



Fe y Alegría
INTERNACIONAL

Annual Report 2024

Fe y Alegría International Federation



feyalegria.org



Fe y Alegría **INTERNACIONAL**

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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**

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

**Federative Initiatives
Leadership Team
2024**

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.



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.

Dani Villanueva, SJ.
General Coordinator of Fe y Alegría Internacional



Foto: Fe y Alegría Guatemala

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2024 Highlights



Photo: Fe y Alegría International

New Theories of Change for Social Impact and Sustainability



Photo: Fe y Alegría Dominicana

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 Alegría 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.

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 Paraguay

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.



Photo: Fe y Alegría Ecuador

Some milestones of the year of the International Federative activity



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, efficient, participatory, and transparent management.
- Public Action**
that influences public policy and defends the right to 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.

- 1 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.
- 2 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.
- **Youth:**
Promotes active participation in democratic processes and provides tools for organization and advocacy.
- **Early Childhood:**
Promotes comprehensive development through safe and stimulating educational environments, differentiated attention, and continuous training for teachers.
- **Education for work:**
Promotes and develops the skills needed for a workplace that demands leadership with strong soft and technical skills.
- **Migration:** Develops socio-educational proposals for access to comprehensive education for children and adolescents in human mobility.
- **Integral ecology:**
Integrates awareness, training, and sustainable habits into educational curricula and public action to promote care for our Common Home and socio-environmental justice.
- **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 Perú



Photo: Fe y Alegría Paraguay



Photo: Fe y Alegría Paraguay



Photo: Fe y Alegría Bolivia | Carelen Mejía



Photo: Fe y Alegría Panamá



Photo: Fe y Alegría Haití



Photo: Fe y Alegría Colombia



Photo: Fe y Alegría Bolivia

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.



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 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**.

 Publications
in 4 languages

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.

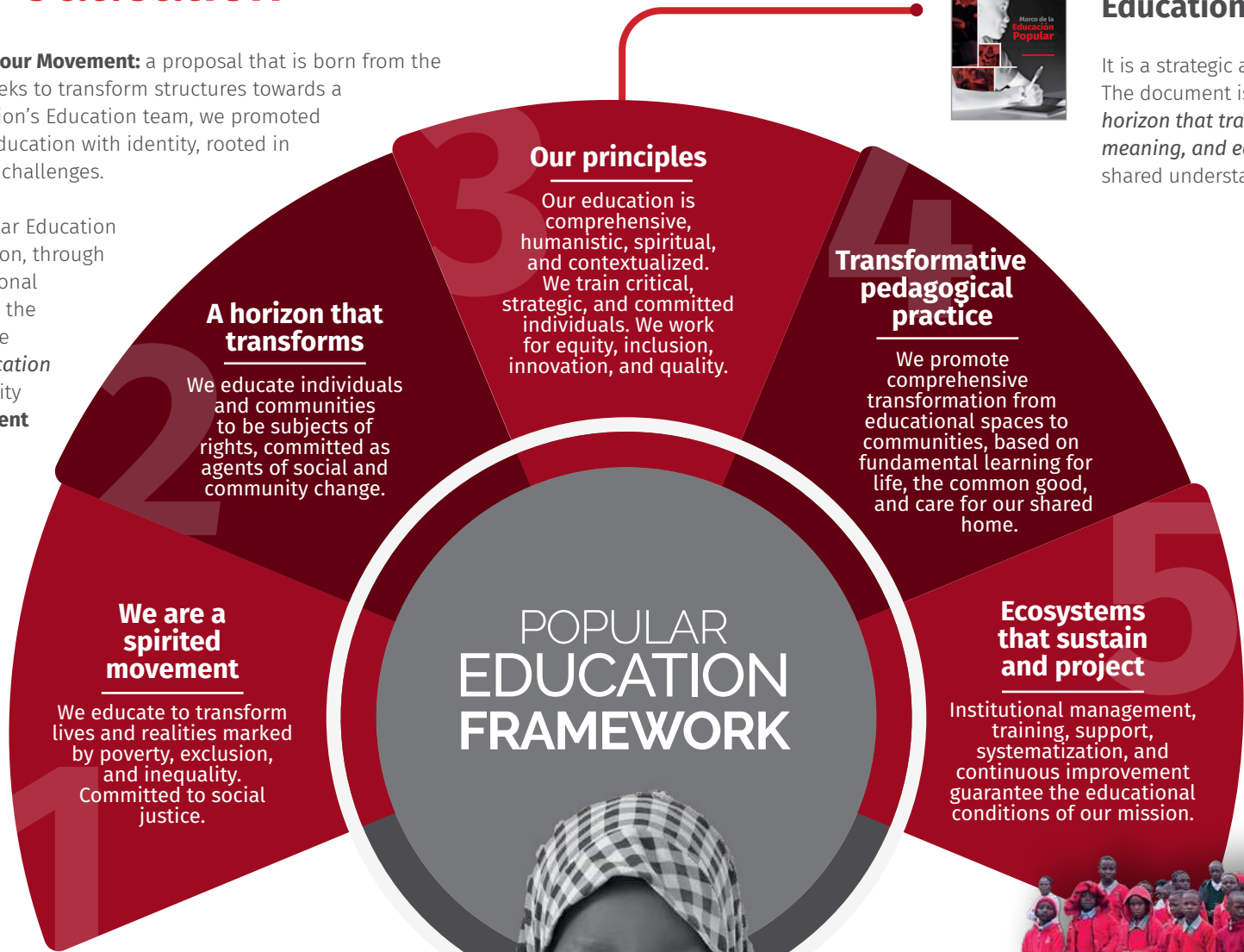


Photo: Fe y Alegría Chad

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.



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.



Visit to an educational center during the Popular Education Workshop on Africa and Madagascar in Nairobi

Read the publications here



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.



1.485 members of the educational community, and 763 out of them were students.



22 participating countries



PRE-CONGRESS



74 PEDAGOGICAL DIALOGUE CIRCLES



78 LEARNING COMMUNITIES



ARGENTINA
Fortalecimiento de prácticas de lectura y escritura
La lectura y la escritura no son innatas, sino aprendidas. La lectura que se adquiere a partir de la enseñanza explícita. Hacemos un trabajo sistemático, reflexivo, colaborativo y articulado desde el Nivel Inicial, hasta el Nivel Secundario.



BOLIVIA
Inclusión de estudiantes con discapacidad en educación rural y superior
Continuos educativos en educación inclusiva en educación regular y superior. Estudiantes con discapacidad auditiva concluyen su formación de BTM e ITS.



BRASIL
Práctica «Foro Fe y Alegría: Liderazgo, Gestión e Innovación»
Responsabilizar el Rol de Formación y Acompañamiento Pedagógico, abordando los desafíos de formación y acompañamiento en el contexto educativo de Fe y Alegría.



COLOMBIA
Proyecto de vida, orientación vocacional y éxito del mundo escolar al laboral
Trabajo con adolescentes en zonas socioeconómicas.



CHAD
Fortalecimiento de la relación Escuela-Comunidad
Padres y Madres de familia aprenden capacidades técnicas y operativas para la gestión y funcionamiento de las escuelas comunitarias. De funcionamiento las comunidades se implican en el funcionamiento de las escuelas comunitarias en zonas.



CHILE
Escuelas de reingreso o de segunda oportunidad
Tienen el foco en el aprendizaje a través de metodologías activas, que promueven el desarrollo de competencias y habilidades socioemocionales, colaborando en la construcción de proyectos de vida y el aprendizaje de oficios.

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

Check the repository of pedagogical practices here



Photo: Fe y Alegría Ecuador

4 THEMATIC TABLES

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

Table 3. Educational Proposal
Table 4. Global Challenges

CONGRESS



Considering the diverse contexts and global educational challenges discussed, the **International Framework for Popular Education** and **Popular Education from the Perspective of Africa** and **Madagascar** were validated.

With the participation of

 **28 countries**

 **120 people**

Read the Congress Magazine



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

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.”

Carlos Vargas
Director of Fe y Alegría Ecuador



“Fe y Alegría is at the heart of the mission of the Society of Jesus”
José Mesa, SJ
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.”



Photo: Ministry of Education of Ecuador

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.**

Visit our school here



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
489

64%

36%

Others
280

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.

116 people trained



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

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

467 people trained

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.

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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.



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 International



Photo: Fe y Alegría International



Photo: Fe y Alegría International

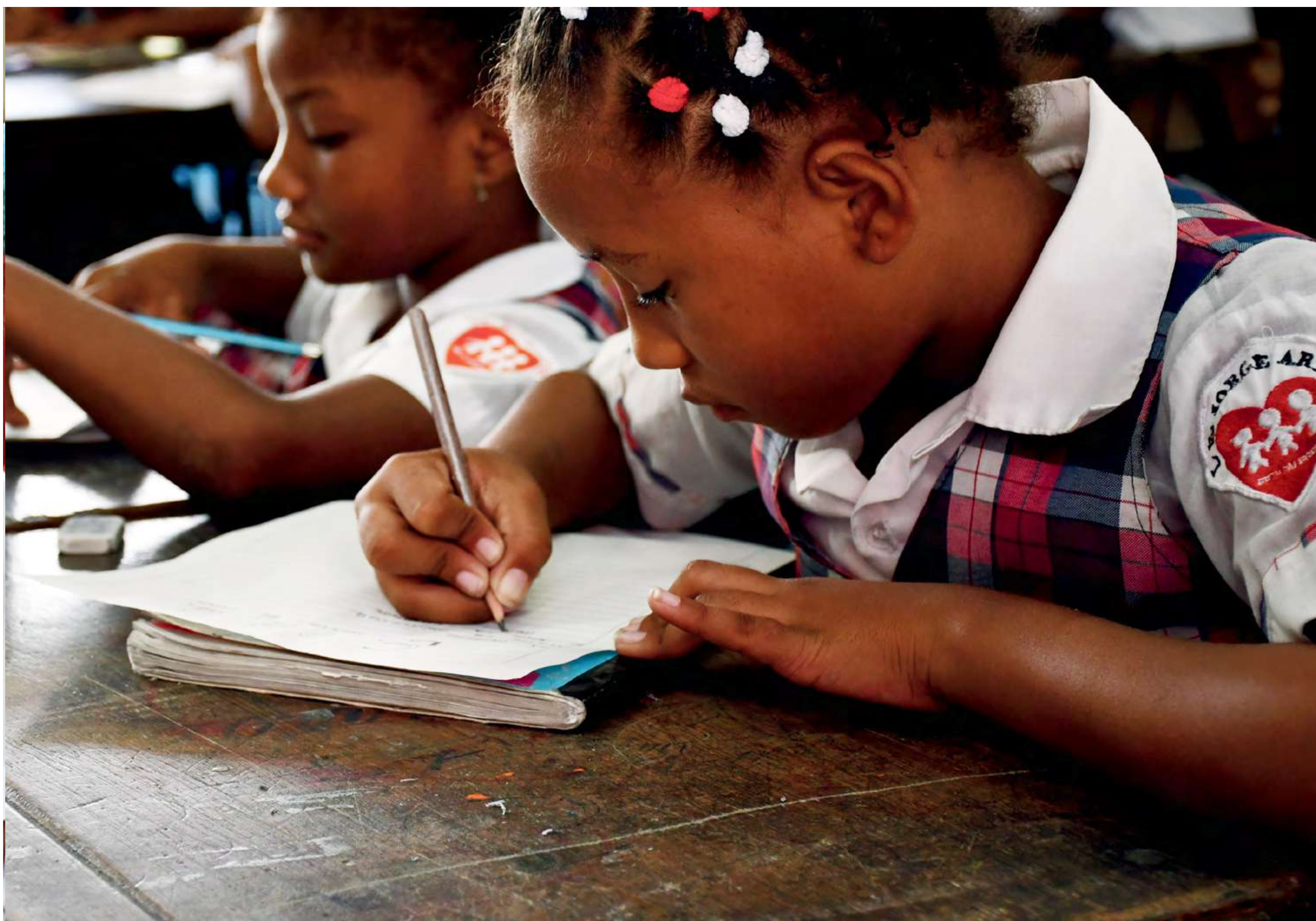
As Religious Congregations of Fe y Alegría, we celebrate the grace of placing the diversity of charisms at the service of the kingdom, living deeply our shared responsibility in the common mission. In our fragility, we feel ourselves to be bearers of a charismatic gift that is strengthened in the spirituality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



Photo: Fe y Alegría International

Presence and figures







Fe y Alegría
INTERNACIONAL

Fe y Alegría in the world 2024

We are a movement of

800,272
people



11,503
non-teaching staff
34 % 66 %

760,307

Estudiantes

47 % 53 %

28,462

teachers

31 % 69 %

 We are a network of **22 federated countries**

1,875
Educational Centers



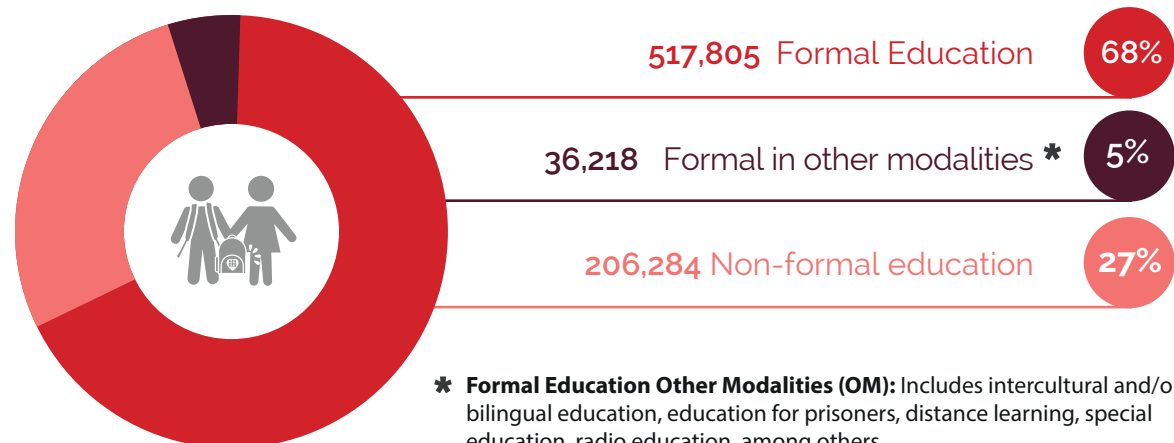
293
informal

1,472
formal

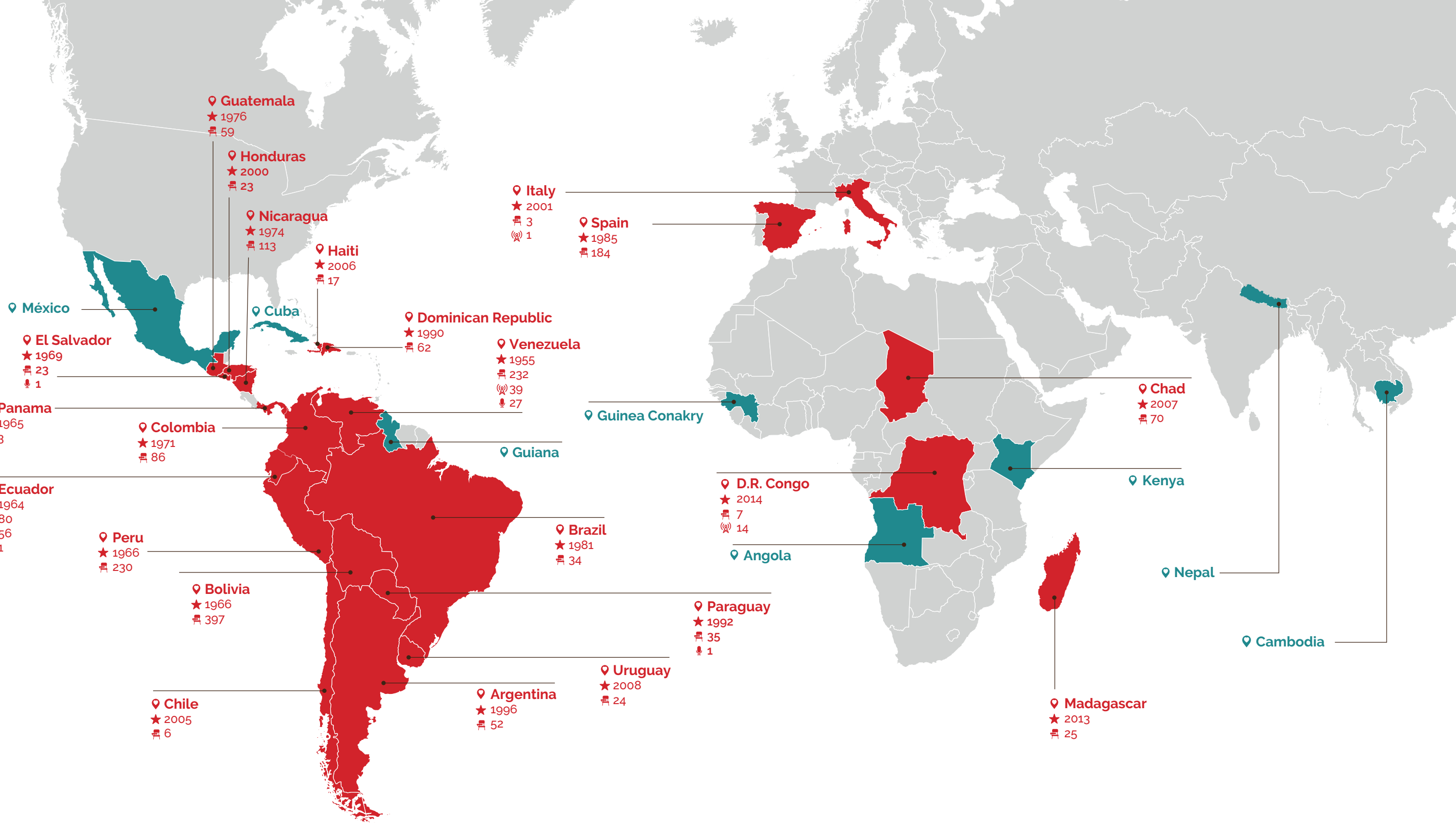
110

Radio Institutes

Our educational proposal impacts 760,307 students worldwide.



	Total centros	Students – formal education	Students – formal education OM	Students – non formal education	Total Students	Total teachers and collaborators
 Argentina	52	5,054	328	2,768	8,150	633
 Bolivia	397	146,731	1,848	20,878	169,457	9,167
 Brazil	34	998	0	22,146	23,144	419
 Chile	70	15,890	0	2,554	18,444	323
 Colombia	6	928	0	197	1,125	142
 Ecuador	86	37,854	13,578	12,731	64,163	2,191
 El Salvador	136	30,027	5,157	3,278	38,462	2,006
 Spain	23	4,835	234	5,961	11,030	452
 Guatemala	184	3,438	0	13,513	16,951	1,081
 Haiti	59	19,263	230	11,636	31,129	997
 Honduras	17	4,651	0	0	4,651	444
 Italy	23	4,807	712	420	5,939	356
 Madagascar	4	181	23	594	798	61
 Nicaragua	25	1,535	0	200	1,735	98
 Panama	113	14,198	0	10,144	24,342	780
 Paraguay	3	0	0	1,863	1,863	12
 Peru	35	10,234	1,235	1,407	12,876	758
 DR Congo	230	82,728	3,644	0	86,372	5,804
 D. Republic	21	995	0	240	1,235	35
 Chad	62	33,829	0	0	33,829	3,075
 Uruguay	24	152	0	2,004	2,156	382
 Venezuela	271	99,477	9,229	93,750	202,456	10,749
Total	1,875	517,805	36,218	206,284	760,307	39,965



Guide to Conventions

- 📍 Name of the **country**
- Federated **Countries**
- Emerging **Countries**
- ★ Foundation **Date**
- 🏫 No. **Educational Centers**
- 📻 Number of **Radio-Based Institutes**
- 📻 Amount of **Radio Stations**



feyalegria.org

Main actions for each federative initiative



Photo: Fe y Alegría Guatemala

1 | Innovation

- ♥ **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.

2 | 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 y Alegría Guatemala



Photo: Fe y Alegría Argentina



Photo: Fe y Alegría Honduras



Photo: Fe y Alegría Guatemala

♥ **Networking** with key stakeholders such as CPAL, CEAMA, and SJPAM 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.

3 | 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.

4 | 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.

5 | Migration

♥ **More than 11,000 children and young 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



Photo: Fe y Alegría Ecuador

7 | Youth

♥ **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

♥ The **Manifesto for the Right to Learning** was drafted and officially presented to the Ecuadorian Ministry of Education at the launch of the International Campaign.

♥ **70 young people and accompanying adults** from 11 countries participated in the **V International Meeting of the Generation 21+ Network** (Madrid), 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.

♥ Joneyily Paulina (Fe y Alegría Venezuela) was selected for the ECLAC and AECID **Laboratory of Ideas on Social Cohesion and Youth** in Bolivia, representing the Movement's voice at the international level.

♥ **300 young people** actively participate in the **Reflection Meetings**, bimonthly virtual spaces focused on the right to learn and other global challenges affecting youth.



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

6 | 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.



Photo: Fe y Alegría Guatemala

8 | 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.



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

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

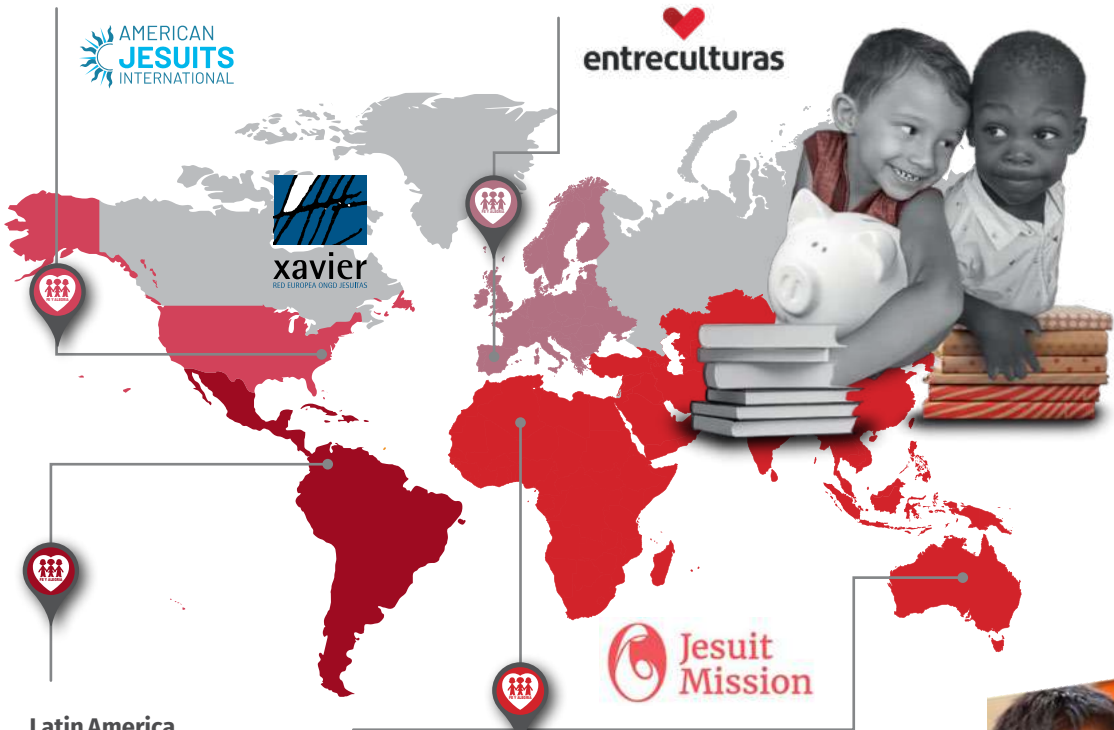
The Federation is moving toward a sustainability model grounded in co-responsible institutional partnerships, with a presence across diverse regions of the world. This approach enables us to tailor strategies to each context, broaden and diversify funding sources, and project Fe y Alegría's educational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

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



Photo: Fe y Alegría Guatemala

Renewal of the agreement with Accenture for our job training initiative.



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



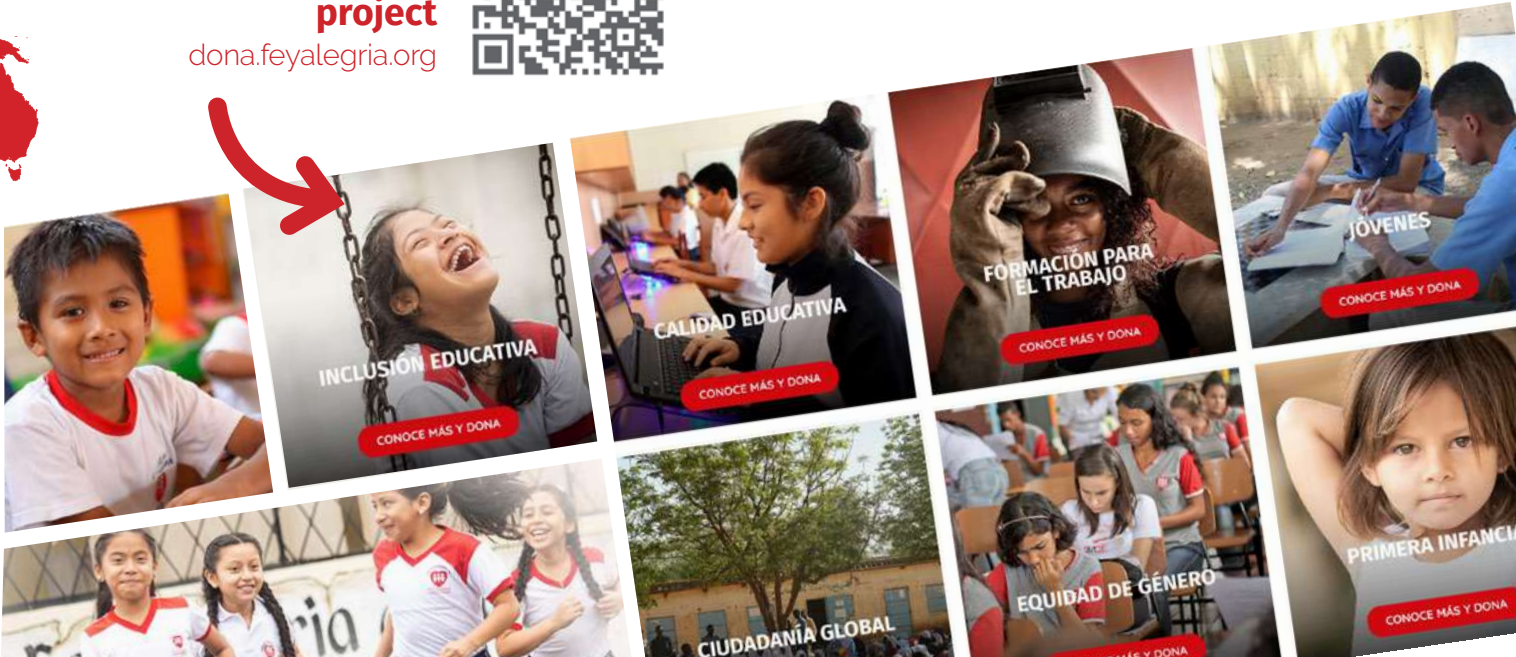
Building co-responsible partnerships

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.

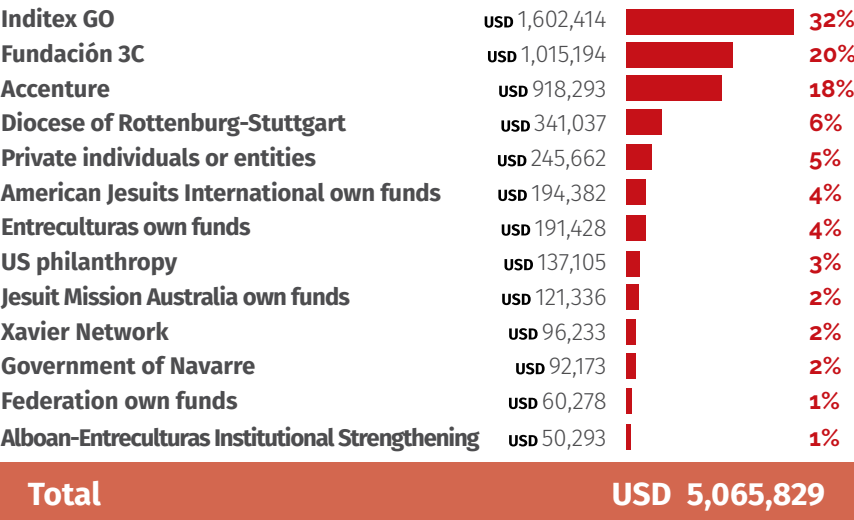
In addition to the main volume of funds managed in the countries, in 2024 the Federation managed USD 5 million, which is concentrated in joint international projects and federative objectives. Sources of income reflect progressive diversification.



1 | Origin of Funds

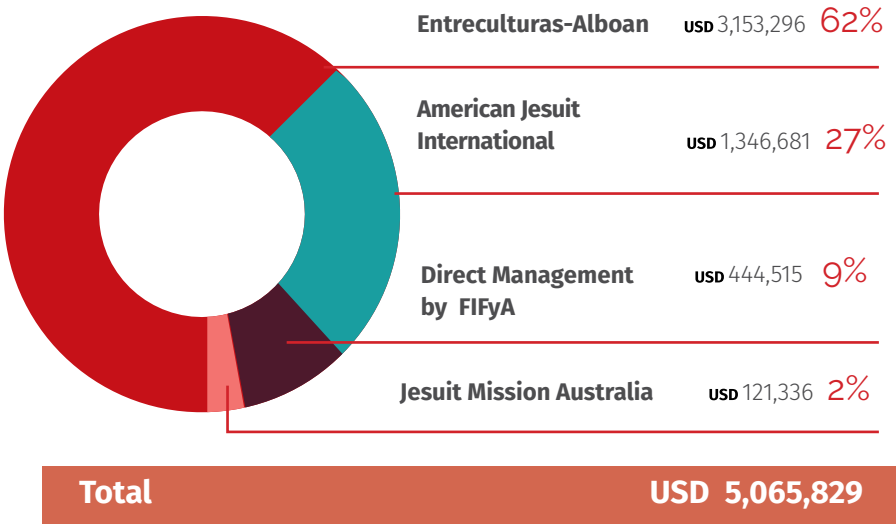
Financial Supporters

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.



Sustainability Centers in 2024

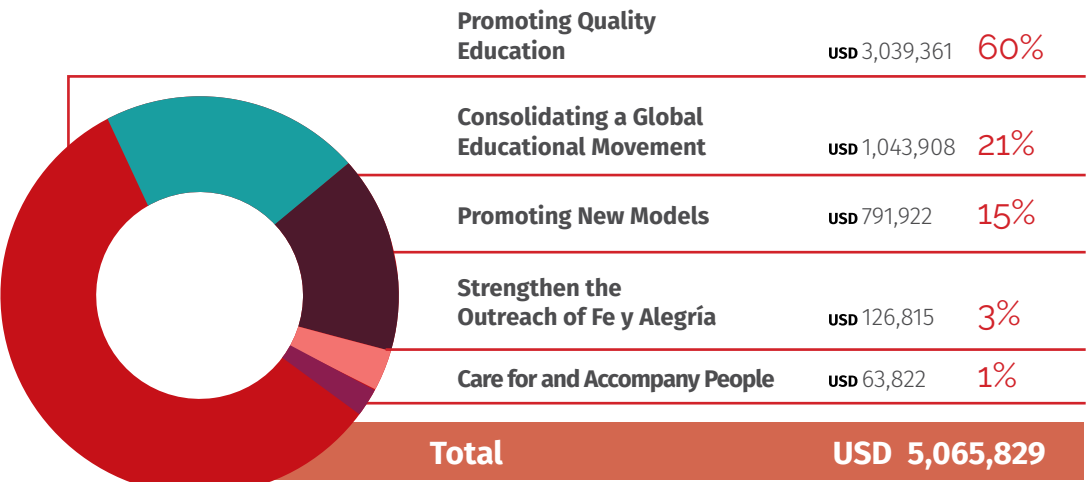
Most of the funds are obtained through institutions with which there are strong collaborative partnerships with the Federation, which also offers many tax and loyalty advantages, as these institutions are located within the same national legal framework as the funders. These institutions function as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



2 | Use of funds

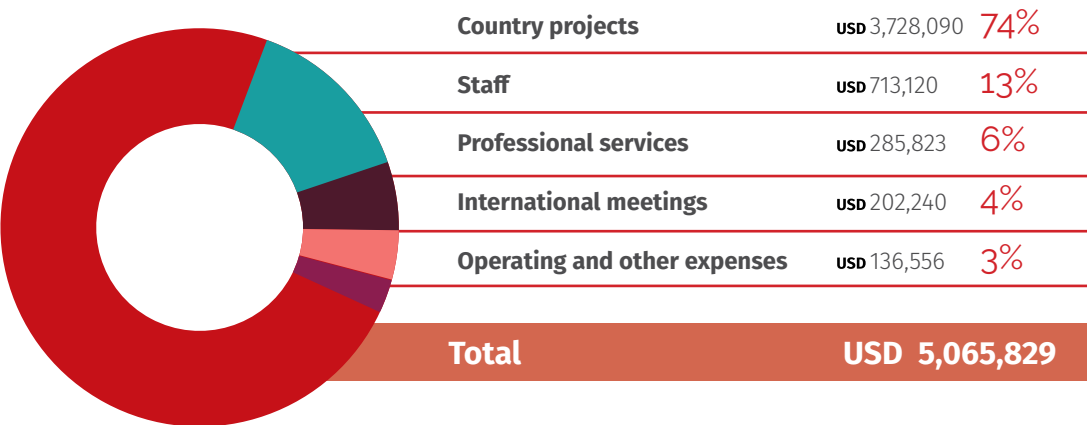
Objetivos federativos

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.



3 | 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 Jiménez (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



Photo: Fe y Alegría Haití

4 | 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 areas.

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.

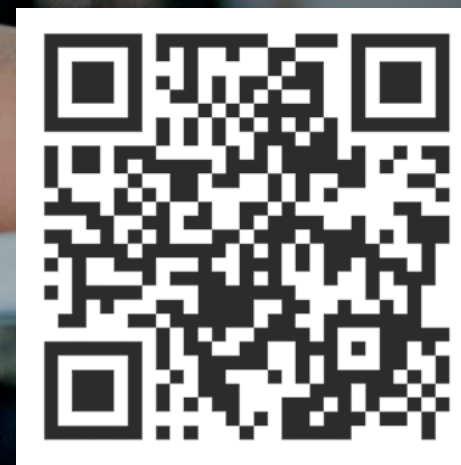
See the results of these evaluations at: impacto.feyalegria.org

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

Help Us educate

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

Institutional Partners

STRATEGIC PARTNERS



ALLIED INSTITUTIONS

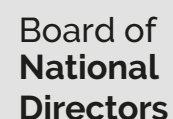


COLLABORATIVE NETWORKS



PARTNER NETWORKS

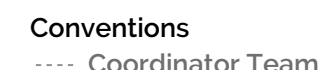




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"An education that does not teach us to love and to serve others is an incomplete, sterile education, one that fails to meet the deepest needs of the human being and the true demands of society."

Letters of Father Vélaz, SJ



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