Global synthesis
Table 1

Fe y Alegría
INTERNACIONAL

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GLOBAL SYNTHESIS — TABLE 1

International Congress of FeyAlegría 2026 "Popular education on the margins of the system"

For an educational continuum that leaves no one behind: populations discriminated against in educational opportunities

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This document integrates the responses of the Learning Communities of Bolivia, Brazil, Chad, Ecuador, El Salvador, Honduras, Italy (IRFEYAL Milano), Madagascar, Nicaragua, Panama, Paraguay, Peru, Dominican Republic, Uruguay and Venezuela, corresponding to Sessions 1 and 2 of Table 1.

SESSION 1

Question 1a. Which groups have been excluded from the right to learn and should be taken into account? Why?
Contributions by country

- **Bolivia:** People with disabilities, students who drop out of education alternative and superior, women with domestic responsibilities and/or in situations of violence, children orphaned or semi-orphaned by the pandemic, migrant families and older adults.
- **Brazil:** Children and adolescents in migratory and border territories (Boa Vista), indigenous students (Tocantínia), women in urban peripheries marked by violence (Montes Claros), and students from rural communities with precarious transport (Vazantes).
- **Chad:** Children living in poverty, with disabilities, street children, refugees, girls who are victims of early marriage, and young people affected by rural exodus.
- **Ecuador:** People living in extreme poverty, students in situations of human mobility, adolescents with children, indigenous students, people with disabilities, and school-age workers.
- **El Salvador:** Illiterate people (especially women and people over 60), young people who work or care for family members, students affected by family migration, and pregnant teenagers.
- **Honduras:** Working adolescents and young people, youth in gang-controlled areas, girls with domestic responsibilities and single mothers, adults without access to flexible employment, and Garifuna communities with cultural and linguistic barriers.

- **Italy** (IRFEYAL Milano): Young and adult migrants with linguistic and cultural barriers, people who interrupted their educational path for work or family reasons, and students with ADHD or other specific learning needs.
- **Madagascar:** Girls and adolescents exposed to early pregnancies and unions, children in poverty, children with disabilities, and students from remote rural areas.
- **Nicaragua:** Students with disabilities, children and adolescents from rural areas, students with economic limitations, girls with traditional gender roles, children of migrant families or with family disintegration, and young people with work or domestic responsibilities.
- **Panama:** Migrant children and adolescents in the context of social entrapment, indigenous peoples (especially the Ngäbe-Buglé region), young people in poverty and socioeconomic exclusion, adult women excluded from the formal system, and families in contexts of mobility.
- **Paraguay:** Nomadic families, over-age students, pregnant teenagers, children in extreme poverty without access to food, and young people with the burden of family work.
- **Peru:** Children aged 0 to 3 years without educational care, children in prolonged hospitalization, people with disabilities, rural women and girls, young people and adults who dropped out of school for economic reasons, Venezuelan migrant population, indigenous peoples, Afro-descendant population, overage children excluded by regulations, and people deprived of their liberty.
- **Dominican Republic:** Children living in poverty or socioeconomic vulnerability, students with disabilities or special needs, adolescents with work or family responsibilities, undocumented Haitian migrants, adolescent mothers, and over-age youth.
- **Uruguay:** Children living in structural poverty in peripheral neighborhoods, working adolescents, teenage mothers, people with disabilities, migrants and Afro-descendants, adolescent survivors of violence, and older adults without flexible employment options.
- **Venezuela:** Working children and youth (informal, mining, agricultural), isolated rural populations, urban and peri-urban indigenous peoples, students with disabilities, child caregivers and adolescent mothers, and children in extreme poverty.

Global synthesis

In all contexts, the same excluded groups are consistently repeated: girls and adolescents affected by gender roles, early marriage, and early motherhood; children and young people living in poverty who must work; people with

Disability without adequate infrastructure or teachers; migrant populations facing documentary, linguistic, and cultural barriers; rural and indigenous communities with geographical difficulties and a lack of cultural relevance; adults returning to their studies without flexible options; and young people with caregiving responsibilities that compete with schooling. Exclusion is not due to a single cause, but rather to the accumulation of mutually reinforcing economic, sociocultural, geographical, and institutional factors.

Question 1a-i. Do all children and young people in the community go to school? Who does not go and why?

Contributions by country

- **Bolivia:** No. Students in rural and dispersed areas, people with disabilities, Young people who are unaware of the alternative education options and who cannot afford higher education are left out of the system.
- **Brazil:** Not entirely. Migrant families in Boa Vista face bureaucracy and a lack of school places; in Tocantínia, Indigenous students suffer discrimination; in Montes Claros, women on the outskirts face violence and precarious living conditions; in Vazantes, rural students must leave home at four in the morning.
- **Chad**: No. The most underserved groups are children from very poor families, girls betrothed, children with disabilities, and those displaced by conflict.
- **Ecuador:** Not all. Approximately 10% do not access education between eighth grade and high school. They are absent due to poverty, internal migration, excessive domestic workload, and lack of family support.
- **El Salvador:** No. Adolescents and young adults work or care for siblings; others have migrated. The national attendance rate is 72.3%, with a greater gap in rural areas.
- **Honduras:** No. Young people from gang-controlled territories cannot cross into rival areas; girls assume domestic roles from an early age; the cost of education excludes poor families.
- **Italy:** Yes in formal terms (it's compulsory until age 16), but young people over 17 from migrant backgrounds or recent arrivals face linguistic and cultural barriers. Adults who interrupted their studies are also excluded.
- **Madagascar:** No. Girls are the most affected, whether by early pregnancies, domestic responsibilities, or early marriages. Children in rural areas far from secondary schools are also unable to continue their education.
- **Nicaragua:** The majority attend, but there is a percentage at risk of dropping out due to lack of family follow-up, economic difficulties, and emotional factors.

- **Panama:** Not fully. Migrant populations in transit and indigenous communities in remote areas are the most underrepresented. Only 27% of migrant children achieve minimum reading proficiency.
- **Paraguay:** No. Nomadic families generate frequent entries and exits from the system; children in extreme poverty do not attend even though they are enrolled; overage produces exclusion due to the rigidity of the regulations.
- **Peru:** No. Approximately 400,000 children under 36 months do not have access to early childhood education; more than 9,000,000 adults over 15 years of age have not completed basic education; the Venezuelan migrant population has a high disconnection from the system.
- **Dominican Republic:** No. Low-income children, students with special needs, undocumented children, and children from families with parental neglect are either excluded or attend irregularly. National secondary school enrollment is 70.7%.
- **Uruguay:** No. Working adolescents, young mothers without care networks, stigmatized young people from the peripheries, and people with discontinuous trajectories are left out or become progressively disengaged.
- **Venezuela:** No. Children in extreme poverty, income-generating youth, students without documents, and rural communities without functioning schools are left out of the system.

Global synthesis
In no country do all children and young people attend school. The main reasons for absence are economic necessity (work or supporting the household), geographical barriers (distance and transportation), lack of documentation, gender roles imposed on girls, early marriage and pregnancy, discrimination against indigenous and migrant populations, and rigid regulations that expel over-age students. In many cases, students are enrolled but do not actually attend.

Question 1a-ii. What does the school do when a student is frequently absent or considers dropping out? How does the school accommodate the needs of students with disabilities, those who work, or those with other responsibilities?

Contributions by country

- **Bolivia:** FeyAlegría applies personalized follow-up, support classrooms Psychopedagogical support, curricular adaptations, and coordinated work with families are provided. For students with disabilities, there is specialized support, although insufficient.

- **Brazil:** The centers conduct conversation circles, collective listening sessions, and home visits. Many offer flexible hours for migrant and indigenous populations.
- **Chad:** Teachers contact families and conduct home visits; community teachers play a key role. Adaptations for people with disabilities are very limited due to a lack of resources.
- **Ecuador:** Phone calls, summonses, home visits, identification of causes, and reporting of negligence are being activated. Flexible schedules and academic accommodations are available for students with work responsibilities.
- **El Salvador:** The national protocol requires informing the director, who then reports to CONAPINA for home visits. Academic leveling and formal reintegration are implemented. Rural youth working in the coffee harvest receive special permits.
- **Honduras:** Interviews are conducted with family members, home visits are made, and coordination with social services is established. Disability support is provided voluntarily by teachers, who do not receive formal training.
- **Italy:** IRFEYAL Milano activates tutoring, offers personalized guidance, pedagogical strategies adapted for ADHD and follows students with flexible schedules compatible with work.
- **Madagascar:** Communities conduct home visits and follow-up with at-risk students, with support from community organizations. Disability accommodations are very limited.
- **Nicaragua:** The centers implement constant communication with parents, attendance monitoring, psychological support, curricular adaptations and reasonable adjustments according to specific needs.
- **Panama:** The Tejiendo Amaneceres program offers flexible leveling, personalized diagnostic assessment, and socio-emotional support. For students with disabilities, the program utilizes intercultural approaches and methodological adaptation.
- **Paraguay:** Personal interviews are conducted, families are contacted, shift changes are offered for those who work, remote work options are available, and enrollment times are flexible. Children with neurodivergent learning styles are included until they complete basic education, although teachers lack sufficient training.
- **Peru:** Institutions implement flexible enrollment, satellite campuses to improve access to services, home visits, and parent workshops. Diversified strategies exist for students with disabilities, although they are insufficient in rural areas. Dominican
- **Republic:** The national protocol stipulates that teachers report unexcused absences on the second day; on the third day, the principal notifies the district and CONANI (National Council for Children and Adolescents). Fe y Alegría (Faith and Joy) centers also provide socio-emotional support, curriculum adaptations, and home visits.
- **Uruguay:** The Fe y Alegría youth centers are spaces for listening and active care; educators ask how the students are doing, they activate

protection networks against situations of abuse and support emotional processes that the formal system ignores.

- **Venezuela:** Early warning systems are activated, including phone calls, home visits, coordination with the Ombudsman's Office, and retention agreements. Alternative schedules, distance learning, and productive (learning-by-doing) models are implemented.

Global synthesis

The institutional response to absenteeism follows a common sequence in all countries: contact with the family, home visit, identification of causes, and personalized support. Schools affiliated with Fe y Alegría go beyond the formal protocol by integrating socio-emotional and pastoral support. Adaptations for students with disabilities, working students, or those with caregiving responsibilities are still insufficient in most contexts: there is a lack of trained teachers, adequate infrastructure, and genuine curricular flexibility. The most significant progress is made where there are alternative schedules, modular curricula, and strong community ties.

Question 1a-iii. How much does it cost families to send their children to school (uniforms, transportation, supplies, food)?
Contributions by country

- **Bolivia:** Economic costs (transport, food, materials) force us to Many students drop out, especially in alternative and higher education. Exact figures are not reported.
- **Brazil:** In Vazantes, students leave home at 4 a.m.; unreliable transportation is the main cost. In Boa Vista, migration increases the indirect costs of accessing the system.
- **Chad:** More than 50,000 FCFA per year per student, an amount inaccessible to most families in Guéra. This cost is the main barrier to access.
- **Ecuador:** Between USD 50 and 70 per month for families nearby; the estimated annual cost per student at the Gonzalo Cordero center is approximately USD 1,060 (uniforms USD 190, transportation USD 600, food USD 120, school supplies USD 150).
- **El Salvador:** The monthly cost per student is approximately USD 25, reduced thanks to the "My New School" program (uniforms, school supplies, food, laptops). In rural areas, transportation is the largest additional cost.
- **Honduras:** The state does not guarantee truly free education: infrastructure, security, and materials fall on families. Exact figures are not reported.
- **Italy (IRFEYAL Milano):** Annual costs in Milan range from EUR 2,000 to EUR 4,000 per student in public schools (not including private schools). The school table

fees (150–200 EUR every two months), secondary school books (300–400 EUR), and extracurricular activities (50–200 EUR/month) are the main expenses.
- **Madagascar:** Poverty prevents many families from covering school supplies, food, clothing, and transportation costs to remote secondary schools.
- **Nicaragua:** Although public education is free, uniforms, school supplies, transportation, and food represent a significant burden. In private schools, costs increase considerably due to tuition and monthly fees.
- **Panama:** Poverty and migration mean that family survival directly competes with the costs of schooling (materials, transportation). Exact figures are not reported.
- **Paraguay:** The estimated cost is approximately 300,000 guaraníes per student. The school provides support with kits and food, but uniforms and school supplies represent a significant burden for vulnerable families.
- **Peru:** Poverty is the main structural barrier. Exact figures are not reported at the national level, but the costs of transportation, food, and materials in rural areas are prohibitive for families.
- **Dominican Republic:** The estimated annual cost (at 1 USD = 58.85 pesos) is approximately 81,000 to 138,000 pesos per student: uniforms (6,000–8,000), transportation (33,000–66,000), school supplies (20,000), and snacks (22,000–44,000). Transportation is the largest expense.
- **Uruguay**: Although public education is free, the real costs include technological materials, internet access, clothing, food, and the emotional toll of dealing with stigma and loneliness. Young people point out that "education is not free."
- **Venezuela:** Between $400 and $800 USD annually per student, an amount that represents approximately 60% of the basic food basket. The costs of uniforms, transportation, school supplies, and food are unsustainable for most families.

Global synthesis

The true cost of education—though formally free in many countries—is a significant barrier in all contexts. Transportation is the most expensive item in rural and peripheral urban areas; materials, food, and clothing complete the burden. State programs providing school supplies, uniforms, and meals reduce the gap, but do not eliminate it, especially for families with multiple children, those in situations of migration, or those in areas where such programs do not reach. In countries like Venezuela and Ecuador, annual costs per student can exceed 50% of family income.

Question 1b. What is the role of the educational community in ensuring the right of these groups to access education and continue their studies?

Contributions by country

- **Bolivia:** Fe y Alegría assumes an articulating role: psycho-pedagogical support classrooms, personalized follow-up, motivational strategies, and linking content to real needs. The educational community acts as a safety net.
- **Brazil:** Learning Communities are established as spaces for critical analysis of the territory; educators, families, and leaders collectively develop proposals for transformation. Intercultural dialogue is central.
- **Chad:** Parents (APE/AME), community teachers, principals, and inspectors work together on awareness-raising, local resource management (AGR), and family support. Religious and community leaders are key allies.
- **Ecuador:** Teachers provide support and report; families support and participate; students take on responsibilities; the leadership team coordinates. Fe y Alegría integrates partnerships with health centers and municipalities.
- **El Salvador:** The educational community fosters a culture of inclusion, coordinates with MINEDUCYT and CONAPINA, develops literacy and soft skills projects, and manages alliances with local organizations.
- **Honduras:** The centers work with families, monitor attendance, and coordinate with external organizations. They aim to strengthen youth leadership as a driver of change.
- **Italy:** Teachers support diverse learning paths; families provide motivation; students actively participate; the IRFEYAL Milano team promotes social integration and personalized guidance.
- **Madagascar:** Communities are conducting awareness-raising, monitoring, and home visits. They are demanding greater involvement from authorities and development partners.
- **Nicaragua:** The educational community promotes inclusive access, implements retention strategies, develops awareness campaigns, and supports vulnerable students with materials and guidance. It analyzes family economic situations to award scholarships.
- **Panama:** Fe y Alegría is rebuilding the family-school relationship through community gatherings, training programs, and support networks. It also advocates for policies to eliminate documentation barriers.
- **Paraguay:** Zonal teams reflect on the context, work with psychologists and educational psychologists, and coordinate with CODENI to protect children's rights.
- **Peru:** Today, schools act as agents of social intervention: parent schools, monitoring and home visits, technical training, partnerships with companies and peripheral centers to bring the offering closer to the communities.
- **Dominican Republic:** The educational community monitors attendance, detects risk factors, provides socio-emotional support, and communicates with

families, protects students and coordinates with CONANI and community organizations.

- **Uruguay:** Fe y Alegría youth centers are safe spaces that offer active listening and protection from abuse. Educators provide emotional support and strengthen young people's sense of belonging.
- **Venezuela:** The educational community assumes responsibility for monitoring, actively searching for students, providing emotional support, managing school meals, offering tutoring services, and coordinating with public institutions. Community monitors conduct on-site follow-up.

Global synthesis

The educational community—teachers, families, students, administrators, and community organizations—is the first link in guaranteeing the right to education. Its role is not limited to teaching: it includes socio-emotional support, actively seeking out students, mediating with families, and coordinating with state institutions and civil society organizations. Fe y Alegría is distinguished by building comprehensive support networks that extend beyond the classroom, transforming the school into a community space for care and social change.

SESSION 2

Question 2a. Do you know specific data or the situation in your city or country that demonstrate the main gaps in access to education and retention of the population?

Contributions by country

- **Bolivia:** Economic disparities hinder continuity in alternative education and higher. Territorial gaps are significant between urban, peri-urban, and rural areas. The setbacks caused by the pandemic still persist.
- **Brazil:** In Boa Vista, bureaucracy and lack of documentation hinder initial access. In Tocantínia, ethnic discrimination affects retention. In Vazantes, inadequate school transportation leads to high dropout rates among rural youth.
- **Chad:** School enrollment rates are low in the Guéra region; the cost, exceeding 50,000 FCFA per year, excludes most students. Retention rates are affected by a lack of school cafeterias, inadequate infrastructure, and early marriages.
- **Ecuador:** In Latin America and the Caribbean, 10.4 million children and young people are outside the education system. The lowest quintile only completes secondary school at a rate of 44.1%, compared to...

to 84.6% of the highest quintile. In Ibarra, youth demotivation is observed due to corruption, unemployment, and difficulty of accessing university.

- **El Salvador:** National illiteracy rate of 8.8% (25% among those over 60, 14% in rural areas, and 10.2% among women). School attendance is 72.3% for children aged 0-17; only 18.6% remain in higher education. Dropout rates are associated with migration, employment, and the rural-urban divide.
- **Honduras:** The state does not guarantee truly free education; the cost of infrastructure, security, and materials falls on families. The digital divide worsens during climate emergencies when education becomes virtual.
- **Italy:** The main groups facing difficulties are recently arrived migrants, adults combining work and study, and students with special educational needs. National statistics on severe exclusion are not reported, given the formal coverage provided by the system.
- **Madagascar:** Poverty is the main barrier (school supplies, food, transportation). Distances to secondary schools lead to high dropout rates in rural areas. Children with disabilities lack infrastructure and specialized support.
- **Nicaragua:** The main gaps are the migration crisis (absent parents), automatic promotion without real learning, child labor, gender violence and teenage pregnancies.
- **Panama:** Only 27% of migrant children achieve minimum reading proficiency and 26% in mathematics. The gaps are both quantitative (years of schooling) and qualitative (actual learning). Territorial and cultural inequalities are exacerbated in indigenous communities.
- **Paraguay:** The dropout rate in secondary education is 6.5%; in the third cycle (grades 7-9), it is 7.9%. Six out of ten students do not complete their studies. The main causes are poverty, failing grades, and teenage pregnancy.
- **Peru:** More than 9,000,000 people over the age of 15 have not completed basic education; 57% of those with educational gaps are between 30 and 59 years old; 55% are women. Approximately 67,957 Venezuelan migrant children and adolescents are not registered in the system.
- **Dominican Republic:** Pre-university enrollment of 2,617,801 students (77.6% in the public sector). Primary school enrollment rate of 92.6% and secondary school enrollment rate of 70.7%. Secondary school dropout rate of 5.7% (2024-2025). Fe y Alegría Dominicana maintains a dropout rate of 0.03%. There are 15,755 registered students with disabilities who have persistent learning limitations.
- **Uruguay:** Public education is formally free, but the real costs (technology, connectivity, food, stigma) generate real inequality. Teenagers say that "the system pushes us out" through rigid evaluation systems and a lack of support.

- **Venezuela:** Between $400 and $800 USD annually per student represents 60% of the basic food basket. More than 60% of participants in alternative education dropped out of regular education due to employment needs. The 2025 floods in Apure destroyed homes and further worsened access to education.

Global synthesis
In all contexts, it is confirmed that formal access to the education system does not guarantee retention or genuine learning. The most critical gaps are concentrated in secondary and higher education, in rural and peri-urban areas, and disproportionately affect women, Indigenous peoples, migrants, and people living in extreme poverty. The available data, although heterogeneous, point in the same direction: educational inequality is structural and is reproduced from generation to generation if its economic, cultural, and territorial causes are not addressed.

Question 2b. Are there learning gaps in your context? What are they? What reactions do the identified gaps provoke in us?

Contributions by country

- **Bolivia:** Differences in learning levels according to condition Socioeconomic factors, post-pandemic setbacks, lack of technological resources, and the need for differentiated pedagogical support for students with disabilities.
- **Brazil:** Decontextualized and overly content-focused methodologies limit learning; in Tocantínia, ethnic discrimination creates gaps in recognition. The desire to learn remains strong even in contexts of extreme vulnerability.
- **Chad:** Educational quality is affected by the shortage of trained teachers, the lack of manuals and teaching materials, and the low motivation of community teachers.
- **Ecuador:** Economic, security (drug trafficking, organized crime groups recruiting students), gender, geographic, and digital gaps have been identified. The teacher shortage is critical (50 million are needed globally by 2030). These gaps provoke outrage and a sense of powerlessness, which then transforms into commitment.
- **El Salvador:** Gaps in literacy (limited reading comprehension at all levels), logical-mathematical thinking, the second-level digital divide (access without critical skills), life skills, and socio-emotional gaps (self-esteem, behavior, relationships). These generate concern and a drive for action.
- **Honduras:** Gaps stemming from the high real cost of education, geographical distance, and the lack of institutional virtual platforms. These generate frustration and a commitment to seeking external partnerships.

- **Italy:** Significant differences in prior knowledge among students returning to the system after years of absence, difficulties in mastering Italian for migrants, and a gap in access to and use of technological tools. These issues generate concern and strengthen the commitment to inclusion.
- **Madagascar:** Insufficient infrastructure, a lack of teaching materials, multi-grade classrooms, and a need to strengthen teacher skills are generating concern and calls for greater involvement from public authorities.
- **Nicaragua:** A disconnect between curriculum content and student reality; a predominance of rote memorization; a lack of critical thinking, socio-emotional skills, and creativity; and a mismatch between educational offerings and the labor market are generating concern, a sense of powerlessness, and a renewed commitment.
- **Panama:** Cognitive gaps (only 27% of migrants achieve minimum reading skills), emotional gaps (stress and precariousness reduce the ability to learn), institutional gaps (students must "start over") and cultural gaps (lack of relevance in indigenous communities).
- **Paraguay:** Dropout rate increases from age 15; six out of ten students do not graduate. Causes: poverty, failing grades, teenage pregnancy. This generates burnout, frustration, and institutional helplessness.
- **Peru:** The standardized curriculum does not address linguistic, cultural, and territorial diversity. Teacher training does not prepare teachers to address diversity. Socio-emotional gaps (violence, discrimination) affect motivation and well-being.
- **Dominican Republic:** Gaps in reading comprehension and mathematical reasoning (visible in national and international tests), economic and family limitations, demotivation, passing grades without real competencies, lack of staff for students with special educational needs, and a lack of work on socio-emotional skills. These issues generate outrage and ethical commitment.
- **Uruguay:** The rigid evaluation system fails to consider family or mental health crises. The digital divide disproportionately affects poor households. Institutional adultcentrism and a hostile environment are progressively driving young people out. This generates outrage and demands for systemic change.
- **Venezuela:** The technological gap is twofold: a complete lack of hardware in some schools, and inappropriate use of cell phones as a distraction in others.
  The shortage of specialized teachers weakens early warning systems.
  Schools with a "learning-by-doing" model show positive results.

Global synthesis

Learning gaps are universal across all contexts and extend beyond academic performance: they encompass cognitive, socio-emotional, digital, cultural, and curriculum-relevance gaps. The common reaction is a combination of outrage at these structural inequalities and a commitment to transforming them through pedagogy.

popular. It highlights the agreement that the homogeneous curriculum, the lack of trained teachers, and the disconnect between the school and the students' reality are the most urgent pedagogical obstacles to address.

Question 2c. What are the conditions of the school in your community? Are there enough teachers? What materials do they use in class?

Contributions by country

- **Bolivia:** Challenges linked to educational backwardness, need to strengthen Teacher capacity, lack of pedagogical strategies that respond to diversity. Insufficient connectivity and technological resources in rural areas.
- **Brazil:** Conditions vary depending on the region: in rural areas there is greater precarity. Materials are basic. The dialogic methodology (conversation circles) is the main pedagogical tool of Fe y Alegría.
- **Chad:** Insufficient infrastructure, lack of school cafeterias, shortage of qualified teachers and teaching materials. Community teachers are underpaid and receive little training.
- **Ecuador:** Diverse infrastructure: from well-equipped centers (Juan Pablo II) to deteriorated spaces (La Tola, El Porvenir). Government textbooks arrive late. Innovation projects, whiteboards, and a variety of teaching materials are used.
- **El Salvador:** The Ministry of Education, Science and Technology (MINEDUCYT) provides uniforms, educational kits, textbooks, and laptops. One teacher serves between 30 and 45 students. Three Fe y Alegría schools have LED screens and internet access, but digital resources are insufficient for everyone simultaneously. Some classrooms have inadequate ventilation and lighting.
- **Honduras:** The state only funds teachers' salaries; the rest falls on families and communities. The digital divide is severe: there is no institutional online platform. Teachers allocate part of their salary to purchase materials.
- **Italy:** IRFEYAL Milano has dedicated staff, textbooks, printed materials, audiovisual resources, digital platforms, and technological tools. The quality of the environment is recognized by the educational community.
- **Madagascar:** Insufficient infrastructure, multi-grade classrooms, scarce teaching materials, and a need to strengthen ongoing teacher training. The community-school relationship is a strength.
- **Nicaragua:** The centers have adequate infrastructure but need more classrooms and teachers. Consumable materials, application sheets, learning guides, and books are available (though not in all cases). The Fe y Alegría International virtual library is used.

- **Panama:** Fe y Alegría works with modular curricula and multi-grade strategies adapted to contexts of mobility. Physical conditions in indigenous communities are precarious.
- **Paraguay:** The infrastructure and furnishings are adequate. There are enough teachers for the core subjects, but there are shortages in computer science, dance, guitar, and physical education. Psychologists are available, although their hours are limited.
- **Peru:** Adult Basic Education Centers (CEBA) and Technical Productive Education Centers (CETPRO) offer technical training linked to the labor market. In rural and Amazonian areas, infrastructure is precarious and there is a lack of connectivity. Teachers are not trained to address the country's cultural and linguistic diversity.
- **Dominican Republic:** There have been improvements in infrastructure (new classrooms, school meals, technology), but overcrowding, inadequate ventilation, limited access to technology, and a shortage of special education teachers persist. Textbooks from the Ministry of Education (MINERD), notebooks, guides, audiovisual resources, and digital platforms are used.
- **Uruguay:** The digital divide affects poor households. Fe y Alegría youth centers are valued as spaces of care that the formal education system does not offer. Nighttime transportation and insecurity along the way are additional barriers.
- **Venezuela:** The situation is critical: power outages, lack of water, poor connectivity, and collapsed transportation affect daily life. Specialized teachers have emigrated. Some centers with a "learning-by-doing" model have achieved positive results even in the context of crisis.

Global synthesis
The material conditions of schools are heterogeneous, but in most of the contexts analyzed there is a shortage of specialized teachers, inadequate infrastructure, insufficient teaching resources, and limited connectivity. Fe y Alegría schools are distinguished by an inclusive pedagogical model and a strong connection with the community, although they also face structural constraints. The lack of teachers trained to address diversity is the most recurring challenge and one that cuts across all countries.

Question 2d. What are we doing about these gaps as an educational community and what do we need from others?

Contributions by country

- **Bolivia:** Educational policies with a human focus are promoted, spaces for reflection on inclusive special education, improved connectivity and

Technology and more flexible educational models are needed. A greater commitment from public policy is required.

- **Brazil:** Conversation circles, collective readings about the territory, community forums, and workshops with families are being held. Collaboration with municipalities, states, and organizations is needed to broaden the reach.
- **Chad:** Communities organize income-generating activities (IGAs) to finance education: community gardens, vegetable gardens, water sales, canteens, and fundraising. Greater support from the state and international partners is needed.
- **Ecuador:** Student leadership is being strengthened (MIFA/CEFA), knowledge-sharing dialogues are being held with families, and partnerships are being established with health centers and municipalities. Full support from the authorities, more resources, and guaranteed security are needed.
- **El Salvador:** Pedagogical leadership is being coordinated with INDES, the Directorate of Integration, the National Civil Police (PNC), and NGOs. Literacy projects are being implemented with positive results. Soft skills training is being developed for high school students. Increased investment from the Ministry of Education, Science and Technology (MINEDUCYT) and sustainable strategic partnerships are needed.
- **Honduras:** The centers work with families, monitor attendance, and seek external partnerships. They aim to strengthen youth leadership, organize community meetings, and hold marches or strikes to demand quality public education from the government.
- **Italy:** IRFEYAL Milano provides tutoring and pastoral support, personalized guidance, academic monitoring, and promotes active citizenship. They also launched a campaign, "Education Transforms Lives," with information sessions and a podcast. Greater collaboration with migrant support organizations is needed.
- **Madagascar:** Communities conduct awareness-raising, monitoring, and home visits. Increased public investment in infrastructure, materials, and teacher training is needed, especially in rural areas.
- **Nicaragua:** Values-based education, popular pedagogy, key stakeholder participation, entrepreneurship, and digital skills are being promoted. Ongoing training in inclusive education, active family involvement, partnerships with social organizations, and technological resources are needed.
- **Panama:** The Tejiendo Amaneceres (Weaving Dawns) program rebuilds learning through modular curricula, socio-emotional support, and play-based learning. The Campaign for the Right to Learning advocates for policies to eliminate documentation barriers. Greater flexibility within the system and recognition of interrupted educational pathways are needed.
- **Paraguay:** Regional teams are reflecting on and creating opportunities for teacher training. They are working with psychologists and educational psychologists. They are lobbying the Ministry of Education and Science (MEC) regarding the lack of teaching positions. Ministerial support is needed in information technology, physical education, and inclusive education.

- **Peru:** Adult Basic Education Centers (CEBA) are opening peripheral annexes, implementing flexible enrollment, developing parent schools, and providing technical skills training. Greater investment is needed in connectivity, intercultural teacher training, and sustainable public policies for educational reintegration.
- **Dominican Republic:** Support staff and teacher interpreters are being hired, curricula are being adapted, teachers are working collaboratively, families are being engaged, socio-emotional support is being provided, and partnerships with NGOs are being established. A national initiative is being proposed to the Ministry of Education (MINERD) to improve access, retention, and quality of education.
- **Uruguay:** Fe y Alegría youth centers offer spaces for listening, support in situations of abuse, emotional support, and opportunities for job placement and entrepreneurship. There is a need for more flexible educational options for adults and more childcare centers linked to educational institutions.
- **Venezuela:** The centers implement active monitoring, home visits, peer mentoring, community monitors, and productive partnerships with businesses (internships, fairs). The "learning-by-doing" model produces results even in crisis situations. Given the weakness of the state, it is necessary to strengthen alliances with the Church, NGOs, and the private sector.

Global synthesis
Fe y Alegría and its educational communities do not passively await solutions from the State: they promote active strategies for student retention, socio-emotional support, popular education, and community engagement. However, they recognize that their efforts are insufficient without the commitment of public authorities regarding educational investment, teacher training, curriculum flexibility, and infrastructure. Shared responsibility among schools, communities, the State, and the private sector is essential for sustainably reducing inequalities.

Question 2e. What advocacy or mobilization action could we implement and what would be the objective of that action?

Contributions by country

- **Bolivia**: To create spaces for reflection on special and inclusive education; Promote educational policies with a humanistic approach that recognize the role of families, communities, and social organizations.
- **Brazil:** Strengthen community forums for political defense, expand participation in social control spaces and deepen the analysis of current events in the Learning Communities for Tables 2 and 3.

- **Chad:** Raise awareness among families and communities about the right to education; mobilize local resources; involve religious and community leaders; take the commitments to the Lima Congress for the global platform.
- **Ecuador:** Manifestos and letters to authorities demanding attention to vulnerable sectors; community projects for entrepreneurship and financial education; food centers and daycare centers for student mothers; media campaigns on safety and permanence; demanding public funding of 6% of GDP.
- **El Salvador:** Manage specific alliances with government institutions, universities, and community organizations to reduce gaps in access and retention; turn these alliances into long-term commitments that transcend one-off aid.
- **Honduras:** Promote youth leadership training; hold community awareness meetings; manage external alliances; promote national marches or strikes to demand quality public education; promote a contextualized educational policy proposal.
- **Italy:** Launch the institutional campaign "Education transforms lives" with information sessions, student testimonials, a podcast, and meetings with educational and social inclusion organizations.
- **Madagascar:** Advocate with local and national authorities to ensure education is recognized as a development priority; build infrastructure and improve access to secondary education in rural areas.
- **Nicaragua:** Promote spaces for developing life skills; establish dialogues and educational meetings with families; adapt the educational curriculum to the local context; create inclusion programs for vulnerable populations; implement active learning methodologies that promote critical thinking.
- **Panama:** Continue the Campaign for the Right to Learning, which redefines the educational debate: access is not enough, effective learning is required; work with ministries and international organizations for more flexible and intercultural systems; produce knowledge and pedagogical innovation from experience.
- **Paraguay:** Direct advocacy with the Ministry of Education and Sciences regarding the lack of teaching positions; strengthening zonal spaces for teacher training and addressing the mental health of educational personnel.
- **Peru:** Expand CEBA with peripheral centers; advocate in national and international spaces for an education that leaves no one behind; propose sustainable educational reintegration policies; forge alliances with companies to generate employability.
- **Dominican Republic:** Develop a national proposal addressed to the Ministry of Education and public-private organizations; organize community meetings with authorities

To present needs; create inclusive protocols; implement awareness campaigns; request more teachers and infrastructure repairs.

- **Uruguay:** Demand childcare centers linked to educational institutions for young mothers; demand flexible educational options for adults; highlight the invisible costs of adolescent education and mental health; demand safe study spaces.
- **Venezuela:** Strengthen networking with the Church, NGOs, and the private sector; develop dialogue forums with local government actors; organize public knowledge fairs to showcase the work of adult education centers; promote technical working groups to standardize and validate the studies of people in human mobility; and safeguard the mental health of teachers and facilitators.

Global synthesis

Learning Communities from all countries agree on the need to move from denunciation to advocacy action. The proposed strategies combine awareness campaigns, educational policy proposals, inter-institutional alliances, marches and mobilizations, community projects, and collaboration with public and private organizations. The common goal is to transform the education system so that it is truly accessible, relevant, inclusive, and of high quality for all people, especially those historically excluded. The Lima 2026 International Congress is identified as the ideal forum to bring this platform to a global level.

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