

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，或者，起碼是既是手段又是目標。聯合國視教育為基本人權，是被邊緣化者賴以走出困境的工具，已處優勢者藉以幫助匱乏者脫困的方法。拉丁文跟中國古文在這世界當然仍佔有席位，但現代社會也需要創造知識以解決問題，並帶來實實在在的改變。

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，為技術發現和發明申請專利，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，或藉社區項目把知識直接帶到社會。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



在新亞書院
慶祝尼泊爾新年



譚少薇教授



印度社區成員Rao夫婦(第二排·中)，以「誰是印度人?真相與迷思」為題演講

香港與英聯邦的歷史淵源，造成為數不少的印度人和尼泊爾人分別在十九世紀及二十世紀中開始來港定居。這兩個族裔均曾在戰時協力保衛香港，而其飲食、節慶、風俗和藝術文化，亦為以華人為主的香港，添上繽紛色彩。可是，他們對本地文化的貢獻不但飽受忽略，定型歧視更是根深蒂固。

人類學系的譚少薇教授決意撥亂反正，開展兩個INSEED項目，以加強大眾對印度及尼泊爾文化的了解，並視之為本地文化的一部分，加以推廣。她從教育本地華裔青年入手，舉辦研討會，訓練培訓員，並編製資料套。譚教授及其團隊培訓了三十五名中大學生，授以印度及尼泊爾傳統的要義，再派這些「學生文化培訓員」到四所中學，向約八百名學生介紹。中大學生培訓員亦總結所學及從以上活動所得的經驗，編寫成學習



探訪國際奎師那知覺協會，體驗印度的宗教、食物和服裝

材料，分發予學校及其他組織，協助推動跨文化和通識學習。研究人員希望這些努力能促進多元文化推廣工作的持續發展。

據譚教授觀察所得，種族融和的程度是社會和諧的指標之一。然而，香港在邁步發展為國際大都會之際，卻忽視了多元文化。她相信增進跨文化認識及互動，是學習欣賞文化差異的基礎，是消弭對少數種裔歧視的第一步。

Knowledge Delivered to the Doorstep— Knowledge Transfer Project Fund

Once upon a time, when access to education was largely the privilege of the social élite, 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 start-ups 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



Celebrating the Nepali new year at New Asia College

Prof. Maria Tam



Members of the Indian community, Mr. and Mrs. Rao (centre, second row), giving a talk on 'Who are the Indians?: Truths and Myths'



Field visit to International Society for Krishna Consciousness (ISKCON): an experience in Hinduism, Indian food and dress

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.