

SDGs & Sustainability Report

2021-2022

-English edition-



上智大学
SOPHIA UNIVERSITY

Table of Contents

Message from the President	01
Message from Director of Office of Sustainability Promotion	02
Encyclical Laudato Si' and Sophia	03
Strategic Alliance of Catholic Research Universities (SACRU) for SDGs	04
The United Nations and SDGs activities of Sophia University	06
United Nations Global Compact	08
Responsible and SDGs-related Investments (Sustainable Finance)	09
Responsible Investment Initiatives	10
Journey to Carbon Neutrality for Sophia	11
SPSF (Sophia Program for Sustainable Futures)	12
University-wide Initiatives	14
Initiatives of the Office of Sophia Sustainability Promotion	16
Efforts for SDGs	23
GOAL 1: NO POVERTY	24
GOAL 2: ZERO HUNGER	28
GOAL 3: GOOD HEALTH AND WELL-BEING	32
GOAL 4: QUALITY EDUCATION	35
GOAL 5: GENDER EQUALITY	39
GOAL 6: CLEAN WATER AND SANITATION	43
GOAL 7: AFFORDABLE AND CLEAN ENERGY	45
GOAL 8: DECENT WORK AND ECONOMIC GROWTH	47
GOAL 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE	48
GOAL10: REDUCED INEQUALITIES	49
GOAL11: SUSTAINABLE CITIES AND COMMUNITIES	52
GOAL12: RESPONSIBLE CONSUMPTION AND PRODUCTION	54
GOAL13: CLIMATE ACTION	55
GOAL14: LIFE BELOW WATER	57
GOAL15: LIFE ON LAND	60
GOAL16: PEACE, JUSTICE, AND STRONG INSTITUTIONS	61
GOAL17: PARTNERSHIPS FOR THE GOALS	63

Message from the President

Yoshiaki Terumichi
President, Sophia University



At the heart of Sophia University's efforts in research and education is our care for the vulnerable and for a healthy global society. This is representative of Sophia's unique founding spirit and educational philosophy. The publication of our "SDGs & Sustainability Report" offers an opportunity for us to revisit our position and role, verify our performance and have society judge how well we have fulfilled our responsibilities.

The issues to be addressed under the SDGs have become widely known and shared and there is increased understanding for the need for such efforts and their practice. On the other hand, global society is still home to "people who lack respect for the dignity of others." In a world with such people, we must first address the challenges of tomorrow. Furthermore, even in Japan, we can feel and acknowledge the aggravation of the global environment at levels unforeseen. We must ask ourselves what "advancement" means and present in detail what measures we will responsibly take to solve these challenges.

Acknowledging that there is an increasing call for us to show the path towards taking more concrete efforts to address the SDGs and sustainability, we have taken various actions. Sophia School Corporation has established the Office of Sophia Sustainability Promotion, which hires student staff to plan and execute efforts with a new perspective. Students have taken the lead in promoting universal design on campus and encouraging students to bring their own plates and containers. Their performance has gained high appreciation. On the other hand, in terms of energy issues, we have almost fully reached our target of sourcing all the electric power used on campus from natural energy. I believe we have successfully become a model for many educational institutions with regards to what can be done on an urban campus.

The significance of the Sustainable Development Goals is clear and defines with our sense of danger. However, we have yet to truly feel that we are approaching the goals. Sophia University's efforts, introduced herein, are very humble in the context of global society. However, we seek to continue our steady efforts and welcome your views and advice.

Message from Director of Office of Sustainability Promotion

Augustine Sali
Director, Office of Sophia Sustainability Promotion
Trustee for General Affairs



Sophia School Corporation was founded by the Society of Jesus, which has been engaged in apostolic ministry through higher, secondary, and primary education across the world for around 450 years. The Society of Jesus's research and education activities in Japan, which began with Sophia University, have continued for almost 110 years. It seeks to provide "fair and high-quality education" in every corner of the world with an aim to contribute to building a better world as well as having each individual understand and fulfill the purpose of their creation.

Sophia's educational philosophy, "For Others, With Others" represents this approach. The Society of Jesus engages in the social apostolate and spiritual apostolate, directly working with the marginalized and the vulnerable. These are connected to the service of faith and all apostolic ministries should be more clearly and better integrated with the service of faith. Our research and education seek to be fair and of high quality. The essence of the social apostolate is not only to offer the poor and underprivileged in society physical and mental good so that they may lead more human lives, but rather mainly to "build a structure of social life that is dominated by richer justice and love" and to "foster a sense of responsibility that drives each human to participate in various areas of social life and work diligently." This means that the social apostolate seeks to build a sustainable (better=magis) world. Pope Francis, elected in 2013, is a member of the Society of Jesus. In *Laudato Si'*, his encyclical on the global environment published in 2015, he asked, "What kind of world do we want to leave to those who come after us, to children who are now growing up?" He wrote that "this question does not have to do with the environment alone and in isolation; the issue cannot be approached piecemeal."

The SDGs which were adopted at the UN Summit in 2015 also seek to build a better world. Sophia School Society launched the Office of Sophia Sustainability Promotion to be more collectively conscious of a sustainable world through research, education and social action. In order to achieve the integral development (caring for people while caring the Earth, our common home) as described by Pope Francis, each of us will alter our consciousness and join forces across Sophia School Corporation to continue to take responsible action.

Encyclical Laudato Si' and Sophia

When Pope Francis visited Sophia University in 2019, His Holiness referred to his encyclical on the environment Laudato Si' published in 2015 and said, "This university should be a center not only of intellectual formation, but also a place where a better society and a more hope-filled future can take shape. In the spirit of my encyclical Laudato Si', I would add that love for nature, so typical of Asian cultures, should here find expression in a sapient and foresighted concern for the protection of the earth, our common home."



Role as a member of LaudatoSi' Universities

Sophia University is fulfilling its signatory role to the higher education institutions participating in the "7-Year Journey Towards Integral Ecology" established by Pope Francis. In order to achieve the goals of LaudatoSi', the members of the signatory universities are expected to learn, practice, and share through the broad participation of students, faculty, and staff.

Laudato Si' Goals - LSGs

Measuring Integral Ecology in the spirit of Laudato Si'

1. Response to the Cry of the Earth (greater use of clean renewable energy and reducing fossil fuels in order to achieve carbon neutrality, efforts to protect and promote biodiversity, guaranteeing access to clean water for all, etc.)
2. Response to the Cry of the Poor (defence of human life from conception to death and all forms of life on Earth, with special attention to vulnerable groups such as indigenous communities, migrants, children at risk through slavery, etc.)
3. Ecological Economics (sustainable production, Fair-trade, ethical consumption, ethical investments, divestment from fossil fuels and any economic activity harmful to the planet and the people, investment in renewable energy, etc.)
4. Adoption of Simple Lifestyles (sobriety in the use of resources and energy, avoid single-use plastic, adopt a more plant-based diet and reduce meat consumption, greater use of public transport and avoid polluting modes of transportation, etc.)
5. Ecological Education (re-think and re-design educational curricula and educational institution reform in the spirit of integral ecology to create ecological awareness and action, promoting the ecological vocation of young people, teachers and leaders of education etc.)
6. Ecological Spirituality (recover a religious vision of God's creation, encourage greater contact with the natural world in a spirit of wonder, praise, joy and gratitude, promote creation-centred liturgical celebrations, develop ecological catechesis, prayer, retreats, formation, etc.)
7. Emphasis on Community involvement and participatory action to care for creation at the local, regional, national and international levels (promote advocacy and people's campaigns, encourage rootedness in local territory and neighbourhood ecosystems, etc.)

<https://www.laudatosi.org/laudato-si/laudato-si-goals/>

Strategic Alliance of Catholic Research Universities (SACRU) for SDGs

The Strategic Alliance of Catholic Research Universities (SACRU) is a global network of Catholic research universities dedicated to research and teaching excellence, engagement and global collaboration informed by Catholic social teaching.



Advancing world leading knowledge and higher education for the common good through SACRU collaborations will be the mission of SACRU.

The vision of SACRU will be to reinforce the link between faith and reason in the digital age, enhance research for the common good, promote global education, develop digital transformation, accelerate interdisciplinarity in education and research, and contribute to knowledge and technological transfer through various global academic engagement activities and initiatives. The faculty members of Sophia University have actively engaged in the various academic engagement and publishing activities across academic disciplines.

<https://www.sacru-alliance.net/>

LAUDATO SI' IN ACTION WITHIN SACRU

This report has been created by Working Group 2 “Catholic Identity and Laudato Si’: The Common Home and Social Justice”, of the Strategic Alliance of Catholic Research Universities (SACRU). WG2 reflects the Catholic identity of the SACRU member universities and how they have committed themselves to the principles of Laudato Si’, seeking to care for the Common Home and its inhabitants.

This group is focused on reaching three objectives:

- Objective 1: Create evidence on how Laudato Si’ is integrated in our campus life.
- Objective 2: Strengthen the role of our universities in research and public engagement – thus promoting Laudato Si’ principles outside the university.
- Objective 3: Establish a dialogue with secular universities.

“The urgent challenge of protecting our common home includes the concern of uniting the entire human family in the search for sustainable and integral development, since we know that things can change”, says Pope Francis in Laudato Si’. In that sense, Catholic universities have a lot to do. As the Pope tells us: “Young people demand a change from us. They wonder how it is possible to try to build a better future without thinking about the environmental crisis and the suffering of the excluded”.

This report seeks to answer that call. It presents a display of today’s campus initiatives that are being developed across SACRU universities, identifying how Laudato Si’ is integrated in several aspects of the university community such as education, research, campus life and public outreach. This document also presents the series of webinars that were developed jointly combining efforts across the 8 universities of SACRU.

This document is a combined effort of the Working Group members and many contributors from SACRU university community members. It is formed by 15 people from 8 universities: Australian Catholic University, Boston College, Pontificia Universidad Católica de Chile, Pontificia Universidade Católica do Rio de Janeiro, Sophia University, Universidade Católica Portuguesa, Università Cattolica del Sacro Cuore, and Universitat Ramon Llull.

We would like to thank all members of the SACRU community and all the people who made this report possible. We hope this report will reach a global audience with which we can share all the activities related with sustainability that are being developed and are taking place in our campuses.

We are convinced that the only way to successfully respond to Pope Francis’ call is in community. The joint work marked by the Catholic identity, and the creation and strengthening of ties between people, make it possible to create warmer and more humane spaces, with harmony and respect for our common home

<https://sophia-sdgs.jp/efforts/3489/>





University-wide Initiatives

The United Nations and SDGs activities of Sophia University

Sophia University United Nations Weeks

As an institution of higher education participating in the United Nations Academic Impact initiative, Sophia University organizes "Sophia University United Nations Weeks," which started in Academic Year 2014, every year in early June and late October, around United Nations Day (October 24).

With the concept "To consider our world and the future through U.N activities," various events and projects are held including international symposia, lectures, photo exhibition, and movie shows. These events and projects are opened to our students as well as to the public and every time we have a large audience of working people and high school students. Since Academic Year 2016, we have put great efforts into holding lectures and symposia on SDGs.



<https://www.sophia.ac.jp/jpn/global/program/UNWeeks.html> (in Japanese)

Sophia University United Nations Weeks June 2021

- June 7 : Symposium "United Nations Activities for Peace: Humanitarian, Peacebuilding and Development Nexus"
- June 8 : Symposium "JICA's Support for Peacebuilding – Collaboration with International Organizations and Issues"
- June 10 : Symposium "Impact of COVID-19 pandemic on SDGs and future prospects"
- June 14 : Lecture, "Let's Talk with UN Staff!" - Find the path to international cooperation from Sophia University
- June 15-17 : Online Career Session "Career Workshop for International Organization and Cooperation"



Sophia University United Nations Weeks October 2021

- October 11 : Symposium "Challenges for Global Health Governance under the Pandemic"
- October 12 : Symposium "Business and Human Rights in the Conflict and Regions of high risk"
- October 15 : Symposium "Transformative Change for Building a Sustainable Society and Forests"
- October 20 : Lecture "Challenges of Implementing SDGs"



Sophia University United Nations Weeks June 2022

- June 3 : Symposium "Nutrition Summit and Role of Japan"
- June 6 : Symposium "Security of Human: Evaluation of Japan and Global Outlook"
- June 8 : Symposium "The Future of the Ukrainian War and International Order under the Charter of the United Nations"
- June 11 : Symposium "Cultural and inclusive communication (Medical)"
- June 14 : Symposium "JICA's Challenge to Peacebuilding - Collaboration with International Organizations"
- June 15-16 : Online Career Session "Career Workshop for International Organization and Cooperation"



Sophia University United Nations Weeks October 2022

- October 11 : Symposium "Impact of Economic Sanctions : The cases of the European Union (EU) and the United Nations (UN)"
- October 12 : Symposium "Humanitarian Crisis and Support for Afghanistan: Agriculture, Private Sectors, and Economy"
- October 17 : UNDP/UNV Career Seminar "United Nations Development Programme (UNDP) and United Nations Volunteers (UNV) Programme: Their Role and Career Paths"
- October 18 : Symposium "Interlinkages between Paris Agreement and SDGs : Global and Local Initiatives"
- October 22 : Symposium "How Can We End the War in Ukraine?"
- October 26 : Symposium "Ukraine Refugee Crisis and the Future of Global Governance for Refugee Protection - A Conversation with the UNHCR members -"



Sophia University joined UNU SDG-Universities Platform

About SDG-UP : This new academic platform was established by UNU-IAS in 2020. It engages Japanese universities to collaborate and exchange dialogue on opportunities and challenges in promoting the SDGs. SDG-UP is designed to contribute to the sustainable development of Japan and the world through collaboration between United Nations University and Japanese universities. The project activities aim to take the lead in transforming the individual behavior of stakeholders involved in the higher education sector, aiming to contribute towards realizing a more resilient society, and supporting individuals to take actions to ensure a more sustainable future for all.

<https://ias.unu.edu/en/sdg-up>



United Nations Global Compact

The United Nations Global Compact (hereafter UNGC) was announced by then UN Secretary-General Kofi Annan in an address to the World Economic Forum in 1999. And was officially launched at UN Headquarters in New York City on 26 July 2000. It is an international framework under which business sectors and non-business organizations are expected to take responsible and creative leads for the society toward the sustainable development.



At present more than 13800 entities in 161 countries and regions have signed up for UNGC and conducting the Ten Principles in the areas of human rights, labor, the environment and anti-corruption, and striving after the SDGs.

Sophia University became a signatory member of UNGC in May 2015 and also affiliated with the Global Compact Network Japan (GCNJ), the local area network. Since then, Sophia has been jointly hosting a series of symposiums with GCNJ during the UN Weeks in collaboration with the member companies and UN organizations.

Human Rights	Principle 1	Businesses should support and respect the protection of internationally proclaimed human rights
	Principle 2	make sure that they are not complicit in human rights abuses
Labour	Principle 3	Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining
	Principle 4	the elimination of all forms of forced and compulsory labour
	Principle 5	the effective abolition of child labour
Environment	Principle 6	the elimination of discrimination in respect of employment and occupation
	Principle 7	Businesses should support a precautionary approach to environmental challenges
	Principle 8	undertake initiatives to promote greater environmental responsibility
Anti-Corruption	Principle 9	encourage the development and diffusion of environmentally friendly technologies
	Principle 10	Businesses should work against corruption in all its forms, including extortion and bribery

United Nations Global Compact <https://www.unglobalcompact.org/>

Global Compact Network Japan (in Japanese) <http://www.ungcnj.org/>

Responsible and SDGs-related Investments (Sustainable Finance)

Sophia University signed the United Nation's Principles for Responsible Investment (PRI) in November 2015 in order to implement the principles of UN Global Compact in our investment management practice.

Signatory of:

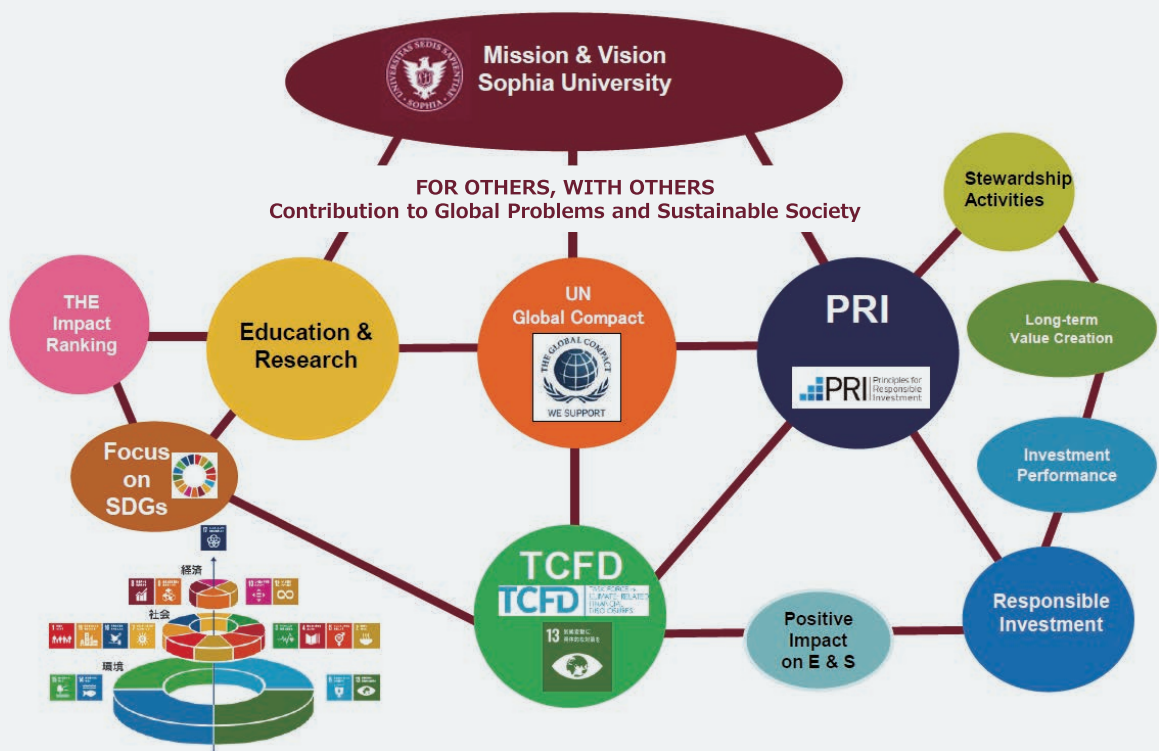


PRI's mission is that all investors incorporate ESG issues into investment analysis and decision-making processes for the realization of a sustainable society.

Based on the concept of PRI, we incorporate ESG issues into our investment policy, which is also consistent with Sophia University's founding philosophy.

As a responsible asset owner which manages university endowment fund, we commit to achieving both positive social impact and superior investment performance by our mission-driven investment.

<https://www.sophia-sc.jp/en/esg.html>

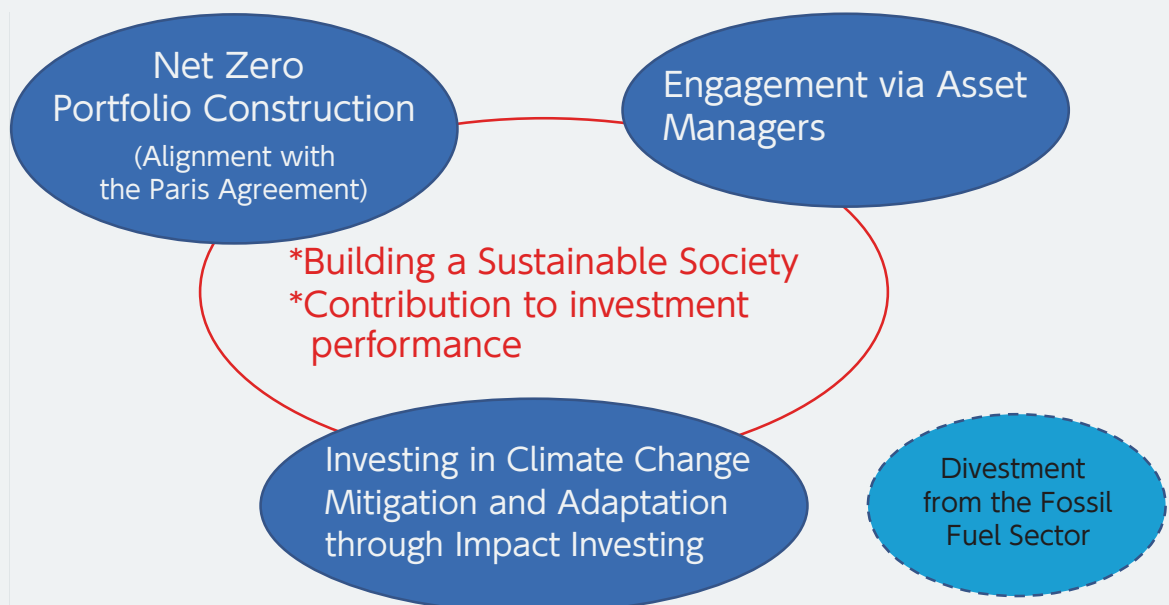


Responsible Investment Initiatives

Highlights of Sophia's ESG Investment

 <p>① MSCI Climate Paris Aligned Index ETF</p>	 <p>② Global Green Bond Fund</p>	 <p>③ UK offshore wind power fund</p>
 <p>④ Microfinance Fund in Latin America</p>	 <p>⑤ Venture Capital Fund in India</p>	 <p>⑥ Social bonds issued by the Japan International Cooperation Agency (JICA)</p>
 <p>⑦ African Development Bank 'Improve the Quality of Life for the People of Africa' Bond</p>	 <p>⑧ Global Impact Investment Fund (Private Equity)</p>	 <p>⑨ Global Sustainability Theme Oriented Fund</p>

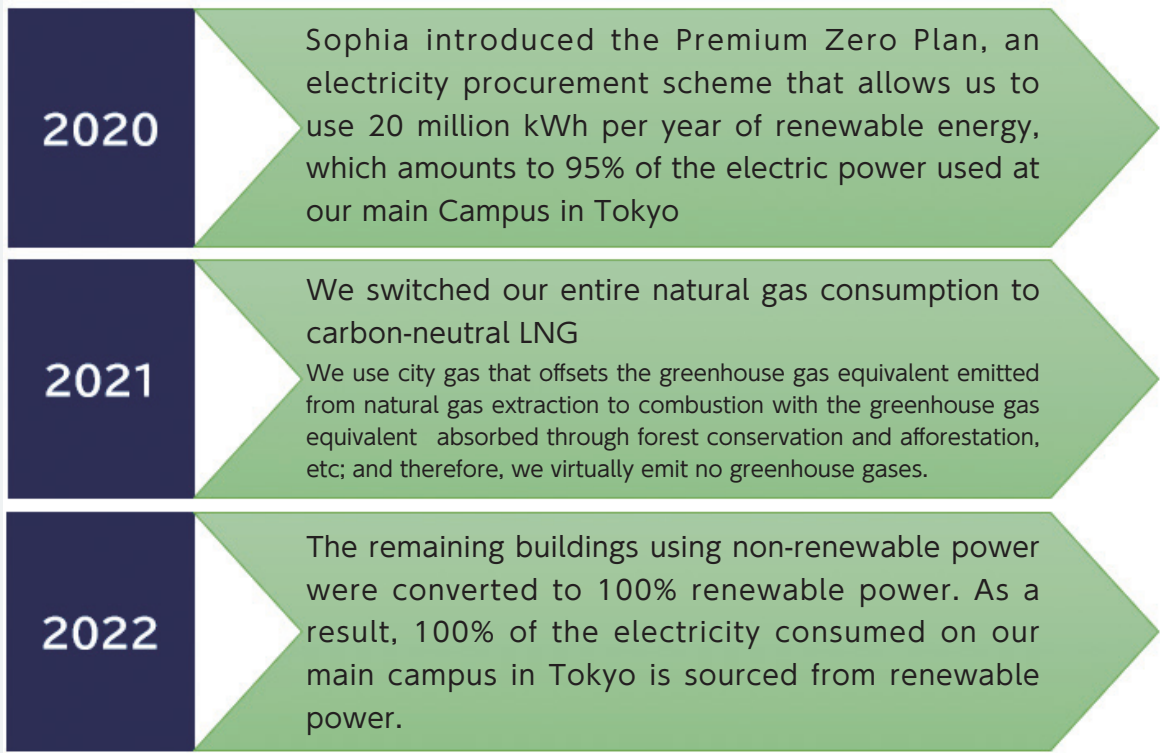
Sophia University's Investment Approach to Climate Change Issues



Journey to Carbon Neutrality for Sophia



Developments in de-carbonizing Sophia

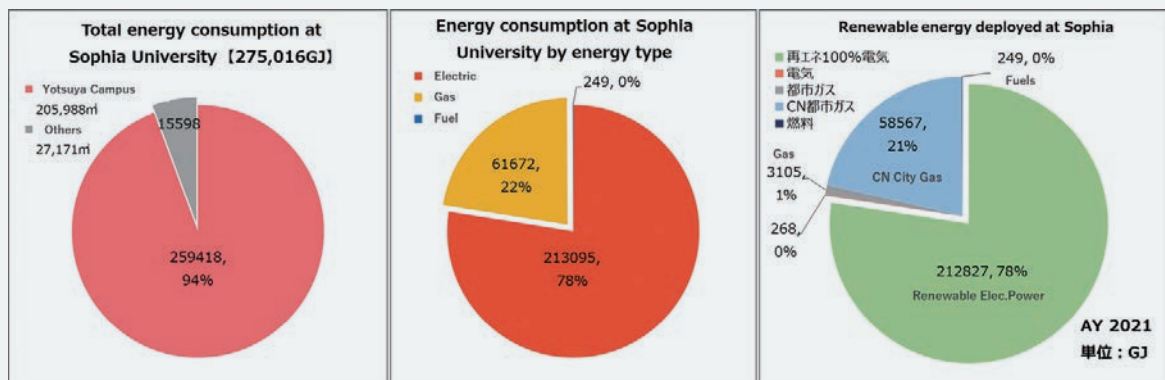


<https://sophia-sdgs.jp/en/efforts/1443/>

<https://sophia-sdgs.jp/en/efforts/1378/>

Total energy consumption and decarbonization at Sophia

Sophia University has decarbonized 99% of its energy consumption with renewable power accounting for 78% of its total energy use, and CN(carbon neutral) city gas, for 21%.



SPSF (Sophia Program for Sustainable Futures)

A six-department coordinated English course for sustainable futures

Sophia University has started "Sophia Program for Sustainable Futures (SPSF)" in 2020 with the concept of "Top Global University Project".



The Sophia Program for Sustainable Futures provides students with a broad understanding of the world's diversity and teaches them the practical skills needed to contribute to building sustainable futures for others, with others. The students will learn about sustainability issues on a global and local scale and will collaborate with their peers and professors both on and off campus in order to determine how to achieve a sustainable future.

Obtaining a degree is part of the process of becoming a change agent, but it is not the ultimate objective in life nor in SPSF.

As the circumstances and environment surrounding problems around the world continue to change, it becomes increasingly necessary to learn and adapt in order to build sustainable futures. To this end, the knowledge and expertise, the understanding of multiple perspectives, and the problem-solving competency cultivated at SPSF will form the foundation of the students' lifelong journey.

SPSF Six Departments:

- Department of Journalism, Faculty of Humanities
- Department of Education, Faculty of Human Sciences
- Department of Sociology, Faculty of Human Sciences
- Department of Economics, Faculty of Economics
- Department of Management, Faculty of Economics
- Department of Global Studies, Faculty of Global Studies



● Concept

- ✓ Enhancing your expertise in your department
- ✓ Broadening your horizons with global and local approaches
- ✓ Aiming to build a sustainable future together with peers



● Features

- ✓ Interdisciplinary approach
- ✓ All courses conducted in English
- ✓ Offering Bachelor's degrees in specialized fields of study

- B.A. in Area Studies
- B.A. in Economics
- B.A. in Education
- B.A. in International Relations
- B.A. in Journalism
- B.A. in Management
- B.A. in Sociology

SPSF Curriculum

YOUR FOUR YEARS AT SPSF

	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	Autumn	Spring	Autumn	Spring	Autumn	Spring	Autumn	Spring
SPSF Common Core	Theme-based First-Year Lecture in/about SF Academic Skills Academic Writing 1 Academic Skills Academic Presentations	Academic Skills Academic Writing 2 Academic Skills Critical Thinking & Discussion			Theme-based Third-Year Seminar for SF			
Specialized Education of the selected fields of study ▶ Dept. Info P. 5-7 ▶ Course List P. 8	Courses offered by Dept. of Economics Courses offered by Dept. of Education Courses offered by Dept. of Global Studies Courses offered by Dept. of Journalism Courses offered by Dept. of Management Courses offered by Dept. of Sociology Foreign language courses taught in English		Interdisciplinary Learning				Bachelor's thesis Bachelor's thesis Bachelor's thesis Bachelor's thesis Bachelor's thesis Bachelor's thesis	
General Studies	Compulsory & elective courses including foreign language courses taught in Japanese							
Others	Internships Study Abroad Social Engagement Programs Off-Campus Programs / Life Events							

Other activities may need the extra semester(s) to graduation.

The SPSF curriculum consists of the SPSF Common Core (lectures and seminars on sustainable futures), Academic skills (basic studies to strengthen learning skills in English, including writing, critical thinking, discussion and presentation), Specialized Education and University-wide courses.

https://www.sophia.ac.jp/eng/program/undergraduate_c/spsf/index.html?utm_source=SDGsReport2022&utm_medium=brochure&utm_campaign=SPSF&utm_term=125_02209-

University-wide Initiatives

Graduate School of Global Environmental Studies

The school was established in 2005 to focus specifically on the environmental problems that constitute one of the greatest challenges we face today. The curriculum combines social and natural sciences, in recognition of the fact that effective environmental study spans a number of scholastic discipline, including law, policy, administration, economics, population, energy, and chemistry.

The school is devoted to create graduates equipped to serve effectively as businessmen, specialists, or scholars in the area of environmental protection.



<https://www.genv.sophia.ac.jp/english/>

MIRAI 2.0 for SDGs

MIRAI 2.0 is an international bilateral collaboration between 9 Japanese universities and 11 Swedish universities. The primary purpose of this collaboration is to advance long-term research collaborations and promote Japan and Sweden as leading nations of global large-scale research infrastructure. Scholars, professionals, students, and administrators exchange innovative ideas and create international leading knowledge together through scientific workshops and seminars in the fields of Ageing, Artificial Intelligence, Innovation and Entrepreneurship, Materials Science, and Sustainability. The Research & Innovation weeks is one of the main engaged collaborative research activities of MIRAI 2.0. In 2022, the faculty members and students presented their research in the MIRAI 2.0 R&I Week at Kyushu University and pursued interdisciplinary collaborative research opportunities with researchers from the Swedish universities.



<https://www.mirai.nu/>



Initiatives of the Office of Sophia Sustainability Promotion

Initiatives of the Office of Sophia Sustainability Promotion



Campus Team

This team works to improve the campus environment with the goal of creating a safe and comfortable campus not only for students, but also for all visitors to Sophia University.



A Campaign to Bring Your Own Container for Food Truck Purchases

Student Staff: Matsumi, Shoji, Yamamoto and Hashino



As part of efforts to reduce single-use plastics, some of the food trucks that visit the Yotsuya Campus allow customers to bring their own containers for food purchases. Excessive use and improper disposal of single-use plastics such as forks, spoons and containers cause international environmental problems such as waste disposal, marine litter and global warming and also requires a response in terms of SDGs. A growing number of people have been bringing their own bottles and using water servers around campus, so why not take the next step and further reduce plastic use by bringing your own food container?



Please refer to the following link for a list of participating food trucks.

<https://sophia-sdgs.jp/en/efforts/2071/>



Start of “Bring Your Own Bottle” Service (9-Cafe, S-Cafe by Pronto)

Student Staff: Matsumi, Shoji, Yamamoto and Hashino



Pronto's 9-Cafe and S-Cafe, which are used by many students on campus, have changed their serving method to allow bring-your-own-bottles and tumblers for beverages. This change complies with the plastic recycling promotion law that came into effect on April 1, 2022. Those who bring their own bottle or tumbler will receive a 10 yen discount (this offer excludes the 100 yen breakfast service).



Please cooperate in reducing waste by bringing your own bottle/tumbler.

<https://sophia-sdgs.jp/en/efforts/2059/>



Yotsuya Campus Environment Improvement with Student Participation

Student Staff: Matsumi, Shoji, and Yamamoto



The area from the Yotsuya Campus Main Gate to the East Gate along the main street has been undergoing exterior construction work since September 2021. This construction is the first phase of the Yotsuya Campus Environment Improvement Plan, which is being implemented in three phrases through March 2024.



An illustration of the completed new campus drawn by student staff is displayed in front of Building No. 2 to make students more aware about the plan.

A student contest to solicit names for the terraced steps in front of historic Building No. 1 was held, with S-Terrasse being chosen. The S stands for “Sophia,” “sustainability” and “share.” The aim of inviting student participation in campus design is to encourage student attachment to the campus and the cherishing of their connections with other people and with nature.

<https://sophia-sdgs.jp/en/efforts/3480/>



Campus Signage Plan

Student Staff: Matsumi, Shoji, and Yamamoto



With the aim of creating a new “global campus,” Sophia University has been improving its external structures such as the thorough implementation of universal design. As these changes become more visible, the Office of Sophia Sustainability Promotion’s Campus Team has focused on improving information barriers with greater regard for diversity and a campus environment that helps support mental and physical health. In these efforts, student staff took the lead in developing signage with consideration for visibility and multilingual support.



Signs around campus had various issues, including language, color and information, that made them hard to use. The above matters were taken into immediate consideration, and general signage and area information signs unique to Sophia were installed. Sophia will continue to install information signs, name signs, etc. that are continuous with these signs.

<https://sophia-sdgs.jp/en/efforts/2056/>

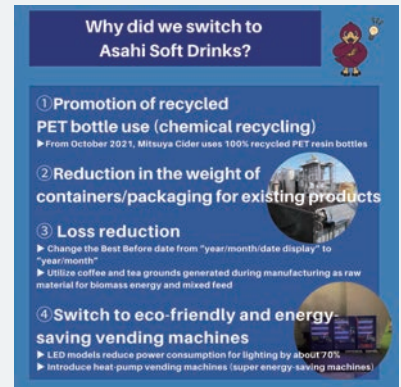


For More Environmentally Friendly Vending Machines! A Switch to Asahi Soft Drinks

Student Staff: Yamamoto



Student staff from the Office of Sophia Sustainability Promotion participated in the selection of on-campus vending machines carried out by SCS (Sophia Campus Support). Each candidate company was evaluated from the perspective of environmental considerations and other efforts related to SDGs, with a final decision to switch the on-campus vending machines to Asahi Soft Drinks.



The following matters were positively evaluated.



- “Asahi Beverage Containers and Packaging 2030,” an agenda for realizing sustainable containers and packaging
(<https://www.asahiinryo.co.jp/csv/eco/package2030/>)
- Promotion of recycled PET bottle use (chemical recycling)
→From October 2021, Mitsuya Cider uses 100% recycled PET resin bottles
- Reduction in the weight of containers/packaging for existing products
→28% reduced container volume for Mitsuya Cider, 35% for Jurokucha, and 42% for Asahi Oishii Mizu spring water (compared with 2004)
- Loss reduction
→Change the Best Before date from "year/month/date display" to "year/month"
→Utilize coffee and tea grounds generated during manufacturing as raw material for biomass energy and mixed feed
- Switch to eco-friendly and energy-saving vending machines
→LED models reduce power consumption for lighting by about 70%
→Introduce heat-pump vending machines (super energy-saving machines)

<https://sophia-sdgs.jp/en/efforts/3414/>





An Increased Number of Water Servers

Student Staff: Matsumi, Shoji, Yamamoto and Hashino



The university has installed water servers to promote equal access to safe water and encourage the elimination of plastic on campus. The number of users has continued to grow due to more health awareness and increased consideration for the environmental, to the point that there are long lines at the servers during class breaks.



A usage analysis found that the servers supply water 3,000 to 4,000 times a day. To alleviate congestion and promote further use, five more water supply stations were added, for a total of 10 water serving stations on the Yotsuya Campus.



(Locations of the added water servers)

- Building No. 2, B2F
- Building No. 2, 1F (under the roof overhang)
- Building No. 9, 1F Active Commons (tabletop)
- Building No. 10, 1F (south side, toward Building No. 14)
- Building No. 11, 1F lobby

<https://sophia-sdgs.jp/en/efforts/3419/>



Request for Energy-Saving Actions (turning off lights and switches in the spirit of “For Others, With Others”)

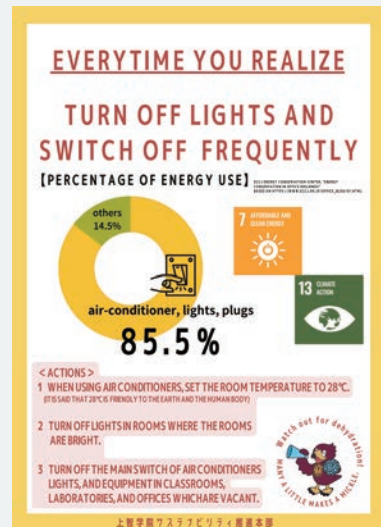
Student Staff: Matsumi, Shoji, Yamamoto and Hashino



The recent surge in energy prices has increased the cost of electricity, gas and other types of energy. Energy costs on the Yotsuya Campus are expected to jump by 100 million yen in fiscal 2022.

Tokyo’s power supply capacity is also expected to be affected in the summer due to trouble and stoppages at power plants. To prevent large-scale blackouts, it is vital to conserve energy on the Yotsuya Campus, which constitutes around 95% of the university’s energy consumption.

Of the university’s energy consumption, 85.5% is used for cooling, lighting and electrical outlets. The Office of Sophia Sustainability Promotion is calling for efficient use of air conditioning, lighting and electrical outlets.



<https://sophia-sdgs.jp/en/efforts/2597/>



Planning Team

This team plans and organizes events related to the promotion of sustainability. In addition to overseeing student-led sustainability promotion events, the Planning and Implementation Team is also active in industry academia and community partnerships.



A Co-Hosted Event by Sophia University, United Nations Population Fund (UNFPA) and Panasonic Corporation: “What Role Can Lighting Play in Women's Health and Education in Kenya? The Challenge of UNFPA and Panasonic”

Student Staff: Matsumoto



On the occasion of International Women’s Day (March 15, 2022), the Office of Sophia Sustainability Promotion co-hosted an event with UNFPA and Panasonic entitled “What Role Can Lighting Play in Women's Health and Education in Kenya? The Challenge of UNFPA and Panasonic.” More than 100 applications to participate were received from Sophia students, high school students and working adults.



Presentations were made by UNFPA, which protects sexual and reproductive health and rights, and Panasonic, which aims to alleviate poverty as part of its social contribution activities by lighting areas without electricity. The event also discussed the close connection between poverty and disparities in health, education and gender.



While providing an opportunity to consider the complex reality surrounding social issues, the speakers also stressed the importance of taking action and reaffirmed the inherent capabilities possessed by the participants.



<https://sophia-sdgs.jp/en/information/3476/>



The Sustainable Campus Forum, a Joint Event by the Office of Sophia Sustainability Promotion and KASA Sustainability

Student Staff: Matsumoto and Mamori



KASA Sustainability is a group of Sophia University undergraduate and graduate students. On April 22, 2022, KASA Sustainability held the Sustainable Campus Forum in collaboration with the university’s Office of Sophia Sustainability Promotion.

This forum was first held by KASA Sustainability in 2020, the year the COVID-19 pandemic began, and this year marked the forum’s third year. It was organized with the help of the Office of Sophia Sustainability Promotion, which is also involved in daily activities to promote sustainability at Sophia University.

Faculty, staff, and students gathered at this event to share their thoughts on sustainability issues on the campus where they study and work each day and to discuss future prospects and concrete actions regarding sustainability. Groups were divided into breakout rooms according to language, where small-group discussions took place.

Afterward, discussion was further deepened in the main room. By the end of the discussion, a sense of unity was evident as participants shared their thoughts and feelings regardless of their positions, duties or academic majors, with a sense of comradery as they shared their awareness of the same issues.



<https://sophia-sdgs.jp/en/information/3477/>



A “Small Rice Button” to Reduce Food Loss

Student Staff: Biyanwila

With the start of the spring 2022 semester, student cafeterias introduced a “small rice button,” which allows users to order a smaller portion of rice.

The small rice button idea came from students at an Office of Sophia Sustainability Promotion event for food loss prevention measures. Staff from the sustainability office developed and implemented the idea in consultation with cafeteria staff.

Interviews with student staff revealed that leftovers from diners were the greatest source of cafeteria food loss. It is believed that the use of this order button for smaller portions of rice will greatly reduce food loss at the university.

<https://sophia-sdgs.jp/en/efforts/3478/>



Summer Open Campus

Student Staff: Takeuchi

During Open Campus Day on August 2-3, 2022, the Office of Sophia Sustainability Promotion held a “Student Staff Hour,” which was attended by about 250 students and parents over the two days.

Student staff members were introduced and a Q&A session about Sophia was conducted through a real-time survey and calls for questions.

Acting as both moderators and speakers, student staff answered the questions and concerns of participants by sharing their own experiences about entrance examinations, the realities of academics, clubs and other matters of student life, and spoke about their outlook for the future.

The event ended on a high note with a message of support for students preparing for their entrance examinations.

<https://sophia-sdgs.jp/en/efforts/3667/>



Communications Team

This team disseminates information on sustainability initiatives at Sophia University and Sophia Gakuin.



Official Instagram Account Opened for the Office of Sophia Sustainability Promotion

Student Staff: Shimizu, Oh, Matsumoto, Harada, Samitsu

The Information Dissemination Team opened an official Instagram account to promote information on sustainability initiative throughout the Sophia organization (account name: @sophia_oss). Student staff members manage the account and create original images and text for posts. The account publishes information about the university's sustainability initiatives using students' unique perspectives—for example, posting reels (video) about campus water servers, introducing SDG-related organizations and publicizing information about Sophia's sustainability initiatives for external audiences. The “My Bottle Giveaway” reel received more than 10,000 views and gathered much attention. The team will continue to make effective use of video content to deliver information to a wider audience.

https://www.instagram.com/sophia_oss/



SDGs & Sustainability Report

Student Staff: Shimizu, Oh, Harada, Samitsu

This report summarizes Sophia University's activities regarding SDGs and sustainability. It outlines the background behind the establishment of the Office of Sustainability Promotion and initiatives from the unique perspective of a Catholic university. It also summarizes university initiatives and faculty research according to SDG targets. Student staff on the team also interview and report on the activities of student groups.

The paper version of the report uses recycled paper and vegetable ink.

<https://sophia-sdgs.jp/en/efforts/629/>



Start of the SDGs & Sustainability Website

Student Staff: Shimizu, Oh, Harada, Samitsu, Kim, Ashizawa

Sophia launched a new website on April 25, 2022 to disseminate its SDG and sustainability initiatives.

Based on the university's founding philosophy of “Wisdom Connects the World,” the site introduces various Sophia activities aimed at realizing SDGs in order to develop a sustainable human society and protect human dignity.

In addition to introducing faculty members and the activities of student sustainability groups, the website also announces events such as the various UN weeks and posts event reports. Users can search for examples of initiatives by keyword, SDG targets and faculty research.

There is also a new Like! button to show support for articles that users think are good.

<https://sophia-sdgs.jp/en/>





Sustainability Freshman Day

Student Staff: Oh, Harada, Kim, Ashizawa

Held on May 25, 2022 in Active Commons (9 Cafe) located on B1F of Building No. 9 and hosted by the Office of Sophia Sustainability Promotion, Sustainability Freshman Day brings in 12 on-campus extracurricular groups that are implementing SDG initiatives to introduce their activities to first-year students.

Participating Groups

SRSO, Meguko, Asante-Project, Study for Two, KASA Sustainability, Equity, +Re: (Purari), Start-up Club, Bond Project, Green Sophia, Peacebuilding Study Group, Sircle



The event was a great success. It not only introduced campus groups to students who are interested in or considering activities for solving social issues but also provided an opportunity for faculty and staff to build lateral relationships in working toward a sustainable future. This event was led by the Office of Sophia Sustainability Promotion (established in FY2021) and was a first step in developing cooperative initiatives to solve issues on and off campus.

Booths were set up for members of each group to provide a one-on-one explanation of their activities. Each group used panels and flyers at their respective booths to talk about their activities and philosophy while answering questions from the students in attendance. There was also a presentation area where groups could provide an explanation of their achievements; each group had about seven minutes to introduce their organization with a presentation.

<https://sophia-sdgs.jp/en/efforts/3527/>



Conversation between a visitor and a group member



Booth of Office of Sophia Sustainability Promotion



Group photo of participating groups



Presentation of their achievements



Efforts for SDGs

GOAL 1 NO POVERTY

End poverty in all its forms everywhere

Eradicating poverty in all its forms remains one of the greatest challenges facing humanity. While the number of people living in extreme poverty dropped by more than half between 1990 and 2015, too many are still struggling for the most basic human needs.

As of 2015, about 736 million people still lived on less than US\$1.90 a day; many lack food, clean drinking water and sanitation. Rapid growth in countries such as China and India has lifted millions out of poverty, but progress has been uneven. Women are more likely to be poor than men because they have less paid work, education, and own less property.

Progress has also been limited in other regions, such as South Asia and sub-Saharan Africa, which account for 80 percent of those living in extreme poverty. New threats brought on by climate change, conflict and food insecurity, mean even more work is needed to bring people out of poverty.

The SDGs are a bold commitment to finish what we started, and end poverty in all forms and dimensions by 2030. This involves targeting the most vulnerable, increasing basic resources and services, and supporting communities affected by conflict and climate-related disasters

(Cited from United Nations Development Programme (UNDP) web page)



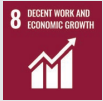
Africa Weeks 2021 “Sophia Bringing Africa Together!” (May 11–25, 2021)

The fifth Sophia University Africa Weeks was held May 11–25. This event promotes understanding of Africa and deepens cooperation among the younger generation, who are keen to have a deeply involved future with the rapidly growing continent. The fourth Africa Weeks in 2020 was cancelled due to the COVID-19 pandemic, but 2021 events were held online. In addition to a variety of symposiums and lecture guests, the student project Together with Africa featured various events such as a student-run workshop, talk sessions, and a photo exhibition.

- Lecture: Sanankouya, the Spirit of Friendship
- Symposium: Peacebuilding by NGOs in the COVID-19 Pandemic: Africa, South Sudan, and Refugee Support
- Lecture: Twenty-Four Years of Making Prosthetic Legs in Rwanda: One Year to Rise Up from the Depths
- Student Project: Together with Africa
 - African chat/free conversation
 - African workshop
 - Africa-themed talks
 - Photo exhibit: Close-up Africa



Sophia University Africa Weeks 2021 post-event report
<https://www.sophia.ac.jp/jpn/global/program/africa-weeks-2021.html>



Student Organization, AshA-Overseas Children Support Project Team

AshA is a student organization that provides education support to children in India. The group's main activity is raising funds to support the activities of NGOs that provide educational support in India.



Before the COVID-19 pandemic, AshA collected and redeemed plastic bottle caps, collected street donations, ran a stall at the Sophia Festival as part of its fund-raising and awareness-raising activities. The funds raised each year are delivered to NGOs. Prior to the pandemic, AshA members would go on a study tour to India to understand how these funds are being used. Since the pandemic, AshA has continued to raise funds through crowdfunding efforts, with the money used for local food aid. Gatherings with former AshA members and other student organizations at Sophia are also held.

AshA aims to achieve five SDG goals of no poverty (Goal 1), zero hunger (Goal 2), quality education (Goal 4), decent work and economic growth (Goal 8) and reduced inequality (Goal 10). Educational opportunities also lead to the lifting of poverty and inequality and to employment opportunities. By providing educational opportunities, AshA contributes to Goals 1, 4, 8 and 10, and it also contributes to Goal 2 by providing food assistance through crowdfunding.

Twitter: https://twitter.com/asha_jp

Instagram: https://www.instagram.com/_asha_sophia/

Note: https://note.com/asha_sophia/



Student Organization, Summer Teaching Program (STP)

STP is a group that deepens interactions with children through English education volunteer. STP members are limited to the Department of English Studies in the Faculty of Foreign Studies and was established to make use of the student's English language skills in an educational environment. With activities based in Muroran, Morioka, Ashikaga, Shimonoseki, Onoda, and Fukuoka as well as in Cambodia (seven areas in total), STP volunteers provide English education to elementary and junior high school students in various regions around Japan, mostly over the summer. However, the COVID-19 pandemic has made it difficult to conduct activities onsite, so they are currently done online through Zoom and other means throughout the year. STP Onoda was the most enthusiastic in its efforts and implemented an English teaching program for kindergarten students in Onoda City, Yamaguchi Prefecture. The program included singing Christmas songs together in English via Zoom and decorating an online Christmas tree together while using English. The main SDG focus of activities is Goal 4, quality education. STP strives in its activities not only with regard content but also in terms of motivating children to learn English and teaching them the joy of English.



STP Onoda was the most enthusiastic in its efforts and implemented an English teaching program for kindergarten students in Onoda City, Yamaguchi Prefecture. The program included singing Christmas songs together in English via Zoom and decorating an online Christmas tree together while using English. The main SDG focus of activities is Goal 4, quality education. STP strives in its activities not only with regard content but also in terms of motivating children to learn English and teaching them the joy of English.

Web: https://dept.sophia.ac.jp/fs/english/about_us/circle/

Twitter: https://twitter.com/sophia_stp2021

Instagram: <https://www.instagram.com/sophiastp2022/>



[SACRU] Child Poverty under Multidimensional Crisis: Lessons from Japan

Written by Masamitsu Kurata, Associate Professor of Economics

The Covid-19 pandemic made it clearer that poverty is multidimensional. It does not merely threaten health but spreads to economic crises due to lockdowns and educational disruption due to school closures. In many countries, the pandemic had relatively large negative impacts on the poor. In particular, the children of the poor face the most painful reality under a multidimensional crisis. Osendarp et al. (2021), for example, estimates that by 2022 COVID-19-related disruptions could result in an additional 9.3 million wasted children and 168,000 additional child deaths in low- and middle-income countries.

Child poverty is still a major social issue, even in high-income countries like Japan. Japan's child poverty rate is higher than the OECD average and appears to have been exacerbated by the pandemic. In response to this situation, the Japanese government released the results of its first national survey on child poverty in 2021. It found that before and after the pandemic, children from poor households skip meals more often, feel anxious and depressed more often, and have a poorer understanding of school classes than those from non-poor households (Cabinet Office of Japan, 2021).

Various measures have been taken to address child poverty in Japan. One prominent measure is "children's cafeterias," which is a place that provides free or cheap meals to poor children. According to a national survey by an NPO, the number of children's cafeterias across Japan has increased significantly from 2,286 in 2018 to 6,007 by 2021 (the National Children's Cafeteria Support Center Musubie, 2022). Although many of them were temporarily restricted in their activities due to the pandemic, they are now gradually resuming their services with infection control measures.

Children's cafeterias can offer not only meals, but also opportunities for children to interact with each other, study for schoolwork, and participate in community activities. More interestingly, 52% of the cafeterias are operated by voluntary groups, 21% by NPOs, and 10% by individuals, most of which are non-governmental. Such grassroots activities are considered a promising way to take a multifaceted approach against multidimensional poverty within each community.

<https://www.sacru-alliance.net/international-day-for-the-eradication-of-poverty/>



[SACRU] Interconnection of Poverty and Discriminations Under COVID-19 Pandemic

Written by Erina Iwasaki, Professor from the Faculty of Foreign Studies

As Amartya Sen had made clear, poverty is not just about the lack of resources and income but access to education and basic health care. It is also about human rights and dignity. Poverty is interconnected with the issue of discrimination, social exclusion, violence, and denial of participation in decision-making. The COVID-19 pandemic shed light on this interconnection between diverse discrimination and poverty. According to the World Bank, the COVID-19 pandemic is reversing the trend of poverty reduction and would have pushed additional 97 million people in the world to extreme poverty in 2020, of which the most vulnerable would be those relying on the informal employment, women, those with disabilities, refugees, those living with disabilities, minorities, etc..

In Japan, “stay home”, telecommuting for work and school, since the first state of emergency was declared in April 2020, led many shops and restaurants to shut down.

As a result, poverty increased among female-headed households because a large number of female workers were employed in the service sector, which was the most affected industry by the COVID-19 pandemic. It evidences the insecure and unstable nature of informal employment: the informal workers are first to lose their job when an incident occurs. The COVID-19 pandemic also revealed the problems that have been overlooked, such as domestic violence and poverty among children living in single-parent or female-headed households. Astonishingly about half of the children living in single-parent households, most of whom are headed by females, are poor in Japan. Why do such a large number of female-headed families and children fall into poverty? It mirrors the structural problems and persistent gender inequality that society embraces. The International Day for the Eradication of Poverty on October 17 is the day to reconsider the reality of our distorted society.

<https://blogs.worldbank.org/opendata/updated-estimates-impact-covid-19-global-poverty-turning-corner-pandemic-2021>

<https://feature.undp.org/coronavirus-vs-inequality/>

<https://www.sacru-alliance.net/international-day-for-the-eradication-of-poverty/>

GOAL 2 ZERO HUNGER

End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Eradicating poverty in all its forms remains one of the greatest challenges facing humanity. While the number of people living in extreme poverty dropped by more than half between 1990 and 2015, too many are still struggling for the most basic human needs.

As of 2015, about 736 million people still lived on less than US\$1.90 a day; many lack food, clean drinking water and sanitation. Rapid growth in countries such as China and India has lifted millions out of poverty, but progress has been uneven. Women are more likely to be poor than men because they have less paid work, education, and own less property.

Progress has also been limited in other regions, such as South Asia and sub-Saharan Africa, which account for 80 percent of those living in extreme poverty. New threats brought on by climate change, conflict and food insecurity, mean even more work is needed to bring people out of poverty.

The SDGs are a bold commitment to finish what we started, and end poverty in all forms and dimensions by 2030. This involves targeting the most vulnerable, increasing basic resources and services, and supporting communities affected by conflict and climate-related disasters.

(Cited from United Nations Development Programme (UNDP) web page)

Student Organization, TABLE FOR TWO Sophia University Branch

The Sophia University branch of TABLE FOR TWO, (TFT) a Japanese NPO, aims to improve imbalances in food supplies between developing and developed countries. Today, the rates of starvation in developing countries and obesity in developed countries are both increasing,

indicating that imbalance in global food supplies is a serious issue. The organization has created and caters healthy menus at five cafeterias in Sophia University.

For every meal from their menus sold at the cafeteria, 20 yen will be donated to a developing country through TFT, which can provide one school lunch for children. This not only helps children in developing countries with a healthy diet, but also contributes to eradicating global starvation, leading to achievement of the 2nd goal of the SDGs. Due to the spread of the novel coronavirus, The TFT menu had to be temporarily suspended in the school cafeteria. However, during the summer, the “TFT Home Project” was organized by SNS requesting to post pictures of specially made home-cooked dishes, followed by another project “Onigiri Action” for World Food Day on October 16, intending to deliver more school lunches to children around the world during the month of October by posting photos of onigiri (Japanese rice-balls) on SNS. Through various activities as such TFT, Sophia aims to provide solutions for this issue.

Facebook : <https://www.facebook.com/tablefor2sophia/>

Instagram : <https://www.instagram.com/tftsophia/>





SACRU reflections on World Food Safety Day [Part1], Centering Social-Ecological Diversity and Interdependence in Our Food Systems

Takeshi Ito, Professor

Faculty of Liberal Arts, Department of Liberal Arts Graduate School of Global Studies

Healthy, nutritious, and sufficient food is closely linked to human well-being and the biosphere's sustainability. Yet, are our food systems equipped with what is necessary to meet the goals? They gain little support from the current situation. Nearly one in three people in the world did not have access to adequate food in 2020—an annual increase of 320 million people from 2.05 to 2.37 billion (FAO 2021). Agriculture, forestry, and other land use contribute roughly a quarter of greenhouse gas emissions (IPCC 2022).



Our food systems, based on the assumption of scarcity, simply focus on quantities; increasing food production has been seen as the main solution for global food security. While our food system increased the volume of food production, they have not improved nutritional content of food and the world's population of obese people has more than doubled since 1980 (Gordon et al. 2017). Furthermore, our food systems have also reduced crop diversity and homogenized our diets. Over time, humans have eaten around 6,000 plant species, but we consume just nine—of which rice, wheat, and maize provide 50 percent of all calories (Saladino 2021). Ensuring access to healthy, nutritious, and sufficient food for all requires shifting the focus from scarcity, efficiency, and monocropping to relations, quality, and diversity. This suggests that farming as a way of life-making should foreground the principle of biodiversity and recognize the interdependence between human and nature rather than separating them. While farming alters landscapes suitable for the production of plants and livestock, it establishes social relations but also (re) connects producers to nature in ways that entwine social and ecological systems, rather than separate them. Such social-ecological relations are often reciprocal and resilient; while producers receive the benefits of environmental resources, they take good care of the soil, water, plants, livestock, and other organisms, creating bio diversity. Farming thus deepens the interdependent relationship between social-ecological systems, placing producers within a local ecology. Industrial agriculture has standardized and simplified nature, separated producers from nature and communities, and taken ecosystem services for granted. On the International Day of Food Safety, we recognize the diversity and interdependence of social-ecological systems as an important guide for ensuring access to healthy, nutritious, and sufficient food for all.

<https://www.sacru-alliance.net/sacru-international-insight-on-world-food-safety-day/>

<https://sophia-sdgs.jp/en/efforts/2381/>



SACRU reflections on World Food Safety Day [Part2], Selective Detection and Discrimination of Bacteria for Food Safety

Takashi Hayashita, Takeshi Hashimoto, Nobuyuki Kanzawa, and Kazuhiro Ema
Faculty of Science and Technology,
Department of Materials and Life Sciences

For Food Safety, the detection and identification of bacteria that cause food poisoning is an important issue. The food industry generally uses synthetic preservatives and antibiotics in the food manufacturing process to prevent contamination with food poisoning bacteria. However, overuse and improper use of antibiotics have led to the emergence of bacterial drug resistance, making it difficult to prevent an increase in food poisoning. In fact, multidrug-resistant bacteria, the development of which has been accelerated by the excessive use of antibiotics, has become a global issue in the past decade. As the abuse of antibiotics stimulates undesired genetic mutations in bacteria, specific antibiotic usage is important from the standpoint of achieving sustainable development goals. The need for a bacterial recognition method that would enable the determination of the specific dose of an antibiotic is apparent because existing bacterial recognition methods require several days for bacterial culture or expensive reagents.

This problem has attracted the interest of many research groups, and novel bacterial recognition methods or microbial agents have been studied. Saccharide recognition offers a potential solution because bacteria have specific glycolipids on their surface. Phenylboronic acid in particular is known as a saccharide recognition site because it forms a bond with the cis-diol of saccharides. In 2019, our research team reported that a chemically modified poly(amidoamine) (PAMAM) dendrimer having five phenylboronic acid groups at the terminus was able to recognize bacteria. The B-PAMAM dendrimer probe showed selectivity toward Gram-positive bacteria. The recognition was observed as the aggregate formation between bacteria and probe, which resulted in turbidity change. Based on the results, we additionally introduced a fluorescent dansyl group on B-PAMAM and were able to achieve sensitivity improvement in fluorescence measurements. Recently we have also developed a convenient and selective method for the detection of Gram-positive bacteria using a PAMAM dendrimer probe. The dendrimer that was modified with dipicolylamine (dpa) and phenylboronic acid groups showed the superior selectivity toward *Staphylococcus aureus* [3]. Our study is expected to contribute to the elucidation of the interaction between synthetic molecules and bacterial surface. Moreover, our novel method showed potential for the rapid and species-specific recognition of various bacteria for Food Safety.

<https://sophia-sdgs.jp/en/efforts/2376/>



First Year Lectures in/about Sustainable Futures

Maruyama Hideki, Professor

Faculty of Global Studies, Department of Global Studies



【Course description】

Sustainability is the most pressing topic for humanity. Many changes lead us to the necessity to create and develop the conditions for the well-being of society and ourselves in such an uncertain world today. The Sustainable Development Goals (SDGs), expected to be achieved by the year 2030, show that the 17 goals are about more than our planet's ecosystem because many global and local issues are interrelated to each other. They also determine global and local cooperation for sustainable futures throughout the world. For example, how can a nation achieve its economic growth, natural conservation, and sound society? Putting all available resources into economic development may victimize the other two. If using up all resources within our time, how will the next generations ensure the ability to achieve what they will need? The solutions could be found by combinations and collaborations across every academic discipline.

This interdisciplinary course is required for all the SPSF first-year students. The six departments provide the lectures related to each discipline and sustainability in the 2nd period, and the SPSF coordinator shares the latest studies about sustainability and develops the lecture contents from the departments in the 3rd period. The students learn about the issues from the discipline by each department's lectures and discussions as well as connect the contents from a comprehensive perspective of sustainability. Each class usually requires the student's feedback comments, called "Reaction Paper," on its lecture and/or discussions. The course deals with the basics of sustainability study and academic discipline towards sustainable futures. The course ends with preparations for further studies in the disciplines and possible actions for sustainable futures, to be considered at the third year seminar for sustainable future.

SPSF First Year Student Interview: <https://youtu.be/6qP1rcT8XGw>

GOAL 3 GOOD HEALTH AND WELL-BEING

Ensure healthy lives and promote well-being for all at all ages

We have made great progress against several leading causes of death and disease. Life expectancy has increased dramatically; infant and maternal mortality rates have declined, we've turned the tide on HIV and malaria deaths have halved.

Good health is essential to sustainable development and the 2030 Agenda reflects the complexity and interconnectedness of the two. It takes into account widening economic and social inequalities, rapid urbanization, threats to the climate and the environment, the continuing burden of HIV and other infectious diseases, and emerging challenges such as noncommunicable diseases. Universal health coverage will be integral to achieving SDG 3, ending poverty and reducing inequalities. Emerging global health priorities not explicitly included in the SDGs, including antimicrobial resistance, also demand action.

But the world is off-track to achieve the health-related SDGs. Progress has been uneven, both between and within countries. There's a 31-year gap between the countries with the shortest and longest life expectancies. And while some countries have made impressive gains, national averages hide that many are being left behind. Multisectoral, rights-based and gender-sensitive approaches are essential to address inequalities and to build good health for all.

(Cited from United Nations Development Programme (UNDP) web page)



[SACRU] World Population Day, people on the planet and inequalities grow, Population aging and lessons from Japan

Yuka Minagawa, Associate Professor of Sociology

Substantial mortality reductions have occurred worldwide over the past few decades, as witnessed in improvements in life expectancy (LE). Total LE at birth globally increased from 64.2 to 72.6 years between 1990 and 2019 (United Nations, 2019). Fueled by lowered fertility, the world population aged 65 and older is expeditiously growing, a phenomenon that is known as population aging. According to the United Nations (2019), 15.9% of the world population will be older than 65 years in 2050, changing from 9.1% in 2019. Increases in longevity and the size of the older population have made it critical to assess not just how long people are expected to live but also how these additional years of life are lived. Japan has been leading the world regarding the speed of population aging.

The proportion of the population 65 years and older changed from 7% to 14% within 24 years, compared to 115 years in France, 72 years in the United States, and 40 years in Germany. In 2021, 28.9% of the Japanese population was older than 65, which is expected to reach 38.4% in 2065 (Cabinet Office of Japan, 2021). The pace of population aging has been further accelerated by reductions in the total fertility rate (TFR), which has long been below the replacement level and was 1.33 in 2020 (Cabinet Office of Japan, 2021).



With low fertility and low mortality equilibrium, the Japanese government has focused on maintaining the physical, psychological, and social well-being of older individuals by promoting the idea of successful aging. The well-being of the older population is directly related to social policy in Japan, including pension provision and future care expenditures. Various programs and measures at governmental and non-governmental levels are targeted at promoting the well-being of older people, such as introducing the long-term care insurance (LTCI) policy in 2000, providing post-retirement employment opportunities via Silver Human Resource Centers (SHRC), and developing senior citizens' clubs nationwide. These initiatives aim to help older adults stay socially involved, and there is strong evidence of the health benefits of active social participation at advanced ages.

The world faces several demographic challenges, and population aging is clearly one of them. Population aging is a universal phenomenon, and its impact has become increasingly evident in all dimensions of our daily lives. While more developed countries have experienced the aging process relatively early, it poses significant challenges for developing nations, where governments are less prepared to address the needs of their rapidly graying populations. It is, therefore, essential to solicit cooperation among international development agencies and donors and provide developing countries with the knowledge necessary to face the population aging issue. From this viewpoint, Japan's experiences offer valuable insights to the world on dealing with the challenges of population aging.

World Population Day reminds us of the progress we have achieved, the challenges we are currently facing, and the ways to address these challenges through international collaboration.

<https://www.sacru-alliance.net/sacru-international-insight-on-world-population-day/>

<https://sophia-sdgs.jp/en/efforts/2716/>

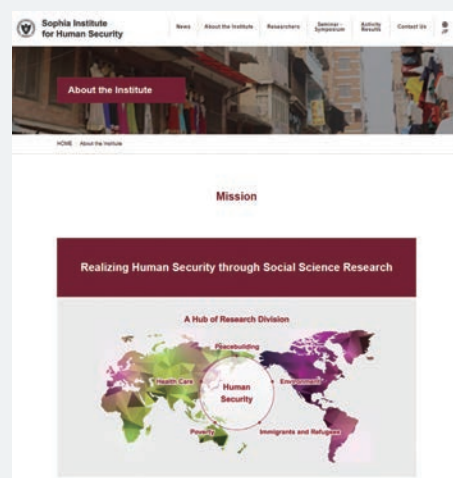


Sophia Research Branding Project

The Sophia Institute for Human Security (SIHS) considers poverty, environment, health care, immigrants and refugees, and peacebuilding as the five important human security issues for an international society.

The SIHS will work on the realization of human security through academic research by becoming an international center of excellence using social science research methods to design effective policies for institutions to solve these issues. The SIHS considers the following two basic policies as essential for the realization of human security:

- 1) To tackle the realization of human security through social science research results and
- 2) to promote research based on local circumstances and problems while collaborating with local researchers.



<https://dept.sophia.ac.jp/is/sihs/eng/>



Medical Inclusion Project

Takaoka Eiko, Professor

Faculty of Science and Technology, Department of Information and Communication Sciences

【Abstract】

Multilingual support in hospitals: In reality, both patients and medical institutions need interpreters, but the current situation is different and causes a lot of stress to both parties. The tool we are developing in our research is a tool to relieve such stress. Depending on the contents, it currently supports English, Chinese, Spanish, Portuguese, Vietnamese, Nepali, Thai, Tagalog, and Indonesian. If a patient is suspected of having Covid-19 or any other infectious disease, it would be helpful if the patient's smartphone or other device could be used to conduct a medical interview and send the results via email instead of paper to prevent transmission to others.

The same is true for medical questionnaires for each department. It can also be easily used when a doctor wants to interview a patient directly in the examination room of a clinic.

It is based on the multilingual explanatory materials for foreigners provided free by the Ministry of Health, Labor and Welfare, so you can rest assured.

Think about what happens when you don't understand the language when you have a test at the hospital. They will explain to you in your native language about the machine you will see for the first time and what you will be doing. Also, if you are in a machine such as a CT or MRI, the device cannot be held by the patient, and if the technician is giving instructions from outside the room, it would take a long time to carry the device back and forth each time, so audio output is also available. You can have your exam in a foreign country with ease.

Whenever you undergo a blood transfusion or surgery at a hospital, you need to sign a consent form. It can be difficult to read the intentions of a consent form written in a foreign language. This is especially true when you are not feeling well. With this tool, you can read the consent form in your native language, so you can sign it with peace of mind. You can even say no. You can also read the instructions in your native language.

【Future prospects】

The key factor is how to communicate the existence of such information to the people (facilities) who need it. We will continue to explore this issue. We hope that we can contribute in some small way to prevent people with foreign roots from being unable to receive the medical care they deserve due to the language barrier.

<https://www.medical-inclusion.academy/>

<https://sophia-sdgs.jp/en/efforts/720/>

<https://www.medical-inclusion.academy/>



GOAL 4 QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrollment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half. There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes.

Progress has also been tough in some developing regions due to high levels of poverty, armed conflicts and other emergencies. In Western Asia and North Africa, ongoing armed conflict has seen an increase in the number of children out of school. This is a worrying trend. While Sub-Saharan Africa made the greatest progress in primary school enrollment among all developing regions – from 52 percent in 1990, up to 78 percent in 2012 – large disparities still remain.

Children from the poorest households are up to four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high.

Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.

(Cited from United Nations Development Programme (UNDP) web page)



Preconception Care for Belarusian High School Students

Mitsutake Tomomi, Assistant Professor

Faculty of Human Sciences, Department of Nursing

[Abstract]

All societies in this world harbor the hope that their children will grow up into healthy individuals. The purpose of this study is to implement and evaluate the effectiveness of a preconception care educational program for Belarusian high school students who are about to graduate. The health risks for Belarusian high school students are elevated due to exposure to radioactive contamination and HIV infection. Such risks have severe repercussions in terms of future pregnancies and childbirth; the health of their future children can also be affected.

Preconception care is a form of education that prepares students toward healthy pregnancies and childbirth. It seeks to improve the health and happiness of adolescents and adults and paves the way for healthy pregnancies. It also ensures the sound health of these students' future children. Following the program evaluation procedure, a lesson prepared for the implementation of this research will be administered to Belarusian high school students; its effectiveness will be evaluated with the help of a local research institute. This initiative will continue to be implemented while the evaluation is being carried out.

[Future Prospects]

This program can be modified progressively and systematically for younger students to facilitate the development of a lesson model that effectively satisfies the needs of Belarusian children. It is hoped that local educators will continue to implement the lesson model upon its successful inception.

<https://sophia-sdgs.jp/en/efforts/705/>



Student Organization, Don Quixote



Don Quixote is a child welfare volunteer group that works with elementary schools near the university and orphanages and is focused on three core activities. The first is to provide learning support at orphanages and maternal and child living support facilities. The second is to provide support at children's centers to first grade students who have just started school and have not yet built friendships with other children. Helping the children get to know each other makes it easier for them to visit the children's center and makes it a place where they can feel comfortable. The third involves activities for elementary students on school grounds such as a relay races. University students serve as play partners for elementary school students, which helps the children develop flexibility in terms of expanding their range of play and coming up with new activities and increases their enjoyment of play. Members expect to resume picture book reading in future, which is on hold due to current pandemic. The group's activities are all linked to achievement of SDG 4, quality education. For learning support in particular, the group contributes to helping reduce gaps in learning levels by providing extra help where needed—for example, providing homework support tailored to the needs of individual children.

Web: <https://donquixote.web.fc2.com/>

Twitter: https://twitter.com/donki_sophia



Student Organization, TEDx Sophia University

This student group is the Sophia University chapter of TED, which organizes academic lectures by people with a passion for making the world a better place. With a basic philosophy of "Ideas Worth Spreading," TED events bring in speakers to present ideas that will shift listeners thinking, views on life, and their perceptions. The group members are split into three teams:



the speaker team is in charge of event planning and communication with speakers, the partner team is responsible for soliciting sponsors, and the promotion team is in charge of promoting TED and handling event PR, social media and ticket management. TEDx Sophia University posted its premier public video on YouTube in March 2021, which has been viewed over 1,500 times. TED's strength is free and high-quality content that is valuable but not always accessible. It is also content that many people can easily listen to without the hassle of reading difficult papers. In terms of SDGs, these strengths fall under Goal 4, quality education. TED talks also have a general connection to all the SDGs since the topics engage speakers on various social issues such as climate change and discrimination.

Twitter: <https://twitter.com/tedxsophiu>

Instagram: <https://www.instagram.com/tedxsophiauniversity>



Student Organization, Wakatake Circle

Wakatake Circle volunteers play with children with physical disabilities. These activities take place twice a month (bi-weekly) at Wakatake Gakkyu, a special needs class at Aburamen Elementary School in Meguro City, Tokyo. Due to influences of the COVID-19 pandemic, Wakatake Circle has been focused on online activities that can be done together such as drawing, finger exercises and riddles via Zoom. With the recent easing of restrictions, however, members have gradually resumed face-to-face activities such as accompanying children to desired places, going on walks, and playing at public facilities. Wakatake Circle activities make a significant SDG contribution to Goal 4, quality education, by providing children with physical disabilities opportunities for learning. However, the learning Wakatake promotes is not in terms of study but through experiencing play with other children of the same age regardless of disability.



Twitter: https://twitter.com/wakatake_sophia



Student Organization, Deutscher Ring

Deutscher Ring is an intercollegiate club officially recognized by the Department of German Studies. They meet online about twice a month and hold German study sessions and movie-viewing parties. With the support of alumni and the AV Edo Rhenania, which is an associate member of Union of Catholic German Student Fraternities in Germany, the club also holds an annual German speech contest in December each year. Each year, members also work part-time selling German sweets at the Christmas market in Hibiya Park. When the organization administering the Diplom Deutsch in Japan called for COVID-19 donations, the members gave a donation as Deutscher Ring.



they also organized an online exchange between Japan and Germany through a student project via the Center for Global Education and Discovery. Their initiatives received positive reactions from students on both sides, such as “I was able to talk to a German person for the first time in my life” and “I am glad I was able to talk to a Japanese person even though I cannot come to Japan because of COVID-19!” Through these activities, the club contributes to SDGs for Goal 4, quality education. Donating to the Diplom Deutsch in Japan and holding online exchange events, They support students in Japan who want to study German and students in Germany who wanted to study in Japan but could not due to the COVID-19 pandemic.

Twitter: https://twitter.com/so_d_ring



Comparative and International Education Research for Education for Sustainable Development in Asia (Sophia-ESD Project)

Education has a significant role to play in realizing the goals of the Sustainable Development Goals (SDGs), as set out in Education for Sustainable Development (ESD) for 2030. This was addressed at the UNESCO International Conference on ESD in 2021, in the report of “the Reimagining our futures together: a new social contract” in the same year, and at the Transforming Education Summit by the United Nations in 2022. The mission of Sophia University values diversity, inclusion and equity based on human dignity, and it is closely linked to ESD, which nurtures the global citizens for a sustainable society. Thus, the Sophia-ESD Project was launched in August 2021. The project is to engage in theoretical and practical research on ESD to enable qualitative and competency-based learning. It also aims to expand our ESD education and research network in collaboration with relevant organizations in Japan and overseas, and to foster a knowledge platform for comparative and international education to think together about education that creates synergies between SDG goals.



Sophia ESD Project Website <https://sciep.org/>

1st Symposium “Values, Challenges and Prospects of Education for Sustainable Futures” (26 March 2022)

Keynote speeches were given by Mr. Shigeru Aoyagi, Director of UNESCO Asia and Pacific Regional Bureau for Education, and Dr Blane Harvey of McGill University. We welcomed speakers from the Ministry of Education, Culture, Sports, Science and Technology, United Nations University (UNU), UNESCO's Asia-Pacific Centre for Education of International Understanding (APCEIU) and the University of Tokyo. 180 people from 15 countries registered for the conference.

<https://sciep.org/launching-symposium-esd-in-asia/>



2nd Symposium “The Roles of Education and Teachers for the Sustainable Futures” commemorating the signing of the MOU between Sophia University and APCEIU (13 November 2022)

Dr. Lim Hyun Mook, Director of APCEIU and Prof. Masahiro Nasu, Sophia University gave keynote speeches. Japanese and Korean secondary school teachers exchanged their ESD and Global Citizenship Education practices. The project led to an MOU between APCEIU and Sophia University in 2022. The Project team visited APCEIU in Seoul on 3rd January 2023.

<https://sciep.org/sophia-esd-symposium13nov2022/>



GOAL 5 GENDER EQUALITY

Achieve gender equality and empower all women and girls

Ending all discrimination against women and girls is not only a basic human right, it's crucial for sustainable future; it's proven that empowering women and girls helps economic growth and development.

UNDP has made gender equality central to its work and we've seen remarkable progress in the past 20 years. There are more girls in school now compared to 15 years ago, and most regions have reached gender parity in primary education.

But although there are more women than ever in the labour market, there are still large inequalities in some regions, with women systematically denied the same work rights as men. Sexual violence and exploitation, the unequal division of unpaid care and domestic work, and discrimination in public office all remain huge barriers. Climate change and disasters continue to have a disproportionate effect on women and children, as do conflict and migration.

It is vital to give women equal rights land and property, sexual and reproductive health, and to technology and the internet. Today there are more women in public office than ever before, but encouraging more women leaders will help achieve greater gender equality.

(Cited from United Nations Development Programme (UNDP) web page)



Making Child-rearing in Society Possible

Atsuko SAITO, Associate Professor

Faculty of Human Sciences, Department of Psychology

【Abstract】

If it can be said that “it takes a village to raise a child,” the current situation is far from that ideal. While there is no straight line to be drawn between natural biological attraction to children and the desire to help them, to establish systems that promote societal involvement in child raising it is necessary to clarify the kinds of people involved at different stages of child development, the forms of their involvement and the impact of those people on the process. This study aims to answer these questions by conducting web-based surveys and interviews with parents, childcare workers, and other adults to evaluate their impressions of the appearance of infants, attitudes towards nurturing, parenting stresses, and child development.

【Future prospects】

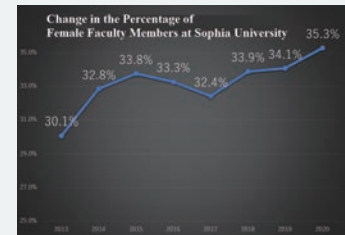
Humans are considered to be a cooperative breeding species in that, persons other than the mother participate in the process of child raising. However, the excessive burden of child rearing on parents, especially mothers, is thought to result in increased parental stress in child rearing, difficulty for women to continue being active in the workforce, and a declining birthrate. It is hoped that through this study, establishing approaches that integrate society with child-rearing will facilitate improving parental mental health (UN Sustainable Development Goal [SDG] 3), the active participation of women in society and the resulting increase in the productive population (SDGs 5, 8, and 10), and the provision of an environment conducive to child-rearing (SDG 11), while also leading to the development of children's social skills through interaction with various people (SDG 4).

<https://sophia-sdgs.jp/en/efforts/703/>



Change in the Percentage of Female Faculty Members at Sophia University

Sophia University was selected as a recipient of FY 2009 Grant-in-Aid for Human Resource Development in Science and Technology for MEXT's Promoting Role Models to Support Female Researchers program. With this funding, Sophia implemented its Project to Support Women Researchers in a Global Society.



The MEXT program promotes the development of a research environment that takes into account the life events and work-life balance of female researchers, supports returning to work following an interruption in research activities or separation from a job, and promotes improvement of research skills and career development.

One aspect of Sophia's Project to Support Women Researchers in a Global Society, the Global Mentoring System, received the Award for Excellence in the Organizational Division of the 3rd Mentoring Awards 2011.

The Global Mentoring System invites internationally active researchers to the university to serve as mentors and advisors to make the most of Sophia's "internationality." Furthermore, Sophia University also became the first private university in Japan to receive an "S" rating (the highest possible rating) for MEXT's post-project evaluation, in which the Project to Support Women Researchers in a Global Society was especially praised for its success in increasing the percentage of female researchers in science and engineering fields and the percentage of female graduate students in doctoral program, achieved through open recruitment that was limited to female applicants.

Such achievements have led to a major step forward in the promotion of gender equality at Sophia University, including the Sophia University Gender Equality Declaration (2011), the establishment of the Office for Promotion of Gender Equality (2012) and certification as a general employer that meets the standards of the Act on Advancement of Measures to Support Raising Next-Generation Children (2012), resulting in the creation of a university-wide system for promoting gender equality.

Subsequently, MEXT began its Top Global University Project in FY2014. For this, Sophia set a target of having an overall female faculty percentage of about 35% as of FY2023. With continued efforts to actively recruit female faculty, the university surpassed this target in FY2020.

Office for the Promotion of Diversity, Sophia School Corporation

We work on the following 4 issues for our students and faculty and staff members to contribute to the global community.

Promoting Gender Equality / Work Life Balance / Minority support / Diversity Mind, Sophia University declared "Sophia Gender Equality Statement" in January 2011 and has been promoting the importance of Gender Equality and engaging in a wide range of initiatives and actions to transform the mindset of University members. Office for the Gender Equality was established in January 2012 and on April 1, 2017 Sophia reorganized it to the Office for the Promotion of Diversity.

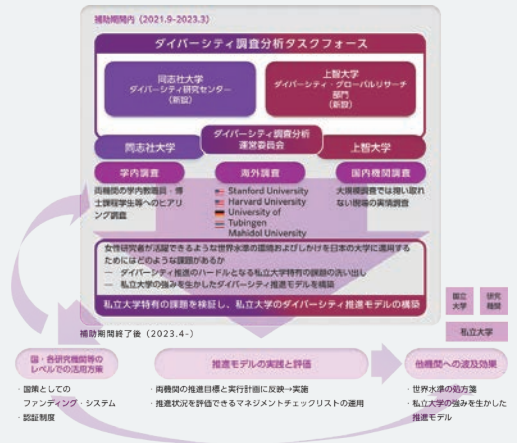
<http://danjokyo-sophia.jp/en/index.html>





Diversity Survey Analysis Project for SDGs

Sophia University Diversity Survey Analysis Project is part of a joint research project “Diversity Promotion Model in Private Universities through Advanced Overseas Cases” between Sophia University and Doshisha University. This project is funded by the FY2021 Science & Technology Promotional Adjustment Funds MEXT (Japan’s Ministry of Education, Culture, Sports, Science and Technology) “Initiative for the Implementation of the Diversity Research Environment (Survey and Analysis).” The faculty members, researchers, and administrators of Sophia University conduct collaborative research to understand institutional initiatives to support female scientists and explore possible problem-solving approaches for Japanese private universities in promoting diversity in the research environment.



<https://dept.sophia.ac.jp/pj/diversity-pj/>



Student Organization, Sophia Start-up Club

The vision of Sophia Start-up Club is “to create a place for Sophia students who are interested in entrepreneurship and to produce talented people from Sophia who will be active in the world.” To realize this vision, the club holds various activities to foster entrepreneurship such as inviting entrepreneurs and business people to the university for study sessions and holding gatherings among club members. These activities contribute to SDGs in terms of Goal 4, quality education, Goal 5, gender equality, and Goal 8, decent work and economic growth. First, to realize Goal 4, the club is significantly increasing the percentage of young people equipped with the skills to start a business by providing opportunities to gain the necessary knowledge and widening contact networks. Second, the club contributes to Goal 5 by offering an environment that encourages women to be active in the male-dominated world of entrepreneurship. Third, in creating opportunities for students to think about their carrier, the club’s activities contribute one of the aims of Goal 8, to substantially reduce the proportion of youth not in employment, education or training.



Twitter: https://twitter.com/sophia_startup

Instagram: https://www.instagram.com/sophia_startup_club



Free Sanitary Napkin Service OiTr Begins

In May 2022, Sophia University introduced a service to provide free sanitary napkins on campus. The smartphone app OiTr is used at a dispenser to get a free sanitary napkin. The university has been working with students to introduce this service, including the locations of dispensers, based on a survey conducted



by the extracurricular activities group Gender Equality for Sophia. He Jiayi, a third-year student in the Department of Management in the Faculty of Economics and a member of Gender Equality for Sophia, notes that “The introduction of OiTr will not only make university life more comfortable for menstruating students, but also help increase awareness of issues such as period poverty and menstrual taboos, including awareness among students who do not menstruate.”

Period poverty, which is difficulty purchasing sanitary products, has been drawing social interest in recent years. Sophia decided to introduce OiTr on the main campus hoping to reduce the mental, physical, and financial burdens associated with menstruation and assist students to have a comfortable campus life. The introduction of OiTr is also an effort to respond to the following (out of 17 total) SDGs: no poverty, good health and well-being, and gender equality. There are plans to gradually introduce OiTr on the Mejiro Seibo Campus and the Hadano Campus.

<https://sophia-sdgs.jp/en/efforts/3457/>

OiTr Official Website: <https://www.oitr.jp/>



Student Organization, Gender Equality for Sophia (GES)

GES was founded to promote gender equality at Sophia University and to create a safe and comfortable campus for all students under the motto of “taking action, not just raising awareness.”

Its current activities are:

- (1) Installation of dispensers for free sanitary napkins
- (2) Training on gender and sexuality
- (3) Establishment of the Gender and Sexuality Center
- (4) Establishment of all-gender toilets
- (5) Expansion of courses related to gender and sexuality

In particular, the free sanitary napkin service OiTr was established in collaboration with the university to provide sanitary napkins free of charge. Through these activities, it is contributing to SDGs for Goal 4 (quality education), Goal 5 (gender equality), Goal 10 (reduced inequality), and Goal 17 (partnerships for the goals). It will continue to focus on changing the environment on a project basis, not only by disseminating information but by actually seeing with its own eyes and visiting.

Twitter: https://twitter.com/ges_0424

Instagram: https://www.instagram.com/ges_0424/



GOAL 6 CLEAN WATER AND SANITATION

Ensure availability and sustainable management of water and sanitation for all

Water scarcity affects more than 40 percent of people, an alarming figure that is projected to rise as temperatures do. Although 2.1 billion people have improved water sanitation since 1990, dwindling drinking water supplies are affecting every continent.

More and more countries are experiencing water stress, and increasing drought and desertification is already worsening these trends. By 2050, it is projected that at least one in four people will suffer recurring water shortages.

Safe and affordable drinking water for all by 2030 requires we invest in adequate infrastructure, provide sanitation facilities, and encourage hygiene. Protecting and restoring water-related ecosystems is essential.

Ensuring universal safe and affordable drinking water involves reaching over 800 million people who lack basic services and improving accessibility and safety of services for over two billion.

In 2015, 4.5 billion people lacked safely managed sanitation services (with adequately disposed or treated excreta) and 2.3 billion lacked even basic sanitation.

(Cited from United Nations Development Programme (UNDP) web page)



The water dispenser has a new cover and has been installed in the Pilotis of Building No. 11

Water dispensers have been installed on campus since last year, and many students are using them. The Office of Sophia Sustainability Promotion is also working to promote the use of water dispensers in order to reduce plastic waste and provide safe water.

We also expect many more students to use the water servers in the future, as they provide a chance for students to actively bring their own bottles and to think about environmental issues.

We have newly installed covers on the existing water dispensers this year. A new one has also been installed in the Pilotis of Building No. 11 from April 13, 2022.

With the new school year, why don't you practice a new lifestyle bringing your own bottle!

<https://sophia-sdgs.jp/en/efforts/2051/>



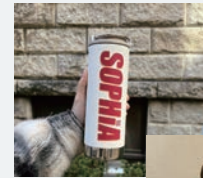


Creation and Distribution of an Original Sophia Refillable Bottle Arrupe International Residence, Sophia University Staff

This original refillable bottle was conceived and created by three students from the Arrupe International Residence in cooperation with university staff, and distributed in January 2022.

The bottle was selected to meet the needs of current Sophia students following data gathering and analysis based on questionnaires given to students about their environmental conservation awareness and design preferences.

The bottle was created in the hopes of increasing awareness of environmental conservation. Distribution of the bottles aims to make people aware of the water dispenser being installed around campus, encourage their widespread use and get students into the habit of automatically bring the bottle when leaving home.



<https://sophia-sdgs.jp/en/efforts/3576/>



Trans-disciplinary Undertaking for Achieving SDGs Focus on Water - Energy - Urban - Rural Nexus -

Since 2016, for five years, the Institute for Studies of the Global Environment at Sophia University has been carrying out a private university research branding project, “Interdisciplinary international joint research using ‘river basin’ as a model for sustainable community development.” As a successor to this project, a new research project will be launched in 2021.



Why is this a new development? Many of the world’s challenges today can be summarized in 3E’s: Environment, Energy, and Economy. Many environmental problems have arisen due to the increasing demand for energy and the sophistication of economic activities. Solving the environmental problems of the entire world cannot be done without solving water issues. In addition, urbanization has brought unprecedented changes to rural areas, making the integrated research of the water-energy-urban-rural nexus an urgent matter and a major academic challenge. The ongoing branding project has been deeply involved in both urban and rural areas, focusing on wetland conservation and flood mitigation. However, the successor project will focus on the connection between urban and rural areas, with new pillars such as energy issues and environmental business in depopulated areas and small islands. Pillars that were not formerly addressed by the branding project. In addition, we will conduct comparative research on wetlands in collaboration with Swedish universities to create a research base that is more interdisciplinary, more practical, more international, and more educationally relevant.

<https://i-gloenv2-co.wixsite.com/index>



GOAL 7 AFFORDABLE AND CLEAN ENERGY

Ensure access to affordable, reliable, sustainable and modern energy for all

Between 2000 and 2018, the number of people with electricity increased from 78 to 90 percent, and the numbers without electricity dipped to 789 million.

Yet as the population continues to grow, so will the demand for cheap energy, and an economy reliant on fossil fuels is creating drastic changes to our climate.

Investing in solar, wind and thermal power, improving energy productivity, and ensuring energy for all is vital if we are to achieve SDG 7 by 2030.

Expanding infrastructure and upgrading technology to provide clean and more efficient energy in all countries will encourage growth and help the environment.

(Cited from United Nations Development Programme (UNDP) web page)



Thermodynamics

Zhang Weilu, Assistant Professor

Faculty of Science and Technology, Department of Engineering and Applied Sciences

【Course description】

Thermodynamics is the study of energy transformation involving heat, mechanical work and other aspects of energy, and how these transformations relate to the properties of matter. An understanding of thermal physics is crucial to much of modern physics, chemistry and engineering.

In this course we learn the main principles that are fundamental thermodynamics and their applications. The topics include the properties of ideal and non-ideal gases, the liquids, solutions, the phase rule and phase equilibria.

By studying the basic concepts and principles of thermodynamics, we aim to use them to handle basic problems of chemical systems at equilibrium within a rigorous mathematical frame work.

This course follows the curriculum policy 3 to develop the ability to contribute to the acquisition of physical values and creation of functions by systematically understanding the discipline of thermodynamics.

<https://sophia-sdgs.jp/en/efforts/2604/>



Display of Electricity Conservation Awareness Posters in Building No. 6

Office of Property, Office of Sophia Sustainability Promotion and Student Organization +Re:

The Office of Property and the Office of Sophia Sustainability Promotion collaborated with student group +Re: to create unique electricity conservation awareness posters and light switch displays for Building No. 6.

The matter of leaving all light banks on in empty or near-empty classrooms was raised in discussions with +Re:, and the Office of Property was also consulted

about electricity conservation awareness on campus. The university thought that conservation awareness could be more effectively planned with student participation, so the Office of Property, the Office of Sophia Sustainability Promotion and +Re: collaborated on posters to raise awareness of campus electricity conservation.

With consideration given to visibility and how to communicate the electricity conservation message, the group devised unique posters in the form of a quiz and added number stickers next to light switches to make it easier to identify the lights for each switch.

It is difficult to determine what percentage reduction can be achieved at this stage, but electricity usage in Building No. 6 will be checked after about three months to confirm. Based on the knowledge gained in this effort, expanding the effort to more classrooms will be considered.

Although it is difficult to be aware of electricity consumption and its impact on climate change in terms of CO₂ emissions, it is hoped that students will recognize that there will be future effects and that they can contribute with small efforts and make it a habit to also reduce electricity consumption in their own homes.



<https://sophia-sdgs.jp/en/efforts/3581/>



GOAL 8 DECENT WORK AND ECONOMIC GROWTH

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Over the past 25 years the number of workers living in extreme poverty has declined dramatically, despite the lasting impact of the 2008 economic crisis and global recession. In developing countries, the middle class now makes up more than 34 percent of total employment – a number that has almost tripled between 1991 and 2015.

However, as the global economy continues to recover we are seeing slower growth, widening inequalities, and not enough jobs to keep up with a growing labour force. According to the International Labour Organization, more than 204 million people were unemployed in 2015.

The SDGs promote sustained economic growth, higher levels of productivity and technological innovation. Encouraging entrepreneurship and job creation are key to this, as are effective measures to eradicate forced labour, slavery and human trafficking. With these targets in mind, the goal is to achieve full and productive employment, and decent work, for all women and men by 2030.

(Cited from United Nations Development Programme (UNDP) web page)



Sophia University joined the 30% Club Japan University Working Group

In June 2021, the University joined the 30% Club Japan University Working Group.

Founded in the United Kingdom in 2010, the 30% Club is a global campaign aimed at achieving sustainable

corporate growth by increasing the percentage of women in key decision-making bodies in companies. The Japan arm of the organization began its official activities from 2019. The goal of 30% Club Japan is to increase the percentage of female executives in the TOPIX 100 to 30% by 2030. The 30% Club Japan's University Working Group undertakes activities that promote gender diversity among universities in order to contribute to achieving gender diversity in a wide range of areas, including education, research, and social contribution.

Many of Sophia's female graduates are active on the international stage, both in Japan and abroad, and embody the realization of a gender-equal society. As global citizens transcending nationality and gender, they are putting into practice Sophia's educational spirit of "for Others, with Others."

So far, Sophia has established a system to promote diversity and has actively strived to support those with disabilities, foreign nationals, and various other minority groups in order to create a campus environment that fosters true global citizens who have acquired a mutual understanding of diversity. As part of the 30% Club Japan University Working Group, we will collaborate with other universities in the group to further advance Sophia University's initiatives and contribute to society for the promotion of diversity.



<https://sophia-sdgs.jp/en/efforts/3315/>



GOAL 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Investment in infrastructure and innovation are crucial drivers of economic growth and development. With over half the world population now living in cities, mass transport and renewable energy are becoming ever more important, as are the growth of new industries and information and communication technologies.

Technological progress is also key to finding lasting solutions to both economic and environmental challenges, such as providing new jobs and promoting energy efficiency. Promoting sustainable industries, and investing in scientific research and innovation, are all important ways to facilitate sustainable development.

More than 4 billion people still do not have access to the Internet, and 90 percent are from the developing world. Bridging this digital divide is crucial to ensure equal access to information and knowledge, as well as foster innovation and entrepreneurship.

(Cited from United Nations Development Programme (UNDP) web page)



Development of Processes for Organic Reactions in Water

SUZUKI NORIYUKI,

Faculty of Science and Technology, Department of Materials and Life Sciences

[Abstract]

To achieve more environmentally benign processes in chemical industry, organic reaction processes conducted in water have been attracted. Employing surfactants allow formation of o/w micelles in water medium that has hydrophobic core, and organic reactions can proceed inside those micelle core.

However, organic solvents are required to separate the products in the micelle core. That results in more wastes. Therefore, we envisioned that both using water as a reaction medium and separating products with minimum amount of organic solvents can be achieved if the formation of micelle can be turned on and -off at will. We synthesized block copolymers that consist of thermo-responsive polymer and a hydrophilic segment. We also tethered catalyst moieties on the polymer chain. This will allow us not only to conduct reactions in water but also to separate products with less organic solvents.

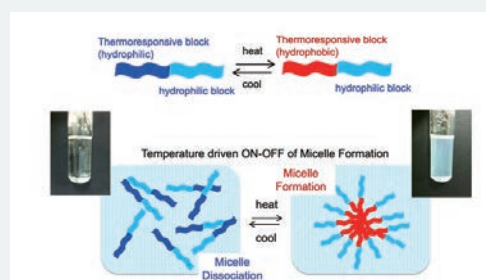
[Future prospects]

If we could turn on and off the formation of micelle in water, separating of products from reaction mixture must be more effective. Addition of catalytic ability onto the polymer micelle may allow us to develop novel process that use water as reaction medium.

<https://sophia-sdgs.jp/en/efforts/730/>

<https://kaken.nii.ac.jp/grant/KAKENHI-PROJECT-21K05074/>

<http://www.mls.sophia.ac.jp/~orgsynth/index.html>



GOAL 10 REDUCED INEQUALITIES

Reduce inequality within and among countries

Income inequality is on the rise—the richest 10 percent have up to 40 percent of global income whereas the poorest 10 percent earn only between 2 to 7 percent. If we take into account population growth inequality in developing countries, inequality has increased by 11 percent.

Income inequality has increased in nearly everywhere in recent decades, but at different speeds. It's lowest in Europe and highest in the Middle East.

These widening disparities require sound policies to empower lower income earners, and promote economic inclusion of all regardless of sex, race or ethnicity.

Income inequality requires global solutions. This involves improving the regulation and monitoring of financial markets and institutions, encouraging development assistance and foreign direct investment to regions where the need is greatest. Facilitating the safe migration and mobility of people is also key to bridging the widening divide.

(Cited from United Nations Development Programme (UNDP) web page)



Yotsuya Campus Accessibility Map has been updated

With the goal of ensuring that all users can move around campus safely and without hesitation, the Office of Sophia Sustainability Promotion is working to improve information barriers by upgrading universal design of signs at the Yotsuya Campus.

As part of these efforts, we have recently updated the Accessibility Map.

Based on the results of fieldwork surveys conducted in cooperation with related departments and specialized companies, the map was created primarily with consideration for color vision diversity, including font size, color scheme, and luminance contrast, as well as consistency with other media such as the university website and information brochures. *Created with two patterns of background color: gray and white.

Sophia University is accelerating the development of the campus environment to realize the “Creation of a Global Campus” as indicated in the priority plan of the long-term plan “Grand Layout 2.1”. In the “Phase 1” from August 2021 to August 2022, the main gate was relocated to the inside of the campus to eliminate the steps from Sophia Street, the steps from the main street to the entrances of each building were eliminated, and information signs were updated to improve visibility and multilingualism. We are also updating the signage to improve visibility and multilingualism. The accessibility map will be updated as needed.



<https://sophia-sdgs.jp/en/efforts/2056/>

A study of young intellectuals from the French African and Caribbean colonies in the Hexagon

NAGAI ATSUKO, Professor

Faculty of Humanities, Department of French Literature

【Abstract】

Since the 1920's, young elites from French colonies in Africa and the Caribbean studied in the Hexagon as national scholarship students. Some, after earning diplomas, returned to their home countries to hold important posts. Others chose to stay in the Hexagon to try to achieve success there. Although they seemed to have access to an equal educational system developed under the third republic, based on the values of egalitarianism, in fact, this equality was not a reality and their career path up, the ladder of success was not assured.

In particular, Jules Monnerot (1908 – 1995), a writer and sociologist born in Fort-de-France in Martinique, is the perfect example of a student from the colonies who tried to make his way in France. However, what distinguished him from many other colonial intellectuals, such as Aimé Césaire, was his strong desire to assimilate into French society and culture and to distance himself from the separatist movement. Unfortunately, in spite of his wish to be accepted as a French citizen, he was always viewed as an outsider by the French intelligentsia. Although disillusioned by the reality of always being perceived as an outsider, Monnerot struggled to not be occupied by personal resentment, but rather to develop his academic ideologies and was a prolific writer on the subject of sociology.



【Future prospects】

I plan to expand my research into other intellectuals from the French colonies.

<https://sophia-sdgs.jp/en/efforts/738/>

Student Organization, Asante Project

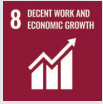
Asante Project provides educational support to preschool children in Tanzania under the umbrella of “enabling children to have more possibilities.” Asante undertakes activities in both Japan and in Tanzania.



In Japan, they operate Asante Market, which sells handmade products made with traditional Tanzanian cloth in order to promote the attractiveness of Africa. The cloth is purchased by members themselves in Tanzania. Africa-related events such as workshops for high-school students are also held. For activities in Tanzania, group members travel there, where they are involved in two main activities: first, providing needed materials such as stationery and writing implements, desks, chairs and educational materials and second, providing construction support for roofs and exterior walls. Through these activities, Asante Project contributes to SDGs through Goal 4, quality education, and Goal 10, reduced inequality. Through Asante Market, Asante Project sells products made with vivid African fabrics and promotes Africa's charms, so please take a look at their Instagram account and online store.

Web: <https://asante-project.com/>

Twitter: https://twitter.com/asante_tokyo



Student Organization, Sophia Sign Language Club Tenohira

Tenohira promotes sign language through sign language plays and songs. The three main goals are: to learn the signs used in daily conversation through study groups and the performance of sign language plays and songs; to think about sign language through learning it and by interacting with the hearing impaired; and to treat sign language as a language and think about the creation of a harmonious society. Tenohira's main activities are a study group to learn sign language through enjoyable games such as shiritori (a word-chain game), telephone game, and other games, and holding sign language plays and sign language choruses for expressing in sign language. By promoting sign language and sign language songs through volunteer sign language classes for people of all ages from elementary school students to adults, Tenohira is contributing to SDGs through Goal 4, quality education, and Goal 8, decent work and economic growth. By increasing means of communication and expanding understanding of the hearing impaired, Tenohira is also contributing to Goal 3, good health and well-being; Goal 10, reduced inequality; and Goal 11, sustainable cities and communities.



Web: <http://tenohira102.fc2web.com/>

Twitter: https://twitter.com/sophia_tenohira

Instagram: <https://www.instagram.com/tenohira.sophia/>



Student Organization, Bond (Supporting Foreign Laborers and Refugees in Japan)

Bond is a volunteer organization working to support foreign laborers and refugees in Japan. Around the early 2000s, the issue of human rights violations at Japanese immigration detention facilities came to wide attention, and students and citizens began visitation activities at detention facilities out of a sense of justice. Bond carries out three main activities to support foreign workers and refugees living in Japan. The first is visiting immigration detention facilities in Shinagawa, Ushiku and Yokohama to meet with detainees to understand what conditions and treatment they are receiving. If inhumane conditions are revealed, a request is made to the Immigration Bureau for improvement. Bond members also serve a bridge for sharing information about events that have occurred outside detention center and acting as a bridge between those involved. Second, Bond carries out public relations activities via social media to disseminate information to draw more attention to immigration issues and to attract more supports. The third core activity is external relations and education. Through these activities, Bond aims to realize two SDGs: Goal 8, decent work and economic growth, and Goal 10, reduced inequality. For Goal 8, Bond is particularly contributing to the aim of protecting the rights of all workers.



Web: <https://nanmim-bond.amebaownd.com/>

Twitter: https://twitter.com/nanmin_bond

Facebook: <https://www.facebook.com/NANMINBOND/>

Instagram: <https://www.instagram.com/bond2008official/>

Note: https://note.com/nanmin_bond

GOAL 11 SUSTAINABLE CITIES AND COMMUNITIES

Make cities and human settlements inclusive, safe, resilient and sustainable

More than half of us live in cities. By 2050, two-thirds of all humanity—6.5 billion people—will be urban. Sustainable development cannot be achieved without significantly transforming the way we build and manage our urban spaces.

The rapid growth of cities—a result of rising populations and increasing migration—has led to a boom in mega-cities, especially in the developing world, and slums are becoming a more significant feature of urban life.

Making cities sustainable means creating career and business opportunities, safe and affordable housing, and building resilient societies and economies. It involves investment in public transport, creating green public spaces, and improving urban planning and management in participatory and inclusive ways.

(Cited from United Nations Development Programme (UNDP) web page)



2.0 SUSTAINABILITY DIGITAL SEMINAR SERIES, 2022 THE 2ND SUSTAINABILITY WEBINAR

“MIRAI 2.0” is an international collaborative research initiative led by 20 Japan and Swedish university. Sustainability TEG, one of the research groups, is running a series of digital seminars where the researcher from respective universities gave lectures. This time Prof. Guangwei Huang of the Graduate School of Global Environmental Studies gave a lecture.

Date: September 22 (Thursday)

Topic: Sustainability in an Era of Climate Change

Presentations: “Flood risk management under changing environment and social structure” by Professor Guangwei Huang, Sophia University
 “Climate change adaptation as an overarching issue” by Professor Carina Keskitalo, Umeå University

<https://sophia-sdgs.jp/en/efforts/2924/>





Student Organization, Habitat for Humanity Sophia

Based on Habitat for Humanity’s mission of “Habitat for Humanity brings people together to build homes, communities and hope,” Habitat for Humanity Sophia is focused on raising awareness of the social issues that affect daily lives. A raffle event was held as a fundraising event; about 150 people attended and were able to learn more



about the group’s activities, raising more than 1,000 yen. Two members spoke about social issues surrounding homelessness at the weekly seminars. SDG-related discussion topics can be freely chosen so a member can bring attention to an issue that other members may not be aware of. Habitat for Humanity Sophia aims to host seminars from the fall semester by inviting activists and influencers. Carrying out volunteer activities has been difficult due to the COVID-19 pandemic, but members continue to learn about issues through social media sites and are keeping their eyes open for post-pandemic activities to participate in. Habitat for Humanity’s vision is “a world where everyone has a decent place to live,” and the Sophia chapter aims to achieve SDGs in line with this vision, in particular Goal 11 (sustainable cities and communities), Goal 6 (clean water and sanitation), Goal 1 (no poverty), and Goal 17 (partnerships for the goals).

Web: <https://hfhsophiapr.wixsite.com/hfhsophia>

Twitter: https://twitter.com/hfh_sophia

Facebook: <https://www.facebook.com/hfhsophia/>

Instagram: <https://www.instagram.com/hfhsophia/>



Environment and Development

Sugiura Mikiko, Professor

Center for Global Education and Discovery

【Course description】

Environment and development are two sides of the same coin. Many environmental degradations globally observed partly or majorly originated in human activities called “development.” Why and how do past economic and social systems often appear to result in contemporary environmental problems? How have power “in” balance and biased resources-distribution influenced the drivers and consequences of environmental change processes?

Who decides or has decided how we should pursue sustainable development? Why is the concept of sustainability perceived so often as “contested”?

This course addresses a series of these issues and related questions that saddle the inter-and trans-disciplinary field of study. We also explore the concept of “development,” actors and agents involved in the management and governance of a wide range of environmental processes, divergent interests, and aims of them, which should lead us to a “sustainable” and resilient life with nature. The primary methodology comes from political ecology, development studies, and human geography.

<https://sophia-sdgs.jp/en/efforts/2868/>

GOAL 12 RESPONSIBLE CONSUMPTION AND PRODUCTION

Ensure sustainable consumption and production patterns

Achieving economic growth and sustainable development requires that we urgently reduce our ecological footprint by changing the way we produce and consume goods and resources. Agriculture is the biggest user of water worldwide, and irrigation now claims close to 70 percent of all freshwater for human use.

The efficient management of our shared natural resources, and the way we dispose of toxic waste and pollutants, are important targets to achieve this goal. Encouraging industries, businesses and consumers to recycle and reduce waste is equally important, as is supporting developing countries to move towards more sustainable patterns of consumption by 2030.

A large share of the world population is still consuming far too little to meet even their basic needs. Halving the per capita of global food waste at the retailer and consumer levels is also important for creating more efficient production and supply chains. This can help with food security, and shift us towards a more resource efficient economy.

(Cited from United Nations Development Programme (UNDP) web page)



iKASA: Umbrella sharing service

iKasa umbrella stands have been installed at four locations in Sophia University's Yotsuya Campus. iKasa provides a U22 Plan through which people who are 22 or younger can use the service for free. iKasa is focused on three of the SDGs in particular. The first of these is Goal 12: Responsible Consumption and Production. We have worked to ensure that iKasa umbrellas can be repaired if broken so that they can be used for a long time. The second is Goal 14: Life Below Water. Plastic umbrellas make up a lot of the waste that is buried in landfills, so reducing plastic waste will help to make the seas more abundant. The third is Goal 13: Climate Action. Based on the Ministry of the Environment's calculation methods, using an iKasa umbrella just once can reduce CO2 emissions by 692 grams*.

<https://sophia-sdgs.jp/en/efforts/1379/>



The name of the terrace in front of Building No.1 has been decided as "S-TERRASSE"!

A large-scale construction is currently underway at the Yotsuya Campus. The Office of Sophia Sustainability Promotion launched a project to name the terrace in front of Building No. 1, which is scheduled to be newly completed after the construction. We held a competition from October to January last year. Among the many entries, we decided on "S-TERRASSE". The "S" in S-TERRASSE has three meanings: Sophia, Sustainability, and Share.

<https://sophia-sdgs.jp/en/efforts/2081/>



GOAL 13 CLIMATE ACTION

Take urgent action to combat climate change and its impacts

There is no country that is not experiencing the drastic effects of climate change. Greenhouse gas emissions are more than 50 percent higher than in 1990. Global warming is causing long-lasting changes to our climate system, which threatens irreversible consequences if we do not act.

The annual average economic losses from climate-related disasters are in the hundreds of billions of dollars. This is not to mention the human impact of geo-physical disasters, which are 91 percent climate-related, and which between 1998 and 2017 killed 1.3 million people, and left 4.4 billion injured. The goal aims to mobilize US\$100 billion annually by 2020 to address the needs of developing countries to both adapt to climate change and invest in low-carbon development.

Supporting vulnerable regions will directly contribute not only to Goal 13 but also to the other SDGs. These actions must also go hand in hand with efforts to integrate disaster risk measures, sustainable natural resource management, and human security into national development strategies. It is still possible, with strong political will, increased investment, and using existing technology, to limit the increase in global mean temperature to two degrees Celsius above pre-industrial levels, aiming at 1.5°C, but this requires urgent and ambitious collective action.

(Cited from United Nations Development Programme (UNDP) web page)



Signing “2021 Global Investor Statement to Governments on the Climate Crisis”

Sophia School Corporation joined a group of global institutional investors in signing “2021 Global Investor Statement on Climate Crisis”, coordinated by the seven Founding Partners of The Investor Agenda (AIGCC, CDP, Ceres, IGCC, IIGCC, PRI, UNEP-FI).

This statement is signed by 457 investors globally representing over USD \$41 trillion in assets. As a school corporation and a responsible asset owner, we are committed to contributing to the global sustainability issues as represented by SDGs.

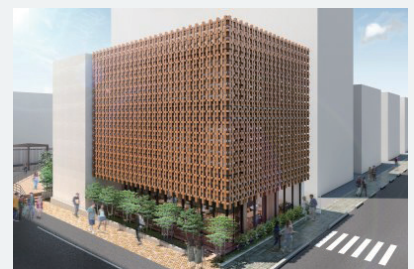
<https://www.sophia.ac.jp/eng/news/20210624.html>

<https://sophia-sdgs.jp/en/efforts/662/>



Construction of No.15 BLDG begins

A base for community exchange and education for working professionals contributing to a vibrant city environment Sophia School Corporation will conduct the construction of the three-story wooden Sophia University Building No. 15 on the site, east of Building No. 6 (Sophia Tower), aiming for completion in April 2022 and opening for use in June of the same year.



<https://www.sophia.ac.jp/eng/news/0215bldg15.html>

<https://sophia-sdgs.jp/en/efforts/634/>



Economic Valuation of the Natural Environment

Tsuge Takahiro, Professor

Graduate School of Global Environmental Studies,

Master's (Doctoral) Program in Global Environmental Studies



【Course description】

In this class, the environmental valuation methods, those are methods for evaluating the economic value of the environment, are explained using the economic valuation of the natural environment as examples. In addition, students will learn concrete analysis procedures through practical training using a personal computer. Active learning such as group work will be conducted while focusing on lectures. Feedback will be provided to the reaction paper.

<https://sophia-sdgs.jp/en/efforts/732/>



Energy and Environmental Technology

Masachika Suzuki, Professor

Graduate School of Global Environmental Studies,

Master's (Doctoral) Program in Global Environmental Studies



【Course description】

To solve energy and environmental crisis, the innovation and diffusion of new, clean and dynamic technologies are crucial. Innovation and diffusion of the technologies bring new and exciting business opportunities likewise in future sustainable society. This class overviews a landscape of energy and environmental technologies. Part of the class introduces research projects where students are encouraged to investigate potentials and barriers in innovating and/or diffusion the technology of selected choice. The research questions for this project include: 1) how the technology help to solve energy and environmental crisis; 2) what level of business opportunities exist in the development of the technology and: 3) what benefit the technology may bring to society. Moreover, the project is designed for students to highlight the barriers in the development and address roles of th public (national and local government) and private actors (companies) in promoting them.

The goals of this class for students are following:

To understand different energy and environmental technologies.

To explore 1) how the technologies help to solve energy and environmental crisis; 2) what level of business opportunities exist in the development of the technologies and: 3) what benefit the technology may bring to society.

To highlight barriers in the development of the technologies.

To address roles of the public (national and local government) and private actors (companies) in promoting them.

<https://sophia-sdgs.jp/en/efforts/716/>



GOAL 14 LIFE BELOW WATER

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

The world's oceans – their temperature, chemistry, currents and life – drive global systems that make the Earth habitable for humankind. How we manage this vital resource is essential for humanity as a whole, and to counter balance the effects of climate change.

Over three billion people depend on marine and coastal biodiversity for their livelihoods. However, today we are seeing 30 percent of the world's fish stocks overexploited, reaching below the level at which they can produce sustainable yields.

Oceans also absorb about 30 percent of the carbon dioxide produced by humans, and we are seeing a 26 percent rise in ocean acidification since the beginning of the industrial revolution. Marine pollution, an overwhelming majority of which comes from land-based sources, is reaching alarming levels, with an average of 13,000 pieces of plastic litter to be found on every square kilometre of ocean.

The SDGs aim to sustainably manage and protect marine and coastal ecosystems from pollution, as well as address the impacts of ocean acidification. Enhancing conservation and the sustainable use of ocean-based resources through international law will also help mitigate some of the challenges facing our oceans.

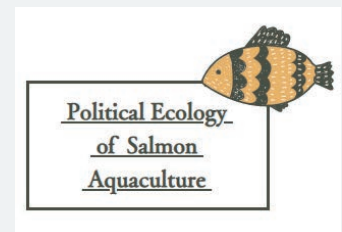
(Cited from United Nations Development Programme (UNDP) web page)



Enclosing Salmon: Social-Ecological Resilience and Salmon Aquaculture in Japan

Takeshi Ito, Professor

Faculty of Liberal Arts, Department of Liberal Arts



This research examines the rapidly developing aquaculture of salmon and its impacts on Japan's society and ecosystem. While the bulk of previous studies have focused on how to reduce costs and improve the efficiency of farming technology, little has been researched about the social and ecological implications of salmon aquaculture.

We see aquaculture not only as technical and biological innovation but also as a socio-economic enterprise that disconnects salmon from the social-ecological systems (SES) through enclosures. Salmon are both a food commodity in the global food economy and a keystone species in the natural food web. By employing SES analysis, we investigate how the enclosure of a particular species influence the sustainability of existing ecological systems and the governance over its production, distribution, and consumption. This research seeks to integrate the complexity of social-ecological interactions into environmental policy-making that considers the sustainability of both humans and non-humans.

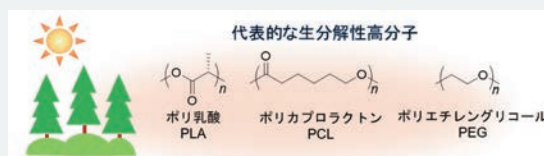
<https://www.kasasustainability.org/researchhold>

<https://sophia-sdgs.jp/en/efforts/1412/>



Research on Biodegradable Polymers

TAKEOKA YUKO, Professor
Faculty of Science and Technology,
Department of Materials and Life Sciences



【Abstract】

Despite the importance of polymers in our daily lives, micro-plastics formed through their release to natural environments are one undeniable cause of environmental degradation. This has caused rising interest in “biodegradable polymers” that can decompose in soil or in vivo and may be synthesized from plant or vegetable-derived raw materials and thus create a lower environmental impact. However, biodegradable polymers lack sufficient mechanical and functional characteristics preventing replacement of conventional non- biodegradable polymers. We applied functional properties including flexibility, shape memory, and biocompatibility to biodegradable polymers, developing materials that can contribute to Goal Number 14 (“Life Below Water”) and Goal Number 15 (“Life On Land”) of the United Nations Sustainable Development Goals.

【Future prospects】

Imparting functional properties to biodegradable polymers enables replacement in current non-degradable polymer applications. This helps achieve Sustainable Development Goal Number 9 (“Industry, Innovation and Infrastructure”). Biodegradable polymers enhanced with self-repairing properties can extend the service life of the polymers, further reducing their environmental burden.

<https://sophia-sdgs.jp/en/efforts/736/>

<http://www.mls.sophia.ac.jp/~polymer/>



Student Organization, Sophia Surf Life Saving Club (SLSC)

SLSC protects lives through lifesaving activities. Specific activities include thorough management of monitoring beaches and swimming pools in the summer with the aim of zero waterfront accidents. SLSC also conducts educational activities such as planning and running training sessions for lifesavers, and community-based activities such as cooperation with city halls and joint training with fire departments. SLSC’s educational activities begin with knowing how to protect one’s own life and how to enjoy the ocean. In the future, SLSC hopes to be able to serve as an instructing body to teach ocean safety management and knowledge. The group also conduct training sessions for university students to qualify them as instructors.



Twitter: https://twitter.com/sophia_slsc

Instagram: https://www.instagram.com/sophia_slsc/



[SACRU] Taking Note of Island Voices

Written by Anne McDonald, Director of the Island Sustainability Institute

Flashback to 1995. 6 years after the fall of the Berlin Wall, global leaders met to discuss the first multi-lateral environmental agreement on climate change. Island Nations marshaled the call to action. Led by the voices of Hon Isaac V. Figir of FSM and H.E.T. Neroni Slade of Samoa, island nations rang the warning alarms about the realities of climate change and the urgency for collective global action. Climate change, they argued, was not a future possibility but a living reality. If they were the canary in the coal mine sitting on the frontlines of climate change, what was happening in small island nations, was the beginning of what was yet to come on a larger global scale.

Fast forward to 2022. Scientific evidence of global warming is now unequivocal. Climate scientists say the last eight years were the warmest in recorded human history. As we enter the climate talks in Sharm-El-Sheikh, Egypt, the recently published 2022 edition of UNEP's Adaptation Gap Report: Too Little, Too Slow – Climate adaptation failure puts the world at risk underlines the urgency of Island States voices. Darkly put, the current trends are on a dangerous trajectory of too hot, too wet, and too dry. According to the report, extreme heatwaves, devastating flooding, and droughts have adversely impacted millions of people and cost billions. Failure to take action will result in aggregate costs for future generations. Further, the cost of inaction will be far greater than the socio-economic and environmental costs of taking action.

Inaction should not be an option. Not only will inaction increase the vulnerability of the Island States and other vulnerable populations on the frontlines of climate change, but the estimated economic stresses due to climate change project losses of US\$63 billion per year starting in 2010. Experts expect this impact will rise by more than 100 percent to US\$157 billion annually by 2030. More importantly, if we focus on Island States voices and their call to action to combat climate change since the 1990s, when we think of vulnerability the Average Annual Losses (AAL) as a percentage of GDP is much higher in small island developing states (SIDS) compared with the global average. Take, for example, the Caribbean region). The cost of inaction in the Caribbean alone is projected to amount to over US\$22 billion annually by 2050 and US\$46 billion by 2100 – equalling 10 percent and 22 percent of the current size of the Caribbean economy.

As island voices gain strength on the global stage, they reverberate about climate change as a “threat multiplier.” Impacts are evolving in a plutonian spider-web-like configuration. As the magnitude of extreme weather events increases, the need for integrative approaches addressing the intertwined natural and human system-related impacts of climate change is all the more evident. In 2015, people were twice as likely to be displaced by a disaster than in the 1970s. According to experts, the sudden and slow onset impacts of climate change are expected to increase people's internal and cross-border displacement and affect human mobility strategies. It is already happening in island nations. Take, for example, low-lying atoll island countries like Kiribati, Maldives, Seychelles, and the Marshall Islands, where climate migration and related mobility and human security issues top the government climate agenda.

Since COP1, Island Nations have been calling out an SOS for transdisciplinary research knowledge sets. There is an urgent need for the place and context-specific transdisciplinary research that can inform island states, island territory governments, and the international community on the way forward. As Darwin identified, islands are a laboratory for change. Sitting on the frontlines of climate change, in-depth studies of islands – the climate change laboratories – may lead us to develop sustainability solutions for the greater global community.

Pessimists will say the COP26 Glasgow aim to “keep 1.5 alive” alive is dead. Optimists will say, though we're racing against time, there is still a chance if we stand with the Island States and take responsible collective action.

<https://sophia-sdgs.jp/en/efforts/3255/>

Investing in clean energy technologies now to save the planet and achieve equality and peace: reflections on the eve of COP27



THE 27TH UNITED NATIONS CONFERENCE OF THE PARTIES (COP27) WILL BE HELD IN SHARM EL SHEIKH, EGYPT, FROM 6 - 18 NOVEMBER 2022. THE CONFERENCE BRINGS TOGETHER LEADERS FROM ALL COUNTRIES TO AGREE ON INTENSIFYING GLOBAL ACTION TO SOLVE THE CLIMATE CRISIS

GOAL 15 LIFE ON LAND

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Human life depends on the earth as much as the ocean for our sustenance and livelihoods. Plant life provides 80 percent of our human diet, and we rely on agriculture as an important economic resource and means of development. Forests account for 30 percent of the Earth's surface, providing vital habitats for millions of species and important sources for clean air and water; as well as being crucial for combating climate change.

Today we are seeing unprecedented land degradation, and the loss of arable land at 30 to 35 times the historical rate. Drought and desertification is also on the rise each year, amounting to the loss of 12 million hectares and affects poor communities globally. Of the 8,300 animal breeds known, 8 percent are extinct and 22 percent are at risk of extinction.

About 80% of the Arab region is made up of dryland ecosystems, particularly fragile with converging risks from climate change. Threatened species in the region stand at over 1,000, with a majority being critically endangered. Of these, 24% are fish, 22% birds and 20% mammals. Arab countries have made efforts to preserve their biodiversity, including through the expansion of protected areas and sustainable use regimes in key ecosystems such as oases. As a percentage of total territorial area, protected areas grew from 3.21% in 1990 to 9.28% in 2012.

The SDGs aim to conserve and restore the use of terrestrial ecosystems such as forests, wetlands, drylands and mountains by 2020. Halting deforestation is also vital to mitigating the impact of climate change. Urgent action must be taken to reduce the loss of natural habitats and biodiversity which are part of our common heritage.

(Cited from United Nations Development Programme (UNDP) web page)



Environmental Offshoring: Implications for East Asia's Regionalization and Sustainable Development

Takeshi Ito, Professor

Faculty of Liberal Arts, Department of Liberal Arts



Environmental Offshoring: Implications for East Asia's Regionalization and Sustainable Development This research examines the practices and implications of "environmental offshoring" under East Asia regionalism, including the consequences of bilateral and multilateral agreements and development policies. Attention will be paid to the issues of ecological sustainability, distributional equity, and business continuity. To understand how East Asian regionalism connects societies and ecologies with implications for equity and sustainability requires collaboration across the conventional boundaries, disciplines, and sectors to coproduce new and relevant knowledge.

<https://sophia-sdgs.jp/en/efforts/1413/>

<https://www.kasasustainability.org/researchhold>

GOAL 16 PEACE, JUSTICE, AND STRONG INSTITUTIONS

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Without peace, stability, human rights and effective governance, based on the rule of law - we cannot hope for sustainable development. We are living in a world that is increasingly divided. Some regions enjoy sustained levels of peace, security and prosperity, while others fall into seemingly endless cycles of conflict and violence. This is by no means inevitable and must be addressed.

High levels of armed violence and insecurity have a destructive impact on a country's development, affecting economic growth and often resulting in long standing grievances that can last for generations. Sexual violence, crime, exploitation and torture are also prevalent where there is conflict or no rule of law, and countries must take measures to protect those who are most at risk.

Home to only 5 percent of the world's population, the Arab region was home to almost 47 percent of the world's internally displaced population in 2014 and 57.5 percent of the world's refugees. Most of those were forcibly displaced because of conflict and violence, as the Arab region has witnessed almost 18 percent of the world conflicts between 1948 and 2014, 45 percent of global terrorist attacks in 2014, and 68 percent of the world's battle-related deaths in the same year.

The value of the Human Development Index for Libya and Syria has dwindled to levels last seen 15 years ago. Other estimates suggest that Syria may have lost over 35 years of hard-won gains in human development. The SDGs aim to significantly reduce all forms of violence, and work with governments and communities to find lasting solutions to conflict and insecurity. Strengthening the rule of law and promoting human rights is key to this process, as is reducing the flow of illicit arms and strengthening the participation of developing countries in the institutions of global governance.

(Cited from United Nations Development Programme (UNDP) web page)



[SACRU] International Insight on Family: reflections on Family Migration Invisible Heart for Invisible Hand

Keiko Hirao, Graduate School of Global Environment Studies



The original concept of sustainable development refers to our obligation when meeting our needs that we should not compromise the ability of future generations. Nevertheless, where does this "future generation" come from? This simple question reveals the blind spot in sustainability discourse that we have ignored the crucial role of the family in society. Despite a popular notion that the family is losing importance in individual lives, and regardless of its definitions, the family still is the only institution generating children. More importantly, parents provide this service to a society free of charge. Societies cannot be sustainable unless their population is regenerated. This mundane theorem has become a serious social concern in Japan which has been the front runner in the world megatrend of low fertility and aging population. The birthrate in Japan is falling faster than expected, and estimated birth in 2021 dropped to the level projected for 2028. Consequently, about 896 municipalities out of 1,799 will disappear by 2040 due to depopulation. This estimate is based on the data that these cities are losing women of reproductive ages either by low fertility (fewer girls born each year) or by women migrating to larger cities where there are more education and employment opportunities. There is no panacea to this problem, but the literature suggests that the key is ensuring gender equality and solving the work-and-family conundrum. When we say families are the primary agent for childrearing, we should acknowledge that mothers are bearing the lion's share of the unpaid work. The economic insecurity of young men has made dual-earner families a norm, yet there is no country where men spend longer hours in domestic work and childcare than women do. For many families in the world, children are economically worthless but emotionally priceless. We then must reexamine the systematic devaluation of the Invisible Heart that provides a future workforce to the market.

<https://sophia-sdgs.jp/en/efforts/1979/>



Cultural Revitalization and Community Building

Mizutani Yuka, Professor

Center for Global Education and Discovery



【Course description】

In this course, students read selected articles, watch video lectures, and participate in online discussion forums and other activities. As a part of this course, students will have an opportunity to join in a special guest lecture taught by a specialist in this field.

This course is designed for students interested in cultural revitalization, community building, and contemporary topics that Indigenous peoples today face. In this course, students will develop ideas on cultural revitalization and community (re) building by learning about cases of Indigenous peoples in North America and a part of the Pacific islands, focusing on topics in the U.S. territory. Many articles selected for reading assignments in this course are written by Indigenous writers, researchers, and activists.



<https://sophia-sdgs.jp/en/efforts/2851/>



Student Organization, Peacebuilding and International Cooperation Club



This club is a study group for peacebuilding, security and international issues. Ongoing meetings are held with Professor Daisaku Higashi of Sophia University's Center for Global Education and Discovery. Members



voluntarily attend seminars and, if there are any issues to be further discussed, it is done at the next study session. Members learn about the various inequalities, human security and peacebuilding issues, from conflicts and civil wars to vaccine availability, in developing countries and discuss what can be done. In August and September 2021, club members considered what they could do as students and what Japan could do as a country to address the problems in Afghanistan. Since it is important to put what was discussed into action, the club plans to organize overseas study tours once the COVID-19 pandemic has settled down, and will also put a focus on disseminating information in the future. For SDGs, the group is focused on Goal 10 (reduced inequality) and Goal 16 (peace, justice and strong institutions). Alumni also participate as the Peacebuilding and International Cooperation Club is not limited to undergraduate students, so members can interact with a variety of people who are interested in peacebuilding, including NGO workers, graduate students and people who studied peacebuilding abroad in Europe. If interested, please feel free to ask them about their activities.

<https://sophia-sdgs.jp/en/efforts/3605/>

Twitter: <https://twitter.com/sophia2kouchiku>

Instagram: <https://www.facebook.com/peacebuilding.sophia/>



GOAL 17 PARTNERSHIPS FOR THE GOALS

Strengthen the means of implementation and revitalize the global partnership for sustainable development

The SDGs can only be realized with strong global partnerships and cooperation. Official Development Assistance remained steady but below target, at US\$147 billion in 2017. While humanitarian crises brought on by conflict or natural disasters continue to demand more financial resources and aid. Many countries also require Official Development Assistance to encourage growth and trade.

The world is more interconnected than ever. Improving access to technology and knowledge is an important way to share ideas and foster innovation. Coordinating policies to help developing countries manage their debt, as well as promoting investment for the least developed, is vital for sustainable growth and development.

The goals aim to enhance North-South and South-South cooperation by supporting national plans to achieve all the targets. Promoting international trade, and helping developing countries increase their exports is all part of achieving a universal rules-based and equitable trading system that is fair and open and benefits all.

(Cited from United Nations Development Programme (UNDP) web page)



Professor Daisaku Higashi made a special lecture for Parliament Members of Japan on “Afghanistan Humanitarian Crisis”

Dr. Daisaku Higashi, professor at the Center for Global Education and Discovery at Sophia University, made a special lecture for “Japan Parliamentarians Federation for Population (JPFP)”, a non-partisan working group by Japanese Parliament Members on global issues, led by Ms. Yoko Kamikawa, President of JPFP, Deputy- Secretary-General of the Liberal Democratic Party (a ruling party), and former Minister of Legal Affairs on 8 December 2021. Dr. Daisaku Higashi was requested to deliver a lecture on “Afghanistan Humanitarian Crises and the Roles of Japan,” as a leading specialist on this issue, and presented five policy recommendations for Japan to take.

After his lecture, the members of Japan Parliamentarians Federation for Population (JPFP), led by Ms. Kamikawa and Mr. Hitoshi Kikawada, Vice Minister in Cabinet Office, decided to forward the five policy recommendations by Dr. Higashi to the top leadership of Japan. The members submitted the special proposal with the five policy recommendations by Dr. Higashi to Mr. Seiji Kihara, Deputy Chief Cabinet Secretary of Japan, as well as to Mr. Yoshimasa Hayashi, Minister of Foreign Affairs on 23 December 2021.

The exact policy recommendations by Dr. Higashi and its background are explained by his policy paper, “Humanitarian Crisis after the Collapse of the Afghan Government and Japan’s Role,” that was published in April 2022 from the Japan Institute of International Affairs (JIIA), as shown in the link below. The policy recommendations are currently seriously discussed in the government of Japan.

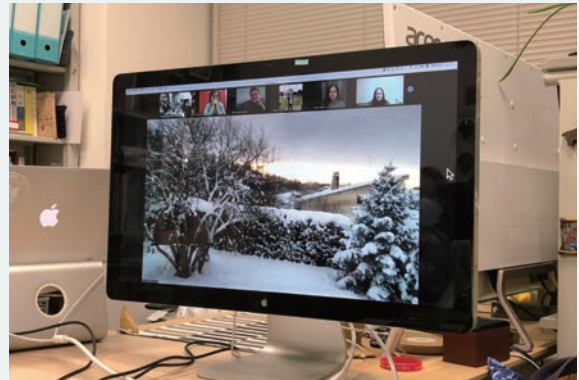
<https://sophia-sdgs.jp/en/efforts/3236/>

<https://www.jiia.or.jp/en/column/2022/04/global-issues-fy2021-05.html>



Social Engagement Program “Estonia Study Tour for Sustainable Development and Education” was held virtually in Autumn semester 2021

Setting the main theme as “Building a sustainable society”, this program aims to realize each student’s own way towards sustainable society through deepening discussion and exchange on environmental conservation, social development, economic development, and human development (education) in Estonia and other Baltic countries as well as Japan.



In the previous years, students participated in this program by visiting Estonia and other Baltic countries during Spring or Summer Breaks. In 2021, due to the pandemic, the program was organized online for the first time, and 6 students participated during the autumn semester in the online educational program at the Tallinn University, located in the capital city of Estonia.

This time, students not only attended lectures, but also conducted a questionnaire survey about the university’s initiatives and management staff’s awareness and commitment to SDGs. Then they compared two universities, analyzing the results of the survey. Every week students had online meeting with students from Tallinn University, keeping in touch on a daily basis. In addition, they made progress reports and debated online, so participants managed to communicate closely and conduct the survey together.

As a final report of this program, students created their final report as a below website. The website is being updated occasionally, but please take a look at it as it provides a very good overview of the students’ efforts and the contents of the program.

<https://sophia-sdgs.jp/en/efforts/1652/>

<https://estoniastudytour20.wixsite.com/estonia-study-tour>

<https://www.instagram.com/sophia.estonia.sdgs/>



International Paralympic Committee President and CEO Visit Sophia

On August 25, Andrew Parsons, President of the International Paralympic Committee (IPC) and Mike Peters, CEO of the IPC, visited Sophia on the occasion of the one-year anniversary of the Tokyo 2020 Paralympic Games. They met with members of Go Beyond, the Sophia Olympic and Paralympic Student Project.

Honoka Jinno ('21, English Studies), the first co-chair of Go Beyond, spoke passionately about how she launched the student project in June 2018 after visiting the PyeongChang 2018 Paralympic Games and seeing everyone at the opening ceremony united despite differences in nationality, gender, language, and physical appearance, in a miniature version of a utopia in which there is a state of harmonious coexistence. Then she introduced the three "Beyond" that have been central to the project since its activities began: "Go Beyond Limits," "Go Beyond Borders," and "Go Beyond the Tokyo 2020 Games".

Go Beyond members introduced their activities, including interactions with students from a partner school in Paris, host city of the 2024 Summer Games. They said, "In the future, we would like to further explore various perspectives on sports and diversity and be involved in the 2025 World Athletics Championships in Tokyo to share the power of sports to bring all people together. Through para-sports, we aim to realize a society in which there is a state of harmonious coexistence."

President Parsons and CEO Peters encouraged students to "keep the passion alive."

<https://www.sophia.ac.jp/eng/article/news/research/0825IPC/>



“Challenges of Implementing SDGs” ACHIEVING THE SUSTAINABLE DEVELOPMENT GOALS (SDGs) AND REALIZING YOUTH ASPIRATIONS IN A DISRUPTED WORLD

Host : Sophia Institute of International Relations

Keynote Speech : Ms. Amina J. Mohammed,
Deputy Secretary-General of the UN
(Ms. Amina J. Mohammed is the Deputy Secretary
General of the United Nations and Chair of the
United Nations Sustainable Development Group.
Prior to her appointment, Ms. Mohammed served
as Minister of Environment of the Federal Republic
of Nigeria where she steered the country’s efforts
on climate action and efforts to protect the
natural environment.)

Facilitator : Daisaku Higashi
(Professor, Center for Global Education and
Discovery, Sophia University)

Date : 20 October 2021, 22:00-23:00 pm (Japan Time)

Place : Online by Zoom

Language : English (with Japanese simultaneous translation)

YouTube : <https://youtu.be/av-SWxQS2us>

<https://daisaku-higashi.com/en/s202110-2/>

The poster is for a Zoom lecture titled "Challenges of Implementing SDGs" on Wednesday, 20 Oct. 2021, from 21:00 to 22:00 (JST). It is part of the "UN Weeks October 2021" series. The main speaker is Ms. Amina J. Mohammed, Deputy Secretary-General of the UN. The event includes initial remarks by Tsutomu Sakuma (Chancellor) and Yoshiaki Terumichi (President) of Sophia University, and Kaoru Nemoto (Director) of UNIC. A Q & A session with students will be moderated by Daisaku Higashi. The event is open to students and the public, with a free admission and advance registration. It is organized by the Sophia Institute of International Relations and co-hosted by the Sophia Institute for Human Security and the Center for Global Education and Discovery. The event is supported by UNIC and the Sophia University Alumni Association.



Student Organization, Sircle

Sircle is a student organization that engages in social contribution activities through soccer, mainly planning, cooperating, and disseminating information about J-League's sharen activities. "Sharen" is a shortened version of the Japanese term for social cooperation and refers to activities by the J-League and its teams, businesses, local governments, organized groups and local residents that benefit the local community and society.

Sircle considers and implements ways to realize sharen. J-League has long been involved in social contributions activities related to the SDGs, such as supporting agriculture, and local farmers, and operating stadiums for children with disabilities. Sircle has been active on social media and with lectures to spread the word about these sharen activities. It also engages in active planning of projects to experience and convey soccer culture and the appeal of the sport, such as attending games to feel the atmosphere of the stadium and the passion of supporters. Sircle is committed to the Goal 17 of the SDGs, partnerships for the goals. J-League and its teams are strongly rooted in communities in Japan and have a high social value; Sircle's goal is to promote sharen activities that bring together various organizations and people to cooperate and approach issues.

Sircle is excellent for students who love soccer culture and want to be directly involved with a soccer club and even those who don't really like soccer but would like to volunteer.



Twitter: https://twitter.com/Sircle_5S_2021

Instagram: https://www.instagram.com/sircle_sophia/

Editor's Notes

-The Sophia University SDGs & Sustainability Report is the result of the passion of those working hard to realize a world where nobody is left behind. Sustainability is now becoming a non-negotiable value and we hope that this report will serve as a flagship in this regard. (Minyoung Oh)

-I am very pleased to be able to continue my involvement in the editing of this report, which was published for the first time in 2021. I hope it will be a good opportunity for a wider array of people to become cognizant of Sophia Gakuin's sustainability efforts. (Ken Harada)

-This is my first time being involved in the production of this report. Through researching Sophia Gakuin's initiatives and interviewing student groups, I feel my interests and perspectives have broadened. Now that the editing work is done, I have come to like Sophia University and my current environment even more. (Angela Kim)

-This was my first experience creating a report as a student staff member. Looking back at my efforts to date, I was able to learn about the strengths and weaknesses of our university, and I came to feel I should put more effort into social contributions as a member of Sophia Gakuin. I would like to thank everyone who helped us with the interviews and editing. (Maki Ashizawa)

Sophia School Corporation Office of Sophia Sustainability Promotion

sustainability-co@sophia.ac.jp

Instagram: https://www.instagram.com/sophia_oss/

Twitter: https://twitter.com/sophia_oss

Sophia University SDGs & Sustainability

<https://sophia-sdgs.jp/en/>



Communications Team: Minyoung Oh, Ken Harada, Angela Kim, Maki Ashizawa



This booklet uses recycled paper and vegetable ink.

