



JESUIT WORLDWIDE LEARNING  
HIGHER EDUCATION AT THE MARGINES

# 2018

## ANNUAL REPORT

## MESSAGE FROM THE PRESIDENT

Father General Arturo Sosa has promulgated four new apostolic preferences for the whole Society of Jesus. They have been formulated after a lengthy process of worldwide consultation and are intended to be focal points for the commitment of the Order for the years 2019 - 2029. Three of the four preferences are explicitly covered by the work of JWL: Promotion and accompaniment of the young generation, integration of the marginalised and disadvantaged, and spiritual formation of judgement.

JWL uses and develops mobile learning to impart knowledge to people on the margins of a globalised world and at the same time relies on Ignatian pedagogy in order to achieve comprehensive personal development among young people.

The combination of digital technology and proven Christian humanism lies precisely at the intersection of the new universal apostolic preferences. This great agreement with the strategy of the Order places JWL in the current centre of Jesuit commitment.

The new preferences are not only a confirmation, but also a concrete support for the work of JWL. It is predestined to be a global work of the Society of Jesus, even if it is formally legally supported by the emerging Central European Province (ECE) of the Order.

The process of re-founding this Province ECE, which will include the German-speaking countries as well as Lithuania and Sweden, is well under way and should be completed in spring 2021. The cooperation of ECE with Jesuit Universities in the USA, India and other parts of the world is the foundation of this mission of mobile learning and university education at the margins.

### FR. DR. CHRISTIAN M. RUTISHAUSER SJ

President of JWL

Provincial of the Swiss Jesuit Province



DZALEKA CAMP, MALAWI



JWL STUDENTS IN AMMAN, JORDAN

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## EDITORIAL

JWL EXECUTIVE PRESIDENT WITH STUDENTS  
IN ERBIL, KURDISTAN REGION OF IRAQ

## NEW CREATIVE SOLUTIONS

In 2018, JWL invested in new creative solutions to offer higher education at the margins. Faced with the reality of our students lacking a stable internet connection the JWL Humanitarian e-Learning Platform (JWL HeLP), allowing students to study online and offline, was developed by our partner Seitwerk.

New professional courses – Peace Leader and Youth Sports Facilitator – have been designed in new formats of e-learning. The transformative pedagogy of JWL programmes has led graduates of the JWL Diploma in Liberal Studies (accredited by Regis University) based in Afghanistan, Iraq, Jordan, Kenya and Malawi, to become coordinators of new community learning centres there. This student-organised learning model entrusts students/alumni to bring education to the margins themselves.

Bachelor places offered by Creighton University and by Southern New Hampshire University to Diploma graduates are enhancing the JWL Learning Path, which starts with the Global English Language programme (in collaboration with Cambridge Assessment). Almost 4,000 students were enrolled in over 9,500 language, professional and academic courses and this speaks for the achievements of JWL in 2018.

### PETER BALLEIS S.J.

Executive President

## THE CHALLENGE

### TO JESUIT UNIVERSITIES TO SERVE AT THE MARGINS



Father Arturo Sosa SJ, Superior General of the Society of Jesus, spoke at the Conference of the International Association of Jesuit Universities (IAJU) in Bilbao, Spain, July 2018, the following words:

“The magis incorporated in our identity inspires us to contribute to doing more from the university and to better fulfil its mission. Let me mention two current challenges of the magis university of the Society of Jesus. The first one lies in overcoming the geographic and social boundaries within which our university institutions operate. We have been sent to those places that are not easy to reach, and which others have avoided. The university education provided by the Society of Jesus seeks to be open to all and has been particularly called upon to reach out to the marginalised or impoverished, to refugees and to those who have been displaced due to the unfair social relations that prevail in today’s world. The new historical era of knowledge has given us the educational means to reach remote or socially marginalised locations.

A few months ago, I was able to share in the smiles of a group of young people in the north of Sri Lanka who graduated thanks to the joint efforts of the Jesuit community in the area and to Jesuit Worldwide Learning. I am sure that many of you have had similar experiences in refugee camps, rural areas or deprived neighbourhoods in the major cities around the world...A sign of the times that challenges us to put into practice a spirituality inspired by the magis. How much more and how much better can we do in this direction?”



FR GENERAL WITH JWL STUDENT IN SRI LANKA

With these words, Fr General Arturo Sosa SJ highlighted JWL as an exemplary initiative in providing higher education for migrants, refugees and those on the margins, at the meeting of the International Association of Jesuit Universities (IAJU) which took place in Bilbao, Spain (July 2018). JWL presented its accomplishments at the conference, where six regional groups of the IAJU selected us as a shared project for collaboration to deliver quality higher education in line with the major themes highlighted by the IAJU:

- CIVIC AND POLITICAL LEADERSHIP
- ECONOMIC JUSTICE
- ENVIRONMENTAL SUSTAINABILITY
- INTERCULTURAL DIALOGUE
- PEACE AND RECONCILIATION



# STRATEGY

## MOBILE LEARNING

### WITH A TRANSFORMATIVE PEDAGOGY

Ten years ago JWL set out to use online learning to deliver higher education at the margins. Computer labs were set up with internet connection needed for online learning through the Learning Management System. The terminology has shifted from online learning to e-Learning, which is now more frequently used and also with new elements of learning including from gaming theory. The new understanding of e-Learning is more interactive, engaging, focuses on self-learning and keeps students motivated.

JWL's new professional courses are being designed in this new format, with action and practical exercises; real world learning. The traditional five steps of the Ignatian Pedagogy - context, experience, reflection, action, evaluation – are action-oriented and the basis of the course design. Together, this new way of e-Learning inspires the intrinsic motivation of the students. This pedagogy is transformative and forms people with critical thinking, creativity and empathy.

Mobile learning is enhancing e-learning; independent from permanent online connection. Mobile learning functions on- and offline allowing the students to learn anytime/anywhere on a smartphone, tablet or notebook. With the JWL Humanitarian e-Learning Platform (HeLP), we have moved towards mobile learning. Students from a remote village in Afghanistan or any place in the world can download the course, carry it to their village, study and upload assignments once they have internet connectivity. What online learning could not achieve in every context, mobile learning can and reaches the most marginalised communities.



CONTEXT



EXPERIENCE



REFLECTION



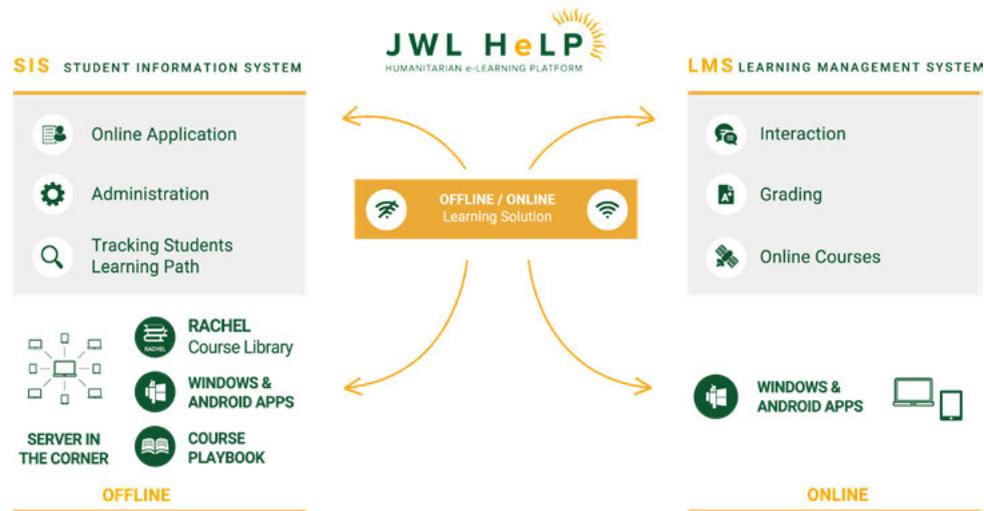
ACTION



EVALUATION

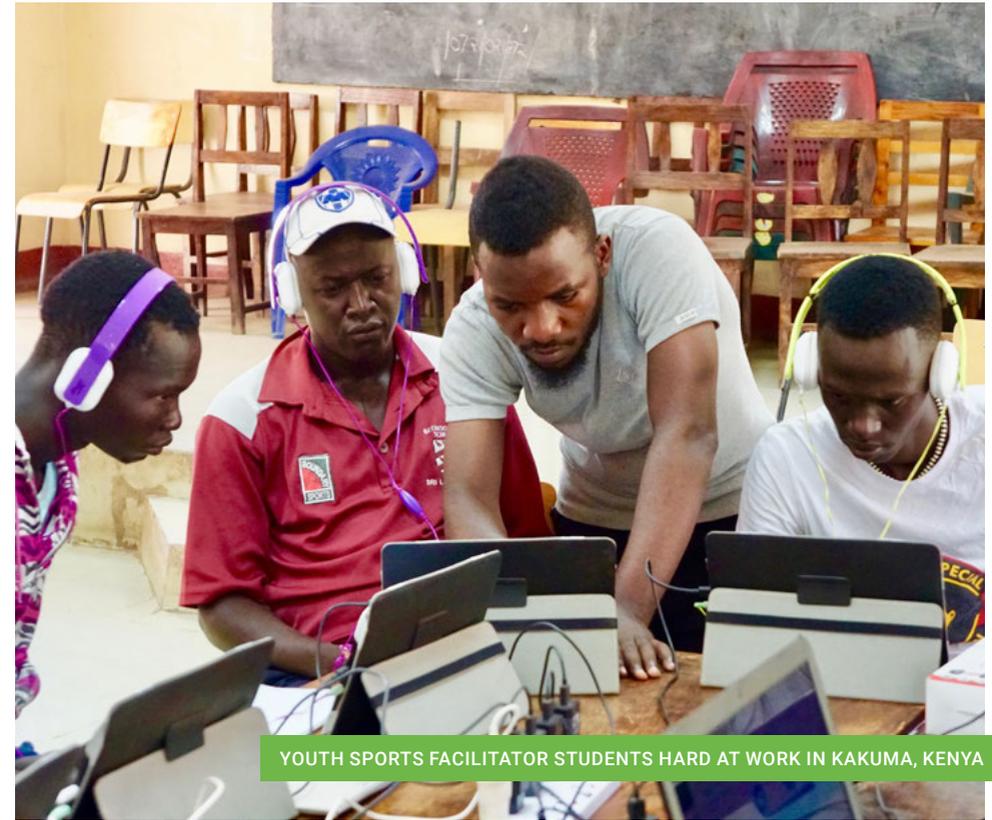
# HUMANITARIAN

## E-LEARNING PLATFORM



2018 saw the launch of JWL's Humanitarian e-Learning Platform (JWL HeLP), developed in partnership with Seitwerk. Comprising a secure, intuitive Student Information and Learning Management System, JWL HeLP meets the needs of our students in particularly challenging contexts.

Through this online/offline learning platform, students are enabled to interact with peers from diverse cultural backgrounds, bridging the geographical divide to achieve worldwide learning. A content server- the Computer in the Corner- has internal Wi-Fi and allows students to easily download content packages even in locations with little connectivity.



The offline app is built for Android and Windows devices, allowing students to study anytime, anywhere, with a wealth of educational resources at their fingertips. This e-Learning solution implies the availability and use of mobile devices.

Last year, a strategic partnership was established with AfB Social & Green IT, along with Fujitsu, to sustainably obtain and deliver adequate IT equipment to our students.



DIPLOMA GRADUATION IN DZALEKA, MALAWI

## STUDENT ORGANISED LEARNING

Our vision is for each JWL community learning centre (CLC) to be run by committed students and alumni and as such, 2018 saw the start of a shift towards a student-organised learning model (SOL). Community-based organisations (CBO) were formed in a number of our CLCs and they have since begun to plan and implement a number of initiatives to support student learning (e.g. on-site facilitators for our professional courses, or coaches for the Diploma programme). Efforts have also been underway to establish structures such as day-care, IT assistance, and a platform for exchange of information about employment/professional experience opportunities.

The SOL model provides students/alumni with the opportunity to take responsibility for themselves, for others, to gain experience in being leaders within the community of learners, and to test their knowledge and skills learned through our programmes – becoming men and women for others.



AMMAN, JORDAN

## FOWZA

The SOL structure in Amman is probably the smallest of all our learning centres: small but powerful! Meet Fowza, one of our 2018 Diploma Graduates. Originally from Somalia, she and her family have lived in Amman for almost a decade. After completing her Diploma studies, she joined JWL as CLC coordinator and Diploma facilitator for our students in Amman. Being a coordinator and facilitator at the same time is not always easy for her, requiring strong organisational skills to handle daily challenges. Her leadership skills have already motivated peers to commit to helping others within the JWL learning community. The new JWL learning centre was inaugurated in December 2018 and it has already become a home to our students. In addition to these duties, Fowza will begin the Bachelor in Leadership, offered by Creighton University. Her dream is to obtain her degree and one day bring JWL to Somalia. JWL fosters gender equality and thus is proud to see a woman like Fowza empowered, actively leading and working alongside others to transform the world.



KAKUMA REFUGEE CAMP, KENYA

## JOELLE

Although our CLC in Kakuma has a 'professional' coordinator, most of the responsibilities and daily tasks within the CLC rest in the hands of members of the Students of Loyola – the newly established CBO consisting of JWL students and alumni. A team of coaches and facilitators was formed, focused on accompanying our students during their studies. Another team was formed to take care of the premises, including electronic devices, building a sense of community and support, and cultivating strategic relationships with other stakeholder organisations. Joelle Hangi is a Diploma student from the Democratic Republic of Congo. As someone with a knack for cameras, journalistic flair and photo-editing, she is now Communications Coordinator in Kakuma, promoting JWL programmes and CLC developments. Joelle is very much engaged in empowering women in the camp. In cooperation with other students, she regularly organises meetings where women can come together to talk about urgent issues and discuss solutions.



DZALEKA REFUGEE CAMP, MALAWI

## ESPOIR

Espoir is the Operations Coordinator of 'Zaidi' (Swahili for 'further'), the CBO in Dzaleka. Contributing to our mission learning together to transform the world and gaining skills and experience while doing so is his main motivation for his engagement with JWL. Every week he coordinates Zaidi meetings, where projects and issues are discussed, with brainstorming to find solutions and put them into action. Although they only started in 2018 they've already achieved many of their goals like making the learning centre 'paperless' (they successfully reduced the printing output down to 5%!), implementing a sanitation roster whereby students take care of the cleanliness of the learning centre, and creating a blog for important publications and announcements. Espoir enjoys working and studying in a multicultural environment, as this helps him develop new skills and learn from other cultures. Currently undertaking the Diploma in Liberal Studies, Espoir would like to opt for the Business concentration of the programme. After finishing his studies, he wants to address unemployment in Africa. His French name Espoir, 'hope', is a good omen.



DOMIZ CAMP, KURDISTAN IN IRAQ

## SHIAR

There are currently four different JWL CLCs within the Kurdistan Region of Iraq: in the Domiz Refugee Camp, Erbil, Khanke Camp (internally displaced persons) and the Christian village of Al Qosh. All of them are run by different staff members, who serve both as coordinators and as facilitators of JWL programmes. Shiar Mohammad, a Kurdish refugee from Syria, is our Coordinator for the Dohuk and Domiz CLCs.

He likes the Diploma programme as it challenges people to think critically. Students often come from environments, where persons are not often inclined to questioning. As a coordinator and also a Facilitator, Shiar wants to “trigger our students’ brains”; he wants them to ask critical questions about our society and sees this happening by bringing together persons from different backgrounds and encouraging collaboration. One day, Shiar would like to go back to Syria to help others find their path in their life and to support them in developing their skills.



HERAT, AFGHANISTAN

## NEMAN

Mohammad (a.k.a. Neman), is a Diploma graduate and currently responsible for running our learning centre in Herat. He is learning centre coordinator, on-site facilitator and tutor all rolled into one, with remarkable passion and commitment. “I [...] feel myself responsible to share and disseminate what I have learned from JWL to my fellow Afghan brothers and sisters and to the people of the world.” Every week Neman prepares, organises and moderates exchange meetings for students, and provides one-on-one support to students, especially those that are struggling. At the same time, some students have started activities outside the curriculum to establish better relationships with each other. Neman assists them with these, contributing to peer education both in and outside the classroom. Having good communication and relationships among students and alumni is “[...] a key to success and overcoming any difficulties.” Very much interested in philosophical questions, he encourages students to reflect on some of them outside of the classroom. Neman has become a man for others – and he wants his students to broaden their horizon as well.

## WORLDWIDE

### ALUMNI NETWORK

Most JWL students wish to stay connected with their colleagues, mainly for friendship and networking. Many have already successfully established local networks (e.g. through WhatsApp) to better coordinate their activities.

In Dzaleka, Malawi our alumni have successfully built their own clubhouse, where they offer private lessons and coaching for young refugees. The main motivation is to share the knowledge they have acquired through JWL programmes - being men and women for others. We hope that this will be of inspiration to their peers across the globe. JWL's vision is to bring such local alumni networks together through a shared digital platform, connecting them regionally first and then globally. The potential of digital networking is huge, especially as many students are either thinking of returning to their home countries or being resettled to other parts of the world.

A stable and well-organised network will provide a pool of people with a similar background; people who will collaborate with newcomers and help them start their new life. Some are considering ways of bringing JWL to conflict zones. Only a strong network of graduates could provide the foundations on which to launch JWL project in such areas. The network could also be a space for continued constructive discussion on a number of critical questions.

The conditions for refugees in Dzaleka, Kakuma, Amman or Domiz may be similar as well as different in a number of ways. A global online network will help our students to exchange their experience, establishing a forum of new ideas and even developing new solutions together. Also it gives them an opportunity to give something back to the community – and many wish to do so. Being a JWL alum is not only an achievement; it is a responsibility for life.

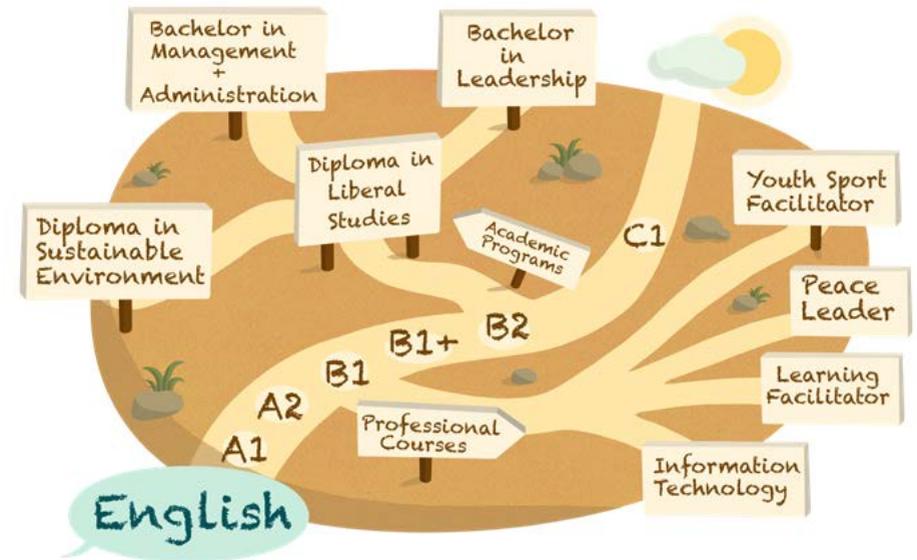


MINDANAO, PHILIPPINES



KAKUMA, KENYA

# LEARNING PATH



## ...TOWARDS HIGHER EDUCATION

### AT THE MARGINS

Through the learning pathway, JWL recognises that students benefit from multiple entry and exit points, with programmes building on each other. As an advocate of life-long learning, 2018 saw JWL and its partners collaborate to offer further higher education opportunities for alumni to pursue, cementing and building upon the knowledge and skills previously acquired, supporting their professional, social and personal development. JWL strives to provide a variety of programmes that meet the needs and demands of students and their contexts, always with a view to fostering a more equitable, peaceful and humane world – starting with students and their communities.

# GLOBAL ENGLISH LANGUAGE

## PROGRAMME

Lack of English language skills is the biggest barrier to accessing tertiary education. The Global English Language programme provides a high-quality, internationally-recognised approach to language learning, giving students a much-needed stepping stone to access higher education and opening the door to enhanced employment opportunities. This course is available at six levels from beginners to advanced.

### HIGHLIGHTS OF 2018

The GEL programme was in great demand in 2018 as news of this highly sought-after course spread. Student numbers grew from just under 1500 students in January 2018 to over 2500 at the end of the year and 22 new community learning centres (CLCs) opened across the world in the following locations:

- **Asia:** 3 new CLCs in Kerala (India), 2 in Sri Lanka (Batticaloa and Mullaithivu) and one in Taunggyi (Myanmar), Mindanao (Philippines) and Kathmandu (Nepal).
- **Middle East:** 5 new centres in the Daikundi province (Afghanistan) and 2 in Iraq (Alqosh and Dohuk).
- **Central America:** 7 new CLCs in Dominican Republic and Haiti

The newly established GEL centres were offered a full package of support, including assistance with teacher recruitment, guidance with student admissions and start-up training by videoconference for teachers to familiarise them with the curriculum and help them navigate the course.

The Cambridge online testing was successfully implemented, with students offered the Cambridge English Placement test at the start and the Cambridge Linguaskill test at the end. These auto-adaptive listening and reading tests give instant results and the students leave with a detailed test report and Linguaskill certificate.



GEL STUDENTS IN BANGUI, CENTRAL AFRICAN REPUBLIC

The Creighton GEL Teacher training programme was piloted and developed in our bid to provide high-quality teaching. GEL teachers were invited to apply to this 7-month online course, providing an excellent opportunity for professional development and global exchange.

A GEL teacher 'buddy' initiative was also trialled, where teachers were paired up with a native English teacher from the US for professional exchange.

Digital English Unlimited resources were made available, allowing more flexibility for course delivery: students could access the resources anytime and anywhere, optimising the language learning experience.

## YOUTH SPORTS FACILITATOR



### MORE THAN JUST PLAYING GAMES

The Youth Sports Facilitator (YSF) course was developed by JWL in collaboration with the UN Refugee Agency (UNHCR) and Metropolitan State University of Denver. This course introduces participants to the fundamentals of planning, implementing and evaluating a youth sports programme focusing on the development of leadership, collaboration, fairness, tolerance, and responsibility for youth between the ages of 14-24 years in a supportive, fun and healthy environment.

Emmanuel's dream is to include marginalised people in society, through sports. As one of our YSF students in Kakuma refugee camp (Kenya), he likes the practical dimension of the programme. For him, sport is not just about playing games or getting into shape, but rather a way to bring about positive interaction, collaboration and peace between different people, with the potential of transforming a whole community.



“ I HAVE A DREAM [...] I COULD CHANGE THE LIFE OF PEOPLE IN A WAY THAT THEY CAN ALSO FEEL THAT THEY ARE NOT NEGLECTED BY THE COMMUNITY, THROUGH SPORTS ”

### IT STARTS WITH YOU

Peace Leader focuses on a better understanding of how conflicts evolve and provides practical ways of resolving conflicts and fostering peace in different societies. Developed in partnership Hekima College in Nairobi (Kenya), one major aspect of this professional course is to assess and identify the context in which conflicts exist. Students learn how to evaluate the issues within different types of conflict, so as to identify potential solutions and models for change, and develop conflict mediation skills.

Nora joined the Peace Leader course at Domiz Refugee Camp (Kurdistan Region of Iraq) in September 2018. She experiences many conflict situations within Domiz Camp and so hopes to acquire the skills needed to address these and foster peace among communities. Her dream is to have a good job and to live a life in peace: "You need to build peace inside yourself first if you want to share and spread peace in the world."



“ YOU NEED TO BUILD PEACE INSIDE YOURSELF FIRST IF YOU WANT TO SHARE AND SPREAD PEACE IN THE WORLD. ”



DIPLOMA GRADUATES IN DZALEKA, MALAWI

## DIPLOMA



### IN LIBERAL STUDIES

The Diploma in Liberal Studies, awarded by Regis University, includes a core curriculum of ten courses key to Jesuit higher education, and five courses for a concentration in either Business or Social Work. Studying in a blended learning format, students study online with a professor and a global community of learners, and on-site supported by a Learning Facilitator. At the conclusion of the Diploma programme, students can apply to a bachelor's degree programme, transferring all, or a majority of the Diploma credits.

## ASSOCIATE OF ARTS



### AND BACHELOR OF ARTS

This competency-based programme offers Bachelor's degrees in business and management. The project-based curricula emphasises mastery of critical competencies in foundational skills, personal and social skills, and content knowledge for success in the professional environment. All students begin first with an Associate of Arts degree and may then continue to a Bachelor of Arts.

A total of 99 students enrolled in Dzaleka refugee camp and in Kakuma refugee camp (Kenya) in this programme and 24 finished their Associate's degree in 2018.

## BACHELOR



### IN MANAGEMENT AND LEADERSHIP

Graduates of the Diploma in Liberal Studies, who meet admission criteria specified by Creighton University, can pursue the Bachelor of Science in Leadership. In this online programme, JWL and Creighton students study alongside each other in a global classroom, taking courses in ethics, finance, and theory. They are further prepared to become innovative leaders for social justice within their communities and the wider world. Having graduated from the Diploma in Liberal studies in Spring 2018, 10 JWL alumni in Afghanistan embarked on the Bachelor programme. In 2019, a further 10 JWL alumni in Jordan and Iraq are expected to begin the programme as well.

## RESEARCH

JWL's research model is to understand the individual, community, and societal impact of programs. At its core, is the commitment to research from and with those at the margins. Three thematic areas, a) Teaching and Learning focuses on curriculum, b) Organisational Structure to understand empowerment and the Community Learning Centres (CLCs), and to understand the blended learning model, and c) Impact to understand if and how JWL transforms the person and community.

The Stakeholder Survey is an example of research on Impact. Stakeholders were alumni, current students, community members, faculty, staff, and other partners. Methodology included quantitative measures to yield predictive data, and open-ended questions for qualitative analysis. 192 stakeholders completed the survey, with 50% identifying as students or alumni. The statistical analysis demonstrated students and alumni rated alignment between their values and those of JWL as key to community impact, to becoming women and men for others. Stakeholders also reported the programme transformed their ability to see challenges as opportunities. The full study is available on request.



DIPLOMA GRADUATES IN MYANMAR

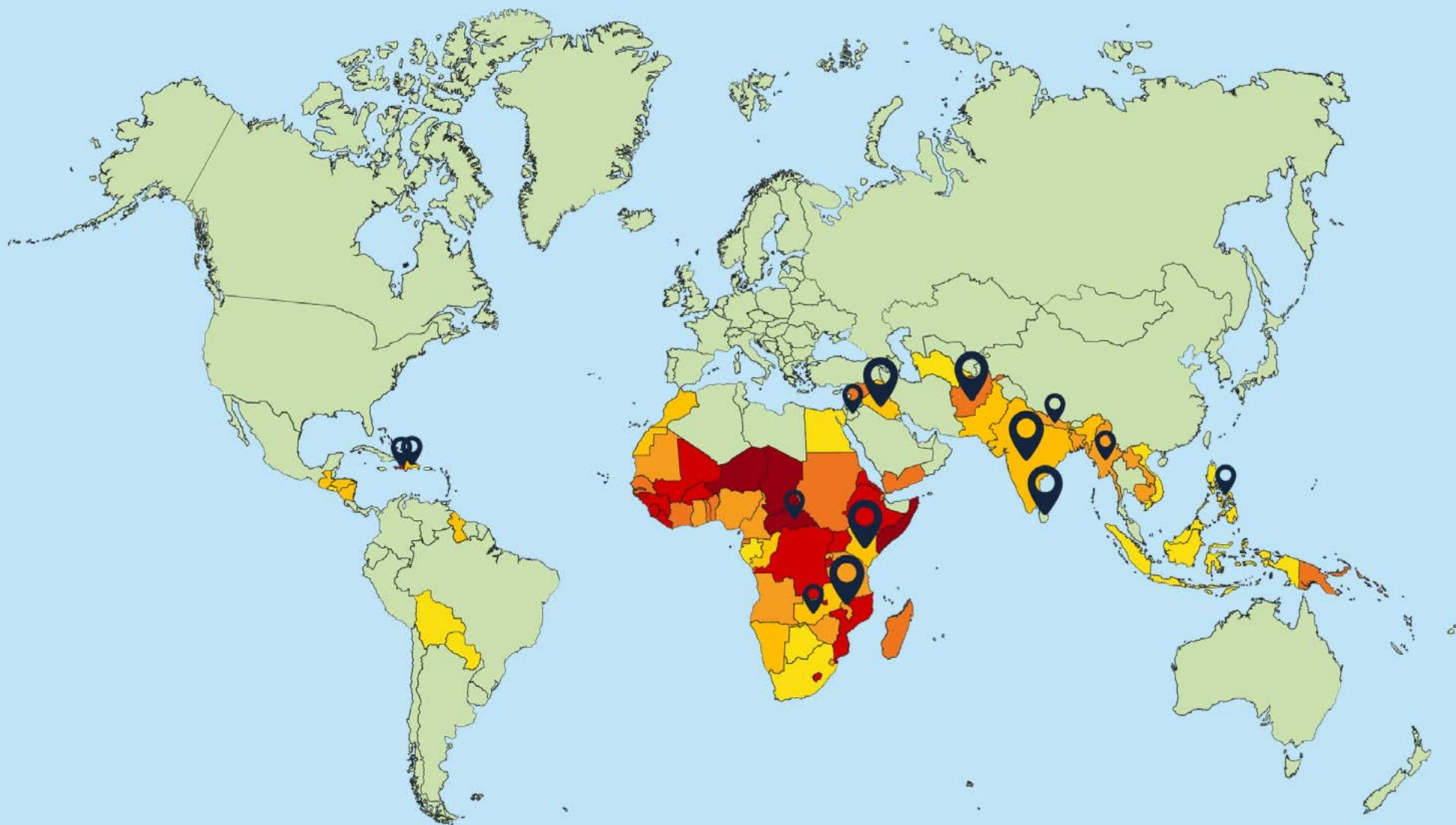
# ORGANISATION & FINANCE

# WHERE WE ARE

Human Development Index 2016

0,349

0,699



# STUDENT STATISTICS

	LANGUAGE	PROFESSIONAL COURSES			ACADEMIC	PROGRAMMES		TOTALS
	Global English Language Course	English Language Teacher	Peace Leader	Youth Sports Facilitator	Diploma Liberal Studies	Bachelor	Bachelor	
	Cambridge Assessment	Creighton University	Hekima College	Metropolitan University	Regis University	Southern New Hampshire University	Creighton University	
<b>COURSE ENROLMENT</b>	6553	58	16	44	2.503	355	30	9.559
<b>STUDENTS</b>								
Asia	2624	48	5	-	102	-	10	2.789
Middle East	477	6	11	-	81	-	-	575
Africa	-	2	-	44	238	53	-	337
Americas	175	2	-	-	-	-	-	177
<b>TOTAL STUDENTS</b>	3276	58	16	44	421	53	10	3.878
<b>GENDER</b>								
Female students	1.638	29	2	7	211	6	6	1.899
Percentage of women	50%	50%	13%	16%	50%	11%	60%	49%

REGIONS	COUNTRIES	COMMUNITY LEARNING CENTRES
Asia	Afghanistan	8
	India	4
	Myanmar	1
	Nepal	1
	Sri Lanka	7
	Philippines	1
Middle East	Iraq	5
	Jordan	1
Africa	Chad	2
	Kenya	1
	Malawi	1
	Zambia	1
Americas	Dominican Republic	4
	Haiti	2
	14	39

## 2018 FINANCIAL REPORT

During 2018, JWL achieved the set goal to serve more students at a moderate increase of costs. JWL became more scalable and sustainable.

- 16% increase of total expenditure of \$2.8 M in 2018 compared to \$2.5 M in 2017.
- 36% increase of total student number reaching 3,878 in 2018 compared to 2,836 in 2017
- 93% increase in total course enrolment of 9,559 in 2018 compared to 4,947 in 2017.

Like in 2017, JWL further strengthened its delivery of academic and Global English Language (GEL) courses:

- GEL student number rose by 75% reaching 3,276
- 48% of financial resources were allocated to Academic Courses (Diploma, Bachelor), an increase from 32% in 2016 to 40% in 2017, which reflects the intake of Bachelor students.
- The student number in academic programmes rose from 350 in 2017 to 484 in 2018.

The strategic partnership with Seiterk for IT and course development made it possible to produce several courses in new e-learning format and a JWL owned Learning Management System, with 12% of the total budget:

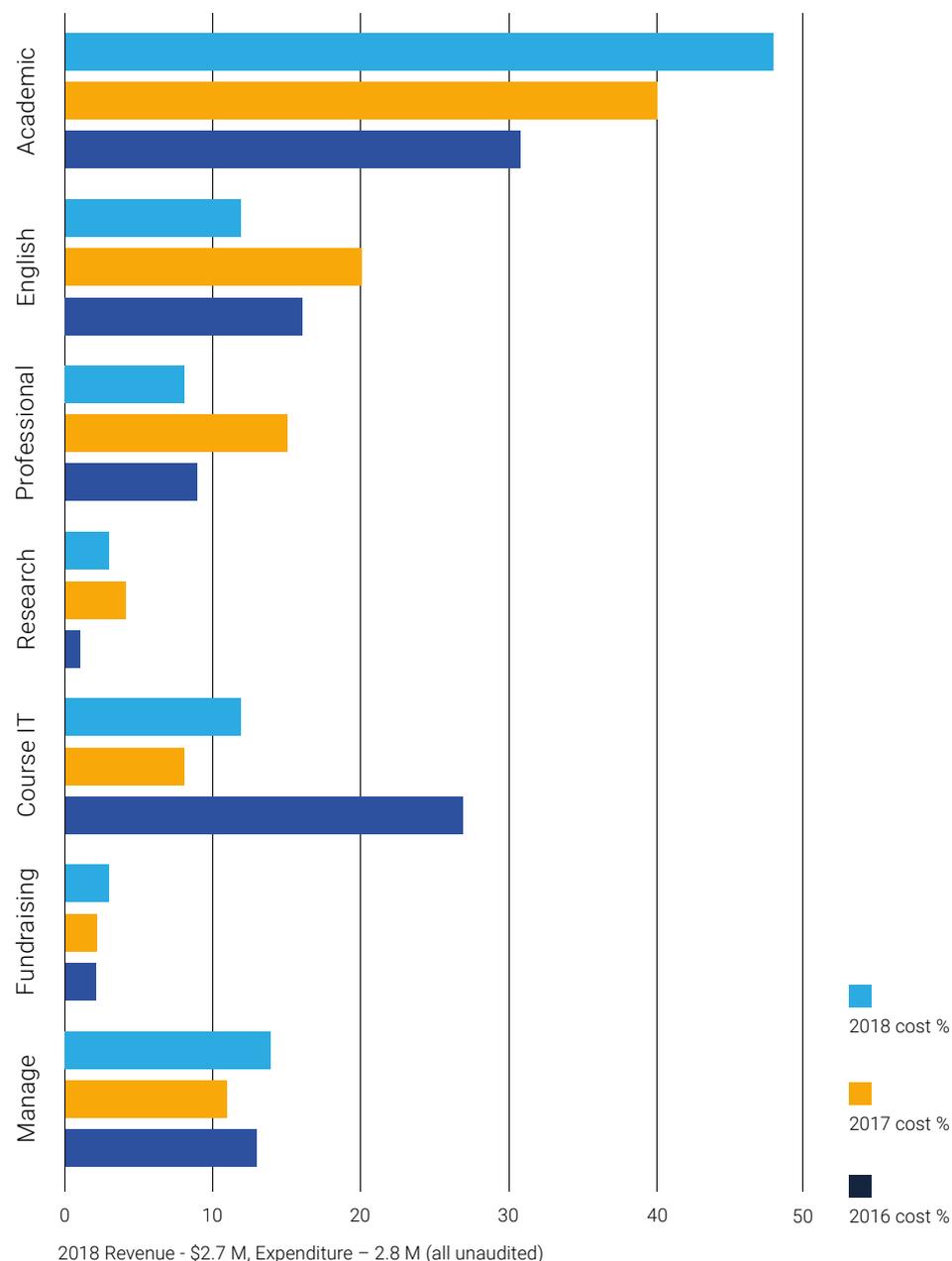
- Youth Sports Facilitator Course (6-month professional course)
- Peace Leader (6-month professional course)
- Learning Facilitator (6-month professional course, 50% produced in 2018)
- Work on 4 academic courses on Sustainable Environment
- JWL Humanitarian e-Learning Platform (JWL HeLP): an LMS/SIS which works on and offline and is fully-owned by JWL

The allocation of resources for research and the delivery of professional courses decreased in 2018 compared to 2017, a temporary phenomenon due to two factors:

- The professional course programme underwent a major transition from classroom-based courses to mobile e-Learning courses. The first pilots of the new e-Learning professional courses started only in August 2018, with a restricted number of students.
- The late approval of a research grant slowed down research activities in 2018, but 2019 will see a significant increase in research, now that the grant is available.

JWL increased its expenses for management and administration to 14% and fundraising to 3%, reflecting a strategic move in strengthening the capacity needed to serve a significant increase of students. JWL is deeply grateful to all donors for their support, to all partners in the field and to JWL staff for transforming JWL into an evermore cost-effective, sustainable and scalable organisation.

**36 % MORE STUDENTS THAN IN 2017, YET OUR COSTS IN 2018 ONLY INCREASED BY 16 %, OVERALL LOWERING THE COST PER STUDENT BY 14%.**



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SUB-COMMITTEE - INFORMATION TECHNOLOGY

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## THE JWL ALLIANCE OF COLLABORATION

### LOCAL PARTNERS



### DONORS AND FUNDING AGENCIES



### UNIVERSITY PARTNERS



### TECHNOLOGY PARTNERS



AFGHANISTAN, HERAT HTI

## CHAIN REACTION

### TO FACILITATE HIGHER EDUCATION TO THEIR PEOPLE

These four young women from Herat (pictured above) will go to Nilli, in the central mountains of Afghanistan, to open a new CLC, teach English and facilitate other JWL e-Learning courses. At the same time, some will continue their studies towards a Bachelor's degree. Likewise in Erbil, Iraq, graduates of the Diploma in Liberal Studies, who had been displaced by ISIL, have returned to their villages of Qaraqosh and Bartella and want to offer the JWL e-Learning programme to youths there. Graduates in Jordan, Kenya and Malawi will also be involved in bringing higher education to their communities. They need your support to:

- cover local running costs of the Community Learning Centers
- equip each student with a mobile learning tool (tablet or notebook)
- cover the academic, IT services and administrative costs of JWL

SCHOLARSHIP FOR ONE STUDENT PER	JWL DELIVERY	MOBILE LEARNING TOOL	LOCAL COSTS	TOTAL
Global English Language (3 levels)	\$ 100	\$ 170	\$ 330	<b>\$ 600</b>
Professional Course (6 months)	\$ 400	\$ 400	\$ 400	<b>\$ 1,200</b>
Academic Programs (5 courses)	\$ 1,400	\$ 400	\$ 500	<b>\$ 2,300</b>

**SUPPORT US:**

<https://www.jwl.org/en/get-involved/become-a-donor>

**UNITED STATES**

Gonzaga University  
 c/o Jesuit Worldwide Learning  
 MSC Box 2461  
 502 E Boone Ave  
 Spokane WA 99258

**SWITZERLAND**

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 Account number: 89-222200-9  
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 Purpose for payment: JWL Global

**GERMANY**

Jesuitenmission Nürnberg  
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**THANK YOU!**

**DONATE NOW AND EMPOWER THESE YOUNG PEOPLE**

**TO LIFT THEIR COMMUNITIES AND ULTIMATELY, OUR WORLD.**



**DIPLOMA GRADUATES ERBIL, KURDISTAN REGION OF IRAQ**

**IMPRESSUM**

**Jesuit Worldwide Learning** Headquarters  
 18, rue Jacques Dalphin,  
 1227 Carouge/GE Switzerland  
 CH-660-0056017-8

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

Editorial team: Christa Bathany  
 Alessandra Carminati  
 Graphic Design: Seitwerk  
 Photography: Jesuit Worldwide Learning

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