

INTERNATIONAL
CHRISTIAN
UNIVERSITY

CHUNG CHI
COLLEGE OF
CUHK

LADY DOAK
COLLEGE

UNIVERSITY
OF
ST. LA SALLE

SILIMAN
UNIVERSITY

PETRA
CHRISTIAN
UNIVERSITY

SERVICE LEARNING ASIA NETWORK

SLAN

NEWSLETTER

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LINGNAN UNIVERSITY
CHOSEN AS ACTING
SECRETARIAT OF THE
NETWORK

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LINGNAN UNIVERSITY

LINGNAN & ICU Reignite SLAN

Lingnan University is the new seat of the Service-Learning Asia Network.

Prof. Alfred Chan Cheung Ming, Director of the Office of Service-Learning at Lingnan University, accepted the call for Lingnan to temporarily serve as the leading Service-Learning institution of the network with Dr. Carol MA Hok Ka, assistant director, as the Secretariat of SLAN.

SLAN was previously hosted for more than 15 years by the International Christian University in Tokyo. ICU will continue to provide integral support to Lingnan.

The turnover of the SLAN leadership was formalized in a meeting held during the 3rd Asia-Pacific Regional Conference on Service-Learning held at Lingnan on June 8-11, 2011.

Twenty-four conference participants, presided by pioneering SLAN head Prof. Kano Yamamoto and Dr. Betty Cernol-McCann of the United Board for Christian Higher Education in Asia, attended the re-organizational meeting.

In accepting the role, Prof. Chan said that Lingnan will take responsibility for liaising with different institutions and maintain open communication with them.



SLAN OBJECTIVES

Dr. Cemol McCann expressed optimism that SLAN, "as a mutually beneficial platform can hopefully bring about more collaborative partnerships" for possible UBCHEA grants, as the board is always looking for programs that involve several institutions instead of just one.

SLAN aims to encourage information and idea exchange among member institutions, celebrate the diversity and commonality of Asian identities, provide mutual support and learning, promote international service-learning collaborations and enrich the content of international exchange programs while enhancing professional development.

MEETING ATTENDEES

Among those who attended the meeting were representatives of early SLAN partners including ICU, Lady Doak College of India and Silliman University in the Philippines.

Also at the meeting were faculty from Chung Chi College, The Chinese University of Hong Kong, Indonesia's Duta Wacana Christian and Petra Christian University, Fu Jen Catholic University of Taiwan and The Philippines' University of St. La Salle Communication Department.

Prof. Chan invited conference participants Dr. Timothy Stanton of Stanford University, Dr. Florence McCarthy of the University of Western Sydney, and Dr. Nirmala Jeyaraj of the Program for Environmental Action-India to talk about Service-Learning Development

REGIONAL S-L CONFERENCE

Dr. Ma said SLAN, under Lingnan's liaison efforts, will initially work out the structure of the network as well as membership agreements, build a network website and publish a newsletter to facilitate communications within and outside of the network.

More than 300 delegates attended the June 8-11 conference, which focused on the theme, "Make a Difference: Impacts of Service-Learning."

In addition to the plenary session and keynote speeches, activities at the conference included research presentations and symposia on partnerships for environmental action, outcome-based education and cross-cultural learning as well a student symposium and forum, breakfast thematic discussions, a poster presentation and the S-L Community Festival.



CHUNG CHI CUHK STUDENTS JOIN LOCAL, MAINLAND AND INTERNATIONAL S-L PROGRAMS



Chung Chi College of the Chinese University of Hong Kong fielded this year 28 students to various social welfare agencies and 24 others in Yangshuo in Guangxi Province in China under its local and Chinese mainland-focused service-learning programs.

Ten other students joined the overseas program. The international trip, held for four weeks until August, was held in collaboration with four universities – Lady Doak College of India, Petra Christian University of Indonesia, Seoul Women University of Korea and Payap University of Thailand.

The three programs gave academic credits to the participating students. The 28 students who participated in the local program were divided into four groups and served seven target groups.

The beneficiaries included adolescents covered by the police superintendent's discretion scheme, children of South Asian families, chronically ill persons, the elderly, secondary school students, a social enterprise and a community in the Tsuen Wan area. The participants rendered 120 service hours in the community through actual service, group reflections and sharing.

The 24 students who joined the Mainland Service-Learning Program came from diverse academic programs.

In Yangshuo, the students conducted English classes, visited families and rendered community service for left-behind children. For three months prior to the trip, participants were given team-building and other preparatory activities.

Both local and international programs require students to present their service experiences and research findings at the start of the following semester.



FROM HK TO RURAL CHINA & URBAN USA LINGNAN



Lingnan student Sharen at a sustainable farm in California learning lessons on Environment and sustainability



Lingnan U, Fu Jen Catholic U of Taiwan, Butler and Stanford students helped organize a youth camp in Hong Kong for local youth during the Cross-Border Service-Learning Summer Institute.

Fifty students of Lingnan University and its partner schools participated in its inbound and outbound summer service-learning program designed to foster cross-cultural understanding and commitment to global citizenship.

The program was implemented with more than a dozen service agencies and hundreds of beneficiaries participating from rural China to urban centers of the United States

Students were involved in a wide range of issues – from English education to active aging – covered by the service opportunities.

Details about the Lingnan S-L programs are found in the following websites:

•Cross-Border Service-Learning Summer Institute: www.ln.edu.hk/osl/SLSI

•International Service-Learning Programs (Beijing, Taiwan, India, Stanford, Poland, and more...): www.ln.edu.hk/osl/MISLP

•Summer English Teaching Programme of the Village Adoption Project in Yunnan, China: www.ln.edu.hk/osl/project-yunnan/index.php

OSL website: www.ln.edu.hk/osl/

INDIA

INTER-CULTURAL EXPERIENCE FOR 51 OVERSEAS STUDENTS AT LADY DOAK

Writer : Chithra



Indian school children learn from international students getting service-learning experiences under the Lady Doak program.

A total of 51 international students from six countries participated last school year in the international and inter-cultural service-learning program of Lady Doak College in Madurai, India.

The program involves the participation of Lady Doak College to provide a cross-cultural experience for the host students and the visitors.

It primarily provides participants with a deeper understanding of national and cultural differences, helps develop 'cultural sensitivity' by fostering appreciation for cultural diversity, increases ability to adapt to an environment different from home, enhance teamwork and inter-personal ties across cultural boundaries and develop analytical and reflective skills.

The participants were given S-L experiences in service agencies, like the Mother Theresa Home for destitute women, the infants' orphanage Mazhiallam, Shalom, a day care center for mentally-challenged persons and nearby schools.

The foreign students also visited families of Lady Doak students to provide them with a picture of domestic living, including Indian hospitality, culture and religion. During weekends, they participated in worship, institutional presentations, sight-seeing activities and reflection and sharing sessions.

The participating schools were Chung Chi College in Hong Kong, International Christian U in Japan, Seoul Women's University, St. Jerome's University in Waterloo, Canada and Portland State University in Oregon which sent the most number of participants with 28.



Lady Doak College officials orient visiting S-L students

PROGRAM UPDATES

INDONESIA

PETRA CELEBRATES 50TH YEAR; STRENGTHENS SERVICE- LEARNING

Writer: Lilianny Arifin

Petra Christian University in Indonesia is celebrating its 50th anniversary in 2011. In keeping with its "A Caring and Global University" vision, Petra is intensifying its service-learning programs.

The university's Community Outreach Program, an international course, enables students to participate in international and local programs, which attracts students from, among others, the Netherlands, Hong Kong, South Korea, Japan and Taiwan.

COP also provides opportunities for Petra students to work hand in hand with their counterparts from other Christian universities in Indonesia.

The program brings students to six villages – with each village group composed of 20 students.

Service participants engage in environmental education, computer literacy and health trainings and building reconstructions.

Activities, which strengthen inter-cultural understanding, also include traditional sports, cuisine, dancing and herbal medicine application.



PCU Rector Prof. Rolly hands the Petra Golden Jubilee commemorative plaque to COP partners.



The English education and inter-cultural understanding program at Petra

JAPAN

ICU STUDENTS HELP IN RELIEF WORK IN TSUNAMI-STRICKEN AREAS

Writer : Atsuko Kuronuma

Fifteen students of the International Christian University were engaged in service-learning activities with local communities in Japan, including the Miyagi and Iwate Prefectures, where they helped in relief work following the earthquake and tsunami disaster in March.

The service opportunity was held under the auspices of local non-profit organizations.

It was among the service-oriented activities 43 students got involved in during the summer period in various countries overseas.

Nineteen of the students participated in Service Learning Asian Network-related programs where they had occasions to work in multi-cultural settings while nine others chose host organizations and individual service sites that met their interests.

The multi-cultural experiences were gained, among others, at the New Hope Rural Leprosy Trust in India, the Bridge for Peace in Israel and the Caohogan Coral Reef Sanctuary in the Philippines.

The S-L participants are made to share their summer service experiences with other students and the Service Learning Center staff after participating in credit-bearing reflection workshops.



A Japanese Student with Indian children



The two-day reflection workshop

THE PHILIPPINES

SILLIMAN UNIVERSITY

Writer: Emervencia Ligutom

CIVIC ENGAGEMENT PROGRAM HOSTS STUDENTS FROM 6 FOREIGN UNIVERSITIES

Students and faculty of at least seven foreign universities have participated in the service-learning engagements of Silliman University under the S-L Center supervision.

The engagements were conducted by various academic units of the university which approves proposals for the activities and ensures that partnerships with participating agencies, communities and families are formalized prior to the implementation.

The participating universities this year are George Mason University and Francis Parker School in the United States, the International Christian University in Japan, Chung Chi College in Hong Kong, Seoul Women's University in Korea and Bangkok University in Thailand.

The S-L Center requires the coordinating academic units to submit a narrative report with photo documentation of the students' field activities.

writer : Allen Del Carmen

S-L PROGRAM REVITALIZED AT ST. LA SALLE



St. La Salle Communication students bring Muslim kids and parents to the campus to culminate a module in their literacy and peace-building-focused S-L activities

University of St. La Salle in central Philippines is revitalizing its Christian Service-Learning program this academic year.

The Office of the Vice Chancellor for Academic Affairs recently conducted a curriculum construction workshop after identifying a pilot team its calls "Service-Learning Champions" from the five colleges of the university.

The workshop allowed the pilot S-L champions to formulate course content for the subjects they teach where the service-learning component is integrated with the academic thrust.

In the workshop, the university outreach office activities and the Communication Department Service-Learning program on peace-building and literacy activities for Muslim children were discussed as fine examples of community-based learning avenues.

The office has also scheduled sessions on best practices within the current semester.

The USLS Christian Service-Learning program was started on a university-wide scope in 2006 but mechanisms were limited to ensure its success, prompting academic officials to review the implementation and re-launch it starting with the current pilot group.

UNFORGETTABLE MOMENTS

BY LISTIA NATADJAJA. VISUAL COMMUNICATION DESIGN LECTURER, PETRA CHRISTIAN UNIVERSITY

One morning in July 2010, I woke up early and proceeded to Petra Christian University for our COP, or Community Outreach Programme. I was one of the lecturers who joined the COP Programme.

After many years, finally I had an opportunity to be a field counselor. I had no idea what was going to happen in the village that the COP committee had to explain what my duty was as a field counselor. The only thing I knew was the name of the village -- Sumber Dawung -- where we were going but I didn't know where it was and the situation of the community there.

I arrived in front of the university to find an international group of students waiting. There were students and lecturer from the Netherlands, South Korea, Japan, Hong Kong and of course Petra. They seemed close to each other, but honestly I felt like a stranger.

We were soon on our way to the village. It was a three-hour journey to the village where we would be living for the next four days. We arrived at Sumber Dawung village, where the COP committee had already set up the place for our quarters. My roommate was a Korean girl. We got close so quickly. I managed to brush up my facility in speaking Korean as I also told her some memories about her country.

On the first day, we spent most of the time getting to know each other and the places of their origin. We also visited the head of the village and other residents' homes.

On the second day, we discussed what we could do for the villagers and set up the task for everyone, based on their skills and abilities.

On the third day, I joined a group of students to teach in the elementary school nearby. It was so fun teaching the children. I didn't introduce myself as a university lecturer, so the elementary school's students thought that I was also a Petra student. In the evening, my roommate and I spent time to teach some English songs to the children and tried to engage in a conversation with them. It seemed the children like my Korean friend so much despite their language barrier.

As the days went by, my roommate and I became closer but I had to leave them because I had to work at the university. I did not even have a chance to join them in their road building and bridge repair and riverside work. The good thing was I would be back to the village next week.

We did some activities like playing games, cooking and teaching English to children the next day. It was an unforgettable moment. I already felt so close to the students that we were joking with each other, singing songs in our language and dancing together.

Some students even made a song for Sumber Dawung. In appreciation, the villagers prepared a game for us -- Panjat Pinang, or climbing the Pinang tree. My students and the villagers had to climb the tree to get the presents given by the villagers. I really wanted to see this game all my entire life and, finally, I was witnessing it. After about two hours, the game was over with the villagers winning the game. Everyone was so happy. That night, we sang a song and gathered together while having some snacks and sharing stories.

The last day came. It was the most touching moment in my life. The hardest thing to do was to say goodbye. With our eyes filled with tears, we left Sumber Dawung, the village that gave us wonderful memories. Despite our short stay, I could feel the warm hurt and appreciate the humility of villagers as they said, "Please come again."

It's more than a year now since we went to Sumber Dawung, yet thoughts about the place and its friendly people remain fresh in my mind. I hope I can return to the village sometime in the near future.



The international group that participated in the Petra Community Outreach Program course

TESTIMONIALS

IMPRESSIONS IN THE **LADY DOAK** PROGRAM

THE FOLLOWING MESSAGES WERE WRITTEN BY THE VISITING STUDENTS AT THE LADY DOAK COLLEGE IN THEIR JOURNALS



"Service can be just being with us."

"I have learnt to handle babies for the first time."

"Now I can understand the feelings of my parents after being with the children."

"I was shocked to know about infanticide and the cause for it."

"In the home visit, I felt that Indians are very enthusiastic to entertain foreigners and their hospitality is appreciated."

"In India, people are married at young age and it is hard to make love-marriages. Parents make a marriage promise even when their children are young."

"After going to Gandhi Museum, I can feel that Gandhi is the real father of India."

"The Universal language is 'Love', so language is not a barrier to do service."

'A GREAT EXPERIENCE'

BY ATSUKO KURONUMA, ICU SERVICE-LEARNING CENTER

A female student posted the following message on our summer service-learning mailing list: "I am very grateful to be able to have the experience to work and learn with local people in India. The greater-than-expected experience and learning feed my mind and study a lot... I'd like to do some things to feed back to the host organization in India."

We are sure that when our students share their summer Service-Learning experiences with other students and other S-L Learning Center staff, they will show how their perspectives are broadened and their understanding of various issues enhanced.

We encourage students to deepen their reflection on service experiences so that the experiences turn into meaningful knowledge.

This summer (2011), 43 students engaged in service-learning activities at sites in Japan and overseas, which include SLAN institutions and various organizations..



TESTIMONIALS

I have come to realize that it is not only my learnings in the classroom that I am applying in my current job as assistant corporate communications officer but also the entire work ethic I have developed in my university education. I often see people seemingly get tired of the tasks assigned to them. I feel lucky, because what I'm doing right now were almost the same things I did at school – before I graduated in March 2011 – that I feel comfortable accomplishing and, at the same time, enjoying them.

A great part of this work ethic was nurtured in my experiences in our Muslim Community Service-Learning activities which served as my first genuine exposure to promoting literacy for children in an underprivileged community. The hands-on experience gave me a clearer understanding of motivation, leadership, organizing and coordinating as well as the culture of sharing and giving. They provided us with a deeper understanding of the issues people in the community face in their daily subsistence as well as the challenges facing children and families, particularly of an ethnic minority group, the Muslims, in my city. On weekends, my classmates and I

would go to the community and teach children how to read, write, draw and enhance their personality.

We realized that what we were doing was more than just helping children but also constructing the bridge of peace between Christians and Muslims in our country which has been divided by a nagging rift between these two sectors of society.

I can always remember the happiness in the kid's eyes whenever they would see us coming and the sadness when we left them. Each time I looked at them, I could always feel the hope they have and their eagerness to learn. These motivated me to keep coming back and share my time with them.

I felt the impact of what we were doing as I saw a lot of improvement in them since we first came. Their manner and behavior in interacting with other people and attitude towards school have vastly improved.

SERVICE-LEARNING: CULTIVATING A CULTURE OF GIVING & PROMOTING PEACE

BY KATHREEN JOYCE TUBID, 2010-11 STUDENT COORDINATOR, LITERACY, INFORMATION & EDUCATION ACTIVITIES,
COMMUNICATION DEPARTMENT, UNIVERSITY OF ST. LA SALLE (THE PHILIPPINES)



Even until now, some of the children are still greeting and sending me messages through my Facebook account and asking when I will come back and visit them again. Everytime I remember them, I cannot help but get teary-eyed.

The experiences my classmates and I went through brought about a positive effect in reducing stereotypes and in facilitating cultural and racial understanding. They improved my ability to apply what I have learned in "the real world." They taught me to be more sensitive, respectful and committed to community service. They opened my eyes to the realities of life, including how lucky I am to have all the things I need without doing much effort. They taught me how to be thankful for the blessings I have and how to share them.

To those who will come after us, I'd say: Don't be hesitant in immersing yourself into a different environment. Your being with the community which you are serving will open your mind to a lot of things you took for granted in your life before. At first it would be hard, but eventually you will feel that you are already doing it genuinely and not just for credits.

I thank our Communication Department for engaging in Service-Learning. I hope it will continue and further improve its community and people-oriented programs.

I believe that exposing Communication students to S-L will really benefit them in whatever career they will pursue. It serves as a good environment to enhance students' personal skills and abilities and heighten their civic consciousness and sense of social responsibility. Most of all, it will give the students a profound understanding of the society and to cultivate a culture of giving and of promoting peace and understanding – just like what my classmates and I experienced.



Big Sister Kathreen Joyce with her S-L project adopted brother, Amir

The writer leads an afternoon learning session for Muslim children in an S-L program designed to help educated them and build the bridge of peace.



TESTIMONIALS

A VILLAGE ADOPTION PROJECT IN YUNNAN

CHINA

This Project was the first Service-Learning project jointly organized by a tertiary institution and a private enterprise to focus on the development of China's villages. Adopting a sustainable development approach, this project aims to support advancements in public education, health and economic development while conserving the special attributes of the local culture of a selected village, Gezhangla, in rural China. Gezhangla is situated in Wuding County of the Yi Autonomous Prefecture of Yunnan and is the most populated village community managed by the Xi Ju La committee. Together, Deloitte Touche Tohmatsu ("Deloitte") and Lingnan University ("Lingnan") contributed significantly to the community development in Gezhangla village during the first phase of the project by establishing and expanding a dormitory with canteen, offering subsidies and scholarships, developing a health database for each villager, appointing health ambassadors and building water pipes, solar panels, and shower room. Over 700 residents are expected to have benefited from the project thus far.

Phrase one has now been completed. During the fifth trip, we interviewed the villagers to assess their satisfaction level of the project. We are happy to see that villagers highly appreciated our work of the past three years, especially the water pipe installation in each household. The average score for their satisfaction level is 9.04 (full mark is 10). With the mutual trust built with the villagers, they also suggested the areas that need improvement and their needs that require our assistance, like the maintenance of their basketball court and improving the safety condition of roads during the rainy season. In addition, we did follow up work on the health projects (women and children) and handicrafts project. At the same time, we began promoting reading among children and health among men.

MR. CLEMENT HUNG DELOITTE CHINA

A beautiful story bloomed in mid-2006, when Professor Alfred Chan, Director of the Office of Service Learning (OSL), conducted an impact study for Deloitte's Evergreen Project (a community service program involving elderly, teenagers and Deloitte participants). Together with Dr. Carol Ma, Assistant Director of OSL, we had a conversation about the underserved minorities in rural China and the sustainable development of these communities. At the same time, we aimed to nurture younger generations by providing opportunities of continuous learning and skills development. Deloitte and Lingnan share the same belief of "Serving to Learn, Learning to Serve." The collaborative project, the Village Adoption Project in Yunnan, China, started in 2007 and has successfully provided a platform for community volunteer work, while developing project and people management skills and making a unique and meaningful contribution to the society.

With the celebration of OSL's 5th Anniversary, I wish to congratulate Professor Chan and his team's tremendous efforts to enrich participant's learning experiences, and the caring continues to bloom so as to nurture a harmonious society and contribute to a better quality of life for all!

PARTNER OF OFFICE OF SERVICE-LEARNING (OSL), LINGNAN UNIVERSITY; MR. CLEMENT HUNG, SOUTHERN CHINA DEPUTY MANAGING PARTNER, DELIOTTE CHINA

