



Teacher/	K 1,000	WITHIN THE DISTRICT	OTHER DISTRICTS
Husb/ Wife	K1,000	K3,000	K5,000
Son/ Daughter	K1,000	K2,000	K3,000
Learner	K 500	K2,000	K3,000

TRANSPORT TO BE GIVEN	
Within the district	K 5,000
Outside the district	K10,000
Outside the district	K3,000

16	G
17	A
18	A
19	B
20	B
21	MR HD

TEACHERS	
S	GIVINALA
J	NKHATA
H	D. NAHURUM
O	MUHLINO
G	GWEMBEKE
A	MBEWE
A	MPANGA
M	DE NARD
M	MANGAN
E	MATIA
E	NIPERO
H	KALOWA
H	D. BANDAI
A	ISACASI
A	M5OKHIN
P	FAISIANO
P	BOYCE
R	CHLOPSA
V	KHWEZI
M	CHAKWAI
ED	KALOWA
C	MASULI
	MBEWE

 WUSC EUMC

ANNUAL REPORT

2019-2020

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

Dear friends,

Our 2019 - 2020 year was filled with momentum, milestones, and new beginnings.

Following more than a decade of work improving girls' education outcomes in refugee and host communities in Kenya, we secured new support to expand our programming to more young women across Kenya, Uganda, South Sudan, and Syria.

In Canada, we celebrated the resettlement of our 2,000th student through the Student Refugee Program. And we launched two new initiatives that adapt our unique peer-to-peer sponsorship model to community-based and private sector contexts.

This year also saw the wrap up of key WUSC initiatives. After fifteen years of partnership with CECI on volunteer cooperation, we concluded our joint Uniterria program. During our 16 years of partnership with CECI, we mobilized more than 4,600 volunteers to provide training, coaching and advice to more than 800 organizations in 19 countries. We are proud of how our unique and impactful partnership has driven innovation in the international cooperation sector. We look forward to building on these successes as we launch an ambitious new WUSC volunteer cooperation program that will uniquely mobilize our networks and capacities.

Then, just as we were wrapping up the year, COVID-19 arrived. The whole world seemed to grind to a halt.

We mobilized immediately to repatriate our international volunteers to Canada before borders closed. These border closures have impacted many individuals in many different and difficult ways, but perhaps were most devastating to the millions of refugees around the world who had been preparing for resettlement, including the 2020-2021 cohort of students with the Student Refugee Program.

Soon after, schools around the world closed. Some children were fortunate enough to have access to

digital learning during this time. But those in lower-income families and low-resource contexts, such as refugee communities, were not.

Businesses then followed. Many organizations, like WUSC, were able to continue to operate remotely. But many others had to lay off staff or shut down operations permanently, resulting in extraordinary unemployment rates globally. These trends have impacted youth and women in particular, as well as those working in informal sectors with little to no safety net to fall back on.

Amidst it all, the world found itself with time for reflection. Voices could be heard around the world—many of them from young people—speaking out to demand greater equality, climate action, and social and economic inclusion. As the world slowly reopens and recovers from the pandemic, we are confident that our work remains as important as ever.

Your support makes our work possible. As you read through our report on 2019 - 2020, we hope that you will join us in celebrating the accomplishments that we achieved together. And we hope this leaves you feeling inspired to continue this important work with us.

The road ahead is uncertain. It is up to all of us to shine a light on the path we want to take. Together, we can emerge from this historic global moment more united than ever in our commitment to creating the future we want, the future our youth deserve, a brighter future for us all.

Thank you.



M. Biggs

Margaret Biggs

Chair of the Board of Directors



Chris Eaton

Chris Eaton

Executive Director

BOARD OF DIRECTORS

Margaret Biggs

Chair

Dr. David Turpin

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Regional Member - British Columbia/Alberta/Yukon/
Northwest Territories

Brandy Robertson

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Nunavut

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Regional Member - Ontario

Diana Torres Palacios

Regional Member - Québec

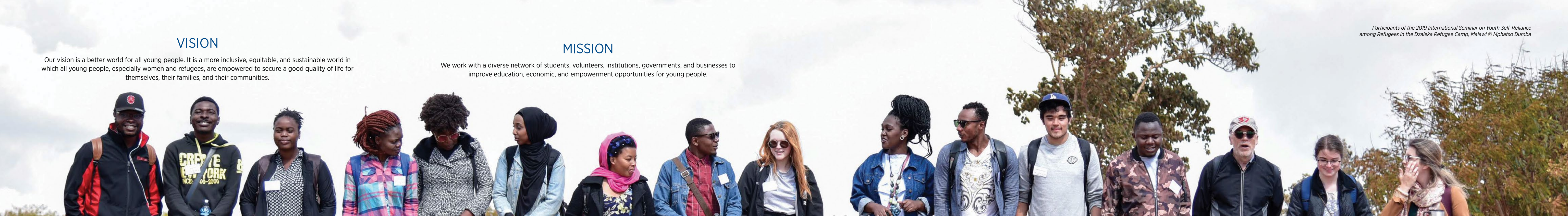


VISION

Our vision is a better world for all young people. It is a more inclusive, equitable, and sustainable 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.

MISSION

We work with a diverse network of students, volunteers, institutions, governments, and businesses to improve education, economic, and empowerment opportunities for young people.



PROGRAMMING AREAS



EDUCATION

Improving young people's access to quality education, especially among girls and refugees.



ECONOMIC OPPORTUNITIES

Improving young people's access to quality training and employment-related services, while supporting more inclusive economies.



EMPOWERMENT

Engaging young people to contribute toward a more inclusive, equitable, and sustainable world.



Our work contributes to the Sustainable Development Goals, an internationally recognized blueprint to achieve a better and more sustainable future for all.



As a trusted partner of Global Affairs Canada, WUSC also delivers results in key action areas of Canada's Feminist International Assistance Policy.

HOW WUSC ACHIEVES IMPACT

WUSC's Theory of Change rests on the assumption that a better world for youth requires a profound shift in the ways that governments, businesses, nonprofits, and communities see, work with, and serve young people. It is a vision that requires systemic change, an ambitious one that cannot be achieved alone.

Throughout this report, we document the results of select initiatives that have moved us closer toward this vision. These results are snapshots, localized expressions of our ambition for global systems change. They are examples of how we have supported our partners and other actors to innovate, develop new models of working, and push the boundaries of what's possible.

Measuring and reporting on the larger implications of our work—including how we have contributed to shifting systems, norms, and the rules of the game—requires asking tough questions. *How sustainable have our interventions and partnerships been? How have our interventions scaled beyond the scope of projects? How have we contributed to shifting broader political dialogues?* These are the questions that preoccupy us, and to which we continue to focus our attention.

For now, we hold ourselves accountable through our important contributions to the local systems and communities in which we operate. As we do so, we will continue to reflect on and employ our key programming principles that are at the core of how WUSC works.

In addition to our internal standards of excellence, WUSC's work is guided by several national and international standards that support organizational excellence.



As members of Cooperation Canada, Canada's independent national voice for international cooperation, we are signatories to its Code of Ethics and its core principles of organizational transparency, accountability and integrity.



This year, WUSC was honoured to be named among both the 2020 MoneySense Charity 100 and Maclean's magazine's list of Canada's best charities in 2020.



In October 2019, we also signed on to the newly launched Global Standard for Volunteering which ensures organizations that work through and with volunteers are both impactful and responsible. These standards are the result of global, multi-stakeholder consultation processes led by Forum, a global network of organizations involved in international volunteering.

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.

AMERICAS

BOLIVIA

Initiatives: 1 Volunteers: 39 Partners: 10

- Economic opportunities
- Empowerment

CANADA

Initiatives: 6 Volunteers: 1130 Partners: 115

- Education
- Economic opportunities
- Empowerment

GUATEMALA

Initiatives: 1 Volunteers: 28 Partners: 18

- Economic opportunities
- Empowerment

MIDDLE EAST

IRAQ

Initiatives: 1 Partners: 5

- Economic opportunities
- Empowerment

LEBANON

Initiatives: 1

- Education
- Empowerment

ASIA

MONGOLIA

Initiatives: 1 Volunteers: 54 Partners: 16

- Economic opportunities
- Empowerment

NEPAL

Initiatives: 1 Volunteers: 42 Partners: 19

- Economic opportunities
- Empowerment

HAITI

Initiatives: 1 Volunteers: 19 Partners: 22

- Economic opportunities
- Empowerment

MEXICO

Initiatives: 1 Partners: 1

- Education
- Empowerment

PERU

Initiatives: 2 Volunteers: 37 Partners: 15

- Economic opportunities
- Empowerment
- Other

JORDAN

Initiatives: 2 Volunteers: 2 Partners: 11

- Education
- Economic opportunities
- Empowerment

SRI LANKA

Initiatives: 1 Volunteers: 28 Partners: 16

- Economic opportunities
- Empowerment

VIETNAM

Initiatives: 2 Volunteers: 59 Partners: 21

- Economic opportunities
- Empowerment
- Other

AFRICA

BURKINA FASO

Initiatives: 4 Volunteers: 43 Partners: 46

- Economic opportunities
- Empowerment
- Other

DEMOCRATIC REPUBLIC OF CONGO

Initiatives: 1

- Other

ETHIOPIA

Initiatives: 1

- Other

GHANA

Initiatives: 5 Volunteers: 47 Partners: 37

- Education
- Economic opportunities
- Empowerment

GUINEA

Initiatives: 2 Volunteers: 1 Partners: 15

- Economic opportunities
- Empowerment

KENYA

Initiatives: 5 Volunteers: 1 Partners: 6

- Education
- Empowerment
- Other

MALAWI

Initiatives: 2 Volunteers: 55 Partners: 31

- Education
- Economic opportunities
- Empowerment

MALI

Initiatives: 1 Partners: 4

- Economic opportunities

MOZAMBIQUE

Initiatives: 1

- Other

SENEGAL

Initiatives: 1 Volunteers: 68 Partners: 29

- Economic opportunities
- Empowerment

SOUTH AFRICA

Initiatives: 1

- Other

TANZANIA

Initiatives: 3 Volunteers: 51 Partners: 21

- Education
- Economic opportunities
- Empowerment

UGANDA

Initiatives: 1 Partners: 1

- Education
- Empowerment

IN COLLABORATION WITH OVER 450 PARTNERS AROUND THE WORLD, WE REACHED:

1.6 MILLION

YOUTH

2 MILLION

FURTHER INDIVIDUALS, REPRESENTING GOVERNMENTS, BUSINESSES, NONPROFITS, AND COMMUNITIES THAT WORK WITH YOUNG PEOPLE

16.7 MILLION

PEOPLE INDIRECTLY BENEFITING FROM OUR PROGRAMMING

EDUCATION

GIRLS' EDUCATION IN CRISES

Through our girls' education programming, we aim to increase the number of girls staying in school and improve their learning outcomes, particularly among refugee and host communities.

KEY OUTCOME

75% of trained teachers in Kenya are demonstrating gender-responsive basic pedagogical skills to improve learning outcomes for students, particularly girls.

Teacher training is an important ingredient to student success. The majority (75%) of teachers trained by the Kenya Teacher Service Commission, in partnership with WUSC, are demonstrating gender-responsive pedagogical skills to

improve learning outcomes for students, particularly girls. They provide clear instructions to learners, encourage interactions between students, and are intentional in motivating learners. Since 2017, there has been a 9% improvement in girls reporting feeling supported by their teachers to perform well. While there are still areas for improvement, including using localized examples to support key lessons, WUSC is using the recommendations from recent teacher observations to inform follow up training activities.

KEY OUTCOME

Girls receiving support from WUSC's programming in Kenya have improved their overall literacy by 16%.

In Kenya, 1,280 girls attended remedial classes taught by trained instructors with 61% of these girls improving their classroom performance. In

Tanzania, where we were supporting out-of-school youth, 267 girls out of 345 who attended remedial classes passed school entrance tests and were re-enrolled back in school. Between improved teacher training and remedial programs, girls' learning outcomes are getting better. Since 2017, girls receiving support

from WUSC's programming in Kenya have improved their overall literacy by 16% and numeracy by 5.7%. These results help demonstrate the impact that teacher training and extracurricular academic support can have on students' learning outcomes now and in years to come. In particular, the training offered to teachers today ensures many more students will be impacted in future classes.

At home, girls are facing fewer barriers to staying in school. We have provided cash transfers to empower families with flexible financial resources that help ensure household needs are met without impacting school fees. The majority of cash transfer recipients reported that they prioritized the basic needs of their school-going children. Nearly half of cash transfer recipients have improved their regular school attendance.

KEY OUTCOME

More than half of film screening audiences demonstrated improved knowledge and attitudes on methods to support girls' education.

In Kenya, we helped produce three films and 32 radio episodes on four FM stations to raise awareness about the barriers to girls' education in the community, such as early and forced marriage.

These activities have reached tens of thousands in the communities. Following film screenings, more than half of the audiences demonstrated improved knowledge and attitudes on methods to support girls' education. These communities have since initiated various activities in support of girls' education, including: working with law enforcement agencies to intervene and prevent early and forced marriages; undertaking school infrastructure improvement

projects; hosting fundraising activities for school improvements; and enhancing counselling services at school.

By the end of 2019 - 2020, WUSC also secured new funding from Global Affairs Canada to adapt our approach to girls' education to South Sudan,

Uganda, and Syria, in partnership with Aga Khan Foundation Canada. We also secured funding from Global Affairs Canada for a new initiative in Kenya that supports young women to succeed in education and make the transition to employment.

KEY ACTIVITIES

2019 - 2020

GIRLS RECEIVING EDUCATION SUPPORT

15,900

GIRLS ATTENDING EXTRACURRICULAR ACTIVITIES

2,742

TEACHERS TRAINED

385

PEOPLE REACHED BY AWARENESS ACTIVITIES

45,000+

SCHOOL GOVERNANCE MEMBERS TRAINED

270

FAMILIES RECEIVING CASH ASSISTANCE

2,180



Global Affairs Canada

Affaires mondiales Canada



60 million girls



UNHCR The UN Refugee Agency

Teacher with students at the Dadaab Primary School in Kenya, March 2017 © Lorenzo Moscia

IMPROVING ACCESS TO HIGHER EDUCATION

Through our higher education programming, we are increasing the number of students accessing post-secondary education opportunities, particularly among refugees and young women.

KEY OUTCOME

86% of scholarship holders were successfully reintegrated into their home institutions within six months of their return.

Higher education remains out of reach for many youth around the world. Through the *Programme canadienne de bourses de la Francophonie*, a Government of Canada initiative managed by WUSC and CBIE, young professionals from developing countries are provided scholarships to attend masters and doctoral programs or technical and vocational training in Canada. Upon return to their home country, graduates are able to apply their new knowledge and skills to strengthen the capacities of their home institutions. Although these young professionals come from diverse backgrounds, they all represent institutions that are responsible for implementing policies and

managing programs that target poverty reduction. A recent review of the program found that 86% of scholarship holders were successfully reintegrated into their home institutions within six months of their return. They also reported a 15% increase in access to decision-making positions upon their return.

This year, we invested in a Canadian company, Brighter Investment, which provides higher education loans to students in Ghana. Alongside the investment, WUSC received a small grant to work with Brighter Investment to increase the number of women they support. A total of 166 students were supported with our investment, including 28 women. Overall enrolment of women in the program has increased from 10% to 17%. While an important improvement, there is still much more that can be done. Through research-based activities, we have been able to help Brighter Investment identify ways in which their model could be

further adapted. For example, many of the fields of study that are eligible for loans are in STEM, where women are underrepresented. In response to this finding, Brighter Investment is now drawing from national data to identify programs that are more likely to attract young women while also providing a high income, such as nursing. For a longer-term impact, they also plan to work with highschoools to encourage more girls to consider careers in STEM, through initiatives such as mentorship and role models.

KEY OUTCOME

90% of respondents to a recent *Student Refugee Program alumni survey* had completed a degree since arriving in Canada.

Among refugees, just 3% have access to higher education, compared to 36% globally. This year, 131 refugees were placed at post-secondary institutions across Canada through the Student Refugee Program. A recent impact study of the program showed that 90% of alumni had completed a degree since arriving in Canada. Learn more about our resettlement work in the Durable Solutions section of this Annual Report.

KEY ACTIVITIES

2019 - 2020

YOUTH ACCESSING HIGHER EDUCATION

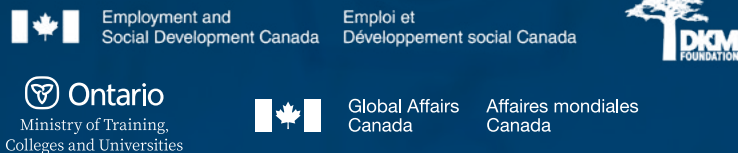
599

PEER SUPPORT VOLUNTEERS ON CAMPUS

655

UNIVERSITY, COLLEGE, AND CEGEP CAMPUS PARTNERS ACROSS CANADA

108



ECONOMIC OPPORTUNITIES

Through our economic opportunities programming, we aim to better prepare youth for employment and income generation while helping to make markets more inclusive of young and marginalized people.

To be effective, technical vocational education and training (TVET) programs must be of high-quality and relevant to current job market demands. WUSC provides training for TVET administrators to strengthen their centres' operations and programs. The majority (90%) of TVET staff trained in Iraq reported improved capacity to develop curricula while 81% reported improved capacity to manage their skills training programs. Following the development and marketing of their new and improved TVET programs, our partners in Iraq reported a much higher number of applications than in previous years showing a growing level of interest in future-ready skills training among youth in their regions.

WUSC also supports TVET training institutes to develop innovative means to prepare students for the job market. In Vietnam, WUSC supported TVET institutions to establish in-house commercial cafes that allow students to practice culinary arts in a professional environment. Five hundred students now gain practical work experience at the cafe each year.

KEY OUTCOME

89% of trained TVET instructors improved their capacities as a result of new training opportunities.

TVET trainers themselves must also be supported to effectively deliver these new programs. Across our programs in Iraq and Jordan, 89% of trained TVET instructors

improved their capacities as a result of new training opportunities. By training curriculum developers, program managers, and instructors, many more learners stand to benefit from improved TVET opportunities for the years to come.

Among students who have already graduated from the new and improved TVET programs in Jordan, 40% of graduates are finding employment after six months. While we are encouraged by these results, social norms and expectations remain a significant barrier to improved employment outcomes. In addition to ongoing community awareness raising efforts, we have also created an employment hub to help training providers and employers make the linkages between job opportunities.

KEY OUTCOME

87% of businesses supported through our programming reported an increase in sales or revenue.

Entrepreneurship is another important avenue toward income-generation among youth. In Burkina Faso, Ghana, and Guinea, nearly 650 existing businesses have been

supported through our work in the region since 2016. The majority of these businesses, which are owned by young entrepreneurs and women, have been successfully able to scale their operations as a result of our support. The majority (87%) of businesses supported through our programming reported an increase in sales or revenue. In Tanzania, where our entrepreneurship training focused on young mothers, 72 participants were able to access capital for their new endeavours after successfully completing and presenting viable business plans developed through our support.

Beyond ensuring young people are prepared to enter the workforce, we also aim to ensure the workforce is prepared to receive them. In Jordan, 199 staff representing 32 employers in the healthcare sector participated in training on creating more inclusive, equitable, and safe workplaces.

The majority (89%) of participants reported an improved understanding following the training sessions. We also worked with one key partner in the health care sector in Jordan to introduce a new onsite childcare centre. In addition to the 29 women who directly benefited from this new centre, the partner reported that, upon opening childcare placements to male employees, many other women who had previously been responsible for childcare at home now had the opportunity to access new training and employment opportunities. Through this pilot initiative, we are working with our partners to demonstrate the benefits of employers providing onsite childcare services to inspire other institutions to adopt similar practices. In anticipation of the increase in demand for qualified early childhood educators, we expanded our partnership with TVET

providers to introduce a new accredited training program for caregivers.

Outside of training centres and employers, many social norms also constrain young women's full participation in the economy. WUSC works to overcome these barriers through partnering with civil society organizations, media and the private sector. In Ghana, WUSC collaborated with Farm Radio International to host a social marketing and radio campaign that encouraged discussion regarding opportunities and barriers faced by young women in the construction trades. An interactive radio show hosted by an Accra-based radio station recorded more than 2,432 calls with questions or ideas. The show elicited heated debate and generated significant interest in promoting increased gender equality in the trades.

KEY ACTIVITIES

2019 - 2020

STUDENTS PARTICIPATING IN NEW AND IMPROVED TVET TRAINING PROGRAMS

449

EMPLOYERS TRAINED ON SUPPORTING MORE INCLUSIVE, EQUITABLE, AND SAFE WORKPLACES

199

PEOPLE ACCESSING ENTREPRENEURSHIP TRAINING AND SUPPORTS

1,214

TVET INSTRUCTORS AND ADMINISTRATORS TRAINED

141



Global Affairs
Canada

Affaires mondiales
Canada

MINISTRY OF FOREIGN AFFAIRS OF DENMARK
DANIDA INTERNATIONAL
DEVELOPMENT COOPERATION



THE WORLD BANK

Student of hospitality training at the Hue Tourism College in Vietnam, November 2019 © Frédéric Séguin.

EMPOWERMENT

Through our empowerment programming, we aim to nurture youth leadership and life skills development while overcoming the barriers that perpetuate discrimination and marginalization.

KEY OUTCOME

More than half of camp participants demonstrated improvement in their life skills knowledge.

Confidence can go a long way in improving students' achievements inside and outside the classrooms. Through our girls' education-focused initiatives, we provide

five-day life skills camps for young women. In addition to self-confidence, participants are supported to develop their capacity for public speaking along with important leadership skills such as problem-solving, conflict resolution, and appreciation of diversity. More than half (58.5%) of our participants demonstrated improvement in their life skills knowledge based on pre- and post-camp assessments.

KEY OUTCOME

75% of respondents to a recent tracer study with Local Committee alumni said that they remain actively engaged in global issues.

In Canada, 1,130 youth were provided leadership training and opportunities through their participation on WUSC Local Committees on post-secondary campuses across the country.

In addition to supporting the day-to-day activities of the Student Refugee Program on campus, these student-led groups raise awareness among their peers and community on important issues in global development. Three quarters of respondents to a recent tracer study with Local Committee alumni said that they remain actively engaged in global issues, with 70% suggesting that their involvement with their committee shaped their career objectives later in life. This year, alumni of the Local Committee program travelled to Washington, D.C. for the second annual Engaging Student Voices to Support the Global Compacts event, hosted by University Alliance for Refugees and at Risk Migrants (UARRM).

There, they shared their experiences and lessons learned with dozens of post-secondary students from the US who are leaders on their campuses in raising awareness about global development.

KEY OUTCOME

In Ghana, 94% of community leaders reported feeling moderately satisfied with the integration of their opinions into local development plans.

In Burkina Faso, Ghana, and Guinea, where we work with communities impacted by extractive industries, leadership skills are essential for community members to ensure their needs and priorities are incorporated into local development

plans. Since 2016, 13,000 community members have participated in leadership building opportunities, including information sessions on the duties and responsibilities of their government and municipalities, as well as the laws and regulations that govern the development and protection of natural resources and the environment. In Ghana, 94% of community leaders reported feeling moderately satisfied with the integration of their opinions into local development plans since attending the information session. However, in Burkina Faso, 46% of community leaders reported that the level at which their opinions were integrated into local development plans was still low, likely in part due to high turnover in local government this past year.

Leadership training opportunities in these communities have also influenced decision-making capacities when it comes to individuals' economic pursuits. In Burkina Faso, 67% of women and 49% of youth who participated in training reported an increase in decision-making power over their choice of work. In Ghana and Guinea, 81% and 94% of women, and 42% and 94% of youth report the same increase in decision-making power, respectively.

KEY ACTIVITIES

2019 - 2020

GIRLS ATTENDING LIFE SKILLS CAMPS

328

YOUTH SUPPORTED TO ADVANCE INCLUSIVE DEVELOPMENT IN THEIR COMMUNITIES

798

YOUTH PARTICIPATING IN LEADERSHIP OPPORTUNITIES IN CANADA

1,130+



Global Affairs
Canada

Affaires mondiales
Canada



WUSC Local Committee members at the University of Lethbridge participate in the Ride for Refuge.

DURABLE SOLUTIONS FOR YOUNG REFUGEES

Through our durable solution programming, we aim to improve the quantity and quality of durable solutions—including resettlement and complementary pathways, local or regional integration, and voluntary return—for young refugees.

KEY OUTCOME

Eight of ten respondents to a recent Student Refugee Program alumni survey indicated that they now hold Canadian citizenship.

In the fall of 2019, our network welcomed the 2,000th refugee student to Canada through the Student Refugee Program, along with 130 other students who were sponsored this year. With the support of over 90 campuses across the country—many of whom joined us over the past decade—our unique program has experienced exponential growth in recent years. While we reached our 1,000th student in 2008 after 30 years of programming, it took us less than half that time to reach 1,000 more. These opportunities are truly life-changing for young refugees. Eight of ten respondents to a recent Student Refugee Program alumni survey indicated that they now hold Canadian citizenship.

Inspired in part by the growth in our flagship initiative, this year we mobilized our network to launch two new initiatives that provide resettlement opportunities to refugees through alternative pathways. Through the Refugee Support Network, nearly 100 WUSC alumni and supporters sponsored the resettlement of an additional 20 refugees through Canada’s unique Blended Visa Office-Referred Program. We also expanded into new networks through the HIREs initiative, supported by Immigration, Refugees and Citizenship Canada. This initiative seeks to adapt our unique peer-to-peer student sponsorship model to the private sector. Through this exciting new project, WUSC will be supporting employers and employees to sponsor the resettlement and employment of

40 young refugees who will also receive skills training through the program. We know that Canada alone cannot respond to the immense need for more durable solutions for refugees. That’s why we pursue opportunities to share our 40 plus years of experience with other countries and stakeholders. This past year, we worked with a newer organization in Mexico, *Diálogo intercultural de México Activo*, to support the sustainable expansion of their current post-secondary education pathway, *Proyecto Habesha*. WUSC has been sharing technical experience and resources in supporting Proyecto Habesha to build capacity, increase sustainability, and identify and strengthen the critical elements required to scale this education pathway.

“As refugee youth leaders, our request today is that you do not forget that your best investment is in our education and our future. Through education, we will become advocates, role models, critical thinkers, entrepreneurs, policymakers, peacebuilders and we will contribute to the communities and societies around us.

Wanesa Alaraba

Student Refugee Program alum speaking at the Global Refugee Forum

This year, we also worked with the Mastercard Foundation to conduct a mapping study on the aspirations of displaced young people in Ethiopia, Kenya, Nigeria, and Uganda. We explored the landscape of bridging initiatives and programs that support displaced youth to access higher education

and employment upon graduation, amplifying youth voices and recommendations across the report. Through these findings, Mastercard Foundation hopes to explore how future programming of their Scholars Program could better respond to the needs of displaced youth.

On the global stage, the WUSC network demonstrated its leadership in creating a better world for refugee youth. Students from across Canada helped WUSC commit to expanding

education pathways for young refugees at the first ever Global Refugee Forum. This Forum builds upon the Global Compact on Refugees to provide an opportunity for governments and other actors to demonstrate international responsibility-sharing in the response to the global refugee crisis. At the event, Wanesa Alaraba, a member of the refugee student delegation and Student Refugee Program alum, drew cheers from the crowd as she spoke to the transformative impact of education.

KEY ACTIVITIES

2019 - 2020

REFUGEES RESETTLED

151

COUNTRIES OF ASYLUM

6+

COUNTRIES OF ORIGIN

11+



Wanesa Alaraba speaking at the WUSC and CECI International Forum in Montreal, January 2020

VOLUNTEERING FOR DEVELOPMENT

Through our volunteering for development activities, we are engaging Canadians to support WUSC’s mission and the missions of our partner organizations overseas.

Each year, hundreds of Canadian volunteers travel internationally to support our local partner organizations. Many of these volunteers are placed through WUSC’s flagship Uniterra Program, implemented in partnership with CECI, which wrapped up this year following 16 years of operation. This third phase of our exciting partnership, which ran from 2015 - 2020, brought together our shared innovations in volunteering for development. The Program distinguished itself from other volunteer cooperation programs by taking a systems lens, focusing on development results, and engaging Canadians through a wide range of volunteering modalities, including corporate, student, and national volunteering.

KEY OUTCOME

More than 90% of partners were satisfied with the support received.

Over five years, the Uniterra program contracted 2,511 volunteers from across Canada and globally to support more than 246 partner organizations representing the private sector, government and civil society. Partners appreciated the technical advice offered by Canadian volunteers, with more than 90% of partners indicating that they were satisfied with the support received. Uniterra’s partner organizations serve more than 2.8 million people, more than half of whom are young people and 60% women. Uniterra’s volunteers assisted partners to increase the inclusivity of their programs and expand their reach.

KEY OUTCOME

80% of community members indicated that their lives had improved due to services offered by our partner organizations.

On average, partners reported more than doubling the number of people benefitting from their programs. The majority (88%) of Uniterra partners told us that their capacity and performance had improved due to the support offered by Uniterra volunteers. When the program surveyed community members participating in partner-led services and initiatives, 80% indicated that their lives had improved due to services offered by these organizations.

KEY OUTCOME

The number of partners with an approved gender strategy improved from 47% to 65%.

The Uniterra Volunteer Cooperation Program saw significant success in building the capacity of partner organizations to respond to gender challenges within their organizations and among their beneficiary groups, in particular. Over five years, the number of partners with an approved gender strategy improved from 47% to 65%. The number of partner organizations who had dedicated a specified budget for gender equality increased from 46% to 84%.

In Canada, Uniterra contributed to many public engagement events, such as the WUSC and CECI International Forum, which were attended by more than 14,000 individuals. Through Uniterra, WUSC also reached out through participation in external events, including NGO fora, community gatherings, and trade shows to reach more than 45,000 people. In total, through events, networking, traditional and social media, the program motivated more than 350,000 Canadians to take an action in support of global development.

KEY ACTIVITIES

2019 - 2020

VOLUNTEERS MOBILIZED

500+

PERSON-DAYS OF TRAINING PROVIDED TO LOCAL PARTNERS

25,000+

PEOPLE ACCESSING IMPROVED SERVICES FROM LOCAL PARTNERS

2.8 MILLION +



Global Affairs Canada / Affaires mondiales Canada

Salon du Cacao, Uniterra Program
© Maryse Nobrég



PUBLIC ENGAGEMENT & KNOWLEDGE SHARING HIGHLIGHTS

APRIL

Partnered with the Canadian Federation of University Women (CFUW) to host a panel discussion on refugee girls’ access to education in Ottawa, Canada.

Shared our learnings from a recent study on Gender Lens Investing in the global South at a side event during the UN Financing for Development Forum in New York, US.

Presented on learnings from our refugee girls’ education programming in Kenya at the Comparative and International Education Society (CIES) conference in San Francisco, US.



JUNE

Two Student Refugee Program alumni delivered Power Talks at the Women Deliver conference in Vancouver, Canada.

Facilitated discussions on student-led initiatives for education pathways toward refugee resettlement at The Other 1% conference in Berlin, Germany.

UNHCR presented their *Three-Year Strategy on Resettlement and Complementary Pathways* which WUSC contributed to as a member of the advisory committee.

OCTOBER

Volunteers from across Canada brought out their bikes and laced up their shoes for the annual Ride for Refuge, raising funds and awareness for the Student Refugee Program.

Presented on data measurement in volunteering for development at the International Forum for Volunteer in Development annual conference (IVCO) in Kigali, Rwanda.

Co-hosted a panel on access to higher education financing with Brighter Investment and USIL at the Global Youth Economic Opportunities Summit in Washington, D.C.



JANUARY

Brought together more than 700 global development experts and enthusiasts at the annual WUSC and CECI International Forum in Montreal, Canada.



FEBRUARY

Partnered with other Canadian volunteer cooperation organizations to host a human library event where the public had the opportunity to speak with a diverse group of returning international volunteers in Montreal, Canada.



JULY

Fifteen students from Canada, Malawi, and the Dzaleka Refugee Camp came together for the International Seminar in Lilongwe, Malawi where they explored the opportunities for economic self-reliance among young refugees in the country.

AUGUST

Brought representatives from our 90+ student-led WUSC Local Committees to Ottawa-Gatineau, Canada for a three-day intensive leadership training.



SEPTEMBER

Partnered with the Mastercard Foundation to present our findings on higher education and economic opportunities for displaced youth in Africa in Nairobi, Kenya. These findings can be read in our new report, *A Bridge the Future: From higher education to employment for displaced youth in Africa*.

NOVEMBER

Co-hosted the *Higher Education for Refugees* in Mexico conference with *Proyecto Habesha* and UNHCR in Mexico City, Mexico.

The Inter-agency Network for Education in Emergencies (INEE) published a guidance note on gender, which included a profile of WUSC’s approach to remedial education programming in Kenya.

DECEMBER

Participated in the first-ever Global Refugee Forum where we shared our pledges to improve solutions for refugees in Geneva, Switzerland, in the presence of 3,000 attendees.



MARCH

Together with UNHCR and UNESCO, WUSC published a new report, *Doubling our Impact: Third country higher education pathways for refugees*. This report shared the findings from our high-level meeting on education pathways in Paris, France.

In addition, hundreds of international and Canada-based volunteers reached 12,373 Canadians through fun and creative activities such as coffee houses, yoga classes, and galas through the Uniterra program in 2019 - 2020.



2019 - 2020 INSTITUTIONAL MEMBERS AND PARTNERS

AbbVie Canada ○○	Champlain Regional College	MacEwan University ●	Sault College ●●●	University of British Columbia ●●●	- Victoria College ●●
Acadia University ●●●	- Lennoxville ●●	Manitoba Institute for Trades and Technology (MITT) ●●●○○	Sheridan College ●●	- Woodsworth College ●●	University of Victoria ●●●
Alexander College ●●	Canadian Medical Association ○	McGill University ●●●○○	Simon Fraser University ●●●○○	- Okanagan Campus ●●	University of Waterloo ●●●○
Algoma University ●●	Coast Capital Savings Federal Credit Union ○	McMaster University ●●●○	St. Francis Xavier University ●●	University of Calgary ●●	University of Windsor ●●●
Algonquin College ●	Collège d'Alma ●	MD Financial Management ○	The Co-operators ○	University of Guelph ●●●○○	University of Winnipeg ●●○
Ashbury College ○	Collège Montmorency ●●	Memorial University of Newfoundland ●●	Thompson Rivers University ●●●○	University of King's College ●	Vancouver Island University ●●●○
BCF Business Law ○	Columbia College ●	Mount Allison University ●●	Transat ○	University of Lethbridge ●●	Vanier College ●
Bishop's University ●●	Concordia University ●	Mount Royal University ●	Trent University ●●●	University of Manitoba ●●●○	Ville de Montréal ○
Bow Valley College ●	Dalhousie University ●●●	Mount Saint Vincent University ●●	Université de Hearst ●	University of New Brunswick - Saint John Campus ●●	Volunteer Canada ○
Brandon University ●●●○○	- Agricultural Campus ●●	Niagara College ●	Université de Moncton ○	University of Northern British Columbia ●●●	Western University ●●●○
Brighton College ●●	Deloitte ○	Nipissing University ●●	Université de Montréal ●●	University of Ottawa ●●●○○	Wilfrid Laurier University ●●
Brock University ●●●	Durham College ●●●○	North Island College ○	Université de Saint Boniface ●●●●	University of Prince Edward Island ●●●	- Brantford Campus ●●
Camosun College ●●●○○	École nationale d'Administration publique ○	Nova Scotia Community College ●●●○	Université de Sherbrooke ●●	University of Regina ●●●	York University ●●●
Carleton University ●●●○	GreenHouse ○	Ontario Tech University ●●●○	Université du Québec	University of Saskatchewan ●●●○	- Glendon Campus ●●
Cégep André-Laurendeau ○	HEC Montréal ●●○	Pearson College ●●	- à Chicoutimi ○	University of the Fraser Valley ●	Yukon University ●●
Cégep de la Gaspésie et des Îles ○	Humber College ●●○○	Pharmascience ○	- à Montréal ●	University of Toronto ●○	
Cégep de Lévis-Lauzon ●●	Huron University College ●●●○○	Polytechnique Montréal ○	- à Rimouski ○	- Innis College ●●	
Cégep de Sherbrooke ●	King's University College ●●●	Queen's University ●●●	- à Trois-Rivière ○	- Mississauga Campus ●●	
Cégep du Vieux Montréal ●	Kwantlen Polytechnic University ●●	Realized Worth ○	- en Abitibi-Témiscamingue ○	- New College ●●	
Cégep Édouard-Montpetit ●	La Cité ●●○	Red River College ●●●	- en Outaouais ●●	- Scarborough Campus ●●	
Cégep Garneau ●	Lakehead University ●●	Ryerson University ●●●	Université Laval ●●●○○	- Trinity College ●●	
Cégep Heritage College ●	Laurentian University ●●○	Saint Mary's University ●●●	Universities Canada ○	- University College ●●	
Cégep Limoilou ●●			University of Alberta ●●●○○		
Cégep régional de Lanaudière à Terrebonne ●			- Campus Saint-Jean ●○		

● WUSC Member

● WUSC Local Committee

● Refugee Sponsoring Institution

○ Uniterria Partner

○ Other Program Partner

○ International Forum Sponsor

2019 - 2020 INITIATIVES

Bolstering Reconstruction in Iraq through Development, Growth and Employment (BRIDGE)

Strengthening the quality and relevance of technical and vocational education and training for conflict-affected youth.

📍 Iraq 💰 Global Affairs Canada

Beyond Zero Harm (BZH)

Testing the BZH framework--a participatory process for discussing, defining, measuring and analyzing community well-being—in mining communities.

📍 Burkina Faso, Ghana, Guinea 💰 IDRC

Displaced Youth Consultancy

Conducting a mapping study to explore the barriers and solutions for refugee and displaced youth inclusion in tertiary education and employment opportunities in Africa.

📍 Various 💰 Mastercard Foundation

Encouraging Access to Education and Better Learning Environments (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

Equality Fund Initiative

Support the scaling up of the Equality Fund in its mission to fund women's rights organizations and feminist movements across the globe.

📍 Canada 💰 Global Affairs Canada & others

Expanding Education Pathways for Refugees

Providing support to *Diálogo intercultural de México Activo* to sustainably expand their post-secondary education pathway for refugees, *Proyecto Habesha*.

📍 Mexico 💰 Immigration, Refugees and Citizenship Canada

Field Support Services (FSSP)

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

📍 Democratic Republic of Congo, Ethiopia, Kenya, Mozambique, Peru, South Africa, Vietnam 💰 Global Affairs Canada

Human Education Accelerator

Supporting research on education in emergencies, specifically assessing the impact of remedial education programs.

📍 Kenya 💰 UNHCR

Hospitality Industry welcomes Refugee Employment-linked Sponsorship (HIRES)

Resettling refugee youth through a unique private sponsorship pathway that partners with Canadian businesses.

📍 Canada, Kenya 💰 Immigration, Refugees and Citizenship Canada

Inclusive Climate Change Adaptation for a Sustainable Africa (ICCASA)

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

📍 Various 💰 African Development Bank

Kenya Equity in Education Project (KEEP II)

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

📍 Kenya 💰 UK AID

Mongolia Enhancing Resource Management through Institutional Transformation (MERIT)

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

📍 Mongolia 💰 Global Affairs Canada

Projet d'amélioration de la santé des mères et des enfants au Burkina Faso (PASME 2)

Stopping preventable maternal, newborn and child deaths through capacity building for health personnel and awareness raising for women and families.

📍 Burkina Faso 💰 Global Affairs Canada

Programme canadien de bourses de la Francophonie

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

📍 Canada 💰 Global Affairs Canada

Projet de développement des compétences et emploi des jeunes (PROCEJ)

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

📍 Mali 💰 World Bank

Skills for Development (SDF II)

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

📍 Ghana 💰 DANIDA

Strengthening Inclusive Learning Environments (SHULE)

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

📍 Kenya 💰 US Department of State

Student Refugee Program

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

📍 Canada, Jordan, Lebanon, Malawi, Tanzania, Uganda 💰 Various

Uniterra

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

📍 Various 💰 Global Affairs Canada

West Africa Governance and Economic Sustainability (WAGES)

Engaging communities in the effective management of extractive resource investment.

📍 Burkina Faso, Ghana, Guinea 💰 Global Affairs Canada

Women's Economic Linkages and Employment Development Project (WE LEAD)

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

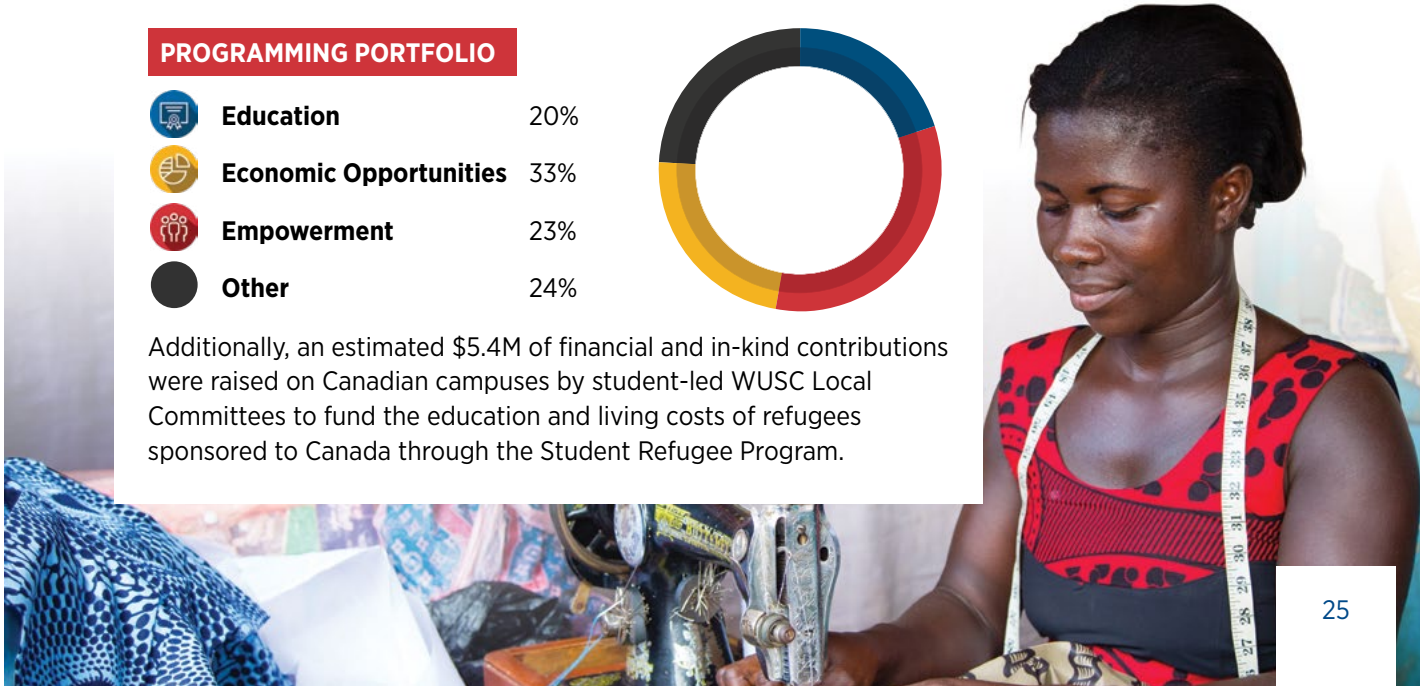
📍 Jordan 💰 Global Affairs Canada

PROGRAMMING PORTFOLIO

🎓	Education	20%
💰	Economic Opportunities	33%
👥	Empowerment	23%
⬤	Other	24%



Additionally, an estimated \$5.4M of financial and in-kind contributions were raised on Canadian campuses by student-led WUSC Local Committees to fund the education and living costs of refugees sponsored to Canada through the Student Refugee Program.



Program participant and seamstress in Wassa East District, Ghana, May 2018

FINANCIAL STATEMENTS

CONSOLIDATED STATEMENT OF FINANCIAL POSITION

March 31, 2020, with comparative
information for 2019

	2020	2019
Assets	\$	\$
Current assets		
Cash and cash equivalents	7,686,352	5,493,640
Program receivables	4,961,644	5,975,714
Advances receivable	474,159	682,866
Prepaid expenses	228,781	214,783
	13,350,936	12,367,003
Long-term investments	49,995	-
Tangible capital and intangible assets	966,286	1,302,959
	14,367,217	13,669,962
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued liabilities	2,238,632	1,860,092
Deferred contributions and contract advances	8,467,808	8,256,815
Deferred revenue – Lewis Perinbam award	50,819	53,729
	10,757,259	10,170,636
Net Assets		
Invested in tangible capital and intangible assets	966,286	1,302,959
Internally restricted	2,574,865	2,128,045
Endowment Fund	68,807	68,322
	3,609,958	3,499,326
	14,367,217	13,669,962

CONSOLIDATED STATEMENT OF OPERATIONS

March 31, 2020, with comparative
information for 2019

	2020	2019
Revenue	\$	\$
Grants and contributions		
Government of Canada	23,974,494	23,652,246
UK-Aid	7,747,239	7,631,727
Government of Botswana	-	98,999
Other Canadian funding	2,482,348	2,273,584
Other foreign funding	1,637,654	2,310,380
Other income	176,831	214,134
Donated services	4,616,496	4,694,670
	40,635,062	40,875,740
Expenses		
Programs	32,166,862	32,431,718
Operations	3,292,707	2,965,735
Fundraising and alumni engagement	210,373	253,300
Governance	62,131	79,249
Donated services	4,616,496	4,694,670
	40,348,569	40,424,672
Excess of revenue over expenses before undernoted item	286,493	451,068
Severance – restructuring	176,346	342,256
Excess of revenue over expenses	110,147	108,812

View our full financial statements online at wusc.ca.



WUSC Local Committee members at Simon Fraser University take a trip to Deer Lake



WUSC

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opportunities, and empowerment.

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