SOPHIA SCHOOL CORPORATION

SOPHIA ANNUAL REPORT 2019

Start of the Grand Layout 2.1
- Sophia School Corporation vision for the future -

Tsutomu Sakuma
Chancellor of Sophia School Corporation

I would like to extend my greetings on the occasion of the announcement of the Sophia School Corporation Fiscal 2019 Business Report.

Entering the new Reiwa era, fiscal 2019 became a milestone. On the other hand, in addition to natural disasters such as typhoons, torrential rain, and earthquakes, it was the year that we were struck by the COVID-19 infection. I would like to express my deepest sympathies to all those affected by the spread of the infection. I would also like to take this opportunity to thank everyone who is working on the front line in medical and nursing workplaces including the graduates of Sophia University Department of Nursing, Department of Social Services, Seibo College Faculty of Nursing, Seibo Nursing School, Sophia School of Social Welfare, and the four junior and senior high schools.

In order to prevent the spread of COVID-19, Sophia School Corporation has taken steps in all of its schools such as postponing class starting dates, cancelling various events such as the graduation ceremony and the entrance ceremony, and imposing limits on extracurricular activities. We did all we could to examine the danger of infection by the virus of those with a connection to our schools such as our students, their families, and our faculty and staff, as well as the danger of infection being transmitted from them to the society at large, and the decisions we made were unavoidable. We would greatly appreciate your understanding in this matter.

As stated in this Business Report, a commemorable event in fiscal 2019 was the auspicious visit to Sophia University by Pope Francis and the lecture he gave. Students, faculty, and staff who gathered at the venue, and many of those including the graduates of the university who watched via a live broadcast, received the Pope's message.

Also, the first five years of the "Grand Layout 2.0," a ten-year future plan which was formulated in 2014, were completed, and from fiscal 2019, the second phase, "Grand Layout 2.1 (hereinafter GL2.1)," was started anew. GL2.1 proclaims "Men and Women for Others, with Others," the educational spirit shared by all the university's schools, and we have begun to take steps towards the realization of this educational spirit by installing a Catholic-Jesuit Center, strengthening our staff and making the decision to install the Sophia Archives involving a reorganization of the old historical reference room.

At the same time, in this period when our society is undergoing a great many transformations, as the roles universities are expected to play and the learning styles of adults are changing rapidly, Sophia Community College, which has provided Sophia University's lifelong learning for a long time, was closed at the end of fiscal 2019.

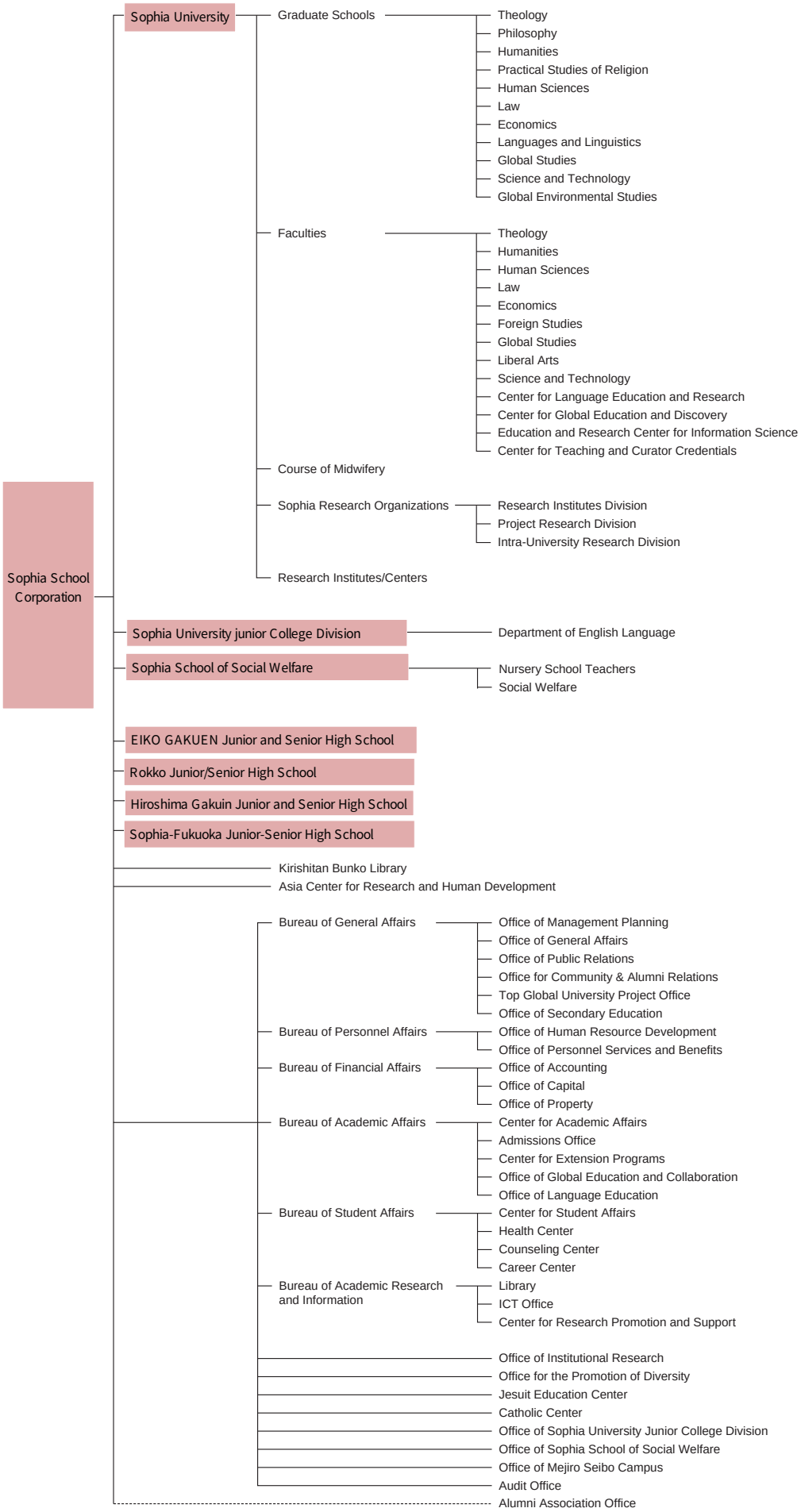
In this way, our university experienced a variety of changes in the last fiscal year. Looking ahead to the post-COVID period in fiscal 2020, unprecedented challenges will continue. By enhancing scholarships for the purpose of supporting students and pupils to continue their studies, we intend to continue providing appropriate support based on the educational spirit of the Jesuits, namely, “Cura Personalis (care for the entire person),” for students and pupils who begin to study in each school in the unusual situation presented by the influence of COVID-19. To achieve this, we look forward to the continuing support of everyone concerned.

The educational spirit shared by Sophia University’s schools
“Men and Women for Others, with Others”

With this educational spirit, we are developing education, research, contributions to our society, and contributions to international society based on Christian humanism. The name “Sophia” comes from the phrase “Sophia’s Seat” in the traditional Catholic prayer “Our Lady of Good Counsel,” and it means “Supreme Wisdom.”

The statue of Saint Francisco Xavier standing in front of Building 10 watched over the students, faculty, and staff at the Sophia University Ichigaya Campus for over 60 years until the Ichigaya Campus was closed in September of 2019. Since then, it has been repaired and relocated in the Yotsuya Campus to commemorate Xavier’s arrival in Japan 470 years ago. Xavier, whose long-cherished idea was the establishment of a university in Japan, continues to watch over students, faculty, and staff at the Yotsuya Campus. The repair and relocation of the statue were made possible by the cooperation of the Sophia University Alumni Association.

Organigram


Sophia School Corporation
Sophia University
Graduate Schools
Theology
Philosophy
Humanities
Practical Studies of Religion
Human Sciences
Law
Economics
Languages and Linguistics
Global Studies
Science and Technology
Global Environmental Studies
Faculties
Theology
Humanities
Human Sciences
Law
Economics
Foreign Studies
Global Studies
Liberal Arts
Science and Technology
Center for Language Education and Research
Center for Global Education and Discovery
Education and Research Center for Information Science
Center for Teaching and Curator Credentials
Course of Midwifery
Sophia Research Organizations
Research Institutes Division
Project Research Division
Intra-University Research Division
Research Institutes/Centers
Sophia University junior College Division
Department of English Language
Sophia School of Social Welfare
Nursery School Teachers
Social Welfare
EIKO GAKUEN Junior and Senior High School
Rokko Junior/Senior High School
Hiroshima Gakuin Junior and Senior High School
Sophia-Fukuoka Junior-Senior High School
Kirishitan Bunko Library
Asia Center for Research and Human Development
Bureau of General Affairs
Office of Management Planning
Office of General Affairs
Office of Public Relations
Office for Community & Alumni Relations
Top Global University Project Office
Office of Secondary Education
Bureau of Personnel Affairs
Office of Human Resource Development
Office of Personnel Services and Benefits
Bureau of Financial Affairs
Office of Accounting
Office of Capital
Office of Property
Bureau of Academic Affairs
Center for Academic Affairs
Admissions Office
Center for Extension Programs
Office of Global Education and Collaboration
Office of Language Education
Bureau of Student Affairs
Center for Student Affairs
Health Center
Counseling Center
Career Center
Bureau of Academic Research and Information
Library
ICT Office
Center for Research Promotion and Support
Office of Institutional Research
Office for the Promotion of Diversity
Jesuit Education Center
Catholic Center
Office of Sophia University Junior College Division
Office of Sophia School of Social Welfare
Office of Mejiro Seibo Campus
Audit Office
Alumni Association Office

Status of Schools and Facilities

Status of Schools and Facilities

As of March 31, 2020

Schools		Campuses
Sophia University	· Faculty of Theology, Humanities, Human Sciences, Law, Economics, Foreign Studies, Global Studies, Liberal Arts, Science and Technology · Graduate School of Philosophy, Humanities, Practical Studies of Religion, Human Sciences, Law, Economics, Languages and Linguistics, Global Studies, Science and Technology, Global Environmental Studies	①Yotsuya
	· Department of Nursing, Faculty of Human Sciences · Course of Midwifery	②Mejiro Seibo
	· Graduate School of Theology	④Shakujii
	(Sports grounds)	⑤Hadano
	(Institute of Grief Care: offers Human Resource Developing Course, etc)	⑥Osaka
Sophia University Junior College Division	· Department of English Language	⑤Hadano
Sophia School of Social Welfare	· The Course of Nursey School Teachers, The Course of Social Workers and Child Guidance Workers, The Course of Care Workers, Correspondence Course for Psychiatric Social Workers	①Yotsuya
EIKO GAKUEN Junior and Senior High School		
Rokko Junior/Senior High School		
Hiroshima Gakuin Junior and Senior High School		
Sophia-Fukuoka Junior-Senior High School		

Location

①Yotsuya Campus

7-1 Kioi-cho, Chiyoda-ku, Tokyo, 102-8554

②Mejiro Seibo Campus

4-16-11 Shimo-Ochiai, Shinjuku-ku, Tokyo, 161-8550

③Shakujii Campus

4-32-11 Kamishakujii, Nerima-ku, Tokyo, 177-0044

④Hadano Campus

999 Sannoudai, Kamiozuki, Hadano-shi, Kanagawa, 257-0005

⑤Osaka Satellite Campus

3-12-8 Toyosaki, Kita-ku, Osaka 531-0072

⑥EIKO GAKUEN Junior and Senior High School

4-1-1 Tamanawa, Kamakura-shi, Kanagawa 247-0071

⑦Rokko Junior / Senior High School

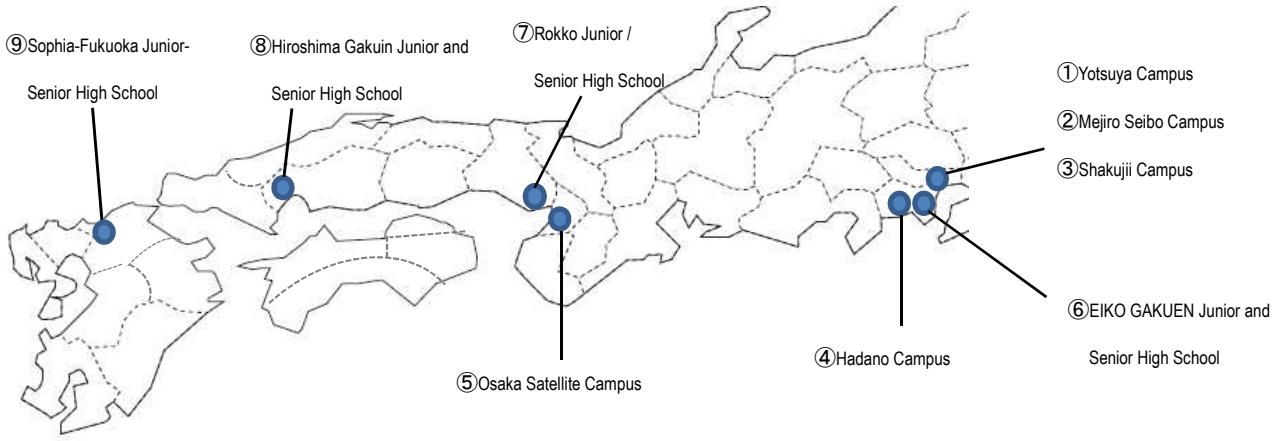
2-4-1 Shinohara, Obanoyama-cho, Nada-ku, Kobe-shi, Hyogo 657-0015

⑧Hiroshima Gakuin Junior and Senior High School

1-630 Furueue, Nishi-ku, Hiroshima 733-0875

⑨Sophia-Fukuoka Junior-Senior High School

1-10-10 Terukuni, Chuo-ku, Fukuoka 810-0032



The current state of the “Grand Layout 2.1,” a medium- to long-term plan, and the “Fiscal 2019 Operating Plan” implementation report

In 2019, the five-year medium- to long-term plan, “Grand Layout 2.1 (GL2.1),” was initiated. To achieve GL2.1 and the Action Plan (AP) by Fiscal 2023, each of the special review committees reviewed the Fiscal 2019 Operating Plan implementation report and the current state of the AP, and formulated the agenda and outlook for the coming fiscal year.

See the following websites for the GL2.1 text and the Fiscal 2019 Operating Plan:

【GL2.1】https://www.sophia-sc.jp/info/grand_layout/layout2_1.html 【Operating Plan】https://www.sophia-sc.jp/info/gakuin.html

GL2.1 Plan	Current state of the AP	Fiscal 2019 Operating Plan implementation report
A. Sophia University future plans		
1. Plans for education and learning (Committee No. 1 for Academic Plan)	Little progress has been made at this stage with the majority of matters planned for completion in 2023. On the other hand, matters targeted for completion by fiscal 2020 are being achieved according to plan. The operating plan will be revised according to how the COVID-19 pandemic proceeds.	Most of the projects planned for fiscal 2019 were achieved although a few have not. Based on fiscal 2019 studies, it is hoped that concrete results will be achieved with the installation of a Writing Center and the introduction of new certification procedures for internationally-recognized credit transfers.
2. Plans for research and academic exchange (Committee No. 2 for Academic Plan)	The majority of matters targeted for achievement over several years are either at the examination or preliminary stage. Matters targeted for achievement each year have mostly been achieved. Research support systems and policies are receiving comparatively high ratings whereas items for measuring research results are tending to achieve low ratings. We plan to solve further issues in the coming fiscal year.	Conventional measures had continued to be enhanced with some operating plans while others had incorporated new measures. On the whole, the expected effects were obtained. However, some projects did not develop as was hoped and some policies did not produce the expected results. We are aware of matters that need to be dealt with in the coming fiscal year.
3. Plans for student life support (Committee No. 1 for Physical Plan)	In fiscal 2019, a working group headed by the Vice President in charge of Student Affairs was established throughout the Bureau for Student Affairs and a substantial examination was carried out with a view to reinforcing and enhancing the student consultation system. Also, a variety of student support services were implemented aiming at “mutual exchange and mutual support for students,” “inclusion and empowerment,” “diversified career support,” and “improving the scholarship system.”	As a result of reorganizing the relationship between the GL2.1 AP, the Operating Plan, and the Organizational Objectives, overall effectiveness was enhanced. A new outsourcing project was implemented to provide an education program at the international dormitory and guidance at the Career Center.

B. Future plans for Sophia University Junior College Division		
(Committee for Sophia Junior College)	By ensuring the admission capacity which serves as a foundation for future concept examination, the selection system is functioning according to the three elements of academic ability. In fiscal 2020, as a result of the influence of the COVID-19 infection, execution of the scheduled plan is difficult and it has become necessary to introduce measures other than conventional ones used in the past such as online classes.	The number of applicants who took entrance examinations in fiscal 2020 was the second highest in the past 19 years. A selection method based on the "three elements of academic ability" is being employed, and we are receiving students with a motivation to learn that corresponds to the student image sought by this university. Self-evaluation by graduating students is high and the student employment rates are stable.
C. Future plans for Sophia School of Social Welfare **Following the intake of newly registered students in fiscal 2020, the Sophia School of Social Welfare stopped student recruitment. The faculty and staff are all deeply committed to education and student life support to enable current students to graduate and acquire qualifications.**		
(Sophia School of Social Welfare Special Review Committee)	"The Fiscal 2019 Operating Plan implementation report" – In fiscal 2019, ensuring a stable number of applicants was initially considered to be an important matter. However, a decision was made to stop student enrollment following the entrance examination in fiscal 2020 and a policy change led to the placing of emphasis on providing study support and livelihood support for current students until the closing of the school at the end of fiscal 2021.	
D. Future plans for lifelong education **Sophia Community College, which has provided lifelong learning at Sophia University for years, stopped offering lecture courses at the end of fiscal 2019. A new way of providing lifelong learning will continue to be examined by this committee**.		
(Committee for Lifelong Learning)	"The Fiscal 2019 Operating Plan implementation report" – At the beginning of this fiscal year, following a decision to stop offering open lectures and close the Open Learning Center, fiscal 2019 was a year in which, in addition to open lectures being provided as regular courses, the focus was placed entirely on the procedure to abolish the said lectures and the preparation for the launch of a new program for adults.	
E. Future plans for the four schools under the Secondary Education Division		
(Committee for Secondary Education)	**Eiko Gakuen Junior and Senior High School –** On the whole, things went as planned. However, the importance of establishing a department to become the central, driving force with projects that require the cooperation of all four schools was realized.	On the whole, things went as planned. However, it became necessary to continue promoting imperative matters such as consultation with sister schools and administrations, and consultation with each subject department in the schools.
	Rokko Junior/Senior High School – The grade-point average was approximately 3.5. However, the important matter of dealing with poor performers is still unresolved and an examination of how to improve the implementation method of outsourced learning support introduced this fiscal year and other effective measures is considered to be necessary.	Aiming at reducing the number of students who drop out of school at the time of transferring from junior high school to high school in recent years, the emphasis was placed on dealing with poor performers in the first and second years of junior high school and providing care support for students who attend school in special rooms. At the same time, it is hoped that teaching staff will continue to be able to focus on reflective teaching and a willingness to accept a comprehensive bottom-up approach will continue.

(Committee for Secondary Education)	**Hiroshima Gakuin Junior and Senior High School –** One achievement of fiscal 2019 was the completion of construction to provide countermeasures against dangerous places. One provision against natural disasters, that are occurring with increasing frequency in recent years, was completed. We are committed to the continuous improvement of school management.	It was possible to arrange preparations to begin new international exchange, which was an outstanding issue. We want to cultivate qualities in our students that will enable them to rethink their values and consider things from a global perspective. We intend to continue examining the importance of taking countermeasures against disasters and ensure the safety of the school.
	Sophia Fukuoka – The education department has managed to continue and improve the International Exchange Cambodia Study Tour and the Australia Language Course for 3rd Year Junior High School Students, making advances toward globalization. However, the finance and management departments have yet to implement any programs.	Demonstration lessons in anticipation of the new educational guidance outline and the university standard examination were held three times. (Demonstration lessons were given in physics, mathematics, health education and Studies for Others. On the third occasion, a demonstration lesson study group was held.)
F. Plans for the operation base of Sophia University		
1. Understanding and permeation of Jesuit and Catholic education	There is a demand for the understanding and permeation of Jesuit and Catholic education and the effective embodiment of it in the classroom. For this reason, we intend to promote the improvement of education methods and the curriculum concerned by seeking the revitalization of the various activities of the Catholic Jesuit Center as well as the cooperation of Jesuit members. With the establishment of “The Sophia Archives,” a system has been arranged whereby historical material of the Sophia School Corporation can be positively and autonomously collected, stored, and presented to the public. This will become the foundation for the continuation of Sophia School Corporation’s traditions.	As a result of the establishment of the Catholic Jesuit Center, a promotion infrastructure where the understanding and permeation of Jesuit and Catholic education can be practiced has been completed. Also, through the conversion of the historical reference room into the Sophia Archives, it has become possible to establish a base where the business of collecting, storing and presenting to the public the historical materials of Sophia School Corporation can be carried out positively and autonomously.
2. Overall plan (Committee for Governance)	Four years have passed since the establishment of the secondary education division, and the management of the new Sophia School Corporation has entered a new phase. As mentioned in F-1 above, constant progress is being observed with the redefinition of the role and mission of the Jesuit Educational Institution. Including this point, we intend to focus on the maintenance of a design and system that contributes to organizational management with a sense of unity as a whole corporation.	In particular, great progress has been made in deepening IR initiatives and enhancing the transmission of information. As regards transmission, we were extremely conscious initially concerning the widespread sharing of a variety of inspections and their results on campus, not just outside the university. We consider that we have achieved great progress with regard to the analysis of a variety of world university rankings and how to approach them.

3. Organization and personnel plans (Committee for Personnel Plan)	Looking towards the year 2040, we focused our attention on (1) the realignment of the educational organization based on the Sophia philosophy, (2) personnel cost structure reform to continue management of the school corporation, and (3) fostering a sense of belonging among faculty and improving their performance. Considering the COVID-19 infection, we will continue to consider the “selection” and “concentration” of business.	Examining the situation regarding personnel cost based on future income and expenditure and transition forecasts, we proposed an educational organization realignment and examined the necessity of such a proposal. Based on the issue of educational organization and the promotion of a new academic program, we will receive a recommendation from the educational department and issue a revised proposal. In addition to research into innovation concerning collaborative work between academic staff, we launched a “project to promote workstyle reform,” undertaking an initiative to improve the added value that staff provide and the sense of belonging.
4. Financial plans (Committee for Financial Plan)	In fiscal 2019, the business plan based on the AP was on the whole implemented. However, with the increase of the COVID-19 infection, a review of the mid-to-long term financial plan was conducted. Based on this review, a new business plan was drafted and implemented, and it was decided to aim at steady achievement of the initial purpose described in GL2.1.	On the whole, the financial aspect of the business plan was achieved. The securing of diverse income apart from student fees, such as the transfer of asset management income, donations, and revenue business accounting, are important items for future university management. We are determined to do our best in this area going forward.
5. Facility and equipment plan (Committee No.2 for Physical Plan)	Apart from the Sanadabori and exterior maintenance plans, the initial campus maintenance plans are expected to be almost completed, and consequently, a maintenance plan up to 2023 was formulated. In particular, with the progress of campus globalization, it became necessary to devise an exterior maintenance plan with a different perspective to the initial plan, and as a result of discussion on campus, it was decided to proceed with both the hardware and software aspects. From fiscal 2020 onwards, maintenance will proceed under a working group.	A plan has been formulated for the mid-to-long term campus maintenance implementation items, the scheduled time for the implementation, and the estimated required expenses. Construction planned for fiscal 2019 has mostly been completed. However, the Sanadabori ground repair work and the Eiko Gakuen school zone safety measure construction have not been implemented due to adjustment results with a number of related government offices.
6. ICT plan (Committee No.2 for Physical Plan)	Overall, progress has been almost as planned. From fiscal 2020 onwards, there are plans to switch work in which progress has been delayed from the explorative stage to the planning stage.	Overall implementation is almost complete. Part of the business related to information security is being delayed but this is because cooperation with other departments was necessary and the adjustments took time. In the next fiscal year, the cooperation method will be reviewed, and we intend to adopt appropriate measures to deal with the delay.

■The visit by Pope Francis to Sophia University

With the theme, “PROTECT ALL LIFE,” the 266th Pope Francis came to Japan on November 23, 2019. After visiting Nagasaki and Hiroshima, he came to the Yotsuya Campus of Sophia University on November 26, the last day of his stay. Pope Francis is the first Pope to be a member of the Jesuit Society, the founding institution of our university. It has been 38 years since the visit to our university by Pope John Paul II in February 1981.

At the beginning of the Pope’s visit, Chancellor Tsutomu Sakuma gave a welcome speech, saying, “As a Catholic university founded by Jesuits, it is a great honor for us to welcome you to Sophia University. Today, we are extremely grateful that you are able to spend some time with us.”

In the address that followed, “Pope Francis’ Message to Students at Universitas Sedis Sapientiae,” the Pope said, “In a society oriented to competition and technological innovation, Sophia University should not be merely a place of intellectual education. It should also be a place where a better society and a more hope-filled future can take shape.” He went on to give the following messages to the students, faculty and staff who attended the address: “I would like you to become fair and sincere people who defend the weak,” “We must not forget about the plight of the poor,” and “I would like you all to serve in the sector in which you are called to work.”

On receiving these messages from Pope Francis, President Yoshiaki Terumichi and the Head of the Catholic Student Association presented the Pope with a memento, a “Maria Kannon Statue” (from the Christian Library Collection of Sophia University), and Pope Francis presented the president with an “Immaculate Conception of the Virgin Mary”, a sterling silver relief created by Mario Mandolesi.

When the Sophia Choir finished singing the Gregorian chant “Prayer for the Pope,” the Pope went down from the stage into the audience and shook hands with students. The address ended with the Pope receiving a warm applause.

The Pope’s address was relayed simultaneously to a venue in Building No. 10 on the campus and to the four Sophia School Corporation junior and senior high schools. Many students, pupils, faculty, and staff were fortunate to have the opportunity to listen to the Pope’s address. The full text of the address can be found on the Sophia University website.

The Catholic Center has been integrated with the Jesuit Education Center and reorganized into the Catholic Jesuit Center

On October 1, 2019, the Catholic Center was integrated with the Jesuit Education Center and reorganized into Sophia School Corporation Catholic Jesuit Center. This is part of "Understanding and permeation of Jesuit and Catholic education," one of the action plans of the "Grand Layout 2.1 (fiscal 2019-2023)," a long-term plan for the further development of Sophia School Corporation. We reexamined the purpose of establishing two centers in Sophia School Corporation and aim to achieve the evolutionary integration of their functions. The new Center consists of four departments: "Campus Ministry," "Research," "Partnership," and "Formation," and a collaborative effort will be made via a variety of activities to deepen Catholic Jesuit, to structure wide range of educational networks, and to promote next generation leaders.

Special address by Jesuit Superior General Arturo Sosa

On July 31, 2019, Jesuit Superior General Arturo Sosa gave a special address on the theme "Jesuit Higher Education in the Global Context," with about 350 students, faculty, staff, and others in attendance.

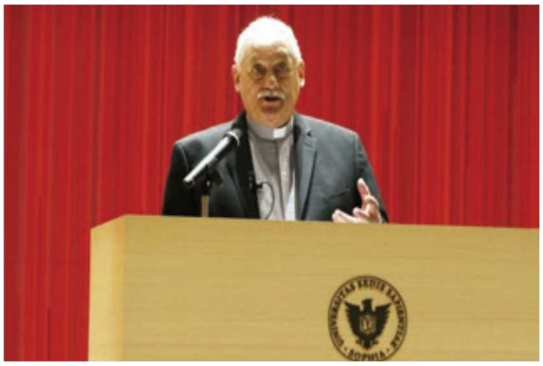
The Society of Jesus (Jesuits) is a Catholic religious order founded about 500 years ago. This visit by a Jesuit Superior General to Sophia follows on that of the previous Superior General, Father Adolfo Nicolas, a former professor of Theology Faculty, who visited us 11 years ago in 2008.

The special address, referencing the Universal Apostolic Preferences of the Society, considered three themes: the significance of the role of Jesuit universities, the intellectual apostolate as expressing the activities in the field of learning since the Society's founding, and the social engagement of Jesuit universities.

Father Sosa said that the true value of a Jesuit university is to be found in forming men and women who care for the world, the planet, and human life itself, and who bear a sense of responsibility as global citizens who contribute to a project of social transformation "for others." The university should not be a place merely to pile up knowledge; the goal of the intellectual apostolate is to seek wisdom.

Father Sosa pointed out that a university is a privileged place for deepening understanding, gathering diverse people, and providing opportunities for mutual understanding and dialogue. It offers freedom to search and find paths of social transformation through research and teaching. Faculty, staff, and students at Jesuit universities need to realize individually the importance of this role and its value in the complexities of higher education.

Following the address, Trustee for General Affairs Sali Augustine moderated a discussion among Father Sosa, Chancellor Tsutomu Sakuma, and President Yoshiaki Terumichi. Their topics included ways of collaboration in schools within Japanese society in which Christians are a minority, and how to promote the spirit of Jesuit education today when learning is expected to bring practical results.



■Responsible Investment (ESG) action plan

Sophia School Corporation is committed to ESG investments that take into consideration the environment (E), society (S), and governance (G), in order to implement asset management consistent with the founding philosophy of “contributing to the resolution of issues that threaten human dignity - poverty, environment, education, and ethics - through academic research and social contribution.”

In 2015, Sophia School Corporation was the first Japanese institution of higher education to sign the United Nations Principles on Responsible Investment (PRI), which stipulates that issues related to ESG should be reflected in the investment decision-making process. In the annual PRI evaluation (comprehensive evaluation) in 2019, the Sophia School Corporation acquired the highest rating “A+” for the second consecutive year in the 2019 PRI annual assessment.

In October 2019, in responding to a call made by the PRI, Sophia School Corporation signed the “Investor Statement on Deforestation and Forest Fires in the Amazon.” The statement recognizes the crucial role that Amazon rainforests play in tackling climate change, protecting biodiversity and ensuring ecosystems, and makes an urgent request for companies to take appropriate actions.

In response to the climate change issue, in February 2019, we expressed our support for the TCFD Recommendations (*) and are investing in funds that contribute to the resolution of climate change issues. In April 2019, we began investing in infrastructure that will contribute to the promotion of offshore wind power, which is one of the pillars of our global shift to renewable energy.

In May 2019, we began investing in African Development Bank bonds that will be used to finance projects such as improving African people's access to water and sanitation services, strengthening the health care system, developing human resources, and creating jobs. Through investment funds, we are promoting the philosophy and initiatives outlined in the Memorandum of Understanding that Sophia School Corporation signed with the African Development Bank in March 2019. As an investment that actively contributes to the achievement of the SDGs, in September 2019, we began investing in areas that have a direct impact on the serious challenges facing the world and seeking market-level returns from investment opportunities based on social and environmental needs.

Sophia School Corporation will continue to promote investments considering ESG, aiming to balance social returns and investment returns, based on the "United Nations Global Compact" and the "United Nations Principles for Responsible Investment (PRI)," which are aligned with the university's founding philosophy and educational principles.

Note: TCFD is the "Task Force on Climate-related Financial Disclosures," established by the Financial Stability Board (FSB), a lower branch of the G20.

UK offshore wind power generation, funded by Sophia School Corporation

Sophia University

■Start of a new program aimed at adults: “Sophia University Professional Studies”

From fiscal 2020, The business community and Sophia University joined together to start “Sophia University Professional Studies,” a place for new learning through cooperation between industry and academia. In this program, leaders and leader candidates of the next generation from various industries and with a variety of careers, gather together regardless of their type of industry or occupation, to offer three series of lectures: Liberal Arts Course, Specialist Liberal Arts Courses and Special Talks, featuring the development of multilateral discussion. In order to design the program, we recruited corporate members as advisory partners and they have been participating since the planning stage. Each course is coordinated by the university’s in-service faculty members and honorary professors, and we are appointing frontline teams of lecturers in each field on an omnibus style according to the subject.

■Academic term system and timetable changes (Semester/Quarter system and 100-minute classes) since fiscal 2019

From fiscal 2019, with the aim of improving the international mobility of our students, Sophia has adopted a Semester/Quarter system and set up a period that will be known as the “Sophia Quarter Abroad” to accommodate different patterns of studying abroad and to facilitate participation in overseas internships and other programs. A Quarter system divides the academic year into four terms by halving the academic term under the conventional semester system (the two-term system with a Spring Semester and an Autumn Semester). A certain number of Quarter courses are held focusing on a specific year and semester (especially the 3rd-year Spring Semester/1Q and 2Q) according to the curriculum of each department. This period is called Sophia Quarter Abroad, and it has become a period to recommend practical learning overseas such as overseas study, internships, and service-learning including vacation periods.

Also, a new timetable with 100-minute classes has been introduced. We will maintain unchanged spring and summer recess periods to allow students to join short-term overseas programs and volunteer work or other activities while fulfilling criteria regarding the class hours required for the acquisition of credits. This will also make it possible to explore new ways of conducting classes.

New establishment of Sophia Program for Sustainable Futures (SPSF) and commencement of fiscal 2020 Autumn Semester recruitment

As a new department-level English course following the Faculty of Liberal Arts and the Faculty of Science and Technology English Course, we are establishing the Sophia Program for Sustainable Futures (SPSF), a degree program scheduled to be implemented in the Autumn Semester of 2020 sequentially in the following six departments: the Department of Journalism, the Department of Education, the Department of Sociology, the Department of Economics, the Department of Management, and the Department of Global Studies.

The classes in this program are all held in English. Prospective students will specify their desired field of study when applying, take courses in their respective specialties as well as study a common subject with the theme of Sustainable Futures or a specialized subject in one of the other SPSF departments, and work toward their bachelor's degrees.

Scheduled fiscal year of establishment:

(1) From Autumn Semester of fiscal 2020 Department of Education, Department of Sociology, Department of Economics, Department of Global Studies
(2) From Autumn Semester of fiscal 2021 Department of Journalism
(3) From Autumn Semester of fiscal 2022 Department of Management

Number of students to be admitted: A few. Autumn enrollment only.

In fiscal 2019, initial student recruitment was implemented in four departments to be established in fiscal 2020 and a total number of 174 applicants were received. Following the second stage of recruitment in April 2020, the students of the inaugural class will be welcomed to the campus in September 2020.

Commencement of operation of Building No.14

Building No.14 and the land attached to it at the Yotsuya Campus were purchased in January 2019 from the Catholic Melinor Mission adjacent to the north side of the campus as an educational research institute to provide new educational programs. The four-floor reinforced concrete building was constructed in 1996, the land area is 783 meters square, and the total floor area is 1,307.53 meters square. There was an office and a chapel on the first floor, and accommodation rooms on the second, third, and fourth

floors as well as a cafeteria.

Following the purchase, repair work was carried out inside the building to provide rooms for small classes and professor's offices while maintaining the vestiges of the monastery on the exterior of the building. The chapel and the assembly room are being used for seminars and lectures, and the accommodation rooms are being used for professor's offices.

In order for students, faculty, and staff to access Building No.14 on the Yotsuya Campus, a staircase and a barrier-free, step-eliminating machine have been installed on the side of Building No.11 piloti.

South side exterior

North side passageway slope

■Joint symposium held with the International Christian University

"Learning Assessment in Higher Education: Educational Practices on Critical Thinking and Creativity in the United States and Japan"

On January 25, 2020, a joint international symposium "Learning Assessment in Higher Education" was held with the International Christian University (ICU). Approximately 200 people concerned with universities and high schools, university students and high school students participated.

Learning assessment in higher education and the visualization of the status of academic achievement are attracting attention as important issues in relation to the future plans of Japan and global educational circles. Based on a partnership agreement signed in May 2018 between Sophia University and ICU, we are participating in the project "Fostering and assessing students' creative and critical thinking skills in higher education," implemented by the Economic Development Cooperation Organization (OECD) and institutions of higher education in 12 countries around the world. At the symposium, there were debates and reports from teaching staff involved in the project about achievements so far and future tasks.

At the beginning, after a briefing on the background of the OECD project and an overview of current research into pedagogical techniques effective in developing the critical thinking and creativity necessary for innovation in the real world, a keynote speech was given by Dr. Mark Nicholas, who plays a leading role in the US academic evaluation taskforce. He gave a detailed explanation of how the real world and the academia see skills differently and evaluate them differently, and the need for common evaluation and the improvement of current methods.

In the second half, professors at each university presented their initiatives tested in classes that deal with topics on multicultural society and environmental problems. At the panel discussion with all the speakers following this, a variety of opinions were expressed and proposals made about matters such as the significance of cultivating critical thinking and creativity and the teaching methods, student evaluation methods going forward, and awareness reform and collaboration of the instructors in charge of evaluation.

Efforts to contribute to local communities through river engineering surveys

Last year's Typhoon No. 19 was the worst typhoon in 22 years since the 1947 Kathleen Typhoon, wreaking havoc and causing 71 rivers to burst banks in 140 locations, resulting in 88 deaths.

Flooding is not only an issue of water, but also affects the economy and society, and can be summed up as a problem of sustainable development. In order to implement this idea as well as the concept of Sophia University's "for Others," the Sophia University flood survey team was established under the leadership of University's President Yoshiaki Terumichi. The research team was formed by faculty members from the Graduate School of Global Environmental Studies, the Faculty of Science and Technology, the Department of Journalism, the Department of Nursing, and the Department of Liberal Arts, and conducted flood damage surveys mainly of Chikuma River.

In Nagano Prefecture, which is surrounded by the Japanese Alps, a large-scale flood caused significant damage. In particular, the levee collapsed at the Hoyasu district in Nagano City, which is located 58.0 km on the left bank of the Chikuma River in the

Shinano River System. As a result of this collapse, more than 3,000 houses experienced inundation above floor level, and a large amount of water also overtook the Nagano Shinkansen Rolling Stock Center, a vehicle base of the East Japan Railway Company, located about 2 km from the river. A large number of vehicles, which had been in storage at the roughly 150,000 square meter center, were submerged underwater. The team conducted engineering field surveys, interviews with local residents in the disaster-stricken areas, and interviews with the Nagano City Hall, Chikuma City Hall, and local NPO organizations, to clarify problems and propose countermeasures from an integrated viewpoint. They will investigate the reasons why the levee collapsed at the specific location, how the evacuation activities were carried out, the state of the mental health of the disaster victims, how the diversity of the media affected the evacuation activities, and what flood prevention measures were taken at the Shinkansen Rolling Stock Center. In addition, graduate students from Sophia University participated in the field study as part of service-learning. In April or May, we plan to hold a local workshop in Nagano City and report the results to local residents and the government.

Topographic survey of the Shinkansen Rolling Stock Center

Interviews with esidents

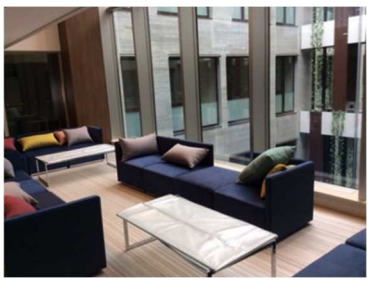
Survey of flood traces

Sophia-Arrupe International Residence commences operations

In April 2019, the Sophia-Arrupe International Residence launched operations. The Residence is located in a favorable location, just one-minute walk from JR Shinanomachi Station and 10 minutes to Yotsuya Campus. The Residence's capacity is 182 students (91 males and 91 females), each housed in seven-person occupancy share house-type units that include bedrooms (private rooms), a shared washroom, shower, toilet, kitchen, and a dining area. It is also equipped with a wide range of shared dormitory facilities, including light sports studios, theater rooms, prayer rooms, rooftop terraces, and study rooms.

In order to fulfill the Residence's mission of being a venue to develop human resources, the "Altruist Leadership Development Training Program" for tenants of the Residence has also been launched. Dormitory students recognize the importance of having one's own vision in a society that is becoming more complex and diverse. While students learned how to create this, they actually worked on achieving their own vision and on cooperation projects with companies and local governments.

Training courses were held for Living Group Leaders (LGLs) at the Sophia Soshigaya International House and the Sophia-Arrupe International Residence. As the representative of residents, LGL contributes to the cultivation of dormitory culture through facilitating many activities such as moving-in support, workshop, exchange events, proposing and operating rules, and so on. The training included lectures and work to improve the skills required for activities, such as logical thinking and project management, through 1) What it takes to be LGL, 2) Acquisition of skill, 3) Formation of organization, and 4) Preparation and planning of upcoming Autumn Semester activities and events. The training did not stop at the understanding of the role and task of LGL but also provided content about practical skills, which are essential to be a leader.


Common area living room

Living Group Leaders training

Altruist Leadership Training Program

■Conclusion of internship agreement with OECD Headquarters

On April 16, 2019, an internship agreement with the Headquarters of the OECD (Organisation for Economic Co-operation and Development) was concluded. At the signing ceremony held at the OECD Tokyo Centre (Chiyoda-ku, Tokyo), Yoshiaki Terumichi, president of Sophia University, signed a written agreement with José Ángel Gurría, Secretary-General of the OECD, who was visiting Japan.

In September 2018, Miki Sugimura, Vice President for Global Academic Affairs, visited the OECD Headquarters, and in November, Masamichi Kono, Deputy Secretary-General of the OECD, Michèle Pagé, Head of Human Resources Management, and Nadav Shental, Human Resources Advisor, delivered a lecture at a career seminar at the university. Following this, the agreement was concluded.

As a result, Sophia University undergraduates and graduate students are now eligible for internship programs with OECD Headquarters, which invite applicants from partner universities for internship programs. Students are also given priority in the selection process for internships at OECD offices. The period for acceptance is set between one to twelve months, and the location of employment is mainly at the OECD Headquarters in Paris. Participants are required to have a high level of motivation, language skills, and expertise, but through internships they will be able to gain experience in advanced policymaking, and research and analysis.

■Academic partnership concluded with United Nations Institute for Training and Research (UNITAR)

On August 30, 2019, Sophia School Corporation concluded an academic partnership with United Nations Institute for Training and Research (UNITAR). Our faculty and UNITAR have been collaborating upon various occasions, and the partnership was concluded this time in order to strengthen our ties with international organizations as well as to benefit our students who wish to build their career in the field of international cooperation by providing opportunities to participate in enriched academic programs.

UNITAR is a training institution of the United Nations founded in Geneva in 1965. For more than 50 years, they have been providing training to diplomats and staffs of international organizations in a wide range of fields, including diplomacy, economic development, environment, peacekeeping, and reconstruction. In July 2003, their Hiroshima Office was opened, which utilizes its location to conduct training mainly on

post-conflict reconstruction and international peace and securities as well as offering a Youth Ambassadors Programme and educational sessions for the general public.

Under this partnership, we will implement collaborative projects and symposiums in the fields of higher education, international cooperation, and development as well as providing internship opportunities at the Hiroshima Office for our students.

In commemorating the conclusion of the partnership, UNITAR Executive Director Nikhil Seth, Sophia University Vice President Miki Sugimura, and Mr. Michimasa Hirata, a survivor of the Hiroshima nuclear bomb, attended a ceremony planting a sapling of Hiroshima's A-Bomb survivor tree at the Yotsuya Campus.

■Establishment of an education support company in Bangkok, Thailand

On April 9, 2019, Sophia School Corporation registered and established a business company called Sophia Global Education and Discovery Co., Ltd., having its base in Bangkok, Thailand, as a company limited based on the Companies Act of Thailand. As an education and training business, the company will conduct study tours for university and high school students in the ASEAN countries, conduct training programs for businesses and local governments, undertake studies, as well as support study abroad from ASEAN countries to Japan. In academic 2019, the “Mekong Economic Corridor Study Tour,” “Northern Thailand Service Learning Program,” and the “United Nations Organizations in Thailand and Laos On-site Training” were held, and many participants, mainly Sophia University students, participated in the program, and an educational program rich in content was implemented. The company will fulfill our mission of fostering human resources in contributing to international cooperation, while revitalizing ourselves as a profitable overseas hub.

Supporting the 2019™ Japan Rugby World Cup
Holding of the “Sophia Rugby Festival,” a public participation event

On September 28, the “Sophia Rugby Festival” was held by the “Sophia Olympic and Paralympic Games Project” and the “Go Beyond” student project. On the day, in addition to boosting the promotion of the “Rugby World Cup 2019™ Japan Tournament,” a variety of events were held to raise awareness of the cultures of participating countries and of sports for the disabled, including wheelchair rugby, and to help build a harmonious society.

In the main street, there were participatory competitions, performances by clubs, and extracurricular activity groups, and a booth was set up to support areas struck by disasters. There, we introduced Kamaishi Unosumai Memorial Stadium, which serves as the venue for the event, and reported on our volunteer experience in Kamaishi.

In the evening, the “Rugby World Cup 2019™ Japan Public Viewing: Japan vs. Ireland” was held on a large screen set up in classroom 6-101. Events such as a special lecture by Chef Kiyomi Mikuni of Hotel de Mikuni, advisor to the Rugby World Cup 2019 organizing committee, and a discussion talk show on what to look for during the game by athletes who belong to the Japanese women's rugby team, “ARUKUS KUMAGAYA” were held, and the venue was thriving. It was impressive to see the nearly 700 visitors hug and exchange their emotions. We also gained an abundance of hints from rugby, where athletes with diverse backgrounds became “ONE TEAM.” This event was organized in collaboration with 15 on-campus organizations and 13 external organizations (companies, organizations, and administrative bodies). We will continue to strengthen industry-academia-government collaboration and utilize each of our resources to foster momentum and promote inclusive education for the Tokyo 2020 Olympic and Paralympic Games.

More information is available at: https://dept.sophia.ac.jp/pj/beyond2020sopp/

Holding of “Sophia University United Nations Weeks 2019 (June/October)”

Since academic 2014, United Nations Weeks have been held twice annually, in June and October, under the concept of “considering our future through U.N activities.” A variety of events, including international symposiums, panel discussions, photography exhibitions, and film screenings are held at these events.

In June, 10 projects were carried out. The singer MISIA, who was appointed as Honorary Ambassador at the Seventh Tokyo International Conference on African Development (TICAD 7), gave a speech at the lecture entitled, “MISIA's View on Education and Development Support in Africa.” She discussed topics such as her encounter with Africa and support for education for children of the continent. Also, at a talk event entitled "Global Refugee Issues: What Japan Can Do," artist MIYAVI, who serves as Goodwill Ambassador of the United Nations High Commissioner for Refugees (UNHCR), called for Japan to take the initiative in resolving refugee issues.

Eight projects were carried out in October. A symposium entitled “Sustainable Consumption & Production: Transforming our Future through Ethical Consumption,” focused on "Sustainable Consumption and Production," and called for each individual to take responsible actions in consideration of the environment at the production, distribution, and consumption stages. Also, in the talk session, “United Nations Day Pre Event Special Talk Session: Youth Commitment to SDGs,” the captain of BNK48, a Thai idol group, Ms. Cherprang Areekul spoke, stating that young people need to be more involved in SDGs.

The number of participants has been increasing annually, and this year the total number of visitors exceeded 3,000, the highest ever. We are also working to promote the event in neighboring high schools, and the number of high school students visiting each year is also increasing.

Sophia University Junior College Division

■The status of business initiatives in fiscal 2019

In junior college, following the largest number of applicants in the last 18 years (590) in fiscal 2019, there were 529 applicants for admission in fiscal 2020 and 261 students enrolled in courses (the admission capacity was 250). We managed to secure a stable number of applicants as a result of our positive approach through the total management of student recruitment process beginning with request for information materials to the Open Campus, class inspection tours held at the university, and applications.

A feature of the fiscal 2020 entrance examination was that there were enough applicants for each of the screening types, namely AO, recommendation, special and general. Our selection was based on the “desired student profile” in each screening process and we acquired a variety of enrollees with excellent accomplishments.

Concerning the promotion of internal quality insurance, e-learning specializing in TOEIC was introduced and we were able to improve the English proficiency of students by integrating English subjects.

In order to assist with the increasing diversity of students, we continued to offer generous support in fiscal 2019, and as a result the student employment rate was maintained at a high standard of 95.08%. Concerning student transfers, 95.5% were accepted into other institutions, and we continue to make strenuous efforts. We will offer ongoing career assistance tailored to suit each individual student.

As regards the promotion of regional contribution through service-learning, we are pursuing to position certain volunteer activities as in-class training and award credits. By enhancing motivation and leadership among students, we are striving towards further revitalization.

Sophia School of Social Welfare

■Chiyoda Ward's childcare support project

In fiscal 2019, the Chiyoda Ward's childcare support project was carried out four times, during the months of July, October, December, and January. This was an activity aimed at parents and children in Chiyoda Ward.

There were no participants in July because of the bad weather. However, for the October activities, many fathers and children participated, saying, "It's great to have an activity we can participate on a Saturday." Since more people than expected joined in the activities, students were somewhat in panic. The importance, therefore, of preparations and planning became the next challenge at the post-event evaluation meeting. For the activities in December, careful preparations were made, detailed plans were established, and proper work-role allocations were made in advance. The event day was cold and rainy, but parents and children could be seen happily participating, and everything went as planned. Although there was only little time available in January, students were able to plan and prepare carefully for the activities and put them into practice.

Students learned a lot through the Chiyoda Ward's childcare support project. The first was the importance of careful planning and preparedness. This is what they learned through their own experiences, and that it is a challenge that needs to be addressed in a day-care setting. The second is the importance of working together. Planning, preparedness, and practice must be discussed and coordinated among the students themselves. Sometimes they discussed and exchanged opinions, sometimes came up with ideas together, and drafted and executed them. This collaboration is to deepen learning through experiences that cannot be learned through classroom trainings alone.

Chiyoda Ward's childcare support project is an activity that leads to learning in a day-care setting.

Making kaleidoscopes in the garden of the Kulturheim Chapel (October 26)

Making Christmas trees in a classroom of Building No. 13 (December 7)

Discontinuation of Nursery School Teacher Department

The Nursery School Teachers Department of the Sophia School of Social Welfare was established in 1966 as a Childminder Training Institute of the Sophia College of Social Welfare. Since then, along with human education based on Christian humanism, it has been training nursery school personnel for more than 50 years.

However, in view of the recent social trends and as a result of repeated deliberations, it was concluded that this department had already completed its mission, and as of the end of fiscal 2019, it was decided to discontinue this course.

Eiko Gakuen Junior and Senior High School

■FY2019 business report (summary)

Due to the severe rainfall of Typhoon No.15 which hit the Kanto region in the early morning of September 9, 2019, landslides occurred on the slopes of the land located between Ofuna Station and Eiko Gakuen that is owned by Kamakura City, forcing the school to temporarily close for two days. Since then, however, the school has been reopened because pedestrian access is now possible, and one-way vehicle traffic can pass down the hill. A full recovery is expected to be in the latter half of 2020. Despite the severe typhoon, there was no damage to school buildings and that includes the new school building built two years ago.

On November 25, students and teachers went to Tokyo Dome to participate in a mass by Pope Francis, who was visiting Japan. Over 350 students, or approximately one-third of all students, wanted to attend the mass, but since the number of participants exceeded the upper limit allotted to our school (276 mass students, 27 choir students, and 22 teachers), it came down to a lottery to choose those who could attend. It was a very valuable opportunity for those who were able to participate, because at the school it is not obligatory to participate in normal religious activities and events, and many students attended mass for the first time. Through this participation, they were once again able to experience and deepen their understanding of the messages of the Catholic Church and Pope Francis.

■Topics

(1) Lecture by Mr. Mareki Honma

On June 11, Mr. Mareki Honma, a professor at the National Astronomical Observatory of Japan, and school alumni (38th-year class), visited the university and gave a lecture to all school students. In April 2019, prior to the talk, it was reported worldwide that for the first time in human history a black hole on the other side of the universe was successfully photographed. Mr. Honma is a team leader of Japanese researchers at the “Event Horizon Telescope (EHT),” an international joint research project that took this photo. In the lecture, there was a discourse on special relativity theory and general relativity theory, using mathematical formulas, but also talked about the difficulty of shooting photos while overcoming national differences, the backstory of the shooting, and the repercussions.

(2) Awards for student activities

A second-year student from our high school who participated in the International Chemistry Olympiad in France representing Japan in July 2019 won the gold medal, and, similarly, a second-year student who participated as a representative of Japan in the International Biology Olympiad in Belgium in July won the bronze medal. In August, the

“Double Dutch Contest World 2019” was held in Hachioji City. There, our school’s gymnastics club team won the world’s top spot. In addition, the “Caring for Others,” a volunteer organization of the school, was awarded a community award at the 23rd Volunteer Spirit Awards (sponsored by several life insurance companies and the Ministry of Education, Culture, Sports, Science and Technology), and was rewarded for its continuous implementation of various volunteer activities.

(3) Sakura Science High School Program

In December 2019, 85 international students who visited Japan through the Sakura Science High School Program were invited to our school. Second-year high school students participated in a half-day exchange networking event. Hosted by the Japan Science and Technology Agency (JST), the program is attended by many international students from more than 40 countries and regions of the world every year. The program touches on Japan's science, technology, and history and culture, and includes interaction with Japanese high school and university students. At Eiko Gakuen, students from the school and international students were combined into 40 groups, and discussions and presentations were held on SDGs in English. While we have interacted with the Society of Jesus school in Cebu and Boston, the interaction with people of the same age group in other schools in various countries seems to have been very fruitful.

Every year during summer break, students participate in the “Ever to Excel” at Boston College in the United States.

Every fall, a walking tournament is held as a whole school event.

Rokko Junior/Senior High School

■FY2019 business report (summary)

On Sunday, July 21, 2019, as part of the public relations activities for entrance examinations, the school held its first open school. In addition to the main school orientation, there were consultations on entrance examinations, student-led campus tours, 15-block mock classes by teachers, and club experiences and training. More than 1,000 people participated in the event, far exceeding initial expectations. The school needed to make additional arrangements for drinks and other refreshments for visitors.

In the field of ICT education, the projectors equipped with an electronic blackboard function installed in each second-year high school students' classroom last year were more widely used than expected. This academic year, projectors were set up in third-year student classrooms, so these students continued to take advantage of the functions when they moved up a grade. The computer room has also been updated with the latest equipment, and Internet-use classes and programming, which had been difficult to conduct with conventional equipment, have become easier.

In terms of facilities, the restoration of the sites damaged by landslides that occurred because of heavy rain last year took approximately six months to complete. Due to both the area's steep slope and the heavy rain that fell during the restoration period, the work was difficult, but it was completed without significant delay.

■Topics

(1) A feature article on the school's Sports Festival was published on the Yomiuri Shimbun Online

On Saturday, June 8, 2019, the Yomiuri Shimbun Online published, as a feature article, the 78th Rokko Gakuin Sports Festival, "Kissaki." The piece began with highlighting that the school is famous for its gallant sports festival, a worthy representation of a boy's school. In particular, the article starts with highlighting the approximately 1,000 shirtless and barefoot junior high and high school students performing the famous "Sokoshin" event. It also mentions the spirit of self-reliance and leadership which is born out of the Sports Festival itself, as it is planned and operated by the students themselves every year.

<The Yomiuri Shimbun Online> The tradition of leadership supporting the spectacular Sports Festival: Rokko Junior/Senior High School
https://www.yomiuri.co.jp/kyoiku/support/information/CO036625/20190708-OYT8T50063/

(2) Toshin Global English Camp

From August 5 to 9, the “Toshin Global English Camp” was held at the school as its venue for those in the first and second year of high school who wished to participate.

The Camp is a program that welcomes students (interns) from top U.S. universities, such as Harvard and Yale, divides everyone into groups for presentations and discussions on a variety of topics, including the SDGs (Sustainable Development Goals). At the end of the program, students make presentations to each other on “My Life Mission.” From the time of entering the classroom at 10:00 am, until 5:00 pm, it is “All English, No Japanese.” This is said to be an opportunity for students to use more English than even a typical short-term study-abroad program.

They also seemed to be inspired by visiting student leaders studying at universities with clear life goals, giving them the opportunity to think deeply about their future.

The following are some excerpts of the impressions written by the participants in English. There are a few grammatical mistakes, but they are presented as they are. As they have experienced in the past five days, one’s foreign language abilities are improved by using it more and more without fear of mistakes.

At this camp I changed my opinion of English. I thought speaking English is only a tool which pass the exam, but it is a tool of communication. So I think we had better enjoy studying English. (Yuki Oi, S2)

I felt as if I were in abroad in that week. I didn't improve my vocabulary and writing skills, but I became to like speaking English. I could not speak well, but I was glad that everyone understood my idea. (Kazuki Horita, S2)

I was not interested in studying English before I took part in the camp, but I'm interested in studying English now. I felt my English level was low throughout this program. So I have to study English more, and I decided to go to Berlitz for learning English speaking skills. (Haruki Aga, S1)

This camp was an opportunity for me to express my opinions in every situation. After this camp, I want to live a life with a wide field of vision by experiencing many challenges and good failures. (Kosei Kawamoto, S1)

I learned from interns that all people should have this mentality to unite as one while they originally come from so many different tribes and have many different languages and styles of religions. (Toshiaki Mihara, S1)

I learn the fun of English which I can't experience in daily class. I'm glad to listen the speech of life mission by Interns. Interns are considering their future very deeply. It was valuable for me to consider my own future. (Takuma Akiyoshi, S1)

I was worried about whether or not they'll understand what I was saying, but I'm happy they understand what I'm saying. I gained self-confidence. (Masayoshi Koda, S1)

I thought it sorry that I couldn't tell foreigner my feelings. For example, if I won games, but I had no words to express my joy. I thought I should learn more words and use them completely. (Mizuki Kawahira, S1)

Hiroshima Gakuin Junior and Senior High School

■FY2019 business report (summary)

In the field of education, we enhanced the Ignatian Leadership Program (ILP), which plays a major role in promoting Jesuit education at our school, and we prepared students for the new standardized university entrance exams, and considered dispatching students to the leader overseas training program. The finance and administration department tackled the replacement of computers, the repairing of old school buildings, and disaster prevention work inside and outside the school.

ILP is a class with a purpose for students to learn the ethics of “Men for Others, With Others,” through hands-on learning, based on Ignatius of Loyola’s “Serving as a leader.” Themes are determined according to grade, such as “Basic understanding of Christianity,” “Relationships with various people in society,” “The world and peace,” “Search for yourself/way of living,” and “To live as a human being (ideology, philosophy, and social ethics).” Teachers in charge of ILP for each grade take the lead in creating lesson plans. Basically, each class homeroom teacher takes charge of the lessons, but depending on the theme, teachers may invite external lecturers or they may go on field trips on their own. Once a week, ILP faculty members gather to actively discuss the further enhancement of ILP, and the program plays a significant role in promoting the school's Jesuit education.

■Topics

(1) Expansion of grades to take the English course, “Online English Conversation”

Since 2017, we have incorporated “Online English Conversation” into our classes using an online video chat system. Several companies providing similar services were studied, and we examined and evaluated the value of the teaching materials and the effects on learning while actually using the services of three of them.

The course covers the third year of junior high school and the first year of senior high school, and students use the video chat tool to engage in real-time conversations with native English speakers living overseas. Because all students can conduct man-to-man conversations simultaneously, the amount of communication per student during class hours has doubled. As a result, the students' ability to speak and listen has been steadily improving. Although the introduction of English “speaking proficiency” testing was postponed for the standardized university entrance exams, which started in 2020, we will continue Online English Conversation to foster English conversation skills that can be used in practice.

(2) Enhancement of international exchange programs

In addition to the Philippines training program, which began in 1997, mainly through

exchanges with the Naga School, we have been considering a new international exchange program. In August, three teachers visited Cambodia to prepare specifics for sending students. A plan was created to allow around 12 interested students to be dispatched to Cambodia during the winter holiday in 2020. In Cambodia, in addition to interacting with the Jesuit Schools, visits to civil war sites and areas of poverty will give students an opportunity to think about their contribution to the future from a perspective only possible by traveling to overseas countries

(3) Revision of the school guide and school web page

The school guide has been revised and used since April 2019. While the current school guide is based on the conventional design, the guide and the website will be redesigned for uniformity to enhance the effectiveness of public relations activities. Although we are presently at the stage of gathering proposals from each vendor, we are planning to nail down the details by the end of 2020.

(4) Completion of disaster preparedness measures and improvement of school facilities

To prevent the aging of the school's buildings, this academic year, we waterproofed the roofs of the school's west building and the science building.

An investigation of dangerous areas within the school grounds site was conducted, which was carried out in accordance with the corporate merger. The work on hazardous spots, such as scattered stones and surface weathering of the hill behind the school, was completed at the end of October. It was a large-scale construction project with total construction costs of 180 million yen, but we are now able to ensure the safety of the students.

In conjunction with the termination of Windows 7 support, a total of 124 educational and professional PCs and the related servers in the school were replaced. Although it was a major project in which almost all of the PCs in the school were replaced, we worked systematically in cooperation with the vendors and we were able to complete the project without any significant mishaps. In parallel with these replacements, we deployed a groupware system. Although groupware has a variety of functions, we are starting to use it for the reservations of special classrooms. This has made it possible to make adjustments more reliably than conventional paper-based forms and has resulted in further efficient operations.

Participants of the 2019
Philippines training program

Sophia Fukuoka Junior-Senior High School

■FY2019 business report (summary)

The following two main projects were implemented for the purpose of “Enhancement of Education” in the current academic year.

First, three lesson study days were set in anticipation of the new courses of study and the university standardized testing, and research classes were held in science, mathematics, health and physical education, and the Studies for Other courses. The third of these was an open-class study group.

Also, G Suite for Education was implemented as a lesson study using ICT on a trial basis for second-year high school students. We were able to share the advantages of presenting and refuting the data retrieved at a simulated international conference and instantly sharing the information with everyone.

In addition, efforts were made to continue and enrich the content of the Cambodia study tour and the Australian language training for third-year junior high school students. The results of the Rubrics Survey showed that, through these experiences, participants’ ability to actively communicate, ability to collaborate with anyone, interest in global issues, and consideration for the weak have increased.

■Topics

(1) Educational partnership program with Sophia University

The main contents of the educational partnership program are: 1. High school/University tie-up courses, 2. Educational reform, and 3. Affiliated schools special recommended admissions.

1. The following classroom visits took place for High school/University tie-up courses.

Faculty/Department	Lecturer	Date	Target	Contents
Faculty of Theology	Professor Hideyuki Koyama	April 20	Senior High, year 3	“My Mission as a leader serving peace and others"
Faculty of Material Bioscience and Engineering	Professor Atsuhiko Chiba	June 5	Junior High, year 3	“The internal body clock”
Department of Nursing, Faculty of Human Sciences	Assistant Professor Tomomi Mitsutake	June 6	Junior High, year 1	“Class on midwife telling about life”
Faculty of Functional Creation Science and Engineering	Professor Tetsufumi Hirano	June 11	Senior High, year 1	“Ultra-high-temperature physical frontline”

Faculty of Global Environmental Law	Professor Hidetoshi Ito	June 13	Junior High, year 3	“Thinking about the interpretation of the law”
Department of Japanese Literature, Faculty of Literature	Professor Naoshige Nagao	September 10	Junior High, year 2	“The form of kanji”
Department of Education, Faculty of Human Science	Associate Professor Shinichi Aizawa	November 5	Senior High, year 1	“Who are you? Introduction to comprehensive human science based on identity”
Faculty of Liberal Arts	Associate Professor Yacob Khojasteh	November 11	Senior High, year 2	"Introduction to operations management"
Faculty of Economics	Professor Masahiro Ishii	February 17	Junior High, year 3	“Before learning business administration”
Faculty of Global Studies	Professor Taizo Miyagi	February 18	Senior High, year 2	"The establishment of international politics {sovereign national systems} and what follows”
Department of Portuguese Language, Faculty of Foreign Studies	Professor Akiko Koyasu	February 20	Junior High, year 1	“Global competencies”
Department of Information Science and Engineering	Associate Professor Ryo Kawabata	February 25	Junior High, year 2	“Information systems that support society”

In addition, the third edition of “The World of Wisdom,” a booklet summarizing the details of classroom visits, has been published.

As part of item 2. Educational reform, we have received guidance and advice from the science and comprehensive learning from Professor Minoru Sawada at the June lesson study day and the December open-class study group session. We also conducted English language training in February and received guidance and advice from Professor Kensaku Yoshida. In addition, for item 3, 23 students entered the university via the affiliated schools special recommended admissions.

(2) Exchanges with overseas Jesuit sister schools

From June 24 to 29, one teacher and third-year high school female students from Colégio Santo Inácio de Loiola in Timor-Leste participated in a training program in Japan while staying at homestays with our teachers. From October 22 to 26, five second-year junior high male and female students and one teacher from St. Xavier's School Godavari in Nepal participated in a homestay program. On October 24, a total of 34 persons from a Catholic School educational delegation in the Philippines, including sister schools, visited the school. On October 30, 20

Atheno de Davao students visited the school and held half-day exchanges. From November 5 to 9, Fr. Alvin Ng s.j., the principal of the Catholic School in Malaysia, visited the school. On November 7, 25 students from St. Alloysius Technical High School in Taiwan visited the school under the leadership of the principal and two teachers. And on November 25, 20 students from Atheno de Cagayan visited the school and held half-day exchanges.

Nepalese students from St. Xavier's School Godavari and their host families

(3) Open Exploration Class Research Group

As the culmination of five years of the SGH Associate School, Professor Minoru Sawada was invited on February 22 as a guidance advisor for the Studies For Others second-year high school student's simulated international conference. Studies For Others is a comprehensive study and exploration class at our school that evolved as a result of continued research and development. Under the topic for discussion of "Solving the Issue of child labor," students were divided into 14 countries and international NGOs. From each of their own perspectives, they conducted surveys and prepared draft resolutions on child labor issues over the course of six months. On the day of the conference, they were able to reach a unanimous consensus to reach a resolution to obtain the approval of all participating countries and organizations within the limited time. Twenty-three faculty members from eight prefectures participated, which was followed by an open exploration class visit. All the participants highly appreciated the lesson's effectiveness in terms of students' independence, positivity, vigor, and careful preparation to relate the issue to oneself, as well as their bargaining power and ability to communicate without being intimidated.

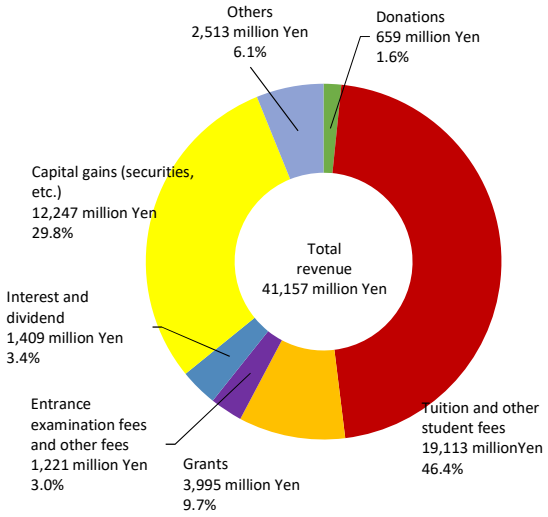
Negotiations at the simulated international conference

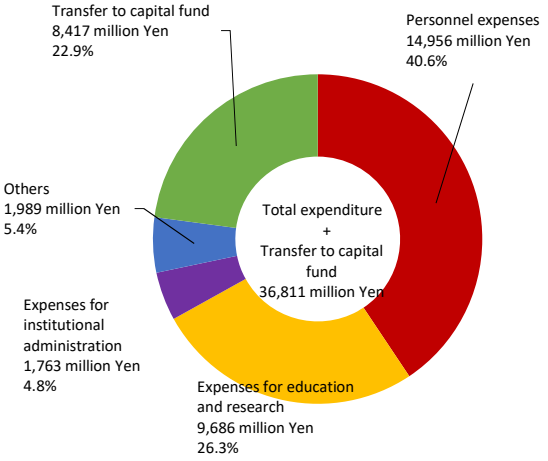
Summary of 2019 financial results

(1) Statement of Revenue and Expenditure

Conversion rate : USD 1 = JPY 108.83 (TTM rate on March 31, 2020)

		Item	FY2019 Yen (million Yen)	FY2019 US$ (thousand dollars)
Educational activities	Revenue	Tuition and other student fees	19,113	175,623
		Entrance examination fees and other fees	1,221	11,219
		Donations	659	6,055
		Grants	3,995	36,709
		Income from business activities	874	8,031
		Miscellaneous	959	8,812
		Total	26,821	246,449
	Expenditure	Personnel expenses	14,956	137,425
		Expenses for education and research	9,686	89,001
		Expenses for institutional administration	1,763	16,200
		Total	26,405	242,626
	Balance of educational activities		416	3,822
Non-educational activities	Revenue	Interest and dividend	1,409	12,947
		Others	450	4,135
		Total	1,859	17,082
	Expenditure	Interest on loans	148	1,360
		Others	4	37
		Total	152	1,397
	Balance of non-educational activities		1,707	15,685
Ordinary balance			2,123	19,507
Extraordinary revenue and expenditure	Revenue	Gain on sales of assets	12,247	112,533
		Others	230	2,113
		Total	12,477	114,647
	Expenditure	Loss on disposal of assets	1,250	11,486
		Others	587	5,394
		Total	1,837	16,880
	Extraordinary balance		10,640	97,767
Reserve fund				
Balance of current year before transfer to capital fund			12,763	117,275
Transfer to capital fund			△ 8,417	△ 77,341
Balance of current year			4,346	39,934
Balance carried over from previous year			△ 14,464	△ 132,905
Reversal of capital fund			2	18
Balance carried forward to next year			△ 10,116	△ 92,952
(Reference)				
Total revenue			41,157	378,177
Total expenditure			28,394	260,902





Statement of Revenue and Expenditure (Summary)

In fiscal 2019, the balance of revenue and expenditure for business activities after the transfer to the Capital fund was 4,346 million yen, an increase of 1,406 million yen more than the budget amount. As a result, the balance to be carried over to the following fiscal year decreased by 30% to △10,116 million yen.

The main reasons for this year-end result were that the revenue from education activities reached the same level as the budget amount, expenditure on education activities decreased by 889 million yen compared to the budget amount, revenue from non-educational activities marked an increase of 844 million yen compared to the planned budget, and extraordinary expenditures marked an increase of 1,053 million yen compared to the planned budget. However, as a result, the balance in the current fiscal year before inclusion of the Capital fund, marked an increase of 821 million yen compared to the planned budget, and the total amount included in the Capital fund decreased by 585 million yen compared to the budget amount.

In the ordinary income category, fees (admission examination fees), donations, grants, and interest and dividends received overachieved the budget. In the ordinary expenditure category, personnel expenses, rent fees, and outsourcing expenses were lower than the budget.

In addition to the above, this fiscal year's financial results are characterized by large-scale revenues and expenditures that are unusual in the year. First, the sale of the Ichigaya Campus resulted in an asset sale (land) balance of approximately 12,100 million yen, and in an asset disposal balance (building and structures) balance of 340 million yen. In addition, the disposal balance due to the total replacement of ancillary facilities of Buildings No. 3, 4, 8, and 9 amounted to 209 million yen, and the disposal balance between educational and research equipment, management equipment, and books amounted to 416 million yen. Furthermore, out of the expenses incurred for the construction of the Buildings No. 3 to No. 9 mentioned above, which commenced in fiscal 2013, explicit expenses such as dismantling and removal expenses etc., are transferred to the expenses and included in other extraordinary expenses of 571 million yen. As a result, extraordinary expenditures totaled 1,837 million yen.

(2) Cash Flow Statement

Income

Item	FY2019 Yen (million Yen)	FY2019 US$ (thousand dollars)
Tuition and other student fees	19,113	175,623
Entrance examination fees and other fees	1,221	11,219
Donations	770	7,075
Grants	4,019	36,929
Interest and dividend	1,409	12,947
Income from the sales of assets	17,488	160,691
Income from business activities	1,325	12,175
Miscellaneous	959	8,812
Loans	1,600	14,702
Prepaid tuition and other deferred credits	4,477	41,138
Other	13,534	124,359
Income-flow adjustment	△ 7,556	△ 69,429
Cash and cash equivalents carried over from previous year	8,841	81,237
Total	67,200	617,477

Expenses

Item	FY2019 Yen (million Yen)	FY2019 US$ (thousand dollars)
Personnel expenses	14,835	136,314
Expenses for education and research	7,067	64,936
Expenses for institutional administration	1,523	13,994
Interest on loans	148	1,360
Repayment of loans	4,670	42,911
Payment for land, buildings, and other construction in progress	9,747	89,562
Payment for equipment, libraries, and other	976	8,968
Payment for asset management	18,643	171,304
Other expenses	1,024	9,409
Reserve fund		
Expenses-flow adjustment	△ 716	△ 6,579
Cash and cash equivalents carried over to next year	9,284	85,307
Total	67,200	617,477

Cash Flow Statement (Summary)

Total cash flow amounted to 67,200 million yen, overachieving the planned budget by 9,828 million yen. The main factors behind this increase in Income were an increase from the sale of assets (proceeds from the sale of marketable securities) and an increase of 6,936 million yen by the transfer of Building No. 13 from the business activities to Sophia School Corporation accounting in Other.

In terms of Capital expenditures, the main factors were an increase in repayment of borrowings for the acquisition of land and building for Building No. 14, an increase of 3,956 million yen in expenditures for facilities related to to the acquisition of Building No. 13 and Hadano Maria Dormitory (land), and an expenditure of 2,441 million yen for construction in progress (renovation and other expenses for Buildings No. 3, 4, 8, and 9).

As a result of the above, the amount of funds to be carried over to next year increased by 443 million yen from the previous fiscal year and by 2,591 million yen from the planned budget.

(3) Balance Sheet

Assets

Item	FY2019 Yen	Changes Yen	FY2019 US$	Changes US$
	million Yen		thousand dollars	
Fixed assets	153,968	6,698	1,414,757	61,546
(Tangible fixed assets)	95,910	6,003	881,283	55,159
(Other assets)	58,058	695	533,474	6,386
Current assets	10,167	336	93,421	3,087
Total	164,135	7,034	1,508,178	64,633

Liabilities, Capital Fund, Balance of Income and Expenditures

Item	FY2019 Yen	Changes Yen	FY2019 US$	Changes US$
	million Yen		thousand dollars	
Long-term Liabilities	19,236	611	176,753	5,614
Current liabilities	7,130	△ 6,339	65,515	△ 58,247
(Total liabilities)	26,366	△ 5,728	242,268	△ 52,633
Capital fund	147,885	8,414	1,358,862	77,313
Balance carried forward to next year	△ 10,116	4,348	△ 92,952	39,952
Total	164,135	7,034	1,508,178	64,633

Balance Sheet (Summary)

In fiscal 2019, there were significant fluctuations in Tangible fixed assets. At Yotsuya Campus, the transfer of Building No. 13 from business income accounting to school accounting resulted in an increase of 3,892 million yen in land and 2,688 million yen in buildings. In addition, due to the progress of renovation work at Buildings No. 3, 4, 8, and 9, we have disposed of 2,053 million yen of ancillary facilities. Furthermore, the sale of the Ichigaya Campus resulted in a 368 million yen decrease in land, 1,112 million yen in buildings, and 55 million yen in structures. As for Construction in progress, it increased by 2,441 million yen for ongoing renovation work at Buildings No.3, 4, 8 and 9 and decreased by 571 million yen by the transfer of Construction in progress paid in the previous fiscal year to expenses. As for structures, at Hiroshima Gakuin Junior and Senior High School, it increased by 178 million yen for the construction of countermeasures against falling rocks and other hazardous areas.

Under Specific assets, Reserves for special assets increased by 529 million yen by the increase of the Capital fund No. 3 and Reserves for depreciation and amortization of extraordinary assets increased by 302 million yen. Accumulated depreciation is 47,744 million yen, amounting to reserves of 59.5%.

As a result, Total Assets increased by 7,034 million yen since the end of the previous fiscal year, reaching 164,135 million yen. Other fixed assets include 4,345 million yen of capital contribution in ancillary operation.

In contrast, Liabilities include an increase of 1,500 million yen in long-term liabilities for the purchase of the Yotsuya Campus Building No. 14 and a transfer to short-term liabilities of 1,152 million yen for repayment within one year were recorded. Short-term loans of 3,500 million yen for the purchase of Building No. 14 have been repaid in full this fiscal year. The decrease of Advances received includes 2,490 million yen, an unearned revenue in the proceeds from the sale of the Ichigaya Campus land received in fiscal 2018.

Under Total Net Assets, Capital fund was 147,885 million yen, marking an increase of 8,414 million yen from the previous year and Balance carried forward to next year was improved by 4,348 million yen and amounted to -10,116 million yen.

Other

Debt Schedule（from April 1, 2019 to March 31, 2020）

Borrower			Year-end balance	Interest rate	Due date	Remarks
Long-term liabilities	Public financial institutions	Promotion and Mutual Aid Corporation for Private Schools of Japan		%	date (YY/MM/DD)	Purpose of use
		15 General facilities	400,000,000	2.00	2023.3.15	Construction of Sophia University Building No. 2
		16 General facilities	600,000,000	2.00	2024.3.15	Construction of Sophia University Building No. 2
		22 General facilities	433,300,000	1.60	2030.9.15	Sophia University Mejiro Seibo Campus New construction of Building No. 1, succession from Seibo Gakuen
		23 Extraordinary facilities	2,070,970,000	1.70	2031.9.15	Acquisition of Sophia Soshigaya International House
		26 General facilities	1,866,620,000	0.90	2034.9.15	Construction of the new building (Building No. 6) of Sophia University
		27 General facilities	2,166,600,000	0.80	2035.9.15	Construction of the new building (Building No. 6) of Sophia University
		30 Extraordinary facilities	1,500,000,000	0.80	2038.9.15	Construction of Shinanomachi International Student Dormitory
		23 General facilities	30,000,000	1.70	2021.9.15	Reconstruction of Rokko Junior/Senior High School buildings
		23 General facilities	79,420,000	1.60	2031.9.15	Refurbishment and new building construction at Sophia Fukuoka Junior and Senior High School buildings
		23 General facilities	123,970,000	0.50	2031.9.15	Refurbishment and new building construction at Sophia Fukuoka Junior and Senior High School buildings
		24 General facilities	40,920,000	1.50	2032.3.15	Refurbishment and new building construction at Sophia Fukuoka Junior and Senior High School buildings
		27 General facilities	825,000,000	0.5 from March 31, 2019	2035.9.15	Construction of new buildings for Eiko Gakuen Junior and Senior High School
		Hyogo Prefectural Association for the Promotion of Private Schools	20,000,000	0.70	2021.12.21	Renovation of Rokko Junior/Senior High School buildings
		subtotal	10,156,800,000			
	Commercial financial institutions	Momiji Bank, Ltd.	30,000,000	0.50	2021.5.31	Hiroshima Gakuin Junior and Senior High School's 60th anniversary project: Construction of Arrupe auditorium and cathedral
		The Hiroshima Bank Ltd.	30,000,000	0.50	2021.5.31	Hiroshima Gakuin Junior and Senior High School's 60th anniversary project: Construction of Arrupe auditorium and cathedral
		The Hiroshima Bank Ltd.	125,000,000	0.31	2026.3.2	Hiroshima Gakuin falling rocks and other hazardous area construction costs
		Sumitomo Mitsui Banking Corporation	71,678,000	0.73	2024.10.31	Facility restoration and capital investment of Rokko Junior/Senior High School
		subtotal	256,678,000			
	Other	Franciscan Missionaries of Mary, a religious corporation	20,000,000	0.00	2022.4.30	Sophia University Mejiro Seibo Campus buildings new renovation funds, succession from Seibo Gakuen
		Catholic Jesuit Center, a religious corporation	1,500,000,000	0.015	2039.3.31	Purchase of land and building for Sophia University's Building No. 14 (Maryknoll)
		Catholic Jesuit Center, a religious corporation	240,000,000	0.00	2032.3.25	Renovation of Rokko Junior/Senior High School buildings
		subtotal	1,760,000,000			
	Total		12,173,478,000			
Short-term liabilities	Public financial institutions		0			
		subtotal	0			
	Commercial financial institutions		0			
		subtotal	0			
	Other		0			
		subtotal	0			
	Long-term debt due within one year		※ 1,151,572,000			
	Total		1,151,572,000			
Sum Total			13,325,050,000			

※ is the amount of increase or decrease due to transfer within one year of repayment deadline

Matters relating to the company funded by Sophia School Corporation

The status of companies in which the share of investment of Sophia School Corporation is one-half or more of the total amount of investment is as follows:

Name	Sophia Campus Support Co., Ltd.
Business Description	・Cleaning, security, maintenance, and management of buildings and ancillary facilities ・Sales and sales management of foods, soft drinks and alcoholic beverages ・Non-life insurance agency and life insurance sales ・Sales, brokerage and mediation of education and office equipment, measuring instruments, stationery, etc.
Amount of stated capital	20,000,000 yen (400 shares)
The amount of Sophia School Corporation's capital, the share of the company's shares, and the date of acquisition of such shares.	20,000,000 yen (400 shares), 100%, February 2, 2015

The amount of dividends and donations received by Sophia School Corporation during the fiscal year, as well as the status of funds and transactions with the Sophia School Corporation.

(Unit: Yen)

Amount received from the company	Dividends	0	Extraordinary charitable contributions	100,000,000
	Charitable contributions in kind	0	Rental income	0
	Interest earned	0		
Amount payable to the company	Cost of consumables	32,122,743	Cost of repairs	49,777,792
	Consignment costs	574,070,361	Meeting costs	894,278

(Unit: Yen)

	Balance at beginning of year	Capital expenditures, etc.	Income from funds, etc.	Year-end balance
Capital investment in the company	20,000,000	0	0	20,000,000
Loans to the company	0	0	0	0
Accounts payable to the company	0	0	0	0
Loans from the company	0	0	0	0
Accounts receivable from the company	0	0	0	0

Guarantee liabilities	None

Name	SMI Corp.
Business Description	・Development of multi-language medical information applications for medical institutions and dissemination to medical institutions ・Promoting the dissemination of multilingual medical information application to foreign visitors through travel agencies and travel insurance providers ・Education and consulting related to the multilingual information systems ・Planning, development and sales of multilingual information applications, etc.
Amount of stated capital	26,000,000 yen (520 shares)
The amount of Sophia School Corporation's capital, the share of the company's shares, and the date of acquisition of such shares.	26,000,000 yen (520 shares), 68%, October 1, 2018

The amount of dividends and donations received by Sophia School Corporation during the fiscal year, as well as the status of funds and transactions with the Sophia School Corporation.

(Unit: Yen)

Amount received from the company	Dividends	0	Extraordinary charitable contributions	0
	Charitable contributions in kind	0	Rental income	588,600
	Interest earned	0		
Amount payable to the company			Consumables expense	0

(Unit: Yen)

	Balance at beginning of year	Capital expenditures, etc.	Income from funds, etc.	Year-end balance
Capital investment in the company	0	26,000,000	0	26,000,000
Loans to the company	0	0	0	0
Accounts payable to the company	0	0	0	0
Loans from the company	0	0	0	0
Accounts receivable from the company	0	0	0	0

Guarantee liabilities	None

Analysis of business conditions

Analysis of business conditions

In Fiscal 2019, the sale of the Ichigaya Campus resulted in a significant increase in revenues of more than 10 billion yen. In addition, fixed assets increased by approximately 7 billion yen as the land and buildings of Building No.13 prossessed as assets of business activities is incorporated to assets of Sophia School Corporation accounting.

A detailed analysis of the balance sheet, cash flow statement, statement of revenue and expenditure, and asset management are provided on each page.

Business accomplishments and issues

In asset management, while the market was affected by the spread of COVID-19, Sophia School Corporation was able to secure a realized profit under the policy of risk management diversification.

In addition, in order to strengthen the foundation for student support, the No.3 Capital fund has been actively accumulated, and in fiscal 2019, a scholarship fund (300 million yen) was established to commemorate the visit of the Pope Francis.

In response to the spread of COVID-19, it is a priority to secure the necessary financial resources for the smooth operation of online classes and resumption of research activities, including more intensive support for students.

Future policies and measures

Amid uncertainty about the global economy caused by the corona outbreak, Sophia School Corporation must continue to conduct sound asset management to diversify risks and secure steady realized profits.

Based on the Grand Layout, we will also endeavor to promote various fiscal measures, such as reviewing the existing budget, as well as to consider new measures to secure financial resources.

The History of Sophia

1549	St. Francis Xavier, S.J. comes to Japan.
1906	The Pope Pius X asks the Society of Jesus to establish a higher educational institution in Japan.
1908	Three Jesuit priests arrive in Japan to prepare for the establishment of a university.
1911	Sophia School Corporation (Zaidan Hojin Jochi Gakuin) is formed.
1912	Sophia School Corporation purchases land in Kioi-cho in central Tokyo.
1913	Ministry of Education approves establishment of Sophia University (three departments: Philosophy, German Literature, Commerce) under Special School Law
1928	Sophia is reorganized as a full-fledged university under University Law, with two faculties: Humanities and Commerce.
1932	Night-school program established in Economics, Commerce, Law, and Journalism. ／ The construction of Building 1 is completed. ／ Taisei Junior High School is founded.
1937	Sophia University Alumni Association is established. ／ Rokko Gakuin School Corporation is founded.
1938	Rokko Junior High School is founded.
1946	Public lecture series are launched.
1947	Rokko Junior/Senior High School is founded under new school system. ／ Eiko Gakuen Junior High School is founded.
1948	Sophia University begins operations under new school system, with two faculties: Humanities and Economics. ／ Taisei Senior High School is founded.
1949	International Division, predecessor of the present Faculty of Liberal Arts, is founded.
1950	Sanada Moat Athletic Ground is opened. ／ Eiko Gakuen Senior High School is founded.
1951	Sophia School Corporation changes status of academic legal entity (Gakko hojin) according to provisions of Private School Law. ／ Graduate Programs are started in Theology, Philosophy, Humanities, and Economics. ／ Taisei Gakuen School Corporation is founded.
1956	Hiroshima Gakuin School Corporation is founded. ／ Hiroshima Gakuin Junior High School is founded.
1957	Faculty of Law is established. ／ First female students are admitted. ／ Eiko Gakuen School Corporation is founded.
1958	Faculty of Theology and Faculty of Foreign Studies are established.
1959	Hiroshima Gakuin Senior High School is founded.
1962	Faculty of Science and Technology is established.
1964	Sophia School of Social Welfare is founded.
1966	Graduate Programs in Law, and Science and Technology are established.
1970	Graduate Program in Foreign Studies is established.
1973	Sophia Junior College is founded.
1980	Construction of Hoffmann Hall is completed. ／ International Division is closed.
1984	Central Library is opened.
1987	Faculty of Comparative Culture is established.
2004	Juris Doctor Program (Law School) is established.
2005	Faculty of Human Sciences is established. ／ Graduate Programs in Human Sciences and Global Environmental Studies are established. ／ Building No.2 is completed.
2006	Faculty of Comparative Culture is reorganized as Faculty of Liberal Arts. ／ Graduate Program in Global Studies is established.
2007	Graduate Program in Economics is reorganized.
2008	Faculty of and Graduate Program in Science and Technology are reorganized.
2011	Academic legal entity Seibo Gakuen is merged with Sophia School Corporation. ／ Department of Nursing is added to Faculty of Human Sciences. ／ Taisei Junior/Senior High School is renamed as Sophia-Fukuoka Junior-Senior High School.
2012	Sophia Junior College is renamed as Sophia University Junior College Division. ／ Sophia Soshigaya International House is opened.
2013	Celebration of centennial anniversary of founding of Sophia University, 40th anniversary of Sophia University Junior College Division, 50th Anniversary of Sophia School of Social Welfare.
2014	Faculty of Global Studies is established.
2015	Course of Midwifery is established
2016	Renewal of Sophia School Corporation with merging of five school corporations (Sophia, Eiko Gakuen, Rokko Gakuin, Hiroshima Gakuin, and Taisei Gakuen). ／ Graduate School of Applied Religious Studies is established.
2017	Building No.6 (Sophia Tower) is completed.
2019	Sophia-Arrupe International Residence is opened.

Sophia – Bringing the World Together

Office of Management Planning
Sophia School Corporation
7-1 Kioi-cho, Chiyoda-ku, Tokyo, 102-8554
http://www.sophia.ac.jp