



Jesuit Worldwide Learning

Higher Education at the Margins



**ANNUAL
REPORT**
2025

**STRATEGIC
FRAMEWORK**
2026-30

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Stability and Resilience

In midst of the global turmoil of 2025, JWL student numbers remained amazingly stable, as in the previous year, at over 13,000. While other organisations closed down in the face of financial and political crisis, JWL and its students resisted and found solutions to keep education going.

The resistance of female students is particularly impressive. Young women and girls in excluded communities face additional layers of discrimination which deny them their human rights – including the right to education – hindering the realisation of their full potential and aspirations. In one instance, despite the closure of their local organisation partnering with JWL in a country known for the exclusion of young women from education, these students reorganised themselves into home-based learning groups and continued their studies. In 2025, 57% of JWL’s global learning community were female students.

2025 was also the year in which the organisation reached a plateau of consolidation, having achieved almost all objectives (and over-performed in most) set by its 2020 – 2025 Strategic Framework, reaching more students, more places and offering a greater diversity of programmes than expected. Another important step in this process was the standardisation of academic programmes, applying the UNESCO International Standard Classification of Education (ISCED).

This Annual report also looks towards the future, presenting the Strategic Framework 2026-2030, approved by JWL’s Founding Board and Global Advisory Board at the end of January 2026.

I would like to express my sincere thanks to all JWL students who find this offer of the ECE Province so helpful, and who keep it going. I also thank all Jesuit Provinces, Jesuit and mission-aligned universities, and other partner institutions for their contribution. I hope that the goals and objectives of the Strategic Framework 2026- 2030 will further strengthen JWL as an instrument of the global Society of Jesus in service of the Universal Apostolic Preferences, accompanying and serving excluded communities and youth through quality higher education.



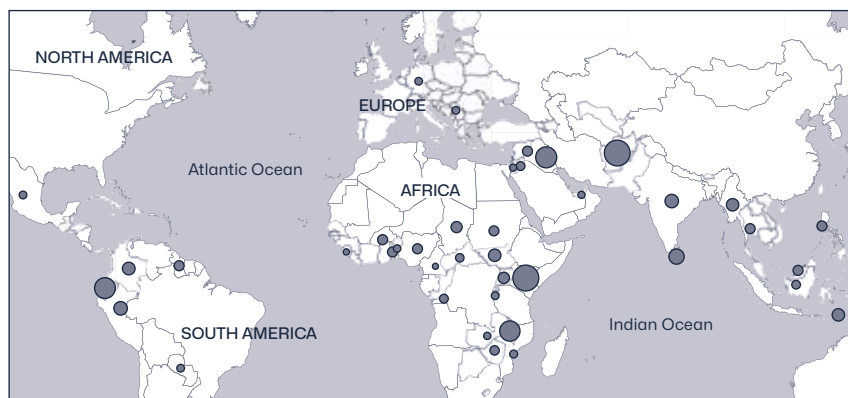
Fr Thomas Hollweck, SJ
President of JWL,
Provincial of the Central
European Jesuit Province (ECE)



Worldwide Community of Learners in 2025

JWL provides higher education opportunities for youth in excluded communities, such as Indigenous communities, forcibly-displaced persons, and persons with disabilities. Women in these communities face additional layers of discrimination and exclusion. Over the years, JWL has engaged in efforts to reach out to these young women and encourage them to pursue higher education, which can be a lifeline.

In 2025, JWL's global community of learners was comprised of 57% female students. They grow in confidence, find their voice, and serve as role models for young women and girls – and their communities as a whole. Gender balance varies by programme and location. JWL's efforts to encourage young women to enrol in tertiary programmes will continue, aiming for at least 50% female enrolment in each programme and community learning centre.



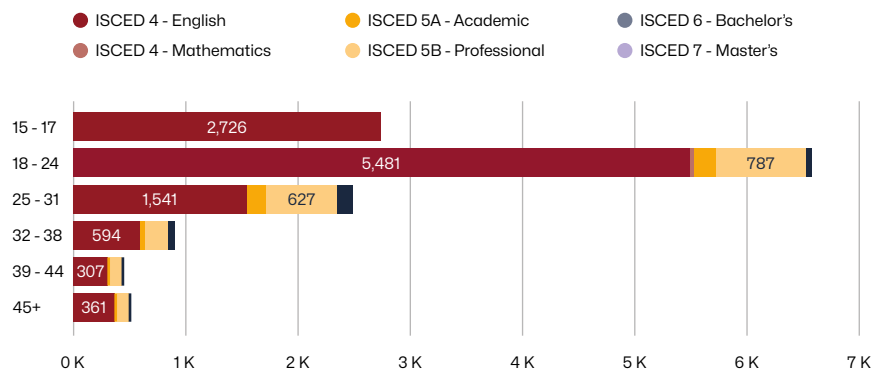
57%
FEMALE
STUDENTS



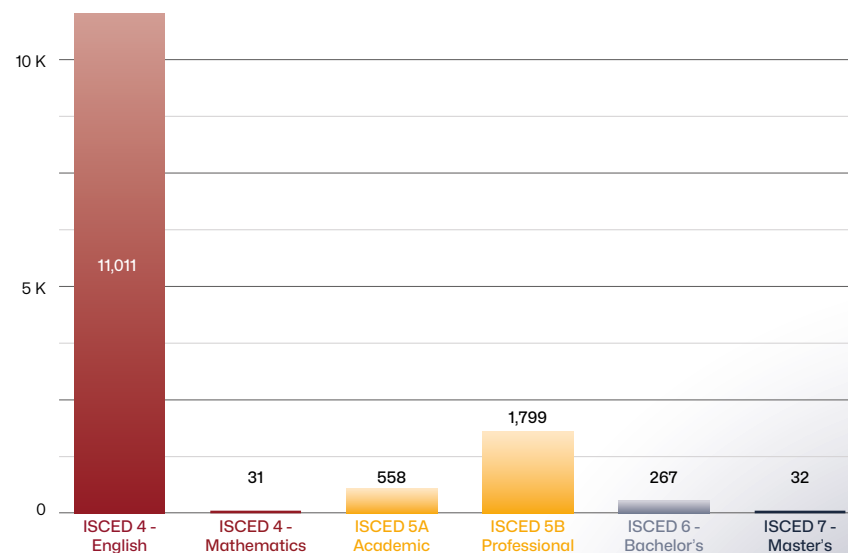


Age Distribution by Programme 2025

Many young women are unable to pursue tertiary education and professional opportunities due to multiple barriers, including institutionalised social exclusion, and a lack of English language skills. Reaching them after secondary school delays access to these opportunities. JWL therefore offers the Global English Language programme to excluded young women aged 15-17, to encourage and support them in preparing their future.



Global Student Enrolment by Programme 2025



International Standard Classification of Education (ISCED)

UNESCO's International Standard Classification of Education (ISCED) provides a globally agreed framework for categorising education programmes and qualifications, enabling cross-national comparison of education systems.

ISCED 8 - Doctoral or equivalent Level

ISCED 8 - JWL Doctoral Collegium members are enrolled at universities and conducting research on JWL's model.

ISCED 7 - Master's or equivalent Level

Programmes designed to provide advanced academic or professional knowledge, skills and competencies leading to a second tertiary degree or equivalent qualification.

ISCED 7 - Ethics of Intercultural Dialogue (Core Module)

ISCED 6 - Bachelor's or equivalent Level

Programmes designed to provide intermediate academic or professional knowledge, skills and competencies leading to a first tertiary degree or equivalent qualification.

ISCED 6 - BA in Sustainable Development • BA in General Studies with a concentration in Computer & Information Systems

ISCED 5A - Academically oriented short-cycle tertiary education

ISCED 5B - Professionally oriented short-cycle tertiary education

Short first tertiary programmes that are typically practically-based, occupationally-specific and prepare for labour market entry. These programmes may also provide a pathway to other tertiary programmes.

ISCED 5A - Certificate in Liberal Studies • Certificate in Environmental Sciences • Pre-STEM

ISCED 5B - Learning Facilitator • Educational Innovation and Leadership • Reimagining Democratic Foundations for Peace • Ethical and Effective AI Use • Community Based Ecotourism • Peace Leader • Interreligious Cooperation for Peace • Creative Writing and Web Design • Business Administration • Liderazgo de Paz (ES) • Ecoturismo (ES) • Agroecology • Social Work

ISCED 4 - Post-secondary non-tertiary education

Programmes providing learning experiences that build on secondary education and prepare for labour market entry and tertiary education. The content is broader than secondary but not as complex as tertiary education.

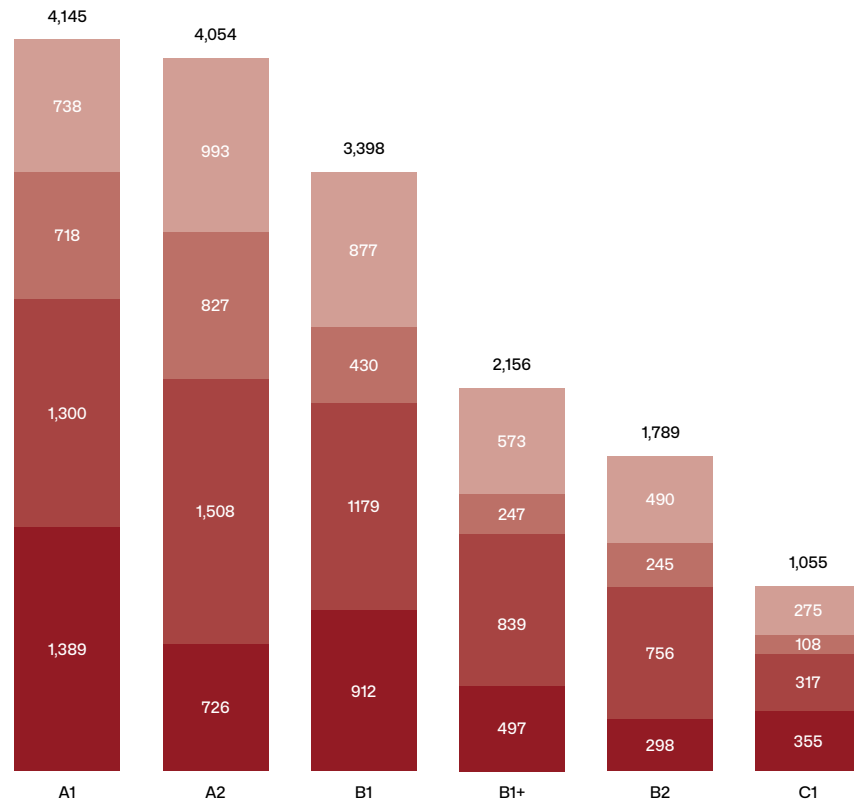
ISCED 4 - Global English Language • English Unlimited A1, A2, B1, B1+, B2, C1 • English Unlock B1+, B2, C1 • English for the Workplace • Online Mathematics Bridging Courses

ISCED 4 – Global English Language



Current Number of Students

● Active ● Completed ● Failed ● Withdrawn



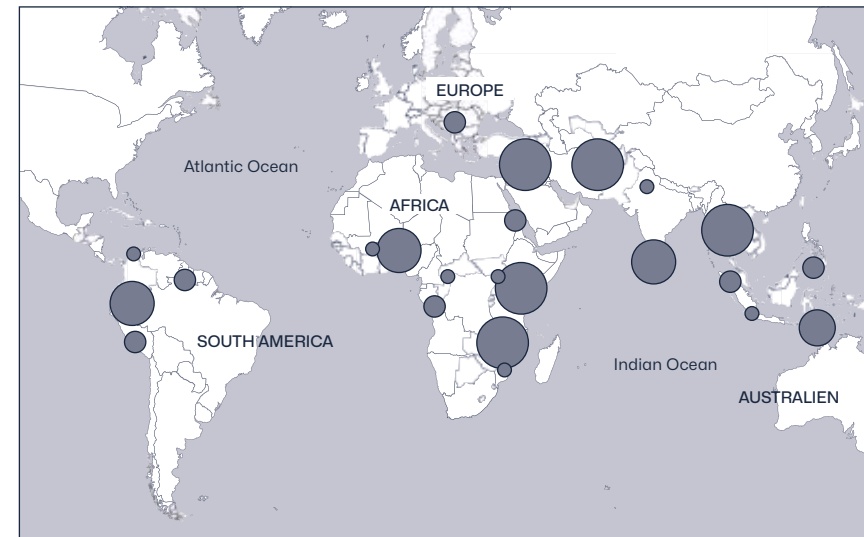
60%
FEMALE
STUDENTS

11,011
Students

17,398
Courses

97
Community
Learning
Centres

1.58
Courses per
Student



ISCED 5B – Professional Short Cycle Tertiary Education

Current Number of Students

● Active ● Completed ● Failed ● Withdrawn



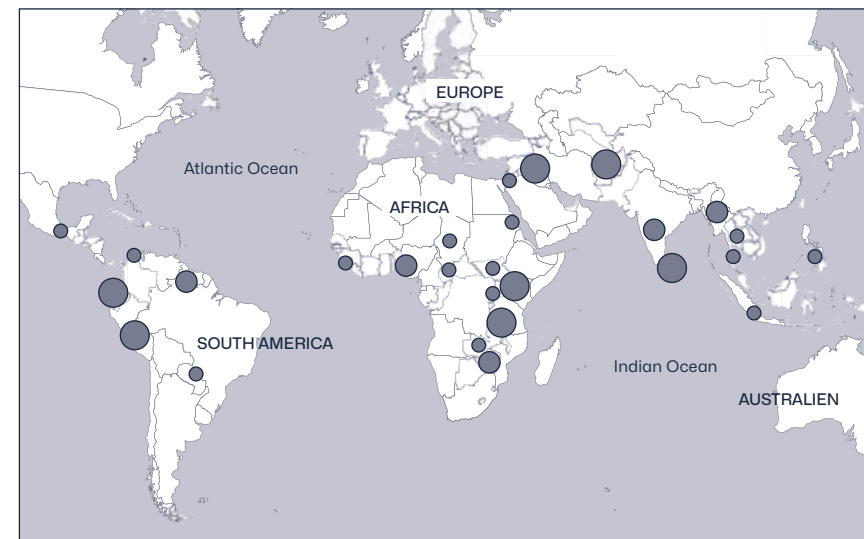
44%
FEMALE STUDENTS

1,799
Students

4,153
Courses

81
Community Learning Centres

2.31
Courses per Student



ISCED 5 A – Academic Short Cycle Tertiary Education

Certificate in Liberal Studies (one year)



35% FEMALE STUDENTS

423

Students

2,516

Courses

25

Community Learning Centres

5.95

Courses per Student

Certificate in Environmental Science (one year)



23% FEMALE STUDENTS

48

Students

135

Courses

6

Community Learning Centres

2.81

Courses per Student



Pre-STEM (one year)



88

Students

407

Course Enrolments

4.6

Courses per Student



25% FEMALE STUDENTS

ISCED 6 – Bachelor of Arts in Sustainable Development



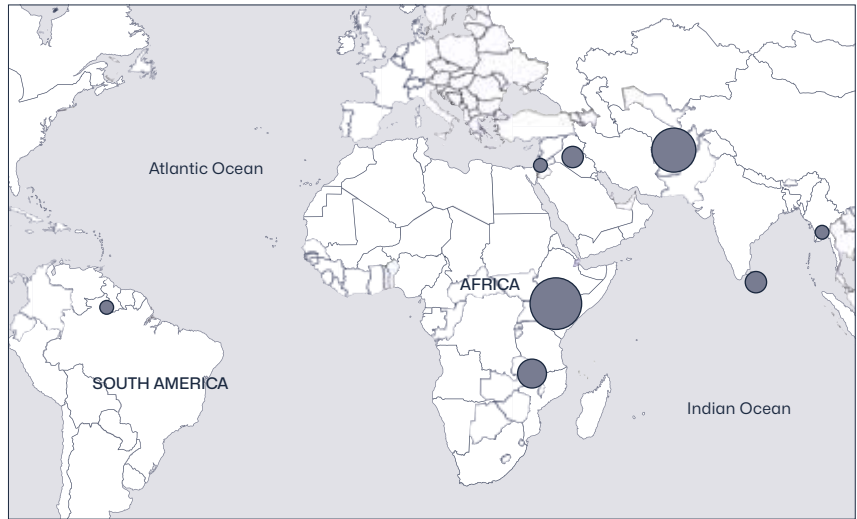
31%
FEMALE STUDENTS

267
Students

1,905
Courses

20
Community Learning Centres

7.13
Courses per Student



ISCED 6 – BA in General Studies with a Concentration in Computer and Information Systems

22%
FEMALE STUDENTS



SAINT LOUIS UNIVERSITY
EST. 1818

87
Students

563
Course Enrolments

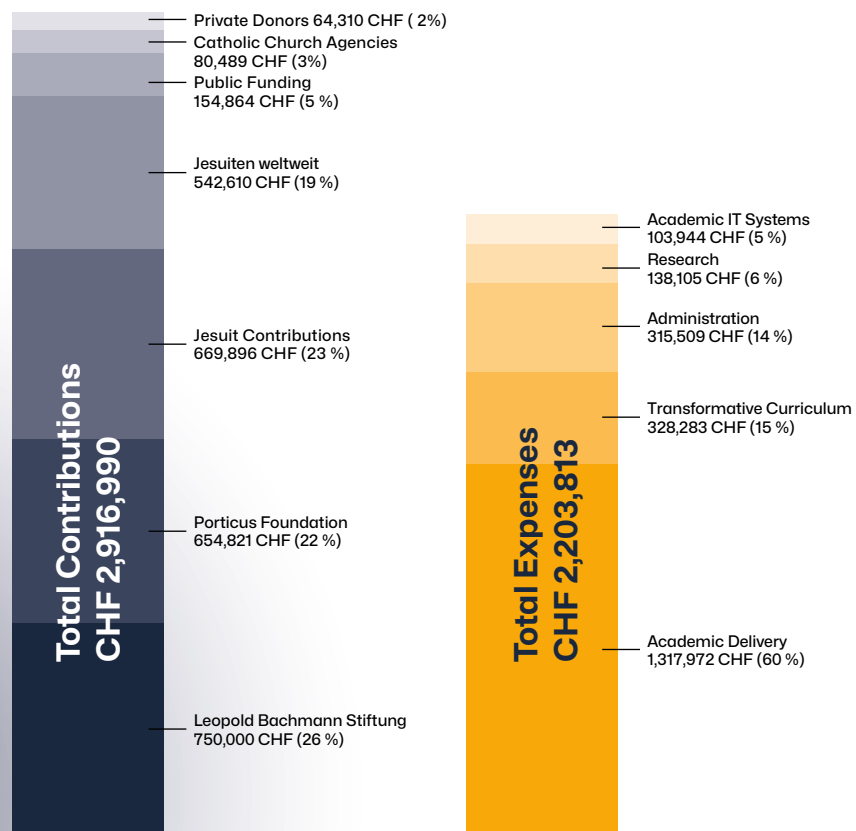
3
Community Learning Centres

6.47
Courses per Student

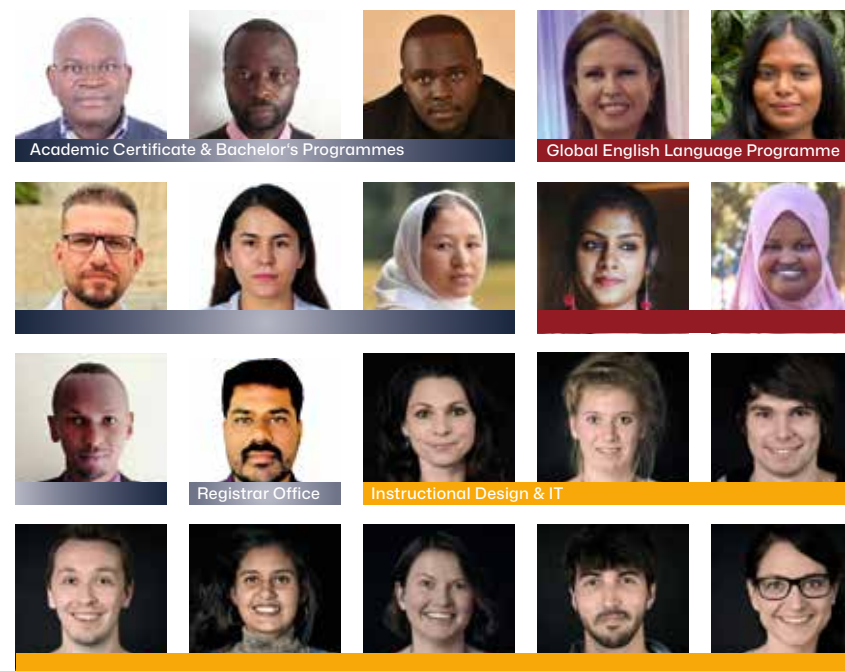


Financial Resources 2025

JWL has transitioned its reporting currency from USD to CHF, reflecting the increasing proportion of grants denominated in Swiss francs. The difference between total contributions and total expenses is due to increased contributions from Jesuit sources and Jesuiten weltweit since funding from two major donors who have played a decisive and generous role in bringing JWL to its current level of maturity, will significantly be reduced from 2026 onwards. We remain deeply grateful for their long-standing support. The significant carry-over will help to secure the academic delivery in 2026.



Human Resources 2025





**STRATEGIC
FRAMEWORK
2026-2030**

OUR VISION

**Learning together as a global community,
acting for peace and human dignity**

OUR MISSION

In a fragmented and vulnerable world, JWL delivers quality higher education to excluded youth and serves as a global platform where universities and students come together in solidarity and service to marginalised communities. In collaboration with mission-aligned partners, JWL creates inspiring solutions for peace, grounded in hope, human dignity, socio-ecological justice, and the freedom of the mind and heart.



“One of the consequences of the profound transformations that we are experiencing in this change of epochs is the broadening and diversification of the margins of society and of the socially excluded men and women who live at the margins. A university of the Society of Jesus is called to discover and interact with the margins of society. As a plural space fostering dialogue and deep understanding of historical, personal, and intellectual processes, the university is a privileged space for the exercise of human freedom, freedom to seek and to find, through research and teaching, paths of social transformation. It is a space where the evangelical message of liberation can contribute to finding better paths toward new life in the midst of the uncertainties and hardships of the daily realities that exhaust so many men and women. It opens space for hope.”



Fr General Arturo Sosa, SJ
IAJU Conference, Bogotá, 1 July 2025

Photo © International Association of Jesuit Universities



STRATEGY ONE

To collaborate with and enable Jesuit and mission-aligned universities to connect with the margins of society, and to create a space for the exercise of human freedom through research and teaching paths of socio-ecological transformation and hope.

OBJECTIVE ONE: JWL focuses on forcibly displaced persons, Indigenous communities, minorities, women who experience gender-based discrimination, oppressed communities, and persons with disabilities, and creates a bridge between Jesuit and mission-aligned universities and the margins of society to overcome exclusion from higher education.

OBJECTIVE TWO: JWL strengthens university collaborative mechanisms to ensure academic accreditation and guarantee uninterrupted student completion of academic programmes. The standardisation of academic processes requires the establishment of a Curriculum Advisory Committee. Close collaboration among all JWL partnering universities is key to this objective.

OBJECTIVE THREE: JWL fosters a student-led global community of learners who create appropriate spaces in their cultural and political contexts to exercise human freedom, dialogue, socio-ecological transformation, and hope.

OBJECTIVE FOUR: JWL builds on the work of the Commissio Mixta of the Jesuit Conference of African and European Provincials and the initiative of the Kircher Network for responding to the invitation of the Jesuit Provincials of Africa who “have expressed genuine interest in the development and strengthening of JWL on the continent. There is a shared conviction that JWL represents a vital apostolic response to the educational needs of displaced and marginalised populations in Africa, and a strong desire to see African Jesuits more actively involved in shaping its future in establishing a more concrete and structured link with JWL through our university and higher education structures. We see significant potential for collaboration, especially in the areas of online learning, academic governance, quality assurance, and the formation of faculty and leadership for emerging Jesuit higher education initiatives in Africa.” (Fr José Minaku Lukoli, SJ, JCAM President).

OBJECTIVE FIVE: JWL responds to the late Pope Francis’ call to contribute to the creation of an Amazonian University where “research, education and extension activities should include ... environmental theory along with the wisdom of the peoples living in the Amazon ... Teacher training, teaching and educational materials should respect the customs and traditions of Indigenous peoples ... We ask the Catholic universities of Latin America to help in the creation of the Amazon Catholic University” (Synod Report p.114) For this endeavour, JWL has already partnered with the Ecclesial Conference of the Amazon’s (CEAMA) Programa Universitario Amazónico (PUAM) and leveraged the support of the Pontifical Catholic Universities of Javeriana Cali in Colombia. Collaboration will be further strengthened with the Pan-Amazonian Ecclesial Network (REPAM).



“As we come together here, we renew our pledge to be bridges that support intercultural dialogue, to defend the rights of migrants and refugees, and to consolidate our interconnectedness as members of one human family. We renew our commitment to form universal citizens, citizens who recognise the priority of the universal common good over the particular interests of nations, no matter how powerful those nations may be or how eager they are to exercise their imperialist vocation.”

“We commit ourselves to the education of ecological citizens, men and women capable of establishing correct relationships with nature, with others and with themselves. To this end, we must promote interdisciplinary thinking that links sciences and humanities, ethics and economics, spirituality and social action. The hope that inspires us will give us the necessary courage and depth of thought and action to use our best resources to contribute to overcoming the ecological crisis. The ecological crisis demands depth, courage and hope.”



Fr General Arturo Sosa, SJ
IAJU Conference, Bogotá, 1 July 2025

Photo © International Association of Jesuit Universities



STRATEGY TWO

To form critical universal and ecological citizens.

OBJECTIVE ONE

JWL academic programmes are designed through the lens of interdisciplinary and intercultural thinking, integrated sciences, ethical and spiritual reflection to form critical global citizens “who recognise the priority of the universal common good over the particular interests of nations” or individual persons.

OBJECTIVE TWO

JWL’s blended learning model is informed by the Ignatian Pedagogical Paradigm, with strong emphasis on the analysis of context, understanding of experience, reflection, action, and evaluation.

OBJECTIVE THREE

JWL’s Global English Language (GEL) programme fosters global mobility, refugee integration, and long-term self-reliance. English functions as a lingua franca for global citizens and a global workforce, for digital knowledge, and transnational professional networks. Advanced English language proficiency enables access to higher education and critical thinking.

OBJECTIVE FOUR

JWL’s academic programmes focus on education, peace, ecology and sustainability, natural sciences, and the promotion of critical thinking, human dignity, and freedom. New programmes will be approved by the Curriculum Advisory Committee, once it is established.

OBJECTIVE FIVE

JWL will develop with universities new courses and programmes specific to the education of ecological citizens, “men and women capable of establishing correct relationships with nature, with others, and with themselves. To this end, we must promote interdisciplinary thinking that links sciences and humanities, ethics and economics, spirituality and social action.” To this end, JWL will also work with institutions of the ECE, such as Ukama, Lassalle Institute, Munich School of Philosophy, Newman Institute, and with the Secretariat for Social Justice and Ecology of the Jesuit Curia.



“We can also expand and share our programmes by creating global platforms to share resources, insights, and collaborative initiatives. Let us take advantage of the potential of virtual learning and digital tools, including artificial intelligence, to extend the reach of our formation efforts into every corner of our institutions.”



Fr General Arturo Sosa, SJ
IAJU Conference, Bogotá, 1 July 2025

Photo © International Association of Jesuit Universities



STRATEGY THREE

To enhance the global learning platform towards a socio-technical learning ecosystem using the potential of virtual learning and digital tools, including the critical and responsible use of artificial intelligence through context-sensitive implementation, aligned with the needs and realities of learners in marginalised contexts.

OBJECTIVE ONE: To prioritise learners’ needs and participation, JWL designs all learning technologies around students’ voices and lived realities, integrating their feedback, strengthening participatory design practices guided by the Ignatian Pedagogical Paradigm.

OBJECTIVE TWO: JWL facilitates context-sensitive knowledge transfer while building shared global understanding with the highest respect for each learner’s cultural identity and local context, and also ensuring that the educational experience remains both globally connected and locally grounded in a time where AI literacy is crucial, but authentic knowledge and learning processes valuing students’ voices should remain a priority of AI integration.

OBJECTIVE THREE: JWL stays up to date with emerging technologies such as AI while a critical reflection process of the potential of AI in the context of JWL learners affirms that learners at the margins are not only participants in the digital age but also leaders, shaping its direction with integrity and hope through AI literacy, safeguarding integrity, and ensuring that technology amplifies the human voice, rather than replacing or subduing it.

OBJECTIVE FOUR: To scale JWL’s global platform to serve a growing number of students globally by holistically integrating learners, technology, and universities through flexible, asynchronous, and device-independent high-quality learning. To offer high-quality blended learning with consistent design, offline and asynchronous options, and technological safeguards for learners facing political oppression, poor connectivity, remoteness, or systemic discrimination.

OBJECTIVE FIVE: To further develop a globally connected JWL socio-technical learning ecosystem that enables diverse higher education institutions to offer accredited academic programmes, whether individual or cross-institutional. Its design allows each university to maintain its academic autonomy and institutional integrity, while collaborating within a network to promote equitable access to knowledge.

OBJECTIVE SIX: The socio-technical learning ecosystem shall recognise and integrate the local knowledge of its stakeholders and the reciprocal learning within global relationships as valuable resources. Through the intentional use of technology, the ecosystem will provide both learning materials and contextual learning environments that foster digital literacy, enabling interdisciplinary learning, critical thinking, and the personal transformation into men and women for others.



“Let us walk together into the future inspired by the magis not seeking more of the same but engaging with the needs of our time with responses that are deeper, better discerned, more innovative and more transformative. Let us be witnesses of hope.”



Fr General Arturo Sosa, SJ
IAJU Conference, Bogotá, 1 July 2025

Photo © International Association of Jesuit Universities



STRATEGY FOUR

To conduct research on a more innovative and transformative theory of higher education at the margins.

OBJECTIVE ONE

Establish and strengthen student and alumni-led research hubs rooted in lived experience, enabling inquiry by, from, and for the margins through mentorship, microgrants, and collaborative thematic networks.

OBJECTIVE TWO

Deepen the work of the JWL Doctoral Collegium as a global platform for knowledge exchange, co-authored scholarship, and doctoral research that critically examines and strengthens higher education at the margins.

OBJECTIVE THREE

Develop and publish a transformative Theory of Higher Education at the Margins, integrating insights from student projects, doctoral research, and JWL practice to advance epistemic justice and propose a paradigm shift for global higher education.

OBJECTIVE FOUR

Disseminate research globally through conferences, publications, and strategic partnerships, elevating voices from the margins and positioning JWL as a leading reference in justice-driven and community-rooted higher education.





“Governing bodies in the Society are already encouraging networks. Depending upon their scope and scale, Provincials, Conferences and the General Curia actively facilitate, foster, accompany and evaluate international and intersectoral networks. In Jesuit networks we find the intersection between the creativity and initiative that occur in networking and the authority that gives the mission. Networks engage the “horizontal” and the “vertical” dimensions of our ministries and governance. Networking also reflects a contemporary move towards greater synodality as promoted by Vatican II.” (#9) ... the Society should develop models of governance appropriate to ministries that are global in their mission and service.” (#16)



36th General Congregation of the Society of Jesus,
2016, GC36 D2



STRATEGY FIVE

To formulate JWL’s governance in a way that is appropriate for a ministry with a global mission and service.

OBJECTIVE ONE

To formulate a new governance and operational structure for JWL that goes beyond a centralised INGO, or Federation or just a ‘network’, to meet its global mission and service which creatively leverages the engagement of the Provincials, Conferences and the General Curia according to the traditional governance of the Society of Jesus.

OBJECTIVE TWO

JWL proposes to expand its Founding Board to form an Executive Board for Higher Education at the Margins as the vertical governance dimension responsible for the organisation. The expanded Executive Board will consist of the ECE Provincial as Chair, Jesuit Provincials and Conference Presidents, as well as the Secretary for Higher Education, committed to guiding and supporting JWL with human resources, through their higher education institutions, and other available resources. The Executive Board approves JWL’s finances, holds legal ownership of its assets, and appoints the JWL Executive President. It oversees that JWL is faithful to its mission and that it is fiscally well-managed. It delegates operational authority to the different JWL bodies, including the Global Advisory Board and the Curriculum Advisory Committee.

OBJECTIVE THREE

JWL applies a collaborative and horizontal operational structure – a global and flat platform holding it all together through cross-functional teams at global and local levels.

OBJECTIVE FOUR

The collaborative scope of this organisational structure will be grounded in subsidiarity, where responsibilities for working with universities, developing programmes, and supporting community learning centres and students are delegated at the regional and local level, to guarantee quality assurance and commitment of all stakeholders.



“The university does not exist for itself, but for society and for its transformation for the better. When the university is conceived as project of social transformation, it moves towards the margins of human history, where it finds those who are discarded by the dominant structures and powers. Such a university opens its doors and windows to the margins of society, welcoming a new breath of life that makes the efforts of social transformation a source of vibrancy and fulfilment.”



Fr General Arturo Sosa, SJ
Address to the University of Zagreb, 21 March 2019

Photo © International Association of Jesuit Universities



STRATEGY SIX

To further develop JWL’s higher education economic model for the margins as a work of socio-ecological transformation, and to keep it as a financially sustainable Central European Jesuit Province sponsored work, appropriate for the provision of higher education in excluded communities.

OBJECTIVE ONE

JWL does not follow the usual private university ‘business model’ which by nature excludes marginalised students, but a lean and modest economic model and administrative structure. JWL engages in cost-sharing collaborations in which each partner assumes its own responsibility, ownership, and financial contribution. Local costs are covered by local partners and communities. Universities contribute their knowledge, accreditation, and reputation. JWL’s cost-sharing model makes the delivery of higher education at the margins scalable and sustainable, avoiding costly administrative functions.

OBJECTIVE TWO

JWL offers gratuitous academic programmes to marginalised and excluded communities, grounded in the foundational tradition of the first Jesuit College, opened in 1549. Neither JWL nor its partnering universities will seek fees from students, in alignment with the Universal Apostolic Preferences of the Society of Jesus. This guiding principle does not exclude, where needed, students from contributing to the sustenance of their local community learning centre.

OBJECTIVE THREE

JWL enhances the community-led and owned implementation model where communities contribute to hosting, mentoring, and support structures in the local community learning centres, thus reinforcing both impact and sustainability, as well as their responsibility and resilience. Although not economically well-off, excluded communities provide infrastructure, classrooms, internet access, learning devices, and coordination, while students (when needed) use their smartphones and other personal devices.

OBJECTIVE FOUR

JWL creates value not just for excluded communities, but for all stakeholders. Universities are able to expand their global student body, which benefits the institution as a whole through the non-monetary value creation of interculturally diverse learning environments, while ensuring a whole-person Jesuit global formation.

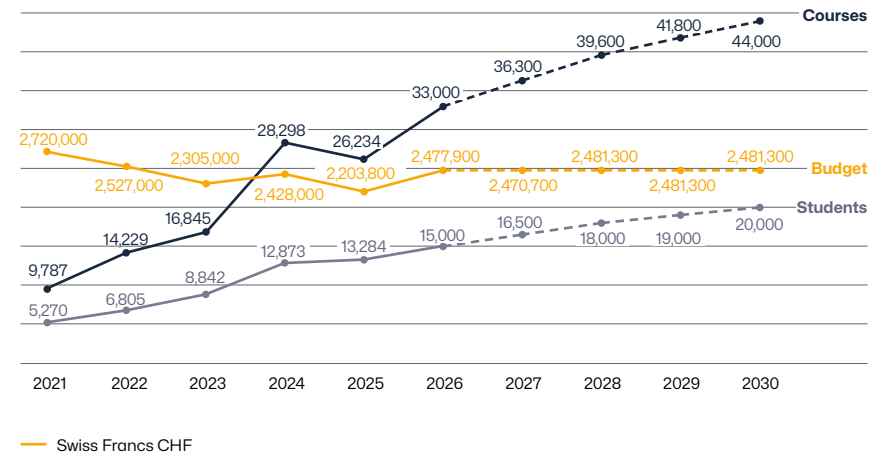
OBJECTIVE FIVE: JWL shares open and transparent information which raises awareness of the scope and impact of its activities, with particular emphasis on communications that amplify student voices, their success stories, reflections, and highlight the impact they have on their communities. Evidence-driven communication serves as the foundation for a sustainable fundraising strategy, building trust and increasing stakeholder engagement to advance the organisation's vision and mission.

OBJECTIVE SIX: JWL aims to diversify its funding base to sustain and scale its work through its core regional offices in Geneva, Munich and Washington, DC, bolstered by the support of major donors in East Asia, by becoming an emblematic work of the ECE with the support of Jesuiten weltweit and the Xavier Network, and by expanding collaborative partnerships with mission-aligned foundations, family offices and government public funding. JWL follows the ethical standards for funding set by the ECE and professional standards of transparency and accountability.











OBJECTIVE SEVEN : The ECE Province provides the Jesuit House in Carouge to serve as the home of JWL's Global Head Office in Geneva, facilitating JWL's United Nations observer status, and making it an international Jesuit community which welcomes JWL partners and international Jesuit works engaged in United Nations conferences and meetings.



Projection of Students, Courses and Finances 2026-2030



Global Leadership Team

				
Fr Peter Balleis, SJ Executive President	Dr Armando Borja Americas	Ms Susanna Ablewhite Global English	Ms Magdalena Nauderer Europe & Middle East	Ms Mélodie Honen-Delmar Global Research
				
Ms Jeevitha Prasanna South Asia	Mr Vignesh Kannan Admissions	Fr Orville de Silva, SJ Student Support	Mr Samuel Pasteur Finances	Ms Alessandra Carminati Communication

Founding Board



Fr Thomas Hollweck, SJ

JWL President, Provincial of ECE, Germany



Fr Klaus Vähröder, SJ

JWL Vice-President, Delegate for Social Apostolate of ECE, Germany



Dr Fr Philip Geister, SJ

Rector, Newman Institute, Sweden



Fr Anton Kurmann, SJ

JWL Secretary, Switzerland



Dr Fr Joseph M. Christie, SJ

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JWL Switzerland

Association Jesuit Worldwide Learning : Higher Education at the Margins is a legal entity (IDE CHE-334.930.559) headquartered at 18 rue Jacques-Dalphin, 1227 Carouge, Geneva, Switzerland. The external audit is conducted by Société fiduciaire d'Expertise et de Revision SA (CHE-107.745.082).

JWL Germany

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

JWL USA

Jesuit Worldwide Learning USA, as a 501 c(3) entity organised in the State of Washington in the United States of America with Board of Directors: Fr Dr Michael Garanzini, SJ, Fr Peter Balleis, SJ, Fr Dr Daniel Hendrickson, SJ.

Global Advisory Board



Dr Edward Feser

President, Saint Louis University, USA



Ms Tanja Birkholz

Chair of the Board, SCHUFA Holding AG, Germany



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**JWL President
ECE Provincial**

Founding Board

Global Advisory Board

Executive President





Jesuit Worldwide Learning

Higher Education at the Margins



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