

## Session C

Risk Management in International Exchange:

Cooperation to lessen your risk

– Defining the roles of each party



## **Risk Management in International Exchange at HKUST**

Kar Yan TAM

Hong Kong University of Science and Technology

To support the growing population of international and exchange students, HKUST has been running an International Student Office to provide comprehensive support to international students, ensuring them a memorable and fruitful learning experience in Hong Kong.

There are a number of potential risks which, if not mitigate, will adversely affect the University's internationalization effort. The International Office provides support to both incoming and outgoing exchange students to properly manage these risk factors. For incoming exchange students, we will assist them in their visa application. We work closely with the Hong Kong Immigration Department to ensure the application process is smooth and timely. Information about campus life (accommodation, study, catering etc) will also be distributed to students so as to get them ready for their stay in Hong Kong. For those who have financial difficulties, there are a number of scholarships, bursaries, and studentships available for international students.

To assist exchange students to adapt to local society and culture, we arrange a series of activities, ranging from local tour to language workshop to immerse them in local culture and integrating them with local students. A local buddy will also be assigned to each international student in their first semester of study. Insurance is also required to cover personal liability during their study.

We pay special attention to health and safety. Before the departure of outgoing exchange students, we will inform them with precaution measures, e.g. vaccine or travel warning. For incoming students, upon their arrival, they will receive information about campus clinic, nearby hospital and 24-hrs campus emergency contact.

On the academic side, we will monitor students' academic progress to ensure that they can cope with HKUST's workload and activities. We have counselors who are ready to assist them in the Student Affairs Office and academic departments.

To conclude, we are aware of the potential risks that exchange students are facing and the International Office is ready to help them if needed.

# Risk Management in International Exchange

Kar Yan Tam  
Hong Kong University of Science and Technology

# The Nature of International Exchange

- International exchange is the meeting of people of:
  - Different citizenship, ethnic, political, religious, socio-cultural, backgrounds
  - Different values, ethics and morals
- This results in the convergence of people with various needs, expectations and behavior. This is the source of most of the risks involved with international exchange.




# Risk Management through Cooperation between Various Parties

- Host institution
- Home institution
- Internal units in host and home institutions, including those involved with academic, food, housing, campus hygiene matters
- Exchange student
- Local students in the host institution
- Consulate offices
- Insurance companies

Topic	Risk	Solutions
<b>Student Visa</b> 	<b>Rejection by Hong Kong Immigration Department</b>	<ul style="list-style-type: none"><li>• School coordinates the applications with students &amp; Immigration to ensure smooth and timely processing of visas</li><li>• Most visa applications are processed by HKUST</li></ul>
<b>Housing</b> 	<b>Accommodation not up to a customized size and standards</b>	<ul style="list-style-type: none"><li>• All international/exchange students are guaranteed on-campus housing</li><li>• Provided hall info/photos well-in advance</li><li>• Off-campus options</li></ul>



Hall 6



Topic	Risk	Solutions
<b>Health &amp; Safety</b> 	<b>Health &amp; safety while travelling</b> <ul style="list-style-type: none"> <li>Natural disasters: SARS, tsunami, earthquakes</li> <li>Political instability</li> </ul> <b>Accidents and Injuries</b> 	<ul style="list-style-type: none"> <li>An insurance offered thru HKUST has UNLIMITED COVERAGE in case of EMERGENCY EVACUATION.</li> <li>Students are advised to check Travel Warnings for destinations</li> <li>Students are advised to register with the EMBASSY of their home country.</li> <li>On-campus clinic</li> <li>Nearby Hospital</li> <li>24-hr campus emergency/security line</li> <li>Insurance with medical/illness/accident coverage is a requirement before coming</li> </ul>
	 <small>Teung Kwan O Hospital</small>	

Topic	Risk	Solutions
<b>Student conduct</b> 	<b>Student misconduct</b>  <small>Exchange handbook</small>	<ul style="list-style-type: none"> <li>Reminders at Orientation and in EXCHANGE HANDBOOK</li> <li>Students are strictly reminded to be responsible for their conduct and are subject to HK laws</li> <li>Misconduct may lead to appropriate disciplinary actions</li> </ul>
<b>Negligence</b> 	<b>Harmful acts resulting in legal liability to 3<sup>rd</sup> party</b>	<ul style="list-style-type: none"> <li>The required insurance plan also has coverage PERSONAL LIABILITY of up to HK\$1.5 million</li> </ul>

Topic	Risk	Solutions
<b>Adaptation</b>   	<b>Culture shock &amp; adjustment</b>   	<ul style="list-style-type: none"> <li>Providing preparation/orientation activities</li> <li>Buddy program</li> <li>Airport reception</li> <li>Local tours</li> <li>Orientation program</li> <li>Activities throughout semester (i.e. hiking, dinners etc.)</li> <li>Providing more western 'hang-out' places on campus: <ul style="list-style-type: none"> <li>Uni-bar</li> <li>McDonald</li> <li>Coffee shop</li> <li>Bistro</li> </ul> </li> <li>Family program</li> <li>SAO counselors are also available for counseling</li> </ul>

Topic	Risk	Solutions
<b>Integration</b>   <small>Culture Fiesta</small> <small>Exchange fair</small>	<b>Segregation amongst local and international students</b>  <small>Tablet show by MAUTY</small>	<ul style="list-style-type: none"> <li>Providing more interactive activities with local students</li> <li>One-on-one buddy program</li> <li>Full-day orientation tour with 100+ local buddies</li> <li>Participation in on-campus exchange fairs to promote to local students</li> </ul>
<b>Language barrier</b>	<b>Communication problem</b> 	<ul style="list-style-type: none"> <li>Organize English conversational workshops for international &amp; local students to converse</li> <li>Non-Chinese students can take LANG 11.3/11.4 to learn Putonghua</li> </ul>

Topic	Risk	Solutions
<b>Courses</b>	<p><b>Not getting enrollment in transferrable courses</b></p>  <p><b>Unsatisfactory academic performance</b></p> 	<ul style="list-style-type: none"> <li>Provide course offering list with detailed outlines well in advance to students to get approval from their home institutions</li> <li>Facilitating course registration with students &amp; professors</li> <li>Student applications are screened to ensure they are able to cope with HKUST academic workload and activities. Those with low grades will be given <i>conditional acceptance</i>.</li> <li>Add / drop period for students to change courses to suit their requirements</li> </ul>

Topic	Risk	Solutions
<b>Financial Difficulties</b>	<p><b>Not enough money</b></p>  	<ul style="list-style-type: none"> <li>Some organizations / donors have provided scholarship &amp; awards in the past for exchange students, for example: <ul style="list-style-type: none"> <li>British Council</li> <li>Ringo Scholarship</li> <li>Cheung Kong Scholarship</li> <li>UBC Scholarship, etc.</li> </ul> </li> </ul>

## Conclusion

- Risks in international exchange stem from the convergence of people of different backgrounds, expectations and behavior
- Understanding these differences are crucial
- By identifying clear roles for each involved party and cooperating, universities can avoid or reduce risks in international exchange

## **Managing Cultural Differences**

by Prof. Elizabeth L. Enriquez, Ph.D.  
Vice Chancellor for Student Affairs  
University of the Philippines Diliman

### Background

The University of the Philippines attracts a good number of international students because of several strengths. Perhaps the most important is the fact that English is, and has been from its beginning a hundred years ago, its medium of instruction. English is also widely spoken by Filipinos in all walks of life. Everywhere in the country, communication and signage are in English. This is a major attraction to international students who want to learn and sharpen their English. Even to English-speaking international students, this is an advantage because they do very well inside the classroom where instruction is delivered in English.

Another factor that draws international students to UP is the comparatively low tuition fee, coupled with a low cost – not necessarily low standard – of living. College education and even postgraduate programs are affordable and students on a budget can live reasonably well while studying in UP. There are also a few scholarships available to foreign students, although the benefits are quite limited.

Because of these, UP has been host to a number of international students from Asia, Europe, Africa, and the United States. The number of foreign students enrolled in UP Diliman has almost doubled in the last four years, to around 600. This academic year, 245 foreign students are in degree programs, while the rest are in exchange programs and short-term courses.

Majority of the foreign students in the degree programs are graduate students, coming from 70 countries, the top three countries of origin being Korea, Japan, and the United States. The programs of choice are Regional Development, Environmental Engineering, and Public Administration. Students in the non-degree programs are enrolled in various courses, while most students taking short-term courses of three to six months are in Intensive English language programs.

Apart from the students, 341 international faculty members from 31 countries have taught in the various UP campuses in the last four years, with Japan, the United States, France and Australia as the countries most represented. The College of Science in UP Diliman has had the most number of foreign visiting professors.

Every year, UP Diliman organizes an average of 19 international conferences. There are academic cooperation agreements with 165 universities, with the largest number from Japan, Korea and the United States.

Needless to say, there is a lot of interaction between our students and faculty on the one hand, and foreign students and visiting professors on the other. This interaction of people coming from divergent cultures presents some challenges, which the University manages using several strategies.

I will first discuss the most common issues that I think are cultural, which present challenges to harmonious relationships among Filipinos and international students, as well as faculty. Then, I will discuss the methods which we have found to be useful and effective in enhancing relationships among everybody.

### Academic setting

Let me start with the difficulties encountered in the classroom and other academic facilities. Ironically, while we think that English is one of our biggest advantages as an international university, there are quite a few complaints about the use of English as a language of instruction. The problem seems to stem from the expectation that only English is used in the classroom. UP has a bilingual policy, which means that subjects may be taught in English and/or Filipino. One approach that is considered good because it teaches students both English and Filipino is code-switching – when a professor finishes a whole sentence or a whole discussion in English, then repeats the entire discussion in Filipino. This is hard enough for some foreigners to follow, unless the foreign student is also interested in learning Filipino. The problem gets worse when the professor, instead of code-switching, code-mixes – which means English and Filipino are used in the same sentence.

On the other hand, there are also difficulties with visiting professors whose teaching style and methods are different from ours, and who implement changes in the classroom that sometimes depart from the policies of the University. Some visiting professors are openly critical of the University and the Philippines inside the classroom. This, of course, offends Filipino students, affecting the atmosphere in class.

Another difficulty in the academic setting is the lack of state-of-the-art facilities, which foreign students from first-world countries complain about. Some colleges have very good facilities, like 24-hour computer laboratories, especially in the sciences and engineering, but not all colleges have the same provisions. As the top university in the Philippines, UP is expected to have 100% state-of-the-art facilities, but the University's reliance on state subsidy limits its capacity. Both Filipino and foreign students are frustrated at this, but Filipinos take it for granted while foreign students from developed countries are appalled.



The library is another area where foreign students have difficulties. Some foreign students complain that navigating the shelves, the card catalogs and the computer catalogs is confusing. These students find that our libraries are arranged differently from the libraries of the universities they come from. Our Filipino librarians presume that the library orientations they hold are adequate, while foreign students feel they need special orientations.

### The stress of living together

Many foreign students live in a residence hall on campus called the International Center. In addition to the different nationalities of the residents, around 20% of the students in this residence hall are Filipinos. Students share a room with one or two other students, usually of different nationalities. Living in close proximity with a person whose culture you are not familiar with can pose problems. The most common is incompatibility of habits such as mismatched sleeping and waking hours and differences in hygiene practices, which are often culturally developed.

The residence hall or dorm manager has often complained of disrespect from many residents, who see her more as an employee who must attend to their needs rather than as an authority and a parent figure in the dorm. The dorm manager complains that some foreigners insist on their own beliefs in how things should be run in the dorm. This has many times resulted in antagonistic relations between the dorm manager and some foreign residents. Again this may stem from different cultural expectations of each party.

A more serious problem in the dorm may be described as racial tension. While this does not happen often, it is disturbing that it happens at all. Some residents feel that they are treated with less respect by other residents on account of the color of their skin. Such tension has produced an unpleasant atmosphere in the dorm.

A less critical problem is the lack of first-class amenities, which students from first-world countries are shocked to find out. Filipinos and other students from less developed countries are less bothered, though, from the lack of hot shower facilities, air conditioning, and the like.

### Emotional difficulty

The foreign student or the visiting professor may go through periods of loneliness and homesickness. They miss seeing familiar faces, eating familiar food, and hearing the comforting sound of their own language.

Another issue is boredom especially during Christmas and other holiday seasons when Filipinos take a break and the foreign student or visiting professor is left behind in an empty campus.

## Personal conflict

As we all know, living in a foreign land whose people have customs that are strange to us is stressful. The stress can sometimes get the better of some people. Personal differences across cultures sometimes erupt into personal conflicts, especially when one perceives an affront directed at his or her nationality.

A rather common source of conflict is the perception of division between Filipinos and students from developing countries on the one hand, and students from industrialized countries on the other – a “haves” and “have-nots” divide. Most of the academic agreements of UP with universities in industrialized countries provide that Filipinos pay less while the foreigners pay more for the academic exchange. The latter sometimes feel that this arrangement entitles them to more rights, which does not sit well with the former.

Filipinos often perceive many foreign students to be impatient, demanding immediate attention and expecting Filipinos to conform to the foreigner in the Philippines. Foreign students and visiting professors on the other hand complain that Filipinos are very much oriented to the American culture and lack consciousness of other cultures.

## Managing cultural differences

The University administration has been encouraging and employing several strategies to smooth out cultural differences not only to protect its programs and its good name but also because of the conviction that international universities play a role in cross-cultural understanding and global peace and security. I am now going to discuss some of the practices that have helped ease cultural differences on campus.

### Administrative practices

Orientations. - The colleges, the libraries, the residence halls or dormitories housing foreign students and visiting professors, and the Office of Student Activities all hold orientations not only on University rules and regulations but also on the culture of the Filipinos. In some cases, before students arrive in the Philippines, they are given orientations on living in the Philippines. Some colleges hold welcome parties for visiting professors and foreign students every year. In these parties the foreigners meet the officials of the college and the student leaders. Students from developed countries are warned about the simple living conditions on campus.

Dialogue. - Dialogues with visiting professors and foreign students are conducted by colleges and the management of the residence hall for foreigners, the International Center. In these dialogues, it is explained how the bureaucracy operates in the University and the country in general. In colleges where there are several foreign students, faculty coordinators hold

regular dialogues with foreign students and their Filipino classmates. The open communication prevents misunderstandings.

Mediation. - When conflicts arise, the faculty coordinator or the College Dean, the dormitory manager, or myself as the Vice Chancellor for Student Affairs, put all the parties together to peacefully resolve the disagreement. Sometimes Filipino students are part of the dispute. It is important to listen to all sides and to remind everyone that they are all equal as students of the University. They are also reminded that rules should be followed and that everyone should respect and try to understand differences.

Tours and community immersion. - Colleges host out-of-town activities for visiting professors and foreign students, such as historical tours and visits to famous tourist places. In courses that require field exposures and community immersion, foreign students are exposed to different places where they experience different cultures and meet all kinds of people.

Curricular and extra-curricular activities. - Some foreign students who prefer to be taught in Filipino are placed under professors who teach in Filipino. Also, foreign students are allowed to sit in classes in addition to their regular courses, to allow them to interact with many people of their age. Colleges host several lectures about different cultures throughout the semester. The University has many cultural activities in which foreign students are involved, such as the annual lantern parade.

Residence hall activities. - The culture of each country represented by residents in the dormitory is celebrated by holding an evening festivity once a year for every nationality. Hence, once a year there is a Japan Night, a Korea Night, a Chinese Night, and so forth, including a Filipino Night as well as an International Night. In these events are featured the food, music, dance and other aspects of the culture of the particular country being celebrated.

The residents of the International House are organized as a dorm association, which represents the residents in dialogues with administration. The dorm manager, on the other hand, firmly enforces rules while taking care to smooth out relationships among residents. The manager solves incompatibility problems by matching habits, not necessarily the nationalities, of roommates.

Homestay/hosting during holidays. - Some foreign students enrolled in short term courses are placed in the homes of Filipino families who are alumni of UP. Most of these foreign students are in Intensive English courses. Even those staying in the dormitory get a chance to stay with Filipino families, usually families of faculty and Filipino students, who adopt the foreigners during Christmas and other holidays so that they are not left behind and lonely in the dorms. By staying with Filipino families, many of them learn not only English but also Filipino. Moreover, they get to experience Filipino Christmas and other festivals.

Administrative support. - The college administration reminds Filipino professors and students to speak in English when there are foreigners in class.

The administrative staff provides assistance to foreign students who need help with immigration papers and other official requirements.

### The role of student organizations

Student organizations play a big role in helping foreign students adjust to life in UP and in the Philippines in general. Some student organizations adopt visiting students; take them along to experience the life of young people in the Philippines; help introduce Philippine culture to the foreigners by bringing them to fiestas and similar cultural events. In return UP students gain exposure to different cultures and realize that while there are differences across cultures, they are also the same in many ways. Let me mention just a few of these organizations:

The UP Tomo-Kai assists Japanese Exchange Students in the enrolment process, which can be complicated compared with the enrolment process in Japan. The Tomo-Kai has an official newsletter, the *Tayori*. It sponsors activities like origami (Japanese art of paper-folding) demonstrations and tea ceremony. Many Japanese students are interested in learning the Filipino language.

The UP Chinese Student Association has 80 members who are Chinese, Chinese-Filipinos, and Filipinos. Their activities include cultural events like the moon cake festival, the Chinese New Year; Chinese dice games, lion dances, and dimsum eating contests. It has an official publication, the *Currents*.

The UP Arirang holds free classes in the Korean language, workshops in Korean cuisine, guided tours for Korean exchange students, speech competitions, and Korean-Filipino dance parties. Each Filipino member of the Arirang is assigned a Korean exchange student as buddy to help him or her adjust to life in the University.

The UP EURO, which stands for Euro-Filipino Understanding and Relations Organization, keeps an active tie-up with the European embassies and institutions. This organization sponsors free tutorials in the various European languages, performances showcasing European cultures, talks and lectures on Filipino-European relations, career orientations, and Foreign Service seminars.

The UP-HPAIR, which stands for UP-Harvard Project for Asian and International Relations, sponsors symposia and dialogues on student issues like the state of Philippine education and the changing nature of student activism, as well as international issues like globalization and the relationship between economic prosperity and political infrastructures.

The ICUP, which stands for International Club of UP, includes foreign students and visiting professors as well as Filipino students. It holds interesting activities like lecture and audio visual presentation on different death rituals from different cultures, a walking tour of historic places like the Chinese district called Binondo and the Muslim areas of a Manila district called Quiapo.

The AIESEC, or the International Association of Economics and Business Students, organizes study tours for foreign AIESEC members to see natural wonders and experience indigenous cultures of the Philippines; take part in home-stay immersion programs; holds lectures and workshops on business ethics, international business, project management, and environmental impact of over-consumerism; conducts joint research; participates in ASEAN trade and food fairs; and encourages the exchange of students in the ASEAN region.

### ACLE (Alternative Classroom Learning Experience)

An important activity of students is the ACLE, or Alternative Classroom Learning Experience, held one day every semester. On this day, student councils and student organizations take over the classrooms from professors. Several of the topics and activities are oriented towards cultural exchange and cooperation. For example, here is a list of some alternative classes held recently:

- Chinese Culture in Hollywood
- Habla Musica (Music Talk in Spanish)
- A discussion regarding the Pangasinan Language (a Philippine language)
- Different death rituals from different cultures
- European Traditional and Contemporary Indoor and Outdoor Games
- Koreans who changed the world
- Seminar on Tai-chi: Chinese martial art of meditation
- Katutubong Pinoy: Buhay at Kabuhayan (Indigenous Filipino: Life and Living)
- Kalye Kultura (Street Culture): International Arts and Culture
- Japanese and Italian cuisine
- Sining Pinoy na may Timplang Hapon (Japanese language through film with Filipino values)

One significant source of support for the cultural activities of student organizations is the University Office for Initiatives in Culture and the Arts, or OICA. The OICA gives financial grants to help student organizations such as those mentioned above to stage performances, hold exhibits, and conduct festivals.

Some foreign students become members of our athletic varsity teams and compete in inter-university sports events. The physical activity brought about by the sport becomes a unifying link between two cultures.

### Final word

Even if adjustment to one another's culture can be challenging at first, in the end, most learn not only to tolerate but to appreciate our differences

as well as similarities. Many end up as lifelong friends who keep in touch even if the program of study has ended and everyone is back in his or her country. Many adopt some cultural practices of the others and develop an understanding of the histories, character and temperament of the peoples of other nations. Most realize that cross-cultural relations are not that difficult once we have opened our hearts and minds to others.

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### **Interviews**

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- Prof. Aileen SP Baviera, Ph.D., Dean, Asian Center, January 23, 2009.
- Prof. Alex Brillantes, Ph.D., Dean, National College of Public Administration and Governance, January 27, 2009.
- Prof. Hercules Callanta, Dean, College of Human Kinetics, January 30, 2009.
- Prof. Wendell Capili, Ph.D., Associate Dean, College of Arts and Letters, January 27, 2009.
- Prof. Florinda de Fiesta-Mateo, Ph.D., Assistant Vice President for Academic Affairs and Director, Office of Institutional Linkages, January 6, 2009.
- Prof. Oscar P. Ferrer, Coordinator, Office of Student Activities and Coordinator, International Students Program, January 7, 2009.

Prof. Crisanta Flores, Ph.D., Director, Office of Extension Coordination, January 8, 2009.

Imelda Jimenez, Residence Hall Manager, International Center, January 7, 2009.

Prof. Carmelita R.E.U. Liwag, Coordinator of a twin program between the UP School of Urban and Regional Planning and Dortmund University in Germany, January 23, 2009.

Ester Mendoza, Assistant to the Coordinator, International Students Program, January 7, 2009.

With assistance from Ms. Maricel Rodriguez, University Research Associate,  
Office of the Vice Chancellor for Student Affairs.

## MANAGING CULTURAL DIFFERENCES

**The University of the Philippines Experience**

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University of the Philippines Diliman

February 13, 2009  
Kyoto University  
Kyoto, Japan



## UNIVERSITY OF THE PHILIPPINES

- English as medium of instruction
- Low tuition fee
- Low cost of living
- Availability of scholarships

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## UNIVERSITY OF THE PHILIPPINES

- 600 foreign students
- 245 foreign students from 70 countries in degree programs, the rest in exchange and short-term courses
- Korea, Japan and U.S. as top 3 countries of origin
- Programs of Choice: Regional Development, Environmental Engineering, and Public Administration

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## UNIVERSITY OF THE PHILIPPINES

- 341 foreign faculty members from 31 countries
- Japan, United States, France and Australia as the countries most represented
- 19 international conferences annually
- 165 Academic cooperation agreements with foreign Universities
- Japan, Korea and U.S. having the largest number

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## Cultural Challenges



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## Academic Setting

- Bilingual policy
  - code switching
  - code mixing
- Teaching style and method
- Some facilities not state-of-the-art
- University Library



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## Stress of Living Together

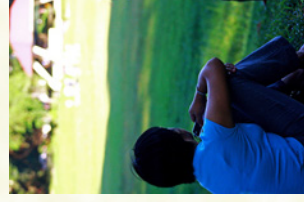


- Students share rooms
- Cultural expectations
- Racial tension
- Lack of first-class amenities



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## Emotional difficulty



- Loneliness and homesickness
- Boredom



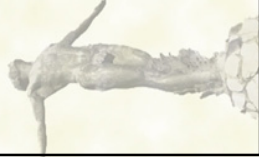
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## Personal Conflict

- Division between “haves” and “have-nots”
- Filipino orientation to the American culture
- Lack of consciousness of other cultures



## Managing Cultural Differences



## Administrative Practices

- Orientations in
  - Colleges
  - Library
  - Residence Halls
  - Office of Student Activities



- Dialogue

- Conducted in colleges and residence halls
- Explains how the bureaucracy operates in the University and the country in general
- Regular basis to keep open communication

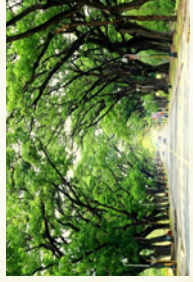


- Mediation
  - Faculty coordinator, College Dean, Dormitory Manager or the Vice-Chancellor for Student Affairs put all parties together to peacefully resolve the disagreement
  - Important to listen to all sides and remind everyone that they are all equal as students of the University

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- Tours and community immersion



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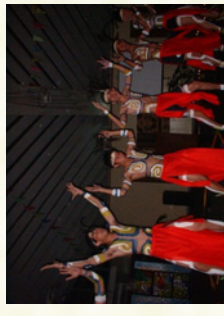
- Curricular and extra-curricular activities



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- Residence Hall activities



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- Homestay/Hosting during holidays



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- Administrative support



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## Student Organizations

- Play a big role in helping foreign students adjust to life in UP and the Philippines in general
- Adopt visiting students
- Help foreign students to experience life of young people in the Philippines
- Help introduce Philippine culture, e.g, fiestas and similar cultural events

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- In return, Filipino students:
  - Gain exposure to different cultures
  - Realize that while there are differences across cultures, they are the same in many ways.

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- Assists Japanese Exchange Students in the enrollment process
- Official newsletter- *Tayori*
- Sponsors activities e.g. origami demonstrations and tea ceremony

*U.P. TOMO-KAI is a fourteen-year-old organization that started from the pursuit of seven students who were interested in the Japanese culture and language. With this interest came their desire to promote their newfound interest to the Filipinos and also serve as instrument in fostering mutual relations and understanding between Filipinos and Japanese.*



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## UP Chinese Student Association

- 80 members - Chinese, Chinese-Filipinos, Filipinos
- Moon Cake Festival
- Chinese New Year
- Chinese Games
- Lion Dances
- Dimsum eating contest



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- Free classes in Korean language
- Workshops on Korean cuisine
- Guided tours for Korean students
- Speech competitions
- Korean-Filipino dance parties



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UP Euro-Filipino Understanding and Relations Organization

- Keeps an active tie-up with European embassies and institutions
- Sponsors tutorials in various European languages, performances showcasing European cultures, talks and lectures on Filipino-European relations
- Career orientations and Foreign Service seminars



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## UP-HPAIR

UP-Harvard Project for Asian and International Relations

- Sponsors symposia and dialogues on student issues
  - state of the Philippine education
  - changing nature of student activism
  - globalization
  - economic prosperity and political infrastructures

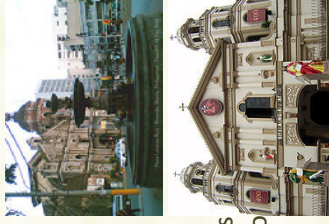


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## ICUP

International Club of UP

- Includes visiting professors and Filipinos
- Activities
  - lecture and audio visual presentation on different death rituals from different cultures
  - a walking tour on historic places like the Chinese district Binondo and Muslim areas in a Manila district called Quiapo



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International Association of Economics  
and Business Students

- Organizes study tours for foreign AIESEC members to see natural wonders and experience indigenous cultures
- Takes part in home-stay immersion programs
- Holds lectures and workshops on business ethics, international business, project management and environmental impact of over-consumerism
- Conducts joint research
- Participates in ASEAN trade and food fairs
- Encourages the exchange of students in the ASEAN region



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## Alternative Classroom Learning Experience (ACLE)

- Held one day every semester where student councils and student organizations take over the classrooms from professors



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- Examples of ACLE topics:
  - Chinese culture in Hollywood
  - Habla Musica
  - A discussion regarding Pangasinan language (a Philippine language)
  - Different death rituals from different cultures
  - European Traditional and Contemporary Indoor and Outdoor games



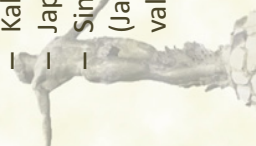
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- Examples of ACLE topics:
  - Koreans who changed the world
  - Seminar on Tai-chi: Chinese Martial art of Meditation
  - Katutubong Pinoy: Buhay at Kabuhayan (Indigenous Filipino: life and Living)
  - Kalye Kultura: International Arts and Culture
  - Japanese and Italian Cuisine
  - Sining Pinoy na may Timplang Hapon (Japanese language through film with Filipino values)



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### UP Office for Initiatives in Culture and the Arts (UP OICA)

- Gives financial grants to help student organizations stage cultural performances, exhibits, festivals



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Some foreign students become members of athletic varsity teams and compete in inter-university sports events.



The physical activity brought about by the sport becomes a unifying link between the two cultures



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Even if **adjustment** to one another's culture can be **challenging** at first,

in the end, most **learn** not only to tolerate but to **appreciate** differences as well as similarities.

Many end up as lifelong **friends** who keep in touch even if the program of study has ended and everyone is back in his or her country.



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Many **adopt** some cultural practices of others and develop an **understanding** of the histories, character and temperament of the peoples of other nations.



Most **realize** that cross-cultural relations are not that difficult once we have **opened our hearts and minds** to others.



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*Domo Arigato!*  
Thank you very much!  
*Maraming salamat!*



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**Voices from International Students**  
**- Their Needs and Opinions on Campus Life at Kyoto University -**

Junko KAWAI, Ph.D.  
Associate Professor, International Center  
Kyoto University

There are currently, 1,425 international students\* studying at Kyoto University from 92 different countries/regions. The departments in which they are enrolled, their majors, purposes of studying at Kyoto University and length of study, etc. are varied and each of them has a different cultural background. The purpose of this presentation is to introduce the voices of those international students – to learn how they spend their lives, what aspects of Kyoto University they are satisfied with or not satisfied with, and what they want from the university, taking the diverse backgrounds of the international students into account.

One of the roles of the International Center of Kyoto University, where I work, is to study various measures for the promotion of international exchange on campus – that is, improving the mechanism for accepting international students and cultivating the international exchange of domestic students. We have conducted condition/opinion surveys including questionnaires and interviews every three years since 2002. This year, the 3rd survey (for the 2008-2009 academic year) was conducted on “fact-finding for studying at Kyoto University” for international students and “intention to study abroad” for domestic students, respectively. The contents of the surveys were based on the 1st and 2nd surveys.

I will introduce the results of the above survey of international students conducted in June-December 2008. I will focus on risk management. By analyzing the survey results in detail, I hope to better understand the causes of risks, and therefore be able to more effectively prevent them.

The main findings that I would like to address include:

- (1) What attracts international students to Kyoto University differs depending on status of students (undergraduate or graduate) and their majors (arts or sciences).
- (2) Economic support and the improvement of basic living conditions such as accommodation are the minimum requirements for a satisfactory period of studying abroad.
- (3) However, it became clear in this survey that the students' relationships with the

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\* As of October 1st, 2008

people around them, including academic advisors, have the greatest impact on their level of satisfaction.

(4) Relating to the above (3), there are “gaps” in understanding between international students and the people around them on various matters, such as the considerable gap between the level of Japanese language skill that international students feel necessary and the level that their academic advisors require them to have.

(5) The both international students and domestic students feel that there are not enough opportunities for exchange on the campus, although they wish to have more contact with each other.

I would like to discuss with you all how we should develop the above survey results into policies for the promotion of international exchange in universities including risk management.

## Voices from International Students

- Their Needs and Opinions on Campus Life at  
Kyoto University -

Junko KAWAI  
The International Center  
Kyoto University

Email: \_\_\_\_\_

## Focuses

- (1) What aspects of Kyoto University (KU) are international students satisfied with and not satisfied with?
- (2) What factors influence their level of "general" satisfaction?
- (3) What can we learn from the results to better understand the causes of possible risks based on the build-up of problems and be able to more effectively prevent them?

## Outline of the surveys

The International Center of KU has been conducting condition/opinion surveys every three years since 2002.

The 3rd survey (2008-2009 academic year)

- (1) "Fact-finding for studying at Kyoto University" for international students
  - (2) "Intention to study abroad" for domestic students
- Questionnaires (June-July 2008) and interviews (Nov.-December 2008)

## Outline of the 3<sup>rd</sup> survey

"Fact-finding for studying at Kyoto University" for international students

- (1) number of respondents 569 students  
(42% of 1,353 total international students on campus, as of May 1, 2008)
- (2) Status of respondents

	survey data	campus statistics
Research student, auditing student	21.1%	18.9%
Graduate student	63.1%	65.9%
Undergraduate student	9.3%	10.5%
Exchange program student	4.7%	3.4%
Japanese Studies Program student	1.1%	1.4%
Other	0.7%	0.0%

## Outline of the 3<sup>rd</sup> survey

Branch of study	survey data	campus statistics
Arts (Humanities and social sciences)	26.7%	not available
Sciences	60.3%	not available
Interdisciplinary undecided/N.A.	8.1%	not available
	4.9%	not available

### Regions where students are from

Asia	74.2%
Europe	10.9%
South America	4.7%
Africa	3.5%
Middle East	2.5%
North America	2.1%
Oceania	0.7%
Other	1.4%

## Focuses

(1) What aspects of KU are international students satisfied with and not satisfied with?

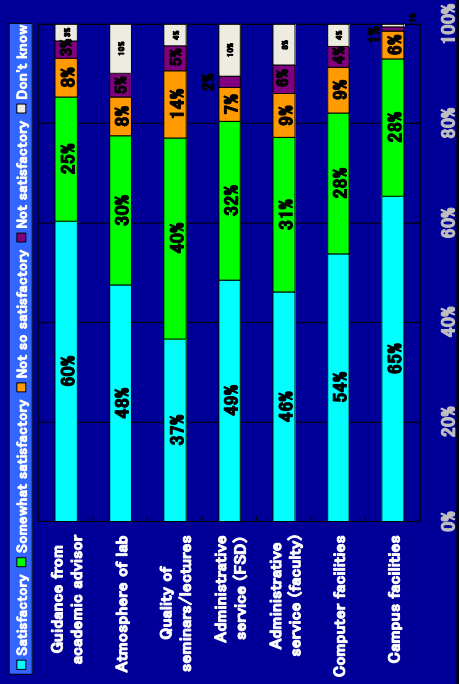
### III. Education and Research at Kyoto University

Q28. What is your impression of the educational and research environment at Kyoto University? For each item (a-n), please circle the applicable number.

	1	2	3	4	5	6	7	8
	Not at all satisfactory	Somewhat satisfactory	Satisfactory	Very satisfactory	Extremely satisfactory	Very dissatisfied	Somewhat dissatisfied	Dissatisfied
a. Guidance from academic advisor	1	2	3	4	5	6	7	8
b. Standard of research	1	2	3	4	5	6	7	8
c. Quality of seminars/lectures	1	2	3	4	5	6	7	8
d. Atmosphere in your research lab	1	2	3	4	5	6	7	8
e. The international student advisor in your faculty/graduate school	1	2	3	4	5	6	7	8
f. Communication with Japanese students	1	2	3	4	5	6	7	8
g. Tutoring system	1	2	3	4	5	6	7	8
h. Japanese language classes offered by the International Center	1	2	3	4	5	6	7	8
i. Student Advisory services offered by the International Center	1	2	3	4	5	6	7	8
j. Administrative services in your faculty/graduate school	1	2	3	4	5	6	7	8
k. Administration services offered by the Foreign Student Division (FSD)	1	2	3	4	5	6	7	8
l. Campus facilities (Buildings, libraries, laboratories)	1	2	3	4	5	6	7	8
m. Computer facilities/equipment	1	2	3	4	5	6	7	8
n. Interaction with local community	1	2	3	4	5	6	7	8

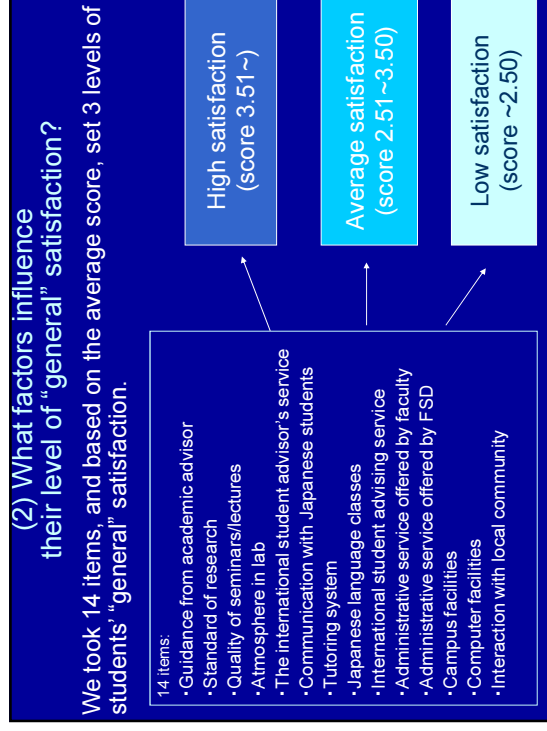
Q29. Please tell us about the ways in which you are satisfied with Kyoto University's educational and research environment.

(1) What aspects of KU are international students satisfied with and not satisfied with?



## Focuses

### (2) What factors influence their level of “general” satisfaction?



### (2) What factors influence their level of “general” satisfaction?

The factors that we examined include;

- Economic support and the basic living conditions.
  - academic advisors
  - their tutor
  - Japanese students
- Relationships with the people around them
  - academic advisors
  - their tutor
  - Japanese students

General satisfaction level	Economic support	
	scholarship supported	not/partially supported
High	63	133
Average	91	205
Low	25	37
Total	179	375
	35.2%	35.5%
	50.8%	54.7%
	14.0%	9.9%
	100.0%	100.0%

(2) What factors influence their level of “general” satisfaction?

The factors that we examined include;  
 a) Economic support and the basic living conditions.

b) Relationships with the people around them  
 - academic advisors  
 - their tutor  
 - Japanese students

		Relationship with academic advisors	
		Good	Not good
General satisfaction level	High	190	2
	Average	264	13
	Low	42	18
Total		496	33
			100.0%

		Relationship with their tutor	
		Good (meet more than once a month)	Not good (meet less than once a month)
General satisfaction level	High	79	10
	Average	116	40
	Low	10	13
Total		205	63
			100.0%

		Opportunities to meet Japanese students	
		Sufficient	Insufficient
General satisfaction level	High	143	55
	Average	161	136
	Low	24	42
Total		328	233
			100.0%

(2) What factors influence their level of “general” satisfaction?

a) Economic support and the basic living conditions.

→ No direct impact??

b) Relationships with the people around them.

→ Major impacts

- academic advisors
- their tutor
- Japanese students

(2) What factors influence their level of “general” satisfaction?

a) Economic support and the basic living conditions.

→ No direct impact??

**However, most students who were interviewed indicated that those factors were the minimum requirements for a satisfactory period of studying abroad.**

**Satisfaction can only be achieved with minimum living conditions guaranteed.**

(2) What factors influence their level of “general” satisfaction?

b) Relationships with the people around them.

→ Major impacts

- academic advisors
- their tutor
- Japanese students

The number of cases brought to the “international students/foreign scholars advising service”

contents of consultations	The number of contacts 2007–2008	year
Admissions/changing departments	85	16.9%
Academic issues	74	14.7%
Cultural adjustment	12	2.4%
Family issues	18	3.2%
Matters on living in Japan	58	11.5%
Japanese language	5	1.0%
Scholarship	3	0.8%
Economic issues	24	4.8%
Finding jobs	12	2.4%
Accommodations	12	2.4%
Health	112	22.5%
Traffic accidents	32	6.4%
Accidents (other)	15	3.0%
Inquiries from off-campus/abroad	38	7.8%
other	5	1.0%
<b>Total</b>	<b>503</b>	<b>100.0%</b>

Relationships with the people around: **48.7%**

Source: International students/foreign scholars advising service, the International Center, Kyoto University. (Translated and reorganized the order by the author.)

Both the survey results and actual cases show the importance of relationships with the people around.

## Gaps

However, there are “gaps” in understanding between international students and the people around them on various issues.

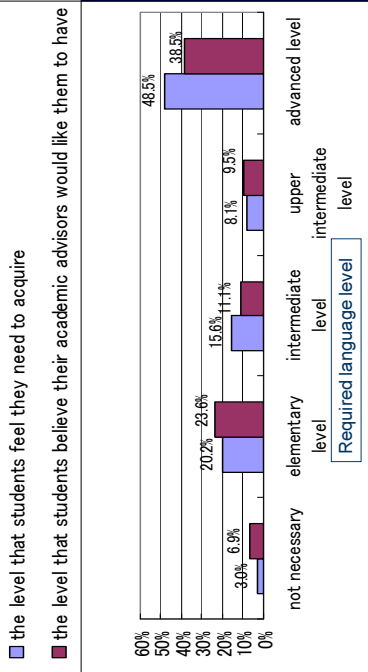
## An example of gaps

The level of Japanese language that international students feel they need to acquire to be successful at the university

versus

The level that they believe their academic advisors would like them to have

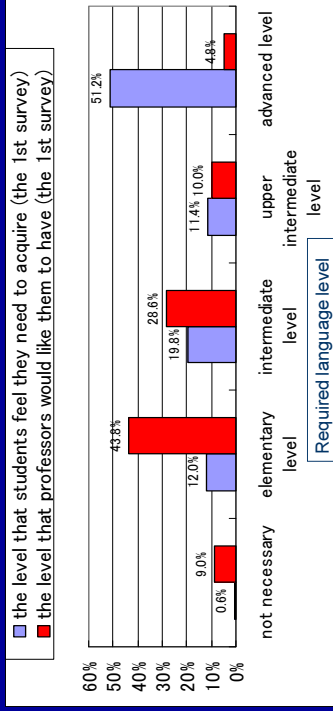
## An example of gaps





## An example of gaps

The gap became clearer when we directly asked the same question to the professors, in the 1<sup>st</sup> survey, 2002.



## Focuses

- (3) What can we learn from the results to better understand the causes of possible risks based on the build-up of these problems and be able to more effectively prevent them?

## summary of findings

- a) Economic support and the basic living conditions are the minimum requirements for a satisfactory period of studying abroad.

However,

- b) The students' relationships with the people around them have the greatest impacts on their level of satisfaction.

and

## summary of findings

- c) There are gaps in understanding between international students and the people around them on various issues.



## Therefore, it is important

- for the parties involved, to recognize the presence of these “gaps” .
- to create a system that solves problems in relationships with academic advisors.
- to create support networks within and without the campus to effectively assist the students.
- to create networking opportunities between international students and domestic students, in other words, creating more “mingling” opportunities.

## Reference

『京都大学における国際交流の現状と可能性 - 第2回アンケート調査報告書』 京都大学国際交流センター, 2006 (*2nd Survey Report – International Exchange and its Possibilities at Kyoto University, in Japanese, 2006*)  
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