

EDUCATE INSPIRE EMPOWER

2019 ANNUAL REPORT



Letter from the CEO

It has been another exciting year of teaching and learning for our team at Professors Without Borders! Capitalising on our successes of 2018, we were invited to expand our programmes in India, Sierra Leone and Senegal, sending 15 professors to teach over 400 students in 5 countries across Africa and Asia. We made our first steps in Francophone Africa, teaching a course on social entrepreneurship to eager science and maths students in Thiès, Senegal. Sixty percent of our programmes now specifically target all-women colleges, strengthening our commitment to women's education. Our recruitment base has also widened with enthusiastic and talented professors joining us from Mauritius, Germany, Romania, Poland, Belgium, Canada, London, the United States and Nepal.

The most impressive result for me is the number of outstanding projects completed by the students. Clearly inspired by their professors, our students in Thailand greatly improved their debate and presentation skills. In Senegal and Uganda, our students came up with original business ideas and created a business canvas for social enterprises. Our India students physically created miniature models of a bicycles docking station and explored environmentally-friendly initiatives that could be implemented in their schools. And in Sierra Leone, the class was entrusted with a fictitious national budget and the responsibility of managing the country's finances. The students developed their confidence, problem-solving skills, analytical skills, working in teams and enjoyed a positive and constructive classroom experience that will hopefully inspire them as they move forward in their academic, professional and teaching careers. This is impact at its best!

ThinkTank Without Borders, our main forum to share ideas and teaching tips with colleagues around the world, made significant headway this year. Following on from our first conference in September 2018 on Higher Education in the Age of Transformation, which was hosted by the London School of Economics, we partnered up with the students from the German School in London to organise a conference on Teaching Tech to Gen Z. Our panellists included young school-age gamers, university students, teachers, tech providers and CEOs, all of whom shared their perspectives on the role of technology in education. We are particularly proud of the wide-ranging age and gender diversity among our participants.

As part of our Women in Higher Education Initiative, Professors Without Borders hosted a third conference with Srinakarinwirot University in Bangkok, focusing on Women, Higher Education and Development. The conference brought together stakeholders from education, NGOs, businesses and policymakers to address the difficult questions of reaching gender parity and the role that higher education has to play in this process. As usual, the conferences were each filmed and reports on the findings are shared on our website.

None of this would have been possible without the generous support of our corporate sponsors and academic partners. In 2019, the travel agency Carrier sponsored all the flights for our professors to whiz around the world teaching students in the most challenging environments. This allowed us to create new programmes in Senegal and send more professors to Sierra Leone and India. A new partnership with LSE Ideas at the London School of Economics has provided us with new offices, meeting spaces and conference rooms, as well as a network of exceptional education providers around the world. The Gulf Futures Centre also continues to support our scholarly activities, sponsoring our conferences in London and Bangkok.

Thank you to all the sponsors and volunteers who have committed so much time to our shared vision, but especially to Richard Adams, Mary Sullivan, Gabriel Inchausti and Ellie Danak, whose work and creativity have made Professors Without Borders into the organisation you see today. Our future expansion plans depend on your generous contributions; as we expand this year to Nigeria, Lao, Cameroon and in India, we hope that you will continue to support us as we join together to Educate, Inspire and Empower in the spirit of the Sustainable Development Goals.

As demand for our programmes continues to grow, we have made significant institutional changes this year, with the appointment of an independent board of trustees and updated application for charity status. We are also looking to expand our courses in Asia, with demand for new programmes in Laos, Vietnam, Nigeria, Thailand and India in 2020. Liberia, Ivory Coast and Cameroon are also likely to join our programmes soon, cementing our commitment to improving the quality of higher education in Africa. We are particularly proud to confirm that all our existing programmes have been renewed for 2020. New challenges and opportunities will naturally emerge as we grow, but we would not have made it to this point without the hard work put in by everyone on the team. Thank you to all the volunteers who have committed so much time to our shared vision, but especially to Richard Adams, Mary Sullivan, Gabriel Inchausti and Ellie Danak, whose work and creativity have made Professors Without Borders into the organisation you see today.

“New challenges and opportunities will naturally emerge as we grow, but we would not have made it to this point without the hard work put in by everyone on the team.”

Caroline Varin, PhD



Our vision

Professors Without Borders creates opportunities in higher education for students around the world, bridging the educational divide between countries, as well as between students and their teachers.

University students are the next decision-makers in their country. We aim to build local capacity by investing in their education.

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

We are student-focused and course agnostic.

We build professional and academic skills while encouraging students to grow in confidence.

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

Our mission

Professors Without Borders is a non-profit organisation that brings free quality short courses to university students in emerging markets.

Inspired by the Summer Schools model from the London School of Economics, we recruit the best and brightest teachers, professionals and academics, and raise the funds to place them in institutions of higher education where they run academic workshops for 1-2 weeks.

We focus on building local capacity through education, encouraging students and faculty to reach their potential using their immediate resources.

We share our teaching experience and best practice through our own Think Tank Without Borders and conduct research to continually improve and tailor our offering to local needs.



Sierra Leone 2019

Our values



Senegal 2019

1

Progress

There is no development without education. Education 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.

2

Innovation

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

3

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 to ensure the safety of our teachers. For all our programs, we take out insurance for our professors and for ourselves.

4

Fun

Education should be fun. Students who enjoy learning become self-motivated to teach themselves in the long-term.

5

Integrity

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

How we work

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 focus on expanding their knowledge base and teaching them professional skills that will set them for a successful career.

All our professors are volunteers and we aim to fully support their travel costs through the generosity of donors and partner institutions. But teaching is more than a volunteer experience, it is a passion that can be shared by academics and professionals alike. We require our educators to be experienced and skilled and above all to be excellent communicators.

Wherever possible, 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.

Each student receives a custom-made textbook that includes all readings for the course. Our staff are generally trained in-house for free; share our values and vision of education; and have important skills or knowledge to pass on.

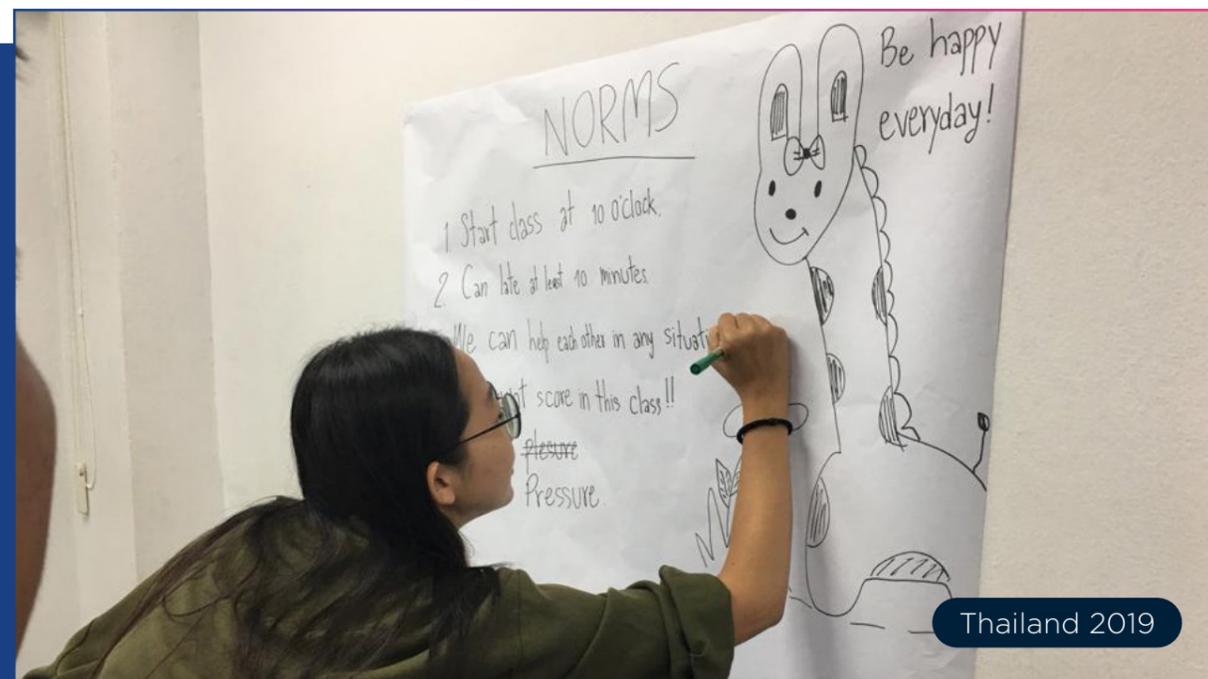
We allow our professors a high level of autonomy in how they teach the courses, as we believe that academic freedom is integral to providing the high level of education we seek. We conduct in-depth monitoring and post-mission assessments to ensure a continuous learning process.



The skillset

Too often, students graduate from university ill-equipped for their first job; unable to work in teams, lacking confidence to take initiative and finding feedback difficult to endure. Furthermore, the high level of youth unemployment leaves students from most countries sitting on their diplomas and skillset. We help prepare students for the real world, focusing on presentation, writing and analytical skills, getting them used to working in teams and giving and receiving feedback. We aim to build confidence in each student so that they can take their talents and put them to use as an employee or as an entrepreneur.

To achieve our objectives, we focus on skill-building. This includes analysis, presentation and writing skills, teamwork 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.



Key Achievements in 2019



1

New corporate sponsorship with Carrier, who funded all flights for our professors in 2019

2

Fifteen teachers sent to five countries to teach 400 students for under £27,000

3

First programme in Francophone Africa with a course in social enterprise in Senegal

4

A new partnership with all-women college Avadh Girls' P.G. College in Lucknow, India

5

Co-founder Tessy de Nassau co-hosted conference on Women, Development and Higher Education in Thailand

6

Cross-generational conference in London on Teaching Tech to Gen Z

7

Academic partnership with strategic think tank LSE Ideas

8

Local professors joined our classes in Uganda and India, breaking down the hierarchy between professors and students

9

Development of a rigorous online resources database for students

10

Restructured the organisation with new trustees, an interim CEO and additional volunteers

Our Programmes

Summer Schools Overview

We had 15 professors traveling around the globe in 2019. Three professors and two non-academic volunteers spent two weeks in Freetown, Sierra Leone teaching students at the Institute for Public Administration. Classes included Finance in Africa, taught by veteran Prowibo and University of Richmond professor Charlie Dove; Charlie Wells shared her expertise in political communications; Dr Mark Horne explained to students how to make good decisions, using his experience as a psychology professor at Richmond University; and coming all the way from Edinboro University in Pennsylvania, USA, Professor George Richards taught a course in financial crime and criminology. Our professors were joined by co-founder Majeks Walker and Byanne Akbor on behalf of Carrier, our principle sponsors.

“I could see that during this time my students grew more and more confident and their team work and public speaking skills were improving day by day. During the closing ceremony, which was completely student-run, one of the students delivered a public presentation in front of numerous professors and students. She said it was the first time she was speaking in public to such a big audience and that her doing so was a result of attending the Prowibo programme.” - Prowibo Professor

Students reported very high satisfaction rates. They enjoyed a group simulation where they were tasked with managing the national budget of Sierra Leone, utilising their developed skills in financial analysis, decision-making and communications.

Veteran Prowibo professor Rachel Warnick flew from Mauritius to Bangkok, Thailand to participate in the conference on Women, Development and Higher Education and teach a course on the Sustainable Development Goals at Srinakarinwirot University. She focused on imparting crucial communications skills, empowering students to analyse their local environment, conduct independent research and share their findings with the greater community.

Rachel then flew to Entebbe, Uganda, where she joined Professor Akbar Saeed from the Tshepo Institute for the Study of Contemporary Africa at Wilfred Laurier University in Ontario, Canada. Together, they taught in the all-female African Rural University. Students explored entrepreneurship opportunities to address problems in their local environment and learnt how to pitch them effectively.



Uganda 2018

Our Programmes (cont)

Dr. Musheshe, Vice-Chancellor of URDT/ARU cited three reasons why Prowibo's short course at ARU was so important. First on the list was the cross-cultural character of our partnership, which made it possible for people from "different areas of the world" to meet and learn from each other. The second was the invaluable skills and knowledge and the awareness of change the course brought. The final reason was the friendly character of the partnership between ARU and Prowibo.

We expanded our presence in Lucknow, India, with two all-female institutions and continued our work with Sanatkada, an NGO that provides creative business opportunities for women in the region. Students at Avadh Girls' School and Karamat Husein Muslim Girls' College enjoyed classes in Design Thinking, Spatial Economics and Advocacy. They were taught by EU policy workers Kasia Hanula and Georgiana Epure, and by economics researcher Dr Samira Barzin and PhD researcher Alisha Tuladhar.

"The other teachers told us that they see the difference in the students attending Prowibo course as they were more confident speaking in their classes and they also become more active by trying to find solutions and suggesting alternatives."
- Prowibo Volunteer.

Last but not least, professor of entrepreneurship Nadine Minampala shared her expertise with 60 students at Lycee Malick SY in Thiès, Senegal. In our first francophone university-level course, Nadine inspired her students to think about creative business solutions to address local problems and taught them how to present and pitch their ideas convincingly.

Students overwhelmingly agreed that the courses had made them more confident working with people different from them and presenting their ideas to an audience of peers.

The institutions have all invited us to return in 2020 to continue developing short teaching programmes with local students and faculty.



Senegal 2019



ThinkTank Overview

The ThinkTank was created to offer resources to our faculty, share learning experiences, and provide access to relevant literature to our local partners. We organise conferences with key local and international stakeholders, publish articles on higher education and development, publish reviews on books on higher education from around the world and expand our commitment to Women in Higher Education. The ThinkTank is managed by Mary Sullivan.

In 2019, we organised two key conferences: the first on Teaching Tech to Gen Z was hosted at the German School in London in partnership with the students of the school, LSE Ideas, the Gulf Future Center and Richmond University. Our second conference on Women, Higher Education and Development was hosted by Srinakarinwirot University in Bangkok, Thailand, and featured Tessy de Nassau, local politicians, academics, industry-leaders and of course our students participating in our summer school. A full report and video are published on our YouTube page.

Our talent

Dr. Akbar Saeed

Leading, Accelerating and Sustaining Social Change



Akbar is currently Associate Professor of Information Systems in the Business Technology Management program at Wilfrid Laurier University in Brantford, Canada. He is also the current Director of the Tshepo Institute for the Study of Contemporary Africa based at the same university. He teaches courses mainly related to technology and entrepreneurship which include cyberethics, information and communication technology in the developing context and the entrepreneurial environment specifically focused on startups. His research interests are generally centred on how technology influences both the way we understand ourselves and the way we operate in the world. He has published in the Journal of Management Studies, International Political Sociology, the Journal of Management and the Journal of Leadership Education. His current research interests involve studying entrepreneurship in technology-infused markets in the developing world. To that end, he is currently leading a project that intends to better understand the impediments to entrepreneurial success in small-scale solar markets in Ghana. He is also currently working on a book that profiles the limitations and failures of humanitarian technologies to solve large scale crisis in the developing world. Recently, he delivered a TED talk entitled “Transformation in Africa: Global Citizenship and the Digital Divide” in which he argues that true transformation in Africa will only be achieved when African youth have the opportunity to access knowledge and education through the internet thereby empowering themselves to be more entrepreneurial in solving some of Africa’s major problems.

Akbar led a course titled “Leading, Accelerating and Sustaining Social Change” at African Rural University. The goal of a Change Agent is to foster the conditions that will help empower people to transform their own communities. However, the challenge is often not just about enabling others to lead change but also importantly removing hindering obstacles in order to accelerate change and also finding ways to sustain that change. In this course, he used Kotter’s 8-step change model as a framework to discuss the process of social innovation. The course was underpinned by discussions involving leadership, social entrepreneurship and social development. The focus of the course was more on process than theory, with many experiential classroom learning exercises anchored by real-world cases describing social development initiatives. Overall, the students worked to develop skills that will help them better address the challenge of leading, accelerating and sustaining social change. These skills included how to build a guiding coalition, how to form a strategic vision, how to enable action and how to generate short term wins.

Kasia Hanula

Design Thinking for the Third Sector



Kasia is currently Head of Policy and Advocacy at Concord Europe; prior to this she led advocacy work for a Brussels-based NGO where she focused on institutional outreach and building strategic alliances. She has a deep knowledge of EU institutions and processes. During her career, she has designed and coordinated several successful public affairs campaigns. Before engaging with NGOs, she worked as a corporate lawyer and in the public sector. She holds law and economics degrees from Poland and the USA and a diploma in political psychology from Hungary.

Kasia taught a course entitled Design Thinking for the Third Sector at Karamat Husein Muslim Girls’ School in Lucknow, India. This course allowed students to develop multidisciplinary skills applying the design thinking methodology during the analysis and problem solving of case studies from the non-profit sector. The design thinking approach is an explicit, human-centric approach which uses creativity to solve complex, unstructured problems, validated by real-world learning. Therefore, design thinking tools are well qualified to improve the organisational and societal outcomes of many NGOs. During this course the students looked at how NGOs can use design thinking as a strategic tool to deliver more effective solutions, what the key dimensions are of using such a tool and how does it compares with traditional problem-solving approaches.



Sample lesson at Karamat Husein Muslim Girls College in Lucknow, India

Georgiana Epure, our volunteer professor, organised the students into groups and gave them a few resources – various pieces of papers, a marker, and a tape roll. Objective: to build the highest standing tower in less than 30 minutes.

The rule: two students were handed coloured pieces of papers that only they could touch. This ensured that the students who were generally more reserved and quiet also got involved in the activity.

The excitement the students demonstrated from the exercise paved the way to a very interesting conversation about strategy and project implementation. They talked about the importance of making the most of the limited resources that their team had, being creative. For example some students cut the papers into thinner pieces, while some used the tape to stick the fragile foundation to the floor, and others even took out the ink tube from the marker to make the marker longer and then put it on top of their tower. They made use of members' special knowledge/skills and learnt about the importance of cooperating together, continuously evaluating the methods/strategy used to achieve the goal as many had to rethink their tower design when they realised the base wasn't strong enough, and delivering results by respecting deadlines, in this case the 30mins timeframe.

The added difficulty of active fans in the room that blew air onto the constructions became a metaphor for how important it is to analyse the environment in which the project is implemented.

The activity prompted a conversation about project and strategy design, beginning with definitely clear goals and objectives. Georgiana used the exercise to introduce students to techniques on how to create SMART goals (specific, measurable, attainable, realistic and time-bound).

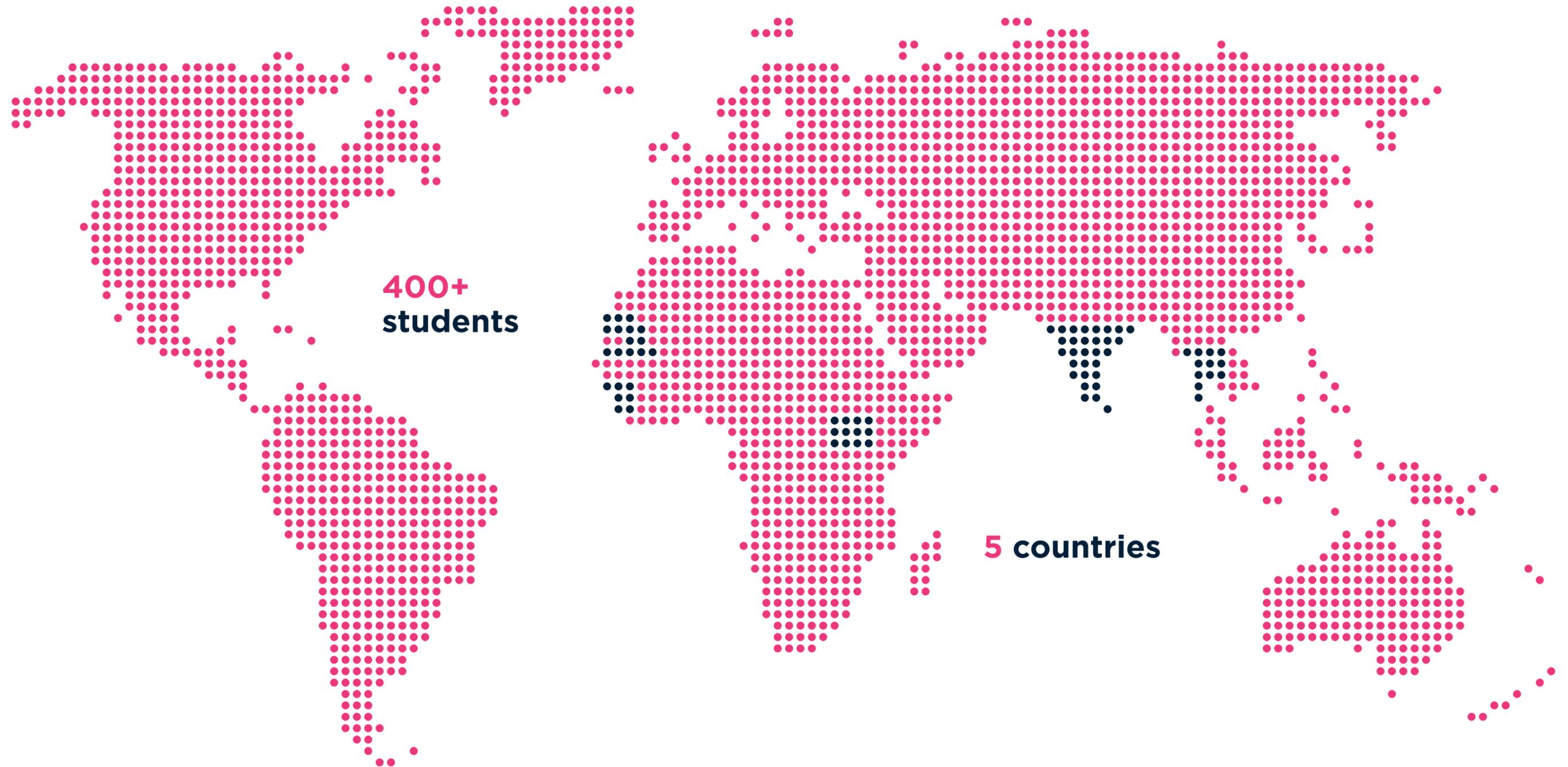


Lucknow, India 2019

In Numbers

15 volunteers
6 programmes
6 advisors

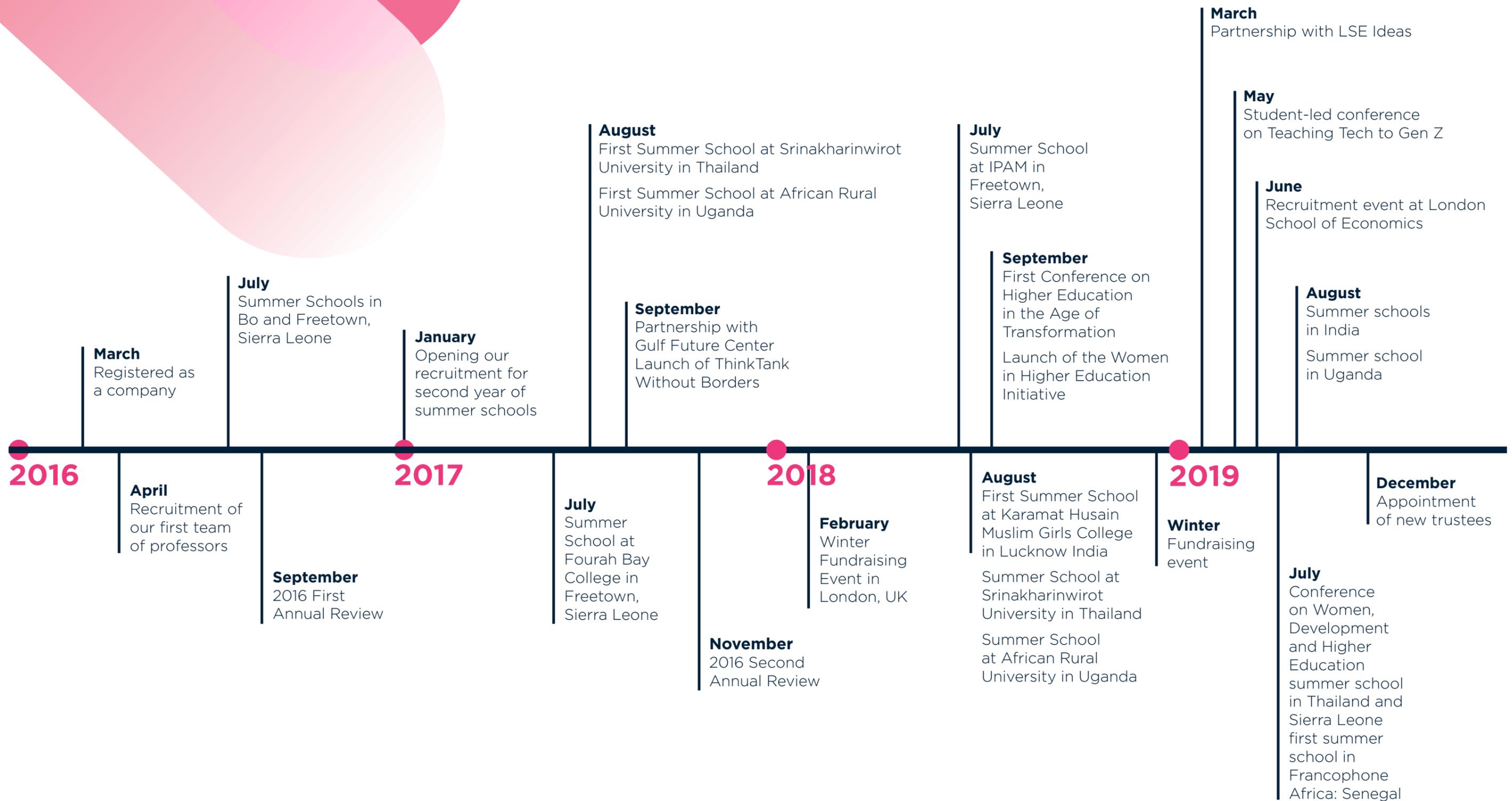
3 co-founders
8 interns
4 new partners



2 conferences
4 new book reviews
3 published papers

£24,306 total expenses

Milestones





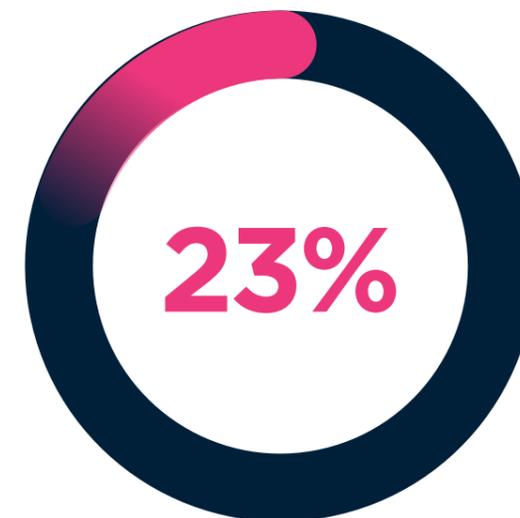
Financial Review

Principal funding sources

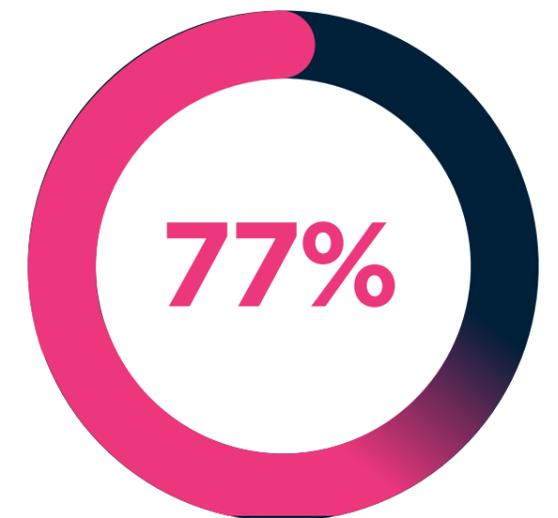
This year, we increased our donations base with more corporate donations and fewer private donations. Corporate donations accounted for 77% of total donations. Donations totalled £23,798.69 between 20 September 2018 and 26 August 2019.

TOTAL DONATIONS

£23,798.69



INDIVIDUAL



CORPORATE

Total Costs for Summer Schools

In 2019, Professors Without Borders taught six schools in five countries, which is two more programmes than in 2018. We paid for 15 lecturers to teach over 500 students and faculty members throughout July and August 2019.

We began with a surplus of £10,696.13 in our accounts on 20 September 2018. Overall, we spent £26,534.8 between 20 September 2018 and 13 October 2019. Flights continued to be our most significant cost, accounting for 65% of our budget. All flights this year were covered by Carrier.

Accommodation was our second biggest expense, carrying 15% of our budget. Local transport and printing for the students' books are our third and fourth most expensive items.

TYPE	AMOUNT IN £
Accommodation	3,707.09
Flights	15,825.76
Visa	342.51
Other	165.00
Printing	2136.89
Internet	32.42
Other	92.67
Transport	1,148.35
Total	24,306.09



India 2019



Costs by Country

On average for all our programmes, one teacher cost £1,620.406, including all expenses (accommodation, visa, transport, insurance, incidentals).



Senegal
£1,656



Thailand
£2,358



Sierra Leone
£10,138



Uganda
£4,414



India
£5,741

Average
£1,620.406

2020 Programmes

Our pilot programme was delivered to 200 students in Sierra Leone in 2016. Since then, we have expanded to Uganda, Thailand, India and Senegal and taught over 400 students this year.

The success of our model has led to invitations to develop our programmes further afield in order to meet the demand for skills-focused university courses.

We also have a very high return rate for our professors with over 80% asking to teach again, and many more applying to teach on our programmes each year. To continue benefiting from their teaching skills and experience, it is important that we continue to offer new destinations to our volunteers.

In 2020, we are planning to return to all our existing partners in Uganda, Thailand, India, Sierra Leone and Senegal.

We have already established new programmes in Laos and Vietnam in partnership with Srinakarinwirot University. We are also exploring a new programme in Lagos, Nigeria with the support of our partners at the Gulf Futures Center.

Co-founder Tessy de Nassau will also be traveling to India this year to build our programmes locally and host another conference on the role of Higher Education for Women and Development, drawing on the Sustainable Development Goals.

We are already in discussions to develop more academic programmes across Asia, Africa and Eastern Europe in the next five years. For this, we will need to hire a first employee responsible for logistics and programme management. The first trimester of 2020 will, therefore, be built around fundraising to ensure the long-term development of Professors Without Borders.



Biographies

Founders

Tessy de Nassau

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

Tessy is co-founder and Director of Logistics at Professors Without Borders. She has spent 5 years in the Luxembourgish military, worked for several multinational companies around the world and is the founder of the global consultancy Finding Butterflies. Tessy has received numerous awards for her work in and around education, including an Honorary Doctorate from the Paris College of Arts. She is a fellow at LSE Ideas and a UN Aids Ambassador for Young Women and Adolescent Girls.



Dr Caroline Varin

Co-founder of Professors Without Borders; CEO

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 Università 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, has three books in print and regularly consults with governments and academic institutions. Caroline has lectured at Regent's University London, Richmond University, and the London School of Economics among others.



Majeks Walker

Co-founder of Professors Without Borders

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 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 the 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.



Governance

Richard Adams

Richard Adams founded a digital arts department at the London College of Music (TVU), co-founded and was Principal at the School of Communication Arts. He has taught creativity, art and technology at UWL(TVU), Birkbeck College, London College of Fashion, School of Communication Arts, and he held a visiting Professorship at Salford University. He is currently Visiting Senior Fellow at the University of Lincoln.

Frank Floessel

Frank K. Floessel received his Master's Degree in electrical engineering at the Swiss Federal Institute of Technology (ETH) in Zurich and is an alumnus of the Entrepreneurial Master Programme at the Massachusetts Institute of Technology (MIT). At ETH Zurich he cofounded during his study time his first venture ETH Juniors, a student run Junior Enterprise. After graduating he started his next company, an innovative swiss based recruiting company which he exited in 2015. Since then he has been an active investor and entrepreneur in the field of innovative technologies with a focus on Fintech and Crypto.

Piers Hedley

Piers Hedley has a background in corporate finance and has been working since 1987 as a consultant for International Ultra High Net Worth families. He has a very successful track-record offering strategic advice to entrepreneur-owners and has assisted them through large capital markets transactions. Mr Hedley also acts as a non-executive 'chairman' for a number of private companies owned by clients and in addition provides pro-bono services to a range of charitable organizations, including his family's charitable activities.

Lorna Mae Johnson

Honourable Lorna Mae Johnson, USA is a native of Jamaica and resides in Beverly Hills California. Lorna holds MS in Nursing/Midwifery and Finance and is the Democratic National Committee (DNC) Assistant Treasurer and Honorary Consul for Jamaica in Los Angeles and the Founder and CFO of the Advanced Family Care Medical Group Inc. A serial entrepreneur and a blockchain enthusiast, Lorna leads Veritaseum's team in political affairs, philanthropy and business development as well as being a real estate investor.

Gabriel Ng

Gabriel Ng is a Social Impact Manager at Big Society Capital, the UK's impact investing wholesaler. At BSC, he is responsible for impact measurement and management, as well as both investment analysis and ongoing portfolio management. Gabriel moved from Hong Kong to the UK to study law at the University of Cambridge (Trinity Hall). After graduating, he practised as a solicitor, working in London and New York for Shearman & Sterling for five years specialising in UK and cross-border corporate tax. He holds a MBA/MPA from New York University and has completed fellowships at the Bingham Centre for the Rule of Law and in Microsoft's human rights team, as well as consulting projects for Concern Worldwide US and the UN World Food Programme in Malawi. He has also assisted on and published several research papers with the NYU Stern Center for Business and Human Rights. Finally, he oversaw the inaugural investment of the NYU Impact Investing Fund into Sapien, a Philly-based start-up that reduces greenhouse gas emissions through energy use management.

Co-founders Tessy de Nassau and Majeks Walker also sit on the Board of Trustees.