Where we are now:
a review of service-learning among SLAN Colleges and universities in Asia

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Abstract

Background: Service-learning in the Service-Learning Asian Network (SLAN), is organized as part of the academic structure of member institutions, and includes both international and community (domestic) service-learning. SLAN began with the exchange of students between SLAN institutions and has progressed to multicultural service-learning exchange programs and collaborative research.

Aim: The intent of this article is to illustrate the development of Asian service-learning by reviewing the progress that has been made in six SLAN service-learning programs, illustrating differences and shared characteristics. These include: consistency in programs, multicultural exchange, and collaborative research. Lessons learned and main outcomes of the research are presented.

Argument: Among lessons learned are the importance of multicultural programs to promote greater acceptance and understanding of socio-cultural differences by students; the importance of student preparation before service, and community agency orientation to enhance the reciprocities of exchange between students, agency staff, and local people. Student outcomes include personal growth, enhanced social skills, intercultural learning, and increased academic abilities.

Conclusions: Progress has been made in institutionalizing service-learning among SLAN institutions. However, community improvement and consistency in program connections, funding sources, and the need for further research are issues that need attention.

Keywords: service-learning, multicultural programs, collaborative research

我們的現狀：
亞洲SLAN學院和大學之服務學習述評

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摘要

*背景：*服務學習在服務學習亞洲網路（SLAN）中是作為成員機構中教學結構的一部分而被組織起來的，它既包括國際也包括社區（國內）的服務學習。SLAN以 SLAN學院之間學生交流為開始，現在發展成了多文化服務學習交流課程和合作研究。

*目的：*本文意在通過對六個SLAN服務學習課程所取得的進步進行回顧來闡述亞洲服務學習的發展，展示它們之間的差異和共有特點。它們包括：課程的一致性、多文化交流和合作研究。本文闡述所獲得的經驗和主要研究結果。

*論點：*所獲得的經驗包括多文化課程對促進學生對社會文化差異更多接受和理解的重要性；學生服務前準備的重要性，學生、機構工作人員和當地人民之間增強交流互動性的社區機構情況介紹會。學生結果包括個人成長、社會技能增強、文化間學習和學術能力提升。

*結論：*SLAN學院之間服務學習制度化已取得進步。但是社區改進、課程連接中的一致性、資金源，以及進一步研究需要是需要注意的問題。

關鍵字：服務學習、多文化課程、合作研究

Service-learning as a pedagogy to revitalize undergraduate education has been flourishing amongst numerous Asian Colleges and Universities for many years. While 'service' is incorporated into the missions of many institutions, and provides a natural segue-way to service-learning, it was the specific linking of 'service to classroom learning guided by reflection' that set academic service-learning apart (McCarthy 2001; McCarthy 2002). Two institutions, the International Partnership for Service-Learning and Leadership (IPSL), and the United Board for Christian Higher Education in Asia (UBCHEA) have been instrumental as catalysts in supporting the development of service-learning in Asia. IPSL provided much of the early training and program development for service-learning beginning in 1999, and the United Board has been instrumental in providing continuous leadership and funding for these activities ever since. Ten years later, the 2009 Service-Learning Conference in Hong Kong provided a fitting occasion to consider where we are now, and where we go from here.

While this article features six higher education institutions that have developed strong service-learning connections, it should be noted that many other institutions in Asia have long histories in promoting and developing service-learning, among them Fu Jen Catholic University in Taiwan, and the Trinity University of Asia in the Philippines. So the colleges and universities in SLAN are not claiming to be the first or the best among institutions promoting service-learning.

Rather, the intent of this article is to illustrate the development of Asian service-learning by reviewing the progress that has been made in creating and implementing the SLAN service-learning programs, and to share the results of the research that has been done (SLC, 2009). Among the member institutions that participate in SLAN are faculty and students from Silliman University, the Philippines; Petra Christian University, Indonesia; Payap University, Thailand; Seoul Women's University, Korea; Lady Doak College, India; Chung Chi College of the Chinese University of Hong Kong, and the International Christian University, Japan.[1] Soochow University, Taiwan, has sent faculty members as participants in various workshops, and its students have participated in the international exchange of students. Soochow University has also hosted other SLAN member students. American College, India hosted students in the past, and two students participated in the India summer multicultural international service-learning program. Nanjing University and the Amity Foundation from China are also recent members.

A group of twelve faculty members from six SLAN institutions began working together in 2007 to undertake research on various aspects of our shared endeavours. SLAN first began international student exchanges in 2004 as an outgrowth of the first service-learning conference in Asia held in 2002 at the International Christian University (Yamamoto, 2002). So by 2007, collaborative research was planned to consider what difference service-learning had made to 1) students and faculty at each university or college, and to local institutions and community agencies, 2) bi-lateral forms of student exchanges and 3) international multicultural service-learning exchange programs.

The articles that resulted from this research

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1. Unfortunately, one university was unable to carry out the research due to other commitments, but continued to participate in workshops and meetings.

have been published in the monograph *Lessons from Service-Learning in Asia: Results of Collaborative Research in Higher Education (Service-Learning Center SLC,2009)*. In addition, the researchers were asked to write a short history of their program, and to respond to a short email questionnaire prepared by Professor Sato at ICU. These histories and the answers to the questions, as well as long association by the author with these institutions, provide the basis for this article. Throughout the article, citations of the academic's views are based on their responses to these questionnaires, and student statements are drawn from Service-Learning Center (SLC, 2009) monograph.

A Profile of Service-Learning in SLAN Institutions

While the service-learning curricula and programs among SLAN institutions are quite varied in their organization and implementation, some common characteristics are:

1. Service-learning is generally well institutionalized, meaning there is continuity in the programs, with on-going forms of student, community, and agency participation; administrative and faculty support; and clear forms of integration into the curriculum.

2. Service-learning has depth both in domestic programs that place undergraduates in community sites meeting community needs, and in international and multicultural service-learning programs that send and receive students from other Asian institutions. These programs contribute to multicultural understanding and growing appreciation of the diversity among local populations as well as among other Asian cultures and people. Locally the insight gained from service-learning can contribute to more socially aware students, and internationally these experiences create an important pathway for future regional cooperation.

3. In addition to integrating teaching and agency connections into their service-learning programs, SLAN members have developed a research program. This research creates an ongoing means of improving program activities and agendas through periodic evaluation, and offers faculty members an opportunity to pursue their own research interests within the context provided by service learning.

While it is recognized that other institutions have likely made similar progress in their service-learning programs, this article focuses on SLAN accomplishments as a way of illustrating how service-learning has developed in the region.

Program organization and the institutionalization of service-learning

SLAN institutions have developed clear *definitions of service-learning* which are tied to the missions of their respective institutions. It has taken time to create a clear understanding of the differences among service-learning, volunteering, and the national service which some countries demand. But SLAN institutions focus on academic service-learning: combinations of service, classroom learning reflection, and earning academic credit.

Among SLAN colleges and universities service-learning programs take various forms. It is often

an integral *part of academic classes*. Students earn academic credit in service-learning classes by meeting standard criteria similar to what governs other subjects. Particularly in institutions such as Silliman University (the Philippines), Payap University (Thailand) and Lady Doak College (India), attaching service-learning to established classes such as English, Nursing, Sociology/Anthropology, Chemistry, Biology, and Social Work provides students with opportunities to apply what they are learning as theory to real life situations in rural communities, local schools, or community agencies. Each institution has its own way of linking service and classroom learning: some programs feature *community-based service* placements, while others rely on *agency-based* placements. This will be discussed below.

Service-learning is also organized as an *independent or stand alone series of classes.* Thus, students take it as part of General Education at Chung Chi College of the Chinese University of Hong Kong, or at the International Christian University in Japan. Another alternative exists at Petra Christian University where the main program is organized as a *multicultural service-learning summer program* which is led by senior Petra University students and is attended by students from Korea, Hong Kong, Japan, Taiwan, and the Netherlands.

As these examples illustrate, there are many ways that service-learning can be embedded in the fabric of institutions of higher education. It is this necessity of meeting local social and institutional conditions that makes Asian service-learning programs so diverse.

In terms of administrative support, five of the six SLAN research institutions receive budgetary support, administrative assistance and/or have a centre to coordinate their service-learning activities. Four institutions have a separate service-learning centre: the International Christian University, Petra Christian University, Chung Chi College, and Silliman University. Lady Doak College has two coordinators who supervise their service-learning programs who work in conjunction with the Deans of Academic Affairs. Funding is provided to the Departments from the college budget, and classroom faculty are responsible for making and maintaining connections with community agencies. Payap University's program is organized at the Departmental level, with faculty taking the responsibility for organizing the service-related component of their classes. Faculty members from at least eight Departments are involved in linking service to classroom learning. With the restructuring at Payap, service-learning is now part of the Cooperative Learning section reporting to the Office of Academic Affairs.

Domestic and International Dimensions of Service-Learning

Traditions of service exist in most SLAN colleges and universities and the first service-learning faculty workshop was held in 1999 organized by IPSL, and hosted by Trinity College, Quezon City. All future SLAN members sent participants to this event. As an outcome of the seminar, participants applied for and received a grant from the United Board in 2001 to begin actual work in service-learning. Since that time both the domestic/local as well as international and/or multicultural dimensions of their work has progressed.

At **Silliman University**, service-learning is integrated into senior classes at the discretion of teachers. They decide how service is to be incorporated into their classes, and how extensive

the service will be. To facilitate this integration, a series of syllabus writing workshops have been held to assist faculty members in modifying their class syllabi. There is an over-all service-learning Coordinator, and each Department is granted a small budget from the administration to cover the costs of students going to communities which serve as service-learning sites. The university has a well-established community extension service and it is natural that service-learning is linked to this. Service-learning is defined as a *community-based experience* for students, which means that as part of their service responsibilities, students have to negotiate and reach agreement with local community leaders about what kinds of activities they will do and which households will be involved.

In international service-learning, Silliman University co-hosted the first multicultural, international service-learning model program (ISLMP) in 2006. In addition, students from various countries such as Japan, Korea and the US participate in study abroad programs on campus. Given the organization of service-learning at Silliman, any international student has the option of enrolling in classes that include a service-learning component.

Lady Doak College has at least one service-learning class in each of its 18 Departments. The service-learning activities of the College are managed by two Coordinators who provide training to teachers, oversee the budget allotments to each Department for their service-learning activities, and manage student evaluations. Service placements are usually arranged by the respective subject teachers, and they are responsible for maintaining the relationships with their community agencies. Students are attached for their service to various *community agencies* where they assist in meeting community needs. Many

of these agencies have a long association with the College. Assessments are based on students meeting standard criteria set for successful service as part of the markings of each class. Last year, roughly 250 students participated in 22 service learning classes.

Lady Doak College was the co-host for the second multicultural, international service-learning model program (ISLMP) in 2007. In addition, the College has been actively exchanging service-learning students with ICU, and regularly receiving students from SLAN institutions such as Seoul Women's University, Korea.

At **Payap University** service-learning began in 2001 in the departments of English, Sociology/Anthropology, and Finance and Banking. Service was attached to the regular syllabus of each class. Students worked in groups or on individual projects. In an English class, students went on Saturdays to tutor primary school students in English in two schools about 20 kilometres from Payap. Later this approach was extended to another class in Business English. In these two classes service-learning activities extend over the entire academic year. Reflections, assignments, and journals are incorporated into the regular syllabus of each class, and students are assessed on their overall performance.

The same structure was used in the Sociology/Anthropology classes and in Business, except that these classes were only a semester long. Restructuring at the university has resulted in service-learning currently being located at the Departmental level, with teachers organizing and managing service-learning in their own classes. There is little coordination from the top administration and little cooperation among the Departments. However, individual classes have extremely positive results in terms of student learning.

Payap University is the host every year to IPSL students coming for a semester-long service-learning program. The University also has exchanged service-learning students with ICU in Japan, and Soochow University in Taiwan. It annually hosts the Thai Work Camp which is attended by both Payap and ICU students in a ten-day service program in the rural areas.

Among the SLAN members that have independent, stand-alone service learning classes, **Chung Chi College** began its program in 2000 and it is run from the General Education office of the university. Currently, each final year student in the College has the choice to do service-learning as the final project required of all of them. Students work in teams of four, each student from a different faculty. Students provide service for an NGO that focuses on the elderly, disadvantaged populations, children with disabilities including autism, juvenile offenders, or they tutor children in underprivileged areas. The overall coordination of service-learning is provided by a Coordinator, supported by a volunteer and two staff from the student office of the College. Students are expected to visit their agencies and develop a proposal of service based on the needs of the agencies. Service lasts for a six-week period, and the actual service is to encompass 21 hours. Reflections occur during the service period, and students are expected to make team reports and submit both journals and a final report in order to earn academic credit.

Chung Chi also has a two-week intensive program in rural China where University students live and tutor young school students in English, and provide guidance and mentoring to Chinese teachers in the teaching of English. Students from ICU and Seoul Women's University participate in this program.

At the **International Christian University**, formal service-learning classes began in 1999 and by 2002 the core classes of an Introduction to and Preparation for service-learning were organized. Since that time, five more classes have been introduced. The service component is organized to occur during the summer, as this fits best with the term system structuring the academic year. Two classes represent the summer activities of students where service is performed in either a local Community site or an International site. Every student is expected to perform the equivalent of 30 days of service in their sites, whether in Japan or abroad. In addition, they are expected to take the two preparatory classes: Introduction and Preparation. Upon returning from their service experiences, students have the option of participating in an intensive reflection workshop, or in a longer reflection class. Assessment for grades is based on a report students write, on the assessment of their site supervisors, and on the 15-minute presentation they make to the ICU community. There is an additional set of advanced courses dealing with the theoretical aspects of service-learning. All classes are for academic credit. Starting this year, students will be able to combine service-learning classes with other course work in certain departments to earn a Certificate in Service-learning.

International service-learning at ICU resulted from a melding of the international internship class with the community service-learning program. Given the emphasis on international studies at the university, it is not surprising that most ICU students participate in this form of service-learning. For example, as of 2007, a total of 445 students have participated in service-learning; of these, 347 students have been involved in some kind of international experience; 98

have done community service-learning.

Since the beginning of the international service-learning student exchange program in 2003, ICU students have participated in service-learning exchanges in Korea, Thailand, India, Hong Kong, Taiwan, China, Indonesia and the Philippines. Students from these countries have also come to ICU to participate in service placements, attend classes, and participate in the life of the university. From 2005 to 2008 ICU was the recipient of a three-year grant from the Japanese government that enabled the collaborative multicultural summer programs to be run with Silliman University as co-host in 2006; with Lady Doak College as co-sponsor in 2007, and with Washington State University (USA), and Bunda College of the National University of Malawi in Malawi, Africa in 2008. (See: Silliman University, 2007; and Lady Doak College, 2008).

In 2004, **Petra Christian University** (PCU) expanded its service-learning focus from the Community Outreach Program (COP) to the various departments within the university. Each department has been encouraged to include service-learning in the structure of their regular semester-long classes. Currently, there are 11 service-learning classes being offered in four faculties at the university. PCU has also taken a lead role in promoting service-learning among other Indonesian universities and has hosted two national workshops in 2006 and 2007 with support from the United Board.

In terms of international service-learning, PCU first organized the Community Outreach Program in 1996 and in 2004 transformed it into a service-learning program with the addition of reflective journal writing. COP has always been international, and currently students from six Asian universities (in Korea, Hong Kong, Japan, and Taiwan), and from

one university in the Netherlands participate.

Collaborative Research among SLAN Members

The first seminar dealing with program research was held at ICU in 2005 for SLAN members and Japanese institutions involved in some form of experiential education. The grant from the Japanese Government made it possible to integrate research into the format of the International Service-learning Model Programs (ISLMP). Since 2007, SLAN partners have been encouraged to design research that would look at their own institutional service-learning programs, and at the effects of the SLAN international service-learning student exchanges on their campuses. Articles based on this research have been published in Service-Learning Center monograph (SLC, 2009).

Major Program Outcomes

In terms of *major program outcomes* among the six SLAN institutions, the overwhelming response was that students' *personal growth* was the most significant result. This has been corroborated by the students themselves as reported in SLC (2009). For example, Indian students reported overcoming shyness, and becoming more independent. One Japanese student reflected that she was given the courage to live her own life, and another said that her English improved. Students became clearer in their thinking about social issues and interests, like the Hong Kong student who said that he learned to appreciate and respect Asian cultures. Students also became more aware of, and better able to relate to other people indicating that their confidence in working with others has increased (SLC, 2009). Others stated that no matter how cultures differ there are always common aspects to them and that although we have different cultures and tradition, respect for

each other is a must. Other outcomes for students included improved academic accomplishment such as the Japanese Student saying that she wanted to learn more about Asia; or the Filipino student who made it clear that she was more serious about social work. Students reported greater clarity regarding career interests like the Indian student who reflected that on time she felt money is more important but now earning a lump sum of money is good for nothing. We have to do something meaningful (SLC, 2009).

Regarding problems encountered, students noted issues around language, particularly speaking English, and adjusting to different cultures. Sometimes there was conflict and misunderstanding among students. Other students said they had difficulty in expressing their ideas, or sharing. However, most students also felt that through communication nothing was impossible (SLC, 2009).

Lessons learned

SLAN researchers were asked about *the lessons learned* from their service-learning experiences. Three of the respondents identified *prior preparation* for students before a service-learning experience as essential. Also important is a *good orientation* program before sending students to their service-learning sites. In terms of promoting multicultural sensitivities, the respondents noted that creating situations where students had to live and work as team members with others from diverse religious, cultural, and language backgrounds was a successful way for students to come to understand and appreciate difference. A caveat was added to this, however, because these very differences, the "peculiarities of students" coming from different countries and cultures must be realized and understood by the organizers, early in the program. In responding to the

email questionnaire a faculty member wrote:

> "Students do change after service. If not all, many of them do. By hearing other student's tales of their experience, they also learn a lot, and so do the faculty. Personal relationships, trust, network and prior preparation are most important in making service-learning successful."

Moreover, the dynamic and reciprocal nature of service-learning was noted as faculty said that "students needed to be reminded of the basic principals of service-learning throughout the process" of a class or program. In addition, "sufficient effort must be made with community agencies, including giving them a good orientation, before the students arrive for their placements." This dimension continues to be one of the greatest challenges in making service-learning sustainable. Academic institutions need to remain cognizant of the needs of the communities and/or agencies that choose to incorporate students into their active agendas. These relationships need to be nurtured, and agency participation in decisions and the assessment of student's performance at their sites must be acknowledged and celebrated. Further research on the benefits derived by community agencies from service-learning participation is also needed.

Administrators reported seeing service-learning as supporting their institutional mission and encouraging students to learn values such as caring and making meaningful social contributions that they would not likely learn if they were only in the classroom. The SLAN network was perceived

as providing meaningful and expanded connections Asian among institutions.

Researchers identified both positive and negative aspects of service-learning programs. On the positive side, many instructors were convinced that service-learning is an effective method of teaching and learning to develop student's skills necessary for life-long learning and to encourage students to be more mature (email questionnaire). Students acknowledged gaining an understanding of learner autonomy stating that they were responsible for their own learning and working, of academic skills such as putting theory into practice, and social skills involving how to work and adjust to other people (SLC, 2009).

The negative aspects of service-learning involved all participants: the students, the teachers, and the agencies themselves. Issues for students revolve around time constraints, distance to service sites, financial costs, and exploitation by some workplaces. For the instructors, negative factors include their heavy work load and the degree of involvement required in managing all aspects of the service experience of students, and all the details of sustaining links with community sites. Another factor hampering faculty involvement is the lack of systematic training and preparation of teachers who are interested in adding service-learning to their classes. Moreover, minimal academic and financial support from the administration further hampers the expansion of service-learning.

A final set of issues revolve around the community agencies. In some cases, a lack of clear understanding about service-learning and the role of students have led to the misuse of students by a few agencies. For the agencies, the discontinuity in the provision of students on a regular basis means that they are often caught short in continuing projects or being able to rely on students' participation. Clearly, these are issues for most service-learning programs. Developing and maintaining service-learning is not a problem-free exercise, and being on top of problems as they arise is a continuing challenge.

Most Significant Research Findings

One of the reasons the SLAN research project was undertaken was to encourage faculty members to see the value of systematic program research (beyond the self-reports of students) as a way of addressing problems and improving their efforts. SLAN research reported in the SLC (2009) monograph included all aspects of service-learning including: a retrospective study of service-learning alumni, experiences of students in various classes and programs that incorporated service learning in them, and the views of administrators and faculty members about the benefits of service-learning in one institution. In addition, research on the international multicultural summer programs, including the community outreach program of Petra Christian University, were undertaken.

From these studies, the researchers were asked to summarize what they felt were the most significant findings of their work. In some regards, their research confirms the insights they have gained from being actively involved in teaching service-learning. The advantage of the research is that it provides qualitative and quantitative data as evidence of the benefits derived by students, faculty, agencies and communities from service-learning participation.

For example, improved social relations were identified in a questionnaire response of one

researcher: Students enjoy the big autonomy they have. They feel good at the warm regard (shown them) from their clients. They enjoy friendship with their team mates. In some cases these experiences encouraged students to rethink career choices, and perhaps life-style changes. Students also showed improved academic skills. Service-learning was shown to assist students in becoming independent learners: developing learning strategies, self-awareness, problem solving and critical thinking skills. These findings illustrate the dimensions of learning that students experience—from the people they serve, from fellow students, and in perceptions about themselves. Other researchers documented the increased appreciation among all participants of the rich heritage and cultural diversity of Asian countries. Particularly apparent were the benefits students gained from learning to understand and live with people who are different from themselves.

Some caveats were mentioned. One researcher observed that what students gain from service-learning depends on "how they prepare for, perceive, and act." The more students put into their service experiences, the more they are likely to gain from it. Additionally, a good classroom or theoretical background is important for students who are applying specific academic knowledge to service experiences. In community-based service situations, considerable time is required to allow students to explore, learn, plan, get approval for, and then implement and reflect on their service.

To summarize, the SLAN researchers reported that service-learning is an effective educational process that transforms individuals; and that multicultural service-learning helps students become more global citizens. One respondent summed up the experience by writing:

> It is very fortunate to have colleagues in different Asian countries to work with on the same agenda. We can learn different perspectives and approaches from each other. Friendship and the network count when doing things together.

The Contribution of Service-learning to Asian Colleges and Universities

While service-learning is perceived by the SLAN researchers as improving student learning, they think it is much more than this. By doing service-learning, students can become more socially aware and responsible citizens, not only in their own societies, but globally as well. Operating in global contexts will be increasingly likely for many young people, and having the opportunities to learn from and about others is incredibly important. Moreover, bringing Asian students together allows them to discuss and share their countries' histories which often are fraught with violence and warfare. In this sense, service-learning becomes a vehicle for reconciliation. As one SLAN member wrote, "Service-learning provides students the means of meeting students from other countries and to identify the good attributes of other's cultures to be used as a model for their own personal growth." Another researcher reported, "Much of the modern emphasis on individualism can be modified or at least tempered by values of service to others, and the sharing of skills and talents."

In terms of colleges and universities, an

important benefit of service-learning is that it provides the means of improving the ties between the university/college and the community, and encourages networking with other institutions. This expands the parameters of how institutions engage in service-learning, and encourages academics to think beyond students to local communities, countries, and possible networks and connections to each other.

Improving Service-Learning among SLAN Institutions

Half the researchers were quite adamant that service-learning shouldn't be just for students, but that real benefits should be created for the communities and agencies that are partners in service. This requires that service-learning be more seriously planned, and that other university resources be brought to bear so that the welfare of poor communities is improved. For example, Petra Christian University is considering adding a small business technology transfer dimension to their Community Outreach Program that will require different kinds of commitment and effort on the part of faculty, administrators and students.

Moreover, greater efforts must be made to provide continuity to agencies, schools, and communities so that the benefit of student input continues even though the students themselves may change. For both of these things to happen, it may indeed be necessary for the faculty and administrators of Asian universities and colleges to expand their thinking about the nature of their ties to their surrounding communities and more actively engage with making a difference, not just providing a service.

Underlying all of this is the issue of funding and resources. SLAN institutions have been fortunate because the United Board has generously funded so many activities. They have also been the beneficiaries of the grant ICU won from the Japanese Government. However, expanding the funding sources available for service-learning, within our communities and societies, as well as internationally remains a critical issue.

Suggestions for the Future

A good beginning has been made and guideposts exist for the future: better and more collaborative research; expanded service-learning opportunities at home and in multicultural contexts; greater recognition for and involvement of faculty; improved forms of administrative support and recognition; expanded networks, and new forms of community engagement. Because of the importance of all players in service-learning, the future requires that all of them be involved in creating the way forward if we are to move service-learning from the margins of our institutions to a much more central position.

The data shows that service-learning has profound impact on most students; that faculty also benefit from engaged learning and what it brings them. Administrators also realize service-learning brings many benefits to their institutions. What is needed is a vision of how to move forward. A good beginning has been made, we should not stop here. This is the challenge for all of us: Where and how do we go from here?

Acknowledgement

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