



Initiative for Realizing Diversity in the Research Environment (Collaboration Type) Career Advancement Project for Women Researchers (CAPWR)

The Career Advancement Project for Women Researchers (CAPWR) has been conducted by the Hiroshima University in collaboration with Mazda Motor Corporation, Delta Kogyo Co., Ltd., and the International Development Center of Japan, under the Initiative for Realizing Diversity in the Research Environment (Collaboration Type) of the MEXT Funds for the Development of Human Resources in Science and Technology.

CAPWR aims to contribute to the peaceful and sustainable society by combining the knowledge of think tanks focused on international cooperation with industry-academia collaboration that brings together national universities that play a core role in research and development as well as human resources development with manufacturing companies. In addition, CAPWR is also expected to contribute to the achievement of the targets set forth in the Fourth Gender Equality Basic Plans by strengthening initiatives with goals such as increasing the hiring of women researchers, fostering their promotion to management positions, and putting in place a diverse research environment. At the same time, CAPWR promotes new knowledge and opportunities to women researchers at universities and companies while effecting a quantitative and qualitative enhancement of women researchers with local roots and an international perspective, particularly for those involved in science, engineering, and agriculture.

<https://womenres.hiroshima-u.ac.jp/en/>



Initiative for Realizing Diversity in the Research Environment (Specific Correspondence Type) Vigorous Development of the Next-Generation by Establishment of the Hiroshima University Fellowship for Female Graduate Students in Science and Technology

In FY2021, Hiroshima University was chosen as an implementing organization for the "Initiative for Realizing Diversity in the Research Environment (Specific Correspondence Type)" under the Human Resource Development Program for Science and Technology of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). During the 6-year implementation period between FY2021 and FY2026, in order to increase the female potential researchers in science and technology, Hiroshima University aims to develop a model to support and encourage women to study and research in science and technology continuously from the stage of studying at junior and senior high school to the stage of working as a researcher.

As a core activity of the project, Hiroshima University has established the "Fellowship for Female Graduate Students in Science and Technology" targeting female students of the Master's and Doctoral courses of the science and technology programs as well as promoted various activities to support female researchers' research efficiency and capacity.

https://www.hiroshima-u.ac.jp/en/diversity_stem/



Hiroshima University Gender Equality Promotion Office

1-3-2 Kagamiyama, Higashi-Hiroshima City, Hiroshima Prefecture 739-8511 TEL: 082-424-4428
Website: <https://www.hiroshima-u.ac.jp/en/gender/>

Hiroshima University Gender Equality Promotion Office

Hiroshima University Research Center for Diversity and Inclusion (8th Floor, Building B, Faculty of Education, Higashi-Hiroshima Campus)

1-1-1 Kagamiyama, Higashi-Hiroshima City, Hiroshima Prefecture 739-8524 TEL: 082-424-4559
Website: <https://www.diversity.hiroshima-u.ac.jp/en/>

Hiroshima University Research Center for Diversity and Inclusion

"Follow your own path"

Gender Equality Promotion in Hiroshima University (April 2022)

Hiroshima University "Gender Equality Declaration"

Basic action plan

1. Promotion of gender equality in the spheres of education, research and employment
2. Revision or overhaul of conditions and practices which encourage discrimination or ostracism on the basis of gender
3. Promotion of gender equality in decision making process regarding administration of the University
4. Support for men and women to ensure feasibility of accommodating studying, research or job and family life
5. Promotion of gender equality through cooperation with local community and international society
6. Promotion of activities to raise awareness about gender equality; promotion of educational research on gender equality

October 17, 2006

<https://www.hiroshima-u.ac.jp/en/gender/overview/declaration/>



HIROSHIMA UNIVERSITY

—Let's think about gender equality—

A “gender-equal society” is a society in which individuals are not restricted by their sex; a society in which people are free to develop and express their individuality; and a society in which men and women share the same rights and responsibilities to make and carry out decisions in a variety of social contexts such as at home, at workplace.

Hiroshima University made its declaration of gender equality in 2006, and established the Gender Equality Promotion Office in 2008, since when it has developed systems to actively promote gender equality. Subsequently, Hiroshima University has worked to promote gender equality in order to provide sound working and learning environment in which its members can express their individuality and skills and bring the best out of each other. The role of a university is to create a place of learning and research, where people, irrespective of their sex, can develop skills suitable for organizational decision-making, and then send such people out into society. Therefore, it is extremely important that universities promote gender equality and create a ‘right person for the right job’ equal opportunity environment; have working staff that recognize this; and foster the next-generation based on this way of thinking.

The time will come when university students need consider their future directions and how they want to lead their lives. When considering these things, please think about gender equality and what you want and ought to do to lead a life that suits you irrespective of your sex.

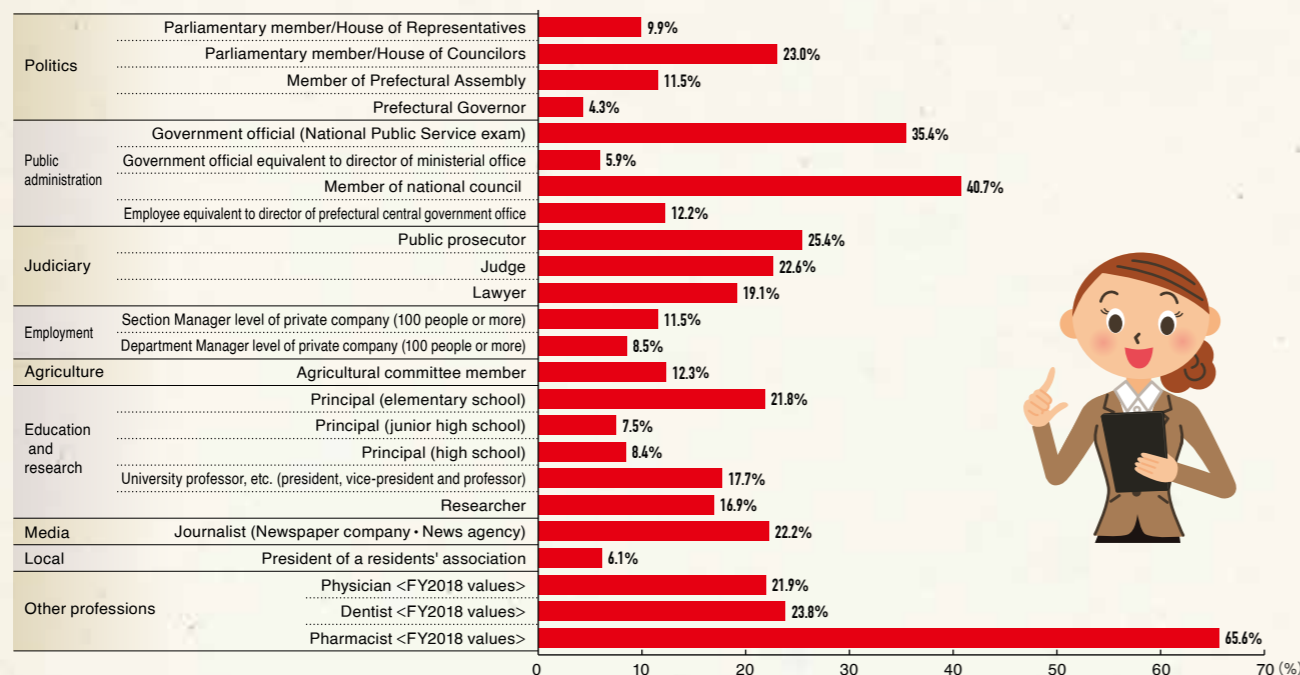
This pamphlet was produced to benefit you during such times. It briefly shows the current status of gender equality in Japan and outlines the activities conducted by Hiroshima University to promote gender equality.

1 | Gender equality in Japan

Japan has one of the highest levels of living and education in the world, but it faces a host of issues when it comes to the level of gender equality. Japan was ranked 19th in 2019 by the “Human Development Index” (HDI), which shows data for so-called prosperous nations. However, it was ranked 120th in 2021 by the “Gender Gap Index” (GGI) (by the World Economic Forum), which ranks the level of gender equality.

One of the main reasons for this could be the low rate of participation by women in politics (parliamentary members, Cabinet ministers). Other factors are the lack of women in executive and managerial positions with important decision-making authority in society.

Percentage of women in various fields

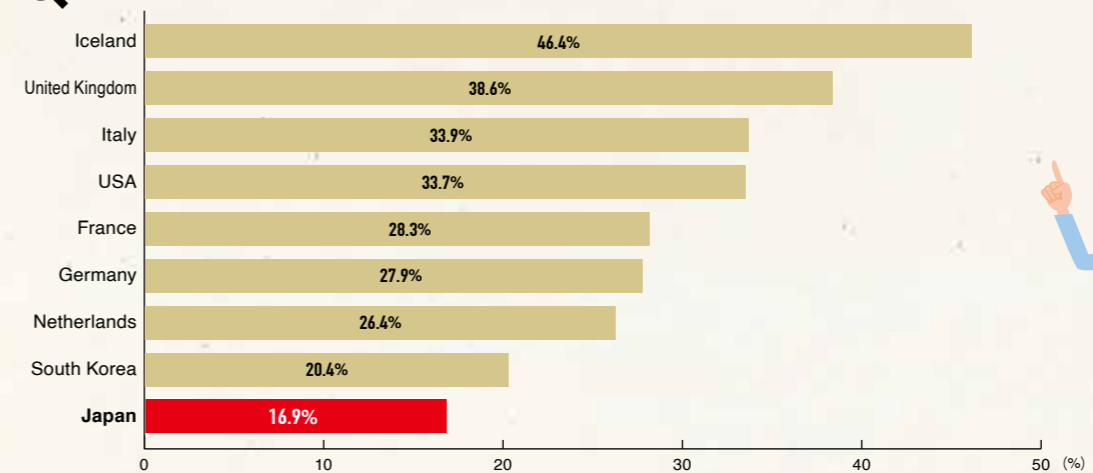


(Remarks)
1. Data updated from 2021 version of “Gender Equality White Paper” and “Examination of Status of Women’s Participation in Policy and Decision-making” (FY2020) with reference to the occupations listed in “Proportion of Women in major “leading positions” in each field” in 2020 version of “Gender Equality White Paper” (Cabinet Office).
2. FY2019 or FY2020 figures are used as a rule, except for “Parliamentary member” (FY2021 data) and for “Other professions” (FY2018 data).

Definition of “position of leadership”...1) parliamentary member, 2) those in a position equivalent to or higher than section manager of a corporation or group, etc., or 3) those engaged in a specialized or technical profession requiring a particularly high level of skill. Fields and items given as those equivalent to the definition of “position of leadership” are ranked as typical examples and examples, and not being included in these does not mean that they are not in positions of leadership.
Quotation from 2020 version of “Gender Equality White Paper”

As shown in the figure below, the percentage of female researchers was only 16.9% in 2020, which is the lowest among the developed nations

Percentage of female researchers - international comparison

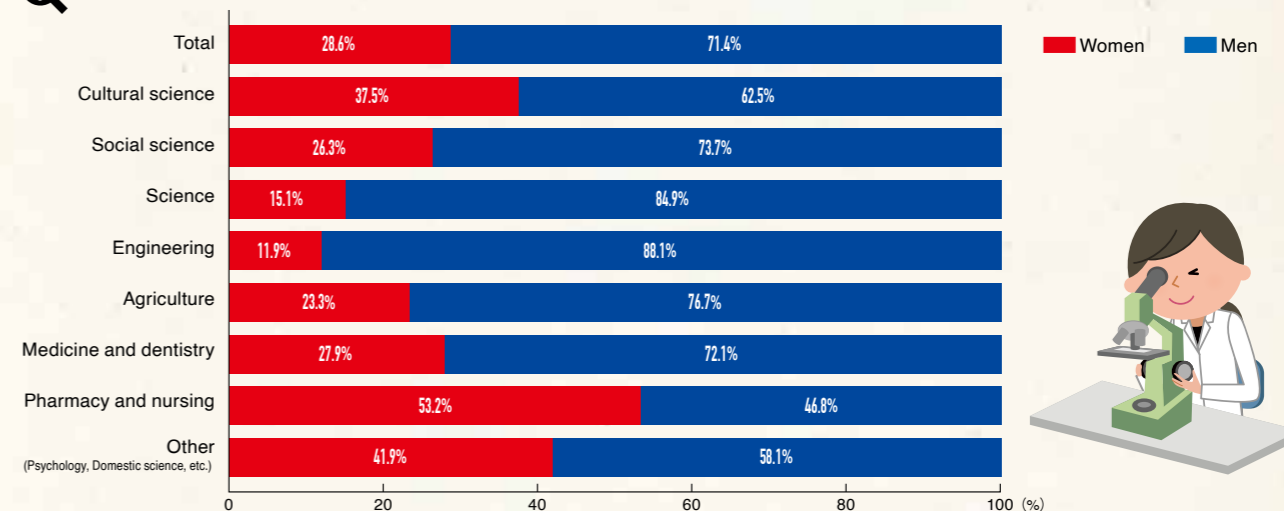


(Remarks)
1. Created from: “Survey on Science and Technology Research”, (2020), Ministry of Internal Affairs and Communications; “Main Science and Technology Indicators” OECD; “Science and Engineering Indicators”, National Science Foundation (NSF)
2. Values for Japan are as of March 31, 2020. Values for United Kingdom, Italy, and South Korea relate to 2018. Values for other countries relate to 2017. Estimated and provisional values are included.
3. Value for the United States is the percentage of women employed as scientists (including some cultural sciences and social sciences). When including engineers, the percentage of female scientists and engineers is 29.0%

Source: 2021 version of “Gender Equality White Paper”, Cabinet Office Gender Equality Bureau

According to fields of research, the percentage of regular researchers at universities etc. of whom more than half are women is for the fields of pharmacy and nursing. On the other hand, it is only 11.9% for engineering and 15.1% for science, showing a deviation between fields.

Percentages of female/male full-time researchers at universities according to field of specialty



(Remarks)
1. Created from: “Survey on Science and Technology Research”, (2020) Ministry of Internal Affairs and Communications
2. “Universities” relates to university faculties (incl. graduate school courses), junior colleges, technical colleges, university-attached research institutions, and inter-university research institutes.
3. As of March 31, 2020.

Source: 2021 version of “Gender Equality White Paper”, Cabinet Office Gender Equality Bureau

The 5th Basic Plan for Gender Equality of the Government of Japan sets the target figure so that the percentage of women in leadership positions will be at least 30% by 2020s.

The 6th Science, Technology, and Innovation Basic Plan gives the target figures by FY2025 : such as the proportion of women hired as researchers 20% for science; 15% for engineering; 30% for agriculture; 30% for medicine, dentistry, and pharmacology; 45% for cultural science, and 30% for social science.

Various Laws and References relating to Gender Equality.



Laws



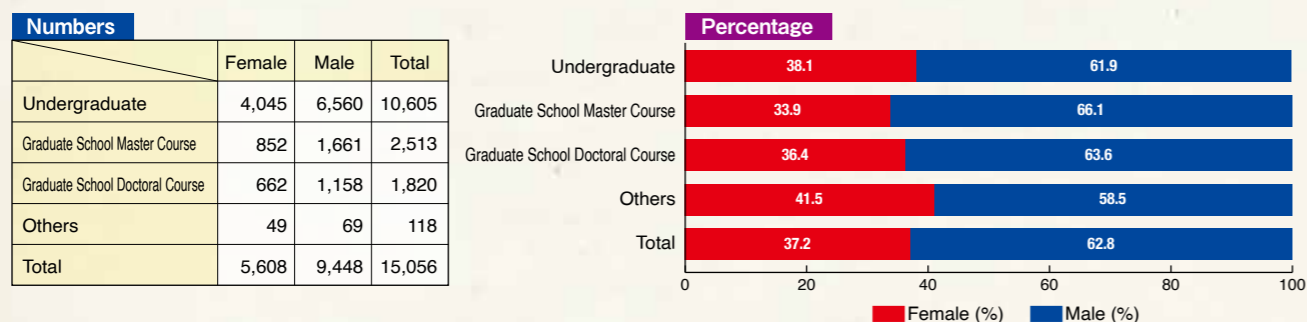
References

2 | Gender equality progress in Hiroshima University

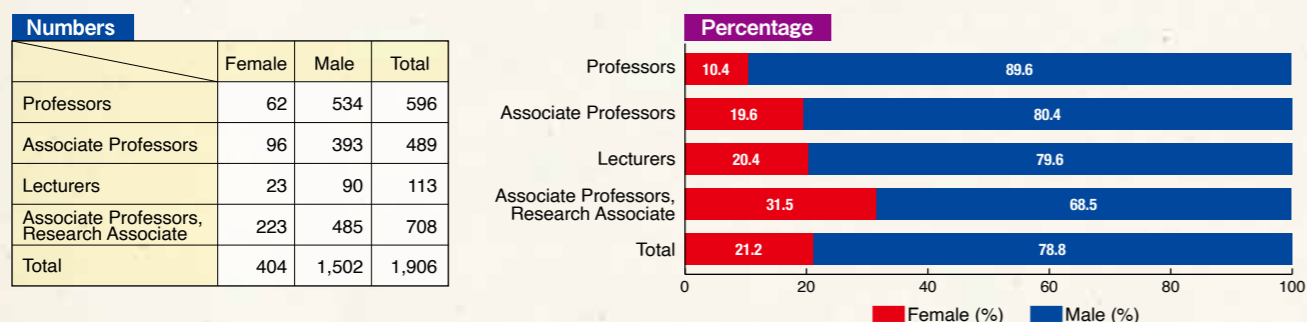
Proportion of male/female students and teachers at Hiroshima University

Let's take a look at the current status of Hiroshima University. The percentage of female students in Hiroshima University is 37.2%. On the other hand, the percentage of female teachers is 21.2%, which tells us that Hiroshima University has achieved the goal of "increasing the percentage of female teachers to 20%" set in its Third Mid-term Plan (FY2016-2021). Comparing to the female students' figure, the female teachers' is still low.

● Student Numbers and Percentage by Gender (May 2021)



● Teacher Numbers and Percentage by Gender (May 2021)



Hiroshima University's gender equality promotion activities, which started from the "Neko-no-Te Project"

The current percentage of female students and teachers in Hiroshima University is as shown above, but the percentage of female students 70 years ago, when the university was established (1949), was about 7%. That percentage has since increased. The percentage of female undergraduates in 2008 was about 40%, and over 30% of postgraduate students are women. The percentage of female teachers did not reach 10% for a long time, but it finally reached the 10% level in 2007. It has since steadily increased, and as shown above, it is now 21.2%.

Against this backdrop, from the mid-1990s, efforts got underway to enable female teachers to balance childcare and work starting with the so-called Neko-no-te project. These activities led to the establishment of various systems including "the Declaration of Gender Equality" in 2006, and "the Gender Equality Promotion Committee" and "the Women's Research Committee" in 2007.

In addition, the Gender Equality Promotion Office was established in 2008 as an organization to implement such systems and activities. Subsequently, the Gender Equality Promotion Office has implemented the following: handling affirmative corrective action (positive action**); promoting balance of childcare and work and participation of men in child-rearing; holding seminars to raise awareness of such issues; and supporting the research of female researchers.



* "Neko-no-te" is from Japanese idiomatic phrase which means extremely busy like wanting even the help of a cat (neko-no-te).

** Affirmative corrective action (positive action) is defined as "actively providing opportunities to both men and women to an extent necessary to remove sexual inequality" in the Basic Act for Gender Equal Society (enacted June 23, 1999).

Gender equality promotion activities

Hiroshima University is promoting gender equality through various efforts for the purpose of human resource development and awareness raising regarding gender equality, positive action to correct gender disparity, and support for balancing work and family.

Human Resources Development and Awareness Improvement

● Conducting symposium/seminars

for Female Researchers/Teachers

- Career consultation
- Career-up seminar
- Female researcher mailing-list

for Students

- Lesson on "Gender and Society"
- Text and brochure preparation
- Female postgraduate student mailing-list

for Female Secondary School Students

- Participatory science lessons
- Consultation at Open Campus "tea session"

Positive Action

- Submit and implement a recommendation to reflect opinions from both men and women in decision making
- Explanation about "Female researcher will be chosen when recognized as equivalent" is included in the recruitment documents
- Disclosure of recruitment percentage of female researchers by academic discipline
- Women-only recruitment
- Women-only career-up system

Balancing Work and Family

- Childcare facilities
- Children care after school hours during holidays
- Convalescent children care support

● Course of lectures about "Gender and society"

"Gender and society" is a series of lectures held as a general education course. These lectures seek to understand the various problems surrounding gender in today's society; why gender equality is necessary; and how a gender-equal society can be realized, so please be sure to attend.



● Expanding the range of female students who wish to be a researcher

Open campus "tea session"

At the information exchange meetings with female undergraduate and graduate students, female high school students who are interested in entering Hiroshima University ask a variety of questions including how to study to pass the entrance examination; how they enjoy university life and research, etc.



Participatory science lessons for female high school students

Under the instruction of researchers and students, female high school students take part in actual lectures and experiments conducted in science and agricultural science laboratories. After the lesson, a social gathering is held for informal chatting among the university researchers and students and the high school students.



3 | From Gender Equality to Diversity and Inclusion

We have so far talked about men and women in binary terms, but not all people are clearly divided into men or women in terms of gender and sex. Some people have sexually mixed physical characteristics (sex characteristics). Some people are not sure about their gender identity (the gender with which you identify) and cannot tell clearly whether they are men or women. When it comes to sexual orientation (the sex you are attracted to), some people are attracted to the same sex or both sexes. In addition, some are attracted to others regardless of their sex, and some are not even attracted sexually to anyone. For gender expression (what kind of appearance you want in terms of gender and how you behave), some are masculine, while others are feminine, many shifting in between depending on places and occasions.

In the Yogyakarta Principles plus 10, announced in 2017, these four elements constituting gender and sex are designated as essential for each person's dignity and humanity. Hiroshima University released in December 2019 the Policies and Guidelines at Hiroshima University for Respecting Gender and Sexual Diversity -for LGBT+ Students to provide support for all students to fully enjoy a fulfilling campus life in peace free from worry without being discriminated against or eliminated on the basis of their gender or sex.

●Policies for Gender and Sexual Diversity

1. We Respect Gender and Sexual Diversity.

We respect each individual's diversity, such as gender identity, sexual orientation, gender expression, and sex characteristics.

2. We Do Not Discriminate on the Basis of Gender or Sex.

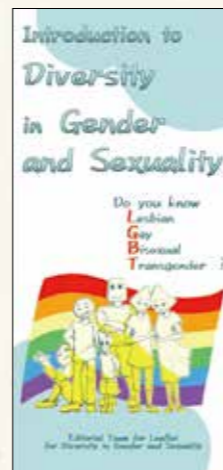
Placing our cornerstone on gender and sexual diversity and equality, we do not discriminate on the basis of gender or sex.

3. We Respect Each Individual's Gender and Sexual Autonomy.

We respect each individual's gender and sexual autonomy. Each individual's gender and sex, and also whether or not they will disclose them, should be controlled based on their autonomy.

4. We Foster an Inclusive Education and Research Environment.

We foster an inclusive education and research environment in terms of gender and sex. An inclusive environment here means one in which each individual is respected, enabling them to live as their true self without any worry, fully demonstrate their characteristics, and engage in the production of new knowledge without any hesitation. Gender and sex are particularly important elements for establishing each individual's identity. We foster an environment in which all our members can engage in education and research without any worry and unnecessary restraints, irrespective of gender and sex.



Leaflet on sexual and Gender Diversity

Policies and Guidelines at Hiroshima University for Respecting Gender and Sexual Diversity for LGBT+ Students

https://momiji.hiroshima-u.ac.jp/momiji-top/learning/post_16.html



Guidelines



Leaflet

Actually, our society abounds with various types of differences not only in terms of gender and sex but also in terms of age, disability and its level, ethnicity, plus values, religion, political beliefs, occupation, specialty, etc.

In modern society, you need to learn to live with such a diverse range of people and with nature, and the U.N. Sustainable Development Goals (SDGs) have been established as specific targets for doing so. The SDGs are a set of goals currently being tackled by more than 150 countries around the world to achieve by 2030 in 17 interrelated fields, such as gender equality, poverty and hunger, energy, climate change, and peace institutions. We hope that you will expand your perspective at the university and consider a gender equal society and diversity from a global point of view.

At the Research Center for Diversity and Inclusion, Hiroshima University, we work on research and education for creating new value from diversity. In Introduction to Diversity, a Liberal Arts Education subject, you will learn about the significance and practice of diversity and inclusion. We also offer the Specific Diversity Program, in which you can take a wide variety of classes provided by the schools of Hiroshima University to learn conceptual tools for diversity and inclusion as well as different issues concerning diversity and inclusion such as gender and sexuality; disability, aging, and disease; and ethnicity and culture. At the beginning of the program, you will set up your own study target, toward which you can make your own choice freely from among the wide range of designated classes. Why don't you venture out from your school and deepen your study while communicating with a wide variety of students at other schools in an environment different from your school's?



4 | Walking their own paths

When finishing your studies at university, you will all follow your own paths. Learn from the stories of those who are walking their own paths. Here are story excerpts and the entire stories are available through the "QR code".



MESSAGE1 ▶ Megumi Sasatani san, Associate Professor, Research Institute for Radiation Biology and Medicine, Hiroshima University

School days Fascinated by constantly updated information

When I was at university, I took a lecture that taught the following: "DNA, which controls our genetic information, is constantly damaged. Cells have a wide variety of repair mechanisms and avoid inducing a spontaneous mutation to counter such DNA damage. When that DNA repair mechanism has an inborn abnormality, this increases the risk of developing cancer." I remember being really impressed by the fact that DNA damage and repair is constantly repeated in one's own cells, and that information in text books comes from the findings of constant research and that information is being constantly updated. I can still clearly remember how impressed I was when I actually observed with my own eyes spontaneous mutation induced by ultraviolet rays in the research laboratory. From then on, I have been continuously fascinated by research on the DNA damage repair mechanism, spontaneous mutation and carcinogenic inducement mechanism.



MESSAGE2 ▶ Fusatoshi Matsumoto san, Section Manager, ICT Promotion Section, Corporate Planning Office, Delta Kogyo Co., Ltd.

Childcare leave experience Gaining childcare leave as a father

After joining Delta Kogyo in 1996, I worked designing seats for automobiles, then analyzing product durability, till I came to work in the ICT Promotion Section, where I am involved in setting up a company IT environment and promoting the digitization of our business. At home I live with my wife and three children. My eldest son is at junior high school and my other two sons are at elementary school. My wife continues to do research on support for people with disabilities in employment.

I and my wife have worked full-time since we got married, but as I wanted children, so I avowed to take childcare leave when we have children. When we had our first and second sons, I used the company's childcare leave system and dedicated myself to raising the kids for one year after they were born (2005 to 2006 and 2007 to 2008). During that time, I started by learning how to dissolve frozen mother's milk and then I learned how to burp a child and make baby food - things that I thought I would never learn. I then started to know instinctively when they were hungry and needed the toilet as if I were "a mother who knows best!". At the same time, I kept an eye on my career by getting my co-workers to update me about things at work and studying for work qualifications during my childcare leave, so I was able to return to work without any problems.



MESSAGE3 ▶ Haruna Suwa san, Administration Staff, Hiroshima University

Student life and work Seeking a job to support students at university

The biggest reason for me choosing to work at a university was my interest in student support work. I have a physical disability and use a wheelchair, but when I was at university I was supported by teaching staff, friends and family in a variety of situations. I made it my aim to join the staff at Hiroshima University, since I wanted to contribute to creating an educational and learning environment that allows all students to lead a secure and fulfilling student life.



MESSAGE4 ▶ Atsuki Toyama san, Joint Representative, Cocoiro Hiroshima

Being yourself Being different is attractive

I was in the latter years of elementary school when I started to notice that I was different to everyone around me. I was born a 'woman'. However, I felt like a man at heart. "Why do I feel out of place?" "Am I the only person in the world with such worries?" I asked myself these questions from junior to senior high school. The first time I got to know the word "gender dysphoria", it was a relief because I then knew that there were other people with the same worries.

However, when I looked it up on the Internet, virtually all the information was about medical operations. I wanted to be a teacher but I couldn't visualize the future.

When I entered the third year at university, people around me started to encourage me to search for a job. However, I didn't want to wear a woman's job interview suit. On the other hand, I felt that wearing a man's suit would be unacceptable, so I wasn't even able to get off the starting line. As a result, I didn't go to any job-hunting seminars and I started to feel like I was giving up on life. It was at that time that one of my elders at my part-time job said, "Being different is attractive in itself. I'll always be on your side, so live your life the way you want to." Up to then I had been distressed that I could not lead a normal life, so those words turned my life around 180 degrees. I decided to lead a life true to myself and found a job as a man. I underwent sex reassignment surgery and changed my family registration from a woman to a man.

