



中華人民共和國香港特別行政區政府總部教育局

Education Bureau

Government Secretariat, The Government of the Hong Kong Special Administrative Region  
The People's Republic of China

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19 January 2018

Clerk to Panel on Education  
Legislative Council  
Legislative Council Complex  
1 Legislative Council Road  
Central, Hong Kong  
(Attn.: Ms Angel Wong)

Dear Ms Wong,

**Follow-up to meeting of the Legislative Council Panel on Education  
held on 1 December 2017**

At the meeting of the Panel on Education (the Panel) held on 1 December 2017, a motion was passed under the agenda item of “Hostel Development Fund for the University Grants Committee-funded Sector”. The Government’s response is set out below.

Under the existing policy of the Government, University Grants Committee (UGC)-funded universities may admit non-local students to their UGC-funded sub-degree, undergraduate and taught postgraduate programmes up to a level not exceeding 20% of the approved UGC-funded student number of these programmes; while research postgraduate programmes are not subject to this cap. Admission of non-local students will help diversify the local higher education sector and enhance the competitiveness of our students and Hong Kong. A multi-cultural learning environment, with students coming from other countries/regions, will help enhance cultural exchanges, broaden the horizons of the local students and help ensure that our graduates are globally competitive and able to study and work in a multi-cultural environment.

The Government and universities are committed to assisting non-local students, as well as non-Chinese-speaking (NCS) local students, in adapting to the local environment and study life by various measures and support services.

At the Government and UGC level, recognising the importance of internationalisation, the UGC implemented a Matching Grant Scheme for Internationalisation from 2005/06 to the end of 2014 to provide a total of \$90 million to the UGC-funded universities on a \$1-to-\$1 matching basis. The funds were used to support various internationalisation initiatives, including student integration initiatives. The UGC also completed strategic dialogues with institutions in 2012 with a view to developing a mutual understanding with institutions and common objectives in the area of internationalisation and engagement with the Mainland. Drawing on the discussions at the strategic dialogues, the UGC, the Education Bureau (EDB) and the universities together put forth a funding of \$4 million in the 2013/14 and 2014/15 academic years to facilitate integration of local and non-local students through student-initiated projects. The bottom-up approach initiated by students within campus was effective in achieving multi-cultural integration and helping non-local students adapt to both local and campus life. In the 2016-19 triennium, the UGC launched a funding scheme to support teaching and learning projects of the UGC-funded universities under four themes of which enhancement of internationalisation and engagement with Mainland China is one<sup>1</sup>. A collaborative project costing \$4 million has been funded by the UGC for the participating universities to develop an adaptable inter-institutional framework integrating the best curricular and co-curricular practices to foster integration of local and non-local students.

At the institutional level, all UGC-funded universities are fully aware of the importance of and are working towards the continued promotion of integration among different groups of students at all levels. One of the audit themes of the Quality Assurance Council's second audit cycle was global engagements. As evidenced by the positive audit findings, we recognise that the UGC-funded sector has a strong strategic focus on internationalisation with creative, proactive and integrated networks of student support services. Various measures, activities and support services have been adopted and provided to help non-local and NCS students adapt and integrate into the living and learning environment. These students may seek assistance and support services from universities in different areas, including academic, career development, social, financial and personal issues. A range of diversified services and activities are offered to needy students throughout the year, including orientation and familiarisation programmes, language enhancement

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<sup>1</sup> The other three themes are (i) innovation; (ii) enhancement of student learning experience; and (iii) language enhancement.

programmes, needs surveys, cultural exchange and social events and gatherings, adjustment support, advice and counselling services, community services, mentoring and peer support schemes, academic and career advice, etc. In response to the Panel's motion, we have collated information of the UGC-funded universities' latest efforts in promoting multi-cultural student integration and exchange on campus including their overall institutional strategies and policies; examples of successful programmes, activities, support services, etc; and future plans. The summary is at the **Annex**.

The aforementioned measures and services are considered effective in supporting and facilitating integration of non-local and NCS students. Universities would continue to monitor the effectiveness of their support services and collect feedback from students and staff for regular evaluation, review, planning and enhancement of services.

Of note, universities are required to cover the integration policy in the Master Hostel Development Plan (the Plan) to be submitted to the Government and that will facilitate our consideration of the Plan taking into account university's efforts and future plan of enhancing integration.

Separately, we would like to take this opportunity to provide further information to address two major concerns raised by Members at the Panel meeting held in December 2017.

#### *Allocation of publicly-funded hostel places*

Under the Hostel Development Fund (HDF), allocation of hostel places will continue to be a matter within institutional autonomy. UGC-funded universities would continue to be accountable to its governing body (i.e. the Council) in determining the allocation mechanism. We understand that a student applying for hostel would normally be assessed through an open assessment and scoring system which takes into account student's daily travelling hours, health condition, family status, participation in school activities or other special reasons. We note that UGC-funded universities have been providing hostel places for needy students, such as those with special family circumstances. We believe the UGC-funded universities will continue to meet the needs of different students as far as practicable.

Upon completion of all hostel projects under HDF, all universities would be provided with sufficient number of hostel places as calculated in accordance with the hostel policy. EDB would request the universities to ensure all local undergraduate students who travel to and from the campus daily for more than 4 hours would be allocated a hostel place, if they apply for one. Moreover, to allow all undergraduate students to have a chance to stay in student hostel for at least one year of their study programme as per the hostel policy, UGC-funded universities will be requested to accord priority for students meeting this criterion under their allocation mechanism.

UGC-funded universities are required to provide information on hostel allocation to the UGC Secretariat regularly. The UGC Secretariat will keep a watching brief on the allocation so as to ensure the hostel resources have been properly utilised.

#### *Monitoring of hostel projects under HDF by the Legislative Council*

We will present the details of the HDF to the Finance Committee (FC) of the Legislative Council (LegCo) and seek FC's funding approval after examining the Plan submitted by UGC-funded universities. The setting up of the HDF and the unit subsidy for each hostel place will need to be examined and approved by FC. Subject to FC's approval, a capital grant, calculated simply by multiplying the number of student hostel places the university is short of by the approved unit subsidy rate, will be allocated to a university.

UGC-funded universities are required to deposit the capital grants disbursed under HDF into a separate account. The grants can only be used to finance approved publicly-funded hostel places. From the day of receiving the grants onwards, the university is required to submit quarterly progress report to the UGC so as to ensure that the hostel projects will be completed by the agreed date. A penalty system, including clawback of approved grant, will be put in place in case there is delay in delivering the hostel places as against the agreed completion date. All UGC-funded universities are statutory bodies. Same as hostel projects delivered in the past, a comprehensive and rigorous monitoring system would be put in place to ensure propriety of procedures and spending from commencement to completion of projects. Moreover, the universities will need to ensure, as in the past, that the hostel projects fully comply with all relevant legislation.

Upon completion of the hostel projects, universities will need to submit the final accounts audited by independent auditors for our examination to ensure that there is no abuse of public money. The Government will submit progress report to the Panel on a regular basis. If considered necessary, the Government and the relevant university could brief the Panel on a particular hostel project.

Yours sincerely,



( Miss Sharon Ko )  
for Secretary for Education

c.c. Secretary-General, University Grants Committee (Attn.: Miss Winnie Wong)

## Promotion of Multi-cultural Student Integration and Exchange on Campus

University	<b>Overall Institutional Strategies and Policies and Examples of Successful Programmes, Activities and Support Services</b>	<b>Future plans</b>
City University of Hong Kong (CityU)	<p><u>Overall Institutional Strategies and Policies</u></p> <ul style="list-style-type: none"> <li>• Strengthening Internationalisation is one of the five overarching strategic themes in CityU’s Strategic Plan 2015-2020 that aims to broaden students' international horizon and equip CityU graduates with global perspective. To achieve the goals, on-campus and overseas learning programmes have been carefully designed for students throughout their studies.</li> <li>• In addition to providing students with a wide variety of outbound overseas learning opportunities such as exchange programmes, overseas internships, study/field trips and outbound cultural immersion programmes, multi-cultural on-campus programmes which integrate local and non-local individuals on campus into one community have also been a strategic focus of the University at both institutional and departmental levels for students with different needs and interests.</li> <li>• CityU Global Services Office, Student Residence Office and Student Development Services take lead in working side by side with students as well as academic departments in arranging multi-cultural programmes at institutional level through a series of cultural activities, live musical performances, friendship clubs, sharing sessions and community service teams.</li> <li>• To support the University’s strategic theme on internationalisation, an Associate/Assistant Dean has been designated at each of the Colleges and Schools to take charge of the development in their respective College/School. In addition to formal student exchanges and overseas internship, on-campus programmes such as orientation for in-bound exchange students and mentor programmes for non-local students have been arranged by all the Colleges and Schools.</li> <li>• In recent years, joint-degree programmes with overseas institutions such as Columbia University and Leuphana University have been developed to provide excellent exchange opportunities for inbound</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to providing more outbound opportunities for students to acquire global learning experience, CityU will continue to promote Internationalisation At Home by providing ample opportunities for local and non-local student integration and exchange on campus through organising various cultural programmes, developing new exchange alliances and joint-degree programmes at undergraduate level, providing resources to support the multi-faceted Multi-Cultural Centre, Student Residence Halls and student initiated projects to enhance multi-cultural understanding and competence among students.</li> </ul>

University	Overall Institutional Strategies and Policies and Examples of Successful Programmes, Activities and Support Services	Future plans
	<p>and outbound students. The School of Law offers legal courses to students of East China University of Political Science and Law and South China University of Technology which facilitate academic exchange with mainland institutions.</p> <ul style="list-style-type: none"> <li>• Being the “Home away from Home”, Student Residence Office and the Residence Halls regularly arrange a wide range of programmes extending from academic talks, workshops, competitions to cultural and social events in enhancing student residents’ multi-cultural elasticity. The programmes do not only provide opportunities where non-local students mix and live with local students, more importantly, they develop students’ appreciation of multi-cultural perspectives and values, empathy &amp; embracing diversity, and sound interactions among students of different nationalities. Structurally, local and non-local student residents are well mixed in the halls where more than 2 400 students (65% of resident population) live with suite-mate of different nationality. Also, good mixes of 80 Student Resident Tutors of different nationalities have been recruited in serving the student residence community.</li> </ul> <p><u>More Examples of Successful Programmes, Activities and Support Services</u></p> <ul style="list-style-type: none"> <li>• Multi-Cultural Centre: it is a platform for students, local and non-local, to mingle, chat, watch videos and participate in different cultural programmes. In 2016/17, close to 3 000 students and staff members attended 13 live musical performances and 14 cultural activities.</li> <li>• Servant Leadership Training Program: it has been an effective programme where local and non-local students work side-by-side in community services and immerse in the local environment. In 2016/17, six service teams have been set up where 226 non-local students participated in the most popular programme, Walkie-Talker Team, in touring around Hong Kong.</li> <li>• Student Initiated Project: it has been successful in encouraging local and non-local students to work together toward a common purpose of providing a more welcoming environment for all students. The Project was well received by students and 7 780 students (man/time) from a diverse cultural background participated in the 23 projects in 2016/17.</li> </ul>	

University	Overall Institutional Strategies and Policies and Examples of Successful Programmes, Activities and Support Services	Future plans
	<ul style="list-style-type: none"> <li>International Society of City University of Hong Kong: it is an affiliated organization established under the Students' Union in 2016/2017 to better serve the non-local student community.</li> </ul>	
Hong Kong Baptist University (HKBU)	<p><u>Overall Institutional Strategies and Policies</u></p> <ul style="list-style-type: none"> <li>Strategic plans and polices are integrated and implemented to enhance the intercultural competencies and global perspectives of HKBU students through the continued internationalisation of the campuses and the vigorous encouragement of exchange and foreign placement opportunities so as to facilitate multi-cultural student integration.</li> <li>Personal and Peer Support to International Students for Cultural Assimilation: Host Family Programme is provided to non-local students to facilitate their cultural integration. An intensive Cantonese Certificate Course is provided for Putonghua-speaking students. Also, non-local peer mentors and workshops at student residences are available to help non-local students in cultural adaption and interacting with peers from different countries.</li> <li>Creating a learning environment that promotes diversity and cross-cultural understanding: Residential life education programmes are organised to provide a supportive and culturally diversified living-learning environment for all residents to enhance integration and facilitate multicultural exchanges. More than 900 intercultural activities were organised by student societies on campus in 2017 with the aims to increase cultural awareness and social integration. The University provides different facilities like prayer/quiet rooms and a Halal food stall for students from diverse cultural backgrounds. An International Student Service Team has been set up to better coordinate and meet the needs and expectations of multicultural students.</li> </ul> <p>Some other signature activities include Training Camp for “East-West Encounters Student Ambassadors”, Buddies Scheme, Global Café, International Festival, Monthly Outings organised by HKBU student ambassadors and Farewell Party for Exchange Students cum Appreciation Party for Student Ambassadors.</p>	<ul style="list-style-type: none"> <li>The University’s Strategic Plan 2018-2028 has put building the best student experience as its first priority. This will be achieved by increasing opportunities for undergraduate cross-cultural learning experiences on or outside the campus, inclusive admissions for diversity, establishing a vibrant and diverse campus environment that will inspire learning communities from different backgrounds and further incorporating global and intercultural elements into formal, co- and extra-curricular programmes. The University also aspires to increase the share of degree-seeking undergraduates who are non-Hong Kong non-mainland students, and that of international exchange students each to 10% in 2023.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Enhancement of intercultural engagement: Different programmes are organised for the intercultural engagement of Mainland and local students, for example, Community Services - Together We Care and Cantonese Mentor Programme. Project M.A.I.L. is a sustainable service project which integrates different groups of HKBU members—Mainland Chinese students, Alumni, International and Local students (M.A.I.L.) in learning through service as well as enhances multicultural exchange.</li> <li>• Integrating non-local students into the local job market: Career Advancement Scheme for Taught Postgraduates (CAST) and Career Accelerator for Non-Local Students (CANS) professionally assist non-local full-time taught postgraduates and non-local undergraduates respectively on career planning and preparation, which have helped them integrate into the local job market. In addition, on-campus job opportunities for non-local students are explored to help promote on-campus internationalisation and integration between local and non-local students.</li> </ul>	<ul style="list-style-type: none"> <li>• In effect, more service projects undertaken by teams of multicultural backgrounds would be encouraged. With an aim to facilitate student integration, the Task Force on University Language Policy Review also proposed an exclusively English-language curriculum at the General Education curriculum (Level 1), establishment of a formal and in-depth Cantonese language learning programme for all non-Cantonese-speaking students, and enhancement of international languages learning.</li> </ul>
Lingnan University (LU)	<p><u>Overall Institutional Strategies and Policies</u></p> <ul style="list-style-type: none"> <li>• LU places high importance on internationalization. LU believes that diversity on campus brings immense benefits to both local and non-local students. They will have greater cultural understanding and better understanding of international perspectives. LU's practices support the integration of local and non-local students. LU's prevailing hostel allocation policies aim to promote integrations of students of different cultural background.</li> <li>• The inclusion of three student representatives (one local, one overseas, and one mainland student) on the Management Board on Internationalization enables the Committee to solicit diverse views to enhance internationalization development at LU including matters on integration of different</li> </ul>	<ul style="list-style-type: none"> <li>• To further strengthen multi-cultural student integration and exchange on campus, the OGE staff will attend related workshops on integration at important international education conferences to improve their professional knowledge and learn from best practices of overseas and mainland</li> </ul>

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	<p>students.</p> <ul style="list-style-type: none"> <li>• At the beginning of each semester, faculty members are provided with a profile of their students' nationality. This is designed to enable faculty to take into account the mix of nationalities in their course delivery, for example, the choice of examples that they employ to illustrate various principles, theories and concepts.</li> <li>• LU also adopts orientation programmes which help non-local students to familiarise themselves with LU's academic environment, thus achieving better integration. All non-local undergraduate students are required to attend a three-day University-run New Student Orientation (NSO) while all exchange students are also required to attend orientation run by LU's Student Services Centre (SSC) and Warden Offices. Senior non-local students serving as ambassadors will provide pick-up services for new non-local students in late August. New students can get support and care from the very beginning of their university life at LU, and learn more about living in Hong Kong and the experiences of the senior students as well. To help non-local students adapt to the new environment and build up a support network as soon as possible, a series of orientation activities including a Welcome Lunch, adjustment talks and workshops will be organized in late August. Non-local students are also invited to join the cultural tours in early September to learn more about the history and cultural diversity of Hong Kong.</li> <li>• LU's Office of Global Education (OGE) leads a group of local students to offer arrival pick-up services, organize orientation programmes, conduct Cantonese classes and guided campus tours for all inbound exchange students. The overall aim is to provide support to facilitate these students' integration into the LU community.</li> <li>• To help non-local students adapt to hostel life and understand hostel culture, all Warden Offices will organize hostel welcome party for non-local students. The Student Hostel Associations will also join the party and share with non-local students their experience in academic and campus life. This also helps build up supportive networks for new non-local students.</li> </ul>	<p>universities. Similarly, SSC representatives are planning to attend a study tour and a conference about housing and residential life in United States in 2018. The tour and the conference, attended by housing and residential life professionals from all over the world, will surely bring in new ideas and good practices to enhance the multi-cultural student integration and exchange for the hostel community at LU.</p> <ul style="list-style-type: none"> <li>• In order to promote better understanding and acceptance among students of different cultural backgrounds, the Warden Offices and SSC are making a concerted effort to develop orientation activities that help to assimilate different types of students in hostel living. In addition, some Wardens have planned to develop new hostel programmes in support of multi-cultural integration. For</li> </ul>

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	<p><u>More Examples of Successful Programmes, Activities and Support Services</u></p> <ul style="list-style-type: none"> <li>• Host Family Scheme: Each non-local student will be taken care of by a host family (Lingnan staff member) during their first year of study at LU. With support from the host family, they can adapt to the Hong Kong environment faster and mingle better with local students. In year 2017/18, 28 staff members joined as host families to take care of 51 first year non-local students.</li> <li>• NSO: Organised by Student Services Centre, this three-day on-campus residential programme is a uniquely pioneering programme among local universities. It is the first and one of the most effective programmes to facilitate multi-cultural student integration and exchange on campus. Each new non-local undergraduate student/participating exchange student will be assigned to a group consisting of 5 selected and trained senior year students as peer mentors and 15 local new students who will be living in the same hostel during the NSO. The whole group will attend a wide range of activities together that could help them adjust to university life and build up relationship network.</li> <li>• Co-organized by SSC, ten Warden Offices and the Chaplain's Office, a university-wide Thanksgiving Dinner held in every November is a good occasion for some 300 non-local and local students from different hostels to get together, mingle, learn and share western culture and history.</li> <li>• Non-local and exchange students are invited to be speakers of the Integrated Learning Programmes (ILP) and share the art, culture and history of their own countries with other student residents. The programme has effectively broadened the cultural horizons of local students and further promoted interactions among local and non-local students. Since 2015/16, 14 programmes attended by 521 students have been held.</li> <li>• Community service is also an important platform to facilitate immense interactions among students on campus and at the community level. Non-local students are encouraged to join local students to organize service projects and render volunteer services. In 2016/17, about 50 non-local students joined community services programmes.</li> </ul>	<p>example, there has been a suggestion from a Warden on the development of interest floors in student hostels in which students of different cultural background and sharing the same interest such as English, music and nature will live in the same floors to further promote the interest and exchange among student residents.</p> <ul style="list-style-type: none"> <li>• LU will collect feedback from all stakeholders and continue to improve the practices in multi-cultural student integration and exchange.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Hostel-based President’s Cup Sports Competition and Sports Teams are good platforms for promoting friendship and exchange among local and non-local students. Every year, there are about 50 non-local students joining various sports competitions and activities.</li> <li>• The Centre for English and Additional Languages (CEAL) and the Warden Offices have been making continuous effort in offering various English Language Enhancement programmes for student residents to facilitate effective integration and exchange among students of different cultural background in student hostels. CEAL also invited exchange students to serve as English Ambassadors to mingle with local students in the English enhancement activities offered by CEAL. The Chinese Language Education and Assessment Centre offers Putonghua and Cantonese courses for non-local students. It is an important foundation for non-local students to appreciate local culture and history and extend their social life on campus and in the wider community.</li> </ul>	
The Chinese University of Hong Kong (CUHK)	<p><u>Overall Institutional Strategies and Policies</u></p> <ul style="list-style-type: none"> <li>• Under its strategic theme in education, CUHK envisioned to be a university with continuous enhancement of education to nurture graduates who will be global leaders. In line with this vision, CUHK’s goals are to foster students' aspirations and improve their competencies to make lifelong contributions to society, and to enhance graduates' global competitiveness. In this context, enhancing multi-cultural student integration and promoting exchange on campus have always been key focuses of the University. CUHK has actively reviewed its internationalisation efforts and has established a Steering Committee chaired by the Vice-Chancellor to guide such efforts, including the students’ subcommittee which focuses on student diversity and integration.</li> <li>• Some of the relevant strategies include: <ul style="list-style-type: none"> <li>– Develop a diversified student population in terms of nationality and ethnicity, and identify new target regions for student recruitment, such as Southeast Asia and East Asia. Students with more diversified backgrounds have been admitted into the University. Of the 288 international students admitted in 2017/18, 47.6% are from Asia, 4.5% from Central Asia, 4.5% from America and Europe, 1.4% from Africa and 42% from the Greater China Region.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The University will continue to develop a diversified student population in terms of nationality and ethnicity. The targets for international student admission will be increased from 288 in 2017/18 to 320 in 2018/19 and 350 in 2019/20.</li> <li>• Continuous efforts will be made to enhance students’ international perspective and facilitate them to interact with people from different countries and culture.</li> </ul>

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	<ul style="list-style-type: none"> <li>– Several joint-teaching programmes with compulsory and structured overseas learning components, including the Asian Business Studies stream and the Global Business Studies stream of the Integrated BBA programme and the Global Communications programme, bring together local and international students (from partner universities) and foster integration in an academic setting.</li> <li>– Enhance the experience and understanding of international cultures on campus and facilitate integration of students of different nationalities and ethnicities.</li> <li>– The nine Colleges of the University are congenial communities of undergraduate students with their own hostels, dining halls and other facilities. They are where students receive pastoral care and whole-person education. The Colleges offer a variety of non-formal learning opportunities which nurture students' social skills and cultural sensitivity. Many non-local students, including exchange students, are placed in hostel rooms with local students which facilitates cultural exchange and integration.</li> <li>– Improve students' language proficiency, including, but not limited to, Chinese and English, to enable graduates to be globally competitive for employment and further study</li> </ul> <p><u>More Examples of Successful Programmes, Activities and Support Services</u></p> <ul style="list-style-type: none"> <li>• The International House managed by the Office of Student Affairs provides on campus residence for around 700 mainly undergraduate students assigned by selected Colleges. The diversified resident composition, with local, mainland, international and overseas exchange students, provides residents with many opportunities to have cross-cultural communication and exposure.</li> <li>• International Festivals: Large-scale international festivals and concerts, with the central theme of 'Cultural Encounters' have been organized regularly on campus to cultivate broader perspectives among all students. CUHK students are also engaged in planning and running these campus events with global and regional themes. In the recent two academic years, topics covered Korea, South and South East Asian, Nordic and Islamic culture.</li> <li>• Cultural Fun@i-Lounge: The i-Lounge, opened in 2015, serves as a hub where students can experience an international environment and take part in cultural activities. 50 global engagement</li> </ul>	<ul style="list-style-type: none"> <li>• An international symposium for the exchange of effective strategies in student integration and internationalization will be organized in late January 2018 for university practitioners in the student affairs and services sector.</li> </ul>

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	<p>events have been arranged so far. Some examples were: Experiencing Nigeria - the Giant of Africa, Sri Lanka - Ceylon Tea and Tamil Tigers, Russian and Cyrillic: Что это.</p> <ul style="list-style-type: none"> <li>• Host Family Programme: Since 2013, this non-residential host family programme has forged a cultural bond between non-local CUHK students and staff, allowing the students to experience the lifestyle of Hong Kong. Over the past four years, more than 190 hosts and nearly 280 students from different parts of the world have become friends after joining this Programme.</li> <li>• The i-Ambassadors Scheme: With the aims of celebrating cultural variety and providing a platform for students to realize their creative ideas into internationalization, the i-Ambassador Scheme marked its debut in 2015. These student i-Ambassadors organized their own cultural activities and helped in different cultural events held by the University. In the last two years, over 530 i-Ambassadors from around the globe had initiated cultural projects and featured activities in different categories.</li> <li>• Summer Cultural Interflow Programme for Mainland Students: This annual one-week summer camp invites students from the Mainland partner institutions. CUHK students are recruited as ambassadors to lead the incoming students throughout the camp to promote exchange and development of friendship.</li> <li>• Funding has been made available under an Internationalization Activity Fund to support students to organize student-led campus integration activities which promote internationalization and inter-cultural exchange among members of the University community. Students' responses have been positive and over 100 projects have been approved since 2013.</li> <li>• A group of Learning Enhancement Officers from the Office of Student Affairs provide professional support to non-local students in their better adjustment and integration into the University community. The support services are on both individual and group basis.</li> </ul>	

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	<ul style="list-style-type: none"> <li>An online platform which showcases campus-wide internationalization activities, called the Internationalization Events Online Platform, has been launched since August 2017. Nearly 100 events have been posted and the accumulative hit rate has reached over 6 950.</li> </ul>	
The Education University of Hong Kong (EdUHK)	<p><u>Overall Institutional Strategies and Policies</u></p> <ul style="list-style-type: none"> <li>The University's International and Greater China Affairs Committee (IGCAC), chaired by the Vice President (Research and Development) and composed of key stakeholders in fostering student learning experience, including the Associate Vice President (Global Affairs), Faculty Associate Deans, Dean of Students, Director of Student Affairs, Director of Global Affairs, and representatives of the Registry and the Finance Office, are charged with advising the President and Senior Management on strategic issues relating to internationalisation, and formulating principles and procedures for promoting internationalisation inside and out of campus.</li> <li>The EdUHK's Strategy for Internationalisation 2012-15 and Strategy for Internationalisation 2016-19 articulate the approach to internationalisation and affirm the importance of crossed-cultural fertilisation and mutual learning. Among the five identified strategic areas, the one on internationalising campus and promoting student integration has been a guiding principle for implementing internationalisation on our campus.</li> <li>With the vision of establishing a learning environment of cultural and linguistic diversity, promoting internationalisation, and encouraging students' integration into local, regional, and overseas multi-cultural communities, the University has committed to attaining these goals and spelt out in its Strategic Plan 2016-2025 for implementation.</li> <li>The EdUHK accords high importance to hall life education and regards this as an integral part of university study. Wardens, Senior Tutors, Student Hall Tutors and colleagues from the Hall Management Section of the Student Affairs Office (SAO) are dedicated to creating and maintaining a supportive learning-living environment for student-residents from all over the world and fostering cultural diversity in the hall community.</li> </ul>	<ul style="list-style-type: none"> <li>The University has put up effort to diversify the student body by recruiting more non-local students from different countries and localities, e.g. Belt and Road region. It is anticipated that, in the coming years, the demand for enhancing multi-cultural integration on campus would increase accordingly. The SAO has already prepared to step up the support services and facilities to integrate students to cater for the rising demand.</li> <li>To realise an integrated campus community with diversified cultural features, the SAO, Global Affairs Office, Programme Offices of Faculties, and other responsible units will continue to be mindful of the needs of both local and non-local students and</li> </ul>

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	<p><u>More Examples of Successful Programmes, Activities and Support Services</u></p> <ul style="list-style-type: none"> <li>• Learn Globally@EdUHK: Inter-cultural programmes and activities are regularly organised under the theme of “Learn Globally @EdUHK” to help mingling students of different countries or ethnic backgrounds. In 2016/17, almost 60 events/activities were arranged by faculties, academic departments, and supporting offices while more than 70 have been scheduled for 2017/18. Among them, the Cultural Showcase 2017, a signature event featuring 19 countries/localities, was held on 17 October and joined by more than 300 members of the University. Similar university-wide student integration events have been provided annually since 2013/14.</li> <li>• International Tutors Scheme: The Scheme has been introduced since 2014/15 to recruit overseas university graduates to join local students in different forms of language learning activities, co-curricular activities and intercultural events on campus. In addition, these residential International Tutors (ITs) form part of the tutorial teams of the residential halls in facilitating and building up the English language environment in halls and generating more opportunities for student-residents to practise speaking English in their daily lives. From 2016/17, French-speaking ITs also joined the Scheme to extend the momentum. At present, our tutor team has ten members from Finland, France, Germany, Mali, the Netherlands, Poland, Ukraine, and the US.</li> <li>• To provide sufficient information to non-local students for their early preparation and smooth transition to EdUHK and Hong Kong. Apart from pre-arrival information through SAO's website and social media apps, new non-local students can access to necessary information from the Welcome Booklet or at on-arrival briefings, such as student accommodation, government policies for non-local students, etc. In Semester I of 2017/18, around 600 new comers attended our on-arrival briefings.</li> <li>• To equip non-local students with language skills to overcome language barriers in daily life and offer language support to prepare Mainland students for EMI learning environment. Examples include Cantonese and English Conversation Groups. Over 80 students joined these classes in 2017/18.</li> <li>• To build up strong and well-connected peer support networks for non-local students. The University</li> </ul>	<p>collaborate to create and support a truly multi-cultural environment that nurtures and equips the next generation of caring global citizens and professionals.</p>

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	<p>arranges senior year students as Campus Life Tutors to help new students get involved in campus life as well as adjustment to the campus environment. Advice and resource support are given to student organisations like Inter-cultural Society, which cater for the interests of non-local students.</p> <ul style="list-style-type: none"> <li>• To create opportunities for non-local students to integrate and engage with local students and the community at large. Mixing and exchange between local and non-local students are facilitated through social functions such as "Meet &amp; Greet", BBQ gathering, and Thanksgiving Party. As of December 2017, around 150 students have participated for the current academic year. Moreover, non-local students are brought to understand the Hong Kong community through district exploration tours, volunteer services to local schools (Putonghua tutoring and teaching "Fun English Class"), which recorded over 150 participants in 2017/18.</li> <li>• To facilitate early understanding about career inclination and support job-search upon graduation of non-local students. Career planning workshop, industry talks, learning about local market and trainings on job search skills are tailored for non-local students. 62 non-local students have participated so far in 2017/18.</li> </ul>	
The Polytechnic University of Hong Kong (PolyU)	<p><u>Overall Institutional Strategies and Policies</u></p> <ul style="list-style-type: none"> <li>• “To create a global environment conducive to the development of increasingly diverse student and faculty communities” is one of the key goals of PolyU when it set its Strategic Plan for 2012/13-2017/18. The following strategies / policies under this key goal will contribute to student’s multi-cultural integration. <ul style="list-style-type: none"> <li>– To enhance the international mix of faculty members and students at undergraduate, taught postgraduate and research postgraduate levels through focused and impactful recruitment strategies.</li> <li>– To reinforce a global perspective in the curricula and thus better equip students to be global citizens through increasing opportunities for international exchange and internships.</li> <li>– To nurture an inclusive and multi-cultural campus ambience, and develop activities that facilitate integration of students from different backgrounds, cultures and countries</li> <li>– To strengthen the use of English as a medium of communication on campus towards achieving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The strategies and policies stated will be further enhanced in coming years. PolyU is in the process of finalizing the Strategic Plan for 2019/20 – 2024/25. Our strategic priority in this area is to provide a campus ambience that is international, enriching and inclusive, and to foster national and global engagement among students.</li> </ul>

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	<p>bilingualism.</p> <ul style="list-style-type: none"> <li>• PolyU has set up the Non-local Student Services Team to provide a one-stop support and information platform to non-local students and to promote cultural exchange between local and non-local students through of a wide range of programmes and activities. On the other hand, the University supports the establishment of various non-local student organizations, e.g. the Kazakhstan student association, Indonesian student association and encourage them to take the lead in planning and organizing activities for both local and non-local students.</li> <li>• A residential life education team has been set up to conduct coaching and training programmes for hall residents. Nurturing a strong sense of cultural diversity is among the objectives and this will help facilitate multi-cultural integration.</li> </ul> <p><u>More Examples of Successful Programmes, Activities and Support Services</u></p> <ul style="list-style-type: none"> <li>• Language: English is the medium of instruction in the classroom. All non-local undergraduate students must take a 3-credit Chinese language subject. Elective subjects on Chinese Language and Communication Requirements, and a wide range of audio and video learning materials, both in Cantonese and Putonghua, are available to help non-local students to integrate in the local Chinese speaking and writing environment.</li> <li>• Academic Advising: Non-local students will be assigned with Counsellors from both the Office of General University Requirements (OGUR) and their department or faculty to assist them to integrate with other local and non-local students.</li> <li>• Curriculum: The design of our curriculum for undergraduate students has taken into consideration the need to enhance multi-cultural integration. Examples: <ul style="list-style-type: none"> <li>– The Cluster Areas Requirement (CAR) subjects target to nurture students with global awareness and perspectives, and respect for cultural diversity. CAR subjects designated as ‘China-related’ enable students to gain an increased understanding of China (e.g. its history, culture and society).</li> <li>– Service-Learning and Leadership &amp; Intra-Personal Development subjects are among the subjects which provide ample opportunities for local and non-local students to interact and work together in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Strategic actions are proposed as follows: <ul style="list-style-type: none"> <li>– Grow non-local undergraduate and postgraduate student numbers by attracting talented students from across the world.</li> <li>– Increase the diversity of origin of non-local student population.</li> <li>– Strive to provide every undergraduate student with an opportunity to take a student mobility programme outside Hong Kong, and diversify students’ non-local learning opportunities.</li> <li>– Improve the campus experience of students, promote integration of students from different cultures, and increase opportunities for cross-cultural encounters and exchange on and off campus.</li> <li>– Reinforce the policy of English as the medium of instruction in the classroom and promote English as a main medium of communication on campus.</li> </ul> </li> <li>• Some specific measures/</li> </ul>

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	<p>small groups.</p> <ul style="list-style-type: none"> <li>– Research: The University has set aside funding to support research in teaching development and language enhancement for non-Chinese speaking students.</li> <li>• Facilitate non-local students’ understanding of Hong Kong and the University <ul style="list-style-type: none"> <li>– Orientation programme for newly arrived.</li> <li>– Cantonese Conversation workshop, Happy Wednesday (Tutorials) and Language Partner Programme to facilitate non-local students’ Cantonese speaking skills as well as their understanding of local culture</li> </ul> </li> <li>• Encourage integration <ul style="list-style-type: none"> <li>– Global Student Ambassador Programme – to enhance students’ global awareness and promote integration of local and non-local students in University community.</li> <li>– Buddy Programme for Inbound Exchange students.</li> <li>– International Summer School for both local and international undergraduate students – to encourage integration and learning from each other.</li> <li>– Cultural Events (Global Village Festival, Chinese New Year Gala) to provide opportunity for student groups of different nationalities to introduce their own cultures on campus.</li> <li>– Provision of special allowance to student societies as an incentive for organizing activities that promote cultural integration or encourage the engagement of non-local students.</li> <li>– Art Groups (e.g. Orchestra) – encourage integration through promotion of arts and culture on campus.</li> </ul> </li> <li>• Hostel life education <ul style="list-style-type: none"> <li>– Regular social gatherings on different themes for residents of different backgrounds to mingle, build up friendships and exchange views.</li> <li>– Hall festival and Talent quest: cultural exchange through talent performance and team works.</li> <li>– Inter-hall sports activities.</li> <li>– Talks and events related to intercultural learning (i.e. one-belt-one road).</li> </ul> </li> </ul>	<p>programmes are already in the pipeline:</p> <ul style="list-style-type: none"> <li>– Efforts will be made to strengthen the global perspectives of the GUR subjects.</li> <li>– A Global Student Hub will be set up as a resource, social and cultural hub for local and non-local students, as well as a venue for conducting events which are meant for promoting integration.</li> <li>– Effective use of sports, arts and culture programmes to promote and facilitate multicultural integration and learning.</li> </ul>

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The Hong Kong University of Science and Technology (HKUST)	<p><u>Overall Institutional Strategies and Policies with Examples of Successful Programmes, Activities and Support Services</u></p> <ul style="list-style-type: none"> <li>• HKUST has made clear its commitment to diversity in its Five-Year Strategic Plan 2020. A key goal of the University is to champion diversity by building an internationalized, collaborative, and inclusive community on the Clear Water Bay campus. Strategies to achieve this end include enhancing the policies and operations to support diversity while developing an open, cohesive and collaborative culture.</li> <li>• University academic programs, residential education, and co-curricular opportunities prioritize this strategic vision with regard to student diversity by implementing a broad range of initiatives, programs, and future plans. The University has pursued the goal of increasing multi-cultural representation within the student body while also promoting a holistic student culture of a truly interactive and collaborative diversity. HKUST's belief is that an integrated community, fully benefitting from the multi-cultural diversity of its student body, creates a truly internationalized university offering a globally vibrant education that broadens perspectives, inspires creativity and innovation, and better prepares students for today's globalized society.</li> <li>• HKUST has pursued an aggressive recruitment and admissions strategy which prioritizes enhanced multi-cultural diversity in the student body. In 2017/18, HKUST increased the percentage of non-local undergraduate intake to 22.5% and has announced a plan to seek even greater diversity by focusing on underrepresented national regions and foreign countries. HKUST also actively recruits local students of diverse backgrounds and interests, and welcomes nearly 500 exchange students each semester to live and study on campus. HKUST's recruitment of postgraduate students has cast a wider net, with the incentive of the One Belt One Road initiative, to include students from a broader spectrum of the international community and greater efforts have been taken to diversify the research postgraduate student population.</li> <li>• The long-term strategic vision of the HKUST learning environment focuses on pedagogic innovations which enhance not only learning but multi-cultural student interaction. HKUST expect</li> </ul>	<ul style="list-style-type: none"> <li>• HKUST plans to make use of the Government's Hostel Development Fund to create sufficient spaces to offer all Y1 students a full year of housing with educational programs that stimulate residential learning and student integration.</li> <li>• New hostel construction, if approved, is planned to complement ongoing construction of the Jockey Club Global Graduate Tower, the Shaw Auditorium, and the Martin Ka Shing Lee Innovation Building. Together, these new buildings will loosely form a "new campus" dedicated to creativity, innovation, and global engagement.</li> <li>• HKUST's student integration strategy relies on the additional hostel places to be constructed with the Hostel Development Fund in its effort to achieve many key goals. The additional hostel places will</li> </ul>

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	<p>to increase substantially the number of blended learning and experiential learning courses at HKUST in an effort to create more project-based and active learning opportunities for students of diverse backgrounds to interact and work together. HKUST Schools and academic programs will further advance and innovate integrative teamwork pedagogies already built into their curricula, including case study in the School of Business and Management, design projects in Engineering, collaborative teamwork in scientific labs, and the innovative use of blended learning MOOCs in the Humanities and Social Sciences.</p> <ul style="list-style-type: none"> <li>• HKUST’s Schools sponsor a large number of successful co-curricular programs, the primary goal of which is to provide opportunities for diverse students to work on collaborative projects that promote innovation, creativity, and teamwork outside the classroom: the award-winning HKUST Robotics Team is a case in point, bringing about 70 students annually, half local and half non-local, to work together effectively. Since 2014, 1 400 students have participated in the annual hackathon@HKUST – the most successful student hackathon in Asia – organized by an extremely diverse group of students affiliated with the HKUST Entrepreneurship Center.</li> <li>• The HKUST philosophy of student life is to empower students to champion their own diversity and multicultural integration – the University actively sparks student innovation toward these ends. The President’s 1-HKUST Student Life Award has provided \$1.6M in funding to 150 student-initiated projects, each which must enrich and enhance the integration of student, staff, and alumni of different backgrounds and cultures. Student Affairs Office (SAO) also funds and supports student groups that demonstrate a commitment to multi-cultural integration: to name a few, TEDx HKUST, the HKUSTSU intramural rugby Team, the Muslim Students’ Group, the HKUST Summer Musical, and the student Film Project which produces an annual feature-length film with a multi-cultural crew and cast. A diverse group of HKUST students collaborates with SAO staff in crafting the first university-wide Diversity campaign promoting greater student integration, awareness, and respect on campus.</li> <li>• The University prioritizes its commitment to offering students a wide-range of high quality overseas study and global learning opportunities. HKUST offers credit-bearing courses jointly with university</li> </ul>	<p>support the continued increase in non-local student intake and the exchange quota, while allowing us to realize a full-year housing offer to all Year 1 undergraduates with fully supported programs to enhance student life and multi-cultural integration.</p>

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	<p>partners outside Hong Kong. For example, a Design Thinking course is offered jointly with the China Academy of Art (CAA) which enrolls students from HKUST and CAA (50% each), and a Global Product Development course is offered jointly with Seoul National University, Tsingua University, and the Beijing Aeronautics and Astronautics University and takes place in three cities (Hong Kong, Seoul, and Beijing). HKUST will continue effort on this front to further globalize curricular offerings and place HKUST students in direct contact with students and faculty from around the world.</p> <ul style="list-style-type: none"> <li>• Working with the academic Schools and program offices, the Global Student Program Office (GSPO) facilitates a broad range of exchange programs with a 50% participation rate in undergraduate student body. The SAO and student groups organize service-learning opportunities abroad, including a new program to place an HKUST student for a full year at the International Red Cross in Geneva. Meanwhile, the Scholarships &amp; Financial Aid Office provides an array of funding to students to pursue overseas opportunities. The University strives to ensure that students' global learning is reinforced on campus. GSPO, for example, works actively to integrate the community of exchange students and non-local students by facilitating very successful programs, including the Language Buddy program and Eat Dinner with a Local.</li> <li>• Student Hostel Life includes robust programs of residential education, each which facilitates the goal of greater student interaction and integration. The Residence Halls piloted New Student Orientation and First-Year Experience programs that place new students in multi-cultural living and learning cohorts. Specially trained Undergraduate Student Mentors work with their Residence Masters to provide programming that supports student adaptation and integration. Residence Halls also offer Living and Learning Communities dedicated to entrepreneurship, green living, global engagement, arts, and sports – all of which attract a mixed array of students and faculty members to work together on common interests.</li> </ul>	

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The University of Hong Kong (HKU)	<p><u>Overall Institutional Strategies and Policies</u></p> <ul style="list-style-type: none"> <li>• HKU’s commitment to multicultural integration flows from the vision statement to become Asia’s Global University under the strategic themes of “3+1 Is”, viz. Internationalisation, Innovation and Interdisciplinarity, all converging on Impact. The theme of internationalisation formally codifies elements of internationalisation embedded in all aspects of HKU policy and practice for many years. It finds concrete expression in ambitious targets for international student mobility, recurrent bids for increased non-local student numbers, development of joint and dual degree programmes with leading international partners, and an ongoing quest for more residential accommodation. In the Mainland, HKU has an overarching strategy of reputational enhancement designed to boost collaborative research, attract the very best students, and share best practice. HKU also aims to open up more quality Mainland learning experiences for students.</li> <li>• HKU’s strategy for developing a multicultural learning community on campus, and supporting students to become competent and confident global citizens, seeks to produce graduates who are mobile, globally-minded and able to communicate effectively with individuals from different cultures.</li> <li>• HKU’s internationalisation strategy is the pursuit of “internationalisation at home”. This orientation inspires a wide range of specific initiatives designed to present students with a truly multicultural learning experience from the moment they enroll at HKU. It informs the strategies and policies: <ul style="list-style-type: none"> <li>– at admission of non-local students from more diversified sources;</li> <li>– during student orientation (e.g. adoption of a three-pronged strategy under the core theme of integration to facilitate the adjustment of newly-arrived non-local students, promote the use of English in all official activities, and integrate local and non-local students into campus life);</li> <li>– in classroom activities and the curriculum (e.g. students are encouraged to form multicultural teams for group work; “Internationalising the curriculum” is a priority area for funding under the Teaching Development Grant guidelines; promotion of English as the lingua franca on campus);</li> <li>– on student exchange (e.g. active semester- and year-long student exchange programmes, sending more than 1 000 students to and receiving a similar number of students from partner global</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• HKU’s future plans are to maintain and extend all the existing initiatives for facilitating multicultural student integration and exchange on campus. Driven by its Asia’s Global University strategic orientation, which among other things is predicated upon internationalisation, HKU will continue to pursue student integration and multicultural exchange.</li> <li>• With regard to residential accommodation, HKU will embark on reform of the residential halls once Senate has deliberated the report of the Review Panel on Residential Hall Education and Culture in March 2018. HKU will continue to develop the concept of multicultural residential colleges in Kennedy Town, which is now starting to mature and is delivering excellent results in the sphere of integration. In developing new student hostels, HKU plans</li> </ul>

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	<p>universities from all over the world every year);</p> <ul style="list-style-type: none"> <li>– in out-of-class activities (e.g. Common CorePLUS, a new initiative, is a series of co-curricular activities linked to the Common Core and designed to provide a platform for nurturing students’ cultural sensitivity and promoting integration among students from different backgrounds; a credit award scheme for out-of-classroom learning experiences is being implemented from the 2017/18 academic year onwards to recognise students’ co-curricular achievements; the Common Core Office is working on an initiative entitled “Making across differences: diversity, inclusion and cross-cultural capacities” to build student capacity for more understanding of different forms of diversity); and</li> <li>– in residential halls and colleges (e.g. residential halls and colleges all promote multiculturalism: the 13 residential halls admit at least one-third of their student residents from beyond Hong Kong, and the four residential colleges aim to enrol student residents in equal proportions from Hong Kong, Mainland China, and the rest of the world).</li> </ul> <p><u>More examples of successful programmes, activities and support services</u></p> <ul style="list-style-type: none"> <li>• August orientation: Since 2016/17, the series of orientation and induction activities held in early August has been increased to span across two days. This allows academic voices form part of the initial conversation the University has with its incoming students, and also enhancing opportunities for multicultural engagement.</li> <li>• Weeks of Welcome: The Weeks of Welcome for Non-local Students (WoW) programme, a six-week programme involving more than 100 events and activities organised by the Centre of Development and Resources for Students (CEDARS), continues to provide a comprehensive induction and reception for incoming non-local students, enhances cross-cultural exposure and facilitates integration of local and non-local students. It helps non-local students to settle in, and makes available a platform for them to make new friends and to get and stay connected with key stakeholders and communities across the campus.</li> <li>• Happy2gether: In addition to its active participation in the WoW programme, the General Education Unit organises cultural, heritage and city tours under the “Happy2gether” programme throughout the</li> </ul>	<p>to continue the existing practice of offering diverse forms of residential experience to students. HKU is also exploring the option of setting up smaller units within hostel buildings, with a good mix of local and non-local students so that members of these smaller units can develop closer interactions and a stronger sense of community. Additionally, HKU is considering appointing junior academic or administrative staff as managers or tutors within each of the smaller units. HKU aims to recruit individuals with first-hand experience as students or employees working and living outside Hong Kong, who are creative and enthusiastic in engaging students.</p>

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	<p>academic year. Student feedback indicates that such activities are effective in enabling them to meet new friends and develop a close understanding of Hong Kong.</p> <ul style="list-style-type: none"> <li>• Multicultural projects: HKU also runs projects involving a wider group of local and non-local students, who work as teams on events such as Crimson Summer Exchange, HKUDOS, Harvard Model Congress Asia, “From Kowloon City to the World” Cultural Exchange Forums, the annual Buddy Programme for incoming exchange students, farewell parties, traditional local cultural activities, Study Abroad Fair, Cultural Exchange Bazaar etc.</li> <li>• Global Lounge: HKU has a Global Lounge that runs a large number of events throughout the year to introduce local students to international festivals, food and culture. In 2016/17, cultural nights were organised by students from Indonesia, Japan, Korea, Malaysia, Myanmar and Nepal.</li> <li>• CEDARS Peer Connect: CEDARS Peer Connect is a flagship programme that promotes integration by putting first-year undergraduate students from different academic faculties, countries of origin and cultural backgrounds into small groups. Around 30 students, comprising both local and non-local students, are recruited as Student Induction Instructors to help orientate new students to the living and learning environment by connecting them to Hong Kong and the HKU community.</li> <li>• Peer tutoring: The Survival Cantonese Programme and Peer English Tutoring facilitate student integration by encouraging mutual learning and reciprocal cultural and knowledge exchange through language. Consistently high commendation from students has been received.</li> <li>• Residential hall education and culture: In mid-2017, a Review Panel on Residential Hall Education and Culture undertook a comprehensive examination of HKU’s residential halls. It recommended a number of measures to enhance diversity, inclusion and integration, including adoption of the good practice of mixing local and non-local students throughout floors, pairing first-year non-local students with first-year local students in room allocation, and using English in all publications and in all major activities. The review was fully endorsed by the senior management team in October 2017</li> </ul>	

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	<p>and will be presented to the Senate in March 2018 following a period of consultation. On an ongoing basis, the Dean of Student Affairs works with hall wardens and hall student associations to promote local and non-local integration. Halal or vegetarian food has been introduced to all high table dinners organised by the residential halls and colleges.</p> <ul style="list-style-type: none"> <li>• Financial support and advising: Financial support and advisory service are rendered to service learning projects that encourage local and non-local student integration (e.g. Campus Internationalisation and Integration Funding Scheme, Service 100 Fund, HKU Class of '84 Social Inclusion Fund).</li> <li>• Sports Scholars Scheme: HKU has recently started to extend the previously local Sports Scholars Scheme to recruit non-local students who are both academically talented and high achievers in a chosen sport. The aim is to bring together local and non-local students within the sports teams of both the student residences and the University, in order to promote integration in a more social setting.</li> <li>• Staff development: The Centre for the Enhancement of Teaching and Learning is currently offering staff development seminars, workshops, and community of practice events designed to address intercultural sensitivity and pedagogical practice, cater for a culturally-diverse student body, and enhance integration of non-local students in the classroom.</li> </ul>	