

IMPACT REPORT

2016

team4tech™

We're growing!

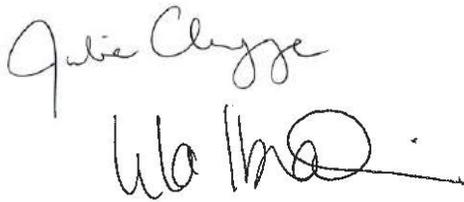
If there is one headline for 2016, it is that Team4Tech is growing in reach and, more importantly, in impact for over 30,000 students and teachers. We've now been able to work with some of our non-profit partners in developing countries for three years, sending three or four teams of volunteers, with each team building upon the work of the last. We've seen technology usage grow among the teachers we've trained and the students we've inspired, with follow-on benefits in terms of improved learning outcomes, student engagement, and staff efficiency.

We've also seen a ripple effect among our tech volunteers, many of whom have returned multiple times on projects as well as recruited friends. As our community has grown, we've been able to learn more about promising ed tech solutions and enlist more skills in our cause.

A particular highlight from 2016 was our first ever Team4Tech Celebration, which we held in October with project demos and a great panel of partners to mark our program milestones of 20 projects completed over the past three years with 200 volunteers - people with the knowledge, skills, and drive to make a difference. We were also thrilled to be selected by the CLASSY Collaborative Awards in June as one of the 100 most innovative nonprofits and social enterprises in 2016, and from among 500 applicants as a winner of the Gratitude Awards in November.

Our growth has only been possible with the support of our dedicated volunteers, donors, advisors, and partners. We want to thank all of you for making the Team4Tech dream a reality. Onward and upward!

Sincerely,



Julie Clugage and Lila Ibrahim
Co-Founders, Team4Tech



Our Mission

Team4Tech advances the quality of education in developing countries through technology volunteers and solutions.

PROJECT PORTFOLIO TO DATE

4
YEARS

25
PROJECTS

9
COUNTRIES

\$5M
HOURS & GRANTS
DONATED*



Corporate Partners



Adobe



AUTODESK

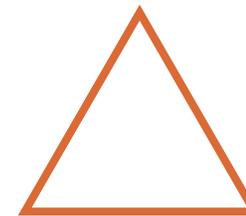


**Hewlett Packard
Enterprise**



vmware

215
TECHNOLOGY
VOLUNTEERS



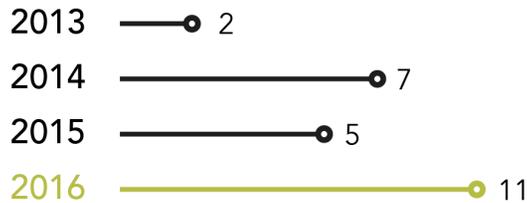
13
NONPROFIT
PARTNERS

33,700
TEACHERS &
STUDENTS

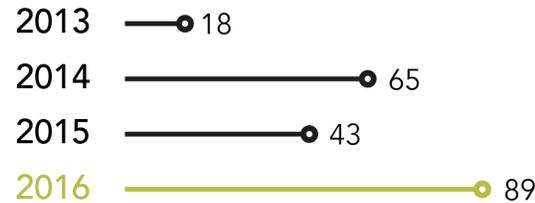
*Total value of technology grants and volunteer hours donated (using Taproot benchmark of \$155/hour for mid-level IT professionals).

GROWTH IN 2016

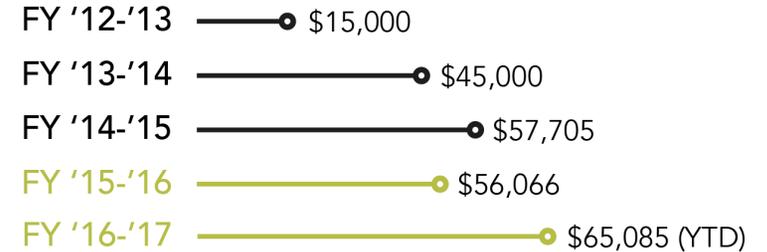
Projects



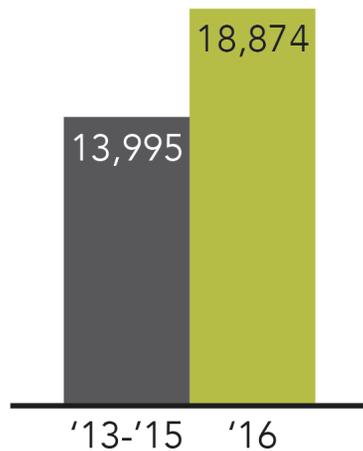
Volunteers



Tech Grants



Students Impacted



Value of Volunteer Hours Donated

2016: **\$1.9M**
To date: **\$4.8M**

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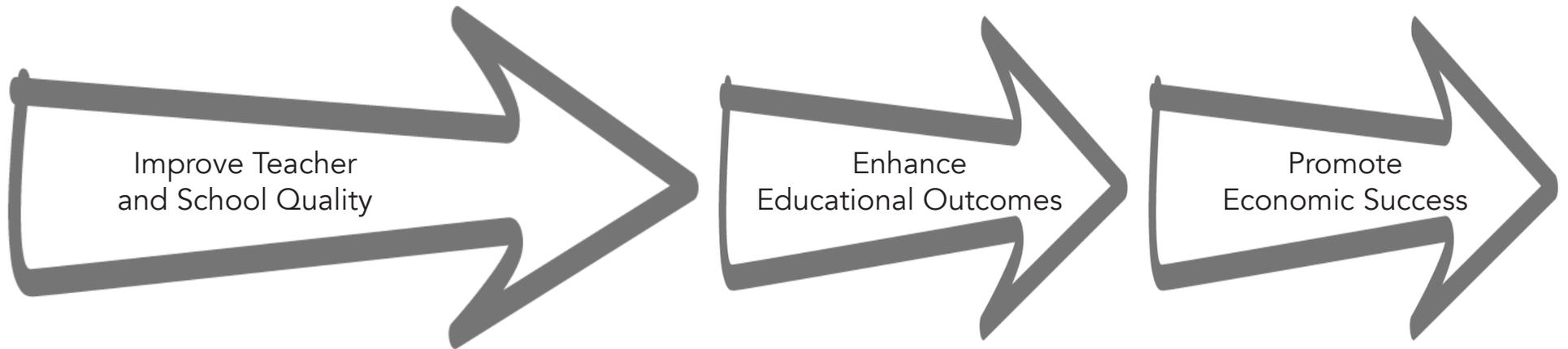
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APPROACH

THEORY OF CHANGE

We work to advance educational quality and economic opportunity through relevant technology integration and teacher training.



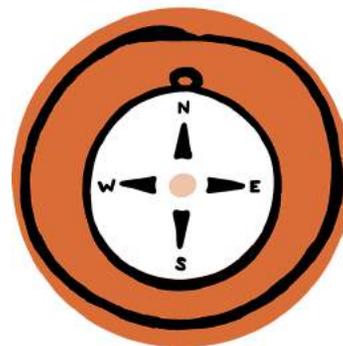
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
Resources	Tech Installation	Deployed Tech	Tech Usage	Increased Economic Opportunity
Funding	Operations	Evaluation & Sustainability Plan	Learning Outcomes	Enhanced Productivity
Volunteers	Training	Trained Teachers	21 st Century Skills	
Project Development		Guided-Use Plan	Engagement	
			Efficiency	
			Community Development	

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 over the life of our multi-year partnerships.

Better Education
(Teachers, Learners, Nonprofits)



Better Leaders
(Technology Volunteers)



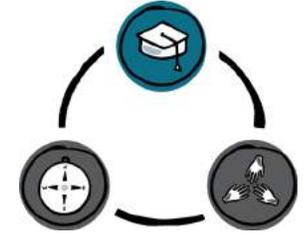
Better Practice
(Technology Companies)



POINTS OF IMPACT

BETTER EDUCATION

THE CHALLENGE



Globally, access to education is increasing, but **the quality of education is still poor**, leaving youth underprepared for employment.

13%

of young adults were unemployed globally in 2016.¹

61%

of the 122 million illiterate youth are female.²

38%

of working young adults are in extreme or moderate poverty.¹

17%

fewer women than men participate in the labor force.¹

An over-emphasis on rote learning persists in developing countries even though more and more jobs require

21st century skills.³

250 million children

are not learning basic skills, even though half of them have spent at least four years in school.⁴

1. "Global Youth Unemployment is on the Rise Again", The International Labour Organization, 2016

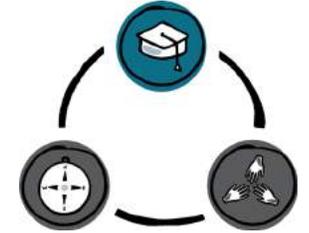
2. "Statistics on Literacy", UNESCO

3. "World Development Report 2016: Digital Dividends", World Bank Group, 2016

4. "EFA Global Monitoring Report", UNESCO, 2013-2014

BETTER EDUCATION

OUR APPROACH

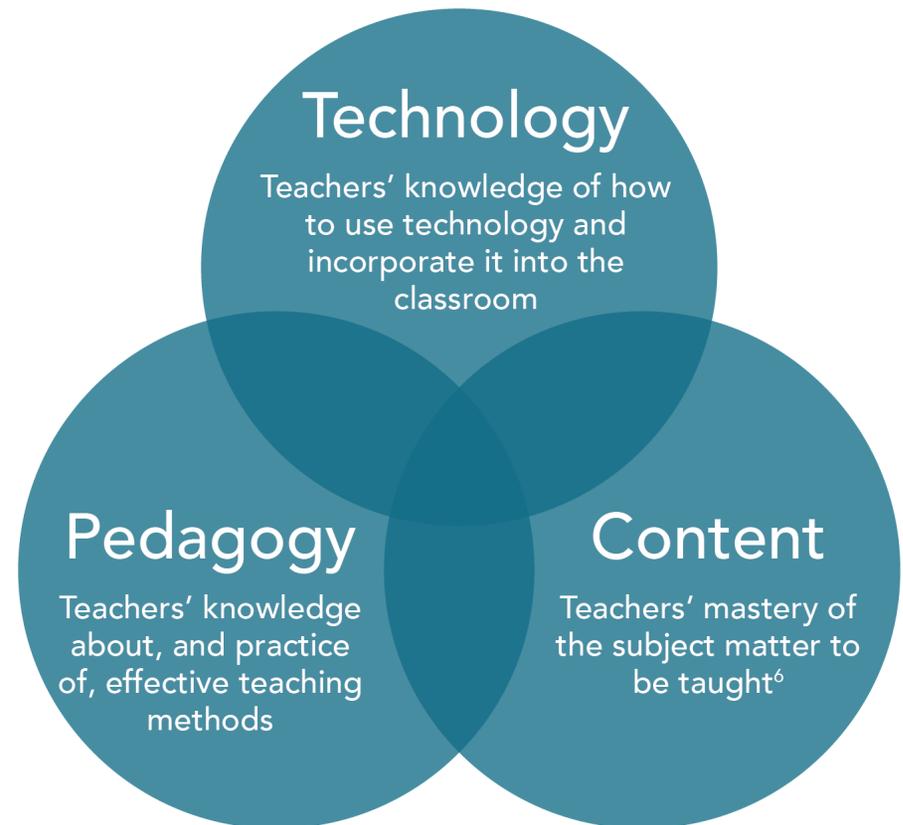


WE ARE IMPROVING THE QUALITY OF EDUCATION BY PROVIDING CONTENT-SPECIFIC TEACHER TRAINING FOCUSED ON TECHNOLOGY AND PEDAGOGY.

“ The biggest impact on learning outcomes is produced by programs that use a combination of technology, teacher content knowledge, and student-centered instruction.”⁵

“ During the session today, every single staff member was learning something new.”

- MASS Design Group staff, Rwanda

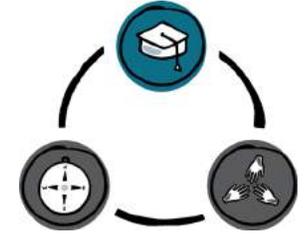


5. "What is Technological Pedagogical Content Knowledge?", Koehler, 2013

6. TPACK.org

BETTER EDUCATION

OUR IMPACT



EDUCATION SHOULD GO FROM THE KNOWN TO THE UNKNOWN, BUILDING ON WHAT THE LEARNER KNOWS TOWARDS THE NEW.

- JAN NOORLANDER, CARE CAMBODIA

Team4Tech's focus on improving the quality of education means engaging partners with a shared belief in student-centered teaching practices and commitment to helping students advance their 21st century skills. To make these advances sustainable and systemic requires a period of years, even decades, not simply days or months. That's why we build sustained relationships with our NGO partners and return to work with them over the course of three to five years, depending on local needs.

CARE Cambodia, which Team4Tech partnered with for the first time in 2016, is an example of such a partnership. From the very first meeting with Program Director Jan Noorlander, we knew the

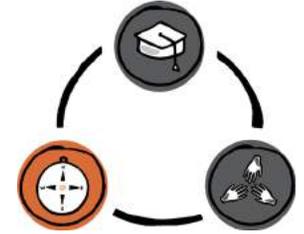
alignment across our organizations made an ideal match. As Jan explains, "At CARE, our educational approach is to implement programming in child-friendly schools. The child should be at the center of the educational program and the school at the heart of the community, participating in the child's learning experience. Education should go from the known to the unknown, building on what the learner knows towards the new." CARE's vision of student-centered education which builds on prior knowledge corresponds to Team4Tech's approach to the learning process.

Team4Tech and CARE also share commitments to learning outside of

traditional classrooms and building leadership from within. Our next project with Jan and his team will focus on building staff capacity in 21st century skills. "Team4Tech's commitment to building new leadership in volunteers by placing them in completely incongruous circumstances is vital to bringing new ideas into organizations and growing people's skills very rapidly," says Jan. "When I think about growing the capacity of the Cambodian team, I look for ways to create the experience Team4Tech offers. For team members who work in remote areas, getting exposure to Team4Tech's international teams is one way to build their skills beyond the technical."

BETTER LEADERS

THE CHALLENGE



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

“CEO focus across the globe is on internal development of strong cultures of **engagement, customer centricity, innovation, and accountability.**”⁷

Only 1 in 3 leaders say they are effective at leading across countries and cultures.¹¹



Only **26%** of business leaders feel that their organization is fostering innovation.⁸

87% of executives rate culture and employee engagement as their biggest HR-related challenge.⁹

92% of employees responsible for hiring agree that volunteering is an effective way to improve leadership skills.¹⁰

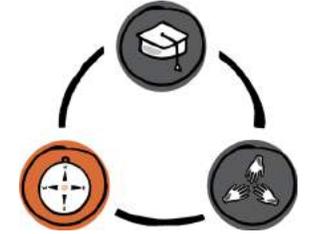
80% of employees responsible for hiring said that active volunteers move more easily into leadership roles.¹⁰

“Leaders need 21st century skills to be effective at managing change, building consensus, inspiring others, and leading across generations.”¹²

7. “CEO Challenge 2015 - Research Report”, The Conference Board, 2015
8. Deloitte Touche Tohmatsu Limited (DTTL) Millennial Survey, 2013
9. “Do We Even Know What Employee Engagement Is?”, Forbes, 2016
10. Deloitte Impact Survey, 2016
11. “Ready-Now Leaders: 25 Findings to Meet Tomorrow’s Business Challenges”, DDI, 2014-2015
12. Building the 21st Century Leader”, Entrepreneur, 2007

BETTER LEADERS

OUR APPROACH



OUR IMMERSIVE SERVICE LEARNING PROJECTS BUILD TECHNOLOGY EMPLOYEES' 21ST CENTURY LEADERSHIP SKILLS.

Percentage of 2016 Team4Tech volunteers that reported growth in the following areas:



“I’ve learned to work through ambiguous challenges by working collaboratively with others.”

-Adobe volunteer

“On this project, there was a lot of opportunity to practice creative problem solving, adaptability, and cross-functional collaboration, which are all skills I need to use in my daily work at Autodesk.”

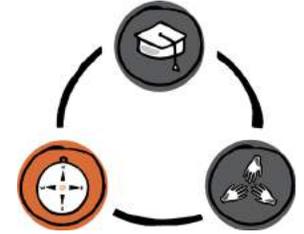
-Autodesk volunteer

96% of Team4Tech volunteers report using skills learned during the project four months later.

97% of Team4Tech volunteers want to stay actively engaged with Team4Tech.

BETTER LEADERS

OUR IMPACT



THE EXPERIENCE OF BLENDING LEADERSHIP DEVELOPMENT AND TANGIBLE IMPACT HAS MADE ME **MORE CONFIDENT IN MY ABILITY TO LEAD.**

- NATE SCHLEIN, BOX

Nate Schlein is a Sales Engineer at Box and two-time 2016 Team4Tech volunteer. In March, he traveled with 10 Box employees to work with 45 Cambodian teachers to increase digital integration during classroom instruction. In December, he served as lead project volunteer in South Africa for a team of nine individuals partnering with 16 LEAP teachers focused on gaining basic digital literacy skills.

Reflecting on his experiences, Nate said, "I feel a civic duty to help level the playing field, and Team4Tech is a big part of that for me. My work in Cambodia was really about creating a level of confidence and comfort with technology [in the teachers].

That's the biggest barrier - finding a perfect balance between what they've done and what's possible."

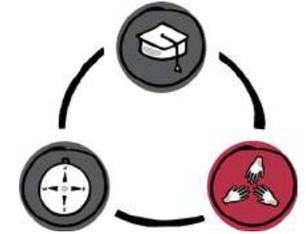
He also noted, "Working with Team4Tech has changed the trajectory of my career. I am constantly focused on giving back. In Cambodia, I saw Team4Tech's investment in the long-term sustainability of the project. It made me want to take on a leadership role for the South Africa project. It was the link to long term growth that motivated me."

Thinking about how he approaches his work now, Nate says, "The experience of blending leadership development

and tangible impact has made me more confident in my ability to lead as well as more aware and empathetic. The experience you get in-country is invaluable in that there's no other way for you to see the direct impact of your work. It opens your eyes to so many new problems, and they're all still solvable. Now I see that there is no such thing as working on a defined path. I bring that back to Box every day when I think about how to manage moments of ambiguity and volatility. It's something I deal with every day and my Team4Tech experiences have helped me put things in perspective."

BETTER PRACTICE

THE CHALLENGE



AS COMPANIES BECOME MORE DIVERSE AND DYNAMIC, THEY MUST REDEFINE HOW TO **ENGAGE AND GROW** EMPLOYEES.

“ Millennials who frequently participate in workplace volunteering are nearly twice as likely to be **very satisfied** with the progression of their career.”¹³

90%

of global HR and business leaders cite leadership as a top issue.¹⁴

Only **32%**

of US employees feel engaged in their jobs.¹⁵

94%

of Millennials prefer to contribute their skills to help a cause.¹⁶

“ If you’re going to have a **sustainable** 21st century enterprise, you must become the best in the world. To become the best in the world, you must be focused effectively on **servicing others** at every step.”

- James Strock, Founder, Serve to Lead

13. “Deloitte Volunteer IMPACT Survey,” Deloitte, 2011

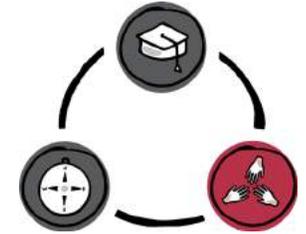
14. “Leadership: Why a perennial issue?,” Deloitte University Press, 2015

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

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

BETTER PRACTICE

OUR APPROACH



OUR SKILLS-BASED IMMERSIVE SERVICE LEARNING OPPORTUNITIES HELP BUILD **MORE EFFECTIVE AND ENGAGED** TECHNOLOGY LEADERS.

Amongst service learning participants:

82%

continued to work at the company three years later.¹⁷

78%

reported increased loyalty to the company.¹⁷

75%

reported increased motivation.¹⁷

“International corporate volunteer programs are a **more effective leadership development experience** - both in cost and the diversity of learning - than elite, pedagogically based programs.”¹⁸

“Our partnership with Team4Tech allowed us to create a way to engage our employees in a unique pro bono experience that has social impact and allows employees to develop their professional skills. It is the **perfect value-add to our global pro bono strategy.**”

- Rebecca Wang, Hewlett Packard Enterprise

95%

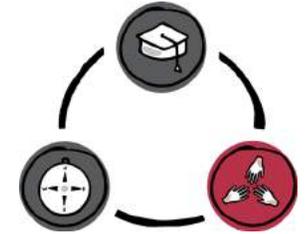
of Team4Tech volunteers would recommend the program to a colleague.

17. “2015 CISL Impact Benchmark Study,” Emerging World, 2015

18. “Skills-Based Volunteering: The New Executive Training Ground,” Stanford Social Innovation Review, 2013

BETTER PRACTICE

OUR IMPACT



I WANT PRO BONO TO BE SOMETHING ATTAINABLE FOR EVERY EMPLOYEE, SOMETHING THAT COULD **UNLOCK THEIR POTENTIAL FOR IMPACT IN THE WORKPLACE.**

- BEN THOMPSON, AUTODESK

Ben Thompson, senior manager of sustainability at Autodesk, is responsible for the company's industry-leading sustainable business operations and employee volunteer and donation match programs. An important part of his role is partnerships with organizations across the globe to make a positive impact through design. When thinking about the partnership with Team4Tech he observed, "I want pro bono to be something attainable for every employee, something that could unlock their potential for impact in the workplace. Team4Tech really helps deliver that for us, and that's why we keep coming back."

Autodesk has now sent three cohorts of employees on immersive pro bono projects with Team4Tech. Two volunteer teams have visited schools in Stellenbosch, South Africa. During the 2015 Stellenbosch project Autodesk volunteers conducted teacher training workshops in digital literacy and helped teachers begin to integrate 21st century skills and design thinking into classroom

practices. Increased student engagement at school and advances in teachers' digital literacy skills quickly followed. Both Autodesk and Team4Tech share the commitment to sustainable capacity building with their partner organizations. So, a second Autodesk cohort traveled to Stellenbosch in March of 2016. The outcome of the second project moved teachers solidly into the realm of digital competency - technology is no longer a fancy toy added on top of the lesson of the day. A third cohort of Autodesk staff will return in the spring of 2017 to help solidify the integration of 21st century skills into teaching and learning.

Based on the success of the Stellenbosch project, in October 2016 Autodesk sent a cohort of pro bono volunteers to lead workshops in Rwanda with MASS Design Group staff and African Design Center fellows. MASS is a nonprofit architecture firm and a grantee of the Autodesk Foundation. They take a community and human centered design approach to all of their projects. MASS launched the African

Design Center in 2016 with a cohort of 13 fellows committed to design for social impact. The Center is a program of MASS and works to address the critical shortage of design experts on the African continent.

With Team4Tech's support in creating high quality training, 10 Autodesk pro bono volunteers designed a rich series of technical, yet interactive and fun, workshops for architects, engineers, builders, artists, young professionals, and more. Ben Thompson personally participated in the project in Rwanda. He found that what Autodesk employees had said about their Team4Tech experiences was true! "After volunteering first hand, I can vouch that the Team4Tech experience changes the lives of both participants and partners," Ben said. "Each person gets to build technical and design thinking skills in diverse environments, and embraces their creativity and global mindset far beyond the end of the project."



2016 PROJECT SPOTLIGHTS

COSTA RICA

EDUCATION TECHNOLOGY WITH PANIAMOR



In July 2016, VMware Foundation and Team4Tech launched a new project with Paniamor Foundation in San Jose, Costa Rica. All of the participants were VMware staff based in Costa Rica, but they lived and worked together, away from their family and routines, for the project's duration. Their objective was to work with Paniamor Foundation to revitalize and scale the impact of its Tecnobus, a large, technology-equipped bus that travels to under-resourced communities across Costa Rica.

Over the five weeks of preparation and one week on-site, the VMware team provided more than 509 service hours for Paniamor, as they equipped the Tecnobus with cutting edge technology and a new 21st century skills focused curriculum. The team agreed that the most rewarding part of the experience was seeing the youths' enthusiasm when the team piloted the new curriculum for the first time in the remote community of Orosí. Students brought the storytelling and problem-solving focus of the curriculum to life when they created videos and animations about pollution, bullying, and drug abuse prevention. One of the teenage participants said, "Now my dream is to work at a leading technology company." The volunteers helped the teenager make a movie about what it takes to be a programmer. Within a few hours, the movie was shared throughout the community.

Melisa Banegas, Business Analyst for WW Partner Programs at VMware, and one of the project participants said, "Working on this project was an incredible learning experience, one that I will never forget."

Because of the VMware volunteers' work, Paniamor was able to implement a Tecnobus 2.0 strategy including a new, expanded curriculum. This new curriculum is now being piloted by 45 newly-trained teachers with 230 youth in four communities.

SOUTH AFRICA

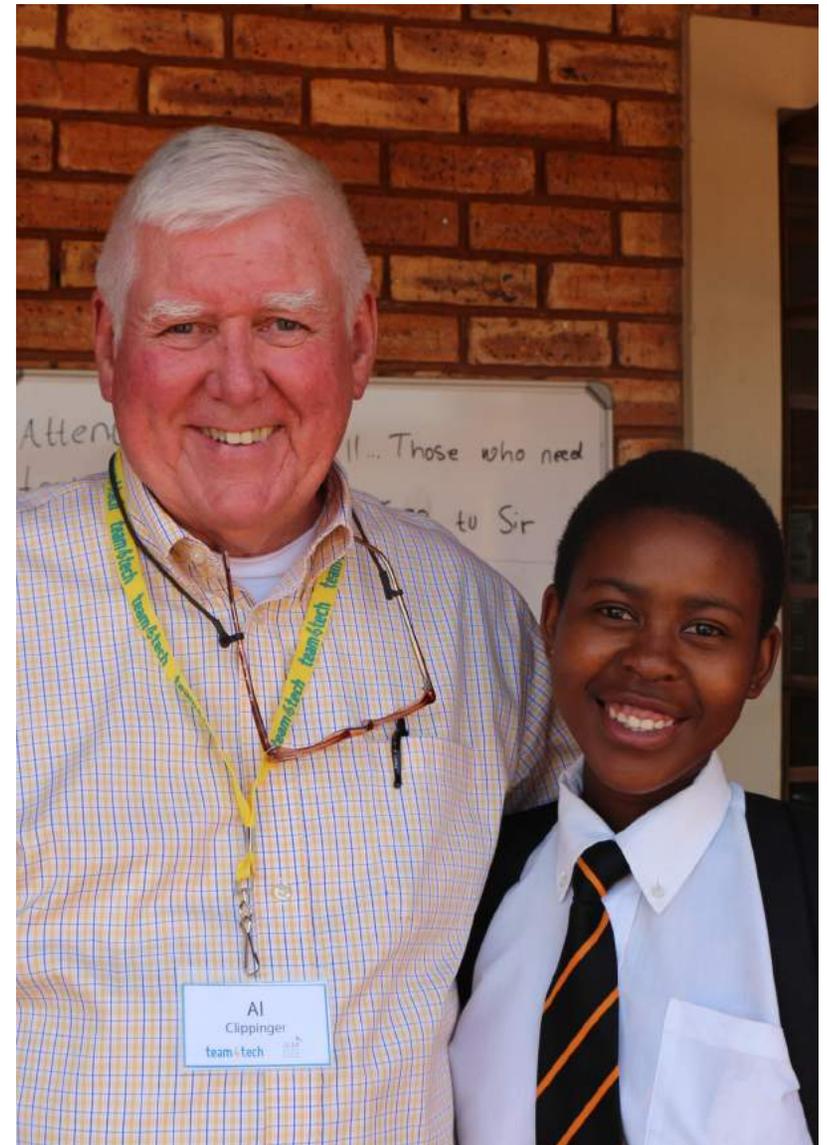
TEACHER ICT TRAINING WITH LEAP SCHOOLS

Math and science education has been a long standing challenge in South Africa. Under Apartheid, black students were forbidden to study math and science. Given this history, it is not surprising that, even in 2015, South African students scored second to last in math and science on the international PISA tests.

Within this context, the LEAP Science & Maths Schools were founded in 2004 to provide quality education to underserved youth living in Townships. The schools, which have now grown to six campuses across the country, focus on Maths, Science, and English, have extended school hours, and also believe in developing the students' character. LEAP approached Team4Tech in 2013 for help in improving their students' maths scores, as well as their teachers' digital literacy and project-based learning approaches.

Since 2014, Team4Tech has implemented four projects across three of the LEAP campuses. These projects have focused on improving students' maths and science abilities, and moving teachers and learners along a continuum from very basic digital literacy - turning on a laptop and using a mouse - to the ability to design and implement a digital literacy curriculum for their students. Along the way, Team4Tech volunteers have identified and tested educational software that works well with LEAP's curriculum and project-based learning approach. LEAP teachers moved from having very limited use of technology during classroom learning to using a wide variety of educational software and tools, including IXL, KA Lite, Scratch, Google Cardboard, and Makey Makey. As one LEAP teacher stated, "Our school is transforming. When the school inspector comes, instead of showing him a textbook, I'm going to put a Google Cardboard to his eyes and let him experience what I'm teaching. He's going to be shocked that this is a school for black South Africans."

LEAP's leadership team is now committed to building an IT strategy for the entire network of LEAP schools. Upcoming goals include systematizing teacher training so that knowledge remains at the schools regardless of staff changes, and incorporating mobile ed tech resources into regular learning exercises.



INDIA & CAMBODIA

TEACHER DIGITAL LITERACY WITH CARE INTERNATIONAL



In 2016, Team4Tech began a multi-country partnership with CARE International, a development organization with presence in 94 countries. CARE's programming focuses especially on the education of girls in order to fight poverty and increase empowerment.

Team4Tech's first project was in India, in January 2016, with volunteers from VMware. The goal of the initial project was to train teachers in ICT and build their digital confidence in the classroom. With their new knowledge, teachers would, in turn, engage girls in the use of technology. Team4Tech returned to CARE India in November 2016 with volunteers from Intel to take the next steps in increasing teachers' effectiveness with technology tools in the classroom, advancing girls' digital literacy and awareness of technology-related career opportunities, and enhancing CARE's capacity to integrate technology into learning environments at all of their school sites across India. In February 2017, Team4Tech expanded the training to an additional school in the CARE India program.

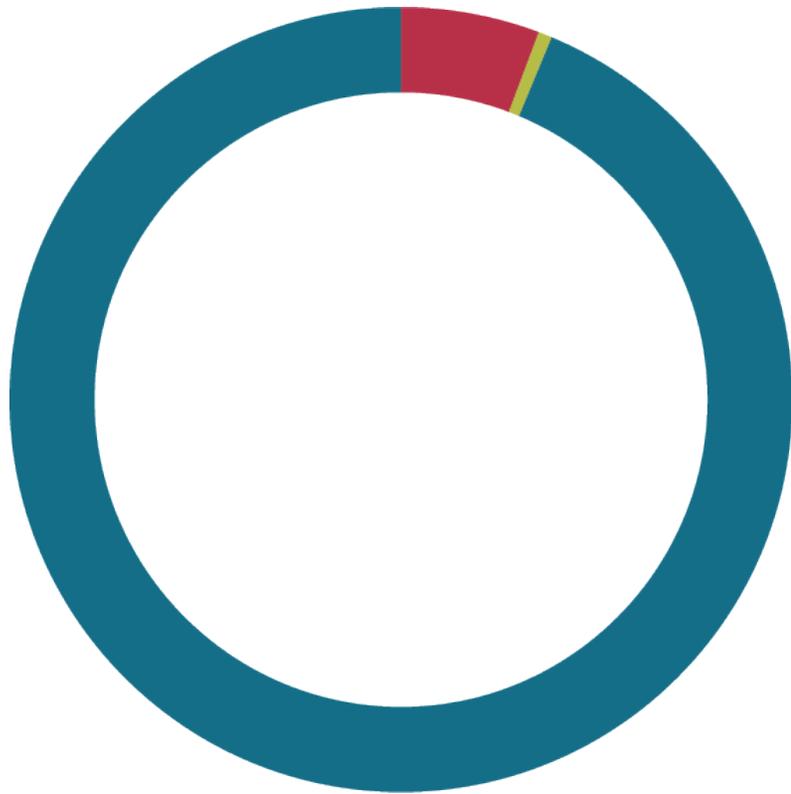
As part of its Know & Grow project, CARE Cambodia worked with a team of volunteers from Adobe in December 2016. The volunteers trained 14 teacher-trainers in digital literacy and supported these teachers as they led a series of workshops for 50 of their peers across four schools about the basics of technology in the classroom. These teachers are now well positioned to achieve one of the project's primary goals: digital competency for all teachers in Ratankari Province. Team4Tech and CARE will ultimately train teachers at all 22 of the region's schools, among the most remote in Cambodia.



FINANCIALS

Functional Expenses: \$538,428

July 2015 - June 2016



- General & Administrative: \$31,285 (5.8%)
- Fundraising: \$3,103 (0.6%)
- Program: \$504,040 (93.6%)

Statement of Financial Position

July 2015 - June 2016

Income	
Foundation Grants	\$222,660
Individual Contributions	\$ 146,390
Corporate Contributions	\$ 91,195
Other Income	\$ 2,371
Restricted Funds Awarded	\$ 88,800
Total Income	\$ 551,416

Expenses	
Personnel	\$ 242,598
Program	\$ 201,199
Professional Fees	\$ 44,242
Operations	\$ 50,389
Total Expenses	\$ 538, 428
Net Income	\$ 12,988

Balance Sheet

As of June 30, 2016

Assets	
Bank Accounts	\$ 162,595
Accounts Receivable	\$ 45,000
Other Current Assets	\$ 8,234
Total Current Assets	\$ 215,829
Total Fixed Assets	\$ 0
Total Assets	\$ 215,829

Liabilities and Equity	
Accounts Payable	\$ 0
Credit Cards	\$ 2,987
Other Current Liabilities	\$ 0
Total Liabilities	\$ 2,987
Total Equity	\$ 212,842
Total Liabilities and Equity	\$ 215,829



GET INVOLVED

JOIN US

NONPROFIT PARTNERS

Apply to become one of Team4Tech's nonprofit clients.

VOLUNTEERS

Apply as a corporate volunteer and stay tuned to Team4Tech's website for upcoming projects open to individual volunteers.

CORPORATE PARTNERS

Contact us to learn more about starting a Team4Tech program at your company.

DONORS

Donate to support technology grants to our nonprofit partners.



The success of our projects is only 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 2017!

Sincerely,

The Team4Tech Team

team4tech™

www.team4tech.org

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