

# Comprehensive Report 2020 – 2022

The faces and stories challenging educational inequality in Italy





# Educational inequality is the greatest challenge of our century.

Teach For Italy's (TFI) was established in Italy in 2020. This is the first Comprehensive Report produced by the organization, which details the work and progress made between 2020 and 2022. This Report includes the voices, faces and narratives of those that helped to create and build TFI. Our thanks are extended to the entire Teach For Italy community for their input, time and commitment.

Publication - May 2023

## Table of Contents

- The Stories of Two Children*  
*Andrea Pastorelli, TFI CEO* ..... 04
- The Educational Challenge in Italy - The statistics ..... 06
- The Organization ..... 08
- The Teach for Italy Team ..... 09
- Mission and Vision ..... 10
- Our approach ..... 11
- A Global Movement: Teach For All ..... 12
- The Fellowship Program ..... 14
  - A transformative two-year journey ..... 16
  - Program stages ..... 17
  - Ongoing Training ..... 18
  - Educational-pedagogic Coaching ..... 20
  - Impact areas: ..... 22
    - A transformational passage: teacher-Fellow leadership ..... 22
    - Transforming learning: the impact on students ..... 23
    - Transforming the system: a long-term vision ..... 24
    - The Teach For Italy school network ..... 25
- TFI Alumni are the future leaders in the education ecosystem ..... 26
- Our 2020-2022 Statistics at a Glance ..... 30
  - Achievements (2020-2022) ..... 32
  - Measurement & Evaluation: the Teach For Italy Monitoring, Evaluation and Learning system ..... 38
- Next Steps ..... 40
- Partners and Donors ..... 42
- Friends of Teach For Italy ..... 44
- In the News ..... 46
- Teach For Italy glossary ..... 48

# The Stories of Two Children

Imagine two children: Francesca and Paolo. Both are six years old, Francesca lives in the centre of Milan and her parents are university graduates, while Paolo lives in the suburbs and his parents didn't finish high school. Francesca plays sports, attends music class and has begun to learn English, her parents are engaged in her education, and attend all teacher-parent meetings. Paolo's parents are inattentive, busy, stressed by work, and generally don't take an interest in what he's doing; they do not believe education will give him a "leg-up" in life. For Paolo, there's no English, no music and little sport.

Francesca and Paolo are similar to most six-year-olds: they love playing, drawing and they both want to be astronauts when they grow up. Unfortunately, their stories begin with similar ambitions, but they will have two very different futures; statistics tell us that in today's Italy Francesca will be an architect, or a doctor, while Paolo will become a NEET<sup>1</sup> (young people not [engaged] in education, employment or training).

Francesca and Paolo represent the millions of Italians' for whom socio-economic status, the neighbourhood they come from, their parents' level of education and the school they choose determine their future. All throughout Italy, stories like Francesca's are diminishing, but Paolo's are multiplying. After decades of disinvestment, failed reforms and a sharp decline in the social importance of education, the Italian education system can no longer bridge the educational and structural inequality gap that exists in Italy.

However, **the role of teachers continues to be key in developing a person's identity and future path. A teacher can open up a world of opportunities, transforming students' skills, their view of the world and their identity as individuals.**



Established in Italy in 2020, **Teach For Italy aims to unlock the right to opportunity** for every student, and address educational inequalities in Italy. To do this, TFI seeks to create a movement of young leaders committed to educational change in Italy. We think that the best Italian talents can and should choose teaching as a profession because teaching is the most powerful social impact tool we have at our disposal. We select the best recent graduates or young professionals, driven by a desire to effect

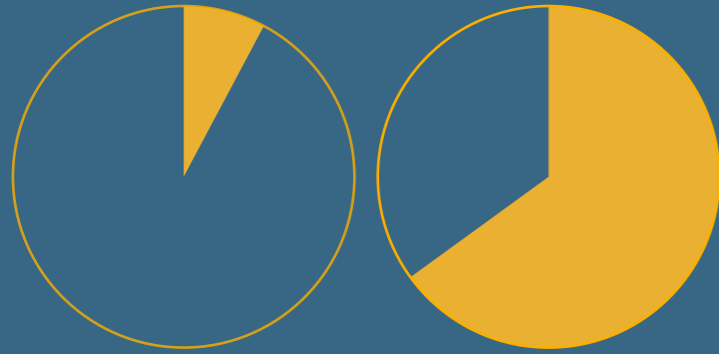
change in Italy and with a passion for social justice, and help them to enter schools with marked educational poverty. We support them throughout a two-year training program aimed at helping them become **transformative teachers, and hope to keep these talents in the education system.** We want to improve the Italian education system, **starting from areas with marked educational poverty,** by offering talent that would otherwise have ignored teaching as a career. But this is not our sole purpose. We want to transform the Italian education ecosystem and to do this we need to train agents of change that stay in the system and will build a movement, arising out of some of the most complex environments, advocating for **a different vision of education, one that is more equitable, more inclusive and more innovative.**

Andrea Pastorelli  
CEO



<sup>1</sup>Not [engaged] in Education, Employment or Training (NEET): a young person under the age of 35 who does not study, does not have a job or is undergoing training to enter the job market.

# The Educational Challenge in Italy – The statistics

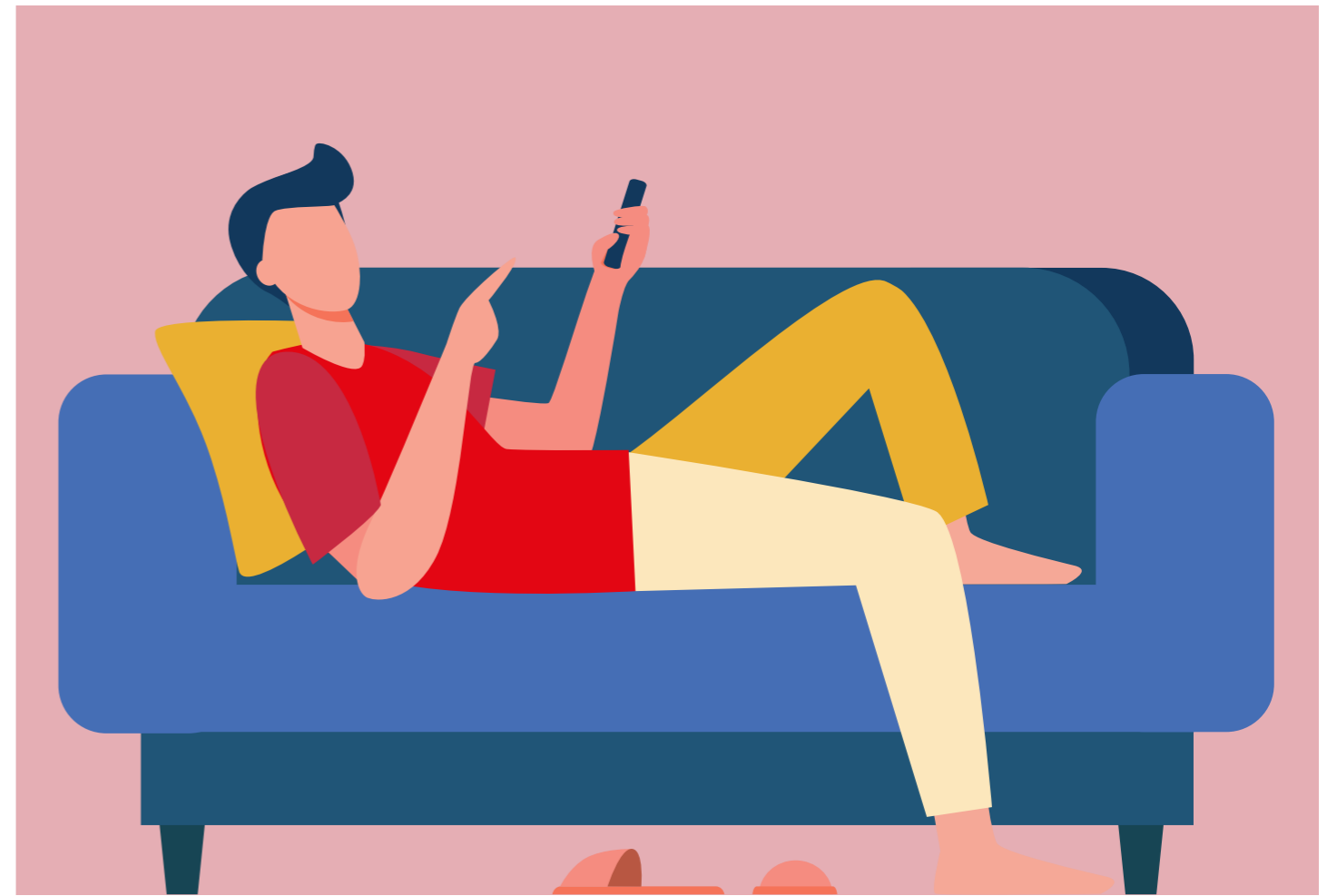


Only 6% of children whose parents did not finish high school will obtain an undergraduate degree. <sup>(1)</sup>

65% will remain at the same level of education (i.e., without a high school diploma). <sup>(1)</sup>



1 in 8 young people do not finish high school.



3 million NEET young people aged between 15 and 29.

Italy has the highest percentage of NEETs among the 27 EU countries.

The percentage of young people who do not finish high school in Italy is among the highest in Europe (12.5%). In southern Italian regions, this average rises to 17%, and it's highest in Sicily at 21.1%. Moreover, the implied dropout figure, i.e., the percentage of students who finish their school career without having acquired the basic skills in any of the three subjects monitored by the National Institute for Evaluation of Education and Training (INVALSI) (Italian, mathematics and English), is 9.7% <sup>(2)</sup> and rises to 20% in certain southern Italian regions and islands. In addition to these figures, there are 3 million NEETs (Not [engaged] in Education, Employment or Training), i.e., 23% of young people aged between 15 and 29. The figure is 10 percentage points higher than in Europe (13.1%). The average rises in the South and the islands, with NEET rates reaching peaks of 40% in certain regions. <sup>(3)</sup>

<sup>1</sup>World Economic Forum 2020

<sup>2</sup>Dati INVALSI 2022

<sup>3</sup>EUROSTAT, 2021



# The Organization

Established in Italy in 2020, Teach for Italy – Insegnare per l'Italia is a not-for-profit organisation working to strengthen the Italian education system, and address growing educational inequalities. The organization recruits the best undergraduates, graduates or young professionals and places them in a higher education Fellowship program lasting two years, with the aim of bringing them into the Italian educational ecosystem. In these two years, teachers-Fellows teach in schools where the challenges of educational poverty is greatest, while being trained and supported to become

“transformative teachers”, committed to shaping not only the educational outcomes of their students, but also their view of the world and their identities.

Through its activities, Teach For Italy promotes a future where all students at all levels, from pre-school to secondary school, can realize their aspirations, regardless of their economic and social background and the educational level of their family.

Members of the Board in office:

 **Silvia Carnini Pulino** // Chair of the Board

 **Andrea Gavosto** // Director

 **Federica Malpeso** // Director

 **Jessica Cordova** // Director

 **Jesus-Anthony Baez** // Director

 **Matilde Trevisani** // Director

 **Andrea Pastorelli** // CEO

Members of the Board of Trustees:

 **Giulio Napolitano**

 **Andrea Scrosati**

# The Teach For Italy Team

During the three years that the organization has been operating, Teach For Italy has grown – with and thanks to – having progressively built a team with a high professional profile and strong personal commitment to TFI's values. Today, the team has fourteen staff members who follow the organization's activities across the various operational areas.

**ANDREA PASTORELLI** // CEO

**ANTONIO PISCOPO** // Deputy CEO – Impact, Research and Policy

**RECRUITMENT, COMMUNICATION, SELECTION AND PLACEMENT AREA**

**ALESSIA GILARDO** // Head of Recruitment and Communication

**FRANCESCA BARCO** // Social Media Manager

**GIOVANNA PASQUETTI** // Head of Selection and Alumni

**GAIA SERUGHETTI** // Fellowship Selection and Orientation Assistant

**SILVIA FEOLA** // Head of Placement, Fellow Orientation and School Relations

**PROGRAMME, MONITORING, EVALUATION, RESEARCH AND LEARNING AREA**

**YLENIA CAFARO** // Senior Programme Manager

**PIETRO FANTECHI** // Programme Manager

**CHIARA BOSIO** // Programme Manager

**GIULIA COSTANZI** // Programme Manager

**JACOPO BASSETTO** // Data and Research Analyst

**ELEONORA DUTTO** // Head of Development

**MATTIA TOMASSI** // Administration & Finance Manager



## Mission

Our mission is to strengthen the Italian education system. Our goal is to generate impact on three levels: in the classroom, in communities surrounding our schools and in the broader educational ecosystem.

We want to elevate the role of teachers by selecting and training young talents to teach in environments where the challenges of educational poverty are greatest. Long-term, our aim is to build a network of future educational leaders in all sectors of Italy, who will devote their lives to strengthening the education system and countering educational inequalities.

## Vision

We envision a country where every student, regardless of geographic origin, socio-economic status and family educational level, can have a choice in determining their own educational pathway that helps them develop their potential.

Changing outcomes for children requires changes in policy, practice, and culture—which means it requires people exercising leadership at every level of education and government, from inside and outside of the system. Meaningful, sustainable change requires collective leadership—many people working together across lines of difference and levels of power, and led by those who have experienced the inequities being addressed. We want to have an impact on society by providing educational opportunities, but to tackle this complex challenge requires collective leadership.

Around the world, Teach For All network partners are developing collective leadership to ensure all children can fulfill their potential.



## Our approach

Immediate impact in classrooms, long-term impact in communities

### 1. Recruit

We recruit and select diverse, promising future leaders from across Italy ready to focus their energy on expanding opportunities for children

### 2. Partner with Schools

We place our fellows as teachers for a minimum of two years in the most underserved schools and communities across Italy

### 3. Support and Develop

We train our fellows to become transformational teachers and future change-makers for the education system

### 6. Supporting Change in Communities

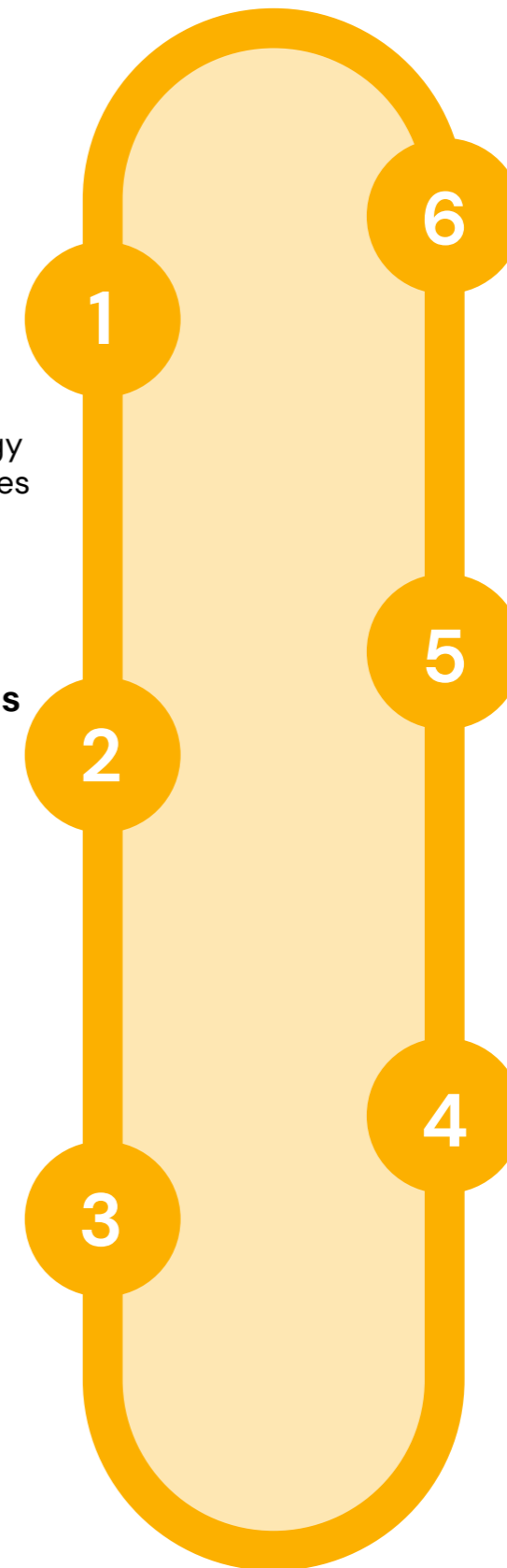
Fellows design and implement social impact projects to improve the local school or community where they work; alumni go on to change the system

### 5. Share and Adapt Solutions

As a member of Teach For All we can access and share solutions and best practices to accelerate progress with 62 other countries

### 4. Cultivate Leadership

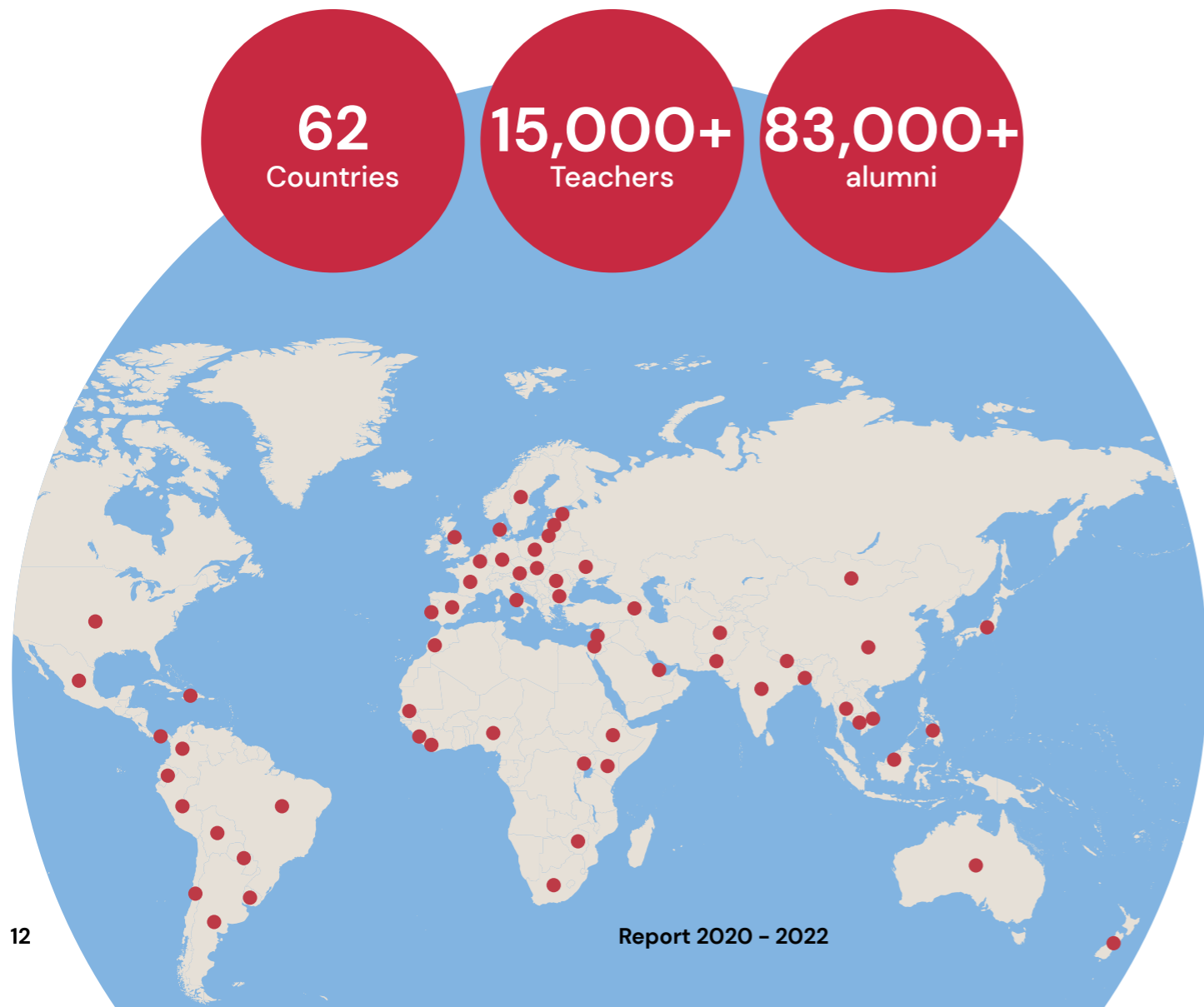
We cultivate the collective leadership of our fellows, future alumni and allies to affect long term change in the Italian education system



# A Global Movement: Teach For All

Teach For Italy is part of Teach For All (TFAll), an international network working in 62 countries around the world, with the common goal of countering educational poverty and socio-economic inequalities by transforming education in the most disadvantaged communities in each member country. Teach For All works to unlock collective leadership, inside and outside our education systems, needed for freeing the potential in every child, making our education systems less unfair.

Each organization in the Teach For All network recruits and selects talented young people in their respective countries, who commit initially to teach for a minimum of two years in the most disadvantaged state schools and, in the future, to remain active, from within or outside the school system, with a view to improving the educational ecosystem in their countries. After their two-year teaching experience, alumni of Teach For All programs become part of an international network of innovators and experts in various fields, supporting them to continue making a positive impact in their countries. Teach For All enables partner organisations, their teachers and students to exchange good practices and innovative ideas, sharing the best models within the network.



**In countries where Teach For All has been active for more than a decade, the transformative impact of this model is demonstrated by the educational outcomes of students, their view of the world and their identities, as well as the innovation and effectiveness of the schools in which TFAll invests.**

**Successful examples, such as Teach for America, Teach First UK, Teach For India and Enseña Chile, have managed to transform entire school districts and have begun to influence a new vision of the role of education in their countries.**

**68% of Empieza Por Educar (Spain) Alumni, ten years after the programme, still teach in schools**

**53% of Alumni of Enseña Peru work at the Ministry of Education**

**60% of Teach For Australia Alumni have become School Principals**

# The Fellowship Program





# A Transformative Two-Year Journey

How different would classrooms and society in general be if schools were the fulcrum of the country's strategic development? How different would they be if, at the center of educational efforts in the most disadvantaged areas, we had the goal of empowering students to be builders of a more inclusive and sustainable society, for themselves and for society as a whole? Such questions inspire and guide the Teach For Italy Fellowship Program. On this and on other approaches promoting the participatory formulation of responses, there is an ongoing discussion within the organization, but, especially, with all other stakeholders in the national education ecosystem. At the same time, Teach For Italy's practices are fuelled by the exchange with the other 62 organizations in the Teach For All global network. The approaches and methods offered to our Fellows are the evolving outcome of these ongoing exchanges, dialogue and learning, convinced that our educational investment, if it is to be enabling and transformative, needs to be conceived and acted upon as a set of collective practices and responsibilities. The Fellowship Program is the result of such thinking and international best practices, contextualized to meet Italian needs, and it is developed across three thematic impact areas: self-leadership, learning in the classroom and system change. Our training activities focus on these thematic areas.



**Antonio Piscopo,**  
Deputy Director

## Training before teaching

a full-time training in six weeks between July and September

## First Year

- Orientation in fellow's school
- Monthly meetings with Program Manager
- Training workshops
- Focus on didactics, pedagogical methods, relationship with students

## Summer Internship

In a school, Ministry or Government Department, an NGO, or with another Teach For All network organization

## Second Year

- Ongoing learning and feedback by Program Managers
- Professional national and international mentoring
- Meetings and workshops to discuss post-fellowship opportunities
- Innovative education project development

# Program stages



## Recruitment and Selection:

The success of the Fellowship Program greatly depends on recruitment and selection. Teach For Italy aims to attract the best graduates and young professionals whom both embrace the need for education playing a strategic role in countering inequalities and promoting social advancement, and individuals that seek opportunities for ongoing personal development and learning—those whom combine a spirit of initiative with a high dose of empathy. The TFI recruitment period runs from October to May each year, and is supported by partnerships with more than 20 Italian universities and by a multi-channel communications strategy aimed at reaching recent university graduates, professionals with private sector experience and, beginning in 2023 also the most innovative teachers already working in schools in disadvantaged environments. The Teach For Italy journey begins with the selection process, designed around the idea of the impact we want to promote in the educational ecosystem, i.e., the skills we consider necessary for contributing to shaping it. Candidates are selected according to eight professional and digital skills, inspired by European Union frameworks, and spanning the areas of guidance and relational, entrepreneurial and psycho-pedagogical skills. Through four selection phases and several aptitude tests, we aim to identify individuals intrinsically motivated by social justice and educational equity. Those who demonstrate the potential and aptitude to work to the best of their ability in the most challenging areas, with a desire to continue their career path challenging the status quo and educational inequalities.



## Onboarding

Those individuals selected will begin the program as a Teach For Italy Fellow. The first step involves an online onboarding process in the Fellowship program, which aims to promote greater in-depth knowledge of the organization, the program itself and the cohort that has been selected. Through interactive courses, Fellows are introduced to the key concepts and values of Teach For Italy and Teach For All, our vision and mission, with the aim of preparing them for entry into the Program and the Summer Institute.



## Summer Institute

The Summer Institute is an intensive training course that aims to prepare Fellows for entry into the school environment and become transformative teachers. This six-week hybrid course is conducted in collaboration with national and international experts. The Summer Institute provides Fellows with an opportunity to gain a greater understanding of the Italian education system and its main challenges through a series of innovative experiences. During this time, Fellows begin to think about how to achieve systemic impact by starting in the classroom, together with students, parents, colleagues and other stakeholders in the ecosystem orbiting schools. During Summer Institute, Fellows have the chance to practice teaching in underserved schools and communities, and to meet TFI's institutional and local partners that are making a social impact at national or local area level.

## Ongoing Training

Training continues over the two-year *Fellowship* with workshops and in-depth sessions focussing on didactics and teaching, such as medium- and long-term planning, classroom management and facilitation strategies, differentiation of materials and scaffolding techniques for inclusive learning, as well as sessions dedicated to educational policies and personal development. The ongoing training path of the *Fellowship* takes place mainly through synchronous and asynchronous digital formats, but also through face-to-face gatherings, where the entire Teach For Italy community meets to deepen, reflect on and cultivate interpersonal relationships.



# Aulatfi

### Alula TFI: Teach For Italy's e-learning platform

Synchronous or face-to-face training is complemented by asynchronous training, which can be delivered via [aulatfi.it](https://aulatfi.it), the Teach For Italy e-learning platform that enables Fellows to follow basic and advanced courses in complete autonomy, at their own pace. The platform hosts courses and resources spanning the three thematic programme priorities.

The approach is hands-on and operational, with examples taken from experiences and classes that Fellows have taken part in, with tools and templates that can be used immediately with students and options for further study according to a person's specific needs. TFI Classroom offers training content to Fellows from the time of their first admission to the Summer Institute, throughout their two-year Fellowship and also later, in their future careers as Alumni. New content (new courses and teaching resources) is continuously added by active teaching fellows, TFI Alumni, and TFI's Program Managers.

The platform also includes a section dedicated to system teachers from the TFI school network, (more than 100 schools across Italy that have signed a cooperation agreement with the organization), and as well as one open to the general public for all other Italian teachers. This has been developed in order to respond to growing demands of training support from schools all over Italy, some with which Teach For Italy already works, and others where our organisation is not currently present.

# 700

teachers in the Teach  
For Italy network of  
schools reached

# Educational Pedagogic Coaching





**Ylenia Cafaro,  
Head of Coaching**


During these first three years of Teach For Italy, a particularly important aspect of the Fellowship has been didactic-pedagogical coaching and support. The Fellows are shadowed by a didactic-pedagogical coach who, through individual and group exchanges and cycles of classroom observations, monitors them along a growth path within three areas of growth: as individual leaders, as teachers in the classroom and as facilitators of systemic change.



The didactic-pedagogical coaching that TFI developed over these first three years of activity included varied types of meetings and interactions with fellows, each with a specific objective:

 **Classroom Observations**  
The coach observes the lessons the Fellow leads, and provides the Fellow feedback on what has been observed, and through targeted questioning. With the support of the coach, the Fellow engages in a process of self-reflection on how to continue to grow as a transformational teacher to support the leadership development of his or her students based on the learning and growth goals the fellow had determined for each student at the beginning of the school year.

 **Development Check-In**  
Each year, three exchanges take place with the goal of helping the Fellow to develop the five “collective leadership competencies” of the TFI framework: vision and goal setting, strategic planning, continuous learning and growth, development of authentic relationships, and collaborative action or facilitation.

 **1:1 Coaching**  
The coach and Fellow regularly meet to focus on a specific issue or need. The coach listens, asks questions and uses tools to help Fellows acquire the awareness necessary for finding their own answers, rather than provide specific advice or answers. The number of meetings may vary depending on the needs of each Fellow.

**Monthly Check-ins**  
Each month, the Fellow speaks with the coach and provides a status on their personal development and their work in the school. In some cases, this time is used for the coach to provide specialized support to the Fellow – such as brainstorming a process to identify any next steps and solutions to pressing issues or challenges in the classroom.

 **Community Meetings**  
A monthly group meeting is organized for promoting personal and collective transformation in an authentic, safe and non-judgmental space. The group includes 5-8 individuals, and consists of all Fellows who have the same coach, with their contact coach, mediators the session. In growth community sessions, Fellows discuss experiences, beliefs, biases, with an aim of deconstructing and reconstructing these aspects, so as to promote increasing self-awareness, growth mindset and new approaches to the world. It also helps fellows understand their role as facilitators of change.

## Impact areas

The TFI Fellowship Programme is organised around three transformative dimensions: the first involves personal growth, the second is related to classroom learning management, and the third concerns systemic impact within the educational ecosystem; these correspond to the areas in which TFI seeks to create impact.



Giulia Costanzi  
Learning Coach  
(Alumna, Teach First UK)

### A. A transformational journey: teacher-Fellow leadership

On the personal development level, Fellows are supported in a process of ongoing learning and self-reflection to strengthen the effectiveness of their work in and out of school, shaping themselves as future agents of change. Developing personal leadership means knowing yourself, managing yourself and taking care of yourself at the same time.

### Maya: teaching in prison

# 60

60 Fellows –future agents  
of change – between  
2020 and 2022.

Maya Coianiz, Fellow TFI 2021, teaches Italian and history at the Busto Arsizio penitentiary, a unique and complex situation, where students are detainees awaiting trial or serving sentences of less than five years. The emotional weight that each of her students generates is intense, and it is thanks to Teach For Italy's training that she **has learned to manage the sensitive nature of her teaching role** step-by-step. Each day, Maya works to offer her students a space where his or her identity is not that of a prisoner but of a student. Maya recently found ways to inspire her students, one of which was to introduce them to the song Sally by Fabrizio de André, an Italian singer-songwriter. The lyrics touch on some fundamental themes that closely affect the lives of many of her students. Since then, Maya and her class have taken part in a literary competition organised by the prison and composed a song. **"Every day I interface with stories of pain and anger with people who no longer look to the future because they are hopelessly stuck in the present that leaves no room for hope".**



Chiara Bosio,  
Coach didattico  
(Alumna Teach For Italy  
2022)

### Hasan and Margherita: the courage to tell their stories

# 8,275

students reached from  
2020 to 2022.

# 90

schools of the network Teach  
For Italy from 2020-2022

## Transforming Learning: the impact on students

Fellows are trained to affect positive change in the classroom, through building positive relationships with students, creating a healthy classroom community, developing student-centered learning planning with a specific vision and goals, creating visual learning tools, as well as through ongoing evaluation and monitoring of student progress.

Fellows teach exclusively in areas with marked educational poverty across Italy, with the aim of empowering students and connecting them to their future.

Children who have faced **the experience of migration often endure overwhelming emotions** which, if not properly handled, can become crippling. Hasan, a child who has been through this difficult experience, understands only too well the frustration that can arise when one feels powerless upon being faced with a challenging task. But despite his experience, **Hasan is a brave child**, who has decided to embark on the adventurous but sometimes exhausting **path of learning to read and write in Italian**. Given the language barrier, Hasan's learning path has been filled with **failures and frustrations**. Our Fellow recognized that it was necessary to create a **customised learning path for Hasan, based on play and creative activities**, a departure from the rigid and traditional school schemes he had experienced. Using colourful materials, digital resources and a lot of ingenuity, Hasan rediscovered the joy of learning. Through play, Hasan learned to read and write in Italian, even penning a letter to Father Christmas. **Margherita**, TFI Fellow 2021-23, **also teaches media and visual arts. She has worked hard to help her pupils discover the world of emotions**. She used a short film to enable the children to understand the meaning of sadness and asked them to identify with their feelings. Hasan, despite his uncertain Italian, told the class about being sad because he could not socialize during recess. Thanks to Margherita's intervention, his classmates realized they had to open up to Hasan and include him in their peer groups. Following this intervention, there was a significant change in Hasan, and he started to study better and learn more easily. Although the situation remains difficult, through Hassan sharing his feelings and his classmates recognizing his struggles, there is hope that he will overcome these difficulties.



Pietro Fantechi,  
Learning Coach

## Transforming the system: a long-term vision

At the systemic level, *Fellows* have the opportunity to interface with important stakeholders in the Italian education system, and are able to gain an understanding of the challenges and opportunities for change in education that already exist. Additionally, by collaborating with TFI partners active locally and nationally, they can more easily generate a positive impact at the school and community levels. Finally, Teach For Italy *Fellows* participate in career orientation sessions which outline potential future career paths in education and further training opportunities following the *Fellowship*.

## Building a Learning Community by Listening to Students

CIOFS is a **Vocational Training Centre in Milan** and for me a special school. Kids arrive here **who are in difficulty** for various reasons, who dislike studying, rules and the mundane rhythms of school, who come from **complicated life backgrounds** or from distant countries and speak different languages that become an obstacle to social integration. Boys and girls who are lost or running away from life and shutting themselves away within the four walls of their room. **They need to be welcomed**, listened to

and to find someone who will stick by them and help them regain their self-confidence. It is not easy to find vocational teachers who are able to work with our young people because they scrutinize you and immediately understand whether you are the real deal or just faking it, and whether you are willing to put yourself on the line and go the extra mile. **In Martina, Amir and Giovanni**, I've found great colleagues who are not only on top of their subject, but they have **the ability to look closely at the kids entrusted to them and ask themselves what they can do to get through to them**. They are willing to experiment with new methods and new forms of teaching and they are able to work constantly as a team because, when it comes to education, you cannot go it alone; **only a real educating community can build a project together that's beneficial for the kids**. They've got involved in all projects that mark our school and, in turn, suggested new ones, motivating their colleagues to come onboard. Together we invented new lessons trying to help children understand that what they learn in school is for life and that it's worth knowing about the world they live in because history is already in the making.

Teach For Italy proves to be a significant partner for education. Working with TFI colleagues was important; they all brought the enthusiasm of young adults working with young people; the ability to join a teaching staff by creating **ties that go beyond professional sharing alone**. The educating community should not be the only one operating at a school; it is a network concept involving all schools in a country and all the countries on our planet. TFI can help us build a new world where **education** can truly become **a tool for development**.

[Ombretta Valsecchi - Director Milan C.I.O.F.S. Centre Lombardy]



Silvia Feola  
Head of Placement, Fellow  
Orientation and School  
Relations

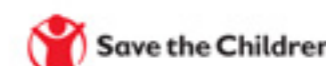
## The Teach For Italy School Network

Improving the opportunities for students at high risk of social exclusion is the primary objective of Teach For Italy. If the *Fellowship* programme is the organization's driving model, TFI also offers further support for underserved and highly disadvantaged schools nationwide. To this end, Teach for Italy organizes meetings and events to promote the creation of "Teach For Italy" school networks – allowing these schools to connect and engage around how to implement projects and actions aimed at countering educational inequalities. The networks include primary, middle and secondary schools, as well as vocational training schools.

Through these school networks, TFI listens to the tangible needs of each school, then helps to build additional, high-impact opportunities for students, school staff and school principals.

At the international level, schools that choose to collaborate with TFI are able to offer their teachers and school leaders the opportunity to participate in the Teach For All network, a global movement against educational inequality that now has 62 partner countries globally. This involvement enables the exchange of best practices and innovative ideas internationally, contributes to the analysis of various school models and helps to determine solutions to common problems. In Italy, TFI is committed to building a network of public, private and nonprofit partners offering schools valuable growth opportunities for their students, some examples include: work or university guidance events, alternative learning experiences and support programmes for the development and empowerment of young people most at risk of dropping out.

### Institutional Partners



## TFI Alumni are the future leaders in the education ecosystem



**Giovanna Pasquetti,**  
Head of Selection and  
Alumni  
Teach For India alumna  
(class 2010/2012)

At the end of the two-year program, Fellows enter the TFI Alumni Community. We envision Alumni as future leaders and facilitators of change within the most strategic impact areas of the Italian educational ecosystem. The aim is that they form a community and remain connected to the local area and continue to endorse Teach For Italy's mission, while forming networks to facilitate cross-sector actions geared towards change in schools.

Regardless of the sector our Alumni choose to work, whether as teachers, school leaders, government, policy makers, entrepreneurs, social innovators or researchers, we believe they can contribute to practicing, studying and promoting inclusive approaches in education and to fostering policy choices focused on educational equity.

Teach for Italy strives to prepare Fellows for their future careers throughout the course of their Fellowship experience: from the initial onboarding and training during Summer Institute, individual and discussion groups are arranged, which focus on the challenges and needs of our education system, and there are frequent exchanges with experts involved in education. During the two-year Fellowship, Fellows build a community and they are provided guidance around which types of career paths are able to make the biggest impact on the education system. During the second year of the Fellowship, Fellows have an opportunity to work with schools and local stakeholders through the planning and implementation of a school impact project.

In 2022, we welcomed our first alumni group, which currently includes 54% of alumni employed in schools, 23% working in research and policy making, 15% working in nonprofits or foundations and 8% working in the private sector.



Alumni  
2022  
**13**

Alumni  
2023  
**35**

## Jona, TFI Alumna 2022

Born in Albania but raised in Italy, Jona graduated in Languages at Ca' Foscari University, attending the relevant International College, and then in Language Teaching. After a rich international experience in the education sector, the awareness that there was a need for education to overcome inequalities was found in Teach For Italy, viewed as a unique opportunity to turn a vision into a concrete commitment. In the two years of the *Fellowship*, she taught English in the suburbs of Turin. Today, Jona Londo is one of the first TFI Alumni; she has passed the state-held competition to become a tenured teacher, she wants to embark on the path to become a school leader and she currently works at a research institute.

After completing the Fellowship, my goal was to learn first-hand about the impact you can have in education outside the school environment. While waiting for my placement as a tenured teacher, I have the opportunity to test myself in this type of commitment by working on an experimental project addressing orientation for middle school students and teachers.

I have a **migratory family background**. My parents are Albanian and I was born in Albania. They immigrated to Italy in the mid-1990s after the unrest following the fall of the communist regime. They had both been able to study and live in relative comfort, but that was not enough for them. They wanted to ensure that my siblings and I had the chance to develop, to become adults in an environment that would give us more freedom and security. In Italy their qualifications were not recognised. They accepted menial jobs, but they always insisted on the **importance of education as the only means for emancipation**.

I have always been clear about this factor in my growth, I knew that only through school could I achieve what I wanted, and I have always been very committed to this. The turning point came through my Erasmus experience at Cambridge University. I realised I had a unique chance that led me to **think about the privilege of educational environments of "excellence"**. For every person of "excellence", how many are excluded? And what do we mean by "excellence"? It is often just confirmation of the vantage point from where you start. In that crucial year, I decided I wanted to **dedicate my life to something that could help people who are born in circumstances similar to mine** or, easily, even far more disadvantaged, as a teacher, helping to change their path, too often pre-determined by the condition in which they were born and live.

**Teach For Italy has given me the opportunity to be that teacher for girls and boys who, even in their wildest dreams, can't imagine they'll be able to change their social and economic status.**

There is a phrase from a song by Battiato (Franco Battiato, Italian singer and song writer) that expresses all the difficulties and greatness of school work: "My teacher taught me how difficult it is to find the dawn within the dusk"

Building your own chance at redemption is possible, but it is a hard, frustrating path that requires tenacity and often painful awareness. I want to be the teacher that Battiato sings about, **I want to support the students I encounter on their journey to build the future they dream about.**



# Our 2020-2022 stats at a glance





## 2020-22 achievements

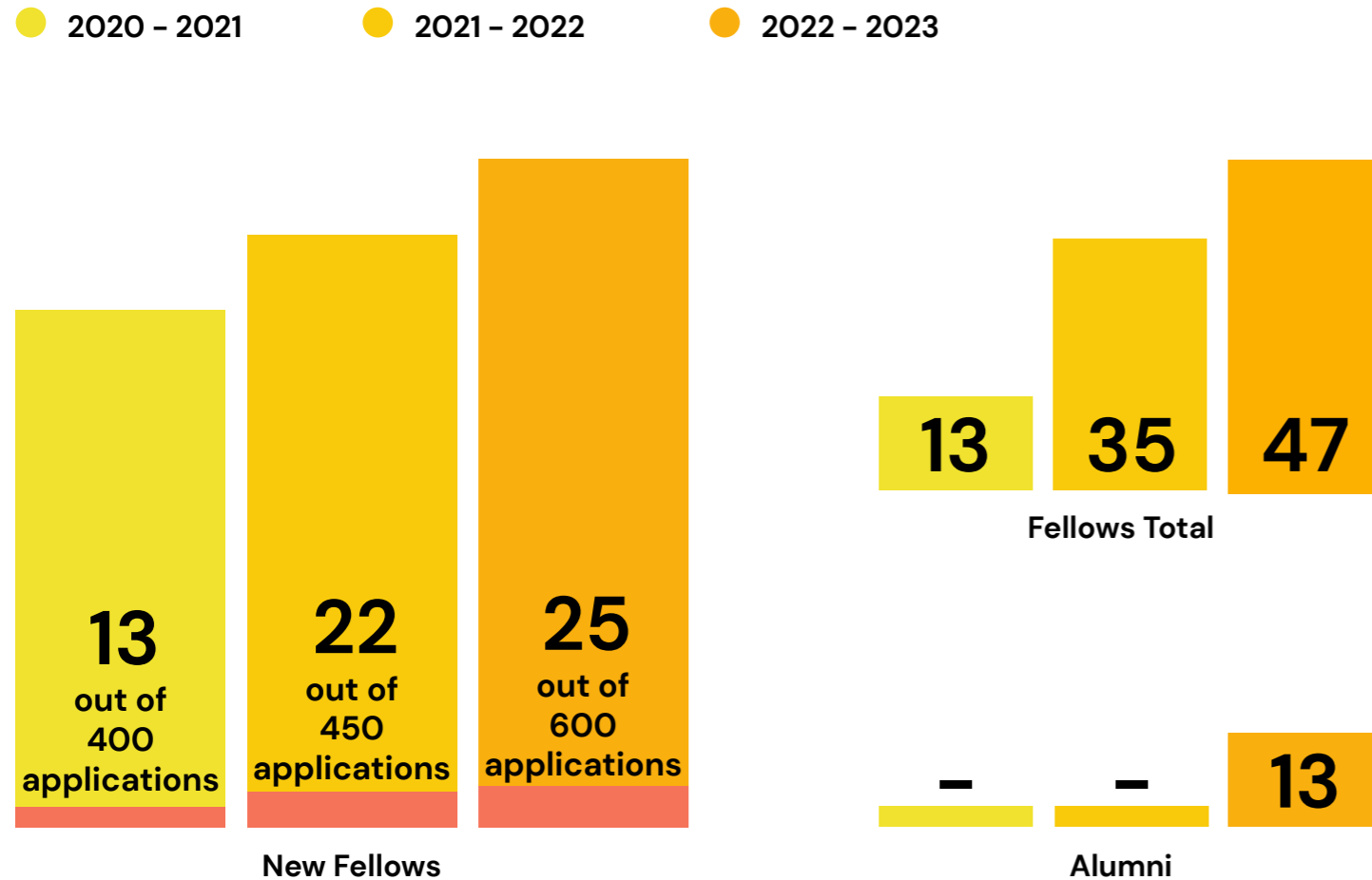
From 2020 to 2022, Teach For Italy navigated three school years, building its initial community of Fellows, Alumni, Students and Schools nationwide that has grown larger and stronger each year.



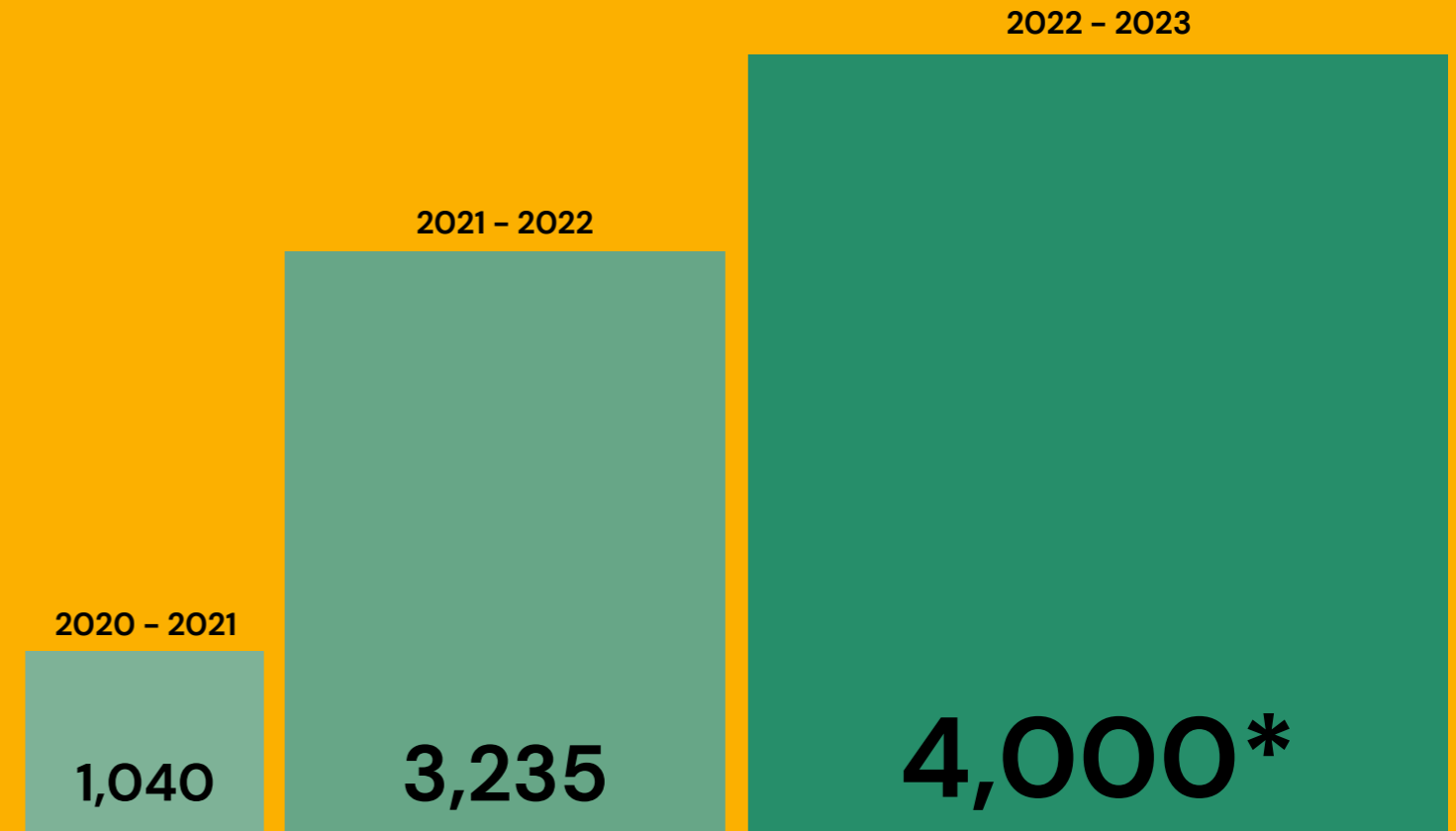
Jacopo Bassetto,  
Data and Research Analyst

### Fellows and Alumni

In 2020, our first year, despite closed schools and a country in lockdown, we received 400 applications from which we selected our inaugural 13 *Fellows*. In 2021, we saw an increase in both the quantity and quality of applications, leading to doubling the number of *Fellows* admitted to the programme.



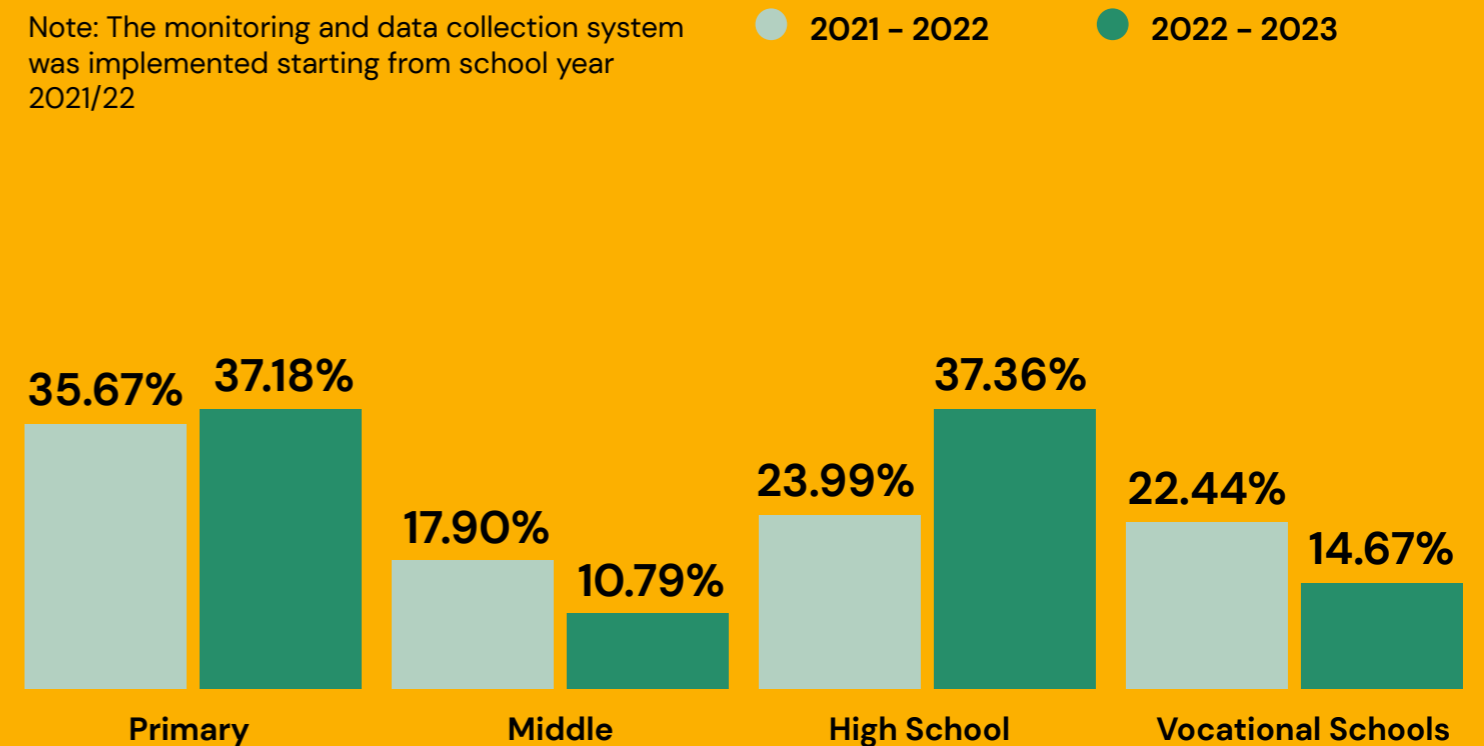
### Students reached



\*Final data will be completed in 2024.

### Students reached according to school type

Note: The monitoring and data collection system was implemented starting from school year 2021/22

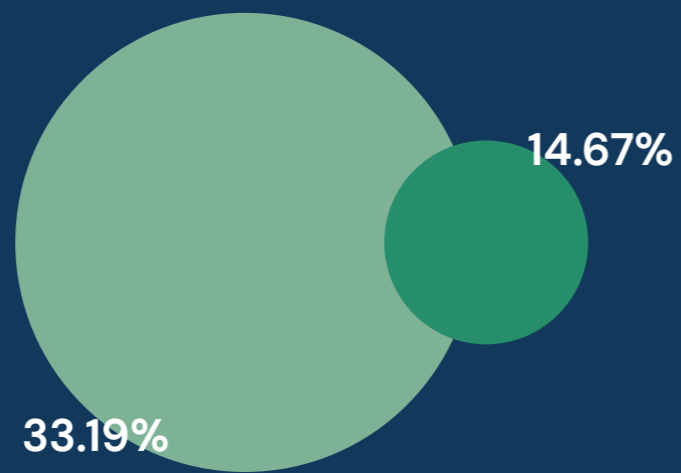
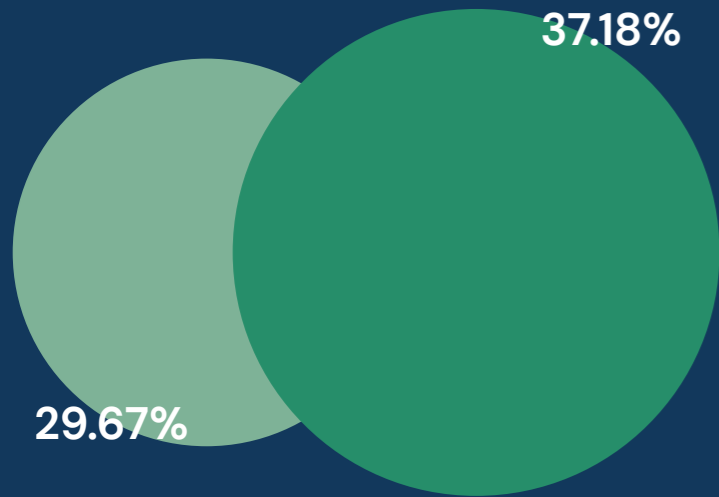


## Students by Subject

● 2021 - 2022 ● 2022 - 2023

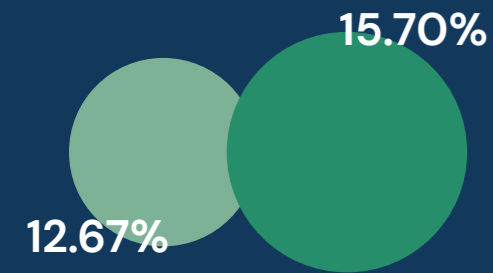
Mathematics, Science, Physics

English



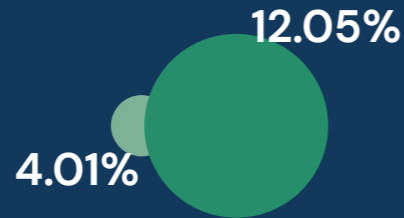
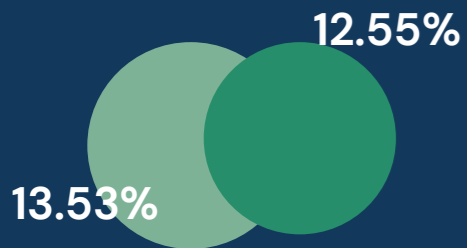
Italian, History, Geography

Art, Graphic Design, Information Technology



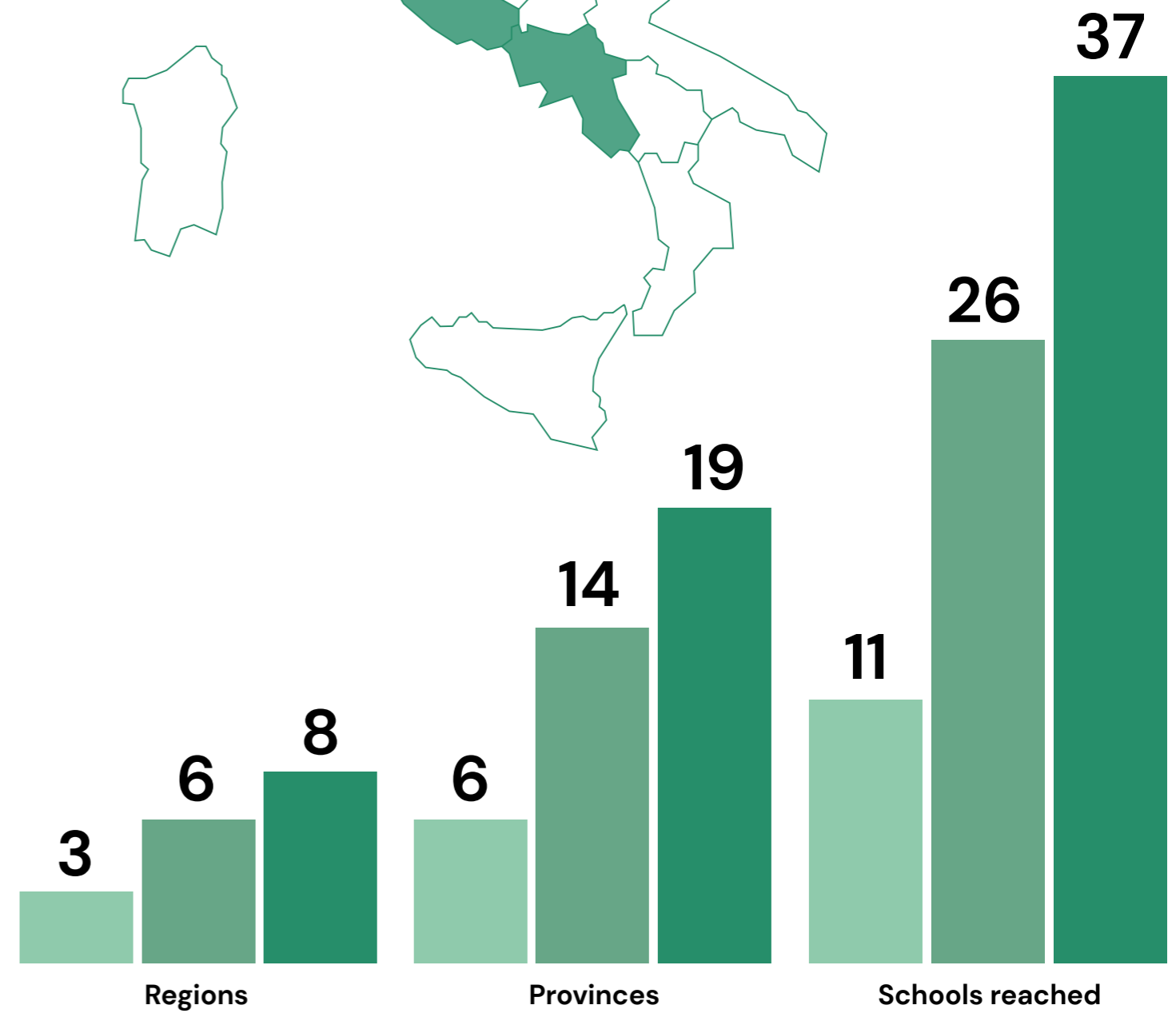
Support

Alternative Activity



## Geographical breakdown

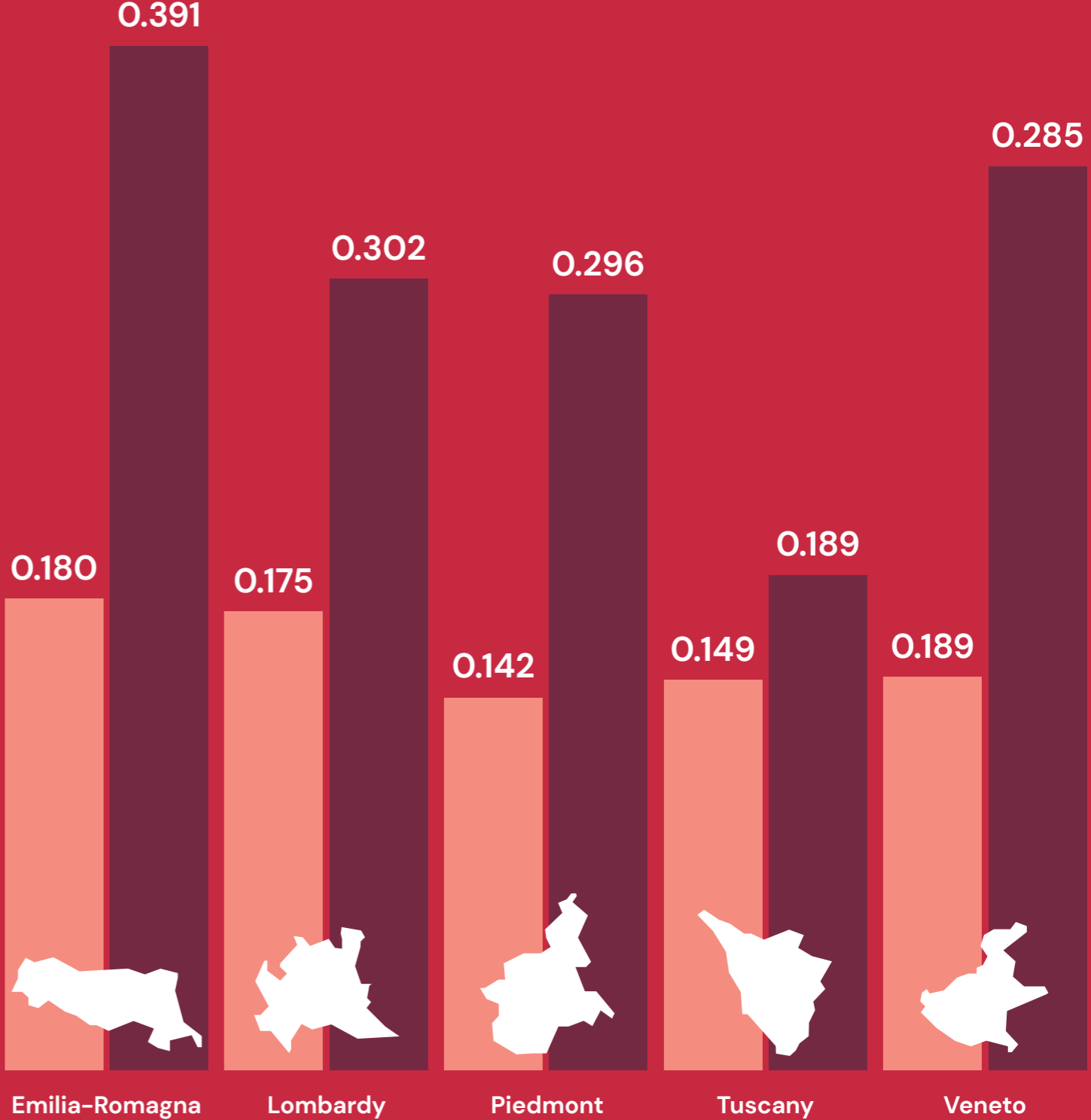
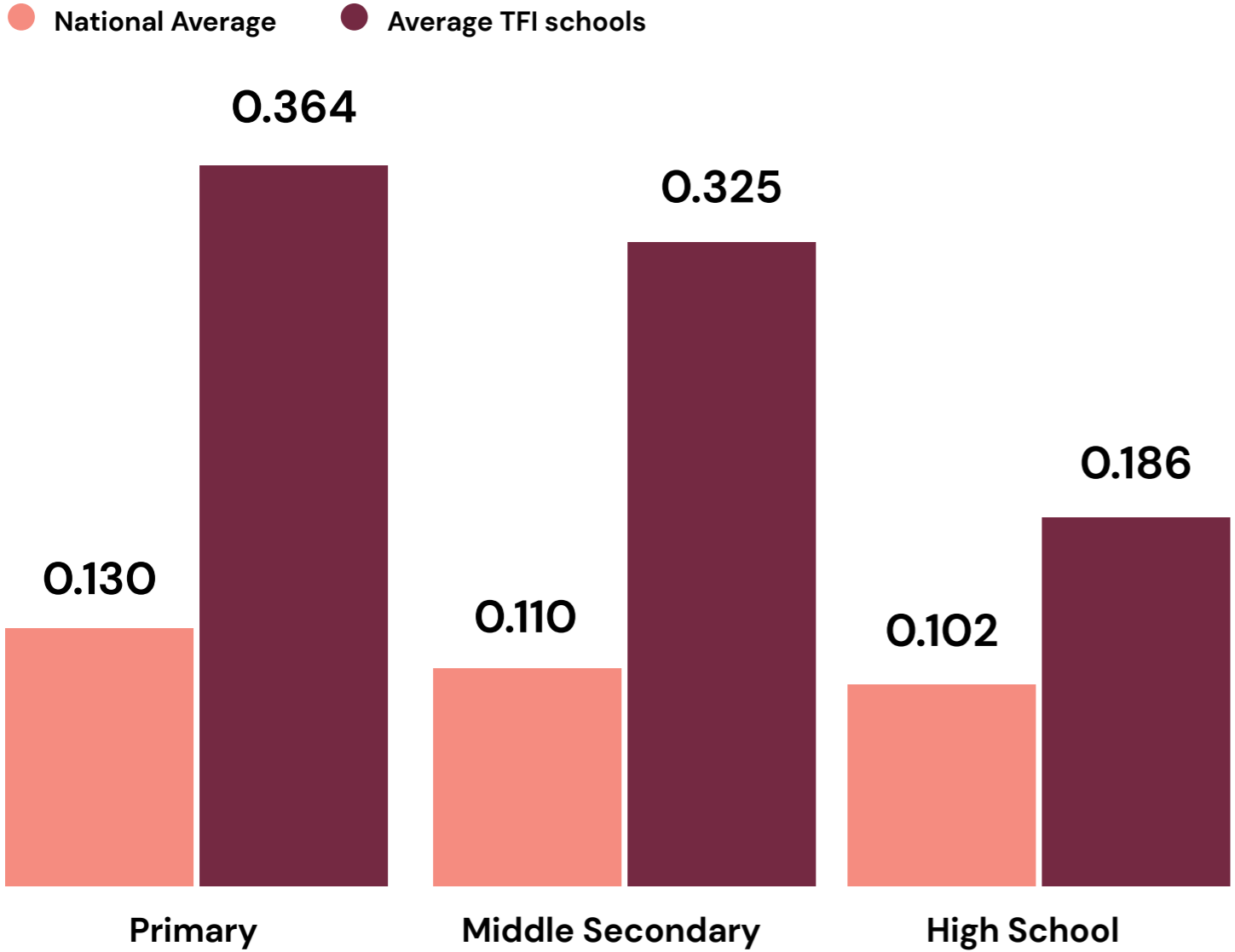
● 2020 - 2021 ● 2021 - 2022 ● 2022 - 2023



# Marginalization index in the schools reached

Over the past three years, Teach For Italy has developed a marginalization analysis model to assess educational poverty in different areas. The result is a marginalization index that helps the organization identify the Italian schools and vocational centres that experience the highest levels of educational inequality.

Over the first three years, Teach For Italy worked in areas where the marginalization index was higher than the national average, both by school type and by region. In the following graphs, the index is represented with values from 0 to 1, where 0 are schools with no marginalization and 1 with maximum marginalization.



Total 0.118

0.285



# Measurement & Evaluation: the Teach For Italy Monitoring, Evaluation and Learning system

Teach for Italy created and designed a Monitoring, Evaluation and Learning (MEL) system that enables ongoing evaluation of the Fellows classroom outcomes and of the organization's impact in the school system. All teaching Fellows' activities are monitored and evaluated through the use of the system. The system is inspired by international good practices of the Teach For All network, but

adapted to the strategic and programmatic objectives of Teach For Italy in the Italian school system. The MEL has been designed around two areas: one part is linked to the work of the teaching-pedagogical coaches who follow Teach For Italy teachers; the second part is a multi-level monitoring and self-evaluation system focusing on:



The multi-level monitoring and evaluation system promotes evaluation as a tool serving growth and transformation activities in the schools where TFI operates. All data is collected anonymously through questionnaires filled in via a digital platform, specially developed by and for Teach For Italy, the "Data and Learning Hub" is made available to Fellows and students for entering and displaying their own data and (aggregated) class data. Each cycle of data collection and analysis concludes with a feedback session. Teach For Italy staff reflect

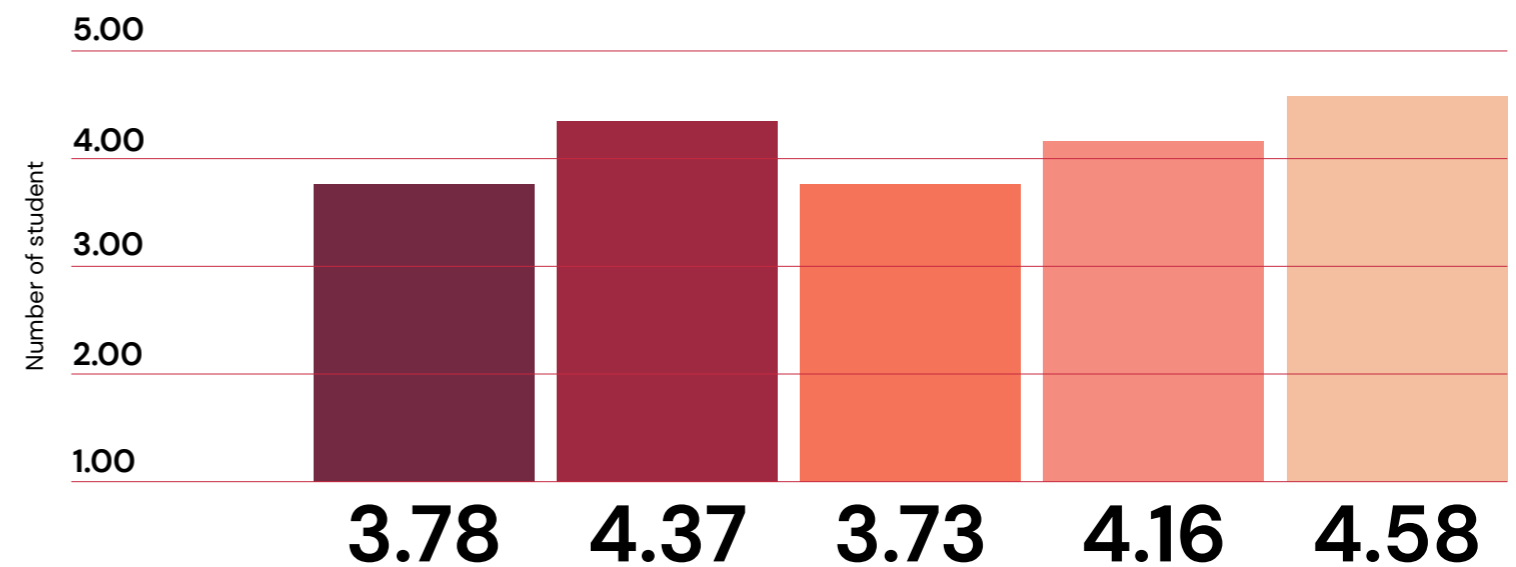
together with the teachers-Fellows on both the individual and aggregate outcomes of their work. The Teach For Italy Fellows provide feedback on the data and reflect on findings together with their students and, at the same time, students have the opportunity to provide anonymous feedback to their teachers-Fellows.



Teach For Italy also coordinates feedback and reflection/evaluation sessions together with school principals. At the end of the school year, feedback is given to the schools from which data originated, and at a reflection and analysis session organized with the school principal and the *Fellow* in question, with a view to promote transparency and a democratic use of educational data. Since 2022, TFI has started to pilot the inclusion of parents of students at these reflection sessions as well. The findings of all surveys over the past two years have shown that the work of *Fellows* is highly appreciated by all stakeholders with whom they have relations.

By way of example, we have reported the findings of the most recent survey at the end of the 2021-22 school year, in which the feedback from the students on our *Fellows* was expressed anonymously. This tool is one of the most important parts of the MEL system because it puts the focus on the students' voice, asking them to actively rate their teachers but also themselves and their educational journey.

- Did you enjoy going to school this year?
- I enjoyed learning with this/these teacher(s)
- I enjoyed learning together with my classmates throughout the year
- In my opinion, I learned a lot of things this year
- If I could, I'd like to have this teacher again next year



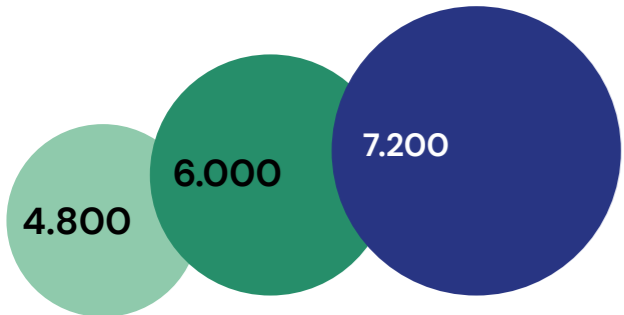
As a result of COVID, there was a significant decrease in educational outcomes (basic skills and students feelings about school) reported by Teach for Italy Fellows, as the graph shows that some of these results differ from the positive trends.

# Next steps

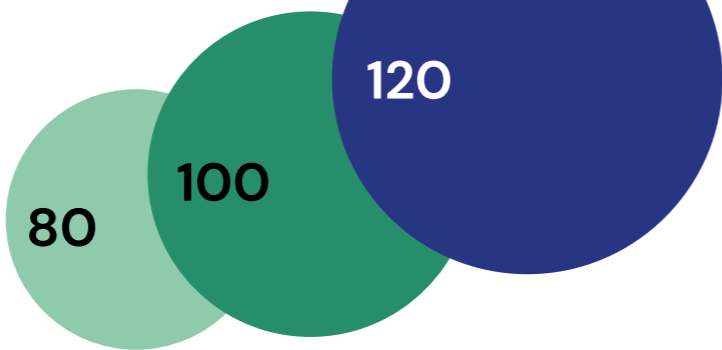
In 2022, Teach For Italy approved a three-year scale-up plan with the goal of adding a minimum of 120 Fellows per year in the Italian school system by 2025/26, benefiting at least 100 disadvantaged schools per year and supporting more than 100 Alumni on high-impact tracks within the Italian educational ecosystem.

- 2023 - 2024
- 2024 - 2025
- 2025 - 2026

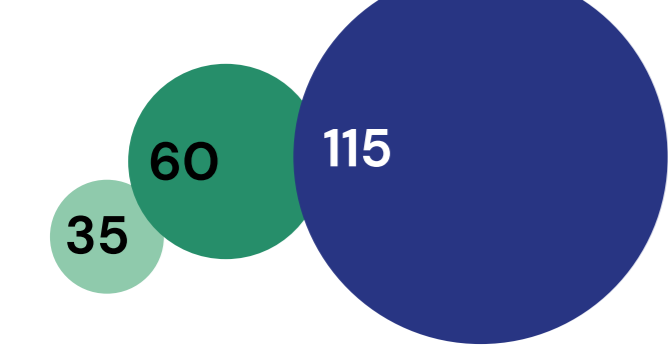
### Student reached



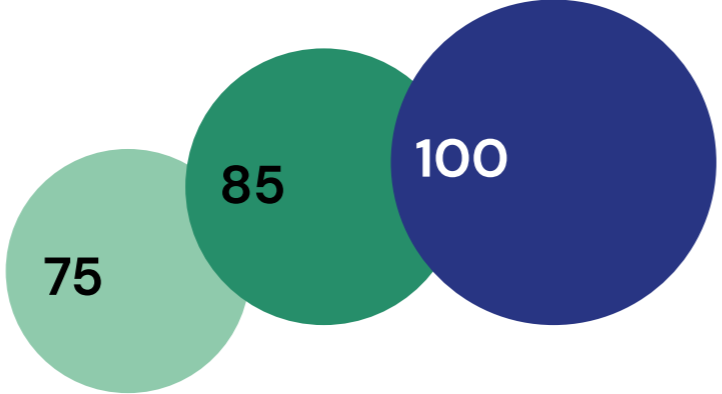
### Total Fellows



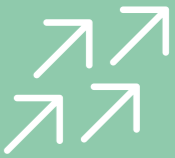
### Alumni



### Schools reached



As the number of Fellows selected each year grows, the number of students reached increases accordingly.



Quality and fair education is the basis for improving people's lives and achieving sustainable and inclusive societies



Each new Fellow is a future Alumnus, a leader of change in the Italian education ecosystem.



Every student reached is a conscious citizen of tomorrow.



Every Fellow reaches an average of 60 students\* in schools with marked educational poverty.



# Partners and Donors

Teach For Italy started its activities in 2019 and launched the first Fellowship in 2020. The organisation works in partnership with the Ministry of Education at national level and different networks of TFI Schools at regional level, which today bring together more than 100 schools across Italy. To realise our vision, a country with equal educational opportunities for all, Teach For Italy partners with public, private and nonprofit stakeholders. Between 2020 and 2022, 100 percent of TFI's funds came from fundraising from private donors: foundations, companies and individuals who believe in the mission and values of TFI. In addition, the international

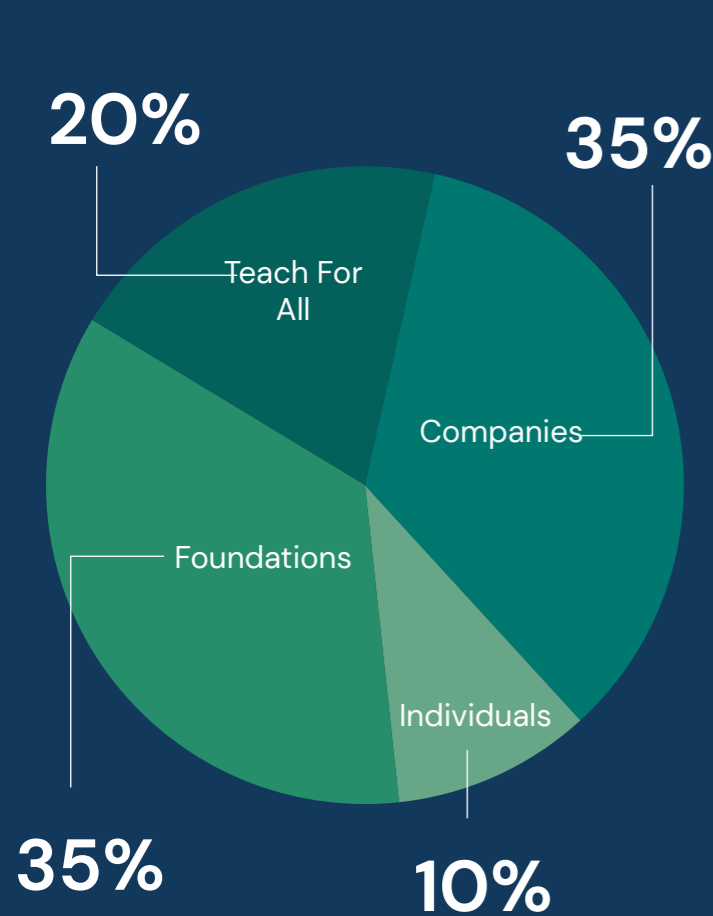
network Teach For All (TFAll) regularly launches internal calls for proposals opened to the 62 network organisations.



**Eleonora Dutto,**  
Head of Development and Partnerships

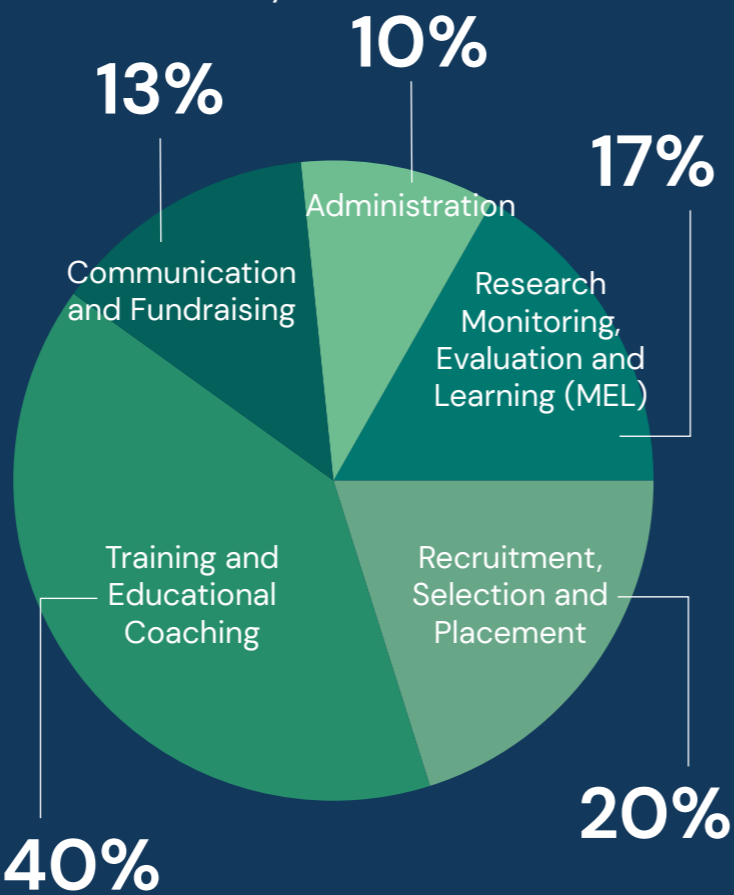
## Fundraising

Over the past two years, the main Teach For Italy donors were:



## Activities Supported

Between 2020 and 2022, the breakdown of resources in the various operational areas of Teach For Italy was as follows:



## Leonardo, TFI supporter from 2020

Having observed closely, as an Italian living abroad, the remarkable success achieved over the years by Teach First in the UK, I was immediately positively struck by the vision, opportunity and energy of TFI since its foundation. Underlying my support is a deep conviction that nothing is more strategic than investing in education for a country. TFI promotes the idea of an ecosystem where new talents become dedicated to and are trained to educate, sowing enthusiasm and youthful energies, working alongside our historic state school system. A promising start for a winning model, already tested around the world.

Sincere thanks go to the network of partners and donors that have chosen to support the foundation and development of **Teach For Italy**:



# Friends of Teach For Italy

Friends of Teach for Italy is the U.S. based fundraising and engagement arm of the organization: FTFI works to raise awareness through partnerships and philanthropy to fund the programs necessary to realize Teach for Italy's vision. It is anchored in a sense of pride and passion for Italian heritage and culture and its desire to strengthen the Italian educational system and unlock the future for Italian youth.

The board of Advisors is composed by:



**Brent Stackhouse**  
Board Treasurer



**June M. Henton**  
Board Member



**Nick Autiello**  
Board Secretary



**Eugenio Perrier**  
Board Member



**Michele Casadei Massari**  
Board Member



**Andrea Pastorelli**  
Chairman of the Board  
& CEO of Teach For Italy

Friends of Teach for Italy seeks to engage US individuals, foundations and companies around the mission and vision, and seeks to grow US support and engagement with TFI. Just as Italy has helped to shape and define American culture, support of FTFI is an opportunity for Americans to help shape Italy's future.



## In the news



Alessia Gilardo,  
Head of Recruitment and  
Communication

Teach For Italy also pursues its goals by raising public awareness on the issues of countering educational poverty, the right to quality education for all students, and innovative methodologies that can be implemented in Italy to enhance teaching and make an immediate impact in primary and secondary school classrooms.

The media have given us space and have gathered the voice of our CEO Andrea Pastorelli as well as many testimonies of Fellows who are taking part in the programme.

A review of media that covered Teach For Italy's activities in-depth includes:



Teach For Italy was a guest on the "Omnibus" programme on the La7 TV network, talking about schools in difficult environments.

[LINK](#)

CORRIERE DELLA SERA

"With Teach For Italy we've looking for talented teachers to counter inequality."

[LINK](#)

VITA

"The challenge of the century? A school without inequalities."

[LINK](#)



"The role of the School in interpreting change."

[LINK](#)

TEDx

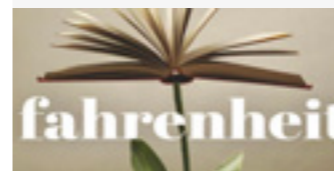
Andrea Pastorelli a TEDxCortina.

[LINK](#)

Rai Radio 1

Teach For Italy on "Tutti in Classe" on Radio Rai 1.

[LINK](#)



Teach For Italy on "Fahrenheit" on Radio Rai 3.

[LINK](#)



## Teach For Italy glossary



**Francesca Barco,**  
Social Media Manager

**CONTINUOUS LEARNING:** Teach For Italy places a strong focus on evaluation and research, using data and analysis to inform its decisions and to monitor the impact of its activities. This means that the organisation is always able to learn from its successes and failures and make improvements in a timely and effective manner, adapting its strategies and practices to meet new challenges and opportunities that emerge in the areas of education and social justice.

**LEADER:** A leader is an individual who has the ability to inspire and guide others in making an impact on the education system and its students. Fellow-leaders of Teach For Italy focus on making a significant impact on the lives of students and communities where educational poverty is most pronounced.

**AGENCY:** The ability of individuals to become active participants in their own learning, to develop their autonomy and creativity and to become aware and responsible citizens. The concept is promoted in TFI for Fellows, Alumni and students. Specifically, they are given the opportunity to develop their independence, critical thinking skills and creativity, to be able to face the challenges of everyday life and become aware and responsible citizens.

**LEARNING ORGANISATION:** Teach For Italy nurtures a culture of learning and innovation that permeates all aspects of the organisation and manifests itself in a strong focus on evaluation and research, sharing of best practice and the ability to adapt to changes in the context of enhancing its capacity to promote educational equity and social justice.

**TRANSFORMATION:** The process of lasting and meaningful change in the education system and in the educational experience of students occurs with the working together of Fellows, Alumni, the TFI network of schools and the Teach For Italy community. Changes take the form of adopting new pedagogical approaches, introducing new educational spaces, implementing teacher training programmes, involving parents and promoting inclusion and diversity.

**SYSTEMIC VISION:** Teach For Italy understands the complex interactions and relationships within the Italian education system and the ability to work to promote change on a systemic scale. In fact, TFI recognises that educational equity requires an integrated and comprehensive approach and is committed to working collaboratively with partners, stakeholders and decision-makers in the area of education to identify the root causes of educational inequality and develop long-term sustainable solutions.

Teach For Italy's systemic vision also requires a data and research-based approach to assess the effects of policies and actions on educational equity and to make changes in a timely and effective manner.





**The same  
opportunities for  
every child\***

**[www.teachforitaly.org](http://www.teachforitaly.org)**

**Contact**

To learn more about Teach for Italy and Friends of Teach for Italy, please reach out.

**ITALY:**

Eleonora Dutto  
Teach For Italy  
Head of Development  
[edutto@teachforitaly.org](mailto:edutto@teachforitaly.org)

**UNITED STATES:**

Janezee Bond  
Friends of Teach for Italy  
Director of Development &  
Strategy  
[jbond@teachforitaly.org](mailto:jbond@teachforitaly.org)

**Support**

Teach for Italy Link  
<https://www.teachforitaly.org/checkout/donate?donatePagelId=647f31dbfdc7b93fe695d9c5>

Friends of Teach For Italy Link  
<https://www.friendsofteachforitaly.org/donate>

