SUMMARY

4 Our motivation
7 Support and recognition
8 Teach for Romania in figures
11 The journey of a Teach for Romania teacher
17 Looking ahead
18 Financial report
19 Teach for Romania supporters
OUR MOTIVATION

- 50% of the candidates for the qualification examination do not get a pass grade
- More than 20% of Romanian pupils abandon the school before completing their compulsory higher education
- 42% of Romania’s population is in the situation of functional illiteracy
- 30% of 8th grade students receive grades of less than 5 in the national evaluation
- 50% of Romanian children are exposed to poverty and social exclusion
- Only 50% of the 12th grade graduates get a baccalaureate exam mark in the year of graduation
For any youngster in Romania, education and the environment in which he grows are crucial in making his life choices. The quality of education he receives until the age of 15 is decisive for his later life course.

A teacher can make a difference in the life of a child with a difficult social situation. However, the low prestige of the profession and the often difficult conditions of teaching discourage Romania’s most promising talents to choose the profession of teacher.

Our vision:
Every child in Romania should have access to life choices through quality education, regardless of where they come from, the type of school they have access to, or their socio-economic status.

Teach for Romania provides access to education and learning experiences for the children in need, and helps them to harness their full potential.

Our mission:
Teach for Romania recruits valuable Romanians, prepares them as model teachers or professors, and supports them to become factors of transformation in education.

We select the best candidates and prepare them to become teachers and transformational teachers. We support them in finding a job in a vulnerable school, and for two years we support them to work with children and to act as community leaders.

Transformational impact in the Romanian educational system, on a large scale and in the long term

After the two years of teaching, the teachers and the professors, becoming Teach for Romania alumni, are actively encouraged to make positive changes in education either directly in the formal education system or working in related fields.

Part of a global network
Teach for Romania is part of the Teach for All network, which today comprises over 40 countries on 5 continents. Teach for All supports local partners in changing the educational context. Teachers, alumni and network employees adapt their solutions to the local context and thus deliver innovations that can be shared to accelerate progress across the network.
SUPPORT AND RECOGNITION

The Teach for Romania model has served as the inspiration for implementing new government policies. In February 2016, Prime Minister Dacian Ciolos announced the implementation of measures inspired by the Teach for Romania model as part of the Anti-Poverty Package.

“In the last two years, at the level of the disadvantaged communities in which it has unfolded, the Teach for Romania program has managed to inspire outstanding graduates to embrace the teaching career and to show that change is possible in and through education. By offering models, skills development opportunities and innovating the teaching process, the young people involved in the program have generated real opportunities for a quality life among students. I assure them of my appreciation of all those involved so far in the Teach for Romania program and I wish them great success to the generation of teachers who will begin to change their destinies in the school year 2016-2017.”

Klaus Iohannis,
President of Romania

Dacian Cioloș,
Prime Minister of Romania
Statement at the conference
Our Impact on Education, 3rd June

AWARDS

2015
The “Best Company Sponsorship Project” Award, won with Vodafone Romania for Teach for Romania’s Leading Change, Contributing to Education project, within the People for People Gala.

2016
Alexandru Moraru, Teach for Romania Fundraiser, receives the “Best Fundraiser” award in the People for People Gala.
## TEACH FOR ROMANIA’S IMPACT IN NUMBERS

Progress in the second year of implementation

<table>
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<tr>
<td>Schools</td>
<td>15</td>
<td>33</td>
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<td>Counties</td>
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<td>11</td>
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<tr>
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TEACH FOR ROMANIA TEACHERS’ MAP
2015 - 2016

Brașov
- Alexandra Vlad | Primary school
- Cosmina-Mariana Dranga | Biology
- Constantin Alin Milu | Primary school
- Teofil Pârvu | Biology
- Denis-Elena Cotea | Mathematics

Argeș
- Alina Andronesu | Biology
- Felicia Elena Ionescu | Primary school

Dâmbovița
- Mădălina Vișan-Cozac | Primary school
- Gabriela-Lavinia Niță | Counseling

Olt
- Laura Barbu | French

București
- Ana Dobrescu | Primary school
- Ioana Terente | Primary school
- Sinziana Badea | Primary school
- Ada Barbu | Primary school
- Vasile Brașovanu | Primary school

Ilfov
- Iulia Călin | Geography
- Raluca Moldoveanu | Romanian
- Ana-Maria Mihai | English
- Silvia-Georgiana Pătrașcu | English
- Marius-Ciprian Bogdan | Romanian
- Ana- Maria Andronache | Romanian

Prahova
- Cosmina Dumitru | French
- Iulă-Elena Mărculescu | Primary school

Galați
- Cătălina Ranga (Brânză) | Primary school

Călărași
- Ivona-Elena Dumitrache | Romanian
- Andrei Papadache | History
- Ramona-Maria Diac | History
- Anca Mărgineanu | Mathematics
- Cristina Sinziana Buliga | English
- Cristina Elena Constantin | Counseling
- Emilia Dinică | Art Education
- Iulia Zecheru | Romanian
- Alexandra Ionela Hristea | Primary school
- Angela Dimișcă | Primary school
- Ciprian- Mihai Zecheru | English

Ialomița
- Ionela Munteanu | English
COMMUNITIES

Teach for Romania Teachers are active in schools from the most diverse communities. But they all share the same cause: children for whom future prospects are reduced. Life-giving options through quality education for every child in Romania? Teach for Romania is here to say “Yes, it’s possible!”

Fundeni, Călărași
25 km from Bucharest there is Fundeni, Calarasi County. Its population does not exceed 4000 people, and 40% of them are of Roma ethnicity. This community is in an area with great potential, but it is also very vulnerable. It is necessary to involve key people such as teachers, parents and the community in the educational process of children to solve some of these issues:
- the absence of extracurricular, cultural or social activities in community life;
- school dropout rate of 10% and low school performance, which were seen in the results of the National Evaluation. Only 10% of the students have scored over 5 (in the last 2 years).

București, Cartierul Neighbourhood
The Ferenari neighborhood is in the 5th District of Bucharest. The Romanian Agency for Quality Assurance in Pre-university Education (ARACIP) places the area in the category of socio-economically disadvantaged, but by involving students in extracurricular, cultural activities and by interacting with people outside the community, they can create life models and can come out of this circle.

Săcele (Gârcini neighbourhood), Brașov
Săcele is located 15 km from Brasov. Gârcini is a district with a majority Roma population. The area is facing problems such as the lack of income, numerous families, lack of water and electricity, small space and crowded living. Garcini is inhabited by many single-parent families, many parents having moved abroad. This phenomenon has consequences for families: the children take care of their younger brothers and absenteesism and school dropout are increasing. Many children are far below the level of education they should have at their age, and this is a direct consequence of the very low level of literacy of families.

Chiselet, Călărași County
The same challenges can be found in Chiselet, located on the left bank of the Danube, 80 kilometers from Bucharest, at the border with the Silistra region of Bulgaria. Here there is the same problem of the parents who abandon their families to work abroad, leaving children with relatives; in some cases, even children have to abandon school to accompany them. The community is characterized by poverty, lack of jobs, a fairly high degree of violence and a certain discrimination against the Roma.
The Teach for Romania model involves attracting the most talented people in Romania, preparing them as transformational teachers and supporting them for two years as teachers for children from vulnerable environments.

Since 2016, Teach for Romania has been developing this model in the framework of the project “A New Way for New Talents in Teaching”, financed by the ERASMUS+ program financed by the European Commission and implemented in collaboration with the Ministry of Education and the University of Bucharest. Thus, teachers and primary-school teachers (undergraduates or graduates in other fields) who go through the Teach for Romania program are certified by the Ministry of National Education as legally recognized primary school teachers. Since 2016, Teach for Romania is part of an international consortium of 15 partners from 7 countries, where Romanian partners are: Teach for Romania, Ministry of Education, University of Bucharest – Faculty of Pedagogy and Education Sciences.

July 2015

Following a recruitment process, we attracted 919 people interested in the program and 362 candidates, we selected 38 new participants in the Teach for Romania program, which in July 2015 start training as future leaders in education. Throughout the training process, the Training and Support department is formed, consisting of tutors who support, motivate and provide them with all the resources needed to increase their performance as classroom teachers and professors. Training starts with the Leadership Summer Academy, an accelerated exploration space that lasts for 6 weeks. Together with trusted partners, Teach for Romania has offered the second generation of selected teachers a residential training program in leadership and pedagogy during the summer, designed to train them as transformational teachers before reaching the partner schools where they will teach.

“The program has helped me to enter a community that is suitable for multi-level development. It has brought me people who are eager to support us, whether in terms of education or exposure to various learning contexts. I understand the importance of vision and work with objectives.”

Sînziana Spistyak, English teacher, Fundeni

Continuous training during the two years in teachers” conferences that aim at building teaching skills, sharing classroom experiences primesc vizite la clasă, reflectează și învăță despre procesul de predare și despre sine and connect with the transformation teacher mission. Throughout this year, teachers receive class visits, reflect and learn about the teaching process and about themselves.
“For me, entering Teach for Romania was one of the most courageous career decisions ever made. Although I wanted to become a different teacher, the lack of confidence in myself made me think I was not ready for something so great and transformational. The people I met here, the contexts offered and the connections we made have helped me make the best of my day-to-day experience. The confidence I have gained from the children has prompted me to take a step forward and get out of my comfort zone. Being a teacher in a rural school, working with pupils from different social contexts, interacting with parents was not an enormous challenge to me because I went through similar experiences as a student in a country school. However, I totally came out of my comfort zone when I held a discussion with a bank representative or offered an interview with a TV station about my experience as a teacher: being filmed at home and in the classroom or to attend an international conference attended by representatives of all the Teach organizations in the world, such experiences have transformed me.

I want to become a factor of change in education in Romania.”

Ramona Diac,
History teacher,
Chiselet,
Călărași County

August 2015
At the end of the Leadership Summer Academy, the Department of Institutional Relations supports the framing of the participants as teachers in the partner schools. Everything happens through collaborations with county inspectorates, schools or other educational institutions, based on the available places and the resettlement options of the recruited young people. Newly trained teachers are placed in 33 schools across 11 counties. There is the foundation of a close collaboration with the Principals, the other teachers and the parents.

“The collaboration between Teach for Romania and school has been effective from the beginning and consisted of forming a student-centered educational partnership by identifying the needs of children and their families. Teach for Romania has shown concern over community issues. Together we made visits to the community, organized projects with school and extra-curricular activities. By identifying the reality of school students, Teach for Romania teachers set personal development opportunities by promoting examples of good practice based on values such as integrity, determination, initiative and collaboration. The collaboration between the school and Teach for Romania will evolve towards a common goal: quality education for equal opportunities for becoming a pupil of our community. Teachers offered life choices through quality education for every child in a community that faces countless social and economic challenges.”

Elena Grigore,
Headmaster of Secondary School of Fundeni, Călărași

“The children from Săcele come from large families, with a material situation at the limit of subsistence. These children need people to believe in them, to understand them, to connect to their daily reality, to give them insights. In September 2014, we took in at the Gymnasium School no. 5 Săcele, Brașov County two primary school teachers and two Teach for Romania...”
teachers. The two teachers worked with the third grade students, a teacher teaching Plastic Science, and the other one English.

Step by step, we’ve seen results in students’ behavior, too. The desires to share, to know the world through the eyes of the other, to grow together have succeeded in creating a special link between teachers and their students.

The visiting of the community, the participation at the events in their lives, the organization of extracurricular activities have led the children to gain more trust in their Teach for Romania teachers.

During these two years they have demonstrated their professionalism and desire to change their education system. I think in time we will see the results of their involvement and love for children. However, in the short and medium term there is a shift in attitudes towards learning and a change in behavior.

There is a difference in how they relate to themselves and others, they are more aware of their actions and of themselves as people.

A very important aspect is the exposure of children by these teachers to new experiences, leading to the opening of horizons and to raising self-esteem. “

Alina Gavrilă
Deputy Director of the Secondary School No. 5 Sâcele, Brașov

Septembrie 2015

September means the beginning of the school year for 46 Teach for Romania teachers of two generations. In the first year as Teach for Romania teacher, the teachers create a learning experience for children, in line with the student’s vision, which includes 3 levels:

- Skills and knowledge - each teacher aims to raise the level of each child and develop basic knowledge
- Mindset and Values - Teach for Romania Teachers and Professors carry out a didactic act centered on the development of value-based behaviors. Collaboration, initiative, care for others, and healthy attitude towards conflict are encouraged;
- Access and exposure - Teach for Romania teachers and primary-school teachers expand the children’s universe by visiting museums, company headquarters or by participating in sports competitions; Bring people with interesting stories to the class, give them the opportunity to participate in events.

“Since I entered Teach, I have a second family. The family of my class, where I am a „mother” for 32 children of 1st grade. I have learned that now it is not only about me, but about the future, the problems, the love, the friendship, the family, the colored pencils, the stories, the cartoons, the wishes... of my children. I have learned how important it is to have patience, to encourage someone when they are at the end of their powers or do not trust their own powers. I learned to be more organized, to communicate better, more clearly and more openly. I improve my speaking skills every hour in class or sitting with their parents. I have learned that every child deserves all the best and every dream is precious. I wish that after finishing the program I can say that I have tasted of all the experiences of education. I still do not have a specific target, but a lot of ideas waiting to materialize. As a dream, I want a Teach for Romania school.”

Sînziana Badea
Preschool teacher at the Secondary School no. 134, Ferentari, Bucharest
In the second year, the transformation and impact of the teacher goes to the next level: they start building projects in the community, organizing activities to give children access and exposure: visits to companies, invites to the community, different activities within the School. Iulia Călin, Geography Teacher in Brănești, organized together with the children the project “Grandma’s House - Education Center for Sustainable Development of Branesti”. The project won the 1st place (out of 729 entries) at the ECO ALERT County Contest, which aims to develop pupils’ skills to promote sustainable development and manage natural resources. The idea started from a real need of the Brănești community to use resources sustainably, to preserve, harness and promote traditional architecture, local customs and products and to promote the natural potential of great value of the area. The project also created a context in which the students of the six schools in the locality to develop extracurricular activities and develop their responsibility to nature, the ability to use resources responsibly and the creative recycling motivation to ensure a better quality of life for future generations.

**November 2015 - Recruitment**

In November 2015, we began recruiting a new generation of teachers, a process that lasted until April 2016. The Recruitment, Selection and Integration Department selects candidates according to a skill model and ensures the integration of future teachers into the program. 747 people expressed interest in joining the program. After completing the application form, candidates are evaluated on the basis of the form, interviews and assessment centers, which include workplace simulations with classroom children. 38 candidates were accepted in the Teach for Romania program after demonstrating that they are fit to our program: identifying with Teach for Romania’s mission and vision, communication skills, determination, previous volunteer experience, teamwork skills and management skills.

The new participants in the program shared their motivation to join this movement.

> "Why Teach for Romania? Because I want to become a leader in my community and I want my students to have notable personal and professional performance."
>  
> Ion Pirneci, 27, Bucharest.

> "Why Teach for Romania? Because it is important for me to contribute, sharing what I know with people who are dedicated and passionate about what they do.
>  
> I would like all the students I have to realize that they have a creative potential to teach and nurture for life, regardless of the profession they will have."
>
> Mirela Ivanciu, 46 years old, Sinaia
The Strengthening of the partnership with the partner schools The “Together for Education” conference brought together 23 school headmasters together with whom we discussed about our partnership and we hope that we can make the changes we want and create the best learning experiences for children.

„The involvement of Teach for Romania teachers was enthusiastic and resulted in numerous creative and recreational activities with students. Ada Barbu, the teacher for preschool and primary education, had the initiative to present a secondary drama play to school children on school drop-out and civic involvement. That is why we hope in a collaboration that is at least as constructive in the future. Children, especially those in primary and secondary school, are very much attached to Teach for Romania’s teachers of the Secondary School No 134. They create personalized intervention plans for students with a lower learning rate and plan educational activities in the schoolyard when the weather is fine.”

Mihail Sergiu
Headmaster of the Secondary School no 134 Bucharest

„The collaboration between the two institutions is very good, constructive, we had common meetings - educational, seriousness, punctuality. I believe in the Teach people,

I’m sure we will continue and that they will always have people as competent, vocal and dedicated.

Headmaster Maria Cuță,
Secondary School no.1, Chiselet

June 2016

At the end of the two years, teachers enter the community of over 50,000 Teach Alumni in the world, from where they begin to act in accordance with their training as leaders in education. The Teach for Romania graduate course ranges from the decision to stay in school, explore ideas of social projects or engage in educational policies.

In June 2016, we celebrated the first generation of Teach for Romania alumni at our Education Impact Conference on June 3, 2016, which brought together over 400 Romanian educational beneficiaries.

„Teach for Romania has proven to be a change in my life. I moved from Bucharest to Sacele, changed my job, made new friends. With Teach I have fulfilled my high school wish to become a teacher. Being responsible for raising a child is something frightening and incredibly precious. You have a life lesson every day. You remember how lucky you are for everything you have and everything you are.“

Alexandra Vlad, alumna Teach for Romania Teacher in Gârcini, Brașov County

Impact on children

The impact on the pupils, after the time spent with Teach for Romania teachers, is defining. About Flori, Sinziana Spistyak’s pupil, Fundeni:

„When I met Flori, a 7th grade student, she never raised her eyes, she stood in the last desk. Limited attention, unfulfilled themes, almost no involvement at all. Now, in the 8th grade, Flori has the courage to tell what’s going on, ask questions about work tasks, get involved,

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collaborate, participate in extracurricular activities and the short film studio during the program called “Scoala Altfel” in rain and cold, because she is interested. She wants to know things outside the school and decides on the last hundred meters that she deserves to go on a trip. “Miss, I don’t know what’s happening to me lately. I’m helping my colleagues, I’m patient, I stopped swearing, I smile more.”

The story of the Teach student from Sinziana Badea’s class, Ferentari

“This is the story of every child in my class. That child who, at the beginning of the school, in September, looked at me skeptically and did not know if she wanted to become friends. At first, he could not focus, he would walk out of the desk, talk during the class and be idle. But his world became a colorful one, and soon the walls began to dance lively under the feet of the superheroes drawn and the desires for the end of the 1st grade. The hand began to write stories, because every writing begins with dashes, sticks, syllables, words, sentences, and the mind began to unravel calculations besides the small troubles of life of a 7-8 year-old. It seems as if I hear the strong heartbeats when asked, “Is it okay, miss?”. Perhaps the most important progress of a child in my class is that he makes visible steps towards more harmonious behavior, with a desire for learning, respect, and work as in a family, at school.”

Sinziana Badea, Teacher, Secondary School no. 134, Ferentari, Bucharest

The story of Alex, Alexandra Vlad’s pupil, Sâcele, Brașov County

“Alex’s father is in the Codlea Penitentiary. When I met Alex, he was a very violent child with a lot of attention problems. Within a year and a half he changed. He learned to offer, ask for and accept help: when we are in the class and does not know something, he goes to his colleagues and asks them for help.”

A year ago, such a gesture was for him a sign of weakness. I am always pleasantly surprised when Alex tells me the visits his father makes and I felt sad when he told me, in the context of the disappearance of an object in the class, that he was glad he did not come to school when it happened, otherwise his classmates would surely have blamed him. We have a pact: he is trying to learn, I help him, but if he can not write, read or do simple work at the end of the school year he will stay for another year. He is aware of this. He sees himself in his eyes and in his interest in the classes.”

Alexandra Vlad Teacher, Secondary School no. 5, Sâcele, Brașov County.

The story of Valentin, Ramona’s pupil, Chiselet

“I met Valentin when he was in the 6th grade, when, as in the legends of the Middle Ages, we felt that we were bringing magic to the classes of History, and that was mainly due to the students who were fascinated by the Castles and knights’ world, and made me prepare even more for them. At first, Valentin did not look into my eyes, trying to keep busy than look at me until I asked him about his passions. After I found out about the beatbox, I asked him to make a demonstration. Encouraged by my colleagues, he came out and began make sounds as if they were coming through the microphone, I was amazed, I congratulated him on his talent, and since then I didn’t have to adopt any strategy to catch his attention. Last year, Valentin had the average of 9 in History, a difference of at least 2 points from all other subjects.

Valentin has been shining since I read his poems, and I showed him gratitude and respect for what he does.
"This school is so big and, Time flies slowly, But sometimes it is good Because here we have fun And we even learn Some subjects which inspire us And we find out A lot of things And there’s another thing, too I have a favourite subject, Which I like to study And this is History."

Valentin, Chiselet, Călărași
## Financial Report

### Source of Income

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<th>Source of Income</th>
<th>Euro</th>
<th>Percent</th>
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### Costs

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