Jesuit Worldwide Learning provides higher education to young people at the margins of society, including forcibly displaced persons and those in conflict-affected regions. Our blended eLearning courses and local learning centres bring the university to marginalised communities, giving students access to high-quality tertiary programmes, creating a global community of learners and future leaders. Our blended eLearning model is cost-efficient and highly scalable. In 40 community learning centres across 20 countries, we have 4,000 students annually enrolled in more than 8,000 courses which are accredited by academic institutes from around the world.

Jesuit Worldwide Learning provides higher education to people at the margins of societies – be it through poverty, location, conflict, or forced displacement. JWL originated out of a digital education initiative founded in 2010 (then Jesuit Commons: Higher Education at the Margins) by an alliance of Jesuit colleges and universities from around the world. Since then, we have grown to over 40 community learning centres across three continents and 20 countries, and reached more than 10,000 students from 40 nations. We offer a stackable learning path of blended mobile eLearning programmes starting with Global English Language, certified professional programmes, academic certificates and a Bachelor programme. The global virtual learning groups span nations, cultures and religions. The JWL curriculum is global in its focus and scope. A refugee in northern Iraq might find herself in the same online world religions course as a young man in Myanmar, which is in turn taught by a professor in the US (for example). By bringing education to students where they live, we aim to foster the next generation of community leaders and help overcome some of the root causes of poverty and war. We offer the English Unlimited curriculum and the Linguaskill online test. The professional certificates such as the Peace Leader, the Learning Facilitator, Youth Sports Facilitator, eEducation Tools, Web Design, Management and Ecotourism courses, are credit bearing. Academic students are starting out an internationally recognised academic certificate in Liberal Studies and will then join the Bachelor of Arts in Sustainable Development, in partnership with Xavier University Bhubaneswar (India). As well as being academically rigorous, our programme is highly cost-efficient: one year and three levels in Global English amounts to USD 125; a six months professional course costs USD 375, and the degree programme costs per year and 10 courses USD 3,150; a full three-year blended eLearning Bachelor of Arts via costs USD 9,450. JWL is preparing a new programme in STEM – science, technology, engineering and mathematics.

“The education of critical, solution-oriented thinkers is the key to peace.”
- Fr Peter Balleis SJ, JWL Executive President
MEET OUR EXECUTIVE PRESIDENT

Fr Peter Balleis SJ grew up in rural southern Germany and joined the Jesuits after studying philosophy and theology in Munich. In 1984, he went to work and live in Zimbabwe. He spent four years studying in Kenya and Brazil. In 1994, he began work for the Jesuit Refugee Service. As International Director there from 2007 to 2015, he helped found the organisation that evolved into JWL, and in 2016 became our Executive President. His book *Behold the Man: The Temptations of Power and the Misery of the Refugees*, was published in 2017.
IN NUMBERS

- 4,000 Students
- 58% Female students
- 40 Learning centres
- 200 Professors
- 20 Countries
- 200 Countries
- 40 Learning centres
- 200 Professors

Students enrolled in 2020

<table>
<thead>
<tr>
<th>Category</th>
<th>Academic</th>
<th>Professional</th>
<th>Global English Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>635</td>
<td>1387</td>
<td>2051</td>
</tr>
</tbody>
</table>

Courses delivered in 2020

<table>
<thead>
<tr>
<th>Category</th>
<th>Academic</th>
<th>Professional</th>
<th>Global English Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3784</td>
<td>2815</td>
<td>2980</td>
</tr>
</tbody>
</table>
STORIES WAITING TO BE TOLD

1. HOW DOES EDUCATION TRANSFORM COMMUNITIES?

After learning together to transform the world, recent Diploma graduates in Afghanistan are now going out into the world to spread their knowledge and skills to make it happen, starting with their communities. They are organising themselves to establish new community learning centres in remote areas of the country which they will coordinate and, in some cases, also teach at. This is not uncommon amongst our alumni. From setting up IT schools to planning projects to educate and support women in developing their own businesses, our alumni do not lack drive.

2. FOSTERING HOPE AND SUSTAINABILITY

Environmental and social crises are affecting populations across the globe on a massive scale, particularly in fragile, conflict and post-conflict regions. Environmental sustainability is key to the future of humanity.

As of 2020 and in partnership with Xavier University Bhubaneswar (India) we now offer an accredited Bachelor of Arts in Sustainable Development, as well as a set of stand-alone academic courses centred around sustainable environments in partnership with the Newman Institute (Sweden).

Our new learning centre in Lethem (Guyana) serves members of the often excluded Macushi and Wapishana indigenous tribes. The first step is to bring students up to the level of English required for them to successfully embark on other programmes. The centre now runs the Learning Facilitator professional programme, as well as the BA in Sustainable Development (starting with a foundation in Liberal Studies).

3. TECHNOLOGICAL DEVELOPMENT TO AID MARGINALISED COMMUNITIES

Students’ learning experience in particularly volatile and war-affected countries can be improved using blended online learning. Graduate students experienced in online learning and who become learning facilitators in their communities can serve as models. JWL looks into how technology can enhance access to higher education in marginalised communities and help transform them.

4. CHRISTIAN COMMUNITIES: REBUILDING A CULTURE OF LIVING TOGETHER

Many Christian communities in northern Iraq were driven out by ISIS. With the terrorist group in retreat, the Christians who remain are trying to rebuild their communities. Noor and Nagham, two of our Diploma graduates, have returned to their hometowns in the Nineveh plains and established JWL learning centres, where they now also teach English.
EXPERT INSIGHT

Even if you are not reporting on JWL in particular, we are happy to provide information and opinions about refugees and refugee policy, education in the developing world, technology in the classroom, and more. Father Peter, JWL’s Executive President, is prepared to offer insights based on decades of experience working with refugees and other disadvantaged people – in Africa, South America, and Europe. His book about refugees and power was published in Germany in May 2017. He is a well-known figure in the NGO world and a popular interview subject in Germany and elsewhere in Europe.

He has been featured in publications including Die Zeit (Germany), The Independent (UK), and The Huffington Post (US), as well as interviews on German television networks ARD and MDR, and German radio BR radio. He has been invited to present at numerous expert workshops, seminars and conferences on refugees and bringing higher education to marginalised communities (“including the annual UNESCO mobile learning conference and the OEB Learning Technologies conference”). Furthermore, he has been featured in multiple international catholic online newspapers, across Europe. He is also a Board Member of the Waser Foundation.

CONTACT DETAILS
Fr Peter Balleis SJ
Email: peter.balleis@jwl.org
Mobile phone: +49 173 453 1203
Jesuit Worldwide Learning draws on 470 years of the Jesuit education tradition (an integral formation of the head, heart and hands), in service of poor and otherwise marginalised communities. We are a work of the future Central European Province of the Jesuits (2021, combining the former Jesuit Provinces of Austria, Germany, Lithuania, and Switzerland).

The Four Jesuit Universal Apostolic Preferences provide a point of reference for the whole Society of Jesus. They inspire and guidance us in our current works and future activities.

1. **WALKING WITH THE EXCLUDED**
   We walk with socially and geographically marginalised communities, including forcibly displaced persons, conflict-affected communities, tribal communities; with people deprived of their freedom and dignity, and especially with women. We focus on regions and countries with a low Human Development Index, with low levels of education and often high levels of conflict, social and environmental degradation.

2. **JOURNEYING WITH YOUTH**
   We journey with young people in the creation of a hope-filled future. We accompany youths in excluded communities, facilitating high-quality tertiary education through blended mobile learning, using innovative methodology and learning technologies – on devices which they use – enabling them to study in low-connectivity contexts, learning anytime, anywhere.

3. **CARING FOR OUR COMMON HOME**
   We promote – through education – a global conscience about the value of creation, care for our common home, and environmental and social sustainability, and in so doing also contribute to achievement of the UN Sustainable Development Goals (SDGs).

4. **SHOWING THE WAY FROM SELF-CENTREDNESS INTO OTHER-CENTREDNESS**
   We foster critical thinking, creating an intellectual environment that favours free personal processes, independent of social, ethnic or religious pressure. All courses are designed along the principles of Ignatian pedagogy to encourage transformative, action-oriented learning. We foster students’ spiritual dimension in their own specific culture and belief systems by offering courses of interreligious, intercultural ethical values and dialogue of mutual respect, forming *men and women for others*.
“The best for the least.”

FATHER FRANCIS XAVIER SJ
Former Vice President
for Academics and Research
BREAKING BARRIERS

Poor and otherwise marginalised persons face numerous barriers to accessing higher education. We break these barriers to enhance equitable access to education, foster open and global-mindedness, and community-oriented education.

**JWL WANTS TO BREAK THESE BARRIERS**

### FINANCIAL & ECONOMIC BARRIERS

**HIGH COSTS & GLOBAL TRENDS OF MARKETISATION:**
- Education as a big business & market product
- Unaffordable costs of private education
- Unsustainable & unscalable model
- Exclusion of poor from higher education

### ACCESSIBLE & SUSTAINABLE HIGHER EDUCATION

- Cost sharing model
- Economy of scale
- Mobile learning makes higher education scalable to meet the needs of the youth today
- Education as common good & human right

### CULTURAL & POLITICAL BARRIERS

**EXCLUSION & CLOSED MINDEDNESS**
- Cultural & religious exclusion of females
- Ethnic exclusion of communities
- Individualistic & competitive worldview
- Political oppression & “surveillance capitalism”
- Racist & nationalist closed mindedness

### EQUITABLE ACCESS TO HIGHER EDUCATION & OPEN MINDSETS

- Gender balance of students
- Community oriented & based higher education
- Learning together to form men & women for others to transform their communities
- Liberal studies fostering critical, creative value based thinking
- Transformative Jesuit pedagogy
- Open mindedness & global thinking

### GEOGRAPHIC & CONNECTIVITY BARRIERS

**CONTEXTUAL WALLS & BARRIERS**
- Geographic remoteness & isolation
- Conflicts & forced displacement
- National borders & education system
- Campus walls of university
- Limited connectivity (internet)
- INGO model of delivery

### HIGHER EDUCATION WITHOUT WALLS & BOARDERS

- Bringing the university into the village, to indigenous communities, refugee camps & conflict zones.
- Global learning space and virtual classroom
- Global & mobile higher education without walls
- IT solutions of on/off line learning at the margins
- Student lead learning through learning facilitators and no layers of INGOS
COLLABORATION

JWL is a global alliance of Jesuit and like-minded universities, organisations and institutions. Collaboration is crucial to the realisation of our common goal of providing underserved communities with transformative education and fostering a more peaceful and humane world. It is because of these strategic partnerships that our work is possible. Through this combined effort, we are able to reach students in challenging contexts, and our work translates into meaningful impact on students and their communities. Our five groups of partners are:

TECHNOLOGY PARTNERS
- Hardware
- Software
- Course design & production

UNIVERSITIES
- Knowledge
- Professors
- Accreditation

STUDENTS
- Commitment
- Ownership
- Service

FINANCIAL PARTNERS
- Time
- Talent
- Treasures

OPERATIONAL PARTNERS
- Infrastructure & management of community learning centres
- Accompany students at the margins
- Facilitate student learning
INNOVATIVE TECHNOLOGY

JWL HeLP is a unique digital learning environment adapted to the special needs of our students – whose realities often mean little or no internet connectivity, lack of or irregular power supply, and long distances to reach the learning centres. Developed in 2017 in partnership with Seitwerk GmbH, this unique Learning Management System (LMS) provides interactive and engaging education material. It includes a component which work both on and offline, enabling students to study anytime, anywhere, with a wealth of resources at their fingertips.

JWL HeLP & Components

JWL Onsite Learning Centre

Laptops / Tablets
The Local Devices
online & offline

Course Data

Student & Course Data

SAINT
LMS

Laptops / Tablets
The Local Devices

internet + electricity

JWL WiFi
Educational Course
RACHEL Library

Android & Windows Applications

- Download Course
- Study offline

Student Information System

Enables Worldwide Learning

All Activities at One Place
- Educational Material & Course
- Videos
- Audios
- Assignments
- Gradebook
- Global Classroom

Communication Platform for Students & Facilitators

Student Information System

Track & Manage Student Data
- Course Registration & Management
- Student Schedules
- Student History
- Generate Reports
- Administer Student Information
STACKABLE LEARNING PATH

JWL offers a stackable learning path which includes a Global English Language programme, professional certificate programmes, and academic programmes including degrees from internationally recognised universities.

GLOBAL ENGLISH LANGUAGE PROGRAMME

Global English Language (GEL) is a high-quality English language programme following the English Unlimited curriculum at six levels, from beginner to advanced, using the internationally recognised Common European Framework of Reference for Languages. Students sit the online Cambridge English Placement Test at the start to help place them in the correct level and the Cambridge Linguaskill test at the end. Face to face lessons are combined with a comprehensive independent study programme. Students take two years to complete all six levels and they receive a GEL certificate at the end, equipping them for the next important step in their education.

FOUNDATIONAL PROGRAMME IN LIBERAL STUDIES

Liberal studies provide an excellent foundation for the challenges and opportunities that students will encounter in their personal and professional lives. Students learn to study within and across disciplines and to view the world and issues from different perspectives. Liberal studies offer not only a wide array of subjects but also promote skills that help us better understand the world and our place in it. An educated person should have knowledge of many different subjects and demonstrate a variety of skills; liberal studies guarantee this. The certificate in Liberal Studies is awarded by Xavier University Bhubaneswar (India).
JWL Professional Certificate Programmes are typically six-month programmes specifically designed to equip the participants with necessary skills to fill identified needs in their local context. These programmes are certified by Jesuit and other mission-aligned higher education institutions and follow The European Credit System for Vocational Education and Training (ECVET).

- Youth Sports Facilitator - Catholic University of Eichstätt Ingolstadt (Germany)
- Learning Facilitator - Catholic University of Eichstätt Ingolstadt (Germany)
- eEducation Tools - Catholic University of Eichstätt Ingolstadt (Germany)
- Peace Leader - Hekima University College (Kenya)
- Creative Writing and Web Design - St Joseph’s College Bangalore (India)
- Business Management - St Joseph’s College Bangalore (India)
- Ecotourism - School of Hospitality and Tourism Management Santi Ignasi HTSI (Spain)
- Microsoft Excel - Microsoft Academy Test

ACADEMIC CERTIFICATE AND BACHELOR PROGRAMMES

- Sustainable Environment, 5 standalone courses - Newman Institute (Sweden)
- Certificate in Liberal Studies - Xavier University Bhubaneswar (India)
- Bachelor of Arts in Sustainable Development - Xavier University Bhubaneswar (India)
- Bachelor of Science in Leadership - Creighton University (USA)
- Bachelor of Arts in Management - Southern New Hampshire University (USA)
Kenya: Kakuma Refugee Camp
Malawi: Dzaleka Refugee Camp
Jordan: Amman
Afghanistan: Bamyan & Herat
Myanmar: Taunggyi
Sri Lanka: Loyola Campus in Vavuniya, Hatton, Trincomalee, Mannar, Batticaloa, Malaithivu
Iraq: Erbil, Domiz Refugee Camp, Khankan IDP Camp
India: Kerala, Tamilnadu, Delhi
Nepal: Kathmandu
Philippines: Bendum
Zambia: Zambezi
Afghanistan: 5 centres across Daikundi & Ghor Provinces
Togo: Lomé
Central African Republic: Bangui
Democratic Republic of Congo: Kinshasa
Iraq: Bartella, Qaraqosh, Al Qosh
Guyana: Lethem
Thailand: Bangkok, Chiang Rai
Rwanda: Nyabirheke, Gihembe, Kiziba, Mugombwa, Kigeme, Mahama
Uganda: Alere, Ayilo, Boroli, Maaji, Nyumanzi, Pagirinya
Chad: Guereda
South Sudan: Rumbek
**MEET A STUDENT**

**Keth** was among the very first graduates of the Youth Sports Facilitator professional certificate programme, in Kakuma Refugee Camp (Kenya). She established the first volleyball team for women and girls within the camp which wound up uniting two rival tribes, and now runs a second team! Challenges remain and Keth needs support, but she is confident in her ability to be a coach for girls. Previously set on becoming a businesswoman, Keth has now set her sights on becoming a teacher and will be seeking more educational opportunities to obtain the necessary skills to realise this objective.

**MEET A PROFESSOR**

**Dr Marina Tsoi** is Korean by origin, was born in the Former Soviet Union, grew up in Kyrgyzstan, speaks 6 languages, and now lives in Germany. "**In one word – I am multicultural,**" she told us. "**I know it first hand, what problems communities at the margins of societies encounter.**"

Dr Tsoi studied International Relations, Political Science and History in Bishkek (Kyrgyzstan) and Eichstätt (Germany), and holds a PhD in political science from the Catholic University of Eichstätt-Ingolstadt (KU). She has worked at the International University in Central Asia in Tokmok (Kyrgyzstan), first as lecturer and then as Head of the International Relations programme, before returning to Germany in 2010 as a lecturer at KU. She is also the Project Coordinator at KU for the JWL Learning Facilitator professional course – further developing content as a Subject Matter Expert – and Lead Faculty for the course.

Although aware of education’s important role in achieving sustainable development—the need for this particularly in refugee and other marginalised communities, it was "**only having started teaching the course for students from India, Sri-Lanka, Myanmar, Afghanistan and Malawi, have I practically understood the importance of education and the necessity of the work that JWL and its partners are doing offering vocational courses.**"

**MEET A GRADUATE**

**Noor** is a graduate of the Liberal Studies programme in Northern Iraq how has since returned to her hometown of Bartella. There, she established a JWL learning centres which she runs and is currently facilitating the Global English Language Programme.

"**We need to rebuild our society. It’s not just about buildings,**" she says, adding that, "**We need to enhance ourselves – to educate – and I think I can help people to learn more, to be open to other cultures, to other societies’ traditions. This is the way we can rebuild our community.**"
STRATEGIC PRIORITIES 2021 – 2025

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

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

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

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

5. ORGANISATION
To develop a sustainable operational model and governance reflecting a global Jesuit Organisation.
As JWL celebrates a decade of online higher education at the margins, this report reviews and reflects upon this journey, unpacking trends and lessons learnt, in order to strengthen efforts for the next decade.

JWL and its community learning centres have experienced challenges related to the COVID-19 pandemic and the organisation had to rapidly adapt in order to ensure students continued learning. This report notes challenges faced, solutions implemented and opportunities identified, with a special focus on academic and professional programmes between March and July 2020.

The purpose of the landscape review is to provide a comprehensive mapping of programmes providing higher education for refugees. The review functions as a standalone resource but is best read in conjunction with the associated report titled ‘Higher education for refugees in low-resource environments: research study’.

This report presents the findings from a year-long research study which analyses different approaches to providing higher education for refugees. The research study is best read in combination with the associated report titled ‘Higher education for refugees in low-resource environments: landscape review’.
PARTNER LIST

**UNIVERSITIES**

- Katholische Universität Eichstätt-Ingolstadt
  www.ku.de
- Creighton University, USA
  www.creighton.edu
- Georgetown University, USA
  www.georgetown.edu
- Hekima University College, Kenya
  www.hekima.ac.ke
- Newman Institute, Sweden
  www.newman.se
- Regis University, USA
  www.regis.edu
- Saint Joseph’s College Bangalore, India
  www.sjc.ac.in
- School of Tourism and Hospitality Management Institute Sant Ignasi – HTSI, Spain
  www.htsi.url.edu
- Xavier University Bhubanewsar, India
  www.xub.edu.in

**ORGANISATIONS**

- Seitwerk GmbH
  www.seitwerk.de
- Fujitsu
  www.fujitsu.com
- AFB Social Green & IT
  www.afb-group.de
- UNHCR
  www.unhcr.org
- Jesuit Refugee Services
  www.jrs.net
- Jesuit Provinces
  www.jesuits.global
DONORS

- Bayerischer Landtag
  www.bayern.landtag.de

- Bistum Augsburg
  www.bistum-augsburg.de

- Jesuiten Weltweit
  Austria and Germany
  www.jesuitenmission.de

- Leopold Bachmann Foundation
  www.lb-foundation.ch

- Missio
  www.missio.com

- Open Society Foundations
  www.opensocietyfoundations.org

- U.W. Linsi Foundation
GOVERNANCE

FOUNDING BOARD

Fr Dr Christian Rutishauser, SJ
JWL President

Fr Dr Michael Garanzini SJ
JWL Vice-President, Chair of the GAB, AJCU President, USA

Dr Wolfgang Palaver
Delegate of Austrian Provincial

Fr Dr Philip Geister, SJ
Rector, Newman Institute, Sweden

DDr Johannes Wallacher
President, Munich School of Philosophy, Germany

Fr Toni Kurmann, SJ
JWL Treasurer

Fr Dr Vidmantas Simkunas, SJ
Provincial of Lithuanian & Latvian Province of the Society of Jesus

Fr Bernhard Bürgler SJ
Incoming Provincial of ECE
GLOBAL ADVISORY BOARD

Fr Dr Michael Garanzini SJ
JWL Vice-President, Chair of the GAB, AJCU President, USA

Mr Judd Nicholson
Vice-President, Georgetown University, USA

Dr Thayne McCulloh
President, Gonzaga University, USA

Fr Dr Daniel Hendrickson, SJ
President, Creighton University, USA

Fr Dr John Fitzgibbons, SJ
President, Regis University, USA

Fr Dr Antony Uvari SJ
Vice Chancellor, Xavier University Bhubaneswar, India

Ms Tanja Birkholz
SCHUFA Holding AG, Germany

Fr Dr Pedro Walpole SJ
Global Coordinator Ecojesuit, Environmentalist, Field partner, Philippines

Prof. Dr Gabriele Gien
President, Catholic University Eichstätt-Ingolstadt, Germany

Dr Cheok Peng Lim
Senior Advisor, Director, Singapore

Dr Thayne McCulloh
President, Regis University, USA

Fr Dr Joseph Maria Christie SJ
Secretary for Higher Education, Jesuit Curia Rome, India

GLOBAL LEADERSHIP TEAM

Fr Peter Balleis, SJ
Executive President

Dr Stefan Hengst SJ
Executive Vice-President

Dr Saraswathi Janaki
Global Registrar & Chief Information Officer

Mr Armando Borja
Chief of Operations & Finance & CEO of JWL, USA

Ms Christa Bathany
Chief of Staff & CEO of JWL Förderverein e.V.

JWL USA
Jesuit Worldwide Learning USA, as a 501 c(3) entity organized in the State of Washington in the United States of America has a Board of Directors comprising. Fr. Dr. Michael Garanzini, S.J., Fr. Peter Balleis, S.J, Fr. Dr. John Fitzgibbons, S.J., Fr. Dr. Daniel Hendrickson, S.J., Dr. Dave Lambert, Dr. Susan Malisch, Dr. Thayne McCulloh and Mr. Judd Nicholson.

JWL GERMANY
Growing Global Higher Education at the Margins

UNDERSTANDING JWL'S BLENDED MOBILE LEARNING MODEL

Growing Global Higher Education at the Margins presents JWL in the form of a course, using the imagery of a tree (roots, trunk, and crown), providing you with an in-depth experience of JWL's unique mobile blended learning model.

Click here