Message from the Chairperson

With growing interest in the SDGs and ESG across the globe, universities have an important role to play by implementing research, education, and campus management that promotes a sustainable society. As higher education can have a substantive impact on local communities and society, there is a high expectation for Japanese universities to contribute towards changing mindsets and action of individuals through research and educational activities, as well as through collaboration with diverse stakeholders.

UNU-IAS has established the SDG–University Platform (SDG–UP) for Japanese universities to share their SDGs-related initiatives, promote collaborative activities, and strengthen partnerships and outreach for various stakeholders. Between October 2020 and March 2021, a total of 28 universities from all over Japan participated in a series of workshops discussing and redefining the roles of universities in the context of the 2030 Agenda for Sustainable Development.

This report lays out recommendations in four areas: (i) SDGs curriculum, (ii) university management & green campus, (iii) university finance, and (iv) evaluation & accountability. It also presents the unique cases of participating universities.

I hope that these recommendations can serve as basis to advance transformational change by students, faculty members, and administrative staff of universities, and to trigger a visible impact to build a more sustainable, resilient, and inclusive society.

Dr. Shinobu Yume Yamaguchi
Director, UNU-IAS
Chairperson, SDG-UP
United Nations University (UNU)

UNU is a global think tank and postgraduate teaching organisation headquartered in Japan. Its mission is to contribute, through collaborative research and education, to efforts to resolve the pressing global problems of human survival, development and welfare that are the concern of the United Nations, its Peoples and Member States.

In carrying out this mission, UNU works with leading universities and research institutes in UN Member States, functioning as a bridge between the international academic community and the United Nations system.

Through postgraduate teaching activities, UNU contributes to capacity building, particularly in developing countries.

https://jp.unu.edu/about/unu

United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS)

UNU-IAS is a research and teaching institute dedicated to realising a sustainable future for people and our planet. Based in Tokyo, Japan, UNU-IAS serves the international community by producing evidence-based knowledge and solutions to inform policymaking and address priority issues for the UN system.

Through policy-oriented research and capacity development the institute drives progress in four thematic areas: governance for sustainable development, biodiversity & society, water & resource management, and innovation & education. UNU-IAS postgraduate education advances the broader transformation towards sustainability in society — producing the policymakers and researchers of tomorrow, who will be at the forefront of global efforts for sustainability.
Background
Building a sustainable society through promoting efforts to achieve the SDGs requires all people, countries, organisations, and companies to contribute through transforming their actions and approaches. In particular, with increasing interest in the SDGs among younger generations, universities have a key role to play in educating them to become change agents to promote the transformation towards a sustainable society. A recent survey indicates that awareness of the SDGs among youth in Japan has risen, with every two students recognising different SDGs.

Objectives
UNU-IAS established SDG–UP as a platform for effective collaboration among universities. It aims to (i) strengthen the efforts of universities on the SDGs, (ii) foster responsible global citizens who can play an active role in the local and international community, and (iii) enhance the visibility of higher education through unique activities promoting a sustainable society.

The objective of SDG–UP is to contribute to sustainable development in Japan and the world by strengthening links between the SDGs-related activities of Japanese universities, as well as other stakeholders including relevant Japanese ministries, local governments, NGOs, and accreditation institutions, and increasing their presence in the international community. SDG–UP drives the collaboration among universities that are proactive in promoting the SDGs, shares activities, and develops personnel who can actively participate in the international community and engage with relevant stakeholders within Japan and beyond.

Overview
Name: SDG Universities Platform (SDG-UP)
Date established: October 2020
Secretariat: UNU-IAS
Chairperson: Dr. Shinobu Yume Yamaguchi (Director, UNU-IAS)
Participants: Management representatives and other decision-making faculty and administrative members of the universities.

Participating Universities (28 as of March 2021):
Chiba University of Commerce
Ehime University
Hiroshima University
Hokkaido University
International Christian University
International University of Japan
Kanagawa University
Kanazawa University
Keio University
Kwansei Gakuin University
Kyushu Sangyo University
Kyushu University
Nara University of Education
Notre Dame Seishin University
Osaka Medical and Pharmaceutical University
Osaka University
Ryukoku University
Soka University
Sophia University
Tokai University
Tokyo City University
Tokyo Institute of Technology
Tokyo University of Foreign Studies
Tokyo University of Science
Toyo University
The University of Kitakyushu
The University of Tokyo
University of Tsukuba
Workshops

One of the unique features of SDG–UP is its series of monthly workshops. These regularly share information about the ongoing initiatives of universities on sustainability, and further enhance collaboration among the participating institutions. The platform engages universities with different locations, sizes, public or private status, and areas of expertise, and thus, these workshops are a particularly valuable tool to promote mutual learning and synergies. During the first year of the platform, special sessions were organised featuring the Data Analysis Director of Times Higher Education, as well as Deputy Director of the Yale Sustainability Initiative. These workshops discussed the role and function of external evaluation as well as each university’s contribution to communities and society at both the local and global levels.

A summary session held in March 2021 identified four important thematic areas — SDGs curriculum, university management including green campuses, university finance, and evaluation and accountability. The recommendations from the panel are presented in the next section.
1. Management

**Recommendations**

- Universities should define clear roles for promoting sustainability efforts among their students, faculty, and staff.
- In order to contribute to building a more sustainable society, universities should take action to promote sustainability on their campuses (e.g. through decarbonisation, and promoting human rights and diversity).

**Action Plan**

- Study and share best practices of universities in Japan and overseas through SDG-UP, and utilise them to enhance their efforts toward building a better sustainable society.

In order to promote sustainability efforts in any organisation, leadership by senior management and role-sharing are essential. In universities in particular, due to their nature, each effort will only become durable if faculty, students, and staff are all actively involved. In addition, it is necessary for universities to build sustainable campuses. Promoting environmental considerations, such as decarbonisation, promotion of human rights, and diversity, would not only change the attitudes of faculty and staff, but also have a positive impact on university management.

**Case A: Achieved RE 100 University — Chiba University of Commerce**

Under the leadership of the President, Dr. Sachihiko Harashina, the Chiba University of Commerce declared in 2017 that it would aim to use only renewable energy, thus taking the initiative in building a sustainable society.

By increasing the number of panels on its mega-solar farm and student-centered energy-saving activities, CUC became the first RE 100 university in Japan in 2019.
2. Curriculum

Recommendations

- Universities have a responsibility to provide students with education on sustainability and to produce human resources for building a better, more sustainable society.
- This requires the development of sustainability education programmes that are accessible to all students and that are not focused on a specific area.

Plan for Realising the Recommendations

- Develop sustainability education programmes with both UNU-IAS and participating universities, and provide them to other universities through SDG–UP.

Universities play a vital role in developing future talent for society. In order to build a better, more sustainable society, younger generations will need to further increase their interest in sustainability and drive the transformation of behaviour in the future. In other words, developing and delivering appropriate curriculums on sustainability to students is an important responsibility of universities. These sustainability programmes should not be focused on specific areas and should be accessible to all students.

Case B: A Curriculum for All Academic Subjects and Students
- Tokyo University of Science

In April 2021, Tokyo University of Science established the Academy of Compulsory Education and Research, recognising that the existence of resilient people is essential to realising a resilient society. In order to develop human resources with expertise and knowledge who can critically grasp the ideal image of the future, the university plans to introduce a curriculum for all academic SDGs starting in the 2022–2023 financial year.
3. Finance

Recommendations

- Universities should use sustainable finance as a new means of financing.
- Universities should also engage in responsible investment to contribute towards transforming the behaviour of investors.

Plan for Realising the Recommendations

- Set up a study group among the participating universities to promote the diversification of university finance, including university bonds.
- Consider becoming signatories to the Principles for Responsible Investment (PRI), and manage university assets with awareness of sustainability.

As the environment surrounding universities changes, it is necessary to reconsider university financing. Financing methods have recently become more diverse, and ESG investment has grown to several trillions of dollars worldwide. There are many overseas universities issuing sustainable bonds, and it is necessary for Japanese universities to secure a variety of financing instruments, including sustainable financing. Discussions on the country’s approach as a whole are also necessary, including on regulation reforms.

On the other hand, universities can contribute to the transformation of society as investors by promoting sustainable activities in their investment targets. Universities are expected to consider becoming signatories to the PRI and take other initiatives that benefit society as a whole.

Case C: Issuance of the World’s First University Social Bond* Worth ¥20B ($189 M)
- The University of Tokyo

The University of Tokyo aspires to contribute to creating a better future by becoming a platform of societal change. The issuance of the University of Tokyo FSI Bonds in 2020, the world’s first university social bond and the first bond in the history of Japanese national universities, is a new form of investment for the future. Universities being a destination for long-term investments can create a new mechanism where funds flow for the betterment of the future society.

* according to Bloomberg and ICMA database
4. Accountability and Utilisation of External Evaluations

Recommendations

• Universities are also “public goods of society,” and they should recognise that their activities require accountability.
• Universities should utilise external assessments as a means of visualising their educational and research activities based on global standards, and as a means for building their self-assessment systems to improve management to drive the transformation of their behaviour.

Plan for Realising the Recommendations

• Actively disclose sustainable activities within Japan and overseas.
• Continue to undertake dialogue with external evaluation institutes including the Times Higher Education (THE).

Today, accountability is required of every country, nation, business, and organisation, and universities are no exception. In order for universities to attract students from around the world and promote international exchange, it will be necessary to further improve their communication capabilities. Achieving high rankings by external evaluation institutions can be a strong motivation for universities. In addition, obtaining external evaluations enables us to visualise our management and educational and research activities and to utilise them to improve university management.

Case D: “Contributing towards the Resolution of Global Issues” by Developing Assessment System by the “Sustainable Campus Initiatives” - Hokkaido University

Hokkaido University has developed the first comprehensive Assessment System for Sustainable Campus (ASSC) in Asian universities and implemented it as a campus management improvement tool.

This ASSC has also led the University’s ranking on the Times Higher Education (THE) Impact Rankings and contributed to realising its “Sustainable Campus”.

Figure 1. Score rates of Hokkaido University in the four categories
Case Studies of Participating Universities

1. Chiba University of Commerce
2. Ehime University
3. Hiroshima University
4. Hokkaido University
5. International Christian University
6. International University of Japan
7. Kanagawa University
8. Kanazawa University
9. Keio University
10. Kwansei Gakuin University
11. Kyushu Sangyo University
12. Kyushu University
13. Nara University of Education
14. Notre Dame Seishin University
15. Osaka Medical and Pharmaceutical University
16. Osaka University
17. Ryukoku University
18. Soka University
19. Sophia University
20. Tokai University
21. Tokyo City University
22. Tokyo Institute of Technology
23. Tokyo University of Foreign Studies
24. Tokyo University of Science
25. Toyo University
26. The University of Kitakyushu
27. The University of Tokyo
28. University of Tsukuba

The views expressed in this publication are those of the authors and do not necessarily reflect the views of the United Nations University.
Recommendations for Transforming Behaviors in Universities for building a Better Sustainable Society

Chiba University of Commerce

Established 1928
Number of Students 6,531 (May 1, 2021)
Student Ratio Males to Females -
Percentage of International Students -
Number of Faculty 175 (May 1, 2021)
Faculty Ratio Males to Females -
Number of Foreign Faculty -
URL https://www.cuc.ac.jp/eng/
Contact President office / p-office@cuc.ac.jp
Sustainability Report

100% renewable energy university

Working towards Sustainability
CUC is tackling energy transition as one way to promote decarbonization. In 2019, by promoting both energy generation and energy conservation, CUC succeeded in generating renewable energy equal to the electricity it consumes on campus for the first time as a university in Japan. In the fall of 2019, it succeeded in procuring all its electricity needs from renewable sources and registered on the United Nations Race to Zero, another first for a university in Japan. CUC’s next aim is to generate renewable energy equal to all its energy needs, including gas. The ultimate aim of an RE100 university is to create a decentralized, regional energy supply-based society. To spread this movement to other universities also supporting decarbonization, CUC launched a Renewable Energy University League in June 2021.
Recommendations for Transforming Behaviors in Universities for building a Better Sustainable Society

Ehime University

<table>
<thead>
<tr>
<th>Established</th>
<th>1949</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>9,172 (May 1, 2021)</td>
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<tr>
<td>Student Ratio Males to Females</td>
<td>60:40</td>
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<tr>
<td>Percentage of International Students</td>
<td>2.0%</td>
</tr>
<tr>
<td>Number of Faculty</td>
<td>791 (May 1, 2021)</td>
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<tr>
<td>Faculty Ratio Males to Females</td>
<td>80:20</td>
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<tr>
<td>Number of Foreign Faculty</td>
<td>25</td>
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<tr>
<td>URL</td>
<td><a href="https://www.ehime-u.ac.jp/">https://www.ehime-u.ac.jp/</a></td>
</tr>
<tr>
<td>Contact</td>
<td>SDGs Promotion Office / <a href="mailto:sdgs@stu.ehime-u.ac.jp">sdgs@stu.ehime-u.ac.jp</a></td>
</tr>
<tr>
<td>Sustainability Report</td>
<td><a href="https://is.gd/hxul5L">https://is.gd/hxul5L</a></td>
</tr>
</tbody>
</table>

Biological controls of pathogens and pests to reduce dependence on chemical use: towards sustainable infectious disease control and agriculture

The Southeast Asia Environmental Health Research Unit proposes a new approach to appropriately use pharmaceuticals, pesticides, and other chemicals to control infectious diseases and increase agricultural productivity while minimizing the burden of chemical pollution on the environment and ecosystems in developing countries, such as Philippines and Indonesia. The Research Unit is developing and proposing alternative technologies for biological control of pathogens and pests, such as genome editing of vector mosquito that prevent viral amplification in the body, mosquito habitat distribution prediction model that enables efficient and pinpoint spraying of insecticides with minimal amount, and natural enemy organisms (i.e., biological pesticide) and attractant pheromone traps that can control agricultural pests with less agricultural chemicals, to achieve symbiosis between human and nature and their sustainable systems. By proposing not only conventional monitoring and regulation of chemical, but also the alternative biological control technologies, implementation to medical and agricultural fields is expected to be promoted in a way that is more acceptable to stakeholders.
Creation of an integrated knowledge center implementing “Science for Sustainable Development”
with a view to contributing to the attainment of the SDGs

Since 2020, Hiroshima University’s Network for Education and Research on Peace and Sustainability (NERPS) has implemented six trans-disciplinary research projects on “Peace and Sustainability” in collaboration with four cross-appointed professors based at University of Denver Columbia University, Stockholm International Peace Research Institute, and University of Nottingham Ningbo China, respectively. Under the projects, the linkages and interactions between peace and sustainability have been discussed through a series of webinars, and a network with researchers and other stakeholders has expanded. NERPS aims to become a research center focused on peace backed by internationally viable research capabilities, leading to the establishment of a research and education center implementing “Science for Sustainable Development” - a concept of peace science highlighted in Hiroshima University’s long-term vision called the SPLENDOR PLAN 2017.
“Sustainable Campus” means a “university that contributes to building of a sustainable society through its education, research, social collaboration and campus development.”

Based on the Hokkaido University Environmental Policy formulated in 2005 and the Sapporo Sustainability Declaration adopted on the G8 University Summit in 2008, Hokkaido University planned and has implemented specific measures to realize its sustainable campus.

In 2012, the University established an action plan to build a sustainable campus to maintain a PDCA cycle for the implementation.

As the evaluation method of this PDCA cycle, the University developed the “Assessment System for Sustainable Campus (ASSC)”. The ASSC comprises four categories: administration, education and research, environment, and regional society, with total 170 evaluation criteria for those categories.

In 2018, the department in charge was reorganized as the Sustainable Campus Management Office in order to manage more flexible and agile collaboration between faculty and administrative staff.

In recognition of the ASSC and the system for sustainable campus development, Hokkaido University became the only finalist from Japan as a “Sustainability Institute of the Year” of the International Green Gown Awards 2019, which title is given to higher education institutions for their outstanding sustainability initiatives.
ICU launched in 2015 a solar power generation project in integrating the three dimensions of sustainable development by reducing CO2 emissions (environmental), generating revenue for education and research (social), and utilizing idle assets (economic). Also introduced in 2020 service-learning for SDGs in integrating activities on research, education, outreach, and impact management.
International University of Japan

Established 1982
Number of Students 309 (May 1, 2020)
Student Ratio Males to Females 60:40
Percentage of International Students 92.6%
Number of Faculty 53 (May 1, 2020)
Faculty Ratio Males to Females 83:17
Number of Foreign Faculty 24
URL https://www.iuj.ac.jp/
Contact Office of Top Global University Project / sgu@iuj.ac.jp
Sustainability Report

Title: International University of Japan, a "University where the world cooperates"

IUJ is quite unique among many universities in Japan; while it is located in the midst of the charming Japanese countryside, it is a highly internationalized university where all instructions are conducted in English, and more than 90% of its students are from more than 60 countries around the globe. Living in the school’s on-campus dormitories, students spend their time together for their academic studies and daily-life activities. These everyday interactions give the students the opportunity to learn from each other and share their respective cultures and customs, and creating an environment where cross-cultural interaction is the norm. This highly international environment makes IUJ an ideal forum for discussing global issues and working toward the realization of a sustainable future that the SDGs envisage. Some of the specific examples of IUJ’s effort include the establishment of the new one-year “Digital Transformation (DX) Program” and the new “International Social Entrepreneurship Program (ISEP)” in autumn 2021.
Students from various countries live together in the international dormitory "Kuritaya Akademia", which was established with the purpose of creating a new community by respecting diversity through various exchanges and experiences of students from diverse backgrounds. The "SDGs PBL Program" has been implemented as an initiative that suits this purpose. The basic program aims to improve English proficiency and understanding of diversity (of the self, others, and the community), and the practical program aims to develop human resources who can promote the SDGs. Study meetings and group work tasks were conducted as part of the program. At the final presentation, the goals to be achieved and the results of the activities of each team were announced, on the topic of “Sustainable Efforts to Change the World by Starting with the Familiar".
Kanazawa University

Established 1949
Number of Students 10,111 (May 1, 2021)
Student Ratio Males to Females 63:37
Percentage of International Students 5.2%
Number of Faculty 1,033 (May 1, 2021)
Faculty Ratio Males to Females 82:18
Number of Foreign Faculty 39
URL https://www.kanazawa-u.ac.jp/
Contact Research and Social Co-creation Promotion Department / chiikikyousousuishin-kafuku@adm.kanazawa-u.ac.jp
Sustainability Report http://www.adm.kanazawa-u.ac.jp/ad_sisetu/kankyou/torikumi.html

Local Community x SDGs: The Kanazawa University Triangle for SDGs

Kanazawa University fosters human resources who can put the principles of SDGs into practice in society, based on partnerships with diverse institutions, by closely linking three areas (“The Kanazawa University Triangle“): Community-oriented activities (“Local“), international activities (“Global“), and human resource development (“Capacity building“).

In cooperation with Suzu City, which has been selected as an SDGs Future City, and other institutions, we are implementing the “Noto Satoyama Satoumi SDGs Meister Training Program,” based on the Globally Important Agricultural Heritage Systems “Noto’s Satoyama and Satoumi.” This is a program for working people that provides education about SDGs in addition to creating new values for “Satoyama” (mountains close to a rural settlement habitat) and “Satoumi” (sea close to a rural settlement habitat), based on local circumstances. So far, 205 people have been certified as Meisters, and are contributing to regional revitalization through various activities such as tree-planting projects, agriculture, and product development using local products.

The “Kanazawa University Organization for Global Affairs SDGs Biosphere Reserves, Geoparks Research Center” was established in February 2019 at a traditional house in the Shiramine district as the university’s education and research center for SDGs. In collaboration with local organizations such as the Hakusan Shiramine Nature School and the Mount Hakusan Biosphere Reserve Council, we are using the center as a base to further promote various initiatives such as offering homestays, walks in the Shiramine area, and learning about the history, culture, and nature of Hakusan.

Through these programs, we contribute to the achievement of SDGs by fostering the next generation of leaders who will work to solve local issues.
Keio University is promoting the Ministry of Education, Culture, Sports, Science and Technology’s (MEXT) Top Global University Project (adopted in AY 2014) under the conceptual theme of “Enhancing Sustainability of Global Society Through Jitsugaku (Science).” In 2018, we established the Office of Equity, Diversity, and Inclusion with the aim of realizing a cooperative and collaborative society in which diverse values are recognized and there is equal respect for the dignity of oneself and others, while in September of the following year, we established our “Charter for the Promotion of Equity, Diversity, and Inclusion.” In 2020, we launched a website to introduce the various on-campus activities related to the Sustainable Development Goals (SDGs).

Kwansei Gakuin University

Established 1889
Number of Students 24,874 (May 1, 2021)
Student Ratio Males to Females 50:50
Percentage of International Students 3.7%
Number of Faculty 774 (May 1, 2021)
Faculty Ratio Males to Females 80:20
Number of Foreign Faculty 115
URL https://www.kwansei.ac.jp/
Contact General Planning Department / kgu-gap@kwansei.ac.jp
Sustainability Report https://kgc2039.jp/sdgs/

Cultivating World Citizens Who Embody Our School Motto of “Mastery for Service”
Initiatives for the SDGs That Are Centered Around Student Education

At Kwansei Gakuin University, where it is our mission to cultivate World Citizens who embody "Mastery for Service," we have promoted training programs in cooperation with the United Nations and other international organizations, such as university admission for refugees—the first program of its kind in Japan—and student dispatch based on an agreement with the United Nations Volunteers (UNV). We situated the Sustainable Development Goals (SDGs) as one of the pillars of our Long-Term Plan, and established the Headquarters for Promoting SDGs in April 2019. We are moving forward with initiatives for the SDGs that are centered around student education, including efforts such as the "My Bottle" project and the BiZCAFE at the Kobe-Sanda Campus, which we accomplished through a joint effort by the university, students, and companies.
The university is developing human resources who have high level of expertise with a rich sensibility as a university leading in unique fusion education in the Humanities, Science and Art.

The base of the university’s education is its founding idea “Unification of Industry and Academia”. With this idea, the university actively promoting project-based education.

In the various projects collaborate not only within the campus but also with the companies, governments and region outside, students recognize various problem in society and learn SDGs through considering and seeking the solution to these problems.
Recommendations for Transforming Behaviors in Universities for building a Better Sustainable Society

Kyushu University

Established 1911
Number of Students 18,566 (May 1, 2020)
Student Ratio Males to Females 72:28
Percentage of International Students 12.5%
Number of Faculty 2,378 (May 1, 2020)
Faculty Ratio Males to Females 15:85
Number of Foreign Faculty 1,002
URL https://www.kyushu-u.ac.jp/en/

Contact Global Strategies, International Affairs Division
intronyaku@jimu.kyushu-u.ac.jp

Sustainability Report https://www.kyushu-u.ac.jp/f/42345/%E7%92%B0%E5%A2%83%E5%A0%B1%E5%91%8A%E6%9B%B82020.pdf (Japanese)

The Inclusive Wealth Report (IWR) was launched by host country of World Environment Day.

The Ministry of Climate Change and the United Nations Environment Programme has released an assessment of the inclusive wealth, ideal measure of sustainable development. This report, titled Inclusive Wealth of Pakistan: The Case for Investing in Natural Capital and Restoration was launched as part of World Environment Day celebrations globally hosted by Pakistan.

Shunsuke Managi, a Distinguished Professor and Director of Urban Institute at Kyushu University (also coordinating lead author of the IPBES-IPCC report) organized the report and it utilizes the Inclusive Wealth Index (IWI) developed by the Urban Institute of Kyushu University. It assesses the trends of natural, produced and human capital during the period of 1992 to 2019, and estimates the total inclusive wealth during the period taking a geospatial perspective.

Pakistan’s inclusive wealth increased at an average of 2.3 per cent annually in absolute terms. Analysis of the individual capital categories shows that human capital and produced capital grew, while natural capital declined negligibly, around 0.1 per cent. However, the last five years have shown evidence of an environmental turnaround since 2015. This is expected to be boosted by Pakistan’s effort on restoration policy and tree plantation schemes as part of the Ten Billion Tree Tsunami Programme.

Inclusive Wealth of Pakistan is a great leap forward towards measuring the contribution of natural resources and systems like expanded forest area and the health and well-being of human societies. The Report could deliver sufficient outcome and contributions to SDGs in the future. It also makes a powerful case for continued improvements in our understanding of inclusive wealth, and this assessment of inclusive growth for SDGs is suggested to evaluate sustainability both globally and locally. Kyushu University hosts next global report of UN Inclusive Wealth Report and successfully advised to governments for detailed policies.
**Nara University of Education**

| Established | 1888 |
| Number of Students | 1,222 (May 1, 2021) |
| Student Ratio Males to Females | 43:57 |
| Percentage of International Students | 2.0% |
| Number of Faculty | 93 (May 1, 2021) |
| Faculty Ratio Males to Females | 76:24 |
| Number of Foreign Faculty | 2 |
| URL | https://www.nara-edu.ac.jp/ |
| Contact | Educational and Academic Support Section / k-soumu@nara-edu.ac.jp |

**Sustainability Report**

ESD teacher program
Nara University of Education trains teachers in Education for Sustainable Development. Our ESD Teacher Program was launched in 2015.

**ESD teacher program overview**

First Workshop:
Understanding the meaning of the Sustainable Development Goals (SDGs)

Second Workshop:
The learning theory of Education for Sustainable Development (ESD)

Third Workshop:
Analysis of best practices in ESD course design

Fourth Workshop:
Peer review of ESD lesson plans and preparation of lesson plans and practice reports

Fifth Workshop:
Peer review of ESD study plans and practice reports

We authorized 117 teachers to finish the Program and gave them Certification.
Notre Dame Seishin University

Established 1949
Number of Students 2,019 (March 31, 2021)
Student Ratio Males to Females 0:100
Percentage of International Students 0.0%
Number of Faculty 92 (March 31, 2021)
Faculty Ratio Males to Females 51:49
Number of Foreign Faculty 8
URL https://www.ndsu.ac.jp/
Contact Office of the President / prof4@post.ndsu.ac.jp

Learning about the SDGs through Attempts at Social Change

Notre Dame Seishin University (NDSU) provides all students with opportunities and support to change society towards achieving the SDGs. This has mainly been coordinated through the NDSU Center for Regional Collaboration and SDGs Promotion (NRS) under the support from its UN office and the understanding about the SDGs from Sisters of Notre Dame de Namur (SND), which is the founding body of the university and the UN NGO (https://sndatun.wordpress.com/).

We have several groups of students who took action to achieve the SDGs. A group of students submitted recommendations for a prefectural gender equality policy in collaboration with the Okayama Prefectural Office in 2020. Another group of students cooperated with the revisions for the Okayama Prefecture Anti-nuisance Ordinance (2018-2019). There is also a group of students which cooperated in research and projects with Okayama City for gender equalization. We have also cooperated in projects, in which our students participated, to formulate detailed rules to prevent harassment.

NDSU itself has created and will continue creating gender-equal organizations. It is one of the important achievements of our university that half of the people in the management teams are female and half of the faculty members are women as well.
Osaka Medical and Pharmaceutical University

Established 2021
*Osaka Medical University established in 1927 and Osaka Pharmaceutical University established in 1904 integrated.

Number of Students 3132 (May 1, 2021)
Student Ratio Males to Females 41:59
Percentage of International Students 0.3%
Number of Faculty 582 (May 1, 2021)
Faculty Ratio Males to Females 73:27
Number of Foreign Faculty 5
URL https://www.omp.ac.jp/
Contact sakae.wasa@omp.ac.jp
Sustainability Report https://www.omp.ac.jp/about/sustainability.html

New integrated intervention for Children with learning difficulty by medical care, practical education, and research
[LD: learning difficulty Center / Institute for Developmental Brain Research / Department of pediatrics]

Since the establishment of LD center in 2001, we have been providing neuropsychological assessment, diagnosis, and integrated interventions to Children with learning and motor difficulty due to neurodevelopmental disorders. The interventions have shown successful improvement in their leaning and fine motor skills by the admission of elementary school. In addition to the direct services to the Children with special needs, we also have promoted more than 50 lectures and workshops annually to their parents, teachers, and care providers for their better understanding of the management. The total number of attendees has been up to 8000 in a year.

Following the successful experiences of the LD center, Institute for Developmental Brain Research was established in 2018 to provide further contribution by adding scientific advancement, such as evidence-based medicine, and teaching. Our approach is very unique in terms of providing one-stop from research to clinical intervention for the children who need special care, and this approach is not found in other medical universities in Japan.

Our acts meet a requirement set by SDGs goal 4.2 “ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”.

Communication program for kids with Down syndrome
Art program for kids with special needs
Recommendations for Transforming Behaviors in Universities for building a Better Sustainable Society

Osaka University

Through the global platform of the SDGs, Osaka University will expand its co-creation network to include diverse contributors including not only industries and local governments, but also economic organizations, international organizations, and citizens. In this co-creation network, we will promote the advancement of science and technology and academia, develop talented individuals who will lead the future, strive for social stability and welfare, world peace, and harmony between humans and the natural environment. In doing so, we will actively contribute to the creation of a society that will “leave no one behind.”

The 2025 World Exposition in Osaka, Kansai, Japan which will be held under the theme of “Designing Future Society for Our Lives,” also calls for achieving the SDGs. It goes without saying that as we advance the SDGs and take action to “leave no one behind,” people who are currently facing a variety of difficulties and being “left behind” will receive assistance and gain a “better and more beautiful life.” But there is more to it than that. Those who endeavor to leave no one behind will also gain a “better and more beautiful life” by engaging, sympathizing, and overcoming challenges together with those being left behind. Based on this philosophy, we established the Osaka University Expo 2025 Committee in order to use Expo 2025 as an opportunity to contribute to achieving the SDGs.

Our university has been participating in the Kansai SDGs Platform since its establishment. The Kansai SDGs Platform is comprised of over 1200 members such as private companies, civil society organizations, universities, and local governments in the Kansai region. We recently established the University Subcommittee within this platform. We have already launched a project to promote achieving the SDGs in cooperation with corporations, NPOs, and local governments. Universities in the Kansai region play a central role in these efforts.

Our Philosophy: SDGs and a Society for All Lives

Society for all lives

Better and more beautiful life
for those currently left behind

Better and more beautiful life
for those leave no one behind

Action to “leave no one behind”
through pursuit of the SDGs
Establishment of Yunus Social Business Research Center
~ Aiming at the Development of Businesses Linking University and Community ~

Ryukoku University, whose founding spirit is based on the Jodo Shinshu sect of Buddhism, has established the Yunus Social Business Research Center to promote, research, and materialize the "Buddhist SDGs". The Factors which contribute to a sustainable society are considered from a Buddhist perspective, with "Introspective Altruism ( 自省利他 jisei-rita)" introduced as the university’s basic concept upon the occasion of its 380th anniversary in 2019.

We promote and support university-community collaborative research and social activities that lead to the implementation of social business in local communities, and focus on the development of projects that utilize the aspirations of the younger generation.
Aiming to build a sustainable society based on Plankton Eco-engineering

Based on the university’s unique research field of “Plankton Eco-engineering,” and with the support of the Private University Research Branding Project and SATREPS, we are conducting research and development of environmental technologies appropriate for developing countries, the formation of a new industry through the commercialization of valuable products derived from local phytoplankton, and environmental and economic education for local residents in Ethiopia. This project aims to build a sustainable, recycling-oriented society, and will contribute to environmental conservation and the elimination of hunger, as stated in the UN SDGs.
We incorporate ESG (environmental, social and governance) issues into our investment policy in pursuit of achieving both social returns (positive impacts to sustainability) and investment returns. Our approach of responsible and SDGs-related investment is built on the basis of aligning investment strategies to Sophia University’s founding philosophy* and we are committed to contributing to the global sustainability issues as represented by SDGs.

*Men and Women for Others, with Others. Contribution to solving global issues.

ESG Investment Cases
https://www.sophia-sc.jp/info/esg.html
Recommendations for Transforming Behaviors in Universities for building a Better Sustainable Society

Tokai University

Established 1942
Number of Students 27,404 (May 1, 2020)
Student Ratio Males to Females 72:28
Percentage of International Students 3.8%
Number of Faculty 1607 (May 1, 2020)
Faculty Ratio Males to Females 79:21
Number of Foreign Faculty 55
URL https://www.u-tokai.ac.jp/
Contact Office for College of Global Citizen / knaka8@tokai.ac.jp
Sustainability Report

Tokai University European Center “On-Line QOL Seminar”

In 2020, the QOL seminar will be held to commemorate the 50th anniversary of the Tokai University European Center. Tokai university has set QOL (Quality of Life) as one of keys SDGs. We have been holding seminars for experts from all over the world on topics for sustainable society such as DX (Digital Transformation), happiness, decarbonized energy, elderly care, gender issues, and ecotourism. More than 900 people from all over the world participated in 2020. The QOL seminar will continue to focus on the theme of realizing a sustainable society.

The University QOL logo is officially permitted by the UN.
Tokyo City University

Tokyo City University is engaged in education and research that contributes to the SDGs. The functions of the university are becoming more and more important, such as promoting carbon neutrality in collaboration with the local community and expanding this model in Japan and overseas. From this point of view, in 1998 our Yokohama campus was the first Japanese university to receive ISO14001 certification as an eco-campus in consideration of the natural environment. We are pioneers in creating a base of knowledge through learning about environmental issues during everyday life on campus.

In search of an affluent life, human beings have developed advanced technology. Our scientific understanding has also improved by leaps and bounds. However, we have also been forced to face energy problems and environmental problems, and to recognize that our resource and environmental capacity is not limitless. Our advanced information society has made our lives convenient, but has also brought about new problems. In order to build a truly prosperous society, we must take our various technological developments in a direction that can respond to the natural environment and that allows people to coexist in kindness.

Tokyo City University has a philosophy of "human resources development and academic research to bring about sustainable social development." We are working on all the sustainable development goals in all of our seven faculties.

FACULTY OF SCIENCE AND ENGINEERING
FACULTY OF ARCHITECTURE AND URBAN DESIGN
FACULTY OF INFORMATION TECHNOLOGY
FACULTY OF ENVIRONMENTAL STUDIES
FACULTY OF INFORMATICS
FACULTY OF URBAN LIFE STUDIES
FACULTY OF HUMAN LIFE SCIENCES
Recommendations for Transforming Behaviors in Universities for building a Better Sustainable Society

Tokyo Institute of Technology

Established 1881
Number of Students 10,448 (May 1, 2020)
Student Ratio Males to Females 84:16
Percentage of International Students 16.5%
Number of Faculty 1,529 (May 1, 2020)
Faculty Ratio Males to Females -
Number of Foreign Faculty 176
URL https://www.titech.ac.jp/
Contact sdg-up@jim.titech.ac.jp
Sustainability Report http://www.gsmc.titech.ac.jp/kankyouhoukoku/2020/2020top.html?_gl=1*rimf5r*_ga*MTi4ODQ4MzMxNS4xNjizNjU0OTE0*_ga_VKBJ61GEPE*MTYyMzY1NDkxMy4xLjAuMTYyMzY1NDkxNS4w

“Visualization” of linkage between research/education activities and SDGs: Dissemination of information through annual “Environmental Report”

Since 2005, the university has prepared and published an annual Environmental Report. Based on the “Environmental Performance” in accordance with the Ministry of the Environment’s Environmental Reporting Guidelines, the report provides information on the university’s environmental conservation activities in relation to the SDGs, including efforts to reduce the environmental impact of waste and other materials generated by university activities, energy conservation and CO₂ measures and their status, and the efforts of students and faculty members to address environmental issues. We are contributing to society as a research and educational institution by addressing environmental issues through human resource development and research activities.
Promoting multicultural education through inter-university collaborations

We offer a variety of courses to study and deepen our understanding of multicultural coexistence in support of SDG 4, 5, 10, 16. Our mission is to nurture individuals who can respond to and contribute to the resolution of issues that arise in multilingual and multicultural societies and communities. In 2020, we launched the “Consortium for Intercultural Education” and started building an inter-university platform to promote and support education on intercultural issues.
Tokyo University of Science

Established 1881
Number of Students 19,033 (May 1, 2021)
Student Ratio Males to Females 80:20
Percentage of International Students 3.8%
Number of Faculty 766
Faculty Ratio Males to Females 80:20
Number of Foreign Faculty 42
URL https://www.tus.ac.jp/
Contact koho@admin.tus.ac.jp
Sustainability Report https://www.tus.ac.jp/sdgs/

TUS Science and Technology Innovation Hub for SDGs

In 2019, the Tokyo University of Science (TUS) established the Data Science Center to promote mathematics and data science-focused education and research. The Data Science Center, in combination with the Research Institute for Science and Technology, which promotes interdisciplinary, collaborative research, seeks to be a hub for collaboration, not only within TUS but with other universities, companies and research institutions throughout Japan and overseas as well, in order to develop creative innovations that address the challenges our world faces and, thereby, help society in becoming more sustainable and resilient.
Toyo University has a history of providing educational opportunities for those “with no surplus of money and time” since its foundation in 1887. Inheriting the spirit of its founder Enryo Inoue, who made grand nationwide lecture tours, Toyo University provides the general public with a wide range of opportunities for learning, aiming to widely disseminate social education and lifelong learning. Succeeding the heritage, Toyo University will contribute to the creation of a brighter future in the global society and strive to achieve SDGs.

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<td><a href="https://www.toyo.ac.jp/">https://www.toyo.ac.jp/</a></td>
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<td>Contact</td>
<td>President’s Office / <a href="mailto:ml-sdgs@toyo.jp">ml-sdgs@toyo.jp</a></td>
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<td>Sustainability Report</td>
<td><a href="https://www.toyo.ac.jp/sdgs/">https://www.toyo.ac.jp/sdgs/</a></td>
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An interdisciplinary approach to human resource development that supports "Environmental sustainability"

The University of Kitakyushu (UKK) is engaged in the development of environment-focused human resources under its “Environmental sustainability” goal, one of three goals* formulated by the university in 2016. Within its design for university-wide fundamental education UKK offers a focus on environmental studies through its ESD programme, available as a minor in the arts-focused faculties on the Kitagata Campus, and through a specialized curriculum in the science-focused faculty found on the Hibikino Campus. Solutions to environmental problems require an interdisciplinary approach, and for this reason it is essential for students to acquire knowledge and skills from various fields, as well as develop networks with people in different professions and with different specialties. With this in mind, we have created a subject, available to students on both campuses, that is titled “Environmental Technology for the Future”. The creation and offering of this subject represents an active attempt to provide an arena for educational opportunities made possible by a fusion of the arts and the sciences.

The University of Kitakyushu aims to build a sustainable society capable of solving environmental problems and will work on SDGs education with a view to creating human resources who have the capacity for original and critical thought required to find solutions to environmental problems.

* The other two goals are “Regional engagement” and “Global connections”.

The University of Kitakyushu

Established 1946
Number of Students 6,789 (May 1, 2021)
Student Ratio Males to Females 49:51
Percentage of International Students 4.4%
Number of Faculty 262 (May 1, 2021)
Faculty Ratio Males to Females 80:20
Number of Foreign Faculty 31
URL https://www.kitakyu-u.ac.jp/
Contact Regional Alliances Department / chiiki@kitakyu-u.ac.jp
Sustainability Report
The UTokyo Future Society Initiative (FSI) promotes multi-stakeholder collaborations for the future of humanity and the planet. Encouraging variety of activities related to the SDGs carried out by the faculty, staff and students of UTokyo is one of its core initiatives. FSI now has 270 activities listed as FSI Projects (as of May 2021), aiming to promote synergies between research, education and societal activities that contribute to achieving 17 goals of the SDGs. In December 2020, UTokyo created and released a prototype version of the Global Commons Stewardship Index (GCSI) in collaboration with overseas companies and international organizations. This Index is expected to drive the global effort to encourage countries to transform their socio-economic systems to realize a sustainable future for humanity.

Global Commons Stewardship Index (GCSI) Pilot Version

SDSN, Yale Center for Environmental Law & Policy, and Center for Global Commons at the University of Tokyo. 2020. *Pilot Global Commons Stewardship Index*. Paris; New Haven, CT; and Tokyo.
Recommendations for Transforming Behaviors in Universities for building a Better Sustainable Society

University of Tsukuba

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<td>Contact</td>
<td><a href="mailto:sdgswsb@un.tsukuba.ac.jp">sdgswsb@un.tsukuba.ac.jp</a></td>
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Tsukuba Conference 2019

Tsukuba Conference 2019 was held from October 2nd to 4th at Tsukuba Congress Center, located in the Tsukuba Science City, based on the main theme of the conference, "How do science, technology and innovation contribute to achieving Society 5.0 and SDGs?" The purpose of the Tsukuba Conference was to bring together future shapers beyond all borders to facilitate discussion among them. It provided them with the opportunity to express their vision of the future and to meet their collaborators. The University of Tsukuba participated in the conference as one of the member institutions and contributed to its success.

During the three-day event, 1,500 participants from 65 countries and regions attended over 50 sessions, where young talents from around the world actively exchanged opinions on various issues related to society and science. At the opening ceremony on October 2nd, NAGATA Kyosuke, President of the University of Tsukuba gave a welcome address as the chair of the Tsukuba Conference Organizing Committee. President Nagata called for the achievement of Society 5.0 and SDGs with TRUST as the keyword. MEXT Minister HAGIUDA Koichi attended the ceremony and said he anticipates today's discussions and exchanges will help lead the participants to become leaders in their fields both domestically and overseas and help contribute to the development of humanity and society.

On October 3rd, two main sessions were held based on the main theme of the conference, Society 5.0 and SDGs. Dr. SANKAI Yoshiyuki, CEO of CYBERDYNE Inc and professor of the University of Tsukuba had a presentation and panel discussion with other speakers in one of the main sessions, "Entrepreneurship and Innovation for Shaping the Next Society."

At the closing ceremony on October 4th, Tsukuba Declaration was read out by young participants. It emphasized importance of young generations’ role to solve global challenges.