

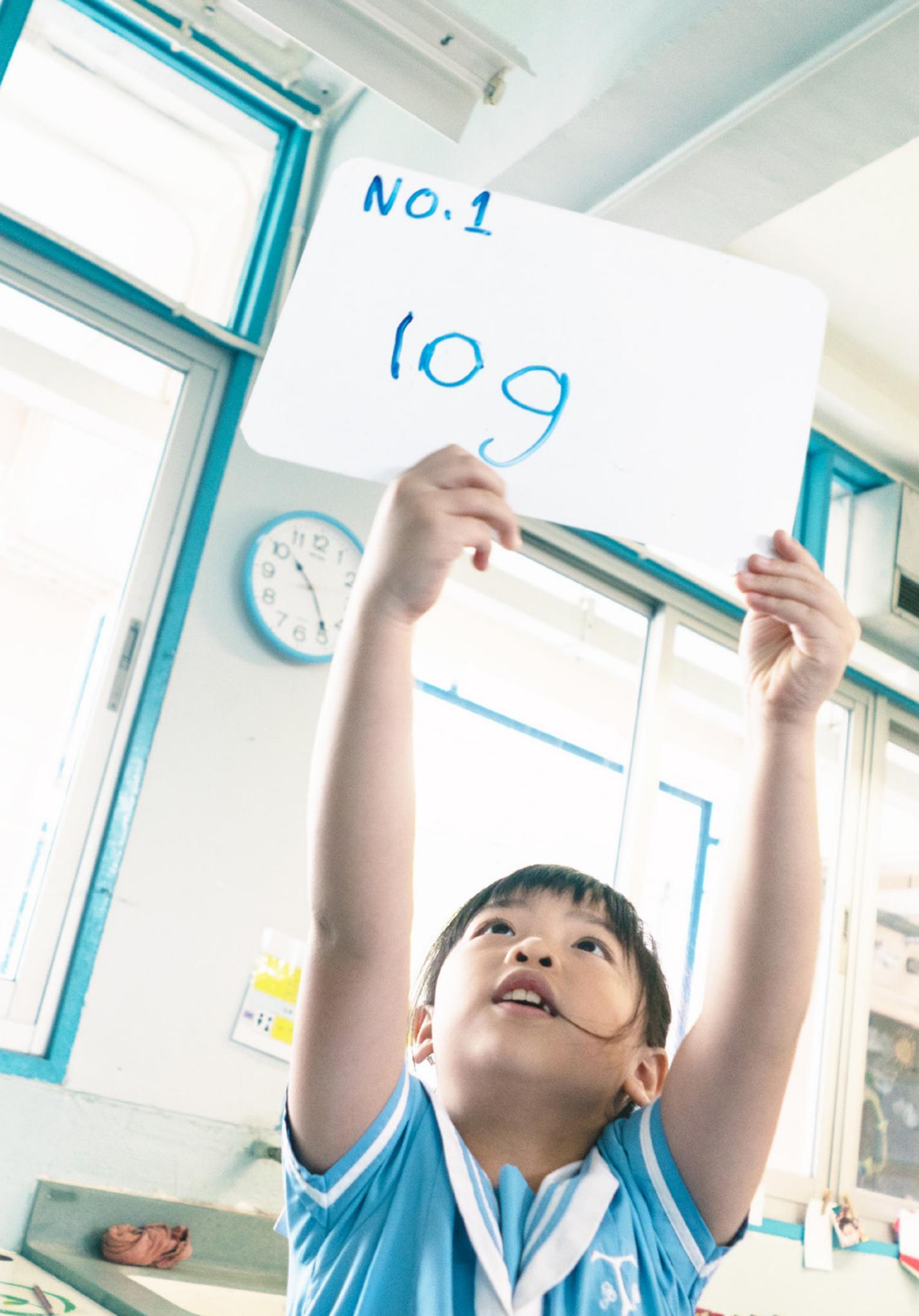


ONE DAY ALL CHILDREN

**ANNUAL REPORT  
2018-19**

No. 1

log



# TABLE OF CONTENT

<b>Foreword</b>	<b>1</b>
<b>Executive Summary</b>	<b>3</b>
<b>Our Milestones</b>	<b>7</b>
<b>Who We Are</b>	<b>9</b>
<b>How TFHK Works</b>	<b>21</b>
<b>Our Achievements</b>	<b>27</b>
<b>Connect To Society</b>	<b>37</b>
<b>TFHK Stories</b>	<b>43</b>
<b>Finances</b>	<b>53</b>
<b>Support Us</b>	<b>55</b>
<b>Thank You</b>	<b>59</b>



# FOREWORD

Time flies and Teach For Hong Kong has reached its milestone of launching the fifth cohort of Fellows. Fellows from 2018-19 academic year had all bid farewell to their students, while our newest Fellows have just finished their Summer Institute. Teach For Hong Kong always believes in cultivating future leaders who are deeply empathetic and pioneering. We trust in our Fellows and Alumni to drive systemic changes in education across all sectors in Hong Kong.

I am glad to see our Fellows number soared from 6 in the beginning to over 100 this year. We had over 600 graduating students from top institutions around the world with excellent credentials applying to our Fellowship. We are proud of the growing Teach For Hong Kong community as it gains more momentum in Hong Kong.

Our Alumni flourish beyond the Fellowship. Of the many life-changing work our Alumni are doing, one that I want to highlight is Just Feel “感講”, a social enterprise co-founded by our Alumni (Matthew Kwok and Raymond Yang, Fellows 2017-18) that aims to promote social-emotional learning. I am pleased to see more of our Alumni taking initiatives to make Hong Kong's education more equal.

One of our key highlights in 2018 was Teach For Hong Kong Education Symposium - 匯水成川. It was our very first public event with Esperanza's support. With over 400 attendees, including donors, corporates, education partners, and the general public, we engaged in a discourse around the contemporary issues in education and gathered potential solutions to combat against education inequity in Hong Kong. Starting with this event and as we approach our fifth year, we want to extend our

reach beyond the education sector, continue to inspire and engage leaders across different sectors to take leadership in ending education inequity in Hong Kong.

Additionally, we launched our first Jockey Club STEMpower Fellowship Programme. It brought graduates with strong STEM academic pedigree to students who lack similar exposure. With the increasing demand in STEM talents in our economy, this programme is well poised to disrupt traditional schooling and infuse active engagement in STEM components in our classroom.

We want to deliver our deepest gratitude to our donors for their continuous support in building a fairer future through education. We extended our funding partnership with The D. H. Chen Foundation, The Hong Kong Jockey Club Charities Trust and Social Impact Partners. We would also like to recognize the generous patronage from our corporates, community, and individual supporters who have helped us through this journey.

As a Chinese saying goes, “Never forget why you started, and your mission can be accomplished.” For the past four years, we have fought against education inequity in Hong Kong and have impacted more than 20,000 students. And until now, we continue to hold tight to our core values. We will continue our mission as we invite more individuals to redefine education with us. I cannot wait to see our Fellows and Alumni driving lasting impact inside and outside of schools. I am eager to take on challenges with my outstanding team. And of course, I look forward to growing our community beyond education to reimagine our future.

**Arnold Chan**  
Founder

2018.  
and \_\_\_\_\_ to

# EXECUTIVE SUMMARY

# WHAT HAVE WE DONE IN 4 YEARS

5

COHORTS

72

ALUMNI

36

FELLOWS IN  
SERVICE

23

PARTNER  
SCHOOLS

1,435

TOTAL APPLICATIONS

20,575

STUDENTS SERVED



# IMPACT SUMMARY



Since 2015, Teach For Hong Kong (TFHK) has been nurturing future leaders to bring education equity, starting with a one-year Fellowship Program. We have since attracted more than 100 young leaders from all disciplines to join this changemaking community. Their right grasps of the issue, empathy and first-hand understanding of the underprivileged students obtained through their one-year teaching make them unique leaders to drive systemic changes in our education system. Our work over the past four years has impacted the Fellows, students, and the future of Hong Kong's society.

## Accelerating TFHK Fellows' Personal Growth

Our team works tirelessly to develop future leaders through the one-year Fellowship Program. Many of our Fellows point out that the Fellowship greatly promotes their professional growth. According to our impact report conducted by academics at The University of Hong Kong, more than 70% of our Fellows stated that their competencies in creativity and innovation, endurance, crisis management ability and active listening significantly improved.

**70%**

Fellows' Improvement  
In 21st Century  
Competencies

## Developing Leaders Interested In Education

The one-year frontline teaching experience enhances Fellows' understanding of Hong Kong's education system and better equips them to enter the education field. After the Fellowship, our Fellows take on different roles within the education system, including teachers, curriculum designers, education psychologists, etc.

**>60%**

Alumni Work In  
Education

**>80%**

Students Agree That  
Fellows Helped Them  
Learn Better

### **Creating Positive Learning Environments For Students**

The survey showed that students' feedback on Fellows' performance were positive. The students described the teaching of our Fellows as "more interactive and fun". Also, our Fellows built good rapport with students at school. Many students described our Fellows as "encouraging", "warm and caring" and "tireless".

**72**

Alumni And Counting

### **Sustaining Alumni's Impact To Drive Long Term Change**

Many TFHK's Alumni continuously extend their impact inside and outside of the schools after their Fellowship. While some Alumni became full-fledged teachers to create direct impact in the classroom, many of them continued to support education changes and create opportunities for underprivileged students in business, technology, professional service, and social entrepreneurship sectors.

**\$1:\$4**

Social Return On  
Investment From TFHK's  
Work

### **Achieving Multiplying Benefits To Our Society**

Teach For Hong Kong's impact goes on beyond the classrooms. We believe that by nurturing leaders, we create changes that sustain beyond the year of the Fellowship and the students our Fellows teach. Our impact report conducted by academics at The University of Hong Kong revealed that for every HK\$1 invested in Teach For Hong Kong, HK\$4 of value was generated. This revealed the multiplying benefit to our society from our work.



To read our impact report for the academic year 2017-18, you can scan the QR Code on the left.





## 2013

**Jun** Established our founding team

## 2015

**Feb** Awarded as a pilot project from the Social Innovation and Entrepreneurship Fund competition

**Sep** Launched the first Fellowship Program with 6 Fellows in 3 partner schools

## 2016

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

**Jun** Formed the core partnership with The D.H. Chen Foundation

**Sep** Fellowship Program 2016-17 began with 11 Fellows in 6 partner schools

# OUR MILESTONES



## 2017

**Feb** Formed partnerships with The Hong Kong Jockey Club Charities Trust and Social Impact Partners

**Jul** Launched TFHK employer partnerships with 9 companies

**Aug** Met with the Secretary for Education to introduce Teach For Hong Kong

**Sep** Fellowship Program 2017-18 began with 24 Fellows in 12 partner schools

## 2018

**Apr** Featured as a case study in the "DBS x HK01 Live Kind" Campaign with over 500,000 video views

**May** Selected as the first social venture supported by Mr. John Tsang's Esperanza

**Sep** Fellowship Program 2018-19 began with 34 Fellows in 19 partner schools

**Oct** Organized TFHK's first Education Symposium with over 400 attendees

## 2019

**Feb** Launched The Jockey Club STEMpower Fellowship Programme in partnership with The Hong Kong Jockey Club Charities Trust

**May** Organized TFHK x Sony STEM Competition

**Sep** Fellowship Program 2019-20 began with 36 Fellows in 17 partner schools





# WHO WE ARE

# WHAT IS TEACH FOR HONG KONG

Teach For Hong Kong nurtures future leaders to bring education equity, such that all children have the equal opportunity to learn, grow and realize their potential and aspirations.

We find promising young leaders and grow them into future leaders, starting with a one-year Fellowship program. They gain transformative experience from teaching in the classroom and are inspired to become future leaders.

We grow a community of future leaders who, with their unique frontline experiences and empathy for students, are committed to lobby changes, transform processes, pioneer solutions, and influence cultures both inside and outside of the classroom to bring opportunities to underprivileged students.

We see our community of collective leadership as the most sustainable and scalable way to meaningfully address education inequity in Hong Kong.

---

## OUR VISION

We envision a future where all children in Hong Kong have equal opportunity to learn, grow and realize their potential.

## OUR MISSION

We nurture future leaders to bring education equity.

## OUR VALUES

### **Excellence**

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



### **Empathy**

We endeavor to build a community of future leaders who are in touch with issues of our society and different people.



### **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 collaborate across sector for our mission.



# OUR TEAM



**Arnold Chan**

CEO & Founder



**Bethany Fong**

COO



**Eugene Chan**

Brand and Growth Manager



**Jane Lau**

Brand & Growth Manager



**Jacky Lo**

Brand and Growth Manager



**Theron Mok**

Program Manager



**Edmond Lam**

Program Manager



**Mavis Yeung**

Program Manager



**Farris Lee**

Program Officer



**Justin Lee**

Program Associate, CEO Office

**All children  
have the equal  
opportunity to  
learn, grow and  
realize their  
potential**

# OUR 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



**Catherine Chiu**

The University of Hong Kong  
Translation and Psychology



**Alvin Cheung**

The University of Hong Kong  
Music and Psychology



**Natalie Cheung**

The University of Hong Kong  
Geology

\* Second Year Fellow 2019-20



**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 Linguistics



**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



**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



**Nick Lai**

The Chinese University of Hong Kong  
Translation



**Yunice Lai**

University of Exeter  
Mathematics



**Toby Lau**

The University of Hong Kong  
Biological Sciences and Counseling



**Esther Law**

The Hong Kong University of Science and  
Technology  
International Language Education



**Jennifer Lee**

The Hong Kong University of Science and  
Technology  
Global China Studies



**Karen Lee**

Middlebury College  
Psychology



**Kelvin Lee**

Texas Tech University  
Environmental Engineering



**Carmen Leung**

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,  
Counseling



**Vincent Ma**

The Chinese University of Hong Kong  
Sociology



**Chelsie Mak**

The University of British Columbia  
Psychology



**Christy Ng**

The University of Manchester  
Neuroscience

\* Second Year Fellow 2019-20



**Christine Tsang**

The University of Hong Kong  
Ecology and Biodiversity



**Irene Tsoi**

City University of Hong Kong  
Linguistics and Language Applications



**Stella Wong**

The Chinese University of Hong Kong  
English



**Vincent Chan**

City University of Hong Kong  
Psychology

\* Second Year Fellow 2018-19

# OUR FELLOWS 2019-20



**Jeffrey Chan**

The University of Hong Kong  
Biological Sciences



**Sze Ying Chan**

The University of Hong Kong  
Psychology



**Vincent Chan**

The Hong Kong University of Science and  
Technology  
Biochemistry



**Sabrina Cheng**

The University of Hong Kong  
Law



**Aman Cheung**

New York University  
Computer Science



**Phoebe Cheung**

City University of Hong Kong  
Mechatronic Engineering



**Tommy Cheung**

Lingnan University  
Social and Public Policy Studies



**Jacky Chiu**

The Hong Kong Polytechnic University  
Information Technology



**Kelly Chor**

The University of Hong Kong  
Comparative Literature



**Kenyon Chow**

University of California - Los Angeles  
Environmental Science



**Annie Chung**

University of Toronto  
Linguistics



**Wilfred Kwok**

Coventry University  
Marketing



**Louise Lam**

The University of Hong Kong  
Sociology



**Ringo Lee**

The University of Hong Kong  
Quantitative Finance



**Tomy Leung**

The Hong Kong University of Science and  
Technology  
Information Systems and Marketing



**Esther Li**

City University of Hong Kong  
Public Policy and Politics



**C.Y. Ling**

City University of Hong Kong  
Social Work



**Nicholas Mang**

The Chinese University of Hong Kong  
Law



**Ita Ng**

Swansea University  
Psychology



**Long Ching Sin**

The Chinese University of Hong Kong  
Japanese Studies



**Belle Tam**

The Hong Kong Polytechnic University  
Civil Engineering



**Katy Tang**

The Chinese University of Hong Kong  
Earth System Science



**Kaye Tang**

McMaster University  
Sociology



**Michael Ting**

The Chinese University of Hong Kong  
Marketing



**Andrew Wong**

The Hong Kong University of Science and  
Technology  
Marketing



**Arthur Wong**

London School of Economics  
Philosophy and Economics



**Maisie Wong**

The University of Hong Kong  
Psychology



**Maple Wong**

The Hong Kong University of Science and  
Technology  
Biochemistry and Cell Biology



**Kevin Yeung**

The Hong Kong University of Science and  
Technology  
Biochemistry and Cell Biology



**Cherry Yick**

The University of Hong Kong  
Psychology



**Jeremy Yip**

The University of Hong Kong  
Psychology



**Yannick Yu**

Dartmouth College  
Economics and Government



**Andy Yung**

The Hong Kong University of Science and  
Technology  
Biochemistry and Cell Biology



**Ruth Zhou**

Durham University  
Physics

# OUR ALUMNI

Informed by their experiences as teachers, our Alumni became leaders inside and outside of the classroom. They worked together to expand opportunities for underprivileged students so that they could enjoy quality education, compete fairly in society and further their development.

Our Alumni, with their first-hand understanding of education inequity and deepened empathy for students, are uniquely positioned as future leaders who impact across sectors to bring education equity.



## Bridging Business With Education

**Karen Chung (Fellow 2017-18)**

Account Development Representative at ServiceNow



## Pioneering New Solutions

**Raymond Yang & Matthew Kwok (Fellows 2017-18)**

Founders at JustFeel, a Social Enterprise



## Spreading STEM By Building New Technologies

**Fei Cheung (Fellow 2016-17)**

Research and Development Engineer at Kazoo Technology



## Fighting For Social Justice

**Karen Tsang (Fellow 2017-18)**

Trainee Solicitor





## Breakdown Of Alumni Pathways

**59%**

Teaching

**14%**

Further Studies

**12%**

Business And Law

**7%**

Entrepreneurship

**5%**

Nonprofits

**3%**

Other Pathways



### Bettering Learning Experience

Janet Fu (Fellow 2017-18)

Liberal Studies Panel Head at  
Delia Memorial School (Glee Path)



### Building Programs For Sustainable Impact

Theron Mok (Fellow 2015-16)

Program Manager at  
Teach For Hong Kong



### Supporting Students' Development

Cathy Tam (Fellow 2017-18)

Master in Educational Psychology at  
The University of Hong Kong



### Furthering Students' Different Talents

Kitty Ip (Fellow 2018-19)

M.Phil in Education at  
The University of Cambridge



# HOW TFHK WORKS

# THE CHALLENGE

## Students' Socioeconomic Backgrounds Often Dictate Their Education Outcomes

While Hong Kong has one of the most developed education systems in the world, education inequity still exists and is often overlooked. Education resources are unequally distributed along socioeconomic lines. Education inequity particularly disadvantages underprivileged students in the following ways:

### 3.7x

Less Likely To Be  
Admitted To Universities

### Less Likely To Reach Higher Education Attainment

Underprivileged students are 3.7x less likely to be admitted to a four-year university<sup>1</sup>. 35% of grassroots students are expected to pursue a university education, as compared to 85% of well-off students<sup>2</sup>.

### 4.5

Years Below In  
Academic Abilities

### Face Barriers To Advance In The Existing Education System

The students' academic abilities in schools with lower socioeconomic status are on average 4.5 years below those of higher socioeconomic status<sup>3</sup>.

### 90%

Families Have Financial  
Difficulties To Afford  
Learning Resources

### Often Deprived Of Resources To Pursue Alternative Pathways

90% of underprivileged families face financial difficulties in affording extracurricular activities and supplementary learning resources<sup>4</sup>, hence limiting the opportunities their children can pursue.

Consequently, education no longer works as an important mean for underprivileged students to achieve upward social mobility. This creates not only long term impact on underprivileged students, but also the society as a whole. Talents remain underdeveloped. Economic productivity decreases. Ultimately it undermines social cohesion and the prosperity of our city.

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

2, 4: 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), 香港社區組織協會兒童權利關注會

3. Programme for International Student Assessment (2016), OECD

# OUR SOLUTION

To create long-term and sustainable changes, we need leaders in all sectors who have deep empathy towards the disadvantaged and can develop new solutions. Collectively, these leaders have the potential to address today's challenges.

To build a community of future leaders in all sectors who are driving change, we develop a four-stage model:

## **Stage 1: Find Promising And Diverse Talents**

We identify and recruit the most promising and diverse talents who are ready to lead the change. They start by teaching underprivileged students for a year as our Fellows. The teaching experience cultivates a life-long commitment for change among these talents.



## **Stage 2: Nurture And Support Fellows To Make Impacts In The Classroom**

We offer training to our Fellows and support them to provide quality education to underprivileged students. They work inside and outside of the classroom through subject teaching, extracurricular activities and life and career education.



## **Stage 3: Cultivate long-term leadership of influence**

Fellows reinforce their aspirations to lead change on lifelong term as they witness the impact they have created on students. Their right grasp of the issue, empathy and first-hand experience as teachers position them as unique future leaders.



## **Stage 4: Grow A Community Of Leaders To Create Sustainable Changes**

We connect and form a community of collective leadership, grounded in the common Fellowship experience and the shared mission for education equity, to lobby changes, transform processes, pioneer solutions, and influence cultures in all sectors to bring opportunities to underprivileged students and end education inequity.



# OUR PROGRAM

Teach For Hong Kong Fellowship Program is a one-year scheme to find and nurture the most promising young talents in Hong Kong into future leaders who commit to bring education equity.

There are four phases to the year-long Fellowship Program - Summer Institute, Teaching Placement, Training and Development, and Alumni Impact. In the long run, we develop future leaders with a sense of mission and commitment for education equity. Working collectively, they will drive systemic change in education across all sectors.

## Key Components



### Summer Institute

Summer Institute is an intensive six-week training program to equip Fellows with skills and knowledge on teaching, education innovation, career and leadership development. We partner with Quality School Improvement Project (QSIP) from The Chinese University of Hong Kong to develop Fellows' essential pedagogy techniques before their school placements. We also invite leaders across sectors to share how they innovate and lead education changes in education, government, business and other sectors.



### Placement And Leadership Experience

During the school year, Fellows learn to effectively lead a classroom, organize extracurricular activities, and coach their students in personal and career development. Through working with students, Fellows improve on their communications, problem-solving abilities, stakeholder management techniques, and other important attributes that contribute to great leadership beyond the classroom.



## Ongoing Professional Development

Our team continues to support Fellows' learning and development through monthly professional development sessions. The sessions are run by TFHK Staff, Alumni, as well as other community partners.



## Coaching And Mentoring

Throughout the Fellowship, Fellows engage in regular self-reflections facilitated by their Leadership Development Officer and school mentors.



Leadership Development Officers and school mentors also conduct classroom observations to review Fellows' teaching practices. Following each observation, Fellows will debrief with the observers to discuss their progress, update on their achievements and challenges, and develop targeted strategies to continuously improve their practices.





## Career Development

We are dedicated to support our Fellows in launching their impactful careers upon completion of the Fellowship. Our Fellows have full access to TFHK's prestigious and diverse advisory board, which includes CEOs and leaders from firms such as McKinsey & Company and Goldman Sachs.



Additionally, our signature Employer Partnership Program connects Fellows to employer partners and helps Fellows secure employment in high-impact industries. We do so by implementing internal team screening that guarantees fast track employment opportunities to their graduate trainee programs.



# OUR ACHIEVEMENTS



# 2019-20 COHORT RECRUITMENT HIGHLIGHT

This year, we received 628 applications from over 90 universities in Hong Kong, USA, United Kingdom, Canada, Australia, and Mainland China. We matriculated 34 applicants into our 5th Fellowship cohort. After the 6-week intensive training, 34 Fellows will start their 10-month teaching placement, along with 2 Second Year Fellows.

**628**

No. Of Applications

Special thanks to PricewaterhouseCoopers for sponsoring their venue for our recruitment interview.

**5.41%**

Acceptance Rate

## Where Did Our Fellows Come From

Over 70% of our Fellows come from local universities, studying a wide range of disciplines.



A number of our Fellows hailed from overseas universities across USA, UK and Canada. They will leverage their experience abroad to enrich the exposure of their students.

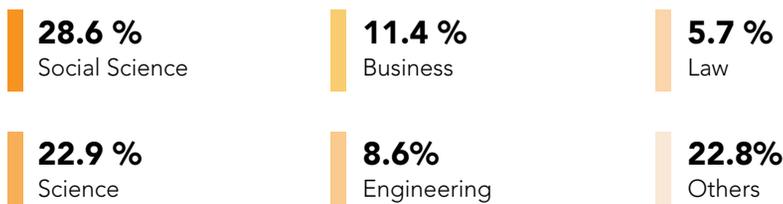
**26%**

Fellows From Overseas Universities



## What Did Our Fellows Study

Our Fellows leverage their different academic prowess in their classrooms and beyond.



**31.4%**

Fellows With STEM University Education

# THE JOCKEY CLUB STEMPOWER FELLOWSHIP

10

STEMpower Fellows  
Recruited

This year, with the support from The Hong Kong Jockey Club Charities Trust, we launched the first ever graduate leadership program in Hong Kong, The Jockey Club STEMpower Fellowship Programme, focused on nurturing science, technology, engineering and mathematics (STEM) talents to lead in education and beyond.

3000+

Students Served

The inauguration year of The Jockey Club STEMpower Fellowship Programme attracted 10 STEMpower Fellows from top universities and the industry. The STEMpower Fellows brought their expertise and knowledge into our partner schools to create over 50 activities focused on STEM education promotion, impacting over 3000 students.

50+

STEM Activities Initiated

Not only were our STEMpower Fellows able to bring crucial STEM expertise into the classroom during their Fellowship, they extended their impact beyond. We incubated two initiatives, started by our STEMpower Fellows, to continue their impact after the Fellowship year. They took advantage of the starting fund provided by the Trust and our resource platform to continue their work in promoting STEM education.

2

Startup Initiatives Funded

With the support from the Trust, our STEMpower Fellows are able to prepare their students for the 21st century as science and technology become increasingly important. In the long run, the STEMpower Fellows will become promising future leaders to continue advocating for STEM education inside and outside of the classroom.

Our partnership with the Trust demonstrates how to democratize access to quality and practical STEM education for underprivileged students, and build a community of future STEM leaders who will prepare our city for the emerging needs in science and technology talents.



# FELLOWSHIP HIGHLIGHT

In the 2018-19 academic year, 34 Fellows were placed in 19 partner schools\*, serving more than 8000 students. Our Fellows provided all-round learning experiences to underprivileged children through in-class teaching, extracurricular activities and life and career education.

**8000+**

Students Served By Our Fellows

## Where Do Our Fellow Serve

### New Territories

Lai King	Tai Wo Hau
Tsing Yi	Fanling
Tin Shui Wai	Kwai Chung
Hang Hau	Tai Wai

### Kowloon

Wong Tai Sin	Sau Mau Ping
Kowloon Bay	Mei Foo
Diamond Hill	Kwun Tong

**19**

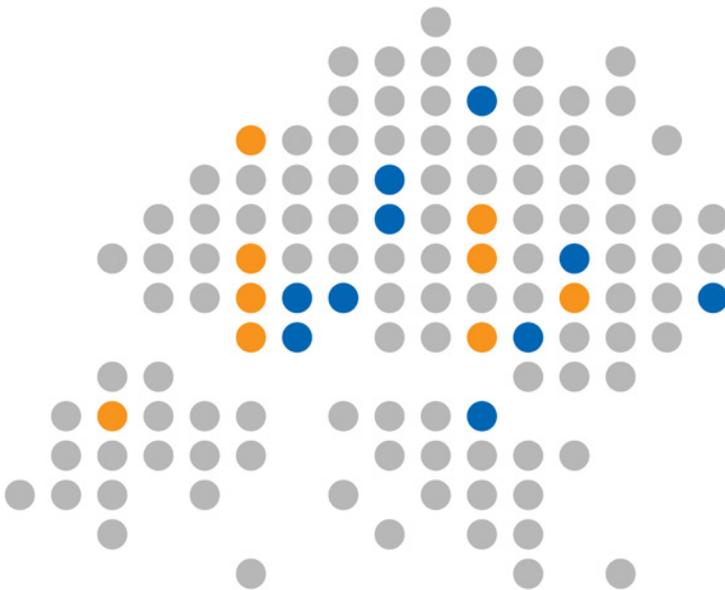
Partner Schools In  
2018-19 Academic Year

**9**

Primary Schools

**10**

Secondary Schools



### Lantau Island

Tung Chung

### Hong Kong Island

Causeway Bay

● Primary School   ● Secondary School   Full list of partner schools on page 60

\* We partner with schools where over 50% of the student population is either (i) receiving government assistance, either through Comprehensive Social Security Assistance or School Textbook Assistance, due to their family background, or (ii) non-Chinese speaking (NCS) students as defined by the Education Bureau.

# 57

Extracurricular  
Activities

## Fellows' Initiatives

# 62

Life and Career  
Education Events

Our Fellows took different initiatives to close the opportunity gaps of their students. Our Fellows connected with community organizations, large corporations, and education partners to create learning opportunities for the students that would not have been afforded to them otherwise. Those initiatives ranged from arts and culture to life education.

Below are some highlighted initiatives over the 2018-19 academic year.



### ARTS & CULTURE

#### 活字生香(“漢”懂中華文化)

Students from diverse cultural backgrounds learned about Chinese culture and practiced telling stories in Chinese. The activity helped them better integrate into the community and increased their motivation in learning Chinese in the long run.



### SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

#### Self-made Racing Cars

After learning about magnets, students invented their own magnetic racing cars with simple materials. They also channeled their creativity in designing the race tracks.



### CHARACTER EDUCATION

#### Sustainable Development Goals (SDG Club)

Students participated in various activities to learn about the Sustainable Development Goals (SDGs) and the fashion industry. Students studied fashion trends, learned about sustainable manufacturing and created their own sustainable bag at the end.



### LIFE EDUCATION

#### Kindness Walk

To gain a deeper understanding of the life of the grassroots, students went to Sham Shui Po to distribute food and daily necessities to the homeless. This experience inspired the students to be more empathetic and raised their awareness towards the homeless issue.

# Corporate Partnerships

We believe in cross-sector engagement to create better education opportunities for all students. Our Fellows leveraged TFHK’s corporate network to create unparalleled opportunities for their students, expanding their exposure and horizons.

## Credit Suisse Mentorship Programme

Co-organized with Credit Suisse, the mentorship programme encouraged students to tackle management problems in their school’s second hand store with Credit Suisse staff throughout the six sessions. After some detailed market research, students presented their business solutions to the staff at the last session.



## Little Scientist

In partnership with Sony Hong Kong, students participated in various science experiments and learned to solve daily life issues with simple household items. Through this activity, students unleashed their creativity and enhanced their problem solving abilities. We extended the partnership to invite other primary school students in TFHK’s network and beyond to create solutions using Sony’s innovative coding platform, MESH.



## Visit To Bossini

Students became store managers for an afternoon, cataloging inventory, and practicing customer service at a live Bossini store. They were also given a rigorous task to design a marketing plan for Bossini’s upcoming collection.



## Some Of Our Corporate Partners



# TRAINING AND SUPPORT



## Summer Institute:

Professional development is critical to Fellows' success. We invited speakers from different sectors to conduct training workshops for Fellows on leadership, teaching skills, personal and career development.

# 8

Training Partners

## Professional Learning Community

To foster a culture of peer support and collaboration, we developed the Professional Learning Community (PLC) to be a core component of the Fellowship Program. Fellows grouped together and met regularly throughout the year. PLC served as a learning-oriented platform for Fellows to share their experience and teaching strategies, work collaboratively to resolve challenges in their classrooms, and support each other during the program.

# 15

Leaders' Sharings

## Our Guest Speakers:

# 194

Training Hours

## On-going Training:

# 14

Training Sessions

# 12

Partner Organizations



Mr. Francis Ngai



Mr. Tai Hay Lap



Ms. Ada Wong



Ms. Christine Ip

# FEEDBACK FROM STUDENTS AND SCHOOLS

Our Fellows strived not only to bring quality learning experiences to their students, but also to impart fundamental changes in students' values and aspirations. Our Fellows' innovative spirits also transformed the cultures of the schools they were placed at. Their work was well recognized by their principals and students.

## Students Feedback

**81%**

Students agreed that Fellows' classes helped them learn

**81%**

Students agreed that Fellows helped tackle their problems

**80%+**

Students enjoyed the extracurricular activities organised by Fellows

**92%**

Students believed that the life and career education events helped their personal growth

**Over 90%**

Secondary school students reported to show improvement on 7 out of the 9 measured skills:

- |                           |                        |
|---------------------------|------------------------|
| Academic knowledge        | Learning Motivation    |
| Critical thinking skills  | Problem-solving skills |
| Communication skills      | Collaborative skills   |
| Self-confidence           | Resilience             |
| Exposure to outside world |                        |

## School Feedback

(Feedback based on 5-point scale)

**4.5/5**

Fellows were able to create a warm learning environment

**4.5/5**

Fellows could mobilize students, teachers, schools, TFHK and families to make changes

**4.4/5**

Fellows were able to gauge students' learning progress and gap

**4.3/5**

Fellows were able to reinforce students' learning motivation

## School Testimonies

"Fellows bring their own talent/ speciality to the schools, enable students to connect with different kinds of profession and broaden the horizons of students and teachers."

"Fellows are passionate and devoted. They have shown pastoral care for students continuously."

***“With their diverse and non-educational background, Fellows are connected with different sectors in the society, and provide opportunities for students to get in touch with the outside world. They have transferred their strengths to become the strengths of their students”***

**Principal So**

Tin Shui Wai Methodist Primary School

***“Through organising and leading various activities, Fellows grow together with students, empowering them to discover and develop their potential.”***

**Principal Fung**

Ng Yuk Secondary School

***“After a period of time, the group of students taught by Fellows has obviously improved. They become more willing to speak and more confident in learning English. The enthusiasm and courage of the young Fellows have brought a sense of freshness and vitality to our school.”***

**Principal Shum**

Ju Ching Chu Secondary School (Kwai Chung)

# CONNECT TO SOCIETY





# TEACH FOR HONG KONG EDUCATION SYMPOSIUM 2018

In October 2018, with the support of Esperanza, we successfully hosted our first large-scale public event, Education Symposium. The event gathered over 400 donors, corporate supporters, education partners, and members of the public to discuss the current state of education in Hong Kong. In recognition of Teach For Hong Kong's goal to collaborate with people from all walks of life to foster collective change, we set the theme for our symposium to be “匯水成川”.

Our keynote speaker, Mr. John Tsang, GBM, JP, discussed education's impact across different sectors in Hong Kong, and delivered creative examples of how our community can engage in reforming the education landscape. Participants then engaged in thematic roundtable discussions with other participants, corporate sponsors, and partner school principals to explore each stakeholder's role in shaping our next generation of students and how TFHK could leverage on community resources to maximise its impact.

“The environment faced by Hong Kong students is full of competition and challenges. Hong Kong should cultivate talents and let education be the key to opening the future,” Tsang said. No education system is perfect. Parents spend over 10 million dollars to buy flats so that their children could be admitted into prestigious schools. Junior high school students committed suicides because of stress.

“I believe everyone agrees, the current education system needs to be revised,” Tsang added. Teach For Hong Kong is the first project that the Tsang's organization, Esperanza, supports. Together with Esperanza, we hope to create impactful changes through raising awareness of education inequity beyond stakeholders of education.

“Education is not just for making a living, but also for pursuing knowledge,” said Mr. Chu Tsz Wing, the principal of St. Hilary's School and VNSAA St. Hilary's School. Hong Kong's Education, Chu believes, has a strong sense of poverty concept. Instead of seeking solutions through





the pursuance of knowledge, people learn to escape from poverty. By sending Fellows to teach students to think outside the box, Chu thinks Teach For Hong Kong widens students' exposure and allows students to learn effectively.

Dr. Ho Yuk Fan, the principal of Carmel Alison Lam Foundation Secondary School, expressed, "Education can be summarised in three keywords: Enlightenment, Empowerment & Engagement." Engagement, to Fan, is the most important. Students lack learning motivations when they do not feel like they are involved in their learning. Since Fellows were more flexible than regular teachers, they spent more time boosting their students' learning motivation and confidence through building positive teacher-student relationships. Our Fellows guided their students out of their comfort zones to seize the opportunities they were given.

"Students would lose their learning motivations if learning is just needed for the future," said Ernest Wong, an Alumnus of Teach For Hong Kong. Education changes our future. And in the future, students need to not only learn facts and knowledge, but also soft skills, ranging

from communication to presentation techniques. Ernest took the students to an international firm through a connection from Teach for Hong Kong.

"The students interacted with the staff for an hour in English. They see English as a foreign language, but this experience of interacting with foreigners encouraged them to be more confident in speaking English," Wong shared.

"Although a lot of enterprises moved northwards towards China, Hong Kong students are advantageous in being "agile" & "acting tactical" (「轉數快」和「食腦」)," said Mr. Stephen Wong, Director of Strategic Business Development at Swire Beverages. Wong thinks that education should nurture students to be bold and innovative, stay curious and always ask questions. Teach For Hong Kong, as Wong pointed out, trains students' problem-solving skills by inviting them to solve corporates' problem.

By hosting this cross-sector educational symposium, Teach For Hong Kong hopes to bridge the communication and resources between corporates and education sectors.

# TEACH FOR HONG KONG FUNDRAISING NIGHT

We hosted a fundraising night in support of the work of our Fellows. We filled the night with opportunities to network and celebrate Teach For Hong Kong's achievements. A Fellow, who was teaching at a secondary school with ethnic minority students, and two Alumni, who founded "Just Feel" to support students' social emotional development, led an interactive panel. They discussed how teaching could be a life-changing journey for both their students and themselves.



# THE HONG KONG JOCKEY CLUB SCHOOL VISIT

As an organization funded by The Hong Kong Jockey Club Charities Trust, Teach For Hong Kong was honored to have the Chairman of the Jockey Club, Dr. Chow Wing Kin Anthony, S.B.S., J.P., together with a group of Jockey Club's voting members, visit one of TFHK's partner schools and listen to the sharing of our Fellow, Kelvin, and his students. The delegation was impressed by our work and encouraged to further our work through collaboration with the Trust.



# CAMBRIDGE CHARITY DINNER

The CUHKCAS Charity Dinner was successfully held on the 10th of January, 2019.

Cambridge alumni and students were invited to the event. The Charity Dinner aimed to help contribute to the Hong Kong society and improve access to quality education. All profit were donated to Teach For Hong Kong.

## OTHER EVENTS

- 01 CUHK CW Chu
- 02 College High Table Dinner
- 03 Sharing at CUHK
- 04 New Asia College
- 05 Character Day
- 06 Cambridge Charity Dinner
- 07 Yidan Prize Sharing Hosted by Hong Kong Tatler



# TFHK STORIES



# LET THE STUDENT FEEL LOVED

## A Fellow's Experience With Her Students



**Written by:** Kinnie Li - Fellow 2018-19

**Edited by:** Edmond Lam      **Translated by:** Jasmine Kwok

I started my job as a Fellow at Tin Shui Wai Methodist Primary School six months ago. Before I started my Fellowship, I had envisioned that I would be engaging with many students from broken families. They might barely have the chance to learn things outside of Tin Shui Wai. Their horizons were narrow. After interacting with my students, their challenges and difficulties were largely the same as I had expected. However, the term “horizons” gradually became obscure.

Before the start of school, I had thought “lack of horizons” among these students meant that they did not have the opportunity to get any other exposure outside their communities or they would be devoid of learning experience due to their financial difficulties. Therefore, I wanted to employ the resources provided by Teach For Hong Kong to organize extracurricular activities outside of Tin Shui Wai to help broaden students’ horizons.

### “Relationship” Is Key To A Student’s Growth

After working in the school for few months, I came to realize that students did not actually lack explorative activities outside their school or Tin Shui Wai. They went to many more places than I did when I was a child. Their schedules were more fully-packed than mine. They had to complete their homework, study well, and attend many extracurricular activities after school. I agree it is necessary for students to complete all these activities. No matter who they strive to be in the future, they must acquire basic knowledge of Chinese, English and Maths. Cultivating their talents in sports, music and arts is also extremely crucial for their future development.

When I began re-exploring my roles as a teacher and as a Fellow, I realized that a strong bonding was what they really needed. A strong teacher-student relationship

enabled me to guide them out of their comfort zones, so they could explore and maximize more opportunities that would broaden their horizons.

I witnessed how overwhelmingly busy regular teachers could be. As a Fellow, my teaching hours were just one-third of those of a regular teacher. Therefore I could have more time to build a deeper relationship with students

## **The Story Of A Nine-Year Old Girl Feeling Loved**

One of my students came from a divorced family and lived with her grandparents and her sister. She was smart but very timid. When I posed a question in class, she knew most of the answers but she was always frightened to answer.

Being the youngest one in the family, her grandparents and her sister were particularly strict with her. She once told me, "How wonderful would that be if you're my mommy!" It was that very moment when I realized how important was my care and love for her.

Our school frequently hosted small-scale outings for students who had studied hard. I could not think of a more deserving student to go on these activities than her. So I nominated her for the trip.

*"As a Fellow, I came to the realization that my bond with the students is intrinsically what they really need."*

**Kinnie Li**  
Fellow 2018-19

"You're invited to participate in this outing!" I told her. Unexpectedly, she replied, "I don't want to go."

I was aware that she felt scared to attend the outing because she was intimidated by the idea of leaving Tin Shui Wai. So I told her, "If Miss Li is going, would you go as well?"

She gazed at me with her huge round eyes for a few seconds, and then exclaimed in the loveliest and most exhilarated tone, "Really?"

## **Explore The World With Love And Courage**

In the end, we went on the outing to an innovative technology product exhibition on a Saturday morning. Perhaps I was not an expert in organising events, but I knew that I had changed her that morning. It might be a minor move, but I wanted her to understand that even if her family was torn apart, she was still a child worthy of love. She had a really great time that day and her outlook on the world was broadened.

When grassroots students get admitted to quality schools, they are not necessarily deprived of opportunities. Instead, the absence of love and care from the family can cause them losing confidence and motivation to seize the opportunities they are given. Growing up from a single-





parent family, I empathize with the feeling of helplessness and self-doubt. What these children desperately need are the sense of security and confidence given by the grown-ups, and the belief that they can flourish.

Even after completing my Fellowship, I hope I can tell my students whenever possible, "Perhaps your family does not give you the confidence you may need. It doesn't matter because Miss Li still believes in you!"

---

### **About Kinnie**

Kinnie Li holds a Bachelor of Journalism and Bachelor of Social Sciences in Politics from The University of Hong Kong. After her graduation in 2018, Kinnie joined the TFHK Fellowship program and taught English at Tin Shui Wai Methodist Primary School. After her Fellowship, she continued to teach at the school and further developed the school's English curriculum with her colleagues as a form coordinator.

# INVESTING TODAY, IMPACTING TOMORROW

## How We Work Together To Plant The Seed For A Better Education

**Interview with:** Mr. Alan Chow - Chief Executive Officer, The D. H. Chen Foundation

**Written by:** Jasmine Kwok

As 2020 approaches, Teach for Hong Kong's (TFHK) partnership with The D.H. Chen Foundation officially comes to its 5th year. We are immensely grateful for the Foundation, particularly Mr. Alan Chow's continuous support, as our core partner in all these years.

The D. H. Chen Foundation and TFHK first crossed paths a few years ago. Alan met Arnold, founder of TFHK, in a La Salle alumni gathering and has since supported TFHK as its major patron. Witnessing the growth of TFHK from a burgeoning nonprofit, the Foundation has been supporting us the whole time and saw our Fellow numbers exponentially grew from 6 in 2015 to 36 in 2019.

There are a number of reasons why the Foundation supports and believes in TFHK. Alan mentions, "One of the reasons is that Teach For Hong Kong's vision closely aligns with our Foundation's values, especially

in education, which is to create long-term, innovative and sustainable changes." Prior to sealing the core partnership with TFHK, the Foundation assessed how TFHK might help to solve Hong Kong's education needs. Arnold's vision and leadership skills were other factors being weighed on.

Alan utilized his banking experience and applied to his second career in philanthropy. Similar to identifying and investing in innovative start-ups, he proposed the core partnership funding approach to the Foundation in 2015. Many early-stage NGOs face difficulties in getting funding when investors refuse to support to build capacity but only sponsor programs with sound social initiatives. Alan believes there is a need to promote venture philanthropy in Hong Kong to help early stage NGOs grow and facilitate proper social changes. The Foundation's partnership with TFHK sets an example in

*"Teach For Hong Kong's role in the education field is to offer a platform for Fellows, a group of outstanding graduates, to approach education from another perspective."*

**Alan Chow**

Chief Executive Officer,  
The D. H. Chen Foundation



empowering early stage NGOs to expand capacity and make significant impact.

Alan stated that, after years of cooperation with TFHK, he has definitely made the right decision to invest in the organization. "Teach For Hong Kong's role in the education field is to offer a platform for Fellows, a group of outstanding graduates, to approach education from a different perspective."

Alan added, "Teach For Hong Kong provides a platform for Fellows to bring in new educational ideas. It also provides a lot of training for Fellows, for example, time management and leadership skills."

The Foundation has funded many organizations with various education purposes and beneficiaries. Alan commended that the uniqueness of TFHK lies in its people. He remarked that all Fellows are outstanding and he is hugely impressed with their deep passion for education.

Many Fellows pursue different career paths upon the completion of the Fellowship. Alan emphasized, "I appreciate that long-term changes are made and

the Fellows' interest and passion in education never diminish. They continue to apply the experience gained from their Fellowship in their works and make impact to bring education inequity in long term."

The D. H. Chen Foundation believes in "Investing Today, Impacting Tomorrow". As Alan metaphorically describes, "Teach For Hong Kong is planting numerous seeds with a growing number of Fellows forming an expanding network." Alan reckons that although Teach For Hong Kong is modeled after Teach for America and work for local students, it is also contributing to the global changes in helping fight education inequity alongside with other NGOs bearing similar visions.



### **About The D. H. Chen Foundation**

The D. H. Chen Foundation is a Hong Kong-based private philanthropic organization founded in 1970 by Dr Din Hwa Chen. The Foundation focuses specifically on three aspects: Education, Medical Research & Healthcare and the Promotion of Buddhist Values. The Foundation has been a core partner since TFHK's founding. It has provided tremendous financial and advisory support in TFHK's rapid growth from 6 Fellows in the beginning to 36 Fellows now.

### **About Mr. Alan Chow Ping-Kay**

Mr. Alan Chow currently serves as the Chief Executive Officer at The D. H. Chen Foundation. Before joining the Foundation, he was a seasoned finance professional with over 25 years of experience. He has devoted himself entirely into philanthropy since his retirement and won the award of Outstanding Third Age Citizen for his credible contributions to social services in 2013.

# CREATING AN INNOVATIVE YET AFFORDABLE CURRICULUM

## An Accelerated Leadership Journey In Promoting Education Equity

**Interview with:** Janet Fu - Fellow 2017-18

**Written by:** Jasmine Kwok

About 80% of students at Glee Path, where Janet teaches, are ethnic minorities who are mainly from South-East Asia. Learning Chinese is particularly difficult for them and they are not familiar with many local issues as Janet observed from their Liberal Studies lessons. Janet opined that Hong Kong's education model is "spoon-feeding" and "teaching to the test". Curriculums under such system often focus on preparing students for standardized tests which could cause immense stress for them. Traditional form of schooling could be boring and hard to be understood for her students. She reckoned that a more innovative style of teaching would suit her students best as they are lively and energetic.

With this in mind, Janet has assisted the school to implement the International Baccalaureate (IB) program during her placement. IB is designed to increase

global awareness, nurture critical thinking and logical enquiry among students. Furthermore, it highlights the importance of holistic and creative education aiming to develop a multi-skilled individual through experiential learning.

The IB program enables Janet's students to learn with more flexibility and in interactive ways, such as debating, group activities, seminars and presentations. In Janet's class - Research and Enquiry, it allows students to explore different research methods. Janet believed assimilation of knowledge is often more effective as they are acquired through the students' own experiences.

While the IB program's popularity has been growing globally, critics argue that it is regarded as 'elitist' and is unaffordable. Janet said, "Education equity should not

**"Education equity should not be measured by money and quality education should not be available only to children from well-off families."**

**Janet Fu**  
Fellow 2017-18



be measured by money and quality education should not be available only to children from well-off families. However, diversified teaching strategies and experienced teachers are often inaccessible to children from poorer households.”

In Hong Kong, IB program is mostly offered in international schools, private schools and high banding schools which are benefited from the Direct Subsidy Scheme. Janet felt obligated to help underprivileged students as they do not have as many opportunities in their career paths when compared to the others. This has boosted her determination to implement the low-cost IB program in Glee Path.

However, obtaining authorization from the IB organization was not an easy process. Unlike other privileged schools which have the resources to employ a lot of experienced foreign teachers, Janet and her team faced many huddles when implementing a low-cost IB program. Therefore, she volunteered to train Glee Path’s teachers for the IB program in prder to maintain an affordable school fee. When the IB coordinators came for the IB authorisation, they made an impressive comment which touched Janet’s heart.

“The coordinators recognized the principal’s belief in implementing a low-cost IB as a way to achieve education equality. They also made a high remark of the students’ unexpectedly well mannerisms and demeanours.” said Janet.

Janet concluded that her two-year of teaching experience has changed her fundamentally. During the Fellowship Program, Teach for Hong Kong exposed her to a variety of innovative learning strategies and networking events which have helped her constructing the IB curriculum. Her Fellowship experience has equipped her to take up the responsibility as one of the coordinators in Glee Path and host numerous training sessions. Janet was glad to see that many teachers are willing to learn with modesty and are open to opinions. She believed that, by joining hands, they could drive changes to bring better education to underprivileged students and nurture one another.

Janet has undoubtedly contributed to help fight education inequity and will continue to take part in this transformative process of driving systemic change in education.

---

### **About Janet**

Janet Fu holds a BA in Marketing and Operations Management from the Hong Kong University of Science and Technology. After her graduation in 2017, Janet joined the TFHK Fellowship Program and served in Delia Memorial School (Glee Path). After her Fellowship, she continued to teach at the school. She teaches Liberal Studies, Economics and Research and Enquiry and she holds the position of the Theory of Knowledge coordinator in developing IB curriculum, the first Alumni to take on a school leadership role.

# LIFE IS A CYCLE OF 'LEARN, EARN & RETURN'

## A Corporate Partnership That Touches The Students

**Interview with:** Ronald Lau - Chief Operating Officer of Rockhampton Management Limited – Fund of Funds Group

**Written by:** Jasmine Kwok

Eric Forday, the founder of Rockhampton and Fitzroy Philanthropic Fund (FPF), first knew about Arnold, founder of Teach For Hong Kong, near the end of 2015 when he inadvertently came across a SCMP article. The article featured a number of top scorers from previous Hong Kong public exams, including Arnold. Impressed by his story and his subsequent founding of TFHK, Eric invited Arnold and his team to visit his company to explain TFHK's vision and details.

"And we ended up financially sponsoring two teaching Fellows in the academic year of 2016-17," Ronald recalled, "And in the following two academic years, we doubled our sponsorships to four teaching Fellows each year."

FPF believes in TFHK because Arnold's passion has immensely impressed the team. "Everyone knows that

Arnold can earn a lot more money with his outstanding resume and ability. He was a 10As scholar and worked at a top tier investment bank. But he resolutely resigned from his job to establish a non-profit organisation." Ronald and his colleagues deeply appreciate Arnold's devotion and commitment to founding an educational non-profit to help underprivileged students.

Ronald said affirmatively, "We want to make a positive impact on organisations we fund through mutual interaction and cooperation. In addition, we are remarkably satisfied with the quality of the teaching Fellows that we've worked with."

TFHK meets with FPF on a regular basis to update progress and provides documents including the budget, the financial statement and the annual report for FPF's review to ensure transparency.

"[Teach For Hong Kong] can help change the unbalanced allocation of resources between privileged students and underprivileged students in their education paths."

### **Ronald Lau**

Chief Operating Officer of Rockhampton Management Limited – Fund of Funds Group



In addition to monetary support, FPF has been co-organizing with TFHK a project called English Rockers since 2016. Every month, secondary school students selected by the Fellows visit Rockhampton office in Central to interact with their colleagues in an English-speaking environment. In every session of English Rockers, Rockhampton's colleagues discuss different topics with the students, such as Hong Kong affairs, world news, personal hobbies, education, career, etc. Through their interactions, students can practice and gain confidence communicating in English, and build mentor-like relationships with Rockhampton's staff.

"Our founder, Eric, greatly advocates on an idea: Life's process is a cycle of learn, earn and return. No one can choose what kind of a family they are born into. Many children lack learning opportunities simply because their families cannot afford those opportunities," Ronald stated, "Eric encourages all our staff to participate in this project. We hope that the students who participate in English Rockers can increase their confidence, especially in terms of communicating in English."

FPF has worked with 10 teaching Fellows in English Rockers program. "These Fellows are stunningly enthusiastic and motivated," Ronald praised. "It is likely because they are all fresh graduates in their early twenties. They can closely bond with their students, and

their students can relate well to them."

Regular teachers are overwhelmingly busy with numerous different administrative works and need to handle many classes. As a result they pay less attention to individual students than that of the Fellows. And with only a handful of social workers available in each school, the Fellows act as not only teachers but also counsellors and mentors to their students who feel more open to sharing their true feelings with.

FPF believes that TFHK can act as a bridge between schools, corporates and other stakeholders in providing more support to underprivileged students. "We believe Teach For Hong Kong can independently voice out opinions to the education sector, especially to the Education Bureau," Ronald added, "Perhaps they can help change the unbalanced allocation of resources between privileged students and underprivileged students in their education paths."

FPF hopes that TFHK can nurture and empower more Fellows and students like Arnold, who have a passion to drive positive changes in Hong Kong's education sector and beyond.

---

### **About Fitzroy Philanthropic Fund, the philanthropic arm of Rockhampton Management Limited**

Fitzroy Philanthropic Fund (FPF) was established in 2015 by the principals and colleagues of Rockhampton Management, focuses on meeting the education needs of individuals in Hong Kong and Japan who are in dire need. FPF has been one of our donors since the academic year of 2016-17. At the beginning it sponsored two teaching Fellows, and has increased to four Fellows. In addition, FPF and Rockhampton have partnered with TFHK to create "English Rockers" program which helps enhance English speaking abilities among secondary school students in TFHK's network.



# FINANCES

# INCOME STATEMENT

Items	Details	Percentage:	Amount:
Individual Contributions		10.35%	\$1,013,060.30
Organizational Contributions		52.82%	\$5,172,519.24
School Participation Fee		36.76%	\$3,600,000.00
Interest Income	Tickets income from Symposium	0.01%	\$1095.68
Other Income		0.06%	\$5,250.00
<b>Total Income</b>			<b>\$9,791,925.22</b>

# EXPENSE STATEMENT (JUL 2018 - JUN 2019)

Items	Percentage	Amount
<b>Fellowship Program Expense:</b>		
Program Fellows Recruiting	4.8%	\$409,140.78
Program Fellows Training	4.3%	\$364,017.60
Program Fellows Stipends	51.0%	\$4,350,000.00
Program Technology Infrastructure	1.0%	\$84,879.47
Program Management	26.8%	\$2,288,301.35
Impact Measurement (Program)	0.5%	\$40,002.00
Specialty Program of The HKJC STEMpower Fellowship Programme	1.3%	\$110,701.04
Specialty Program of HKJC Youth EDcubator Programme	3.0%	\$257,791.29
		<b>\$7,904,833.53</b>
<b>Operation Expense:</b>		
Events and Fundraising	0.7%	\$58,155.60
Administration and Rental Expenses	6.6%	\$559,379.64
		<b>\$617,535.24</b>
<b>Total Expense</b>		<b>\$8,522,368.77</b>
<b>Total Expense Per Fellow*</b>		<b>\$240,702.25</b>

\* Excluded Expenses from HKJC Youth EDcubator Programme and The HKJC STEMpower Fellowship Programme

Note: This Financial Report is unaudited.



# SUPPORT US

# WHY SUPPORT TFHK

Every child in Hong Kong has his or her own talent. However, not all of them can realize their potential because they lack opportunities due to their socioeconomic background. To bridge the gap, we need leaders working in all sectors dedicated to creating systematic shifts in our education system.

TFHK believes in the importance of equal opportunity for all students and the power of collective leadership in reshaping our system. By supporting us, you will help students realize their potential by empowering our Fellows to create learning, explorative and personal development opportunities in underprivileged schools. More importantly, your support will help nurture our Fellows into future leaders who, uniquely possess frontline understanding and deep empathy for the disadvantaged, will create systemic changes that bring education equity.

With your support, we can build a better future where all children have equal opportunity to learn, grow and realize their potential.

## SUPPORT OPTIONS



### General Donation

You can scan the QR code on the left-hand side to make an general donation.

Pay via our website: <http://www.tfhk.org/donate/>



### HK01 Heart

You can scan the QR code on the left-hand side to make an online donation via HK01 platform.

Pay via HK01 Heart: <https://heart.hk01.com/zh/project/10018>

### Cheque Donation

You can send us a cheque that is properly crossed and made payable to "Teach For Hong Kong Foundation Limited". Please mail the cheque to Unit E-F, 17/F, Centre 600, 82 King Lam Street, Cheung Sha Wan, Kowloon, Hong Kong.

Please kindly provide us your personal contact (i.e. your full name, email/ mailing address).

Donation receipt will be issued and sent to you after payment confirmation.

# CORPORATES AND ORGANIZATION COLLABORATIONS

We believe in the power of cross sector support and collaborative efforts. Your generous support can magnify TFHK's impact in Hong Kong. If your company or organization is interested in supporting TFHK, there are various ways you can do so:

## Corporate Sponsorship

You can sponsor our Fellows for their living stipend during the Fellowship. For every Fellow you support, more than 100 underprivileged students will be benefited.



## Pro-bono Advisory

Leverage your skills for social good. Companies or organizations are welcome to share your expertise, knowledge, and skills to develop strategies and solutions for our organization's growth.



## Cross-sector Engagement

We welcome your organization or company to become our partner. Our partners collaborate with our Fellows to organize firm visits, workshops or other self-designed program for our students. These all are great opportunities to open the eyes of our next generation and for your staff to engage the community.



We appreciate any support that can be offered to TFHK. If you have any ideas about how you would like to support TFHK, please do get in touch with us!

Phone: +852 2652 5995    Email: [team@tfhk.org](mailto:team@tfhk.org)

# OUR COVERAGE

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

10 Feb, 2018 - South China Morning Post

After three years with investment banking giant Goldman Sachs, Chan decided to part company... This should be a lifelong mission to be a leader to fight for education for underprivileged kids...



Relevant link

## 教育制度欠甚麼 我們用心填補它

19 Apr, 2018 – HK01

我們常口號式地說「令社會變得更好」，但具體上怎樣變？相信由教育著手會是個有效的起點。TFHK創辦人想到一套「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身影響力回饋社會。



Relevant link

## 三年一夢 匯水成川

2 Nov, 2018 – am730

好多人認為我們眼前的工作，只是滄海一粟，影響還是很小。我非常認同和理解，但如果良師香港這場運動，是一個剛學走路的小朋友，我相信過去三年我們只是剛學會站起來，我們仍會繼續不斷成長。



Relevant link

## 90後專才暫別職場任「良師」 為基層校注入新元素

25 Feb, 2019 – 香港經濟日報

時下流行空檔年(Gap Year)，不少人用來跳出固有框架，重新審視自己的發展路向。3位90後決定暫別專職和穩定收入，參加非牟利機構「良師香港」，走進基層中、小學執教鞭一年，憑職場經歷和人脈為基層學校注入新元素...



Relevant link

## Other Media Coverage From:



and more...



**THANK YOU**



# THANK YOU

We want to thank everyone who supported us. Your generosity has helped our children strengthen their ambition, confidence, and hope and has helped our young talents become leaders who make a difference. With your support, we are moving closer to a future where all children have equal opportunity to learn, grow and realize their potential and aspirations.

## Board of Directors

Ms. Elaine Cheng	Ms. Elizabeth Thomson
Prof. Cecilia Chun	Mr. Frank Wong
Ms. Anny Kwok (proposed)	Ms. Louisa Wong
Ms. Kate Lim (proposed)	Ms. Ada Yip
Ms. Jennifer Ma	Mr. Nelson Wai Leung Yuen
Prof. Naubahar Sharif (proposed)	Mrs. Rebecca Yung

## Advisors

### Business Leaders :

Ms. Winnie Chiu	President & Executive Director, Dorsett Hospitality International
Ms. Christina Gaw	Managing Principal and Head of Capital Markets, Gaw Capital
Ms. Diana David	Regional Director, Financial Times (HK)
Mr. Adolf Ho	Former CEO, Campbell Soup Greater China
Ms. Christine Ip	CEO, UOB Bank (Hong Kong)
Ms. Esther Ma	CEO, Prestique
Ms. Angel Ng	CEO, Citi Hong Kong and Macau
Mr. Joe Ngai	Director and Managing Partner, McKinsey
Mr. Chee-Lung Tham	Managing Director, Transitions Asia
Mr. K K Tsang	Founder and CEO, The Bees Group
Ms. Louisa Wong	Executive Chairman, Bo Le Associates
Mr. Stephen Wong	Adjunct Lecturer, CUHK

### Education Leaders:

Mr. Kenneth Chen Wei On, SBS	Secretary General of the Secretariat of the Legislative Council of Hong Kong
Prof. Cheng Kai Ming	Chair Professor of Education, HKU
Dr. Ray Cheung	Director, CityU App Labs
Mr. Peter Chiu Wing Tak	Former Vice Principal, La Salle College

Dr. HS Chui, JP	President, Gratia Christian College
Mr. Arnett Edward	Principal, Li Po Chun United World College of Hong Kong
Prof. Stuart Hargreaves	Assistant Professor of Law, CUHK
Dr. Haewon Hwang	Programme Director of the MA in English Studies, HKU
Ms. Christine Ma-Lau	Founder & Principal, JEMS Learning House
Prof. Patrick Lau	Adjunct Associate Professor, Faculty of Education, CUHK
Prof. Jimmy Lee	Assistant Dean (Education), Faculty of Engineering, CUHK
Prof. Alvin S.M. Leung	Dean of Education, CUHK
Mr. Tai Hay Lap	Vice Chairman of Tin Ka Ping Foundation
Dr. Julia Tomassetti	Assistant Professor of Law, CityU

#### **Social Enterprise Leaders:**

Mr Ming Wai Lau, BGS, BBS, JP	Chairman, Commission of Youth
Mr. Howard Ling	Chief Consultant, HSBC Social Enterprise Business Centre, HKCSS
Mr. KK Tse	Co-founder, Dialogue-in-the-Dark (Hong Kong)

#### **Bee & Trees Alliance Business Partners:**

Mr. Jason Chiu	CEO, Cherrypicks
Ms. Winnie Chiu	President & Executive Director, Dorsett Hospitality International
Mr. Jimmy Tao	CEO, Vitargent (International) Biotechnology Ltd.

#### **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

##### **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  
 Ju Ching Chu Secondary School (Kwai Chung)  
 Ng Yuk Secondary School  
 Po Leung Kuk C.W. Chu College

Core Partner:



Jockey Club Youth EDcubator Programme & The Jockey Club STEMpower Fellowship Programme are funded by:



Funded By:



Incubated By:



Community Partner:



Training Partner:



Other Funders:



Employer Partners:

Education First

Gammon

EY

GLG

FDM

Hang Lung Properties

KPMG

Esquel Group

Securities and Futures Commission

UOB

### School Community Partner:

Project WeCan

### Venue Sponsor:

PricewaterhouseCoopers

### Supporting Organization:

AIESEC Hong Kong

Project We Can

SVhk

Zapier

### Semester Interns

Joanne Chen

Christy Cheung

Isaac Cheung

Joshua Chiu

Thomas Chow

Holly Chu

Olivia Lam

Nicholas Lo

Venus Li

Nathan Tsang

Natalie Yeung

### Summer Interns

Andrew Chan

Joyce Chan

Moses Chan

Jasmine Kwok

Vanessa Leung

Anais Ng

Nicholas Ng

Kitty Ngai

Vincy Tam

Amelia Tang

Vanessa Tse

## CONTACT US

**WEBSITE** [www.tfhk.org](http://www.tfhk.org)

**EMAIL** [team@tfhk.org](mailto:team@tfhk.org)

**PHONE** +852 2652 5995

**FACEBOOK**



**INSTAGRAM**



**LINKEDIN**





**ALL CHANGES BEGIN IN CLASSROOM**