








ANNUAL REPORT 2023



Jesuit Worldwide Learning
Higher Education at the Margins

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Forming Global Leaders at the Margins

The Central European Jesuit Province's (ECE) 2023-2028 Apostolic Plan states that: "The ECE Province is responsible for Jesuit Worldwide Learning in Geneva, which provides online academic education for refugees and people in areas without access to tertiary education. [...] Jesuit Worldwide Learning, as a work of the ECE Province, must be more strongly anchored at the level of the Society of Jesus as a whole, especially in cooperation with the International Association of Jesuit Universities (IAJU), with JRS, Fe y Alegría, etc."

As of 2023, Jesuit Worldwide Learning (JWL) is a member of the Kircher Network which is also part of the IAJU. JWL shares the IAJU's mission "to promote the expansion of Jesuit higher education for the marginalised and the poor whenever and wherever possible," forming global leaders for peace and reconciliation, environmental and economic justice, business education, interreligious and intercultural understanding, through a range of relevant programmes.

While a legal work of one Province (the ECE), JWL renders educational services outside the Province, in partnership with multiple Jesuit Provinces, universities and organisations across the globe. In Peru and Ecuador, Fe y Alegría uses JWL's Global English Language programme for the education of poor and indigenous people; in Thailand, India, Uganda and Malaysia JRS makes JWL's English and academic programmes available to refugees in Thailand, India, Uganda and Malaysia.

There is something new to this model of interprovincial collaboration which still needs to be defined and worked out to reach the objective spelled out in the Apostolic Plan. What is certainly clear is the value of such partnerships which enabled JWL to reach over 10,000 marginalised learners the world over in 2023 – learners who have indeed become leaders in their communities at the local and global levels.



Fr Dr Bernhard Bürgler, SJ
President of JWL,
Provincial of the Central
European Jesuit Province (ECE)



From Learners to Leaders: JWL Students Take the Stage at the Global Refugee Forum

Over 4,600 participants from across the globe – including refugees themselves – participated in the second Global Refugee Forum (Geneva, December 2023) – the world’s largest international meeting in support of refugees and their host communities. Among them were five JWL students who travelled all the way from Kakuma Refugee Camp, Kenya, from Kakuma Refugee Camp, Kenya. These students were selected among numerous applicants and invited to take the stage and partake in key conversations at the Forum.

One of JWL’s main goals is to offer transformative programmes that empower marginalised youth to take their lives into their own hands and to take on leadership roles, contributing to the betterment of their communities. It was therefore tremendously encouraging to see the delegation of students from Kakuma take the podium, seamlessly engage with diverse stakeholders (including in high-level meetings), raise their voices about their needs, highlight key issues and make meaningful contributions towards identifying solutions, in an atmosphere of mutual learning.

To witness their development into such leaders is a powerful testament to the vast potential of refugee and other marginalised youth, as well as that of quality and transformative higher education programmes.

“ I believe my message resonated in Geneva because it spoke to the shared humanity we all possess. By emphasising the importance of empathy and collaboration in addressing refugee challenges, I aimed to connect with the audience on a personal level. The universal themes of compassion and cooperation resonated, fostering a sense of collective responsibility for the well-being of refugees.

Nyanen, originally from South Sudan, is a BA Sustainable Development student and former Onsite Facilitator for professional programmes in Kakuma.



“ Firstly, speaking at the Forum helped me to feel heard and validated. As a refugee, it is common to feel marginalised and ignored, but having the chance to speak directly to policymakers and influential individuals allowed me to express my concerns and hopes. It was a powerful reminder of my own agency and the potential to make a difference. [...] Moreover, the experience of speaking at such a prestigious event made me acutely aware of the immense responsibility that comes with being a voice for others.

Jillo, originally from Ethiopia, is a BA in Sustainable Development student, Executive Director of Urise Initiative for Africa, and Centre Coordinator of JWL Kakuma.



“ Engaging with leaders and advocates in the field and learning about innovative solutions has equipped me with a broader perspective on the possibilities and challenges ahead. [...] Moreover, being part of the refugee learning community at the Forum has connected me with like-minded individuals and organisations, fostering a sense of solidarity and shared purpose in addressing the education needs of refugees globally.

Isaac, originally from South Sudan, is a BA in Sustainable Development student, Co-founder of Social Initiative For Support (SIS), and Pre-STEM Onsite Facilitator at JWL Kakuma.



“ I was tasked to help the UNHCR media team in writing stories of the event and having those stories posted on the UNHCR website. [...] My dream has always been at the media field and this was the time I felt my dream had come true. I want to be a professional journalist so as to help amplify the voice of my fellow refugees across the globe. I was able to learn new skills in public speaking during the event and I will apply that knowledge given the chance to speak in any public gathering in the future.

Santos, originally from South Sudan, is a BA in Sustainable Development student and journalist at REF FM.

Dr Saraswathi Samusarma: A Servant Leader Caring for Students at the Margins

As a professor in the field of Electronics and Communication Engineering, it was a complete career shift to join JWL as Chief Information Officer in 2017 and later as Global Registrar. Though challenging at first due to new online tools, the support of all my colleagues and my experience as an academic administrator served as great strengths.

The key factor that motivated me to join and serve JWL is its mission of higher education for marginalised communities across the globe. I found true value in the quality of the programmes on offer, how they ensure a holistic formation, and the pivotal role they play in shaping individuals, communities and societies.

JWL students' immense commitment and thirst for knowledge have also been highly motivating. Their true aspiration for learning even under the tremendous social, political, and other local challenges they face, has been the driving force that pushed me each and every day of my time at JWL to serve with great courage and wisdom.

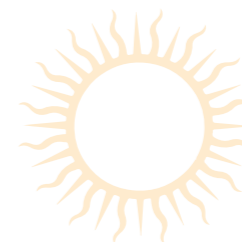
It was a wonderful experience to be associated with mission-aligned university partners and I was happy to be instrumental in deriving standards for various academic processes including admissions, course registration, data maintenance, training, student follow-up, etc. While involved in the academic business

processes of various JWL programmes, the majority of my time was invested in the BA in Sustainable Development, from its very inception – now very much in demand in JWL learning centres due to its relevant curriculum.

Developing an IT system (Learning Management integrated with Student Information System) in association with Seitwerk GmbH – a valued, mission-aligned IT partner of JWL – was an enlightening experience. JWL now has an exclusive, customised learning platform, designed to implement various academic processes as well as for student data maintenance.

Any professional journey has inherent challenges and I, too, faced many while engaging with multiple academic, operational and IT partners. Each challenge presented a valuable learning opportunity in ensuring quality higher education for our students.

I wish to express my sincere gratitude to JWL for the opportunity and trust vested in me over the past seven years, with true autonomy while implementing various visionary ideas for quality deliverables. My sincere gratitude to all JWL academic, university, and IT partners, as well as JWL online faculty, learning centre coordinators, facilitators, managers – to every colleague – for their unwavering support during every step of mine at JWL.



Last but not least, I extend my prayers, wishes, appreciation and thanks to my lovable JWL students for their continued, successful lifelong learning.

Dr Saraswathi Samusarma, Outgoing JWL Registrar & Chief Information Officer

On behalf of JWL, our university and IT partners, and especially all of our students, I would like to express our deepest gratitude to you, Dr Saraswathi Samusarma, for your seven years of service to this community. You served not just as Chief Information Officer and Global Registrar, but at times as Chief Academic Officer. The BA in Sustainable Development is a lot your work, and I am glad that you stayed until the first 13 students graduated. Our students always came first for you and, over the years, thousands of them succeeded because of your high professionalism and tireless dedication to them. Your light of a true servant leader will continue to shine and inspire the students and the entire JWL community. Thank you very much and God bless.

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.

Scaling Through Graduate Leadership and Partnerships

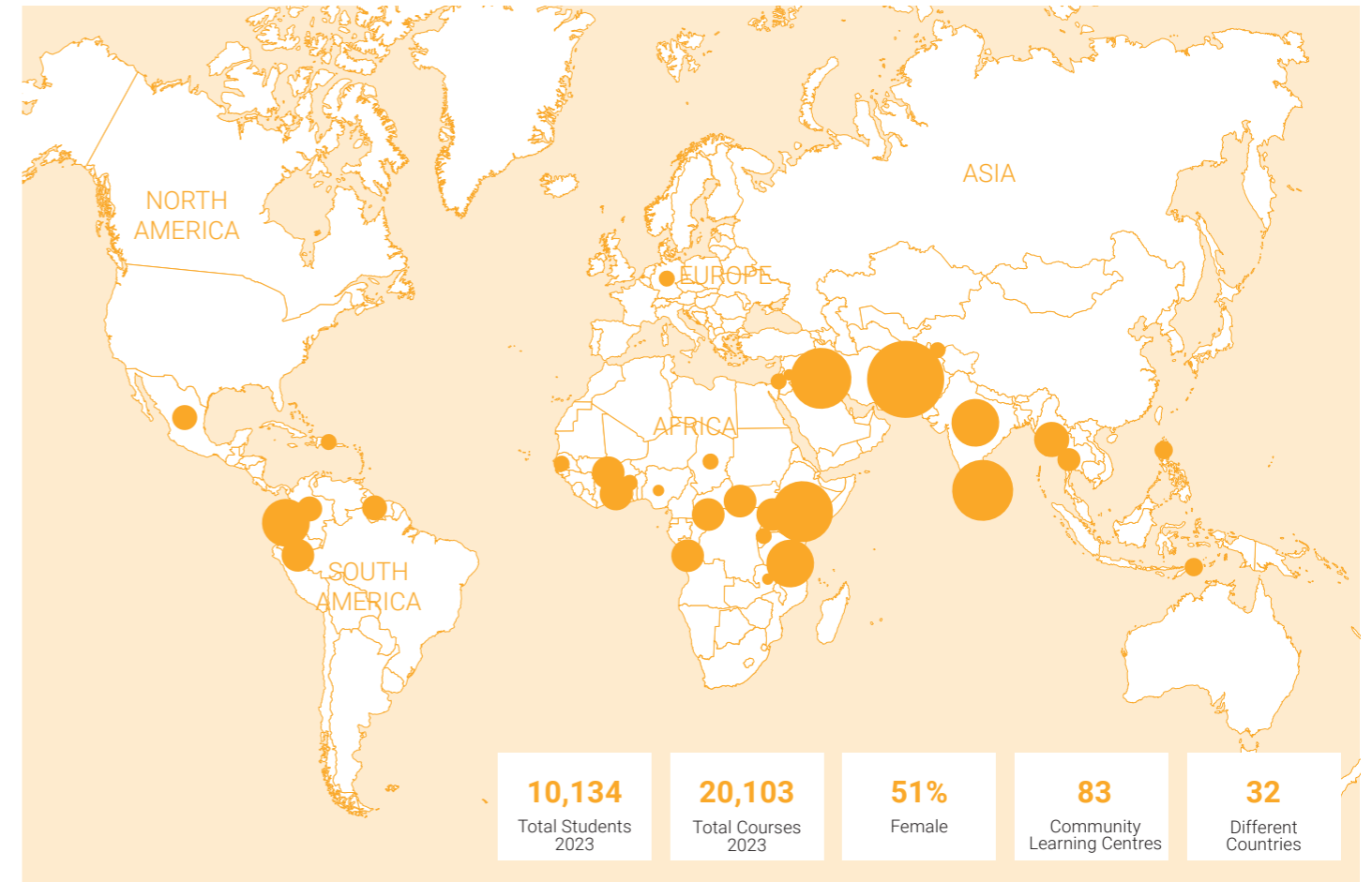
JWL continues to experience steady and stable growth, with student numbers in 2023 reaching over 10,000 marginalised learners in more than 80 learning centres, across more than of 30 countries.

Student-driven growth

Afghanistan, where our programmes respond to a very special situation of marginalisation based on gender, saw a significant increase in students across programmes, reaching 2,399 learners (70% female) which accounts for around 24% of JWL students globally. The local partner organisation has a good number of JWL graduates (including the first 13 BA in Sustainable Development graduates). These graduates spark a chain reaction, as they expand programmes to new villages where communities want this education for their youth. This same chain reaction is evident in Kenya, Malawi and Iraq, where JWL graduates also serve as leaders who scale higher education at the margins.

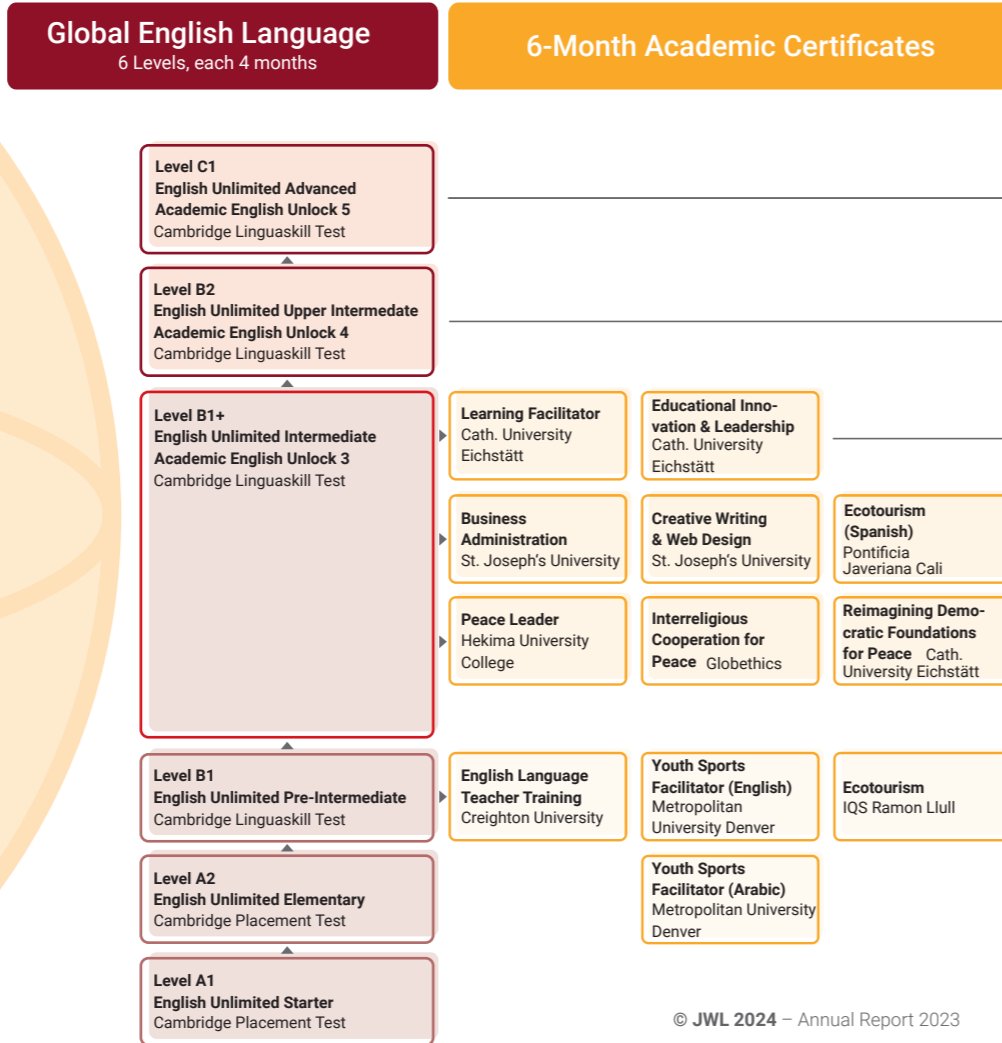
Partnership with Fe y Alegría

In Latin America, which is the most recent focus region, student numbers and learning centres have increased significantly this past year due to the new partnership with Fe y Alegría in Peru and Ecuador, offering education to poor and indigenous communities. Fe y Alegría is working at the margins in many countries of Latin America and sees the need for an English Language programme.

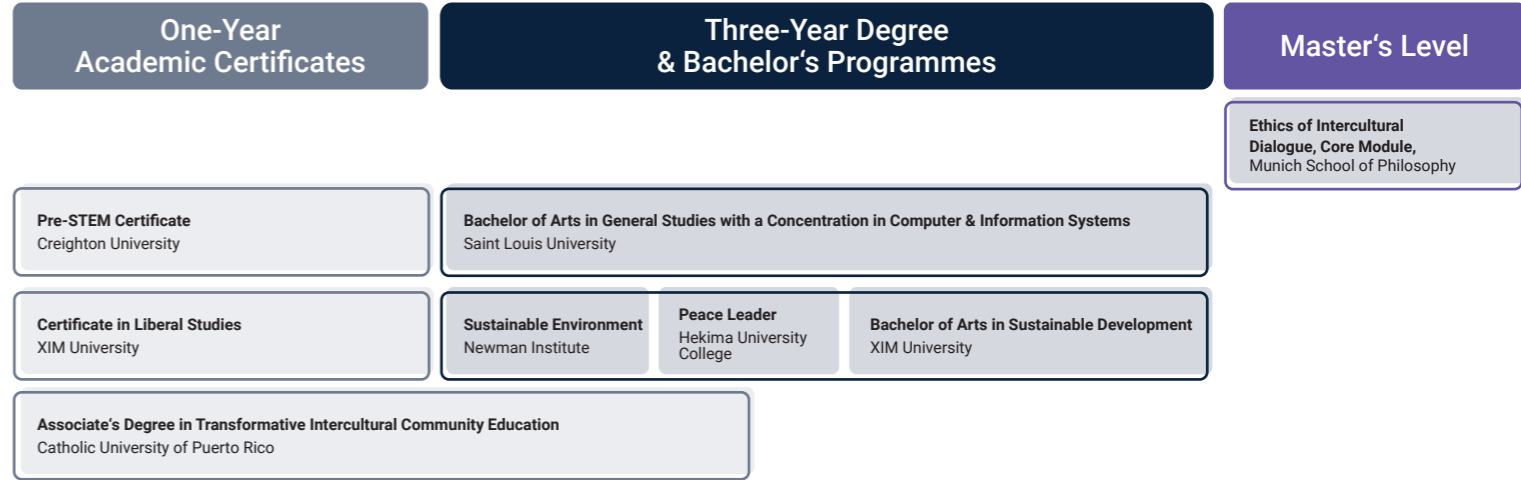


STRATEGY TWO

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



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A Stackable Learning Path Forming Global Leaders and Citizens

In collaboration with accrediting universities and our partners Seitwerk GmbH, JWL has continued to develop its stackable learning path, consisting of 15 programmes in 2023 and with three additional programmes due to launch in 2024. From English language through to degree level, the stackable learning path enables learners to solidify their English language skills and select meaningful combinations of professional programmes in the fields of education, peace, and economics, before completing

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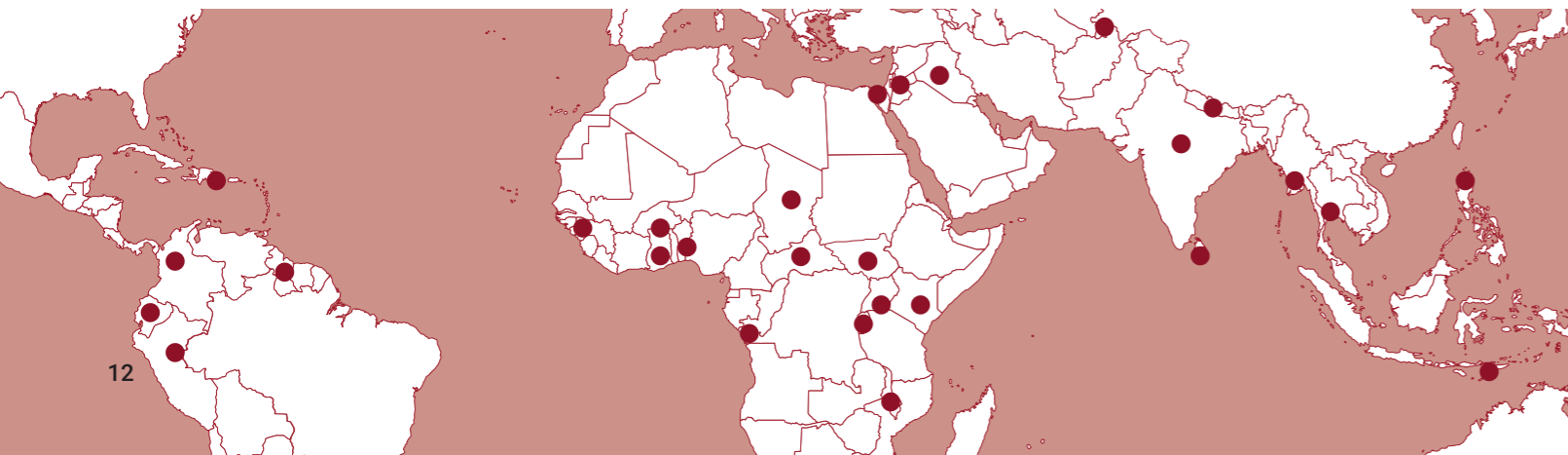
one-year foundational programmes (Liberal Studies or Pre-STEM) to be eligible for enrolment in a degree programme. We've seen the transformation and empowerment of our learners as they make their way through the learning path. Refugee youth representatives at the second Global Refugee Forum included JWL students and graduates from a range of our programmes.

English for Global Citizens

As well as breaking the barrier for marginalised communities to access higher education and opening doors to job opportunities, JWL's Global English Language programme also provides students with a voice on the global stage. JWL student participation in the Global Refugee Forum in December highlighted this more than ever. Through access to high-quality student-centred English courses, students gain the confidence and communication skills they need to tell the world about issues that matter to them, whether it be an indigenous community protesting about destruction of their habitat, a marginalised woman demanding equality and access to education, or a refugee from a war-torn country promoting a message of peace.

Strengthening Partnerships

We were delighted to welcome Ian Cawley from Cambridge University Press and Assessment and Shane McLoughlin from Loyola Idiomas, Universidad Loyola, to co-present at our Global Refugee Forum linked event in Geneva, in December 2023. We presented JWL's scalable model to provide English as a gateway to higher education for female refugees. Thanks to our strong partnerships, we are able to provide a high-quality curriculum, rigorous testing, tailored facilitator training and academic readiness support for students, all of which contribute to the success of our Global English Language (GEL) programme.



8,245 Students
11,566 Course Enrolments
58% Female



50 Students
62% Female

Global English Language Programme

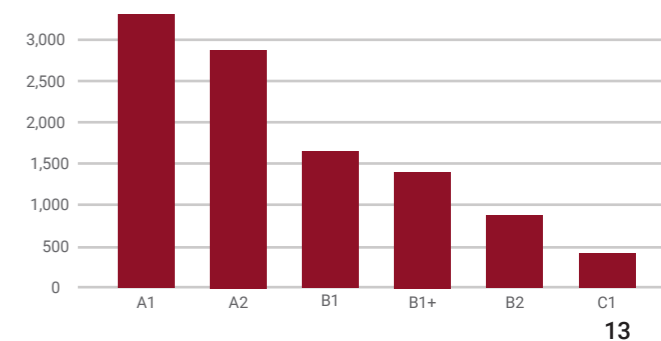
6 levels, 4 months, Linguaskill Test

40% Courses completed
 21% Courses active
 18% Courses withdrawn
 20% Courses failed

English Language Teacher Training

7 months, Certificate of Completion

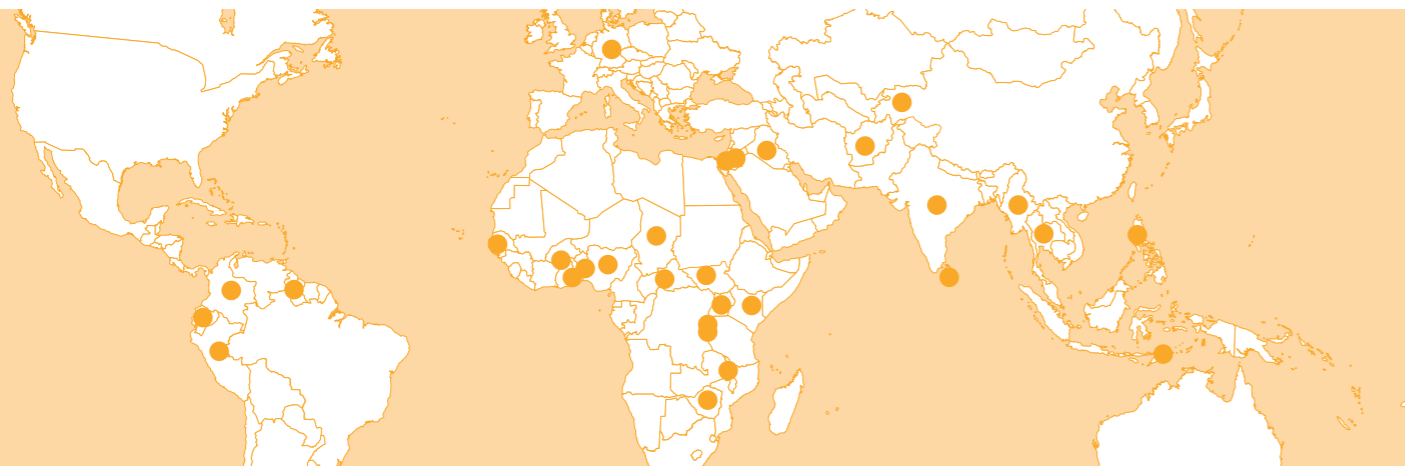
Courses currently running
 94% Courses active
 6% Courses withdrawn



6-Month Academic Certificates

The demand for JWL's professional programmes has never been more pronounced. In 2023, JWL witnessed the largest enrolment in professional programmes, with 1,332 emerging leaders from 23 countries joining 9 different programmes in the fields of education, peace studies, sustainable tourism, business, and web design. These are considered key areas in terms of professional skills in demand, as well as in terms of addressing the pressing challenges of our time. Our research on the impact of three of these transfor-

mative (short term academic) programmes reveals how learners are empowered with knowledge and skills that result in job opportunities, further educational opportunities, and the development of leadership skills which they apply in service of their communities. These compelling insights prompt us to delve deeper into how, in 2023, professional programmes played a pivotal role in shaping transformative educators, peace leaders, and skilled professionals.



Transformative Education



Learning Facilitator

3 Courses, 6 months,
20 ECTS certificate

385 Students

960 Course Enrolments

54% Female

37% Courses completed

33% Courses active

22% Courses withdrawn

8% Courses failed



Youth Sports Facilitator

6 months, certificate
of completion

71 Students

213 Course Enrolments

18% Female

34% Courses completed

27% Courses active

32% Courses withdrawn

7% Courses failed

In 2023, JWL observed the transformation of 456 educators. The 6-month Learning Facilitator programme, accredited by the Catholic University of Eichstätt-Ingolstadt (KU) (20 ECTS), empowered educators to shift from traditional information providers to dynamic facilitators of learning. Through the 4-month, eEducation Tools programme (10 ECTS, accredited by KU), learners delved into advanced tools and methods revolutionising how educators engage with students in the digital era. Concurrently, the 6-month Youth Sports Facilitator programme (developed by KU in English, and in Arabic by the Metropolitan State University of Denver) concentrated on creating inclusive sports programmes, nurturing physical, mental, and social development of youth.

Recognising the increased demand for education and teacher training in diverse contexts from the margins, the Educational Innovation and Leadership Certificate is set to launch in April 2024. A collaborative effort between JWL and KU, this programme (20 ECTS) will prepare educators as leaders, addressing critical subjects such as classroom management, rituals, the power of technology for more inclusive and effective teaching methodologies, and the application of critical pedagogy.

Peace and Intercultural Dialogue



Peace Leader

3 Courses, 6 months,
9 credits certificate

198 Students

594 Course Enrolments

52% Female

39% Courses completed

37% Courses active

21% Courses withdrawn

3% Courses failed

Globethics

Interreligious Cooperation for Peace

3 Courses, 6 months,
9 credits certificate

42 Students

126 Course Enrolments

31% Female

43% Courses completed
no current run

43% Courses withdrawn

14% Courses failed

In 2023, JWL demonstrated its dedication to transformative leadership in peace and intercultural dialogue through three impactful courses. The Peace Leader course, a 6-month programme accredited by Hekima College (9 ECTS), welcomed 195 students. Additionally, Ethics of Intercultural Dialogue – a Master’s level module of the Munich School of Philosophy – welcomed 9 students. Lastly, Interreligious Cooperation for Peace (IRCP), a 6-month programme accredited by Globethics (9 ECTS), was piloted with 40 students.

Steadfast in its commitment to advancing peace and intercultural dialogue through transformative higher education, 2024 will see the launch of the Reimagining Democratic Foundations for Peace programme, in collaboration with Catholic University of Eichstätt-Ingolstadt (KU).



Ethics of Intercultural Dialogue

3 Students

Core Module of
Master’s Programme

Economics Skills

In 2023, JWL made significant strides in equipping individuals with economics skills for success in a competitive landscape, through four professional programmes. The Business Administration programme formed 219 students in the areas of commerce, accounting, and entrepreneurship, and the Creative Writing and Web Design programme attracted 368 students.

The Ecotourism programme engaged 153 participants and was offered for the first time in the Masai Mara National Reserve (Kenya), in Kampala (Uganda) for refugee students, and in Mavambo (Zimbabwe) for orphaned students. In the realm of computer science, the Data Structure & Algorithms programme at Friedrich-Alexander-Universität (FAU) provided foundational computational skills to 17 students.



153 Students

349 Course Enrolments

45% Female

Ecotourism

3 Courses, 6 months,
Certificate of completion

33% Courses completed

36% Courses active

29% Courses withdrawn

2% Courses failed



ST JOSEPH'S
UNIVERSITY
BENGALURU INDIA

219 Students

432 Course Enrolments

32% Female

368 Students

803 Course Enrolments

38% Female

Commerce

3 Courses, 6 months,
Certificate of completion

20% Courses completed

34% Courses active

46% Courses withdrawn

No failures

Creative Writing & Web Design

3 Courses, 6 months,
9 credits certificate

29% Courses completed

19% Courses active

50% Courses withdrawn

2% Courses failed



Friedrich-Alexander-Universität
Erlangen-Nürnberg

17 Students

17 Course Enrolments

24% Female

Fundamentals of Computer Science

1 Course, 2-4 months,
Certificate of completion

47% Courses completed

No current run

29% Courses withdrawn

24% Courses failed

Long-Term Academic Programmes

The Stackable Learning Path offers two avenues to reach a bachelor's degree – the goal for many students and the base of their academic and professional journeys. The lengthier and more intensive studies form youth as local community leaders and global citizens at the same time. Students start out with the well-established Certificate in Liberal Studies (CLS), which sets the foundations for critical and academic thinking. The majority of CLS graduates then enrol in the BA in Sustainable Development (accredited by XIM University) which covers ecological and social justice issues. Another path begins with either the CLS or the Pre-STEM programme – a mixture of humanities, liberal studies

and introduction to maths and science – which prepares them for enrolment in the BA in General Studies with a major in Computer Information Systems, accredited by Saint Louis University.

The year 2024 will see the launch of a third degree programme: an Associate's Degree in Transformative Intercultural Community Education, accredited by the Catholic University of Puerto Rico. Through these programmes, JWL forms leaders in the areas of ecological and social justice, scientific thinking and transformative education, empowering them with knowledge, skills and qualities to address the key challenges of our time.

Critical Thinking

The Certificate in Liberal Studies (CLS) is a one-year programme with XIM University in Bhubaneswar (India) as the accrediting university, and a prerequisite for enrolment in one of two bachelor's degree programmes in Sustainable Development or General Studies.

JWL promotes the study of Liberal Arts because it offers a wide array of subjects and promotes skills that produce ethical, discerning, empathetic global leaders, and helps students better understand the world and their place in it. Graduates of the CLS gain knowledge in 10 subject areas, including politics, ethics, human rights, sociology, writing, communication, maths, science, business, and religion.

This first year provides a strong base for the next 3 years of university studies, as it develops skills in research, complex problem-solving, critical thinking, creative thinking, ethical thinking, and collaboration.



Certificate in Liberal Studies

11 Courses, 1 year,
30 credits Certificate

298 Students

1,686 Course Enrolments

34% Female

80% Courses completed
No current run

15% Courses withdrawn
5% Courses failed



Ecological and Social Justice



301 Students

2,795 Course Enrolments

26% Female

Bachelor in Sustainable Development

22 Courses, 3 years, 102 credits

83% course completion
No current run

13% Courses withdrawn
4% Courses failed



Sustainable Environment

5 Courses, 37,5 credits transferred to BA SD



Peace Leader

3 Courses, 9 credits transferred to BA SD

The First 13 Graduates of the Bachelor in Sustainable Development

The BA in Sustainable Development, accredited by XIM University and including courses accredited by Newman Institute and Hekima University College, equips learners with the tools they need to identify and implement solutions to the environmental and social injustices faced by marginalised communities.

In December 2023, 13 students (out of 18) completed their three-year BA in Sustainable Development journey. This group includes graduates from Myanmar, Sri Lanka, Kenya, and a majority (8) from Afghanistan. It is noteworthy that 6 of the graduates from Afghanistan are young women, demonstrating our students' immense level of resilience and the potential of JWL's model to offer successful higher education even in the most complex contexts, including ones with great gender injustice. Three of these young women are working alongside JWL as educators and leaders, with a view to contributing to more ecologically and socially just communities.



Scientific Thinking



101 Students

543 Course Enrolments

27% Female

Pre-STEM

11 Courses, 1 year, 30 credits Certificate

76% Courses completed
0% Courses active

22% Courses withdrawn
2% Courses failed

Pre-STEM

Creighton University is the school of record for JWL's Pre-STEM certificate. This programme, which consists of 11 classes and 30-credits, enrolled its first students in Fall 2022 and includes eight of the same courses offered in the CLS. It seeks to address a deficiency in many of our students in maths and science, and includes statistics, data structure and algorithms, and astronomy classes. The additional maths and science classes prepare students for the BA in General Studies with a concentration in Computer Information Systems offered by Saint Louis University, and the science classes within the BA in Sustainable Development.



SAINT LOUIS UNIVERSITY
EST. 1818

BA in General Studies with a Concentration in Computer Information Systems

Saint Louis University (SLU) began offering 25 scholarships twice annually to JWL graduates of the Liberal Studies and Pre-STEM certificates. Graduates of either of these two programmes will transfer 30 credits to SLU and complete the required 90 additional credits there for the BA degree. Six students began an orientation in Fall 2023 for a matriculation date of an online BA in General Studies with a concentration in Computer Information Systems beginning in March 2024. Students will be enrolled in the School of Professional Studies and will benefit from the Jesuit values included in SLU's new core curriculum, while gaining important skills and knowledge in leadership and computer technology.

The partnership with Saint Louis University marks a new, sustainable model for JWL's partnership with universities. JWL provides a safe community learning centre, learning facilitators, access to the internet and a computer or tablet, and pays the online instructors while the university covers all other costs.



STRATEGY THREE

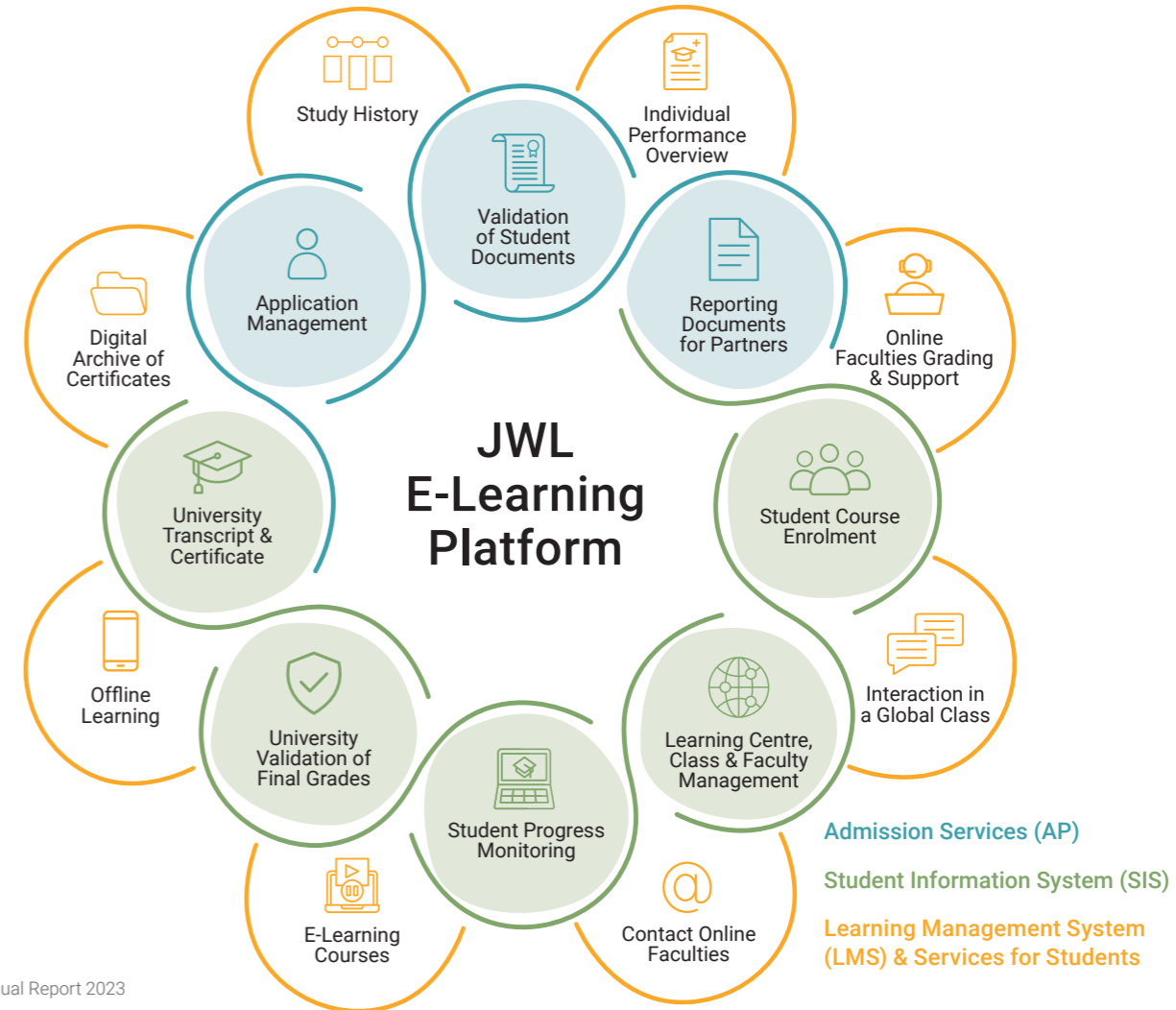
To enhance blended mobile learning by developing innovative educational and technological solutions in line with Ignatian Pedagogy.

A Global E-Learning Platform at the Centre

The JWL e-learning platform bridges the gap between online and onsite learning components, creating a virtual space that connects students, onsite facilitators, online faculty, the registrar team, academic directors and university partners.

The Admission Portal (AP) and the Student Information System (SIS) form the backbone of this infrastructure, facilitating essential services such as application management, class enrolment, validation of student documents, plagiarism reports, and overall academic quality assurance. These systems ensure the smooth operation of academic programmes by centralising administrative tasks and juggling the academic requirements across various accrediting institutions.

Additionally, the Learning Management System (LMS) offers a tailored e-learning solution for low-bandwidth contexts. It provides both offline and online access to learning content, fosters engagement in global classrooms, generates student performance reports, and provides students with support and guidance from faculty, facilitators, and the helpdesk. This multifaceted approach enables learners to access quality education regardless of their geographical location or connectivity constraints.





STRATEGY FOUR

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

The Impact of Servant Leaders in Their Communities

The Peace Leader, Youth Sports Facilitator, and Learning Facilitator impact studies conducted in 2023 revealed a consistent impact model. Graduates develop key competencies and skills within their domains which translate into enhanced servant leadership capabilities and a profound commitment to the betterment of their communities. In addition to these three qualitative studies, JWL published a quantitative study about the impact of professional programmes on graduates and their communities and contributed to academic literature and conferences in the fields of intercultural relations and refugee education.

The Youth Sports Facilitator programme developed graduates' self-confidence, resilience, and project management skills, essential to building initiatives that promote social change, while the Peace Leader programme developed learners' empathy, sense of responsibility, and a servant leader mindset. Through the Learning Facilitator programme, participants developed leadership qualities and adopted a student-centred and inclusive approach. All three cultivated critical thinking, leadership skills, fostered intercultural and interreligious understanding, social inclusion, and prompted graduates to meaningfully engage within their communities (particularly in the areas of education and gender equality). Of the graduates surveyed, 80% highlighted their professional programme studies as extremely or very important to their career path and 64% reported being currently employed.

These programmes also encourage lifelong learning, and 54% of graduates decided to pursue further education, particularly women (63%).

Beyond professional and academic development, the studies revealed that 92% of graduates actively participated in community activities, with 38% initiating these activities themselves. Across programmes, learners became agents of change, promoting peace and harmony and inspiring others to join their efforts.

The completion of these studies brings to a closure JWL's first phase of research on the impact of the various programmes on students and their communities. Over the next 3-5 years, JWL research will seek to deepen insights into various aspects of the JWL model (accessibility, learning technology, Jesuit education, etc.). This will be undertaken by a Doctoral Collegium of PhD candidates, involving JWL staff embarking on doctoral studies to better comprehend and analyse the JWL model, furthering JWL's commitment to advancing research and development of evidence-based, transformative education and its broader mission of empowering individuals and communities globally.

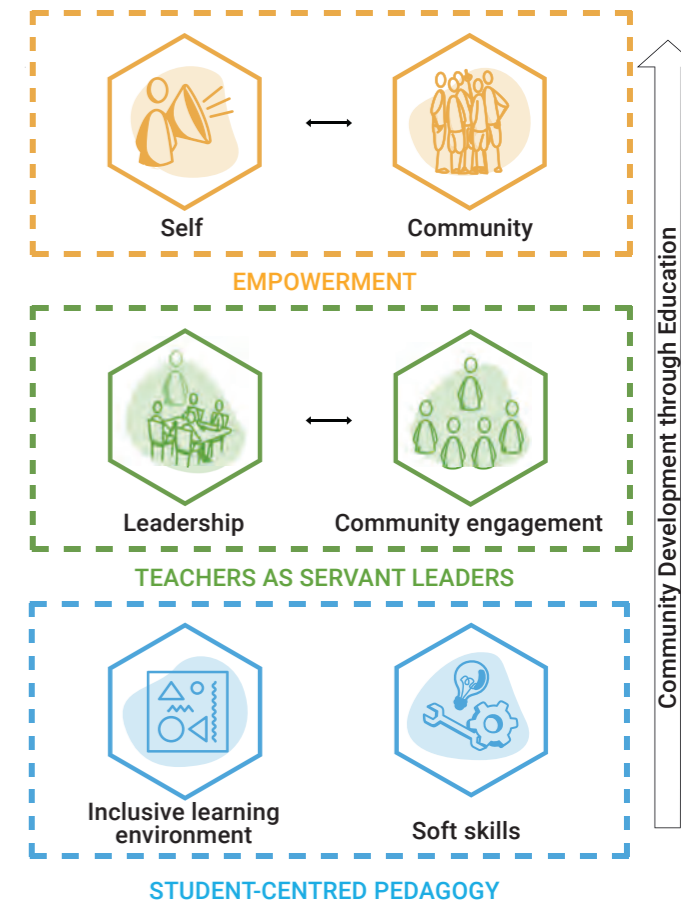


Figure: Learning Facilitator impact model



STRATEGY FIVE

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

A Flat and Cross-Functional Global Organisation

As a work of the ECE, JWL has a hierarchical governance structure with the Provincial as President and Chair of the legally responsible Founding Board. The Secretary for Higher Education of the Society of Jesus, the Delegate for Higher Education of the ECE, and the Global Advisory Board jointly support the President, and guide the Executive President and the Global Leadership Team who report to them.

To anchor JWL more horizontally in the Society of Jesus through enhanced collaboration with Provinces and international works is a task given by the Apostolic Plan of the ECE. JWL is more like a partnership of mission-aligned Jesuit universities and Jesuit Provinces responsible for community learning centres.

JWL emerges evermore as a platform in multiple ways. It provides an IT platform, a Learning System, Student Information System and Apps which are the core enterprise solution to deliver blended e-learning programmes in marginalised contexts. The platform holds everything together, including the new Spanish programmes of PUAM.

The Global Core Team managing the platform and working together has no hierarchical structure. Each team member has functions and responsibilities, and they work as cross-functional teams.

New Latin American Partners on the Global Platform

JWL's collaborative alliance model achieved a major milestone in 2023 through a new partnership with the Programa Universitario Amazónico (PUAM). PUAM is an institutional outcome of the 2019 Synod of the Amazon, where Pope Francis pleaded with Catholic universities to offer higher education access to excluded indigenous communities in the Amazon.

This partnership is already bearing fruit, with the ongoing preparation of Human Rights and Public Health certificates to be offered by PUAM in 2024. JWL's multilingual Learning Management System and robust Student Information System were chosen by PUAM as the technological platform to offer their academic courses made for indigenous communities and to support students in the region. This enhances JWL as a global and flat organisation, giving partners a high degree of autonomy to run their programmes.

In 2023, JWL's work in Latin America included initiatives in Colombia, Ecuador, Guyana, Mexico, and Peru, encompassing 823 students, the majority pursuing the Global English Language programme through Fey Alegría (in Ecuador and Peru). Fey Alegría and JWL are also exploring postsecondary options for their graduates.

Professional courses will be offered in Spanish in 2024, in coordination with Jesuit universities, parishes, and local indigenous councils. These will include the Peace Leader and Ecotourism programmes, accredited by the Pontificia Universidad Javeriana Cali in Colombia. Moreover, echoing the Amazon Synod's call to train teachers in an intercultural and enculturated modality, JWL and the Catholic University of Puerto Rico will launch a two-year bilingual Associate's Degree in Intercultural, Transformative, Community Education.



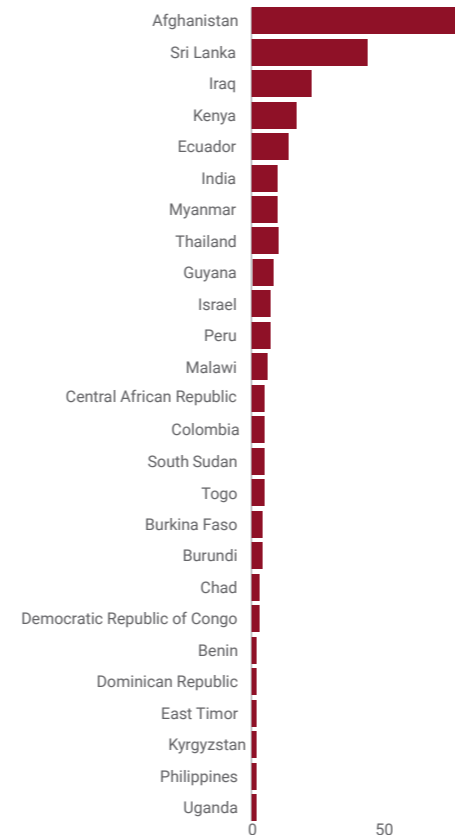
A Global Collaboration for Marginalised Communities



Global Team



Faculty and JWL Staff

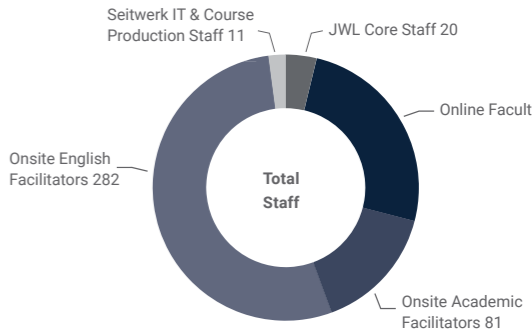
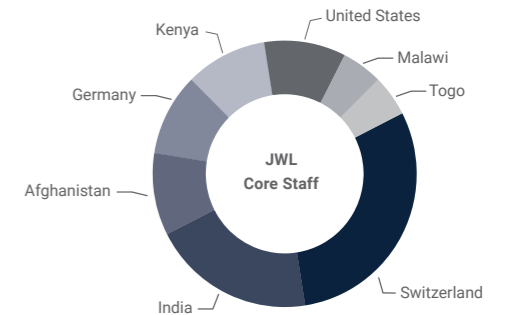
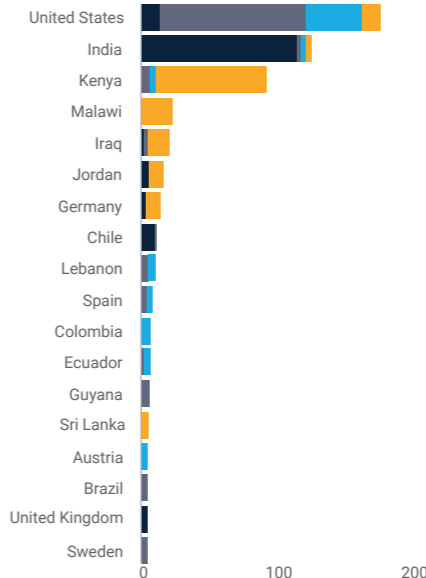


Onsite English Language Facilitators

● GEL

Online Faculty

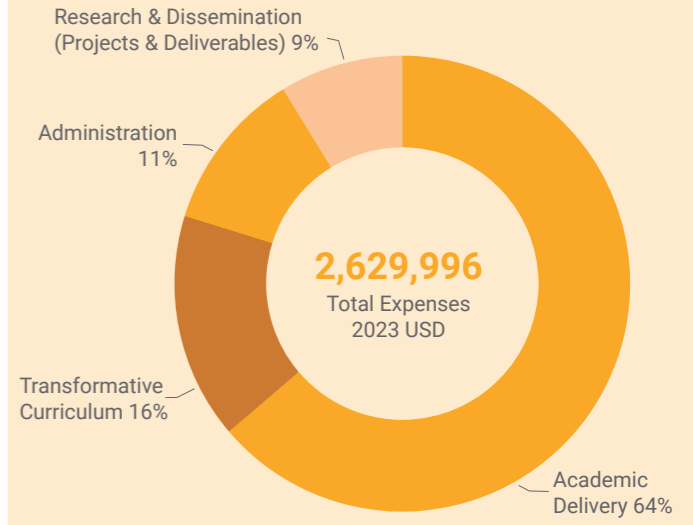
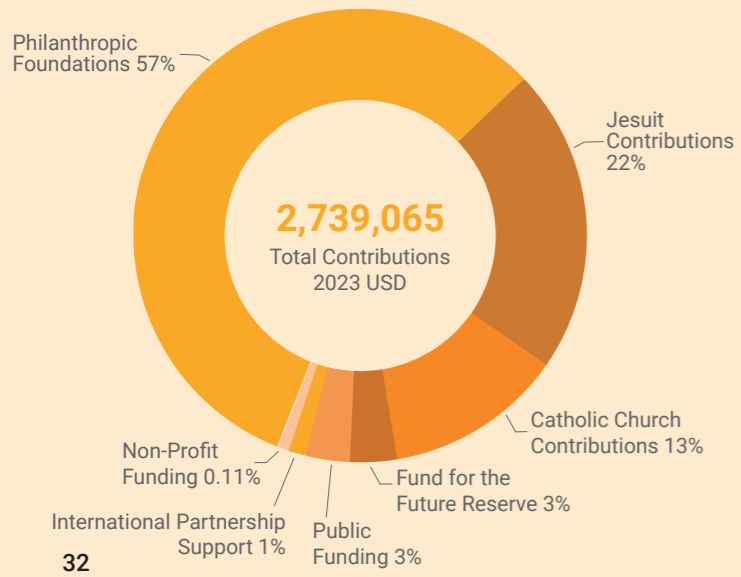
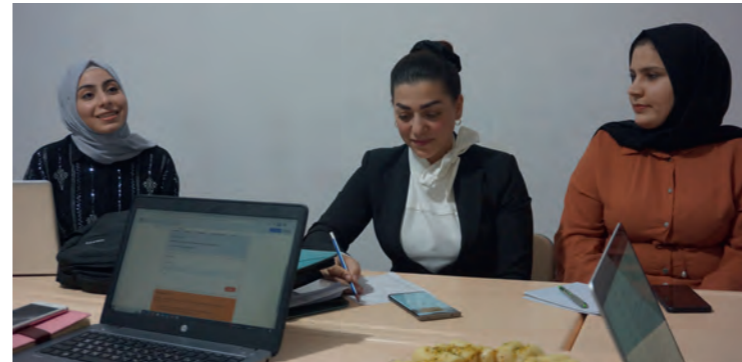
● BASD XIM ● CLS XIM ● PreSTEM ● PROF



2023 Contributions



2023 Expenses



Cost Efficient & Scalable Model

JWL has continued to expand its reach and impact, responding to growing demand for higher education at the margins through its stable, scalable, and sustainable model. At the same time JWL maintained a high standard of academic quality and an average course completion rate of 70% (above 80% for the BA in Sustainable Development).

Student numbers have tripled over the last four years, while overall expenses have decreased. Surging enrolment is a marker of success, and we see learners make their way through our stackable learning path.

Investment in our Global E-learning Platform allows for interactions and academic processes to be implemented in one system, which is crucial for the effective delivery of programmes for learners in challenging contexts.

Through strengthened and new strategic collaborations with Jesuit Provinces, universities, local partners, even JWL graduates themselves, and the implementation of our cost-sharing model, 24 new community learning centres opened in 2023 at no cost to JWL since local costs are covered by the local partner.



10,000 +
Students



24
New community
learning centres

Global English Language

USD \$40: One level (3-months)
USD \$240: Six levels (2 years)

Professional Certificate

USD \$230: One Course
USD \$690: Complete
Certificate (3 courses; 6 months)

JWL Does Not Turn Away Marginalised Students

Marginalised youth's demand for our quality and transformative programmes is unprecedentedly high – and growing. More requests are also coming from Jesuit Provinces to partner with JWL to offer higher education to marginalised youth, in line with the Universal Apostolic Preferences of the Society of Jesus. JWL has not and will not turn away marginalised youth that wish to study. For this JWL is reliant on donor support and is greatly appreciative of the strong contributing partners that have allowed JWL to create equitable, scalable, and cost-efficient academic programmes.

All donors can fully 'customise' their donations, meaning they can donate by Course Production, Academic IT System support, General Donation (non-restricted), or any combination of the above. JWL is audit-compliant in Switzerland, Germany, and the United States. All donations are tax-deductible and can be matched with co-funding organisations.



32%
Students increase
(2022-2023)



-8%
Expense decrease
(since 2018)



70%
Average course
success rate



-4%
Academic cost per
course decrease
(2022-2023)

Certificate in Liberal Studies

USD \$250: One Course
(8-week or 10-week term)
USD \$2'750: Complete
Certificate (11 courses; 1 Year)

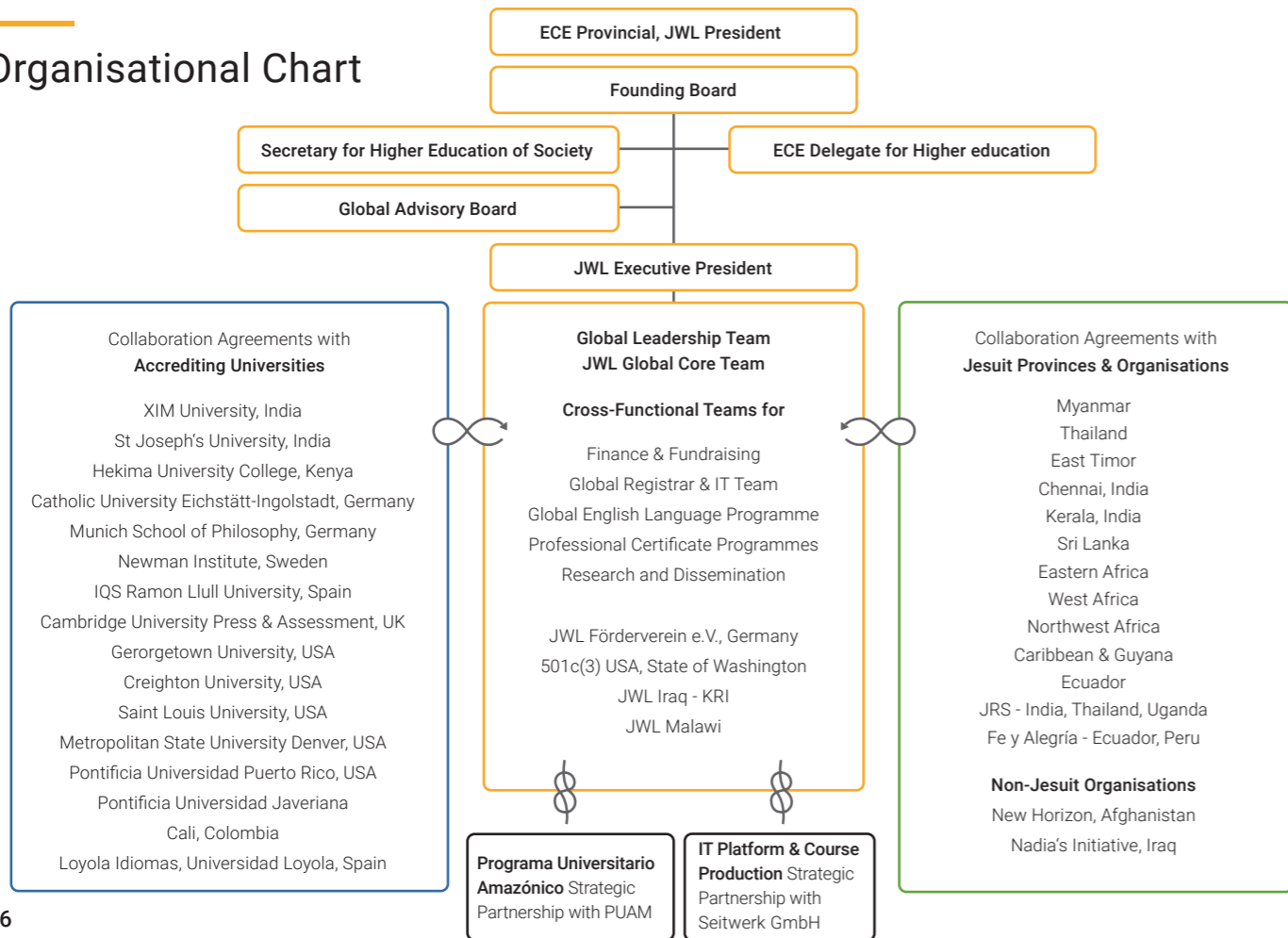
Bachelor's in Sustainable Development

USD \$250: One Course
USD \$8'000: Complete
Degree (32 Courses; 3 years)

Please join us in supporting these marginalised youth by donating to our Global Scholarship Fund!



Organisational Chart



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at time of publication.



Photo: BA in Sustainable Development students in Kakuma Refugee Camp, Kenya



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