



JESUIT WORLDWIDE LEARNING
HIGHER EDUCATION AT THE MARGINS

ANNUAL REPORT

2019

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MESSAGE FROM THE PRESIDENT

'Jesuit Worldwide Learning – Higher Education at the Margins' (JWL) – the name itself expresses the mission to care for marginalised communities and for youth. The Society of Jesus has defined these as its preferences, including the care for the environment and the intention to show the people the way to God. We are grateful to the Superior General of the Society of Jesus, Fr Arturo Sosa SJ, for his visit to Switzerland and the two international Jesuit works based in Geneva - Jesuit Refugee Service (JRS) and JWL - in September 2019. On this occasion, he provided an in-depth explanation of the four Apostolic Preferences. They are an inspiration to JWL for its service of higher education to excluded youth.

JWL is a joint work of the Swiss, Lithuanian, Austrian and German Jesuit Provinces, who will together found the new Central European Province (ECE). JWL is their global outreach to reinforce the efforts of other Jesuit Provinces in their care of the youth in marginalised communities. The collaboration between JWL and the Jesuit Provinces in Africa, Asia and South America has increased in 2019 as well as the collaboration with Jesuit Universities. JWL meets the needs of Jesuit Universities seeking to reach out to youth at the margins and the Jesuit Provinces to better serve these communities through higher education. We, the Jesuit Provinces of the future ECE, are happy to support these Jesuit Provinces at the margins of our societies in their struggle and effort to make the four apostolic preferences real.

I would like to express my deepest gratitude to all universities, partner organisations, the UN Refugee Agency (UNHCR), Jesuit Provinces and foundations who provide JWL with knowledge, teaching, financial and operational support. I extend this gratitude to all JWL staff, coordinators, learning facilitators, teaching professors, tutors and ultimately the students who contribute to making this work fruitful.

FR. DR. CHRISTIAN M. RUTISHAUSER SJ
President of JWL
Provincial of the Swiss Jesuit Province





MESSAGE OF FR GENERAL ARTURO SOSA S.J DURING HIS VISIT TO GENEVA, SWITZERLAND - 19 SEPTEMBER 2019

Geneva is a special place where the International Community, the UNHCR and other UN agencies, non-governmental organisations, the International Committee of the Red Cross, the World Council of Churches and many struggle with the challenges of humanity, try to heal wounds, attend to humanitarian and refugee crises and to reconcile warring factions in peace negotiations. It is good for us Jesuits to be here and to work with the ILO [International Labour Organization], to have the presence of the Jesuit Refugee Service and of Jesuit Worldwide Learning.



In order to engage with the international community and according to our way of proceeding we need to read the signs of the times, what humanity is experiencing and suffering from today: rising nationalism and populism; widening economic disparity; increasing political instability; growing disregard for the common good; people turning their backs on the most vulnerable: migrants, families displaced by war and people suffering on the margins; and worsening environmental degradation.

In this present-day context the Society of Jesus has defined four Apostolic Preferences which should give us a guiding direction and the instruments to discern and evaluate our actions.

I Show the way to God means for us, at JWL and in a context of different cultures and faith traditions, including secularism, to show the way from self-centredness into Other-

centredness including the Transcendence through discernment and ethical values to form men and women for others, in accordance with the spiritual heritage left to us by St. Ignatius of Loyola.

II Work with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice. This means closeness to the poor and to work with them for social justice and for a change in economic, political and social policies and causes; to understand the processes that generate injustice and to help develop alternative global models which are based on multiculturalism; to care for migrants, displaced, trafficked and indigenous peoples; to promote democracy by forming citizens and promoting vocations to public service and politics to take care of the common good.

III Accompany young people in the creation of a hope-filled future; besides many things it also implies to allow ourselves to be helped by young people.

IV Collaboration in the care of our common home; to develop alternative models of life, models of sustainable development with a special focus on Amazonia, the Congo basin, India, Indonesia.

In line with our long tradition of Jesuit education and pedagogy we are called to carry out these preferences with intellectual depth, high-quality education and formation. In a global and multicultural context we need to learn together to transform the world. We also need to collaborate with like-minded people and organisations. Specifically, in Geneva, collaboration with the UN and other partners of the international community and networking are key for our mission. To learn together and find new solutions and models to the challenges of humanity and the environment, the conversion of minds, hearts and the will are needed.

I wish you for your mission:

OPEN MIND – CURIOSITY

OPEN HEART – COMPASSION

OPEN WILL – COURAGE



WALK WITH THE POOR, THE OUTCASTS OF THE WORLD, THOSE WHOSE DIGNITY HAS BEEN VIOLATED, IN A MISSION OF RECONCILIATION AND JUSTICE.

JWL walks with socially and geographically marginalised communities across the globe, including conflict-affected communities and forcibly displaced persons; people deprived of their freedom and dignity; and women, with a focus on regions/countries with low levels of human development (according to the Human Development Index).

We serve these communities with tertiary learning. Global thinking and local action are promoted through the global virtual classroom, and students grow to become civil and political leaders in a mission of reconciliation, justice and peace.

In order to achieve this, JWL collaborates with Jesuit Universities and mission-aligned higher education institutions, assisting them in engaging with these marginalised communities as well as with other Jesuit institutions serving the poor.



I feel Zambezi as a community is excluded in a number of developments, specifically education as a sector. The community has few educated people due to the lack of quality education despite having minerals that could be used to improve the education system, in turn reducing school dropouts. Due to long walking distances [...] especially girls eventually drop out, are forced into early marriages and even teenage pregnancies. On the other hand, boys become drug addicts and also indulge in violent activities that put them in conflict with the law. The crime rate in Zambezi is higher than other communities due to illiteracy and lack of vocational skills that could empower young people to be independent.

- Yvonne (Zambezi, Zambia)

WALKING WITH THE EXCLUDED



When I first came to Jordan as a new refugee, it was a very difficult situation because of the different environment and the life here is too expensive. Also waiting to get resettlement is something boring and depressing. All these things make a refugee feel he is excluded from the community because he is unsettled, he does not have rights to work or study or move [to] any place. [...] I can say that education helps me to fight any obstacle by [my] way of thinking and how to deal with it.

- Manal (Amman, Jordan)



Tea production is one of the main sources of foreign exchange for Sri Lanka but the plantation workers still don't get enough income for their basic needs. I strongly believe that education can help community development. Education can help people develop economically, socially and intellectually. [A] community needs good leaders. Education provides good leaders.

- Christa
(Hatton, Sri Lanka)



Khanke IDP camp, Kurdistan Region, Iraq



ACCOMPANY YOUNG PEOPLE IN THE CREATION OF A HOPE-FILLED FUTURE



Bangui, Central African Republic

We journey with youths from marginalised communities, building on more than 450 years of Jesuit education, facilitating their access to high-quality tertiary learning – an integral education and formation of the head, heart and hands.

Using innovative methodology and learning technologies on devices used by the youth of today, we reach and enable them to study in low connectivity contexts anytime, anywhere.

Through a learning pathway that includes quality language, professional and academic courses with transferable credits and degrees, youths are empowered to put what they have learned into action to serve their communities – even open their own learning centres – creating a more hope-filled future for themselves and others.



In Central African Republic where the past conflicts have affected the country in a negative way, what I hope is that fellow citizens should come together and build both the country and the future together. This can be done if as youth we are given the possibility to participate in decision-making. That is why I am forming myself in order to be able to contribute in my own way to the future of my country.

*- Ornella
(Bangui, Central African Republic)*



The meaning of success is quite different for everyone. For me, the first obvious thing is a good career. I hope I can run my own business and make it international in order to earn more money for myself and my family.

*- Hte
(Taunggyi, Myanmar)*



Daikundi, Afghanistan



COLLABORATE FOR THE PROTECTION AND RENEWAL OF GOD'S CREATION



Lethem, Guyana

We seek to promote a global conscience about the value of creation, the care for our common home, environmental and social sustainability and advance the United Nations Sustainable Development Goals (SDGs).

As part of this, we are developing and implementing academic education programmes and technical and vocational training (TVET), within the sphere of sustainable development.

Courses created should not only bring the latest knowledge but also integrate the latent knowledge and experience that exists among indigenous communities.

Our goal is to form community leaders to take an integral approach towards the nurturing of sustainable and peaceful communities.



I am applying to this course to develop my skills and to gain knowledge in how to find solutions to protect the environment and provide more safety and a better situation for the other creatures which in turn will affect our life as humans for better living. Because I was a Peace Leader student, I believe that both courses will complement each other and will help to provide [a] more safe environment for us.

- Loran (Dohuk, Iraq)



We have a university here – our environment, our forest – where we can train our young people to learn how to use their resources [...]. We don't come together with other persons who know how to teach. This is where we are failing with our culture, our tradition.

- Eva, Senior Community Leader (Macushi indigenous community, Guyana)



Tree planting in Domiz Refugee Camp, Kurdistan Region, Iraq

FROM SELF-CENTREDNESS TO OTHER-CENTREDNESS THROUGH DISCERNMENT



Here, we foster critical thinking and create an intellectual environment that favours free personal processes, independent of social, ethnic or religious pressure.

Designed in line with the principles of the renowned Ignatian Pedagogy - context, experience, reflection, action and evaluation- courses encourage transformative and action-oriented learning.

Throughout this journey there is space to foster students' spiritual dimension in their own specific culture and belief systems, by offering courses of interreligious, intercultural ethical values and dialogue of mutual respect; offering a deeper alternative to secularism.

We accompany young people intellectually as they discern complex choices in the social, economic, religious and political spheres, and form them to be men and women for others.

OTHER-CENTREDNESS



Moving from self-centredness to other-centredness means moving towards the holiest aspect of our humanity. It is replacing the word "me" with the word "we"; and by considering the whole mankind as a single figure, taking constructive steps towards healing this wounded body.

*- Aziz Ahmad
(Herat, Afghanistan)*



To me, moving from self-centredness to other-centredness means striving equally for the needs and interests of oneself and others, and refusing isolation, rather integrating with people more for the common good because no man is an island, and no one can survive alone, and everyone needs the accompaniment of others to flourish.

*- Michael
(Yangon, Myanmar)*



Kakuma Refugee Camp, Kenya

ACHIEVEMENTS

It is a pleasure to present you the figures of the courses delivered, students, community learning centres and finances. In 2018, JWL doubled the number of courses delivered compared with 2017. The number of students increased by 36% and the costs only by 16%. With that significant growth, 2019 now stands out as a year of consolidation and diversification.



CONSOLIDATION

- ▶ Number of courses delivered remained on the same level with a slight increase to 10,777.
- ▶ Number of students of 3,929 remained exactly the same as the year before.
- ▶ 39 community learning centres in 15 countries like the year before.
- ▶ The 2019 expenses were consolidated at USD 2,799,337, the same level as the previous year.
- ▶ JWL increased its efficiency by lowering the average delivery cost per course.



In 2019 JWL built a consolidated and diversified foundation to transfer and scale in a sustainable way the JWL model to reach more students at the margins.



Creighton Teacher Training graduates, Bamyan, Afghanistan

DIVERSIFICATION

- ▶ The Learning Path was enriched by new programmes, the Learning Facilitator programmes and the IT Microsoft Excel course. Most significant was the implementation of the Bachelor offered by Creighton University and Southern New Hampshire University.
- ▶ By the very nature of the JWL Learning Path, each community learning centres (CLC) starts by offering Global English. Over 50% of all CLCs offer academic studies.
- ▶ Strategic partnerships with Universities became more diverse. The Catholic University of Eichstätt-Ingolstadt, Germany, engaged with JWL offering the Learning Facilitator as an accredited programme. The Xavier University in Bhubaneswar, India signed the agreement on the development and delivery of a Bachelor program in Sustainable Development which is starting in January 2020.
- ▶ Strategic partnerships with Jesuit Provinces were extended to the Jesuit Province of Eastern Africa, of the Middle East, the Region of Jamaica and Guyana. Conversations started with Fey Alegría on potential collaboration.



GLOBAL DISTRIBUTION

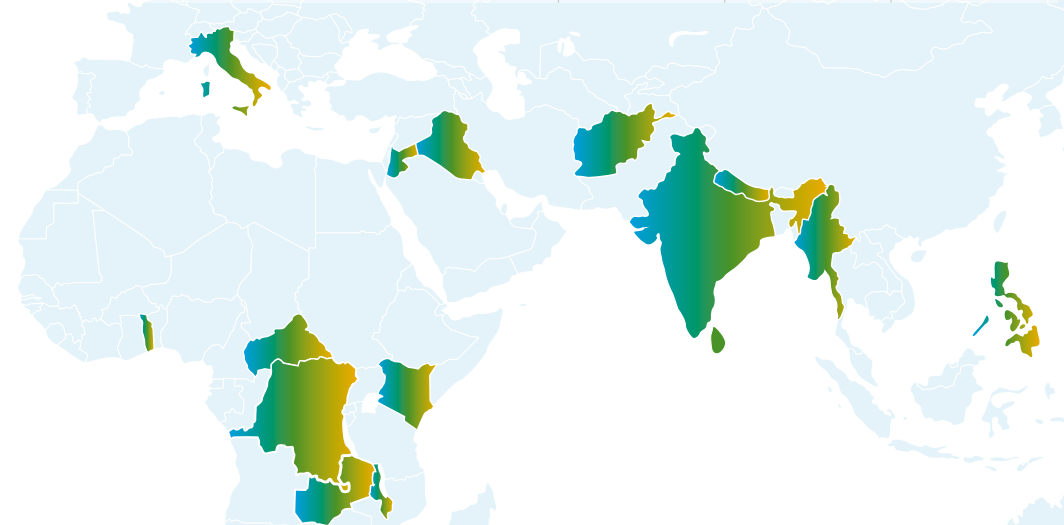
COURSE ENROLMENT	2017	2018	2019
Global English Language Programme	3,077	6,553	6,142
Professional Programmes	684	345	798
Academic Programmes	1,642	3,388	3,837
Total number of Courses	5,403	10,286	10,777

STUDENT NUMBERS	2017	2018	2019
Global English Language Programme	1,757	3,276	3,071
Professional Programmes	228	118	266
Academic Programmes	328	534	595
Total number of Students	2,313	3,928	3,929

GENDER BALANCE 2019	MALE	FEMALE	TOTAL
Global English Language	39 %	61 %	3,071
Youth Sports Facilitator - Metropolitan Uni.	81 %	19 %	96
Learning Facilitator - Kath. Uni. Eichstätt	61 %	39 %	69
Peace Leader - Hekima Uni. College	58 %	42 %	44
IT Microsoft Excel - Microsoft Academy	46 %	54 %	57
English Language Teacher - Creighton Uni.	40 %	60 %	50
Diploma Liberal Studies - Regis University	53 %	47 %	418
Bachelor - Creighton University	43 %	57 %	14
Bachelor - Southern New Hampshire Uni.	83 %	17 %	110
Total number of Students	43 %	57 %	3,929

GLOBAL DISTRIBUTION

COMMUNITY LEARNING CENTRES (CLCs)	LANGUAGE	PROFESSIONAL	ACADEMIC
Afghanistan - 9 CLCs , rural & urban youth	✓	✓	✓
India - 5 CLCs , rural youth	✓		
Nepal - 2 CLCs , rural & urban youth	✓		
Sri Lanka - 6 CLCs , rural & urban youth	✓	✓	✓
Myanmar - 2 CLCs , urban youth	✓	✓	✓
Phillipines - 1 CLC , indigenous community	✓		
Iraq - 6 CLCs (refugee & IDP camps, returnees)	✓	✓	✓
Jordan - 1 CLC , urban refugees	✓		✓
Malawi - Dzaleka Refugee Camp	✓	✓	✓
Kenya - Kakuma Refugee Camp	✓	✓	✓
Zambia - 1 CLC , rural community			✓
Togo - 1 CLC , urban community	✓		
Central African Republic - 1 CLC , urban youth	✓		
Democratic Republic of Congo - Uni. students	✓		
Italy - 1 CLC , refugees			✓





Loyola University, Kinshasa,
Democratic Republic of Congo

In 2019, JWL's Global English Language (GEL) programme spread its wings. English is one of the biggest barriers to tertiary education and so our GEL course is ever more in demand.

2019 was the year GEL arrived in Africa and this is a first step to help communities that have been ravaged by war to get back on their feet. In January, GEL opened its doors in Bangui in the Central African Republic to students at elementary level. We are now seeing the fruits of their labour as the students reach advanced level and are proving ready to tackle our professional and academic courses. Last spring, we set up the programme in Kinshasa in the Democratic Republic of Congo, where engineering students at university are seeing the importance of GEL, as their academic studies will be delivered solely in English during the final year of their degree course. In the autumn, GEL opened in Lomé in Togo, where students realise the necessity of English in a competitive job market, particularly in view of their proximity to English-speaking countries such as Ghana.

In a very different context, GEL also opened in the Nineveh valley in Iraq, which was attacked and occupied by ISIS in 2014, forcing its inhabitants to flee. They are now returning to their villages and gradually rebuilding their lives. In September, two new centres were opened by two female former JWL Diploma students, in the villages of Bartella and Qaraqosh.

In Maheshpur in Nepal, a GEL course was also started for a group of school teachers who will soon be expected to deliver their entire curriculum in English.

Whether in preparation for professional or academic tertiary studies or to give students a cutting edge in a competitive job market, one thing is for certain: English really is the key to a brighter future.



GEL class, Qaraqosh, Iraq

BACHELOR OF ARTS IN MANAGEMENT

Since 2018, JWL in partnership with **Southern New Hampshire University (SNHU)** has been offering a Bachelor of Arts (BA) learning pathway for graduates of the JWL-Regis University Diploma in Liberal Studies. By using a scaffolding approach and a block credit transfer agreement with SNHU, Diploma graduates begin the BA programme with 45 transfer credits, 15 short of the sixty required to complete the associate's degree (AA). This programme has impacted the lives of over 140 students in the Kakuma-Kenya and Dzaleka-Malawi refugee camps. In 2019, JWL marked an important milestone by graduating the first pioneering 4 BA graduates supported totally via connected blended learning in the camps. Over 36 students have also earned associate degrees.



The BA programme is very unique in that it employs a project-oriented competency-based approach. With seven possible concentrations including business, management and communications, among others, all students are also afforded the opportunity to pursue internships, either on-site, virtual and even internationally. JWL also provides other professional development opportunities to its students via their engagement in community learning site management roles and by participating in professional JWL academic support programmes in addition to community service initiatives.

Regeza, a JWL-SNHU student that was chosen to participate in the first ever African Drone and Data Academy in Malawi has expressed an interest in aerial mapping of the Dzaleka refugee camp to create a flood model that supports improved construction planning and flood abatement in response to the chronic flooding that causes the destruction of many homes during the rainy season.

BACHELOR OF SCIENCE IN LEADERSHIP

On 21st December 2015, forty-five students, 24 girls and 21 boys from Daikundi Province travelled to Bamyan to study English with JWL. It was a humble beginning which set a tone to start the higher education centre in Bamyan in 2015, with the launch of the Diploma in Liberal Studies.



In 2018, the first 12 students graduated from the Diploma programme and ten students were offered scholarships to continue their higher education with a Bachelor of Science (B.S.) in Leadership from **Creighton University**. Along with their studies, the students are engaged in running the community learning centres (CLCs) in some very remote districts of Daikundi province with the support of JWL. The Creighton students are engaged in teaching English at the CLCs and very soon will be engaged in launching other professional and academic courses. For Siamoy, "studying Bachelors from Creighton University widened my understanding of society and helped me to challenge and cross many boundaries in recognising plurality that exists in society."

Two students in Amman, Jordan, are also studying towards the Creighton Leadership degree and are coordinating daily activities of their learning centre.



Creighton President,
Fr. Dr. Daniel Hendrickson S.J.
with two B.S. Leadership students
(Amman, Jordan)

BACHELOR OF ARTS IN SUSTAINABLE DEVELOPMENT

Environmental and social crises are affecting populations across the globe on a massive scale, particularly in fragile, conflict and post-conflict regions. Environmental sustainability is key to the future of humanity. **Xavier University Bhubaneswar (XUB, India)** and JWL believes that the formation of responsible leaders in communities will help ensure their own environmentally and socially sustainable development. In 2019, JWL signed an agreement with XUB signed an agreement to offer this degree, due to start in January 2020.



The programme relies on JWL's 10 years of experience in delivering Liberal Arts courses that will be the foundation of this new Bachelor Programme. The rest of the courses are provided and accredited by several institutions, in addition to XUB, notably, Newman Institute (Sweden) and Hekima University College (Kenya).



Focusing on the UN Sustainable Development Goals, the programme will mould participants into leaders with the skills and aptitudes to fill capacity gaps within their communities, such as in natural resource management, recycling, entrepreneurship and conflict negotiation.

LEARNING FACILITATOR PROFESSIONAL CERTIFICATE COURSE

The Learning Facilitator professional certificate course was launched in Spring 2019, in collaboration with the **Catholic University of Eichstätt-Ingolstadt (KU)**. Developed in response to the overwhelming need for learning and education spanning all ages and locations of the globe, and the need for a greater number of teachers to address this, JWL launched the Learning Facilitator professional certificate course in Afghanistan, Kenya and Malawi.



KATHOLISCHE UNIVERSITÄT
EICHSTÄTT-INGOLSTADT

Learning Facilitator is an applied six-month course. Learning technologies extend the reach of education, and this course integrates best practices of online and onsite facilitation. Students learn to use instructional media and technologies to create friendly, inclusive online and onsite learning experiences for learning communities, applying multiple methods of assessment to engage their pupils, and encourage all persons – without discrimination – to actively learn and question. As part of the course, Learning Facilitator students apply what they have learned by taking on a project through which they address a collective concern within their local community.

The agreement between JWL and KU paves the way to further collaboration with KU in the area of education and teacher training. KU will appoint a faculty member to oversee and then lead the academic online delivery of the certificate, while JWL pursues its own role in ensuring a quality delivery in its learning centres.



HIGH QUALITY AT AFFORDABLE COSTS

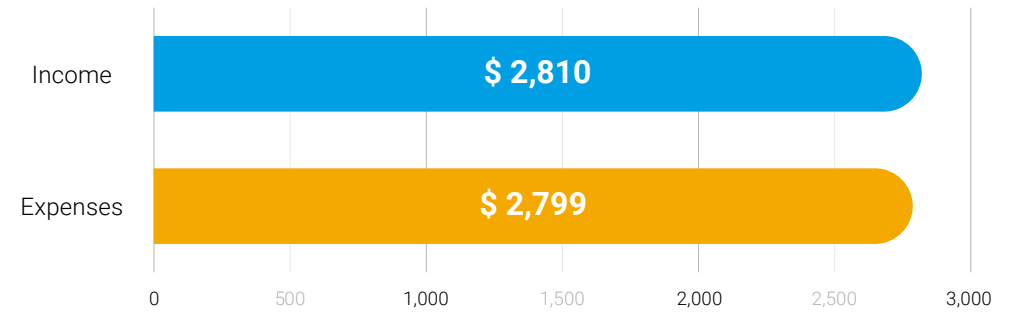
Jesuit Worldwide Learning represents the alliance of three independent non-profit organisations based in Switzerland, the United States and Germany. Operations and Finances are jointly supported by a collaborative team across these two entities.

For the year-end comparative 2018 & 2019 financial summary, the JWL alliance has consolidated income and expenses across functional categories and academic programmes. For illustrative purposes, income and associated expenses reflect exclusively amounts designed for their respective years. For legal disclosures and independently audited financial information for each entity please refer to

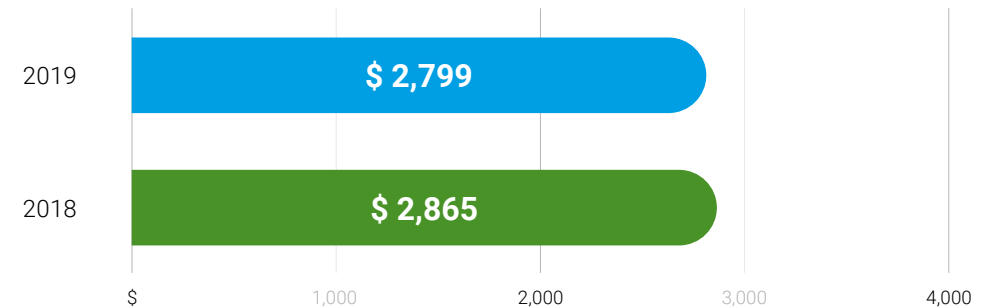
www.jwl.org/financial-reports

- ▶ For 2019 yearly designated income amounted to 2,810,023 USD compared to 2,883,121 USD in 2018.
- ▶ In 2019 total expenditures were similar to 2018 expenditures, increasing less than 1%.
- ▶ During 2019 academic programme spending shifted from the Diploma Programme to the Bachelors Programme, reflecting evolution from a two-year academic programme towards a four-year academic degree.
- ▶ The weighted average delivery cost per academic course decreased 11% from the prior year.
- ▶ The financial results over the past three years demonstrate JWL's ability to scale by building a delivery platform that reaches more students at the margins without a significant increase in costs. During this period, the number of courses delivered has doubled while costs have only increased 37%.

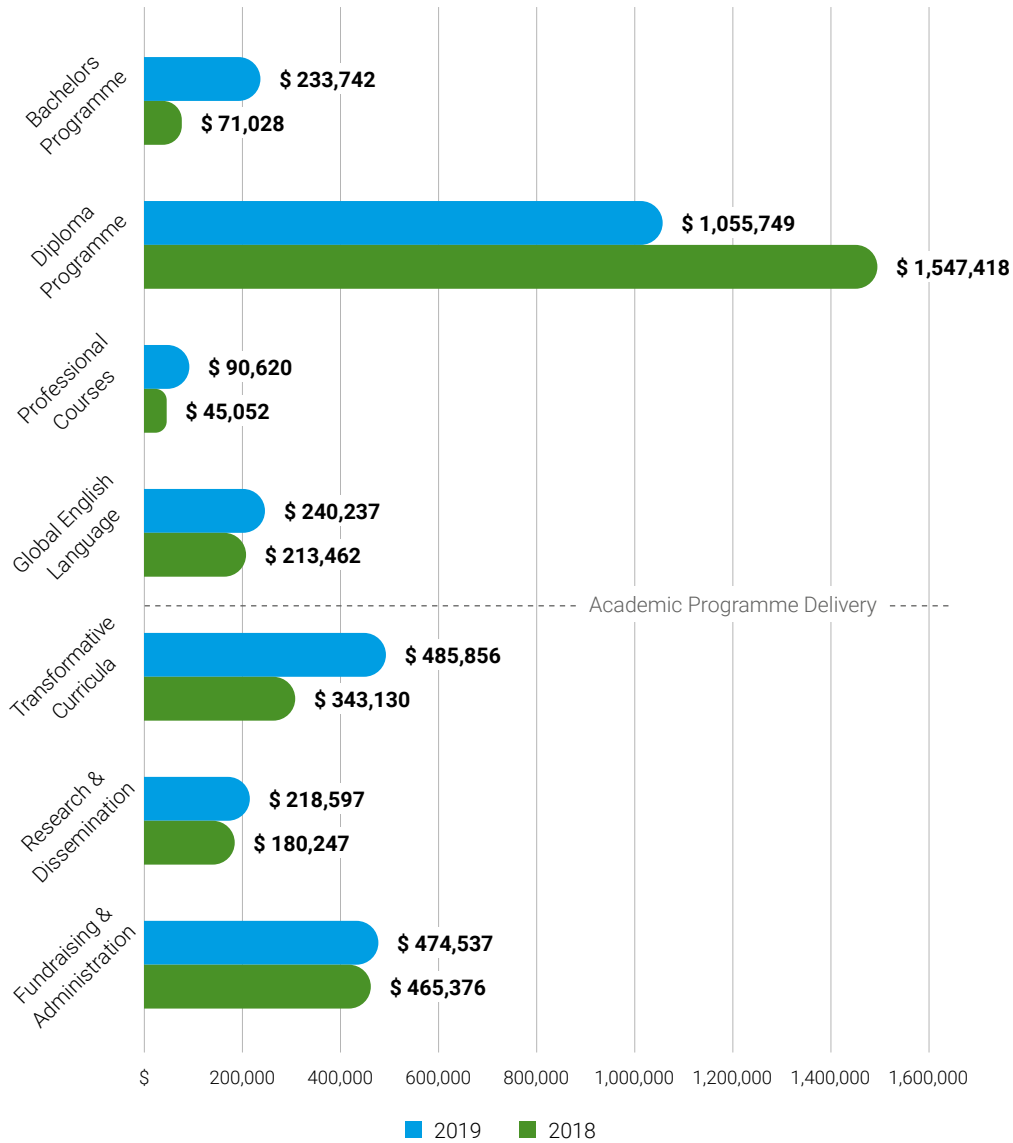
2019 FINANCIAL SUMMARY (IN THOUSANDS)



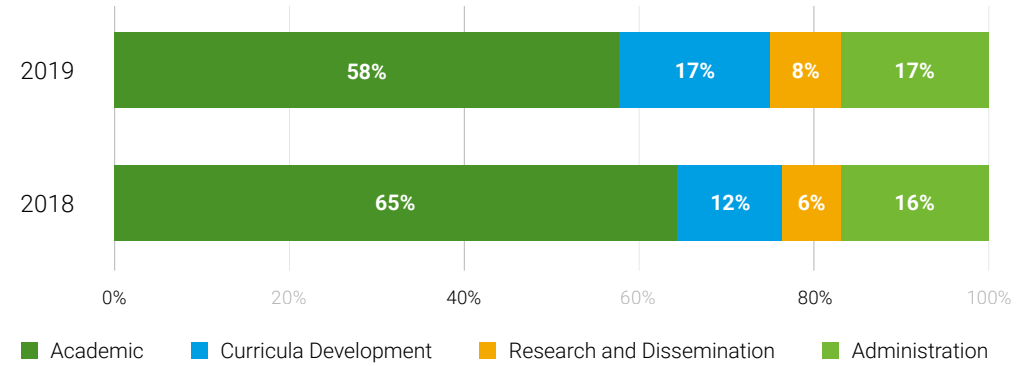
EXPENDITURES (THOUSANDS)



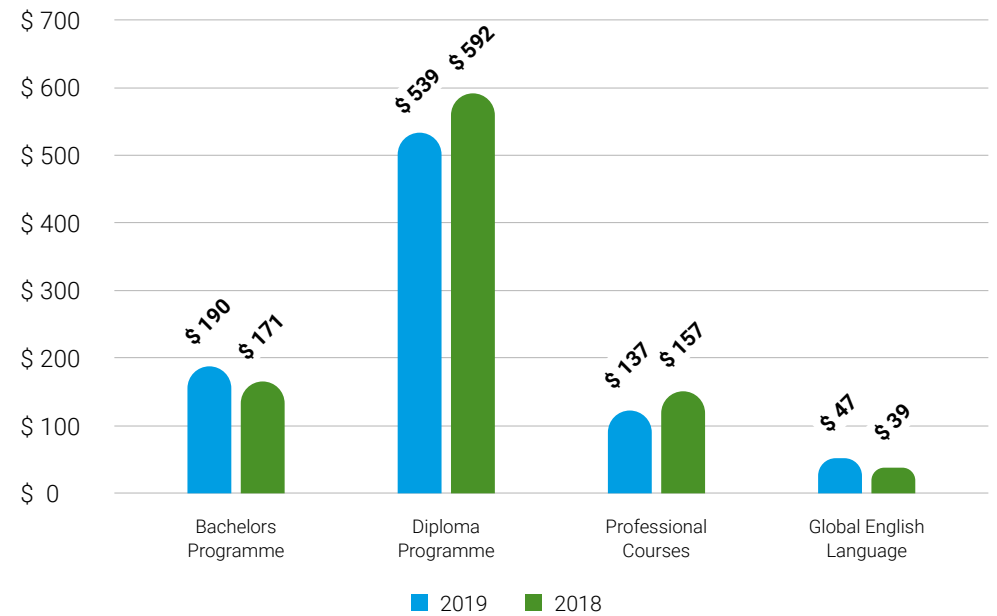
EXPENDITURES BY PROGRAMME



EXPENDITURES BY FUNCTION (%)

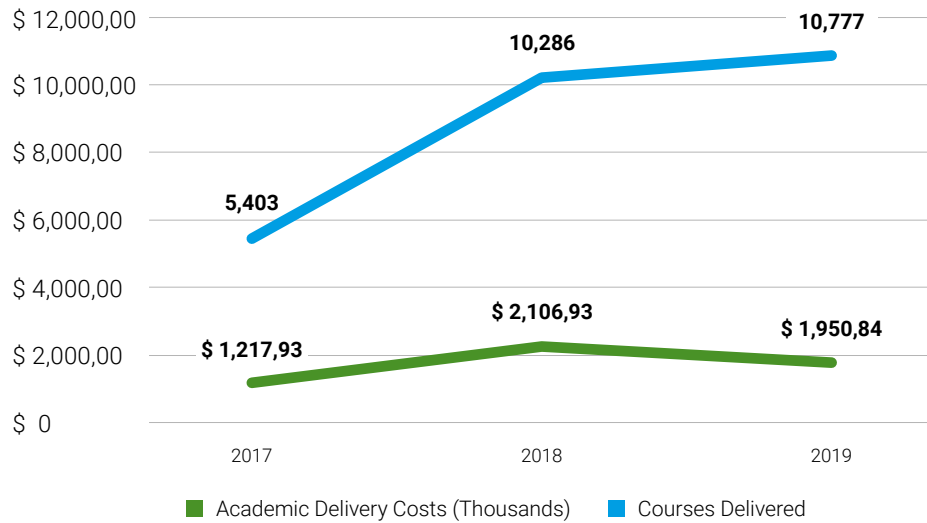


COST PER COURSE DELIVERED





POSITIONED TO SCALE



DONORS



Jesuit Worldwide Learning collaborates with three corporate partners; Fujitsu Ltd., Seitwerk GmbH, and AfB Social and Green IT. In December 2019, representatives from all three corporate partners came together at the design and innovation lab at the Fujitsu tower in Munich to brainstorm ideas for JWL's five-year strategic framework, and to explore new opportunities for collaboration. The workshop focused on strengthening Jesuit Worldwide Learning's internal business practices to develop a lean but effective global organisation, identify a sustainable, scalable, and transferable educational model, and to define areas of focus for the next five years. JWL is grateful to collaborate with organisations at the cutting edge of the global technology industry.



LEARNING TOGETHER TO TRANSFORM THE WORLD

414 people were working, volunteering, supporting, teaching, tutoring and learning together with almost 4,000 students to transform the world together. The majority are part-time, of which many teach one course for two months.

CORE STAFF: JWL has 23 core staff of which the majority are full-time. Located in the USA, Europe and India this staff builds the core of JWL as a global organisation, managing and organising the academic delivery, IT, operations, human resources, administration and communication. They ensure that the organisation is fit to service its 4,000 students worldwide.

FIELD STAFF: 49 field staff work and support JWL as coordinators and learning facilitators in the community learning centres in Kenya, Malawi, Zambia, Iraq and Jordan. Many have dual roles and almost all are refugees and/or graduates or students of JWL programmes. Due to their commitment and dedication, the majority of students succeed in their studies.

ONLINE FACULTIES: In 2019, JWL had 207 international faculties online for the academic and professional courses, engage with the students and grade their performance. A significant number come from

USA- based Jesuit Universities, who teach courses for the Diploma in Liberal Studies programme accredited by Regis University in Denver, Colorado, USA. Additionally, 14 online tutors supported JWL's first year academic students in 2019.

ENGLISH LANGUAGE TEACHERS: In 2019, JWL had 81 dedicated local English language teachers who taught over 3,000 students in the classroom-based course. The majority are hired by JWL's local partner organisations and some are JWL field staff whose roles include teaching English language courses.

PARTNER STAFF: Many of JWL's local partner organisations have dedicated staff allocated to JWL's community learning centres. In 2019, there were 40 staff members provided by partner organisations dedicated to JWL. Among those are 10 Jesuits located in Sri Lanka, Myanmar, Afghanistan and Central African Republic.

2019 JWL STAFFING

COUNTRY	JWL STAFF	FACULTY / ACADEMIC EXPERTS & TUTORS	ENGLISH LANGUAGE TEACHERS	PARTNER STAFFED DEDICATED TO JWL	TOTAL
USA	7	202	0	0	209
Europe	11	19	0	0	30
Jordan	4	0	1	0	5
Iraq	7	0	3	0	10
Afghanistan	0	0	32	16	48
India	5	0	3	6	14
Sri Lanka	0	0	25	7	32
Kenya	15	0	7	0	22
Central African Republic	0	0	3	1	4
Democratic Republic of Congo	0	0	2	1	3
Zambia	1	0	0	0	1
Malawi	22	0	0	0	22
Togo	0	0	1	1	2
Philippines	0	0	1	1	2
Nepal	0	0	1	1	2
Myanmar	0	0	2	6	8
Total	72	221	81	40	414

Join the many JWL supporters and volunteers from around the world who are committed to bring higher education to those living at the margins of our society. Get involved today! Go to www.jwl.org/en/get-involved



FR. DR. CHRISTIAN RUTISHAUSER, S.J.

JWL President



FR. DR. MICHAEL GARANZINI, S.J.

JWL Vice-President,
Chair of GAB, Secretary of
Higher Education



DR. WOLFGANG PALAVER

Delegate of
Austrian Provincial



FR. DR. PHILIP GEISTER, S.J.

Rector,
Newman Institute



DDR. JOHANNES WALLACHER

Delegate of
German Provincial,
JWL Secretary,
President Munich School
of Philosophy



FR. TONI KURMANN, S.J.

JWL Treasurer



FR. DR. VIDMANTAS SIMKUNAS, S.J.

Provincial of Lithuanian
& Latvian Province of the
Society of Jesus



FR. DR. JOHN FITZGIBBONS, S.J.

President,
Regis University



FR. DR. PAUL FERNANDES, S.J.

President,
Xavier University
Bhubaneswar



MS. TANJA BIRKHOLZ

Chair Operations and
Finance Sub-Committee,
Board Member,
SCHUFA Holding AG



DR. RENE PADILLA

Vice-Provost,
Creighton University



FR. ENDASHAW DEBREWOK, S.J.

JRS Regional Director



FR. DR. DANIEL HENDRICKSON, S.J.

President,
Creighton University,
Chair Academic
Sub-Committee



DR. JANET HOUSER

Provost,
Regis University,
Co-Chair Academic
Sub-Committee



MR. JUDD NICHOLSON

Vice-President, CIO,
Georgetown University,
Chair IT Sub-Committee



DR. THAYNE MCCULLOH

President,
Gonzaga University



FR. PETER BALLEIS, S.J.

Executive President



DR. OULA ABU-ÅMSHA

CAO



DR. SARASWATHI JANAKI

CIO,
Global Registrar



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JWL USA

Jesuit Worldwide Learning USA, as a 501 c(3) entity organized in the State of Washington in the United States of America has a Board of Directors comprising, Fr. Dr. Michael Garanzini, S.J., Fr. Peter Balleis, S.J., Fr. Dr. John Fitzgibbons, S.J., Fr. Dr. Daniel Hendrickson, S.J., Dr. Dave Lambert, Dr. Susan Malisch, Dr. Thayne McCulloh and Mr. Judd Nicholson.

JWL GERMANY

Jesuit Worldwide Learning Förderverein e.V. Organized in Munich, Germany with Board Members: Fr. Klaus Vähröder S.J., Fr. Johannes Siebner S.J., Fr. Peter Balleis S.J., Fr. Ralf Klein S.J., Pascal Meyer S.J., Ms. Katrin Morales, Ms. Judith Behnen.

JESUIT UNIVERSITIES

Regis University - Denver, Colorado, USA

Since 2010 Regis University has accredited our flagship Diploma in Liberal Studies.



Georgetown University - Washington D.C., USA

From the beginning, Georgetown University has provided IT services and platforms (i.e. Learning Management System and Student Information System, access to digital library).



Creighton University - Omaha, Nebraska, USA

Since 2018, Creighton University has provided teacher training to 50 teachers per year, and provides 14 of our Diploma graduates with places on a B.S. in Leadership.



Gonzaga University - Spokane, Washington, USA

Gonzaga University is a founding member of JWL. Many of its faculty members support the admissions process and teaching of Diploma courses.



Spring Hill College - Mobil, Alabama, USA (Italy Centre, Bologna, Italy)

Spring Hill College's Italy Centre reaches out to refugees with their own courses. Additionally, some are enrolled in the JWL Diploma programme.



The Newman Institute - Uppsala, Sweden

Together, we produced a concentration of five courses around sustainable environment, offered as accredited courses by the Institute.



Munich School of Philosophy - Munich, Germany

The JWL Munich office is hosted in Munich School of Philosophy premises. One professor has been assigned to work on JWL research projects in Iraq.



Hekima University College - Nairobi, Kenya

Hekima University College's Centre of Peace Studies and International Relations Studies certifies and teaches our Peace Leader professional certificate course.



Xavier University (XUB) - Bhubaneswar, India

In 2019, XUB signed an agreement with JWL to offer a BA in Sustainable Development. By the end of the year, preparations were underway for a January 2020 launch.



St Joseph's College - Bangalore, India

Last year, St Joseph's College and JWL agreed to produce professional certificate courses in the areas of graphic design, web design, creative writing, and e-commerce.



MISSION-ALIGNED UNIVERSITIES

Catholic University (KU) - Eichstätt-Ingolstadt, Germany

KU adopted the JWL Learning Facilitator professional certificate course, launched in 2019.



Metropolitan State University (MSU) - Denver, Colorado, USA

MSU certifies our Youth Sports Facilitator course, which some of its professors helped to develop, as subject matter experts.



Yarmouk University - Irbid, Jordan

Building on an earlier agreement, JWL and Yarmouk planned the 2020 launch of our Global English Language Programme at the university.



Southern New Hampshire University - Manchester, New Hampshire, USA

Over 100 Diploma graduates from Kakuma and Dzaleka refugee camps are enrolled in Southern New Hampshire University's competency-based BA in Management. It provides a total of 150 Bachelor places and financial support to JWL to implement the degree.



Additionally, we are grateful for the many other Jesuit and mission-aligned universities that provide professors.

In 2019 the JWL Leadership reached out to Jesuit universities in Asia Pacific (South Korea, Philippines, Japan, Indonesia, Australia) and Colombia, to explore avenues for collaboration.



OPERATIONAL PARTNERS

JWL sees itself as in service to the mission of the Society of Jesus and Jesuit Provinces, serving youth in marginalised communities with access to higher education opportunities. We have agreements with them and in line with our cost-sharing model, they manage the learning centres while JWL provides the educational content. We currently have agreements with:



Loyola Campus
educate. empower. transform.

Jesuit Province of Sri Lanka
Loyola Campus: 6 Learning Centres



Myanmar Jesuit Region
2 Learning Centres



Jesuits Eastern Africa
Kenya, with planned expansion to other neighbouring countries



Jesuits West Africa
We work with Jesuit institutions in Central African Republic and Togo.



Middle East Jesuit Province
Jordan, Iraq



Jamaica Guyana Jesuit Region



Kerala Jesuit Province
3 Learning Centres



Nepal Jesuit Province
2 Learning Centres

OPERATIONAL PARTNERS

The **United Nations Refugee Agency (UNHCR)** sponsors the Youth Sports Facilitator professional certificate course in Kakuma Refugee Camp (Kenya) and Dzaleka Refugee Camp (Malawi). In 2020, we plan to expand the programme to Uganda, Rwanda and Chad.



In collaboration with **JRS Afghanistan**, we run academic, professional and Global English Language programmes in both Herat and Bamyan. New engagement between JWL and JRS is being lined up for 2020, in Thailand (Global English Language) and Uganda (Youth Sports Facilitator).



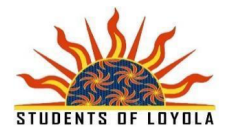
We continue to support the growth of the student-based model, especially in our most established learning centres. Student-based organisations are part of the natural progression in view of our mission to form our students to be men and women for others – changemakers within their communities, including through supporting the education of others. Through this model, they have an opportunity to take responsibility for themselves and for others, applying what they have learned, testing and developing their leadership skills. JWL student and alumni organisations now exist in:



New Horizon - Human Welfare and Development Organisation
Afghanistan



ZAIDI - Dzaleka Refugee Camp
Malawi



Students of Loyola - Kakuma Refugee Camp
Kenya

In Jordan and Iraq, the structure is still being set up. Students and alumni are already starting to coordinate community learning centre activities.

WHAT DOES IT TAKE TO MAKE IT ALL HAPPEN?




JWL acts as the bridge to deliver tertiary education to students in challenging contexts in collaboration with field and university partners. To do this, we need human, IT and financial resources.

JWL applies a cost-sharing model in order for its efforts to be effective, scalable and transferable. Local costs are generally covered by the local partner (they may ask students for contributions).

Universities make their contributions in kind, for example, through the provision of volunteer faculty, academic and/or IT platforms and services.

In many cases, students contribute their mobile learning device (e.g. mobile phone, tablet, if compatible), freeing up other existing resources provided by JWL for those that have no other option.

We apply a scholarship model, and calculate delivery cost per course.

		
Global English Language	Professional certificate	Bachelor of Arts in Sustainable Development
1 level = 120 hrs face to face teaching + 120 hrs independent study (12 weeks). 47 USD per level	Students take 3 courses, 160 hrs each. 137 USD per course	Students take 10 courses per year, each course 160 hrs. 300 USD per course
Total per Year 3 levels 141 USD	Total per Certificate 411 USD	Total per Year 10 courses 3000 USD



GEL Students,
Mindanao, Philippines

SUPPORT US: www.jwl.org/become-a-donor

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