

## **Doctor of Education, *honoris causa***

Professor CHENG Kai-ming, SBS, JP



Mr Pro-Chancellor,

What is education? What is education for? How should education evolve in response to the changing tides of time? These seemingly fundamental questions have challenged nations across the globe, both East and West, for centuries, particularly in the recent dramatic and fundamental change of society. Professor Cheng Kai-ming, a distinguished and internationally recognised expert in education policy and development, is uniquely positioned and perhaps the best scholar to address these critical inquiries. With a rich and diverse career encompassing roles as a teacher, principal, researcher, university administrator, policy-maker, and global consultant, Professor Cheng has navigated the multifaceted realm of education with unparalleled insight.

Professor Cheng's passion for education was ignited during his own secondary school years, a time when at Pui Kui Middle School he learnt a lasting lesson: respecting the humble people—a reminder to remain humble and respect people at the grassroots. This principle has remained ingrained in him for nearly seven decades, reinforcing his belief that wisdom of education comes from the frontline.

Professor Cheng's career in education began as a secondary school teacher, upon graduation from The University of Hong Kong in 1966. At that time, secondary education was largely reserved for high achievers, but Professor Cheng was inspired by the idea of education as a right for all. In 1970, he and a group of like-minded friends established Elementi College, an Anglo-Chinese secondary school in Shau Kei Wan. This institution was designed to provide educational opportunities for students who had not succeeded in the Secondary School Entrance Examination. Under Professor Cheng's visionary leadership, Elementi College flourished over its brief nine-year existence, empowering many passionate teachers and transforming the lives of thousands of students. The College's motto "Diligence, Frugality, Humility and Mutual Help" (勤學 儉樸 謙遜 互助) encapsulates the core qualities that our young generation desperately needs today.

Deeply committed to advancing educational discourse for the betterment of society, Professor Cheng furthered his academic pursuits by obtaining a Master's degree in Education (Management and Planning) from his *alma mater* in 1983, followed by a doctoral degree from the prestigious Institute of Education at the University of London in 1987. Professor Cheng's academic foundation in education theory and practice has profoundly informed his contributions to the field.

In 1984, Professor Cheng joined the Faculty of Education at The University of Hong Kong, where he has served as a pivotal force in educational planning, policy-making, and reform. His leadership has been instrumental in shaping the next generation of educators and scholars. Among his many contributions at the Faculty, he introduced the first-ever qualitative research course, demonstrating his commitment to enhancing educational research methodologies. From 1996 to 2006, Professor Cheng served as a Visiting Professor at the Harvard Graduate School of Education, where he gained recognition for his influential course on "Cultural Perspectives in Educational Studies".

From 1992 to 1996, Professor Cheng served as the Dean of the Faculty of Education at The University of Hong Kong. Subsequently, from 1997 to 2010, he held the positions of Deputy Vice-Chancellor and Senior Advisor to the Vice-Chancellor at the same university. During this period, Professor Cheng spearheaded the establishment of the region's first ThinkPad campus and founded Hong Kong's first university fundraising office. He dedicated himself tirelessly to fundraising across higher education in Hong Kong. Moreover, he had served as a hall warden for 18 years, an experience he found deeply impactful, leading him to truly appreciate the formidable capabilities of the younger generation.

Emerging as a key figure in local education policy in the late 20<sup>th</sup> century, Professor Cheng played a significant role in the comprehensive education reform initiated by the Education Commission in 1999. His involvement in the landmark 3-3-4 structural changes marked a transformative moment in the educational framework of Hong Kong. Since, he has also chaired many policy committees, including in the realms of teacher education, language education and teachers' professional conduct.

Beyond his contributions to Hong Kong's educational landscape, Professor Cheng has made notable strides in global education discourse. In the 1980s, he emerged as one of the pioneering researchers studying education in China, establishing himself as a leading authority on the area. His visiting professorships at prestigious institutions such as Peking University, Beijing Normal

University, and East China Normal University highlight his impact and influence in the field. As the only member outside of Mainland China in the prominent think tank - China Education 30 Forum (中國教育三十人論壇), Professor Cheng is frequently invited to share his insights on education policy and reform from an international perspective.

Professor Cheng's global influence is further amplified through his work as a consulting researcher for major international organisations, including the World Bank and UNESCO. This role has taken him to various rural villages worldwide, allowing him to witness first-hand the realities of education in less developed countries and explore the intricate relationship between education and culture. Professor Cheng has contributed to institutional evaluations, accreditations, and policy discussions of the education system across diverse jurisdictions, including Mongolia, Kazakhstan, Vietnam, and Malaysia.

Professor Cheng's commitment to sharing knowledge and fostering educational leadership is exemplified by his lectures at the National Academy of Education Administration in China, SKOLKOVO in Russia, Oslo University and Universidad de San Andrés (Buenos Aires). He launched the annual Summer Institute on Higher Education for Tomorrow, 2013-19, at The University of Hong Kong, where more than 300 higher education leaders from over 20 systems benefited. He also served on various global advisory committees, most recently the Yidan Prize and the National Center for Education and the Economy (U.S.).

In recent years, Professor Cheng has focused his attention on understanding the fundamental changes in society, and their implications for education. He emphasizes that learning should be the core mission of education, advocating for a shift away from an excessive emphasis on scores and credentials toward a more holistic understanding of student agency in learning. This perspective transcends mere knowledge and skills, ensuring that our students are truly ready for the ever-changing future. His insights challenge us to consider the broader implications of these societal changes for students, teachers, schools, parents, and society as a whole, prompting a necessary reflection on the goals of education.

Professor Cheng has a longstanding association with Hong Kong Metropolitan University. He served as a Council member of the then Open Learning Institute, the then Open University of Hong Kong from 1993 to 2000, where he provided invaluable counsel during the institution's early development. Additionally, he has conducted lectures on our campus in 2016 and 2019, sharing his extensive insights on education with both students and faculty members.

Recognised for his contributions to the field, Professor Cheng is elected an Honorary Fellow of the London's Institute of Education (now UCL Institute of Education) and a Fellow of the Hong Kong Educational Research Association. In 2022, he was honoured with an Honorary University Fellowship by The University of Hong Kong.

Professor Cheng is an esteemed scholar and visionary leader who has advocated tirelessly for educational reform through exploring its core mission and potential for positive change. Throughout his career, Professor Cheng has inspired institutions and communities to address the critical issues our world is facing.

Mr Pro-Chancellor, in recognition of his remarkable achievements and lifelong dedication to exploring the essence and purpose of education and to advancing education both locally and internationally, may I invite our President to present Professor Cheng Kai-ming for the conferment of the degree of Doctor of Education, *honoris causa*.

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*Citation to be delivered by Professor Andy CHIN*

## 榮譽教育博士

### 程介明教授, SBS, JP

副校監先生：

教育是什麼？教育的意義是什麼？教育應該如何因應時代的變遷而演進？這些看似是根本的問題，卻一直讓全球國家，不論東方還是西方，在過去數百年費煞思量，尤其是近年來全世界都經歷了急劇而根本性的改變。程介明教授是蜚聲國際的教育政策與發展專家，可以說是回應這些關鍵性問題的最佳人選。程教授的專業生涯豐富而多元，曾擔任教師、校長、研究員、大學行政人員、政策制定者和全球顧問等職務，見多識廣和真知灼見，在教育領域的各個層面有獨特的見解。

程教授對教育的熱情是在中學時期燃起的，那時候他在培僑中學上了深刻而歷久的一課——「眼睛向下」——提醒自己要時刻保持謙卑，尊重基層民眾。往後七十年，他一直秉持這個原則，深信教育的智慧來自前線。

程教授 1966 年從香港大學畢業後擔任一位中學教師，從此展開了他的教育生涯。當時，中學教育主要是為成績優異的學生而設，但程教授卻深信接受教育是所有人的權利。1970 年，他與一群志同道合的朋友在筲箕灣開設了一所英文中學——培元英文書院。書院是為那些不能通過升中試的學生提供教育機會。在程教授高瞻遠矚的領導下，培元英文書院雖然只開辦了短短九年，但發展相當良好，不但培育了許多熱心的教師，也改變了數以千計學生的人生。書院的校訓是「勤學 儉樸 謙遜 互助」，正好概括當今青年一代極其需要的素質。

程教授矢志透過提升教育的質素為社會帶來福祉，因此他選擇繼續深造以加強自己的實力，他於 1983 年在母校取得教育碩士（管理及規劃）學位，並於 1987 年在著名的倫敦大學教育學院取得博士學位。程教授在教育理論和實踐方面打下的學術基礎，對他日後在教育領域作出貢獻大有幫助。

1984 年，程教授加入香港大學教育學院，成為驅動教育規劃、決策和改革的中堅份子。許多新一代的教育工作者和學者師承程教授，獲益匪淺。程教授對教育學院貢獻良多，其中包括開辦學院有史以來第一個質性研究課程，可見他對提升教育研究方法的決心。1996 至 2006 年間，程教授擔任哈佛大學教育研究所客座教授，他任教的課程「教育研究中的文化觀點」(Cultural Perspectives in Educational Studies) 影響深遠，備受矚目。

1992-1996 年，程教授擔任香港大學教育學院院長。1997-2010 年先後擔任香港大學副校長及校長資深顧問。期間，他帶領設立了本地區第一所 ThinkPad 校園；也設立了全港第一個大學募款部門，為推動香港的高等教育募款，不遺餘力。此外，程教授還擔任了 18 年的大學舍監，他認為大學舍監一職對自己影響深刻，真正領悟到「後生可畏」。

二十世紀後期，程教授成為香港教育政策的關鍵人物，並在 1999 年教育統籌委員會提出的全面教育改革中擔當重要角色。他參與倡導的「三三四」學制改革，使香港的教育架構徹底轉型。自此以後，他亦擔任多個政策委員會的主席，包括師資培訓、語文教育及教師專業操守等等。

除了對香港教育作出貢獻，程教授對世界各地的教育議題上也提供不少寶貴意見。八十年代，程教授是首批研究中國教育的學者之一，並成為該領域的權威。他是北京大學、北京師範大學和華東師範大學等著名學府的客座教授，足見程教授的地位和影響力。程教授也是著名智庫「中國教育三十人論壇」唯一的中國大陸以外成員，經常應邀從國際角度分享他對教育政策和改革的見解。

程教授為多個主要國際組織擔任顧問研究員，包括世界銀行和聯合國教科文組織等，進一步擴大他的影響力，並且有機會到訪世界各地的農村，親眼目睹第三世界國家的教育現況，並探索教育與文化之間錯綜複雜的關係。程教授曾為不同地區，如蒙古、哈薩克斯坦、越南和馬來西亞的教育制度進行評估、認證和政策討論。

程教授熱衷於分享知識和培養教育界別的領導人才，他曾在中國國家教育行政學院、俄羅斯斯科爾科沃學院、奧斯陸大學和聖安德烈斯大學（布宜諾斯艾利斯）授課。2013-19 年間，程教授每年均在香港大學舉辦「明日高等教育暑期學院」，共有來自 20 多個教育體系和 300 多位高等教育領導人受惠。此外，程教授還擔任多個國際諮詢委員會的成員，最近的有一丹獎和美國國家教育與經濟中心。

程教授近年專注於理解社會的根本變化，以及這些變化對教育的影響。他強調學習應該是教育的核心使命，提倡從過分強調分數和資歷轉向更全面理解學生在學習中的角色。這種觀點超越單純的知識和技能傳授，確保學生能夠真正為變幻莫測的未來做好準備。程教授的主張要求我們思考社會變化對學生、教師、學校、家長和整體社會的廣泛影響，促使我們反思教育的目標。

程教授與香港都會大學有深厚的淵源。他曾於 1993 至 2000 年間，擔任當時的公開進修學院和香港公開大學的校董會成員，為院校早期發展階段提供寶貴的意見。此外，程教授曾於 2016 年及 2019 年在本校主持講座，與師生分享他對教育的遠見卓識。

程教授在教育領域的貢獻獲得肯定和認同，他先後獲選為倫敦教育學院（現為倫敦大學學院教育研究院）榮譽院士及香港教育研究學會院士。2022 年，他獲香港大學頒授名譽大學院士。

程教授是一位備受尊崇的學者和極具遠見的領導者，他通過探索教育的核心使命和其對正向改變的潛力，孜孜不倦提倡教育改革。在他的專業生涯中，程教授為不少院校和社會帶來啟發，促使他們思量當今世界面對的重大課題。

副校監先生，為表彰程介明教授的卓越成就，及他畢生致力探索教育的本質和意義，並推動本地及國際教育發展的不懈精神，本人恭請校長引介程介明教授接受本校的榮譽教育博士學位。

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贊辭由錢志安教授宣讀