

PROFESSORS WITHOUT BORDERS

July- September 2026

Impact Report

Educate, Inspire, Empower

www.prowibo.org

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INTRODUCTION

A word from our Co-Heads of Programmes

Welcome to our third quarterly Impact Report- and it is a bumper edition! We have been busy with two bootcamps and seven programmes all in three months!

Kicking off the quarter, we ran a financial literacy bootcamp with young people in Luxembourg with the help of our esteemed partners: White & Case, Caixa Bank Asset Management and Nordic Capital. We hope to continue these bootcamps in the future after seeing first-hand the impact that demystifying investing can have.

The seven programmes included in this report cover two universities in Nigeria, two local projects in Eswatini, a charity partner in Kenya and a rural university and girls' school in Uganda. As an educator, I love that our programmes often go beyond the classroom - and often meet learners where they're at.

Ending the quarter, we ran our biggest Entrepreneurship Bootcamp ever with over 600 participants! Twenty two of these learners had the chance to pitch their business to a real panel thanks to the support of Ford Credit Europe. Empowering real people with the tools they need to create the next big thing, that's what being a part of Professors Without Borders is about.

- Emily Bastable, Co-Head of Programmes and M&E lead

Time flies. During our third quarter of 2026--usually our busiest quarter--Professors Without Borders delivered an incredible impact across multiple countries. Our professors reached 1,134 learners (with 32 volunteers and 52 programme days across diverse regions), championing its core mantra to educate, inspire, and empower.

All in all, it was a tremendous quarter but we're not done yet. Stay tuned in a few months for more exciting details about how we're sending 2026 out with a bang in Q4!

- Bob Eckhart, Co-Head of Programmes

52
Programme days

14,772
Contact hours delivered

1,134
Learners

32
Volunteers



Bob pictured during an icebreaker activity at Ekiti State University

Building Good Financial Habits

As Professeurs Sans Frontières, we ran a financial literacy bootcamp in Luxembourg, where we are a registered charity since 2024. Luxembourg runs the largest investment fund centre in Europe, yet an OECD report found that its 18 to 29 year olds are among the least financially trained.

Lise Mouschang (alumni of both LSE and University of Oxford) and our CEO, Caroline Varin sought to change that by giving twenty young people aged 16 to 22, living in Luxembourg the chance to learn the fundamentals of personal finance. Going beyond money management, the young people were able to learn about investing from the people who do it for a living, and then practiced with a €100,000 portfolio of their own.

Recruiting deliberately for young women, and young people from migrant and less advantaged backgrounds, this financial bootcamp seeks to provide political and economic emancipation for young people, as well as valuable networking opportunities in rooms traditionally closed to them.

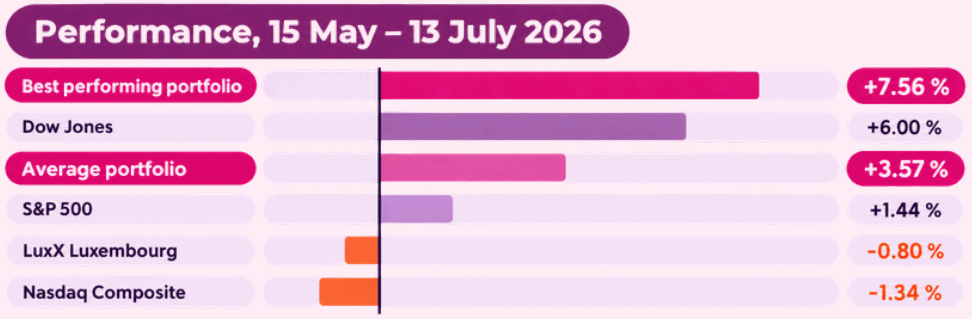
Investment professionals from CaixaBank Asset Management, White & Case and Nordic Capital taught three training days across three weekends, hosting the sessions in their own offices and teaching their own specialisms. Topics covered included: asset classes, ETFs, responsible investments, credit and borrowing, budgeting and how to use AI as a personal finance assitant.

Then each participant was paired with a professional from one of the partner institutions for two months of indvidual mentoring as the young people were coached through a simulated €100,000 portfolio on the Virtual Stock Exchange platfrom, using live market data.

The bootcamp closed with a final event at Deloitte where the students presented their experience and those with the strongest portfolios received prizes. The winning portfolios were marked by four professionals using a 100-point rubric.

At a glance

- 17 April- 13 July 2026
- 14 Volunteer Professionals
- 180 Student Contact Hours
- 20 Young Learners





Guilhèm Becvort of White & Case helping students to understand their investment profile

Highlights from the Bootcamp

60%



percentage point gain in familiarity with core financial concepts

156% **increase in familiarity with different types of investments.**



of respondents rated themselves as familiar with with the concept of compound interest and how it impacts savings or debt over time after the bootcamp by the end of the course



100% plan to use an investment platform going forward



100% would recommend the bootcamp to other young people

"When you just leave your money in a savings account, you're actually losing money, because of inflation. I have friends whose parents taught them how to invest, they gave them a portfolio when they were 18, and they made so much more money just thanks to time. When we're young, time is the most important thing." - Anthony, Participant

"I found the experience life changing; not only did I learn more about personal finance together with a talented, diverse and inherently curious cohort but the relationships I built with students, teachers and jurors have been very impactful. In the end, money is as much about uplifting yourself than it is about contributing to your community. "- Lise, Organiser

"I was hesistant as first because I was unaware of investment and it was really terrifying for me. I thought it was just a waste of my money. I also downloaded the app Trade Republic, now I'm investing my money. Of course it's not a big amount but as a student I think I do my best." - Elizabeth, Participant

"What surprised me is that they were shy to use AI. I told them, guys we all use AI, don't be shy. Now we need to add value to what ChatGPT will say"- Emmanuel, Mentor, White & Case

Inspiring a Generation of Entrepreneurs

This July, our Co-Head of Programmes, Dr Bob Eckhart, travelled to Nigeria with Dr Ayodele Shittu and JP Attueyi for two back-to-back weeks of Finance, Entrepreneurship and Career Readiness. First stop: the University of Lagos (UNILAG), where we were welcomed back for our fifth year. Dr Shittu guided students through the move from graduate to employee: building a digital presence, preparing for interviews with the STAR, SMASH and OFFER frameworks and making the most of the first 90 days in a new role. JP Attueyi focused on personal finance, from budgeting and saving to building income beyond a single salary and his five laws of money.

A major focus of the week was social entrepreneurship. Dr Eckhart asked students to look at daily life on campus, identify the problems worth solving and use AI tools to prototype solutions. Ideas included The Alert Board, which surfaces scholarships and paid opportunities while flagging common scams, and CampusCompass, a guide for new students finding their way around. After practising their elevator pitches with partner after partner, teams closed the week by presenting their ventures to their peers, before receiving their certificates at a ceremony attended by the Vice-Chancellor.

The following week, our work continued at Ekiti State University (EKSU) in Ado Ekiti, our third year with the university since our first programme there in 2024. From the first day, one message ran through all three rooms: don't wait until graduation to start figuring things out. Dr Shittu encouraged students to begin building their careers long before their final exams, then returned to interviews, explaining that employers want to see what you can do with the experience on your CV and not only what is written there. JP Attueyi's sessions on setting personal financial goals broke budgeting and saving down into steps students could apply straight away, before tackling the reasons people give for never starting a side hustle. Dr Eckhart framed business as a way of solving real problems, and by the second day students were pitching app prototypes in pairs against a strict two-minute clock.
Alongside the student sessions, EKSU faculty took part in sessions on adopting AI in their teaching, research and administrative work, looking at where AI use is appropriate, where it needs safeguards and where it should be off limits. Our professors also met EKSU's leadership during the week, and the programme closed with a certificate ceremony for participants.

Thank you to Titus Ayodele, our Country Coordinator, and to all our volunteers for their support.

At a glance

- 6- 17 July
- 3 Professors
- 900 Contact Hours
- 185 Learners Impacted





Students at Ekiti State University take notes on financial literacy

Our Outcomes for UNILAG Learners

Learning highlights



Of learners rated themselves as more confident in defining & differentiating the core principles of social entrepreneurship and design thinking by the end of the course †



Of learners rated themselves as more knowledgeable about core financial concepts by the end of the course †

90% **Of teachers now plan to use AI in assessment practices**

100% **Of learners recommend the programme**



Of learners rated themselves as more confident in using career-related tools such as such as goal setting, networking and skills assessments by the end of the course †

In the words of our beneficiaries

"The program was very amazing. From the entrepreneurship classes to the financial literacy sessions and to the social entrepreneurship workshops, all was amazing! With them, I've been able to better my critical, creative, entrepreneurship and financial skill and literacy.

- Feedback from a UNILAG Student

"I'm now certainly prepared for the world, to explore and create solutions to social problems while creating skills and managing my finances."

- Feedback from a UNILAG Student

"It has improved my critical thinking & problem-solving skills. I feel better positioned for life after school and have more confidence in making myself visible"

- Feedback from a UNILAG Student

† Figures reflect the average change in self-reported values from all respondents before and after the programme.

Our Outcomes for Ekiti State Learners

Learning highlights



Of learners rated themselves as highly confident in applying decision-making frameworks to evaluate financial choices by the end of the course

105% **average increase in familiarity with personal branding, job search strategies and professional communication during the course.**

96% **Satisfaction with the programme**

93% **Plan to use their personal finance plan moving forward**

In the words of our beneficiaries

" Words can't express how glad I am to have actively participated in this wonderful initiative. It gave me and some other people of like minds the opportunity to connect and learn together, and all the tutors were wonderful and exceptional."

- Feedback from an Ekiti State Student

"The Training Programme has been a transformative experience for me. It has changed the way I think about learning, leadership, innovation, and creating impact.

- Feedback from an Ekiti State Student

"The program has had a significant impact on me.I now have more experience in how to smash job interviews, how to think critically about solving social problems (social enterprise), and how I can build wealth and maintain it."

- Feedback from an Ekiti State Student

Sowing Seeds of Opportunity

We returned to Eswatini for two back-to-back programmes this year with two local partners, each built around a very different group of learners. Our first week was spent with Nhloso Likusasa Le'lichakazile (NLL), where volunteer professors Dr Kassim Kalinaki and Mpumalanga Zwane delivered AI Skills for Employability to young jobseekers and persons with disabilities. With laptops open, the jobseekers learned a simple recipe for prompting AI tools (role, task, context, format and limits) and put it straight to work: analysing job adverts, rebuilding their CVs for applicant tracking systems, drafting tailored cover letters and improving their LinkedIn profiles. For the second group of learners with disabilities. Dr Kalinaki designed his sessions around everyday digital skills. He covered basic smartphone use, spotting online scams with a "Stop. Think. Check." approach and protecting personal information. Participants then put their phones to work for their small businesses, photographing products, advertising on WhatsApp Status and responding professionally to customer enquiries. Alongside the digital training, Mpumalanga Zwane led sessions on mental health and wellbeing, with participants journaling, exploring healthy habits and reflecting on what makes them proud.

The following week, our work continued with the Woman Farmer Foundation (WFF) at Riders Ranch in Sidvokodvo, where volunteer professor Witness Dlamini spent four days with young women farmers, rural youth and emerging agripreneurs.

Much of the learning happened in the field. Working in groups, participants prepared Bokashi compost from start to finish, learning why each ingredient matters, and dug fertility trench beds that help soil hold water for longer and release nutrients over time. They also mixed a natural pest spray from garlic and chilli, using ingredients most households already have. Back in the classroom, the focus turned to business. Witness took participants through farm budgeting and design thinking, testing every idea against whether people want it, whether it can be done with the resources available and whether it can pay its way, before moving from prototype to minimum viable product. Teams drafted grant proposals against real climate finance opportunities and presented them for feedback, and a session on renewable energy explored the potential of biogas.

At a glance

- 27 July- 7 Aug
- 3 Professors
- 2,216 Contact Hours
- 185 Learners Impacted





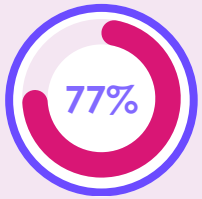
Kassim (left) is introduced to the NLL class.

Our Outcomes for NLL Learners

Learning highlights



Of learners rated themselves as confident in supporting their own mental wellness by the end of the course



Of learners rated themselves as confident in using Gen AI to help with career-related tasks by the end of the course

96% **Relevance to learner needs**

107% **average increase in familiarity with how Generative AI can support career development †**

In the words of our beneficiaries

"It has shown me that AI is a tool that is meant to improve our lives especially career wise or job searching. It had a great impact; it was very informative and eye opening"

- Feedback from an NLL Student

"Insightful training on artificial intelligence and mental wellness has really helped me to unlock my potential"

- Feedback from an NLL Student

"The programme had a positive impact on me by increasing my understanding of artificial intelligence and showing me how it can be used to solve real-world problems. I especially enjoyed the interactive sessions and practical demonstrations, which made learning engaging and easy to understand. The programme inspired me to continue learning about AI and gave me confidence to explore how I can use these skills in my studies, career, and future projects."

-Feedback from an NLL Student

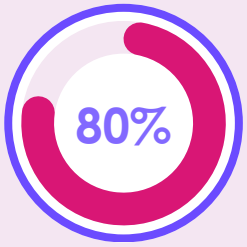
† Figures reflect the average change in self-reported values from all respondents before and after the programme.

Our Outcomes for WFF Learners

Learning highlights



Of learners rated themselves as now highly confident in using sustainable farming techniques that improve crop productivity



Of learners rated themselves as now highly familiar with resilient and sustainable farming systems by the end of the course

2.08x **increase in confidence identifying business opportunities within agriculture†**

70% **of Students felt more confident about finding a job after the course**

25 out of 36 respondents are female

In the words of our beneficiaries

"This programme has had a profound impact on my understanding of sustainable agriculture & financial budgeting. I've learned how to manage farming resources efficiently, reduce waste, & adopt eco-friendly practices that improve productivity while protecting the environment"
-Feedback from a WFF Student

"It made me think like an entrepreneur and believe in myself"
- Feedback from a WFF Student

"This programme has touched me in ways that go beyond academic learning. It has given me both knowledge and a renewed sense of purpose. The sessions on sustainable smart climate practices were not only informative but deeply inspiring—they showed me how practical solutions can transform communities and protect our environment for generations to come."
- Feedback from a WFF Student

† Figures reflect the average change in self-reported values from all respondents before and after the programme.

Growing Small Business Founders

Straight from Eswatini, our volunteer professor Witness Dlamini travelled to Kandara in Murang'a County, Kenya, to rejoin our partner Africa Healing Foundation (AHF) for five days of their Stress to Strength Programme. Witness led the climate-smart agriculture and entrepreneurship stream, working with young people and emerging entrepreneurs on the mindset that turns a farmer into an agripreneur. Witness opened with an introduction to agribusiness and a challenge to see climate change as a source of opportunity as well as risk. He asked participants to look closely at farming in their own community: how a changing climate is affecting it, which problems are getting worse, what resources are going to waste and which recurring problems could become business opportunities. Because whatever is failing on one plot is likely failing on plenty of others, the aim was a solution that holds up next year and works on the farm next door.

The second day centred on design thinking and the principle that a business should start from what customers need. One question anchored every session: whose problem am I solving? Witness also introduced the minimum viable product and the cycle the groups would follow for the rest of the week, moving from problem to idea, prototype, feedback and improvement. The emphasis was on testing an idea before assuming it will work, and on treating setbacks as useful information for the next version.

On the grass in Kandara, groups built their prototypes from materials at hand, including a vertical planter made from cut-open bottles of soil tied into a tiered frame of sticks. With farmland divided again each time it passes down a generation, growing upwards offers a way to get more from limited space. Because the materials were cheap, reusable and easy to take apart, groups could build a version, find its faults, pull it down and put the next one up for testing.
The programme closed with the four groups pitching and defending their solutions: vertical farming that recycles and conserves water, water harvesting techniques, smoothies served to the room for tasting and feedback, and brooms and waste pans made from recycled plastic. Each was questioned on whether people want it, whether it works and whether it can pay its way, with the audience adding questions and feedback of their own.

At a glance

- 10-14 July
- 1 Professor
- 2,680 Contact Hours
- 67 Learners Impacted





Witness leading AHF learners through a session on entrepreneurship

Our Outcomes for AHF Learners

Learning highlights



Of learners rated themselves as more confident in developing a simple farm business plan by the end of the course †



Of learners rated themselves as more knowledgeable about marketing strategies by the end of the course †

96% **Satisfaction with the programme**

96% **Relevance to learner needs**

94% **of Students felt more confident about finding a job**

In the words of our beneficiaries

"I have learned new things about business, especially ones focused on agriculture. It's all about strategy; finding a problem and coming up with a solution

- Feedback from an AHF Learner

"This program has changed the way I view things from different perspectives and has also help develop my thinking capacity, leading to me being more creative and helping me move closer to my dream of being a civil engineer"

- Feedback from an AHF Learner

"Empowered young people to express themselves with confidence, while also acquiring the relevant skills for agribusiness"

- Feedback from an AHF Learner

† Figures reflect the average change in self-reported values from all respondents before and after the programme.

Agriculture and Tourism for Rural Development

This year we returned to Kagadi in western Uganda to work with **African Rural University (ARU)**, a women's university that trains rural transformation specialists. From 24 August to 4 September, our two educators led courses requested by ARU, open to faculty and students.

Hannah Bamwerinde's tourism course took entrepreneurship on directly. She asked participants what their communities already have and what they could make of it, and each group had 30 minutes to build a tourism idea. One imagined an eco grill built around the local flavours of Ruteete. Another saw the Green Belt as a place for trekking, honey, fruit and medicinal herbs. A third proposed a Coffee and Fish Integrated Tourism Centre, combining coffee tasting, fish farming and fishing. The groups then used AI tools to turn their sketches into pitches and demo websites, and learned to check the facts before publishing anything.

Dr Angelo Salasini, who travelled from Zambia, came at it through farming, asking what happens when AI meets the knowledge farmers already hold. His sessions filled up as the days went on. Participants shared indigenous practices for choosing crops, managing disease and keeping soil fertile. Some argued that traditional knowledge protects quality while modern methods chase quantity. The group concluded that the two can sit side by side, with new tools building on what communities already know. Angelo linked this to Ubuntu, the southern African idea often translated as "I am because we are", and to farming communities that leave no one behind.

Participants then put the ideas into practice in ARU's garden, scanning the soil with their phones using an AI app called Intelligent Soil, which read nutrient levels and organic matter, and working vermicompost into the beds. AI became a tool you hold in one hand while the other holds the compost. ARU's Vice Chancellor, Dr Mwalimu Musheshe, joined several sessions and presented with Angelo on AI, local knowledge and food security. The programme closed on 4 September with group presentations, traditional dance and a shared meal prepared by the students.

At a glance

- 24 Aug - 4 Sep
- 2 Professors
- 3652 Contact Hours
- 65 Students

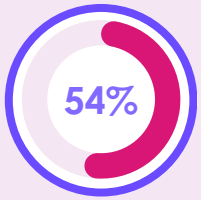




Angelo (middle) reviewing soil health data with students in ARU's garden

Our Outcomes for ARU Learners

Learning highlights



average rise in confidence developing practical tourism project plans with measurable social and economic outcomes †



Of learners rated themselves as confident applying new precision agriculture technologies by the end of the course ‡

69% **Of learners rated themselves confident assessing the application of agricultural robotics, automation and predictive analytics by the end of the course ***

98% **Satisfaction with the programme**

100% **Learners recommend the programme**

In the words of our beneficiaries

"I have learned how to use AI to organize my gardens after identifying the nutrients and the type of the soil and I have already established a maize garden using AI tools."

-Feedback from a UCC Student

"I'm confident in using AI in agriculture"

- Feedback from a UCC Student

"I learnt that community-led tourism empowers local people to participate in tourism, preserve their culture and environment, and benefit economically from tourism activities. Community-led tourism has improved my confidence, communication skills, teamwork, and understanding of how tourism can benefit local communities while preserving culture and the environment."

- Feedback Report from a ARU Learner

† Average change in self-reported ratings before and after the programme, mean self-rating 2.85 to 4.4 out of 5
‡ Share of the respondents rating themselves 4 or 5 on a 5-point scale, up from 4%
* Share of the respondents rating themselves 4 or 5 on a 5-point scale, up from 37%

Teaching with Purpose at URDT Girls' School

At **URDT Girls' School** in Kagadi, Kimberly Eckert and Kritika Dhiwahar spent two weeks, from 24 August to 4 September, with 12 of the school's teachers. For rural educators, access to knowledge is only part of the challenge. Learning methods that work in one place often need adapting to fit the students and classrooms where they are used. Kimberly leads apprenticeship design at Craft @ Western Governors University and was Louisiana Teacher of the Year in 2018. Kritika is a teacher mentor and Fulbright scholar whose work centres on storytelling, applied theatre and educator wellbeing.

Most of the fortnight was taught through a combined group via the Innovative Methods of Assessment course. This focused on evaluating learning beyond rote memorisation to measure deeper learning, critical thinking and applied skills. Teachers worked on peer assessment, digital portfolios and tasks that mirror real-world contexts, explored how digital tools can speed up feedback, and considered how to judge whether an assessment is valid, reliable and fair. Kritika also introduced practical wellness techniques to the teachers, including mindfulness, relaxation exercises and time management.

None of this required new equipment. Teachers taught short lessons to one another, received feedback, rewrote their plans on the spot and tried again. When the electricity went, the teachers kept working by the light from the windows. One memorable lesson was built around a traditional African drum, which opened a conversation about communication, culture and living together.

On the final day the 12 teachers designed and delivered their own storytelling lesson with the AI tools they had learnt, while the professors watched from the side. One teacher said he had always thought of teaching as going in one direction, from teacher to learner. "Now I realise it goes both ways."

At a glance

- 24 Aug - 4 Sep
- 2 Professors
- 912 Contact Hours
- 12 Teachers





Kritika pictured with URDT Girls School Teachers

Our Outcomes for URDT Teachers

Learning highlights



of teachers rated themselves confident in using active, creative and participatory approaches to foster learner agency by the end of the course†



average rise in confidence developing practical action plans for sustained professional growth ‡

100% Satisfaction with the programme

100% Relevance to teachers' needs

100% of teachers plan to use the practical strategies they learned

In the words of our beneficiaries

"I can now teach a lesson basing on clear purpose, active learning, purpose strategy and can now tell that learning is taking place through evidence."
- Feedback from a URDT Teacher

"I have a lot of new insights that will improve my teaching"
- Feedback from a URDT Teacher

"The training was informative, practical, and engaging. I gained valuable skills in lesson planning, learner engagement, classroom management, and the use of effective teaching methods. The workshop has improved my confidence and will help me create a more learner-centred and effective classroom environment."

- Feedback from a URDT Teacher

† Share of the respondents rating themselves 4 or 5 on a 5-point scale, up from 8%.
‡ Average change in self-reported ratings before and after the programme, mean self-rating 2.3 to 4.4 out of 5

Turning Ideas into Businesses

Over 600 learners joined us for the fourth Entrepreneurship Bootcamp, which ran online from 14 to 25 September 2026. Across six live sessions on Design Thinking, Business Model and Finance and then Branding and Pitching, they learnt the skills needed to build a business proposal for funders. We designed the Bootcamp for learners building small and medium-sized businesses in low- and middle-income countries. This year we added recordings, extra videos, readings and assignments in our online classroom, and for those building social or sustainable businesses a guest talk from Gabriel Ng (Investment Director, Better Society Capital) on what impact investors look for in a social enterprise. Learners told us they now start from the customer's problem, plan their cash month by month and pitch with more confidence.

Learners submitted over 100 pitches. Of those, 22 learners went on to pitch live, and ten reached the Dragons' Den final on 25 September with ideas in agriculture, sustainability, software and more. We were impressed by how many learners put forward social enterprises and ideas built around sustainability.

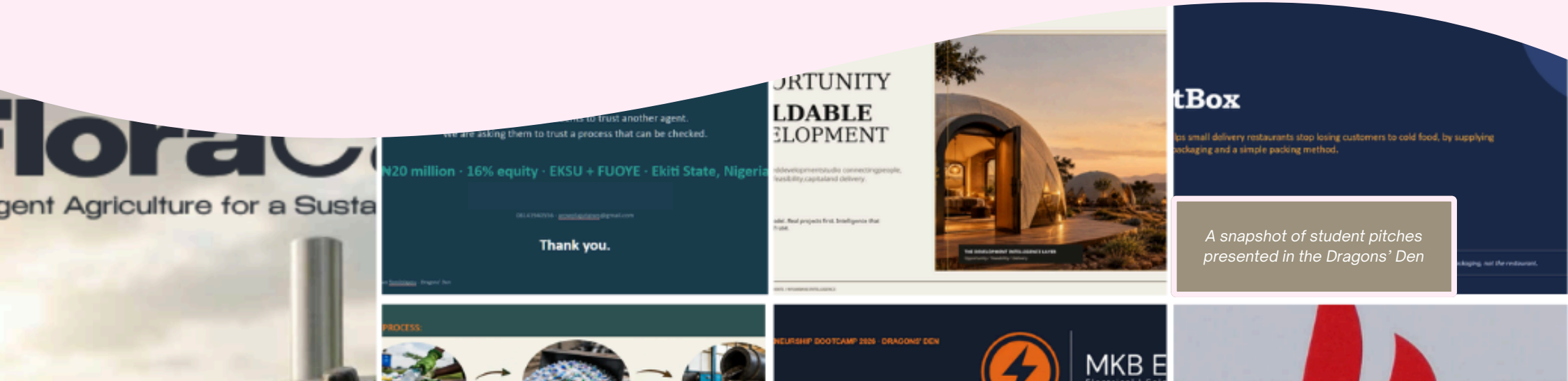
Ford Credit Europe has supported the Bootcamp since its first edition as part of Ford's Global Caring Month, when Ford employees around the world volunteer their time. This year Ford also gave us an extra set of judges for the practice round: Irene Bravo, Matt Hunt and Suzanne Lewsley. Matt Armbruster, Kerry Henderson, Carmen Nieto and Simon Weedon judged the final. We would like to thank all of our supporters for their time and feedback, which makes a real difference to our learners

At a glance

- 14-25 September
- 3 Professors
- 37 Countries
- 611 Learners Impacted

Our learners want to tackle problems like:





A snapshot of student pitches presented in the Dragons' Den

Our Outcomes for Bootcamp Participants

Learning highlights



rated themselves as confident in giving a short, clear pitch by the end of the course.



rated themselves as confident in describing the problem their business solves for a specific customer by the end of the course. †

99% **Learners would recommend the Bootcamp**

99% **Relevance to learner needs**

In the words of our beneficiaries

"I've been more precise in the work that I do and I've refined my business model..."
-Thabiso, bootcamp participant

"It has improved my pitching skills so much, also just learning what people want to know during a business pitch"
-Sibusisiwe, bootcamp participant

"My favourite part is the feedback I got on my pitch. And it has literally changed the scope of what I began with steering me in the right direction."
-Lily, bootcamp participant

"...My favourite sessions were the Business Model Canvas and Cash Flow Forecast. I learned to ask "Who are my customers and why would they buy?" and to plan my cash month-by-month, not just yearly..."
-Najaatu, bootcamp participant

"...My problem wasn't confidence, it was actually the art of telling a story, which I've never been good at. Through this Bootcamp, I am happy to say that I've actually had the opportunity to work on it and test it in real life..."
-Nokuphila, bootcamp participant

"Design thinking education really helped for me to think more outside of the box because now I have more ways to expand on my idea to make it more sound, innovative and investment-attractive."
-Peter, bootcamp participant

† Share of the respondents rating themselves 4 or 5 on a 5-point scale.

Thank You To

Our Local Partners

EKSU

University of Lagos

URDT Programme for Human Development
Awakening the Sleeping genius in each of us

African Rural University for Human Development
Awakening the sleeping genius in each of us

Likusasa Letfu

WFF

Africa Healing Foundation

With Thanks to Our Funders

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Financial Literacy Bootcamp Partners

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