Teach For Hong Kong

2024-25 ANNUAL REPORT

Teach For Hong Kong





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Foreword

Dear Friends and Supporters,

As we reflect on the 2024 to 2025 academic year, I am deeply grateful for the commitment of our community to advancing educational equity in Hong Kong. This year brought both challenges and meaningful progress, reminding us that sustainable change depends on both innovation and human connection.

At the heart of our work, we have continued to shape our Fellowship into a more human-centered program that places students at the center of everything we do. Through a service learning approach, we train Fellows to better understand educational inequity while developing the skills to support students in meaningful and lasting ways. We equip Fellows with training in areas such as social emotional learning and the thoughtful use of AI in education, while also preparing our staff to serve as life and career coaches, strengthening the support we offer throughout each Fellow's journey. These efforts are already making a difference. 100% of partner schools agreed that Fellows were able to draw on their unique experiences and knowledge to broaden students' beyond curriculum exposure, up from 84% in the previous cohort.

River Lam
Executive Director
Teach For Hong Kong



Beyond the classroom, our partnerships with schools and impact organizations have expanded to create opportunities that help students grow in confidence, curiosity, and resilience. From building resilience through sports, to equipping schools with psychological first aid interventions, to creating opportunities for community based life and career exploration, we are working alongside partners to respond to students' real needs and aspirations. Among students, 84% agreed that Fellows' activities helped them better understand themselves, their interests, and their strengths, compared with 76% in the previous year.

We are also encouraged by the continued growth of our alumni movement, with engagement rising from 20% to 50% this year. More alumni are choosing to stay connected, support one another, and carry our mission forward in meaningful ways. Across sectors, they are stepping into roles that influence systems, shape policy, and strengthen communities, extending the reach of our work far beyond the classroom.

While we celebrate these milestones, we remain clear eyed about the work ahead. Educational inequity is deeply rooted, but so is our belief in the power of collective leadership.

To our Fellows, alumni, partners, and supporters, thank you. Together, we will continue building a future where every child in Hong Kong has the opportunity to learn, grow, and realize their potential.


NO.1
109

Executive **Summary**

In 2024-25, Teach For Hong Kong recruited **20 Fellows** serving across **10 partner schools**.

Since 2015, the total number of underprivileged students reached:

53,202

Students Impacted



Key Numbers (as of 2024-25)

9
Cohorts

206
Alumni

38
Partner Schools

168
Cross-sector Partners

1092
Corporate Volunteers

204
University Student Volunteers

2024-25 Partner Schools

- Caritas Fanling Chan Chun Ha Secondary School
- Concordia Lutheran School (North Point)
- Delia Memorial School (Glee Path)
- Delia Memorial School (Hip Wo No.2 College)
- HKSKH Bishop Hall Secondary School
- Queen Elizabeth School Old Students' Association Tong Kwok Wah Secondary School
- Salesians of Don Bosco Ng Siu Mui Secondary School
- Semple Memorial Secondary School
- The Salvation Army Centaline Charity Fund Queen's Hill School
- Tin Shui Wai Methodist Primary School

89%

Fellows show significant improvement in developing key leadership traits

Stimulating Fellows' Personal Growth

During the Fellowship, the frontline teaching experience and exposure to education realities have accelerated our Fellows' personal growth and development of key leadership traits. Over 90% of school principals or mentors agreed that Fellows improved their interpersonal skills, problem-solving skills, growth mindset, and empathy throughout the Fellowship.

>60%

of alumni work in the education sector

Cultivating Educators and Leaders

Through this one-year experience of working with different stakeholders in education, such as students, principals, and parents, Fellows understand the reality of education and identify their role in it. After the Fellowship, our Fellows continue to create even more significant impact - many of them continue to take on roles in the field of education, including teachers, education psychologists, curriculum designers at private education companies, etc.

87%

of students agree that Fellows' lessons and activities are interesting and engaging

Creating Positive Learning Environments

Our surveys showed that Fellows' performance was promising. Students commonly see our Fellows' lessons as "interesting," "interactive," and "engaging." Also, Fellows have built a good rapport with students at school. Many students described our Fellows as "encouraging" and "warm and caring."

206

Alumni and counting

Growing a Network Committed to Change

Our Alumni work across sectors to influence practices and mindsets, and expand underprivileged students' access to opportunities. Whether continuing to teach in classrooms or championing education in the corporate and social sectors, our Alumni are dedicated to bringing changes to our education.

$3.53:$1

(HKD) social return on investment in TFHK's work

2021-22 Impact Assessment Report

Achieving Multiplying Benefits to Our Society

Informed by their teaching experience, Alumni recognize the importance of collaborating with stakeholders to advance education equity. By nurturing leaders, our organization creates lasting change beyond the Fellowship year and the students Fellows have taught. An impact study from The Impact Hub Limited shows that every HK$1 invested in Teach For Hong Kong generates HK$3.53 in value.



Who We Are


Teach
Teach
Teach
Teach
Teach



About Teach For Hong Kong

Teach For Hong Kong ("TFHK") is a tax-exempt charity under the Hong Kong Inland Revenue Ordinance Section 88 (91/14499). We envision a future where all children in Hong Kong have equal opportunity to learn, grow and realize their potential.

Our mission is to nurture leaders to bring education equity. Since 2015, through our one-year Fellowship Program, we recruit and empower the most promising and passionate young leaders from diverse sectors to serve as full-time teachers[1] in schools with a high proportion of underprivileged students.[2] From creating direct impacts in the classroom to advocating for and making changes in society, they are committed to bringing transformational changes to students' lives.

We continue to build the movement of leaders who work with others to solve education inequity in all of its complexity.

1 Fellows are registered as a Permitted Teacher ("PT") in the Education Bureau. According to the Education Ordinance in Hong Kong, a person who holds only academic qualifications (i.e. has no teacher training and teacher qualification) may apply to be a PT. The minimum academic qualification required of a PT teaching in a school providing primary or secondary education is an associate degree, a higher diploma or equivalent. To ensure teaching quality, TFHK only accepts candidates who obtained a university degree.

2 "Schools with a high proportion of underprivileged students" refers to 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.



Our Vision

All children in Hong Kong have equal opportunity to learn, grow and realize their potential.



Our Mission

Teach For Hong Kong nurtures future leaders to bring education equity.

Our Values

Our core values are the guiding principles to support TFHK to realize our vision.

Excellence

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

Entrepreneurship

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



Empathy

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

Engagement

We are a team. We encourage and empower one another. We proactively seek collaborations across sectors and fight for our shared mission.

Our Milestones

2013

Jun 2013
- Established the TFHK founding team

2015

Jul 2015
- Awarded as a pilot project from the Social Innovation and Entrepreneurship Fund competition
- Launched the first Fellowship Program with 6 Fellows in 3 partner schools

2016

Mar 2016
- Featured as a case study in the social innovation report of Our Hong Kong Foundation

Jun 2016
- Formed the core partnership with The D.H. Chen Foundation

2017

Feb 2017
- Formed partnerships with The Hong Kong Jockey Club Charities Trust and Social Impact Partners

Jul 2017
- Met with the Secretary for Education to introduce Teach For Hong Kong

2018

May 2018
- Selected as the first social venture supported by Mr. John Tsang's Esperanza

Jun 2018
- Co-organized a year-end sharing with the Education Bureau with over 100 teachers participating

Oct 2018
- Organized TFHK's first Education Symposium with over 400 attendees

2019

Feb 2019
- Launched the Jockey Club STEMPower Fellowship Program in partnership with the Hong Kong Jockey Club Charities Trust

May 2019
- Organized TFHK x Sony STEM Competition

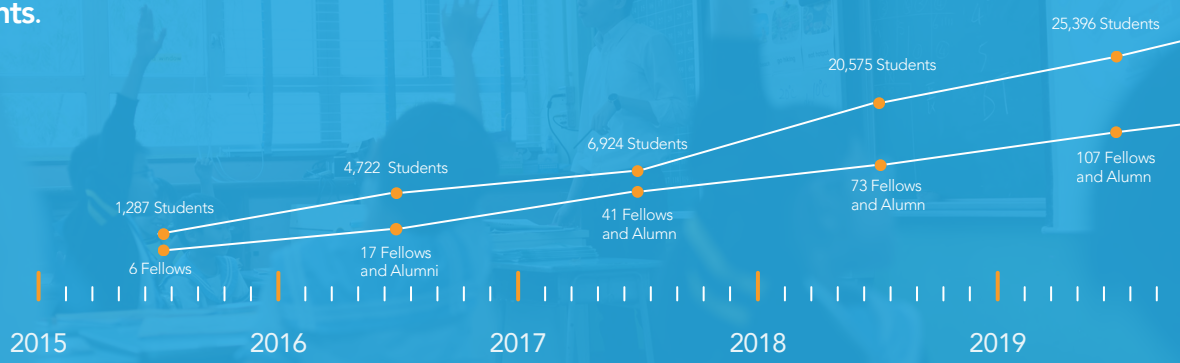
Nov 2019
- Launched the TFHK week: Star Teacher Series

2020

Jul 2020
- Launched the 10K Public Fundraising Campaign
- Launched "Building Compassionate Environment for Children" Program in partnership with Save The Children Hong Kong and JUST FEEL

Aug 2020
- Published TFHK's Fifth Year Anniversary Book

In 2015, we began with **6 Fellows** and **1,287 Students**.



2021

Sep 2021

- Embarked on TFHK's 3rd Strategic Plan (2021-25) through broad stakeholder inputs, leading up to the 10-year anniversary in 2025
- Launched TrustTomorrow 21st Century Education Fellowship in partnership with the Swire Group Charitable Trust

2022

Jul 2022

- Visit to Teach For Malaysia to exchange our practices in running the Fellowship Program

2023

Jun 2023

- Developed the Leadership Development Framework (LDF) and revamped Fellows' training support to better nurture Fellows' leadership growth
- Prototyped purpose-led learning communities to gather best practices amongst Alumni from the same industry

Sep 2023

- Organized "Leading Forward: Teach For Hong Kong Forum For Future Education 2023" engaging 100+ respected leaders from education, business, and the nonprofit sector

2024

Mar 2024

- Organized the TFHK Star Teacher Series inviting C-suite cross-sector leaders to uplift and inspire underprivileged students

Apr 2024

- Selected for the 6th Social Enterprise Executive Development (SEED) Program, sponsored by the Home and Youth Affairs Bureau (HYAB) and organised by Hong Kong Productivity Council (HKPC)

Sep 2024

- Launched the "Enhancing the Mental Wellbeing of Youth through eLearning of Psychological First Aid and Psychosocial Knowledge" program in partnership with The Hong Kong Red Cross and The D. H. Chen Foundation

Oct 2024

- Launched the "Link and Explore – Community and Career Exploration in Kwun Tong" program in partnership with Link Asset Management Limited

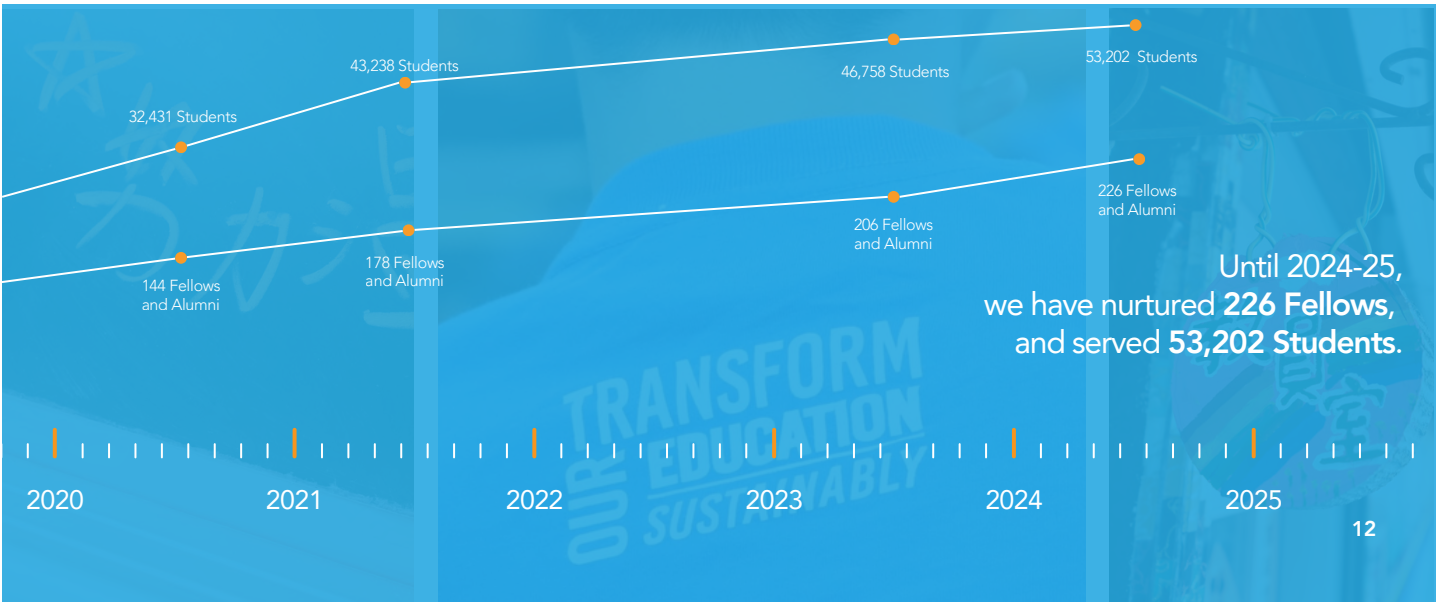
Dec 2024

- Awarded Outstanding Talent Assessment Services Award from TTI Success Insights

2025

Jan 2025

- Launched the "Run with Youth" Standard Chartered Hong Kong Marathon in partnership with The Hong Kong Aircraft Engineering Company Limited (HAECO)
- Became a signatory to The Racial Diversity and Inclusion Charter for Employers of The Equal Opportunities Commission (EOC)





Our People


Teach
for hong kong



Board of **Directors**



Arnold Chan
Founder and Board Chairman



Henry Lee
Board Director



Ernest Wong
Board Director and Alumni Representative



Lawrence Tsang
Board Director



Mei Mei Ng
Board Advisor

Our **Team**



Natalie Leung
Co-Executive Director
(Until April 2025)



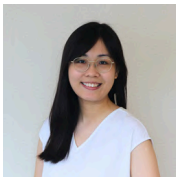
River Lam
Co-Executive Director



Linda Wong
Program Manager



Aiman Nadeem
Senior Officer
(Partnership & Communication)



Pinky Kong
Senior Officer
(Program & Marketing)



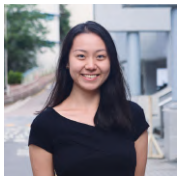
Nat Wong
Project Officer

Fellows 2024-25



Angus Cheung

- Graduate of Psychology & Counseling at The University of Hong Kong
- Research Assistant at The University of Hong Kong Summer Institute
- Organizer of Service trip to China's rural areas, WYK



Crystal Gee

- Graduate of Integrated BBA at The Chinese University of Hong Kong
- 3 years of experience as a Business Analyst at McKinsey & Company
- Mentor at Junior Achievements China Mentorship Program



Betty Sek

- Graduate of English at The Chinese University of Hong Kong
- Account executive in Digital Marketing at PRIZM
- Vice president of the International Association, Chinese University of Hong Kong



Erin So

- Graduate of Biology (Bachelor of Science) at The Chinese University of Hong Kong
- Co-Founder and Social Media Editor of Sign Language Spirals
- Intern at Education Department at Hong Kong Wetland Park



Blu Lo

- Graduate of Architectural Studies at The Chinese University of Hong Kong
- Year-out Architectural Trainee at ALKF+
- Mentor at Child Development Fund-Mentorship Program
- Green Life Ambassador at Lee Woo Sing College



Helia Kwok

- Graduate of Data and Media Communication at Hong Kong Baptist University
- Reporter at HK01, focus on education and data journalism
- Expo Assistant at Hong Kong News Expo



Charmaine Leung

- Graduate of Business Economics at University of Exeter
- Associate at Computershare Investor Services Limited



Jeffrey Fong

- Graduate of Psychology at The Chinese University of Hong Kong
- Scholar of Serrini Scholarship and Academic Excellence Scholarship at the Chinese University of Hong Kong



Colette Chan

- Graduate of BSc (Hons) in Nursing at The Hong Kong Polytechnic University
- Internal Vice President and Financial Secretary of the Catholic Students' Society at The Hong Kong Polytechnic University



Justin Lee

- Graduate of Bachelor of Social Sciences, Politics and Public Administration at The University of Hong Kong
- Co-Executive Director at Teach for Hong Kong (TFHK) in 2023-2024



Kelly Tse

- Graduate of Humanities at Hong Kong Baptist University
- Exchange to Kwansei Gakuin University (Japan)
- Tutor at YMCA Hong Kong



Michele Kam

- Graduate of Psychology at The Chinese University of Hong Kong
- Volunteer at SLCO Community Resources
- Secretary of The Social Service Team, The Student Union of CUHK



Nicholas Wong

- Graduate of Philosophy; Neuroscience (double major) at The University of Hong Kong
- Undergraduate Summer Researcher at University of Oxford
- National Training Director of AIESEC Hong Kong



Nicole Chan

- Graduate of Marketing at The Hong Kong University of Science and Technology
- YES Program Learning Faciliator at Hong Kong Disneyland
- Brand Ambassador at Sun Hung Kai Properties Limited



SinC Wong

- Graduate of Social Design at Hong Kong Polytechnic University



Stephen Luk

- Graduate of Economics at The Chinese University of Hong Kong
- Program Coordinator at School-based After-school Learning and Supporting Programs, Hong Kong
- Intern at Chinese Mobile International Limited, Hong Kong



Summer Chau

- Graduate of Psychology at The University of Hong Kong
- Student Clinician at The Speech, Language and Reading Lab (SLR), The University of Hong Kong
- 2023 Champion of Teen Mental and Physical Health Hackathon, LevelMind@JC



Vivian Tai

- Graduate of Chinese Language and Literature at The Chinese University of Hong Kong
- Editor at Sunzine, The Publication Committee of the Student Union of CUHK Wu Yee Sun College



Wilson Wong

- Graduate of Civil Engineering at The University of Hong Kong
- Awardee of Edward Keller Achievement Award in Civil Engineering 2020-2021
- Intern at Sanfield (Management) Ltd.



Yuky Chan

- Graduate of Psychology at The University of Hong Kong
- SEN Tutor under The Good Shepherd Project at Edge Development Centre
- Tutor at Cognitio College

Our **Fellows' Profile**

The majority of our Fellows graduated from local universities, while a number of them hailed from overseas universities in the UK and Canada.

They studied a wide range of disciplines and will leverage their experience and knowledge to enrich the exposure of their students.

In addition, 35% of our Fellows had working experience before joining our Fellowship Program. Their professional backgrounds cover diverse industries, such as business (Procter and Gamble Limited, Aptitude Asia Limited), finance (PwC Mainland China and Hong Kong), and entrepreneurship.

35%

Fellows have full-time working experience prior to the Program

40%

Fellows have overseas experience prior to the Program

香 港 大 學 THE UNIVERSITY OF HONG KONG

香港中文大學 The Chinese University of Hong Kong

香港科技大學 THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

NUS National University of Singapore

University of Exeter

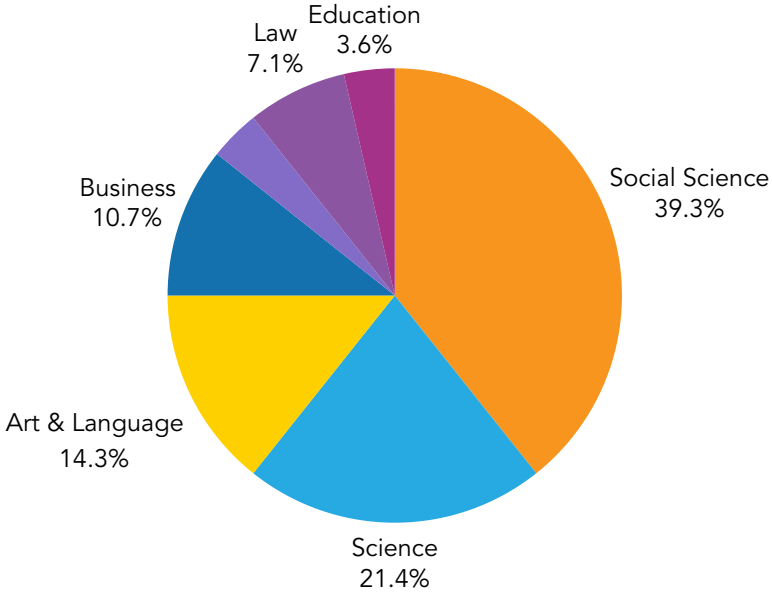
Berklee College of Music

UNIVERSITY OF CAMBRIDGE

NYU

LSE

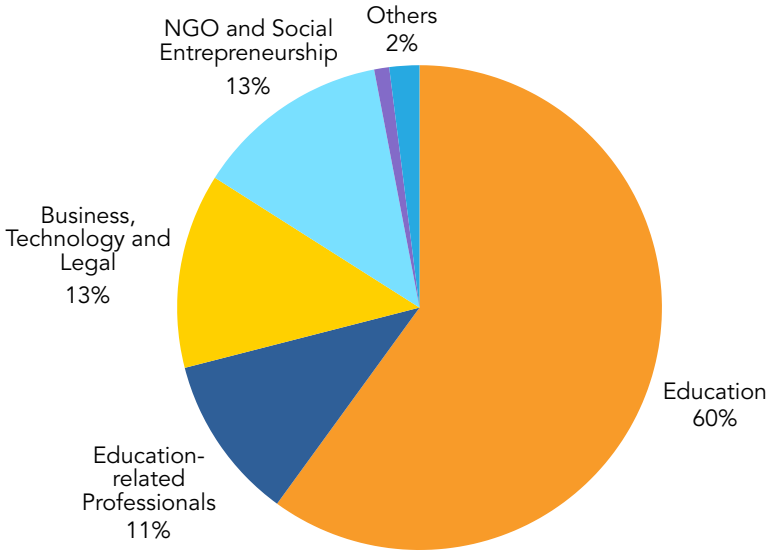
Our Fellows Come Diverse Academic Background





Our **Alumni**

Overview of Alumni Pathways



Now, our Alumni community has grown to 206 people. Alumni continue their leadership journey both within and beyond the classroom, with their firsthand understanding of education realities and deep connections with students. After the Fellowship, they pursue careers in different sectors to work towards a shared vision of a society where all children can realize their potential.

Teaching and School Leadership

香港兆基創意書院 · ESF 英基 · and 30+ local schools in HK

NGO and Social Entrepreneurship

GDI Global Development Incubator · JUST FEEL · unicef 聯合國兒童基金會 · 陳廷驊基金會 THE D.H.CHEN FOUNDATION

Business, Technology and Legal

DFS · Microsoft · PayPal · DBS

Public Sector

教育局 Education Bureau · 香港中文大學 The Chinese University of Hong Kong · The Hong Kong Jockey Club Charities Trust

Further Studies and Academia

UNIVERSITY OF CAMBRIDGE · Harvard Graduate School of Education · COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK

Education-related Professionals

PREFACE · Lincolnshire COUNTY COUNCIL · 香港青年協會 the hongkong federation of youth groups

Community of 200+ Future Leaders

After one-year Fellowship program, Alumni continue making impact in education and society.



Theron Mok (2015-16)
Head of Student Affairs, Delia Memorial School (Hip Wo No. 2 College)



Ernest Wong (2016-17)
Clinical Psychologist, HealthyMind Child Development Centre



Jonathan Kwok (2017-18)
Barrister, Armis Chambers



Raymond Yang & Matthew Kwok (2017-18)
Co-founders, JUST FEEL (a registered charity)



Karen Chung (2017-18)
Senior Manager, DBS Foundation



Isabel Kwan (2018-19)
Impact Strategy Manager, Social Ventures Hong Kong



Kelvin Lee (2018-19)
Founder, Future Leaders Union



Maple Wong (2019-20)
Project Manager, Generation Hong Kong



Tomy Leung (2019-20)
Senior Associate, DBS Bank



Ken So (2020-21)
Careers & Life Planning Master, Concordia Lutheran School (North Point)



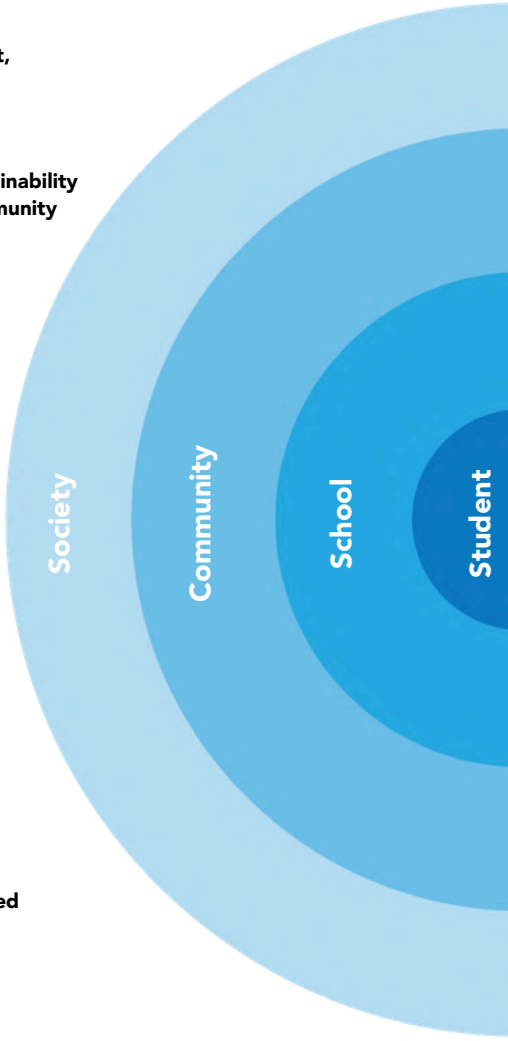
Eric Ng (2020-21)
Panel Head (Math), Semple Memorial Secondary School



Season Lai (2020-21)
People Development & Communication Specialist, AS Watson



Frank Ng (2020-21)
Assistant Manager, Sustainability Communications & Community Engagement, Swire Coca-Cola HK





Kenny Lam (2021-22)
Founder, For Good Measure Limited



Anthony Yiu (2023-24)
Administrative Officer, HKSAR Government



Danielle Biyue Palmer (2023-24)
IB English & Chinese History Teacher, Delia Memorial School (Glee Path)



Our Approach

The Challenges

" Students' socioeconomic backgrounds significantly affect their career aspirations, trajectories, and achievements. "

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

23.8%

Child Poverty Rate in Hong Kong [1]

83%

Low-income families face difficulties in affording extra learning resources and opportunities [2]

4.5 Years

Learning gap between underprivileged students and well-resourced students

Consequently, the current education system hinders the upward social mobility of underserved people who cannot excel in exams. This has a long-term impact not only on underprivileged students but also on society as a whole. Talents remain underdeveloped. Economic productivity decreases. Ultimately, it undermines social cohesion and the prosperity of our city.

1 2023 SCMP "Hong Kong government scores 0 for efforts to improve lives of poor children in 2023 advocacy group poll"
2 【基層學童調查】八成基層家長難負擔「暑假」活動開支 沒為子女作任何安排 (2022) 明報

Our **Approach**

We impact **students** while nurturing **future leaders**

Bringing education equity requires long term and sustainable solutions from all sectors. Teach For Hong Kong Fellowship Program aims to bring systemic changes over the long run while in the short run directly impacting underprivileged students, using a four-stage model.

STAGE 1

Recruit Promising and Passionate Talents From Diverse Sectors

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

STAGE 2

Nurture and Support Fellows to Make Impact in The Classroom

We offer training to our Fellows and support them in providing quality education to underprivileged students. They work inside and outside classrooms 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 throughout their lives as they witness the impact they have created on students. Their proper grasp of the issue, empathy, and first-hand experience as teachers make them 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 for changes, transform processes, pioneer solutions, and influence cultures in all sectors to bring opportunities to underprivileged students and end education inequity.

Fellowship Program



Every Year Talents Recruitment

Promising and passionate university graduates and working professionals from diverse sectors are welcome to serve as frontline teachers at high-need schools



Ongoing Training & Development

Fellows will receive:

- 6 weeks Summer teacher training from Jul to Aug, and
- 10 months leadership training & coaching from Sep to Jun



10 Months Teaching Placement

Fellows will experience:

- 50% subject teaching load in the classroom
- Lesson preparation, administration, meetings, and other duties assigned by the school
- Leading impact initiatives on thematic education both inside and outside the classroom in collaboration with corporate partners and peer Fellows



Life Long Alumni Community

Alumni will:

- Connect with Fellows across cohorts through various formats
- Lead initiatives that inspire collaboration within the community
- Participate in leader-sharing sessions and workshops, available optionally

Training & Development



Partnered with the **Quality School Improvement Project (QSIP)**
at The Chinese University of Hong Kong to provide teacher training



Visit to the LinkedIn Office and **Sharing on Leadership and the Impact of Businesses and Non-Profits on Education**
by Ms. Mei Mei Ng, General Manager of LinkedIn HK and Mr. Lawrence Tsang, Co-Founder of Dream2Story



Sharing on **Cross-Sector Collaboration and Philanthropy** for Social Impact
by The D. H. Chen Foundation



Cohort Building and Wellness Day
hosted by Angus Cheung, Colette Chan, Erin So, Helia, and Michele Kam (Fellow 2024-25)



Training on **"Mental Health First Aid for Student Cases"**
Presented by Ernest Wong, Clinical Psychologist at HealthyMind Child Development Centre



Visit to Salesians of Don Bosco Ng Siu Mui Secondary School to learn the **implementation of educational innovation projects**



Sharing on "**Understanding the Education Landscape and the Importance of Building Teacher-Student Relationships**"
by Ms. Gail Au Yeung, Former Principal of TWGH Chen Zao Men College , part-time Chief Project Manager for the Education Bureau



Sharing on "**IB for All & Breaking Teaching Language Barriers**"
by Dr Chan, Former Principal at Delia Memorial School (Glee Path) and Janet Fu (Fellow 2017-18)

Our Impact



Our Fellows strive 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 impact the culture of their schools. Principals and students have well recognized their work.

Student Feedback

Subject Teaching

To provide an engaging learning experience and increase students' learning motivation.

8.7/10

Fellows make the classroom more interesting and engaging

8.2/10

Fellows lessons allow me to understand how school knowledge is related to everyday life

Extracurricular Activities

To broaden students' horizon and equip them with growth mindset

8.4/10

Fellows' activities make me more curious and eager to explore outside world

8.4/10

Fellows' activities make me better understand myself, my interests and strengths

School Feedback

10/10

Fellows are able to leverage unique personal experience and knowledge to broaden students' beyond-curriculum exposure

9.4/10

Fellows' performance is better than average entry-level teachers

8.1/10

Fellows bring in new ideas and innovations to the teaching team

9.4/10

Fellows are credible that other teachers could count on to run projects/ initiatives

Our Fellows collaboratively work with volunteering individuals from corporations, community organizations, and all walks of life to initiate unique learning opportunities for underprivileged students. These exposure opportunities allow students to meet new people and understand developments in different parts of society. Subsequently, students become more able to embrace an expansive view of the world and possibilities and find their unique path to realizing their potential.

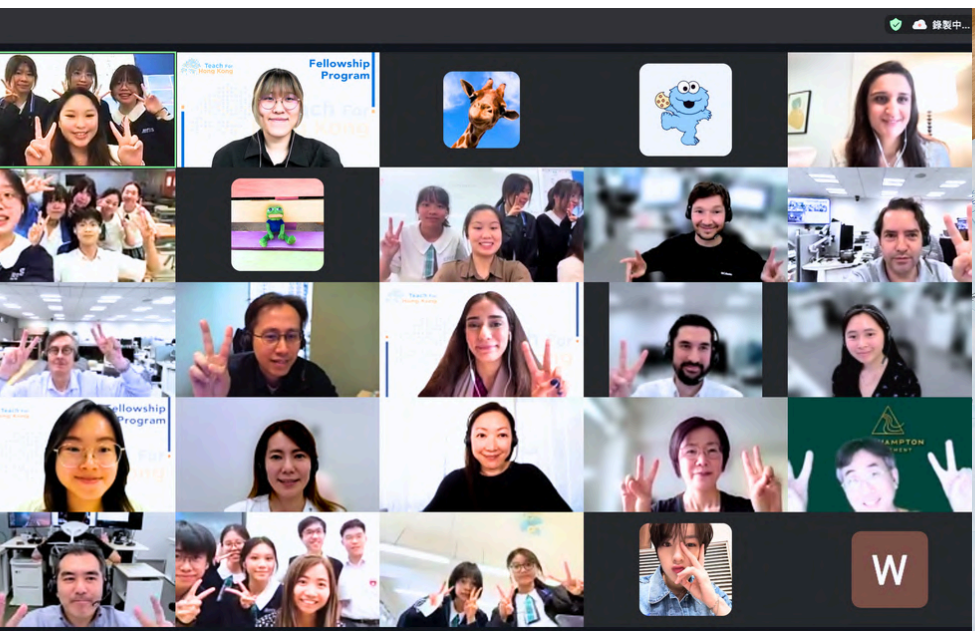
Global Vision and English Learning

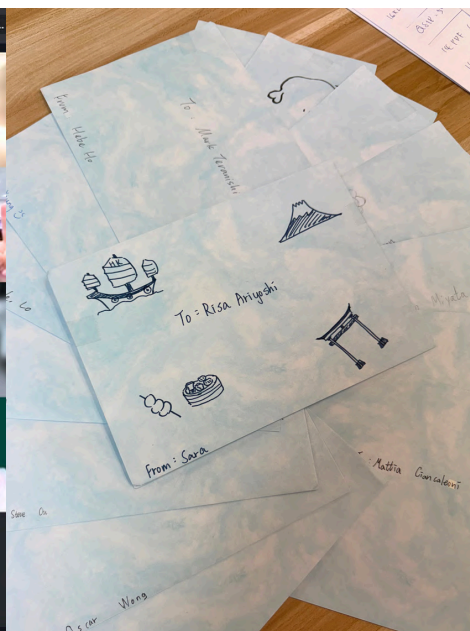
Building Language Confidence through English Pen Pal Program

FITZROY FOUNDATION

Students often lack regular opportunities to practise conversational English with peers or professionals abroad, which limits their confidence in using the language. Betty Sek and Yuky Chan (Fellows 2024-25), together with Iris Ma (Fellow 2018-19), successfully continued the English Pen Pal Program originally initiated by Loreen Leung and Simon Shiu (Fellows 2023-24). Leveraging TFHK's long-standing partnership with Rockhampton Management, Fellows organised guided letter-writing exchanges between students and working professionals from the company in both Hong Kong and Japan.

Through these real-life interactions via letter exchanges and a follow-up online session, students gradually built their English skills in a comfortable and supportive environment. They shared their personal stories, English-learning journeys, and Australia exchange experiences, while receiving warm encouragement and practical advice from the volunteers. With thoughtful organisation and careful guidance, Fellows created a safe space for meaningful cultural exchange. This initiative not only strengthened students' language confidence but also sparked cross-cultural curiosity and genuine connections, nurturing greater motivation and openness towards English learning.







Life and Career Education

Real-world Exposure to the Aviation Industry

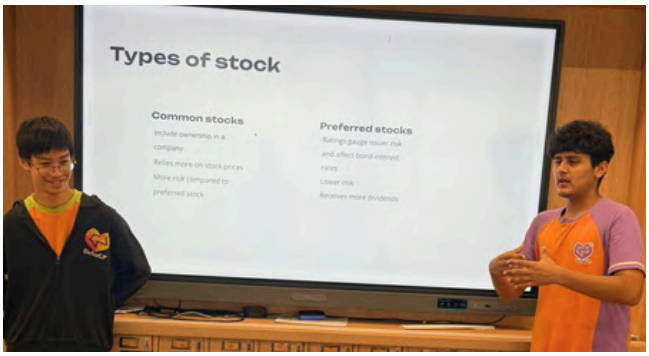
Tourism and Hospitality Studies students often learn about aviation and tourism concepts in class, but they lack real-world insights into the industries. Nicole Tam (Fellow 2023-24) and Jeffrey Fong (Fellow 2024-25) recognised this gap and co-organised engaging industry visits with Cathay Pacific and Hong Kong Aircraft Engineering Company Limited (HAECO).

The Cathay Pacific visit gave students a valuable glimpse into various aviation careers, including air hostess, customer service officer, and lounge staff. Through personal sharings by the airline professionals, students gained practical insights, built greater confidence and courage to pursue their dream of becoming airline staff, and felt motivated to take concrete steps toward their future careers. The hangar visit to HAECO offered students an inside look at aircraft maintenance operations, where engineers guided them through daily workflows and openly shared their career journeys, different job roles, and duties. Students learned about the realities of working as aviation engineers and the requirements needed to enter this dynamic field.



By creating these authentic industry exposures, the Fellows helped students broaden their horizons, spark their imagination, and gain clearer direction for their future aspirations in tourism and aviation.





Empowering Financial Literacy through Money Making Club

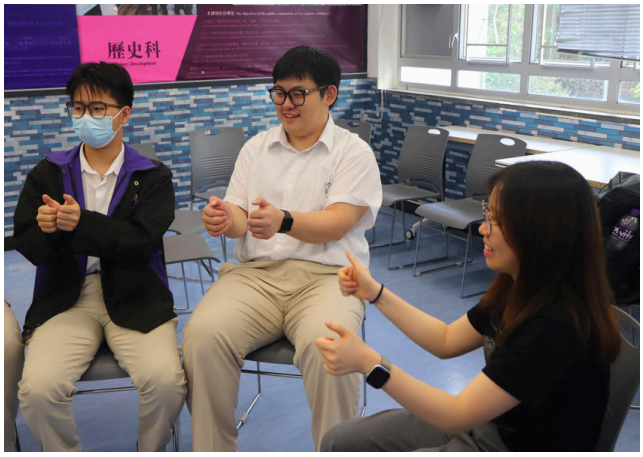
Many students work part-time jobs in food delivery and fast food, yet they struggle with money management and often feel anxious about their finances. Justin Lee (Fellow 2024-25) recognised this challenge and led the Money Making Club, transforming students' financial anxiety into confident action. Building on the strong foundation laid by alumnus Kenny Lam (Fellow 2021-22), who founded the club, Justin expanded the immersive financial literacy program focused on research, collaboration, and presentation skills.

Believing that entrepreneurship and sound money management are vital for social mobility, the program introduced students to basic investment concepts, global trends, and business operations. Students learned to conduct stock research and pitched curated investment portfolios to the school principal for potential real investment. Building on this foundation, Justin added modules on advanced investment strategies, spending psychology, and diversification. He organised workshops with finance professionals, introduced budgeting and investment apps, and led discussions on ethical investing and social responsibility.

This seamless succession from founding alumnus to current Fellow has created a vibrant co-learning community, empowering students to make informed financial decisions and supporting their journey toward financial independence and social mobility.

Diversity and Inclusion

Cultivating an Inclusive Mindset: Understanding the Deaf Community



Inclusion can be a challenging concept for students to grasp and visualize. Michele Kam (Fellow 2024-25), with her expertise in sign language, understands that real-life experiences can make the context of inclusion much clearer. Her own journey in learning to appreciate inclusion and respect underscores this realization and now she brings that same gentle, intentional approach into the classroom, helping students discover respect for themselves and for each other. Partnering with SLCO Community Resources and alumnus Ken So (Fellow 2020-21), Michele led a series of workshops aimed at helping students better understand the experiences of individuals who are hard of hearing, including an exchange day for a group of hard-of-hearing children from The Lutheran School for the Deaf.

"I want to share sign language with my peers; it's fun and meaningful!" one student shared. As the activities concluded, Michele organized a morning assembly where participants became "little tutors," teaching the entire school the basics of sign language. Drawing on Fellow's expertise and cross-community partnerships, this initiative empowered students via experiential learning to truly understand and respect the Deaf community, sparking lasting empathy and a culture of inclusivity across the school.



Cultural Inclusion Program through Human Library & Sports



When it comes to a classroom with both local and ethnic minority students, it can be challenging for them to get along due to language barriers and unfamiliarity with each other's cultural backgrounds. Colette Chan and Helia Kwok (Fellow 2024-25) recognised the importance of cultural inclusion, they organized an engaging program that combined football sessions with human library. They invited a ethnic minority footballer to engage in a human library event. In a boys' school, sports is a unique way to connect people, and these casual events foster understanding while creating opportunities for students to connect, learn from one another, and share experiences. By creating a common purpose for students, this initiative helps bridge gaps and build a more inclusive community in a natural and innovative way.





Sustainability

Opening Doors to Sustainability Careers



Underprivileged students often struggle to find their future paths, especially amid the global rise of sustainability, a rapidly growing field that offers significant career opportunities but remains rarely accessible for real-world insights. Stephen Luk (Fellow 2024-25) recognised this challenge and invited professionals from EcoCeres, a sustainability technology company, to his BAFS lessons and school talks at Delia Memorial School (Glee Path).

The EcoCeres team shared their real-life career journeys and practical insights into the sustainable technology industry. Students explored how Business, Accounting and Financial Studies (BAFS) concepts are applied in sustainability projects such as biofuels and green technology development. They also gained valuable advice on career pathways in the sustainability sector, interview skills, university applications, and career preparation.

Through these interactive sessions, students moved beyond textbook knowledge and developed a clearer understanding of how BAFS principles connect to real-world sustainable business practices. The rare opportunity to engage directly with industry professionals inspired them to envision their own futures in the growing green economy and equipped them with concrete tools and motivation to pursue careers in sustainability-related business and finance.

Mental Health

Enhancing Youth Mental Health through Psychological First Aid (PFA) Program

Youth mental health has become one of the most pressing challenges of our generation, with rising stress, anxiety, and heartbreaking cases of student suicide. When students struggle, they often ask the same two questions: "Who can I seek help from?" and "Why am I feeling this way?" Teachers, too, want to support students' well-being, but as one shared, "Between lesson plans, administrative tasks, and parent concerns, we're stretched too thin."

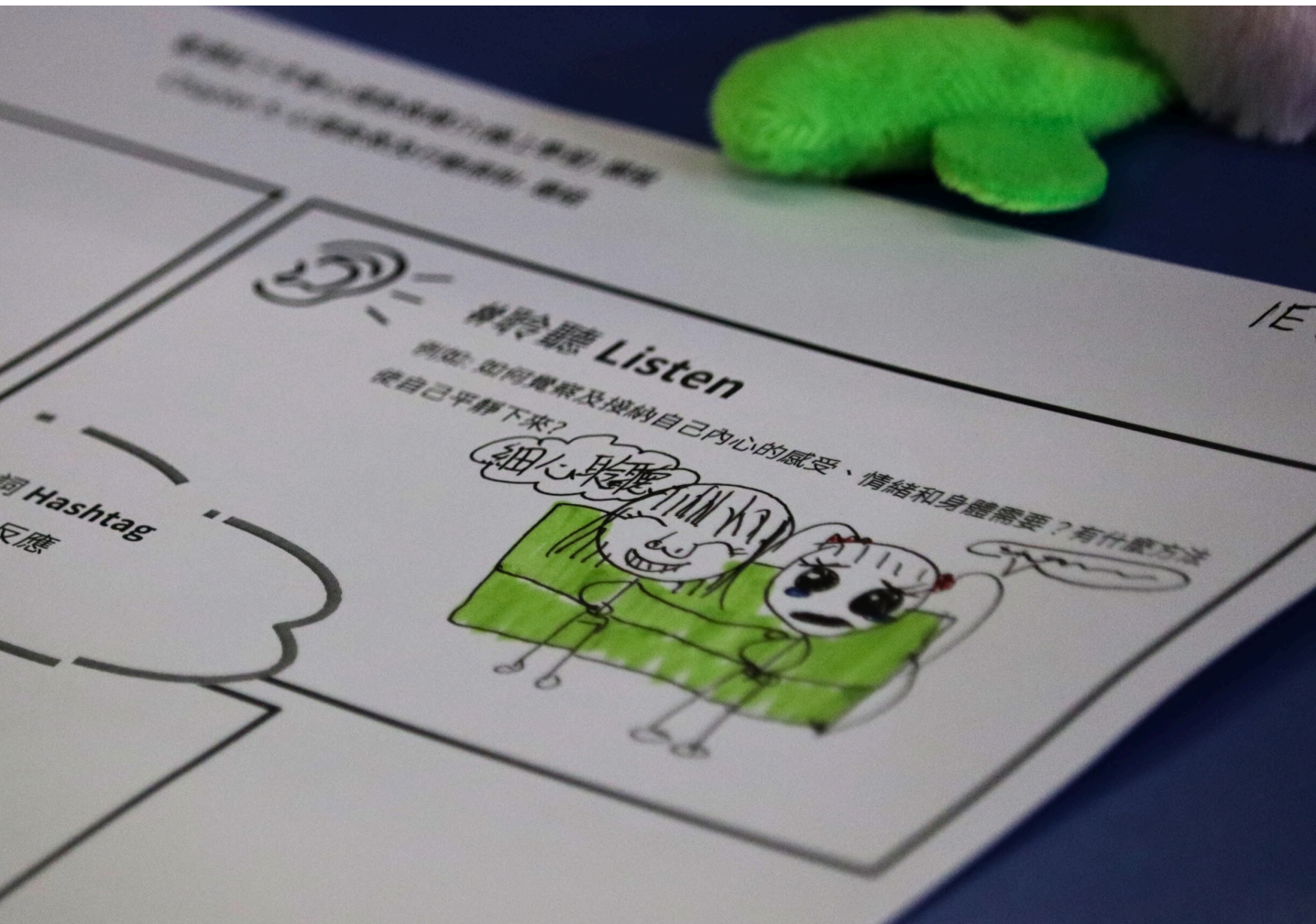
This year, Teach For Hong Kong partnered with the Hong Kong Red Cross (HKRC) on the Psychological First Aid (PFA) Wellness Program, funded by The D. H. Chen Foundation. Through this collaboration, TFHK Fellows Vivian Tai and Yuky Chan (Fellow 2024–25), along with alumni Esther Law (Fellow 2018–19), Kasva Leung (Fellow 2021–22), and Amy Chan (Fellow 2023–24), worked with partner school teachers to provide PFA knowledge to more than 400 secondary students from schools including HKSKH Bishop Hall Secondary School and Semple Memorial Secondary School with essential PFA principles and practices.

Drawing from HKRC's Psychological First Aid resources and the real-world insights shared by Fellows and alumni serving in schools with a high proportion of underprivileged students, TFHK created simple, ready-to-use lesson plans that help teachers understand students' needs and lead practical classroom activities without adding extra paperwork. It's a "train-the-trainer" model: equip teachers with the skills, and they can pass that knowledge on to students naturally. With this foundation in place, students are better able to grasp the key concepts of PFA and apply them in everyday life.

This program is not just about teaching skills, but about building a culture of empathy. 76% of students showed improvement after the program, including the ability to clearly share their feelings and stand their ground without hurting others. "Now I'm more aware of my emotions," one student shared. "And I know how to support my peers when they're feeling down." Students learn to identify their peers' needs, actively listen to their concerns, and connect them with appropriate social support. When students understand mental health in their own language, they stop seeing help-seeking as weakness. They start seeing it as courage. They become the first line of support for each other, creating a more supportive community for all.

Notes: *Esther Law (Fellow 2018-19), Kasva Leung (Fellow 2021-22), Amy Chan (Fellow 2023-24), and Vivian Tai & Yuky Chan (Fellows 2024-25) are tasked with leading and delivering the PFA program.*

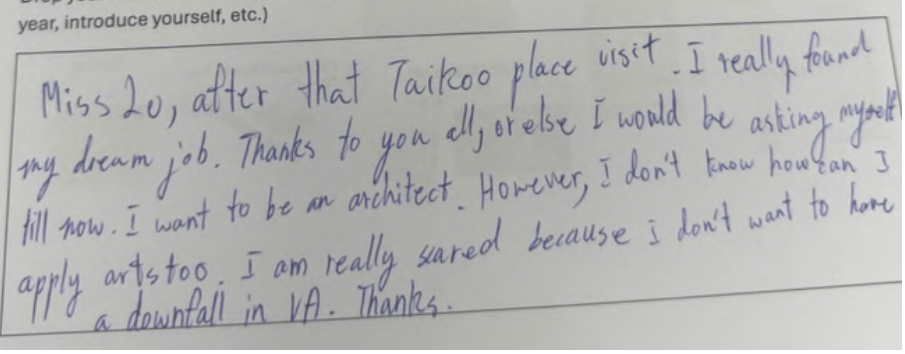

今日新聞
大樓倒塌的事故
依然有大塊瓦礫倒塌
學生與教職員已被消
至大廈附近的空地
急救員看見小明同學
，並前來了解情況
協辦機構
Teach For Hong Kong


Listen
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Hashtag



Featured Stories









TFHK Alumni Story

Empowering Dreams Through Design: Cross-Sector Journeys

Interview with: Blu Lo (Fellow 2024-25)
Written by: Pinky Kong



About Blu

Blu completed her Bachelor's Degree of Architectural Studies at The Chinese University of Hong Kong. She now continues her teaching path in Delia Memorial School (Glee Path)

Ethnic minority students in Hong Kong are often seen as outspoken, bursting with ideas and enthusiasm. But when Blu Lo (Fellow 2024-25) first stepped into Delia Memorial School (Glee Path), she encountered an unexpected reality: when it came time to discuss their dreams, many students hesitated, unsure of how to articulate their thoughts. Behind this vibrant facade lay a different story, one where aspirations felt distant. "**I don't know what I can do; maybe just continue my family's business or get married and start a family**," a student shared, reflecting a sentiment that echoed in many conversations.

Graduating from The Chinese University of Hong Kong with a degree in Architecture, Blu approached her new role with a design thinking mindset. "**Design is about so much more than just aesthetics; it's about cultivating a way of thinking that transforms ideas into reality, training your mind to visualize and communicate**," she explains.

Recognizing her students' struggles to express themselves and explore new possibilities, Blu took action. She founded the Design Club, a space where creativity could flourish and voices could be heard. "**I want to empower them to share their ideas without fear.**" Blu first introduced her students to the world of graphic design and font creation, opening doors for them to explore diverse means of expression and discover their unique voices, free from the constraints of right or wrong answers.

Though most of the students joined the Design Club with a passion for art, many initially believed that pursuing a career in this field would be futile. "**Art can't make money and can't support me**" was a common refrain that tugged at Blu's heart. Determined to shift this mindset, she set an ambitious goal: to broaden their horizons and introduce them to experiences that would illuminate diverse paths.

Blu began leveraging her network through Teach For Hong Kong, inviting inspiring guests from the design field. For instance, the founder of KiBo, Natalie Chow, and the founder of NaCI Papercutting, Ms. Yuen, shared their journeys from designers to entrepreneurs, sparking lively discussions about the intersection of creativity and business. Blu believed that exposure to diverse perspectives was key to opening her students' minds.

Through TFHK's partnership with the Swire Trust, Blu decided to take her students beyond classroom activities and sharing to a real-life field trip at Swire Properties. The students buzzed with excitement as they explored stunning architectural spaces and interacted with industry professionals. What began as a simple field trip quickly evolved into an enlightening journey, revealing the integral roles of technology and sustainability in modern design. Many students arrived clutching their own design sketches inspired by Swire, eager to receive feedback from the experts. This experience not only broadened their understanding of design and sustainability but also ignited hope for their futures. Some students said:

"This place is so fascinating! I never thought about how functionality and beauty could coexist in buildings like this!"

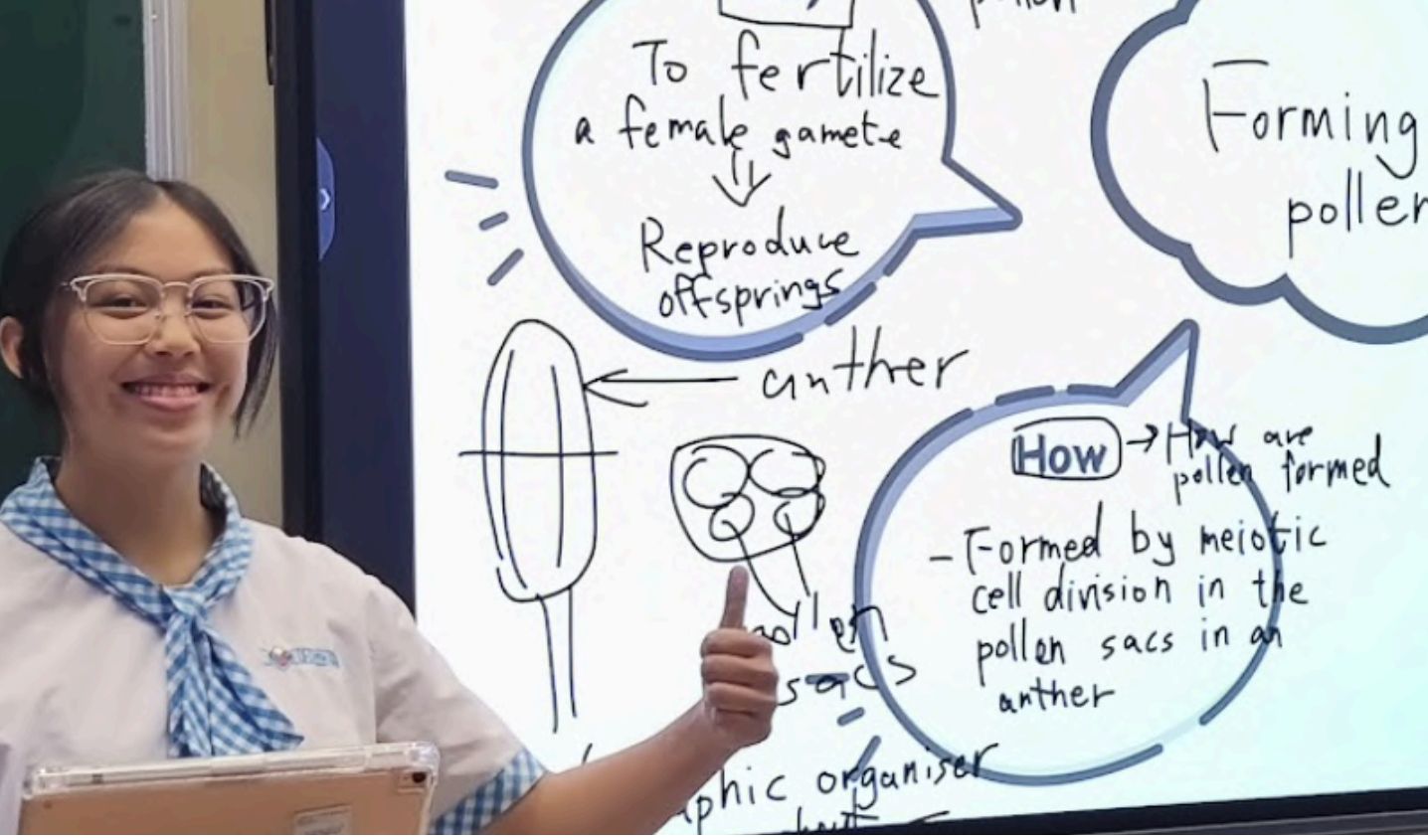
"I want to become an architect in the future! Thanks to Ms. Lo for this opportunity"



Reflecting on her students' journeys through the Design Club, Blu has gained valuable insights into education. "**Education isn't just about delivering facts; it's about connecting with students, igniting their motivation in school and in life.**" She believes that bringing students into real-world contexts to interact with diverse individuals opens their minds and hearts to new possibilities.

Looking back, Blu appreciates how the Fellowship Program has illuminated the importance of connecting cross-sector resources to education. By truly understanding her students' needs and designing initiatives that go beyond the classroom, she's inspired to continue her journey at Delia Memorial School (Glee Path), with her mission to bridge the gap between students and the world beyond, engaging their interests and providing them with endless opportunities to shine.

This is why TFHK exists: we bring together passionate Fellows who truly understand the educational landscape and the challenges students face. Our Fellows tap into their beliefs, resources, and experiences to spark students' imaginations. Although these young minds are brimming with potential, they often encounter barriers that limit their exposure. Blu, like many of our Fellows, has opened doors for the students through the one-year Fellowship, helping them see beyond their current circumstances and dream of what's possible.



TFHK Fellow Story

Reimagining the Role of Educators in Today's Classrooms

Interview with: Erin So (Fellow 2024-25)
Written by: Pinky Kong

Hong Kong's education system is often labelled as exam-oriented, students are forced to recite and memorize rather than spark their curiosity to think. Erin So (Fellow 2024–25) remembers her first days at Queen Elizabeth School Old Students' Association Tong Kwok Wah Secondary School (QTS). When she stepped into the classroom, her students were focused on copying notes. But when Erin asked deeper questions, they couldn't answer. Worse, many forgot what they'd written just one recess later. They were copying, not thinking.

Like many Fellows, when her teaching placement began, she worked hard on lesson planning and delivery, aiming for students to receive quality education. "**My everyday routine during recess and lunch wasn't about rest or preparing for the next lesson. It was all about picking up on students and chasing them for homework and test submissions,**" she recalls. Then came one moment that changed everything.



About Erin

Erin completed her Bachelor's Degree in Biology at The Chinese University of Hong Kong. She is now a teacher at Queen Elizabeth School Old Students' Association Tong Kwok Wah Secondary School.



"One day, I went downstairs to ask a student to submit homework. He was afraid of me. When he saw me in the corridor, he ran into the playground. In the end, I was playing hide-and-seek with him in the playground just to ask about his homework progress." This incident left Erin with a series of questions: "**Is this what I really want? Is this the teacher-student relationship I want to build?**"

Erin began trying new approaches in teaching. She realized that academics are important, but there was something even more important: developing students' thinking routines. This included their critical thinking, consolidation, and reflection abilities — skills that would benefit them far beyond the classroom. "Thinking is the process of learning," Erin recalls an alum sharing with her during Summer Institute. If students are just blindly completing homework and copying down notes, it means nothing and ends up pushing them away from the teacher.

Erin started using different classroom teaching strategies to develop students' thinking and reflective abilities, encouraging them to find answers themselves and think more deeply. To start, Erin tested these thinking frameworks on fun, engaging topics to spark student interest and reduce resistance. She prepared a topic: "What features do dinosaurs need to live in today's world?"

Using the "I Used to Think… I Now Think…" framework, she inspired students to reflect on what they originally believed. After watching videos in class and doing research, students gained a better understanding of dinosaurs and were able to verify the hypotheses they'd made through imagination at the beginning.

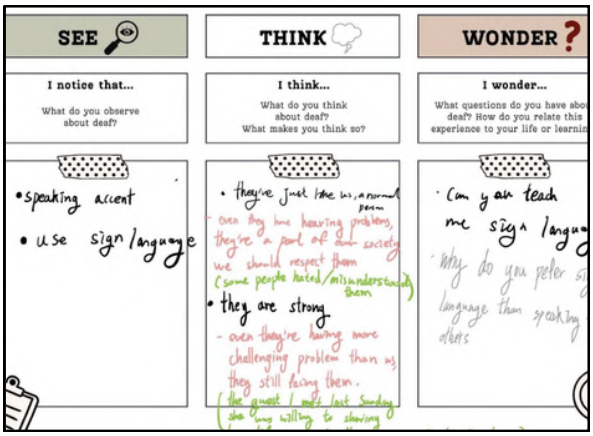
Even when students wrote wrong answers or showed messy points in the thinking framework workshop, Erin valued them highly. She saw this as a way to understand students' needs. "***When they write something random or that doesn't make sense, it's not their fault. It can tell us their interest level in the topic, their understanding, their strengths and weaknesses in certain areas. This actually helps teachers find students' needs and potential!***"

After seeing the first success of thinking routines, Erin started using this approach in every class — from beginning lessons with "See-Think-Wonder" to express thoughts on topics, to simply using "Three Hashtags" to ask students to summarize the class. "***Ms. So, your lesson is so fun! There's lots of interaction and time for us to share. I love your lessons!***" Students found Erin's lessons more interesting. During recess, they proactively approached Erin to chat, no longer hiding from her. Erin had started building a real bond with her students.

Erin's innovative methods have been appreciated by the school, which recognized her efforts to provide new insights into effective teaching. The school management team even designed plans to introduce thinking frameworks in science lessons as a way to encourage students to further develop their thinking skills.

Looking back on her Fellowship journey, Erin realizes she didn't walk this path or find solutions on her own. The TFHK community became her backup and inspiration, a safe space that encouraged her to trial and error in the classroom. "***From Summer Institute to Professional Development Friday (PDF) to cohort interaction, they provided me with so many insights. Coming back to training allowed me to pick up the role of 'Learner' again, giving me space to listen, reflect and transfer new knowledge to students.***" The time she spent with the Fellowship didn't just influence her one year, it continues to affect her teaching style today.

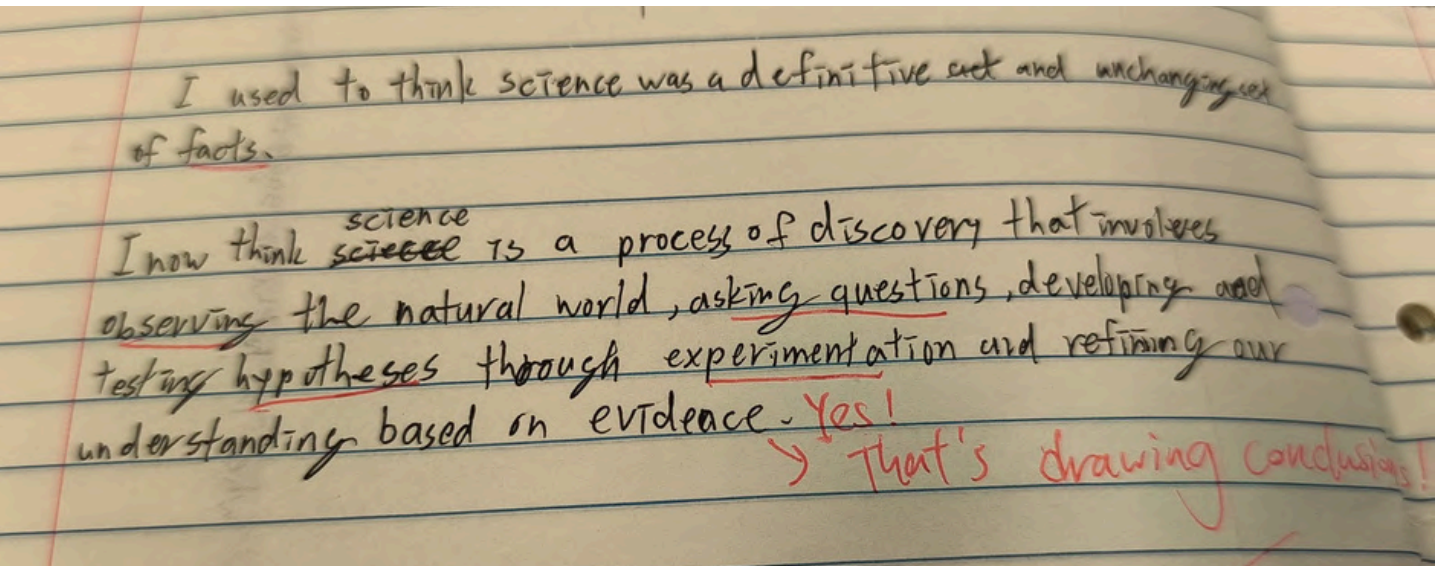
"One peer Fellow shared that when teaching naughty students, try saying: 'You are actually a good student.' The student will start to change." Erin laughed. She didn't believe it at first at the time, she was stressed about fixing behaviour. But later that academic year, she faced the same issue, remembered the sharing, tried it — and it worked.



"***This was my magic moment. Learning doesn't just happen for students, adults do too. Sometimes, when it's the right moment, what you learn applies in ways you never expected.***"

Fellowship is not just a place where Fellows make impacts on students, it's also a journey for Fellows to grow and develop. Most importantly, there's always an amazing, like-minded community who support Fellows along the way.

By building on her Fellowship experience, Erin is committed to continuing her teaching journey at the school. Through ongoing trial and error, she will keep introducing thinking routines in the classroom and creating a learning environment that encourages students to stay curious and keep thinking!






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Welcome to KMB


MAKE IT CHEF!

TFHK Alumni Story

From Fellow to Educational Psychologist: Transforming Classroom Insights into Global Research

Interview with: Cathy Tam (Fellow 2017-18)
Written by: Pinky Kong, Mavis Yuen



About Cathy

Cathy is a Registered Educational Psychologist (HKPS, DEP, HKAEP, HCPC) and is currently studying as a PhD student at the Centre for Neuroscience in Education at the University of Cambridge.

"**Students with Special Educational Needs (SEN) carry incredible talents. If we give them the right soil to grow, they can shine just as brightly as anyone else.**" says Cathy Tam (Fellow 2017–18). This belief first took root during a secondary school volunteer activity, where she saw students overlooked by traditional systems thrive when given the right educational support. Witnessing that transformation shaped her decision: she wanted to become an educational psychologist ("EP").

After graduating from her undergraduate studies, Cathy realized that passion alone was not enough. She needed to understand how schools actually function, that is what led her to join the Teach For Hong Kong ("TFHK") Fellowship.

Her one-year Fellowship at Delia Memorial School (Glee Path) was more than a teaching placement; it was an education in observation, insight, and compassion. It taught her to read between the lines of behavior and to see education not just as a curriculum, but as a landscape shaped by time, pressure, and human connection.



It was there that Cathy noticed a once cheerful girl who had suddenly grown quiet and withdrawn.. Noticing something was wrong,Cathy approached the student gently and asked what was wrong. The girl opened up and later thanked her for caring enough to notice. When the quiet student looked up and said, "**Miss, you're different because you asked**," that simple exchange captured something deeper than teaching: it was about understanding.

"I remember her clearly," Cathy says. "**She reminded me that recognizing emotional cues is essential for teachers and psychologists alike. Understanding the student's world is the first step toward healing.**"

After her Fellowship, Cathy completed her professional training and returned to Delia's group schools to support her students as an educational psychologist.. Through her Fellowship experience, she deeply understood the invisible pressures teachers faced: endless administrative tasks, lesson planning, concerned parents, and a mountain of student needs. "**Teachers are passionate, but their hearts are often stretched too thin to dive into the complexities of mental health.**"



As an EP, Cathy not only conducted SEN assessments and trained teachers and parents as part of her assigned duties, but also revitalized the school's Coaching Program. Originally designed to offer one-on-one student support, the program lacked clear guidance. "When teachers learned about my aspiration to become an EP during Fellowship, they gave me counseling duties including the coaching program. That experience showed me its pain points and how to better support teachers."

Cathy created a structured guidebook, teaching teachers how to start conversations, track progress, and tailor strategies for different needs. For students with ADHD, for example, she introduced visual reminders to help teachers reinforce coping strategies daily.





Cathy's curiosity didn't stop at the school gates. It led her back to a subject she'd taught during her Fellowship: mathematics. She remembered how some students counted on their fingers but hid their hands out of fear of judgment. "Dyscalculia, a learning difficulty with numbers, is still under-recognized. "**During my Fellowship, I saw how students grew frustrated with abstract concepts. Their barriers weren't a lack of ability, but a lack of the right approach**."

That insight led her back to academia Today, Cathy is a PhD student at the Centre for Neuroscience in Education at the University of Cambridge, focusing on early support for children with mathematical learning difficulties. Her research seeks to improve identification and intervention so that no child feels ashamed for learning differently.

In her new role, Cathy still applies lessons from her Fellowship. "**We often focus a lot on speed and accuracy, overlooking the value of trial and error in learning. At Glee Path, students were encouraged to explore different strategies to understand mathematics. Now I encourage parents and teachers to help children visualize numbers, so they can build confidence and develop self-efficacy in math through scaffolded learning.**"

Looking ahead, Cathy envisions a future where researchers, educators, parents, and NGOs work in greater synergy. "It takes a village to raise a child," she says, echoing TFHK's core belief. "Every stakeholder must work together to give children the support they deserve."

Fellowship is a spark, not only to the students but also to our Fellows. For Cathy, it paved the path to her career in psychology and ignited a lifelong journey of growth.



TFHK Alumni Story

A Shift of Role in Education Equity

Interview with: Kelvin Lee (Fellow 2018-19)
Written by: Pinky Kong, Mavis Yuen



About Kelvin

Kelvin is the founder of the Future Leaders Union. Prior to serving as a 2018–2019 TFHK Fellow, where he taught science at Carmel Alison Lam Foundation Secondary School, he worked as a project engineer. Today, he continues his work in the engineering sector as a Process Engineer, focusing on the design and construction of sewage treatment plants.

For Kelvin Lee (Fellow 2018-19), the concept of educational equity initially meant providing underprivileged students with alternative pathways to pursue their career aspirations beyond traditional academic routes. It seemed straightforward: if students struggled academically, the focus should shift to creating diverse opportunities for them to develop and succeed. However, after a year as a Teach For Hong Kong ("TFHK") Fellow, Kelvin recognized the complexity of guiding each student to their destination alone. He realized that he wanted to become a crucial link between his students and their futures.

While teaching at Carmel Alison Lam Foundation Secondary School, Kelvin observed that his students lacked platforms to showcase their talents. In response, he introduced a range of workshops and competitions, igniting a spark of curiosity and ambition within them. This experience led him to contemplate how he could make a more lasting impact on his students beyond the classroom walls.

Inspired by his Fellowship journey, Kelvin founded the "Future Leaders Union," a social enterprise designed to enhance students' learning motivation through STEM workshops. He discovered that his students were eager to engage in hands-on experiences but often felt uncertain about their future paths. To bridge this gap, Kelvin decided to employ some of his former students as facilitators in his start-up, providing them with a safe environment to develop essential skills for their careers.

Beyond offering job opportunities, Kelvin nurtured deep relationships with his students, stepping into the role of a life mentor. One of his students, Ida, who now works as a facilitator, shared, "**Kelvin spent time helping me figure out my future. Even when my ideas felt outlandish, he encouraged me to chase my dreams**." He dedicated time to connect students with various resources, addressing blind spots in their knowledge and helping them build vital networks for their futures.

"**It's not just about me imparting knowledge; it's a mutual influence. Conversations with students like Ida reignite my own ideas and motivations, especially during challenging times**," Kelvin reflected.

Looking ahead, Kelvin envisions an educational landscape where success is measured not solely by academic achievement but by the development of soft skills and practical life abilities. Through his start-up, he is committed to equipping the next generation with the skills they will need for a successful life beyond school. Yet, his mission doesn't stop there. By returning to the engineering sector, Kelvin has brought his passion for education full circle. Leveraging his professional network, he now organizes STEM hackathons—inviting industry colleagues to bridge the gap between school and society, and giving students a powerful, firsthand look at real-world innovation.






#職業 探索
Career Exploration
領展 LINK 20 YEARS
領展 愛·匯聚計劃
Link Together Initiatives
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Community Engagment


鴻圖樓













Shaping Tomorrow: Link and Explore - Community and Career Exploration in Kwun Tong

Written by: Nat Wong, Louie Chan

100%

YAs reported having an increased commitment to contributing to the learning of underprivileged students

87%

students reported they have a sense of community

85%

students reported they have acquired technical and soft skills from this program

This year, we empowered over 1,000 students from four secondary schools in Kwun Tong: Delia Memorial School (Hip Wo College), Delia Memorial School (Hip Wo No. 2 College), Ko Lui Secondary School, and HKSKH Bishop Hall Secondary School through our new initiative, "Link and Explore – Community and Career Exploration in Kwun Tong," funded by Link Asset Management Limited (Link)'s Link Together Initiatives 2024/25.

The project was created to respond to a real need: many underprivileged students have limited access to career guidance, life planning resources, and community exposure, especially in a district like Kwun Tong - one of the highest poverty rates in Hong Kong, where educational needs are high and community opportunities are not always equally accessible. By linking learning with the local community, the project helped students see that career development, personal growth, and community participation can begin right where they live.

Together with Link, TFHK Fellows and Alumni, 15 Youth Ambassadors from university, participating schools, and NGO partner VolTra Hong Kong, we delivered a community-based, gamified learning programme that combined school-based workshops, community exploration, and student-led quest



design. A key feature of the project was its student-to-student approach: we trained selected students to become quest designers, empowering them to create learning quests for their peers. Through this process, students explored Kwun Tong through themes such as urban development, social inclusion, sustainability, and local careers, and transformed their observations into quests that made learning more relatable for their buddies.



"It's truly better to travel ten thousand miles than read ten thousand books."

Ms Linda Luk, Assistant General Manager for Corporate Social Responsibility at Link REIT

Students joined quest-based learning campaigns in Kwun Tong, visiting community checkpoints such as promenades, temples, and piers, and completing tasks designed by their classmates. Guided by Youth Ambassadors, they strengthened their teamwork, communication, confidence, and sense of belonging while learning more about the people and places around them. "**This program deepened my empathy, helping me truly understand how accessibility facilities are for visually impaired people's safe and independent mobility.**" one of the students mentioned.

As part of the project, students visited Link's head office, shopping mall, and Sustainability Lab to learn more about frontline work, asset management, green design, and sustainable development.These experiences gave students a clearer understanding of different career pathways and helped them connect school learning with real opportunities in their community. Many students described the activities as eye-opening and motivating, saying they strengthened their interest in future careers and encouraged them to plan ahead more proactively.

The project closed with a ceremony at the Link Sustainability Lab, where students, teachers, and Youth Ambassadors celebrated their learning journey and shared reflections on community and career exploration. Looking ahead, Link and TFHK will continue this work through "Link and Explore – Community and Career Exploration 2.0," expanding the model to more districts and continuing to support underprivileged students in Hong Kong.

Scan the QR code to watch the highlight video



Steps to Confidence: "Run With Youth"

Written by: Nat Wong, Anna Li, Evanz Chan

$115,664
donation raised

15
students' runners

15
HAECO runners

8,403
Views on Instagram

This year, Teach For Hong Kong teamed up with The Hong Kong Aircraft Engineering Company Limited (HAECO) to launch the "Run with Youth" programme, supporting 15 student runners from Salesians of Don Bosco Ng Siu Mui Secondary School and Delia Memorial School (Glee Path) to run the Standard Chartered Hong Kong Marathon 2025 and showed that their potential and perseverance can carry them to the finish line. Funded through the generous contributions of our corporate partners and community donors, the initiative successfully raised HK$115,664 to directly support Teach For Hong Kong (TFHK)'s ongoing educational and fellowship operations in our partner schools.

This programme was created to address a specific gap in youth development: many students from low-income backgrounds lack the personal resilience, long-term discipline, and career exposure needed to smoothly transition from school into the future workplace. In a competitive environment like Hong Kong, academic performance often overshadows the development of core life skills, leaving grassroots youth with limited confidence and narrow views of their career options. By combining endurance running with direct corporate mentorship, the programme helped the students build consistent habits, developed interpersonal confidence, and connected with HAECO mentors who could guide their personal and future professional growth.





To achieve this, we co-delivered a structured 77-day training and paired each of the 15 participating students side-by-side with one of 15 dedicated corporate volunteers from HAECO. Guided by Chan Ka Ho, former Hong Kong 15km and half-marathon record holder and current Hong Kong National Athletics Team member and coach, the pairs attended regular, rigorous running training sessions together, working towards the shared goal of completing the marathon. This continuous interaction allowed students to learn directly from HEACO mentors, observing firsthand how workplace professionals approach commitment, time management, and overcoming physical and mental challenges.



"There's so much to learn through sport."

Mr Peter Murton, CEO of HAECO Hong Kong



The training culminated on race day, where the students put their months of discipline into practice, but the impact of the project extended well back into their schools. Following the programme, TFHK Fellows and school teachers observed a clear shift in how the participating students carried themselves, noting that they demonstrated greater self-belief and began taking up leadership roles among their classmates. Speaking to SingTao Daily, Principal Li Kin-man of Ng Siu Mui Secondary School highlighted that the collaboration with Teach For Hong Kong and HAECO successfully opened new windows for his students to discover their inner potential, teaching them that success is about breaking through their own boundaries and moving forward at their own pace.



The experience proved highly motivating for the students, giving them a clearer sense of direction for their future. As one of the students shared: "**After months of training and finishing the race, I saw real change in myself. I've found my confidence again and now have a clear dream. I'm still out there training every week with my classmates.**" Building on the measurable success of this year's initiative, TFHK and HAECO will continue this partnership into 2026, expanding the sports mentorship model to continue supporting and empowering under-resourced youth across Hong Kong.

Scan the QR code to watch the behind-the-scenes

Advocacy



Sustainable and Social Innovation Leadership Programme

Our Executive Director, Ms. River Lam was selected by The University of Hong Kong (HKU) and UBS to participate in the Sustainable and Social Innovation Leadership Programme (SSILP). The programme aimed to strengthen NGO's approach to inclusive leadership, evidence-based decision-making, and cross-sector collaboration, which are key to driving sustainable social impact.



ReThink HK: Synergizing Futures through Young Professional Engagement

ReThink HK invited our Executive Director, Ms. River Lam, to share Teach For Hong Kong's (TFHK) strategic insights on leadership development, focusing on recruiting, training, and empowering the young talents of tomorrow. The panel discussion highlighted the importance of fostering mutual growth and synergy between young professionals, NGOs, and social enterprises to drive sustainable community impact.



6th Social Enterprise Executive Development (SEED) Program

TFHK was selected as a participating NGO in the 6th Social Enterprise Executive Development (SEED) Program, supported by the Hong Kong Productivity Council. Through this initiative, we collaborated with YOOV Internet Technology (Asia) Ltd. to develop a customized CRM system,optimizing our operational infrastructure to deliver a user-friendly experience for both our internal team and the fellow community.



TTI Success Insights Talent Assessment Service Award

TFHK and our Executive Director, Ms. River Lam, received the Talent Assessment Service Award from TTI Success Insights, the world's largest and leading talent assessment organization. This recognized TFHK's impactful work in empowering young leaders to discover and develop their professional talents through our Fellowship Program, utilizing internationally recognized talent analytics to maximize leadership potential.



Signing Ceremony: Racial Diversity and Inclusion Charter for Employers

TFHK officially signed the Racial Diversity and Inclusion Charter for Employers, established by the Equal Opportunities Commission (EOC). By pledging commitment to this charter, TFHK reinforces its dedication to fostering racial diversity. This includes empowering students from diverse backgrounds, implementing fair recruitment practices, and cultivating inclusive environments for our staff, Fellows, and volunteers.



TVB Pearl Magazine Feature: Addressing Educational and Wealth Disparities

TFHK was featured on TVB Pearl Magazine highlighting our impactful Fellowship Program. Our Executive Director, Ms. River Lam, alongside alumnus Theron Mok, local students, and the Principal of Delia Memorial School (Hip Wo No. 2 College), discussed the systemic barriers underprivileged students face and TFHK's ongoing efforts to enhance learning experiences and build student confidence.

Financial Report

Income

Donation Received: HK$ 3,769,800

Other income: HK$ 65,100



Expenses

Program: HK$ 3,517,700

Legal and Administration: HK$ 453,500

Marketing and Fundraising: HK$ 17,700

Technology Infrastructure: HK$ 14,600



* Program expenses include Fellowship Program and Link Together Initiatives.
* All figures are rounded up to the nearest hundred.

Support Us

Why Support TFHK

Every child is talented. Unfortunately, not all of them dare to dream and realize their potential, as they may lack opportunities due to their socio-economic background.

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

Support Options

By Cheque

You can send us a properly crossed cheque 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 provide us with your personal contact information (e.g., full name, email/mailing address). After payment confirmation, a donation receipt will be issued and sent to you.

Online Donation

You can scan the QR code on the right-hand side to make a general donation.

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

Other Collaborations

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

Corporate Sponsorship

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. For every Fellow you support, more than 100 underprivileged students will be benefited.

Cross-sector Engagement

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

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.

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 not hesitate to contact us!

Phone: 2652 5995
Email: team@tfhk.org

Our **Supporters**

We want to thank everyone who has supported us. Your generosity has helped our children strengthen their learning motivation, confidence, and hope and nurture our young talents to 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.

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Senior Manager, HSBC Social Enterprise Business Centre,
HKCSS

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Increase
Students'
sense of