

Women Leaders Program to Promote Well-being in Asia

Nagoya University
The MEXT Program for Leading Graduate Schools



WELL-BEING IN ASIA



**The power of
W (Women × Well-being)
will change the future.**

Asia is a multicultural region full of vital energy.
Despite being confronted with serious problems,
such as poverty, various health issues, and gender gaps,
Asia's growth continues to accelerate.
Diversity is the driving force of Asian innovation.
We learn from Asian development and approach the
above-mentioned problems from scientific perspectives.
We aim to achieve well-being in Asia through
women's initiative that transcends ethnicity,
nationality, religion, and research fields.

Message

Acting with Courage to Open Up New Horizons

Guided by its “free and vibrant” academic culture, Nagoya University has sent many people who have the potential to play a leading role in various fields of society out into the world. Our ability in world-class research has been proved by the fact that 6 out of the 13 Japanese Nobel Prize laureates in the 21st century are our faculty members. In the pursuit of scholarly excellence, diversity is a critical keyword. It is only when researchers from various fields transcend the boundaries of gender, nationality, and religious creed and join together that we can expect to carve out new frontiers of knowledge. The most important factor in this endeavor is gender equality. While it is true that Japan still lags behind Western countries in this regard, one initiative after another is being taken, as people gradually begin to appreciate the true value of gender equality.

One of the forerunners in this movement is Nagoya University. Our multifarious activities have met with high acclaim both in Japan and abroad, as we provide an after-school childcare center – the first such initiative by a national university in Japan – and increase the employment and support of female researchers, while also conducting nationwide educational caravans run by the faculty members of Gender Equality Office. In fact, Nagoya University was among the 10 world universities chosen in 2015 by UN WOMEN for their activities to achieve gender equality.

The Women Leaders Program to Promote Well-being in Asia is an epoch-making program that promotes gender equality and cultivates global leaders for future generations. The main feature of our program is that we offer international education and research activities in collaboration with leaders from Asia and all around the world to realize well-being in Asia.

“Learning and developing together with our counterparts in Asia” is our slogan. Under the framework of the program, students work diligently together to open up new horizons, as they take on the various challenges in Asia with diversity to reach the ultimate goal of promoting well-being. When students who have acquired leadership in this program assume leading roles in the global community, I am confident that we will be able to change the world and realize gender equality.

It is individual’s courage and will to act that can make a difference in our society, which is currently burdened with numerous problems, including a declining birth rate and aging population. I sincerely hope that Nagoya University – a headquarters for gender equality – will courageously step forward to make valuable contributions to the society.



President, Nagoya University

Seiichi Matsuo

Profile

B. Medicine (1976), M.D., and Ph.D. (1981) from the Graduate School of Medicine, Nagoya University
Research Fellow, Mount Sinai Medical Center, U.S. (1981); Research Fellow, State University of New York, U.S. (1982); Physician, Chubu Rosai Hospital, Labour Welfare Corporation (1984); and Professor, Graduate School of Medicine, Nagoya University (2002)
From 2015: President, Nagoya University

Areas of expertise include nephrology and general internal medicine.

Major appointments in academic societies include Leader of the Research for Progressive Kidney Diseases of the Ministry of Health, Labour and Welfare of Japan; President, Japanese Society of Nephrology; President, Japan Association of Chronic Kidney Disease Initiative; and Executive, Asian Pacific Society of Nephrology.

Fostering women leaders who can achieve well-being in Asia and shape Asia's future

"Well-being" means living in a peaceful, sustainable society.

We constantly approach new possibilities through interdisciplinary collaboration.

In the fast-growing Asian region, we offer a program, focusing on practical skills, fosters women leaders who are capable of taking an active role in the global arena.

From Nagoya University to the world – We hope that you will join us in our journey to create a brilliant future.



Aims of the program

This Program has been designed to address issues that need to be resolved in Asia, a region made up of multicultural societies in various stages of development. These issues include poverty, diverse health problems, and gender gaps. With a focus on food, health, environments, social systems, and education, which are closely related to such issues, the Program aims to foster women leaders who can work in a global context to achieve well-being in Asia.

Fostering women leaders to achieve well-being

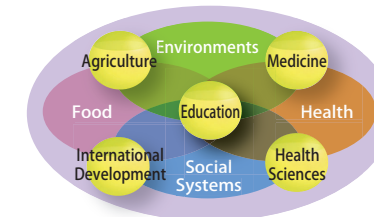
Well-being refers to a state in which the rights and personal fulfillment of individuals are guaranteed under excellent physical, mental, and social conditions.

Program Features and Unique Contributions

- 1 Asian development with a focus on women
- 2 Emphasis on practical education
Overseas training and research at partner universities, internships in collaboration with international organizations
- 3 Support system by world-class leaders at the forefronts of their respective fields
- 4 Total acquisition of core abilities necessary to play an active role in the global arena
Gender understanding skills, practical skills, onsite skills, planning skills, comprehensive skills, and communication skills
- 5 Well-organized mentor/peer-support systems
- 6 Career path support for entry into global enterprises and international organizations

A Unique Program Involving Four Graduate Schools (five divisions)

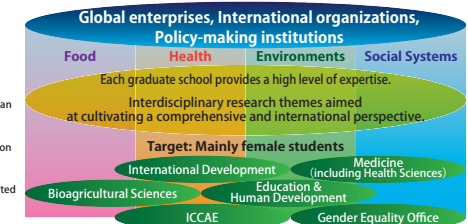
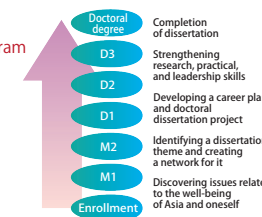
Graduate School of International Development
Education and Human Development
Bioagricultural Sciences
Medicine (including Health Sciences)



Through joint initiatives undertaken by the four graduate schools, we aim to foster women leaders who have comprehensive skills and an international mindset and possess the ability to work globally (something that is difficult to develop using conventional vertically segmented education).

Program Overview

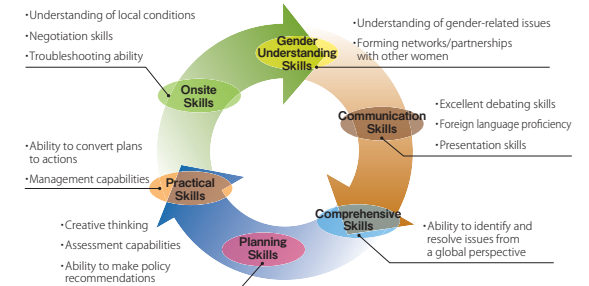
Five-year Interdisciplinary Program (Master's & Doctoral combined program)



Four graduate schools (five divisions) & two departments

Core abilities the Program aims to cultivate

The program will facilitate the acquisition of these six core abilities, which are the distinguishing characteristics of global leaders.



Asia's Future Rests on Women's Leadership

TALK



SESSION

Interlocutors

Dr. Michinari Hamaguchi
Special Advisor to the President

Dr. Masahide Takahashi
Dean and Professor of Tumor Pathology
of the Graduate School of Medicine

Dr. Hiroko Tsukamura
Vice Trustee (Gender Equality)
Director of the Gender Equality Office
Professor of the Graduate School
of Bioagricultural Sciences

It is impossible to build a sustainable society without women, who represent "untapped resources". Born out of Nagoya University's rich legacy of support for women researchers, the Well-being Program aims to foster women who will take on leadership roles in the global society.

It is the actions of women that will carry us through 21st century!

When confronted with issues that cannot be resolved by individual research expertise alone, such leaders will be able to approach new possibilities through interdisciplinary collaboration. Set within the fast-growing Asian region, the program focuses on acquisition of practical skills that are essential for career paths at private enterprises, public agencies, UN agencies, and other institutions. Dr. Michinari Hamaguchi, the Special Advisor to the University President and a founder of this program, Dr. Masahide Takahashi, the Program Manager and the Dean of the Graduate School of Medicine, and Dr. Hiroko Tsukamura, the Program Coordinator, met together to have a lively discussion on the program's irresistible appeal.

Michinari Hamaguchi

Born in 1951.
B. Medicine (1975), M.D., and Ph.D. (1980) from the Graduate School of Medicine, Nagoya University.
Professor (1993) and Director (2002), Pathological Control Research Facility, Graduate School of Medicine, Nagoya University; Dean, Graduate School of Medicine, Nagoya University (2005); President, Nagoya University (2009).
From 2015: Special Advisor to the President, Nagoya University.
Areas of expertise include cancer biology, cancer biochemistry, and cellular biology.
Major appointments in academic societies include Chairman, the Subdivision on the Council for Science and Technology, and Honorary Doctorate from the University of Gdańsk, Sungkyunkwan University, and the Mongolian University of Science and Technology.
Councilor, Japanese Cancer Association and the Japanese Society for Virology.

Women hold the key to revitalizing Japan;
Promote the Well-being Program
to change the way people think!

Hamaguchi: Having spent several years in the U.S. as a researcher, I am profoundly impressed by how women play an active role in society there. Gender is not an issue, and there are many great women leaders in business circles, including CEOs of top computer manufacturers and auto manufacturers.

If we turn our eyes to Japan, on the other hand, it is clear that we still lack women leaders. Women's social participation is always discussed in conjunction with the issue of demographic aging in this country, and women are still not evaluated based on individual competency, personality, or character. I believe that this is where the fundamental problem lies. In other words, our values are lagging behind reality.

The Women Leaders Program to Promote Well-being in Asia is the first of its kind to be conducted by a national university in Japan. Even before this program took shape, Nagoya University had made extra efforts to develop women researchers, in the belief that Japan's revitalization is dependent on the power of women. In 2011, Nagoya University had the highest percentage of women faculty members among all national universities in Japan. Through this program, I am hoping to urge students and the general public to change their perceptions of women's roles in society.

Unstinting support for women
to have the courage
to raise children is necessary

Takahashi: Comparatively speaking, women have more opportunities to contribute themselves in the medical field; also because of small pay gaps between men and women, working as a doctor may be one of suitable position for women. However, the sheer volume of overtime work make female doctors suspend their careers for life events such as childcare. In my field of pathology, though, we are able to manage our work between 9am and 5pm. In that way, I think the working environment for women to continue their careers seamlessly has been increasing. More than half of the graduate students in the pathology field are women. At the beginning of their graduate program, I always encourage them "Get merry, have children and take childcare-leave as much as you like. However, you must return to your work." Fortunately, in my field, not a single female doctor has retired while they are working at the graduate school. We must consider what we can do to make working conditions friendlier to women in

our respective fields.

Tsukamura: With approach of the Gender Equality Office, Nagoya University has increased its availability of the on-campus nursery schools and started an after-school childcare center. I often hear appreciation for these generous supports. Interestingly, after doubling capacity of the nursery school in Higashiyama Campus, nearly half of the mothers who use the facility became pregnant with a second child.

Hamaguchi: They really do need that kind of support.

Tsukamura: Exactly. It is when such support at workplaces becomes visible that women are encouraged to have children while maintaining their jobs. It is as simple as that.

Powerful yet flexible

Hamaguchi: A key motivator for strating this program is the fact that female students at Nagoya University are very active. When we visited the Ho Chi Minh City University of Law, for example, we were told after that our interpreter who was dressed in a beautiful ao dai was a Nagoya University undergraduate student. I also got to know another interpreter at a university in Indonesia and a young researcher in Cambodia, both of whom are female students of Nagoya University. I was impressed by how powerful they are.

This may be a subjective point of view, but in comparison to men, "pre-established" career path for women seems limited. At large enterprises, men hold most of the top management positions, and thus those positions are not available to women unless they start their own business. Under such circumstances, I assume that women become more aware of what they want to do with their lives. Male students, on the other hand, think of nothing but where they want to start their careers, or what they should write down on their job application forms. They are unable to see the hard reality of this country in which regional economies and industries will be exhausted as the working population dwindles by the mid 21st century.

Tsukamura: That is where women come into the picture.
Takahashi: Absolutely. Japan won't survive without active roles of those strong minded, courageous women. Japan is facing the third major turning point now; there was a wave of modernization in the Meiji era, followed by a rise from the ashes of war in the Showa era, and now in the Heisei era facing low birthrate and longevity. During the first two transition stages in the Meiji and Showa, Japan was led by those people, who had great influences to the society, such as Konosuke Matsushita of Matsushita Electric Industrial (now Panasonic) and Soichiro Honda of Honda Motor. When I converse with today's young generation, however, it strikes me that men are more conservative.

Masahide Takahashi

B. Medicine (1979), M.D., and Ph.D. (1983) from the Graduate School of Medicine, Nagoya University.
Research Fellow, Dana-Farber Cancer Institute, Harvard Medical School (1983);
Research Fellow, 2nd Division of Oncological Pathology, Aichi Cancer Center Research Institute (1985);
Research Associate, 2nd Department of Pathology, Nagoya University School of Medicine (1990);
Professor, Nagoya University School of Medicine (1996);
Professor, Nagoya University Graduate School of Medicine (2000);
Currently Dean of the Nagoya University Graduate School of Medicine.
Areas of expertise include experimental pathology
(functions of oncogenes in carcinogenesis and morphogenesis).



Hiroko Tsukamura

Ph.D. (1991) from the Graduate School of Agricultural Sciences, Nagoya University.
Postdoctoral Research Fellow, University of Kansas Medical Center (1991); Assistant Professor,
School of Agricultural Sciences, Nagoya University (1991); Associate Professor (1998) and Professor (2013),
Graduate School of Bioagricultural Sciences, Nagoya University; Member (2003), Director,
Office for Gender Equality and Advisor to the President (Gender Equality), Nagoya University (2006).
From 2015: Vice Trustee (Gender Equality), Nagoya University.
Major appointments in academic societies include Visiting Assistant Professor, National Institute for Basic Biology,
National Institutes of Natural Sciences, Inter-University Research Institute Corporation (2004) (additional post).
Areas of expertise include reproductive sciences and neuroendocrinology.



Tsukamura: I suppose that today's Japanese women have greater flexibility to decide what they want to do with their lives because they are not expected to be breadwinners. The problem is not arising from men themselves but the Japanese society is taking their flexibility away from them. Some male students told me that they always feel the message that "You alone must protect your family."

Takahashi: They are under heavy pressure.

Tsukamura: For everyone to shine, regardless of gender, it is important to foster future women leaders. I hope that our unique program will send brilliant women leaders out into the world.

Women leaders with a doctorate who care about the society, understand the global situation, and realize social issues with ability to resolve them – if only such women leaders could get to play an active role in Japanese political circles, international organizations, or global enterprise. I honestly believe that once we have such powerful women leaders, they will become role models and then more will appear one after another as a result.

Hamaguchi: I hope female human resources who have attractive lifestyles that others aspire to follow will grow from this program.

Dr. Hamaguchi's proposal to promote a sustainable society

Tsukamura: This "Well-being" Program originated from Dr. Hamaguchi's idea. Although it was initially called a program for "survivability studies," which perhaps is not the coolest name for a program. At any rate, I was strongly urged to join him in "fostering women leaders to establish a sustainable society in which people live in good health both mentally and physically." I knew deep down that this was something worthwhile, and after a series of fortunate encounters, we are now working on the program as a team.

Takahashi: I cannot think of any other opportunities like this for students from different graduate schools getting together for overseas fieldwork. I am looking forward to seeing what will happen there. I particularly like the fact that their destinations are not in Europe or North America.

Tsukamura: Cambodia, the Philippines, Indonesia, and Vietnam – young graduate students from different fields will go to those countries in Southeast Asia and mingle with their counterparts. As they engage in candid discussions, they are able to gain a better understanding of multiple cultures, and I believe that such students will serve as positive counterparts to others in Asia. There are

many women prime ministers and women leaders in Asia, and I hope that the graduates of our program will eventually form partnerships with such forerunners, thus establishing the sustainable development of Asia.

Diversity is the key to both biological evolution and global leadership

Takahashi: In Asia, religious beliefs, cultures, and social systems all vary from country to country, as do levels of development. When students are thrown into and pass through such diverse environments, they certainly experience major culture shock, which in turn will affect their own values. It is important for them to have such experiences.

Hamaguchi: Japan is a rather homogeneous society, where people generally speak the same language and most of them belong to the middle class. Because of this, we can be very efficient when we all are shooting for the same goal, but once we lose the goal, the society easily collapse. When we fail in one thing, we find it hard to bring forward a second choice. In societies with great diversity, however, if one fails, it is possible to run to another. I would say this is how organisms evolve.

Tsukamura: That's right. Diversity is important for genes, too. A gene that was once believed to have no use at all was suddenly found to play an important role in resisting HIV. I hope that Japanese students will take courage to go overseas and learn what diversity truly is, in the same way that living organisms maintain their diversity in order to move forward on the evolutionary path. A number of people with different religions, languages, skin colors, and so forth live abroad. It will be an eye-opening experience for Japanese students to find out that their Asian counterparts are so diverse and so powerful. I hope they make friends in Asia with whom they can collaborate to promote well-being.

Four graduate schools come together to achieve unique research outcomes

Takahashi: In Asian countries, a variety of infectious diseases are rampant, such as avian influenza, HIV, malaria, and parasitic infections. At the heart of this epidemic are deeply-intertwined problems of healthcare, diet, environment, and family, and we need to integrate these into a comprehensive perspective if we are to deal with health issues in Asia. It is in this regard that I have high expectations for collaborative work among the four

graduate schools, as they will be able to take an organic approach.

Tsukamura: Some advocate the idea of "from farm to table," which emphasizes the need for seamless control of food safety from producers (farms) to consumers (tables). Some foods can contain sources of infection before they are served at a table due to the way in which livestock is raised and transported, or because of livestock epidemics. If experts in medicine, agriculture, education, and international development join hands, we can increase the chances of finding solutions to such problems and achieve highly significant research outcomes.

Takahashi: If Japan is to survive for many years to come, we require women who are happy to take an active role in society – the kind of women that this program aims to foster. I believe that everyone needs to work toward the creation of such a society. And it is not only the childcare support system but also gender equality in the family is important, too. I want young people to be strong and robust without being discouraged by any difficulties that they may encounter, just like Dr. Tsukamura.

Learning from Nelson Mandela – Education, Freedom, and Courage

Hamaguchi: In the Nagoya University Academic Charter, we celebrate a free and vibrant academic culture and pledge to cultivate courageous intellectuals. I have great respect for the African hero Nelson Mandela, and I would like to offer some encouragement to our students by quoting a few of his words on education, courage, and freedom.

"Education is the most powerful weapon which you can use to change the world." If you want to change the world, the first thing you need to have is education. Although our Well-being Program is small in scale, I expect that it will trigger great changes in this country.

Speaking about courage, Mandela said, "The brave man is not he who does not feel afraid, but he who conquers that fear." I think that the process of conquering fear involves using one's reason and getting over it slowly by passing through various experiences. It doesn't have to be so dramatic as freedom from racial discrimination, but if we can create a process in which each student at Nagoya University can achieve a little bit of success with each passing day, make levelheaded judgments about what they can do, and become confident in what they do within the social system, we will be able to proudly say that Nagoya University is truly cultivating courageous intellectuals. I believe that we can accomplish that through this program. Mandela also spoke about freedom, saying, "To be free is

not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others." It would be no surprise if, out of a desire to ensure the freedom of others, dynamic female students at Nagoya University decided to do something about the hard reality in Asia and seek a career at the United Nations or Asian Development Bank. In doing so, they would offer great value to society in numerous ways, and I believe that this is something that can be done at Nagoya University.

Tsukamura: I agree. I also hope that they will contribute to well-being in Asia. For example, if they start a water business so that people can drink delicious and safe water, people will be overjoyed and the business will prosper. Everyone would be happy.

Young people have infinite potential, and I know how important each young individual is. If they can put such potential to good use, it will be possible to change the world. With this in mind, I wish to cultivate such individuals with great care.

Takahashi: I cannot wait to see the talented individuals that the program will have fostered ten years from now, as they all take on significant leadership roles in the global society.



Program-wide training camp for developing effective planning skills

Planning Skills & Communication Skills



Course Special Lecture on Multicultural Societies

Course objectives

This course includes a training camp for program students from all four graduate schools (five divisions). The objective is to deepen cross-cultural understanding, which is the basis for multicultural coexistence, and to simultaneously identify the challenges in Asia. Together with the international students who cooperate with the Program, students are able to deepen their understanding of multicultural environments and cross-cultural communication through group works and discussions among all of the students, while simultaneously acquiring integrated knowledge that transcends research and cultural boundaries. Students work together to plan workshops, thereby developing the planning skills that are necessary in real world. Only English is spoken during the camp so that students can acquire communication skills useful in the international arena.



To break the ice, different cultures were introduced in folk costumes at the beginning.



Students from 11 countries engaged in repeated discussions to identify issues concerning well-being in Asia.

message



Dr. Chizuru Sakakibara

Associate Professor,
Gender Equality Office

they all had an opportunity to think about culture and the female body after a special lecture on FGM (female genital mutilation). I am sure that these experiences helped the students to deepen their understanding of different cultures and the importance of communication.

Faculty members organized the camp schedule this time, but we hope to invite input from students when planning the next camp so that we can foster all of the core abilities that this Program aims at.

Soon after we welcomed the first batch students into the Program, we took them to the Aichi Health Plaza for the "Cross-Cultural Talk" two-day training camp in November 2014. Following a plot of "Awakening to one's own / different cultures" → "Understanding" → "Experiencing" → "Deepening," the students participated in a variety of contents that included ice-breaker activities, lectures, and group discussions. Most of the 60 students had never met each other before coming to the camp. Students of various nationalities from different graduate schools were divided into small groups for discussions until they came to an agreement on solutions to given issues. Having little social experience before, students must have found the session both eye-opening and memorable. Some students showed signs of frustration at being unable to get their messages in English, but

voice



Hitomi Tsukuda

Master's Program (2nd year),
Department of Educational Sciences,
Graduate School of Education
and Human Development

ways of thinking and perspectives can vary so much among the different graduate schools. I keenly felt such differences during the training camp for the Special Lecture on Multicultural Societies. It was quite hard to reach an agreement on a given topic with students from other cultural and academic backgrounds, and I think this mirrors the situation in the real world. I want to determine my future career path after participating in overseas fieldwork and internship programs.

After receiving B.A. from the Nagoya University School of Education, I worked for a trading company in Tokyo for four years out of a wish to make international contributions in the business world. However, I started to feel that this wasn't what I wanted, and I spent many days feeling depressed. This led to my decision to attend graduate school in order to gain training necessary for what I want. In retrospect, the timing was perfect. Professor Mina Hattori – whom I have great respect for – suggested me to apply for a program with an Asian focus which was about to start. A variety of interdisciplinary classes in the program offer one surprising discovery after another. Even among the Japanese students, the

Respect differences and learn from each other while developing an interdisciplinary mindset

Practical Skills & Onsite Skills



Course Overseas Fieldwork

Course objectives



During a research visit to an elementary school in Indonesia, students were dressed in folk costumes.



Comparing notes with the director of an obstetrics/gynecology/perinatal clinic in Vietnam on improvement of healthcare in Asia.

A broad curriculum is provided to develop integrated knowledge that would be impossible to gain through the conventional vertically structured graduate school education. One of the highlights of the curriculum is overseas fieldwork, through which students experience multicultural environments in Asian regions while simultaneously acquiring knowledge and abilities to identify issues in a given region and discover why well-being has not been achieved there. Students with different specialties and nationalities form teams to work together. The objective is to acquire a capacity to identify and tackle issues from a global perspective by developing an interdisciplinary mindset that is grounded in high-level expertise.

message



Dr. Akira Yamauchi

Director,
International Cooperation Center
for Agricultural Education

The objective of this course is to identify challenges in realizing multicultural societies in Asian countries and foster teamwork through group work. The menu for practical overseas fieldwork consists of two parts. In the first round, students from four graduate schools (five divisions) each with different academic basis work jointly on interdisciplinary research topics while deepening their expertise. Faculty members design this part of the menu. Then in the second round, students engage in an advanced version of the previous round, in which they design a plan according to their own research themes and personally seek out Asian counterparts with whom to do research.

In Asia, poverty abounds and gender gaps are immense. What I expect from the students is the ability or sense to identify what hinders affluence. I want them to think deeply using all of the knowledge they have gained from lectures and practical training. Once they develop the ability to discern such hindering factors, they can begin to transform their classroom knowledge into onsite skills and practical skills.

While passing through major experiences that can change their outlook on life, it is my sincere hope that students will acknowledge each other's differences, learn from each other, and grow together with their counterparts in Asia.

voice



Tae Sasakabe

Doctor of Medical Science
Program (1st year),
Program in Integrated Medicine,
Graduate School of Medicine

While working full-time as a senior nutritionist at a clinic, I spent time studying dietetic therapy for type 2 diabetes patients. As I studied more, I began to seek out further technical knowledge, and thus decided to enter graduate school. Nutritional epidemiology – my research focus – takes multiple approaches to the study of how food relates to diseases. Similarly, in this Well-being Program, students take interdisciplinary approaches that combine medicine, health sciences, agriculture, and education, to food and other issues. This is exactly the kind of research style that I was looking for. Type 2 diabetes mellitus is on the rise in Japan and other Asian countries. This is a serious issue and I would like to study its causes and the environmental conditions involved. I learn a lot from interviews with international students about their diets. Through overseas fieldwork in the Philippines, I am hoping to investigate the causes of chronic diseases by making regional comparisons among urban areas, depopulated areas, slums, and other areas.

Strengthen a fundamental understanding of issues

Gender Understanding Skills & Comprehensive Skills



Course Global Leader 1

Course objectives

This lecture series focuses on gender understanding skills (a must for women leaders), leadership, and diversity, and is given by guest speakers that include women leaders who have been actively involved in gender equality issues from its inception and lecturers from partner universities in Asia and elsewhere. Speakers focus on such topics as the conditions currently prevailing in Japan compared to other countries and strategies needed to realize one's vision and mission, thus helping students to develop essential understanding skills and comprehensive skills based on academism. The course also features panel discussions with guest speakers. In a multinational environment, students are able to work with international students and students from other graduate schools to get used to thinking for themselves and speaking in front of others.



In her special lecture, Haniwa Natori, former Director-General of the Gender Equality Bureau, Cabinet Office, explained the present state of women's participation in the Japanese society through international comparison.



International students actively offered their opinions on positive actions for urging women to get involved in the policy-making process.

message



Dr. Midori Asano

Professor,
Graduate School of Medicine

discussions with other students from different countries and graduate schools under the lead of guest speakers, until they realize the essence of matters and learn what they need to raise awareness about.

I am sure that students must have a hard time keeping up with classes given all in English on top of the regular classes of their graduate school. If they learn to prioritize and manage their time, however, they will be able to acquire management skills, which are essential for success in the real world.

I hope that students will not jump to easy conclusions, but instead broaden their vision and work hard, always believing in what they can accomplish.

"Gender equality is gaining ground in Japan, but why is it the case that the birth rate has not increased in Japan, in contrast to other countries in Europe and North America?" Intensive lectures, given by Ms. Haniwa Natori, a pioneer in Japan's gender equality administration, and Ms. Kayoko Shimizu, former Director-General of the Environment Agency of Japan, focus gender issues and their background in Japan, including an analysis on international comparison of employment rates of women by educational background. Students were also profoundly impressed by their stories, which describe the sheer importance of strategy in carrying out one's vision. After a lecture on religion in the Islamic world, many questions were asked by international students from that region, who are facing the realities of problems related to women's education and religion there. I'm sure that Japanese students learned a great deal from their frankly expressed opinions. I would like my students to strengthen a fundamental understanding of issues as they engage in lively

voice



Takahiro Kakehashi

Master's Program (2nd year),
Department of
Bioengineering Sciences,
Graduate School of
Bioggricultural Sciences

My goal is to apply the findings of cutting-edge agricultural research to places that can actually benefit from them. Because this Program includes lectures by personnel from the Japan International Cooperation Agency (JICA) and the Food and Agriculture Organization of the United Nations (FAO), I will take their information into account when deciding on my future direction.

The research topic that I chose is agricultural development in developing countries. I am currently focusing on this topic in Kenya, but I wished to broaden my perspectives beyond that country, and so I decided to apply for this Program because it emphasizes well-being in Asia. I was also interested in how religions affect gender gaps, and my view on Islam changed completely after attending classes on the Islamic world and speaking with international students from that region. In this very international setting here in Japan, I am able to learn about diversity, such as how international students build up their arguments and what their research means to them.

Envision a specific career path,
determine your research field, and set future goals

Gender Understanding Skills & Planning Skills



Course Global Leader 3

Course objectives



Director General Takao Toda of JICA's Human Development Department is an alumnus of the Graduate School of International Development. Alumni's career paths serve as a valuable resource for students' career plans.



Students find out what skills are necessary to make their dreams come true as they listen carefully to lectures by global leaders.

This is a workshop series that lays the groundwork for developing the qualities and capabilities required of a global leader. Guest speakers are former and current members of international organizations such as the United Nations Children's Fund (UNICEF), the Food and Agriculture Organization of the United Nations (FAO), the United Nations Population Fund (UNFPA), the Japan International Cooperation Agency (JICA), and the World Bank. Their lectures focus on various well-being issues, skills needed to work actively in the international arena, and career development, in the hopes that students will use this course as a stepping stone toward envisioning their research specialties and future goals. In addition, guest speakers also provide career counseling to provide students with positive support in setting their future career goals and acquiring skills to realize such goals.

message



Dr. Aya Okada

Professor,
Graduate School of
International Development

In this course, we invite guest speakers who hold leading positions at international organizations and government bodies to provide students with an opportunity to think about how they can acquire leadership, develop a career, and foster planning skills and a sense of mission. We believe that this will help students to prepare for an international career. Also, diverse and interdisciplinary topics, such as rural development and maternal and child health, should give the students insight on how to apply their research to a career path. We tend to consider global leaders to be far beyond the realm of normal people, but the former Director of the FAO Liaison Office in Japan was part of the first group of students at the Nagoya University Graduate School of International Development. The Director General of the JICA Human Development Department is also an alumnus of that same graduate school. Their existence is not only a major source of encouragement, but also a guiding light for students as they envision their career paths. On the morning after the lecture day, students are able to seek career counseling from the guest speakers, and some international students maintain contacts with the members of international organizations via e-mail following this counseling. Students are highly encouraged to take advantage of these opportunities to broaden their global networks and hone their skills. "A chance is something that you seek out yourself." The gateway to the world is wide open to our students. I hope that they will passionately absorb everything that this multifaceted curriculum has to offer, including internships and seminars, before they make ready to launch out into the world.

voice



Sarwar Aiza

Master's Program (2nd year),
Department of
International Development,
Graduate School of
International Development

After September 11, Muslims and particularly Pakistanis – like myself – were suddenly exposed to a high level of prejudice in Europe. I had heard that there is not much discrimination against Muslims, and also little rape and other crimes involving women in Japan, and so I decided to study at the Graduate School of International Development at Nagoya University. My research topic is "poverty and women's higher education." I also enrolled in this Program because I eventually want to help eliminate problems such as poverty and discrimination that women can easily fall victim to – just as I experienced – in Pakistan. The lectures by guest speakers from international organizations have been very helpful. I learned about how people at such organizations are trying to solve poverty and gender issues in developing countries. I was also able to hear firsthand about the skills and knowledge necessary to work in an international organization. By tapping into the network and knowledge that I will have gained at Nagoya University, I hope to find a career with UNICEF in the future.

Graduate School of
**International
Development**

www.gsid.nagoya-u.ac.jp

Developing global human resources who lead Japan's international development and cooperation

In developing countries, market economy and globalization have accelerated both the scale and speed of development, and people's living standards have improved gradually. At the same time, however, there is an intensifying array of new challenges, including income disparities, regional conflicts, terrorism; and environmental problems; and those involved in international development, cooperation, and communication are expected to play an increasingly important role in resolving such issues. In response to these circumstances, the Graduate School of International Development (GSID) introduced a new curriculum for its Master's Program in 2006 to meet the educational needs of the times (see the diagram below). GSID Graduates contribute to maintain the peace and stability of the world by working in both domestic and international fields of development and by engaging in research on development cooperation and communication. About half of the GSID students are from overseas, which creates an international environment in which both Japanese and non-Japanese students can learn together and interact with each other on a daily basis. The International Development and Cooperation Course of the Master's program offers courses in English, whereas the International Communication Course sets a high value on multilingual/multicultural education.



Domestic fieldwork | Overseas fieldwork | Overseas fieldwork

Research and education at GSID are guided by the following Mission.

1. Human resource development in the fields of international development, cooperation, and communication

One of the fundamental educational objectives of Nagoya University is to cultivate “courageous intellectuals”. To accomplish this, GSID is developing human resources which will take an active role in the field of international development, cooperation and communication in the future, while emphasizing the importance of practical education for its students.

2. The creation of original models

In conducting academic research, GSID promotes the principles of cross-cultural and mutual understanding among peoples. Furthermore, it doesn't adhere to Western development models, but conducts leading and innovative research that is reflected in GSID's curriculum and instruction. In the fields of international development and cooperation, GSID utilizes Japan's development experience to pursue development that meets the realities of developing countries. In the field of international communication, a wide range of diverse research studies are conducted in the areas of cross-cultural understanding, linguistics, and language education.

3. Networking center

GSID promotes the formation of international networks among various academic and research institutions related to international development, cooperation and communication, and it also plays an important role as a national and international center in these fields.



Graduate School of
**Education
and
Human
Development**

www.educa.nagoya-u.ac.jp

Breaking fresh ground in the sciences of lifelong human development

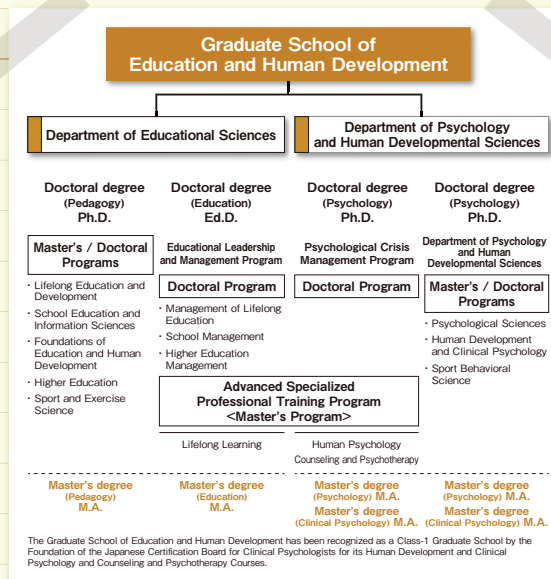
Modern society has experienced dramatic changes due to internationalization, the development of information technology, and rapid aging of populations. It is important to nurture graduates who have acquired the independence and creativity with which to respond effectively to these social changes, and to actively pave the way toward a new age. Against this background, social demand for the academic disciplines of lifelong education and human development sciences has been growing. In response to this demand, the Graduate School of Education and Human Development conducts research and education in a bid to promote the holistic quest for educational science and human developmental science based on a 21st-century global outlook, profound understanding of human beings, and penetrating insight. Our Graduate School consists of the Department of Educational Sciences and the Department of Psychology and Human Developmental Sciences. Both of their studies are spread across the Master's and Doctoral Programs. Our Graduate School has trained many talented individuals so far, and some 60% of our former graduate students have become academic faculty at institutions of higher education.



Prior lecture for overseas fieldwork | Advanced Specialized Professional Training Program in session | Graduate School courtyard

Development/education of the intelligence needed in the ever-complicated 21st century

In addition to the programs for developing researchers and university faculty, in 2000 we established a new Master's Program for the cultivation of advanced professionals with expertise in their fields. This Advanced Specialized Professional Training Program consists of three courses in lifelong learning, human psychology, and counseling and psychotherapy, each of which provides working adults and professionals with an opportunity to receive advanced, specialized, and practical vocational training and update their skills. The Program is designed to produce individuals with specialized talent and skills, who can function effectively in various kinds of educational and learning institutions, in corporations in the business world, and also in clinical settings. More recently, we established two Doctoral Programs: an Educational Leadership and Management (Ed.D.) Program for those in administrative service in 2006 and a Psychological Crisis Management (Ph.D.) Program in 2008. While constantly improving our proven programs for developing researchers and educators, we at the Graduate School continue to develop and educate on the intelligence needed in the ever-complicated 21st-century society in a sincere effort to become an unrivalled leading research/educational institution in theoretical and practical research/education of education and human development in Japan.



Graduate School of Medicine

www.med.nagoya-u.ac.jp

At the vanguard of medical research

Nagoya University School of Medicine is one of the oldest Japanese medical schools with more than 130 years of history, and is continuously undergoing renovation. Concurrent with the reorganization of the Graduate School of Medicine, Medical Science Research Building 3 was completed in July of 2014. This new building houses state-of-the-art facilities, including an instrument center and a radioisotope center, that provide an environment to students and faculties for supporting excellence in education and medical research. The mission of Nagoya University Graduate School of Medicine is 1) to develop cutting-edge medical research that will create new medical technologies and innovative medical treatments for the improvement of human health, and 2) to foster medical researchers and medical professionals who respect medical ethics, and take pride in contributing to the welfare of mankind.



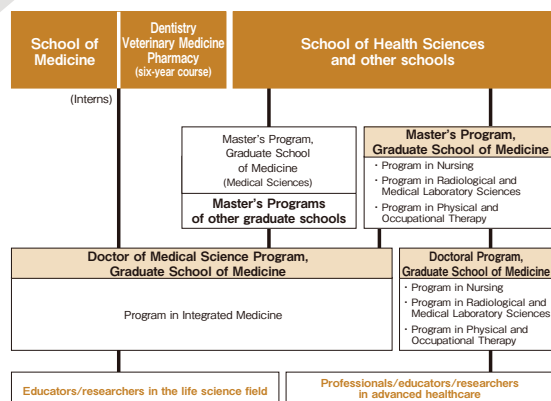
Overseas training in Vietnam



Nagoya University Hospital | Nagoya University Center for Advanced Medicine and Clinical Research | Medical science poster session in a conference

Cultivating researchers, educators, and professionals with creativity and inquisitive minds

Based on the foundation laid by the School of Medicine, Research Institute of Environmental Medicine, and Research Center of Health, Physical Fitness and Sports, the PhD program of the Graduate School of Medicine pursues advanced research that transcends the boundary between clinical research and basic research. To facilitate such research, graduate students in clinical research are invited to work in the laboratories of basic research for a certain period. At the same time, consideration is given to prevent graduate students in clinical research from being too distant from a clinical setting. Graduates of the undergraduate schools of medicine, dentistry, veterinary medicine (six-year course), and pharmacy (six-year course) qualify for application of the PhD program in the graduate school of medicine. Graduates of other undergraduate schools also qualify if they have completed the master course. In 2001, the Master Program in Medical Science was established for graduates of four-year undergraduate schools to conduct life science research from a broad perspective. Meanwhile, the Graduate School of Medicine (Health Sciences) offers both master and PhD programs in Nursing, Radiological and Medical Laboratory Sciences, and Physical and Occupational Therapy.



Graduate School of Medicine (Health Sciences)

www.med.nagoya-u.ac.jp

Cultivating advanced expertise, humanity, and creativity to develop the medical professionals of tomorrow

With rapid progress in highly advanced medical technology, transformations of healthcare in response to the aging population with a low birth rate, and waves of internationalization, healthcare as we know it is undergoing a series of dramatic changes. To prepare ourselves for the next generation of healthcare, the Graduate School of Medicine (Health Sciences) has set a goal of developing R&D-minded core individuals who can lead the future of healthcare, and of promoting healthcare research that we hope will lead to the further development of healthcare in the 21st century. We are also providing graduate-level education with a focus on R&D, which we hope will help to explore and resolve present-day healthcare issues, and also fostering the development of global-minded individuals by forging closer ties with healthcare universities in Asia.



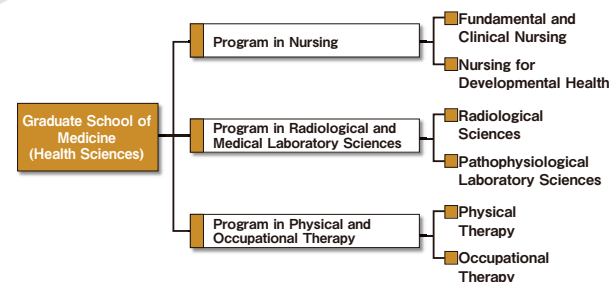
With an earnest look on her face, a student defends her master's thesis



Experimenting with lymphedema using a blood flowmeter | Experimenting with phase-contrast mammography (PCM) | A program for cerebral infarction recurrence prevention by reducing salt intake and improving fitness

Aiming to cultivate researchers, educators, and professionals who will lead the next generation of healthcare

Future healthcare professionals need to have a broad R&D perspective with which to comprehend today's healthcare issues and to create/apply innovative healthcare solutions to such issues. With a view toward developing leading figures in the healthcare field, the Graduate School of Medicine (Health Sciences) offers three programs in Nursing, Radiological and Medical Laboratory Sciences, and Physical and Occupational Therapy. While encouraging students to pursue their respective areas of expertise, the three programs focus on the development of abilities for clinical research, problem discovery, management (+ interprofessional collaboration), and collection of information from across the globe, and provide a cross-departmental common curriculum in addition to specialized education, thus effectively responding to issues facing healthcare today.



A graduate student uses a pipette to investigate phenomena in experiment organisms



Measuring cognitive functions using a near-infrared spectroscopy (NIRS) device

Graduate School of Bioagricultural Sciences

www.agr.nagoya-u.ac.jp

Cutting-edge research shaping the future of biological resources

The goal of the Graduate School of Bioagricultural Sciences is to create an academic discipline that will lead us through the 21st-century by integrating life sciences and agriculture. We are determined to promote this innovative project, hand in hand with unique young students with a love for nature and people, and who find scientific and technological creation something worth living for.



Supporting international students' fieldwork in Japan



Japanese Black cattle raised at Togo Field | Downy mildew bacteria are responsible for plant diseases | The sea firefly, a tiny crustacean, intimidates enemies by emitting a luminous chemical

Bioagricultural sciences offering radical solutions to global issues

At the Graduate School of Bioagricultural Sciences, we apply knowledge of life sciences to education and research on biological production, biosymbiosis environment, and development infrastructures for advanced bioscience and biotechnology, with a view toward offering radical solutions to issues concerning food, the environment, and the health of humankind. Depletion of food and energy resources, increasing poverty and health disorders, and destruction of natural and living environment are plunging the world into a state of crisis. We must advance bioagricultural sciences to generate the wisdom and power with which to drastically resolve these unprecedented situations. Education and research of bioagricultural sciences can advance forward if we have the courage to dramatically restructure our framework of conventional learning, while at the same time carrying on such learning. Prospects for the future are growing endlessly, with rapid progress in bioscience theories and biotechnologies, design of environment in which many forms of life can live in harmony, proposals for new theories of bioagriculture made via thorough investigation of circumstances unique to individual organisms, development of new biological resources, and startups of new bio industries. The Graduate School of Bioagricultural Sciences offers an educational menu that brings students' dreams and hopes for the future into reality.

Graduate School of Bioagricultural Sciences

Department of Biosphere Resources Science

Division of Resources Cycling System / Division of Bioresource Production and Agroecology
Division of Regional Resources Management / Division of Biological Material Sciences
Division of Ecosystem Conservation

Department of Biological Mechanisms and Functions

Division of Biodynamics / Division of Molecular and Cellular Biology
Division of Biofunctions Development / Division of Bioresource Functions

Department of Applied Molecular Biosciences

Division of Biomodelling / Division of Biofunctional Chemistry
Division of Applied Biochemistry / Division of Applied Genetics and Physiology

Department of Bioengineering Sciences

Division of Biotechnology / Division of Socioeconomic Science of Bioagriculture
Division of Plant and Animal Production / Division of Molecular Cell Function
Division of Plant Genomics / Division of International Cooperation in Agricultural Sciences

International Cooperation Center for Agricultural Education

iccae.agr.nagoya-u.ac.jp



Field experiment in Kenya

Promoting international cooperation in education to contribute to overcoming problems in agricultural and rural development

The International Cooperation Center for Agricultural Education (ICCAE) desires to be a leading center in Japan that promotes international educational cooperation in order to contribute to solutions for agricultural problems, such as those related to food, agriculture, forestry, fisheries, and the environment. Our goal is to develop agricultural technology that accord with actual conditions in developing countries and to facilitate human resource development in Japan and abroad for solving these issues.

Vision

To be a leading center for international cooperation in capacity development for agricultural and rural development

Mission

Education and human resources development

To contribute to human resource development for solving agricultural problems in developing countries

Research

To contribute to solutions for agricultural problems in developing countries by integrating interdisciplinary studies

Network for coordination

To contribute to the development of networks for coordination of agricultural research and educational institutions and to facilitate its effective utilization for international cooperation activities

Objectives

(Division of Project Development)

To conduct research on project development and evaluation technologies

(Division of Network Development)

To conduct research on development and utilization of networks of agricultural research and educational institutions in Japan and abroad

○ To contribute to solutions for agricultural problems in developing countries through identification of needs related to agricultural and rural development and agricultural education, and development of appropriate agricultural technologies

○ To study, analyze, and evaluate international cooperation projects on agricultural fields

○ To promote international cooperation for agricultural education in response to needs by utilizing intellectual and human resources of Japanese agricultural universities, research and educational institutions.

○ To develop and train human resources in Japan and abroad for international cooperation in agricultural and rural development

Gender Equality Office

Gender Equality Office

kyodo-sankaku.provost.nagoya-u.ac.jp



Receiving the "Mentor Award 2012" together with Dai-ichi Life Insurance and Takashimaya at the Working Women's Empowerment Forum

Nagoya University is the first among Japan's national universities to establish a Gender Equality Office to implement multifaceted projects, including support for female researchers, childcare, and creation of a gender-equal society through cooperation among industries, governments, and universities.

Supporting female researchers

Support for female researchers is one of the most important initiatives for promoting gender equality. The Gender Equality Office sponsors diverse support programs designed to facilitate fulfilling careers for female researchers, based on the "Employment Acceleration and Career Development Program for Women Researchers - The Nagoya University Model," which was adopted in 2010 by the Ministry of Education, Culture, Sports, Science and Technology of Japan, and the "Women Researchers' Research Activities Support Project (Cooperation Category)," which was adopted in 2014.

Childcare support

We opened and operate two on-campus nursery schools and started day care services for sick children. In an effort to overcome the "first-year of elementary school barrier," we also opened a permanent on-campus after-school childcare facility.

Industry-academia-government cooperation

Brought about through cooperation among industries, universities, and governments in August 2004, the "Aichi Promotion of Gender Equality Society / Industry-Academia-Government Collaboration Forum" was the first of its kind in Japan. A variety of programs that had developed in each field were combined to correspond with each other and increase effectiveness, and this then gave birth to new initiatives. As a part of the Women Researchers' Research Activities Support Project (Cooperation Category), the "Aichi Women Researcher Support Consortium" was formed based on the level of confidence and networks that were cultivated at this Industry-Academia-Government Collaboration Forum.



On-campus nursery school

Dedicated to the cultivation of global leaders and promotion of cutting edge research, Nagoya University has produced courageous intellectuals

Nagoya University has its origins in the Temporary Medical School / Public Hospital, which was founded in 1871 and then became Nagoya Imperial University in 1939. Now known as Nagoya University, the institution now boasts 9 undergraduate schools, 14 graduate schools, 3 research institutes, 2 inter-university service/research facilities, and 20 inter-departmental education & research centers, all of which are spread across 3 campuses in the city of Nagoya.

Cherishing its traditional "free and vibrant" academic culture, Nagoya University upholds a principle of cultivating "courageous intellectuals" who will shape a new era, and it has cultivated many distinguished researchers in the field of science, including Dr. Isamu Akasaki and Dr. Hiroshi Amano, who received the 2014 Nobel Prize in Physics for the invention of blue light-emitting diodes (LEDs), and Dr. Makoto Kobayashi and Dr. Toshihide Masukawa, the recipients of the 2008 Nobel Prize in Physics.

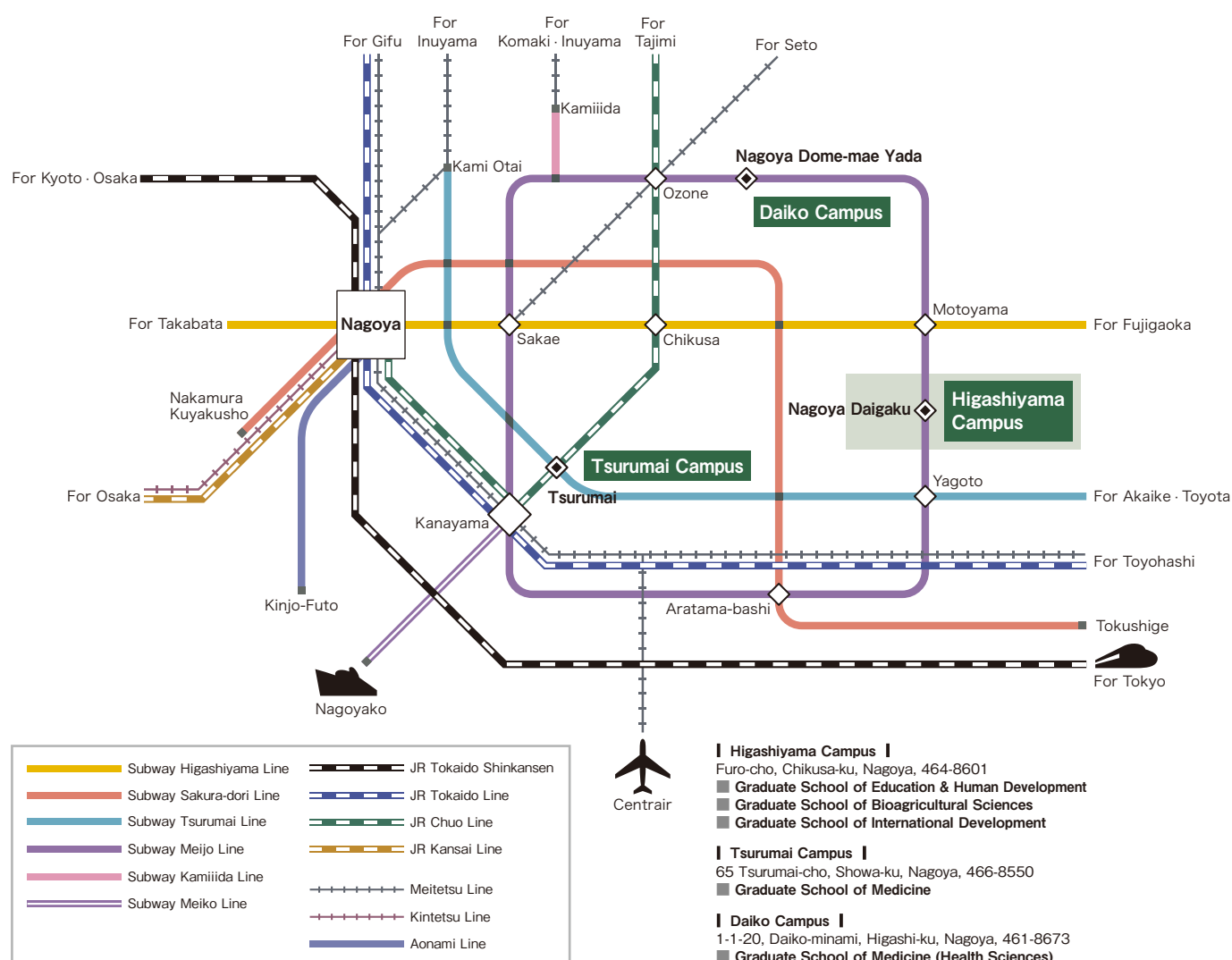
Its alumni include industry leaders, Shoichiro Toyoda, Honorary Chairman of Toyota Motor Corporation, Uichiro Niwa, former Japanese Ambassador

Extraordinary and Plenipotentiary to the People's Republic of China, and Masaharu Shibata, Executive Corporate Advisor to NGK Insulators, Ltd.

Also, Dr. Ryoji Noyori and Dr. Osamu Shimomura received the Nobel Prize in Chemistry for research findings that they made while at Nagoya University.

More recently, under the slogan of "Accelerating Nagoya University's internationalization," the university has set out to become a world-leading academic institution.

Access



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