



Educating hearts

Board of Directors 2024

Daniel Villanueva, SJ

General Coordinator - Fe y Alegría International

Nancy Fretes, ODN

National Director of Fe y Alegría Paraguay

Alfred Kiteso. SJ

National Director of Fe y Alegría - Democratic Republic of Congo

Gehiomara Cedeño

Deputy National Director Fe y Alegría Ecuador

Ramón Almansa

Executive Director Fe y Alegría Spain - Entreculturas

Marco Tulio Gómez. SJ

National Director Fe y Alegría Panama

Executive Coordination Team 2024

Federative Initiatives

Leadership Team

2024

Daniel Villanueva, SJ

General Coordinator

Robby Ospina **Executive Secretary**

Lucila Cerrillo

Popular Education Team Coordinator

Sabrina Burgos Capera

New Frontiers Team Coordinator

Gabriel Vélez

Sustainability Team Coordinator

Miguel Molina

Public Action Team Coordinator

Marlene Villegas

Educational Innovation

Irma Mariño

Integral Ecology and Panamazonia

Adela Colque

Training for Work

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 the express

consent of their fathers, mothers or legal guardians. The consent was given to show the richness and diversity of the Movement, as well as the results of the actions implemented.

Cover photo: Fe y Alegría Argentina

A Movement rooted in dialogue and collective development



More than just a calendar of activities, this year has been an experience of lively and open conversation throughout the International Federation. In 2024, we experienced a federative process that opened spaces for listening, sparked dialogues, and allowed us to build together. Every two years, the Federation enters a "congress mode": an opportunity to guide and align our conversations and debates in order to systematize our praxis, learn, update our mission, and improve our educational and social service. In this sense, 2024 can be defined as a deeply dialogical year. We managed to energize a broad participatory process that brought the entire Movement into conversation ahead of the International Congress on Popular Education in Quito, Ecuador, and that leaves lasting marks on the way we think, act, and dream together.

More than 4,500 people participated in 74 pedagogical circles and 78 learning communities organized in different countries, in addition to 12 international virtual forums that connected educators, managers, families, youth and specialists from all regions. We collected more than 300 written contributions from national teams and held face-to-face meetings in 14 countries to debate and enrich the proposals. **This movement of active listening and shared construction has been, in itself, an experience of popular education and a foretaste of the transformation we yearn for,** concretized in more than 170 transforming pedagogical practices that try to make visible the lessons learned from almost 70 years of the Movement's history.

Today, we are an **educational community** of 800,272 people across 22 countries, and an increasing number of popular education projects are engaging with Fe y Alegría, seeking to align with our network. This Federal Report aims to highlight the international work of Fe y Alegría in 2024, offering a glimpse into the collaborative spirit that animates this global, diverse, and multicultural Movement. Beyond our customary commitment to transparency, this year we place special emphasis on five key areas of particular relevance: Education, Congress, Formation, Spirituality, and Religious Congregations.

This movement of active listening and shared construction has been, in itself, an experience of popular education and a foretaste of the transformation we yearn for.



In 2024, we sought to ensure that **our lines of Education and Sustainability** were aligned and adapted to the new federative moment. We developed the International Fe y Alegría Framework for Popular Education, advanced theories on Gender Change, Integral Ecology, and Early Childhood, and certified 12 countries in international protection standards. In Quito, we held our International Congress on Popular Education, where we also launched our first international campaign for the Right to Learn.

Another key milestone was the face-to-face meeting of **religious men and women** in Fe y Alegría, another step in our desire to recognize the work of more than 350 consecrated persons from at least 123 congregations who actively participate in the Movement. Their work has been and continues to be essential to our mission and ranges from the direction of educational centers, teacher training, community and pastoral accompaniment, to the management of social and integral health programs.

This year we have strengthened the **training of our teams and trainers**, a strategic key to our mission: more than 13,200 people participated in training and self-training spaces through the Virtual School, and another 769 in accompanied and certified programs in alliance with different institutions.

Our **international initiatives** have continued to support communities and transform realities. In 2024, more than 40,000 young people have been trained for employability, more than 5,000 job placements, 17,000 students and 1,380 families promoting the care of the Common Home, and more than 11,000 students receiving psychosocial support. These are just some of the figures that confirm that, when we involve the whole movement in dialogue. Popular Education is not only renewed: it is projected

with more strength as a path of educational justice and social transformation in the frontiers of the world.

This year we held the Popular Education Meeting in Nairobi, further strengthening the African perspective of our proposal. We opened new dialogues with the Asia-Pacific region through encounters in Australia, Singapore, and Indonesia, and we promoted leadership in emerging countries such as Angola, Cambodia, Guinea-Conakry, Kenya, and Nepal. We also deepened our ties with Belize and Cuba. All of these efforts are part of a constant process of listening to discern where the new, unpaved frontiers of our time lie and to recognize other popular educational initiatives knocking at the door of our international network. In doing so, we renew the intuition of José María Vélaz, SJ, founder of FyA, and prepare with hope to celebrate our 70th anniversary in 2025 as an educational Movement of the Church that continues to grow in mission and relevance.

Thus, this Report that you hold in your hands is a reflection of a Federation that is alive, resilient and committed. May it serve to understand the scope of our Movement and to glimpse the potential that is awakening in our international dynamics. On behalf of everyone who is part of this Movement, thank you for another year of meaning, work and shared mission.





Contents

0	Highlights of 2024
10	Some milestones of 2024
12	Our international work
	Key issues of the year
14	Education
16	International Congress
18	International Formation
20	Spirituality and
	Religious Congregations
22	Presence and Figures
32	Federation Initiatives
36	Sustainability
38	Financial Transparency
42	Help Us to Educate
44	Our Allies
40	Organizational Chart
50	Board of Directors of Fe y Alegría Internacional

2024 Highlights



Photo: Fe v Alegría Internationa

New Theories of Change for Social Impact and Sustainability



Photo: Fe y Alegría Dominican

Three theories of change have been developed in strategic areas: Gender, Integral Ecology and Early Childhood. These tools help clarify the Movement's impact proposal and guide funding strategies, facilitating the formulation of international cooperation and philanthropy projects. As a result, the actions undertaken are aligned with concrete and measurable results, strengthening the sustainability and effectiveness of the federation's work.

Fe y Alegría strengthens its Child Protection Framework

11 certified countries, a specialized microsite and 125 trained people are some of the key advances in child protection. The Level 1 Certification awarded by Keeping Children Safe recognizes the solid protection framework implemented and reinforces the institutional commitment to safe and violence-free environments for children and adolescents. The Fe y Alegria that received this international certification are Guatemala, Nicaragua, Colombia, Venezuela, Ecuador, Bolivia, Dominican Republic, Argentina, Uruguay, Chile and Spain.

Launching of international campaign for the right to learn



Photo: Fe y Alegría Ecuador

More than 250 people participated in the launching of the campaign. The launch took place within the framework of the International Congress in Ecuador, which included a Youth Festival and an advocacy event at the Ministry of Education. These actions strengthened the youth voice in defense of the right to quality education, positioning youth as protagonists of educational change.



Photo: Internationalization team

Strengthening Identity and Leadership in Asia and Africa

Five emerging countries (Angola, Cambodia, Guinea Conakry, Kenya and Nepal) participated in the first induction for national leaders of new Fe y Alegría. This meeting sought to strengthen institutional identity, organizational understanding and collaborative leadership, through topics such as identity, popular education and networking. In addition, practical experiences of Fe y Alegría Ecuador were shared, focusing on job training, integral ecology and educational quality.



Photo: Fe y Alegría Ecuador

Renewal of the Movement's spirituality

The first meeting of religious congregations was held in Quito, Ecuador, where the commitment to the mission of accompanying the most vulnerable was reaffirmed. The congregations called for apostolic creativity, synodality and spiritual deepening as ways to renew their service. In addition, the International Pentecost and Advent Vigils were held, strengthening the sense of community and shared spirituality (see more information in the chapter Religious Congregations and Spirituality).



Photo: Fe y Alegría Paragua

Fe y Alegría promotes a reference framework for Early Childhood

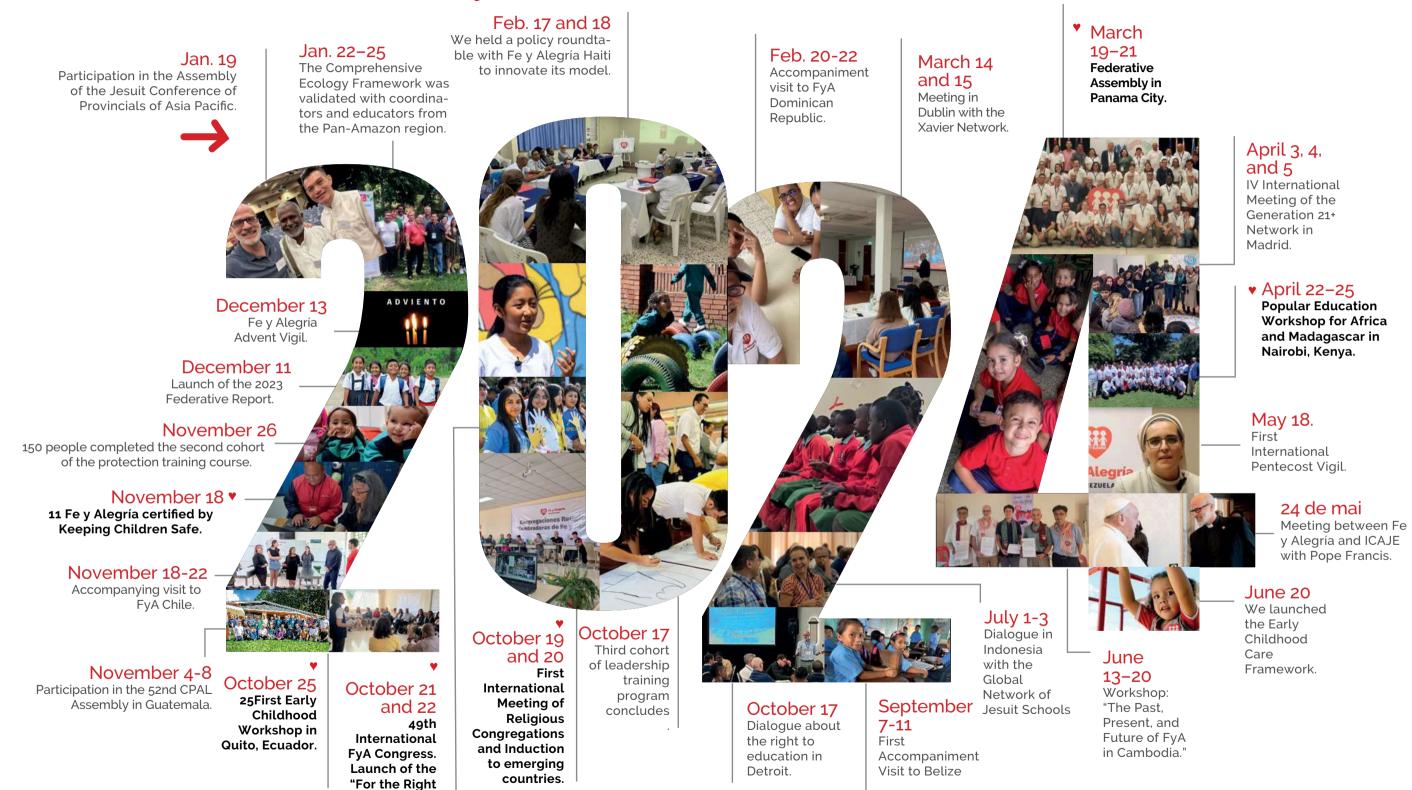
13 countries participated in the construction of the Early Childhood Framework. This document defines this stage as vital and establishes five key cognitive, motor, emotional, social and transcendental dimensions to promote the integral development of children under 6 years of age. It also identifies essential competencies for educators and offers self-evaluation tools, contributing to the strengthening of educational quality at this stage.

Annual Penort 2024

Some milestones of the year

to Learn" campaign in Quito, Ecuador.

of the International Federative activity



Annual Report 2024

Our international work

Fe y Alegría's federative mission is aligned with the **four priorities** of our Global Plan, is deployed following **five federative** strategies and is present in the eight thematic initiatives that emerge from the work between countries.

1. Priorities of the Global Plan

The General Plan of Federal Priorities (PGPF) establishes the four priorities of our mission which, in turn, make up our four priority teams.

Popular Education

as our pedagogical, ethical. political, and epistemological proposal that guides all educational and transformative action.

The New Frontiers

renew the mission by planning new socio-educational. sustainable, coordinated, and influential ventures in the most marginalized areas.

Sustainability

strengthened to ensure effective. and transparent management.

Public Action

that influences public policy and defends the right to efficient, participatory, education as a public good, through its own actions and alliances.

2. Federative strategies

The International Federation Team structures its work around five strategies shared by its various teams, with the aim of creating international value and ensuring the federation's mission.



Consolidate a Global Education Movement

Promote global dynamics and processes; continue integration into international coordination structures and spaces through partnerships with the Church, civil society, specialized actors, and multilateral organizations.

Promoting quality education

Optimizing and innovating educational and pedagogical approaches based on the experience of different countries, through systematization, evaluation, and various strategies to increase and measure quality.

3. International initiatives

In addition to the work carried out in each country, the Federation promotes its activities through eight international initiatives that enable us to pool our efforts, resources, and knowledge in a coordinated manner. These initiatives serve as platforms for innovation, learning, mobilizing support, and improving our educational responses to diverse realities.



Innovation:

Promotes educational justice and improves the quality of life of communities, in line with the transformative intent of popular education.



Photo: Fe y Alegría Perú



Youth:

Promotes active participation in democratic processes and provides tools for organization and advocacy.



Photo: Fe y Alegría Paraguay



Early Childhood:

Promotes comprehensive development through safe and stimulating educational environments, differentiated attention. and continuous training for teachers.



Photo: Fe y Alegría Paraguay



Education for work:

Promotes and develops the skills needed for a workplace that demands leadership with strong soft and technical skills.



Photo: Fe y Alegría Bolivia I Carelen Mejía



Our Mission

Fe y Alegría is an international movement for popular education and social advancement, promoted by the Society of Jesus in collaboration with various individuals and institutions committed to building a more humane and just world. It promotes comprehensive and inclusive educational processes from, with, and for the communities in which it works, promoting and 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 global citizenship for the construction of democratic social systems.





Promote new models

Identify and implement new organizational forms to continue promoting an educational approach that is contextualized with the most excluded populations and territories.



Caring for and accompanying people

Promoting 100% safe spaces for children and adolescents and consolidating comprehensive plans for training, spirituality, and human talent management.



Strengthen the visibility of Fe y Alegría

Ensure the efficient and transparent management of the movement, strengthen alliances and sustainability, and position and improve understanding of the mission and impact of Fe y Alegría Internacional.



Migration: Develops socio-educational proposals for access to comprehensive education for children and adolescents in human mobility.



Photo: Fe y Alegría Panamá



Integral ecology:

Integrates awareness. training, and sustainable habits into educational curricula and public action to promote care for our Common Home and socioenvironmental justice.



Photo: Fe y Alegría Haití



Citizenship:

Empowering educational communities to strengthen the educational process and its capacity for change in order to build a more just society.



Inclusive education:

Promotes the elimination of attitudinal, learning, and access barriers, and highlights equity, autonomy, and participation to build a more just and inclusive society.



Photo: Fe y Alegría Colombia



Photo: Fe y Alegríaa Bolivia



Key topics of the year: **Transformative and** quality popular education

Popular education is the soul that drives our Movement: a proposal that is born from the most excluded, is built collectively and seeks to transform structures towards a more just world. In 2024, from the Federation's Education team, we promoted

A horizon that

transforms

We educate individuals

and communities

to be subjects of

rights, committed as agents of social and

community change.

Photo: Fe y Alegría Chad

We are a

spirited

movement

We educate to transform

lives and realities marked

by poverty, exclusion,

and inequality. Committed to social

justice.

international processes that strengthen education with identity, rooted in the local context and connected to global challenges.

The strategy focused on positioning Popular Education as a proposal for quality and transformation, through spaces for reflection such as the International Workshop on Popular Education 2024 and the construction of key documents such as the International Framework for Popular Education and the updating of the Proposal for Quality Education and the **Educational Improvement** and Innovation System.



In 2024, we reaffirmed our commitment to collective work. articulating educators, referents and pedagogical teams from Africa, America and Europe.

Dynamization of educational and pedagogical reflection

Pedagogical dialogue was strengthened through learning communities, pedagogical circles, workshops, systematization of practices and dialogue tables between National Directorates. As a result of these exchanges, we have:

Mapping of 60 pedagogical experiences in formal and non-formal education.

Virtual repository of 30 innovative experiences from 19 countries and eight federative initiatives.

Publications:

Fe y Alegría International's Framework for Popular Education

It is a strategic and pedagogical guide that guides the Movement's educational mission globally. The document is structured in five fundamental chapters: We are a Movement with Spirit, a horizon that transforms, our pedagogical principles, pedagogical praxis with a transformative meaning, and ecosystems that sustain and project. Each of these chapters strengthens the shared understanding of what it means to educate from the heart to transform society.

Our principles

Our education is comprehensive, humanistic, spiritual, and contextualized. We train critical, strategic, and committed individuals. We work for equity, inclusion, innovation, and quality

Transformative pedagogical practice

We promote comprehensive transformation from educational spaces to communities, based on fundamental learning for life, the common good, and care for our shared

Ecosystems that sustain and project

Institutional management, training, support, systematization, and continuous improvement guarantee the educational conditions of our mission



Popular Education from the perspective of Africa and Madagascar

This document brings together lessons learned, reflections and pedagogical keys built collectively. To achieve this result, a process was developed that began with the participation of **80 educators from six African countries**. who shared experiences from their local contexts. The process culminated in a face-to-face meeting in Nairobi, Kenya (April 2024), where they deepened the intercultural dialogue on educational quality, spirituality and culture. This experience is part of the Workshop on Popular Education in Africa (2023-2025), a strategic effort to contextualize and project popular education in Africa and Madagascar in dialogue with Latin America.



Quality, improvement and innovation. **Keys to transformative** popular education

This publication is a benchmark that guides the way toward a more relevant and coherent educational proposal that is in tune with current challenges. It is the result of a collective process that included eight international discussions with leaders and educational references from the Movement. Based on these discussions, the key content was defined to update the Reference Framework and lay the foundations for a new Quality Improvement **System**. This initiative reinforces Fe y Alegría's commitment to transformative popular education.









Key topics of the year:

49th International Congress "Challenges and Opportunities in Popular Education"

In October 2024, Fe y Alegría held its 49th International Congress in Quito, Ecuador, a key event in strengthening its identity as a global popular education movement. Over four days, more than 120 representatives of Fe y Alegría from around the world, together with international allies, shared experiences, lessons learned, and proposals for responding to current educational challenges.

The Congress was developed through reflective and participatory activities before and during the event; thematic tables, learning communities and **pedagogical circles**, living methodologies that allowed the construction of knowledge from the territories.

Discussions addressed priority issues such as:

- The right to learning and its guarantee as the axis of the educational task.
- ♥ Educational quality understood in an integral manner: academic, human, ethical and social.
- ▼ Inclusion as a condition for equity in contexts of vulnerability
- Culture, spirituality and diversity as essential dimensions of learning.
- ▼ The need to strengthen advocacy Politics and networking.



. countries

PRE-CONGRESS



DIALOGUE CIRCLES



LEARNING COMMUNITIES



173 pedagogical experiences and a repository of 19 country praxis and 6 of initiatives.

Check the repository of pedagogical practices here







THEMATIC TABLES

Table 1. The right to learn **Table 2. Pedagogical Praxis**

Table 3. Educational Proposal **Table 4. Global Challenges**

Photo: Fe y Alegría Ecuador

CONGRESS



Considering the diverse contexts and global educational challenges discussed, the International Framework for Popular **Education** and **Popular**

Education from the Perspective of Africa Madagascar were validated.

With the participation of







"This Congress has taught us to listen, weave together, and formulate ideas from the classroom to the global debate."

Congress

Magazine

Daniel Villanueva, SJ General Coordinator of Fe y Alegría International



"We must lead educational change, strengthening global educational justice through our commitment to Popular Education.".

Director of Fe y Alegría Ecuador



"Fe y Alegría is at the heart of the mission of the Society of Jesus"

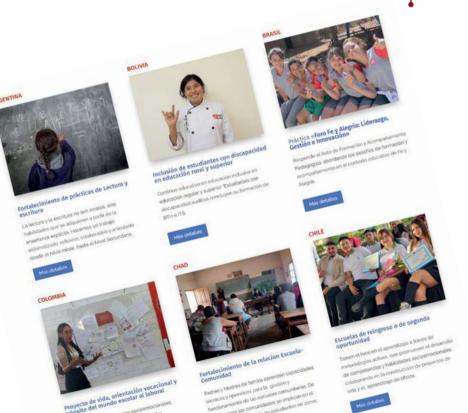
Secretary of Secondary Education

Campaign: For the Right to Learn

During the Congress, the international campaign "For the Right to Learn" was launched, which seeks to position learning as a fundamental right throughout life. Based on the voices of more than 1,300 young people from 22 countries, the campaign proposes five keys to transformative education: schools as safe spaces, comprehensive development, equitable coexistence, environmental justice, and diverse education. This strategic action seeks to influence public policy and strengthen the global commitment to education that guarantees rights and opportunities for all.

The launch had two symbolic moments: a participatory day in La Carolina Park, where young people shared their educational proposals and demands; and an institutional event at the **Ministry of Education of Ecuador**, where Minister Alegría Crespo signed a joint commitment with Fe y Alegría. In her speech, she stated: "Fe y Alegría inspires us to believe that another kind of education is possible and urgent."





Key topics of the year:

Training the trainer: The strategic heart of our mission

Training at Fe y Alegría is a structural strategy that **supports.** strengthens, and projects our educational and social **commitment.** It clearly expresses our conviction that the Movement is built on consistency, quality of service, and the preparation of those who educate, accompany, and transform realities alongside the most excluded communities.

Training is a shared ethical and political responsibility. It is the path to consolidating a common identity, strengthening capacities in the service of a transformative mission, and ensuring that our educational responses are equal to the challenges of today's world. For this reason, training is seen as a key federative commitment: training ourselves well in order to serve better.

In 2024, more than 13,200 people participated in training and **self-training spaces** through the Fe y Alegría Virtual School, and another **769** in accompanied and certified programs in partnership with other institutions.

This expansion of offerings responds not only to the need for qualifications, but also to a way of educating with our own pedagogy: from learning communities, accompaniment and mentoring, and projection to the mission.

Thus, we are committed to a comprehensive education that articulates knowledge, spirituality, social commitment, and leadership with Ignatian discernment. Because at Fe y Alegría, education is also nourishment for the soul of the Movement.

The strategies and areas of federative training



Self-training spaces:

Initiative programs and teams in the Virtual School, as well as webinars and training events.

13.200 people



769 Processes supported and certified

AUSJAL





Others

Own programs, through the Virtual School; programs in partnership with AUSJAL universities, programs in partnership with other educational

institutions, and programs developed in collaboration.

The main training areas are:



Identity and spirituality

Strengthen our common identity through training in:

Leadership, Ignatian spirituality and pedagogy, federative policies, gender, ecology, and protection.

186 people trained



Management

Promote proper management for a global network through training processes in:

> Network management, languages, planning and projects.



Education

Reaffirm the importance of education in our mission, strengthening capacities in:

Popular Education, Innovation and Inclusion Technology and Work Communication and Public Action.





Photo: Fe y Alegría Internacional



Photo: Fe y Alegría Colombia

Target audience



Federative leadership

Members of commissions, strategic teams and international representatives.



National teams

People working in national or regional offices



Local leadership

Educators, promoters, and coordinators proposed by national offices.

Training with our own methodology



Learning communities

Collaborative meeting spaces where dialogue takes place, knowledge is shared, and knowledge is built collectively.



Support and mentoring

Processes supported by trainers to promote personalization, development, and ownership so that each person can.



Projection to the mission

Formative processes consistent with the role, personal vocation, and educational justice horizon of the Movement.

Key topics of the year:

Spirituality and Religious Congregations

Fe y Alegría, a Movement with Spirituality

Spirituality is the foundation that drives and guides our mission. In recent years, we have relaunched the **Spirituality Team of Fe y Alegría International**, which accompanies, encourages, and articulates the Movement's spirituality in a popular, Ignatian, and incarnational way. It is made up of lay people, religious, and Jesuits from different countries, and works to **deepen faith, nurture inner life, and provide spiritual teachings to educational communities**, in dialogue with the concrete realities of exclusion and hope where Fe y Alegría is present. Drawing on the Ignatian legacy and the richness of the charisms of the Congregations, its work seeks to sustain the transcendent dimension of the mission and cultivate a spirituality committed to justice, peace, and the common good. Specifically, this team has achieved the following:

Creation of a **network of counterparts** in Spirituality in the Movement, involving 18 countries.

Systematization of more than 100 documents that collect our **practices and texts on spirituality and education** since 1955...

Promotion of the **Spiritual Exercises** both nationally and internationally for the teaching staff and work teams in national offices.

Work with the **youth network** in the revitalization and understanding of the spiritual experience and life of our young people.

Establishment of an optional **annual retreat** at the beginning of each face-to-face National Board of Directors meeting (October) in which all National Boards work on the transcendent and universal dimension of our mission.

Revitalization of international spaces for prayer and encounter, concretized in global vigils for Pentecost and Advent.



Photo: Fe y Alegría International



Photo: Fe y Alegría International

Religious Congregations "Sowers of Faith and Joy"

"The religious women have been the backbone of Faith and Joy: they have given quality, stability and evangelical spirit to our educational service." José María Vélaz, SJ.

Since its inception, Fe y Alegría has been fertile ground for the shared mission between lay people and religious congregations. Their presence has been, and continues to be, a concrete expression of the Gospel on the frontiers: a prophetic boldness that has contributed decisively to embodying the charism of popular education on the margins. With diverse faces, charisms, and cultures, religious congregations have strengthened the spiritual, pedagogical, and community horizons of the Movement, bearing witness to generosity, dedication, and commitment to the dignity of each person. Without them, neither the history nor the present of Fe y Alegría can be understood.

In 2024, more than 350 religious men and women from at least 123 congregations are actively involved in Fe y Alegría in 18 of the 22 countries where the Movement is present.

Seeking to strengthen this rich spiritual diversity and charisms, we have been working for several years to highlight, care for, and raise awareness of the contribution of religious congregations to Fe y Alegría. That is why, in 2024, we created an **International Team for Relations** with Congregations under the leadership of Sister Nancy Fretes, ODN, which seeks to highlight the immeasurable richness of the presence of religious congregations in the movement and to encourage reflection on the role of religious women in FyA, creating spaces for encounter and formation.

We hold **four virtual meetings** a year, in which more than 60 religious men and women usually participate, on topics related to the spirituality and identity of the Movement, such as charisms, spiritualities, and shared mission.

We organized the First Face-to-Face Meeting of Religious Congregations that collaborate with our Movement in Quito (Ecuador), concluding with participation in the International Congress (October 2024).

In that space of reflection and communion, 10 clear insights emerged, which we have

called the **Quito Declaration**, which are motions of the Spirit to renew the radical response to the service of God incarnate in the poor, driven by fidelity to Jesus Christ, maintaining prophetic and committed audacity on the frontiers.

Quito Declaration

We are promoting **meetings with international ecclesial organizations,** such as CLAR, UISG, and USG, to establish alliances that strengthen our educational mission.



Photo: Fe y Alegría Internationa



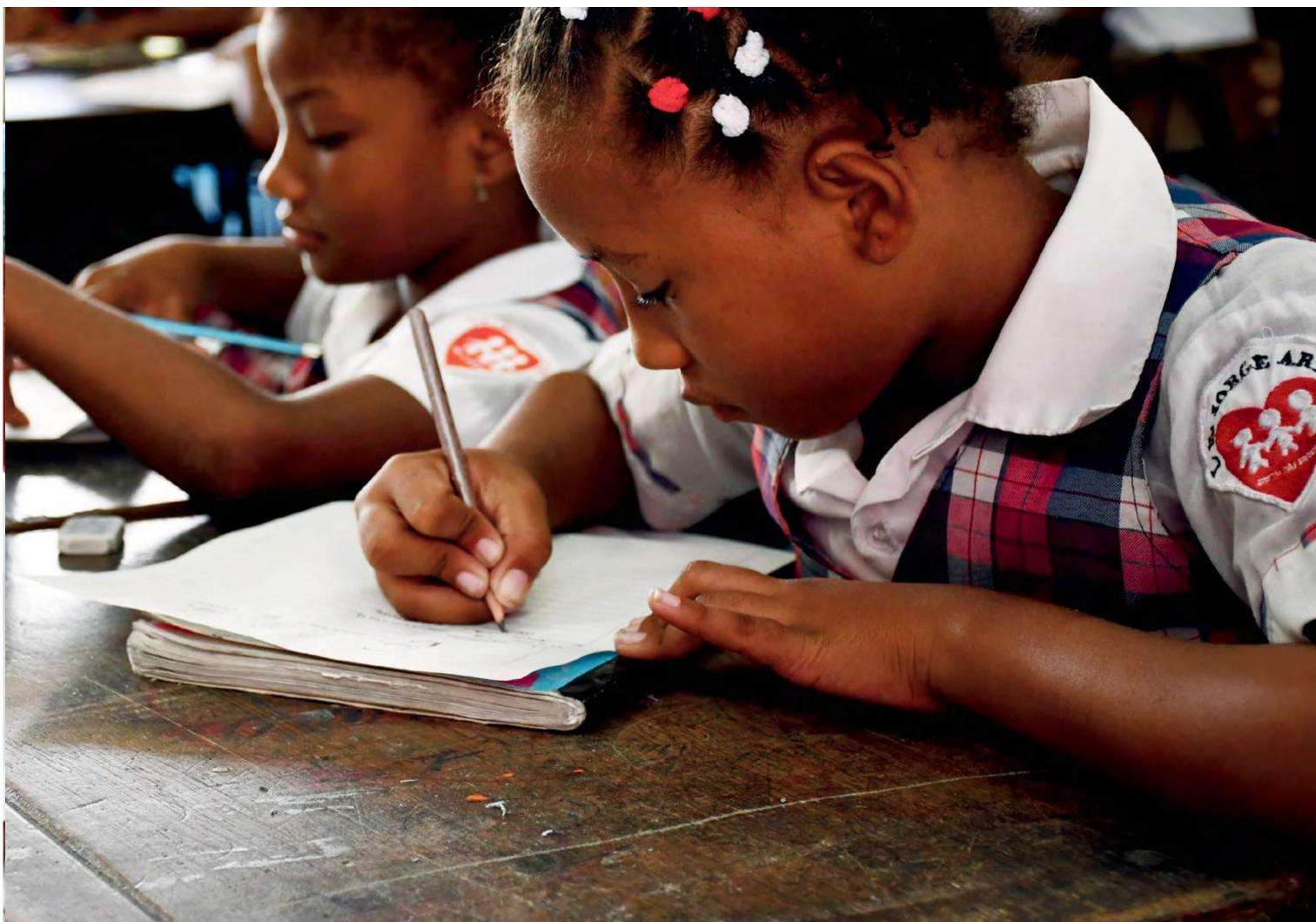
As Religious Congregations of Fe y Alegría, we celebrate the grace of placing the diversity of charisms at the service of the kingdom, living deeply our shared responsibility in the common mission. In our fragility, we feel ourselves to be bearers of a charismatic gift that is strengthened in the spirituality of Fe y Alegría.

Annual Repo

Photo: Fe v Alegría International

Presence and figures







Fe y Alegría in the world 2024

800,272 THE

760,307 Estudantes **147% 53%**

28,462 teachers

1 31 % **1** 69 %

We are a network of 22 federated countries

1,875

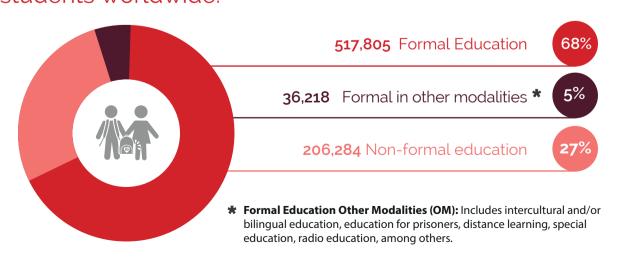
Educational Centers

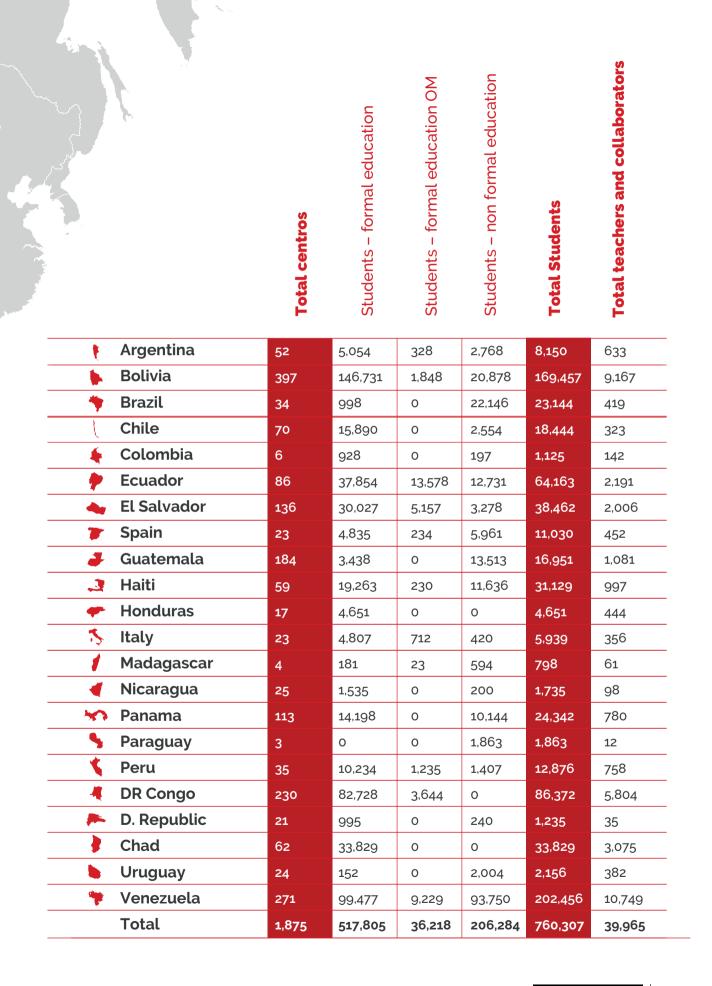
293 informal

1,472 formal

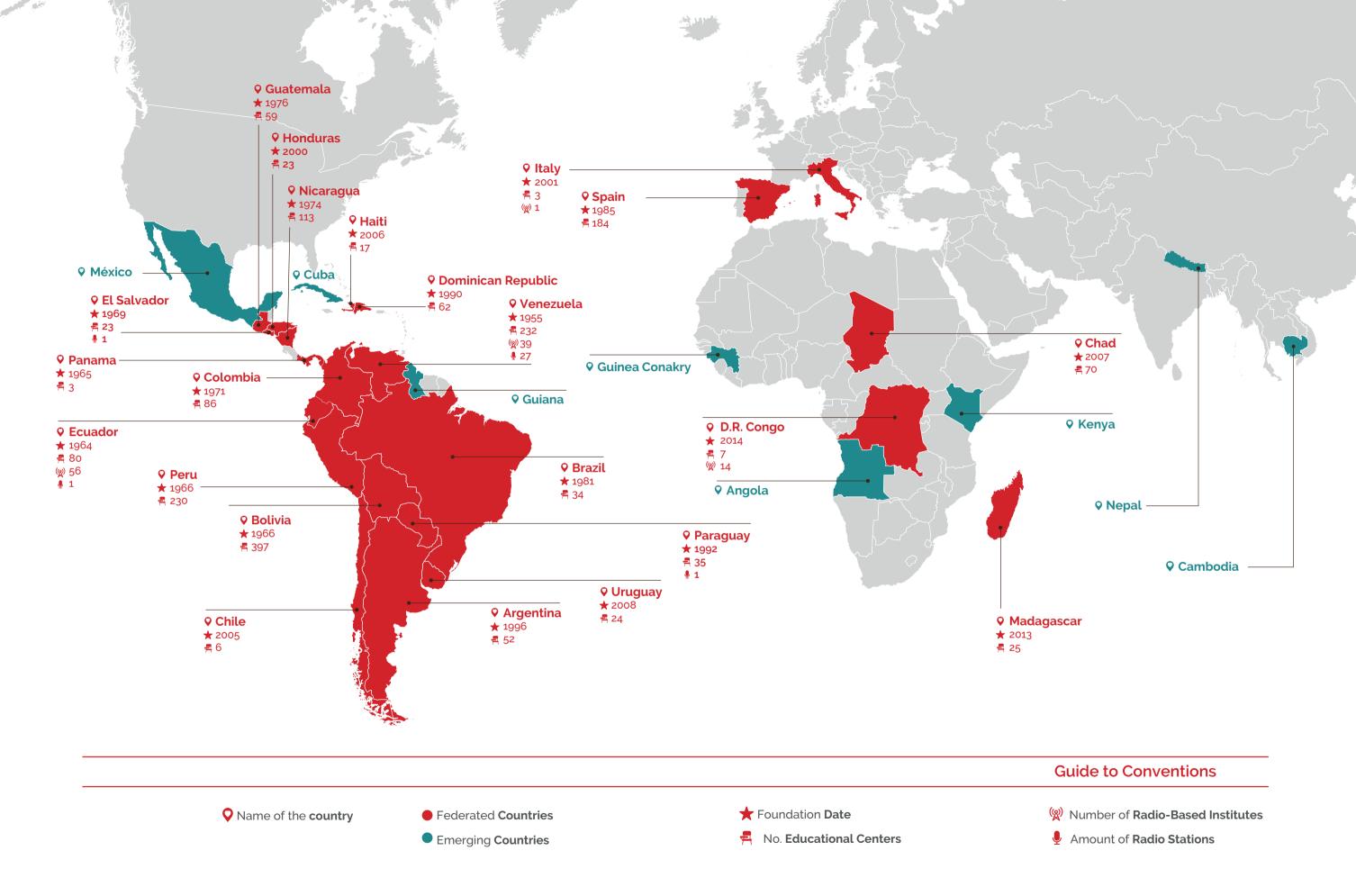
110 Radio Institutes

Our educational proposal impacts 760,307 students worldwide.





Annual Report 2024



Annual Report 2024



Main **actions** for each **federative** initiative



Photo: Fe y Alegría Guatemala

nnovation

- **Y** Forty innovative practices were identified that apply principles of popular education, such as the contextualization of learning, the dialogue of knowledge, and the systematization of experiences.
- ♥ Five hundred and three (503) teachers from 13 countries were trained in the federative course on educational quality and innovation. strengthening their capacities to lead pedagogical improvement processes with identity and social commitment.
- ♥ Eight virtual meetings were held with innovation experts and teachers from 13 countries. These spaces promoted horizontal exchange, collective knowledge building. and the creation of collaborative networks among teachers.

- **♥ 400 teachers** were trained using self-learning modules focused on key tools such as cooperative learning. project-based learning, and Universal Design for Learning.
- **▼ Teaching materials** were designed and distributed to accompany teacher training in popular education, promoting critical participation. community empowerment, and curriculum adaptation to diverse contexts.



More than 500 teachers strengthen their capacity for innovation in the classroom each year.

Integral Ecology

- ♥The Reference Framework and toolkit "Learning together to care for our **Common Home"** was published, with 11 micro-radios in two languages and booklets adapted to the three educational levels.
- **♥ Guatemala and Paraguay** joined the federative initiative, expanding the territorial scope of integral ecology in the region.
- ▼ The Theory of Change for the **initiative** was developed in a participatory manner and the 2024-2028 strategic plan was defined at the International Meeting on Integral Ecology.
- ♥ Two new modules were developed for the Professional **Certificate in Ecology** and Socio-Environmental Justice (gender and ecological citizenship), in partnership with CPAL and Javeriana University.

Photo: Fe v Alegría Guatemala



Photo: Fe y Alegría Argentina



Photo: Fe y Alegría Honduras



V Networking with key stakeholders such as CPAL, CEAMA, and SIPAM was strengthened, and a network of educators and centers committed to sustainable practices in their territories was consolidated.



17,000 students, 700 teachers. and 1,380 families and communities promote the care of our common home.

Inclusive Education

♥ 70 parents from 7 countries participated in the first virtual family meeting, creating a space for listening, reflection, and sharing experiences on the right to education and inclusive learning.

- ▼ Nearly 100 teachers gained awareness and strengthened their skills in inclusive education through a course and virtual meetings on Universal Design for Learning and the elimination of barriers.
- **♥** 12 young people with disabilities participated in a productive entrepreneurship contest and received seed capital, driving concrete transformations in their lives and those of their families.
- **4 productive units** were strengthened as spaces for work experience in baking and textile manufacturing, promoting the active participation of young people with disabilities and demonstrating their technical, communication, and service skills.
- **▼** The coordination between initiatives made it possible to integrate the inclusion approach into training and community processes, broadening awareness, attitudes, and actions toward more equitable education.

- Education for Work
- ▼ Three key documents were developed to strengthen the quality of Job Training Centers: Guidelines, Quality Indicator Matrix, and Implementation Roadmap. with a focus on popular education.
- ♥ The process began with the identification of needs at a meeting in Santa Cruz, **Bolivia**. and addressed issues such as graduate profiles, pedagogical processes, organizational management, links with stakeholders, and institutional climate.
- ▼ 173 participants from 17 countries were trained in three virtual courses on employability, purposeful entrepreneurship, and sustainability, strengthening their skills in training and ecology.
- **♥68 teachers** were trained in the installation and maintenance of solar systems; 59 were trained in entrepreneurship with a circular and solidarity-based approach; and 46 in job **placement** and support for professional integration.
- ♥ Over the next three years, more than 100,000 people will be trained and 18,000 will see their lives transformed through digital training, green jobs, and social entrepreneurship in nine countries, thanks to the "Towards a Digital and Sustainable World II" project in partnership with Accenture.



More than 40,000 young people received training for employability, and more than 5,000 found employment.



More than 6,900 people with Special **Educational Needs are** part of the Movement.

Main actions for each federative initiative

Migration

♥ More than 11.000 children and **voung people** participated in the piloting of the Vuelos del Azacuán psychosocial guides in Guatemala (10,300), El Salvador (256), and Panama (450), strengthening educational support in vulnerable contexts.

♥ Fe y Alegría El Salvador

contextualized the psychosocial care guides, adapting them to their local reality to improve their application in educational processes with a comprehensive approach.

♥ Representatives from more than 10 international organizations

Jesuit networks, and governments participated in the public event on Education and Human Mobility, held during the International Assembly in Panama, promoting dialogue and coordinated work on migration.

- **♥** 20 country representatives and works related to migration participated in a **specialized** workshop on Education in **Emergencies**, facilitated by JRS LAC, strengthening capacities to act in crisis contexts.
- ♥ Four strategic meetings in 2024 consolidated the **networking of** the migration initiative, actively integrating organizations such as RJM LAC and JRS LAC to coordinate actions in the region.



More than **11**,000 students receive psychosocial support in our network of educational centers.



Photo: Fe y Alegría Panamá



Photo: Fe y Alegría Paraguay

Early Childhood

- **♥ 16 of the 22 federated countries** are developing early childhood education **proposals**. demonstrating the Movement's widespread commitment to this key stage of child development.
- **▼ Twelve countries** are actively participating in the **Federative Initiative for Early Childhood**, and five of them have a specific focus on the first 1,000 days of life, prioritizing early bonding and comprehensive care.
- ♥ As a result of the international workshop in Quito, inputs were generated to build the **Theory of Change** that will guide federative work in early childhood at the global level.
- **▼ Two virtual meetings** were held with more than **70 educational leaders** from **eight countries**, focusing on the importance of the primary care environment and daily interaction with families as a basis for strengthening bonds and child welfare.
- ♥ During 2024, a regional survey of experiences was conducted, which identified the diversity of approaches, detected common **needs**. and generated a solid foundation for advancing shared **actions and policies** with local relevance.



Over 102,000



children receive comprehensive care in 907 early childhood centers.



♥ 3,685 young people from 10 countries participated in learning communities promoted by the Glocal Youth in Action campaign to identify educational gaps and develop proposals with a focus on inclusion and equity.



Photo: Nuria Tena - Fe y Alegría Spain



Photo: Fe y Alegría Guatemala



Citizenship

- **♥** The Learning **Communities for** Public Action methodology, designed by the initiative, was implemented at the Pre-Congress, mobilizing educational communities and young people to analyze local issues and propose solutions for the right to learning.
- ♥ 2024 marked the international expansion of methodologies developed by the initiative, strengthening training processes for **social and political** participation in various countries of the Movement.
- **♥ 111 teachers** strengthened their skills thanks to the hybrid version of the course "Education for citizenship: pillars of citizen participation for a culture of peace," adapted and implemented by Fe y Alegría Peru with synchronous sessions, pedagogical support, and complementary materials.
- ▼ The process of characterizing the initiative began in the different countries where Fe y Alegría is present, with the aim of obtaining updated information that will enable progress in the construction of the future Citizenship Reference Framework.
- ♥ A methodology was consolidated to promote participation and public action in educational communities.



11,000 young people in 16 countries are empowered through 9 participation networks.

▼ The Manifesto for the Right to

Learning was drafted and officially

of Education at the launch of the

International Campaign.

presented to the Ecuadorian Ministry

♥ 70 young people and accompanying

adults from 11 countries participated

in the V International Meeting of the

where they defined the lines of action

for 2024–2026. The resulting manifesto

highlights comprehensive learning,

mental health, and environmental

care as priorities for young people.

Venezuela) was selected for the ECLAC

Social Cohesion and Youth in Bolivia,

representing the Movement's voice at

and AECID Laboratory of Ideas on

♥ Joneyily Paulina (Fe y Alegría

the international level.

Generation 21+ Network (Madrid).



Course on citizenship and learning community methodology for public action, proven and available to the entire Movement.

ain actions for each federative initiative

An international model of sustainability

articulated in strategic centers

In 2024, we consolidated a comprehensive vision of institutional sustainability, articulated in four lines of action:

- Expansion and diversification of sources of financing
- Building partnerships based on shared responsibility
- ▼ Institutional strengthening for sustainability
- ▼ International positioning

This strategy seeks to secure resources, expand the impact of our work, strengthen our fundraising capacity, and promote partnerships with public, private, and civil society actors committed to education and social justice.

We are committed to a decentralized model, driven by sustainability centers, strong partnerships, and transparent, innovative, and accountable management.



Photo: Inter-American Association of Intellectual Property (ASIPI)

Signing of the collaboration agreement with the Inter-American Association of Intellectual Property (ASIPI).

Sustainability Centers

The Federation is moving toward a sustainability model grounded in coresponsible institutional partnerships, with a presence across diverse regions of the world. This approach enables us to tailor strategies to each context, broaden and diversify funding sources, and project Fe y Alegría's educational mission on a global scale.

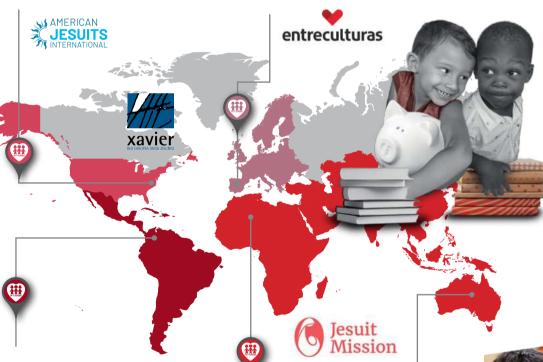
United States

Through its partnership with *American Jesuits International* (AJI), the US has established itself as an emerging center of high potential, strengthening Fe y Alegría's visibility in the American philanthropic ecosystem and forging links with private and corporate donors.

Europe

Entreculturas—Fe y Alegría Spain is the main sustainability center in the region, coordinating relationships with cooperation agencies, foundations, private donors, church networks, and corporate actors. Federative and national projects are planned in an integrated manner, optimizing opportunities and expanding key alliances.

Likewise, the consolidation of joint work with the Xavier Network is progressing.



Latin America

From offices in Bogotá and Panama (City of Knowledge), a regional sustainability approach is promoted, fostering alliances with multi-Latin companies.

Africa and Asia

New horizons of sustainability are opening up in collaboration with the federation's internationalization team and the *Xavier Network*. Support for Cambodia, Kenya, and Nepal has been made possible thanks to platforms such as *Jesuit Mission Australia* (JMA) and other solidarity networks.



Photo: Fe v Alegría International

Fe y Alegría participated in the Jesuit Schools Network North America workshop in Detroit.



Expansion and diversification of funding sources

Among the most significant partnerships are agreements with the 3C's Foundation in the US, the Diocese of Rottenburg-Stuttgart in Germany, and DVV International for the Andean region. Through Entreculturas – Fe y Alegría Spain, international cooperation programs are promoted together with Accenture and Inditex. The platform dona.feyalegria. org was launched, allowing people from all over the world to contribute to strengthening Fe y Alegría in each country and to global projects.



Institutional strengthening for sustainability

We are making progress in developing theories of change for initiatives such as early childhood, inclusive education, and youth, thereby improving the quality of our projects. We also provide support to countries most affected by various crises and to emerging Fe y Alegría centers.

Donate to a country or a global project

dona.feyalegria.org





Photo: Fe y Alegría Guatemala

Renewal of the agreement with Accenture for our job training initiative



Building co-responsible partnerships

We cultivate strategic and sustainable partnerships with universities, international agencies, foundations, companies, and religious congregations. Noteworthy examples include the educational mentoring program with the *Diego Portales University in Chile*, the agreement with the *Inter-American Association of Intellectual Property (ASIPI)*, and the collaboration with the *International University of La Rioja (UNIR)*. In partnership with INOMA, we launched the Tak Tak Tak educational games platform through our Virtual.



International positioning

We consolidate a solid institutional narrative that connects our educational mission with local and global agendas. Highlights include the publication of the annual Federative Report, the institutional brochure, visual reports, the Fe y Alegría in Figures report, the protection platform, as well as the production of institutional videos and communication and advocacy campaigns, such as the Campaign for the Right to Learn.



Financial Transparency 2024

Fe y Alegría is an international federation made up of 22 national Fe y Alegría organizations. It is at the national level where educational services, which are the Movement's main mission, are developed.

91% of the Movement's budget is domestic funding, and 70% comes from government funds. Fe y Alegría is public education.

In addition to the main volume of funds managed in the countries, in 2024 the Federation managed USD 5 million, which is concentrated in joint international projects and federative objectives. Sources of income reflect progressive diversification.



1 Origin of Funds

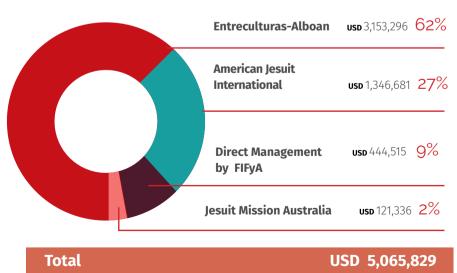
Financial Supporters

While Fe y Alegría organizations in individual countries receive mainly government funding, the International Federation receives funds from companies and/or private foundations, individuals, and church organizations.

Xavier Network Government of Navarre	usd 96,233 usd 92,173	=	2% 2%
Jesuit Mission Australia own funds Xavier Network	usd 121,336		2% 2%
US philanthropy	USD 137,105	•	3%
Entreculturas own funds	usd 191,428		4%
American Jesuits International own funds	usd 194,382		4%
Private individuals or entities	USD 245,662		5%
Diocese of Rottenburg-Stuttgart	usd 341,037		6%
Fundación 3C Accenture	usd 1,015,194 usd 918,293		20% 18%
	JSD 1,602,414		32%

Sustainability Centers in 2024

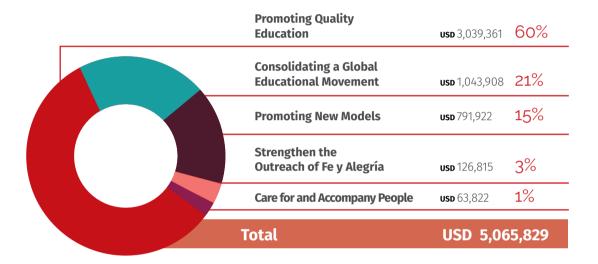
Most of the funds are obtained through institutions with which there are strong collaborative partnerships with the Federation, which also offers many tax and loyalty advantages, as these institutions are located within the same national legal framework as the funders. These institutions function as regional centers with which the Federation coordinates and promotes its sustainability in different parts of the world.



2 Use of funds

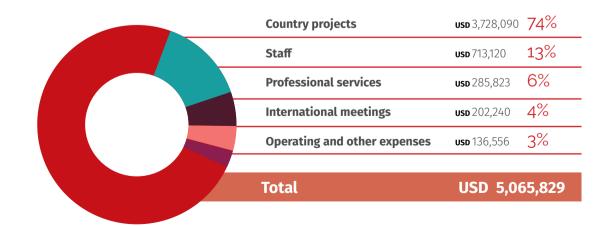
Objetivos federativos

In 2024, all of our funds were invested in the federation's objectives, which guarantee continuous improvement in educational offerings, ensure efficient and transparent financial management of the Movement, identify and promote new organizational models, promote global dynamics, and strengthen the policy of 100% safe and violence-free educational spaces.



Allocations

74% of our international funds are invested in educational and/or social promotion projects implemented in some of the 22 countries where we have an institutional presence and provide direct educational services.



Certifications and Statutory Audit

In 2024, the financial statements of the resources managed by the International Federation in Bogotá were certified by accountant Andrea Marcela Castro (TP 169846-T) and the tax audit report was issued by the firm JR Contadores Asociados, represented by José Edgar Jímenez (TP 52161-T). Both the certification of the financial statements and the audit report demonstrate the correspondence and consistency of all accounting movements with the tax legislation in force in Colombia, the country in which the Fe y Alegría International Federation has legal status. See the audit report, the certification of the 2024 financial statements, and the financial statements with figures expressed in dollars as of December 31.

View documents by scanning these QR codes



▼Tax Assessment



♥ Certification of Financial Statements 2024



♥ Financial Statements



Evaluation

Continuous evaluation is part of Fe y Alegría's approach and is a key tool for guiding decisions and strengthening the impact of our actions. In 2024, 18 evaluations were carried out in different countries in the areas of education, violence prevention, culture of peace, youth participation, early childhood, and job training.

Of particular note is the international evaluation of the Towards a Digital and Sustainable World program, implemented in 19 countries and benefiting more than 137,000 people. This initiative helped 9,900 people find employment or re-enter the formal education system. In addition, the program is estimated to have directly contributed to the creation of approximately 7,000 new jobs.

These evaluations also showed significant results:

In **Paraguay,** academic results in mathematics and Spanish improved among children and adolescents from vulnerable communities in peri-urban and rural

In **Guatemala,** enrollment increased, and school dropout rates decreased in indigenous and rural communities.

In the **Dominican Republic,** the protection of children and adolescents from violence in educational communities was strengthened by consolidating mediation teams and safe spaces and increasing the capacity to prevent, identify, and address cases of abuse.

In **Colombia**, there was a reduction in school violence and effective promotion of restorative justice practices, which improved coexistence and the culture of peace in rural communities.

In **Nicaragua**, early childhood academic skills were strengthened, improving comprehension and reasoning, and environments of care, protection, and comprehensive learning were promoted.

In **Honduras**, vulnerable young people expanded their opportunities for labor market integration through comprehensive training with a gender focus.

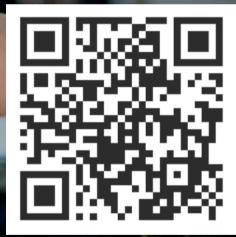
See the results of these evaluations at: impacto.feyalegria.org

We are education that changes lives!"

Fe y Alegría is an international movement that, every year, delivers quality education to nearly one million people living in the most vulnerable settings. Across 22 countries, we provide learning opportunities that empower children, youth, and adults to build a more dignified life for themselves, their families, and their communities.

Support our mission and sign up!

Donate and Sign Up



dona.feyalegria.org

educate

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

Institutional **Partners**

STRATEGIC PARTNERS









ALLIED INSTITUTIONS































COLLABORATIVE NETWORKS

















PARTNER NETWORKS

























Organizational Chart 2025

Board of **National Directors**

For further contact details, please refer to the Fe y Alegria International directory.

General **Assembly**

Board of **Directors**

Daniel Villanueva, SJ General Coordinator Fe y Alegría Internacional

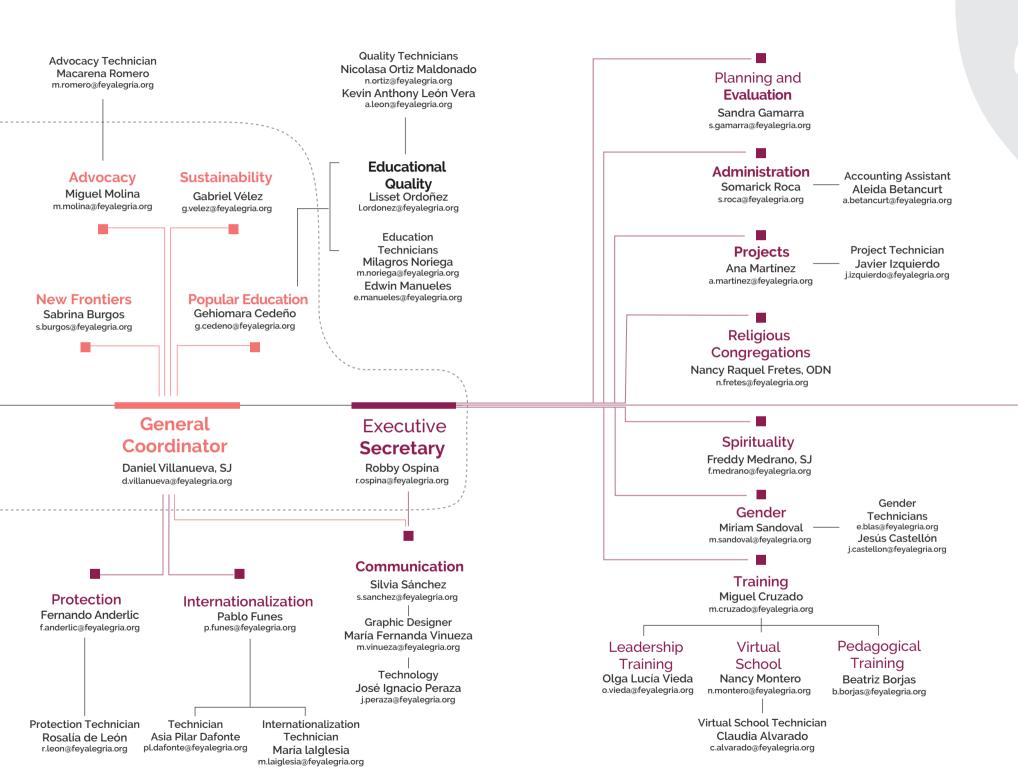
Sister Nancy Raquel Fretes National Director of Fe y Alegría Paraguay

Florencia Sienra Executive Director of Fe y Alegría Uruguay

Alejandro Calderón National Director of Fe y Alegría El Salvador

Ramón Almansa Executive Director Fe y Alegría Spain – Entreculturas

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





Conventions

---- Coordinator Team

Federative **Initiatives**

- Educational Quality
 Marlene Villegas
 m.villegas@feyalegria.org
- Integral Ecology and Panamazonia
 Irma Mariño
- i.marino@feyalegria.org

 Education for
- Work
 Adela Colque
 a.colque@feyalegria.org
- Youth
 Tatiana Cardona
- t.cardona@feyalegria.org

 Citizenship
 Irene Ortega
- i.ortega@feyalegria.org
 Inclusive Education
- Carmiña de la Cruz
- Migration
 Blanca Gutiérrez
 b.gutierrez@feyalegria.org
- Childhood Care
 Fiorella Magnano
 f.magnano@feyalegria.org

Early



Directory Fe y Alegría Internacional

International Federation

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

1. Argentina

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

2. Bolivia

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

3. Brazil

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

4. Chile

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

5. Colombia

Juan Manuel Montoya, SJ. directornacional@feyalegria.org.co Cra. 5 #34 - 39, Bogotá. 101111 (57) 3-15 6116821 comunicacion.nacional@feyalegria.org.co feyalegria.org.co

6. Ecuador

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

7. El Salvador

Alejandro Calderón

a.calderon@feyalegria.org.sv

mediterráneo, entre Ave. Río Amazonas y Ave. Antiguo Cuscatlán, frente a Escuela Alemana, Antiguo Cuscatlán, El Salvador 1502 (503) 2243-1282 comunicacionesfya@feyalegria.org.sv feyalegria.org.sv

Colonia Jardines de Guadalupe, Calle el

8. Spain

Martín Iriberri, SJ.
m.iriberri@entreculturas.org
C/Maldonado 1. 3° A, Madrid
28006
(34) 91-5902672
noticias@entreculturas.org
entreculturas.org

9. Guatemala

Francisco Iznardo. SJ

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

10. Haiti

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

11. Honduras

Hno. Leonardo Sánchez, SJ.

Lsanchez@feyalegria.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@feyalegria.org
feyalegria.org.hn

12. Italy

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

13. Madagascar

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

14. Nicaragua

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

15. Panama

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

16. Paraguay

Nancy Fretes, ODN director@feyalegria.org.py Juan Emilio O'leary 1847 entre Sexta y Séptima Proyectada, Asunción. 1018 (595) 21371659 oficinanacional@feyalegria.org.py feyalegria.org/paraguay

17. Peru

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

18. D.R. Congo

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

19. D. Republic

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

20. Uruguay

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

21. Chad

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

22. Venezuela

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

