

EDUCATE  
INSPIRE  
EMPOWER



PROFFESORS  
WITHOUT  
BORDERS



# ANNUAL REPORT

## 2023

Professors Without Borders  
C/O Alfa Financial Software Ltd  
10th floor Moor Place  
1 Fore Street Avenue

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# Letter from the CEO

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“This has been a year of change and consolidation for Professors Without Borders. The first six months since last April 2022 saw us return to Uganda, Thailand (online), and Senegal, as well as start new programmes to upskill youths in Guinea-Conakry, Nepal and Malaysia.

In 2023, we began a relationship with the University of Johannesburg, South Africa, where we conducted workshops on teaching and networking. A team of professors then travelled to Kerala, India, to develop teaching and technology skills for 52 faculty members in higher education. This demonstrates an increasing demand for our teaching methods and programmes aimed at empowering all educators.

Our Think Tank, under the leadership of Sven Botha, will continue efforts to improve research and foster opportunities in higher education with the establishment of a new academic journal, Higher Education Compass, which is hosted by University of Johannesburg Press and the Women in Higher Education lecture series.



*Caroline Varin,*  
**PROWIBO**

On the fundraising front, we secured two grants from the Rau Foundation in Switzerland to cover programmes for youth and educators.

And in September 2022, we held our first fundraising gala in London and raised nearly GBP30,000 to pay for our programme expenses. Our long-term partner Carrier Luxury Travel continues to give us our wings with a commitment of GBP25,000 of flights for our volunteer professors. This enables us to reach upwards of 1,000 learners each year. We also secured GBP10,000 in sponsorship from Keyloop to support delivery of our programmes.

After seven years of bringing quality teaching programmes to universities and students in Africa and Asia, we have undertaken a thorough review of our values, mission, and methods. This has meant changes on our board of trustees, where we welcomed new trustees Andrew Denton, CEO of Alfa, Christine Kuo, Global Talent Manager at Permira, and Peter Thomas, Director of RMIT University.





We also said our adieus to co-founder Tessy Antony de Nassau, Lorna Johnson, Piers Hedley and Frank Flossel, who all helped steer our organisation through our early days.

Professors Without Borders is built around people who contribute their time and ideas to help make quality education equitable for all. These volunteers, educators and trustees have been an inspiration, but a special mention goes to Dr Alisha Tuladhar, who worked with us in India in 2019 and passed away suddenly in August 2022.

Alisha was committed to empowering young people through education. She masterminded our pilot programme with the Zonta Club of Kathmandu in Nepal, where we held workshops to empower women with soft skills, alongside our regular courses in communications, development and design thinking at the Institute for Integrated Development Studies.

An educated population remains our best hope to address the challenges of an increasingly complex and unequal world. Professors Without Borders continues to build programmes that quickly and successfully upskill students and educators.

As we consolidate our foundations, we remain committed to our values; to building a community of educators and learners through meaningful educational experiences; to deliver innovative and knowledge-generating solutions that empower them; and to impact the next generation of decision-makers and thought-leaders wherever they are.

”

*“Our Think Tank will continue efforts to improve research and foster opportunities in higher education with the establishment of a new academic journal, Higher Education Compass.”*

# Letter from the Chairman

“

This is my last Chair's report, after four years I stand down to let my successor Andrew Denton take the charity to even higher places (I am remaining as a trustee).

It's been an interesting four years, with the organisation changing from a three-person philanthropic outfit to a fully-fledged charity operating across the world. Along the way, we had to deal with Covid and the resultant downturn as well as being in very challenging economic times and our volunteers, from management to educators, have come through it all amazingly well and I heartily thank them all.

The fact that we remain a totally volunteer-led organisation is a source of great pride, although as we change, we recognise the need for that to evolve. Our trustees have changed as our business needs have evolved and this will continue to be the case. The CEO, Dr Caroline Varin, has led a team that has brought in and developed new ideas, course, pedagogies and people and they will continue to do so.

*Richard Adams,*  
FRSA



Our volunteers should be praised to the skies for their efforts and work and their unending support. People around the world have had their lives changed for the better through their work.

The aim of the charity becomes even more important as the world navigates through turbulent times, a better future will only be built through understanding and education. The emergence of a new AI-led economy with all the uncertainty that that brings will lead to a greater need for the type of education we run, flexible, responsive, personalised and empowering.

For me, empowerment is the main product of education. As someone who was born into very poor working-class poverty and who escaped through learning, which has inspired me to have a wide-ranging creative and adaptive career, I see this as the single greatest gift we can give each other.

Our motto and brand is:

*“educate, inspire and empower”*

and that is exactly what we remain committed to doing.

”



# Who We Are

Our ambition for Professors Without Borders is to improve teacher mobility around the world so that every student can experience a dedicated, professional and inspiring learning environment that will fire them up for their next stages in life.

Education, for us, is not just about learning. It's also about doing. We want to inspire our students to confidently engage with the world and contribute to making it a better place, starting with their immediate environment. Education begins at home, and we are bringing professors to your doorstep.

To achieve these objectives, we focus on skills-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.

Finally, to develop a country, you need talent, and you need this talent at home. While we cannot reverse the brain drain, we can target local talent and contribute to their academic and professional development in their immediate environment. What our charity is doing is ambitious as well as important and we've already had an enormous impact on a lot of young lives. We need to do more though, and that takes financial resources.

## Our Vision

To transform education into an equitable and exciting lifelong experience.

educate – inspire – empower

# Our Mission

Educate, Inspire Empower



We connect educators and students worldwide to increase equal access to inspiring learning experiences.



We strive to inspire our students to become entrepreneurs and leaders within their local communities.



We seek to empower people to be change makers and to join a global network to share knowledge, skills and a passion for education.

# Our Values

Community, Excellence, Sustainability



Community - We connect people across borders and sectors through meaningful educational experiences



Excellence - We deliver innovative and knowledge-generating solutions that empower learners and educators for an increasingly complex world



Sustainability - We impact the next generation of decision-makers and thought leaders

Our professors are catalysts for change. These experienced educators volunteer their time and talent to develop the talents, ignite curiosity and enable lifelong learning in every student.

Our passion for democratising access to quality higher education without charging fees is only possible thanks to the generosity of donors and partner institutions who sponsor our talented volunteers.

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.

Our learning environments are powered by mutual respect, an open mindset, and an appetite for growth. We foster creativity and inclusion to fuel self-motivation and a passion for learning in our students. We align our curriculum with local needs and cultural norms to make education a tool for grassroots development

We Work

Nigeria,  
Bob Eckhart answers students' questions





Students in breakout session,  
University of Lagos

# 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 many countries sitting on their diplomas and skillset. We help prepare students for the real world. 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 skills-building including presentation, communication, futures thinking, entrepreneurship, writing and analytical skills, getting students used to working in teams and giving and receiving

feedback. 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.

# Year In Review

## STRONG RETURN TO IN-PERSON PROGRAMMES

This year marked a strong presence for in person programmes: we were able to recommit to many existing long-term partnerships in Uganda, Senegal and India. In total, we delivered nine programmes in seven countries. While some of our programmes remained virtual due to travel restrictions at the time, we look forward to an even stronger renewal and expansion of programmes in the years to come. You can find more details about this in our Programmes Overview section.

## NEW DONORS

In April, Caroline and Rachel joined our trustees in London to secure further corporate support and donations in kind. We are pleased to announce three new major donors with pro bono UK and European legal services from White & Case, full travel insurance for our volunteer professors thanks to Post Assurance Brokers, and free event management services from Alfa.



Caroline Varin, CEO and Thierry Bosly, Partner and Global Co-Head of Private Equity, Head of the Firm's Belgium and Luxembourg transactional practices White&Case



## LAUNCH OF 'HIGHER EDUCATION COMPASS' JOURNAL

Sven joined us in November 2022 as Think Tank Director and has been instrumental in driving exciting changes to our Think Tank. Chief among these is the amazing news that we are launching a new academic journal called: Higher Education Compass. This open-access publication is hosted by our partner, the University of Johannesburg Press. Sven Botha, Think Tank Director stated that "We look forward to working with researchers and institutions from across the globe as we grow our global imprint in higher education policy and practice".

# Team Updates



## CHANGES TO OUR BOARD OF TRUSTEES

Our Board of Trustees welcomed three new members to our board - Andrew Denton, Christine Kuo and Peter Thomas. Andrew Denton is the CEO of Alfa and co-founded The Leasing Foundation, he is involved with a number of not-for-profit organisations. Christine Kuo is a Global Talent Development Manager at Permira, she advances social mobility through The Permira Foundation.

Peter Thomas is inaugural director of FORWARD, the RMIT University Centre for Future Skills and Workforce Transformation and Chair of the CDI Foundation.

The current board members are Andrew Denton, Gabriel Ng, Richard Adams, Christine Kuo and Peter Thomas.

## CHANGES TO OUR CORE TEAM

Our organisational structure continues to grow.

Under the leadership of new Director Sven Botha, our Think Tank has grown to eight volunteers and both an editorial board and an advisory board have been established for our journal - Higher Education Compass.

Eliza Sims continues her work as Programmes Manager, Tenzin Bowe returned as Operations Manager, and we also welcomed Ed Davies as Social Media Manager.

# Programmes Overview



Guinea

In May 2022, Nadine Minimpala, our Francophone Programme Coordinator led an entrepreneurship programme for over 50 young adults in collaboration with the Guinean Ministry of Youth and Sport.

This programme included Jamel Bahki, a former professional boxer who now runs a Brussels-based charity that helps disadvantaged youth integrate into society through sport.

Our project gave students the opportunity to benefit from a 360° methodology for setting up an entrepreneurial plan with a positive impact on society within the Guinean socio-economic context. Our approach included a focus on sports techniques to stimulate the body and mind while offering entrepreneurial tools to reflect on and clarify one's career path

Our volunteers, Dr Ana I. Faustino, Yetunde Odunsi and Rachel Warnick travelled to Kuala Lumpur in May 2022 for a three-day workshop entitled Science & Sustainable Development: Rebooting a Decade of Action with STEM Education. This was a collaborative project with UCSI and the Malaysian Society for Molecular Biology and Biotechnology (MSMBB), in conjunction with the latter's 5th International Conference.

Bringing together Malaysian faculty and students, as well as MSMBB members, this interactive event promoted active awareness and sustainable action on the United Nations' Sustainable Development Goals (SDGs) and the incorporation of SDGs and their practices in science education, as well as of the communication of these actions and practices to various stakeholders.

Following this, our team travelled to USCI Kuching in East Malaysia, where they delivered student workshops on 'Leadership and the SDGs' and faculty workshops on 'Practical Strategies for ESD (Education for Sustainable Development)'.



Malaysia



In August, we returned to one of our longest-standing partners, African Rural University (ARU) in Uganda.

Our 'Leading, Accelerating, and Sustaining Social Change' course, led by Dr. Akbar Saeed, taught learners how to become change agents by taking the initiative within their communities to enable sustainable social development.

This ran in conjunction with 'Leadership and Communication for Sustainable Community Development', taught by Brianne Beaujolais PhD, which focused on how rural community leaders can overcome the social differences that often constrict sustainable development.

This year, we launched a new programme with URDT Girls' School, ARU's sister school, to help faculty build skills to face the challenges of today's teaching. The programme focused on curriculum and materials design, student performance assessment, and how to boost student engagement.

In September, we ran our first programme in Kathmandu, **Nepal** with the Institute for Integrated Development Studies. This two-week programme helped prepare its graduates for their one-year fellowship in rural development.

In keeping with Prowibo's mission, our partner the IIDS delivers specialised courses designed to equip fresh graduates in the arena of policy and development. These courses are intended to propel them into internships within local government bodies, non-governmental organisations, and developmental enterprises.

The programme was taught by an all-female team of international volunteers. Dr Carolina Pavese travelled from Sao Paulo, Brazil to teach courses in sustainable development, and inclusive leadership and communication.

Rachel Warnick taught a design thinking and communication course, and our Programmes Manager, Eliza Sims, hosted a roundtable discussion on different types of development initiatives.

While in Nepal we teamed up with another local organisation: the Konta Club of Kathmandu, which advocated for women's rights and education. Rachel delivered an impactful session on communication skills for the organisation's female leaders, while Carolina led a moving and uplifting session for community women that used discussion and psychodrama to unpack issues around domestic violence.



In May 2023, we held a programme with a new partner, Likusasa Letfu, an NGO based in Manzini, Eswatini that seeks to empower local young adults and improve their life chances through education and mentoring.

We worked with learners between 18 and 30 years old who are unable to pursue tertiary education and are preparing to enter the workforce or become micro-entrepreneurs. During this time, we focused on providing learners with transferable core skills that will improve their employability and entrepreneurial ability.

Our team included Sana Alimohamed teaching Entrepreneurial Thinking, Sanelisiwe Manana teaching a course in communications, and Rachel Warnick providing two courses on Futures Thinking and Financial Wellbeing.



Eswatini

## Senegal

In August, we ran our second Francophone programme for 2022 in Senegal, with Le Réseau Des Clubs Scientifiques Du Sénégal in Fatick, and with 50 marginalised young adults in Guédiawaye. Our 'Act & Inspire' programme focused on social entrepreneurship and was led by Nadine Minimpala.

It explored the roles of leadership and empathy within social entrepreneurship. Both of the programmes built learners' skills and knowledge, as students were encouraged to create a proposal for an entrepreneurial solution aimed at addressing a social problem in Senegal, which they pitched at the end of the programme to local business leaders, enabling them to network and improve their professional opportunities.

In May 2023, we delivered a faculty development programme for our new partner in Kerala, the Social Advancement Foundation of India. The programme included three weeks of online classes and culminated in a one-week in-person workshop series.

Being an Inspiring Leader helped participants develop the interpersonal teaching skills they need to motivate and inspire students. The course covered the latest research in motivation, goal-setting theory, and pedagogical practices.

## India

The Online Curriculum Design course helped participants develop the skills they need to design and deliver online courses, using instructional design principles for remote teaching and learning and provided them with theoretical and practical knowledge.

All faculty involved reported increased confidence in learning new tools and skills for being an inspiring educator and feel they acquired new strategies for effective online teaching.



# Intern to Teacher

Eliza began with Professors Without Borders as an intern in December 2020 before becoming a part of Rachel Warnick's programmes team during the summer of 2021. Eliza's role evolved from being a Programmes Assistant under Rachel's guidance to assuming the position of Programmes Associate the subsequent summer.

When Dr George Richards introduced The Institute for Integrated Development Studies (IIDS) in Nepal to the programmes team, Eliza took on the lead for designing our programme. This gave Eliza an intimate understanding of the programme curriculum, and, coupled with her skills, she earned a position on the team going to Nepal.

In September 2022, Eliza joined Rachel and Carolina in Kathmandu. She managed all the logistics, operations and partnerships while supporting Rachel's teaching. Eliza fondly recalls her involvement with this programme as "one of the most enriching experiences of her life" thus far. Since the programme Eliza, has been promoted to Programmes Manager and is coming up on her third year with Professors Without Borders.

“one of the most enriching experiences of my life



# Think Tank Expansion



Think Tank Director, Sven

## Q What are the objectives of the Think Tank currently?

The Think Tank's ultimate goal is to become a leading authority on higher education that seeks to improve access to quality higher education globally. To this end, we will produce research, training sessions, and resources to close gaps in higher education. We aim to address the challenges and opportunities arising from factors like conflict, natural disaster, resource scarcity, and emerging technologies.

## Q What kind of work will our journal publish?

We'll be publishing academic articles, reflective articles, and book reviews in four key focus areas in higher education, continuous education, and upskilling, namely: scholarship of teaching and learning (pedagogy), curriculum development, leadership in higher education, and internationalisation.

Our journal will use a double-blind peer-review policy and will have open-access. Anyone reading this is welcome to check the UJ Portal to see if we have any open calls for papers.

## Q What progress has the Professors Without Borders Think Tank made recently?

I joined Prowibo in November 2022, and as the Think Tank Director, my role has been to relaunch the Think Tank as an incubator for leading insights and quality analysis on higher education practice.

I'm happy to report we've formed a great team of eight dedicated volunteers, including three interns, three Associate Editors, an Events Coordinator, and a Lead Editor for our forthcoming Higher Education Policy Fellowship Programme.

Most significantly, we've just launched our academic journal, Higher Education Compass, in partnership with the University of Johannesburg Press, for the publication of our Think Tank research.

We're extremely grateful for this sponsorship and are very excited to collaborate on publication. We are also organising a conference with the Faculty of Humanities on "Teaching in Disaster and Complex Emergencies".

“

*The ultimate goal is to become a leading authority on higher education*

**Q Can you talk about the significance of making it Open access?**

Going open access is all about making sure that our research is accessible to everyone, not just those who can pay for it. And we're not just going open access – we're going Diamond open access. That means we're taking down financial barriers not just for the readers but for authors, too.

We're committed to making sure that all researchers, irrespective of background, have an equal opportunity to contribute to and shape the discourse in our field.

**Q How will the journal be structured or governed?**

We've already put together an Editorial Board and an Advisory Board for Higher Education Compass. It is very important to us that the boards represent a diversity of experience and disciplines, as well as the regions we serve.

The Editorial Board is composed of leading experts across disciplines, from political science to dentistry. Our board members are specialised in areas such as curriculum development, innovative pedagogy, or internationalisation, and they have all demonstrated leadership within higher education.

We've also established an Advisory Board. The members of this board represent many corners of the globe, all on the frontlines of higher education. They have the insights to help keep our journal's aims and scope in step with what's happening in higher education right now.

**Q Can you tell us a little bit more about the other Think Tank activities?**

Besides the journal, we also have our Higher Education Policy Fellows. They are a collection of researchers and experts who will engage in some deep analysis of higher education policy. Their output will be hosted by our Think Tank and also published under an open-access model.

Down the line, we have our Editorial Internship Programme. We want to pair up authors of pedagogical research and practice with interns to help them edit their work. This is part of our commitment to removing barriers to academia. This programme will particularly benefit first-time authors, those from the Global South, or other marginalised communities.

We're also putting together some training sessions and toolkits for academics in areas like academic citizenship, editing, and inclusive pedagogy.

**Q What is the overall vision for the Think Tank's future?**

Our vision is the same as the larger mission of Professors Without Borders – to transform education into an equitable and exciting lifelong experience. We believe in the power of education to inspire, to empower, and to foster change-makers.

As we move forward, we hope to increase our impact and continue growing our global imprint in higher education policy and practice.

# Our Internship Programme

At Professors Without Borders, we wholeheartedly recognise and deeply appreciate the time and invaluable contributions of our interns. We knew from our inception that we wanted our internship programme to provide rich, flexible opportunities for young adults to gain critical experience and professional skills in keeping with our mission.

Under careful guidance, we entrust our interns with significant responsibilities, providing a safe yet stimulating space for them to experiment with and implement new ideas. We offer guidance and mentorship, aligning experiences with career aspirations.

Some interns have access to our global workspaces, and benefits for all include networking opportunities, professional development, training, and enduring friendships.

Our internships run for a minimum of four months, with many choosing to extend beyond this duration. This year, interns have been actively involved in project management, social media marketing and strategising communications. Through close guidance and mentoring our interns have contributed to our website as well as supported fundraising efforts with research and writing. Our team extends heartfelt gratitude to our committed interns, thank you!



Intern Joy Mbabzi

“I decided to intern with Professors Without Borders because of my deep passion for education. The organization's mission resonates with my own values and aspirations. My responsibilities include assisting in project coordination, conducting research on programme locations, and preparing comprehensive reports and presentations.

I have really enjoyed working at Prowibo, especially the supportive environment. One of my favourite tasks is summarizing the impact of each programme through notes and media feedback. This internship offered me a chance to develop and explore skills for my future career. It is a very versatile work environment and I would definitely recommend it to others.”

# In their own words

“Yesterday I learned about pitching, I learned about freelancing. I like freelancing because it's giving me independence. I learned that I don't have to depend on anyone. I don't have to depend on my employer in order to have a job. That is what I learned, even if I have a job, then I can do other things.

In order to make your business or your ideas successful, you have to interact with other people. You have to get their needs, you have to get what they want. You have to know what other people need from you, so that you can give it to them. Because you can't just start a business if you don't know what the community needs, what your customers need. The more you talk to other people, the more you get to understand yourself better. I need to do this. I need to fix this. I need to connect with other people.

Dlamini Phindile,  
Prowibo Student  
in Eswatini



It's very interesting. I would like to encourage anyone who wants to join the workshop or Professors Without Borders that they're doing a very great job. And I like their strategy. Because it doesn't have to be straining, the session is flexible. You are flexible to do whatever. You are flexible to talk to other people. You are flexible to ask any other questions that you want to. It makes us feel comfortable, so it's easy to learn in that way.



Yael Uzan-Tidhar,  
Prowibo Partner  
(Likusasa Letfu)

“We have so many youths around here that we're helping with capacity building. The nice thing was that yes, I've got a life skills programme and we're doing business training. I can do it and I do do it. But I do it my way and Professors Without Borders is doing it their way.

We also did futures thinking. Together we thought that's something we need - futures thinking. This is very important as in Eswatini there is no far thinking. When we started the project, Rachel asked the students, when is futures thinking for you? Six months, five years, ten years? Most of the students were somewhere between five months and five years. So, the idea of opening their thoughts and encouraging them to think further was very, very important for them.

I think we chose very unique concepts that the students have never done before, and I really appreciate that. Thank you so much for making it all the way to Eswatini. I appreciate it a lot.”

# Finance Review

## Origin of income



From April 2022 to March 2023, Prowibo saw an income totalling £57,482.

This income was primarily sourced from generous contributions like the Rau Foundation (£19,898.36), Pureland (£5,000.00), substantial donations from our gala event (£29,851.16), and individual donations through PayPal and bank transfers, primarily to support our Nigeria programme.

On the expenditure front, our total expenses amounted to £45,919, including costs towards hosting our gala event, our teaching programmes, staff costs, insurance, and information technology and marketing.



32 courses



37 professors



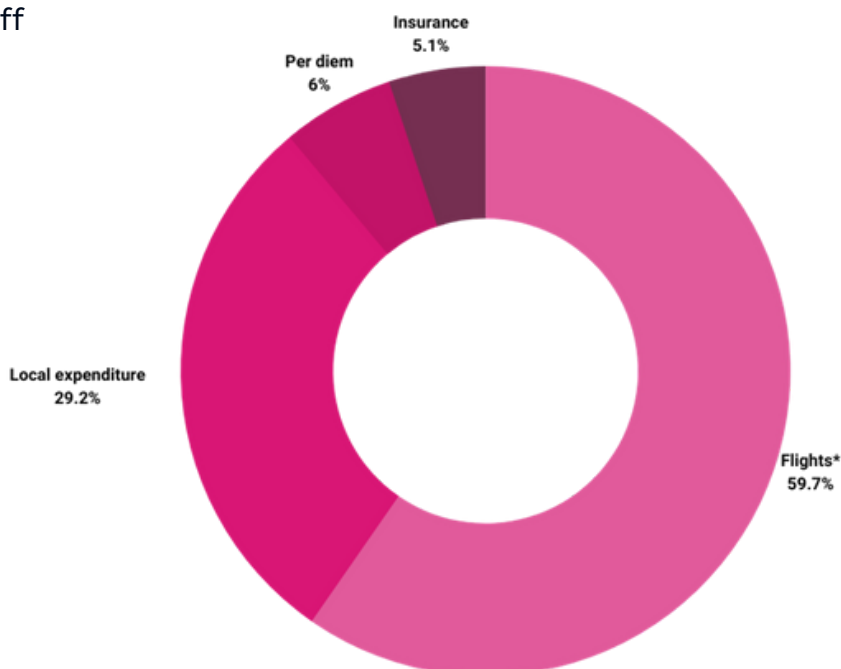
430+ students

## Where the money is spent

In budgeting for our Prowibo programmes, we have been meticulous in ensuring that the majority of our funds are dedicated to the core mission – delivering quality education.

A noteworthy mention is our partnership with Carrier, who generously donates our flights. This gesture substantially elevates our value for money, allowing a more extensive reach and engagement. It is also worth highlighting that only a nominal portion of our budget is set aside for per diems and staff costs.

Furthermore, the dedication of our professors is truly commendable as they support our cause on a voluntary basis. This demonstrates our collective commitment to channelling the maximum resources directly into educational endeavours and minimising overheads.



# Reserves Policy

The purpose of the Operating Reserve Policy for Prowibo is to ensure the stability of the mission, programmes, employment and ongoing operations of the organisation.

The operating reserve is intended to provide an internal source of funds for situations such as a sudden increase in expenses, one-time unbudgeted expenses, an unanticipated loss in funding, or uninsured losses. The reserve may also be used for one-time, nonrecurring expenses that will build long-term capacity, such as staff development, research and development, or investment in infrastructure.

Operating reserves are not intended to replace a permanent loss of funds or eliminate an ongoing budget gap. It is the intention of Prowibo that operating reserves

are to be used and replenished within a reasonably short period of time.

The Operating Reserve Policy will be implemented in concert with the other governance and financial policies of Prowibo and is intended to support the goals and strategies contained in these related policies and in strategic and operational plans.

Prowibo aims to retain adequate reserves to maintain ongoing core operations for two months, should this be needed in an emergency situation. This is currently set at £3,000. The operating reserve fund will be funded with surplus unrestricted operating funds. The Board of Trustees may, from time to time, direct that a specific source of revenue be set aside for operating reserves.

## Use of Reserves Policy

The use of the operating reserves requires three steps to be taken prior to any funds being released:

1. Identification of appropriate use of reserve funds: The Chief Executive Officer and staff will identify the need for access to reserve funds and confirm that the use is consistent with the purpose of the reserves as described in the Policy. This step requires analysis of the reason for the shortfall, the availability of any other sources of funds before using reserves, and evaluation of the time period that the funds will be required and replenished.

2. Authority for use of operating reserves: This is delegated to the Chief Executive Officer in consultation with the Chair of Trustees.

The use of operating reserves will be reported to the board of trustees at their next scheduled meeting, accompanied by a description of the analysis and determination of the use of funds and plans for replenishment to restore the Operating Reserve Fund to the target minimum amount. The Chief Executive Officer must receive prior approval from the Board of Trustees if the operating reserves will take longer than twelve months to replenish.

3. Reporting and monitoring: The Chief Executive Officer is responsible for ensuring that the Operating Reserve Fund is maintained and used only as described in the Policy. Upon approval for the use of operating reserve funds, the Chief Executive Officer will maintain records of the use of funds and plan for replenishment. He/she will provide regular reports to the Board of Trustees of progress to restore the fund to the target minimum amount.

# Risk Management

The charity's Trustees are ultimately responsible for the organisation's activity, including whether or not, as well as exactly how, it goes about achieving its aims and supporting its beneficiaries.

The risk management process forms a key component of this overarching function. However, day-to-day authority for risk management has been delegated by the Trustees down to the CEO and her management team, thus ensuring that risk-related decisions are taken by the most appropriately informed and positioned individual or team.

Of course, these decisions are made within the context of underlying risk tolerances set by the Trustees. Supported by a clear reporting and escalation process for those

risks that may exceed these tolerance levels, this separation of powers, between authority and responsibility allows Prowibo's Trustees to assume an arms-length position from the execution of the charity's strategy, thereby better facilitating the Trustees' primary oversight role.

Within this context, the key risk types facing Prowibo (governance, operational, external, financial and compliance) have been further delegated amongst the Executive Management team.

Prowibo's CEO has direct authority over the identification, assessment and management of the organisation's governance, external and financial risks with the support of the Finance Director.

Nigeria,  
Yetunde Odunsi presenting her course  
"The Story of Your Success" to students



# Board of Trustees

## Biographies



**Richard Adams**  
CHAIR

**Richard Adams** is currently Head of Digital Architecture at LNER & Consultant lead architect at GBR, leading the design of the new national rail retail system. He has been a consultant enterprise transformation architect and transformation manager at companies such as the BBC, BSkyB, Aviva Plc, Proximus (Brussels), Microsoft Studios and the Royal Shakespeare Company. In education he was a school HoD, founded a university Digital Arts dept, creating 2 under & 2 post graduate degrees in computing and creativity.

Richard taught at the London College of Fashion & Birkbeck College, held 3 external examinerships, held a Visiting Prof. at the Uni. of Salford & a Senior Fellowship at the Uni. of Lincoln. He worked with Marc Lewis to get the School of Communication Arts off the ground, as Principal; a radical work-focussed college of creativity and now the UK's most successful new advertising school.



**Gabriel Ng**  
TRUSTEE

**Gabriel Ng** is passionate about understanding and increasing the social impact of organisations. He currently 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.



**Christine Kuo**  
TRUSTEE

**Christine Kuo** is deeply passionate about promoting effective access to educational resources and truly believes that levelling the playing field in education is critical to improving social mobility. She currently works in Talent Development for Permira Advisors LLP in London. Through the Permira Foundation she is involved in a number of social mobility talent insight programmes.

Prior to joining Permira, she was a Manager of Professional Development at McKinsey & Company. Previously, she was with Bain & Company in Professional Development and Recruitment. Christine holds a Master's in Public Policy from University College London where she majored in Human Rights, and has a degree in Politics from Queen Mary University of London, England.

# Board of Trustees

## Biographies



**Andrew Denton**  
TRUSTEE

**Andrew** joined Alfa in 1995 and became a member of the Board of Directors in 2003 as Sales and Marketing Director. He was made Chief Operating Officer in 2010 and became CEO in September 2016. Andrew is involved with a number of not-for-profit organisations. He is Director and joint founder of the Leasing Foundation, an organisation that supports the leasing and auto and equipment finance industry through charitable activities, research and development.



**Peter Thomas**  
TRUSTEE

**Peter Thomas** lectured in Human-Computer Interaction at Brunel University, West London, between 1990–1992 and became Professor of Information Management at the University of the West of England, Bristol in 1993 following a PhD at The University of Hull in the applications of social science to computing.

He is currently inaugural director of FORWARD, The Centre for Future Skills and Workforce Transformation at RMIT University in Melbourne, Australia; founder and CEO of cybersecurity education platform Upling; global education strategist for the Conversation Design Institute and co-founder of the School for Conversation Design; creative director of Medicine Unboxed; Editor-in-Chief of the Springer Nature research journal Personal and Ubiquitous Computing; and board President and Chair of The CDI Foundation. He was most recently co-founder of the Leasing Foundation and founding director of learning platform HaileyburyX."

# Senior Management Biographies



Sven Botha  
ThinkTank Director

Sven Botha is a lecturer in the Department of Political Sciences in the Faculty of Humanities at the University of Pretoria, South Africa. Prior appointments include Internationalisation Liaison in the Office of the Executive Dean in the Faculty of Humanities and Assistant Lecturer in the Department of Politics and International Relations both at the University of Johannesburg, South Africa.

Sven holds a Bachelor of Social Science in Political and International Studies (Summa Cum Laude) from Monash University, a BA Honours (Politics and International Relations, Cum Laude) and a Master of Arts (Politics, Cum Laude), both from the University of Johannesburg.



Caroline Varin  
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 co-founded Prowibo in 2016 and became CEO in 2020.

Caroline has published seven books and numerous articles on the subjects of international security and education.



Rachel Warnick  
Chief Programmes  
Officer

Rachel Warnick assumed her current position as Director of Programmes in 2021 after an extensive track record of volunteer work in the UK, Africa, and Asia.

Rachel is a specialist educator, learning designer, and teaching and learning strategist who strives to make a global impact by leveraging visionary pedagogical approaches to make education systems more equitable and accessible. She obtained a BA with High Distinction in East Asian Studies from the University of Toronto and an MSc in International Management at the School of Oriental and African Studies (SOAS).

# Statement of Board of Trustees

The trustees (who are also directors of Professors Without Borders for the purposes of company law) are responsible for preparing the Trustees' Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice). Company law requires the trustees to prepare financial statements for each financial year.

Under company law, the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements, the trustees are required to:

- Select suitable accounting policies and apply them consistently
- Observe the methods and principles in the Charities SORP (Statement of Recommended Practice) Make judgments and estimates that are reasonable and prudent
- State whether applicable UK accounting standards have been followed, subject to any departures disclosed and explained in the financial statements
- Prepare the accounts on a going-concern basis unless it is inappropriate to presume that the charity will continue in business

The trustees are responsible for maintaining proper accounting records, which disclose with reasonable accuracy at any time the financial position of the charitable company and to enable them to ensure that the accounts comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities. The trustees are responsible for the maintenance and integrity of the company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

The Annual Report was approved by the Board of Trustees.

## Contact Information

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