



JESUIT WORLDWIDE LEARNING
HIGHER EDUCATION AT THE MARGINS



2017 ANNUAL REPORT OUTLOOK 2018



Bamyan, Afghanistan

MESSAGE FROM THE PRESIDENT

The empty cave where once the female Statue of Buddha overlooked the valley of Bamyan witnesses to political, religious and cultural fanatics. In July 2001, the Taliban blew up in front of the eyes of the world the female and male Buddha statues. They did not just seek to destroy the culture of the people who as Muslim lived in harmony with their thousand-year-old Buddhist tradition, they also killed many people. Only 200 metres from this empty cave is a flourishing education centre of the Government of Bamyan where Jesuit Worldwide Learning offers, in collaboration with the Jesuit Refugee Service, higher education using online technologies.

The five Jesuit Provinces of Switzerland, Austria, Germany, Hungary and Lithuania, forming the new Central European Province, established as a common work Jesuit Worldwide Learning – Higher Education at the Margins Association (JWL) in Geneva in September 2016. We are convinced that providing higher education opportunities to people living at the margins is a crucial and viable response to the ever-growing global challenges of conflicts, forced displacement, social and environmental degradation. In developing JWL as a truly

global organisation that links Jesuit Universities, social institutions and different Jesuit Provinces, we are following the mission set at the last General Congregations of the Society of Jesus, which asks us all to work for intercultural and global reconciliation, for the development of all human beings, especially the marginalised, and for justice and faith.

An enormous amount of work was accomplished in 2017: building a truly global governance structure, strategic planning, IT innovations and financial funding set. Today, JWL works closely with local partners in Africa, Asia, Central America and the Middle East, and serves over 4500 students. I am happy to present this annual report that gives detailed insight into the goals and strategies of the organisation. Bringing hope, opportunity and peace where there is none: this is at the core of JWL's vision "learning together to transform the world."

FR. DR. CHRISTIAN M. RUTISHAUSER SJ

President of JWL

Provincial of the Swiss Jesuit Province



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IMPRESSUM

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

Editorial team: Christa Bathany, Editor-in-chief
Alessandra Carminati
Graphic Design: Seitwerk
Photography: Jesuit Worldwide Learning

Tel: +41 (0)22 525 38 33

E-mail: info@jwl.org

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JWL community learning centre in Madurai, India

EDITORIAL - A YEAR OF TRANSITION

2017 was a year of transition for Jesuit Worldwide Learning. With the establishment of the head office in Geneva Switzerland, JWL became a work of the Society of Jesus with worldwide character. JWL's IT team was established in South Asia, the HR and communications office in Munich in partnership with a corporate organisation and production of courses. JWL started to transition to new technical solutions in online learning. It gained greater operational and organisational capacity to reach more marginalised communities and students, thereby becoming more cost-effective. I am pleased to present to you this annual report which can be read through the lens of TRANSITION showing the achievements of 2017 as the foundation for 2018, a year when JWL will roll out the new developments to make the JWL model of online learning at the margins a truly scalable, transferable and sustainable worldwide service.

PETER BALLEIS S.J.

Executive President





Graduates in Dzaleka, Malawi, 2017



EDUCATION TO MEET THE UNITED NATIONS DEVELOPMENT GOALS

VISION

LEARNING TOGETHER TO TRANSFORM THE WORLD

JWL believes that tertiary learning and the formation of a global community of learners addresses the root causes of poverty, isolation, despair, conflict and displacement in order to build a more peaceful and humane world. JWL knows education fosters hope.

MISSION

JWL provides equitable high-quality tertiary learning to people and communities at the margins of societies – be it through poverty, location, lack of opportunity, conflict or forced displacement – so all can contribute their knowledge and voices to a global community of learners and together foster hope to create a more peaceful and humane world.

3 GOOD HEALTH AND WELL-BEING

JWL health courses

4 QUALITY EDUCATION

High-quality programmes, blended learning and strong institutional partners

5 GENDER EQUALITY

Over 50% of JWL students are women

6 CLEAN WATER AND SANITATION

JWL Sustainable environmental courses

7 AFFORDABLE AND CLEAN ENERGY

JWL Sustainable environment courses

8 DECENT WORK AND ECONOMIC GROWTH

Global English Language courses and professional courses to develop economic activities

10 REDUCED INEQUALITIES

JWL reaches out to the marginalised communities, minorities and forcibly displaced people – we bring higher education to them.

11 SUSTAINABLE CITIES AND COMMUNITIES

JWL has an impact on transforming communities: on average one JWL learner touches the life of 200 people.

13 CLIMATE ACTION

JWL Sustainable environment courses

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

JWL formation of leaders for peace and justice and critical thinking.



Dzaleka, Malawi



JWL Diploma students Roland and Grace at UNESCO Conference in Paris France, March 2017

A TRANSFORMATIVE PEDAGOGY



IGNATIAN PEDAGOGY

As an international Jesuit work, JWL is a continuation of the Ignatian heritage and of the distinctive tradition of Jesuit education. St. Ignatius, with his charisma and his Spiritual Exercises, inspires and gives shape to how JWL educates, in a way that seeks God in all things, promotes discernment and Magis, and engages the world through a careful analysis of context, in dialogue with experience, evaluated through reflection, for the sake of action, and with openness, always, to evaluation.

- Teachers accompany Learners in their growth and development.
- Courses are designed using the successful 450-year-old Jesuit framework.

Experience begins with the recollection of previous learning of facts, feelings and insights that may be of relevance to the discipline. To this experience, discipline-specific information, skills and knowledge are added through the learning process.

As part of the learning process, students are invited to pause and consider questions of significance to themselves and their communities in the context of their discipline-specific coursework.

At its culmination, participants are invited to consider how their new skills and knowledge can be put into action within their communities.

COGNITIVE APPRENTICESHIP

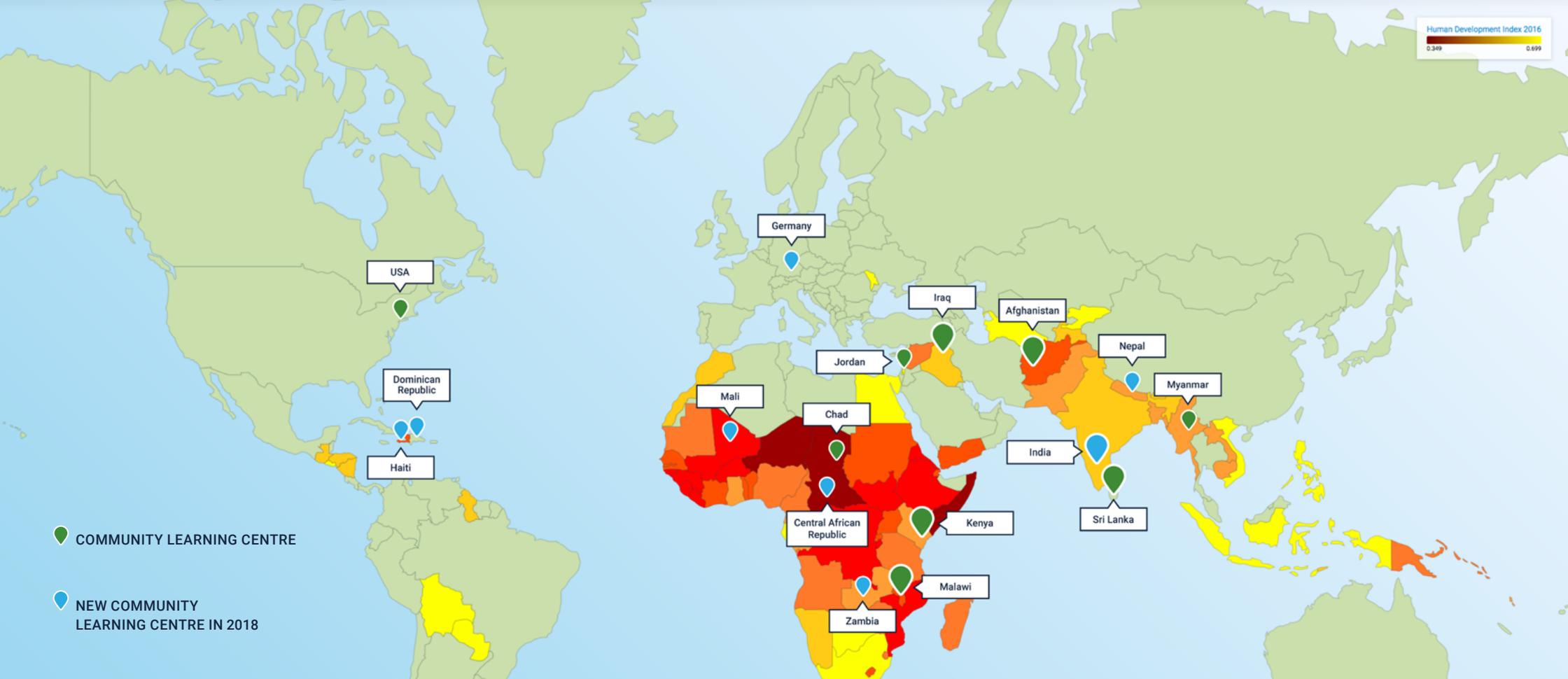
- We create expert thinkers.
- Students learn from observing, imitating and modeling experts.

COGNITIVE THEORY OF MULTIMEDIA LEARNING

- We create expert experiences for students to model.

KELLER'S ARCS MODEL

- Motivation to keep students involved.



WHERE WE WORK + FIGURES 2017

3000 JWL Students in 10 countries, 20 community learning centres, from 40 different nations

CONTINENT	NUMBER OF CLCs	COURSE			TOTAL
		LANGUAGE STUDENTS	PROFESSIONAL	ACADEMIC DIPLOMA	
Asia	11	1185	31	101	1328
Middle East	4	563	65	67	699
Africa	4	120	523	177	824
America	1	0	0	5	6
	20	1868	619	350	2857

OUTLOOK 2018

Over 4500 JWL Students in 15 countries and over 45 community learning centres.

CONTINENT	NUMBER OF CLCs	COURSE			TOTAL
		LANGUAGE STUDENTS	PROFESSIONAL	ACADEMIC PROGRAM	
Asia	24	2300	500	230	3030
Middle East	7	300	150	160	610
Africa	6	200	250	250	700
America	9	300	-	20	320
	46	3100	900	660	4660



Bamyan, Afghanistan



Kakuma Camp, Kenya

OUR STUDENTS

SOHAILA

Sohaila's childhood was marked by the horror of civil war, losing her father and fleeing to Pakistan with the rest of her family. Upon her return to Afghanistan she finished high school, completed a teacher training course and worked for a year as a teacher. In 2016 she finally began the JWL Diploma programme, which she describes as "the most important change in my life."

She was especially interested in the sociology courses because she was able to learn much about different countries, people and their cultures. This experience was enriched by the intercultural exchange in the virtual classes, where not only students from Bamyan and Herat, but also students from other parts of the world like Dzaleka (Malawi) study together. Through the Programme, students can exchange information and ideas, and share interesting experiences. Sohaila chose a specialisation in business, as she hopes to fulfill her dream of opening her own small clothes business after graduating in March 2018.

GALDO

Galdo fled his native South Sudan due to civil strife and persecution and has been living in Kakuma, Kenya. He has since completed the JWL Community and Development Business course as well as the Primary Teacher Training course. His journey continues, as he has now embarked on the JWL Diploma programme.

Galdo belongs to the Lopit tribe, from South Sudan. The Lopit Language (6 main dialects) has an oral tradition and is in danger of being lost. Putting his newly acquired skills and knowledge to use, Galdo started the Ihuhu Writing Project in order to ensure the survival of the Lopit language, establishing records and creating a space for the transmission of Lopit culture. With the support of community members as well as researchers (including a team of researchers from the University of Melbourne) the project aims to "write down Lopit stories and texts covering the history, mythology and present-day culture of the Lopit community," to be made available on a website and in a library.



Yangon, Myanmar

MARIA

Myanmar has a population of around 52 million, representing 135 different ethnic groups – a considerable potential for conflict. JWL Diploma student, Maria, has a BA in English from Champion English Language Academy. She found out about JWL's Diploma programme through Facebook and with the assistance of a former coordinator, applied and successfully passed the entrance exam. Most students study in Taunggyi but Maria lives in Yangon with her parents and virtually connects with classmates. Due to poor internet connection, this is not as easy as one might think.

Students have nonetheless created a Facebook group in order to facilitate communication among themselves, sharing experiences and supporting each other – near and far. Maria is particularly interested in the courses in ethics, sociology and interpersonal communication – knowledge that is urgently needed for the multi-ethnic state Myanmar in light of its current struggles. She has also been fascinated and inspired by the global, intercultural exchange that is made possible by the Diploma programme's online element (wherein students can interact with teachers and fellow classmates across the globe). Like many JWL students, her work and focus are centred around hope for a better future. Not only does Maria hope to find good employment. She also hopes what she has learned will benefit her family and the wider community.



Dzialeka Camp, Malawi

REMY

Remy founded TakenoLAB in Dzialeka to encourage members of the community to 'take' the knowledge he gained through his tertiary studies, and help better their opportunities for the future. Hundreds of students have since come forward, eager to learn Android development skills (though the computer lab's capacity means that only a few can be accepted at a time). In addition to conducting basic computer skills training and advanced computer-programming courses, Remy started a Girls' Computer Club to encourage women and girls – an under-represented group in computer classes worldwide – to join in the technological revolution.

Although Remy received computer science schooling prior to his arrival in Malawi (Remy is a refugee from Burundi), he finds that the JWL Computer Programming certificate he obtained has earned him the trust of his community. In addition to the recognition his degree has brought him in Dzialeka, Remy also says his time at JWL has allowed him to build strong professional networks outside the camp, opening doors for him and his students. He has managed to involve some of his students in his second (online) job, allowing them to both earn money and gain work experience. "I believe that any nation will be able to accommodate refugees because of the skills and knowledge that they have, allowing them to make positive contributions towards the development of both host and home countries."



Mannar, Sri Lanka

SUDARSHAN

Sudarshan is a Diploma student at the Loyola Campus JWL Community Learning Centre in Mannar, Sri Lanka. After finishing his BA in English Literature in India, he felt the need to go back to his native Sri Lanka. He was asked to be a teacher at the Vavuniya community learning centre and when needed, in Mannar. It had always been Sudarshan's dream to help those in need. He was drawn to books and to the methods of academic search for truth within sensitive situations.

The Diploma programme is allowing Sudarshan to further develop his academic abilities, in preparation for additional studies. Alongside teaching English, he is very happy with the opportunity to once again be a student, immersed in an atmosphere of academic methods and questioning. The most challenging aspect has been writing about the same subject over the course of several weeks, although he has seen his knowledge of and thought process in relation to a given subject increase and mature over time.

Some of his most joyful experiences during the programme have been when, at any given point in the day, a task or activity seemingly unrelated to his studies suddenly generated further questioning about a course subject. This 'flourishing of the mind' is truly bringing him happiness.



Domiz Camp, Northern Iraq

SOSTAR

Sostar, a former medical student, now sits with her parents and siblings in a refugee container in Iraq. "The camp is now also a place of hope for me," says Sostar. Yes, hope because Sostar is back into higher education and has become a part of a study group of six students in Camp Domiz 1 in northern Iraq, enabled by JWL's online program.

Sostar sees her online studies as a social obligation. "This study makes us leaders of our community. This study helps me to change my thinking about my life and the world and thus help my community. Because when we go back to Syria one day, they will need a lot of educated people to rebuild our homeland."

Alongside other students, Sostar regularly meets in a non-descript UNHCR container in the camp, which serves as the Internet Café. Here, she can access JWL's online courses in the Diploma programme and exchange ideas with her fellow students. All they need is a laptop and internet access. This opportunity to access higher education gives students confidence and prospects for a future outside of the camp. Even for Sostar her time at the camp does not mean the end: "Life does not stop here. We have to fight for it."



Vavuniya, Sri Lanka



Domiz Camp, Northern Iraq

GLOBAL ENGLISH LANGUAGE PROGRAMME

CAMBRIDGE ACCREDITED CERTIFICATION

High-quality, internationally known approach to learning Global English using Common European Framework of References for Languages (CEFR). Students receive a Cambridge University Press accredited certificate at the end of the course – this proof of having completed a high-quality English course provides the opportunity to subsequently access tertiary education and / or enhance employment opportunities.

Incorporates six levels of the Cambridge University Press textbook English Unlimited (A1, A2, B1, B1+, B2 and C1). 120 hours of classroom teaching and 120 hours of independent study per level. Three courses per year – two years to complete all six levels.

HIGH-QUALITY TEACHERS

Global English Language programme (GEL) teachers are offered an online teacher training course of 150 hours over seven months leading to teacher training certification from Creighton University in Omaha, Nebraska USA – teaches important pedagogical techniques and allows GEL teachers to exchange with other teachers through online topic-based discussions.

2018 NEW IMPROVEMENTS

INTERNATIONALLY RECOGNISED TESTING

As of January 2018, all new GEL students take Cambridge English Placement Test (CEPT), an online adaptive reading and listening test to assess students' CEFR level. After completing the B1 level and at the end of their English studies with JWU, students sit Cambridge Linguaskill test – an online, adaptive, multi-level test giving instant results.

COMPREHENSIVE STUDENT INFORMATION SYSTEM (SIS)

Student progress is tracked from CEPT from the start of the programme to Linguaskill test at the end, allowing close monitoring of student progress and course impact.

GEL STUDENT TABLETS

GEL student tablets are being developed, containing resources from Cambridge English Unlimited, for use both inside and outside the classroom, enhancing student learning and allowing students to access resources anywhere and anytime, on or offline.

GLOBAL EXCHANGE

Numerous opportunities to exchange with other GEL teachers and students worldwide, GEL teacher training programme, GEL teacher WhatsApp group, GEL teacher resource shared area and GEL student exchange across community learning centres, in line with the objective to make GEL course a 'global' experience.



CSLT Class at Gozbeida, Chad.



Khanke Camp, Northern Iraq

PROFESSIONAL COURSES

In late 2009, the very first assessment of JWL's pilot project in the Kakuma and Dzaleka camps brought to light a great need for shorter courses, in addition to the academic courses. The concept of Community Service Learning Tracks (CSLT) was created as a complementary offer to the Academic track (Diploma in Liberal Studies). The CSLT Courses aimed both to train people in skills and to transfer high-quality knowledge, achieving a rapid impact in the community. Each CSLT course was developed with a Subject Matter Expert from a university with inputs from the field. All CSLT courses lasted three months, were classroom-based and taught by an on-site teacher. At the end students received a certificate with the seals of the university, the field partner JRS and JWL (at that time JC:HEM). The following courses were offered over all the years and also in 2017:

- Psycho-Social Care
- Teacher Training
- Youth Social Worker
- Health Worker
- Sustainable Agriculture

The demand for and impact of the CSLT courses led JWL to decide to offer these courses to more people, using online platforms, starting in 2018.

NEW PROFESSIONAL ONLINE COURSES

- **ENGLISH LANGUAGE TEACHER TRAINING** Creighton University, Omaha, USA
- **YOUTH SPORTS FACILITATOR** UNHCR sponsored, Metropolitan University, Denver, USA
- **LEARNING FACILITATOR** Regis University, Denver, USA
- **PEACE LEADER** Hekima College, Nairobi, Kenya
- **PUBLIC HEALTH FACILITATOR** Seattle University, Seattle, USA
- **INFORMATION TECHNOLOGY** Microsoft Academy, Xavier University Bhubaneswar, India

NEW METHOD OF TEACHING



PRACTICUM BREAKDOWN

$$6-7 \text{ HOURS PER WEEK FOR } 12 \text{ WEEKS} = 80 \text{ HOURS}$$



Herat, Afghanistan



JWL Graduating Students in Refugee Camp Kakuma, Kenya.

ACADEMIC LEARNING PATHWAY

GLOBAL ENGLISH LANGUAGE

DIPLOMA IN LIBERAL STUDIES

(45 CREDITS) REGIS UNIVERSITY, Denver, CO, USA

From the inception of its Learning Programme in 2010, JWL has offered an academic Diploma in Liberal Studies. The Diploma of 45 semester credits is awarded by Regis University in Denver, Colorado, USA, which is regionally accredited by the Higher Learning Commission in the United States. The JWL curriculum is global in its focus and scope. All credits earned are Regis University credits; they are recorded on an official transcript from the University, and official transcripts are available to all JWL students, who participate.

The Diploma programme begins with a non-credit Bridge to Learning Course, followed by ten core courses (30 credits) in Liberal Studies. After the core courses, students choose one of three concentrations, each with five courses (15 credits): Social Work, Education or Business Studies. The Diploma in Liberal Studies serves as JWL's foundational programme. The core programme is very Jesuit, as it trains students in critical thinking and lays the foundation for a value-based social responsibility: forming "men and women for others."

NEW ACADEMIC OFFERINGS IN 2018

BACHELOR OF SCIENCE IN LEADERSHIP - Creighton University, Omaha, NE, USA

Creighton University accepts for the first time into the online Bachelor programme twenty JWL students who have successfully finished the Diploma in Liberal Studies from Regis. The first students joining this programme are in Afghanistan and Jordan.

BACHELOR OF ARTS - Southern New Hampshire University (SNHU), Manchester, NH, USA

SNHU accepts 150 JWL students who have completed the Diploma in Liberal Studies with Regis University into an online Bachelor programme for a range of different Bachelors in competency-based learning. The first students joining this programme are in Dzaleka Camp, Malawi, and Kakuma Camp, Kenya.

BACHELOR IN SOCIAL WORK -

Salt Lake City Community College (SLCC), University of Utah, Salt Lake City, UT, USA

SLCC accepts five JWL students with the Diploma in Liberal Studies into their programme to study five courses and reach an Associate Degree (AA). Students with an AA may join the online BA and MA programme in Social Work at the University of Utah.

CERTIFICATE IN ENVIRONMENT, SUSTAINABILITY AND JUSTICE -

Newman Institute, Uppsala, Sweden

In collaboration with Newman Institute, JWL will offer stand-alone academic courses in the field of sustainable environment which will form a certificate in „Environment, Sustainability and Justice.“ JWL considers environmental sustainability to be of utmost importance and feels strongly this subject must be addressed by all communities.



Fr. Milroy, S.J., JWL Coordinator Sri Lanka

This community that Loyola Campus - JWL serves is the embodiment of the qualities and values exemplified in an Ignatian journey, and becomes a counter-cultural sign in promoting peace, harmony, reconciliation and justice. It is MAGIS at the MARGINS.



Fr. Orville, S.J., JWL Coordinator Afghanistan

Accompanying and mentoring the JWL Diploma students in Afghanistan to be future leaders and agents of social change in their communities.



Shiar (first on the left), JWL Coordinator Domiz Camp, Iraq

I love doing this work because it gives me the opportunity to play a part in preparing the future community leaders, to have amazing discussions with the students to feel the changes in their and my way of approaching the world.



Nadia (first on the right), JWL Coordinator Dzaleka Camp, Malawi

The JWL students in Dzaleka Camp bring hope and inspiration to their communities, and show the world that given the right opportunities, immense potential can be unlocked. They are my personal inspiration to be better, to be smarter, and to reach for the magis, because that is what I see them do everyday.



JWL Students in Kakuma Camp, Kenya.



JWL Students in Domiz Camp, Northern Iraq.

INFORMATION TECHNOLOGY 2017

Technology – Computers and Internet Access – seemed to be the principal challenge when JWL's pilot project started in Kakuma, Dzaleka and two years later, in Amman. Computer labs with 50-70 working stations using Microsoft multiple-point servers were set up in order to reduce the energy consumption per working place. The energy supply was solar-powered in Kakuma and Dzaleka. The internet was beamed by radio to the learning centre. This model worked well and the computers were of immense service. New learning centres of this type were established in Bamyan and Herat, and provided a prodigious space for intellectual work and interaction. But for some students it meant walking one hour or more to reach the centre which was open only from 8.00 am till 5.00 pm.

When JWL started in Domiz Camp, northern Iraq, it was granted access only to one container classroom with Internet access. This challenge pushed JWL to inventively rethink the model. A new concept was born: to equip each academic student with a tablet, a keyboard and a workplace with internet access.

INNOVATIONS 2018

Recent technological developments have made it possible to implement innovative solutions and make learning more effective. Students can study with their tablet at any time and in any place. Yet the students still come together several times a week, in the evening as in the case of Domiz, to discuss the reading material of their courses. Each student has already read the article at home and is prepared for questions, clarifications and discussions.

During 2018, JWL will equip all Academic students with laptops, and Professional and English Language students with small tablets, enabling them to study both online and offline with the laptop or tablet containing their course. New course material is now prepared in a format which can be read on a PC, tablet or smartphone. Technology drives JWL's learning model and brings high-quality knowledge and learning not just to individuals, but to their families, communities and remote areas.

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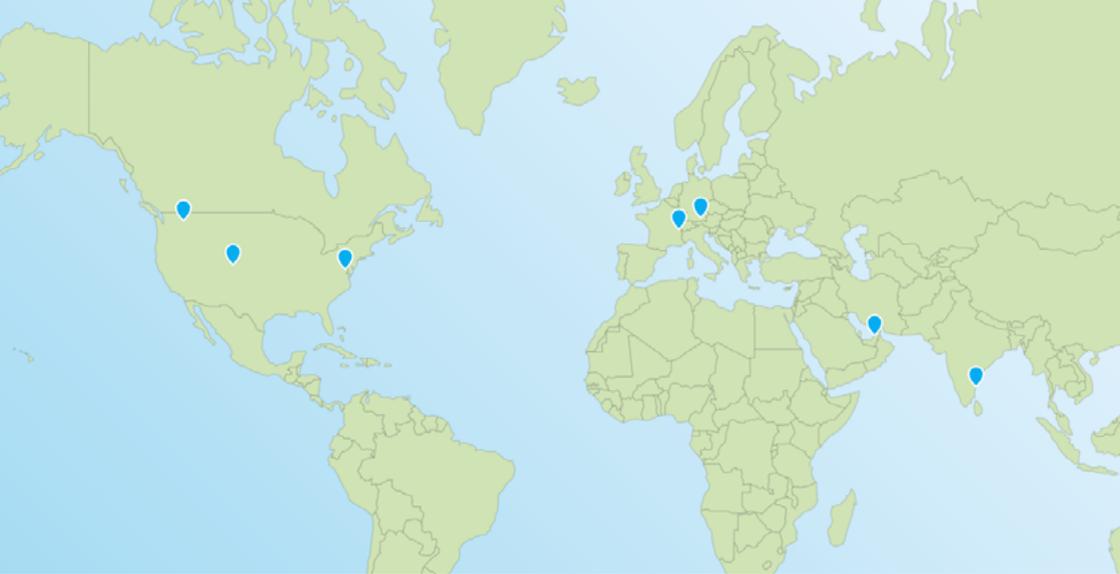
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A GLOBAL ORGANISATION

JWL has a light-flat structure, which enables it to be more flexible, scalable and transferable - setting its main focus on servicing those at the margins.

- ◆ **SPOKANE** Gonzaga University, Administration, Research
- ◆ **DENVER** Regis University, Diploma Liberal Arts Team, Course Design
- ◆ **WASHINGTON** Georgetown University, IT support for Academic courses, Administration USA, COO
- ◆ **CLEVELAND** John Carroll University, Academic Director Americas
- ◆ **MUNICH** Munich School of Philosophy, Academic Director Europe & Middle East, Chief of Staff HR, Communications, Course Production with Seitwerk (Uffing)
- ◆ **GENEVA** Head Office, Executive President & Vice President, Global Finance, Fundraising, Director of Global English Language
- ◆ **DUBAI** Middle East Operations and Fundraising
- ◆ **CHENNAI** Loyola College, CIO Information Technology, Student Systems support, Academic Director Asia

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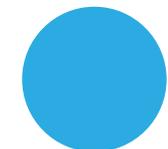
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IT Specialist



MS. TRACY JENKINS
Assistant Registrar

THE JWL ALLIANCE OF COLLABORATION

25%

LOCAL PARTNERS AND STUDENTS

The JWL model builds on collaboration and the sharing of responsibilities and costs. JWL engages only on invitation by Jesuit Provinces and Institutions, UNHCR and other partners. From the very beginning, JRS has been a strategic partner in the field. Local partners contribute the infrastructure of a community learning centre, Internet, local staff and the day-to-day running of the centre. Students at the margins receive education for free, but are encouraged to give back to their community, through teaching children or engaging in other community services. JWL is building its model ever more on community-based organisations formed by JWL graduates.

50%

DONORS AND FUNDING AGENCIES

Free Education, the goal set by St. Ignatius for the Roman College in 1551, can only be offered to the people at the margins if generous donors and private foundations support this cause. To deliver quality language and professional courses and in particular higher education involves costs. The blended online learning model of JWL brings the average costs per course far below the usual costs and makes the model scalable. Donors, foundations and public institutions who share this mission contribute financial resources. JWL builds its funding model on scholarships, the cost per course and per student.

25%

ALLIANCE OF UNIVERSITIES AND TECHNOLOGY

JWL is an alliance of Jesuit and other mission-aligned Universities. JWL students study a Diploma in Liberal Studies with Regis University and then move on to Creighton University for a BS or to SNHU for a BA. Students might also take courses with Newman Institute in Environment and Justice. The number of universities joining the JWL alliance is expanding to other parts of the world beyond the initial USA-based universities. Universities contribute a significant part in kind through technology, faculty members teaching for JWL, developing courses, vouching with their reputation and awarding course credits, a diploma and a Bachelor degree. Technology is key in allowing JWL to bring a university to the remotest community, to connect Jesuit Universities with the margins. JWL partners with the corporate world and draws on their solutions. Seitwerk is a key partner for production of JWL online courses and for finding new technological solutions.

LOCAL PARTNERS AND STUDENTS



DONORS AND FUNDING AGENCIES



UNIVERSITY AND TECHNOLOGY PARTNER



2017 FINANCIAL REPORT AND FORECAST 2018

During 2017, JWL successfully managed a year of transition that enabled us to build a base from which we can deliver our tertiary education to those at the margins. With the support of our generous donors, we were able to support increasing student numbers over the next three years with minimal additional overhead costs. We were able to direct more of our resources to supporting our partners in the field, both through establishing and running community learning centres (CLC) and through providing them with the educational content for the students.

JWL's 2018 budget targets providing education to over 4,500 students across 46 community learning centres. Whilst this may seem ambitious, we have already opened 11 of these new CLCs and another 6 are imminent, and our model of building up from the GEL programme ensures that the initial cost of new CLCs is kept to a minimum at the outset. Furthermore, the infrastructure that we have established in 2017 means we can provide this expansion with minimal increases in our overheads. Indeed, our Management & General expenditure is expected to drop to only 11% of our total budget with a further 2% for Fundraising.

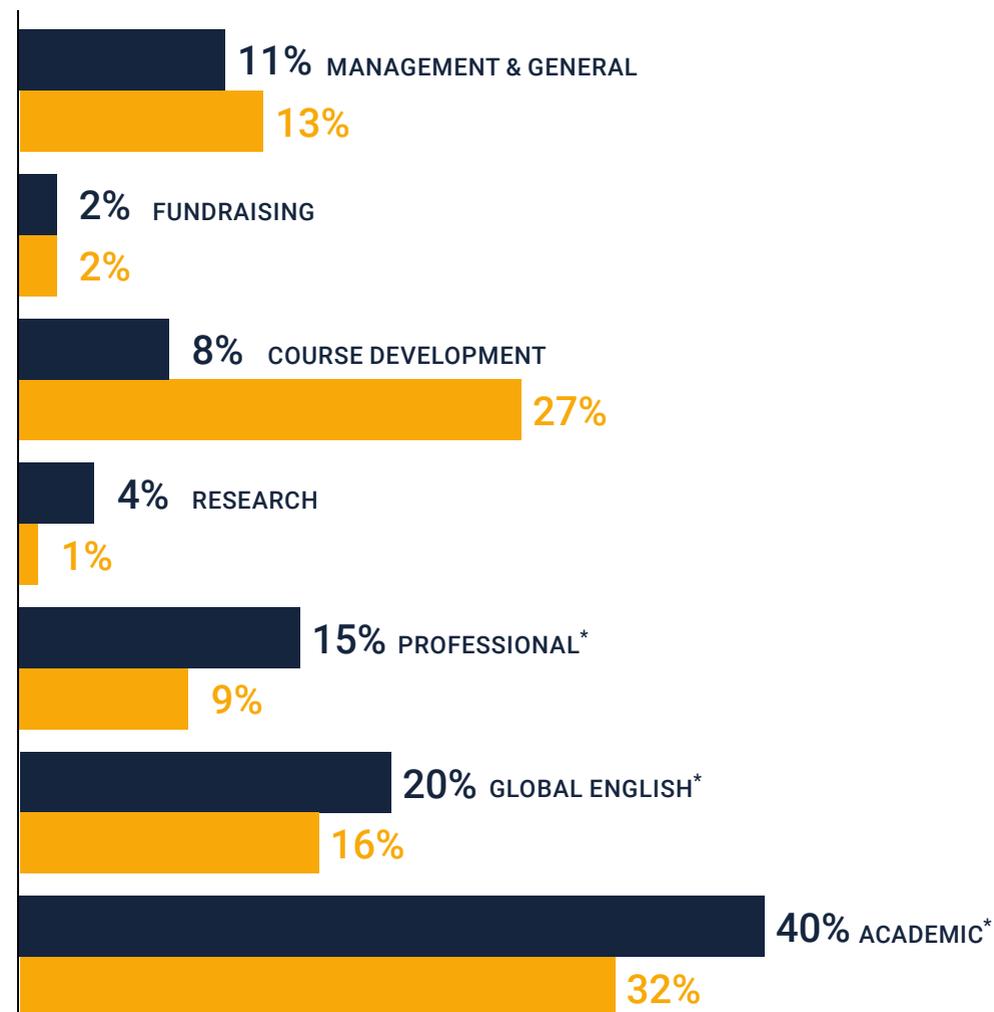
We are targeting delivery of over 6,500 GEL courses to over 3,000 students, approximately 850 Professional Certificate courses of six months each, and around 2,800 Academic modules to over 650 students. Our delivery model means that in 2018 the cost of educating a single student for a year will continue to reduce. The cost for a year of the GEL programme will be, on average, \$250 (2017: \$261), a six-month Professional Certificate will cost \$720 (2017: \$894), and an Academic Student will cost \$2,200 (2017: \$2,617) to support for the year. As we look to provide education to more students in 2019 and 2020, these costs will continue to reduce as we leverage the economies of scale offered to us by our strong base.

We finished the year with a net cash balance of \$945,000 and grants receivable of \$738,000, offset by accounts payable and accruals of \$251,000, giving us a net current asset balance of \$1,682,000. This, combined with further grants awarded in early 2018, will support 65% of our funding for 2018. We have made further proposals to cover the remaining 35% of the 2018 budget. We also have funding in place to cover over 10% of both our 2019 and 2020 budget.

2018 SEES INCREASED RESOURCES TO REACH MORE STUDENTS

2018 Total Budget of \$3.3M

2017 Revenue - \$2.8M | Expenditure - \$2.5M | Net Assets - \$3.7M (all unaudited)



* Expenditure directly for the provision of JWL courses to marginalised communities



JWL Students in Bamyan, Afghanistan

BECOME A SPONSOR OF JWL STUDENTS TO TRANSFORM A COMMUNITY

With your support, JWL can reach more students and help transform marginalised communities. The costs for a one year scholarship are:

\$ 250 GLOBAL ENGLISH LANGUAGE (3 LEVELS)

\$ 720 PROFESSIONAL COURSE

\$ 2200 ACADEMIC STUDIES (DIPLOMA, BA)

Your kind donation will change the lives of one or more students across JWL's global network.

Scholarships can be sent to our different JWL Accounts and Jesuit Development Offices.

SUPPORT US:

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

THANK YOU!

UNITED STATES

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

SWITZERLAND

Stiftung Jesuiten weltweit
Account number: 89-222200-9
IBAN: CH51 0900 0000 8922 2200 9
BIC: POFICHBEXXX
Purpose for payment: JWL Global

GERMANY

Jesuitenmission Nürnberg
Liga Bank
IBAN: DE61 7509 0300 0005 1155 82
BIC: GENODEF1M05
Purpose for payment: X81111 JWL

AUSTRIA

Menschen für Andere
Erste Bank
IBAN: AT94 2011 1822 5344 0000
BIC: GIBAATWWXXX
Purpose for payment: JWL Global



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HIGHER EDUCATION AT THE MARGINS