



FEDERACIÓN INTERNACIONAL
Fe y Alegría

Movimiento de Educación Popular Integral y Promoción Social

Global Plan of Federative Priorities 2021 2025







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2021 Global Plan of Federative Priorities 2025





International Federation of Fe y Alegría

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Pope Francis' Invitation to the Global Compact on Education



Rev. Fr. Rafael Velasco

Dear brother,

A cordial greeting.

I know that the Provincials of Latin America and the Caribbean (CPAL) are gathered. I ask you to convey my greeting and closeness.

An issue they will address is education. For decades the educational pact (family-government-school) has been broken. I think this is a good time for us to look at this problem. Hence the Global Compact on Education initiative.

Certainly, it is not about a simple renewal, but rather to recreate, to free ourselves from the illuminist heritage of the Enlightenment (which pervades the entire educational system) and to propose a path of personal and social integration where the harmonious language of the mind, the heart and hands summon the harmonious work between family-school-government.

I thank you for what you will do in this line. On the other hand, the Society of Jesus is first, in this matter, with "Fe y Alegría".

Please don't forget to pray for me. I do the same for you.

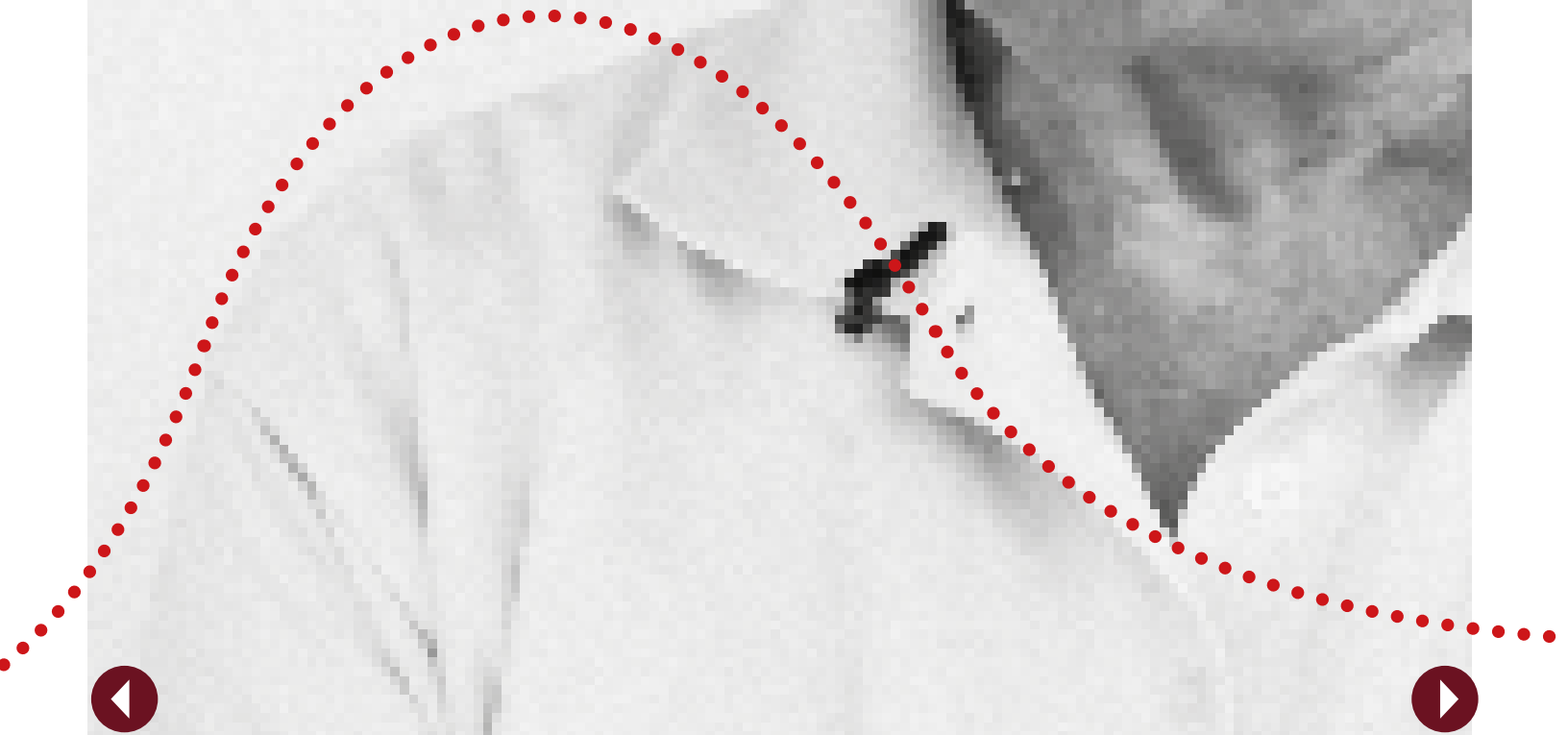
May Jesus bless you; the Holy Virgin take care of you. Fraternally.



In memory of Jorge Cela S.J.

(October 7, 1941 - November 29, 2020)

"To learn that exclusion and poverty are not percentages. They are concrete faces, stories, personal names. They are people. To learn that the analyses we make, sometimes pessimistic, do not correspond to a reality of commitment, generosity, tenderness that exists in our people. Rediscovering that gives us hope. "





Carlos Fritzen, S.J.
General Coordinator
International Federation of Fe y Alegría
Bogotá, December 2020

1. Presentation

This document presents **proposals for the revision of some orientations of the Federative Priorities Plan** and proposes partial changes to the organizational and management structures, based on the analysis and evaluation process carried out. The responses and recommendations collected consider that we are still in the process of implementing the logic of the FPP 2016-2020, therefore, no substantive revisions to the Plan are proposed and the fundamental missional definitions are confirmed.

We confirm our commitment to a model of PLAN-NING BY PRIORITIES that summons and guides us as a Movement, that energizes our collective journey and offers us elements to evaluate our practice. This model that we reaffirm today is articulated in a network, it is dynamized by initiatives that arise from the countries, with management bodies and decentralized federative services. This model is a change still in development with respect to the previous model implemented by programs, with defined structures and work processes that depended on the General Coordination and whose leadership was entrusted to certain Fe y Alegría. This renewed Federative Priorities Plan continues to seek to promote inspiration, national initiatives and innovation, knowing that the implementation process is played out in every local regional and global action area.

The Global Plan of Federative Priorities (GPFP) 2021-2025 is complemented by an Implemen-

tation Plan at the federative level and implementation plans in each national unit, according to its own characteristics, conditions and context.

The **implementation plans**, inspired by this GPFP, develop the basic instances and functions of the network management model, as well as the organization of the components and lines of action to be developed.

Therefore, and maintaining the central inspiration, some proposals for a partial revision are made for the relaunch of our Priorities Plan. These partial reviews clarify certain points or add guidelines for their development. Recommendations are collected from different work commissions, from various meetings of National Directors and other federative leaders, but above all from:

1. Evaluation processes and recommendations of federative leadership: Ordinary Council of National Directors in El Salvador (2019) and Extraordinary Councils of National Directors in May, July and August 2020; and two Initiative Leaders' meetings throughout the period, especially April 2020.
2. Evaluation consultation and recommendations to the expanded set of federative teams in September 2020.
3. Organizational research conducted by the University of Warwick (process concluded in October 2019).

This plan aims to inspire and motivate, it should not in any way "put limits on our capacity to multiply and give more", as Pope Francis told us a few months ago. "Fe y Alegría cannot be governed as an industry is governed, Fe y Alegría at most can be led, driving that force that comes from a thousand places."

May this GPFP 2021-2025 lead this human and spiritual force that deeply motivates our service.



2. Criteria for renewal



Based on the experience of implementation and development of the FPP 2016-2020, the evaluation carried out and the recommendations of the various federative instances, the following considerations are proposed for the review of the current FPP and its respective implementation:

Develop a global strategic vision:

To strengthen the global perspective of the Movement, generating structures and ways of proceeding that lead us from being an eminently Latin American movement to one with a global scope and perspective, in addition to becoming a real global actor in the defense of the right to quality education and the promotion of a global citizenship.

Maintain and advance the management and organization in network model:

The advances in network management confirm us in the model of management and federative organization in Mission Priorities that are constituted in Axes of Mission that, in turn, are structured in diverse Initiatives that, in network logic, call the commitment from the countries for the federative action.

At the same time, we want to make progress on:

a. Increased collaboration and synergy between networks

The strengthening of network Initiatives requires generating greater lines of collaboration, communication, planning and articulation to generate synergies, lines of joint action and other links of reflection and action between them.

b. Flexibility and renewal

To take advantage of the potential for flexibility and permanent renewal that the logic of networks allows, to respond to the changing challenges of the mission, promoting permanent discernment of the challenges of the context.

c. Simplification and clarity

Maintain the organizational structure with more precise definitions of the responsibilities of each instance, simplifying the steps and the processes in the federative action.

Strengthening the federative support:

Maintaining the diversity of institutional modalities for federative services (decentralized and sustainable), develop in particular:

a. The formation of federative leaderships

The network management model requires people trained and identified with the mission, who know how to combine the dynamics of netarchy and hierarchy, and the interaction between local action and the global perspective.

b. Federative Communication

Strengthen, streamline and diversify internal and external communication.

c. Mechanisms for implementation, evaluation and impact measurement.

Incorporate planning, monitoring, follow-up and evaluation as part of the federative action.





1. Mission level

FE Y ALEGRÍA is a Movement of Popular Education and Social Promotion that, born and driven by the experience of the Christian Faith, in the face of situations of injustice, is committed to the historical process of the popular sectors in the construction of a just and fraternal society.

3.1. Decalogue

Our Work Originates From Our Faith.

1

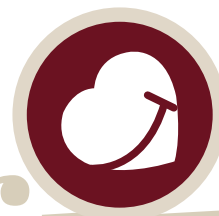
Our work originates from experiences of faith in Jesus of Nazareth and his call to build God's Kingdom and his Justice, especially in situations of poverty and exclusion, always through respect and dialogue with other religious and cultural expressions. Free from discrimination, our experiences of faith drive us to believe in the capacities of all peoples to transform the current reality and build a better world.



With an Attitude of Joy.

2

Our joy is strengthened through our encounters with the poor and excluded and our commitment to personal and social transformation arises from the liberating experience of faith in Jesus. Our Movement does not derive from a doctrine or ideology, but precisely through these experiences of Faith (Fe) and Joy (Alegría). We therefore adopt a joyful and liberating pedagogy.



Always in Movement.

3

Fe y Alegría conveys to society the urgent need to work together to eradicate poverty, inequality, injustice and the suffering of excluded and impoverished peoples. It is from this sense of urgency that we are compelled to boldly and creatively act by continually re-examining contexts and our own identity, leading us beyond current limits and borders. In order to promote entrepreneurship and creativity, Fe y Alegría values and empowers the functional autonomy of countries and schools to unleash the potential of the people we accompany.



We Educate.

4

All of our socio-educational actions promote the formation of new citizens, who are aware of their potential and the reality around them, who are open to transcendence, who are change agents, who are protagonists of their own development and who promote respectful relationships with others, with communities and with nature. It is precisely because of these individuals we believe in education as a lifelong right for all and we promote a quality and inclusive Popular Education model in order to build a more equitable, just and sustainable society.





We are Popular Education.

We are first and foremost Popular Education because we promote an ethical, political, pedagogical and epistemological social transformation proposal. We continually seek to understand the local, national and global realities with a critical eye in order to build and improve our actions. We value and revitalize marginalized cultures and experiences in everything we do.

5



We are Social Promotion.

We believe in the dignity of individuals and communities. Through solidarity we participate with teachers, educators, students, families and other community stakeholders in daily life, as well as in the problems and solutions of community. We promote harmonious and sustainable relationships between communities and their natural environments. We work from, with and for the community, developing their capacities, while also searching for alternative development methods in order to generate social transformation processes.

6



We are Committed.

Our commitment is a choice that originates from experiences of faith in Jesus of Nazareth that lead us to love, to work for justice, to defend human rights and to decidedly commit ourselves to social transformation in building the Kingdom of God. We are committed to the motivation and ongoing training of every member of Fe y Alegría because we require the presence and action of committed and impassioned individuals who live out an attitude of service.

7



We Opt for Excluded Sectors.

We make a clear option in favor of those sectors of society that suffer from poverty and exclusion. We work to empower all those who find themselves deprived of their rights. This option is non-negotiable. They will always be at the center of everything we do.

8



We Work for Justice and Peace.

We reflect on the root causes of situations of injustice. We communicate and raise awareness among society—through influencing national and international bodies—of the universal responsibility we all share in creating new structures that allow for a more humane world where the inequality gap is reduced. Our struggle for justice begins by defending the right to a quality education as a public good and the promotion of a free and universal public education as the duty of all governments. Additionally, we promote the dignity of the vocation of teachers and educators.

9



We Build a Fraternal and Democratic Society.

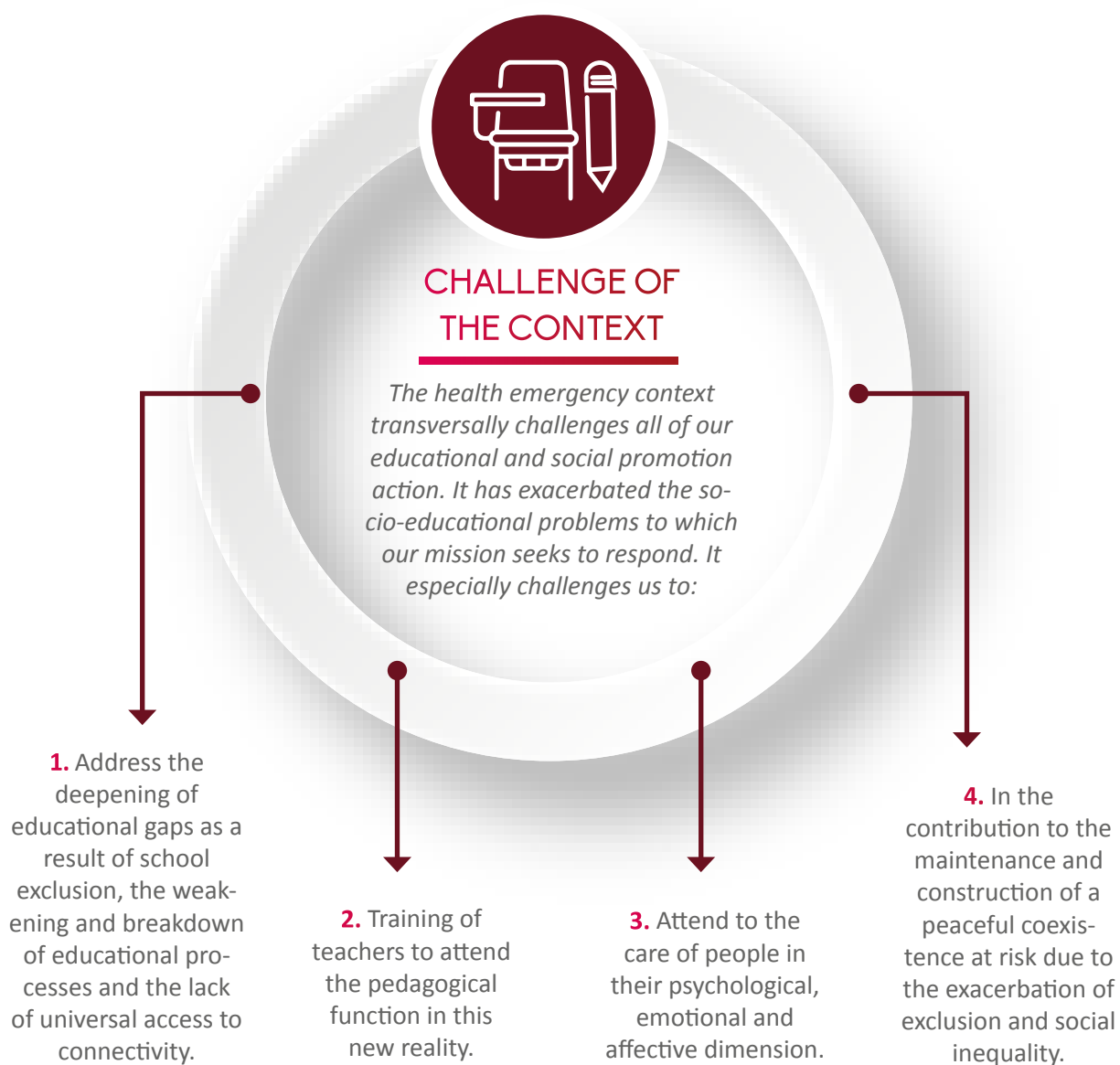
We work in alliance with social movements, governments, institutions, religious congregations, businesses and other social organizations. We create synergies to defend education as a universal right and as a public good with the ultimate goal of social transformation that enables a dignified life. We build a new society that is non-violent, at peace with nature and democracy and has fraternal relationships woven into its fabric.

10



3.2. Inspirational Challenges

The challenges that we set for this Global Plan of Federative Priorities 2021-2025 reflect those identified in the previous Priorities Plan and continue to apply to the Movement. Some modifications have been made, notably by integrating internal and external challenges, as well as some challenges with each other, always seeking that they guide and motivate our missional action.



Inclusive Quality Popular Education

- Keep reflecting on the concept and review of popular education practices to adapt them to the reality of the 21st century and to the field of education.
- Develop quality improvement processes in educational action, mounting a culture of permanent evaluation and implementing lines of action and innovative pedagogies.
- Incorporate in a real and effective way the socio-political dimension of education in all our socio-educational practices.
- Train male and female educators as social actors that create bonds and an educational space for social transformation.
- Work with the communities, in all our socio-educational services, for the transformation of their environment.
- Promote and encourage critical awareness and discernment for the search and construction of life projects in the people we accompany, nurtured by the richness of the diversity of charisms and spiritualities in Fe y Alegría.





Training for Decent Work

Training for Decent Work

- Develop appropriate training for decent work, to contribute effectively to employability and job placement, responding to the conditions of the context, in partnership with productive sectors in the public and private spheres.
- All our socio-educational services must develop proposals that enable our graduates to create and / or access a job that respects their rights and guarantees them a full and dignified life.

Citizenship and Peaceful Coexistence

Citizenship and Peaceful Coexistence

- Strengthen the ethical dimension in the formation of a responsible global citizenship to build a more humane, fraternal and equitable coexistence with socio- environmental responsibility.
- All our socio-educational proposals should incorporate renewed strategies to develop a culture of peace based on respect, gender equality-equity and global citizenship, considering and assuming co-responsibility in the care of the “Common Home”, promoting an integral ecology as a perspective for environmental sustainability.
- Specifically promote global citizenship awareness from our educational practices and social promotion actions for the construction of democratic and inclusive societies.

Influence Public policies

Influencing Public Policies

- Contribute to the creation of public policies that will be transformative in terms of national and global impact, so that, in addition to educational coverage, they promote the quality of education as a public good and the inclusion of people with disabilities, different ages, languages, cultures and religions.
- Involve the entire Fe y Alegría community in our social advocacy and in national and international public policies, with focus on education policies.
- Establish alliances and global pacts to achieve consensus and have a greater impact on the defense and promotion of human rights, especially for impoverished individuals and communities.





Institutional Sustainability

Institutional Sustainability

- Strengthen the identity of the movement counting on the richness of Ignatian spirituality and the various charisms and spiritualities in Fe y Alegría.
- Create new models of relationship with States as a key requirement of organizational sustainability.
- Mobilize national public and private, economic and human resources, with relevant and innovative strategies, and strengthen the culture of transparency, measurement and impact assessment to enable financial sustainability.

Working from, with and for the most excluded communities.

Work with, from and for the communities that suffer the most exclusion

- Extend our services in the new frontiers of exclusion that exist within the countries in which we are already present, in new countries and continents, especially in Africa and Asia.
- Develop proposals that consider varieties of distance education and address the challenges of school dropout.
- Promote the protection of children in all spaces of institutional action through all of our socio-educational action, and also, specifically with policies, protocols and training for the prevention and action against the mistreatment and abuse of minors.





Mission

Fe y Alegría is an International Popular Education and Social Promotion Movement, promoted by the Society of Jesus in collaboration with various people and institutions committed to building a more humane and just world; that promotes comprehensive and inclusive quality educational processes from, with and for the communities in which it serves, defending the universality of the right to quality education as a public good.

Fe y Alegría is committed to the transformation of individuals and the promotion of a global citizenship so as to build democratic social systems.

VISION to 2025

Fe y Alegría is a benchmark for comprehensive, inclusive and quality popular education, working in the frontiers of greatest exclusion and influencing the promotion and defense of the universal right to quality education, in an educational emergency context.



4. Strategic level



With TRANSFORMATION, personal and social, we want to build democratic, equitable, peace-promoting and violence-free societies, in which people fully develop their full capacities and live with dignity. It is a political exercise, based on our values, to build an ethical world in everyday life. This should be the north of all new endeavors and the criterion to evaluate all our practice.

4.1. Priorities

Mission Priority:

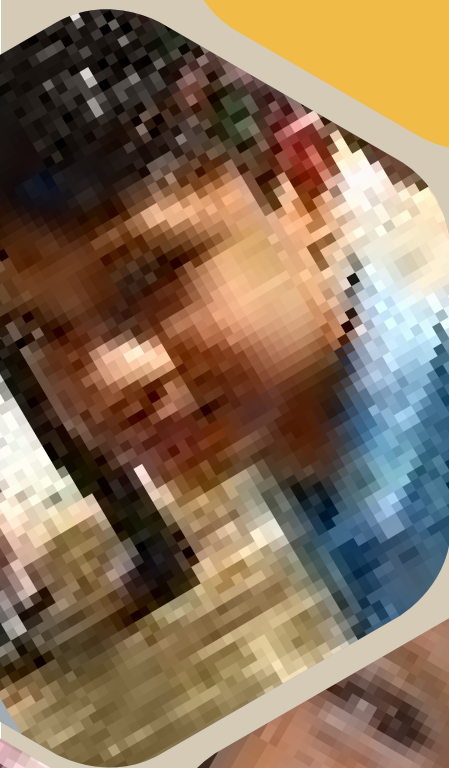
Personal and social transformation is our horizon

Priority

Popular Education:
Popular education is our way

We want to promote POPULAR EDUCATION as our pedagogical, ethical, political and epistemological proposal that guides all educational action with an intention of personal and social transformation.

We want to develop quality socio-educational processes from, with and for the communities, which include diversity and promote a citizenry committed to justice.



Priority**New Frontiers: Facing
the frontiers of exclusion**

In the countries where we are present, we want to be consistent with our original charism, bold and creative, to project new socio-educational endeavors in frontiers of greater exclusion.

We want to adapt to new contexts and cultures of countries and continents where we are not yet present, especially in Africa and Asia.

We want to be a Movement projects itself to society, made up of people committed to our mission of social transformation.

We want to strengthen our organizational and economic sustainability to ensure effective, efficient, participatory and transparent management.

Priority**Sustainability as a commitment**

We want to influence public policies and promote political exercise in defense of the right to education as a public good through our own initiatives of public action and broader initiatives with other actors.

We want to promote communication spaces and strategies to build new identities, promote cultural changes, and the development of new narratives that contribute to social transformation.

Priority**Public Action: Influence processes of social,
cultural and political transformation**

4.2. Priority axes and lines of action:

Priority Axis 1: POPULAR EDUCATION IS OUR PATH.

- a. Promote the generation of innovative pedagogical practices, considering popular education as a mission axis, in all forms and levels, based on listening, critical thinking and intercultural and intergenerational dialogue.
- b. Strengthen the socio-political and ethical dimensions of popular education with a transformative intention which promotes the development of a democratic culture with respect for diversity, gender equality-equity and from a spirituality committed to justice.
- c. Promote educational quality with social inclusion by promoting an institutional culture in this regard and implementing educational innovation initiatives that consider training for life from decent work.
- d. Develop proposals for socio-affective accompaniment for the search and construction of meanings for personal and community life

Priority Axis 2: WE FOCUS OUR WORK ON THE FRONTIERS OF EXCLUSION

- a. In the countries in which we are present, develop new initiatives that will contribute to social, cultural and labor insertion of victims of violence, discrimination or new forms social exclusion and migration, and special attention to the protection of children.
- b. Study, promote and accompany the creation and strengthening of Fe y Alegría in new countries, in Africa, Asia and other continents, enriching the socio-educational proposal of Fe y Alegría according to contexts and cultures, prioritizing places where greater need or exclusion exists.
- c. Dynamize the institutional mission by attending to the development of new topics of reflection and responding to the challenges of the context for missional action and, in this particular period, responding to education in emergency due to the Post Covid-19 health crisis, humanitarian aid, the spirituality and care of the common home.

Priority Axis 3: SUSTAINABILITY IS OUR COMMITMENT

- a. Attend to the renewal of the institutional identity, strengthening its spiritual dimension and counting on the contribution of the charisms and spiritualities in Fe y Alegría.
- b. Implement a proposal for institutional strengthening and flexible and innovative management, incorporating aspects of improvement at the level of planning, evaluation and management of information and knowledge.
- c. Diversify and expand our partnerships and sources of resources at the service of the mission, developing national and regional collaborative strategies, and maintaining and consolidating existing ones with an emphasis on transparency.

Priority Axis 4: OUR PUBLIC ADVOCACY INFLUENCES CULTURAL, SOCIAL AND POLITICAL TRANSFORMATION PROCESSES

- a. Develop proposals and promote our own advocacy initiatives, and/or participate in alliances and networks with other actors for social transformation and the defense of the universal right to quality education as a public good in state, private and civil society spheres.
- b. Construct and position new narratives of common life, promoting a change of values in our society from the Fe y Alegría proposal and accompanying the youth as a central factor for ethical and cultural renewal promoting a global citizenship.
- c. Dynamize and renew the modalities of the ties with the communities in the face of changes in local realities and the institutional reality of Fe y Alegría.



Axes and lines of action 2021-2025

Popular Education (PE)	New Frontiers (NF)	Institutional Sustainability (IS)	Public Advocacy (PA)
Popular Education as a mission axis Promote the generation of renewed innovative pedagogical practices considering popular education as a mission axis, in all modalities and levels, based on listening, critical thinking and intercultural and inter-generational dialogue	Socioeconomic and Population Frontiers In the countries in which we are present, develop new initiatives that will contribute to social, cultural and labor insertion of victims of violence, discrimination or new forms social exclusion and migration, and special attention to the protection of children.	Identity and Spirituality Attend to the renewal of the institutional identity, strengthening its spiritual dimension and counting on the contribution of the charisms and spiritualities in Fe y Alegría.	Political Incidence Develop proposals and promote our own advocacy initiatives, and/or participate in alliances and networks with other actors for social transformation and the defense of the universal right to quality education in state, private and civil society spheres.
Socio-Political and Ethical Dimension Strengthen the socio-political and ethical dimensions of popular education with a transformative intention that promotes respect, gender equality-equity and from a spirituality committed to justice.	Geographic Frontiers Study, promote and accompany the creation and strengthening of Fe y Alegría in new countries, in Africa, Asia and other continents, enriching the educational proposal of Fe y Alegría according to contexts and cultures, prioritizing places where there is greater need or exclusion	Organizational Strengthening Implement a proposal for institutional strengthening and flexible and innovative management, incorporating aspects of improvement at the level of planning, evaluation and information management.	Cultural transformation Construct and position new narratives of common life, promoting a change of values in our society from the Fe y Alegría proposal and accompanying the youth as a central factor for ethical and cultural renewal.
Quality and Social Inclusion Promote educational quality with social inclusion by promoting an institutional culture in this regard and implementing educational innovation initiatives that consider training for life from decent work.	Mission Frontiers Dynamize the institutional mission by attending to the development of new topics of reflection and responding to the challenges of the context for missionary action and, in this particular period, responding to education in emergency due to the Post Covid-19 health crisis, humanitarian aid and care of the common home.	Economic and Financial Management Diversify and expand our partnerships and sources of resources at the service of the mission, developing national and regional strategies, and maintaining and consolidating existing ones.	Tie with the Community Dynamize and renew the modalities of the ties with the communities in the face of changes in local realities and the institutional reality of Fe y Alegría
A WAY OF PROCEEDING In network / Strengthening ties and creating body sense / With a global perspective			





5. *A way of proceeding*





In NETWORK:

- Complementarity between NETARCHY and HIERARCHY
- Strengthening COLLABORATION
- In DISCERNMENT



Strengthening TIES:

- Caring for people
- Create Sense of Body by:
 - FORMATION
 - COLLABORATION
 - COMMUNICATION



With a GLOBAL PERSPECTIVE:

- *Dynamism and Creative Tension between LOCAL and GLOBAL*
- *Local action with a universal perspective*
- *Global action for structural transformation*

Confirming our option to strengthen a way of organization and management of the MISSION in NETWORKS, we confirm the importance of generating a way of proceeding or federative culture that corresponds to this option and dynamizes it internally.

We have verified during the period that the organizational structures in NETWORK must be accompanied by a federative culture that, corresponding to them, transforms and enriches us personally and collectively.

Our option to NETWORK with a GLOBAL perspective and strengthening TIES is not only a way of management but rather is, primarily, a way of being an organization.

We hope to develop the following elements in our federative “way of proceeding” for the period:

I. ACT ON A NETWORK: in Collaboration and Discernment:

Collaboration with others for a shared global mission: Collaboration is the foundation of the way of proceeding of Fe y Alegría from the very beginning of the movement. We serve the mission in collaboration with different actors from the church and civil society, social movements, families and educators, we collaborate for the training of people, public advocacy, shared reflection, the generation of proposals. Collaboration is part of the being of Fe y Alegría.

The action in network is sustained in a dynamic of collaboration for integration in diversity as well as an ongoing discernment for greater flexibility in the common action that, responding to diverse subjects and contexts, is always faithful to the aims of the Movement.

The action in network combines netarchic dynamics and hierarchical coordination that complement each other and strengthen us as a body. Netarchy is the functional dynamic that integrates and organizes the networks in their response to institutional priorities.

Federative leaders understand and dynamize this double dimension, promoting collaboration and encouraging participatory discernment.

We collaborate in the creation, accompaniment and management of network and mission initiatives. Networks in Fe y Alegría are nourished by the creativity, dynamism and resources of everyone. Seeking the greatest possible integration between federative instances, between networks and between countries, around an integral and global perspective of the mission.

We discern the most appropriate network responses to attend to the priorities and challenges of the period. Permanent discernment allows us flexibility to start, renew or leave initiatives according to the requirements of our educational and social mission.

Leaderships in network:

We develop leaderships for collaboration, with openness and ability to work with others, to foster teamwork, ability to listen and be co-responsible, with a global perspective, willingness to generosity and openness to learning.

We develop leaderships for participatory discernment, which are oriented according to the principles of Fe y Alegría, respectful of the federative instances and ways of proceeding and open to the novelty of the mission from the reality.



II. Strengthening TIES:

From the pedagogy of personal and collective care, we strengthen ourselves as a movement:

- **Formation:** We generate spaces for formation and internal reflection that allow local and federative teams to respond creatively and reflectively to the demands of netarchic action in collaboration and discernment. We are specially trained for a new type of leadership that is more collective, inclusive and with a strategic vision.
- **Collaboration:** We actively seek to create new institutional modalities to share collaborate, discern, co-create and build jointly between countries, networks, institutions and people. The construction of a truly global body in diversity requires dynamizing possibilities for the exchange of ideas, human and economic resources, collective actions for advocacy, learnings and experiences for educational action.
- **Communication:** We strengthen and permanently renew the forms of communication and the generation of spaces for relationship and interaction between federative instances and missionary networks, between people and organizations we accompany, to maintain a solid sense of missionary body in diversity.

III. GLOBAL PERSPECTIVE:

1. The progressive awareness of the global nature of the Fe y Alegría movement demands the implementation of its own strategies for the development of a global perspective that is complemented by local action.
2. The global perspective stems from the very approach of popular education aimed at the integral transformation of individuals and communities: this that we seek locally, can only be realized combined with a global action and in alliance with many others. Local action and the global perspective seek to live as creative tension that energizes the mission and enriches us as a federative body:
 - 2.1. Local action with a global perspective allows us to strengthen the local impact for structural transformation, opens us to more alliances with others in the world and enriches us with new alternatives for the development of the mission.
 - 2.2 The global perspective from local actors and realities is nourished by the diversity of contexts and proposals and is legitimized by the daily, consistent and relevant commitment for the transformation and action of individuals and communities.
3. The construction of a global strategy is proposed as the sum of strategies of global action that bring value to the federative mission, and of other strategies aimed at building a truly global Movement:
 - 3.1. At the level of global federative action, our progressive awareness of the Global Movement demands an agenda marked by two key themes: The Right to a Comprehensive, Inclusive and Quality Education for All, and training for global citizenship.
 - 3.2 The construction of a global movement leads us towards a federation more framed in the Universal Mission of the Society of Jesus and open to universal challenges. This implies a renewed governance and a reconfiguration of federative strategies such as communication, sustainability, advocacy, etc. in global perspective.



6. Federative policies



The Movement has policies and other documents that commit us and guide our missional practice transversely at the local and federative levels. These policies must be considered in the implementation plans of each federative instance and of the Movement as a whole.



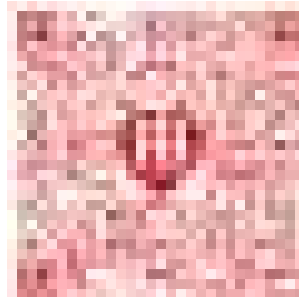
1. Reflection and updating of popular education in Fe y Alegría

The educational proposal of Fe y Alegría

- An educational **model of ethical-political** emancipatory intentionality and from which the need to cultivate hope about the possible construction of a different and more just world is raised.
- A model that starts from a permanent self-criticism to recognize excesses, absences, limitations and inconsistencies that distort our ways of analyzing reality and prevent the search for alternatives to transform it.
- A model that promotes grassroots sectors as subjects of transformation through the strengthening of their organizational processes and struggles, developing the capacities that favor participation and a sense of community.
- **An educational model with access for all**, which requires the defense of public education as a right for all.

- **Global and deeply spiritual ethical model for a planetary citizenship.**
- **A model that understands quality:** a) not as mere efficiency or capacity to respond successfully to a series of standardized tests, but that questions if it responds to the realities of its recipients and contributes to the development of free individuals, capable of influencing the improvement of their lives and the transformation of their social environment with a commitment to the common good, that is, quality that recognizes learning by experience and encourages creativity, freedom and love; b) integral, which forms all people and the whole person -reason, heart and spirit -, coordinating and integrating knowledge from different settings -formal, non-formal and informal; c) that seeks the best means and resources, d) and that opts for a multiple and diversified evaluation, which includes self-evaluation and co-evaluation as a means to help and raise awareness of achievements and shortcomings from the contexts, and the diversity of personal abilities.
- **With a humanizing vocation,** emphasizing the formation of values through interiority and fostering a spirituality that loves, celebrates and protects life.
- Seeks lifelong learning, which means learning to learn, unlearn and re-learn permanently. For this, students must be guaranteed mastery of the learning tools.
- **Education in and for work,** we are committed to an education that trains for work from solid scientific-technical bases, but also social ones; work not only for employability, but also for a creative entrepreneurship that builds different societies through the participation and cooperation of the different organizations in the territory, seeking flexible professional skills adapted to socio-technological contexts, without detriment to one's own culture and collaborate with local development. We also value the possibility of assuming vocational training as a way of reintegrating young people into the educational system and promoting a school that teaches learning and thinking, also in the field of education for work and life.
- **A permanent training of its educators** focused on the reflection of their daily practice, through strategies that promote the revision, questioning and enrichment of the educational practice itself. For this, it is pertinent to introduce in the formative processes emblematic investigative modalities of popular education such as Participatory Action Research -PAR-, the critical recovery of history or the systematization of experiences marked in self-reflection always oriented towards action.

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2. Federative Policy for Gender Equality-Equity:

In the gender equality-equity policy, “we maintain that Fe y Alegría’s action” is intended to transform inequalities, inequities, and violence that make women unable to fully contribute to the deployment of their capacities in favor of themselves. and their societies, an intentional action so that men and their gender practices are not an obstacle to the achievement of these aspirations and are part of this transformation process.

Fe y Alegría, from the perspective of Gender Equality-Equity, understands transformation as a process that goes from the deconstruction of inequalities, discrimination and violence to educational, social and labor proposals that promote equality, equity, inclusion and respect for gender from the point of view of rights and in connection with our spirituality embodied in the manner of Jesus. The transformation involves us as a popular education movement, transform-transforming ourselves.

Fe y Alegría joins the international agenda by endorsing the 2030 Agenda, which establishes a specific SDG for Gender Equality (SDG 5) and specific goals to ensure gender equality in education within the framework of SDG 4 -Quality education.

Objective: To collectively build gender equality and equity, from social justice, the vision of sustainable integral human development and a rights approach, both in the institutional management of the Fe y Alegría Movement and in its action with the population sectors with whom it relates to make its Mission come true.



3. Basic policy of prevention and action in the face of violence identified in our service contexts

The policy statement (on prevention and action against violence) seeks to establish common guidelines and basic guidelines for the comprehensive protection of the girls, boys, adolescents and young people who are beneficiaries of the services provided by Fe y Alegría at the national and international level, before the presence of situations of violence, in its different types and modalities, committed or identified within the scope of our services.

We seek to prevent, eradicate, and early detect any type of practice, act or conduct that threatens the physical and psychological integrity of children, adolescents and young people; thus, guaranteeing their fundamental right to a life free of violence.

When people's rights are violated, even if this occurs within the family, it ceases to be a private matter and becomes a matter of public interest. The educational system, formal and non-formal, is responsible for joining the set of public and private institutions that work to denature any sign of violence against children and adolescents. The educational and / or community center is a privileged area for the prevention and detection of this type of problem from which to work, addressing intersectoral strategies, in search of the restoration of violated rights.

All actions (in this matter) must be carried out in accordance with the principles of confidentiality, promptness, prudence and with the utmost sensitivity and respect for the people involved, prioritizing their protection in cases where minors are involved. and the best interest of the minor prevailing throughout the procedure.





4. Guide on policy and strategy of Communication:

“At Fe y Alegría we define and promote communication as a process of **dialogue**; a living, popular, simple and plural process in which people, groups, congregations and organizations participate with different ways of seeing and assuming life; different projects, varied contexts and realities”.

What are we trying to achieve? What is the change we hope to achieve? Raise awareness of the dimension and impact of our work in the transformation of lives and societies in the world.

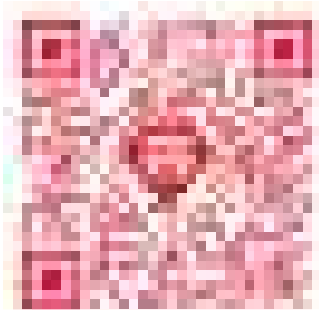
We want communication to occupy a central place in the life of Fe y Alegría; Let it be **a communication that promotes our mission** and contributes to the development of various objectives:

1. Communication for the education and identity with the mission of popular educators on the frontiers of exclusion.
2. Communication for advocacy and social dialogue.
3. Communication for the economic and social sustainability of the movement, promoting internal dialogue and networking.
4. Communication to strengthen us as a global network.

Communication is a central aspect of how to proceed in this new federative phase as a tool and strategy to:

- Strengthen the sense of belonging and articulation of different instances of the movement.
- Promoting and coordinating networking.
- Shape ourselves as a global body with internal diversity.
- Ensuring coordination and dialogue between countries and federative bodies.
- Revisiting popular education by developing popular communication processes.

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Anthem of Fe y Alegría

Faith given by joy, faith given by hope.
Together we build the hope of God.

Hope that is life, is justice and love.
Don't be satisfied while there is pain.

Faith given by joy, faith given by hope.
Together we build the hope of God.

We will form a people with a noble heart.
Where our brothers and sisters do not
suffer oppression.

Faith given by joy, faith given by hope.
Together we build the hope of God.



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