



# ANNUAL REPORT 2020

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## SHAPING a digital Jesuit work

“ *JWL students and blended mobile learning programmes have remained resilient over the course of this tumultuous COVID-19 year. I am happy that we are developing a model in this field at this time of major shifts towards digital education, shaping a digital Jesuit work.*

*The establishment of the new Central European Jesuit (ECE) Province in April 2021 is a landmark for JWL. As Provincial of the Swiss Jesuits, I guided the organisation in its development as JWL President over the past five years. It is a joy to hand over this function to the new Provincial of the ECE Province, Fr. Bernhard Bürgler, SJ. I will continue to support him in his new role as Delegate for Higher Education of the ECE Province and as Vice-President of JWL. Stability and continuity are important for this relatively young and innovative apostolic work to unfold its potential.*



**Fr. Dr. Christian M. Rutishauser, SJ**

Outgoing President JWL,  
Future Delegate for Schools and  
Higher Education ECE

“ *It's an honour for me to take over the presidency of JWL. The establishment of the ECE Province made us focus on internal structures and organisational matters. It is for this reason that it is crucial to have this new work which looks – together with other international works of the ECE – beyond the new borders and be of service to other Jesuit provinces and institutions, in collaboration with Jesuit and mission-aligned universities. Indeed, partnership agreements with Jesuit Provinces have further grown over the past year.*

*A growing number of students and strategic partnerships world-wide will make JWL ever more an international work of the Society of Jesus. The potential of this model of global blended learning and higher education at the margins goes beyond the ECE and is by principle a collaboration of Jesuit Provinces and universities worldwide.*



**Fr. Bernhard Bürgler, SJ**

Incoming President of JWL,  
Provincial of the Central  
European Province ECE



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## **BUILDING** on 10 years of online learning at the margins

The year 2020 was a landmark for Jesuit Worldwide Learning, celebrating 10 years of online higher education at the margins. In 2010, the founding team of Jesuit Commons Higher Education at the Margins (JC:HEM) set out to pilot and develop a scalable, transferable and sustainable model. In 2020, the COVID-19 pandemic tested the resilience of blended mobile learning. A decade of experience of blended eLearning in refugee camps, crisis zones and now a pandemic, made the JWL model a resilient one.

At the heart of these first 10 years was the Diploma in Liberal Studies, accredited by Regis University. JWL is deeply grateful to Regis University for this commitment to develop a model, to scale from an initially smaller number of annual admissions to reach a total of over 1,000 students, to transfer and expand the programme from the two refugee camps in Kenya and Malawi to Jordan, Iraq and Afghanistan, and to help to sustain it. Close to 70% of all enrolled students completed the Diploma, which is a very high rate for online learning. Many moved on to other studies and activities. In collaboration with Southern New Hampshire University, JWL enabled 150 graduates of the Diploma in Kakuma and Dzaleka camps to continue studies

towards a Bachelor. The quantitative and qualitative research study on the outcome of 10 years of this programme shows an overwhelmingly positive result and impact on the lives of the students and their communities.

Enrooted in this solid experience and based on the foundation of the first decade, JWL moves into the second decade to enhance this scalable, transferable, sustainable and resilient model of higher education at the margins. Like a tree JWL is, at the roots, inspired by the Jesuit Education and transformative Ignatian pedagogy, by the Apostolic Preferences of the Jesuits, and sustained by the collaboration with universities, IT and field partners, making a humble contribution to learn together to transform the world. Our model is breaking barriers, bridging the gap between universities and the people at the margins by using innovative technology and blended mobile learning with a transformative pedagogy. A cost sharing model of giving and receiving and a stackable learning path with language, professional and academic degree offers, make the model transferable and sustainable. The continuous increase of student numbers proves the scalability. JWL graduates are becoming the driving force to scale, transfer and sustain the model.



The goals for the first half of the new decade are defined in the **Strategic Framework 2021 - 2025**, developed over a long process and approved by the Founding Board and Global Advisory Board in 2020.

JWL presents its model in detail through this image of a growing tree. [learning.jwl.global/en/public-wbt](https://learning.jwl.global/en/public-wbt)

[VIEW THE JWL TREE](#) →



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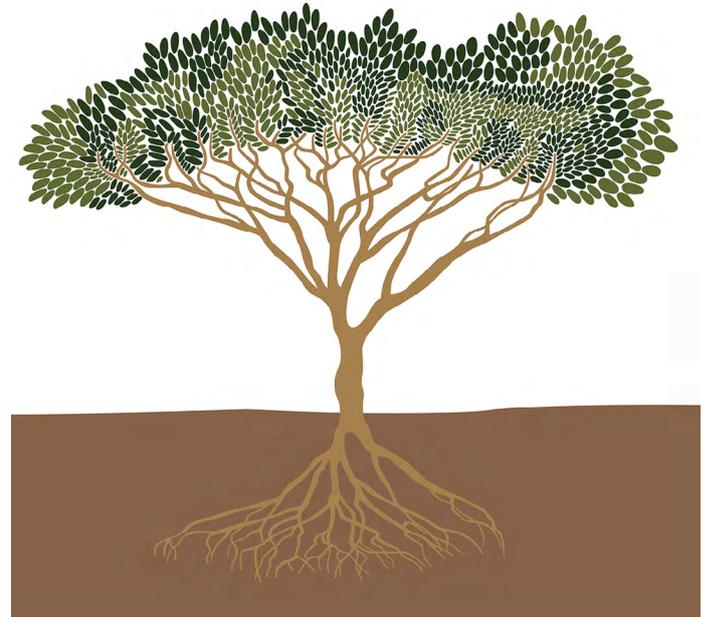
## GROWING global higher education at the margins

JWL forms a growing global community of learners at the margins through the establishment of local community learning centres (CLCs) and by providing access to quality higher education. Our blended mobile learning programmes connect learners across the globe, sharing diverse experiences, reflecting on and moving towards action to address some of the world's most pressing ecological, social, political and economic challenges.

Our model enables us to start in one location with the potential of easily expanding into clustered CLCs. Sri Lanka offers an important example. Three years after the launch of 2 CLCs, 6 CLCs are now unlocking access to higher education for the most underserved communities.

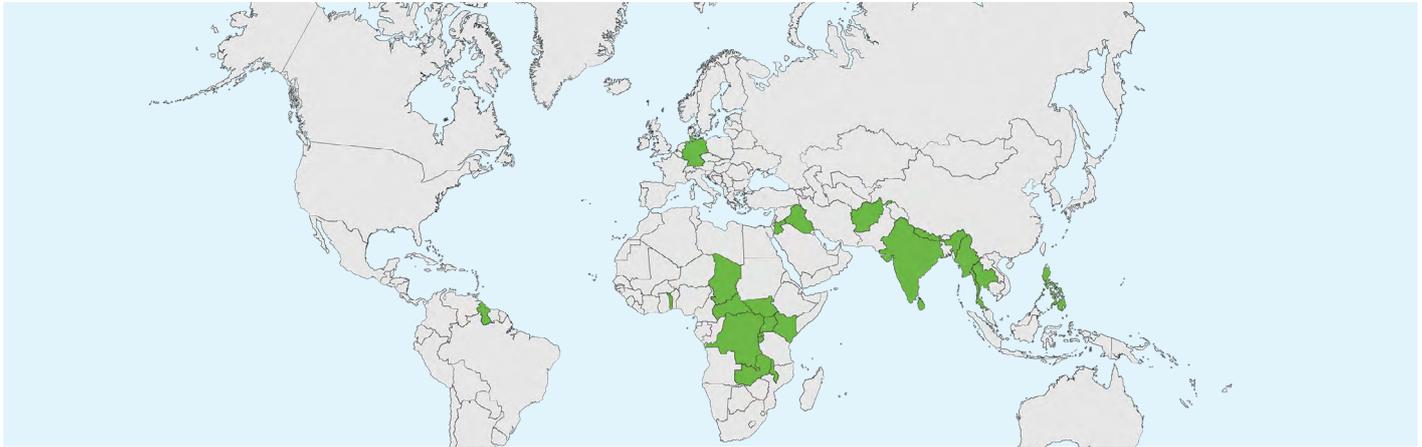
In 2020, Guyana started in one location in the Amazon region with the hope that those students who graduate from the first courses and degrees could themselves, in the near future, multiply higher education opportunities by becoming CLC coordinators and mentors.

Partnering with mission-aligned grassroots organisations (including Jesuit works and student-based initiatives), 2020 saw JWL present in 45 CLCs across 19 countries.



## Partner Organisations

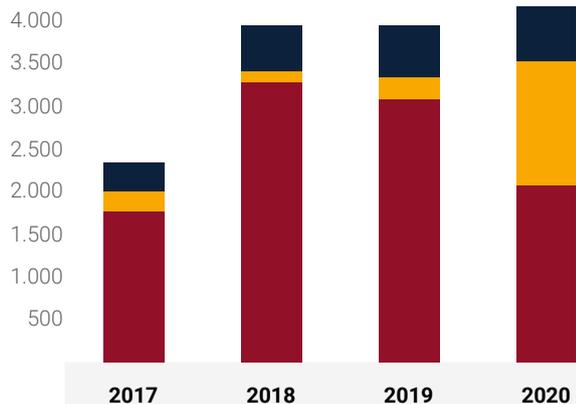




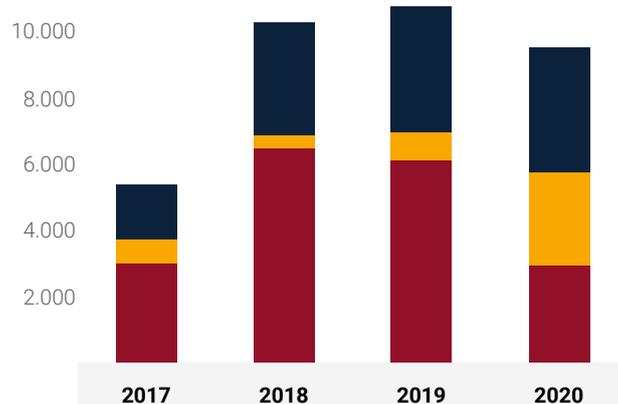
### Country & Number of Community Learning Centres with Target Group

<i>Afghanistan</i>	9 CLC	Rural & Urban youth	<i>Zambia</i>	1 CLC	Rural community
<i>India</i>	5 CLC	Rural youth	<i>Togo</i>	1 CLC	Urban community
<i>Nepal</i>	2 CLC	Rural & Urban youth	<i>Central African Republic</i>	1 CLC	Urban youth
<i>Sri Lanka</i>	6 CLC	Rural & Urban youth	<i>Democratic Republic of Congo</i>	1 CLC	University students
<i>Myanmar</i>	2 CLC	Urban youth	<i>Thailand</i>	2 CLC	Rural community & Refugees
<i>Philippines</i>	1 CLC	Indigenous community	<i>Guyana</i>	1 CLC	Indigenous community
<i>Iraq</i>	6 CLC	Refugees & Internally displaced persons, Returnees	<i>Uganda</i>	6 CLC	Refugees
<i>Jordan</i>	2 CLC	Urban refugees	<i>South Sudan</i>	1 CLC	Rural community
<i>Malawi - Dzaleka Refugee Camp</i>	1 CLC	Refugees	<i>Germany</i>	-	School Teachers
<i>Kenya - Kakuma Refugee Camp</i>	7 CLC	Refugees			

## Student Enrolments



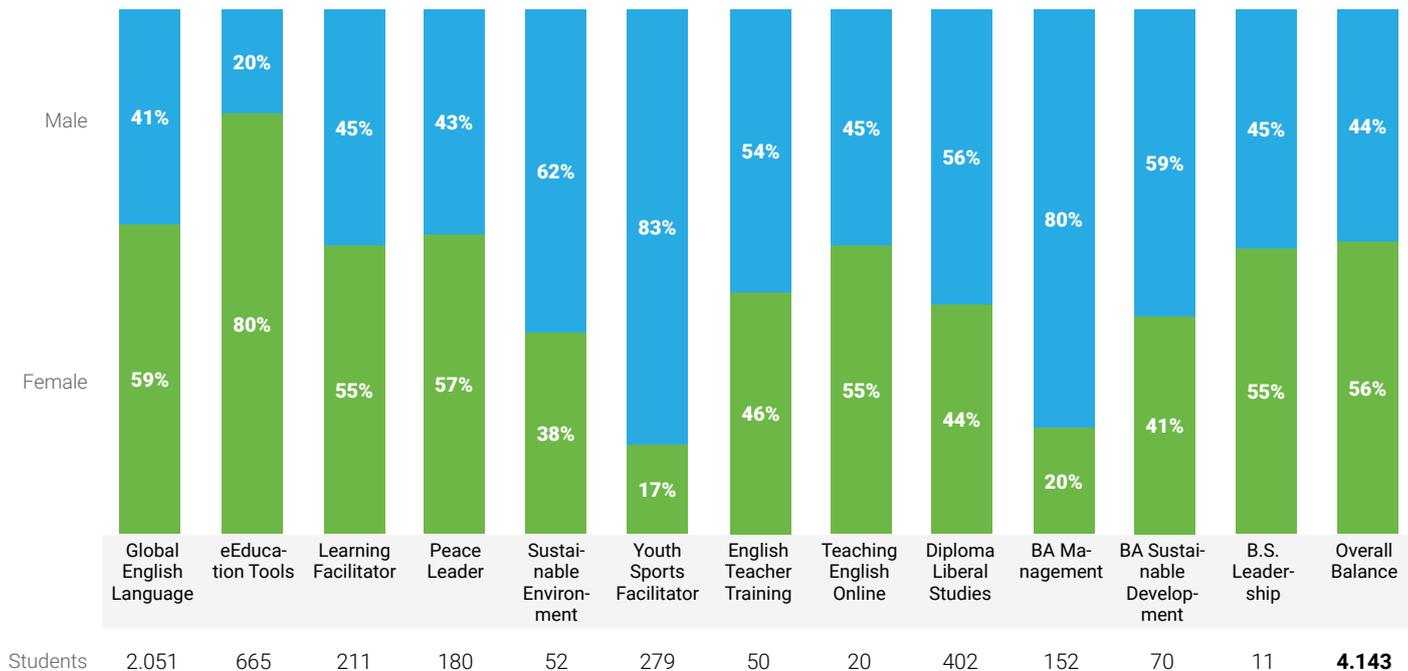
## Course Enrolments



	2017	2018	2019	2020
Academic Programmes	328	534	595	635
Professional Programmes	228	118	266	1,457
Global English Language	1,757	3,276	3,071	2,051
<b>Total</b>	<b>2,313</b>	<b>3,928</b>	<b>3,932</b>	<b>4,143</b>

	2017	2018	2019	2020
Academic Programmes	1,642	3,388	3,837	3,784
Professional Programmes	684	345	798	2,815
Global English Language	3,077	6,553	6,142	2,980
<b>Total</b>	<b>5,403</b>	<b>10,286</b>	<b>10,777</b>	<b>9,579</b>

## Gender Balance





## Justa

### Learning Facilitator Programme, Guyana

Justa is a member of the Macushi indigenous community in Lethem, Guyana, and Head Teacher at a primary school. She enrolled in the Learning Facilitator programme in order to further develop as a teacher/facilitator. Quality education within her local community and across the country is really important to her.

“ I will apply what I am learning in the course by assisting other teachers/learners to deliver quality education to the children in my community,” she told us, adding that “I know that what I have learnt will benefit me, my personal children and the children who are in my care at school and the teachers who are under my supervision.



## Rebaz

### Sustainable Water Management, Syria

“ *Nine years of war in my home-country Syria has left lots of destruction so the region has lost interest in the environment. Now there are areas without accessible drinking water, despite Syria's large possession of water resources. For this reason, we need to concentrate on resources, the environment, and the restoration of the ecological balance. Beside theoretical aspects, I could also learn very useful and practical things related to water management: Processes of re-use, reduction and recycling, for example: Re-irrigate trees from kitchen water.*

In partnership with the Newman Institute (Sweden), JWL offers a set of sustainable environment courses. Rebaz, a student from Domiz Camp, Kurdistan Region of Iraq, especially enjoys the Sustainable Water Management course.



## Oayporn

**Ecotourism Programme, Thailand**

Oayporn wants to do something that benefits others, not just herself. She comes from Chiang Mai (northern Thailand) and belongs to the Karen ethnic group.

“ I hope that running the business in my community will be a good opportunity for me and the villagers to develop our village as a sustainable tourist destination. I hope this can also improve the well-being of the people in my community by creating jobs for them to increase their income, while promoting and preserving the old traditional culture and environment. The young generations can also come back to cultivate their own community while taking care of their parents.



## Sarmand

**On-site Facilitator, Peace Leader Programme,  
Kurdistan Region of Iraq**

“ Peace is something that I care about very deeply. In a region that's filled with so much negativity, it's such a pleasure to have an opportunity to promote peace and give people hope. Promoting peace is an effective way to make sure to have a much better society for both now and the future. I always want to share my experience and so I will always try to get involved in any progress that's going on regarding peace and helping other human beings regardless of their gender, religious views, sexual orientation, race, etc.

Sarmand is the On-site Facilitator for the Peace Leader programme in Erbil. He accompanies the students throughout the course, where they examine and practise personal and communal skills and values – essential for nurturing a culture of peace.



## Ferishta

**CLC Coordinator and Learning Facilitator, Afghanistan**

"This Diploma programme opened the big gate of opportunities for me," says Ferishta, Diploma graduate in Afghanistan. Currently studying towards a degree in Leadership with Creighton University (USA), Ferishta is among a number of Diploma graduates who formed the New Horizon student-based organisation and established JWL learning centres across some of the most remote parts of the country. In addition to her role as Community Learning Centre Coordinator in Khidir, Ferishta is a learning facilitator for multiple programmes.

“ [...]As site coordinator every day I learn new things that can help in the future and when I am teaching I also learn new things and improve my English. I enjoy studying leadership and teaching. Because what I learn I could share with others.



## Alexis Prem Kumar, SJ

**CLC Coordinator, Sri Lanka**

“ Fewer than 16% (less than 16,000 students) of those who qualify get admission to state universities and of that only half graduate. High percentage of the students of the tea plantation community become dropouts even before they complete their high school education, and it is very rare that the plantation students get admission in the state university. In this context, higher education programme of JWL is a great blessing to the community.

Fr. Prem is currently the Community Learning Centre Coordinator for Hatton, Sri Lanka, serving Tamils of Indian origin (also known as 'Plantation Tamils') – the most disadvantaged community in the country. A Jesuit priest from Chennai Province (India), he has also supported JWL programmes in Afghanistan.



## Nelly

**Diploma in Liberal Studies (2020 Valedictorian), Malawi**

Nelly has long dreamed of serving her community by becoming a social worker. When she was 17 years old, Nelly was sexually assaulted. She would not let this stand in the way of the pursuit of her dreams of an education – which she saw as a “*pillar to stand on*”, striving to give her little boy a better life.

She established Women’s Voice – a community-based organisation advocating for the education of women and girls – as well as Action for Men and Women for Change, with the goal of promoting equal rights for all men and women all over the world.

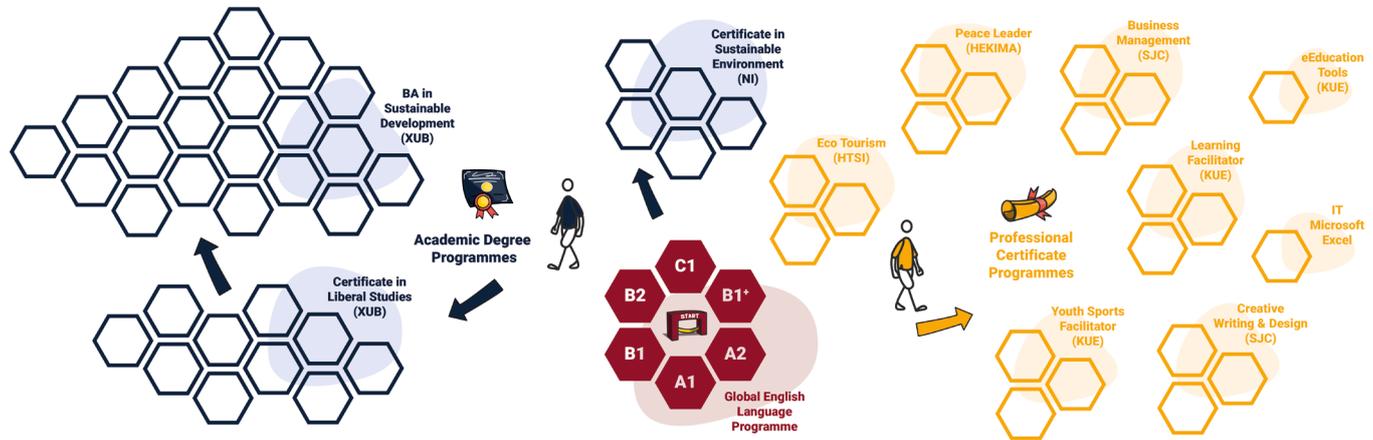
“ Today I am standing in front of my fellow teen mothers or young mothers who have been going through the same situation in life and tell them to not blame themselves for what has happened to them nor look down on themselves and say they cannot do anything to better their lives. No, no, no, there must join hands and fight for their rights and become the greatest warriors of fighting for others, being their voice and use their stories or experience of life to touch, encourage, inspire and uplift other young women out there, but they must not give up on their education that’s the most important thing.

## Strategy 2021-2025

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



# OFFERING a stackable learning path



To enable and accompany students in their journey of life-long learning and the realisation of their goals, JWL offers – and will continue to develop – a stackable learning path. A good Level of English (B2) is required for all academic programmes and so for many of our students, the learning path begins with the Global English Language (GEL) programme. Stronger English language skills facilitate learners’ access to a series of professional certificate programmes, and eventually entry to

a degree programme. The Certificate in Liberal Studies is a one-year foundational programme, accredited by Xavier University Bhubaneswar. Consisting of 11 courses, it is a prerequisite for enrolment in the BA in Sustainable Development (also accredited by Xavier University Bhubaneswar), although learners may choose to leave with the Certificate.



## Certificate in Liberal Studies

The Certificate in Liberal Studies is a foundational programme accredited by Xavier University Bhubaneswar, India. Consisting of 11 courses, the programme provides an excellent foundation for the challenges and opportunities students will encounter in their personal and professional lives, studying across disciplines, viewing the world and issues from different perspectives, and demonstrating a variety of skills.



## Ecotourism

The Ecotourism professional certificate programme, awarded by the School of Tourism and Hospitality Management Sant Ignasi (Spain), addresses the needs of communities all over the world to promote responsible tourism that allows the generation of income, while preserving the community's fragile resources. Launched in Chiang Rai (Thailand), in collaboration with the Xavier Learning Community, it introduces concepts and principles of tourism and ecotourism, and the necessary knowledge and practices to design and promote sustainable tourism-related products and services.



## Creative Writing and Design

The Creative Writing and Design professional certificate programme, awarded by St. Joseph's College Bangalore, India, equips learners with specific technical skills that will immediately increase their employability, notably their chances of working online or developing their own business. They learn to express themselves creatively with text, express messages through graphic design, as well as learning to create their own websites, blogs and other engaging content with a corporate style.

## Strategy 2021-2025

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

# Jesuit and mission aligned universities



## Regis University

Denver, USA  
Diploma Liberal Studies



## Xavier University Bhubaneswar

India  
Liberal Studies Certificate, BA Sustainable Development



GEORGETOWN UNIVERSITY

## Georgetown University

Washington D.C., USA  
IT services LMS/SIS/library  
Office space JWL USA 501c3



## Loyola College

Chennai, India  
IT Registrar office space



## Creighton University

Omaha, USA  
B.S. Leadership, Creighton Teacher Training Certificate



## Hekima University College HIPSIR

Nairobi, Kenya  
Peace Leader Certificate



## Newman Institute

Uppsala, Sweden  
Sustainable Environment courses



## Loyola University

Kinshasa, Democratic Republic of Congo  
Global English Language students of JWL



## St. Joseph University

Bangalore, India  
Creative Writing and Design Certificate,  
eCommerce certificate



## Loyola University

Andalusia, Spain  
Training for Linguaskill online tests



## Catholic University Eichstaett-Ingolstadt KU

Germany  
Learning Facilitator Certificate, Youth Sports Facilitator



## Munich School of Philosophy HfPH

Germany  
Research Peace Leader (Iraq, Afghanistan)  
Office space JWL e.v.



## School of Tourism and Hospitality

Management Sant Ignasi HTSI  
Spain, Ecotourism Certificate



## Southern New Hampshire University

Manchester, USA  
AA Management, BA Management



## Metropolitan State University

Denver, USA  
Youth Sports Facilitator Certificate



## Yarmouk University

Irbid, Jordan  
Global English Language students with JWL



## Dr. Marina Tsoi

“ *Theoretically I was well aware of the important role of education in achieving sustainable development and the need for learning and education particularly in refugee and other marginalised communities. But only having started teaching the course for students from India, Sri Lanka, Myanmar, Afghanistan and Malawi, I have practically understood the importance of education and the necessity of the work that JWL and its partners are doing offering vocational courses.*

Dr. Marina Tsoi has been Project Coordinator at the Catholic University of Eichstätt-Ingolstadt for the JWL Learning Facilitator professional certificate programme since May 2020, further developing content as Subject Matter Expert, acting as Lead Faculty, and teaching the course.



## Dr. Michael Baptiste

“ *I use sport to teach life lessons such as hard work, dedication, commitment, pride and organisation. Sport has a unique way of connecting with youth and adults. You can be from different cultures and speak different languages and still hold the same values and pride when it comes to sport.* ”

Dr. Michael Baptiste is a faculty member for the Youth Sports Facilitator professional certificate programme. Connecting with JWL students' stories has been the most rewarding part of the experience to date, developing an immense sense of both empathy and respect for their resilience and drive. Imparting his experience and facilitating learning, Dr. Baptiste also hopes to empower women to readily take on leadership positions.



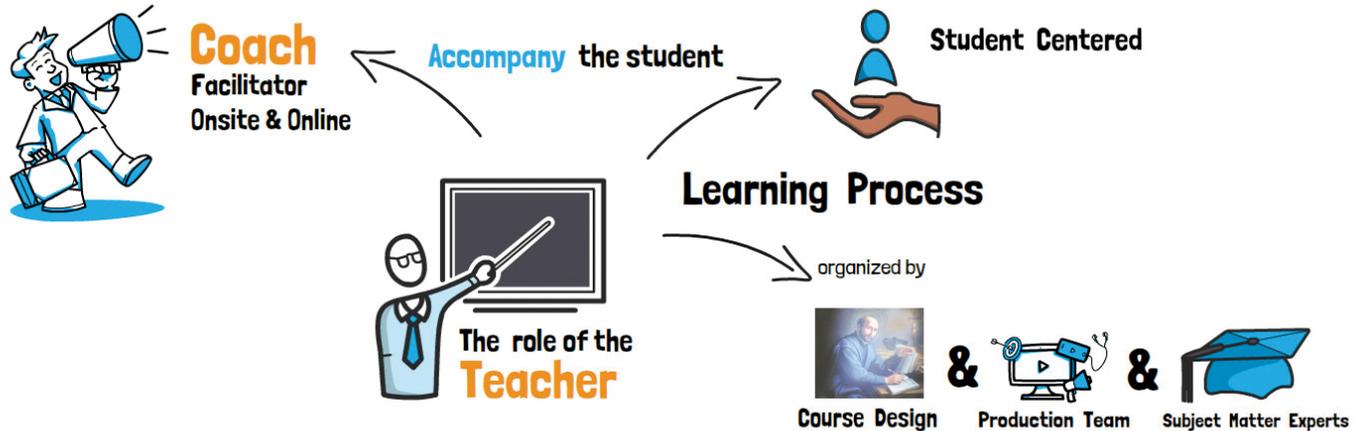
## Sr. Joanne Caniglia

“ *I have often reflected that I have learned more from my students than the help that I provided to them. [...] Within their essays, students describe cultural differences, and the difficulty of adjusting to a new environment is eye-opening. After reading their work, I often study the background of the countries students describe. I read about the violence and discrimination that they have endured. This new awareness has opened my eyes to the world.* ”

Sr. Joanne Caniglia OP has been tutoring JWL students on their writing, math and science assignments for the past five years.



# APPLYING Ignatian pedagogy to blended mobile learning



## 470 years of Jesuit Education

Transforming the Framework for Blended-Learning

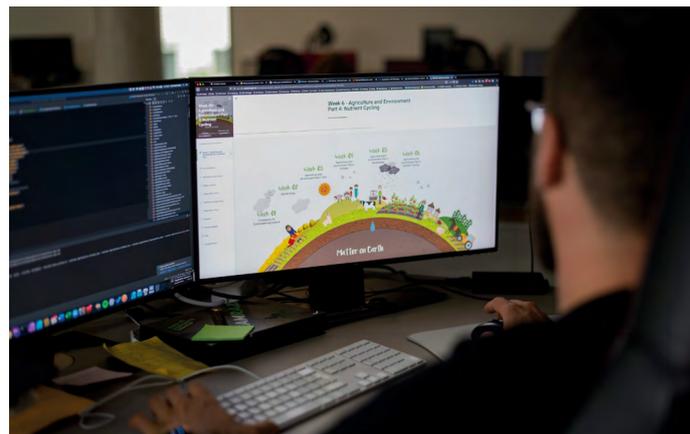
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## Transformative Pedagogy

JWL takes into consideration that Jesuit Education – first of all – was offered to those who couldn't afford school tuition. Reaching out to the poor and marginalised stands in the tradition of the first Jesuits. In the Jesuit educational tradition, one of the primary goals is to provide students with the best possible accompaniment on their learning journey. The transfer of what has been learned into one's own context is equally crucial.

In order to take these principles into account in digital learning environments, JWL has developed a blended learning concept that enables mobile learning in both online and offline settings. JWL relies on a transformative pedagogical approach, Ignatian pedagogy, to promote action-oriented learning along the way. From JWL's point of view, action-oriented learning is the best approach to initiate sustainable learning processes in the students. Therefore, all courses offered are designed according to the principles of Ignatian pedagogy. This means that all courses have a consistent didactic approach which corresponds to a blended learning concept, finding the ideal mix of face-to-face and digital learning.

In the continuous development of the e-learning sector, blended learning emerged as the most successful approach. Indeed, our long-term experience has shown that on-site meetings (i.e. the interactions within the learning group on site in the communities and context of students) have a significant impact on the success of e-learning initiatives.



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## Innovative Technology

JWL's Humanitarian eLearning Platform (JWL HeLP) was developed in 2018 in partnership with Seitwerk GmbH, to meet our students' needs in particularly challenging contexts. Through this online/offline platform and its App, they are able to interact with peers, faculty and learning facilitators from across the globe, and study whenever and wherever they may be.

Major updates were made to JWL HeLP in 2020, focusing as ever on developing functions that best serve learners and facilitators. The Gradebook was improved with better performance and new features, with student submissions more clearly organised and so allowing online facilitators to keep better track of these. Loading times have also been significantly reduced, so that online facilitators can work more efficiently spend more time with students rather than waiting on the system.

The learning environment's entire layout has been modified and fully mobile-enabled, meaning that students can more easily use all functions via their smartphones. The platform now allows for multilingual use and is adapted for right-to-left scripts – preparing for the launch of the Youth Sports Facilitator professional programme in Arabic, in 2021.

The student data administration portal has also been enhanced to enable more efficient enrolment of students and provide more powerful reporting data.

With JWL's growing student body and programme offer and as we continuously review feedback to improve the learning experience, further developments are expected in 2021.

### Strategy 2021-2025

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



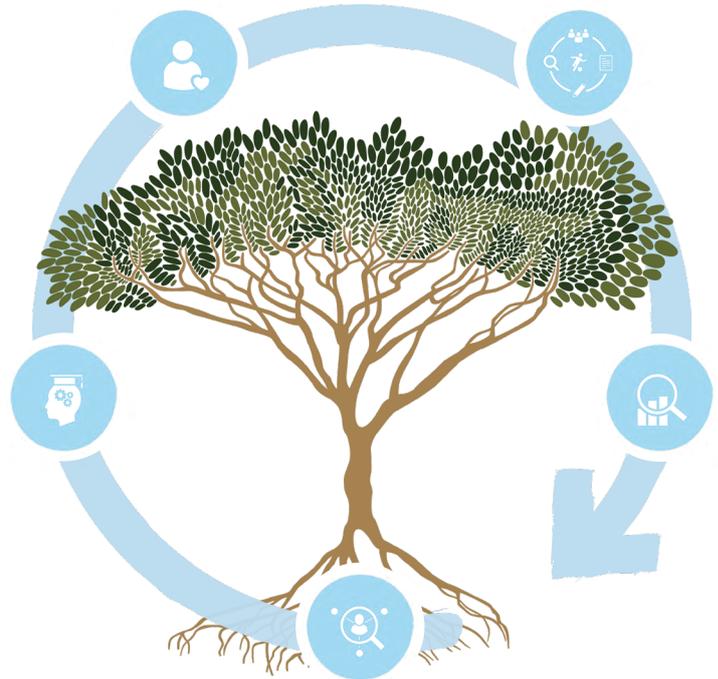
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# RESEARCHING with the learning communities

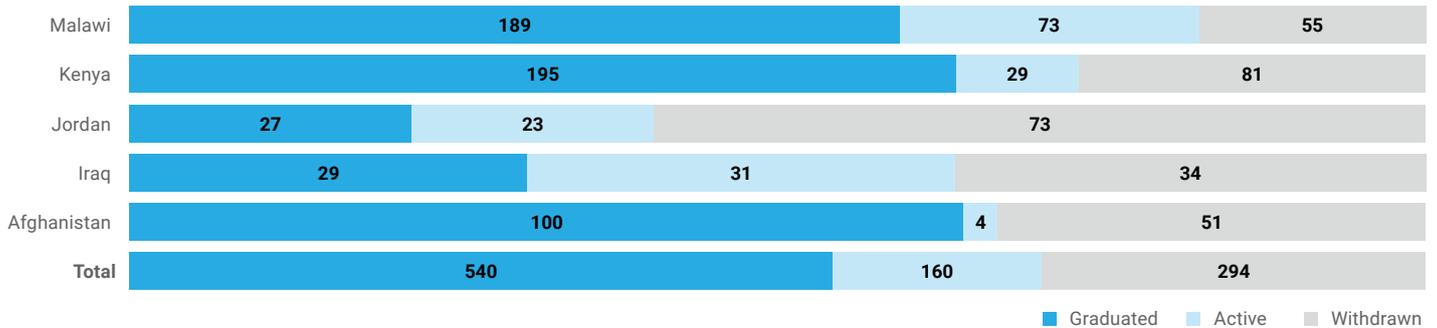
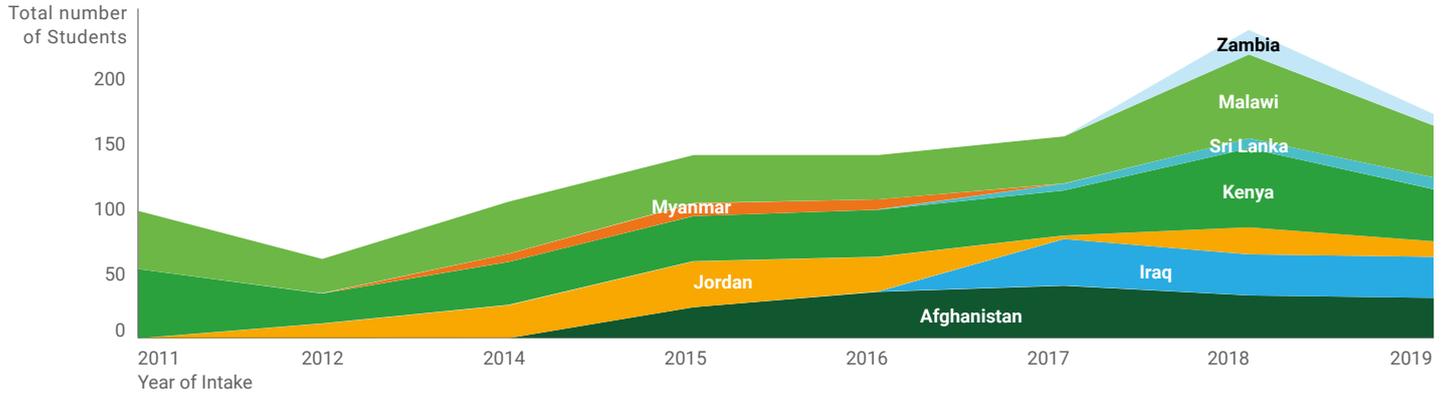
Research is an important part of the Ignatian Pedagogy for JWL, completing the circle of context, analysis, reflection and action with evaluation. Our research paradigm is participatory and community-based, with a strong focus on capacity building of staff and graduates (enabling transformative research to be conducted at the margins, from the perspective of those at the margins), and in collaboration with likeminded universities.

## In 2020, JWL research efforts focused on two main areas:

- Unpacking the transformative impact of JWL higher education programmes on graduates and the communities they live in, researching 10 years of the Diploma in Liberal Studies.
- Delving into the key components of the mobile blended learning model to understand its effectiveness and robustness to serve marginalised youth and researching the impact of the COVID-19 pandemic on community learning centres.



## Research on 10 Years of the Diploma in Liberal Studies for Refugees and Marginalised Communities



1000+  Students

70% **Completion Rate** 

41% **Women** 

The Diploma in Liberal Studies has become a very successful programme delivered in 13 learning centres across 8 countries, mainly to refugees and internally displaced persons. To mark its 10th anniversary, we looked at student data in terms of enrolment, retention and completion, in order to draw lessons learnt and inform the development of JWL activities.

The completion rate is close to 70% (including currently active students expected to finish in 2021) – a very high rate of completion for an online programme. Kakuma Refugee Camp (Kenya), Dzaleka Refugee Camp (Malawi) and Afghanistan are the most successful locations running the programme. Learners across these centres would not have had any alternative access to university. Good on-site coordination and facilitation makes a significant difference and where this was weaker, it was reflected in student performance.

Learning centres with critical mass in terms of cohorts are the most successful ones, as it ensures that students build a community of learners, maintaining momentum, boosting motivation and increasing resilience.

Over the past decade, a total of 1,064 students were admitted to the Diploma, of which 41% are women – making it a very inclusive programme, in countries where women experience great disadvantages in accessing higher education. Equipping students with mobile technologies for independent learning, facilitates the participation of young women and mothers.

Building on this quantitative research, the major research project for 2020/2021 will take a step further by focusing on the transformative impact of the Diploma in Liberal Studies on individuals and their communities.

## Strategy 2021-2025

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



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## SUSTAINING an effective organisation

JWL's sustainable, scalable and transferable model – implemented through global strategic partnerships with a variety of Jesuit and mission-aligned universities, operational partners, and a lean yet effective team – allows us to break down barriers to higher education at the margins.

The model proved resilient, even during the ongoing pandemic. Our student body grew, total expenditures decreased in comparison to the previous year, as did the cost per course delivered.

2020 proved to be a challenging year. With dedication, solidarity and creativity, all members of the JWL community managed to overcome these challenges - the pandemic did not hinder JWL learning programmes. In fact, JWL staff proved throughout the pandemic that its blended learning model is a resilient one.



## Financial Sustainability

JWL represents the alliance of three independent non-profit organisations based in Switzerland, the United States, and Germany.

For the year-end comparative 2019 and 2020 financial summary, JWL has consolidated income and expenses across functional categories and academic programmes. For illustrative purposes, income and associated expenses exclusively reflect amounts designed for their respective years. For legal disclosures and independently audited financial information for each entity, please refer to [www.jwl.org/financial-reports](http://www.jwl.org/financial-reports).

For 2020, yearly designated income amounted to 2.865.454 USD compared to 2.810.023 USD in 2019. Total expenditures decreased by less than 1% compared to 2019, while the total number of students supported rose by 4% compared to 2019 – despite closure of centres due to the pandemic.

The cost per course delivered fell across academic and professional programmes for the third consecutive year, providing evidence of the scalability of the JWL programme delivery model.

During 2020, JWL made significant investments in course design and production to its LMS and SIS (HeLP – Humanitarian eLearning Platform), increased spending by 15% and producing 17 new courses and revising 5 current courses.

### Income vs. Expenditures

#### 2020

Income \$2.865

Expenses \$2.765

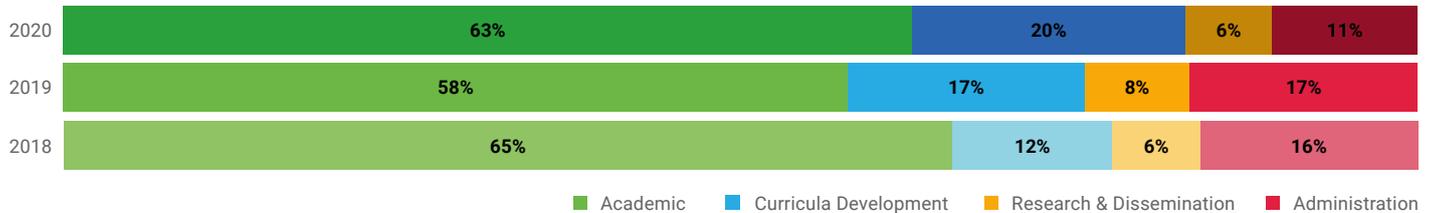
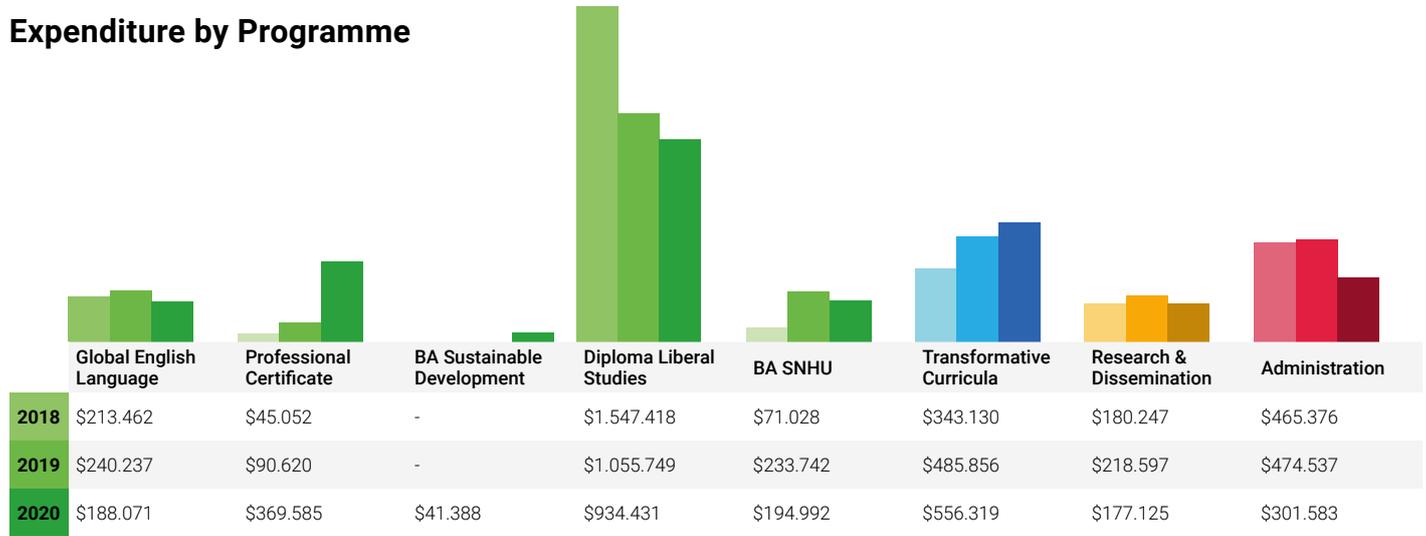
#### 2019

Income \$2.810

Expenses \$2.799

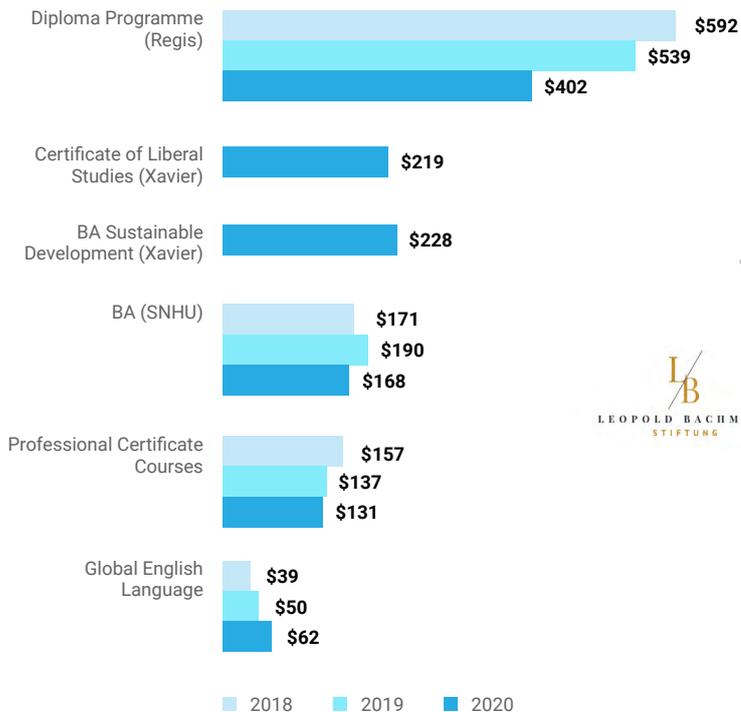
FINANCIAL REPORTS →

## Expenditure by Programme



# Sustaining an effective organisation

## Cost per Course



U.W. Linsi Stiftung



Bayerischer Landtag

BISTUM AUGSBURG



jesuitenweltweit



OPEN SOCIETY FOUNDATIONS

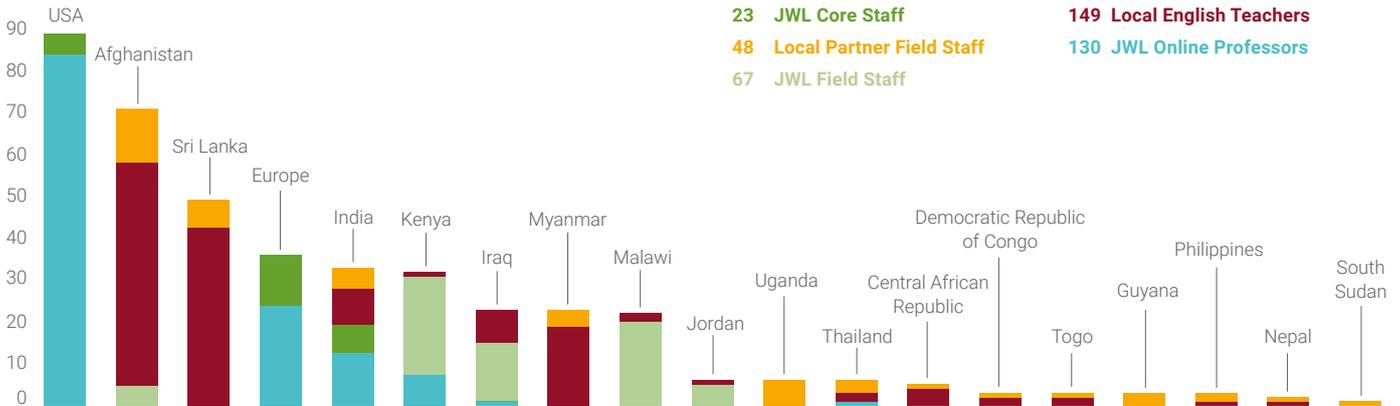
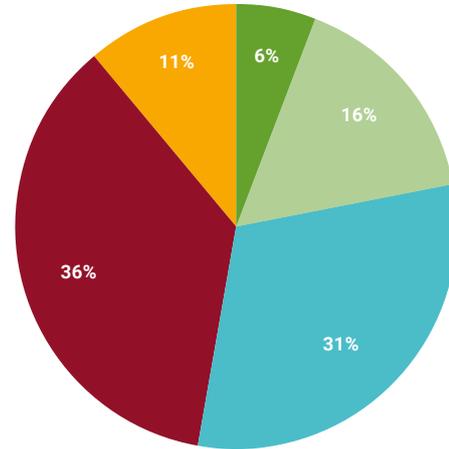


SEITWERK



# The people that make it happen

In 2020, JWL had **417** people working, volunteering, supporting, teaching, tutoring and learning together with more than 4,000 students.



23 JWL Core Staff  
 48 Local Partner Field Staff  
 67 JWL Field Staff  
 149 Local English Teachers  
 130 JWL Online Professors

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## Safeguarding

In 2020, we introduced the Greater Good Principles – a collection of policies that embody the values and mission of JWL. Preserving the safety and dignity of all persons – without discrimination – is of paramount importance and at Jesuit Worldwide Learning we are committed to upholding the highest ethical standards, doing all that we can to prevent any harm from coming to those whom we serve and those who make the realisation of our mission possible. Just as we advocate for peace, social justice, humanity and the realisation of all the Sustainable Development Goals the world over, so must we enforce the underlying principles within our own JWL community.

As part of our efforts to tackle discrimination, sexual exploitation and abuse, and to foster inclusive and equitable educational and work environments, we introduced four core policies as a step towards addressing the critical issues that they speak to:

- Safeguarding Policy for the Protection of Children and Adults at Risk
- Protection from Sexual Exploitation and Abuse Policy
- Gender Equality and Inclusion Policy
- Code of Conduct



We are committed to ensuring the protection of all children, young people and vulnerable adults who are involved in any way with JWL around the world, and to give ALL our staff and students a clear structure within which they can work and learn in safety and in dignity.

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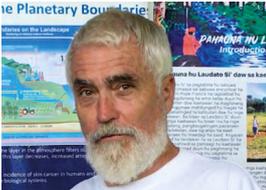
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**JESUIT WORLDWIDE LEARNING**  
HIGHER EDUCATION AT THE MARGINS

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:** Christa Bathany, Alessandra Carminati

**Graphic Design:** Seitwerk GmbH, Germany

**Photography:** Jesuit Worldwide Learning

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