



Fe y Alegría
INTERNACIONAL

Annual Report 2025

Fe y Alegría International Federation



feyalegria.org



Fe y Alegría **INTERNACIONAL**

Calle 35 #21-19 La Soledad,
Bogotá-Colombia
Phone (+57) 601 7712362
info@feyalegria.org

facebook.com/feyalegriaFI
x.com/feyalegriaFI
instagram.com/feyalegriaFI
youtube.com/feyalegriaFI
linkedin.com/company/feyalegria

70 Years Educating Hearts

**Board of
Directors
2025**

Daniel Villanueva, SJ
General Coordinator, Fe y Alegría Internacional

Nancy Fretes, ODN
National Director, Fe y Alegría Paraguay

Florencia Sienra
Executive Director, Fe y Alegría Uruguay

Alejandro Calderón
National Director, Fe y Alegría El Salvador

Ramón Almansa
Executive Director, Fe y Alegría Spain - Entreculturas

Marco Tulio Gómez, SJ
National Director, Fe y Alegría Panama

**Executive
Coordination
Team 2025**

Daniel Villanueva, SJ
General Coordinator

Robby Ospina
Executive Secretary

Gehiomara Cedeño
Coordinator of the Popular Education Team

Sabrina Burgos Capera
New Frontiers Team Coordinator

Gabriel Vélez
Sustainability Team Coordinator

Miguel Molina
Public Action Team Coordinator

**Federative Initiatives
Leadership Team 2025**

Marlene Villegas
Educational Innovation

Irma Mariño
Holistic Ecology and Pan-Amazonia

Adela Colque
Vocational Training

Tatiana Cardona
Youth

Irene Ortega
Citizenship

Carmiña de la Cruz
Inclusive Education

Blanca Gutierrez
Migration

Fiorella Magnano
Early Childhood Care

The photographs of children and adolescents (NNA) have been taken with the express consent of their parents or legal guardians. Consent was granted to showcase the richness and diversity of the Movement, as well as the results of the actions implemented.

Cover photo: Fe y Alegría Haiti

Seventy Years Blazing Trails

“Being faithful to Vélaz’s legacy does not mean preserving a static work, but keeping alive its ability to read the signs of the times and to blaze new trails where others would deem them impossible.”



I often reflect on how difficult it would have been for José María Vélaz to imagine the extraordinary reach of that founding gesture when he launched the first Fe y Alegría schools in the underserved neighborhoods of Caracas. What he did understand, however, was something fundamental:

wherever a community witnesses its children’s right to a dignified education being denied, there is a call to organize, to create, and to transform reality.

Seventy years later, we continue to answer that same call.

This anniversary has provided a unique opportunity to give thanks for the journey we have shared and to reflect on the extraordinary vitality of a movement that continues to grow, learn, and reinvent itself. Over the past seven decades, millions of students, educators, families, communities, religious congregations, and partner organizations have made it possible for Fe y Alegría to become one of the world’s largest popular education movements. This story belongs to all of them.

Anniversaries, however, also compel us to look ahead.

We are living through a time of profound transformation: a global education crisis, democratic backsliding, persistent inequalities, forced displacement, the climate emergency, and rapid technological change. In this context, popular education remains a deeply relevant response. The 2025 Annual Report reflects how Fe y Alegría is striving to respond to this pivotal moment in history: by strengthening educational quality and innovation, advancing training and protection initiatives, promoting the collective construction of knowledge, expanding our presence into new territories, and reinforcing an increasingly influential voice in the spaces where the future of education is being shaped.

We have come to understand that fidelity to Vélaz’s legacy does not lie in preserving an unchanging work, but in keeping alive its ability to read the signs of the times and to forge new paths where others would see only impossibility. That is why we continue to expand into new geographic and educational frontiers;

accompany historically marginalized communities; and strengthen our public advocacy, ensuring that the voices of the communities we accompany help shape more just and inclusive public policies.

Throughout these years, we have remained committed to strengthening the foundations that make this mission possible: the cohesion of our movement, strategic clarity, the professionalism of our teams, knowledge generation, institutional sustainability, and our ability to collaborate across borders, cultures, and contexts. Not as an end in itself, but as an essential condition for continuing to expand the transformative impact of our actions in the educational realm.

Behind every figure and every initiative presented in this Annual Report lies something even more profound: the strength of a movement that has learned to work as a network, to build collectively, and to place its diversity at the service of a shared mission. As you turn these pages, you will encounter communities creating opportunities where none seemed possible, educators innovating through their everyday practice, young people emerging as agents of social transformation, and teams working to ensure that popular education has a voice not only in the classroom but also in the major debates that will shape the future of our societies.

Celebrating seventy years does not mean bringing a story to a close. It means recognizing that we remain a living vision: a proposal that continues to come to life wherever educational exclusion calls for urgent responses.

With gratitude for the journey, we have shared and hope for the challenges that lie ahead, I invite you to explore this 2025 Annual Report as a testament to a collective endeavor that continues to grow, evolve, and renew itself.

Because, seventy years later, the dream continues to blaze new trails.

Dani Villanueva, SJ.
General Coordinator -
Fe y Alegría International Federation

Contents

Highlights of 2025	08
Some Milestones of 2025	12
Key Topics of the Year	
Public Action Team	14
Right to Learn Campaign	16
New Frontiers	18
70 Years Educating Hearts	20
Youth	22
Protection	24
Reach and Figures	26
Key Topics of the Year	
Early Childhood	36
Education for Work	38
Inclusive Education	40
Federatives Initiatives	42
Financial Transparency	46
Help Us Educate	50
Our Partners	52
Organizational Chart	54
Fe y Alegría Internacional Directory	58

Highlights of 2025

Moments that strengthen our global reach



The Dominican Republic hosted Fe y Alegría's National Directors

The Federation Assembly approved shared priorities for the next strategic period, advanced discussions on governance, and aligned the network's key educational and organizational priorities. The gathering also marked the beginning of the celebration of the 70th anniversary of the Movement and the 35th anniversary of Fe y Alegría Dominican Republic, bringing together government authorities, partners, and representatives from 22 countries to reflect on and shape the Movement's future challenges.

We participated in the Fourth International Conference on Financing for Development in Seville, Spain

Fe y Alegría brought to the international agenda the need for debt relief to expand public investment in education, helping position the right to education within one of the world's leading forums on financing for development. The Conference also provided an opportunity to strengthen collaboration with international networks advocating for more equitable and sustainable financing for education.



We took part in the Global Climate Agenda in Belém, Brazil

We participated in COP 30, contributing to the global agenda on climate change and education. This engagement helped consolidate learning on the link between the climate crisis and educational inequality, while reaffirming education as a key driver of socio-environmental transformation. It also expanded partnerships with international networks and stakeholders committed to integral ecology, and identified concrete lines of action to more strongly integrate this perspective into the Movement's educational proposals. Through this, Fe y Alegría strengthens its global response to environmental challenges.



We advanced advocacy at the United Nations Social Forum

Fe y Alegría brought its educational experience in contexts of exclusion to the United Nations Human Rights Council Social Forum, linking the right to learning with the international human rights agenda. Our participation helped raise the profile of the Right to Learning campaign and reinforced the call for States to guarantee inclusive, equitable, and high-quality education for all.



Barranquilla, Colombia hosted the National Directors' Council

The National Directors' Council agreed to prioritize citizenship, participation, peaceful coexistence, and the strengthening of the public sphere as the central pillars of the international educational proposal. It also advanced the development of shared indicators to strengthen a culture of evaluation, quality, and continuous improvement across the entire network. The meeting also marked the launch of the book 70 Years Educating Hearts and the campaign Everything Begins at Fe y Alegría.



Our voice at the Jubilee of Education in Rome

Participation in the Jubilee of Education provided an opportunity to share Fe y Alegría's experience in popular education and collaborative network-building alongside educational organizations and institutions from around the world. The gathering opened new opportunities for collaboration and dialogue on the role of education in fostering hope and advancing social justice.



We represented the Movement at the World Innovation Summit for Education (WISE) in Doha

Fe y Alegría showcased its experience in educational innovation in contexts of vulnerability before global education leaders, researchers, and organizations. Participation in the World Innovation Summit for Education (WISE) helped highlight popular education as a practical response to the challenges of inclusion, quality, and learning in the 21st century.



16 Fe y Alegría branches certified at KCS Level 1

With the certification of Panama, Honduras, and El Salvador, 16 Fe y Alegría national organizations have now achieved Keeping Children Safe (KCS) Level 1 certification, adopting international standards for risk prevention and the safeguarding of children and adolescents. This milestone strengthens a shared institutional culture of safeguarding across the Federation.

Africa and Madagascar Plan

The Federation approved a shared roadmap to guide the strengthening of Fe y Alegría in Africa and Madagascar over the coming years. The plan defines priorities in educational quality, sustainability, organizational strengthening, institutional coordination, and networking to support the Movement's expansion in the region.



Leadership with a Global Vision

Since 2022, 145 members of national and Federation teams have participated in the Leadership Development Program, strengthening their capacities in management, international collaboration, and the Movement's strategic leadership. This initiative has helped foster a shared vision of Fe y Alegría as a global network for popular education.



Highlights of the Year in International Federation Activities



Key topics of the year: Public action Reflection and networks to promote dialogue and international participation

The Federation's public advocacy is conceived as a collective effort to promote political dialogue, international visibility, and participation in decision-making forums, with the aim of **defending the right to education as a public good**.

In 2025, public advocacy was structured around four strategic lines of action: the implementation of the **campaign for the Right to Learning**; the consolidation of **public advocacy at the federation level**; the design and launch of a cycle of federation-level political advocacy; and the implementation of an **agenda for supporting public advocacy** in countries and initiatives.

This work was guided by three approaches to global advocacy:

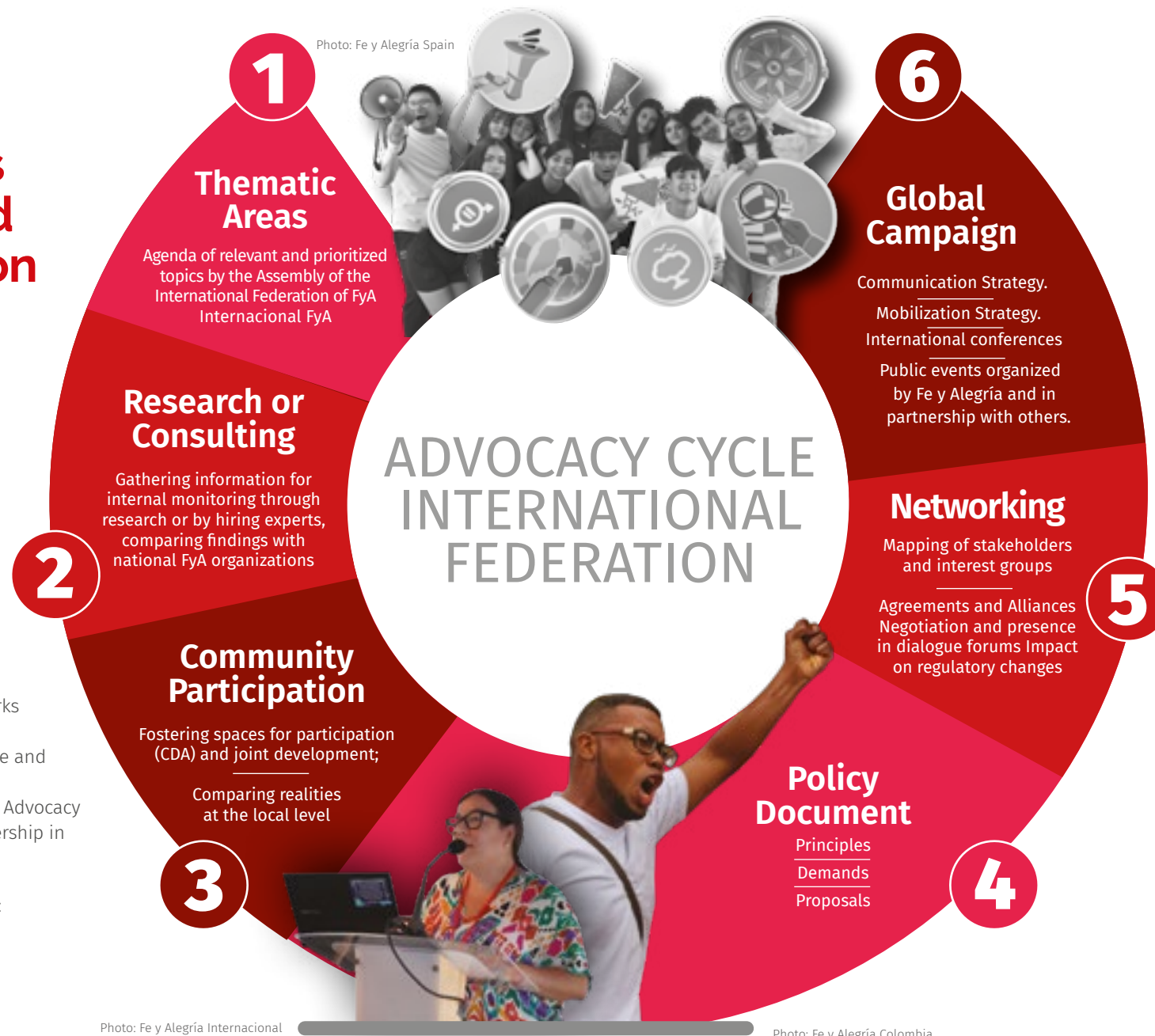
- ♥ Advocacy grounded in international **human rights** frameworks and normative instruments.
- ♥ Advocacy grounded in evidence supported by the knowledge and accumulated experience of Fe y Alegría.
- ♥ the knowledge and experience accumulated by Fe y Alegría. Advocacy led by **youth and organized citizens**, recognizing their leadership in processes of social transformation.

With this in mind, we present the progress made in three areas:

1. Participation, collective development, and prioritization of topics 26–28

The Learning Communities (CDA), as a methodology unique to Fe y Alegría, generated their own analysis of the right to learn. In addition, spaces for collective action were created at the Assembly held in the Dominican Republic, where it was agreed that, over the next three years, the federation's public advocacy efforts will focus on proposals, principles, and demands related to three major agendas: **access to and quality of education, education financing, and education for sustainable development**.

Likewise, the cohesion of the team of public action referents, made up of representatives from 13 Fe y Alegría organizations, was strengthened, advancing through bi-monthly sessions in the preparation of regional agendas.



2. Prioritizing engagement with partners and through international channels of influence and consultation

Coordination with **international stakeholders** such as the **Global Campaign for Education**, the **Latin American Campaign for the Right to Education (CLADE)**, Eurodad, and Latindadd was strengthened, and the agenda for the **2025 Jubilee debt relief initiative** was promoted. In addition, participation in the **UNESCO SDG 4 Collective Consultation** was resumed, expanding channels for dialogue and international influence.

We contributed to **official consultations** by the working group of the **Human Rights Council** on a new Additional Protocol to the Convention on the Rights of the Child regarding preschool and secondary education, as well as to the Human Rights Council's Social Forum.

We also participated in **multilateral forums**, promoting partnerships with international NGOs and local and national networks to form coalitions, organize high-level events, issue collective statements, and create spaces for political dialogue that would help raise awareness of Fe y Alegría's educational recommendations. In this context, the Federation was invited to the **47th Meeting of the ILO/Cinterfor Technical Commission**, a forum for regional dialogue on vocational training and skills certification in the face of the challenges of the **digital and green transitions**, which reaffirmed the importance of social dialogue, tripartism, and access to training for vulnerable populations.



Photo: Participation of Fe y Alegría Internacional in the 47th Meeting of the ILO/Cinterfor Technical Commission in Santiago, Chile.



Photo: Fe y Alegría Internacional together with CLADE at the EU-CELAC Summit in Colombia.

3. Independent and networked political stances for context-specific dialogue

The Federation supported and contributed to **five policy positions**, including those related to the **2nd Social Development Conference and COP-30**, in coordination with the People's Summit and the Secretariat for Social Justice and Ecology. In addition, it participated in bi-regional dialogue forums between Latin America and the Caribbean and the European Union, such as the meeting held in **Santa Marta (Colombia)**, a head of the **EU-CELAC** summit.

In this regard, and to contribute to the agenda of the Seville Conference as well as to Global Action Week for Education, Fe y Alegría identified possible solutions related to the duties of States and the formulation of public policies, with the aim of guiding political dialogue and the Federation's positions. At the July United Nations meeting, the demands focused on fair international taxation, debt (un)sustainability, and international cooperation, with a specific focus on the right to learn.



Key topics of the year: Raise Your Hand for the Right to Learn: An international advocacy campaign

The Campaign for the Right to Education was established in 2025 as a common framework for public action and communication, capable of adapting to national contexts while also bringing the demands of the Fe y Alegría Movement to the international stage.

The strategy combined **social mobilization, collective development of demands, youth participation, and political advocacy**, raising awareness of the educational

crisis, quality gaps, and the need for adequate education funding as essential conditions for the effective exercise of the right to learn.

During the year, the Campaign achieved a **coordinated presence in 15 countries** at the national level and at **three United Nations international meetings**, linking local demands with global agendas on education, human rights, climate, and development financing.

1. Collective development of demands from the local communities

The Campaign was based on a methodology developed by Fe y Alegría: the Learning Communities for Public Action (CDA).

 **80 Learning Communities**
3,685 young people in
formal and non-formal education
More than 600 educators

2. Social mobilization and public action at a national level

More than **15 countries** within the Movement organized **20 mobilizations**, events, public gatherings, marches, meetings with decision-makers, and advocacy actions, bringing together educational communities—teachers, students, families, and alumni—to highlight existing gaps and strengthen demands for the right to education. These actions helped ground the Campaign's focus on:

- ♥ Holistic, lifelong learning.
- ♥ The focus on the individual as the holder of the right.
- ♥ Quality education as a prerequisite for personal and social transformation.
- ♥ The need for conditions and resources guaranteed in an equitable and just manner.

 **+ 15 countries within the movement**
20 Mobilizations



Photo: Fe y Alegría Spain. Event with Malala Fund.

 **Alliances with + 7 networks and organizations**
 **+ 25 communication materials**
 **166,868 views**



Photo: Fe y Alegría Spain–Entreculturas. 4th International Conference on Financing for Development.

 **Multilateral Meeting**
In Seville, Spain; Belém, Brazil; and Geneva, Switzerland.

5. Youth leadership and presence in advocacy forums

The Campaign strengthened youth leadership through **international delegations** composed of **young people from Fe y Alegría**, who actively participated in the processes of preparation, advocacy, and international representation. Likewise, the Federation expanded its presence in new international forums, such as the Assembly of the **World Organization for Early Childhood Education (OMEPE)** and the **UNESCO Symposium on the Future of the Right to Education**, as well as the **2025 Social Forum of the Human Rights Council**, where education was positioned as a key right for reducing inequalities, sustaining peace, and guaranteeing economic and social rights.

3. Strategic communication and partnerships to amplify the movement's voice

Communication materials were published on the Federation's website and social media channels, as well as those of the national Fe y Alegría organizations, timed to coincide with International Days and key moments on the global agenda.

The Campaign received the support and endorsement of networks and organizations such as **AUSJAL, CLADE, WUJA, JRS, FLACSI, CPAL, and DVV International**, and strengthened partnerships with civil society actors such as the **Global Campaign for Education, Latindadd, the Malala Fund, and ActionAid**, expanding the reach and legitimacy of the demands.

4. International advocacy and political stances

We participated in three United Nations international forums: **the Seville Conference, COP-30, and the Social Forum of the Human Rights Council**, presenting demands that were collectively developed and endorsed by the Assembly and the Public Action team.

Within the framework of the **4th International Conference on Financing for Development**, Fe y Alegría debated and approved a Declaration with demands related to debt, taxation, and international cooperation, highlighting their direct relationship with the provision of public services such as education.

Under the title *"Financing the Future: Let's Put Education at the Center of the Reform of the International Financial Architecture,"* **we organized a side event at the Seville Conference**, bringing together young people, activists, and institutional leaders to underscore the urgency of sufficient, progressive, and transformative public financing.



Photo: Fe y Alegría Ecuador, Campaign Launch.



Photo: Fe y Alegría Peru.



Campaign Launch
Ecuador, Oct. 2024



National Mobilizations
Jan.–Dec. 2025



4th International Conference on Financing for Development.
Spain, June 30–July 3, 2025



Social Forum of the United Nations Human Rights Council.
Geneva, December 30–31, 2025



United Nations Climate Change Conference.
Brazil, Nov. 10–21, 2025

Key topics of the year:
New Frontiers:
Discerning, learning, and blazing new trails for the mission

The New Frontiers strategy seeks to strengthen Fe y Alegría’s capacity to identify emerging challenges in the global context and respond to them through popular education. **It has established itself as a federative initiative focused on discernment and mission renewal, helping to identify where the mission needs to be, what experiences can inspire the Movement, and what new forms of educational presence are required in different regions.**

In recent years, New Frontiers has helped the Federation broaden its perspective **on new forms of exclusion and** strengthen its capacity to **connect experiences**, generate **shared learning**, and guide **strategic responses from the territories.**

From this perspective, borders are understood as realities marked by exclusion, inequality, and the violation of rights: human mobility, the climate crisis, dispersed rural communities, the digital divide, violence, indigenous peoples, young people lacking opportunities for participation, and **communities that continue to be excluded from the right to a relevant and transformative education.**

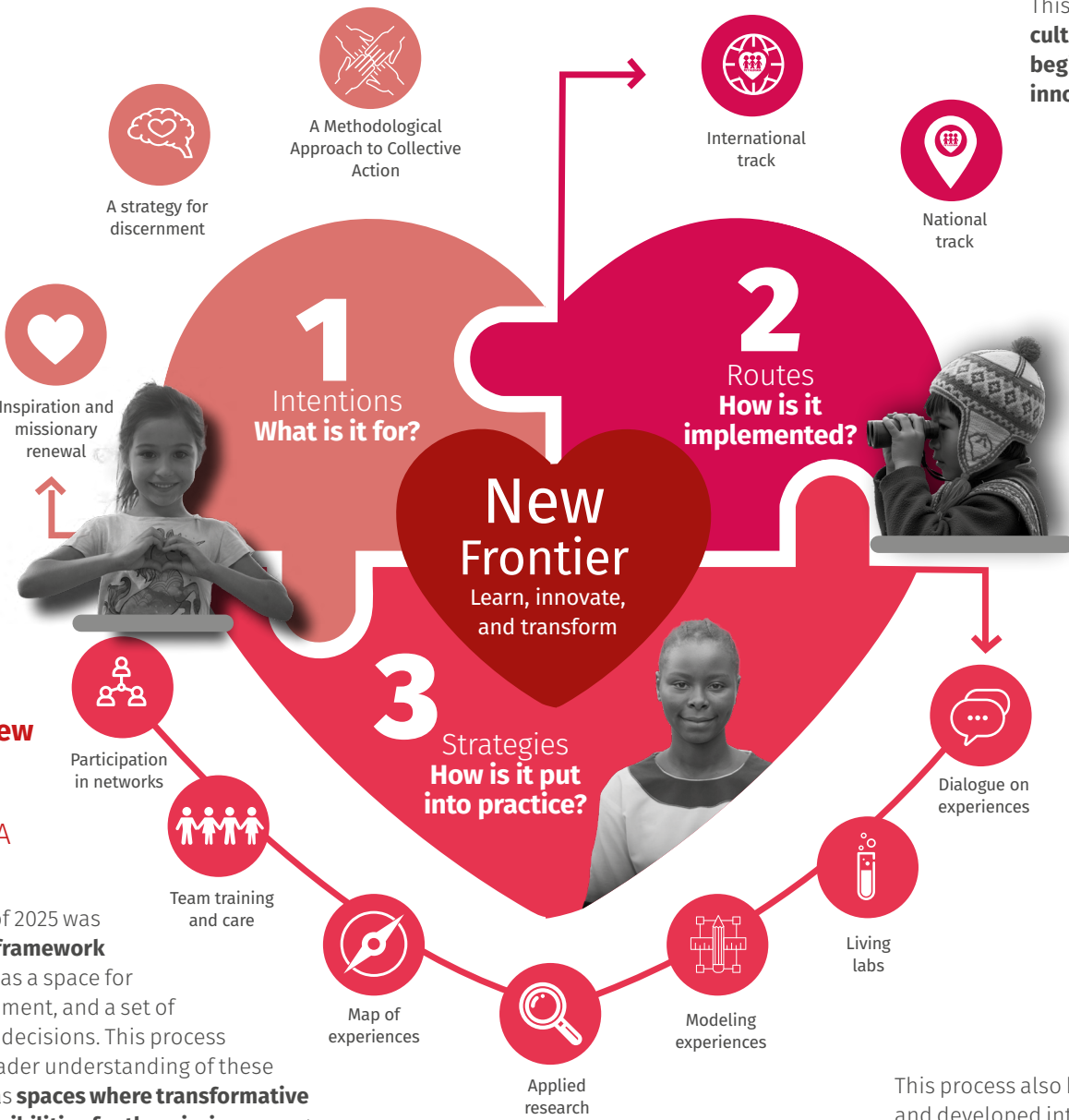
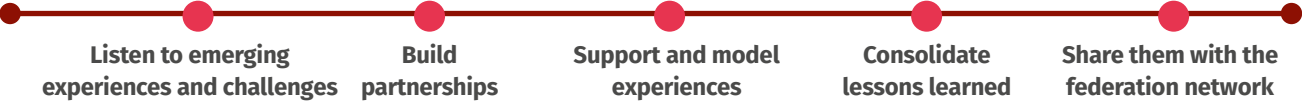
In the face of these challenges, **New Frontiers acts as a bridge between local experiences and the Federation’s international strategic direction.**



View the New Frontiers Framework
bit.ly/NFFYA

One of the major achievements of 2025 was the establishment of a **common framework** for understanding New Frontiers as a space for inspiration, a strategy for discernment, and a set of guidelines for guiding federative decisions. This process allowed us to move toward a broader understanding of these frontiers and to recognize them as **spaces where transformative practices, learning, and new possibilities for the mission emerge.**

With this in mind, **an international methodological framework** was designed to identify, support, model, and promote initiatives with the potential to transform the entire Federation. The proposal organizes the work into five phases:



This progress provides the Federation with a common framework for recognizing and strengthening innovative initiatives without relying solely on isolated efforts.

First International Dialogue on Experiences

It allowed the identification of initiatives capable of inspiring federative responses to various contemporary challenges: accelerated education for children and adolescents outside the school system in Venezuela; psychosocial support for youth affected by migration in Guatemala; education for people deprived of liberty in Paraguay, rural educational volunteering and peace education in Colombia; institutional coordination for early childhood care in El Salvador; and educational quality in contexts of human mobility in Panama.

This exercise allowed us to move toward a **federative culture of learning, where local experiences are beginning to be recognized as a source of inspiration, innovation, and transformation for the entire network.**

The Amazon region also established itself as a strategic frontier

Collaborative efforts with church-based and local networks such as SJPAM, REIBA, and CEAMA were strengthened, leading to greater recognition of the Movement as an educational actor within the Amazonian ecosystem. In addition, cross-border initiatives and coordination processes among Amazonian countries were promoted, particularly in areas such as the tri-border region between Colombia, Brazil, and Venezuela. **This work strengthens an educational presence that is more intercultural, rooted in the local context, and committed to the care of life, our common home, and the Amazonian peoples.**

Youth initiatives

By aligning with the Reference Framework, the Theory of Change, and applied research, we were able to establish the international Youth Initiative as a model at the federation level. This process **strengthened a shared vision of youth participation, active citizenship, organization, advocacy, and transformative leadership**, recognizing young people as a collective force capable of contributing to social transformation.

This process also became a model for understanding how a local initiative can be structured, strengthened, and developed into a shared international initiative.

Through this work, the Federation has strengthened its capacity to identify emerging frontiers, organize learning opportunities, connect initiatives, and bring local experiences to the international stage. New Frontiers has been particularly instrumental in bringing together agendas that previously operated in isolation—such as youth, inclusion, the Amazon, and citizenship—**promoting a more integrated understanding of the mission’s current challenges.**

New Frontiers reaffirms that fidelity to the mission means forging new paths where life demands fresh responses. It establishes itself as a unifying capacity to **hear the signs of our times and develop new forms of reach** where the right to learn remains most fragile.



Key topics of the year:
**Movement Anniversary:
70 Years educating hearts**

Turning 70 was an opportunity for us to pause, return to our roots, and ask ourselves who we are today as a Movement. We experienced spaces of encounter that **helped us reconnect with what is essential: international vigils, retreats, meetings with religious congregations, and gatherings for dialogue on education, citizenship, popular education, and social transformation.** Spaces in which we recognized ourselves as a community, diverse, spread across the world, yet united by a single mission.

A Movement that shows itself as it is

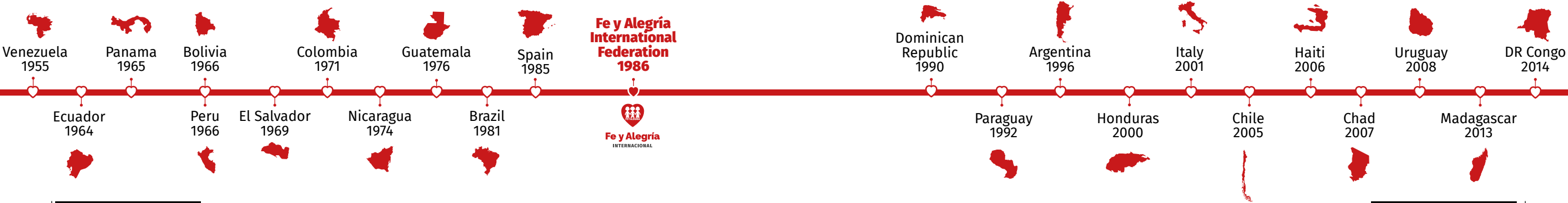
The anniversary was also an opportunity to showcase our work to the public. **In Santo Domingo and Barranquilla, we met with communities, partners, and stakeholders in the education sector to share who we are and what we do.**

There, we saw what is often not reflected in statistics: **schools that open their doors, teachers who sustain educational processes in challenging contexts, and young people who find their way.** It also highlighted the scope of what we are today: a Movement present in 22 countries, with a shared history and a common vision: **an education that originates in the community, reaches places others cannot, and is built by people who deeply believe in what they do.**

A Movement that draws its strength from life

This year, we made it a point to listen more. And that changed the way we tell our story. Through discussions, meetings, webinars, and participatory forums, the voices of students, teachers, families, and young people began to emerge. **Real-life stories that show that school is a place where there are different ways of living together, participating, and building a future.**

Fe y Alegría's reach and timeline



It also brought into sharper focus something that has always been there: Fe y Alegría as a place that inspires vocations. Many people who passed through our classrooms are now committed to their communities as professionals, leaders, mothers, fathers, or men and women religious.

The Pentecost and Advent vigils allowed people from different countries to come together in prayer. Amid songs and testimonies, it became clear that **Fe y Alegría is a community that believes, discerns, and continues to choose to walk together.**

A Movement that speaks out from within communities

Over the past 70 years, Fe y Alegría has developed a voice rooted in the daily experiences of the communities where it operates. In 2025, that voice became more visible through concrete initiatives: **Annual Report, the 70th Anniversary Book, the campaign “It All Starts at Fe y Alegría: Education with Heart,”** and a series of audiovisual content and testimonials that highlighted the stories of students, educators, and communities.

Through **spaces for dialogue and these initiatives, voices were amplified, showing how popular education transforms lives at the local level** and demonstrating that what is built in communities can inspire, mobilize, and foster dialogue on a global scale.

A Movement that reaches beyond borders

This anniversary coincided with a time when Fe y Alegría continues to strengthen its presence and voice around the world.

We participate in international forums on financing, climate change, and education as a stakeholder with important things to say based on the experience we have accumulated across so many regions.

At the same time, we continue to break new ground in different regions and strengthen partnerships with organizations, networks, and public and private stakeholders. All of this confirms something we are increasingly realizing **what we do locally is having an ever-greater global impact.**

Seventy years later, Fe y Alegría is not just a story we celebrate. It is a journey that continues. We are a network made up of many stories, many voices, and many contexts. A movement that educates, supports, celebrates, discerns, and acts.



Photo: Fe y Alegría Venezuela celebrating the Movement's 70th anniversary



Photo: Commercial "It all begins at Fe y Alegría: education with heart"



Photo: Father General of the Society of Jesus, Arturo Sosa, SJ, receiving the book "70 Years."



70 Years

Book: 70 Years Educating Hearts





Photo: Panel discussion as part of the opening of Fe y Alegría's 70th anniversary in Santo Domingo



Photo: "Educational Dialogues" podcast featuring Martín Haretche, director of Fe y Alegría Uruguay



Photo: Public closing event for the 70th anniversary in the city of Barranquilla

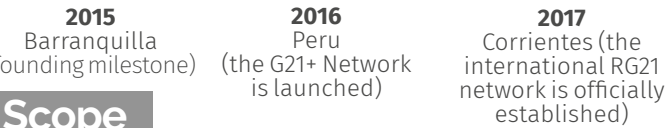
Key topics of the year:
Young people
organizing and influencing the world

The International Youth Initiative seeks to **strengthen organized youth participation and networking**. It also aims to **build youth leadership, expand their presence in the public sphere, and ensure the sustainability** of the Movement through generational renewal and advocacy grounded in youth legitimacy, promoting as the ethical and political foundation of its work a concept of **citizenship centered on care: “cuidadanía”**.

How does it work?



25 years of supporting young people.
9 years of experience



Scope

Currently, the initiative brings together youth groups from Bolivia, Guatemala, Colombia, Ecuador, Venezuela, Paraguay, Peru, Argentina, Nicaragua, the Dominican Republic, Chile, Spain, Brazil, the Democratic Republic of Congo, and Chad. In each context, **young people organize themselves into national networks and spaces**, such as Protagonismo Juvenil Organizado (PJO), CEFA, the Colombia Youth Network, the Dominican Republic Youth Network, and the Youth Solidarity Network, Alboan Gazte Sarea, RG21+Congo, Red Suma y Sigue, and the Organized Secondary School Student Commissions of Nicaragua and Chad, **which strengthen collective leadership, youth organization, and local presence**.

During this period, an **international research project** was carried out, aimed at generating knowledge about organized youth participation and its connection to education and socio-environmental justice. The findings provide **concrete recommendations for strengthening the training and support of young people in the Movement, as well as evidence of the international impact of the G21+ Network over its nine-year history**, reinforcing its advocacy and standing in global forums.

The G21+ Network has established a strong presence on international platforms and networks such as **CLADE, the Global Campaign for Education (GCE), and the Right to Education Youth Network (RYEN)**, advocating for issues related to education and socio-environmental justice.

This international reach is strengthened through collaboration with partner networks of the Society of Jesus, including **Red Alboan, the Jesuit Schools Network, and the Colombian Ignatian Youth Network**, expanding opportunities and advancing a shared educational mission.

GLOBAL ACTION CAMPAIGN
Youth in Action for the
Right to Learning



“Young people who identify gaps and develop proposals to transform education.”

Participation in global spaces



Financing for Development Summit, in Seville.



Photo: Meeting of youth from the Solidarity Network, in Spain.

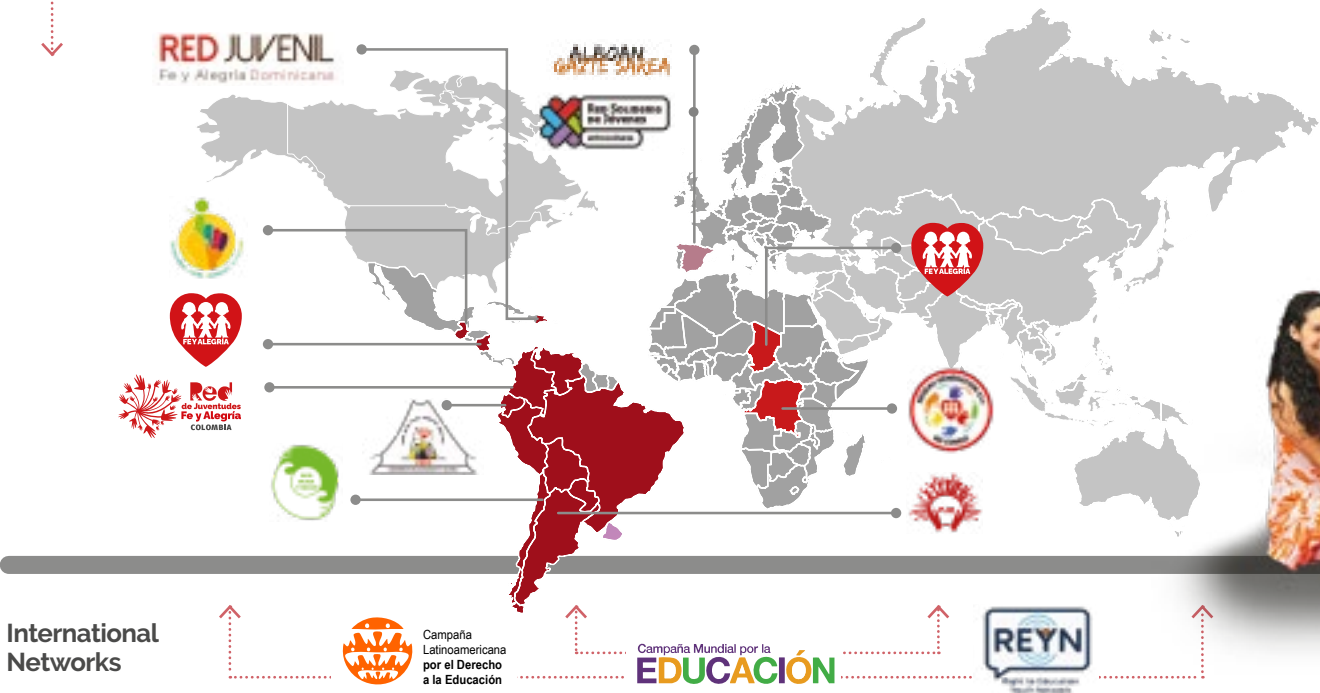


Photo: RG21+ youth workshop and its delegates in the Dominican Republic

International Networks



689 youth mentors



19,955 young people involved in the initiative



9 youth organizations, collectives, and groups per country

Milestones in capacity building



Framework

Youth Research

Theory of Change

The initiative is positioned as a key platform to continue strengthening organized youth participation, international advocacy with youth legitimacy, and the sustainability of the Movement.

Key topics of the year:

Protection

as part of our mission identity

The protection of children and adolescents is an essential part of Fe y Alegría's identity.

For this reason, organizational protection encompasses **policies and practices designed to ensure safe environments, prevent all forms of violence, and respond appropriately to situations of risk or rights violations.**

To make this possible, the Federation is promoting a strategy that combines five actions:

1. Policies, procedures, and institutional protocols

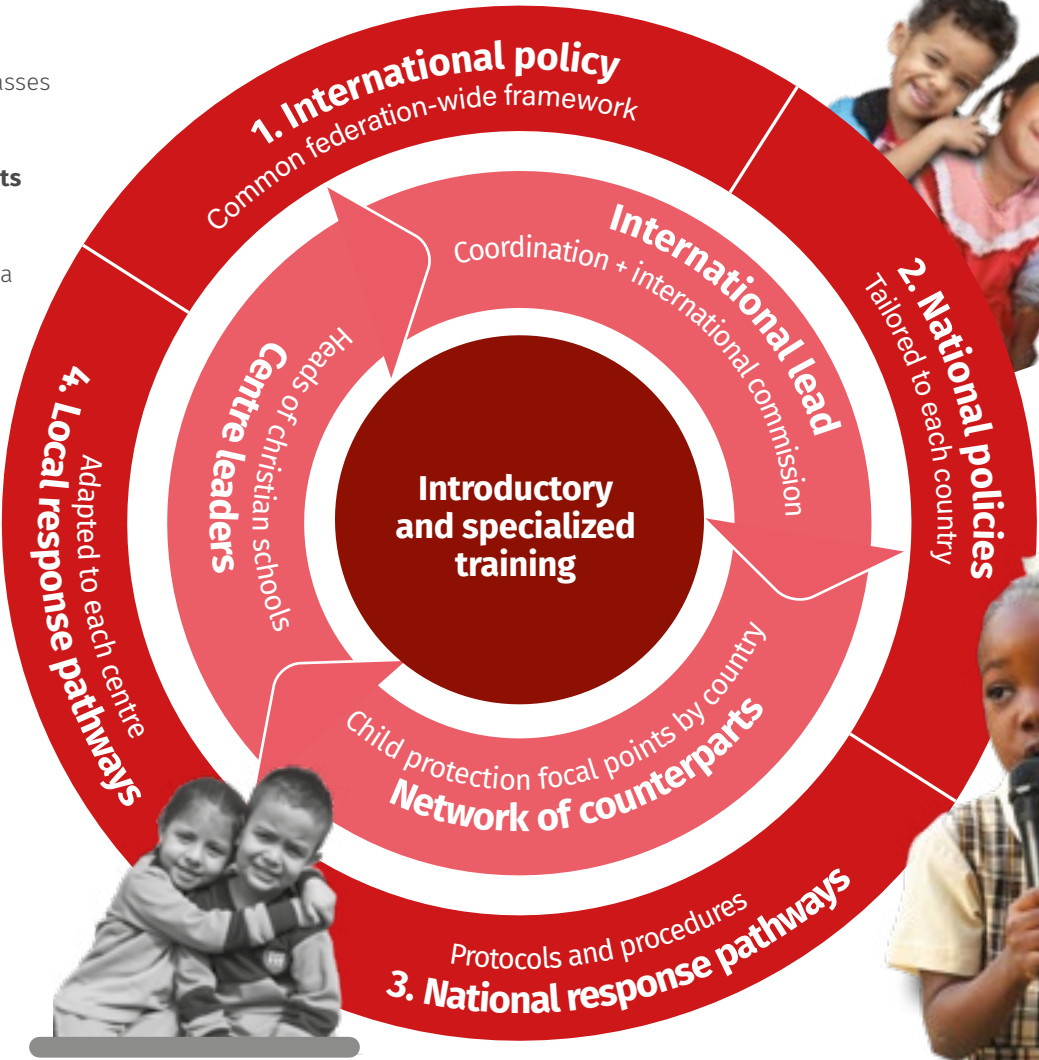
We have a Federal Protection Policy and 23 national policies that guide prevention, action, and response to situations of violence or violations of the rights of children and adolescents. These instruments establish **principles, responsibilities, protocols, and criteria to ensure safe, protective, and respectful environments throughout the network.**

Its implementation strengthens institutional capacities and ensures that protection is integrated into day-to-day operations at the international office, national offices, educational centers, and communities. This framework guarantees three key aspects: **prevention**, through clear guidelines and training; **action and response**, through procedures for identifying, reporting, and addressing risks and situations; and **accountability and continuous improvement**, promoting monitoring, institutional learning, and a permanent culture of care.

More than just regulatory documents, these policies reflect a shared conviction: **protecting children and adolescents is a cross-cutting responsibility of our mission.**



Protection Policy
bit.ly/PoliticaProtecciónFyA



2. Protection international network

We have established an **international protection network** comprising **one international focal point and 23 national focal point**, who are responsible for promoting institutional policies, supporting local processes, and facilitating the exchange of lessons learned among countries. This structure enables international coordination, context-specific responses, and continuous improvement based on shared experience.

In addition, countries have various structures, teams, or individuals responsible for promoting protection at different organizational levels, thereby ensuring prevention, action, and response, as well as accountability and continuous improvement at the school level.

3. Training Cycle

The training on child protection aims to strengthen institutional capacities and foster a shared culture of care throughout the network. The goal is for the majority of people involved in the Movement to have the tools and guidelines needed to prevent risks, take timely action, and ensure safe environments for children and adolescents.

The process begins with an internal training program offered through the **Virtual School**, designed to raise awareness and provide tools related to comprehensive protection, institutional policies, risk analysis, and courses of action. More than **200 people** have participated in this training.

A second level consists of introductory training on prevention and response strategies, developed in collaboration with the **Antonio Ruiz de Montoya University** and aimed at national directors, focal points, and protection coordinators. By 2025, three cohorts had been completed, with more than **100 people trained** and participation from all 22 member countries.

The cycle is complemented by the specialized training course **Promoting a Consistent Culture of Protection (PCCP)**, initiated by the **Jesuit General Curia**. This program integrates an Ignatian and scientific perspective to strengthen preventive practices and review institutional attitudes in educational settings. **In 2025, a pilot phase was implemented in 9 countries with the participation of 330 teachers.**



4. Certifications

One of the pillars of this strategy is the strengthening of protection systems aligned with the standards of **Keeping Children Safe (KCS)**, an international benchmark in child safeguarding. These standards help strengthen institutional capacity to prevent risks, respond appropriately to incidents, and ensure safe environments.

Currently, Fe y Alegría has 16 countries with **Level 1** certification, which attests that the organization has adequate protection policies, procedures, and structures.



16 Fe y Alegría organizations hold Level 1 certification.

Certified countries:
Bolivia, Colombia, Chile, the Dominican Republic, Ecuador, Spain, Guatemala, Nicaragua, Paraguay, Uruguay, Venezuela, Argentina, Peru, Honduras, El Salvador, and Panama

5. Communication

The Federation has strengthened accessible information channels, including a child protection website, and has begun to adapt policies, procedures, and messages into clearer, more accessible, and user-friendly formats, including for children and adolescents. This strategy aims to ensure that child protection is no longer viewed as technical jargon but rather as useful, accessible, and understandable information for the entire educational community.



Protection Portal
proteccion.feyalegria.org

Reach and **Figures**

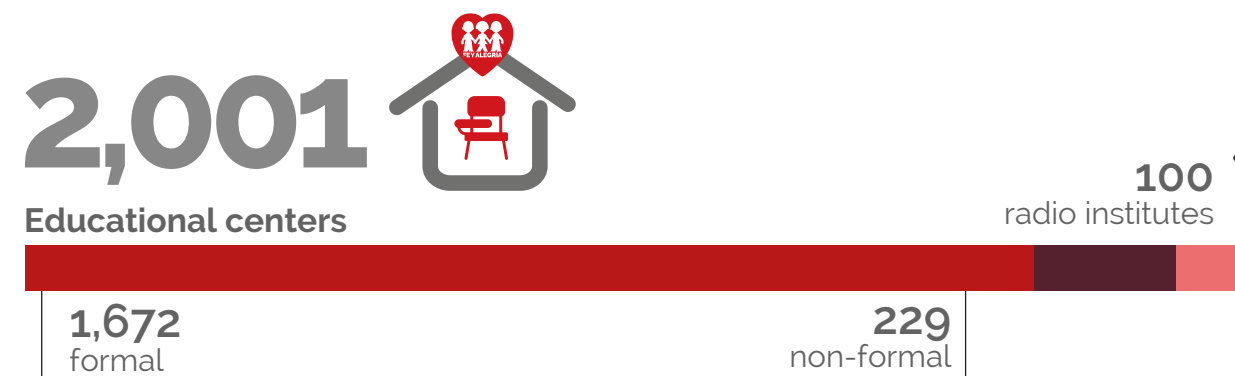




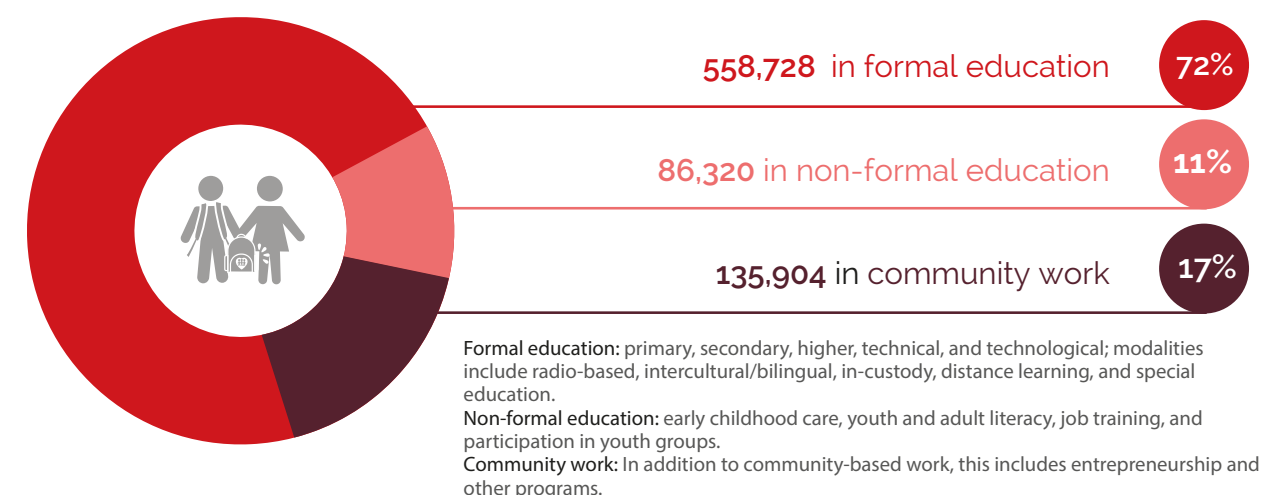
Fe y Alegría Around the World 2025



 We are a network of **23 member countries**



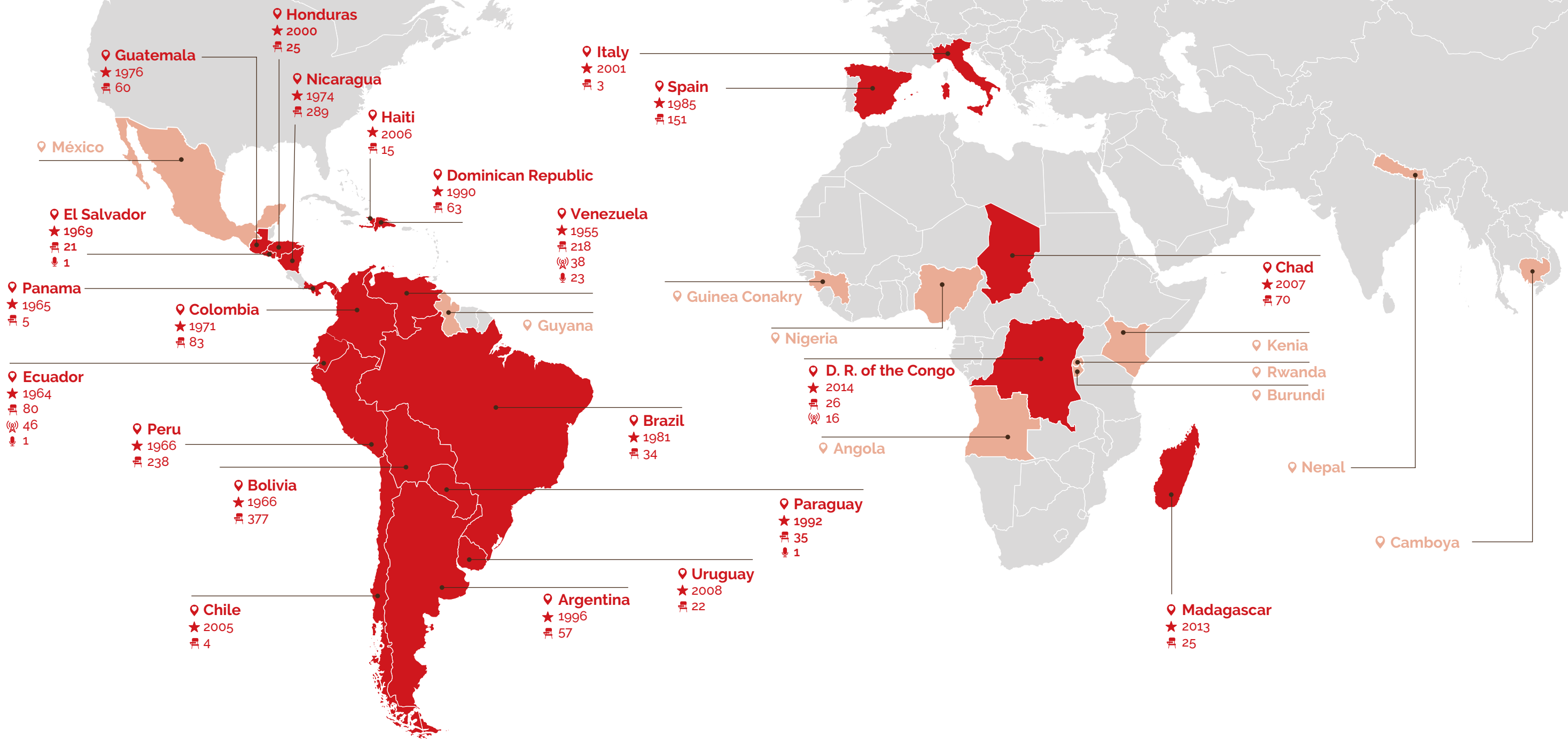
Our educational program reaches 780,952 beneficiaries worldwide



	Total number of schools *	Students in formal education	Students in non-formal education	Total number of students	Total in community service	Total number of teaching and non-teaching staff
 Argentina	57	5,252	1,498	6,750	1,659	629
 Bolivia	377	144,660	20,506	165,166	0	8,960
 Brazil	34	970	11,546	12,516	10,116	387
 Chad	70	16,183	114	16,297	0	327
 Chile	4	821	120	941	0	110
 Colombia	83	48,523	4,723	53,246	11,120	1,709
 Ecuador	126	36,458	1,404	37,862	391	1,833
 El Salvador	21	1,358	2,792	4,150	2	361
 Spain	151	2,055	4,283	6,338	11,284	1,875
 Guatemala	60	20,494	20	20,514	6,607	1,205
 Haiti	15	4,497	0	4,497	0	396
 Honduras	25	5,616	494	6,110	85	307
 Italy	3	212	115	327	1,098	49
 Madagascar	25	4,153	0	4,153	394	122
 Nicaragua	289	19,129	15,199	34,328	579	883
 Panama	5	0	2,791	2,791	277	15
 Paraguay	35	13,442	2,370	15,812	164	936
 Peru	238	86,237	122	86,359	795	5,249
 D.R. Congo	42	521	581	1,102	0	35
 D. Republic	63	34,213	0	34,213	68	3,293
 Uruguay	22	177	1,882	2,059	600	316
 Venezuela	256	113,757	15,760	129,517	90,665	10,136
Total	2,001	558,728	86,320	645,048	135,904	39,133

* The total number of educational institutions includes IRFAS.

Participation in 2025



Convention Guide

- Country Name
- Federation member countries
- Emerging Countries
- Date of Founding
- Number of Educational Institutions
- Number of Radio Station Centers
- Number of Radio Stations
- Women
- Men



Key topics of the year

Early childhood: A strategic priority

Through the International Federation, the Early Childhood Initiative promotes a strategic commitment to **ensuring the right to quality care and education from the earliest years of life**, recognizing this stage as critical for **holistic development and educational equity**.

The federative strategy aims to **improve the quality of and access to** Early Childhood Care and Education (ECCE), **strengthen the institutional capacities** of countries, **develop common frameworks**, and **establish early childhood as a public policy priority**, especially in contexts of greater social exclusion.

This initiative combines educational initiatives, the strategic use of evidence, and public advocacy, integrating the local work of national Fe y Alegría chapters with federative processes of reflection, shared learning, and dialogue with regional and global stakeholders.

The early years of life—and in particular the first 1,000 days—represent a unique window of opportunity for cognitive, socio-emotional, spiritual, and physical development. In contexts of inequality, a lack of timely support widens gaps that have short-, medium-, and long-term consequences for people’s lives. Therefore, **investing early is a key educational, social, ethical, and political decision for breaking intergenerational cycles of poverty**.

Educational quality: the central focus

The emphasis is on the **quality of the educational experiences** we create for children and their families. Educational quality in early childhood settings is built on dimensions that integrate **relationships, pedagogy, and the physical environment**, recognizing the central role of educational caregivers in creating meaningful learning and care experiences. In the absence of robust monitoring systems in many countries, Fe y Alegría is committed to using **tools that enable the observation, analysis, and improvement of early childhood educational practices**.

Common frameworks for coordinated action

In recent years, key milestones have been established: **the Early Childhood Reference Framework** (2024), **the Federative Theory of Change** (2025), and **the Quality Guide for the First 1,000 Days**, all developed collectively with the participation of countries in the network.

The Quality Guide began to be implemented in **five countries**, with observations in early childhood classrooms and dialogues that helped identify strengths, gaps, and specific actions. These processes generated learning opportunities for educational teams and strengthened the approach to continuous improvement.

These tools reinforce a shared vision while respecting the diversity of contexts and cultures.

Early Childhood at Fe y Alegría



Conventions Guide

- Federation member countries
- Emerging Countries
- Countries working with early childhood
- The First 1,000 Days Program



Early Childhood
Reference
Framework



Quality Guide
Document for the
First Thousand
Days

Advocacy and influence on the public agenda

The dimension of **public action** was also strengthened through participation in international forums such as OMEP and **dialogue with UNESCO and other multilateral organizations**. These forums provided analysis, quality standards, and **reference frameworks** that inform the **federation’s policy document and strengthen the Movement’s capacity to influence policies in support of early childhood**.

The federation plans to consolidate this strategy with a growing emphasis on **quality, the first 1,000 days, and strengthening early childhood care**, in line with global demographic and educational challenges. The importance and urgency of early childhood care make it a federal priority and will drive the mobilization of partnerships, resources, and public policy decisions that guarantee the right to learn from the very beginning of life.



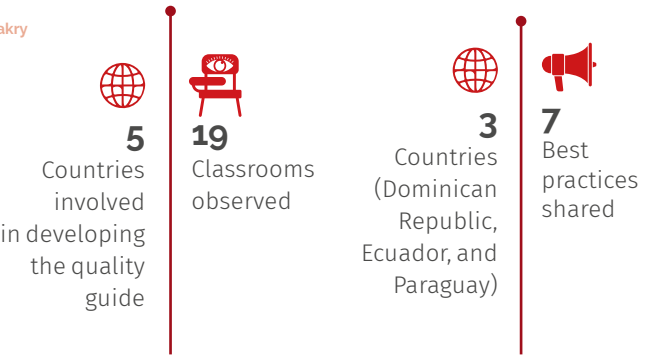
Theory of Change
Early Childhood



Photo: Fe y Alegría International participates in the OMEP World Conference to expand partnerships, networks, and advocacy for and in early childhood

FIRST 1,000 DAYS

NEXT 1,000 DAYS



Key topics of the year: Education for Work: Independence for life

The education for Work Initiative (FpT for its initials in Spanish) connects **education, employability, and social inclusion**. In contexts marked by disparities in access to opportunities, it promotes training programs specifically designed for young people and vulnerable populations, strengthening their ability to secure decent employment, continue learning, and build sustainable life plans.

The initiative integrates technical training, human development, and engagement with the local workforce, in line with the principles of popular education. Its approach combines **technical, digital, and social-emotional skills with an ethical, civic, and environmental perspective**, aiming not only to help people secure employment but also to enable them to build paths toward economic independence and social participation.



Photo: Fe y Alegría Honduras

Foundational technical training

Each student pursues a technical specialization at their school in accordance with the curriculum:

- ♥ **Mechanics**
- ♥ **Electrical Engineering**
- ♥ **Beauty and Cosmetology**
- ♥ **Other**



Photo: Fe y Alegría Guatemala



FpT Courses

Technical training is supplemented by the addition of courses focused on:

- ♥ **Social-emotional skills**
- ♥ **Digital skills**
- ♥ **Purpose-driven entrepreneurship**
- ♥ **Customer service**
- ♥ **Sustainability and green jobs**

These courses are integrated to enhance employability and self-employment.

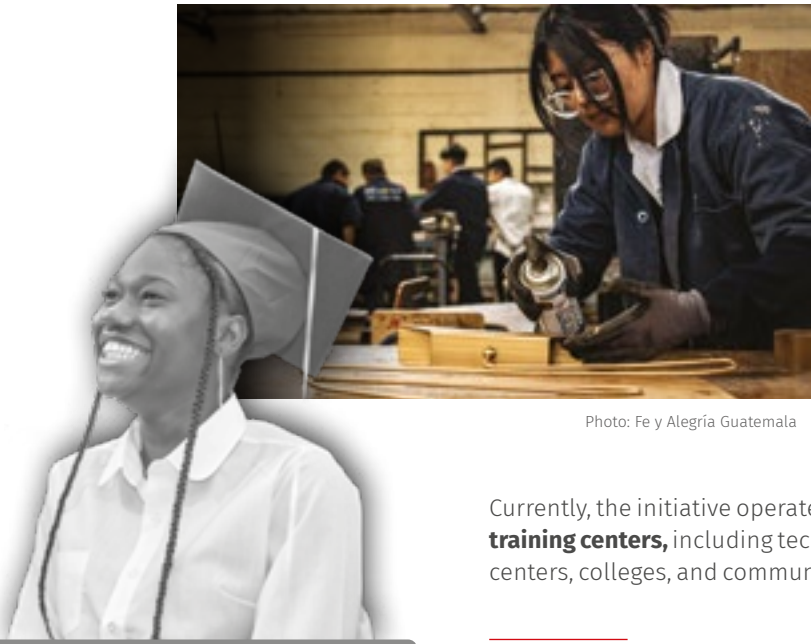


Photo: Fe y Alegría Chile



Strengthened profiles upon graduation

Graduates possess basic, cross-disciplinary, and specific job skills, as well as the skills needed to enter the workforce and technical digital knowledge.



Photo: Fe y Alegría Honduras

Currently, the initiative operates in **22 countries** through more than **500 training centers**, including technical high schools, vocational training centers, colleges, and community centers.



Between 2022 and 2025, more than 128,000 people participated in training programs; more than 64,000 completed their training and more than 11,000 secured their first job, started a business or continued their education.

In the past year alone, more than **21,000 students completed their training and nearly 5,000 secured their first job**, demonstrating concrete progress in employability. **Nearly 60% of these results involve women**, reflecting the initiative's commitment to gender equality and to reducing barriers to decent work.

One of the most significant advances has been the development of **quality guidelines and indicators for training centers**. This common framework guides pedagogical, organizational, and community engagement processes; strengthens the consistency of the model across the entire network; and ensures that training programs remain relevant in light of changes in the labor market and the needs of local communities. Furthermore, pilot projects have shown that these guidelines facilitate progress toward shared quality standards across countries, strengthening network coordination and promoting continuous improvement processes at the centers. This results in more consistent **training, aligned with the demands of the local context and offering greater opportunities for job placement**.

The unique value of the Education for Work program lies in its graduate profile: individuals who combine technical skills with critical thinking, employability skills, environmental awareness, and digital citizenship. This approach enables us to meet today's demands while also preparing individuals to create value in their communities and contribute to a more just and sustainable future.

The Education for Work strategic approach is organized around 5 commitments:



Photo: Fe y Alegría Colombia

1 Work in networks and Continuous Improvement

Brings together more than 18 countries in communities that share methodologies, learning experiences, and quality standards in strategic areas such as dual training, the care economy, artificial intelligence, and labor observatories.



Photo: Fe y Alegría Uruguay

2 Holistic training

Combines technical, digital, and socio-emotional competencies with learning experiences connected to the productive realities of each territory.



Photo: Fe y Alegría El Salvador

3 Job placement

Facilitates effective job placement through common protocols, partnerships with companies, graduate follow-up, and the promotion of green jobs.



Photo: May 1st March, Colombia

4 Public Advocacy

It places the relationship between education and employment at the forefront of the social and political agenda, highlighting its contribution to inclusion and social mobility.



Photo: Fe y Alegría Colombia

5 Sustainability and Partnerships

Diversifies resources and strengthens strategic alliances to ensure the continuity, scale, and relevance of the processes.

Key topics of the year:

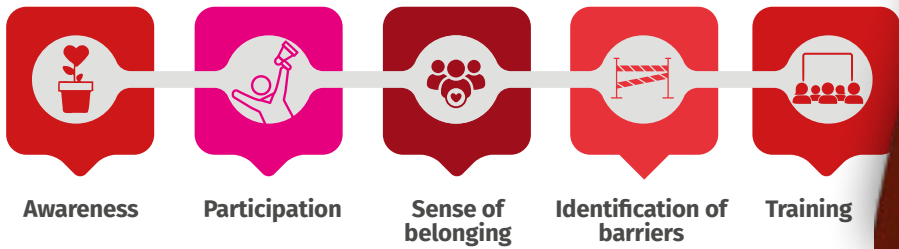
Inclusive education: Removing barriers to ensure the right to learn

The Federation Inclusive Education Initiative promotes a strategy aimed at **ensuring the right to education for all people, especially those who face the greatest barriers to access, participation, and learning.**

At the federation level, the strategy focuses on **consolidating a common framework to guide and strengthen national models of inclusive education, while respecting the diversity of contexts.** In this process, progress has been made in implementing the reference framework, validating the inclusion index, and building capacity in schools.

 **893 people supported directly**

 **26 centers and communities, 396 teachers and trainers in three countries.**



Conceptual Framework Inclusive Education

Inclusive Policies

Inclusive Culture

Inclusive Practices



Furthermore, the project’s continuity—with funding secured through September 2026 by a private donor from Spain committed to supporting people with disabilities—reinforces the sustainability of this initiative and enables progress to be consolidated in the countries where the initiative is active.

These results show that inclusive education at Fe y Alegría is moving forward as a concrete strategy, with a tangible impact on local communities, capacity building, and network coordination.

For Fe y Alegría, inclusive education is an approach that transforms educational practice and expands opportunities for learning, participation, and development for everyone.



Photo: Fe y Alegría Bolivia

A roadmap for supporting diversity

SUPPORT / FOLLOW-UP

1

Identification of diversity
Detection tool by developmental areas

2

Psychopedagogical and learning assessment

3

Determination of educational needs and strengths

4

Plan Diverse curricular proposal

5

Individual curricular plan / proposal: Adaptations – reasonable accommodations.

The initiative is organized into five complementary areas of focus:



Common framework and quality tools

Implementation of the reference framework and validation of the inclusion index as tools to guide continuous improvement in schools.



Training and teacher network

Development of training programs that strengthen teaching skills, as evidenced by initiatives such as the sixth class of the Innovation and Quality course, where 131 educators shared their experiences with inclusive education.



Reach and impact

Strengthening the institution’s standing through strategic partnerships and new projects, such as the recent approval of a proposal with Arrufat to provide care for children aged 0 to 6 with disabilities.



Knowledge management

Systematization and dissemination of meaningful experiences, promoting collective learning within the network.



Network coordination

Integration with other federative initiatives, as demonstrated by experiences such as the gathering of deaf and hearing youth, which brings together inclusion and youth through shared processes.



Photo: Fe y Alegría Guatemala

Key actions for each federation-wide initiative

1 | Holistic Ecology

♥ **2,244 teachers and 41,481 students** participated in training, awareness-raising, and mobilization activities at 129 schools and 10 community centers, covering 21 regions in rural, low-income urban, Amazonian, Andean, and coastal areas.

♥ **Processes of education and action to care for our Common Home were promoted in collaboration with 23 indigenous peoples** (Shipibo, Kukama Kukamiria, Pemón, Akawayo, Eñepa, Jivi, Kariña, Houttuya, Senema, Yekuana, Tsimane, Mojeño Trinitario, Mojeño Ignaciano, Maropa, Warao, Xerente, K'ichê, Q'eqchi, Kaqchikel, Uspanteko, Ch'orti, Chuj, and Mam), strengthening intercultural dialogue and the defense of territories from a perspective of socio-environmental justice.

♥ **More than 98,000 students from 10 countries were mobilized through the Global Action “Letters to the Earth,”** amplifying the voices of Fe y Alegría’s educational communities in the lead-up to COP30.

♥ **50 educators successfully completed the certificate program “Integral Ecology and Socio-Environmental Justice,”** earning certification from Javeriana University, in partnership with CPAL and Fe y Alegría.

♥ **Seven significant educational initiatives focused on caring for our Common Home** were presented at the **6th Pan-Amazonian Meeting** held in Brazil, and educational materials were produced in four languages and are available on the Virtual School platform.



Over 98,000 students are taking to the streets for climate justice in 10 countries ahead of COP 30

2 | Innovation

♥ **3,142 educators**, of whom **2,419 are women**, participated in training programs on innovative teaching tools in 18 countries—Argentina, Bolivia, Chile, Colombia, Cuba, Ecuador, El Salvador, Spain, the United States, Guatemala, Honduras, Nicaragua, Paraguay, Peru, the Dominican Republic, and Venezuela—strengthening teaching capacities and improving educational practices in diverse contexts.

♥ **725 educators** received certification in the educational innovation track, strengthening teaching practices aimed at social transformation and the sustained improvement of educational quality in the communities where Fe y Alegría operates.

♥ **131 innovative practices were shared**, promoting systematic processes of collective reflection that establish innovation as an everyday practice for institutional learning and the continuous improvement of education.

♥ **200 educators from Ecuador, Argentina, and Guatemala received training in Artificial Intelligence and Education**, developing and implementing AI Week through innovative, context-specific experiences grounded in an ethical and pedagogical approach.

♥ The document **Quality, Improvement, and Innovation: Keys to Transformative Popular Education** was published, outlining Fe y Alegría’s political and ethical commitment to an education that recognizes each person as a historical agent, capable of understanding their reality and transforming it.

♥ **Eight virtual meetings** were held, attended by more than **1,000 educators**, strengthening educational dialogue and the collective development of educational quality standards rooted in the contexts, realities, and aspirations of educational communities.

3 | Citizenship

♥ The **draft Citizenship Framework** was presented for public discussion and validation, establishing the conceptual and methodological foundations that guide education for civic participation and the building of a culture of peace.

♥ **360 people took the course “Citizenship Education: Pillars of Civic Participation for a Culture of Peace,”** which combined an online format with four cohorts featuring synchronous sessions held in Peru and Argentina.

♥ **172 people in Peru and 20 in Argentina** participated in regional training programs across **four cohorts**, strengthening the context-specific implementation of the educational initiative.

♥ **Four learning communities were established in Peru**, aimed at fostering critical thinking and civic engagement within educational communities.

4 | Migration

♥ **Updating and consolidating “El Vuelo del Azacuán”** as a guided psychosocial support process, incorporating return as a key dimension in response to the increase in forced displacement by 2025, and strengthening the

approach to **migration-related grief** through activity workbooks and educational support for the emotional well-being of children and adolescents affected by migration.



Each year, more than 500 teachers enhance their ability to innovate in the classroom.



360 people received training in citizenship education and a culture of peace.

Photo: Fe y Alegría Ecuador



Photo: Fe y Alegría Guatemala



Photo: Fe y Alegría España-Entreculturas



Photo: Fe y Alegría Guatemala



175 people enrolled in the second training cohort and 52 participants certified, strengthening emotional support for children and adolescents in migration contexts.

♥ Expanding the target audience for psychosocial care to include **migrant children and adolescents in their countries of origin, transit, destination, and return.**

♥ Implementation of the **second training cohort on the application of the guidelines**, aimed at educators, social workers, and psychology professionals, to build capacity for the psychosocial support of migrant children and adolescents.

♥ Participation in the **Continental Assembly of the Jesuit Network with Migrants in Guatemala**, strengthening ties with the Jesuit Network with Migrants in Canada (RJM CANA) and the Jesuit Refugee Service Latin America and the Caribbean (JRS LAC).

Photo: Fe y Alegría Panama

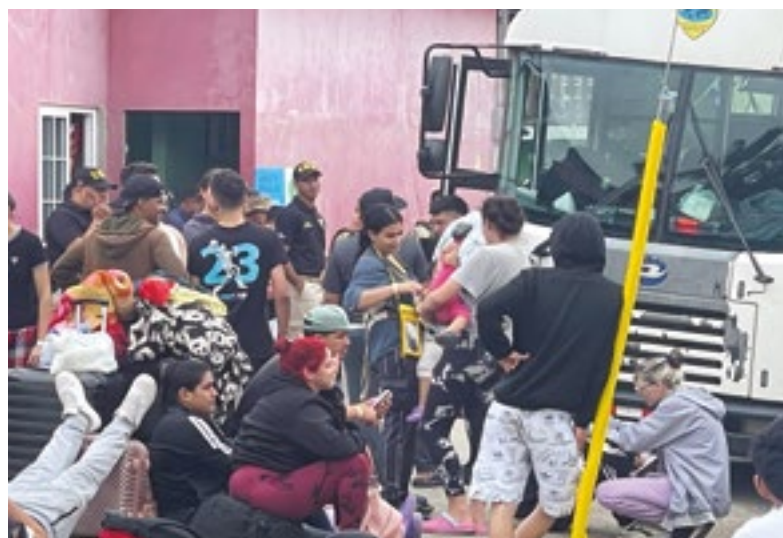


Photo: Fe y Alegría El Salvador



Photo: Fe y Alegría Panama

Financial Transparency 2025

Fe y Alegría is an international federation comprising 22 national Fe y Alegría organizations. We are a public education system, largely funded by public government funds, and the majority of our budget is allocated at the national level, as that is where our educational services are delivered.

95.45% of the Movement's budget comes from domestic funding.

Most of Fe y Alegría's resources are mobilized and managed directly in the countries where the Movement is present, where it primarily carries out its educational and social mission.

Government public funds account for 78.92% of the Movement's revenue

This figure reflects Fe y Alegría's strong ties to national education systems and reaffirms our role as a public education institution serving communities. International funds, meanwhile, account for 7.31% of the total. In this context, the International Federation mobilized a total of 5.8 million USD in 2025, representing a 15.73% increase over 2024. These funds were allocated to international projects and to strengthening the Federation's objectives, thereby advancing the Movement's common mission.

1 | Source of funds

Funders

Regarding the source of funds, 46,43% comes from institutions, including private foundations, partner organizations, strategic partners, and priority partners.

Second, companies contributed 44,08% of the revenue through corporate social responsibility initiatives and programs run by large companies.

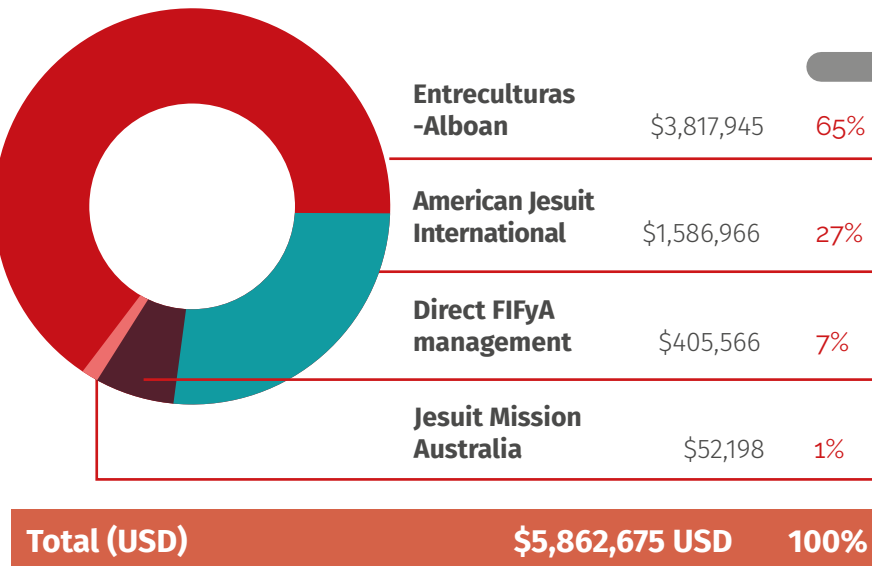
Noteworthy is the significant increase in funds from private individuals, which rose from \$245,662 in 2024 to \$480,686 in 2025. This growth represents a year-over-year increase of 95.67%.

Institutions	\$2,721,897	46.43%
Companies	\$2,584,508	44.08%
Private donors – Individuals	\$480,686	8.20%
Federation's own funds	\$75,583	1.29%
Total (USD)	\$5,862,675 USD	100%

Sustainability centers in 2025

In 2025, the Federation's resource mobilization relied primarily on sustainability centers linked to partner institutions.

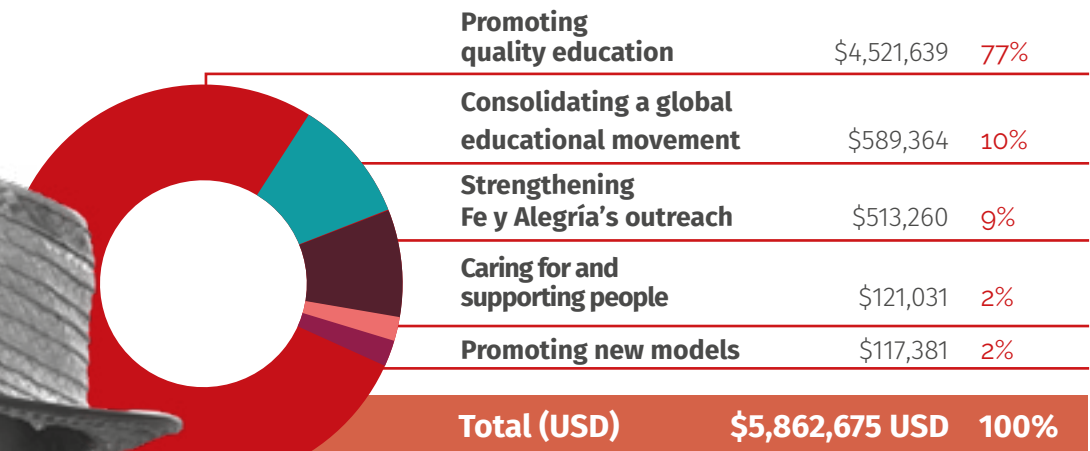
This distribution shows that the majority of funds are obtained through robust institutional partnerships, which function as regional platforms for sustainability. At the same time, it reflects a coordinated model between the Federation and its partners, capable of mobilizing resources in different parts of the world and ensuring the financial sustainability of the common mission.



2 | Allocation of the funds

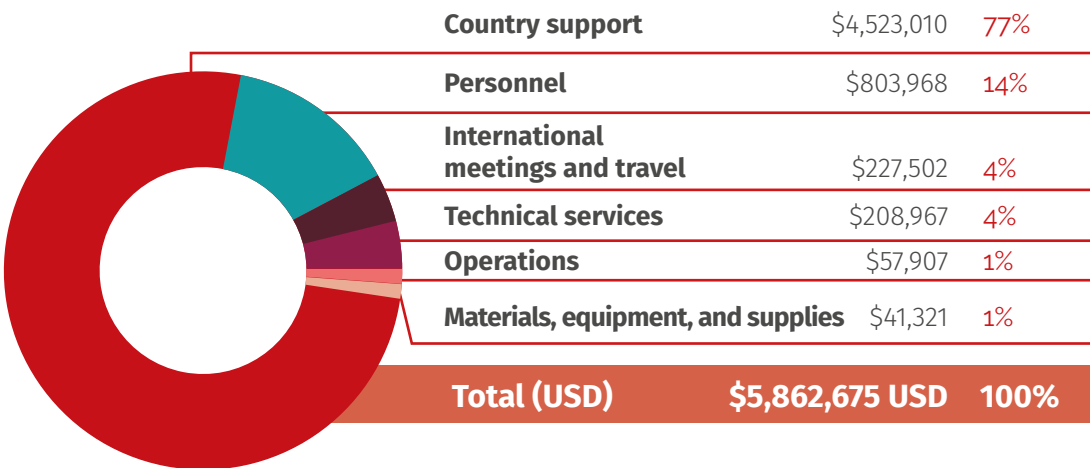
Federation Objectives

In 2025, all of our funds were invested in federation objectives through which continuous improvement of the educational proposal, an efficient and transparent financial management of the Movement is ensured, new organizational models are identified and promoted, global dynamics are fostered, and the policy of 100% safe and violence-free educational spaces is strengthened.



Allocations

In 2025, the International Federation of Fe y Alegría allocated \$4.52 million—equivalent to 77% of its total expenditures—to fulfilling its mission by supporting educational and social development projects in some of the 22 countries where it has an institutional presence and provides direct services.





3 | Certifications and statutory audit

In 2025, the financial statements for the funds managed by the International Federation in Bogotá were certified by accountant Andrea Marcela Castro (TP 169846-T), and the statutory audit report was issued by the firm BDO Audit S.A.S. BIC, represented by Juan Felipe Ariza Florez (TP 324215-T). Both the certification of the financial statements and the audit report demonstrate the compliance and consistency of all accounting transactions with current tax legislation in Colombia, the country in which the International Federation of Fe y Alegría has legal status. Please refer to the audit report, the certification of the 2025 financial statements, and the financial statements with figures expressed in dollars as of December 31.

Scan the QR code to access the documents



♥ Statutory audit report, financial statements, and certifications for 2025.

4 | Evaluation

Continuous evaluation is an essential part of Fe y Alegría's way of working, as it provides evidence to inform decision-making and strengthen the impact of our work. **During 2025, we conducted 13 evaluations that demonstrated positive results in educational retention, improved employability for vulnerable populations and women, the prevention and reduction of gender-based violence, and the strengthening of community entrepreneurship and livelihoods, among other areas.**

Particularly noteworthy is the study **"Youth, Citizenship and Participation: The Impact of Fe y Alegría's Youth Initiative,"** which confirms that the initiative generates meaningful change at three levels: **Personal**, by strengthening young people's leadership, self-esteem, autonomy, and life projects; **Civic**, by fostering critical awareness of their reality and an active commitment to influencing it; and **Collective**, through organized networks capable of mobilizing, engaging in dialogue, and promoting joint action across different countries.

These evaluations also highlighted significant outcomes: on.

Themes, results and countries

Youth, citizenship and participation

Young people strengthen their identity, develop critical thinking skills, and become agents of change within their communities.

🔍 1 | 🌐 15

Educational retention and learning recovery

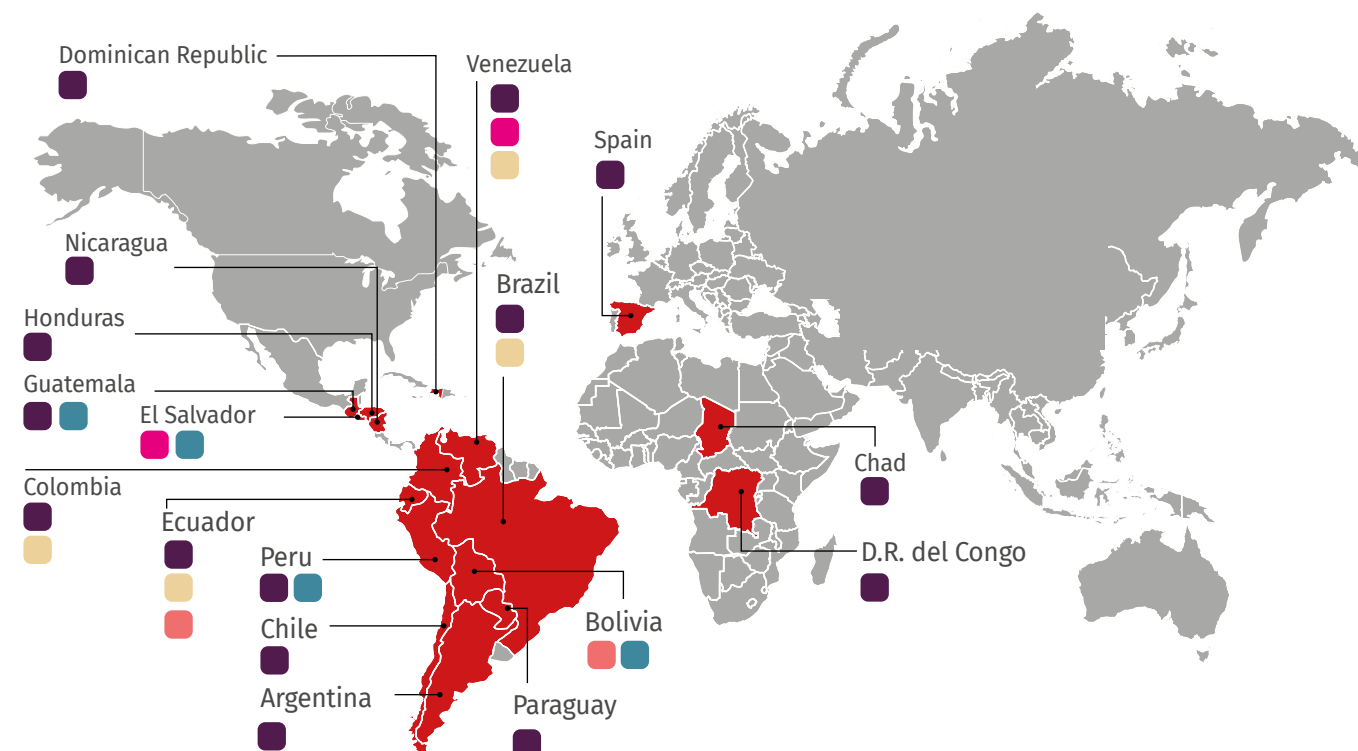
Students stay in school, return to education, and achieve better learning outcomes. Enrollment has increased, more young women have re-entered the education system, and academic performance has improved.

🔍 2 | 🌐 2

Gender equality

Educational communities recognize, challenge, and transform gender-based violence, advance coeducational practices, and build more equitable and safer learning environments.

🔍 3 | 🌐 2



Education for work, employability, and sustainable entrepreneurship for young people and women, with a focus on rural communities

Young people and women in vulnerable situations develop technical skills, improve their employability, launch entrepreneurial initiatives, and strengthen their economic autonomy.

🔍 6 | 🌐 4

Protection and safe schools in emergency and/or human mobility contexts

Educational communities gain access to safe learning environments, comprehensive support services, and safeguarding measures, with particular attention to women and vulnerable populations.

🔍 2 | 🌐 4

CONVENTIONS

No. of investigations 🔍 | 🌐 No. of countries of study

Photo: Fe y Alegría Argentina

We are education that transforms lives!

Support our mission and sign up today!



dona.feyalegria.org

Fe y Alegría is an international movement that annually provides quality education to more than 800,000 people living in the most challenging environments. We are present in 22 countries, where we offer quality education so that children, youth, and adults have better opportunities and can create dignified living conditions for themselves, their families, and their communities.

Be part of this global movement
for **education and social justice!**

Institutional partners

STRATEGIC PARTNERS



PARTNER INSTITUTIONS



NETWORKS WE ARE PART OF



ALLIED NETWORKS



Organizational Chart 2026

Board of National Directors

For more contact information, please refer to the Fe y Alegría Internacional directory

General Assembly

Board of Directors

Daniel Villanueva, SJ
General Coordinator
Fe y Alegría Internacional

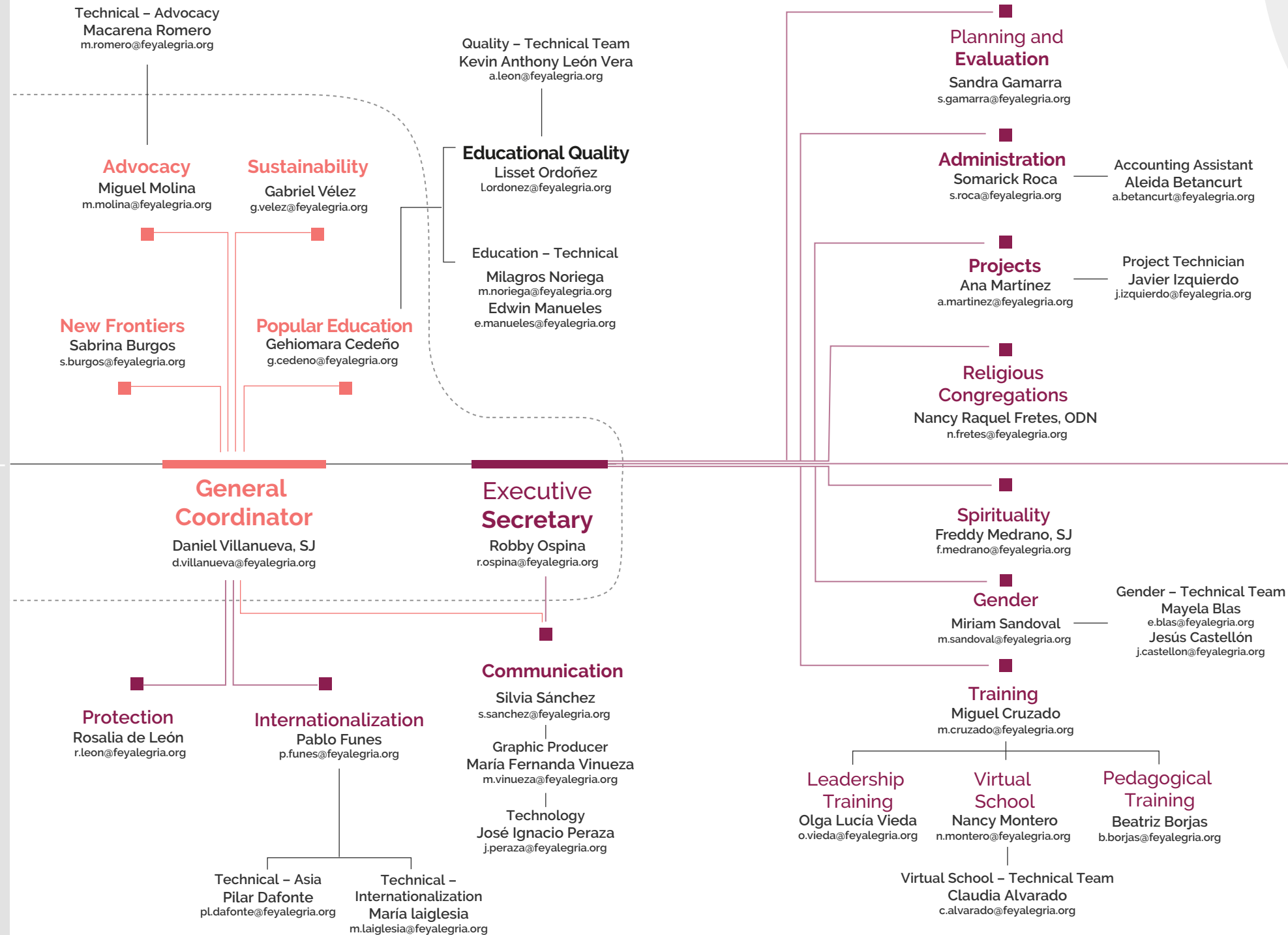
Sister Nancy Raquel Fretes
National Director of
Fe y Alegría Paraguay

Florencia Sienra
Executive Director of
Fe y Alegría Uruguay

Alejandro Calderón
National Director of
Fe y Alegría El Salvador

Pablo Funes
Director of International
Cooperation at Fe y Alegría
Spain – Entreculturas

Tsayem Saturnin, SJ
National Director of
Fe y Alegría Chad

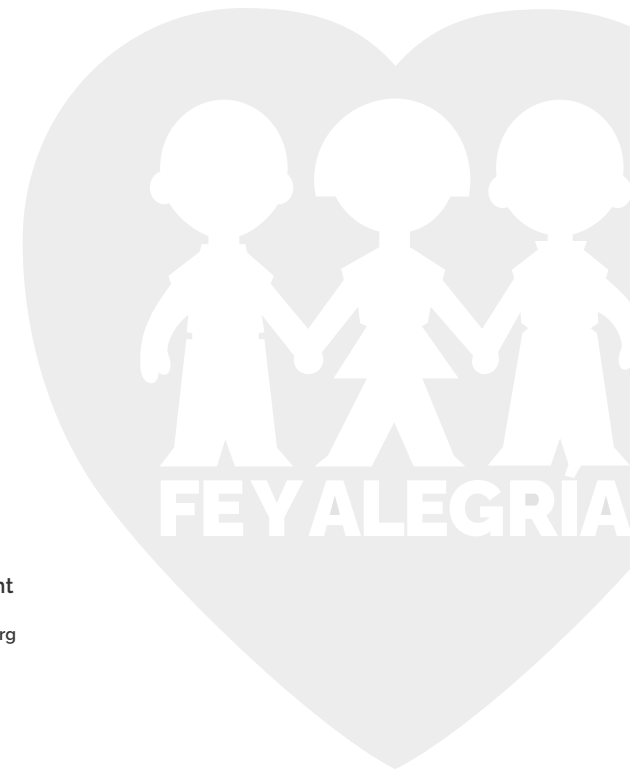


Conventions

---- Coordinator Team

Federation Initiatives

- **Educational Innovation**
Marlene Villegas
m.villegas@feyalegria.org
- **Holistic Ecology and the Pan-Amazon Region**
Irma Mariño
i.marino@feyalegria.org
- **Workforce Training**
Adela Colque
a.colque@feyalegria.org
- **Youth**
Tatiana Cardona
t.cardona@feyalegria.org
- **Citizenship**
Irene Ortega
i.ortega@feyalegria.org
- **Inclusive Education**
Carmina de la Cruz
c.cruz@feyalegria.org
- **Migration**
Blanca Gutiérrez
b.gutierrez@feyalegria.org
- **Early Childhood Care**
Fiorella Magnano
f.magnano@feyalegria.org





“Fe y Alegría makes no sense without constant, albeit quiet, work toward the liberation of the people—or, rather, so that the people themselves may learn to lead their own liberation.”

Fe y Alegría in Father José María Vélaz’s Thought

Fe y Alegría Internacional Directory

International Federation

Daniel Villanueva, SJ.
d.villanueva@feylegria.org
Calle 35 # 21 -19 La Soledad, Bogotá.
110311
(+57) 601 771 2362
info@feylegria.org
feylegria.org

1. Argentina

Fernando Anderlic
anderlic@feylegria.org.ar
Av. Callao 542, CABA. Ciudad
Autónoma de Buenos Aires.
C1022AAS
(5411) 5199-9486
info@feylegria.org.ar
feylegria.org.ar

2. Bolivia

Yerko Camacho
direccion@feylegria.edu.bo
Av. Arce esq. Plaza Isabel la
Católica #2519 piso 3, La Paz,
(591) 2-2444134
secretaria@feylegria.edu.bo
feylegria.org/bolivia

3. Brazil

Alexandre Souza, SJ.
presidente@fealegria.org.br
Avenida Paulista, 2.300 – 17º andar.
Bela Vista - São Paulo (SP)
CEP 01310-300
(55) 11 3956-6400
fundacao@fealegria.org.br
fealegria.org.br

4. Chad

Tsayem Saturnin, SJ.
dir.foijoietchad@gmail.com
Mongo, Sector 7
P.O. Box 08
(235) 65770210
dir.foijoietchad@gmail.com
foietjoie-tchad.org

5. Chile

Liliana Cortés
lcortes@hogardecristo.cl
German Yungue 3791, Estación Central,
Región Metropolitana
9160355
(56) 2-2779-7709
administracion@sumate.cl
sumate.cl

6. Colombia

Juan Fernando Lañas
directornacional@feylegria.org.co
Cra. 5 #34 - 39, Bogotá.
101111
(57) 3-15 6116821
comunicacion.nacional@feylegria.org.co
feylegria.org.co

7. Ecuador

Carlos Vargas
c.vargas@feylegria.org.ec
Asunción OE 2- 38 y Manuel Larrea,
Quito
17088623
(593-02) 321-44-55
info@feylegria.org.ec
feylegria.org.ec

8. El Salvador

Alejandro Calderón
a.calderon@feylegria.org.sv
Colonia Jardines de Guadalupe, Calle el
mediterráneo, entre Ave. Río Amazonas
y Ave. Antiguo Cuscatlán, frente a
Escuela Alemana, Antiguo Cuscatlán,
El Salvador
1502
(503) 2243-1282
comunicacionesfya@feylegria.org.sv
feylegria.org.sv

9. Spain

Martín Iriberry, SJ.
m.iritberri@entreculturas.org
C/Maldonado 1. 3º A, Madrid.
28006
(34) 91-5902672
noticias@entreculturas.org
entreculturas.org

10. Guatemala

Francisco Iznardo, SJ.
francisco.iznardo@feylegria.org.gt
12 Avenida 2-17 zona 1, Ciudad de
Guatemala
1001
(502) 2324-0000
fyaguatemala@feylegria.org.gt
feylegria.org.gt

11. Haiti

Maréus Toussélat, SJ.
ht.directeur@foietjoie.org
18, Boulevard 15 Octobre, Tabarre 10,
Haiti.
ht6123
(509) 28121232
haiti@foietjoie.org
foietjoie-haiti.org

12. Honduras

Hno. Leonardo Sánchez, SJ.
l.sanchez@feylegria.org.hn
Fe y Alegría Honduras. Zona de la
compañía, boulevard Canaán, dentro
del Centro Técnico Loyola. El Progreso,
Yoro, Honduras.
11101
(504) 3177- 4870
honduras@feylegria.org
feylegria.org.hn

13. Italy

Florin Silaghi, SJ.
direzioe@feylegria.it
Via Leone XIII 12 Milán
20145
(39) 3289312437
info@feylegria.it
feylegria.it

14. Madagascar

Jean Guy Tahina, SJ.
directeurfyamada@gmail.com
Près UMagis Enceinte La Riziére
Antady, BP 1032
1032
(261) 346843679
guitahina@yahoo.fr

15. Nicaragua

Everardo Víctor, SJ.
ni.director@feylegria.org
Reparto San Martín, No.36, Apdo. 4063.
De Walmart 1c al sur, 3 ½
abajo, Managua
4063
(505) 2266-4994
comunicaciones@feylegria.org.ni
feylegria.org.ni

16. Panama

Marco Tulio Gómez, SJ.
pa.director@feylegria.org
Final Calle Principal Parque
Alicante, Las Mañanitas,
Panamá.
7215
(507) 69293713
pa.serviciomigrantes@feylegria.org
feylegria.org/panama

17. Paraguay

Nicolasa Ortíz
director@feylegria.org.py
Juan Emiliano O'Leary 1847 entre
Sexta y Séptima Proyectada,
Asunción.
1018
(595) 21371659
oficinacional@feylegria.org.py
feylegria.org/paraguay

18. Peru

Ernesto Cavassa, SJ.
ecavassa@feylegria.org.pe
Jr. Cahuide 884, Jesús María, Lima.
15072
(51) 1 471-3428
peru@feylegria.org.pe
feylegria.org.pe

19. D.R. Congo

Albert Kineni Amala, SJ.
foietjoie.rdc@gmail.com
7245 Kin 1, Kinshasa
(243) 810060283
foietjoie.rdc@gmail.com

20. D. Republic

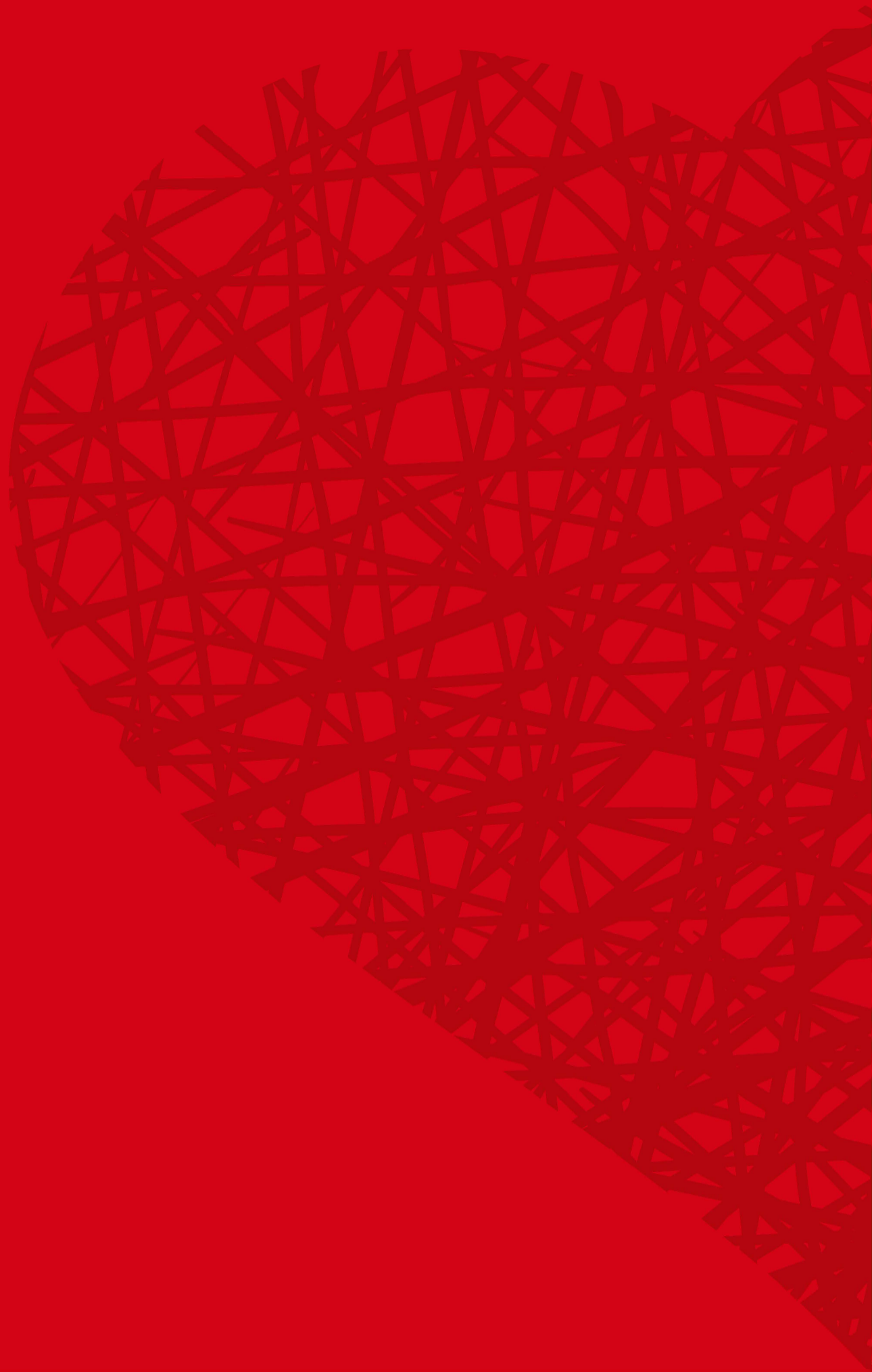
José Ramón López, SJ.
direccion@feylegria.org.do
Calle Cayetano Rodríguez #114
Gascue, Santo Domingo
10205
(809) 221-2786
relacionespublicas@feylegria.org.do
feylegria.org.do

21. Uruguay

Martin Haretche
mharetche@feylegria.org.uy
Avda. 8 de octubre 2738.
Montevideo
11600
(598-2) 487-2717
info@feylegria.org.uy
feylegria.org.uy

22. Venezuela

José Gregorio Terán, SJ.
ve.director@feylegria.org
Edificio Centro Valores, piso 7
parroquia Altagracia Caracas
1010
(58) 212-5647423
venezuela@feylegria.org
feylegria.org/venezuela





feyalegria.org