








# ANNUAL REPORT 2024



Jesuit Worldwide Learning  
Higher Education at the Margins

# Table of Contents

|   |    |
|---|----|
| An Innovative and Strategic Work  | 3  |
| JWL Graduates for Social and Environmental Justice  | 4  |
|  <b>STRATEGY ONE</b> Scaling Access to Education for 13,000 Students in 2024          | 6  |
|  <b>STRATEGY TWO</b> Students and Graduates 2020-2024                                 | 8  |
|  <b>STRATEGY THREE</b> Seeing AI in Blended Learning Through Ignatian Pedagogy's Eyes | 22 |
|  <b>STRATEGY FOUR</b> Research to Develop a Theory of Higher Education at the Margins | 24 |
|  <b>STRATEGY FIVE</b> Sustaining Growth Without Cost Increase                         | 26 |

## An Innovative and Strategic Work

I'm following in the footsteps of my predecessor Fr Bernhard Buegler, SJ, who was the first Provincial of the Central European Jesuit Province (ECE) and also the President of JWL. Taking over, I see that JWL has grown into a significant international engagement of the Province. Its technological solutions and model of blended learning are truly innovative. JWL is very much in line with the Apostolic preferences of the Society of Jesus, especially in terms of walking with excluded youth and caring for our common home. Therefore, I have approved the financial support of JWL as an innovative and strategic work of the ECE. The collaboration between the ECE and other Jesuit Provinces through JWL's work is opening up new ways of staying connected with the global Society of Jesus and contributing to its worldwide mission of education.

JWL is established in Geneva where UN agencies, non-governmental and faith-based organisations address the pressing issues of our time, from forced displacement, human rights violations, climate change, achieving lasting peace, to promoting equitable access to education. JWL collaborates with Jesuit and other universities to offer programmes which meet the needs of excluded communities, promoting peace, democracy,

human rights, education and sustainability, by forming servant leaders. JWL's headquarters and the Jesuit house in Geneva are increasingly becoming a home for international Jesuit organisations, indigenous and women's organisations and their advocacy work at the UN.

This Annual Report presents not just the student data of 2024 but also of the last five years, of all students enrolled and thousands who successfully finished the English language programme, received their academic certificates and graduated with a bachelor's degree. I congratulate all JWL graduates for their achievements and wish them well on their journey, hoping they will become servant leaders in their marginalised communities.



**Fr Thomas Hollweck, SJ**  
President of JWL,  
Provincial of the Central  
European Jesuit Province (ECE)



## JWL Graduates for Social and Environmental Justice



"I want to use my knowledge in sustainability to improve the situation of the environmental issues in the world, in my country. [...] I am very grateful to all the universities that supported me, gave this opportunity to me to continue my education."

Masuma's learning path with JWL began in Afghanistan, as one of the first graduates of the Diploma in Liberal Studies, followed by the Learning Facilitator programme, and the BA in Sustainable Development – which she completed in Kenya. She's been accepted by two German universities for a master's in environmental studies.

*Masuma, BA Sustainable Development, Nairobi, Kenya*



"I've grown more thoughtful and sympathetic as a result of becoming more conscious of how my actions affect people around me. [...] The atmosphere of collaboration fostered deep ties, which enabled me to gain knowledge from the experiences and perspectives of other participants.

I feel more equipped as a result to make deft choices that will benefit my community. In summary, the Peace Leader course has enhanced my understanding and given me a stronger sense of accountability and direction. I am appreciative of the chance to advance as a leader committed to promoting harmony."

*Khairi, Peace Leader, Khanke, Iraq*



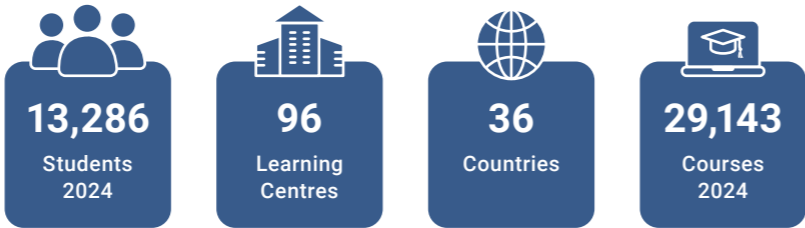
"Ecotourism has been important to learn about nature like flora and fauna and our cultural traditions like singing, dancing, handicraft, and our languages like Waotedero, and more. [...] And also to make a community ecotourism project . . ." says Jimena, a member of the Waorani and an Ecotourism graduate in Dicaró, located in Yasuní National Park (Ecuador). She and fellow graduate Pablo have contributed to the building of a guest house and other activities related to Ayebe Onkiyenani community ecotourism project in Dicaró.

*Jimena & Pablo, Ecotourism, Dicaró, Ecuador*



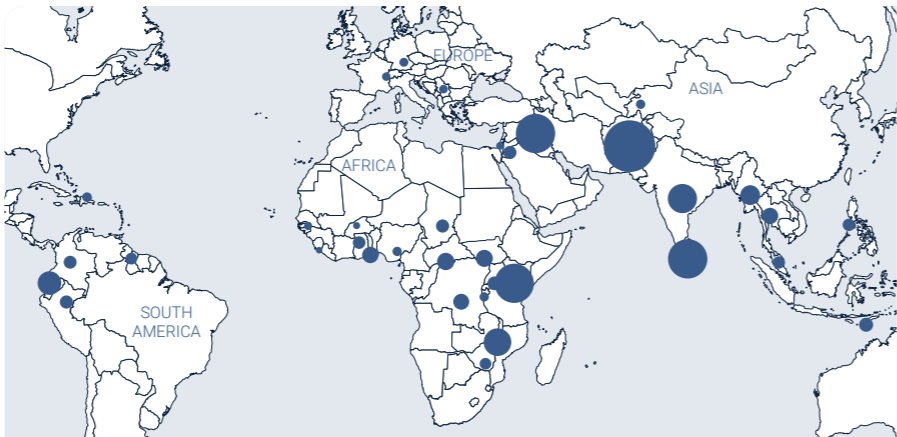
"The skills help us in terms of marketing ourselves in a remote world, and I believe that having graphic and web design skills, it's really beneficial for our society today, especially when looking for jobs outside of the camp, due to the high unemployment rate here. [...] I've built some websites for local CBOs [community-based organisations], and it really helped me also market myself and having this opportunity here – it's also telling the world that we refugees, we can also do something."

*Prince, Creative Writing & Design, Kakuma Refugee Camp, Kenya*



## STRATEGY ONE

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



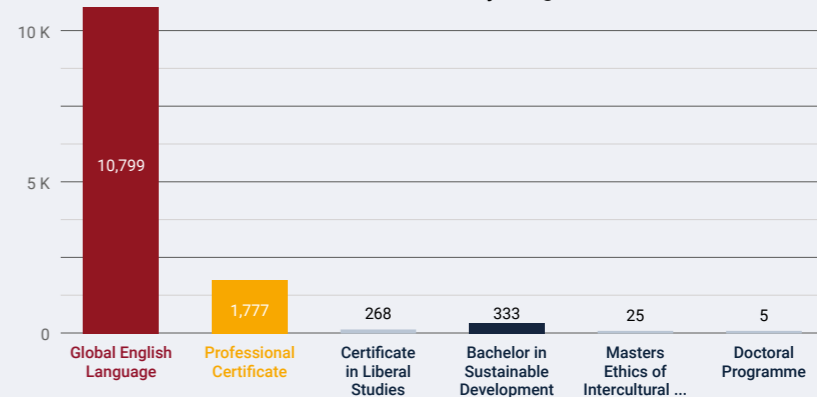
## Scaling Access to Education for 13,000 Students in 2024



- 55% female students
- 55% 18-24 years old
- 15% 15-17 years old in GEL
- 30% 25+ years old

© JWU 2025 – Annual Report 2024

Students by Programme



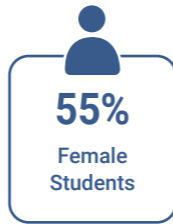
## STRATEGY TWO

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

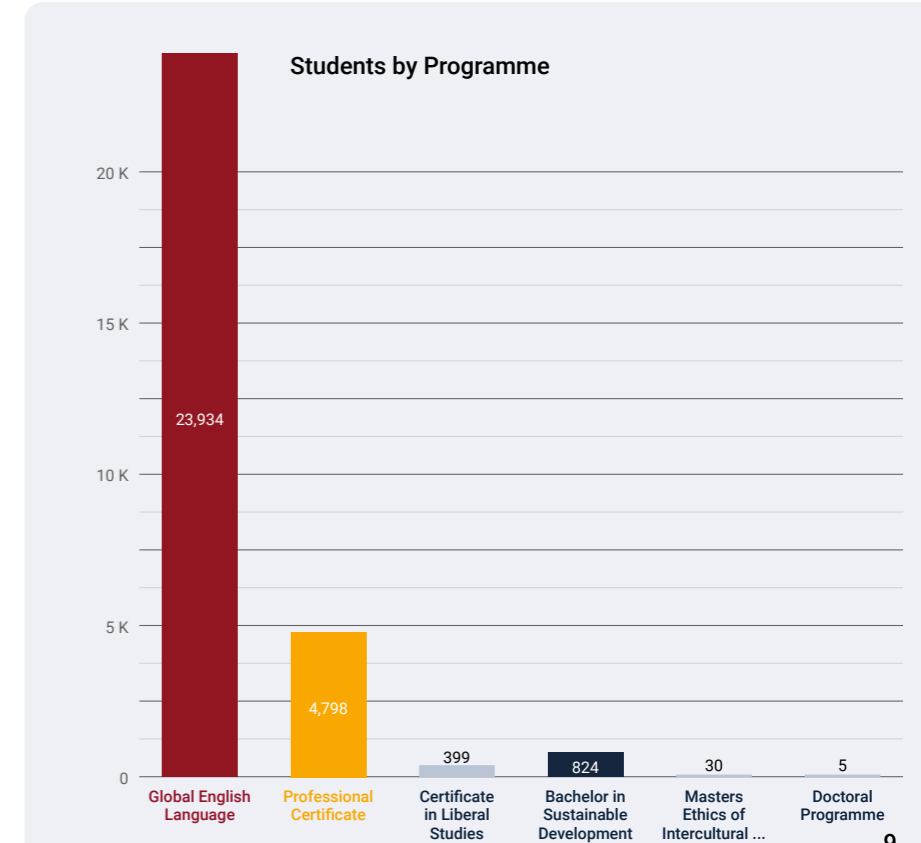
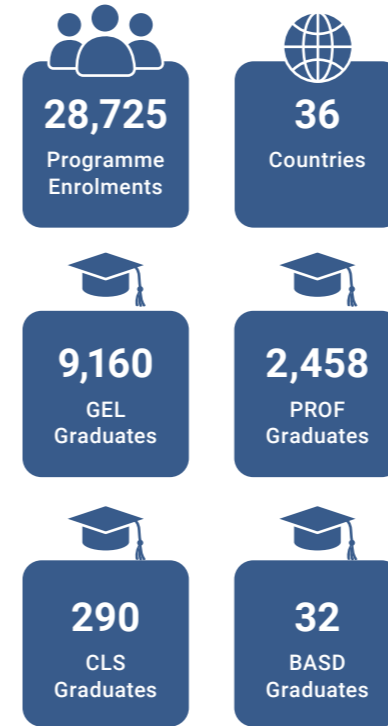


“ I came to learn this at the college: I don't have to fear anything. I have to challenge myself, especially as a woman.

*Edith, BA Sustainable Development, Dzaleka Refugee Camp, Malawi*



## Graduates and Students 2020-2024



## Global English Language

6 Levels, each 4 months

## Six-Month Academic Certificates

## One-Year Academic Certificates

## Three-Year Degree & Bachelor's Programmes

## Master's Level

## Doctoral Programmes & Research

**Level C1**  
English Unlimited Advanced  
Academic English Unlock 5  
Cambridge Linguaskill Test

**Level B2**  
English Unlimited Upper Intermediate  
Academic English Unlock 4  
Cambridge Linguaskill Test

**Level B1+**  
English Unlimited Intermediate  
Academic English Unlock 3  
Cambridge Linguaskill Test

**Level B1**  
English Unlimited Pre-Intermediate  
Cambridge Linguaskill Test

**Level A2**  
English Unlimited Elementary  
Cambridge Placement Test

**Level A1**  
English Unlimited Starter  
Cambridge Placement Test

**Learning Facilitator**  
Cath. University  
Eichstätt

**Educational Innovation & Leadership**  
Cath. University  
Eichstätt

**Peace Leader**  
Hekima University  
College Nairobi

**Reimagining Democratic Foundations for Peace**  
Cath. University  
Eichstätt

**Interreligious Cooperation for Peace**  
Globethics

**Liderazgo de Paz**  
Javeriana Cali

**Agroecology**  
Arrupe Jesuit University, Harare

**Creative Writing & Webdesign**  
St. Joseph's University, Bengaluru

**Business Administration**  
St. Joseph's University, Bengaluru

**English Language Teacher Training**  
Creighton University

**Youth Sports Facilitator (English)**  
Metropolitan University Denver

**Community-based Ecotourism**  
IQS, Barcelona

**Online Mathematics Bridging**  
OMB+

**Turismo ecológico comunitario**  
Javeriana Cali

**Pre-STEM Certificate**  
Creighton University, Omaha

**Certificate in Liberal Studies**  
XIM University, Bhubaneswar

**Associate's Degree in Transformative Intercultural Community Education (2 years)**  
Catholic University of Puerto Rico

**Bachelor of Arts in General Studies with a Concentration in Computer & Information Systems**  
Saint Louis University, Saint Louis

**Sustainable Environment**  
Newman Institute  
University College, Uppsala

**Peace Leader**  
Hekima University  
College, Nairobi

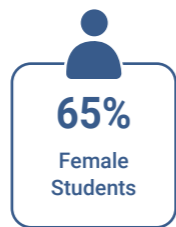
**Bachelor of Arts in Sustainable Development**  
XIM University Bhubaneswar

**Ethics of Intercultural Dialogue, Core Module,**  
Munich School of Philosophy

**JWL Doctoral Collegium**  
with different Universities: Boston, Munich, Geneva, Nairobi, Krems

**A Stackable Learning Path Towards Degrees**

## Global English Language Programme 2020-2024



## Unlocking Talent

“JWL made me realise who I am and JWL changed my whole life ... brought out all the talents in me,” shares Saajidha, a JWL graduate in Sri Lanka.

Over the past few years, she made her way through the stackable learning path in Hatton, starting with the Global English Language (GEL) programme, followed by the Peace Leader, eEducation Tools, E-Commerce, and Creighton English Teacher Training programmes. Beyond JWL, she’s studying towards a diploma in English, while also pursuing a degree in psychology and counselling.

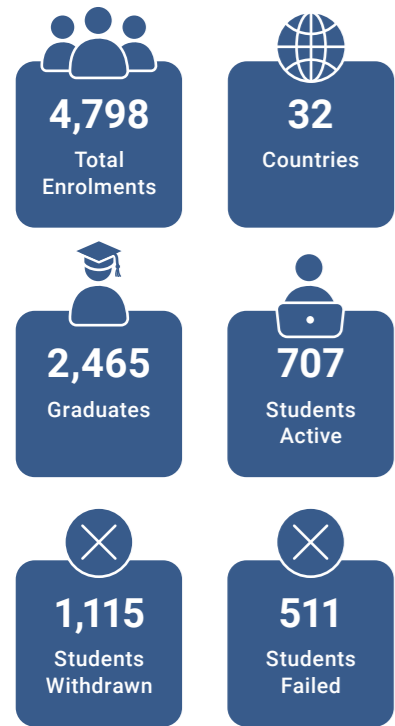
Encouraged by her mother and supported by JWL and Loyola Campus Sri Lanka, Saajidha established a learning centre for young Muslim women in Balangoda – about a three-hour drive south of Hatton. These young women are keen to learn English and pursue further studies but don’t have other opportunities to do so.



*GEL graduates Balangoda, Sri Lanka*

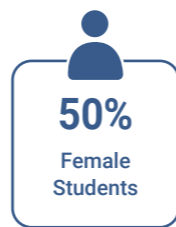
“JWL inspired me to combine peace with a life of learning,” she told us. “In my opinion, times may change, looks may change, but education is something that never passes us. It improves us a lot.”

# Professional Academic Certificate Programmes 2020-2024



“ I believe in transcending the lives of people through education, I want to make a change through teaching; teaching to me is not merely helping students academically, but supporting and building individuals to act in life.

Sultan, Learning Facilitator and Educational Innovation and Leadership, Khanke, Iraq



# In past 5 years, JWL and 9 partner universities trained:



**811**  
Teachers – Learning Facilitators

**18**  
Teachers for Educational Innovation & Leadership



**439**  
Web Designers

**167**  
Business Administrators



**470**  
Peace Leaders



**205**  
Community-based Ecotourism Entrepreneurs



**212**  
English Language Teachers



**52**  
Programmers in Data Structures & Algorithms



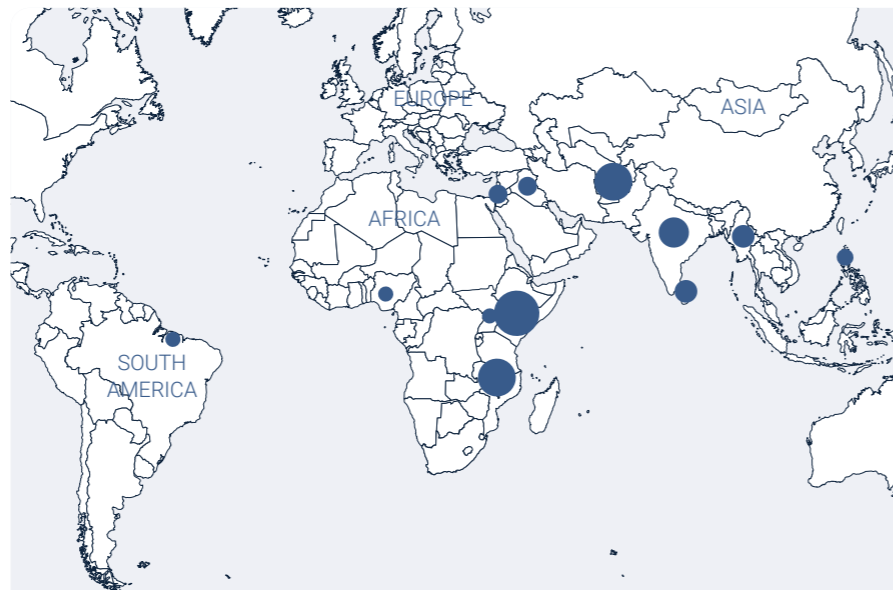
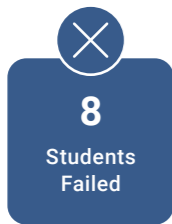
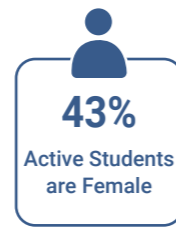
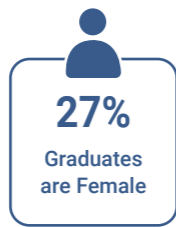
**43**  
Leaders in Interreligious Cooperation for Peace



**456**  
Youth Sports Social Workers



## Certificate in Liberal Studies 2021-2024



## Chantal, Certificate in Liberal Studies Graduate



### Dzaleka Refugee Camp, Malawi

"The most impactful aspect of the Jesuit Worldwide Learning (JWL) programme to my life has been the opportunity to pursue my education remotely.

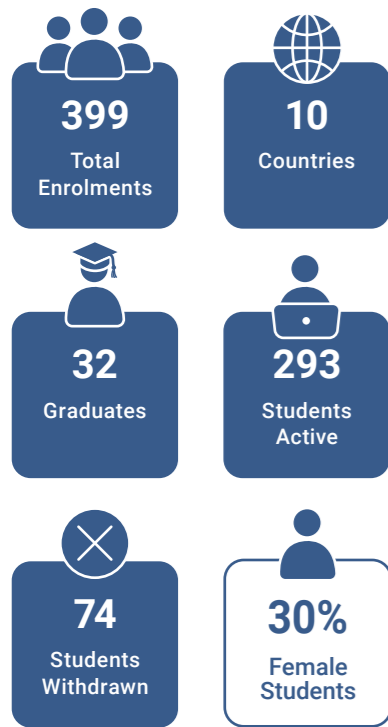
As a refugee from Rwanda, born in Malawi, my access to quality education has often been limited by my status, geographical and socio-economic barriers. The flexibility and accessibility of JWL have allowed me to continue my studies in sustainable development through Xavier University, breaking down these barriers and opening up new opportunities for my future.

The remote learning format has enabled me to balance my education with other responsibilities, such as work and family commitments, without compromising on the quality of my learning. This has been particularly important in developing my time management skills, which are crucial for succeeding in both academic and professional settings.

Furthermore, the ability to connect with peers and instructors from diverse backgrounds has enriched my learning experience, fostering a sense of global community and collaboration.

Through JWL, I have also gained access to a wide range of resources and support systems that have been instrumental in my personal and professional growth. The emphasis on holistic education – integrating academic knowledge with practical skills and ethical values – has shaped me into a well-rounded individual ready to contribute meaningfully to my community."

## BA Sustainable Development 2021-2024

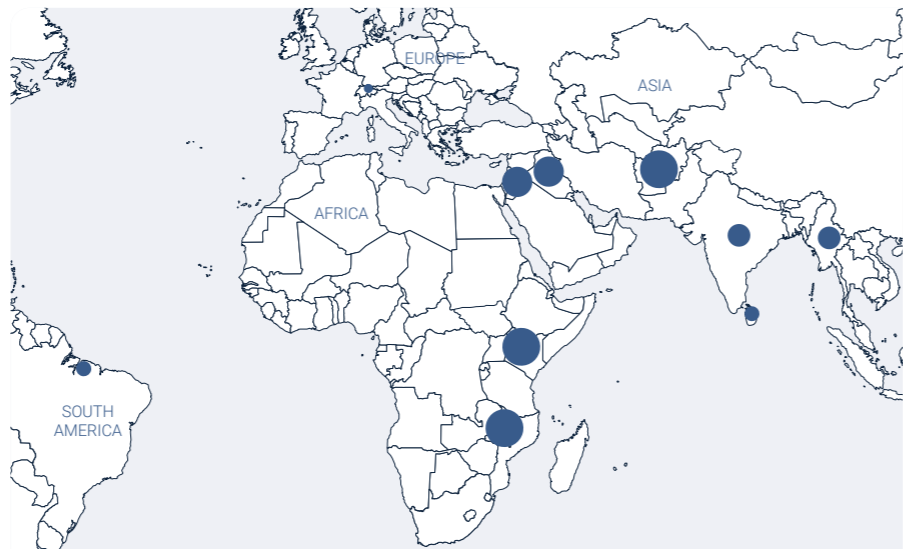


### SUSTAINABLE DEVELOPMENT GOALS

Jesuit Worldwide Learning supports the Sustainable Development Goals



THE NEWMAN INSTITUTE  
UNIVERSITY COLLEGE



## A Champion of Girls' Education and Waste Management



"I wanted to become a great person in the community and be a role model to so that people who do not believe in education can look at me and see the fruits of education in me," says Consilee, among the first BA in Sustainable Development graduates in Kakuma Refugee Camp, Kenya.

Guided by a desire to support her family and to be a role model in her community, Consilee's journey with JWL began with the Diploma in Liberal Studies. "I grew up in a humble background and I could see my parents struggling a lot to raise a family of 9," she told us, adding that "through this education that JWL has given me, I have managed to transform their lives and this is something that keeps me going ..."

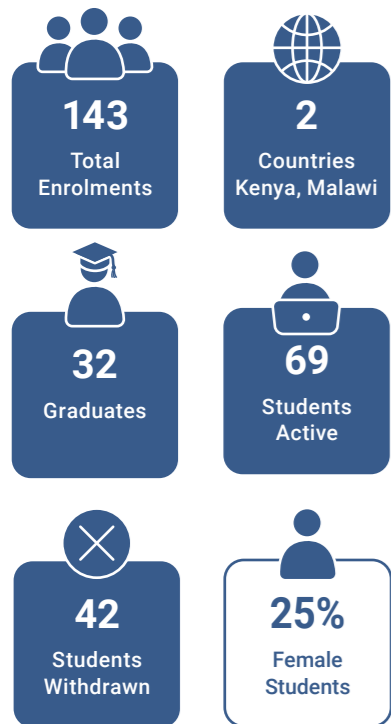
This experience and the confidence she developed propelled her towards greater opportunities: "The effectiveness that this learning journey had on me is increasing my network and connecting me to the world which has exposed me to many opportunities that have transformed my life."

Identifying waste management as a serious challenge in the camp, including in her neighbourhood, Consilee conducted awareness-raising campaigns and mobilised her community to clean up the area. "It's not an initiative," she says. "Rather, it's a call

that I made to my community on the importance of hygiene and why it is important for them to live in a clean and a safe environment. They were able to listen to me and agreed to join hands and fight all sorts of waste which may appear to be a blockage to their safe, clean environment." In time, Consilee hopes to establish a formalised solid waste management initiative.

But Consilee has another goal in mind as well – to become a change maker in advancing girl child education. "When you look at the camp set up," she says, "you will come to realise that girls don't value education at all. It is through this education that I got from JWL that I will reach out to girls, empowering them on the importance of studies and how it can transform their lives."

## Pre-STEM



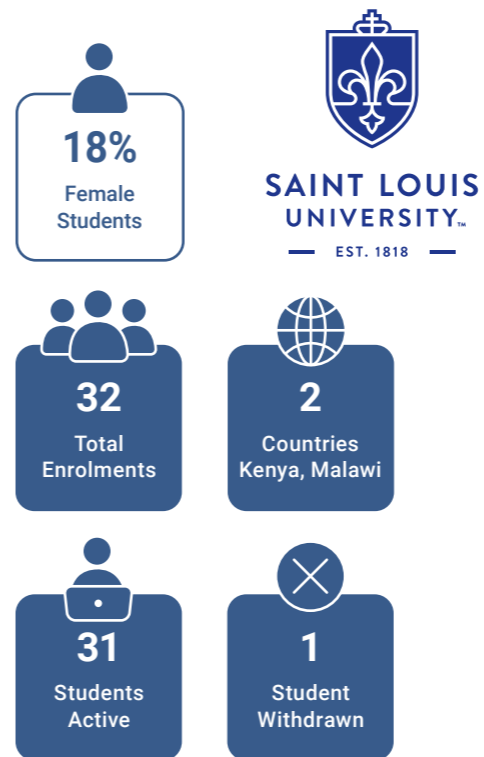
“

They say when you learn more, you have more to teach. And you know these students of nowadays, this generation, they really want to learn more. And how can you teach them more? How can you make them discover more? It's by also learning more. And with that, I believe that a good teacher is the one who loves learning new things.

*Ndugu, Pre-STEM student, Dzaleka Refugee Camp, Malawi*



## BA General Studies



“

What inspired me to join the General Studies with Saint Louis University's School of Professional Studies was the course outline, which aligned with my passions and future goals. The University offers a variety of courses, such as Security, Cybersecurity, Data Analysis, and Computer Information Systems, which motivated me to join. This alignment with my interests and future aspirations inspired me to join the School of Professional Studies to further pursue my dreams.

As I mentioned before, JWL is an institute that offers flexible courses to students eager to further their education. The courses themselves empower students by providing them with practical skills and experiences. I have gained valuable experiences from my colleagues, facilitators, and faculty members at the institute, which have kept me motivated and moving forward in my studies. These experiences have given me hope and confidence in achieving my dreams.

My hope for my community after acquiring my education from Saint Louis University and JWL is to give back through the knowledge I will have gained. I aim to support my community academically, in problem-solving, and financially or economically, to help raise the level of my community.

*Muluk, BA General Studies, Kakuma Refugee Camp, Kenya*



## STRATEGY THREE

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

## Seeing AI in Blended Learning Through Ignatian Pedagogy's Eyes

As AI tools become more widespread and sophisticated, a significant challenge has emerged, especially for online learning. Some students attempted to misuse these technologies by submitting AI-generated assignments – bypassing the very learning processes JWL strives to foster. This issue highlights the importance of carefully implementing AI within an Ignatian pedagogical framework, ensuring that the technology supports genuine growth rather than replacing human engagement.

This pedagogical framework, rooted in context, experience, reflection, action, and evaluation, naturally resonates with the beneficial capabilities of AI. When used thoughtfully, AI tools can enrich every step of the educational cycle by providing more personalised learning experiences and timely feedback. Yet, in keeping with the Ignatian value of reflection, it remains vital for students to engage actively and conscientiously with these tools, rather than relying on them as shortcuts to academic success.

Mindful of the ethical questions surrounding emerging technologies, JWL introduced guidelines for the appropriate use of AI. These guidelines seek to strike a balance: AI should complement, not displace, the human element of teaching and learning.

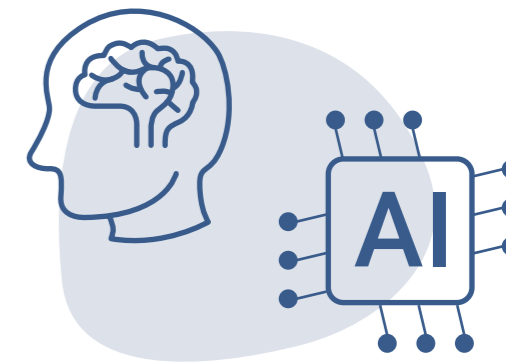
They address the prevention of misuse, such as plagiarism, while also fostering an understanding of AI's capabilities and limitations among students and facilitators. Ultimately, they encourage critical thinking and a responsible approach to digital tools, so that AI becomes an ally in the learning journey rather than a substitute for it.

As part of our continued curriculum innovation, in 2024 we revised and developed a course on technology-based learning (within the Educational Innovation and Leadership programme), that equips students to harness AI effectively while upholding academic integrity. Furthermore, JWL organised workshops to introduce students to the ethical and responsible use of AI. These workshops culminated in an essay contest that challenged students to explore meaningful ways to cooperate with AI in academic work without depending too heavily on automated tools. It provided an opportunity for students to reflect on the role of AI in education and served as a reminder of the power of their voice – more enriching, thought-provoking and unique, than what technology can currently generate.

In collaboration with Subject Matter Experts, JWL will gradually adjust the tasks in each unit and course in a more personalised and contextual way so that AI cannot just deliver a simple response, and to uphold the emphasis on personal reflection. Some JWL partner universities already demand a hand-written

exam at the end of each course, which is uploaded within one hour to be graded by online faculty.

JWL remains committed to collaboration and service, in the spirit of the Jesuit tradition, by sharing our experiences and best practices with international partners such as the Inter-agency Network for Education in Emergencies (INEE). By showcasing our holistic approach to AI, we reaffirm the Ignatian emphasis on continually reflecting upon emerging opportunities for both personal growth and the collective good.





## STRATEGY FOUR

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

## Research to Develop a Theory of Higher Education at the Margins



Six members of the JWL core team have engaged in doctoral studies with different universities and formed a doctoral collegium, guided by Dr Mary McFarland – JWL’s former and first Academic Director. Two more are due to join them. Desire, a member of the Collegium now undertaking his doctoral studies with the University of Nairobi, made his way through JWL’s learning path starting in 2010, in Dzaleka Refugee Camp.

Their goal is to delve into key aspects of the JWL model to gain an understanding of what makes blended learning higher education at the margins possible and impactful. Through the development and dissemination of their publications, they aim to develop a theory of higher education at the margins.

“My research explores the role of higher education in emergencies (HEiE) by mapping students’ learning paths in the Bachelor’s in Sustainable Development programme. This contributes to JWL’s theoretical model by examining the lived experiences and challenges of learners in emergencies, the impact of HEiE on students, and how higher education can foster a more peaceful and humane world.”

*Mélodie Honen-Delmar, University of Geneva*

“My research examines design principles for blended learning courses and technologies tailored to marginalised, non-traditional students. It aims to develop concrete design recommendations for higher education institutions to promote epistemic justice and improve accessibility for this disadvantaged student group.”

*Anna Mayr, Donau University Krems*

“This Executive Doctoral Dossier examines the misalignment within Jesuit Higher Education Institutions (JHEIs) mission-driven social justice commitments and their market-driven approach to internationalisation. It explores how JHEIs can tackle this tension first by showing the centrality of internationalisation to Jesuit higher education and by assessing Virtual Global Classrooms (VGCs) as a mission-driven, virtual-inclusive-internationalisation (VII) strategy.”

*Armando Borja, Boston College*

“This study examines the influence of humanitarian strategies in supporting refugee female access to tertiary education, focusing on the case of Jesuit Worldwide Learning. Key indicators include outreach programmes, resource mobilisation, reproductive health, and innovative programmes. The study aims to assess the impact of these strategies in addressing female-specific barriers to tertiary education.”

*Dennis Momanyi, University of Nairobi*

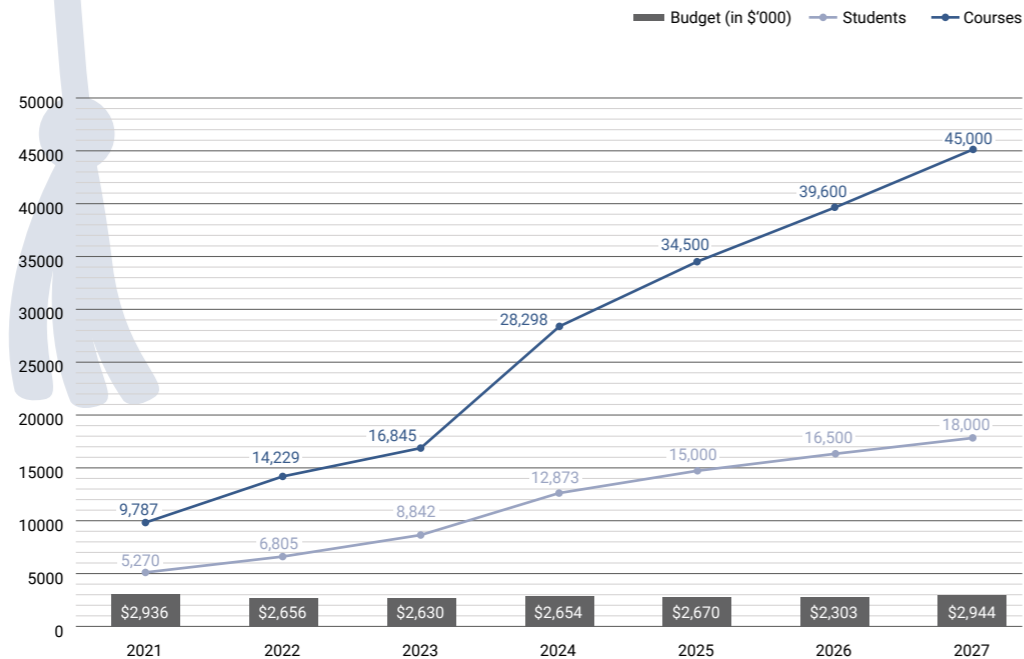
“My research explores the longitudinal socio-economic impact of JWL graduates, assessing how digital and blended learning influence career mobility and community transformation. It aligns with JWL’s model by evaluating its effectiveness in fostering sustainable development and educational equity for marginalised learners.”

*Desire Iraguha, University of Nairobi*

“I aim to explore identity formation in multiethnic, multireligious societies, focusing on Kurdistan, Iraq. Building on my work with JWL, I will examine how education fosters understanding, cooperation, and empowerment, promoting peaceful coexistence among marginalised communities.”

*Magdalena Nauderer, Munich School of Philosophy*

## Sustaining Growth Without Cost Increase



© JWL 2025 – Annual Report 2024

## STRATEGY FIVE

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

In 2020, JWL set the fifth strategy to develop a sustainable operational model – a goal which has been achieved. The graph reflects the steady growth in students per year to 13,000 in 2024. Students continue to study more intensively, resulting in the continued steep increase in the number of course enrolments – 29,000 in 2024. At the same time annual costs remained at the same, as seen in the lower columns. This sustainable operational model allows for a projection of continued increase in student numbers and course enrolments, with only a slight budget increase.

### The 5 Cs of JWL's sustainable operational model:

**Collaboration** between JWL, Jesuit and mission-aligned universities, and Jesuit Provinces. Each partner contributes their expertise in a complementary way.

**Cost sharing:** The sustainable operational model is neither a business nor student-based model, but a service model. Each partner takes care of their own costs, be it the running of the local community learning centre (local partners), the accreditation and academic oversight of programmes (universities), or the academic delivery costs including IT and innovation of curricula (JWL).

**Commitment** of all partners and students to making higher education accessible to marginalised communities.

© JWL 2025 – Annual Report 2024

**Communities** – be it student-based organisations, Indigenous or refugee communities – carry the initiative. They want the education, they provide the space, and they stand up for their learning centres, even in the face of great external pressure.

**Control** of budget means moderation, integrity and honesty in the use of donations. The model has fixed costs which stay the same and spread over growing student and course numbers, while reducing average costs. The variable is the number of online faculties required (to accompany increase in course enrolments).

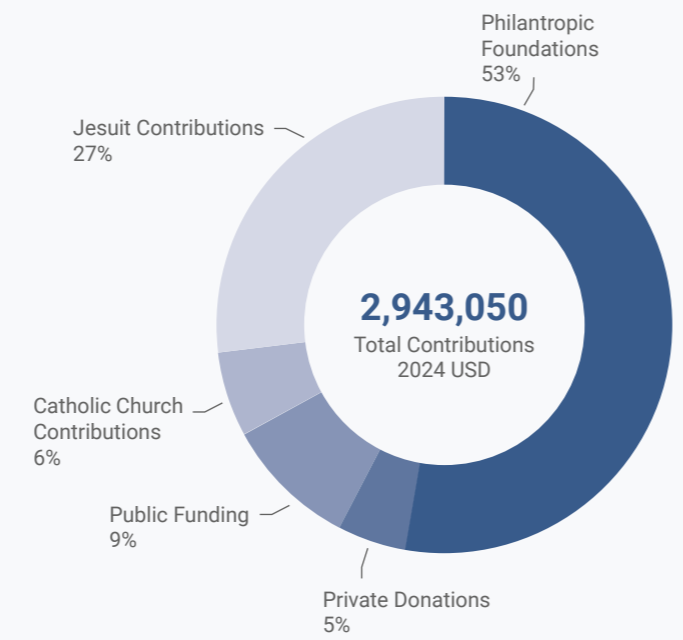
JWL and its students are deeply grateful to all for their collaboration and generous commitment to making this sustainable operational model possible and so enabling JWL to reach more students while remaining cost effective.

*Fr Peter Balleis, SJ,  
JWL Executive  
President, with  
three BA in  
Sustainable  
Development  
students in  
Sri Lanka*

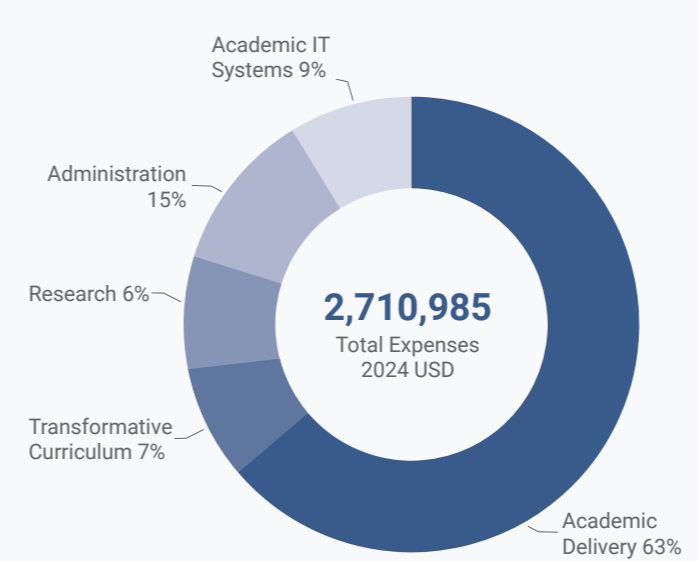




## 2024 Contributions



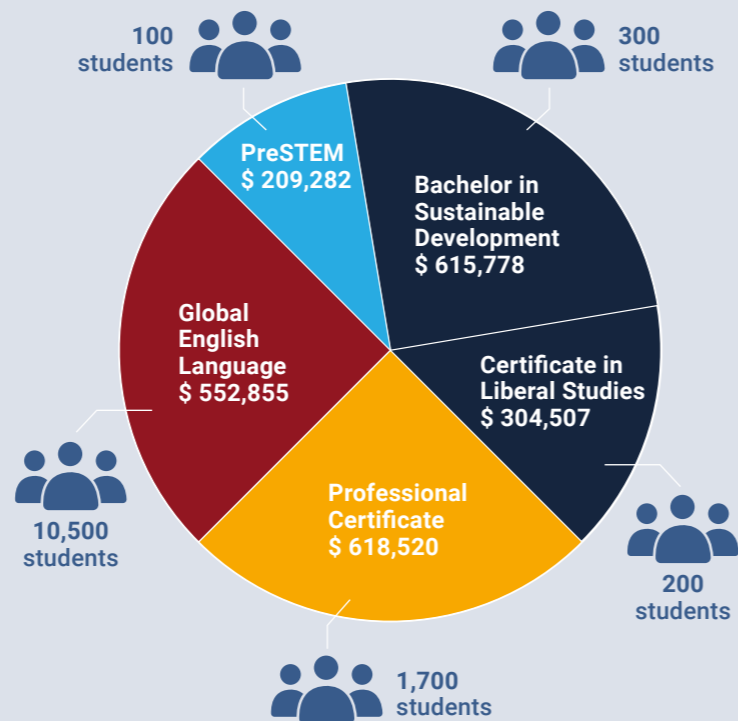
## 2024 Expenses



## Sustaining Effective Academic Delivery

The core mission of JWL is to sustain the present numbers of marginalised students in the English Language, Academic certificate and degree programmes. JWL is seeking support from private donors, foundations and public funding.

Donate here:



These costs include academic delivery, IT and administration, and exclude research and innovative curriculum.



### Global English Language Programme

“ Before joining GEL, I struggled a lot with English, and it prevented me from getting opportunities like CLS. But after the programme, my confidence grew, and I improved in speaking and writing. Now, I can participate in different programmes, that is require English Language.

*Achiech, English Language graduate, Certificate in Liberal Studies student, Kakuma Refugee Camp, Kenya*

30 \$ for one Course (4 months)  
180 \$ for complete programme (2 years)



### Professional Academic Certificate

“ The Peace Leader programme helped me understand the complex relationship between religion and culture and how they influence one another. [...] I studied to become a Learning Facilitator and voluntarily taught an English class to Syrian refugees and local residents. This opportunity allowed me to revisit what I had learned from the other two programmes and put it into practice. I aimed to maintain a balance between the communities and create a welcoming classroom atmosphere that embraced their differences.

*Ahmed, Peace programmes and Education, Sulaymaniyah, Iraq*

130 \$ for one Course (8 weeks)  
390\$ for complete programme (6 months)



### Academic Certificate & Degrees

“ 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 programme [...]. With each course, I see new applications for my home and I learn about how things can be done differently.

*Kyle, BA Sustainable Development, Lethem, Guyana*

190 \$ for one Course (8-10 weeks)  
2,090\$ for one year Certificate (11 courses)  
3,990\$ for two year Associate's (21 courses)  
6,080\$ for three year Bachelor's (32 courses)



## Global Team

### Registrar Team



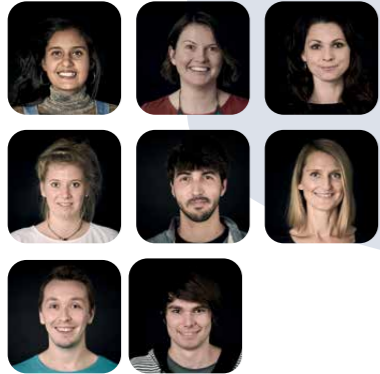
### Academic Certificate & Bachelor's Programmes



### English Language Programme



### IT-Platform - Course Production (Seitwerk)



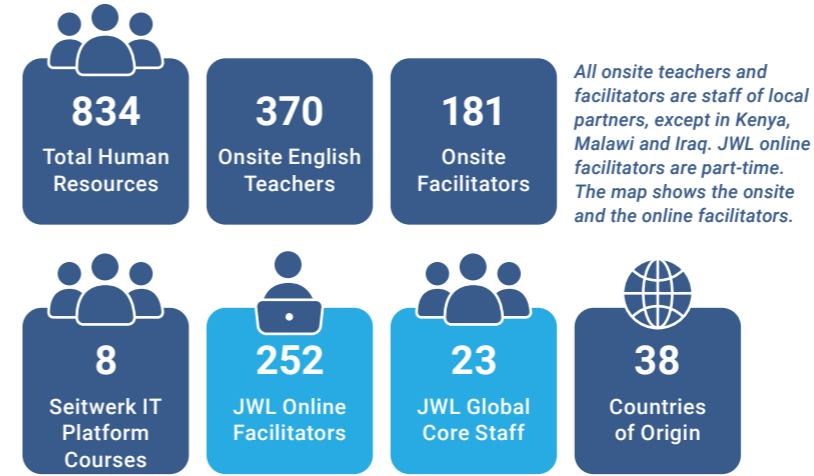
### Global Leadership Team



### Communications & Finance



## Faculty and JWL Staff



### Dedicated Faculty and Onsite Facilitators: The Pillars of JWL's Blended Learning Model

JWL works with a dedicated faculty committed to teaching learners in some of the world's most challenging contexts. They go beyond conventional teaching, adapting to the instability our students face, to ensure that learning continues despite adversity.

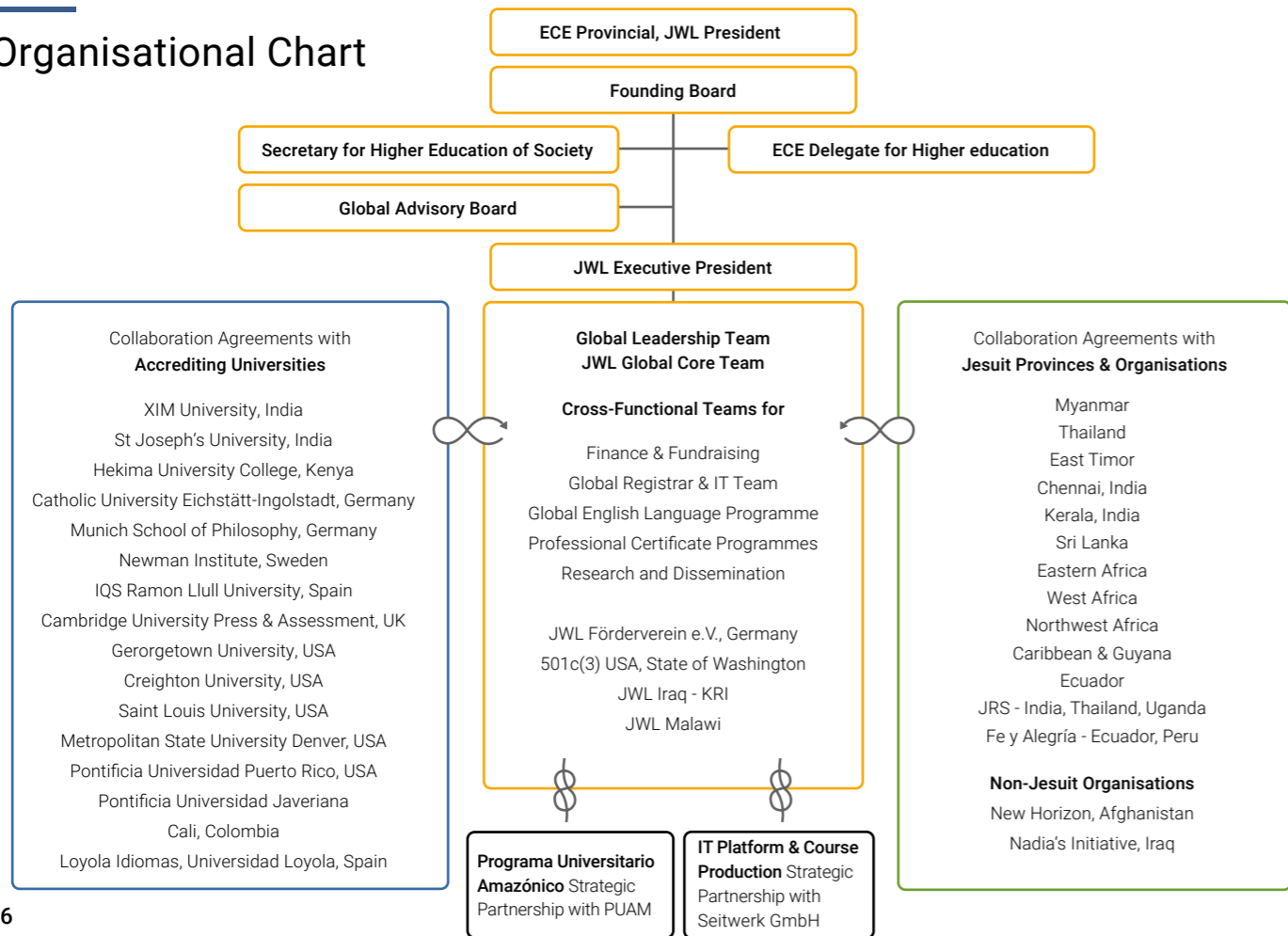
Onsite facilitators are equally instrumental. Many of them began their journey with JWL as Global English Language students, later graduating from academic programmes, before serving as facilitators. Their deep connection with students, born from shared experiences, makes them the first to offer support and advocacy, and play a crucial role in ensuring student success.

Faculty and onsite facilitators form the backbone of JWL's blended learning model. Their dedication places human connection at the heart of digital education, proving that even in an online environment, learning thrives when built on care, guidance, and community support.

# A Global Collaboration for Marginalised Communities



# Organisational Chart



# Founding Board



**Fr Thomas Hollweck, SJ**

JWL President, Provincial of ECE, Germany



**Fr Dr Christian Rutishauser, SJ**

JWL Vice President, Delegate for Higher Education ECE, Germany



**Mr Michael Sutter**

JWL Treasurer, ECE Administrator, Switzerland



**Fr Dr Philip Geister, SJ**

Rector, Newman Institute, Sweden

**🇨🇭 JWL Switzerland**

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).



**Fr Toni Kurmann, SJ**

JWL Secretary, Director of Lassalle House, Switzerland



**Fr Dr Joseph Maria Christie, SJ**

Chair of JWL GAB, Secretary for Higher Education, Jesuit Curia Rome, Italy



**Fr Johann Spermann, SJ**

Treasurer, ECE, Germany

**🇩🇪 JWL Germany**

Jesuit Worldwide Learning Förderverein e.V. organised in Munich, Germany with Board Members: Fr Klaus Vähröder, SJ, Fr Peter Balleis, SJ, Fr Johann Spermann, SJ, Ms Katrin Morales and Mr Thomas Kilian.

**🇺🇸 JWL USA**

Jesuit Worldwide Learning USA, as a 501 c(3) entity organised in the State of Washington in the United States of America has a Board of Directors comprising: Fr Dr Daniel Garanzini, SJ, Fr Dr Daniel Hendrickson, SJ, Fr Peter Balleis, SJ, Dr Thayne McCulloh, Mr Judd Nicholson.

## Global Advisory Board



**Fr Dr Joseph Maria Christie, SJ**

Chair of JWL GAB,  
Secretary for Higher Education,  
Jesuit Curia Rome, *Italy*



**Ms Tanja Birkholz**

Chairman of the Board,  
SCHUFA Holding AG,  
*Germany*



**Fr Dr Philip Geister, SJ**

Rector, Newman Institute,  
*Sweden*



**Fr Dr Antony Uvari, SJ**

Vice-Chancellor,  
XIM University,  
*India*



**Fr Dr Michael Garanzini, SJ**

AJCU President,  
*USA*



**Dr Fred Pestello**

President, Saint Louis  
University,  
*USA*



**Fr Dr Pedro Walpole, SJ**

Global Coordinator & Ecojesuit,  
Environmentalist, Field partner,  
*Philippines*



**Dr Saraswathi Janaki**

Former JWL Global Registrar  
and CIO,  
*India*



**Fr Peter Balleis, SJ**

JWL Executive President,  
*Switzerland*



**Prof Dr Gabriele Gien**

President, Catholic University  
Eichstätt-Ingolstadt,  
*Germany*



**Fr Dr Daniel Hendrickson, SJ**

President,  
Creighton University,  
*USA*



**Dr Cheok Peng Lim**

Chairman Putra Group of  
Hospitals Malaysia,  
*Singapore*



**Dr Thayne McCulloh**

President,  
Gonzaga University,  
*USA*



**Fr Dr Girish Santiago, SJ**

Jesuit Regional Superior,  
*Myanmar*



**Fr Klaus Vähröder, SJ**

Chairman, JWL Förderverein e.V.  
Delegate for Social Apostolate  
ECE,  
*Germany*



**Dr Kelly Otter**

Dean, School of Continuing  
Studies, Georgetown  
University,  
*USA*



**Mr Mauricio Lopez**

Director, Programa Universitario  
Amazónico (PUAM),  
*Ecuador*



**Fr Dr John Okoria, SJ**

Director of ANW-JWL Collaboration,  
Chair of Jesuit Tertiary Education,  
North-West Africa,  
*Nigeria*



Photo: Ecotourism graduates, Wawa Sumaco, Ecuador



**Jesuit Worldwide Learning**  
Higher Education at the Margins

18, rue Jacques Dalphin  
1227 Carouge/GE Switzerland  
CH-660-0056017-8

**Phone:** +41 (0)22 525 38 33  
**E-mail:** [jwlinfo@jwl.org](mailto:jwlinfo@jwl.org)

## Jesuit Worldwide Learning Headquarters

**Editorial Team:** Alessandra Carminati  
**Graphic Design:** Seitwerk GmbH, Germany  
**Photography:** Jesuit Worldwide Learning

**Follow JWL on social media:**



### Get involved today!

Join the many JWL supporters and volunteers from around the world who are committed to bringing tertiary education to those living at the margins of our society.

Go to [www.jwl.org](http://www.jwl.org)



**Donate now!**