



Fe y Alegría

Fe y Alegría XLVIII International Congress

"The Need for Networking in the New Popular Education Frontiers"

Concluding Document Focus 3 Pre Federative Congress

Fe y Alegría, from its beginnings, was born and grew as a network, promoting participation and aspiring to a new society. A society “where the problems’ solution is sought as a community and in solidarity; where decisions, society progress, production means and work fruit are freely and responsibly shared; integrating the representative values of the grassroots ”(Barrios Yaselli, M., and FIFyA, 2000, p. 11).

On the way to our XLVIII International Congress, we have been reflecting on the new frontiers which challenge popular education in this 21st century, we have rethought from our role as popular educator and we have imagined ourselves working in a network possibility, as a way to proceed to better address the identified borders and our role from a community and diverse perspective.

This document contains the contributions that International Federation countries of Fe y Alegría have made throughout these months from July to September 2021 regarding:

- 1- Network’s meaning. Why and what is it for?
- 2- Networking characteristics and values
- 3- Challenges and opportunities posed by networking





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4- Fe y Alegría in Networking.

1- Network's meaning. Why and what is it for? (Yeni)

For Fe y Alegría educators, working in a network makes part of being a Popular Educator, since one of its principles is to face educational proposals and pedagogical approaches from the dialogue of knowledge. Popular educators identify themselves with the practical and everyday exercise of popular education, it promotes the collective construction of knowledge and proposals respecting cultural identity and diversity from dialogue as an educational principle. In addition, popular education in the 21st century calls us to network, to engage in politics with and alongside others, even with those who think differently from us. It calls us to meet to make visible the vulnerabilities that afflict us and, together, to seek improvement options in order to minimise or eradicate them.

As provided by the working documents of the different countries, the knowledge will be enriched with the contribution of the different experiences and projects, from diversity and for diversity, without losing the particularity or identity of each one.

The network for FyA has a shared identity and mission: to provide a quality, inclusive and equitable education, which seeks that its students and the entire educational community become citizens who are entangled with other people and organisations in favor of a fairer and more sustainable natural and social environment.

Therefore, and in this sense, networking for educators is an opportunity to meet others who share the same mission, to discover that we are interconnected and that this interconnection allows us to walk together towards a common horizon where passion, trust, empathy and freedom unite us and above all move us to break boundaries.





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This shared common axis is a way to strengthen self-identification and the recognition that we are part of a diverse whole and that we can build together the common purpose and make sure we are not alone in this mission and together we have more possibility to solve difficulties and face the challenges that we come across in the contemporary world.

The common mission, therefore, strengthens actions and articulates possibilities. Working in a network makes possible to have spaces with common views, objectives and projects that help us grow, strengthen and coordinate strategies between countries to generate diverse pedagogical proposals (which respond to daily work: initial education, training for work, non-formal education, education for citizens ...) which produce a greater personal, institutional and social transformation impact (local and global).

Networks constitute an instance for the exchange and mutual support between educators, enriched through the experiences shared and learning from all the people involved. FyA, has presence in several countries, it is enriched by the encounter of diversity cultures and customs.

In addition, exchanges within a network provide learning opportunities and in the case of FyA can promote the innovative pedagogical practice development.

The network must be proposed in order to share experiences, plan strategies, work lines, visions in the face of current educational challenges that arise and generate spaces for discussion, reflection and action.

We work in a network to favor, enable and devise more creative and effective solutions, enhancing empathy, experiences and knowledge; that is, a resistant, strong and resilient





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work networking in the face of the various scenarios that arise, to achieve a more just, equitable and supportive society.

"Building" networks allows us to be stronger, therefore, create a community in which bridges are built so knowledge can be shared and built; likewise, common guidelines to resolve difficulties and conflicts and develop exchanges which promote the construction of new strategies and actions. Networking also enables the optimisation of resources.

Along with the internal network, it is necessary to articulate connections with other social actors in external networks of dialogue, reflection and action, at the same time that the internal collaboration knots are strengthened (following the principles of popular education).

Becoming an active part of this network invites us to shed individualism and dare to weave relationships of interdependence, personal and professional growth. Working and learning among professional peers implies strengthening our capacity for listening, empathy, communication, teamwork and articulating interests and wills to improve daily popular educational practice. The FyA network can only be consolidated from shared leadership, empathy, and collegial decision-making, in such a way that it fosters the permanent transformation of its members with the living embodiment of the others' needs.

The network is an action that leads to strengthening teamwork, the achievement of objectives, the overcoming of needs, the realisation of aspirations, listening to common concerns, to promote joint and multidisciplinary activities and initiatives which allow us giving answers to the different contexts of inequality, inequity and exclusion at the pedagogical, social, emotional and economic level.





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Through networking, collaborative skills, socio-affective links, skills to look at contexts with objectivity are strengthened and collective actions are promoted for changes brought about from trust, letting us to get entangled in different problems which call us to get involved in recognition and search of consensual solutions on the current reality and to be able to reach solutions for social transformation from education. Collaborate, learn, dialogue, share and discern to implement actions which meet the educational community needs.

Networking is not only an organisational culture, but a way of linking people, human relations, processes, experiences, methodologies and learning, which has encouraged, encourages and will encourage the progress of the Popular Education Movement and Social Promotion Fe y Alegría from the national perspective towards the global, and it has also contributed to feed back from the external context and internal reconstruction.

Fe y Alegría as a movement is configured and adapted based on a reality in constant change, it establishes reflective dialogue, cultural negotiation and permanent discernment as transversal actions as strategies for the construction of knowledge, initiatives of strategic planning and processes and Projects evaluation.

2- Networking characteristics and values. (Mara)

“... Trust gives us security and reduces uncertainties. Only from trust is thinkable the management which creates conditions of possibility and people transformation until they are capable of independence or interdependence. As Rafael Echeverría says: “(SIC) trust leads us to transformative actions, capable of generating and conquering new worlds, futures and possibilities” (p. 57) 1. (FIFyA, 2010, p. 18)





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After interacting with the testimonies of various experiences presented in the work guide, motivating reflection and inviting FFyAA around the world to make and send their contributions on the characteristics and values that a network of educators should promote; we can rescue, highlight and list the following:

Sense of Belonging and Common Goals:

"We are different passions with a shared mission."

In order to create the network, first of all, it is necessary to have a heart in Fe y Alegría, to agree on educating and proceeding ways, always under the tutelage of Ignatian Spirituality, which is the reference frame to which all educators can turn to.

Networking / networks are made up of people, groups or teams with a common mission in tune with objectives and advocacy commitments and transformation impact.

The meaning of the network, meetings and exchanges must have a clear and precise objective and is reflected in each participation instance. It is important to be flexible and adaptable, discern and plan together, be open to new changes and different ideas; act with transparency and coherence, being faithful to the principles and values of Fe y Alegría.

Horizontal relationship:

Through networking, the verticality of management is reduced, because the strategy forces horizontality, where everyone contributes; it is an active part of the processes, confidently expresses its concerns and suggestions, it is listened and listens to others, It organises and assumes roles, each of them feels committed and contributes to reach the dreamed school.

It is important to be companions on the way to influence and transform life and the environment. Overcome individualism, disconnection, authoritarianism and establish





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the practice of “redarquía” (redarquía: Networking instead of hierarchy. -word game in Spanish-. Translator’s note).

Addressing issues and / or problems of the context

We must promote the reading of reality and its problems and the possible responses that we can give from formal and non-formal education.

Be aware of the importance of meeting to make visible the vulnerabilities that afflict us and together seek improvement options to minimise or eradicate them. Collaborate, learn, dialogue, share and discern in order to implement actions which meet the needs of the educational community. -That work has an impact -preferably direct- on the lives of children, adolescents, youth and adults in our centres.

It is important to recognise that working in a network means to be with our feet firmly on the ground of our contexts, and with an eye towards the future.

Good communication and motivation

We need to build trusting interpersonal relationships which help weave a human connection. Also, to establish close, dynamic relationships, of recognition, dialogue, accompaniment, inter-help and ties strengthening; we need to enhance personal-professional growth and enable articulated-intertwined actions in solving problems which concern and affect all the beneficiaries of the movement directly and indirectly.

Participatory teamwork

Which gives the opportunity to people of different ages to participate and organisations, whose actions, talents, strengths and weaknesses enrich the construction of means to achieve the objectives set before, letting us finding the best way out with assertive decisions, being empathetic, collaborative and cooperative.





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Collaborative and Articulated Work:

"... Articulate living forces. 'May the smallness of each unit consolidate the greatness of the whole' ... "Promote the common need to share experiences between different realities or points of views.

Becoming an active part of a network invites us to:

- shed individualism and dare to weave relationships of interdependence and personal and professional growth. Working and learning among professional peers implies strengthening our capacity for listening, empathy, communication, teamwork and articulating interests and wills to improve daily popular educational practice.
- Promote the right to participate, to exchange ideas, experiences, skills, abilities, in order to make collegiate decisions, to strengthen friendships, the ability to dream and have faith even in the worst circumstances. Walking together makes us feel strength, courage, and fear is less because there is support and care. When social resilience is strengthened it allows us to face conflicts and difficulties collectively.

The processes of the network are articulated between the participating organisations which not only improves education, but also reduces fatigue, fosters coherence between speech and practice, because there is a team who are not only pending to achieve the objectives, but to be present during the journey so everyone moves forward and no one delays.

Clearly defined work times

Which should take into account the multiple activities that we develop in educational centres, in order not to hinder our work.

Be connected

"... grow through diversity regardless of distance. 'The collaboration spirit and networking is the popular educator's proceeding way "





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Provoke a synergy of communication, collaboration and continuous learning, making the most of new technologies and the facilities to meet and interact

Establish new articulations with strong and frequent links based on mutual trust, reciprocal services and active participation in the networks because only together we can generate synergy, strengthen and face our forces for the common good.

Participatory evaluation and systematisation instances

A NETWORK that is based on the registration and good practices systematisation which enables us to share the experience with others, to be appropriate and enriched our experience in other contexts with similar realities.

All these characteristics entail objectively positive precepts, behaviours and attitudes which are essential to preserve the success of a work network. All these are reflected in the following values, among others:

Equality: all its members are equally important and necessary for the sustainability of the network.

Democracy: this implies horizontality participation and inclusion of all the people who consolidate the network / networks.

Flexibility: ability to adapt to the circumstances of the context.

Co-responsibility: horizontality and participation.

Empathy: knowing how to put yourself in the shoes of every person, community, country, allowing knowledge and strengthening of the network, since relationships of trust are generated.

Generosity: not to impose but to build together, making the necessary operational synergy.

Creativity: In order to belong to a flexible network, adaptable to the environment, it is necessary to have a great capacity to innovate and renew oneself in the face of the changes that are continuously occurring in reality.





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Discernment: as a path of reflection and commitment in coherence with the Mission of FyA.

Assertiveness: to promote communication and dialogue expressing what we think and believe without imposing our thoughts, seeking the common good.

Other values to mention are: the capacity for self-management, respect, responsibility, gender equity, collaboration, cooperation, dialogue, teamwork, inclusion, solidarity, justice, humility; values of a collegiate leadership, in order to recognise that no one is perfect, and practice a spirituality embodied with the needs of the other, always ready to serve.

Networking has to lead educators to understand that they are not alone, but with others whom a safer march can be undertaken, where there is trust, respect, mutual help, it is possible to provide greater clarity about where to go and how to go, what resources are needed to achieve the goal that is not only of one person, but of a group of beings who aspire to another life.

Fe y Alegría intends to build networks to share experiences of incidents, which produce movement in other people, challenge, experiences which challenge others even to fight against these pedagogical injustices, because with educational practices alien to the realities of the students, their rights to a quality and comprehensive education are being trampled upon. It is necessary to give them the tools to be able to change their history, the history of their country and globally.

3- Challenges and opportunities presented by networking

"Networking gives us the opportunity to meet others who share the same mission."

From the contributions of the countries, we can deduce that the network should "promote joint activities and initiatives which allow us to respond to the different contexts of inequality and exclusion at the pedagogical, social, emotional and economic level" (Fe y Alegría Ecuador 2021). That is to say, the essence of it are both the people





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and the objectives for which they work, which will be the ones that encourage the encounter, the decision-making, the time investment and the organisation.

Therefore, the intention is to establish a NETWORK which manages to cross the marginalisation, social violation and exclusion barriers; allowing to undertake new socio-educational experiences in impoverished and difficult-to-access areas. (Fe y Alegría Venezuela, 2021)

That is, to become a NETWORK of Educators that allows its members to establish close, human, dynamic relationships, of recognition, dialogue, support, help and strengthening ties, to enhance personal-professional growth and enable articulated actions which contribute solutions to the problems faced by the people and communities reached by the Fe y Alegría movement in the world.

Challenges and opportunities

The purpose of creating a network of Fe y Alegría educators in the world goes through a series of challenges and opportunities which frame the horizon and the paths to follow. Through the reflections made during the work of “Foco 3”, and in the meetings between countries, Fe y Alegría identifies these challenges and the spaces to face them.

In principle, the great opportunity for inheritance what constitutes the Ignatian spiritual tradition stands out and in view of this, the challenge of entering into dialogue with other spiritualities, including and evidencing native people’s spiritualities.

It is necessary to provoke a synergy of communication, collaboration and continuous learning, making the most out of new technologies and the facilities to meet and interact, since we have technological facilities. Therefore, we must create the necessary synergies, and bet on collaboration and continuous learning; give each other feedback, look for common guidelines to resolve difficulties and conflicts, exchange strategies and actions and thus enrich each other.

The constant challenge is to attend to the context that is always challenging us. Faced with this, we have the opportunity to propose common views, objectives and procedures, generating an approach to different realities, to problematise situations and





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propose solutions from different perspectives. To face the challenges of the current reality and the problems that arise from the new borders. In this sense, we also have the opportunity to strengthen inter-institutional, co-responsibility and cooperation; without this implying the identity, mission and vision loss of each organisation.

Planning in the network should be something central as strategic planning, considering its possible impacts. In relation to this, in some countries there are favorable relations with the Education Ministries. From here, we can contribute by sharing our experience and proposing it as a model of intervention in public education and its management.

It is essential to overcome verticalized ways of participation, which do not encourage or stimulate the enthusiasm of its members. This suggests that the participation in the network and its synergy requires making a commitment to horizontal ways of relating and working; this encourages participation, decision-making and the construction of proposals from the grassroots. Also, it promotes spaces of senior management. Support from management teams to formal networks must be committed and real. There must be a firm commitment to the network, to its diversity and to the ultimate meaning of why networking, which will lead us to the creation of shared meaning.

Facing the serious inequalities we live in, it is possible to meet and engage in politics alongside others, that is, to intervene in favor of excluded people, to walk alongside them. Discovering in networking the potential of collaboration, the best of each person and enriching ourselves with differences in order to promote a culture that encourages innovation, solidarity and commitment to justice. Taking into account all of this, we have the challenge of identifying and overcoming authoritarianism, individualism and establishing the practice of “redarquia”, building interpersonal relationships of trust which will help to weave a human connection that allows us to grow at different levels. Of course, we face day-to-day obligations, emergencies or daily duties, which sometimes prevent us from looking up further and thinking about the network. However, we consider the possibility of dreaming more distant goals, in the deepest sense of education and our work.





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Finally, building a strong network requires establishing new links with strong and frequent links based on mutual trust, reciprocal services and active participation inside the networks. While it is true that networks allow concerted efforts, they also allow people to have the possibility of choosing the way to assume and be committed to what they are passionate about.

What does this network require? Recommendations for networking in Fe y Alegría. These ideas, which are contributed by all countries, can be an interesting check list of what we already have, what needs to be strengthened in each FyA to encourage the participation of their educators in an international network, or to strengthen the participation in the networks that occur in the institution.

In this sense, Fe y Alegría Uruguay points out that it is necessary to establish clear objectives to determine possible times (so as not to affect other processes that are already carried out in the countries) and the expected impact of the work to be carried out. On the other hand, it is also highlighted that the means to meet must be within everyone's reach.

Brazil reminds us about the importance of integrating the diverse world-views of our people, and maintaining dialogues between sectors such as education, health and social assistance. In this sense, we face the challenge of productively and creatively integrating several actions that are carried out in each country.

From countries such as Peru, Argentina, Brazil, Colombia, Ecuador, Spain, Italy or Venezuela, they are launching meaningful proposals on how the Fe y Alegría network project should work. Thus they insist (FyA Argentina) on the need that the network should not be an institution and it has to dare to face new models, be bold and daring. The FyA network must promote network and synergies, it must start from shared discernment and joint action to go far and produce profound changes.

Likewise, in order to the Fe y Alegría network proposal makes sense and be promoted, it is necessary to have co-responsible, participatory, tolerant, committed leaderships which generate trust and contribute to collective construction, co-management and





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promote delegated work; involving everyone in the search for the common good. It is essential for the maintenance and configuration of new threads of the network, to promote trust, responsible processes and assume different roles within the organisation itself.

In order to promote networking, we have four federative axes (FyA Brasil reminds us) which set the course: Popular Education (New world-views, experience, collaborative work, connection with other realities, total vision), Sustainability (socialisation of methods to guarantee the continuity of our resources for future generations), new frontiers and public action (promote social transformation agents) (stimulate interventions to guarantee rights, public services and fight against inequality), but next to these great axes there is a need to develop and deepen issues such as diversity, inclusion and equity.

In consequence, we are invited (Brazil) to build an educational work proposal for the creation of meeting spaces with virtual rounds, taking advantage of technological advances which promote ease of dialogue and relationship (Italy) or face-to-face with different groups of different services and projects; the work developed can become educational materials to be shared by the whole movement. In addition, it is requested to continue promoting the educator training system (conferences, courses, seminars) to help in the integration of educators and the experiences exchange.

Along with these proposals, it is also sought to specify in networking (Colombia, Ecuador and Venezuela):

- Strategies to stimulate innovative classroom practices and enhance comprehensive learning
- Incorporation in educational practices of technological and digital advances that are consistent with the perspective "of not annulling humanity"
- To promote educational actions in the key of building a peace culture.





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- To reflect and investigate permanently. It is needed A NETWORK that is based on the REGISTRATION AND SYSTEMATISATION of good practices, which enables us to share the experience with others; to be appropriate and enriched from the other contexts with similar realities
- To cultivate an experience of spirituality on a personal and collective level both with our peers, students and families as a support to face the various experiences that we live in the territories in which we operate. It is important to plan concrete actions for personal, professional and spiritual growth
- To strengthen the sense of Mission and Identity and the foundations of Popular Education and Ignatian Thought.
- To educate citizens who feel challenged by reality and who commit to act on it. Actively contribute to the formation of compassionate, coherent, competent, conscious, creative, celebrative and committed people from our own network relationships. To propose an education for citizenship, which motivates and provides tools to students and participants to transform the conditions of their own lives, their community and those excluded communities. Propose them from the ideals of justice for all and question reality. An education that does not promote competitiveness but rather cooperation and collaboration. Bet on the development of competencies for a Global Citizenship; being people committed to the process itself from the dimensions of Being, Knowing, Living Together, Doing, Undertaking, Transforming.
- To include a gender perspective

Issues identified in each country and cross-country reflections

Below, you will find an issues list in which the countries raise both in their internal reflections and in the meetings held between countries. They are listed, with the aim of putting them on the table of our reflections, being a first step to inspire the thematic





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work nodes, defining the horizon to be reached and the means to realise the dream of a new world.

1. Digital gap
2. Exclusion
3. Violence
4. Extreme poverty
5. Rural and intercultural education
6. Human Mobility (Currently there is a federative initiative for Migration)
7. Impact on public educational policies
8. Gender (Women and girls victims of violence) (Currently there is a federal initiative for Gender)
9. Caring for the environment (Currently there is the federal initiative of Panamazonía y Medio Ambiente)
10. Curriculum design in non-formal education
11. Emotional and spiritual education (Currently there is a federative initiative for Spirituality)





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12. Inclusion of families in the educational process
13. Educational Innovations (Currently there is a federal initiative for Educational Quality which includes innovation)
14. Renewal of pedagogical practice
15. Education for citizenship
16. Registration and systematisation of good practices
17. Early childhood (Currently there is a federative initiative for Early Childhood)
18. Evaluation

For the network implementation and promotion of FIFyA's educators, we collect one of the manifestos prepared by Argentina which includes the personal commitment of each of us. The intentions, the challenges and the meaning are collected in this document and the reflection that will emerge from it will be the path to start; but each person has to start from the initial words of each point included in this manifesto and by it, we invite you to join it from our availability and being.

Commitment MANIFESTO (Argentine proposal)

We, The educators of Fe y Alegría, convinced that it is necessary to generate internal and external networking, in which we can search for coincidences and new frontiers that mobilise us as a country, as a region, or a global movement, state:





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- 1) TO PARTICIPATE in the construction of a network that is woven with culture respect, trust and empathy; developing collective leadership, attending to the new communication and information technologies which let a participatory and inclusive democratic culture become a reality.
- 2) TO DEFINE clear objectives, known to all, that respond to the themes that as a network we seek to promote within the framework of the common good and at the service of the universal good.
- 3) TO GENERATE a participation culture, establishing alliances with others and other actors of civil society.
- 4) TO PROMOTE the work teams creation, a committed action plan and integrated into the plans of the people and institutions that are part of the network.
- 5) TO ENCOURAGE participation, solidarity, internal and external connection, humility to make alliances, innovation, learning, creativity, informed information, discernment attentive to a greater call that sends us to a consensus of action articulated and in synergy, transparency and communication and unlimited generosity.
- 6) TO CREATE spaces to share and reflect on good practices, learn from each other and develop common innovative and quality projects necessary for the transformation of the education we provide as a local, regional or global community.
- 7) TO STRENGTHEN the coherence and continuity between the Vision, Mission and Values of the organisation, always with the commitment put into action.
- 8) TO SEEK continuous adaptability to the changing context and the need to work in new frontiers with new needs and new challenges, in permanent dialogue and feedback.
- 9) WE COMMIT OURSELVES to promote with other educators an education based on the universal right to learn, that is of quality, inclusive, attentive to the culture promotion of peace and work based on gender equality and equity.





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5. ANNEX: Network meetings between countries

We cannot fail to mention the efforts made in the pre-congress from different countries to meet and reflect together on issues that concern their educators.

These meetings have not been easy due to school calendars and holidays that some countries had, also technical and logistical difficulties linked to schedules and languages, but even so, there have been some meetings of interest and the beginning of potential educators' networks.

In this Annex we share the meetings held between countries, and a brief summary of each of them

1. Guatemala - Honduras: Women and girls victims of violence.

In the search for the theme for the articulation of the meeting, both countries agreed that women and girls victims of violence were a shared problem and in which they had a made journey and sometimes common to both countries. Contexts and mutual knowledge facilitated trust and joint reflection and possibilities of articulation and creating networking in order to address 3 action lines (care for women and girl victims, safeness generation and adequate environments for them and the creation of support networks to share problems and find solutions) and the challenges that exist in the face of this frontier of gender violence (restorative justice, reporting fear, teacher training and monitoring of these types of violence in educational centres)

2. Colombia - Venezuela - Ecuador: The evaluation in the teaching-learning process of the popular educator of Fe y Alegría.





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It was a space of many expectations on the part of the educators, since there was a great interest in the subject of evaluation. In the development of the meeting the subject brought about reflections and projections. The reflections were linked to what it is understood by evaluation and the evaluation concepts and strategies used by each country and what is the appropriate evaluation proposal from the point of view of Fe y Alegría. With regard to the projection of networking linked to evaluation, it is proposed to share experiences and contrast them, do case analysis, create training roadmaps and proposal construction, even create a rubric of the implemented strategies, identify evaluation instruments and implement shared assessment practices.

3. Brazil - Uruguay

Uruguay and Brazil defined their meeting between countries with the aim of exchanging experiences and proposals on the topic of early childhood and to think about whether it would be convenient, timely and reasonable to work in a network of early childhood educators. The meeting identified different challenges fundamentally linked to generating safe environments with families, communities and working on the quality and comprehensiveness of educational proposals, taking care of the educator's profile who need to understand the relevance of early childhood education. Also, some opportunities still to be explored and developed were identified (which are facilitated by virtuality), for instance holding more organised and continuous meetings in which day-to-day experiences of the centres and feelings about the tasks are shared.

4. Uruguay - Congo

Both of the countries lead the Early Childhood initiative, which is why this meeting was a good opportunity for its educators to get to know each other and share the way of





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working for Early Childhood in each place. The activity objective was “to generate a meeting between countries that hasn’t had the opportunity to coincide and identify common aspects and challenges yet”. The difficulties of schedules, connections and language (and the need for translation) were not impediments to hold a meeting that had three stages: materials exchange on the work carried out in each country, formulation of questions for the educators of each country (on the context, on the pedagogical proposal and the approach to special educational needs, on the team and its training, on the community and on the framework policies) and answering questions at the meeting. At the end, common points were found, also the need to continue working and deepening in order to do a joint planning which strengthens the early childhood initiative.

