



# ANNUAL REPORT 2022



Jesuit Worldwide Learning

Higher Education at the Margins

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## Commitment to socio-ecological transformation

“ In 2022, the Central European Jesuit Province (ECE) underlined its commitment to socio-ecological transformation by opening the Ukama Centre in Nuremberg, Germany. In line with the Universal Apostolic Preferences of the Society, especially journeying with youth, walking with the excluded and caring for our common home, this centre promotes social and ecological justice, gives asylum to refugees and supports environmental activists. Our commitment to socio-ecological transformation is not limited to Central Europe, but also extends globally through the work of Jesuit Worldwide Learning (JWL).

An international work of the ECE, JWL fosters socio-ecological transformation through the academic programmes it offers to marginalised communities – notably the BA in Sustainable Development, accredited by Xavier Institute of Management University (XIMU) in Bhubaneswar, India. Youth at the margins – where the impact of climate change is most felt – are provided with high-quality academic knowledge to transform their communities and advance the Sustainable Development Goals.

In the same year, JWL established a partnership with the Amazon University Programme (an outcome of the 2019 Amazon Synod) to extend its programmes and learning model to remote communities in Latin America. Indigenous communities are the victims of social and ecological injustice not just in the Amazon but also in other parts of the world, such as in the Philippines (where JWL is already present). Access to relevant, quality higher education is one way of supporting these communities in their struggle for justice and the preservation of the environment.

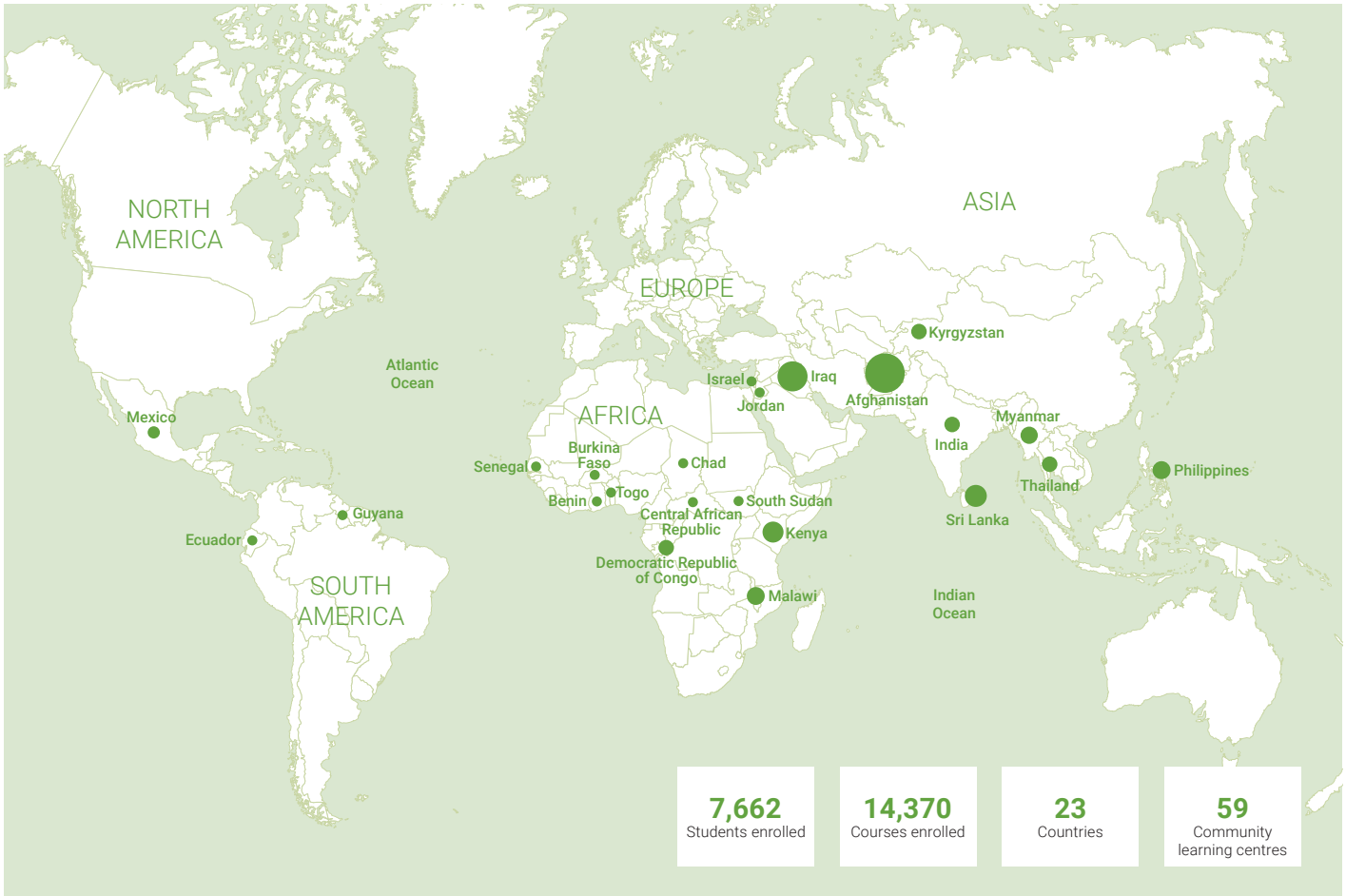
We are grateful to all universities, Jesuit Provinces and institutions partnering with JWL, as well as our donors, for supporting our efforts to reach marginalised communities and together achieve global social and ecological transformation.



**Fr Dr Bernhard Bürgler, SJ**

President of JWL,  
Provincial of the Central  
European Jesuit Province (ECE)





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# JWL's DNA – scale and quality at the margins

In 2022, JWL saw continued significant growth in the number of students, courses and community learning centres across 23 countries. This Annual Report invites you not only to look at the development of the past year but also to ask whether this growth is still in line with the vision and mission – JWL's 'DNA'.

## **A scalable, transferable and sustainable model**

The financial figures of the last three years show that the annual expense remained at the same level despite an increase in the number of students to 7,662 (double that of 2020) and prove that JWL's model is a sustainable one. The main factor driving growth is the demand for the Global English Language programme (GEL), most recently in francophone Africa and Latin America. The JWL model is not just scalable in terms of more students and centres but is also transferable to new cultural contexts. The new partnership with the Amazon University Programme (PUAM) of the Amazon Bishops' Conference (CEAMA) will extend JWL's programmes to more indigenous communities.

## **Higher education at the margins**

JWL began as a pilot programme for refugees but was established to serve other marginalised communities as well. Since 2010, it has extended its offer to underserved communities in over 20 countries the world over. There is no doubt about the

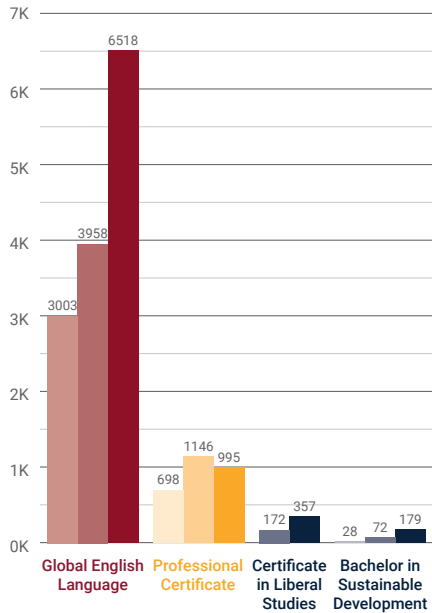
marginalisation of indigenous people and their exclusion from higher education. That is why JWL is reaching out to indigenous communities in Latin America, through learning centres in Guyana, Ecuador, Mexico, and more to come.

## **High quality Jesuit education**

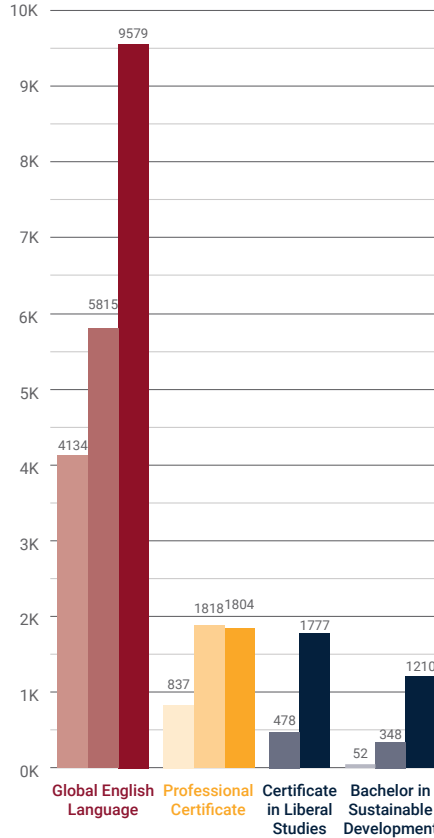
Our scalability is not just driven by community learning centre partners' demands but also by the growing interest in collaboration of Jesuit and other mission-aligned university partners, to serve people at the margins.

Offering degree programmes is key for JWL to fulfil its mission of providing quality higher education. There has been a significant increase in the number of BA in Sustainable Development and Certificate in Liberal Studies (pre-requisite for the BA) students, which has doubled in 2022 and is expected to grow to 300 BA students in 2023. Another BA (in General Studies) is due to launch in 2023, in partnership with Saint Louis University (USA).

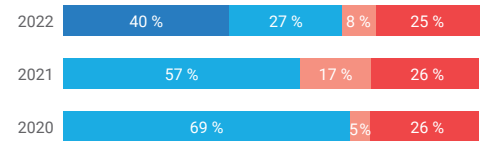
# Student Enrolment



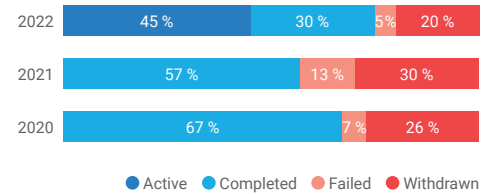
# Course Enrolment



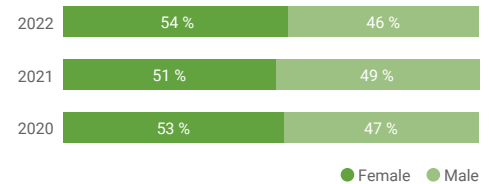
## Academic Student Retention



## Academic Course Completion



## Overall Gender Distribution



The key elements of the Ignatian Pedagogy that are part of our programmes allow for successful academic studies in difficult and marginalised contexts and are another guarantee of quality, along with the accompaniment of students by facilitators at the learning centres.

The concern that growing student numbers would lead to lowering of overall quality is not supported by the data of the last three years. The rate of programme completion remained close to 70% in 2020 and 2022, with only a dip in 2021 (linked to the COVID-19 pandemic). Equally, the number of student withdrawals remained at 26% across the three years. There is room to further improve quality through a more rigorous admissions process.

The Academic Course Completion table underlines further that 75% of the single courses are being successfully completed. This rate even improved between 2020 and 2022. This means that the quality of studies is improving and not dropping, with an increase of absolute student numbers in the professional and academic programmes.

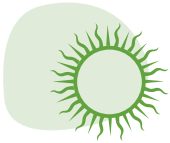
Another positive trend and quality indicator is that the overall percentage of female students has remained at over 50%, reaching 54% in 2022. That being said, in specific contexts – notably across a number of JWL learning centres in Africa – JWL still faces challenges in reaching 50% female student enrolment in academic programmes.

In line with the fundamental characteristics of JWL's model, as well as with its Strategic Framework, we will continue to respond at the margins and increase engagement with universities to enhance our offer of quality higher education for excluded communities.



**Fr Peter Balleis, SJ**

JWL Executive President



## STRATEGY ONE

To scale the access to equitable tertiary learning for youth in excluded communities through increased collaboration with universities and Jesuit provinces.



## Reaching out to indigenous communities



Some 200 km away from Quito, past the Andes and across the Napo River, lies Yasuní National Park. Located in the Ecuadorian Amazon region, it is one of the most biologically diverse places on Earth. Its dense vegetation, with all kinds of creepy crawlies, panthers, fresh-water dolphins, fiery-plumaged birds and dazzling butterflies, is home to the Waorani and Kichwa indigenous communities – some of whom remain in voluntary isolation. They are known as warriors, as well as for their vast knowledge of their environment's flora and fauna.

But the rainforest and its custodians have been under threat for over fifty years, for this land is rich not only in biodiversity but also in oil reserves. The accompanying exploration, drilling and extraction, as well as deforestation, are gradually ravaging the ecosystem and encroaching on native communities' land and way of life. In their struggle for environmental conservation and cultural survival, communication and education are a key challenge for the Waorani. Both national and foreign petrol companies engage in activities in the area, but Waorani community members speak little or no Spanish, let alone English, which places limitations on their employment opportunities (few other opportunities in the area), or voicing their concerns at local, national and international levels.

The community's youth also face challenges in accessing education, especially higher education. Generally speaking, most youth pursue higher education opportunities not to leave the Yasuni territory, with which they have a strong bond.





Rather, they seek to empower themselves with knowledge and skills – whether related to environmental conservation, sustainable development practices, or human rights – which they could then apply upon their return to Yasuní. The language barrier also has an impact in this respect, as English language proficiency is often a requirement for university studies – and many who enrol soon find they have to drop out.

JWL first reached out to indigenous communities of the Amazon in Lethem, Guyana, back in 2020. Over the last three years, those students – many of them from Wapishana and Macushi communities – made their way through the Global English Language (GEL) programme, reaching the required level that enabled them to transition into academic programmes (through to the BA in Sustainable Development). In 2022, JWL launched the GEL programme in Mexico in collaboration with the Intercultural Institute of Ayuuk, serving the Mixe indigenous community in Oaxaca, and in Ecuador's Amazonian basin communities in partnership with Fe y Alegría, at their high school located in La Joya de los Sachas.

**Serving indigenous communities since 2020**

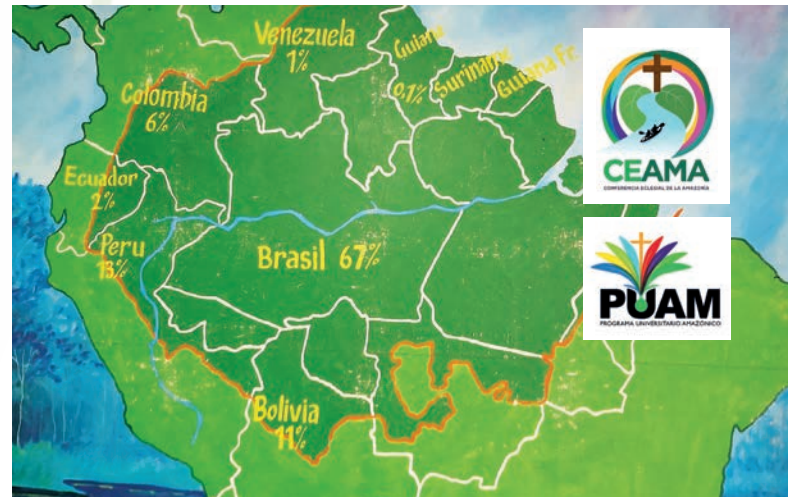
**332** English  
Language  
Students

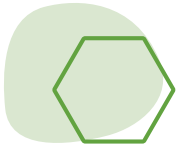
**60** Professional  
Academic  
Students



In 2020, the Ecclesial Conference of the Amazon – CEAMA – was created as an implementation instrument of the recommendations emerging from the 2019 Synod on the Amazon. In 2022, the Programa Universitario Amazónico (PUAM) was organised with the specific goal of articulating a response for the creation of an Amazonian Catholic University. JWL attended the foundational PUAM meeting in Ecuador and committed to supporting PUAM on developing programmes grounded on inculturation and intercultural dialogue, research and education activities particularly with a focus on the environment and teacher training, guided by an appreciation of the wisdom and traditions of the local indigenous peoples of the Amazon.

The JWL/PUAM partnership goals seek to establish an eLearning Spanish/Portuguese course design and production capacity to enable partnering Catholic Universities in Latin America to adapt their post-secondary and academic degree-bound courses for delivery in JWL's learning management platform in remote Amazonian communities, with sporadic Internet connectivity. In the first semester of 2023, JWL and PUAM will launch an English language academic readiness programme alongside a local Roman Catholic women's congregation known as Lauritas, working in the town of Dikaro. Around 300 Waorani live in this village, situated in an area of Ecuador's Yasuní national park where drilling is authorised, and where youth are calling out for transformative higher education to raise their voice.



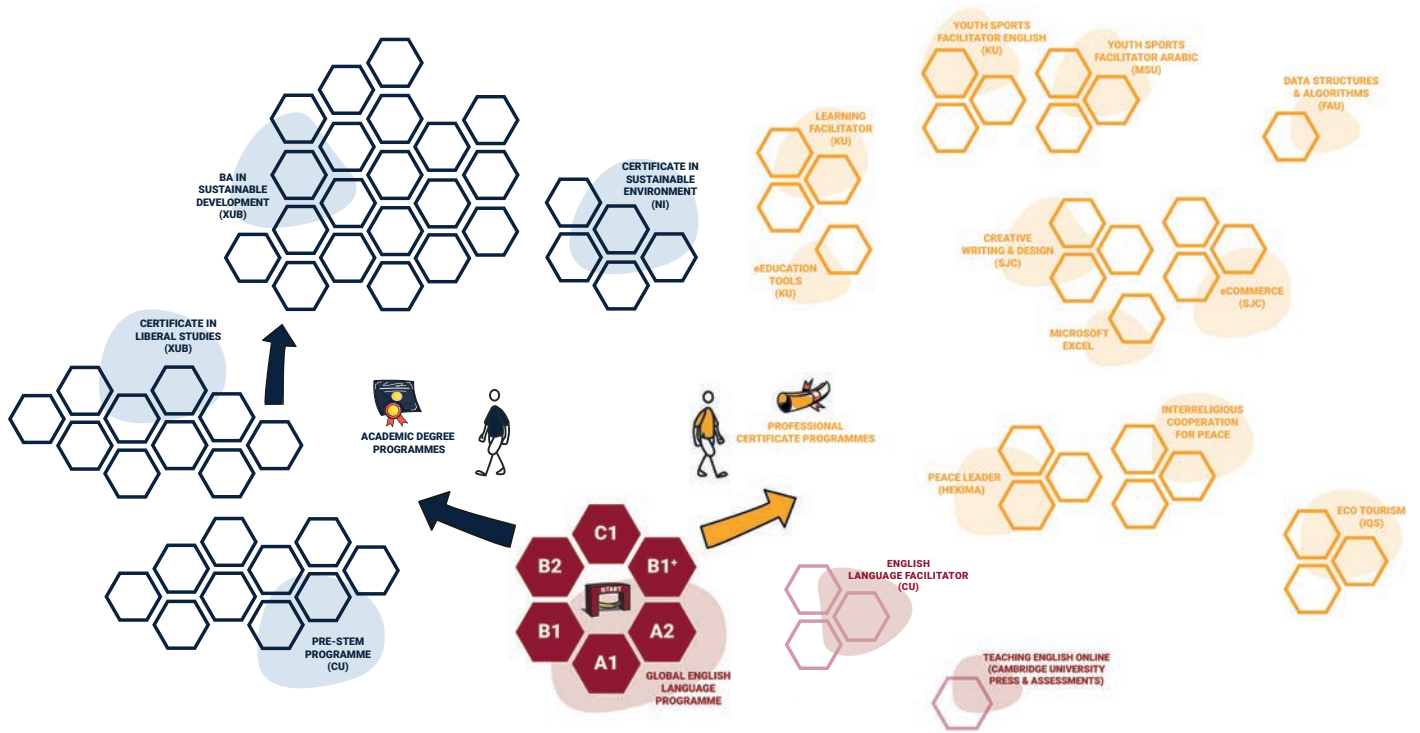


## STRATEGY TWO

To offer global learning pathways of high-quality tertiary education and formation



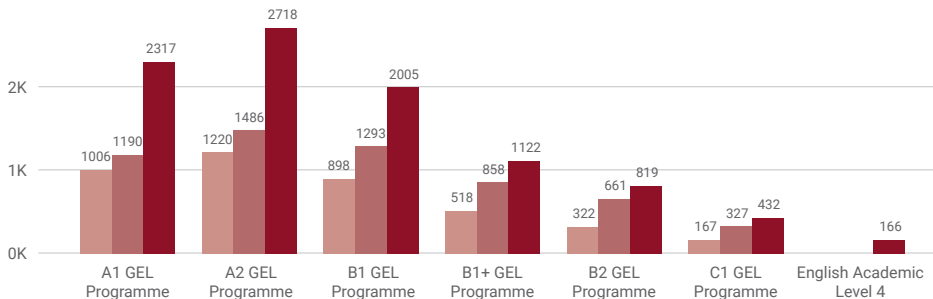
**Building relevant global learning pathways for sustainable development**



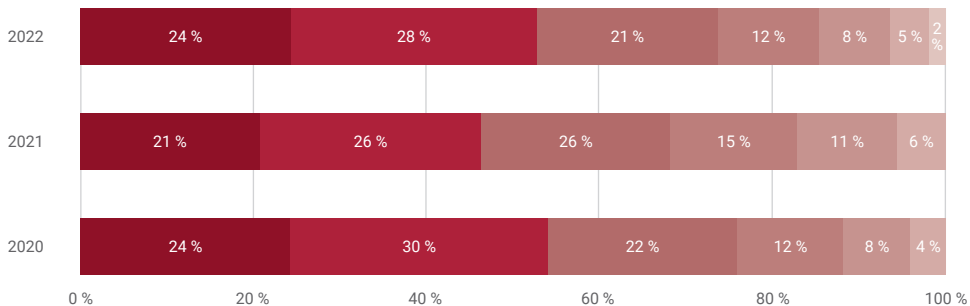
# Global English Language

## Student Enrolments 2020-2022

Year ● 2020 ● 2021 ● 2022

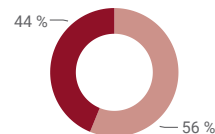


● A1 GEL Programme ● A2 GEL Programme ● B1 GEL Programme ● B1+ GEL Programme ● B2 GEL Programme ● C1 GEL Programme ● English Academic Level 4



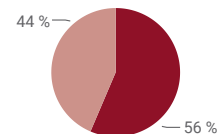
## Course Success Rate 2020-2022

● Active ● Completed



## Gender Distribution 2020-2022

● Female ● Male



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# A growing demand for Global English Language programme

The Global English Language (GEL) programme saw significant growth in student numbers across all CEFR levels in 2022. This was partly due to the opening of new centres in Africa (Benin, Burkina Faso, Chad, Senegal) the Middle East (Israel) and Latin America (Mexico and Ecuador).

Additionally, in May 2022, GEL was offered for the first time to minors from the age of 15 (students previously needed to be 18 years-old or above), subject to the centres meeting additional Safeguarding requirements and completing parent or guardian consent forms. Enabling students to start learning English earlier means that they are ready to start higher education when they reach the age of 18. In particular, allowing female students to start learning English in a safe environment from a younger age empowers them, gives them independence and offers them an alternative perspective to early marriage.

In 2022, we expanded our curriculum offerings to include an academic English course (Cambridge Unlock) for the higher levels, helping students to increase their academic readiness for higher studies.

The GEL programme not only enables marginalised students to access JWL's professional and academic courses. It also allows them to access local universities, opens the door to employment opportunities or resettlement in an anglophone country, and opens up a platform for them to voice their concerns and demands in the global community, with the confidence to express themselves freely and speak out about what is important to them.

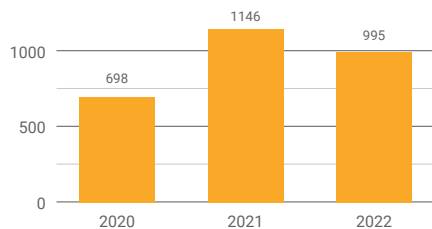
To enable scalability whilst maintaining the high quality of the GEL course, we have built capacity for regional oversight and developed a mentoring system whereby experienced coordinators support new coordinators, as well as expanded opportunities for professional development for GEL facilitators.

The provision of the curriculum and testing by Cambridge University Press & Assessment, the 8-month online English teacher training programme by Creighton University and the support with professional development from Loyola Idiomas are key for us to be able to provide the 'best for those who have the least'.

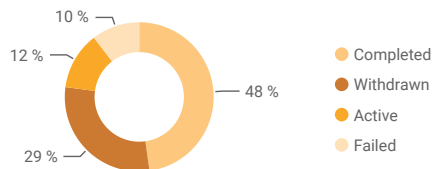


# Professional Certificates

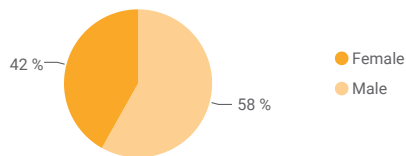
## Student Enrolments 2020-2022



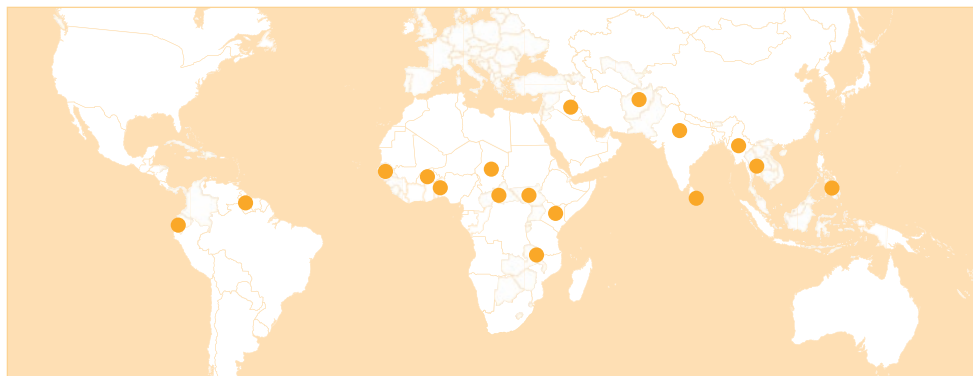
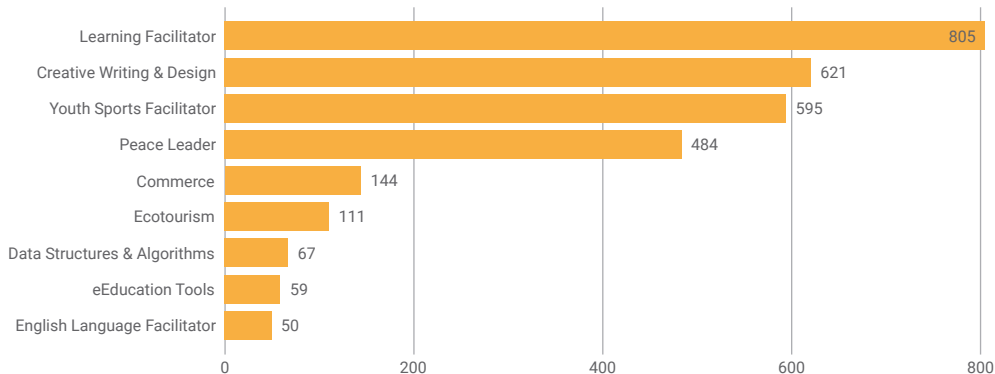
## Course Success Rate 2020-2022



## Gender Distribution 2020-2022



## Student Enrolments 2020-2022





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## Professional formation for social change

Close to one thousand students enrolled in JWL's professional programmes across seventeen countries in 2022, welcoming the first group of professional programme learners in the Central African Republic and Ecuador. The year also saw the launch of the Data Structures and Algorithms programme, an opportunity for students to explore the field of computer and data science and for JWL to pilot and reflect upon how to deliver STEM (Science, Technology, Engineering, and Mathematics) programmes in a blended learning format, at the margins.

What would appear to be a slight drop in student enrolments in comparison to the previous year is attributable to two special programme offers – Youth Sports Facilitator in partnership with UNHCR across Kenya, Uganda, Chad, and Rwanda, and Learning Facilitator in Kenya, in partnership with Intel – which included around 400 students and did not run in 2022. Taking this into account, we see an increase in enrolments across regular intakes and we expect demand to increase in 2023.

In response to needs expressed by students, faculty and onsite facilitators alike, orientation courses were developed and made available through the Learning Management Platform, seeking to facilitate the onboarding process and academic journey for all those concerned.

We are encouraged by how, bound and energised by their common desire to act for peace, around 30 Peace Leader graduates, students and facilitators from across northern Iraq gathered in Sulaymaniyah. Over two days, participants from diverse backgrounds and faiths delved into the different forms of conflict they have encountered and mitigated, and decided to form an alumni group to establish peace centres in their communities (where persons may reach out for mediation). Having identified needs and stakeholders to engage with, they parted ways on a hopeful note, committed to staying connected and making their vision a reality.



Creighton  
UNIVERSITY



FAU Friedrich-Alexander-Universität  
Erlangen-Nürnberg

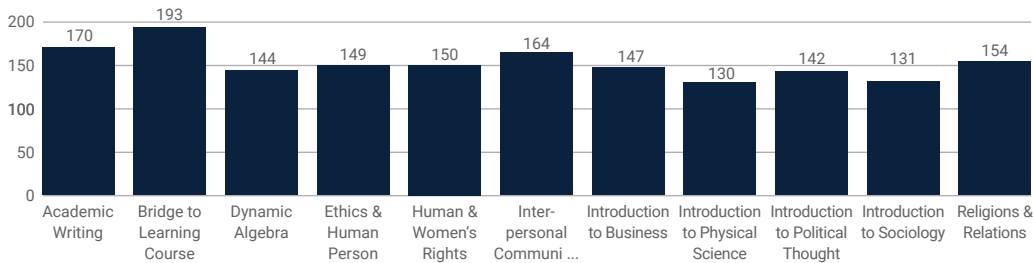


ST JOSEPH'S  
UNIVERSITY  
BENGALURU, INDIA

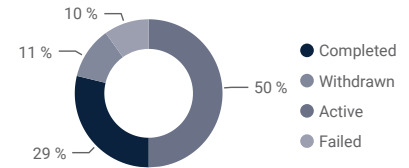


# Certificate in Liberal Studies (CLS)

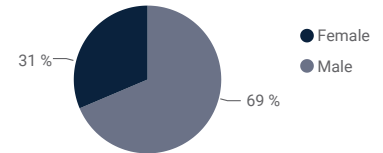
## Student Enrolments 2022



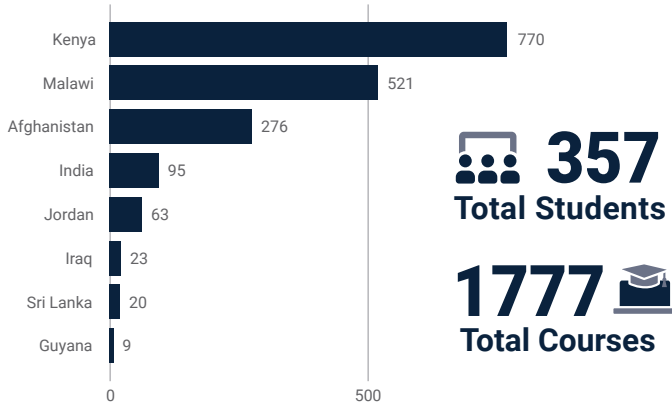
## Student Retention Rate 2022



## Gender Distribution 2022



## Course Enrolments 2022



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## A foundational programme for the BA in Sustainable Development



Of the 357 students enrolled in the Certificate in Liberal Studies (CLS) in 2022, 29% completed the eleven-course programme and 50% are still active primarily due to the larger September 2022 intake (expected to graduate in Fall 2023). The 357 students do not include applicants who were admitted to the programme but never showed up, amounting to 15% of all admitted students. During the programme there are 11% of withdrawal and some 10% fail.

Overall, student retention (79%) and course pass (67%) in the CLS are high compared to any online programme. Nonetheless, efforts will continue to reduce the number of course drop-delete and the course withdrawal, including through a more rigorous admissions process.

The CLS is the foundational programme and pre-requisite for students to join the BA in Sustainable Development (accredited by XIM University, Bhubaneswar).

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## A foundational programme for science and technology



In Fall 2022, JWL launched the Pre-STEM (Science, Technology and Mathematics) programme as a pilot in Kenya and Malawi, with Creighton University as the School of Record. The programme, which consists of 8 courses of the Certificate in Liberal Studies and three new courses (Data Structures and Algorithms, Statistics, and Astronomy), was met with great interest with over 300 applicants. However, only 20 qualified (and among them only 6 female students).

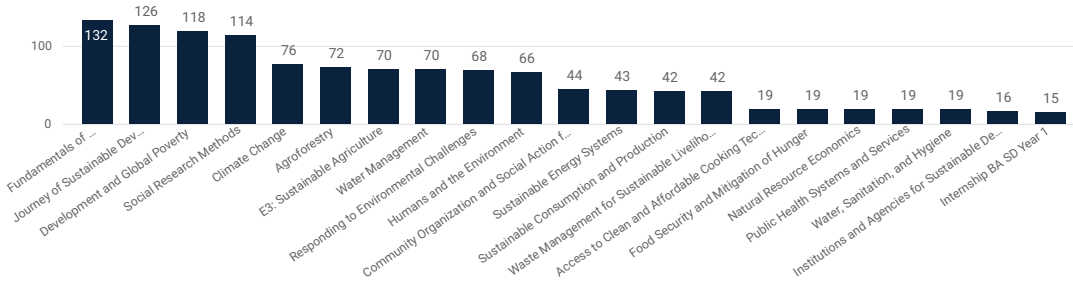
While the established courses from the Certificate in Liberal Studies have a high pass rate, the new Pre-STEM ones pose more of a challenge. JWL is learning how to more effectively deliver courses in this field, with a view to developing a full Bachelor in Science. A more comprehensive evaluation will be carried out once the pilot year has been completed.

Students who successfully complete the Pre-STEM programme will be eligible for admission to the Bachelor in General Studies of Saint Louis University (USA), with the first cohort due to begin in Fall 2023.

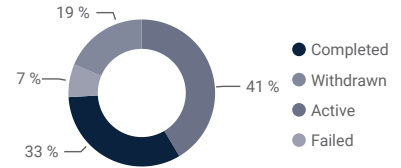
# Bachelor in Sustainable Development



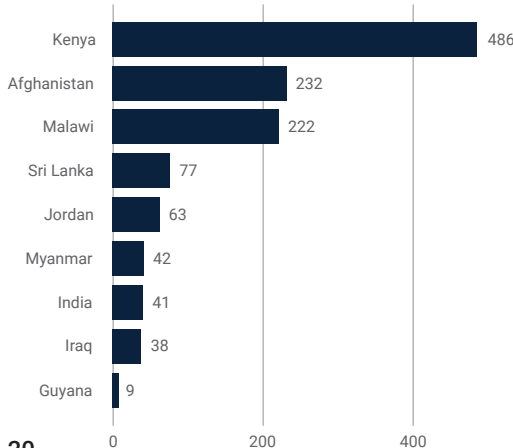
## Student Enrolments 2021-2022



## Student Retention Rate 2021-2022



## Course Enrolments 2021-2022

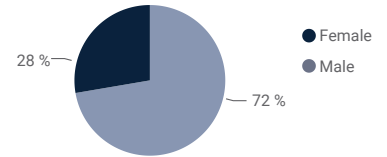


**179**  
Total Students

**1210**  
Total Courses



## Gender Distribution 2021-2022



***“I want to be in the spaces that make decisions for the land in which I live and represent my people and represent them fairly, using my skills and knowledge both from studies and experience to build a better community.” – Kyle***

With the discovery of large oil reserves, Kyle feels that Guyana is “on the cusp of change,” and highlights the long-standing land tenure challenge faced by indigenous communities, and how they have at times been excluded from conversations related to infrastructural and agricultural changes that usually arise – left to merely experience them. As a member of the Wapishana indigenous community in St Ignatius, he is concerned about decisions which may (for example) increase mining and deforestation, with dire consequences, and believes there is a clear need for technical know-how in order to both direct and inform discussions.



## ***Kyle, BA in Sustainable Development student in Guyana***

*I had long been a representative voice for my people, but I never quite had the tools or the knowledge of how we might go about making the change. With all this in mind, I was inspired to start the [BA in Sustainable Development] programme [...].*

The programme is providing Kyle with knowledge and tools which are applicable to his community’s context and, also through dialogue with other learners, invites him to consider different ways to bring about change.

*I want us to continue practicing our culture and in fact, ensure that our culture grows and evolves. I would hope for access to quality education and health facilities. Overall, I want us to keep our forests and water free from degradation, but I don’t want us to miss out on modern technologies that improve our standard of living.*

*This course gives me the right tools and collection of knowledge that can be applied to my home region. With each course, I see new applications for my home and I learn about how things can be done differently.*



## STRATEGY THREE

To enhance blended mobile learning by developing innovative educational and technological solutions in line with Ignatian Pedagogy.



**Breaking barriers for women's  
access to education**

The Afghan people have experienced yet another year of strife, with multiple cross-cutting challenges, both natural and man-made. Between a crippling economic crisis, increased poverty levels, diminished access to basic services, drought, the looming threat of famine, and women and girls being deprived of their right to education and work, there seems little room for hope.

But the nation's youth are not ready to yield. Our graduates have taken it upon themselves to ensure continued access to higher education for all, including young women – and they are succeeding. JWL's blended learning model and leveraging of technology has proven effective in crisis situations. We stand in solidarity with these youth and, together with our partner Seitwerk GmbH, in seeking creative solutions to increased challenges, supporting them in their unwavering desire to learn, and hope for the future.



**SEITWERK**

*“ Before studying on the JWL courses, I didn't even know how to switch on the computer. Now I am able to use the computer well and use the JWL app which helps me to study better.*

*“ I think the only thing that helps me as a girl to study my lessons is technology.*

*“ In my opinion technology has enormously affected our lives, especially it plays a very essential role in making our studies possible and comfortable.*

*“ I have the JWL App on my computer and I can study at home at any time without any fear [...]. I think it provides me a good opportunity to study my lessons and continue my studies in this programme despite all the challenges that young women face in Afghanistan.*

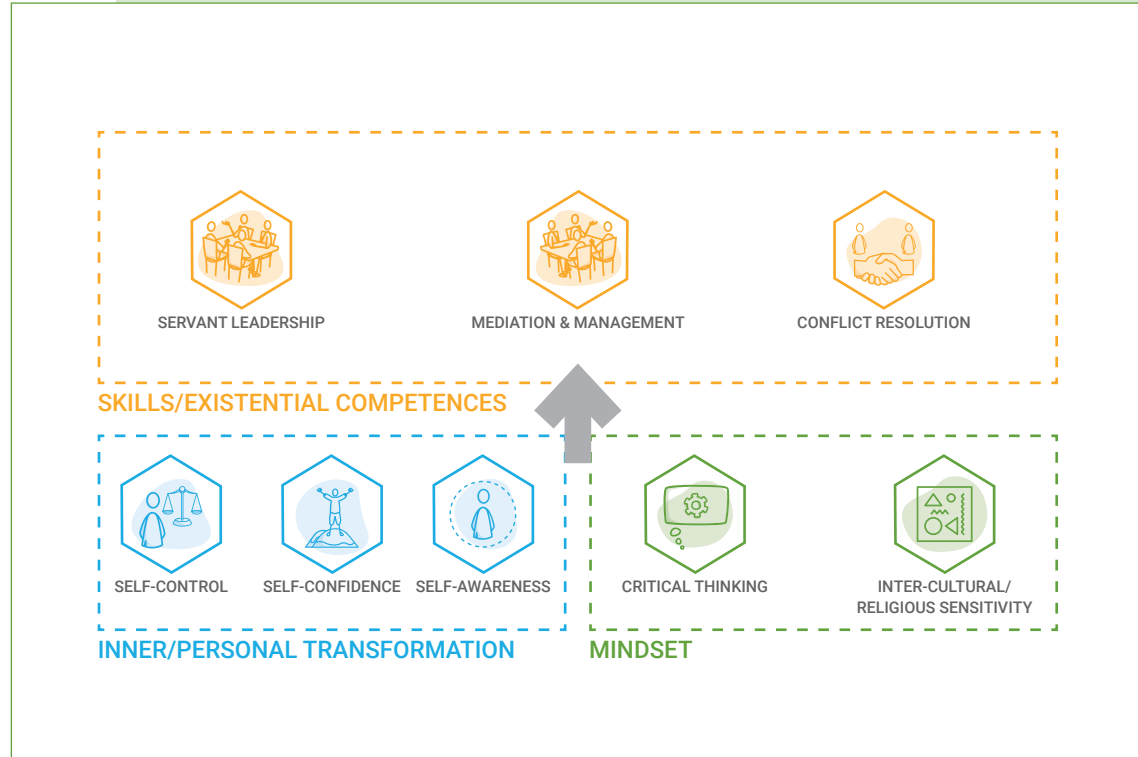
*“ I am absorbed by the way this course is designed.*

*“ We are fortunate to have the privilege of studying in such remote areas [...] which might be the farthest and the remotest area in Afghanistan, where no one can get education these days.*



## STRATEGY FOUR

To carry out research on the model and the transformative impact of blended mobile learning on individuals and communities



# From inner peace to peaceful communities



The Peace Leader programme impact study (which included interviews with 30 graduates from Afghanistan, Iraq, Kenya, Malawi, and India) revealed that the transformative learning journey the students went through helped them find inner peace, and that this is a key step for them to become agents of change who contribute to the development of more peaceful and inclusive communities.

This is enabled by three key effects of the programme:

- Graduates develop a different relationship with themselves – which we call ‘personal transformation.’ The process promoted by the course of embarking on a journey of self-discovery makes learners more aware and in control of themselves, and ultimately leads to a gain of self-confidence.
- The development of a different mindset that is embedded in the adoption of forms of critical, intercultural and interreligious thinking, which together have a significant effect on how graduates rationalise, make decisions, comprehend and act with greater open-mindedness.
- The acquisition of a servant leadership attitude that pushes graduates to take action in their communities, exerting humility, active listening, problem-solving skills, and serving as role models.

While the transformative nature of JWL programmes was already unpacked by the Diploma in Liberal Studies impact study (2021), this new research endeavour confirms that even in a shorter period of time (6 months), JWL’s pedagogical model – framed around the principles of Ignatian Pedagogy – facilitates the holistic development of the human being.

To find out more about research at JWL visit:

[JWL RESEARCH →](#)





## STRATEGY FIVE

To develop a sustainable operational model and governance reflecting a global Jesuit organisation



**Sustaining an organisation  
with growing global reach**

JWL's operational model has once again proven stable, scalable and sustainable in 2022.

## Stable

- Stable annual budget slightly below USD 3 million over the past three years.
- Stable fixed costs and global core staff, field staff and operational costs in Afghanistan, Iraq, Kenya and Malawi (JWL-supported learning centres).
- Stable body of online faculty teaching multiple courses and over several years.

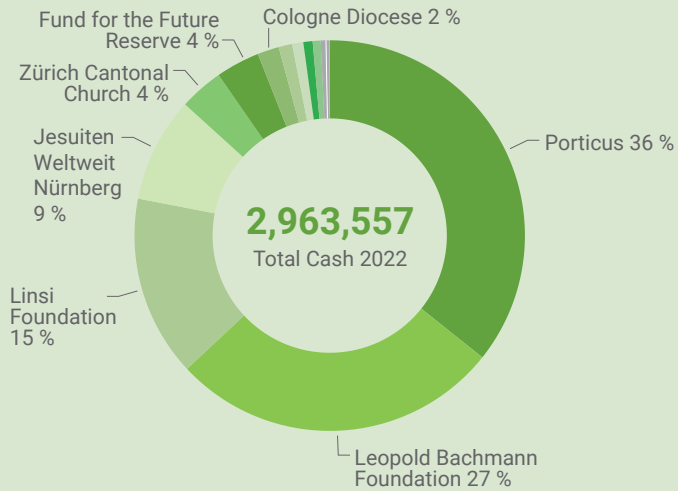
## Scalable

- Increased number of students and courses delivered
- Increased number of onsite English Language facilitators and online faculty for the Professional, Certificate and Bachelor programmes and greater diversity
- Increased number of community learning centres fully sustained by local partners (without JWL financial contribution)
- Increased collaboration with universities

## Sustainable

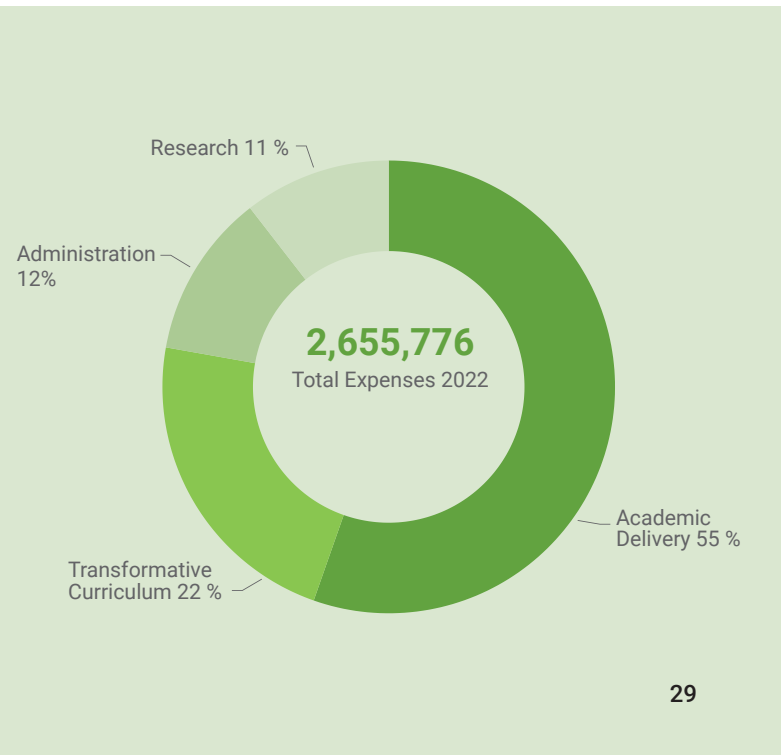
- Sustained commitment from our primary donors
- Decreased academic delivery costs per course and student
- Improved student/staff ratio (from 10/1 in 2020, 16/1 in 2021 to 17/1 in 2022), demonstrating more effective use of teaching capacities.
- Continued increase in student numbers with only a moderate increase in overall costs (due to additional English language facilitators and online faculty).
- Involvement of JWL graduates as facilitators, sustaining existing learning centres and establishing new ones

## 2022 Contributions



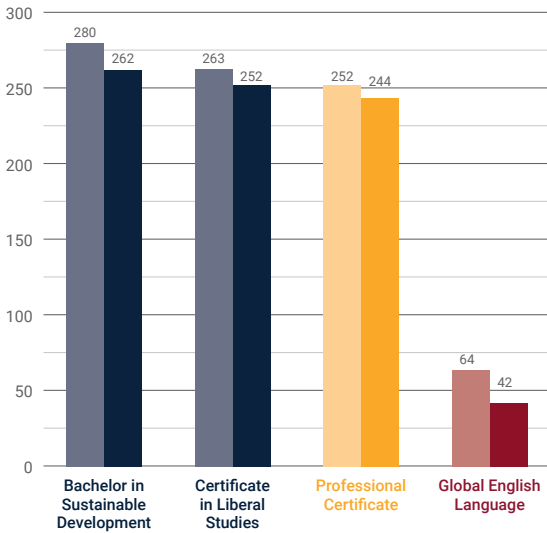


## 2022 Expenses

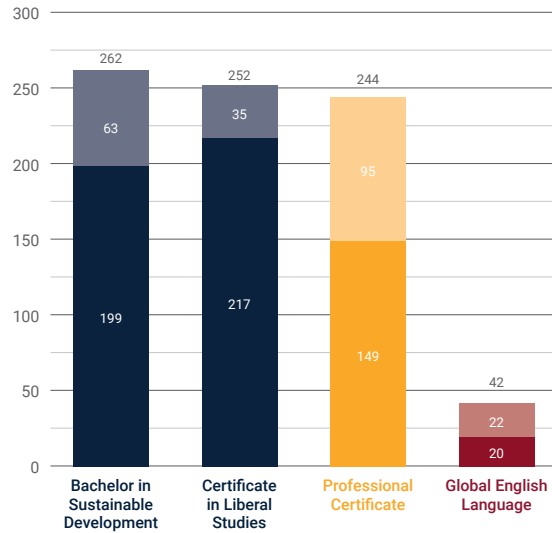


# Academic delivery cost per course 2022

● 2021 ● 2022 ● 2021 ● 2022 ● 2021 ● 2022



● Academic Delivery Cost  
● Student Based Organisation Cost

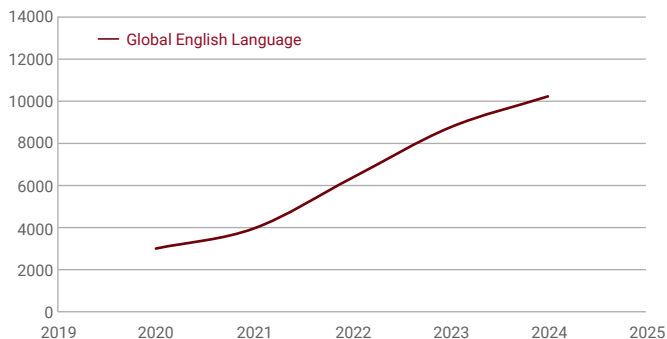


## Projection 2023-24

The increase of learning centres fully sustained by partners and the increase of students will continue to spread out and lower the fixed costs. Where JWL does not cover local costs, academic delivery costs are around USD 200 per course, and just USD 20 per English level per student.

The percentage of field costs per course/level per student is 50% in English due to onsite facilitators; high with Professional programmes due to the additional facilitation needed to have student success and actually lowest with the higher academic programmes and students who are advanced and study on their own account.

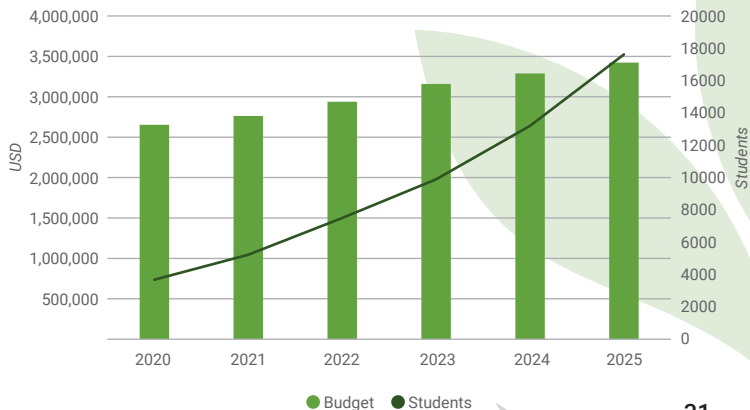
### Global English Language students 2020-2024



### Academic students by programme 2020-2024



### Total students vs. Budget 2020-2025



# A global collaboration for marginalised communities



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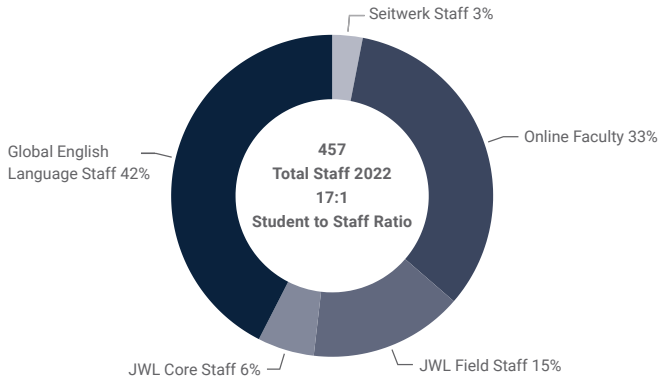
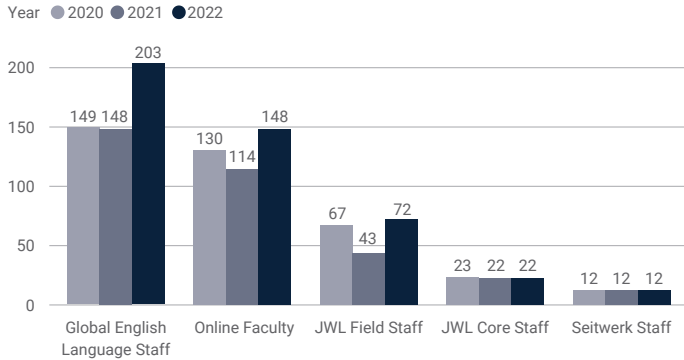


BISTUM AUGSBURG

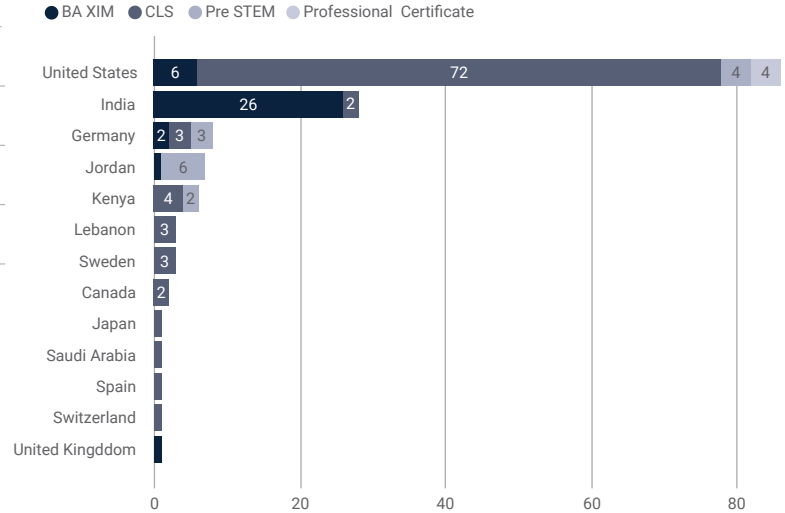
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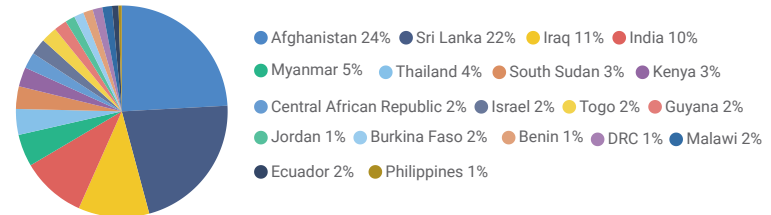
# Faculty and JWL Staff 2020-2022



## Online Academic Faculty 2022



## Global English Language Facilitators 2022



## JWL Global Academic Operations and Administration



## Seitwerk IT, Design and Production of Courses



## JWL Country Representatives



## JWL Global Registrar Team



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## Students as the driving force for stability, scalability and sustainability

More than a decade ago, JWL started with a simple proposition: would refugee students, given the opportunity to access higher education, self-organise across different languages and nationalities to form community learning centres (CLCs)? Back then, JWL was assisted by field partners to plant the student leadership seed that has enabled JWL to scale its reach in the last few years. A trademark of its CLCs is set by a philosophy of training future leaders, of passing not just the rigour of critical thinking but the Jesuit ethos of community engagement and the pursuit of social justice.

In 2022, our pioneering alums from Afghanistan and Iraq, for example, were the driving force and stability behind the delivery of courses to over 3,000 students – even in times of turmoil. The alum-led learning centres attract excluded youth as, often times, their sole option for higher education, and mobilise community elders, faith leaders, and even government officials to provide a conducive learning venue for academic readiness programmes (Global English Language), professional and degree-bound academic courses.

JWL's stability, scalability and sustainability rests on the dreams and commitment of JWL graduates willing to offer the same opportunity rendered to them, to others. Student-led learning centres have become particularly strong hubs for innovation and community change. Many of the graduates insert themselves into the social fabric of their communities as community planners, heads of NGOs, and school headteachers, thus filling in a significant human capital void in underserved communities.



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Association Jesuit Worldwide Learning : Higher Education at the Margins is a legal entity (IDE CHE-334.930.559) headquartered at 18 rue Jacques-Dalphin, 1227 Carouge, Geneva, Switzerland. The external audit is conducted by Société fiduciaire d'Expertise et de Revision SA (CHE-107.745.082).

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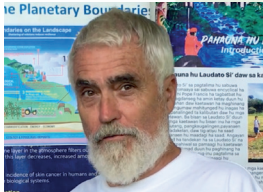
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\* Global Advisory Board and Global Leadership Team  
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Photo: Peace leader gathering, Sulaymaniyah, Iraq



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