



*Sharing our story for the  
HKUST Community For Enhancing Intercultural  
Learning Experiences*

**INTER CULTURAL EDUCATION**

CONNECTING PEOPLE TO UNDERSTAND THE WORLD

# Global Issues





Source: wikimedia commons



**We can't bring  
people to  
the world**



# A school for Global Citizens



In the last 10 years, we have worked  
with 80+ different nationalities



Jey





Familiar  
Strangers

TEDx  
CityUHK  
Hong Kong

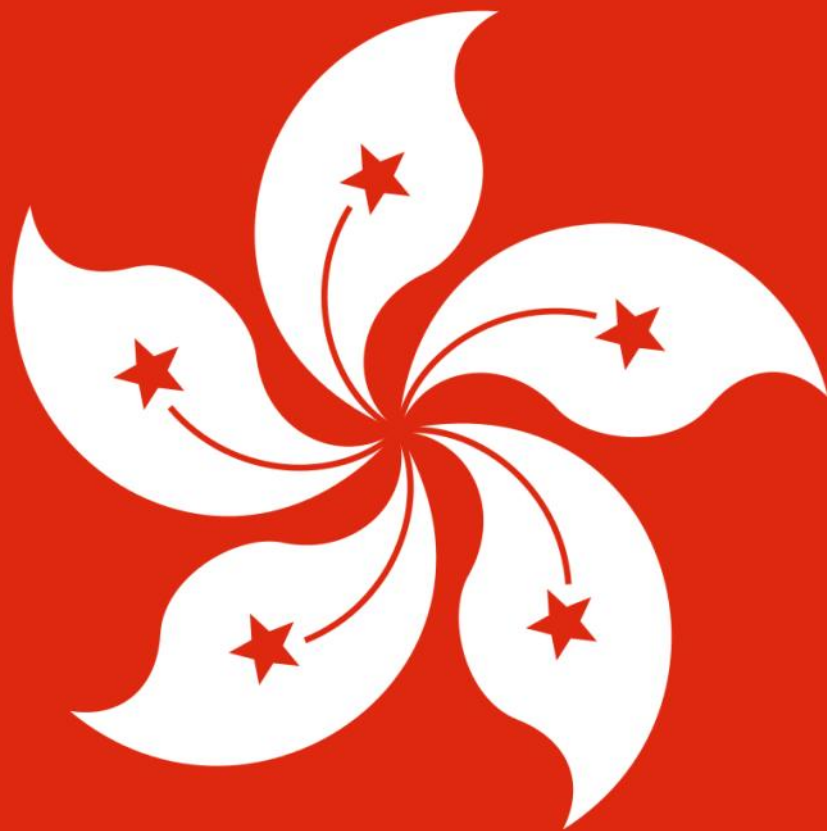




# Tian Shan















Till



















133

35

27

27

ICE

CENTER CULTURAL  
EDUCATION  
ABLE TO UNDERSTAND

It's Good to be Green

# 1. Pilot



A close-up photograph of a person's hands typing on a laptop keyboard. The laptop screen displays lines of code in a dark-themed editor. In the background, a black mug with a white crown and the text 'KEEP CALM' is visible. The overall scene suggests a hacker or programmer at work.

# 2. Hacker



# 3. Traveller

# 4. Consultant or Investment Banker





**5. Connector?**

**TEDx**  
CityU Hong Kong

???







# What we're going to share today

- Why and how we got started
- How we're trying to make a difference
- Our community and culture (with ex-intern Erica)
- Activities we're running
- What we believe are (still) tough nuts to crack



# What we're going to share today

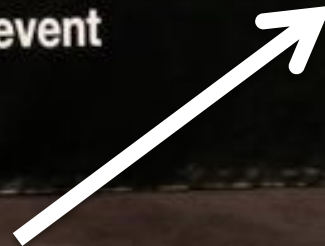
- Why and how we got started
- How we're trying to make a difference
- Our community and culture (with ex-intern Erica)
- Activities we're running
- What we believe are (still) tough nuts to crack



have Fun :)

**TED<sup>x</sup>WanChai**  
x = independently organized TED event

Freddy Law



*Why Hong Kong?*

# Global competitiveness?

NEWS HONG KONG COST OF LIVING

[English Schools Foundation \(http://www.scmp.com\)](http://www.scmp.com)

[Edward Snowden \(http://www.scmp.com/topics/edward-snowden\)](http://www.scmp.com/topics/edward-snowden)

[United States \(http://www.scmp.com/topics/united-states\)](http://www.scmp.com/topics/united-states)

## It's now cheaper to send expats to work in Hong Kong than the mainland

As city slips to fourth in global rankings, economists call for rethink on innovation

Amy Nip and Ng Kang-chung

PUBLISHED : Wednesday, 21 May, 2014, 5:50pm

UPDATED : Thursday, 22 May, 2014, 4:16am



Rents in the city have remained relatively stable over the past year. Photo: AFP

Hong Kong needs to rethink its approach to manpower and technological innovation, economists say, after it dropped out of the top three in a global competitiveness survey for the first time in a decade.

The city ranks fourth in the IMD World Competitiveness Rankings 2013 behind Singapore, which it lags in economic performance, higher education, English proficiency and adaptability to challenges.

### SHARE

297

Share

40

Tweet

submit

reddit

45

4

Share

8+1

20

Print

(<http://www.scmp.com/brint/news/hong-kong>)

Source: South China Morning Post  
Published: 21 May 2014



#ICEHONGKONG

Michael Tien Puk-sun:

***"If there is a way to measure kids' interest in English, I can say that Hong Kong will rank the lowest in the world."***

**South China Morning Post, 8 June 2015, "The Hong Kong government's language barrier"**  
(<http://www.scmp.com/news/hong-kong/article/1818207/hong-kong-governments-language-barrier>)



COMMUNITY &amp; EDUCATION HKFP VOICES

# Living and Learning in Parallel: Foreign students feel left out as universities rush to internationalise

1 May 2018 16:00 · Varsity · 9 min read



By Erica Li, Soohyun Kim and Brianna To

Hillary Susanto had expected to meet people and make new friends from all over the world when she came to Hong Kong. Now, as she approaches the fourth year of her Bachelor of Business Administration (Honours) in Management at the Hong Kong Polytechnic University (PolyU), she is bitterly disappointed by the mismatch between her expectations and reality.

An advertisement for Standard Chartered Asia Miles credit card. The background is dark blue with a night view of the Oriental Pearl Tower. Text in white and yellow includes '亞洲萬里通 ASIA MILES A', 'Standard Chartered 渣打銀行', and '全新信用卡客戶 申請渣打亞洲萬里通萬事達卡'. At the bottom, there is an image of the credit card itself, showing the Asia Miles logo, Standard Chartered logo, and the card number 5523 4344 4344 4547.

HKFP CON

Varsity is  
created fo  
faculty of  
and design  
Journalis  
Chinese U

HONG

VIS





It is not just the administration side which is at fault. Raees Begum Baig, an assistant professor at the Social Work Department of CUHK, says local students are not sufficiently sensitive to or aware of the presence of international students on campus.

Baig gives an example from her class in which she noticed that during discussion time, a Mexican student who was the only non-local student in a group of four, sat silently while the others spoke in Cantonese.

“You have to get a language that people understand. You may not be their friends. You don’t really need to be their friends. But at least you need to be communicating with them,” says Baig.

Baig thinks international students can bring more diverse views into classes. For instance, when she talks about migration in class, European students, whose home countries are experiencing refugee crises can share their points of view with local students.

“So it depends on the students or the teacher how they try to incorporate the two groups together,” she says.

Baig points out that merely having international students studying at a university does not mean the whole campus becomes more international.

“It’s the parallel society within the campus,” laments Baig.

There may be many English-speaking activities on campus but these activities are restricted to international students. Local students tend to attend only Cantonese-speaking activities.

To transcend the parallel society phenomenon, Baig says internationalisation should be defined

## LATEST



## HKFP WRIT



# Was I Too Part of HKU?



Juwon

[Follow](#)

May 16 · 9 min read ★

I was mindlessly scrolling through Facebook one day when one post caught my eye. It was written by my friend—*“The greatest tragedy of the university [the University of Hong Kong] was that its admission officers were simply very good at their job promoting the university.”*

It’s been three years since I’ve graduated from the University of Hong Kong (HKU). Having been schooled in rural Oklahoma in the States, coming to HKU, advertised as one of the most international universities in the world, sounded like a ticket to a rocketship out of my finite universe. I eagerly jumped onboard.

Upon my arrival, I soon realized that HKU barely resembles anything that I’ve had been sold by the admission office. From a language barrier in classes and clubs, toxic hall culture to palpable xenophobia on campus, **the institution had made it clear that it’s not ready nor willing to fully accept and integrate non-local students.**



Opinion

*Teele Rebane*

# HKU student calls university out on lack of diversity: 'I'm their pet gweipo'

An Estonian undergraduate at the higher-education establishment – a rare European studying at the venerable institution – says the university is not diverse, but tokenistic



**Teele Rebane**

Published: 7:31am, 7 Mar, 2019 ▾

TOP PICKS

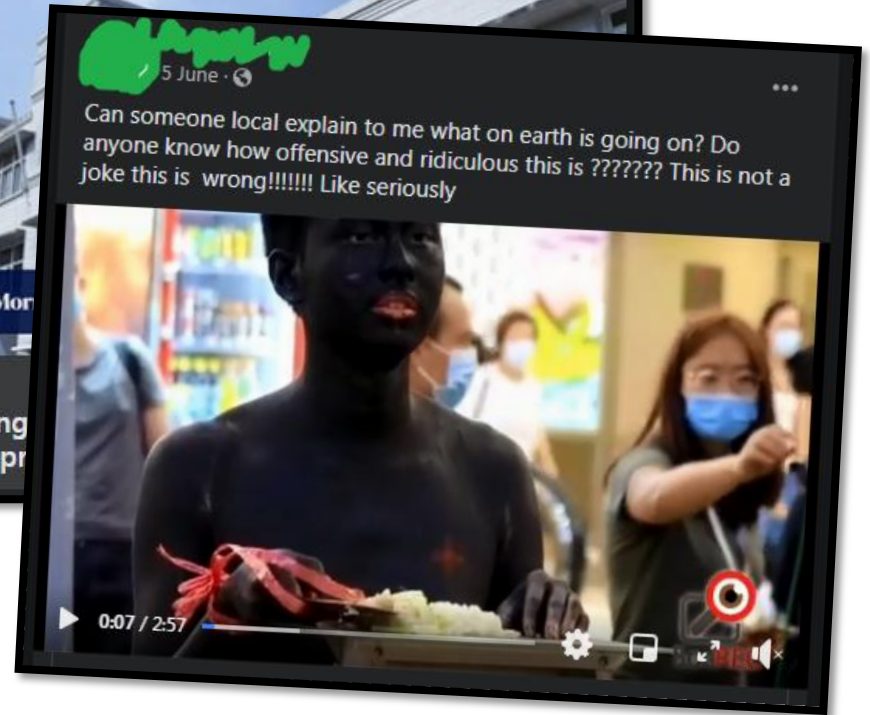
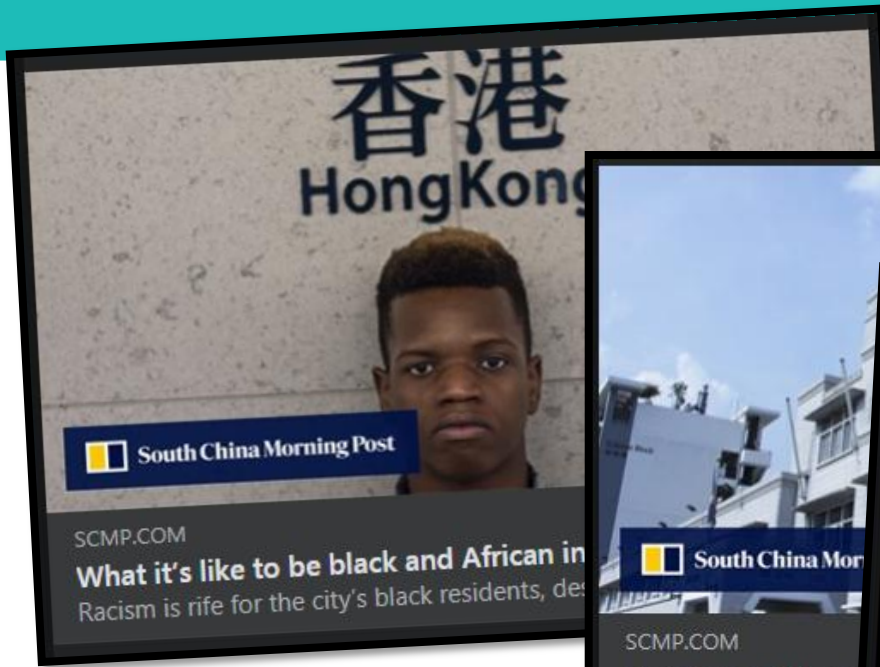
Magazines

6 of the best Madrid brunches for Liverpool and Spurs fans

31 May 2019



# Some snapshots from social media



# What we're going to share today

- Why and how we got started
- How we're trying to make a difference
- Our community and culture (with ex-intern Erica)
- Activities we're running
- What we believe are (still) tough nuts to crack



# What we're going to share today

- Why and how we got started
- How we're trying to make a difference
- Our community and culture (with ex-intern Erica)
- Activities we're running
- What we believe are (still) tough nuts to crack



# 1. Awareness

- to see the “unknown unknowns”
- to see one’s own culture from the “outside”
- to go beyond “naïve realism”

## 2. Knowledge

- to build a foundation (a “scaffolding”) for understanding
- to help with confidence and curiosity
- to show respect to the existence and needs of others

## 3. Understanding

- to connect/integrate knowledge into meaningful insights
- to reflect on one’s own culture and cultural identity
- to internalise cultural issues and be able to make new decisions

## 4. Skills

- to apply one’s understanding
- to work in and lead global/diverse teams
- to express and communicate one’s culture



# 1. Awareness

- to see the “unknown unknowns”
- to see one’s own culture from the “outside”
- to go beyond “naïve realism”

## 2. Knowledge

- to build a foundation (a “scaffolding”) for understanding
- to help with confidence and curiosity
- to show respect to the existence and needs of others

## 3. Understanding

- to connect/integrate your knowledge into meaningful insights
- to reflect on your own culture and cultural identity
- to internalise cultural issues and be able to make new decisions

## 4. Skills

- to apply your understanding
- to work in and lead global/diverse teams
- to express and communicate your culture







# 1. Awareness

- to see the “unknown unknowns”
- to see one’s own culture from the “outside”
- to go beyond “naïve realism”

## 2. Knowledge

- to build a foundation (a “scaffolding”) for understanding
- to help with confidence and curiosity
- to show respect to the existence and needs of others

## 3. Understanding

- to connect/integrate your knowledge into meaningful insights
- to reflect on your own culture and cultural identity
- to internalise cultural issues and be able to make new decisions

## 4. Skills

- to apply your understanding
- to work in and lead global/diverse teams
- to express and communicate your culture



In the last 10 years, we have worked  
with 80+ different nationalities





# 1. Awareness

- to see the “unknown unknowns”
- to see one’s own culture from the “outside”
- to go beyond “naïve realism”

# 2. Knowledge

- to build a foundation (a “scaffolding”) for understanding
- to help with confidence and curiosity
- to show respect to the existence and needs of others

# 3. Understanding

- to connect/integrate your knowledge into meaningful insights
- to reflect on your own culture and cultural identity
- to internalise cultural issues and be able to make new decisions

# 4. Skills

- to apply your understanding
- to work in and lead global/diverse teams
- to express and communicate your culture

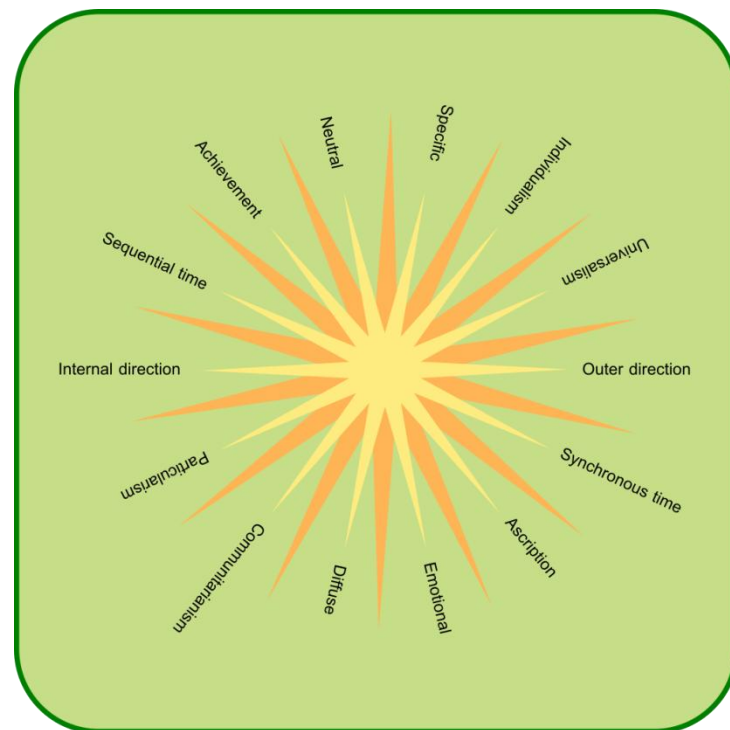


# Two popular models

- Geert Hofstede



- Fons Trompenaars



# 1. Awareness

- to see the “unknown unknowns”
- to see one’s own culture from the “outside”
- to go beyond “naïve realism”

## 2. Knowledge

- to build a foundation (a “scaffolding”) for understanding
- to help with confidence and curiosity
- to show respect to the existence and needs of others

## 3. Understanding

- to connect/integrate your knowledge into meaningful insights
- to reflect on your own culture and cultural identity
- to internalise cultural issues and be able to make new decisions

## 4. Skills

- to apply your understanding
- to work in and lead global/diverse teams
- to express and communicate your culture



# Survey: cultural differences/problems

**“WHAT KIND OF PROBLEMS HAVE YOU ENCOUNTERED THAT SPECIFICALLY RELATE TO CULTURAL DIFFERENCES AND/OR DIFFERENCES IN ACCEPTED BUSINESS ETIQUETTE?” [TOP 4]**



Source: [https://www.ef.edu/~\\_/media/centralefcom/corporate/2015/Resources/pdf/VirtualConflict](https://www.ef.edu/~_/media/centralefcom/corporate/2015/Resources/pdf/VirtualConflict)





# 1. Awareness

- to see the “unknown unknowns”
- to see one’s own culture from the “outside”
- to go beyond “naïve realism”

# 2. Knowledge

- to build a foundation (a “scaffolding”) for understanding
- to help with confidence and curiosity
- to show respect to the existence and needs of others

# 3. Understanding

- to connect/integrate your knowledge into meaningful insights
- to reflect on your own culture and cultural identity
- to internalise cultural issues and be able to make new decisions

# 4. Skills

- to apply your understanding
- to work in and lead global/diverse teams
- to express and communicate your culture



# What we're going to share today

- Why and how we got started
- How we're trying to make a difference
- **Our community and culture (with ex-intern Erica)**
- Activities we're running
- What we believe are (still) tough nuts to crack



# Community and culture





# What we're going to share today

- Why and how we got started
- How we're trying to make a difference
- Our community and culture (with ex-intern Erica)
- **Activities we're running**
- What we believe are (still) tough nuts to crack

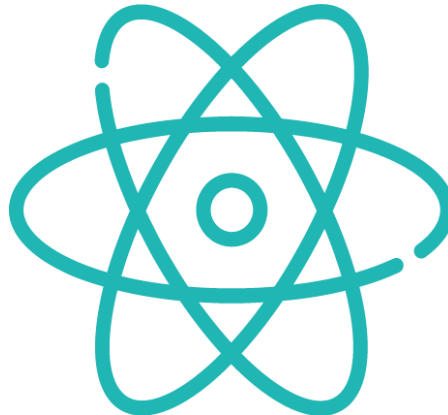


# OBJECTIVES

Using [PISA 2018 Global Competence Assessment](#) as references, ICE's Interactive Cultural Exchange programmes aim to cultivate global competence among students by promoting the following qualities:



Knowledge Of Global  
And Intercultural  
Issues



Values For Diversity,  
Global-minded  
Attitudes, and Social  
Skills



Cognitive  
Skills

# KNOWLEDGE OF GLOBAL AND INTERCULTURAL ISSUES



INTERCULTURAL RELATIONS



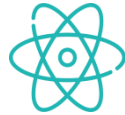
SOCIO-ECONOMIC DEVELOPMENT AND INTERDEPENDENCE



ENVIRONMENTAL SUSTAINABILITY



GLOBAL CONFLICTS, INSTITUTIONS, AND HUMAN RIGHTS



EMBRACE DIVERSITY, OPEN AND GLOBAL MINDEDNESS,  
CURIOSITY, ADAPTABILITY, CONFIDENCE,  
COMMUNICATION, AND CONFLICT MANAGEMENT

# VALUES, ATTITUDES, AND SOCIAL SKILLS

# COGNITIVE SKILLS



REASON WITH INFORMATION



IDENTIFY AND ANALYSE MULTIPLE PERSPECTIVES



UNDERSTANDING DIFFERENCES IN COMMUNICATION



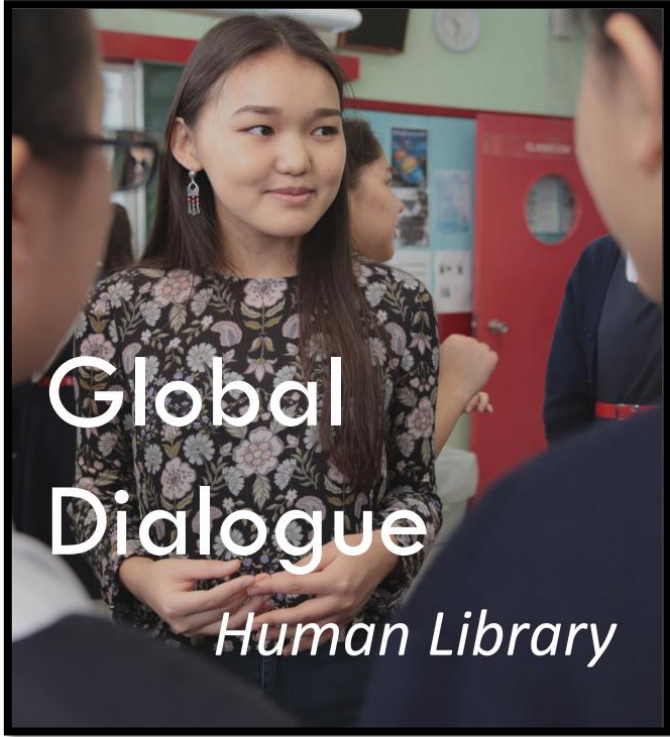
EVALUATING ACTIONS AND CONSEQUENCES

Primary schools  
Secondary schools  
Universities  
NGOs & Corporates

Cultural Immersion and Exchange					PISA global competencies
i1 - Cultural Workshops	✓	✓	✓	✓	
i2 - Global Dialogue (Human Library)	✓	✓	✓	✓	
i3 - Cultural Festivals	✓	✓	✓	✓	
i4 - Global Day/Week	✓	✓	✗	✗	
i5 - International Ice Breaking	✗	✓	✓	✓	
Experiential Learning					
E1 - Life Planning Simulation	✗	✓	✓	✓	
E2 - Poverty Simulation "Mashanti"	✗	✓	✓	✓	
E3 - Experiential Refugee Simulation	✗	✓	✓	✓	
Skills Development					
S1 - Outgoing Exchange Preparation	✗	✓	✓	✓	
S2 - TED Style Presentation Skills	✗	✓	✓	✓	
S3 - Creative Thinking and Innovation	✗	✓	✓	✓	
S4 - Design Thinking Skills	✗	✓	✓	✓	
S5 - English Drama Skills	✓	✓	✗	✓	
S6 - Cultural Ambassadorship Coaching	✗	✓	✓	✓	
S7 - Cultural Awareness Training	✗	✓	✓	✓	
Courses and Seminars					
A1 - Beginner course: Crash Course World Cultures	✓	✓	✗	✓	
A2 - Intermediate course: Global Awareness	✗	✓	✗	✓	
A3 - Advanced course: History, Society, and Technology	✗	✓	✗	✓	
A4 - Advanced course: Borders, Nationalities, and Citizenship	✗	✓	✗	✓	
A5 - Advanced course: Ethics and Justice	✗	✓	✗	✓	
A6 - Advanced course: Social Issues, Public Policy, and Entrepreneurship	✗	✓	✗	✓	
A7 - Explore the world (Interactive Cultural Experience)	✓	✓	✓	✓	
A8 - Current Affairs	✓	✓	✓	✓	
Conferences and Trips					
C1 - Youth Conference	✗	✗	✓	✓	
C2 - Field Trip and Local Immersion	✗	✓	✓	✓	
C3 - Global Leaders Programme	✗	✓	✗	✓	
C4 - Service Learning / CAS Week	✗	✓	✓	✓	











# INTERACTIVE CULTURAL WORKSHOPS



# Cultural immersion

city hunt/tours/site visit



Chungking Mansion Tour  
with PolyU



Religious Trail  
(Visiting Moqsue, Sikh temple)



Local Exploration with  
incoming students



# Mentoring/Training

for cultural ambassador or event facilitation



CUHK i-Ambassador Programme/  
CLOVER Programme



Co-designing CityU  
Global Leadership Programme  
(GLP)



Training students from PolyU  
International Student  
Ambassador Scheme (ISAS)



# What we're going to share today

- Why and how we got started
- How we're trying to make a difference
- Our community and culture (with ex-intern Erica)
- Activities we're running
- What we believe are (still) tough nuts to crack



# TOUGH NUTS

- Global version “native English”
- Implicit racial biases
- Cultural “bubbles” at university campuses
- Cultural “bubbles” in the expat community
- Politisation of “culture” and “nationality”





**icehongkong**



**interculturaleducation**

PHONE +852 23841990

EMAIL [ice@icehongkong.com](mailto:ice@icehongkong.com)

WEBSITE [www.icehongkong.com](http://www.icehongkong.com)



A member of Hong Kong General Chamber of Social Enterprises