



Teach For All

# Europe Stories Collection 2022





# Welcome

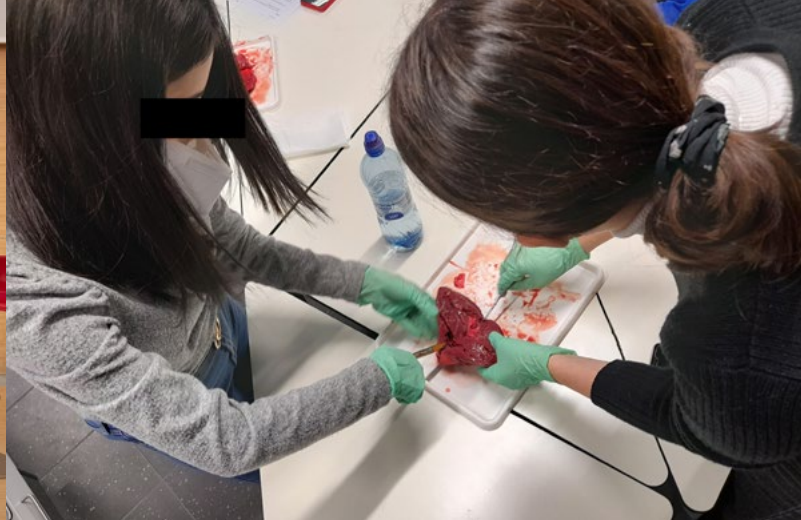
I am so excited to be sharing with you some of our incredible stories in the region through our first edition of our Europe Stories Collection 2022! In the face of significant challenges, it has been so inspiring to learn about the resilience and strength of fellows, alumni and organisations who have innovated in the face of adversity and ensured that kids and communities have the support and opportunities to meet the needs of this moment. We've seen heroic efforts from the Teach For Ukraine community to rally, support and protect Ukrainian students and families, and also incredible leadership in surrounding countries where partners have received many displaced families. We've seen partners putting mental health and trauma informed practice at the heart of their programmes, and exploring how technology can be an ally in meeting the needs of teachers and students and transform how we think of an excellent education. As Teach First, our largest partner in the region, prepares for its upcoming 20th anniversary, many other European partners have now reached their 10-year milestone, and it has been incredible to see the deep partnerships they have made across their systems, with so many alumni leading and influencing long-term change.

This year has also given us some wonderful opportunities to come together in person once more. This summer, we held the largest in-person Teach For All event in more than two years, when we brought 70 attendees together in London to learn from the transformation that has taken place in the education system there. We were so happy to be back visiting classrooms, learning together, and reconnecting once again. As we've welcomed so many new CEOs into our region, we've created opportunities to bring groups of CEOs together over the year to continue to inspire, see what's possible, and connect.

**While it is impossible to do justice to everything that has happened this year, I do hope this collection provides us with an opportunity to inspire each other and to celebrate some of the incredible leadership across our region. I hope you enjoy reading it and I look forward to working with you in the year ahead.**



**Abby Huston**  
Head of Region—Europe,  
Teach For All



# Teach For All Europe region 2022 highlights

One of our goals for 2022 has been to support partners in the Europe region make progress towards Teach For All's 25-year vision: In 2040, communities in every part of the world are enabling all of their children to have the education, support, and opportunity to shape a better future for themselves and all of us. These communities are inspiring and informing a worldwide movement to achieve this everywhere.

Even though Europe has some of the most stable education systems in the world, there are nonetheless significant challenges in the region. 250 million youth in Europe lack basic reading, writing and maths skills, meaning that they leave schools without the tools they need to be able to thrive. Low attainment is particularly acute in lower income, more marginalised communities across Europe. These are often (although not always) more rural areas, where access to opportunities, jobs, and even fully staffed schools is a challenge. Additionally, the demands of increasingly digital and science-led workplaces, supporting migrant students, institutional racism, worsening climate change, and political volatility are all challenges we face in Europe. Since its outbreak in 2020, the COVID-19 pandemic has adversely affected the learning, development, and well-being of millions of children, with Europe's schools suffering some of the longest school closures globally. Additionally, the wars between Russia and Ukraine, and Armenia and Azerbaijan have further impacted many children and families, who have had to leave their homes and schools to stay safe.

For Europe to meet the challenges of this century, we need education not only to prepare children for a world that will likely look entirely different from the one we live in today, but also to prepare them to be the architects of a better world for themselves, and all of us. Teach For All network partners are working in high-need communities across Europe. They are collaborating with schools, families, and governments to develop leaders across the region who will support those children who are in most need. Despite the challenges of the past couple of years, we have seen inspiring leaders from across our region, supporting and motivating children and whole communities. ●

## 20 partners

We work with 20 partners and 2 friends of the network in the Europe region. One of the biggest qualities of our region is its diversity. There are hundreds of languages spoken across the areas where we work and partner organisations have diverse histories and cultures. At the same time, there is much we have in common. This combination of diversity and unity is what makes collaboration across the region so powerful.

## 4,900+ teachers

Across our partners we have thousands of fellows or teacher leaders who are in the midst of their initial two-year teaching commitments, supporting students and communities in the highest-need areas of their countries.

## 15,000+ alumni

Alumni across the Europe region are making a huge impact on children and communities in high-need areas, 72% of whom are still working in education in leadership positions in schools, teaching, or working in non-profits or social innovation programmes that work towards equity for children.

## 354,000+ students reached annually

Fellows are working to foster a broad range of academic and non-academic outcomes in their students, both to prepare them to succeed in the 21st century economy, and to build the leadership they will need to shape a better world. Particularly during the pandemic, teachers have placed a significant focus on supporting students with their mental health and well-being.



# Responding to crisis



# Teach For Ukraine and the protective role of education



**Victoria Tymoshenko**  
Teach For Ukraine fellow

Victoria Tymoshenko (above) is a biology teacher and Teach For Ukraine fellow. Since the war broke out, she has been contacting her students with internet access as much as possible. Victoria heard from her 17-year old student Vova that he was sheltering in a basement with his grandmother in a town called Borodyanka, which was increasingly unsafe and facing military threat. Victoria took it upon herself to “rescue him from this hell”, as Vova describes it. They both fled under shelling to a nearby village before moving further west, but they weren’t able to get his elderly grandmother out of the Kyiv region. Victoria is now living in a village with Vova and another student she helped evacuate.

The war in Ukraine, which began in February 2022, has had a devastating effect on millions of children. Although a majority of schools have been closed, 3.7 million school-aged children have had the opportunity to access online learning from spring this year. 22 Teach For Ukraine fellows resumed full time online teaching in May, and Teach For Ukraine staff have provided fellows with trainings on trauma-

**More than 13 million people have fled their homes since Russia’s invasion of Ukraine.**

Almost 5 million have left for neighbouring European countries, while 8 million are thought to be displaced inside Ukraine itself.

2 out of every 3 children in Ukraine have been displaced from their homes and schools.



**Julia Zdanowska**  
Teach For Ukraine fellow

sensitive approaches to teaching, and with techniques they can use to support themselves and their students. Staff, fellows, and students have continued to connect virtually to share their learnings and support one another. Teach For Ukraine is tackling the enormous academic learning loss suffered by young Ukrainian students through their tutoring project, where fellows were working with around 500 students on virtual tutoring lessons at the beginning and end of every day including over the summer.

Teach For Ukraine staff and fellows have centred the needs of their students in everything that they have done since the war broke out. Julia Zdanowska was a Teach For Ukraine fellow who was tragically killed in March 2022 in Kharkiv. Julia was described as a fantastic teacher to her children and a family member for everyone at Teach For Ukraine. Like the majority of the fellows and staff community from Teach For Ukraine, Julia stayed in the country to support the war effort and her community.

Teach For Ukraine fellows have stepped up to provide emergency support to their students, as well as some sense of stability and routine through their lessons. In times of crisis, the protective role of education is more crucial than ever. Some incredible stories of how Teach For Ukraine fellows are supporting their students have been published in the Guardian as well as NPR, including the story of the Teach For Ukraine fellows pictured below who set up safe spaces where Ukrainian children can feel like children again.







Support centre set up by Teach For Bulgaria alumni to support displaced Ukrainian students

## Lessons from COVID closures and online learning to support Ukrainian students

During school closures from COVID-19, many students in Europe suffered dramatic learning losses, where whole-school online learning solutions failed to meet the needs of many students, particularly the most vulnerable. At both Empieza Por Educar (Spain) and Teach First (UK), mentoring schemes have proven extremely successful in catching students up. These schemes saw fellows and alumni provide direct and bespoke wrap-around support to students, with tailored mentoring sessions taking place in the morning and evening. Both Empieza Por Educar and Teach First were able to share their lessons learnt in the design and implementation of their mentoring schemes to support Teach For Ukraine to launch their own mentoring project.

## An interconnected community

In the Europe region, a number of partners' countries have received thousands of school-aged displaced Ukrainians. Teach For Ukraine continues to provide resources and opportunities to support Ukrainian students. These have proven particularly helpful in countries such as Poland, where Teach For Poland fellows have had hundreds of Ukrainian students arriving into their schools this year. Alumni of Teach For Bulgaria, Teach For Romania, and Teach For Slovakia have played crucial roles in supporting Ukrainian students and families, including through alumni-led day care centres, which have supported many hundreds of children, providing not only food and hygiene products, but also access to Ukrainian education materials online. Teach For Bulgaria has been translating materials and lessons to make them accessible to Ukrainian and Bulgarian speakers, and it has shared them on its website for teachers across Bulgaria to access. Teach For Romania is working with the Romanian government on its strategy for support to displaced Ukrainian children. ●

# Building back after war in Armenia

**“It became obvious to us in Armenia that in one day everything can change. In one day our whole country was in shock...”**

— **Nara Magtaghyan**

Managing Director of Programme,  
Teach For Armenia

## **Growing leaders who not only respond to crisis but are well prepared for any challenge in an ever-changing world**

In September 2020, a 44-day war broke out in Armenia, resulting in thousands of students out of school and many displaced from their homes, seeking refuge in other parts of Armenia. Teach For Armenia’s immediate response was to train teacher leaders in social-emotional learning and trauma-informed teaching practices. As well as providing 500 care packages to the most affected students, they also worked with their education ministry to provide additional devices for remote learning for internally displaced students. Next, Teach For Armenia hired alumni-ambassadors to serve as emergency education managers to provide informal education and support to displaced communities. By the end of 2020, this group had reached over 1000 students in need. Teach For Armenia knows that it is only through its network of values-driven fellow and alumni leaders, that it was able to mobilise and support students as quickly and effectively as it did.

Two years on, Teach For Armenia has made significant changes to its programme to continue to support fellows and students in response to the war. It is currently working with 19 schools in the most affected region, and plans to increase this number next year, responding to a growing teacher shortage in the area. Nara Magtaghyan, Teach For Armenia’s Managing Director of Programme, shares that “after this huge shock, students didn’t want to go to school—they wanted to stay with their families and feel safe.” As a result, Teach For Armenia has been even more intentional about working with fellows to create a safe and belonging space for students in their classrooms, schools, and communities.

Fellows now work with students on change-based learning projects, where students explore not only the histories and traditions of their communities but also explore opportunities they see in their communities going forward. “One group of students designed a tourist trail for their community to encourage more tourists to visit,” Nara shares. These projects build on the wellness and trauma-informed work, and encourage students to stay connected to their communities’ history, as well helping them to build a sense of hope for their future.



Supporting fellows and students to feel more prepared for facing crises has become an important component of Teach For Armenia's leadership development work. "We not only want to respond to this crisis, but going forward we want our students to be prepared to face other crises in an ever-unstable world. We want to deepen our approach to social emotional learning, so that students and fellows know how to protect their well-being and how to take care of themselves in the face of any challenge," Nara shares. •



# Building back stronger amid the COVID-19 crisis

**“Two years into this pandemic, we see extraordinary challenges for students particularly around their mental health and well-being, but there are also new possibilities. We’ve seen educators step out of the box out of necessity, leveraging technology differently or centering students’ well-being much more heavily. The opportunity here is to think differently than we have historically,”**

– **Wendy Kopp**, CEO and Co-founder, Teach For All

## **Europe partners prioritising teacher and student well-being**

Research shows that trauma changes the chemistry and architecture of the brain, making it harder for students to access the parts needed for learning. The good news is that these changes are not permanent, and there are deliberate, consistent teaching practices that can enhance student learning and well-being. This year Teach First, Teach For Armenia, Teach For Austria, Teach For Bulgaria, Teach For Portugal, Teach For Romania, Teach For Sweden, and Teach For Ukraine joined Teach For All’s global five-month Trauma and Well-Being Practitioner Fellowship. Working alongside global peers, partners worked on practical changes they could make to integrate trauma-informed practice and well-being into their training programmes and include support to fellows through coaching sessions.

For example, Teach For Bulgaria has conducted a workshop on well-being and safe relationships with its two biggest staff teams and has begun integrating this practice into its existing programme, starting with a training in July for 145 teachers. Evalina Lafchiyska, a tutor at Teach For Bulgaria, shares that “the need for fellows, staff and students to prioritise their well-being and process their trauma has always been there, but we’ve never talked about it. It’s not common in Bulgaria to talk about ‘trauma’, but through this fellowship we really see what trauma is, and how we can recognise it in ourselves and others. We now feel we have the confidence to know how to bring this topic up with fellows and partner schools, which makes it feel like a great time to start taking action.” Teach For Bulgaria is building wellness and trauma-informed practice into its whole training calendar, and dedicated a whole week

**Across Europe, learning losses suffered due to the COVID-19 pandemic have exacerbated inequities.**

1 in 10 European students have described themselves as facing mental health issues or symptoms such as depression or anxiety.

to these topics during their summer institute this year. Evalina can already see the benefits, noting that “fellows feel more confident managing their stress and understanding the importance of taking care of themselves. But they will also be able to relate more to the stresses of other teachers they are working with and the stresses of their students. These skills are crucial in terms of managing and building relationships in schools and communities and to build safe and trusting relationships with diverse people from different backgrounds.”

## Developments in virtual learning

The majority of partners in Europe are now running hybrid in-person and virtual Summer Institutes to train their fellows, as experience over the past two years has shown that the impact of virtual training can be just as high, while allowing more flexibility for fellows. Empieza Por Educar has even integrated an app into their Summer Institute to make sharing information about sessions and tracking of participation easier. Teach For Belgium has also developed three workshops on digital teaching and learning, including planning for a hybrid school year and building students’ autonomy in learning in response to COVID-19.

**“The two weeks of virtual classes allowed us to confront ourselves with different online teaching techniques. When hybrid teaching was decreed, we were in a better position than many teachers who had sometimes 20 or 30 years of experience in the profession, because we had already been confronted with this type of teaching.”**

– Teach For Belgium fellow discussing the teacher training experience

This year, as well as virtual Institutes, Teach First and Teach For Sweden have been using video recordings with fellows in schools, sharing parts of or their whole lessons for feedback with their mentors. Teach First uses an IT platform called Iris Connect, which provides a user-friendly app to which both mentors and trainee teachers have access. Mentors have the flexibility to watch these videos when it suits them, and also the opportunity to watch back clips together with teachers, which has proven to be very useful for their reflective process. Teach For Sweden has been using Zoom to record fellows’ lessons, using external microphones to enhance sound quality. Teach For Sweden feels that running digital observations has made team members more stringent and clear in what they are looking for in their fellows’ practice. However, they are still working to overcome some challenges associated with this, such as poor sound and video quality in some classrooms where internet connectivity is poor, as well as the challenge of building relationships with fellows and schools virtually.

Across Europe’s community of fellows and alumni, we see bold and



exciting innovations with technology that have the potential to transform education. In many countries across Europe, we see a teacher attraction and retention crisis, particularly in more rural areas, and in the STEM subjects this is particularly acute. In many parts of rural Armenia, for example, some schools have not had a science teacher for decades. Yelena Ghukasyan is a Teach For Armenia alumna and science teacher who created her own educational science videos and filmed experiences during the pandemic, designing lessons with integrated Google forms and quizzes and her voiceover, in order to make online science lessons that were self-paced, accessible, and relevant for her students. Yelena is sharing her videos with other schools in the surrounding villages, where, just like her school, the long term lack of science teachers has left a huge gap in the curriculum for generations of students. Yelena explains that, as her video lessons are largely self-led, they are very user friendly for other teachers. Yelena hopes her videos will inspire a new generation of Armenian science enthusiasts.

Similarly, Teach For Portugal alumnus Ricardo Vieira was teaching in a rural school in Porto when the pandemic hit. He took it upon himself to lead school-wide training for teachers on using technology for distance learning. “Some teachers were very afraid of using technology platforms in their teaching,” Ricardo explains. Ricardo held open space community meetings in his schools, where teachers could not only learn about Google Classroom, but they could talk through their fears and doubts about using such tools. Through their leadership, fellows and alumni like Yelena and Ricardo have been leading whole-school advances that have the potential to dramatically transform the way education looks in their schools and communities. ●



# An interconnected global community





# Connecting across Europe

**“Every time I meet people from the Teach For All network, it shows what is possible.”**

– **Toni Kronke**, Chief Programme Officer, Teach For Austria

**“Being part of Teach For All means connecting to people that, although their context is different, have so many similar questions that we can grapple with together or feel less alone in the struggles that we have.”**

– **Tal Rafaeli**, Director of Strategy and Partnerships, Teach First Israel

This year has given us a fantastic opportunity in Europe not only to build on the virtual communities and connections that we prioritised last year, but also to enjoy many opportunities to meet again in person.

## **CEO connectivity: A culture of collaboration**

Over the last two years, Europe’s CEO cohort has seen nine new CEOs in the region! Welcoming new members and remaining a close and collaborative group has been a big priority and we’ve been pleased to see that 83% of Europe’s CEOs said that they are connecting with their regional peers at least once a month. This year has brought three fantastic opportunities for European CEOs to meet in person, with two meetings in Italy and one in London. Reflecting on the impact of the in-person meetings, Annika Kungas, CEO of Noored Kooli (Estonia) tells us that she began thinking that “all our contexts would be very similar, and in many ways our base problems are very similar, but there are important and interesting differences.” Virtual opportunities to connect have run alongside these. For example, many CEOs in the region have been part of Peer Learning Groups and a monthly Friday virtual meet up, as well as sharing a joint WhatsApp group, providing many spaces throughout the year to continue to share, support, and learn from one another.

## **Partner staff connectivity: Special opportunities to reconnect, learn, and work together**

Across our region, 81% of staff shared that they are connecting once every three months, particularly in virtual community groups and peer

groups. While we are excited to do even more in the coming year to increase opportunities and meaningful connections for our region's partner staff, there have been some great successes this year. We were thrilled to host one of the first regional Teach For All in-person events for more than two years, where we welcomed over 70 partner staff and supporters from 17 different European partner countries to London in order to learn more about the transformation that has happened to London's education system over the last 20 years. Feeding back on the event, attendees scored the event a 9.6 out of 10, finding it a very useful experience as they continue to develop their strategies for their alumni and long term impact. Attendees remarked that visiting schools was a highlight, with incredible value in seeing what was possible in schools and classrooms, and nearly everyone mentioned how much they loved coming together again and just reconnecting! Teach For Austria, which brought along a staff member from the Austrian Ministry of Education who is responsible for a school reform project, has now been welcomed in as an official partner to this project. Teach For Austria's Chief Programme Officer, Toni Kronke, has already been to the ministry a few times to jointly share insights from the visit.



Teach For Belgium alumni  
visit Empieza Por Educar



Teach For Austria fellows visit  
Noored Kooli (Estonia)

## Fellows and alumni connectivity: A rise in self-organised peer connections

This year we have run the third Europe Virtual Summer Institute to support European fellows during their initial training and to give them a powerful opportunity to meet with fellows from multiple other countries. This year, over 600 fellows from 13 partners participated in some or all of the 15 sessions that were run. We've been pleased to see almost 100 new members joining the [Teach For All Europe Exchange Facebook page](#) this summer, where fellows and alumni can independently connect with one another.

We've also been thrilled to see an increase in peer-to-peer travel between fellows and alumni this year. A few examples include a trip from 15 Teach For Austria alumni to visit Noored Kooli alumni in Tallinn to discuss the similarities and differences in their countries' education systems, and a group trip from Teach For Belgium alumni who visited Empieza por Educar alumni to see best practices at the San Gabriel and Padre Piquer schools in Madrid. Read more about this visit [here](#). Over the summer, we have also seen alumni from Teach For Italy attending, learning from, and supporting Teach For Bulgaria's Summer Institute, as well as an in-person self-organised learning trip between alumni from Spain, Argentina, and Colombia, who travelled to different communities in Colombia to learn and share best practices from the relationship between teaching, community care-taking, climate education, and sustainability. We can't wait to see what comes from all of these visits! ●



# Partnerships for transformational change



# Alumni impact over time

## Teach First, Teach For Austria, Empieza Por Educar

**“Our school was set up by a group of alumni both on the teachers and the governance side. When the pandemic started, there was an adviser in the Department for Education who was an alumnus and, through him, a group of half a dozen alumni started the Oak Academy, a website where two million kids were learning through the pandemic. Looking ahead, I am part of a group of Teach First Ambassadors that wants to create more cross-sector leaders, so we have come together and are developing a programme for that. For me, the alumni movement is the energy and capacity that has driven our work.”**

– **Ed Vainker**, CEO, Reach Foundation and Teach First Ambassador

This year, as many of our older partner organisations reach milestones of ten years and beyond, we’ve seen exciting examples of strides and breakthroughs partners have been making to transform their countries’ education systems, showing us that system change is possible! Teach First is approaching its 20-year anniversary, and has placed over 6,500 teachers in London. Hundreds of these leaders have gone on to become headteachers, while others have started social enterprises or joined existing NGOs. Others work at the Department for Education or in organisations that continue to support London’s children. Teach First’s ability to bring this colossal force of leaders who are working together to achieve change for children led to Teach First being cited as a one of four key factors in London’s schools transformation in an independent report by Centre for London and CfBT Education Trust.

In the ten years since its founding, Teach For Austria has developed a reputation for its innovative and rigorous approach to teacher selection and training. The organisation has placed hundreds of teachers into Austria’s highest-need schools. Many have stayed in teaching as alumni, while others have started social enterprises to support the most vulnerable children in the country, and others have gone on to work at the Ministry of Education itself. Teach For Austria has worked over time to garner the respect and partnership of their ministry of education. Chief Operating Officer Lisi Witzani shares that “the ministry is an



organisation you cannot go around if you want to influence change in Austria.” Teach For Austria is now in a position of being a valued and trusted partner with the ministry and, based on Teach For Austria’s example and advocacy, the ministry has developed a pathway for others from non-teaching backgrounds to enter the teaching workforce, working with Teach For Austria on the design of the teacher training.

At Empieza Por Educar, which also celebrated its tenth birthday this year, 60% of alumni are school leaders and teachers, 11% work in social enterprises which support vulnerable students, 9% work in teacher training, and 6% work in policy related to educational equity. Thanks to their innovative work over the past ten years and their strong relationships, Empieza Por Educar is currently speaking with the regional governments of Catalonia and Madrid on their systems to select, train, and accompany future teachers into the public system. •

# Partnering with the EU

## NEST Project and early results



As a region, we have made strides in raising the profile and awareness of our work not only with local and national governments, but also with international bodies, such as the European Commission. The Novice Educator Support and Training (NEST) project involves a consortium of network partners in Austria, Belgium, Bulgaria, Romania, and Spain, working in partnership with ministries of education, educational expert unions, and a university, which is leading the evaluation of the project's intervention. The main goal is to demonstrate that the NEST training programme for mentors is an effective solution to support novice teachers working in disadvantaged schools, and ultimately influence national policies that enhance education systems. Overall, more than 450 mentors from 39 locations across the EU are being trained through the NEST project, who in turn are supporting more than 1300 novice teachers. Although the project will continue until February 2024, it has already shown positive outcomes even at this early stage. Initial results from the evaluation surveys reveal the majority of the mentors agree or strongly agree that the training has equipped them to independently support novice teachers, which makes them feel more confident in their professional roles and increases novice teachers' trust in mentors. The final NEST results will be presented to national and EU authorities to support the adoption or improvement of mentoring policies in education. The European Commission is co-financing the project through the Erasmus+ programme to the tune of €2 million. For more information, visit the NEST website at [www.projectnest.eu](http://www.projectnest.eu). •

# Developing students as leaders who can shape a better future

**“What we’ve heard so resoundingly from the network and network teachers is that the key to engaging kids right now is engaging their leadership. They want to do things that are relevant.”**

– **Wendy Kopp**, CEO and Co-founder, Teach For All



Many partners in our region have prioritised building authentic and transformational partnerships with the students who are at the centre of their work. Teach For Belgium’s Student Council (pictured above), for example, works with dozens of students from their partner schools. Students help Teach For Belgium to evolve and improve its programme, talk to partners about inequities at school, create workshops for teachers, and meet with high-profile figures, such as when they interviewed Google Belgium CEO Thierry Geerts. Jessy, who is 16 years old and on the Teach For Belgium Student Council, shares that, “I wanted students to have a voice that was taken seriously and not simply ignored. I have so far been lucky enough to advise several teachers.”

Teach For Armenia has been very intentional about trying to build up the leadership and morale of young Armenians. Integrated within the national syllabus, Teach For Armenia teachers are working with their students to design projects that will improve outcomes in their communities, some of which will go on to receive support and funding from the organisation. For CEO Larisa Ryan, the beauty here is that “this enables our kids to see that the change they can influence is not just in the distant future but right now.” •





# Transformational fellows and alumni 2022





Teach For Poland

### Katarzyna Chamienia

This year, Katarzyna has coordinated the opening of two new preparatory classrooms in her school to specially support Ukrainian displaced students, taking ownership and responsibility for these students' growth and success while they are in her school. Katarzyna has also been training the other fellows in the Teach For Poland cohort, sharing resources she's created on how to work with displaced youth.



Teach First Deutschland

### Jens Becker

Jens is helping his students to understand the choices they can make to help protect the planet. This year, through a project called "CO<sub>2</sub> Backpack", students have designed backpacks and, based on the day-to-day choices they make, their backpacks are filled with items of different weights to represent their carbon footprints. Jens's students have also been analysing the energy consumption of their school and are making suggestions to their headteacher!



Mission Possible (Latvia)

### Andra Rektina

Andra is a German language teacher who created a YouTube channel called "Digital Teachers" to share her ideas and also gather best practices from other teachers about how to make remote work and digital learning more accessible and interesting for students. Andra's platform was widely used during the pandemic by teachers across Latvia.



Teach For Portugal

### Gonçalo Aires and Patricia Galeã

In their respective schools, Gonçalo and Patricia have both introduced school assemblies, which are spaces to encourage and elevate student voice in their schools and involve students, family members, and even members of the community in discussions about the school. These assemblies are innovative and constructive spaces where school challenges are discussed and solutions co-created. Both have influenced mindset changes in their schools about how students and community members can be involved in changes which affect them.



Teach For Ukraine

### Nastya Luzhetska

Nastya Luzhetska is an art teacher who founded an initiative "Safe Space" to help kids fleeing the war. Safe Space is a community of activists, non-formal educational institutions, and professional psychologists, who are helping to restore access to education and also fun and play for children. It is run by 16 volunteers at four locations in Ternopil, and more than 300 hours of classes have been run. Nastya's art classes have become a place where children can feel like children again.

### Teach For Italy

## Gaia Longobardi

Gaia realised that the conventional classrooms in her school were not meeting the needs of all of her students, particularly after COVID closures, where coming back to school meant confined seating in many cases. So, she fundraised in order to raise the money to convert an unused room in the school into an interactive classroom, complete with mattresses to rest on and interactive spaces for her students to use. Now this classroom is being enjoyed by many students in her school.



### Le Choix De L'école (France)

## Anouk and Élise

Anouk is a second-year fellow, teaching secondary school biology. During her first year, she thought creatively about how to leverage the school's vegetable garden with her students, using it in lessons and developing a "nature club" at lunchtime.

After two years teaching French in a secondary school located in a disadvantaged area, Élise decided to continue teaching and passed the examination to become a civil servant teacher of the French Ministry of education. Four years later, in 2022, she successfully passed the examination to become a headteacher.



### Teach For Armenia

## Melanie Hovhannissian

Melanie is a first-year fellow and was inspired by a workshop she attended on strengths-based thinking hosted by Teach For All's Global Leadership Accelerator. After seeing the impact in her own classroom of focusing more on student's assets rather than deficits, she took the initiative to lead a similar session for 15 other fellows from her cohort. Her fellow teachers have since shared that they have seen positive impacts on classroom culture, academic growth, and student teamwork as a result of a greater focus on recognising and celebrating the strengths of their students.



### Teach First (UK)

## Adrienne Tough

During the first lockdown, Adrienne created creative online resources to help her pupils with their computing lessons. As more and more teachers were using her resources, this year Adrienne decided to self-publish her first ever book, "Teaching Computing with Poems and Riddles", which has already been downloaded over 15,000 times.



### Teach For Austria

## Anja Grundner

Anja is a second year fellow, teaching kindergarten students. During her fellowship, she has introduced a "children's parliament" into her school as a space to give children more voice and space to discuss global affairs. This year, they have been talking about "War and Peace", and what it would take to achieve a peaceful world. Anja feels her students are learning what a peaceful world needs from a young age and also that something that starts small can have a huge impact.



### Teach For Bulgaria

## Inna Vasileva

Inna has been teaching in a small school in a small village in Bulgaria. Inna has taken on a new subject in her school called "In the world of emotions" to help children to develop their emotional intelligence. Inna feels this is especially important with the prevalence of socially isolating online activities and in a pandemic era, where most of her students choose to play on their phones over being with friends.



**Empieza Por Educar (Spain)**

### Quim Sabriá

Quim is the founder of Edpuzzle, a free online education platform. This year Edpuzzle became free for all teachers across the world to access and available in 15 different languages. Furthermore, this year Edpuzzle has been included into the Google Classroom software.



**Teach First (UK)**

### Huw Rees

Huw worked with donors, businesses, and local residents in Wales to get computer devices donated to students during the pandemic. Taking this a step further, he also worked with an organisation to turn these devices into Chromebooks, which were easier for schools to work with. Huw fundraised to cover the costs of converting 110 devices for students.



**Renkuosi Mokyti! (Lithuania)**

### Gabrielė Kartanaitė

Gabrielė was a German language teacher who also took on responsibility for careers education development in her school. She was so passionate about this area that, after meeting with someone from the Ministry of Education, Science and Sport, Gabrielė has been invited to join the department this September, to help them create and implement a new school career development reform.



**Renkuosi Mokyti! (Lithuania)**

### Igoris Zujevas

Igoris has organised Lithuanian language classes for displaced Ukrainian students and families, working at a school which has been newly established in Vilnius for displaced Ukrainian families from Kharkiv. Igoris has organised numerous online lessons for Ukrainian students and families to support them during their time in Lithuania.



**Teach For Romania**

### Anca Mărgineanu

Anca is currently the volunteer coordinator of a Ukrainian support centre in Bucharest. Over 1700 displaced Ukrainians have transited through the centre since opening, hosting on average 200 people per night and not only supporting them to access daily essentials such as food and hygiene products, but also organising educational activities to support the learning of young displaced Ukrainians. Anca is working with volunteers, donors, public authorities, and multiple other associations as she coordinates the running of this centre.



**Teach First Deutschland**

### Burcak Sevilgen and Faina Karlitski

In just two weeks, Burcak and Faina raised funds, organised rent-free classrooms, and advertised their programme “Classroom for Ukraine”, which is designed to support displaced Ukrainian students to access education while they are in Germany. They connected to Ukrainian mothers who were newly arrived in Germany using Telegram. Their online school is a space where students can follow the Ukrainian curriculum and meet other students from Ukraine while also engaging in social activities such as painting and taking part in German language classes.

## Teach For Armenia

### Ani Mkrtchian

In 2020, Teach For Armenia launched the Seroond School Project, a school-wide project involving every teacher in a school. Through Seroond, teachers are trained to bolster student leadership, develop teacher leadership, engage parents, and collaborate with communities. Ani is not only an alumni teacher, but she became a Leadership Development Manager in her school to support the Seroond project and ensure its successful uptake in her school. Ani's results were so successful that this year she was promoted to the Senior Leadership Development Manager in charge of the design and tailoring of the Seroond programme to schools' needs across the whole of the Seroond Schools network.



## Teach For Portugal

### Ricardo Vieira

Ricardo is now the Founder and CEO of MentorArt. This project recruits university students to volunteer to become mentors to students who live in disadvantaged communities in Portugal. Its mission is to promote positive relationships for young people from more vulnerable contexts and to raise their ambitions and future opportunities to end educational inequity.



## Teach For Bulgaria

### Marian Rankov

Marian has been leading the effort, along with a team of ten other Teach For Bulgaria alumni, to open and run a day centre for Ukrainian displaced youth. This centre aims to provide meaningful learning experiences for its young people for however long they stay in Bulgaria. This centre is currently supporting 60-90 students per week.



## Teach For Sweden

### Mats Setreus

Mats has been teaching in a primary school in Stockholm. This year, Mats and his team won a national award for "Team of the Year in Primary School". Mats feels that winning this award was due to the emphasis that he and his team place on collective work, helping, supporting and, when needed, relieving one another, to ensure everyone's success.



## Teach For Austria

### Olivia Slepecka

Olivia founded a #girlsgotech initiative with the aim of inspiring girls to pursue careers in STEM areas. Her initiative has reached over 600 students and was awarded several prizes including a prize at the "IV Teachers' Awards".

# Thank you

**Teach For All strives to build strategic partnerships with people and organisations across all sectors that are working to ensure children get the education, support, and opportunities they need to fulfil their potential. During the past year, many organisations and individuals supported our work and allowed us to innovate and reimagine education.**

- Citi's support for Teach For All ensured that the global organization could continue to provide robust support to the network as we grappled with the ongoing impact of COVID-19.
- EY teams currently support 17 Teach For All network partners, including five from Europe and we have collaborated to equip teachers and their students with the proficiency, mindsets, and tools to navigate their shifting educational system.
- In 2022, we celebrated ten years of partnership with DPDHL. The company supports more than 20 network partners, including six from the Europe Region, through direct financial assistance and through the participation of its employees in volunteer activities with network partners' programmes.
- UniCredit supports seven European partners. This is a pan-European alliance that allows partners to continue impacting the communities they serve and to accelerate their scale growth.
- In 2021, we launched a partnership with IG Group that supports Teach For All's global organisation and 11 network partners, six of which are in Europe, through IG's Brighter Future programme.
- Since 2021, Teach For All has carried out a project with the support of the Sofina Covid Solidarity Fund, managed by the King Baudouin Foundation, to focus on sharing lessons learned during the COVID-19 pandemic. Six European partners are part of this initiative.

In addition to these global partnerships, the Europe Region has the support of numerous champions and individual donors that allow us to continue accelerating our regional partners' impact in their communities. We also have the strategic support and valued partnership of our two regional boards: the Europe Advisory Council and our UK Board.

We are so grateful for the commitment all our supporters have made towards growing the impact of Teach For All network partners' efforts in classrooms and communities in the Europe Region. •





# Teach For All

A Global Network

Learn more about Teach For All's work at [teachforall.org](https://teachforall.org)

