Academics Without Borders (AWB) helps people in the world's poorest countries by strengthening and enriching the opportunities provided by post-secondary education. We do this by working in partnership with universities in developing nations to enhance their programs, capacity, planning, efficiency, and effectiveness. Each project originates with a partner university in the developing world and builds local capacity and expertise, creating sustainable programs and supporting the institutions that educate the professionals – the doctors, nurses, teachers, engineers, researchers, entrepreneurs, technologists, managers, activists, and scientists – whom the host country needs to continue, accelerate, and sustain its development. AWB is there to assist, inspire, and enhance so that the benefits of AWB’s involvement persist long after our volunteers return home.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Message from the Chair</td>
</tr>
<tr>
<td>02</td>
<td>Message from the Executive Director</td>
</tr>
<tr>
<td>03</td>
<td>Executive Summary</td>
</tr>
<tr>
<td>04</td>
<td>New and Ongoing Projects 2016</td>
</tr>
<tr>
<td>11</td>
<td>Spotlight on Microresearch</td>
</tr>
<tr>
<td>13</td>
<td>Projects at AWB Focus Institutions</td>
</tr>
<tr>
<td>20</td>
<td>Organizational News University Network</td>
</tr>
<tr>
<td>23</td>
<td>Fundraising</td>
</tr>
<tr>
<td>25</td>
<td>Financial Statement</td>
</tr>
</tbody>
</table>
MESSAGE
FROM THE CHAIR

From its founding eleven years ago as an initiative to address an important gap, AWB has stepped up to become a leader in global development. We provide unique value to our developing-world partners, to our donors, and to Canadian higher education.

AWB provides value to its partner universities in the developing world primarily by helping them develop professional skills where they are needed most: among their faculty members, staff, and administrators. These heightened skills enable them in turn to meet their countries’ urgent need for highly educated and trained professionals. Our projects increase the supply of skilled professionals, who provide vital services — such as healthcare, teaching, engineering, and social services — to those who would not otherwise have access to them, while also accelerating and sustaining economic and social development.

AWB provides value to its donors, as well as its partner universities, through its “multiplier effect.” Our train-the-trainer model, whereby our unpaid volunteers work with local academic colleagues who in turn teach students, leverages a very small investment to reach many people. It costs less than $3,000 to send a volunteer who can ultimately improve the lives of thousands of people.

AWB also provides unique value to Canadian higher education. As Steven mentions below, our new AWB University Network, launched in 2016, now stands at 21 member universities. Through the Network, we are already working with academics at these Canadian universities on a number of projects, thus enhancing their value to the developing world while also internationalizing these universities’ perspectives, to everyone’s benefit.

Because of the value we provide, demand for our work is unlimited. The generous contributions of our donors and funding agencies have helped us become a trusted partner in higher education across the developing world. To build on this achievement — and to do even greater things — we need more resources. Any contribution you can make will be deeply appreciated, and put to very good use.

Finally, I want to say that we would not be where we are without the inspirational leadership of Steven Davis, AWB’s Founder and Executive Director. His drive, determination, and selfless dedication have brought AWB to its current successful position. Steven will retire in October 2017 and will be replaced as Executive Director by Greg Moran. On behalf of the Board, I extend our deepest gratitude to Steven for his stellar work, and welcome Greg as he takes AWB to its next level.

DAVID DUNNE

www.awb-usf.org
MESSAGE
FROM THE EXECUTIVE DIRECTOR

2016 has been a pivotal year for Academics Without Borders. As David mentions above, while managing a total of 19 projects involving 34 volunteers on three continents, we also launched an important new initiative: the AWB University Network. As this report goes to press, the Network, now a year old, already counts among its members 21 major Canadian universities. We are happy to report that the Network represents significant potential for expanding AWB’s important work. For one thing, it provides AWB with a modest but reliable income stream, thanks to the membership fee paid by Members. For another, it greatly expands the pool of interested and informed academics, as well as students, who may want to participate as volunteers in AWB’s projects in some of the least developed countries in the world. Such participation can be highly beneficial for Canadian universities, by expanding their international focus and understanding, and by offering them new channels for their community service ethos. We have very high expectations that the Network will generate wonderfully productive collaborations, both within and across academic communities here in Canada and throughout the developing world.

On a personal note, I have now been working with AWB for eleven years, first as the organization’s Founder, then as the Chair of its management Board, and finally, when AWB switched to an oversight Board, as its Executive Director. Two years ago, I informed the Board that I intended to step down as Executive Director as of October 2017. In my view, all NGOs periodically need turnover in the executive position, to bring in people with renewed energy and fresh ideas. In 2016 the Board began looking in earnest for a topnotch candidate for the ED position.

I am delighted that Greg Moran has agreed to take up the ED mantle in October 2017, and very much look forward to entrusting the direction of AWB to his experienced and capable hands. I am confident that he will invigorate AWB’s organization, sustain its vision and commitment, and strengthen its ability to fulfill its mission: to support higher education in the developing world.

STEVEN DAVIS
EXECUTIVE SUMMARY

New and Ongoing Projects
In 2016, AWB undertook 19 projects covering a variety of academic streams and involving 34 volunteers.

Spotlight on MicroResearch
In 2016, AWB entered an institutional partnership with MicroResearch, launched at Dalhousie University in Halifax in 2008. Its works in the developing world to train and mentor community health research, focusing primarily on maternal and child health.

Focus University Projects
Focus institutions are universities with which AWB has developed long-term partnerships and to which we are committed to helping for as long as our assistance is necessary. In 2016, AWB undertook 8 projects with our focus institutions.

Organizational News
University Network
In 2016 AWB began work building a network of Canadian universities to expand the opportunities for faculty and staff at those institutions to increase their involvement with universities in the developing world. Sixteen Canadian universities joined the Network in 2016. Network members are committed to working with Academics Without Borders to help it accomplish its mission to assist developing countries improve their universities.

Fundraising
In 2016, AWB raised a total of $168,102 from donations. AWB is tremendously thankful for the ongoing support of Concordia University which donated $40,000 in 2016 and for the commitment of the Djavad Mowafaghian Foundation to support projects originating from AWB network institutions with a $40,000 grant for 2016 and 2017. We are also extremely grateful to our Board of Directors who collectively contributed a total of $29,360 in 2016.

Financial Statement
In 2015, AWB had revenues of $168,507 compared to $216,278 in 2015; and total expenses of $170,164 as compared to $132,751 in 2015.
NEW AND ONGOING
PROJECTS 2016

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EXPLORING ELEARNING
UNIVERSITY OF LIBERIA

Exploring eLearning in the Face of Infrastructure Challenges at the University of Liberia, Monrovia, Liberia

AWB has partnered with the University of Liberia on three technology–related projects over the past six years.

In 2013, a two-year eLearning project was initiated. The aim of this project was to develop a mathematics and an English course that made use of massive open online courses (MOOCs) and other free online resources. Periodic visits by an AWB volunteer would move UL faculty from learning basic digital literacy and taking online courses themselves to the development and implementation of their own hybrid courses. The next working visit was planned for the summer of 2014, but the project was put on hold due to the Ebola outbreak.

In May 2016, the AWB volunteer undertook a working visit to determine how this project could move forward, to assess the current state of computer labs and overall ICT infrastructure, and to work with UL faculty on developing their priorities for future projects.
UPGRADING CARDIOLOGY SKILLS
MEKELLE UNIVERSITY

Upgrading Cardiology Skills at Mekelle University (MU), Mekelle, Ethiopia

In 2015, AWB volunteers completed a needs assessment for a cardiology residency program at the School of Medicine and its 500-bed teaching hospital, Ayder Referral Hospital (ARH). That assessment led to an AWB-supported training program in cardiology for three MU physicians. In 2016, a team composed of a cardiologist and a cardiac sonographer spent two weeks working with MU internists to provide training on cardiovascular disease and intervention techniques. As a direct outcome of the team’s work, faculty members at MU’s School of Medicine are now better prepared both to treat cardiovascular disease and to teach cardiology, so that doctors graduating from the Medical School will have increased knowledge of cardiovascular disease. Furthermore, plans are now in place to eventually create a fully established residency program in cardiology at ARH, thus greatly increasing the number of trained cardiologists in Ethiopia and enhancing the health of the populace.

VOLUNTEERS

Alan P. Jones
Clinical Assistant Professor,
University of Alberta, Faculty of Medicine, Edmonton, Alberta

Laura Maser
Lead Cardiac Sonographer,
Edmonton Cardiology Consultants, Edmonton, Alberta

www.awb-usf.org
Teaching Faculty Members to Train Primary and Secondary Teachers in Statistics and Probability at the University of San Carlos (USC), Cebu City, Philippines

In 2015, AWB began a five-year project in which a AWB volunteer is working with faculty members in USC’s Science and Mathematics Education Department to upgrade their ability to teach and run workshops in which they teach teachers how to teach statistics and probability. Many USC staff members have now been trained to deliver in-service training to K-12 teachers, including introducing new ideas and activities to support statistics education.

VOLUNTEER

Lionel Pereira-Mendoza
Former Associate Dean (Educational Research), Graduate Programmes and Research Office, National Institute of Education, Singapore
Developing Sustainable, Scalable, and Responsive Information Resources at Addis Ababa University, Addis Ababa, Ethiopia

AAU’s College of Health Sciences and Black Lion Hospital asked AWB to support the development of sustainable, scalable, and responsive information resources. This project used a train-the-trainer approach to develop a sustainable model that links social science, technology, and medical evidence-based innovations to the knowledge and skills of healthcare professionals, academics, researchers, students, and the public. The volunteers spent two weeks at AAU delivering hands-on training in informatics to improve medical care delivery in the region.
BUILDING CAPACITY

GEORGETOWN PUBLIC HOSPITAL

Building Capacity in Primary Care and Research Methods at the Institute of Health Science Education (IHSE), a department of the Georgetown Public Hospital Corporation, Georgetown, Guyana

The project addressed Guyana's need to build capacity in both primary care and research methods.

The inaugural family medicine residency-training program was initiated in the spring of 2015, with a cohort of 6 medical residents. In 2016, AWB volunteers worked with the masters of Public Health program in Georgetown, first in April to develop modules in research methods and public health for medical residents, and then in May/June to deliver those modules in a training program. By 2018, there will be 18 residents enrolled in the program and six trained family physicians in practice, providing teaching and supervision to residents and students. Over time, this project will ensure a new group of physicians who are not only expert primary care clinicians, but also scholars invested in system-wide thinking and change, based on rigorous data collection and research. The ultimate benefit will be improved health outcomes for the citizens of Guyana.
ESTABLISHING ELEARNING

KARATINA UNIVERSITY

Establishing eLearning at Karatina University, Karatina, Kenya

Karatina University (KARU) wishes to design an innovative Virtual learning environment (VLE) that transcends temporal and spatial constraints of traditional learning environments, which tie activities to places and time. This is a strategic response to the growing globalization and internationalization of education which has created the necessity to provide access to higher education to a larger number of interested students presently limited by the existing structure (human and physical resources) or engaged in other life demanding issues.

The objective of the KARU VLE is to expand the scope of higher education offerings to meet the dynamic learning needs of various groups. KARU sought the assistance of an AWB volunteer to conduct a needs assessment for the implementation on an eLearning Platform for KARU. Working with academic faculty and technical staff, the volunteer completed the needs assessment for KARU and developed a three year eLearning Strategic Plan.

The volunteer will return to KARU in 2017 to continue to work with the faculty on blended learning course design and technological innovation in teaching.
SPOTLIGHT ON MICRORESEARCH

Providing Training in Community Health Research

MicroResearch (MR), launched at Dalhousie University in Halifax in 2008, is doing extraordinary work in the developing world to train, mentor, and fund community health research, focusing primarily on maternal and child health. During each workshop, participants work in small teams to develop and plan their own research projects and then carry out the research. So far, MR has delivered more than 30 workshops in Ethiopia, Kenya, Malawi, Tanzania, and Uganda, resulting in more than 70 research projects and 24 publications.

In 2016, AWB partnered with MR on four research-training workshops in East Africa. Two workshops took place in Kenya, one at Kabarak University in Nakuru and one at Gertrude’s Children’s Hospital (GCH) in Nairobi; the third took place at the Tanzanian Training Centre for International Health in Ifakara; and the fourth at the University Teaching Hospital-Kigali in Rwanda. According to Dr. Robert Bortolussi, Professor Emeritus of Pediatrics at Dalhousie University and co-founder of MicroResearch, MR’s four projects with AWB have trained some 90 health workers on how to develop practical local research plans, which in turn will lead to better care for children and mothers. Dr. Bortolussi participated in some of these workshops as a volunteer.

MicroResearch co-founder Dr. Noni MacDonald, who is a professor in the Department of Pediatrics at Dalhousie University, points out that the workshop format itself creates fertile opportunities for participants to share observations and stimulate useful questions that spark valuable research.

Dr. MacDonald participated as one of the AWB volunteers in the workshop at the University Teaching Hospital-Kigali, in Rwanda. During that workshop, members of each team had opportunities to raise issues they had observed that might otherwise have not been noticed or communicated at the large, 8,000-employee hospital. According to Dr. MacDonald, “without that workshop, which allowed participants to propose research to address questions arising in their day-to-day experience, we would not have recognized that children were coming in with more severe malaria and then tried to figure out why.” MR teams are looking to develop applied research solutions to these and other questions.

The need for unique local solutions arises from the fact that the challenges are so diverse. At the workshop at Kabarak University in Nakuru, for instance, researchers wanted to find out what interventions might address the high suicide rate among rural teenagers. In other countries in which MR workshops have been held, local research questions have ranged from trying to determine why there is a high incidence of rickets in infants, to how to improve care of the umbilical cord.

Here are brief portraits of two of developing world participants involved in these MicroResearch workshops, and the impact the workshops have had on their lives and careers.
Daniel Gai, who has worked at GCH since 2012, had the opportunity to attend a previous MicroResearch workshop. He is now the Administrator of the Clinical Emergency Courses at the hospital and a lecturer at the Institute of Child Health and Research – roles in which he finds himself using the skills he acquired in that earlier workshop, Knowledge Translation and Health Policy Development, in his daily work. As the local organizer and coordinator of this more recent workshop at GCH, Daniel played an integral role in the workshop’s success.

Currently an Operating Room Nurse, Muramuzi speaks three East African languages, plus English. For the past three years he has studied pharmacy at Mount Kenya University’s Kigali campus. A dedicated learner, he gave up his annual two-week vacation to participate in the MR/AWB workshop to improve his skills. “Research is inventing and discovering,” he says. “You have to dig deep to find an answer.”

VOLUNTEERS

Robert Bortolussi
IWK Health Centre,
Department of Pediatrics,
Dalhousie University,
Co-Director of MicroResearch International, Halifax, Nova Scotia

Elizabeth Cummings
Pediatric Endocrinologist, IWK Health Centre and Professor, Department of Pediatrics and Medicine, Dalhousie University, Halifax, Nova Scotia

Linda Dodds
Professor, Departments of Obstetrics & Gynecology, Pediatrics and Community Health and Epidemiology, Dalhousie University, Halifax, Nova Scotia

Noni MacDonald
IWK Health Centre, Department of Pediatrics, Dalhousie University, Co-Director of MicroResearch International

Anthony Otley
Head, Division of Gastroenterology and Nutrition, IWK Health Centre and Professor, Department of Pediatrics and Medicine, Dalhousie University, Halifax Nova, Scotia

www.awb-usf.org
Focus institutions are universities with which AWB has developed long-term partnerships and those that we are committed to assisting with their priorities for as long as our assistance is necessary.
Established in 1983 as an international university, AKU has some 2,000 students and about 400 employees on 11 campuses and teaching sites in eight countries across Asia, Africa, and Europe. Its objective is to promote human welfare in general, and to improve the lives of the citizens of the countries in which it operates. In 2016, AWB worked on three projects with Aga Khan University, two of which are ongoing; the third was begun and completed during ten weeks in the final quarter of the year.

**Project 1: Upgrading Nursing Training, Research, and Writing**

Beginning in 2011, AWB, and specifically AWB volunteer Pammla Petrucka, working with two additional Nursing educators and AWB volunteers, supported a project with AKU's School of Nursing and Midwifery (SONAM) on its campuses in Kenya, Tanzania, and Uganda, to enhance the school’s program so that it could offer a full B.Sc. in Nursing to nurses who already had a diploma. The 18 recent graduates of the upgraded AKU-SONAM are bringing improved health-care to an estimated 180,000 patients a year; in ten years, that number will have climbed to 1,800,000 patients a year. Building on the ongoing success of that project, in 2014 the AKU Nursing Faculty asked Pammla to serve as a long-term continuing volunteer, helping the faculty of the School to develop their research and academic writing capabilities. Toward that end, since 2014, Pammla has been involved in mentoring the faculty both on-site and remotely. As a consequence of the most recent phase of this project, AKU-SONAM faculty members have conducted research and written numerous articles, many of which have been peer-reviewed and either published or submitted for publication.

**Project 2: Instilling High-Level Research Capabilities and a Sustainable Culture**

The Institute for Educational Development East Africa (IED-EA) requested a volunteer to work with its young faculty members to develop their research capabilities. The AWB volunteer spent ten weeks working with the faculty, enhancing senior faculty members’ ability to mentor early-career researchers; supporting faculty members in writing publications; supporting faculty members and project staff to include a research focus in all future project bids; and facilitating interdisciplinary collaborations both within IED-EA and with colleagues elsewhere in the University and beyond. The long-term impacts of this project will be a sustainable research culture and a heightened research profile for IED-EA, which in turn will lead to more informed education policy implementation in the region.
Project 3: Providing Virtual Mentoring in Four Subjects

This project is a programme in virtual mentoring, involving six volunteers: two each in medicine and nursing, and one each in education and journalism/communications. Each volunteer provides remote mentorship and pedagogical support to as many as five AKU faculty members, who communicate with their mentors via Skype, Webex, Lync, and email. Each mentoring relationship will last up to three years, with the number of hours spent depending on the outputs specified in the mentoring agreements. Mentors typically guide faculty mentees to resources/links; support them in developing their scholarship in teaching and learning; engage collaboratively with them in projects to enhance teaching and learning; assist them in developing and writing cases as well as teaching using cases; contribute remotely as speakers or panelists to bi-monthly seminars on teaching and learning; and assist them in publishing their work by either co-drafting publications or helping them identify avenues of publication.

The research team will also be evaluating the effectiveness of virtual mentoring in teaching and learning.
The Patan Academy of Health Sciences is dedicated to improving the health of the people of Nepal by producing doctors who will provide urgently needed public health services to disadvantaged Nepalese living in remote or rural areas where most of the citizens of Nepal live. In 2016, AWB volunteers participated in three projects with PAHS.

**Project 1: Developing Training in Public Health Management and Leadership**

In August 2017 PAHS plans to launch a new School of Public Health (SPH), which will grant a Master's of Public Health degree. In 2016, following the working visits of two AWB volunteers in 2015, AWB sent volunteer David Dunne to help develop a course on Management and Leadership for SPH and to introduce Problem-Based Learning to the SPH faculty, thus raising the faculty's understanding of public health management, which will play a key role in the success of future public health programs.

**Project 2: Teaching Cardiology and Conducting Joint Research**

In May 2016, AWB provided gap teaching in cardiology at the PAHS Medical School and ran a research project with PAHS medical students, who worked closely with medical students from the University of British Columbia (UBC). The teaching strengthened the students’ knowledge and skills in cardiology, as well as in conducting research. In addition, the Medical School faculty now appreciates the need to involve both faculty and students in medical research programs, to keep Nepal in line with international medical research and development.
Project 3: Providing Gap Teaching and Strengthening Medical Curriculum

During 2016, AWB provided four volunteers to do gap teaching in four rural hospitals in which PAHS medical students are placed in rotations as part of their medical education. These students will become future general practitioners at the rural hospitals and will in turn teach future PAHS medical students on rotation there. The volunteers strengthened the curriculum the medical students followed and the orientation they received to prepare for their assignment at the rural hospital sites. Both the new orientation and the strengthened curriculum allowed the students to collaborate more effectively with the physicians already working in the rural hospitals.
UIN SUKA, which has more than 13,000 students in seven undergraduate faculties as well as the School of Graduate Studies, is unique in Indonesia for having implemented inclusive education, i.e., education that accommodates “diffable” students (students with different abilities, such as impaired mobility, vision, or hearing).

**The Project: Helping to Create a Professional Centre for Students with Disabilities**

Following the success of two previous volunteer assignments at the Centre for Students with Disabilities, UIN SUKA asked AWB for help in evolving its Centre for the Study of Disabilities from a voluntary buddy-based system into a fully implemented disability office providing accommodation and support services. The AWB volunteer spent four months at UIN SUKA working with the Centre's professional staff to expand awareness of the Centre and to develop a training package to increase understanding of the Centre's role within the University. The volunteer also helped form the Disability Faculty Liaison Committee, whose members work with the Centre to develop methodologies for accommodating disabled students academically. Additionally, the volunteer developed procedures for communicating these students' needs to the University's faculty. As a result, the university now offers the necessary resources in its classrooms, libraries, and religious services to meet the needs of students with disabilities; the Centre is now training volunteers to work with students with disabilities as note-takers and in other capacities; and management guidelines are in place for assessing ways to accommodate individual disabled students' academic needs.

**Earllene Roberts**
Disability Resource Centre Coordinator & Diversity Advisor, Student Services and Development, University of British Columbia - Okanagan Campus, Kelowna, British Columbia

[www.awb-usf.org]
Ghana needs people with advanced degrees in computer science and information technology both to work in many key positions in government and industry and to educate others. Previously, there was no doctoral program in computer science and information technology being offered in Ghana and those who wanted to get an advanced degree had to leave the country to study. Most however, cannot leave for personal or professional reasons and those that do leave, often do not return.

The Project: Assisting UCC’s Department of Computer Science and Technology (DCSIT) create a doctoral program in computer science

DCSIT, in partnership with AWB, is in the process of upgrading the qualifications of its lecturers from M.Sc. to Ph.D., through a transitional Ph.D. program that will empower the Department to manage and deliver its own graduate program. Open both to recent graduates of DCSIT with B.Sc. degrees and to doctoral candidates from other Ghanaian universities, the current program offers two graduate courses in the summer months of each year and one intensive course in January to address the gaps the students may have in fundamental areas. In 2016, AWB sent three volunteers to UCC to deliver courses, (Logic, Computation and Proof, Introduction to Artificial Intelligence, and Data Mining). The volunteers both taught in the program and provided mentorship to those undertaking their research.

VOLUNTEERS

Nicolas Fillion
Assistant Professor, Philosophy Department, Simon Fraser University, Burnaby, British Columbia

Simone Santini
Professor of Computer Science in the Escuela Politécnica Superior, Universidad Autónoma de Madrid, Madrid, Spain

Jean Charles Lamirel
Faculty Member, Université Henri Poincaré Nancy 1, Laboratory LORIA, Nancy, France
Academics Without Borders Inaugurated its University Network in 2016

Sixteen Canadian universities joined the Network in 2016. Members of the Network are committed to working with Academics Without Borders to help it accomplish its mission to assist developing countries improve their universities.
Academics Without Borders sent out its first call for proposals to the members of the University Network in September of 2016. All but one of the proposed projects are in progress or have been completed.

We were able to take on these projects thanks to a generous donation from the Djavad Mowafaghian Foundation. The three projects are:

1. **Public Health Education Needs Assessment undertaken in co-operation with the University of Liberia and the National Public Health Institute of Liberia**

   The object of the project was to identify the strengths and barriers for maintaining training programs. This includes the strategic importance of developing train-the-trainers initiatives via distance education or other procedures and the identification of potential local faculty who could become involved in the development of education programs. This project will be led by AWB volunteer Dr. Scott Venners a professor in the Simon Fraser University Faculty of Health Sciences and a Djavad Mowafaghian Fellow. Dr. Venners will spend two weeks in Monrovia, Liberia working with the faculty of the medical school at the University of Liberia and the staff of the National Public Health Institute of Liberia. Dr. Venners and his Liberian colleagues worked to identify the requirements of the training that will needed for future degree programs in public health.

2. **Aga Khan University – Aga Khan University Hospital Post Graduate Medical Education – Internal Medicine Training**

   AWB responded to the Aga Khan University – Aga Khan University Hospital’s request to assist in the teaching of internal medicine in its residency program. AWB volunteer and Djavad Mowafaghian Fellow Dr. Lindsay Bridgland a professor in the Division of Internal Medicine, University of Alberta will spend a total of eight weeks working with the four internal medicine residents at the Aga Khan University Hospital in order to successfully provide them with an enriched clinical educational experience.

3. **Syiah Kuala University – Emergency Obstetrics Training**

   The goal of this project was to provide training in emergency obstetrics to the medical school faculty and staff in the primary care health centres in the rural areas of Aceh Province which is situated at the northern tip of Sumatra, Indonesia. AWB Volunteer and Djavad Mowafaghian Fellow, Dr. Kenya Bracken a professor in the Department of Family Medicine, McMaster University, spent nine weeks in Banda Aceh from February to April of 2017 to accomplish this goal.
Academics Without Borders is grateful for the support of the sixteen inaugural members of the University Network.
FUNDRAISING

AWB’s work in the developing world is made possible by generous donations from the people listed below. Thanks to their vision and commitment, universities in some of the world’s poorest countries, across Africa, Asia, and South America, are now benefitting from the presence of AWB volunteer-trained professors, scientists, doctors, nurses, researchers, and educational administrators. These individuals are contributing directly to the development of countries by actively working with the faculty and staff of universities that are educating thousands of students, who in turn become teachers, scientists, engineers, doctors, nurses, and researchers, thus passing along and vastly expanding the impact of AWB’s work. Clearly, every donation to AWB truly is a gift that keeps on giving to the thousands who benefit from it in the following years.

Additionally, in 2016, we received a $40,000 grant from Concordia University and a $20,000 Grant from the Djavad Mowafaghian Foundation.
We wish to express our sincere thanks to all our donors for making this work possible.

Kaveh Aasaraa
Arshad Ahmad
Judith Anderson
Nello Angerilli
Katherine Ashenburg
Paul Austin
David Beach
Renee Bilodeau
Robert Bortolussi
Morgan Brache
Nicole Brodeur
Andrew Brook
Wendy Cecil & Jack Cockwell & Family
Don Cherry
Stuart (Kip) Cobbett
David Copp
Gordon Davis
Steven Davis
Russell Dawes
William Deangelis
Emmett Dennis
Linda Dodds
David Daunn
Myron Echenberg
Robin Farquhar
Cecile Fay Baulu
Louise Frechette
Lysiane Gagnon
Brendan Gillon
Phil Gold
Ian Graham
Dominique Gross
Gena Hahn
Atakilt Haimanot
Ishtiyake Haji
Robert Howell
Robert Keaton
Eberhard Kiehlmann
John and Eve Lauder
Lawrence Lefkowitz
Francois Lepage
David Lubell
Nora MacDonald
Alistair Macleod
Michael Maxwell
Philip McGuire
Peter McNally
Adele Mercier
Joy Mighty
Frank Millerd
Harvey Mitchell
Greg Moran & Mindy Gordon
Nancy More
Shannon Murray
Joanne Perry
Caroline Pestieau
Mary Ellen Purkis
Eve Renaud
Mary Richardson
Arch Ritter
Thomas Robinson
Lisa Romkey
Jonathan Rose
Robert Rosehard
Bernie Schiff
Roger Seamon
Joan Sharp
Christopher C. Smart
Michael Stevenson
Karl Stobbe
Evan Tiffany
Margaret Tromp
Miriam Ulrych
John Waterhouse
William Watson
Ed Williams
Eugene Zabawa

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**Year Ended 31 December 2016**

### REVENUE

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### EXPENSES

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</table>

**Net Income : -$1,657**

The program costs, $81,794, reflect the out of pocket cost to AWB. During 2016, there were 18 completed and ongoing projects with 28 volunteers. The average cost of the projects was $4,544 and the cost to post each volunteer, $2,921. The AWB out of pocket costs do not reflect the real cost of the projects, since it does not include the in-kind donations from AWB’s developing world partner universities, most of which provide AWB’s volunteers housing, some of which provide a stipend for local costs, and some even provide airfare. Nor does it include the in-kind donations of AWB volunteers, who are not paid for their work with AWB’s partners.