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Company no. 10075923

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Our vision is
to create a global
community of
academics and
professionals
who want to
share their love
of learning with
students around
the world.

Professors Without Borders aims
to bridge the educational divide
between countries and between
students and their teachers.

We aspire to halt the brain drain by
bringing the best teachers in rather
than the best students out.

Our values

Progress

There is no development without education.
This is the fastest and most beneficial investment
a government can make in the future of its
country. Our teachers contribute to the individual
success of each student and thereby to the
progress of the countries in which we work.

Innovation

As a professional program with long-term goals,
we are committed to innovating and integrating
new teaching techniques and technology
wherever possible.

Fun

For us, education should be fun. Students who
enjoy learning will be self-motivated to teach
themselves in the long term.

Integrity

Education is also about inculcating values such
as honesty and fairness. Integrity is at the very
core of what we stand for. Our teachers are
contributing their time to the organization and
all our efforts must be met with local support to
ensure the long-term success of our program.

Security

We will not expose our staff to unnecessary risks.
We only go to countries where we have local
support and that we have visited ourselves.
We aim to work as partners with local universities
and will not develop a program in any place that
we have not personally investigated and ensured
is safe for our teachers. For all our programs, we
take out insurance for our professors
and for ourselves.

The brand story

Why we're different

Our students are young adults, preparing for their professional careers. They are as well-educated as their environment allows and have a desire to push their education further. We can focus in on expanding their knowledge-base and teaching them critical thinking skills, which will set them up well for the start of their careers or further educational pursuits.

All our professors are volunteers. They donate their time, but not their money. Their transport and accommodation are fully paid for by *Professors Without Borders*. This ensures the quality and motivation of our teachers. Teaching is more than a volunteer experience, it is a passion.

Our classrooms are capped at 25 students, offering space and time for personal feedback. We further break down our classrooms into smaller discussion groups so everybody has a chance to construct their own points of view and learn how to express them and to listen to others.

We work with funders and local businesses to establish the recruitment needs in each country – tailoring our courses to meet the on-the-ground needs.

Each student receives a custom-made textbook that includes all readings for the course. They are also supplied with writing material (pen and notebook).

Our staff are trained in-house for free, adhere to our vision of education, and have important skills or knowledge to pass on. We allow our professors a high level of autonomy in how they teach the courses, as we believe that academic freedom is integral to providing the high-level of education we seek.

We conduct in-depth monitoring and post-mission assessments to ensure a continuous learning process.

The skillset we deliver

To achieve our objectives, we focus on skill-building. This includes analysis, presentation and writing skills, team-work and confidence-building. These skills are in high demand in most professions and we also want to prepare our students to be high-achieving contributors to society, whether through their own entrepreneurial vision or when working with a company. Our professors are specialists in their fields and excited to share their love for learning with their students.





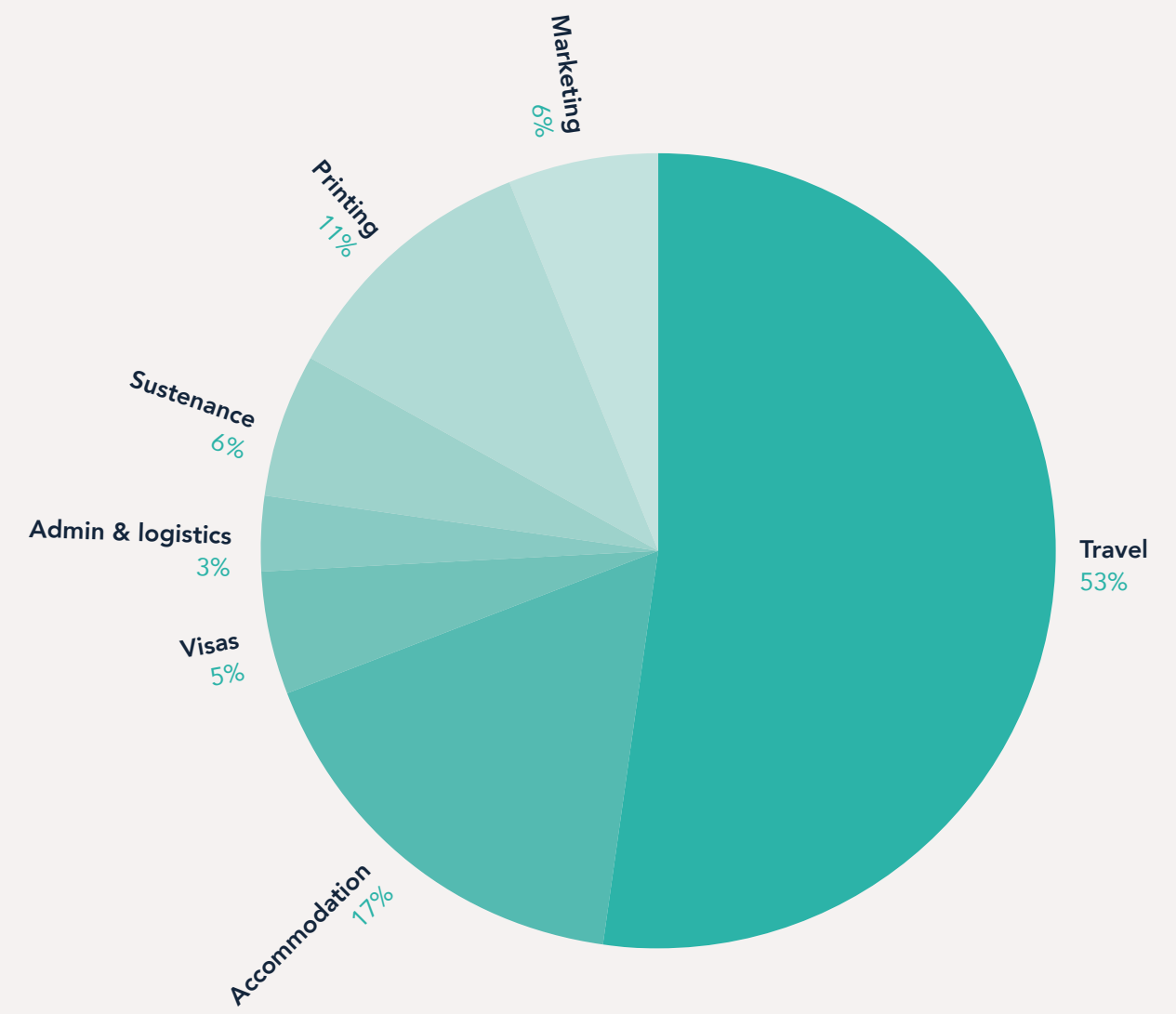
Milestones 2016



2016 financial data

Breakdown

	Expenditure	% of total expenditure
Travel	£4,893.06	53%
Accommodation	£1,528.09	17%
Visas	£442.84	5%
Admin & logistics	£320.00	3%
Sustenance	£508.29	6%
Printing	£1,010.00	11%
Marketing	£534.97	6%



Total donations | £22,885.00



Expenses | £9,237.25

Remainder | £13,647.75

Our 2016 Summer Schools

Why we chose Sierra Leone

For our pilot project, we wanted to go to a place where we had a connection and where we knew we could make a real difference. Sierra Leone was the ideal country to launch our project, as one of our founders, Majeks, was born and had his primary education there. Sierra Leone was also once the educational hub of West Africa, but has had its educational infrastructure torn apart by the Civil War and Ebola Crisis.

Students, who should have been finalising their education and entering the world of work, were instead forced to stay at home. This is particularly a problem for young women in the country, who were sacrificing their futures by becoming mothers at a young age. In addition, students who did want to achieve a higher standard of education were being pushed to seek it elsewhere – contributing severely to the brain drain.

The Freetown project

We partnered with Majeks' old school, *The Prince of Wales School* in Freetown. Because it is an all boys' school however, we further partnered with local girls' schools to educate both genders together. The education of women is an important aspiration for *Professors Without Borders*. Mixed classrooms help increase gender equality and respect. We strongly believe that women's higher education is critical to development.

Some of the conditions were challenging for the professors and students in Freetown – the blackboards were in poor condition, the classrooms were dark and it was difficult to support the staff who were mostly vegetarian.

However, the students were fantastic – always asking more questions, completing their homework to an excellent standard (sometimes in difficult domestic conditions) and producing some truly wonderful end-of-course presentations.

When we arrived in Freetown we were saddened to discover that the very first questions asked of our professors by the students was how they could get scholarships to universities in other countries. By the end of our two weeks we could see a real change – students were more inclined to see if they could stay and help sort the issues they saw in their own society.



The Bo project

The professors we sent to Bo, Sierra Leone's second largest city, had a slightly harder time than those in Freetown. The classrooms here were very basic and so was the staff accommodation. Some of the pupils had to walk for many miles to attend and were often hungry as they did not have enough food.

The major issue we faced was that the students were not up to the educational standard to be able to fully take part in the courses we had prepared. This meant that our professors had to display one of our core values – innovation – and essentially start from scratch.

The professors spent time evaluating where the knowledge gaps in the students were and adapted and designed courses to help fill those gaps. These included some important soft skills such as hygiene, sexual education and first

aid. The students were eager to learn and later took on some of the more challenging course material including African history and law and ethics.

As an organisation, we have learned a lot from Bo. We do not feel that we are at a stage where we have the infrastructure to teach in smaller, more deprived areas and instead should be focusing on larger cities where we can have a real impact.



How our courses work

Our courses consist of several modules and cover those subjects that we feel will be most valuable to the country in which we are setting the project up. In our pilot year, the professors created their own modules (which were subject to review by the organization) and taught classes including law and ethics, political economy, African politics and history and global issues. In the future however, we plan to create a set of modules with reading materials that the professors can then deliver how they see fit. The modules are designed to provide the academic challenge and rigour of an undergraduate course.

The students spend four to six hours per day in a classroom of no more than 25 students and are then given up to two hours of homework each night. During the course discussion groups are formed and group work is presented. This helps improve many of the core skills we want to impart to our students; team-work, confidence-building, critical thinking and presentation skills. This culminates in a mock United Nations, where students present their own ideas based on research and the presentation of a final project.

It is important to us to make sure that we are not forcing white European values onto other cultures. Instead we try to create a forum for discussions where there is space for different value systems and where we can help our students learn how to think critically through discussion and debate. We recruit our volunteers from a wide variety of different backgrounds, cultures and educational systems to facilitate this. This year, volunteers came from Canada, South Africa, UK, Switzerland and the Philippines and all held degrees from top UK and Canadian universities.





What the students gained

Race and national identity

National identity is important to Sierra Leoneans. One of our professors guided the students through a discussion about whether none-ethnic born Sierra Leoneans should be precluded from taking public office. This was an important issue being discussed at national level for a change in the country's constitution. The students reached a conclusion that being a good citizen is important.

Gender equality

The students were taught by two female professors committed to gender equality and feminism, who they came to admire greatly. Being taught by these women, as well as discussing female empowerment, helped the male students gain respect for the opinion of the female students in their classroom. At the start of the course they would not listen to them or they would talk over them. By the end they would listen to each other with respect.

Environmental awareness

Students were taught about caring for the environment, climate change and hygiene. In the middle of the course, one of the students realised that the classroom had no bins and that students were littering. Under his own initiative he brought rubbish bins into the school the next day. The students placed them around the school and worked together to help clean up the litter.

Dealing with corruption

Students were able to appreciate that corruption is not and should not be a way of life in Sierra Leone, and that it can be tackled.

The students wrote and signed letters to the Education Minister and the President, detailing the corruption they had witnessed in school and asking for them to put an end to it.

Betty's story

The course we taught in Sierra Leone was Humanities-based and this is likely to be the same for our 2017 projects. By teaching Humanities modules we are able to develop our students' core academic skills and worldviews without students needing specialized subject knowledge. In this way, we remain as inclusive as possible.

In Freetown, we had a student called Betty who wanted to become a doctor and was upset that we were not offering any STEM modules. Our professors asked her to give the course a try and explained what she would get out of it. By the end of the two weeks, she sought out one of our professors and thanked him, saying that she had learned skills that would help make her a better doctor.

What the professors gained

The professors we took to Sierra Leone came from different walks of life, with a common belief in the power of education and a shared desire to teach. They were able to learn different things from the experience. Professors who were academics received valuable teaching experience for the next step of their careers. Others gained first-hand experience in working in the developing world in a safe environment. While those in other professions were able to do something they love away from work. This year, teachers were recruited through networking and were selected after an interview process. In the future, we intend to advertise for volunteers via our website and in leading universities worldwide.

An important experience our volunteers gained was a unique opportunity to share their knowledge with a different culture. This went beyond classrooms, from the students to their parents and, importantly, to the teaching staff of the schools. Local teachers were offered the chance to shadow the lessons. At the end of the course the local staff shared their knowledge with our teachers and there was a valuable discourse on teaching best practice.

One of the main challenges for our professors was the standard of accommodation. We want to be able to attract the highest levels of professionals (whether academics or not) to volunteer with us and so we will make it a priority to invest more in accommodation in the future to keep our professors comfortable while they carry out their work.

The plan for 2017

Our 2016 project provided a fantastic proof of concept for us, but we feel there is still a lot for us to learn. 2017 will therefore be another year for us to further develop our offering, gain valuable insights and experiences and start to scale up by running three Summer Schools in Africa and the Caribbean.

There are also three important tasks for the organisation to undertake in 2017 alongside organising the Summer Schools.

Charitable status

The application process for this has already begun and we expect to gain our charitable status in early 2017. We have identified the people we feel would make excellent trustees and we are in the process of convincing them to join. Once we have charitable status, we will be able to step up our fundraising efforts for the future.

University accreditation

We believe the value in participating in our courses stands alone, but the students work hard to an extremely high standard and we would like to be able to offer them a university accreditation on completion of the course to recognise this. We have already been in conversation with universities in the UK and hope to have this process completed in early 2017.

Creating textbooks

We want to be able to provide our students with the very best materials possible in order for them to gain the most from our courses. We also want to start to bring some uniformity into our teaching, while still offering our professors a level of autonomy. To this end, we will create a series of textbooks that the students will use throughout their course and can keep for future study. We hope to partner with MOOCs to make the most of technology and teaching expertise from around the world.

Our 2017 Summer Schools



The 2017 budget

Accommodation	£16,200.00
Food	£3,420.00
Admin & logistics	£1,000.00
Textbooks	£3,000.00
Travel	£18,000.00
Salary	£30,000.00
Marketing	£5,000.00
Total	£76,620.00

Our 5 year plan

Academic mobility plans

Professors Without Borders will become a central ‘Hub’ for global academia. Academics who want to work for a semester in another country will be placed into a university by us. That academic will offer to teach a course at that institution in exchange. Nobody offers multilateral academic collaboration across borders and we will be the first. This promotes research exchange and exposure globally and can lead to international collaboration and publications.

Global Summer Schools

We will teach our courses in any country that needs us and not necessarily just in the developing world. The model of Summer Schools where students build confidence and expertise has already been proven in leading universities such as the *London School of Economics* and *Korea University*. We would like to expand this offering for free to students locally and globally. We will also seek to bring academics from other cultures to come and teach Summer Schools to Western students. We will expand our staff so that we are able to offer courses in a wide variety of languages and subjects.

Extended and expanded courses

We are currently Humanities-focused but in the future we will be able to offer STEM teaching for those who need it. We will also teach business and entrepreneurial courses as well as setting up a fund that is available to those students who have the drive to pursue their entrepreneurial goal. We will offer longer courses as well as teaching night classes to adults in the area.



The core team



Princess Tessy de Nassau

Co-founder of *Professors Without Borders*;
Director of Logistics

Tessy de Nassau holds an MSc in International Studies and Diplomacy from SOAS and is an associate fellow at the center for *Global Health Security* at the think tank *Chatham House*.

She has extensive experience in informal and formal diplomacy as well as public representation. Tessy worked as an ambassador for *UNAIDS* (Global Advocate for Young Women and Adolescent Girls), and has been appointed patron to *UNA-UK*. Tessy spent five years in the military where she was deployed in Kosovo as a peacekeeper and detached to the Luxembourgish Commission and Embassy both in Geneva and London.

Tessy actively promotes a number of issues including global health and women's rights. She is passionate about development and has committed her time and energy to furthering the work of organizations in which she believes. Moreover, she is actively committed to strengthening basic human rights for all, and to the empowerment of young women and adolescent girls around the world.



Dr Caroline Varin

Co-founder of *Professors Without Borders*;
Company Director and Programs Director

Caroline Varin holds a PhD in International Relations and an MSc in Comparative Politics from the *London School of Economics*, an LLM in International Law from the *Universita di Bologna, Italy*, and a BA in Political Science from the *University of Pennsylvania*.

She has worked as a lecturer, a mentor and a tutor in Europe and the UK, the United States and in Central America. Caroline is passionate about education and finding new ways to stimulate and encourage students.

Caroline has experience managing projects, organizing conferences and developing communication strategies for a variety of clients and sectors in Africa, the Middle East and Europe. She has also written a wide variety of articles on international security issues and currently has three books in print.



Mr Majeks Walker

Co-founder of *Professors Without Borders*;
Company Director and Director of Operations

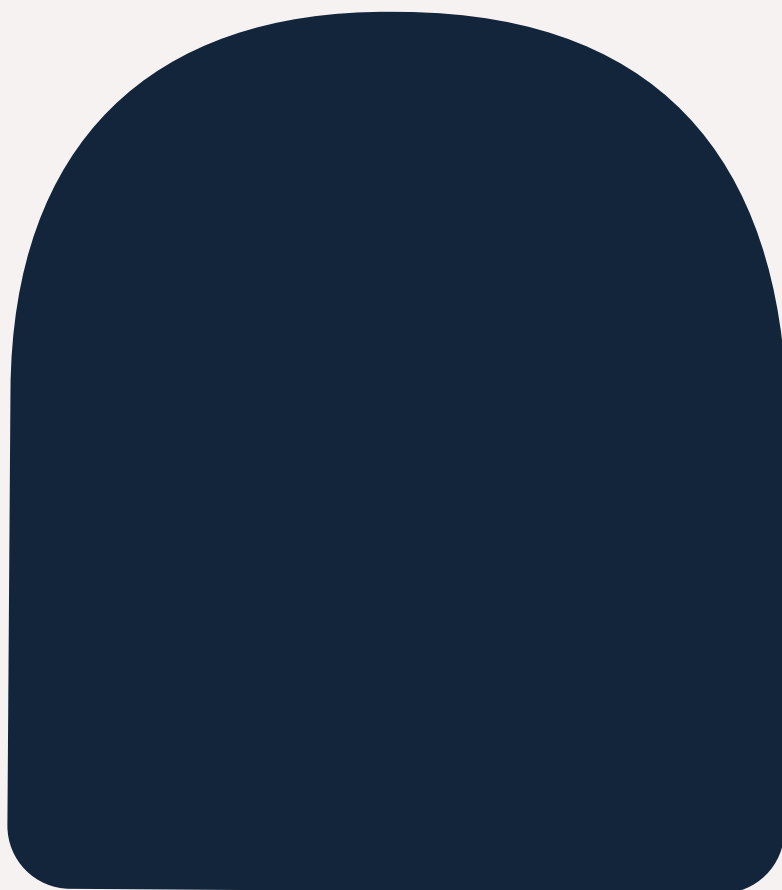
Majeks Walker has taught and practiced law since 2004. He has an LLM from *UCL* (Banking Law, Conflict of Law, Corporate Law and Law of Foreign Investment in Emerging Economies), and a Certificate in Law Teaching. He was called to the Bar in England and Wales in 2006, and is a qualified SPP Mediator.

Majeks is passionate about education and has taught law at *Kaplan*, and the *University of Greenwich*. He has also taught Criminology and Psychology at *Royal Holloway University of London*. He currently lectures law at undergraduate and postgraduate level at *University of Westminster*, and at *Regent's University London*.

He is a seasoned corporate trainer, and provides advice and training to many multinational companies and sovereign states on various legal issues. Majeks also does a range of philanthropic work, including helping to give a voice to those that cannot afford legal representation.



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