

SERVICE-LEARNING IN ASIA

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SERVICE-LEARNING ASIA NETWORK

When and how SL spread in your region?

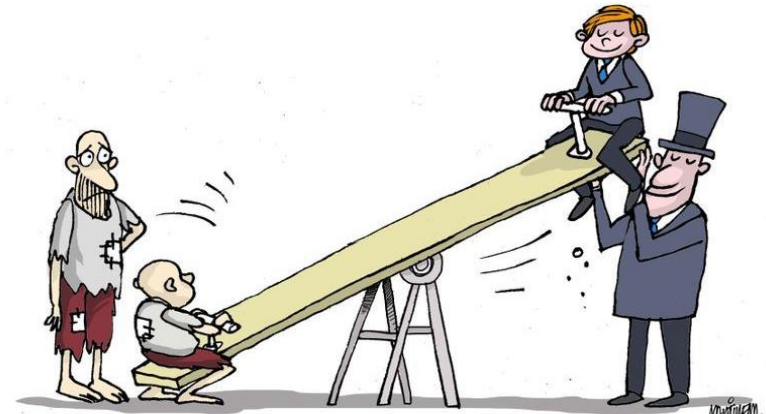


How SL spread in Asia?

1. Social economic situation/issues in Asian countries
2. National and Local histories
3. Diversity of religions, cultures and languages
4. Functional missions of educational institutions

Socio-economic situation/issues in Asian countries

- disparity between the rich and the poor, environmental degradation, food insecurity, health, etc.



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National and Local histories

(Nakanishi & Yamano, 2014)

- Colonial past
- Social injustice
- Political turmoil, etc.



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Diversity of religions, cultures and languages

Ma, 2019

- Buddhism, Taoism, Confucianism, Hinduism, and Islam
- Conversion to Christianity

Confucius said the “purpose of learning was to become a responsible member of the society” (Zhi)



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Functional missions of educational institutions

(Nakanishi & Yamano, 2014)

Universities are designed to integrate instruction, research, and community involvement



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United Board S-L Involvement

1970s to 1990s

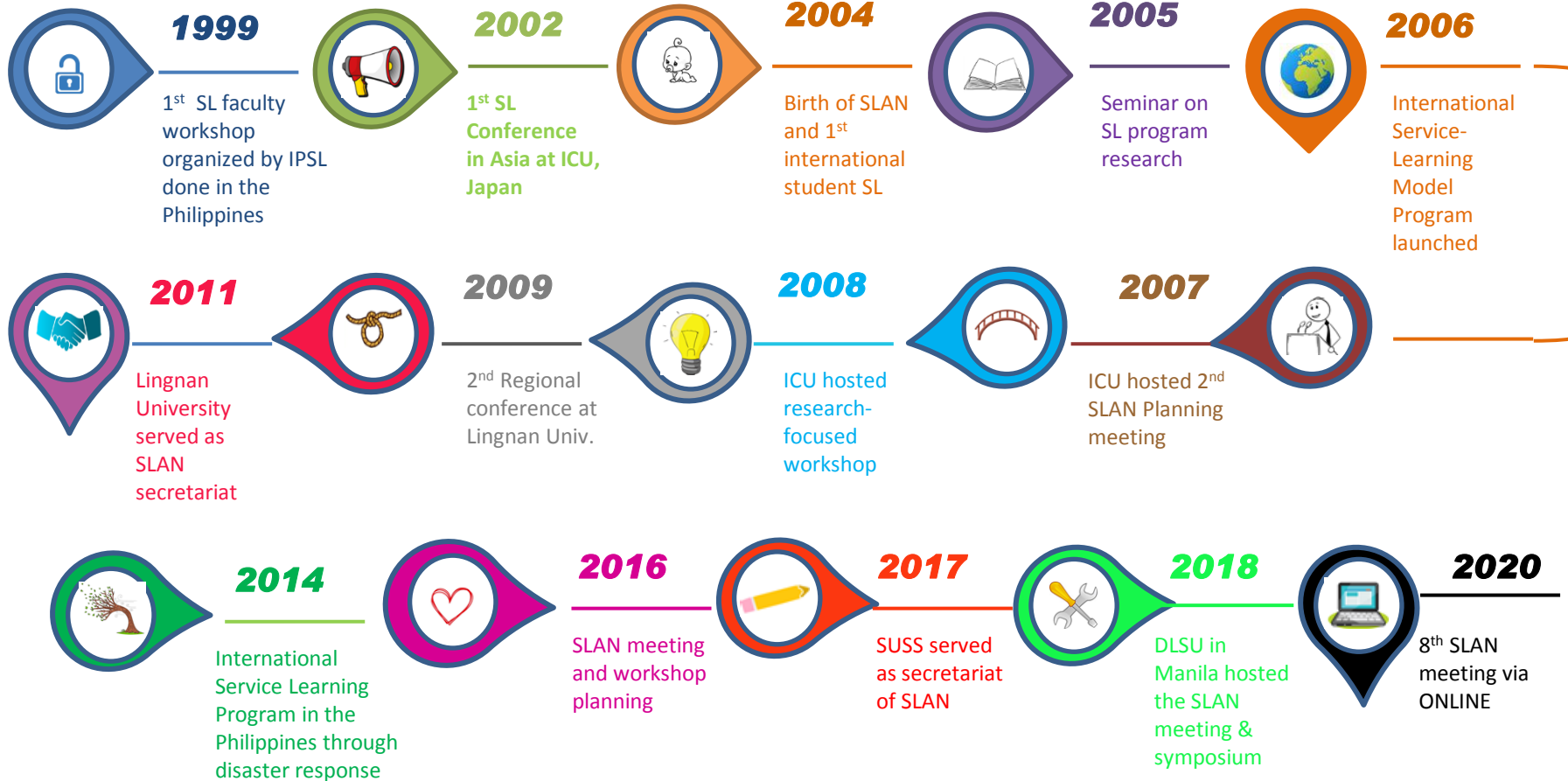
- United Board for Christian Higher Education or United Board supported many projects in the colleges and universities that were designed to integrate instruction, research, and community involvement
- Community outreach as integral part of a student's education, and NOT charity from Christian university to the needy

From 1990s:

- Support for the International Partnership for Service-Learning (IPSL) to introduce S-L in Asia
- Grants for institutions to initiate S-L, set up a structure, attend S-L conference, training-workshops
- Promotion of S-L at institutional, national, regional and international levels

Antone, 2015; Wong et al., 2018

Timeline of Service Learning Asia Network (SLAN) Emergence



Source: Ma; Mc Carthy; Yamamoto

Asia-Pacific Regional Conference on Service-Learning (APRCSL)

YEAR	COUNTRY	ORGANIZER	THEME	NO. OF PARTICIPANTS
1 st 2007	Hong Kong	Lingnan University	Theory & Practice of S-L: Cross Cultural Service-Learning Program in Asia-Pacific Region	Over 250
2 nd 2009	Hong Kong + China	Lingnan University	Crossing Borders, Making Connections: Service-Learning in Diverse Communities	Over 300
3 rd 2011	Hong Kong	Lingnan University	Make a Difference: Impacts of Service-Learning Tender Moment, Touched Heart and Inspired Action	Over 350
4 th 2013	Hong Kong + China	Lingnan University	Service-Learning as a Bridge from Local to Global: Connected World, Connected Future	Over 400
5 th 2015	Taiwan	Fu Jen Catholic University	Regional Conference on Service-Learning: Love Journey: Community Engagement through Service-Learning	Over 350
6 th 2017	Indonesia	Petra Christian University	Educating the Heart: Nurturing A Fruitful Life Through Service-Learning	Over 250
7 th 2019	Singapore	Singapore University of Social Sciences	Service-Learning: A Lifelong Journey of Social Responsibility	Over 300
8th 2021	Philippines	Siliman University		

Asian Institutions with S-L

COUNTRY	SCHOOLS
Australia	<ul style="list-style-type: none"> a. Griffith University b. University of Notre Dame c. Australian Catholic University
China	<ul style="list-style-type: none"> a. Shantou University b. Nanjing University c. Amity Foundation d. Guangdong Polytechnic Normal University e. South China Normal University f. Sun Yat-Sen University g. Zhuhai City Polytechnic
Hong Kong	<ul style="list-style-type: none"> a. Chinese University of Hong Kong b. Lingnan University c. Chung Chi College
India	<ul style="list-style-type: none"> a. Lady Doak College b. Union Christian College c. Christ University d. Madras Christian College
Indonesia	<ul style="list-style-type: none"> a. Petra Christian University b. Duta Wacana Christian University c. Krida Wacana Christian University
Japan	<ul style="list-style-type: none"> a. International Christian University b. Kanto Gakuin University

Korea	<ul style="list-style-type: none"> a. Seoul Women's University b. Dong Seo University
Macau	<ul style="list-style-type: none"> a. University of Macau
Philippines	<ul style="list-style-type: none"> a. Trinity University of Asia b. Silliman University c. De La Salle University d. University of St La Salle e. De La Salle - College of Saint Benilde f. Ateneo de Manila g. University of Santo Tomas h. Union Christian College i. Miriam College
Singapore	<ul style="list-style-type: none"> a. Singapore University of Social Sciences b. Ngee Ann Polytechnique
Taiwan	<ul style="list-style-type: none"> a. Soochow University b. Fu Jen Catholic University c. Chung Yuan Christian University d. Fooyin University e. National Taiwan Normal University f. Taipei Medical University g. Tzu Chi University
Thailand	<ul style="list-style-type: none"> a. Payap University b. Assumption University
Vietnam	<ul style="list-style-type: none"> a. Hoa Sen University



Singapore, 2019



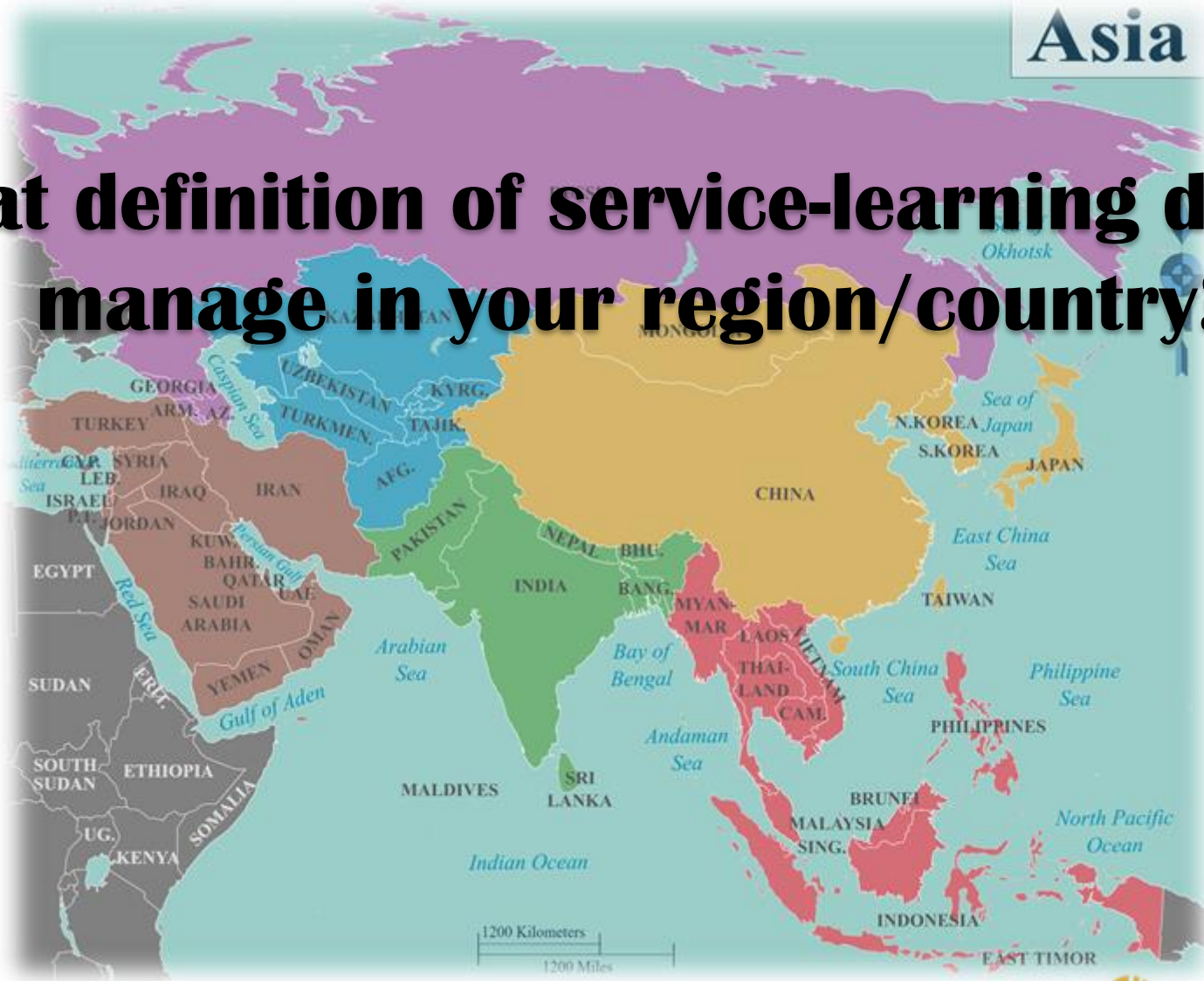
Hongkong , 2007



Indonesia, 2017

Asia

What definition of service-learning do you manage in your region/country?



Terms and Definitions

Even before the term Service-Learning has been popularized in Asian countries, common terms used are:

- ❖ Community Outreach
- ❖ Social Engagement
- ❖ Community Service
- ❖ Community Development
- ❖ Social Service
- ❖ Public Service
- ❖ Community Engaged Learning
- ❖ Field work
- ❖ Community work
- ❖ Scholarship of Engagement
- ❖ Social Enterprise
- ❖ Practicum
- ❖ Internship
- ❖ Volunteering
- ❖ On the Job Training

All have the same intention that is **SERVICE TO SOCIETY, DOING GOOD TO PEOPLE**

Definition of SL based on SLAN Survey

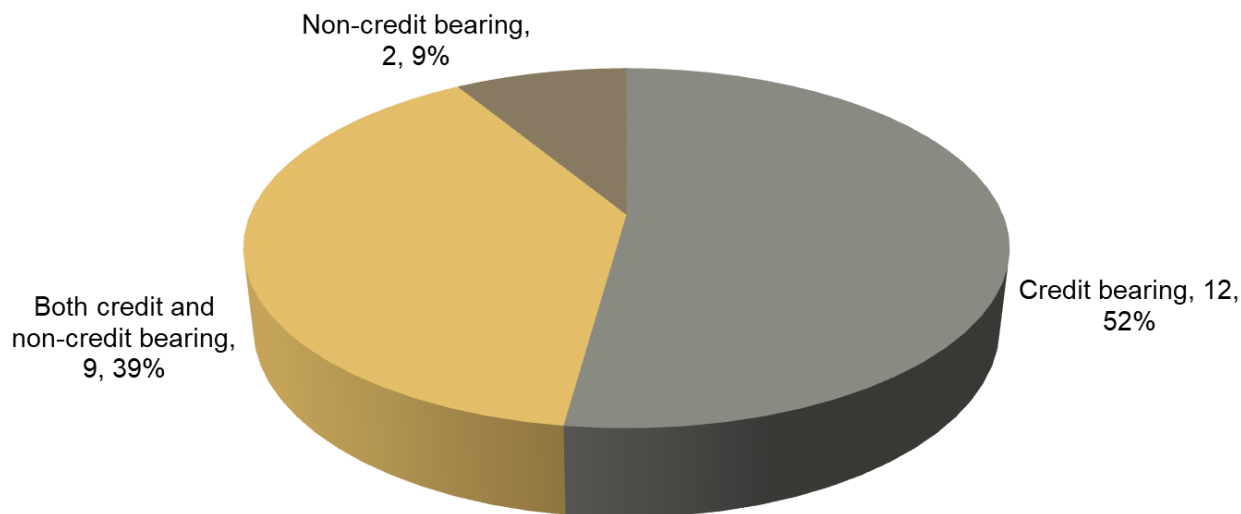
Results

- ✓ Course-based
- ✓ Credit-bearing
- ✓ Educational experience
- ✓ Experiential learning
- ✓ Reflection
- ✓ Civic-responsibility
- ✓ Community-based
- ✓ Reciprocal partnership
- ✓ Community participation
- ✓ Professional service
- ✓ Teaching and learning pedagogy



Source: SLAN Information Sharing Committee Report, 2020

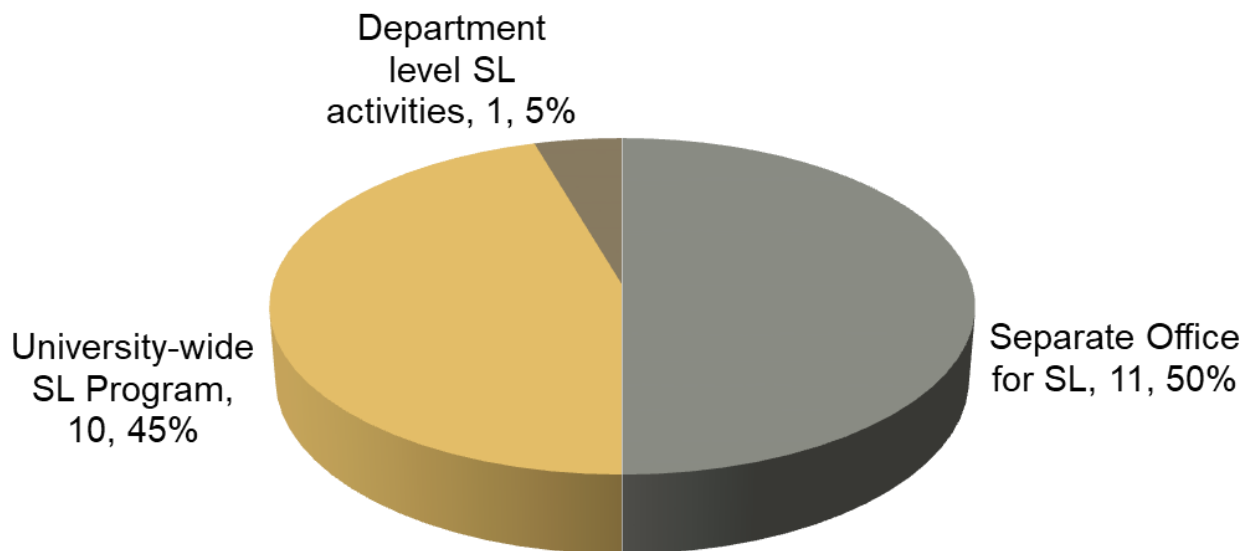
Features of Service-Learning



Most schools indicated that SL is credit bearing (n=12). A significant number said that SL is both credit and non-credit bearing in their school, while a few indicated that it is non-credit bearing (n=2)

Source: SLAN Information Sharing Committee Report, 2020

Level of S-L Institutionalization



11 (50%) have indicated that they have a separate office for Service-Learning, while 10 (45%) with a university-wide Service-Learning program, and only one school with Service-Learning at the Department level

Source: SLAN Information Sharing Committee Report, 2020

Asia

What kind of experiences do you think are representative of the priority issues and ways of doing SL in your region/country?



PRIORITY ISSUES & WAYS TO ADDRESS

ISSUES/CHALLENGES	WAYS TO ADDRESS
Increasing societal problems	Using UN's Sustainable Development Goals (SDGs) as development framework
Lack of repository for SL researches, policies and programs	Continue SLAN Information Sharing Committee efforts Creation of a clearing house for each country
Conceptual and operational understanding of SL	Program and professional development

PRIORITY ISSUES & WAYS TO ADDRESS

ISSUES/CHALLENGES	WAYS TO ADDRESS
Meaningful and expanded connections among Asian institutions	Continuous student exchange program and community development Creation of a Regional Network for SL to complement SLAN efforts
Administrative/institutional support for SL	Alignment of SL in institutional mission through continuous education and training, participation in local and regional conferences
Funding	Support for institutions on the conduct of APRCSL and International/Global SL student program

*“If we want our students to be **agents of social change**, then right from the lessons of the classroom they must learn **Why** and they must see its **relevance**”*



Br. Michael J. Broughton FSC
Lasallian Brother

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