

PROFESSORS
WITHOUT
BORDERS

October – December 2025

Impact Report

Educate, Inspire, Empower



www.prowibo.org

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An Overview

A word from our Co-Heads of Programmes

Welcome to our very first quarterly Impact Report, something we've been dreaming about for a long time! When I joined Professors without Borders a year ago, one of my biggest goals was bringing us to this moment: a chance to celebrate and share the incredible work being done across our global community.

Behind the scenes, we've been busy recruiting truly talented individuals to help us evaluate and communicate the meaningful impact our professors are creating alongside our partners. It's been a joy to see this team grow and to witness their passion in action.

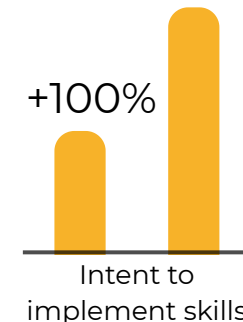
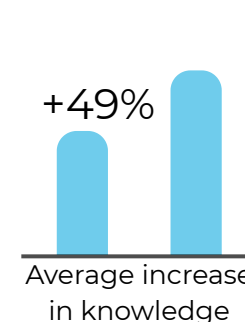
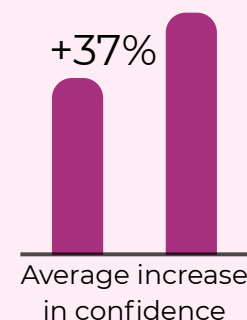
In these pages, you'll read about our shared adventures in Senegal, Sierra Leone, India, and Rwanda, and how together we've wrapped up 2025 on a truly remarkable note.

We are deeply grateful to everyone in the Prowibo family who has supported us - to our in-country partners, our professors who place their trust in us, and to our corporate partners who make this work possible. Thank you for being part of this journey. We hope you enjoy the stories ahead, and we wish you a very happy holiday season. Here's to another amazing year in 2026!

- Emily Bastable, Co-Head of Programmes

Emily captured the feeling of the Programmes team perfectly and all I want to add is how overwhelmed I am, still, by the hundreds of incredibly-talented professors who applied in October to be part of the India and Rwanda programmes. The message is loud-and-clear: absolutely exceptional international professors are eager and enthusiastic to inspire, educate, and empower students around the world. We just need to continue to expand our offerings so we can provide these life-changing opportunities.

- Bob Eckhart, Co-Head of Programmes



 **25**
Programme
days

 **4,390**
Contact hours
delivered

 **290**
Learners

 **58%**
of whom are
women

8
Facilitators

Nurturing Youth Potential in Senegal

29–31 October

In Senegal, climate challenges increasingly shape daily life. Prolonged droughts drive up food prices and strain household finances, while energy shortages disrupt daily routines. Young people, despite being a major source of ideas, energy, and innovative thinking, face limited job opportunities. Many are motivated to contribute to climate solutions, but a lack of support, training, and accessible opportunities prevents them from turning their ideas into real climate solutions.

In October, we connected Senegalese youth to vital training in green entrepreneurship. Nadine Minampala joined Ecolotrip's 2025 Climathon in Thiès and Dakar, working with fifty young French-speaking environmental activists to demonstrate the benefits of founding climate-focused start-ups.

Learners were guided step by step from abstract, product-oriented thinking to the early stages of developing viable start-up ideas. They learned to empathise with potential customers and frame challenges as human-centred problems before generating group concepts. Many had never collaborated this way and discovered how diverse perspectives can highlight the most promising ideas. Finally, Nadine coached students through some initial nerves to get them communicating their ideas clearly, confidently, and purposefully.

This initiative represents the latest step in a joint venture between Professors Without Borders, Professeurs Sans Frontières (our Luxembourg branch), and Ecolotrip. We look forward to continuing our programmes in francophone Africa through this thriving partnership. Our learners are just starting in their entrepreneurship journeys and we can't wait to revisit their progress in the future.

At a glance

 2 Days of Teaching +
2 Virtual

 1 Prof sent

 240 Contact Hours +
400 Virtual

 30+ Learners
Impacted



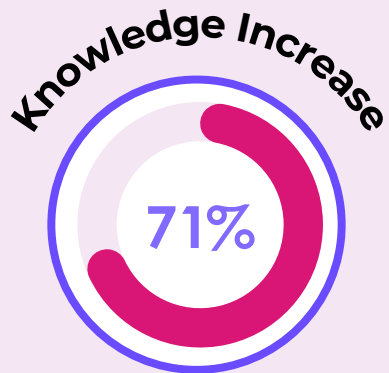
We've visited Senegal a total of
four times.

We've also worked with Ecolotrip in Benin
last year.

An Ecolotrip staff member speaks to
youth-led green start-ups tackling climate
challenges.



Our Outcomes for CliLearners



About grant options



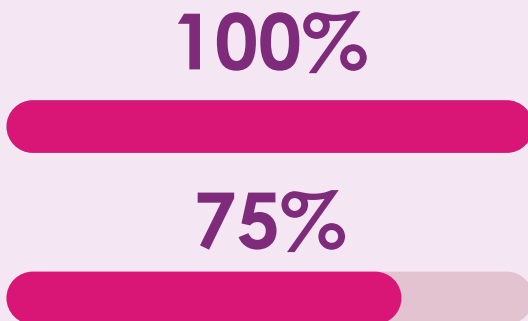
Climate-focused entrepreneurial opportunities



Turning their climate-focused ideas into a start-up



Delivering professional presentations



Plan to launch a sustainable climate-focused business

Plan to apply for grants



Identifying and launching sustainable, climate-focused businesses

In the words of our beneficiaries

This program has had a very positive impact on me, allowing me to surpass myself and confront my ideas. Thanks to the trainers and coaches, I am more motivated to advocate for a fairer climate where the most vulnerable societies will benefit.

- Nianga D.

This four-day experience had a strong impact on my career. It was both intense and educational, providing me with new skills in entrepreneurship, project communication, and understanding the needs of beneficiaries. I learned how to design more realistic and impactful projects. It also helped me build my self-confidence, and I am honored to have won first prize. I would like to thank the entire team for this enriching experience.

- Mame M.

Rebuilding Education in Sierra Leone

29–31 October

More than 20 years after its civil war ended, Sierra Leone is still rebuilding. Peace takes time, and progress has been slowed by natural disasters, disease outbreaks, and limited international support. When Ebola struck, many international organizations pulled out, worried about health risks and losing funding. **Prowibo was one of the first NGOs to re-enter the country in 2016.**

Today, Sierra Leone is turning a corner. There's a quiet determination among locals, a resolve to never go back. People are focused on the serious work of building prosperity and stability, and **we've kept returning to support their education sector.**

Teachers are on the frontlines of building Sierra Leone's future, but they face real challenges. Many are underpaid, undertrained, and working without much support. Yet they're expected to meet the complex needs of their students every day.

This year, we sent Majeks Walker to work with MYCRO, a grassroots organization born after the conflict to promote peace education, youth development, and community rebuilding. Through their network, **we brought together twenty-five teachers from across the country** for skills training in Freetown.

Majeks showed them something practical: how digital and AI tools can help with lesson planning, free up their time, and improve the quality of their teaching materials. **Just two of the attendees had ever used AI before.** This isn't surprising when you learn that some schools are still using MS-DOS, technology largely left behind in the mid-90s.

But here's the good news: mobile phones are widespread in Sierra Leone. Nearly everyone has one. **With our support and guidance, teachers can leapfrog straight to digital tools that actually matter** and make an immediate difference to their classrooms. And it goes further, when teachers share what they've learned with their students, **this knowledge spreads far and wide.**

At a glance



3 Days of Teaching



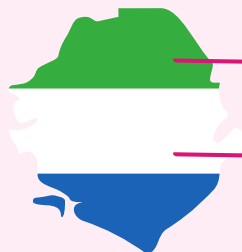
1 Prof sent + 2 local guest lecturers



300 Contact Hours



25 Learners Impacted



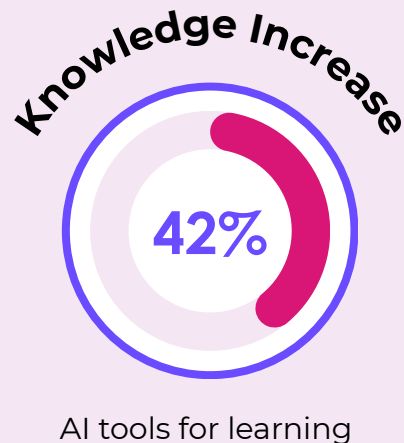
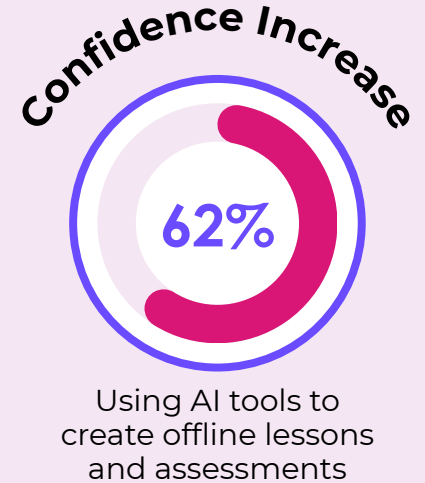
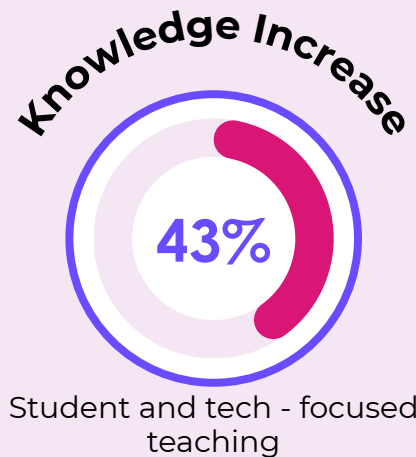
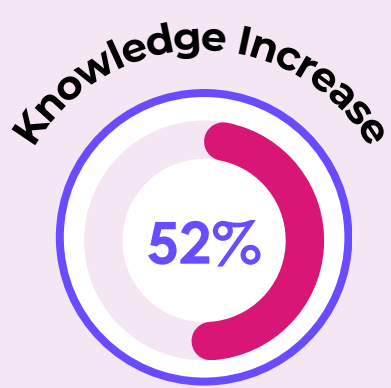
We've sent a total of 18 professors to teach in Sierra Leone.

We've also worked with the Institute of Public Administration and Management and Fourah Bay College



Majeks (second from right) pictured with our amazing teachers. Majeks, who is a co-founder of Prowibo, worked on peace and reconciliation efforts after the war.

Our Outcomes for MYCRO Learners



In the words of our beneficiaries

Really I feel so proud to be one of the participants of this programme, and am more excited about the way they direct us how to use the Internet, in searching for educational materials ... and finally, let me forward my thanks and appreciation to them.

- Hassan T.

This project had excellent success, with this project I can assure you that it will make my school work better and productive.

- Musukula K.

Unlocking the Joy of Learning for Girls in India

3-7, 8, 10 November

Across India, many girls are still expected from an early age to look after the home and care for younger or older family members, placing less emphasis on education. Long-standing traditions continue to prioritise boys' education, rooted in the belief that sons will one day be sole providers for the family. Yet attitudes are shifting. **More families now see the value in girls completing school** and aiming for higher education.

A lot of this progress is thanks to grassroots organisations like our partner Nari Sewa Samiti. Since 1936, NSS has worked towards **a future where women can live independent, financially secure and dignified lives**. Their network of schools and colleges offers affordable, high-quality education to girls who might otherwise be left out.


Still, even in NSS schools, keeping girls in class is a constant challenge. Persistent absenteeism puts the hard-won gains of women and girls at risk. When girls enjoy learning and recognise its value, they are more likely to stay in school and help their families see its importance too. Yet in many parts of India, as elsewhere, teaching often focuses on memorising facts and passing exams. This approach rarely sparks curiosity, builds a sense of support, or shows students how learning connects to real life.

In this first visit to NSS we sent Kritika Dhiwihar and Sabina Nowak to work with 75 junior and high-school teachers to enhance their approach with project-based learning, real-world examples and group activities. To complement this, we passed on techniques to build trust, ensure wellbeing and support personal growth in students. For younger children, we introduced playful hands-on activities & language learning that encourages them to interact and discover the world around them. Early feedback is amazing, teachers feel more motivated to teach and their students feel the difference.

We look forward to partnering with NSS again to improve learning outcomes for women & girls in Lucknow.

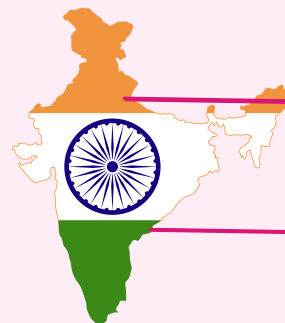
At a glance

 7 Days of Teaching

 2 Profs sent + 1 local guest lecturer

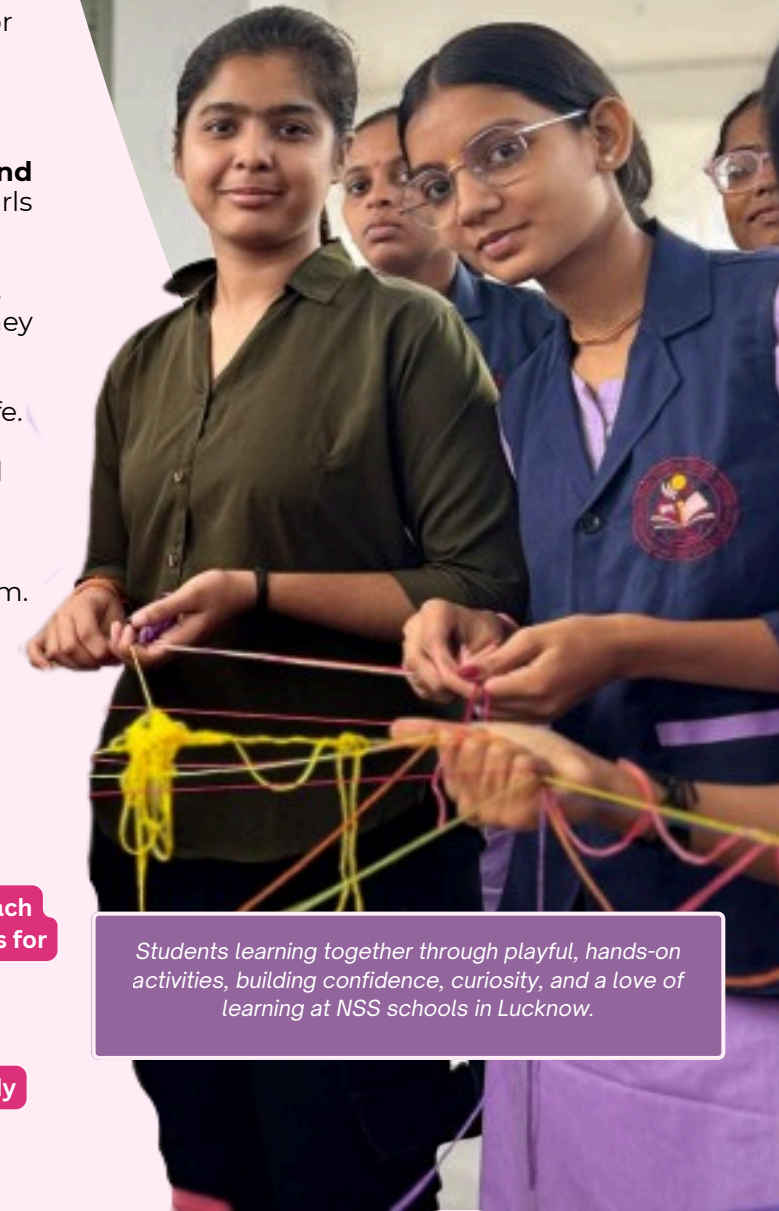
 1500 Contact Hours

 75 Teachers Impacted



We've sent a total of 15 professors to teach in India, with a strong focus on outcomes for women & girls

This includes work with Karamat Girls College, SAFI Institute of Advanced Study and Avadh Girls College.

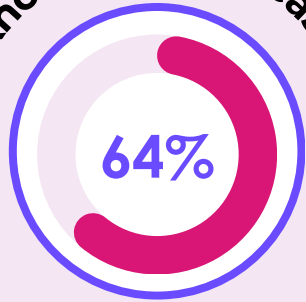


Students learning together through playful, hands-on activities, building confidence, curiosity, and a love of learning at NSS schools in Lucknow.

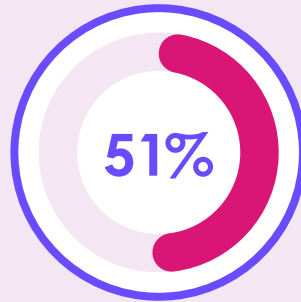
Our Outcomes for Women & Girls in India

Learners reporting confidence gains

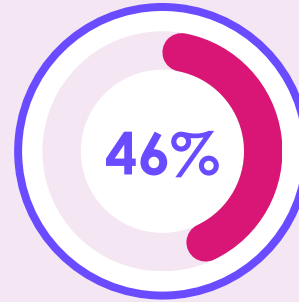
Knowledge Increase



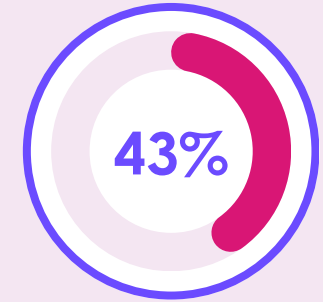
Of new teaching methods



Designing small, real-world projects



Creating hands-on learning experiences that encourage children's exploration



Listening, reflecting and building trust, to support children's social and emotional growth



Plan to use new teaching techniques demonstrated



Plan to include playful activities and project-based learning



Plan to use new techniques to listen, reflect, and build trust with their students



Learners had never received this kind of training before

In the words of our beneficiaries

We learned after attending this programme - Positivity, how to make the classroom more creative, how to engage students in learning, these skills.

- Satya M. (NSS Teacher)

As the programme was very interactive with so many activities that has made the learning more effective in an interesting way! ... Teaching with these methods, students became more active participants rather than passive recipients the learning become relevant and authentic.

- Sunita K. (NSS Teacher)

I am able to know myself more and also build up my self confidence more.

- Ms. Shipra (NSS Teacher)

The programme is so innovative that it gives many new ways of teaching!

- Renu, (NSS Teacher)

Supporting Digital Futures in Rwanda

3–14 November

When our educators, Vicent and Joy, arrived at the University of Global Health Equity (UGHE), they met teachers eager to strengthen their online teaching skills but unsure where to begin. UGHE already had *Elentra*, a powerful medical education platform, yet many staff had never been shown how to use it fully.

For a medical university, this digital shift is especially important. In April, Rwanda launched its National Health Intelligence Center, which will collect real-time data from community health workers nationwide. Faster, evidence-based decisions will improve health outcomes, life expectancy, and neonatal care but require a health workforce with a strong digital skills foundation.

Over several days on the Butare and Kigali campuses, our specialists worked side-by-side with lecturers, guiding them through *Elentra* to organise courses, share materials clearly, and give students flexibility to learn at their own pace.

The following week, our work continued at the University of Kigali (UoK), where faculty were equally eager to integrate technology more effectively. UoK staff learned how to design courses within a learning management system, organising lessons, readings, and videos week by week, uploaded in advance. Students can revisit materials whenever they need, **experiencing all the features expected from a modern university education.**

Exposing students to these tools early helps them develop both digital skills and habits of lifelong learning, preparing them for their future careers. Taken together, these programmes have built digital confidence across two very different Rwandan universities.

We are proud to contribute to a future where Rwanda's young professionals are ready to support the country's growing, data-driven health and education systems.

At a glance



10 Days of Teaching



2 Profs sent



2,350 Contact Hours



160 Learners Impacted



We started offering programmes in Rwanda last year

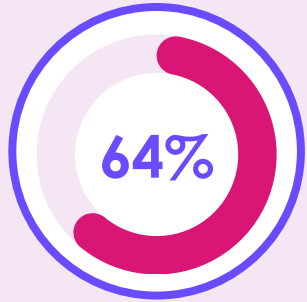
We were also able to make an appearance at the 2025 Africa Universities Summit in Kigali

Joy and Vicent leading career workshops for UoK students

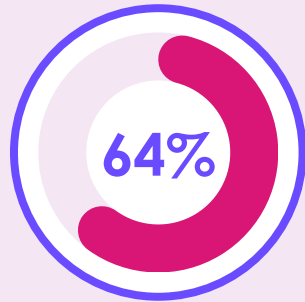


Our Outcomes for Rwandan Teachers & Students

Learners reporting knowledge gains



Digital teaching, innovation and AI



Employability and career skills

Learners reporting confidence gains



Using online teaching methods & tools



Entering the job market



Teachers plan to equip students with practical skills for future health careers



Teachers plan to use technology and digital tools (including AI)



Teachers plan to take part in workshops, seminars and networking activities



Learners had never received this kind of training before

In the words of our beneficiaries

This programme has had a significant impact on me, both personally and professionally. It expanded my knowledge, improved my confidence, and inspired me to apply what I learned in real-life situations. I particularly enjoyed the interactive sessions and the opportunity to engage with experienced facilitators and peers from diverse backgrounds.

The programme has greatly enhanced my research and analytical skills, especially in integrating innovative approaches such as AI and data-driven methods. I felt empowered by the mentorship and collaborative environment, which encouraged me to think critically and pursue excellence in my academic and professional journey.

This training has been transformative for me. It equipped me with practical skills and new perspectives that I can apply directly in my work. The group discussions and real-world case studies were my favourite parts – they made learning engaging and meaningful, and I left feeling more confident and motivated to make an impact in my field.

- Geoffrey T, Teacher at UoK

I feel more confident integrating digital tools and designing learner-centered lessons that promote engagement. My favorite part was exploring practical strategies for effective assessment, which truly inspired me to improve how I support student learning.

- Feedback from UGHE

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