

# Advancing Sustainability in Higher Education

UNU SDG-Universities Platform (SDG-UP)

**FY2025**

**United Nations University**

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





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## United Nations University (UNU)

UNU is a global think tank and postgraduate teaching organization 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. UNU encompasses 13 institutes located in 12 countries around the world.

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.

Learn more: <https://unu.edu/about>



United Nations University (UNU)



The UNU Global System

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

UNU-IAS is a research and educational institute dedicated to realizing 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 the priorities of the UN system.

Through policy-oriented research and capacity development the institute drives progress in four thematic areas: Governance for Climate Change & 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.

## Thematic Areas

### Governance for Climate Change & Sustainable Development

Sustainability depends on translating into practice the global vision of the SDGs, the Paris Agreement on climate change and other related agendas, ensuring their effective implementation. UNU-IAS mobilizes knowledge, expertise and partnerships to strengthen governance and policymaking processes for these urgent global agendas.

### Water & Resource Management

Water is at the core of sustainable development, linking livelihoods, health, ecosystems and infrastructure. Ensuring access to clean water and sanitation for all requires a transformation in the way we manage water resources. UNU-IAS is developing sustainable, decentralized approaches to overcome the water crisis, enhance resilience and help build decarbonized, circular economies.

### Biodiversity & Society

Action on biodiversity is urgently needed to sustain a healthy planet and the lives that it supports. UNU-IAS advances human–environment solutions to accelerate transformational change toward living in harmony with nature. The institute’s research provides evidence-based inputs for implementing the Kunming–Montreal Global Biodiversity Framework, with a focus on sustainable management of production landscapes and seascapes.

### Innovation & Education

Building more sustainable societies relies fundamentally on fostering creative, innovative solutions and empowering individuals through education. UNU-IAS accelerates knowledge generation and lifelong learning for a sustainability transformation, through policy-oriented research, capacity development and partnerships.

## Message from the Chairperson

The United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) established the SDG–Universities Platform (SDG–UP) in October 2020. It aims to strengthen Sustainable Development Goals (SDGs) initiatives and human resource development in higher education through collaboration between UNU and Japanese universities, and to disseminate these achievements both domestically and internationally. As of March 2026, 22 Japanese universities are participating in the platform. Monthly workshops are organized to leverage the expertise and strengths of each university, advancing discussions on the role of Japanese universities in sustainable development.

The platform has been promoting activities to expand collaboration through impactful engagement at the global level. These include contributing expertise at international conferences hosted by Times Higher Education (THE) and the global forum of the Higher Education Sustainability Initiative (HESI), which is currently co-chaired by UNU. In addition, participating universities have worked together to develop interdisciplinary online teaching materials, demonstrating the value of inter-university collaboration. In the fiscal year 2025, in response to the evolving domestic and international landscape, the platform reorganized its thematic working groups. In addition to the existing working groups on management, SDGs curriculum and sustainable campus, a new working group on AI and higher education was established.

The world is facing urgent challenges, including accelerating climate change, regional conflicts and biodiversity loss. As the international community advances efforts to build more resilient societies, the role of universities as higher education institutions — and the expectations placed on them — are growing significantly. Through SDG–UP, we aim to leverage the diversity of participating universities with their unique strengths to

enhance domestic activities and promote international discussions in collaboration with international organizations. By doing so, we hope to make further important contributions to achieving the SDGs.

This report introduces the activities of SDG–UP in the fiscal year 2025 and summarizes the initiatives of participating universities that are actively addressing global challenges. By sharing their achievements and experiences, we hope to advance solutions to these challenges and contribute to the creation of a sustainable society.



**Prof. Shinobu Yume Yamaguchi**

Director, UNU-IAS  
Chairperson, SDG–UP

# About the United Nations University SDG-Universities Platform (SDG-UP)

Achieving the Sustainable Development Goals (SDGs) requires all people, countries, organizations and companies to transform their actions and approaches. With growing interest in the SDGs among younger generations, universities have a key role to play in educating them to become agents of change for the transformation towards sustainability.

Collaboration between universities not only advances their sustainability efforts, but also helps them to raise their international profile and foster a student body that will contribute to building a sustainable future.

In October 2020 UNU-IAS established SDG-UP to mobilize efforts by Japanese universities on the SDGs through collaboration and exchange of best practices. As of March 2026, 22 universities from across Japan participate in this

initiative and have engaged in 47 workshops.

## Objectives

1. Strengthen universities' efforts on the SDGs.
2. Develop responsible global citizens who can play an active role in the local and international community.
3. Enhance the visibility of higher education institutions through activities promoting sustainability.

## Key Figures

<b>22</b>	<b>4</b>	<b>310,000</b>	<b>47</b>
Participating universities	Working groups	Participating university students	Workshops held



2025 SDG-UP Public Symposium at UNU in March 2026

# Key Features

## 1 Diverse Participating Universities

Collaborative efforts towards sustainability require an emphasis on inclusion and embracing different ideas and perspectives.

SDG-UP is composed of a wide variety of institutions in different regions, with different educational programmes and funding sources. They include national, public, municipal and private universities, as well as specialized and women’s colleges. This diversity enhances knowledge sharing by incorporating diverse experiences and skills to generate more creative and innovative solutions.

### Number of Participating Universities, by Type of Institution

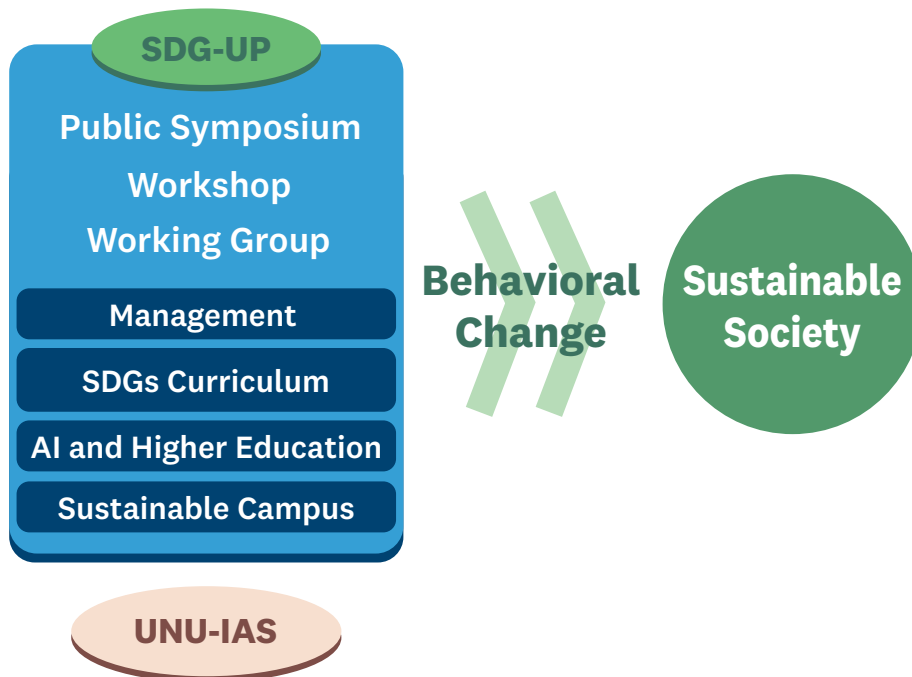
Tokyo Metropolitan Area / Others	9 / 13
National or Public / Private	12/ 10

## 2 Active Engagement of Management, Faculty and Staff

Effective leadership is essential in promoting transformative change. Therefore, SDG-UP requires the management of each university to be actively involved, in addition to faculty members and staff interested in sustainability. This inclusive approach promotes open dialogue and ensures responsibility is shared at all levels.

## 3 Specialized Working Groups

SDG-UP has four working groups: Management; SDGs Curriculum; Sustainable Campus, and the newly established Working Group on AI and Higher Education. The working groups meet regularly and hold in-depth discussions focusing on specific themes.



## 4 International Networks

SDG-UP focuses on good practices for sustainability not only in Japan but also overseas. It has facilitated dialogue with 13 universities and institutions in Asia, Europe, Oceania and the United States that are highly regarded for their sustainable activities.

Since 2020 SDG-UP has collaborated with Times Higher Education (THE), which produces rankings on the progress of universities towards achieving the SDGs. This has enabled the platform to analyze the positions of Japanese universities, including their strengths and weaknesses. Shinobu Yume Yamaguchi, the Chair of SDG-UP, is a member of the Advisory Board for THE Impact Rankings.

In FY2025, SDG-UP organized three workshops featuring international experts:

- University of Dublin: “From Pollinators to Policy: Nature-Positive Research and Action”
- Massachusetts Institute of Technology (MIT): “Leveraging the Campus as a Test Bed for Sustainability: Catalyzing Innovation, Imagination, and Impact”
- Sulitest Association: “Sustainability Literacy:

Tools to Measure, Implement & Report Promoting Sustainability”

Each workshop provided participants with diverse perspectives on sustainability and was followed by interactive discussions on what Japanese universities and participants’ own institutions can do to advance the SDGs.

### Participating Universities (22, as of March 2026)

Ehime University, Hokkaido University, Institute of Science Tokyo, Keio University, Kwansai Gakuin University, Nara University of Education, Notre Dame Seishin University, Okayama University, Okinawa Institute of Science and Technology, Osaka Medical and Pharmaceutical University, Osaka Metropolitan University, Ryukoku University, Showa University of Music, Soka University, Sophia University, Tohoku University, Tokai University, Tokyo City University, The University of Kitakyushu, The University of Osaka, The University of Tokyo, University of Tsukuba



Overseas universities and institutions invited as a guest speakers

# Working Groups Activities

## 1 Working Group on Management

The Working Group (WG) on Management consists of presidents and vice-presidents of participating universities and focuses on university management and its role in building a sustainable society.

The mission of universities includes education, research, social contributions and university administration, which should incorporate the eight key concepts shown in Figure 1. These can be further categorized into fundamental aspects of university management (concepts 1, 2 and 3), the development of intangible aspects (4 and 7), the development of tangible aspects (5), sharing of advanced case studies and networking (6), and engagement (8). From the perspective of what university management should do to promote the SDGs at each university, there are both top-down and bottom-up flows. These should be effectively integrated to advance SDGs in university management.

In FY2025, the WG organized a Presidents’ Roundtable, featuring presidents of Sophia University, Osaka Metropolitan University and Okayama University, and moderated by UNU-IAS Director Prof. Shinobu Yume Yamaguchi. The roundtable provided an opportunity for university leaders to exchange views on strategies, challenges and opportunities related to SDGs-driven university management. The discussion covered key issues including strategy and governance, engagement of students and stakeholders, and the future direction of universities beyond 2030 (post-SDGs).

Based on the roundtable discussions, the WG summarized key findings into three areas and shared examples from participating universities:

1. Strategy and Governance: Strengthening leadership and integrating SDGs into institutional strategies and systems.
2. Engagement: Promoting participation of students, staff and external stakeholders through inclusive, bottom-up approaches.
3. Beyond SDGs: Exploring universities’ roles beyond 2030, including societal well-being and long-term impact.

The WG also highlighted advanced practices —such as institutional frameworks, student engagement mechanisms and regional collaboration models — demonstrating practical approaches to advancing SDGs in university management. The discussions further emphasized the importance of leadership, interdisciplinary collaboration and meaningful student engagement. They also identified key implications: strengthening leadership commitment, expanding student participation, enhancing multi-stakeholder collaboration, promoting interdisciplinary and international education, and improving the measurement of social impact.

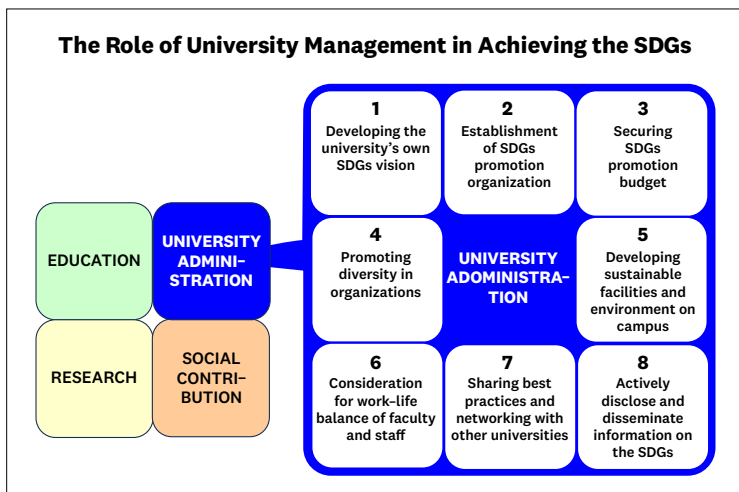


Figure 1. Eight Key Concepts for University SDGs Management



SDG-UP Presidents’ Roundtable at UNU in December 2025

## 2 Working Group on SDGs Curriculum

Since FY2021, the Working Group (WG) on SDGs Curriculum collaborated with 12 universities to develop a course titled "Introduction to the UN SDGs" for first- and second-year undergraduate students. After a trial run in FY2022, the course was fully implemented in FY2023, with certificates of completion issued.

The unique features of "Introduction to the UN SDGs" are: (i) the curriculum was developed by combining specialized courses that each university excels in, using the strengths of SDG-UP and its diverse members; and (ii) emphasizing the 169 targets and actions, considering the time-bound nature of the SDGs.

Each session consists of an on-demand video lecture and discussion among students. The course package includes a teaching manual for instructors, related materials and references.

In FY2025, the WG further enhanced and expanded the course by the reorganizing the curriculum, developing new content (including contributions from newly participating universities), and initiating discussions on learning assessment methods, with a particular

focus on visualizing behavioral change. In addition, an online student exchange event was organized for those students who had completed the course. A total of 42 students from five participating universities that offered the course in the first semester of FY2025 joined the event. The exchange provided opportunities for active discussion and reflection, including on the post-SDG agenda, and served as an important foundation for subsequent student engagement. Building on this, five student representatives who completed the course in FY2025 participated in Session 2 of the public symposium held in March 2026, where they shared their learning experiences.

### Introduction to the UN SDGs: Learning Sustainability for the Decade of Action

#### Course Description

This is a general education course developed by UNU SDG-Universities Platform (SDG-UP), a collaborative effort by universities across Japan that are taking a leading role in SDG implementation. The course aims to provide students with broad knowledge of sustainability issues, and develop their capacity to understand interlinkages between the social, economic, environmental and governance aspects of the SDGs. Students examine the historical background of the SDGs, the current situation in Japan and relevant case studies, and discuss what actions are necessary to achieve the Goals. Through this process, students are encouraged to cultivate a personal transformation towards sustainability.

Session	Theme (University, Institution in charge)	Session Title
1	Course Description / Introduction (Each implementing university)	Overview and Introduction of the Course Objectives and Outline
2	Common Ground (UNU-IAS/Kwansei Gakuin University)	Development Paradigm of the SDGs in Transition: Norms and Implementation Reality
3	Sustainable Development in the International Context (Tokyo University of Foreign Studies)	Rethinking the SDGs in the African Context: Food and Peace
4	Sustainable Development in the International Context (International Christian University)	Global Governance of the SDGs
5	Environmental Integrity and Sustainable Development (Hokkaido University)	Climate Science and Ocean Science
6	Environmental Integrity and Sustainable Development (Tokyo City University)	Trends in the SDGs and Carbon Neutrality
7	Economic Sustainability and Responsive Investment (Sophia University)	SDGs and ESG Investment
8	Economic Sustainability and Responsive Investment (Ehime University)	Human-Human, Human-Thing, and Thing-Thing Linkages
9	Diversity and Inclusion (Kwansei Gakuin University)	International Migration and SDGs
10	Gender Equality and Human Rights (Notre Dame Seishin University)	SDGs Goal 5 Practices
11	Public Participation and Transforming Our World (Nara University of Education)	Education for Sustainable Development through World Cultural Heritage
12	Public Participation and Transforming Our World (Tokai University)	Creating Sustainable Future and Citizenship
13	Data Science (The University of Kitakyusyu)	How to Handle United Nations Statistics Database
14	Disaster Risk Reduction (DRR) (Nara University of Education)	DRR Education from the perspective of ESD and SDGs
15	Wrap-up and Reflections (Each implementing university)	

### 3 Working Group on AI and Higher Education

The AI and Higher Education Working Group was established in 2025 in response to the rapid advancement of artificial intelligence and its growing impact on higher education worldwide. As universities integrate AI into education, research and operations, they face complex challenges related to academic integrity, governance and research security. The Working Group provides a platform to identify good practices, examine risks and contribute to

international discussions, including through the Higher Education Sustainability Initiative (HESI).

In FY2025, the Working Group structured its discussions around four key thematic areas: University Administration and Management; Education; Research; and Governance, Ethics and Global Perspectives.

**Four Key Thematic Area**

- **University Administration and Management**
- **Education**
- **Research**
- **Governance, Ethics and Global Perspective**

Across these four areas, discussions in FY2025 focused on clarifying key concepts, particularly the distinction between AI education and AI literacy, while sharing institutional practices and reviewing international developments. The group also incorporated perspectives from Africa and Asia, and addressed cross-cutting issues such as governance, cultural differences and barriers to AI adoption.

In the area of research, AI has enhanced efficiency in idea generation, grant writing and language support. However, concerns over research integrity and the potential leakage of sensitive information have intensified. Internationally, particularly in the United States, regulatory frameworks are tightening, suggesting that similar responses may be required in Japan.

In the area of university administration and management, AI adoption has progressed rapidly, especially in efficiency-oriented applications such as legal review, translation and meeting documentation. More advanced uses include student data analytics for identifying dropout risks. However, institution-wide deployment remains constrained by cost structures and shortages of skilled personnel.

In the area of governance, ethics and global perspectives, the importance of data management frameworks based on information sensitivity has been emphasized. Cultural differences in attitudes toward AI persist, and concerns such as “digital colonialism” highlight the need for context-sensitive governance, particularly in the Global South. Alignment with international standards, including UNESCO frameworks, is increasingly important.

In the area of education, the distinction between AI education and AI literacy has become increasingly important. At the same time, the widespread use of generative AI has made traditional assessment methods less reliable. Institutions are therefore shifting toward oral examinations, in-person discussions and presentations, alongside a broader policy transition from prohibition to responsible use grounded in academic integrity.

Overall, while AI adoption is advancing most rapidly in administrative domains, institution-wide integration remains a challenge. At the same time, education and research are undergoing significant transformation, requiring new approaches to assessment, governance and ethics. Strengthening alignment with international standards and continuing to share good practices globally will be key priorities moving forward.

## 4 Working Group on Sustainable Campus

Working Group (WG) on Sustainable Campus was established in 2023 recognizing that sustainability efforts on campus (including environmental, human rights issues etc.) are important challenges. During discussions, group members raised the point that in addition to structural aspects, human aspects should also be included and agreed that the WG's focus should not be limited to the physical campus but extend to collaboration with the local community. Based on the four areas indicated by Campus Sustainability Network in Japan (CAS-Net Japan) — Governance, Education and Research, Environment and Energy, and Community — the WG has been sharing and discussing examples from participating universities. The WG has also studied initiatives by domestic and international networks such as CAS-Net Japan and the International Sustainable Campus Network (ISCN).

Building on these discussions, in FY2025 the WG examined the development of a Sustainable Campus Charter, including review of existing certification frameworks, while confirming that the WG would not pursue creation of an independent certification scheme.

In FY2025, based on a proposal from the WG, SDG-UP invited Prof. Julie Newman (Director of Sustainability, Massachusetts Institute of Technology) as a guest speaker. Prof. Newman discussed open sustainability strategies — sharing systems and data to create models for global use — and related leadership principles. The idea of the campus as a “living lab,”

enabling students and researchers to experiment and implement real-world solutions, was particularly impactful.

A draft of the Sustainable Campus Charter has been developed, presenting a set of seven key action commitments that guide universities toward sustainable transformation. These commitments are grounded in principles such as science-based target setting, evaluation and visualization of outcomes, and accountability through transparent disclosure. The key elements of these commitments are summarized in Figure 1.

The Charter is guided by a shared vision centered on three critical global issues — climate change, biodiversity and pollution — while also integrating SDG-UP's distinctive emphasis on diversity, equity, inclusion and belonging (DEI&B), as well as meaningful youth engagement.

Among the commitments, particular emphasis is placed on strengthening collaboration across institutions and with external stakeholders, ensuring meaningful participation of students and youth, and enhancing transparency and accountability in communicating progress and outcomes.

Looking ahead, the WG aims to further develop and refine the Charter, disseminate its outcomes both domestically and internationally, and present its work at global platforms, including UN-related events, while incorporating feedback to enhance its impact.



Figure 1. Key action commitments of the Sustainable Campus Charter

# Other Activities

## 1 Public Symposium

SDG-UP has held an annual public symposium since 2022, with the support of the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT). Each event engaged several hundred people, including faculty members and students.

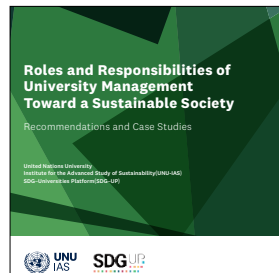
- 30 March 2022, UNU headquarters, Tokyo  
Promoting the SDGs and Thinking about the Future of University
- 29 March 2023, UNU headquarters, Tokyo  
Transformation of Behavior at Universities through Efforts to Achieve the SDGs
- 29 March 2024, UNU headquarters, Tokyo
- 27 March 2025, UNU headquarters, Tokyo
- 13 March 2026, UNU headquarters, Tokyo



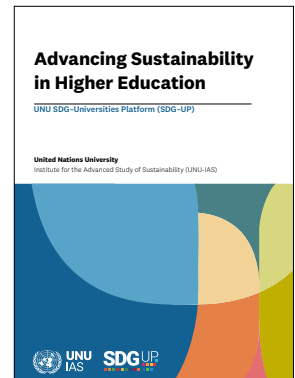
Student Presentation, SDG-UP Public Symposium at UNU in March 2026

## 2 Publications

SDG-UP publishes brochures every year, which provide an overview of the Platform’s activities and introduce sustainability efforts by participating universities. These brochures have been shared at international conferences, including United Nations events, to raise awareness of SDG-UP and its activities.



Working Group on Management—2023 Outcomes



SDG-UP Annual Report 2024

## 3 Collaboration with Higher Education Sustainability Initiative (HESI)

HESI was established at the 2012 United Nations Conference on Sustainable Development (Rio+20) as a platform to discuss how the higher education sector can contribute to achieving a sustainable society. Since 2024, UNU has co-chaired HESI in cooperation with the United Nations Department of Economic and Social Affairs (UNDESA), UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC), and Sulitest Association (an educational assessment organization based in France). Promoting the collaboration with HESI activities, faculty members from SDG-UP member universities have actively engaged in activities of the Futures of

Higher Education and Artificial Intelligence Action Group.

In addition, at the HESI Global Forum 2025, held as a special event of the United Nations High-level Political Forum on Sustainable Development (HLPF), the President of Okayama University was nominated by SDG-UP to participate as a panelist. During the breakout session on “Partnerships & Engagement: Strengthening Higher Education’s Role in Society,” he highlighted the role of universities as “action tanks” and shared Okayama University’s initiatives in ESD, global engagement and youth participation.

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## Sustainability Activities by Participating Universities

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The views expressed in this publication are those of the authors and do not necessarily reflect the views of the United Nations University.

# Ehime University

Website [www.ehime-u.ac.jp/en/](http://www.ehime-u.ac.jp/en/)  
 Contact email [sdgs@stu.ehime-u.ac.jp](mailto:sdgs@stu.ehime-u.ac.jp)  
 More Information [www.ehime-u.ac.jp/about/sdgs/](http://www.ehime-u.ac.jp/about/sdgs/)

## Developing SDGs Leaders for the Post-2030 at Ehime University

Ehime University launched a new mandatory course for all undergraduate students entering in the 2024 academic year. Titled "Beyond SDGs – Toward a Sustainable Future Post-2030", it is an asynchronous online class. This course was originally implemented on a trial basis in 2022 and has since been improved based on student feedback to become an official part of the general education curriculum.

In addition, through the SUIJI (Six University Initiative Japan Indonesia) Service-Learning Program — a collaborative effort of six universities in Japan and Indonesia — Ehime University students visited rural communities in Indonesia, where they engaged in hands-on learning aimed at addressing local sustainability challenges.

Furthermore, the student-led Ehime University SDGs Promotion Office "Daidai", established in February 2024, has officially begun its full-fledged activities. Student-driven initiatives are steadily expanding both on and off campus, including efforts to enhance biodiversity on university grounds and active exchanges with student organizations from other universities.

- \* SUIJI Program Website: <https://aac.isc.ehime-u.ac.jp/academic-exchange-with-indonesia/>
- \* Launch of "Daidai," Ehime University's Student SDGs Promotion Office: [https://www.ehime-u.ac.jp/tp\\_20240206\\_sdgs/](https://www.ehime-u.ac.jp/tp_20240206_sdgs/)



Founding members of Ehime University's SDGs Student Promotion Office "Daidai"



Japanese and Indonesian students who participated in the SUIJI Service-Learning Program in August 2024



# Hokkaido University

Website [www.global.hokudai.ac.jp/](http://www.global.hokudai.ac.jp/)  
Contact email [contact@sustainability.hokudai.ac.jp](mailto:contact@sustainability.hokudai.ac.jp)  
More Information [www.global.hokudai.ac.jp/about/brochures/](http://www.global.hokudai.ac.jp/about/brochures/)

## THE Impact Rankings

Hokkaido University (HU) tied for 44th place in the overall rankings of Times Higher Education (THE) Impact Rankings 2025, out of the 2,318 universities assessed. As a result, HU has been ranked number one in Japan for **six** consecutive years since 2020. A plaque commemorating this achievement was presented to HU by THE.

## Hokkaido University Climate Action Plan

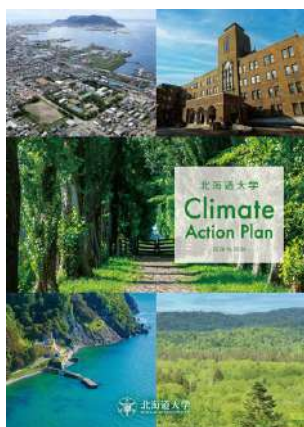
In 2024, Hokkaido University created the Hokkaido University GHG Inventory 2022, which comprehensively calculated greenhouse gases (GHG) emissions. In 2026, HU developed the Hokkaido University Climate Action Plan, which sets out a university-wide action plan aimed at achieving carbon neutrality by 2050.

## Hokkaido University Sustainability Declaration

This was formulated in August 2024. HU will promote on-campus unity through sustainability as a common language for every member of the university community, including students, faculty, staff and administration. We aim to cultivate engagement and empathy with the world outside of the University gates, thereby further increasing our social impact.



Hokkaido University Sustainability Declaration



Hokkaido University Climate Action Plan



No.1 in Japan for 6 consecutive years

# Institute of Science Tokyo

Website [www.isct.ac.jp/en](http://www.isct.ac.jp/en)  
 Contact email [evp.global.t@isct.ac.jp](mailto:evp.global.t@isct.ac.jp)  
 More Information <https://www.isct.ac.jp/en/001/about/publications/integrated-report>

## Societal Issues and Eight Visionary Initiatives

Science Tokyo introduced a new vision-driven integrated research framework across the Institute in April 2025 to create enhanced societal impact across various key areas. Driving the model forward are newly established Visionary Initiatives (VIs) – international, multi-sectoral hubs that strive to solve critical societal issues based on visions for the future. These VIs are significantly transforming Science Tokyo’s current research framework, which was vertically divided by disciplinary fields such as the medical and dental sciences, science and engineering, informatics and the liberal arts, into a cross-disciplinary approach. Under its three visions – Better Life, Better Society and Better Planet – Science Tokyo has established a total of eight VIs. Researchers across the Institute engage in one of the VIs that best aligns with their vision to advance interdisciplinary research.

### Better Life – Realizing prosperity for all

- Total Health Design – Achieving the health and well-being of all
- Well-Vitality – Achieving diverse and mentally fulfilling lives for all
- Future Intelligence – Laying the foundations for the future of science, intelligence and society

### Better Society – Pioneering new frontiers

- Innovative-Life Society – Cyber-physical spaces opening up new areas of life
- Space Innovation – Exploring the truths of the universe and life, and developing space life zones
- Materials-Positive Society – Evolving “Things”, empowering a positive society

### Better Planet – Achieving sustainability on Earth

- GX Frontier – Realizing cutting-edge science and technology to make green transformation a reality
- Resilience-Tech Society – Achieving a society resilient to disasters and pandemics
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- Resilience-Tech Society – Achieving a society resilient to disasters and pandemics



# Keio University

Website [www.keio.ac.jp/en/](http://www.keio.ac.jp/en/)  
 Contact email [info-planningoffice@adst.keio.ac.jp](mailto:info-planningoffice@adst.keio.ac.jp)  
 More Information <https://www.keio.ac.jp/en/about/public-relations/sustainability-report/>

## Keio SDGs Student Conference Projects

The Keio University SDGs Student Conference is a programme that brings together selected students from across all ten undergraduate faculties to engage in multiple sessions exchanging views on how to create a sustainable future for Keio. Participants attend lectures from experts in various fields and devote time to carefully discuss proposals that lay out the visions, goals and targets to achieve the SDGs. Their activities culminate in December, when they give presentations on their final proposals and formally submit them to the president of Keio. Following internal deliberation, selected proposals are developed into Student Conference Projects, initiatives led primarily by students that translate their proposed ideas into concrete activities. In AY 2025, five such projects were approved and implemented.



Cooking class project implemented in AY 2025

## Mentoring Programme

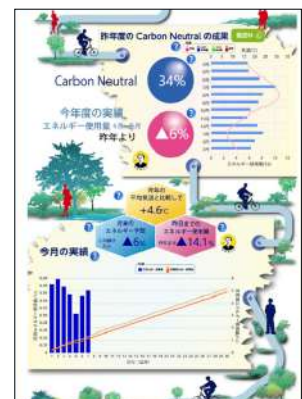
Keio University launched a one-of-a-kind mentoring programme aimed at connecting and empowering female faculty members. This initiative embodies the Keio spirit of hangaku-hankyo, or learning while teaching and teaching while learning, encouraging mentors and mentees to learn from and support one another through mutual exchange. Building upon experience gained from faculty-focused iterations of the programme, a pilot version for administrative staff was launched in the 2025 academic year. The university plans to expand the initiative even further in the future.

## Launch of the Energy Visualization System

In December 2025, Keio launched the Energy Visualization System. Starting with Mita Campus, this online tool displays electricity and gas consumption in real time, providing the public transparent access to visualize overall energy usage. This initiative is part of Keio's efforts to realize a decarbonized society and improve sustainability on its campuses. By making use of the Energy Visualization System, Keio seeks to enhance energy management across the university while also engaging in environmental improvement projects that involve adopting renewable energy, creating carbon-neutral campuses, and fostering collaborations between students, faculty and staff.



Energy Visualization System



# Kwansei Gakuin University

Website                    global.kwansei.ac.jp  
 Contact email            kg-sust@kwansei.ac.jp  
 More Information        ef.kwansei.ac.jp/disclosure/report

## Establishment of the Graduate Department of UN System Policy Studies

The Graduate School of Policy Studies at Kwansei Gakuin University established the Graduate Department of UN System Policy Studies in April 2025 with the aim of training professionals who will serve as leaders in the global public sector, including staff of the United Nations and other international organizations. This department builds upon the foundation of the Graduate Course in United Nations and Foreign Affairs Studies, a graduate minor launched in 2017, and was developed based on the educational expertise and international networks cultivated through that programme.

Instruction is provided by faculty members with academic backgrounds and practitioner-instructors who possess extensive experience at the UN and other international organizations. Students not only acquire academic knowledge but also learn how to apply it from multiple perspectives. To closely link academic study with practical experience, the programme strongly encourages participation in internships at the UN and similar organizations by offering faculty support from application through selection, preparing a special scholarship scheme and granting credits for participation. The programme also maintains a system for medium- to long-term career guidance and follow-up through a network of alumni who are active in international organizations after graduation. In addition, the Graduate School of Policy Studies offers a minor UN System Policy Studies, enabling students who belong to specific graduate programmes at Kwansei Gakuin University to systematically study knowledge related to UN system policy while developing expertise in their primary field.

On 16 May, to commemorate the launch of the Graduate Department of UN System Policy Studies, the Graduate School of Policy Studies Research Consortium held the 27th Research Consortium General Meeting and Commemorative Event, titled Creating a Sustainable Future through Contributions to the Global Community, at the Kwansei Gakuin Kaikan on the Nishinomiya Uegahara Campus of Kwansei Gakuin University. A symposium was held at the general meeting featuring a keynote lecture by UNU-IAS Director Shinobu Yamaguchi, as well as a panel session including participants with careers at the United Nations and the Japan International Cooperation Agency (JICA).

Links:  
 The Graduate Department of UN System Policy Studies  
[https://www.kwansei.ac.jp/gs\\_policy/unsys/#id-o1x3jz47](https://www.kwansei.ac.jp/gs_policy/unsys/#id-o1x3jz47)  
 [Press release] 27th Research Consortium General Meeting and Commemorative Event — Commemoration of the Establishment of the Graduate Department of UN System Policy Studies  
<https://www.kwansei.ac.jp/news/05300.html>



the 27th Research Consortium General Meeting and Commemorative Event

# Nara University of Education

Website [www.nara-edu.ac.jp/](http://www.nara-edu.ac.jp/)  
 Contact email [k-soumu@nara-edu.ac.jp](mailto:k-soumu@nara-edu.ac.jp)

## 1. Training Teachers Capable of Teaching Education for Sustainable Development (ESD)

Nara University of Education positions the promotion of ESD as one of its three pillars. It clarifies the connection between all classes and the SDGs, and is committed to training in-service teachers on ESD. One example is the ESD Teacher Programme. In 2015, commissioned by the Japan/UNESCO Partnership, the university confirmed the necessary qualities and abilities for teachers to teach ESD, and then developed a five-part training programme. Upon completion of all five training sessions and creation of an ESD lesson plan, participants receive a certificate from the university president. In 2025, the program was implemented in 12 locations nationwide. In-service teachers can also obtain further certifications as ESD Masters and ESD Specialists.

Nara University of Education also holds online follow-up training for ESD teachers, connecting ESD teachers nationwide and fostering healthy competition in developing excellent ESD lessons. ESD teachers are definitely acquiring teaching and research skills. In 2025 alone, there were 98 presentations on teaching practices at research conferences, 34 presentations at academic conferences, and 11 research papers published.

From 2026, new teaching practices focusing on nature positivity, in collaboration with companies and other organizations, are planned.



Group photo at the certificate presentation ceremony

## 2. Holding of an International Symposium

On 21 February, the ESD International Symposium 2026 in Nara International Symposium on ESD in Nara 2026 was held at our university. In addition to a keynote speech by Ms. Maki Hayashikawa, Director of the UNESCO Jakarta Office, we invited stakeholders from Cambodia, Indonesia and the Republic of Korea. It was a day that reaffirmed the importance of building international partnerships, supporting youth and encouraging international exchange among them to ensure a sustainable future.

Figure 1 Number of certified ESD teachers, etc.

	Current teachers			Student
	Specialist	Master	Teacher	Teacher
2016			21	3
2017		14	13	4
2018	5	2	19	11
2019	4	1	22	5
2020	0	2	42	8
2021	1	16	96	9
2022	8	19	124	14
2023	10	24	138	9
2024	11	25	81	12
2025	21	27	111	10
Total	60	130	667	85



[ESD International Symposium in Nara 2026] International Symposium on ESD in Nara 2026 was held



# Notre Dame Seishin University

Website [www.ndsu.ac.jp/english/index.html](http://www.ndsu.ac.jp/english/index.html)  
Contact email [nrs@m.ndsu.ac.jp](mailto:nrs@m.ndsu.ac.jp)

## Achieving the SDGs through the “Seishin Collabo,” a university-wide social collaboration project

At Notre Dame Seishin University, the NDSU Center for Regional Collaboration and SDGs Promotion (NRS) plays a central role in university-wide efforts to promote the SDGs.

NRS Director conducts a lesson on the SDGs every year in the third session of all first-year students' compulsory courses. Students learn about the initiatives of the UN office of the university's founding organization, the Sisters of Namur Notre Dame (SND), which was also involved in the formulation of the SDGs as a UN NGO, and about the development of the SDGs. The NRS centre conducts a longitudinal survey to monitor changes in students' sustainability awareness over the course of their studies.

The University has also implemented the Introduction to the UN SDGs, a course which was developed by the SDG-UP Curriculum Subcommittee. Around 100 students take this class every year.

Since 2023, NRS has led university-wide social collaboration activities (Seishin Collaboration) for the realization of sustainable Okayama and Setouchi. Students across faculties, departments and grades form groups and engage in regional, local and international activities in collaboration with the public and private sectors. The programme provides female students with opportunities to contribute to society, strengthen leadership, foster career awareness and increase interest in entrepreneurship, while also providing local stakeholders with important opportunities to learn about SDG 5 (gender equality), including anti-harassment rules and regulations.

Many students attend both the Introduction to the UN SDGs course and participate in the Seishin Collaboration initiative, as they are interrelated.

**NDSU 清心コラボ 2025/4 Report** 【学内用】 清心生なら 学年・学科問わず誰でも参加できます！

ノートルダム清心女子大学では、学年、学部・学科、授業やゼミに関係なくすべての清心生が参加できる社会連携活動（清心コラボ）を、地域連携・SDGs推進センターが中心になって実施しています。全国的にも珍しい取り組みで、1年次からいろいろな活動に参加できますし、他学科の先輩・後輩と仲良くなったり、将来の仕事につなげたりすることもできます。一日だけの活動もありますし、本格的な連携事業の場合も、半年ごとに活動を区切って募集しますので、継続も交代も自由です。連携先は岡山市や総社市、赤磐市、山陽新聞社、天満屋、JAF岡山、湯郷ベル、中国銀行、また商店街やベンチャー企業、国際連合大学など。これからも増えていきますよ。  
●賞さんへの案内は、「Nサボ」の掲示板や、ヨゼフラウンジ入口の掲示板でしますので、ぜひ確認してくださいね！  
※全学共通科目「国連SDGs入門」（「ディスカッションから社会を考える」）とも連動しているので、よければ受講してみてください。

**安全×おしゃれ（清心+JAF岡山）** JAF：<自転車ヘルメット着用率UPのための活動を清心生といっしょに企画していきたい>というJAFからの依頼（2023年～）にこれまで、のべ8名（6学科1～4年生）が、JAF女性職員、美容院、清心高校、制服メーカーと協力して取り組んできました。「髪型が崩れる」悩みを解決するおしゃれなヘアカタログ作成の活動は全国的にも注目され、山陽新聞、毎日新聞、読売新聞、NHK岡山、RSK等でもとりあげられました。2025年はヘルメットデザインにも取り組み中です！

**女子学生目線で商品を企画！（清心+天満屋）TENAVVA**：<女性・若年層にアピールする新商品を清心生といっしょに企画したい>という天満屋からの依頼（2023年～）に、5学科の1～3年生8名がおにぎりとおトートバッグの企画に取り組みました。天満屋から経営や開発に関するレクチャーをうけつつ、半年間、月2回の企画会議に参加する本格的な活動。2025年は4学科6名がピザとプリンを企画中！

**市役所インターンと政策提言（清心+総社市役所）** 総社市：夏休みに1週間、市役所の各部署でインターンシップを実施し、政策提言も行います（人数上限ナシ）。2024年度は5学科の1～3年生12名が参加し、成果報告会では、駅前活性化委や障害者・高齢者支援班、農業と若者をマッチングなどの提言がなされ、今年も2名が優秀政策提言表彰を受けました。本学には公務員志望学生が多く、満足度もとても高いです。1年生もぜひ。

**国連大学・全国12大学との共同授業（国連SDGs入門）** SDG：毎年、全学科1～4年生100名ほどが受講し修了証も発行されます。2025年は、他大学で同じ授業を受講している学生との交流も

シッターのX (Twitter) 3F フラウンジ 掲示板 シタ-外観 (旧門下)

地域連携・SDGs推進センター（NRS）では学科・学年に関わらず、すべての清心生が参加・企画できるさまざまな連携事業を実施しています。Nサボ、X (Twitter)、ヨゼフラウンジ入口掲示板をぜひご確認ください。お問い合わせ先：地域連携・SDGs推進センター（nrs@m.ndsu.ac.jp）

Leaflet of “Seishin Collabo”

Website [www.okayama-u.ac.jp/index\\_e.html](http://www.okayama-u.ac.jp/index_e.html)  
Contact email [kokusai@adm.okayama-u.ac.jp](mailto:kokusai@adm.okayama-u.ac.jp)  
More Information <https://globalengagementoffice.okayama-u.ac.jp/en/>

## Participation in the 14th Global RCE Conference (Co-hosted by UNU-IAS, Okayama City and RCE Okayama)

Okayama University actively participated in the 14th Global Conference of the Regional Centres of Expertise (RCE) on Education for Sustainable Development (ESD), held on 21–23 October 2025 at the Okayama Convention Center in Japan. The RCE network, coordinated by UNU-IAS, promotes ESD at the local and regional levels, with approximately 200 RCEs recognized worldwide. RCE Okayama, designated in 2005 as one of the first seven RCEs globally, has led pioneering sustainability initiatives for nearly two decades and continues to serve as an international hub for ESD collaboration.

As a collaborating institution, we contributed to multiple aspects of the conference. We served on the writing committee for the 2025 Okayama Declaration, organized a university-led panel discussion, supported field visits and participated in poster presentations. In addition, our students contributed to conference operations, demonstrating our commitment to student

engagement and experiential learning in sustainability. These contributions reflected our Whole Institution Approach, integrating education, research and community engagement to advance sustainable development. We also organized an official session titled “Planetary-centered Universities at the Ethical Turn — Beyond SDGs toward Human & Planetary Well-being.” Through this session, we explored the evolving role of higher education institutions in addressing international sustainability challenges and discussed how universities can contribute to ethical transformation and holistic well-being for both humanity and the planet. The session fostered dialogue among participants from diverse regions and disciplines.

Furthermore, we hosted a field visit introducing participants to our Whole Institution Approach to sustainability. The visit highlighted initiatives grounded in intergenerational and place-based learning, showcasing how education, creativity and collaboration with local communities contribute to human and planetary well-being. Participants observed practical examples of sustainability education and community partnerships in action.

Through our comprehensive involvement in the conference, we strengthened our leadership in ESD and reinforced our commitment to collaborative and inclusive sustainability initiatives. Okayama University will continue to accelerate its research, education and community engagement initiatives through multi-stakeholder and intergenerational collaboration, contributing to the co-creation of a desirable future for both the region and the planet.



Okayama University field visit



University-led panel discussion



Field visit youth session



Student poster session

Website [www.omp.ac.jp/](http://www.omp.ac.jp/)  
Contact email [sakae.wasa@omp.ac.jp](mailto:sakae.wasa@omp.ac.jp)  
More Information [https://www.omp.ac.jp/sdgs/omc\\_sustainabilities2025\\_e/#target/page\\_no=1](https://www.omp.ac.jp/sdgs/omc_sustainabilities2025_e/#target/page_no=1)

## Remote Area Healthcare Support and Cooperation by the Department of General Medicine (Osaka Medical and Pharmaceutical University)

### Community-Based General Medicine Activities: Rooted in the Region, Nurturing the Future of Healthcare

The healthcare system in Japan faces major challenges, including rapidly aging population and the uneven distribution of medical resources. Through the Department of General Medicine, Osaka Medical and Pharmaceutical University continuously dispatches physicians to underserved rural areas and provides practical education for future healthcare professionals. By working with local communities, engaging with residents' daily lives, and learning alongside multiple professions, we contribute to the sustainability of regional healthcare.

### Physician Dispatch to Support Regional Healthcare

In Kochi Prefecture, young physicians from the Department of General Medicine are dispatched to mountainous areas with aging populations and limited medical personnel, where they address a broad range of needs, including outpatient, inpatient and home-based care.

In Hyogo Prefecture, physicians are dispatched one to two days per week to three hospitals in the Naka-Harima and Nishi-Harima regions, according to each hospital's needs. This includes support in general medicine as well as specialties such as orthopedic surgery, helping to maintain and strengthen essential medical operations in the region.



Practical session in Kochi Prefecture



Practical session in Hyogo Prefecture

### Learning in the Community: Developing the Next Generation

In fiscal year 2025, we continued community-based healthcare collaboration programmes. At Kanzaki General Hospital and in Kamikawa Town, Hyogo Prefecture, the Community Healthcare Experience Programme for High School and Medical Students brought together 20 high school students from schools including Hiroo Gakuen, Takatsuki, Hakuryo and Ikuno, together with eight OMPU medical students. Over three days and two nights, participants learned about healthcare in mountainous rural communities through lectures, interprofessional workshops, pediatric developmental support activities, and home rehabilitation and nursing visits.

At Motoyama Town Reihoku Central Hospital in Kochi Prefecture, the Interprofessional Community Healthcare Training Programme welcomed nine students — three each from Medicine, Pharmacy and Nursing Departments. Working in three teams, each assigned to one patient, students learned about collaboration among healthcare, long-term care, and welfare services, and the importance of team-based approaches to maintaining and improving patients' quality of life. They also deepened their understanding of the roles of hospitals, clinics, community pharmacies, home nursing and welfare services. These activities offer valuable learning opportunities for students while enabling host institutions and local residents to reaffirm the value of community healthcare through interaction with younger generations. The outcomes are shared widely through on-campus reporting sessions. Osaka Medical and Pharmaceutical University will continue to build on these community-based experiences to support regional healthcare and nurture the next generation of healthcare professionals.

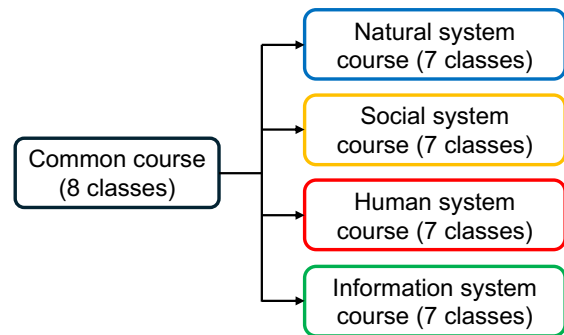
### Report on the Results and Evaluation of These Activities

For both the Hyogo and Kochi Prefecture programmes, a council meeting is held once a year, attended by university executives (including the Chairman of the Board, the President, the Hospital Director and deans of various faculties) and other relevant parties. At these meetings, we actively share information — including reports from each hospital and updates from the dispatched physicians — and conduct evaluations of the quality of the activities, as well as approve agenda items. Additionally, we publish an annual report booklet for both Hyogo and Kochi Prefectures.

# Osaka Metropolitan University

Website [www.omu.ac.jp/sdgs/en/](http://www.omu.ac.jp/sdgs/en/)  
 Contact email [gr-gkts-sdgs@omu.ac.jp](mailto:gr-gkts-sdgs@omu.ac.jp)  
 More Information [https://www.omu.ac.jp/en/assets/OMU\\_annual\\_A4.pdf](https://www.omu.ac.jp/en/assets/OMU_annual_A4.pdf)

In May 2025, we began offering Introduction to Sustainability, an on-demand educational programme for students of Osaka Metropolitan University and Osaka Metropolitan University College of Technology. This programme comprises foundational knowledge that all students should acquire from the content of four compulsory first-year courses in the College of Sustainable System Sciences at Osaka Metropolitan University: Natural Systems and Sustainability, Social Systems and Sustainability, Human Systems and Sustainability, and Information Systems and Sustainability. Students first take a common course consisting of eight classes, and then choose one of the four system courses, each consisting of seven classes, according to their interests. Although this programme is not a regular credited course, it is expected to significantly enhance the quality of sustainability education at Osaka Metropolitan University.



Procedure for enrolling in "Introduction to Sustainability"

Fig. 2 Procedure for enrolling in the Introduction to Sustainability programme

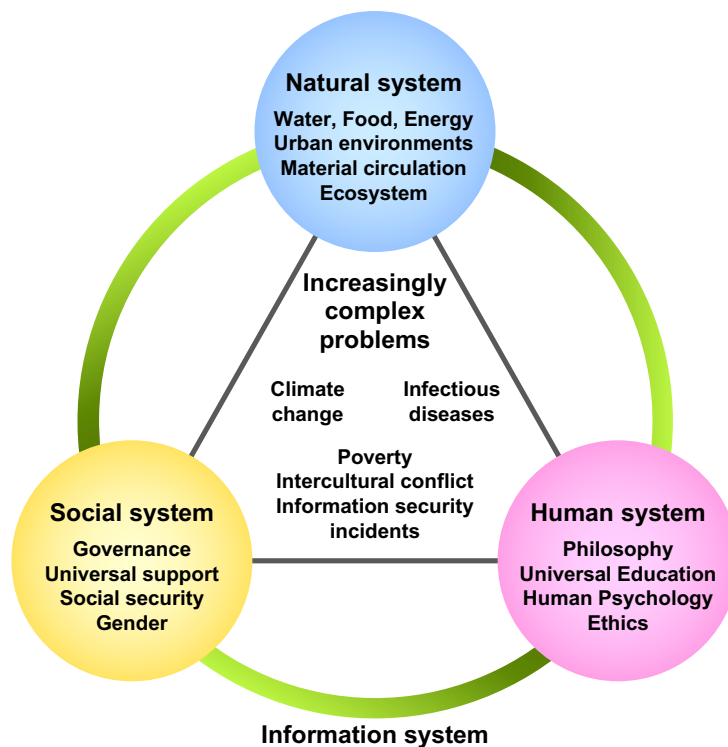


Fig. 1 Concept of Sustainable System

# Ryukoku University

Website [www.ryukoku.ac.jp/english2](http://www.ryukoku.ac.jp/english2)  
 Contact email [s-impact@ad.ryukoku.ac.jp](mailto:s-impact@ad.ryukoku.ac.jp)  
 More Information [www.ryukoku.ac.jp/english2/sdgs/](http://www.ryukoku.ac.jp/english2/sdgs/)

## The Fifth Ryukoku University Student Climate Conference 2025

Ryukoku University issued the Ryukoku University Carbon Neutral Declaration in January 2022, positioning itself as a leading institution in the pursuit of carbon neutrality, with a target to achieve this goal by 2039 – coinciding with the University’s 400th anniversary.

In support of this declaration, the Ryukoku University Student Climate Conference has been held annually since the 2021 academic year. This initiative provides a platform for students to engage in discussions and contribute to the University’s climate governance. In the 2025 academic year, the conference focused on the decarbonization of both the University and the surrounding region, with key themes such as energy, lifestyle, commuting and

education guiding two days of student-led dialogue. On the first day, held on 13 December on the Seta Campus, students discussed ideas for utilizing the Ryukoku Forest in collaboration with the local community. Through card games and a fieldwork session, participants actively explored approaches to university climate governance. The second day took place on 20 December on the Fukakusa Campus. Building on the discussions from the Seta session, students evaluated and proposed decarbonization initiatives from their own perspectives as members of the university community.



Playing card games



Working in groups



Conducting fieldwork in Ryukoku Forest



Giving a presentation

# Showa University of Music

Website [www.tosei-showa-music.ac.jp/english/](http://www.tosei-showa-music.ac.jp/english/)  
 Contact email [lifelong@tosei-showa-music.ac.jp](mailto:lifelong@tosei-showa-music.ac.jp)  
 More Information [www.tosei-showa-music.ac.jp/english/](http://www.tosei-showa-music.ac.jp/english/)

## A New Campus that Deepens Learning

In April 2027, Showa University of Music plans to open the School of Art and Design. With a curriculum that integrates engineering and the arts, the school aims to nurture highly creative individuals who excel in emotion and sensitivity. A new school building is also planned. This new campus will not only strengthen collaboration between the School of Music and the School of Arts and Engineering, but will also be environmentally friendly, with solar panels installed. The university also aims to deepen engagement with the local community.

We are committed to our mission of connecting music and people to create a sustainable society.

<https://www.tosei-showa-music.ac.jp/guide/association/>



Regional Collaboration Promotion Activity Brochure



Showa University of Music South Building (April 2025)



Collaborative activities with local communities

# Soka University

Website [www.soka.ac.jp/en/](http://www.soka.ac.jp/en/)  
 Contact email [sokauniv-sdgs@soka.ac.jp](mailto:sokauniv-sdgs@soka.ac.jp)

## The SDGs Minor Program Develops Students' Ability to Contribute to the SDGs through Cross-departmental Programs

In 2023, Soka University launched a minor system that allows students to study interdisciplinary specialized subjects related to the SDGs, in addition to fulfilling the curriculum requirements of a major degree in their faculty.

The minor system allows students to gain comprehensive knowledge in specialized areas of study in fields other than their faculty to ensure a broad range of learning.

### SDGs Minor Program was Launched in 2023



Discover your potential

SOKA University



# Sophia University

Website [diversity-sustainability.sophia.ac.jp/en/](https://diversity-sustainability.sophia.ac.jp/en/)  
Contact email [diversity-sustainability-co@sophia.ac.jp](mailto:diversity-sustainability-co@sophia.ac.jp)  
More Information <https://diversity-sustainability.sophia.ac.jp/efforts/6574/>

## Student-Led “Solar Power Smartphone Charging Experience” Project

With the aim of encouraging students to recognize electricity generation as an issue closely connected to their daily lives—specifically, how the electricity they use is produced—student staff took the lead in implementing a campus campaign that allowed participants to charge their smartphones using electricity generated by solar power on campus.

By providing students with the opportunity to use renewable energy, rather than only learning about it conceptually, this initiative sought to create a starting point for students to think proactively about energy systems and environmental impacts. Experiencing smartphone charging powered by solar energy helped make these issues more tangible and personally relevant.



Students setting up a charging station on campus



Students setting up a charging station in the courtyard on campus

## Implementation of DEI&B Training for All Faculty and Staff, Including Executive Leadership

In its Grand Layout 3.0, Sophia School Corporation has positioned the promotion of DEI&B — Diversity, Equity, Inclusion and Belonging—as one of its key priorities. As part of this initiative, training programs for all faculty and staff at Sophia University were launched in June 2025. The objective of this training is to encourage participants to internalize the principles of DEI&B by making them personally relevant. It is designed to help each faculty and staff member understand the significance of DEI&B and apply its concepts to their daily work and behaviour. In addition to a video-based foundational programme, experiential training aimed at promoting behavioural change was also conducted. Members of the university’s executive leadership — including Chancellor, Trustees, Auditors, President and Vice Presidents — as well as managerial staff participated together in these sessions.

Through simulated experiences that place participants from minority perspectives, the program sought to cultivate the ability to view situations from diverse viewpoints.

Sophia University will continue to pursue ongoing initiatives to embed the principles of DEI&B throughout the entire organization.



University executives and faculty members participating in a puzzle solving training while experiencing minority perspectives



University executives and faculty members participating in a puzzle solving training while experiencing minority perspectives

# The University of Kitakyushu

Website [www.kitakyu-u.ac.jp/](http://www.kitakyu-u.ac.jp/)  
 Contact email [chiiki@kitakyu-u.ac.jp](mailto:chiiki@kitakyu-u.ac.jp)  
 More Information [www.kitakyu-u.ac.jp/department/education/sdgs/](http://www.kitakyu-u.ac.jp/department/education/sdgs/)

## Interdisciplinary Approach to Human Resource Development that Supports Environmental Sustainability

The University of Kitakyushu (UKK) has adopted four goals: environmental sustainability, regional engagement, global connections and progress through information-based creativity. UKK offers a specialization in environmental studies through its education for sustainable development (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 on the Hibikino Campus.

In addition, UKK has created a subject Environmental Technology for the Future, available to students on both campuses, to provide educational opportunities through a fusion of the arts and sciences.

Our university is committed to the interdisciplinary approach necessary to solve environmental problems.

Kitakyushu City, where UKK is located, has also been recognized by the OECD as Asia's first model city for promoting the SDGs, and is working to expand the introduction of renewable energy and create a comprehensive base for wind power-related industries.

In addition, the university is making efforts to develop human resources for offshore wind energy through the Kitakyushu Offshore Wind Camp x SDGs Offshore Wind Energy Education Programme in cooperation with Kitakyushu City.



Sustainable development (ESD) programme



The Kitakyushu offshore WindCamp x SDGs



At Kitakyushu Environment Museum



Special Lectures on Environment

# The University of Osaka

Website [sdgs.osaka-u.ac.jp/en/](https://sdgs.osaka-u.ac.jp/en/)  
 Contact email [sdgs-expo2025@office.osaka-u.ac.jp](mailto:sdgs-expo2025@office.osaka-u.ac.jp)

## Initiatives and Achievements of the *Inochi* Forum at Expo 2025 Osaka, Kansai, Japan

Since 2023, in preparation for Expo 2025 Osaka, Kansai, Japan, The University of Osaka has been promoting the activities of the *Inochi* Forum in collaboration with three major Kansai economic organizations.

As part of these efforts, the *Inochi* Voice initiative collected over 800 contributions from around the world, including from young people and children, describing the ideal society and world. In addition, it convened more than 100 Action Platform sessions focused on addressing social challenges.

Furthermore, as the culmination of the *Inochi* Forum at Expo 2025, the *Inochi* Declaration Festival was held on 11 October. During the event, the *Inochi* Declaration — based on 103 action plans developed by 135 contributors — was disseminated both domestically and internationally.

The University of Osaka regards Expo 2025 Osaka, Kansai, Japan as a starting point for the realization of “Future Society for Our Lives.” As a core academic hub, the University will continue to promote collaboration with society and advance initiatives aimed at achieving the SDGs and a society in which no one will be left behind.



*Inochi* Declaration Festival



*Inochi* Declaration and Action Plans

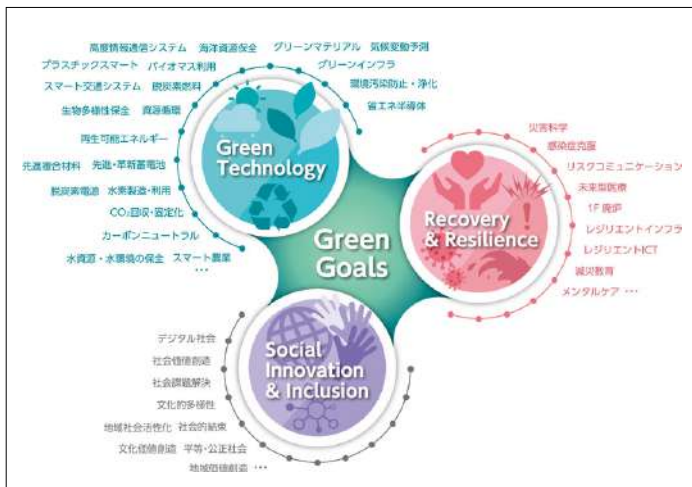
# Tohoku University

Website [www.tohoku.ac.jp/en/](http://www.tohoku.ac.jp/en/)  
 Contact email [kokusai-k@grp.tohoku.ac.jp](mailto:kokusai-k@grp.tohoku.ac.jp)  
 More Information [www.bureau.tohoku.ac.jp/kohyo/kicho/integrated\\_report\\_2024e\\_A3.pdf](http://www.bureau.tohoku.ac.jp/kohyo/kicho/integrated_report_2024e_A3.pdf)

## An Engaged University Contributing to the Creation of a Sustainable Society

Tohoku University's unique initiatives for realizing a sustainable future (Tohoku University's own SDGs) have roots in the Great East Japan Earthquake of March 2011. The experience of the disaster and the reconstruction projects which followed have helped to build Tohoku University's identity as an engaged university and have greatly shaped our goal of creating a sustainable and resilient society in which all members can live meaningful and fulfilling lives. In 2021, we established the Tohoku

University Green Future Research Organization, drawing upon our knowledge and experience gained from disaster recovery projects. The organization's three pillars are Green Technology, Recovery & Resilience, and Social Innovation & Inclusion. Using the university's comprehensive capabilities, it works towards solving social and environmental problems, including global warming, natural disasters and infectious diseases, contributing to a future green society in which all members can live full lives.



The three pillars of the Green Future Research Organization



Examples of projects currently in development

# Tokyo City University

Website [www.tcu.ac.jp/english/](http://www.tcu.ac.jp/english/)  
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## Research on Shopping Trains that Turn Railroad Cars into Mobile Supermarkets

While high population density in city centers is a growing problem, the number of supermarkets in rural areas is decreasing as the population declines, causing inconvenience for elderly people who do not own cars. To alleviate this issue, Tokyo City University conducted a demonstration experiment that transformed train cars into a mobile supermarket on the Izukyu railroad line in Shizuoka prefecture. Such shopping trains have many merits, such as easy-to-understand layouts, the ability to transport many products at once, and the utilization of local railways. Through this experiment, it became clear that there are great hopes for the practical application of shopping trains.



Interior of Shopping Train





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