Environmental Report 2025



Ochanomizu University

Ochanomizu University Environmental Report 2025

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1 Greetings from the President



The world now faces a variety of difficulties such as the spread of new infectious diseases, severe climate changes, resource depletion, environmental pollution, and demographic upheaval. We must find solutions to these pressing global issues to a sustainable global society.

Ochanomizu University strives to resolve these issues by establishing a research and innovation center and promoting cutting-edge research through a fusion of academic areas that transcends the boundaries of the humanities and sciences. We aim to “realize a sustainable society where no one is left behind”, which is the principle of “Sustainable Development Goals (SDGs)”.

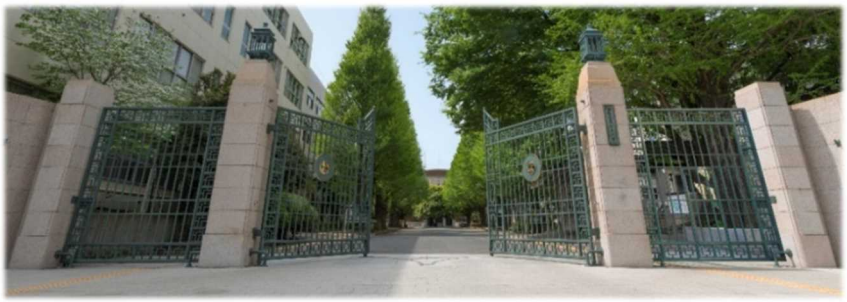
Since its foundation in 1875 (the 8th year of the Meiji era), based on its tradition of and achievements in shaping women who will play an active role in Japan and abroad, Ochanomizu University has been committed to supporting all women, regardless of their age or nationality, by protecting their individual dignity and rights, in order to help them deepen their learning and proactively challenge themselves to develop their own unique qualities and abilities. Our mission is "to be a place where all women who are motivated to learn can realize their earnest dreams”.

We will promote human resource development and social contribution activities by realizing our university's mission and promoting education and research to protect the global environment now and in the future. We will also strive to realize a safe, secure, environmentally friendly, and sustainable campus in consideration of the SDGs, such as reducing CO_2 emissions to achieve carbon neutrality and contributing to the improvement of the local environment.

In addition, regarding education and daily activities related to environmental maintenance and conservation, not only the university but also its affiliated schools are actively implementing projects to realize a sustainable society. In the past, the report "The Limits to Growth" had a profound impact on the people of the world, becoming a wake-up call for modern society; however, since then, environmental problems have continued to worsen. Nevertheless, the worsening has led the young people of the next generation to find the current situation unbearable, and they have begun to raise their voices. Many people have realized the true nature of the serious environmental problems we are currently facing and are beginning to work toward a solution. It could be said that finding environmental solutions is actually about exploring the realities of the Anthropocene and determining how to implement SDGs as policies. In any case, our university and its affiliated schools will continue to work together to address various issues faced by modern society, including environmental problems, in an effort to move toward the sustainable development of humankind through the examination of evidence-based scientific measures.

This report is a review and summary of the university's environmental efforts towards these global environmental conservation projects. We hope you will take the time to read this report and learn more about the university's environmental improvement activities.

Yasuko Sasaki, President
Ochanomizu University



The main gate, one of the Registered Tangible Cultural Properties of Japan

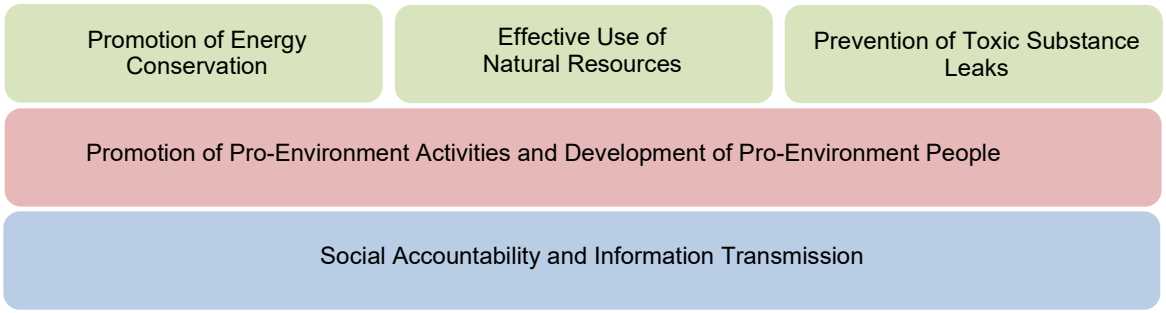
Environmental Policies of Ochanomizu University

Ⅰ. Basic Philosophy

Ochanomizu University recognizes various environmental problems as urgent issues to be solved at a global level. We try to create a secure and safe campus while taking the global environment into consideration, and we play an active role in our society to realize a sustainable world. We also contribute to the creation of a prosperous future by striving, through our daily educational research and other activities, to help our students and employees develop into people who are aware of and capable of solving the environmental issues facing modern society.

Ⅱ. Basic Policies

Based on our basic philosophy, we pursue environmental efforts under the five basic policies presented below.



1. Promotion of Energy Conservation

Based on the "Ochanomizu University Energy Management Standard", we concentrate our efforts on carbon neutrality by promoting energy conservation on campus and educating all members of the university about energy conservation.

2. Effective Use of Natural Resources

We aim to be an eco-campus by reducing and effectively utilizing environmental resources consumed on campus and reducing waste discharged off campus.

3. Prevention of Toxic Substance Leaks

We prevent the leaking of toxic substances and pollutants by complying with environmental laws and regulations and properly managing all chemical substances.

4. Promotion of Pro-Environment Activities and Development of Pro-Environment People

We aim to help our students and staff develop into people with environmental mindsets who can think independently and actively work toward solving environmental problems through various environmental conservation activities, education, and research activities.

5. Social Accountability and Information Transmission

We aim to serve as a bridge between the local and international communities by transmitting information widely within and outside the university on the university's environmental philosophy, initiatives, and achievements in environmental considerations.

(Established in September 2021)

Our Efforts to Achieve SDGs

Ochanomizu University HP<Our Efforts to Achieve SDGs>
https://www.ocha.ac.jp/program/menu/sdgs/top.html

SDGs (Sustainable Development Goals), which were adopted by the UN Summit held in 2015, are universal goals whose principle is based on the concepts of “inclusive society” and “leave no one behind”. It requires various countries, companies, and institutions to tackle and achieve specific global goals by 2030. We have been actively committed in various ways to achieving the SDGs, which consist of 17 goals and 169 targets. In 2022, we launched the “Institute for SDGs Promotion” project to contribute to improved SDG achievement.

In this report, we use icons to indicate the SDGs related to each of our environmental initiatives (see P. 7).

THE Impact Ranking

The Times Higher Education (THE) Impact Rankings, published by the United Kingdom's higher education magazine *Times Higher Education*, is a system that visualizes how universities around the world are addressing social issues through the framework of the United Nations SDGs. The rankings were launched in 2019. Participating institutions are required to select four or more goals from among the seventeen SDGs, with the inclusion of "SDG 17: Partnerships for the Goals" being mandatory, and to submit indicators and evidence related to SDG achievement. Ochanomizu University has been ranked first in Japan for three consecutive years in SDG 5: Gender Equality.

Carbon Neutral Initiatives

The "Coalition of Universities and Other Institutions Contributing to the Achievement of Carbon Neutrality", established in July 2021, has the purpose of discussing the manner and direction of universities' contributions to decarbonization through inter-institutional collaboration, as well as promoting research and development and the social implementation of its outcomes, and strengthening domestic and international communication. More than 180 national, public, and private universities and related institutions, including Ochanomizu University, participate in this coalition. Ochanomizu University belongs to the "Zero-Carbon Campus Working Group," one of the five working groups, and, taking a leading position on carbon neutrality initiatives within the local community, the university proactively promotes efforts toward achieving zero-carbon status on its campus. During the 2024 academic year, the working group convened three times, during which information was shared and opinions were exchanged regarding the carbon neutrality initiatives and outcomes of other universities and institutions.

In addition, in order to achieve a zero-carbon campus, Ochanomizu University is continuing the implementation of the following initiatives:

● Carbon Neutrality Renovation Works

As part of its on-campus energy conservation measures, the university has formulated a construction plan that includes the conversion of lighting fixtures to LED and the introduction of higher-efficiency air-conditioning equipment, and has been systematically advancing this plan since the 2022 academic year.

● Procurement of 100% Renewable-Energy-Derived Electricity

For the electricity supply to the Otsuka District 1 area beginning in the 2022 academic year, the university is continuing a contract stipulating that 100% of the supplied electricity be derived from renewable energy sources.

● Plan for the Reduction of Greenhouse Gas Emissions

The university plans to formulate the "Ochanomizu University Carbon Neutrality Plan" by June 2025. The Carbon Neutrality Plan will set as its goal the achievement of carbon neutrality by prioritizing the reduction of carbon dioxide emissions through measures such as energy conservation, the introduction of renewable energy, and the utilization of waste heat and natural energy, while covering any remaining emissions through highly reliable removal and offset methods. Based on this, the university aims in the future to achieve net-zero overall greenhouse gas emissions, and will promote facility development that actively incorporates measures against global warming.

Annual Environmental Report Policy

***Aim**

The university has made and released an environmental report since fiscal year 2021. The university's environmental policy, initiatives, achievements, and other information are widely reported to our stakeholders: our students at all levels, graduates, prospective students, patrons, faculty and staff, local inhabitants, corporations, and local governments. The reports are also used as a communication tool to connect the university with society by clarifying the direction in which the university is aiming to address various environmental issues.

***Areas included in this report**

Ochanomizu University Otsuka Building No. 1, Otsuka Building No. 2, Higashimurayama Building, Tateyama Building

***Reporting period for information provided**

FY2024 (April 2024 – March 2025)

***References**

Ministry of the Environment, “Environmental Reporting Guidelines 2018”

Ministry of the Environment, “Manuals for Items to be Reported in Environmental Reporting, etc. (ver. 3)”

3 University Overview

Ochanomizu University Campus Overview

The University's campus consists of five buildings: Otsuka Building No. 1 (Bunkyo-ku, Tokyo) is the main campus, Otsuka Building No. 2 (Bunkyo-ku, Tokyo) and the Itabashi Building (Itabashi-ku, Tokyo), the Higashimurayama Building (Higashimurayama-shi, Tokyo) is a suburban garden (farm), and the Tateyama Building (Tateyama-shi, Chiba) contains the Coastal Biology Education and Research Center and outdoor education facilities.

The total land area of these five buildings is approximately 136,114 ㎡ and the total building area is approximately 103,070 ㎡. The main campus, Otsuka Building No. 1, has a land area of approximately 113,741 ㎡ (84% of the total) and a building area of approximately 99,179 ㎡ (96% of the total). It occupies a large portion of the university's total land area.



No.	Building name	Address	Main facility	Site area / building floor area
1	Otsuka Building No. 1	Otsuka 2-1-1, Bunkyo-ku, Tokyo	University building, University library, Student support facility, Attached school building	113,741 / 99,179
2	Otsuka Building No. 2	Otsuka 1-6-6, Bunkyo-ku, Tokyo	Koishikawa dormitory, Ochanomizu University SCC Ubiquitous Experimental House	2,553 / 2,784
3	Itabashi Building	Nakamachi 2-1, Itabashi-ku, Tokyo	-	8,029 / -
4	Higashimurayama Building	Hagiyama-cho 2-3-1, Higashimurayama-shi, Tokyo	Suburban garden (farm)	3,168 / -
5	Tateyama Building	Koyatsu 11, Tateyama-shi, Chiba	Institute for Marine and Coastal Research, Tateyama Outdoor Education Facility	8,623 / 1,107

*Area as of May 1, 2024

Otsuka Building No. 1 (Otsuka Campus) Overview

Present Condition of the Site

Otsuka Building No. 1 is surrounded by National Route 254 (Kasuga Dori), ward roads, and private residences, and is in an area with a mix of educational facilities such as universities, high schools, and junior high schools, as well as apartments and single-dwelling residences. The main gate faces the national road on the northeast side of the site, and the main building of the university is located directly in front of the gate. There is a private university, a school affiliated with another national university, and a public junior high school on the south side of the site. Other buildings are sites adjacent to single-family homes and condominiums.



Educational Environment

As of the 2023 academic year, Ochanomizu University had been operating under a three-faculty system, consisting of the Faculty of Letters and Education, the Faculty of Science, and the Faculty of Human Life and Environmental Sciences. Beginning in the 2024 academic year, however, the university has expanded its academic structure with the addition of the newly established Faculty of Engineering Sciences for Co-Creation (Kyoso Engineering), thereby evolving into a comprehensive women's university comprising four distinct faculties.

Otsuka Building No. 1 serves as a highly integrated environment in which all of the university's functions are consolidated within a single location. This includes all undergraduate faculties, the graduate school, the various research centers, the affiliated library, and every other facility that constitutes the university.

Furthermore, the same campus grounds also accommodate the university's affiliated educational institutions, namely the Affiliated Kindergarten, the Affiliated Elementary School, the Affiliated Junior High School, and the Affiliated Senior High School. In addition to these schools, the Bunkyo Ward Ochanomizu University Children's Center (Kodomo-en) and Izumi Nursery School, the latter being a childcare facility, are also located on the premises. Through the cooperation and collaboration between these affiliated school and nursery school facilities on the one hand and the university and graduate school on the other, a campus environment grounded in a consistent and unified educational philosophy has been carefully developed and maintained.

Natural Environment

Many trees are planted on the campus. It is a valuable green space not only for the university but also for central Tokyo. The garden contains donated trees, commemorative trees, and rare plants, including a maple tree gifted by Empress Kojun of Japan. In addition, the Tokyo Bunkyo-ku Green Protection Regulation requires that greenification standards be met when planning buildings above a certain size. In preserving the greenery on our site, we are striving to maintain and preserve green areas while taking such factors into consideration.

Building area/Population

Universities/Graduate Schools

Building area	18,801	㎡
Total floor area	64,866	㎡
Population		
Undergraduate students	2,039	people
Faculty of Letters & Education	919	people
Faculty of Science	554	people
Faculty of Human Life & Environmental Sciences	534	people
Faculty of Transdisciplinary Engineering	53	people
Graduate students	816	people
Foreign students	31	people
Research students, etc.	87	people
Faculty and staff	370	people
Total	3,364	people

Affiliated schools

Building area	10,380	㎡
Total floor area	21,353	㎡
Population		
High school students	363	people
Junior high school students	335	people
Elementary school students	628	people
Kindergarten children	157	people
Nursery school children	10	people
Faculty and staff	116	people
Total	1,609	people

*Building area & population as of May 1, 2024

List of facilities

① Main Building
② Auditorium (Kiindo)
③ Integrated Research Building
④ Faculty of Human Life & Environmental Sciences, Building 2
⑤ Ochadai Academic Production Research Building
⑥ Outdoor Elevator Building
⑦ Radioisotope Research Center
⑧ Faculty of Science, Building 1
⑨ Faculty of Science, Building 2
⑩ Faculty of Science, Building 3
⑪ IT Center
⑫ University Library
⑬ Student Service Building
⑭ Faculty of Letters & Education, Building 1
⑮ Inter-Faculty Building 1
⑯ Inter-Faculty Building 2
⑰ Inter-Faculty Building 3
⑱ Cafeteria
⑲ Health Care Center
⑳ Student Dormitory
㉑ Archery Field
㉒ Faculty of Letters & Education, Building 2
㉓ Student Commons
㉔ Student Meeting Center
㉕ Graduate School of Humanities & Sciences / University Innovation Research Building
㉖ Tea House (Houkou-an)
㉗ University Gymnasium
㉘ Kindergarten
㉙ Elementary School
㉚ Junior High School
㉛ High School
㉜ Hisao & Hiroko TAKI PLAZA
㉝ University Hall
㉞ Izumi Nursery
㉟ Ohtsuka Lodging
㊱ Center for Early Childhood Education and Care



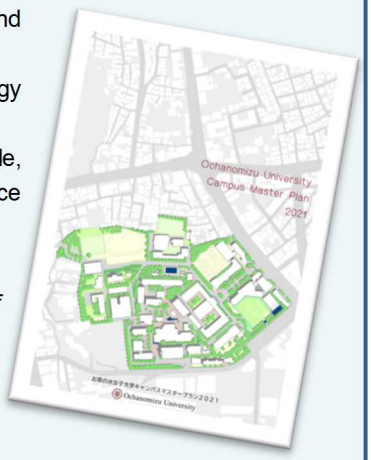
*Campus Map as of May 1, 2024

Campus Environmental Maintenance Policy

In the Campus Master Plan 2021, one of the basic policies sets the goal of "realizing an education and research environment that takes the global environment into account" to create a safe, secure, and appealing campus in consideration of the SDGs. In accordance with this basic policy, we promote integrated global environmental measures that maintain a green, natural environment and take energy conservation into consideration to realize a sustainable campus environment.

Specific maintenance policies based on the Campus Master Plan 2021 are as follows.

1. We will promote the preservation and succession of trees on campus and the maintenance and preservation of the existing natural environment by utilizing them for educational purposes.
2. We will upgrade and maintain facilities and equipment that have deteriorated due to age and reduced functionality so that they can be used effectively over the long term.
3. We will develop a plan to actively incorporate global warming countermeasures (energy conservation, prevention of global warming, etc.) into the development of facilities.
4. We will promote the development of environmentally friendly facilities to maintain a sustainable, environmentally proactive campus by implementing global warming countermeasures in accordance with relevant laws and regulations and striving to reduce greenhouse gas emissions.



Ochanomizu University HP < CMP2021 publication page>
https://www.ocha.ac.jp/archive/introduction/CPM2021ver20210329.pdf

Outline of Otsuka 2 Housing

Current Status of the Site

Otsuka 2 housing complex is a 3-minute walk from Otsuka 1 housing complex and is located on the boundary between an educational district with private universities and other educational facilities and a residential area. The north and east sides of the site are bordered by Atomi Gakuen and Teijin Gakuen, with Takushoku University on the west side across the front road and a quiet residential area on the south side.

Educational Environment

Two student dormitories, Koishikawa Dormitory and Ochanomizu University SCC, are located in the Otsuka 2 Complex, and the Ubiquitous Experimental House, an experimental facility, is located on the site next to the Koishikawa Dormitory. The Koishikawa Dormitory is a student dormitory for graduate students and is managed through the self-governance of the residents. Ochanomizu University SCC is a student dormitory for first- and second-year undergraduates. Based on the concept of "a space to live together and grow together", the house system is designed for loose coexistence.

Outline of Higashimurayama Danchi

Current Status of the Site

The Higashimurayama Campus is located just a four-minute walk from Hagiyama Station on the Seibu Tamako Line and the Seibu Haijima Line, offering excellent access to public transportation, and is surrounded by a quiet residential neighborhood. The campus had previously been divided into two sections, an eastern section and a western section, separated by a Tokyo Metropolitan park and an apartment complex situated between them. However, the western section of the site was decommissioned at the end of the 2021 academic year, and it is scheduled to be developed into Hagiyama Park by Higashimurayama City.

Educational Environment

Higashimurayama Danchi has been developed as a hands-on learning farm (Higashimurayama Suburban Garden) for kindergarten students, children, and students of affiliated schools. Every year, the farm is used as part of educational activities to grow and eat vegetables such as sweet potatoes, radishes, and potatoes.

Outline of Tateyama Danchi

Current Status of the Site

Tateyama Danchi is located in Tateyama City at the tip of the Boso Peninsula. The northwest side of the site faces the shore of Tokyo Bay, and the southeast side borders private land (fields).

Educational Environment

The Tateyama Complex includes the Wangan Biological Education and Research Center (laboratory and accommodation buildings), which is a seaside laboratory affiliated with the Faculty of Science, the Tateyama Outdoor Education Facility, which is a facility for extracurricular activities that can accommodate students, and staff housing. The Wangan Biology Education and Research Center has experiment and training facilities and accommodations along the coast and is used for various practical training and research related to marine life, as well as for graduate and doctoral research.

*Summary of each complex as of May 1, 2024

4 Environmental Consideration Plan

The University formulates an action plan for each fiscal year based on the five basic policies of "promotion of energy conservation", "effective use of resources", "prevention of leakage of hazardous substances", "promotion of environmental activities and development of environmentally aware personnel", and "accountability to society and dissemination of information", and promotes environmental consideration initiatives. Below is our action plan for FY2024 and our self-evaluation of our implementation of the plan.

1. Promotion of Energy Conservation

Issue	Action Plan	Evaluation	Reference Page
Reduction of Energy Consumption / Reduction of Greenhouse Gas Emissions 	We aim to reduce energy consumption per unit of production by at least 1% annually across the university. We implement energy conservation measures based on an energy conservation check list. We continue to systematically replace LED lighting and aging air conditioning equipment as a measure against global warming. Newly installed equipment is and will continue to be energy-saving or high-efficiency equipment.	○	P. 12 P. 14
Energy Conservation Awareness 	Monthly utility consumption is published on our website to allow visualization of energy consumption. We continue to post various energy conservation related notices to educate students, faculty, and staff about energy efficiency and conservation.	○	P. 12

2. Effective Use of Resources

Issues	Action Plan	Evaluation	Reference Page
Reduction of Drinking Water Consumption / Reduction of Wastewater Consumption 	We continue to promote the installation of water-saving fixtures and onomatopoeic privacy devices when renovating toilets. We monitor water consumption in each building and work to promptly detect leaks. We continue to promote installation of rainwater harvesting and infiltration facilities.	○	P. 13
Reduction of Paper Consumption 	We continue to promote paperless meetings by using digital materials.	○	P. 13
Reduction of Waste Emissions 	We promote the reuse and efficient utilization of resources on campus. We promote recycling of resources by thoroughly separating and collecting waste.	○	P. 14 P. 17

3. Preventing Leakage of Hazardous Substances

Issues	Action Plan	Evaluation	Reference Page
Prevention of Leakage of Chemical Substances 	Chemicals are properly managed and disposed of in accordance with the Chemicals Management Manual. We hold training sessions for graduate students and faculty members on the use of chemical management software. For undergraduate students, a faculty member explains the handling of chemicals before each experiment.	○	P. 16
Prevention of Leakage of Hazardous Substances 	We continue to properly remove and dispose of building materials containing asbestos.	○	P. 16

4. Promotion of Environmental Activities and Development of Environmentally Aware Personnel

Issues	Action Plan	Evaluation	Reference Page
Promotion of Environmental Preservation Activities 	We continue to make efforts to beautify our campus' environs by thoroughly separating trash, cleaning up regularly, pruning trees, etc. We encourage student-led environmental activities.	○	P. 19 ～P. 22
Promotion of Environmental Education and Research Activities 	Through environmental education, we encourage students at all levels to become interested in environmental issues.	○	P. 23 ～P. 36

5. Social Accountability and Information Dissemination

Issues	Action Plan	Evaluation	Reference Page
Dissemination of Information Inside and Outside the University 	We continue to publicize our environmental policy and approach both inside and outside the university. Self-assessment of the results of our efforts is ongoing and continues to be made public both inside and outside the university.	○	P. 1 ～P. 10

【Evaluation】

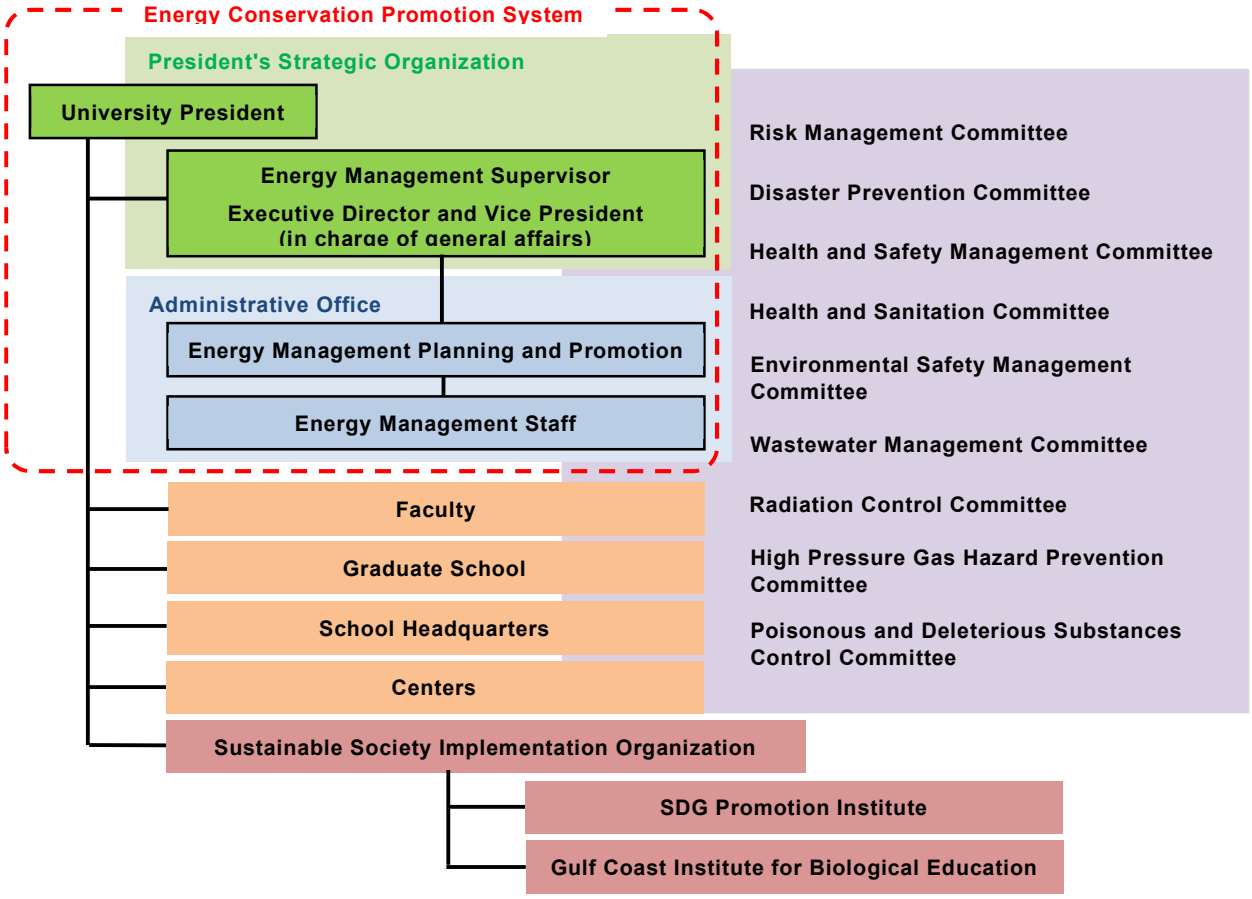
○ Targets achieved　△ Targets not yet achieved but showing good improvement trends

× Insufficient effort

5 Environmental Management Organization Structure

To ensure the implementation of our plans for environmental consideration, the university has implemented an environmental management organizational structure under the leadership of the President, as shown in the figure below. Each committee is responsible for cross-organizational review and implementation of plans regarding various environmental issues within the university. Faculty members and administrative staff from the university's faculties, graduate schools, and affiliated schools have been appointed as members of each committee, and the entire Ochanomizu organization is working on environmental issues.

In FY2022, the SDGs Promotion Institute and the Gulf Coast Institute for Biological Education were newly established under the Sustainable Society Implementation Organization.



Sustainable Society Implementation Organization

The creation of a sustainable society requires that society as a whole promote the achievement of the SDGs. We continue to develop this organization in order to cultivate human resources for this purpose, and will plan and implement SDG education and research programs. By building a research and innovation center for solving urgent social issues and promoting cutting-edge research that transcends the boundaries of the humanities and sciences, we aim to realize a sustainable society in which no one is left behind, which is the principle of the SDGs.

SDG Promotion Research Institute

The SDG Research Institute is organized by researchers in the fields of life science, life and environment science, gender studies, and nutrition education, which are characteristic of this university, and promotes research aimed at contributing to a sustainable society. In addition to the development of an SDG integrated education program from early childhood by taking advantage of the fact that affiliated schools are located on the same campus, the institute aims to support activities through joint research and internships with companies, local governments, and other organizations.

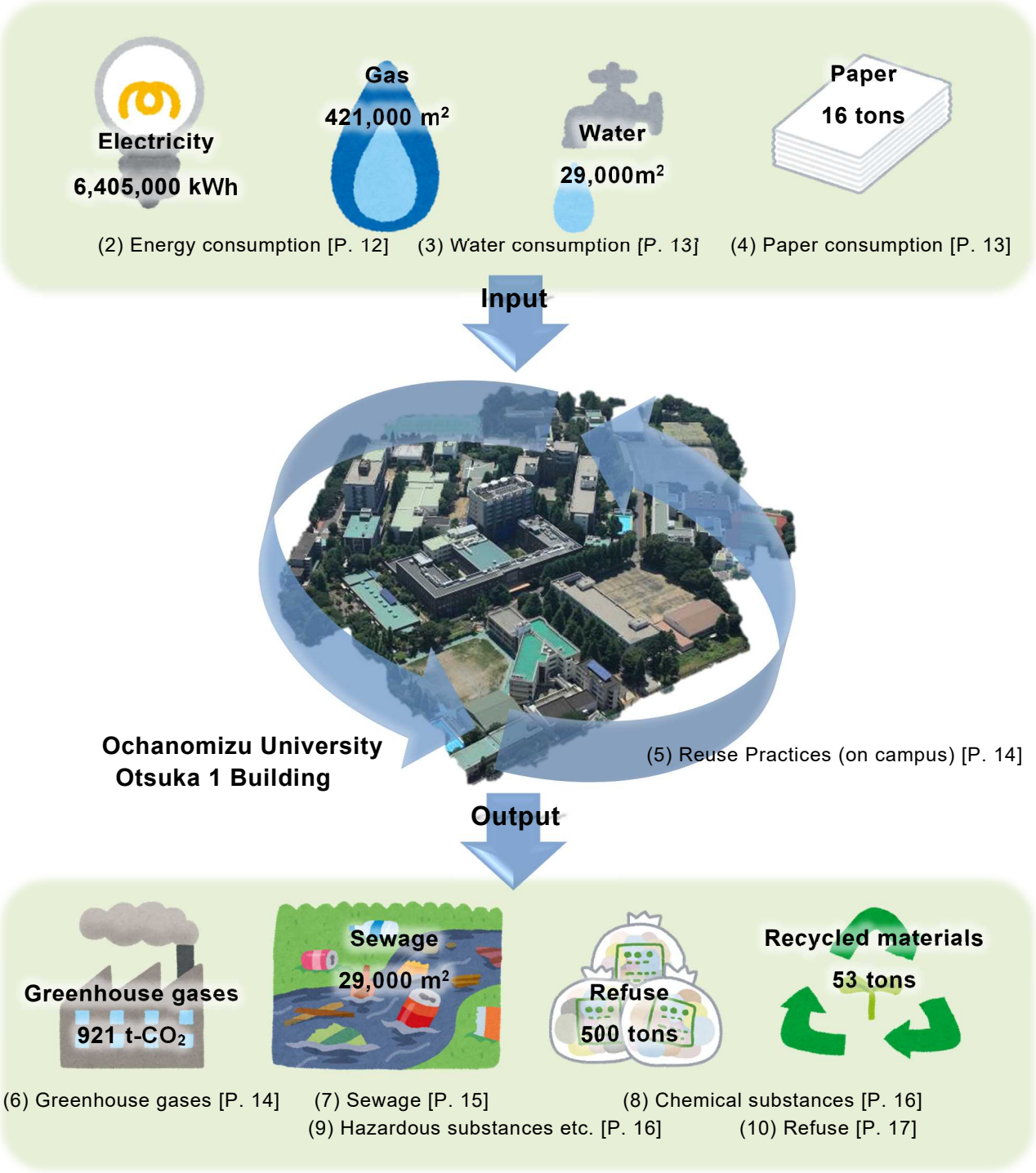
Gulf Coast Institute for Biological Education

This institute's goal is to promote research of and education about biology and the environment of the Gulf region and to deepen society's understanding of natural sciences and the environment through educational activities both in the field and in the classroom. The Center will promote research on the development, evolution, ecology, and conservation of plants and animals inhabiting a wide range of environments from the intertidal zone to the deep sea.

(1) Material Flow

Material flow is the grand total of the amount of resources consumed, the flow of resources within an area, and the amount of resources discharged from an area within a fixed period of time. The first step in creating a reuse-oriented society is to understand the quantity of resources we extract, consume, and dispose of.

The following is an overview of the material flow of the Otsuka 1 Building (Otsuka Campus) in 2023.

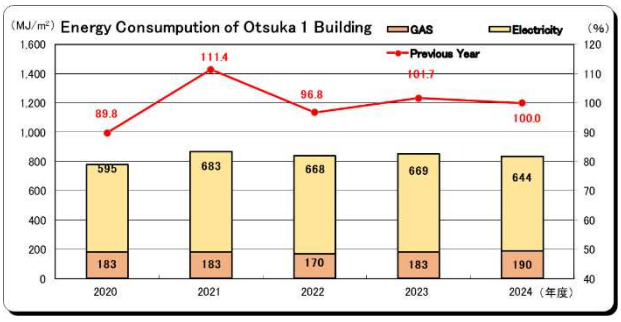


(2) Energy Consumption

Energy Conservation

In the 2004 academic year, Ochanomizu University established the "Ochanomizu University Energy Management Standards", and under its energy conservation promotion framework, the university has properly implemented energy management and has been advancing energy-saving measures throughout the campus. In accordance with the "Act on the Rational Use of Energy (Energy Conservation Act)", the "Ochanomizu University Energy Management Standards" set forth, as an annual planning target, the goal of "reducing the energy consumption intensity by at least 1% compared to the previous academic year". (※ Energy consumption intensity refers to the amount of energy consumed per unit of building floor area.)

In the 2024 academic year, the energy consumption intensity at the Otsuka District 1 campus decreased by approximately 2.1% compared to the previous academic year (2023). This reduction is considered to be the result of ongoing energy conservation efforts as well as the effects of construction work to replace aging equipment and facilities.



* The calculation standard for energy consumption intensity is Based on reference [10]

【Energy Conservation Practices (2024)】

Energy conservation measures were implemented based on the energy conservation checklist in the "Ochanomizu University Energy Management Guidelines". Specific examples are provided below.

- The air conditioners in lecture halls are set to turn off automatically in the event that someone forgets to turn them off.
- During the summer, the heated toilet seats in restrooms and electric water boilers in the kitchen are switched off.
- The adjusting of blinds and curtains is encouraged to reduce the use of electric lighting and air conditioning.
- During lunch breaks, all lighting in offices and other rooms is turned off.
- During sunny days, lights near windows are turned off.

In each building, old air conditioners have been replaced with high-efficiency air conditioners and LED lighting fixtures have been installed.

Energy Conservation Awareness

Besides installing energy-saving electrical appliances, it is important to raise the awareness of students and faculty members to achieve effective energy conservation. Together with energy conservation efforts, the university is working to raise awareness about energy conservation among students and faculty members.

【Practices Related to Energy Conservation Awareness (2024)】

Comparisons of the monthly and yearly consumption of electricity, gas, and water are recorded in graphs and published on the university website. In addition, real-time information on electricity consumption is disclosed to encourage energy usage visibility.

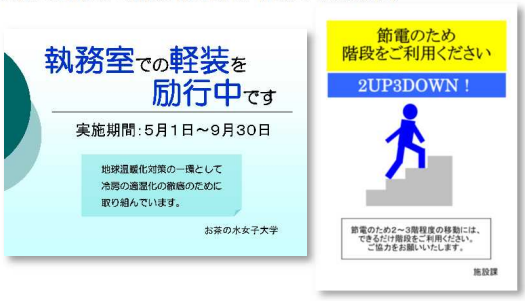
Ochanomizu University HP
<Electricity Consumption Status>
https://www.ocha.ac.jp/save_energy/index.html



In order to promote energy conservation during the summer, when the use of air conditioners is at its peak, the university encourages all faculty members to take a week off (August 9th – 16th).

The following flyers were distributed and other measures have been implemented to raise awareness about energy conservation.

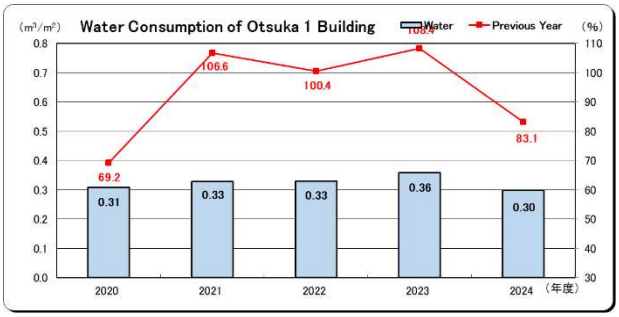
- Students, faculty, and staff are encouraged to dress lightly (Cool Biz campaign) during the summer.
- "2 Up 3 Down Campaign" flyers are posted near every elevator.
- Stickers to encourage energy and water conservation are pasted near switches and water faucets.



(3) Water Consumption

The university publishes its monthly water consumption figures on its website in order to raise awareness of water conservation among students, faculty, and staff. In addition, when renovating restroom facilities, the university is actively introducing water-saving sanitary fixtures that limit the volume of flushing water used. These efforts to protect water resources help to reduce the energy consumption that is indispensable for the use of water and hot water, thereby contributing to the reduction of CO_2 emissions, which is a cause of global warming, and serving the broader purpose of environmental conservation.

The water consumption intensity at the Otsuka District 1 campus in the 2024 academic year decreased by approximately 17% compared to the previous academic year (2023). It remains necessary to continue engaging in energy conservation activities. (※ Water consumption intensity refers to the volume of water consumed per unit of building floor area.)



*The calculation standard for water consumption is based on reference [10].

【Initiatives to Reduce Water Consumption/ Sewage Discharge (2024)】

The university reads the water meters of each building on a weekly basis and monitors the trends in water consumption for each building, thereby striving to promptly detect any water leaks. During the 2024 academic year, no major water leakage incidents occurred in any of the buildings.

During the renovation of the Faculty of Science Building No. 1 (west side), rainwater infiltration pipes and rainwater infiltration trenches were installed to reduce sewage discharge. By reducing sewage discharge, the amount of energy used to treat wastewater at the sewage treatment facility is reduced, which in turn reduces greenhouse gas emissions.

When the new student dormitory (Otowakan) was constructed, new rainwater infiltration pipes and rainwater infiltration trenches were installed to reduce the amount of sewage discharge that flows into the public sewage system. Additionally, rainwater storage tanks were installed outdoors and are used for watering outdoor greenery.



Rainwater storage tank



Rainwater infiltration pipe and rainwater infiltration trench

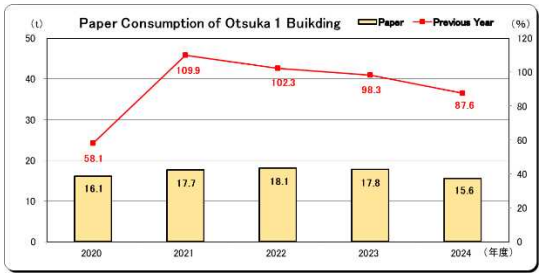
(4) Paper Consumption

The university has set forth the "Reduction of Paper Usage" as one of its initiatives for reducing greenhouse gas emissions under the "Plan Establishing the Measures to be Implemented by the National University Corporation Ochanomizu University for the Reduction of Greenhouse Gas Emissions in Connection with its Operations and Activities". The volume of paper purchased in the 2024 academic year decreased by approximately 12% compared to the previous academic year (2023). In the 2020 academic year, the digitization of documents was promoted due to the implementation of remote meetings and online classes amid the COVID-19 pandemic, and this trend is considered to be continuing at present.

【Efforts to Reduce Paper Consumption (2024)】

The following initiatives were maintained to reduce the amount of paper purchased.

- PDF documents for various meetings were made available for viewing on tablets and other devices to promote paperless meetings.
- The distribution of paper materials has been reduced by using electronic bulletin boards.



*The calculation standard for paper consumption is based on reference [10].



Electronic bulletin boards

(5) Reuse Practices (on campus)

The university strives to reuse and allocate resources effectively by implementing the following initiatives to reduce the amount of waste generated.

- Furniture (desks, chairs, lockers, etc.) that is no longer needed is stored in a common storeroom on campus and saved for future use.
- The university is effectively promoting the reuse of older items by advertising used electrical items (computers, printers, etc.) through bulletin boards and the campus groupware system.
- Reusable equipment from previous renovation projects is stored and reused for other renovation projects.
- A “help yourself” corner has been set up in the library to provide visitors with materials that are no longer necessary to the library. These materials include duplicate titles that are held by the library, books that are due to be disposed of because of outdated content, journals that have exceeded their retention periods, books donated by publishers or authors that cannot be displayed in the library and so on.



Reusable equipment storage

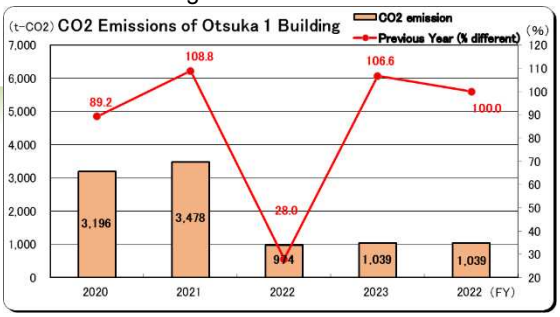


Help yourself corner

(6) Greenhouse Gases

Reduction of CO_2 Emissions

In its 4th Mid-Term Goals and Mid-Term Plan, the university has set forth the policy of "actively promoting the reduction of CO_2 emissions with the aim of achieving carbon neutrality, based on the 'Campus Master Plan 2021'". In the 2024 academic year, the CO_2 emissions at the Otsuka District 1 campus increased by approximately 6% compared to the previous academic year (2023). In the 2022 academic year, the university changed its electricity supply contract from its conventional electricity provider to an electricity provider with lower CO_2 emissions, and as a result, emissions have decreased significantly compared to the period before this change.



*The calculation standard for CO_2 emissions is based on reference [10].

【CO_2 Emissions Reduction Efforts (2024)】

■ Lighting fixtures were switched from fluorescent lamps to LED lamps through renovation work. (University Main Building Auditorium)

■ Air-conditioning equipment was replaced from aging units to Top-Runner-certified equipment through renovation work. (Integrated Research Building, University Main Building Auditorium)

■ Hot-water supply equipment was replaced from aging units to high-efficiency models through renovation work. (University Main Building, Integrated Research Building)

Fluorocarbons Leakage Prevention

Refrigerants used in air conditioners are a major cause of the greenhouse effect, and the leakage of refrigerants has a significant impact on global warming. In accordance with “The Laws Concerning the Effective Use and Proper Management of Fluorocarbons (Regulation Laws Regarding Fluorocarbons Discharge)”, the university strives to prevent fluorocarbons leakage by properly managing equipment that is equipped with fluorocarbons. The calculated leakage of CFCs in FY2024 was 52 t-CO_2.

(7) Drainage

The main drainage systems at the Otsuka Campus are divided into the East Gate System, the West Gate System, and the South Gate System, according to the discharge destination into the public sewer system, and the quality of the drainage is regularly tested at the end of each system. In FY2024, no materials exceeded the sewage discharge standard value for the 23 wards of Tokyo in any system.

Results of Drainage Water Quality Analysis (October 9, 2024)

Parameter	Standard Value	Result (East Gate)	Results (West Gate)	Results (South Gate)
Cadmium	≤ 0.03 mg/L	< 0.003	< 0.003	< 0.003
Cyan	≤ 1 mg/L	< 0.1	< 0.1	< 0.1
Organic Phosphorus	≤ 1 mg/L	< 0.1	< 0.1	< 0.1
Lead	≤ 0.1 mg/L	< 0.01	< 0.01	< 0.01
Hexavalent Chromium	≤ 0.5 mg/L	0.06	< 0.05	0.07
Arsenic	≤ 0.1 mg/L	< 0.01	< 0.01	< 0.01
Total Mercury	≤ 0.0005 mg/L	< 0.0005	< 0.0005	< 0.0005
Alkyl Mercury	Not to be detected	Not detected	Not detected	Not detected
Trichloroethylene	≤ 0.1 mg/L	< 0.01	< 0.01	< 0.01
Tetrachloroethylene	≤ 0.1 mg/L	< 0.01	< 0.01	< 0.01
Dichloromethane	≤ 0.2 mg/L	< 0.02	< 0.02	< 0.02
Carbon Tetrachloride	≤ 0.02 mg/L	< 0.002	< 0.002	< 0.002
1,2-Dichloroethane	≤ 0.04 mg/L	< 0.004	< 0.004	< 0.004
1,1-Dichloroethylene	≤ 1 mg/L	< 0.02	< 0.02	< 0.02
Cis-1,2-Dichloroethylene	≤ 0.4 mg/L	< 0.04	< 0.04	< 0.04
1,1,1-Trichloroethane	≤ 3 mg/L	< 0.3	< 0.3	< 0.3
1,1,2-Trichloroethane	≤ 0.06 mg/L	< 0.006	< 0.006	< 0.006
1,3-Dichloropropene	≤ 0.02 mg/L	< 0.002	< 0.002	< 0.002
Benzene	≤ 0.1 mg/L	< 0.01	< 0.01	< 0.01
Selenium	≤ 0.1 mg/L	< 0.01	< 0.01	< 0.01
Boron	≤ 10 mg/L	< 0.1	< 0.1	< 0.1
Fluorine	≤ 8 mg/L	< 0.5	< 0.5	< 0.5
1,4-Dioxane	≤ 0.5 mg/L	< 0.05	< 0.05	< 0.05
Total Chromium	≤ 2 mg/L	< 0.2	< 0.2	< 0.2
Copper	≤ 3 mg/L	0.05	0.05	0.09
Zinc	≤ 2 mg/L	< 0.2	< 0.2	< 0.2
Phenols	≤ 5 mg/L	< 0.5	< 0.5	< 0.5
Soluble iron	≤ 10 mg/L	< 0.05	< 0.05	0.06
Soluble manganese	≤ 10 mg/L	< 0.05	< 0.05	< 0.05
Biochemical Oxygen Demand	< 600 mg/L	170	52	89
Suspended solids	< 600 mg/L	69	49	65
N-hexane extractants	≤ 30 mg/L	9	1	6
Nitrogen	< 120 mg/L	80	110	130
Phosphorus	< 16 mg/L	4.7	5.4	7.5
Hydrogen Ion Concentration (pH)	5 .0< <9.0	7.2	7.8	7.7

Impact on the public sewage system due to nitrogen exceeding the standard value: High concentrations of nitrogen will reduce the treatment function of the Water Reclamation Center.

(No obligation to report the exceedance of standard values.)

(8) Chemical Matters

At this university, in accordance with the “Chemical Management Manual from National University Corporation Ochanomizu University”, all chemical agents are properly managed from purchase to disposal, based on the chemical management support system IASO R6, which was created by Kanto Chemical Co., Inc. and Tohoku Ryokka Kankyohozen Co., Inc.

At the IASO lecture, which is held once a year, the following is addressed: how to use the system; each relevant regulation and law, such as the Fire Service Law, the Industrial Safety and Health Law, the Chemical Management Law (PRTR, MSDS etc.); the attachment of barcode labels and their actual practical uses such as in the disposal of chemicals.



(9) Hazardous Substances

Asbestos

Our university investigates whether asbestos-containing building materials are present during building renovation and demolition work, and if asbestos-containing building materials are present, they are properly removed and disposed of in accordance with relevant laws and regulations. In FY2024, a total of 2 m^3 of asbestos-containing building materials were removed and disposed of, as shown in the table on the right.

Removal and Disposal of Asbestos in FY2024

Building	Type of Construction	Area of Construction	Asbestos Level	Amounts of Asbestos Removed
Faculty of Science Building No. 3	Renovation	Gaskets/Packing	Level 3	2 m^3

High-Pressure Gasses

The Committee of High-Pressure Gas Hazard Prevention plans and holds a lecture to teach faculty and students who will be in charge how to handle high-pressure gasses safely and the relevant regulations to prevent hazards. Inert gasses such as nitrogen and argon are managed in each laboratory by registering them with IASO. Combustible gasses such as hydrogen and oxygen are managed throughout the entire building.



Cylinder Storage for Hydrogen and Oxygen

Hazardous Materials

The University notifies the fire department about chemicals which are classified as “hazardous materials” or “small quantity hazardous materials” under the Fire Service Law and stores them in the designated “storage and handling area”. The type and characteristics of the chemicals (e.g., fire prohibited, water prohibited) are clearly indicated on the building where the chemicals are stored, and the laboratory doors are clearly marked with a contact number in case of an emergency.

Users are certified hazardous material handlers (Class A) and renew their certification as prescribed.



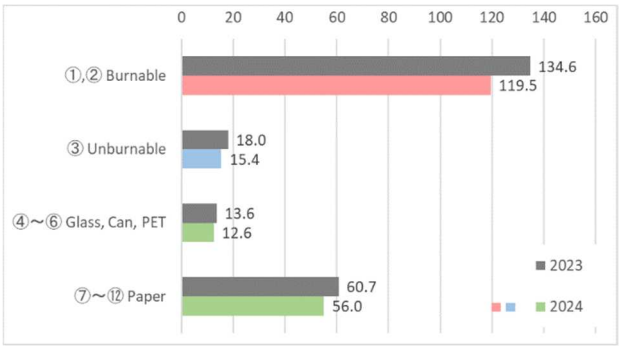
Notices at an Entrance

(10) Disposal

This university thoroughly enforces separate collection of waste in order to promote reduction and recycling of waste and makes students aware of this through the Campus Guide (student handbook). In addition, in accordance with the “Bunkyo-ku Waste Disposal and Reuse Ordinance”, the university has prepared a “Reuse Plan for Large-Scale Buildings for Business Use” and has set a target of 1% reduction in waste emissions from the previous fiscal year.

In FY2024, the total waste discharged at the Otsuka 1 complex decreased by approximately 2% from the previous fiscal year. Previously, iron pellets and electric wires removed during major renovation work (see photo below left) were collected on the university campus as scrap metal and sold to recycling companies as income for the university, but since FY2022, the scrap metal is sold by the construction contractor to cover the shortfall in construction costs.

Comparison of Waste Generation with Previous Year





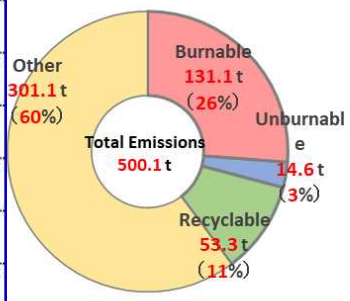
Recycling of Metal Materials



Recycling of Electric Cables

List of Amounts of Waste Generated in 2024

No.	Type of waste	Subject	Type of disposal	Amount of emission in 2024 (t)
1	Compost waste	Food wastes, used tea leaves, etc.	Burnable	10.7
2	Paper	Fallen leaves, disposable chopsticks, etc.	Burnable	120.4
3	Plastic	Food packages, cup noodles cup, cling film	Unburnable	14.6
4	Glass	Drink bottles (glass)	Recycle	1.8
5	Can	Drink cans (aluminum, steel), canning	Recycle	3.4
6	PET	Plastic bottles for drink	Recycle	5.5
7	Used paper (OA paper)	Copier paper, OA paper, etc.	Recycle	0.9
8	Used paper (Confidential document)	Confidential documents	Recycle	10.3
9	Used paper (Magazine)	Magazines, pamphlets, colored paper	Recycle	18.5
10	Used paper (Newspaper)	Newspaper, flyer	Recycle	0.6
11	Used paper (Cardboard)	Cardboard	Recycle	9.0
12	Used paper (Mixed paper)	Shredder scrap	Recycle	3.1
13	Recycling electrical appliance	Electrical appliance	Recycle	0.2
14	Scrap metal	Scrap metal, metal product	Others	29.4
15	Wood	Wood chips, wooden product	Others	0
16	Other mixed waste	Waste plastic, metal, etc.	Others	271.7



(11) Other

Environmentally Conscious Contract

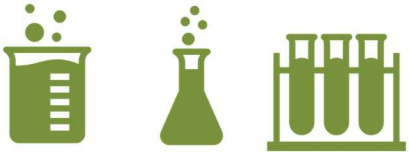
Based on the "Law Concerning the Promotion of Procurement of Eco-Friendly Goods by Nations", Ochanomizu University formulates and announces the "Policy for the Promotion of Procurement of Eco-Friendly Goods" every year and the procurement of eco-friendly goods by following this policy is promoted. The table below shows the status of specified procurement items for FY2024. The policy goals were achieved for all items.

Status of Specified Procurement Items for FY2024

Type	Item	Total Amount Procured	Amount Specified for Items	Rate of Procurement
Paper	Copy paper	15,586 kg	15,586 kg	100%
Stationery	Office supplies, OA supplies	86,461 items	86,461 items	100%
Office Furniture	Chairs, desks, fixtures	785 items	785 items	100%
Imaging Equipment	Copy machines, ink cartridges	873 items	873 items	100%
Computers	Computers	737 items	737 items	100%
Office Equipment	Shredders, cell batteries	2,994 items	2,994 items	100%
Mobile Phones	Mobile phones	12 items	12 items	100%
Electrical Appliances	Refrigerators, microwaves	11 items	11 items	100%
Air Conditioners	Air conditioners	10 items	10 items	100%
Lights	Fluorescent lights	98 items	98 items	100%
Interior and Bedding Equipment	Curtains, duvets	358 items	358 items	100%
Work Gloves	Work gloves	22 items	22 items	100%
Other Textile Goods	Pipe tents, mops	152 items	152 items	100%
Systems	Online meeting systems	37 cases	37 cases	100%
Disaster Reserves	Drinking water for disaster reserves	8,724 items	8,724 items	100%
Procurement-Related Labor	Printing, cleaning, delivering	8,278 cases	8,278 cases	100%
Garbage Bags	Garbage bags	7,298 bags	7,298 bags	100%

Tree Management

In order to prevent dead branches from falling and to keep the campus environment safe, trees on campus are pruned regularly. In particular, trees along the perimeter of the campus are scheduled for pruning in relatively short cycles as there is a possibility of causing problems for neighboring residents. In addition, after stormy weather such as typhoons and heavy rain, there is a high risk of fallen trees and broken branches. The campus is patrolled by staff who prune and remove such hazards as soon as possible.



7 Environmental Conservation Activities

(1) Campus Activities

Environment Beautification

Ochanomizu University has a nice green environment with gingko trees, cherry blossoms, hydrangeas, and azaleas, which remind us of the four seasons. When typhoons or natural disasters occur, many branches and leaves fall to the ground. Afterward, staff and contractors clean up our green spaces. Also, there are some harmful insects, so staff and contractors deal with them to keep the campus clean and safe.



Hydrangeas



Bicycle parking area

There are bicycle parking areas on campus. Only those who have a permit can park there. Staff check the parking area and if they find a bicycle without a permit, they inform the owner about the rule. If the owner ignores the caution, their bicycle is sold for reuse.

At the garbage station, garbage generated on campus is separated into cardboard, plastic, used paper, burnable trash, cans, PET bottles, batteries, and fluorescent light bulbs and picked up by contractors. Large items that are no longer needed but can still be used, such as computers and other electronic equipment, are consolidated in one warehouse and picked up by a contractor to generate revenue for the university. Regardless of size or content, usable items are given to those who wish to use them through the university's "recycling bulletin board".



Garbage station



Industrial waste storage

Through a project called the "Ochanomizu Used-Book Donation Drive", students and others may bring books and DVDs they have finished with to the affiliated library, which then arranges for a secondhand bookstore to purchase them. The proceeds are donated in full to the Ochanomizu University Future Development Fund, contributing to the enhancement of the student book collection. In FY2024, on Homecoming Day (May 25), OG (alumnae) were also encouraged to participate in the used-book donation drive.

(2) Attached Schools

Affiliated Kindergarten: Activities to Protect the Environment

① The kindergarten is surrounded by a rich natural environment, with various trees planted throughout the grounds. While this is a wonderful blessing, there is also the risk of falling branches or toppled trees as the trees age. In summer 2024, a tree doctor's assessment revealed that a plum tree in the garden was hollow at its base. After it bloomed for the final time, the tree was removed. A new plum tree has been planted on the hillside so that children can continue to safely enjoy the blossoms and plums.





② In previous years, the varnishing of children's desks and chairs was carried out just before the start of the second semester with Mr. Iwai of Manbou Craft, teachers, and members of the alumnae association "Chigusa-kai." However, in FY2024, due to the extreme summer heat, the work was carried out immediately after the closing ceremony of the second semester. Old varnish is removed with sandpaper, and new varnish that is both people- and environment-friendly is applied. This activity is undertaken with the hope of cultivating a sense of care and appreciation for objects that have been in use since the Showa era.





③ As in previous years, in FY2024 parents volunteered to clean the areas around the school building as well as the rooftop. It is hoped that seeing the people close to them engaged in this activity will foster in the children a sense of care for the environment.



(3) Students' Environmental Activities

School Festival

Every year, we hold a school festival in November called “Kiin-sai”. The Festival Executive Committee, which is mainly composed of university students, asks festival-goers to separate garbage thoroughly, to use "eco-friendly containers", and to use "disposable chopsticks made from thinned wood", in order to make the festival eco-friendly.



Separation of garbage



Renewable bento container

Student Projects

■Sign project

This project aims to promote correct separation of garbage. It is planned and put into action by volunteer students. They design new labels to prompt the correct separation of garbage, and they introduce recycling boxes to encourage the reuse of used paper

.



Garbage sorting display



Paper collection box

■Taking part in the Bunkyo Eco Recycle Fair

The Environmental Science Club, a student club at the university, has participated in the Bunkyo Eco Recycle Fair since 2006. The Bunkyo Eco Recycle Fair is held by Bunkyo Ward, Tokyo. At this event, people introduce ideas for reducing waste at home, as well as environmental and 3R-related topics. The club introduces “science experiments which can be done with household materials” every year.

■Reusing second-hand textbooks

STUDY FOR TWO (Ochanomizu University branch) started its activities in 2012. The group collects donations of textbooks and books no longer used after graduation and resells them for about half the normal price. Of the profits 80% are used for educational support for children in Laos and Bangladesh. Textbooks that are no longer needed are collected in 7 boxes on campus and a school dormitory and sold in early April and October every year as second-hand textbooks.



Donation of unnecessary textbooks



Sale of used textbooks

8 Education for Environmental Conservation

(1) University Commission

SDGs Promotion Research Institute

This section introduces the environmental initiatives of the OCHA-SDGs Student Committee, as part of the third year of activities of the SDGs Promotion Research Institute, established in April 2022. The OCHA-SDGs Student Committee is a student-driven organization comprising an Education for Sustainable Development (ESD) team, a Food team, a Public Relations team, a Taste Evaluation team, and an Inter-University Collaboration team.

Report on Sustainability Week 2024

Sustainability Week 2024, an inter-university SDGs event, was held from Monday, April 22 to Saturday, April 27.

The theme of this event was "A week to think about SDGs as one's own concern", with three main objectives: ① Developing human resources with an interest in the global environment, ② Promoting exchange beyond university boundaries, and ③ Disseminating information to society.

Since September of FY2023, four student organizations—UTokyoGXSN (University of Tokyo), Purago-mi Herashi-tai (Tokyo University of Agriculture and Technology), ECHO-UT (University of Tsukuba), and the OCHA-SDGs Student Committee (our university)—formed the Japan Sustainable University Network and co-hosted the event in a collaborative format.

Sponsors included the University of Tokyo, the Faculty of Agriculture of Tokyo University of Agriculture and Technology, the University of Tsukuba, the SDGs Promotion Research Institute of our university, and the co-operative associations and libraries of each university.

Joint programs across the four universities included Sustainability Talks (lectures) and workshops. At the Talks held at our university, eight faculty members and two representatives from the Ministry of the Environment's Deco-Katsu Support Team gave presentations, sharing a wealth of valuable research and insights related to SDGs. Nearly 70 participants attended in person and online.

The workshop was the Boomerang Workshop, primarily organized by UTokyoGXSN. The name reflects the concept that "the impact of human activities eventually returns to humans" (Boomerang).

In addition, as university-specific programs, our institution held an SDGs book exhibition and sold plant-based food at the university cafeteria. The plant-based food was a collaborative project with Ochas (a university-recognized club), and sold more than 300 meals.

On the final day, student organizations from multiple universities gathered in person, transcending the boundaries of the four-university framework, for an inter-university exchange event. Through activities such as Climate Fresk—a card game designed to provide a systematic understanding of environmental issues—participants were able to build connections with students from other universities.



Sustainability Talks in Progress



Boomerang Workshop in Progress





SDGs Book Exhibition



Plant-Based Food

Participation in Bunkyo Ward Cool Earth Fair 2024

At the "Cool Earth Fair" held at the Bunkyo Civic Center on Saturday, August 10, from 10:00 a.m. to 3:00 p.m., the university presented an exhibition introducing its activities and conducted a workshop.

The university's Student Committee exhibited under the title "Sustaina World: See It, Draw It, Create a Picture Book of a Happy Future". In this workshop, children and others were invited to imagine a happy world and freely draw pictures, which were then compiled into a picture book.

An SDGs stamp rally jointly organized with the University of Tokyo GX Student Network and Toyo University SDGs Ambassadors also attracted participation from a wide range of age groups.





Cool Earth Fair 2024 Flyer



Exhibition Materials Created by Student Committee

On-Campus Food Drive

On September 26, 2022, the university entered into a comprehensive partnership agreement on SDGs with Seven & i Holdings Co., Ltd. (Chiyoda Ward, Tokyo). Since then, the university and the company have collaborated to implement research outcomes in pursuit of a sustainable society.

This fiscal year as well, a food drive was held as part of the university's SDGs promotion activities. Starting in June, the drive was conducted in collaboration with the affiliated schools and kindergarten (kindergarten, elementary school, junior high school, and high school), and a large quantity of food items was collected.

※Food Drive: An activity in which non-perishable food items that are no longer expected to be consumed at home, but which are still safe for consumption, are collected and donated to welfare organizations and food banks (NPOs, social welfare councils, etc.).

In this fiscal year, 140 items (approximately 37 kg) were collected at the university itself, and a total of 724 items (approximately 125 kg) were collected university-wide, including from the affiliated schools and kindergarten. In future fiscal years, the university's food drive will continue to manifest the concept of "ososowake" (sharing with others), encouraging participants to choose food items with the recipients in mind.



Poster Created by Student Committee Members



Collection Box



Collected Food Items

(2) Initiatives at Affiliated Schools

Affiliated Kindergarten: Introduction of Environmental Experiences

Environmental Activities at Higashimurayama Suburban Park

In previous environmental reports, we have introduced the hands-on experiences gained from the fruit-bearing trees and vegetable garden in our schoolyard. Here, we introduce our activities at the vegetable field (suburban garden) located a few minutes' walk from Hagiyama Station on the Seibu Shinjuku Line.

1. The History of Suburban Park

In response to the national initiative to promote work education, the Affiliated Girls' High School opened a suburban garden in Hagiyama, Higashimurayama, in February 1939. In 1964, the Affiliated Kindergarten began a "Sweet Potato Harvest" program at this location (then known as the Kumegawa Suburban Garden). In 1988, the program expanded beyond the October "Sweet Potato Harvest" to include "Potato Harvest" in June as well. Parents and children from the 4- and 5-year-old classes participated in the Potato Harvest, while parents and children from the 5-year-old class participated in the Sweet Potato Harvest. Since the COVID-19 pandemic, only the 5-year-old class has been going on these activities. Parents and children from the 4-year-old class participate in the Daikon (Japanese radish) Harvest in December, instead.

Additionally, the Higashimurayama Suburban Park used to share a single plot of park land with the kindergarten, junior high, and high school. However, after the junior high and high schools moved, a field was cleared at an elementary school located a short distance away in 2020 and a new garden plot for the kindergarten was established.

2. Schedule for the Day

In the morning, Mr. Iwasaki, who oversees the suburban garden, and the teachers prepare the fields while waiting for the participants to arrive. The homeroom teacher picks the participants up at the station, and as the parents and children enter the garden gate, their faces are filled with excitement and a determination to "Get a big harvest!"

After Mr. Iwasaki teaches them the tricks of digging, they begin the harvest. With potatoes, pulling on the stem allows you to harvest many potatoes at once. For sweet potatoes, we start by pulling the vines out of the field before digging. Since they're firmly rooted in the soil, digging up even one is hard work. The children are learning that different kinds of potatoes grow and are harvested in different ways. Some of the daikon with their leaves attached are as tall as a 4-year-old, and carrying each one is quite a challenge. The children and their parents harvest a considerable amount of produce, both to take home and to deliver to the kindergarten. While some chase insects and others make mud balls, each child engages with the experience in their own way. Under the open sky, the work proceeds pleasantly and at a comfortable pace. After the work is done, in addition to the packed lunches they brought, the participants enjoy freshly boiled potatoes or miso soup made with the freshly harvested sweet potatoes or daikon, and smiles spread across their faces. Finally, they thank Mr. Iwasaki and leave the field carrying their bountiful harvest.

The smells and textures of the soil and the harvest will surely remain in the children's memories because they experienced them first-hand. And by sharing their thoughts with their parents, discussing "how to eat the food", and having their harvest included in their lunchboxes, the experiences at the suburban garden, at home, and at kindergarten will all come together.








Potato Harvest



Potato Restaurant by 5-year-olds

3. Sharing

Children shared the harvest delivered to the kindergarten with children in other grades, as well as with university students, junior high and high school students, security guards, Izumi nursery school, and the Center for Early Childhood Education and Care. The children looked proud as they delivered the produce they had harvested with their own hands. Additionally, the 5-year-olds hosted a “Potato Restaurant”, serving steamed potatoes to the 3- and 4-year-olds. The day before serving, they washed about 300 potatoes in the schoolyard, and on the day of the event, with the help of parent volunteers, the children finally got to eat too, and they all had a wonderful time. We aim to help children build a wealth of experiences through our activities, placing great importance not merely on completing a task, but on connecting with others and creating something new.



Sweet Potato Harvest



Daikon (Japanese Radish) Harvest

(2) Initiatives at Affiliated Schools

Affiliated Elementary School: Introduction of Environmental Experiences

Home economics classes in elementary school encourage students not only to reflect on their own household life but also to consider the connections between their homes and the surrounding community and social environment. As members of society, students are encouraged to think about how they can live better lives. This section introduces initiatives that address local, societal, and global issues.

Fifth Grade - "Ocha Elementary ONGs (Onigiri Action)"

In the fifth-grade home economics class, students learned about 'rice cooking' and connected it to studying environmental issues, particularly those related to the SDGs. As part of their engagement with a sustainable society, they participated in the 'Onigiri Action' campaign. Initially, they researched and understood global issues related to the SDGs, fostering a sense of awareness that motivated them to join the campaign.

Under the theme 'Ocha Elementary ONGs (Onigiri Challenge),' the initiative aimed to expand beyond the elementary school. Students invited the affiliated kindergarten, middle school, and high school to participate. They created posters, flyers, and explanatory videos to spread awareness, distributed materials to affiliated schools, and shared photos of their onigiri, fostering a sense of connection and expansion of the activity. Through the collective participation of all affiliated schools, the campaign grew into a large-scale initiative.



Interaction with Kindergarten Students

Sixth Grade - "Food Drive Initiative"

In the past, our university has participated in food drives in collaboration with affiliated schools, linking these efforts to home economics classes in elementary schools.
This year, student staff members of the “Institute for SDGs Promotion” conducted an interactive class with sixth-grade students. They explained that food drives are not just about donating surplus food, but also about participating with a spirit of sharing (“Osusowake-no-kimochi”) that is central to our university. Over the course of two days, we were able to collect a lot of food.





Scenes from the Food Drive

Affiliated Junior High School: Introduction of Environmental Classes

Learning to Live in Harmony with Nature and the Environment, Centered on a Forest School Program (2nd Grade)

1. Pre-study

①【Moral Studies】“Unhappy End of a Sausage” (nature protection, 1st grade)

Although we understand that nature and animals should be protected, it is impossible not to harm them due to human circumstances. We posed a question about how to overcome the paradox.

②【Integrated Studies】“Research Project at Shiga-Kogen (highland) Biosphere Reserve” (co-existence, 2nd grade)

Each student group researched Shiga-Kogen Biosphere Reserve (BR) and efforts for the co-existence of humans and nature. Students also discussed what they wanted to ask the guides.

③【Moral Studies】“Considering a Connection with Nature” (nature protection, 2nd grade)

Students discussed how to co-exist with nature. They started to find connections with nature in a city from the perspective of what is important in order to get along with nature. Throughout the class, they reviewed whether people could live with nature or not, and which is the subject, humans or nature.

④【Moral Studies】“Form of Co-Existence with Nature” (awe, 2nd grade)

As an overview of pre-study, students made a PMI chart about co-existence with both familiar nature and the nature in Shiga-Kogen. They introduced three perspectives: achievements (positive), issues (negative), and prospects (interesting), and then, they prepared for discussion at camp school.

2. Camp School

【Purpose】

① Acquiring the spirit of attachment to nature and a new viewpoint for co-existence through lectures.

② Developing attitudes necessary within an organization such as following a schedule and rules, fulfilling roles, and caring about others.

③ Acquiring the skills of organizing ideas, utilizing various expressions, and communicating with others.

【Main Programs】

Opening day: environmental lectures at BR, walking Sightseeing Course;

Second day: Visiting ponds and climbing;

Third day: Walking Linden Course and the buffer area

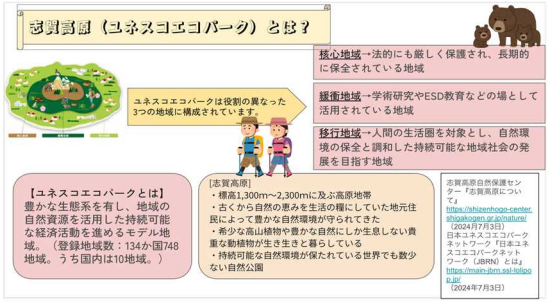
Students listened to guides and studied about co-existence with natural environment.

3. Summary of Shiga-Kogen Biosphere Reserve at Camp School (Follow-up Study)

As a follow-up study, students introduced the theme, “considering the co-existence of nature and humans based on our lessons at Shiga-Kogen”. Then, they made suggestions related to the theme by answering their own questions. Each student group also made presentations about their achievements using slides at school events including a school festival. Students came to deeply understand co-existence with nature.



Students listening to a local guide on a school trip to Shiga Kogen



“My Own Field Song” ~ Reflecting World by Behaving as Deadly Sins Within Nature

1. Purpose of the Unit

Getting into character and emphasizing the rhythm of words are two of the Japanese creative thinking habits. The former is enabled by considering the perspective of others. On the other hand, people acquire the latter by enjoying Japanese traditional rhythms, phonemes, and repetition. This teaching unit aims to promote creative activities using “My Own Field Song”. Students wrote poems based on a specific perspective of nature that each student chose.

2. Overview of the Unit

(1) First: Enjoying poetry

Students each chose the poem that most impressed them from “A Field Song” by Naoko Kudo. Then, they did improvised choral speaking referring to a video related to Kudo’s poem creation. Afterwards, they read 9 sections of “A Field Song” including one chosen by a teacher and chose themes from nature.

- Key points of choral speaking: reading alone, reading together, voice volume, speed, tone, stress, rhythm, voice tune, and interval, etc...

(2) Second: Thinking about the effects of expression techniques

Anime songs which are popular among students taught them how to use expression techniques and their effects.

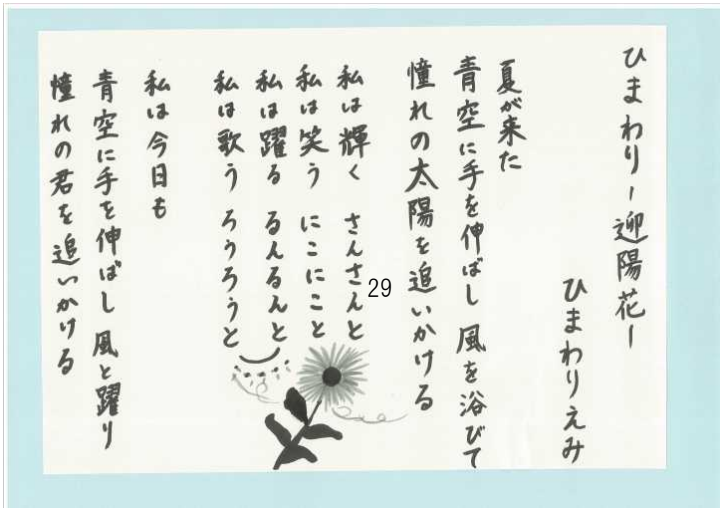
- From “Idol” by YOASOBI: following skills, ending a sentence with a noun, abbreviation, antithesis, iteration, onomatopoeia, rhyme
- From “A Cruel Angel’s Thesis” by Yoko Takahashi: simile, metaphor, personification, inversion, calling

(3) Third: Writing “My Own Field Song”

Pretending nature, students decided their themes and considered suitable ways of expression.

3. Results and Future Challenges

There was a clear advance in awareness of creative thinking habits. For example, students tried to comprehend and use expression techniques and emphasize verbal rhythm. Here is an analysis of the work and review by student A. “Sunflower” is a free verse constituting three parts. It depicts various “faces” of the sunflower in summer sunlight using rich vocabulary and several expression techniques including personification, abbreviation, and rhyme. This poem is proof of the attitude of utilizing that they learned in class.



Considering “Urban Issues” (1st Grade Social Studies)

In this class, students learned the definition and location of mega-cities in Asia, and then compared them with Tokyo.

Following this, they came to understand urban issues by learning about past and modern urban issues in Tokyo. Choosing one city, each group of 3 to 4 students researched what kinds of urban issues have occurred due to industrialization and growth in population. They organized their new knowledge and its background.

In the 5th class, students shared various urban problems in class. As a result, they found that problems including air pollution, transportation, security, and economic problems were in common. From the perspective of human rights and sustainability, they narrowed down themes and tackled analyses and suggestions for mitigating urban issues.

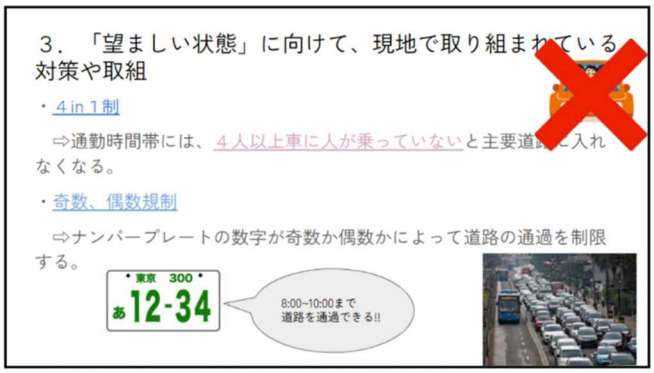
In the 6th and 7th classes, students created slides about their research. For example, they researched current urban situations, local efforts to mitigate them, ideal situations, and improvement plans for the issue.

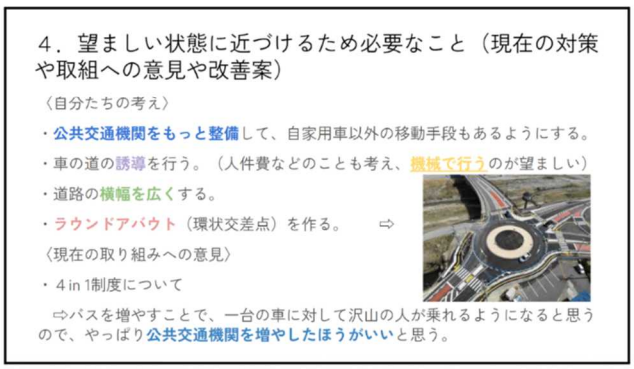
In addition, in the 8th class, they prepared presentations to be given during the following class.

【生徒が作成したスライドの例～梅組Ｂ班】









Through classes at an opening-research workshop, students exhibited significantly important attitudes. They struggled to align their goals, which indicates a shift from conflict to agreement, and to find better situations while taking care of others. These attitudes are not only essential elements for solving social issues as future citizens but are also the “nature of creative thinking” that social studies can promote.

“Reflecting on Nature with Works by Hatoju Muku” (2nd Grade Japanese)

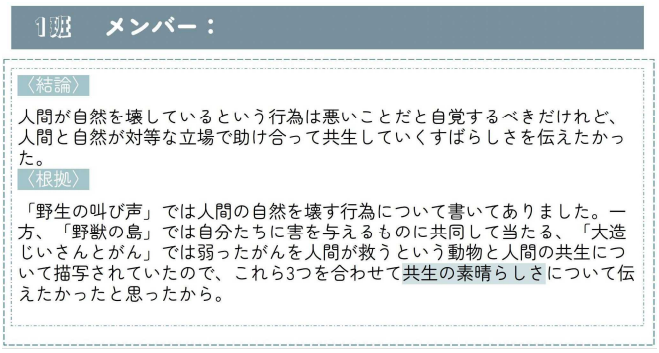
In Japanese class, teachers let students expand and deepen their thoughts through connecting writing and findings with their own knowledge and experience (2nd grade, C, reading オ). When it comes to 3rd grade students, expanding and deepening their thoughts by reading results in considering humanity, society, and nature (3rd grade, C, reading, エ). Based on such curricula, this unit is aimed at being an opportunity to think about “the connection between nature and humans” through reading. In class, teachers adapted the “Jigsaw Method”, a method of interactive learning. Through this process, students organize their findings and thoughts using slides and deepen their understanding with interaction.

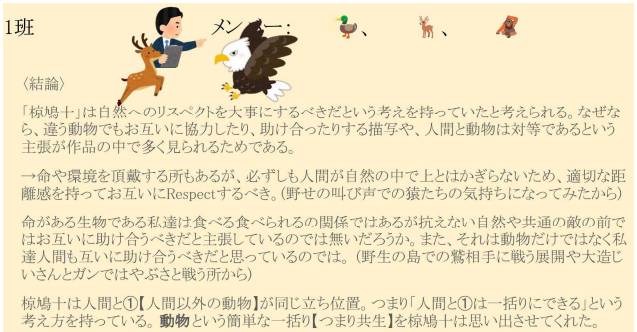
【Development of Class】

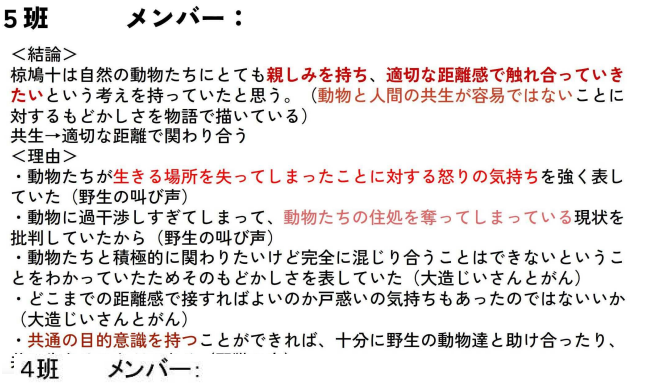
Theme: What ideas did Hatoju Muku have? Let’s think about it with some works related to Yaku-island.

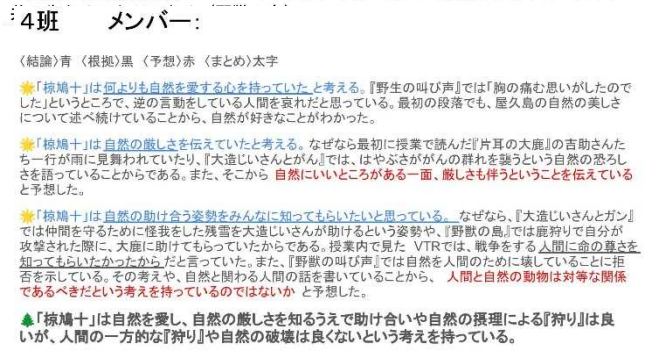
① Read “Big Deer with One Ear”, organize characters and scenes, and summarize Muku’s thoughts about nature.
② Enhance understanding by reading Muku’s works through the Jigsaw Method.
③ Prepare a presentation to give at a “crosstalk”, an exchange meeting.
④ Deepen each other’s thought at a crosstalk.

【Example at a Crosstalk】









Through this lecture, students seemed taste Hatoju Muku’s works as literature and were able to learn various things about the co-existence of humans with the natural environment or flora and fauna, and how to interact with nature.

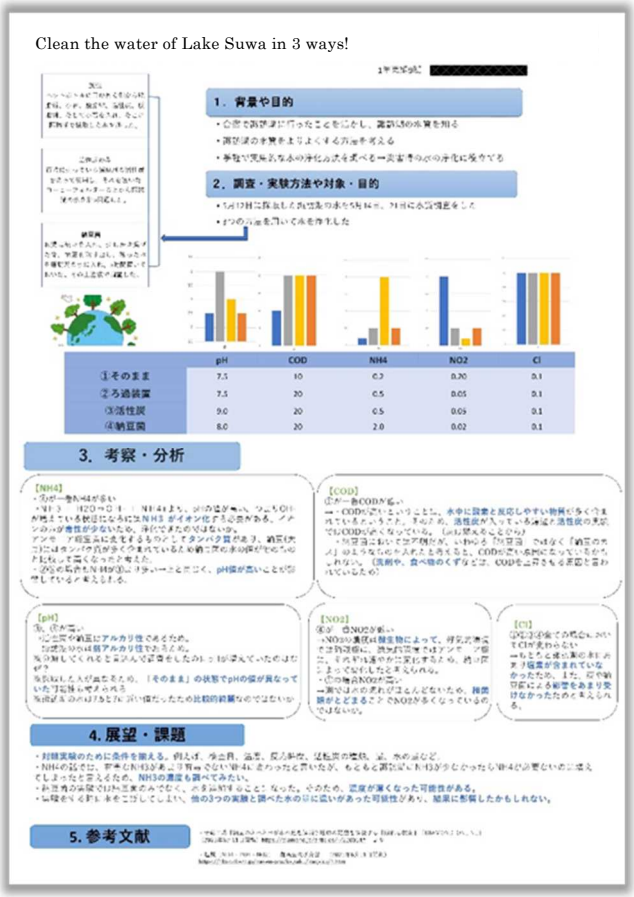
Affiliated High School: Introduction of Environmental Classes

First Year Mandatory Class: Basic Research Issues

Using the pack test provided by the Kyoritsu Science Research Center, each group of students researched the quality of water based on topics they had chosen and then made poster presentations. Students went to Suwa to pick up water samples and, through their investigations, they learned about how human and environmental factors, such as domestic wastewater and the geographical features of the surroundings, influence the quality of rivers and lakes.

Topic examples:

“Clean the water of Lake Suwa in 3 ways!



First Year Mandatory Class: Geography

Students learned about environmental issues as one part of global issues. They learned about air pollution, rain forest destruction, desertification, and global warming and thought about how to create a sustainable society. The course also covered population, food, habitat and urbanization, and resource and energy problems, and the students learned that these issues are intricately intertwined with environmental problems.

In the class, students used maps to think about solutions to pollution from an epidemiological perspective, for example using the *itai-itai* disease as a model. They also learned how maps and GIS (Geographic Information System) lead to solving social issues.

Students learned that climate change is caused by humans, for example, the use of fossil fuels and deforestation, and thought about mitigation measures and adaptation strategies.

In the unit about daily life and cultures in areas all over the world, as well as some issues in each area, students learned about air pollution in China, the destruction of rainforests in Southeast Asia and South America, and desertification in Africa and the Sahel.

Third Year Optional Class: Geography Exploration

On a global level, students thought about environmental issues and the relationship among those issues with regard to natural resources and energy, population, and food.

Second Year Mandatory Class: Historical Research

When students studied the formation of the Japanese archipelago and the beginning of rice cultivation, they learned that changes in terrain and food resources due to climate change had a significant impact. They learned to think from the perspective of people’s lives in relation to the natural environment.

Students watched part of “*Isejingu Mori kara umareta inori*” (Kinokuniya Syoten), learned the relationship between the cutting down of shrine forests and many floods in the early modern period, and considered the relationship between nature worship and religious norms and environmental conservation.

Students learned about urban planning initiatives implemented in Edo during the early modern period to mitigate the damage caused by major fires, as well as the development of a lifestyle that minimized waste through collaboration with nearby rural communities. They then reflected on the factors that support the creation of sustainable lifestyles.

Third Year Optional Class: History Exploration

Students compared periods during which the climate was stable and unstable in ancient times and the middle age. Then, they learned about the changes in society and the social influence on climate change. In addition, they considered how changes in living culture effected environment using Ainu assimilation policy as a model.

Students learned about the Ashio Copper Mine Pollution Incident and what environmental problems have occurred through modernization.

Students learned about four major pollution trials and examined why the legal proceedings for four pollution-related cases, all of which happened at different time periods, all started at the same time. On the other hand, they also considered why it took a long time to enact the Basic Environment Act. They studied the history of development and environment and considered how to tackle unsolved problems.

Second Year Required Subject: Research Ⅰ Global Environmental Science

Some students researched various environmental issues including global warming, air pollution, water pollution, and biodiversity loss.

First Year Mandatory Class: Home Economics

With a focus on sustainability and ethics, studets explored the science found in our everyday lives.

They conducted hands-on dyeing workshops using eco-friendly organic plant-based dyes to color organic fabric bags and cellulose materials.

They learned about environmental issues such as the circular economy, food waste, marine plastic pollution, and the mass disposal of clothing, and held discussions on these topics.

First & Third Year Mandatory Class: Home Economics

In cooking class, students used 100% biodegradable eco-friendly detergent, microplastic-free cellulose sponges, and composting for food waste disposal. They endeavored to use eco-friendly cooking methods that minimize wastewater contamination, minimize food loss as much as possible, and use energy-efficient cooking methods.

9 Other

(1) Compliance with Environmental Regulations

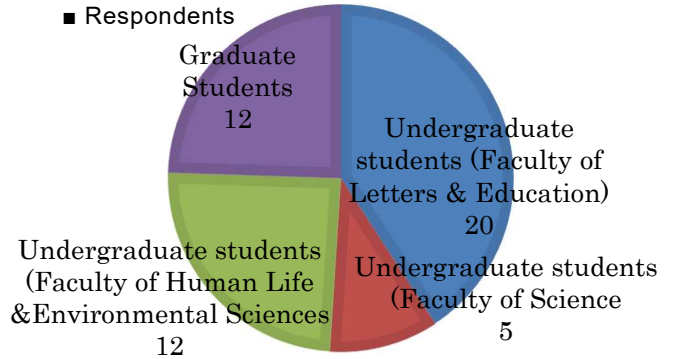
Laws and Regulations	Regulations of the University	University System	Compliance with Laws, Regulations, etc.
[Environment] ■Environmental Basic Law ■Environmental Consideration Promotion Act ■Environmental Contract Act ■Green Purchasing Law ■Environmental Education Promotion Act		Finance Section Facility Section	○
[Measures Against Global Warming and Energy Saving] ■Law Concerning the Promotion of Measures to Cope with Global Warming ■Law Concerning the Rational Use of Energy ■Law Concerning the Control of Freon Emissions	Campus Master Plan Energy Management Standard	Energy Conservation Promotion System Facility Section	○
[Water Quality and Soil] ■Water Pollution Control Law ■Sewerage Law ■Soil Contamination Countermeasures Law	Wastewater Management Regulations	Wastewater Management Committee Facilities Division	○
[Air] ■Air Pollution Control Law		Facility Section	○
[Noise, Vibration, and Offensive Odors] ■Noise Regulation Law ■Vibration Regulation Law ■Odor Control Law		Facility Section	○
[Waste and Recycling] ■Waste Disposal and Public Cleansing Law ■PCB Special Measures Law ■Various recycling laws		Planning and Strategy Section (Crisis Management) Finance Section Facility Section	○
[Hazardous Materials and Chemical Substances] ■Fire Service Act ■Poisonous and Deleterious Substances Control Law ■Occupational Health and Safety Law ■PRTR Law	Poisonous and Deleterious Substances Control Regulations	Poisonous and Deleterious Substances Control Regulation Planning & Strategy Section (Crisis Management)	○
[Radioactive Material] ■Law Concerning Prevention of Radiation Hazards Due to Radioactive Isotopes, etc.	Radiation Hazard Prevention Regulations Regulations on Measurement and Control of Nuclear Fuel Materials	Radiation Control Committee	○
[High Pressure Gas] ■High Pressure Gas Safety Law	High Pressure Gas Hazard Prevention Regulations	High Pressure Gas Hazard Prevention Committee Planning & Strategy Section (Crisis Management)	○
[Safety and Health] ■Labor Standards Law ■Labor Safety and Health Law	Safety and Health Management Regulations Environmental Safety Management Regulations	Safety and Health Committee Environment Safety Management Committee Human Resources and Labor Section	○

(2) Status of Response to Stakeholders

Environmental Survey for Students

We conducted an environmental questionnaire survey of undergraduate and graduate students in FY2024.

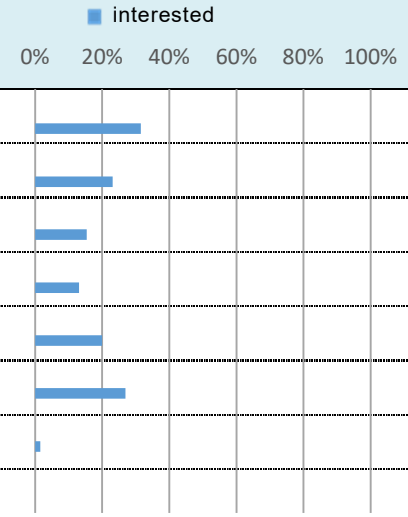
■ Respondents



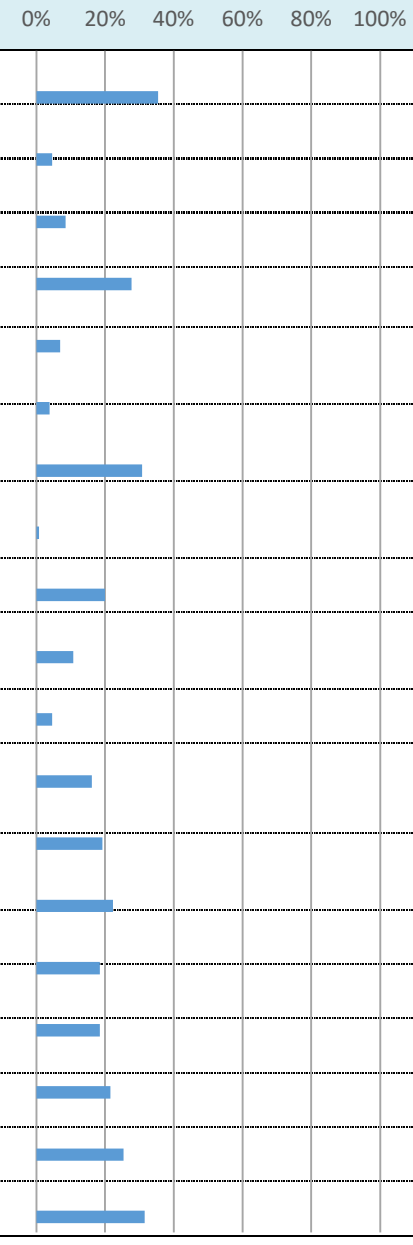
■ Survey Results

Survey Questions	Response Rate (0% 20% 40% 60% 80% 100% ① ② ③ ④ ⑤ ⑥)
Do you think that environmental issues are urgent problems that we should tackle? 1. yes, very much 2. yes, a little 3. no, not really 4. no, not at all 5. don't know	
Do you think environmental problems can be improved through the awareness and actions of each and every one of us? 1. yes, very much 2. yes, a little 3. no, not really 4. no, not at all 5. don't know	
Do you think we should take environmentally friendly actions (energy saving, waste reduction, etc.) on a daily basis? 1. yes, very much 2. yes, a little 3. no, not really 4. no, not at all 5. don't know	
Are you concerned about environmental issues? 1. yes, very much 2. yes, a little 3. no, not very much 4. no, not at all 5. don't know	
Do you talk about environmental issues with your family and friends? 1. yes, often 2. yes, sometimes 3. no, not much 4. no, not at all	
Would you be interested in attending a lecture on environmental issues if it were offered? 1. yes, very much 2. yes, a little 3. no, not really 4. no, not at all 5. don't know	
Do you want to participate in environmental activities (volunteer work such as picking up trash, etc.) in the community or university where you have already taken a course on the environment? 1. yes very much 2. yes, a little 3. no, not really 4. no, not at all 5. don't know 6. I'm already involved in environmental activities or have been in the past	
Are you aware of the SDGs (Sustainable Development Goals) in which you are already or have been involved? 1. yes, very aware 2. yes, a little aware 3. no, not really aware 4. no, not at all aware 5. don't know 6. I'm already involved in SDG activities or have been in the past	
Do you think Ochanomizu University is making efforts to save energy? 1. yes, very much 2. yes, a little 3. no, not really 4. no, not at all 5. don't know	
Do you think Ochanomizu University is making efforts to save water? 1. yes, very much 2. yes, a little 3. no, not really 4. no, not at all 5. don't know	
Do you think Ochanomizu University is making efforts to reduce waste? 1. yes, very much 2. yes, a little 3. no, not really 4. no, not at all 5. don't know	
Do you think Ochanomizu University is lush and coexists with nature? 1. yes, very much 2. yes, a little 3. no, not really 4. no, not at all 5. don't know	
Do you think Ochanomizu University offers a good variety of lectures on the environment? 1. yes, very much 2. yes, a little 3. no, not really 4. no, not at all 5. don't know	

Do any of the following environmental issues interest you?
(Multiple answers allowed)



Do you consider environmental issues on a daily basis and do you act on them?
Do you take any of the following environmental measures on campus?
(Multiple answers allowed)



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Environmental Report 2025

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