

# A PROMISE TO EDUCATION

La Silla Roja 2021



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# Magis Americas

Sustainable and  
Impactful  
Responses

Magis Americas is a Washington, D.C.-based Jesuit 501(c)3 development NGO committed to global development.

Informed by the Sustainable Development Goals and the Universal Apostolic Preferences, we have been working with local Jesuit partner organizations in the Global South, particularly in Latin America and the Caribbean, since 2005.

Together, we ensure access to quality and inclusive public education, protect the rights of migrants along their journey, and promote practices that encourage the well-being of our Common Home.

For more information on our work, please visit:  
[www.magisamericas.org](http://www.magisamericas.org)





# Our Approach

Education, Migration and Ecology...

... represent a holistic approach to our vision of a world in which all people have their rights upheld, their dignity protected, and their capacity to act as protagonists in their individual and communal development recognized.

# Global Citizenship Education

A Communal Act

"Global citizenship education (GCE) inspires action, partnerships, dialogue and cooperation through formal and non-formal education.

GCE promotes the use of a wide range of active and participatory learning methods that engage the learner in critical thinking about complex global issues, and in developing skills such as communication, cooperation and conflict resolution to resolve these issues."

Global Citizenship Education:  
Preparing learners for the challenges of the 21st  
century  
UNESCO



## Through Global Citizenship Education...

- learners are encouraged to critically analyze real-life issues and to creatively and innovatively identify possible solutions.
- learners receive support to revisit past assumptions, world views and consider people/groups that are systematically underrepresented.
- there is a clear focus on engagement in individual and collective action to bring about desired changes.
- multiple stakeholders get involved, including those outside the learning environment, in the community and in the wider society.

# Being a Global Citizen means...

... continuously seeking a deepened awareness of our place and responsibility in an increasingly interconnected world, both locally and globally.

Global Citizens stand in solidarity with others in the pursuit of a sustainable earth and a more humane world as true companions in the mission of reconciliation and justice.



Global Citizenship in  
schools...



# LA SILLA ROJA

# Education...

- is not a commodity, it is a **human right**, key to enjoying all other rights.
- is a **tool for individuals to escape poverty**, live with dignity, and recognize their full potential.
- Quality inclusive public education is the **best foundation for improving lives** and ensuring sustainable human development.



# La Silla Roja

A Promise to Education

La Silla Roja campaign is a global citizenship education campaign that works to defend the right to education for the over 260 million children and youth worldwide who are still out of school.

The Red Chair, “La Silla Roja”, represents the right to quality and inclusive education and calls attention to the impact a lack of access to education has on personal and communal development.

Launched in 2012 by our partners at Entreculturas – Fe y Alegría Spain, this campaign has since been implemented in several countries throughout Latin America, Europe, and Africa.





## In 2021

After two years of increased challenges to guaranteeing access to quality and inclusive education, “La Silla Roja: A Promise to Education” invites students to go back to the basics by:

- reflecting on the essential elements necessary to creating an environment in which education is accessible;
- learning what different communities have done, and continue to do, to overcome hurdles impeding access to education; and
- asking what can they can do as global citizens to take part in change.

# 1.6 billion students...

have seen their education impacted over the past two years due to the effects of the COVID-19 pandemic.

A Promise for Education is...

- a promise for opportunity;
- a promise for agency and independence; and
- a promise to contribute to the creation of more just and equitable societies.





## Campaign Objectives

1. **Create consciousness and awareness** about the importance of having access to quality and inclusive education, especially in the current context, with crises like the COVID-19 pandemic, migration and climate change.
2. **Encourage reflection** among students in classrooms and schools in order to incentivize participation towards guaranteeing the right to quality and inclusive education for all children and youth, especially in times of crisis.
3. **Promote action** at a local and global level, so that the important message of access to quality and inclusive education, since it is key to overcoming crises and building a more just and equitable world.



## A Three-Phase Challenge

### REFLECTION

Aims to guide students through a process of reflection and understanding of the importance of education in their own lives.

### INSPIRATION

Looks to give students a wider view on the realities of education around the world and its critical role in the development of any society. They will be presented with real world examples of what our partner organization, Fe y Alegría, is doing all over the world to ensure access to quality and inclusive public education.

### ACTION

Will incentivize students to take local and the global action, taking them through a creative process of making their promise to education.

Find the activity sheets for each phase [here](#).

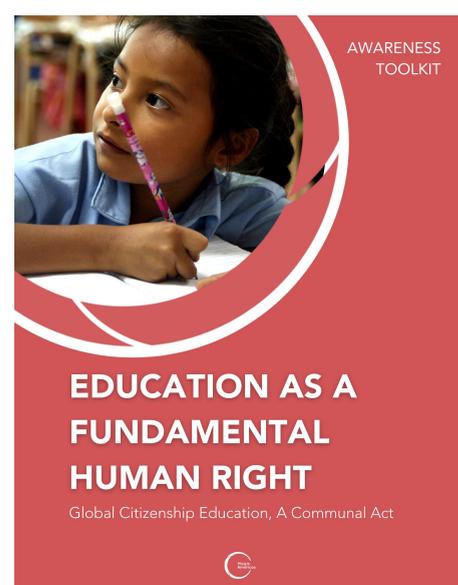
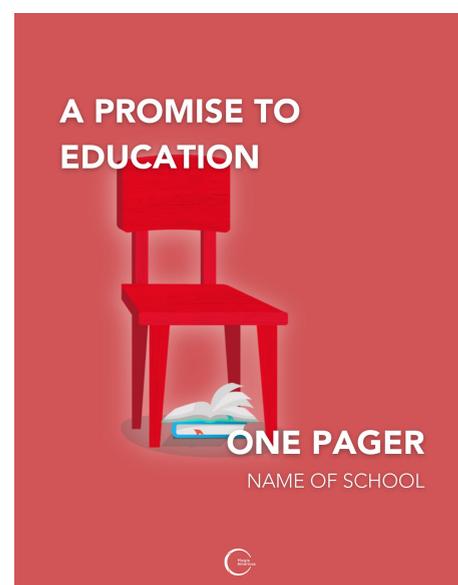
Find the country pages for the inspiration phase [here](#).

## Challenge Outputs

### ONE PAGER

where students outline their promises to education at a local level for community impact, suggesting how fellow students can locally support access to education (volunteer, etc). [Link here](#)

Students are encouraged to use Magis Americas' ["Education as a Fundamental Human Right"](#) toolkit to create awareness in their local communities on the state of education globally.



## Activities to Get Started

- Show the red chair: During a class, paint a red chair, record videos and write testimonies on the importance of the red chair: What does education mean to you? What does participating in La Silla Roja campaign mean to you?
- Make people wonder: On a free dress day, as a group, wear red and have a pitch ready to share and raise awareness on La Silla Roja campaign.
- Share your experience: Create a booth at your school's social justice week and share your promise to education or generate awareness using ["Education as a Fundamental Human Right"](#) toolkit.



# Fe y Alegría

Popular Education  
and Social  
Transformation

Fe y Alegría is an Integral Popular Education and Social Promotion Movement that defends quality and inclusive public education as a means for transforming lives in marginalized sectors.

Fe y Alegría views education as the key to promoting the development and acquisition of knowledge, skills, abilities, and values crucial to creating just and dignified societies.

Founded from a single school on the outskirts of Caracas, Venezuela in 1955, Fe y Alegría has grown into an international movement present in 22 countries across Latin America and the Caribbean, Africa, and Europe.



“Fe y Alegría starts where the asphalt ends, where there is not drinkable water, where the city loses its name.”

Fr. José María Vélaz, S.J.  
Founder of Fe y Alegría





## Challenge Logistics

- Phase 1 and 2 can be implemented through an activity of about 45 minutes. Phase 3 could serve as a homework assignment and be revised in class.
- The La Silla Roja Advocates, teachers/educators, will lead these activities.
- The campaign will be active through December 2021.
- We will announce the results of the campaign, sharing what participating schools have done, on January 24th, 2022, the International Day of Education
- You can reach out to the Magis Americas team for support at any time!
- Additional material to support teachers:
  - [La Silla Roja Poster](#)
  - ["Education is..." Poster](#)
  - [Education as a Fundamental Human Right Toolkit](#)



# ANY QUESTIONS OR COMMENTS?

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# ANNEX



# Phase Activity Sheets



Time for implementation: 45 minutes

## Reflection

This phase aims to guide students through a process of reflection and understanding of the importance of education in their own lives.

1. Introduce students to the La Silla Roja campaign, using this presentation and/or video.
2. Once students are introduced to this year's campaign, divide them up into groups of 4 or 5.
3. In their groups, have students discuss and share their experiences based on the following questions:
  - a. Why should we care about education?
  - b. How has education shaped your life?
  - c. What have been the difficulties you have faced in the past two years in regards to your education?
  - d. How have these difficulties impacted you?
  - e. How have they impacted your family?
4. Each group will summarize their discussion and share with the rest of the class

Time for implementation: 45 minutes



## Inspiration

This phase looks to give students a wider view on the realities of education around the world and its critical role in the development of any society. They will be presented with real world examples of what our partner organization, Fe y Alegría, is doing all over the world to ensure access to quality and inclusive public education.

1. Teachers will start the discussion by sharing some general numbers on education worldwide. Below are some points that can be used in this discussion.
  - a. The pandemic has exacerbated many of the challenges in guaranteeing access to quality and inclusive education. It is important to be aware of the current state of education since it is the basis for the development of our societies.
  - b. Before the pandemic started more than [260 million children and youth](#) did not have access to quality and inclusive education. This number has only increased over the past two years.
  - c. The education of [30 million children](#) is still affected and eight countries still have not re-opened schools.

Time for implementation: 45 minutes



## Inspiration

- d. Since the pandemic started, children across the world have lost an average of 74 days of education due to school closures and a lack of access to remote learning.
  - e. One in every seven children has lost  $\frac{3}{4}$  of their in-person education. This is especially true in Latin America and the Caribbean.
  - f. Two thirds of the world's school-age children – or 1.3 billion children aged 3 to 17 years old – do not have internet connection in their homes.
  - g. More than 360 million children across 143 countries who normally rely on school meals for a reliable source of daily nutrition must now look to other sources.
  - h. 100 million children will not achieve minimum reading proficiency levels as a result of the pandemic.
    - i. It's estimated that 11 million girls will not return to school. This is in addition to the 130 million girls who were already out of school before 2020.
    - j. Child labor has increased for the first time in 20 years.
2. After this exposition, teachers will ask students to keep these figures in mind as they go through the next step of this phase.

Time for implementation: 45 minutes

## Inspiration

3. Students will then be split into groups of 4 to 5. Each group will receive a country specific fact sheet, in which they will learn about what Fe y Alegría is doing in local communities to defend the right to education and promote individual and communal development.
  - a. Peru
  - b. Venezuela
  - c. Guatemala
  - d. El Salvador
4. After reviewing their fact sheets and reflecting on the overall statistics presented by the teacher, students will answer the following questions to share with the class:
  - a. What has surprised you the most?
  - b. What are your thoughts on your fact sheet?
  - c. Did your perception of the country you explored change? Did it remain the same?
  - d. If you could take away one thought or conclusion from learning about the context of education today, what would it be?
5. Each group will summarize their discussion and share with the rest of the class.
6. Students will hang up the ["Quality and Inclusive Education is.."](#) poster in their classrooms.

Time for implementation: 45 minutes

## Action

In this phase, we will incentivize students to take action, both locally and globally, by guiding them through a creative process of making their promise to education.

1. Students will be split into groups of 4 or 5.
2. As a homework assignment, in their groups, students will do a quick investigation or research on access to education in their local community. Potential research topics:
  - a. What are the different types of schools in your community?
  - b. Who has access to these schools?
  - c. What is the rate of completion in your state?
  - d. Are there specific groups that may have more difficulty accessing education?
  - e. Are there local organizations working to address these issues? If so, how?
3. During class time, each group will share the general findings they compiled.
4. As a class or in groups, students will create their one pager, making #APromise2Education, coming up with actions fellow students can take support access to education locally and/or globally. Note: We suggest using the Education as a Fundamental Human Right awareness toolkit provided by Magis Americas as inspiration or complement.

# Country Pages



# Guatemala



## Context:

Guatemala spends 2.8% of the gross domestic product (GDP) in education which is far less than the regional average. Many schools throughout the country lack government funding, and as a result, are inadequate to provide access to quality education to children and youth. Schools are often in poor conditions and teachers go on strike due to low wages and lack of support from the government.

As in other countries in Central America, many families can only afford to send one child to school. The majority of Guatemalan youth do not reach high school, with 41% of all teenagers (13-18 years) out of school. This rate rises to 61% in the Western Highlands, which is predominantly indigenous. Guatemala indigenous students also face the additional barrier of lack of education in their native languages, further increasing the educational divide.



# Guatemala



## Fe y Alegría:

Fe y Alegría Guatemala focuses on providing free quality public education based on the PLENITUD pedagogical model, which focuses on delivering education centered on the individual, his/her context as well as needs.

The organization strives to improve the quality of its education programs on a daily basis, and works to instill strong values that guide Guatemalan boys and girls in growing into men and women who act in solidarity with their brothers and sisters and contribute to development of their communities.

Fe y Alegría Guatemala's educational centers serve some of the most vulnerable and impoverished areas of the country. In the metropolitan area they are located in highly dangerous and impoverished sectors, while in rural areas they are located in indigenous communities, where access is difficult.

**53** formal education centers

**16,000** individuals impacted through formal education programs

**18,000** individuals impacted through non - formal education programs

# Guatemala



What they do:

## *Youth with Opportunities*

With the aim of generating alternative learning options, Fe y Alegría joined the Guatemalan Institute of Radiophonic Education (IGER), in the launch of its distance learning program, "The Teacher at Home". This program works in the rural area of Totonicapán to get youth between the ages of 15 - 25 back on track with their education.

The program provides youth who currently work with access to educational content once a week and promotes the importance of education among families, so parents and caretakers understand the opportunities access to education can provide.

Aside from the traditional content on the "The Teacher at Home" program, Fe y Alegría integrated an additional module - "Training Program in Values and Citizenship for Empowering Youth", giving these individuals additional tools to complement their learning.

## *Quality Education for Indigenous Children*

Indigenous students need an educational experience that takes into consideration both their community context and realities as well as those of the country. An academic modality that serves 24 multi-grade schools provides educators with the skills to use a methodology that focuses on gender, interculturality, and participation. This process leads students through a complete learning experience, which is reflected in the improvement of their overall skills.

Within this structure, it was especially critical to involve the community and family, especially women to prevent abandonment from students. To support the success of the program, adult literacy activities and awareness workshops on gender issues and the importance of actively participating in the educating of children were also carried out.

# Peru

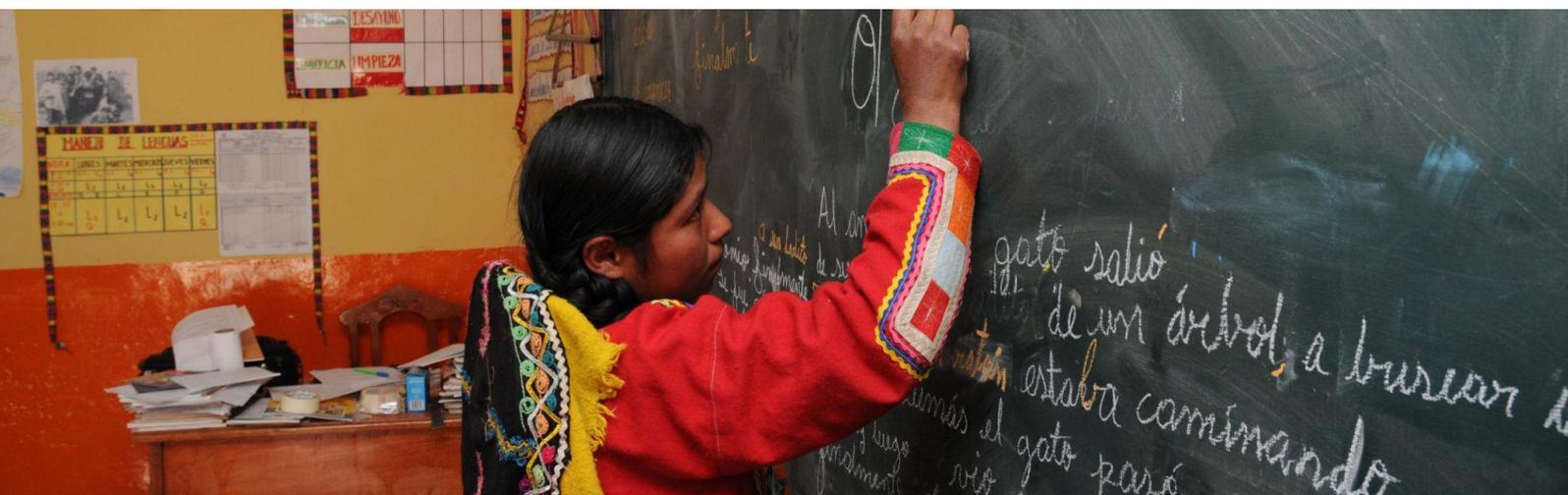


## Context:

In Peru, a massive wave of unemployment is reversing the nation's lauded success at fighting poverty, with consequences that could last generations. The number of people living below the poverty line here was expected to surge to 27% in 2020, levels not seen since the early 2000s.

The national high school dropout rate surged from 11.8% in 2019 to 17.9% in 2020. Only 1 in 3 households has a home computer. Additionally, there is an increasing need for alternative education and entrepreneurship programs to develop workplace skills given that 34% of children and youth between the ages of 5 to 17 are in the labor force.

Education in Peru faces an additional challenge when it comes to inclusivity and diversity. Peru's population includes more than 4 million indigenous persons, of whom 83.11% are Quechua, 10.92% Aymara, 1.67% Ashaninka, and 4.31% belong to other Amazonian indigenous peoples. There are around 55 indigenous peoples who speak 47 indigenous languages. Most, if not all of these communities live in rural areas, often making it hard for students to access education. What's more, 46% of indigenous students are not provided education in their native language.



# Peru



## Fe y Alegría:

Over the last 54 years, Fe y Alegría Peru has grown and spread across 21 regions in the country, providing quality and inclusive education in both rural and urban areas at all levels. Its academic proposal focuses on an education that is participatory and transformative, in which learnings are based on the experiences of the individuals that are going through the educational process. It is a values-based and vocational education that characterizes itself for its consistency in working within its contexts.

In Fe y Alegría Peru, services are in formal education, rural networks, technical and vocational education, professional education, and digital education. The relationship between Fe y Alegría and the Ministry of Education, Regional Directorates of Education and local Educational Management Units, is a key focus for a more holistic vision on the needs and state of education in the country. Through administrative and teacher strategic and academic trainings; sharing results and learnings with educational authorities and other education institutions; these organizations contribute the improvement and innovation in the public education sector in Peru.

**21** formal education centers

**87,900** individuals impacted through formal education programs

**3,000** individuals impacted through non - formal education programs

# Peru



What they do:

## *#ConnectingwithJoy*

In response to the difficulties in guaranteeing access to education during the pandemic, Fe y Alegría Peru launched the “Connecting With Joy” campaign to support students through their distance education. Tablets that included programs, applications, and selected educational resources specific to the level of their education, were provided to students. Through these they were able to continue their education in spite of the mobility restrictions. The materials in the tablets supported and connected to the statewide program “Aprendo en Casa” (“I Learn at Home”).

## *Escuela Selva*

In the Amazon, specifically in the regions of the Wampis and Awajun populations, “Escuela Selva” looks to provide an complete educational experience to children in the community. This program focuses on intercultural learning, technical education, and training for local teachers in innovation in agroforestry, renewable energies, and sustainable agriculture. Training teachers in integration as well as maintaining the indigenous identities is essential for the participation of indigenous communities in today’s societal growth.

## *Educar es Incluir (To Educate is to Include)*

This program aims to contribute to the greater educational and social inclusion of children, young people, and adults with disabilities and/or learning difficulties, from low-income families. The program focuses on to increasing their level of skills for life and work, ranging from early care, to inclusive basic education, to technical education for job placement.

This project proposes an intervention in the entire educational community. It encourages participation from educational authorities and the local community, moving from a welfare approach to a human rights approach.

# Brazil



## Context:

Access to education in Brazil has expanded considerably in recent years. However, the COVID-19 pandemic significantly hindered this progress. In 2019, there was a cut of [87 million dollars](#) in expenses for basic education. The country's spending per student is well [below the OECD average](#), a forum of 36 nations with market economies.

As Latin America's largest country, Brazil has experienced a myriad of social, political, and economic challenges, each of which has exacerbated income and education inequalities. There are wide disparities across regions in terms of resources, and access to quality education. Due to the pandemic, [5 million](#) children between ages 6 and 17 didn't have access to education in November 2020, the worst situation in two decades.

Enrolment rates among 15-19 year-olds in Brazil is one of the lowest among [OECD](#) and partner countries. Among the lowest, is also the percentage young people expected to graduate from upper secondary education before turning 25.



# Brazil



## Fé e Alegria:

Fé e Alegria Brasil is committed to individuals in situations of social vulnerability and as well as those who are most affected by poverty. The organization focuses its efforts on the most excluded communities, whether they be in urban or rural areas, as well as in indigenous communities. Fé e Alegria acts based on the needs of people, valuing and revitalizing their cultures and experiences in education through a participatory processes.

Fé e Alegria Brasil has been working for 35 years on broadening its geographical and educational horizons. Currently, the organization has impacted the lives of children, young people, adults and whole communities, in 20 cities across 14 states through their Education and Social Promotion activities.

**32** formal education centers

**8,731** individuals impacted through formal education programs

**1,120** individuals impacted through non - formal education programs

# Brazil



What they do:

## *Improving the quality of education*

An innovative program linking social centres and public schools to combat school dropout rates. The program replicates a public education environment with a focus on creating a more democratic space to incentivize critical thinking in students. Realizing education is a communal act, the program values support the of the community, a fundamental player.

Go beyond the physical limits of a classroom, the program also promotes social actions, ranging from establishing a dialogue and active collaboration between the directors of public schools and the educational community; to creating active and strong student committees to strengthen the performance of schools as a whole.

## *Solitary "Lives"*

To engage and mobilize the community during the pandemic, a series of Solidarity Lives, facebook live sessions that promoted connection and learning. These looked to support the educational community through the process of distance education. Focusing on aspects that related to community engagement to maintain individuals active and informed of all the great initiatives and projects that were still taking place.

One of the highlights was the live broadcast of *"The Cacao Saga"*, a project aimed at students from 7 to 17 years old that addresses aspects of the culture of the regional and cocoa society. The forum highlighted the development of activities and history of cocoa culture and how individuals could get involved.

# El Salvador



## Context:

Over the past 40 years El Salvador has experienced a myriad of issues which impact education access: civil war, socio-political crisis, poor governance and organized crime. School dropout rates are high and are impacted and exacerbated by insecurity.

Education is in a critical state with only about 66% of youth attending early secondary school (7th-9th grades), and only half of them completing high school. There are over 300,000 youth aged 15 to 24 that neither study nor work. About 10% of the population does not know how to read or write.

In addition to these challenges, during the pandemic, distance learning was not an option for many, since many did not have access to the Internet or a digital device. In response to this reality, initiatives from the government to provide education have included educational television programming. One example is "Aprendemos en casa", which began streaming on television during the pandemic as a way to supplement children's education.



# El Salvador



## Fe y Alegría:

For 50 years, Fe y Alegría El Salvador has worked to strengthen quality comprehensive education that is rooted in the people, those who belong to the most vulnerable sectors of the country. Aiming to generate a continuous educational process that rescues essence of an education that is inclusive and transformative, in which learning is rooted in the practical experience of those who participate in the learning process.

Many of the social problems that exist in the most excluded communities of the country stem from the lack of education and employment opportunities. Fe y Alegría is committed to delivering educational solutions that enable individuals to realize their potential and be active members of society.

**18** formal education centers

**4** professional formation centers

**11,000** individuals impacted through formal education programs

**9,000** individuals impacted through non - formal education programs

# El Salvador



What they do:

## *Preparedness for work*

Through *Senderos Juveniles Centroamérica*, Fe y Alegría El Salvador prepares individuals to become active members of their communities. Training in entrepreneurship and work for their return to the education system enables youth to take agency and access opportunities to become agents of change.

This program opens up a space for knowledge exchange, connection, and integration for local and migrant youth through clubs focused on subjects ranging from English, to leadership, communication, and sports.

## *Jóvenes Sí+ Apostando al Desarrollo*

In its commitment to provide opportunities for all youth in the country, Fe y Alegría El Salvador is working with other local institutions to create awareness among businesses on the importance of supporting young people living in vulnerable situations. Additionally, this program invites organizations to considering these youth as individuals capable of contributing to business and country development.

At the same time, these strategic alliances focus on connecting the youth labor force in Fe y Alegría centers, to organizations that can employ them.