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Service-Learning and School Curriculum

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Abstract

Service-Learning extends the learning process from the classroom to the community, which becomes a supplementary resource to facilitate teaching and learning. This paper uses fragments of reflections to illustrate how Service-Learning course participants learn through the community-service projects and how they feel about their experiences as project leaders. The literature used provides a rich source of data about the meaning of Service-Learning and empirical evidences of the educational effects of learning through serving others. This paper argues that the Hong Kong school curriculum is examination driven and focused on the academic. There is a neglect in the social, moral and personal aspects of education. By Service-Learning activities, students experience learning in the field of community work. They are exposed to an environment conducive to the development of altruistic behaviour, social skills, collaborative spirit and knowledge about their own community. It is hoped that this paper will stimulate educators' attention on learning beyond school bounds and how schooling can be integrated with community service activities.

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Introduction

This paper on Service-Learning (S-L) highlights student reflections in the course of rendering services to the community as a form of learning task. The joy, the concerns, the challenges and the learning experiences are disclosed as a means to orientate readers towards the affective outcomes of social participation. Service-Learning occurs when teachers integrate community service and social action into their academic programmes. Unlike most community services, which aim at serving the needy people and agencies without much emphasis on student learning, a S-L project has the indispensable aim of opening up new learning opportunities for student participants. Through S-L, students learn to identify needs, to solve problems and to think critically. Altruistic behaviour is developed during the course of action. This experiential component, using community resources, stimulates and enriches the educational processes. Collaborative efforts of students, teachers and other community members enable our students to benefit not only for themselves, but also for mutual empowerment.

This paper is enriched with reflective stories and messages of key student-participants. The meaning and functions of Service-Learning, places of S-L in the school curriculum and teacher preparation programmes fill the content. The author argues that the Hong Kong school curriculum has an immense emphasis on the academic and a neglect in the social, moral and personal aspects of education. Through S-L, these neglected areas may regain attention and advance learning through social participation in terms of community service. The aim of this paper is to disseminate the S-L idea and draw readers' attention to the educational benefits of mobilizing students, schools and welfare agencies to work collaboratively for common good. The paper may also serve as a backdrop of inquiry. There are quotations from the literature to illustrate the diversity of conceptual frameworks of S-L and research findings in support of the value-added experiences of S-L. It is hoped that this paper will generate academic exchange of practical experiences of learning beyond school bounds.

What is the meaning of Service-Learning?

Service-Learning (S-L) is both a program form and a philosophy of education. According to the United States Corporation on National and Community Services (1995), it is "a method through which citizenship, academic subjects, skills and values are taught. It involves active learning - drawing lessons from the experience of performing service work." It reflects, as a philosophy of education, the belief that education must be linked to social responsibility and that experiential learning is the most effective. It shifts the emphasis from young people offering some voluntary services outside the educational structure of their schools and isolated from the learning processes of their classrooms, to the idea of learning through serving others. The community is used as a resource to stimulate study of a subject, of self, of others and of society.

The definition of Service-Learning is supple and depends on the context of operation. Shumer's (1993) Delphi study in seeking the definition illustrates the degree of flexibility the concept embraces. According to Shumer:

- It is generally agreed that S-L occurs in two modes: school-based and community-based.
- Twenty-nine different dichotomous variables were named, describing purposes, goals, processes and settings of S-L. All these types and models provide a framework for conceptualizing S-L in its various configurations; yet none of them are fixed or exact in meaning or description.
- As power and as exciting as an educational innovation and practice, S-L is still very much an amorphous concept, which continues to resist rigid definitions and universal understanding.

In Hong Kong Service-Learning is traceable from the historical development of related activities. S-L was first introduced to Hong Kong in 1981 by the Agency for Volunteer Service (AVS), a statutory organization in Hong Kong. It first appeared as a way of integrating community service into the formal school curriculum as an attempt to "break through various current obstacles in linking up school lessons with community services."(AVS, 1981) The term Service-Learning was formally adopted in 1984 to label the school projects that were coordinated by the AVS, in which Secondary Three students applied their woodwork skills acquired in school to make walking-sticks for the aged. This project filled up the time left between the final examination and the summer break, which lasted from May to mid-July. In this time, students' energy and attention were preoccupied in some meaningful task. In view of the newness of the term Service-Learning, the published report of this project for public dispatch had explanatory words of "Integration of Community Service into the School Curriculum" added in brackets underneath the caption: *Service-Learning Project '84*. These words capture the meaning of Service-Learning in Hong Kong.

Who benefits from Service-Learning?

Generally speaking, a community service project involves two parties, the volunteers and the recipients. Normally volunteers are those who serve and the recipients are those who enjoy the services. In the case of S-L, the emphasis on learning has generated a new way of interpreting this relationship. The volunteers benefit from serving others. Ralph Tyler's (1982) educational objectives of S-L presented below have placed students as the recipients of service:

- Helping students understand the complex social, economic and political phenomena as they connect the reality of social experience with the concepts and principles that help to make sense of what they are observing and experiencing.
- Helping students understand and appreciate the values and limitations of social institutions in serving individuals and groups in our society. In response to the need for volunteer services, students render services to the community and achieve self-fulfillment.
- Helping students develop interest and social skills in working with peers and adults.
- Helping students develop the skills and attitudes needed to assume responsibility for important social actions.
- Helping students discover the satisfaction that is obtained when one shares efforts, ideas and possessions with others and is able to empathize with others in their different moods.
- Helping students develop appropriate emotional and cognitive reactions to face success and failure.

Through S-L, students benefit academically, socially and emotionally through serving others. They are supported by teachers and welfare workers. In return for rendering services to others, students learn from their experiences, from professional workers, clients and peers. They become the beneficiaries of community services. That is not to infer that S-L benefits students alone. In fact it brings multifaceted advantages to schools and the community at large. The relationship between student volunteers and clients, teachers and welfare workers are inextricably intertwined. To schools, it is not only a vehicle to integrate education and reality. It is also an external stimulant to arouse interest and a new platform to apply knowledge and skills to benefit the wider community. It helps students gain a sense of purpose and pride when they observe that their learning process is of value to others. The school becomes a place where abilities are respected and put to worthwhile use. To welfare agencies, student volunteers are helping hands and supplementary resources. To the community, S-L promises better educated citizenry. It facilitates interaction between youths, school and welfare agencies. Not only do S-L projects supply additional human resource to meet significant needs and problems, it increases public support with more people alerted to social problems and working towards their solutions.

Service-learning Projects

The following section is about scenarios of S-L projects organized by students of the Hong Kong Institute of Education (HKIEd) and one of her predecessors, the Grantham College of Education. Lai Har was an Economic and Public Affairs elective student in 1986 and Kwai Kam a Primary Social Studies elective student in 1997. Both were student project coordinators. They recorded these stories in their learning-logs and recalled in post-service sharing sessions.

These projects were learning tasks of modules on social participation for student-teachers. Through them, Lai Har and Kwai Kam gained valuable opportunities to practise managerial skills, which would strengthen their future role as a teacher in school. Notably skills of class management and the organization of activities within and beyond schools were further enhanced. Through direct contacts with clients they chose, students discovered knowledge about these people and how effective welfare agencies had helped satisfy their needs. These first hand experiences are essential to social education. In Kwai Kam's case, problems associated with the newly arrived children and in particular learning difficulties, proved conducive to her professional growth. It is through similar S-L community services that student-teachers are exposed to real problems and challenged to overcome them within the constraints of available resources. These services are significant requirements of a Service-Learning course.

Scenario 1: Energy in a chilly morning

It was an early morning in winter. The alarm clock squealed and woke Lai Har up to a new day. She looked through the closed windows. It was still quite dark and the winter chill was strong. Her digital clock was set to ring at 5:45 a.m.; the three digits "5", "4" and "5" shone luminously in the darkness of her bedroom. "No time for delay", she told herself.

"Aerobics, aerobics..." She should go to the Taipo Elderly Centre early enough to prepare the old ladies and gentlemen ready to perform in the Aerobics Extravaganza for the Elderly at 9:00 a.m.

She had packed everything she needed into her knapsack the night before: mentholatum for soothing muscle pain, medicated oil for headaches, and some sweets for those who needed some quick replenishment after lengthy exercises. Well, these medicine and sweets were not only reserved for her older companions; perhaps she needed them too. It was her first attempt to teach a group of old citizens aerobics.

Lai Har was sitting in a bus that took her directly to Taipo town centre. Directly opposite to her was a young woman who dozed and nodded to the rocking movements of the bus. "Have they waken up by now?" Lai Har mused, "I should have reminded them yesterday... perhaps they prefer huddling in their warm blankets than playing this fashionable game of aerobics. If they don't show up, what shall I do?"

The winter breeze gave her cheeks a rosy touch. There was no room for worry. Taking a deep breath, she gulped down a big dose of morning wind that woke her up like a mouthful of hot chocolate. She was getting quite close to the entrance of the elderly centre, as some beaty pop music found its way to her ears. "Who's there?" she asked herself. Lai Har took quick steps to enter the hall. To her surprise, she found her old friends chatting and dancing and in high spirits. Their movements were energetic and rhythmic. Some of them danced with uncoordinated arms and legs, while others had trouble catching up with the music and lagged behind. But nothing could discourage them from joining the team. The peers supported them. Their laughter counterpointed to the pop music, mellowing the strong beats to light-hearted chimes. Some took photos in their colourful tracksuits of blue and pink, wearing broad smiles which Jenny thought only young people could have.

For the first time, Lai Har discovered the confidence of the smiling solace on a wrinkled face. Her image of the aged changed. They were no longer solemn, inactive and conservative. These old folks were energetic, curious, enthusiastic and light-hearted.

Scenario 2: Let me be your friend

Kwai Kam was sitting in the library, burying herself among piles of books on organising group activities for primary students. She had been flipping through book after book for the whole day, but to no avail: all the games suggested were not designed for facilitating communication between children with different cultural and linguistic backgrounds. She and other volunteers wanted to design summer activities for children from Hong Kong and from the mainland. The objective of the activities was to enhance the confidence of the newly arrived children in mixing with the local people. Some volunteers' suggested life-skill activities and Cantonese practice workshops for the newly arrived children. But Kwai Kam was dissatisfied with these skill-based activities. She wanted the children to spend some time together in a less formal setting. She repeatedly asked herself, "What will they do?" She was frustrated and running out of ideas.

There were not many people in the library and the air-conditioning was chilling Kwai Kam to the marrow. She looked out the window, "I should go out for a walk."

It was a Saturday afternoon and some parents had taken their children to the campus to play. Two were engaged in a running race.

A bird flew from a windowsill, settled on a bauhinia tree nearby and began chirping. The two runners came to a halt, gazing at the bird half gasping and half laughing merrily. Perhaps the bird was inspired by the laughter for it chirped even louder. If birds and kids could interact in their own mode, so could children from the mainland and Hong Kong. An idea flashed across her mind. "Why don't we organise a day camp for the children?" ... She left the campus with a smile.

The day camp was blessed by a sunny morning. Kwai Kam was relaxed as everything was in place: the coach, the venue, the lunch, the volunteers and the two groups of children. Somebody had to lead a mixed group game. Kwai Kam's Putonghua was not fluent at all.

However, she was unsuccessful in persuading any volunteer to take the lead. They were all too shy to speak Putonghua in public. Without a second choice, she took a deep breath and started to introduce the rules in broken Putonghua. The three minutes was harder to weather than her HKCEE English oral examination. Other volunteers stood aside with arms crossed and amazed by her courage and every sound she made. They could not help laughing when Kwai Kam muttered some funny words and supplemented with Cantonese and gestures. The children nodded in understanding despite her friends' misgivings.

The competition finally started and all participants were divided into two groups. Each team was given ten minutes to discuss their strategies to complete the tasks. They had to share responsibilities and perform their roles with teammates' instructions.

"Ni zhi dao ma (*Do you know*)?" A Hong Kong student asked a girl who came from Fujian province in Putonghua.

"Ngo ji dou (*I know*)." The girl in ponytail replied shyly in Cantonese with a Putonghua accent. The girl's affirmative reply encouraged the boy to further explain his ideas in Hong Kong Putonghua. The girl was not shy anymore and gave her comments in accented Cantonese. The children were not afraid to speak "the other language". Even the volunteers joined in speaking confidently if not fluently in both "languages". They had overcome their pride at last. All were engrossed in the fun of an interesting game.

Time was never enough for fun. The coaches were ready for their return to the youth centre. The volunteers were all exhausted, but the children were still excited, and reluctantly had to say good-bye. By then, nearly everyone spoke "the other language" more fluently. On their way home, the children continued to chat gleefully and sang little songs they had newly learnt. The coach was filled with joy. They had each exchanged telephone numbers and made promises to meet one another some day in the centre. Friendship had obviously encouraged them to further improve their linguistic skills.

Kwai Kam mumbled to herself, "Jin tian hen bu cuo (*What a nice day*)..."

A fine day and a fine beginning for improving her Putonghua.

Service-Learning and the Hong Kong School Curriculum

The aforesaid projects have close links with 'affect' that permeates experiences of young people. Affect functions as an aspect of interactions and as an outcome, planned or otherwise. It is not an isolated aspect of human nature. It is a crucial component that integrates with other dimensions in both inner states and outward expressions (Beane, 1990). If schooling bears the responsibility for educating the *whole* person, 'affect' will become an inseparable part of that wholeness. A broad perspective on 'affect' in the curriculum suggests experiences that influence the way young people see themselves, the world around them, and their place in that world. Service-Learning projects are proposed as learning opportunities for value-loaded experiences. Supportive empirical evidence is available to illustrate the contribution of S-L projects to academic development as, for instance, Alt & Medrich 1994 in Wade & Saxe 1996, Conrad & Heidin 1980, 1982, Dewbury-White 1993, Shumer 1994 and Waterman 1993. Several studies reveal that S-L experiences have a tendency to increase self-esteem and promote personal and social development (Newmann & Rutter 1983; Lipka, Beane & O'Connell 1985; Beane, 1990; Conrad & Hedin 1982, 1989; Williams 1993; Ridgell 1994; Melchior & Orr 1995 in Wade & Saxe 1996). While others show that S-L enhances political efficacy (Hamilton & Zeldin 1987, Marks 1994, Melchior & Orr 1995 in Wade & Saxe 1996). However, there have been no parallel local Hong Kong studies implemented to support or otherwise these positive effects. Perhaps, this is due to the low adoption rate of S-L in Hong Kong.

In Hong Kong, children as young as six begin to face keen competition among peers to fight for a place in popular primary schools. This phenomenon continues when they enter secondary school, proceed from lower secondary to upper secondary, then to tertiary. Hong Kong schooling aims at *"developing the potential of every individual, so that students (can) play a positive role in the life of the community"* (EMB 1993:8). One of the specific aims states: *"Schools should help students to develop a sense of civic duty, responsibility to the family and service to the community..."*(EMB 1993:19). However, the adopted school curriculum is examination driven and often criticised as highly abstract and remote from the experience of its learners. Success in public examination is often perceived as a lubricant for social mobility and schools are keen on recruiting more academically capable students. Subjects that are often abandoned or marginalised in schools fall into the social, moral and personal aspects of learning. For example, Social Studies (adoption rate is about 16 % of total number of schools), Civic Education (less than 20%) as well as Ethics and Religious Studies (approx. 11%). Personal and social education is regarded as less important than the languages, mathematics and science.

Stimpson (1995) comments that social and moral education is generally seen as a cross-curricular responsibility. Morris (1996) argues that the intention to let subject teachers permeate their curricula with themes and issues to develop social, personal and moral education does not generate a significant impact on practice. He remarks that the weak linkage between cross-curricular studies and public examinations fails to exert a powerful influence on the implemented curriculum. This viewpoint is in accord with the comment of a Curriculum Development Institute document that some schools do not place emphasis on the cross-curricular studies, because they have a crammed formal curriculum (CDI, 1993). The emphasis on the academic is strong, so strong that it overbalances the social, moral and personal aspects. This implies the conscious or the unconscious negligence in the affective domain. Should education in Hong Kong be well-balanced, such laxity in the junior secondary school curriculum will mean imperfection of the system.

This imperfection denies the wide range of competencies and attitudes that students possess. Unbalanced opportunities are observed in the development of types of multiple intelligences (Gardner, 1988). In Hong Kong the actual school curriculum emphasizes linguistic and mathematical abilities and pays less attention to musical, physical, spatial and interpersonal competencies. Thus a student whose strength lies beyond the linguistic and mathematical sphere is likely to suffer or be frustrated in his/her school performance. This exerts a negative effect on one's self-image. Opportunities should be open to allow all types of intelligences to blossom.

S-L provides the flexibility to accommodate this need. Each student is given a free hand to contribute whichever task he/she feels confident to shoulder. There is no fear of poor performance, no worries about unreasonably high expectations, no threat of a narrow curriculum that aims only at academic achievement. Choices of welfare agencies, client groups, co-workers and service activities are negotiable. The community has never been short of service targets. Nevertheless not all community services are conducive to learning though they are effective means to cultivate altruistic behaviour. A research conducted by the Agency for Volunteer Service in the early eighties revealed that most student services were organised by structured social service groups in schools and were recreational in nature. There was little link between service and the curriculum. Co-ordination among service groups was minimal. The majority of services were mechanical, monotonous, and unrelated to the formal curriculum (AVS, 1982). Services with these features would be excluded from S-L projects. Services with S-L nature are selected to effect, to help eliminate those malfunctions and to make community service conducive to learning. To make these improvements in the Hong Kong school curriculum requires students, teachers, school administration and parents to

recognize the worth of service and support its implementation. But to date this has not happened.

Where is it in Hong Kong?

While community service is nothing new in Hong Kong schools. S-L has never been popular. The overcrowded curriculum gives little room for teachers to maneuver, not to mention the introduction of a brand new subject. Thus S-L has emerged, not in its own entity, but in the form of integration into the existing subjects. Referring to the educational literature overseas, Dickson (1982) quoted the practical projects of the Engineering degree courses in Hong Kong, the Architecture students' service to the Housing Department and the joint project of Medical lecturers and Engineering students to illustrate how the course-based knowledge was applied to situations of need.

The Agency for Volunteer Service (AVS) has been a key agent in promoting S-L in Hong Kong schools since the eighties. They conducted researches on student learning through community services (AVS 1982, 1983), talks, seminars, workshops organized for teachers and student-teachers. Handbooks and teachers' manuals have been published. Funds have also been allocated to encourage S-L Projects. However, local schools have not been keen on this initiative. The AVS soon abandoned her Educational Section. Perhaps this is due to the school culture where there is no room for S-L because of the tight schedule of schooling and the heavy burden of public examinations. Therefore it is not surprising to find students or teachers refrain from committing in any of these meaningful activities for fear that they may be blamed for unsatisfactory academic results. Schools prefer organizing volunteer services outside the structured curriculum and in the form of extra-curricula activities. There are a few exceptional cases in Hong Kong, where schools require students to devote a certain amount of time on community service. However, they are the international schools that do not belong to the main stream education system. A more responsive reaction to S-L has come from teacher education. The former Colleges of Education supported this idea with enthusiasm and offered courses in both initial and in-service programmes, and the Hong Kong Institute of Education (HKIEd) continues to offer S-L related courses in pre-service teacher preparation programmes.

Service-Learning and Teacher Preparation

There are four rationales for including Service-Learning in pre-service teacher education programmes. Firstly, service learning stimulates personal reflection. When students work with others in an unfamiliar setting in the community, he/she would question the institutional policies, compare, contrast and analyze practices. This generates a critical inquiry process that facilitates the development of reflective practice.

Secondly, S-L emphasizes the likelihood of developing a democratic environment during the process of service preparation, when students assume leadership in organising their own projects. Their role is to facilitate shared decision-making instead of following tutor's instructions. S-L becomes a pedagogy to foster the commitment required for problem solving and civic education (Wade, 1997). In other words, this is a redistribution of power and authority within classroom (Couto, 1996).

Thirdly, student-teachers are empowered to make changes in their own lives and in their communities. Couto (1996) labels this as social and political development, where students exercise their capacity to affect lives of people in need. Stanley (1996) classifies the levels of participation into (i) the micro level of individuals, (ii) the communal level of

cultural groups and (iii) the macro level of institutions and social structure. S-L reinforces some view of the polity, civil society and of citizenship. It emphasizes micro freedoms as well as macro determinism.

Fourthly, student teachers are prepared to use community resources and understand better the home and environments influencing children's lives (Wade 1997), or in Couto's terms this is students' enhanced awareness of the importance of networks in bringing about changes (Couto, 1996).

The S-L projects in HKIEd require students to seek community service opportunities. Consideration is given to their own strengths and interests. This involves self-assessment of capabilities and preferences. Recommendation of oneself or one's group to a welfare agency will follow. This is often a challenge, especially to those who are shy or humble. Once a service opportunity is confirmed, students normally work collaboratively with welfare workers to identify the type of service activity based on client needs and availability of existing services. During this initiation process, students learn to assume leadership in projects, in their own learning and in making changes in their communities. Under the guidance of institute lecturers, students prepare the Volunteer Job Proposal. This proposal includes project objectives and differentiation of roles played by volunteers and social workers. In order to avoid any possible snowball effect, the scale of the service in terms of numbers of recipients, volunteers, activities and expenses are specified. Student volunteers are required to explore sources of funding, to recruit, train and organise other volunteers. They then implement their plan, solve problems themselves and evaluate the entire project with the professional social workers. In addition to the operational matters, student-teachers are alerted to the entire process as a means to learning. They are taught to be cautious of every success and problem to reflect on and be aware of contributory factors, such as effectiveness of each solution and better alternatives for next attempt. It is important for student volunteers to reflect on what they are learning about themselves, others, and the act of serving. A portfolio is submitted after the completion of the project, and it is from this that records of intention, efforts, arguments, frustration, support, activities, friendship and gratification such as those that follow can be found.

> *"I always thought that children in the St. Christopher's Home need toys and new clothes as they are the underprivileged. I was puzzled by the agency requirement of a one-to-one client-volunteer ratio which seemed to be downgrading our ability (that of future teachers) to organize activities for a group of kids. Now I've learned that these children are not short of material things. What they are missing is the human touch – the loving and caring hug, adult carrying and chatting, feeling and even gazing. They like to get close to young men that belong to a species whose existence is familiar to them, but whose direct contact is rare, as most of their care takers are female or older men. We can serve them any time by simply visiting them with bare hands ready to carry them and assist them in their game or work. We'll surely do." (T.Y. Leung, 1987)*

> *"My parents were so proud of me when they saw my face in pictures about my Service-learning project on the Oriental Daily, which is in fact our project sponsor. It was not as difficult as I thought to request for sponsorship. The financial assistance has greatly facilitated our project. I know how to make good use of community resources to improve teaching and learning in my future career." (N.Y. Ng 1989)*

> *"It is meaningful to bring a touch of Christmas to the patients in the hospital. It was really a shock to us that our volunteers, the children choir, were under twelve and were*

forbidden to enter the ward to sing for the patients. We were at a loss as how to tackle the children's disappointment and their frustration. Thanks to the medical staff who arranged the patients to assemble at the hallway to watch our performance and participate in the games. The children were happy again and enjoyed themselves. They were proud to serve others like what adults do. We all had fun. Next time I would be more careful and flexible in my design of activities and set up a contingent plan." (K.M. Ho, 1994)

"After our talent show we had free time to chat with the elderly. One old lady came to me and led me to her room, gave me an apple and some biscuits as if I was a little hungry kid. I was supposed to serve her and in turn she treated me enthusiastically. She began to show me her pictures and tell the good old stories behind. I realized that she needed company. I was glad to be there to cheer the lonely heart. How would I feel when I became old? I hope there would be nice people around. I wonder if my own granny would also feel the same. Perhaps I should talk to them more often. I should always be more patient with them." (H.L. Lo, 1998)

Conclusion

This paper discusses the concept of Service-Learning, its use in schools and modes of operation in a teacher education institution in Hong Kong. It has been argued that a salient feature of S-L, community service, is very common in Hong Kong schools. However, linkage between community services and the school curriculum is weak. The overcrowded curriculum and the immense emphasis on examination hinder the development of a well balanced curriculum. Objectives of S-L help eliminate the imbalance. S-L projects reject mechanical, monotonous, non-interactive and learning-free type of community services. All service activities should be conducive to the learning of student-volunteers. While the value of S-L has been clearly established as a means to promote social, moral and personal education, local research has yet to investigate into benefits of S-L in the Hong Kong context. There is much room for educators who urge for a holistic view on education to explore into this idea. Not only do effective S-L projects involve the identification of a social problem and a neglected need, the mobilization of community resources, the implementation of a well designed project and the integration of service activities with academic skills; they also include guiding students in reflection and celebrating service. Though it is time and energy consuming to plan projects, teachers' efforts are rewarded in terms of making a difference in their communities and their schools. Students often reflect that *"It's fun helping other people"* and that *"I can enjoy learning more than I think."* When teachers value students' motivation to learn, their genuine effort and dedication to social change, Service-Learning illuminates education. It is a real challenge to teachers, readers and researchers to explore the possibilities of integrating S-L into Hong Kong school curriculum.

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