

Flexibility, Endurability, and Peace

TAOYAKA Program Newsletter



た
お
や
か
TAOYAKA

Vol. 4 Winter 2015



Onsite course rotation: Kure city December 2015

Message from Academic Mentor

What Does Graduate Schools' Educational "Reform" Mean to Educators?

By **Kazuo Tomozawa**, Professor and Academic Mentor, Cultural Creation Course Leader

The Leading Graduate Education Program is defined as a program that supports drastic reform of graduate school education. Two years have passed since we launched our Taoyaka Program, and we are gradually gaining clarity on what such drastic reform actually means. The Public Relations Committee of the Program has asked me to contribute to this newsletter as head of the Cultural Creation Course, and this article is written from the perspective of what kind of activities an individual teacher involved in the Taoyaka Program has conducted.



Dr. Kazuo Tomozawa
Cultural Creation Course Leader

Inside This Issue

...

Message from Academic Mentor, Dr. Tomozawa, Cultural Creation Course Leader ----- 1

Welcome to TAOYAKA Program!! October 2015 ----- 3

Introduction of New Students ----- 4

Onsite Education:
◆ Onsite Course Rotation ----- 9

◆ Onsite Training ----- 14

Internship Program ----- 18

News: International Symposiums ----- 19

Multidisciplinary and TAOYAKA Program Seminar series ----- 22

The official language of the Taoyaka Program is English, and naturally all classes are also conducted in English. I had no previous experience of holding a class in English, but ended up launching a new class called Geography of Contemporary India, covering India, one of the fields in this program. I gave a lot of thought to the content of the class and how I should teach it, and in the end decided to incorporate both practical and exercise-based elements. For instance, I have the students obtain data from India's census bureau website and create population pyramids for each state, and then we discuss the factors behind the major differences between states. They also have figure-based discussions on the villages around large-scale industrial estates, looking at how the population and employment structure has changed in such areas over the past ten years. The reason I do this is because I want the students to know what kind of data exists where, and how can they use that data, to prepare for when they conduct onsite research in India in the near future. Naturally, one of the reasons that I adopt this method for class is that not all students have the same level of English, and my English is not perfect either, which means that holding one-way lecture-based classes would not be productive.

In the Taoyaka Program, not only the classes but also official and unofficial research guidance for the

students is conducted in English. This was one of the reasons that I decided to obtain an objective view of my own English level, and almost in my 53rd year, took the TOEIC English test for the first time. I had not taken an exam using a marking sheet since the common 1st-stage university entrance exam. Looking over the exam room, there was no-one who looked older than me, and I felt quite out of place. As for the test itself, I completely ran out of time before finishing, and moreover I knew that I would run out of time half way through the exam, and ended up in a serious panic. When I told this story to my son who is in-between high school and university at the moment, I was dismissed with a smile – “I know that feeling so well, ha ha ha”. The result was not good and not bad – as expected, not such a great score. It was five points below my wife, who took the test one month before me, and at the moment I am thinking about whether to use that fact as incentive to take the test again, or to view it as within the margin of error and just accept it.

My role in the Taoyaka Program is the head of the Cultural Creation Course and Chairperson of the Entrance Exam Committee. However this does not mean that I am exempt from other university duties or work for academic circles; on the contrary, such work has increased, and I am largely dependent on stamina to get me through my days. To maintain my

stamina and my health, I have always made an effort to go swimming, and from this year I have increased the distance I swim each time to 2000 meters. I go to the pool around twice a week, and it is a good way to relax. The benefits of this exercise are directly evident in my health – when I took my regular health check up recently, apart from my eyesight, not one of the items in the check had deteriorated.



In this way, through participating in the Taoyaka Program, as an individual teacher I have seen significant benefits – an improvement in my ability to hold classes in English, raising of my motivation for English and improved stamina and health. One of the objectives of the Leading Program is to support radical reform of graduate school education, and this is synonymous with supporting radical reform of graduate school teachers. The true aim of the Ministry of Education was probably to retrain teachers in their 50s who tend to be overwhelmed by day-to-day life.

Welcome to TAOYAKA Program!! October 2015



The Opening Ceremony of Hiroshima University Graduate School Leader Education Program was held on October 1st, 2015. We welcomed eight students to the TAOYAKA Program as well as four students to the Phoenix leader Education Program for Renaissance from radiation Disaster.

The president of Hiroshima University, Dr. Mitsuo Ochi, gave the opening address to congratulate and encourage the newly-enrolled students. “You will be working on various issues and learning together not only with students from Hiroshima University but also leading graduate schools from other universities. I hope that the global leaders from two programs will successfully complete the courses and play an active role in the international arena, to stand up against adversity and lead the way toward safer future.”



Introduction of New Students

Cultural Creation Course

Menoza Shikainnah Glow Dalumpines (M1: Graduate School for International Development and Cooperation, Division of Educational Development and Cultural and Regional Studies)



I am Shikainnah Glow D. Meñoza from the Philippines. I got my Bachelors Degree of International Studies Major in Japanese Studies in Mindanao Kokusai Daigaku, Davao City, Philippines in 2013.

Even before, it's always my desire to be a student leader. In 2010, I joined an exchange program (JENESYS) where Filipino youths are invited to Japan with a view towards promoting mutual understanding and friendship with Japanese youths. In 2011, I

participated in a convention of youth leaders (National Youth Parliament) wherein policy recommendations are formulated to address youth issues. In 2012, I had my OJT in Terumo Philippines and was able to work with Japanese people. I witnessed their hard work which is salient to their culture. Through involving myself in these activities, I was awarded as the Most Outstanding Student and received my Leadership Award. Right after graduation, I was recommended to study liberal arts in Poole Gakuin University in Osaka, a sister school of my university. For 2 years, I have affiliated myself in service learning to support students with Filipino roots.

Through TAOYAKA Program, I want to mold myself even better in multifaceted areas that contribute to a sustainable society. My

research deals with the Japanese-Filipino families in rural areas with the hopes of strengthening the relationship of Japan and the Philippines. Nowadays, Japan is facing a demanding phase in integrating multiculturalism in its once closed society and I believe that Japan has to deal with manifold challenges. As transnational migration is likely to increase and the number of children of mixed ethnicities rises, Japan has to adapt these changes and integrate new set of policies to cater the needs of people who are products of migration.

Through the lessons I will gain while living in Japan and the meaningful encounter with leaders from across the globe, I know that this experience happens only once in a lifetime. Hence, I would be forever grateful to people who are involved in this program.

Technical Creation Course

Novi Syaffika (D1: Graduate School of Engineering, Department of Mechanical Science and Engineering)

My undergraduate study was Biology in the Faculty of Science, Padjadjaran University in Indonesia. I decided to take a master study in Graduate School of Engineering, Hiroshima University

and graduated on September 2015. The switch from Biology science to Engineering was driven by my working experiences. I have been working in the Agency for the Assessment and Application of



Technology (BPPT), a government agency in Indonesia whose tasks are to assess and apply technology. I was involved in energy resources technology division to works on renewable energy development such as biogas, bioethanol also about energy planning and policy.

Working in renewable energy is interesting yet challenging especially when it comes to technology dissemination. Connecting the national and international stakeholders to run the project

successfully is not an easy task because technical knowledge is not the only factor that can make a project successful. The skills of understanding the society in all aspects including culture, technology, and social are very important. Technology application should put the concern in the balance between proven technology, and cultural, social, environmental and economy sustainability. Thus, I decided to continue my study to PhD under Taoyaka Program because this program provides

multidisciplinary education where students learn from technical, social, and cultural aspect. I am lucky to have more opportunities to learn about other field through Taoyaka class and seminars. We also can interact with students and professors from different field to share thoughts and information to enrich our knowledge. It is good to have some activities other than our main research in engineering laboratory. It somehow adds more colors to my study and my life to be more beautiful.

Teguh Nur Rohman (D1: Graduate School of Biosphere Science, Department of Environmental Dynamics and Management)



I am Teguh Nur Rohman from Indonesia. Prior to join Taoyaka Program, I am a Teacher in Technical High School, with responsibility in Curriculum planning division. My undergraduate education background was Electrical Engineering from Semarang State University. Apart of teaching in the Electrical field, I also concerned about environmental issue in my surrounding area. Especially the beautiful city of Wonosobo regency in Central Java, that face environmental deteriorating in recent year. I do

my first Master of Engineering in Municipal Waste Management, Mechanical Engineering Departement at Gadjahmada University. This master degree also broaden my view of environment that was not merely consist of the terrestrial environment but also marine environment.

With great curiosity about how we managed earth as a whole entity, I enter my second master degree in Dynamic Environmental Management, with Aquatic Environment Management as core program in Hiroshima University. In Taoyaka program I conduct research how to reuse some excess material or by product that usually unused and leftover in the land to use as recovery material for coastal environment improvement. The target species in my study was Nori which was highly consumed in Japan.

Since advance technology is not

the only aspect that make some success story in real life, considering other discipline may enhance the development of the society. With high effort for better environmental conditions for the next generations, after graduating from TAOYAKA program, I will take a part as researcher for the earth sustainability. In other words, I am eager to support the environmentally sustainable development. The knowledge obtained from TAOYAKA program will surely provide me skills to find ways to develop and to utilize technology to the utmost benefit to the world. Since the core concept of the program is reverse innovation and onsite-team project as one requirement, it provide us great opportunities to talk and share idea among the students from different fields as well as the local people, local customs, local wisdom, which will be a good way to make a better solution for any particular problem we face in the future.

Thakur Chetan Prakash

(M1: Graduate School of Engineering, Department of System Cybernetics)

I am Chetan Thakur from India, I joined Taoyaka Technical Creation Course in Oct 2015. Before joining Taoyaka I worked for 11 years in the field of internet security and cloud computing in India. I also have interests in trying new technologies especially in the field of biomedical computation and human anatomy. I see an amazing networking between various organs and I like to learn about how to use them optimally. I believe there must be a way to build systems or tools of health diagnosis which can be cheaper and usable by the end users in remote disadvantaged areas. I think in Taoyaka program can help me in identifying needs of people in remote areas in various geographies in asia pacific and provide ability to decide the

system requirements. This will also help me learn about the social and cultural requirements and understand the impact of these factors on the end results.

During my research in biological system lab, I want to focus on muscle model simulation and identifying the preliminary issues from the simulated scan on individual. This research requires study of Human anatomy, biomechanics, physics involved in this process, possible scanning devices acceptable from both cultural and social perspective and can work anywhere. The goal of my research is to build a scanning device for preliminary medical checks and does the root cause analysis or get remote help from



authorized medical practitioners. One more goal is to help build external actuators or muscles which helps increase strength of individual in remote disadvantaged areas.

As a leader it is very important to identify the improvement areas and make living better. I think Taoyaka program will allow me to explore and learn the skills to achieve my future goals.

Kumar Deepak

(M1: Graduate School of Engineering, Department of System Cybernetics)



I am Deepak Kumar and I am from India. I belong to technical creation course in TAOYAKA Program. My aim is to use High Speed Vision Systems. High-speed vision process at the rate of more than 1000 frames/s or faster, whereas

usual videos are at meagre 25 to 30 frames per second. My goal is to use such an advanced system in disadvantaged areas where such a requirement is essential.

Previously, I graduated from Anna University, Chennai in the field of Electronics and Communication Engineering. Due to inquisitiveness for electronics and programming, I had chosen Electronics and Communication Engineering as a majors during my graduation. During which I had learnt various concepts of Electronics Engineering with hands on approach. The seeds for thirst of

knowledge was sown during that time and I have continued to grow. Later, I had done advanced training program in International Institute of Information Technology where my main area of interest grew in computer vision. Afterwards, I had worked as Research Assistant and then lecturer in the same organization for two more years.

After my stint as Lecturer, I had to take my father's business for some time due to his health reasons. It was completely non-technical, during that time I understood that leadership is not just a role but also a responsibility to make sure while

achieving goals, so that one should not end up by breaking social and cultural boundaries. It was a completely non-technical stint, but I understood various aspects of business, right from finance handling, handling your employees

and also clients. I believe TAOYAKA program's unique approaches to examine social, cultural and technical aspects for problems will help me to achieve my goals in the future. As per my perspectives, TAOYAKA leading

program is an opportunity to learn various cultures, their functionality and requirements, which will broaden my knowledge, thought processing, perspectives to look at situations and solve the problems.

Social Implementation Course

Nguyen Thanh Quan (D1: Graduate School for International Development and Cooperation, Division of Development Science)

My name is Nguyen Thanh Quan. I come from Hanoi capital, Vietnam. After obtaining B.S and M.S from Hanoi University of Science. I worked in Vietnam Agricultural Genetics Institute as an official researcher in field of biotechnology and molecular breeding for 7 years. As you maybe know, Vietnam is one of the agricultural countries hardest hit by climate change in Asia. Climate has trend to be more tremendous. Vast portions of the food-crop producing regions in my country were adversely affected from environmental changes such as sea level rise, typhoons, submergence, drought stress, cold and hot temperature. In last decades, several thousands of hectares of Vietnamese rice seedlings in the Red River Deltas have been impacted by cold temperature, and

drought stress in Mekong Deltas which severely reduced rice yield. Therefore, the desire for tolerant crops against severe conditions, I have been mainly focusing on how application of biotechnology and modern breeding tools for developing new crops adaptation to environmental stresses caused by climate change. However, from producing successfully a good stress-resistant and high quality crop variety to popularizing as well as using popularly by consumers and local people in the environmental stress affected areas still has difficulty in policy support, technology transfer and postharvest environmental management.

Hence, that joining Taoyaka program as a PhD student will be a good opportunity for me to keep studying my research interest and



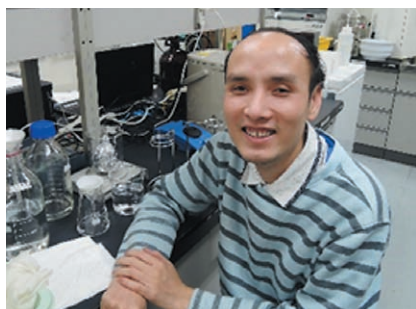
perceive the noble experience of Japan in the strategies of coping with climate change from various aspects. Moreover, I do hope that through Taoyaka program's on-site training courses and interdisciplinary studies, I will be also supplied the essential skills and useful knowledge to become a leading candidate person to specialize in the sustainable agricultural development and environmental protection and management.

Nguyen Phu Toan (D1: Graduate School for International Development and Cooperation, Division of Development Science)

I graduated from Hanoi University of Science and Technology in 2007, and my major is

biotechnology. Before came to Japan, I worked at Molecular Biology Division, Agricultural

Genetics Institute. I have joined some national and international projects and worked as a key



researcher. My research was to concentrate on co-operation Research and Development of Native Rice in Lao PDR and Vietnam. Of which, it was successful to collect the native rice germplasm of Vietnam and Laos and evaluate their yield potential and tolerance with abiotic and biotic stresses (included pests, diseases infestation, drought) in the controlled condition, greenhouse and field condition. I also researched and applied the molecular markers linkage with QTLs/genes of high yield potential to create super yield of conventional rice. The main goal of this research is to apply molecular assisted backcrossing (MABC) breeding strategy and use molecular markers techniques as a valuable tools to enhance yield potential for some popular Vietnamese rice varieties. This work may be partly help to increase economic growth for Vietnam to deal with the climate change

From 2013, I was a student of Global Environmental Leaders Education Program and I completed my Master course at Graduate School for International Development and Cooperation in Hiroshima University in 2015. Through Global Environmental Leaders Education Program, I acquired practical knowledge and skills useful for practicing environmental management.

I became a student Global Environmental Leaders Education Program and I have learnt much useful knowledge about environment management. But I think it is very hard to apply effectively this understanding in my country now in particular and in developing countries in general, because in these countries, people have a bare existence and face many issues such as poverty, illiteracy, housing problem, social inequality, etc, and they must solve it before pay attention to environmental problems. When I read in-depth the content and goals of this program, I realize this is the wonderful and necessary program for improving human life in all region, especially for developing countries, where still exist many above issues.

Through the help of TAOYAKA

program, I do hope to learn the great experience of Japan and other countries to build and manage flexible and peaceful regional societies. I also would like to find out about diverse regional societies and cultures as far as possible. And through discussion with students from different fields, I could understand deeply and have wide vision in multicultural existence as well as acquire self-reliance, the drive to take action, multifaceted approach in thinking and creativity in order to identify and develop advanced scientific knowledge and technologies in my specialty that are necessary in resolving regional issues. Together with my research, which is looking for biochemical against rice blast disease, I also have a plan to create a sustainable development of rice production in Japan.

I do hope that I will become a biological scientist with deep professional knowledge and extensive vision in both cultural and social field. If I have chance I would like to contribute my understanding to improving regions in my country in particular and all over the world in general. I also will try to popularize the knowledge that I learnt from this program to people in my country and international friends.

Nguyen Thi Bich Ngoc (M1: Graduate School for International Development and Cooperation, Division of Development Science)

I am Ngoc from Vietnam, and Jenny is my English name. Having my Agricultural Economics degree from The University of Western Australia since 2009, I was hoping that my earned knowledge can help

to reduce the poverty for the people in my region.

Before coming to IDEC Hiroshima University, I worked as an international officer for 6 years in

Thai Nguyen University of Agriculture and Forestry (TUAF) in Vietnam. I was so proud to be the leader of the international internship program that offers my student's opportunities to access

advance technology in Agriculture in Australia, America, Japan, Israel and so on. I also worked as a teaching assistant in the Advanced Education Program in Environmental Science and Management (TUAf).

While joining some researches in the North Mountainous Region of Vietnam, I have realized that the people in the rural areas are still suffering from poor and lacking living facilities. So I started to think of how to deal with the

problems in the disadvantaged areas and begin searching for the opportunities to continue my higher study. Fortunately, I got accepted to TAOYAKA program and my journey has begun. My research will focus on the technical efficiency in agriculture production and the related issues such as agricultural production and climate change. I believe that the program will provide me a wide range of skills and knowledge that enables me to deal with multicultural coexistence issues and the

sustainable development in not only my province but all the disadvantages areas in the world.



Onsite Education

Onsite Course Rotation

—The first stage of our Onsite Education which consists of six classes including one onsite visit

Spring 2015

➤ **Unnan-shi and Iinaka-cho in Shimane prefecture**, June 11, 2015

By **Makoto Chikaraishi**, Special-Appointment Associate Professor,
Graduate School for International Development and Cooperation



Summary of the visit

On June 11, 2015, we, 8 TAOYAKA staffs and 16 students from TAOYAKA program, visited Unnan-shi and Iinaka-cho in

Shimane prefecture. This visit was done as a part of Onsite Course Rotation, which is one of the core subjects of TAOYAKA program.

This time we visited Hata district,

where the number of residents is 348 individuals [155 households], aging rate is 49.71%, and the area size is 25.72km². Hata district is one of the successful examples of revitalizing and maintaining the community under *Chiisana-Kyoten* (小さな拠点) scheme. The scheme is driven by the Ministry of Land, Infrastructure, Transport and Tourism (MLIT) in Japan to sustain and rejuvenate underpopulated villages that suffer from a diminishing and/or aging population through community development in a multi-village area, for example, by relocating the facilities and functions essential to daily livelihood. Broadly speaking, there would be four different types of



Lecture by Hata local community council

community development strategies under the current Chiisana-Kyoten scheme: (1) revitalizing closed down local shop(s), (2) Utilizing abolished school as a community center, (3) Developing NPO-driven small community, and (4) Developing community center

connecting inside with outside. Hata district belongs to the second type. The abolished school (Hata elementary school) is now used as a community center. They have made two distinguished efforts for revitalization. First, they open a new market called *Hata market* in the community center on October 8, 2014 (which was an elementary school) to provide shopping opportunities for elderly people and the residents who cannot use a car. Second, to ensure that all residents can come to the market, they develop a volunteer-based transportation service (called *Tasukeai Go*). *Tasukeai Go* offers

pickup service for visitors of Hata Market. The service is free for those who buy products. For those who cannot come by themselves, they deliver products based on an order. Drivers are the staffs of the community center.



Dandan Taxi

The schedule of the visit is as follows:

8:50	Meeting place: Daigakukaikan mae (Bus stop close to IDEC)
9:00-11:30	Move to Takeya, Shimane (Stop by Roadside station)
11:30-12:00	Meeting with Dr. Ko Fujiyama and Mr. Sho Yoshida (form Shimane Mountainous Region Research Center)
12:00-12:30	Move to Hata (5 Taoyaka students moved to Hata by using a demand responsive transport (DRT) service [<i>Dandan taxi</i>])
12:30-13:15	Lunch in Hada (traditional local foods)
13:15-14:30	A brief lecture about activities of Hata local community council and see local market and transport system “ <i>Tasukeai Go</i> ”
14:30-15:00	Move to Shimane Mountainous Region Research Center
15:00-16:00	Introduction of activities in the center by Dr. Ko Fujiyama, and Discussions / Q&A sessions
16:00-18:00	Return to Hiroshima University

We first visited Takeya. Takeya is the center of the region, where a demand responsive transport (DRT) service is provided between Takeya and Hata. Five Taoyaka students used the DRT service from Takeya to Hata by courtesy of the local government (the DRT can only be used by local residents in principle). After having lunch at Hata community center, we first looked around the center including Hata market, and then had a lecture on community activities in Hata. After that, we had a chance to see *Tasukeai Go*, a local transportation service mentioned above.

Mountainous Region Research Center and had a lecture from Dr. Ko Fujiyama. He first introduced the current situation of mountainous area in Japan (population decline, aging population, abandoned

farmland, forest and houses), and (counterintuitively) pointed out that children are increasing in countryside distant from the center of cities. He then introduced several vigorous mountain villages



Shimane Mountainous Region Research Center

We finally visited the Shimane

in eastern countries. There are two important messages in his presentation. First, the current local transport services are not efficient in the sense that we have so many different operators, cars, drivers to transport people and goods in a local community, but there is no collaboration among them. Second, facilities such as school, shop, hospital, post office, and so on are geographically dispersed, and this reduces accessibilities to these services. He concludes that building community center in the village to link people, services, and information together would contribute to the revitalization.

Student presentations and discussions after onsite visit

After coming back from the site, TAOYAKA students had discussions and presentations

about “what is a better rural transport system” from social, cultural, and technical perspectives. In the final presentation session, first, social implementation group gave the definition of “socially better rural transport”: rural transport to meet with the social needs of the population by linking local settlements in rural areas. Second, cultural creation group gave the definition of “culturally better rural transport”: rural transport which enhances mobility of the people within and outside the locality through cultural events. Finally, technical creation group gave the definition of “technically better rural transport”: rural transport which is faster and more efficient in terms of fuel consumption. The proposals are quite diverse, and Taoyaka students have discussed on whether or not (or to what extent) we could reach a better conclusion through cross-

group discussions. Though the conclusion was difficult to be made through the discussions, students have learnt the difficulties of having a collaborative work with individuals who have different disciplines, which might be one of the most important things students should learn from Onsite Course Rotation.

Acknowledgment

This visit was planned and implemented under the collaboration with Shimane Mountainous Region Research Center. We would like to appreciate the efforts and support especially from Dr. Ko Fujiyama, and Mr. Sho Yoshida. We also thank local people in Hata for warm welcome and providing us useful information.

Fall 2015

➤ Kita-Hiroshima, June 11, 2015

By **Toshiaki Kondo**, Special-Appointment Associate Professor,
Graduate School for International Development and Cooperation



Summary

To learn the participatory forest resource management for local revitalization, a total of 18 members from TAOYAKA program (12 students, four professors and two staff) visited to Kita-Hiroshima town in Hiroshima Prefecture on 16th October 2015 and made an inspection of “*Sedoyama* Forest Regeneration Project” implemented by the local people.

During our visit to Kita-Hiroshima town, we received a clear

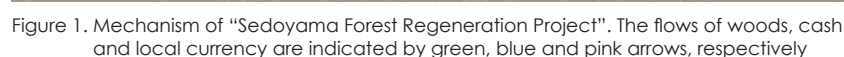
The final team presentation was held on 6th November in Hiroshima University. Three local peoples including Dr. Shirakawa joined this team presentation and discussed with student from TAOYAKA program about local revitalization through the participatory forest resource management.

In the hilly and mountainous areas of Japan, a lack of human activity (utilization of ecosystem) in certain environments has caused ecosystem degradation. A typical example of this is *satoyama* (or *sedoyama*), a semi-natural area that coexists with a nearby populated area. People living in such areas were able to obtain a variety of things necessary for everyday life such as wood for fuel, wild mushrooms and edible wild plants for food, fibers and furs for clothing, wood and roofing materials for buildings, grass to make hay for their farm animals, green manure to plow into their fields, etc. Such forest utilization created a buffer zone which prevent invasion of wild animals like bears and boars into agricultural fields, and also created habitats for the plants that used to grow in grassy fields or thin groves of trees.

The *Sedoyama* Forest Regeneration Project, which is implemented by NPO in collaboration with local people, is the participatory forest resource management for nature and culture conservation and sustainable biological resources production. The goal of this project is to promote the management of areas known as sedoyama (a hill at the back of one's home or one's village) and satoyama (a semi-natural area that coexists with a nearby populated area) that are not being used, by promoting the use of woody biomass (mostly deciduous trees such as konara oaks), and to realize the conservation of the region's landscape and environment

Activities during the onsite visit

Our activities during the onsite visit to Kita-Hiroshima town consisted of two parts; lecture part and inspection part. In the lecture part, we listened to a lecture from Dr. Katsunobu Shirakawa, a chief curator of the Natural History Museum of Geihoku. Dr. Shirakawa, an originator of Sedoyama Forest Regeneration Project, explained the mechanism of this project especially focusing on the stakeholders and the flows of cash and products in this project (Figure 1).





Field Observation

In the inspection part, we visited to several facilities and sites related to the Sedoyama Forest Regeneration Project; (1) Natural History Museum of Geihoku and its surrounding forest and wetland, (2) Sedoyama market, and (3) Geihoku Auk Garden. In the Natural History Museum of Geihoku, we learned characters of mountainous ecosystems in Japan and their current situations. We also observed surrounding forest and wetland actually.



Lecture by Dr. Shirakawa

In the Sedoyama market (Figure 1), which purchase timbers of broad-leaf trees produced in Satoyama from local people and sell wood products (e.g. firewood)

to companies and individual consumers, we had an experience of wood processing.



Experiencing of Wood Processing

We also visited the Geihoku Auk Garden, a spa and health resort in Kita-Hiroshima town. The Geihoku Auk Garden is the biggest customer of firewood, and they used firewood for heating a bath. In the Geihoku Auk Garden, we received an explanation about the economic benefit when they use firewood.

Final team presentation

The final team presentation was held on 6th November in Hiroshima University. Presentation themes of each team are as follows;

Social implementation course

Why *Sedoyama* Forest AOYAKA program about local revitalization through the. Regeneration Project was broadly-accepted in local community (e.g. benefit for locals, mechanism and stakeholders)?



Inspection of a Biomass Boiler System

Culture creation course

What kind of new culture was brought by *Sedoyama* Forest Regeneration Project (e.g. Ecological education, Eco-tourism, and communication between generations)?

Technical creation course

What kind of technology can assist and facilitate the *Sedoyama* Forest Regeneration Project?

Three local peoples including Dr. Shirakawa joined this team presentation and discussed with students from TAOYAKA program about local revitalization through the participatory forest resource management.



Final Presentation

–The second stage of our Onsite Education involving a short stay in the mountainous area in Japan or overseas such as India, Bangladesh or Nepal

Training in Japan 2015

➤ **Oki Islands**, August 17-21, 2015

By **Takashi Okamoto**, University Research Administrator,
Graduate School for International Development and Cooperation



utilized. It becomes very serious issue when the electric power generation with natural energy sources is considered.

Chugoku Electric Power Inc. got financial support from the Ministry of Environment to implement a new type of battery system for storing and smoothing the electricity output from the renewable sources, such as solar PV and wind, in scope of increasing the implementation of renewable sources (the operation was begun in September 2015).

“On-site Training” is a course exclusively for Taoyaka students. Different from “On-site course rotation”, students set a base at the site and study the situation and the problem that local people are facing to, and try to find a possible solution at the site. Students are required to attend both a domestic and an overseas session to obtain the credit.

This year’s On-site Training in Japan was held at Oki Islands, Shimane Prefecture, from Aug. 17 to Aug. 21. The islands is one of the remote islands where energy supply network is not connected to the main land, therefore, their energy supply almost completely depends on the imported petroleum products from the main land. This situation induces higher cost and

instability in energy supply. As a result, renewable energy has more economical and social competitiveness against the conventional energy sources.

As it utilizes the local energy sources, the renewable energy technologies could help improving the energy security in those remote areas. However, there are several obstacles to overcome to realize the high penetration system. First, although the cost of renewable energy has decreased in the last decade, it is still relatively expensive. Secondly, since renewable energy technologies are new, social acceptance and legal/administrative frameworks are not well matured. Lastly, it is generally difficult to stabilize the output when renewable energy sources are



Field Trip

The municipality of Okinoshima has a plan to increase the usage of excess and unused wood biomass, in which the use of wood pellet for boilers and power generation with methane as a by-product of other wood biomass usage are also considered. Thus, Oki Islands is the ideal place to consider the future development of renewable energy based on the existing plans.



Group Work

Considering these situations and conditions, the main theme of the course was set as “renewable energy technology development in remote areas”. This course was held also as the Joint Fieldwork with Kyushu University and Doshisha University, as well as the Joint Summer Course under the cooperation between IDEC and the University of Texas at Austin. Therefore, we had 33 attendants from four universities including 15 Taoyaka students.



Final Presentation

The course consists with three pillars; lectures, site visits, and group work. Lectures provide necessary information to consider the future development of renewable energy use in the island. Local information and current

situation were provided by the local official. Chugoku Electric Power Inc. explained about the on-going, energy storage project. To know about the economic status of renewable energy system installation in remote islands, Dr. Kaneko showed the example in the case of islands in Okinawa. Mapping the potentiality of renewable energy system installation is one of the important background information for the project. WWF Japan explained their community-based resource mapping project in Tokushima. Tourism is one of the major economic activities in this type of remote areas. So, harmonizing renewable energy development and preserving tourism resource is a key for the local development. Mr. Pedersen, who have worked on many tourism development projects with UNESCO and many governments, provides a lecture about the tourism and sustainability.

Site visits are one of the prominent part of the course. Students visit and see the actual activities to get better knowing of the situations. On Tuesday, 18th Aug., students visited the pre-commercial, lignophenol extraction facility, which is a part of Okinoshima’s wood biomass promotion project, to see how a useful chemical substance can be extracted from the excess wood biomass. Then, we visited Saigo fire power station to see the current electricity supply system. On Wednesday, 19th Aug., students visited Dozen to see the on-going renewable projects; the

prospected site for a new wind turbine construction in Ama and the energy storage facility in Nishinoshima, to know what would be the electricity supply in the islands near future. Lastly, students visited Kuniga Coast, one of the popular site-seeing destinations in the islands, to see the very important resource for the local economy.

With on-going energy storage facility project, the islands started to increase the usage of renewable energy sources. Now, in order to push the limit even further, what are the possibilities and problems? Students were divided into eight groups to work on the group work to seek this question. Topics of the group work were given by instructors to have wide variety topics from social to technical. It also provides an opportunity for students to work on something other than their own specialty in order to obtain multi-perspective viewpoint. Students started working even before they came to Oki, and work very hard throughout the period. Finally, they made wonderful presentations at the last of the course.



Lectures

Training in Overseas 2015

➤ **Bangladesh**, September 7-13, 2015

By **Chin Lin**,

Special-Appointment Assistant Professor, Graduate School of Letters



Group photo with villagers in a village

1. Aim of the Training

The first On-site Training at abroad for TAOYAKA students was held in Bangladesh from Sep. 7 to Sep 13. It intends to have an in-depth observation in the disadvantaged areas of Bangladesh society, discuss the current situations and issues through various aspects of the societies, and find out the clues for solution to overcome these disadvantaged conditions in the area.

The on-site training in Bangladesh consists seminar for introducing the current issues of Bangladesh society, field-visit observation in remote villages and various institutions such as Grameen-Shakti Branch offices, UBINIG, Paharpur (UNESCO's World Heritage Site), Jamuna Multi-purpose Bridge etc., and discussion with academic mentors and various specialists in collaboration with Grameen Shakti.

2. Bangladesh and Disadvantaged Area

Bangladesh is undergoing rapid economic development, showing more than 6% GDP growth rate on average over the last 10 years. The garment industry leads this strong growth of Bangladesh where is now the world's second largest exporter of garments after China.

The poverty ratio in Bangladesh shows steady improvement: 48.9% in 2000, 40.0% in 2005 and 31.5% in 2010. Many developed countries and donor agencies have begun



Main shrine, Somapura Mahavihara

regarding Bangladesh as a promising labor and consumer market for corporate investment as well as infrastructure development. In fact, the number of Japanese companies, such as UNIQLO, investing in Bangladesh has doubled in the last few years.

In terms of population structure, 30% of Bangladesh's 160 million people belong to the younger generation (10-24 years). In 2012, the youth male literacy rate (15-24 years) was 77.1% and that for females was 80.4%. A rapidly growing service sector, increasing inflow of migrant remittances, along with the emerging manufacturing sector, promote rapid increase of the middle class, estimated at 10-20% (15 to 30 million) of the population. This provides a capable workforce and consumer market, encouraging ambitious youth towards a new trend of self-employment and entrepreneurship.

Needless to say, Bangladesh is still burdened with various issues, for example, poverty, health care, education, gap-widening society, and social unrest with high population density and underdeveloped infrastructures in various disadvantaged areas. At the same moment, it is evident that recent social transformation causes various social issues, such as public safety, political tensions and disruptions to the economy by crippling strikes. This tendency is particularly noticeable after a series of recent events: such as The



TAOYAKA students attending a seminar in Jahangirnagar University

calamity caused by the Rana Plaza building's collapse in April 2013, and Shahbag's civil protest since February 2013. Sporadic incidents deriving therefrom have drawn much attention as key moments for speculating on the trends and capabilities of contemporary, rapidly changing Bangladesh society.

3. On-site training activities

The activities consist with lectures, field-visit observation, and discussion with specialists. On 8th Sep., TAOYAKA students received 5 lectures in Jahangirnagar University from various specialists at first. These lectures provided broad information not only related to the conditions of rural livelihood strategies and rural economy, but also what is field and how to do field work in Bangladesh. These lectures facilitate TAOYAKA student to obtain an overall understanding of the current issues and challenges in the disadvantaged area of Bangladesh. After the lecture, we visited a biogas plant within Jahangirnagar University. It was established by Grameen Shakti, and is now managed by Jahangirnagar University.

Through the visiting, we knew how the agricultural waste can be recycled to gas and its role in reducing the waste. Then, we

moved to a local branch of Grameen Shakti and listened a lecture related to the implementation of solar power energy in rural Bangladesh. Thereafter, we actually visited a house with implementing solar panel, and had a talk with the owner about how the solar power affects his family's life.

On 9th Sep., we moved to Bogra from Dhaka. On the way, we visited UBINIG (Unnayan Bikalper Nitinirdharoni Gobeshona, the Policy Research for Development Alternatives), a non-governmental organization founded in 1984.



Organic rice seeds (UBINIG)

It has a model village of Ecological Agricultural Centre at Tangail district showing the activities related to organic farming, village handicrafts, and folk culture in Bangladesh. Before visiting the model village, we had a stop at Jamuna Bridge. It was constructed in 1998 by the financial support of JICA over the Jamuna River, which is the 11th longest bridge in the world. The bridge established a strategic link between the eastern and western parts of Bangladesh. It generates multifarious benefits for the people and, especially, promotes inter-regional trade in the country. Apart from quick movement of goods and passenger traffic by road and rail, it facilitated transmission of electricity and natural gas, and integration of telecommunication links.

On 10th Sep., we firstly visited Paharpur, archaeologically identified as *Somapura Mahavihara*. It is one of the most important early medieval archaeological sites of Bangladesh. It is located in the district of Noagaon, and listed as a world heritage site. It is also one of the few depictions of great Buddhist period in Bengal, and widely being hailed along with Mahasthan, Bogra and Maynamati, Comilla. The *Somapura Mahavihara* is square in plan, being 281m on each side. It was built by Dharmapala (781-821 AD), the second ruler of the Pala dynasty, and reconstructed at least twice by his descendants. After that, we went to a rural village nearby, and had a chance to enjoy traditional rural food of Bangladesh.

In the afternoon, we set an interview session with the director and engineering staffs in Somapura Mahavihara for collecting data. After that, we visited a neighboring village and conducted a intensive interview. Through the interview, we knew the real conditions of microfinance in Bangladesh. It is evident that microfinance has a positive role to facilitate female engaging in the economic activities. Finally, we obtained a chance to talk with families who start running homestay business. How to attract tourists staying in the village is a main task need to be solved for them.

On 11th Sep., TAOYAKA students were given times to do field work independently. After that, we took more than 5 hours to go back to Dhaka.

12th Sep. is the last day of the training. In the morning, TAOYAKA students visited

Grameen Shakti Head Office, and had a wonderful time to enjoy the exhibition of Muhammad Yunus.



TAOYAKA Students in the Exhibition of Muhammad Yunus

After that, we moved to TAOYAKA satellite office where TAOYAKA students were preparing for their final presentations. In the afternoon, students gave their final presentations based on the four days' field works.

The students' topics included microfinances, tourism management, women's empowerment, and some interesting technical suggestions such as utilizing QR code to facilitate the development of tourism industry and how to preserve the shrine of Paharpur



Final presentation

efficiently. Although this time students didn't have many times to do field work independently by themselves, I am sure that every student had a unforgettable experience, and deepened their knowledge related to the disadvantaged areas of Bangladesh.

Internship Program



By **Zulhaj Aliansyah**,
M2, Graduate School of Engineering, Department of System Cybernetics
Technical Creation Course

Internship at Keisoku Research Consultant CO.

August 19th - September 4th, 2015



Vehicle traffic measurement using sensor

Structures need proper monitoring to ensure longevity as they were built to last. Public infrastructure requires monitoring on load sustainability, durability, and repair recording system to ensure safety and reliability of structures throughout its service. Monitoring and prior landscape planning is also needed to assure structure's

suitability and harmony with environment. Moreover, historic sites are meant to be preserved to pass on its value, despite its fragile structural condition.

KRC (Keisoku Research Consultant) is a company working on observational methods in civil engineering, dealing with construction safety and efficiency, structure and landscape imagery, structure deterioration diagnosis, and development of measurement devices and interface. It has long experience in civil engineering since its establishment in November 2nd 1972.

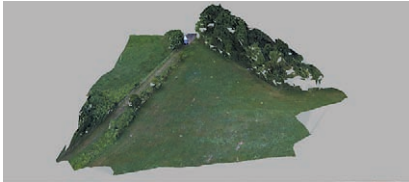
My internship took place from August 19th to September 4th across

its two divisions in Hiroshima branch, one mostly dealing with photogrammetry measurements while the other vision dealing with sensors development.

Photogrammetry is the method of making measurements from photographs. Position of surface points are recovered from several overlapping photographs; surface



Real-time data analysis



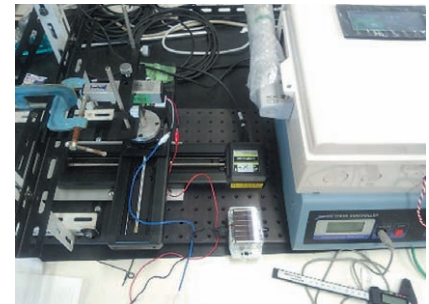
Photogrammetry of ranch landscape

texture is then reapplied from which purpose-specific object features can be extracted. KRC applies photogrammetry in various applications, from riverbed monitoring for erosion control in Shounai River in Nagoya, crack detection in JR Kyushu Shinkansen tunnels for scheduled maintenance plan, to thorough 3D modelling of Hiroshima Peace Memorial for preservation works.

Sensors system comprises of transducers which convert physical phenomenon to electrical signal, embedded processing unit, telecommunication links, and subsequent computer interface for data processing. Sensors developed for structural health monitoring will monitor various physical phenomena: strain, displacement, vibration (repetitive acceleration), tilt, temperature, vehicle presence, etc. KRC calibrates sensors devices from various electrical engineering companies to ensure reading accuracy and precision, and most importantly, tailors them for actual field application. KRC deploys vibration sensors on several bridges

in Saijo Bypass and tilt sensors on the Shinkansen bridges.

The internship was a very valuable lesson to me, gaining insights from professionals and having hands-on experience with actual sensors devices for structural health monitoring.



Setup for displacement sensor calibration

NEWS: International Symposiums

TAOYAKA program hold two International Symposiums in November and December, 2015.

1) The Second TAOYAKA International Symposium

Collaboration between Future Earth and the Leading Graduate Education Program of Hiroshima University in interdisciplinary research and human resource development

Wednesday, November 4, 2015



Dr. Paul Shrivastava

On November 4, 2015, the 2nd TAOYAKA Program International Symposium, entitled “**Collaboration between Future Earth and the Leading Graduate Education Program of Hiroshima University in Interdisciplinary Research and Human Resource Development**” was held in Higashi-Hiroshima City.

Future Earth is led by International Council for Science (ICSU) to comprehensively promote research

contributing to the resolution of global issues.

As a keynote speaker, we invited **Dr. Paul Shrivastava, Executive Director, Future Earth**, and his lecture was on the introduction of the Future Earth and its future development.

In response to the fact that the Hiroshima University is to participate in the consortium of Future Earth in Japan, a panel

discussion was conducted about the prospective cooperation between the University and Future Earth.





Participants in the discussion included Prof. Hein Mallee, director of the Future Earth Asia Center, Faculty Member of the Research Institute for Humanity and Nature, Centre for Research Development; and Prof. Prem Pangotra, Indian Institutes of Management Ahmedabad School (IIMA), the overseas cooperation collaborator of TAOYAKA program.

During the symposium, second year TAOYAKA program students,

Jenny Yamamoto and Benjamin Blevins, also presented and discussed their experience of the Program.

Prior to the symposium, we also held active discussion between Prof. Shrivastava and representatives from Hiroshima University including Masaki Sakakoshi, Director of Taoyaka program, Executive and Vice President (Education/Peace); Fusahito Yoshida, Executive and Vice President (Research) director; and Kenji Kamiya, Director of Phoenix Leader Education Program

for Renaissance from Radiation Disaster, Vice President (Reconstruction Support/Radiation Medicine).

As a result of these active discussions for the symposium, Taoyaka program's educational research program was highly evaluated academically by associates of Future Earth. As well, people expressed their great expectations for the Program in terms of its academic contribution to "Peace and Global Sustainability", which goes beyond the conventional boundaries of peace research.



2) The Third TAOYAKA International Symposium

Sustainable Development Goals and Peace: Clearance of long-term damages of the past war and conflict in Cambodia and Lao PDR

Saturday, 19 December, 2015



Dr. Kenneth R. Rutherford



On December 19, 2015, the 3rd TAOYAKA Program International Symposium, entitled "Sustainable Development Goals and Peace: Clearance of long-term damages of the past war and conflict in Cambodia and Lao PDR", was held in Hiroshima City.

The keynote speaker was **Dr. Kenneth R. Rutherford, Director of the Center for International Stabilization and Recovery, James Madison University.** Guest speakers included Mr. Prum Suonpraseth, Director, Department of International Cooperation and



Project Management, Cambodia Mine Action Centre; Mr. Thiphassone Soukhathammavong, National Programme Director, Lao National Unexploded Ordnance Programme, Mr. Akihito Hayashi, JICA advisor to UXO Lao, and Mr. Eiki Watanabe, Adviser, Japan Min Action Service.

After the speakers' rich and informative presentations, insightful panel discussion was also conducted facilitated by Dr. Mari Katayanagi, Graduate School for International

Development and Cooperation, Hiroshima University. As a result, the symposium issued the following message:

For future generations to walk in peace in Cambodia, Lao PDR and many other countries

Decades after wars ended in Cambodia and Lao PDR, the deadly legacy of UXOs and landmines continue to maim and kill civilians, and negatively impact their livelihoods. In light of this humanitarian disaster, and with

hope for future generations to walk in peace in both countries as well as many other countries, the Hiroshima University TAOYAKA Program International Symposium calls on the global community to continue supporting UXO and landmine clearance, victim assistance and poverty alleviation programs.

The symposium also calls for cooperation in advancing technological innovation in order to speed up clearance operations while enhancing its efficiency, and to improve affordable victim assistance



Multidisciplinary and TAOYAKA Program Seminar Series

Taoyaka Program offers two kinds of Seminars: 1) **Multidisciplinary Seminars** which involve three Taoyaka courses (Cultural Creation, Technical Creation, and Social implementation courses). The length of the multidisciplinary seminars is more than two hours and sometimes they can be a part of the onsite education and 2) **TAOYAKA Program Seminars** which involve specific courses. The following reports are from these seminars.

Multidisciplinary Seminar Series

Airborne Shooting Practice using DRONE

Kure, Hiroshima, Nov. 19, 2015

By **Qingyi Gu**,

Special-Appointment Associate Professor, Graduate School of Engineering



Students preparing airborne shooting



Akinada Bridge

This fieldwork was conducted to learn about visual inspection technology of bridge using flying DRONE system.

Several students from the Taoyaka program and the Graduate School of Engineering visited Akinada Bridge with Prof. Idaku Ishii.

During the fieldwork, observation and learning activities were conducted with the following institutions and groups:

- 1) We visited the administration office of Akinada Bridge;
- 2) All participants were hearing safety lecture from officer, and wearing safety belt and helmet;
- 3) All participants were divided into two groups: Group A climbed to the top of the main tower of the bridge, and Group B did some preparation works for visual inspection at abutment;
- 4) After finished the climbing activity, Group A moved to abutment, and observed the Airborne Shooting

Practice using DRONE with Group B; 5) All participants moved to the concrete foundation of the bridge, and observed visual inspection activities of concrete surface using DRONE.

During the observation, all participants learned the importance of visual inspection of bridge. They also understood there are some technology limitations to perform visual inspection of bridge. Airborne Shooting using DRONE is one technical solution for large bridge inspection. We encourage our students to introduce such kind of inspection technology to disadvantage regions by performing reverse innovation.



Students at the administration office of Akinada Bridge

➤ The 57th TAOYAKA Program Seminar

Interrogating Inclusive Growth in India: Reforms and the Regions

December 12, 2015

By **Niraj Prakash Joshi**, Special-Appointment Assistant Professor,
Graduate School for International Development and cooperation



Dr. Keshab Das

Professor Dr. Keshab Das from Gujarat Institute of Development Research was invited as a speaker in the 57th TAOYAKA program seminar, which was also hosted by 'The Center for Contemporary India Studies at Hiroshima University' as its 2015 HINDAS 5th Regular Seminar. He delivered a lecture on issues related to inclusive growth in India.



The lecture highlighted how even the impressive growth of Indian economy, which hovered around 9 percent during 2003-2008, was not able to deal with the regional disparities. Instead, experienced risen inter-state disparities.

Analyzing several rounds of different national surveys covering the period of early 1980s to the latest data available Professor Das showed that the growth of Indian economy is mainly driven by the service sector. This is the sector employing the skilled labor, the

proportion of which to the total population is relatively less. This could be the reason for the worsening inter-state disparities, especially after 1990s.

Historical evidences of worsening inter-state disparities in several development indicators, such as poverty and employment, urban/rural differential growth rate, infant mortality rate, nutritional status of children, workforce participation rate, literacy rate, drop-out rate and availability of schooling facilities were presented. Lopsided regional infrastructure development such as surface transport, electricity and teledensity might have been the important factors in influencing external investment flows to the states.

Financial inclusion is one approach taken and successful in achieving unprecedented number and pace of accounts opened covering rural areas and women. However, this has not guaranteed the financial inclusion as only around a quarter of basic savings bank accounts is active, and little has added to increase income or encourage savings at the household level. This lack of financial inclusion could be one reason for the higher number of suicides by farmers, which is often due to the credit trap, in the deprived states.

Amidst these bleak scenarios, Professor Das pointed out some hopeful signs induced by the policy, namely; MGNREGA, which has contributed in increased average days of employment in the deprived states and the fast pace of spread in internet and mobile services. He also discussed the challenges of the disadvantaged regions, and pinpointed the security concerns by showing how the BIMAROU states largely overlaps the 'red corridor'.

The lecture concluded by showing possibilities for inclusive growth, which can be achieved by energizing the non-farm sector, investing in basic infrastructure, promoting an innovative ethos, and strengthening and broad basing the human capital.

The seminar was helpful in giving a clear picture of the regional disparities in India, the possible reason contributing to widening the disparities, the challenges it could bring in the regional peace and security, some success the recent policy intervention has achieved and possibilities of achieving inclusive growth by policy intervention in non-farm sector, basic infrastructure, innovative ethos and human capital.

➤ Other TAOYAKA Program Seminar Series between April 2015 and March 2016

No	Date	Title	Lecturer
38	May 21, 2015	Dark tourism and regional development: examples from Pacific War memorials	Dr. Rudi Hartman Associate Professor, Dept. of Geography and Environmental Sciences University of Colorado, Denver, USA
39	June 29, 2015	Amalgamating social entrepreneurship with imported technologies for community development in disadvantaged regions of Nepal	Dr. Mahabir Pun Chairman and Team Leader, Nepal Wireless
40	June 3, 2015	The Challenges of Understanding Bangladeshi Culture	Manosh Chowdhury Professor Jahangirnagar University
41	June 10, 2015	Economic Reform in India and the Issues of Financial Policy	Dr. Rongili Biswas Assistant Professor, Maulana Azad College
42	June 15, 2015	Innovative Teaching and Research	Subir Kumar Saha Professor, Department of Mechanical Engineering, IIT Delhi
43	June 24, 2015	Internet Sensing: Challenges and Opportunities	Subhas Chandra Mukhopadhyay Professor, School of Engineering and Advanced Technology, Massey University
44	June 1, 2015	Dynamic Image Control based on High-speed Optical Component	Hiromasa Oku Associate Professor, Division of Electronics and Informatics, Faculty of Science and Technology, Gunma University
45	June 18, 2015	Research Activities at Intelligent Robotics Institute, BIT, China	Qiang Huang Professor, Intelligent Robotics Institute, School of Mechatronical Engineering, Beijing Institute of Technology
46	June 25, 2015	Effects of state corruptions on efficiency of public infrastructure management: focus on airport management in USA, Europe and Asia	Tae Hoon Oum Professor, UPS Foundation Chair Professor, Sauder School of Business, Univ. of British Columbia, Canada; Chairman, the Air Transport Research Society
47	June 26, 2015	Bailout Stigma	Chongwoo Choe Professor, Department of Economics, Monash University
48	August 18, 2015	Renewable Energy Effects on Egyptian Distribution Networks New Trends in Power System Frequency Control	Abdalla Ibrahim, Professor, Aswan University, Egypt Hassan Bevrani, Professor, University of Kurdistan, Iran
49	October 6, 2015	Location-dependent payments from households to polluting firms	Bouwe R. Dijkstra, Associate Professor, University of Nottingham
50	October 14, 2015	The changes of farmer's livelihood and rural development strategy	Feng-rong ZHANG Professor, China Agricultural University
51	October 26, 2015	Macro Leadership: Creating Organizational Future and Culture	Luni Piya Associate Professor, IDEC
52	October 30, 2015	Sustainable management of local natural resources: case studies of groundwater management in the Philippines Impact of Water Resorts Development along Laguna de Bay on Groundwater Resources	Fernando P. Siringan Professor, University of the Philippines Karen Ann B. Jago-on Associate Professor, University of the Philippines

No	Date	Title	Lecturer
53	October 21, 2015	Tourism, community resilience and cultural ecosystem services in Taiwan	Alan Lew Professor, Northern Arizona University
54	November 11, 2015	Wireless Sensing Technologies: Applications, Global Markets and Prospects	S. Paul Sumitro President, SMARTSENSYS
55	November 17, 2015	Perspectives on the organization of home life, workforce participation and spatio-temporal behaviour by Women and Men in Québec, Canada	Dr. Martin E. H. Lee-Gosselin, Professor, Emeritus Professor, Graduate School of Planning, Laval University, Quebec City, Canada; Visiting Professor, Imperial College London Dr. Hélène Lee-Gosselin Department of Management, Business School, Laval University, Quebec City, Canada; Incumbent, Chaire Claire-Bonenfant femmes-savoir-sociétés (Laval University's Research Chair on Women, Knowledge and Society)
56	November 26, 2015	Frontier research in empirical economics: Gender issues in Labor Market of Indonesia	Dr. Diann Wie Assistant professor, National Graduate Institute for Policy Studies
57	December 12, 2015	Interrogating Inclusive Growth in India: Reforms and the Regions	Dr. Keshab Das Professor, Gujarat Institute of Development Research, Ahmedabad, India
58	December 15, 2015	Dynamic Constraints of Technology Transfer, Cases of Recipient Companies	Dr. Lucia Diawati Associate Professor, Department of Industrial Engineering, Faculty of Industrial Technology, Bandung Institute of Technology
59	January 22, 2016	Real-Time Monitoring of Urban Transport for Sustainable Traffic and Urban Development Management	Dr. Vũ Anh Tuấn Director, Vietnamese-German Transport Research Centre (VGTRC); Senior Lecturer cum Academic Coordinator, Master Study Program in Traffic and Transport
60	February 3, 2016	Mobility Assistant for the Visually Impaired [Next generation embedded solution for the mobility of visually impaired]	Prof. Meenakshi Balakrishnan IIT Delhi
61	February 25, 2016	Food security among the marginalized farm households in rural Bangladesh: Conceptual differences and realities from the field experiment	Dr. Mohammad Abdul Malek
62	February 19, 2016	Object Tracking for Real-time Applications and Robotics	Prof. Santanu Chaudhury Indian Institute of Technology Delhi
63	February 29, 2016	Challenges in development of autonomous e-rikshaw for indian scenarios	Assistant Prof. Sujit Pedda Baliyarasimhuni Indraprastha Institute of Information Technology Delhi (IIITD)
64	March 2, 2016	Structure Health Monitoring	Prof. Shen-en Chen, The University of North Carolina at Charlotte Prof. Hiroshi Matsuda, Nagasaki University Paul S. Sumitro, SMARTSENSYS Syuji Umemoto, Keisoku Research Consultant

Upcoming Events

- Onsite Education: India (March 8-17, 2016), Shimane (August, 2016)
- The 3rd Evaluation Committee Meeting (March 2016)
- TAOYAKA Program Seminars (please check our website/Facebook for details)

Contact Information:

TAOYAKA Program Office (Main Office)

1-5-1 Kagamiyama, Higashi-Hiroshima, 739-8529 JAPAN

Tel: +81 (0)82-424-6152

E-mail: taoyaka-program@office.hiroshima-u.ac.jp

Website: <http://taoyaka.hiroshima-u.ac.jp/english>



Find us on
Facebook



www.facebook.com/taoyaka

TAOYAKA Program Satellite Office in Nepal

Koteshwor-35, Kriti Marga-130, Kathmandu, Nepal

South Asia School of Rural Reconstruction (SARR)

Tel: +977-1-5147038

E-mail: sarr.nepal@gmail.com

Website: <http://sarr.edu.np>



Find us on
Facebook



www.facebook.com/Taoyaka-Program-in-Nepal-730260277036053

TAOYAKA Program Satellite Office in Bangladesh

Grameen Bank Bhaban (19th Floor) Mirpur - 2, Dhaka - 1216

Tel: +8802 8035347 Fax: +8802 8035345

E-mail: bgd@taoyaka.hiroshima-u.ac.jp

TAOYAKA Program Satellite Office in India

Gujarat Institute of Disaster Management (GIDM),

B/h Pandit Deendayal Petroleum University

Raisan village, Gandhinagar - 382 007 Gujarat, INDIA

Tel: +91-79-23275805

E-mail: ind@taoyaka.hiroshima-u.ac.jp

Flexibility, Endurability, and Peace

TAOYAKA Newsletter Fall/Winter 2015

Vol. 4 / Issued in: March 2016

TAOYAKA Program for creating a flexible, enduring, peaceful society

Organization of the Leading Graduate Education Program

Copyright©2016 TAOYAKA Program