AUN Crisis Management Framework for International Student Mobility

This document is the collective work by [participants].
Advisors: Dr. Choltis Dhirathi, AUN Executive Director, and Fr. Jose M. Cruz S. J. Vice President for University and Global Relations, Ateneo de Manila University.
Preliminary survey by Ms. Izzatun Nabilah Khairul Shaffarani, University Brunei Darussalam
Introduction

Students around the world have become more mobile and higher education becomes more globalised to encourage a greater number of outgoing students and welcome the influx of incoming students. International students are now making up a significant portion of students in universities around the world. Thus, an effective and trustable support from the host university is crucial for students being far from home and living in the new environment. This increasing trend in high education has signified the importance of international students’ mobility and a proper crisis management plan.

What is crisis? Crisis is a time of intense difficulty, trouble, and danger, if not being handled in an appropriate and timely manner, may turn into a disaster. Hence, when talking about international students’ mobility and crisis, it often refers to the crisis or problems that are being experienced by students studying abroad.

The types of crisis can be categorised based on the severity and level of response needed (adapted from the International Student Exchange Program – ISEP, an independent non-profit organisation on study abroad membership network):

- **Level 1 and Level 2 (Low and Cautious)** is the incident that have limited impact and can be managed through routine protocols and procedures within a department
  - E.g. lost documents, lost money, accident, injury, illness, and travel delay
- **Level 3 (Medium)** is an incident that have the potential to have broader impact or that require cooperation among units to effectively manage and resolve problems. In this level, the adaptation in routine procedures is needed.
  - E.g. hospitalisation, natural disaster, terrorist event, civil unrest, assault, and epidemic.
- **Level 4 and Level 5 (High and Severe)** is an incident that presents substantial risks to students.
  - E.g. assault, arrestment, disappearance, theft, and death.

Due to the rapid growth in international student mobility throughout the world, unexpected situations can happen yet cannot be prevented. Therefore, the host university and home university, as well as the relevant departments, should play a key role in supporting
students to be prepared for unexpected situations. Safety and security are the primary concerns in managing international students’ mobility and crisis.

The Crisis Management Framework for International Student Mobility will identify the role of the university who are responsible for the policy and decision-making of risk prevention and crisis management. The guideline also highlights the effective communication plan among the stakeholders from the pre-crisis, crisis and post-crisis stages.

**Because We Care**

Risks and unexpected incidents become unavoidable for students going abroad or coming to your home country. Living in the new environment spontaneously requires us to have a self-preparation and learn basic knowledge of safety precautions. Meanwhile, the department or division in charge should also be alert to the possibility of risk happening to students.

The case studies and good practices on the management of international student mobility programme under crisis were shared at the 7th ASEAN+3 Head of International Relations Meeting in Manila, the Philippines in November 2017. The meeting intensively discussed to find the common grounds on:

- A clear identification on to what extent the university is responsible for international students
- A general guidelines on how students prepare for crisis and how should behave when facing crisis
- An orientation should be provided by university to both inbound and outbound students.
- International insurance is a strict prerequisite for students. Not only coverage of the home country is required but also the host country due to different law and protection.
- There should be a counselling centre to help advising international students.
- There should be a good channel of communication through social media, software system and mobile phone application, buddy system, embassy registration, student network, national authorities, local authorities, and internal contact of International Relation Office.
- There should be an efficient system of documenting, for example, centre of information for international students
AUN Crisis Management Framework for International Student Mobility

This AUN Crisis Management Framework for International Student Mobility is the compilation of inputs, recommendations and best practices shared by the international relations personnel in the 7th ASEAN+3 Head of International Relations Meeting. This group of university representatives is the key operational body of student mobility and this action-oriented meeting was a platform that allowed them to propose the ideas in preparing for risks and crisis management.

To initiate a risk management framework, it is essential to firstly set up the responsibility structure to make sure that all people involved understand their roles. The responsibilities herein are not limited to particular parties who carry out or coordinate in the student mobility programme but are applicable to everyone who takes part in the programme in order to minimise the effects on students and programme implementation as a whole.

The responsibility structure shall be composed of the following:

1. Policy and Advisory Level
   It was recommended that the concern on risk management be recognised by the university’s administrative level to affirm a commitment and a well-strategic plan. Apart
from the policy development, this top management body also enables the approval of the directions and financial support in planning, implementing, assessing and monitoring the risk prevention and response procedures. To encourage the awareness and ensure the effective management, the capacity building programme should also be considered and promoted.

2. Implementing and Monitoring Level

The implementing and monitoring level shall refer to the group of personnel who take the role as the mobility programme’s implementers and facilitators. At the higher education institution, it can refer to the international relations office or related department of the home and host universities who organise the programme or coordinate in sending and receiving students. This group also carries out the policy implementation and strategic planning prepared by the Policy and Advisory Level. On the other hand, they can recommend and propose ideas and strategies to the Policy and Advisory Level for consideration and approval.

The group also has an extensive range of jobs in liaising with the outside agencies, for example, the embassy, the immigration bureau, governmental organisation, local agencies, the insurance company and other industries in the private sectors. Their primary role is to ensure that the students, either going outbound or coming inbound, have been given a thorough safety precaution plan and comprehensive risk management guideline as much as possible.

As the facilitators, they shall encompass the framework of crisis management in 3 stages in order to make sure that students will be well-prepared for the unexpected circumstance when living overseas.

A. Pre-Crisis (Preparation Stage)
B. Crisis (Response Stage)
C. Post-Crisis (Recovery & Responsibility)
<table>
<thead>
<tr>
<th>A. Pre-Crisis</th>
<th>B. Crisis</th>
<th>C. Post-Crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>3) Keep students’ <strong>personal information</strong>, physical and mental health condition and <strong>contact</strong>. The information shall be kept <strong>confidential</strong> and used in case of emergency only.</td>
<td>emergency response procedures to ensure the safety and protection of health</td>
<td>3) Follow the <strong>news and situation updates</strong> closely</td>
</tr>
<tr>
<td>4) Conduct a <strong>pre-departure orientation</strong> for students</td>
<td></td>
<td>4) Keep good <strong>communication</strong> with students, home universities, their parents/guardian/next of kin</td>
</tr>
<tr>
<td>5) Require students to obtain the international <strong>health and accident insurance</strong></td>
<td></td>
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<tr>
<td>6) Create an interactive and responsive <strong>communication channel</strong> with students and the host university</td>
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<tr>
<td>7) Keep of the information of <strong>embassy</strong> in host country</td>
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<tr>
<td>8) <strong>Monitor</strong> situations in the host university regularly</td>
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<tr>
<td><strong>Host University</strong></td>
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<tr>
<td>9) Share <strong>essential and practical information</strong> of the university, city and country with the home university for preparation</td>
<td></td>
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<tr>
<td>10) Keep students’ <strong>personal information</strong>, physical and mental health condition and <strong>contact</strong>. The information shall be kept <strong>confidential</strong> and used in case of emergency only.</td>
<td></td>
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<tr>
<td>11) Conduct an <strong>arrival orientation</strong> for international students</td>
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<tr>
<td>12) Inform students of <strong>potential risks, safety precautions, emergency preparedness and crisis response plan.</strong></td>
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<tr>
<td>13) Share the list of <strong>hospitals or medical service centers</strong> with students</td>
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<tr>
<td>14) Create an interactive and</td>
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</tbody>
</table>
3. Students

Being exposed to different cultures and social context, students are encouraged to respect norms and values of the country they visit and they have to understand and comply with the local regulations and laws. Thus, intercultural adaptation is a key to all students who are mobilising in the new environments and socialising with other students from different cultures and backgrounds.

*However, when studying abroad, students are encouraged be aware of safety as the priority as it is possible that the host university cannot be able to control all of their daily activities. Therefore, students are encouraged to avoid non-essential travels and situation and they shall accept the responsibility for their personal decisions if there is a possibility of risk occurring.*

The recommended framework to students can be categorised in accordance with 3 stages of crisis:

<table>
<thead>
<tr>
<th>A. Pre-Crisis</th>
<th>B. Crisis</th>
<th>C. Post-Crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>responsive communication channel with students and the home university</td>
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</tbody>
</table>

### Pre-departure

4) **Prepare** yourselves with information and materials advised by the home and host university.

5) **Do research** on the host country and university’s backgrounds, local norms, cultures and religion.

6) **Purchase the insurance** with the specific coverage e.g. accidents, medication, hospitalisation, civil uprising, terrorism, disasters and evacuation.

7) **Have the physical and mental**

<table>
<thead>
<tr>
<th>D. Pre-Crisis</th>
<th>E. Crisis</th>
<th>F. Post-Crisis</th>
</tr>
</thead>
</table>
| **Obey** the crisis management and emergency response plan.  
6) **Follow** the instructions and emergency procedures to ensure the safety and protection of health.  
7) **Keep** parents, guardians, next of kin and IRO informed of whereabouts and emergency situations. | | 1) **Monitor** the situation closely.  
2) **Cooperate** with the host university, local authority or the disaster center in the post-crisis recovery procedures.  
3) During the stay in the host country, be reminded that dismissal of the programme’s policies and failure to comply with the local rules and regulations may result in personal safety, well-being, damage, injuries and death.  
4) However, should the emergency and risk happen in the experiences or events |
<table>
<thead>
<tr>
<th>D. Pre-Crisis</th>
<th>E. Crisis</th>
<th>F. Post-Crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>health check-up.</strong> Closely consult with the physician if prescription medication(s) are required. Students must follow the medical treatment instructed by the physician carefully and strictly.</td>
<td></td>
<td>beyond the control of the host university, you must accept responsibility for your own decisions and actions.</td>
</tr>
<tr>
<td>8) Give the <strong>accurate and updated personal data,</strong> contact and necessary emergency information to parents, guardians, next of kin and IRO.</td>
<td></td>
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</tr>
<tr>
<td>9) <strong>Inform</strong> parents, guardians, next of kin and IRO, of true physical and mental health condition if medical assistance is required.</td>
<td></td>
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<tr>
<td>10) Participate in the <strong>pre-departure orientation.</strong></td>
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<tr>
<td>11) <strong>Equip</strong> yourselves with information on emergency preparedness and response procedures.</td>
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</tr>
<tr>
<td>12) <strong>Subscribe</strong> to the embassy, local authority, disaster warning center and smart phone applications for emergency alert notifications.</td>
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</tbody>
</table>

**Upon arrival**

1) **Understand and respect** the host country’s customs, cultures, regions and norms.
2) **Follow up** on the social situations, economic updates and political issues.
3) **Comply** with the laws and regulations of the host country.
4) **Avoid** gambling, illicit drug use and excessive consumption of alcohol.
5) **Refrain** from sensitive political
<table>
<thead>
<tr>
<th>D. Pre-Crisis</th>
<th>E. Crisis</th>
<th>F. Post-Crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>activities, chaos and violence that might cause risk, arrestment, injuries and death</td>
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</table>

**Shared Responsibility**

The responsibility for risk management does not mean who are responsible for result or who to take care of the effects of crisis on students. The responsibility, on the other hand, refers to the awareness of ‘risks’ which could occur unexpectedly and how all parties in the student mobility could do to reduce the possible damage, loss, injury or death. Thus, this crisis management framework encompasses the scope of management from the policy level, implementation level and participant level. This approach highlights the importance of risk and that the management is a shared responsibility among all parties that encourages the mitigation of risk in every possible way by taking appropriate actions. However, should they fail in complying with the essential guidelines, one should accept the responsibility for their choices and actions.

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Appendix A: Case Narratives and Infographics of Students Mobility
CRISIS MANAGEMENT CHECKLIST FOR STUDENT MOBILITY
Crisis Scenarios

1. Travelling
2. Political
3. Climate/Weather
4. Traffic
5. Personal illness
6. Contagious Disease
7. Food & Water Safety
8. Pollution
9. Theft
10. Assault
11. Natural Disaster

Risk Severity

<table>
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<tr>
<th>LIKELIHOOD</th>
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<th>2</th>
<th>3</th>
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<tr>
<td></td>
<td>Less Likely</td>
<td>Likely</td>
<td>Very Likely</td>
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<table>
<thead>
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<th>SEVERITY</th>
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<td>Possible Hazard/Risks</td>
<td>Severity</td>
<td>Likelihood</td>
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</tr>
<tr>
<td>Travelling</td>
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<tr>
<td>Cancelled Flight</td>
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<td>2</td>
<td>Prepare travel insurance beforehand</td>
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<tr>
<td>Flight Delay</td>
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<td>2</td>
<td>Prepare travel insurance beforehand</td>
</tr>
<tr>
<td>Motion Sickness</td>
<td>2</td>
<td>2</td>
<td>Do not read during take-off. Prepare medicine and ointment</td>
</tr>
<tr>
<td>Airport Closure</td>
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<td>1</td>
<td>Prepare travel insurance beforehand</td>
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<tr>
<td>Flight Incident</td>
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<td>1</td>
<td>Use airlines with good safety records</td>
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<tr>
<td>By land</td>
<td></td>
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<tr>
<td>Roadblock</td>
<td>2</td>
<td>2</td>
<td>Follow all road regulations, ensure driver is licensed Prepare possible alternative routes.</td>
</tr>
<tr>
<td>Motion sickness</td>
<td>2</td>
<td>2</td>
<td>Avoid reading during journey, prepare ointment and medicine</td>
</tr>
<tr>
<td>Road Accidents</td>
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<td>1</td>
<td>Do not travel during unstable weathers, get qualified driver. Always ensure the location of the nearest health facility Always prepare travel insurance</td>
</tr>
<tr>
<td>Crisis Scenarios</td>
<td>Possible Hazard/Risks</td>
<td>Severity</td>
<td>Likelihood</td>
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<tr>
<td><strong>By boat</strong></td>
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<tr>
<td>Motion Sickness</td>
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<tr>
<td>Boat Turnover</td>
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<td>Drowning</td>
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<td><strong>Alone</strong></td>
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<td>Kidnap</td>
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<tr>
<td><strong>Political</strong></td>
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<td>Protests</td>
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<td>Severity</td>
<td>Likelihood</td>
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<td>Motor Accidents</td>
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<td>Mental Disease</td>
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<td>Crisis Scenarios</td>
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<td>Severity</td>
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<td>Physical Injuries</td>
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<td>Contagious Disease</td>
<td>Infection</td>
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<td>Vector-borne disease</td>
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<td>Sexual Assault</td>
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</tr>
<tr>
<td></td>
<td>Flood</td>
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<tr>
<td></td>
<td>Tsunami</td>
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<td>Volcano Eruption</td>
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<td><strong>Field Activities</strong></td>
<td>Getting Lost</td>
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<td>Dehydration</td>
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<td></td>
<td>Attacks from wild animals/insects</td>
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<td>Pre-Crisis (prevention)</td>
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<td></td>
<td>Encounters with poisonous plants</td>
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<td>Crisis Scenarios</td>
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<td>Severity</td>
<td>Likelihood</td>
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</tr>
<tr>
<td>Sunburn</td>
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<td>Falling / slipping down</td>
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EMERGENCY CONTACTS (STUDENT COPY):

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<th>Participant Details</th>
<th>Next of Kin Details</th>
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<table>
<thead>
<tr>
<th>Nearest Hospital in Host Country</th>
<th>Nearest Police Station in Host Country</th>
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</thead>
<tbody>
<tr>
<td>1. Name:</td>
<td>1. Name:</td>
</tr>
<tr>
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<td>2. Name:</td>
<td>2. Name:</td>
</tr>
<tr>
<td>Address:</td>
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<tr>
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<table>
<thead>
<tr>
<th>Local Host Coordinator Contacts</th>
<th>Embassy in Host Country</th>
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</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
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<tr>
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<table>
<thead>
<tr>
<th>Emergency Contacts in Host Country</th>
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</thead>
<tbody>
<tr>
<td>Ambulance:</td>
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<tr>
<td>Police:</td>
</tr>
<tr>
<td>Fire:</td>
</tr>
<tr>
<td>Search and Rescue:</td>
</tr>
<tr>
<td>Tick when complete (V)</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Saved all emergency contacts in host/home country</td>
</tr>
<tr>
<td>Extra copies of important documents. E.g. Insurance, flight itinerary, passport</td>
</tr>
<tr>
<td>Copy of crisis management checklist</td>
</tr>
<tr>
<td>Prepare emergency contact details for host/home institution</td>
</tr>
<tr>
<td>Research on the possible crisis situation / safety conditions at the destination</td>
</tr>
<tr>
<td>Research on plan of action for common natural disasters that tend to happen at destination</td>
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EMERGENCY CONTACTS (INTERNATIONAL RELATIONS OFFICE COPY):

<table>
<thead>
<tr>
<th>Participant Details</th>
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<tr>
<td>Name:</td>
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<tr>
<td>Gender:</td>
<td>Relationship:</td>
</tr>
<tr>
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<td>Contact No.:</td>
</tr>
<tr>
<td>Contact No.:</td>
<td></td>
</tr>
<tr>
<td>Address in Home country:</td>
<td>4. Name:</td>
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<td></td>
<td>Relationship:</td>
</tr>
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<td></td>
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<td>Special Medical Conditions:</td>
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<td>6. Name:</td>
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<table>
<thead>
<tr>
<th>Nearest Hospital in Host Country</th>
<th>Nearest Police Station in Host Country</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Name:</td>
</tr>
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<td></td>
<td>Address:</td>
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<tr>
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Case Narratives & Infographics on Student Mobility
## Universiti Brunei Darussalam

### Crisis Management for Inbound Exchange Students

<table>
<thead>
<tr>
<th>Pre-Arrival</th>
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</thead>
<tbody>
<tr>
<td><strong>Medical Fitness</strong></td>
<td>Submit a copy of medical check, not older than 6 months.</td>
</tr>
<tr>
<td><strong>Medical Insurance</strong></td>
<td>Submit copy of comprehensive medical insurance, valid in Brunei, for entire duration of study in Brunei.</td>
</tr>
<tr>
<td><strong>Emergency Contacts</strong></td>
<td>Submit ‘in case of emergency’ details, including blood group and next of kin details.</td>
</tr>
<tr>
<td><strong>Faculty Supervisor</strong></td>
<td>Faculty supervisor contact is listed on acceptance letter, should exchange student need to establish contact prior to arrival.</td>
</tr>
<tr>
<td><strong>Student Visa</strong></td>
<td>Student visas processed by UBD and sent to exchange students prior to arrival with instructions.</td>
</tr>
</tbody>
</table>

### Arrival

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Briefing and Handbook</strong></td>
<td>All exchange students are briefed on all UBD student processes and procedures ranging from registration, payments, visa endorsement, permission to leave state.</td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td>All exchange students complete registration in Freshers’ Week.</td>
</tr>
<tr>
<td><strong>Student Buddies</strong></td>
<td>Student buddies will assist all exchange students in settling in, to complement the briefing and handbook.</td>
</tr>
<tr>
<td><strong>International Students Coordinator</strong></td>
<td>Briefs and meets all exchange students to assist with welfare, social activities, visa endorsement.</td>
</tr>
<tr>
<td><strong>Accommodation Executive Committee</strong></td>
<td>Assists exchange students with accommodation matters and social activities.</td>
</tr>
</tbody>
</table>

### In Case of Emergency

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Hotline</strong></td>
<td>UBD Hotline (24 hours) and all other relevant UBD contacts are shared in International Students Handbook.</td>
</tr>
<tr>
<td><strong>Emergency Contacts</strong></td>
<td>Exchange students’ emergency contacts are all saved on file for easy access.</td>
</tr>
<tr>
<td><strong>Student Buddy System</strong></td>
<td>Student buddies can be contacted if any support required.</td>
</tr>
<tr>
<td><strong>Points of Contact</strong></td>
<td>All important UBD points of contact are shared with exchange students: Welfare and Medical Issues - International Students Coordinator; Health and Safety - Head of Office of Safety, Health and Environment; Academic Matters - Faculty Supervisor; Exchange Matters - Global Relations; Accommodation Matters - Accommodation Office.</td>
</tr>
</tbody>
</table>
Managing Student Exchange Activities & Manual on Safety and Risk

**UBD Discovery Year by Numbers since 2011**

- **Outbound**
  - United States of America: 1%
  - Philippines: 2%
  - Singapore: 2%
  - China: 2%
  - Japan: 7%
  - United Kingdom: 7%
  - Vietnam: 9%
  - Thailand: 9%
  - Indonesia: 15%
  - Malaysia: 27%

- **Inbound**
  - United States of America: 1%
  - Australia: 1%
  - UK: 2%
  - South Korea: 2%
  - Hong Kong: 6%
  - Philippines: 2%
  - Vietnam: 4%
  - Japan: 8%
  - Thailand: 41%
  - Indonesia: 15%
  - Singapore: 13%
  - Malaysia: 11%

**Inbound Exchange by Numbers since 2011**

- **Global Discovery Programme (GDP) since 2010**

**UBD Discovery Year by Countries since 2011**

- **Outbound**
  - United States of America: 1%
  - Philippines: 2%
  - Singapore: 2%
  - China: 2%
  - Japan: 7%
  - United Kingdom: 7%
  - Vietnam: 9%
  - Thailand: 9%
  - Indonesia: 15%
  - Malaysia: 27%

- **Inbound**
  - United States of America: 1%
  - Australia: 1%
  - UK: 2%
  - South Korea: 2%
  - Hong Kong: 6%
  - Philippines: 2%
  - Vietnam: 4%
  - Japan: 8%
  - Thailand: 41%
  - Indonesia: 15%
  - Singapore: 13%
  - Malaysia: 11%
Case Study of Emergency-dealing of Lao Student from College of International Education

I. Incident

One day in 2016, Lao student A from College of International Education of Guizhou University was kicked down in the stomach by Lao student B during a football match. The class supervisor was immediately called up to the scene and sent student A to nearby Huaxi People’s Hospital in no time. Meanwhile, this incident was reported to college leaders.

However, student A wasn’t getting better after two days treatment in the hospital, so a surgery was recommended. But his parents preferred him to be treated back in Laos. After negotiations among college leaders, officers of Section for International Students and his parents, he was transferred to the affiliated hospital of Guizhou Medical University and discharged 10 days later without any surgery.

II. Guidance

Procedures of emergency-dealing: after preliminary management of the situation in the scene, the class supervisor then reported it to related college leaders for further instruction. The follow-up and updates of the Section for International Students enabled an initiative and timely response to the incident.

Principles of emergency-dealing: under the principle of student first, the safety of international students shall, as always, be placed in the first place. When that incident happened, the class supervisor immediately drove student A to Huaxi People’s Hospital to receive treatment. And Lao students who can speak Chinese well were later sent there to provide interpretation work and company, and report latest updates to the Section for International Students.

Process of emergency-dealing: since student A wasn’t getting better after 2 days treatment, university leaders went to the hospital to (1) comfort him and relieve his worries about medical costs (for there is insurance for International students in China), (2) get in touch with his parents and inform them of his treatment and (3) get detailed information of his condition and therapeutic schedule.

Taking timely treatment as the priority and students’ health the premise, our college decided to transfer student A to the affiliated hospital of Guizhou Medical University after getting the approval of his parents. Later, 15 thousand yuan from the Laos Student Union and 30 thousand yuan from the Ping An Insurance Company was paid for medical costs.

After 10 days treatment at the affiliated hospital of Guizhou Medical University, student A was discharged.

III. Evaluation

1. Based on the emergent response mechanism, the class supervisor came to the scene upon the happening of the incident, provided preliminary solution after situation analysis and reported it to upper leaders, thus to guarantee a fluent delivery of updates for problem-solving.

2. Follow-up on psychological activities of international students: 1) communicate with student A and his parents to decide on solutions; 2) relieve Student B of self-accusation and ask him to take care of student A to boost understanding.

3. Make the most of international students unions and enable self-management. For instance, the Laos Student Union raised money for early medical costs and sent students who can speak Chinese well as interpreter and all-day company, assisting communication among the college, parents and doctors. This kind of effort has not only comforted student A, but also helped reduce management costs of the college.

4. Cover all international students under comprehensive medical insurance to provide material guarantee. According to insurance regulations, the Section for International Students shall prepare for the reimbursement work in due time after the notice of loss is issued, in a bid to relieve them of economic burden.
Peking University

1. One page of Infographic or diagram of statistic on current status of international student exchange

Incoming (AY 2016-2017)
In Academic Year 2016-2017, 192 international exchange students coming to PKU from 67 universities in 22 countries.

![Origin of Incoming Exchange Students](image1)

Outgoing (AY 2016-2017)
In Academic Year 2016-2017, 286 PKU students participated in exchange programs to 78 universities in 23 countries.

![Destination of Outgoing Exchange Students](image2)
2. One-page long of your case study on the management of international student exchange programme under the crises. This should include your experience of international student under the crises (nature disaster, political protest, student health and medical emergency, etc) and the sample of your solution and policy regulation to handle the situation in order to safety of exchange students.

For Peking University, our international student management under crisis include the following aspects:

- Pre-departure Information: Before the exchange students coming to PKU, the International Office will send them pre-departure information including reminders on safety and security, these include the general situation as well as life on campus.
- Security Orientation: Upon student arrival, orientations are given to exchange students, with specific content on security and health. Safety and local laws, as well as emergency contact are included in the orientation.
- Emergency Planning: The office has emergency plans for student safety issues, such as natural disaster, health emergency, etc.
- Psychological Safety: The university has a student counseling center which provides counseling services for international students.
- Safety Networking: The International Office is cooperating with the campus security, university hospital, student counseling center, as well as the outside administrative offices to provide a safety net for students.
Royal University of Law and Economics

1. Infographic of statistic on current status of exchange program (inbound and outbound)

Inbound

Graph 1: Number of RULE Inbound Students
Total (2013-2017) = 43 (F=12; M=31)

Graph 2: Trend of Number of RULE Inbound Students

Graph 1 and 2 illustrate the number and trend of inbound student attending Royal University of Law and Economics (RULE) in the academic year 2013-2014, 2014-2015, 2015-2016, and 2016-2017. There were one male inbound student in the academic year 2013-2014, two inbound students (one female and one male) in the academic year 2014-2015, and one female inbound student in the academic year 2015-2016. In these three academic years, those inbound students were from Japan, Nagoya University to be specific. As for the academic year 2016-2017, we received 39 students, 29 male and 10 female students. These students were from Laos (26), Korea (11), Vietnam (1), and France (1).
Outbound

Graph 3: Number of RULE Outbound Students for Transferable Credit Exchange Programs 2013-2017 (By Year)
Total (2013-2018) = 30 (F=14; M=16)

Graph 4: Trend of RULE Outbound Students for Transferable Credit Exchange Programs 2013-2017 (By Year)

Graph 3 and 4 show the number and trend of outbound students pursuing a transferable credit exchange program for the last five academic years, 2013-2014, 2014-2015, 2015-2016, 2016-2017, and 2017-2018. The total number of students undertaking the exchange program since 2013 until 2017 are 30 students in total, 14 female students and 16 male students. We have received a highest number of outbound students in the academic year 2015-2016 with the total...
Graph 5: Number of RULE Outbound Students for Non-Transferable Credit Exchange Programs 2013-2017 (By Year)
Total (2012-2017) = 62 (F=32; M=30)

Graph 6: Trend of RULE Outbound Students for Non-Transferable Credit Exchange Programs 2013-2017 (By Year)

Graph 5 and 6 demonstrate the number and trend of outbound students who undertaking a non-transferable credit exchange program. There were 62 students who went for a short-term exchange program (less than 3 months) at various universities in Asia. The number of students pursuing a non-transferable credit exchange program has reached its highest peak in the academic year 2015-2016 with the total number of 20 students, 11 male and 9 female students.
2. Case Study on the Management of International Students

Royal University of Law and Economics (RULE) is situated in Phnom Penh, the capital city of Cambodia. With a good location in Southeast Asia, Cambodia rarely faces with natural disasters or other widespread diseases. These have helped the University to easily manage the international students who are pursuing their studies at RULE. However, in case that there would be any emergency, the University will immediately inform the international students as well as contacting their embassies about the location of the international student. Additionally, the University will contact the local authorities to protect the security of international students.

In term of managing the student health and medical emergency, the University is still facing a problem. This is because RULE does not have our own dormitory, and a proper budget plan to provide the insurance for the international students. Although the University does not have our own dormitory, but we could still support the international students through finding a nearby apartment for them to live in. In addition, there is a small first aid room with one nurse available in the University campus; if the international students just receive a normal sickness, they could enjoy the service by the University’s nurse. If the sickness is bad, the University could send them to hospital for treatment. However, it should be noted that it would be difficult if the international students do not purchase insurance prior to coming to Cambodia. Furthermore, the home universities should make it obligatory for their students to purchases insurance prior to coming to RULE. This would help to ease the burden of both sides when there is any emergency case happened. Finally, a close cooperation between RULE and the home universities is needed in order to manage the international students. To be specific, AUN secretariat should serve as a connector-linking RULE to the home universities. Therefore, when there is anything happened, RULE could firstly contact home universities and later informing the AUN secretariat.
Managing Student Exchange Activities

A Manual on Safety and Risk

Royal University of Phnom Penh

Inbound and Outbound Worldwide

Student Exchange at RUPP for 5 Years (2012-2017)

- Inbound
- Outbound

2012-2013
2013-2014
2014-2015
2015-2016
2016-2017

2012-2013
2013-2014
2014-2015
2015-2016
2016-2017

432 339 292 148 82 78 65 103 36

Royal University of Phnom Penh
A Case Study of International Exchange Student under Health Crisis
Xiamen University

Situation:
Denis is an international exchange student of Xiamen University recommended by a Confucius Institute in Russia and his exchange program duration is one academic year. Unfortunately, just two months after he registered in our university, he fell down when walking on the campus and his movements were seriously affected. He rested in the dormitory for two days but things seemed to get worse. Therefore, he reported to the college counselor and asked for help. After receiving this news, the college immediately sent him to the nearest hospital for treatment and it turned out Denis was suffering from a special neurological disorder which might paralyze him in a very short time. The university followed the doctor’s guidance and transferred Denis to the best hospital in Xiamen for further treatment. The final diagnosis was that Denis was seriously harmed by the rare neurological disorder and must be immediately sent into intensive care unit and treatment should be carried out without any further delay.

Solution and action:
1. Implement university risk response plan. The university implemented the risk response plan at the very first time, set up a work group for this issue and placed Denis’ health and safety as the first priority.
2. Get in touch with the home institute and Denis’ family members. The university reported Denis’ situation to the home institute and his family right on the day the diagnosis came out. To best overcome the language barriers, the university asked Denis’ compatriot classmates and his home institute for assistance during phone and email communication with his family.
3. Cooperate actively with the insurance company and the hospital throughout the whole process. The university coordinated the communication between the hospital and Denis’ family members and made sure that the treatment took place with the consent and full understanding of his family. At the same time, the university cooperated actively with the insurance during his treatment. At last, Denis’ medical expenses in ICU was covered and prepayed by the insurance. But the expense of his later recovery in ordinary wards has to be borne by himself.
4. Provide support for Denis’ family after their arrival in China. The university appointed staff members and volunteers to help Denis’ family during both their daily life in Xiamen and the communication with hospital and insurance.
5. Properly handle the academic issues. With joint efforts, Denis’ health became stable and he was transferred into ordinary wards after 2 weeks’ treatment. However, he was still unable to walk and look after himself. Considering the increasing medical expenses and Denis’ situation, the university advised his family and his home institute to suspend Denis’ study and bring him home for rest and recovery. Both parties agreed and thanked our university for all the work and support. With the assistance of the university, Denis was brought back home safely by his family.
6. Retrospective review. The university wrapped up the crisis management with a review of the whole case, its experiences and lessons and sought to better prevent and tackle similar situations in the future.
At present, Xiamen University has cooperative ties with 194 institutions of higher education all over the world, including 71 universities in Europe, 61 in Asia, 49 in North America, 10 in Oceania and 3 in Africa. Below is an overview of the current status of international student exchange of Xiamen University.
Institut Teknologi Bandung

Crisis Management for International Students at Institut Teknologi Bandung, Indonesia

The International Relations Office – Institut Teknologi Bandung (IRO – ITB) is in charge of crisis management with serving as “rapid responders” by disseminating information and creation of resources when a crisis occurs.

Crises in a student’s home country may be political, social, economic, environmental, natural disaster which can cause enormous stress for those affected, or health and accident – related during stay in Bandung. For international students living abroad during such crises, not only emotionally traumatic, but it can also greatly impact their course of studies, immigration status, and financial situation. Some of the cases happened in ITB and our responses to the situations, are described here.

1. Political Upheaval and War

In 2010 – 2013, students from Libya took a Master’s Degree Program in ITB. They were under the scholarship program from the government of their home country.

When the civil war broke out in their country in 2011, they started having problems. The students were not able to get financial support from their home country. They were worried about their family and relatives leading to the lack of concentration in their study. The condition worsened when they finished their study (they graduated in July) – in which they could not return to their country. This affected their stay permit which ended at the end of August.

The first priority of the IRO-ITB is the well-being of the students. Then we had to provide assistance with immigration status and resources for financial assistance. The following is a list of things the IRO did to assist the students whose home country had experienced a political crisis:

a. Set up extra counseling sessions and extra working hours to listen to students’ worries, grief, or loss.

b. Refer to the higher levels to discuss resources for financial assistance.

c. Provide assistance to extend their stay permit even though their academic status as students ended.

2. Serious Illness leading to the decease of the student

One international student from Somalia suffered from a serious illness requiring hospitalization and surgery. After a month staying in the hospital, in Oct 2013 he passed away.

The IRO tried to find any contact of his family or friends and unfortunately there was not even a consular office of his country in Indonesia. Then, the IRO collaborated with other parties from the Police Department and the Immigration to contact the UNHCR (UNO) to take care of his body. We failed to contact anybody from his country (family/relatives or friends), then the UNHCR decided to send his body to a local resting place.

3. Traffic Accidents

Riding a motorcycle is a challenge and temptation for international students. However; they do not realize the dangers of riding it because they may not be familiar with the local traffic condition. An Afghanistan student, who was fully funded by Indonesian Government to study a Bachelor Program, in May 2015 he got an accident. He was seriously injured – a broken calf – and was hospitalized for nearly a month. The problem rose when we found out that he did not have the health insurance. He was supposed to have one because he had full scholarship, but he spent the money that was supposed to be paid for insurance, for something else. It took him USD 9,000 (96,000,000 IDR) for his hospitalization, physiotherapy and medicines. Although legally it was the student’s responsibility to make sure that he had a health insurance coverage during his study and the scholarship provide such coverage, finally for a humanity reason, ITB was then took over and pay for the expenses.
Policies
Those experiences lead ITB to develop some policies, activities and platforms in managing the welfare of international students, such as:

1. Health, accident and life insurance is now a compulsory requirement for enrollment
2. ITB will strongly recommend the university dormitory living at least for the first semester
3. Student orientation is held every beginning of the semester, and several cultural introduction sessions and activities were held, so the students can adapt to local way of life faster
4. IRO provides a social media networking platform for easy communication
5. IRO develops and maintains inter-institution networking (Police, Immigration, and other relevant parties)
Universitas Gadjah Mada

International Students
Exchange - Non Degree

Country - Incoming

<table>
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<tr>
<th>Country</th>
<th>Total</th>
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TOTAL
Faculty - Outgoing

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<td>Pharmacy</td>
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</tr>
<tr>
<td>Forestry</td>
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<tr>
<td>Mathematics and Natural Sciences</td>
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<td>Engineering</td>
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<tr>
<td>ICRS</td>
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<tr>
<td><strong>TOTAL</strong></td>
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Country - Outgoing

<table>
<thead>
<tr>
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<tbody>
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<td>44</td>
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<tr>
<td>Korea</td>
<td>15</td>
</tr>
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<td>France</td>
<td>1</td>
</tr>
<tr>
<td>Malaysia</td>
<td>3</td>
</tr>
<tr>
<td>The Netherlands</td>
<td>3</td>
</tr>
<tr>
<td>Philippines</td>
<td>4</td>
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<td>Singapore</td>
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<td>Spain</td>
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<td>Thailand</td>
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<tr>
<td>Turkey</td>
<td>4</td>
</tr>
<tr>
<td>Vietnam</td>
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<tr>
<td>Germany</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>90</strong></td>
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Faculty - Outgoing

<table>
<thead>
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<th>Faculty</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mathematics and Natural Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Agriculture</td>
<td>17</td>
</tr>
<tr>
<td>Law</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Sciences</td>
<td>9</td>
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<tr>
<td>Social and Political Sciences</td>
<td>8</td>
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<tr>
<td>Engineering</td>
<td>16</td>
</tr>
<tr>
<td>Economics and Business</td>
<td>14</td>
</tr>
<tr>
<td>Vocational School</td>
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<tr>
<td>Forestry</td>
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<td>Geography</td>
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<tr>
<td>Psychology</td>
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</tr>
<tr>
<td>Graduate School</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>
Universitas Gadjah Mada

Treatment for International Students in Universitas Gadjah Mada During the Event of Natural Disaster

Indonesia’s Mount Merapi has erupted for several times during these past few years. One of the most powerful explosions took place in late October 2010. It continued to erupt until November 2010 as the level of the alert status intensively increased. Located relatively close to Merapi with an arguably large number of international students, Universitas Gadjah Mada (UGM) always takes the Merapi factor into consideration. We are, at UGM, doing our best to manage this natural disaster situation for international students.

The very first step that we do was gathered all the international students at the Office of International Affairs (OIA), a few weeks before the eruption to learn and give the understanding about the disaster mitigation. All the international students were given clear information about the natural disaster, especially about the Mount Merapi, which was delivered by the Center for Disaster Study of UGM. On this occasion we were also discussing about the characteristics of Merapi volcanoes, distance of the mountain from UGM and history of explosion. Experts confirmed that the university location is relatively safe when the eruption takes place, about 27 kilometers from the top of the mountain. Having understood the relatively long distance, it was predicted that only the volcano ash that will reach university when it explodes. Questions and answers and very productive discussion took place during that sessions. We also invited the staffs of International Office at the faculty level to attend the info session.

As part of our responsibilities, OIA is required to inform and provide the ‘safe house’ for all the students and it was also clearly declared during the seminar. However the students were free to chose their own choice to find safe places. As the news of the disaster was spreading rapidly, Embassies/Consulate Generals released notifications about how the students should survive during such kind of situation. To maintain close touch with all students, we provided everybody with our contact number and also their own Embassy/Consulate Generals’. This way, the Embassies/Consulate Generals were able to intensively be in touch with the students about the current situation.

Few weeks later, when the eruption began to happened and the explosion occurred several times, OIA provided some shelter called “Posko Bencana Alam” which not only provide a safe place but also some first aid, proper food and proper treatment for all international students. This place was in fact open for all citizens with international students being prioritized. Since it was an unexpected force majeure situation, there must be several extraordinary decisions to make. We worked hard to ensure the safety of the students and we worked hand in hand with all concerned parties. The Malaysian Embassy, for example, even sent a Hercules Airplane to evacuate all Malaysian students studying in UGM. This was one of the positive supports that the embassy provided to Malaysian students, which helped also helped significantly in dealing with such a panicking situation. Another supportive decision was made by the Immigration Office of Yogyakarta when they helped us cancel the visa application process for the Malaysian students who left the country. The cancelation took in only one day, while it was usually weeks. This is a proof of good collaboration and willingness to work beyond jobs description when necessary.
Universitas Airlangga

STUDENT MOBILITY
OF
UNIVERSITAS AIRLANGGA
2016 - 2017

INBOUND MOBILITY

NON DEGREE STUDENT

by CONTINENT

- 313 STUDENTS
- 100 STUDENTS
- 47 STUDENTS
- 28 STUDENTS
- 6 STUDENTS

TOTAL: 494 STUDENTS

TOP 5 COUNTRY

- BRUNEI: 40 STUDENTS
- MALAYSIA: 84 STUDENTS
- JAPAN: 16 STUDENTS
- USA: 13 STUDENTS
- NETHERLANDS: 11 STUDENTS

DEGREE STUDENT

by CONTINENT

- 134 STUDENTS
- 14 STUDENTS
- 1 STUDENT
- 1 STUDENT
- 1 STUDENT

TOTAL: 151 STUDENTS

TOP 5 COUNTRY

- THAILAND: 6 STUDENTS
- MALAYSIA: 112 STUDENTS
- PALESTINE: 4 STUDENTS
- TANZANIA: 4 STUDENTS
- MYANMAR: 5 STUDENTS

Managing Student Exchange Activities A Manual on Safety and Risk 27
The Complication of Misfit Visa

As one of the largest universities in Indonesia, Universitas Airlangga manages several scholarship schemes, such as:

1. World Class University scheme, which is university's scholarship to increase international students studying in the university
2. Darmasiswa scholarship, which is a government scholarship for foreigners to study Bahasa Indonesia for a year.
3. KNB - 'Kemitraan Negara Berkembang' (Developing Countries Partnerships) Scholarship, which is also a Government scholarship. This scheme is designated for potential students from developing countries to study degree and post-graduate programs in Indonesia. Universities are also involved in selection process, and hence, universities were aware of the background of the students

Those students undergoing one of these programs are required to have either (1) VKSP B211a – or one time visit visa or (2) student visa. While VKSP is valid only for 60 days and can only be renewed up to 4 times, and each renewed visa can only last for a month (30 days); student visa shall be converted into KITAS once the students arrive in Indonesia. KITAS will last for different period, 6 months, 1 year or 2 years.

The case is about an incident experienced by one of KNB students. One of the recipients was a government official from one of ASEAN countries. Based on Universitas Airlangga's experience in dealing with that particular country, the country has been known to have a strict regulation with regard to passport, exit permit as well as corresponding visa given to those assigned to study overseas, including to Indonesia.

In general, the process of issuing visa for students can be summarized as follows:

1. Once the selection process was able to produce list of candidates, universities produced Letter of Acceptance, Permission Letter for Indonesian Embassy in foreign countries as well as a sponsor ID.
2. These documents were then forwarded it to the Ministry of Research, Technology and Higher Education to deal with all documents required for the student to come.
3. The government then produced a letter designated for the Embassy of the Republic of Indonesia in that respected country. In this case, however, the letter stated that there are two possible visa options available for the student, (1) VKSP B211a – or one time visit visa or (2) student visa.
4. With her government official passport and all the required documents, the student then applied for the permit to stay in Indonesia to the Embassy.

However, unaware with the process within the embassy, in this case, it turned out that the student was given a VKSP visa as it seemed to be the most feasible option with the beginning of the program schedule as set up by the university. The student, who was happy to sort her visa’s needs, took the passport and flew to Indonesia.

Apart from the fact that the student missed the orientation program, which was conducted by the Directorate for Higher Education in Jakarta, everything was well, even when she arrived at Juanda International Airport in Surabaya. The immigration process was smooth and the immigration officer granted her an arrival stamp to allow her to enter Indonesia.

The problem started to emerge when the university, as part of its regular process for processing the stay for international students, aimed to convert her visa to KITAS (Kartu Ijin Tinggal Sementara or Temporary Stay Approval Card). It turned out that the Directorate General of Immigration had a decision that this VKSP visa could not be converted to KITAS as it was attached to government official passport. It got complicated as the current visa, VKSP, was valid only for 60 days and can only be renewed up to 4 times, and each renewed visa can only last for a month (30 days). This created problem as the student was currently undergoing a language program.

The university has contacted various parties, including the Ministry and even the respected Embassy of the country in Jakarta to seek for information to help the student. Yet, it turned out that there was no way out except sending the student home and let her sort out the visa arrangement in home country. Her country regulation as well as Indonesia’s regulations clearly state that government official passport cannot be treated like public passport, hence, need a more appropriate type of visa to be attached.

In your opinion, what was the main problem and how could these complications be solved? What would you suggest to each involved party?
**Goal**: 50% of students (1,200) in studying abroad by 2023

**Current status of international student exchange**

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thailand</td>
<td>164</td>
</tr>
<tr>
<td>USA</td>
<td>120</td>
</tr>
<tr>
<td>Germany</td>
<td>91</td>
</tr>
<tr>
<td>Indonesia</td>
<td>72</td>
</tr>
<tr>
<td>China</td>
<td>65</td>
</tr>
<tr>
<td>Taiwan</td>
<td>49</td>
</tr>
<tr>
<td>Canada</td>
<td>40</td>
</tr>
<tr>
<td>Mexico</td>
<td>35</td>
</tr>
<tr>
<td>Korea</td>
<td>35</td>
</tr>
<tr>
<td>UK</td>
<td>34</td>
</tr>
<tr>
<td>Others</td>
<td>208</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>913</td>
</tr>
</tbody>
</table>

**Previous Example**

**Nature disaster and political protest**

Bomb explosion at the Erawan Shrine in Bangkok on 17th August, 2015

Order all students to cancel the program and return to Japan immediately on 19th August, 2015.

**Student health and medical emergency**

See a doctor. In case of severe condition, student should be hospitalized. Traveler’s diarrhea is in many cases.

**Crisis and Safety management on study abroad**

- Compile and distribute “Hand Book of Study Abroad”
- Preparations/insurance, Visa...
- Keep in good shape.
- Crisis management, Check sheet and To Do List.
- Register the Overseas Student Safety Management Assistance (OSSMA)
- Make all students buy an overseas travel accident insurance mandatorily.
- Hold an orientation on medical issues of travel in cooperation with School of Medicine.
- Register the program including participating students list to related faculties.
- Establish the internal system on crisis management including media at the whole university level.
- Collect the necessary information from the venue of the program in cooperation with overseas universities.
- Check the information on latest conditions of venue on the web site of the Ministry of Foreign Affairs.
- Register the “Tabrezi” venue on the web site of the Ministry of Foreign Affairs.
- Make sure all students to bring necessary OTC drugs.
Chiba University

Crisis and Safety management

During a program

(Student health and medical emergency)
- See a doctor
- Inform Chiba University and parents of student’s condition frequently
- In case of hospitalized, attendant and bringing parents are conceivable
- Arrange air ticket for student if they won’t return Japan as scheduled
- Propose the condition to the Quarantine in the airport

(Nature disaster and political protest)
- Collect the accurate information in cooperation with host university
- Inform Chiba University and parents of student’s condition frequently
- React calmly
- Decide gain-go of the program based on the regulation by the Ministry of Foreign Affairs named “MOFA’s “Overseas Travel Safety Information”

MOFA’s “Overseas Travel Safety Information”

Travel advice and Warning
The “Travel advice and Warning” is issued countrywide and has four categories depending on the potential risks on the safety and security for Japanese nationals.

Level 1: Exercise caution
Japanese nationals traveling to and residing in the country or area are advised to stay alert to the security situation.

Level 2: Avoid non-essential travel
Japanese nationals are advised to avoid non-essential travel, and to stay alert to the security situation and to take appropriate safety measures should they decide to travel.

Level 3: Avoid all travel
All Japanese nationals are urged to avoid all travel regardless of purposes. Japanese residents might be advised to consider the possibility of evacuation or to prepare for evacuation.

Level 4: Evacuate and avoid all travel
All Japanese nationals are urged to evacuate immediately from the country or the area and urged to avoid all travel regardless of purposes.

http://www.aojen.mofa.go.jp/masters/explanation.htm
### CRISIS MANAGEMENT CHART

#### Before travelling overseas

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KANAZAWA UNIVERSITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Check out the latest information of the destination country/region</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Make a travelers list (name, emergency contact number)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Check out the latest information of the destination country/region</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Health check</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Vaccinate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise caution**
- Avoid Non-essential travel
- Avoid all travel
  - "Recommend to quit or postpone travel"
- Evacuate and Avoid all travel
  - "Don't travel to the country"

#### While travelling overseas

**KANAZAWA UNIVERSITY**
- Receive information about accident

**College task force**
- Receive information about accident
- Request for set-up
- Set up

**KANAZAWA UNIVERSITY**
- Exercise caution
- Offer information

**Citizens measures task force**
- General affairs team
- Information team
- Liaison and coordination team
- Public relations team
- On-site management team
- Family support team

**On-site task force**
- Partner Universities
- Japanese diplomatic office
- Information sharing, advisement

**STUDENT**
- Unstable situation
- Critical situation

**In Japan↑**

**Outside Japan↓**

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*Managing Student Exchange Activities: A Manual on Safety and Risk*
Kanazawa University

A place where the Japanese and International students enjoy friendly competition

Expanding Partnerships
KU actively collaborates with partner institutions in 44 nations and 1 region around the world. Especially, as a core university on the Sea of Japan coasts and the stronghold of intellect in East Asia, we actively promote cooperation with the institutions in China, ASEAN, and other parts of Asia.

# of partners increased from 174 to 238

International Students and Going Study Abroad
KU promotes two-way student exchanges with partnership institutions based on MoU, receives students sponsored by foreign government scholarships and offers international priority programs for MEXT scholarship students. We have an environment where the Japanese and international students learn together in harmony.

- Foreign Government Scholarships (As of 2017.5.1)
  - Indonesia: 59
  - Vietnam and Mekong: 22

- International Priority Graduate Programs for MEXT Scholarship Students
  - International Environmental Medical, Pharmaceutical, and Health Sciences Course
    - Doctoral: 10
  - International Personnel Training in Environment and Energy Technology in Asia and Africa
    - Master’s: 5
    - Doctoral: 5
  - Global Personnel Training Program in Mathematics and Physics
    - Master’s: 5
    - Doctoral: 3

- Priority for Top Global U・・・by MEXT scholarship 10

Encouraging Study Abroad
KU offers long-term study abroad at a partner institution and language training and specific programs for short-term study abroad, and encourage our students to actively take part. Also, we have scholarships to support the students going abroad.

Study Abroad (6 months ~ 1 year)
Study abroad, cultural experiences, language training and specialized education overseas (52 participants)

Language Training (1~6 weeks)
Study abroad, cultural experiences and language training (450 participants)

Study Abroad using JASSO Scholarship (8 days〜1 year)
213 students sent out in FY 2016
(Note: Part of students overlap with the participants of above programs)

Study Abroad using TOBITATE! Scholarship
A project supported by public and private sectors in coordination with the government’s aim to double the number of students studying abroad by 2020.
Case study of Kumamoto Earthquakes : Kumamoto University

Scale and Damage of the 2016 Kumamoto Earthquakes
On April 14 and 16, 2016, two consecutive earthquakes with a peak seismic intensity of 7 (magnitude-7.3), occurred in Kumamoto, causing the most serious damage to the area ever recorded. More than 4,000 Aftershocks also occurred.

In the midst of the confusion immediately following the earthquakes, Kumamoto University established the Disaster Countermeasures Headquarters to confirm the safety of university students and faculty members and to determine the damage to university buildings. Our students united and played significant roles in supporting affected people at evacuation centers set up on our university’s campuses and in other affected areas.

Damage in Kumamoto Prefecture
Serious damage reported included blockage of transport network systems in the Aso region (collapse of bridge girders, tunnels and roads) and damage to valuable tourist resources (Kumamoto Castle, Aso Shrine, Suizen-ji Joju-en, etc.).

Damage to Kumamoto University
Death toll 0
Injured persons 108 (97 students and 11 faculty members)
The supply of tap water and gas was suspended from April 16 to 28. Electricity was supplied as usual. (While there was no supply of tap and sewage water, well water was available at some campuses.)

Buildings where no entry was permitted 5 (The damaged buildings are currently being repaired or are being rebuilt.)
Facilities needing repair or unreparable 2,432 reports (The repair of facilities is now completed.)

Support provided by international students in various languages to evacuees, including foreigners living in the area

Many international students living in the university dormitory or other accommodations were included among those who sought shelter in the evacuation center on the Kurokami Campus. The gymnasium on the campus was opened to evacuees, including international students of Kumamoto University as well as foreigners living in nearby communities. The most common concern among them was the lack of information. How to extend support to foreigners affected by a disaster was also one of the concerns that needed to be addressed after the 2011 Great East Japan Earthquake and in other emergencies.

Under advice from Assistant Professor Miwa Abe of the Center for Policy Studies, who was engaged in operating the evacuation center, international students started providing support services in multiple languages at a booth set up separately from the evacuation center management office established by Japanese students. International students were assigned at the booth in turn to provide information on lifelines, public transportation, local shops, and other things in English, Chinese and other languages. They said, "We feel secure with others in the gymnasium. This activity is not only for us, students from foreign countries, but also for non-Japanese living in Kumamoto." Their skills in Japanese acquired at Kumamoto University and understanding of Japanese culture and habits served as useful tools to help disaster-affected foreigners in the post-earthquake emergency.

International students playing the role of teachers ; Cross-cultural activities also participated in by local residents

The Center for Open Education of the College of Cross-Cultural and Multidisciplinary Studies, in cooperation with international students, organized activities for four days from April 25 to 28, which was open not only to Kumamoto University students but also to local residents. The program of activities included lessons on foreign languages and Japanese, Japanese calligraphy, and origami. In addition, international students provided lessons on yoga, Turkish dance and Polish dance, in which a total of 269 people participated and enjoyed experiencing foreign cultures.

For international students, their daily life centers around the university, but the university decided to cancel all lectures after the earthquakes for some time. The activities above were planned to encourage not only international students but also disaster-affected students of Kumamoto University and local residents by giving them an opportunity to have fun, even if for only a moment. It was a pleasant moment that helped participants forget their fear and anxiety about the earthquake and take another step toward returning to a normal life.

Kumamoto University URL: http://ewww.kumamoto-u.ac.jp/en/
Kumamoto Prefecture URL: http://www.pref.kumamoto.jp.e.qp.hp.transer.com/
### International student exchange at Kumamoto University

#### Number of exchanges based on student exchange agreements

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Japanese students (A)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>→ Undergraduate students</td>
<td>138</td>
<td>260</td>
<td>248</td>
<td>191</td>
</tr>
<tr>
<td>→ Graduate students</td>
<td>60</td>
<td>185</td>
<td>189</td>
<td>133</td>
</tr>
<tr>
<td><strong>All students (B)</strong></td>
<td>10,356</td>
<td>10,362</td>
<td>10,399</td>
<td>10,334</td>
</tr>
<tr>
<td>%(A/B)</td>
<td>1.9%</td>
<td>4.3%</td>
<td>4.2%</td>
<td>3.1%</td>
</tr>
<tr>
<td><strong>International students (C)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>→ Undergraduate students</td>
<td>161</td>
<td>236</td>
<td>413</td>
<td>415</td>
</tr>
<tr>
<td>→ Graduate students</td>
<td>220</td>
<td>204</td>
<td>152</td>
<td>259</td>
</tr>
<tr>
<td><strong>All students (D)</strong></td>
<td>10,356</td>
<td>10,362</td>
<td>10,399</td>
<td>10,334</td>
</tr>
<tr>
<td>%(C/D)</td>
<td>3.7%</td>
<td>4.2%</td>
<td>5.4%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

The table above shows the number of students who have studied abroad at overseas universities with which Kumamoto University has concluded a student exchange agreement, or have otherwise mutually agreed on a student exchange.

(The period of study abroad is not indicated)
Basic Policy on Risk and Crisis Management

- Safety of students, faculty and staff as the highest priority
- Strengthen risk prevention
- Efficient crisis management: prompt and informed actions to mitigate damage and promote quick recovery

Risk & Crisis Management

- Risk & crisis management framework
- Enrollment in pertinent insurances (e.g., health, travel, accident, etc.)
  - National health insurance subsidy by Kyoto city
- Emergency response plans including communication flow chart
- Safety confirmation system in case of emergency
- University website: switch to social content-based backup site in the event of main website failure

Safety Information Share

- Prompt information share on safety issues on campus in Japan through intranet and e-mail (in English and Japanese)
- Brochures about health and safety for international students:
  - International students' handbook
  - Disaster prevention guidebook
  - Earthquake response manual
  - Evacuation map
  - Cycling rulebook, etc.

Overseas Safety Information Share

- Prompt information share on safety issues and alerts overseas through intranet and e-mail
- Brochures about overseas travel safety:
  - Student Guide to Study Abroad
  - Safety Guidebook for overseas travel
- Subscription to overseas safety e-mail alert services (e.g., Tabi-Reji by MOFA)

Safety Training for International Students

- Safety orientation and guidance upon enrollment provided in collaboration with Kyoto City including instructions on the following points:
  - National health insurance/overseas travel insurance for foreign nationals
  - Hospitals with multilingual support
  - Ambulance/fire/police
  - Cycling rules
  - Earthquake response
  - Evacuation map
  - Laws regarding underage drinking, smoking and illegal drugs
- Expert consultation service on campus (for health and safety)

Overseas Safety Training for Students

- Overseas travel safety guidance: (mandatory for exchange students)
  - Safety information abroad
  - Case study and exercises
  - Health management (prevention, hospitals, etc.)
  - E-learning programs on overseas travel

Safety Training for Host Faculty and Staff

- Disaster, evacuation and safety confirmation drills
- Crisis management and crisis communication simulation exercises
- Lecture on life saving (AED and cardiac massage)
- Hands-on seminars on risk and crisis management for international relations officers

Safety Training for Home Faculty and Staff

- Safety confirmation drills
- Emergency response simulation workshops
- Hands-on seminars on risk and crisis management for international relations officers

Kyoto University Policy and Regulations for the Safety of Students on Exchange

Managing Student Exchange Activities A Manual on Safety and Risk
Kyoto University

7th ASEAN+3 Heads of International Relations Meeting (13-14 NOVEMBER 2017)
“Managing Student Exchange Activities: A Manual on Safety and Risk”

The management of crises in GSA, Kyoto University
Mamoru Kanzaki (Graduate School of Agriculture, Kyoto Univ.)

1. Suvarnabhumi Airport Closure in 2008
   - On Nov 26, 2008, protesters occupied Bangkok airports and all flights were cancelled for two weeks.
   - Four students (one in-bound and three out-bound) had to reschedule their flights.
   - Fac. of Forestry, Kasetsart University, provided a free guest house for out-bound students.
   - Kanzaki Lab, Kyoto University, provided a room for an in-bound doctoral student.
   - Extra return flight tickets for out-bound students were covered by the Laboratory budget.
   - Lesson: Travel Insurance does not cover in the case of riots.

2. Malaria Infection in 2009
   - A graduate student was infected with falciparum malaria in Madagascar.
   - Emergency transportation to Réunion Island (France) by an airplane for advanced medical care.
   - Back to Japan after one month of intensive care.
   - Cost: ¥17M of which the insurance coverage was ¥10.5M (¥: Japanese Yen, M: million).
   - Insurance: Travel Insurance + Crisis Management Insurance.
   - Staff: Two faculty staff and an office assistant visited the place and provided due support.
   - Lessons: 1. Need for full-support travel insurance & financial support system at the university level.
   - 2. The importance of Crisis Management Insurance was confirmed.

3. Falling-down Accident in 2010
   - A postdoc researcher fell down from a tower and was seriously injured in northern Thailand.
   - Emergency transportation to Bangkok and from there to Japan.
   - Cost: Total ¥9.6M (medical ¥2M, transport. ¥4.4M, travel of parents ¥1.3M & of univ. staff ¥1.3M).
   - Insurance: Travel Insurance + Crisis Management Insurance.
   - Staff: In total, 5 faculty staff traveled to Thailand to provide support.
   - Problem: Travel insurance covered ¥4M; Crisis Management Insurance covered ¥5M.
   - Lessons: 1. Need for full support travel insurance & financial support system at the university level.
   - 2. The importance of Crisis Management Insurance was confirmed again.

4. Tōhoku Earthquake and Tsunami in 2011
   - GSA-KU spent weeks confirming the safety of students, staff and alumni in the area.
   - Three students lost their lives in the Tsunami during private traveling.
   - Problem: Quick safety confirmation system is required.
   - Measures: A university-wide safety confirmation system was launched in 2017.

Measures and Challenges
1. Two insurances: travel and crisis management.
2. Travel Insurance with unlimited medical and evacuation cover.
3. Emergency contact network for initial response.
4. Backup staff & overseas bases.
5. Fund for emergency.
Recent Trend of International Student Mobility
Nagasaki University, Japan

Students: 9,226
Faculty/Staff: 3,156

Academic Cooperation with 232 universities

Student Exchange with 160 universities

As of May 1, 2017

Outgoing

- USA: 90
- Canada: 59
- South Korea: 46
- China: 42
- Philippines: 34
- Taiwan: 34
- Others: 30

Incoming

- China: 240
- South Korea: 204
- Vietnam: 50
- Taiwan: 46
- Myanmar: 29
- the Netherlands: 22
- Kenya: 17
- Thailand: 10
- Others: 25

Academic year 2016 (total)

Increasing Number of Incoming Students in the last decade

USA
Canada
South Korea
China
UK
Thailand
Philippines
Taiwan
Others

As of May 1, 2017

The 7th ASEAN+3 Heads of International Relations Meeting 2017
13-14 November 2017 at Ateneo de Manila University, Philippines

Students: 9,226
Faculty/Staff: 3,156
Nagasaki University

The 7th ASEAN+3 Heads of International Relations Meeting 2017
13-14 November 2017 at Ateneo de Manila University, Philippines

◆ Case study presented by Nagasaki University, Japan on the management of international student exchange program under the crisis

<Case 1: Medical emergency of outbound student>

Background:
In the School of Tropical Medicine and Global Health, Nagasaki University, students are required to conduct a long-term overseas practicum in various developing areas such as Asia and Africa in order to acquire the practical skills and expertise needed for their research field.

- Student: Japanese student in the 2nd year of master's course (Male)
- Staying Area: Maumere, East Nusa Tenggara, Indonesia

Summary of the Case:
The student was found infected with dengue fever in February 2017. Gradual decline in platelet count was observed, but platelet transfusion was not available in the local clinic where he was initially hospitalized. After some internal discussion and consultation with his family, medical staff and insurance company, the student was transported to a high-level hospital in Singapore. A professor of Nagasaki University who had been in Bangladesh made a flight to Singapore to join the student. His platelet count was back to normal in a few days, and the student returned to Japan safely.

Note:
A few years ago, Nagasaki University compiled a manual on safety and risk management for students going abroad to study. The university also utilizes risk management services provided by EAJ (Emergency Assistance Japan). In this case, changes in the student's condition were monitored by the local doctor and were regularly reported to the concerned parties back home. In addition, an experienced Japanese professor was able to accommodate the student until he was confirmed safe.

Points to Consider:
- Risk management manual may have to describe specific situations as to when internal crisis meeting needs to be called, or when university staff should be sent overseas to coordinate with local staff.
- As represented by this case, cost of transportation may or may NOT be covered in the insurance. It is a very delicate problem whether the university could effectively gather enough information about local situation and make a right decision in a timely manner.
Niigata University

Case study on the management of international student exchange program under the crises: samples of our solution and policy regulation

Major incidents and accidents of international students

Trespass and peeping of strangers at accommodation; most cases involve strangers who try to break into or peep in the rooms of accommodation. As solutions, at the orientation, we tell students to make sure to lock the doors and windows. Besides, NU would place lattice frames of the windows on the first floor. In case something happens, go to managers or owners of accommodation and their academic advisors for help. Also NU has asked the police to carry out tighter patrol in their neighborhood.

Most accidents have to do with bicycles. One of the cases was so critical and serious that NU started to outline the precaution and insurance. On April 26th in 2014, around 7:00 p.m., a Chinese student was on her way home after grocery shopping. While she was riding her bicycle without lights on the right side of the road (in Japan, cars drive on the left), a car coming towards to her took a left without its blinker. She turned her handlebar to the left in order to avoid being hit, but another car coming from the back collided with her. She was sent to the hospital where she had an operation due to the spiral cord injury, which made her lead her life on a wheelchair. She returned to China for a couple of years and came back to NU. As precaution, at the orientation, NU invites the police to demonstrate the Japanese traffic rule (walk on the right, drive on the left side of the road), and to introduce some cases of accidents, and indemnity liability. Also NU makes all international students take out an insurance policy.

Policy Regulation

Until this April, the orientation for newly enrolled international students was held only for those who belonged to Global Education Center. This October, NU began to hold the orientation for all international students coming to NU. Things to be explained and instructed are as follows; NU tells international students to bring their residence card to their student affairs office to be registered and to make sure to carry it along with their student ID card. Each student is assigned to be an academic advisor. In case anything happens, or there are any concerns about their study and daily life, the academic advisor is the first person to make contact with. As to emergency contact, NU gives advice to international students to call their academic advisor first. If he/she isn’t available, they call their student affairs office. In case they cannot reach anyone, they contact the chief of Global Education Center, who is available 24 hours. NU tells international students to get their mobile phone number registered at their student affairs office. NU instructs international students to notify their academic advisor and their student affairs office when they temporarily return to their home country. All general and important information for all students is posted on Student Web System. NU encourages international students to forward e-mails to their mobile phone since emergency e-mails are sent over this system to check their safety. NU makes all international students to take out Personal Accident Insurance for Students (PAS) and encourages them to take out Comprehensive Insurance for Students Lives Coupled with PAS. Since earthquakes occur quite often in Japan, NU proceed shake-out, earthquake drill every June so international students can learn what to do under the circumstances. For their physical health, NU makes sure that long-term international students to take a medical check-up once a year. For short-term international students, NU encourages them to take a regular check-up. Regarding their mental health, NU grasps the relations of international students so NU can get some information that the international students themselves wouldn’t give away in order to prevent issues from getting too serious.
7th ASEAN+3 Heads of International Relations Meeting

Top Five Places of Origin of International Students at NU

- **China**: 61.5%
- **Korea**: 4.8%
- **Taiwan**: 4.6%
- **Malaysia**: 5.4%
- **Russia**: 4.1%

【Others】
- Canada, Indonesia, Vietnam, Turkey: 2 students each
- Australia, Benin, Brazil, Colombia, Egypt, Great Britain, Hong Kong, Jordan, Kenya, Kyrgyzstan, Lithuania, Mauritius, Mozambique, Nepal, Nigeria, Panama, Philippines, Portugal, Sudan, Syria, The United States: 1 student each

International Exchange Agreements
- 35 countries/regions, 299 agreements

Number of International Students

- China: 10
- Taiwan: 9
- Malaysia: 8
- Korea: 7
- Russia: 6
- Germany: 6
- France: 4
- Thailand: 3
- Malaysia: 2
- Indonesia: 1
- Bangladesh: 1

【Others】
- Sri Lanka: 1 student each

Number of Outgoing Students

- China: 27
- The United States: 18
- Taiwan: 16
- Korea: 11
- Germany: 9
- Malaysia: 8
- Thailand: 7
- France: 6
- Singapore: 5
- France: 4
- Vietnam: 3

【Others】
- Sri Lanka: 1 student each

International Exchange Agreements

- China: 20
- Korea: 18
- Taiwan: 13
- Russia: 11
- Germany: 9
- Indonesia: 8
- Great Britain: 7
- Bangladesh: 6

【Others】
- Sri Lanka: 1 Agreement each

7th ASEAN+3 Heads of International Relations Meeting
Country and Institutions of Origin for Exchange Students in USM (Inbound) in 2017

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Okayama University

**Current status of international student exchange at Okayama University**

- Established in 1949 (Med. school established in 1870)
- 13 undergraduate schools
- 9 graduate schools

**Total number of the student (2017 May)**

**INCOMING**

- Incoming international students (2016, Nov)
  - 1,160

- Incoming exchange students (2017, May)
  - 156

- Summer program @Okayama

- From Ateneo de Manila, Can Tho, Chulalongkorn, Mandalay and UUM

**OUTGOING**

- Outgoing students (2017, March)
  - 668

- Outgoing exchange students (2017, March)
  - 113

- 3Ds program @Thailand

- From SixERS member universities

**From ASEAN**

- Yangon Med. 1: 11, Mahidol: 3
- Yangon Med. 2: 11, Suan Sunandha Rajabhat (Thailand): 1
- Malaya: 1
- Kasetsart (Thailand): 1

**Crisis management at Okayama University**

- Earthquake
- Terror attack

**INCOMING**

- Earthquake
  - Safety confirmation
  - Collecting information
  - Students supports
  - Informing partners

**OUTGOING**

- Terror attack
  - Safety confirmation
  - Collecting information
  - Evacuation
  - Monitoring situation

- Multilingual medical assistance

---

Managing Student Exchange Activities: A Manual on Safety and Risk 45
Tokyo Tech Student Exchange Programs

Inbound and Outbound Students
(As of May, 2017)

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<td>1</td>
</tr>
<tr>
<td>Myanmar</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Lao</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>China</td>
<td>548</td>
<td>19</td>
</tr>
<tr>
<td>Korea</td>
<td>126</td>
<td>7</td>
</tr>
<tr>
<td>Canada</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>US</td>
<td>9</td>
<td>116</td>
</tr>
<tr>
<td>Latin America</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>(EU)</td>
<td>95</td>
<td>158</td>
</tr>
<tr>
<td>(OTHER)</td>
<td>171</td>
<td>220</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,452</td>
<td>492</td>
</tr>
</tbody>
</table>

Key supports for Inbound Students

- Security, safety and other useful information for their stays
- Medical treatments and counseling
- Safety confirmation

**CASE 1**
Disaster Prevention Drill
Tokyo Tech organize disaster prevention drill, every year at each campus in cooperation with fire departments in each local area. All students including international students and faculty members confirm safety procedures under natural disasters such as fires, earthquakes, etc.

**CASE 2**
Medical Treatments/Counseling
When students suffer health problems during their programs, students could consult with doctors or counselors at Health Support Center in each campus.

**CASE 3**
Safety Confirmation under Crisis
When terror accidents occurred, Tokyo Tech’s relevant offices quickly confirmed students safety by contacting them via email, text messages on cell-phones, or telephone call. Students are required to submit emergency contact information to the relevant offices.
Waseda University

Case Studies of Waseda University

1. Case One

(1) Situation
A student of Waseda University studying overseas made a phone call to a helpdesk of an insurance company to tell that he feels injuring himself and others.

(2) Solution
He was hospitalised upon the advice by the helpdesk, and we shared information among the helpdesk, host university, and his guardian. His guardian could not visit the country due to their family’s health problem and our staff could not since he may have injure himself and others. As a result a doctor and a nurse in the country accompanied to his house in Japan.

He is now treated in a hospital in Japan supported by his family.

(3) Lessons Learnt
Firstly, the traveller’s insurance was an integral factor that mitigated the problem. Waseda’s students going abroad are obliged to be insured by a specified traveller’s insurance which provides a 24-hour support service. Also, an approximate sum of $60,000 was covered by the insurance. Secondly, information sharing and cordial relationship among people concerned are crucial when it comes to mental illness.

Current Status of International Student Exchange
Waseda University (FY2016)

1. Partnership Agreements
794 institutions from 91 countries and regions

2. Exchange Students (Waseda → Overseas)
(1) Long-term (1,048 students)
(a) By programme
Exchange: 529 / Out-bound Programme: 442 / Double Degree: 20 / Private Funding: 57

(b) Major destinations

(2) Short-term (636 students)
USA: 130 / Canada: 117 / UK: 91 / Australia: 60 / Malta: 37
/Taiwan: 31 / Korea: 29 / others: 141

2. Case Two

(1) Situation
A student of Waseda University studying overseas reported to be sexually harassed. There was a programme for our students overseas to visit local families on weekends to learn the culture and language. The family was introduced by our university’s local office. The student visited a local family several times and one day she visited them with her friend. A wife of the family was not at home and the student’s friend went home on the day. The female student reported that the husband forcibly hugged her on that occasion and that she ran away.

(2) Solution
Upon the report, local office of our university made a contact with the family, but the husband denied the case. Since nobody could prove that the report was correct and she did not suit him, the case was not resolved. Waseda University apologised to the student and suspended the programme.

(3) Lessons Learnt
Universities must visit host families as frequently as possible to be responsible for students’ safety.

3. Exchange Students (Overseas → Waseda)
(1) By programme (570 students)
Undergraduate: 151 / Postgraduate: 76 / Japanese Language Education: 116 / School of International Liberal Studies Special Programme: 227

(2) By origins (top 10)
USA: 139 / China: 87 / Germany: 42 / UK: 36 / France: 36 / Korea: 36 / Italy: 23 / Taiwan: 22 / Canada: 18 / Australia: 15

4. Reference
(1) 5,413 students from overseas (exchange students and official foreign students)
(Asia: 4,623 / Middle East: 45 / Europe: 349 / North America: 278 / Central and South America: 39 / Africa: 44 / Oceania:35)

(2) 4,086 students studied abroad.
Daejeon University

Status of International Exchang Students (Oct. 2017)

Case of management of International Exchange Student

**Health & Medical Emergency**
- Take a medical check-up right after arrival (Support transportation)
- Take up an insurance policy from arrival date (Mandatory, 90% Covered)

**Living Safety**
- Staff of International Office stay in dormitory 24 hours
- Dormitory is protected by both ways: Security system of private company and security guard of DJU

**Nature Disaster (Outbound)**
- 2016 Kumamoto Earthquake (Japan)
- Contact the students and their Parents
- Support the everything what they need to back
Managing Student Exchange Activities

A Manual on Safety and Risk

University of Malaya

Presenters:
1. Associate Prof. Dr. Yong Zulina Zubairi
   Director, International Relations Office

2. Madam Salmi Marsita Shaari
   Director, International Student Center

Crisis management in a cross cultural environment: the case of University of Malaya

The student services center of a tertiary education institution offers a wide range of services to support the welfare and well-being of its students. These include services that range from academic, career, health, counselling, to social activities that form the campus life of students. It has always been the concern of the student services centre that students’ safety and security be of top priority throughout their study. In a country like Malaysia which has an open policy where internationalisation is concerned, the student population consists of not only multi-ethnic locals, but foreign students. How do we then deal with any crisis that may occur on campus that involves international students in particular? In this presentation, we highlight the role played by the International Students Centre (ISC) of the University of Malaya in managing crisis situations. By providing case studies, the presentation shows how crisis management is carried out in a cross cultural environment. The implications of these case studies illustrate the importance and urgency for processes and procedures that take into account the cross cultural environment. In this respect, training staff to recognise and respond to crisis situations is of paramount importance in order to return the campus environment to a pre-crisis situation.
AUN-CTS Case Study: International Student Exchange Programme Under Crisis
“Terrorist Attack at Istanbul During UPM’s Mobility Student Internship”

In June 24th 2016, University Putra Malaysia sent a student, Ms Nur Haninah binti Harun, from Faculty of Engineering, to undergo her industrial training at Biyonomotronik Medika Muhendik San. Tie. Ltd. Sti under the BioNano Technology R&D Center of Fatih University, Istanbul Turkey. The mobility period was to be from 27th June 2016 to 2nd September 2016.

During her internship, Turkey witnessed the bloodiest coup attempt in its political history on July 15th 2016, when a section of the Turkish military launched a coordinated operation in several major cities to topple the government and unseat President Recep Tayyip Erdogan. A total 241 people were killed and 2,194 others were injured. During the incident Ms Nur Haninah was at her accommodation located only 6 kilometres from Ankara. It was night time, and the internet and telephone lines were disconnected. At that time she was alone in the house and other Malaysians students staying were already on semester break. During dawn the communication network came back to normal and she quickly contacted her immediate family, the Putra International Centre (i-Putra) and the Malaysian Embassy in Ankara, informing that her condition was safe. On the next day there were multiple massive street demonstrations happening around her neighbourhood and the situation worsened for several days. She left her house only to get food supply.

During the period of unrest, i-Putra Head of Mobility Section maintained in communication with Nur Haninah through phone using the Whatapps application. Nur Haninah, continued her internship until 1st August 2016, when she then received a letter from Fatih University informing that she would be unable to continue her internship programme due to the university’s temporary shut-down. UPM arranged for her return and she safely arrived in Malaysia on 13 August 2016. After her arrival, the Ministry of Foreign Affairs was informed that she had returned home safely.

Lessons Learnt:

1. Emergency contact information is important for mobility students, especially the embassy number and address. Embassies must be informed of their presence in the foreign country.
2. The Whatapps phone application was found to be a very convenient way for communication in times of limited or disruption in telecommunication facility as the application only requires minimal internet usage.

Prepared by Nadia Zawani and Nur Haninah Harun, 27 October 2017
Universiti Sains Malaysia

Country of Origin for Exchange Students in USM (Inbound) in 2017

Figure 1.0: Country of Origin of USM Exchange Students in year 2017

Case Study - Crisis Management at Universiti Sains Malaysia (USM)

USM has organised a lot of programmes for exchange students coming from abroad. Part of the programme component is to have the students to experience local culture and customs. This is made possible by having a homestay with foster family programme to be part of the exchange experience. The duration of this homestay programme ranges typically between 3 - 5 days with a local Malaysian family. The requirement of foster family selection is very stringent and is only selected among USM staff members. This is in accordance to the International Mobility Programme (IMP) – Standard Operating Procedure (SOP). The International Mobility and Collaboration Centre (IMCC), the centre that manages any matters pertaining to international students received a complaint from one of the exchange students regarding sexual harassment by the foster family who is a USM Staff member. This report had triggered IMCC to establish a crisis management team based on the IMP – SOP for investigation. The Crisis Management Team for this particular case comprises of IMCC, Legal Department, Student Affairs Division, Security Department, Health Centre and Public Relations Centre. The process of solving this issue started with USM communicating with the coordinator via IMCC at the home university regarding the crisis and what necessary steps and actions that shall be taken. This is followed by data and information gathering by IMCC and investigation by the Legal Department to obtain explanations from both parties. After the information and evidence had been obtained, it appeared to be a valid case from the allegation made by the exchange student. Following this, the IMP – SOP has been invoked to solve the issue. We have also considered the damage control of this case by avoiding it to be escalated beyond USM and its partner’s domain via the Public Relations Centre. This includes a restraining order for the staff member to be suspended pending investigation and not allowed to be within the campus compound and the exchange student involved enforced by the Security Department. The resolution was made that the accused party to be guilty and was put up to the Disciplinary Board of USM. The Board has unanimously decided to terminate the employment of the staff from USM. As for the exchange student, USM has provided a proper counselling session to ensure recovery from trauma, and any other effect from the incident. To maintain the partner relationship between USM and the partner university, a delegation comprising top management had made a courtesy visit to provide explanation and to ensure that all necessary steps and actions have been taken to avoid further repercussions.
Office of International Relations

Case Study:

A German international exchange student called the OIR one morning to inform the coordinator that he was in the hospital due to continuous vomiting the night before. He was rushed to the ER by his dorm mates who were local students.

Actions taken:

After the student's condition was checked and no longer in critical condition, the student was instructed to continue with medication prescribed by the doctor. The OIR coordinator informed the immediate family of the student and the coordinator of his home university.

They were ensured that updates would be given throughout the whole process.

Prior to discharge, the office coordinated with the medical and travel insurance of the student to make sure that funds are available to cover the expenses. The OIR also made sure to visit the student while he was confined and accompanied him from the hospital back to the dormitory. The coordinator maintained communication with the student to ensure monitoring of his health.

Recommendations:

The student should be informed to have their medical insurance and details ready in cases of emergencies, and to immediately inform the coordinator of the situation. There should also be protocol should the student be unable cover the expenses.
### Academic Year 2016-2017 (August 2016 - August 2017)

#### Inbound and Outbound Students

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of Inbound</th>
<th>No. of Host Universities</th>
<th>No. of Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>3</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td>7</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>38</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of Outbound</th>
<th>No. of Home Universities</th>
<th>No. of Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>3</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td>7</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>38</td>
<td>1</td>
</tr>
</tbody>
</table>

### Report on INBOUND and OUTBOUND Students

#### Outbound and Inbound Students

- **Outbound**:
  - Term 1: 3
  - Term 2: 15
  - Term 3: 38

- **Inbound**:
  - Term 1: 7
  - Term 2: 22
  - Term 3: 38

De La Salle University
University of the Philippines

Case study on the management of international student exchange programme under crises

Mobility of students has been long undertaken by the University of the Philippines (UP) through multi-/bi-lateral agreements and academic networks. Aside from academic/logistical requirements, welfare of the foreign exchange students is one of the top priorities of UP Constituent Universities (UP CUs). Although, very few cases have been documented, precautionary measures have always been put into practice by UP CUs in case of emergency situations.

In 2015, an American female undergraduate exchange student at the UP Los Baños (UPLB) was taken ill with fever. She was billeted at the international students’ dormitory, which was located near the UPLB Office of International Linkages (UPLB OIL). The dormitory manager immediately alerted UPLB OIL regarding the student’s health condition. The student was then brought to the University Health Service (UHS) and was diagnosed with dengue. Since her health condition was unstable, the UHS physician endorsed the patient for transfer to a nearby private hospital, where she recuperated and recovered from the illness. Given the financial status of the student at that time, the UPLB OIL Director advanced the cost of her hospital bills (and other medical expenses). Several of the student’s Filipino friends volunteered and took turns in nursing her at the hospital. UPLB OIL was in constant communication with the partner university during the incident.

After a week of staying in the hospital, the student was discharged and was well enough to resume her studies in UPLB as an exchange student.

| UP Los Baños Health Service |

University of the Philippines Emergency Response Protocol

| Monitoring of International Students’ Welfare |
| Dorm Manager |
| Reporting of Students’ Welfare to the UP Constituent Universities (CU) Office of International Linkages |
| Dorm Manager/Fellow Students |
| Immediate Action by UP CUs’ OIL |
| Immediate and Constant Reporting of the Students’ Condition to the Partner University |

| University of the Philippines Office of International Linkages © 2017 |

Popular outbound destinations in Asia

| 1. Japan |
| 2. South Korea |
| 3. Indonesia |
| 4. Thailand |
| 5. Singapore |

University of the Philippines

STATUS OF INTERNATIONAL STUDENT EXCHANGE

<p>| Outbound Students |</p>
<table>
<thead>
<tr>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>AY 2011-2012</td>
<td>AY 2012-2013</td>
<td>AY 2013-2014</td>
</tr>
<tr>
<td>0</td>
<td>113</td>
<td>225</td>
</tr>
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</table>

International Students

<table>
<thead>
<tr>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>1200</td>
<td>2000</td>
</tr>
</tbody>
</table>

University of the Philippines

UP developed a program called Mobility for Vigor and Excellence (MOVE UP) in 2014 to support undergraduate mobility. This program offers financial assistance to UP undergraduate students with high scholastic record to take courses or undertake sandwich thesis research work in international higher education institutions for one semester.
I. International Student Exchange Programme (ISEP)

Every year, SMU sends about 1,000 students to more than 200 partner universities across some 40 countries for a semester of study, as part of its International Student Exchange Programme (ISEP), and in return, hosts about 1,000 students per year. SMU also sends and hosts students on several short-term study programmes.

II. Crisis Management

Outbound Exchange Students from SMU

As part of SMU’s commitment to ensure the safety and wellbeing of our students, faculty and staff on official trips overseas, we have, over and above our current safety management systems, engaged International SOS (ISOS) to provide 24/7 global assistance to SMU travellers from before they leave until they come home.

Pre-trip Preparations: Prior to embarking on their exchange trip, the International Office (IO) will conduct a pre-departure briefing session for its students. This briefing covers both the academic and safety management aspects of their trip which include having the necessary travel insurance cover, ensuring that they remain contactable during their overseas travels and the downloading of the ISOS Mobile Assistance App, creating a traveller’s profile and registering their trip itinerary. This will give them access to important information, maps, health and safety tips, alerts and updates pertaining to their destination(s).

Whilst Overseas: While away, ISOS’ tracking service identifies and locates travellers who are at particular risk following any significant incidents (e.g. natural disasters, political unrest, terrorist attacks) and push out alerts to these travellers so they are kept up-to-date. ISOS also informs the Safety and Emergency Preparedness (SEP) team at SMU of any emerging security risks that might affect SMU students, faculty and staff overseas. Students are also aware that they have a 24/7 access to the nearest ISOS Assistance Centres for any health / travel related emergencies / enquiries.

Incident Management: In the event of a crisis/emergency, SEP uses the information captured on ISOS’ tracking system to reach out to students in the affected area. Alerts are sent by SMS, email, and voice-to-text and students are required to respond to confirm their safety. ISOS also provides SMU travellers with 24/7 access to world-class medical and security services via its global network of Assistance Centres and networks on the ground. One call puts them in touch with doctors, nurses, logistics coordinators and security teams. IO also works closely with its partner universities in the event of an emergency/crisis involving SMU students overseas."
(A) NTU Student Mobility Programme

NTU Singapore, as a leading global university in Asia, seeks to develop quality academic partnerships with top universities worldwide so as to provide NTU students with the opportunity to enrich their learning overseas. We also seek to offer a distinctively Asian and global experience to incoming students from partner institutions to NTU as part of our internationalisation policy to globalise the garden campus. Mobility with Higher Education Institutions in ASEAN are especially key for students to gain invaluable cross-cultural experiences during their academic immersion. Such programmes also offer students a better appreciation of global issues pertinent to Asia, thus encouraging regional networking and exchange of ideas, in order to groom future leaders for Asia.

Typically NTU receives 20-30 incoming Asian students on semester studies every academic year. However, due to close proximity to Singapore, academic compatibility, available courses taught in English and the absence of an Asian Studies Unit, NTU faces challenges in sending students to Asian universities. Table A shows data for both incoming and outgoing students with ASEAN countries.

<table>
<thead>
<tr>
<th>Countries</th>
<th>Institutions</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In</td>
<td>Out</td>
<td>In</td>
<td>Out</td>
</tr>
<tr>
<td>Brunei</td>
<td>Uni of Brunei Darussalam</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Royal Uni of Law &amp; Economics</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Royal Uni of Phnom Penh</td>
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<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Gadjah Mada Uni, Indonesia</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Institute of Technology Bandung</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Uni of Indonesia</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Laos</td>
<td>National Uni of Laos</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Uni of Malaya</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Uni of Mandalay</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Myanmar</td>
<td>Uni of Yangon</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Philippines</td>
<td>Ateneo De Manila Uni</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Philippines</td>
<td>De La Salle Uni</td>
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<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Thailand</td>
<td>Chulalongkorn Uni</td>
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<td>2</td>
<td>8</td>
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<tr>
<td>Thailand</td>
<td>Mahidol Uni</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Vietnam National Uni - HCMC</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Vietnam</td>
<td>Vietnam National Uni, Hanoi</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td>24</td>
<td>2</td>
<td>31</td>
<td>8</td>
</tr>
</tbody>
</table>
For incoming ASEAN students (as well as +3 countries) to NTU for semester study exchange, selected top students from key ASEAN partner institutions are awarded the Temasek Foundation International Leadership Enrichment and Regional Networking (TFI LEaRN @ NTU) scholarship which covers their flight to Singapore, on-campus accommodation, living expenses, etc. This programme aims to build bridges among student leaders in Asia, by

1. Developing in them a global mind-set through a better appreciation of another culture, lifestyle, language, etc.
2. Enriching their leadership skills.
3. Encouraging them to form a sustained network among LEaRN participants.
4. Getting them to work together towards regional interconnection and development of Asia.
5. Help build their capability and learning while in the immersion programme.

Invited +3 institutions for the scholarship include:

**China**

- Fudan University
- Renmin University of China
- Shanghai Jiao Tong University
- Soochow University
- Tianjin University
- Wuhan University
Japan
Waseda University

South Korea
Seoul National University
Yonsei University
Korea University
KAIST

For semester study immersion, key information is as follows:

<table>
<thead>
<tr>
<th><strong>Target Student Level:</strong></th>
<th>Undergraduate only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choice of academic fields</strong></td>
<td>College of Engineering, College of Business, College of Science, and College of Humanities, Arts, and Social Sciences</td>
</tr>
<tr>
<td><a href="http://www.ntu.edu.sg">www.ntu.edu.sg</a></td>
<td></td>
</tr>
<tr>
<td><strong>Invited Partner Institutions:</strong></td>
<td>See Table A</td>
</tr>
<tr>
<td><strong>Length of Exchange Programme:</strong></td>
<td>One semester only (TFI LEaRN Scholarship award is meant for Fall semester only)</td>
</tr>
<tr>
<td><strong>Student Numbers:</strong></td>
<td>One per institution subject to confirmation per academic year</td>
</tr>
<tr>
<td><strong>Financial Support:</strong></td>
<td>Selected ASEAN partners will be invited to nominate students to NTU for consideration of the TFI LEaRN Scholarship award in Fall semester.</td>
</tr>
<tr>
<td><strong>Development Plans (if any):</strong></td>
<td>NIL</td>
</tr>
</tbody>
</table>

(B) Potential NTU Immersion Programmes from Year 2018 onwards

Moving forward, NTU welcomes ASEAN partner institutions to send students not just for semester study immersion but also for the NTU GEM Trailblazer International Summer Programme. Students will be able to take up to two courses (3 to 4 credits each) from more than 30 courses in five different academic tracks in the months of June and July (4-6 week programme) via exchange or fee (tuition fees discounted at more than 60% for partner institutions). For more details, please refer to [www.ntu.edu.sg/summerNTU](http://www.ntu.edu.sg/summerNTU)
Managing Student Exchange Activities - A Manual on Safety and Risk

NTU uses a systematic approach to the management of incidents or issues that may seriously affect the full-time and incoming international students, faculty and operations.

We are committed to provide an environment in which incoming exchange students are safe and have access to the facilities and support they require. Whether to maintain and improve their health and wellbeing, through to emergency responses to crisis/incidences, a community-based approach has been adopted where all NTU community members involved will be made aware of their individual roles and responsibilities, and will be able to carry out their responsibilities. This allows NTU to maintain good governance standards, meet legal requirements and minimise the risk to staff, students, partners and communities. It also allows for prompt support to international students should they be in a compromised position or in a crisis or accident.

For example, an international student involved in a life-threatening accident, a major fire that happened in a lab through to facing huge anxiety due to homesickness or pre-existing mental illnesses would involve all or some of these areas:

- **Emergency response**: ensure the safety of students and minimize damage to assets
- **Emergency management**: designated steering committee(s) to coordinate the emergency responses and recovery
- **Business continuity**: ensure the maintenance of day-to-day operations including insurance coverage or ISOS involvement
- **Crisis management**: address strategic business and reputation issues with corporate communications involvement and partner institutions communication

A case study: Student with Mental Health Issue

As society gets more affluent, there are higher rates of depression, anxiety and substance abuse among talented young people. In order to ensure that appropriate attention is given to incoming students who declared their mental health issues prior to joining the immersion, NTU has set up a good support system for the student from the well-being centre, health clinic, school, mobility office and residential halls, etc. to keep the issue from spiralling out of control.

There have been severe cases (albeit few and far between) where we had students who had to be admitted to a hospital for a long duration for treatment. The Student Mental Health Policy and Campus Community Approach to Student Health and Wellbeing Policy and workflow kicked in to help support the students till they return back to their respective home countries.
Student Management During Times of Crisis

Background

Each year the National University of Singapore sends out around 5,000 students on various international programmes; 2,000 of which embark on the Student Exchange Programme (SEP) for one semester or more. In return, NUS hosts over 2,000 visiting or exchange students from around 50 countries for SEP and other coursework-based or research opportunities.

In recent years, the number of security incidents, including terrorism and natural disasters abroad has increased, mandating that the University stays abreast of current affairs and to maintain strong and effective communication with students in and around affected areas. NUS International Relations Offices (IRO) plays a crucial role in maintaining lines of communication with students, partner institutions and other internal and external programme stakeholders.

This paper provide details on NUS IRO’s current emergency management framework through recent examples of various health and safety issues the University has faced.

Outbound Students

In the last five to six years, NUS has had students on official programmes in and around cities and regions affected by security incidences or natural disasters. The map (Figure 1) and Table 1 below summarise the events IRO has managed from 2011 to 2017.

Figure 1: Security incidents and natural disasters abroad in places with NUS students (2011-2017)

<table>
<thead>
<tr>
<th>Incident</th>
<th>Type of incident</th>
<th>Location</th>
<th>Month Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Hurricane Irma</td>
<td>ND</td>
<td>USA – Florida and parts of Georgia and North Carolina</td>
<td>Sep 2017</td>
</tr>
<tr>
<td>2) Hurricane Harvey</td>
<td>ND</td>
<td>USA – Texas</td>
<td>Aug 2017</td>
</tr>
<tr>
<td>4) Manchester Arena Bombing</td>
<td>SI/T</td>
<td>UK – Manchester, England</td>
<td>May 2017</td>
</tr>
<tr>
<td>5) Stockholm Vehicle Ramming</td>
<td>SI/T</td>
<td>Sweden – Stockholm</td>
<td>Apr 2017</td>
</tr>
<tr>
<td>8) Boston Marathon Bombing</td>
<td>SI/T</td>
<td>USA – Boston, Massachusetts</td>
<td>Apr 2013</td>
</tr>
<tr>
<td>9) 2011 Japanese Earthquake and Tsunami</td>
<td>ND</td>
<td>Japan – Sendai Region</td>
<td>Mar 2011</td>
</tr>
</tbody>
</table>

Table 1: Security incidents and natural disasters abroad in places with NUS students (2011-2017)

ND: Natural Disaster; SI/T: Security Incident/Terrorism
IRO is structured such that Programme Managers look after international programmes in certain countries or regions. In the event of a security incident or natural disaster in a certain city, country or region; the corresponding Programme Manager(s) will be alerted. Programme Managers keep a watchful eye on the news and current affairs of countries under their purview to ensure students are contacted quickly if the need arises.

**Alerts can come from various sources such as local or international news outlets, Singapore Ministry of Foreign Affairs (MFA) or NUS Office of Safety, Health & Environment (OSHE).**

**Upon notification of a security incident or natural disaster…**

The Programme Manager will generate a list of students in and around the affected area using our in-house systems, Overseas Programmes Application System (OPAS) up to AY2016/17 or Student Information System - Global Education (SIS-GE) from AY2017/18 onwards. Generating the list of students requires some discretion on the Programme Manager’s part as some incidents are not clear cut. Usually incidents which are not clear-cut will require internal discussions with the Section Head.

Programme Managers may also send different messages to different groups of students based on their proximity to the affected area.

For example:
During the Paris Attacks of November 2015, the Programme Manager sent emails to check on the status of students who were at partner universities in Paris; and sent another message to students studying in France but outside the city of Paris reminding them to remain vigilant.

To contact the students…

The Programme Manager first sends an email to the students’ NUS email account.

The initial email typically contains the following information and requests the following actions:

1. alerting students of the incident and asking them to keep vigilant and stay safe;
2. asking students to respond to the email to report they are safe;
3. asking students to report for friends who they know are safe;
4. asking students to call home to reassure family they are safe

In the event students do not respond in a timely manner, typically within two or three hours, Programme Managers will then call students based on the contact information listed in the Student Information System (SIS). Often students do not update their contact information with their local number during their exchange semester, despite being reminded during the Pre-Departure Briefing before their SEP commenced. Again, the speed at which we expect to receive responses depends a lot on the time of the day the incident took place. If the incident happened in the middle of the night when students are less likely to be out and about, they are more likely to be unaffected and also may also take a longer time to respond to email since they may be sleeping.

**For example:**
Boston Marathon Bombing (April 2013)
Since the incident was an isolated event and happened on a Monday during term time, when students were less likely to be travelling, IRO made the decision to only contact the students on SEP at Boston University, our only SEP partner in Boston at that time.

Nice Attack on Bastille Day (July 2016)
Although NUS did not have any official programmes in the city of Nice at the time, since the attack happened during the holiday period and during a national festival, IRO wrote to all students who were on SEP to France at the time.
When security incidents happen in countries with both University-wide and Faculty-level SEP partners, IRO does not differentiate between the students and will contact all to check on them. However, IRO has noticed that students on Faculty-level exchanges are less likely to respond to IRO emails, perhaps because they are not familiar with IRO staff. In such cases, IRO will reach out to Faculty administrators to try and connect with their students.

Very often, NUS’ Office of Safety, Health & Environment (OSHE) expects NUS IRO to account for the number of students in the city, country or region of the incident within six hours of being alerted to the event so that they can report back to Ministry of Education (MOE).

No. of hours to account for students during an incident: Within 6 hours of being alerted to the incident

For natural disasters with a few days of warning, namely Typhoons and Hurricanes, information will be sent to student pre-emptively, reminding students to follow advice from their host university and local authorities, and to make the necessary preparations before the storm, i.e. stocking up on food and water, knowing evacuation routes, etc.

For extreme natural disasters or security incidents, IRO follows the Ministry of Foreign Affairs’ (MFA) guidelines when deciding whether to recall students back to Singapore. Over the reporting period, the only time students were recalled from official programmes due to a security event or natural disaster was after the Sendai Japanese Earthquake and Tsunami in March 2011.

In the event of geopolitical instability or uncertainty, IRO will following MFA guidelines when deciding whether to suspend a programme in advance to avoid putting students in potential hot spots for security incidents.

Moving forward, NUS is expecting to subscribe to an Emergency and Crisis Notification System. With this system, it is hoped that notification of students and staff abroad during a security incident or natural disaster will be more efficient. This system should also be able to track and collate responses from students in the affected areas and send reminders should there be no response.

Inbound Students

NUS and Singapore have been fortunate in recent decades with no major natural disaster or security incident. Despite this good fortune, as host to over 2,000 exchange or visiting students from more than 50 countries each year, NUS must have a robust framework for handling individual health and safety issues, including mental health episodes.

In recent years, the number of individual mental health and safety issues has increased. Some students and parents see the opportunity to study abroad as a “magic cure” for a previous trauma or difficult past, which means NUS could host increasingly more students with potential mental health issues in the future. Often students do not declare their medical record on their initial exchange application due to the stigma associated with mental health issues. Hence, the University only gets to know about a mental health problem during or after an episode.

The Non-Graduating Application System gives students the opportunity to declare any health-related issues on their initial exchange applications. For students who declare a history of mental health issues such as anxiety or depression, IRO will pre-emptively write to these students directly, highlighting the services provided by the University Health Centre’s (UHC) Counselling & Psychological Services (CPS) unit and encouraging
them to visit CPS early to ensure they are familiar with the resources and support systems available. Often times the excitement at the start of an exchange semester can give students the false impression that they have been “cured” of their mental health issue; only to have it compounded mid-semester when academic stresses kick in and their usual support system of family and friends is not there during the stressful time.

**In the event of a mental health episode**, IRO works closely with UHC, the student’s parents or guardians, home university, host faculty at NUS and the management office of their assigned residence to ensure the student receives the resources, services and accommodations required.

**After a health and safety episode**, the student must undergo an evaluation from UHC to determine if the student is fit to continue with his or her studies and/or reside on campus. Based on UHC’s recommendation, IRO will then work with the aforementioned stakeholders (stated in paragraph before) to ensure the necessary requirements are met. For example, in cases regarding depression, UHC may advise that the student should not stay alone. IRO would then work with our Office of Housing Services to see if a large housing unit is available, and work with the student’s family to see if a parent or relative could stay with the student for the remainder of the semester.

**In severe health and safety episodes**, the ideal solution is for the student to return to their home country for treatment. Students typically cope and recover better if they are back with their familiar support system, and where the standard of care and medications available are what the students are accustomed to. In the event leaving Singapore is not an option, for example if the student’s passport has been seized or they have been involuntarily hospitalised due to being a danger to themselves or others, IRO would then continue to follow the advice from UHC and the other medical professionals associated with the case to determine the correct course of action and services provided. Updates would then be regularly communicated to the parents and/or home university, with consent from the affected student.

**Preparation and Framework Enhancement**

With no two security incidents or natural disasters being the same, IRO has partnered with OSHE on a series of Table Top Exercises to reinforce IRO’s current emergency response framework and to brainstorm ideas for better and more efficient crisis management when the need arises next.

In addition, an IRO staff member attended the University of California Education Abroad Program (UCEAP) Safety Abroad Workshop in Hong Kong in March 2017. The three-day workshop gathered university representatives from across Asia Pacific to share best practices on crisis management abroad and health and safety issues at home.

Prepared by
NUS International Relations Office
October 2017
The NUS Student Exchange Programme (SEP) is the largest and most established global programme in NUS. Through the development and management of strategic and sustainable partnerships with universities globally, the programme provides a quality exchange experience for all outgoing and incoming students. Students experience one or two semesters at an overseas partner university while earning credits towards their degree. Currently, NUS students embarking on the programme can choose from over 300 partner universities in over 40 countries. This is also one of the largest known student exchange programme in the world today.

SEP in numbers

<table>
<thead>
<tr>
<th>Partner Universities</th>
<th>Countries</th>
<th>Outgoing students</th>
</tr>
</thead>
<tbody>
<tr>
<td>316</td>
<td>43</td>
<td>2,109</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University-wide partnerships</th>
<th>Faculty-level partnerships</th>
<th>Incoming students</th>
</tr>
</thead>
<tbody>
<tr>
<td>184</td>
<td>180</td>
<td>2,087</td>
</tr>
</tbody>
</table>

Note:
Total partner universities excludes 48 overlapping university-wide and faculty-level universities
Data taken from academic year 2016/17

SEP trends

Academic year 2012/13 to 2016/17

- AY 12/13: 1792
- AY 13/14: 1849
- AY 14/15: 1966
- AY 15/16: 1965
- AY 16/17: 1934

Incoming: 1861, Outgoing: 2087, Total: 3088

- AY 16/17: 2109

Incoming: 2087, Outgoing: 2109, Total: 2087+2109
Managing Student Exchange Activities
A Manual on Safety and Risk

SEP (Percentage by regions)

Incoming
- Europe/Middle East/South Africa: 45%
- Asia/Australasia: 29%
- Americas: 26%

Outgoing
- Europe/Middle East/South Africa: 51%
- Americas: 26%
- Asia/Australasia: 23%

Top SEP destinations

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>284</td>
</tr>
<tr>
<td>Canada</td>
<td>207</td>
</tr>
<tr>
<td>UK</td>
<td>167</td>
</tr>
<tr>
<td>Germany</td>
<td>144</td>
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<td>Sweden</td>
<td>138</td>
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<td>Netherlands</td>
<td>126</td>
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<tr>
<td>South Korea</td>
<td>117</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>53</td>
</tr>
<tr>
<td>Denmark</td>
<td>65</td>
</tr>
<tr>
<td>Australia</td>
<td>63</td>
</tr>
</tbody>
</table>

Prepared by NUS International Relations Office
October 2017
Total number of the exchange students, BUU

Nationalities of exchange students in 2016, BUU

Nationalities of exchange students in 2017, BUU
Chulalongkorn University

Situation

Our partner university from Australia asking the possibility to facilitate one exchange student who is a wheelchair student, and plan to study at the Bachelor of Arts in Language and Culture (BALAC) program at the Faculty of Arts for 1 semester. There are a few issues need to be newly arranged as lists below;

- Classroom
- Accommodation
- Transportation

Solution

CLASSROOM: The BALAC program has moved all class that he registered to a newest building of the faculty which wheelchair accessibility.

ACCOMMODATION: The only wheelchair accessible on campus dormitory is at the new international dormitory at the Faculty of Medicine. Because the CU International House was not available at that time (launched in 2014). Eventually, he decided to stay in an off-campus apartment instead due to the distance between the Faculty of Medicine and the Faculty of Arts is not convenience for him.

TRANSPORTATION: CU shuttle bus was used to commute on campus during his study with the great support from his classmates to lift him up and down.
Chiang Mai University

International Student Exchange Crisis Story
Case Study of Chiang Mai University

In the 2016 academic year, the International Division Relations, Chiang Mai University had an exchange student from one of our partner universities for a period of one year. One day, we were contacted by the Faculty that the exchange student would like to meet one of my staff with whom they had electronic contact with before. At that time, the Faculty reported that the student was experiencing a lot of stress and wasn’t coping well.

Firstly, my staff tried to relax the student by talking with him on general topics before asking him about his problem. The student did not answer but said that he wanted to meet the lecturer in the Psychology Department, at the Faculty of Humanities, who is also a trained counselor and clinical psychologist, on the next day.

Supported by an IRD staff member, the student attended two counseling sessions. In the first counseling session, the counselor reported that the student got anxious; he behaved nervously and had difficult talking. After the session, the counselor suggested that the student should see a psychiatrist but he politely refused.

A week later, he attended the second session and it was reported that the student looked much better than the previous week. At the end of the session, he said he wanted to quit the counseling as he felt much better and he thought that he can cope with his difficulties. However, the counselor asked our staff to closely monitor him.

After we had learnt that student had mental health concerns, we reported this to his home university to see if it was necessary to send him back home.

Luckily however, when the student felt unhappy or sick during his stay at our university, he always came to meet my staff and spend time in my office. All of the IRD staff knew his situation and tried to be good friends with him. We invited him to attend Yoga class every Wednesday, let him join the parties held by our Division and often had dinner with IRD staff. We also suggested to him to participate in more activities with other CMU departments and students as well as offering to accompany him to see the psychiatrist or the doctor if needed. He enjoyed his student life and life on campus.

Before finishing the time of exchange, he refused to return his country. He informed that he loves Thai culture, Thai food and friends at Chiang Mai University. He would like to escape and stay somewhere in Chiang Mai. He denied to meet with his advisor, the Faculty and related persons except IRD staff. We tried to make personal appointments with him several times to explain and convinced him that he could visit and stay with us again when he accomplishes his degree program from his home university. If he insisted on staying in Chiang Mai without enough reasons, he will face with many problems, i.e., visa extension, accommodation, and at worst, he will be banned from re-entering the country.

Finally, he was able to successfully complete his exchange program with us and he returned home safely and it is with pleasure that we still keep in contact with him.
CMU’s International Students (Year 2017)

1. Degree Program: 974 (total number of students)

2. Non-degree Program: 1,981 (total number of students)

Chart 2: No. of international students (non-degree program) classified by program type
Managing Student Exchange Activities: A Manual on Safety and Risk

Number of International Exchange Students

- **Undergraduate Students**
  - Academic Year 2015 - 2016: 1,016 Students
  - Academic Year 2014 - 2015: 701 Students
  - Academic Year 2013 - 2014: 623 Students

- **Graduate Students**

**International Undergraduate Students**

**International Graduate Students**

Academic Year 2015 - 2016: 210 Students
Academic Year 2014 - 2015: 194 Students
Academic Year 2013 - 2014: 153 Students

CONTACT US:
International Relations Division, Office of the President, Mahidol University, Thailand
Email: opinter@mahidol.ac.th

Mahidol University
6 - Step Crisis Management for "2011 Thailand Floods" & "2013–2014 Thai Political Crisis"

1. Keep international students & staff updated with the situation and assistance provided through emails/calls/SMS & social media.

2. Monitor & evaluate the situation.
   - Call for the meeting to advise them proper Do's & Don'ts /evacuation plan/staff in charge/ contact details in case of emergency.

3. Offer them prompt support during evacuation e.g. financial support/transportation/shelter/food/communication with their parents/guardians/etc.

4. Keep all stakeholders informed of the update situation including international partner universities.

5. Undertake recovery process after the situation/evacuation e.g. follow-up communication /make-up classes / transportation to airport.

6. Lesson learned from crisis...

International Relations Division, Office of the President, Mahidol University, Thailand
Email: opinter@mahdiol.ac.th
Prince of Songkla University

PSU Case Study on the Management of International Student Exchange Programme under the Crises

In order for the international students to enjoy a happy, comfortable and safe stay at PSU, we have made the following arrangements for our international student exchange:

- normally, international students are required to obtain an international health & accident insurance before coming to PSU. However, in case they do not hold an insurance, PSU can help them get an insurance from a private insurance company located on campus.
- there is an orientation program during their first days at PSU;
- a PSU comprehensive Guidebook, including useful videos and links, is available online (http://interaffairs.psu.ac.th/students/soft-landing-at-psu);
- each faculty has “Thai Buddies” who accompany and assist the foreign students throughout the program
- each PSU faculty has an International Affairs Officer in order to arrange the program and help the international students
- PSU provides a transcript to foreign students in order for them to transfer the credits to their university;
- PSU provides accommodation to exchange students coming under formal agreements between universities.

Case Study

Problem: International Student experience Strong Anxiety

Case: One international student felt very scared and got extremely anxious thinking that he has severe illness after having an unprotected relation with a first-time-met lady. Physically, he experienced body’s trembling and psychologically he was depressed and very anxious. He refused to attend classes, join activities or even take examinations. He wanted to return to his country and got suicidal thoughts.

Solution:

- His advisor and faculty staff discussed with him about the situation and the factors that caused him to change his behavior.
- Faculty staff contacted the hospital and student had a medical check-up, which was not totally relevant since it has been done too early. However, he got a second check-up at a hospital in his country.
- Staff from the faculty and PSU International Student and Staff Office took him to his country’s consulate in Songkhla to discuss with consulate’s representatives and try to find the best solution to his problem. Finally, it was decided to send him back to his country as soon as possible because his parents got also very worried about him.
- The PSU team tried to follow up about him after returning back home, but he is out of reach and did not contact the university back either.
Statistics on international student exchange at Prince of Songkla University (PSU)

### International Students at PSU

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>434</td>
<td>458</td>
<td>544</td>
<td>581</td>
<td>711</td>
</tr>
</tbody>
</table>

### Inbound & Outbound of Exchange Students at PSU

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inbound</td>
<td>1168</td>
<td>2653</td>
<td>3821</td>
<td>3292</td>
<td>4157</td>
</tr>
<tr>
<td>Outbound</td>
<td>3821</td>
<td>860</td>
<td>4157</td>
<td>3821</td>
<td>4875</td>
</tr>
<tr>
<td>Total</td>
<td>5059</td>
<td>3513</td>
<td>7978</td>
<td>7623</td>
<td>9752</td>
</tr>
</tbody>
</table>

### Long-term Exchange Students (one semester or more)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inbound</td>
<td>170</td>
<td>606</td>
<td>642</td>
<td>1108</td>
<td>1271</td>
</tr>
<tr>
<td>Outbound</td>
<td>606</td>
<td>642</td>
<td>1108</td>
<td>1271</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>776</td>
<td>1248</td>
<td>1716</td>
<td>2386</td>
<td>1271</td>
</tr>
</tbody>
</table>
Orientation to handle life-risking situations for the safety of exchange students:

**A. For students attending short courses and long-term study (more than 01 semester):**

- Gather useful information from international students (religion, illness, food, relatives contact, emergency contact address, residence address in Ho Chi Minh City);
- Encourage students to buy insurance before the study trip;
- Organize an Orientation day - international students are given important information related to:
  - Regulation of the university;
  - Basic law knowledge in Viet Nam;
  - Caution about food hygiene;
  - Rules and notes for self-protection;
  - Important and necessary contacts;
  - Psychological preparation to prevent culture shock;
  - Guidance for emergency procedure;
- Organize basic Vietnamese language classes
- Provide life-tip for living in Viet Nam;
- Keep contact with local authorities in administering the stay of foreign students;
- Keep contact with related diplomatic agencies in Viet Nam in case of emergency. Contact them immediately for a timely and effective interference;
- Keep frequent contact with partner institutions to report on the status of their students;
- When students want to travel outside of their place of residence and study, students are required to report to VNUHCM so that we can have a plan to update the situation remotely;
- In case crisis occurs: VNUHCM will mobilize all necessary and possible resources to deal with the crisis in a timely and effective manner. In addition, VNUHCM will contact related personnel and organizations for support:
  - Contact local agencies such as hospitals, clinics, public security agencies, etc.
  - Contact relatives of the exchange students through the collected data;
  - Contact the related Embassy / Consulate General in Ha Noi or Ho Chi Minh City;
  - Contact the partner institutions.

**B. For students attending cultural exchange programs:**

- First and foremost priority: Student safety.
- The Buddy Program and the International Student Support Center: for short-term exchange programs, VNUHCM will send local students along to assist the delegation;
- Have a surveillance plan in advance of camping trips, picnics and outdoor activities. Check for shelter for heavy rain and storms;
- Arrange a medical team to support the trip. Check for medical station in the area and route to local hospitals;
- Keep frequent contact with partner institutions and coordinators of the exchange program.
ASEAN University Network Presentation

INTERNATIONAL STUDENTS MOBILITY AND CRISES
ASEAN University Network Secretariat

Presented by:
Dr. Choltis Dhirathiti, Executive Director of AUN
Ms. Supatcha Supapant, Programme Officer

This presentation is written by:
‘Izzatun Nabilah Khairul Shaffarani, Intern
Ms. Supatcha Supapant, Programme Officer

Copyright: ASEAN University Network Secretariat 2017
# ASEAN+3 Heads of International Relations Meeting: Operational and Action-oriented Platform

<table>
<thead>
<tr>
<th></th>
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<th>Deliverables</th>
</tr>
</thead>
</table>
| 1 | 2010, Universiti Brunei Darussalam  
"EN ROUTE TOWARDS ASEAN+3 UNIVERSITIES COOPERATION: HOW TO GEAR UP STUDENT AND ACADEMIC MOBILITY NOW?" |   |
| 2 | 2011, Daejeon University, Korea  
The workshop served as open laboratory in terms of regional student exchange focusing on the perspectives of sending universities | The projection of inbound and outbound student exchange plan based on the interests of sending Universities |
| 3 | 2012, National University of Singapore, Singapore  
Cooperation in retrospect and the prospect of student mobility in East Asia | A recommendations containing suggestions and initiatives on the AUN Youth programmes |
| 4 | 2015, Kyoto University, Japan  
Activating Sustainable Collaboration under ASEAN+3 UNet: Meeting the growing demands of student mobility in East Asian region | Deliverables  
ACTS Simulation: Practices and Learning |

| 5 | 2015, Peking University, Beijing, P. China  
A Route towards the World Class University: Threats to Higher Education in East Asia Region and New Trends in Collaboration on Teaching & Learning and Research Activities | Deliverables  
• A Refresher programme: 2 Site Visits Peking University and University of Science and Technology Beijing  
• 3 Presentations on the Good Practices on “A Route towards the World Class University: Threats to Higher Education in East Asia Region and new Trends in Collaboration on Teaching & Learning and Research Activities” |
Deliverables

2016, Universiti Utara Malaysia
The Spotlights on AUN Thematic Networks and Plus three Alliances

A Guidebook to AUN Thematic Networks and Alliances: Managing Multi-University Collaborative Activities: The AUN Way (Version 1.0, 2016)

"Managing Student Exchange Activities: A Manual on Safety and Risk"

Q: Why crisis management, safety and risk are becoming more important factors in higher education?

A: Is it because of the increasing number of international students and Mobilities. Yes or NO
We **cannot** Prevent the Crisis, or even we **cannot** Protect any Unexpected Situations

BUT, We can **Prepare**..... and **support** students to be prepared for an unexpected situations

Due to the intensifying number of students mobility, it is important for us to **be aware** of emergency/situations and **be ready** with the unexpected situations.

We need to come together and exchange good
Introduction

- Any crises faced by students studying abroad must be handled appropriately.
- The types of crises can be divided based on severity and response needed.
- No member universities have made their international students safety management policies available on their website.
- Many higher education associations do not have a comprehensive policy on international students' safety management such as the AFS and Fulbright.
- As a result of increasing international students' mobility, it is becoming more important to have a policy and protocol that is: Comprehensive, Efficient, Systematic, to manage the situations and problems in order to be prepared for such events.
- A safety policy and practice can be seen from the United States, United Kingdom, Australia, Canada, and Japan.

What is AUN’s role in this?

AUN as an information centre for member universities
AUN has a direct responsibility to facilitate and answer all questions regarding risk of students studying abroad.
Table of Contents

- Defining Crisis
- Defining the Type of Crises
- Managing Crises: AUN Members University
- Importance of International Students Crises and Mobility Management
- Model Policies
- Conclusion and Suggestions

1 What are the Crises?

Defining crisis and the types of crises
Crises
A time of intense difficulty, trouble, or danger.
Critical event or point of decision which, if not handled in an appropriate and timely manner (or if not handled at all), may turn into a disaster or catastrophe.

Student Mobility Security Advisory System (Types of Crises)
The types of crisis can be categorized based on the severity and level of response needed
Adapted from the National Terrorism Advisory System (US Department of Homeland Security)

Least severe: Level 1 – Level 2 incidents that have limited impact and can be managed through routine protocols and procedures within a department (Program Officer and Regional Director)
- Lost documents / money, lost participant, minor accident/injury, illness, travel delay

Medium

Quite severe: Level 3 incidents that have the potential to have broader impact or that require cooperation among units to effectively manage and resolve them and that require adaptation of routine procedures
- Hospitalization, natural disasters, terrorism, events, civil unrest, assault, epidemic

Most severe: Level 4 – Level 5 incidents that present substantial risks to students
- Assault, arrestment, disappearance, theft, death
Looking into AUN members university and common policy

Policies of AUN Member University on managing International Students Mobility and Crises

AUN Members University: Managing International Students Mobility and Crises

No universities have made handbook/guidebook of international students crises management available on their website. Some provide basic information such as emergency contact. There is only International Students Handbook on:

- Where to stay
- How to apply visa
- Information about university (directory, transportation) etc.

But not on international students safety crisis and management.
3

Why is it IMPORTANT?

Why is managing international students mobility and crises important? And case studies

Why is Crisis Management important for students who are studying abroad?

1. The rapid growth of international students mobility
2. Following the unexpected events that is happening around the globe it is impossible to guarantee a safe destination to prevent crises
3. Concerns about safety and security acts as boundary that could stop students from studying abroad
1. Importance of International Students Crises and Mobility Management

The past two decades have seen an increase in international student and staff mobility. In 2014, International Student Mobility had rapidly increased from 2.1 million in the year 2000 to 5.0 million (ICEF Monitor, 2015).

Source: ICEF Monitor (2015)

1. Importance of International Students Crises and Mobility Management

UNESCO’s Institute of Statistic, Global Flow of Tertiary Level of Students recorded that in 2009 there are about 166,000 ASEAN students going abroad for studies and in 2013 more than 220,000 students from ASEAN countries studied overseas.
2. Universitas Islam Indonesia Freshman Hazing

Freshman hazing is one of Indonesian universities problems that have not been solved until today. The hazing happen when the freshman orientation activities went beyond the official university’s guidelines. The recent case of hazing which gained the spot in Indonesia media was the Mapala Unisi climbing club freshman orientation program called The Great Camping XXXVII on the slopes of Mount Lawu in Central Java on January 13 to 20 2017 which has claimed the lives of 3 and injured 14 Universitas Islam Indonesia (UII) students from the total 37 students joined the program.

Muhammad Fadli, the first victim dead because of hypothermia on 20 January on the way to the hospital, the second, Syatt Asyam died on 21 January because of breathing problem after received medical treatment in the Bethesda Hospital, the third victim, Ilham Nuradmi passed away on 23 January with many bruises on his body. Parents became alarmed after some of the students returned from the trip with injuries and were admitted to the hospital. But the official statement from the university did not come out until 24 January in which the university admitted that there were torture in the freshmen orientation and that they had formed crisis center that can be contacted by the family.

The thing is according to the freshmen who joined the orientation there was a statement letter which said that the participant would not sue the committee if there is something happen while in the orientation. The letter was given to the participant to be signed by them and their parents. While the university said that they did not know the existence of the letter and the committee did not attach the statement letter when asking for the permission. This lead to the assumption that the committee has planned the hazing all along and the tragedy did not happened accidently. Following the expel of the 9 students, UII rector, Harsono took the responsibility and resign from the office.

2. Political demonstration South Korea

The protests, started October 26, 2016 - 11 March 2017 (5 months and 4 days), were the largest in South Korea since pro-democracy demonstrations of the 1980s.

Mr Park is accused of allowing her friend, Choi Soon-sil, to manipulate power from behind the scenes.

Organisers said 1.5 million were in Seoul, and another 400,000 in other regions of the country. Police put the turnout in the capital at 270,000.

About 25,000 officers were deployed in Seoul but there were no reports of violence.

The farmer, Baek Nam-gi, 68, at the protest on 14 November 2015 during the largest antigovernment demonstration under Park Geun-hye, a water cannon hit Baek and continued to blast him as he lay on the ground and also blasted those who tried to drag him away. Doctors later reported that he had a cerebral hemorrhage that they suspected was caused by the water cannon. Prosecutors are still investigating the case.

He had remained in a coma at Seoul National University Hospital since, becoming a symbol of what government critics call rising police brutality and the erosion of the freedom of assembly under Park Geun-hye. The hospital announced that Baek had died of kidney failure 25 September 2016, Sunday afternoon.
2. Virginia Tech Shooting

April 16 2007

The shooting incident occurs in in two separate attacks on the campus in Blacksburg, Va. The first took place around 7:15 a.m., two people were shot and killed at West Ambler Johnston Hall. The second killings happened in two and a half hours later, 31 others, including the gunman (commit suicide), were shot and killed across campus in a classroom building in Norris Hall, where some of the shots had been shatenn. There were 33 victims killed that were found in different locations around the building and 17 were wounded while trying to escape by jumping from the class window. This incident noted as the deadliest shooting rampage on campus in American history.

Shooter: Seung-Hoi Cho: Mental health condition. He already received treatment and special education support since middle-school. He was noted to receive treatment from Carolon-St. Alban’s mental health facility in 2005 after making suicidal remarks to his roommate. The university administration under the federal privacy laws fails to know Cho’s mental health conditions.

Virginia Tech did not evacuate the campus immediately after the first shooting or notify students of the incident until several hours later. Many students were clueless on what had happened at the time because the university did not give any official announcement until several hours later.


2. Virginia Tech Shooting (Response)

1. More Attention, Respect Paid to Safety and Security
2. Quality of Mental Health Services Somewhat Improved
4. Legislation Aims to Clarify How Campuses Can Share Data
5. Administrators More Aggressive in Removing At-Risk Persons
6. Campuses Focusing on Mass Notification, Text Messaging
7. Federal Legislation May Soon Play Bigger Role in Campus Safety
8. Virginia Legislature Also Getting Involved in Campus Security
10. Active Shooter Training, Arming Officers Now in the Spotlight
3. Importance of International Students Crises and Mobility Management

“from AFS Intercultural Programs
Mapping Generation Z: Attitudes Toward International Education Programs”

Security concerns top of mind

More than half of respondents (52%) said that they had concerns about safety and security when considering study abroad. This surpasses the weighting that students gave to other potential roadblocks, including fear of isolation (50%), homesickness (48%), and discrimination (34%).

4

Model Policies

Current available policies
**NAFSA: Health, Safety, and Risk Management in Education Abroad**

**Last conference:**
*Region VIII Conference*
Philadelphia, PA
November 15-18, 2015

**Workshop Objectives**

- Apply recognized standards of good practice for health and safety for education abroad programs to their institutions or organizations.
- Gain competencies needed to identify and communicate health and safety issues in education abroad programs to key constituents.
- Learn to research and assess health and safety risks abroad.
- Create framework for emergency response, communication, and crisis management.

**NAFSA: Association of International Educators**

NAFSA is the world’s largest nonprofit association dedicated to international education and exchange. NAFSA’s 12,000 members are located at more than 2,000 institutions worldwide, in over 150 countries.

Being home to University of North Georgia - USA
Smart Traveller Enrollment Program (STEP)

What is STEP?
The Smart Traveller Enrollment Program (STEP) is a free service that allows U.S. citizens traveling or living abroad to enroll with the nearest U.S. embassy or consulate.

Benefits of enrolling in STEP:
- Receive the latest safety and security information for your destination country, helping you make informed decisions about your travel plans.
- Help the U.S. Embassy contact you in an emergency, whether natural disaster, civil unrest, or family emergency.
- Help family and friends get in touch with you in an emergency.

Stay informed.
When you enroll in STEP, you will automatically receive the most current information we have about your destination country, including:
- Security and Emergency message updates from the US Embassy
- Travel warnings and travel alerts

Stay Connected.
Enrolling in STEP will help the US Embassy to contact you and provide assistance to you in an emergency. The information you provide in STEP will make it easier for consular officers at US embassies and consulates around the world to contact you and your loved ones during an emergency - including situations where your family or friends in the US are having difficulty contacting you with important news.

Stay safe.
We believe that a well-informed traveler is a safe traveler. Our consular officers around the world compile Country Specific Information, Travel Alerts, Travel Warnings, fact sheets and emergency messages to provide you with timely and accurate information about every country you may travel.

Source: University of Massachusetts Amherst

Safety, risk and management policy for students studying abroad

The United States Department of Education recommends that all school emergency plans:

- Be developed and strengthened based on the local needs and characteristics of the school district and its buildings
- Be developed and maintained in collaboration with community partners
- Provide for all hazards and reflect the four phases of emergency planning: prevention, preparedness, response and recovery

1. Mitigation
2. Preparedness
3. Response
4. Recovery

- Ensure the safety of the whole school community, including students, staff and visitors with disabilities and special needs
- Reflect the principles of the National Incident Management System

Source: School Safety Planning and Response: Minnesota School
US Department of Homeland Security DHS

→ Campus Resilience of Student and Exchange Visitor Program (SEVP)
→ Access on Federal Emergency Management Agency (FEMA)

Emergency Operation Plans (EOP):

Exercise Emergency Operation Plans:
National Tabletop Exercise for Institution of Higher Education

Source: Federal Emergency Management Agency
Case: Manchester University

→ Access to Safety Services Information
→ Safety Procedures and Toolkit
→ Access to Published Information of Health and Safety Policy including Guidance

Source: Manchester University

Australia

Source: Manchest
Case: The Vocational Education and Training Toolkit

- The VET toolkit provides a focus on Risk Management for program and university:
  - Key Risks in outbound mobility
  - Developing your risk management team
  - Developing a critical incident response policy and plan
  - Travel insurance policies for staff and students on programs/projects

Source: VET Sector Outbound Mobility Handbook and Toolkit

Case: Swinburne University of Technology

- International Exchange Program Pre-Departure Guide 2010

Case: University of Melbourne

- Outbound student mobility policy procedures
- Short-Term Mobility Program Toolkit

Source: VET Sector Outbound Mobility Handbook and Toolkit
Case: University of Saskatchewan

- University Procedures and Guideline focus in Emergency and Response for facilitate among university and staff
  - Define definition of emergency
  - Determine appropriate response and action
  - Report emergency to ISSAC
  - Emergency crises protocol and response
  - Emergency contact

Source: University of Saskatchewan
Conclusion

→ Raise the importance and awareness of international students mobility in every university
→ Easier assess of safety information for both staff and students
→ Safety information cover both outbound and inbound students
→ Standard Policy and Management (procedures and guidelines) both for staff and student

Who is responsible?
Thank You!

References

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