MISSION

World University Service of Canada - WUSC - is a Canadian non-profit organization dedicated to improving education, employment, and empowerment opportunities for youth, women, refugees and other marginalized people around the world.

VALUES

Inclusivity: We take a people-centered approach to development, respecting the contributions of our partners and honouring the diversity of volunteers, staff, partners, and beneficiaries. We prioritize our support to some of the most marginalized.

Leadership: We inform, engage, convene, and mobilize many diverse actors and stakeholders to facilitate collaboration for sustainable development. Throughout our work, we aim to be a model of fairness, and to be a strong voice for youth on the global stage.

Sustainability: We use an evidence-based approach to develop initiatives that produce measurable and sustainable results. We actively promote local ownership among partners and beneficiaries to ensure long-term impact.

Facilitation: We acknowledge that our work is only one step in the development process. We improve opportunities for people and partners who become the real agents for change by using the knowledge and skills they gain to support further development in their communities and countries.

Integrity: We build accountability measures into all of our initiatives and offer transparent reporting.
WUSC has been engaged in international development efforts for over seven decades. With the support of thousands of individual Canadians, we have long been a platform for Canadian expertise and collaboration overseas.

Our world - and therefore our work - is in constant evolution. We have witnessed many shifts globally over the years which require us to work and collaborate in new ways. The top development issues of 2014 - 2015, including migration, Ebola, and climate change, reinforced the inter-connectivity of citizens, communities and states and the need for a truly multi-stakeholder, global effort to overcome these complex problems. As we look toward the future and the Sustainable Development Goals (SDGs) for 2030, we continue to see the pivotal role that youth will play in contributing to our collective successes, and the risks of not including them as beneficiaries, as key actors and as valued decision-makers.

Progress toward sustainable development comes in bits and pieces: Conflicts have come and gone and come again, leaving their mark both physically and figuratively in the hearts and minds of those left behind. Gains have been made on the number of youth accessing education around the world, but without quality teachers and curricula to support them, the students who show up for class are not able to learn. New laws that protect women’s rights have been passed and celebrated in many countries around the world, though too often these laws go unenforced.

Our 2013 - 2018 Strategic Framework aimed to revitalize our work to be relevant in the context of existing and emerging development issues. We put the unique development needs and potential contributions of the growing global youth demographic at the centre of our work. We chose to work on a more focused agenda. This was a difficult decision, but one that we hope will help us bring greater value to the central issues preventing youth from gaining access to quality opportunities for education, employment and empowerment. We also reaffirmed the need to engage new, non-traditional actors in the sustainable development effort. Our Strategic Framework is ambitious, seeking to reach 10 million young and marginalized people with life changing opportunities by 2018.

In 2014 - 2015, we implemented 18 different initiatives in over 20 countries around the world, many of which are highlighted in this report. This year also marked the final stages for a few key initiatives in international volunteer cooperation, health and youth employment. This provided us with an important opportunity to review and share the impacts of these programs and to explore lessons learned as we renew and scale up our efforts in these areas.

This year also saw WUSC take an even greater leadership role on the global stage through active participation with the International Forum for Volunteering in Development (FORUM) and through the co-organization of IVCO 2014 in Peru, bringing this important annual conference on volunteering for development to Latin America for the first time. Working in collaboration with our peers, we helped advance international policies that will ensure volunteers are widely recognized and prioritized for their integral role in international development.

Here at home, we mobilized an even greater number of individual Canadians, higher education institutions and private sector companies to support our efforts overseas. Your support over the past year has ensured that these efforts will have a lasting impact for years to come. As we look ahead toward the future, we are confident that the important investments made this year will help us further enhance our approach, tap into greater programming innovation and scale up our initiatives, so that together we can support even more youth and other marginalized people in developing countries.

Thank you for playing a pivotal role in Canada’s international development efforts for a more equitable and sustainable world. Thank you for your continued confidence in our ability to affect positive change in the lives of youth, their families and their communities. Together, we are creating a better world for the next generation and future generations to come.

Sincerely,

David Turpin
Chair of the Board of Directors

Chris Eaton
Executive Director
PARTNERS IN CHANGE

In 2014 - 2015, our partners rose to the challenge of creating a better world for youth. They rolled up their sleeves and got to work, sharing knowledge, expertise, money and other game-changing resources to support our efforts. They tapped into their own networks to expand our reach both in Canada and overseas. They challenged us to develop new and innovative ways to collaborate across the country and around the world. Our accomplishments this year would not have been possible if not for the support of our partners in change.

INDIVIDUAL DONORS

Hundreds of Canadians demonstrated their commitment to making the world better for the next generation. We are particularly grateful for our new donors; this year, the number of individual donors to WUSC grew by more than 30 per cent.

CORPORATE PARTNERS

A network of over 70 Canadian universities, colleges and cegeps who support our programs, including the Student Refugee Program and Uniterra, contribute their knowledge and expertise, and help advance our mission and vision.

STAFF AND CONSULTANTS

More than 200 development specialists with diverse backgrounds, experts on the issues and countries in which we work, advanced our initiatives around the world. This year marked several important investments in our staff both in Canada and overseas to strengthen our work and ultimately our impact.

STRAATEGIC PARTNERS

We worked closely with three fellow Canadian non-profits to deepen our respective understanding of international development challenges and opportunities and increase our collective impact.

INSTITUTIONAL MEMBERS AND LOCAL COMMITTEES

Burkina Faso
- Université de Koudougou
- Université de Ouagadougou
- Université Polytechnique de Bobo Dioulasso

Canada
- Acadia University+
- Algoma University*
- Bishop's University*
- Brandon University*
- Brock University*
- Cambrian College*
- Camosun College*
- Carleton University*
- Champlain College*
- Concordia University*
- Dalhousie Agricultural College*
- Dalhousie University+
- Humber College*
- Huron University College*
- King’s College*
- La Cité*
- La Cité-Campus d’Alfred*
- Lakehead University*
- Laurentian University*
- MacEwan University*
- McGill University*
- McMaster University*
- Mount Allison University+
- Mount Saint Vincent University+
- Nipissing University+
- Nova Scotia Community College*
- Pearson College*
- Queen’s University+
- Red River College*
- Royal Roads University*
- Ryerson University*
- Saint Francis Xavier University+
- Saint Mary’s University+
- Sault College+
- Seneca College*
- Séminaire de Sherbrooke*
- Simon Fraser University+
- St. Clair College*
- Trent University++
- Université de Montréal*
- Université de Saint-Boniface++
- Université du Québec à Montréal*
- Université du Québec en Outaouais*
- Université Laval++
- University of Alberta++
- Campus St. Jean*
- University of British Columbia++
- University of Calgary*
- University of Guelph++
- University of Manitoba++
- University of New Brunswick++
- Saint John Campus*
- University of Northern British Columbia*
- University of Ontario Institute of Technology++
- University of Ottawa++
- University of Prince Edward Island++
- University of Regina*
- University of Saskatchewan++
- University of Toronto+
- Innis College*
- Mississauga Campus*
- New College*
- Scarborough Campus*
- Trinity College*
- University College*
- Victoria College*
- University of Waterloo++
- University of Windsor++
- University of Winnipeg*
- University of Victoria*
- Vancouver Island University++
- Western University++
- Wilfrid Laurier University++
- Bramford Campus*
- York University+
- Keele Campus*
- Glendon Campus*

Ghana
- University of Cape Coast*
- University of Ghana - Development Studies*


* Local Committee  + Institutional Member
JORDAN & LEBANON

Through the Student Refugee Program, we welcomed our first Syrian students from Jordan, Lebanon and Syria to resettle in Canada and continue their studies at Canadian post-secondary institutions. Since the program began in 1978, we have helped over 1,500 young students living in refugee contexts to come to Canada and build a better life through resettlement and higher education.

VIETNAM

This year, 32 volunteers traveled to Vietnam to support local development efforts through Uniterra - a WUSC and CECI program - that operates in 13 developing countries. In Vietnam, our volunteers supported teachers and staff at higher education and training institutions to explore new teaching methodologies and strengthen curricula for better youth employment outcomes.

INDONESIA

Senior lecturers across 15 different faculties at Indonesian universities have been implementing new pedagogical approaches and applying community-based research knowledge to enhance their teaching practice. These lecturers built their teaching capacity through trainings held in Canada and facilitated by WUSC through the Local Leadership for Development project, which is managed by Cowater International Inc.

WHERE WE WORKED

Afghanistan  Jordan
Burkina Faso  Kenya
Bolivia  Lebanon
Botswana  Malawi
Canada  Mali
Colombia  Niger
Ghana  Peru
Guatemala  Senegal
Guinea  Sri Lanka
Haiti  Nepal
Indonesia  Vietnam

2014-2015 HIGHLIGHTS

CANADA

In Montreal, 471 members of civil society, youth agents of change, private sector representatives, researchers and development specialists joined us this past January for the fourth annual WUSC and CECI International Forum. Together, we engaged in thoughtful discussion on some of the greatest debates for development today.

Also in January, WUSC and the Canadian Bureau for International Education (CBIE) formed a coalition to manage the Government of Canada’s long-standing Programme canadien de bourses de la Francophonie (PCBF). This program is designed to build institutional capacities of local governments by training employed nationals from developing countries of La Francophonie at Canada’s leading francophone higher education institutions.

HAITI

Through the Programme de coopération volontaire (PCV) Haiti, an international volunteer cooperation program jointly managed by WUSC, CECI, Canadian Executive Service Organization (CESO) and Fondation Paul Gérin-Lajoie, we strengthened the capacity of the Institut national de formation professionnelle (INFP), which governs the accreditation of training institutions in Haiti, to improve the quality of training programs, ensuring long-term sustainability of the institution and their important work standardizing training across the country.

BOTSWANA

Thirteen bright, young students left Botswana to study in Canada this past September, joining 111 fellow Batswana students currently attending post-secondary school in Canada. Through our International Student Management program, we advance the internationalization of Canadian campuses while supporting youth from developing countries to gain a quality education and improve their cross-cultural understanding.

PERU

In October, three young Canadian entrepreneurs joined 12 of their peers from Peru, Bolivia and Guatemala for the 68th International Seminar. This year’s participants also presented at IVCO, the annual volunteering for development conference, where they inspired attendees with their youthful drive and innovative thinking for the future.

VIETNAM

This year, 32 volunteers traveled to Vietnam to support local development efforts through Uniterra - a WUSC and CECI program - that operates in 13 developing countries. In Vietnam, our volunteers
CHANGE GENERATION
SUPPORTING INDIVIDUALS, STRENGTHENING PARTNERSHIPS, IMPROVING SYSTEMS

Our work has always been guided by the pursuit of a more equitable and sustainable world for youth. We work toward this vision by generating positive change in the lives of youth, their families and their communities. By supporting individuals, strengthening partnerships and improving systems, we help youth and other marginalized people access quality education, secure fair and fulfilling employment, and become empowered to contribute to sustainable development in their communities and for their countries.

We strive to act as catalysts throughout our work, providing individuals and organizations with the means, tools and networks to create the changes they want to see in their own lives. We work at the individual level by investing in the capacities of youth, women, refugees and other marginalized people through education and training opportunities. We work at the partnership level by leveraging our established in-country experience and diverse networks to bring the right actors together, including community leaders, government, private sector, and civil society, ensuring a diversity of voices and perspectives. We help communities identify barriers, find new opportunities and develop sustainable solutions together. We work at the systems level to advise key stakeholders and decision-makers and assist in the improvement of guiding policies, structures and frameworks. We help communities and countries create more equitable systems for the next generation.

Youth today will be our leaders tomorrow. But right now their innovative and unique perspectives are already playing a key role in the reduction of poverty and the creation of a better world for us all. We are inspired throughout our work by the very youth we support - the Change Generation themselves - whose global engagement, commitment to social justice, novel ideas and innovative approaches define an entire generation of change-makers for social good.

Throughout our work, we have witnessed that when youth are supported today, they pay it forward tomorrow. That is one of the key ways we ensure that our work will have a lasting impact for generations to come.
Supporting the most marginalized

Our work in education this year spanned from Canada to Indonesia and many countries in between. We continued to focus our support on the most marginalized, including young girls, refugees and students with special needs.

GENERATING CHANGE IN EDUCATION

Education is at the heart of positive change. Education also lies at the heart of what we do at WUSC. We weave formal and informal education throughout our programming to ensure that youth and other marginalized people are equipped with the knowledge and skills that can help them create new opportunities for themselves and their families.

Our Education stream, specifically focuses on our work in the formal education sector. With funding from the Canadian Government through the Department of Foreign Affairs, Trade and Development (DFATD), UK aid’s Girls’ Education Challenge from the UK government, the Government of Botswana, the Ontario Ministry of Training, Colleges and Universities, Canadian post-secondary institutions, and hundreds of individual donors, we strive to improve access to quality education, from primary to tertiary, particularly for girls and refugees.

To achieve this goal, we work at three levels, providing support to the individual student, to their community, and to the education system overall. Through this approach, we ensure youth have both the means and community support needed to attend school, while improving the overarching quality of education that they receive.

MUNA OSMAN INSPIRING THE NEXT GENERATION OF SCHOLARS IN DADAAB

A bright young student growing up in one of the world’s largest refugee camps in Kenya, Muna was determined to overcome the barriers to education that face young refugee girls. So when she graduated from secondary school with top grades, she applied to WUSC’s Student Refugee Program (SRP) to continue her studies. In 2008, Muna was accepted to this one-of-a-kind program and, for four years, she studied Social Work at the University of Toronto as a permanent resident of Canada. She then went on to complete a master’s degree upon graduation. Muna credits the SRP and the education she received from the University of Toronto for providing her with the knowledge and resources she needed to build a better life for her and her family.

With the dream of paying the gift of education forward for the next generation of young girls growing up in Dadaab, Muna joined WUSC’s Kenya Equity in Education Program (KEEP) in 2014 as a girls’ education advocate. Through this unique internship, Muna was able to return to Dadaab to share her story of success with the girls in the camp and inspire them to not only stay in school but to thrive in their studies.

I used my own experience and stories of success to motivate young girls and affect change in the camp.

Muna Osman

PROVIDING REFUGEES WITH POST-SECONDARY EDUCATION

During bleak and uncertain times, education is often a symbol of hope. After years of living through conflict, displacement and adversity, for young refugees, education holds the promise of a better life for themselves and their families. Through the Student Refugee Program, we sponsor refugee youth to resettle in Canada and continue their education at postsecondary institutions across the country. Built upon a unique peer-to-peer model, our Local Committees are critical to the program’s success. These student-led campus groups work tirelessly to raise awareness about the global refugee crisis and play a key role in providing critical support to refugee students as they adapt to their new life in Canada.

Project: Student Refugee Program (SRP)

Funders: Various

Photo: Tyler Rice

GIVING MARGINALIZED GIRLS AN EQUAL CHANCE

All young people deserve a quality education. Yet for millions of girls, education remains an unattainable goal. For youth in refugee camps in Kenya, the barriers to education are all the more complex. To change this reality, a holistic approach is required to address the obstacles that prevent refugee girls from going to - and staying in - school. Since the beginning of the project, we have provided girls with more than 400,000 school supplies, such as textbooks, sanitary pads and solar lamps. We have engaged key actors in the community and provided teachers with gender responsive pedagogy. While our work in the camps aims to address the barriers refugee girls face, our program also supports youth - both girls and boys - in the surrounding communities.

Project: Kenya Equity in Education Program (KEEP)

Funders: UK aid

Photo: Lesley Ouimet

ENSURING THE NEXT GENERATION LEARNS FROM THE VERY BEST

The quality of an education is only as good as the teacher who imparts it. In Afghanistan, where years of conflict have resulted in serious setbacks in the educational system, we are implementing a DFATD project to certify teachers and accredit the institutions that train them. By improving these certification and accreditation processes, we aim to improve the quality of teaching, so that teachers can improve the education that students receive, and, ultimately, improve the opportunities available to youth in the future. We are providing support to the Ministry of Education and work closely with teacher training colleges to promote local ownership and ensure long-term sustainability.

Project: Teacher Certification and Accreditation Project (TCAP)

Funders: DFATD

74 REFUGEES SPONSORED FROM CAMPS AROUND THE WORLD

244 TEACHERS TRAINED IN GENDER Responsive PEDAGOGY

15M YOUTH STAND TO BENEFIT FROM IMPROVED TEACHER QUALITY

750+ CANADIAN STUDENTS RAISING AWARENESS AND FUNDS ON THEIR CAMPUSES

58K+ STUDENTS REACHED, INCLUDING 40,000+ REFUGEES

593 PEOPLE TRAINED ON NEW CREDENTIALING SYSTEM
Generating Change in Employment

Employment means so much more than a job or livelihood. It means self-esteem and confidence as youth become better able to support themselves and their families. It means having a greater say in family and community decision-making forums. It means, ultimately, contributing to much needed economic growth across the country.

If a third of the global population is able to grow up and graduate into fair and fulfilling employment, we all win. And with global youth unemployment rates at an all-time high in recent years, support for youth skills development and related employment services has never been more pressing.

Our Employment stream provides youth, women and other marginalized people with the skills and resources they need to enter and advance in local, regional and global job markets. With funding from the Government of Canada through the Department of Foreign Affairs, Trade and Development (DFATD) and the Asian Development Bank (ADB), we are investing in the talent and ambition of youth to make meaningful contributions for economic development around the world.

Our years of experience have taught us that the employment services we provide must be grounded in the realities of the job market. That is why we work closely with the private sector to ensure our employment programs reflect real world needs. We also ensure space and support for youth entrepreneurship as an important element of the solution to youth unemployment.

Fostering the Entrepreneurial Spirit

Extremely high rates of poverty in Southern Lima, Peru have put widespread underemployment and unemployment for young people. Responding to their desire for more training opportunities and work experience, we partnered with Asociación UNACEM to award youth with scholarships for technical training at established, prestigious training institutions. Supporting youth to take their economic development into their own hands, this program had a strong focus on entrepreneurship training. Guided by business development experts, young entrepreneurs were able to enhance their knowledge and expand their skills to develop viable and profitable businesses. As a result, our young entrepreneurs saw significant growth in their sales.

Project: Promotion of Youth Entrepreneurship and Employability in Southern Lima. Funder: DFATD, Asociación UNACEM

Forming Private Sector Partnerships

Since 1989, WUSC has helped over 30,000 Sri Lankan youth access skills training opportunities to improve their livelihoods. This year, however, marked a new approach. Our past programs demonstrated many successes, but equipping youth with the right skills is only part of the solution as training does not always result in employment. To fill this gap in employment outcomes, we need to engage the private sector from the very beginning. Over the last twelve months, we have been conducting consultations with company representatives from the tourism, construction, Information and communication technologies (ICT), and automotive sectors across the country who told us they are eager to hire youth. They see the potential in the next generation and view hiring youth as a great investment in the future. They also told us that many youth still do not have the skills they are looking for, even after graduating from technical vocational and education training (TVET). Particularly lacking are language skills and soft skills such as confidence, leadership, teamwork and communication, needed to succeed in the work environment. But to truly create positive change, we need to ensure real employment opportunities upon graduation. We take our involvement with the private sector one step further to identify partners that will guarantee jobs post-training. Plans are now in place to begin the selection of trainees and deliver targeted skills training to move them into these jobs.

Project: Advancing Specialized Skills for Economic Transformation (ASSET) Funders: DFATD

Promoting Greater Social Inclusion

Although more inclusive market systems lead to greater benefits for all of society, many public skills training programs do not reflect social diversity, failing to address the unique needs of youth, women and other marginalized groups. We are currently providing consulting services to the Government of Nepal in support of its efforts to support greater inclusion at a national level. We are working to ensure that training institutions are offering more youth- and gender-responsive programs, while increasing the overall number of opportunities available to unemployed and underemployed populations. By promoting social inclusion in skills training, we are helping to increase the employability of the entire Nepalese workforce while ensuring greater economic development across the country.

Project: Skills for Development Project (SDP) Funders: ADB

66 small- and medium-enterprises have agreed to partner with ASSET following our private sector consultations

500 jobs already identified for youth who participate in the program from our private sector partners in Sri Lanka

2,4K new training opportunities created

93 entrepreneurs saw an increase in sales of up to 230%

556 youth - 60% of whom were women - strengthened their skills for employment

10 model schools actively pursuing quality improvement

Young entrepreneur

Youth in Peru have the courage to advance in our careers, but the current economy prevents us from doing so. Through these scholarships, we have a unique opportunity for further personal and professional development.

Photo: Lorenzo Moscia

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GENERATING CHANGE IN EMPOWERMENT

Within the international development community, there is widespread recognition that youth today will become our leaders tomorrow. But what is sometimes missing from this conversation is the realization that leadership does not happen overnight. Young people today require access to the knowledge, skills and experiences that can build upon their own innovative practices and improve their unique capacity to lead.

Our Empowerment stream engages youth to build their confidence and provides them with the skills and hands-on learning that will nurture their leadership potential. With funding from the Government of Canada through the Department of Foreign Affairs, Trade and Development (DFATD), and Scope Global, we foster voluntourism and peer-to-peer networks to actively engage youth as agents of change. We help expand their horizons through unique opportunities in Canada and overseas that enables them to contribute to real progress for local, regional and national development.

Leadership is not only coming from within. External factors can greatly influence the capacity of youth to drive positive change in their communities and around the world. First and foremost, we need to ensure that youth are able to have their basic needs met, such as health and safety. They also need the support and guidance of their family and their broader community, including politicians, private sector and members of civil society. With funding from the Government of Canada’s Muskoka Initiative, DFATD and FHI360, we support the development of these external factors by building upon our own expertise in the health and governance sectors, particularly for maternal, newborn and child health (MNCH), HIV and AIDS and private-public partnerships. Throughout this work, we focus on capacity building for the key actors and decision-makers to ensure effective partnerships and sustainable systems for development.

Ian Pinnell stepping into the youth movement in Malawi

In September 2014, through a unique partnership with the University of Waterloo and Uniterra, Ian Pinnell traveled to Lilongwe, Malawi to support our partner, the National Youth Council of Malawi (NYCOM). NYCOM works to ensure the effective implementation, coordination and evaluation of youth development programs - grassroots and youth-led initiatives that address not just ‘youth issues’, but issues facing entire communities, such as elder care and environmental sustainability. As a volunteer, Ian helped develop sustainable communications systems enabling NYCOM to better inform, engage and mobilize the youth they support. Ian also helped organize an important national conference, where 350 representatives from grassroots youth organizations attended. Throughout his assignment, Ian was struck by the determination and innovation among young people in the country. He saw that opportunities for empowerment were few, but rather than resign themselves to that reality, youth are finding the means to create new opportunities themselves.

Looking to the future

Our work in empowerment this year provided youth with hands-on experiences to nurture leadership skills and help them create positive social change. We also worked at the community level to build the foundation for better youth engagement and support.
## DEVELOPMENT INITIATIVES
### APRIL 1, 2014 TO MARCH 31, 2015

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<tr>
<th>PROJECT</th>
<th>PARTNERS</th>
<th>FUNDERS</th>
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<tr>
<td>Uniterra Phase II - Various Countries</td>
<td>CECI, local partners in 12 countries across Africa, Asia and the Americas</td>
<td>DFATD</td>
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<tr>
<td>International Student Management - Botswana</td>
<td>Canadian universities, colleges and cegeps</td>
<td>Government of Botswana</td>
</tr>
<tr>
<td>Programme d’amélioration de la santé des mères et des enfants - Burkina Faso</td>
<td>University of British Columbia, Université Laval, Farm Radio International, Government of Burkina Faso, civil society organizations</td>
<td>DFATD</td>
</tr>
<tr>
<td>Programme de coopération volontaire - Haiti</td>
<td>CECI, Fondation Paul Gérin-Lajoie, CESQ, INFP, civil society organizations</td>
<td>DFATD</td>
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<tr>
<td>Local Leadership for Development - Indonesia</td>
<td>Cowater International Inc., Canadian universities, colleges and cegeps, Indonesian universities</td>
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<tr>
<td>Andean Regional Initiative - Various Countries</td>
<td>Local municipal government, private sector partners, civil society organizations</td>
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<tr>
<td>Advancing Specialized Skills for Economic Transformation - Sri Lanka</td>
<td>Government of Sri Lanka, private sector partners, civil society organizations</td>
<td>DFATD</td>
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<tr>
<td>Teacher Certification and Accreditation of Teacher Training Institutions in Afghanistan Project - Afghanistan</td>
<td>Government of the Islamic Republic of Afghanistan</td>
<td>DFATD</td>
</tr>
</tbody>
</table>

Additionally, an estimated $3.3M was raised on Canadian campuses this year by student-led WUSC Local Committees to fund the education and living costs for 74 refugees sponsored through the Student Refugee Program (SRP).
REPORT OF THE INDEPENDENT AUDITORS ON THE SUMMARY CONSOLIDATED FINANCIAL STATEMENTS

To the Board of Directors of the World University Service of Canada

The accompanying summary consolidated financial statements of the World University Service of Canada, which comprise the summary consolidated statement of financial position as at March 31, 2015, the summary statement of operations and changes in net assets the year then ended, and related notes, are derived from the audited consolidated financial statements prepared in accordance with Canadian accounting standards for not-for-profit organizations, of the World University Service of Canada as at and for the year then ended March 31, 2015.

We expressed an unmodified audit opinion on those consolidated financial statements in our report dated June 20, 2015.

The summary consolidated financial statements do not contain all the disclosures required by Canadian accounting standards for not-for-profit organizations applied in the preparation of the audited consolidated financial statements of the World University Service of Canada. Reading the summary consolidated financial statements, therefore, is not a substitute for reading the audited consolidated financial statements of the World University Service of Canada.

Management’s Responsibility for the Summary Financial Statements

Management is responsible for the preparation of a summary of the audited consolidated financial statements on the basis described in note 2.

Auditors’ Responsibility

Our responsibility is to express an opinion on the summary consolidated financial statements based on our procedures, which were conducted in accordance with Canadian Auditing Standard (CAS) 810, “Engagements to Report on Summary Financial Statements”.

Opinion

In our opinion, the summary consolidated financial statements derived from the audited consolidated financial statements of the World University Service of Canada as at March 31, 2015 are a fair summary of those consolidated financial statements, in accordance with the basis described in note 2.
1. Mission:

World University Service of Canada (WUSC) was incorporated on October 1, 1957, without share capital, under Part II of the Canada Corporations Act. In 2014, WUSC continued its incorporation under the Canada Not-for-profit Corporations Act. As a registered charity with the Canada Revenue Agency, WUSC is exempt from income taxes under paragraph 149(1)(f) of the Income Tax Act (Canada).

WUSC is a leading Canadian non-profit organization in international development, committed to building a more equitable and sustainable world. We work with a unique and powerful network of post-secondary institutions, private-sector partners and volunteers to provide education, employment and empowerment opportunities that improve the lives of millions of disadvantaged youth around the world.

2. Summary consolidated financial statements:

The summary consolidated financial statements are derived from the complete audited consolidated financial statements, prepared in accordance with Canadian accounting standards for not-for-profit organizations, as at March 31, 2015.

The preparation of these summary consolidated financial statements requires management to determine the information that needs to be reflected in the summary consolidated financial statements so that they are consistent, in all material respects, with or represent a fair summary of the audited consolidated financial statements.

These summarized consolidated financial statements have been prepared by management using the following criteria:

a. Whether information in the summary consolidated financial statements is in agreement with the related information in the complete audited consolidated financial statements; and

b. Whether, in all material respects, the summary consolidated financial statements contain the information necessary to avoid distorting or obscuring matters disclosed in the related complete audited consolidated financial statements, including the notes thereto.

Management determined that the consolidated statement of changes in net assets and consolidated cash flows do not provide additional useful information and as such have not included them as part of the summary consolidated financial statements.

The complete audited consolidated financial statements of the World University Service of Canada are available upon request by contacting the management of the World University Service of Canada.
You can help create a better world for youth.

Please call us at 1-800-267-8299 x.3693 or visit us online at www.wusc.ca to learn how you can provide youth and other marginalized people with life-changing opportunities in education, employment and empowerment.

Charitable Registration Number
11930 4848 RR0001