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BUILDING VOLUNTEERISM IN JAPAN FOR DISASTER PREPAREDNESS, RESPONSE, AND RECOVERY THROUGH UNIVERSITY SERVICE-LEARNING

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Key Words: Service-Learning, Volunteers, Volunteerism, Community-building

Abstract: Volunteers are important in all phases of disasters. Service-learning, an educational approach which formally links volunteering to academic curriculum, is now widely implemented in the United States and has had positive impact on volunteering there, but is still quite uncommon in Japan. University service-learning can strengthen the volunteer experience and help to build community "volunteer capacity". This article uses investigations at Kobe University as a starting point for discussing the current state of university student volunteering and recommendations for supporting the future development of service-learning at universities in Japan.

1. VOLUNTEERS AND DISASTERS

Community empowerment strategies (activities which mobilize community social capital to take positive action so as to deal with community problems) are a potentially valuable part of coordinated agency responses to natural disasters. In recent years, volunteerism is increasingly recognized internationally as a valuable, sometimes latent resource that allows communities to better respond to disasters when they occur, whether in the days, weeks, and months of the acute phase or over the several years that will be needed for recovery. How many, and how much, members of a community are willing to volunteer or are actively volunteering under normal conditions (volunteer capacity) is thus one measure of the social capital which that community can bring to bear in the face of a disaster, and so of disaster preparedness. This "volunteer preparedness" includes not only drills and community action plans for the acute phase but also volunteers who are responding to the more general needs of the community and its sub-populations over the long course of community recovery.

In the "Build Back Better" approach to disasters advocated by the International Recovery Platform and other groups, the recovery and rebuilding phases following a disaster are seen as opportunities for communities to

alter the trajectories of their development towards sustainability. It is also widely accepted that for these changes to best occur, there needs to be good public participation in identifying and responding to community needs. Pre-existing volunteerism, especially educated volunteerism, is a form of civic participation that can tend to ensure that the members of a community are actively engaged in improving its present conditions as well as its future development.

Disasters often initially tend to unite people with a kind of utopian sense of a community united in the face of calamity as well as to unleash altruistic instincts and interest in the common good. (It is less clear, however, how long this popular sentiment may last. In the case of Kobe, for example, 14 years after the Great Hanshin Earthquake, a study might be done to determine whether its citizens are more civic-minded than elsewhere in Japan.) After a disaster, volunteer activity is typically greatest in the acute phase, especially while the disaster is still in the news. In the first two months after the great Hanshin Earthquake of January 17, 1995 in Japan, for example, it is estimated that volunteers helped their fellow citizens in Kobe for over a million person-days. For 70% of these volunteers, this was their first experience as volunteers. In fact, it is thought that about 27,000 lives were saved by neighbors and volunteers, as compared to 8,000 by police, fire, and emergency medical services (EMS) (CODE, 2008) In the months following the Sichuan Earthquake of May 12, 2008 in China, government, media, and popular focus on the 2008 earthquake initially to a certain national atmosphere of good will and unity in the face of adversity, and over ten million volunteers are estimated to have come to Sichuan from all over the country.(Xinhua, 2008)

The needs of disaster-affected communities, however, continue to exist and to evolve long after the acute phase has passed. Moreover, the burden of responding to these needs, often initially largely borne by non-local volunteers, will also tend to shift back with time to the local community. When this happens, an ethos of volunteerism in the local community can aid in minimizing unmet needs. How much local volunteerism exists in a community and the level of civic-mindedness present in its citizens depend on several "passive" physical, economic, political, and social factors and conditions, including its shared experiences. People in urban communities, for example, may tend to experience more social isolation and lack the informal community networks present in rural society. Community institutions however, whether they are governments, businesses, universities, NGOs, or informal groups, can help to *actively* organize and actualize civic-mindedness and to develop volunteer capacity.

2. SERVICE-LEARNING AND EDUCATION IN THE UNITED STATES

In contrast to community service, *service-learning formally links volunteering to academic curriculum*, connecting curriculum content with applied "real world" action by engaging students in solving community problems as part of their academic studies. It is defined by the National and Community Service Trust Act as a teaching strategy:

1. under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;

2. that is integrated into the student's academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual activity;
3. that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
4. that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others. (U.S. Public Law, 1993)

For example, reading about the sociology of homelessness in Japan is "learning", and delivering meals to the homeless is "service", whereas a "service-learning" project about homelessness might involve interviewing homeless people and those who work with them in order to understand their needs and available resources, identifying unmet needs and barriers to resources, designing ways to overcome these problems, and presenting this information to local NPOs (non-profit organizations) or government agencies.

The hallmark phases of service learning projects are (1) preparation and project planning, (2) action, and (3) guided reflection on the experience. Because it emphasizes learning as well as service, service-learning can strengthen volunteering experiences by increasing both their service efficacy and their educational value. Service-learning is often said to be a win-win for both student and community: Students in community service projects help to meet community needs while developing practical and leadership skills and advancing along an academic program. Service-learning can occur in K-12 schools, in colleges and universities, and, through school partnerships, in community-based settings such as NPOs and government agencies.

Service-learning leads to the acquisition of skills and knowledge needed to actively participate in community life. According to the Chicago Public Schools, for example, good service-learning projects should ensure that students demonstrate growth in the areas of (1) Community Knowledge: (Identify key community organizations, institutions, and individuals; Articulate the policies and issues that impact the community's development; Analyze the community's strengthens, needs, and challenges), (2) Leadership Skills: (Conduct action research; Communicate effectively; Organize others toward a shared vision; Develop a strategy and action plan to solve problems and make decisions; Be willing to take risks and accept failure; Be a role model for others), and (3) Civic Commitment: (Participate in civic dialogue; Take one of multiple actions to solve community problems; Work for the common good; Demonstrate positive attitudes about active citizenship).(Chicago Public Schools, 2009)

In the USA, although the central ideas around service-learning were introduced in the early 1900's, it was only in the 1980's that service learning began to be widely promulgated (Carter, 1999). Federal legislation allocating funds to support service-learning was created in the early 1990s through Serve America and the National and Community Service Act. The main national governmental agency supporting service learning in the United States is Learn and Serve America (LSA), a program of the Corporation for National and Community Service and USA Freedom Corps established in 1990. Between 1994 and 2005, LSA had contributed more than $429 million in grants to service-learning in US schools, colleges, and universities, with over 1 million students now participating in LSA-supported projects annually. LSA keeps online directories of the projects it supports and maintains resources for service-learning on the National Service-Learning Clearinghouse (NSLC) website. (NSLC, 2009)

Strong government support has succeeded in making service learning widespread in the United States. A national survey done by NCES in 1999 found that 32% of all public schools, including almost half of all high schools, included service-learning in their curriculum, and that 83% of schools offering service-learning supported teachers via training, conferences, or other means. (Skinner 1999) Colleges and universities have also become strongly involved with service-learning. For example, Campus Compact is a national coalition of about 1,200 colleges and universities representing about 6 million students—almost half of all U.S. students enrolled in higher education—whose purpose is to promote community service, civic engagement, and service-learning.(Campus Compact, 2009) In 2003, 81% of Campus Compact institutions offered discipline-based service-learning courses, 36% of students were involved in service, 70% had a community service office, and 67% had a service-learning office.(Campus Compact, 2003)

While university administrative support is essential for volunteering and service-learning to thrive, each university structures this support in different ways. The University of Pittsburgh, for example, a U.S. university that has formal relationships with Kobe University, has several offices that support student volunteering and service-learning. These include (1), Student Volunteer Outreach, which produces a monthly "Volunteer Opportunity Bulletin", maintains an Outside the Classroom Curriculum (OCC) database where volunteers log their activities, and directly sponsors several programs for student volunteers (i.e., Alternative Break, America Reads Challenge, Freshman Service Projects, and Jumpstart Pittsburgh), (2), the Student Organization Resource Center (SORC) which at present provides resources to 38 student organizations dedicated to service, (3), the Office of Experiential Learning, which supports faculty and students interested in service-learning, including service-learning study abroad through Amizade Global Service Learning, and (4), the Community Outreach Partnership Center (COPC), which works on several community-building projects in the Pittsburgh area. Service-learning is also now required as part of two undergraduate academic majors (urban studies, public and professional writing). In addition, undergraduate students can pursue a Major or Minor in Public Service through the Graduate School of Public and International Affairs (GSPIA) (University of Pittsburgh, 2009)

Service-learning projects impact both communities and participants. In the NCES survey, most schools with service-learning reported stronger relationships among students, the school, and the community. A study of Learn and Serve America's service-learning programs indicated that effective programs led to better academics, increased school attendance and motivation to learn, and greater personal and social responsibility (Melchior 2002). Studies have also shown the positive impact on service learning program participants' civic attitudes and involvement in volunteer service.(Billig 2000)

Service-learning has developed quickly as an academic field and now boasts a large body of published peer-reviewed research, as well as many conferences, events, and awards. The National Service-Learning Partnership (NSLP, 2009) and Community-Campus Partnerships for Health (CCPH, 2009), are dedicated to advancing K-12 and university service-learning, respectively. provide practitioners with access to many resources for advocacy and teaching.

Of special note, the Universities Rebuilding America Partnership (URAP) is a major U.S. service-learning program that works on recovery from the Hurricane Katrina disaster. Begun at Louisiana State University in 2005 by the U.S. Housing and Urban Development and the Corporation for National and Community Service,

the program supports university students and faculty in service-learning projects that help rebuild the disaster-stricken region. (Learn and Serve, 2009)

3. CURRENT STATUS OF VOLUNTEERING AT KOBE UNIVERSITY

Social isolation and a loss of sense of community are recognized problems in urban Japan. (Stevens, 1997) Service-learning can nurture civic engagement in a society and has been described by a U.S. national commission as the single best way to educate young people for active citizenship in a democracy. (Fiske, 2002) It is therefore logical that service-learning would be a valuable addition to education in Japan, but in fact very little service-learning exists in the country. Few Japanese universities offer formal service-learning courses, and service-learning is not supported by any national government initiative.

During a two-month stay in Kobe (1/14-3/16/09) I investigated the current state of volunteering in Kobe as it relates to Kobe University students, along with the feasibility of developing certain volunteering activities into service-learning opportunities. This "environmental scan", representing a preliminary rather than a formal assessment, consisted of (1) a review of online and printed material, (2) site visits to a variety of activities involving volunteers (see Figure 1), and (3) interviews with Kobe University faculty, staff and student volunteers as well as staff and volunteers at sites where volunteer activities were occurring.



Figure 1 University volunteers at the Kobe General Children's Center

(1) Student volunteer activities

In a 1997 survey an average of 7.2% Japanese university students were involved in volunteering (JASSO, 2006). Although no specific data exists for Kobe University, as of March 2009 rosters of the three main formal student volunteer organizations on campus {(1) TRUSS (64 active members), (2) the Student Emergency Rescue Team (33 active members), and (3) the Student Volunteer Center (80 active members)} total about 200 members, representing less than 2% of the total student population. Many more students volunteer through other campus groups or community organizations, however, so that the total number of students at Kobe University who volunteer is estimated at close to the national university average (Hayashi, informal communication). Although Kobe University student volunteers come from a variety of disciplines, many are in the fields of education, human development, or health. A formal survey of student volunteerism will henceforth be incorporated into the student life survey every three years.

Beneficiaries of Kobe student voluntarism include foreign students, children and infants, seniors living in community housing, earthquake victims on the Nogo Peninsula, and foreign seniors, mostly Chinese and Korean, who need to learn Japanese. (See Table 1): Because of student schedules, many of these activities occur weekly on Saturdays, although some occur at other times, ad lib, or as one-time events.

Table 1: Examples of Existing Kobe University Student Volunteer Activities

Beneficiary Group	*Types of Activities*	*Approximate number of students involved*
Children (including special needs children)	Play activities	40
Foreign students	Events, Language exchange	60
Chinese and Korean Seniors	Japanese language tutoring	10
Seniors in Community Housing	Tea Room activity	20
Senior Earthquake Victims on Nogo Peninsula	Footbath activity	20

(2) Faculty and administrative support

According to interviews with several professors at Kobe University, most faculty members are unfamiliar with the concepts of service-learning, although there are some exceptions. Dr. Ronni Alexander of the Faculty for International Cooperation Studies, for example, taught a class in social justice wherein she took students to soup kitchens and homeless shelters in Osaka. In the Faculty of Human Development, the Education for Sustainable Development Project has several programs for volunteers and action research including (1), "Boraban", a "school for volunteers", (2), ARCH (Action Research Center for Human and Community Development), providing support for families raising children, and (3), "Science Shop", supporting community science.

At the level of university administration there is currently no active support for faculty or students who may be interested in service-learning. However, a new Student Volunteer Support Center will open by April 2009 and should provide some help in this area (see recommendations below). Without such support, it will be

difficult for individual faculty to find the time or motivation to create and teach new service-learning classes or to incorporate service-learning components into their existing classes.

(3) Service activities in the local community

Kobe University students volunteer at a variety of community organizations engaged in service activities in the Kobe area, and additional community organizations offering potential volunteer opportunities and partnerships with the university abound. A few of these, (e.g., the Disaster Medical Assistant Team of the Japanese Disaster Medicine Society) are directly involved in disaster preparedness and conduct periodic drills. Many more meet ongoing and evolving community needs (e.g., environmental citizen's groups, animal welfare groups, the YMCA, YWCA, faith-based service groups, the Kobe Center for Regional Service, etc.). Although in most university-community partnerships it will the university that assists the community, one community-based group at Kobe (Kokoro Net) has since 1995 provided free Japanese language classes and cultural activities to the families of Kobe University's foreign students.

Activities with children are particularly popular among university volunteers. The Kobe General Children's Center and its 18 satellite centers around the city, for example, offer many volunteer opportunities. As of March 2009, the main center had about 4600 registered volunteers, 110 of them from local universities, and about 40-50 new university volunteers register each year. About 900 children visit the main center daily, including children with special needs and their parents supported in specific programs staffed by multidisciplinary teams of specialists as well as volunteers (see Figure 2). Volunteers work with play groups, staff ongoing activities and outings, and sometimes create their own programs for the children. In addition, many Kobe students volunteer at local children's centers located close to the main campus. These include the Ikutagawa Children's Center, which has activities on Saturday afternoons, the Acorn Club (Donguri), an after-school program, and the ARCH Child Rearing Support Center. The latter is a joint program for about 100 pre-school aged autistic children and their families supported by the university and the city government. About 300 volunteers participate in the program, including experts, university students, and working or retired adults. Volunteers who attend an initial orientation and training as well as 12 four-hour sessions receive a certificate in working with autistic children that is sometimes helpful in their own careers.



Figure 2 Dr. Takada of Kobe University with volunteers, parents, and children at a parenting support group, Kobe General Children's Center

Although Japan has a relatively small number of people living below the poverty line, there are still hundreds of homeless people in Kobe, some of whom suffered economic and personal losses in the 1995 earthquake from which they have never recovered. One support group based at the Kobe YWCA monitors and visits homeless people two nights a month, assisting them with food, blankets, and access to social and medical services. New volunteers are oriented on such topics as the sociology of homelessness, communication skills that foster a rapport of respect, warmth and caring with those they visit, and preparing brief reports on their status and needs. Farther afield, in the Kamagasaki area of Osaka (about an hour away from Kobe's Rokko campus) a variety of community service organizations such as soup kitchens, shelters for the homeless and for neglected and abused children, and community revitalization centers (e.g., the Kamagasaki Regeneration Forum) support the many day laborers, unemployed, and homeless people living in one of the poorest areas in Japan.

Kobe University students also have potential volunteer opportunities overseas through several organizations including CODE (Citizens towards Overseas Disaster Emergency), the Japan Overseas Cooperation Volunteers of JICA (Japan International Cooperation Agency) and (the Association of Medical Doctors of Asia (AMDA).

4. SUPPORTING THE FUTURE DEVELOPMENT OF UNIVERSITY SERVICE-LEARNING

Developing university service-learning opportunities is likely to increase students' motivation to volunteer as well as their sense of efficacy and value about their volunteer activities. Establishing a strong service-learning program and a reputation as one of Japan's leading universities for service-learning could also become a powerful recruiting tool for new students and faculty, especially those with an interest in public service. Could service-learning even become, in some small way, a transformative force for education and society in Japan? Working towards such a lofty ideal (i.e., building a stronger sense of community in a modern urban society) may seem a daunting task. Cultural and attitudinal changes (such as improved volunteer participation) are never easy. From the U.S. experience, however, service-learning is a proven strategic and effective way to nurture young people's volunteer spirit, and there are specific and concrete steps which can be taken to promote it. Most importantly, a great wealth of resources are available that should be understood and utilized in order to better support the development of service-learning at the university and nationwide. In terms of financing service-learning initiatives in Japan, a few possible sources include MEXT (Japan Ministry of Education, Culture, Sports, Science and Technology), the Asian Development Bank, World Bank, UNESCO, and corporate social responsibility programs.

(1) Advocate for service-learning to university leadership and government

High-level university administrative support will be essential in order for service-learning to succeed and thrive at Kobe. Examples of this type of support include (1) financial support such as mini-grants and training for faculty who may wish to develop courses, (2) creating or supporting one or more offices supporting service-learning, and (3) promoting service-learning to students, faculty, staff, the public, donors, and government. To help engage university leadership, it might be useful to contact Campus Compact, an organization of about 1200 U.S. University and College presidents dedicated to service-learning and community engagement.

It would also be worthwhile to explore the idea of utilize the proper channels to advocate for service-learning to MEXT/JASSO and other government officials. Promoting service learning on a nationwide scale, if done strategically, may in fact not take much more work than promoting it locally. There may be other universities that would join with Kobe to form a coalition to advocate for service-learning to the Japanese government. One valuable resource to examine is the U.S. National Commission on Service-Learning's "Learning in Deed", a toolkit created to help advocate for service-learning to policymakers.

(2) Support the development of service-learning classes and programs

The newly forming Student Volunteer Support Center will likely have an important role in promoting service-learning at Kobe. Activities to this end might include (1) promoting service-learning thorough flyers, a periodic newsletter emails to student and faculty list-serves, etc. (2) providing faculty with training through workshops and ongoing support for developing service-learning courses (see especially Seifer, 2007), and (3) creating and administering incentives such as mini-grants and prizes to these faculty.

It will also be valuable to a baseline and follow-up surveys of faculty and students' knowledge, attitudes, and practices regarding volunteering and service-learning to evaluate the initiative. From a research perspective, it may be useful to contact other investigators studying volunteering. For example, Dr. Tomohide Atsumi works on the Disaster Mitigation Communication Design Project at Osaka University's Center for the Study of Communication-Design. Work is also done at the Earthquake Museum in Kobe on volunteering and action research.

Besides creating introductory and advanced service-learning courses for students, including field placement as well as lectures, it would be good to aid course development by maintaining a listing of existing (1) local volunteer activities, along with ideas for developing them into service-learning classes with faculty partners, and (2) "service-learning appropriate" classes already in the university course roster, along with ideas for how instructors might include or improve on service-learning components, as well as possible community partners with whom they could develop these components (e.g., NPOs, schools, and government agencies).

In terms of programs, Kobe might also consider eventually developing a formal public service degree or at least a certificate program. In addition, some U.S. schools of public health allow students to earn a master's degree in conjunction with a two-year overseas Peace Corps placement. Kobe may want to consider partnering with the JICA Japan Overseas Cooperation Volunteers program to create a long-term service-learning experience culminating in a university degree. Another possible program would be a "clinic" for technically supporting local non-profit organizations which would also be a learning laboratory for students to gain valuable experience in working with this sector.

(3) Example service-learning course development strategy: Children's community action club

Service-learning classes can typically be built in one of four ways: (1), link an existing volunteer activity to an existing class, (2) build on an existing volunteer activity, (3), build on an existing class, or (4) create a new course and a new volunteer activity together. The following example describes one among several well-organized community groups with existing volunteer activities in Kobe that could be relatively easily developed into service-learning courses.

The Ikutagawa Children's Center near Kobe University's Rokko Campus holds activities on Saturdays from 2-5 PM typically involving about 80 elementary and middle school-aged children. About 20 student volunteers from the Kobe University Volunteer Center also participate in these weekly activities. Most volunteers participate for at least a year, and a few have been involved for up to 4 years. Volunteers do their own planning and scheduling a month in advance for about 90 minutes of organized activities for the children each week. Planning includes the session agenda, assignment of tasks, materials needed, and so on. Activities are designed to be fun and to "teach naturally by playing": examples include crafts, games, cooking, and simple science experiments. The volunteers also meet each week at the center after the children have gone home to reflect and plan for future sessions (see Figure 3).



Figure 3 Kobe University Volunteer de-briefing at the Ikutagawa Children's Center

With an existing institutional relationship, a supportive administrator, a sizeable number of child attendees, and an existing group of enthusiastic Kobe University volunteers who have already spontaneously organized around and committed to structured weekly activities at a mutually convenient time and place, Ikutagawa represents a natural setting for a service-learning class. For example, a 2 credit service-learning class based at Ikutagawa could be offered through the School of Human Development. The class theme might be "engaging children in community issues". In the class, 10-20 students could meet twice a week over a 15-week semester, once in a classroom at the University and once on Saturdays at Ikutagawa. The first several weeks might consist of lectures and readings introducing service-learning and action research, the value and relevance of what the students will be doing, preliminary planning, and an orientation at the Children's Center. Students could then work with 10-20 children to implement the project itself over the following 10 Saturdays at Ikutagawa. The project could proceed using a model six-step group process for community action developed by EarthForce (EarthForce, 2009) These steps are: (1), Community Environmental Inventory, (2), Issue Selection, (3), Policy & Community Practice Research, (4), Options for Influencing Policy & Practice, (5), Planning & Taking Civic Action, (6), Looking Back and Ahead: Project Assessment and Planning Next Steps. Weekly classroom time would support and deepen students' experiences by providing theoretical frameworks, supplementary readings, and time for planning and reflection. The final weeks of the class could be used for synthesis and student

presentations. Students in the class could also keep a reflective journal as well as research and prepare a report on some aspect of the program. From the point of view of children at Ikutagawa, the service-learning activity might be seen as a Community Action Club where they are becoming leaders and change agents who work to improve their communities.

A committed faculty member to train and supervise the students would be critical to the success of such a course. If the course were offered every semester what began as a detailed syllabus could evolve over time into a course manual that included an instructor guide, training materials and resources for university students, suggested tools and activities for child participants (community mapping, photo voice, etc.), and examples of successful projects.

(4) Example service-learning program development strategy: community disaster mobilization team network

Programs that empower people living in disaster-affected communities to confront the overwhelming unfamiliar problems in their uprooted lives may be valuable additions to standard disaster response strategies. One specific service-learning program of potential interest for Kobe University is the organization and training of a post-disaster community-building team as part of a network of partners able to respond to future disasters in Japan and around the world. For example, the author has developed a model school-based program designed both as an educational activity and as an empowerment tool for earthquake-affected communities which can be brought to scale in earthquake-affected elementary and middle schools in Sichuan, China. The program was conceived as a form of crisis intervention for children in post-earthquake schools that would provide them with psychological support by encouraging them to learn about health and environmental problems in their families and communities and by empowering them to take an active role in tackling these problems.

A partnership is planned with Sichuan University that will allow its students to become involved with the program as service-learning experiences. Dr. Takada of the Faculty of Public Health, currently involved in a post-disaster support project for children in four countries, is a likely partner at Kobe University for the program. Other potential partners in Kobe include (1) the WHO Disaster Nursing Collaborating Center at Hyogo University, now working on a children's resilience project in an earthquake-affected school in Sichuan, (2) CODE (Citizens towards Overseas Disaster Emergency), which manages a community-building project in one Sichuan village, (3) the Kobe Chinese community and Chinese students' association, both of which are involved with fund-raising for Sichuan earthquake relief, and (4) the United Nations Centre for Regional Development (UNCRD) now working on several earthquake community recovery projects in Sichuan.

Partners in the program could design and conduct parallel service-learning projects using a common process to empower groups such as children, women, the elderly, etc. in their own communities for action in solving community problems. A handbook could be developed to facilitate the process, and faculty and student exchanges for training purposes could occur between partner institutions. These service-learning projects would thus also simultaneously develop capacity within the faculty and staff of partner institutions to conduct such community mobilization work as adapted to conditions in future disaster response and recovery operations.

CONCLUSION

University service-learning would be likely to contribute significantly towards strengthening a culture of volunteerism in Japan. Developing university service-learning opportunities in Japan is feasible, but should be done strategically using available resources both in-country and abroad. At individual institutions, support form university leadership is essential for service-learning to thrive, and specific service-learning opportunities can either be started afresh or built from existing classes and local volunteer activities. As seen from the example of the United States, government support can be extremely effective at moving university service-learning from the exception to the norm.

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