

## **Research Report on Student Exchange Programs in the era of the New Normal**

「ニューノーマルの大学間交流調査」結果速報

2021/06/25

In 2020 and early 2021, student mobility across borders was forcibly stopped or suspended. Instead, Higher Education Institutions often transformed their physical mobility opportunities into on-line programs. Although it is impossible to predict the future, it is likely that once travel bans are lifted, HEIs will resume student exchange with their overseas partners, because study abroad has already become an indispensable part of their education offering.

We are seeking to discover future configurations of inter-institutional mobility programs, such as student exchange, joint- / double-degree programs, and summer schools, in the post-pandemic period. This research team believes that in order to maximize the pedagogical outcomes for students, and to minimize administrative conflicts between institutions, HEIs need shared guidelines such as rules to balance on-line and on-site mobility options when they resume global student exchange.

This document is the preliminary report on a survey conducted between March and May 2021. Via a web-based survey, 180 Japanese universities revealed their levels of preparedness for mobility in the near future and offered their opinions on the subject. Post-pandemic student mobility frameworks should be educationally meaningful and administratively manageable. We hope that this brief report suggests some pointers to make this happen for the future of international education. We also welcome any comments, suggestions and, indeed, advice, for our survey and ongoing research.

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**Table 0: Areas and numbers of universities responding to the questionnaire** (地域別解答校数分布表)

	Hokkaido	Tohoku	Kanto	Chubu	Kinki	Chugoku	Shikoku	Kyushu	Total
National University	4	7	16	16	12	5	5	9	74
Public University	2	8	7	9	10	5	3	6	50
Private University	1	2	23	11	12	2	1	3	55
Total	7	17	46	36	34	12	9	18	179

## I. 感染症制御後の学生交流に向けての準備

### Preparations for Student Exchange after the Pandemic

国境を越えた人の移動が自由になった場合を見越して、どのように学生交流を再開するのかについて、御校では何らかの方針をお持ちですか。もっとも近い選択肢をお選び下さい。

Does your institution have a vision for how to resume on-site inter-institutional student mobility, when this becomes possible? Select the answer that best describes your vision.

【はい】 私たちはパンデミック後のガイドライン・方針を定めています。

Yes, it does. We have already issued student mobility guidelines for the period during or after COVID-19.

**Table I-1: Yes (1)**

	National University	Public University	Private University	Total
Hokkaido	1	0	0	1
Tohoku	0	1	0	1
Kanto	3	0	4	7
Chubu	1	0	2	3
Kinki	2	1	1	4
Chugoku	0	0	0	0
Shikoku	0	0	0	0
Kyushu	0	0	1	1
Total	7	2	8	17

【はい】私たちはパンデミック後に向けてのガイドライン・方針を定めつつある、もしくは検討中です。

Yes, it does. We will issue student mobility guidelines for the period during or after COVID-19.

Table I-2: Yes (2)

	National University	Public University	Private University	Total
Hokkaido	0	0	0	0
Tohoku	3	1	0	4
Kanto	8	0	7	15
Chubu	6	2	1	9
Kinki	4	1	4	9
Chugoku	1	0	0	1
Shikoku	1	0	0	1
Kyushu	5	2	1	8
Total	28	6	13	47

【いいえ】以前通りに留学交流を再開するだけですから、新たな方針は不要です。

No, it does not. We will just resume the previous forms of student mobility as soon as possible.

Table I-3: No (1)

	National University	Public University	Private University	Total
Hokkaido	0	2	0	2
Tohoku	0	3	1	4
Kanto	1	2	2	5
Chubu	1	2	1	4
Kinki	1	2	4	7
Chugoku	0	2	0	2
Shikoku	2	0	1	3
Kyushu	2	1	1	4
Total	7	14	10	31

【いいえ】しかし、私たちは現在そういった方針制定について検討をはじめようとしています。

No, it does not. However, we are about to start the discussion about student mobility guidelines.

Table I-4: No (2)

	National University	Public University	Private University	Total
Hokkaido	1	0	0	1
Tohoku	2	2	0	4
Kanto	3	2	1	6
Chubu	2	2	3	7
Kinki	4	2	1	7
Chugoku	3	0	0	3
Shikoku	0	1	1	2
Kyushu	1	0	0	1
Total	16	9	6	31

【いいえ】しかし、私たちは方針を決めるための情報を収集中です。

No, it does not. However, we are collecting information/resources to help us decide on guidelines.

Table I-5: No (3)

	National University	Public University	Private University	Total
Hokkaido	2	0	1	3
Tohoku	1	2	0	3
Kanto	0	2	10	12
Chubu	6	4	2	12
Kinki	3	2	1	6
Chugoku	1	3	2	6
Shikoku	2	0	0	2
Kyushu	1	2	0	3
Total	16	15	16	47

【いいえ】 どこから手をつけて良いのかわかりません。

No, it does not. We do not know where to start.

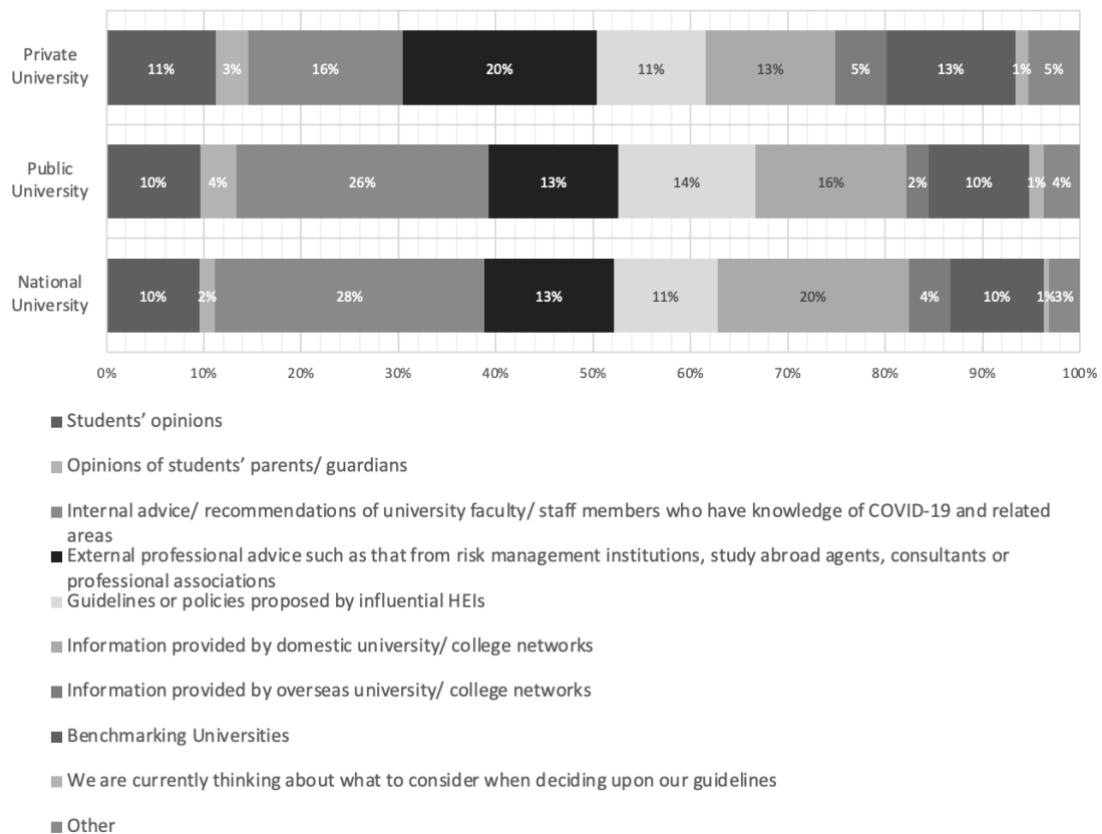
Table I-6: No (4)

	National University	Public University	Private University	Total
Hokkaido	0	0	0	0
Tohoku	0	0	0	0
Kanto	0	1	0	1
Chubu	0	1	0	1
Kinki	0	0	0	0
Chugoku	0	0	0	0
Shikoku	0	1	0	1
Kyushu	0	1	0	1
Total	0	4	0	4

I-(a) 国や入管の方針（例えば国境管理の変更や、政府からの通達・要請など）とは別に、学生交流再開に向けて御校が方針を決めた、もしくは決めるとしたら、どういった意見や情報を参考になさいますか。 選択肢を3つまであげて下さい。

In addition to government policy and immigration regulations, what do you consider and refer to when resuming student mobility at your institution? Please choose up to 3 of the concerns.

Figure I-(a): Information referred to when student exchange resumes, by type of institution （大学設置形態別 留学再開に際し参考にする意見）



## Ⅱ. 感染症制御後のオンサイト（実地）とオンライン（仮想）

### Ratio of On-site to Online Student Exchange after the Pandemic

感染症のために各国の高等教育機関は実地の学生交流を一時停止しました。そしてオンラインによる交流機会・教育の提供をおこなってきた例も多く見られます。感染症制御後のオンラインとオンサイトによる学生交流企画のあり方について、御校での現在の見通し・お考えはどのようなものでしょうか。

Due to the COVID-19 pandemic, higher education institutions have been forced to halt on-site student mobility, and offer education services online in many cases. Once the present restrictions on international travel are lifted, which of the future visions below do you consider to be the closest to your institution's vision for and design of post-pandemic mobility?

Figure II -1: Types of student exchange after the pandemic  
(感染症制御後の留学形態\_\_全体)

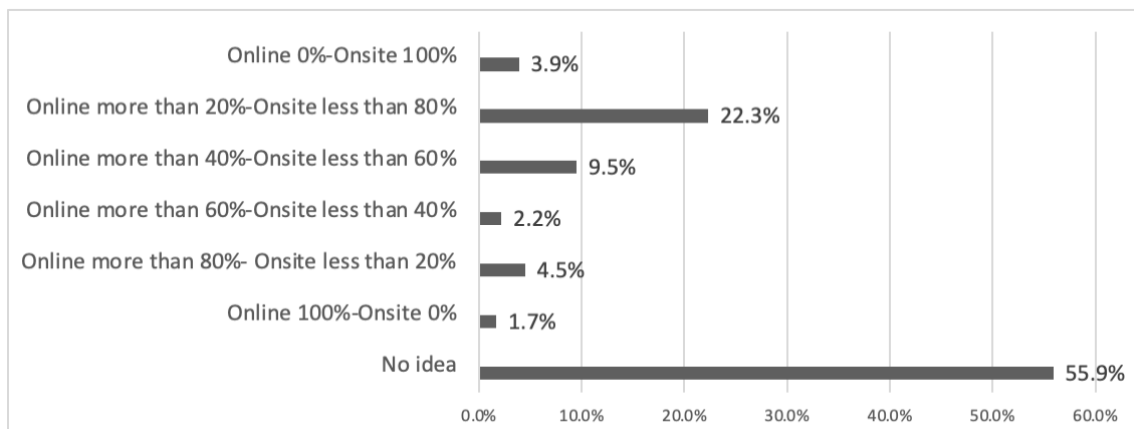
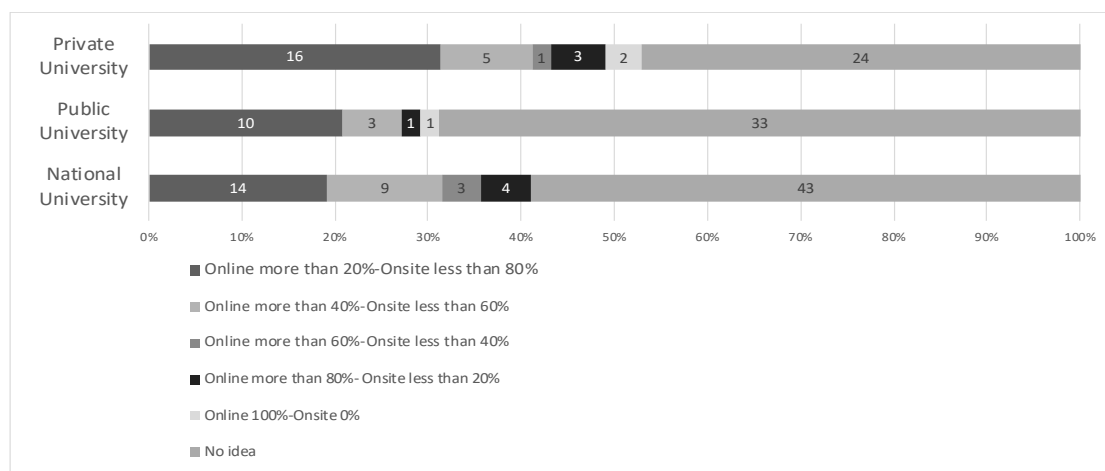


Figure II -2: Types of student exchange after the pandemic, by type of institution  
(感染症制御後の留学形態\_\_大学設置形態別)



### Ⅲ. 感染症制御当初のプログラム運営

#### Management of Programs after the Pandemic

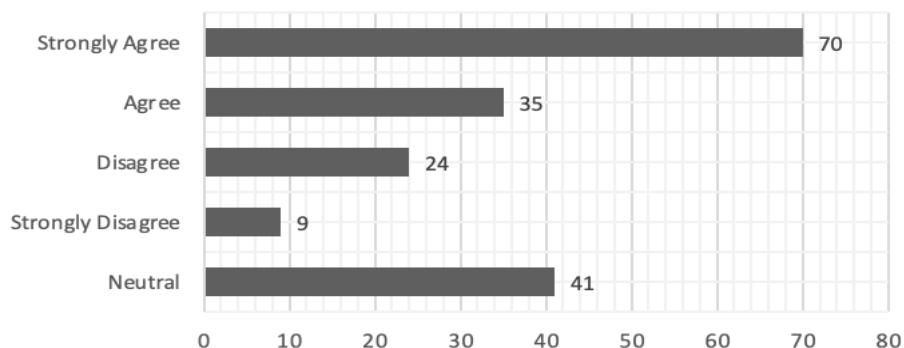
国境を越えた人の往来が可能になったとき、大学間の留学交流プログラムで派遣を希望する御校学生の中から、最適の候補者を選抜するとき「平等性」「既得権」についてどのようにお考えですか。適切なところにクリックをお願いします。

Once we are able to move across national borders, how will you select students for inter-institutional on-site mobility from amongst a number of candidates in your institution? (Please choose the closest option)

(1) 【平等性】 渡航中止・中断を余儀なくされていた学生と、新たに留学交流を希望する学生の間は公平・平等に取り扱われるべきだと思います。

(1) [Equal treatment] We will give equal priority both to students selected in the previous years (2019/2020) and to new applicants.

Figure Ⅲ-(1): Equal treatment





(2) 【既得権】 本人の責に帰さない理由で渡航中止・中断を余儀なくされていた学生は、渡航実現に向けて優先的に取り扱われるべきと考えます。

(2) [Prioritize suspended] We will prioritize those students who were selected in the previous years (2019/2020) but whose exchange programs were suspended.

Figure III-(2): Prioritize suspended

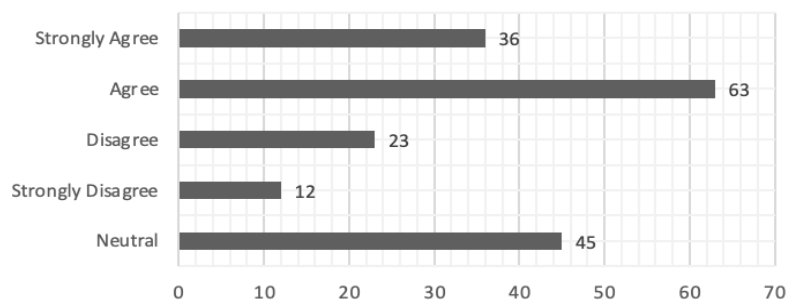


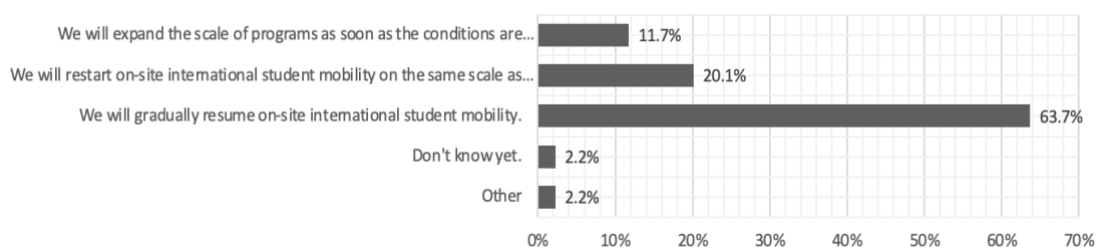
Table III-(3): Pay-off table of the answers

		Equal treatment					計
		Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral	
Prioritize suspended	Strongly Agree	17	6	1	9	3	36
	Agree	13	16	23	0	11	63
	Disagree	14	9	0	0	0	23
	Strongly Disagree	12	0	0	0	0	12
	Neutral	14	4	0	0	27	45
計		70	35	24	9	41	179

**Ⅲ-(a)** 国境を越えた人の往来が可能になったとき、御校ではどのような方針で学生の交流を再開させることになるでしょうか。もっとも近い選択肢を 1 つ選んで下さい。

When we are able to move across borders, which of the following is the closest to your institution's plan for restarting on-site international student mobility?  
(Please choose one of the following options)

**Figure Ⅲ-(a): Institutions' plans for restarting on-site international student mobility**



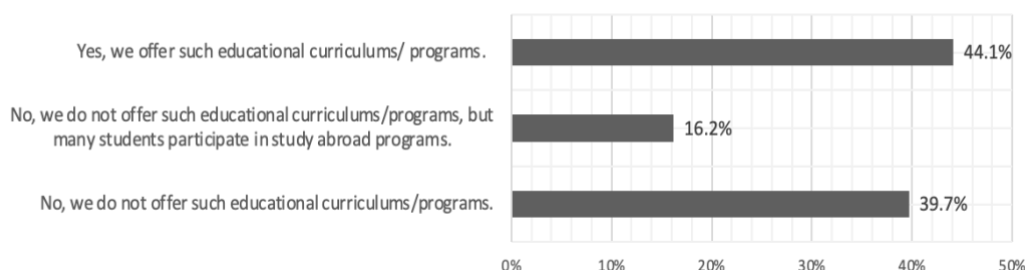
#### IV. 留学と修了要件

##### Study Abroad and Program Completion Requirements

御校には修了・卒業の要件として、留学など海外での経験を要するコースや教育課程（ダブルディグリーの課程などを含む）がありますか。もっとも近い選択肢を 1 つ選んで下さい。

Does your institution offer programs which require students to obtain study abroad experience for completion/graduation? (E.g. educational curriculums that require credits from overseas institutions, double degree programs, joint degree programs)

Figure IV: Offer of programs which require students to obtain study abroad experience for completion/graduation



(以下、「はい」と回答した 79 校)

(The following questions were asked to the 79 institutions which answered "Yes" to the question above)

**IV-(a)** 国境を越えた学生の移動が出来ない間、留学必須の課程を御校ではどのように運営されましたか。以下の対応例が当てはまるのか、「はい」か「いいえ」でお答えください。

How is your institution dealing with this requirement during the pandemic, while cross-border student mobility is not possible?

Please respond to each of the example responses below with "Yes", "No", or "We are discussing this".

(1) (一部または全部の課程で) 国境を越えた人の移動が自由に出来るまで、卒業・修了を延期させました (させます、させています)。

(1) We request students to suspend/ postpone graduation until we can move freely across borders.

(2) (一部または全部の課程で) 海外の授業にオンライン参加させるなど、仮想的にグローバル教育代替プログラムを課し、修了要件相当と見做すことにしました。

(2) [Virtual Mobility as Alternatives] We assign alternative international experience online, such as taking online lectures offered by foreign institutions, as a partial fulfilment of the course requirements.

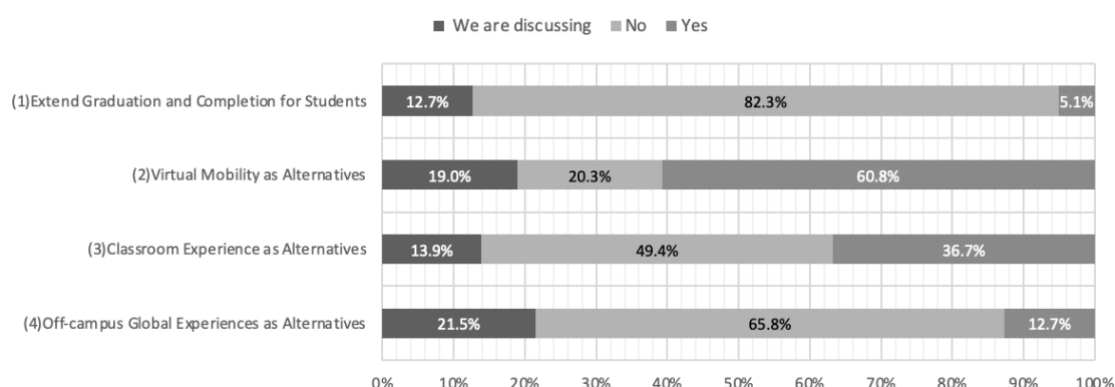
(3) (一部または全部の課程で) 学内で実施されている国際性の高い授業に参加させるなど、国内で実地におこなわれる代替教育プログラムを課し、修了要件相当と見做すことにしました。

(3) [Classroom Experience as Alternatives] We offer certain classroom experiences, such as lectures on global topics or classes together with international students held on our own campus, as alternatives to on-site mobility.

(4) (一部または全部の課程で) 留学生や外国人住民とのワークショップなど、国内での多文化経験に基づく実践もしくは実習中心の代替プログラムを課し、修了要件相当と見做すことにしました。

(4) [Off-campus Global Experiences as Alternatives] We offer alternative international experiences outside the classroom, such as workshops/ fieldwork in local communities of foreigners.

Figure IV-(a): Ways of dealing with an overseas study completion/graduation requirement during the pandemic



## V. ニューノーマル期の合意形成

### Consensus Building on Student Exchange in the Era of the “New Normal”

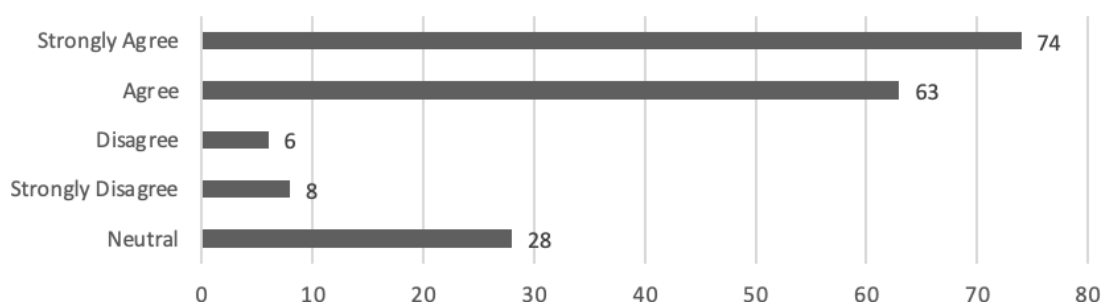
オンライン中心であれ、オンサイト中心であれ、感染症制御後の大学間交流が堅固な基盤の上に再構築されるには、こういったレベル・手続きでの合意や枠組みづくりが必要だと思われますか（例えばオンラインとオンサイトの「等数交換」比率を定めるなど）。以下にいくつかの異なった考え方を例示しますが、「そう思う」「どちらかといえばそう思う」「どちらとも言えない」「どちらかといえばそう思わない」「そう思わない」の5段階で、御校の判断をお示し下さい。

Other than relaxing government regulations and immigration guidelines, what will be necessary to revitalize the globalization of education at higher education institutions in the near future? Which of the following is closest to your point of view about what is needed in order to establish and embed post-pandemic mobility among a number of higher education institutions around the world?

(1) 【各大学個別の対応から】大きな枠組みではなく、各大学が特定もしくは少数の協定校との間での個別の合意からはじめるべきだと思います。

(1) We should resume international student exchange through discussion with each partner university, therefore an inter-institutional global framework is unnecessary.

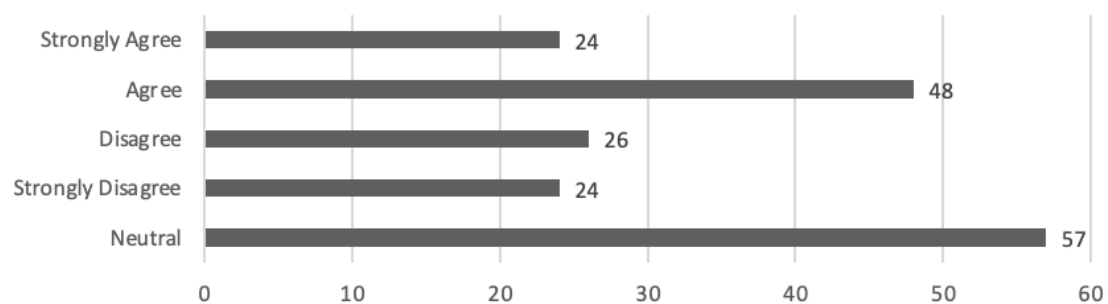
Figure V-(1): Decision by each institution



(2) 【政府等のイニシアティブから】 大きな枠組み作りは政府（政府間）もしくは公的機関が取り組むべき課題であり、各学校はそれに従う立場だと思います。

(2) Governments (inter-governmental cooperation) or public institutions should be in charge of creating an overarching framework that universities can/should follow.

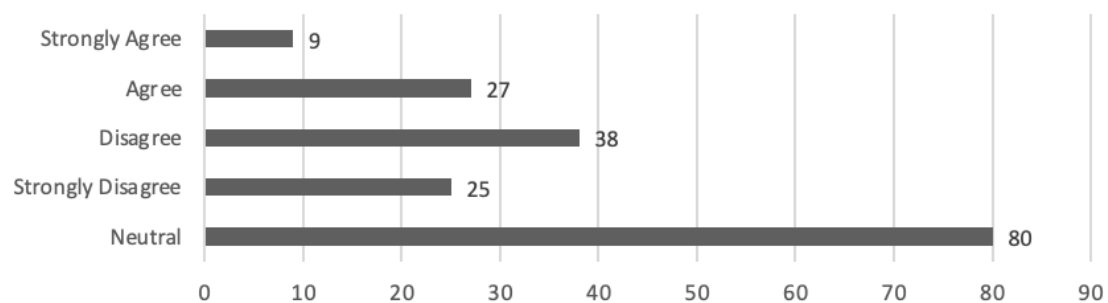
Figure V-(2): Governmental initiative



(3) 【国内での合意を優先】 まずは国内大学等で国際的にも通用する新たな枠組みを議論・共有するべきで、国際的な枠組みは国内での認識の共有が出来てからでしょう。

(3) We need a common understanding amongst the universities in our own country or region first, before we start discussions internationally.

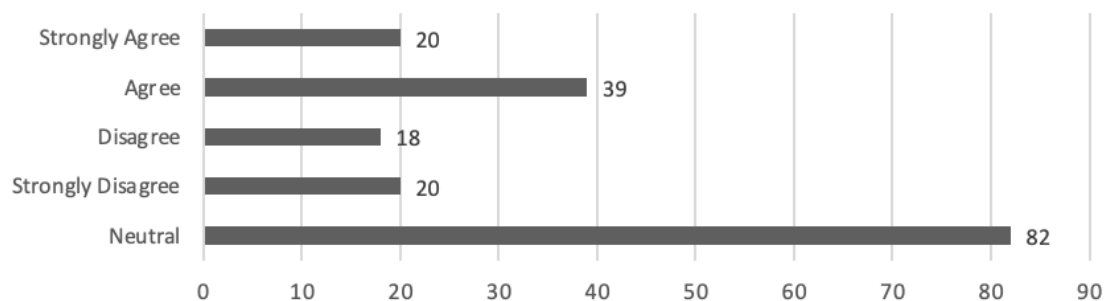
Figure V-(3): Common understanding amongst universities in own country or region first



(4) 【国際的な大学イニシアティブから】国境を越えた交流の枠組みであるので、はじめから国際的な場で関係大学等が議論し、ベストな解を探るべき課題だと考えます。

(4) When resuming student exchange globally, higher education institutions around the world need general frameworks and common understandings of post-pandemic mobility which are shared by a considerable number of institutions, including my own.

Figure V-(4): General framework for student exchange around the world



**V-(a)** 合意形成のあり方について、上記以外にも御校としてのお考えがあればお聞かせ下さい。

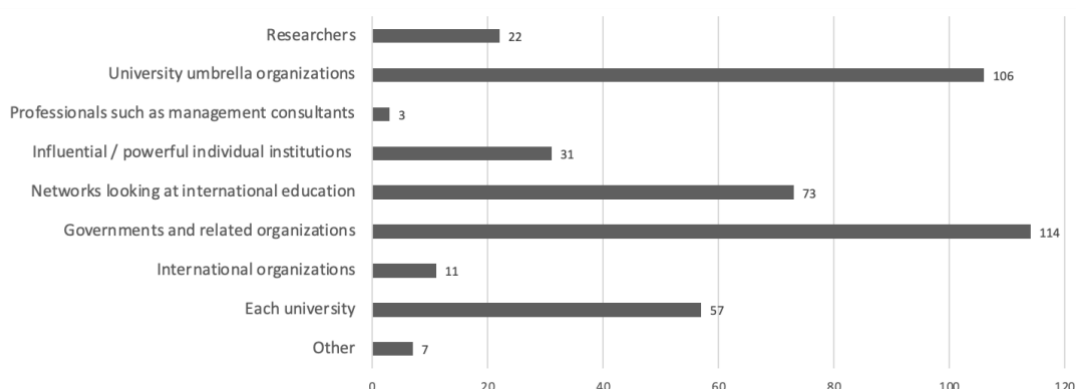
If your institution is dealing with the above requirement in a way other than those listed above, please explain it.

[The answers to this question are in Japanese only, and have thus been omitted].

**V-(b)** 感染症制御後の学生交流の枠組みを提案、議論、また異なった立場の高等教育機関の間で合意を形成していく主体として、以下の選択肢からどこが（誰が）相応しいと考えますか。 3 つまで選んで下さい。

Other than relaxing government regulations and immigration guidelines, what will be necessary to revitalize the globalization of education at higher education institutions in the near future? Who/what do you think should initiate the creation of a framework of post-pandemic mobility? Please choose up to 3 options from the following.

Figure V-(b): Who/what do you think should initiate the creation of a framework of post-pandemic mobility?



※ 当英語版報告書では、一部「自由記述による回答」は省略しています。日本語版の報告書をご参照下さい。

※ In this English-language report, responses in the 'Free Text Answer' columns have been omitted. Please refer to the report published in Japanese if necessary.