



Social Report **2025**



Social Report as at 31 December 2025
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There are many ways
to build a better future.
We choose education.



Marina Nissim
Chairwoman
Be for Education Foundation

Letter from the Chairwoman

Dear readers,

Presenting the 2025 Social Report means describing a year in which our Foundation has continued to grow, ask itself questions and experiment.

Over time I have learned that philanthropy isn't just generosity. It is vision, method, the ability to interpret complexity, the ability to listen and to develop strategies, taking the risk of going down new paths and also of making mistakes. It is a space which rather than urgently seeking immediate results, prioritises the need to introduce lasting changes. For this reason we have chosen to work with a long-term view, with a skilled team and with relationships based on trust and genuine collaboration.

In a year marked by slow but profound changes in society and in the education system of our country, this Social Report describes what we have done, but more importantly what we believe in: the importance of education in building fairer societies; the contribution that effective philanthropy can make to combating educational inequalities and promoting the learning and development of every individual, even in the most vulnerable contexts; the conviction that, when it comes to philanthropy, "how we work" is just as important as "how much we donate" or "what it is used for".

We will try to cover lots of topics in the document, however, as every year, I would like to remind you here of some of the key developments and milestones of which we were most proud in 2025.

Of the various initiatives we will be looking at, **Masi** is certainly the one that best embodies our vision. In 2025 the Programme celebrated its third year of activity in Palermo and was launched, for the first time, also in Rome. Working every day in 19 institutions and over 140 classes, promoting a different approach to schooling based on collaboration between teachers and educators, means operating right at the heart of school life, seeking to make a tangible contribution that captures the imagination of students, promotes their wellbeing and aids their learning.

We continued to support **EduQa**, the school with strong environmental focus in the Quartieri Spagnoli neighbourhood of Naples, with which we have partnered since it was opened in 2021 and which today welcomes over 600 children from the nursery through to the lower secondary school.

We continued to invest in **education systems for the 0-6 age range**, maintaining our support for the non-profit nursery schools of the Municipality and the Metropolitan City of Milan and launching a long-term partnership with Centro per la Salute delle Bambine e dei Bambini (CSB), specialists in the crucial first 1000 days in the life of children, with sophisticated technical expertise and the ability to bring their programmes and activities to a large segment of the population also thanks to their long experience working alongside public services.

Autumn 2025 saw the opening of **iLab Sostenibilità**, a new permanent educational workshop at the Leonardo Da Vinci Museum of Science and Technology in Milan which we supported across the board. Aimed at children of 9 upwards, the goal of the lab is to promote sustainable behaviour through systems thinking.

We continued to support the **Quarta Indagine Nazionale sugli Insegnanti Italiani** (Fourth National Survey on Italian Teachers), which entered full swing in spring 2025, bringing a vast network of data collectors to over 400 school institutions across Italy to document the thoughts of over 10,000 teachers and get an insight into their opinions, experiences, motivation, training, needs and difficulties. As this Report was being finalised, the volume documenting the main results was due for release in bookshops. This is an important milestone, for which I would like to thank Professor Gianluca Argentin, the scientific working group and above all the vast network of headteachers and teachers that made it possible.

Finally, we continued to spread ideas and topics that we believe are crucial for the world of education, strengthening our editorial project, **Learning Curve**, and supporting the first edition of a **festival on creative learning** together with the Leonardo Da Vinci Museum of Science and Technology of Milan, which we hope will grow in the years to come.

I very much hope that this Report is able to clearly communicate this journey and this year packed with so many success stories. Enjoy.

Marina Nissim,
Chairwoman Be for Education Foundation



01

Introduction

2025 in summary

€ 5,458,928

Economic value allocated to institutional initiatives in 2025

- We are a Foundation devoted to education.**
- We aim to support schools and, more generally, the education system in promoting knowledge and learning, concentrating on:
- combating early school leaving and educational inequalities;
 - promoting pedagogical models and teaching practices tailored to the different needs of today's schools;
 - promoting the role of teachers and educators.

In 2025 we allocated a **total of over €5 million** to our institutional initiatives, both newly approved projects and ongoing programmes. We focused on a few key programmes, distributed across three different action areas.

85.01%

EDUCATION PROGRAMMES

Creation, development and implementation of education programmes targeted at schools and the world of education.

12.39%

SCIENTIFIC RESEARCH

Help improve the knowledge and understanding of the education sector through high-level scientific investigations and research.

2.61%

DISSEMINATION

Promote reflection and debate around education through 'Learning Curve', editorial projects and events.

Milestones

2020

Year of establishment

2025

6 years of activity

6 years of activity

+€30 million economic contributions approved since 2020

6 "Flagship" programmes ongoing



Our main ongoing programmes



Broad-reaching multi-year programme that introduces a new approach to schooling to 145 classes and 5 comprehensive schools in Palermo and Rome. Based on interprofessional learning methods shared by teachers and educators, the programme involves over 80 educators and over 2400 children every day.



A leading school with strong environmental focus in the Quartieri Spagnoli neighbourhood of Naples which currently has over 600 children in its nursery, infant, primary and lower secondary schools.



Programme aimed at nursery schools run by non-profit organisations in the Municipality and Metropolitan City of Milan, which aims to enhance their education offering also by improving physical facilities.

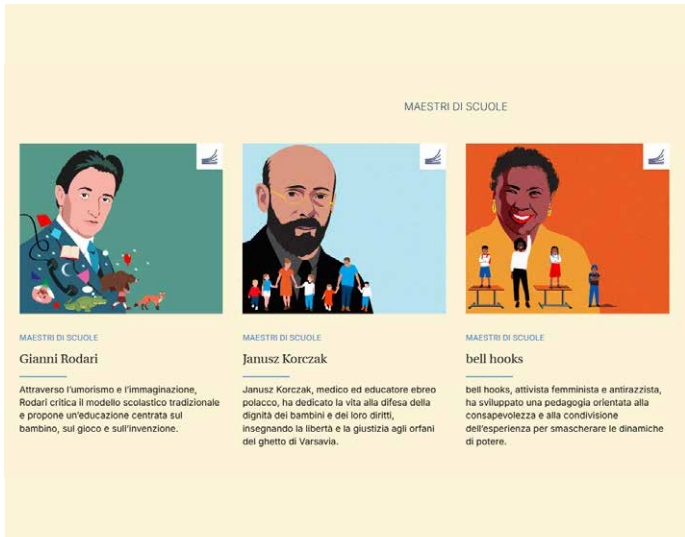


Multi-year project to help schools introduce individual mentoring programmes for students with particular vulnerabilities, either motivational or in their subjects, or who are at risk of dropping out.



Fourth National Survey on Italian Teachers

The biggest national survey ever held on the opinions and professional experiences of teachers at all educational stages, which has involved almost 10,000 teachers from around 400 institutes all over Italy and led to the creation of a permanent observatory on Italian teachers.



Editorial initiative, carried out directly by Be for Education Foundation, to offer diversified content on educational topics and involving contributions from experts, academics, teachers and various players from the world of schooling. www.beforeducation.org/learning-curve/



02
The reference
scenario

The main global education system trends in 2025

The benefits of education: a collective investment for the future

Education is one of the most important investments that the various countries around the world can promote to benefit their futures. It is a powerful agent of change that helps improve people’s health and livelihoods, aiding social stability and guiding long-term economic growth. For this reason, quality education is considered essential to the success of the 17 United Nations Sustainable Development Goals.

Below, like every year, we provide a summary of several elements, from studies, reports and analyses by international observatories on educational issues, that can help us to better understand the global scenario and the state of education and training systems around the world.

2025, sluggish progress in universal access to quality education

Confirming a trend that has already been in act for almost a decade, in 2025 the progress made in guaranteeing universal quality education and achieving the goals that the international community has set itself in this area was limited. In fact, the 2025 edition of the Sustainable Development Goals Report (SDG Report), published each year by the United Nations, highlights several critical issues related to goal “SDG4 – Quality Education” that are still present globally. There are many factors at global level that highlight the limited development of education and training systems: the worsening of basic education results in many countries, the inadequacy of school infrastructure, the lack of properly trained teachers in some regions of the world, and the

challenges of technology and the role that this may have in widening the gap between different global geographies. To speed up the achievement of the targets that the international community has set itself, the United Nations highlights how countries must prioritise inclusive policies and financing that simultaneously address the issues of access, learning and equality. This includes scaling up quality preschool education, the introduction of policies to safeguard the right to free and compulsory education, the reduction of digital and infrastructure gaps, and the expansion of lifelong learning opportunities for adults and marginalised populations¹.



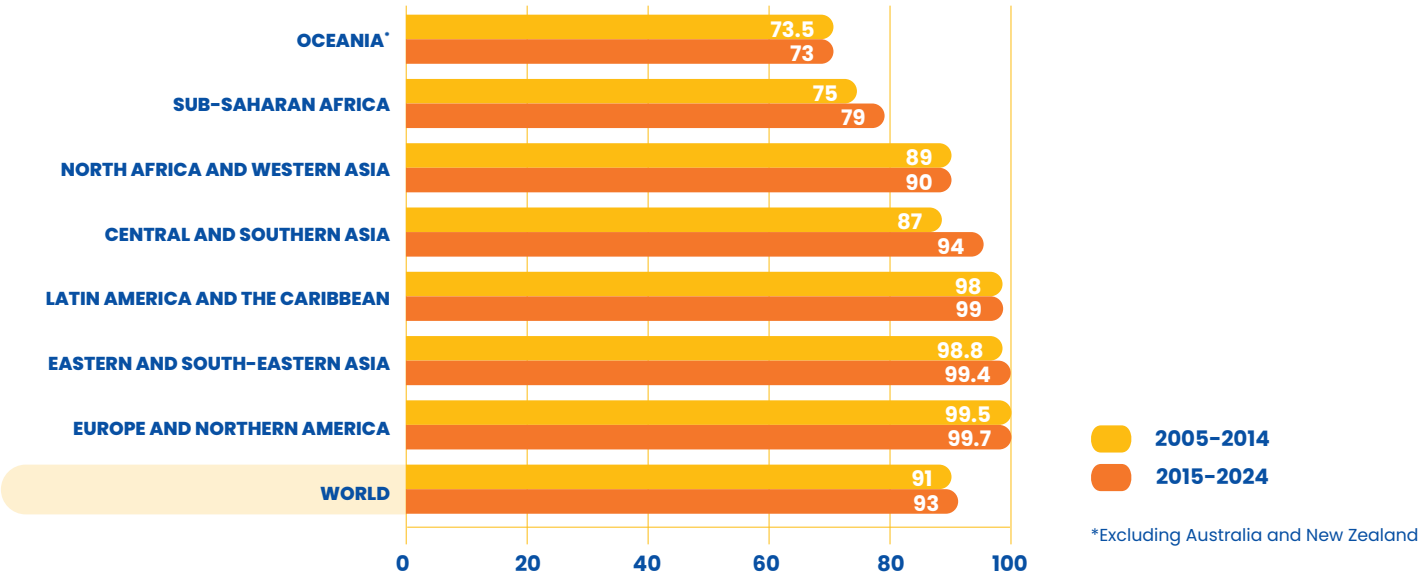
1. United Nations – [The Sustainable Development Goals Report 2025.pdf](#)

Constant progress in global literacy but regional disparities remain

Global literacy rates have improved in the last two decades with an improvement in reading and writing skills and a reduction in gender disparity. Nevertheless, in 2024 around 754 million adults – 63% of whom women – were still illiterate. Youth literacy grew from 91% to 93% between 2014 and 2024, with significant increases in Central and Southern Asia (from 87% to 94%) and Sub-Saharan Africa (from 75% to 79%), while in Oceania (excluding Australia and New Zealand) the rate remained largely stable at 73%.

Global adult literacy increased in the same period from 85% to 88%, driven by Central and Southern Asia (from 70% to 77%). However, the rates remained low in Oceania (67%) and Sub-Saharan Africa (69%), while Europe and Northern America continue to lead the way with youth and adult literacy rates of between 98% and 99%.

Youth literacy rate, 2005-2014 and 2015-2024 (%)



Source: United Nations – “The Sustainable Development Goals Report 2025”

Primary and secondary school completion rates

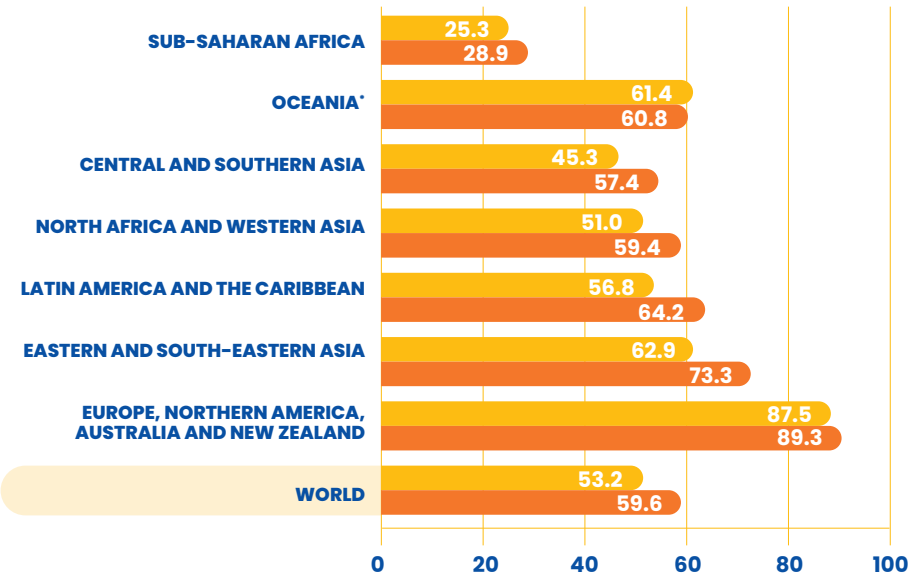
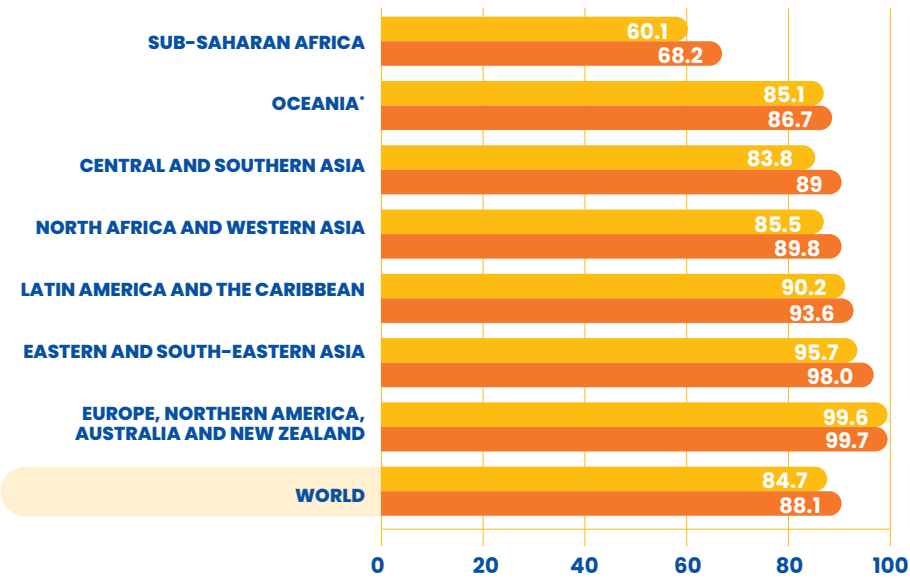
Between 2015 and 2024, school completion rates improved globally, across all tiers and stages. In particular:

- the primary school completion rate increased from 85% to 88%;
- the lower secondary school completion rate increased from 74% to 78%;
- the upper secondary school completion rate increased from 53% to 60%.

While on the one hand there have been improvements, it is nonetheless important to stress that the pace of these

improvements has slowed significantly compared to the 2000-2015 period. In addition, the percentage of the population that is unable to access education and school services has increased by 3% in the last 9 years, leaving over 270 million children and youths – over half of whom in Sub-Saharan Africa – out of school across the world. In fact, major differences persist between the different geographical areas. The percentage of school-age children and youths that do not attend school is 36% in low-income countries compared to just 3% in high-income countries.

Primary school and upper secondary school completion rate, 2015 and 2024 (%)



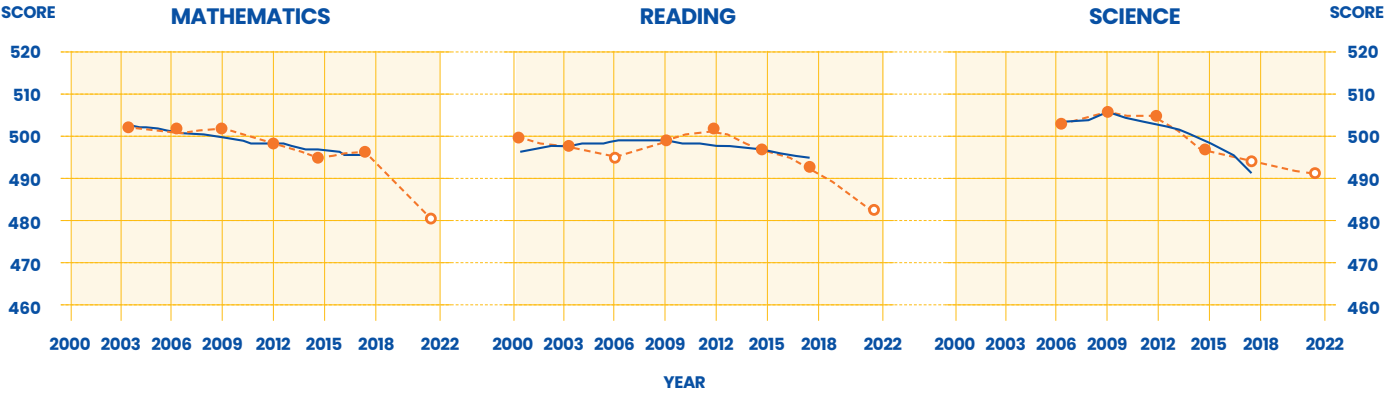
Source: United Nations – “The Sustainable Development Goals Report 2025”

Drop in reading and mathematics performance

Aside from school completion rates, the quality of learning remains a highly critical issue. At global level, in 2019 the percentage of primary school pupils to achieve the minimum proficiency level was just 58% in reading and 44% in mathematics. Though not representative of the state of learning at global level, the results of the PISA (Programme for International Student Assessment) tests, carried out at the end of lower

secondary school in 81 member countries and partners of the Organization for Economic Co-operation and Development (OECD), show how there was an unprecedented drop of 15 points in mean mathematics performances between 2018 and 2022. In the same period reading scores fell by 10 points, once again twice as big as the worst ever reduction previously recorded.

Results of PISA tests in mathematics, reading and science in OECD countries, 2015–2023 (mean scores)



Source: OECD, Results of PISA 2022 tests

The significant gaps in the data for monitoring learning results, particularly in the first years of schooling, with data only available for one in five countries at the end of primary school,

represent another challenge in assessing global learning trends and the disparities between countries.

Access to early childhood education

Early schooling is an essential element for guaranteeing quality education. In fact, it is now universally acknowledged that participation in early childhood education services, such as nurseries and infant school, strengthens children’s cognitive abilities, prepares them better for school, and improves their future learning experiences. According to data provided by the United Nations², however, progress in early childhood education continues to be limited and uneven. Data from 84 countries (2015–2024) shows that two thirds of children between 2 and 5 years of age are on track with regard to the targets set at global level, with no gender differences. However, regional disparities are stark: in Sub-Saharan Africa only 54% of children are on track with these targets while in Central Asia and South-Eastern Asia this figure rises to 83%. Participation in early childhood education has shown mixed progress. While enrolment for children under age 3 has increased notably in Africa over the past decade, participation in organised learning one year before primary school has remained stagnant globally, at around 75% since 2015. Sub-Saharan Africa (48.6%)

and Northern Africa and Western Asia (51.4%) continue to lag behind. Strong inequalities are also the result of national policies. Though the provision of compulsory and free preschool education is recognised as a key factor in ensuring equal opportunities in accessing services and appropriate school readiness for all, today only one in four countries worldwide have made preschool education compulsory and only half provide it free of charge. Without such guarantees, early childhood education often remains financially inaccessible to low-income families, especially in regions dominated by private education. In Europe and North America, only around 20% of registered children attend preschool in the private sector, while in Sub-Saharan Africa this percentage rises to 32%. Overall, as a result of this dynamic, it is estimated that children from the richest households are twice as likely to attend preschool compared to those from the least affluent households.

Gender disparities in education

Socioeconomic disparities are evident in many education indicators. Gender disparities remain widespread. According to data available at global level (countries with comparable data), in 2024 four in ten countries (around 40%) had not achieved gender equality at the completion of primary school; this percentage rises to over half (>50%) the countries at lower secondary completion and to five in six countries (circa 80%) at the end of upper secondary school. For tertiary education, 19 out of 20 countries (around 95%) had not reached gender parity in terms of gross enrolment.

In countries with gender disparities, boys are more likely to be out of school, less likely to complete their schooling and underrepresented in tertiary education. However, this trend varies according to the context: in some areas of Sub-Saharan Africa girls still have significant disadvantages. Meanwhile, the learning results show contrasting trends; there are disparities in maths proficiency for both genders, while reading gaps consistently put boys at a disadvantage at the end of lower secondary school.

2 Source: United Nations – “The Sustainable Development Goals Report 2024”

Characteristics of the education and training system in Italy

The quality of basic school infrastructure

Another essential element for guaranteeing safe and comfortable learning environments is the quality of global school infrastructure. Although there are some signs of improvement in this regard, once again the United Nations highlights how progress in improving school infrastructure is too slow.

Between 2015 and 2023, access to electricity in primary schools increased globally by over 10 percentage points, and there was also notable progress in Internet access, particularly after the COVID-19 pandemic, and the supply of drinking water in schools. However, at global level, over 20% of primary schools continue

to lack access to electricity, drinking water or sanitation, and over 50% do not have computers, Internet access or facilities accessible to people with disabilities.

The situation is worse in Least Developed Countries (as per the United Nations classification), where over a third of primary schools do not have basic sanitation, over half do not have access to electricity, over two thirds do not have digital tools, and only one in five have infrastructure accessible to people with disabilities.

The profile of teachers globally

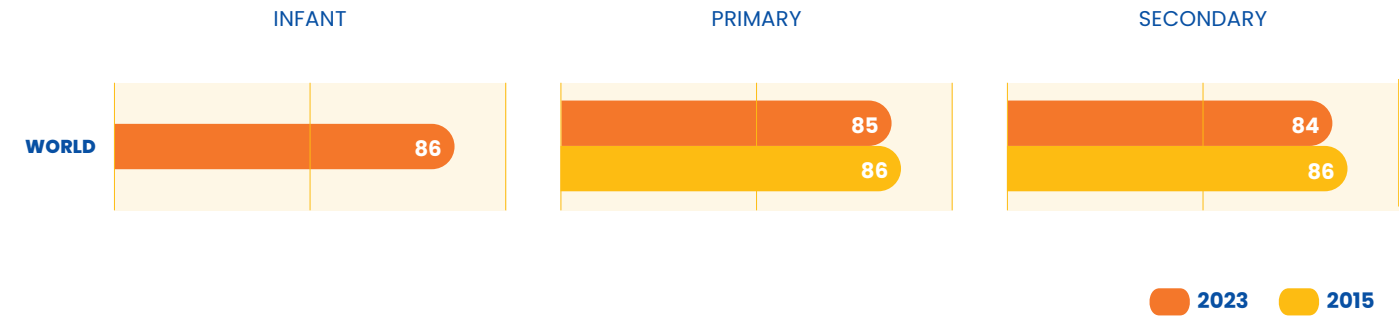
Ensuring that all teachers possess the minimum qualifications required for their profession is crucial for guaranteeing quality education. Teachers are regarded as the most important factor in student learning. Yet a significant teacher qualification gap persists globally and, on average, 15% of teachers lack minimum teaching qualifications.

This is an important factor that hasn't shown any substantial improvements in the last 8 years and which, in actual fact, appears to have been aggravated by the difficulty in hiring

a sufficient number of teachers to keep pace with the rise in enrolment caused by the demographic pressure in developing countries.

In many countries in Sub-Saharan Africa, the number of students per qualified teacher is now higher than it was in 1990. This is because national systems struggle to provide adequate teacher training to all teachers, who often do not receive appropriate on-the-job teaching support, guidance or ongoing professional development opportunities.

Progress in the percentage of teachers with minimum teaching qualifications by educational stage at global level, 2015-2023 (mean scores)



Sub-Saharan Africa once again faces the steepest challenge with only around 60% of infant, primary and secondary school teachers meeting the minimum required qualifications.

Finally, the inconsistency in national teacher qualification standards represents another problem in this area.

In 2021 UNESCO endorsed the International Standard Classification of Teacher Training Programmes with the aim of defining a minimum global standard for the training programmes teachers are required to attend, but as yet implementation of this instrument has been very limited.

Our country in numbers

Number of students

In academic year 2024-25, 7.7 million students enrolled in state and private schools in Italy, equal to around 13% of the Italian population, a decrease of around 125,000 on the previous year (-1.6%). The fall in the overall number is also reflected in the gradual reduction of the weight of student population versus the entire population. The reduction of the school-age population is a phenomenon that has been affecting our education system for some years already with student numbers having fallen by over 720,000 in the last 7 years³. According to projections, the student population is expected to contract by around 15% by 2040, as against the EU average of 9.7%⁴.

According to many observers, the exceptional demographic situation in which Italy finds itself due to the rapid fall in the birth rate and the youth population and the depopulation of many areas of the country - which has only been partially offset by the increase in migration - is one of the key challenges that our education and training system will have to address in the near future.

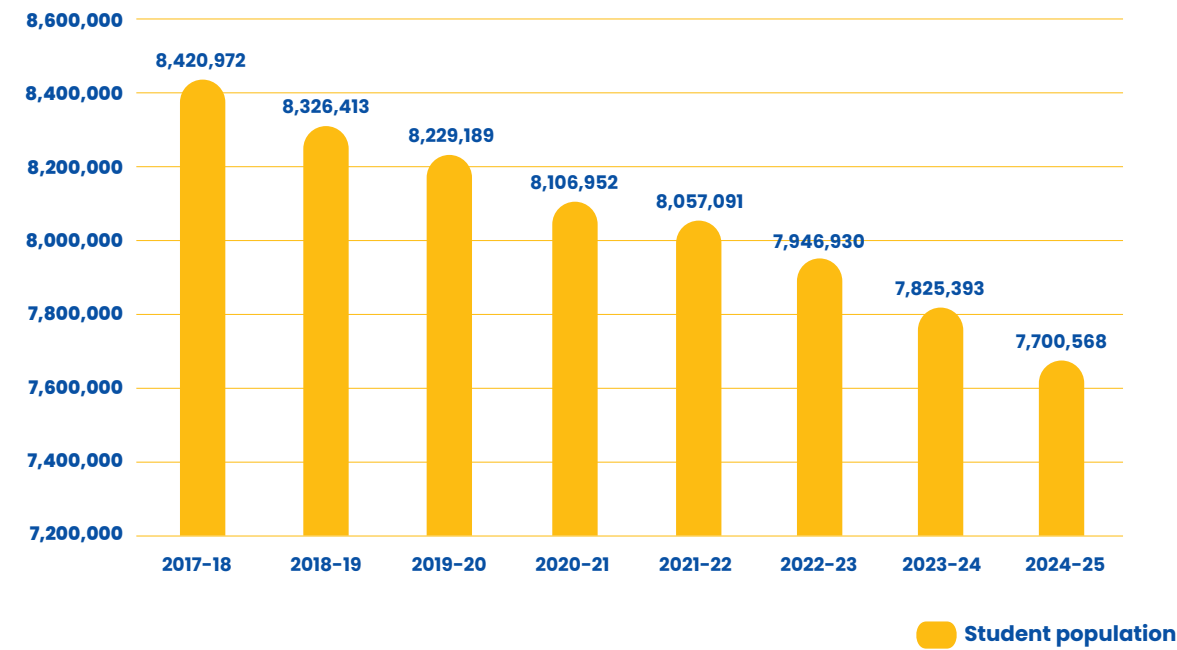
The student population is broken down into the following educational stages and types of schools:

STUDENTS IN ITALY	2024-25	2023-24	VARIATION
Infant School (3-6 years)	1,184,930	1,215,474	-2.5%
Primary School (6-11 years)	2,318,092	2,369,865	-2.2%
Lower Secondary School (11-14 years)	1,564,886	1,600,216	-2.2%
Upper Secondary School (14-19 years)	2,632,660	2,639,838	-0.3%
• Lyceums	1,371,153	1,372,733	-0.1%
• Technical institutes	828,211	829,862	-0.1%
• Professional institutes	421,472	425,032	-0.1%
• Vocational Education and Training	11,824	12,211	-3.0%
TOTAL	7,700,568	7,825,393	-1.6%
Of which:			
• female	3,741,324	3,797,368	-1.5%
• male	3,959,244	4,028,025	-1.7%
• Italian citizens	6,788,990	6,914,409	-1.8%
• non-Italian citizens	911,578	910,984	+0.1%

Source: Italian Ministry of Education and Merit: School Data Single Portal - [Browse Data \(istruzione.it\)](#)

3. Italian Ministry of Education and Merit: School Data Single Portal - [Browse Data \(istruzione.it\)](#)
4. European Commission - [Education and Training Monitor 2023 \(europa.eu\)](#)

Italian student population - AY 2017/18 - 2024-25 (no.)



Source: Italian Ministry of Education and Merit: School Data Single Portal - [Browse Data \(istruzione.it\)](#)

In the same academic year, 7,860 educational institutes were surveyed with 57,012 schools and 407,236 classes, highlighting an average of around 980 students per institute and around

19 students per class, albeit with marked differences between different geographical areas and levels.

Pupils with migration background

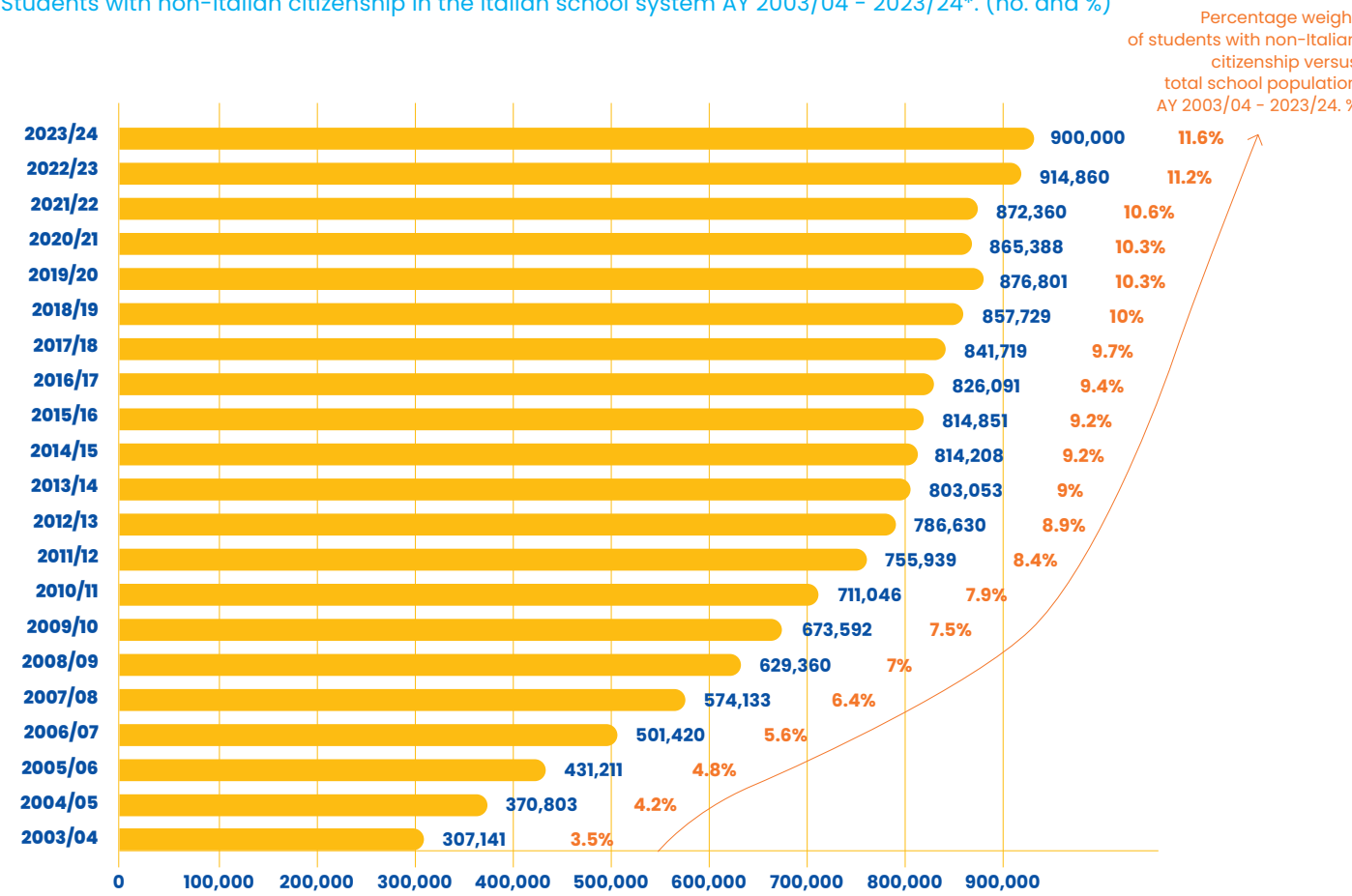
In a country characterised by the gradual ageing of the population and structural population decline, foreign immigration plays a crucial role in helping to stabilise the Italian school population thanks to the presence of children of immigrants, most of whom are born in the country. The public figures provided by the Italian Ministry of Education and Merit (Ministero dell'Istruzione e del Merito, MiM) show

how pupils with non-Italian citizenship currently amount to over 910,000, representing 11.8% of students in the country. Even if the Fondazione ISMU (Fondazione Iniziative e Studi sulla Mobilità Umana, Foundation for Initiatives and Studies on Multi-ethnicity) annual report on migration⁵ projects slightly different figures, the reality is that the percentage of students with non-Italian citizenship has trebled in the last 20 years.

5. Fondazione ISMU, 31st Report on Migration 2025



Students with non-Italian citizenship in the Italian school system AY 2003/04 - 2023/24*. (no. and %)

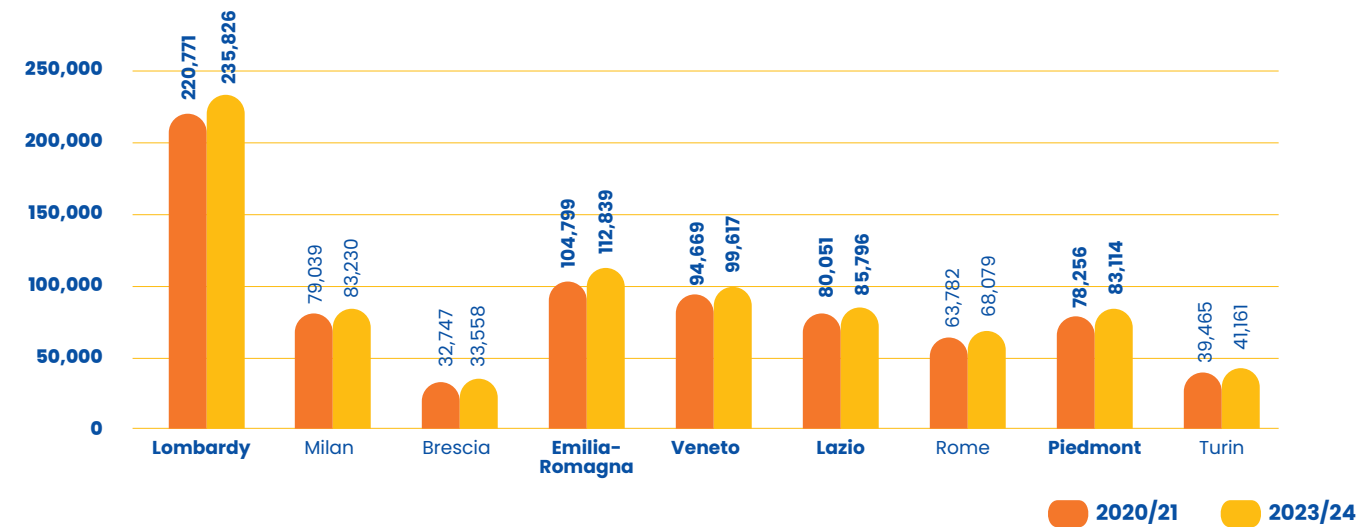


Source: Be for Education Foundation based on MIM and ISMU data

The majority of students with non-Italian citizenship are concentrated in the northern regions (North-West with 38.3% of the total and North-East with 25.7%) with Lombardy continuing to welcome more than 26% of pupils of non-Italian citizenship

(over 230,000 students), an important figure in a Region where the school population fell by around 40,000 enrollees between AY 2020 and AY 2023.

Regions and related provinces with the highest number of pupils of non-Italian citizenship AY 2020/21-2023/24. (no.)



ISMU analysis based on MIM data



The population of students with a migration background continues to present indicators of difficulty and disparity. These include the significantly lower enrolment figures in nursery and early childhood education services, greater difficulty continuing and completing studies, a higher percentage of early school leavers, an academic lag rate that is over three times higher than that of native peers (i.e. students that attend classes one or more stages below the one that corresponds to

their age), delays in curricular learning clearly represented by the results of the INVALSI tests.

Considering the important contribution – and not just in numerical terms – made to the Italian school system by the school population with migration background, ensuring the effectiveness of welcome, integration and socio-educational inclusion processes, as well as an openness to cultural diversity, represents a key challenge for our education system.

Size and characteristics of teaching staff

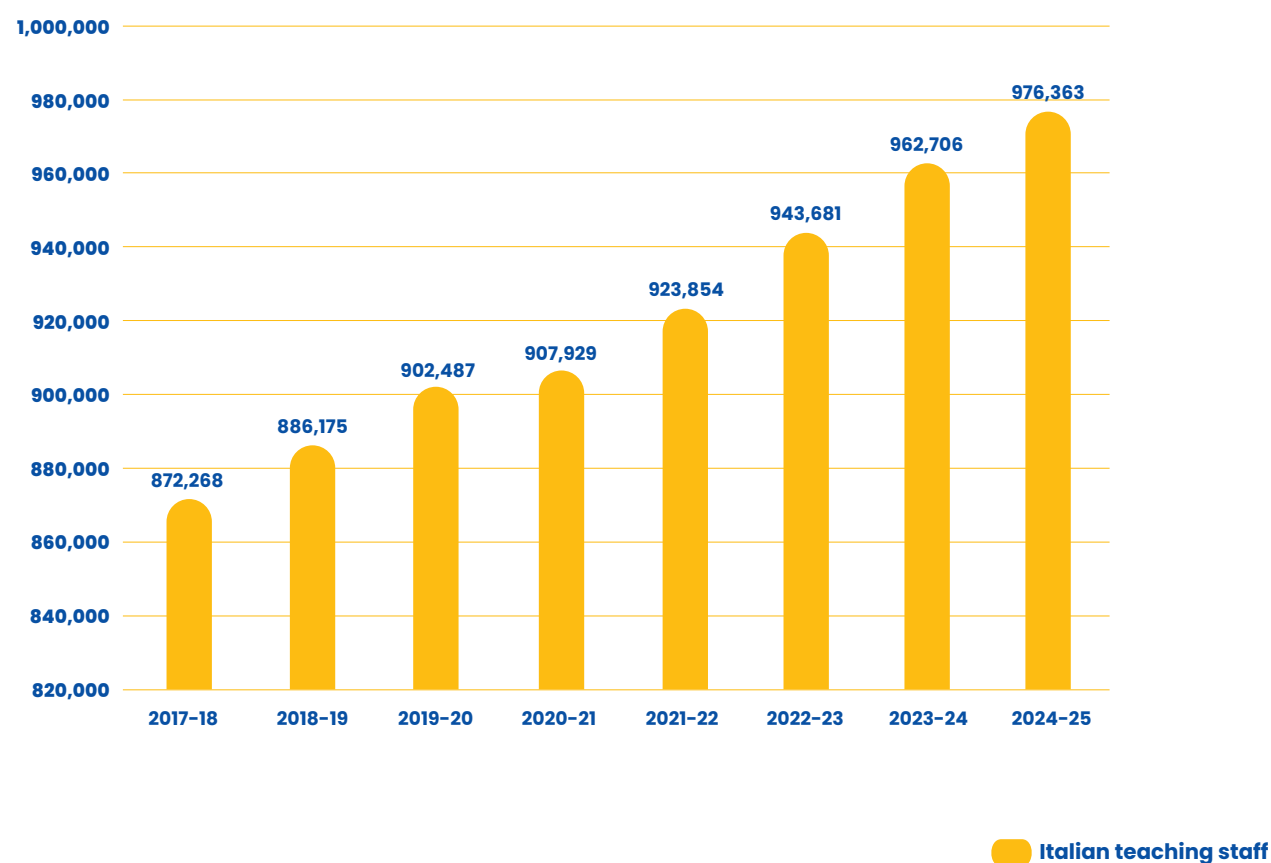
In academic year 2024-25 there were **just over 976,000 teachers in our country**, equal to 1.7% of the Italian population, an increase of 1.4% on the previous year.

The increase in the number of teachers (particularly special educational needs teachers), despite the reduction in the number of students, is a peculiarity of the Italian school

organisational model that has become an established trend over the past ten years or more.

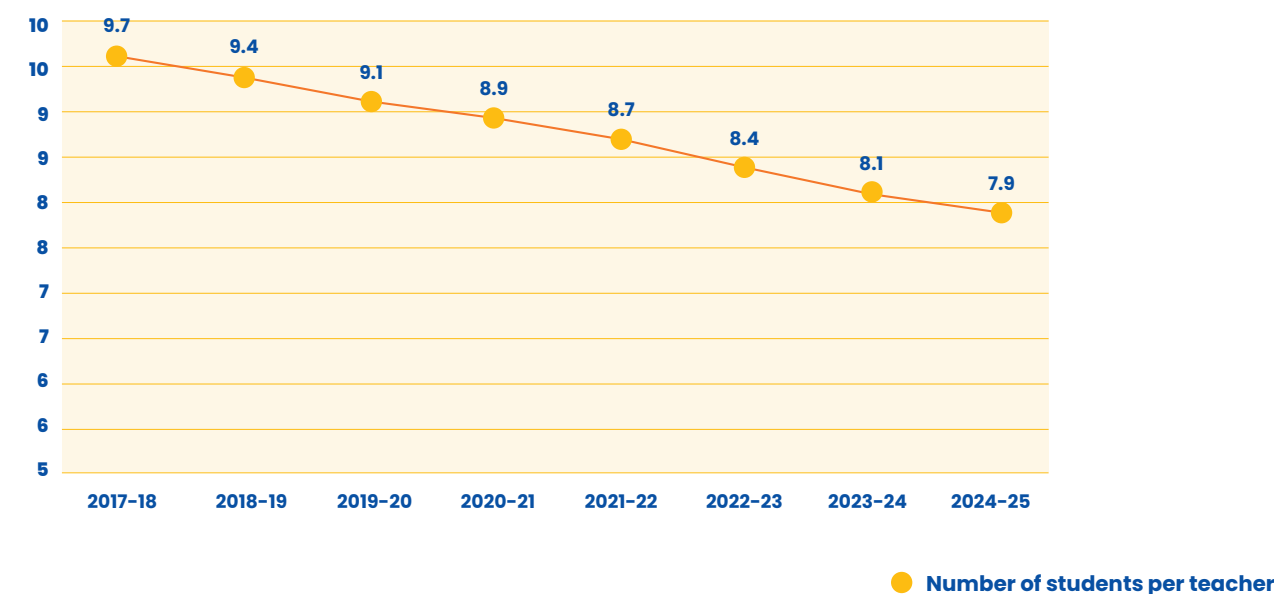
In fact, the statistics indicate a ratio of 7.9 students per teacher for academic year 2024-25. This is the lowest ratio in Europe and significantly down on the approx. 11 students to every teacher in academic year 2014-15.

Variation in teaching staff between AY 2017-18 and AY 2024-25 (no.)



Italian Ministry of Education and Merit: School Data Single Portal - [Browse Data \(istruzione.it\)](#)

Change in student/teaching staff ratio between AY 2017-18 and AY 2024-25 (no.)



Be for Education Foundation analysis on the basis of Italian Ministry of Education and Merit data

In 2024-25 Italian teaching staff was distributed across the different educational stages and types of schools as follows:

TEACHERS IN ITALY	2024-25	2023-24	Variation
Infant School	107,132	106,797	+1.9%
Primary School	318,443	313,854	+3.2%
Lower Secondary School	218,098	213,982	+1.7%
Upper Secondary School	332,690	328,073	+1.5%
TOTAL	976,363	962,706	+1.4%
Of which:			
• female	794,001	782,482	+1.5%
• male	182,362	180,224	+1.2%
• age < 35 years	112,789	109,155	+3.3%
• age 35-44 years	198,193	203,897	-2.8%
• age 45-54 years	321,297	316,738	+1.4%
• age > 54 years	344,084	332,916	+3.4%
• permanent contract	739,581	730,234	+1.3%
• temporary contract	236,782	232,472	+1.9%
• regular post	726,655	727,572	-0.5%
• special educational needs post	249,708	235,134	+6.1%

Italian Ministry of Education and Merit: School Data Single Portal - [Browse Data \(istruzione.it\)](#)

The statistics confirm the image of a teaching staff mostly made up of female educators and teachers (>80%), with ages skewed towards the older age brackets (around 70% over the age of 45) and an average age of 49.7 years, one of the highest in the OECD area and second only to Portugal in Western Europe⁶. The proximity to retirement age of a large number of teachers also raises a degree of concern regarding the overall ability of the education system to effectively replace teachers leaving

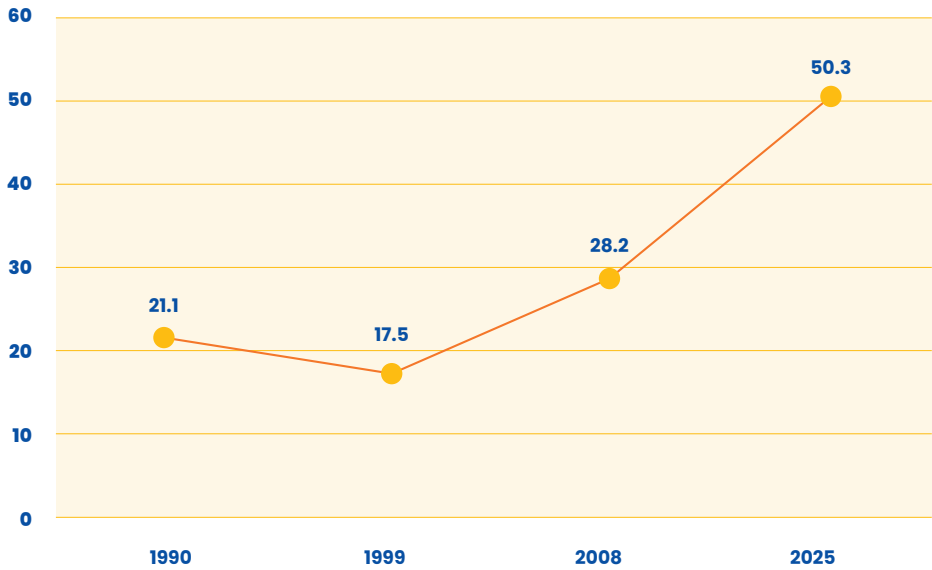
The “Second Career Teachers” phenomenon⁷

The Fourth Survey on Italian Teachers carried out by the University of Milan–Bicocca in collaboration with Be for Education Foundation and the IARD Institute, which involved a representative sample of almost 10,000 teachers during spring 2025 and launched a permanent observatory on Italian teachers, highlighted an important phenomenon regarding the teaching profession in our country: the large and growing presence of teachers who start their school career after acquiring work experience, also of significant length, in other professional sectors (so-called “Second Career Teachers”). In fact, more than one in two teachers (50.3% of interviewees)

the workplace. Comparisons with historical data also indicate an increase in the number of “precarious” professionals hired with fixed-term contracts, up from 12% in academic year 2015–16 to 24% in 2024–25, as well as a rise in the number of special educational needs teachers, up from 15% in academic year 2015–16 to 26% in 2024–25.

come into the profession after doing other types of jobs, bringing skills, experience and motivation acquired outside the education system. This figure essentially shows how teaching is increasingly the outcome of a non-linear professional path. Examining the over 30-year trend on which the Fourth Survey on Italian Teachers is based, it is also possible to observe how this number has more or less doubled in just over fifteen years (between 2008 and 2025), in line with the evidence that points to a gradual increase in the average age at which teachers take their first teaching job.

Time trend analysis of the number of teachers to have worked in other sectors before teaching (%)



Source: Fourth National Survey on Italian Teachers

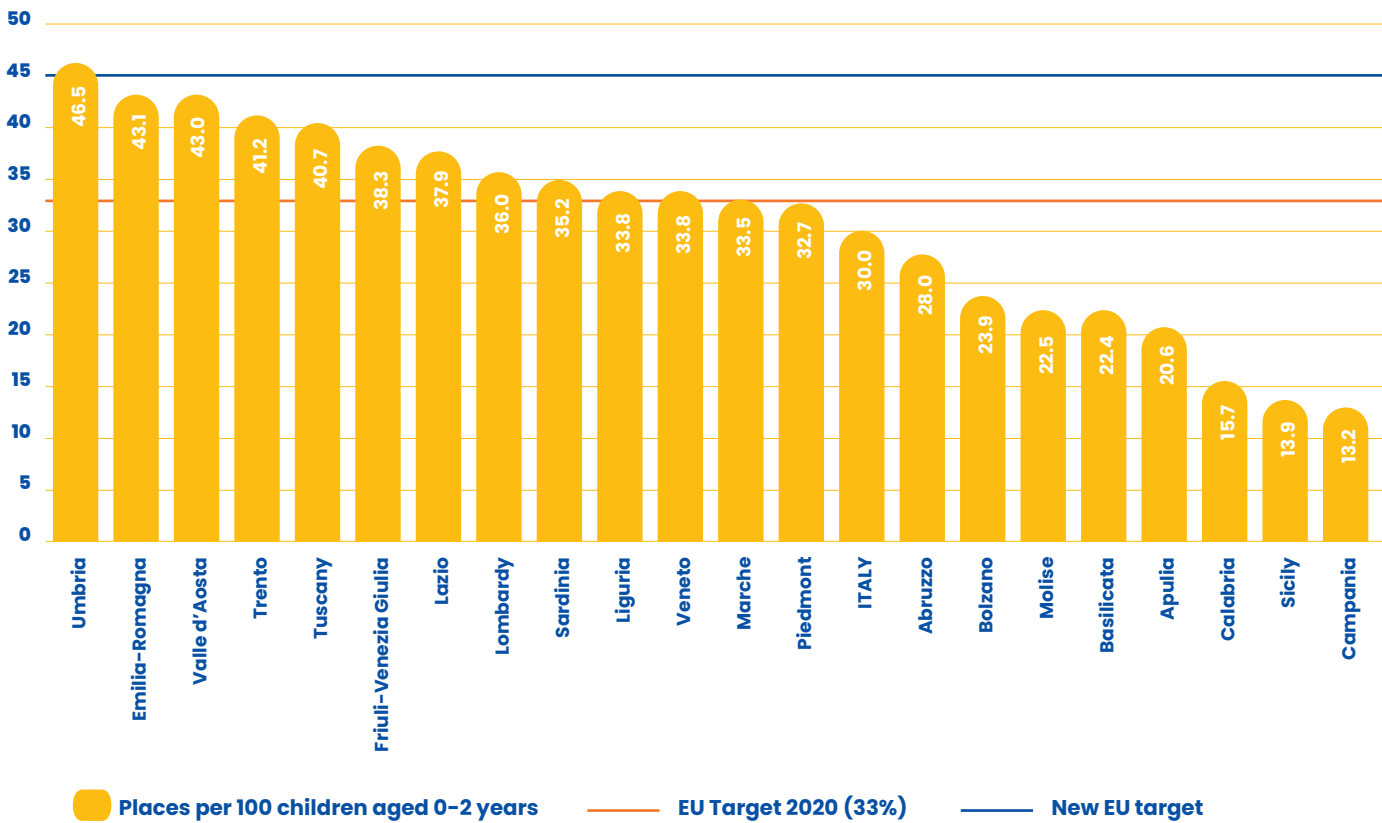
Though the effects of this trend are still not studied in depth in our country, it is an important phenomenon that will inevitably represent a source of innovation in Italian school life.

Early childhood education

In school year 2023/24, early childhood education services in Italy consisted of 14,570 active nurseries and supplementary services, for a total of around 378,500 approved places, an increase of 3.4% compared to the previous school year.

The national coverage rate, calculated as the ratio between available places and resident children between 0 and 2 years, comes to 31.6%, a figure still below the minimum threshold of 33% and well below the European target of 45% for 2030.

Approved places in early childhood education services per 100 children aged 0-2 years – SY 2022/23



Source: ISTAT, Infant education services in Italy

Thanks to the planned investments of the National Recovery and Resilience Plan and the recent policies aimed at reducing regional gaps in the offer of services, the coverage rate has grown in all Italian regions, also due to the reduction of the reference population as a result of the fall in the birth rate. However, there remain marked geographical divergences: the regions of Central and North Italy have coverage levels above the national average, while in the South the ratio between available places and resident children is significantly lower and the increased offer is not yet sufficient to substantially reduce the historic gap to Central and North Italy. In fact, with the exception of Sardinia, the regions of the South and the Islands are well below the 33% threshold with respective

averages of 19.0% and 19.5%; central Italy has the highest average value (40.4%), peaking in Umbria (48.4%), and is followed by the North-East (39.1%) and the North-West (36.6%). The increase in the offer is mainly driven by the private sector, which accounts for the majority of the new places made available, while public sector services represent just a third of the overall offer. Despite the increase in places, the system still does not have the capacity to satisfy demand: in 2023/2024, 59.5% of nurseries and crèches had waiting lists of children, with higher figures in the public sector, and around half of nursery and crèche managers (49.9%) reported an increase in enrolment requests compared to the previous year.

6./7. University of Milan – Bicocca, Be for Education Foundation, IARD Institute – “In costante divenire: insegnare tra molteplici impegni e contesti plurali” – Quarta indagine sui docenti italiani”.

Available places in public and private sector infant education services per 100 children aged 0-2 years by geographical location and type of municipality – SY 2023/24

LOCATION	Provincial capitals	Non-provincial capitals	Total places per 100 children aged 0-2 years
North-West	44.8	33.5	36.6
North-East	47.3	36.1	39.1
Central	49.9	33.4	40.4
South	23.0	17.9	19.0
Islands	20.7	19.0	19.5
ITALY	39.8	28.2	31.6

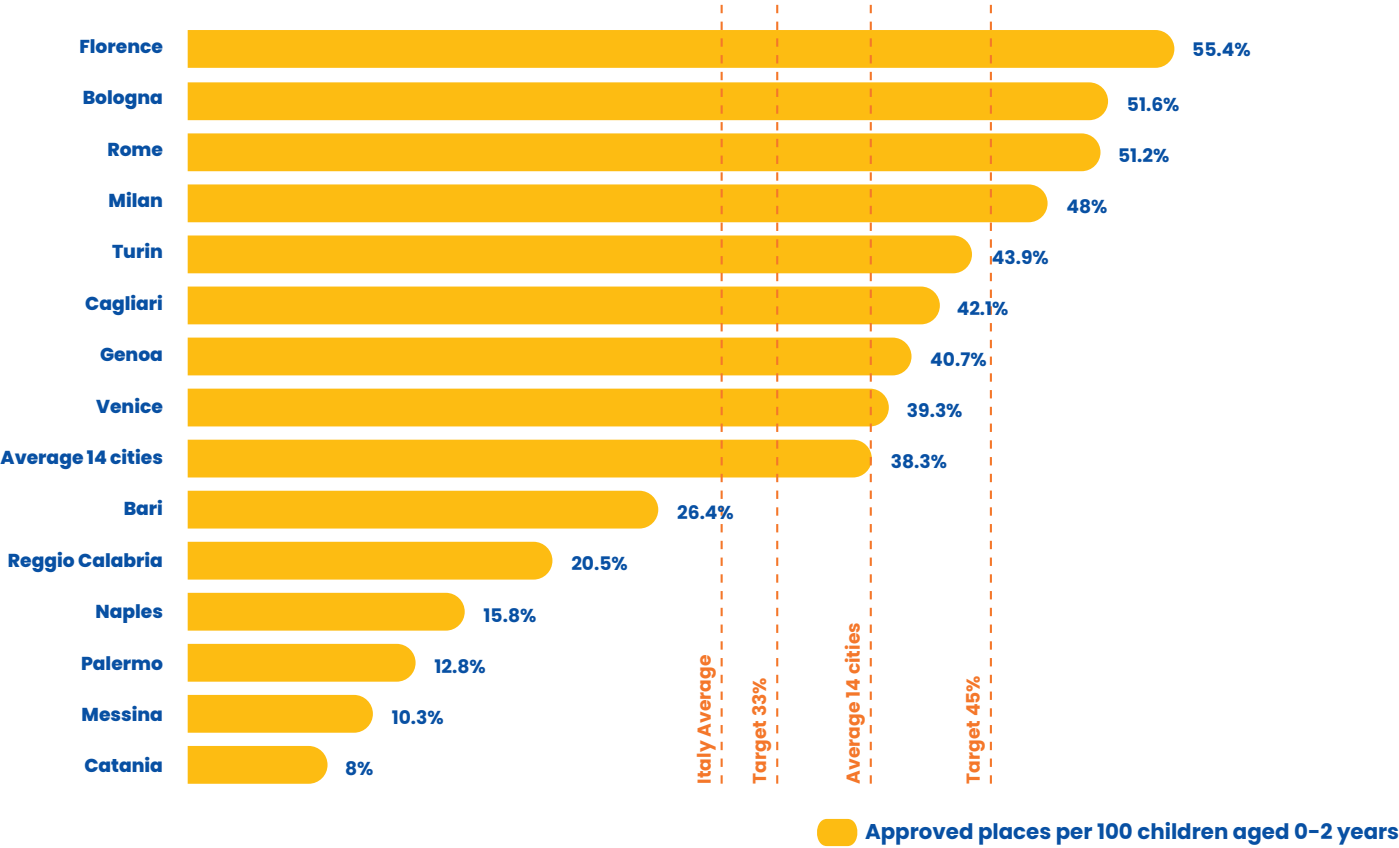
Source: ISTAT, Infant education services in Italy

Municipalities play a key role in supporting the system of early childhood services, directly managing facilities and forming partnerships with private-sector entities. In 2023 the overall spending of Municipalities on these services came to around €1.75 billion, consolidating the upwards trend over time but with strong regional differences in spending per capita per child resident. These disparities are reflected in both the distribution of services and access opportunities, contributing

to maintaining the significant regional heterogeneity in the offer of education services for children of 0–3.

A heterogeneity that becomes significant also when examining the detailed data of the 14 Italian metropolitan cities, with differences that range from 1 place for every 2 children in the most virtuous cities like Florence, Bologna and Rome, to 1 place for every 10 children in the cities of Sicily.

Approved places in nurseries and early childhood services per 100 residents of 0-2 years in the capitals of metropolitan cities (2022)



Source: Openpolis and Be for Education Foundation data processing

The projections indicate that the reduction in size of the new generations as a result of the population decline will lead to a partial overabundance of education services for 3–6 year-olds. This dynamic could also represent a strategic opportunity for early childhood services, permitting potential savings in public resources that can be reinvested in services for 0–3 year-olds. As well as promoting the educational

and relational development of children from an early age and consolidating continuous education for 0–6 year-olds, strengthening the offer of early childhood services would also make it possible to support female participation in the job market and create more favourable conditions for those who wish to have children, hopefully also contributing to combating population decline at the same time.

Early school leaving and regional disparities

In Italy, just as it is in other countries, early school leaving is a complex phenomenon that is often treated generically but which actually comprises at least three different dimensions: dropping out of the school system, truancy, and the presence of a population cohort with low levels of education. In fact, the term early school leaving is commonly used in a broad sense to cover all situations that translate into the failure of the school to fulfil the educational objectives that it is obliged to meet.

Truancy, or dropping out, more specifically refers to the interruption, in most cases permanent, of compulsory school or training programmes. Sometimes the expression “early school leaving” is also associated with sections of society with low levels of education, i.e. people with a low-level qualification or no qualifications at all. In these cases, the phenomenon doesn't so much regard current drop-out levels or the lack of benefits enjoyed from school education, but the outcomes of interrupted or inadequate training programmes taken some time in the past.

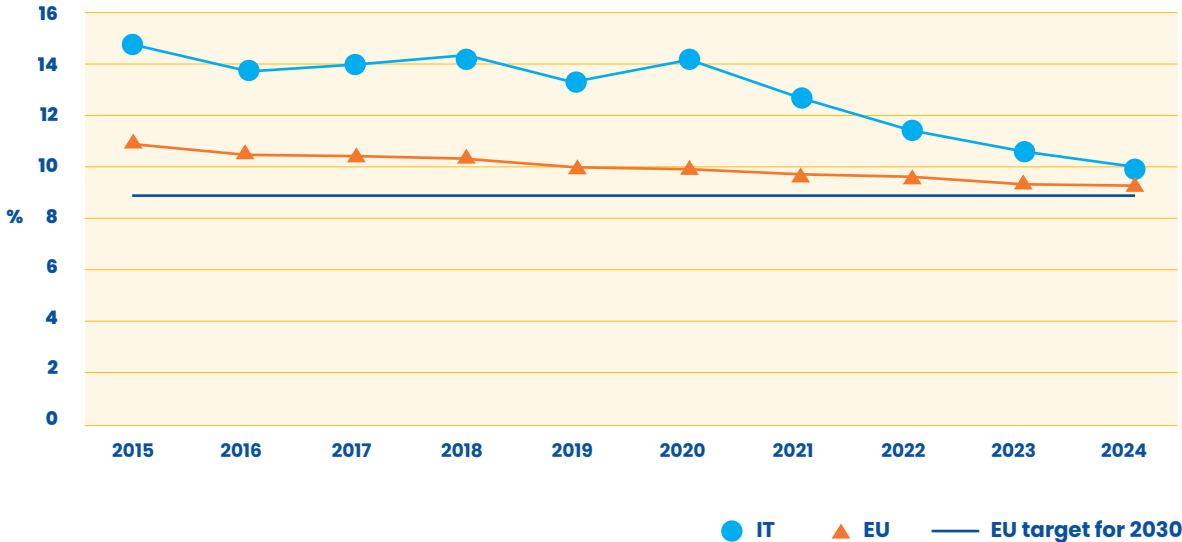
Despite the persistent geographical disparities between regions, categories of the population and genders, in recent years Italy has gradually reduced early leaving rates in the education and training system. In 2024, the percentage of 18-24 year-old ELET (Early Leavers from Education and Training) came to 9.8%

(EU: 9.3%), significantly down compared to the 15% of 2014 and a year in advance of the target of 10.2% set for 2026, established by Italy as part of the National Recovery and Resilience Plan, in accordance with the framework of European targets on early school leaving.

Underlining the virtuous path pursued for some time in our country to counter early school leaving, recently published figures by ISTAT and Eurostat put the early school leaving rate for 2025 at 8.2%, as against the European average of 9.1%. This is a particularly noteworthy result that marks a significant step forward for the national education system, guaranteeing compliance with the European target of 9% by 2030 – and indeed going beyond it – five years in advance.

However, the regional analysis still reveals major divergences: in 2024 drop-out levels were still above 10% in the South (11.3%) and the Islands (15%), while the other macro-areas have already reached or gone beyond the European target. The drop-out rate among people born outside Italy has also fallen compared with 2023 – going from 25.5% to 21.3%, closer to the EU average (19.5%) but well above that of people born in Italy (8.7%) – particularly among youngsters born outside the European Union (23.4%, as against an EU average of 20%).

Young adults that have left education and training early (18-24 years) 2015-2024



Source: European Commission, “Education and Training Monitor 2025, country report on Italy”.

The reduction of explicit early school leaving is therefore an important goal not just for the school system but for the entire social fabric of the country. Nowadays, increasing numbers of young adults are managing to complete their education or training paths, with positive effects on social cohesion, employment and active participation in democratic life.

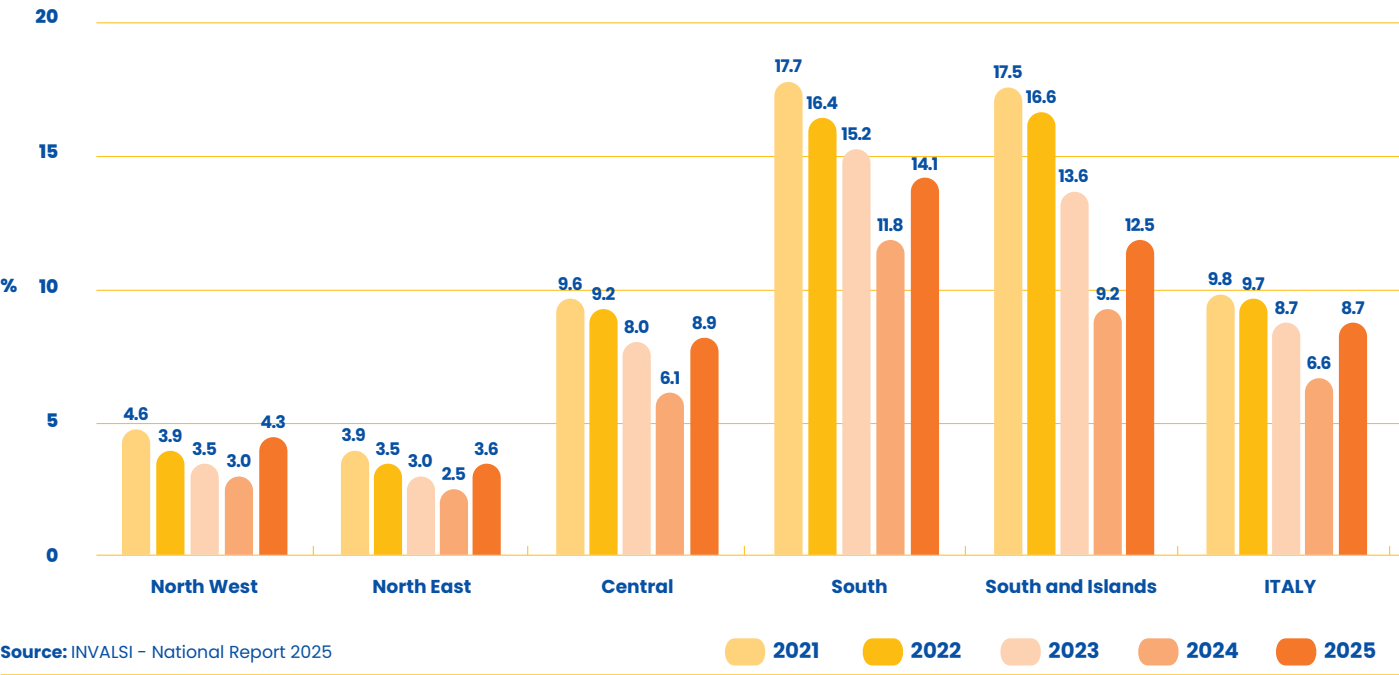
The available evidence confirms how socioeconomic and geographical conditions continue to strongly influence the

Learning and implicit early school leaving

Explicit early school leaving is a widespread social problem that affects all advanced countries and which the European Union has been trying to combat for over twenty years. The indicators used to measure the phenomenon, outlined in the previous paragraph, do not however tell the story of a large number of students who fail to meet the minimum levels of learning expected at the end of thirteen years of school even though they have completed their education. These young adults display basic competences – in the comprehension of written language, mathematics and English – that are not much different to those of early school leavers, and are therefore exposed to the same risk of social marginalisation.

“Implicit early school leaving” is the concept used to denote this condition: intended as a measurement of fragility in basic learning, it applies to a still significant percentage of young people who struggle to process information and who face adult life with basic skills considered insufficient for navigating society autonomously and meaningfully. Thanks to the INVALSI standardised assessments for Italian, mathematics and English, since 2019 it has been possible to ascertain and determine the extent this phenomenon, identifying the percentage of students

Students classed as implicit early school leavers at the end of upper secondary school, by macro geographical region. Percentage values. Time series.



ability of young people to finish their education and training, creating a close association between the phenomenon of early school leaving and regional and contextual inequalities. Against this backdrop, though important, the reduction of early school leaving is not a cure-all for the problems of the education system, which remain closely linked to the quality and equality of the educational programmes on offer.

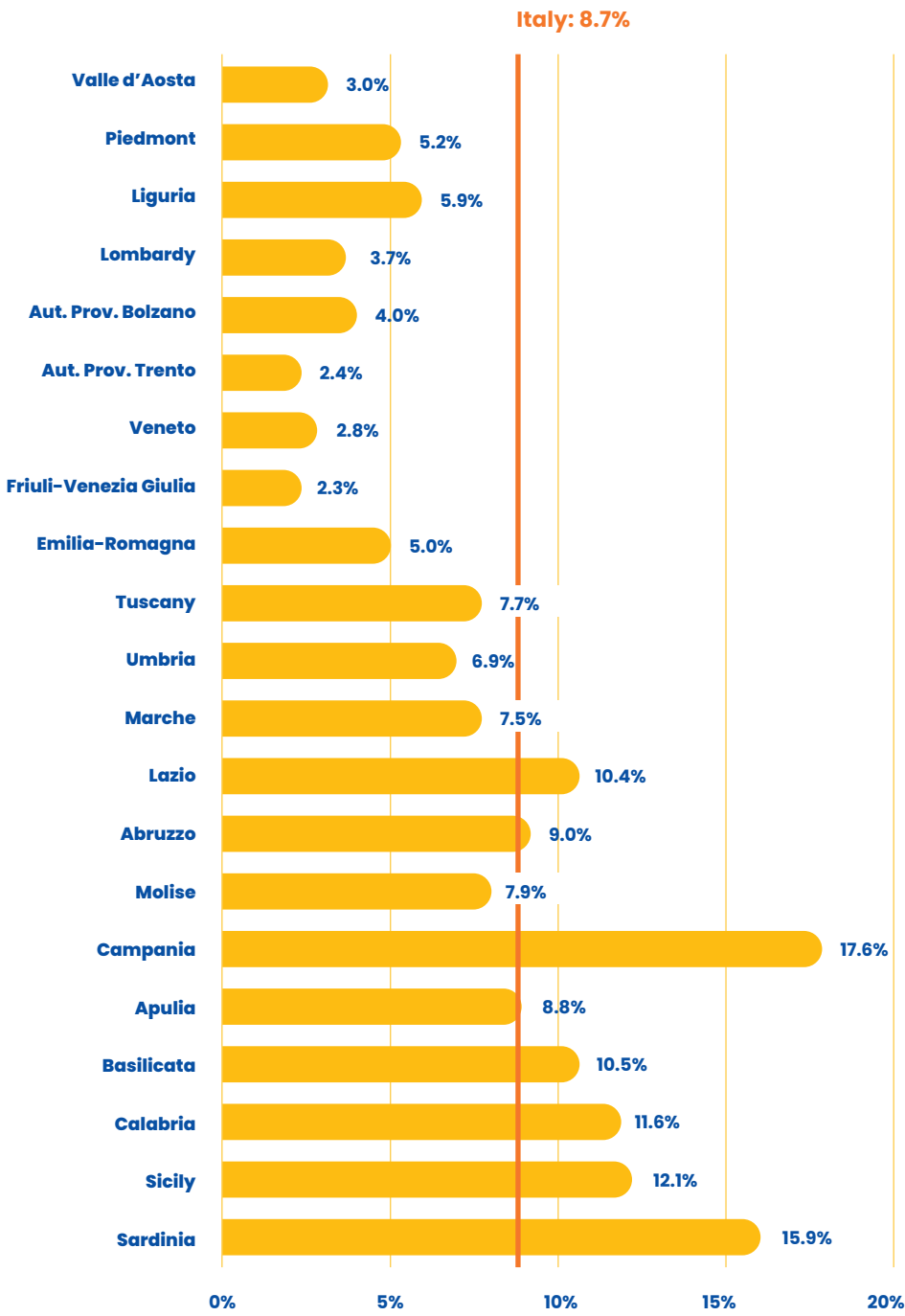
which, at the end of upper secondary school, fail to achieve the minimum targets envisaged by the National Guidelines.

In 2025, implicit early school leaving among final-year upper secondary school students was 8.7%, showing how a significant proportion of young adults that complete their schooling nonetheless display learning difficulties. The results of the school assessments show that at the end of lower secondary school only 58.6% of pupils reach satisfactory levels in Italian and only 55.7% in mathematics, while at the end of upper secondary school these percentages fall respectively to 52% and 49%. Learning difficulties are more accentuated in the regions of the South where there is higher percentage of students with very poor results, confirmation of the existence of a structural geographical gap also in terms of skills. The evidence also points to a close relationship between levels of learning, socioeconomic context and geographical area of residence, highlighting how implicit early school leaving is a key critical issue for the Italian education system that is inextricably linked with the quality of learning and the ability of schools to reduce initial inequalities.

For 2025 INVALSI identifies three groups:

- **GROUP 1**, regions in which less than 5% display learning vulnerabilities: Valle d’Aosta, Lombardy, autonomous province of Bolzano – Italian language, autonomous province of Trento, Veneto and Friuli-Venezia Giulia;
- **GROUP 2**, regions in which this figure is between 5% and 10%: Piedmont, Liguria, Emilia-Romagna, Tuscany, Umbria, Marche, Abruzzo, Molise and Apulia;
- **GROUP 3**, regions in which over 10% of students (no less than one student in ten) can be classed as implicit early school leavers: Lazio, Campania, Basilicata, Calabria, Sicily and Sardinia.

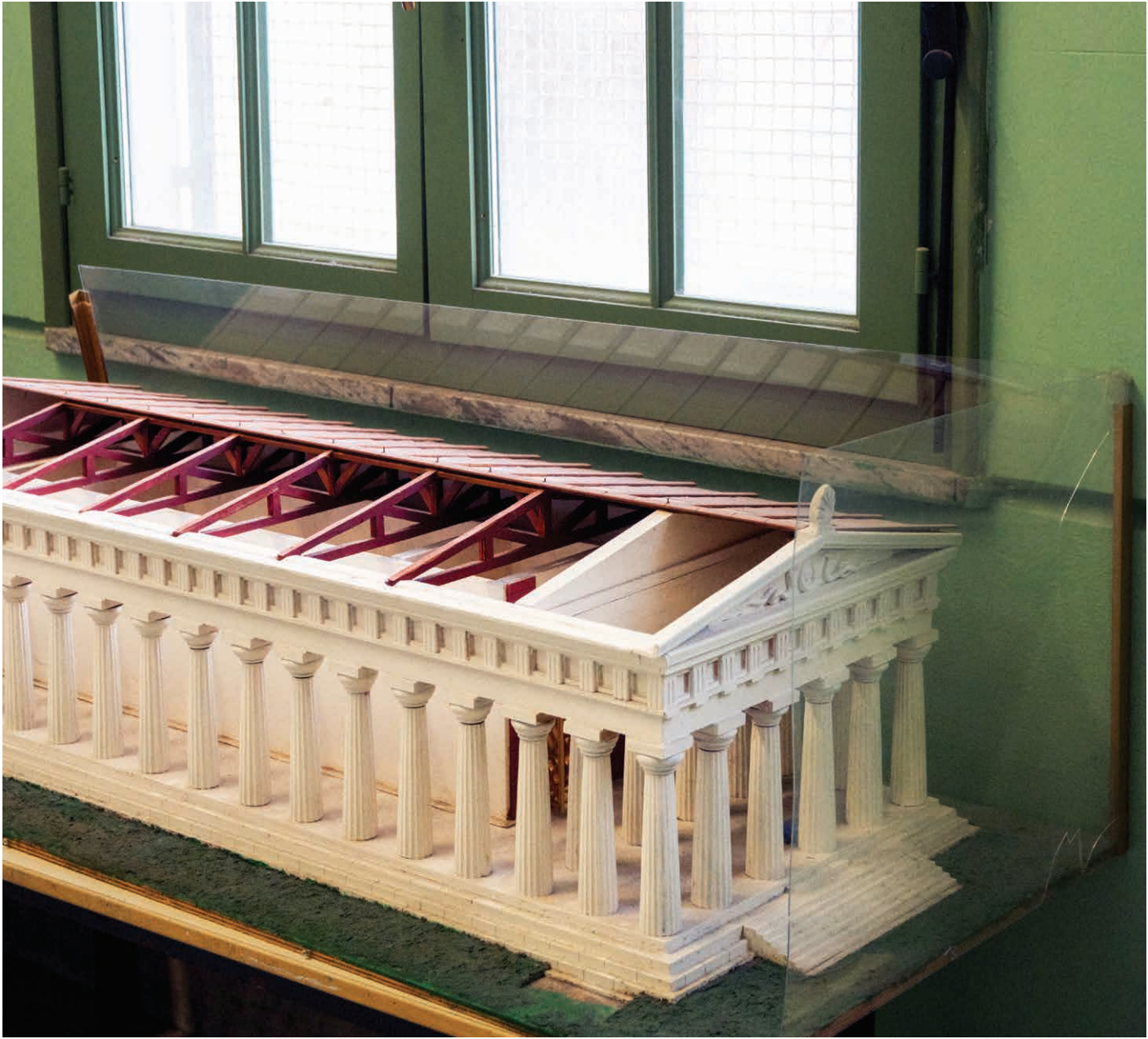
Students classed as implicit early leavers at the end of upper secondary school, by region. Percentage values.



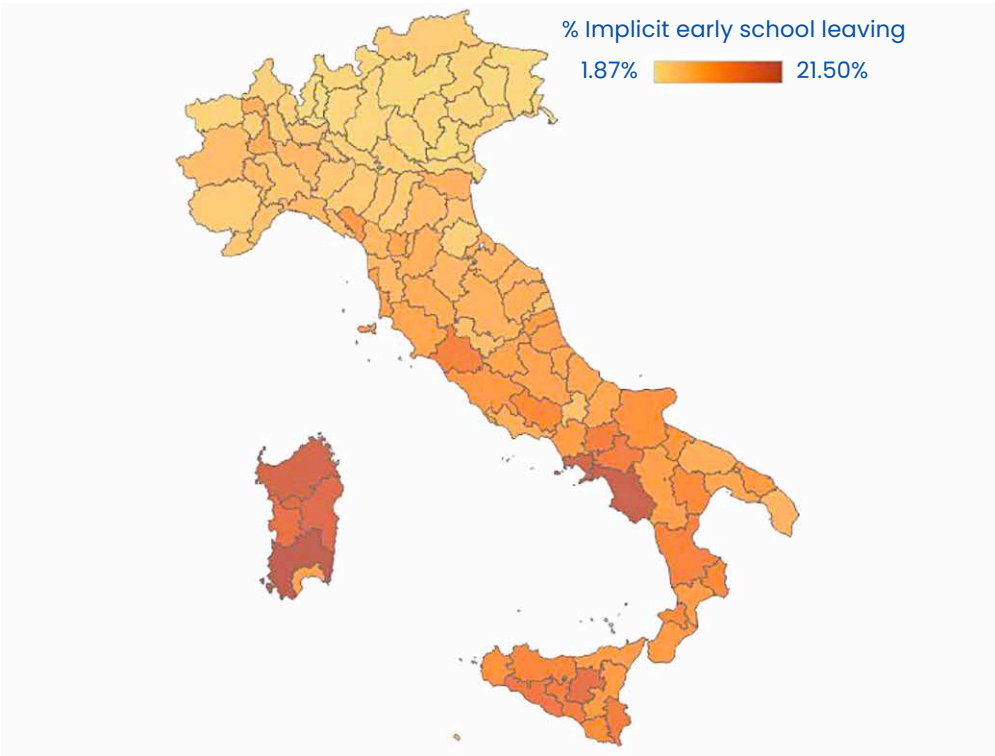
Looking more closely, the statistics reveal:

- **Gender:** at the end of secondary school, the implicit early school leaver rate among men (10.7%) is over 4 percentage points higher than that among women.
- **Regularity of education path:** the implicit early school leaving rate is around three times higher among students who have fallen at least one year behind at school (18.2%).
- **Type of school:** the rate is lower in lyceums (3.9%), higher in technical schools (10.8%) and even higher in vocational schools (22.8%).
- **Socioeconomic condition:** at national level this phenomenon is almost twice as prevalent among students from disadvantaged families (ESCS below average) than those from more privileged families (ESCS above average).
- **Migration background:** one relevant figure which bucks past trends is the implicit early school leaving rate among first generations (7.1%) and second generations (7.3%), which is lower than that of Italian students (8%). This trend, also confirmed last year, can be associated with the greater probability of students with migration backgrounds dropping out early, but also with the fact that those who remain in the education system and acquire their school leavers' diploma show higher levels of motivation and resilience.

N.B.: ESCS – Economic, Social and Cultural Status. This indicator developed by the OECD has also been adopted by INVALSI to describe the family background of students and analyse its influence on learning.

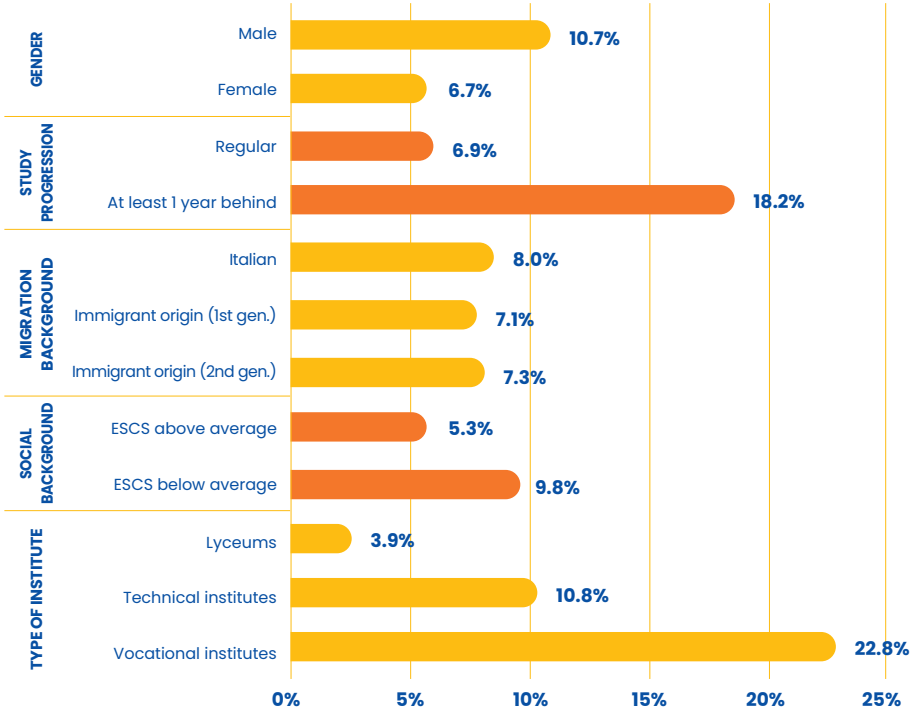


Students classified as implicit early leavers at the end of upper secondary school, by province. Percentage values.



Source: INVALSI – National Report 2025

Students classified as implicit early leavers at the end of upper secondary school, by gender, study course, migration background, social background and type of institute attended. Percentage values.



Source: INVALSI – National Report 2025

How we can reopen our country to young people?



The demographic evolution in Italy and the possible impacts on school, education and the future

Interview with **Francesco Billari**, professor of Demography and rector of Bocconi University

We talk to Francesco Billari about the so-called “demographic winter” in Italy today, touching on the fall in the birth rate and the increase in life expectancy, problems partly mitigated by the contribution of foreign residents. How is this situation influencing the education system, the job market and the social fabric? What challenges does the country have to face and what opportunities must it take advantage of to ensure the future is sustainable for the next generations?

What is the demographic situation in Italy?

I would begin with a few simple figures which in my opinion offer an effective snapshot of Italy today. Let's begin with the most positive piece of data: those born in 2024 can expect to live to 83.4 years, an unprecedented high in Italian history. We are a country with a particularly high life expectancy. However, the second Italian record is the low birth rate: in 2024 the average number of children per couple was 1.18, the lowest since records began.

So, with the long life expectancy of its citizens and its low birth rate, Italy has one of the oldest populations in the world?

Yes, only Monaco and Japan are above us. Another record that belongs to us is the percentage of foreign residents, which today corresponds to five million people, or 9.2%. If we add the almost two million naturalised Italians, i.e. those who have requested and obtained Italian citizenship, today Italy has almost 7.5 million resident citizens that are or were foreign nationals. These are people that go to school, work, pay taxes and contribute to the wellbeing of our society. If we subtracted this figure from the current population,

which is less than 59 million today, the population would go back to around 52 million, the same as it was in the mid-1960s. School is (and always will be) the foundation from which to begin building the future again.

These numbers provide a bit of a snapshot of the current situation: long life expectancy, low birth rate, and so a smaller proportion of younger people compared to the elderly, and lots of foreigners, some of whom were born here. A complex state of affairs: what are the main causes in your opinion?

There are two main types of causes. The first is purely demographical: around two thirds of the fall in the birth rate is due to the reduction in potential parents. There are few births today (a little over 370,000, compared to half a million in 1995) and, as a consequence, few children at school, because few potential parents have been born as a result of the fall in the birth rate that began in 1964. Those born in 1964, over a million, are still the largest group in the Italian population thanks to our long life expectancy. If it wasn't for the influx of immigrants (of the 370,000 children born today, around 50,000 are born to foreign parents), there would be even fewer potential parents. The other third of the fall in the birth rate is due to the fact that people have fewer children. In my opinion, the reason for this is the failure to adapt policies to what it means to have children today.

“The Italian school of today was built to cater for the population of yesterday, that is, for a world that doesn't exist anymore.”

Is becoming a parent an irreversible choice?

Yes, it is the most irreversible choice we can make in our lives. Except in very rare cases, in Italy, in which the mother decides not recognise their child when it is born, parents have a lifelong bond with their children.

A famous old advert used to say that diamonds were forever because typically the boyfriend would give one to his girlfriend, they would marry, and then they would stay together for the rest of their lives. That wasn't really quite true. History tells us that the real diamond that lasts forever today is a son or daughter. When I started doing research it seemed that Italy was immune to the possibility of children being born outside marriage. The argument was that not many children were being born because people got married late. Another record in 2024 was that 42% of children were born out of wedlock. These figures therefore show that the most important bond today is that between parents and their children, rather than between the parents themselves. It is a phenomenon that is also observed in other countries.

When do people decide to become parents?

When both mother and father have long-term earning prospects. For this to happen, we need a forward-looking environment and stable policies that don't depend on the current year's budget or whether the right or the left are in power. In the European countries with the highest birth rates, like France, the Scandinavian countries and today also Germany, family policies do not come under discussion with every change of government or new budget. Sometimes people argue that the causes are cultural, that young people are

egotistical. That may be true, but there are self-centred young people all over the world. Biology teaches us that all species reproduce when the conditions are most favourable.

Once upon a time people tried not to have children. Nowadays, thanks to effective and widely available forms of contraception, you can take such decisions more proactively: in general, people have children when they can afford it. When they arrive, foreigners initially tend to have more children because their conditions are much better compared with their country of origin, but over time they adapt and their birth rates adjust to mirror ours.

In some secondary schools in northern Italy the student population is expected to fall by around 40% in just ten years: a figure regarded as fairly certain because not enough children have been born. What challenges or opportunities does a smaller school population bring?

One characteristic of demography is that the number of births in any specific year cannot change. As such, classes cannot get bigger as a rule unless there is an influx of children born outside Italy or there are migration movements within Italy. If there is an area from which parents leave with their children, potential future students also leave that same area. In lots of areas within the country that are depopulating, schools close when families migrate to bigger cities. A school at risk of closure is a point of no return because it is unlikely to be reopened. This scenario is cleverly portrayed in the Antonio Albanese film *A World Apart*, set in a town in Abruzzo. A school is the future of the community. If it closes, that future also closes, together with its ecosystem of children, parents, teachers, headteachers, technicians, caretakers, stationers, booksellers, paediatricians, and so on. This means that internal or international

immigration is therefore the only possible solution, if not to invert this trend then at least to slow it down. The data processed by demographers can therefore help to map out the needs of the school system.

How is the Italian education system dealing with these changes? Are reforms required?

The Italian school of today was built to cater for the population of yesterday, that is, for a world that doesn't exist anymore. It was a population with lots of children and therefore designed to be selective. It was a population with no foreigners. Sure, some people grew up speaking dialect and they were typically left behind without much forethought. One significant figure with which to begin trying to understand our problems is the final result of the education system, i.e. the percentage of university graduates. Among OECD countries, Italy has the fewest, together with Romania: less than 30% of young adults achieve this milestone. Other countries with low birth rates, like South Korea and Japan, are at 60-70%. Now, 30% university graduates could even be enough if the young population was very large. However, given that there are so few children and youths, the number of university graduates today really is an insufficient minority for a modern country.

We need to envisage a school system which, like in other low birth rate countries, seeks to include everyone at least until the age of 18. Perhaps a secondary school with a unified approach, maybe with one or two subjects chosen as options, through until the legal age. (One very Italian problem is the myriad of specialisations of upper secondary schools: if for some reason a child has to change school during their upper secondary studies, perhaps because their parents have been relocated, they are highly unlikely to find the same specialisation in the school they move to.)

We have to invest more per capita in these few youngsters. Just like in South Korea, where very few children are born but everyone studies. Our system, meanwhile, is still based on the Gentile Reform. In 1923, when life expectancy was around 50, at the end of primary school it was decided whether a child would continue to study or would begin training for a profession. Today this decision is taken at the end of lower secondary school even though the Constitution says that compulsory schooling must last at least eight years: it is this “at least” that we have forgotten about.

Three out of four lyceum graduates enrol at university but only one in four graduates of vocational schools make the same choice. To be more like a country like South Korea, we need all of our children to attend schools that provide a lyceum-type of education that can prepare them for going to university.

Foreign students are also concentrated in the wealthier areas of the country, in central and northern Italy, where their parents find work. They tend to go to vocational schools after which they are unlikely to continue studying. If this student population isn't encouraged, afforded more consideration, taught more extensively, it will remain undereducated. What will they be able to do? We haven't educated them sufficiently, we haven't given them their citizenship... They won't be very happy with their prospects. Demographic change must lead to courageous school reforms.

If we don't look after our young a bit better can we expect to see many of them going abroad?

Yes, this is already happening, and not just among Italians from more comfortable backgrounds. In the Invalsi tests, foreign students pay the price, if we can put it like that, in subjects like Italian where they are generally behind. Is this just responsibility of their

families? If at the end of lower secondary school a student still doesn't know Italian, isn't this also the school's fault to some extent? In mathematics they are not so far behind and in English they are well ahead of their Italian peers. Generally bilingual, they often have an aptitude for these subjects, a factor that can easily lead them to emigrate if we don't invest more in them.

It seems like we are wasting a lot of our youth.

For the way our school system is structured at the moment, a student must be very bright or have a family behind them to support them. In sport, boys and girls displaying some level of talent are normally signed up by sports clubs at the end of lower secondary school. The same can't be said for the many young men and women who, at the end of the same educational stage, are advised to opt for a vocational school: a road that almost always removes the possibility of attending university further down the line. The handful of foreigners who take the plunge and attend a lyceum also often fail to finish because at the first sign of difficulty they don't have families that are able to help them and pay for a few private lessons.

Are there examples of countries that have recovered from similar situations?

Yes, Germany. Until recently, it had a very low birth rate and schools were only open in the morning. Educated women either didn't have children and worked, or stopped working to look after their children. A coalition government implemented Scandinavian measures: they extended school hours, reduced the summer holidays, and in some Länder they cut the length of upper secondary school by a year. Right across the country all children of one and over were given the right to attend nursery on the premise that as well as enabling mothers to go back to work, it is also good for children as it enables foreign infants to start learning the language right away, a powerful way of reducing inequality. From being in a situation similar to our

own, in Germany couples now have an average of 1.5 children: less than in France but much better than Italy. It is no coincidence that the area of Italy that comes closest to these rates in Bolzano, a city that generally tends to imitate German policies. Obviously it will take a long time and a lot of patience. The politicians that implement good demographic strategies will not see the results of their actions in one legislature also because children have that pesky little habit of taking nine months to come into the world, and before that they need to have parents who decide to conceive them. Impromptu measures like the €1000 baby bonus, granted once every four years, are not enough to be able to take such important decisions. Progress has been made: the "assegno unico" – the single state allowance – is a step in the right direction, but we are still behind when it comes to nurseries. It is also necessary to have lots of resources. When it started out on this path, Germany had half the public debt of Italy. And in our country, the fact that we have invested more in the elderly than in the young has also meant that the public debt has not been reduced.

How will the prospects of the new generations change in a country with increasingly fewer young people and a growing elderly population?

What are the risks and opportunities?
A country with so few young people, many of whom uneducated, is a nation where few new companies are opened. We clearly need to provide more opportunities for youth enterprise. Career paths in our existing companies, mainly small-medium in size, for the most part revolve around seniority rather than merit. It is something of a paradox that this is the only inequality accepted by everyone in Italy, also by unions: it is viewed as only right that those who have worked for a company the longest are paid the most, irrespective of productivity. Although unemployment today is very low, Italy has the lowest percentage of workers in Europe because there

are relatively few companies and they do not increase employment. There is still the idea that "small is beautiful". In the meantime, other countries are growing faster and our youths are voting with their feet, going elsewhere where conditions are more attractive.

"We need to envisage a school system which, like in other low birth rate countries, seeks to include everyone at least until the age of 18."

In conclusion, what is the recipe for a school suited to the demographics of our country?

We should copy the Nordic countries where, to reduce inequality, schools have long hours, homework is done in class and not at home, where the family takes priority, summer holidays are shorter and education is important but also focused on results. Demographic changes require us to rethink the future of schooling, to make brave reforms, perhaps constitutional changes, that are not influence by political affiliations or divisions. Also because other countries are making progress and we can no longer say that Italy is a manufacturing country that doesn't need university graduates.

Francesco Billari is professor of Demography and since November 2022 rector of Bocconi University of Milan, having covered the role of Dean for Faculty. He was lecturer at the University of Oxford and the Max Planck Institute for Demographic Research. His main interests are fertility and family change, the transition to adulthood, life course analysis, population forecasting, digitalisation and demography and comparative studies. His works have been published in leading scientific journals on demography, economics, epidemiology and public health, geography, sociology, and statistics. With his five children, he has challenged the country's demographic trends.





03
Our identity



Our history

2019

Be for Education Foundation was established on 22 November 2019 on the initiative of Marina Nissim, Chairwoman of both the Foundation and of Bolton, and began operating in 2020, focusing from the outset on education.

The Nissim family have been active in philanthropy for many years through their support for culture and scientific research, culminating in their decision, already over a decade ago, to devote themselves to the issue of education. Created with the goal of organising and making the philanthropic activities of the family more professional, the Foundation therefore represents the evolution and the consolidation of a commitment undertaken many years ago: to support schools and, more generally, the education system in promoting knowledge and learning, combating educational inequalities, and developing the potential of every individual, operating with professionalism, independence and a willingness to experiment.

Over the years we have worked to give Be for Education Foundation its own identity and role, both in the school and research sector and in the world of Italian philanthropy; to achieve this we have adopted a number of founding principles, shared since the outset with the founders and enshrined in 2025 in the new 2026-2028 Strategic Plan.

2021

With regard to activities to support schools, particularly in vulnerable contexts, we launched our first major project back in 2021: support - over a decade-long period - for the creation and development of the EduQa school in the Quartieri Spagnoli neighbourhood of Naples, designed and organised according to a strict educational approach, inspired by the pedagogical ideal of the Freinet model, with the important added factor of its specific focus on the environment, an unavoidable subject now if we really want to take care of the future. EduQa currently welcomes 600 children in its nursery, infant, primary and lower secondary schools and represents, in the specific context of the Quartieri Spagnoli and together with the activities of the Foqus Foundation, an important educational, social and cultural institution.

2022

In 2022 we launched the “Masi” Programme (from the Greek for “together”) in Palermo, a wide-reaching initiative which, through the concept of interprofessionalism, i.e. the joint presence of teachers and educators in class during school hours, aims to enrich the educational offering of three state comprehensive institutes in the city, in close collaboration with three third-sector entities.

2023

In 2023 we strengthened our investments in Knowledge Development activities, with the launch of the Fourth National Survey on Italian Teachers, which will conclude in 2026, and in Dissemination activities, with the introduction of the Learning Curve, our editorial initiative designed to help spread and improve knowledge on lots of issues connected with education, giving a voice to teachers, to experts in different subjects and to various stakeholders in the world of schooling.

2024

In 2024 we launched our first Programme entirely dedicated to the 0-6 age range with an initiative focused on the Metropolitan City of Milan that aims to support the educational offering of 23 non-profit nurseries in the private sector. Completing our interest in the 0-6 segment, we also began a research study together with Openpolis to investigate the state of early childhood services in the 14 metropolitan cities of Italy.

2025

In 2025 we also extended the “Masi” Programme to Rome, in two state schools in Acilia.

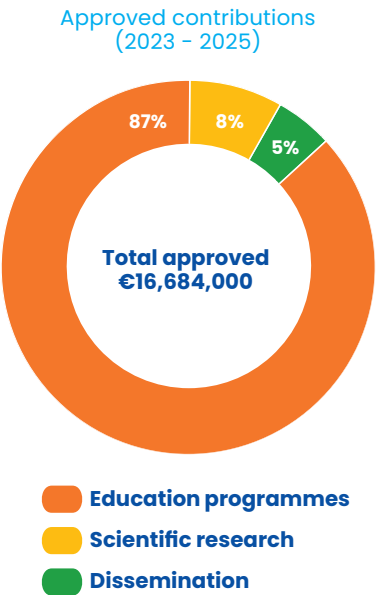
Promoting and helping ensure the continuity of an important National Recovery and Resilience Plan initiative, we launched the Mentoring Programmes, with the first schools to benefit identified in Rome, Palermo and Gela.

We intensified our work for the 0-6 range by collaborating with and supporting the Centro per la Salute delle Bambine e dei Bambini (CSB) with a series of initiatives aimed at strengthening the integration of education, social, health and culture services targeted at families with children in the 0-6 age bracket.

During the year we also chose to change the name of the Foundation from the previous “Bolton for Education Foundation” to “Be for Education Foundation” to further emphasise its nature as a family foundation and, therefore, its independence from the business interests of the Bolton Group which, as requested by the family, in any case continues to make annual donations. The new name also confirms the centrality of education in our strategies.

Our strategies

Overview of 2023–25 Strategic Plan



2025 marked the end of the three-year Strategic Plan for 2023–25 during which time we gradually redefined the activities of the Foundation to bring a greater level of specialisation to our work.

Sole focus on schools and education

Compared with the targets and the action areas identified at the start, which also included activities of general interest and emergencies, the relative weight of education activities went from around 60% in 2020 to 100% in 2024, marking the transition to a specialised Foundation solely focused on education.

Education programmes, research and Learning Curve at the centre

Of the three strategic action areas, the Education Programmes confirmed their centrality, absorbing around 87% of the budget dedicated to institutional activities over the 3-year period. The Scientific Research and Dissemination activities also gradually acquired more importance, accounting for the remaining 13%.

Strengthening of staff and skills

In accordance with the Plan, in the 2023–25 three-year period there was a gradual increase in internal staff, which rose from 2 to 6 resources, as well as support from various external collaborators. The increased staff size resulted in an increase in the Foundation’s management costs – in both absolute and relative terms – but at the same time guaranteed the arrival of new skills, enriched the Foundation with new professional expertise and different viewpoints, and enhanced its ability to directly manage the projects.

The new 2026–2028 Strategic Plan

Mission

We aim to support schools and, more generally, the education system in promoting knowledge and learning, combating educational inequalities, and developing the potential of every individual, operating with professionalism, independence and a willingness to experiment.

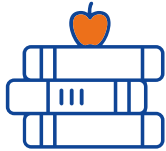
Goals

To become a leading philanthropic actor in the Italian education sector, focusing on:

- combating early school leaving and educational inequalities;
- promoting pedagogical models and teaching practices tailored to the different needs of today’s schools;
- promoting the role of teachers and educators.

Action areas

The strategic action areas, which represent the ways we would ideally like to achieve our goals, remain consistent with those of the previous three-year period but with a better definition of their distinctive characteristics and with the substantial absorption of part of the “Internal Know How” and communication activities in the “Dissemination” strategic action area.



EDUCATION PROGRAMMES

Creation, development and promotion of education programmes in the world of schools and education through:

- initiatives involving significant financial and organisational commitments** focused on priority areas of interest;
- funds and projects of limited organisational impact**, to quickly respond to the needs and problems of Italian schools;
- experiments** to test the efficacy of potentially scalable intervention models;
- Core Support initiatives, Capacity Building and unconditional donations** to specialised and authoritative Non-Profit Organisations.



SCIENTIFIC RESEARCH

Contribution to the generation of knowledge about the world of education through:

- academic research**: systematic funding of academic research projects on topics of interest;
- research and PhD grants**: funding of grants to carry out research or PhDs at universities with which we collaborate;
- “data-oriented” research**: funding of non-academic research on quantitative analysis and data;
- assessment, modelling, manuals and toolkits**: funding of studies aimed at assessing, modelling and formalising manuals and toolkits for our Programmes and those of other operators.



DISSEMINATION

Contribution to promoting reflection and debate around education through:

- Learning Curve**: consolidation and development of Learning Curve as an additional voice in the world of Italian education;
- Publishing**: moderate but systematic presence in the world of specialist and/or informative publications on education and teaching topics;
- public initiatives** to disseminate and/or investigate issues in which the Foundation has specific expertise and/or interest, in partnership with high-profile organisations or through participation in important events discussing education and philanthropy;
- institutional communication activities**.

Our operating principles

In the belief that, when it comes to philanthropy, “how we work” is just as important as “how much we donate” or “what it is used for”, our aim is to adopt an everyday working method that underlines our trust in certain operating principles which we believe to be important and which we would like to permanently guide our activities.

We also pursue this objective thanks to our knowledge and in-depth understanding of the operating principles that shape philanthropic practices. In fact, for some time there has been an extensive body of literature on these topics and a continuous supply of articles, papers, studies and assessments which, until a few years ago, was produced exclusively in English-speaking nations, historically more advanced and more interested in theoretical reflection on philanthropy.

The operating principles that we view as important for qualifying our actions can be summarised as follows

1

Focus

We recognise the value of focusing on a single topic – in our case education – in order to develop and build technical and methodological competence, know-how and understanding of the ecosystem in which we operate, essential elements for working in an informed and professional manner; for the same reason, we have chosen to gradually concentrate our efforts on a smaller number of financially and organisationally more significant Programmes.

2

Professionalism

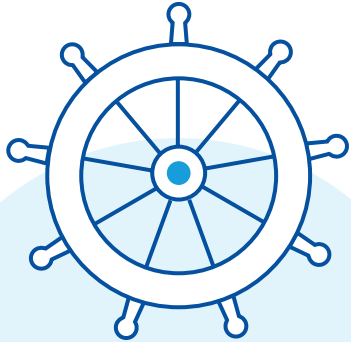
We understand that philanthropy is a complex and delicate undertaking that requires a professional approach, continuous updating on philanthropic practices and social issues, and the continuous development of technical knowledge and skills, in our case, particularly with regard to the world of schooling and the world of education as a whole.

3

Long-term horizon

We are aware that taking action in areas of social vulnerability on such an important topic as the improvement of schooling and the broader education system requires time (5 to 10 years, maybe more) and professionalism. There are no short-cuts or easy wins, it can only be achieved with perseverance, commitment, patience and good faith, working alongside our partner school communities and non-profit organisations.

In recent years, these reflections are also beginning to gain traction in Italy thanks to the publication of numerous expert contributions, accounts of experiences – often critical – by third-sector entities, sometimes genuine denouncements of traditional philanthropic practices perceived as burdensome or oppressive, as well as the testimonies of organisations experimenting with new ways of working and collaborating with funders. A key role in the process has also been played by Assifero (the Italian association of foundations and philanthropic organisations), whose commitment and activism has significantly contributed to advancing the public debate while at the same time confirming its standing as one of the most authoritative voices on these topics.



4

Strong and direct involvement

We recognise the value of operating according to personalised action models, conceived and developed internally and/or in collaboration with expert organisations from the voluntary sector, or inspired by evidence-based experiences; as such, we do not intend to use competitive procedures to select and finance our Programmes, also to avoid aspects like the competitiveness, dependence, excessive standardisation, equal treatment, rigidity and length of the administrative procedures that competitive bids often entail.

5

Flexibility

We recognise the value of operating flexibility, of pinpointing and admitting mistakes, and of making continuous changes and improvements to Programmes, cooperating with all parties involved to identify areas for development and improvement.

6

Non-hierarchical relationships

We recognise the importance of establishing non-hierarchical relationships based on good faith and recognition of the value of different roles with third-sector entities, as well as the need to be aware of the traditional power imbalance between funders and those who receive funding; this principle is also reflected in the minimisation of administrative costs, the full coverage of all expenses sustained for joint initiatives, and the making of early payments to avoid indebtedness or external funding costs.

7

The value of data

We understand how collecting quantitative and qualitative data in our Programmes has strategic importance in terms of guiding our actions, understanding our results and acting as an essential basis for operational flexibility.

Our Stakeholders

In virtue of our philanthropic activities, we have numerous stakeholders with whom we, as the Foundation, interact on a more or less frequent basis. As part of the continuous improvement of our relationships as well as our open, honest and constructive dialogue with our stakeholders, we strive to involve them in our activities and in the definition of our initiatives and approaches.



Children and youths

Children and youths, particularly those who live in the most vulnerable conditions, are our most important stakeholders, both in ideal terms and in the concrete activities we undertake every single day. Indeed, they are the final beneficiaries of the majority of our education programmes, the core institutional activity of the Foundation.

Teachers, educators and school staff

Headteachers, teachers, educators and, more generally, all school staff – beating heart and key component of the Italian education system – are key stakeholders who we promote in all our initiatives and with whom we maintain a constant dialogue.

Non-profit organisations

The non-profit organisations and third-sector entities that operate in schools, extra-curricular activities or other social initiatives for communities via collaboration with the Foundation are a fundamental reference point for us. For us, playing an active and constructive role in the philanthropic ecosystem also means cooperating with qualified partners that share our vision, with whom we can undertake long-term projects that generate positive, concrete and measurable impacts. This is why we are committed to supporting our partners, not only through disbursements linked to single initiatives, but also through long-lasting relations, providing our assistance when deemed useful for structuring and reinforcing their operating capacities.

Communities, civil society and families

Reference communities and families, particularly in more vulnerable contexts, represent another important stakeholder for the fundamental educational role they play with regard to children and youths.

Academia and specialist research centres

Universities, research laboratories and organisations and, broadly speaking, all branches of academia that carry out investigations, studies and research on the world of schooling and educational issues are all valued stakeholders with whom the Foundation interacts continuously, both to strengthen its own competences and internal know-how and as a partner in knowledge-sharing initiatives on education issues.

Our people

Our people, each with their own different experiences, skills and sensibilities, are a strategic asset on which we place great importance. In addition to the General Manager, a senior resource with extensive skills in the world of philanthropy and tangible experience in setting up and managing foundations in Italy, as of 31/12/2025 the Foundation has five employees, one with a management position. Over the year we also benefited from the support of numerous external professionals, who provide valuable support in the operational management of our Programmes.

Donors

Finally, our reference stakeholders also include our donors who, through their contribution to the Foundation, make it possible to pursue the “mission” and targets we have set ourselves.



04
Our initiatives

Below is a summary of the main initiatives active in 2025, broken down according to our Strategic Guidelines

Education programmes



The Masi Programme, which takes its name from the Greek for “together”, is focused on interprofessional in-class collaboration, i.e. the presence of educators in classrooms during school hours to support and complement the work of the teachers. An approach pursued with the threefold goal of promoting wellbeing at school, strengthening relations and improving the quality of the learning of children, contributing as a whole to preventing the risk of educational failure.

Through Masi, we are trialling an action model in Palermo and Roma that should help schools address the many everyday challenges of education, particularly in more disadvantaged and socially and economically vulnerable areas.

The interprofessional collaboration takes place on a daily basis between the teachers of the comprehensive institutes involved and the educators of local non-profit organisations, bringing innovative, engaging and workshop-based teaching



methodologies into the classroom.

With the support of the school headteachers, who have accepted the challenge of interprofessional education in the classroom and who actively strive to support it in school life on a daily basis, and thanks to the commitment of teachers and educators in co-planning the educational activities, long-term joint activities have been launched in classes with the aim that these become a permanent part of the educational offering of the five institutes.

The Masi Programme has various different underlying theoretical and pragmatic frames of reference, two of which are particularly worthy of note: the recommendations of the Group of experts promoted by the Italian Ministry of Education in 2022 for the allocation of National Recovery and Resilience Plan (NRRP) funds, and the extensive experience gained from the Turin-based “Provaci ancora, Sam!” project by Fondazione per la Scuola.

Masi – Palermo

Launched in the 2023-24 academic year with a long-term horizon, the Programme aims to bolster the educational offering of 3 state comprehensive institutes (I.C. Lombardo Radice, I.C. Maneri Ingrassia Don Milani, and I.C. Sperone Pertini), consisting of 22 schools attended by approximately 3,400 infant, primary and lower secondary school pupils.

The Programme is based on the close collaboration between the schools and a number of local non-profit organisations (Centro d’Accoglienza Padre Nostro, Mare Memoria Viva and Per Esempio), whose educators are now a fully-fledged part of the educational offering of the three institutes.

Below are a few figures that summarise the broad commitment of the Programme during its third year (academic year 2025-26), in which:

- 112 classes were involved;
- over 1800 pupils benefitted from the project;
- 64 educators of an average age of 36 were involved on an ongoing basis;
- over 45,000 hours of classroom activities were delivered during school hours in the presence of the teachers;
- an average of approximately 10 hours a week of activities were provided for every class in the presence of both educators and teachers, from the 4th year of primary school to the 3rd year of lower secondary school, in all classes of the three participating comprehensive institutes.

The Programme also provides training activities for teachers and educators on the topics of interprofessionalism, teaching innovation and the teaching of mathematics. In the 2025-26

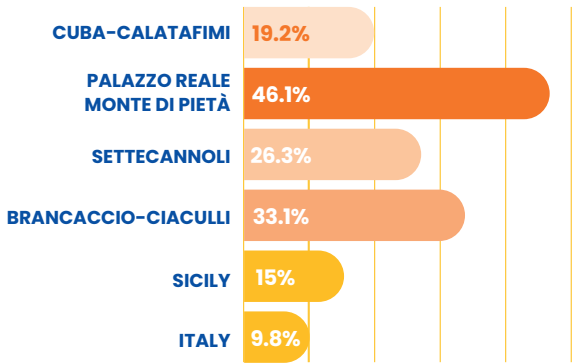
school year, a total of 19 training sessions, totalling 56 hours, were delivered to over 300 teachers and educators.

Systematic data collection activities, focused on contextual elements, activities performed and observable outcomes, also continued; particular emphasis is focused on this action which we undertake with the aim of:

- guiding our intervention and making it more effective and targeted;
- promptly identifying any significant phenomena, making it easier to take effective action;
- monitoring developments over the medium to long term;
- sharing reports and aggregate quantitative information with our stakeholders.

With school year 2025-26 the first three years of the Programme comes to a conclusion and it is therefore possible to define the prospects for its continuation, which in any case will be determined following a meeting and joint decisions with the schools and non-profit organisations involved. The complexity of the educational contexts in which Masi operates in Palermo – though different for each school, institute and stage – together with the complexity of the organisational structure required to develop actual interprofessional teaching in the classroom, are confirmation of how the first three years represented an indispensable base on which to now construct a medium- to long-term strategy, essential not only for reaping the benefits of the activities but above all for establishing consolidated expertise, practices and operating guidelines within the schools and professions involved.

% of early school leaving in 2024 in the neighbourhoods in which Masi is active



In depth

In the neighbourhoods of Palermo in which Masi is active, the **early school leaving rate**, i.e. the percentage of young adults between 18 and 24 whose highest qualification is a lower secondary school diploma and who are not enrolled on any study course, **is one of the highest in Italy**.

Compared to the Italian average of 9.8% and the Sicilian average of 15%, among the most critical at national level, **the**

neighbourhoods in which the schools that run the Programme are located have early school leaving rates of between 19% and 46%.

The situation is most critical in the suburban neighbourhood of **Brancaccio-Ciaculli** and in the **Palazzo Reale-Monte di Pietà** neighbourhood.

Source: ISTAT – Statistical annex of the Parliamentary committee of enquiry on the safety conditions and state of degradation of cites and their suburbs (16 December 2024).



Master’s in ESPEDA (Expert in education and teaching processes at school)

As part of the Masi Programme in Palermo, in 2025 we launched a partnership with the Department of Educational Sciences of the University of Turin which designed an ad hoc training course to provide the educators involved in the Programme with the skills required to plan and carry out educational projects in the schools. Offered free of charge, the training course was attended

by 51 educators. With 30 hours of in-class training and workshops, each participant acquired 6 University Training Credits (Crediti Formativi Universitari, CFU). In addition, 9 of the 51 educators that took part decided to enrol on the complete training course, obtaining the qualification of 1st level University Master’s.

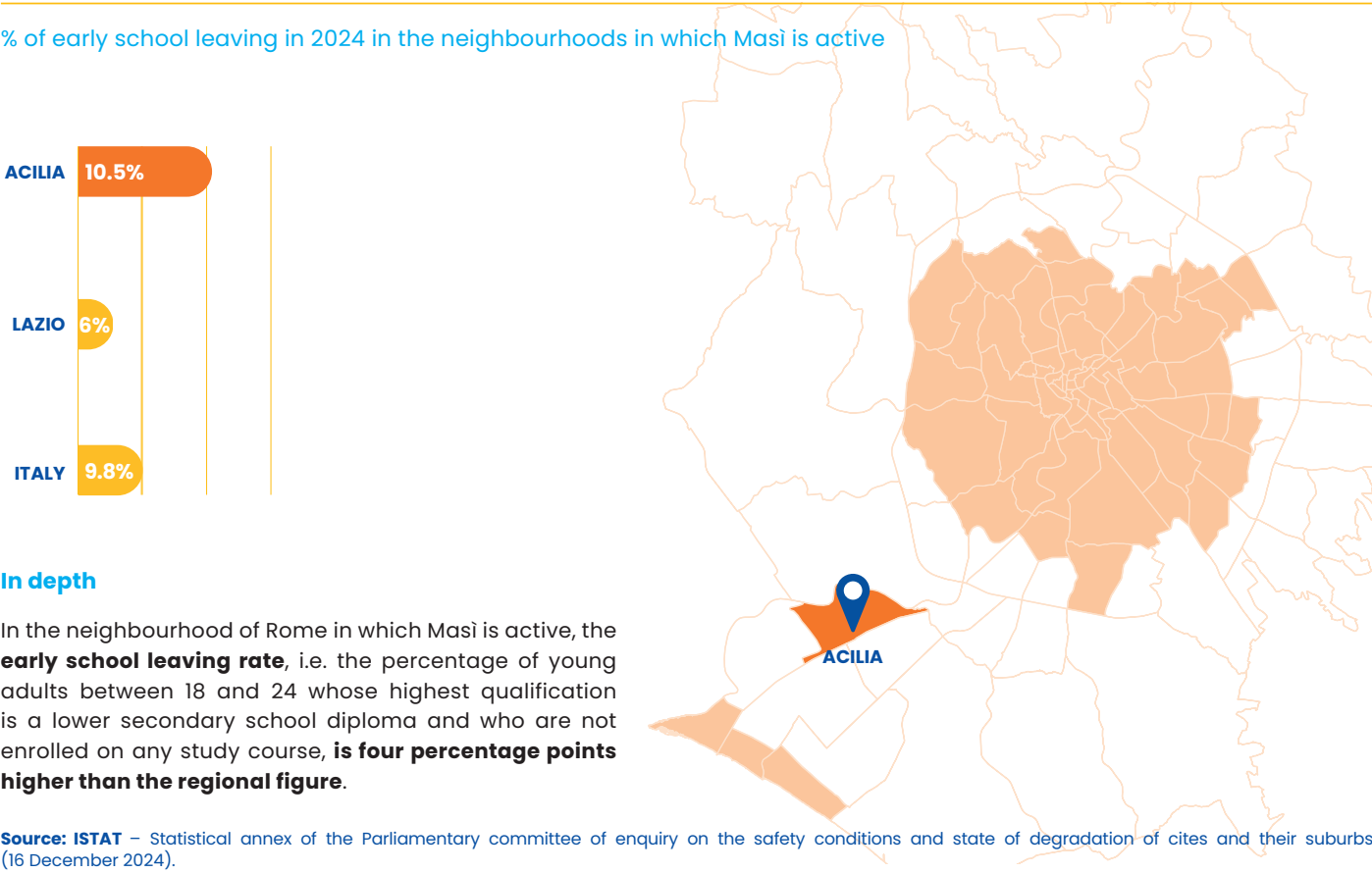
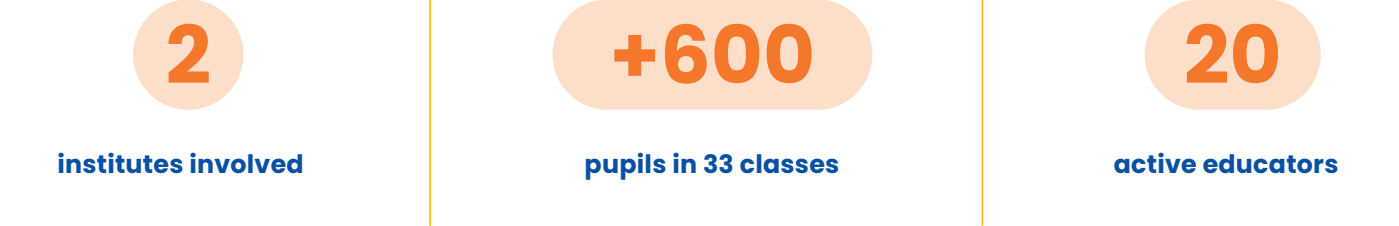
Masi – Rome

Given the positive feedback from those involved in the implementation of Masi Palermo, the experience acquired and the opportunity of optimising the resources utilised, in April 2025 we decided to launch, in collaboration with Fondazione Paolo Bulgari, the preliminary phase of the Masi Programme in the city of Rome.

Two schools were identified during the preliminary phase, I.C. Aristide Leonori and I.C. Carotenuto, within the urban area of Acilia, in the Municipio X district of the Municipality of Rome, to the south-west of the capital.

The two comprehensive institutes identified Futura and Assistenza e Territorio, already formed and operational for years in the Municipio X district, as the two cooperatives with which to carry out the Programme.

After participating in the training provided before entering the classroom, the 20 educators involved in developing the Programme spent an average of 8 hours a week with each class. For the 2026-2027 school year the Programme is expected to undergo structural expansion to increase the number of classes and probably also increase the number of hours spent by the educators in the classes.





EduQa, a flagship initiative of ours, is a leading school with strong environmental focus that we have aided financially since it was opened in 2021 with the goal of supporting its development in the first 10 years of its life. Located in the middle of the Quartieri Spagnoli neighbourhood in Naples, EDUQA is founded on the principles of active learning, taking particular inspiration from the model of French pedagogue Célestin Freinet, combining it with a new form of environmental awareness and expertise. As well as providing top-quality education services and teaching, its goal is to make the environment and its transformations part of the everyday lives of the school and the children, a generation whose individual behaviours, activities and political initiatives will have to revolve to a large extent around safeguarding the environment.

This approach enables educators and teachers to make environmental issues part of all education activities on a daily basis, using, to this end, specifically designed learning environments - the Garden-Lab, the science lab, the social garden - which are also made available to parents and local residents to encourage increasingly engaging educational practices and construct informed and cohesive communities around the school and the environment.

The new professional profile of the teachers therefore becomes the bridge between the negligence and lack of awareness of the previous generations and the needs of the future; thanks to a specific training programme on environmental issues, further enriched by participation in the UNESCO Greening Every School programme, the profile the school wishes to create is that

of teachers which are able to promote the acquisition of the skills, values and attitudes that enable children and youths to address climate change and broader environmental questions with different tools, knowledge and competences.

At EduQa, therefore, environmental issues and culture are not a topic to be included occasionally in the standard curriculum but a special additional subject taught at every level that reflects the importance it places on the environment.

After the redevelopment work on the site was finished and the opening of the main entrance to the school from Piazza Montecalvario was constructed in summer 2024, an urban regeneration project designed and carried out in collaboration with the Municipality of Naples, in school year 2025-26 EduQa reached the expected figure of 600 pupils in the different stages of the school, all of whom attend full time, broken down as follows:

- 74 children enrolled in the nursery;
- 183 at the infant school;
- 285 at the primary school;
- 52 at the lower secondary school.

The teaching staff in school year 2024-25 was composed as follows: 56 teachers, of which 82% between 25 and 45 years of age, who benefitted from a total of 1,192 hours of training; 21% of these training hours were non-compulsory. Finally, 21% of training hours were dedicated to environmental sustainability topics.

1

Garden-Lab with plant species
and various spaces for lessons on nature
and the environment

4

schools
(nursery, infant, primary and lower secondary)

2,700

m² of indoor space and 400 m²
of restored green space

600

children

10 YEARS

project time horizon

Capacity building

In line with an increasingly widespread trend in strategic philanthropy, we have decided to supplement our social projects with activities to improve the organisation of the partner NPOs with whom we collaborate. Through capacity building programmes, we promote the development of administrative and management skills, facilitating

the attainment of improved levels of effectiveness, sustainability and robustness over time. To this end, we have promoted a trial project aimed at the FOQUS Foundation and Imprese Sociali Dalla Parte Dei Bambini with the aim of reorganising their administrative processes and consolidating their economic and financial management.

Building the future in the middle of Naples



Education as a force for change

Interview with **Renato Quaglia**, General Manager of FOQUS. His most recent book is *"Il laboratorio della città nuova", Rubettino 2005, with preface by Roberto Saviano.*

There is a place in the middle of Naples, in the Quartieri Spagnoli district, where a completely one-of-a-kind urban regeneration experiment is taking place. As Renato Quaglia tells us, FOQUS – Fondazione Quartieri Spagnoli is an organisation that has chosen to inhabit the empty spaces of an old monastery to fill them with meaning, opportunity and, most of all, education. Founded in 2014 against the backdrop of lots of new active citizenship practices across the country, the initiative has taken a specific approach: rather than limiting itself to creating "social effervescence" or launching a new short- or medium-term project, its aim is to lay the foundations for lasting change.

When did the idea for FOQUS come about?

At the start of the 2010s lots of projects in Italy were launching **active citizenship practices**. Non-ideological and pragmatic practices that seek to provide answers to old and new questions that emerge in the most marginalised areas of cities. Once upon a time these areas were the suburbs, the places where cities ended and the undeveloped country began. Now, **marginalisation can also be observed in the middle of historic centres**, confirmation that it is the urban model of the 20th century that has become anachronistic and needs to be rethought.

Like in the Quartieri Spagnoli neighbourhood in the middle of Naples, for example?

The Quartieri Spagnoli – created in the XVI century to accommodate the Spanish army that occupied the city – is an area with a population density comparable to that of Tokyo but marked by **unemployment, widespread illegality**

and early school leaving. Here, one in three children between 8 and 14 drop out of school early, a choice that condemns them to a permanently precarious future or, worse, to illegality and recruitment by the mafia.

Our actions are based on the underlying belief that though there may be many reasons behind it, the common denominator of **social distress** is **educational poverty**. It is the lack of tools to understand, interpret and address reality with critical spirit that prevents people from freeing themselves from their condition. For this reason, we planned to begin with **children and their families**, proposing a medium- to long-term project designed to produce tangible results and alleviate the perennial state of emergency in which many families find themselves.

With this in mind, we focused on our attention on the **large 16th century monastery in the Quartieri Spagnoli**, which for centuries had played a key

"It is the lack of tools to understand, interpret and address reality with critical spirit that prevents people from freeing themselves from their condition."

social and educational role in the area. Transformed into the Istituto Montecalvario, in recent times it had reduced lots of its activities and had the energy sucked out of it. Then, in 2013, the sisters of the congregation The Daughters of Charity of St. Vincent de Paul and St. Louise de Marillac, now old and without any prospect of passing on the baton to a younger generation, leased it to the social enterprise **Dalla**

Parte Dei Bambini founded by Rachele Furfaro, which, since 1985, has run schools inspired by the **collaborative pedagogy of Freinet** (but also Dewey, Vygotsky, Montessori) developing, in its nurseries, infant, primary and lower secondary schools, an original model tailored to the vulnerabilities of Naples.

How did you get started?

The real beginning was the first few walks we took inside the gutted building, a derelict 15,000-square metre space that needed redeveloping, **a physical void but also a place completely devoid of content, an ethical and civil vacuum in the middle of the city**. To fill it we adopted two strategies. Firstly, **we listened to the people that lived in the neighbourhood**, we began to speak to them in depth, to interrogate them, to try and understand the main problems, how to address them, in what conditions they lived, what their backgrounds were, what could be done to help them take back control of their lives. At the same time, **we observed what was happening in the world**. From Paris to Amsterdam, Vienna to Johannesburg, we analysed the many different projects – social, not just construction – that had been launched and continued to be launched at the start of the new millennium. On the basis of these conversations, these studies, this information, we began to hone our skills: a process that has no end.

How did you continue?

A second stage – both symbolic and concrete – focused on **inclusiveness**, which has always been one of our hallmarks. The monastery had a **large grey door** – similar to that of the prison of Poggioreale – that the sisters always kept closed. We painted it green and opened it to everyone, exposing

ourselves to the risk of encountering others.

What goals did you set yourselves?

Although education is the focal point of our project, its common thread, we adopted a systemic approach that addressed various areas – culture, production, social aspects, services. To do this, we turned to the **new generations**. We involved around a hundred youths, for the most part unemployed, encouraging them to develop their projects. We examined lots of them, some of which improbable, others more sustainable, discussing their feasibility together in great detail. The first to see the light was the work of **a group of young women who wanted to open a nursery**. Given that 10% of all children in Naples live in this neighbourhood, we supported them, sending them to study at Reggio Children and offering them a year of training under the tutelage of Rachele. Today they are a cooperative of 19 women whose nursery welcomes 58 children from the neighbourhood and outside. The same process was followed for the **Argo habilitation centre**, which today provides services to over eighty adults and youths with cognitive, autistic, psychotic and neurodivergent disabilities. And which has recently been enriched with a co-housing residential project, the 'house of the argonauts', which runs courses focused on independence, socialising, training and employment. The underlying principle of FOQUS is that **those who have can help those who don't have**. In fact, the quality of the services we propose in all areas attracts families from other parts of the city. Let's take our schools as an example. Families that can count on a certain income pay a fee commensurate with what they can afford, enabling us to offer the same service for free or at a 60% discount to children whose families can't afford it. This helps to create **social integration at source** with children from

different social backgrounds able to receive an education that is up there with the best in the city.

So there is no education without inclusion then?

That's right, inclusive and transversal education is the bedrock of the many activities of FOQUS. The FOQUS which organises catering, cooking, pastry courses; which encourages women that come from different communities and speak different languages to meet in the neighbourhood; which every summer organises an open-air cinema for the whole city; which has an agreement with Feltrinelli bookshops to present books in its spaces; which hosts the Istituto Cervantes, branch of the Academy of Fine Arts of Naples, Consorzio Forma, which provides professional training in the field of ecology, and the RFK International House of Human Rights. Education is always the primary goal of our activities.

"Inclusive and transversal education is the bedrock of the many activities of FOQUS."

The impression is that, just like educational poverty only triggers vicious circles, those who base their activities on education become a continuous engine and source of new opportunities.

That is perfectly true. Thanks to Be for Education Foundation, we opened another 5000 square metres of the former convent that had been abandoned for over a century. We redeveloped and expanded the space, almost doubling the number of children and youths who, from the nursery to the primary and the lower secondary school, benefit from our activities. Taking advantage of the new spaces, we have also been able to give the content of our education project a very contemporary feel, a very important

factor in what is one of the most anthropized neighbourhoods in Europe. Opened three years ago, the **new school** is called **EduQa** ("educazione quartiere ambiente" – education neighbourhood environment) and **focuses closely on the environment**. We aren't just talking about an hour of civic education a week but an approach that permeates the entire educational DNA of the school. The teachers are involved in **a continuous training programme** with experts from the National Research Council (CNR) and various Italian universities that covers issues like the climate crisis, sustainability and the circular economy. Thanks to the incredible support received, which guarantees us a financial commitment but also a commitment in terms of construction and strategic and operational management for ten years, this innovation is gradually rubbing off on the entire FOQUS education system, steering all of the pre-existing schools towards the environmental culture and demonstrating how change, when substantial and not fleeting, can become self-propagating and continue in time.

Renato Quaglia

Project manager, organisational director of cultural institutions, he is director of the FOQUS Foundation and the regeneration experiment of the Quartieri Spagnoli, in Naples; OECD analyst; lecturer in the Economics of Culture. He was director of Napoli Teatro Festival Italia; organisational director of the Venice Biennale; consultant for development projects in France, in the UK, in the Regions of South Italy. He is Chevalier de l'Ordre des Arts et des Lettres of the Republic of France.

Kalià

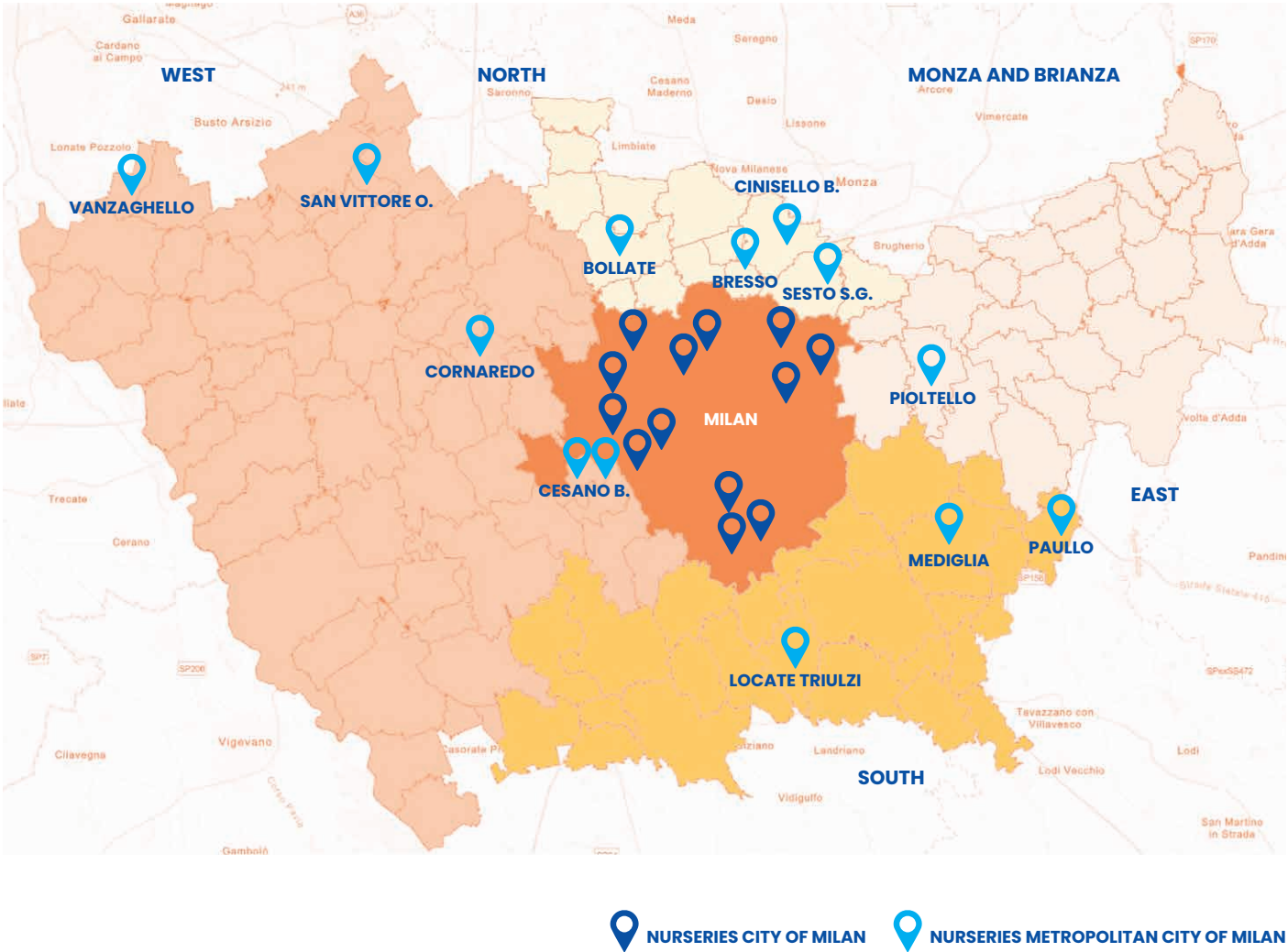
SPAZI DI CRESCITA
0-3

Kalià – Growth spaces 0-3

The Programme was launched in 2024 with the aim of offering non-profit nurseries in the Municipality of Milan the chance to access non-repayable contributions to strengthen their educational offering, supporting teacher training, the reorganisation of external spaces, small internal refurbishments

and the purchase of furniture and educational materials. Having involved 11 nurseries in the first year, the project branched out in 2025 to encompass 2 other nurseries in the Municipality of Milan and 13 in the Metropolitan City, focusing particular attention on services in areas of greater social vulnerability.

Facilities supported as part of Growth spaces 0-3



26

Nurseries involved

23

Managing authorities supported

+1,100

children that benefit from the project each year

+160

educators involved in teacher training programmes



Spazio Stella

Since January 2025 we have supported Spazio Stella, an experimental centre in Cologno Monzese for families with children aged 0-6. The service offers flexible play and socialising experiences, outside of formal infant education services, with the aim of involving families which, primarily for economic and/or cultural reasons, don't access traditional services.

Managed under licence from the Municipality of Cologno Monzese by Koinè Cooperativa Sociale, Spazio Stella is hosted in an unused portion of the Boccaccio school institute for 0-6 year-olds which comprises an infant school (100 places) and a nursery (40 places). The institute is located in the suburban Boccaccio neighbourhood, near the Stella area, a 1960s public residential complex consisting of six buildings (around 600 apartments and 3500 residents) and known for its high population density, significant migrant population and widespread urban decay problems.

Spazio Stella has pursued the following goals since its launch:

- enabling children of 0-6 from vulnerable backgrounds to access important educational experiences;
- helping parents, particularly those without adequate support networks, to improve their parenting skills and build networks of relationships;
- promoting participation in neighbourhood life.

Between January 2025 and June 2026, Spazio Stella's services – including the Early Childhood Centre (morning), the play space (afternoon) and the Spazio Cicogna, developed in collaboration with the family counselling clinic – were accessed by over 50 families.





Integrated System 0-6 (CSB)

Conscious of the importance of quality education services for children in the 0-6 segment, together with the Centro per la Salute delle Bambine e dei Bambini (CSB) - an organisation which for years has promoted experiences and intervention networks in the area of services for infants and support for parents - we have developed a three-year project with the aim of strengthening the coordinated system of support for parents in the first years of their children's lives.

Following in the footsteps of previous CSB experiences, the initiative is founded on the best international scientific knowledge and consists of three main activities:

- support for research and development activities on practical tools for assisting educators and operators that work with families with children of 0-6, carried out in collaboration with

the Department of Philosophy, Sociology, Pedagogy and Applied Psychology of the University of Padua;

- strengthening the CSB Competence Centre and national networks dedicated to services for infants and programmes of home visits;
- trialling two innovative projects involving, on the one hand, the introduction of the figure of the "network facilitator" in 3 Italian cities with the goal of promoting activities to integrate the different education, social, health and culture services offered to families with children of 0-6, and, on the other, the opening in 2 Italian cities of "community nurseries", with spaces and activities also aimed at families that don't normally access early childhood services.

Mentoring programmes

The mentoring activities are designed to provide bespoke support to students, particularly those at risk of dropping out of school early, and are based on the direct and individual relationship between the student and the mentor (teacher or external professional), who has the task of guiding, supporting and motivating the student throughout their education path.

Mentoring was introduced by the National Recovery and Resilience Plan as part of efforts to prevent and combat early school leaving.

In 2025 we created a Fund to support the continuation of the mentoring activities provided to 10 Italian comprehensive institutes in different cities, our goal being to reach 500 students by 2026. Each school was given funds to use for 50 individual

programmes for students that display particular vulnerabilities, whether motivational and/or in their subjects, who are at risk of dropping out or have stopped attending school. The courses will begin in spring 2026 with an average of 20 hours per programme.

The project was positively welcomed by all of the schools to which it was proposed with enough demand to fill the maximum number of planned courses, proof of the widespread popularity of mentoring activities. The aim with this initiative is to continue to recognise and promote the roles of those who, by working in direct contact with the student population on a daily basis, are able to accurately identify their needs, their vulnerabilities and possible preventive actions.

3
cities

500
student beneficiaries
of mentoring programmes

10
Comprehensive
Institutes

BE for "Scuole Aperte"

In 2025 we promoted a project aimed at the schools of Rome which, for different reasons, did not participate in the municipal "Scuole Aperte" programme for school years 2025-26 and 2026-27.

The Programme, which modified the approach of the initiative promoted by the Municipality, is focused on preventing educational poverty and helping to strengthen an extended school community capable of facilitating the active engagement of students and families.

As part of the Programme, schools were offered an economic incentive to organise afternoon, evening and weekend activities that extended school hours, introducing educational, culture and art projects to combat early school

leaving, promote inclusion, support students and families, and strengthen the role of the school as a hub of the community.

Designed and developed by the schools with the support of various local voluntary sector organisations, the activities will all be held outside school hours, giving the schools plenty of freedom in terms of the choice of content: art workshops to support schoolwork, cultural initiatives or educational psychology courses.

The Programme has been adopted by 4 comprehensive institutes in different neighbourhoods of the Rome suburbs, which proposed and are introducing a wide range of activities, workshops, initiatives and experiences to complement curricular activities.

Environmental education at Milan Science and Technology Museum

In 2025 we also continued to support the Leonardo Da Vinci National Museum of Science and Technology of Milan, Italy's biggest technical-scientific museum and one of the leading museums of its kind in Europe.

Opened during the year, the iLAB, a new permanent educational workshop, is an engaging and immersive experience for children over 9 that enables them to learn about systems, explore their characteristics, and reflect on the role of every element, including our everyday actions.

Opened on 19 September 2025 with an official ceremony, the workshop is an innovative project that emphasises the centrality of systems thinking as a fundamental tool for understanding the phenomena that surround us and facilitating the development of sustainable behaviour.

In parallel, the works to create the new permanent display area on the theme of water, which will open in 2026, also continued in 2025.



Joseph Nissim Primary School

Our long-term commitment to the Joseph Nissim Primary School, dating back to 2021, also continued in 2026.

This initiative regards the renovation, maintenance and expansion of the Kindergarten and Primary School by the Jewish Community of Thessaloniki (JCT).

The school is a leading institution endowed with advanced educational and creative technologies, and distinctive for its

inclusive approach, open to all children regardless of their religion and country of origin.

In December 2021 the school was named after the founder of Bolton, Joseph Nissim. Born in Thessaloniki, Joseph Nissim moved to Italy in 1948, where he began his long and important business career, distinguishing himself for his passion, ingenuity, curiosity and spirit of initiative until the age of a hundred.

School of Sustainability

Our support for the School of Sustainability (SoS), a project carried out together with Future Education Modena, a company that works to bring innovation to the world of education, also continued in the 2025–26 academic year. Now in its third year, SoS is one of the first education initiatives in Italy to address the topic of sustainability in an organic, interdisciplinary and contemporary way.

Through a free training and education course aimed at teachers and classes of lower and upper secondary schools, the initiative covers the main environmental questions via an interdisciplinary approach that integrates diverse knowledge and complementary perspectives. The project focuses particular attention not just on analysing the critical issues related to sustainability, but above all on exploring the possible solutions, developing the ability of students to critically analyse the world around them and to take action.



Scientific research

Fourth National Survey on Italian Teachers



After over two years of work, in 2025 the Fourth National Survey on the Living and Working Conditions of Italian Teachers, **the biggest ever national survey on the opinions and professional experiences of teachers at all educational stages**, came to a conclusion. The survey involved almost 10,000 teachers from around 400 institutes all over Italy, statistically a highly credible and representative sample of the Italian teaching body, providing a detailed and up-to-date snapshot of the working conditions, professional experiences and opinions that teachers have of their roles. Promoted and entirely supported by us, the survey was carried out by the University of Milan-Bicocca in collaboration with the IARD Institute, continuing a thirty-year tradition of surveys going back to 1990.

The research project was coordinate by Prof. Gianluca Argentin (University of Milan-Bicocca) and involved a large group of academics from different Italian universities. The survey involved almost 10,000 teachers from around 400 institutes all over Italy, providing a detailed and up-to-date snapshot of the working conditions, professional experiences and opinions that teachers have of their roles.

Thanks to comparisons with the three previous surveys conducted in 1990, 1999 and 2008, the Fourth Survey makes it possible to observe the long-term changes in the profiles of

teachers and their roles in the school system, providing a solid and up-to-date knowledge base to support the analysis of the transformations taking place in Italian schools.

The first results of the research, published in autumn 2025, highlight a constantly changing profession in which teachers give increasing importance to the social function of teaching, in which the requisite relational and collaborative skills are being strengthened, and in which the changes in contemporary society are addressed increasingly more directly.

The complete survey will be published in 2026 by publishers Il Mulino.

During the course of the research work, over 2,000 school teachers and headteachers indicated their willingness to form part of a panel of teachers, making it possible to extend the Survey longitudinally through the re-interview over time of the same people at regular intervals, and to observe the evolution of opinions, experiences and behaviour in time and in relation to the changes in the underlying conditions.

The first survey on a number of specific topics (working experience, summer learning loss, teaching approaches and tools, school choices) was launched in December, involving over 1,800 Italian teachers and headteachers.

9,671
teachers involved

295
institutes across
the country

1,855
teachers registered for the panel which will make it
possible to create a permanent observatory



Some of the first results of the survey are summarised below.

The view of the role of the teacher is changing: a more difficult profession but also more important for the functioning of society

What definition is best comparable with the role of the teacher: professional, office worker or person with social function?



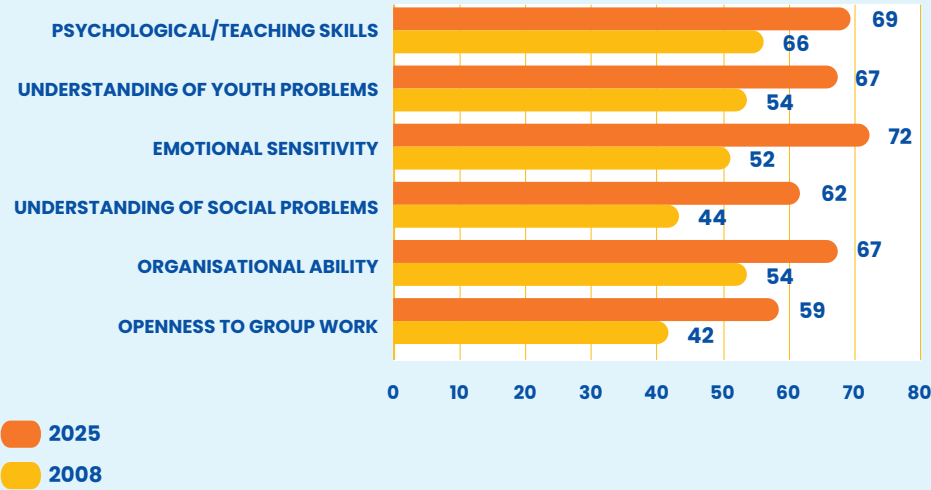
Never in the last 35 years have teachers been so unified in their opinion that their profession should be chosen to carry out an important social function: today this vision is shared by 58% of respondents, up from the figure of 54% recorded 17 years ago. In parallel, the percentage of those who view teaching as a professional role with specialist skills (28%) or a more standard role, comparable to that of an office worker (14%), has fallen.

In general, compared to the past, teachers today give significantly more importance to all of the skills and attributes regarded as necessary to perform their roles to the best of their ability. However, two sets of skills in particular have undergone the biggest changes over time: skills connected with collaboration for the smooth functioning of the school's organisation, and the skills connected with the ability to understand young students more profoundly and instil positive relational dynamics with them.

With regard to the importance of relationship management skills, there has been a marked growth in upper secondary school (emotional sensitivity +25%, understanding of social problems +21%, psychological/teaching skills +19%, understanding of youth problems +16%).

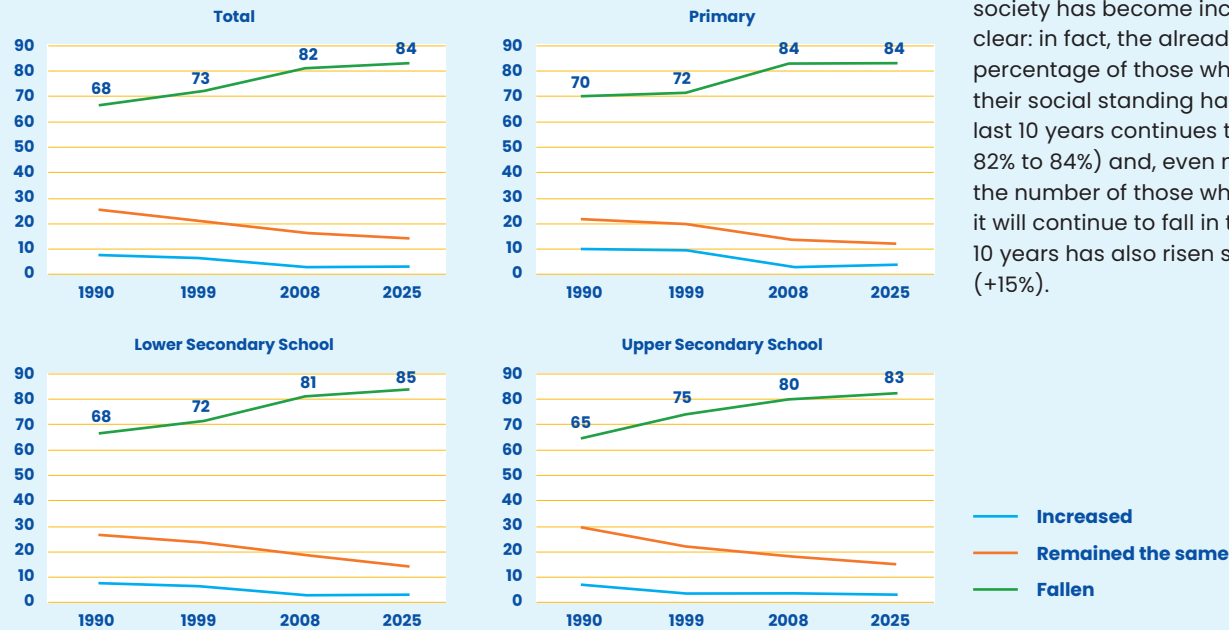
All in all, therefore, there is an increasing belief that teaching is a socially important profession that requires strong skills and also the increasingly relevant ability to relate to young people and colleagues in the school setting.

Most significant variations in the attributes regarded as "very important" for teaching (%)



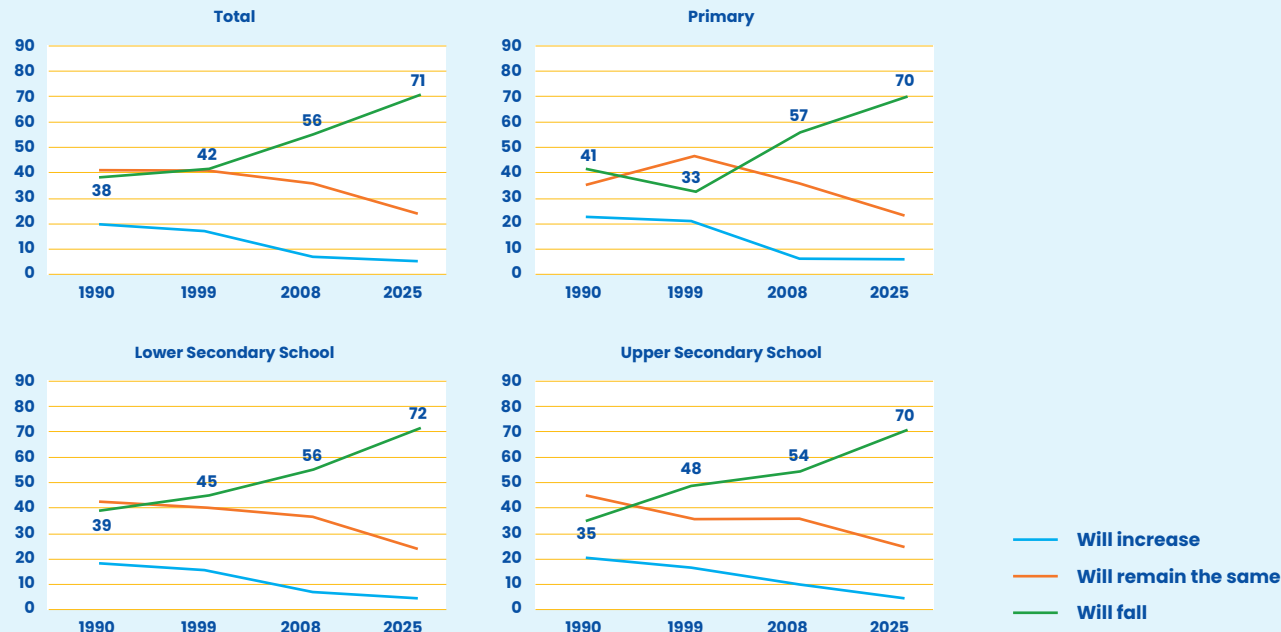
A profession with increasingly less social cachet

Perception of the change in the cachet and social standing of teachers in the last 10 years (%)



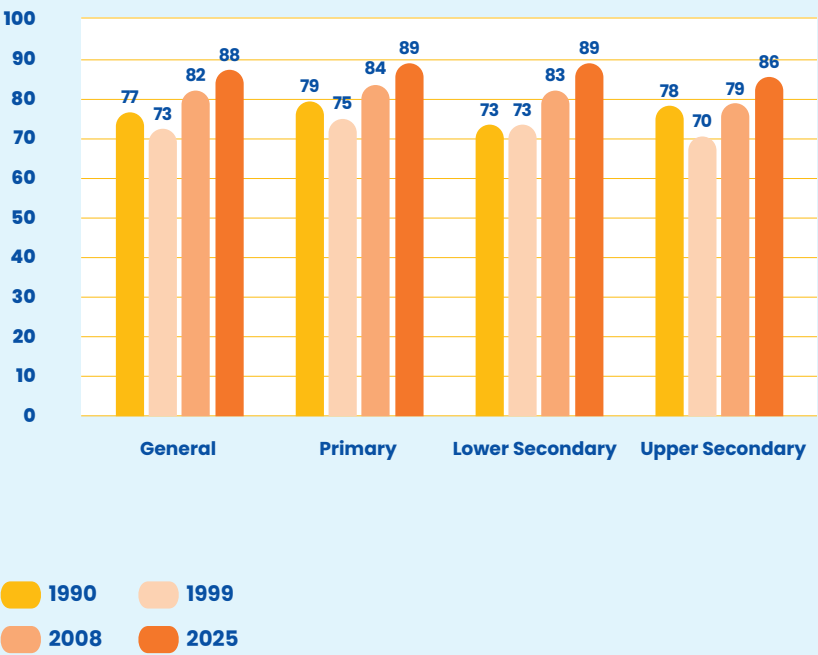
Almost counterintuitively based on the previous evidence, over time the perception that teachers are not given the respect they deserve from society has become increasingly clear: in fact, the already high percentage of those who believe that their social standing has fallen in the last 10 years continues to grow (from 82% to 84%) and, even more tellingly, the number of those who believe it will continue to fall in the next 10 years has also risen significantly (+15%).

Predicted change in the cachet and social standing of teachers in the next 10 years (%)



A stimulating job with gratifying relationships

Respondents who, going back, would choose to be a teacher again (%)



Despite the pessimism regarding the future of their profession, **the large majority of teachers confirm that they would choose their profession again even if they could go back in time** (88%), and with even more conviction than in the past (+6%).

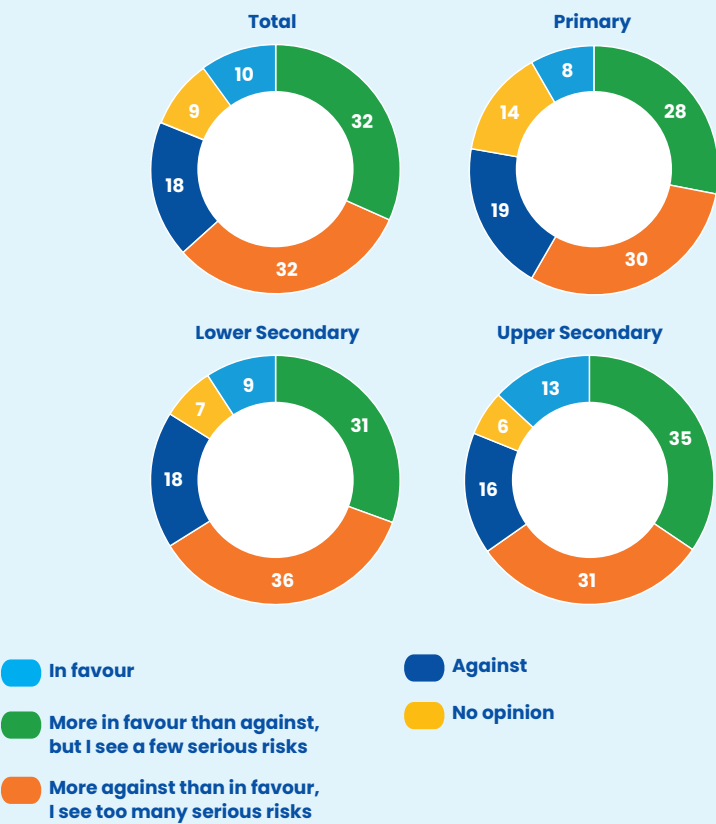
This apparent contradiction can be explained by the fact that, even more so than in the past, **teachers are highly gratified by the cultural and professional stimulation intrinsic to their jobs, as well as their collaboration with colleagues and the relationships they build with other adults** in performing their educational function. Particularly marked is the increase in the gratification that comes from relations with the parents of students (+18%), almost contrary to the narrative surrounding schools according to which relationships with families are often difficult or dysfunctional.

Change in the number of teachers highly satisfied with some aspects of their work (marks from 8 to 10 out of 10, %)

	2008	2025	Difference
Relations with the parents of students	41.4%	58.9%	+18%
Cultural stimulation at work	44.8%	55.8%	+11%
Professional stimulation at work	44.2%	55.2%	+11%
Recognition by colleagues	39.6%	52.5%	+13%
Trust between colleagues	40.2%	50.5%	+10%
Teaching relations with colleagues	20.7%	32.7%	+12%
Relations with external teams	14.9%	24.1%	+9%

The example offered by an important change taking place: the advent of Artificial Intelligence

Attitude to students using Artificial Intelligence at home to study (%)



The fact that schools are not immune to change, being themselves immersed in the many social transformations taking place, is evidenced, among other things, by the increasingly central role of technological innovation. Last spring, a few months after Artificial Intelligence had become part of the public debate, teachers were asked about their openness to students using this tool at home to study. As the following graphics show, less than one in five teachers was totally against it (18%). **Though aware of the potential risks connected with the improper use of the tool, teachers display a certain openness to its employment** (42% say they are “in favour” or “more in favour than against”), with numbers naturally growing at the higher educational stages. The figures point to a clear willingness to experiment and innovate on the part of Italian teachers.



School seen from the inside



The Fourth National Survey on the Living and Working Conditions of Italian Teachers

Interview with **Gianluca Argentin**, sociologist and assessor

“Fourth Teachers” is the “codename” used to describe the Fourth Survey on the living and working conditions of Italian teachers. It is a very broad study, at national level, that analyses the opinions, feelings and teaching practices adopted by teachers in relation to the technological and social challenges they are required to address and how all of this has changed in the last thirty years. The aim is to offer headteachers, teachers and families, but also academics, researchers, policymakers and journalists a complete and multifaceted picture of the Italian school. A particularly valuable source of public knowledge on which to base our reflections on teaching in our country. We spoke to Professor Gianluca Argentin, who coordinated it and who teaches Quantitative and Qualitative Methodologies for Social Research and Impact Evaluation of Social Innovation at the University of Milan-Bicocca, to find out how such a complex survey is carried out.

What is the “Fourth Teachers” and how did it come about?

It is a survey carried out on a national sample of Italian primary and secondary (lower and upper) schools, which is conducted every ten years or so and has now reached its fourth edition: this continuity over time sets it apart at national level, making it comparable only with major institutional surveys. The historic perspective it provides, going back over thirty years thanks to the launch of the first study in 1990 by Professor Alessandro Cavalli and the IARD Institute (the second was in 1999, the last in 2008, sixteen years ago), makes it possible to understand **the rhythms**

and the nature of the transformations of our school system through the experiences of those who live it and make it work every day.

The aim is to highlight the motivations of teachers, their training, their needs and their difficulties, their approach to the technological revolution taking place, the specific needs raised by the new generations of teachers, and more...

How was the survey managed in terms of work flows?

The process was long and complex, and required **lots of preparation**. Preparatory work began in 2022 while the actual research project dates to summer 2023.

In operational terms, we began contacting schools in April 2024, before going into them in spring 2025. 296 institutions – of the 300 surveyed across the country – took part; these were joined voluntarily by another 100. The biggest new development of the Fourth Teachers compared with the first three is that we were able to collect the answers of many individual teachers actually **in the schools in which they work**.

What does that mean in concrete terms?

This connection between teachers and school **significantly expands the potential for analysis**: aspects that were once analysed individually can now, for the first time, also be studied in **aggregate form**.

For example, the data collected confirms the extent to which teacher satisfaction, and therefore the length of their permanence, is impacted by the conditions of collective wellbeing or discomfort within the school in which

they work, inducing them to stay or to request a transfer.

This broader perspective makes an enormous difference in analytical terms: linking teacher data to contextual data enables us to observe how answers change according to the type of students that attend the school, its size, the area in which it is located...

The sample of schools is very large and there are no previous surveys on teachers of this type and of this scale: in Italy, it represents an incredible mine of information that can also be very useful for understanding where we come from and where we are heading.

To complete the survey we also have two other sources of information: a questionnaire filled out by every headteacher and an institute data card filled out by one of our data collectors.

For the institutes, we can compare the characteristics and the ways in which each school headteacher performs their role with the data on teachers. Meanwhile, the **institute observation card**, filled out by the data collectors that physically visit the schools, tells us about the design of the building, where it is located, if it is in the open countryside or in the suburbs of a big city, if it is in a busy area or residential neighbourhood, if it is in an industrial, farming, tourist area, etc.

We have therefore created an information infrastructure which, as far as I know, represents **the broadest survey on Italian teachers in terms of numbers and representation**.

What kind of numbers are we talking about?

We have a representative sample of almost 10,000 **respondents (9671 to be precise)**; to give you an idea of the size

of the previous surveys, in 1990 there were 5000, and in 1999, 7000. We are therefore talking about a really extensive survey, which offers us lots of alternatives: we can disaggregate by region, school specialisation, characteristics of the teachers and, as we were saying, most importantly we can link the data of individual teachers with that of the structural characteristics of their school.

How is the questionnaire put together?
Around thirty experts on various topics in Italy were involved in **putting together the questionnaire**. On one hand we had the constraint (but also the resource) of the questionnaires of the previous surveys – because we wanted to make some comparisons over time; on the other, as schools are the first points of observation of all changes, the questionnaire also had to cover all of the new social issues and elements of transformation. As the previous questionnaire was in 2008 and the period of time to investigate was rather long, we also pushed the boat out a little: the questionnaire took **40 minutes** to complete, which is a long time – usually the typical duration of an online questionnaire is no more than 12-15 minutes.

“The aim is to highlight the motivations of teachers, their training, their needs and their difficulties, their approach to the technological revolution taking place, the specific needs raised by the new generations of teachers, and more...”

We counted on the fact that teachers are educated, used to responding to bureaucratic and formal requests and, moreover, motivated to describe their condition. Another little gamble was the decision to **use two questionnaires. 60% of the questionnaire is the same for the whole sample, while the remaining part is divided across two samples**. For both halves of the sample there is a large separate section of the questionnaire, the equivalent to collecting information with an hour-long interview.

What are the questions about?
The questions explore lots of topics, providing a detailed snapshot of the condition of teachers in Italy: first of all, **their education, their training and the lots of professional updating possibilities, cultural consumption and participation in the life of the community**; then, **the identity and public perception of the profession, recognition and personal satisfaction**. Going into school life in more detail, **the approach to teaching, how it is organised, the separation of roles and functions in the school, opinions on assessment methods and the importance of guidance**, in the sense of the role played by teachers in helping students to make their educational choices. Naturally, **the answers to the challenges of the ongoing digital revolution** are also covered. Also of key importance are the questions **on relations with the new generations, with colleagues and families, and with underprivileged students**, which are joined by **a closer look at the diversity of the student population and the relationship between the school and society**.

And what will you do now?
I am working on this mine of information together with Ivan Blancato, who played a key role in the first phase of the study, on whose data he will write his doctorate thesis, and Jacopo Moreschini, who thanks to a doctorate grant funded by Be for Education Foundation will carry out additional analysis. We also have **thirty national experts** who are writing a book, which will be published by Il Mulino in May of this year, to present the first results and offer a first structured overview of this data; more in-depth analysis will follow in the next few years. At the end of the questionnaire we also asked the teachers if they would like to receive **ad hoc training** from the experts; this training will be provided from February onwards. Finally, we also asked all respondents to join a panel that will be subject to a series of interviews on specific topics, repeated over time, to give the survey **a longitudinal dimension**. **As such, the idea is not just to take a “snapshot” of the teaching population**

every ten years or so, but also to follow individual teachers over time. Almost 2000 teachers have already participated in and completed the first follow-up survey. Be for Education Foundation is also supporting us in this regard: **our goal is to further strengthen the sample with new recruits**. In fact, we invite any teachers or schools interested in taking part in the survey to write to us at info@4insegnanti.it or to fill out the form at [this link](#).

Will we see each other again soon?
In the next few months we’ll be happy to come back to Learning Curve to talk about the most interesting and surprising results of the survey.

Gianluca Argentin
Sociologist and assessor, he teaches Quantitative and Qualitative Methodologies for Social Research and Impact Evaluation of Social Innovation at the University of Milan-Bicocca. He mainly focuses on the analysis of educational inequalities and teachers, and the evaluation of policies in the area of schooling. He has published, with Il Mulino, the text “Nostra scuola quotidiana. Il mutamento necessario” (‘Our daily school. The necessary change’).



Research on interprofessional education in the classroom

Together with the University of Turin, in 2025 we launched the 4-year research project, “Practices and modelling of interprofessional educator-teacher collaboration at school”. The aim of the study is to analyse how collaborative practices between educators and teachers can represent a strategy for combating early school leaving, examining and structuring an educational model developed in the schooling contexts in which we operate with the Masi Programme. The research project is a response to the need to carefully and independently analyse the Masi model, describing its components, assessing its processes, and identifying the

elements that can be transferred and replicated in other national contexts. The extension of the Masi Programme to Rome enables comparisons to be made between experiences in different locations and at different developmental stages, making it possible to observe both the initial conditions and the consolidation of an interprofessional education model. The research involves, over time, the production of a report and scientific publications, the organisation of a national conference on interprofessional education at school, and the publication of a school educator manual, as well as the development of a dedicated PhD course.

Research on social and emotional skills

Social Emotional Learning (SEL) is an educational approach that promotes the development, among students, of the social and emotional skills which, in addition to cognitive skills, are regarded as essential for individual wellbeing, the school climate and educational success, particularly in vulnerable socioeconomic contexts. The theoretical framework developed by CASEL (Collaborative for Academic and Social and Emotional Learning), the main international organisation that defines and promotes social and emotional learning in the education setting, identifies five core competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making.

Aware of the importance of Social Emotional Learning in the education context, in 2025 we launched a research project with the Department of Management Engineering of Politecnico University of Milan to design, trial and evaluate an educational initiative to promote social and emotional skills in primary and lower secondary school. The research project is split into four phases: co-design with the schools, pilot trial, larger-scale implementation and impact assessment. The study will involve 15 schools in Milan, Triveneto region, Rome and Taranto and will take place over three years (2025-2028), combining teacher training, SEL practices in everyday teaching, and the systematic observation of education processes.

Research on early childhood services in Italian metropolitan cities

The research project, which was launched in 2024 with the support of the Openpolis Foundation and concluded in 2025, was carried out with the goal of organising and completing the information on early childhood services in the 14 Italian metropolitan cities (Bari, Bologna, Cagliari, Catania, Florence, Genoa, Messina, Milan, Naples, Palermo, Reggio Calabria, Rome, Turin, Venice), and developing in-depth information tools on the offering of nurseries, with a level of analysis also extended to sub municipal level, in order to acquire a better understanding of territorial dynamics.

Four metropolitan city capitals – Florence, Bologna, Rome and Milan – have already surpassed the new European threshold of 45%, indicating the number of places available in early childhood services per 100 resident children in the 0-2 age range. Others, like Turin, Cagliari, Genoa and Venice, are close to meeting this goal. However, the big cities of the south,, particularly the metropolitan city capitals of Sicily, are much further away from meeting the threshold. There are 12.8 approved places per 100 children in Palermo, 10.3 in Messina and 8 in Catania.



Dissemination

Learning Curve



Learning Curve is our editorial initiative dedicated the world of education and schooling, born from our belief that learning is not a linear process but a curve that consists of discoveries, trial and error, and continuous adjustments. In fact, school is a constantly changing institution that evolves together with society, with the languages and the generations that pass through it, and today is required to redefine the balance of consolidated knowledge and emerging skills.

Learning Curve supports those who teach, those who study and those who experience school through in-depth articles, interviews and thematic features, offering a space for reflection on the meaning of education. Features include: *Tornare in classe* (*Back to class*) which invites well-known personalities to describe what it meant to be students. A way of reminding us how there remains a school pupil in all of us, how every teacher once had a teacher of their own, and how it is always important to cultivate our curiosity in new things.

If you are interested in learning about the life and thought of the most important figures in education and their applicability today, you can turn to *Maestri di Scuole* (*School Masters*): from the Agazzi Sisters to Maria Montessori, from Lev Vygotsky and Jean Piaget through to Don Milani, Paulo Freire, bell hooks and Gianni Rodari, the column examines how they remain highly topical for

the school of today and tomorrow, encouraging us to trace the evolution of teaching and its protagonists, and to learn how to recognise the commitment, the work and the vision behind every different concept of schooling, education, teaching, learning and knowledge.

Learning Curve also includes the section (*Parola agli insegnanti*) *The teachers speak*, which brings together the voices of the profession in an open and positive space: teachers who share their doubts and experiences, who reflect on assessment as a form of dialogue, on slowing rhythms, on plurality and new lexicons, but also on the challenge and beauty of accompanying students along the pathway of knowledge.

2025 also saw the introduction of the *Un mondo di scuole* (*A world of schools*) column, designed to examine the different school systems at international level, looking beyond the Italian context.

As such, Learning Curve is not just content to read and reflect on, but also a guide and a companion. It is a workshop open to everyone where those who teach can find new ideas, those who learn can find new tools, and every reader can feel part of a big community.



Because education is not only important to those who work in the sector but to each and every one of us.

2

years of activity

4

columns

120

articles published

Creative Learning Festival

Together with the Leonardo Da Vinci National Museum of Science and Technology of Milan, in 2025 we organised the first Creative Learning Festival, a 2-day international event dedicated to creative learning and innovation in the STEAM area. The Festival was held on 10-11 October 2025 and was designed as a space of experimentation, discussion, networking and the sharing of practices for teachers, educators and formal and informal education professionals.

The programme was organised in partnership with the Fiddlehead Institute for Creative Learning, the Lifelong Kindergarten of MIT Media Lab Boston and the Exploratorium

of San Francisco. There were contributions from 58 pedagogy, science and arts experts from Italy, the US, Argentina, the UK, France, Germany, the Netherlands, Denmark, Spain and Japan.

Through workshops, plenary sessions, thematic meetings and participatory activities, the Festival examined educational approaches based on experimentation, creativity and interdisciplinarity. All in all, the event welcomed over 500 participants, mainly teachers and educators, establishing itself as an important opportunity to disseminate innovative methodologies for teaching science and technology disciplines.

563

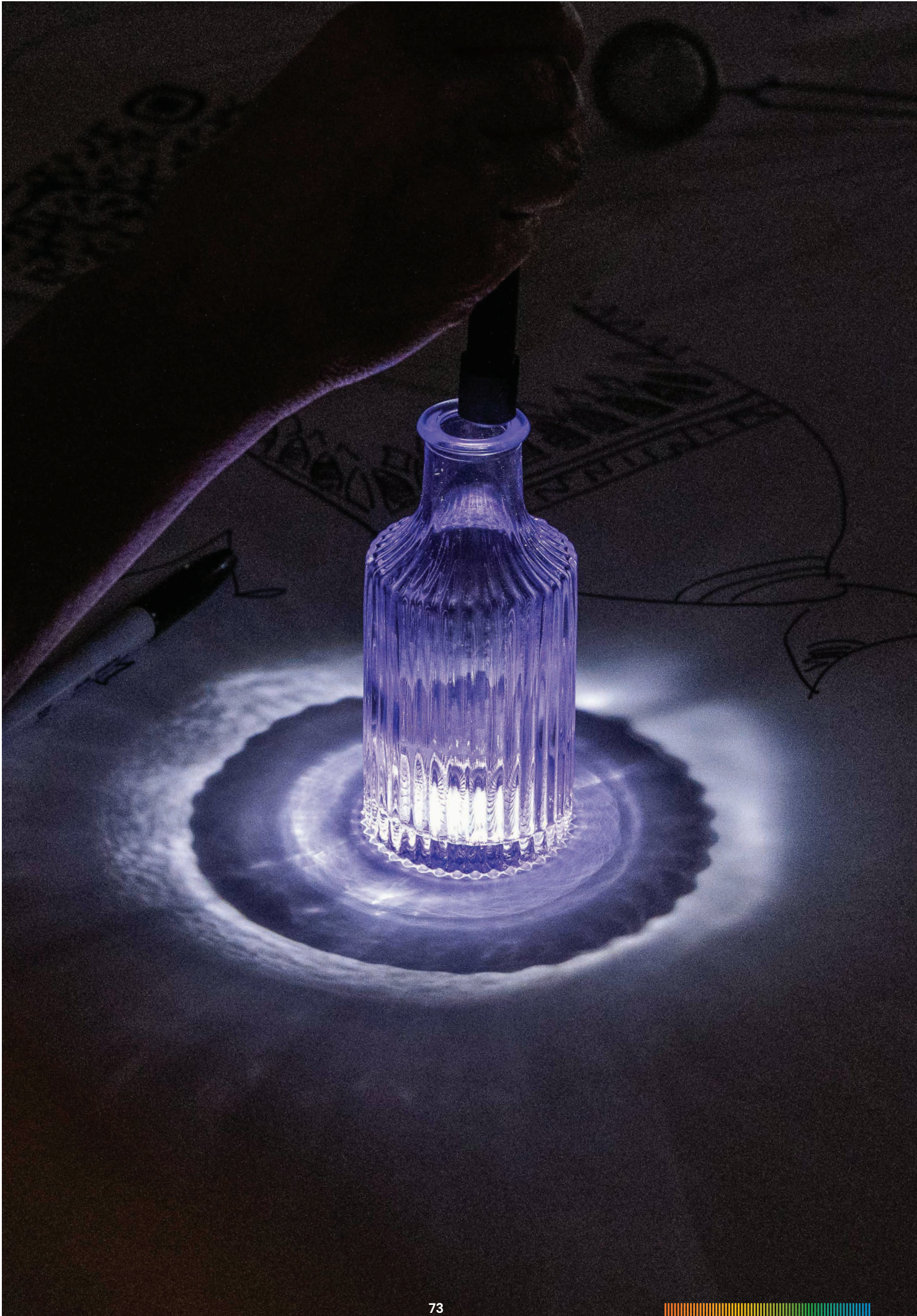
participants, including

295

teachers and educators

31

talks, workshops, plenary sessions





Creative learning



Teaching curiosity

Interview with **Mike Petrich**, Director of the Informal Learning Cluster at the Exploratorium of San Francisco.

In a society increasingly saturated with information, driven by competition and greedy for answers, creative learning shines the spotlight on the questions, offering teachers and students the opportunity of open, personal and playful yet meaningful insight. We find out more with Mike Petrich, one of the biggest international experts on creative learning.

What is creative learning?

Creative learning is the most authentic form of learning you can experience because **it is automatically triggered by questions, actions and events** and is motivated not by an order from above but from a **personal desire to know more**.

It happens both in and outside class, in company and alone. In formal contexts, like traditional schools, very often we learn in a rigid and linear way with the aim of acquiring a pre-established set of skills, but in informal settings – workshops, parks, museums, etc. – the process is spontaneous, free and permits digressions. An idea inspires us, we experiment, we ask ourselves questions and we continue to experiment until we have a return that leads us to the next step. It is an effective way of learning that is suitable for everyone, in any setting, at any age. When we talk about creative learning our aim is also to slightly stir the pot: we want to contaminate the often structured approach of school and formal learning with deconstructed moments that offer space for tangents, deviations, digressions. We want to emphasise the fun moments, the things that inspire people and the unexpected consequences of exploration. We

want to provide unusual prompts and tools – colours, materials, images, but also doubts, suggestions, metaphors – to play, examine, reflect and create connections. At the same time, creative learning redefines teaching: **the teacher must become a facilitator and a guide** who pays attention to the questions and ideas of the students but doesn't necessarily have to provide the answers, rather suggesting the next steps to continue the learning process. It is therefore an interaction between the student, the facilitator and the materials, whether abstract or concrete – because everyone is unique, everyone follows their own path.

How can a teacher in a traditional school apply the principles of creative learning?

The school context is often influenced by the expectations of parents and the community, and must also rigorously respect national standards, which require that every child reaches a minimum level of proficiency that is the same for everyone. It is very difficult to integrate these expectations in a playful and creative setting tailored to every individual. However, rather than completely replacing traditional methods, the solution is to ask how a teacher can introduce little innovations to make big changes in the classroom. One simple trick is to ask their students what they already know and what they think of the topic that will be covered: **if, when faced with new topics, children are given time and freedom to think, they will ask lots of questions**, choosing which paths to follow on the journey of exploration proposed and facilitated by the teacher on their own.

This maieutic approach taps into their skills, strengthens them, motivates them, involves them directly beginning with themselves, what they already know, what they would like to know: the learning process is much faster and much more profound because the questions are perceived as being of personal interest. Topics on the school curriculum can be addressed creatively, but it is important not to just “sweeten the pill” with a compelling beginning that is gradually shelved over the next months or years before returning to regular class teaching: **over time it is important to repropose creative experiences that consolidate free and critical thought**. In our experience, those who have adopted this system eventually find themselves working with groups of very bright boys and girls who are able to think independently, ask themselves original questions and pursue study goals in a particularly competent way.

What should be the attitude of the creative teacher?

It is crucial that the teacher does not view themself as someone that has to answer all possible questions. Their role is to help students develop an understanding of things and topics. It is OK to say, “I don't know the answer to that question. What can we do to find out together?”. That is the power of this approach. It is true that there is a contradiction: on one hand we want to be sure that children think independently, on the other we have to assess them according to standard parameters: this is the tension that makes the creative process so challenging. In our long research experience at the Exploratorium of San Francisco, one of

the first interactive science museums, founded in 1969 by Frank Oppenheimer, we have done lots of work on the different dimensions of learning, formal and informal, to get a better idea of how it works and to identify the ways in which teachers can sometimes be encouraged to deviate from standard practice and trust their own ideas and instincts a little more.

“It is OK to say, “I don't know the answer to that question. What can we do to find out together?”. That is the power of this approach.”

In practice, what is the first step you would recommend educators to take in the field?

Rather than referring them to published studies, my suggestion is to **find a colleague at school that wants to work in a similar way**: like this, you can start proposing creative new learning experiences together. Ideas in the field, in reality. As soon as you base yourself on the experiences of others, those immediately become toolkits, instructions to follow, and not explorations to invent every time, based on what you have. Aside from our long-term research on the different dimensions of learning, our work consists of **cultivating creative ability in small communities** where educators can share and put into practice their ideas.

What literature would you recommend to teachers who want to know more?

That's a difficult question: the first books to capture our imagination

with their enquiry-based educational approach date back to the 1960s and 70s and have influenced the thinking of entire generations, even if the methods are now dated. **Figures like Bruno Munari or our educator colleagues of Reggio Children, who worked and continue to work by observing the way children think and learn**, always keeping them at the centre and brushing off productively on other disciplines and lexicons, remain strong sources of inspiration.

How important for you is it to take an interdisciplinary approach? Creative learning goes beyond the labels of single “subjects” – art, music, science – to accompany children as they explore the world. And in this exploration, scientific, artistic and literary thinking takes place spontaneously, without necessarily having to be defined.

Working in an interdisciplinary way stimulates more interests in children: the occasions created involve life in all its many facets, stirring their curiosity in lots of different things. For this to happen it is important to identify the underlying conceptual question and to propose, as in the case of **tinkering, an educational approach based on “doing”**, providing materials (often recycled) that facilitate the experience, without trying to guide it. Every girl and boy will address the question using the materials in their own way and come to their own conclusions which expand or examine the issue in more depth. **What counts most is the initial question.**

Mike Petrich

Is one of the biggest supporters of creative learning at international level. Director of the Informal Learning Cluster at the **Exploratorium** of San Francisco for over twenty years, with a background in education design and technology and a career that has spanned the visual arts, cinema and photography, he has shared his vision in the most diverse of settings: from primary schools to museums, from prisons to research labs, and through to Tibetan monasteries. Together with Karen Wilkinson he developed *tinkering*, an international educational approach. Today he leads a genuine global movement dedicated to creative learning together with the Lifelong Kindergarten at MIT in Boston.



05

Economic and financial situation



Statement of Assets and Liabilities

STATEMENT OF ASSETS	31/12/2025	31/12/2024
A) ASSOCIATION FEES OR CONTRIBUTIONS STILL DUE	0	0
B) FIXED ASSETS	6,544	8,970
I. Intangible fixed assets:	779	1,558
1) Establishment and expansion costs	779	1,558
II. Tangible fixed assets:	5,765	7,412
4) Other assets	5,765	7,412
III. Financial fixed assets, with separate additional indication, for each item of receivables, of sums due within the next financial year	0	0
C) CURRENT ASSETS	5,492,289	5,175,496
I. Inventories	0	0
II. Receivables, with separate additional indication, for each item, of sums payable beyond the next financial year:	18,293	22,143
12) Receivables from others	18,293	22,143
a) Receivables from others due within the next financial year	18,293	22,143
III. Financial activities that do not constitute fixed assets:	3,100,000	1,400,000
3) Other securities	3,100,000	1,400,000
IV. Cash and cash equivalents:	2,373,996	3,753,353
1) Bank and postal deposits	2,364,880	3,747,127
3) Cash and valuables in hand	9,116	6,226
D) ACCRUED INCOME PREPAID EXPENSES	14,435	13,422
TOTAL ASSETS	5,513,268	5,197,888



STATEMENT OF LIABILITIES	31/12/2025	31/12/2024
A) EQUITY	5,293,444	4,976,751
I. Endowment fund	250,000	250,000
II. Restricted assets	4,233,752	3,589,028
1) Statutory reserves	50,000	50,000
2) Reserves subject to decision by institutional bodies	4,183,752	3,539,028
III. Free assets	200,002	211,319
1) Profit reserves or operating surpluses	200,000	211,319
2) Other reserves	2	0
IV. Operating surplus/deficit	609,690	926,404
B) PROVISIONS FOR RISKS AND CHARGES	0	0
C) EMPLOYEE SEVERANCE INDEMNITIES	10,398	7,922
D) PAYABLES, WITH SEPARATE ADDITIONAL INDICATION, FOR EACH ITEM, OF SUMS PAYABLE BEYOND THE NEXT FINANCIAL YEAR	209,426	213,215
7) Payables to suppliers:	82,750	68,200
a) Payables to suppliers due within the next financial year	82,750	68,200
9) Tax payables:	28,158	55,076
a) Tax payables due within the next financial year	28,158	55,076
10) Payables to pension and social security institutions:	22,546	19,726
a) Payables to pension and social security institutions due within the next financial year	22,546	19,726
11) Payables to employees and contractors:	1,281	838
a) Payables to employees and contractors due within the next financial year	1,281	838
12) Other payables:	74,691	69,375
a) Other payables due within the next financial year	74,691	69,375
E) ACCRUED EXPENSES AND DEFERRED INCOME	0	0
TOTAL LIABILITIES	5,513,268	5,197,888



Commentary
on statement of assets

The item “Intangible fixed assets”, which as at 31/12/2025 amounted to €779, consists of:

- €1,558 initial balance;
- €779 reductions regarding the amortisation share in the year for the incorporation of the Foundation and its transformation from a socially useful NPO into a Third Sector Entity.

The item “Tangible fixed assets”, which as at 31/12/2025 amounted to € 5,765, consists of furniture and furnishings.

The item “Receivables”, which as at 31/12/2025 amounted to €18,293, consists of:

- €12,753 in receivables from others relating to the security deposit paid for the lease of the Foundation premises and interest accrued;
- €4,438 due from banks;
- €1,098 other credits.

The item “Financial activities that do not constitute fixed assets”, which as at 31/12/2025 amounted to €3,100,000, refers entirely to short-term time deposit and bank deposit investments. The amount invested is at the service of institutional activity, however, pending its allocation, it was deemed useful to invest it, with all proceeds going to the Foundation’s institutional activity.

The item “Cash and cash equivalents”, which as at 31/12/2025 amounted to €2,373,996, consists of:

- €2,364,880 in value of bank deposits at the start of the financial year;
- €9,116 balance as at 31/12/2025 of prepaid cards.

The item “Accrued income and prepaid expenses”, which as at 31/12/2025 amounted to €14,435, refers to prepayments largely relating to (i) advance payment of the rent for the first half of the financial year, paid in October 2025 and (ii) costs incurred in favour of the provider Vivacom srl, but pertaining to the following financial year.

Commentary
on statement of liabilities

The item “Equity”, which as at 31/12/2025 amounted to €5,293,444, consists of:

- €250,000 Endowment Fund, representing the initial payment upon the Foundation’s incorporation;
- €50,000 Capital Guarantee Fund pursuant to art. 22 paragraph 4 of Italian Legislative Decree 117/2017;
- €4,183,752 Reserves subject to decision by Institutional Bodies for the delivery of specific projects approved by the Board of Directors, with the expectation of an increase during the planning phase and a decrease upon occurrence of the projects;
- €200,002 free assets, which is the result of past operating surpluses and sums reclassified from fixed reserve to other reserves, following the use of fewer resources on specific initiatives.

Equity entries during the financial year are reported in the following statement.

The item “Employee Severance Indemnities”, which as at 31/12/2025 amounted to €10,398, represents the company’s effective liability as at 31/12/2025 to employees at that date, net of advances paid.

For employees who opted for the complementary pension fund, severance indemnities are paid directly to the pension fund; in all other cases, severance pay is allocated to the severance pay fund which remains in the company.

The item “Payables”, which as at 31/12/2025 amounted to €209,426, consists of:

- €82,750 payables to suppliers;
- €22,546 payables to pension and social security agencies;
- €1,281 of payables to employees and contractors;
- €74,691 other payables due within the next financial year.

Summary statement of equity entries during the year

	INITIAL BALANCE	ALLOCATION OF EARNINGS OF PREVIOUS YEAR	INCREASES	DECREASES	RECLASSIFI- CATIONS	FINAL BALANCE
I) Endowment Fund	250,000					250,000
II) Restricted assets:	3,584,838	926,404	4,521,205	4,814,204	11,319	4,233,752
1) Statutory reserves	50,000					50,000
2) Reserves subject to decision by institutional bodies	3,534,838	594,803	4,184,849	4,836,948	61,486	35,439,028
3) Restricted reserves allocated by third parties						
III) Free assets:	211,319		2	11,319		200,002
1) Profit reserves or operating surpluses	211,319		0	11,319		200,000
2) Other reserves	0		2			2
IV) Surplus (deficit) of financial year	926,404	-926,404	609,690			609,690
Total Net Equity	4,796,751	0	5,130,897	4,825,523	11,319	5,293,444

Profit and Loss Account

INCOME AND REVENUES	31/12/2025	31/12/2024
A) REVENUES, PROCEEDS AND INCOME FROM ACTIVITY OF GENERAL INTEREST	6,000,000	6,000,000
4) Donations	6,000,000	6,000,000
B) REVENUES, PROCEEDS AND INCOME FROM OTHER ACTIVITIES	0	0
C) REVENUES, PROCEEDS AND INCOME FROM FUND-RAISING ACTIVITY	0	0
D) REVENUES, PROCEEDS AND INCOME FROM FINANCIAL ACTIVITY	86,630	116,597
1) From bank accounts	86,377	116,313
5) Other income	253	317
TOTAL INCOME AND REVENUES	6,086,631	6,116,630

CHARGES AND COSTS	31/12/2025	31/12/2024
A) COSTS AND CHARGES FROM ACTIVITY OF GENERAL INTEREST	5,432,956	5,150,490
2) Services	363,286	887,091
3) Rental, lease and hire	52,284	51,818
4) Personnel	488,366	402,824
5) Depreciation and amortisation	2,426	3,187
7) Miscellaneous operating costs	4,819,593	4,457,669
9) Accrual to reserve subject to decision by institutional bodies	4,521,205	4,184,849
10) Use of fixed reserve subject to decision by institutional bodies	4,814,204	4,836,948
B) COSTS AND CHARGES FROM OTHER ACTIVITIES	0	0
C) COSTS AND CHARGES FROM FUND-RAISING ACTIVITY	0	0
D) COSTS AND CHARGES FROM FINANCIAL ACTIVITY	22,458	33
1) From bank accounts	22,458	33
E) GENERAL SUPPORT COSTS AND CHARGES	0	0
TOTAL CHARGES AND COSTS	5,455,414	5,150,523

OPERATING SURPLUS/DEFICIT BEFORE TAXES (+/-)	623,217	966,107
TAXATION	21,527	39,703
OPERATING SURPLUS/DEFICIT (+/-)	609,690	926,404

NOTIONAL COSTS AND INCOME	31/12/2025	31/12/2024
NOTIONAL COSTS	0	0
1) From general interest activities	0	0
2) From other activities	0	0
TOTAL	0	0

Commentary on profit and loss account

The purpose of the profit and loss account is to represent the overall result (positive or negative) of the period and to illustrate, by comparing revenues and income and costs/expenses divided into operating areas, how the summary results were achieved.

This is a complex result that measures the economic figures of operations across all activities.

In non-profit entities the main purpose of reporting is to inform third parties of activities undertaken by the entity in order to fulfil its institutional purpose. Focus is on the means deployed by the entity to acquire and use resources in undertaking said activities.

The profit and loss account for revenues/incomes and costs/expenses provides information on how resources were acquired and used in the reference period in said areas of operation.

In 2025 we pursued activities of general interest only and therefore all income and incurred costs were entered in this area of the profit and loss account, net of a residual amount of income and charges connected with financial activity.

For a better understanding of the Financial Statement data, here follows a brief description of the main income and cost items as at 31/12/2025.

Income and revenues

The income items from activities of general interest are related entirely to donations received from Bolton Group companies.

The item “Income from bank accounts”, amounting to €86,377, refers to interest income accrued at maturity of investments made during the financial year.

The item “Other income”, equal to €253, refers to interest income accrued on the security deposit relating to the lease of the Foundation premises.

Charges and costs

The item “Services”, which at 31/12/2025 amounted to €363,286, consists of costs for services indirectly linked to individual institutional activities (mainly contracted professional services, consultancy in support of Foundation activities, project-related or temporary contracts, advertising and communication expenses).

The item “Rental, lease and hire”, which as at 31/12/2025 amounted to €52,284, refers mainly to rental expenses relating to the premises at via Giovanni Battista Pirelli no. 19.

The item “Personnel”, which as at 31/12/2025 amounted to €488,366, consists of:

- €474,870 for expenses for employees (salaries and wages, social security, severance indemnity and other costs);
- €13,496 of miscellaneous costs such as supplementary policies and meal vouchers.

The item “Depreciation and amortisation”, which at 31/12/2025 amounted to €2426, consists of €779 for amortisations of intangible assets, and €1647 for amortisations of tangible assets.

The item “Miscellaneous operating costs”, which as at 31/12/2025 amounted to €4,819,593, consists of:

- €4,050,343 for donations and contributions connected with the initiatives supported during the year;
- €769,250 for costs incurred directly for individual initiatives.

These costs were recorded in the item Costs for services in the financial statements as at 31/12/2024, but it was regarded more correct to classify them under the item Miscellaneous operating costs as they are directly ascribable to individual initiatives and not the ordinary management of the Foundation. For a correct comparison, they have also been reclassified in the data referring to the financial statements as at 31/12/2024.

The item “Accrual to reserve subject to decision by institutional bodies”, which as at 31/12/2025 amounted to €4,521,205, consists of amounts allocated for institutional initiatives approved by the BoD, the effective financial disbursement of which during the financial year, if uncertain on the resolution date, is expected in the following financial years.

The item “Use of fixed reserve subject to decision by institutional bodies”, which as at 31/12/2025 amounted to €4,814,204, is represented by the uses of amounts accrued for reserve subject to decision by institutional bodies.

The item “Taxation”, amounting to €21,527, exclusively refers to IRAP tax calculated with the so-called “remunerative” method as per art. 10 paragraph 1 of Italian Legislative Decree 446/97.

Allocation of operating surpluses

The surplus as at 31/12/2025 is allocated by the Board of Directors to a free reserve.

Other information

Provenance of financial resources

As set forth in article 7 of Italian Legislative Decree 117/2017, in 2025 Be for Education Foundation received contributions exclusively in the form of donations and therefore without any payment.

Collected disbursements amounted to €6,000,000, all in cash, and exclusively refer to donations received by Bolton Group companies made in order to support our initiatives.

All contributions received have gone to support the initiatives described above. Bolton Group companies that donate to the Foundation receive a “donor’s report” at the end of the year, containing an overview of financial resources received and a detailed description of how they were allocated.

In consideration of the origin of our financial resources, the Foundation does not undertake fundraising activities.

Just like in previous financial years, in 2025 the Foundation did not receive public contributions.

Critical issues, disputes and litigations

In 2025 no critical issues in operations were reported by directors and no compromising elements or factors for the achievement of institutional purposes emerged.

There were no disputes or litigations at the time of writing.

In 2025 there were no environmental impacts, nor any significant social impacts linked to pursued activities.

Assets allocated for a specific matter

In 2025 the Foundation did not allocate any assets for a specific matter.

Operations pursued with related parties

Pursuant to Italian Ministerial Decree dated 5 March 2021 point 16, it is hereby specified that during the financial year 2025 no operations were conducted with related parties.

Overview of notional costs and incomes

As at 31/12/2025 there are no notional costs or incomes entered in the Financial Statements.



06

**Commitments
and
disbursements**

#	Strategic action area	Initiative	Reserve Amount at 31/12/2024	Allocation of operating surplus 2024	Amount Approved (Provisions) 2025	Amount Disbursed (Uses) 2025	Reserve Amount at 31/12/2025	Amounts spent outside of provisions
1.	I. Education programmes	EDUQA (Foqus and DPDB)	62,012 €	- €	655,000 €	714,270 €	2,742 €	
1.	I. Education programmes	EDUQA – RENOVATION OF HISTORIC SITE (Foqus and DPDB)	210,000 €	- €	- €	210,000 €	- €	
1.	I. Education programmes	EDUQA – CAPACITY BUILDING (FOQUS, DPDB srl, DPDB Montecalvario) NEW 2025	- €	- €	82,000 €	14,705 €	67,295 €	
2.	I. Education programmes	MASÌ PALERMO (local NPOs and State schools)	886,809 €	937,723 €	645,067 €	1,486,567 €	983,032 €	
2.	I. Education programmes	MASÌ PALERMO – SPECIAL VERGA PROJECT (I.C. Lombardo Radice)	79,000 €	- €	- €	78,813 €	187 €	
2.	I. Education programmes	MASÌ PALERMO – ESPEDA PROJECT (UniTO and local NPOs)	39,505 €	- €	4,074 €	43,580 €	- €	
3.	I. Education programmes	MASÌ ROME (local NPOs and State schools) NEW 2025	- €	- €	419,500 €	56,749 €	362,751 €	
4.	I. Education programmes	BE FOR “SCUOLE APERTE” (Municipality of Rome) NEW 2025	- €	- €	170,000 €	- €	170,000 €	
5.	I. Education programmes	MENTORING PROGRAMMES (State school) NEW 2025	- €	- €	420,000 €	- €	420,000 €	
6.	I. Education programmes	INTEGRATED SYSTEM 0–6 (CSB) NEW 2025	- €	- €	1,074,000 €	363,000 €	711,000 €	
7.	I. Education programmes	KALIÀ – GROWTH SPACES 0–3 (Nursery managing authorities)	935,666 €	- €	- €	797,620 €	138,046 €	
7.	I. Education programmes	SPAZIO STELLA (Koinè)	119,000 €	- €	- €	79,236 €	39,764 €	
8.	I. Education programmes	ENVIRONMENTAL EDUCATION AT MILAN SCIENCE AND TECHNOLOGY MUSEUM (MUST)	400,000 €	- €	- €	- €	400,000 €	
9.	I. Education programmes	SCHOOL OF SUSTAINABILITY (WE Srl)	72,500 €	- €	33,000 €	80,750 €	24,750 €	
10.	I. Education programmes	JOSEPH NISSIM PRIMARY SCHOOL (JCT)	- €	- €	200,000 €	200,000 €	- €	
11.	I. Education programmes	“JEWS IN THE RESISTANCE” STUDY (CDEC)	50,000 €	- €	- €	25,000 €	25,000 €	



#	Strategic action area	Initiative	Reserve Amount at 31/12/2024	Allocation of operating surplus 2024	Amount Approved (Provisions) 2025	Amount Disbursed (Uses) 2025	Reserve Amount at 31/12/2025	Amounts spent outside of provisions
12.	II. Research	FOURTH NATIONAL SURVEY ON ITALIAN TEACHERS (Miscellaneous)	287,238 €	- €	- €	260,885 €	26,353 €	
12	II. Research	RESEARCH DOCTORATE “INNOVATIVE SURVEY APPROACHES ON ITALIAN TEACHERS” (University of Milan-Bicocca) NEW 2025	- €	- €	70,000 €	64,980 €	5,020 €	
12	II. Research	TEACHERS PANEL (Miscellaneous) NEW 2025	- €	- €	98,900 €	14,475 €	84,425 €	
13.	II. Research	RESEARCH ON INTERPROFESSIONALISM IN CLASS (University of Turin) NEW 2025	- €	- €	242,200 €	10,762 €	231,438 €	
14.	II. Research	RESEARCH ON SOCIAL EMOTIONAL LEARNING (Politecnico University of Milan) NEW 2025	- €	- €	260,000 €	- €	260,000 €	
15.	II. Research	RESEARCH ON EARLY CHILDHOOD SERVICES IN ITALIAN METROPOLITAN CITIES (Openpolis)	115,000 €	- €	- €	115,000 €	- €	
16.	II. Research	EDUCATION FOR SUSTAINABLE DEVELOPMENT STUDY (Feltrinelli Foundation)	30,000 €	- €	- €	- €	30,000 €	
17.	II. Research	PUBLICATION “STORIA DEL CONSIGLIO SUPERIORE DELLA PUBBLICA ISTRUZIONE” (‘HISTORY OF THE SENIOR COUNCIL OF PUBLIC EDUCATION’) NEW 2025	- €	- €	5,000 €	- €	5,000 €	
18.	III. Dissemination	LEARNING CURVE 2024 and 2025 (Miscellaneous)	110,000 €	- €	110,000 €	108,133 €	11,867 €	
19.	III. Dissemination	PHOTOGRAPHY COMPETITION (Magnum Photos)	15,636 €	- €	6,840 €	22,475 €	- €	
20.	III. Dissemination	CREATIVE LEARNING FESTIVAL (MUST)	100,000 €	- €	- €	40,075 €	59,925 €	
21.	III. Dissemination	THIRD INTERNATIONAL “SCUOLA DEMOCRATICA” CONFERENCE (Scuola Democratica)	4,162 €	- €	- €	1,504 €	2,658 €	
22.	III. Dissemination	IMPACT EVALUATION MASÌ – PALERMO (University of Milan-Bicocca)	22,500 €	- €	- €	- €	22,500 €	
23.	III. Dissemination	VOLUNTARY SECTOR ACTIVITIES AND NETWORKING (PHILEA AND ASSIFERO)	- €	- €	25,624 €	25,624 €	- €	
24.	III. Dissemination	TRAINING, INTERNAL TRAINING AND INDUSTRY PUBLICATIONS	- €	- €	- €	- €	- €	5,389 €
25	III. Dissemination	FOUNDATIONS AT SCHOOL	- €	- €	- €	- €	- €	4,899 €
TOTAL			3,539,028 €	937,723 €	4,521,205 €	4,814,204 €	4,183,752 €	5,389 €





07

Other information

Methodology adopted for the preparation of the Social Report

In June 2022, the Managerial Decree of the Labour and Welfare Sector Director of the Metropolitan City of Milan decreed the registration of “BE FOR EDUCATION FOUNDATION THIRD-SECTOR ENTITY” in the Single National Register of the Third-Sector (RUNTS) as per art. 45 Italian Legislative Decree no. 117 of 3 July 2017. With this registration, pursuant to art. 7 of Italian Ministerial Decree no. 106 of 15 September 2020, the entity acquired “THIRD-SECTOR ENTITY” status and is entitled to benefits defined by the Code and provisions in force.

In October 2025 the Foundation changed its name from Bolton for Education Foundation ETS to “BE FOR EDUCATION FOUNDATION ETS”, with registration on the Single National Register of the Third Sector (RUNTS) – file number 30427.

This Social Report has been prepared in accordance with Guidelines for Social Reports of Third Sector Entities, adopted by the Italian Ministry of Labour and Social Policies by Decree on 4 July 2019, and provides an overview of the Foundation’s activities in 2025.

In accordance with the principles of these Guidelines, we recognise the value of the Social Report as a tool for reporting on the social, environmental and economic responsibilities,

practices and results of the activities carried out in order to provide structured and accurate disclosure to all stakeholders not otherwise obtainable solely from the financial information presented in the financial statements.

Based on the fundamental principles of transparency, comprehensiveness, clarity, relevance, neutrality, comparability, veracity, verifiability and reliability, the aim of this document is to provide a thorough overview of the activities we carried out over the year.

The economic-financial data in the document is from the Financial Statements as at 31/12/2025, the content of which corresponds to accounting records regularly kept and prepared in compliance with the provisions set forth in Italian Ministerial Decree 39 of 5 March 2020, and in articles 2423 and 2423-a of the Italian Civil Code, as well as the accounting principles and recommendations issued by the Italian Official Accounting Board (OIC), with particular reference to OIC accounting principle 35.

The methodology for preparing the Social Report remains the same as that applied last year and the scope of reporting and measurement methods remain unchanged.

- c. promoting cultural activities in synergy with the purposes of the By-Laws;
- d. promoting and organising events and/or rallies to raise public awareness on issues linked to the Foundation’s institutional purposes;
- e. writing, printing and publishing any document, magazine, book, journal, broadcast, film, poster or other means of information useful for achieving and communicating the purposes of the By-Laws;
- f. forming or participating in the formation or subsidisation of entities, institutions and foundations with similar aims;

- g. negotiating, concluding and executing any types of agreements with associations, foundations, entities, institutions, natural persons and legal entities in order to pursue or help pursue its purposes.

In 2025 the Foundation’s activities were related to all the above-described points.

The Foundation may pursue activities beyond the general interest, provided that they are secondary and instrumental to the former, according to the criteria and within the limits laid down by Italian Ministerial Decree pursuant to art. 6 of Italian Legislative Decree No. 117/2017 and which, if necessary, will be identified by the Foundation’s Board of Directors.

In 2025 the Foundation did not pursue different activities.

Main activities per the By-laws

The Foundation, which is non-profit, exclusively pursues civic, solidarity and social utility aims by carrying out exclusively its primary activity of general interest pursuant to Italian Legislative Decree No. 117/2017.

We operate in the sectors specified in art. 5, lett. d), e), h), l), n) and u) of Italian Legislative Decree 117/2017:

- education and professional training, pursuant to Italian Law 53 of 28 March 2003, as amended, and cultural initiatives of social interest for educational purposes;
- initiatives and services designed to safeguard and improve conditions in the environment; careful, rational use of natural resources, excluding habitual collection and recycling of special and hazardous urban waste;
- scientific research of particular social interest;
- extra-curricular education to prevent early school leaving and promote scholastic and educational success, prevent bullying and combat educational poverty;

- development cooperation, pursuant to Italian Law 125 of 11 August 2014, as amended;
- charity, distance support, free provision of food or products set out in Italian Law 166 of 19 August 2016,

By way of example, the Foundation’s work in the aforementioned sectors consists of:

- a. promoting and pursuing, directly or through partners, assistance, welfare-healthcare, educational, cultural and training projects or initiatives for vulnerable social groups and in particular: women, children, adolescents, young adults at risk of poverty, abuse, exploitation, trafficking and slave trading;
- b. studying and providing support for scientific research, also through study grants, the organisation of courses, seminars and congresses and the production of information, teaching and educational material;

System of governance and control

The founder of Be for Education Foundation ETS is Bolton Group Srl, based in via G. B. Pirelli 19, Milan, tax code and VAT no. 05983890152. Following incorporation and the initial payment of funds, Bolton Group Srl did not retain any rights or prerogatives during the Foundation’s life.

In accordance with provisions set forth in art. 7 of the By-Laws, the Board consists of a minimum of three members and maximum of seven members; the positions of Chairwoman and Deputy Chairperson are assigned to Marina Nissim and Leone Manfredini for life, and to subsequent successors who they shall appoint. Other members of the Board of Directors remain in office for three financial years.

On the occasion of the meeting of the Board of Directors of 17 April 2026, the Chairwoman and Deputy Chairperson, as lifetime members of the Board of Directors and in accordance with the provisions of the By-Laws, proceeded to duly:

- confirm four members of the Board of Directors of Be for Education Foundation for the three-year period 2026 – 2028, and more specifically, until the approval of the Financial Statements at 31/12/2028;
- reconfirm Mr. Salomone Nick Benveniste and Mr. David James Schapira as members of said Board for the next three-year period.

The Board of Directors is responsible for the Foundation’s ordinary and extraordinary administration. The power of representation attributed to directors by the By-Laws is general. The Board may delegate part of its powers to one or more of its members, or to an Executive Committee composed of three of its members. It may appoint attorneys for specific acts or categories of acts, within the limits set by its resolution, passed and filed in the legal terms.

The Chairperson shall hold power of legal representation of the Foundation before third parties and in court, convene and chair meetings of the Board of Directors and exercise powers conferred by the Board generally or on a case by case basis. In urgent cases, they may adopt measures within the purview of the Board, subject to ratification at its next meeting. The Chairperson may also grant special powers of attorney for individual acts and appoint lawyers and attorneys ad litem.

The Deputy Chairperson shall replace and stand in for the Chairperson if the latter is absent or unable to perform their duties. The Deputy Chairperson shall have the power of legal representation of the Foundation within the powers granted to them.

The Board of Directors of Be for Education Foundation in 2025

POSITION	MEMBERS	FIRST TERM*	IN OFFICE UNTIL
Chairwoman	Marina Nissim	22/11/2019	For life
Deputy Chairperson	Leone Manfredini	22/11/2019	For life
Director	Salomone Nick Benveniste	22/11/2019	Approval Financial Statements as at 31/12/2028
Director	David James Schapira	22/11/2019	Approval Financial Statements as at 31/12/2028

*Appointed in the Foundation's Memorandum of Association

The Board of Directors is tasked with appointing the Secretary or General Manager, if deemed necessary. The position of General Manager is held by Paola Pierri, appointed by the Board of Directors with resolution of 10 January 2022.

For the Control Body, art. 11 of the By-Laws provides for the establishment of a single-member control body as defined by the Board of Directors. Members of the Control Body shall remain in office for three financial years, until the approval of the financial statements for the third financial year. They can also be re-elected.

The Control Body of Be for Education Foundation

POSITION	MEMBERS	FIRST TERM*	IN OFFICE UNTIL
Control Body	Massimo Pometto	22/11/2019	Approval Financial Statements as at 31/12/2028

*Appointed in the Foundation's Memorandum of Association

The Board of Directors usually meets at the head office of the Foundation, or another place in Italy or abroad. The Board of Directors meets at least four times a year.

Meetings of the Board are convened by the Chairperson, at their initiative or when they receive a justified request from at least one-third of the directors, with a notice containing the day, time and place (in person or online) of the meeting and the subjects to be discussed, at least five days before the meeting date or, in urgent cases, at least two days in advance.

Meetings of the Board of Directors and its resolutions shall be valid, even without formal convocation, when all directors in office and members of the Control Body participate, including by video or teleconferencing.

The Board of Directors shall pass valid resolutions when the majority of its members in office are present. Resolutions shall be passed by the absolute majority of the votes of those present. In the event of a tie, the vote of the Chairperson of the meeting shall prevail.

In the Memorandum of Association a single-member Control Body was appointed with responsibility for the statutory auditing of the accounts, in the person of Massimo Pometto, registered in the Register of Statutory Auditors.

At the meeting of the Board of Directors of 17 April 2026, the position of Control Body and Auditor was reconfirmed and a total remuneration of €10,000 was approved, of which €6,000 for the Auditor.

Meetings of the Board of Directors shall be chaired by the Chairperson or, if the Chairperson is absent, by the Deputy Chairperson or, if the latter is also absent, by a person designated by the directors present.

Minutes of meetings of the Board, signed by the Chairperson and the Secretary of the meeting, shall be prepared and recorded in the related book.

Secretarial functions at meetings are performed by the General Manager or, if the latter is absent, and in any event in cases where the Chairperson deems it appropriate, by a person designated by the Board.

In 2025 the Board of Directors met on four occasions and all meetings were attended by the Directors and the Control Body. The focus was on further information and updates on the Foundation's operation and its fulfilment of its corporate obligations. Below is a summary of the meetings held by the Board of Directors in 2025, the participants and an outline of the topics covered by the agenda.

Meetings of the Board of Directors 2025

DATE	PARTICIPANTS	Main issues discussed (Order of the Day)
17 April 2025	Marina Nissim Leone Manfredini David James Schapira Massimo Pometto	● Approval of the financial statements 2024 ● Information statement on the use of powers and proxies 2024 and subsequent resolutions ● Ratification of emergency resolutions taken since the date of the last meeting of the Board of Directors ● Assessment and approval of initiatives and relative expenses and disbursements
20 June 2025	Marina Nissim Leone Manfredini Salomone Nick Benveniste David James Schapira Massimo Pometto	● Approval of 2024 Social Report ● Ratification of emergency resolutions taken since the date of the last meeting of the Board of Directors ● Assessment and approval of initiatives and relative expenses and disbursements
7 October 2025	Marina Nissim Leone Manfredini Salomone Nick Benveniste David James Schapira Massimo Pometto	● Approval of the change of name of the Foundation and subsequent adjustment of the By-Laws ● Assessment and approval of initiatives and relative expenses and disbursements ● Information statement on ongoing initiatives
9 January 2026*	Marina Nissim Leone Manfredini Salomone Nick Benveniste David James Schapira Massimo Pometto	● Approval 2026-2028 Strategic Plan ● Approval 2026 budget ● Acceptance of donations from Bolton Companies

*Board meeting planned for 10 December 2025 and postponed to 9 January 2026 due to unforeseen circumstances

People who work for the Foundation

The Foundation has a Board of Directors with four members, and a Control Body also designated as auditor. In 2025 all officers served without remuneration, with the exception of the single-member Control Body, for which an annual remuneration of €4,000 was approved.

During the year one employment relationship was terminated and two new permanent employees were subsequently appointed; as at 31/12/2025 the Foundation’s internal workforce consists of five employees.

As at 31/12/2025 the Foundation operates with 5 professionals employed on ongoing and coordinated collaboration contracts, in addition to 11 individuals on occasional work contracts nearing expiry. The Foundation did not operate with volunteers in the year 2025.

Below is a summary of information on the people who work for the Foundation, as required by the Guidelines for the preparation of the Social Report for Third-Sector Entities. The data in the table is accurate as at 31/12/2025.

CATEGORY	NUMBER AS AT 31/12/2025	APPLIED EMPLOYMENT CONTRACT	STRUCTURE OF REMUNERATION/FEES AS AT 31/12/2024	TRAINING AND ENHANCEMENT ACTIVITIES
Directors	4	-	Position held without remuneration	Board Induction
Single-member Control Body	1	-	Remuneration aligned with market values	-
Employees – managers	1	Chemist	Gross annual remuneration aligned with market values, annual bonus recognised according to internal procedures	Training on the job
Employees – middle managers	1	Chemist	Gross annual remuneration aligned with market values, annual bonus recognised according to internal procedures	Training on the job
Employees – clerks	3	Chemist	Gross annual remuneration in line with market values	Training on the job
Third-party employees outsourced to the Foundation	0	-	-	-
Coordinated and continuous cooperation contracts	5	-	Remuneration aligned with market values (General Manager, Coordinator, Head of Training, Trainer “Masi” initiative and “Interprofessionalism in class” research project researcher)	-
Temporary Contracts	11*	-	Remuneration aligned with market values	-
Volunteers	0**	-	-	-

*Over the course of the year, several temporary contracts were activated to carry out specific initiatives, all with remuneration aligned with market values.

**The Foundation does not provide for the involvement of volunteers and no volunteers worked for the Foundation in 2025.

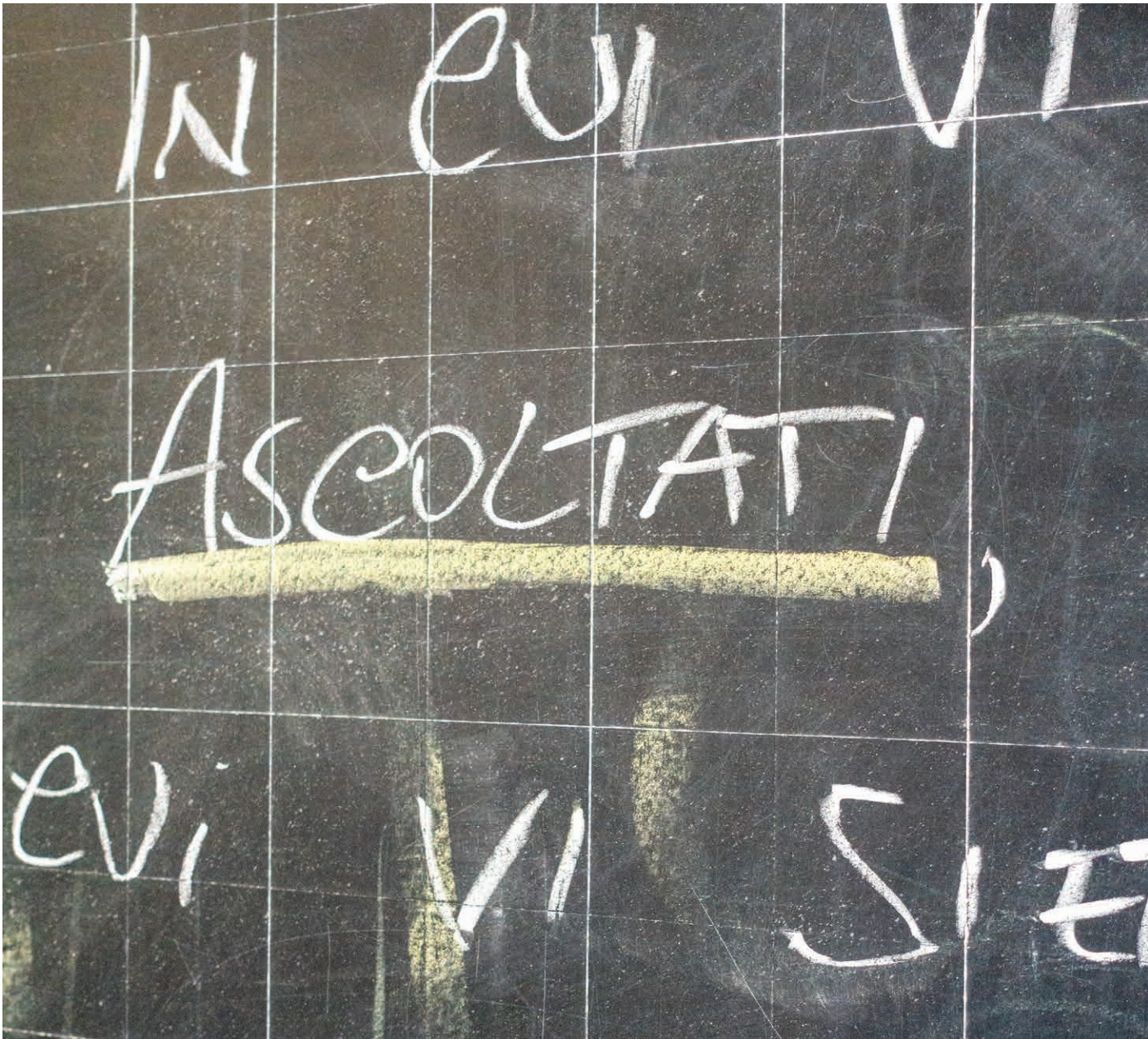
Ties to other third-sector entities

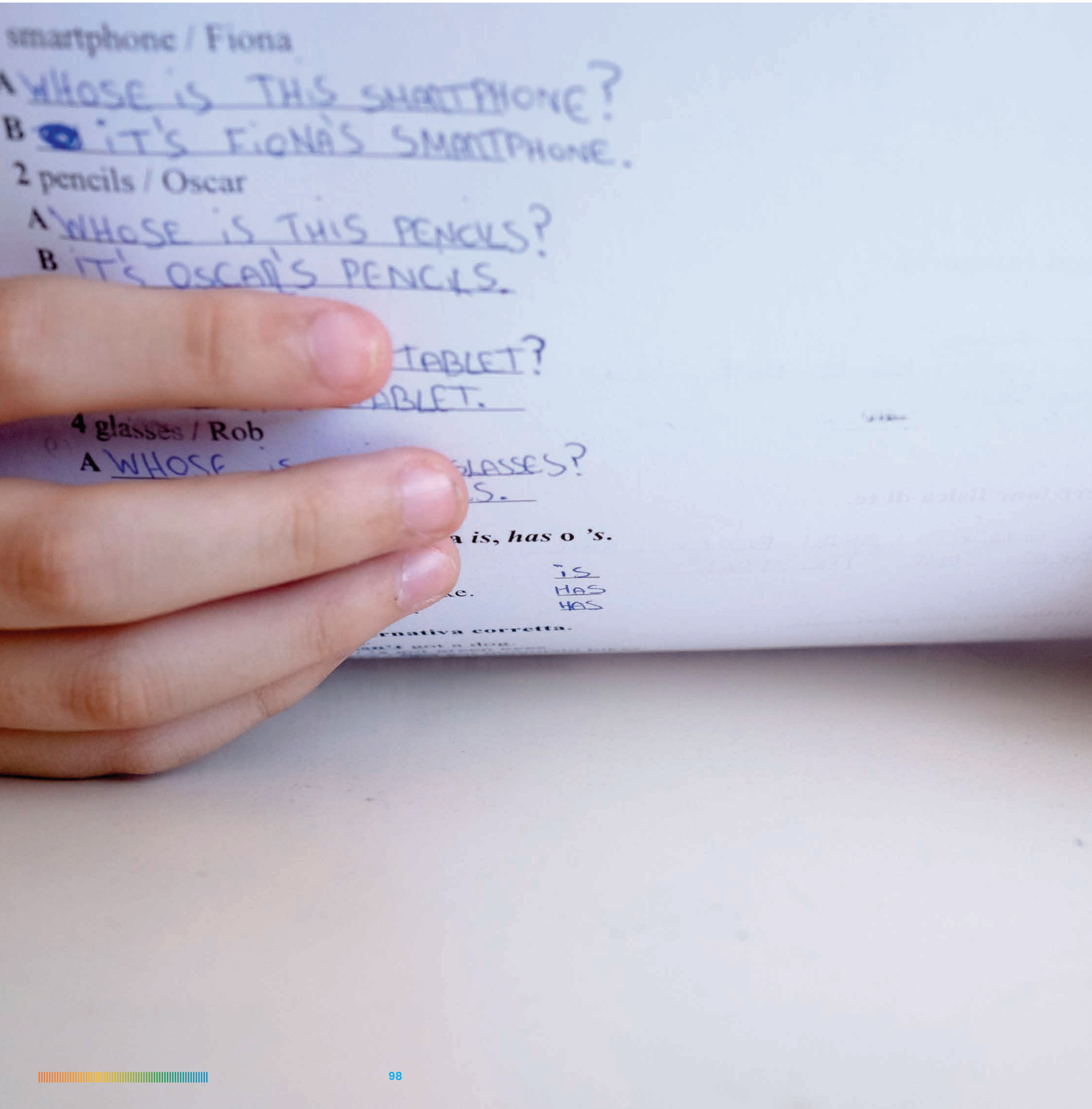
We believe it is extremely important to operate in the broader context of Italian and European philanthropy and we intend to nurture relations and contacts with other players in education and, where possible, partnerships and shared initiatives.

In light of this and as a crucial part of our strategic guidelines, we intend to actively seek and promote our presence in professional philanthropy and education networks as a means of acquiring skills, engaging in discussion and common reflections.

Since 2022 we have been members of Assifero, the Italian

Association of Philanthropic Foundations and Entities, which aims “to promote and consolidate more visible, informed, connected and effective Italian institutional philanthropy, recognised at all levels as a strategic partner of sustainable, human development”, and of Philea, Philanthropy Europe Association, a European organisation that arose from the merger between Dafne Donors and Foundations Networks in Europe and European Foundation Centre (EFC), with the aim of inspiring, connecting and representing the European philanthropic system and strengthening its role as a credible and reliable partner, with a shared vision and direction.





08
Report by the
Control Body

Report by the Control Body

Social report as at
31.12.2025
BE FOR EDUCATION
FOUNDATION ETS

TO THE BOARD OF DIRECTORS
Report on monitoring activity and findings

Pursuant to art. 30, paragraph 7 of Italian Legislative Decree no. 117/2017 (hereafter the Third-Sector Code or CTS), in 2025 I monitored the observance of the civic, solidarity and social utility purposes of BE FOR EDUCATION FOUNDATION ETS, with particular regard to the provisions of articles 5, 6, 7 and 8 of the Third-Sector Code.

This monitoring, performed in accordance with the current legislative framework, concerned the following in particular:

- verification of exclusive or primary performance of one or more activities in the general interest pursuant to art. 5, paragraph 1 of the Third-Sector Code for civic, solidarity and social utility purposes, in accordance with the particular provisions governing its performance, and, where applicable, activities other than those indicated in art. 5, paragraph 1 of the Third-Sector Code, within the limits of the By-laws and on a secondary, instrumental basis pursuant to Italian Ministerial Decree no. 107 of 19.5.2021;
- respect, in the fundraising activities carried out in the reference period, for the principles of truth, transparency and integrity in relations with supporters and the public, verified in accordance with the fundraising guidelines established by Italian Ministerial Decree of 9.6.2022;
- the pursuit of non-profit aims, through the allocation of all components of assets (revenues, proceeds, income and earnings however designated) for the execution of the activity set out in the By-laws; compliance with the prohibition on direct or indirect distribution of profits, operating surpluses, funds and provisions to founders, associates, workers and contractors, directors and other members of company bodies, in light of the provisions of art. 8, paragraph 3, letters a) to e) of the Third-Sector Code.



Certification of compliance of the social report with the Guidelines
set out in the Decree of the Italian Ministry of Labour and Social
Policies of 4 July 2019

Pursuant to art. 30, paragraph 7 of the Third-Sector Code, in 2025 I verified the compliance of the social report prepared by BE FOR EDUCATION FOUNDATION ETS with the Guidelines for preparing social reports of third-sector entities issued by the Italian Ministry of Labour and Social Policies with Ministerial Decree of 4.7.2019, in accordance with art. 14 of the Third-Sector Code.

BE FOR EDUCATION FOUNDATION ETS declared that it has prepared its social report for 2025 in accordance with the above Guidelines.

Without prejudice to the governing body's responsibility for preparing the social report in accordance with the methods and timescales established by the provisions on the preparation of such reports, the control body is responsible for certifying, according to the established legal terms, that the social report complies with the Guidelines of the Italian Ministry of Labour and Social Policies.

The control body is also responsible for determining whether the content of the social report is manifestly inconsistent with the figures presented in the financial statement and/or the information and data in its possession.

I therefore verified that the information in the social report was consistent with the disclosure requirements of the relevant ministerial Guidelines. My conduct was based on provisions pertaining to the Rules of conduct for the control body of third-sector entities currently applicable. In this regard, I also verified the following aspects:

- compliance of the structure of the social report with organisation into sections pursuant to paragraph 6 of the Guidelines;
- inclusion in the social report of the information in the specific sub-sections explicitly indicated in paragraph 6 of the Guidelines, unless adequate account is given of the reasons for omitting specific information;
- compliance with the principles of preparation of the social report set out in paragraph 5 of the Guidelines, including the principles of materiality and completeness, which may entail the need to supplement the information explicitly requested by the Guidelines.

On the basis of my work, I did not become aware of any reason to believe that the social report of BE FOR EDUCATION FOUNDATION ETS was not prepared, in all material respects, in accordance with the provisions of the Guidelines set out in the Italian Ministerial Decree of 4.7.2019.

Milan, 1 June 2026

The Control Body



Credits

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