Mr Chairman of the Council,

Founding Principal of Christian Zheng Sheng College, Dr Alman Chan Siu-cheuk has dedicated himself over the past 20 years to the rehabilitation of young people struggling with drug abuse. In an environment where resources are scarce, Dr Chan provides education and vocational training for young people who have gone astray. With an innovative education model, he has guided many of them to reintegrate into society, epitomising the utopia of “education for all”.

Dr Chan modestly describes himself as having been a naughty child, often coming up with quirky ideas, asking question like “Why can’t we do things otherwise?” for things that were taken for granted. His tendency to think outside the box, however, did not bring him good academic results. At one point, he had to repeat a grade at school. Some teachers even held the view that that he had little talent or potential to go to university. Fortunately, he was later admitted to Trinity Western University in Canada. Dr Chan counts his blessings for having met many good teachers during his four years at the university. His teachers valued exchanges with students, and were most ready to adjust their teaching approaches based on their students’ performance. Through such learning experiences, Dr Chan came to realise that education involved many possibilities.

One year after returning to Hong Kong upon his graduation, Dr Chan started teaching at a secondary school. From his learning experiences in Canada, he concluded that two critical factors enhance students’ learning: the relationship between teachers and students, and the motivation for learning. He thus worked hard to establish good relationships with his students, and to generate interest in learning through a flexible teaching approach. Both Dr Chan and his students thoroughly enjoyed the process. Not only was he hugely popular among students, but his outstanding teaching performance was also highly regarded by the school. Work aside, Dr Chan took part in volunteering services at the Christian Zheng Sheng Association (CZSA) for a whole decade. In 1994, Mr Jacob Lam Hay-sing, founder of the Association, invited Dr Chan to join its drug rehabilitation service. After a year of careful consideration, he agreed to join, taking a 50% salary cut and becoming a regular staff member for drug rehabilitation.

It was this serendipity that allowed Dr Chan to apply his unique thinking faculty, bringing about drastic changes to CZSA.

Through close observations, Dr Chan realised that young people undergoing drug
rehabilitation were isolated from the outside world and suffered from boredom. As a result, he provided homework and learning exercises for these young people. To his surprise, they showed great interest in their assignments. It then dawned on Dr Chan that drug rehabilitation was only a short-term goal. To help these young people quit drugs, they had to be given mid- and long-term life goals and identities accepted by society, through which they would be able to reintegrate.

With this objective in mind, Dr Chan sought external assistance for the young people to receive secondary school education. He also worked hard to formally register the rehabilitation centre as a school, so that the young people there would be officially recognised as students. After laborious negotiations with the Education Bureau, Christian Zheng Sheng College (CZSC) was founded in 1998. To date, there have been over 500 graduates, 80% of whom have quit drugs. Close to 200 students have completed secondary school education at CZSC. After leaving school, CZSC students have pursued highly diverse life paths: some have supported themselves by starting small businesses, and others have successfully furthered their studies overseas. One of them was even sponsored by a business company to raise funds for CZSC through an expedition to the South and North Poles. These achievements are testaments to the College’s role in offering such young people opportunities to succeed in life. Outside of the College, Dr Chan has established a large number of social enterprises, from a kennel, fish farm, advertising agency, interior decoration company and hair salon through to a fast food store. These ventures seek to offer a comprehensive range of vocation training for the students, allowing them to come into contact with the outside world, thereby lessening the prejudice against them.

As the student population grew over the years, the College campus and its rudimentary facilities were no longer sufficient. In 2009, CZSC applied to move to a new campus, but the plan was met with vehement opposition from local residents. Dr Chan and the students faced the confrontation with composure and won many people over. Since then, the College has become better known and has received much greater support from the community.

Dr Chan sees CZSC as more than just a rehabilitation school. It is also a school that advances education reforms. Students are given ample space and opportunities, demonstrating their potential to flourish in many different ways. At present, Dr Chan is actively sharing his experiences with others to help raise funds and secure better resources for the College, and also to promote understanding of the College’s vision in education.

Mr Chairman, Dr Chan has dedicated himself to the education and rehabilitation of young people struggling with drug abuse. His work has fulfilled the needs of his students as they have been growing up, guiding them to follow the right cause in life and providing them with opportunities to be reintegrated into society, while showing society a unique education model.
On behalf of The Hong Kong Institute of Education, I present Dr Alman Chan Siu-cheuk to you for the award of Honorary Fellowship.
Mr Alfred Chan Wing-kin, BBS, Honorary Fellow

Mr Chairman of the Council,

Mr Alfred Chan Wing-kin is currently Managing Director of The Hong Kong and China Gas Company Limited (Towngas). Keenly observant and sharp-minded, Mr Chan has demonstrated his exceptional ability to analyse and resolve difficult situations. With his readiness to rise up to challenges with a forward-thinking mindset, he has led Towngas as it has grown from a local utility company into a multinational business with a diversified portfolio, setting a remarkable example for the public utility and clean energy sector. He is truly an outstanding business leader.

Trained as a mechanical engineer at university, Mr Chan received a scholarship from the Confederation of British Industries and went to the United Kingdom to receive further training in aircraft manufacturing at British Aerospace. Upon returning to Hong Kong, Mr Chan joined a multinational corporation headquartered in the United States specialising in the manufacturing and new product development of power equipment for speedboats. Starting as an assistant engineer, he moved up the ranks to eventually become the general manager of the group’s Asia-Pacific headquarters. In 1992, Mr Chan joined Towngas, initially as the general manager of its marketing department, and his scope of management was subsequently expanded to include customer service.

At the time, many new towns in Hong Kong were already developed, and therefore the growth in the gas market was gradually slowing. Meanwhile, electrical cookware began to gain popularity and market share. Sustainable growth had thus become a key issue and major challenge for Towngas.

In 1997, Mr Chan was appointed Managing Director of Towngas. His forward-looking vision drew his attention to the rapid growth in major Chinese cities. At the time, the use of clean energy was promoted in Mainland China, with natural gas enjoying exceptional popularity and rapid growth in the fuel market. For Mr Chan, that development boded well as the greatest growth opportunity for Towngas. It was such insight that prompted him to proactively lead the company in developing its China market, enabling it to enjoy the leading and advantageous position ahead of its competitors. After two decades of hard work in China, Towngas is now a large corporation with a diversified portfolio, with its business extended into areas covering city gas, water supply, sewage treatment, new energy and telecommunications. In such investments, Mr Chan has focused on the promotion of clean energy to replace coal and other fossil fuels, having a far-reaching impact on reducing pollution and smog, as well as the development of the energy sector and the protection of air quality and the environment.
In addition to expanding the business of Towngas, Mr Chan attaches great importance to company culture. His key objective is to develop a culture of integrity, trust, teamwork, creativity, lifelong learning and corporate social responsibility. His efforts have helped create a cohesive team for Towngas, while setting a remarkable example for other corporations and organisations.

Mr Chan is keen on promoting charitable causes. In 1999, he founded the “Towngas Volunteer Service Team”, gradually expanding its service teams to subsidiaries in Mainland China. The teams are actively involved in a range of charitable activities, from disaster relief, donations, elderly service, education and poverty alleviation to the fostering of a caring community. Over the years, Mr Chan has led Towngas staff members to give back continually to the community, particularly through heart-warming services for the elderly. They indeed make significant contributions to the community and benefit many needy people.

Actively involved in community affairs, Mr Chan has dedicated much effort, serving on a number of government advisory committees. He is also firmly committed to education. As School Manager of the Hong Kong Management Association David Li Kwok Po College, Mr Chan promoted the use of English as the main medium of instruction, placing a strong emphasis on the traditional virtues of morality, wisdom, physical well-being, community spirit and artistic pursuits, offering an inclusive environment for students of different nationalities, academic focuses and levels. When he served as a member of the Machine Shop and Metal Working Industry Training Board of the Vocational Training Council, he dedicated much effort to the advancement of vocational training in metal work technology to ensure that its level was in line with international standards. Mr Chan was also a Member and later on Deputy Chairman of the Council of The Hong Kong Institute of Education. During his tenure, he offered much invaluable advice about enhancing overall operating efficiency, making significant contributions to the Institute.

Mr Chairman, with his distinctive vision and analytical ability, coupled with his tireless efforts in his position, Mr Chan has led his company in its transformation, promoting the development of the energy sector and environmental protection while demonstrating a deep sense of care for the community and benefiting many needy people. His accomplishments are extraordinary and his contribution to education remarkable. On behalf of The Hong Kong Institute of Education, I present Mr Alfred Chan Wing-kin to you for the award of Honorary Fellowship.
Mr Chung Po-yang, SBS, OBE, JP, *Honorary Fellow*

Mr Chairman of the Council,

Mr Chung Po-yang, more widely known as Po Chung, co-founded DHL International (Asia Pacific) Ltd. in 1972 and is currently Chairman Emeritus of DHL Express (Hong Kong). Well educated and knowledgeable in a wide array of subjects, Mr Chung is committed to promoting General and Liberal Arts education. In addition to his contributions to higher education, he has devoted much effort towards nurturing talent from the business sector, with a view to benefiting Hong Kong’s long term development. His contribution reaches far and wide across the community.

Mr Chung feels the poverty he experienced throughout his childhood provided invaluable experience money cannot buy. During the Japanese occupation, his father resettled his family from Mainland China to Macao. Although they were able to lead a peaceful life, his father lost a great job that had afforded the family some measure of wealth and security. Growing up in poverty, Mr Chung learned to confront hardship with composure and face life with humility. After the war, he entered St Stephen’s College in Hong Kong and enjoyed a fantastic time, reading widely in an atmosphere where Liberal Arts education was promoted. Before beginning his formal university education, Mr Chung attended the University of the Seven Seas. Living and learning on an ocean liner for half a year, he travelled with young people from many different countries to Europe, America and Asia. That exposure served to broaden his horizons and deepen his understanding of the cultures and politics of other countries. The eye-opening experience helped him to understand that the world of knowledge is boundless. The only way to keep up with knowledge is to learn continuously.

Then, upon graduating from Humboldt State University in the United States, Mr Chung briefly worked in the industrial sector. In 1972, he was invited by Adrian Dalsey, founder of DHL, to establish DHL International headquarters in Hong Kong. This office’s mandate was to oversee global delivery outside of the United States. At the inception stage, not only was Mr Chung the company’s Managing Director, but he was also the start-up company’s salesman and courier. With his perseverance and credibility he established a remarkable reputation for the business, which rapidly grew from year to year. From managing DHL International’s operations, he realised what it took to succeed in the service and knowledge industry. Not only does a company need a senior management team with great leadership skills, but it must also cultivate caring, trusting relationships across all levels within and without the company, letting all staff develop and grow together.

As Mr Chung’s career was taking off, Hong Kong was also undergoing a major transformation. Gradually, the service industry was replacing manufacturing as Hong Kong’s
economic lifeblood. In 1997, he accepted the government’s invitation to serve on the Employees Retraining Board, and in the process he found that despite retraining, the future of many workers remained uncertain. Reflecting on the source of the problem, he realised that, ultimately, leadership quality was what mattered. To rise above difficulties, the community needed knowledgeable leaders whose quality would be enhanced through the promotion of General and Liberal Arts education.

In 2001, Mr Chung formally retired from his active role at DHL and fully dedicated himself to education. It was also during this period that universities in Hong Kong moved from a three-year to a four-year undergraduate-degree system. He leveraged this opportunity and persuaded universities to strengthen their Liberal Arts programmes. Among such drives was his support and funding of the Hong Kong General Education Initiative. For this, he helped bring 20 esteemed overseas Fulbright scholars to provide teacher training and support Hong Kong’s tertiary institutions as they developed General Education programmes. Also a keen supporter of nurturing business talent, he founded the Hong Kong Institute of Service Leadership and Management in 2011, whose mission is to promote outstanding management across the service and knowledge industry. He also established the Creative Initiatives Foundation, a charitable foundation dedicated to helping local organisations to enhance their efficiency. More broadly, Mr Chung believes that throughout the Industrial Revolution, the world also underwent an education revolution to help populations better fit into the industrial economies. However, for today’s advanced global economies, a second education revolution is needed to help nations better adapt. As such, the speed of human resource training needs to keep pace. Mr Chung’s aim is to contribute to this second education revolution by helping Hong Kong become the base of education for the service and knowledge industry, thereby influencing neighbouring nations across Southeast Asia.

Seeing life as a continuous entrepreneurial journey filled with challenges and surprises, Mr Chung has also contributed to areas beyond the education sector. He is actively involved in community service, particularly in the promotion of the arts, culture and management. Confucius famously said that, “one must cultivate personal integrity before achieving order in family, only then one could rule a state and bring peace to the world.” With that as his inspiration, Mr Chung has set his personal goals to include cultivation of the self, harmonisation of his tribe, continuous improvement on corporate governance, and the cultivation of moral global expansion. He sees Confucius as an inspiring role model, given that the great sage successfully imparted his philosophy through teaching his students and the wider community. Mr Chung also admires Confucius because he established a large team of consultants who served the country’s leaders. In Mr Chung’s eyes, Confucius clearly was an outstanding entrepreneur.

Mr Chairman, Mr Chung is deeply committed and passionate about education, working
tirelessly to promote General and Liberal Arts education. By advancing education reform, Mr Chung’s efforts have directly helped many students. His contributions are significant and wide-ranging. On behalf of The Hong Kong Institute of Education, I present Mr Chung Poyang to you for the award of Honorary Fellowship.
Ms Lillian Lui Lai-hung, Honorary Fellow

Mr Chairman of the Council,

The current Principal of Yuen Kong Kindergarten, Ms Lillian Lui Lai-hung, is deeply passionate about early childhood education and particularly the needs of children from disadvantaged backgrounds. To ensure that five young children would not be deprived of early childhood education, Ms Lui single-handedly took on this challenging role for a nominal salary of $4,500 per month. Committed to the well-being and education of young children, she is indeed an inspiring role model in her profession.

Upon graduating from form five at secondary school, she became a kindergarten teacher at a public housing estate. She started her new job full of confidence, yet she was quickly overwhelmed as soon as she began to interact directly with the young children. As there was no vocational training in early childhood education at that time, she learned by closely observing the characteristics of young children in their daily lives while continually reflecting on her observations and the effectiveness of her teaching approach. From these experiences, she devised a lively and interactive teaching approach to help children learn in an enjoyable environment. During the early years of her career, she worked in several kindergartens whose students came from grassroots families. To help them learn more effectively, she even paid for her own stencils and wrote her own teaching materials and had them printed. She was outspoken when it came to the well-being of children, even if it required her to argue with her supervisor. With dedication and passion, she became widely popular among parents. She taught at different pre-school organisations targeted at children from grassroots and middle-class backgrounds.

In 2002, Ms Lui enrolled in the Institute’s Higher Diploma programme, where she had a fantastic learning experience. She went on to pursue a Bachelor of Education (Honours) Degree in Early Childhood Education to further equip herself. Through her studies, she finally found the theoretical basis of her activity-based teaching approach. In particular, she identified the most with the German Waldschulen or “Forest Schools” system and the Montessori educational approach. She firmly believes that early childhood education has a profound and long-lasting effect on children and that its practitioners therefore have great responsibilities.

Soon after graduating in 2007, Ms Lui became a full-time volunteer, but early childhood education remained close to her heart. When she saw a recruitment advertisement urgently seeking a substitute teacher at a kindergarten whose students were all South Asian, she applied for the job immediately. During her five months as a substitute teacher, Ms Lui worked hard to improve hygiene on campus to provide the children with a safe and
comfortable learning environment. As her efforts began to bear fruit, she saw the advertisement for Yuen Kong Kindergarten, which was looking for a principal at a nominal salary of only $4,500 per month. Ms Lui confessed that she could not ignore the difficulties faced by the five remaining children at Yuen Kong. She bravely took on the responsibility of protecting the young students and then became a “principal for five children”.

When she first joined Yuen Kong, the kindergarten was under-enrolled and its resources were extremely scarce. With the help of her family members and volunteers, Ms Lui renovated the dilapidated campus and made full use of the natural resources around the kindergarten as teaching materials in an activity learning approach. For instance, she used cotton tree blossoms as teaching materials for different subjects. She encouraged the children to use the flowers to create decorations in arts and crafts activities and to dry the flowers so that they could observe their life-changing cycle in the natural science class. She also encouraged the children to make herbal tea with dried cotton tree blossoms so that non-Chinese students had the opportunity to experience the herbal tea culture of China. Through these different activities, she boldly stepped back and allowed the children to learn from their failures and thereby develop problem-solving skills and willpower. With her meticulous planning and thoughts, she took care of the children’s learning progress every step of the way. Ms Lui firmly believes that genuine education is about not only efficacy, but also education quality. Furthermore, she believes that the care and thoughts of educators are more important than expensive and fancy teaching materials.

Under Ms Lui’s effervescent leadership, Yuen Kong was restored, attracting more and more like-minded parents to send their children to the kindergarten. Her story became the talk of the town and inspired the film Little Big Master. The film enjoyed box office success, and Ms Lui was invited to speak at various events. To date, she has given over 50 talks and sharing sessions, sharing her stories and experiences with over 10,000 participants.

Ms Lui says that she longs to retreat from the limelight and focus on Yuen Kong. She also hopes that the teachers there will one day take over its management so that she can devote more time and effort to serving other underprivileged groups. Of course, Ms Lui is well aware of the immense effect that fame can have. She therefore hopes to change the misconceptions some people have about early childhood education through her sharing, so that children can truly enjoy a happy childhood.

Mr Chairman, Ms Lui is passionate about early childhood education and has shown particular concern for children from disadvantaged backgrounds. Her contributions are truly remarkable. On behalf of The Hong Kong Institute of Education, I present Ms Lillian Lui Lai-hung to you for the award of Honorary Fellowship.
Mr Ma Siu-leung, BBS, MH, *Honorary Fellow*

Mr Chairman of the Council,

Mr Ma Siu-leung, Chief Executive Officer of Fung Kai Public School, has dedicated his career spanning several decades to the advancement of education. With a keen eye for its potential, Mr Ma seeks to use new technology in school management and boldly introduces reforms in advancing learning and teaching. He is truly a pioneer in the development of education.

Mr Ma’s early exposure to education came from close, daily observation of his mother, who worked as a traditional teacher privately in the family home. Each day, around 20 to 30 students would go to their home to study. His father, on the other hand, was a foreman at a dockyard, so his home was well stocked with tools with which the young Mr Ma used to experiment and assemble equipment while growing up. This early experience made him realise that self-acquired knowledge would stay with someone for life. It also informed his belief in education in the future.

In 1969, Mr Ma graduated from the Chinese University of Hong Kong and soon began his career in education as a government school teacher. He was particularly skilled at using inspirational approaches to motivate his students to solve problems. He once coached them to install amplifiers for another school, and explored with them how to assemble an Apple II computer and write computer programmes for it. Each time he saw the amazement and joy of his students after their successful ventures, he felt a tremendous sense of happiness and satisfaction. Mr Ma immersed himself in and thoroughly enjoyed the teaching and learning process, declining once and again job offers from the government and business sector. He firmly believed that the wealth derived from education was in the heart, unmatched by what could be gained from any ordinary job.

While studying at university, Mr Ma was already highly knowledgeable about computers. In the mid-1970s, he was also aware of the potential of information technology to simplify word processing and streamline clerical duties, and thus enhance efficiency in school administration. He therefore launched and led a computerisation project in the secondary school at which he taught. The initiative was enthusiastically received. Since then, Mr Ma has always keenly followed the latest developments in information technology and explored its potential in learning and teaching. In the mid-1990s, he assumed the position of Principal at Shatin Government Secondary School. Within a month, a fibre optic network was installed on the school campus, with 200 workstations acquired. By introducing information technology to the classroom, the school achieved exceptional performance, earning instant fame and becoming a role model of using innovative teaching approaches. The phenomenal
success also drew the attention of the Education Department, which entrusted Mr Ma with the responsibility of leading a territory-wide IT in Education project across all schools in 1999. To help teachers familiarize themselves with the new teaching approach, the Hong Kong Education City portal was launched as a one-stop professional education website in 2000. The new portal provided online education resources and information for secondary and primary school teachers, providing them with an interactive exchange platform on which to discuss experiences, thereby enhancing the level of teaching.

At one point, Mr Ma had to take a hiatus for health reasons. It was during this period that he learned to live with his chronic illness. In 2004, he accepted an invitation from Fung Kai Public School to become its Chief Executive Officer. At the time, Fung Kai was struggling with under-enrolment and low morale among both teachers and students. Upon assuming the new position, Mr Ma boldly introduced a range of reforms, turning the situation around within several years. He also continued to promote the use of information technology in education. In 2006, he led Fung Kai Innovative School to be selected as a “World Wide Innovative School” by Microsoft, one of only 12 such schools globally. Over the past decade, Microsoft has provided extensive training to the teachers at Fung Kai so they can combine the latest technologies and their vision in education, helping students to learn more effectively. The school also actively works with other companies to develop digital educational tools, attracting teaching professionals to visit the school on a regular basis. Such visits have helped to promote exchange and development within the education sector.

Through many years of experience in introducing information technology to learning and teaching, Mr Ma has resorted to his own vision and courage to boldly forge alternative new paths. However, he remains true to his belief that the purpose of education is to help students realise their full potential for further development, preparing them as future talent for the community. It is exactly such a belief that has helped Mr Ma advance the development of new teaching approaches, opening a new information technology chapter in Hong Kong education.

Work aside, Mr Ma has served in many public positions in the education, information technology and social welfare sectors. Grounded in his beliefs and principles, he has also served as a Council Member at the Institute, making significant contributions to many areas during his tenure.

Mr Chairman, through his visionary leadership Mr Ma helps the Hong Kong education sector recognise the importance and effective application of information technology in advancing learning and teaching, with remarkable success. On behalf of The Hong Kong Institute of Education, I present Mr Ma Siu-leung to you for the award of Honorary Fellowship.
Mr Andrew Tse Chung-yee, *Honorary Fellow*

Mr Chairman of the Council,

Mr Andrew Tse Chung-yee is a founder of the Special Education Society (SES) of Hong Kong and an advisor for the Institute’s Centre for Special Educational Needs and Inclusive Education (CSENIE). Over the years, Mr Tse has dedicated himself to providing equal opportunities in education for children with special needs and to helping them develop a meaningful life path. He is also a staunch advocate of human-centred inclusive education. His contribution to special education in Hong Kong is truly remarkable.

A graduate at the former Sir Robert Black College of Education (SRBCE) and firmly committed to imparting knowledge to future generations, Mr Tse was an English-language teacher until 1976, when he was selected by the Education Department (ED) to be trained in speech therapy for three years in Britain. During this period, Mr Tse gained an insight into the effects of language development on children’s future and thus decided to dedicate himself to serving children who experienced language development difficulties. Upon returning to Hong Kong, Mr Tse worked at the ED and SRBCE. While at SRBCE, in light of the acute shortage of speech therapists in special schools, he boldly introduced “mini” speech therapy programmes that helped to equip teachers with basic speech therapy skills. This move addressed an urgent need in many special schools. Of those who were trained in this programme, many became key figures in special schools later on and were promoted to the position of principal.

In 1991, Mr Tse was planning for an early retirement in the United States. Just as he made all of the necessary arrangements, he learned that the Hong Kong Red Cross John F. Kennedy Centre (HKRCJFKC) was urgently looking for a new principal. While working for the ED, Mr Tse had opportunities to meet and exchange with Ms Marion Fong Sum-suk, who was then the principal of HKRCJFKC. He witnessed the attentive care Ms Fong gave to the children, which made a lasting impression on him. When the opportunity emerged, he readily took on the challenging position as principal. Soon after he assumed the duty, a student with only several months left to live due to muscular atrophy asked him, "What is the meaning of life?" "Simply do your best," Mr Tse answered. Inspired by this advice, the student spent the final three months of his life studying diligently and against all odds. Mr Tse was deeply moved by the experience. It dawned on him that life was not about duration, but about making the most out of the time given, to shine as brightly as one can. He also believed that special education was not charity, and that students’ special needs should not be the only focus. Instead, their dignity as human beings should be respected. Therefore, in addition to life skills training, the schools should offer special needs students equal opportunities to engage in whole-person education.
Driven by this belief, Mr Tse and his co-workers who shared the same vision and passion established SES of Hong Kong in 1997. For the first 10 years, he was Chairman and Vice Chairman of SES, whose mission is to “establish the foundation and forge the path”, which means to focus on the core of special education and thereby head in the right direction. Grounded in the same vision, Mr Tse worked tirelessly and lobbied the government to offer matriculation classes in special schools so that students with physical disabilities had the avenues to pursue higher education. His efforts made it possible for students with the ambition to pursue advanced studies to fulfil their dreams and allowed them to contribute to society.

After serving at HKRCJFKC as principal for 12 years, Mr Tse reached retirement age. Once again, he looked forward to enjoying his retirement life. Nevertheless, the University of Hong Kong founded the Centre for Advancement in Inclusive and Special Education (CAISE) around the same period and earnestly invited Mr Tse to act as head. Mr Tse’s retirement plan was once again postponed. Thanks to his leadership and hard work, Mr Tse laid a solid foundation for the Centre. During this period, he organised three major international conferences, providing an exchange platform for experts in special education from around the world. Six years after CAISE went into operation, Mr Tse launched the Systematic Approach to Mainstream Education (SAME) Curriculum Project. By adopting the “one curriculum for all” principle and using the mainstream curriculum set out by the Education Bureau as its foundation, the project allowed teachers from special schools to work together and discuss the curriculum and gave them the flexibility to make adjustments according to the abilities and needs of students in the individual schools. The aim of SAME was to allow special school students to study under the mainstream curriculum framework and to enjoy equal opportunities in education. At this juncture, Mr Tse again thought about retirement for the third time. Yet, he was so drawn in by the project that he postponed his plans once again, started his work at the Centre and took the lead in its project implementation. It has been eight years since he embarked on this project, and he is still thoroughly enjoying his work. In recent years, Mr Tse has also been promoting the SAME concept to Mainland China and Macao, hoping to benefit more young people with learning difficulties due to disabilities.

In addition to his work helping students with disabilities, Mr Tse is a pioneering advocate for equal opportunities in education in Hong Kong. He has greatly influenced many current key figures in special education. With Mr Tse’s help and guidance, the Institute’s CSENIE has also rolled out many projects to assist children with special needs.

Mr Chairman, Mr Tse has devoted his past decades to the cause of special education. He has not only educated numerous students with disabilities, but also contributed significantly by advocating for equal opportunities in education. In addition, he has been an exemplary role
model, nurturing many educators and professionals in special needs education. His influence is both far-reaching and profound. On behalf of The Hong Kong Institute of Education, I present Mr Andrew Tse Chung-yee to you for the award of Honorary Fellowship.