CANADA'S CONTRIBUTIONS TO GLOBAL DEVELOPMENT

WUSC is proud of our network of global development ambassadors, especially our volunteers overseas and in Canada who play a key role in our programming. They are particularly well placed to encourage more Canadians to get involved in global development as they work closely on the issues and the solutions. Through the public outreach activities they undertake on their campuses and in their communities, our volunteers contribute to mobilizing greater support for Canada's contributions toward the global goals.

In 2018 - 2019, WUSC trained 261 international volunteers and 865 students on Canadian campuses in public outreach approaches and best practices through 77 unique training sessions. During the 2018-2019 school year, WUSC student groups held over 328 events across the country to raise awareness, informing over 60,000 Canadians and engaging 22,750 people on forced migration, girls' access to education, and the role of Canadians in supporting global development efforts. These events presented global issues from various perspectives, encouraging Canadians to take action both at the global and local levels, and contribute to building a better world for all young people. For example, the Queen's University WUSC Local Committee held a symposium on the United Nations' Sustainable Development Goals (SDGs). For the occasion, they partnered with different organizations and faculty members to provide both an academic and practical

approach to achieving the SDGs. In Sault Ste. Marie, the Sault College Local Committee organised a Multicultural Party, in collaboration with different partners, to celebrate the diversity of people and cultures in their community. Their objective was to introduce people to the wide variety of cultures in Sault Ste. Marie, and build a more inclusive and welcoming community for refugees and newcomers.

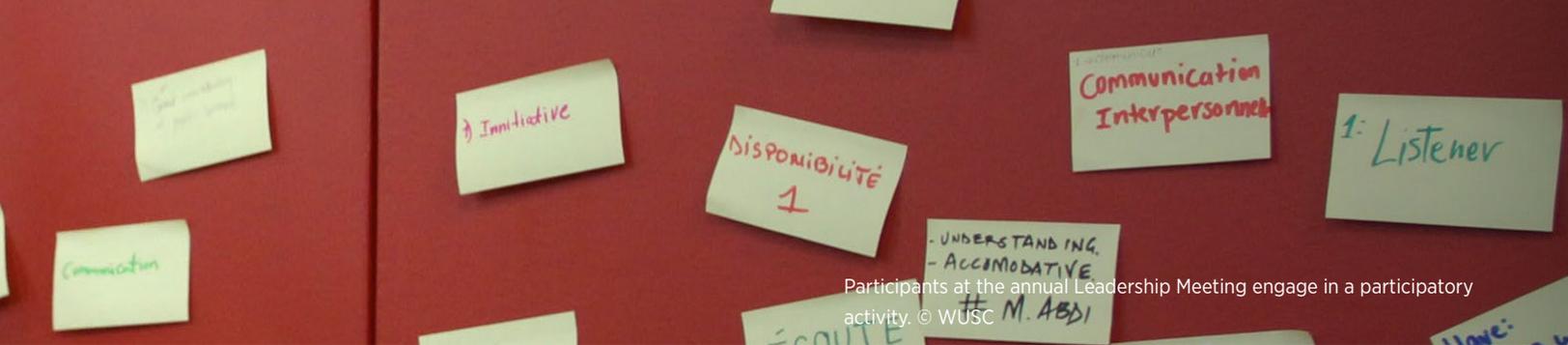
Our international volunteers also undertook outreach activities, such as delivering presentations, engaging in discussions, and developing blog and media articles. Our international volunteers informed 40,832 people in Canada and directly engaged 8,748 individuals. In support of this effort, our corporate volunteer partners -- organizations, institutions, and businesses across Canada -- informed a further 113,629 people in Canada and engaged 4,169 individuals.

This year, the Uniterra Program measured the impact of different target groups' participation (international volunteers, student volunteers, and the general public) in information events regarding their level of understanding and engagement to global development issues. Four out of five reported being motivated to become more involved in global development. This was particularly high among international volunteers, 94% of whom told us they have increased their understanding and 92% of whom increased their level of engagement.

2018 - 2019

OUR MEMBERS AND PARTNERS

- AbbVie Canada ○○
- Acadia University ●●●
- African Working Group On Gender and Climate Change (AWGGCC) ○
- Alexander College ●●
- Algoma University ●●
- Algonquin College ●
- Ashbury College ○
- BCF Business Law ○
- Bishop's University ●●
- Bow Valley College ●○
- Brandon University ●●●○
- Brighton College ●●
- Brock University ●●●
- Camosun College ●●●○
- Canadian Bureau for International Education (CBIE) ○
- Canadian Leaders in International Consulting (CLIC) ○
- Carleton University ●●●○
- CECI ○○
- Cégep André-Laurendeau ○
- Cégep de la Gaspésie et des Îles ○
- Cégep de Lévis-Lauzon ●●
- Cégep de Sherbrooke ●
- Cégep du Vieux Montréal ●
- Cégep Édouard-Montpetit ●
- Cégep Garneau ●
- Cégep Heritage College ●
- Cégep Limoilou ●●
- Cégep régional de Lanaudière à Terrebonne ●
- CESO ○
- Champlain Regional College
- Lennoxville ●●
- Coast Capital Savings
Federal Credit Union ○
- Collège d'Alma ●
- Collège Montmorency ●●
- College of North Atlantic ○
- Columbia College ●
- Concordia University ●●
- Dalhousie University ●●●
- Agricultural Campus ●●
- Deloitte ○
- Durham College ●●●○
- École nationale
d'Administration publique ○
- Farm Radio International ○○
- GreenHouse ○
- HEC Montréal ●●○
- Humber College ●●○
- Huron University College ●●●○
- International Center for Tropical
Agriculture (CIAT) ○
- King's University College ●●
- Kwantlen Polytechnic University ●●
- La Cité ●●○
- Lakehead University ●●
- Laurentian University ●●●○
- MacEwan University ●
- Manitoba Institute for Trades
and Technology (MITT) ●●●○
- McGill University ●●●○
- McMaster University ●●●○
- MD Financial Management ○
- Memorial University of
Newfoundland ●●
- Mount Allison University ●○
- Mount Royal University ●
- Mount Saint Vincent University ●●
- Niagara College ●
- Nipissing University ●●
- NIRAS consulting ○
- North Island College ●○
- Nova Scotia
Community College ●●●○
- Ontario Tech University ●●●○
- Pearson College ●●
- Pharmacscience ○
- Polytechnique Montréal ○
- Queen's University ●●●

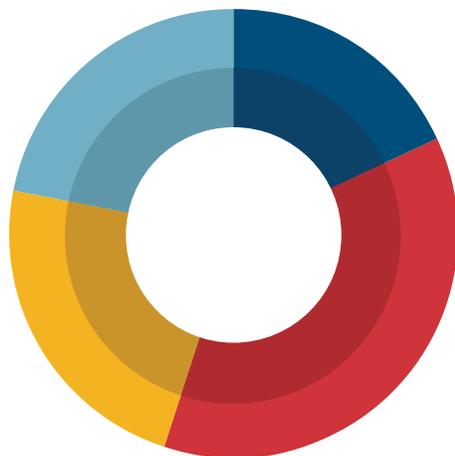


Participants at the annual Leadership Meeting engage in a participatory activity. © WUSC

- Realized Worth ○
- Red River College ●●●
- Ryerson University ●●●
- Saint Mary's University ●●●
- Sault College ●●●
- Sheridan College ●●
- Simon Fraser University ●●●○
- St. Francis Xavier University ●●
- The Co-operators ○
- Thompson Rivers University ●●●○
- Transat ○
- Trent University ●●●
- Université de Hearst ●
- Université de Moncton ○
- Université de Montréal ○
- Université de Saint Boniface ●●●
- Université de Sherbrooke ●●
- Université du Québec
 - à Chicoutimi ○
 - à Montréal ●
 - à Rimouski ○
 - à Trois-Rivière ○
 - en Abitibi-Témiscamingue ○
 - en Outaouais ●●
- Université Laval ●●●○
- Universities Canada ○
- University of Alberta ●●●○
 - Campus Saint-Jean ●●○
- University of British Columbia ●●●
 - Okanagan Campus ●●
- University of Calgary ●●
- University of Guelph ●●●○
- University of King's College ●
- University of Lethbridge ●●
- University of Manitoba ●●●○
- University of New Brunswick
 - Saint John Campus ●●
- University of Northern British Columbia ●●●
- University of Ottawa ●●●○
- University of Prince Edward Island ●●●
- University of Regina ●●●
- University of Saskatchewan ●●●○
- University of the Fraser Valley ●
- University of Toronto ●○
 - Innis College ●●
 - Mississauga Campus ●●
 - New College ●●
 - Scarborough Campus ●●
 - Trinity College ●●
 - University College ●●
 - Victoria College ●●
- Woodsworth College ●●
- University of Victoria ●●
- University of Waterloo ●●●○
- University of Windsor ●●●
- University of Winnipeg ●●○
- Vancouver Island University ●●●○
- Vanier College ●
- Ville de Montréal ○
- Volunteer Canada ○
- Western University ●●●○
- Wilfrid Laurier University ●●●
 - Brantford Campus ●●
- Windle International Kenya ○
- Women in Global Science and Technology (WISAT) ○
- York University ●●●
 - Glendon Campus ●●
- Yukon College ●

- WUSC Member
- WUSC Local Committee
- Refugee Sponsoring Institution
- Uniterria Partner
- Other Program Partner
- International Forum Sponsor

LIST OF INITIATIVES



PROGRAMMING PORTFOLIO

● Education	18.1%
● Economic opportunities	37.1%
● Empowerment	23.0%
● Other	21.8%

Uniterra

Making markets more inclusive for women and youth through international volunteer cooperation.

- 📍 Various
- 💰 Global Affairs Canada

WAGES

Engaging communities in the effective management of extractive resource investment.

- 📍 Burkina Faso, Ghana, Guinea
- 💰 Global Affairs Canada

PROPEL

Making markets more inclusive for Caribbean agricultural producers through multi-stakeholder engagement.

- 📍 Various
- 💰 Global Affairs Canada

BRIDGE

Increasing youth's access to employment through the development of demand-driven and market-relevant training opportunities.

- 📍 Iraq
- 💰 Global Affairs Canada

ASSET

Increasing youth's access to employment through the development of demand-driven and market-relevant training opportunities.

- 📍 Sri Lanka
- 💰 Global Affairs Canada

MERIT

Providing technical assistance to the Mongolian public sector through international volunteer cooperation.

- 📍 Mongolia
- 💰 Global Affairs Canada



Students at the Hoa Sua School of Tourism and Economic in Hanoi.

© Frederic Seguin

WE LEAD

Increasing women's access to employment by reducing the barriers women face to entering and remaining in the workforce.

- 📍 Jordan
- 🇨🇦 Global Affairs Canada

PROCEJ

Increasing employment opportunities for youth through improved linkages with SME and entrepreneurship training.

- 📍 Mali
- 🇨🇦 World Bank

SDF II

Promoting more inclusive and greener economic growth through private sector development.

- 📍 Ghana
- 🇨🇦 DANIDA

KEEP II

Improving access to quality, girl-friendly education for youth in refugee contexts, particularly young girls.

- 📍 Kenya
- 🇨🇦 Girls' Education Challenge funded by UK Aid

PCBF

Building institutional capacities by training students from developing countries of La Francophonie.

- 📍 Various
- 🇨🇦 Global Affairs Canada

SRP

Providing young refugees with pathways to resettlement through post-secondary education in Canada.

- 📍 Canada
- 🇨🇦 Various

SHULE

Strengthening the quality of education for refugee girls, particularly girls with special needs and over-aged learners.

- 📍 Kenya
- 🇨🇦 US State Department, Bureau of Population, Refugees, and Migration

ENABLE

Reconnecting young mothers and marginalized girls to formal education through girl-friendly learning environments.

- 📍 Tanzania
- 🇨🇦 60 million girls foundation

Engendering Education Finance

Supporting Brighter Investment to engage more young women to continue their education through higher education funding financed through private investment.

- 📍 Ghana
- 🇨🇦 DKM Foundation

ICCASA

Building the capacity of policy makers and climate negotiators across Africa to integrate gender into national climate change policies.

- 📍 Various
- 🇨🇦 African Development Bank Group (AfDB)

BZH

The Beyond Zero Harm Framework (BZH) is a participatory process for discussing, defining, measuring and analyzing community well-being. The project is testing this framework through a series of indicators in order to measure the socio-economic well-being of mining communities.

- 📍 Burkina Faso, Ghana, Guinea
- 🇨🇦 International Development Research Centre (IDRC)

PASME II

Stopping preventable maternal and newborn deaths by strengthening healthcare systems through international volunteer cooperation.

- 📍 Burkina Faso
- 🇨🇦 Global Affairs Canada

Management Services

FSSP

Providing management and technical assistance to improve the delivery of Canadian overseas development assistance.

- 📍 Various
- 🇨🇦 Global Affairs Canada

📍 Location

🇨🇦 Funders

🔪 New initiative

🚩 Ending initiative

FINANCIAL STATEMENTS

CONSOLIDATED STATEMENT OF FINANCIAL POSITION

March 31, 2019, with comparative information for 2018

	2019	2018
Assets		
Current assets		
Cash and cash equivalents	\$ 5,493,640	\$ 7,745,325
Program receivables	5,975,714	2,727,855
Advances receivable	682,866	983,117
Prepaid expenses	214,783	276,949
	12,367,003	11,733,246
Tangible capital and intangible assets	1,302,959	1,312,277
	\$ 13,669,962	\$ 13,045,523
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued liabilities	\$ 1,860,092	\$ 2,230,909
Deferred contributions and contract advances	8,256,815	7,367,731
Deferred revenue - Lewis Perinbam award	53,729	56,771
	10,170,636	9,655,411
Net assets		
Invested in tangible capital and intangible assets	1,302,959	1,312,277
Internally restricted	2,128,045	2,009,915
Endowment fund	68,322	67,920
	3,499,326	3,390,112
	\$ 13,669,962	\$ 13,045,523

CONSOLIDATED STATEMENT OF OPERATIONS

Year ended March 31, 2019, with comparative information for 2018

	2019	2018
Revenue		
Grants and contributions		
Government of Canada	\$ 23,652,246	\$ 24,947,734
UK-Aid	7,631,727	5,866,047
Government of Botswana	98,999	4,024,289
Other Canadian funding	2,273,584	2,314,252
Other foreign funding	2,310,380	1,945,770
Other income	214,134	118,005
Donated services	4,694,670	6,082,405
	40,875,740	45,298,502
Expenses		
Programs	32,431,718	35,506,644
Operations	2,965,735	3,097,250
Fundraising and alumni engagement	253,300	192,584
Governance	79,249	53,363
Donated services	4,694,670	6,082,405
	40,424,672	44,932,246
Excess of revenue over expenses before undernoted item	451,068	366,256
Severance - restructuring	342,256	287,728
Excess of revenue over expenses	\$ 108,812	\$ 78,528

View our full financial statements online at wusc.ca.



World University Service
of Canada

1404 Scott Street, Ottawa, Ontario
Canada K1Y 4M8

 1-613-798-7477 or 1-800-267-8699

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world for youth.

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us online at www.wusc.ca to learn how
you can help provide youth and other
marginalized people with life-changing
education, economic opportunities, and
empowerment.

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