

# 三重大学 国際交流 年報 2021

**Annual Report 2021**  
International Activities of  
Mie University

第8号(通巻第22号)

Vol. 8

## Contents

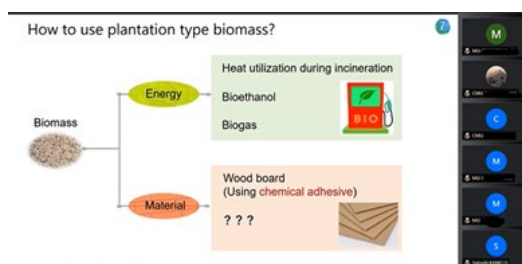
- I. 三重大学における国際化および国際交流
- II. 各学部・研究科等の主な国際交流活動
- III. 国際交流センターの活動
- IV. 留学生支援・海外留学支援・地域国際化支援
- V. 資料



## I. Major International Exchange Activities with Partner Universities

### 1. Tri-U International Joint Seminar & Symposium

Tri-U International Joint & Symposium is an international exchange program focusing on the presentation of research papers, held annually with Mie University (Japan), Chiang Mai University (Thailand), Jiangsu University (China), IPB University (Indonesia) and Guangxi University (China) taking turns as host institutions. The 27th conference was held in a hybrid format from October 31 (Sun.) to November 5 (Fri.), 2021, at Guangxi University, and a total of 120 participants, including students, faculties and staffs from 12 universities in 6 countries attended in the conference (total 13 participants, including 8 students and 5 faculties from Mie University, participated online). Oral presentations and workshops were held on the themes of "Population," "Food," "Energy," "Environment," and "Smart City: Is it just a dream? in this symposium.



口頭発表の様子



ワークショップの様子

### 2. Consecutive Degree Programs (Tianjin Normal University • China)

Mie University and Tianjin Normal University have jointly conducted a Consecutive Degree Program based on the "General Agreement on Academic Cooperation and Exchange between Mie University and Tianjin Normal University" (concluded on November 18, 2014).

Based on the "General Agreement on Academic Cooperation and Exchange between Mie University and Tianjin Normal University" (concluded on November 18, 2014). The Consecutive Degree Program is a program to support students of Tianjin Normal University who are enrolled in the College of International Educational Exchange of Tianjin Normal University and participating in the Japanese Language Course Joint Education Program with Mie University, when they wish to enter the graduate school of Mie University to advance by providing opportunities to be matched with a student in a specialized field, a faculty advisor, etc. and to be provided with various information. The 18 third-term students of the program, who will be admitted in the spring of 2021, were unable to come to Japan due to the effects of COVID-19 infection, but they attended lectures offered online by Center for International Exchange and Research or Faculty of Education.

### **3. Double Degree Program (University of Srivijaya, University of Bajajaran • Indonesia)**

Under the Double Degree Program, students attend lectures and conduct research in Indonesia in the first year of their Master's program and in Japan in the second year, and upon successful completion of the master's thesis review and final examination conducted by the respective graduate schools, they are awarded two master's degrees, one from Mie University and the other from a university in Indonesia. In 2008, the Graduate School of Bioresources and Srivijaya University signed an agreement on a double degree program. Subsequently, an agreement was signed with Padjadjaran University in 2012. 1 student is enrolled in the double degree program at Srivijaya University in the academic year of 2021. Due to immigration restrictions, face-to-face research instruct is not possible, but he is receiving instruct online and waiting for his arrival in Japan.

## II. Major International Exchange Activities of Each Faculty/Graduate School

### 1. College of Liberal Arts and Sciences

#### (1) Online program at ELTC of University of Sheffield

At College of Liberal Arts and Sciences, we have been held the Special English Program since the new curriculum has started since 2015 April. For the freshman; ( i )

Realize the new College of Liberal Arts and Sciences curriculum philosophy of fostering human resources capable of responding to globalization. ( ii ) The goal has been to further develop the English language skills of those with advanced English proficiency. As a culmination of a year of college coursework, the students participated three-week English Language Training Center at University of Sheffield English Language Teaching Centre during Spring vacation. The number of participants has been increasing year by year. However, due to travel restrictions caused by the COVID-19 infection situation, the language training could not be held on-site this year as it was in the previous year. However, in order to test the achievement of the year, provide an opportunity to experience different cultures, and motivate students to learn in the future, we realized a one-week online English Language Training Program, which was very popular last year.

#### **ELTC Online: Language and Culture Program 2022**

- Date and Time:  
March 14(Mon) – March 18 (Fri) 2022  
18:00-22:00 JST + extracurricular activities
- Provider:  
University of Sheffield (UK)  
English Language Training Center
- Participants:  
9 students total  
(Faculty of Medicine 9 students ; Faculty of Engineering 1 student;  
Faculty of Bioresources 3 students)

## Outline of Online Program

Online classes include the following

- English language Train classes are designed to help students acquire all four skills.
- Lectures cover international topics, and through the process of "pre-lecture preparation, lecture, and post-lecture discussion," students experience opportunities to actively combine listening and discussion skills, rather than passively receive information.
- Opportunities to participate in extracurricular activities (e.g. conversation clubs) and to interact with University of Sheffield students.
- Opportunities to interact in small groups with people from different countries, cultures, and backgrounds.

The class schedule is as follows

### About online classes

Day & Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>18.00-19.00</b> JAPAN Time	Language development and lecture preparation	Language development and lecture preparation	Language development and lecture preparation	Language development and lecture preparation	Language development and lecture preparation
<b>19.30-20.30</b> JAPAN Time	Andrew Burke Lecture Pioneers: British adventurers and scientists	Sarah Carratt Lecture The origins of British idioms	Sarah Carratt Lecture A history of pet ownership in Britain	Andrew Burke Lecture British wildlife	Andrew Burke Lecture Construction: important buildings and landmarks in the UK
<b>21.00-22.00</b> JAPAN Time	Post-lecture task and discussion	Post-lecture task and discussion	Post-lecture task and discussion	Post-lecture task and discussion	Post-lecture task and discussion
<b>23:00-24.00</b> JAPAN Time or On-demand	Self-study <a href="#">Communication skills lesson 1</a>	Self-study <a href="#">Pronunciation lesson 1</a>	Social activity	Self-study <a href="#">Communication skills lesson 2</a>	Social activity

### Questionnaire of participants

I am satisfied with ...	1 disagree	2 generally opposed	3 neither	4 generally favorable	5 agree	number of the answer	average
A. Overall				6	3	9	4.33
B. Preparation time for English language Train classes and lecture classes				4	5	9	4.56
C. Lectures				4	5	9	4.56
D. Post-Lectures Assignments and Discussions				5	4	9	4.44
E. Additional teaching materials (On-demand / Conducted outside of class)		1	2	6		9	3.56
F. Extracurricular activities (If you participated in)			1	2	1	4	4.00

### Comments from participants in online classes

Although it was only a short one-week program, especially because it was an online course, students were greatly stimulated by the attitudes of students from other countries in terms of speaking skills, and learned many things about active speech, how to choose topics and the elements necessary for fruitful conversations. Some of the students practiced on their own, and many of them, including those who struggled, are happy to have had the opportunity to gain a meaningful experience.

## **2. Faculty of Humanities, Law and Economics and Graduate School of Humanities and Social Sciences**

The Faculty of Humanities has conducted an English Language Training Program with Hertford College, University of Oxford, UK, every summer since the academic year of 2012, and has continuously dispatched students. However, due to the Covid-19 disaster, the dispatch of students was suspended after the academic year of 2020, and the implementation of an Online English Language Program to replace this program this year was an urgent issue. There had been no exchange program between the Faculty of Humanities and Massey University, but in collaboration with JTB Mie, JTB Auckland, and local staffs, and with the full cooperation of the faculty, a three-day online English Language Training Program was established, recruited students, and implemented as an alternative program.

### **(1) Business overview**

This project is an online overseas training program designed for students of the Faculty of Humanities, Mie University, with the objectives of improving English language skills and local student exchange. Based on the English language program at Massey University (New Zealand), the program includes economics lectures and discussions by local university faculties, virtual companies visit, free talk with local students, and presentations on cross-cultural understanding. It is a three-day program that encourages students to engage in independent and interactive learning and fulfills the internship requirement (at least 10 hours), which is a graduation requirement. Amidst restrictions on overseas travel and internship acceptance by companies due to the impact of the COVID-19, the program provided an opportunity to learn the four skills of English in a practical manner, contributing greatly to the promotion of cross-cultural understanding and the development of internationally minded human resources. Although this was the first attempt of its kind for the faculty, the post-program questionnaire from the students showed that the program broadened their international perspectives and increased their ability to adapt ourselves to different cultures, such as "I was strongly motivated to learn English," "I acquired English-presentation skills," "I felt the importance of actively challenging myself," and "Through the exchange with people of my generation from overseas, I felt the importance of communicating with others." It is expected that the program will continue to produce significant results.

### **(2) Results of project implementation**

On December 7, 2021, a Zoom session was held with the participation of local staff members to explain the recruitment of students to participate in the program. Among the participants, 15 students (8 students from Humanities and 7 students from Law and Economics) applied and completed the registration process. On February 18, 2022, a pre-orientation was held via Zoom, where participants

introduced themselves, the program schedule, and how to participate (a local university platform called Stream).

- On the first day, we had an English class in the morning, where we introduced ourselves, explained the program, divided into groups for presentations, and prepared for the afternoon lecture. In the afternoon, local teachers gave a lecture on the economy, conducted a Q&A session and group work. Utilizing the chat function of Zoom and breakouts, the program was expanded to emphasize active class participation and interactivity among students.

- On the second day, an introduction to New Zealand culture was given in the morning English class, conducted a virtual company (Medical Collagen New Zealand Ltd.) visiting, where the person in charge gave an overview of the company and its products, conducted an office tour and an active Question-and Answer session. In the afternoon, the students had an exchange meeting with local students from Massey University (free talk in a group with 5 local students), and in the English class, the group focused on preparing for the presentation.

- On the third day, group presentations were held in the morning. 5 groups of teams of three each presented in turn on the similarities and differences between Japan and NZ on their respective topics. Each groups had a Question-and-Answer session and careful feedback from the English teacher in charge about their presentations. After the completion of the program, a farewell ceremony was held. Following speeches by the teachers, each student received a certificate of completion and discussed comments about the training. The training ended with a commemorative photo.

### **(3) Significance of the project**

The program has been a significant motivator for participating students to acquire practical English skills, and has become a meaningful efforts as part of their international education to develop human resources with an international perspective and to promote cross-cultural communication skills.



三重大学人文学部対象  
春季海外研修ニュージーランド・マッセイ大学（オンライン）



このプログラムの特徴

Point 1	インターンシップ卒業要件を満たすプログラム
Point 2	世界上位の大学が提供するオリジナルプログラム
Point 3	講義、バーチャル企業訪問を通してNZの社会・経済を学ぶ
Point 4	ディスカッションやプレゼンを通して語学力・表現力を磨く

<スケジュール> ※プログラム内容は変更となる可能性があります。

	日本時間	プログラム内容
2/21 (月)	09:00~09:30	ウェルカムオリエンテーション
	09:30~11:00	プログラム導入
		休憩
	13:00~14:30	大学講師からのレクチャー（NZの経済について）
	14:30~15:00	Q&Aセッション
2/22 (火)	09:00~10:00	英語クラス（企業訪問に向けての準備）
	10:00~11:00	バーチャル企業訪問
		休憩
	13:00~14:00	英語クラス
	14:00~15:00	マッセイ大学学生との交流
2/23 (水)	09:00~10:30	プレゼンテーション
		ディスカッション&フィードバック
	10:30~11:00	フェアウェル

■プログラム期間 主催：三重大学人文学部  
2022年2月21日（月）～2月23日（水）

■参加費用  
1人@¥10,000  
※三重大学国際交流事業経費及び人文学部からの補助が出ています。

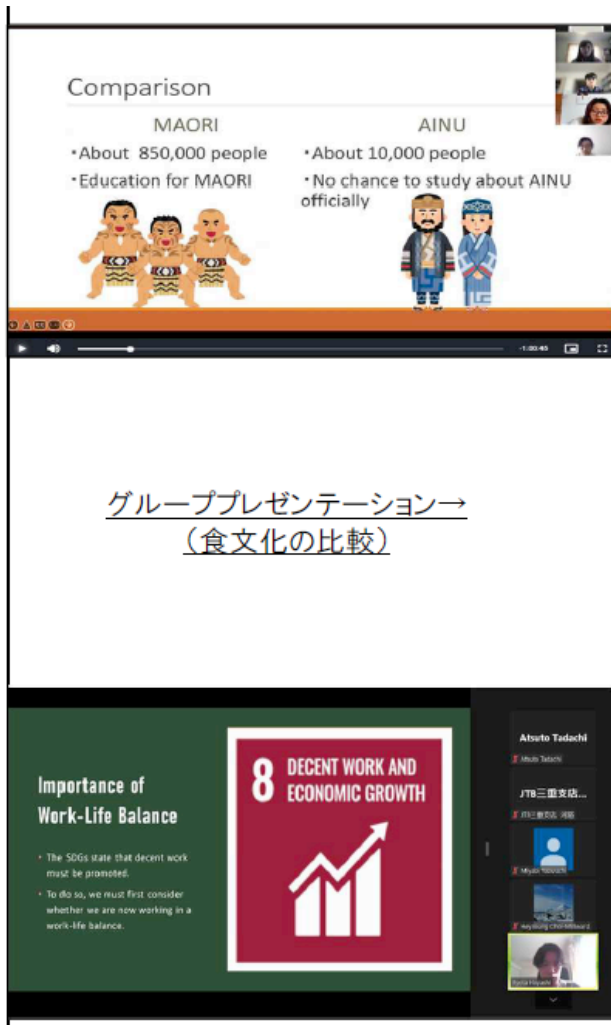
■講義形式  
オンライン（Zoom形式）

■募集期限  
～令和3年12月22日（水）まで

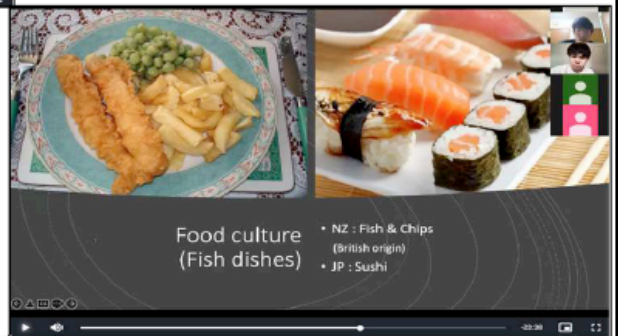
■最少催行人員  
両方の研修で合わせて25名まで。25名を超えた場合は先着順となります。

■申込方法  
Moodleにて提出  
※説明会の出席希望者はMoodleの希望するコースに自己登録をすること。

### Spring Overseas Training Program

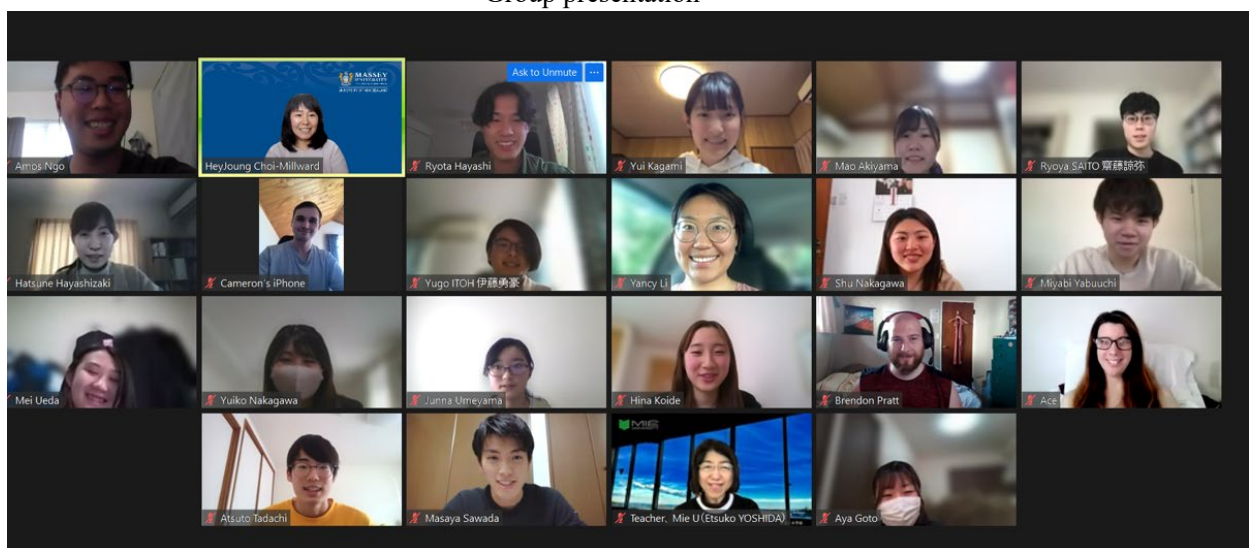


←グループプレゼンテーション  
(先住民の比較)



←グループプレゼンテーション  
(ワークライフバランスの重要性)

Group presentation



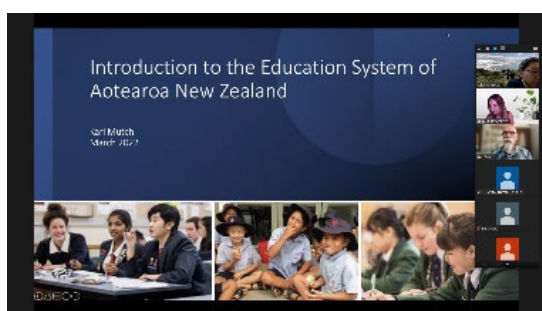
Exchange meeting with local students of Massey University

### 3. Faculty of Education • Graduate School of Education

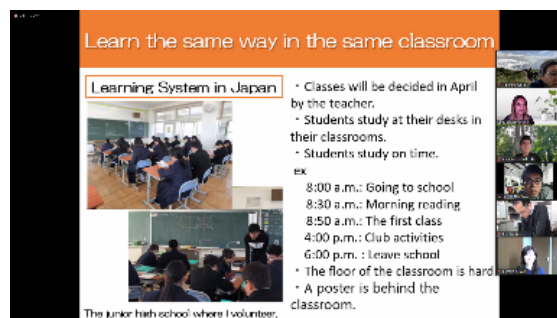
#### (1) Overseas educational training in collaboration with Faculty of Education and Social Work at University of Auckland, New Zealand

The Faculty of Education has been conducting short-term training programs in cooperation with the Faculty of Education and Social Work at University of Auckland since 2011. As in the previous year, the Kohia Center, which is in charge of teacher training in the faculty, cooperated with us to conduct online program since the students were unable to travel to New Zealand this year. The lectures were held for 10 days from February 28 to March 11, 2022, from 10:30 a.m. to 12:00 p.m. each day. 13 students and 7 faculties participated in. About education system, evaluation methods, teaching methods, multicultural education, etc. in New Zealand, the lectures were held based on theory and practice. Videos of schools, students, teachers, and principal provided a realistic view of the New Zealand education scene. On the last day of the program, the students gave a presentation on comparative education in New Zealand and Japan. This was an opportunity for the students to expand their perspectives on educational issues by learning about education in other countries.

(GOTO, Taichiro)



Lecture



Student Presentation Slides

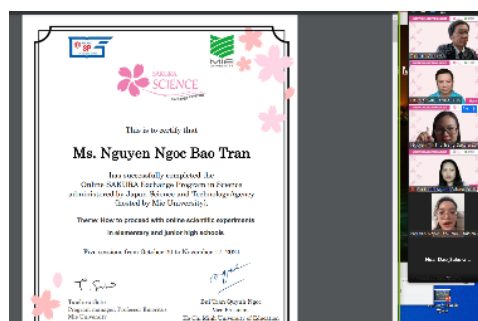
#### (2) Conducting science education training in collaboration with Ho Chi Minh City University of Education

With the support of the Sakura Science Plan (SSP) by the Japan Science and Technology Agency (JST), a science education program for 10 undergraduate students who aim to become high school science teachers at Ho Chi Minh City University of Education (HCMUE), a partner university of Mie University, has been implemented since 2015. It was cancelled in 2020 academic year due to covid-19, but was held online in 2021 academic year. We planned the theme of the program as "How to promote online science experiments in elementary and junior high schools," and 5 sessions were held every Wednesday from October 20 to November 17 from 10:00 to 12:00 (Japan time). The participants were 10 students who were selected to participate in this program and about 30 faculties or students from Ho Chi Minh City University of Education, which had invited them to the program. On the final

day, 10 students gave presentations and received certificates. All participants shared that the efforts of both sides had established in a new style of deepening exchanges on science education. For details, please refer to the SSP website. ([https://ssp.jst.go.jp/report2021/k\\_vol005.html](https://ssp.jst.go.jp/report2021/k_vol005.html))



Student Presentation Slides



Awarding of Certificates

### **(3) Online international exchange meetings in the undergraduate classes "Japanese Language and Culture I" and "Japanese Language and Culture II"**

Faculty of Education · Common Undergraduate Class “Japanese Language and Culture” is held for International students to study Japan and Japanese culture. In this class, online international exchange meetings between international and Japanese students were held in class twice in the spring semester and three times in the fall semester.

#### 1) “Japanese Language and Culture I (in spring semester)”

Class participants, class content, etc. are as follows.

Participants: 17 international Students (China) , 1 Japanese student at Faculty of Education

Contents: Introduction of Mie Prefecture and the Faculty of Education by students  
of the Faculty of Education

Implementation Date: May 13, 2021, July 19, 2021

In "Japanese Language and Culture I (spring semester)," Japanese students from Faculty of Education introduced their lives in Mie Prefecture and the Faculty of Education. During the question and exchange time, the participants enjoyed lively discussions. Many of the international students commented that although it is difficult for them to travel to Japan due to the COVID-19 infection situation, they were glad to know about the state at Mie University and found the exchange with Japanese students of the same generation to be meaningful.

#### 2) “Japanese Language and Culture I (in fall semester)”

Class participants, class content, etc. are as follows.

Participants: 13 international Students (12 students from China, 1 student from Brazil) ,

1 Japanese student at Graduate School of Education , 3 students at Faculty of Education

## Contents

### ① Interview activities by international students

Implementation Date: November 1, 2021

### ② Introduction of Mie Prefecture and the Faculty of Education by students of the Faculty of Education

Implementation Date: November 15, November 22, 2021

2 activities were carried out as described above on “Japanese Language and Culture II (in fall semester)

For the interview, 2 classes (October 18, October 25) were allocated for preparation before the activities. The international students were divided into 3 groups, and each group discussed what they wanted to ask Japanese students. On the day of implementation, each group asked a question to one Japanese student using Zoom's breakout room function, and this was done three times. In the activities, not only questions prepared in advance by the international students but also it was observed to develop to be discussions and exchanges.

In the introduction by graduate students of Graduate School of Education about life in Mie Prefecture and graduate school, there are many international students who are planning to enter graduate school actively exchanged questions and opinions. In both activities, both international and Japanese students commented on the enjoyment of mutual exchange and the deepening of their learning about different cultures and their own countries.

## **(4) Initiative to undergraduate “Japanese Language Teaching Methodology”**

Class participants, class content, etc. are as follows.

Participants: 3 Japanese students at Faculty of Education

Contents: Online interaction with international guests

Implementation Date: January 11, 2022

The "Japanese Teaching Method (Undergraduate)" in the Faculty of Education, as a subject related to subjects and teaching methods for subjects, covers a wide range of content related to Japanese language education and its teaching methods. Japanese language education is conducted not only in Japan but also overseas, and although it is difficult to come and go overseas, it is necessary to be in touch with the Japanese language situation overseas, so, continuing from last academic year, we provided an opportunity to hear from overseas experts.

This year, we connected the classroom at Mie University to Taiwan online, where are little time difference and the situation regarding COVID-19 is relatively calm, and we invited Dr. Keiji Sato, who is involved with Japanese language education at the Department of Japanese at Wenzao Ursuline University of Languages in Taiwan, as a guest to talk about the local Japanese language education

situation under the title "Taiwan Today". All participating students actively asked questions and expressed their opinions, and showed to deepen their understanding and knowledge about Japanese language education situation overseas.

**(5) Support for international exchange between Kada Elementary School in Owase and Elementary Schools in Taiwan by Higashi-Kishu Education Center of Higashi-Kishu Regional Satellite Campus**

Higashi-Kishu Education Center of Higashi-Kishu Regional Satellite Campus supports English education that Associate Professor Eri Ohno is leading a project at Kada Elementary School in Owase collaborate with the Owase City Board of Education. This is the third year of this program, we conducted an international exchange class using ICT in response to the request of "We want the children to feel, "I can communicate in English!"."

Kada Elementary School proceed international exchange via the Internet was with Gaoxiongshijiadingquxingda Elementary School (Xingda Elementary School) in Taiwan. This Exchange with Gaoxiongshijiadingquxingda Elementary School was implemented by associate Professor Akiko Hattori of the Faculty of Education, who found a partner for the exchange contacted to the Mie Prefectural Government or the Kaohsiung Office of the Japan Taiwan Exchange Association, and through the Kaohsiung City Board of Education.

We held many meetings between Kada Elementary School and Gaoxiongshijiadingquxingda Elementary School via the Internet, and although there were some problems with ICT equipment and Internet connection speed, we were able to overcome them and held two exchange classes. In the first exchange, we played games in all the class and sang Christmas songs together in English. In the second time, each student created a picture-story show or slide for a presentation introducing his/her hometown, and each student gave a presentation. In the post-survey, many children commented "I could understand my partner's English!", and we were able to realize a valuable experience for the students through the combined efforts of many people involved.

#### **4. Faculty of Medicine • Graduate School of Medicine**

The School of Medicine is working to provide specialized English language education, experiential learning opportunities overseas, and internationalization of the educational environment on campus with the aim of cultivating physicians who contribute to the community with internationally accepted skills and medical researchers who are committed to solving medical problems common to global society. We implement that English-language education by a team of faculty consisting of foreign physicians studying abroad using priority allocation system for foreign teachers and foreign students at national expense, or lectures on cutting-edge research by overseas researchers using ICT, lectures by foreign teachers short-term invited program. However, due to the further spread of the coronavirus, suspension of overseas travel through the Faculty of Medicine and university hospital this year actual exchange has been stagnant. However, the construction of a network through the web is gradually progressing, and a new form of exchange rooted in the post-corona is emerging. In addition, the accreditation system for medical education by field based on the standards of the World Federation of Medical Education was initiated with the aim of international standardization of medical education, and the University was certified after verifying its educational curriculum and evaluation system.

##### **(1) Acceptance of foreign students**

Though 2 Zambian students (cardiovascular medicine, Hepato-Biliary-Pancreatic Surgery) who were scheduled to be admitted under the International Priority Graduate programs for MEXT Scholarship Students were unable to come to Japan last year were able to come to Japan at the end of March, although they were unable to visit Japan due to COVID-19. They were able to take Japanese language classes through the web in Zambia and receive training of Japanese, while they were unable to come to Japan.

##### **(2) Foreign nurses begin full-time work at Mie University Hospital**

A Zambian male who obtained a Japanese nursing license started working as a surgical department nurse at Mie University Hospital. He is fluent in Japanese and performs surgical operations without any problems. Japan is currently accepting foreign technical intern trainees from Vietnam and other countries, and there is a possibility that the number of medical personnel from other countries will increase in the future, and as the first person, we believe that this will be a goal for future generations.

##### **(3) Joint research with overseas researchers**

In the Department of Plastic and Reconstructive Surgery, we conducted an international collaborative study on burn injuries and microsurgical procedures in Africa, and submitted a paper.

#### **(4) Participation in the meeting of the Council of Directors of National University Hospitals Committee in charge of the Council for Internationalization**

Dr. Narushima, Director of Isaji Hospital and International Medical Support Center, participated in the above meeting online on February 10, 2022. From Faculty of Medicine at Mie University, we examined the details of strategies for medical care in other developed countries regarding suggestion related to outbound human resources, technology, systems, and investigated future strategies for overseas expansion as Japan. As a result, other developed countries have found many talented people as part of their assistance to developing countries such as Africa, and strengthen a connection with these countries by competing to provide education and technology in their home countries. By 2030, a quarter of the world's population aged 19-24 is predicted to be Africans, and Africans are the only projected to grow in the youth population, account for about 10% of all international students worldwide. We surveyed aid strategies to gain foreign students from various countries to Africa, and discussed strategies for overseas expansion as a Japanese national university hospital. In first place is France with about 100,000 students (2016), making it the world's largest host country for international students. Students from Africa account for 45% of the total number of international students. Tuition at all national universities is almost free. The French Study Abroad Agency has regional offices in 30 African countries. It also actively offers information via the Internet and conducts public relations activities. 15,000 government scholarships will be allocated with priority given to Africans. Students may stay in France for 6 months after graduation for job hunting, particularly students who come from Morocco, Algeria, and Tunisia.

Second place is China with about 80,000 students (2018), which, under the "The Belt and Road" initiative policy, has signed intergovernmental agreements with 37 African countries to provide government scholarships to 50,000 African students. Various scholarship projects, such as the Confucius Institute, are easy to receive scholarship. Online applications are common and use the same system as university admission applications. They have a negative attitude toward settling in foreign countries. They expect to work in Chinese companies in their home country. Establishment of the National Office for Chinese Language Education Abroad to promote Chinese language education of adjustment of teachers license and development of teaching materials using on-signing education services. The medical field is second only to linguistics (10%), particularly Ghana, Nigeria, Ethiopia.



The international students occupy about 0.22 million people (2017), 93.3% from Asia, and fewer from Africa (0.8% of total international students) in Japan. However, it ranks first in the region at graduate school (figure). Industrial human resources initiative aims to provide internship opportunities at Graduate school 1,000 people from Africa in 5 years. The advantages studying abroad in Japan include high technological capabilities, interest in culture, good

public safety, and educational environment. It was also an opportunity to interact with the Japan Overseas Cooperation Volunteers. Many students considered studying in foreign countries, and there is less help studying abroad than in other countries. We found that the difficulty in gathering information

2021年度	大学生	大学院生	アフリカ留学生	学生全体	国費	医歯合計	医歯私費	医歯国費	
アジア	81842	7	2019	大学	362	72	2	1	0
中東	282	32		大学院	41	14	0	0	0
アフリカ	360	33	2020	大学	368	54	2	1	0
ヨーロッパ	1861	13		大学院	34	13	0	0	0
北米	809	0	2021	大学	360	36	2	1	0
中南米	1436	15		大学院	33	18	1	0	1
オセアニア	184	19							
合計	86774	119							

on scholarship programs and complexity of application process are challenges, particularly in Egypt, Kenya, and Nigeria. We reported in the Future Vision Realization Annual Report 2021/Action Plan 2022.

(Data obtained from E-stat Basic School Survey: Number of foreign students by nationality/region by relevant department and major field of study)

### (5) Held a series of lectures on "Global Health and Community Medicine" (Prf. Hiroki Hori, medical education)

A total of 15 lectures on international health and community medicine were given using Zoom.

#### ■Eligible Students

First year School of Medicine (compulsory subject) 125 students

Other faculty, School of Nursing 1 student each

International students belong to Center for International Education and Research

(Tianjin Normal University) 7 students

High School-University Cooperative Project's high school students 5 students

#### ■Total 15 lectures Contents Excerpts

- Hiroki Hori (Professor of medical education at Graduate School of Medicine at Mie University)  
Think globally, Act locally
- Mayumi Mizutani (Community Health Nursing at Graduate School of Medicine at Mie University)  
International community nursing activities utilizing the strengths of rural communities
- Takashi Kurumiya (Doctors Without Borders • Japan President)  
Medical care for me—Experiences in international medical cooperation

- Yoji Sakurai (Graduate School of Medicine at Mie University Associate Professor of Medical Education /Hepato-Biliary-Pancreatic/Transplant)

Differences in surgical care situation between the partnership countries of Mie University

- Sancho Narushima (Professor of Department of Plastic and Reconstructive Surgery of Graduate School of Medicine at Mie University • Director of International Medical Support Center)

Medical care and future of foreign residents supporting Mie's industries

- Chihena Banda (Clinical Fellow and PhD Student)

Japan's Contribution to international medicine as seen from a Zambian Doctor

- Shin Tanimura (Professor of Community Health Nursing at Graduate School of Medicine at Mie University)

Neglected tropical diseases(NTD)

#### **(6) Lecture on the international situation of coronavirus by the International Medical Assistance Center**

Dr. Takashi Kurumiya, a graduate of Mie University faculty of medicine who has been appointed as president of Doctors Without Borders Japan, was invited to give a lecture on "Humanitarianism in international medical assistance activities" on Thursday, July 1, 2021, from 18:00-19:30. About 200 people participated the lecture, and Dr. Kasai, former director of the International Medical Assistance Center, reported on the COVID-19 situation in Myanmar under the coup d'etat, and Mr. Watanabe, a participant from Turkey, reported on the lockdown situation in Turkey. This lecture provided a better understanding of some aspects of the global COVID-19 situation.



#### **(7) International Medical Support Center HP Partially Changed**

The website created by Dr. Kasai, former director of the International Medical Assistance Center, has been renewed and produced since last year with two easy-to-understand pillars of medical care and training. In this academic year, we additionally revised the English part of the website and changed the hospitalization information to measures against COVID-19-compatible version. We received about 5 inquiries from overseas via e-mail after reading this website, all from graduate schools or healthcare workers related to hospital training.



### (8) Activities of academic conference

The International academic conference of Clinical Medicine has been proceeding institutionalization of the medical interpreter system and certification for international clinical research, etc., we attended formal and informal meetings on these issues about once a month to proceed international cooperation and internationalization in Japan. Dr. Inocenti (Italy) and Dr. Gio (UK) gave lectures on robotic microsurgery at the Tokai association of Plastic and Reconstructive Surgery via the web. On February 5, 2022, at the Tokai Regional Meeting of Japanese Society for Burn Injuries, Dr. Banda who is an international student in department of plastic and reconstructive surgery, gave a lecture on the current status and issues of burns in Zambia, and Dr. Paula Egipto in the Department of Plastic reconstructive and Burn Unit of Hospital de São João, gave a lecture on the current status of burn treatment in Portugal via the web.

### (9) Digital signage display of hospitalization information videos in Portuguese and Spanish

With the cooperation of Ms. Maria Wakimoto who is a medical interpreter, though we created an easy-to-understand video on how to get a first medical examination last year and released it on the University Hospital's Youtube channel and website, we set up twelve digital signage units in the hospital to show the video constantly so that more people could understand.



**(10) Project for Propulsion of internationalization by making the syllabus of the graduate school of medicine of nursing into English**

As part of the "Mie University Globalization Strategy," we set up a goal of 100% of the graduate school courses syllabus (Doctoral Course in Medical Life Science and Master Course in Medicine: 2 courses and 64 education and research fields, Master Program in Nursing: 3 education and research fields and 10 specialized fields, Doctoral Program in Nursing: 6 education and research fields) are translated in English. Following the implementation of the syllabus for the doctoral course in the Graduate School of Medicine last year, we have translated the syllabus of the Graduate School of Medicine of Nursing into English in order to further propulsion of internationalization. Since all laboratories have now been translated into English, we will proceed with the implementation of the English version on the website next academic year.

**(11) Exchange of opinions on the situation in Ukraine**

Due to the Russian invasion of Ukraine, Ukrainians have fled to other countries and amounted to several million people. We exchanged opinions with Mie Prefecture, Mie International Foundation and Doctors Without Borders to see if the Faculty of Medicine and the hospital could provide some kind of assistance to the Ukrainian, and discussed future support.

**(12) Exchange of medical students for clinical training abroad**

In the academic year of 2020, we had planned to conduct overseas clinical training, early-stage overseas experience training, and acceptance of overseas exchange students to our university with the support of the Mie University International Relations Projects Expense Assistance, but due to the spread of COVID-19 infection, all of these projects were cancelled.

**(13) International Exchange (Dispatch) of Mie University Faculty of Medicine of School of Nursing in the academic year of 2020**

The program to promote mutual exchange between the School of Nursing, Faculty of Medicine (Graduate School of Medicine of Doctoral Program Nursing) and its partner schools in Germany and Thailand has been cancelled due to the spread of COVID-19 infection.

**5. Faculty of Engineering ・ Graduate School of Engineering**

**(1) Enforcement of Twinning program between Hanoi University of Science and Technology, Vietnam and the Graduate School of Engineering, Mie University**

①University Festa (2021.8.23-27, Major responsibilities: Assoc. Prof. Eitoku Nakanishi)

Together with Vietnamese students who are belong to Department of Mechanical Engineering and Graduate School of Engineering introduced the university and student life in Japanese and Vietnamese. During the period, all consortium universities (Toyohashi University of Technology, Kitami Institute of Technology, Wakayama University, Nagaoka University of Technology, Muroran Institute of Technology, Gifu University, Gunma University, and Mie University: 8 universities in total) participated. All related events this year were conducted online.

**②Study presentation by students of Hanoi University of Technology (2021.8.30, participants: Dean of the graduate school Ryojun Ikeura, Prof. Takao Maeda, Prof. Koichi Tsujimoto, Assoc. Prof. Eitoku Nakanishi, Assoc. Prof. Naoki Maruyama)** The students from Hanoi University of Technology gave a presentation in Japanese in groups of 3~4 on the comparison of one of the prefectures in Japan with Vietnam (Hanoi). The content was a good indication of the Japanese language proficiency level of the students (18th class) who aims to get transfer third year of the program in April 2022.

**③University information session (2021.11.1, project manager: Assoc. Prof. Eitoku Nakanishi).**

Prior to the application period for the transfer examinations, the persons in charge of the universities participating in the consortium gave explanations about each university on the above schedule. After explaining the contents in Japanese in even greater detail than in August, we asked Vietnamese students enrolled at the university to assist as interpreters some of the answers to questions.

**④Intensive Lectures on Thermodynamics (2021.11.15-19, PIC: Assoc. Prof. Naoki Maruyama, Prof. Shigeo Otake)**

In the 18th class, Assoc. Prof. Maruyama (17 x 45 min.) and Prof. Kotake (1 x 45 min.) lectured on "Thermodynamics" to about 30 students, and two Vietnamese students were asked to assist in the lecture. With the aim of familiarizing the students with the specialized education in Japanese that they will receive immediately after their arrival in Japan, the course focused on hand-drawn explanations using whiteboards and a writing camera. While including a time for question and answer as appropriate, much time was spent communicating in Japanese. On the Hanoi side, the university was locked down and the students participated from their own homes and boarding houses, and the faculty members progressed the lesson as they watched in real time on large high-resolution monitors. Although the Internet connection was sometimes unstable and we had to ask students to turn off their cameras, they were very responsive to our questions and actively expressed their opinions. Although educational effects can be expected even remotely, it is desirable to resume the intensive face-to-face lectures at the site.

### ⑤ Actual quantity of third-year transfer students, etc.

So far, 12 international students have been accepted through this program. 3 students are currently enrolled in the Master's program and 2 more will enter the Master's program in April 2022. In addition, they have been employed by companies in Japan, including those in Mie Prefecture. 3 third-year transfer students will be accepted in April 2022.

### (2) International Exchange Program "English classes by foreign faculty members for the purpose of increasing students' awareness of internationalization" (PIC: Assoc. Prof. Naoki Maruyama)

Some specialized classes for undergraduate and graduate school of engineering students were taught in English by foreign faculty members and engineers. Total of 5 teachers and technicians from Malaysia and Thailand, who are collaborators of the implementer, former doctoral students in their laboratories, and former foreign researchers who have studied abroad for a short period of time. Until now, we have been inviting foreign faculty members to give specialized classes in English, but the experience of our remote class in the 2020 academic year showed that it is relatively easy to experience classes given by faculty members from overseas universities without having to come to Japan, so we decided to undertake this project.

The following is a list of lecturers who cooperated in this project, the subject of the class, and an example of a remote class. The course was offered in 4 classes in spring and fall semesters. In addition to the contents related to the specialized courses that the lecturers were in charge, classes included an introduction to the composition of the universities and other institutions to which each lecturer belonged, the status of overseas students, and the content of their research.

- Refrigerant and air conditioning  
Assoc. Prof. Ir. Dr. Zuradzman Bin Mohamad Razlan, Universiti Malaysia Perlis, Malaysia
- Combustion and flame  
Asst. Prof. Dr. Ponepen Laphirattanakul, King Mongkut's Institute of Technology Ladkrabang, Thailand
- Climate control for agriculture greenhouses  
Asst. Prof. Dr. Chatchawan Chaichana, Chiang Mai University, Thailand
- Energy situation and renewable energy development in Thailand  
Dr. Yaowateera Achawangkul, Ministry of Energy, Thailand
- Global warming and climate change  
Asst. Prof. Dr. Viganda Varabuntoonvit, Kasetsart University, Thailand

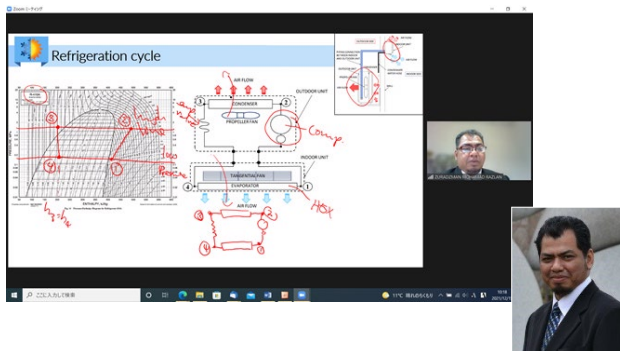


Figure Dr. Zuradzman Bin Mohamad Razlan  
how act during class

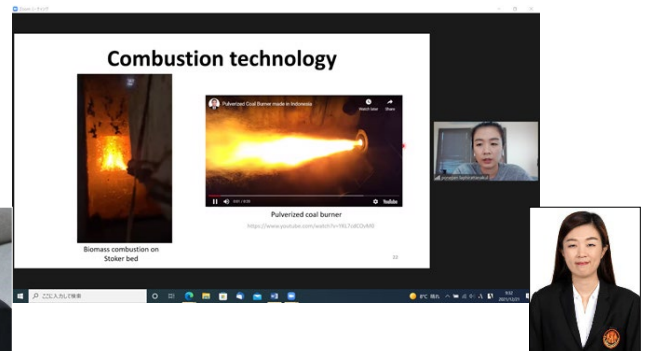


Figure Dr. Ponepen Laphirattanakul  
how act during class

Each lecturer has his/her own way of speaking, and I think it was a good opportunity for me to get used to everyday English by listening to each class for about an hour. Each lecturer has his/her own way of speaking, and we think it was a good opportunity for the students to get used to live English by listening to each class for about an hour. The graduate students asked questions in English about the content and their impressions of the class, but unfortunately, few undergraduate students were able to participate in the question-and-answer session. After each class, feedback was obtained from all participants. The undergraduate students' reactions were mostly about their own lack of language skills in the beginning, but as the number of sessions increased, they began to express their impressions and opinions about the class content. As students were exposed to more everyday professional English, they felt that the hurdle to learning English was getting lower. For students, listening to English for long periods of time requires a great deal of concentration. However, we believe that by offering several classes of relatively short time, students will be more interested in specialized classes in English. It would be good to continue to utilize the remote function and incorporate classes in English into some of the specialized classes in the future.

### **(3) Held Online International Symposium" in 7 research fields**

The Graduate School of Engineering has established 7 research fields (Field A: Robotics • Mechatronics, Field B: Earth's Environment • Energy, Field C: Information Processing • Telecommunications, Field D: Life Science, Field E: Nanoscience • Nanotechnology, Field F: Advanced Matter • Advanced Materials, Field G: Social Infrastructure • Production) across the departments, and along with the development of a prompt and flexible research system for regional and international issues, we are also working to enhance internationalized education in the graduate school. As part of these efforts, each area conducts international symposiums incorporating its own characteristics and features. Also in this academic year, although the specific implementation differs, the official language of the symposium was English, and the following international

symposiums were held online, focusing on oral presentations by students, short presentations and poster presentations in English, and invited lectures by foreign researchers active in the field.

#### ①Field A International Symposium

(A) Research Field International Symposium on Robotics and Mechatronics was held in a hybrid format on December 1-2, 2021. Prof. Zhu Akaca of Maebashi Institute of Technology gave an invited lecture in face-to-face titled Developments of Human-centered Robotic Systems. The contents of the lectures were deeply related to the Field A, such as walking support devices, attachment type of power assist devices, and brain-machine interface for robot control, and there were many points that were helpful. Twenty-four graduate students gave lectures on their research results in the fields of robotics, control, human-machine symbiosis, and renewable energy. The invited speaker, Mr. Zhu, also participated in the meeting, and a meaningful discussion took place. Dr. Zhu also gave a lab tour and discussion during the symposium. Furthermore, a symposium proceeding was prepared and distributed to the participants.

#### ②Field B International Symposium

On September 29, 2021, (B) Research Field International Symposium on Global Environment and Energy was held via online Zoom, and 89 participants audited. There was 1 invited lecture and 18 oral presentations by graduate students on research themes related to environmental energy. As an invited lecture, Dr. Tatsuya Yasuda from Keele University, UK, gave a lecture on his research on turbulence control titled "Spatio-temporal dynamics of turbulence: Energy transfer and control".

#### ③Field C International Symposium

On September 21, 2021, (C) Research Field International Symposium on Information Processing and Information Communication was held online via Zoom. 34 graduate students who are belong to each education and research field gave oral presentations on their research achievements in the fields of Computer Software, Computer Architecture, Computer Networks, Pattern Information Processing, Human Informatics, Human Interface Education and Research Field, Communication Engineering of Mechanical and Electronic Engineering, Information Processing, and Computer Engineering Education and Research, and Nanosensing Education and Research Field of Physical Engineering.

#### ④Field D • F International Symposium

The International Symposium on Life Science (D) and Advanced Objects • Advanced Materials (F) Research Field was jointly held online (Zoom) on September 28-29, 2021. On the 28th, 70 graduate students (69 from Graduate School of Engineering and 1 from Graduate School of Regional Innovation Studies) gave oral presentations in English on their research results in the fields of bio-systems engineering, molecular biology, biomaterials chemistry, organic electronics, polymer design chemistry, organic fine chemistry, organic functional chemistry, energy conversion chemistry, analytical environmental chemistry, organic materials chemistry and inorganic materials chemistry. (62 of them will also give interim presentations of their master's thesis.) Due to the large number of presentations, there was no time for Question-and-Answer. Instead, a Question-and-Answer session



was held at a later day using Moodle. In the invited lectures on the 29th, Prof. Damien Baigl, Department of Chemistry, Ecole Normale Supérieure de Paris gave a lecture entitled "Reconfigurable Self-Assembly: from Evolutive DNA Nanomachines to Living 2D and 3D Dr. Ayako Yamada, Department of Chemistry, Ecole Normale Supérieure de Paris and Centre National de la Recherche Scientifique, France, gave a lecture on the latest research results in micro • nano bioscience titled "Organs-on-Chips: Application for Cancer Studies and Tissue Modeling".

#### **⑤Field E International Symposium**

(E) Research Field International Symposium on Nanotechnology and Nanoscience was held on November 24, 2021 in a hybrid format (face-to-face and online Zoom • Gather). There were 80 participants, and 37 graduate students gave short presentations and posters on their research results in the fields of optoelectronics, organic electronics, quantum electronics, high-frequency photonics, quantum nano functional science, physical chemistry of nano materials, nano design, condensed matter physics, and quantum physics education and research. In an invited lecture, Dr. Yusuf Nur Wijayanto at Badan Riset dan Inovasi Nasional (BRIN) presented his latest research results in the field of microwave photonics titled "Small Antennas on Optical Modulators and Its Prospective for Beyond 5G Networks.

#### **⑥Field G International Symposium**

(G) Research Field International Symposium on Social Infrastructure • Production was held on November 17, 2021. On the same day, an invited lecture entitled "Designing Time: Temporal Cues in Built Spaces" by Prof. Kevin Nute, Associate Prof. at Architecture, University of Hawaii at Manoa, USA, and "CNT based Polymer Composite" by Prof. A.K.M. Masuda at Bangladesh University of Engineering and Technology, was held online and attended by many people. This was followed by lectures by 20 graduate students. The session lasted 3 and a half hours, including a Question-and-Answer session took place in 2 venues.

#### **(4) Online "Short-Term Internships Abroad**

On December 13 and 16, 2021, we conducted an online short-term overseas internship program with the cooperation of Yasunaga Corporation, Ito Seisakusho Corporation, Ltd., Yamamori Corporation, and Sumitomo Wiring Systems Ltd. A total of 266 second- and third-year engineering students participated. The purpose of this internship is to help students understand the attractiveness and activities of local companies, to bring companies and students closer together, and to give them an understanding and motivation to become global human resources by exposing them to the overseas activities of companies in Mie prefecture. Students who participated in this program commented, "I really wanted to know about the actual living conditions in the actual country. I wanted to see things from the point of view of Japanese people working overseas the next time I go abroad," "Listening to the stories of people actually working overseas gave me a real sense of what it is like to work overseas," and "I learned that it is more important to be active and proactive than to have language skills, and I can now consider working overseas. "

#### **(5) JICA Subject-Specific Training Program "Development of Highly Skilled Industrial Human Resources Utilizing Japanese-Style Engineering Education"**

Online training was conducted for 12 trainees from Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, and Turkmenistan) from December 3 to 10, 2021. On the first day of December 3, each trainee gave a "Country Report Presentation" on 4 topics: "Positioning of Engineering Education", "Current Status and Issues of Engineering Education", "Relationship between Engineering Education and Industry", and "Target Level of Engineering Education" in their home country. After December 6 of the following week, the following lectures were given entitled: "Overview of Engineering Education in Japan" (Lecturer: Prof. Tsuruoka, Suzuka University of Medical Science) on the characteristics of the Japanese school system and engineering education, the characteristics and curriculum of each institution entitled; "National Institute of Technology as an Example" (Lecturer: Associate Prof. Kai, National Institute of Technology); "Nagoya Institute of Technology as an Example" (Lecturer: Prof. Inomata, Nagoya Institute of Technology); "Mie University as an Example" (Lecturer: Prof. Kubo, Graduate School of Engineering, Mie University), and "Characteristics of Japan and Japanese Companies, Human Resource Development of Japanese Companies" (Lecturer: Mr. Yokomori, Coordinator of industry- academia collaboration at Graduate School of Engineering, Mie University). On the final day of December 10, country-specific discussions and presentations of results were held, including proposals for activities aimed at fostering high-level industrial human resources in the country concerned. Trainees commented, "The educational methods of each institution were clear, simple, and interesting", "I was interested in the collaboration with industry in Japan", and "I was impressed by the abundant experience and kind teaching methods of the trainees."

## **6. Faculty of Bioresources and Graduate School of Bioresources**

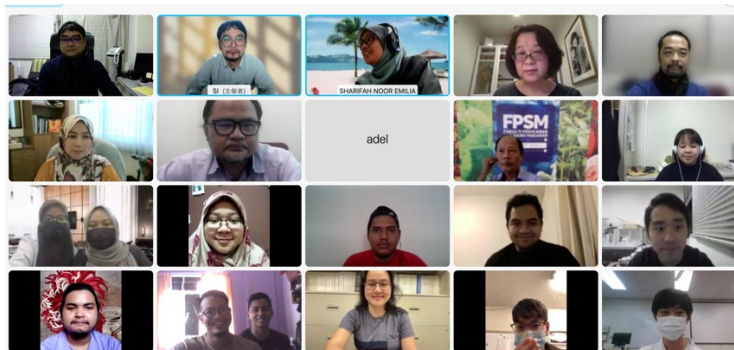
### **(1) Implementation of various JICA educational programs**

The Graduate School of Bioresources participates in many of the projects implemented by JICA as educational programs for nation-building in developing countries. This academic year, the ABE Initiative Project (Master's Degree and Internship Program of African Business Education Initiative for Youth) and regular students of the SDGs Global Leader (SDGs Global Leader) came to Japan even the COVID-19 pandemic to conduct research in the laboratory and participate in general education classes with universities across Japan. These projects were able to continue this year due to the online conference facilities and the online entrance examination system that the Graduate School had previously developed. We will continue to accumulate achievements, and many foreign students from developing countries will study at our graduate school of Bioresources through the educational program under the "JICA Graduate School for Development Cooperation".

### **(2) Online activity with University Malaysia Terengganu**

Universiti Malaysia Terengganu is an important exchange school that has been transferred to an academic exchange agreement this academic year. Although the summer school at Universiti Malaysia Terengganu was cancelled, we invited a faculty who is also a graduate of the Graduate School of Bioresources to give an online lecture for the first-year undergraduate students on career design after graduate school, and Mie University held a web open campus to provide students with opportunities for research and exchange. We invited Dr. Shunpei Iehata at University Malaysia of Terengganu who graduated doctoral Program of the Graduate School of Bioresources and spoke to 260 first-year students of the Faculty of Bioresources about his time as a student at Mie University, his motivation for traveling abroad, and his current life as a faculty member. After that, explanations were given on the summer school being conducted at Universiti Malaysia Terengganu and the exchange program in Malaysia. On another day, as a part of Mie University International Exchange Days, the second online open seminar for Universiti Malaysia Terengganu was held with 60 participants, and three faculties from the Graduate School of Bioresource of Mie University gave lectures, and 3 faculties from the Faculty of Fishery & Food Science, including one Indonesian graduate who became a faculty at Universiti Malaysia Terengganu after receiving a degree from the Graduate School of Bioresource. In a survey for first-year students, many students indicated that they would like to study abroad for more than a half year, and we understand that they would like to participate in short-term study abroad programs such as Tri-U and summer school. We will think by getting closer to their desire and strive to establish a system that will enable us to resume dispatch as

soon as possible.



### **(3) International exchange utilizing the strengths of international students**

While international exchange programs were difficult, activities were carried out to utilize the strengths of the diverse international students in the Graduate School of Bioresources. This activity was conducted as part of the Mie University International Exchange Projects Expense Assistance, and various international exchange projects were planned mainly for international students, and introductions to the graduate school and study abroad counseling were provided online. In response to requests from local elementary schools, online exchange meetings were held mainly with international students working as specially-appointed teachers, contributing to local internationalization and international understanding activities.

#### **a. Contribution to "Encounter Learning (International Exchange)" at elementary schools in Tsu**

The program was to send an international student who is a specially-appointed teacher to conduct an exchange program for 39 sixth graders at Karasu Elementary School in Tsu City. However, due to a COVID quasi-emergency, the exchange meeting was held between Mie University and Karasu Elementary School via a video link system. During the exchange session, the students introduced their countries of origin (Kenya, Indonesia, and Egypt), and a free Question-and-Answer session with the elementary school students was held through an interpreter. The participating foreign students were relatively old, had their families with them, and their children were attending elementary school. This made it possible for them to honestly talk about the questions and problems they usually have with Japanese elementary schools. This helped to alleviate some of the anxiety that international students usually have, and responded to their desire to contribute to the local community. It was well received from the elementary school students that “We changed their images and perspectives of foreign countries by learning about them.” “We were able to understand the feelings and problems of our classmates who have foreign roots.”



#### b. Online Open Campus by International Students

An online study abroad fair in multilingual (English, Malay, Chinese, and Japanese) was planned and implemented to encourage Malay-speaking universities Indonesia to study at Mie University. On the day, although we used Zoom, which is not officially used by the Malaysian government, 46 students from the Department of Faculty of Fishery & Food Science of Universiti Malaysia Terengganu participated from Malaysia. After a brief overview presentation by a faculty, unlike the current graduate school introduction video in Japanese, a video of a campus tour from an international student's perspective, a guide to the surrounding area, religious facilities, places to purchase Halal food, and research life was streamed and introduced. A question-and-answer session was held in English, Malaysian, Japanese, Chinese, and other languages, reflecting the diversity of Malaysia, and the Question-and-Answer session was very active. In this project, we were able to respond to the international students' desire to introduce their own study abroad experience. In addition, some students commented that they could not hear what they wanted to ask at the open campuses organized by faculties, as they mainly explained procedures of how to study abroad. In this project, students introduced information that they themselves wanted to show and know, and we believe that this information was well conveyed to the participating students from overseas. It was also a good opportunity for the students to reevaluate their motivation for studying abroad and their future career paths.

#### c. University introduction and workshop on bioresources for faculties at the University of Central Luzon, Philippines

An online workshop was held for faculty of the University of Central Luzon in the Philippines, where the number of international students has been increasing and exchanges have become more active in recent years conducted university and laboratory tours, bioresource acquisition and manipulation, and disease diagnosis using multiple cameras to deliver videos of techniques and microscopic images of samples. Including the Vice President for Academic Affairs from Central Luzon

University, thirty participants attended. In this project, we explained that Mie University fully guarantees the compliance with the Convention on Biological Diversity by deepening the understanding of joint research in which faculties and students who will be accepted under the government-funded priority allocation and the JICA Agri-Net project are involved, and the storage and handling of biological resources at Mie University, which was understood. This will further promote international collaborative research using biological resources in the Philippines, which has been considered difficult, and will further increase the acceptance of excellent students.

**(4) The academic year of 2021 "Special Program for Priority Placement of Government-Sponsored International Students"**

The "Approaches from Bioresources and Engineering for Building a Sustainable Region and World," proposed jointly with the Graduate School of Engineering, has continued to be selected for the "Special Program for Priority Placement of Government-Sponsored International Students" for the academic year of 2019. Featuring multilingual prior learning and internships using SciLets, an online educational tool operated by Mie Global Environmental Center for Education and Research, the program gives priority placement to government-sponsored international students for three years. In the academic year of 2021, three of the four students scheduled to enroll in the Graduate School of Bioresources have come to Japan to begin their studies. We are also working on the translation of SciLets into multilingualization.

## 7. Graduate School of Regional Innovation Studies

### (1) Appointed Director of WHO Asia-Pacific Centre for Environment and Health (WHOACE)

Specially Appointed Prof. Hye Sook Park will assume the position of Director of the WHO Asia-Pacific Centre for Environment and Health (WHOACE) on October 15, 2021, and is expected to be highly involved in international research, education, and international exchange in the field of environment and health. WHOACE is based in Seoul, Korea, is a United Nations agency that unites 37 countries in the Asia-Pacific region, including Japan, China, and Korea, and coordinates three sectors: air pollution (transboundary air pollution), climate change (global warming), and water conservation and sanitation. Mie Prefecture is the location of the Yokkaichi Industrial Complex, which supported Japan's rapid economic growth. On the other hand, Mie Prefecture experienced Yokkaichi pollution caused by air pollutants from the Yokkaichi Industrial Complex in the 1960s, so this is an opportunity for Mie University and Mie Prefecture to demonstrate leadership in international environmental cooperation, drawing on lessons learned from Yokkaichi pollution. In addition, it is most expected to play a role as a United Nations organization responsible for international environmental cooperation among Asia-Pacific countries against climate change (global warming), the biggest environmental problem of the 21st century. Furthermore, in the Asia-Pacific region, where extreme weather events associated with climate change are frequent and lifelines are fragile, and where sanitation concerns due to deteriorating water quality are the highest, Professor Hye Sook Park, an environmental geographer, is expected to provide leadership, drawing on her previous experience as the Director of WHOACE.



Head of WHOACE Specially Appointed Prof. Hye Sook Park



Staffs of WHOACE



Seoul Global Center(WHOACE)



Seoul Global Center(WHOACE)



WHOACE Annual Report 2021 Greeting from the head



ANNUAL REPORT 2021

**WHO Asia-Pacific Centre for Environment and Health in the Western Pacific Region**

Seoul, Republic of Korea



WHOACE Annual Report 2021

**(2) Participation and activities at the 26th Conference of the Parties to the United Nations Framework Convention on Climate Change (COP26)**

Specially Appointed Prof. Hye Sook Park participated in the 26th Conference of the Parties to the United Nations Framework Convention on Climate Change (COP26) held in Glasgow, UK, from October 31 to November 13, 2021, as the Director of WHOACE and a representative of international



environmental NGO Three students (one international student) from the Graduate School of Regional Innovation Studies also registered to participate in COP26 and were scheduled to attend, but were forced to cancel their participation due to the spread of COVID-19 in the UK. Specially Appointed Prof. Hye Sook Park actively promoted Mie University and the Graduate School of Regional Innovation Studies' commitment to the environment and SDGs as well as its participation in the COP26 plenary session. With the adoption of the "Glasgow Climate Pact" at COP26, the Glasgow conference is highly regarded as the most successful UN environmental conference in recent years. The Glasgow Climate Accord reminded us that the world has moved beyond the era of climate change to the era of climate crisis. It is essential to limit the temperature increase due to global warming to 1.5 degrees Celsius, and to approach the climate crisis from both mitigation and adaptation perspectives. The strengthening of efforts toward renewable energy and the shift to EVs for a fossil-free society were discussed intensively. It was also agreed to take effective measures to achieve the Sustainable Development Goals (SDGs) by 2030 and to create a carbon neutral society (CN) by 2050 by fostering global environmental human resources, by back-casting in all countries in the world, and all stakeholders and partnerships take effective measures with all stakeholders in the industry-government-academia. The World Health Organization (WHO) has issued a report on the climate crisis and health hazards, and has warned that about 250,000 people a year are expected to die from heat stroke due to global warming and about 7 million people a year from air pollution, especially that environmental problems and health hazards are two sides of the same coin, and that health hazards due to environmental degradation are of greatest concern in Asian countries where economic development has been most prominent. During COP26, Specially Appointed Prof. Hye Sook Park actively promoted the environmental and SDGs activities of Mie University and the Graduate School of Regional Innovation Studies through round-table meetings with government delegations from around the world (Japan, Korea, etc.), the President of the UN Green Climate Fund, industries, authorized people of SDGs pavilion, and international environmental NGO. Mie University and the Graduate School of Regional Innovation Studies. In particular, the web version of the "Mie University Environment and SDGs Report 2021" and leaflets (in Japanese and English) will be used to promote Mie University's environment and SDGs policies under the strong leadership of President Masaaki Ito, round-table meetings between the President, students, faculty and staff, environmental research, environmental education, environmental management systems and social contributions. In addition, we will actively promote international exchange through international research activities using the proceedings of the 13th International Workshop on Regional Innovation Studies (IWRIS2021) at the

Graduate School of Regional Innovation Studies, and cooperation with the Mie Prefecture SDGs Promotion Partner Registration System.



COP26 main venue (Glasgow, UK)



Speech of Former president Obama



Conference with President of Green Climate Fund



Conference with Korean government delegation



Environmental NGO activities



Youth meeting at COP26 venue

### **(3) The 13th International Workshop on Regional Innovation Studies (IWRIS2021)**

The Graduate School of Regional Innovation Studies has held an annual international workshop regarding regional innovation studies organized by this graduate School since its inception in 2009. The 13th International Workshop on Regional Innovation Studies (IWRIS2021) was held on October 21, 2021 at the Regional Innovation Hall. Continuing from last year, due to the effects of the COVID-19 infection, the meeting was held for only one day because it was impossible to invite researchers and students from overseas, but two researchers from Vietnam National University, Ho Chi Minh City, Vietnam, seven researchers from Aletheia University, Taiwan, and one researcher from Tamkang University, Taiwan, presented their research with online participation. In holding the event, at the same time, we took thorough preventive measures against infection, such as securing space with physical distancing, temperature checks with thermal cameras, alcohol disinfection, and we cancelled the banquet.

In this 13th International Workshop, Dr. H-F Chang at Aletheia University, Taiwan, gave an invited lecture, "Are 'stock returns' a hedge against Inflation in Japan? ", and the presentations by students were divided into 4 sessions (Social Engineering I, II, III for Regional Innovation and Engineering and Bio-Science for Regional Innovations), and 16 presentations were presented. The number of participants: 71 (including 17 ONLINE participants), and enthusiastic discussions were held on a wide range of research. The international workshop was a meaningful opportunity for students of the Graduate School of Regional Innovation Studies to gain valuable experience in improving their English communication skills by writing research papers in English, presenting their research, and answering questions in English. Doctoral Program student, Ruiyi Tao, as the best paper award winner, and Shih-Yuan Huang and Mihiro Ooka at Tamkang University, Taiwan, as the outstanding paper award winners, were presented with their awards by Dean Kazunari Kobayashi.

Best Paper Award

「Atmospheric Impacts of China's regional Integration Policy in Northern China's Industrial Cities- A case study of Tianjin City and Tangshan City by Ruiyi Tao, Norihiro Nishimura, Hye-Sook Park and Takaya Kato」

Outstanding Paper Award

「Effects and Development of Taiwan-U.S. Trade and Cooperation after the U.S.-China Trade War by Kuan-Ju Lin and Shih-Yuan Huang」

「A Study on Generation of Synthetic Images Using Deep Learning for Wafer-map Anomaly Classification by Mihiro Ooka, Hiroharu Kawanaka and Tetushi Wakabayashi」



State of the presentation



Conferment of Best Paper Award

The 13<sup>th</sup> International Workshop on Regional Innovation Studies (IWRIS2021)



●三重大学国際交流ホームページ  
(<https://www.mie-u.ac.jp/international/>)

発行/令和4(2022)年●月  
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印刷/伊藤印刷株式会社

