

New Zealand Disaster Area Reconstruction, Sports, Culture Exchange Program Canterbury University (UC), Christchurch College of English Ltd (CCEL) Report

ジェリー パランギ¹⁾

1) 仙台大学体育学部

学会等報告

New Zealand Disaster Area Reconstruction, Sports, Culture Exchange Program Canterbury University (UC), Christchurch College of English Ltd (CCEL) Report

ジェリー パランギ¹⁾

1) 仙台大学体育学部

Jerry Parangi¹⁾ : New Zealand Disaster Area Reconstruction, Sports, Culture Exchange Program Canterbury University (UC), Christchurch College of English Ltd (CCEL) Report : Bulletin of Sendai University, 52 (2) : 27-35, March, 2021.

1) Sendai University Faculty of Sports Science

KEYWORD New Zealand, Exchange program, Internship

キーワード ニュージーランド, 交換留学, インターンシップ

I. Synopsis

1. The aim of this report is to provide an insight into the inception of Sendai University's (SU), first exchange program in New Zealand, at Canterbury University's (UC), Christchurch College of English Ltd (CCEL). The report explains the program, duration, number of participating students, student's year of study, and respective sporting backgrounds.

2. The introduction of the report highlights the Japan Ministry of Foreign Affairs policy regarding "exchange programs," while a brief background regarding the writer is provided before moving to Japan from New Zealand.

3. The report explains the significant factors attributing to the founding of the program in the wake of the 2011 Christchurch earthquake

and the 2011 Great East Japan Earthquake and Tsunami. Resilience and unity emerging in both countries, with voluntary activities in the post disaster reconstruction becoming one of the four core components of the SU exchange program. The influence of the Student Volunteer Army (SVA) at UC and the high-level education offered at CCEL combined as the ideal situation for an exchange program. As the report demonstrates that, CCEL is an indispensable factor in connecting the SU students to engage in various sports, culture and rebuilding Christchurch discourse at UC, providing a positive balance of post disaster reconstruction volunteer activities and developing sporting expertise is established.

4. An introduction of "key people," involved in assisting SU's "first contact," with UC, while an explanation of the aspirations for SU to

work towards some form of reciprocated exchange with UC is discussed.

5. The development of a rugby internship at SU with UC, is discussed as a potential platform for a mutual exchange between the universities with Mr. Josh Archer, featured as the first intern on the program. Mr. Archer's conclusive evaluation of the internship and overall success prompting a request to continue the program in 2021, with the addition of a cricket internship.

6. In summary, the report recommends areas to develop in terms of increasing engagement with UC, while lengthening the exchange program from the current 3-weeks, to 1-2 months. Limitations of the program in terms of financial burden, and students' limited English ability is discussed. The later, contributing to difficulties in securing a Memorandum of Understanding (MOU), however interdepartmental exchange has the potential to achieve something similar.

II. Introduction

"In order to solidify mutual understanding and friendship with other countries, it is paramount for young people, the future leaders, to engage in international exchange programs. Sport has proven to be a common character of all nations and has the ability to cross cultural and linguistic boundaries to unite athletes, thereby deepen mutual understanding. Sport fosters deeper international friendship and goodwill.

Considering this, the Ministry of Foreign Affairs Japan encourages Japanese youths to partake in student exchange programs and study abroad." (Ministry of Foreign Affairs Japan 2019)

"He aha te mea nui o te ao? "He tangata,

he tangata, he tangata." "What is the most important thing in this world? It is people, it is people, it is people." This famous Māori (indigenous people of Aotearoa/ New Zealand), proverb refers to the same ideals, the importance of people and relationships "Internationalization," plays an important role in universities developing globally confident, and culturally aware students. Japanese universities are challenged with developing effective exchange programs in their role to promote "Internationalization. "This report explains the process and development of SU's exchange program at UC, in collaboration with CCEL, the official English language provider for both UC and UC International College, New Zealand. The current New Zealand exchange program focuses on disaster area reconstruction, sports and culture.

III. The Writer's Background Information

As a child, the author Jerry Parangi grew up in a small coastal village called "Te Tii," located in the far north, Bay of Islands, New Zealand. Raised with Māori parents, and as the eldest son, with 4 siblings, where Māori customs were commonly practiced.

The population in Te Tii was predominantly Māori, and many of the villagers were relatives.

Sports played a major role in the village. Rugby and netball the most popular winter sports. Jerry specialized in athletics (100 meters), and rugby until entering Auckland University, where rugby was the main focus. Jerry represented the Auckland U-21's, and Auckland Māori Senior A Team. After graduating from Auckland University with a Bachelor of Education Degree, and Diploma in Primary School Teaching, Jerry worked in the Auckland CBD area as a part-time primary school teacher before joining the Japan English

Teaching (JET) Program, in 1997 in Sendai City, where he was employed as an Assistant Language Teacher (ALT), primarily in junior and senior high schools, before entering Sendai University as an English lecturer in the Department of Sports Science.

IV. Exchange Program Inception

In 2015, Jerry joined Sendai University's faculty of Sports Science, teaching English Communication and coaching the university rugby team. During one of his first conversations with Professor Kenya Takeishi (head rugby coach), astonishingly they realized they had met as opponents in a rugby game 26 years earlier in New Zealand while Professor Takeishi was playing for the All Japan High School Rugby Team. Further discussions led to the current status of a decrease in university rugby players and how they could mitigate this trend at SU.

Jerry proposed creating an exchange program to help promote SU's Rugby Club, while recruiting New Zealand university rugby players to play rugby at SU on a short study program, however the initial idea would further evolve to embrace disaster reconstruction, volunteer activities, English study and Māori culture. Jerry anticipated the exchange program would increase interest in the university rugby club. The original ideas included;

- 1) Recruiting university rugby players from New Zealand on a short-term exchange program
- 2) Develop an exchange program in New Zealand to allow SU rugby players to train and play rugby in New Zealand

It was later learned that short-term exchange students were prohibited from competing in university sports competitions in Japan. Therefore, the program would have to refocus

on promoting the exchange program to SU rugby players to engage in rugby activities in New Zealand. In pursuit of developing a program that was sustainable, developing a high-quality exchange program with the "potential" to qualify a Memorandum of Understanding (MOU).

Additionally, designing a program that provided an international experience in language, culture and sports that would place students at an advantage when seeking employment. Moreover, the quality of the program would attract more interest from students. (Clyne and Rizvi, 1998 as cited in Daly, 2005) found that the positive factors contributing to student's participation on exchange programs was found that apart from an eagerness to meet new people, and experience new cultures, Victorian students in Australia considered an international exchange experience would provide them skills in intercultural understanding and a global awareness, in turn, this would give them "an edge" when seeking employment.

V. The Significance of Christchurch and UC as the Ideal Exchange Program Partner

In 2011, February 22nd, at 12:51 p.m. (N.Z.) local time, a magnitude 6.3 "aftershock" struck the Canterbury region in New Zealand's South Island causing huge damage across Christchurch and taking the lives of 181 people. (Kaiser, et.al. 2012). Less than a month after the Christchurch earthquake, on March 11, at 14:46 p.m. the magnitude 9.0 Great East Japan Earthquake and subsequent Tsunami devastated the Tohoku region, causing a nuclear melt down at the Fukushima Daiichi Nuclear Power Plant.

The number of confirmed deaths were 15,894 as of June 10, 2016, according to the

reconstruction agency. More than 2,500 people are still reported missing. (Oskin, 2017)

Christchurch and the Tohoku region suffered serious adversity through natural disasters, one month apart, and the reconstruction efforts are still ongoing today. This connection through disaster is a major reason the focus was on Christchurch, added, the Canterbury region, is renowned for its sporting expertise in multiple disciplines, in particular, rugby, hosting the professional rugby franchise “Canterbury Crusaders,” (3-time reigning Super Rugby World Champions)

VI. Sendai New Zealand Society Assistance

In 2016, the Sendai New Zealand Society, was pivotal in connecting SU to a mutual acquaintance of the Vice Chancellor at UC. After connecting through the International Exchange Department at UC, a meeting with Professor Richard Light, who was in Japan at the time was confirmed to discuss the potential of an exchange program with UC. Following up on this initial meeting, a small delegation visited UC’s International Exchange Department to explore a potential exchange program based on disaster reconstruction, sports and culture. Unfortunately, UC had only just entered into an official exchange program with another Japanese university, thus starting another exchange program in Japan was not a viable option, essentially, the criteria for participating students on university exchange programs in New Zealand requires a high degree of English proficiency and was an area identified of concern for UC.

Despite this set-back, there was a general consensus that the proposed program was valuable and held good merit. As an alternative, UC highly recommended CCEL, located on UC campus as a starting point for the study program. CCEL also has the ability

to customize study programs to incorporate lectures at UC related to the aims of the exchange program, in turn providing SU students opportunities to engage through sports and volunteer activities.

VII. CCEL

1. CCEL is a language institution with offices in Auckland and Christchurch where they offer an extensive range of English courses including General English (GE), TESOL and Cambridge Exam Preparation. CCEL provides pathway opportunities for students into several top education institutions in New Zealand and is UC’s official English language provider located on campus.

CCEL Christchurch can customize special request study programs to include study opportunities, engagement in sports clubs at UC, and wider community volunteer activities. CCEL Christchurch also provides some homestays that are within a 5-minute walk from the language school. The quality of the teaching staff, study content/materials, facilities are excellent. (English New Zealand 2020)

2. CCEL – General English (GE) Programs 2017~2020 Participating Students and Sport

Study Program Christchurch, New Zealand

Year	Program & Length	Participants	1 st year	2 nd year	3 rd year	4 th year
2017	2 weeks <u>Part-time</u> (8:30~12:30)	4 students 3 Male 1 Female		(M) Rugby (M) Basketball (F) Basketball		(M) Soccer
2018	4 weeks <u>Fulltime</u> (8:30~13:30)	5 students 3 Male 2 Female			(M)Basketball	(M) Baseball (M) Bobsleigh (F) Music (F) Tennis
2019	3 weeks <u>Fulltime</u> (8:30~13:30) + Waiheke Island volunteer	7 students 4 Male 3 Female	(F) Dance			(M) Soccer (M) Soccer (M) Rugby (M) Basketball (F) Basketball (F) Swimming
2020	3 weeks <u>Fulltime</u> (8:30~13:30)	3 students 2 Male 1 Female	(M) Rugby (M) Rugby			(F) Cricket

VIII. Recruiting and Selection Process

- 1) Attend NZ Orientation
- 2) Submit essay explaining reason to join the program
- 3) Interviews based on essay
- 4) GPA check 2.1 or over
- 5) Successful applicants announced
- 6) Pre-departure specialized English / Māori lessons
- 7) 東日本大震災 Presentation preparation (English),
- 8) Decide on Japanese Cultural Presentation themes
- 9) Maori Culture etiquette,
- 10) Immigration / customs
- 11) Homestay / Daily English phrases

IX. Study Program Preparation

Every Thursday, 12:00~12:30, for 3-months

prior to departure, all NZ exchange members would meet and study aspects of Māori etiquette, common phrases, homestay customs and useful English phrases. Students were assigned with small research projects pertaining to the next lesson's theme.

X. UC Student Volunteer Army (SVA)

In response to the 7.1 magnitude earthquake that struck Christchurch on 4th of September 2010, UC student, Sam Johnson, created a Facebook group called the 'Student Base for Earthquake Clean Up' to assist local residents with non-life-saving tasks. Sam and leaders of several UC clubs amalgamated creating the 'Student Volunteer Army' SVA, as a collective movement of 11,000 people to help clean up the city. (Student Volunteer Army - Our Story 2020).

XI. Christchurch and Tohoku Connection Through Disaster

Christchurch and Tohoku share an unfortunate connection through disaster. The 2011 February earthquake devastating Christchurch, then within one month the Great East Japan Earthquake and Tsunami struck. The tragedies suffered and the challenges to rebuild again in the wake of a major disaster, however; a strong sense of resilience ascended. The importance of engaging with SVA, remembering the past while anticipating a positive future through the spirit of volunteering is a core element in the exchange. Aspirations to further bolster this connection with UC have remained resolute.

In 2017, as part of Sendai University's endeavors to create some form of exchange with UC, through collaboration with SVA, a small delegation including SVA President Mr. Jared McMahon, Vice President Miss Isabelle Smith and Executive member Mr. Tom Le Heux were invited to attend Sendai University's 50th Anniversary as "special guests." During their visit, a "mock exchange program," was designed and the delegation participated in a tour of the tsunami ravaged areas in Sendai (Iwanuma Elementary School) and Okawa Elementary School (Ishinomaki City), including Minami San Riku Town. The group voiced disbelief at the scale of destruction, indicated a profound effect and expressed a strong will to support a more formal platform to engage the universities in the future. On their return to UC, the group reported directly to the Vice Chancellor on their experience in Sendai, endorsing a future SVA group to visit SU and engage in volunteer activities in the region.

XII. 2019 Rugby Internship at SU

1. In 2019, ideas exploring a sports exchange program eventuated with Professor Richard Light suggesting SU creates a rugby internship for UC students and in turn, provide a sports connection to UC. The internship was realized with the selection of a 3rd year student from UC, Mr. Josh Archer, on a trial basis for 6 weeks 2019, November 18th~ December 24th.

2. Internship Objectives

- 1) Provide various coaching opportunities with SU rugby team, Miyagi/ Tohoku regional teams
- 2) Provide Japanese language classes at SU
- 3) Provide traditional Japanese martial arts at SU
- 4) Provide opportunities to learn about the 2011 Great East Japan Earthquake and Tsunami
- 5) Provide opportunities to observe "professional" Japanese rugby teams and coaching
- 6) Provide opportunities to observe coaching styles in various club teams at SU
- 7) Provide a flexible and fluid program catered towards the intern's aspirations

3. First Rugby Intern Mr. Josh Archer

Despite his young age, Josh arrived at SU with a wealth of coaching knowledge and talent, having played representative rugby for Canterbury and the "Canterbury Crusaders Professional Rugby Academy."

Josh aspired to become a professional rugby player and hoped to launch a coaching career in Japan. Customizing the rugby program to maximize opportunities for Mr. Archer, Professor Kenya Takeishi was integral connecting Josh with some of Japan's top rugby teams. This included observations and

training experiences at the following clubs.

- 1) Akita Northern Braves - Akita
- 2) JSDF Wild Boars – Shibata Town
- 3) NEC Rugby Team - Chiba
- 4) Toyota Verblizt Rugby Team – Nagoya

Mr. Archer's internship criteria required that a minimum of 140 hours of engagement in his internship field of study be completed, however the internship far exceeded that requirement having successfully completing almost 200 hours. Access to some of the top rugby clubs in Japan, coaching experiences at SU, studies in Japanese culture, culminating in a unique internship. After a comprehensive, positive assessment by Mr. Archer, the internship proved successful, and the program was secured for the following year. Building on this successful internship, Professor Richard Light recommended adding a cricket internship to assist the development of SU's cricket program as well.

4. SU Women's Cricket Program Development at North West Women's Club, Christchurch

In 2019, SU's Women's Cricket Head Coach Professor Takashi Nakano traveled to UC to meet the North West Women's U17 cricket coach UC Professor Angus McIntosh after an introduction from CCEL. Professor McIntosh was very supportive of SU's Women's Cricket aspirations in developing player's skills.

This mutual understanding saw undergrad student Miss Akari Kano (All Japan Women's Cricket representative) join the 2020 exchange program, training with the North West Women's U17 team, later receiving a special dispensation to play in the team's official game. The experience bolstered Miss Kano's motivation to further develop her cricket, and promote the exchange program to current and prospective cricket players.

XIII. Limitations

The current 3-week exchange program cost ¥400,000. (CCEL fees, homestay and airfares, return from Sendai International Airport). There is a significant difference in cost in comparison to other exchange programs, and the difference in program objectives reflects this difference. JASSO scholarships are not "officially," confirmed until late January and this attributes to high anxiety for students.

Despite no JASSO Scholarships awarded in 2020, SU's PTA and Alumni Association scholarships contributed a total of ¥60,000 for students.

The first recruiting for exchange programs is held in early May, with a second recruiting period early September. Preparing students for the exchange is interrupted. The result is a highly compressed 3-months preparation before departure. The recruiting system may need refining to resolve this issue in terms of the New Zealand program.

Students' limited English competency has impeded their ability to confidently present on the Great East Japan Earthquake and Tsunami, with a Q&A session in English. Securing more preparation time would help resolve this problem.

XIV. Summary

To summarize, this exchange program has continued to evolve, since its first inception, while strengthening and deepening relations with UC professors, and sports coaches in Christchurch. The connections through CCEL have proved to be indispensable to the program.

The association SU and UC share through natural disaster, and the aspirations for SU to formalize a class of exchange / collaboration with SVA, and, departmental

exchange is ongoing. Professor Billy O'Steen's Christchurch city walking tours provided excellent opportunities to study post disaster initiatives creating "temporary urban spaces," or "Gap Fillers," which aimed at bringing people to plots of land that remained bare after the earthquake. A good example of this was the Dance-O-Mat which provided a large outdoor dance floor equipped with stage lights. An old laundromat washing machine was converted with an iPhone dock enabling visitors to play their own music selection. (Swaffield 2013) Focusing on the different post disaster reconstruction initiatives have become "essential components" of the exchange program, and is an ideal match for the program objectives. Moving forward, this pathway may provide the opportunity for a potential formal exchange.

Professor Richard Light's seminars in Biomechanics and his proficiency in Japanese has effectively engaged students to reflect on various approaches to sports coaching. Building upon these bonds is integral to realize a more formal collaboration between the two universities.

To fully realize the potential of this exchange program, a 1 or 2-month program would award ample interaction at UC and sporting development in sports. An accreditation system could boost student numbers in the program. Setting higher English proficiency expectations would validate this certification.

The advent of the current rugby internship and pending cricket internship adds diversity to the program with potential to further develop the level of coaching accessible to SU students. Involving more students in the program will advance the rugby and cricket programs. In the current world situation with the novel Coronavirus COVID-19 the New Zealand government has closed their borders to foreign nationals. ("Border

Restrictions," Nov 6, 2020). However, SU is confident to restart the program again in 2021 and returning to Christchurch in 2022. The program is continuously evolving which is a positive element as it is fluid, catering to the changing situations, but more importantly it holds its core objectives making it a unique and life rewarding program.

References

- 1) Becky Oskin September 13, 2017 Japan Earthquake & Tsunami of 2011: Facts and Information, accessed August 27, 2020
<https://www.livescience.com/39110-japan-2011-earthquake-tsunami-facts.html>
- 2) Daly, Amanda J Australian and New Zealand University Students' Participation in International Exchange Programs March 2005 Journal of Studies in International Education 9(1) PDF, accessed Nov 18 2020. https://www.researchgate.net/publication/40534262_Australian_and_New_Zealand_University_Students'_Participation_in_International_Exchange_Programs
- 3) English New Zealand webpage, CCEL Christchurch accessed Sep 8th, 2020
<https://www.englishnewzealand.co.nz/campus/ccel-christchurch/>
- 4) Kaiser A , Holden C , Beavan J , Beetham D , Benites R , Celentano A , Collett D , Cousins J , Cubrinovski M , Dellow G , Denys P , Fielding E , Fry B , Gerstenberger M , Langridge R , Massey C , Motagh M , Pondard N , McVerry G , Ristau J , Stirling M , Thomas J , Uma SR & Zhao J (2012): The Mw 6.2 Christchurch earthquake of February 2011: preliminary report, New Zealand Journal of Geology and Geophysics, 55:1 11 January 2012, 67-90 accessed Nov 18 2020. https://www.researchgate.net/publication/232904319_The_Mw_6.2_Christchurch_earthquake_of_February_2011_Preliminary_report#fullTextFileContent
- 5) Ministry of Foreign Affairs Japan Foreign Policy People-to-People Exchange Student Exchange Programs 6 Nov 2019 accessed Oct 16,

Study Program Christchurch, New Zealand

2020

<https://www.mofa.go.jp/policy/culture/people/student/index.html#:~:text=In%20order%20to%20solidify%20our,engage%20in%20international%20exchange%20programs>.

6) NZ Immigration Border restrictions, Nov 6, 2020, accessed 18 Nov, 2020

<https://www.immigration.govt.nz/about-us/covid-19/border-closures-and-exceptions#:~:text=COVID%2D19%20website,Border%20restrictions%3A%20who%20can%20enter%20New%20Zealand%20or%20request%20to,the%20spread%20of%20COVID%2D19>.

7) Swaffield Simon Space Place Culture 2013, Future Leaders.com 2013, P.8 accessed Nov 18 2020

http://www.futureleaders.com.au/book_chapters/pdf/Space-Place-Culture/Simon-Swaffield.pdf

8) The University of Canterbury Student Volunteer Army - Our Story, accessed Sep 10, 2020

<https://sva.org.nz/our-story/>

(2020年 11月26日 受付)
(2021年 2月 1日 受理)

