把知識送達門前——
知識轉移項目基金

從前教育是社會精英的專利，很多人相信求知應該是因為知識的本質。這個概念自是理想不過，但時代改變了，知識被視為手段多於目標，知識傳授是手段又是目標。聯合國教育為基本人權，是促進知識創新的工具，已處於優者藉以幫助貧乏者脫困的方法。拉丁文說古文在這世界當然仍佔有席位，但現代社會也需要創作知識以解決問題，並帶來實質在在的改變。

知識轉移常被形容為大學在教學和研究之後的「第三使命」。把知識轉移到社會有很多方法，傳統上，教授可以靠出版增加世界知識的總量，為技術發明和發明申請專利，然後創辦公司把它們商品化。近年，他們更可以通過顧問服務、合約研究，或透過社區項目將知識直接帶到社會。在香港中文大學，研究及知識轉移服務處負責各類型的知識轉移。
促進多元文化融和

香港的歷史源於印度和尼泊爾，由許多不同的族群組成。這些族群在這裡安居樂業，為香港的多元文化做出了貢獻。多元文化是香港的重要特色，也是香港社會的精髓。多元文化使香港成為一個多元化的社會，讓每個人都能自由地表達自己的意見。多元文化也使香港成為一個開放的社會，讓每個人都能自由地展現自己的才華。多元文化也使香港成為一個包容的社會，讓每個人都能自由地接受自己的文化。多元文化也使香港成為一個包容的社會，讓每個人都能自由地接受自己的文化。
Knowledge Delivered to the Doorstep—
Knowledge Transfer Project Fund

Once upon a time, when access to education was largely the privilege of the social elite, it was believed that knowledge should be pursued for its own sake. While there is beauty in that idea still, times have changed. Knowledge is seen as much a means as an end, if not more. The United Nations considers education a fundamental human right, a tool by which the marginalized can lift themselves out of undesirable existences and the privileged can help them do so. Latin and Classical Chinese still have their place in our world, but modern societies also need to create the kind of knowledge that solves real-world problems and brings about practical changes.

Knowledge transfer is often described as a university's ‘third mission', after teaching and research. There are many ways to transfer knowledge to society. Traditionally, professors can contribute to the total volume of global knowledge by publishing; they can also patent technology-centred discoveries and inventions, and create startups to commercialize them. More recently, they can bring their knowledge directly to the community through the rendering of consultancy services, contract research, or, occasionally, community projects. At The Chinese University of Hong Kong, endeavours related to the last, amongst other knowledge transfer efforts, are taken care of by the Office of Research and Knowledge Transfer Services (ORKTS).
Multiculturalism in Action

Hong Kong's historical ties to the British Commonwealth meant that many Indians and Nepalese have made the city their home since the 19th century and the mid-20th century respectively. Both groups have defended Hong Kong in wars and enriched a predominantly Chinese local life with their food, festivals, customs and art forms. Yet their contribution to local culture has been largely overlooked, and stereotypes and discrimination are all too prevalent.

Prof. Maria Tam of the Department of Anthropology took a step towards setting this right with two INSEED projects that strive to enhance understanding of Indian and Nepalese cultures and promoting them as local heritage. This was done by educating young local Chinese. The projects involved the organization of seminars and train-the-trainer seminars, and the creation of information kits. Professor Tam and her team trained 35 CUHK students in knowledge about the meaning and significance of Indian and Nepalese traditions, then these 'student cultural trainers' gave presentations to 800 local students at four secondary schools. The CUHK students also developed learning kits based on these activities, which were subsequently made available to schools and other groups as tools for cross-cultural learning and liberal studies. In doing so, the researchers hope that efforts at promoting multiculturalism will become self-sustainable.

Professor Tam observes that the quality of ethnic relations in a society is an indicator of social harmony, yet in the process of developing into a cosmopolitan city, Hong Kong has paid little attention to cultural diversity. She believes that cross-cultural knowledge and interaction are foundations for appreciation for cultural differences and ending discrimination against minorities.