

**Service-Learning in Asia Network (SLAN)
Business Meeting
Friday, 1 July, 2022**

**International Symposium
for the 20th Anniversary of SLAN
*The Future of Service-Learning in Asia:
A Regional Dialogue on Networking*
Saturday, 2 July, 2022**



国際基督教大学
International Christian University

サービス・ラーニング・センター
Service-Learning Center

Service-Learning in Asia Network (SLAN)

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Saturday, 2 July, 2022

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Table of Content

Message from the President	3
Editor's Introduction	4

Service-Learning Asia Network Business Meeting 2022

1. Program.....	9
2. Participants.....	10
3. Transcript of the Business Meeting.....	13
Opening Remarks from Vice President for Academic Affairs, ICU	14
Welcome Address from Secretariat, CHRIST University.....	15
Confirm the Minutes of the Last Meeting	17
Pre-recorded Presentations	18
Breakout Sessions	
Theme 1: Curriculum Development	20
Theme 2: Institutionalization.....	30
Theme 3: Network Building.....	37
Sharing of the Breakout Sessions	46
Sharing on the upcoming 9th Asia-Pacific Regional Conference, CHRIST University.....	57
Closing Remarks from Director of Service-Learning Center, ICU	59
4. Appendix.....	60
List of Pre-recorded Presentation	
Best Practice	

International Symposium for the 20th Anniversary of SLAN
The Future of Service-Learning in Asia: A Regional Dialogue on Networking

1. Program.....	79
2. Speakers.....	80
3. Transcript of the International Symposium.....	82
Opening Remarks by President, ICU.....	83
Presentation by Director of Service-Learning Center, ICU.....	84
"Past, Present, and the Future of ICU's SL: What We Learned from Networking with Partners in Asia"	
Question and Answer Session.....	103
Panel Interactive Discussion on the Future of SL in Asia: post/with Corona,	105
with Practitioners, changing Socio-Political Context, Ultimate Goals/Outcomes in the Region	
Comments from Service-Learning Specialists in other regions.....	116
Open Discussion	122
Closing Remarks by Vice President for Academic Affairs, ICU	133

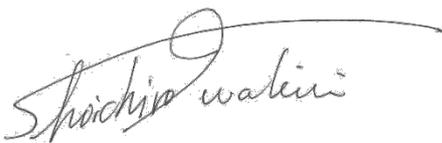
Message from the President

The year 2022 marks the 20th anniversary of the Service-Learning Asian Network (SLAN) and of ICU's Service-Learning Center. On this memorable and auspicious occasion, it is my great pleasure and honor that International Christian University (ICU) hosted the international symposium dedicated to reflection and discussion on the future of service-learning in Asia.

As we all know and as is confirmed in the SLAN business meeting and the international symposium, service-learning is not a simple volunteer and supportive activity towards those who are in need, but rather an educational process involving the establishment of human relationships and cooperation based on the reality of the political, social and cultural situation. Through this experience, students can gain a deeper mutual understanding and self-understanding. It is also important to reflect on the meaning of "service" that would include the sense of work done for the benefit of human rights, dignity, and happiness.

In order to pursue this purpose and its realization, the service-learning program has continued for 20 years in collaboration with partner organizations in the Asian region. I would like to express our sincere appreciation to all the SLAN partners and those who actively participated in, and worked for, the international symposium.

I feel happy that, as a Liberal Arts College, ICU, with its Christian faith, has contributed to the development of service-learning, by valuing dialogue, diversity, and critical thinking; these are directly related to the creation of a better world of communication and inclusion, with mutual respect and understanding of others, that are essential to the practice of service-learning. I hope that the practice of service-learning, with its experience and achievement, will bring everlasting support to the amelioration of the human condition and the respect of human rights, which may not stand if we stop seeking peace and reconciliation. I believe that ICU, with its mission to cultivate peace-builders, will contribute to the development of service-learning further in collaboration with other partners in Asia and beyond in the years to come.



Shoichiro Iwakiri

President, International Christian University

December 1, 2022

Editor's Introduction

In celebration of the 20th anniversary of the Service-Learning Asia Network (SLAN) and the Service-Learning Center (SLC) of International Christian University (ICU), ICU hosted the annual Business Meeting of SLAN and held an international symposium titled “The Future of Service-Learning in Asia: Regional Dialogue on Networking” on July 2, 2022 at the Kiyoshi Togasaki Memorial Dialogue House in a hybrid format. More than 100 people registered online, and persons related to the university including the past directors and coordinators of SLC gathered at the International Conference Room. This booklet is the proceedings of both the SLAN Business Meeting and the international symposium.

Our long-lasting friends and colleagues who dedicated to the development of service-learning in Asia and beyond participated in the symposium as panelists and commentators, including Associate Professor Carol Ma (former SLAN Office, Lingnan University, Hong Kong, now Associate Professor, Singapore University of Social Sciences), Professor Betty McCann (President of Silliman University, Philippines), Professor Mercy Pushpalatha (former President of Lady Doak College, India), Dr. Tim Stanton (former Director of the Haas Center for Public Service at Stanford University, USA), and Dr. Florence McCarthy (former Associate Professor at Columbia University and Service-Learning Advisor at International Christian University). Prof. Kano Yamamoto, a founder and the first Director of SLC, was also present with Ms. Mutsuko Murakami and Ms. Atsuko Kuronuma who are great contributors as service-learning coordinators to our program over the past two decades.

The SLAN Business Meeting discussed three main themes, namely, curriculum development, institutionalization, and network building, all of which were raised as critical agendas of service-learning in Asia in 2002. We reflected on the past twenty years, confirming achievement and progress, and proposed further improvements and initiatives. The discussion in three thematic breakout sessions is documented in this booklet.

Discussions in the international symposium mainly focused on how to develop service-learning as a network in the future, what can be improved as a pedagogy, and the challenges of institutionalizing service-learning. Future developments include (1) systematic sharing of service-learning experiences in Asia, which have grown and diversified over the past 20 years; (2) joint development and implementation of thematic service-learning programs in Asia; (3) exploring new forms of service-learning in an era of rapid change due to the impact of the COVID-19 and climate change. With regard to teaching methods, the panelists recommended three aspects as critical: (1) how to ask critical questions personally, academically, and socially in the service-learning process, (2) how to link teaching methods to social impact and social structural issues, and (3) the ability to establish ways to develop lifelong learners through the development of a continuous loop of reflection. In addition, it is

important for institutionalization to be linked to the mission of the university, to have multiple types and methods, and to have a general framework that organically links the three social roles of the university: education, research, and social contribution.

I would like to express my sincere gratitude to all partners and friends who shared untiring efforts to constantly improve our service-learning programs in Asia. I also appreciate all the past Directors of SLC who have faced and overcome various challenges in the past to sustain the SLC and the mission of the University through the service-learning programs. We have extended our partnership in Latin America and Africa over the past few years. We hope that our service-learning programs will connect the commitment of people in various parts of the world to solidarity and world peace with hope and love in the unprecedented VUCA age. I hope that the 20th anniversary of SLAN and SLC is the beginning of the renewed commitment to educating the heart of students and to bettering our world together.



Mikiko Nishimura

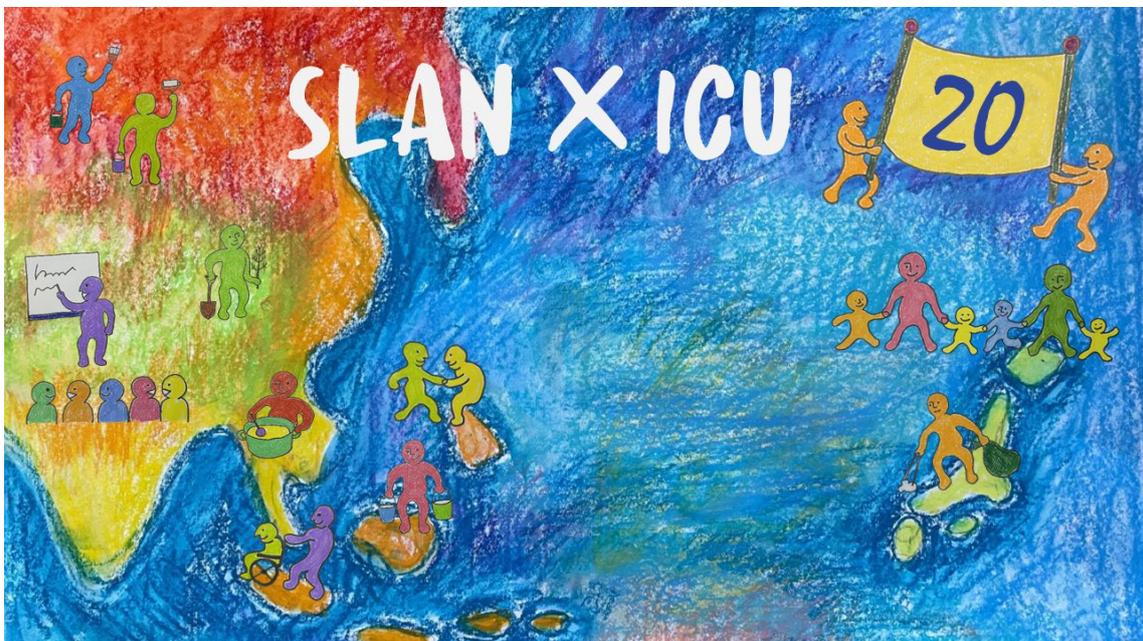
Director of Service-Learning Center,

International Christian University

December 1, 2022

Service-Learning in Asia Network (SLAN)

Business Meeting



Service-Learning in Asia Network (SLAN) Business Meeting

Program

- Date: Friday, 1 July, 2022
Time: 1:00-5:00pm (JST)
Mode: Online (Webinar)
Venue: International Conference Room, Kiyoshi Togasaki Memorial Dialogue House 2nd floor, International Christian University (ICU), Japan
- 1:00-1:10 Opening Remarks
Robert Eskildsen, Vice President for Academic Affairs, ICU
Welcome Address
Dr. Victor Paul, Director of Centre for Social Action, Christ University
- 1:10-1:15 Confirm the minutes of the last meeting
- 1:15-3:00 Service-Learning Reporting
- Curriculum Development,
- Institutionalization, and
- Network Building
- 3:00-3:15 Break
- 3:15-3:55 Open Forum Discussion in Breakout Session
Theme 1: Curriculum Development
Theme 2: Institutionalization
Theme 3: Network Building
- 3:55-4:45 Report from thematic breakout rooms and open discussion
- 4:45-4:55 Sharing on the upcoming 9th Asia-Pacific Regional Conference
Christ University
- 4:55-5:00 Closing Remarks
Mikiko Nishimura, Director, Service-Learning Center, ICU

Participants

Amity Foundation

Ms. Hongyu She	Associate General Secretary
Ms. Cheng Chen (Olivia)	Director of Education & International Exchange Division

Ateneo de Manila University

Mr. Rizalino Rivera	Vice President for Mission Integration
Dr. Leland Joseph Dela Cruz	Associate Dean for Student Formation
Ms. Ophalle Alzona-Pornela	Director, Office for Social Concern and Involvement
Dr. Jaime Acevedo	Loyola Schools Faculty Social Involvement Coordinator

CHRIST University

Dr. Victor Paul	Director of Centre for Social Action
Dr. Valarmathi B.	Director of Centre for Service-Learning
Dr. J. Thomas	Executive member, Centre for Service Learning Faculty, Dept. of Computer Science and Engineering
Dr. Kishore Selva Babu	Assistant Professor, English and Cultural Studies
Mr. Arjun B. S.	Assistant Professor, School of Business Management
Ms. Phinu Jose	Assistant Professor

Chung Yuan Christian University

Prof. Chun-Yao Lee	Professor of Chung Yuan Christian University President of Taiwan Service Learning Association
Mr. Jung-Hua Teng	Associate Clerk

De La Salle University

Dr. Marlon Era	Chairperson, Department of Sociology and Behavioral Sciences
Mr. Niku Vicente	Service-Learning Coordinator
Ms. Marietta Guanzon	Service-Learning Coordinator

De La Salle-College of Saint Benilde

Mr. Jay Binueza	Principal, Senior High School
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Forman Christian College University

Prof./Dr. Rukhsana Zia	Head CLT
Ms. Nadia Iftikhar	Assistant Professor

Fu Jen Catholic University

Dr. Miao-Ju Chwo	Director of Service-Learning Center / Assistant Professor, Department of Nursing, Fu Jen Catholic University
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Holistic Education Center, National Taiwan Normal University

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Dr. Yu-chi Lee RD

Lady Doak College, Madurai

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Mr. Renato Dela Cruz Service-Learning Coordinator

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Ms. Faith Ong Lead Catalyst

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Singapore University of Social Sciences

Ms. Cynthia Chang Head (Office of Service-Learning & Community Engagement)

Dr. Carol Ma Hok Ka Associate Professor, Head of Gerontology Program

Ms. Emmelyn Koh Executive

Dr. Meen Sheng Yap Director, Centre for Experiential Learning

Ms. Lay Yeo Deputy Director, Centre for Experiential Learning

Taipei Medical University

Prof. Chia-Jung Lee Director

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Ms. Chin-Yi (Jean) Chen	Assistant
Mr. Divino Cantal Jr.	Service-Learning point person
Tzu Chi University	
Dr. Li-Fen Jang	Associate Professor
Union Christian College	
Dr. Marilou Agustin	VP for Academic Affairs
Dr. Cherrel Ignacio	Dean
Dr. Justin R. Nayagam	Director, Service learning / Assistant Professor, Botany
United Board	
Rev. Dr. Maher Spurgeon	Director
University of Santo Tomas	
Asst. Prof. Froilan Alipao	Director, Simbahayan Community Development Office
University of St. La Salle	
Mr. Dexter Ian Tabujara	Senior Administrative Assistant for Christian Service-Learning Program
International Christian University	
Prof. Robert Eskildsen	Vice President for Academic Affairs
Prof. Mikiko Nishimura	Director of Service-Learning Center
Ms. Hitomi Yokote	Coordinator and Lecturer, Service-Learning Center
Mr. Kenji Ishihara	Coordinator and Lecturer, Service-Learning Center

Note: These are the names of participants as confirmed by ICU Service-Learning Center.
It may not include all participants.

Transcript of the Business Meeting

Introduction

Nishimura: Hello, good afternoon everyone. Can you hear me?

Audience: Yes we can, yes.

Nishimura: Thank you very much. Welcome all of you to the SLAN business meeting today in which we celebrate the 20th year anniversary of SLAN. It has been 20 years since we have started to work together, so today we would like to take it as an opportunity to reflect back over the past 20 years and foresee the future endeavor of ours. My name is Mikiko Nishimura. I'm the Director of Service-Learning Center at International Christian University.

Let me begin this session today.

Opening Remarks from Vice President for Academic Affairs, ICU

Nishimura: And to start, let me invite two speakers for opening remarks. Firstly, our Vice President for Academic Affairs, Professor Robert Eskildsen, please.

Eskildsen: Thank you Professor Nishimura. I hope you all can hear me. I can hear everybody just fine. Good afternoon, my name is Robert Eskildsen. I am the Vice President for Academic Affairs of International Christian University and I would like to offer all of you a warm welcome to the business meeting of the Service-Learning in Asian Network. As you all know and as Professor Nishimura just mentioned, SLAN was inaugurated 20 years ago after the Service-Learning in Asia Conference, which ICU happened to host back then. Since then, the many partner organizations have been working together to advance service-learning in Asia, and you've been doing very important work, so I would like to thank you for that. This year marks both the 20th anniversary of the founding of SLAN and the 20th anniversary of the founding of the Service-Learning Center at ICU. So this is really, an important moment both for the network but also for service-learning at ICU.

In order to commemorate these events, ICU is hosting the SLAN business meeting today and tomorrow there will be a special symposium to celebrate the two decades of partnerships we have enjoyed. I think you can see a lot of people are using this virtual background, this is a special background that has been prepared for the events this week in the celebration of this 20th anniversary and I hope you enjoy it. I really enjoy the colorful nature of the background.

When I first heard of the plans for ICU to host this business meeting, it must have been about a year ago, I hoped to have a chance to greet you all in person. Unfortunately, it is still not easy to travel freely because of the COVID-19 pandemic and my greeting has to take place online via Zoom, but despite the difficulties that COVID-19 has caused for so many people around the world, it's encouraging to see your continuing commitment to service-learning despite this difficult situation. Even during these difficult times, we need to continue our efforts to connect with people to share ideas and to promote an understanding of the importance of service to society. The value of what you are doing can be found in the understanding of service through your efforts. Many young people will develop a better understanding of how they connect to society, how they can direct their efforts to help other people, and how the simple act of helping others can bring benefits not only to society as a whole, but also to their own lives.

In closing, let me welcome you once again to the business meeting today and let me wish you the best of luck in taking care of the business before you. Today in your meeting, let me also thank you again for cooperating in promoting service-learning in Asia. Thank you.

Nishimura: Thank you very much, Professor Eskildsen.

Welcome Address from SLAN Secretariat, Dr. Victor Paul, CHRIST University

Nishimura: And now let me invite SLAN Secretariat, Doctor Victor Paul, Director of Social Action, Christ University please.

Paul: Thank you Professor Mikiko Nishimura, the chair of today's business meeting, Professor Robert Eskildsen, Vice President for Academic Affairs of International Christian University, Professor Valarmathi, Director of Service-Learning Center at Christ University, Ms. Hitomi, Coordinator of Service-Learning Center at ICU, and all the members from all SLAN partner universities and colleges and participants. Good morning and good afternoon greetings and warm welcome. From SLAN Member Secretariat, the new secretariat at Christ University, Bangalore, India, I consider this opportunity as honor and privilege to welcome you all to the Service-Learning Asian Network business meeting today. What is special about this 8th SLAN business meeting is that, as Professor Robert mentioned, this time we are celebrating the 20th anniversary of our SLAN and also the Service-Learning Center at ICU. So to commemorate this occasion, as Professor mentioned, ICU is also organizing a symposium tomorrow, July 2nd with the theme on service-learning in Asia and its value and significance.

As all of us know, as we are practicing, service-learning provides our students with opportunities, great opportunity to develop civic engagement skills by working with the community and teachers. They enhance their group, organizational and interpersonal skills. They also gain important experience working with diverse members in the community in their own institution neighborhood. So I am sure that this symposium will throw light on areas like service-learning integration in curriculum, and related aspects like credits and non-credit systems, interdisciplinary approaches, institutionalization and challenges, and partnerships. At Christ University, we have been practicing, we have taken up service-learning in the year 2012 then onwards we have been communicating with different universities and colleges in India and also we are training several other institutions in India. In all these occasions, we used to hear from them how to integrate curriculum. So I'm happy that we have taken up this topic and also the importance of partnership. I think we need to think about mainstreaming of service-learning in our universities and colleges and also identify sustainable measures for installation wise, as well as our network wise, sustainable matches for continuing or strengthening our service-learning system.

Now we have completed 20 years. And this is an opportunity for all of us, all the partner members to think about how to strengthen our network and develop strategies for collaboration. We need to keep in mind three Cs. The first C is connect. We need to connect frequently. We need to communicate. We need to communicate frequently and we need to collaborate. So I'm sure this conference, this symposium, and this business meeting today, we are going to listen from our colleagues, other partner colleges and universities and that will also help us to reflect on the current status of our institution,

and also identify the gaps in the areas of these three areas. Mainly curriculum in socialization and partnership, network building and take appropriate action based on our discussions today and tomorrow's reflections.

Once again, let me welcome you all to a meaningful and valuable discussion today and the symposium that will be held tomorrow. And I take this opportunity to thank everyone at ICU for planning this International Symposium on Service-Learning in Asia, and its value and significance. Very important topic. Let me also thank my colleagues, Dr. Valarmathi and the team from Christ University for their leadership and planning for the 9th Asia Pacific Regional Service-Learning Conference in Bangalore and I look forward to meeting you all in person next year, during our annual conference and also SLAN business meeting. Thank you very much. Have a good day.

Nishimura: Thank you very much Dr. Victor Paul.

Confirm the Minutes of the Last Meeting

Nishimura: Now let us begin the business meeting. If you can look at the program, I hope all of you have received the program. If not, let me just confirm. So first, we would like to have confirmation of the minutes of the last meeting. And following that, we will have some service-learning reporting of each institution which lasts for about almost 2 hours, but in between we have break time to entertain you with some music and dancing, etc. And then after the presentation of all institutions, we will have an open forum in which we first will go into the breakout session of three groups. Theme one will focus on curriculum development, theme two on institutionalization, and theme three network building. So please remember that you'll be joining one of the thematic breakout sessions. It's up to you. You can choose any group that you want to join. So, by listening to these presentations, please remember to take notes on any feature that you would like to discuss during the breakout session. And after the breakout session, we will have the open forum in which we share what we have discussed in breakout sessions and then we would like to talk about the future and what we would like to pursue in the next 20 years to come focusing on these three themes together.

So, now let me move on to the second agenda, confirmation of the minutes of the last meeting. Could you check the program page four to five. You see the minutes. Are there any questions, suggestions for amendment or correction? Please let me know. No question? It can be approved, I think. Thank you very much. Let us move on to service-learning reporting. Presentation by each institution will be made. Let us take a group photo before starting the reporting, because obviously a few of you may have to leave early. Could you turn on your camera so that we can take a photograph together? Thank you.

Pre-recorded Presentations

Nishimura: Let's have this pre-recorded video presentation. I hope you are not going to be bored, but seriously, please take notes while listening to them on three teams. OK, we will proceed according to the program in the alphabetical order, from Amity Foundation. There is no break throughout the presentation of eight institutions. Only after 8 institutions' presentation that we will have a break for 15 minutes. OK, so please go ahead, thank you.

See Appendix "*List of Pre-recorded Presentation*" for detailed information of the presentations.

Nishimura: Thank you very much for your attention to all the videos and thank you so much for your organization of making these videos in advance. We know that a few institutions unfortunately couldn't make it because of other probably pressing issues at the institution. However, you are very welcome to submit your video as well as one page summary of best practices to us so that we can put your information in the archive record, which is going to be kept at Christ University, the secretariat in the future. We also will include information sharing of the institutions that are not present in the pre-recorded video messages to be included in the minutes of today's meeting. So sorry for not being able to include everyone, but I hope you can bear with us and share information later.

Now before moving into the break, I would like to announce the three breakout room sessions. We are going into three breakout rooms. I hope your zoom account can allow you to choose any breakout room that you want to go to after the breakout session, but basically, we are going to make 3 breakout rooms, curriculum development, institutionalization, and partnership or network building. And for each session we have prepared some questions for you to discuss, and we would like you to volunteer to be a rapporteur in each breakout group. So, during the break please think about which breakout room you would like to join. Thank you very much for your patience and the attention to all these pre-recorded video presentations. Let's have a 15 minute-break. And during this 15 minute-break we will have wonderful performance of students from Christ University. It's a cultural performance, so please enjoy this performance and feel free to get coffee or tea. We will see you again at 3:15. Thank you.

<Break>

Nishimura: Hello welcome back everyone. I hope you are all here. So let us explain again the breakout session, what we are going to do now. For about 40 minutes we are going to be divided into three groups to discuss three issues. In the curriculum development, we discuss these questions. How should service-learning be integrated in the curriculum? What is the role of service-learning center and faculty

in the department? How do you measure the learning outcome of service-learning? What can we do collectively at Service-Learning Asian Network to improve curriculum development? In the breakout room regarding institutionalization, we ask questions such as, what kind of efforts have been made to mainstream service-learning in the universities? Who should be involved in decision making and leadership of service-learning? What can we do collectively as SLAN to make service-learning institutionally sustainable and effective? Then the third theme is partnership or network building. We ask questions, how have you built network in partnership with community partners for service-learning? What are the benefits of international networking in service-learning such as SLAN to your institution? What can we do collectively as SLAN to make networking in Asia more effective? Having said that, I hope you have made up your mind and now, the breakout room is open.

Yokote: I think it is open. If you scroll to the bottom of the participants, there are three rounds, and you can pick and then you can transfer yourself to the breakout room.

Breakout Sessions

Theme 1: Curriculum Development

Participants: Dr. Carol Ma Hok Ka, Dr. Cherrel Ignacio, Mr. Dexter Ian Tabujara, Ms. Hongyu She, Dr. Jaime Acevedo, Rev. Dr. Maher Spurgeon, Mr. Maode Hon, Mr. Niku Vicente, Mr. Novee Maestrecampo, Ms. Phinu Jose, Dr. Priscilla A. S., Mr. Rizalino Rivera, Mr. Toong Tjiek Liauw, and Ms. Yasmeen Shariff

Facilitator: Mikiko Nishimura

Nishimura: OK hello everyone. Can you hear me? Hi, this is the curriculum development session. Have you got the questions? So, for about 40 minutes, let's discuss this curricular issue. How should service-learning be integrated in the curriculum? What is the role of the Service-Learning Center and faculty in the department? How do you measure learning outcome of service-learning program? I have recognized that there are many kinds of programs in Asia at your institutions, credit bearing, non-credit bearing, mono-disciplinary or interdisciplinary. So, could you share your experiences and some ideas for suggestions in terms of improving the curriculum development? Before doing that, we need to ask you to volunteer to become a rapporteur. Is there anybody who would be willing to report what we are going to discuss in this breakout session to the main room after 40 minutes? Any volunteer? It should not be me. Just report what we have discussed in this room.

Ma: Can I nominate? Maode from Ngee Ann Poly.

Maode: Ok I will do the coalition and the reporting.

Nishimura: Thank you so much. For the sake of announcement, we are going to record this conversation so that we are going to put everything in the archive. But before making it publicized, we would check on you who have spoken up for each review and see whether this is exactly what you meant. So don't worry so much about recording. OK. Any idea? About curriculum. By listening to all the video-prerecorded presentations, what came to your mind?

Priscilla: Shall I start? I am Priscilla from Lady Doak College. From all the experiences from Lady Doak, I strongly believe that it should be credit-bearing and it should be academic also. Any service-learning program, we may have lots of other extension programs, community engagement programs, we may have. But service-learning according to my own experiences at Lady Doak and looking into the experiences of other institutions among India, I surely believe that it should be pure academic service-learning program, and it should also bear credits. And that is because and I also wish to say that in India, slowly service-learning is taking up momentum and a lot of institutions are now practicing service-learning. And as an initial thing, they have taken it up as a non-credit bearing. But surely, I think that is mainly because of the initiatives taken up by the United Board for Christian

Higher Education in Asia. They organized a consultation for involving Lady Doak and Christ University, and we had oriented many of the colleges among India and many of them have taken it up and they are in the process of designing their own curriculum for service-learning. I think, in the near future, many of the colleges in India are going to implement it in their own campuses. So, success stories from Christ and Lady Doak have been shared with many of them, and Lady Doak is working as a master trainer to many of the colleges, and in Lady Doak we have experimented with various models. And we institutionalized service-learning in 2003 and from all those experiences I can say it should be credit-bearing and academic discipline-oriented, looking at how the students get benefited out of it. And it should also be a mandatory initiative in all academic institutions.

Nishimura: May I see what kind of impact you have seen through these credit-bearing and academic courses as opposed to non-credit bearing or non-academic courses? What is the most effective impact?

Priscilla: The impacts are many. Actually, the first and foremost is the student impact. They get transformed so much after going through these service-learning experiences in various forms and they bear the torch for service-learning. It becomes a lifelong learning for them. And in various ways they get benefited, and the institution also gets benefited because we are in touch with the nearby communities. We do something to the nearby communities to uplift their own living conditions and their own life conditions, so institutions also gain. And not only that, the faculty who are in charge of these service-learning courses, they also get transformed because of the learning experiences that they gain while they handle these service-learning programs along with the students. They learn so much and their research also widens and has a lot of benefits. It's a multi beneficial thing.

Nishimura: All right, thank you very much Priscilla. Anybody else please feel free to share your view. Yes, go ahead, Niku.

Vincente: I agree with Dr. Priscilla. In that case we always stick to the definition that service-learning is credit-bearing and academic in nature. That is the distinguishing factor of service-learning, and all other social engagements we always emphasize in our orientations. And another emphasis, especially in the Philippines, we have this course now, and it's called the National Service Training Program. It's a course specifically for first year students, where all schools in higher education prepare students for civic education and also defense preparedness programs. So, we have to distinguish NSTP as well from service-learning. And another factor that distinguishes service-learning from NSTP, because we really have to distinguish service-learning, service-learning should be disciplined-based and course-based. It simply means that, you really have to develop a mastery of a certain course or certain discipline while you do your service. That's why we always stick to our model that we learn to serve and serve to learn, and that learning should really depend on the mastery of the course that you are undertaking and that's why we always stick to the term that it is course-based. If the service that they

will do is not course-based, then it's just a community engagement. For us, it's not really service-learning. That's why you always think, for example, for the college of engineering. Of course, they do audit assessments of buildings, and these are industrial engineering students and civil engineering students. Because this is their mastery. If it's not their mastery, we only label it as community engagement. That's really one big factor in the curriculum on how we build it.

That's why right now we are developing a transition. Most of our faculty before considered service-learning in the general education subjects, but right now they are developing service-learning activities and programs mostly in their major courses. Because that is where the mastery of a certain subject begins, really for the student. So, it simply means that most of our service-learning activities are for graduating students, third year students. And we also have right now service-learning for senior high school students. In the Philippines, we have tracks in service-learning. The business track and the STEM track science and technology track and, I forgot the other one, that there are three blocks and we also have the ADB, arts. So what? What we do should not be course-based because most of the senior high school subjects are not yet a mastery. But there's a track, so it should be discipline-based. Their service should be discipline-based, at least. So, what we did there is service-learning trading capstone. They have to, their kind of service should be related to their track at least. So, because really, the goal of the university, even if they go to other universities such as USLS for example here, or Ateneo, at least once in De La Salle they have experienced service-learning and they are ready even if they do service-learning in Ateneo or in any other university or any other prime schools. So, I think that's on my part.

Nishimura: Great, thank you so much. You emphasize the transformation of the higher education system as a whole to streamline service-learning in major curriculum. Thank you so much. Jamie?

Acevedo: Hello and a blessed afternoon to everyone. Thank you for the opportunity to listen and to share with everyone. This afternoon I would just like to affirm how we at the Ateneo de Manila University sort of align with the previous people who shared that service-learning and its understanding really involves a credit-bearing academic course, and it was mentioned also in our presentation how we are very happy to have institutionalized this service-learning program where we have a new curricular framework. This is of course, I'm speaking here of the tertiary unit of the Ateneo where we work with college students. We have a program in which all students are expected to engage in service-learning activities. And this is part of the process of social transformation of students who are in their first year. They are introduced to communities, and they come back in second year for more sort of sustained engagement with certain communities and then in the third-year program, where we have the National Service Training Program that was mentioned earlier, they are now expected to deliver certain service-learning outputs now for the community. And this is done as part of a requirement of a core curriculum course. It's a social science course entitled society, economy, and

sustainable development, and we have also endeavored to make it interdisciplinary and to tap the particular competencies of students. So, this social science core curriculum courses are taken by students together with a major course, depending on their degree. So, for example, health science students have a health course now and the type of service-learning engagement that they do depends on the kind of skill that they can provide in terms of helping the communities. So, the health science students will, for example, work with local governments to work on their health systems. Local health systems at the barangay level. We have management students who will now endeavor to set up social enterprises with partner communities. We have humanity students who will engage a local youth theater group, and for example this was just last semester where they helped them to transition to online theater production. So, this is sort of where we are, moving here at Ateneo de Manila University.

Nishimura: Yeah, great, it's very impressive to make it service-learning as part of the core curriculum for all students. Thank you so much. Now, She Hongyu, please.

Hongyu: It's a great privilege to be able to participate in the SLAN network meeting. We are a bit different, probably in comparison with other participants who are mostly from academia, we are a Non-Governmental Organization as introduced earlier. We work as a receiver of students who are mainly from ICU, but we are also thinking of sending students internationally for service-learning in the future. And I'm very, very much interested in the curriculum development aspect of the whole program. My suggestion: could we have written information, written brochure of all members of the SLAN network? It's very informative to have the introduction earlier today, but if we could have some information on hand, we would know the possibilities on the ground. I'm very much interested in the statement the participants introduced that according to different majors, they planned different activities. That would give us a better idea of what kind of students that we may recruit, or we may invite to join such a program. So, my suggestion is that if we could be more closely linked with the network, it will be very helpful for future program development. And meanwhile we would also like to contribute. We are now running several institutions for social services such as institutions to provide services for the elderly, a bakery with young adults with mental challenges. These are very interesting programs for international students. So far, we have had several groups of ICU students, and in the future, we also welcome students from other parts of Asia. Thank you.

Nishimura: Thank you so much for your wonderful suggestion to exchange our information on curriculum development, and possibly also learning outcome rubric to share, so you know what we are really aiming at the result of learning. If there is overlap across the region, we may probably be able to develop the course together, or Amity can send Chinese students to the programs to make it more international. Or our faculty can and discuss academic issues in China as well. Thank you so much. Ok, Mary Jose, please go ahead.

Jose: Thank you, it's a pleasure to be here. My two pence on what my experiences are, I know there are a lot of experts on the panel here, Priscilla mademoiselle, Carol Ma, Spurgeon sir, all of you have come with the great loads of experience, but at Christ I think it was evolving more organically because we didn't have it as a credit-bearing course. We had it as a non-credit bearing course initially. Then we made it a credit-bearing course. Today if you look at S-L at Christ, it's all credit-bearing courses. So, one or two things to add to what Priscilla Ma'am was saying is that, as leadership, institutions have taken up service-learning, that's a good positive sign, plus the government also insists on community engagement and service-learning through the new education policy, that's a big thrust area that the policy focuses on. So, when there is a policy that drives us all together, I think it makes it easier, and being a little more experienced in this area, we are able to help other institutions as well. Not that we are the best in town, but at least we are able to help others. So, when I talk about credit- and non-credit bearing, my experience is that the dilemma between the head and the heart. Some students don't want credit. Some students want credit. So, most institutions, at least Christian institutions, we have clubs and associations that are focused on prayer, spirituality, and outreach. So those will take care of these non-credit bearing interactions and engagements. But we should focus on service-learning as a credit bearing course if we look at it as curriculum integration. So, there's no two thoughts about that at Christ that we say the service-learning is set-up so that we could integrate academic rigor into the programs that we take.

The second thing is about how we are able to make an impact, not just in the immediate ecosystem, but also careers that students are building and helping these departments to network on their own with community partners, and that builds a lot of branding for our institution. As a higher education institution that has accepted a lot of elite students, I think it is our responsibility to expose them to community engagement in service-learning, because they might not get an opportunity otherwise to engage in social action. And that's why we make it mandatory that it should be credit-bearing. So, credit-bearing and it should be academically driven. Plus, that question about interdisciplinary. Today, inclusivity and sustainability are not any passing fads or fashionable words. It is not an option anymore. It is inevitable. We all have to do it whether we are management students or whether we are humanities students. All of us have to integrate these things, so I think interdisciplinary is the only way to go forward. I might be good in social entrepreneurship, but I also want to enact a mine industry to tell women there how social entrepreneurship can be empowering. So, I might need humanities' help when I want to get there in the field and do this. So that's about the first question from Christ's viewpoint.

Nishimura: That's great. And this interdisciplinary approach to service-learning could be very challenging to institutions where faculty is very much compartmentalized, sometimes. Not so much at the liberal arts colleges, but the other comprehensive research-based universities. I wonder whether you have some ideas. Great, thank you. So, from the United Board, Spurgeon, please.

Spurgeon: Thank you. So, in continuation with Priscilla and her sharing, I just want to mention the challenges which we face in the Indian context. In India, service-learning as a course, if you look into the institutions, it's only Lady Doak and Christ University that have strong service-learning programs, and Don Bosco University seems to be doing something similar to service-learning. But the challenge we face here is developing the curriculum or curriculum development. The faculty needs to be trained.

One of the things we have in India is a national service scheme with 50 years of history and is purely an outreach program. A kind of community service. They may go to the villages and distribute food packets; still, our faculty thinks that distributing food packets can become service-learning. So that's the kind of mindset they have. So as United Board, we have taken concrete steps to train the faculty in India, and Lady Doak and Christ University are helping. Along with them, I want to mention and acknowledge the contribution of Ngee Ann Polytechnic to the training of Indian faculty. I have met both of them virtually. We are also planning to develop an online course for the faculty on service-learning, say how to develop curriculum content and how to integrate service-learning into the curriculum; they are working on it. But I just want to acknowledge on this platform that Ngee Ann Polytechnic is joining with the United Board in training Indian faculty to develop curricula in their own institutions. Thank you.

Nishimura: Wow, great, thank you so much. UB has been so helpful for institutionalization, but now you suggest even a trans-institutional attempt of faculty training within India and across the region, that's great. Thank you so much. Now may I invite Aditya from Petra Christian University?

Nugraha: Hi everyone, good to get to know you. Let me introduce myself first. My name is Aditya Nugraha, I'm from Petra Christian University. I'm very new to this service-learning thing. This is my first event of service-learning that I am attending. So, in the past, the service-learning at Petra Christian University was managed by the Institute for Research and Community Outreach. But then it was transferred to my unit. So, it's a new unit. We are called the Excellence in Learning and Teaching Center. We were established in 2019 with the help of United Board actually, under the whole person education initiative by the United Board. So last year we got this new responsibility to manage the service-learning. So, in a way service-learning has been transferred from being purely a community outreach project into something else, which relates to the method of learning. Because in my unit, we are dealing with the method of learning. We are not dealing with community updates. OK, so that's kind of something that is new for me that I'm learning. And today's meeting is very helpful for me to also refine my understanding of service-learning.

And the second thing is about the curriculum. In our university, we have that mono-disciplinary and interdisciplinary, but still confined in the academic department or faculty level. So, meaning, basically it has to be credit bearing, because it started from the existing courses from the academic department or the faculty level. But then we also have the general education department, whose

students come from various academic departments and faculties. In this case, usually the topic of the course is a bit general like civic education. But then, the lecturer kind of reworked the assignment for the students so that they can go out to society, and then do their part to help the society to improve the society based on their subject, specific expertise based on the department or faculty. So those are some of our experiences.

And then the third thing that I wanted to share is about the new opportunity for us in Indonesia. The Ministry of Education, Culture and Research just launched about one and a half years ago, a thing that we call emancipated learning, which entitled every student to have at least one semester or 20 credits to learn outside of their own academic departments, and then also, if the students still want it, they can have two semesters or 40 credits outside of the university. And then the government has initiated nine different tracks for these emancipated learning. And three of those nine tracks are closely related to service-learning, which is community engagement. Let me see my notes. And then the teaching assistants in local schools, like in small villages, so that students can spend one semester to really practice their teaching skill. This is usually very relevant to the faculty of teacher education in this case. So, this is a very good opportunity because in this emancipated learning, the government also created kind of a digital marketplace, so it's kind of a website for the government where students can apply and then the government also helped the university to look for partner institutions. The partner institutions also apply to this website so that they created some kind of a digital marketplace to connect, supply and demand. We can say that. So that's a big challenge, I mean, big opportunities. So the community engagement is still not a big thing now, the one that is gaining momentum now is for the internship and then foreign student exchange. They are very big now, with so many participants from all over Indonesia. The community engagement part, I'm sure it will catch up in the following years. I just wanted to share all those developments. Thank you.

Nishimura: Thank you so much. Is this emancipated learning only applicable domestically? Or can we have this...

Nugraha: Yes, only available for Indonesian students, but then I think there are some tracks that could also involve faculties from foreign institutions. But for the students, only for individual students. But I don't know. I don't know the future possibilities. If there are possibilities to include, I will surely notify you. Because this is a wonderful opportunity. It's a very big thing now in Indonesia nationally, because so many institutions are now competing with one another to send as many students as possible. But as I mentioned, currently because this is very new, like less than two years. The big thing now is the track for an internship and foreign student exchange. But for the community engagement teaching assistance, it's still trailing behind, but I'm sure in a few more years they will catch up.

Nishimura: Great, thank you so much for sharing the wonderful news. OK, so She Hongyu, are you raising your hands again for the second time?

Hongyu: I think all the ideas are very enlightening to me. One idea: Right now, we are taking students in the form of the organization of a particular university, but in the future, it may be based on the needs of society or based on the needs of the institutions they are going to work for. If we can put forward the needs of certain institutions, and there may be requirements or possibilities of accepting students from different majors or different countries, would it be possible to have such a model of cooperation? So that students from different countries may come together in the same institution, and there might be opportunities for local students to join as well. This probably would be an enlarged service-learning circle. My very brief idea.

Nishimura: Thank you very much for your very interesting and wonderful idea. Maybe we can create some thematic service-learning whereby some domestic or inter-regional theme to tackle, and we kind of call for participation of students from different countries and we facilitate the interdisciplinary course for that. That should be very exciting. Thank you so much. OK, Carol?

Ma: Thank you. I just want to echo what Hongyu just mentioned about the project. COP from Petra Christian University, actually doing this model also, but because of the pandemic, they stopped for a while. And then so other universities, I think they also do. But I think if we can do more is also good. We can also think of what Mikiko mentioned about the thematic one. But talking about the curriculum development, first I want to congratulate all the university representatives here, because I see a lot of development in the past few years regarding the curriculum development. But I always want to challenge ourselves, to ask ourselves. Because a lot of academics, the reason why you are all here is because you believe in service-learning, or maybe because you are the director of service-learning, but how can we attract more faculty members to come on board, right? So, because a lot of faculty members, they think that they have to sacrifice their academic knowledge, then they do service-learning. But actually, it's not, because we mentioned about this academic service-learning. But how can we persuade them? We have to start to ask ourselves about how. And that will go back to the curriculum design.

One of the very important elements is about the learning objective of the course. And then what are the learning objectives? What are the learning outcomes? And based on that, how actually what we want to see them in the assignment and also the matrix. So it's actually step-by-step development. And I understand that different universities may have different requirements of the curriculum design, but we understand that when we do curriculum design, there are a lot of generic elements. So, this part I think we can learn from each other, by sharing the curriculum. Maybe we can actually take this network as a platform. And so for example, different universities just showcase what curriculum design that you are using, and then from local to regional, then of course local and even different departments may have different curriculum structure. That's what I find out. And then so within the university, faculty members can discuss it, maybe with the support of the Director of Service-Learning.

And then after that we go to a higher level, the regional. And this regional, then we can actually go back to what Hongyu you mentioned about. To join together to do service-learning. But one thing about this curriculum development also, is if we see as a credit-bearing, right? Because some other universities may not see it as a credit bearing. So how can we ensure every student goes through the same learning? Because there could be students because they needed more as a credit bearing course they care more about the way. And some other students, because they come on, but it's only pass or fail, or even they don't need to count for the grade, so it's actually some dynamics in between.

So when we talk about regional partnership in this curriculum collaboration, I think we have to really understand each university's criteria so we can ensure the quality of learning only for the teaching part. I think definitely a lot of you also mentioned about the training to the faculty members. And I think we should create a role model of faculty members as the master trainer but not only one, but can be two or three or even five, and then they can actually go and train within your university. For those who are interested in doing curriculum design like what United Board mentioned about, Singapore Ngee Ann Poly actually will help to do the curriculum training to the faculty members. And can we also share about the models of what Ngee Ann Poly is going to do. We can learn from each other. And I know Silliman University, they have some certificates on curriculum design. Also, Hong Kong Polytechnic. They also have this curriculum design. Can we have one day, maybe to get people on board, and then to talk about it? I think that will be more fruitful for the network, so this is actually my humble idea.

Nishimura: Great, thank you so much. Now we are running out of time. So shocked to see how fast. Dexter, you haven't spoken up, so could you?

Tabujara: Good afternoon once again. In terms of curriculum development, we also need to do something, or improve. But let me also share what we are doing in terms of curriculum review. What we do first, by ensuring that the four principles of engagement in service-learning are integrated, or it's present in the syllabus of service-learning course. So, if those principles are present, we try to consider them as advanced, or faculty who are the service-learning champions. So, if they are the SL champions, they can share with us in our PLC, or professional learning community, and so, they share, they mentor other faculty from different colleges to help them on how to improve their syllabus in their particular discipline or course. So in that community as well, we have some questions about how to integrate the four principles. Then that's going to be the opportunity. They share experiences and then they share feedback as well. And then part also of developing our four-curriculum development, is we have SL champions or mentors per college. So those new faculty who are engaged in SL, or new ones, there will be champions in charge of the particular area. So there will be a process so that if they have something to learn or they can, we can help them. Then another one is in terms of the level-up process. In terms of engagement in S-L, for us here in St. La Salle, our entry point is the NSTP. So

there is an introduction to service-learning. So after that they familiarize the principles, the processes of community engagements. Then in the third year, 4th year years it...

(Time was up and we were bounced back to the main room.)

Breakout Sessions

Theme 2: Institutionalization

Participants: Ms. Emmelyn Koh, Asst. Prof. Froilan Alipao, Dr. J. Thomas, Dr. Joyce Tang, Dr. Leland Joseph Dela Cruz, Ms. Marietta Guanzon, Dr. Marilou Agustin, and Dr. Valarmathi B.

Facilitator: Hitomi Yokote

Yokote: Hi everyone. This is Institutionalization session. We would like to cover three discussion points which were shared in advance earlier.

1. What kind of efforts have been made to mainstream S-L in the universities?
2. Who should be involved in decision-making and leadership in S-L?
3. What can we do collectively as SLAN to make S-L institutionally sustainable and effective?

Let us start with the first discussion point "What kind of efforts have been made to mainstream S-L in the universities?" Mei, would like to start sharing about your university?

Guanzon: In De La Salle University, Manila, Philippines, the process that we undertook in institutionalizing S-L was by soliciting the leader's active role. We engaged the institutional leaders in supporting the S-L's alignment with the vision, mission, and goals of the university. We incorporate S-L into the structures and formal organizational setup of the university. And, more importantly, we get our leaders' commitment towards S-L institutionalization through the incorporation of S-L in plans, programs, and policies. We identify and engage S-L champions who are allies in S-L such as faculty members and administrators. They helped us popularize and implement S-L. We form our students, faculty, and community partners through training and orientation. We treat our key stakeholders as co-owners of S-L as they have a big role in the success of S-L. Without them, we can never implement service-learning. So that's all. Thank you.

Yokote: Thank you very much for the very thorough analysis. How about other universities? Anybody like to share or comment about how efforts are being made to mainstream service-learning?

Dela Cruz: I can go ahead. I am Leland from Ateneo de Manila, also from the Philippines. When we were forced to revise our curriculum because the government had a new mandatory curriculum, we took the opportunity to review our entire program of studies. And in the process, we were able to include a course that was service-learning, and it's required for all of our undergraduates. So, it's really mainstream. All undergraduates of all disciplines have to do service-learning. It's kind of also with what we have in the Philippines, the National Service Training Program. But aside from the mandatory NSTP we created a course alongside it, which would provide academic content, or service-learning. So, we were fortunate but not exercise of revising our entire program of studies allowed us to

mainstream a service-learning parts for all undergraduate students. Thank you.

Yokote: Thank you very much. How about other universities? We have many Filipino universities represented here. De La Salle and Ateneo, we have Saint Thomas as well. Oh, Sharon, you raised your hand.

Valamathi: So, with regard to the efforts taken by CHRIST University in India. To institutionalize, the first effort that we made is to establish a Centre for Service-Learning to cater to the need of S-L and monitoring the service-learning activities. So, this year beginning January, we set up the Centre for Service-Learning that is supported by the management, to cater to the interest of various departments. The moment we initiated this, we also received notification from the Government that in the future there would be a two-credited course which would focus on community engagement, and service-learning activities. So, after we set up the center, we identified faculties from different departments.

We also have different campuses in Karnataka itself. So, we had first formed a team of executive members, to understand how CHRIST University would go about institutionalizing the service-learning course and also accommodate international partner's requirements. So, a lot of brainstorming happened and finally, management is convinced now all undergraduate programs would have a mandate for two-credit courses. The course will be taken up either in the 2nd or the 3rd semester, as a mandatory graduation requirement. The intention behind having S-L in the second year is to accommodate students who wish to continue service-learning activities in the final year at their choice with the Centre for Service-Learning. The Centre has executive members who have received training and who will impart training to other departments. The executive members came together and identified faculty members from all the departments, irrespective of whether they had an existing service-learning course or wanted to introduce a service-learning course to standardize the SL course structure and implementation. The departments are flexible to frame their service-learning curriculum. They're flexible to give credits or have their own assessments. But they'll have to introduce a course which is integrated into the existing course or introduce a new S-L course.

And one of the main challenges that we are finding is to develop a university manual. So far in the Indian universities we have not found a manual or a framework for service-learning, when we think about institutionalization, the first step was to display in our website a temporary manual which give them basic framework to design and implement service-learning. We have put a temporary manual which focuses on what is the requirement for departments to implement service-learning, so I think one of the main challenges when I see about institutionalization is understanding the bigger picture, future of how service-learning would benefit all the stakeholders, including faculty members, the students and the community where we go and engage our S-L activity. So, we have kept these three foci i.e., faculty members also get some kind of incentive through service-learning. They're motivated, otherwise the challenge is very few faculties would be interested in handling service-learning courses.

Then students, how do we inspire our students to take up a mandatory course on service? And the moment we say mandate, the students' interest may drop. So, our challenge is to kind of reinforce that interest. When you interact with the community, you're going to have a life-changing experience. And the community will also have transformation due to their intervention. We still are in the process of finalizing and elaborating a handbook in service-learning.

Yokote: Thank you Sharon. Mr. Frolian had raised his hand. So, would you like to share?

Alipao: Yes, good afternoon. Nice speaking to you again, Madame Hitomi, from the last time we were in Singapore. So, for the first question. What kind of efforts have been made to mainstream S-L in the university? I would like to use the report that I submitted. This is within the scope of this academic year 2021-2022, because I believe that the serious effort of institutionalization of service-learning in our university is just happening in this pandemic now. With the effort of the Simbayan Community Development Office, this is the office in terms of the whole community engagement program of the university, meaning it's not only the service-learning but the whole engagements of different stakeholders when it comes to community development and advocacy. So, the office, we initiated the idea of institutionalization. The office set up a meeting with our Vice Rector for academic affairs, regarding the plan to top the different academic resources for community engagement. Because most of the community engagement before the pandemic is more on the engagement of different student organizations, so it's not academic, but voluntary. But this means that service-learning, the idea and the proposal were accepted by the academic affairs. So, during one of our meetings the Simbayan Community Development Office also presented the concept and proposal to the Deans. So, the Deans have good acceptance and are committed to adapting the service-learning in their respective academic units. Because of this, we conducted several orientations and workshops at the academic and university level as part of the institutionalization. To mention some of these service-learning orientations with curriculum development and the respective academic unit, we have the faculty advocacy letters within the compose of humanities and social sciences, the college of tourism in hospitality management, we have also the university-wide training of faculty members when it comes to curriculum development, so your integration of the service-learning in connection to sustainable development goals and the commitment for global compact on education. So, but also part of the ongoing institutionalization, the office, wherein I, and together with other researchers, we are now conducting baseline research on the practice of service-learning or related to service-learning. Because we believe that despite of not having an institutional support of service-learning, there are sporadic approaches of different forces or disciplines, so after the research which is undergoing now, but in the initial findings, we can see that the health sciences they have their own way of doing community related courses like community health nursing, community medicine. So now based on the orientations that are given now with different academic units, it's easy to align the service-learning in their curriculum, so we're not starting

from zero. Instead, we're gaining or creeping the efforts from the past. It's already a long practice of different academic units. So maybe I can say in my initial findings in the research, there is a type of institutionalization is realigning the previous efforts.

But there are also courses, academic programs, which should really keep emphasis on service-learning because they're just seeing engagement as extracurricular. So that's why we really have to review and reorient. So, institutionalization in our research, we see the effort now for curriculum and teaching, and even the partnership with the community. The advocacy of the office is really to see to it the sustainability of working with community. So, it's not only the service-learning that could sustain the engagement with communities, but there should be support programs for the communities. That's the overall engagement of the university for our partner communities and institutions. I have also to say the credit to the De La Salle University for the effort to reach out to us, for training and in line with university effort, so training and it's a global effort to really work for all Catholic universities to integrate service-learning. That's very supportive to our effort under the Simbayan. I can say that service-learning if we want to really establish service-learning, help really to be advocate, because it's not popular, it's not easy also to engage with communities for most of the faculty members, and even administrators to engage with communities, or extra effort to make the program more deliverable and maintain their academic competitiveness. That's why there is also a concept of, if we're going to enter into a community engagement, our academic excellence effort will be also affected, so we have to really explain the impact of community engagement and service-learning to our administrators. Thank you.

Yokote: Thank you very much. So we should move on to the next question. Who should be involved in decision making and leadership in service-learning? I think some of you have already mentioned, so those who haven't spoken yet? Maybe Marilou, would you like to share your thoughts on this one?

Agustin: Yes, good afternoon everyone and I am from Union Christian College, Philippines. So, in our college, of course the decision is coming from the President or the administrator of the university or the college. It's because from the plan and including on the thrust and the reaction of the school, it's of course the President who will approve and endorse and cascade the plans and programs up to the lower level. And that's the reason why after approving that it's been part of the thrust and the action of Union Christian College, it is cascaded to the academic and non-academic division. That's the reason why service-learning is part of the syllabus or that is an academic instruction. So, all academic units and even all college students, and even the junior and senior high school students in our college are part in the implementation and in the program of service-learning.

Aside from that, our organization, our student organizations are also practicing or going into the community and having their mandate and part of their mandate is to practice the service-learning. Because in our vision, it is stated there to realize the whole person education. That's the reason it's

been part of our whole curriculum and our whole life in college. So even non-teaching personnel are also involved because there are different activities, and we have different programs where the focus is on service-learning. Especially in the college of nursing, where in the RLE, or the related learning experiences, is really very close to the service-learning program. The same is true with accountancy, even education programs and even senior high schools have been doing this program. So that is really how we start, institutionalize service-learning in our college. Thank you so much, and nice meeting everyone.

Yokote: Thank you very much, Miss Marilou. Would anyone like to add to that, for who should be involved in decision making? I think everyone has ideas as already expressed. So maybe we should move on to the final one, which is a big question. We have about 10-11 minutes to discuss this and then we need to report back to the entire group. So the final question would be, what can we do collectively as SLAN to make service-learning institutionally sustainable and effective. It's a big question. Do you have any thoughts on this Miss Joyce?

Tang: Yes, I was taking down notes. I think from what I am hearing currently, that may be a good start is that there is sharing of resources, there is cross training, that seems to be going on. And that will include learning of best practices. So, I think that's a good start from anything to do with the network I guess. If there could be more collaboration across in different ways, would be helpful. So, I also understand there have been some joint research that has been taking place or may not be about institutionalization or service-learning, but it could be about other initiatives, and I don't know whether the question is really just how do we look at institutionalization, or actually the impact of the network on service-learning as a whole? Because I think if I may summarize a little what has been shared just now on institutionalization, actually, in a way, it's very personal to the institution. Depending on the institution's vision and who the stakeholders are, the pace of institutionalization the country mandates even, as I'm hearing from the Philippines. A lot of it has to be dealt with internally and maybe at the country level, so that support is more pertinent, right? Because I hear from our friends from the Philippines about, was it Philippines or was it from India? About the mandatory, I think India, sorry, the mandatory government, a government mandated syllabus. So, it's something that maybe as the country you understand what is needed and the support from the SLAN network for those initiatives might be helpful. So just some thoughts. I don't know whether they are relevant.

Yokote: Thank you, yes indeed. I was just wondering about funding as well. If we have some collective fund as a SLAN, which we can use, that would be nice. I mean we don't have any sort of common pockets, so we just have to depend on each individual universities' finances. Some secured United Board's funding for further development, so United Board could be really a catalyst or secure the finance for some of the projects. Is it sustainable? I don't know.

Tang: Is that happening already? Or is that a new suggestion?

Yokote: Oh, it's happening already. The United Board already provides finances like I think Christ University had, so Sharon, if you could go ahead.

Valamathi: I think the United Board grant fund was given to many institutions, including CHRIST. There was a call for proposals, and we submitted them, and they gave us 10,000 USD for the institutionalization of service-learning. And I think there are multiple times United Board has come forward, I know, asking institutions interested to give proposals, and they would support them. Coming to the point, I was thinking, SLAN, how do we take advantage of our network? So, I was thinking of the existing members if you could put across your expertise in your website or in a common forum where SLAN has all the information. We are looking for some institutions that would collaborate in making service-learning policies for an institution to carry out. And I know you have two decades of experience implementing and institutionalizing service-learning. You would have changed, upgraded and learned a lot through your experience. But if an institution claims to have some expertise in making service-learning policies, how to design the policies and make an institutional framework, we can collaborate. In case any cost is involved, we can look at how we can mitigate that cost for the training university. And then utilize that expertise. So suppose if CHRIST University feels that it has rich resources for accommodating people coming and staying and doing a tour or doing a study visiting our project areas or visiting our community. Then we would put in our website saying that, yes, we are willing to accommodate the SLAN partners to come and stay with us. In fact, we currently have five MOUs with international universities, but they are not SLAN partners. Apart from SLAN members, we have exclusively 5 institutions from USA and other parts such as Netherlands, Singapore, and so on, who come just for the service-learning experience. We want another institution to offer a short-term course on service-learning related to sustainability, which is the main key here. The institutions would widen up the area such as the area of community engagement or the area of student engagement or faculty involvement etc., so that each of them can come with their expertise and then we can share. We can connect more on one-to-one and share our experiences.

Yokote: Thank you, thank you very much. Mr. Leland?

Dela Cruz: Hello. I think there's a lot of knowledge here, just from the videos earlier, but it was kind of hard to process the videos. I think it might help the network if we have some sort of knowledge management strategy. For example, just classify all the universities, in terms of different stages of service-learning, who has been imported in the curriculum, who has its voluntary activity, which might be a possible research proposal for the United Board. But really, for our own use so that when it's clear to us, for example, Sharon's concern is about institutionalization policies. Then it might help her if she knows which universities have already institutionalized so that she can already approach that

university and asks how did you go about this particular practice. And so, one would be a research to sort of create some way of helping us to have a handle on where each university is. Then maybe another will be some sort of platform. I don't know what ideal platform there is available where we can raise questions and then people from the network can answer. So, for example, Sharon, you had a question about how to set-up institutionalization policy, then those who have had experiences can just answer the question on that particular platform. So, in other words, welcome line is knowledge management. I think we have very rich experience as in the network, but the information is not processed or it's not available in virtually, but it's easy for us to handle the information. Thank you.

Yokote: Thank you very much for your input.

Tang: If I may add to what this brother just said. I remember SUSS, kindly set-up a clearinghouse under SLAN. I don't know whether that would be what you're referring to, but that could be more publicized and perhaps more utilized by the members. That was just a thought that came to my mind.

Yokote: Thank you, I think we have SUSS member here. Emmelyn, are you here? Is the clearinghouse active?

Koh: Yes, we do have a digital clearinghouse, as a National Service Clearinghouse for service-learning research and policies. But I'm not too sure if it's understood, sorry, I joined the institution not too long ago. So, I can share in the chat, this is our link to the digital clearinghouse.

Tang: OK, thank you.

Yokote: Thank you very much. Mei, you raised your hand. Did you want to comment?

Guanzon: Right, well, my thoughts on sustaining SLAN, one I think is to increase our global competitiveness and global connectedness. So, as you know we have this global program called Uniservitate and De La Salle University is the designated regional hub for Asia and Oceania. We could share the resources with fellow SLAN members. And it's just that for now, it's the focus is on Catholic Higher Education Institutions, but we are planning to expand the reach of the Uniservitate Program in the region so that we could reach other non-Catholic universities. We could also tap other institutional networks, such as Uniservitate for global partnerships on service-learning. Thank you.

Yokote: I think it's already time I want to continue but we need to get back to the entire group. Thank you so much for your time and maybe we should finish here. Miss Joyce, would it be OK for you to report? I leave it up to you.

Tang: I try.

Yokote: Thank you so much. Let's go back to the session. Thank you very much everybody for joining.

Breakout Sessions

Theme 3: Network Building

Participants: Mr. Arjun B. S., Ms. Cheng Chen (Olivia), Chinwei, Mr. Divino Cantal Jr., Ms. Faith Ong, Ms. Hannah Samuel, Dr. Kishore Selva Babu, Ms. Ophalle Alzona-Pornela, and Dr. Stephen Chan

Facilitator: Kenji Ishihara

Ishihara: OK, thank you. So, let's discuss these three questions. So from local perspective, international perspective and also perspective as a SLAN member. So, I think you all have a lot of experiences so it would be great to hear from you. And this is a small group like about 10 people. So, let's have an active discussion. In terms of the first question. How have you built a network and partnership with community partners for service-learning? Do you have any ideas or any experiences to share? Ms. Hannah please.

Samuel: So good afternoon. Good evening, good morning, everybody. I am from Lady Doak College, India. At Lady Doak, we have included service-learning into a credit-bearing system and something as a mandatory program which all students in the undergraduate program have to undertake. They have to do that as a project and submit it in the form of a thesis, and they'll have a viva where they will defend. In the viva they will defend their findings and then they will be awarded their degree. So, this is something that is mandatory for them to earn their undergraduate program. So, for this, our partners, our community partners, we have, actually we have structured our service-learning program in such a way that, though the departments function individually, we have a center for lifelong care engagement, who do things for us.

Now if you want to have a community partner, now we have our center for lifelong care engagement who are willing to draft, you negotiate with them and then form an understanding so that we can go. The students can go and work in the local area. So, we usually target NGOs, Non-governmental Organizations like Dan Foundation, Chamber of Commerce, Road Truck Club, who are already doing a lot of service among people. We are able to connect with them and choose what is relevant to our students' learning and act accordingly. Now say, for example, Chemistry students are doing something on water pollution. And how things can be rectified. So for that they work with a particular organization, the NGO who specializes in water. Now for that we have an NGO called Ark. They help us to serve the community better, to transfer our students' learning into some component over there, so that they can have a target group, they can have a village where they go, they conduct experiments, and then they test the level of the pollution of water over there and then they suggest remedial measures so that things are done, and a lot of sessions are also conducted for the society over there. So, this is one way of doing through NGOs. And the other one is addressing specific community

like dancers, traditional dancers who are actually on the decline. You know we have a lot of traditional dances in Tamil Nadu in particular, and other things like doll-making industry, making dolls with clay and all that. So those are things you know. Those handicraft artisans are slowly on the decline. So, talking to those people bringing out the best in there like documenting those things is something that the English department does. So for this we don't have an MOU or something as such. But we have social workers who work very closely with them, so getting in touch with them and using them as resource person contacting them, inviting them as resource persons gives us a connection with them so that we are able to reach out to the community effectively and it becomes a sustainable thing. It becomes an ongoing process. The connection stays, so that is how we do at Lady Doak. Thank you.

Ishihara: OK, thank you very much. It's very interesting, and you see each department functions as a gateway for community partners. And also you have two kinds of partners like NGOs and local groups, and one has an MOU and the other doesn't necessarily have MOU. And these are non-profit, right? Thank you. Is there any other? Dr. Vino from TUA?

Cantal: Hi good afternoon to everyone and I apologize if my background is a little noisy. But I would like to share with you the experiences of our university. My name is Dino. I am a faculty of Media and Communication of Trinity University of Asia and the Philippines. And in the university, we have the instruction, the research and extension. And since it is already in place, the extension part, we have an office which takes care of the community partners. So, this office is mandated by the commission on higher education that we should have an extension office for the university. And so what we do in service-learning is, we are partnering with the communities that are in partnership with the extension office, so the extension office has programs in partner communities which most of them are around the university and based on the programs that they have planned, the students who are coming from different programs in the university are participating and trying to be able to give service based on the major in college that they are taking. So, for example, if they are business majors, they are being assigned to partner communities that are doing entrepreneurship or any other programs related to that. So, there are already built partner communities because there is a community extension office of the university, and the service-learning office is just trying to ride on the already established program by connecting it to the program of the college to that course of the college student that he or she is taking.

Now in terms of building a network with other communities, the university and the community extension office is also trying to explore other avenues, not just partner communities but institutions as well. Like for example, the non-government institutions where students can do service. To that now the difference is that the community extension office is purely voluntary. There is no grade given to the student if they are doing service in the community extension. But in service-learning, it is a required activity as part of the course. So that is how we do it in my university. We anchor ourselves to the already established community extension office, which does voluntary work and then, we try to

connect the programs being taken by the students to the existing projects of the community extension in the university. Thank you.

Ishihara: Thank you Sir. It's very interesting that the Office of Community Extension manages partnership and service-learning joins that partnership, already established by the office. So thank you. Is there any other? OK, so from the fastest, Dr. Ophalle?

Alzona-Pornela: OK, but I think Dr. Stephen was raising his hand a while ago.

Ishihara: Dr. Stephen do you have a question or...?

Chan: I'm Dr. Stephen. No, I just want to share a little bit about our experience and what we hope to do in terms of international collaboration. I'll wait for my turn.

Ishihara: Sure, thank you. Dr. Ophalle, go ahead please.

Alzona-Pornela: OK, thank you. My name is Ophalle from the Ateneo de Manila University, Philippines. Just to add a few points. I think we have a lot of similarities from what Hannah and you know, so. I'm with the Office for Social Concern and Involvement and we handle the partnerships, we handle that we service the link between the university and the students, the faculty and the partner communities and institutions. I think we're able to, on our end, build our network of partners through our long-term partners wherein we, during the time where we were still not doing service-learning. So, if you are able to catch it a while ago in our video, we've been around since 1975. But the video did show only from the early 2000s. In early 2000, we haven't really had much service-learning initiatives in our university. But we've had community outreach, community service. Where for instance we go to different partner communities and institutions and do particular service. That's not necessarily tied up to a course, so it's not credit-bearing. Aside from the NGOs and the people's organizations, I think one of the things that we've been, that's a bit unique, if I may call that, would be our partnership with public schools wherein we not only engage with the students with a young public school students, but also with faculty with young teachers or teachers are like who would need some help in terms of say, their modules or some skills needed.

Another thing that we've been getting into would be, partnerships with our government institutions. So, from the national government agencies to local government units, because we believe that through these partnerships it would have become more impactful. It would have long-term effects and long-term partnerships, and, in the end, we could go and leave, and you know, just allow them to continue the projects that our students have been doing. That's all, thank you.

Ishihara: And thank you. Yeah, the period of partnership is, I think, a very interesting topic as well. Whether we should have some short-term partnership or long-term partnership. So, thank you for your

insights. So, we are still discussing local partnership. Are there any more insights about it? Or if not, we can move on to international, but you are free to jump in. OK so Dr. Stephen.

Chan: Yes, so I'm from the Hong Kong Polytechnic University. I actually know some of the people at this gathering. Just a little bit of background of our university. We at the Hong Kong Polytechnic University service-learning is a compulsory subject for all our students. So, each year we have about 4,200 students taking service-learning. We have about 60 different service-learning courses to offer each year, so the students can choose one of those courses. Well, when it comes to partnership, we, now most of our students actually serve in Hong Kong. Most of the projects in Hong Kong, about let's say 75%. Another 25% is away from Hong Kong. Among those 25%, about maybe I would say, I can't remember the exact percentage, but maybe about 50% goes to mainland China. That's about 600-700 students each year who go to mainland China. And about 400 go to foreign countries, before the pandemic. Of course, the pandemic changes now, scrambles the numbers a lot. That's the situation. I was the head of the office of service-learning in which our mission is to help our professors to set-up partnerships, local, mainland China, and overseas, so that students can find their projects overseas. That's why that's my main interest here. And I want to focus on international because the local ones are relatively easy for us to depend on, because we know the people and the local NGO. So, it's not difficult for us to find partners for local projects. It is an international project which requires work. Because you know we are based in Hong Kong, and we want to send hundreds of different students. We aim to send about 1,000 students away from Hong Kong to foreign countries in about 5 years' time. That's our objective. So, we have a big job to do to find all this international partnership. So far, our international partnerships are mainly in Southeast Asia. We have good connections with Cambodia. Relatively good connections with Vietnam. We have good partnerships with Myanmar before the troubles over there. We are beginning to build good partnership with the Philippines, and we have some companionship with Indonesia, and we are beginning to build some partnership with India, and we have a strong partnership in East Africa in Rwanda.

Now most of these partnerships are built through very often personal connections. Some of the professors may know, may have some friends, fellow professors in other countries and they may know some NGOs themselves. We also find some good connections through the United Board. They have been very helpful from the very beginning. You know, introducing us to people in different countries because they have such a good network, so that is how we have developed things. Now we want the way that we operate is that we often take students as a team and send them to a project. Say, in a foreign country. So, in the foreign country we often work with the local universities and, but more often we work with the agents directly.

What our experience has been is that when we will, the local university, now some of the local university, they have a strong local network but not always. But often you find that local university, which is good at academics but not necessarily good at connecting us with the local community. So

sometimes we find with more effective for us to directly work with the NGO rather than work through the university. But ideally, we would like to work with the university because we would like to have an academic exchange with the local universities so that our students can work with their students and serve the community together. I mean, we also want to make this neutral. We want to send our students to universities in foreign countries. We also want them to send their students to us so that the exchange is mutual, that's ultimately what we aim to do. And we do this not just within Southeast Asia. We actually do this with more developed countries as well. We have a strong partnership with numbered universities in the United States, and we try to make it reciprocal. We send our students to the United States to work with their NGOs and then we wanted them to send students back to Hong Kong. And we also said we want them to send students to get with us, to go to a yet a foreign country. We have done that like, for example, Cambodia, and Rwanda, so we want to expand that because we want to bring people together. We have also tried to take students to one Southeast Asian country to get with our students to go to another Southeast Asian country, so that people can really now have a link with their neighbors so they kind of serve each other as well. So that's the kind of direction that we are going.

At the same time, we also feel that we want to link up more with the international community doing research in service, and one of the things that we believe very strongly is that we cannot just teach service-learning. We need to do research ourselves so that our teaching is based on solid scholarship, based on solid experience, based on the results of strong research. That's how we build reputation. If we can continue to just do work and work and work, people do not respect us. They would simply say OK, you are doing what other people are telling you to do. You are just following other people's model. You are not contributing to the scholarship. The Americans will never respect us until one day we can publish our own research in respectable conferences, in respectable journals. And so that's one of our aims. We are very active in the international conferences, we publish our papers over there, we published in their journals, with publishing journals of higher education to build our own strength, but at the same time to build down up our credibility, in terms of service-learning. And so that's part of the reason why I'm here today. I'm trying to get to know the members of this network better. We have not been very active in this network before, partly because of the time. Your conference tends to take place in summer. For example, like this is July, but usually June, July, August are the busiest time. I used to like most of the time, I'm now in Hong Kong now because of the pandemic, but otherwise I would be either in Cambodia or Vietnam, or this year we are trying to restart our program, so in about 2 weeks-time I'm going to take a team to go to Rwanda. So, conferences in July are a big problem for us, so that's another technical issues to consider if we want to bring people together. We might need to consider when is a good time for people to meet. OK, sorry I don't want to take up too much of the time, but that's what I wanted to make my intentions clear to everyone.

Ishihara: Thank you very much. Yes, international partners, it can be both with NGOs and with universities, and also reciprocity in international service-learning is also challenging and as you said, research is quite a huge agenda for service-learning and probably international service-learning can elaborate an opportunity for joint research. That would be very interesting. So, thank you. Are there anymore opinions, insights about international partnership?

Olivia: Greetings from Nanjing, China. I'm Olivia from Amity Foundation based in Nanjing. Different from some other universities or colleges of SLAN members, Amity Foundation is an independent Chinese social organization founded in 1985. It works to promote education, international exchange, public health & welfare and other related development work in China and overseas countries. Our partnership with International Christian University's Service-Learning Center started in 2006. In the past 16 years, Amity has received many students from ICU and they have been engaged in local voluntary services, such as volunteering at Home for the Elderly, Amity Bakery, Communities in Kunshan City, socializing with students from Chinese universities, etc. Based on the strong connections that Amity Foundation partnered with the overseas countries, such as USA, Japan, Philippines, Cambodia, Zimbabwe, Laos etc., we have developed different programs according to the local needs and always taken human beings as the first priority. From our programs, participants in groups are able to choose program activities upon their interests and preference. By attending the programs, participants from different cultural backgrounds work together and learn mutually to gain deeper understanding towards each other and enhance the sense of teamwork. And during the activities, innovative approaches are being introduced and adopted as well.

In 2020, due to the outbreak of Covid-19 pandemic worldwide, which made it difficult to promote the on-site exchange programs. Therefore, we transferred the program into the online one, and was finally implemented successfully. We collected questionnaires from the participants and fully understood what they would like to learn from this online program. Much research concerned with worldwide issues was shared and discussed. However, there have been challenges confronted, for instance, the academic orientation cannot be well-integrated into the program, we suggest having professionals or experts in service-learning to monitor the program and design the evaluation in a more systematic and academic way. As an NGO, our advantages are mainly in the service parts as we are rooted in the city and rural communities. We need to find a way to combine the academic knowledge with more practical experience that we conducted with social service centers and communities. This is mainly our experience with service-learning program and I hope the information can be helpful for us to promote the program in a better way. Thank you.

Ishihara: Thank you. ICU and Amity Foundation have a long-term partnership and especially this worked last year because we had an online program, and this was quite good to overcome the COVID

issue. So, thank you. And yes, academic integration is a challenge. So thank you for raising it. OK, so we have less than 10 minutes, but, do you have any... Ms. Hannah, please?

Samuel: Yes. This is with regard to our international collaborations, and I just thought that the United Board and SLAN have been very helpful in networking with other institutions. The United Board, they don't just stop helping us with networking with other institutions, but also help us, encourage us, by providing research grants so that we can conduct workshops and then we can grow. And now recently we have received a grant with regard to the whole person education. We have received a grant of \$10,000 and we are hoping to conduct a series of workshops. Also, we are planning to explore possibilities where we can engage in internet secondary courses. So, it helps us to grow from one stage to the other, and that is something unique that we have benefited from the United Board Association and collaboration. And the same is the case with SLAN, like when we meet people, friends like you, we are able to identify common grounds that we stand. Especially I like the way that Dr. Stephen was presenting and saying that their institution is interested in sending students in international service-learning programs and also receiving students from abroad. So, we would very much like to send our students to and we would really welcome your students to our campus, too. At present, we have students from International Christian University. We have had students from Singapore University of Social Sciences and from Taiwan region, and so it goes on. So, it would be really nice if more students can come for our international service-learning program, too.

But I didn't say that one challenge that we face. This is the period of vacation that we have. It's not common. Like for us it will be one period of occasion, we usually connect the service-learning program in July and in December or in January, but that is not a vacation time for many countries. So that is, I think, one of the challenges that we need to work on, common timing so that we have more students coming and they're benefiting from intercultural service-learning experiences. Thank you.

Ishihara: Thank you. Yes, there's an issue of timing or schedule when it comes to international programs. It will be more complex but still we hope this SLAN could be a platform to exchange our students frequently. So, this concerns the third question. Dr. Faith, do you have any? You are preparing for reporting, but we would like to hear from you as well.

Ong: Yes, I am taking down some notes. Maybe you can just go first, then I can do a summary.

Ishihara: Sure, that's also good. OK, so we have 4 more minutes, so we are almost wrapping up. But when it comes to the last question, do you have any insights?

Ong: I think we can answer the last question like, how can we, what can we do collectively as SLAN to make networking in Asia more effective? Are there any ideas? How can we make this networking session in Asia more effective?

Samuel: I just feel that we can communicate more frequently. I think sometimes our communication starts with this SLAN meeting and maybe a couple of meetings after that. It would be really nice if interested people can have frequent communication, express what we need, and explore if we can have a connection out there. Then I think that perseverance we need. I know everybody is busy and short of time, but if that can be done and if one link can be obtained, that will definitely ignite a spark and that can build a collaboration. So frequent mails maybe. And response to mails. I think that will help us build better bridges. Thank you.

Ishihara: Thank you. The frequency is yes, actually this morning we had a chat with Carol Ma, and we discussed that probably conference once a year is not enough. Probably we need a couple of times so the kind of frequency can be elaborated by the SLAN network. It's almost time, so Dr. Faith can you rap up?

Ong: Yes, I actually have some screen to share, I took down some notes.

Ishihara: Sorry I don't have the right to permit your screen share.

Ong: I think in the whole session they can enable? It's OK later we can get the host to give me the rights to share. Actually, I'm just curious to ask for the last question. How do we collectively as SLAN do networking? I summarized that we can communicate more often, like what Hannah shared. One of the things that I thought that Dr. Stephen brought out, which is research in Asia, is really lacking. Like even when I'm doing my own research or when we are doing the right thing, it's actually very difficult to find Asian. So, I'm just wondering if there are even opportunities from such collaboration. We need Asian network. And I don't understand the ICU and even Carol, they are trying to publish something, and I thought that it is actually very interesting if we could come together and perhaps publish a journal or a book chapter that is within Asia. So, Dr. Stephen, you can lead this. And then Hannah, I like the idea of frequent emails or even like, I don't know whether in your university you do community of practices, which in Singapore we have a Singapore service-learning network where we meet once every three months just to come and share what we are doing in the Singapore scene so that we don't duplicate the work and then like what Dr. Stephen is trying to do, so that we can consolidate ideas or research. We know Singapore, so I'm not sure if we could suggest that later. Yeah, what do you think?

Samuel: Yeah, that's a nice idea. It would be nice if we can check on each other to encourage and so that it doesn't become repetitive. That's my idea. Thank you.

Ong: So, have joint research opportunities.

Ishihara: Every two years, SLAN has an academic conference and last year Silliman University hosted, and next year Christ University will host.

Ong: So, we are saying that maybe we can have more frequent conferences instead of once every two years. They all have conferences in the universities, so you can invite the SLAN network to also be part of that. That will also be what Dr. Stephen is trying to say, boost up the Asian research in service-learning.

Ishihara: Great, thank you. So, it's time, so thank you very much for the active discussion. It was quite exciting, and I hope we had more time. But it's time, so let's go back to the main session. Thank you everyone.

Sharing of the Breakout Sessions

<Main Room, all back from breakout session>

Nishimura: OK, welcome back everyone. I'm sorry that we were in the middle of discussion, and we were kind of bounced back to the main room and I'm sure that you haven't exhausted your whole idea. But let us first share what we have discussed in each breakout session. I hope that each session has decided rapporteur, or to speak to all of us, as in what you have discussed. OK, so let me first invite the curriculum development group.

Hon: Hi everyone. Hi, so this is Maode from Ngee Ann Polytechnic. In my group we had a lot of discussions and there's a common understanding about all the universities, all the different institutions that in terms of service-learning, service-learning needs to be credit-bearing and needs to be tied to the academic programs in the different concepts in the different disciplines. So, there is this very strong understanding there. It's interesting to see how service-learning has developed in different ways in different institutions. For example, we have Christ University, where actually they started off as being non-credit-bearing, and organically developed and now, service-learning is taken as a credit-bearing module for all students for all the different modules. Our colleagues at Petra Christian University as well, previously it was more treated as a form of community outreach, community engagement, but our colleague here, service-learning is now under his church, at the institution's Center for Teaching and Learning. So, it is no longer just a method of outreach of engagement with the community, but now becomes a pedagogy. So that is something that came across all the different institutions in the discussion. This is something we very much agree on and to highlight.

And maybe I'll touch on some other area of discussion. How do we engage more faculty members? How do we engage with more faculty members to want to take up service-learning, and want to use service-learning in their curriculum. So, in terms of the benefits for students and staff, I think it's highlighted that we all see the impact on students. But personally, I think it will be good if we can collectively collect some form of data, so that we can share this data, this common set of data across the different institutions in the region as well, so it forms a bigger set of statistics that is something more powerful in convincing other faculty members. In terms of faculty benefits, it has been brought up that it broadens the research areas. It allows for more research to be taken place. But one big issue that we have touched on is how do we train, how do we equip the faculty to be more to be able to take on this design integration of service-learning in their curriculum. Different universities have different approaches, and we see how Lady Doak in India, they are the master in terms of training other institutions in India, in taking up service-learning as well. And we see that in the other institutions in the Philippines. In the Philippines and Indonesia as well. So, it is some knowledge, I think Carol brought up a very important point, in terms of curriculum design, that we need to align. It is important that we need to align the learning objectives of the course to the assignments to the assessments and

then to the activities for lessons. And she brought up an interesting idea that, if it would be possible for the different institution members to share lessons, plans, lesson designs, curriculum designs across the different institutions, so that we can have more examples that we can share our different faculty members. I think before our colleagues from the University of De La Salle was, a bit interrupted, but he mentioned champions in the different faculty departments where they were mentors of other faculty members, who want to try to use service-learning. So, this is the broad gist of some of the key discussion points in curriculum development. If any other colleagues would like to add on, please.

Nishimura: Great, thank you very much Mao for your great report. So now let us invite institutionalization breakout group. Reporter, please report.

Tang: Hello, this is Joyce, I'm also from Ngee Ann Polytechnic. Also appointed to be the reporter. I'm very happy to do so. We have three questions. The first question is what kind of efforts have been made to mainstream service-learning in the universities? OK, maybe I just give a little background of the group comprises of participants from India, Philippines, Singapore and moderated by Yokote from Japan. So, basically the feedback was from these three countries and actually we all agreed that the video that was being shared earlier was all about institutionalization. So, I think I'll just do a very quick summary. One is that there should be a vision that is not just about vision of service-learning, but a bigger vision of the institution, and service-learning is a part of it. So that it really is owned not just by the team that is working on service-learning, but top down and hence in terms of leadership. You need both top down and bottom up, and you need all stakeholders to be able to be involved, of course at different levels, especially at the start. So top down could even mean government mandated. Because we hear from India that recently the government mandated that the schools need to have service-learning, or they don't call it service-learning, but community engagement in the curriculum. So that is top down. That is the highest level so of course at individual institution levels, if the head of the institution believes and mandates, the chance of it moving, at least in that sphere of his leadership is high. And then of course it's not just that person and it goes down all the way to the different leadership of the institution.

So, the other one is bottom up and I agree with what others were talking about, how do you inspire faculty? So, the inspiration of faculty, even for us, has been a journey, because even if it is mandated that everyone needs to conduct or apply the pedagogy of service-learning, not everyone may be interested. Not everyone may be equipped. Not everyone may be passionate. And we took this very seriously. We actually tried to inspire the staff to one to even see the value of service-learning, and that is where the training, I think one of my colleagues would call it, using service-learning to train service-learning. And so when the faculty is being trained, they go through the whole experience of engaging with the community, understanding the descendants that is being caused, and they themselves go through what a student go through, and then from there we usually have quite a lot of converts, and

some of them we are quite surprised, because when they first turn up, we were thinking or no this person may really not be interested, but at the end that person may be the most interested. So that inspires us as well. So, the buy-in is really quite important. Then of course for students, there is a correlation. There is no research to this, but there is a correlation to the staff who are very interested in being able to inspire students more. But there are also those who just apply the pedagogy, and yet the students are able to catch it and want to do more. So, I'm saying two things. One is staff are important, but the pedagogy itself is already powerful in itself. Then of course the other effort would be the community partners. I think it's also been a journey maybe for us, when we first start off, we start off with whoever is able to take our students. Anybody can, because we had that mandate to have every student have that experience. But I think as we journey on, we realized that getting the community partner to be a co-educator with us was really very valuable. And on the reciprocity that came from that was something of both sides, yes, reciprocity, that we both gain and the relationship with the community partners with some of them actually as developed and they became partners not just for the module that we had, they became partners with us for many different experiences as well. So, I think that kind of summarizes the first question. The second question. There is a bit, there's quite of overlap it. It says who should be involved in decision making, right?

Nishimura: Sorry Joyce, we have a few minutes, so could you wrap up?

Tang: I'm sorry. Then I don't talk about the second question. I talk about that question because the second question overlaps. OK, third question, we also just have very little time so I don't have so much to share. It is about what can we do collectively as SLAN as institutionally sustainable and effective. OK, so we realize that there are already some initiatives that are already sharing our resources in terms of training, in terms of research, and collaborations. And also, the other very important factor is funding, and we want to acknowledge the United Board who has really been funding a lot of initiatives. But I hear that there is still a lot of need for funding. Then the third one is about sharing of resources, and so that is where I think just want to acknowledge USS, because I remember USS has this clearinghouse. So, when we were talking or when members were talking about this, I was saying that actually there is a platform, but maybe it has not yet been fully utilized that it can be something that we can use for sharing of resources. I won't talk anymore. Thank you very much.

Nishimura: Thank you Joyce for your comprehensive report. A lot of good points, thank you. So now let us invite the partnership networking building group.

Ong: OK, I'm also from Ngee Ann Polytechnic, it must be a coincidence. OK, so I'm just requesting, I have slides, so is it possible to enable me to share it?

OK. So, I just put down some notes for easy reference so that we can focus. OK. The first question is about how have we built network and partnership with community partners? So, giving credit to the

people who are sharing at our session, Lady Doak shared about in their university there is a Center for Community Engagement, they are the ones that will recommend partners to the different credit-bearing modules. The focus is usually on the NGOs in India, their areas and local groups. And the kind of engagement in the form of MOU or they will directly work with the social worker states in the organization. And this is actually sharing the same sentiment from Trinity University of Asia. They share the same sentiment that they also have an extension office that has, that will recommend programs for the universities. And the office itself will blend different kinds of programs that will engage the student in different community engagement kinds of activity. Ateneo de Manila University also shared that they have like an Office of Social Concern and Involvement, a kind of an office that will help the service-learning office to get their, build their own network of partners, and this office actually started way before, even before service-learning started in their university. So this is something quite different from Ngee Ann Polytechnic where I come from. We don't rely on another office that is looking at partnership or networking. We will be the one to try in the office, or look for partners and try to link up partners. So, this is something that is quite interesting.

So, in terms of how do we go about building network, Dr. Stevens from Hong Kong Poly shared something that is very interesting with us. He looks a lot now for overseas partnership. And if you see my notes there, actually most of the overseas partnerships are built through connection. And giving credit here to the United Board Foundation. So actually, this is something that is new to some of us that we can tap on the United Board network for overseas partnership. And something that is going to be linked to the third question, is that Dr. Steven mentioned that they would hope to link up with more external organization, to build up service-learning research in the Asian Network. So, he is saying that it is important for Asian universities, who are doing service-learning to come together to build reputation for service-learning in Asia, to research, so that our work is evidence-based. And that leads to a summary of the last point about how we can do collectively as SLAN to make networking in Asia more effective. So, Dr. Hanna actually said that we should try to communicate more and not just meet once a year, and then we have to start all over again. It'll be good then if we can share more frequently. And then we shared that, how about having an online community of practice every three months just to share the work we do. Even if we don't have time to meet up, maybe we can e-mail each other on the work so that it will not just be once a year. Then we have to update our work all over again. And share invites of conferences, or practices sharing session, so that we are informed of what each university is doing. And lastly, having joint research opportunities with our SLAN network, so as to draw back to the point that it is important to build the service-learning world in Asia. So that's a summary from the point. I hope I didn't miss any point out. My teammates maybe can add but I don't know whether we have the time. OK, maybe will pass back to Mikiko.

Nishimura: Great, thank you so much I was amazed how skillful you are in terms of note taking and summarizing in such a short period of time. Thank you so much for your great work. So now let's open

the floor. Here we would like to discuss futuristic ideas. You know, in the past, a long time ago when we held the first SLAN meeting in 2002, we met at the coordinators meeting. We also jointly organized the Committee for Planning and Evaluation three times, but ever since we left that momentum, we haven't had a real substantial discussion. We had annual meetings, but we haven't had, so let's discuss the future. Next 20 years, what? What are we going to do? What can we do as SLAN collectively to improve our curriculum, to make service-learning institutionally sustainable and effective? And make networking in Asia more effective overall. So, let's share some ideas and hopefully we can just compile a list of suggestions for the future endeavor. Any ideas? Some points may have already been raised in the breakout room, but you can comment on any issue, regardless of your breakout room. Anybody want to start? Please use the reaction button and raise-hand function like this one. Yes, Carol.

Ma: Maybe I start. I really like your summary and I think one thing that I actually talked to, Steven is here also, so Steven sent me an e-mail to talk about whether we can have a community of practice. I think SLAN, we have been meeting every year. We also have service-learning conference. I think it may also be good if we can have a monthly meeting. And then it's something that we can actually learn from each other to create this kind of community of practice. So other than that, I'm also thinking, if we can think about this system. Because even though we are, we are the one here, because we are very active in doing service-learning, I understand that United Board try to outreach to a lot of universities, maybe in remote area of some of the country, and then they try to join us. Would there be any way that we can use this plan as a platform? And then maybe we can do something about this system, that university to university, they can pair up, and then have the faculty members and faculty members, students to students, and then we start from small. And then we can actually expand it. And of course, if the United Board can support that will be very good. And so this is actually another suggestion.

And last, because we all talk about training, we all talk about faculty development, institutionalization, but is there a platform that SLAN can work together to even set-up an academy? Or maybe an institute that we can promote? This is because now it's actually a very piece meal, right? So, when this group of university, they need help then OK, then United Board will find one university to go and train the faculty members. But then if we can have an institute, then we can have things centralized. Or even if you're willing to share resources, because I know Poly U and Silliman University, you have some curriculum developed already, and even in Taiwan, Service-Learning Taiwan Association and Ngee Ann Poly and SUSS, why not we take this opportunity to share resources. So that's actually my idea. But of course, there are lots of things that we can do. And actually, it's good that we are thinking about 20 years later because already in the two decades that we want to promote service-learning and so happy to see all the development.

Nishimura: Great, thank you very much, Carol. So, let's create an Academy where we come together and share all the information and opportunities, so we kind of speak the same language at the same time. Thank you. So, from UB?

Spurgeon: Thank you, Mikiko, and thank you, Carol. Before we start. I agree with Carol Ma because, as United Board, we are also interested in establishing hubs for training faculty. We are exploring in different regions, and as United Board, we work in Northeast Asia, Southeast Asia and South Asia. And we are working with Ngee Ann Polytechnic now at present to develop an online course for the faculty, to develop a curriculum development course and training for the faculty, and we will open it for all of Asia. It's for more than just South Asia. We, with Ngee Ann Polytechnic, will send the announcement perhaps to the SLAN also. And we are also looking for partners in different regions who can bring together because we have understood from our experience that service-learning is at different levels in different regions. If you take South Asia, it's on a different level. The need is very different. Southeast Asia, Indonesia and the Philippines are major countries where their need seems to be very different, and the Northeast region is very different. So, we thought we might have some gatherings of Northeast Asia service-learning partners or institutions and create a kind of network. And maybe for Southeast Asia. Southeast Asia, we already have a very strong network among them. And then South Asia. Then, we can bring all of them together at the Asia level so that way, United Board can collaborate with this SLAN and join with the SLAN to do that. We are specifically looking forward to connecting with Ngee Ann Polytech. And definitely, I'll get in touch with you, Dr. Steven, shortly. Because we want some knowledge sharing, strong institutions in Northeast Asia or Southeast Asia where we know that in the Philippines, Silliman and Ateneo de Manila, these institutions can handhold some of the institutions in South Asia because they need lots of training for the faculty, and also endorse, or agree with, Carol Ma on establishing an Academy we call the hub. We are looking forward to establishing a hub in different regions. Maybe we will continue to train faculty. It's not one time, it's not a one-time affair, or it's not two times, but it will be a continuous learning process that anybody who wants to get trained can approach that hub. So, that kind of plan we already have, and I'm sure that we will collaborate with one another and then develop future plans; the United Board is open because United Board firmly believes that service-learning is one of the significant contributors to whole-person education. Our vision is whole-person education, and we firmly believe that service-learning is an essential contributor to that. So, definitely, United Board will support SLAN and other organizations willing to network and support others. Thank you.

Nishimura: OK, thank you very much for your contribution, Spurgeon. Anybody else? Who would like to suggest the future direction or any concrete ideas about how to strengthen SLAN or beyond? May I invite Stephen to say a few words? He is a representative of the regional research network of service-learning.

Chan: Sure, sure. I certainly agree with all of these suggestions just raised to us now on the point of the importance of self-development and training. We have a very strong feeling towards that. Right at this moment, we are in the middle of offering an annual start development course. This year we have the largest cohort, we have over 45 people joining online from several different countries. We have quite a number of people from India, from the Northeast, I think, they are from the city group, therefore most people associated with the solution college over there, and we have a strong contingent coming from the Philippines, people coming from Vietnam, and the need is very large and so we certainly concur that, and also we realize that there are different models of service-learning. Not everybody does it the same way. We probably need different types of training for different people, even though the basic principles are probably the same. But adaptation to different country, different cultures would probably have to be made.

And we certainly agree with the need for a stronger network. Having a conference once every two years, even once a year, is not enough. We really need to push the scholarship further as I shared with our group just now. As much as work we do, unless we back it up with strong research, it is just busy work, in the sense of, you work hard but you don't really know how good you are, and people certainly don't know how good you are or how bad you are if we just keep doing it without evaluating our own work. In our university, we have a very strong need to demonstrate that the work that we do is achieving learning outcomes. Because our university has invested tens of millions of dollars every year because we have such a large program, and they are entitled to us, after putting in so much money. Are the students really learning? What are they learning? We owe it to ourselves to demonstrate that it does work. And so we have to do evaluation. We have to do with research and make sure that what we are doing is going in the right way. Now that brings up to research. I strongly, strongly believe that across Asia there has been a lot of work going on and there are more and more people coming together, university adopting service-learning. That is very healthy, but we are still lacking very much in research. Researching on what we do, researching on the impact researching on effective pedagogies. How do we actually make it work? What works and what doesn't work? Until we can do that, until we can demonstrate and prove that we know what we are doing, the worldwide community will not take us seriously. I think up to now the worldwide community, particularly the Americans, don't take us very seriously. Because we are not publishing enough. We are not publishing in the highest levels. How many of us publish at the international education conferences? How many of us published our service-learning research in academic higher education journals? Until we do that, people will not take us seriously. They would say OK, you guys are doing a lot of work, but we don't know what quality it is. So, and I think we are doing ourselves a great disservice if we don't do that because so much effort is put into.

Look at the people around here. So many people are working in different countries, working so hard. Some of us have been working on this for two decades. We owe it to ourselves to show the world

that we are doing good work. That what we are doing is good for the community, good for the students, good for the world. In fact, I dare say that the Americans do not own service-learning. Up to now, they still behave as if they own service-learning, and they tell the world how to do service-learning. They push everybody to do it their way. But that is not always the right way. At least not necessarily for Hong Kong, not necessarily for India, Philippines, even Japan, Singapore. We have our own culture with our own social situation, political situation, a lot of things that the Americans do in their own countries cannot be done in our own country. I think we owe it to ourselves to do serious research and publish it and tell the world that this is good work. And this is not necessarily the only way. OK, I should stop now but because I feel strongly that given the amount of people, the amount of work that is going into similar setting, all across Asia, we are not doing ourselves great service in terms of letting the world know what we're doing.

Ma: So, Stephen I just want to echo one thing. I think we gradually have more people know what we are doing. And I think we are also developing our own characteristic of service-learning. If you ask me. But sometimes we cannot change other people's mindset, how to see us. But a lot of Americans, they also admire how we do a lot of bottom-up approach of the service-learning, and even the community, I mean the community spirit, I think it's actually quite different from the Americans. So, this is, in Singapore we call it --- spirit, right? And I'm now speaking like a Singaporean. But I think gradually we have people recognize our work. But because we are talking about future, I agree that we should also challenge ourselves, and also think at a higher level. But how we can make it into another level? We need to work together. So, for those, for example, who are experienced researchers, can we, as I set the budget system, the COP, I think it's a very good platform. And then how we can actually work together. For example, if we have faculty members and you want to publish, then maybe we should take this platform and then to do some joint research. And so, we have been talking about that, but I think we don't have a lot of people committed to do it. I know that it's because that not every university is institutionalized in service-learning, and then I think not every university like Poly U, the university gives a lot of money. But I think with the resources that Poly U are having, maybe they can also help out. Like the training program, I know Stephen is working on that. And then, so if you know Stephen, can I ask, if any members of this SLAN are interested to attend the training workshop, can they enroll? Is it free of charge? Very important, yeah? And so, we are happy to join because some of the universities also have their own financial limitations, because not every university puts resources in training faculty. So, if you think that this is something that Poly U is willing to share, and I think the members are very happy and I'm now also trying to persuade calling you to become a member of SLAN. So, Stephen, you go back and talk to Daniel and Grace. I hope that Poly U will be a member, and then so one day you can actually host a regional conference also.

Nishimura: Great, the negotiation had started already.

Chan: Let me answer some of the questions from Carol. First of all, we do have to charge a reasonable fee for the Start Development Workshop because that's a requirement of the university. The university is saying that we should at least break even in order to offer these kinds of workshops. But having said that, we do understand that there's some people who may have some financial difficulties, so we are willing to entertain them if people have special requests, talk to us privately. We do offer discounts. In fact, that in this one, we have offered significant discounts to some of the people who told us that we would like to join but we have some difficulties, and so we tried to work it out in a certain way.

But I want to also bring up another point, regarding institutional support. One thing that we feel that we have been relatively successful is that we have demonstrated to the university that service-learning is not an end in itself. Now, of course, service-learning achieves certain learning objectives which are difficult to achieve using other means. But at the same time, service-learning also helped universities to achieve some very important institutional objectives, for example, internationalization. Here we take internationalization very, very seriously. In fact, the university has accepted a target that in about five years' time, every single student in our university has to have some offshore learning experience. And they realize that service-learning is a very strong tool to achieve that. And that's partly why the university is willing to continue to fund many of our activities because we are helping the university to achieve some objective that the university feels very strongly about. So, I would encourage everybody to look at service-learning not just as an end in itself, but also as a tool to achieve. So first of all, we need to know what the university wants to do. Every university may be different, so you have to understand what your university president or the higher level managers, what they are thinking about and see how you can use service-learning to help them to achieve their goals. If you can demonstrate that, then they will be very willing to do so. OK, I should stop now.

Nishimura: Thank you very much for the wonderful idea for your inspiring comments, Stephen, and for encouragement, and really moving forward as more collective action to focus on evidence-based service-learning and consciousness about objectives and learning outcomes and institutionalization in a more substantial manner, not just the presence of service-learning. Thank you, anybody else? Who would like to suggest the future direction of SLAN and what we could do collectively for further improvement of service-learning and beyond. Any ideas? OK, go ahead Frolian please?

Alipao: Good afternoon. Nice seeing you again, Stephen. Because the UST and hopefully we have a partnership now with our senior high school, it's part of their international service-learning. I'm just thinking, if it's possible, if we are a Service-Learning Asian Network, can we really make service-learning an Asian? Can we say that the service-learning in Asia is really an Asian in a broad situation in perspective? Because I'm just wondering that most of our literature that we are using in the service-learning promotion, even in my literature when it comes to promotion, and orientation with our faculty members, really came from Western literary term, that is also connected with what Stephen is saying,

that we don't have research in Asia, most of the Asians are practitioners, but we don't document. We don't write about our experiences. So, I think it's part of the making this as an Asian, how can we make SLAN as much as an institution, I think the challenge now is producing research. It may be facilitated by SLAN. If they have the institutional approach of SLAN in the Asian Network, is it possible that we can also produce our own research? Because of the competition in the international universities to publish in terms of Scopus index, that's also political, I think for most of those who are working within research. That's the two points that I want to raise.

Then the third one is of course, the context of Asia, especially in the context of my country. Coming from social advocacy, social justice and books, we see in especially the universities that we have a very great challenge now in our society, right? So, I'm seeing that service-learning is a good opportunity. You need to create a new social movement. Not saying that it's very political, but in a sense that social movement that really comes up with a new generation that really fight for justice, and human rights, through service-learning, through education, coming from universities. Because we are, as universities, always seeking for the truth. And service-learning is a form of doing it and searching for truth, because students can really see the realities on the ground, especially in working with grassroots. Now most of our partner communities are grassroots.

Then the last point I would like to mention, that was also mentioned by Stephen, is what can be the sustainable mechanisms that will really ensure the programs of service-learning. I think in our case now in our practice, we see to it that the Community Development Office will ensure the sustainability of the program. Because the service-learning, if it will be just in the level of pedagogy or classroom or course requirement, the tendency is okay, you give importance to the partner community, but how after the program, after the project, will be the situation of the community? I think that is the main challenge now for all institutions. How about the communities? Think in the transformative process of doing service-learning. We are also addressing not only the learning but also the service component. And that service component should lead to development and empowerment of communities of the basic sectors, especially in our country, in our case. So, thank you, those are the points that I would like to make. Thank you.

Nishimura: Great, thank you very much for all your excellent ideas. So, you have already somehow proposed the research topics that we could tackle. Like what's Asian-ness in terms of the process of service-learning pedagogy and social justice and social impact. What is it that we are really producing as in social impact? And also, sustainability of the program. How best we could make it more meaningful for all the partners, not just students and faculty, but also community members and other organizations. Great. Thank you so much. Now let me invite Jaime.

Acevedo: Hello, good afternoon, everyone. Once again, maybe just a little following from what Froilan shared. And also those ideas that were shared before. In Ateneo, service-learning is really

promoted very much by the OSC, the Office for Social Concern Involvement, which is not strictly speaking, composed of faculty members. Now these are really professionals who connect the Ateneo de Manila community to the marginalized communities. And one of our agenda is really to widen the pool of faculty who support this agenda. We do have a very good pool already, but there is really much that can still be done or to get faculty more involved. And I do agree with the agenda, this can be joined to agenda of research, we can really invite faculty not only to engage in service-learning in their classes, but to also publish and to document and to publish and to evaluate what we do. And I like the point that was raised earlier about evaluating not only the impact on our students, but for us here at Ateneo, we do want to evaluate more carefully, our impact on our partner communities and institutions, and to perhaps even fit more strategically of how we can contribute to the well-being, to our partner communities and institutions. Thank you.

Nishimura: Great, thank you so much for excellent ideas, too. Ok, so I think this is the end of the session. Unless you have a burning thing to say or any suggestion? OK, thank you so much for your great discussion. Carol.

Ma: Yeah, I just see that Mei is here, Mei from De La Salle. Because I know Mei is trying to also build this Catholic service-learning hub. So, if Mei is here, Mei can also share about the hub. Because I know that they also offer training to a lot of institutions, and I'm not sure whether Mei can talk about it but if she can...

Guanzon: Hi Carol, yes, I'm here. I already discussed that during the breakout session but I can share it again. So currently De La Salle University has been designated as the Service-Learning regional hub for Asia and Oceania. That's under the Uniservitate Program. It's an Argentinian-based global program for the institutionalization of service-learning in Catholic Higher Education Institutions. Its focus is on Catholic Higher Education Institutions, but we are expanding our networks. We are expanding our supported institutions not only in Catholic institutions but also non-Catholic institutions, so that will be one of the things that we can share. The resources that DLSU currently has may not only be for SLAN members but for the whole region, Asia and the Pacific or Oceania, specifically. Our networks could share resources, knowledge sharing, and of course conduct research. We will provide venues for conferences where we can exchange ideas, share resources, and publish research. We are here to support not only SLAN but also other institutions in the region.

Nishimura: Thank you very much. OK, so let's conclude this session. Thank you so much for your active participation in discussion.

Sharing on the upcoming 9th Asia-Pacific Regional Conference, CHRIST University

Nishimura: Let us move on to the next agenda, which is sharing on the upcoming 9th Asia Pacific Regional Conference. So, Dr. Victor Paul, Director of Service Center for Social Action, and Professor Sharon Valarmathi, Director of Service-Learning from Christ University, India.

Valarmathi: Greetings from CHRIST University. The 9th Asia Pacific Regional Conference on Service-Learning will be organized at CHRIST University. The theme will be Service-Learning, Touching lives and Transforming Communities through Innovative Pedagogy, Research and Partnership. We are very happy to know in the discussion forum that many of you have expressed the need for research in service-learning. And so, one of the focus areas in the 9th Asia Pacific Regional Conference is research. The tentative dates would be the 19th of July to the 21st of July 2023 if all of the members of the SLAN can confirm.

The proposed activities for each day would be, on the 19 July, we would have a pre-conference workshop on research using qualitative analysis. On the 20 July, formal inauguration and track paper presentations, and on the 21 July, 2023, the SLAN business meeting will be held. There would be presentations from all SLAN partners about this service-learning initiative for one year. We look forward to your presence and participation in the service-learning conference and track presentation. The conference time will be 9:00 AM to 5:00 PM (IST), and we intend to have this conference in a hybrid mode. The participating institutions willing to join us in person are welcome, but institutions that would not be able to join us in person can join us online. So, the conference would be a hybrid mode, accommodating all the SLAN partners. The sub-themes for the conference are service-learning curriculum design, pedagogy, and student engagement. Service-learning strategies for community, partnership, engagement and empowerment service-learning avenues for community-based participatory research. So, the tracks for each theme would be for service-learning on curriculum design, pedagogy, and student engagement. We invite papers on this area for proposing new ideas in curriculum development, enhancing students' involvement and engagement in service-learning activities, innovative pedagogy for teaching service-learning. How do we seek student support and faculty mentoring in service-learning? Research papers are invited in this area.

The second track will focus on service-learning strategies for facilitating sustainable community partnership through community engagement. The papers are invited to develop strategies for sustainable partnerships, fostering community engagement to empower the community through resilience, empowering through social innovation and solutions for a sustainable future, meaningful community engagement activities and strategies for building resilience in communities. The third track, the papers, would be invited to service-learning avenues for community-based participatory research. The theme can be divided further into research on the institutionalization of service-learning practices,

research on the impact of service-learning initiatives in the community, and expanding research activities through extension in service-learning.

The dates for the call for abstracts will begin on 15th March 2023, and the final submission of the full paper will be on 5th of July 2023. Registration for the conference will open on 1st of January, 2023, and close on the 15th of July. Registration will close for them on the 10th of July. Registration fees are mentioned in the USD and Indian currency for participating in the conference room. With us, it will be used 2000 INR or 20 USD Accommodation, and food charges 2000 INR or 20 USD per day. For further details, our website already has the previous conference, and you can also e-mail us for further details. I like to thank International Christian University, the management and Professor Mikiko Nishimura, Director of Service-Learning, and Hitomi, Coordinator of Service-Learning, for organizing the SLAN business meeting and the symposium tomorrow. Looking forward to your participation in the 9th Asia Pacific Regional Conference on Service-Learning. Waiting to host all of you at CHRIST University and looking forward to your presentation at this conference. Thank you for the opportunity.

Nishimura: Thank you very much, Dr. Sharon, for your excellent and very detailed outline of what we are going to have. We are all excited to be part of this conference next year and hopefully we will see finally each other face to face. Thank you very much.

Closing Remarks from Director of Service-Learning Center, ICU

Nishimura: Now we are almost towards the end of the program. These are only my closing remarks left. I'm here to thank you all for your excellent participation. You know we can have endless conversations on this. I have taken note of some of the important issues for the future. Maybe this SLAN meeting has been a blessed asset over the past 20 years. But probably we have routinized and standardized this meeting to the extent that we really don't share the substantial parts of our practice and for instance, we could share more curriculum in terms of how to teach in what kind of method of teaching, or we could share more of the training opportunities across the region so that we could update ourselves regularly and learn from each other more frequently.

And secondly, I noticed that a lot of our practice has been done, but probably we should put more effort into evidence-based on service-learning. And really, if we promote scholarship and research in this region so that we can speak up and say even what kind of uniqueness we have in Asia and also even to improve service-learning at the world level together with other regional partners.

Then thirdly what I have noticed is the purpose driven service-learning. It's very important we as a scholar, we tend to think about curriculum design, how to involve a president or the faculty, but purpose-driven service-learning at different levels should be thought through. At the individual level, for student, faculty. At institutional level as in the mission of the university and probably the management. In social levels, in terms of the policy of the government level as well as of course the community level. So, we kind of have to have a multi-dimensional mindset. As in why is it that we are pursuing this service-learning program altogether?

So, you gave us a lot of insightful comments on this important, constant questioning ourselves, you know we have to be more critical about ourselves as well as the social justice and other social challenges that we are confronting in the world. So, thank you so much for the great discussion and I'm pleased to announce that this discussion is going to be captured as a booklet to be able to keep it as an archive of our discussion for the future purpose. Thank you very much for your great participation and I hope to see you tomorrow. Also, in the symposium, please speak up also then we will have open discussion again. Thank you for your long-term commitment. It has been a long day. Thank you very much everyone and congratulations on your endeavor over the past 20 years, let's celebrate together. Thank you. Thank you, thank you all.

Appendix

List of Pre-recorded Presentation

Amity Foundation	https://youtu.be/ZdzDyujPvFo
Ateneo de Manila University	https://youtu.be/LYFpVcNOY-U
Christ University	https://youtu.be/vO58o5rfPz4
Chung Yuan Christian University	https://youtu.be/7sluCINcQ2E
De La Salle University	https://youtu.be/Wr001RTxBvQ
Fu Jen Catholic University	https://youtu.be/q2yZGYXBoH4
Lady Doak College	https://youtu.be/ZTl3TksTC2I
Ngee Ann Polytechnic	https://youtu.be/_KnA0oYJ5rI
Petra Christian University	https://youtu.be/9uR4ITPD0BM
Silliman University	https://youtu.be/JNAjhQywBtE
Singapore University of Social Sciences	https://youtu.be/0XxdXlcIZ6Q
Taiwan Service Learning Association	https://youtu.be/qqclc1DTAS0
Trinity University of Asia	https://youtu.be/VU4BeS6Ddqq
Union Christian College	https://youtu.be/ocmZ0npOxzo
International Christian University	https://youtu.be/Ztcm8xye4r0

Best Practice

Amity Foundation
Ateneo de Manila University
Christ University
Chung Yuan Christian University
De La Salle University
Fu Jen Catholic University
Lady Doak College
Ngee Ann Polytechnic
Petra Christian University
Singapore University of Social Sciences
Taiwan Service Learning Association
Trinity University of Asia
Union Christian College
University of Santo Tomas
International Christian University

Best Practice at Amity Foundation

Service Learning Program

In 2005, Amity initiated Service Learning Program and has been conducting the program with partners from 17 countries over the years. In year 2019, students from ICU, volunteers from United Methodist Church and Chinese university students participated in the program. They worked together in some Chinese international communities, got involved in Chinese cultural activities, provided services at Amity social service centers and joined in a camp on environmental protection with students from Nanjing University.



Distinct Features of Amity Service Learning Program

1. Language and Culture Exchange Based

Working together with people from various backgrounds, students are able to learn about different languages and culture, based on which they gain a better understanding of each other and enhance their ability in communication and adaptation.

2. World Social Issues Recognition and Solving Oriented

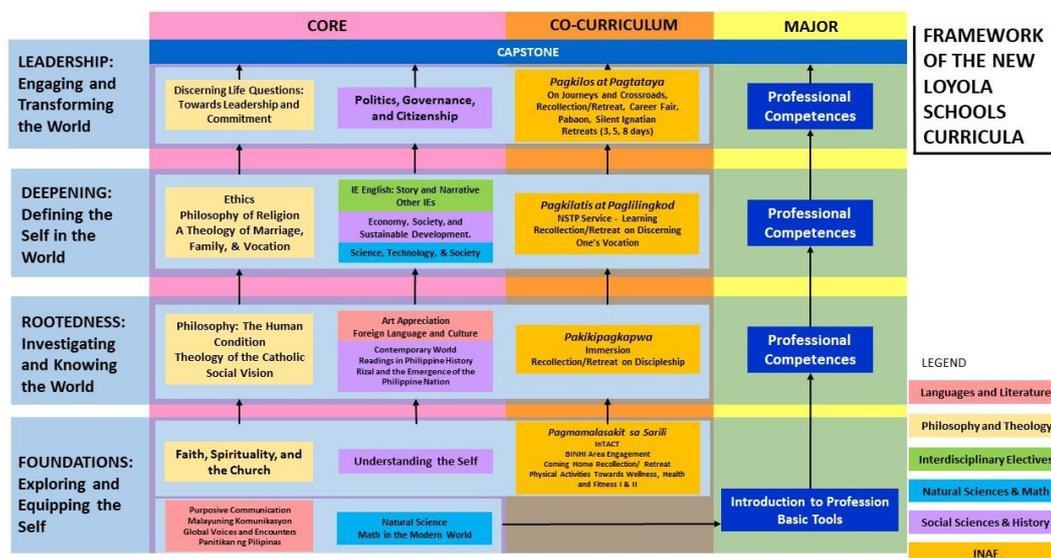
Participants learn more about the world social issues by working in communities, social service centers and taking part in exchange salons, and try to put what they have learned into practice so as to solve the problems accordingly.

3. Social Responsibility and Global Citizen Cultivation Targeted

Through the program activities, participants feel a greater sense of connection with people elsewhere on the planet and a stronger sense of social responsibility to shoulder on in the years to come.

Service-Learning in the Ateneo de Manila University

The school year 2021-2022 marked the fourth year of the expansion of Service-Learning in the Loyola Schools, in the context of its new curricular framework in which Service-Learning is mandated to be a key component of the education and formation of *all* undergraduate students. In the new curricular framework, *all* undergraduate programs have three basic components: the core curriculum, the major curriculum, and the co-curriculum.



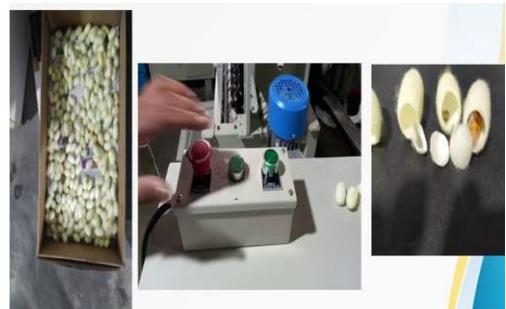
Best Practices

- New Curricular Framework.** In the new Loyola Schools curricular framework, *all* undergraduate programs have three basic components: the core curriculum, the major curriculum, and the co-curriculum. It is in the last component, the co-curriculum—also referred to as the Integrated Ateneo Formation or InAF program—where Service-Learning activities are undertaken by students. The third-year formation program, NSTP12-Bigkis, provides students with service-learning opportunities as requirements of a core curriculum course and as part of a major subject that is based on their academic discipline.
- Service-Learning (SL) Highways.** The new Loyola Schools curricular framework makes possible the continuous development of discipline-based student community involvement activities. In this regard, SL “highways” (involving SL-related activities from the first to the fourth year of the concerned students) are already being implemented for students of particular courses (Health Science, Development Studies, and Management Honors). In this model, a student is envisioned to engage with the same community from first year to fourth year in different capacities, based on a major course, a Core Curriculum course, and a social formation program the student is enrolled in. The long-term engagements aim to further enhance our impact on our partner communities.
- Outstanding Service-Learning Projects.** “Hawak Kamay” is an undergraduate group project implemented by third-year AB Development Studies students who worked with a community-based organization called “Gawang Kamay” that is active in Barangay Escopa 3, Quezon City. The students used a comprehensive process of data-gathering and consultations with “Gawang Kamay” members to identify weak internal organizational capacities as the core problem of the organization. Consequently, a series of capacity-building interventions were planned and implemented by the students towards making “Gawang Kamay” more resilient and sustainable.



CHRIST (Deemed to be University) has been conducting Service-Learning courses since 2015. The University has set up the Centre for Service-Learning in 2022, to coordinate and support S-L activities across campuses. Some of the key outcomes of S-L activities in the University are mentioned below:

1. **Developing an AI-based machine for sex identification of silkworm, pupa, and cocoon cutting machine** by the Department of Computer science and Engineering. The idea was presented at a national conference that published a research paper and was patented. They also received financial assistance from the department of science and technology, the Government of India.



2. Students from the Department of Media Studies conducted soft skills training through skits and short plays for a school run by CRY NGO for the *children of commercial sex workers* near K.R. Market, Bengaluru.



3. The pandemic posed a unique challenge for the course Service Learning to shift towards the online function mode. Hence, students of 2020-2021 were given 160 children from CSA active areas to work on **telephonic mentoring**. All these students were from the most underprivileged regions in Bengaluru and were studying at government schools that didn't conduct online classes till the end of 2021. Each Media student was paired with a student from the community.



Service-Learning Center,
Chung Yuan Christian University

Best Practice at Chung Yuan Christian University (CYCU) Service-Learning Seeds Group (SLSG)

The Service-Learning Seeds Group (SLSG) aiming at “care for the local environment”, works hard to build a local environment that is healthy for people physically and mentally. By extending care for the local cultural and natural environments, SLSG urge community residents and students to participate in service learning activities and thereby upgrade their social civic awareness.

Since 2014, SLSG have worked with the Taiwan New Resident Mengya Association to practice the “Knowledge-Action Education Program” and “Confidence Empowerment Program”, in order to improve the knowledge-action ability and confidence of the second generation of new residents. Meanwhile, SLSG included the concept about natural environmental protection to achieve the purpose of “care for the local environment”.

Service Program of SLSG

- 1. The Knowledge-Action Education Program** (After-school tutoring service) helps the second generation of new residents bridge their academic gap, and increases the opportunities to speak Chinese for them, in order to improve their knowledge-action ability in combining Chinese proficiency with their life experience.
- 2. The Confidence Empowerment Program** plans the summer vacation camp and mountain cleanup, including the environmental protection concept, in order to strengthen the self- awareness and environmental protection action of the second generation of new residents.
- 3. The Christmas Care Program** calls on youth volunteers to provide services for non-profit- seeking organizations or elementary school special education classes during the Christmas’ days, in order to improve the self-confidence of disadvantaged children (students with disabilities) and the youth volunteers’ caring awareness.





DE LA SALLE UNIVERSITY SERVICE-LEARNING BEST PRACTICES

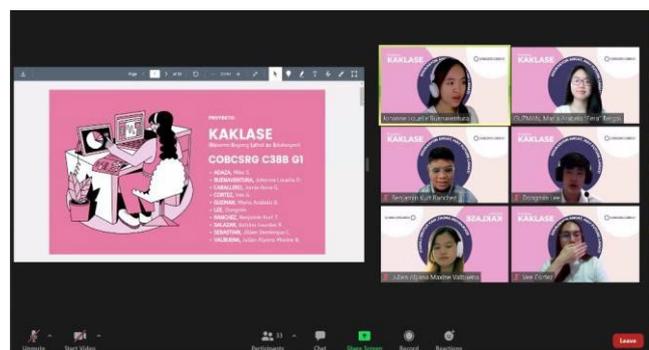
1. Formation Programs

Continuous capacity-building activities for students, faculty, and community partners to enhance their skills and knowledge on Service-Learning. The students receive SL orientations about concepts, principles, and frameworks on SL and local community situations to prepare them for their field activities. Select leaders of community partners attend organizational development training, while the faculty members participate in regular SL training and fora. The formation programs for these stakeholders were sustained remotely during the pandemic.



2. E-Service-Learning Implementation during the Pandemic

In AY 2021-2022, more than 6000 students and 60 partner organizations participated in electronic or online SL. Students successfully implemented projects for their partner communities, such as advocacy materials, learning materials, donation drives for hygiene supplies, accounting tutorials, webinars, livelihood activities, and others. Synchronous activities were done through live online meetings/consultations and virtual tours.



3. Incorporation of SL in faculty promotion

In the revised Faculty Manual of 2021, SL involvement particularly in teaching a course will SL earn points that are included in faculty promotion. This is the DLSU's initiative to recognize faculty teaching courses with SL components and incentivize them for their efforts in contributing to the achievement of the University mandate. As a result, faculty have increased their interest in SL.

Service-Learning development at Service-Learning Center, Fu Jen Catholic University

from February 2021 to February 2022

Accomplishments

1. Service-Learning Curriculum through Community Engagement

Regarding the Service-Learning Center report, the service-learning curricula, including the course of Introduction to University Life, Philosophy of Life, and Professional Courses incorporated service-learning, were engaged in the community to have 2339 students from 55 classes instructed by 44 teachers and there are collaborated with 146 NGO / NPO.

Table 1. Statistic of Service-Learning Curriculum

	Introduction to University Life	Philosophy of Life	Professional Courses	Total
Teachers	12	4	28	44
Students	555	509	1275	2339
Classes	10	9	36	55
Collaborated NGO/ NPO	24	9	113	146

2. Volunteering Team

Twelve teams were engaged in domestic and oversea service learning. They crossed the identification, grades, academics, and areas; they also, met with the people who they needed. 42 students had applied for the course credit for service-learning.

3. The Faculty Network on Service-Learning

➤ **Held the Faculty Study Group (FSG)**

There were 20 teachers and staff from the College of Medicine, Communication, Fashion and Textiles, Human Ecology, Management, Education, Foreign Languages and Literatures, Science and Engineering, Social Sciences, and the Office of Student Affairs who participated in the FSG. Besides, they had read three books: (1) Learning through Service- Theories and Practices of Service-Learning across the Disciplines, (2) The Faculty Guide to Service Learning, and (3) Social Praxis-Dialogue Between Education and Social Action.

➤ **Held the 13th Service-Learning Conference on October 15th**

The theme of the conference is Prevention of COVID-19: Challenge and Change of Service-Learning and there were 100 participants.

➤ **Held the Lectures about Service-Learning, Student Social Responsibility, and Sustainable Development**

Held 11 lectures to empower teachers and students about service-learning, social responsibility, and sustainable development. There were 892 participants.

➤ **Implemented the Interdisciplinary Program: Promoting Life Safety Plan for At-Risk Children and Youth in Community**

Four teachers from the Dept. of Nursing, Nutritional Science, Business Administration, and Holistic Education Center Graduate Institute of Educational Leadership & Development participated in this program and cooperated with two after-school classes in the communities.

4. International Networks

➤ **Participating in the UNIVERSITATE-Training for Leader Space**

Three teachers participated in the 1st edition (Mar. 23 to June 18) and five teachers participated in the 2nd edition (Sept. 6 to Dec. 10)

➤ **International Sync & Async Online Service-Learning Program**

Team	Service Object	Date	Content
Volunteer Team in Vietnam	School Sisters of Notre Dame in Vietnam	May 17 to July 2, 2021	Chinese language teaching and recognizing Taiwanese culture
Volunteer Team in Tanzania	Jordan University College and Kola hill secondary school	July 1 to Sept. 10, 2021	Microsoft Word teaching and typing skill teaching
Volunteer Team in Lashio, Myanmar	Holy Light School	July 1-31, 2021	Six topics about Taiwan (food and celebration, etc.)

Future Activities

1. **To Publish the Literature About the Projects for Service-Learning**

The literature is going to collect the experience and reflection on the process of implementing the service-learning from teachers to provide the resources and structural elements in service-learning.

2. **To Apply the UNIVERSITATE AWARD 2022 "Service-learning Experiences in Catholic Higher Education"**

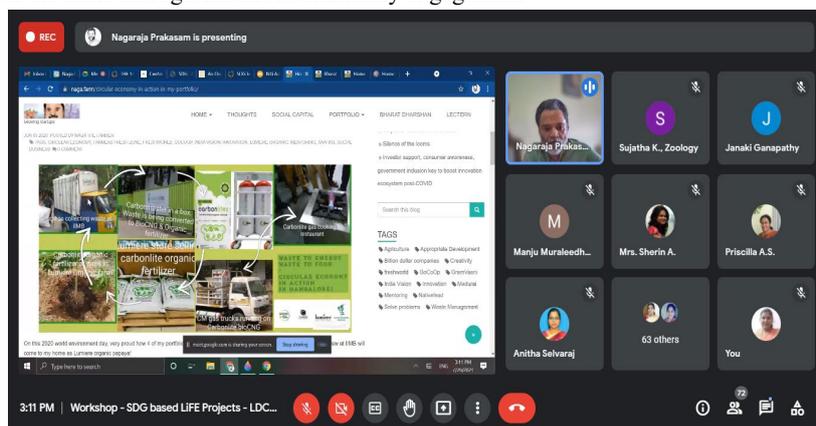
The Uniservitate Award aims at promoting quality service-learning practices, that is, at recognizing experiences

(1) that show measurable contributions to the solution of socio-environmental problems, identified and addressed in solidarity with organizations and recipients of the community; (2) with the active participation of students in all stages of the project; (3) with a clear articulation between service and educational planning that includes specific links with the curriculum, opportunities for skills development, reflection and research.

SERVICE-LEARNING AT LADY DOAK CENTRE FOR LIFE FRONTIER ENGAGEMENT SLAN REPORT 2021-2022

Highlights of the Activities of the Life Frontier Engagement (LiFE) @LDC

- Virtual Orientation Programme on “LiFE – An experiential Insight” to orient the new faculty facilitators about the various stages of Community engagement which enables the students’ engagement in the community meaningful
- Virtual Workshop on “Addressing Sustainable Development Goals through Life Frontier Engagement Projects” to gain an insight into the 17 SDGs of UN and to address the same through effective community engagement



- UBCHEA project grant of US \$10,000 for the proposal - "Capacity Building to Achieving Sustainable Development Goals (SDGs) by integrating e-Service Learning and Research" for a period of two years
- Constant and continuous updation of knowledge on the emerging trends such as e-Service Learning by participating in workshops and seminars organized by other Institutions
- Paper presentation by passed out batch of students at the International conferences – 12 students presented the papers and 2 of them received best paper awards
- Faculty members of LDC served as S-L consultants by sharing their enriching experience about LiFE during the S-L programmes/conferences organized by other NGOs/ Institutions/Universities
- Commemoration of significant days such as World and National food Day, International Forest Day through guest lectures and competitions
- Community engagement projects – completed 196 LiFE projects on various themes on solid waste management, Responsibilities of a citizen, Food Analysis, Web based community project, Development issues in rural economy, Entrepreneurship development, etc., by the active involvement of 1182 students
- Open House – A Forum to Showcase the Community based projects undertaken by the final year undergraduate students to other discipline students, faculty members, community people and external members from other Institutions



OPEN HOUSE – SHOWCASING COMMUNITY PROJECTS

- Consultancy Service to the Faculty team from Maris Stella College, Vijayawada, to help them in Institutionalizing Service-Learning
- Paper Publication in a peer reviewed Journal – two faculty members jointly published a paper “A study on impact assessment of Life Frontier Engagement at Lady Doak College” in International Journal of Education and Research – New Frontiers in Education

2021 Best Practice at Ngee Ann Polytechnic (NP)
Civic Internship Programme

In October 2019, Ngee Ann Polytechnic launched the Civic Internship (CI) programme, a 18 to 22-week work attachment where students apply their skills and knowledge for social good, and deepen their awareness and thinking on social issues. This [video](#) gives a short introduction to the CI programme and this [video](#) shows a Business student's internship journey with a social enterprise. So far, 1,136 students have completed the Civic Internship programme. Based on the Post Civic Internship Survey conducted, students have indicated an "Increase in Social Awareness (M= 4.49, SD= .68)" and an "Increase in Civic Motivation (M= 4.48, SD= .66)", both above a mean score of 3.5.

The Civic Internship programme includes the following four unique features:

- 1) Exposure to Social Issues - Students gain insights into how they can use their professional skills for public good.
- 2) Inspirational Start - Students are prepared to have the right mindset for their internship through reflective learning. An [example](#) of an Inspirational Start is where guest speaker Ms Jo Tang shared candidly with the students on her journey as CEO and Founder of the Sustainability Project, a Singapore-based business that aims to encourage and inspire the adoption of a low or zero waste lifestyle.
- 3) Fireside Chat - Students get to engage with and be inspired by exemplary civic role models. Take [this](#) as an example: Anbarasi Boopal (Anbu), Co-CEO of ACRES: Animal Concerns Research and Education Society (Singapore), spoke to 29 interns about her journey with wildlife. She candidly touched on the challenges faced, the effect of the Covid-19 pandemic on the non-profit's work, and what keeps her going despite the hurdles.
- 4) Civic Challenge - Students continue the civic journey by delving into solutions to address a social issue. An example of a Civic Challenge is given in this [link](#) where the students completed their post-Civic Challenge projects with Human-Animal Bond In Ministry - HIM .

MEET YANG JINGNAN, JENNY!

PROGRAMME & PARTNERSHIP INTERN @ YOUTH CORPS SINGAPORE (YCS)

Why did you choose to join Civic Internship?

I chose to join Civic Internship because I wanted to do more than the normal admin work during regular internships and use my skills to give back to society.

I intend on studying Social Science in university after graduation. Civic Internship gave me a glimpse into what it is like working in the public sector as well as a taste of working for non-profit organisations.

Any words of advice?

Civic Internship is a great option for those who are looking to contribute and do good with what they have learnt but do understand and expect that every internship will come with its unique set of challenges.

Regardless of whether you choose Civic Internship, all the very best and remember that communication with your supervisor is key!

Hi! I recently graduated from the Diploma of International Trade and Business. I was a - Programmes and Partnership Intern at YCS. A fun fact about me is that I am a big Disney Fan!

Jenny & her intern friends!

A student's reflection on her Civic Internship Journey

Service Learning at Petra Christian University

2022 Service-Learning Asia Network (SLAN) Meeting

Service-Learning (S-L) was first introduced at Petra Christian University (PCU) in 2006 through a seminar. Since then S-L has been part of PCU and was managed by the Institute for Research and Community Outreach (IRCO). Various efforts have been initiated by IRCO to increase awareness of S-L among PCU faculty members, among others are:

- trainings, seminars, and conferences on S-L;
- the publication of “Service Learning Implementation Guide” booklet for faculty members; and
- the development of a management information system to support the implementation of S-L.

S-L has also been relatively institutionalized at PCU by its inclusion in the Strategic Planning document of the University. In terms of S-L implementation, in 2011 the Vice Rector for Academic Affairs has issued a circular on the “Implementation of Service Learning.” The circular specifically mentioned the accommodation of Community Outreach Program (COP) as a non-mandatory course in all academic departments at PCU. COP is Service-Learning program, which aims to give an experiential learning process to students and faculty members by living in the communities. COP also aims to respond to the real social needs and assists in developing local communities using interdisciplinary approach. COP has been a major and sustained initiative at PCU and its international version, the International COP, has been a flagship initiative at PCU.

More substantively the circular elaborated on how S-L should be implemented and accommodated into the curriculum of all academic departments at PCU, among others are:

- Each academic department is required to have S-L courses (at least one) where these courses don't have to be newly-created courses;
- S-L courses in each academic department can be on non-permanent basis but there needs to always be one in every semester and these courses need to be published to students and reported to the Faculty level;
- S-L courses are required to add “Introduction to Service Learning” content in their syllabi;
- every student is required to take at least one S-L course OR the COP as a graduation requirement; and
- an additional one credit point (for teaching load) is awarded to the lecturer(s) for each S-L course.

Some challenges that we face at PCU with regards to S-L are lack or differing understanding of S-L which has resulted in limited buy-in among faculty members. This limited buy-in has been exacerbated by the lack of ‘regeneration’ of S-L advocates among the faculty members. The recent pandemic has also added to the challenge in implementing S-L since most of S-L activities needed to be postponed or cancelled due to health reasons. Fortunately, with the improvement of the COVID-19 situation in Indonesia we've seen some restarting in S-L activities.

Despite the challenges above we've also seen some opportunities for S-L at PCU worth mentioning. Firstly, the new curriculum, implemented since 2020, has included four different types of off-campus learning activities. One of them, Community Engagement, is closely related to S-L activities. Secondly, the launch of the Merdeka Belajar-Kampus Merdeka or Emancipated Learning by the Indonesian Ministry of Education, Culture, Research, Technology in 2020 has spurred interests in experiential learning activities among Indonesian universities. These opportunities are believed to be able to increase awareness to S-L.

by: Liauw Toong Tjiek (Aditya Nugraha) – Director of ELTC at PCU – anugraha@petra.ac.id
Excellence in Learning and Teaching Center

GOOD PRACTICES OF SERVICE-LEARNING AT SINGAPORE UNIVERSITY OF SOCIAL SCIENCES (SUSS)

In SUSS, the 5 key elements of the Community Engagement (CE) Framework informs our programming and students' learning. Regarding the latter, all full-time undergraduates undergo a pre-engagement Foundations of Community Engagement course which emphasises the 5 key elements:

1. **Reciprocity:** We recognise that reciprocal partnership among all stakeholders is the key factor for any successful Community Engagement endeavour. In alignment with Stanton's (1999) Principle of Reciprocity, "I serve you in order that I may learn from you. You accept my service in order that you may teach me", community partners are encouraged to come on board students' CE journey as co-educators¹. The community is also engaged as trainers for student capacity-building workshops.
2. **Reflection:** Kolb and Fry's Experiential Learning Cycle is applied when students reflect on their community engagement. Reflection is also incorporated in student assessment whereby students reflect on their journey and personal philosophy towards social consciousness and civic responsibility.
3. **Meaningful Service:** OSLCE has worked with university and community stakeholders to curate seven pathways for CE engagement. Each pathway offers opportunities based on community priorities. A suite of resources (capacity building workshops and funds) is also available for students enhance their skills and competencies when engaging with communities. The various pathways informed by community-determined opportunities coupled with resources, enhance meaningfulness for both students and community partners.
4. **Community Voice:** As a community-engaged institution, through strategic networks in Singapore and beyond, SUSS facilitates unique cross-sector collaboration between learners, educators, community organisations, government agencies and companies to collaborate for the greater good, and share resources that help to enhance society's well-being. Community partners are also given the annual platform (community engagement fair) to share their opportunities and recruit students; and are sought for feedback regularly so that our office's programmes and resources can be enhanced.
5. **Student Voice:** SUSS emphasises student autonomy, empowering students to propose self-directed, student-driven initiatives. Students may propose a diverse range of project types, be it individual or group, direct or indirect service, project-based or on-going projects. Importantly, students are encouraged to balance the needs of the community with a commitment level that is sustainable for themselves. Also, a suite of University Awards serve as a platform for students to exercise their voice by nominating their peers with outstanding contributions to the community.

¹ Chang, C. & Yap, M.S. (2017). Service-Learning: Appreciating the Community as Co-Educator, *The Heart of Learning*. Singapore University of Social Sciences. https://www.suss.edu.sg/docs/default-source/contentdoc/comms/theheartoflearning_suss2017pdf.pdf



10th Service-Learning Asia Network (SLAN) Meeting
Institutional Service-Learning Updates 2022

With most classes still held online in the Philippines, Service-Learning activities remained online as well, with the National Service Training Program (NSTP) as primary implementer of ACES or the Alternative Community Engagement Scheme, which allows students to think of out-of-the-box and output-based online projects that would bring development to selected communities. These projects enabled students to learn from their experiences while rendering service without exposing themselves to the dangers of the contagion.

Among such projects are webinars on disaster preparedness, environmental conservation and preservation, women empowerment, and mitigation of fatal diseases such as Dengue fever, leptospirosis, heart diseases and brain stroke, and some degenerative illnesses.

In some major courses, Service-Learning activities were also held online, including a webinar on safe food handling and preparations as the number of online food businesses mushroomed during the pandemic, animal welfare advocacy which focused on reducing cases of abuses of dog breeding, and a campaign for literacy on availing government services among the digitally-challenged segment of the population.

With the COVID-19 surge in the Philippines last January, 2022 due to the Delta variant of the coronavirus, the 2022 International Service-Learning Program with the Colleges and Universities of the Anglican Communion (CUAC) was postponed again for the third straight year but plans for the 2023 program are on the pipeline as the COVID-19 cases dropped significantly in the fast few months.

To keep the faculty updated with the developments in the field of Service-Learning, the university sent 10 college teachers to the Uniservitate Asia and Oceania and De La Salle University Service-Learning Training for Institutional Stakeholders which is composed of several modules spread in several months since 2021.

Two researches from the university were also presented during the 8th Asia-Pacific Regional Conference on Service-Learning last July, 2021, which was hosted by Silliman University. Trinity University of Asia committed to help Silliman, it's sister school, during the conference, and a faculty of TUA was chosen to be a blind reviewer for research presentations.

Service—Learning Center,

Union Christian College, India

2021 BEST PRACTICE AT UNION CHRISTIAN COLLEGE (UCC)

Since 2012, UCC, India has hosted the International Service-Learning for the students of International Christian University, Japan. 3-4 students participate in the 30-day long Service-Learning covering over seven partner institutions to perform SL. 2018 Service-Learning was a memorable one as the place experienced great flood and program coordinators had to cover the program through digital platform such as WhatsApp for a few days. This learning was useful to conduct the International Student Exchange Service-Learning (ISESL) under the pandemic induced “new normal” during July-Aug 2021. Three students from ICU, Japan and 12 students from UCC Aluva, participated in the program. Special focus was given to the woman empowerment initiative (*Kudumbasree*) where the ICU students introduced 2 indigenous snacks for marketing in our region. Service-Learning at the School for the Blind, old age home, primary school education, inter-religious understanding and biodiversity study are other area of studies covered.

The Service initiatives enabled the following.

1. Help students gather a better understanding of community needs that was found to benefit the community partners. The Service-Learning with Kudumbasree was eye-opener towards the empowerment initiatives undergoing at the grass-root level in the locality. Working as teams to document the story of women community and firsthand interaction with local community over virtual platforms opened new vistas to conducting service learning digitally.
2. Reflections on digital learning: Teaching and interaction with the blind students and students from primary school over digital platforms generated dialogue on the possibilities and challenges of digital learning.
3. Cultural and Bio-diversity – Exposure to cultural and biodiversity of the region through introduction to traditional attire, songs, language, cuisine and campus flora.
4. Gender Studies - Students perform gender based observations in Indian scenario and compares the gender equalities in Japan.

University of Santo Tomas
Simbahayan Community Development Office
Academic Year 2021-2022

The report comprises four parts: Service-Learning Orientations and Curriculum Development, Institutionalization, Partnership/network building, and Service-Learning Projects.

Service-Learning Orientations and Curriculum Development

The SCDO conducted several series of Service-Learning orientation/workshops:

1. Faculty of Arts and Letters - June 11, 2021
2. College of Tourism and Hospitality Management - November 25, 2021
3. CITED Training on the Integration of Service-Learning and Sustainable Development Goals into the College Curricula - January 25, 2022
4. Series of S-L Workshops from Academic Units – January to March 2022

Institutionalization

The Simbahayan Community Development Office (SCDO) initiated the idea of institutionalization. The SCDO set a meeting with Vice-Rector for Academic Affairs (VRAA) regarding the plan to tap the academic resources for community engagement. This means, Service-Learning. The idea and proposal were accepted. During one of their meetings, the SCDO also presented the concept and proposal to the Deans. The Deans have a good acceptance and are committed to adopting the Service-Learning in their respective academic units.

Several orientations and workshops were conducted at the academic and university levels as part of the institutionalization.

Partnership/network building

- a. Active member of SLAN
- b. Partnership with Hong Kong Polytechnic University (HKPU) in regular study sessions, training, and international S-L project
- c. Partnership with De La Salle University (Manila) under the UNISERVITATE program. Specifically, these are continuous training, and SCDO Director was tapped as one of the UNISERVITATE Award Evaluators
- d. Partnership with communities for community engagement and Service-Learning

Service-Learning Projects

Thirteen classes and courses implement 45 projects with Service-Learning project proposals. These projects are funded by the Community Service Fund (CSF). Only one out of forty-five projects were implemented directly by the students in the partner community. In contrast, 44 projects were implemented online.

Service-Learning Center,
International Christian University

2021 Best Practice at International Christian University (ICU)
Japan Summer Service-Learning (JSSL)

Since 2016, ICU has hosted a joint program, Japan Summer Service-Learning (JSSL) with Middlebury College (USA) and SLAN universities. Students from various cultural backgrounds gather in Japan, to serve community needs in both urban and rural contexts in Mitaka city (Tokyo) and Tenryu Village (Nagano) respectively. International students compare and contrast various local perspectives with reference to the Japanese contexts while ICU students obtain multiple perspectives by coordinating and serving as an interpreter.



Photos: Service activities in Tenryu village

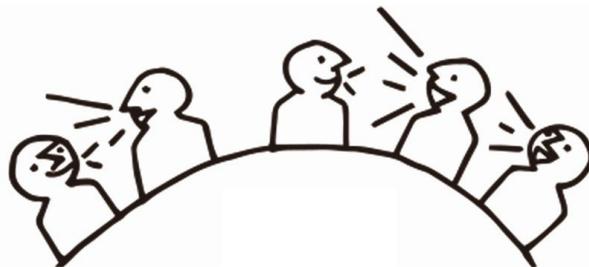
Distinct features of JSSL

1. Learning with students from diverse socio-cultural backgrounds
 - In teamwork with rich cultural diversity, students engage in service activities in Japanese communities, deepen their understanding of issues through dialogue, and enhance their ability to respect various cultural backgrounds.
2. Partnership and mutual learning with the Japanese local community
 - Local community partnerships in Japan can also generate a mutual exchange of diverse local perspectives through interaction with students from Japan, the USA, and Asia and community members with various backgrounds.
 - Continuous implementation of JSSL enables ICU and local communities to develop a partnership with long-term visions for community development.
3. Reciprocal program with SLAN partners
 - The stereotypical savior complex is avoided and ICU and SLAN partners develop reciprocity in SL programs through JSSL.
 - This explores common challenges and connections among local, national, regional, and global issues.



International Symposium for
the 20th Anniversary of SLAN

*The Future of Service-Learning in Asia:
A Regional Dialogue on Networking*



International Symposium for the 20th Anniversary of SLAN
The Future of Service-Learning in Asia: A Regional Dialogue on Networking

Program

- Date: Saturday, 2 July, 2022
Time: 1:00-4:00pm (JST)
Mode: Hybrid (online and face-to-face)
Venue: International Conference Room, Kiyoshi Togasaki Memorial Dialogue House 2nd floor, International Christian University (ICU), Japan
- 12:30 Registration
1:00-1:10 Opening Remarks
Shoichiro Iwakiri, President, ICU,
1:10-1:35 Presentation by ICU
"Past, Present, and the Future of ICU's SL: What we learned from networking with partners in Asia"
Mikiko Nishimura, Director, Service-Learning Center, ICU
1:35-1:40 Q&A Session
1:40-2:20 Panel Discussion
Panel Interactive Discussion on the Future of SL in Asia; post/with Corona, with Practitioners, changing Socio-Political Context, Ultimate Goals/Outcomes in the Region
Panel: Carol Ma, Associate Professor, Singapore University of Social Sciences
Betty McCann, President, Silliman University
Mercy Pushpalatha, Former President, Lady Doak College, India and Consultant, United Board of Christian Higher Education in Asia
Chair: Mikiko Nishimura, Director, Service-Learning Center, ICU
2:20-2:30 Break
2:30-2:50 Comments from Service-Learning Specialists in other Regions
Tim Stanton, Former Director, Haas Center for Public Service, Stanford University (USA)
Florence McCarthy, Former Special Advisor for Service-Learning at ICU (Australia)
2:50-3:35 Open Discussion
3:35-3:45 Closing Remarks
Robert Eskildsen, Vice President for Academic Affairs, ICU

Speakers

Guest Speakers

Carol Ma	Associate Professor, Head of Gerontology Program, Singapore University of Social Sciences
Betty McCann	President, Silliman University Former President, the Association of Christian Universities and Colleges in Asia (ACUCA)
Mercy Pushpalatha	Consultant Former President, Lady Doak College, India Former United Board of Christian Higher Education in Asia
Tim Stanton	Former Director, Haas Center for Public Service, Stanford University
Florence McCarthy	Former Special Advisor for Service-Learning at ICU Former Associate Professor & Director, International Development Education Department, Teachers College, Columbia University
International Christian University	
Chair	
Mikiko Nishimura	Director, Service-Learning Center Professor, Sociology of Education and International Educational Development Chair, Education and Language Education Department
MC	
Hitomi Yokote	Coordinator and Lecturer, Service-Learning Center
Shoichiro Iwakiri	President
Robert Eskildsen	Vice President for Academic Affairs
Takashi Nishio	Professor by Special Appointment, Former Director, Service-Learning Center (2005-2007, 2015-2017)
Sawa Omori	Senior Associate Professor, Politics and International Studies

Special Guests

Kano Yamamoto

Former Professor (Board of Trustees, Managing Trustee and Vice Chair)
Former Director and Advisor, Service-Learning Center, International
Christian University
Former Comptroller, UNICEF Headquarters

Koa Tasaka

Former Chair of Trustee, Asian Rural Institute
Former Professor, International Christian University

Transcript of the International Symposium

Introduction

Yokote: Good afternoon, everyone.

Audience: Good afternoon.

Yokote: Or good morning to many of you joining from Asia, and good evening to those of you who are joining from North America. There are over 100 people joining the online webinar.

So, to all of you welcome, and thank you for joining the international symposium hosted by International Christian University. The Future of Service-Learning in Asia: A Regional Dialogue on Networking. My name is Hitomi Yokote, I am a coordinator and part-time lecturer of Service-Learning at ICU. Before we start, I would like to mention a few things. First, we are recording the entire symposium including the Q&A time. This is for internal use only as we plan to make a booklet later on. Secondly, if you have questions, please use Q&A section of the zoom for those joining online, and those who are here face-to-face, simply raise your hand. And today we have student volunteers translating from English to Japanese in the conference room, for those joining face to face. So, I ask all speakers to speak slowly, that includes me too, to allow more time. Thank you. And now we have Prof. Kano Yamamoto in person here with us. He is the first director of Service-Learning Center here at ICU, and he is someone who initiated the SLAN, the Service-Learning Asian Network. So, we are really honored to have you in our meeting, Prof. Kano. Thank you for coming. It is very hot in Tokyo today. I think that the temperature is over 35 Celsius. Thank you for those who joined in person as well. Now in this auspicious occasion, that this year 2022 marks the 20th anniversary of Service-Learning Asian network or SLAN and also ICU's Service-Learning Center.

Opening Remarks by President, ICU

Yokote: We would like to ask the President of ICU, Prof. Shoichiro Iwakiri, to open the symposium with his remarks. Iwakiri-sensei, *onegai-shimasu*.

Iwakiri: Thank you very much for the introduction. It is my great pleasure and honor that ICU hosts this symposium dedicated to the reflection and discussion on the Future of Service-Learning in Asia. I'd like to thank Professors Carol Ma, Betty McCann, Mercy Pushpalatha as panelists and Drs. Tim Stanton and Florence McCarthy as commentators for their precious presence. I'd also like to thank Mikiko Nishimura, the Director of our Service-Learning Center for her leadership and all staff for their hard work and devotion. It was twenty years ago, in 2002, that the Service-Learning Center was established at ICU under the initiative of Prof. Kano Yamamoto, who served as the first director. The establishment of the Center was linked to the spread of the "service-learning" movement from the United States to Asia from around 1995. There was a recognition of the need for an organized university approach to service-learning in order to make it successful. Professor Yamamoto described what service-learning would bring to the university curriculum. He emphasized the importance of the process of, I cite, "applying what we have learned through experience, learning from reality and incorporating it as our own knowledge". As he said, service-learning is not a simple volunteer and supportive activity towards those who are in need, but rather an educational process of the establishment of human relationship and cooperation based on the reality of the political, social and cultural situation. Through the experience, students can gain a deeper mutual understanding and self-understanding, as well as an understanding of the meaning of "service" that would include the sense of a work done for the benefit of human rights, dignity and happiness. The liberal arts at our university value dialogue, diversity, and critical thinking, which are directly related to communication, inclusion, respect of diversity, that are essential, I believe, to the practice of service-learning. I hope ICU, with its mission to cultivate peacebuilders, will contribute to the development of service-learning in Asia. I wish you success of today's discussion and dialogue, and a good future of service-learning in Asia. Thank you very much for your attention.

Yokote: Thank you very much, Sir.

**Presentation by Director of Service-Learning Center, ICU,
"Past, Present, and the Future of ICU's SL: What We Learned from Networking
with Partners in Asia"**

Yokote: Now from ICU, Prof. Mikiko Nishimura will be making a presentation titled "Past, Present, and the Future of ICU'SL; what we learned from networking with partners in Asia". Prof. Nishimura is a Professor of Sociology of Education and International Educational Development, Director of Service-Learning Center and Chair of Education and Language Education Department at International Christian University in Tokyo, Japan. Prior to the current position, she was an Associate Specialist at Japan International Cooperation Agency (JICA), a development consultant, and an Associate Professor at Graduate School of International Cooperation Studies of Kobe University. She obtained her Ed.D. in International Educational Development from Columbia University in the United States in 2005. She has worked extensively in education planning and research in developing countries as a development consultant and researcher. Professor Nishimura, the floor is yours.

Nishimura: Thank you very much. Good afternoon, everybody. Good morning and good evening to the audience online. Thank you very much for being here with us to celebrate the 20th year anniversary of SLAN, and also Service-Learning Center at ICU. Today I'm going to share the past, present, and possibly we can think about the future together, of service-learning at ICU and beyond, so that we can work together.

Before going into service-learning, let me share what partnership means in many areas of study. We have all these kinds of definitions, but what they suggest is that we need to have common goals, flexible governance, and shared responsibilities. And we sometimes have positive tensions, and also pains as well as gains. So, what kind of journey we have gone through, and what kind of journey we want to pursue in the future? Let's talk about it.

ICU started the service-learning program in 1996 as International Internship. And it was in 1999 when we expanded the service-learning as a college wide course, and then we initiated the Service-Learning Center in 2002. We also initiated the Service-Learning Asian Network with other Asian institutions. We published a monograph series so that we can share the experience of what we have learned and developed service-learning. In between 2006 and 2008, we developed the cohort international service-learning programs in Asia and Africa. And we also published a monograph series to document what we have done together. Then since 2009 we standardized and routinized this model international service-learning programs, and we continuously published the monograph. Then in 2016 an interesting thing happened. The partner universities in Asia said, "Why are we only accepting ICU students to do service-learning together in Asian communities? Why not us sending students to you to do service-learning in Japan together with ICU student? And we found it very interesting and very meaningful to have more reciprocity in learning and serving for community. So, we developed an

inbound service-learning program in 2016.

When you look at this graph, this is participants in service-learning. The blue one shows international service-learning, whereas the orange one shows community service-learning. As our service-learning started as an international internship to begin with, we have more student participation in international service-learning than community service-learning over the past years. However, you can note the recent upsurge of coronavirus. We suspended international travel last year. And a lot of students have grown attention and interest in serving communities domestically. In 2011 also, we had the Great East Japan earthquake when students' awareness has grown to serve for community. However, we haven't done, or made service-learning as a requirement for students. So, it's only 8 to 10% of the students at ICU who participate in service-learning currently, although we make service-learning program a credit-bearing course for all students to take.

Let me look at this history of service-learning in Asia network. As you can see here in 2002, we held the first conference on service-learning with our Asian partners. We discussed what's next. What's the future endeavor? And today, after 20 years, we are questioning again, what's next in 20 years. In 2004, we had the first coordinators' meeting and we had several SLAN meetings. We called it SLAN planning and evaluation committee meetings and we also had evaluation workshop, so we were very active at the beginning of this SLAN partnership. We also published a joint research publication in 2009 to share experiences on what we have learned together. Ever since 2007, we have continuously held SLAN annual meetings and bi-annual Asia Pacific Regional Conference on Service-Learning as a platform for sharing knowledge and experiences. And then, as you can see, we developed this international service-learning together, and also inbound international service-learning over the past years.

So, what made us able to grow this partnership? We identified some enablers of service-learning in Asia. Firstly, in the presence of Prof. Kano Yamamoto. I'm humbly mentioning this. But it's strong leadership that was very key to initiate this identification of service-learning as one of our mission goals to serve for God and people, together with communities in Asia. And then he managed to gain financial support from various organizations, including the United Board of Christian Higher Education in Asia and Japan's Ministry of Education, Culture, Sports, Science and Technology. Also, we were lucky enough to have Dr. Florence McCarthy who is here with us. Thank you very much, Florence, for being with us, as a Technical Advisor at that time, she was in the United States, so Prof. Kano invited her, and she kindly accepted to stay in Japan with us for several years to develop the curriculum, and the survey questionnaires to evaluate the student learning outcome, how to institutionalize this service-learning, so she contributed a lot to our program now. Also, we had existing ICU network with other Asian universities. So, we didn't have to start from scratch, so that was an asset. We also had a bilingual working culture, faculty and staff, and so that was also the foundation that we had. And most importantly, probably, the students' readiness and interest in service-learning

programs were already there, so we initiated this program in a very smooth manner and tried to constantly organize dialogues with partner universities in Asia.

So, when you make it like a graph, as the literature says, the common goal is very important. Why are we doing service-learning? To serve for community, God, people, together with Asian partners. And for world peace. So that common goal is very important and is supported by financial and human resources to create quality learning, backed up with the leadership and institutional support, and behind all that we have institutional mission and culture of critical inquiry for constant improvement. I believe that all these factors contributed to our development in the past.

So, what about the learning outcomes of students? What have we made as an impact of students? In 2009, Dr. Florence McCarthy mentioned several outcomes as evidence. She mentioned, for example, new ways of behaving with others, skills and techniques developed to contribute to the social issues, feeling empowered as a student and a young person, and also having clearer career goals for the future endeavors. Also similarly, she found out such learning outcomes as personal growth, social development, technical or academic applications, and the impact on career choices have been seen in ICU students' report as well as in the United States' institutions. So, she found some commonalities across the programs in Service-Learning overseas.

More recently, Ms. Atsuko Kuronuma, who is here today also, thank you - she has been serving as a coordinator for many years at ICU- analyzed the students' reports and she found that there is a deep conception of the meaning of doing service for others. So, in our class we emphasize a lot; Why are you serving? For what purpose? How do you situate the social issues, and how best can you work with others in the communities? So, students grow personal development, perspective transformation, interpersonal development, avoiding stereotyping, and tolerance. That have been very evident in the students' learning outcome. However, she mentioned that an element of citizenship was somehow missing, interestingly. And, less discussion or inquiry of social justice, social change, or democracy was found.

Now, Japan Summer Service-Learning Program, which is the inbound service-learning program in Japan. We analyzed the students' report together with Hitomi who was chairing today. We found that this program fostered students' rich learning, well-being and also good relationship with the community people. And interestingly, because we had international students serving for community together with ICU students, ICU students could grow multicultural and reciprocal learning among student groups, and somehow generated a comparative trans-local lens, which is a tricky word, on students' own locality, and link between local and global issues. Because ICU students are serving as interpreters, sometimes between community and international students, they get very interesting questions from international students to ask. Or they can see the reactions of the community people to see all new perspectives. So, by doing so, ICU students could somehow bridge the local lens over and above Japan and connect to perspectives of the Asian communities, so this JSSL somehow added a

new asset to our program.

So, in a nutshell, we have many learning outcomes, but to name a few, we have witnessed; the sensitivity with own biases, openness to multiple perspectives, creativity, connectivity between multiple local reference points, including ICU students, their own locality be it urban or rural, deep and critical reflection on learning in action, de-framing and re-framing the social issues - this is very important – often times students are very ready to serve for the community, but they tend to believe, “This is a social issue”, “Here is the poverty”, “Here is environmental degradation”, but once they chip into the community, they realize the way they visualize the problem is not perceived similarly by the community people. So, they question, “Am I really right to understand this issue as it is?” Or “How can I relate myself to this poverty issue?” They kind of have to question their own perception, presumption and so forth. So, this is what we mean by de-framing. You de-frame your perspective and again re-frame together with community people, which is quite interesting and important for academic pursuit in the future, too. And this will be to search for strategies for social issues and career goals. Thirty days is often not enough for students to accomplish what she or he wanted to do, but it's more important for them to grow as a lifelong learner, to really engage themselves to further question and act on social issues in the future. So, career goals and all these strategies, practically for solving the social issues, that mindset has been grown by service-learning.

Many academic people here today as an audience, I recognize, and they perhaps know that the Bringle et al. identified this SOFAR model in service-learning, whereby we have many stakeholders; students, administrators, faculty, community organization, community residents. This is a very famous model. So, we established reciprocal relations so that we can really make service-learning more meaningful, sustainable and effective in each community. Now when it comes to inbound service-learning in Japan, I was thinking, “What kind of reciprocity are we producing?” And I found out, because of the presence of international students, we have trans-local perspective that each and every international student brings their own perspective of their community, residents, community organization and even faculty behind them. They bring new perspective and exchange with ICU students. They also develop each and every relation with community members and other partners in Japan. So, we could identify 20 reciprocal relationships. So we double the reciprocity that Bringle, et al identified, and it's a very enriching learning process that we have found.

Having said that, we are not free from some challenges. For example, as Kuronuma mentioned, probably we have an issue in critical perspective on and structural analysis of social inequality and problems somehow as weak from Japanese students' reflection. Our approach is pretty much focused on students' whole person development in the context of Christian philosophy, which is very important. But probably less inquiry into social justice, social change or democracy. I don't know whether it's good or not, but it's just a tendency that we found. And intended curriculum missed a little bit of a broader analysis of power dynamics in reality, whereby you know we have many times, maybe

students may have savior complex, and say "We are from developed countries. Let's go to find out what's poverty there. We are the one who help them." That's the kind of positionality they may have, but then, they have to analyze. "Why is this poverty happening?" "How can you situate yourself into this power politics of social structure?" So that's a kind of power analysis. But on the other hand, some students feel that "Oh, because we are students, we don't have expertise. We have never worked before, so we are very helpless." That's another passive positionality. But then they have to ask, "Why am I behaving like this?" "How can I be more equal to the partners to really exchange our perspectives?" I think that kind of power dynamics analysis and how to position yourself to the social issue to negotiate for the better society, is very critical for the future.

Some other scholars had typology of service-learning. Like progressive, humanistic, and radical models. It's kind of useful to clarify what it is that we are trying to achieve out of service-learning. The progressive model normally focuses on individual responsibility or solving problems. The humanistic approach focuses on self-actualization, enrichment, and psychological development. The radical approach is more focused on transformation of society and really combating social injustice and inequality.

When it comes to regional tendencies, some people found that US, UK and Canada tend to focus on civic engagement, democracy and individual responsibility. Whereas South America and South Africa tend to focus on social justice, solidarity, or equity. We have unique characteristics of service-learning in different regions. How about Asia? We haven't documented well enough to say "This is kind of Asian way of doing service-learning", so Carol and I were discussing we should do it someday, right? But according to the global citizenship education literature, they somehow say, Asia tends to focus on morality, self-cultivation and compassion, with higher value placed on conformity rather than critical thinking or social justice or transformation.

Then, what are we learning in Service-Learning? But unless we are clear about what kind of quality learning we are producing through service-learning, we aren't just doing, you know, whatever the learning and it's just let students decide what to learn. UNESCO in 1996 had a great report on learning. It's called Delors report and it says learning is meant to be to know, to do, to live together, and to be. Right, so it opens up the people's possible opportunities and possibilities to do many things, and live together, be human, you know, with this self-dignity. But in 2010, they said these four are not enough. Let's add this "learning to transform yourself and the society" here. They added the critical view. Unless we questioned the knowledge that you were given in schools and elsewhere, you may just reproduce the knowledge that is given, and you don't question the system. So, if we have challenges in society, why can't we have education for transformation? So that was proposed in 2010, 12 years ago. And it's last year when UNESCO published another new report. After 25 years, now they said "learning for common good" with this uncertain world. Now with all kinds of problems, what is it that we are aiming at, as the end result of learning? How can I visualize, how can we visualize

common good as a collective thing that we are trying to target? So maybe service-learning can be thought through by looking at common good to achieve as communities in Asia and beyond.

Institutional challenges are also many. Although we say students volunteer, so no cost is borne, that's not true, right? Every activity has a cost. So how can we share the cost for participation is a very critical question to ask, and who can participate in service-learning, especially international service-learning? Also, diversity in service-learning programs across Asia is huge. Some universities do credit-bearing courses, others do not. Some make it graduation requirements, some do not. Some are promoting interdisciplinary service-learning, others are mono-disciplinary programs. Some say 6 hours of service-learning is enough for the curriculum, some others like ICU, 30 days. That's long enough to learn. So, what we really can pursue as a learning, is still not very conclusive. Time restriction, yes. Because of the curriculum, we have to be bound within our university regulations and time schedule. And sometimes critical thinking skills tend to be fostered quite quickly after one term, but let's say, well, creativity could take longer than one term, so when it comes to learning assessment, is it enough for us to do just before and after the course? Or is it possible for us to trace the students, and to really depict some learning outcomes in the mid- to long-term? That's another question, because service-learning obviously is not just developing cognitive skills, but it's more to do with the behavioral and attitudinal transformation of the students.

Lack of involvement of students in inquiry. This is also tricky. The more we institutionalized the service-learning program with other partners, the more, how can I say, possibility of us taking freedom away from students, especially in terms of what kind of theme they want to pick, or what kind of activities do they want to do, and how they want to identify community needs with the communities, right? Because when partners already identified the needs, students just apply for the program and just go and do. Of course, there is thinking, but in the process of pursuing "How can I de-frame my perspective?" or "How can I negotiate with the community to really identify the needs together?", that process can also generate a lot of rich learning. But we tend to conflict that with institutionalization. Also, absence of co-teaching aspect of faculty. Our faculty involvement is quite limited as of now, I would say. We serve as a service-learning advisor to grade students' papers, we also have dialogue with them, so it's good. But we don't get involved in curricular design or planning together, or we don't go to the site with a student. So, co-teaching aspect of faculty has been missing from international service-learning nowadays.

Lack of joint institutional objectives of doing service-learning together and clarity of social impact. So, for students, it is 30 days. Great learning. But if we are sending students to the same destination every year, what kind of social impact can we reach at the end of the day? What are we aiming at by sending students to the community? Maybe institutionally, we can do more than just student assessment. And coherence across and connection with different courses is also another challenge when service-learning is not completely integrated into the curriculum.

Okay, I think I have to stop soon. Lessons learned. Mutual trust is fundamental, and we managed to do it, owing to the institutional support and mission. But initial trust relationship should be institutionalized for its sustainability. We have to put a lot of resources, human, physical, financial and moral support continuously. And reciprocity is hard to establish beyond the number of student exchange, unless we continuously dialogue with the partner institutions and try to make sure what kind of learning that we are expecting the students to get out of the service-learning. Also, routinization of the program could take a risk of dependency, and one way study abroad type of service-learning mindset. And shared leadership and involvement of faculty are necessary, not just dependent on the person who serves as the Director of SLC, but maybe the general faculty need to be more involved. Institutional commitment. Further commitment to financial and human resources investment will be necessary, and then further innovation on the learning and social impact assessment is needed.

So, questions for partners. I know the SLAN partners are there online. So, I would like to ask you these questions. What kind of quality learning can we design together? How can we make sure that we go beyond international cultural exchange to serve the community? For what purpose? How can we create purpose-driven service-learning? Do students get enough challenges? Do students get challenges to question assumption, social inquiry, positionality, and epistemology that leads to deep learning beyond self-cultivation? How can you visualize social problems? How can you develop a relationship with others? Who are you to serve the community? What are you in these social issues? So those quite critical questions must match our students' learning. And finally, to what extent should we incorporate critical reflection and positionality and social transformation? As I mentioned, in Asian service-learning, probably we have been less paying attention to the social transformation, but how best can we include this together as a common goal? Are we not exploiting community resources for learning? What common good are we serving with communities?

So, for the next year 20 years, I would like to propose 6 actions if possible. Firstly, joint evaluation would be very ideal for us to do now because we have developed so many programs. Now let's sit down together and see what we have achieved, and what kind of framework can we have for evaluation? Also, financial resources. Let's seek financial resources to really make our experiences accumulate in a more profound manner and to be able to share our experiences more widely. And also, research projects on the social impact of the service-learning will be in an ideal area for us to develop as case studies, plus oral history projects of service-learning leaders in this region, to really say what is the unique feature of Asia and how can we really dialogue with other regions to develop service-learning further. And then probably we can compile all the wisdom to publish books on service-learning in Asia. We are still under-representing in the scholarly work on service-learning. We have like more than 5000 peer reviewed articles over the past five years only, in the world, so we really need to disseminate information and try to be rigorous to exchange our information with others, and to expand into regional dialogue with other regions. Today we are very happy to invite inter-regional

participants as well.

Thank you very much. That's all from me, and you're welcome to ask me any question. Thank you very much.

Yokote: Thank you Prof. Nishimura for your stimulating, thought provoking lecture.

International Symposium on Service-Learning in Asia
Past, Present, and the Future of ICU's SL:
What we learned from networking with partners
in Asia

International Christian University

Tokyo, Japan

July 2, 2022

Mikiko Nishimura



What is partnership?

Area	Definition	Source
Education	Relationship that holds six elements, namely, mutual trust, honest communication, common goals, flexible governance, positive tensions and a culture of inquiry	Patterson, Machelli, and Pacheco (1999)
Health and social services	An association of two or more persons, groups, or organizations who join together to achieve a common goal that neither one alone can accomplish which is characterized by joint membership rights, democratic participation, and shared responsibility	Poole (1995)
Business	An association of individuals who agree to carry on as co-owners of a business for profit. Public-private partnerships means "more than superficial cordiality" and require cooperative efforts based on " mutual respect " which does not occur automatically	Winicur (1993) and Larkin (1994)
Others	Relationship that involves both pain and gain , for which commitment and investment are required, having the potential to make the delivery of services more coherent and hence more effective by pooling ideas, knowledge and financial resources .	Balloch and Taylor (2001)

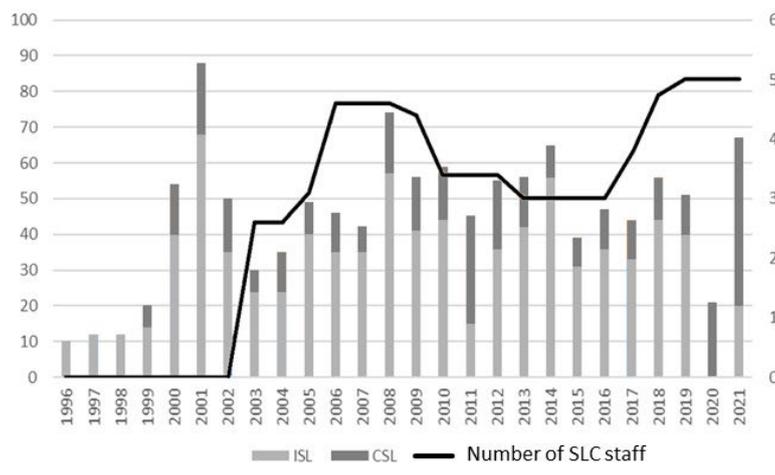
Source: Nishimura, M. (2007), p.48.

History of ICU's S-L



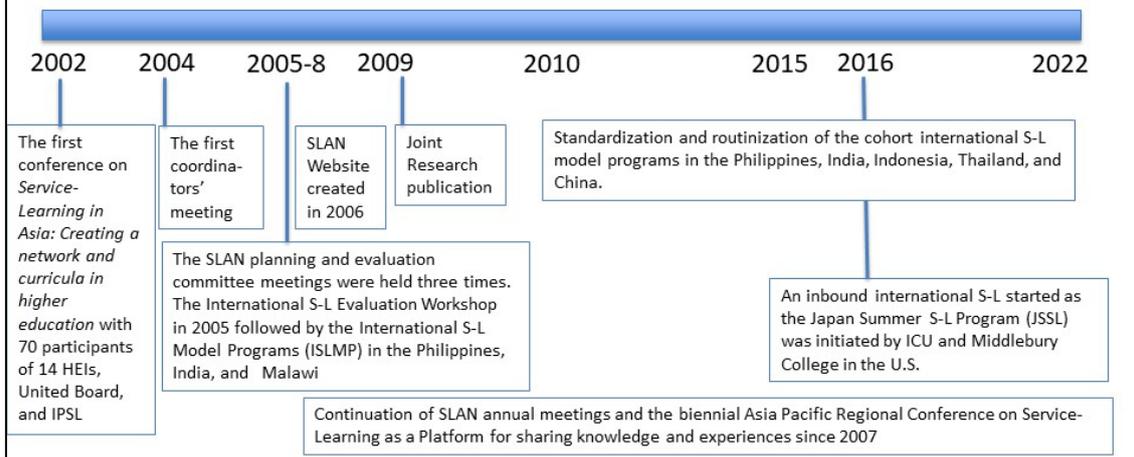
Phase	Development
I. International exploration (1996-1998)	<ul style="list-style-type: none"> Introduced the practicum course entitled "international internship."
II. College-wide expansion and institutionalization (1999-2005)	<ul style="list-style-type: none"> Expanded a service-learning college wide course Established the Service-Learning Center in 2002 Initiated the Service-Learning Asia Network (SLAN) Published the monograph series on service learning (No.1 in 2005.4)
III. International partnership development (2006-2008)	<ul style="list-style-type: none"> Developed the cohort international service-learning model programs in Asia and Africa. Published the monograph series on service learning (No.2 in 2006.5, No. 3 in 2007.5)
IV. Standardization and routinization (2009-2015)	<ul style="list-style-type: none"> Standardized and routinized the cohort international service-learning model programs. Published the monograph series on service learning (No.4 in 2009.3, No. 5 in 2011.3)
V. Enhancing reciprocity in partnership (2016-present)	<ul style="list-style-type: none"> Developed an inbound service-learning program called Japan Summer Service Learning (JSSL) in 2016 to enhance reciprocity in partnership. Published the monograph series on service learning (No.6 in 2021.3, No. 7 in 2022.3, No. 8 forthcoming in 2023)

Number of S-L Participants



- Only 8-10% of students participate in SL
- Scholarship available since 2020
- Presence of institutional support mainly in logistics
- The recent trend of increase in CSL.

History of Service-Learning in Asia Network (SLAN)



Enablers of a networking of Service-Learning in Asia



- **Strong Leadership** of Prof. Kano Yamamoto
- **Financial support** from the United Board of Christian Higher Education in Asia and Japan's MEXT
- **Technical advice** from Dr. Florence McCarthy
- **Existing ICU's network** with Asian universities
- **Bilingual working culture** of faculty and staff
- **Students' interest in and readiness** for participation in international programs
- **Constant dialogue** with partner universities in Asia

Enabling Environment for Partnership and Networking



Evaluation Study of S-L with SLAN Partners (1)



- SLAN's S-L demonstrated "learning new ways of behaving with others, developed skills and techniques important in contributing to the ongoing activities of organizations and reflecting feeling empowered and strengthened by their experiences, grew clearer career goals" (McCarthy, 2009, p.8)
- Similarity between learning outcome such as personal growth, social development, technical/academic applications, and the impact on career choices with the cases in the U.S. (McCarthy, 2009, p. 9).

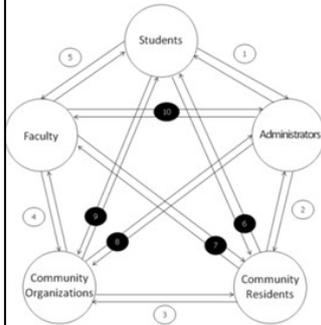
Evaluation Study of S-L with SLAN Partners (2)

- Deep conceptions of the meaning of doing service for others (Kuronuma, 2019)
 - “Personal development,” “perspective transformation,” “interpersonal development,” “avoiding stereotyping,” “tolerance”
 - An element of citizenship was missing and less discussion or inquiry of social justice, social change, or democracy was made in students’ reports.
- JSSL’s unique impact (Nishimura & Yokote, 2019)
 - Fostered students’ rich learning and well-being and maintained good relationship with community organizations
 - The multicultural and reciprocal learning among student groups
 - Generated a comparative trans-local lens on students’ own locality and link between local and global issues

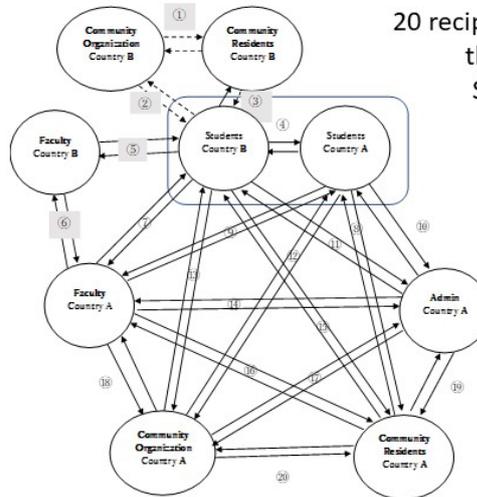
Positive Impact on Students’ Learning Outcome

- **Sensitivity with own biases**
- Openness to **multiple perspectives**
- Connectivity between **multiple local reference points**
- **Deep and critical reflection** on learning and action
- **De-framing and re-framing** the social issues and concepts
- Enhanced will to search for **strategies for social issues and career goals**

Multiplier Effect of Reciprocity in Learning in the SLAN Model



10 reciprocal relationships in the SOFAR Model
Source: Bringle, et al. (2009), p. 5



20 reciprocal relationships in the SLAN Model
Source: Author

Some Pedagogical Challenges



- A critical perspective on and structural analysis of social inequality and problems were missing from Japanese students' reflection.
- ICU's approach to S-L focused on students' whole-person development in the context of Christian philosophy: Less inquiry into social justice, social change, or democracy
- Intended curriculum missed a broader analysis of power within S-L by critical reflection on their positionality and reciprocity for social change.

Where do we stand?



Dimension	Key tenets	Practical expressions
Progressive	<ul style="list-style-type: none"> Focuses on <u>individual responsibility</u> towards their society View education as a <u>problem-solving instrument</u> of social and political reform 	<ul style="list-style-type: none"> SL enabling students to develop <u>awareness and obligation for society</u> SL allowing students to learn and develop capacities to <u>solve complex societal issues</u>
Humanistic	<ul style="list-style-type: none"> Learners-centred discovery and <u>self-actualization</u> <u>Personal enrichment, integration and psychological development</u> 	<ul style="list-style-type: none"> SL fostering <u>students' socialization, being and becoming</u> SL cultivating <u>students' valued ends</u>
Radical	<ul style="list-style-type: none"> Focuses on <u>societal and individual liberation</u> Acting for <u>transformation</u> 	<ul style="list-style-type: none"> SL enabling students' <u>freedoms to choose and act</u> meaningfully SL allowing student to act and bring about <u>change for themselves and others</u>

Source: Mtawa & Mkhoma (2020), p. 111.

Characteristics of S-L



- Mtawa & Mkhoma (2020) presents regional characteristics of S-L values as follows:
 - USA:** Developing civic responsibility; Building a democratic society; Responding to challenges facing a society
 - UK:** Observing democratic citizenship; Developing a moral and civic capacity among graduates
 - Canada:** Preparing a responsible, critical, and engaged citizens; improving communities
 - South America:** Working together for a common cause; Helping others; Removing obstacles; Fighting against injustice in the societies (solidarity)
 - South Africa:** Improving and creating a more just and equitable society.
- Asia?**
 - Morality, self-cultivation, and compassion with higher value placed on conformity over critical thinking and social justice (Hoffman, 2015; Sim, 2016)

Learning for What? (UNESCO)



Delors Report (1996)

- Learning to know
- Learning to do
- Learning to live together
- Learning to be

The following was added in 2010...

- Learning to transform yourself and the society

Then another perspective was added in 2021...

- Learning for common good

Institutional Challenges



- Increased **cost** for participation
- **Diversity** in S-L programs and **unclear joint** learning goals
- **Time restriction** for different cognitive and non-cognitive paths → needs to assess students in a longer term
- **Lack of involvement of students in inquiry** of social issues and planning (c.f. doing volunteer activities in the pre-conceptualized and fixed program offered by partner institutions)
- Absence of **co-teaching aspect of faculty** and the link between S-L and other university learning
- Lack of joint institutional objectives of doing S-L together and clarity of **social impact** over and above learning impact
- **Coherence across and connection with different courses** in the whole curriculum in the universities

Lessons Learnt



- Mutual trust is fundamental but an initial trust relationship should be **institutionalized** for its sustainability.
- **Reciprocity** is hard to establish beyond the number of student exchange.
- Routinization could face a **risk of dependency** and an one-way **study-tour type of S-L mindset**.
- **Shared leadership** and **involvement of faculty** are necessary for revision and innovation of the program.
- **Institutional commitment** to financial and human resource **investment** is required for wider participation and mobility of students and faculty.
- Further **innovation on the learning and social impact assessment** is needed.

Questions for Partners



- ✓ What kind of quality learning can we design?
i.e. How can we make sure that we go beyond international cultural exchange?
- ✓ Do students get enough challenges?
e.g. Do students get challenges to question assumption, social inquiry, positionality, and epistemology that leads to deep learning beyond self-cultivation?
- ✓ To what extent should we incorporate critical reflection on positionality and social transformation?
e.g. Are we not exploiting community resources for learning?
What common good are we serving with communities?

Some ideas for the next 20 years



- To conduct a **joint evaluation** of international S-L and to install a regular joint monitoring and evaluation mechanism in the programs.
- To jointly seek an external **financial resources** to enable wider participation of students and faculty in international S-L.
- To establish a **research project on the social impact** of the international S-L program in Asia.
- To draw a unique feature of S-L and shared values in Asia by conducting an **oral history project of S-L leaders** in the past and present.
- To jointly **publish books** on S-L in Asia.
- To expand **inter-regional dialogue** with other regions.

Discussion Points for the Panel and Open Discussion Today



- How does regional networking impact on S-L in Asia (both positive and negative)?
- What aspects should be enhanced and why?
- How can we improve our S-L programs in terms of pedagogy, content, and social impact, by networking in Asia?



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Question and Answer Session

Yokote: We have time for quick questions. Please write your question in the Q&A section of Zoom or those who are here in person, please raise your hand. Anyone have question? Or comments will be very nice too.

Nishio: Thank you very much. I'm interested in your presentation on the differences of focus of service-learning between Asian countries and Western countries. Asian countries focus more on personal development rather than social justice, or social common goods, that was quite interesting to me. Is there any other difference between Western countries and Asian countries in terms of social issues? We are facing the universal poverty issue or the same kind of social problems. But in Asia or in Japan, there are some unique social issues, such as loneliness of old people and social withdrawal of young people. Low fertility rate are so serious in Japan and maybe in Korea too. If you have any idea about the challenges or problems of Asian countries that service-learning should do something for?

Nishimura: Great, thank you so much for your wonderful questions. Actually, Carol and I discussed this issue yesterday. She's working on aging society and how we combat aging society in Singapore. But of course, Japan and other countries share the same issues, so in the future we could create thematic service-learning program across Asia to tackle such issues together. That's one aspect. Another aspect we discussed is what's unique about Asia. Sometimes the way we see problems may be different from others, right? Even if there is a problem, we tend not to say there is a problem. Or even students, even though they are capable of doing things, they would say "No, I can't do it. That's too much for me. I'm not an expert." So that kind of humbleness in a good way, but passivity in other way in the western framework, could be kind of depicted in service-learning attitude and behaviors and learning process. So somehow in Asia we need to train students to be able to express themselves and feel safe speaking up and exchange opinions with others. It is regardless of age, gender or social status, so for that part, we maybe need some more attention than in Western countries where individuals are really used to speaking up and exchanging opinions and so forth. But we still need a lot of room to investigate this in terms of the process and learning outcome in Asia.

Nishio: Thank you, that's an interesting point. Less than 10% of ICU students are engaged in service-learning programs. They are quite active and mainly women. But we also have a problem with inactive, isolated, lonely students, especially under the coronavirus. I hope the service-learning program can contribute to those less active students. That's what I thought. Thank you.

Nishimura: Thank you very much for that suggestion. Let us think more, about wider participation.

Thank you very much, Nishio-sensei.

Yokote: We have a question from an online participant. “Why do you think service-learning is still under-representing even though there is a strong emphasis on the combination of learning and social services?”

Nishimura: Representing meaning the number of students, right? We had a dilemma of having very wonderful comprehensive service-learning program that take 2 terms of one year if you are very serious about preparation, actual service-learning and reflection process, that could have a conflict with students with other interests in studying abroad or doing volunteer work or internship in other flexible ways. So, students have many options so far. That's one reason probably. But we have potential students who could also participate, like Prof. Nishio pointed out. Those who feel isolated or those who feel that they are not empowered enough or powerless. They may be able to. So, we have to figure out how to reach those students. Also, some students would say, “Oh the curriculum. There are too much restrictions. We have to write a report, we have to decide the service site, an advisor, we have to finish everything within 30 days during the term. That's too much. I would rather do volunteer freely over the weekends or anytime we want”. So, we have very active students who are not part of service-learning but somewhere out there to associate themselves with social issues. And that's fine, too. I think we can be open to choices of the students as far as the students are engaging themselves through the community. But thank you very much. My goal personally is to make 1/3 of the ICU students engaged to service-learning in the future. By next year, maybe. So, thank you very much for the encouragement.

Yokote: Okay, thank you, Prof. Nishimura. If you have further questions, we have time towards the end of the session today. So, let's move on to the panel discussion. Thank you very much Prof. Nishimura for your wonderful presentation.

Panel Interactive Discussion on the Future of SL in Asia: post/with Corona, with Practitioners, changing Socio-Political Context, Ultimate Goals/Outcomes in the Region

Yokote: Next, let us proceed to the panel discussion. We have invited 3 panelists who contributed immensely to the development of service-learning in Asia, representing different regions in Asia. I would like to introduce each one, starting Dr. Ma. Dr. Carol Ma, Associate Professor, Singapore University of Social Sciences. Dr. Ma is the founding member of S-L at Lingnan University and has revitalized the Service-Learning Asia Network. As a pioneer of S-L in Hong Kong, she had set up the S-L Higher Education Network in Hong Kong and was among the first to promote S-L in mainland China. Dr. Ma obtained her Ph.D. in Social Sciences with focus on Social Gerontology, from Lingnan University, Hong Kong in 2006. As an energetic and committed scholar, Dr. Ma has published many books and articles on S-L and aging.

Dr. Betty McCann, President of Silliman University. Dr. McCann assumed the presidency of Silliman University since June 2018 as the 13th and first woman president of Silliman. In January 2019 to December 2021, she served as President of the Association of Christian Universities and Colleges in Asia, known as ACUCA. She is a registered psychologist with the Board of Psychology of the Professional Regulation Commission of the Philippines and a certified specialist in social psychology by the Psychological Association of the Philippines. In 1987, she earned her doctorate degree in Psychology from the Ateneo de Manila University. Dr. McCann served the United Board of Higher Education from 2002 until 2013 in various capacity including Vice President for programs. She is one of the pioneers in Service-Learning in Southeast Asia.

Dr. Mercy Pushpalatha, Former President of Lady Doak College, India, and former Consultant of United Board of Christian Higher Education in Asia. Dr. Mercy obtained her Ph.D. in Chemistry from Alagappa University in India in 2002. She served as the Principal and Secretary of Lady Doak College, India from 2008 until 2017. During her tenure as principal, Dr. Mercy and her colleagues introduced Life Frontier engagement, a community-based action research and experiential learning initiative into the curriculum for all the final year undergraduate students. Dr. Mercy was the Program Consultant for South Asia Programs in the United Board for Christian Higher Education in Asia from October 2018 till March 2022. She coordinated the service-learning and peace education programs, in the United Board.

Now, Prof. Nishimura will moderate the panel discussion. Over to you Nishimura sensei.

Nishimura: Thank you very much, Yokote-san, for your kind introduction and welcome, very distinguished speakers including Carol, Betty and Mercy. Thank you very much for all the contribution to service-learning in Asia over the past 20 years. I have prepared three questions to each of you, and I'm going one by one in terms of question.

My first question. How does regional networking impact service-learning in Asia? Probably both positively and negatively. Let me ask Carol first.

Ma: Hello everyone. Thank you Mikiko. Before I answer these questions, I just really want to congratulate ICU, because ICU is, you know, the first university to set up the SLAN. Thank you, Prof. Kano Yamamoto who is here also. Without you I don't think we have SLAN, so do you mind if we all give him a big hand again? I think it's very important. The reason why we have today's symposium is because of you, Prof. Yamamoto. So, when Mikiko asked me these questions, I actually prepared a script, but I decide, if you don't mind, I don't go for this. The reason is, I think the most important for the regional network to impact service-learning in Asia, one thing that I really think that the most important is about people. How does it actually impact the service-learning development in Asia. Why people? I will give you an example. Because in 2004, in January, as Prof. Kano Yamamoto just reminded me, is our first meet-up in Chiang Mai, Thailand to attend a conference by IPSL - International Partnership for Service Leadership. And at that time Betty was at the conference. So, this meeting actually impacted a lot of people because at that time I was a student. Remember in 2004? That means after two years from set-up of ICU Center and also the setup of SLAN. So, I was a student there, but I met with Betty and Prof. Kano Yamamoto, and other service-learning practitioners. And they inspired me a lot.

And then in 2006, I remember we organized the first Asia Pacific Regional Conference on service-learning at Lingnan University. At that time, I got to know more about our SLAN members. And I got a chance to have a coffee with Prof. Kano Yamamoto. And then he asked me, "Carol, can you take care of the SLAN? How about you revitalize the SLAN?" And why I set the positive impact, right? Is because of he and I, our conversation you can imagine, actually, it's a kind of an intergenerational conversation. I study about aging right? And I respect seniors. I also respect at that time, Prof. Kano Yamamoto who is really a leader in the field, and I learned a lot from him. Because of him, right? He actually impacted me to take over the SLAN, as a babysitter. Because the SLAN is actually based in ICU, Japan. But because, I took care of this, and then this actually impacted me, and also impacted my students, and impacted the faculty members at Lingnan University and also impacted lots of leadership. The senior management people at Lingnan University at that time, and we actually set-up the Office of Service-Learning in 2006. And then, we promote service-learning not only in Hong Kong but also regionally. So, I can tell that this is one of the very important impacts to the region.

With this SLAN network, we actually, if we remember, we mentioned about that SLAN started in 2002, as a platform to promote regional service-learning research project, after the revitalization of this SLAN, the rules of SLAN are getting clear and focused. We, including students, faculty exchange, regional service-learning project and research collaboration. I actually intended to bring this here, so I don't think a lot of people get a chance to touch this service-learning in Asia, creating networks and curricula in higher education. The date is 30th of June to 3rd of July in 2002. This is actually very

important to document the first day of the SLAN meeting yet in Japan. Because of this meeting, it let us have a lot of development of service-learning in the region. I can tell you the regular SLAN meeting has enabled institutions to share and update their institutional development in service-learning and community engagement. At the beginning in 2002, we have around 10 members. And now we have over 50 members in the region. So, President of ICU, I think you need to be very proud of your university. Because of ICU, we can actually support a lot of other member institutions in the region to do service-learning.

It also created a regular dialogue to exchange ideas and discuss the best practice of service-learning. And I want to tell you we are also very proud of, especially now, we have a lot of SLAN member here, and we have increased the number of publications other than this one, right? We have a lot of books, journal articles. And because we want to showcase it and let others know what we are doing. Then we even have different steps, issue in service-learning published in the region or even international journals. And we also increase the number of funding for both locally and internationally to support cross-border service-learning and research projects. Of course, if you ask me, is that enough? I think it is not enough. We need to have more. And also, we have a lot of partnerships and conferences and a number of local service-learning networks. I know Japan, we actually have a local service-learning network. And Hong Kong, we have network. In Taiwan we have a Taiwan Service-Learning Association. In Philippines, they also have their network. Because of the SLAN development, we also inspire a lot of local development.

And besides that, we are also strengthening the momentum to do service-learning and building friendship within the region. One of the reasons why I come here in Japan. You know the pandemic, we actually cannot see a lot of people. I'm actually very happy that I can get a chance to come here. I talked to Mikiko and said that if I come, I hope I can meet with my friend, Prof. Kano Yamamoto. So, I really want to say thank you that today I can see you. It is really, really my honor to see you again here. And I can also see Yoshito, the former Director of Service-Learning Center and our friends, Mark and also Atsuko here, and of course Mikiko. And all the friends you know from ICU.

And if you ask me about the negative part of the SLAN, I think we are too humble as well. We always talk about we are very humble Asian. We need to actually challenge ourselves. We need to question ourselves, whether we are, doing enough or not. From faculty perspective, while you are actually doing service-learning, we have to ask ourselves whether our students they do service-learning, whether they are equal to the discipline or not, whether it is actually linked to the learning objective of the curriculum. As students, we don't just see doing service-learning just in the institute. We are all here to provide a platform to create a whole person of our students. So, what we want is, we want our students to equip this service-learning attitude as a life-long learner. It's not just because they are in the university, that we need to serve. We hope that this actually is a life-long learning of skills and attitude for our students. So as faculty members and also institutions, the leadership is very

important because the senior management group with the institutionalization of service-learning plan, will actually make the whole university better and also do more or related to university social responsibility. Curriculum decide for social good because we always talk about curriculum design, right? Whether our curriculum design is that for social good or not. UNESCO talking about learning for social good. I always ask myself when we talk about service-learning curriculum development. Are we doing curriculum development for social good? So, purpose of education and community-university partnership. So, are we doing enough? We need to continue to challenge ourselves. I don't use the term negative, but I use the term challenge. Whether we have challenged ourselves enough, to do more in the region, so this is actually my humble ideas, thank you.

Nishimura: Thank you very much for your presentation. Also, your humble and yet challenging comments. Thank you. So let us move on to Betty. May I invite Betty to say a few words on this point? Impact of service-learning Asian network, please.

McCann: Hello everyone. First of all, let me join the group in greeting ICU for the celebration of its 20th work in the field of service-learning. Also, to greet my personal greetings to Prof. Kano Yamamoto, also former trustee of United Board and together we had been promoting service-learning in Asia. I note that Carol has already answered all the three questions, and I just would like to focus now on some of those elements. While she mentioned about people themselves as a key component in the promotion, development, and success of service-learning, we may also have to go back into the particular label of programs, like service-learning as a program of the institution, should really be seen and viewed in relation to the institutional vision and mission of the institution. And when we talk about regional networking that allows us to be in partnership with other colleges and universities in Asia. Mention was made about the preliminary results on the outcome of service-learning, and also making a comparison between service-learning as applied in Asia and its outcome compared to other parts of the globe. I must say, though, that it may be too early for us to come up with those generalizations, because, as we have already admitted, we have to do more generation of knowledge here in Asia, and as pointed out by one of those who wrote in the chat box, Asia is so diverse. As an area and as a people. And therefore, we can expect diverse results in the responses of our students and faculty members who are directly involved in service-learning.

Also as a program, while we mentioned about some of the challenges, it may also have to do when we do not have a grasp of the social impact or the concept of common good, for instance. That may also be because of the way a program of service-learning has been presented or cultivated and practiced in the field. We know that a curriculum design has to take care of those objectives of the program or of the course, all the way to the evaluation and assessment of the program and there in the past we did focus on reflection questions because students may not be able to articulate a lot of those that we think are important, but the students may have not also been guided in their exposure in

service-learning. So, beyond the personal development, that we say is what is being emphasized, it may also be a question of not being able to have a higher level of questioning. Or, going down, going up to the reflection points and focusing on social justice, positionality or even what's happening to people in the community and how they view some of those issues.

Definitely regional networking will allow us to do more and not just look at our own institution but view the program, especially if we consider the Sustainable Development Goals as adopted by many countries all over the globe. Like where are we, insofar as those thematic concerns are, and if one university in a partnership, for example, is interested in life underwater, for instance, we know that looking at life underwater will have an interaction with the 16 other development goals. Like women issues or something about employment or freedom from hunger, no poverty. All those are actually interrelated, so we focus on one theme but in the partnership itself we will be able to see how is life underwater being explored and being considered as a source of learning in Indonesia, in the Philippines or in Hong Kong or in India and several other parts in Asia. So, if we go thematically, then our unit of analysis would be more or less organized, rather than being here and there, and therefore we are not able to grasp a specific social impact. So regional networking to me offers opportunities for the academic enhancement of the conduct of service-learning. And I always talk about breaking down the silos in higher education, where we say the silo of instruction and then we have the silo of research and the silo of community engagement. Through service-learning, we will be able to break down those silos, where a teacher and the students go to the community, engaged in some social and economic activities, in fact, but at the same time use that as an occasion to conduct research for needs assessment for documentation and even about project evaluation. So, all the three, what is called pillars of higher education are also being handled by the service-learning as a methodology, as a method and practice of education. Then we can say that service-learning is a tool for change in the region of Asia and other parts of the globe, by focusing on what needs to be changed, how can we bring about the change through service-learning, and then go through the process of using the different elements in their curriculum design. So, I'm all for regional networking, but also being more purposive and going for also faculty partnerships and even joint curriculum designs. So, a lot more can be done, but we just have to handle them in bite size pieces. Otherwise, we get to be so overwhelmed that in the end we may not be able to measure what we intend to do. So thank you.

Nishimura: Thank you very much Betty for your very productive suggestion of having a regional thematic service-learning program. And we also need to enhance the linkage among education, research, and social engagement through service-learning. How can we make higher education more transformational by introducing service? Thank you so much, so now let me invite Mercy, please.

Pushpalatha: It's my pleasant experience to be with you this morning and late night for our friends in South and North America, good morning to my friends in Asia. And good evening to our colleagues

and friends from the other parts of the world. And it's really an excitement to me to see Kano-sensei virtually today, and Nishio-sensei virtually today. And Mikiko and Atsuko, really I'm so thankful for this opportunity that you extended to be with you this morning. As I was being introduced, I was serving in a college called Lady Doak. In the Asian Network, S-L was introduced, way back in the year 2004. So, I'm so happy to be part of the celebration of the 20th year of service-learning of ICU. In the year 2002, I was part of the United Board Fellows Program placement in ICU. For one semester I stayed in the guest house of ICU. The guest house of ICU, where Dr. Florence McCarthy was also staying over there and she offered a course in ICU. At that time, Introduction to Service-Learning, which was one of the few courses which were offered in English. So, I audited her course during my stay over there, and at that time she connected me with some of her students in the class who had an idea of coming to India for their international service-learning program. So, that is how the whole networking of ICU and Lady Doak College service-learning networking started. The journey began with my United Board Fellows Program way back in 2002. So, when I came back to my home institution, I discussed with my then principal Dr. Jeyaraj and then it came into force. Implemented the first batch of two ICU students coming to Lady Doak College in the year 2004. And then in the year 2007 we had that international service-learning model program which was sponsored by the Japan Government, hosted by Lady Doak Collage. I think that was the time Mutsuko and Kano Sensei, they all visited Lady Doak College campus for the final sessions of that particular program. And that introduced our service-learning program to the other Asian institutions like Soul Women University and then Lingnan University and then Chung Chi College. The students of service-learning were all part of that international conference. So, after 2007 our networking with the other Asian institutions started. So, every year in Lady Doak College we used to have the summer service-learning program by the ICU students for about 6 weeks and the other Asian country like Korea and Hong Kong students for about 3 weeks, one batch in January and one batch in June. So that is how it has been going.

Now reflecting on the question that Mikiko asks, what are the positive impacts and what are the challenges. So, when I was reflecting on this experience is, in the past few years like nearly 15 years or so with these Asian universities, some of the aspects which came to my mind, I should say, definitely the vision of our networking of the institutional leaders only paved way for this network. Of course, the students may want to go, and the faculty may want to send their students. So, unless the administration and the leadership of the college, gives a support system for this kind of networking, regional networking was not possible and that was made possible with all those institutions with whom we had networking then. Almost all batches of students said it had been a personal, transformative experiences for them. In Lady Doak College we used to do before the students used to come for exchange program, we used to identify what is the special area of interest, which kind of community service they want to undertake. And we used to place them in such places and in the city called Madurai where we have Lady Doak College, there is a place called Mazhalai Illam in Tamil. And what is the

meaning? It is the place where the kids, the infants, babies, the girl babies who were attacked by female infanticide issue, they were gathered. People used to save those babies, bring and leave them in this center. And these girls used to go there for their service-learning program. So that had changed a lot. Because the baby wouldn't have been there alive unless somebody took an initiative to save them, and these girls had an opportunity to hold these babies in their hands to keep them on their lap. So, most of them said, and similarly visiting to old age homes, visiting to orphanages, so invariably they all used to say it had been a personally transformative experience since they come from developed countries to a country like India, that had a rich impact in them I could say. And what we used to do like once in a week, the faculty of the service-learning from Lady Doak College, we used to have a reflective session with them, so during which we used to raise some reflection questions, that really enabled them to identify what kind of personal learning or personal benefits they were able to gain from the community. And they also used to go to the community always with the buddies. Because the communities they go, they go and interact only if they know the local language. So, they had to take a student from the college, which is the host institution so they become buddies, and I have seen lots of these students their friendship became long lasting after the years they left their institutions. They continue to be their friends and this experience on the whole, I could say, it's more of a socio-cultural learning for them. Because it's completely the societal challenges which are different in India and the cultural aspects are different in India from their own cultures, so this is one aspect that all these students really appreciate it invariably. And we used to have an international night during that time they stay on campus for the exchange program. And during that time they used to come in their traditional dresses and they used to depict the traditional dances. So it used to be really an enriching experience for the students of home institution and host institution. And with ICU I could say this service-learning networking initiated, later resulted in one semester study abroad program for Lady Doak students. Because service-learning students used to come from Japan, ICU to Lady Doak, and Lady Doak students used to go to ICU for semester abroad study programs.

But what was the challenge that we faced? I mean from our perspective, we all learned service-learning as academics classroom learning, linked to community service. And then on reflection your academic knowledge is enhanced. Because when we started with service-learning, I remember very well Dr. Florence McCarthy was invited to Lady Doak College. She used to teach us how your hard-core science is, you will talk to a person who is a farmer on the streets, and that helped us to understand the right concept of service-learning. So, our service-learning programs were completely academic service-learning but with respect to these exchange students, what we could see is it was more of a socio-cultural learning only. But for some of them it had helped them to select their career options. Because in the final day in the exit meeting, we used to ask them to share what was their learning. A few international students have shared, it had helped them to make options for their career, and otherwise it was more of a socio-cultural exchange. And we even used to give them a certificate saying

it's a socio-cultural exchange program. Not exactly a service-learning program. So, it's more for the personal learning that they had. And in many of the cases, we wondered whether the international service-learning was a credit-bearing experience for them. And if it was a credit-bearing experience, then it would have been really a concrete, dependable experience and when it is not credit-bearing, mostly what happens, it's like a visit to another country. Visit to India. And I mean you taste the Indian food, you see the Indian culture, Indian community. So, I feel that is another challenge that needs to be addressed, if the international exchange programs networking results in a credit-bearing. Then it could really be a concrete experience. And I think it was Nishio-sensei, he was asking about under representation. Under representation of students in service-learning, I would say, if the service-learning programs are related to the academics, and the students will learn how their academic knowledge is enhanced through community service, then naturally, their interest to community service-learning may also become more. But otherwise, it's not just the community getting benefited alone. It's a professional development and personal development that needs to be focused in the networking service-learning programs also, not focusing only on social transformation, social justice, and it is also the student academic knowledge is enhanced. Then that might encourage many of the students to register for service-learning programs. For that, I was also thinking as Dr. Betty suggested, institutions can work on courses like joint online courses, designing online courses, focusing on sustainable development goals. Because that's a common goal for all countries and therefore it could be like an online course where the content could be a hybrid pedagogy, the instructions could be online, but the community service could be on site offline, under the reflections and the videos could be shared in the discussion forum. I have a feeling, even we do it that way, and it is a credit-bearing course, then that would encourage many of the students to really register for service-learning, and that might result in their personal development and in their professional development. So, these are my reflections on the positives, and the challenge is how it will be addressed. Thank you.

Nishimura: Great, thank you very much, Mercy. Also, for your wonderful reflection of what had been achieved. It's very impressive to see how interpersonal relationships actually start a great partnership regionally, like Carol and Mercy mentioned, and also the role of reflection in service-learning. What kind of critical questions can we ask, to simulate everybody's thinking and transformational thinking? Maybe for that, a pedagogical methodology we can develop further together. Thank you. Because you have given us comprehensive answers to cover all three questions, we kind of changed our plan so we go for Plan B so quickly because of the interest of time. I would like to ask just one quick question. Now we have developed various kinds of programs over the past 20 years, what is the next 20 years? What should we set as a goal in the next 20 years? What do you think is the most important goal or goals that we can set as SLAN? Sorry, this is a new question. I know you are not prepared to answer this, but if you can say something, quickly, maybe 2 minutes each, please, thank you.

Ma: You want me to start first? Or we invite Betty to start first?

McCann: Okay. In the next 20 years, I think we need to have a handle as to what we have achieved in the 20 years up to now. So there has to be some kind of dialogue, assessment, planning among the key partner institutions, so that together we can decide what will be the next steps, and make those specific steps doable. Of course, we have so many great ideas, but if we look at specific steps to take, we identified a good number of them. Like enhancing the teaching of service-learning, integrating research and community engagement, a thematic approach to service-learning, so that we will be able to measure social impact or whether we have obtained common good or not. All these can be discussed and maybe tasking, like which subgroups can do one thing, rather than just one doing everything. And we know that that kind of approach will just be too overwhelming and in the end, we don't have anything concrete that can be expected of this partnership. So, so many to do in the next 20 years.

Nishimura: Thank you very much Betty for your wonderful suggestions.

Ma: Actually, I agree a lot. The reason why I said let Betty answer first, is because Betty is the President of Silliman University, and I remember that few years ago we actually had a presidential meeting in Indonesia, Petra Christian University. I think when I look back again, 20 years ago, I actually use this book again... I hope I can keep this, but I don't know whether Mikiko you allow me to keep this. One of the agenda 20 years ago, actually, the topic is where do we go from here? So, 20 years ago we asked exactly the same questions, and now we have to ask ourselves. I remember that in 2015 Lingnan University at that time, we were at the university, we actually sent out a survey to our member institutions, how many institutions are doing academic service-learning. At that time 44% of the members said that they are growing academic service-learning. Now it's 2022. And yesterday we had our SLAN meeting. We had around 16 members attending the meeting, and many of them actually eager to do a few things. And one is about research collaboration. So, we talked about this research collaboration. We have a platform as what Betty mentioned, right? We need a dialogue. We need a dialogue to ask ourselves what are the issues that we want to do as a research partnership. And second, we also talked about the curriculum design. And I think 20 years ago we also had one session talking about forms of service-learning curricula. Because I have all the evidence here. So, somehow we have to ask ourselves now again. How much curriculum development is related to service-learning and community engagement nowadays? And what we want to see in 20 years-time.

So as Mercy mentioned about SDGs. I think we have to ask ourselves, right? Which area, which part that we need to focus? And I actually have a dream, but I don't know whether this dream can come true or not. We need a powerful donor that can support the development of service-learning in Asia. We may have some crazy ideas, to think of creating the Asia Pacific Service-Learning Institute or economy that we can actually centralize some of the work that we are doing or even share with other people. But again, we need time to sit together, because now we are all meeting online. I think we can

have one day that we can meet face to face, and really keep track of our wisdom, and also think of what we can do in the next 20 years.

And then one last thing that I actually really want to say is, a lot of things that we have been doing in these 20 years. And I really, really hope that we can continue to do this collaboration. And we need more support to this SLAN. And currently every member here, we are all volunteers. I know next year, our regional conference, the 9th regional conference. will be at Christ University in India. So, after we have to rotate to another university again or another country. We need more support. We need more people, more committed people. I hope in 20 years' time we can also grow with more young people, because we need more young people to join us. And that's the reason why I come to Japan today, this week, because of Kano Yamamoto. Because I really learned a lot from him, and I hope that we can grow more Carol Ma because at that time I was a student. I hope we can have more students who can take up Service-Learning Asian Network. So, this is the 20 years. And I hope we have many, many 20 years ahead. And I think that's the most important. I think that's it. But again, Mikiko, I think we have a lot of things that we can do together. It's not easy because I know that some of the universities, they have not even fully institutionalized service-learning because they face a lot of area, I don't know whether we can have another crazy ideas to organize another presidential meeting. And then Betty, you are the leader in the region also. I don't know whether this is a right time to talk about this, but if we can gather more presidents together, maybe we can do something for the upcoming 20 years. Thank you.

Nishimura: Great, thank you very much for your wonderful ambition to share with us. So, Mercy?

Pushpalatha: I look at it as a hitherto and henceforth. So, 20 years, we have come hitherto and henceforth, how are we now moving ahead? This is a very crucial time I believe, wherein I strongly feel we need to make a kind of, as Dr. Betty suggested, I could return it in my notes, as says "why not a data-based research study?" Wherein you identify the institutions which are involved in networking, and what are all the different types of networking under service-learning? Whether it is academic service-learning, networking or socio-cultural or social transformative. So, what kind of, and what are the outcomes or competencies developed? Because that's actually the impact, right? We can say, like whole person development is one of the outcomes for this student who participate in the service-learning program. So how are those competencies developed? So, if it is a research study, kind of a database is done, based on that data, we can move ahead how we need to strengthen it if there is a particular networking which we find is not impactful. We can try to truly modify it in terms of the other impactful service-learning programs. Because in international service-learning so much of time, energy and resources, financial resources, everything are being put in. So, it should be a high payoff activity. It should not be a low payoff activity. And the networking should become stronger and stronger. If that is the case, based on a database research study, how are we going to strengthen up

those service-learning programs? Networking programs which could result in a high payoff impact? So that could be one.

And another one, again, I go back to my earlier suggestion. Identifying strategy-focused courses. I had actually written it in my notes. For example, good health and well-being. It is common whether it's a developed country or developing country like India. It's a common theme. So, in which, we have to really identify the faculty members, but this is a challenge for the institution. Faculty members who are interested in offering such kind of an interdisciplinary course. It cannot be one particular department that can offer. It has to be an interdisciplinary course with the home institution, as well as with the host institution, and usually they say in the effective online courses should have adequate number of synchronous sessions and asynchronous sessions. Asynchronous session is, lot of activities being given, the students can do it by themselves, and then they post their questions and doubts and reflections, in a discussion forum. So, the faculty can be trained accordingly to evolve this kind of a design, an interdisciplinary online course. They call it as 3C's in one of the programs I learned. It is content, coach and community. So, what kind of a content need to be created? Coach is the instructor, the teachers who are involved. And community is the learning community. Service-learning students from the networking institutions, not the community wherein they are going to work. They all need to be considered while evolving this kind of thematic common goals, Sustainable Development Goals-based courses. And there is an attraction in it. In fact, Times Higher Education seems to be giving some impact award that is based on the institutions which have been offering Sustainable Development Goals' courses so that can also be an attractive point for the institutions, to go for such kind of courses to be designed. So, maybe at the regional level, Asian level, we can promote many institutions to move in this direction. That's my humble suggestion. Thank you.

Nishimura: Great, thank you so much Mercy, for your suggestion for evidence-based or databased planning. It will also impact assessment of the service-learning together. Make it visible. Thank you so much. So now let us close this panel session. Audience, please hold your questions. You are given the opportunity to make any comments or questions later through Q&A. So, Hitomi back to you.

Yokote: Thank you very much Prof. Nishimura for chairing the panel discussion, and thank you for all the panelists. Dr. Ma, Dr. Betty and Dr. Mercy, you all are such legendary people in South Asia and Southeast Asia, and we are so honored to have you as our panelists. Now let's have a break for about 10 minutes. Thank you. We also have some entertainment for you, ICU students performing some music during the break time. Have a nice break. See you in 10 minutes.

Comments from Service-Learning Specialists in other Regions

Yokote: Welcome back. Now we would like to invite two experts of service-learning, from different regions for their comments on the panel discussions.

Dr. Tim Stanton, Former Director, Haas Center for Public Service, Stanford University (USA). Over 30 years at Stanford University he established and directed the Bing Overseas Studies Program in Cape Town; co-founded and directed the Community Health concentration at Stanford Medical School; served as Associate Director and Director of the Haas Center for Public Service. Prior to Stanford, he directed Human Ecology Field Studies at Cornell University. As consultant, Dr. Stanton assisted Campus Compact in organizing national faculty institutes on service-learning curriculum development, coordinated the Research Universities Civic Engagement Network (TRUCEN), and co-authored the online Research University Engaged Scholarship Toolkit. He served as academic advisor and trainer for South Africa's Community-Higher Education-Service Partnerships (CHESP) programme. He earned his Ph.D. in human and organization systems at Fielding Graduate University.

Dr. Florence McCarthy, Former Special Advisor for Service-Learning at ICU. She resides in Australia. Dr. McCarthy obtained her Ph.D. in Comparative Sociology, Michigan State University in the United States. She has been closely associated with the Service-Learning Asia Network since 2000. She has supported the introduction of service-learning in 14 institutions in 11 Asian and South Asian countries encouraging the inclusion of service-learning in their institutional curriculum and practice. In the 1990's, she was Associate Professor and Director of the International Educational Development Department, Teachers College, Columbia University, and from 2000, was Visiting Professor in Management and Consultant in Service-Learning, International Christian University. Working in South and Southeast Asia, her work focused on education and societal change, the role of women, and migration and refugee issues.

Now, over to you Prof. Nishimura.

Nishimura: Thank you very much. And thank you very much Tim and Florence for being there with us today with such deep and broad wisdom from all parts of the world. So let us hear your comment on what we have discussed so far. Any suggestion for the future to come in service-learning in Asia. So, may I invite Tim first to speak, please?

Stanton: Yes, and good evening to you or afternoon. I'm delighted to be here, thank you Mikiko for inviting me. And congratulations to ICU and all the SLAN folks for the great progress that we heard about so far today and I'm very aware what you've accomplished over the years. I was very fortunate to be invited by Carol to the 2006, I think it was, SLAN meeting at Lingnan. Carol can correct my hazy memory, but then and at several meetings after that I followed SLAN quite closely. I've always enjoyed attending your meetings and have learned a great deal doing so. So, commenting on the rich conversation that's transpired so far and challenges... so many good ideas have been thrown around I

can't do justice to them all for sure. I have a few comments that I'll make and some questions to raise that may lead to some suggestions.

First of all, in this conversation, we've heard many different, what I might call tracks of networking activity. People have commented on your ambitions to strengthen and develop that going forward. That's all terrific, and I wish you the best in all of it. I think Mikiko's comment early on, that it will be important to prioritize those ideas and focus on just a few of them, to make sure you are able to accomplish things as you get started. I would just add, that whatever initiatives you do undertake, what I've found in my experience that I wonder about yours is, to what extent are you applying what we think of as critical reflection to your networking activities, as well as to your student programming and service-learning courses? We talk always and then try to practice and teach our students to reflect critically, as many of you have mentioned here today, but we often don't do that ourselves in our own practice. Collaboration is hard, particularly over a long distance and across regions and even languages. If you don't take time and structure time to sit together and just talk about "How is this process working? What are we learning from it?" Some things can go awry. I think that's true. In the networking tracks that SLAN is conducting now, student exchange programs for example, is everybody from the different institutions who are working together benefiting? And what about the community partners?

There's another issue that came up in the remarks; your interest in strengthening pedagogy in service-learning, which is always a challenge for all of us, and particularly a challenge when you're working across very diverse programs. I've had long experience at Stanford University and other places trying to develop the capacity of our faculty partners or administrators and community partners in a tremendously diverse variety of programs. We came up with a framework in our work there that I'll briefly layout here that you may find useful. That is, what we quickly realized is that even though service-learning practice was so diverse across our campus, there are many things in service-learning, I hope you will agree, that are common to whatever kind of service-learning you're conducting. How do we help students learn how to learn from experience? Experiential learning skills are a challenge for all of us throughout our lives, and they are especially challenging for young people going into communities very different from their own. And how do we help them figure out what to focus on in there, learning in these intense experiences? Especially in your programs most of which sound like they're pretty short-term. How do students make the best use of their time? Whether the programs are humanistic service-learning or, to use Mikiko's terms, radical or civic focused, whatever it is, all these experiential learning challenges are there and can be addressed in common with practitioners across those diverse programs. But then there are the content specific aspects of these different programs, and those can be sorted out and separated out, and then you can bring in expertise, to assist faculty, to assist the students in those specific content areas. Those people are likely to come from the disciplines from various academic arenas around your institutions, and certainly from professionals and others in

your community partner organization and region. So, I just offer that as a possible suggestion, and I'm glad to elaborate on it, because it really helped our work at Stanford immensely.

Service-learning in the USA is now 50 plus years old. Yet as I look back over that history, we still have some unexamined assumptions about our work. For one it's generally assumed that if communities and higher education institutions join together, something good will happen for both of them. I'm not sure if this is always the case. At least in my experience, service-learning can be an extractive activity. Higher education institutions often benefit far more than their community partners and there are all kinds of reasons why this can happen. But it's something that we need to watch out for. I hope, as SLAN network moves forward, that you'll really look hard at the community impacts' aspects of your work, how to strengthen that and how to assure that. Those reciprocal relationships that Mikiko talked about in the beginning of this session often aren't actually expressed, carried out and work well for everybody involved.

The other aspect of this, which has been of interest me particularly over the last several years, is how do we move our community impact target or broaden it? Maybe a better way to say this, how do we move from direct service kind of practice, to more looking what I would call upstream from the problems that people suffer from, to try to address where these problems come from? Why are people suffering and what can we and our students do and learn to address those upstream questions which may be more policy oriented or may have to do with the kind of the rules that communities must abide by. Where do the inequities come from and what causes our communities to be less than socially just? I urge you to keep pushing yourselves along this line. We all need to do this. It's a challenge in the US just as much as anywhere else. But I think it's critically important, especially in the world we live in today.

Finally, I've been a historian of service-learning development in the US for a long time. With colleagues. We've put together a history of service-learning in the United States and I hope that SLAN will take it upon itself to begin to carefully conduct a similar kind of historical analysis of how the work has developed in the Asian region. Shamefully promoting for a brief moment, a lot of our work has been oral histories with the early pioneers all the way up through current practitioners. We have numerous interviews that are videotaped and placed in an online archive at Stanford University (<https://exhibits.stanford.edu/servicelearning/>). It's all available and accessible, and it's an amazing history. Have people talk about how they got into this work, what kept them in the work, what kind of work they did, how they taught their students and what did the pedagogy look like. All kinds of issues came up at two conferences that we had that we were able to video bringing people together, to analyze all these interviews and begin to make sense of what this history is all about and what it has to say for the future. Just as you all are asking right now. I'll stop there trying to be brief, I hope this is a little bit helpful. Thank you all for listening and again thanks to Mikiko and all the other organizers for inviting me to be here. I've really enjoyed my evening. Thank you.

Nishimura: Thank you so much Tim for your insightful and comprehensive comments on concrete steps to take in the future years to come. Thank you so much. So now let us invite Florence to give us comments please.

McCarthy: Thank you very much. I'm quite honored to be included in this symposium today, and I am particularly pleased to see that Prof. Yamamoto is here, and Prof. Nishio. Of course, it's a real pleasure to see that Mutsuko Murakami and Atsuko Kuronuma are here as well. It feels a bit like having an old home week, and I deeply appreciate that you all made the effort to come.

My remarks today are made with reference to both individual service-learning programs and to possible SLAN cooperative ventures. Initially, I would like to comment on what I think are the main themes that have emerged from the comments made by our distinguished panelists. From these themes we clarify our practice and the aspects of service-learning we're trying to pursue. Betty mentioned "tools" for example. In that sense service-learning becomes a tool for change and for how we relate to each other and to others in communities and organizations in society.

Research, also will remain critically important. Whether its research projects focusing on students' evaluation of their experiences, or with a local community or joint projects among the institutions that participate in SLAN, research provides markers for consideration and change. From research, as Kuronuma has shown, comes results that indicate issues that have been overlooked or areas suggesting new directions to follow.

The theme of Reflection remains central to all stakeholders and participants in service-learning. This, of course, goes back to one of the central questions of pedagogy and curriculum development. That is, what are the processes within the service-learning curriculum that help students create feedback loops between what they've learned in the classroom and the experiences they have in the field? Essential elements that promote feedback loops are the reflections students do as they attempt to apply classroom learning to their experience in their placements, and the questions they bring back to the class from their experiences in the field. Classroom learning --- Experience---Reflection these are essential ingredients in sustaining the learning processes inherent in service-learning. So, it's an ongoing process, by which reflection is built into all that we do. And perhaps as faculty, we don't do quite enough of it.

Turning to issues that service-learning will continually confront are the issues of pandemics and climate change. These are realities that are not going to disappear. Consequently, changes are likely to be required in our approach to service-learning. Service-learning initiatives have always been responsive to student's interests, yet in the future, educational institutions may find it necessary to take greater initiative in framing the classes, the pedagogy and the issues of what's possible for us to pursue. The pandemic, for example, and the concurrent lockdowns prohibiting social operations on a grand scale, imposed great challenges for service-learning faculty and programs. Faculty rose to the occasion by creating amazing and creative service-learning activities, including generating alternative digital

forms of relating students to communities. These initiatives illustrate that new forms of interaction by which students, teachers and community people can be connected are possible and quite effective. This is the new normal.

The point is that we need to be more innovative and take the initiative in becoming more effective in the projects we create. The creative use of urban space, the greening of local programs of Mitaka City, for example, illustrate how new program alternatives are meeting the challenges of climate change. Such initiatives are likely to stimulate new interests among students to participate in service-learning, just as new academic classes added to course offerings may encourage faculty to consider service-learning options as a means of encouraging student engagement.

Additionally, we need to be much more proactive in having discussions with our community partners and service-learning organizations about how they are faring. What's different now than it was two years ago? How is the pandemic changing their program activities? How is climate change influencing their communities and their own existence? How can universities assist them? Currently, there are new problems being created that no one has had to deal with in the past. In Australia, a land of drought, bush fires and flooding rain, a new issue is landslides. Australians have all kinds of experience related to bushfires and to floods. But landslides are something about which the country knows very little, and new responses have to be created. While landslides are an extreme example, the point is that new, unforeseen circumstances require new, innovative responses. Many such issues could be integrated and addressed in service-learning initiatives. One outcome is that new forms of linkage and connection could be forged among service-learning partners.

A topic for thought I call synergies of practice. To illustrate this: chemistry as taught at ICU, for example, may be very much the same as chemistry taught at Lady Doak College in terms of theories, concepts, and experiments. The examples or applications of chemistry principles could be different. But is there is a way that zoom meetings could be created so that these groups of chemistry students could share the kinds of field experiences they are having in the projects they undertake? This could be a way of building collaborative understanding about what common interests multicultural communities have around environmental chemistry. Topics, for example, such as water purity, or soil degradation. And if you're talking to communities about what the issues are, you might find that there would be synergies of interest among the communities themselves, to know what other communities are doing to meet local climate change issues.

Increasingly, I think organized collective action is likely to become more salient in how service-learning is presented. Up until the present, what we've focused on is "singular service" that is, individually based placements, encouraging individual learning. The future, however, is likely to need initiatives that address how people can operate as groups and what collective actions fit into service-learning networks. In this regard, I think much more could be done to add a digital or social media component to many service-learning classes to show what the actual work on the ground is. Of course,

this has to meet the very careful permissions that you have to gain before you include people in videos, but it's an important way to illustrate and document what community people are doing and the importance of the actions that they are undertaking. Moreover, there could be many more case studies added to the classes and reflective essays. That is, in the preparation classes or in publicizing service-learning, much more could be done to include the actual field experiences of students. Seeing students in the context of their placements is likely to locate them in collective structures of community organizations. This illustrates the “both-and” nature of service: it is both an individual as well as a collective undertaking.

Expanding faculty participation is always an issue. I think if the initiative changes in what you're trying to do and how you're going to do about it, this may be a way by which increased faculty participation can be encouraged. In the long run, as we know, it all comes back to what the administration will support. So the need to bring the administration along with what we want to do is a constant reality, and represents the mediating efforts required of us to be innovative on the one hand, yet meet academic and administration considerations on the other.

I want to thank you for including me today. I found it a very worthwhile and interesting experience. Thank you.

Nishimura: Thank you very much Florence and very futuristic and new and creative ideas about alternative forms in future service-learning to make sure that social impact is really in line with what people really need in this very rapidly changing society. Thank you so much.

Open Discussion

Nishimura: So now I would like to open the floor, and we have received a comment. I wonder whether there's any question. I'll just read the comment.

“The pandemic is a challenge and also an opportunity. Online service-learning is not only possible but also offers new forms of service, as Florence mentioned. If we can teach our own students online, we can teach students in far-away countries and there is more that can be done. In our university we take to online service-learning massively. Our service-learning program actually expanded through the pandemic.”

Another comment is: “Huge diversity in Asia. We need more cross-country understanding and for example, low fertility in Japan, but too high in other Asian countries.”

Very good comments. Thank you very much audience online. Is there any question from the floor here? Yes, Prof. Yamamoto, please.

Yamamoto: Well, thank you very much, especially, well, I'm glad that I can meet with a lot of people from the early stage. I'm so glad Carol, thank you very much for inviting me. Also, I would like to thank Florence McCarthy. I have to also say, I came across the service-learning idea in late 90s, I felt that this is what we should do at ICU. And I told Prof. Kinukawa, that time President, to develop this and then asked him to invite somebody to develop this program so in order to do that, I first met with Florence, and then asked her to come to ICU at the very end of December in New York, by eating hamburger or something like that. But anyways, that created the initiative of having the first service-learning conference as posted in that monograph. Well, hearing all the discussions, I think everything is important, but I think the most important thing is how to educate students. Educate students' hearts and behavior by doing service, and then getting knowledge, contributing to the society improving this society. That is a very important thing and that was essential from the beginning.

And if you read that one also how to institutionalize that, was one of the issues. But in order to do that, it's very useful to have, what I say, partnership institutions. In this case Asia. And so that's the beginning of how we formed a service-learning network. Because unless you know partner institution, understand each other, what we should do, then you cannot produce a good program over there. So, I think that is also important. But the content is different from time to time, pandemic is one. So, what we should do from next 20 years is one of the big issues, but that is not due to the service-learning program itself, but also you know how society changed and then what is needed. So, I think that is very important. So, in this step, it's okay to have what I say, internet conversation is also very important, but at the same time, basic issue is person-to-person communication, and how to learn it, how to do that. So, I think the basic situation of what we should do, is not so changed from the earlier stages. Well, it's just a comment, but I think what we should do next. But you know, we have to adjust to these social issues and also I think it is very important from my experience to make good partnership with

other institutions. ICU conducted some kind of, say, a model program. And then doing that in the Philippines, doing that in India, quite different, and also we did that in Malawi, Africa. That was a very hard program, but I think what we were able to learn was quite a lot. And so how to keep that, if chance is coming, is quite also important. So, keeping the good record and then share with the partner is quite important. Model is different from one to the others. Well anyway just I wanted to say thank you for everybody. Thank you.

Nishimura: Thank you very much for your presence, Prof. Yamamoto and for your insightful and also futuristic comments. Thank you. We have some questions from the floor.

“When service-learning is made a graduate requirement, many young students start their service-learning journey with low motivation and demonstrate limited engagement and reflection. Would you please share your perspectives on how to better link service-learning with other university learning at the institutional level to better motivate and nurture students?”

I think it's related to also strengthening pedagogy. How we ask critical questions right? And how can we relate questions to upstream impact of society? Or like how to create feedback loops according to Florence, and also how to update ourselves to analyzing the updated social change that we are seeing to tackle? Carol, would you?

Ma: I remember when Lingnan University wanted to make service-learning as a graduate requirement. First time that we want to make it as a graduate requirement, then we talked to the senior management, which we needed to have two more years to prepare for that. Because you cannot push if your atmosphere and culture are not there, especially the buy-in from the faculty members and also, whether students are ready or not. So, we decided to postpone it. The reason is because we want to prepare ourselves. When we make service-learning as a graduate requirement, I think we have to ask ourselves whether we have enough choices for our students. Because otherwise, students will think that you are pushing them to do service-learning and then at the end may not be good learning process.

Second, we have to ask ourselves whether we have enough training to our students or not. How to identify the need from the community? Or you are the one that actually tell them what they need to do? As young people nowadays, they want to discover the issue, they want to actually try new things, they want to tell you what they can actually also do. But we have to tell them, you cannot change the role within one semester. There are a lot of things that we need to do because the whole society, we have to understand, that it's not only from the university perspective, but also government perspective, community perspective. How we can actually have this change making process. It is not easy. So how we actually provide training to our students from identifying the needs, how to ask questions, how to work with the community partners, sometimes we may actually forget that, actually we are the one to serve, but actually community partners are the ones who could serve us, because we are learning a lot from them and actually it's a two way, where we talk about our recent policies. And then what the team

actually mentioned about, in review of our twenty year, it's about our critical reflection. This is something that we also need to teach our students. Today I had a conversation with Mikiko and then we actually talk about whether we have to teach our students how to ask questions. And we tend to complain a lot, right? And then when we complain, whether we make constructive proposal or we just complain? So, this all came back to the training. And then so you know the questions about the service-learning. Make it as a requirement will actually impact the quality of the work, but I really think that is a matter of how. And it's a matter of what you tell the students and it's a matter of whether the students are aware that you know those issues are important or not.

I give you an example. Everywhere we face the aging population issue other than pandemic. That may actually impact a lot of elderly, because pandemic, we talked about the social restriction, a lot of elderly stays at home. They don't go out. It creates a lot of social isolation, and a lot of elderly have depression, so this is actually, the big thing of the pandemic that create a lot of social issues. But how many of our young people know about it. And if we have to show them about the evidence, the data, and you tell them about the seriousness of the issue. So, King's College, one of the professors contacted me and they said that in UK they want to do service-learning and that professor is teaching positive psychology. And then she said "I don't know how to link with the community, with our students." Then I said, because of pandemic, a lot of restrictions. But we can organize virtual, meet-up with the elderly. But we noticed that a lot of elderlies don't know how to use a computer. Then, we give them a call. We can call them and start a conversation with them. So, this is something that you think. That way it's very easy to give a call to the elderly. But when I read their reflection, the students said that they found it difficult to start a conversation with the elderly at the nursing home. It's actually because of the training. So, we asked ourselves, but this is also for the students to learn. And then they have a lot of critical reflection throughout the process. So, again, whether we make it as a requirement or not, we have to ask ourselves as a service-learning director, as an administrator, whether we have enough choices for our students to choose, whether we have prepared them enough to go to the community so we cannot just send them to the community, you identify the needs by yourself, we need to work with them as a faculty member.

And then we facilitate the learning. I think the whole process of the learning journey is not only student on the journey. Learning journey is actually we as educators, together with the community partners and students and faculty members. And if you ask me, even our university senior management group, we are here. The reason is we are facilitating the learning journey for our students, and I think this part is very important. So again, for those universities, I know that some of you are very struggling to make service-learning as a graduation requirement or not, and before you really want to do it, you have to ask yourself about the questions that I just raised.

Nishimura: Thank you Carol. Tim or Florence? Do you have any comments on that point?

Stanton: I'll make a brief comment. Thanks, Mikiko. Building on Carol's comments, at Stanford we were asked to think about making service-learning a graduation requirement fairly early on and our university president decided the way to address this was to pull together a group of faculty members, who he thought were the opinion leaders on the campus. We should organize a seminar for them on these questions and let them think it through. And it turned into a very rich two-day meeting. By the end of it, we had arrived at the resolution of the question and we answered it this way. We're not going to have a service-learning graduation requirement, but what we were going to do is to establish service-learning so fully across the curriculum that every student would run into it wherever they went in their studies and their study journey.

Thinking about the requirement question kicked off this conversation. My experience has been that when students find ways to connect their service-learning with their personal and academic interests, and when they begin to see that these community experiences can deeply enrich and even challenge their academic learning, it helps build their motivation. And then of course I think as Carol and others have mentioned, if you have a diversity of opportunities, there's usually something out there that overlaps with the interests or concerns that young people have, because they all live in communities and they all know what seems to work well and what may not be working so well in their communities. We should ask them, what do you want to do about it, and with whom might you partner to make some positive change? It was a long process for us at Stanford, but the direction we took worked for us. I'm not saying it should work for all institutions, or even most institutions. But it did work for us.

McCarthy: I just wanted to add a brief comment. A slightly different, I think. I'm not sure that service-learning is for everyone. And that is that a number of students just aren't interested. They would quite resent having being forced to do that as some kind of requirement for graduation. So, I think that there has to be some other alternatives for students to meet that kind of requirement. That is, if it is some kind of requirement for graduation, you have to do in the Philippines, it used to be military training or in the states it was RDC. I think there has to be something for people to do that would engage their interest. And perhaps, even to a greater extent than being forced to do a service-learning in a half-hearted way it becomes a very difficult thing in a class. That is, you have a class and service-learning is part of it, then people need to understand that's part of the requirements, which is a slightly different issue. But even with that, I've known situations where people, students have been so reluctant to deal with other people, that this issue of being isolated, that how you get them engaged in a more social activity may have to do something with the library, and they stack books, or there are some activity that you wouldn't think of as being socially oriented, but at least bring them out of themselves. So, I leave that thought with you that service-learning isn't for everyone and that just like service-learning isn't an interest of all faculty. And I think the issue for all of us then is to learn to work around those situations and create alternatives so that you can have that disagreement on campus. Because that's

reality, and that's what we have to deal with. I think what you have to do is, try to create environments where more and more faculty would find it in their interest to participate, but it's a matter of choice and in that regard, I think it should be the same for students.

Nishimura: Great, thank you very much. Is Mercy there? Or we have just received the comments. I will read Mercy's comments. "Faculty members can be..." Oh, are you there? Okay, please go ahead.

Pushpalatha: When I was a faculty member in Lady Doak College, she introduced us to service-learning concepts and then we wanted to introduce service-learning. There were many objections from members, asking why should we have to? Because we were talking about academic service-learning, they said the academics will be diluted. That was one question. On another question raised, in the case in India, lots of universities do various service-related programs. Like what we call national service, social outreach programs, like that. Lots of extension activities are there. So why another community service? That was the question. At that time, I was again doing my United Board fellows program. I was placed in the university in North America, it was a college in Virginia. I used to go there and like we go to the library, and look into some of the journals. I came across an article of a faculty member from environmental chemistry. I was faculty member in chemistry, and that article was in environmental chemistry, where that person has very clearly given how the service-learning has enhanced the learning capacity of the students. And then I took a copy of that article, I brought it to my department, I showed it to my colleagues and I could really convince them how service-learning helped the students in their learning capacity, and also how the institutional mission could be achieved through service-learning. That was also another way by which our college was taking initiative. Because all our colleges have service as part of the institutional mission statement. So how institutional mission could be achieved through service-learning.

But to begin with, we never made it mandatory for everybody. We started with a flexible program like Model 1, Model 2, and Model 3. Only interested faculty first introduced. So slowly we were spreading up. And once a good number of students and the number of faculty were attracted to this, we were able to use that as a data to convince the rest of the faculty members. Because at that time it was only an extra credit program. Then we wanted to bring it as a component in the regular academic chart to be made mandatory. So, we were able to share success stories of the students who have taken extra credit service-learning program. That helped the other faculty members to bring in that program then onwards it was that time that Betty came to Lady Doak College and she stayed with us for about 3 days. She talked to all of us about how it truly enhances the whole person education, which is also the mission of the college, and then every department started evolving a curriculum linking service-learning component with it. So, it may have to be done stage wise, I believe. And sharing your success stories that can be one another way. Thank you, thank you.

Nishimura: Great, thank you very much Mercy. Now Betty, do you have anything to add to this

question?

McCann: Well, most of the ideas have actually been presented, and in the past 20 years those points raised have already been tried and tested and that's why it's good for us to learn our lessons from those past experiences, and how we can move forward and really enrich service-learning as a program. As to students here at Silliman, as mentioned by Florence, we also have the national service training program, but we are not mandating all the students to take the NSTP program in the service-learning way, but it's one of the choices. But it turns out to be the most popular choice among the students. So, the concept that it's mandatory or really required may also be something that students don't like, but if they're given that choice, then they really prefer to be in a program that brings them closer to the community and learn from them.

Nishimura: Great, thank you very much, Betty, for sharing your experience. We have another question from the floor and online people.

“In this symposium participants are probably believers of service-learning, but there is not enough of us. What strategies do people find effective in gaining more support from colleagues and university management?”

Who would like to start answering this question?

McCann: I'd like to start with a brief response. As what Florence said, service-learning may not be for everyone, and that applies to teachers as well. But we do find out that if a department likes social work or let's say health and nutrition, if one faculty member starts doing service-learning, and that person tends to be playing the leading role, and other faculty members then follow what the other faculty members are doing. So, we need good role models in the university or in colleagues, because they themselves become the inspiration for other teachers to do the same. Especially if they hear good reports from the students' experiences.

Nishimura: Great thank you, Betty. Anybody else? Prof. Tasaka, please go ahead.

Tasaka: I'm very happy to attend this meeting and as it is pointed out, especially as the faculty of natural science it is very difficult to make them get involved in this type of thing. But I, myself, by the influence of Prof. Florence McCarthy at ICU, it was great chance for faculty members to get out of the only research on academic things, into the real world, to see the real world, and to have interaction with the real world with students, is a big joy. So, I hope that in ICU it already started, but still there is a difficulty to make, more faculty members to get involved, and especially to get out of the academic place to the real world. But I am very thankful to Florence McCarthy that you made many of us faculty members to get the joy of getting involved in this type of program. Thank you.

Nishimura: Great, thank you very much Tasaka sensei, for your very positive comment and experience.

Prof. Tasaka attended the first conference of SLAN in 2002. Anybody else? Okay Carol, go ahead.

Ma: I remember that when I set-up the Office of Service-Learning at Lingnan in 2006. I can share with you. We only had a few faculty members who were willing to join us to do service-learning, because many of them, they don't know what is the meaning of service-learning. So that's the reason why at that time our president, President Edward Chen, and he is very committed because the mission of Lingnan University is education for service. And then in 2004, we have around 14 faculty staff and also students to attend the conference. So, the university funded the faculty members and students to join international conference to learn about what is service-learning. And then we came back, we did a pilot program. Then so in 2006, the university designed to set-up the Office of Service-Learning with a donation of 10 million. So even though during my time 10 years at Lingnan University, the first year we tried to go to different departments and tried to ask and persuade the faculty members to do service-learning. But not easy. And then afterwards I tried to identify some champions from the faculties. So, I go and talk to the social science faculty members.

I got two faculty members who were very keen to do it, and then we actually worked together, and ended up publishing a book. I don't know whether you remember SARS period in Hong Kong before this pandemic. Actually, we had SARS period also. I talked to the professor from the history department and I said it is a critical moment. Why not we recorded an oral history of a medical doctor and patient, about the experience during the SARS. And then what we did is, we actually had our students take a course in oral history course in the Lingnan University, and they got together to interview medical doctors and patients about SARS period. And then we published a book. So again, I think you need to show case, you need to find champions in the faculty and I even talked to some of the faculty members to create poster boy and poster girl. We decided, you know, a really a human-size poster and put in the campus and our students will take pictures with the poster, and we pulled more service-learning, and build up a community of practice at the university. So, we attracted faculty members to join us, and before I left, we had more than 30 faculty members at Lingnan University do service-learning. It is not easy, but we have to do it step by step, and then also strategically how to attract the faculty members to do the project together. So, I understand that the journey is not easy because I have gone through it. But I always believe. I learned one thing from one of my Taiwanese partners in service-learning and she shared with me, that the journey is very difficult, but if you believe in what you are doing, you can do it. Nothing is impossible. So, I know that if you only have experienced it then you can share about the experience. But now we have this SLAN network and I also hope that we can also put this scope not only in our institution, maybe within our local contacts or maybe regional contexts. Then we have this COP and then we can continue to learn together and also have a joint partnership. I think we need to really create, showcase and champions if we want to attract more people to join us. But again, I believe, some people if you talk to them for many years, and they will also tell you they cannot do it. And you have to respect. You cannot force them also. So

that's the reality.

Nishimura: Thank you Carol, for also sharing your experience. Yes, Prof. Omori.

Omori: Thank you very much for your very interesting insights from a variety of countries and variety of the long-term commitment to service-learning program. I have a question because for instance, in our university, service-learning is running parallel to usual courses as course credits. So even though like development studies offer service-learning as part of opportunities for them to be a mandatory, or not mandatory but electoral academic credits, sorry, selective academic projects, but actually these faculties are not interested, so we don't, we are just supervising those students interested and enrolled in service-learning. So, if we can interact more in classes, for instance, like when I offer Introduction to Development Studies, but have a chance for getting them to know what other Indian universities are doing in service-learning, to see realities of Indian community and then how they can contribute to alleviate poverty under the SDG goals, for instance, then, that would be tremendous opportunities for students who are interested in development studies at ICU, for instance. So, but in order to do that, we need to go beyond academic curriculum. So are there any kind of attempts or efforts, more flexible curriculum design? I would like to know.

Nishimura: Thank you very much Prof. Omori. In fact, in many parts of Asia you have incorporated service-learning component within the major courses. So, it is actually the faculty members who implement service-learning as part of their courses, right? I wonder ICU is a kind of special case in that sense, to operate it like separate from the major. But now we have faculty-led service-learning, but that is not part of the major course per se. Carol, do you have any?

Ma: OK, I think later on Betty and Mercy can also talk about it. Because what I know, the development of service-learning in the region, some of the university at the beginning, when they do service-learning, it was actually separate. Because faculty found it very difficult, at the beginning when they started, essentially administrator, they actually started first. Maybe they are actually in the Office of Service-Learning or Student Affairs Office. So that's why it's very difficult for them to incorporate service-learning into the academic course. So, while the development of a service-learning, but of course some of the universities at the beginning, they actually, put service-learning into their curriculum. So, it's a development process.

So, for us in Lingnan, when we first do service-learning, we make it just as a community service. While after we set-up the Office of Service-Learning, we said that we need to do academic service-learning. So, how we do academic service-learning? It is not sufficient yet. We want this to be driven by the faculty member. For example, you mentioned about development studies. So, in development studies you have a lot of learning objectives. A lot of content. So how we can embed service-learning into development studies? And this development studies can link to a lot of Asian countries or even

South Africa. And so, we see how this can link to the SDG by looking at the themes of SDG goals. So with this, it becomes a project that students can do, so it goes back to how we embed the service element into the whole curriculum and how this can echo to the learning outcomes or objectives of your courses and also how you actually design the assignment for the students. So, when we first launched it, a lot of faculty members, they didn't know how to do it, so we advised them, and we also invited different advisors from other universities like Tim Stanton. Or maybe other people who are experienced in doing academic service-learning and then to talk to our faculty. And then we teach them how to incorporate this, but we cannot do it for all university courses. We have to do it step by step. For example, at the beginning we only have around 10 courses, and gradually we expand it to 20 and then to 30. But again, as we mentioned, not every person like to do service-learning. It is also the same. Not every course is that we can embed service-learning, too. So, we have to really carefully think about how we want to invest the service-learning into the curriculum.

Nishimura: Thank you very much Carol for sharing your experience. Anybody else who can share experience of developing service-learning programs in different ways?

Pushpalatha: Mikiko, can I share based on my experience? As Carol said, in Lady Doak College also we started it as a flexible pattern. Not all of a sudden, all departments offering it, because it was not possible. So in fact I was a teacher doing environmental chemistry at that time, so if 40 students have registered for that elective program, we had like 2 credits to be earned through this particular course. We said there will be another component of extra credit of 1 if the students integrate service-learning with the environmental chemistry. So, they were not all registered for SL, only 20 or 25 registered, so they used to get 3 credits when they completed service-learning, and the others get only 2 credits since they did not do service-learning. So, as a very flexible way we started it. And for us, it became easier at that time, for a flexible curricular framework could be adopted, because the institutional leadership, my then Principal was very much convinced of service-learning. So, she was the one who introduced service-learning to all of us, and Dr. Florence came, and she explained the concepts, to all. But later because I was a faculty member who taught service-learning, when I became the Principal, I was thoroughly convinced of service-learning, how it needs to become mandatory. At that time only, we made all departments adopting service-learning as part of the curriculum. As I shared earlier, Dr. Betty at that time, she was the Vice President in the United Board, and she came and helped us, in all departments. And today all departments offer service-learning. So, my suggestion to SLAN is, as a question that was raised, unless the institutional leadership was convinced of it, it cannot be taken through. So, can you think of any means by which the SLAN could have a session, on how the institutional mission and vision could be achieved through service-learning? Because the institutional leaders will embrace it only if it aligns with the mission of the institution. And also, how the positive impact in the students, community, and in the faculty members. In fact, I used to say I am a person

who is an outcome of, who has a strong impact of service-learning. Because I was a hard-core chemistry teacher, so I used to be very strict. But after I dealt service-learning, I became truly transformed. Really a friendly kind of a chemistry teacher. So, it really convinced me how it is essential even for faculty members to change as a teacher through service-learning programs. So, this kind of a marketing strategies may have to be used at all levels, but definitely not all of a sudden. Slowly it may have to be taken up in the institution. Thank you.

Nishimura: Thank you Mercy. That's a very great and honest sharing. Thank you so much.

So now for the interests of time we have to rush, but is there anybody on the panel and commentator who would like to say a few words, as the last word.

Stanton: Mikiko, I can speak briefly. I hope I'm not the last word though. Just building on the conversation we've just had, I totally support what Carol was talking about with the incremental approach to including faculty. You really have to go almost one by one depending on your resources. But I also want to point out again the two-part framework I talked about in my remarks earlier. It was a way for us to work with faculty members on our campus without demanding too much of them. In other words, that first part of the framework, the generic learning, how to learn from experiencing service-learning, pedagogical skills. Often, we would train graduate students and experienced undergrads and give them to a faculty member as a teaching assistant in their class. Those students could help conduct the reflection sessions and do all the things that seemed to matter. Faculty are prestigious academics, but they were rather petrified by running a reflection session with undergraduates. So just whatever we could do to make it easier for them to begin to get engaged was very important.

And the other thing that really worked well for us in building faculty interest, was simply to wind up the deeply engaged students who are really passionate and excited about their service-learning and send them out to talk to faculty members. They are often much more effective than I, for instance. We would discover through those interactions that the faculty members actually had a secret community service life of their own, which they never brought to work with them because they didn't think there was a place for it in the academic culture in their departments. One of our first service-learning faculty was a historian who in his private life was on the board of a homeless shelter in the local community. He never talked about that on campus. I didn't know anything about it when the students banged on his door and said we really need a course in this university on homelessness. Because a lot of us are volunteering in homeless shelters and we don't know anything about homelessness. The faculty member thought, well neither do I know very much. But that's actually an interest of mine and he set out to design what was our first service-learning course. He taught this course for the rest of his career and he is still teaching it now in retirement. So, students can have a very powerful impact in this work and be your allies.

Nishimura: Great thank you Tim. Anybody else would like to say some final word? Okay. So, thank you so much for your wonderful and very intensive and great discussion. And thank you participants for raising good questions, too. We have covered so many issues here and today we have discussed partnership being very effective in the years to come. Also, collective action can be made in the area of data collection or creating academy to share experiences and documenting them as a collective action. We could also create regional thematic service-learning together to tackle the issues outlined in SDGs and beyond. We could also explore new or alternative forms of service-learning under the pandemic and climate change.

Also, we talked about pedagogy and basically, we really re-emphasized the importance of reflection through asking critical questions so that we can stimulate not just personal but also academic and social perspective of students and how to link pedagogy with the social impact and upstream issues, not just hands-on working experience will be very important. And also, how to create reflective loops and circles. Because the service-learning is just an endeavor to be a beginner of lifelong learner. So, what we are aiming at is not just the course taking of the student. Finally, institutionalization. We talked a lot. First, it seems that patience is very important to really recognize service-learning as the institutional endeavor, but many people said that variation and option should be granted. Second, students as well as faculty and of course, linking education, research and community engagement has become a very important issue in higher education fields, especially now under learning for common good concept. But for enabling that we need a lot of transformation of faculty, students and community, but not by force, but by joy to share together. Having summarized, I hope I have highlighted the discussion. Thank you very much for your participation and great discussion. I hope to keep our partnership for a better future together. Thank you so much partners online and offline. Thank you.

Yokote: Thank you for the engaging discussion and nice summary, Prof. Nishimura, and once again thank you for the panelists joining from United States. There are many of you in the United States with big time difference, so it must be very late at night. So, thank you for staying up and then engaging in a discussion. Thank you, Dr. Stanton and Dr. Mercy and Dr. Betty and Florence, who is in Australia, Florence thank you so much, and Dr. Carol Ma here. Thank you so much.

Closing Remarks by Vice President for Academic Affairs, ICU

Yokote: Time flies quickly, so it is now time for closing remarks. May we ask, Vice President for Academic Affairs of International Christian University, Prof. Robert Eskildsen?

Eskildsen: Okay, can you hear me? The first thing I would like to say is thank you to all of the participants. It's really been an interesting symposium. I've really benefited from hearing your ideas and I'm very happy that ICU was able to host this symposium. I spoke briefly at the beginning of the SLAN business meeting yesterday. I said the same thing. I had originally hoped to greet all of you in person. I'm very happy to greet some of you in person, although most of the people in the room where I am now I already know, but a few there are a few new faces. For those of you who are participating online, we're joined together through this tremendous tool called Zoom. It's a blessing and a curse. A blessing, because it can bring us together, but a curse because we don't have the opportunity to talk to each other in person. Which for me makes a big difference if you're going to talk about the importance of experience, the first-hand experience of meeting people and talking to them is really important. So I regret that I can't greet you in person.

It has been 20 years since the first meeting of SLAN and the ICU Service-Learning Center was also founded 20 years ago. I personally am a historian, that's my academic field. I study Modern Japanese history. And 20 years, I remember 20 years ago. It doesn't seem that long ago to me, but in institutional terms, in terms of the university and in terms of the center, that's a long time. And in 20 years people will change. There will be a complete changeover in personnel. Now, and it's remarkable, and I think also a real credit to the people involved, that service-learning is still flourishing at ICU 20 years later. Prof. Yamamoto thank you for helping get this started, and thanks to ICU several former leaders of the Service-Learning Center and then also Prof. Nishimura who is here. Thanks to all of you for keeping service-learning going at ICU.

Now it's time for me to admit the truth. There are two points I have to admit first. Yes, I am an administrator. So I'm the kind of person you have to come to convince to give you more resources. I'll talk about that in a moment. A second thing that I wanted to, and this is really inspired, I wasn't going to talk about this, but Tim Stanton was mentioning how people have other lives. And I am actually very deeply embedded in service outside of my life at ICU. Nobody, well, very few people in ICU know what I do outside but my wife runs an NPO. I am the number one enabler and supporter of the entire NPO to keep it going, because I keep her going, because she has to work so hard and I know how hard it is to start those kinds of volunteer organizations and to keep them going, and the kind of passion and daily attention to details and the lack of sleep and everything that goes with that.

And I understand when Prof. Nishimura talks to me about how difficult it is to build relationships with organizations that can become the basis of a service-learning program. I know what that means because I can imagine what it would take to get my wife to cooperate in that kind of endeavor. It's a

really difficult, difficult thing to do, so at a personal level, I really understand and greatly appreciate service-learning.

But also at a professional level, I have to look really carefully at things like costs. So let me talk a little bit about that. First of all, the problems is how to justify the costs of service-learning in the university. This is just my personal opinion. Don't hold me to it six months from now. Don't say well you told me if we did this that you would support it. That's not what I'm trying to say. I'm just trying to give you some ideas about how I think about the problem of service-learning, and then I also want to talk a little bit about this university and its history. One of the big issues in service-learning is expense. And we have to think about expense in multiple ways. Obviously it requires funding or requires money to keep the center going. It requires money to run a lot of programs, and that money is limited. I think the largest expense, however, is time. The amount of time and effort that is required to do anything in service-learning is great, and I've heard many of you talk about how it's difficult to get people motivated to participate. You don't want to force people because it's hard work. You really have to care about it. You have to want to do this work. So the expense of time and effort that's involved is really an important issue, and the number one thing that's always in the back of my mind about not just service-learning, but many programs in general.

How can you reduce the barriers to participation, both for the community organizations that you want to make connections with, but also for the faculty members and for the students? How can you reduce those barriers? Because if you can reduce the barriers, when you ask faculty to participate the answer will be no a little less frequently. It will be a little easier to get people to say yes, so that's the kind of the theoretical question that I would like to throw out as an administrator. How can you reduce barriers to participation? Because the barriers almost always will be a matter of expense, either time or money or effort or something like that.

The second issue is contribution. What is being contributed and by whom to whom, and you know the contribution is really multifaceted. It works in many directions, there are many kinds of contributions that are taking place, so how do we understand that contribution? How do we explain that contribution? Trust me, as an administrator, I have paid attention to good explanations of contribution.

And then the third thing I would suggest, I don't know how this is going to sound, but I'll risk it. Think in terms of reward structures. Think in terms of the reward structures that exist in your organizations. If, for example, somebody asked me, well, you have to give professors credit for teaching service-learning courses. What you're asking me to do is to change the reward structure to fit your needs. Sometimes that's possible.

But sometimes it's not going to work. If you're going to talk about making service-learning a requirement at a university or at a college, it's the same sort of thing. What are the rewards structures for the students? How does that fit their understanding of the curriculum? So the reward structures are

the things that people will be rewarded for doing. And it's probably more effective to change what you're asking for so that it fits existing reward structures rather than asking to change the reward structures. It's a lot harder to change the reward structures, so if you can work within the existing infrastructure somehow, you're probably going to be more successful at the same time.

Now I'm going to speak out of the other side of my mouth.

I see this as an act of democracy. Democracy can be uncomfortable. What I'm saying is, if we want to practice democracy, we have to listen. And if we listen, if we really listen, and someone asks me or you to do something different, you might have to change. So what I'm saying here today is I'm listening to what you're saying. Maybe I have to change, but maybe not, right? So that's the discussion that has to come in the future. So the point is that what I think one of the most important if we're going to talk about values, and I think we should talk about values when we talk about service-learning, right? Service is really important. And I think that you know the idea of engaging in society, being democratic, listening, and being open to change. These are values that make society stronger. These are things that will make universities stronger. They will make people stronger.

This is where I want to talk briefly about the history of ICU. This university was founded in, I forget exactly when, I think its next year is going to be the 70th anniversary of the founding of the university. It was founded in response to the terrible destruction of the Second World War. And it was founded explicitly as a Christian university, and one of the things that I know from my secret life as a service-oriented person is that, especially in Japan, is that Christians seem more open to service than other people. That's both good and bad. It's good in the sense that somebody will step up to do service. It's bad in the sense that not enough people in Japan share that value at the same time. I know from my own experience as a teacher that many students want to work for NPOs and NGOs after they graduate. Those students are an important resource. I never want to tell them the truth which is, you will be poor for the rest of your life. You will be poor and you'll be overworked for the rest of your life. But at least your life will be worth living. I mean, there's real value in that kind of a job. How can we take advantage of that sort of thinking among students and use it to create more interest in service-learning to create more opportunities for students to learn through their experiences with society so that they don't actually have to work for those? They can work for a corporation, but they can bring those values of service into the corporations. We can do this as people who work at universities who teach young people.

And I suppose the last comment that I will make, I've gone a little bit too long, but one of the things that I have always sort of gotten hung up on is the distinction between activism, especially social activism, and academics. We really should keep them separate. We need to keep them separate because if we don't, it creates a lot of political problems in our teaching. So when you're being an academic, it's better to think and speak academically. When you're being a social activist, it's better to be a social activist. And that's why I do my service as a hidden project that doesn't involve the

university. But service-learning provides a very safe and healthy way to bring those two things together. That's of real value to the university. It's of real value to society. It's of value to students.

When I'm talking about contribution to society, that's what I'm talking about. How can we bring some sort of service to society, some kind of activism into the curriculum and use the knowledge that professors have to help students understand what activism really is about, what it really means. This is something that service-learning can do, so I look forward to hearing from many of you. I shouldn't say that, but because now you're going to be encouraged to share your honest opinions with me and I might have to change what I think, but still I will welcome hearing from any of you. I appreciate having the opportunity to talk to you today and thank you for this really interesting symposium. So thank you all.

Yokote: Thank you, Prof. Robert Eskildsen for your very inspiring speech and closing remarks. So, this concludes the symposium today. Thank you all for joining face-to-face or online. We'd like to ask you for your feedback for today's symposium. For those joining online, as you exit zoom, the feedback opportunity will show. And those who are joining face-to-face, e-mail asking you for feedback will be sent. So, thank you for your time and thank you to our student volunteers translating today as well. Thank you again to our panelists staying up so late and staying with us until the end. So, thank you again, Dr. Tim and Dr. Mercy, Dr. Betty and Dr. Florence, thank you all and thank you once again, so let's give a hand for our panelists and commentators. Thank you, Carol as well.

Service-Learning in Asia Network (SLAN) Business Meeting
Friday, 1 July, 2022

International Symposium for the 20th Anniversary of SLAN
The Future of Service-Learning in Asia:
A Regional Dialogue on Networking
Saturday, 2 July, 2022

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