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I. LETTER FROM OUR EXECUTIVE MANAGER
There is great pride, hope and gratitude in reading these answers. This is what most children we serve, through our Teach for Romania fellows and alumni, feel like. 20 000 this year. Despite visible progress in the right direction, this number is still worryingly small and unfortunately the greatest share of the remaining 2 918 264 students answer the opposite. Judging by the sequence of crises in the educational, health, economic and geopolitical systems, the current challenges that we are facing are expected and even justified. When times are tough, it’s easy to feel destabilised, to take a step back or simply give up, however it is in the face of uncertainty and hardship that true leaders are forged.

At Teach for Romania, 2021 was a year of endurance, resilience, strategic thinking, with medium and long-term impact in the Romanian education system. While adjusting to a new normal, we had significant achievements towards our mission - we offered support to 118 fellows, 30% more than in the previous year and, supported by Lidl Romania, we opened, one-year sooner, the first Teach for Romania regional office in Iasi, Moldova, home region for more than 30 of our kindergarten and school teachers.

Research shows that a passionate teacher is the best predictor of student achievement and future success. We believe that passionate teachers have the power to change lives, to influence trajectories, to build a better future for us all and we vouched to create a strong culture of support for our fellows so that they can become the passionate leaders in education that can lead both within and beyond their classrooms. Little would be possible without the help we received along these 8 years from all our Teach for Romania friends therefore I would like to express my deep gratitude to everyone who believed in us and offered all the trust and support we needed. Following our students’ example, we will persevere in the face of any adversity coming our way. We still need your support, the support of all people who see education as the solution to a profound change in our society. It is only by education and collective responsibility that we can build our future and the future of our children.

Julia Pielmuș, Executive Manager, Teach for Romania
II. ABOUT OUR TEACH FOR ROMANIA FELLOWSHIP
VISION

Every child has the fundamental right to quality education.

We believe every child deserves and has the right to have an inspiring teacher and mentor, who will help them discover and fulfil their potential. Regardless of socio-economic status, the region they come from or the type of school they have access to, any child can have a quality education.

MISSION

Training outstanding teachers to transform public education across the country.

Teach for Romania is a non-profit organization that recruits, trains and supports professionals as transformational teachers who take ownership of transforming society, through a leadership development program in education. Our aim is to have long-term impact in reducing educational inequity and developing essential life skills among all students. How? By supporting these transformational teachers to serve vulnerable communities where they are needed most.

Presence of Teach for Romania with fellows and alumni

8 Generations  26 Counties  275 Schools  20,000 Children  118 Fellows supported by the organisation (G7&G8)  176 Alumni

> 10 schools / county

> between 5-10 schools / county

> 5 schools / county
Teach for Romania is part of the global network Teach for All, together with more than 60 other countries across 6 continents. Teach for All seeks to provide high-quality education, as well as life training based on values and good models for all children, irrespective of the environment they were born in. The global approach is to develop leaders who rely on the realities of the local context and, at the same time, are familiar with the successful practices and ideas beyond such local context.

Teach for All currently support 14 900 fellows and 88 000 alumni and one of their highest achievements is represented by the fact that more than 74% of program graduates continue to work in education.
III. RECRUITING AND TRAINING FUTURE LEADERS IN EDUCATION
The challenges in education are so complex that we need a holistic child-centred approach in order to see meaningful results where it truly matters.

As there is no one solution to such complex problem, we need to foster leadership at every level of the system. Refurbished schools and well-trained teachers in the classrooms will not produce long-term change without infrastructure, medical or social services. Shifting the blame from early school teachers to primary or secondary school teachers, from teacher to parent, parent to student, family to authorities and so on will have no benefits on the long run and it is of no help to vulnerable children. There is an urgent need for taking collective responsibility and accessing all the support available.

We need sustainable innovation and commitment to long-term strategies. We need people to invest in solutions both in and outside the classroom. We need leadership. Both in education and other connected fields.

What is it that we do at Teach for Romania? We offer a leadership programme to people who have a powerful vision for change and who want to get involved in our Romanian educational system. People who, in the long run, through their roles, will contribute to student-centred education and will help all children achieve their potential, putting the most vulnerable first.

For 2 years, we provide practical context for them to understand what lays behind the alarming numbers, serving as kindergarten and school teachers, supporting them afterwards to continue their mission from various strategic roles. We strongly believe that it takes a village to raise a child and a whole country to solve systemic problems with such devastating impact as those we see in education.
IV. LIFE AS TEACH FOR ROMANIA ALUMNI - WHAT HAPPENS AFTER THE TWO-YEAR FELLOWSHIP?
The 2-year fellowship is just the beginning. Having gained a better understanding of the realities of Romanian education, our fellows use their experience to further help transform the educational system, from various strategic roles:

- As teachers, principals, teaching instructors or school inspectors, within school;
- Through initiatives and projects that support community and social development;
- Using the power of media to slowly enhance the image and importance of the teacher role and to promote the importance of investing in education;
- By training other teachers in the public school system;
- By influencing public policies within institutions, organizations impacting systemic change and political parties.

Though change can be slow, progress is sturdy and visible and our teachers become the agents of change that the Romanian education desperately needs. In 2021, the Teach for Romania alumni community included 165 fellowship graduates out of which 113 chose to continue teaching in Romanian public schools.

Developing a powerful, interconnected community of alumni that has shared initiatives and collaborates with other relevant stakeholders towards bettering our educational system is one of the key aspects of our mission and the impact we have in education. Schools need strong, brave leaders who can transform our education system, paying attention to all students’ diverse needs.

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<td>41</td>
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<td>59</td>
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<td>76</td>
<td>80</td>
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<td>n/a</td>
<td>13</td>
<td>36</td>
<td>66</td>
<td>102</td>
<td>136</td>
<td>176</td>
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<tr>
<td>Children</td>
<td>2 500</td>
<td>3 700</td>
<td>4 500</td>
<td>7 000</td>
<td>7 800</td>
<td>10 000</td>
<td>14 000</td>
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<td>12</td>
<td>18</td>
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<td>22</td>
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</table>
V. CREATING BETTER LIFE OPPORTUNITIES FOR STUDENTS IN VULNERABLE AREAS
A. IMPROVING EARLY LITERACY SKILLS

Why? Because we believe that literacy is a fundamental skill for children having a better chance to successfully integrate into society and because the lack of it continues to be a challenge for a significant share of the world's population.

In disadvantaged communities, poor literacy skills have even more devastating effects which is why we see 7th-grade students having trouble recognising all the letters of the alphabet or students graduating secondary school without the ability to read fluently.

At the beginning of the 2020-2021 school year, our fellows, teaching primary and secondary grades had in their classroom an average of 4 students who couldn’t read and write and 6 children with difficulties in understanding written text. Some of the issues most frequently mentioned are: difficulties in understanding a text, formulating ideas/opinions on simple topics, no coherence in expressing themselves, serious mistakes in writing. Some of the causes identified by the teachers are: little support outside the school hours; insufficient differentiated instruction and 1-1 sessions; major social and economic gaps between students; little or no motivation, and delayed or poor social-emotional development.

"41% of 15-year-old students have poor results in reading (difficulties in interpreting the meaning of the texts they read). Children from families with a good social-economic status scored 109 points more in reading compared to children coming from poorer social-economic backgrounds. A student from a socially and economically disadvantaged family has no more than 13% chances to get enrolled in a school ranking among the first 25% by performance."

Source: PISA evaluation, OECD Report, What students know and can do, 2018

How do we do that?

Depending on the gap between the literacy level provided and required by the curriculum and the actual literacy level of the students, the teachers have 2 intervention strategies:

1. During classes – integrating multiple reading strategies and methods in everyday classroom activities.

2. After-school activities with small groups (2-3 students), focused on developing writing-reading skills (remedial activities), or with larger groups (up to 8 students) in summer/winter schools, thematic trips, reading clubs, etc.
Developing teaching literacy skills of teachers in the public school system

With the support of Teach for All, we started working on a training and mentoring programme for teachers in the system, who will be able to correctly diagnose and work more efficiently with students who have literacy learning gaps. We offer them training, mentoring and constant support as what we are truly struggling with is not a lack of teaching resources – courses, digital tools or instructional materials – but rather the lack of support to understand and use the resources in real life, in their classrooms, with their students.

Based on our research and experience, we understand that developing reading-writing skills and other literacy dimensions must start from studying the cognitive processes involved. Further on, using the methods meant to support literacy is just as important. It is also through this project that we managed to pilot a full (evaluation-intervention-evaluation) remedial intervention process with some of our Teach for Romania fellows.

Moreover, in 2021, supported by PEPCO Romania and the United Way Romania Foundation, we managed to put together a team of literacy mentors from our teacher community, with whom we scaled remedial intervention. Thus, every teacher involved in the programme, regardless the school level they were teaching in, learned to intervene on 2 levels:

- During classes, where they assess, implement and monitor progress, using adequate literacy instruments;
- Outside classroom, where they act to reduce large gaps that can no longer be covered in class;
- Themed summer schools.

* Bogdan is 18 years old, and in September he started 8th grade. He repeated several years of school, but he has never given up on his education. Half a year ago, Bogdan had trouble recognizing all the letters of the alphabet, he couldn’t write or read fluently. There were no special learning requirements, neither dysgraphia nor dyslexia, he simply missed the moment when he should have learned to write and read.

The rest is the same sad story of many children in Romania. Bogdan didn’t miss school, but school failed him in the many years he was just another number in a classroom, feeling invisible. Finally, last year things started to change. In the first semester, while many countries including Romania switched to online school, Bogdan did not attend classes due to the lack of internet connection and equipment. In the second semester, when the school reopened, he started coming to classes again. His biology teacher, Andrei, now a Teach for Romania alumnus, soon realized that Bogdan could not read. He offered tutoring after classes for which Bogdan was very grateful, even though this wasn’t the easiest to say yes to as he was also working to support his family. Andrei had been trained by his colleagues at Teach for Romania and our friends from the Noi Orizonturi Foundation on what to do in such situations: he assessed Bogdan, they built an action plan together, they met regularly and practised reading and writing. In July, Andrei also organized a summer school to further support Bogdan and his classmates, where Bogdan was always the first to arrive on most days. When they started working together, Bogdan had the literacy level of a preschool student. Nowadays, he is reading fluently and has just passed his driving test. This is the type of dream we want to help come true.

* Student’s name has been changed.
B. PROMOTING SOCIAL-EMOTIONAL DEVELOPMENT

Students deserve to feel like they are important, that they are seen and listened to, they deserve a healthy upbringing, guidance on how to manage their emotions and how to think for themselves and make their own choices.

Why are these important?
Developing social-emotional skills is the foundation of students’ learning process. Besides being able to read and count, every student needs to know how to manage their emotions in various contexts, work and collaborate efficiently in group work, be confident that they can achieve what they plan to, be autonomous, and be capable of empathy.

How do we develop these skills in students?
Irrespective of the subject they teach, Teach for Romania fellows invest in their students’ harmonious development. Without feeling safe, heard, important, no child can learn. Teaching starts from every student feeling well and safe.

What tools do we use to measure results?

Student survey

Every year, we ask students to provide feedback on how they feel about being in school, about their relationships with their teachers and their school peers. Teachers learn from their students’ answers and adapt the way they work in class

Thus, we learned that:

- 92% of primary school students say that they like going to school and that class activities are interesting.
- 90% of secondary school students say that teachers make classes interesting.
- 92% of primary school students say that their teacher helps them try until they succeed.
- 92% of students say that their teacher shows them that they really care about them, and 89% of students say that their teacher is a good listener.
The percentage of students (on average) who positively appreciated the evaluation criteria:

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<tbody>
<tr>
<td>Developing relationships based on encouragement and support</td>
<td>86%</td>
<td>78%</td>
<td>80%</td>
<td>80%</td>
<td>78%</td>
<td>85%</td>
<td>81%</td>
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<tr>
<td>Appealing learning environment conducive to engagement</td>
<td>82%</td>
<td>77%</td>
<td>80%</td>
<td>80%</td>
<td>77%</td>
<td>82%</td>
<td>80%</td>
</tr>
<tr>
<td>Internalising learning</td>
<td>87%</td>
<td>78%</td>
<td>80%</td>
<td>81%</td>
<td>81%</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>Creating a positive learning environment</td>
<td>51%</td>
<td>50%</td>
<td>51%</td>
<td>51%</td>
<td>55%</td>
<td>57%</td>
<td>53%</td>
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<tr>
<td>Maintaining rigorous expectations</td>
<td>76%</td>
<td>73%</td>
<td>75%</td>
<td>76%</td>
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<td>76%</td>
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<tr>
<td>Capitalising on the students’ ideas and contributions</td>
<td>82%</td>
<td>76%</td>
<td>78%</td>
<td>79%</td>
<td>76%</td>
<td>88%</td>
<td>80%</td>
</tr>
<tr>
<td>Checking and ensuring understanding</td>
<td>85%</td>
<td>76%</td>
<td>79%</td>
<td>79%</td>
<td>77%</td>
<td>87%</td>
<td>81%</td>
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<tr>
<td>Total</td>
<td>78%</td>
<td>73%</td>
<td>75%</td>
<td>75%</td>
<td>74%</td>
<td>80%</td>
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EDUSTART PLATFORM

Together with our strategic partner, UiPath Foundation, we developed EduStart.ro – an online platform providing tested solutions to improve social-emotional skills, intended for all students, teachers, headteachers, and institutions involved in public or private education in Romania.

The platform was launched at the end of November 2021, seeking to help teachers in Romania assess their classroom SEL level and adapt their activities so that all children can develop the social-emotional skills needed for achieving success in any area of life.
SEL strategies and tools used by our Teach for Romania community

Besides cognitive learning, schools is very important in supporting children's social and emotional learning. In order to promote healthy child development and prepare students for life, we shared with the teacher community in Romania, multiple learning instruments and techniques used by our fellows in their classroom.

- SEL tools and activities:
  the mind jar; emotional bubbles; the circle; calming centers; the traffic light for emotional regulation; big fish - small fish; freeze - are just some of the techniques that we shared about on our blog, in this article, illustrated by George Roșu.

- The culture of achievement improving classroom communities every day (the detailed article is here) illustrated by Alexandru Petrican.

- The integrated approach – enhancing each child's development and learning (the detailed article is here) illustrated by Alexandru Petrican.
In the rural communities we serve, 1 out of 5 children drops out of school by the end of grade 8. We work in schools that start with 8 full-capacity classrooms in first grade and end up with one eight-grade class and a lot of empty seats.

What do the Teach teachers do?

They create a friendly, positive environment in school; show children why school is relevant for their further development; develop good relationships with the parents; spend hundreds of hours in the community, together with the community mediator, to bring children to school and motivate parents to participate more in their children's education.

C. REDUCING ABSENTEEISM AND PREVENTING SCHOOL DROPOUT

*Viorel is a 7-grader, he likes biology, sports and recesses activities. His dream is to become a priest one day, because he loves singing in the church choir. He doesn’t always feel good at school as he often struggles with bullying. Though he tries to avoid any altercations and conflicts, he often finds himself in the middle of tense situations. He is trying really hard; however, he doesn’t always succeed in managing his anger or frustration. For a teenager, it’s challenging to speak about what you feel, be vulnerable and exposed. But Viorel is trying. He diligently works to understand and control his emotions. He pays attention to his reactions, does breathing exercises, meditates, speaks about how he feels. Biology classes help him too, as his teacher, Andrei, encourages children to share about how they feel and to express themselves in a safe environment. They also organised a school workshop on understanding emotions - where they come from, what they represent, how they manifest, how we can manage them. Viorel believes that all these things help him have better relationships.

When we speak about bullying, we easily share blame everywhere, especially on children. It is crucial to understand that every behaviour hides a full range of emotions, and that the responsible adults in a child’s life can help identify and manage their feelings. Now, during school, as well as later when they will become adults.

In Teach for Romania, we support teachers in understanding and working with every child, according to their needs and circumstances. After all, what they have in the class is not only a collection of brains waiting to absorb information, but students who bring their desires and emotions and often their experiences, responsibilities, and emotional baggage that is often overwhelming even for an adult.

*The student’s name was changed.
How much can a teacher do for their students? How far can they go to promote curiosity and a learning routine for their students? What does it mean when a student skips school - is it just a mark in the class directory? What does it mean for the family when a student skips school?

In vulnerable communities, we noticed that an important factor that influences early school dropout is the educational model provided by parents and siblings. Most often, the students who end up giving up education come from families of parents who haven't graduated more than eight grades.

Ramona Ioana Radu is a primary school teacher in Iași county, and in the first week of school, she had no students in her classroom. Most children gave up school during the pandemic - a period when the lack of tablets or smartphones made them lose contact with school. When arriving in the community, from the very first day, Ramona walked the streets of the village to look for her 3rd-graders. It was extremely difficult for her because she didn't know anyone, and the parents didn't know about her. After daily and then weekly visits, Ramona managed to bond with the community and bring 18 students to class, kids who keep coming to school constantly.

Many of her students don't yet grasp how important education is, because neither their parents understand how their children's life could change if they went to school, therefore they don't encourage them to go to school. "If school becomes an expense for them and they see it as a disadvantage, as an obstacle, then it's obvious that they don't realise how important it is. This de-motivates the children, too. It's almost impossible to see any progress if they don't come to school constantly. My kids are amazing, but unfortunately some of them can't read and write. That's a serious problem for 3rd graders."

Teaching children how to read and write is crucial, however Teach for Romania fellows also focus on building characters. They help children discover and develop their potential, with a lot of work, care and, last but not least, with a lot of confidence that they can do it.

D. LESS SEGREGATION, MORE DIVERSITY – EQUAL EDUCATION FOR THE ROMA AND NON-ROMA COMMUNITY – BREAKING SEGREGATION CYCLES IN THE FIRST ANTI-DISCRIMINATION PROJECT CARRIED OUT WITH ROMA EDUCATION FUND

We often speak about educational fairness and helping children from disadvantaged communities capitalise on their potential and become functional citizens of the Romanian society. However, we cannot speak about authentic change and better life options if teachers don't have the required competencies, nor the context to carry out inter-cultural learning activities, if the curriculum does not include aspects regarding culture and history of the Roma minority and contexts fostering interactions in the community, and if the parent-school-student relationships are precarious.

What do we do?

Last year we launched a project that we are carrying out in partnership with Roma Education Fund and, for 3 years, we will work on three main objectives:

- create and disseminate a curriculum that will facilitate activities on topics such as inter-cultural education and diversity;

- develop active citizenship competencies and a non-discriminatory treatment, and inter-culturalism for more than 700 participants in the project (educational professionals, NGO specialists, parents, students, teachers and headteachers) from 7 counties.

- submit two public policy proposals to the Ministry of Education and Research to ensure fairness in education and quality of education for all children, irrespective of their ethnic origin or mother tongue.

Find out more about the project here: https://faradiscriminare.ro/
VI. THE FIRST TEACH FOR ROMANIA COHORT AND THEIR STUDENTS’ JOURNEY TO PURSUING THEIR DREAMS
Claudiu is an 11th-grader and he is determined to sit the exam for the Medical School after graduating high-school. Right now he is volunteering for SMURD, with more than 120 hours of hospital practice, first aid training, more than 7 months of volunteering for SMURD Iași. And all that, out of his ambition to prove that he can do it and that it can be done, even when he was all too often hearing that he was too young to volunteer for SMURD.

Claudiu’s passion for medicine was discovered and encouraged by Ionela Munteanu, his English teacher and a Teach for Romania alumna. It all started with a medical kit that Ionela brought to class, as a support to tell her students about her experience in Ireland, where she used to be a first-aid volunteer. Ionela always brought her own stories to her English classes as it helped keep her students engaged. It was then that she noticed Claudiu’s interest in medicine; he was only a 7th grader, and his desire grew further into asking his parents to enrol him for the first aid class. His parents didn’t agree right away, because they didn’t know what that meant, but they knew it would imply some risks that their child may be exposed to. So he waited.

All this time, Claudiu didn’t give up what he wanted - he was even more eager to become acquainted with the field. “Miss Ionela was the driving factor that made me follow my passion, and she contributed to encouraging me to enrol as a first-aid volunteer. Unfortunately, not all teachers are like her: they are more straightforward, very serious, and often don’t understand that we, their students, struggle with the pressure we get from exams. We want to be heard and understood! And teachers to be more empathetic. Just like Miss Ionela was, «one of us»”.

Claudiu says that not everyone in his community knows that he is a SMURD volunteer, but those who do know keep asking him for advice, and he feels that the most important thing is to be able to offer moral support to those in need. Constantly. “People in the community support me, and I think I also gained their respect”. Claudiu is one of the many examples of students who were encouraged by their teachers to discover his passion, and supported in the long run to not give up.
While on a flight to Italy, she discovered the stories of the fellows in the first Teach for Romania cohort in a magazine. She was so thrilled with the experiences she read about that she applied for the fellowship and became part of the second cohort of teachers who contributed to high-quality education. With a Master’s degree in Fine Arts, Emilia Dinică moved to the countryside, to be a teacher for the students in Fundeni and Gălbinași, Călărași.

That’s where she met Anda, her student, a talkative, talented girl, lacking confidence in her worth and her talent. “Colleagues were always saying that she was very talented, and I had noticed how easy it was for her to draw: I could see that by how she was drawing in class, during my classes. She was an 8th-grader when she mustered the courage to come to me with a huge file, telling me that she had decided to show me her drawings. That’s when I found out that she had learned how to draw on YouTube. She was a self-taught child. I offered to help her pass the exam, if she wanted to try for Arts. She accepted. I volunteered to work with her on Saturdays, at her home. Her mother had agreed to Anda’s choice and was supporting her. She always welcomed me with tea and cookies. This entire relationship made me feel that I belonged, that I was family.

Anda made considerable progress in just a few months. She was ready. 7 o’clock in the morning, we were waiting for her to enter the exam room. Full of enthusiasm and anxiety and all sorts of emotions, I waited for 4 hours, until she got out of the exam room. Anda was admitted to the High School of Fine Arts, which she graduated with honours to then attend the National University of Arts.
Simona Costea is now a Medical School student, but it wasn’t easy at all for her to get here. She remembers her junior high years fondly, when a mistake was seen as a space for learning, while in high school, she believes, a re-adjustment was needed.

"At the beginning of high school, it was hard for me because I carried in my mind the thought that I am from the countryside and don’t have as many opportunities as my peers from the city. Sure, it wasn’t a healthy thought, but that’s how the first year went. I left my environment and it was hard. I could see, however, more humanity in my village than where I ended up in high school.

In 4 years of high school, I saw a lot of bullying in rural communities. My classmates weren’t better than me, I shouldn’t have compared myself to them! The only difference between kids in class is about how hard you work. It doesn’t matter how many advantages people around you have over you. What changed was my mindset and that happened because of what I learned in secondary school from my teachers."

Sînziana Spistyak, Marius Maria, Emilia Dinică and Anca Popa were teachers in Fundeni, Călărași county, and Simona’s teachers who recalls her middle school experience with great joy: "the classes with the Teach for Romania teachers were all about learning in a relaxed, calm environment. Nobody was under any pressure to make mistakes. We didn’t feel that one of us was at an advantage over the other. We were equals. We trusted ourselves to make mistakes in order to learn, and the classes were as they should be. Maybe what helped the most was that they helped us build our confidence and created the feeling that it was normal to be wrong. The feeling of familiarity."

Simona is that person who lives by "Wherever you go, build friendships, do your best and be considerate of people’s feelings".- which is a message that she got from Marius Maria, her maths teacher, and a Teach for Romania alumnus.
VII. TRANSFORMING OUR SCHOOL SYSTEM THROUGH BUILDING A STRONG COMMUNITY OF RELEVANT STAKEHOLDERS IMPACTING CHILDREN’S LIVES
We develop and strengthen strategic institutional partnerships

In the past year, we focused our efforts to building new institutional relationships and strengthening the existing ones through various events and visits in the communities we serve. We cannot have a long-term systemic impact unless we have the support of the relevant stakeholders in the child’s universe. We organised debates in Iași, Călărași, at the Romanian Senate, online, where we discussed about the problems encountered in vulnerable environments and how we, Teach for Romania, can contribute to reducing them. We also talked about the difficult situation of children whose parents are abroad, about how we guarantee access to high-quality education for those students coming from vulnerable backgrounds.

In partnership with the Presidency of the Romanian Senate, we organised a debate where we launched the study “Qualitative evaluation of Teach for Romania fellows’ influence on school community”, about the extent to which teachers perceive that they can acquire practices that would foster a culture of achievement in the classroom. The study confirms that the main objective of teachers is related to using the time available to completing their lesson plan. The results are not surprising, given that it is only to a small extent that teachers receive training or mentoring on how to develop a culture of achievement in class, but we are happy that, together with institutional and NGO partners, we develop resources for all teachers in Romania.

The institutional partners with whom we strengthened and built collaboration relationships in the past year, and whom we want to thank for their openness, are: The Ministry of Education, the Romanian Senate, Iași City Hall, Săcele City Hall, Iași County Council, Iași County School Inspectorate, Călărași County School Inspectorate, and Brașov County School Inspectorate.
In 8 years of first-hand experiences in vulnerable communities with Teach for Romania, we saw many dedicated teachers, working passionately to create an inclusive, creative, fair school environment for their children. We know how difficult and frustrating it is, but we also know how fulfilling it is when we see the results.

By organising the “Rural Teacher of the Year Gala” we intend to emphasise quality of education in the rural environment, and promote those teachers who believe in every child's potential, who want to reach each and every one of them and give them the chance to a better future through education.

The contest categories are closely connected to the strategic directions we are pursuing, namely preventing school dropout, developing literacy, social-emotional skills, and leadership in students, and the last category - community involvement.

We want this annual event to be a context where we bring a token of gratitude and appreciation to those dedicated teachers who do not give up believing in the students' potential, who want to reach each and every one of them, create adapted learning context, and give them the chance to a better future through education. These teachers deserve to be known, and their effort, dedication and perseverance to be acknowledged.
We are grateful that we had 310 nominations for the first edition of the Rural Teacher of the Year Gala, made by parents, students, former students, teachers, headteachers and partners; that we had 50 teachers, alumni and members of the Teach for Romania team involved in the pre-selection as a jury, with 25 specialists involved in the final jury stage, including civil society representatives, education experts, business sector representatives, students, institutional partners, and media partners.

We would like to express our gratitude to the TfR friends who joined us, as we would not have been able to organise such an event without their support: strategic partners – LIDL Romania, BCR, and Regina Maria Network; jury partners – National Students’ Council, UiPath Foundation, World Vision Iași, New Horizons Foundation, Verita Foundation, National Agency for Community Programmes in Education and Vocational Training, BA Glass, Allianz Services, Autonom Foundation, Foundation for Civil Society Development (FDSC), and the National Agency for Roma; local partners – Iași County School Inspectorate, Iași City Hall, and Iași County Council.
We grow sustainable communities for the future, together with the teachers in the system

Teaching as leadership. A programme for which we partnered with UiPath Foundation to train teachers in Galați, Vaslui, Botoșani and Bucharest on a strategic learning approach, by respecting the children’s real learning needs and the way in which the brain learns, adapting their activity to online or offline environments, creating a culture of achievement in the classroom, materialised through powerful, inclusive relationships, the use of mistakes as learning spaces, and celebration of small steps. Together with the Teach for Romania alumni, who are their trainers and mentors, teachers train not only their teaching skills, but also reflection self-regulation, and resilience.

We train leaders for a sustainable change in education

Management of vulnerable schools - Together with UiPath Foundation, we developed a training programme for teachers who hold or aspire to leadership positions in school, at the end of which participants will acquire knowledge, tools, and best practice examples, as well as a sustainable change strategy model and minimum 2 key-processes with improved efficiency in the school.

Together with the Ministry of Education, we pilot a programme for beginner teachers

We extend the resources offered by Teach for Romania to the public education system - from piloting a tutoring programme in partnership with the Ministry of Education to providing several courses and tools that the teachers in the system can use free of charge. In addition, we will invest more resources in remedial programmes and in training the teachers in the system to work with children with literacy difficulties.
VIII. THE SUPPORT THAT MADE A DIFFERENCE
In 2021, we were happy to have with us LIDL Romania, Regina Maria Private Healthcare Network, UniCredit Bank, Lays Romania and Romanian United Fund, with whom we developed communication campaigns and products that enabled us to further promote the importance of education and the key role that teachers have in the life of a child.

**LIDL ROMANIA CAMPAIGNS**

Thus, in 2021, we joined forces with our strategic partner, LIDL Romania, to spread awareness on the need to invest in education and the solutions we propose for the public education system. Besides the annual Back to School campaign (now in its 5th consecutive year), LIDL Romania was with us in other communication campaigns and materials:

1. The Back to School fundraising campaign,
   implemented for the 5th consecutive year, followed by an awareness building campaign to inform the public about the opening of the first regional Teach for Romania office in Iași. In this campaign we also received support from Golin PR and several content creators and journalists of the local media, such as: Andrei Mihai – Ziarul de Iași, Alex Enășescu – Iașul Nostru, Ionuț Teoderașcu – Dela.sat, Diana Cătănoaică, Andreea Marc, Adrian Monoranu, Ziarul de Vrancea and Ziarul de Ilfov.

2. A Christmas fundraising campaign,
   through which we raise awareness on the large number of students in the rural areas who have serious reading and writing problems.

3. The first inspirational mural
   created at Junior High School no. 136 in Bucharest (Ferentari) by artist Alexandru Ciubotariu – Pisica Pătrată. The graffiti dismantles the myth of children lacking interest for school, as it represents the students’ answers to the fundamental question - what does a school that works to the benefit and for the students in Romania look like, what needs should the school respond to, and how to get there.

4. Campaign for recruiting a new generation of leaders in education
   Debtor or doctor? Accused or attorney? The future of children in disadvantaged areas relies on the decisions we make today, and the students’ chance to high-quality education. Together with LIDL Romania, we implemented a campaign to recruit the new generation of teachers that will be integrated in the public education system starting with the school year of 2022-2023. The campaign was implemented online, as well as offline through outdoor advertising (digital billboards, stickers on trams and in public transport stops in Iași, and digital boards in the clinics of Regina Maria private healthcare network).

We had the following communication partners in this campaign: Cohn & Jansen Agency, GroupM, Mavericks, Wink, Iași City Hall, Kite, and several employees from KPMG, Autonom Foundation, and Regina Maria Private Healthcare Network volunteered to help with selecting candidates. Thank you for your support!
“TEACH LA FAȚA LOCULUI” (“TEACH ON SET”), A PODCAST PRESENTED BY UNICREDIT BANK

In early 2021, we launched a new project close to our hearts, focused on starting important conversations and identifying solutions to the challenges faced by the public education system, starting with the most vulnerable schools in Romania, but also on bringing to light authentic, first-hand stories from Teach for Romania communities. We are happy that UniCredit Bank joined us and, together, we were able to publish 12 episodes with stories on the children we serve, our teachers, and Teach for Romania alumni, as well as of non-Teach teachers in the public education system. The podcast is available on Apple Podcast, Spotify, Google Podcasts and Deezer.

CONTINUOUS SUPPORT FROM “REGINA MARIA” PRIVATE HEALTHCARE NETWORK

For the second year consecutively, “Regina Maria” Private Healthcare Network decided to join us and invest in the generation of today, namely the doctors of tomorrow. The campaign “Looking for the doctors and nurses of tomorrow” brought us new supporters and potential long-term partners, for whom we are grateful. Thanks to you, we are today a stronger organisation.

“ALL FOR UNITY” - CHARITABLE EXHIBITION INITIATED BY DANIEL RĂDULESCU, SCULPTOR

We accepted the challenge received from sculptor Daniel Rădulescu and, in February 2022, we celebrated together the Constantin Brâncuși day, through a charitable exhibition dedicated to the education of students in vulnerable environments and hosted by Galateca. In a novel exhibition architecture, “All for Unity” brought together over 200 drawings selected from more than 1000 works created by artists, officials and visitors at the international workshop organised by Daniel Rădulescu at Expo 2020 at the Dubai World Fair, in the Romanian Pavilion.

The charitable exhibition was organised by Galateca in partnership with the Regina Maria Healthcare Network, which supports education, as well as arts initiatives.
Another initiative that brought us new partners and friends who improved the visibility of our organisation was the campaign “Deschide Lay’s. Dăruiește zâmbete” (Open Lay’s. Offer smiles), carried out by Lay’s Romania. For 4 months, the campaign was visible both on TV and on social media, as well as in retail, to motivate communities to give smiles to our organisation and 3 other causes involved in the society.

CAMPAIGN IMPLEMENTED IN PARTNERSHIP WITH ROMANIAN UNITED FUND

With the support of our friends from Romanian United Fund, the stories of the Teach for Romania fellows who returned from the diaspora and decided to get involved in educating the children of vulnerable communities reached the Romanians living abroad, through a fundraising campaign. Our joy is even greater, since experience in the recent years showed us that valuable Romanians, who managed to be successful abroad, accepted the challenge to come back and offer their experience, knowledge, and network of friends to support education for disadvantaged children.
IX. FINANCIAL DATA & AUDIT
Besides the audits carried out by some of our funders, such as Romanian-American Foundation, for three years now, our activity is audited independently by PwC Romania, with positive results. For our activity in 2021 we got an “unqualified opinion” after a detailed audit process managed by PwC. In addition, given the programmes funded from European funds that we carry out (structural funds and Erasmus), our activity is constantly monitored and reported to ensure transparency and correctness in using the funds.

The responsibility, transparency, and efficiency in using our financial resources are key values for Teach for Romania and our board.

- **Recruitment, selection, and integration of teachers and primary school teachers**: 177 k euro
- **Organisation development and marketing**: 164 k euro
- **Alumni, impact, and community projects**: 219 k euro
- **Training programme, mentoring, financial support for teachers**: 437 k euro
- **Department support**: 124 k euro
X. OUR TEACH FOR ROMANIA COMMUNITY
As we expanded our impact area and diversified the projects that we build for the public school system, we were happy to have support from our friends at LIDL Romania, UiPath Foundation, Regina Maria Private Healthcare Network, Romania American Foundation and NN, as strategic partners.


We are extremely grateful for the support provided by the Ministry of Education and the Faculty of Psychology and Educational Sciences from University of Bucharest, who make us feel confident that we work together towards the same goal – building the best start in life for every child in Romania through inclusive and equitable quality education.
FRIENDS IN THE BUSINESS ENVIRONMENT

- Cristina Hanganu and Teodora Toma – LIDL România
- Fady Chreih, Alina Bacal and Oana Mihăilă – Regina Maria Private Healthcare Network
- Ioana Ionță and Bogdan Grigoriu – PEPCO România
- Gabriela Dorobăț – Dedeman
- Nineta Ceauș and Mirel Pleșca - GroupM
- Anca Ungureanu – UniCredit Bank
- Alina Pene and Ruxandra Buta – Alliance Healthcare
- Corina Vasile and Ana Nilă – Raiffeisen Bank
- Ramona Jurubita, Alina Gheuca and Ionela Moisi – KPMG
- Maria Ionescu and Oana Negoiță - MindIT
- Magda Cristescu – Fan Courier
- Cătălina Nicola – Fundația Autonom
- Maria Tataru – Autonom
- Adelina Bortan – Filip&Company
- Casandra Toma – Sermedic
- Ramona Sârbu – Lagardere Travel
- Teodora Todoran and Ana-Maria Anghel – Wipro Technologies
- Aliona Hlusov and Alina Coman – Accenture
- Claudia Oprescu – BCR
- Rodica Stere – IKEA
- Nicoleta Mihaita and Costinela Drăgan – Rompetrol
- Violeta Pais – Smart Bio Food
- Nanus Adela and Raluca Dobra – Alliance Services
- Marius Simion and Constantinescu Andrei – OVB
- Simona Ana Anghel – BA Glass
- Ticudean Aida and Iosub Cătălina – GARMIN CLUJ
- Andreea Pipernea and Alexandra Tranca – NN
- Alina Bistreanu and Flavia Parpală – LPP
- Norbert Schmoll – Editura Booklet
- Marius Pletea – Insitu Estate
- Lucia Marin – H. Essers
- Alina Covaci – Editura Arthur
EDUCATIONAL PARTNERS

- Anca Nedelcu, Oana Moşoiu and Lucian Ciolan - Faculty of Psychology and Educational Sciences - University of Bucharest
- Paul Olteanu - Mind architect
- Olimpia Meşă - Instructional Design & Book to Courses™ Online School
- Lila Vasilescu, Marius Luca and Andreea Alexandrescu - Fundaţia Verita
- Ana-Maria Brezniceanu – Montessori School of Bucharest
- Oana Moraru – Helikon Educational Hub
- Constantin Lomaca – Franconian International School, Erlangen, Germania
- Daniela Stoicescu - Asociaţia InfinitEdu
- Maria Kovacs – Fundaţia Noi Orizonturi
- Maria Gheorghiu – Ovidiu Ro
- Claudia Ionescu - Junior High School no. 4 „Elena Donici Cantacuzino”, Dâmboviţa
- Laura Jerulescu - Commercial Higher School „Nicolae Kretzulescu”
- Raluca Mohanu – Steps 4 Change
- Carmen Sidon – Mindlearners
- Andy Szekely – As training
- Mihaela Tăbăcaru - New School
- Adela Becă, Ana Stamatescu, Roxana Turcu - Asociaţia TechSoup
- Diana Ghindă - Training Cafe
- Florin Ghindă - România pozitivă
- Jean Baptiste Manitou
- Elena Lupaoaea and Andrei Dobre - Organizaţia Naţională Cercetăşii României
- Cristina Petrescu
- The Forge Spirit team
- SMURD Foundation
- Vlad Dumitrescu – Fundaţia pentru Dezvoltarea Societăţii Civile
- Simona Voicescu, Andreea Talmazan – Asociaţia Necuviinte
- Iulia Mândâşescu – Special Junior High School for Hearing Impaired, no. 1 and MERITO teacher
- Corina Mighiu – Save the Children
In recent years, the voice of Teach for Romania became stronger in the public space thanks to our media partners, public figures, teachers and alumni who joined our cause and shared their stories about being a rural teacher in Romania with great consideration and responsibility. We are grateful to our friends from Decât o Revistă, Radio România Cultural, ProTV (in particular to Paula Herlo and Rareş Năstase), Adevărul, Libertatea, Școala9, Revista Carriere, Iașul Nostru, DelaSat, România Pozitivă, Știri ONG, Gala Societății Civile, TVR Iași, TVR Cluj, ProFM, Ziarul de Iași, who help us relentlessly to build back the public image of teachers in Romania and to give hope that change is possible, even in the most challenged communities and schools in our country.

People we are thankful to:

- Valentin Trușașu and Ionela Stănilă - Adevărul
- Andreea Archip, Medeea Stan - Școala9
- Sorana Stănescu, Anca Filip - Decât o Revistă
- Maria Andrieș - Libertatea
- Mirela Stana, Andra Petrariu and Gabriela Mitan - Radio România Cultural
- Andrada Fiscutean - ProFM
- Marcel Bartic – Europa FM
- Paula Herlo, Rareș Năstase – PRO TV
- Steliana Orășanu, Gabriela Baiardi, Maria Florea - TVR Iași
- Mădălina Vlăsceanu - TVR Cluj
- Ioana Matfee – Tele Buzz Botoșani
- Alex Enășescu - Iașul Nostru
- Andrei Mihai – Ziarul de Iași
- Ionuț Teoderașcu - DelaSat
- Liliana Kiper – PR Wave
- Ioana Chicet Macoveiciuc - Prințesa Urbană
- Melanía Medeleanu
- Liana Alexandru
- Cristian China Birta
- Maria Zavate
- Eli Vorbește
- Luiza Bălăceanu
- Felicia Simion-Hodorobă
- Cătălin Georgescu
- Adi Bulboacă
- Denisa Morațu Tamaș
- Ștefan Kanovici
Testimonial - Cosmin Cristescu

“I decided to donate my birthday on Galantom, because I am worried by the great discrepancy between the privileged and those who live to make ends meet. I believe that one way to close the social-economical-educational gap and to overcome these difficulties is for people who can afford many things to share their privilege to offer better opportunities to those who can’t. From my experience, I believe that the solid way out of a precarious situation in which people in need live is through education and, of course, by meeting their basic needs required to study and live a decent life.

While searching for various causes supporting education on the Galantom platform, I decided that Teach for Romania is the best fit for what I would like to support. I started by creating the page, and by writing a text about what I wanted to achieve with this activity then I started sending the link to my family, friends, colleagues and acquaintances, mentioning that this will be my perfect birthday gift. The contributions piled up and I had to increase my target twice after it was exceeded.

For those who want to donate their birthday, this is an easy way to do it, and what is most important is that the feeling of fulfilment and service it gives you cannot be described in words, it is more powerful and more beautiful than any other gift you could ever receive - that’s what I think.”

Volunteers

Diana Vintilă - KPMG
Teona Teodorescu
Laura Andreea Mirza
Bogdan Chioreanu
Alina Costescu
Corina Dare
Alexandra Vacaru
XI. PLANS FOR THE FUTURE
Together with our partners - sponsors and partnering NGOs - we invest time and resources in bringing what we do best - supporting teachers with the right training and tools to succeed - outside our Teach community and onto the larger community of teachers in the Romanian public-school system.

1. **Teach Academy** - Practical, 100% implementable training for dedicated teachers who want to generate relevant learning for their classes. Up-to-date, good-quality, and immediately applicable content in the classroom or in the teachers’ room, created by Teach for Romania. ([https://teach-for-romania.newzenler.com/](https://teach-for-romania.newzenler.com/))

2. **Mentoring programme for beginner teachers** developed in partnership with the Ministry of Education - the first adaptive mentoring programme for beginner teachers working in vulnerable environments - practical, hands-on, practitioner-to-practitioner training, with resources, advice, and structure. ([https://teachforromania.org/nest/](https://teachforromania.org/nest/)). This project targets teachers in vulnerable schools in 12 counties (Bacău, Botoșani, Brăila, Călărași, Galați, Ialomița, Iași, Neamț, Suceava, Teleorman, Tulcea and Vaslui) and is implemented in a consortium through the collaboration of 16 partner organisations in 6 EU Member States, and is part of the NEST international programme - Support and training for beginner teachers, funded under the Erasmus+ programme, sub-priority 3 - “Support for the public policy reform”.

3. Furthermore, in partnership with the Faculty of Psychology and Educational Sciences, we develop a post-university vocational training programme on leadership, built on actual needs, to offer the participants learning and collaborative work opportunities to co-create and pilot solutions for change involving all relevant stakeholders in the educational ecosystem in which children and young people develop.
4. **Digital Pedagogy** - Practical digital pedagogy and collaborative learning course, targeting primary and secondary school teachers who want to develop their skills for working with students online. ([https://teachforromania.org/curs-pedagogie/](https://teachforromania.org/curs-pedagogie/))

5. **We contribute to building two courses in the Școli cu scLipici programme of the New Horizons Foundation (Fundăția Noi Orizonturi).** The topic of literacy brought us close to experts as motivated as we are, in order to develop a successful intervention, especially where the challenges are great, namely in the disadvantaged environments in Romania.

6. **We develop a literacy course for all teachers in Romania, with the support of Teach for All.**

7. **We carry out the project “Împreună pentru educație” (Together for Education), intended to support increasing the capabilities of small and medium-sized NGOs (in the counties of Călărași, Brașov, Iași, Ițov, Vaslui) that serve needs related to the right to education (health, basic needs, social needs, infrastructure), and implicitly streamline modalities to provide capacity building support for these organisations.**
XII. HOW YOU CAN HELP
AS AN ORGANISATION

There is a wide range of ways in which you can support us. You can find some ideas below, however we are always open and willing to find innovative ways to support our mission and to meet the needs of the children and the communities we serve, as well as to respond to any relevant issues regarding CSR, Marketing & Communication or HR.

1. Promote the Teach for Romania cause to increase awareness and to extend support to the community;
2. Offer financial support towards the fellowship programme through direct sponsorship;
3. Direct up to 20% of the profit tax under the Sponsorship Law;
4. B2B or B2C fundraising campaigns;
5. Create promotion campaigns and cost-related marketing;
6. Support with products and services (inkinds);
7. Run projects that provide children access to various learning environments and exposure to the world of work and different jobs, companies and their employees, to get inspired, motivated and encouraged.
8. Organise joint events among partners, clients, business community to raise awareness on the importance of education and the Teach for Romania mission;
9. Lead employee engagement projects.

AS A PERSON

BECOME A TEACHER
If you want to be part of the change and if you have what it takes to become the teacher that many children in rural Romania need, apply now!

BECOME A FUNDRAISER
Create your own campaigns with our support, on Facebook or Galantam.

DONATE
100 RON pays for one more hour of high-quality education for children in rural environments.

BECOME A VOLUNTEER
If you want to invest your time in education.

SPEAK ABOUT EDUCATION AND ABOUT US
Don’t underestimate the power of your voice!
HOW YOU CAN DONATE

- **MONTHLY 4-EUR DONATION BY SMS AT 8864 WITH THE TEXT RESTART**

- **PAYPAL**

- **DIRECTING 3.5% OF THE PROFIT TAX**

- **DONATION BY APP Mobilpay Wallet**

- **PAY BY CARD ON THE WEBSITE AT teachforromania.org**

**BANK TRANSFER**

Bank transfer Asociația Teach for Romania, Globalworth Plaza Building, Șoseaua Pipera, nr. 42, floor 13, District 2, Bucharest

IBAN: RO36INGB0000999904210257 RON
IBAN: RO32INGB0000999904999424 EUR
IBAN: RO25INGB0000999904267782 USD
IBAN: RO27INGB0000999904908043 GBP

ING BANK, Aurel Vlaicu Subsidiary, Bucharest
XIII. OUR TEAM (WITH PHOTOS)
Miss, I couldn’t do this either at the beginning, but I’m glad I tried.

Preschool student
Teach for Romania
Globalworth Plaza Building, no. 42, Șoseaua Pipera, floor 13, district 2, Bucharest

Bank account RON: RO36INGB0000999904210257 RON
Bank account EUR: RO32INGB0000999904999424 EUR
Bank account USD: RO25INGB0000999904267782 USD
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