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Scully, Etsuko

九州大学留学生センター : 教授

Satoshi, Takamatsu

九州大学留学生センター : 准教授

Genkawa, Takuma

九州大学留学生センター

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Etsuko Scully

Satoshi Takamatsu

Takuma Genkawa*

Abstract

In the 1980s, the Japanese government pursued a policy of internationalization to make an educational (and ultimately financial) contribution to the rest of the world. The decision reflected the government's willingness to take advantage of an opportunity to join the international economic community following a period of rapid growth. As Japan moved toward internationalization, it struggled with issues associated with integrating ethnically diverse populations into the mainstream. As a result of these failed efforts, today there is a lack of programs specifically designed to promote the benefits of diversity in educational institutions. Unclear and hastily established policies established by the central Japanese government have resulted in many problems. Issues associated with promoting diversity are the focus of this report.

I. Introduction

In the 1980s, the Japanese government pursued a policy of internationalization to make an educational (and ultimately financial) contribution to the rest of the world. The decision reflected the government's willingness to take advantage of an opportunity to join the international economic community following a period of rapid growth. As a result, in the past two decades Japan has increased its number of cultural and linguistic training exchanges with foreign countries. Perhaps the most famous example is the Japan Exchange and Teaching (JET) program, through which individual Japanese prefectures invite young foreign college graduates to teach English to Japanese secondary students, manage cultural exchange

programs, and perform limited tasks for local government offices and schools. A second exchange program was initiated during the Nakasone administration: the International Student Program (ISP, or *Ryugakusei Ukeire*). The program's stated goal was to bring 100,000 foreign students to Japan over a ten year period (1985-1994). However, unclear and hastily established policies established by the central Japanese government resulted in many problems.

The focus of this report is on issues associated with promoting diversity. During Japan's move toward internationalization in the 1980s, the country struggled with integrating ethnically diverse populations into the mainstream. As a result of these failed efforts, today there is a lack of programs specifically designed to promote the benefits

*International Student Center, Kyushu University.

of diversity in educational institutions; Japan therefore lags behind the United States and European countries in terms of accepting and encouraging national diversity. An important example of a program hastily established without the necessary attention to detail is the creation of International Student Houses (ISHs, or *Kokusai Koryu Kaikan*; in this report I will refer to them as *Kaikan*) at 226 educational institutions, including 56 national universities. The purpose of this paper is to examine the current issues of International student house.

II. Background

1. International Student Population in Japan

The Japan Ministry of Education and Science reports that the current number of international students studying in Japan is 117,927. A breakdown of international students by region of origin is presented in Table 1, and a breakdown by specific country is presented in Table 2.

2. *Kaikan* Policies

Table 1. Region of Origin of International Students in Japan, 2005.

Africa	935	0.8%
Asia	109,291	92.7%
Europe	3,307	2.8%
Middle East	667	0.6%
North America	2,076	1.8%
South Pacific	563	0.5%
South America	1,088	0.8%
Total	117,927	

Source: Japan Ministry of Education and Science, 2007

Table 2. Breakdown of International Students in Japan by Home Country, 2005.

China	74,292
Korea	15,974
Taiwan	4,211
Malaysia	2,156
Vietnam	2,119
Thailand	1,734
United States	1,790
Indonesia	1,553
Bangladesh	1,456
Sri Lanka	1,499
Other	117,927

Source: Japan Ministry of Education and Science, 2007.

A surprising number of Japanese are unaware of the academic, economic, and cultural benefits of international houses, and therefore question the need for so many. The basic function of an ISH is to provide dormitory space for international students. Approximately 70 percent of all international students in Japan live in *Kaikan* and the rest live in apartments, public or private university student housing, regular school dormitories, or ISHs that are not part of the national program. One of the main purposes of ISHs is to provide space for Japanese university students and community residents to meet and interact with people from other parts of the world. This was the goal of the first “International Student House,” which was established in New York City in 1924. However, as they are today, Japanese ISHs serve as residences for international students only, resulting in segregation between local and foreign students.

3. Kyushu University's *Kokusai Koryu Kaikan*

Kyushu National University accepts international students twice a year (April and October). Approximately 250 students from different programs live in the university's *Kaikan* during each semester. Data on international students attending the university by program for the spring and fall semesters of 2006 are presented as Table 3.

Table 3. Distribution of International Students Residing in the Kyushu University International Student House by Program, Spring and Fall Semesters, 2006.

Undergraduates	7
Graduates	75
Pre-graduates	72
Japanese Language Course	22
Japan-Korea G-pre Education	5
JTW Short Term Program	46
Japan/cultural Program	23
Total	250

In my position as Special Advisor to the Kyushu University *Kokusai Koryu Kaikan* I have identified three primary challenges:

1. Organization. It is unclear who is responsible for managing the facility and organizing functions for residents. The *Kaikan* staff currently consists of six individuals-one supervisor and five part-time employees. This is an insufficient number for the workload required of them. The university needs to take a more active stance in managing the *Kaikan* to ensure that student residents receive sufficient assistance. From my conversations with ISH residents it is clear that almost all foreign students view the *Kaikan* as a dormitory. This is unfortunate because

the formal name of the facility - *Kokusai Koryu Kaikan* - implies a space set aside for cultural and language exchanges. Thus, in many communities local Japanese perceive *Kaikan* as places to meet and to speak English with foreigners.

Students are allowed to live in the *Kaikan* for a maximum of one year, after which they must find their own places to live - a stressful situation for many students who still lack Japanese communication and social skills. In addition, renting an apartment in Japan requires a large amount of cash. Landlords require *Shiki kin* (damage and cleaning deposits), *Rei kin* (first and last month's rent), and *hoshounin* (a second person who accepts responsibility for the tenant's actions). For many international students, these are significant barriers to living off-campus.

2. Atmosphere for study. In some important ways the Kyushu University *Kaikan* is not an appropriate place for students to concentrate on their studies, especially those international students who are not financially, linguistically, or socially independent. Two types of students live in the ISH: those who have scholarships from the Japanese government and those who must find jobs in nearby communities. Although the official work limitation is 28 hours per week, many students in the second category end up working so much that they have little time to study. Some students find themselves unable to graduate because their main focus has been on earning and saving money.

Furthermore, a small number of students return to the *Kaikan* after working late-night hours, raising the question of who should take responsibility for their security.

Another environmental issue concerns the combination of international undergraduate and graduate students living in the same building. On one floor it is common to find older, more experienced students mixed with young Asian males who don't know how to cook or to share space in a public kitchen. In one case a graduate student who is a lawyer in his home country reported having difficulty dealing with the behaviors of younger, less mature students. Part of the *Kaikan* manager's job is dealing with interpersonal issues, which can be very difficult.

3. Kyushu University is just beginning to offer multicultural education. Many Japanese do not understand the difference between *multiculturalism* (understanding the culture, history, and language of people living in a host country) and *internationalism* (learning about other countries' education, community, and socio-political systems). The current rise in interest in multiculturalism can be traced to three factors: a) business and professional people relocating due to international activity, b) indigenous populations asserting their traditional identities, and c) refugees and immigrants escaping their home countries in hope of better lives in general or educations in particular. Lack of knowledge of issues associated with multiculturalism among many Japanese educators and school or university employees is

resulting in conflicts between the current Japanese policy for international students and the actual situations found at many schools.

Japanese communities and educational institutions are not yet accustomed to culturally diverse environments. Unfortunately, many foreign students misinterpret this lack of understanding as rejection or ambivalence. Another problem is that there is no diversity curriculum in place in most educational institutions and communities. This explains why in many Japanese cities and prefectures local residents still treat international students as guests, instead of as individuals who want to participate in local events. This adds to the self-image that many international students have of themselves as outsiders. On the other hand, a considerable percentage of *Kaikan* residents are not interested in multiculturalism or diversity. These students often fail to speak Japanese even though they have lived in Japan for several years; some simply don't make any effort to learn about Japanese culture and society. Thus, Japanese (who are very concerned about cleanliness in their living spaces) are very surprised to see ISHs that are dirty and filled with old books, computers, futons, and other pieces of furniture that international students simply abandon when they move out.

III. Data Collection and Findings

To collect information on attitudes

toward *Kaikan* life, survey forms were distributed to 250 students; 103 usable surveys were returned (41% completion rate). Barriers to completing surveys included language (i.e., for students who spoke or read neither Japanese nor English) and lack of interest in living in a *Kaikan*. Additional data were gathered via interviews and personal observations over a six-month period (April to December, 2006). The author visited the *Kaikan* once or twice per week during the study period to have meetings with staff and to make personal observations of student life. Interviewees included representatives from international student support agencies and sponsors.

The findings can be organized into four areas of concern:

1. Some students wonder whether the *Kaikan* should be viewed as a dormitory or an independent living environment. If it is a dormitory, then there are expectations that the support staff should be active in organizing and running student activities. In particular, students from China, Korea, and other Asian countries have strong expectations about receiving support while living in an international environment. On the other hand, in many cases *Kaikan* residents arrive with no prior understanding that they are expected to study Japanese language and culture.

2. International students are often unaware that they are expected to communicate and interact with Japanese students. When they do interact, there is a problem with

Table 4. Stated Reasons for Studying at a Japanese University among the Interviewed Kyushu University International Student House Residents.

To get a degree	42%
To learn skills	34%
To get a job	2.6%
Interested in culture	14%
Other	7.4%

missed opportunities for language practice. The large majority of international students use English to converse with their Japanese friends and with each other. Thus, many international students make improvements in their English but not in their Japanese. According to a survey, 68% of *Kaikan* student residents access the Japanese version of the *Kaikan* web site and 3.6% the English version. However, 80% of the surveyed students stated that they communicate with other international students in English, with Japanese primarily used by Chinese and Korean students. Japanese educational institutions need to make it very clear what is expected of international students in terms of linguistic goals, study objectives, and social expectations.

3. Students are limited to one year's residency in the *Kaikan*, which creates stress among students who lack financial resources and/or knowledge of Japanese social rules.

4. Many students feel that they have too few opportunities for making Japanese friends, since their classes are generally held separate from the main student population. This is especially true for graduate students, who told me that there are very few Japanese

students in their classes.

Table 5. Sources of Kyushu International Student House Resident Financial Support.

Ministry of Education scholarships	40%
Home country scholarships	8%
Other Japanese scholarships	11%
Part-time employment	31%
Other	10%

5. Approximately one-half of the surveyed students receive scholarships from either the governments of their home countries or the Japanese government, while 41% support themselves with part-time jobs or get financial support from their families. There is a perception among some administrators that many international students come to Japan to work instead of study, and therefore fail to keep up with their school assignments or to complete requirements for graduation.

IV. Suggestions Based on the Interview Data

1. General university and specific *Kaikan* management policies need to be clarified and communicated to incoming students. Understanding Japanese culture is challenging, especially for first-time visitors and new international students. Every effort must be made to clearly express rules and management responsibilities and to address the most common issues faced by newcomers in the student guidebook and on the *Kaikan* web site.

2. It is important to remember that new students usually have very little (if any)

Japanese language knowledge, and are therefore particularly dependent on *Kaikan* staff for support. Two times a year, when new students move in *Kaikan*, Kyushin-kai (Kyushu university volunteer students) help them carry their luggage to their new rooms and give them new information of *Kaikan*.

3. Until recently, Japanese have had few opportunities to meet and converse with foreigners. As a result, many still treat foreign students as guests who require special social, psychological, or (in the case of students from other Asian countries) financial support. As a result, many Kyushu University *Kaikan* residents expect special treatment from Japanese because of their foreign status.

4. Managing a *Kaikan* is an enormous task - much too large for a single faculty member. The University needs to hire special staff whose primary responsibility is to manage the facility and its employees.

5. A strong effort needs to be made to provide multicultural education to undergraduates - both Japanese and international. Multicultural classes can help Japanese students who are planning to go to foreign countries to study and help international students to deal with culture shock when they arrive in Japan. If the Japanese government continues to encourage educational institutions to invite overseas students, this suggestion is very important for the successful implementation of that policy.

V. Conclusion and Implications

Many problems associated with accepting international students can be traced to a lack of discussion and planning on the part of the educational institutions and ministries that created the plan. Most importantly, those institutions need to address the issue of how foreign students are treated upon their arrival. They must determine whether the students they accept are financially and socially independent. Unlike in other countries, many international students in Japan are allowed to work without applying for a work visa. In some cases, students come to Japan for the sole purpose of working and sending money back to their families. In addition, some students who receive scholarships from the Japanese government (or other Japanese organizations) do not understand the obligations that are tied to such scholarships, and therefore make little effort to perform at a high level academically. Thus, the Japanese government needs to establish clear policies for international students regarding work, visas, scholarships, living accommodations, and study requirements - language and otherwise.

Another implication of the findings is that Japanese universities, colleges, and high schools need to improve their curriculums for understanding issues regarding multicultural society. One result of this improvement may be that Japanese people will get a better understanding of their own collective identity. Other potential results include:

Japanese communities may come to accept international students as part of the landscape and not as special guests, Japanese students may improve their English speaking skills, and intercultural communication may be enhanced.

Finally, the findings suggest that ISHs are inappropriate places for serious international students to concentrate on their studies. A significant percentage of international students are not financially, linguistically, or socially capable of living independently, raising the question of why they are invited to Japan without checking to make sure they have the necessary support to succeed. The Japanese government needs to establish a clear policy for these students, otherwise we will continue to lose them to programs sponsored by other countries. As part of this effort, Japanese cultural institutions need to establish warm and welcoming multicultural environments and to prepare multicultural curriculums for both international and Japanese students.

In addition, one of Kaikan students, who is a supporter of International Student House, have a strong voice for Kaikan management.

1. 国際交流会館に住んでみて

大学院生 (農学部)

(1) 国際交流会館

九州大学国際交流会館は箱崎キャンパスまで自転車で20分、バス停も「留学生会館前」があり大学へのアクセスは非常によい。道路を挟ん

で大型ショッピングセンターもあり、それ以外は公園などもあるが、基本的には閑静な住宅街にある。建物自体は建築から20年以上経っているので古い印象を受け、日本人学生専用の寮より家賃は高いが、福岡市の一般的な一人暮らし用の住居より格段に安く、室内には家具や家電が揃っており非常に快適である。またパソコン室やピアノなどの共有施設、設備があり、備え付けの家具や家電が故障しても無料で修理してもらえるなど、一人暮らしを経験した私から言わせると、至れり尽せりの感はある。

(2) 入居期間の制限

しかし会館にも問題はある。一番大きな問題であるのが入居期間の制限である。研究生や特別研究員などの役職、立場によって入居期間は様々であるが、原則として九州大学に入学してから6ヶ月間だけしか会館には住むことができない。入居期間の延長を申請して受理されれば最大1年まで入居することができるが、これは九州大学に通う留学生にとって非常に頭の痛い問題である。福岡における九州生の信頼度は高く、九大生ならば外国人でも部屋を快く貸してくれる大家がほとんどであるが、家賃の相場は3万円以上、敷金も2、3ヶ月分はとられるので、家賃3万円の物件でも入居時には15万近くかかり、家具や家電も一切そなえつけられていないので、プラス5万円は必要となる。渡航費用、入学金と授業料に加え、入居費用と月々の生活費を払うとなると、福岡で一人暮らしをすることは私費留学生にとって非常にハードルの高いものである。日本に来てアルバイト代を貯めて帰国することが目的の者ならいざ知らず、日本語を一生懸命学び、日本のことを真面目に学ぼうと来日した学生には、生活する為のアルバイトに時間の大半を奪われる生活は非常につ

らいものと思われる。金銭的な問題の他にも、保証人探しや難解な契約書の読解などがあり、私もある留学生の部屋探しを手伝ったのだが、学業の合間に留学生が1人で部屋を探して契約までするのは至難の業であると感じた。幸いにも大学生協にて保証人を請け負う制度があり、大学生協が保証人ということで火災保険や保証金を免除してもらい通常より安く契約できたが、部屋を探中でいろいろな意見を聞いた。生協の職員の方は、留学生が部屋を契約する際、保証人が見つからないので指導教員に頼むことが多いが、実際にトラブルが起こった場合、留学生と教員側と双方に負担が大きいのでは生協が代わりに保証人となる制度を立ち上げたと話していた。また、個人的に知り合いの大家を留学生に紹介している大学関係者に聞いた話では、留学生同士の溜まり場になることを恐れて大家が貸し渋ることがあるのでルームシェアリングも難しく、安い物件はいいが治安が悪く通学にも不便なところに生活している留学生もいるそうだ。他大学の留学生向け寮の入居期間はわからないが、少なくとも長崎大学では在学期間中、ずっと入居できたと知り合いの留学生は言っていた。本人が希望して一人暮らしをするのならともかく、6ヶ月で会館を出て行かなければならず、支援も無く放置に近い状態で部屋探しをしながら勉学に励める留学生はいったいどれほどいるのだろうか。

(3) 事務の体制

会館事務室の正規職員は会館主任1人である。他に施設・設備の管理に定年後再雇用の男性3人と窓口業務担当の女性2人がいるが、いずれもパートタイムの職員である。留学生主事やサポーターが関わっているが、会館事務の仕事を行うのは正規職員1人とパート5人である。そ

の中で事務処理を行っているのは主任と窓口担当の3人であり、住人と英語で意思疎通が図れるのは窓口業務の女性2人だけである。この2人だけで、入居の問い合わせから退去の手続きまでこなしている。主任が会館の運営について、女性2人が細かな事務手続きを担当しているというのが私の認識であるが、3人で処理しきれ程、会館の仕事量は少なくないと思われる。彼らの労働量は計り知れない。少なくとも3人のうち1人でも欠けたら、会館の業務は成り立たないのは容易に想像できる。さらに、パートタイムの職員が事務手続きを主に行っており、これは雇う側からしても雇われる側からしても問題があるのではないだろうか。

また、会館の運営について留学生主事（以前は会館主事）や主任の個人の能力に任せるところが大きいことも問題である。現在の留学生主事、主任の主導によって前会館主事時代の問題が山積していた状況が過去2年半間に改善されてきている。しかし、人事異動によって人が替われば、再び状況は以前の状態に戻らないとも言いきれない。なぜなら、九州大学として留学生受け入れに力を入れているが、日本に入国後の体制に大いに問題がある。会館は6ヶ月ごとに入居退去を余儀なくされている現実がある。会館の設置目的は、入居期間中に日本の生活習慣、ひいては文化を学び、日本で生活するための支援を行うことにあるが、そのためのノウハウがあるわけではなく、日々生じる問題に対し、個々の職員が対応しているのが現状ではないだろうか。現在、留学生主事が中心となってその点について明文化し、少しずつ周囲からの評価を受け始めているが、会館は設置から20年以上たっており、それが今まで放置されてきたのかと不思議に思う。また、会館管理においては学生から見ても疑問である。国際交流会館と一般

市民は認識しており、交流を期待しているが現実には労働力、経済的にもその余裕はない。一般市民が自力ですれば可能であろう。国際交流会館は公民館ではない。九州大学は留学生の住むところさえ明確な責任および政策がない。

(4) 国際交流会館の今後

国際交流会館の存在意義と設備は非常にすばらしいものであると私は思う。住人もはるばる日本に留学するほど能力、意欲ともに高く、母国に戻れば社会の第一線で活躍すると思われる人たちが多い。その人たちの日本に対する印象を強く左右するのは住環境ではないだろうか。研究が好きで来日している人々が、研究を離れてふっと息をついた時に、日本にきてよかったと思えるような国際交流会館であってほしい。まず、管理人を24時間体制で置き、事務体制を改善すれば、おのずと会館の環境はもっと改善されると確信する。

2. 九大生と留学生の交流について

会館サポーターを務めることで、私は一般の学生よりも留学生と接する機会が多く、今では外国人との会話にためらうことは無くなったが、もしサポーターをしていなければ、卒業まで留学生とまともに会話をすることはほとんど無かったらと思う。教養部時代に少人数ゼミナール「日本語教育」を受講したが、それが唯一の留学生との交流を持った機会であった。大学入学から修士課程修了までの6年間、中国人の韓文学氏との交友はあったが、それは入学時に振り分けられたクラスが同じで、偶然にも彼と同じ研究室に配属されたからであった。彼と出会えたことには感謝しているが、もし出会ってなければ、留学生と接する機会是非常に少なかっ

ただらうと思う。私と同じように、ほとんどの九州大学の学生は卒業までに留学生と会話をしたことはあっても、食事をしたり家に遊びに行ったりすることは無いのではないだろうか。通常のカリキュラムでは留学生と関わりあいを持つ事はほとんどないからである。文系の事情はわからないが、少なくとも理系ではそのようである。六本松キャンパスに比べて箱崎キャンパス、特に留学生センター付近では多くの留学生を見かけるが、留学生同士で固まっており、日本人学生も話しかけるのを見ることは少ない。

なぜ一般の日本人学生が留学生と交流しようとしなないかを考察すると、その理由の1つに共通の話題が少ないことあると思う。周囲には日本人しかいない環境で育ち、日本の生活しか知らない者にとって、大学で初めて出会った留学生と何を話せばいいかわからず、仲良くなるうと思っても日常会話の話題に窮してしまう。例えば、研究室の留学生と話す場合も、相手の国のことや日本の生活に慣れたかといったように、そのほとんどが質問形式となる。テレビで得た知識では、日常会話で盛り上がることはなかなかできない。ましてや国際電話の掛け方や外国人登録証など、留学したことのない九大生のほとんどは、来日直後の留学生が知りたいこと、聞きたいことに関する知識は皆無である。このことが、英語が話せる日本人学生が、日本語を話せる留学生に声をかけづらい理由の1つではないだろうか。

また、九大生の性格も関係しているようにも思える。私の周囲にいた九州大学の学生は、基本的に努力家で真面目、控え目である。積極的には外部との交流を求めず、狭く、深い人間関係を望む傾向にある。時折、派手な格好をしている者も見かけるが、高校までに遊ぶのを我慢した分を発散しているように見え、無理をして

いるように感じる。しかし、総じて九大生は公の場では大人しく、仲間内では打ち解けているように思われる。このような一般的な九大生が留学生と積極的に交流を深めようとする可能性は低いのではないだろうか。

3. 日本における国際交流のイメージ

人を外見で判断してはいけないと一般的に言われているが、会館を訪れる日本人の風体は怪しげな人が散見される。私自身が経験したのは、「BBQで知り合った留学生が会館に住んでいるのだが部屋がわからない、教えてくれないか？」と、一目で30歳を越えていることがわかる男性が事務の窓口を訪ねてきた。時刻は午後7時をまわっており、さすがに日も暮れているので会う約束をしていたのか尋ねたが、具体的な約束はしてないし相手も自分の名前は覚えていないかもしれないが、会えば思い出はず。と食いが下がった。その男性のことは会館職員も知っているようで、部屋を教えることはできないが、内線で来客を伝え、本人が希望すれば会館のロビーに来てもらうことになった。男性の風貌はお世辞にも好感がもてるとは言えず、自分の身の上話などを話し続け、若干辟易させられた。後日、職員やサポーターにその男性について尋ねたがあまりよい評判は聞けなかった。確かに、まともな社会人がBBQで少し話をしたからといって家まで押しかけてくるかは疑問であり、会う約束をしていたわけでもないのに夜にいきなり部屋までこられたら、日本人だったら不信がって絶対に相手にしない。留学生と交流する為には多少強引にアプローチをかける必要があるのかもしれないが、来日したばかりで孤立しがちな留学生を仲間引き込もうと狙っているような印象を受ける。

また、海外旅行の経験が10回を越え、チューターやホストファミリーの経験がある友人に、「日本における」国際交流のイメージを聞いてみたところ、キャンプファイヤーをみんなで輪になって囲み、ギターを弾きながら歌を歌う、と答えが返ってきた。これは彼女自身の体験談に基づいており、その時の光景はとても奇妙なものに感じられたとも話していた。少なくとも彼女が「日本における」国際交流により印象を抱いていないことは確かである。

日本人同士で打ち解けられない人が、居場所を求めて留学生との交流を図ろうとしているのではないだろうか。そのような人とその行動自体を否定はしないが、そのような人たちの目的と国際交流会館の目的は異なるものだと私は考える。「国際交流」と銘打ってはいるが、留学生の日本での生活を支援するのが国際交流会館の存在意義であり、日本人と留学生が毎晩パーティーをして騒ぐ建物ではないのだ。仲良くしたいのか支えたいのか、このことが混同されると、留学生は何か困ったことがあれば自分で解決しようと努力する前に日本人に頼り、頼られた日本人も関係が壊れるのを恐れて、途方も無い要望にも答えてしまう。結果として、留学生の甘えを助長し、母国を離れて留学してきた意義を見失ってしまうのではなからうか。

4. サポーターについて

日本語を共通の言語とする多国籍なメンバー

でサポーターは構成されている。任命当初は、具体的なサポーターの仕事というのは無く、それぞれの思うまま、ボランティア精神にのっとって行動していた。今も基本的には変わっていないが、お互いの役割を確立し、結束は固いと思っている。留学経験の無い私には、サポーターの一員になれたことは非常に有意義なものである。世界各国を見て回っているサポーターが「会館はまるで小さな地球のようだ」と話していた。そのことが良いかことなのか悪いことなのかはひとまず置いておいて、現状としては確かにその通りだと思う。普通に大学に通っていても経験できないことを、会館に住み、サポーターとして住人と接する機会があることを幸運に思う。下手な語学留学よりもよっぽど刺激があるのでないだろうか。

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