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Towards a Global History of Service-Learning

María Nieves Tapia
Daniel Giorgetti
Andrew Furco
Kathleen Maas Weigert
Anthony Vinciguerra
Alba González
Esther Luna González
Carol Ma Hok-Ka
Bibi Bouwman

History of Service-Learning in Asia

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Coordination of Uniservitate Program: María Rosa Tapia

General Coordination: María Nieves Tapia

Editorial Coordination: Jorge A. Blanco

Coordinators of this volume: Daniel Giorgetti

Translation and editing of texts in English: Alejandra Linares

Design of the collection and of this volume: Adrián Goldfrid

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Carol Ma Hok-Ka

Associate Professor & Head, Gerontology Programmes, S R Nathan School of Human Development & Senior Fellow (Service-Learning and Community Engagement), Centre for Experiential Learning, Singapore University of Social Sciences

Carol Ma is known among academics and community work practitioners as an active and passionate promoter of Service-Learning and ageing in Asia. Carol is the founding member of the Service-Learning at Lingnan University and has revitalized the Service-Learning Asia Network. As a pioneer of Service-Learning, she has been involving various community-based researches, community outreach, training and even fund raising. She believes Service-Learning can contribute a win-win situation to all stakeholders including teachers, students, community and the regions of Asia. She moved to Singapore in 2016 as she wanted to understand more about multi-perspectives of Service-Learning and experience how Service-Learning means to the region. She is currently Head of the Master and PhD Programmes in Gerontology and the Senior Fellow of the Centre for Experiential Learning at the Singapore University of Social Sciences (SUSS). In addition, she also serves as senior consultant conducting various community-based researches and trainings for students, teachers and community partners from Taiwan, Hong Kong, Bhutan, Philippines, Vietnam, Canada, Indonesia, India etc. As an energetic and a committed scholar, Carol is also on the board of the Advisors for the International Center for Service-Learning in Teachers Education and serves as the section co-editor of the International Journal of Research on Service-Learning and Community Engagement. She has published books and articles on Service-Learning and ageing in referee journals and policy papers for global agencies including UN ESCAP and US higher education institutes. If you want to know more about her work, you can also refer to the link below:

https://www.researchgate.net/profile/Carol_Hok_Ka_Ma

6. HISTORY OF SERVICE-LEARNING IN ASIA

Carol Ma Hok-Ka

Lingnan University, Hong Kong, China

Abstract

Service-Learning (S-L) is an innovative pedagogy that is being used in many engaged institutions in Asia. It has been rapidly developed in the past two decades, especially after the setting up of the Service-Learning Asia Network (SLAN) and the launching of the 1st Asia Pacific Regional conference on Service-Learning in 2004 and 2007 respectively. The concept of 'Service-Learning' can be found in Asian philosophy and cultural aspects, such as Confucius or even indigenous knowledge. In addition, cultural values of collectivity, mutual support and serving attitude are embedded in Asia through various forms of religious activities, community engagement, social services and voluntary activities. With the support from the regional network, charitable foundations and university leaders, a more robust evidence base for service-learning has evolved. Educators are increasingly searching for ways to incorporate service-learning into their academic, social innovation, social entrepreneurship and study abroad programmes. Service-learning has thus become a means to address societal needs and provide solutions to transform society through joint efforts from students, teachers, and community partners. The current article explains the history of service-learning in Asia, marking out its development and evolution with key milestones.

Introduction

Service-learning (S-L) is a unique pedagogy that integrates meaningful community service with academic knowledge. It is an instructional practice, intended to enrich students, teachers and community partners' learning experience through critical reflection, and to nurture civic responsibility, connect academic and community learning, and strengthen community bonding. Although the term, 'service-learning' originated from the West, similar practices have been adopted in Asian contexts, but with different labels such as 'internship', 'practicum', 'social development', 'social concerns', 'social practices', 'community development', 'voluntary services', 'community services' or even 'social services. All these terms were widely used before the formal introduction of service-learning to Asia. In becoming a world-wide practice, service-learning has been increasingly adopted by educational institutions, governmental and social services organizations in Asia. During

the process of introducing service-learning, Asian countries have explored various ways to interpret its meanings and applications. They also modified and adapted the concept of service-learning to the context of their own cultures, and to the social, educational and political characteristics of their own institutions.

Service-Learning

Ma (Ma et al., 2019, p 3) defined ‘*Service-Learning is a teaching method that combines academic knowledge and community service*’ which can develop empathy and nurture caring disposition (Snell et al, 2015). These values are extremely important in Asian cultures. How can we nurture these values in our educational context? According to Stanton (Stanton et al., 1999), Community action (service) and existing knowledge (learning) are the two complex components of Service-Learning. They serve as driving forces for many institutions in Asia to combine learning and community service through reflection (Xing & Ma, 2010). Research has shown that various positive values and attitudes can be nurtured in students through regular reflection and well-designed experiential learning activities (Ma et. al, 2016; Dwight & Janet, 1994b; Kiely, 2005). Reflected in its widespread adoption in local and international contexts, service-learning has come to be recognized as a powerful form of ‘learning by doing’ and as

Reflected in its widespread adoption in local and international contexts, service-learning has come to be recognized as a powerful form of ‘learning by doing’ and as a positive force for social good, life transformation and solidarity.

a positive force for social good, life transformation and solidarity (Ma et al 2020). Although, even now, there are still a variety of definitions of Service-Learning, the most popularly used terms refer either to community service-learning or academic service-learning.

Service-learning, indeed, has helped to renovate education by enabling students to make positive use of learning inside of the classroom in applying it to local, regional and international contexts. Students receive a plethora of opportunities for experiential learning instead of being confined to the classroom setting. This type of learning has become widespread in Asia, and the growth of its adoption was accelerated by the successes of its pioneers there. From the outset, it was adopted as a way for students, faculty members and community partners from different cultures to engage in meaningful service and address social issues. According to Xing & Ma (2010), there are three themes that characterize Service-Learning in Asia. The first relates to indigenous cultural traditions. Particular countries have their own practices, forms or even definitions of service-learning to reflect their

distinctive indigenous knowledge, and their social, historical and cultural identity. When doing service-learning, these contextual aspects need to be considered (Chithra & Jacqueline, 2010). The second theme concerns social justice education. Some service-learning practitioners hope to do more than simply engage in charity work and they address the issues of poverty, inequality, and power imbalance through various service-learning activities in order to invoke social change and policy transformation (Powers, 2010). What is feasible depends on the individual country's political situation. Some practitioners might not use the term social justice, but instead refer to 'social harmony' to emphasize the importance of making everyone feel good and live happily in the society. The third theme involves multicultural education. Some service-learning activities seek to promote cross-cultural understanding and mutual learning and support (Oracion, 2010; Lee, 2010). Some international/local service-learning programmes, emphasize multicultural symbiosis through respectful human interaction and living together amidst cultural diversity and understanding,

Particular countries have their own practices, forms or even definitions of service-learning to reflect their distinctive indigenous knowledge, and their social, historical and cultural identity.

with service-learning likened to immersing ourselves into the local context. Although participants have diverse backgrounds, previous experiences, and learning needs, we have to learn how to work with the local stakeholders, develop our empathy

and make changes that are based on the real needs. Embracing multicultural learning is especially important in Asia, where there are significant differences between countries in terms of culture, cuisine, education, history, languages, social beliefs and political systems. A decade of research, practitioner case studies, and theoretical discussion has been shared at meetings and conferences and through exchanges to enhance our understanding of these three themes (Ma et al, 2018; Ma et al, 2019), and has built the foundation of service-learning in Asia.

Service-Learning in Asia

In the past two decades, service-Learning in Asia has rapidly and successfully evolved with support from Universities, governments, charitable foundations, community partners, and regional and international networks. It has become a popular pedagogy among the community sector and at all levels of education from primary to university. A major milestone was the creation of the Service-Learning Asia Network (SLAN) by the International Christian University (ICU) in Japan in 2004 with support from the Japanese Govern-

ment and the United Board for Christian Higher Education in Asia (United Board) (Ma et al, 2008, Ma et al, 2019). Before the establishment of SLAN, many universities with religious backgrounds had been advocating service and doing good deeds for the community. For example, Fu Jen Catholic University in Taiwan has been organizing community-based service-learning since 1998, reflecting its commitment to the integration of Chinese culture and Christian faith. The International Christian University in Japan launched an academic community service-learning course with two academic units in 1999 and this also reflects ICU's mission to establish an academic tradition of freedom and reverence based on Christian ideals as well as the cultivation of internationally minded citizens, who perform service to God and humankind and make contributions to lasting peace. Silliman University in the Philippines has embedded service-learning into its educational vision as a leading Christian institution, committed to total human development for the well-being of society and environment. Lingnan University in Hong Kong, with its mission of 'Education for Service' has sought to promote engagement in community service since its establishment. The University received funding support from Kwan Fong Charitable Organization to launch a pilot service-learning and research scheme in 2004, and developed a set of manuals for students, community partners and faculty members to begin doing service-learning in Hong Kong. With positive feedback from the community, Lingnan University received another 10 million dollars of donation to set up the first Office of Service-Learning in Hong Kong in 2006. It also organized the first Asia-Pacific Regional conference on Service-Learning in 2007, with funding support from the Lingnan Foundation and the United Board. This constituted another important milestone for service-learning development in Asia. Dozens of universities from across Asia participate in the regional conferences, SLAN meetings and service-learning students/faculty exchanges nowadays.

Emergence of the Service-Learning Asia Network and its features

In 2002, ICU from Japan organized an academic conference focused on 'Service-Learning in Asia: Creating networks and curriculum in higher education'. Subsequently, ICU organized the international service-learning evaluation workshop and named the group of participating members as the SLAN, which became the first research and collaborative programme for service-learning in Asia. Between 2005-2008, the SLAN members met for a few times in order to share the evaluation results of their service-learning programmes. In 2008, the first research report on service-learning evaluation in Asia was presented at the 2nd Regional Asia-Pacific conference on Service-Learning organized by Lingnan University. However, due to lack of funding support, for a few years after 2008 SLAN became less active.

In 2010, Prof. Keno Yomomato from ICU, who is the trustee member and also the pioneer of service-learning in Asia met with Dr. Carol Ma, who had chaired the 1st Asia-Pacific Regional Conference on Service-Learning (APRCSL) organized by Lingnan University in 2007, with the aim of revitalizing the SLAN at the 3rd APRCSL in 2011. So, 'the 1st revitalized SLAN meeting was conducted at Lingnan University in 2011 with 24 participants from 15 institutions from eight countries' (Ma et al, 2020). Subsequently, the SLAN meeting has been held in conjunction with the APRCSL. Until 2015, SLAN meeting was held every year with the host location rotated among institutions in the region as more participating universities and organizations become the members of SLAN. The organization of the SLAN is based on voluntary contributions and there are no fees for membership of the network, reflecting that the members seek to serve and support those who want to develop service-learning in the region. The SLAN has sought to be a mutually beneficial platform that can foster more collaborative partnerships. As mentioned by Ma (2018, pg. 46), 'The purposes of the SLAN are 1) to promote the common interests and networks of student exchanges, faculty research, curriculum development and programme evaluation among community partners, colleges and universities interested in service-learning in Asia, 2) to share ideas about the development of service-learning in the region, and 3) to encourage cross-national collaborations and enhance professional development'. At the time of writing, institutions in Indonesia, South Korea, Malaysia, Singapore, Hong Kong, The PRC, Taiwan, Japan, Thailand, Vietnam, Sri Lanka, India, Philippines, Cambodia, Bhutan, Laos, Myanmar, Nepal and Pakistan, have various forms of service-learning and community engagement. There are over 60 member institutions participating in the SLAN. Below are listed out six features of service-learning in the region:

1. **Nature of Service-Learning.** While community-based service-learning is fundamental, it has been evolved into a more academic based form, with universities advocating how service-learning impacts the growth of students and expresses universities' own social responsibility. Many universities began by organizing community services, going on to develop academic service-learning undertaken during a regular semester, in summer or through overseas exchange. In such cases, community research-based service-learning is undertaken as part of a course, as an applied research project, or as a social innovation/entrepreneurship project. Some universities even promote lifelong service-learning experiences. For example, Lady Doak College in India made service-learning as a graduation requirement in 2003, and all academic disciplines there offer this as Life-Frontier Engagement. A series of academic service-learning training programmes was conducted for eight higher education institutions in the PRC in 2012.

2. Setting up a dedicated Office to support Service-Learning. Many universities have set up an office of service-learning to facilitate faculty, students and departments to conduct service learning and engage in related community-based research. These offices may bear names such as centre for community engagement, office of social innovation, or centre for university social responsibilities. Some universities, like Silliman University in Philippines has set up an institute of service-learning to provide various service-learning training models to support scholarly work in service-learning. The Hong Kong Baptist University set up a Centre for Innovative Service-Learning in 2017 to coordinate academic service-learning courses, university-wide. Singapore University of Social Sciences (SUSS) set up an office of service-learning in 2014 and then changed the name of the office to Office of Service-Learning and Community Engagement in 2018. SUSS has also developed the first graduate certificate in service-learning in 2020.
3. Role of community organization in Service-Learning. The voices of community organizations are very important in the region. For example, in Singapore, a group of community organizations, such as the Touch community, has set up a dedicated team to outreach to the schools and promote service-learning and provide related training. In Taiwan, there are two important organizations set up by groups of engaged scholars. One is the 'Seeing Needs Association', which aims to address the needs of society through service-learning and support the universities in Taiwan to conduct service-learning and University social responsibility activities. The other is the Taiwan service-learning association, located in Taipei, which organizes regular exchange sessions and has developed an academic journal focusing on service-learning and social engagement. In Vietnam, The ECO Vietnam Group (EVG) has pioneered the implementation of service-learning activities with the aim of building a sustainable society.
4. National Support. As mentioned above, the Japanese government finally supported the creation of SLAN in 2004. There are several other cases of support by national-level bodies. The Singapore National Youth Council worked with Singapore University of Social Sciences to develop the 1st Service-Learning Clearing House in Singapore in 2019. Since 2001, service-learning has been one of the components of the National Service Training Programme in the Philippines. The Taiwanese government started service-learning in 2003 as a youth development programme, then it supported service-learning at the university level from 2007, before reaching out to all primary and secondary schools to implement service-learning as a kind of character-building activity from 2010. Currently, the

Taiwanese government emphasizes University Social Responsibility (USR) and encourages schools to integrate into a local USR programme.

5. **Local Networks and Collaboration.** Examples in the region include the Taiwan Service-Learning Association, the Japanese National Service-Learning network and the National service-learning conferences in India and Singapore, respectively. Also, the Hong Kong Service-Learning Higher Education Network was set up in 2010. The development of service-learning in Hong Kong was initially led by Lingnan University, and subsequently more universities and schools embraced service-learning for whole person development, service leadership and social innovation (Appendix 1). The setting-up of the local networks alongside SLAN have linked into various other regional and international networks. These have all been push factors for the rapid development of service-learning in Asia.
6. **Regional and International networks.** The promotional activities of the SLAN has encouraged many universities, community partners and government to pay more attention to service-learning development. For example, after the super Typhoon Haiyan (Yolanda) devastated the Philippines in 2013, the United Board contacted SLAN members to organize an International Service-Learning programme on the theme of 'Learning from Yolanda: Disaster Response, Community Resilience and the Role of Asian Universities.' Five Philippines Universities as co-hosts joined with the United Board to organize a three-day conference, together with an eight-day programme of service-learning and reflective activities. Sixteen universities/colleges from overseas locations, namely India, China, Hong Kong, Macau, Taiwan, Indonesia, Korea and Myanmar plus eight institutions from the Philippines participated in this meaningful regional service-learning programme. This collaboration strengthened the bonding of SLAN in the region and has also helped in connecting with other regional networks (e.g., Asia Engage, Association of Christian Universities and Colleges in Asia) and international networks, such as Tallories Network, International Research Association on Service-Learning and Community Engagement (IRASLCE), and Clyass from Argentina. One of our SLAN members, De Lasalle University (DLSU), worked with Clyass on a project on service-learning in Catholic higher education, called Uniservitate. This project has set up a global network with DLSU as the coordinator of the regional hub for Asia and Oceania. The DLSU, with support from the Latin America Center for Service-Learning based in Argentina has organized a series of capacity building activities to help stakeholders to institutionalize service-learning in Asia and Oceania.

A highly significant event to inspire the engagement of Asian institutions in Service-Learning was the 1st Asia Pacific Regional Conference on Service-Learning in 2007 organized by the Office of Service-Learning (OSL) at Lingnan University in Hong Kong.

In addition to these six features, a highly significant event to inspire the engagement of Asian institutions in Service-Learning was the 1st Asia Pacific Regional Conference on Service-Learning in 2007 organized by the Office of Service-Learning (OSL) at Lingnan University in Hong

Kong. The OSL of Lingnan University has played a crucial role in introducing the concept of service-learning to the institutions in Hong Kong and across the whole region. With the aim of constructing a model for academy-student-community partnership, the service-learning team led by Prof. Alfred Chan and Dr. Carol Ma made a remarkable attempt to put the inspirational slogan “Serving to Learn and Learning to Serve” into practice. The conference theme was: ‘Cross-Cultural Service-Learning Experiences in the Asia-Pacific Region: An Evolving Integration of Theory and Practice’. This highlighted service-learning as an important educational agenda for Asia-Pacific. Lingnan University spared no effort in engaging key stakeholders in theoretical development, and in sharing experiences and challenges faced in service-learning. That memorable conference demonstrated that synergy can be achieved by bringing together multi-locale perspectives that pay due attention to unique social and cultural environments in nurturing service-learning development. It drew on inspiration, knowledge, and experience in community service-learning from NGOs at local, national, regional, and international levels, and brought this together with expertise from public and educational institutions from around the globe.

Positive feedback about the 2007 conference and knowledge demands from regional participants led to a subsequent series of biannual conferences and SLAN meetings (Table 1). The regular SLAN meeting became a platform for members to report on their institution’s latest service-learning developments and to set up partnership projects. For more details of SLAN, please refer to: Service-Learning Asia Network (SLAN) | Silliman University (su.edu.ph)

Table 1: Summary of Asia-Pacific Regional conferences on Service-Learning and SLAN meetings

YEAR	LOCATION	ORGANIZERS	THEME
2007	Hong Kong	Lingnan University	Cross-Cultural Service-Learning Experiences in the Asia-Pacific Region: An Evolving Integration of Theory and Practice.
2009	Hong Kong and Guangzhou, China	Lingnan University	Crossing Borders, Making Connections: Service-Learning in Diverse Communities.
2011	Hong Kong	Lingnan University cum SLAN meeting	Make a Difference: Impacts of Service-Learning "Tender Moment, Touched Heart and Inspired Action"
2013	Hong Kong and Guangzhou, China	Lingnan University cum SLAN Meeting	"Service-Learning as a Bridge from Local to Global: Connected World, Connected Future".
2015	Taiwan	Fu Jen Catholic University cum SLAN Meeting	Regional Conference on Service-Learning: Love Journey: Community Engagement through Service-Learning.
2016	Hong Kong	SLAN meeting hosted by Lingnan University	
2017	Indonesia	Petra Christian University cum SLAN meeting & Presidential meeting	Educating the Heart: Nurturing a fruitful life through service-learning.
2018	Japan	SLAN meeting hosted by International Christian University	
2019	Singapore	Singapore University of Social Sciences	Service-Learning: A lifelong Journey of Social Responsibility.
2020	Philippines	SLAN meeting was hosted by De LaSalle University	
2021	Philippines	Silliman University	Community Engagement at the Intersection of Research and Extension.
2022	Japan	SLAN meeting hosted by International Christian University	
2023	India	Christ University	To be confirmed

Besides the conferences and SLAN meetings, there are some key milestones in supporting the development of service-learning in Asia (Appendix 2):

- 1.** Revitalization of the SLAN by Lingnan University. ICU set up the SLAN in 2004 and the SLAN was revitalized by Lingnan University in 2011. Lingnan University served as the secretariat and hub for connecting members from the region, publishing newsletters, sharing service-learning resources and organizing conferences and seminars regularly with the support from Lingnan's OSL team.
- 2.** Leadership role rotated from Lingnan University to other member institutions in the region. Lingnan University has been promoting service-learning both in Hong Kong and across the region. Since its creation at Lingnan University in 2006, the OSL team there has been outreaching and supporting service-learning development by organizing four events of the biannual Asia Pacific Region Conference on Service-Learning. With the growth of the service-learning movement and the support from the SLAN, other universities (e.g., Fu Jen Catholic University in Taiwan, Petra Christian University in Indonesia, Singapore University of Social Sciences in Singapore, Silliman University in the Philippines, International Christian University in Japan, and Christ University in India) have volunteered to take up the leadership and secretariat role on a two year rotational basis. This willingness of members to provide manpower and financial support for the service-learning conference and SLAN meeting has become a defining characteristic of the SLAN.
- 3.** Funding support from the United Board and Lingnan Foundation. Both United Board and Lingnan Foundation were pioneers in funding the development of service-learning in Asia, not least by supporting various service-learning exchange meetings, programmes and conferences. The United Board has been giving grants to support the institutionalization of service-learning in China, India, Taiwan, Hong Kong, Japan, etc. One of the signature projects supported by the United Board was the service-learning training in Mainland China, which motivated and prepared a group of teachers to start implementing service-learning. Subsequently, a book, featuring case studies, applications of Confucian philosophy, historical accounts, and analyses of features of service-learning in China, was published in both Chinese and English versions (Ma et al., 2018). Also, the Lingnan Foundation has supported not only conferences, but also faculty training and student exchange programmes within the region. One of the key projects was the cross border service-learning summer institute starting in 2009,

which involved students and faculty members from Singapore, Mainland China, Taiwan, Philippines, Japan, Hong Kong, and Indonesia.

4. Survey of SLAN members in 2015. Lingnan University conducted a survey of the SLAN members to understand more about their S-L practices and to set the direction of the SLAN meeting. Altogether, 38 universities from 12 countries participated in the survey. Around 15 percent of the Universities had been engaging in service-learning for more than 30 years, 50 percent for over 10 years, 30 percent less than ten years and five percent less than five years. Also, some institutions referred to service-learning by using different terms, such as field work, community outreach, voluntary service or social practice. Altogether, 44 percent of the institutions offered only credit bearing service-learning opportunities, and 22 percent offered only non-credit bearing opportunities while 33 percent offered both types. There were many common arrangements among the responding universities, such as requiring students to receive training before any service-learning activities, engaging in free service activities, and participating in reflection sessions after the activities. Publishing articles about service-learning experiences was not common among the institutions; 74 percent of institutions were not publishing while only 26 percent were doing so.

Besides, many institutions were interested in finding out how other institutions were implementing service-learning, and about their experiences of what works (success stories) and what doesn't work. They also wanted to know about how service-learning related research was being carried out, and about any platform/publication that can share best practices of the institutionalization of service-learning. One of the key issues raised by the network members was the majority of them have not published any research about Service-Learning. It is essential that SLAN members work together to establish research opportunities and partnerships.

5. Research agenda in Asia. In 2016, Lingnan University not only hosted the SLAN meeting, but also arranged two days of discussion about directions for service-learning research to follow up the survey conducted in 2015. Six priority areas were summarized after the research directions meeting. The first is policy research to appeal for governments to provide service-learning funding support for the Universities. The second is collaborative research by Universities, including comparative studies in the Asia Pacific Region. The third is about analyzing existing service-learning related data about of students, teachers and the community. The fourth is research on the needs of students, teachers and communities, and the impacts of service-learning on these stakeholders. The fifth involves

definitions of service-learning and developing a theoretical framework to understand and improve service-learning. The sixth concerns the institutionalization of service-learning. The research agenda discussion has speeded up the growth of the research culture for service-learning and community engagement in the

The research agenda discussion has speeded up the growth of the research culture for service-learning and community engagement in the region.

region. Since then, more joint publications and journal articles have focused on service-learning (Abenir & Ma, 2020; Chan et al, 2018; Choo et al, 2019; Shumer et al, 2021).

In 2019-2020, Hong Kong was invited to join the global research agenda for service-learning and community engagement organized by International Association for Research on Service-Learning and Community Engagement (IARSLCE). Another four focus areas were identified. The first of these concerns is studies of impacts on students, teachers, institutions, communities and service targets. The second is implementation and process studies. The third involves development of conceptual frameworks and theories. The fourth entails methodological considerations, including the development of measurement instruments that are suitable for comparative studies.

After two decades of strong service-learning involvement among institutions in Asia, a research culture has evolved. (Fukudome, 2019; Lau & Snell, 2021; Ma & Law, 2019; Ma & Rajesh, 2014; Shek et al, 2020, Ti et al, 2020; Lau, 2021; Lau et al, 2021).

6. Presidential meeting at the SLAN meeting in 2017. Another key milestone was the Presidential meeting organized at the Petra Christian University in 2017. All the Presidents and senior management members of the SLAN made a commitment to support the promotion of service-learning and community engagement in the region. Since then, more concrete discussions and programmes on service-learning related to curriculum design, and student and faculty exchange within the region have been organized.
7. Disruption by Covid-19. Since advent of the pandemic in 2020, many institutions in the region have struggled with the delivery modes of the service-learning. The disruption has necessitated more virtual exchanges and discussion on the best practices for adoption during the Covid-19. The pandemic indeed has connected all the stakeholders through various virtual platforms. One of the examples is

that the United Board organized some virtual training events featuring SLAN members sharing ideas on research into service-learning, curriculum design, e-service-learning, etc.

What's next?

The analyses here assume that service-learning within each jurisdiction in Asia is driven by unique cultural values and institutional needs, such that service-learning cannot be value-neutral or culture-free.

and brings out how the creation of SLAN has strengthened the movement and helped build partnerships for service-learning and community engagement across the region. The analyses here assume that service-learning within each jurisdiction in Asia is driven by unique cultural values and institutional needs, such that service-learning cannot be value-neutral or culture-free (Xing and Ma, 2010). Although many Asian Universities have adopted service-learning, there may still be many in each sub-region (South Asia, Southeast Asia and Northeast Asia), especially in remote areas, who do not know about service-learning in general or about SLAN in particular. SLAN will continue to advocate service-learning practices and partnerships in each sub-region. In 2021, the President of Silliman University and some other key members in the SLAN jointly organized a panel discussion involving representatives from the three sub-regions to discuss the unique features of Asian service-learning at the 8th Asia Pacific Regional Conference on Service-Learning in the Philippines. Given the vast differences across the region, more work still needs to be done to understand and appreciate the origins, needs, and practices of service-learning within and between the different regions of Asia. Undoubtedly, service-learning in the region has evolved over the past two decades. It is high time for each member in the region to

Given the vast differences across the region, more work still needs to be done to understand and appreciate the origins, needs, and practices of service-learning within and between the different regions of Asia.

In summary, the historical development of service-learning in Asia has been exciting. This paper might not cover each country's service-learning development in detail, but provides an overview of service-learning development,

reflect on the historical developments and to reach out to more stakeholders, who may become keen to implement service-learning. It is hoped that the SLAN could further consolidate the lessons of 20 years of service-learning

experience in the region (along with more recent research), pinpoint the best practices, develop a service-learning impact assessment framework, share knowledge about high impact programmes, and set the course for future directions for service-learning in Asia.

One suggestion is to conduct a rigorous documentary based on the oral histories of pioneering practitioners and of outstanding second-generation practitioners. That would seek not only to capture and recognize the past work done by the pioneers but also to develop systematic understanding of the rationales and values of service-learning to guide its future adoption and implementation. With everyone's effort, we can build a better world. Once engaged in the service-learning, it becomes a lifelong journey of learning in service and love in action.

Let's embrace 'serving to learn; learning to serve' together!

Appendix

History and development of Service-Learning in Hong Kong

1995	Chung Chi College at Chinese University of Hong Kong already used the term 'service-learning' for their international service-learning program. The program at that time was non-credit bearing.
1995-2003	Service-Learning was not a mainstream discipline as yet. Many schools used the terms 'voluntary work', 'community service', 'community engagement', 'experiential learning education', 'social service', 'service practicum'.
2003	With sponsorship from Lingnan Foundation, over 20 faculty members and students attended a conference organized by International Partnership for Service-Learning and Leadership in Thailand.
2004-2005	Lingnan University launched the 1 st pilot credit-bearing Service-Learning and Research Scheme with help from a financial donation made by Kwan Fong Charitable Foundation.
2006	Lingnan University set up the first office of Service-Learning to promote S-L in Hong Kong.

- 2007 Lingnan University organized the 1st Asia Pacific Regional Conference on Service-Learning and attracted over 350 people from around the world.
- 2009 The Hong Kong Higher Education Service-Learning Network (HKHESLN) was established.
- 2nd Asia Pacific Regional Conference on Service-learning was held at Lingnan University.
- 2011 3rd Asia Pacific Regional Conference on Service-learning was held at Lingnan University.
- 2012 Education Reform: University education changed from 3 years to 4 years
- ▶ Lingnan University made Civic Engagement (CE) as Graduation Requirement and S-L became a component of CE
 - ▶ The Hong Kong Polytechnic University established the Office of Service Learning and made S-L as Graduation Requirement
 - ▶ The University of Hong Kong established the Gallant Ho Experiential Learning Centre
 - ▶ The 1st International Service-Learning Conference organized by The Hong Kong Polytechnic University
 - ▶ Li & Fung Foundation donated to every university in Hong Kong to do service leadership education projects. Some Universities used the donation focus on advancing service-learning as a means for developing students' service leadership qualities.
- 2013 The 4th Asia Pacific Regional Conference on Service-Learning was held at Lingnan University. Chung Chi College, The Chinese University of Hong Kong set up the Service-Learning Center.
- 2014 The Education University of Hong Kong made Co-curricular and Service Learning (CSL) as Graduation Requirement. Its Student Affairs Office and faculties initiated 30-40 credit bearing courses a year for students.
- 2016 Lingnan University made S-L a Graduation Requirement.

- 2017 The 1st Joint-University Service-Learning project, namely, Cross-institutional Capacity Building for Service-Learning in Hong Kong Higher Education Institutions, was supported by the Research Grant Committee of Hong Kong (Universities include Polytechnic University of Hong Kong, Education University of Hong Kong, Lingnan University & Baptist University).
- 2018 Since then, more meaningful service-learning projects were created.

Appendix 2

Key Milestones of Service-Learning Development in Asia

- 1998 Fu Jen Catholic University in Taiwan has been doing community-based service-learning since 1998.
- 1999 International Christian University in Japan launched an academic community service-learning course with two academic units in 1999.
- 2001 Service-Learning became one of the components of the National Service Training Programme in the Philippines starting from 2001.
- 2002 International Christian University (ICU) from Japan and the United board co-organized an academic conference focused on ‘Service-Learning in Asia: Creating networks and curriculum in higher education’ with 70 participants from 30 universities in Asia participated in the conference in July, 2002. In Oct, 2002, The Service-Learning Center (SLC) was established in ICU and Prof. Kan Yamamoto was appointed as the 1st Director.
- 2003 The Taiwanese government launched service-learning in 2003 as youth development programme Lady Doak College in India made service-learning a graduation requirement in 2003.
- 2004 The Service-learning Asia Network (SLAN) was created through the close communication among the faculty and administrators who met during the conference held at ICU in 2002.

Lingnan University from Hong Kong launched the “Service-Learning and Research Scheme” as a pilot from 2004-2005 and then published the first manual on how to do service-learning in an University setting in both Chinese and English version.

- 2006 Lingnan University set up the first office of Service-Learning to promote S-L in Hong Kong.
- 2007 Lingnan University organized the 1st Asia Pacific Regional Conference on Service-Learning and attracted over 350 people from around the world.
- 2008 In 2008, the first research report regarding the service-learning evaluation in Asia was published and presented at the 2nd Regional Asia-Pacific conference on Service-Learning organized by Lingnan University.
- 2009 The Hong Kong Higher Education Service-Learning Network (HKHESLN) was established.
- 2010 The first book on Service-Learning in Asia: Curricular models and practices was edited by Jun Xing and Carol Ma Hok Ka .
- 2011 Revitalization of the SLAN at the 3rd APRCSL in 2011 with 24 participants from 15 institutions from eight countries in Asia.
- 2012 A series of academic service-learning training programmes was conducted for eight higher education institutions in China in 2012
The Hong Kong Polytechnic University was the first university in Hong Kong to make service-learning a graduation requirement in 2012 and it also established an Office of Service Learning in the same year to support service-learning development in the university.
- 2013 The first joint service-learning programme took place to address the needs and develop local support for the Filipino community after the super Typhoon Haiyan (Yolanda) in 2013. The United Board and five Philippines Universities co-organized an International Service-Learning programme on the theme of ‘Learning from Yolanda: Disaster Response, Community Resilience and the Role of Asian Universities.’

It was a three-day conference, with an eight-day programme of service-learning and reflective activities in the Philippines. Sixteen universities/colleges from India, China, Hong Kong, Macau, Taiwan, and Indonesia, Korea, Hong Kong?? and Myanmar and eight institutions in the Philippines participated in this meaningful regional service-learning programme.

- 2014 Singapore University of Social Sciences (SUSS) set up an office of service-learning in 2014.
The first book in Chinese on Service-Learning, namely 'A new paradigm in Higher Education: Service-learning in China' was published in 2014 and was translated into English in 2018.
- 2015 The first service-learning survey among SLAN members.
- 2016 Lingnan University hosted the SLAN meeting and service-learning research agenda discussion in 2016.
- 2017 Presidential meeting took place at the SLAN meeting organized by Petra Christian University in 2017
The 1st Joint-University Service-Learning project, namely, Cross-institutional Capacity Building for Service-Learning in Hong Kong Higher Education Institutions, was supported by the Research Grant Committee of Hong Kong (Universities include Polytechnic University of Hong Kong, Education University of Hong Kong, Lingnan University & Baptist University).
- 2019 Singapore National Youth Council worked with Singapore University of Social Sciences to develop the 1st Service-Learning Clearing House in Singapore in 2019
Hong Kong was invited to join the global research agenda for service-learning and community engagement organized by International Association for Research on Service-Learning and Community Engagement (IARSLCE) in 2019.
- 2020 to 2022 Various virtual exchanges and trainings were conducted due to the Pandemic.

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