

# Teach For Hong Kong Annual Report

2017-18



CORE PARTNER:



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# Words From Our Founder



In the blink of an eye, Fellows 2017-18 have said goodbye to their students, and I could not be more excited to share with you our progress this year. Teach For Hong Kong has always focused on growing a movement of future leaders. That means, first and foremost, nurturing leaders, and we have made sure to never lose sight of this even as we expand faster than ever.

We just ushered in a class of 34 Fellows, connected with more schools (19 partners!) and built up valued connections with the community. Our alumni now pursue their own paths and passions, and I am happy to see them each blossom into a real leader driving real changes.

On the flipside, we have helped over 10,000 students access a more equal playing field over the past three years. Aside from the traditionally academic, our Fellowship Program emphasizes extra curriculars and career development, helping students cultivate their aspirations.

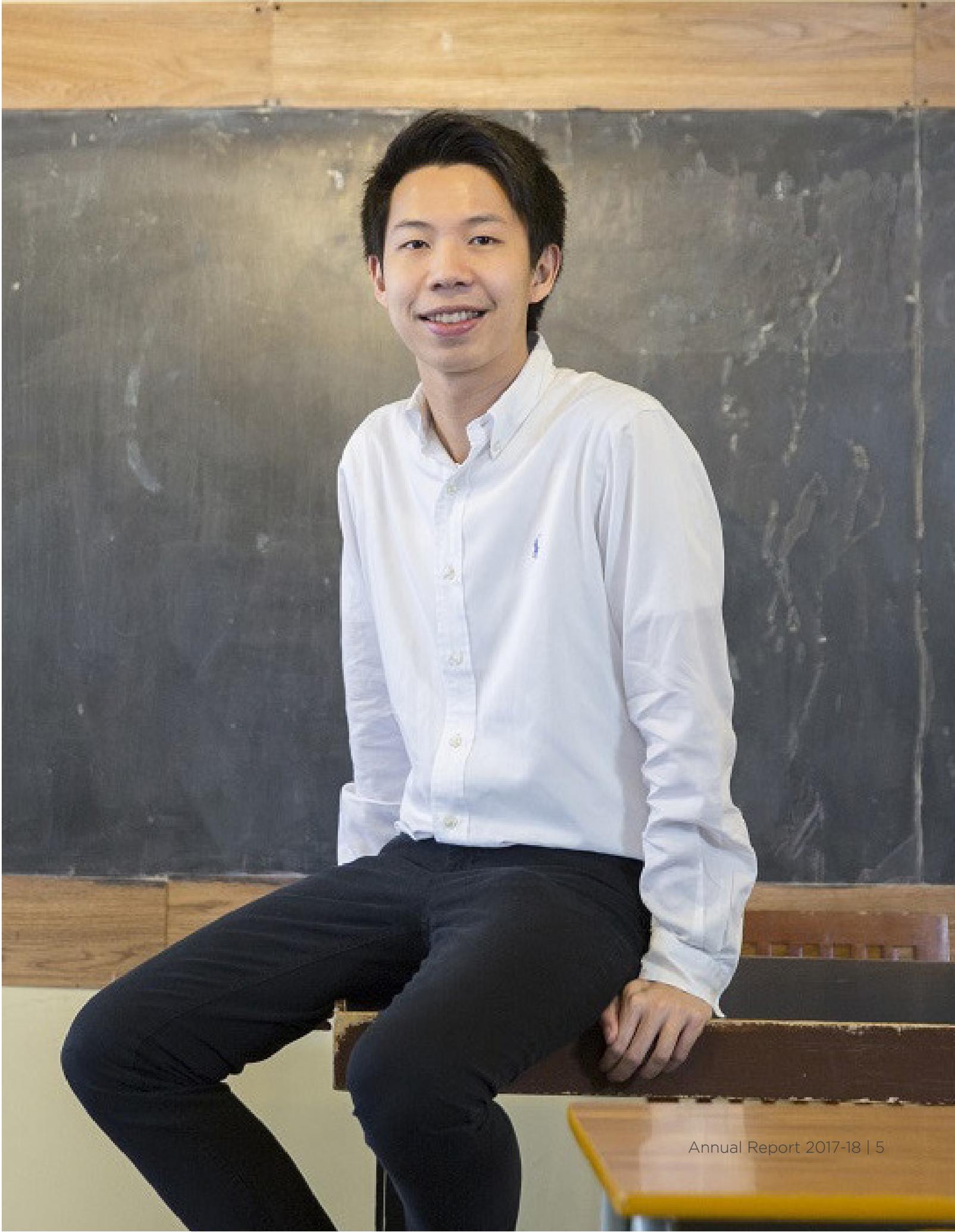
We are indebted to you for helping us build a community with a common vision. First, a big thanks to all our partner schools and principals, for believing in our vision and sharing in our successes. To our corporate partners and donors, we offer our sincerest gratitude. Your support is our bedrock, and we work hard to justify your confidence in us every day. To our directors and advisors, more thanks are in order. We take your guidance to heart and always look to see where we can improve. Finally, I offer my utmost appreciation to our Fellows and team. Our progress is the product of your hard work, and it is only together that we managed to touch the lives of so many.

With all your support, we have made great strides. We have extended our funding support with The D. H. Chen Foundation, The Hong Kong Jockey Club Charities Trust, and Social Impact Partners. We adapted our Fellowship Program, hosting a record 36 trainers and speakers at our Summer Institute, while also expanding our Employer Partnership Program. Over the course of the year, we proudly hosted the EDcubator program. We hosted our first overseas recruitment luncheon, collaborated with the Education Bureau, spoke at the UWC - LPC Education Symposium, hosted one exchange with Deliveroo and another with Yale, and much more besides. In short, we have had a busy, productive year.

In order to further our mission, we will be focusing on a few key initiatives next. Our Symposium in October will kickstart our partnership with Mr. John Tsang's charity platform Esperanza, and the Campus Leaders program will launch our presence at universities. Our new STEMPower Fellowship program with The Hong Kong Jockey Club Charities Trust will empower students to tackle the unique challenges of the 21st century. Of course, we will continue to expand our regular operations too.

I cannot wait to see what our new Fellows accomplish next year. Though we have faced large obstacles, I am proud of the impact we have made. As we take our next steps forward, I invite you to come along and re-imagine education with us.

**Arnold Chan**  
Founder & CEO



**All children in  
Hong Kong have  
equal opportunities  
to access quality  
education and realize  
their potential**



# What is Teach For Hong Kong?



Teach For Hong Kong (TFHK) is a growing movement of young leaders that drives systemic changes in education with cross-sector collaboration.

Through our one-year Teach For Hong Kong Fellowship Program, we recruit and empower the most promising and passionate young leaders to serve in underprivileged schools as full-time teachers.



## Our Mission

We endeavor to build a movement of future leaders to drive systemic changes in education with cross sector support.

## Our Values

### Excellence

We are vision-oriented. We formulate visionary strategies, and continue to apply, evaluate, and adjust to reach our goals.



### Empathy

We are empathetic. We constantly reflect and compassionately listen to others to learn more about ourselves and others' needs.



### Entrepreneurship

We are enterprising. We keep an open mind, embrace diverse perspectives, and proactively learn from failures.



### Engagement

We are a team. We encourage and empower each other. We proactively seek collaborations across sectors, and fight for our shared mission.



# Our Team



**Bethany Fong**  
Program Manager



**Jane Lau**  
Program Manager



**Theron Mok**  
Program Manager  
(Fellow 2015-16)



**Jacky Lo**  
Program Manager



**Arnold Chan**  
Founder & CEO



**Mavis Yeung**  
Program Officer  
(Fellow 2016-17)



**Edmond Lam**  
Program Officer

# Our Milestones



Establishment of our founding team

First funding secured

Achieved our first year fundraising target

Fellowship 2015-16 Inauguration Ceremony with Dr. Joseph Lee, President of Wofoo as Guest of Honor



2013

2015: LAUNCH

Teaching placement began in 3 partner schools



1<sup>st</sup> Fellowship Program

Conditional offer of \$1 million grant from the Social Innovation and Entrepreneurship Fund competition

Fellowship Program 2016-17



Awarded as the Gold Award winner in Our Hong Kong Foundation Bees and Trees Alliances



Obtained Section 88 charitable status



Fellowship 2016-17 Inauguration Ceremony with Bernard Charnwut Chan, GBS, JP as Guest of Honor

Confirmed our Core Partnership with The D.H. Chen Foundation

## 2016: MOVING FORWARD

Officially Awarded as one of the pilot projects from the Social Innovation and Entrepreneurship Fund

Awarded as a champion of the MTR Youth Connect Competition

Visited Teach For Taiwan

Featured in the social innovation report of Our Hong Kong Foundation as a case study of social innovation in Hong Kong



Farewell Townhall to send off Fellows 2015-16





Held our 1<sup>st</sup> public engagement activity "Get To Know Us Night"



Farewell Townhall to send off Fellows 2016-17



Visited Teach For Malaysia

Launched Jockey Club Youth EDCubator Program

# 2017: REACHING FUTURE



Fellowship Program 2017-18

Launched Employer Partnership



Teach For Hong Kong Annual Ceremony 2017 with Jasper Tsang, GMB, JP as Guest of Honor



Met Secretary of Education



Our first Recruitment Luncheon

Social Impact Partners: Raised 2.5 million funding

First cooperated with the Education Bureau and invited our Fellows to hold a year-end sharing

## 2018: BREAKING THROUGH

Received over 350 applications for Fellowship

Filmed a video for the "DBS x HK01 Live Kind"

Renewed the partnership with The D.H Chen Foundation and The Hong Kong Jockey Club Charities Trust



4<sup>th</sup> Fellowship Program



# The Challenge



Although the Hong Kong education system is seemingly well-developed, not all students in Hong Kong have an equal opportunity to enjoy quality education.

An iceberg graphic where the tip is above a blue horizontal line representing the water surface, and the much larger base is submerged below it. The submerged part contains three circular callouts with statistics.

**3.7 TIMES**

less likely for underprivileged students to be admitted to university.<sup>2</sup>

**90%**

of underprivileged families in Hong Kong have difficulty affording education-related expenses.<sup>1</sup>

Students' abilities in schools with low socioeconomic status are at least

**4 YEARS**

below those of higher socioeconomic status.<sup>3</sup>

1. 中小學教育制度及學生資助政策對貧窮兒童影響研究報告 (2012). 香港社區組織協會及兒童權利關注會

2. Disparity in Higher Education Attainment is Widening between Rich and Poor (2013). Chou Kee-lee, HKIED.

3. Hong Kong slips to new low in international ranking for student performance in science (2016). SCMP

# Our Solution

**Teach For Hong Kong Fellowship Program enlists outstanding university graduates with diversified talents to serve in schools with underprivileged students for a year.**

Our Fellows motivate students to learn and provide guidance for their future. By utilizing cross-sector support and their own academic background, Fellows provide students with more exposure and experiential learning experiences through Life and Career Education and Extra-Curricular Activities. Together, our Fellows are growing a movement to achieve quality education equity in the long run.

## Lead Changes on Students: 4 Student Changes

To put each and every student on a different life path through achieving our 4 defined “Student Changes”, directly closing the gap of education inequity.



### **Knowledge**

- To form the rational basis and understanding of the world and life
- E.g. Language competency, T-shaped knowledge of the world
- Learning Mode: in-class teaching of formal curriculum



### **21st Century Skills**

- To be prepared and thrive in an ever-changing world
- E.g. Critical thinking & Problem solving, Communication & Collaboration
- Learning Mode: Extra-Curricular Activities, experiential learning



### **Values & Mindsets**

- To nurture a holistic and healthy mind
- E.g.: Sense of Possibility, Resilience and Grit
- Learning Mode: role modeling, mentorship



### **Exposures**

- To gain first-hand understanding of oneself and the community
- E.g.: Career exploration, community services
- Learning Mode: Life and Career Education Activities, mentorship

# FELLOWSHIP PROGRAM 2017-18



## Summer Institute

24 Fellows completed a 6-week Summer Institute to prepare for their one-year teaching placement and further career & leadership development. The training includes multi-dimensional workshops with a specific theme including 1) Introduction to Teach For Hong Kong's Movement, 2) Teaching As Leadership and 3) Cross-sector engagement.

This year we established a partnership with The Quality School Improvement Project (QSIP) of CUHK for a one-week theory-based teaching training, to equip fellows with essential teaching skills before school placement.

**180**

Training Hours



**36**

Trainers & Speakers



**10**

Training Courses



**12**

Leaders' Sharing Session



**360**

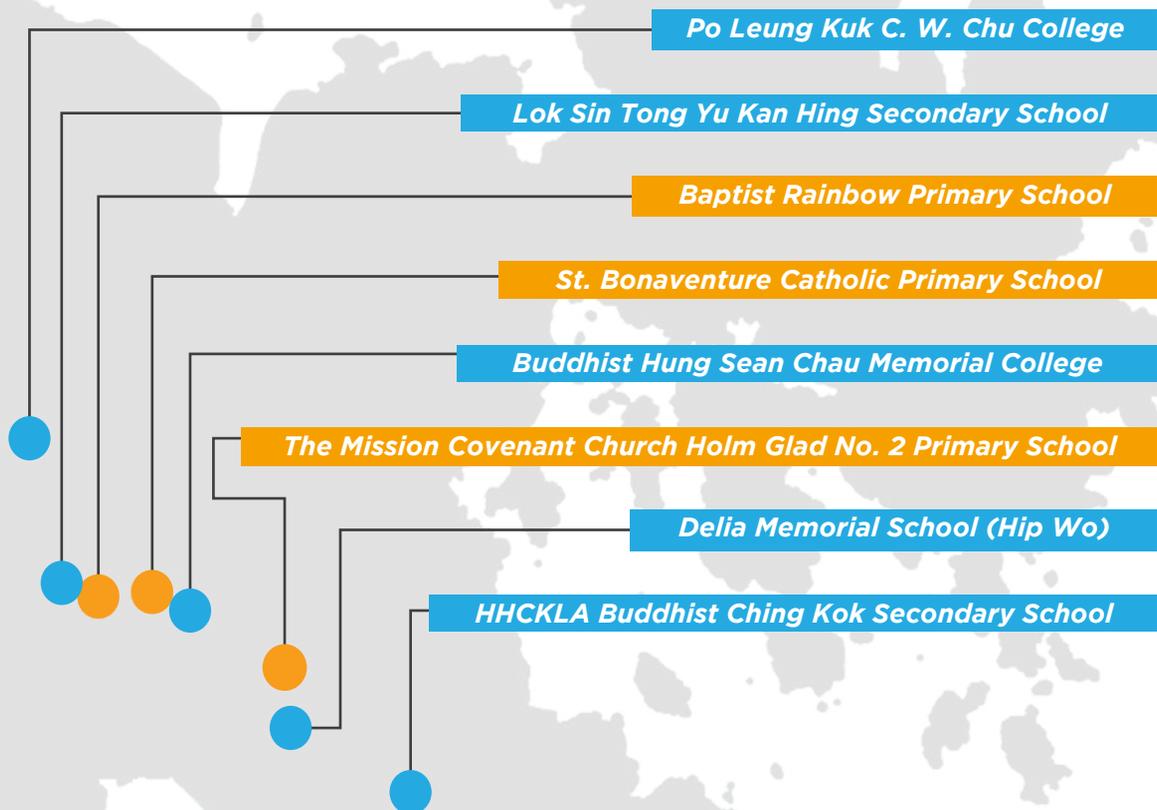
Hours spent on teaching practice





# Teaching Placement

We partner with primary and secondary schools whose their students are mainly from underprivileged background to join the Fellowship Program. In 2017-18, we have 6 primary schools and 6 secondary school supporting our movement and 24 Fellows were placed to work full time in these 12 schools as full-time teachers for one year.



## Covering Districts:



# 6 Primary Schools

# 6 Secondary Schools

*Tsuen Wan Public Ho Chuen Yiu Memorial Primary School*

*Tsuen Wan Trade Association Primary School*

*Asbury Methodist Primary School*

*Delia Memorial School (Glee Path)*

## Fellows' Role in Schools:

### 1. Teaching

- Teach 8-12 sessions per week on 1-2 subjects
- Lesson preparation and class administration
- Supported and guided by school mentors, panel head, Leadership Development Officer (LDO)

### 2. Extra-Curricular Activities (ECA)

- 1-2 sessions per week with at least 15 students per session
- Leverage Fellows' diversified talents to design and lead Extra Curricular Activities to enrich students' learning

### 3. Life and Career Education (LCE)

- Lead at least 5 events per year
- With at least 10 students per session
- Use TFHK's platform to connect corporate or organization resources to widen students' exposure and horizon

## Fellows Teaching Subjects:

Mathematics  
English  
Geography

General Studies  
Science  
History & Culture

Computer  
Liberal Studies  
Life & Society

# Fellows 2017-18



**Eugene Chan**  
*The Chinese University of Hong Kong  
Biochemistry*



**Jason Chan**  
*The University of Hong Kong  
Comparative Literature*



**Jefferson Chan**  
*The University of Hong Kong  
American Studies*



**Stephanie Chan**  
*The Hong Kong University of Science  
and Technology  
Environmental Management  
and Technology*



**Vincent Chan**  
*City University of Hong Kong  
Psychology*



**Suki Chau**  
*The Chinese University of Hong Kong  
Gender Studies*



**Phoebe Cheng**  
*City University of Hong Kong  
Law,  
Postgraduate Certificate in Laws*



**Eugenia Chow**  
*The Chinese University of Hong Kong  
Translation*



**Karen Chung**  
*The University of Hong Kong  
Politics & Public Administration and  
Sociology*



**Janet Fu**  
*The Hong Kong University of Science  
and Technology  
Marketing and Operations  
Management*



**Jonathan Kwok**  
*The University of Melbourne  
History and Philosophy*



**Matthew Kwok**  
*The Chinese University of Hong Kong  
Law*



**Kelly Lam**  
*Durham University  
History*



**Tom Law**  
*City University of Hong Kong  
Biology*



**Christy Leung**  
*The University of Hong Kong  
Translation & Global Creative  
Industries*



**Karen Leung**  
*The University of Hong Kong  
Psychology*



**Jennifer Pao**  
*Hong Kong Baptist University  
China Studies (Economics)*



**Winnie Poon**  
*The University of Cambridge  
Classics*



**Cathy Tam**  
*The University of Hong Kong  
Psychology and Counselling*



**Karen Tsang**  
*The University of Hong Kong  
Government and Laws,  
Postgraduate Certificate in Laws*



**Amy Wong**  
*The Hong Kong University of Science  
and Technology  
Global China Studies*



**Sunny Wong**  
*The Chinese University of Hong Kong  
Physics*



**Sam Yam**  
*The Chinese University of Hong Kong  
Quantitative Finance and Risk  
Management*



**Raymond Yang**  
*The Chinese University of Hong Kong  
Government and Public Administration*

# Fellows' Initiatives

Our Fellows have designed and organised different Extra-Curricular Activities (ECAs) and Life and Career Education (LCE) events to enrich students' learning. Some selected activities will be introduced under 4 categories, ranging from Language, STEM, Character Education and Career Development.

## Site Visit in Central

This visit to Central allowed students to learn more about Hong Kong, especially its history and food culture, through communication with foreign tourists in English.

## Global Village

Students practiced their English skills by communicating with people from different countries such as Zimbabwe and Germany.

## English Rockers

Students overcame their fear of English by communicating with employees from Rockhampton Management Limited.

## "May I Have..."

Students bought snacks using coupons in an authentic learning experience about using English in daily life.



# STEM Education



## Delia GP STEM Club

The club gave students the chance to play with technology.



## Robotcop Show

Students met with Robotcop to understand the technology behind high-tech robots.



## Catapault Challenge

A group S2 students learnt to apply their physics knowledge to build a catapault with bamboo and then used it to throw a table tennis ball.

# Character Education

## Silent Dinner

Students learnt sign language to enhance their sense of empathy and consciousness of disability.

## Global Cardboard Challenge

Groups of students made anything they wanted with cardboard and their creativity.

## Dialogue in the Dark

Students learnt about the difficulties the blind encountered in daily life and learned how to read Braille.

## Elderly Simulation Program

The three-hour simulation allowed students to sympathise and interact with the elderly.



# Career Development

## DreamStarter

By teaching students how to make ice cream, DreamStarter encouraged students to follow their dreams.

## JA Company

Students were given a chance to understand the process of launching a business and they sold their final products on the Kwun Tong Promenade.

## Latte Art Workshop

Students learnt how to make latte art to help them plan for their future career paths.

## Dorsett Hotel Visiting

Senior form students found out the inner workings of hotel management in their visit to Dorsett Hotel.



# Our Impact



## Student Impact

We aim to provide underprivileged students with quality learning experiences through our Fellowship Program which brings a diversity of talents and resources to schools. Not only do Fellows help students through curricular teaching, they also act as role models and organize different events in cooperation with external parties for holistic development of students.



**85**

ECA & LCE EVENTS



**5158**

STUDENTS SERVED



**9183**

HOURS OF TEACHING

## Student Feedback

(From 730 surveys)

**94.5%** agreed that their self-confidence and learning motivation increased

**90.8%** agreed that they have improvement in the subject

## From Teachers' Feedback

(Total number of evaluators: 113)

**100%** found students became more focused and motivated

**92.3%** found students increased their confidence and self-discipline

**92.3%** found students improved their basic learning technique

**84.6%** found students improved their teamwork abilities (can work together to reach a goal)

## Fellow Personal Development

We believe good teachers are good leaders. The Fellowship Program is a leadership training for Fellows to develop their competencies including self-awareness, teamwork and resilience. We aim to nurture empathetic leaders who would join different sectors. In the long run, we hope that our alumni will take up leadership positions and make changes to education in Hong Kong.

# OVER 90%

of the last two cohorts of alumni agree that the Fellowship Program helped them to improve in the following qualities:

**Leadership skills**

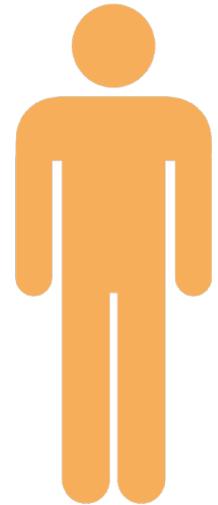
**Willingness to improve**

**Endurance**

**Teamwork**

**Proactiveness**

**Self-motivation**



**95.8%** think what they learned during the one-year Fellowship Program is useful in working outside of the teaching field.

## Fellow Training Feedback

“

The training offered me new perspectives to think about my career path as well as the way to build and consolidate my interpersonal relationship with Fellows and staff.”

“

Gratitude to staff for the arrangement. I am very glad to have a taste of teaching EM students before September. The whole experience is challenging yet rewarding.”

“

The usefulness of these visits lies in stimulating my imagination and reflection towards the current education institution and design.”

“

The sharing by various leaders were definitely useful and eye-opening. Thank you team for the effort.”

# Principals' Sharing



**When the Fellows first arrived at the school, did they encounter any difficulties in adjusting to their work or getting along with the students?**

**Principal Lam:** The two Fellows could soon get along well with our teacher team because of two excellent mentors who had already introduced the overall teaching arrangement to the Fellows beforehand. More importantly, the Fellows actively asked our regular teachers questions when they encountered any difficulties.

Frankly, as the two Fellows grew up in middle-class families. I was quite worried about the distance between the family backgrounds of the Fellows and our grassroots students at the very beginning of the program. However, my worries completely disappeared two months into the program, as the two Fellows understood the needs of my students and gave my students much care and attention.

**How would you describe the relationships between the Fellows and the students?**

**Principal Lam:** I think they got along very well. I knew that the two Fellows had put a lot of effort into the preparation of lessons. For example, they created different innovative and interesting games to enhance the English skills of their students. I believe my students enjoyed every lesson prepared by the Fellows and have achieved a rewarding learning experience.

I would like to share with you two impressive and heart-warming moments I saw between the Fellows and my students. Once, I witnessed a Fellow crouching down to talk to a Primary One student in order to interact with the student as equals. I was pleased to capture this beautiful moment because I have always believed that respect is the key to unlock a good teacher-student relationship. What's more, I was impressed by the patience of the Fellows to seek the talent of a student with Special Educational Needs (SEN). This particular SEN student was exceptionally skilled at memorising the



*I support TFHK because I support 'Re-imagining Education'. We need to motivate different parties in society to provide our next generation equal education opportunities."*

**Principal Lam**

*Asbury Methodist Primary School*



Periodic Table. Once the Fellow found out about this talent, they started spending more time with each other and interacting with each other. In my opinion, this Fellow showed the perfect attitude in dealing with teacher-student relationships, as teachers should always strive to find and respect a student's talent.

**What do you think about the support of the Extra Curricular Activities (ECAs) and the Life Career Education (LCE) provided by the Fellows?**

**Principal Chan:** I think the two Fellows successfully brought their knowledge and past experiences to the classrooms. There are two impressive activities organized by the Fellows that I would like to highlight. The first one is called "JA Company". This practical activity provided students a chance to engage in the entire process of launching a business, including the search for funding, promotion and the production. A financial report as well as "annual stockholder meetings" were also required at the end of the activity. I am quite sure that students who are interested in becoming entrepreneurs in the future have gained something useful from the experience.

Another activity I would like to mention is related to Character Education. In the program, students could get in touch with the elderly and realize the actual needs they are seeking for. "Putting themselves into others' shoes" was the most meaningful thing that my students learnt from this activity. Under the arrangement of TFHK, many great scholars have also been invited to hold talks in my school to share their experiences with my students. They inspired us to boost some so-called "abstract" education in schools with clear plans and purposes, such as teaching students the importance of empathy and kindness.



*The two Fellows have led many interesting and distinctive student activities with their expertise and network."*

**Principal Chan**

*Delia Memorial School (Glee Path)*



# Recruitment

## 2018-19



We rounded out our 4<sup>th</sup> cohort of the Fellowship Program in April 2018. After a half-year of promotion, we received more than three hundred applications, a record high!

### Campus Promotion

We participated in career fairs at HKU, HKUST, CUHK, and PolyU this year. Our Fellows and alumni shared their yearlong adventures with students through booths and recruitment talks. We had many memorable conversations, and may have even met a couple potential future Fellows!

### MTR Billboard Campaign

We're constantly looking for new ways to spread awareness about educational inequity and how we hope to solve it. This year we launched our first MTR billboard advertisement at University Station!

### Recruitment Luncheon

Each year, we receive a considerable number of applications from students at foreign universities. To better reach out to them and hear their needs, we organized a luncheon session in London this year. We invited Mookie, an alumnus who was studying Mathematics at Cambridge, to share his insight. His stories about inspiring students intrigued the participants, who all expressed interest in supporting our movement.



# Important Figures

**33**

Fellows 2018-19 recruited

**370**

Applications received

**109%**

Increase compared to the grand total of 177 applications last year

**8.9%**

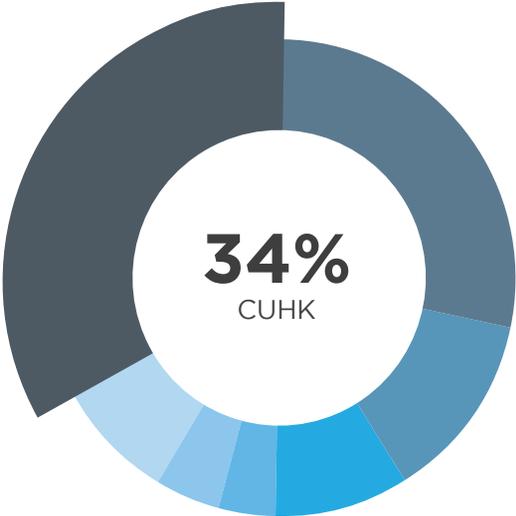
Acceptance rate

**23%**

Applicants are from overseas universities

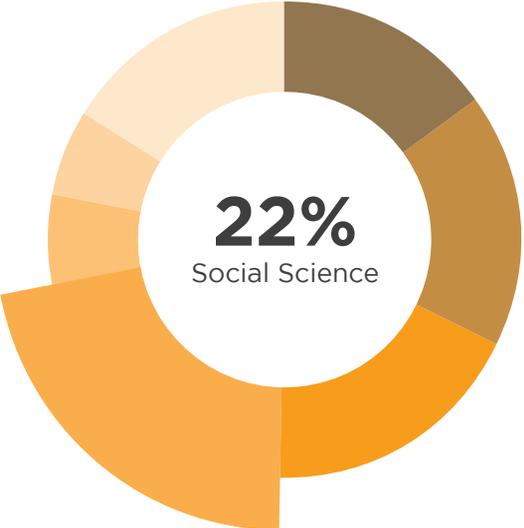
**25%**

Applicants are from STEM Background



### Breakdown of Local Universities:

<b>28%</b> HKU	<b>13%</b> HKUST	<b>9%</b> CityU
<b>4%</b> HKBU	<b>4%</b> PolyU	<b>8%</b> Others



### Applicants' University Major:

<b>15%</b> Business	<b>17%</b> Language	<b>18%</b> Science
<b>6%</b> Education	<b>6%</b> Engineering	<b>16%</b> Others

# Fellows 2018-19



**Kristy Au**  
*The University of Hong Kong  
Chemistry*



**Judy Chan**  
*The University of Hong Kong  
Biological Sciences*



**Kelly Chan**  
*King's College London  
Psychology*



**Carti Chong**  
*The University of Hong Kong  
Chinese Language and Literature,  
Language and Communication*



**Madison Chow**  
*The Hong Kong University of Science  
and Technology  
Biotechnology*



**Angel Chui**  
*The University of Hong Kong  
English Studies and General  
Linguistics*



**Kelly Kong**  
*The University of Hong Kong  
Comparative Literature and Society*



**Isabel Kwan**  
*The Chinese University of Hong Kong  
International Business and  
Chinese Enterprise*



**Albee Kwok**  
*The Chinese University of Hong Kong  
Sociology*



**Esther Law**  
*The Hong Kong University of Science  
and Technology  
International Language  
Education (ESL)*



**Jennifer Lee**  
*The Hong Kong University of Science  
and Technology  
Global China Studies*



**Karen Lee**  
*Middlebury College  
Psychology,  
with a Minor in French and Linguistics*



**Alvin Cheung**  
*The University of Hong Kong  
Music and Psychology*



**Natalie Cheung**  
*The University of Hong Kong  
Geology,  
with a Minor in Geography*



**Catherine Chiu**  
*The University of Hong Kong  
Translation and Psychology*



**Bethia Chung**  
*The University of British Columbia  
Psychology and Economics*



**Kitty Ip**  
*The Chinese University of Hong Kong  
Marketing and Human Resources*



**Tracy Kan**  
*The Hong Kong University of Science  
and Technology  
Global Business and Management*



**Nick Lai**  
*The Chinese University of Hong Kong  
Translation,  
with a Minor in Spanish*



**Yunice Lai**  
*University of Exeter  
Mathematics*



**Toby Lau**  
*The University of Hong Kong  
Biological Sciences and Counseling*



**Kelvin Lee**  
*Texas Tech University  
Environmental Engineering*



**Carman Leung**  
*The University of Sheffield  
Journalism Studies*



**Cindy Leung**  
*The University of Hong Kong  
English Studies and Music*



**Kinnie Li**  
*The University of Hong Kong  
Journalism and Politics*



**Kyle Li**  
*The Chinese University of Hong Kong  
Economics*



**Iris Ma**  
*The University of Hong Kong  
Language and Communication,  
Counselling*



**Vincent Ma**  
*The Chinese University of Hong Kong  
Sociology*



**Chelsie Mak**  
*The University of British Columbia  
Psychology*



**Christy Ng**  
*The University of Manchester  
Neuroscience*



**Christine Tsang**  
*The University of Hong Kong  
Ecology and Biodiversity,  
with a Minor in Philosophy*



**Irene Tsoi**  
*City University of Hong Kong  
Linguistics and Language Applications*



**Stella Wong**  
*The Chinese University of Hong Kong  
English, with a Minor in Translation*





# Connect to Society



Teaching is not the business of teachers only. Everyone can and should be involved in it.



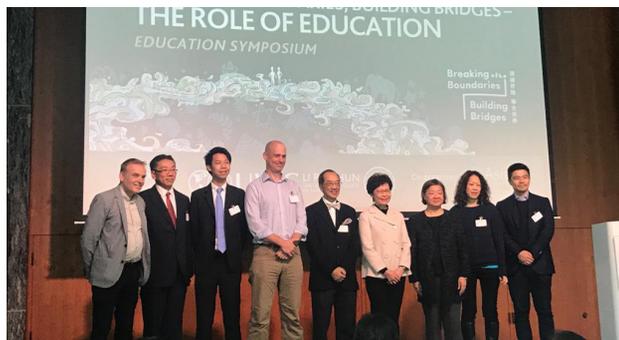
## Meeting with President of Pomona College

We are always looking to extend our reach within the community, and so it was our pleasure to meet Ms. Gabrielle Starr, the president of Pomona College, and Mr. Bernald Chan, GBS, JP. They explored potential avenues for further collaboration with our Fellows Karen and Stephanie, sharing ideas on how to improve community engagement. From the meeting, we have begun work on a partnership with Pomona College Hong Kong Alumni, and are looking forward to what will arise from it.



## TFHK Year-end Sharing with Education Bureau

Co-organising with Education Bureau (EDB), we held our Year-end Sharing in the middle of June. The event also served as a “EDB Teacher Professional Development Program”. It was a great opportunity to have our Fellows share their works and Principals share how the Fellowship benefits students with frontline educators.



## UWC - LPC Education Symposium

Our founder Arnold was invited by Li Po Chun United World College to be a panel speaker alongside other esteemed figures such as the Honorable Mrs. Carrie Lam. Speaking on the theme of “Breaking Boundaries, Building Bridges”, he shared his thoughts regarding how to best shape education in Hong Kong.

## Meeting with John Tsang

It takes a village to raise a child, and there’s no field other than education that better exemplifies this adage. Everyone can and should be involved in the cause.



Thus, we were glad to host Mr. John Tsang, the former government official, for an afternoon as he learned more about our organisation and our recent efforts. Mr. Tsang met with Fellows and our team to better understand how we serve Hong Kong education system, and the Fellows got along great with him as they shared their teaching experiences.



We were invited to be the Case Study Partner at the Enactus x Hult Prize Social Innovation Forum



Arnold was invited to speak in a panel discussion at HKGCC Entrepreneur Forum



Arnold was invited to share his entrepreneurship journey at Law Ting Pong Secondary School



Mr. Jasper Tsang GBM, JP, gave a keynote speech in our Annual Ceremony



We conducted a workshop about Quality Education for a group of HKU students



TFHK Alumnus shared his Fellowship experience with AIESEC Members



TFHK Fellows met with the Secretary of Education

# Jockey Club Youth EDcubator Programme

This is the first teacher-oriented education idea incubator in Hong Kong that supports teachers in designing and executing innovative educational projects and initiatives in local schools. We have successfully supported 26 innovative projects in the past 2 years, and more than 900 students have directly benefited from the projects with the support of 10 solution partners and 26 university student technical consultants.

On the 25<sup>th</sup> of August, an Exhibition Fair with live demonstrations and presentations was held for Program Teachers to showcase the results of their projects. Mr. Kam Ho Yin, one of the Program Teachers, implemented his project 'Create Music For Fun' which combined various elements of music, arts and information technology together. In this project, students had the chance to perform in public with their own musical instruments. They joined the Maker Faire in United States, Taiwan and Japan to exchange their learning with other makers from other parts of the world.

26

Projects Funded

10

Solution Partners

900

Students Benefited

26

Technical Consultants

2

Start-ups Incubated



# Light sparks on mission to educate Hong Kong's needy children



In an effort to tackle education inequality in Hong Kong, a local charity is placing top university graduates as teachers in underprivileged schools for the third straight academic year.

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Teach4HK has taught over 7,000 pupils since it kicked off in 2014. That year, the group placed six fellows in three schools. The programme has expanded rapidly: this academic year, there are 24 fellows in 12 partner schools across the city, and next year the aim is to place 40 fellows.

Underprivileged children get targeted. At least half the schools' pupils must hail from families receiving Comprehensive Social Security Assistance, a government welfare programme.

RELATED TOPICS  
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## 法律系畢業生暫緩「跟師父」走入基層學校 盼為學生成就夢想



香港01 April 19

【轉自 01社區】林二汶 Eman Lam 跟 Teach4HK 良師香港 一齊走入課堂攞啲乜！Click入睇睇更多：http://bit.ly/2H83cbi

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社會新聞  
撰文：何敬海 2017-08-31 07:00 最後更新日期：2017-08-31 12:24

即將踏入9月，許多人都會打開人生的新一頁。不少學生都會戰戰兢兢地走入新班房，而懷着又緊張又期待的心情開展新學年的，還有一班即將走入基層學校的「項目老師」，當中包括三名來自本地大學法律學院的畢業生：鄭希琳、郭希樂和曾卓君。

三人都選擇在投身法律界前，花一年時間走入基層學校，他們自言最希望透過自身，提升學生的學習動機和興趣，最希望的，是助學生建立目標，助學生邁向夢想踏出一小步。

HK01.COM

【基層教育】教育制度欠甚麼 我們用心填補它

我們常口號式地說「令社會變得更好」，但具體上怎樣變？怎算好？相信由教育著手是個有效的起點。

Teach4HK 創辦人Arnold想到一套「教人自教」的理念，讓項目老師邊教邊學習成為領袖，他日在社會工作時以自

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462



# Media Coverage

Thanks to all the media organizations that ran stories on us this year! We are grateful to have **13 media coverage** featuring our works and stories throughout the year. The news is instrumental to engage our community and raise awareness of the inequity of education in Hong Kong. With the help of your coverage, we have reached out to more people than ever before.

# 13



Media Coverage feature our stories and work

# Alumni Development



We have been extraordinarily proud of the journeys our Alumni have taken since completing their Fellowships at TFHK. They have each gone above and beyond our expectations, having found work in a diverse array of fields ranging from entrepreneurship to law to education.

Over the three years in which our Fellowship Program has been established, we have seen remarkable growth, going from just 6 Fellows to over 40. Along the way, we have provided ample opportunities for our Fellows to discover new career paths and supported them in their exciting ventures, and we are sure that future Fellows will also find that their time at TFHK will multiply their impact for years to come.

**Since 2015, we  
have nurtured**

# 40



**Alumni, who now work all across  
society to spread our impact!**

## Where are our Alumni?

### **Fellows 2015-16**

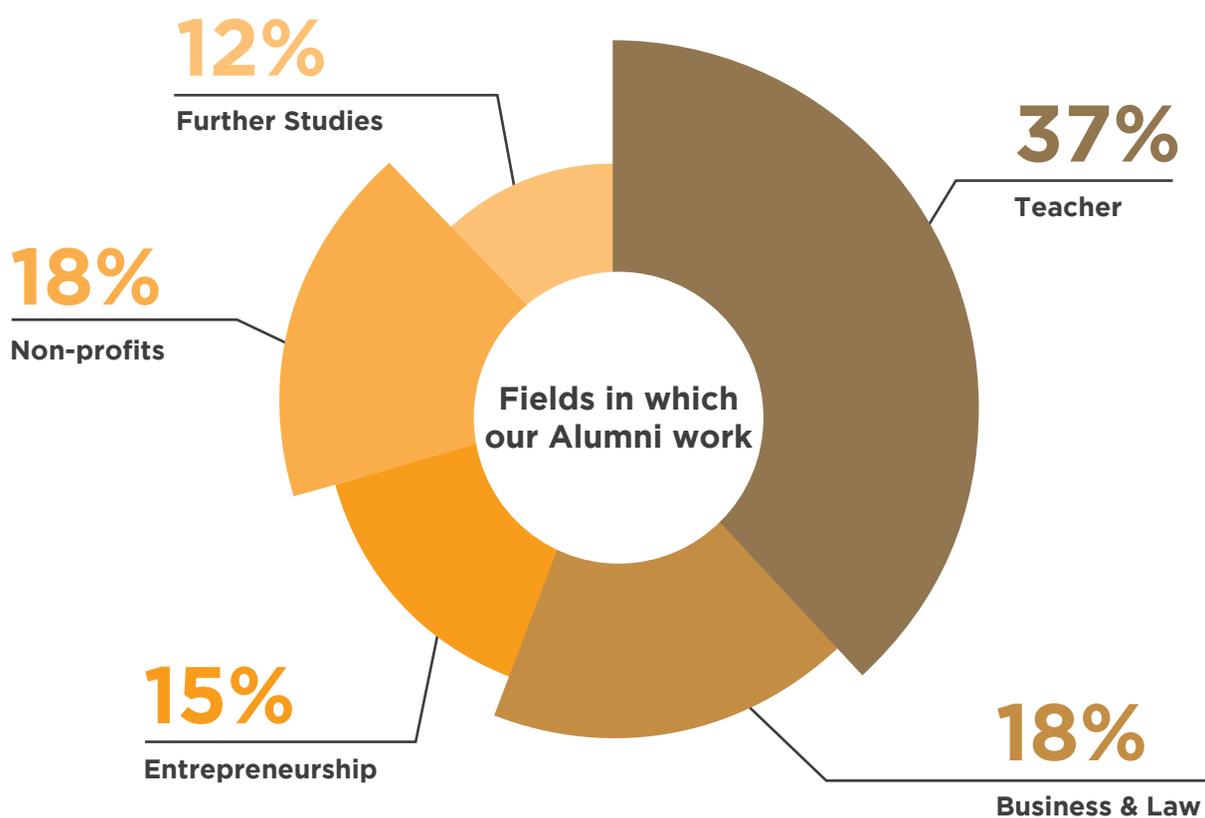
Shawn Chan	Works at Towngas as a graduate trainee
Gabi Chan	Finished PGDE and teaching at a secondary school
Theron Mok	Works at Teach For Hong Kong as a Program Manager

### **Fellows 2016-17**

Mookie Chau	Finished a Master of Mathematics in the University of Cambridge
Fei Cheung	Works at a technology startup as a R&D engineer
Ernest Wong	Studies in Clinical Psychology in the University of Hong Kong
Princeton Wong	Cofounded an educational startup “STEAMaker”
Nikita Kan	Finished PGDE and teaching at a secondary school

### **Fellows 2017-18**

Karen Chung	Works at a Business Technology Firm as an Account Development Associate
Karen Tsang	Works at a Law firm as a Trainee Solicitor
Kelly Lam	Joined the Hang Lung Group as a Management Trainee
Raymond Yang	Cofounded an educational startup “Just Feel”
Phoebe Cheng	Works at a Law firm as a Trainee Solicitor
Amy Wong	Pursuing PDGE and teaching at a primary school
Jonathan Kwok	Pursuing a Juris Doctor degree in the Chinese University of Hong Kong



# Alumni Stories



## A Virtuous Venture for Non-Violent Communication

We recently caught up with two of our Alumni, Matthew and Raymond, to find out how they were doing. In the short time since working as Fellows for TFHK, they have launched a project focused on helping students learn Non-Violent Communication (NVC), and we asked them some questions to find out more about their new lives:

### **Q1. How did the Fellowship Program inspire you to launch the project of NVC in HK?**

We both taught Primary 3 students at St.Bonaventure Catholic Primary School. The kids were very lovely but they often got angry, or even had conflicts with their peers. After talking with them, we realized they did not know how to understand and express their emotions. It is very hard for them to study well or make friends, because they might easily misinterpret others and become emotionally unstable.

These experiences reminded us of our childhoods. Both of us grew up in dysfunctional families and our parents didn't know how to talk about emotions. Raymond's friend introduced him to a Non-Violent communication (NVC) workshop last summer. He got inspired, did further research and successfully used NVC to resolve his relatives' conflicts, including his 9-year old nephew's, who was in a similar situation to many of the children at the primary school where we taught.

Inspired by the successful experience and seeing how the kids communicate at our school, Raymond suggested NVC to Matthew and Shirin (TFHK Alumnus). We tried using NVC to talk with our students, and we were very surprised by the impact. Kids calmed down quickly after we described and accepted their emotions. We could then go through rational discussion with them. After that, we suggested NVC to the Head of Discipline and Guidance, Chiu Sir. Chiu Sir embraced the idea and personally tried using it to talk about emotions or solve students' conflicts. He also encouraged us to promote NVC to other teachers.

Witnessing how important and neglected emotional education is in Hong Kong, we decided to apply for EDcubator, with a view towards enhancing our kids' mental health, as well as preparing them to face the 21st century workplace. Luckily, we won the funding and started the NVC project at our school.

### **Q2. How can NVC bring positive impact to education?**

NVC is an effective model for us to understand ourselves and others. It brings a lot of positive impact to education. First it strengthens the connection and relationship between teachers and students. When students' emotions are stable, teachers could focus more on teaching and students could learn better as well. Also, students would understand more about themselves and their peers, enabling them to establish good friendships and cooperate with others. When conflicts arise, they

tend to resolve it instead of escalating it. Most importantly, the situations mentioned contribute to the students' long term mental health.

**Q3. What are the challenges or difficulties you faced when launching the project?**

There are many difficulties. As we are both young and new to the industry, we often get stuck and frustrated with not knowing the best way to do our task at hand. Running a start-up is very fancy on the surface and a lot of people always say "Wow!" after hearing about us, but we both know the truth - we are not that fancy. We have bugs and failures. We have a lot to improve. Matthew often uses an analogy - we have to keep in mind that our "valuation" is different from our "value", and we are striving for the latter. In a nutshell, founders must always face their own problems, and try working harder, consistently and honestly.

As for our project, Hong Kong teachers are really busy. We have to think and design very carefully, preventing them from having unnecessary extra workload. Our products are also not refined enough, so we have to keep asking for advice and improvements.

**Q4. What are some interesting stories when you two work together?**

Yeah. The first story must be a time when we both got very tired and frustrated with our work, and we just downloaded our favourite online games. Raymond downloaded Survival Project and Matthew downloaded Counter Strike. We just kept playing the whole night. The next day, we concluded that we need more rest in order to work more efficiently. We then turned to Brawl Stars and played wherever we went, and deleted the game when we both indulged in it. It's like a loop - downloading, playing, deleting, downloading...

We tried very hard to grow together. Therefore, we would give each other advice from time to time on what and how to improve. After meetings and activities, we would spend some time on debriefing. We both value the process a lot as we understand that we can be biased or blinded without other's advice, and we both learnt so much faster with this process.

**Q5. What is your future goal or plan?**

Our future plan is to first try out the prototype at St. Bonaventure Catholic Primary School, and then expand to other schools in the next term. After a year, we would evaluate our progress and decide if we should continue working on it.



# Skills that cannot be learnt in other internships...

Kelly graduated from Durham University before joining the Fellowship 2017-18 at TFHK. Taking the skills she picked up during her time as a Fellow, she has made a move into business industry and is now a Management Trainee at Hang Lung Properties. We asked her to share her experience at TFHK and how it is translated into her new professional life.

## **Q1. What is the biggest inspiration of your one year Fellowship journey?**

My biggest inspiration is to develop empathy and trust towards others. It is easy for teachers to be blinded by rage and neglect students' intentions and feelings. More often we will be guided by our pre-assumptions and judge before knowing the truth. I have learnt that there must be a reason or story behind every students' misbehavior. For instance, some may seek attention as no one cares about them at home or some may struggle with low self-esteem due to constant failure in exams, etc. Thus, it is crucial for me to develop a sense of empathy, try to listen more and put myself into my students' shoes. I think the same applies to my daily life in which I have learnt to be less biased and more empathetic towards others.

## **Q2. How does TFHK support your career development?**

In particular, the leader sharing section during the orientation gave me more insights into different career fields and development. TFHK's employment partnership had also played a crucial role in assisting me throughout the year.

## **Q3. How does the Fellowship experience benefit your future job?**

My journey in TFHK has equipped me as a more people-oriented leader and enhanced my communication skills. I have learnt to motivate my students emotionally, appreciate every students' uniqueness and cater to their individual needs. I think these skills are transferrable in any career field as it is crucial for a leader to build close bonds with team members in order to optimize working efficiency.

Also, being a teacher often requires negotiating and balancing different stakeholders' concerns (i.e. other teachers, students, parents, the principal), through which I have strengthened my communication skills. Thus, I have developed the ability to present confidently, interact with clarity, concision and demonstrate empathy, open-mindedness while communicating with others.

All these are skills that cannot be learnt in other internships or exchanges, which is why TFHK has been immensely important in supporting my current and future career development.

## **Q4. What is your ideal education?**

My ideal education is very much like my experience in Baptist Rainbow Primary School: every student is genuinely enjoying themselves and having fun during class. I wish that education in Hong Kong could be more student-centered, meaning the teaching method, outcome and content will be surrounding students' needs and interests. Thus, education should offer more autonomy and guidance in unleashing students' potential. For instance, the knowledge that students acquire should focus on personal growth, methods to adapt to the 21<sup>st</sup> century and things that arouse their interests, instead of formulas. More importantly, education should be able to cater to individual needs and value diversity, instead of being 'one-size-fits-all'.

**Q5. Can you say a few words to encourage our new Fellows?**

To be honest, there will be a lot of unexpected challenges, moments of frustration and disappointments throughout the year. Yet, whenever I see my students' smiles, the sense of satisfaction and happiness will outweigh everything. My Fellowship passed in a blink of an eye and I wish I could continue, therefore, my advice would be to enjoy every moment in this journey. I am very glad to see a lot more passionate faces joining our movement this year, remember to always believe in yourself and believe in your students! Good luck!



# A journey of self-discovery and enlightenment through education

After graduating from the University of Toronto and completing his Masters in Applied Psychology at City University of Hong Kong, Ernest taught as a Fellow at TFHK during its 2nd year. He stayed on for an additional year as a Program Manager, and is now training to be a professional clinical psychologist at HKU. We asked him to reflect on his time at TFHK, and share his career aspirations with us.

## **Q.1: What is the most crucial inspiration of your one year Fellowship journey?**

Through the Fellowship Program, I was inspired and learned the importance of empathy and connection with people. This actually reminds me a story of a repeater in my class. She failed to find a way to get rid of her immense fear towards English and she tried to escape it by often being absent in classes. However, I soon witnessed her improvement after intensively helping her to re-establish her confidence in English and I realized that all that students need is not a teacher with various teaching experiences, but a teacher who is willing to spend time communicating with them and showing love and care to them.

## **Q2: What has inspired you to work as a staff of TFHK after joining the Fellowship Program?**

Basically, it is because the mission of TFHK is in line with my belief of education. I can work passionately and believe that what I am doing is meaningful. The moment that gave me a strong motivation to continue participating in this movement would be my first time as a representative of TFHK, where I shared our work, mission and fellows' teaching experiences with some employees of a company. "Apart from being a Fellow, any other contribution I can make to enlarge and popularize this movement?" This question comes to mind following the huge support given by those employees. Thus, I became a part of the team to continue contributing to the movement in another way.

## **Q3: How do the experiences of being a Fellow and a staff of TFHK enrich your knowledge or insight toward education?**

I think both experiences allow me to broaden my horizon and rediscover other possibilities to change the world of education. I got to know the works of the frontline teachers and the administration of schools after joining the Fellowship Program, while working as staff has boosted me to focus more on the social resources distributed for improving education and how can we optimize it by cooperating with the business community.

## **Q4: What is the relationship between your experiences in TFHK and your dream of becoming a Clinical Psychologist (CP)?**

These rewarding experiences provided me an opportunity to find out the right direction of my life path. I realized my goal of serving the youth, especially those who are suffering from psychological problems. Many students with mental health problems have been overlooked by their teachers and they can hardly find a proper way to deal with negative emotions, adversity and pressure due to the

lack of support provided by the education institution. This has inspired me to make use of my Clinical Psychologist (CP) profession to impact students and help them establish their self-esteem and self-identity.

Working in TFHK was a journey through which I became more mature and chased my dream with tenacity. Now, I keep my promise to my students to make my dream of becoming a professional CP come true within 5 years. They are always my motivation.

**Q5: What is your ideal education?**

My ideal education is similar to that of TFHK. I hope every student can equally gain enough resources on education regardless their background. I believe in student-centered teaching in place of the overly examination-oriented one in order to let students shine in their own way.

**Q6: How will you describe TFHK?**

TFHK is a young, professional and passionate organization. I believe it is hard to find a place where everyone is willing to contribute for education with all of their passion.



# New Year Plan



## Supporting our Fellows' Future Endeavors

We want the best for our Fellows, even after they have hugged their students goodbye for the last time in the school year. To help our Fellows grow into leaders, we have expanded our employer partnership program, which now includes a guaranteed interview at graduate trainee programs at esteemed institutions including MTR, EY, KPMG, Hang Lung Group...etc.

We are happy to say that our Fellows branch out and explore careers beyond education, as they work to inspire social change from all fields. Looking ahead, we will be exploring collaboration opportunities with universities to assist Fellows in pursuing teacher qualifications, and we target to have more than 20 employer partners by 2021.

## Tackling the Widening STEM Gap

We are excited to announce the new the Jockey Club STEMpower Fellowship Programme!

This Programme is funded by The Hong Kong Jockey Club Charities Trust and is designed to engage underprivileged students and help them capture this unique opportunity, by bringing in university graduates with STEM experience to deliver quality education and nurture 21<sup>st</sup> century skills. Beginning in July 2018, we hope to cultivate a network of life-long leaders who will advocate for STEM and cutting edge education, with experiences grounded in the real world challenges faced by local students today.

Though our plan is ambitious, we are confident that our top-notch STEMpower Fellows will measure up to the task and empower students for years to come.

## Connecting with Hearts, Engaging with Minds

The TFHK Campus Leader Program will be launched this year, where we will work with students at universities to inspire changes on campus. These ambassadors will promote awareness about the issues in Hong Kong's education system and draw attention to how we can empower the underprivileged. We are always hungry for new talent, and so naturally, the ambassadors will also help us recruit on campus and coordinate campaigns for TFHK.

Through this program, we will help connect students who are interested in helping the cause, while also introducing others to these issues that they may not be as familiar with. At the end of the day, a strong presence on campus will ensure that we can fulfill our mission to the best of our abilities, and

we are excited to work with these student leaders to make that the case!

We have also recently developed a partnership with Mr. John Tsang, former Financial Secretary of Hong Kong, on his new NGO, “Esperanza” (Spanish for “hope”). To kick start our partnership, we will be hosting a Symposium in October, where we will be announcing some exciting developments.

Stay tuned as we continue to roll out new initiatives!



# Financial Report

## 2017-18

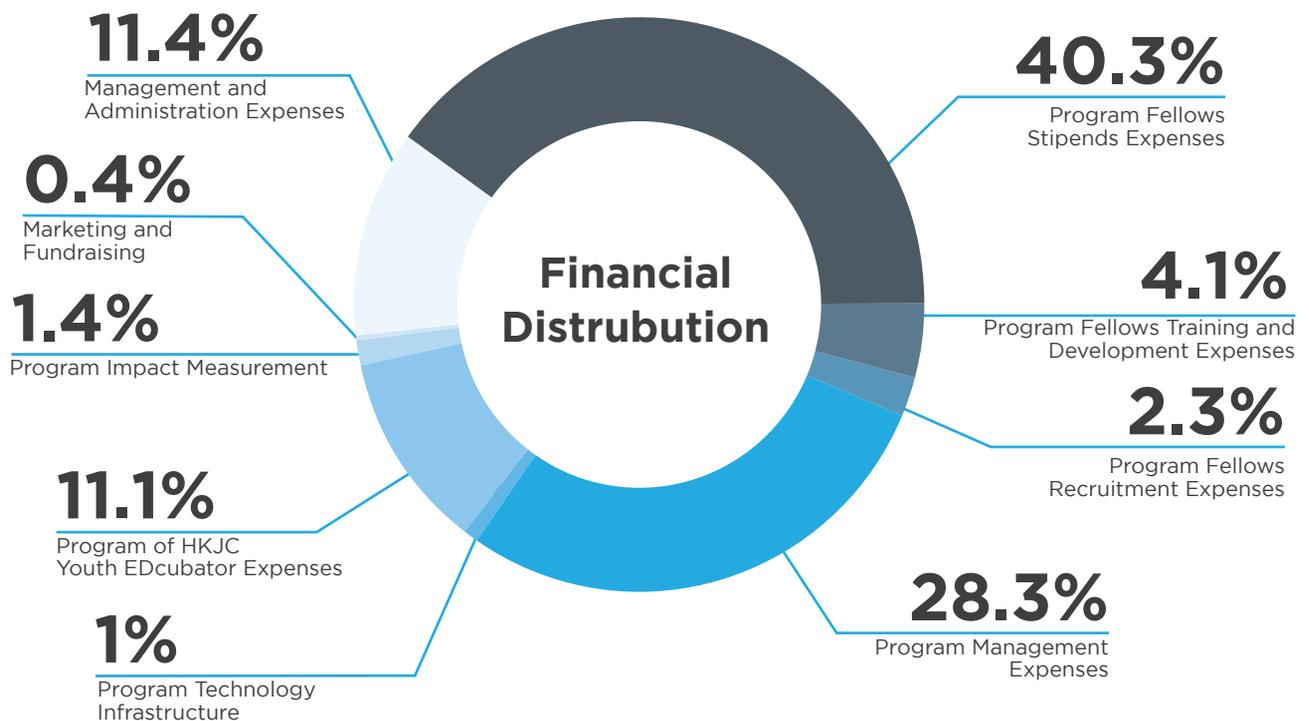


		TOTAL (HKD)
<b>INCOME</b>		
Government Grant		297,480
Individual Contributions		154,785
Organizational Contributions		4,491,031
School Participation Fee		1,200,000
<b>Total Income</b>		<b>6,143,296</b>
Gross Profit		<b>6,143,296</b>
Other Income (Loss)		
Interest Income		154
<b>Total Other Income (Loss)</b>		<b>154</b>
<b>EXPENSE</b>		
<b><u>PROGRAM SERVICES:</u></b>		
Program Fellows Stipends Expenses		2,400,000
Program Fellows Training and Development Expenses		
Professional Fee and Contract Services Payments	203,015	
Supplies, Registrations, and Other Expenses	42,859	245,874
Program Fellows Recruitment Expenses		
Advertising (Offline)	26,098	
Advertising (Online)	94,667	
Supplies, Registrations, and Other Expenses	17,121	137,886
Program Management Expenses		
Salaries and Allowance	1,583,299	
School Based Activity Subsidies	47,047	
Supplies, Registrations, and Other Expenses	55,015	1,685,361
Program Technology Infrastructure		56,305

Program of HKJC Youth EDcubator Expenses		
Program Grant	281,800	
Salaries and Allowance	335,775	
Supplies, Registrations, and Other Expenses	45,791	663,366
Program Impact Measurement		84,078
<b>Total Program Services</b>		<b>5,272,870</b>
<b><u>SUPPORTING SERVICES</u></b>		
Marketing and Fundraising		22,376
Management and Administration Expenses		
Rent and Rates*	570,500	
Professional Fee and Contract Services Payments	65,610	
Supplies, Registrations, and Other Expenses	43,355	679,465
<b>Total Supporting Services</b>		<b>704,841</b>
<b>Total Expense</b>		<b>5,952,335</b>
<b>Total Expenses per fellow**</b>		<b>220,374</b>

\* Excluded the donation from landlord (\$216,000)  
 Actual expense on rent & rates: \$570,500 - \$216,000 = \$354,500  
 \*\* Excluded Program of HKJC Youth Edcubator Expenses

Note: This Financial Report is audited as of June 30, 2018.



# Acknowledgements



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## Partners

### Partner Schools (Primary School):

Asbury Methodist Primary School

Baptist Rainbow Primary School

Buddhist Chi King Primary School

Delia (Man Kiu) English Primary School

St. Bonaventure Catholic Primary School

The Mission Covenant Church Holm Glad No.2 Primary School

The Salvation Army Lam Butt Chung Memorial School

Tin Shui Wai Methodist Primary School

Tsuen Wan Public Ho Chuen Yiu Memorial Primary School

### Partner Schools (Secondary School):

Buddhist Wong Fung Ling College

Caritas Fanling Chan Chun Ha Secondary School

Carmel Alison Lam Foundation Secondary School

Catholic Ming Yuen Secondary School

Delia Memorial School (Glee Path)

Delia Memorial School (Hip Wo)

HKSKH Bishop Hall Secondary School

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Ng Yuk Secondary School

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Project WeCan

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**Training Partner:**

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**Pro Bono Service Providers:**

Ashurst

**Core Partner:**

**The Jockey Club Youth EDcubator Programme  
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Special thanks to our committed and passionate summer interns - Kristin, Happy, Rainbow, Charlotte and Andrew, who have contributed to our annual report!



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Teach For Hong Kong

