



# Teach for Hong Kong's Business Model

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# Business Model



# What they do

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- Aims to bring systemic changes over the long run while in the short run **directly impacting underprivileged students.**
- **Recruits diverse talents** to enrich underprivileged students' learning experience
- **Partners with businesses, non-profit organizations, and institutions** to provide leadership and career opportunities

# What they offer (to fellows):

- **SUMMER INSTITUTE**

- Professional training workshops and planning for fellows hosted by CUHK

- **10 MONTHS TEACHING PLACEMENT**

- Fellows teach for 10 months at a local underprivileged school
- Fellows have to teach regular syllabus, and in addition, create new initiatives for students

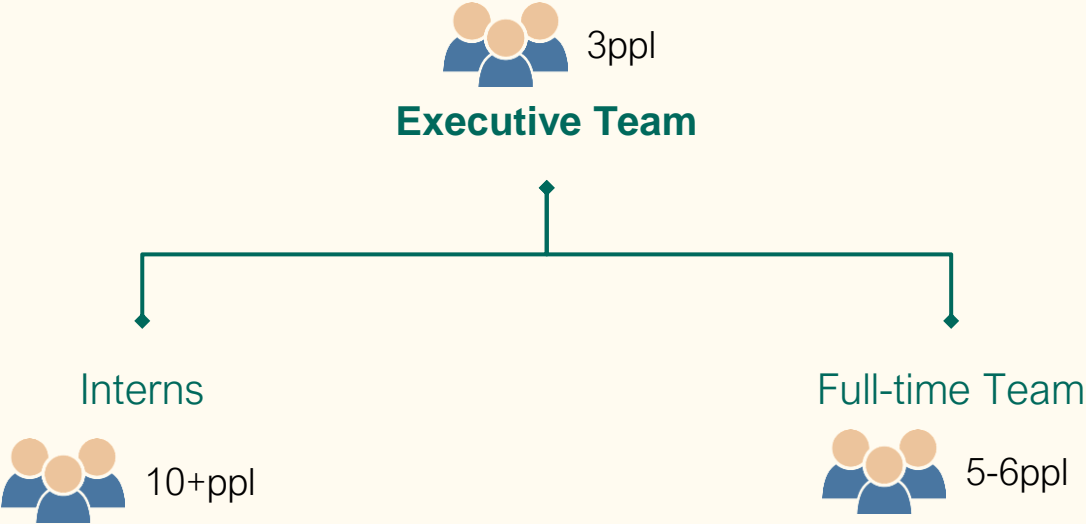
- **WEEKLY DEVELOPMENT WORKSHOP (DURING PLACEMENT)**

- A mandatory workshop held by Teach for Hong Kong every week during placement period

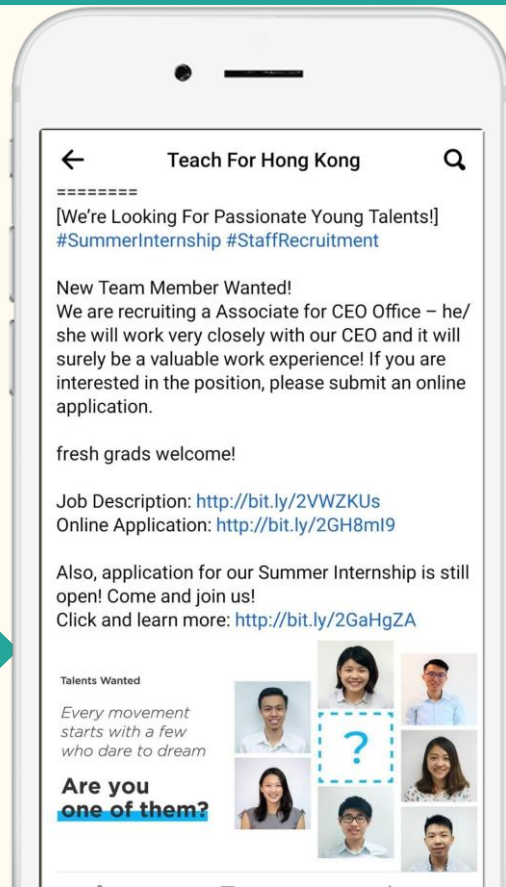
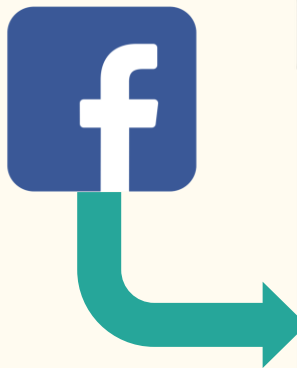
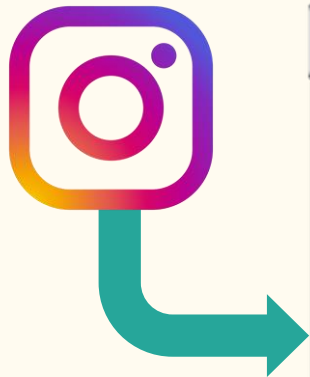
- **ALUMNI OPPORTUNITIES**

- Career workshops and internship interview opportunities secured with corporates
- Recognisable credits for future education with local universities

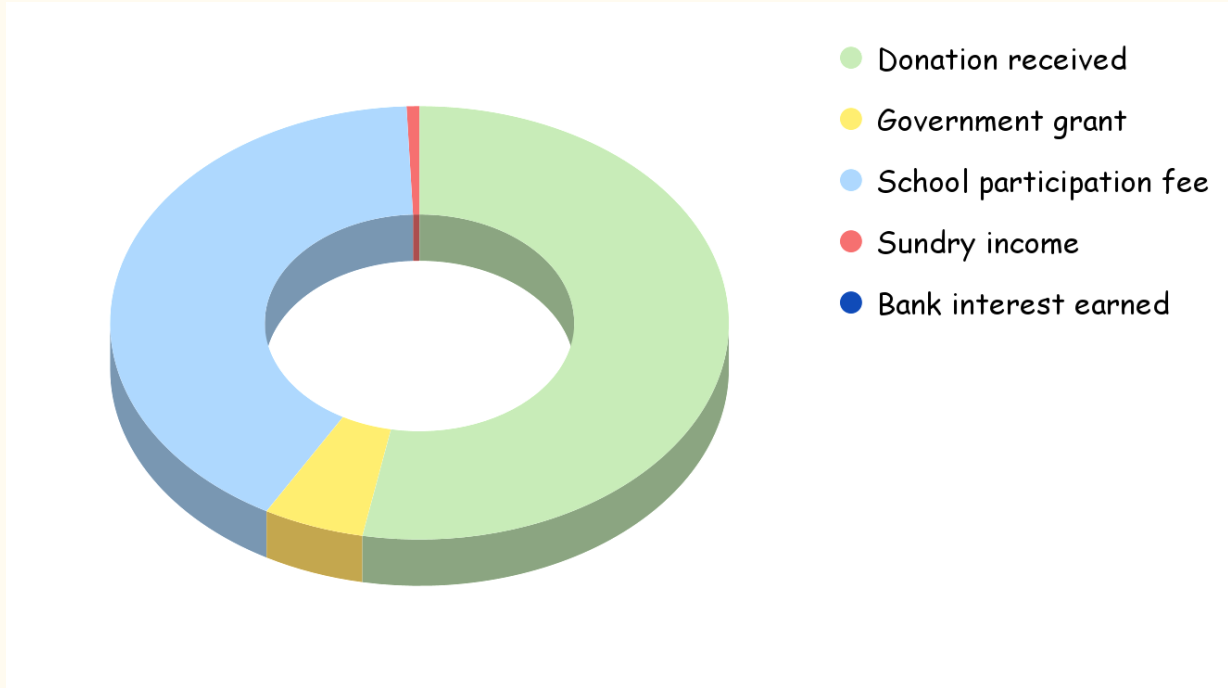
# Organisational Structure



# Social Media presence



# How they make money



# Selling Points

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1

Bringing **elite** minds to educate the **underprivileged**

2

**Extra-curricular initiatives** done by fellows during placement

3

Promote **innovative thinking** and **global exposure** to students



# What has made them successful

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- A very clear target group, and great metrics for evaluation
- Great connections with funding sources via founder Arnold
- Building effective networks and collaborations with corporate funds, schools, and universities
- Provide a full experience (and future opportunities) to participating fellows
- Great network of consultants and guest speakers

# Marketing Strategies

## Internal

- Promoting to corporates and institutes via CSR schemes
- Relies on referrals of corporate funds

## External

- Promoting to recruit fellows from universities
- Promoting as career development opportunity



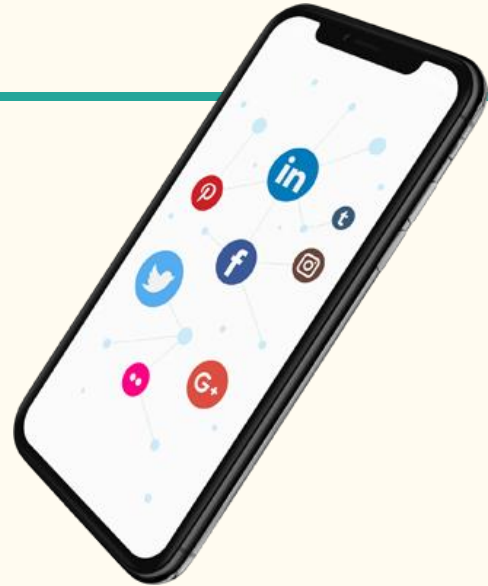
# Marketing Strategies

## Online - Social Media

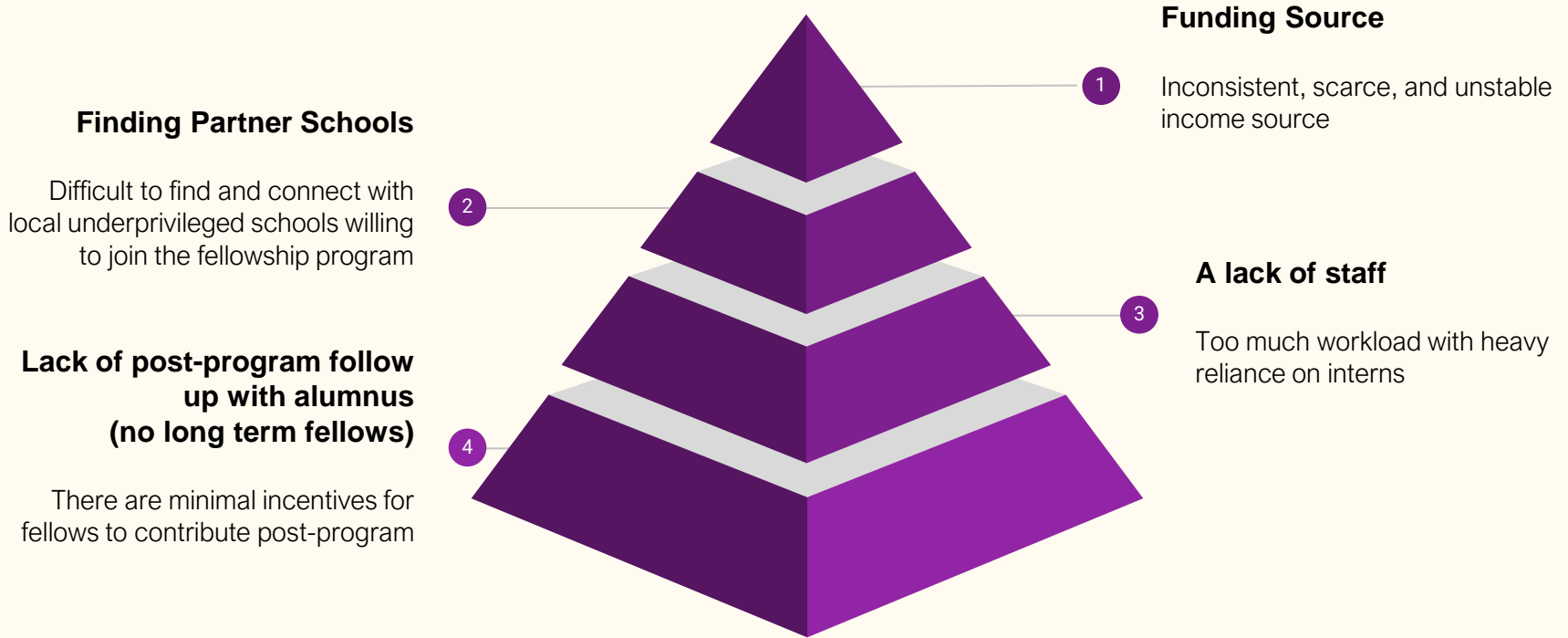
- Create awareness (via following trends, and sharing values)
- Call for action
- Social media posting Policies/Regulations
- Market Research via alumnus

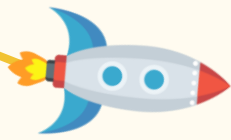
## Offline

- Reach out to job fairs and pitching opportunities with universities



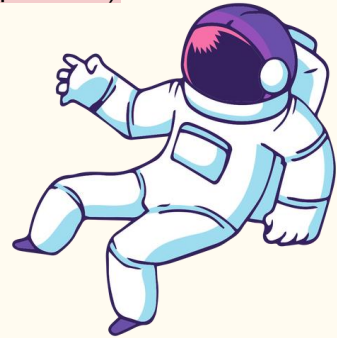
# Challenges they are facing





# Lessons for us

- Designing future opportunities for OASA members or participants (career development)
- Build a clear and simple business model
  - This enable us to evaluate opportunities of funds & grants
- Build cooperative networks with organisations and corporates for resources
- Utilise promotional network in universities & '5mins pitch' in classes
- Include reviews and personal stories on our website to strengthen our credibility
  - Ability to gain target audience's trust, and they encourage people to interact with OASA



# Competitive Analysis



	Standard Internship	AIESEC	GIFT	Enactus	OASA Young Marco Polo
Intended Beneficiaries	Students and Companies	Students First	Young Execs in Companies	Students in NGOs	Students in Companies (SMEs, NGOs, MNCs), Young Execs, Mentors.
Processes (3-6 months)	Varies	Interns into Companies	Company Executives as Consultants	Interns as Consultants	Young Execs and Students as Astropreneurs, Guided by Global Mentors. Linked to Investment Platforms and Accelerators.
Positives (for Students)	Flexibility and Initiation	Foreign Working Experience	Foreign, Out-of-Box Experience	In-Company Experience	Project Experience and Client as Potential Employer. Local (Live) / Foreign (Digital) Experience. Out-of-Box (NewSpace) Experience.
USP	Flexible and High Search Cost	In Country and In Company Action Learning	In Country Action Learning	Metrics. Global Competition	Global Mentors, UN SDG and ESG, Holistic Metrics. GBA/Regional Competition Expected. In Company with In or Out Country Action Learning.

# Thank You!



Any feedback/questions/sharings?

