

IMPACT REPORT

MARCH 2016



team4tech™

Our dream

in launching Team4Tech at the end of 2012 was to catalyze the vast talents and innovative solutions of the global tech industry to expand educational opportunities for underserved students in developing countries. We were motivated by our respective experiences working in schools in rural Guatemala and orphanages in Lebanon, as well as our 10+ years in the world of education technology, to see if we could make a real difference for students and teachers by bringing together the tech resources we knew with the enormous education needs in the developing world.

Three years later, we are overwhelmed with gratitude for the dedicated contributions of over 160 volunteers from 15 technology companies, who have worked so hard to make a difference for nearly 30,000 students and teachers in seven countries across Africa, Asia and Latin America. We have created a framework for immersive service learning projects that not only amplifies the efforts of our nonprofit clients on the ground, but also delivers valuable leadership skills for our volunteers from the tech industry.

We could not have come this far without the amazing support of our friends, family, nonprofit clients, corporate partners and their employee volunteers. We are excited to share with you the impact data in this report, and we thank you for your contributions in making it possible. We look forward to continuing our journey with you toward reaching 100,000 students over the next seven years.

Sincerely,

Julie Clugage and Lila Ibrahim
Co-Founders, Team4Tech

Team4Tech is building a community of passionate change agents who are harnessing the power of technology to expand opportunities for underserved students and teachers around the world.



18 projects
impacting over
28,000 students
and teachers across
7 countries



94% of volunteers
reported expanded
global mindset



\$6.6M of skills
and technology
contributed from
15 companies

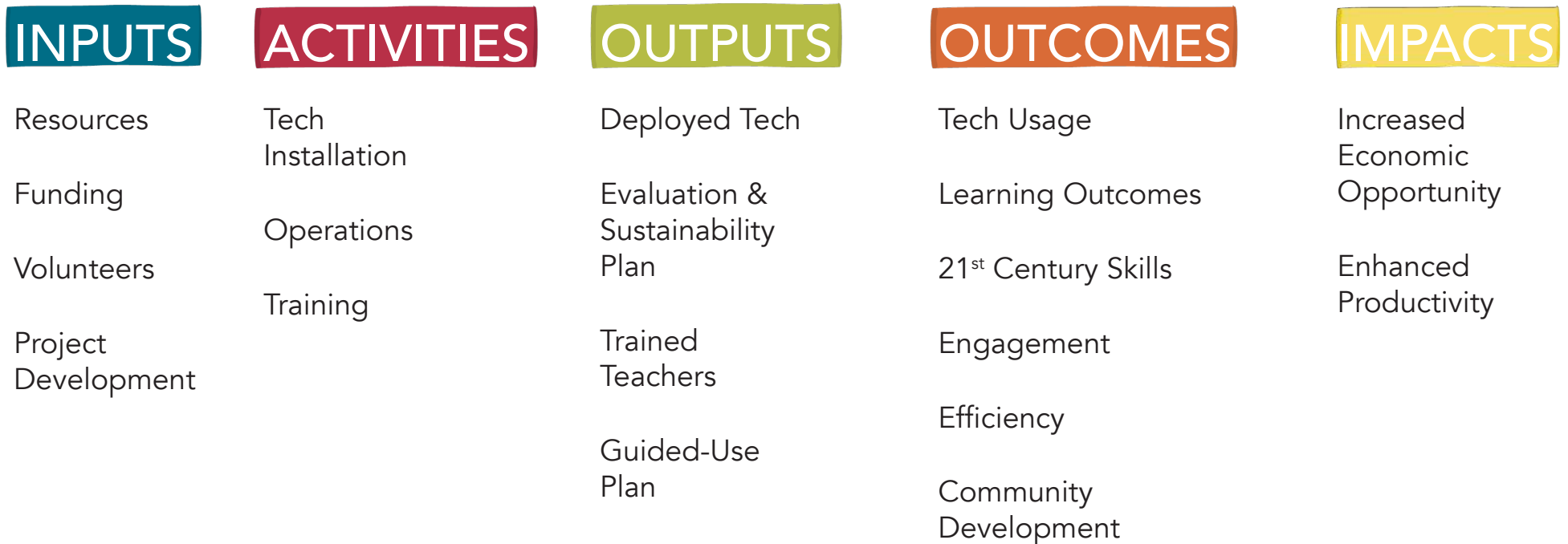
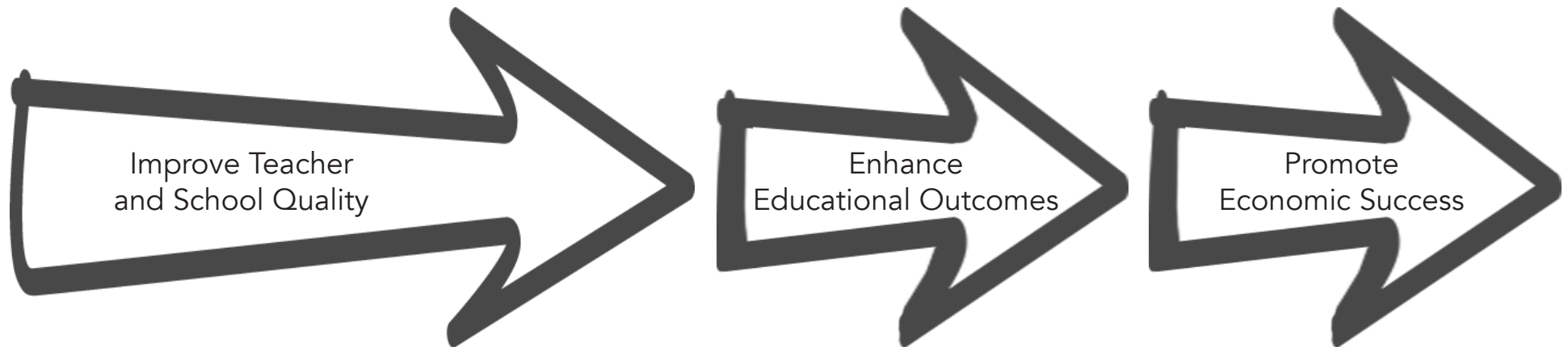
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IMPACT

THEORY OF CHANGE

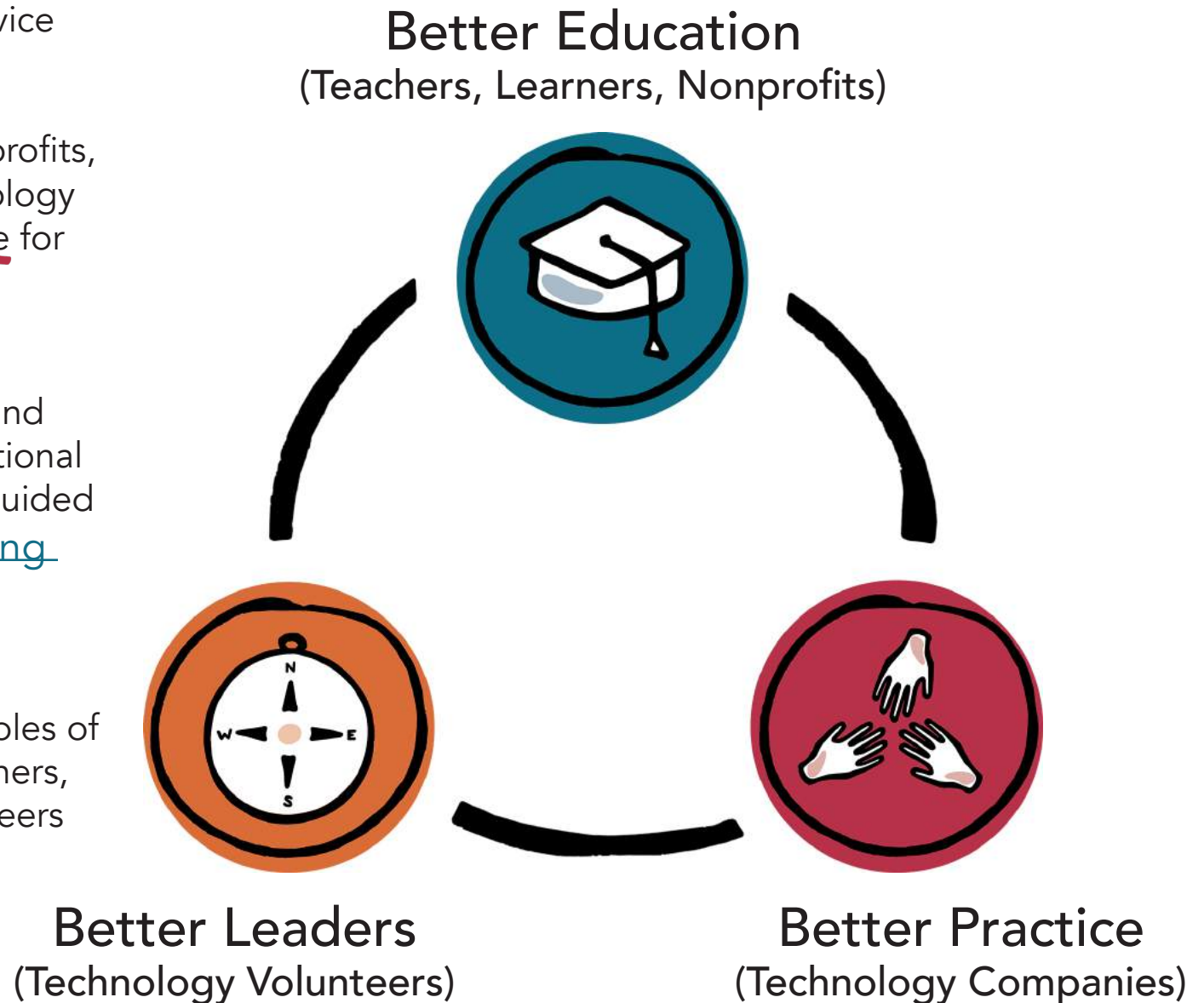


IMPACT FRAMEWORK

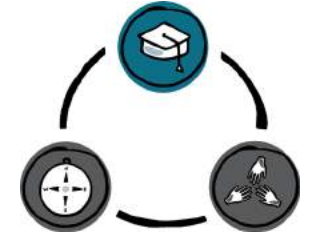
Team4Tech's immersive service learning projects ultimately create better education for teachers, learners and nonprofits, better leaders in the technology industry, and better practice for technology companies.

We work closely with our nonprofit clients to define and measure meaningful educational outcomes. This process is guided by [Team4Tech's Monitoring & Evaluation Toolkit](#) and framework.

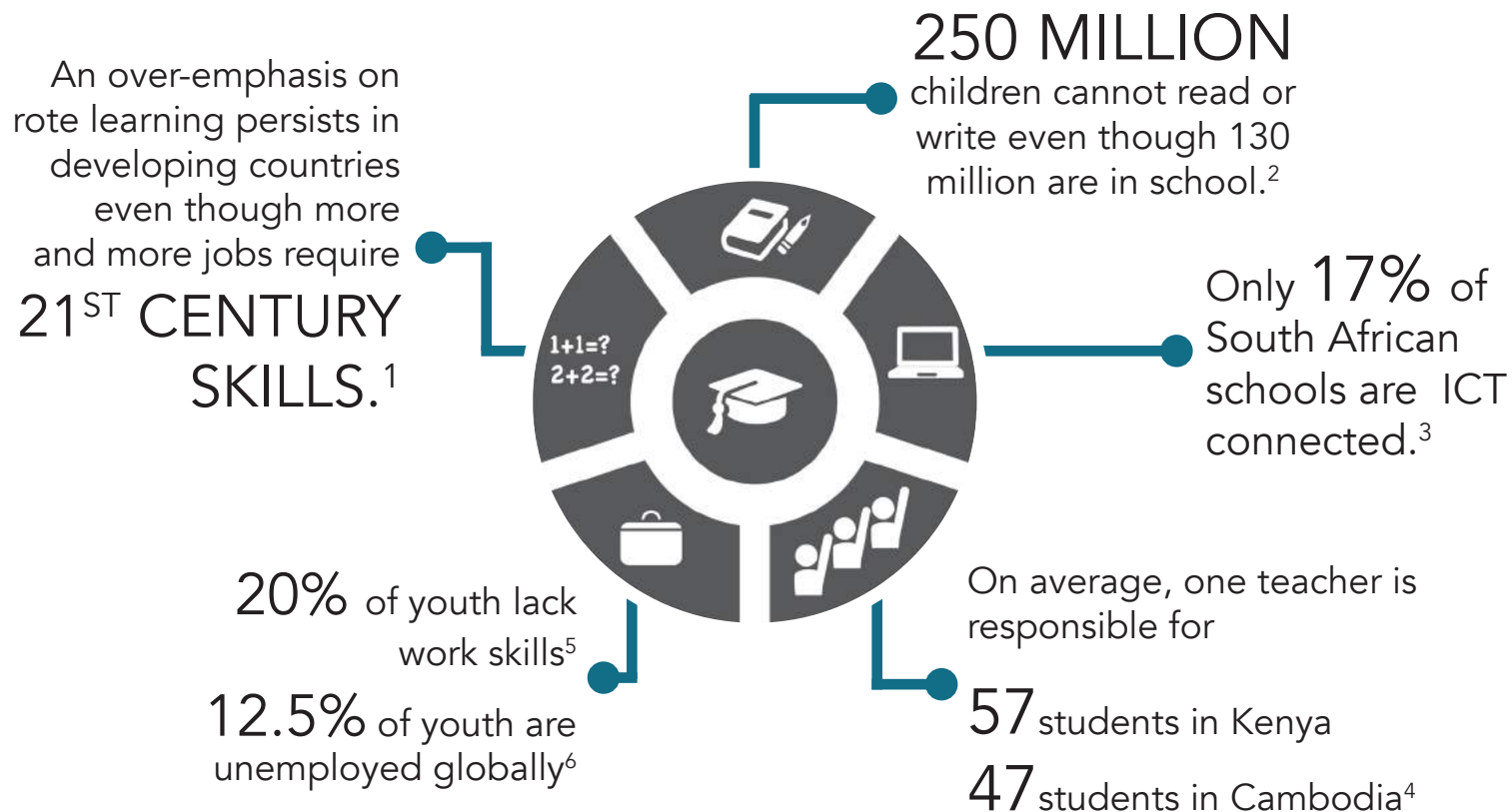
Continue reading for examples of how we are impacting teachers, learners, technology volunteers and companies around the globe.



BETTER EDUCATION



GLOBALLY, ACCESS TO EDUCATION IS IMPROVING,
BUT **THE QUALITY OF EDUCATION IS STILL POOR.**



¹ "World Development Report 2016: Digital Dividends," World Bank Group, 2016

² "It's time we learned: How education failures are holding our children back," Infographic, UNESCO Education for All Global Monitoring Report, 2013-2014

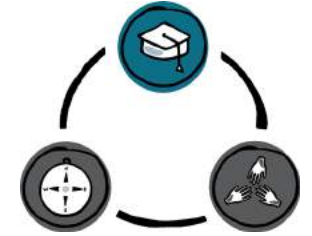
³ "Only 17% of Schools in South Africa are Connected," ICT Africa, Democratic Alliance, 2013

⁴ "Pupil-teacher ration in primary education," The World Bank, 2015

⁵ "Twenty percent of young people in developing countries fail to complete primary school and lack skills for work," UNESCO PRESS, 2012

⁶ "Youth Unemployment: One In Eight Global Youths Will Be Unemployed This Year, Report Says," HuffPost Business (International Labour Organization Report), 2012

BETTER EDUCATION



WE ARE IMPROVING THE QUALITY OF EDUCATION
BY PROVIDING TECHNOLOGY AND TEACHER
TRAINING WITH A FOCUS ON 21ST CENTURY SKILLS.

The biggest impact on learning outcomes is produced by programs that use a combination of
COMPUTERS AND TEACHER INSTRUCTION.⁷

600

Hours of teacher
training provided by
Team4Tech volunteers
in technology and 21st
century skills.

114%

Improvement in
DIBELS literacy and
numeracy test scores
amongst Kenyan first
graders.

0

Runaway rates at the
Tam Binh orphanage in
Vietnam when Orphan
Impact began offering
computer classes.

LIKHONDA CAME UP TO US DURING A BREAK AND SAID, 'I WANT TO BE A CAR DESIGNER'. BUT HE DIDN'T JUST SAY THAT AND LEAVE. HE CAME BACK. HE CAME BACK AT EVERY BREAK FOR THE NEXT TWO WEEKS.

- SARAH O'ROURKE, AUTODESK

Likhonda is a grade 11 learner at Makapula High School in Khayamandi Township, South Africa. He was always interested in how things worked and dreamt of becoming an engineer or pilot. When the team of Autodesk volunteers arrived at Makapula High, Likhonda introduced himself to the group.

"Likhonda came up to us during a break and said, 'I want to be a car designer'. But he didn't just say that and leave. He came back. He came

back at every break for the next two weeks," said Sarah O'Rourke, an Autodesk volunteer.

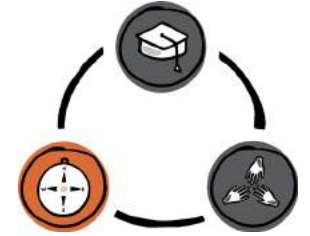
The volunteers got Likhonda started with Autodesk software such as Tinkercad, Fusion 360 and Inventor, but more importantly, they inspired him with the possibilities of what he could create with the tools. Likhonda kept on returning during breaks to soak up the volunteers' expertise and feedback.



Since then, Likhonda has continued pursuing car design and improving his math scores with the hopes of studying engineering or computer science at Stellenbosch University. Likhonda plans to become a teaching assistant for technology events for primary-school learners at the local community center.

Exposure to the Autodesk team and technology fueled a passion for design in one of the many ambitious and imaginative students in Makapula.

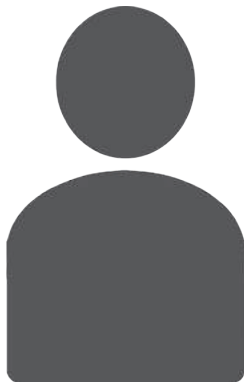
BETTER LEADERS



THE SKILLS LEADERS NEED IN THE 21ST CENTURY ARE CHANGING. GLOBAL MINDSET, CRITICAL THINKING, COLLABORATION, CREATIVITY AND COMMUNICATION ARE INCREASINGLY VITAL IN THE WORKPLACE.

LEADERS NEED 21ST CENTURY SKILLS⁸

to be effective at managing change, building consensus, inspiring others and leading across generations.⁸



Only 26% of business leaders feel that their organization is fostering innovation.⁹



Only 1 in 3 leaders say they are effective at leading across countries and cultures.¹⁰

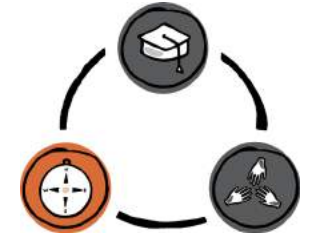


⁸ "Building the 21st Century Leader," Entrepreneur, 2007

⁹ "Deloitte: Future leaders say business must encourage innovation for growth, to retain talent, and positively impact society," Deloitte Touche Tohmatsu Limited (DTTL) Millennial Survey, 2013

¹⁰ "Ready-Now Leaders: 25 Findings to Meet Tomorrow's Business Challenges: Global Leadership Forecast 2014 | 2015," DDI, 2014-2015

BETTER LEADERS



THROUGH IMMERSIVE SERVICE LEARNING AND PROFESSIONAL DEVELOPMENT ACTIVITIES, OUR PROJECTS BUILD 21ST CENTURY LEADERSHIP SKILLS FOR TECHNOLOGY EMPLOYEES.

Percentage of surveyed Team4Tech volunteers that reported personal improvement in the following areas:



“A challenging but very rewarding experience...it really makes you take a bigger look at how to best get to the end goal.”

-Sareena Hirani, Intuit volunteer

“The experience I gained expanding my global mindset has been invaluable, as I am working with teams across the globe... I keep empathy at the forefront of my mind.”

-Lindsay White, Intuit volunteer



I HAVE DRAWN ON MY EXPERIENCE
TO WORK MORE EFFECTIVELY ON
TEAMS, INSPIRE MY TEAMMATES,
AND MAKE PRODUCTS EVEN MORE
AWESOME FOR OUR CUSTOMERS...
ABOVE ALL, BRAZIL PROVIDED ME
THE MOTIVATION TO REDEDICATE
MYSELF TO HELPING OTHERS.

- GARRET SEEVERS, INTUIT

Garret Seevers is a Director of Marketing for QuickBooks Self-Employed at Intuit and one of Team4Tech's outstanding volunteers. In May of 2015, the team of Intuit employees worked closely with 40 micro-entrepreneurs from Brazilian favelas to improve their product innovation, financial planning, and marketing skills. Garret led his sub-team's marketing training and was pleasantly surprised at the impact they had over two weeks using nothing but flip charts, markers, masking tape and a lot of enthusiasm.

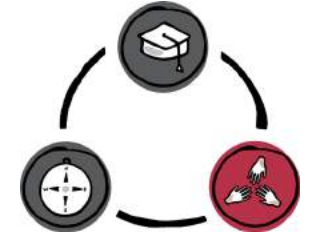
But, Garret's impact has extended well beyond his time in Brazil. He has taken the lessons learned in-country back to his work at Intuit, his family and his community.

At Intuit, "I have drawn on my experience to work more effectively on teams, inspire my teammates, and make products even more awesome for our customers," Garret says. "The accomplishments such a small group made in just ten days have helped me inspire teams, help them realize a vision they did not think was previously possible, and achieve outcomes many thought were not possible."

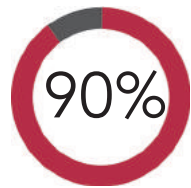
Beyond the office, Garret reflects, "Brazil provided me the motivation to rededicate myself to helping others." He and his two sons have become involved in initiatives such as building homes for families in Mexico and mentoring high school students who provide assistance to Chinese students migrating to the United States.

Garret continues to draw upon his Team4Tech experience to make an impact at Intuit, within his family, and in his communities, near and far.

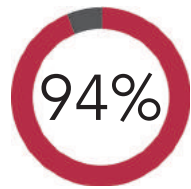
BETTER PRACTICE



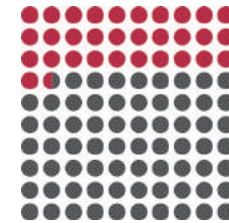
COMPANIES MUST REDEFINE HOW TO ENGAGE
AND GROW EMPLOYEES ACROSS A DIVERSE AND
DYNAMIC ENVIRONMENT.



of global HR and business leaders
cite leadership as a top issue.¹¹



of Millennials prefer to contribute
their skills to help a cause.¹²



Only **31.5%** of U.S.
employees feel engaged
in their jobs.¹³

“More and more companies are relying on a geographically dispersed workforce... **Flexibility** and
appreciation for diversity are at the heart of managing a global team.”¹⁴

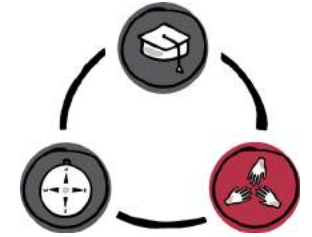
¹¹ “Leadership: Why a perennial issue?,” Global Human Capital Trends 2015 Report, Deloitte University Press, 2015

¹² “Inspiring the Next Generation Workforce: The 2014 Millennial Impact Report Executive Summary,” Achieve, 2014

¹³ “U.S. Employee Engagement Flat in May,” Gallup, 2015

¹⁴ “Global Teams That Work,” Harvard Business Review, 2015

BETTER PRACTICE



OUR SKILLS-BASED IMMERSIVE SERVICE LEARNING OPPORTUNITIES CONTRIBUTE TO **BOTTOM-LINE BENEFITS FOR TECHNOLOGY COMPANIES.**

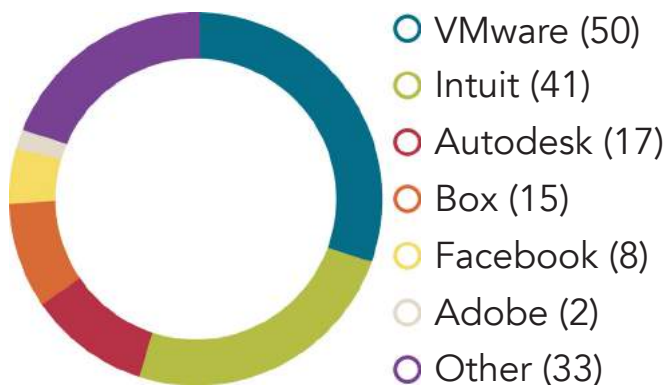
“We come back to Box feeling inspired and proud to be part of an organization that supported us through doing something we found to be truly important and compelling.”

- Sameera Salari, Box volunteer

Amongst service learning participants:



Alumni Volunteers by Company



91

Team4Tech Volunteer
Net Promoter® Score

KNOWING THAT WE
LEARN BEST BY DOING...
PARTICIPANTS CULTIVATE A
GLOBAL MINDSET, EXPAND
THEIR EXPERIENCE OF **TWO-
DIMENSIONAL DIVERSITY**, AND
DEVELOP THE **LEADERSHIP
MUSCLE OF REFLECTION**.

- JESSAMINE CHIN,
VMWARE FOUNDATION

Jessamine Chin is the Program Director for the VMware Foundation and oversees its Good Gigs program, which was developed by the VMware Foundation and led in collaboration with Team4Tech. Since the program inception, Jessa has participated in three projects - computer science teacher training with Orphan Impact in Vietnam, teacher training with LEAP Science and Maths Schools in South Africa, and teacher training with CARE India.

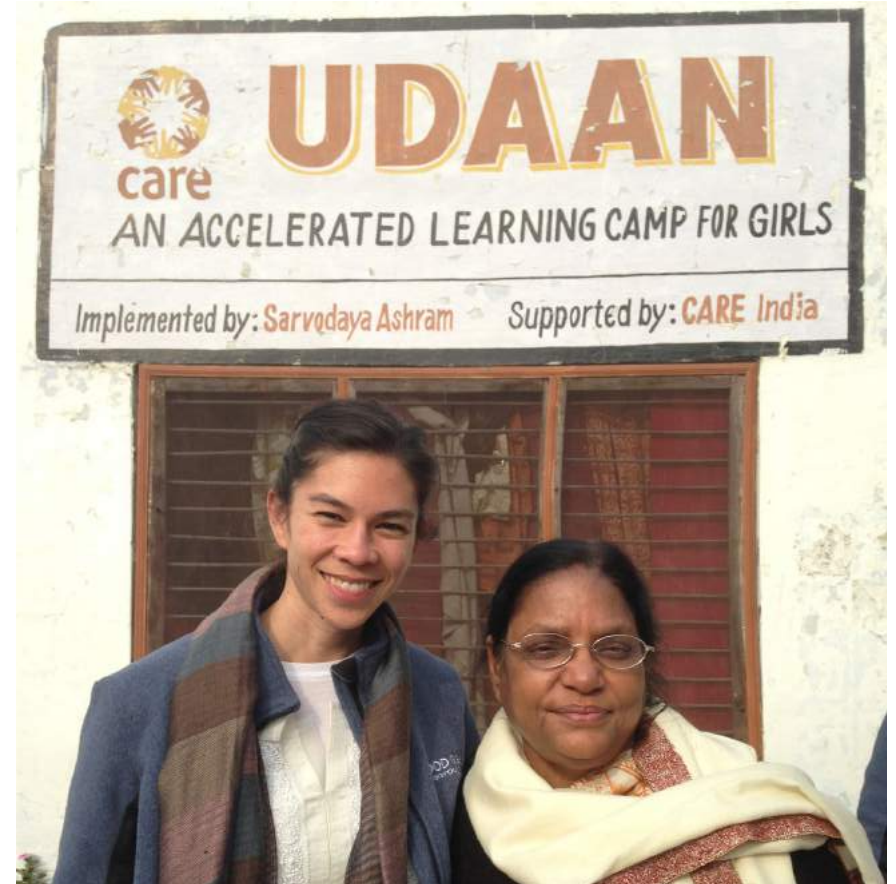
Jessamine has played a central role in developing VMware's program, which has deployed 50 volunteers to four countries over the last three years. She has seen the profound and lasting impact on VMware employees and the company as a whole.

"Knowing that we learn best by doing, through Good Gigs, participants not only contribute back to the community, but they also cultivate a global mindset, expand their experience of two-dimensional diversity, and develop the leadership

muscle of reflection," Jessamine says.

Vice President of IT at VMware and alumna volunteer, Gloria Falcinelli, reflects, "The experience made me revisit my entire value system and what it means to be a leader...It's about creating a community within your team to be safe, secure, and able to innovate."

VMware Foundation is a leader in professional development through immersive service learning.

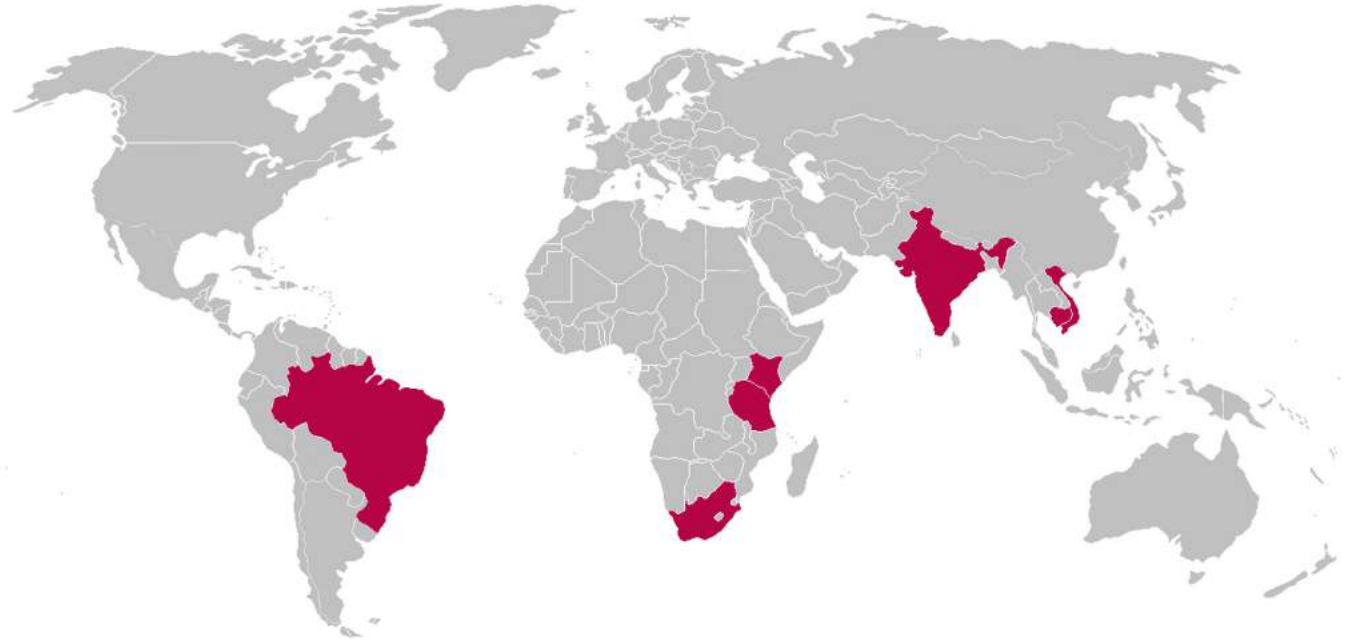


PROJECT PORTFOLIO

3
YEARS

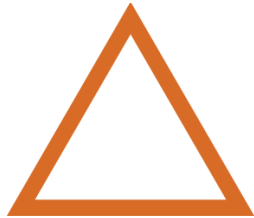
18
PROJECTS

7
COUNTRIES

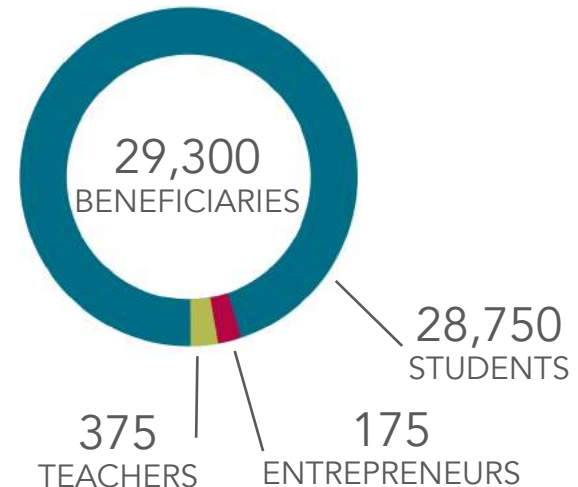


165
TECHNOLOGY
VOLUNTEERS

9
NONPROFIT
CLIENTS



15
CORPORATE
PARTNERS





PARTNER SPOTLIGHTS

CAMBODIA

EDUCATION TECHNOLOGY WITH JWOC AND VMWARE

In November 2014, volunteers from VMware worked with Journeys Within Our Community (JWOC), a nonprofit organization that promotes economic, educational and health opportunities for underserved communities in Cambodia. JWOC offers a wide range of free courses to over 1,000 children, youth and adults. The courses range from English to digital literacy to art. The VMware volunteers installed a new computer lab equipped with English language learning and science software. They provided training for JWOC's 45 teachers and staff in basic digital literacy, subject-specific software and 21st century teaching techniques. Volunteers from Box will return in 2016 to provide further training, as well as hardware and software support.



SOUTH AFRICA

STEM TECHNOLOGY WITH GSDT AND AUTODESK



In August 2015, volunteers from Autodesk worked with Greater Stellenbosch Development Trust (GSDT), a nonprofit organization dedicated to bridging material and cultural divides. The Autodesk volunteers trained teachers in digital literacy, 21st century education and STEM topics supported by Autodesk software and 3D printers. The group set up 36 laptops for Makapula High School, one of the two public high schools that serve Khayamandi Township. This project also helped spark collaboration between schools, communities and organizations such as Stellenbosch University, Vision Afrika and Cloetesville High School.

Autodesk volunteers will return to Khayamandi in 2016 to continue in-depth teacher training in math and design software, as well as 3D printing.

VIETNAM

AFTER-SCHOOL COMPUTER CLASSES WITH ORPHAN IMPACT

Orphan Impact is a nonprofit organization that provides free, after-school computer classes to orphanages throughout Vietnam. Their classes integrate Chromebook technology with project-based learning and skills such as research and design. Orphan Impact currently serves over 600 children from 20 orphanages, and they plan to expand to ten more by the end of 2016.

In 2014, VMware volunteers introduced the Orphan Impact staff to computer programming resources such as Code.org and LEGO robotics. Volunteers from Box, Facebook and Visa returned in 2015 to teach about Design Thinking, as an educational tool that helps students develop 21st century skills. Both subjects have since been integrated into Orphan Impact's curriculum. Volunteers from Adobe and Facebook will return again in 2016 to help the Orphan Impact staff develop their career preparation curriculum for 16-18 year-olds who will soon graduate from the orphanages.

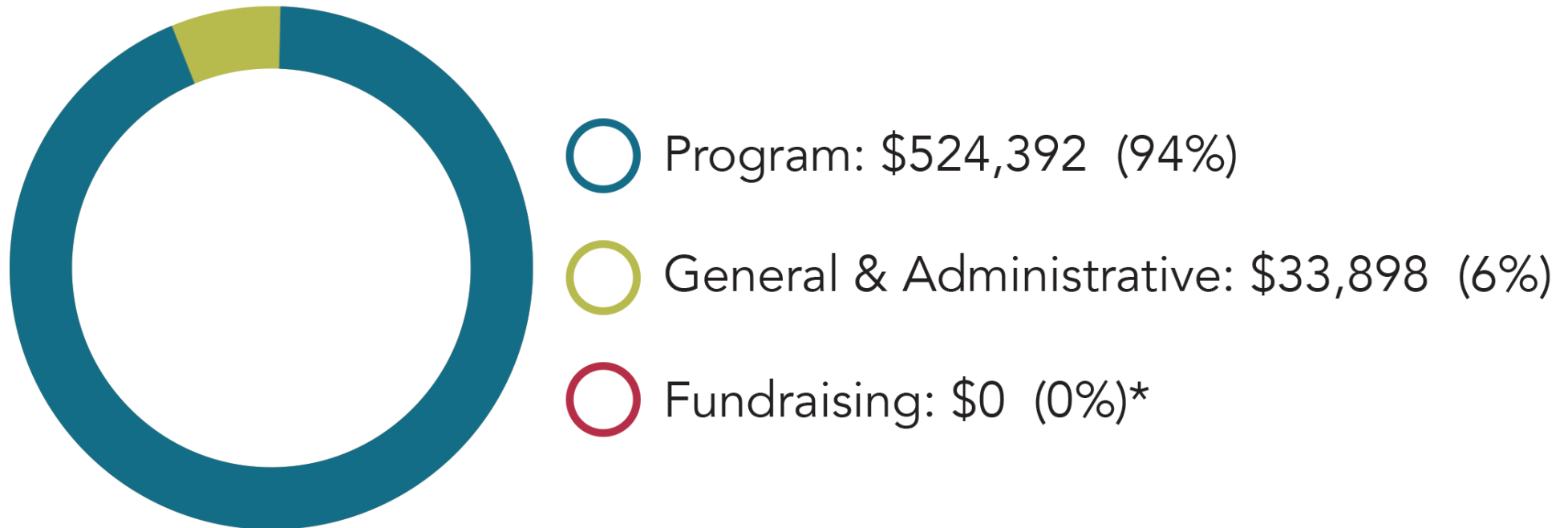




FINANCIALS

Functional Expenses: \$558,290

July 2014 - June 2015



* Our operational model relies on contributions from technology volunteers and sponsoring companies, as well as friends and angel investors. We do not undertake proactive fundraising efforts.

Profit and Loss

July 2014 - June 2015

Income	
Foundation Grants	\$ 81,300
Individual Contributions	\$ 218,344
Corporate Contributions	\$ 264,250
Investment Income	\$ 93
Other Income	\$ 95
Total Income	\$ 564,082

Expenses	
Personnel	\$ 158,050
Program	\$ 276,692
Professional Fees	\$ 104,583
Operations	\$ 19,149
Total Expenses	\$ 558,474
Net Income	\$ 5,608

Balance Sheet

As of June 30, 2015

Assets	
Bank Accounts	\$ 126,380
Accounts Receivable	\$ 60,000
Other Current Assets	\$ 37,056
Total Current Assets	\$ 223,436
Total Fixed Assets	\$ 0
Total Assets	\$ 223,436

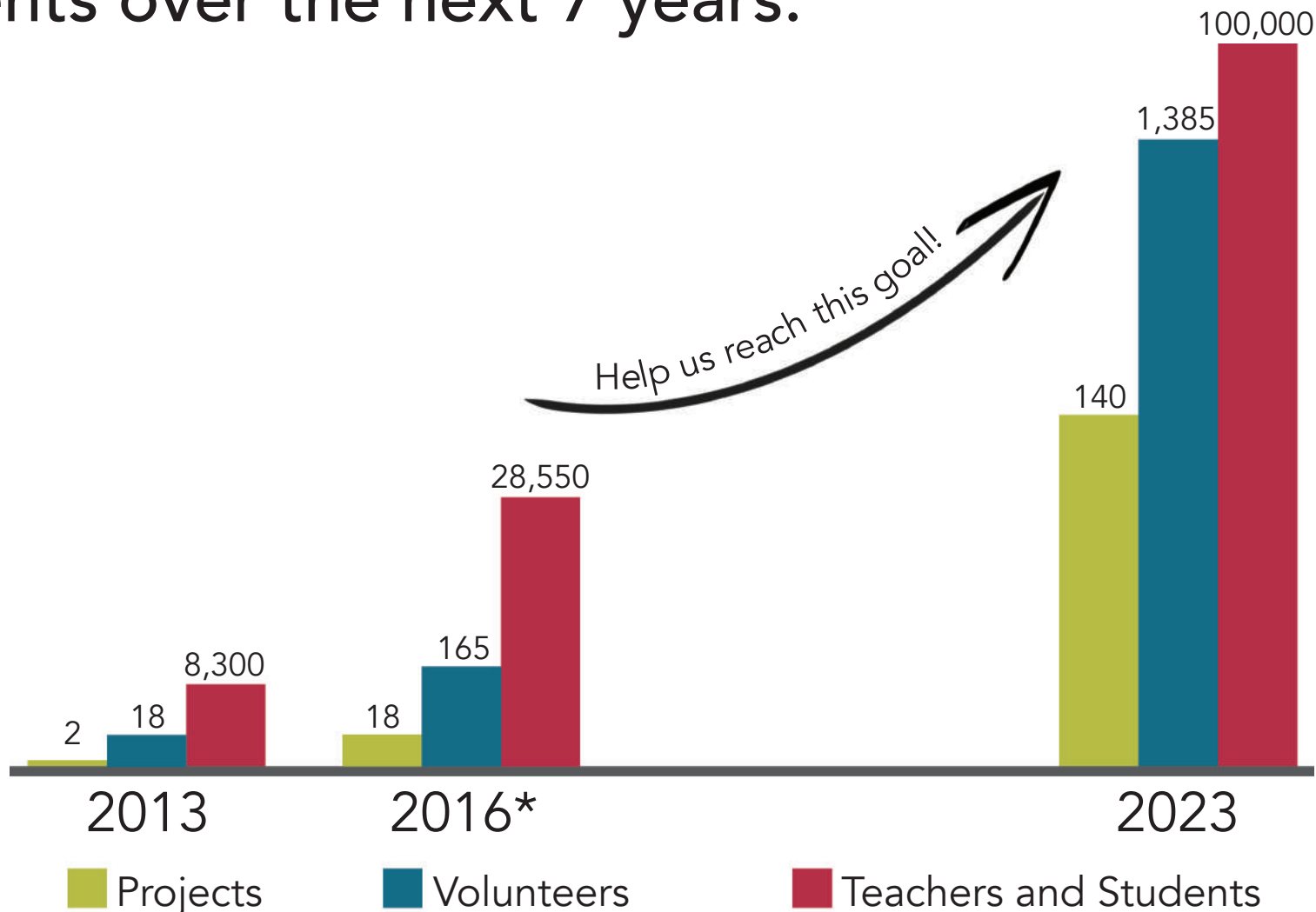
Liabilities and Equity	
Accounts Payable	\$ 0
Credit Cards	\$ 22,860
Other Current Liabilities	\$ 723
Current Liabilities	\$ 23,583
Total Liabilities	\$ 23,583
Total Equity	\$ 199,853
Total Liabilities and Equity	\$ 223,436



GET INVOLVED

LOOKING AHEAD

Our goal is to reach a total of 100,000 teachers and students over the next 7 years.



* To date; all figures are cumulative.

JOIN US

There are many ways to contribute to Team4Tech's mission of expanding educational opportunities to underserved communities. To learn more, please visit these pages on our [website](#) or contact us at info@team4tech.org.



NONPROFIT
CLIENTS



VOLUNTEERS



CORPORATE
PARTNERS



DONORS



Team4Tech's success is possible because of the combined support from our nonprofit clients, corporate partners, volunteers and donors.

Thank you for all that you do, and we look forward to achieving even more together in 2016!

Sincerely,

Team4Tech



2016 Impact Report

www.team4tech.org

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