

Sophia Olympics & Paralympics Project

Activity Report
2016-2022



上智大学
SOPHIA UNIVERSITY

Sophia Olympics & Paralympics Project Activity Report 2016-2022

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Sophia Bringing the World Together: The Educational Spirit of Sophia University and the Spirit of the Olympics & Paralympics

Sali Augustine

Trustee for General Affairs, Sophia School Corporation
Professor, Faculty of Global Studies
Jesuit Priest



Starting in 2020, the entire world has been undergoing a state of emergency due to the COVID-19 pandemic, making it nearly impossible for people to experience human connection in the way they had before the pandemic. It was amid such conditions that the Tokyo 2020 Olympics and Paralympics were held in the summer of 2021. Athletes came from across the globe to gather in Tokyo and compete in events, as witnessed by other people. I think many were given pause to reconsider their notion of “human connection,” which had perhaps been ignored up until then. By consciously adopting a physical distance from other people, we have the opportunity to think more deeply about what it means to be emotionally connected. Precisely because the state of emergency is worldwide in scope, everyone in the world now has the opportunity to reaffirm the meaning of living with others and rediscover what they can do for the sake of others.

The founding ideal of Sophia University is expressed with the phrase “Sophia Bringing the World Together.” The Jesuits—the university’s parent organization—had forged historical and cultural bonds, East and West, since the time of St. Francis Xavier, before the founding of Sophia University. Under the continuing influence of Xavier’s spirit, the university proclaimed its educational motto to be “For Others, With Others,” adopted a global perspective for its view of human society, and has striven to foster persons who can contribute to the world through interaction with other people. Our university’s founding ideal and educational spirit shares an important similarity with the modern spirit of the Olympics and Paralympics. It is the aim of cherishing diversity and achieving a society of coexistence on a global scale. In 2016, we established the Sophia Olympics & Paralympics Project (SOPP), particularly focusing on the Paralympics and engaging in activities for the realization of a “society that leaves no one behind” based on Christian humanism. I believe this Activity Report is proof that we have been fulfilling the university’s aims, mission, and roles in “connecting the people and countries of the world” while acknowledging diversity therein. This active spirit of SOPP will continue to live on in the future through the Office of Sophia Sustainability Promotion newly established in 2021. I would like to express my heartfelt gratitude to the SOPP, student organizations, and individuals for their tireless efforts in an array of initiatives. Thank you all so much.

On the Occasion of Publication of the Activity Report of the Sophia Olympics & Paralympics Project

Yoshiaki Terumichi

President, Sophia University
Professor, Faculty of Science and Technology



The Tokyo Olympics and Paralympics left their mark in history, despite being held amid the unexpected and most unfavorable COVID-19 pandemic. Hosting these games, though under such conditions, under a pandemic which has made us feel anew the presence of country borders and made us question the meaning of sporting events, still managed to remind us of all manner of people in all manner of situations across the world, and how we can draw closer together.

The Sophia Olympics & Paralympics Project considered this mega sports event to be a new opportunity to imagine what an inclusive society should look like and to see that society expand after the Tokyo 2020 Olympic and Paralympic Games. Focusing particularly on the Paralympics, the various projects and events aimed at fostering an inclusive society were also an embodiment of our university's educational spirit, "For others, With Others." I feel the efforts were brilliantly effective and pioneered a unique route forward precisely because of the superb learning environment of rich diversity and extensive internationality present at this institution. At the same time, many students engaged in miscellaneous initiatives throughout the project, achieving great success through collaboration with institutions outside the university. Beginning with observation of the Rio and Pyeongchang Paralympics, our university made real strides in raising awareness regarding inclusivity in society, leveraging its powerful voice inside and outside the university. I believe those efforts have a symbolic significance for the university, and are ones that we should hold in esteem.

We have established a Office of Sophia Sustainability Promotion at the university so that our future initiatives can be even larger in scope, and advance further forward. Additionally, in expectation of future developments in education and research, we have established the Institute of Inclusive Community, as we aim to build a sustainable, inclusive society. We are planning further steps to remain a university that supports the underprivileged and respects the environment, while continuing to express the unique qualities that make us Sophia University.

Finally, I would like to express my deepest gratitude to all the industry professionals, corporations, and individuals who have supported this project. I humbly ask for your continued assistance. Thank you.

Project Goals and Overview

History

The origin of the Sophia Olympics & Paralympics Project (SOPP) can be traced back to September 2013, immediately after Tokyo was selected to host the 2020 Olympic and Paralympic Games, when the Sophia School Corporation selected “Evaluation of the Link between Supporting the 2019 Rugby World Cup and 2020 Tokyo Olympics & Paralympics and Fostering Global Personnel through Utilization of Sophia University’s Unique Features” (Lead Researcher: Prof. Fumio Morooka, Department of Health & Physical Education Center, Faculty of Humanities) as a project for its 4th Faculty-Staff Collaborative Innovation Research.

Begun in 2010, our Faculty-Staff Collaborative Innovation Research investigates school corporation reform through research that utilizes the collective wisdom and cooperation of faculty and staff within Sophia University, so that Sophia School Corporation can continue to take great strides forward as competition with other universities heightens.

The research report contained a proposal to take advantage of the wonderful opportunities afforded by hosting a world-class mega sporting event and proactively advance development of human personnel through utilization of Sophia University’s various merits, including its educational uniqueness, its diverse student body and stakeholders, its global network, and its location in a major city.

Project Commencement and Goals

SOPP got its start as a combined faculty-staff university-wide interdisciplinary project in April 2016. The goal of the project was to view the Olympics & Paralympics as a symbolic event for an inclusive society, and to promote that understanding among the younger generations in the education spirit of the university, moving beyond mere support for the hosting of the Tokyo 2020 Olympic & Paralympic Games to ultimately provide an opportunity to gaze upon the dawn of a borderless, inclusive society.

Particular importance is placed on the Paralympics as a core for activities, mainly because the Paralympics are a place for acknowledging diversity and providing a fair chance to anyone to express their individuality and ability, thus providing key insight as to how an inclusive society could be achieved.

SOPP’s primary activities are as follows.

- Continual promotion of the value of sports and education of the Olympics and Paralympics
- Creation of an educational legacy to pass on to future generations
- Passing on information and challenges observed by the hosting region to the next host nation
- Development of courses in a “program of promoting education for an inclusive society”
- Promotion of practical pedagogical research activities by an industry-education-government coalition unfettered by existing academic boundaries
- Compilation of inclusive society documents and research materials related to “Paralympics,” “Diversity,” “Inclusion,” etc.

Project Structure

First Term (April 2016–March 2017)

Chairman: Executive Director of Trustees for Global Academic Affairs

Members: Staff (8) and relevant faculty (8) nominated and selected from each department

Second Term (April 2017–May 2019)

Supervisor: Vice President for Student and General Affairs

Chairman of Planning & Implementation Committee: Deputy Director of Center for Student Affairs

Members: Staff (13) and relevant faculty (8) nominated and selected from each department

Office: Center for Student Affairs

Implementation Structure: Activities by 4 Committees (Planning, Education, Research, Promotion)

Third Term (June 2019–March 2022)

Actions taken in the first and second terms resulted in many achievements, including the deployment of an education promotion program for the realization of an inclusive society, dispatch of investigative groups to the Paralympics and other events, and implementation of universal manners training. The Sophia Olympics & Paralympics Project's student-led project "Go Beyond" commenced in June 2018, but because stronger action was necessary to support student-run initiatives, more project members were recruited in May 2019.

Furthermore, the project has been placed directly under the Vice-President's supervision to clarify the university-wide nature of its activities, due to the necessity of establishing research bases for achieving an inclusive society in the years beyond 2020.

Supervisor: Vice President for Student and General Affairs

Chairman of Planning & Implementation Committee: Vice President for Student and General Affairs

Members: Staff (20) and relevant faculty (9)

Office: Bureau of Student Affairs

Implementation Structure: Dissolve committees gradually to begin operating as teams

Six teams (Education Research, Promotion, Volunteer, Go Beyond, Event, Lecture)



Third-term members and Go Beyond students

Chapter 1

Activity history of the Sophia Olympics & Paralympics Project

The activities are divided into 6 categories.

Class

Education

Collaboration

Research

Investigation

Student Activity

March 31,
2016

Lecture “Translating sport: from multilingual football teams to the Olympics”

Education

Lecture held for those interested in sports translation and interpretation, and interpretation volunteering at the Olympics

As the first initiative of the project, we held a lecture for those interested in sports translation and interpretation, and interpretation volunteering at the Olympics by Professor Roger Baines of the University of East Anglia (UK), which has an exchange student agreement with Sophia University. Despite the short notice and it being during the university’s spring break, about 100 people, mainly current students and graduates, participated in the lecture, and it was so popular that there were not enough seats.

Professor Baines, who specializes in translation, interpretation and international communication, explained in his lecture why translation and interpretation are required at major sporting events such as the Olympics based on his own research.

After the lecture, many questions were raised by interpreters who were graduates from the university, and other questions about the Japanese translation and interpretation system for 2020.



July 1-15,
2016

Tokyo 2020 Organising Committee and Partner Universities: “Connecting students with everyone’s brilliance” Student Campaign

Collaboration

Take pictures with the emblem on the campus

During the two weeks from July 1 to July 15, 2016, we participated in the Tokyo 2020 Organizing Committee’s initiative for partner universities, “Connecting students with everyone’s brilliance #Tokyo2020 Student Campaign.”

The campaign marked the launch of the Tokyo 2020 emblem poster and banner, and photos taken in front of the emblem poster and banner on the campus were posted on Twitter and Facebook to spread the word.

The university placed them in front of the entrance of Building No. 2, and accessories such as the Olympic symbol and the university’s brand logo were also prepared. During the campaign, besides students taking photos with various poses, some could also be seen taking photos wearing yukata during the annual Yukata Day on July 7th.



September 3-11,
2016

Rio Paralympic Investigation Team Dispatched

Investigation

Investigation Team Comprised of Six Students, Faculty, and Staff

The Rio Paralympic Games were held in the same year this project was launched, and we dispatched an investigation team to the Games.

The goal was to look for clues to help consider what this project should do in order to realize an inclusive community and build a society which nurtures diversity, both during the period leading up to, and after, the holding of the Tokyo 2020 Games.

During the nine days of the investigation, the team visited numerous local universities, facilities, and Games venues.

See Chapter 2 for more details.



September 2016-
January 2017**AY2016 University-wide General Studies:
“Introduction to the Olympic and Paralympic Games”**

Class

We offered the University-wide general studies subject “Introduction to the Olympic and Paralympic Games.”

“Introduction to the Olympic and Paralympic Games” was held in the fall semester of 2016 as a university-wide general studies subject that could be taken by students from all faculties at Sophia University. This course is a basic education course for those who aspire to support the Olympic and Paralympic Games and strive for peaceful, inclusive and non-discriminatory sports for all societies. There were more than 700 applicants, and 100 students, from freshmen to seniors in eight undergraduate programs, who were selected by lottery were able to enroll.

They received lectures on the philosophy and history of the Olympic and Paralympic Games, their relationship with politics, economy, culture, education, international exchanges, and their influence, and learned about culture and the function of the Olympic and Paralympic Games in promoting an inclusive society, as well as considering how that society should be.

In the second half of the course, eight key people involved in the Olympic and Paralympic Games, including graduates from our university, were invited to speak.

Students were taught that the Olympic Games are not simple competitions but sporting events held in accordance with the Olympic Charter, and about the challenges faced by a society toward 2020 in which people from more than 200 different countries and regions coexist.

University-wide General Studies: “Introduction to the Olympic and Paralympic Games”

2016 Fall Semester, Friday 5th Class Period (17: 00-18: 30) Building No. 3 Classroom 248

Coordinator/Lecturer: Professor Fumio Morooka (Department of Health and Physical Education, Faculty of Humanities)

October 6-
November 11, 2016**Library Exhibition: “Discover the Olympic and Paralympic Games”**

Education

Get involved in the Olympic and Paralympic Games

The Rio Olympic and Paralympic Games closed on an emotional high note after witnessing the success of athletes from various countries. Before everyone's excitement cooled down, we held this exhibition to deepen knowledge about the Olympic and Paralympic Games, and as a chance to have people think about how they can become involved in preparation for the Tokyo 2020 Olympic Games.

In the book corner, we exhibited relevant books so that everyone could consider the Olympic and Paralympic Games from all perspectives, including history, politics, media, economics, and universal design. There were also visitors who actually borrowed some of these books.

In addition, we set up a pathfinder to serve as a guide not only for books, but also to obtain information from various tools such as databases and the internet. There are about 150 related materials in the university library, but some visitors commented that they did not expect there to be so many Olympic and Paralympic-related materials.

October 19,
2016**Lecture by Philip Craven, President of the International Paralympic Committee**

Education

Philippe Craven, former President of the International Paralympic Committee (IPC), came to the university on October 19, 2016. Approximately 200 people, mainly students, exceeded the capacity of the venue and demonstrated the high interest in the lecture.

President Craven, who was also a wheelchair basketball player, quoted from his speech at the recent Vatican Faith and Sport Conference after the Rio 2016 Games, emphatically saying to the students: “Young people like you have the power to change the world. Being young means that you have a lot of time to spend on something. Enjoy something challenging and make a difference.”

Referring to the fact that the Paralympic Games are considered to be the best games in the world, he stressed their significance, saying that “The Paralympic Games will inspire us to recreate society to realize an inclusive so-



ciety through social inclusion.” He then said, “It’s not about winning medals. It’s about experiencing the beauty of sport. And not to impress, but to surprise. You can amaze the world through wonderful performances, and you can change society by moving and inspiring others.”

He also introduced the idea of thanking athletes who had lost both legs in an accident for having a great heart rather than focusing on them not having legs, and encouraged them to move from negative to positive thinking. In addition, he mentioned the importance of the life skills that can be acquired through sports, such as following rules, making lifelong friends, developing communication skills, enjoying teamwork, and being healthy, and talked enthusiastically about the role that sports have to play in society.



President Craven speaking about the Rio Games

November 3,
2016

“Blind Soccer Lecture & Experience” co-sponsored by Sophia University Alumni Association

Collaboration

Have you heard of blind soccer?

We held the “Blind Soccer Lecture & Experience” co-organized with the Sophia University Alumni Association at Gymnasium No. 3.

The experience was co-sponsored by Sophia University and the Sophia University Alumni Association to improve the understanding of para sports, as well as for participants to learn communication, teamwork, leadership and volunteerism.

First, there was a lecture by Shigeo Yoshihara, a medalist in athletics and cycling at the Paralympic Games and a representative of the blind soccer team “Nogizaka Knights.” Yoshihara talked about the importance of “under-taking challenges” and “overcoming fears.”

After the lecture, a demo game was played by the Nogizaka Knights as a demonstration. Many participants saw the actual competition for the first time, and they were surprised by the dexterity of the athletes’ footwork and speed.

To finish, former President Takashi Hayashita and other participants tried to dribble and shoot while wearing eye masks.

Participants were able to deepen their understanding of sports for people with disabilities through experiences that they could not have in normal sports, such as the difficulty of chasing a ball based on hearing alone or speaking out to guide the participants without worry.



November 4,
2016

Start of Olympic and Paralympic student volunteer registration

Education

Started providing information to students

We started Olympic and Paralympic student volunteer registration in the hope that Sophia University students would proactively participate in the activities of this project.

We proactively provided the following information to registered students via the university’s web bulletin board and e-mail.

- Olympic and Paralympic related courses and symposiums offered by the university
- Volunteer activities both on and off campus (such as sports experience event cooperation for people with disabilities, and volunteer interpreting)
- Symposiums and volunteer activities organized by the Sophia University Alumni Association
- Information from the Tokyo Organising Committee of the Olympic and Paralympic Games, etc.

Registration Period: from registration to graduation

*Students who wish to continue volunteering after graduation were told to register with the Sophia University Alumni Association’s talent bank, which is composed of former students, when they graduate.

We hope to continue working with students to make this project more exciting, and to move towards the Tokyo 2020 Olympic and Paralympic Games, as well as realizing a borderless and inclusive society.



November 4,
2016

Rio Paralympics Investigation Team Report

Investigation

EVERYBODY HAS A HEART!

The Rio Paralympics Investigation Team Report for this project was held on November 4th in Building No. 12 on the Yotsuya Campus. In addition to students, faculty members and graduates, the classroom was also filled with members of the press and officials related to the 2020 Tokyo Olympic and Paralympic Games.

A six-member investigation team consisting of three students, two faculty members, and a staff member visited Rio de Janeiro from September 3 to 11, and visited ANDEF (Niterói Association for the Physically Disabled), CVI-RIO (Center for Independent Living in Rio de Janeiro), PUC-RIO (Pontifical Catholic University of Rio de Janeiro), and other institutions to conduct interviews and an investigation, with the support of the local Sophia University Alumni Association and partner universities.

From the start of the Games on the 7th, they watched the opening ceremony, wheelchair basketball, blind soccer, and several other events, and surveyed the competition venues. They also conducted interviews with volunteers and spectators.

After reviewing and explaining the investigation while following the schedule, the members of the investigation team presented these three proposals from the perspectives of both students and faculty members: “What can be done within Sophia University?”, “What can be done for the Tokyo Games?”, and “What can be done to build an inclusive society in the future?”

In addition, they also stated that what they felt most strongly in Rio was that “while physical things (such as the installation of facilities) is important, heart (consideration and warmth of people) is even more important,” and they stressed the importance of learning “universal manners” to act with consideration and proper understanding of those who are different from us.



The six investigation team members

October 31-
November 14, 2016

Rio Paralympic Investigation Team Report Panel Display

Education

What we saw at the Rio 2016 Paralympic Games

In addition to holding “Rio to Tokyo for Students” and a presentation to report the findings of the Rio Paralympic Investigation Team results, we set up a panel display for the team’s report at the entrance to Building No. 2 on the Yotsuya Campus.

Alongside information gleaned on the various facilities they visited, the team reported that the inclusive society of Brazil, in which people who are different from each other in a variety of senses (races, earnings, etc.) living together is something accepted as perfectly normal, held hints for the inclusive community we aim for.

November 12-13,
2016

Japan Institute of Eventology Co-organized Symposium: “Legacy of International Mega Events”

Research

A conference on international mega sporting events was held on the Yotsuya Campus

The Japan Institute of Eventology “19th Research Conference” was held on the Yotsuya Campus. (Organizer: Japan Institute of Eventology Co-organizers: Sophia University and others)

On the first day, following addresses by Taichi Sakaiya, President of the Japan Institute of Eventology, and Sophia’s Chancellor Toshiaki Koso, Michiyasu Takahashi, Deputy Commissioner of the Japan Sports Agency delivered a keynote speech entitled “Legacy in anticipation of the international mega sporting events held in the three years from 2019.”

The Rugby World Cup 2019, 2020 Tokyo Olympics and Paralympics, and Kansai World Masters Games 2021 are all international mega sporting events that will have a major impact not only on the world of sports, but on Japanese society as a whole.

In addition to holding these events, Deputy Commissioner Takahashi shared his vision of leaving the foundation of an inclusive society in Japan afterward as their legacy.

Following the keynote speech, the symposium featured three speakers: Koji Tokumasu, President of Asia Rugby and Special Assistant to the Chairman of the Rugby World Cup 2019 Organising Committee; Yukihiko Nunomura, Vice Director General (COO) of the Organising Committee for the Tokyo 2020 Olympic and Paralympic Games, and Takashi Onishi, Chairman of the Organizing Committee for the Kan-



sai World Masters Games 2021, a lifelong sporting event for people over 30 years old where 50,000 athletes, the largest number in the world, will participate. The moderator was Professor Fumio Morooka, a university faculty member, former Director General of the Sports Accord Council, Director of the International World Games Association, and member of the JOC.

Speakers interwove examples of past competitions and exchanged opinions on what Japan is expected to do, what should be left as a legacy, and how to do so at the three competitions from 2019.

Outside the venue, there were PR corners for each competition, as well as poster presentations, and visitors not only stopped to take a look, but also actively exchanged information.

November 13,
2016

Co-organizing the “Rio to Tokyo for Students” event organized by the Tokyo 2020 Organising Committee

Collaboration

Sophia students also took the stage at “Rio to Tokyo for Students” and announced investigation results and recommendations!

“Rio to Tokyo” was held at our university for affiliated university students as one of the actions of the Tokyo 2020 approved education program, and three students from the Rio Paralympics team reported on their experience in the field.

About 200 university students gathered at the venue, and each of them thought about what they could do from now on for the Tokyo 2020 Games.

In the first part, under the theme of “Playback Rio!”, each speaker reported on what they felt and learned from the Rio 2016 Games.

The three Rio investigation team students from the university introduced the local university initiative “Para Incluir” (“For inclusion”) that was held in the wake of the Paralympic Games.

This project not only promotes the spread of para sports, but also represents a step towards eliminating discrimination and prejudice due to economic disparities, which is a social problem in Brazil, through the interaction of children from different social backgrounds.

They also argued for there to be many opportunities to learn about the importance of understanding different perspectives from ours and meeting each other halfway by actually experiencing para sports.

In the second part of the event, a symposium was held under the theme of “Go Tokyo!” toward the Tokyo 2020 Games, and three Olympians from partner universities in and around Tokyo took the stage as panelists and exchanged opinions with students at the venue.

The athletes said, “Participating in this event made us fully realize that the Olympic and Paralympic Games are by no means just for athletes.” They said they would like to spread the movement by using the word “engagement” as a keyword, and cooperating across different positions.



Connections between universities were made

December 6,
2016

Accessibility Survey: Narita Airport - Planned Site of New National Stadium

Investigation

Is Tokyo a disability-accessible city?

In the summer of 2016, three students who visited Rio de Janeiro, Brazil, where the Paralympic Games were held, used wheelchairs to travel from Narita Airport to the planned site of the New National Stadium, and considered the state of accessibility in Tokyo.

The investigation was published in the Asahi Shimbun (morning edition, December 11, 2016).

In Tokyo, where people with disabilities, the elderly, those using strollers, and foreigners travel to various places, there is a need for “universal support” to make it easier for everyone to use transportation and shared facilities for the 2020 Tokyo Paralympic Games. Although there were many physical challenges in Rio, not all buildings and facilities in Tokyo are accessible. Can the accessible mindset encountered all over Rio be found in the city of Tokyo? Filled with anxiety and expectations, they got in their wheelchairs and headed to Narita Airport.

In this investigation, the railroad company had been told the purpose of the project in advance, and although many staff members provided courteous support, many issues were seen that need to be addressed in the future, such as foreign tourists who do not know about advance reservation system for people with disabilities, or when groups of wheelchair users visit. We realized that there are many things that can be resolved with a little help from surrounding people, even without what could be called excessively polite service from station staff.



A station attendant explains how they help wheelchair users on a busy platform

Experiencing the difficulties of the elderly

Later, the students moved to a hotel in Shinjuku and wandered around in the hotel while wearing an elderly experience kit that allowed them to experience things such as muscle weakness while receiving the guidance of staff from Mirairo Inc., a company that advises on how to create a comfortable environment for people with disabilities, the elderly, and others. We learned the kind of inconveniences and anxieties they feel in their daily lives.



Canes are quite useful!

December 13,
2016

“Asu Challe! Academy,” where people learn how to communicate with people with disabilities, held for first time at a university

Education

Everything starts with awareness!

On December 13, we held “Asu Challe! Academy,” where people learn how to communicate with people with disabilities, for the first time as a university for faculty and volunteer students for this project.

This was a seminar on communicating with people with disabilities by instructors with disabilities that was started in November by the Nippon Foundation Paralympic Support Center. The aim was to learn how to address and communicate with people with disabilities through the lecture, hands-on experience, and group work on the subject of para sports, in order to learn inclusive communication.

The lecturer was Hiromi Kishida, who worked for Mirairo Inc. and was an executive from the Japan Universal Manner Association at the time.

Kishida’s speech at the beginning gave participants the realization that “disabilities are not in people but in the environment.” She sent the message that while it is difficult to fully prepare physical things such as equipment, “hearts” can be changed right away.

After that, with the help of videos and actual experiences, participants learned about the key points and specific methods of communicating with people with visual, hearing, and physical disabilities.

At the end of the lecture, students were given time to work in groups, and they were able to share what they had learned in the course. We would like to create an environment from within the university where people can interact with each other without taboos and expand their awareness.



The lecturer Hiromi Kishida

November 7, 2016 -
January 31, 2017

2016 Public Course “Olympic and Paralympic Games, Rugby, and Masters Support Basic Education Course”

Education

Courses also held for those outside the university

As part of the project’s off-campus initiatives, the “Olympic and Paralympic Games, Rugby, and Masters Support Basic Education Course” was held for Sophia University’s Fall 2016 Liberal Arts / Practical Course (Sociology).

The subtitle of the course is “Basic knowledge learning for those wishing to support international mega sporting events in 2019-2021,” and was open to anyone who wanted to get involved or do something to support the four international mega sports events (Rugby World Cup 2019, Tokyo 2020 Olympic and Paralympic Games, Kansai World Masters Games 2021) that will be held in Japan in the three years starting from 2019.

Participants included 60 people from their teens to 70s, including elementary, middle and high school and university faculty, the press, employees of companies related to the Olympic and Paralympic Games, Organising Committee staff, officials of the Metropolitan Government, Japan Sports Council staff, NPO staff, graduates, and students.

We invited a different lecturer each time, including officials from the Organising Committee, relevant government agencies, Paralympic researchers, and experts in volunteerism, interpretation, media, and the Olympic movement, and the 10 classes were filled with a variety of approaches. Since the course was held at night, it seemed easier for people returning from work to participate.



Course Coordinator Professor Fumio Morooka



Sophia University Public Course: Fall 2016 Liberal Arts / Practical Course (Sociology)

“Olympic and Paralympic Games, Rugby, and Masters Support Basic Education Course” - Basic knowledge learning for those wishing to support international mega sporting events in 2019-2021

Date and Time: November 7, 2016 - January 30, 2017, Every Monday from 19:00 to 20:30 Course Fee: ¥27,000 for 10 classes

• Coordinator: Fumio Morooka (Professor, Department of Health and Physical Education, Sophia University)

January 12,
2017**Special Public Lecture:**
“Report on Sports Prostheses and Orthoses and the Rio Paralympics”

Class

Do you know about prostheses and orthoses?

A public lecture was held on the subject “Welfare and Ergonomics” offered by the Department of Engineering and Applied Sciences. Lectures were given by Fumio Usui, a prosthetic surgeon accompanying Japanese athletes as a mechanic at five Paralympic Games until last year’s Rio Games (TETSUDOU KOUSSAIKAI’s Prosthetics & Orthotics Support Center) and Sayaka Murakami, a para-athlete (Hasegawa Sports Facilities Co., Ltd.).



First, Usui explained the state of the Rio Paralympic Games while using photos. Later, he explained the difference between prostheses and the orthoses, shape, material, and functional aspects in detail. In addition, he spoke about how he became a prosthetic surgeon, and gave a report on the activities of “Health Angels,” an amputee athletic club represented by himself.

In the second half, Murakami explained the differences between the prosthesis she uses in daily life and her sports prosthesis by walking and running in the classroom. The students were also deeply interested in the unique feelings and stories about the need for various features in the daily life of a prosthetic leg user. The presentation of initiatives for welfare and the Paralympics from the perspective of engineering and applied sciences, which is the major of the students, opened up new possibilities for them.

March 28,
2017**Spring 2017 High School Student Event**
“2020 Tokyo Olympic and Paralympic Games as a student at Sophia University”

Education

About 400 high school students and others participated!

The Sophia University spring event for high school students “SOPHIA-Bringing the World Together: Wisdom brings the world together” was held on March 28, with the afternoon session on “2020 Tokyo Olympic and Paralympic Games as a student at Sophia University.” On that day, about 400 people, mainly high school students and parents, participated in the successful event.

First, Professor Yoshiaki Terumichi, Chair of the Sophia Olympics & Paralympics Project and the next university President, took the stage. He explained that the Tokyo Olympics and Paralympics are positioned as important opportunities for students to think and learn about “realizing an inclusive society,” which is part of the educational spirit of Sophia University. He also gave a presentation on Olympic and Paralympic Games-related initiatives and their results.

Next, the international photographer Shugo Takemi was invited to speak about “making 2020 a milestone.”

Finally, there was a report from the university’s Rio Paralympics Investigation Team on the Rio investigation and activities after returning home.

As Sophia University students, they talked about what should be done for the Tokyo 2020 Games, and what is actually being done as steps towards that end.

April 15,
2017**“Rio to Tokyo Workshop”**

Collaboration

Lecture by a volunteer

The “Rio to Tokyo Workshop” was held and co-organized by the Sophia University Alumni Association and the Sophia Olympics & Paralympics Project.

In preparation for the recruitment of volunteers for the 2020 Tokyo Olympics and Paralympics, we invited Kenshi Akazawa (Partner, Certified Public Accountant, Guide Interpreter (English and Portuguese), KPMG AZSA LLC), who actually worked as a volunteer at the Rio Games, to talk about volunteer recruitments, training, and the actual work, while Seira Tsutsumi and Erina Shirahama spoke as guest speakers.

A total of about 80 people participated, including graduates, students, and faculty members.

The workshop started with a talk by Erina Shirahama, a Portuguese language graduate who worked as an NHK broadcast interpreter at the Rio Olympics (she was a fourth-year student at Sophia University at the time), about the possibility of being involved in the Olympic and Paralympic Games as a “job” instead of a volunteer.



Then, Seira Tsutsumi gave an interesting point of view on the Rio Olympic and Paralympic Games, such as the operation of the Games, the state of the city, and a comparison with the Tokyo Games venue from a viewpoint overlooking the venue of the Games.

Participants listened attentively to Akazawa, who talked about the importance of language through specific and detailed content from application to training and practical work.

This was a very practical and useful workshop where participants were able to hear unique stories and information from three experienced people in different positions.

May 28,
2017

At All Sophian's Festival "Sports Support Event for People with Disabilities: Going beyond barriers"

Education

Fashion show with prosthetic legs!

The project and the Special Committee for the Support of the Olympic and Paralympic Games of the Sophia University Alumni Association co-organized the event "Sports Support Event for People with Disabilities: Going beyond barriers," and welcomed the amputee athlete club Health Angels at the All Sophian's Festival, which is held every May.



Dressed up in glamorous outfits, they put on a fashion show with colorful and proud prosthetic legs. Although initially surprised, the spectators were also fascinated by their smiles and dynamism.

After that, there was a prosthetic leg exhibition and chance to put one on.

May 29,
2017

Workshop co-organized by Sophia School Corporation Faculty-Staff Collaborative Innovation Research Team "Let's talk as students about what we can do now for Tokyo 2020!"

Education

Workshop in preparation for 2020

In April 2017, we conducted a survey on awareness and interest in the Paralympics and universal manners at Sophia University among new students, and found that many students wanted to volunteer at the Tokyo 2020 Games and to deepen their understanding of disabilities.

We invited Tsuyoshi Sakaguchi, Representative Director of the Japan Wheelchair Sports Association, to give a lecture on the actual situation of para sports and how to face them as volunteers, and students and faculty members thought about what they could do now while overcoming their own respective positions.

Sakaguchi said, "I hope that children with disabilities can have hope thanks to the Paralympic Games.

There are still only a few places where they can do sports and play in the same environment.

It would be great if we could think together with university students about the kind of society that is ideal through interacting with children with disabilities."



May 8 - June 12,
2017

2017 Public Course "International Mega Sporting Events Support Basic Education Course - Rugby, Olympic and Paralympic Games, and Masters"

Education

Public course started from AY2016

Following on from the "Olympic and Paralympic Games, Rugby, and Masters Support Basic Education Course," which was started last year as a project open to the public outside of the university, the course was renamed the "International Mega Sporting Events Support Basic Education Course" in AY2017, and lectures were held on support activities for international mega sporting events.

As in the previous year, there were a total of 29 participants from various backgrounds, including elementary, middle and high school and university faculty, the press, Organising Committee staff, officials of the Metropolitan Government, Japan Sports Council staff, NPO staff, graduates and students.

We invited suitable lecturers for the "Golden Sports Years" and had enriching content.



Sophia University Public Course: Spring 2017 Liberal Arts / Practical Course

"International Mega Sporting Events Support Basic Education Course" - Rugby, Olympic and Paralympic Games, and Masters

Date and Time: May 8 - June 12, 2017, Every Monday from 19:00 to 20:30 Course Fee: ¥16,200 for 6 classes

July 28,
2017

1st “Universal Manners Test in Sophia”

Education

Aiming for an inclusive society with education of the heart

At Sophia University, we believe that it is important for universities to cultivate students so that they can gain new insights, understand others, act towards achieving an inclusive society by learning universal manners, as they are responsible for the future of society. This certification test was carried out with that idea in mind.

[What are universal manners?]

Universal manners are a form of consideration that involves thinking about those with a different perspective and acting based on a proper understanding of their situation. We all go through life with different personal traits, such as age, gender, nationality, physical characteristics and abilities. In a modern world where people with diverse needs live, responding to them is no special technology but a matter of care, and requires everyone's compassionate actions and attitude.

[Summary]

Date and Time: July 28, 2017, 17:15-19:15

Venue: Building No. 6 Classroom 501, Yotsuya Campus

Number of participants: 69 (55 students, 5 faculty members, 9 staff members)

Unforgettable words: “Disabilities are not in people but in the environment”

“Even if you cannot make physical changes, you can change your heart now”

Comments from participating students: “I want to make myself as an option”

“I want to pay attention not only to ‘differences’ but also ‘similarities’”

April-July,
2017AY2017 University-wide General Studies:
“Body and Sports in a Society of Coexistence”

Class

We held the university-wide general studies course, “Body and Sports in a Society of Coexistence.”

An “inclusive society” refers to a society in which “people with disabilities who have not always been in environments where they can fully participate in society can actively participate and contribute. This means a participatory society in which everyone respects and supports each other's individuality and uniqueness, and in which people's diverse ways of being are mutually recognized.” This was stated by the Ministry of Education, Culture, Sports, Science and Technology.

When thinking about an “inclusive society,” it is necessary to think not only about people with disabilities, but also about the diversity of various socially vulnerable people, and the relationship between different cultures within a global society. This lecture was held as interest in an “inclusive society” grew due to the hosting of the Olympic and Paralympic Games in 2020.

With the goal of understanding the various issues faced in realizing an inclusive society and to be able to have one's own ideas about people with disabilities and minorities and speak out to society, we tried to think in terms of the body and sports so that students could easily get inspiration.

We invited para-athletes such as Kuniko Obinata of Dentsu Public Relations (who won a gold medal at the 1998 Nagano Paralympics to become the first Japanese gold medalist in Winter Paralympics history) and Junichi Kawai of the Japan Sports Council (who competed in six consecutive Paralympic Games in men's swimming from Barcelona 1992 to London 2012, winning 21 medals, including five gold medals) as guest lecturers, and around 80 students enthusiastically attended each week.

University-wide General Studies: “Body and Sports in a Society of Coexistence”

2017 Spring Semester, Tuesday 5th Class Period (17: 00-18: 30) Building No. 6 Classroom 201

Coordinator / Lecturer: Professor Takeshi Shima (Department of Health and Physical Education, Faculty of Humanities)



Professor Takeshi Shima



Ms Kuniko Obinata

August 1-3,
2017

Introducing project initiatives at the 2017 open campus

Student Activity

Many high school students visited over the three days!

Sophia University sees the 2020 Tokyo Olympic and Paralympic Games as an important opportunity to learn about an “inclusive society,” and is developing various initiatives. This year, we introduced our activities to many high school students at our open campus.

In addition to setting up a boccia experience corner in a classroom, we also held a panel exhibition of the Rio investigation report.

In the experiential class for prosthetic material research by Associate Professor Hisamori in the Faculty of Science and Technology, many high school students listened attentively to the possibilities between science and the Olympic and Paralympic Games.



September 1-
October 13, 2017**Library Project Exhibit****“Do you know about the Sophia Olympics & Paralympics Project?”**

Education

The exhibition was open to those outside the university

The second library exhibition “Do you know about the Sophia Olympics & Paralympics Project?” was held.

This exhibition not only introduced the project, but also the university library’s book collection related to the Olympic and Paralympic Games, such as official reports of the Tokyo 1964 Games. There were also a number of other books in various fields related to the Olympic and Paralympic Games.

September 3,
2017**2017 Japan Para-Swimming Championships Spectating Tour**

Collaboration

“Watch, Experience, Think”

In response to an invitation by Aioi Nissay Dowa Insurance Company, which supports para sports based on a policy of “watch, experience think,” 38 volunteer Sophia University students, faculty, and staff conducted the spectating tour. Many of the tour participants had never watched para sports before. Athletes affiliated with the company achieved great success, including setting new Japanese and Asian records, and the stands were wild with cheers.

After the championships, five of the company’s athletes were kind enough to make time to engage with tour participants, and students, still filled with excitement from the games, peppered them with questions.

An understanding also arose of the importance of actually coming into contact with para sports as an opportunity for insight.

September 20-21,
2017**Tokyo 2020 Nationwide Participation Programme “1st Volunteer Interpreters Training Class: For Participation in International Sporting Events” for students of universities that have entered into a university alliance agreement.**

Education

Conducted in six languages: English, German, French, Spanish, Russian and Portuguese

Many students are expected to apply to become volunteers for the Tokyo 2020 Games, with recruitment scheduled to start from the summer of 2018. The high interest in language service volunteers is also reflected in the results of the survey conducted by the university in April 2017 of new students.

Even for the previous Tokyo Games (1964), the university had held student interpreter training classes for about 300 students recommended by 18 universities in Tokyo, and in addition to basic knowledge of the Olympics, we also provided pronunciation and conversation classes in the Language Laboratory, which was still something rare at the time. * For this course, in addition to basic knowledge and interpretation techniques, the program was designed to deepen the understanding of the culture and local circumstances of each region, as well as respect for diversity. Around 200 students from eight other universities also attended. They learned how to act consciously to achieve an inclusive society.

In her address, Professor Akiko Koyasu, Chairperson of the Education Subcommittee for this project (Chairperson of the Department of Portuguese Language and Luso-Brazilian Studies, Faculty of Foreign Studies), cheered the students on, saying,

“In the future, Japan will host a number of international sports events, including the Rugby World Cup 2019 and the Tokyo 2020 Olympic and Paralympic Games. By all means, I hope that you will all actively become involved by utilizing your own unique identities. Take advantage of this opportunity to develop the inclusive communication skills required for today and improve yourselves!”

Participating students who completed the two-day course were awarded a certificate of completion, and made positive comments such as, “I learned that there are various ways to participate, so I would like to start looking for what I can do even if I cannot be directly involved in the Olympic and Paralympic Games,” and “I have made new friends from other universities, and am more motivated to study in the future.”



October 2017-
January 2018**University-wide General Studies: "Inclusive Society Creation Theory: Towards the realization of an inclusive society through sports and the arts for people with disabilities"**

Class

Students from all faculties gained an understanding of an inclusive society

Themed on the creation of an inclusive society, or a participatory society which everyone respects and supports each other's individuality and uniqueness, and in which people's diverse ways of being are mutually recognized, the lecture aimed for students to learn about the theory and practice of disability sports and disability arts.

The lecturer was Professor Akira Otsuka from Sophia University's Department of Social Services, and he taught the students about understanding disabilities, sports theory of people with disabilities, and the current situation and issues of art activities for people with disabilities.

In addition, the lecture also covered methods, practical techniques, and possibilities for the creation of an inclusive society.

Course syllabus: Course Period: 2017 Autumn Semester,

Wednesday 1st Class Period (9: 15-10: 45)

Instructor: Professor Akira Otsuka (Department of Social Services, Faculty of Human Sciences, Sophia University)

Number of participants: 66

October 13,
2017**2nd Universal Manners Test (Level 3) at Mejiro Seibo Campus**

Education

A universal manners test for nursing students!

The second Universal Manners Test was held at the Mejiro Seibo Campus, where second- to fourth-year students in the Department of Nursing study.

Many of them aim to become nurses, and their high level of awareness for supporting others was reflected. All participating students enjoyed working in groups and sharing their "insights."

October 15,
2017**7th Venue Tour organized by Sophia University Alumni Association**

Investigation

Aiming for the new National Stadium!

This investigation was conducted with a total of eight people, including a first-year exchange student (Faculty of Science and Technology) from Beijing and an alumni who graduated from the Department of Physics in 1979.

They departed the Tokyo International Exhibition Center (Tokyo Big Sight), which will serve as the Main Press Center (MPC) for the 2020 Games and house media organizations from many different countries, after 10 o'clock.

They walked through Ariake Tennis Park, the volleyball venue under construction, the gymnastics competition venue, and the BMX venue, and checked the convenience and accessibility of facilities such as elevators and toilets along the way.

They then went to the New National Stadium by subway, and walked while discussing how to explain subway transfers to overseas tourists and transportation to Olympic-related officials.

October 20,
2017**Disability Sports in Southeast Asia :
Exploring the Prospects of International Cooperation**

Research

Symposium co-organized by The Nippon Foundation Paralympic Support Center and Sophia University

In recent years, the importance of supporting sports for people with disabilities has been recognized both in Japan and abroad.

At this symposium, we shared the awareness of sports support for people with disabilities in developing countries and discussed how to support them in the future by grasping the actual situation and needs of the development of sports for people with disabilities in ASEAN countries, which have close relations with Japan in particular, and have high expectations for support from Japan.



Although the maturity of sports for people with disabilities varies greatly from country to country, we felt that it is important for Asian countries to cooperate with each other to promote changes in the perception of society and the behavior toward people with disabilities through sports, and by promoting the power of athletes in the region.

Summary

<Date and Time> October 20, 2017 (Friday) 15:30-18:30

<Venue> International Conference Hall 17, Building No. 2. Sophia University

<Organizer> The Nippon Foundation Paralympic Support Center

<Co-organizer> Sophia University "Sophia Olympics & Paralympics Project" (SOPP)

<Supporters> Japanese Para Sports Association / Japanese Paralympic Committee, The Japan Times, Sports for Tomorrow (SFT) Accreditation Program

Program

15:30	Opening Remarks	Yoshiaki Terumichi (President of Sophia University)
15:35	Keynote Speech: "Value of International Cooperation through Sport – the Implementation of Sport for Tomorrow"	Yoko Fujie (Director-General, Japan Sports Agency)
15:55	[1st Session: Disability Sports in Asia "Promotion of Paralympic Movement in Asia and its Future"]	Masayuki Mizuno (Vice President, Asian Paralympic Committee)
	"Development of Disability Sport in Malaysia"	Selina Khoo (Associate Professor, University of Malaya, Malaysia)
	"Development of Disability Sports in Thailand and the Cooperation with Neighboring Countries"	Korakot Charakorn (Orthopedist, Phramongkutklao Hospital, Thailand)
	"Current Situation and Future Challenges of Disability Sports in Vietnam"	Ho Thanh My (Office Manager, Vietnam Paralympic Association)
16:55	Intermission	
17:05	[2nd Session: "International Cooperation through Disability Sports"]	
	"JICA Sport and Development towards SDGs"	Koji Jitsukawa (Director of Volunteer Program Operation Division 2, Secretariat of the Japan Overseas Cooperation Volunteers, Japan International Cooperation Agency (JICA))
	"What Promotes Effective Implementation of Disability Inclusive Sports for Development Programs? Lessons Learnt from the Australian Government's Development-through-Sport Program in the Pacific"	Alexandra Devine (Senior Research Officer, Nossal Institute for Global Health, Australia)
17:35	[3rd Session: Panel Discussion]	Moderator: Fumio Morooka (Professor, Sophia University), Panelists: 1st and 2nd session speakers
18:25	Closing Remarks	Kazuo Ogura (President, The Nippon Foundation Paralympic Support Center)

October 24,
2017

Received Universal Manners Award 2017
"Division Award (Innovation Division)"

Education

The university's promotion of a wide range of diversity was recognized.

Universal Manners Award 2017 was held for the first time in 2017 by the Japan Universal Manners Association, which manages the Universal Manners Test.

The purpose of this award is to recognize companies, local governments, and educational institutions that are actively engaged in creative and unique initiatives to create and propose a society where everyone can live comfortably, and to promote the spread and intensification of initiatives for the realization of an inclusive society.

The university was awarded the "Division Award (Innovation Division)" for a series of initiatives to promote a wide range of diversity, including the promotion of universal manners and disability sports, training and lectures on the LGBT community and other topics, and the opening of a special cafeteria for halal food on its campus, based on the four perspectives of "effectiveness," "innovation," "continuity" and "ripple effect."



October 2017-
January 2018

2017 University-wide General Studies:
"Introduction to the Olympic and Paralympic Games"

Class

This course is a basic education course continuing from one started in AY2016 for those who aspire to support the Olympic and Paralympic Games and strive for peaceful, inclusive and non-discriminatory sports for all societies.

They will learn the philosophy and history of the Olympic and Paralympic Games, their relationship with politics, economy, culture, education, international exchanges, and their influence, and consider the function of the Olympic and Paralympic Games as a culture that promotes an inclusive society, as well as considering how that society should be.

Course syllabus:

Course Period: 2017 Autumn Semester,

Tuesday 5th Class Period (17:00-18:30)

Instructor: Professor Fumio Morooka

(Department of Health and Physical Education, Faculty of Humanities, Sophia University)

Number of participants: 100



Instructor: Professor Fumio Morooka, Department of Health and Physical Education, Faculty of Humanities

November 3,
2017**Boccia experience and lecture organized by Sophia University Alumni Association**

Education

Parents and children participated in the experience

Together with the Sophia Festival, a boccia experience and lecture organized by the Sophia University Alumni Association was held.

We invited Mitsuteru Murakami, Director of the Boccia Strengthening Department of the Japan Boccia Association (coach of the Japanese National Team that placed 7th in London 2012 and won a silver medal in Rio 2016) to give a lecture on Paralympic sports and an inclusive society, and held a boccia experience in the Gymnasium No. 2.

Participants included former President Takashi Hayashita and families with children.

In the mini-game, they were filled with a full range of emotions due to the strategic nature and depth like Othello or Shogi, and were able to experience the beauty and fun of boccia.

February 13,
2018**We conducted a field survey around the Olympic and Paralympic venues.**

Investigation

Helping to create an accessible map

As part of "What Sophia University can do for the 2020 Olympic and Paralympic Games," the university is managing a project called the Development of SoCHAS (Sophia Cross-lingual Health Assistant System), a multilingual medical translation app specialized for healthcare, nursing, social welfare, and caregiving. The project is led by Professor Eiko Takaoka of the Department of Information and Communication Sciences, Faculty of Science and Technology.

As part of this project, a field survey was conducted on February 13 as in 2017 to collect information necessary for the creation of accessible maps around Olympic and Paralympic venues, with the cooperation of second-year students taking the Care Worker Course at the Sophia School of Social Welfare.

The four venues that were surveyed were the Tokyo International Forum, the Nippon Budokan, Equestrian Park, and the Tokyo Metropolitan Gymnasium, and the project results were presented in a class by Professor Fumikazu Horigome from the Sophia School of Social Welfare.

Compared to the results of the survey conducted a year ago, there were areas where the nearest stations were steadily being renovated and the surrounding environment improved in preparation for the 2020 Games, but there were also areas that were not completely accessible, and it became clear that we need to continue to survey the progress of these areas in the next year and into the future.

March 7-11,
2018**Investigation Team Dispatched to the Pyeongchang 2018 Paralympic Winter Games**

Investigation

Investigating the Games in a Neighboring Nation to Leverage the Lessons Learned for 2020

Following the Rio 2016 Paralympic Games, an investigation team consisting of three students, two faculty, and two staff members were dispatched to Pyeongchang.

In addition to investigating the state of para sports and relevant initiatives in South Korea, the team also sought information which would be of use in drafting plans to promote student participation in 2020.

See Chapter 2 for more details.



March 27-28,
2018

Tokyo 2020 Nationwide Participation Programme “2nd Volunteer Interpreters Training Class: For Participation in International Sporting Events” for students of universities that have entered into a university alliance agreement.

Education

About 100 people attended the second course

The PyeongChang 2018 Winter Games have also been successfully completed, and the Tokyo 2020 Games are about to begin.

The success of Japanese athletes at both the Olympic and Paralympic Games and at the PyeongChang 2018 Winter Games further increased the momentum for the Tokyo 2020 Games.

We held the second “Volunteer Interpreters and Language Service Volunteers Training Class: For Participation in International Sporting Events” for two days on March 27 and 28 while the enthusiasm still had not subsided.

This time, about 100 students came from 10 universities affiliated with the Tokyo 2020 Organizing Committee, including Sophia.

The lectures on the first day were given by Masaya Ninomiya, member of the Tokyo 2020 Volunteer Advisory Conference Committee, Chiharu Nishikawa, who also participated as an interpreter volunteer at the London, Sochi and Rio Games as a member of the same committee, and Hidemichi Kurata, former coach of Waseda University’s ski team and Leader of the Aioi Nissay Dowa Insurance Company Olympics & Paralympics Project.

Lectures were given on the basics of international sports events, the mindset required to volunteer, universal manners, and other topics.

In addition, a Sophia University’s graduate who was active as a French interpreter volunteer at the 1964 Games in Tokyo also participated, and they talked about their experiences at the time, along with some valuable photos.

The second day consisted of practical lectures in six languages: English, German, French, Spanish, Russian and Portuguese.

Participants learned the basics of interpreting and translating, and also conducted practical role-playing to simulate talking with overseas tourists.

In addition, they deepened their knowledge of differences in cultures and customs related to countries and regions in each language area.



March 30,
2018

Spring 2018 High School Student Event
“2020 Tokyo Olympic and Paralympic Games as a student at Sophia University”

Education

About 500 high school students participated

At the Sophia University spring event for high school students “SOPHIA-Bringing the World Together: Wisdom brings the world together,” we held “2020 Tokyo Olympic and Paralympic Games as a student at Sophia University” for the second time.

On that day, about 500 people, mainly high school students and parents, participated in the successful event.

As an opening speech, Professor Yoshiaki Terumichi, President of Sophia University, conveyed the message that he would like students to be involved in the Tokyo Olympic and Paralympic Games and future activities as an important opportunity for them to think and learn about “realizing an inclusive society,” which is part of the educational spirit of Sophia University.

Then, Professor Fumio Morooka from the Department of Health and Physical Education, Faculty of Humanities, who is a member of the Sophia Olympics & Paralympics Project, introduced the Olympic Charter, the history of the Paralympic Games, and a message from Pope Francis, and explained what kind of legacy the experience of the Olympic and Paralympic Games will leave for them and society, and the specific ways they can engage as Sophia University students.

In addition, the PyeongChang Winter Paralympics investigation team, consisting of faculty, staff, and students from the university, reported on their field research and the direction of initiatives toward the Tokyo Games.

In addition to hoping that the high school students who participated in the event agreed with the Olympic and Paralympic initiatives of the university and will want to attend Sophia University, the event made people excited for the day they can work together for the Tokyo 2020 Games in two years.



April-July,
2018**AY2018 University-wide General Studies: "Thinking About Sports and Social Inclusion for the Disabled with Para-Athletes"**

Class

Aioi Nissay Dowa Insurance Co., Ltd. Joint Lecture Course

We held a joint lecture course with Aioi Nissay Dowa Insurance Co., Ltd.

In order to build an inclusive society for the Tokyo 2020 Games and beyond, we invited a number of guest lecturers from Paralympians and athletic organizations to give lectures based on their real stories on the important theme, the Paralympics, and the situation surrounding the underlying sports for people with disabilities.

In sports, there are three perspectives: "playing," "watching," and "supporting." In this course, we focused on the perspectives of "watching" and "supporting," and made it a place to think about sports for people with disabilities and an inclusive society from all angles.

[Course syllabus]

Course Period: 2018 Spring Semester, Monday 5th Class Period (17: 00-18: 30)

Coordinator: Professor Fumio Morooka (Department of Health and Physical Education, Faculty of Humanities, Sophia University)

Instructor: Hidemichi Kurata (Sports Promotion Team Leader, Corporate Planning Department, Aioi Nissay Dowa Insurance)

Number of participants: 96



Instructor Hidemichi Kurata (Sports Promotion Team Leader, Corporate Planning Department, Aioi Nissay Dowa Insurance)

April-July,
2018**AY2018 University-wide General Studies: "Body and Sports in a Society of Coexistence"**

Class

Realizing an inclusive society

The Tokyo 2020 Olympic and Paralympic Games can be seen as a great opportunity to realize an inclusive society.

An inclusive society means a participatory society in which everyone respects and supports each other's individuality and uniqueness, and in which people's diverse ways of being are mutually recognized. In this course, we discussed the issues and possibilities of achieving this from various perspectives such as sports for people with disabilities and the LGBT community, and we considered the role played by the body and sports. This course cultivated a deep understanding of an inclusive society and the awareness of playing a part in creating it.

Approximately 80 students attended the course in AY2018. In order to think about the "future" of an inclusive society, each instructor presented the current situation with rich video materials, data, or their own experiences, and posed various challenges to the participants.

In the class on adapted sports by Associate Professor Mayumi Saito of Tsukuba University, she talked about adapted sports that were fostered by the deaf themselves to "enjoy" and "participate in" sports competitions by introducing their history, the Deaflympics, and active athletes, and presented the potential for inclusion through sports. She alluded to the harm and lack of understanding that arise from the assessment and classification according to the degree of disability and the presence of disability, and suggested the importance of communication to surpass them.

University-wide General Studies: "Body and Sports in a Society of Coexistence"

2018 Spring Semester, Tuesday 5th Class Period (17: 00-18: 30) Building No. 6 Classroom 201

Coordinator/Lecturer: Professor Takeshi Shima (Department of Health and Physical Education, Faculty of Humanities)



Professor Takeshi Shima, Coordinator



Associate Professor Mayumi Saito, University of Tsukuba

April-July,
2018**2018 University-wide General Studies: "Introduction to the Olympic and Paralympic Games"**

Class

Toward the Tokyo 2020 Olympic and Paralympic Games

Approximately 100 students took the course in AY2018 for its third year.

In the sixth lecture, we invited Satoshi Ashidate, who is the chief coordinating officer of the Cabinet Secretariat's Headquarters for the Promotion of the Tokyo Olympic and Paralympic Games and a graduate of the university, two years before the 2020 Tokyo Olympic and Paralympic Games.

Course Syllabus: Course Period: 2018 Spring Semester, Friday 5th Class Period (17:00-18:30) Lecturer: Professor Fumio Morooka (Faculty of Humanities, Department of Health and Physical Education, Sophia University)

Number of participants: 97



Course Lecturer Professor Fumio Morooka

May 9-June 13,
2018**2018 Public Course “International Mega Sporting Events Support Basic Education Course- Rugby, Olympic and Paralympic Games, and Masters”**

Education

May 9 - June 13, Wednesday, 6 sessions in total

This is a public lecture that has been held as part of the project since 2016.

Continuing from last year, this year's (AY2018) course was titled “International Mega Sporting Events Support Basic Education Course - Rugby, Olympic and Paralympic Games, and Masters,” and experts on international sports events gave six lectures in a row.

There were more than 50 participants, mainly those involved in sports events in various fields such as government and mass media, indicating a high level of interest in upcoming major international events.



**Sophia University Public Course:
Spring 2018 Liberal Arts / Practical Course
“International Mega Sporting Events Support Basic Education Course -
Rugby, Olympic and Paralympic Games, and Masters”**

Date and Time: May 9, 2018 - June 13, 2018, Every Wednesday from 19:00 to 20:30

Venue: Yotsuya Campus, Sophia University

Course Fee: ¥16,200 for 6 classes

Coordinator: Fumio Morooka (Professor, Department of Health and Physical Education, Sophia University)

May 20,
2018**“Experiencing and learning about an accessible map app:
Create a city that is friendly for everyone”**

Investigation

Accessibility experience event

We incorporated the experience of the accessible information sharing application “Bmaps” developed by Mirairo Inc. into a city walking event in Chiyoda City to learn about the information and mindset necessary for creating a city that is friendly to everyone.

“Bmaps” is an application that allows people with disabilities, the elderly, people using strollers, foreigners, and a variety of other people to register, share, and spread information about stores and places they want to visit when they go out.

The participants learned why such services are needed now and the current state of our diversifying society, and were then carefully taught how to properly ride and support wheelchairs and their users, and how to support and guide the visually impaired.

Then, they divided into four groups and left the university.

Even the familiar route for commuting to and from school looked completely different from a wheelchair, and they were bothered by the glances of others. The supermarket in the station building was also found to be too narrow for wheelchairs.

A participant said, “It’s good to know that the live information I felt will be shared and become someone else’s map of tomorrow. The city is changing every day, so I want to continue to update the information on a regular basis.”

May 27,
2018**“Practicing universal manners” at All Sophian’s Festival**

Education

Implemented our experience plan

The “All Sophian’s Festival” was held for Sophia University graduates and their families, and together with the Sophia University Alumni Association’s Special Committee for Olympic and Paralympic Games Support, this project set up a corner for practicing universal manners, including a corner to experience guiding the visually impaired and a corner to experience using a sports wheelchair. The venue was packed with many visitors, especially many children, who came to try out the wheelchairs.

In addition to the test ride experience, there was also a challenge project where participants could actually check the accessibility of the campus by visiting points on the campus map distributed to them, and finding the hidden keyword by combining the displayed letters.



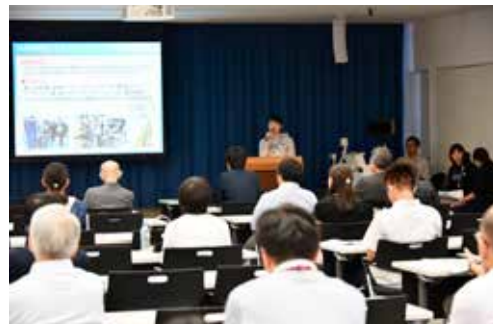
May 31,
2018

Pyeongchang Paralympics Investigation Team Report

Education

In Addition to Students, Many Members of the Mass Media Attended

The debriefing of the investigation team dispatched to the Pyeongchang Paralympics in March was conducted in the International Conference Hall in Building No. 2. In addition to students, on the day of, numerous members of the mass media also attended, hinting at the high degree of interest in the Tokyo 2020 Games to be held two years hence. The presenting students announced that they would be establishing a student project whose aim would be the realization of an inclusive community, stating, “Although we students may not be able to directly change tangible aspects such as laws and facilities, we can create a gathering of like minds who can demand such tangible aspects be improved.”

June 1,
2018
Lecture: “What is Japan aiming for in the Olympic and Paralympic Games?”
Chief Coordination Officer, Cabinet Secretariat’s Headquarters for the Promotion of the Tokyo Olympic and Paralympic Games (University alumni)

Education

Introducing government initiatives for the 2020 Tokyo Olympic and Paralympic Games and the challenges and prospects that lie ahead

We welcomed Satoshi Ashidate (1985 Faculty of Law graduate), an alumnus of the university and chief coordinating officer of the Cabinet Secretariat’s Headquarters for the Promotion of the Tokyo Olympic and Paralympic Games, to give a lecture titled, “What is Japan aiming for in the Olympic and Paralympic Games?”

With 783 days to go before the Games, which is a mega project with lots of challenges and troubles, Mr. Ashidate spoke with enthusiasm and expectation to over 160 avidly listening participants about the power of sports and the power of athletes to make the Olympics and Paralympics a great success, saying, “Once the Olympics and Paralympics start, everyone will be struck and moved.”

June 9,
2018

Wheelchair Basketball World Challenge Cup 2018 Spectating Tour

Collaboration

Aioi Nissay Dowa Insurance Co., Ltd. joint spectating tour

We went to see the “Wheelchair Basketball World Challenge Cup 2018.” The students who watched wheelchair basketball for the first time were very excited by the power of the game. At the end of the game, Katsumi Miyake, a former representative of Japan’s national team, took the time to answer many questions.

Mr. Miyake said that he hoped the sport would become as familiar to everyone as baseball or soccer, and we really felt that anyone would become enthusiastic about it once they saw it.

There were various considerations regarding the accessibility of the venue, and there were many other things to notice besides the match.

In the future, we will continue to work with Aioi Nissay Dowa Insurance Co., Ltd. to expand the understanding of an inclusive society and diversity through sports for the disabled!



June 19,
2018

Rugby World Cup 2019 Volunteer Recruitment Briefing

Collaboration

Close to 1,000 Applicants Attended

The Rugby World Cup 2019 was scheduled to be held in Tokyo the year before the Tokyo 2020 Games, and from this project's inception, it was planned to incorporate the world cup along with the Tokyo 2020 Games. Having been searching for a way to collaborate with the organising committee, Sophia University then cooperated in the form of providing a venue, with the first volunteer recruitment briefing being held in a large room in Building No. 6 on the Yotsuya Campus.

The briefing was open to the general public and did not require any advance registration. On the day of, so many people interested in participating arrived that not all of them could enter the venue.

It was an indicator of the high degree of interest in the international sports competitions which would be held the following year and the year after, as well as the high expectations for the volunteers.

June 28,
2018

WOWOW × Sophia University “Para-Sports Night”

Education

IPC & WOWOW Paralympic Documentary Series “WHO I AM”

WOWOW, Sophia Olympics & Paralympics Project, and the Special Committee for the Support of the Olympic and Paralympic Games of the Sophia University Alumni Association co-organized a “PARA-SPORTS NIGHT” in Room 101 of Building No. 6, with the title “An event to watch videos of the world’s top athletes and meet para-athletes.”

Utilizing the documentary series on the world’s best para-athletes “WHO I AM,” jointly launched by the International Paralympic Committee (IPC) and WOWOW, this event aims to promote understanding of para sports and people with disabilities and think about one’s own involvement toward achieving an inclusive society after the Tokyo 2020 Games.

In the first half, program chief producer Shinya Ota showcased the “brilliance” of para-athletes through untold stories. He also gave a realistic account of his own emotional changes.

In the second half, Kento Kato, a blind soccer player representing Japan, gave a dribbling performance and held an experience program. The importance of communication and the unique appeal of blind soccer, where the audience cheers for goals, were introduced.

June 30,
2018

5th Universal Manners Test in Sophia

Education

This time, Level 2 was also conducted for the first time on campus!

At Sophia University, we believe that it is important for universities to cultivate students so that they can gain new insights, understand others, act towards achieving an inclusive society by learning universal manners, as they are responsible for the future of society. This test is conducted periodically in the university with this in mind.

This was the first time we conducted Level 2, apart from Level 3, which was the fifth time.

For Level 2, students learned how to properly support people with wheelchairs, visual impairments, hearing impairments, and the elderly through experiences. When they put on an elderly kit, their bodies became heavier than expected, and it was hard to stand. They realized how much canes and handrails could be relied on.

We felt that this small action by each of us would be a big step towards an inclusive society.



July 31,
2018**Tokyo 2020 Olympic and Paralympic Volunteer Recruitment Briefing**

Collaboration

We held a volunteer recruitment briefing for the Tokyo 2020 Olympic and Paralympic Games

The Organising Committee of the Tokyo Olympic and Paralympic Games held a volunteer recruitment briefing at Sophia, ahead of other universities nationwide.

The morning session hosted by the university was for Sophia University students, faculty and staff members only, but an impressive number of 400 people participated, indicating a high level of interest.

The event was facilitated by graduates who are currently involved in preparations for the Tokyo 2020 Games in the Organising Committee, and they gave detailed explanations of the nine activities of Games volunteers, while talking about the memories of their time as students and what kind of work they do in the Organising Committee. They also called for everyone to join them on the journey toward the Games and to create the best Games possible.

There are many ways to get involved in the Games other than volunteering. We hope that everyone will see this as an option and opportunity to shine, and act proactively.

August 2-4,
2018**2018 Open Campus "Sophia University Olympics & Paralympics Project - Introduction to the initiatives for Tokyo 2020"**

Student Activity

Many high school students visited over the three days!

Sophia University sees the 2020 Tokyo Olympic and Paralympic Games as an important opportunity to learn about an "inclusive society," and is developing various initiatives. We set up a booth to introduce our activities to many high school students at the open campus this year as well.

At the booth, we displayed reports on past activities, panels showing our field surveys at the Rio Paralympics and PyeongChang Winter Paralympics, as well as a boccia and goalball experience corner. In addition, the "Paralympic Games Quiz Rally" organized by the student project "Go Beyond," which was launched in June 2018 was a participatory event in which participants could learn about the Paralympic Games by answering questions set up at six locations on campus. Visitors enjoyed themselves answering questions, looking at the exhibits, and experiencing para sports with our students.



The booth was full of visitors for the 3 days

September 5,
2018**Signed comprehensive cooperation agreement with Aioi Nissay Dowa Insurance Co., Ltd.**

Collaboration

Aiming to build an inclusive society by supporting disability sports

Sophia School Corporation and Aioi Nissay Dowa Insurance Co., Ltd. signed a comprehensive cooperation agreement with the aim of building an inclusive society by supporting para sports.

On this day, Yasuzo Kanasugi, President Representative Director of the company, and others visited the university, and a signing ceremony was held. This is the first time that Aioi Nissay Dowa Insurance CO., Ltd. has signed an agreement with a private educational institution. As an official partner of the Japanese Para Sports Association, the company is actively involved in educational activities such as lectures and para sports experience events, as well as in hiring para-athletes.

Both parties have been mainly collaborating in Sophia School Corporation's "Sophia University Olympics & Paralympics Project." We have co-organized para sports spectating tours, symposiums on accessibility issues, and other activities in the past. In the spring semester of this year, the joint lecture course "Thinking About Sports and Social Inclusion for the Disabled with Para-Athletes" was held with Hidemichi Kurata, leader of the company's Sports Promotion Team in the Corporate Planning Department, as the coordinator. In addition, a tour to watch a para sports swimming competition as the first collaborative project after the signing of the agreement was held on September 23.

Commenting on the agreement, Chancellor Tsutomu Sakuma said, "The university, with its educational spirit of 'for others, with others,' and Aioi Nissay Dowa Insurance, with its action guideline of 'community-based' and its commitment to contributing to the community through support for sports for the disabled, share a common philosophy of cultivating people who can contribute to the realization of an inclusive society. I would like to appeal to young people about the importance of social inclusion, and also work harder to foster those who can take concrete actions to solve problems," with much aspiration.



Chancellor Sakuma (left) and President Kanasugi

September 23,
2018

2018 Japan Para Swimming Championships Spectating Tour

Collaboration

The Third para sports Spectating Tour

Similar to the previous year, the third para sports spectating tour was conducted in collaboration with Aioi Nissay Dowa Insurance Company to cheer on the athletes taking part in the Japan Para-Swimming Championships.

As the championships took place immediately prior to the Asian Games, numerous spectacular achievements were made one after the other, which heated up the cheering of the spectators.

After the championships, athletes affiliated with the company kindly made time to engage with the students, who were deeply impressed by the participants' earnest sports endeavors.

October 8-13,
2018

Investigation Team Dispatched to the Indonesia 2018 Asian Para Games

Investigation

Investigating Support for para sports in Asia Going Forward

An investigation team was dispatched consisting of Vice President Mitsuru Hisata, three Go Beyond students, and one staff member.

The team visited Atma Jaya Catholic University, a catholic university similar to Sophia University; and the Foundation for Development of Disabled Children Jakarta. Investigating support for students with disabilities and initiatives for minority children and students, the team also engaged in the exchange of ideas. In addition, the team met with students attending Fuji Kindergarten, a local Japanese kindergarten, and listened to what children had to say about living in a foreign culture.

The team's investigations of stadium, airport, and event venue accessibility revealed the importance of physical accessibility of facilities. Witnessing events being held in the high humidity of Jakarta also got the team thinking about measures to deal with the heat during the Tokyo 2020 Games, which would be held in the middle of summer. Further, as Indonesia is a country with many Muslims, prayer rooms were constructed at the venues, which made the team think a lot about the many different kinds of support needed with diversity of race, religion, and culture.

Additionally, the team interviewed volunteer staff, spectators, and participating athletes, and also met with Maki Nakano, a Sophia University staff member who served as a technical official at the archery venue.

November 1,
2018Foundation Memorial Program:
"The Norm for Sophians: Universal Manners Course"

Education

Promoting Universal Manners in Sophia University's Faculty and staff

Each year on our Foundation Day on November 1, Sophia University conducts hands-on programs for faculty and staff based on the concept of "knowing each other, knowing Sophia, and thinking about the future." Without regard for academic program or department, faculty and staff consider together our role in changing society and contributing to the development of society. With our campuses experiencing growing diversity and with the desire to take a step toward securing comfortable learning environments for all, in 2018 we asked Hiromi Kishida, an executive from the Japan Universal Manner Association, to talk about issues to be aware of in educational environments with the aim of instilling universal manners in our faculty and staff.



November 2-4,
2018**Held event at Sophia Festival and opened Go Beyond booth**

Student Activity

Also held special screening and talk show for WHO I AM

At the Sophia Festival, SOPP and Go Beyond held events and opened an exhibit at the Go Beyond booth, including a boccia experience corner, volunteer consultation, and a quiz contest.

Also, on Saturday, November 3, together with the Sophia Festival Executive Committee, WOWOW's "WHO I AM" team screened a documentary on Canada's Patrick Anderson, called a wheelchair basketball god, from "Season 3" of the program, which began airing in October the same year, and we held a talk show with Akira Toyoshima, the captain of Japan's wheelchair basketball team.

During the talk show, the Go Beyond members, who had witnessed his powerful performance at the Asian Para Games held in Jakarta the same October, asked him countless questions, which he thoroughly answered one by one.

November 17,
2018**Seven University Collaborative "Sports and Liberal Arts Course"**

Education

Held Seven University Collaborative "Sports and Liberal Arts Course"

Kanda University of International Studies, Keio University, Rikkyo University, Sophia University, University of Tokyo, University of Tsukuba, and Waseda University (in alphabetical order) held "Seven University Collaborative Sports and Liberal Arts Course - Contributing to Society through Sports" over three days.

This course aims to create opportunities for students to enhance their wide range of education in the fields of sociology, humanities, and natural sciences with a focus on sports.

On Saturday, November 17, the second day of the seminar, more than 50 students participated in the program on the theme of "Sports and a Global and Inclusive Society" at the university.

At the end of the program, a group discussion was held on the theme of "How can we utilize the Tokyo 2020 Games to create an inclusive society?", and there were many opinions from students, such as "Just as there is an Olympic and Paralympic Village, I want to create a 'supporter village' where people from all over the world can gather and celebrate each other."

◆Overview of Sports and Liberal Arts Course◆

[Title]	Seven University Collaborative "Sports and Liberal Arts Course - Contributing to Society through Sports"
[Organizer]	Seven University Collaborative Sports and Liberal Arts Course Executive Committee (Kanda University of International Studies, Keio University, Sophia University, University of Tsukuba, University of Tokyo, Rikkyo University, Waseda University)
[Target audience]	Undergraduates, graduate students, and continuing education students nationwide
[Course Fee]	¥5,000 (for all 3 days/tax included)



November 22-28,
2018**Wisdom Bringing the World Together:
Tokyo 2020 Olympic and Paralympic Games Experience Week**

Student Activity

Numerous Student-Driven, Experience-Oriented Events Held

This large-scale, week-long student-facilitated event was called “Oly-Para (Olympics and Paralympics) Week.” During lunch, a big number of students gathered on the Yotsuya Campus’ Main Street to take part in a variety of sport experiences such as fencing and blind soccer.

On the final day, five active para-athletes were invited to host a talk. Time was also set aside for attendees to break up into groups to speak with the athletes directly, during which they discussed their training methods and ways they re-energize themselves as the Tokyo 2020 Games approached.

November 22,
2018**5th WHO I AM Forum with OPEN Tokyo**

Collaboration

Special Advance Screening and Public Talk with Gold Medalists

A special advance screening of “WHO I AM,” a Paralympic documentary series jointly produced by WOWOW and the International Paralympic Committee (IPC), was held in Sophia University’s Building No. 6. Before the screening, MC Shuzo Matsuoka went on stage to speak to the students, filling the venue with excitement early on.

The advance screening featured a documentary on athlete McKenzie Coan, who won three gold medals in swimming at the Rio Paralympic Games. The students were transfixed by Coan who, despite having experienced broken bones more than 50 times, has remained positive and cheery. During the talk afterward, Australian athlete Ellie Cole, who has won 15 medals in swimming at the Beijing, London, and Rio Paralympic Games, made an appearance. Brazilian athlete Daniel Dias, who has won 24 medals in swimming at the same three Games, also took the stage. Rio Games swimming silver medalist Masato Sakai of Japan also attended. Together with Matsuoka, the four athletes engaged in excited discussion of para sports, the Tokyo 2020 Games, and a variety of other topics, providing great inspiration to the attending students.

May 11,
2019**Rengo Tokyo's Tokyo 2020 Games City Volunteer Kickoff Meeting**

Collaboration

What We Can Do to Stir Excitement for the Tokyo 2020 Games

One staff member from the project and two students representing Go Beyond took part in the panel discussion at the kickoff meeting held by Rengo Tokyo, which conducted the consolidated recruitment of City Volunteers for the Tokyo 2020 Games.

In addition to talking about the volunteers at the PyeongChang Games as witnessed by the investigation team, and anticipated roles, the panel also discussed initiatives for realizing an inclusive community which would continue to be implemented even after the Games. The conversation was quite vigorous. At the end of the event, the moderator reaffirmed the aim of everyone, including participants in the venue, to work together to build momentum for the Tokyo 2020 Games and make them a success, and concluded by encouraging all to prepare so that they could face 2020 with smiles.



April-July
2019**AY2019 University-wide General Studies:
“Introduction to the Olympic and Paralympic Games”**

Class

What are the Olympics? What are the Paralympics?

The Olympic and Paralympic Games are more than just sporting events.

According to the Olympic Charter, the purpose of the Olympic Games is “to place sport at the service of the harmonious development of humankind, with a view to promoting a peaceful society concerned with the preservation of human dignity.”

And the Paralympics aim to realize the goals outlined by this Olympism and to build a truly inclusive society.

In this course, students learned comprehensively about the Olympic and Paralympic Games, which will be held for the second time in Tokyo in the summer of 2020, and also considered the issues that need to be addressed in order for a wide variety of people from 206 countries and regions to live together harmoniously.

The Olympic Games are well known as a festival of peace and the world’s largest athletic event, but in fact, the first fundamental principle in the Olympic Charter is Olympism as a philosophy of exploring how humans should live.

From that point of view, playing sports is also called “a human right.”

Students learned from various angles about the visible Olympic Games, the ideals they embody, and where their challenges lie.

University-wide General Studies: “Introduction to the Olympic and Paralympic Games”

2019 Spring Semester, Friday 5th Class Period (17:20-19:00) Lecturer: Fumio Morooka (Professor Emeritus, Sophia University)



Approximately 100 students signed up for the course

April-July
2019**Aioi Nissay Dowa Insurance Co., Ltd. Joint Lecture Course**

Class

University-wide General Studies:**“Thinking About Sports and Social Inclusion for the Disabled with Para-Athletes”**

For the Tokyo 2020 Games, we will continue to develop immersive lectures for this joint lecture course that has been offered since AY2018 by incorporating the voices of para-athletes, sports organizations, and other students in the field, especially on the situation surrounding the Paralympic Games and disability sports.

Sports can be viewed from three perspectives: “playing,” “watching,” and “supporting.” In this course, we focused on these perspectives and provided an opportunity to think about para sports and an inclusive society toward 2020 from all angles.

[Course syllabus]

Course Period: 2019 Spring Semester, Monday 5th Class Period
(17: 20-19: 00)

Coordinator: Hiroaki Taniguchi (Instructor, Department of Health and Physical Education, Faculty of Humanities, Sophia University)

Number of participants: 100



Hidemichi Kurata, Lecturer



Hiroaki Taniguchi, Coordinator

May 14, 17
2019**OBS (Olympic Broadcasting Services) “Broadcast Training Programme” Briefing Session**

Collaboration

Getting involved in the Tokyo 2020 Games through broadcasting

We welcomed three members from OBS (Olympic Broadcasting Services) in Madrid, Spain, and held a BTP (Broadcasting Training Programme) briefing session for two days in Room 101 of Building 6 at Sophia University.

OBS is the official media organization for the Olympic and Paralympic Games established by the International Olympic Committee (IOC). Videos and content related to the Games are distributed to news agencies in various countries through the OBS.

OBS and Sophia University signed an MoU in January 2019 to establish an educational legacy with the 2020 Tokyo Olympic and Paralympic Games.

As part of this agreement, the BTP was designed to enable participants to acquire high-level knowledge and skills from news professionals from around the world, and after being selected, students had the opportunity to participate in the Olympic Games as an OBS staff member (with pay).



Briefing session by the OBS

After a pleasant greeting in Japanese, the session started with an explanation with videos about OBS projects and their significance.

The OBS promotes the Olympic movement by distributing broadcast content such as competitions and athlete interviews while collaborating with the staff of news agencies from around the world. They told the students that this would not only be a valuable experience for them, but would also lead to the creation of an Olympic legacy.

Next, they gave an explanation of the various jobs that student staff members are involved in, as well as a video showing students who actually worked at the Rio Games.

The last part was an explanation of the future flow, selection process, and so on. They added that it is not necessary to be a media major, and that they look forward to everyone's active participation.



The signing of the MoU with OBS

June 1,
2019

No Barrier Games Event Sponsored by WOWOW

Collaboration

Go Beyond Members Enliven First Games

The No Barrier Games, a universal sports event dedicated to the theme of "everyone is different and everyone is good," was held in Tokyo's Hibiya Park on June 1. Go Beyond members participated as organizing staff. The event was a valuable experience for the Go Beyond members, whose work included interpreting for guest Canadian wheelchair basketball player Patrick Anderson. WOWOW's intention is to continue to hold this event as part of the legacy of the Tokyo 2020 Games, and Sophia University also aims to continue to collaborate in it going forward.



July 1,
2019

Para sports and an Inclusive Community: The International Paralympic Committee's Projects and Examples from the Netherlands

Education

An IPC Executive Was Invited to Conduct A Special Lecture

The Netherlands is dedicated to the concept of sports for all, working to improve the country's competitiveness in para sports and build an inclusive society. Based on this concept in 2008, the Netherlands became one of a very few nations in the world to have completely integrated its national sports organization for able-bodied and people with disabilities. Sophia University invited IPC executive Rita van Driel and para-athletics athlete Marlène van Gansewinkel from the Netherlands to conduct a lecture, which provided numerous insights.

**パラスポーツと共生社会
～国際パラリンピック委員会の事業と
オランダの事例～**

パラスポーツを通じた共生社会の構築について、
国際パラリンピック委員会 (IPC) と
オランダの先進的事例をご紹介します！

【日 時】
7月1日(月) 19:30-20:30
(開場 19:15～)

【会 場】
上野大学2号館401教室

【定 員】
250名
事前申込不要
先着順

講演者1
Rita van Driel
(リタ ファン ドリエル) さん
・NOC+NSF
パラスポーツプログラムディレクター
IPCで働く、IOC関係委員会委員長

講演者2
Marlène van Gansewinkel
(マーレーン ファン ガンセウインケル) さん
・パラリンピックのトップアスリート
パラ水泳選手、女子100m、200m世界記録保持者

【主催】上野大学ソフィアオリンピック・パラリンピック推進委員会
【協賛】上野大学ソフィアオリンピック・パラリンピック推進特別委員会

July 12,
2019

Lecture organized by Faculty of Economics "The History of Coca-Cola and the Olympics"

Education

Lecture by alumni

The lecture, "The History of Coca-Cola and the Olympics" was held in Room 101 of Building 6. (Organizer: Faculty of Economics, Sophia University, Co-organizer: "Sophia Olympics & Paralympics Project" (SOPP))

The speaker was Kazufumi Watanabe, Director of Olympic Assets and Experiential Marketing at Coca-Cola Japan Company (graduated from the university's Faculty of Comparative Culture in 1997).

In his speech, Mr. Watanabe spoke from four perspectives:

"What kind of career will students have in the future?",

"Why is Coca-Cola a fun company?",

"The background of Coca-Cola commercials,"

and "Coca-Cola and the Olympics."



He also explained his activities as a partner in the torch relay for the 12th time since the Barcelona Games in 1992, and called for the audience to participate in the torch relay that connects 47 prefectures in 121 days.

Participating students said:

“I was impressed by the extremely detailed and multifaceted analysis behind the scenes of products that everyone knows,”

“This made me realize the importance of sharpening my strengths and what I want to do,” “This was an opportunity to think about my future career and work style,”

and other comments and feedback.



July 13, 19,
2019

Phantom Tokyo Paralympics was screened!
“Tokyo 1964 Paralympics Conveyed through Film”

Education

What are the challenges for 2020 as seen from the “phantom documentary” of the 1964 Tokyo Paralympic Games?

The phantom documentary film “Tokyo Paralympics: Festival of Love and Glory,” which recorded the 1964 Tokyo Paralympics and has rarely been screened since its release, was screened for two days at Sophia University’s Yotsuya Campus in “Tokyo 1964 Paralympics Conveyed through Film.” Fumio Morooka, Professor Emeritus of Sophia University, Tetsuya Takeuchi, NHK commentator, and Satoru Nokuo, Division Manager of the Video Management Center, Kadokawa Corporation, were invited onto the post-screening talk show on the 13th.

According to the “1964 Tokyo Paralympic Games Report,” while the steering committee was unable to produce a movie due to financial constraints, each organization produced its own documentary film independently, and six films, including this one, were recorded as major works. However, there are only two films in existence: this film and “Record of the 1964 Tokyo Paralympic Games Conveyed through Film” event on July 19), which is in the NHK Hearts video library.

Regarding this situation, Mr. Takeuchi said, “Finding all six works that are probably taken from different perspectives would allow us to understand what 1964 was like and the kind of era we need to create in 2020,” and evoked the expectation that it would be prove useful not only for disability sports but also for building the society surrounding those with disabilities.

Professor Emeritus Morooka said, “It is our responsibility to leave behind not only the exuberance of the moment, but also the good and bad aspects through images for future generations. I would like both the private and public sectors join hands and pass on this legacy to future generations.”



August 27-30,
2019

Go Beyond Kamaishi Volunteer Tour

Student Activity

Field trip Conducted in the Disaster-Stricken Area

15 Go Beyond members visited “Rugby Town” Kamaishi City in Iwate Prefecture. In locations where they could interact with local elementary and junior high school students and residents, the members conducted visiting lectures four times, providing lectures on rugby and an inclusive community, and holding hands-on rugby and boccia events.

The members also visited Kamaishi Unosumai Memorial Stadium, scheduled to be a venue for the Rugby World Cup, experiencing the excitement of the event to be held the month following their visit.

During the tour, the members not only presented our activities but also sought information about Kamaishi’s recovery initiatives. In the Tsunami Memorial Hall, they learned about what the city experienced when the Great East Japan Earthquake struck. At the Sophia Rugby Festival held on September 28, the members created a booth to support areas stricken by the earthquake and share what they learned on the tour.



September 28,
2019**“Sophia Rugby Festival” was held**

Student Activity

Promoting an inclusive society at international sporting events

This event aimed to utilize Rugby World Cup 2019 in Japan, which was held from September to October 2019, as an opportunity to attract interest not only to rugby but also to wheelchair rugby and other disability sports among the general public. Students took the initiative in planning a variety of events at three main locations on the Yotsuya Campus (Main Street, Building No. 6, and Gymnasium No. 2 & Building No. 8 piloti).

The opening ceremony was held on the central stage on Main Street, and after a song by SAfro Family, a gospel student group, the event organizer Go Beyond declared the start of the festival. On Main Street, exhibition booths were set up to introduce some of the countries participating in Rugby World Cup 2019 in Japan, and kitchen cars were set up that served representative dishes from those countries, giving many visitors the chance to experience different cultures and customs. In addition, under the theme of “Music of the World,” the university’s extracurricular activity groups, Sophia Jazz Society and the Latin America Society, gave performances that portrayed the image of multicultural inclusiveness to visitors from outside the university through sound. A booth was also set up for the student project Go Beyond, and a photo exhibition was held to introduce their activities over the past year and a half since it began. In addition, Go Beyond set up a separate “disaster area support booth” where members of the project introduced and reported on the Kamaishi Unosumai Memorial Stadium, which is also the venue for the Rugby World Cup, and their volunteer experiences in Kamaishi. In the middle of the festival, the university’s rugby club and cheerleading group, the Lollipopers, put on performances that gave a boost to the event.

In Building No. 6 (Sophia Tower), one of the event venues, the movie “Invictus,” which depicts how the Republic of South Africa hosted the Rugby World Cup for the first time, was shown in Room 101. After the film screening, there was a special lecture by Kiyomi Mikuni, owner and chef of Hôtel de Mikuni, who is an advisor to the Rugby World Cup 2019 Organising Committee and the Organising Committee of the Tokyo Olympic and Paralympic Games, in addition to a haka (New Zealand folk dance) from Ikubunkan Global High School, and a lecture and talk session by Ai Tasaka, Momoko Kadowaki, and Mizuki Homma of the Japanese women’s rugby team “Arukus Kumagaya.” These events gave visitors the opportunity to learn about some of the important history in rugby, the multicultural inclusiveness of food, and the culture and rules of rugby.

In addition, a ParalympBeauty nail booth was set up by a wheelchair manicurist in the first floor of Building No. 6, and many visitors and students enjoyed the uniquely colored nails and face painting. In addition, we set up a booth in the plaza outside Building 6 where visitors could actually experience a rugby match. Many parents and children were seen cheerfully tackling members of the university’s rugby club and Go Beyond members running the booth, and it was an opportunity to arouse interest in rugby among visitors of all ages and genders, and we felt it may possibly contribute to an increase in the number of future rugby players.

In Gymnasium No. 2 and Building No. 8, we set up booths to experience goalball, wheelchair rugby, boccia, and canoeing in virtual reality, and many students, including from the student project Go Beyond, were actively involved in running them. This enabled the students involved in the planning and management of the event to learn about the rules and etiquette of the games, as well as the spirit of hospitality, and to put them into practice for the visitors, in order to promote interest in the Tokyo Olympics and Paralympics held the following year, and the realization of an inclusive society that our university aims to achieve after the Games.



Art object made by Go Beyond students using trash collected on campus



September 28,
2019**“Rugby World Cup 2019 Japan Tournament Public Viewing” was held**

Student Activity

Sharing a historic victory together

On the day of the Sophia Rugby Festival, a public viewing of the Rugby World Cup 2019 in Japan was held from 16:00 on the large screen in Room 101 of Sophia University Building No. 6 (Sophia Tower) in order to bring as many people as possible together to watch the match.

The Japanese team played a great game against Ireland, who was the favorite to win the match, and never gave up on winning. At the venue, nearly 700 people united and cheered, and when the moment of victory came, they could be seen hugging each other and rejoicing everywhere.

After the event, Kanako Yamamoto (Master's Program in Science and Technology), co-chair of Go Beyond, said, “Through the Rugby World Cup, we wanted to support people who work hard and create a day where they can find their dreams and goals. I am convinced that it has been a day that made us look forward to the inclusive society that we aspire to, after seeing not only students but also people who have visited the university for the first time and people who have watched a rugby match for the first time.”

October 19,
2019**1st Para University Festival Held, Sponsored by NPO D-SHiPS32**

Student Activity

Commemorable 1st Games Held at Sophia University

Go Beyond collaborated with D-SHiPS32 to hold Japan's first intercollegiate para sports athletic meet in Sophia University's Gymnasium. Around 100 students from 13 universities participated. Events held included wheelchair basketball, wheelchair relay racing, and goalball, as well as seated dodgeball, an original sport invented by participating students in a workshop conducted in advance. At the games, smiling participants reaffirmed that para sports are sports which can be played regardless of the existence of a disability and which are enjoyed with everyone adding their own ideas.

October 24,
2019**SOPP Project Website Updated**

Investigation

Update Incorporated Universal Design Principles

The SOPP project website was updated after conducting research with the aim of implementing universal design principles appropriate to an inclusive community. More specifically, the new website was created with the goal of conforming to Japan Industrial Standards JIS X 8341-3:2016 level AA, implementing specifications which support screen-reading software for blind users.

This website has also been archived so that it will be viewable even after project activities come to a close. For more information, please see the materials page at the end of this report.



October 7-
November 8, 2019**Library Exhibition “The Olympic and Paralympic Games and Beyond - Thinking through the activities of SOPP and Go Beyond”**

Education

Introducing activities and books together

We held a special exhibition, “The Olympic and Paralympic Games and Beyond - Thinking through the activities of SOPP and Go Beyond,” at the exhibition corner on the first floor of the library. SOPP and Go Beyond have been involved in a variety of activities, including sending out investigation teams to the Rio and PyeongChang Paralympic Games, offering classes on an inclusive society, training courses for language service volunteers, surveys on accessible transportation, and para sports workshops. With the Tokyo 2020 Games approaching the following year, we once again planned the exhibition to reflect on our activities and let everyone know about them, and to provide an opportunity to think about the Olympic and Paralympic Games, and thus an inclusive society.

In addition to the experience reports of Go Beyond members on initiatives that impressed them in previous activities, the exhibition also featured library collections with keywords such as “Olympic and Paralympic Games,” “inclusive society,” “inclusive” and “universal design,” some of which were accompanied by recommendations from members.

November 1,
2019**“Adapted Sports Experience” was held at the Founding Day Event**

Education

Boccia competition for faculty and staff

Every year, Sophia University holds a commemorative event program for faculty and staff on November 1, Foundation Day. SOPP planned an “Adapted Sports Experience” in AY2019 with the Tokyo 2020 Olympic and Paralympic Games approaching the following year. Participants experienced boccia, a sport invented in Europe for athletes with physical disabilities.

A total of more than 80 faculty members participated, divided into 12 teams and played in a tournament format. As the tournament progressed, each court saw teams having strategy meetings and practicing independently between matches. In the end, the final match began to decide the best of the 12 teams.

Each team threw six balls at each other to compete for points. In addition to cheering for their own team, there were also occasions of great cheers from across the court for great performances.

By cooperating and competing with colleagues who usually do not work with we created new interactions between faculty and staff. A participant commented, “There are not that many opportunities like this, and it was fun and very good.”

November 2-3,
2019**Booth opened for university student project “Go Beyond” at Sophia Festival**

Student Activity

Spreading information from the perspective of students

In AY2019, in addition to the boccia experience, canoe VR experience, and activity exhibitions, Go Beyond members held a “presentation contest” at the Sophia Festival and presented their thoughts and ideas for the following year’s Tokyo 2020 Games and achieving an inclusive society in the future.

This year, Go Beyond members also held a “presentation contest” on both days, where they presented their thoughts and ideas for achieving an inclusive society for next year’s Tokyo 2020 Games and in the future. Many of the presenters were first-year students presenting for the first time. Some students presented how they have changed over the past six months through Go Beyond activities, while others expressed their enthusiasm to utilize their previous experience of living abroad. They all had a broad view of the possibilities of sports and were seriously thinking about what they can do to help achieve an inclusive society, and we are looking forward to their future activities.

We also had the cooperation of many companies and organizations for the booth.



November 10,
2019

“The World of Para Sports” Special Public Seminar

Research

Jointly Held with the Japan Rehabilitation Nurse Association

“The World of Para Sports,” a special public seminar, was held as a joint event between Sophia University and the Japan Rehabilitation Nurse Association on this day. Former outrigger ski athlete and Japanese Paralympian Hiroshi Nojima provided a lecture titled “The Power of Sports.” Thereafter, entertainer and wheelchair user Ryoko Nakajima, who is highly active in the media; and Takunori Isa, who operates Japan’s first training gym specializing in spinal cord injuries, were welcomed to hold a discussion on the future of rehabilitation and the creation of a society in which people support each other and live together.

November 30,
December 1, 2019

Held Seven University Collaborative Sports and Liberal Arts Course

Collaboration

Conducted with content tailored to the characteristics of each university

Kanda University of International Studies, Keio University, Sophia University, University of Tsukuba, University of Tokyo, Rikkyo University, and Waseda University held the second “Seven University Collaborative Sports and Liberal Arts Course,” with the participation of 100 students from the seven universities (27 from Kanda University of International Studies, 3 from Keio University, 13 from Sophia University, 5 from the University of Tsukuba, 4 from the University of Tokyo, 20 from Rikkyo University, and 28 from Waseda University).

We hold the Seven University Collaborative “Sports and Liberal Arts Course” with the aim to create opportunities for students to enhance their wide range of education in the fields of sociology, humanities, and natural sciences with a focus on sports.

The 2019 course was held at the University of Tokyo’s Komaba Campus on the first day, and at the University of Tsukuba’s affiliated Junior and Senior High School on the second day. For students interested in sports and related fields, such as the Tokyo 2020 Olympic and Paralympic Games, the course was held under two themes: “Diversity of Sports in Global Society” and “Significance of the Tokyo 2020 Games and Sports in the 21st Century.” Continuing from when it was held in AY2018, the contents of the course, which leveraged the unique characteristics of the seven universities, not only fostered cultured individuals who can be active in global society, but also deepened student exchanges between universities through group work activities.



Seven University Collaborative Sports and Liberal Arts Course Overview

Organizer: Seven University Collaborative Sports and Liberal Arts Course Executive Committee (Kanda University of International Studies, Keio University, Sophia University, University of Tsukuba, University of Tokyo, Rikkyo University, Waseda University)

Dates: <Day 1: Saturday, November 30, 2019, 9:00-18:30 (Komaba Campus, University of Tokyo)

<Day 2: Sunday, December 1, 2019, 9:00-17:00 (University of Tsukuba’s affiliated Junior and Senior High School)

Target: students from Kanda University of International Studies, Keio University, Sophia University, University of Tsukuba, University of Tokyo, Rikkyo University, Waseda University *Maximum of 150 students

Course Fee : ¥3,000 (for all 2 days/tax included)

December 9-14,
2019Wisdom Bringing the World Together:
Olympic and Paralympic Games Experience Week 2019

Student Activity

“Oly-Para Week” Held by Go Beyond in December

A daily-changing array of sport experiences were held, including fencing, rugby, and blind soccer. On December 10, Akihito Yamada (a member of the Japanese team at the 2015 Rugby World Cup), Tomoshige Kabetani (wheelchair rugby athlete), and Shunpei Hamano (Japan National Rugby Union Team analytics staff and Sophia University alumnus) were invited to conduct a talk on rugby. Other events held during the week included a bocchia tournament; “Learn the Innermost Secrets to Hospitality: The Heart of Japan as Taught by a Master;” “International Cooperation Starting with Yourself: Listen to a Talk by Former Atlanta Olympics Team Japan Athlete and Current UNICEF Staff Member Naoko Imoto;” volunteer-led workshops; a universal manners certification exam; and a photo and art exhibition.



February 24-28,
2020

Go Beyond Holds Visiting Lecture Course in Okinawa

Student Activity

Understanding Diversity through Para Sports

As part of a cooperative initiative with Aioi Nissay Dowa, we conducted our first collaborative visiting lecture course. Visiting four elementary and junior high schools in Nago City, the Go Beyond representatives intensively exercised both mind and body together with the energetic students. Koki Tachikawa, a wheelchair basketball athlete; and Takumi Matsumoto, a deaf soccer athlete, who are both affiliated with Aioi Nissay Dowa, provided lectures and hands-on courses, delivering a great number of insights in the process. The event was also a valuable experience for the students with useful information for their future activities. Directly experiencing the “chanpuru culture” (fusion of diverse cultures) in Okinawa, the activity showed participants new ways of thinking which will help create an inclusive community.

April 1,
2020

Establishment of the Institute of Inclusive Community

Research

With the Support of Aioi Nissay Dowa Insurance Company

The institute aims to “walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice.”

There are people who are excluded from society because of their race, cultural differences, disabilities, and other traits, and whose human dignity is violated in countries and regions around the world. The institute’s goal is to clarify the issues surrounding these people that we need to tackle as researchers, educators, and practitioners, and become a hub for disseminating solutions to these issues to the world.

See Chapter 4 for more details in the article contributed by Professor Mitsuru Hisata.

December 4,
2020

What Should Olympic and Paralympic Reporting Convey?

Research

An Alumni Association-Sponsored Online Symposium

Due to the COVID-19 pandemic, the Tokyo 2020 Games were delayed one year. At a time when the meaning of holding the Games was in question, three Sophia alumni who had been involved in Olympic and Paralympic reporting took the stage to discuss.

They used this opportunity to reaffirm the fundamental goals the Olympics and Paralympics establish, such as building a peaceful and inclusive community without discrimination through sports.

December 12-13,
2020

Seven University Collaborative “Sports and Liberal Arts Course”

Education

Instructors from Each University Participated Online

The third time since 2018 that this course had been held by the seven universities of Kanda University of International Studies, Keio University, Sophia University, University of Tsukuba, University of Tokyo, Rikkyo University, Waseda University, this year the course was conducted entirely online. Held by bringing together the unique strengths of each university, the course’ instructors explored the possibilities of sports from the perspective of their individual specialty fields, such as history, education, neuroscience, and cross-cultural communication. At the end of the first day, Go Beyond organized a social gathering for students.



December 19,
2020**Online Lecture: “Sophia University and the 1964 Tokyo Olympic and Paralympic Games”**

Investigation

Former volunteers at the 1964 Tokyo Games also spoke

First, Tetsuo Kobayashi, author of “Universities and the Olympics” (Chuo-koron Shinsha) talked about “How was Sophia University involved in the 1964 Tokyo Olympic Games?”, and then a former student interpreter at the time took the stage.

Mr. Kobayashi spoke first about the Olympic Games and student sports, pointing out that until around the 1960s, the relationship between universities and the Games was very strong.

In addition, at the 1964 Tokyo Games, university students were in charge of everything from interpretation to security guards, staffing the Olympic and Paralympic Village cafeteria (from university hotel research groups and tourism research groups), and even the drivers from Haneda Airport to the Village (automobile club of a university in Tokyo).

Next, Mr. Kobayashi spoke about student interpreting, which Sophia University was also heavily involved in. At that time, the steering committee sent requests (notifications) to universities, and 300 students from 20 schools in Tokyo became student interpreters. The languages handled were English and French.

There were language laboratory classrooms for language training, and it was said that Sophia University, which had many native-speaking teachers from that time, had been used. Mr. Kobayashi speculated that this greatly contributed to the later improvement of Sophia University’s brand strength.

Based on this, Mr. Kobayashi suggested that the organizers of the Tokyo Games should respect students a little more, consider their treatment, and cooperate more with universities in organizing the Games.

The next speaker was Kazuko Shoji, an alumna of the French Department of the university. Ms. Shoji shared photos on the screen and talked about what it was like back then.

Ms. Shoji, who was in charge of the fencing competition as a French interpreter, said that she had trained for a year, learning about culture at facilities in the French embassy, as well as the Olympic philosophy and even the rules of fencing.

In addition to Ms. Shoji, two other alumni who had experience as student interpreters were also introduced and each commented on their experiences at the time.

November 30-
December 20, 2020**Wisdom Bringing the World Together: Tokyo 2020 Olympic and Paralympic Games 3-Week Experience 2020**

Student Activity

Many online events broadcasted

This project, which aimed to have as many people as possible learn and think about the Olympic and Paralympic Games, was expanded from one week last year to three weeks in AY2020, and covered a variety of themes mainly online.

Weekly Challenge Project

Videos on different themes for each week were available at 1:00 p.m. every day. Part 1: “Can You Remember All the Paralympic Sports?”, part 2: “Para Sports at Home!”, and part 3: “Athlete Meals,” as well as the weekend project “Let’s Dance ‘Paprika’ in Sign Language!” were streamed using an online platform to enable anyone to participate anytime, anywhere.

Online Discussion Project

“SDGs through Sports - Bringing Together Tokyo 2020 and Beyond!”

Tuesday, December 8, 2020, 17:20 - 19:00 Zoom

Monica Seryu, a para-canoe athlete, Nobuyuki Sugimoto, who is in charge of SDG initiatives at the Tokyo 2020 Organising Committee, and “NAMIMATI,” who is trying to solve SDG issues in a cool way by taking advantage of the strengths of Generation Z and involving young people, took the stage for the discussion. Each perspective gave hints on how to take steps forward for ourselves.

“End of Year Go Beyond Meeting: Thinking Together about 2021”

Sunday, December 20, 2020, 19:00 - 20:30 Zoom

In response to the postponement of the Tokyo 2020 Games, we welcomed Hajimu Ashida, a para-athlete, and Reiko Chinen from the Tokyo 2020 Organising Committee Sports Bureau to discuss once again the significance of the Olympic and Paralympic Games and the power of sports.

Mr. Ashida spoke about how he is living the current chapter of his life as an athlete, and about how he would move on to the next chapter in his life. The students seemed to have gotten a new perspective not only for the Games in front of them but also for their outlooks on life.

2nd Paralympics University Festival

The 2nd Paralympics University Festival, a para sports inter-university athletic meet, was held as an offline event on December 13 at NEC Tamagawa Renaissance City Hall in Kawasaki City, Kanagawa Prefecture. Go Beyond members involved in managing the event actively and participated in the games with the desire to show that para sports can be enjoyed by everyone.



February 23,
2021**Zoom Webinar: “Thinking about the COVID-19 Pandemic: The Power of Sports and Refugee Athletes”**

Education

Event co-organized with the UNHCR

On February 23, the Sophia University Olympics & Paralympics Project, Sophia University Alumni Association, the United Nations High Commissioner for Refugees (UNHCR) in Japan, and the UNHCR Association co-organized an online event titled, “Thinking about the COVID-19 Pandemic: The Power of Sports and Refugee Athletes.”

At the beginning, Deanna Bitetti, Head of Communications Officer and Senior Project Lead, Japan UNHCR Office, gave a keynote speech on the theme of “Sports and Refugee Protection.” Ms. Bitetti explained that in the field of refugee assistance, sports provide safe places for refugees in need of protection and a common language that contributes to building relationships between refugees and host communities. She also introduced the refugee athletes who are training for the Tokyo Olympic and Paralympic Games, saying that the success of refugee athletes is a source of hope for refugees worldwide.

Next, we welcomed facilitator Tomoko Nagano, news director and anchor of the UNHCR Association (1985 university alumna, Department of English Studies), and held a panel discussion with Ms. Bitetti, UNHCR Association refugee supporter and former Olympic marathoner Toshihiko Seko, and Rina Fujii, a student of the university (fourth year, Department of German Studies).

There was an active discussion on what kind of “power” sports has and what role it plays in the field of refugee assistance, and what every person in Japan can do.

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May 13,
2021**The 1964 Tokyo Olympics and Sophia University**

Investigation

Finding the Organising Committee's Request Letter

We conducted an investigation into Sophia University's involvement with the 1964 Tokyo Olympics (the Games of the XVIII Olympiad), primarily focusing on interpreting volunteers.

950 people provided interpreting during the 1964 Olympics. Among these people around 300 were students. These students were selected based on a request by the then-Games organising committee made to universities in the spring of 1963. In summer of that same year, Sophia University's language laboratory classrooms were used for training.

Our investigation resulted in discoveries such as period news articles and request letters from the university's president and the Games' organising committee. Even at that time, Sophia University possessed numerous foreign instructors, including Jesuit priest faculty members, and our investigation affirmed Sophia's highly international character and strong language education.

May 21,
2021**Online Lecture: The Olympics and Gender**

Education

Let's Realize Gender Equality

Based on “Unity in Diversity,” one of the fundamental concepts of the Tokyo 2020 Games, the organising committee appointed Ms. Seiko Hashimoto as the new chair and also added 12 female executives. At the start of a conference held by the new members, Professor Kyoko Raita, who is president of the Japan Society for Sport and Gender Studies and who has given lectures on the theme of the Olympic Charter and gender, gave a talk while presenting a variety of data and materials on advances in gender equality brought about by the Olympic Movement.



June 25,
2021

Online Lecture: Considering Japan's English

Education

Using the Tokyo 2020 Games as an Opportunity to Consider English Education

Due to COVID-19, it was decided not to accept spectators from overseas at the Tokyo 2020 Games. As part of the preparations over the past few years, however, the national government, municipalities, and private organizations had proactively undertaken work on English language materials for foreign tourists, including websites, publications, and signage.

However, to native speakers, many of these included English that was downright puzzling. Professor Chikako Tsuruta, a simultaneous interpreter, member of the Association for the Improvement of Public English in Japan Columbia Business School alumni group, and graduate of Sophia University, gave a lecture on the current state of the English language expression abilities of Japanese people.

July 20,
2021

Thinking About Sports and Social Inclusion for the Disabled with Para-Athletes

Class

Aioi Nissay Dowa Insurance Co., Ltd. Joint Investigation

On July 20, just prior to the opening of the Tokyo 2020 Olympic Games, "Thinking About Sports and Social Inclusion for the Disabled with Para-Athletes," a joint lecture course offered with Aioi Nissay Dowa Insurance Co., Ltd. (Spring semester, Tuesday 4th class period), was held with Yasuzo Kanasugi, President Representative Director of the company, invited as the final lecturer on the theme of "non-life insurance business and para sports support."

First, President Kanasugi began the session with a description of the overview and development of the non-life insurance business, and then spoke about the various challenges aimed at realizing a global, safe and secure mobility society as the environment surrounding automobile insurance changed significantly.

Students were very interested in new business initiatives that leverage data to support advanced technologies such as autonomous driving and telematics, and they listened attentively.

He also welcomed the fact that the Paralympics has led to more and more companies investing in the employment of athletes with disabilities, and stated that it is important to continue these efforts after the Paralympics, rather than making them temporary.

July 13 -
September 8, 2021

Volunteer Interpreting at the Olympic and Paralympic Village with Paralymp Beauty

Collaboration

Volunteering at a Nail Salon in the Olympic and Paralympic Village

Paralymp Beauty, an organization dedicated to supporting people with disabilities in working through the power of beauty treatments, opened a nail salon for athletes in the Olympic and Paralympic Village. In turn, Sophia University students helped out by serving as volunteer interpreters. The organization had dispatched nail technicians with disabilities to the university's Rugby Festival held two years ago.

Although the games were held without spectators from overseas, there were athletes, members of the media, and Games staff from countries around the world in the Olympic and Paralympic Village, creating an atmosphere which represented the diversity of the Games.

Sophia University students also participated in a variety of other volunteer opportunities at the Tokyo 2020 Games, receiving valuable experiences in the process.



July 23,
2021

Opening of the Tokyo 2020 Games

Education

The Blue Impulse passed over the Yotsuya Campus while drawing smoke in the five colors of the Olympic rings

In the early afternoon, before the opening ceremony of the Tokyo 2020 Olympic Games, the Blue Impulse passed over the Yotsuya Campus while drawing smoke in the five colors of the Olympic rings.

From the Yotsuya Campus, which is located directly in front of the National Stadium across the valley of Yotsuya, the Olympic symbol could be seen in the sky, but clouds unfortunately blocked the view, so clear pictures could not be taken.

Many students and faculty looked up at the sky and felt a sense of unity towards the Games.



The Blue Impulse passing over Yotsuya

August 24,
2021

Go Beyond "Thank you Festival"

Student Activity

Held the day before the opening ceremony of the Tokyo 2020 Paralympic Games

For several years, members of the student organization Go Beyond have prepared to open the Yotsuya Campus as a "Paralympic Park" on this day.

We set up booths to introduce the cultures of the participating countries and sports events, as well as a public viewing area, with the hope to celebrate the Paralympics together, regardless of nationality, language, or disability.

Unfortunately, we were not able to hold an in-person event as planned, but we did hold an online event to thank people for their support of our activities until now, and to help achieve an inclusive society beyond.

The first part started with a song by the university's Gospel group, SAfro Family. After the Olympic and Paralympic Games Quiz Contest, the program went on to the "Our Torch Ceremony." At the torch ceremony, Go Beyond member Saki Narushima, who ran as an Olympic torchbearer, and alumna Kanako Yamamoto, a Paralympic torchbearer and the first co-chair of Go Beyond, took the stage holding torches. They placed the torches for the Olympic and Paralympic Games together. Ms. Narushima said, "I was living abroad when the Great East Japan Earthquake struck, but my classmates were worried about Japan and reached out to me. I wanted to convey the gratitude I felt then to people around the world," explaining why she applied to become a torchbearer.

The second part began with opening remarks by three of Go Beyond's new representatives, Airisa Kato, Mashiro Saito, and Yuuki Nobuoka. In addition to introducing Go Beyond's past activities, they said that it will continue carrying on the legacy of the Tokyo 2020 Games and work toward achieving an inclusive society. This was followed by the message video "Conveying thoughts on the Paralympics!" and the talk event "From This Summer Go Beyond." Kei Akita, a member of the Japanese men's wheelchair basketball team, and other players appeared in the message video and gave passionate messages. Finally, the program ended with the 'Paprika' dance performance by all participants.



December 13-19,
2021**“Everyone at Sophia University and the Tokyo 2020 Olympic and Paralympic Games” Photo Exhibition**

Education

Over 100 Photos Were Assembled

Alongside the “Sports Bringing the World Together Week” held by Go Beyond, this photo exhibition was held at the entrance to Building No. 2. The exhibition assembled photos depicting the people of Sophia University with scenery connected to the Tokyo 2020 Games between the period of 2013 when it was decided the Games would be held in Tokyo and the summer of 2021. Some 100 photos were assembled and exhibited. Many showed faculty and students engaging in volunteer activities during the Games.

The exhibition provided an opportunity for students to look back on the time between 2013 to the holding of the Games as they viewed the photos, reflect on how they had changed, and consider what the legacy of the Games was to themselves.

December 13-19,
2021**Sports Bringing the World Together Week: Go Beyond Tokyo, Beijing, and the Future**

Student Activity

“Oly-Para Week” Held for the Fourth Year

10 programs that included a talk show and sporting events were held on and off campus over a seven-day period to serve as an opportunity to look back at the Tokyo 2020 Games held in summer. At the same time, with just two months until the Beijing 2022 Winter Games, the event was also held to provide an opportunity to get people thinking about the Games and the idea of an inclusive community even beyond the Olympics and Paralympics.

During lunch break, hands-on programs were held, such as VR outrigger skiing and curling in light of the upcoming Beijing Games. LIXIL, a Gold Partner for the Tokyo 2020 Paralympic Games, was invited to talk about how the company perceived the Games as a sponsor and what initiatives they conducted. A torch from the Paralympics torch relay was also brought.

In addition, former ice sledge hockey silver medalist Daisuke Uehara was invited and a variety of participation-based events were held, and each day was a roaring success.





Chapter 2

On-site Studies at the Paralympics

Risa Takamatsu

Center for Student Affairs, Bureau of Student Affairs

Rio 2016 Paralympic Games

Study Overview

■ Mission of the Rio 2016 Paralympic Games research team

- ① Study of efforts in Brazil to achieve an inclusive society
- ② Rio de Janeiro city and event venue accessibility study
- ③ Study of the power of sports in the Paralympic Movement

■ Research period

September 3-11, 2016 (9 days)

■ Studies conducted

- Door-to-door survey
Associação Niteroiense dos Deficientes Físicos (ANDEF), Centro de Vida Independente do Rio de Janeiro (CVI-RIO), Pontifical Catholic University of Rio de Janeiro (PUC-Rio)
- Accessibility study
Copacabana and Ipanema beaches; tourist sites such as Pão de Açúcar; shopping centers in Rio de Janeiro; subway and bus rapid transit (BRT) systems; Maracanã Stadium, Barra Olympic Park
- Paralympic Games study
Attending the opening ceremony, watching events, and interviewing volunteers and attendees at each venue

■ Researchers *As of September 2016

Akiko Koyasu
(Professor, Department of Portuguese Language and Luso-Brazilian Studies, Faculty of Foreign Studies)

Rika Tamura
(Associate Professor, Department of Portuguese Language and Luso-Brazilian Studies, Faculty of Foreign Studies)

Risa Takamatsu
(Human Resources Development Group, Bureau of Personnel Affairs)

Shohei Isobe
(first year Master's Program in Area Studies, Graduate School of Global Studies)

Akihiro Suzuki
(fourth year, Department of Portuguese Language and Luso-Brazilian Studies, Faculty of Foreign Studies)

Kanako Chiba
(fourth year, Department of Portuguese Language and Luso-Brazilian Studies, Faculty of Foreign Studies)



The 2010s were a “decade of sport” for Brazil. It succeeded in hosting multiple international mega events such as the 2014 FIFA World Cup and the Rio 2016 Olympic and Paralympic Games, despite being in the throes of crises both political and economic.

The Olympic and Paralympic Games have been held numerous times in the southern hemisphere. Sydney hosted in 2000, and among Latin American countries, Mexico hosted in 1968. This was the first time the Games were ever held in South America. Brazil made bids to host the Olympics (before the Paralympic Games existed) in Rio de Janeiro in 1936 and 1940. More recently, it also made bids for the Olympic and Paralympic Games in 2004 and 2012 but was not selected as a finalist. This time, however, Brazil spent considerable effort preparing social infrastructure and event venues that it later used to host the 2007 Pan American Games, in which 34 countries in the Americas participated, as well as the 2013 FIFA Confederations Cup and 2014 FIFA World Cup. In 2008 Brazil's Ministry of Foreign Affairs established the Department of General Coordination for Cooperation and Exchange on Sport, whose aim was to improve Brazil's image among the international community and to use sports mega events attended by many people from around the world as a useful means to tackle international problems concerning things such as peace, democracy, poverty, and human rights. Although it was later discovered that Brazil used fraudulent tactics in making its bids, Brazil's success in hosting the 2016 Olympic and Paralympic Games no doubt owes to the efforts it made along the way. The road to the Rio Games was long, but highly-diverse Brazil sent a powerful message to the world — a message all the more important for Japan, a country aiming to use the Games as a means to promote diversity and inclusion. On-site visits have also been very instructive for Sophia University in carrying out this project. Several of these initiatives are described below.

(Reference: Modern Theory on Brazil (Kotaro Horisaka, Akiko Koyasu, Kojiro Takeshita); Modern Brazil Theory: The Ability to Ascertain and Address Crises (2019, Sophia University))

① Brazil's efforts to achieve an inclusive society

◆ Nitoroiense Association of the Physically Disabled (ANDEF)

An NGO established in 1981 in Niterói, a city neighboring Rio, promotes employment for those with disabilities and organizes cultural activities involving things such as rehabilitation, sports, and dance groups as a means to encourage social participation. The NGO's facility is Brazil's first sports training facility for those with disabilities, and it was the largest such facility in Latin America up until the construction of the Brazilian Paralympic Training Center in São Paulo in 2016 (and was also the headquarters for the Brazilian Paralympic Committee (1995)). Surrounded by greenery, the expansive facility is barrier-free throughout and features a swimming pool, gymnasium, and soccer field, as well as things like a barbecue area and lodging facilities. Paralympic athlete teams from Japan and other countries used it as a sports camp, and it is also a popular place for general use. On the day of our survey, we saw dance group Corpo em Movimento (Body in Movement), which also performed at the Paralympic Games' opening and closing ceremonies, practicing their routine. In Brazil, a country of poor public safety, many people suffer midlife disabilities as victims of gunshot or other crimes. Sports and dance are part of the fabric of daily life for Brazilians. A facility that seeks to restore their mental and physical health is therefore of major importance. The athletes all exercising together without restriction made for a memorable sight.



With the establishment of the 2011 “Living Without Limits” national plan for those with disabilities, Brazil has focused on four areas for those with disabilities: education, health care, social inclusion, and accessibility. During our interview, Mr. Batista, also a founding member of the facility, remarked that he hopes there will be further efforts to achieve an inclusive society where all diversity is welcomed, regardless of anyone's disabilities, and sees the Rio Paralympics as a starting point. Unfortunately, in the five years since the Games were held, governmental policies to support those with disabilities have been lacking and employment has not improved. Policies for lower income earners are also woefully inadequate. Education disparity remains a problem due to the country's rich-poor gap, and there is still work to do toward establishing an inclusive education system, which will be key. Rather than the intangible hurdle of a lack of willingness among the people, it is the tangible hurdles that are holding up progress.



In Japan, May 2021 saw the House of Councillors approve and pass revisions to the Act on the Elimination of Discrimination against Persons with Disabilities, which went into effect on April 1, 2016. While previously it was only national and local government organizations that were required to make reasonable accommodations, within the next three years (by June 2024), private enterprises (including incorporated educational institutions) will be required to develop infrastructure and environments as providing reasonable accommodation will become a legal obligation rather than an obligation to use best efforts. Pulling this off will require an improvement in mindset-related barriers. Maybe it wasn't a bad thing that Japan's hosting of the Olympics and Paralympics led to the world once again noticing Japan's backwardness with respect to human rights problems, and that this prompted the Japanese people to see this as a problem. Along with a growing interest in the SDGs, efforts aimed at achieving a diverse and inclusive society have been gathering steam across the board since even before the Games. Rio and Tokyo's future initiatives will be something to watch.

◆ Centro de Vida Independente do Rio de Janeiro (CVI-RIO)

An NGO established in 1988 in Gávea in the southern region of Rio de Janeiro, CVI-RIO provides support services with the belief that everyone, regardless of disability, can take responsibility for determining their own way of life and that they have the right to achieve their dreams. Even in Brazil, a multiracial and multicultural country, it has been said that people still need a better understanding of diversity (that many different people exist in society) and to develop an awareness of diversity (notice people they hadn't previously, or in broader terms, take an interest in others). However, the Rio 2016 Paralympics have prompted good progress in this respect, and people's mindsets appear to be changing. Using the Games as an opportunity, the organization has carefully considered the needs of those with disabilities and embarked on such efforts as promoting universal design for the lodging facilities in Rio, providing hospitality training, and creating accessibility maps for areas around the Olympic Park.



◆ Pontifical Catholic University of Rio de Janeiro (PUC-RIO)

PUC-RIO, a partner university and Catholic institution like Sophia University, is located near a “favela” (slum). Out of Rio nearly 1,000 slums, Rocinha is the country's largest. The area we were in was on the affluent side of the line between the rich and poor (every car parked at the campus was upscale). Daniela Vargas, who in September 2016 was a Law Department Professor and Associate Vice-President for Academic Affairs at PUC-RIO, told us that communities were the foundation for social inclusiveness in Rio. In light of the environment surrounding it, PUC-RIO launched a project called “Para Incluir” (for greater inclusiveness) in July 2016, coinciding with the Rio Paralympic Games. Through sports, university students facilitated interaction between wealthy elementary and middle school students attending private schools and impoverished students attending public schools. 260 students aged 10 to 15 from ten public schools and four private schools (14 schools) participated. The event was held at the Rocinha Sports Complex (sports facilities were constructed in many different favelas for the Rio 2016 Olympics/Paralympics in a bid to use sports as a means to reform people's mindset about, and way of life in, favelas), whose windows afford a panoramic view of a favela. Students connected through tug-of-war, shot putting, relay races, dodgeball, blind soccer, goalball, and sitting volleyball. We heard students say “the blind soccer was fun, but it was hard to kick the ball blindfolded,” and “it was fun playing games with students I wouldn't normally meet from all different schools.” The event was an opportunity for students to think about economic disparity and the rights of those with disabilities, and to realize the importance of an inclusive society. PUC-RIO said that it had realized that sports enabled unbiased exchange between people of different socioeconomic classes and were an effective means of breaking down mental barriers.



◆ Transforma project

“Transforma” (going beyond) is an education program launched in 2014 by the Organising Committee of the Rio 2016 Olympic and Paralympic Games in cooperation with Brazil’s Ministry of Education. The project aimed to give a better understanding of Olympic and Paralympic sports by having elementary and secondary school students take part in actual sporting events as part of school curriculum. Spectator tickets were distributed to all participating public schools in Rio (50,000 students came to watch the games), and our research team engaged with the students through interviews. Olympic and Paralympic sporting events were also held around the country as part of “Projeto Transforma.” This saw the Committee work with education channel TV ESCOLA to create a talk show hosted by prominent figures in Brazil’s sports world, as well as conduct cultural exchange activities with 17 schools overseas.



② Rio de Janeiro city and event venue accessibility study

Prior to the Rio 2016 Games, as venue construction and public transportation development fell behind schedule, people staged protests throughout Brazil with a call for public funding to be spent on education and healthcare rather than the Olympics. With fears over deteriorating public safety, many even outside Brazil began to doubt the country’s ‘ability to hold the Games at all. However, ‘Brazil’s efforts resulted in the redevelopment of Rio’s Centro area and the development of transportation infrastructure that includes expanded express bus system (BRT) and subway lines (tangible achievements). Moreover, Games volunteers as well as local residents provided warm-hearted support, wherever it was needed, as part of the “barrier-free minds, supported with heart” initiative. This impressive effort to provide hospitality also met with no small measure of commendation in the reports “LEGACY: OLYMPIC AND PARALYMPIC GAMES RIO 2016” released by the IOC in March 2017.

◆ Subway and bus rapid transit (BRT)

Rio’s bus rapid transit system (BRT), light rail system (VLT), and Metro Line 4, which were all built for the Rio 2016 Games, are now used as urban transit systems. A report from a Sophia University graduate in the area stated that the BRT in Barra, along with Metro Line 4, which connects the city with the region of Barra, help relieve traffic congestion and have improved traffic conditions.

All modes of transport were kept in a cleaner state than expected, and regard was even shown for wheelchair users in the form of wide ticket gates and seats. There were also many fold-up seats in the priority seating area, allowing caregivers to sit beside. It was clear that tangible improvements were gradually being made with a view to inclusiveness. We also learned much about the intangible: we frequently saw passengers being quick to inform others when wheelchair users or the elderly boarded, or giving up their seats or handrail space.



◆ In the city

When one goes to Rio, it's hard not to visit places like the Copacabana or Ipanema beaches. Many coastal roads are cobblestoned or have multiple levels. Some beach areas here had a service where wheelchair users could leave their wheelchairs in tents marked "ACCESSIBLE BEACH" and staff would guide and support people getting to the beach using "Landeez" all-terrain wheelchairs, which have low-pressure balloon tires. The staff are mainly local high school student volunteers. The tents were only set up during the Games with the support of sponsor companies, and so it would be difficult to make them permanently available. However, I felt initiatives like this were important — many people supporting and being supported, sharing their experiences and improving people's lives. On Copacabana beach, there is an objet d'art of the three agitos made from used drink container caps and fabric softener containers. It serves to raise awareness about waste disposal. Different measures had been taken for those with disabilities, including using different scents for each color so that people with visual impediments could discern the difference (official Paralympic Games posters are also made from cardboard, perhaps a sign of the funding made available for the event).



A new ropeway was installed for wheelchair users at famous tourist attraction Pão de Açúcar. And in Corcovado Hill, another popular area, a trolley, elevator, and escalator were built that enable even wheelchair users to reach the summit.



Tourism guides given out at tourist information counters were available in seven languages (including Japanese), while staff were able to provide guidance only in Portuguese, English, and Spanish. We did not notice any usage of translation apps.

◆ Event venue

We noticed numerous tangible issues: steel girders were visible, and there were numerous temporary stands and steep temporary ropes set up, like at a construction site. Yet, no major complaints were heard from either athletes or spectators. Volunteers, megaphone in hand, were shouting out cheerfully and getting the spectators fired up. There were a surprising number of seniors among the volunteers. (PUC-RIO professor told us that, on request from the Organising Committee, the University suspended classes during the Olympic Games but not



during the Paralympics, making it difficult for students to take part in the latter.)

We noticed many instances in Barra Olympic Park where accommodations had been made for wheelchair users. Priority lanes had been set up to provide the necessary support at the entrance to the venue, and ticket counters had been built at two different heights. However, there was a dark black out panel between the visitors and the staff, and there was just a small circular window. This made it difficult to see one another and converse. We felt more should be done to support those with impaired hearing. There was a lift allowing wheelchair users to enter without getting out of their wheelchairs, but unfortunately it was difficult to tell where the lift was. A table in the dining area was designed for both the able-bodied and wheelchair users to use simultaneously (the bench was shorter than the tabletop and was retractable, making it easy to use). This kind of universal design was very instructive for considering improvements for the university campus.



Barra Olympic Park, the main event venue for the Games, was originally planned to be reused for things such as education, Brazilian team and youth athlete training, usage by the general public, and cultural events. However, it appears that funding problems after the Games prevented the needed renovations. The Aquatic Marina Lenk venue is used to train and strengthen athletes for the next Games, while Rio Arena, which was renamed to the Jeunesse Arena, is a venue for numerous stage performances and concerts. Tokyo also faces many challenges in reusing the Tokyo 2020 Games venues. We will need to enhance the local economy by making the facilities open to public, and not just athletes.

③ The power of sports, and the Paralympic Movement

Here I would like to touch a bit on how Cariocas (inhabitants of Rio de Janeiro) enjoy sports. Even if they don't know the rules, spectators will sometimes cheer loudly, sing, and dance when a good play is made. It's the Cariocas way to have a good time together, without worrying about nationality or disability. Sound is important where people with visual impediments are competing. At such times, Cariocas will keep cheering even when given the "Quiet Please" signal. Others will "shh!" them, but while smiling, and teaching them the rules. It seems very natural for Cariocas to enjoy something they see for the first time, and it's the breathtaking performance of the athletes that so impresses rather than the fact that they're playing with disabilities. It was moving to see even small children cheering their hearts out. As a multiethnic country, Brazil is an aggregation of people possessing diverse values and with different backgrounds, languages, and skin color. Presumably, everyone therefore naturally learns to accept things that are different from themselves during childhood.



During the opening ceremony, athletes from each country each brought in puzzle pieces that created a heart when all fit together. Spectators then clapped along with the sound of a beating heart that resounded through the venue. The theme was "Every BODY has a HEART." The message was that all of us, no matter who we are, have a heart. A team of refugee athletes whose first competition was at Rio 2016 were welcomed with loud cheers (Brazil is a country that is very tolerant of accepting refugees, readily accepting those from Syria and other Middle Eastern and African nations, as well as from Haiti and Venezuela).

Another noteworthy fact is that there were more than 50 LGBT participants compared to the 23 at

London 2012. This increased turnout of LGBT athletes partly owes to Russia's passing of the "gay propaganda law" in 2013. Claimed by Huffington Post in Japan to be a violation of LGBTs human rights, the law prompted certain foreign leaders such as former President Barack Obama and Vice President Joe Biden to boycott the Winter Olympics opening ceremony held in Sochi, Russia in 2014. The IOC took this fact seriously, adding language concerning discrimination based on sexual orientation to anti-discrimination rules in Chapter 6 of the Olympic Charter.

Brazil's first gold medalist was judoka Rafaela Silva, in the women's 57k tournament. Silva, a black lesbian woman from a favela, has given encouragement to many through her achievements. Discrimination towards the socially vulnerable still exists, even in Brazilian society, and Rio 2016 undoubtedly afforded people around the world an opportunity to think about LGBTs in sports as an issue close to home.



At the Conference on Faith and Sport, an international gathering hosted at the Vatican immediately following Rio 2016, Pope Francis spoke on how important it is that sports be accepting of diversity and be inclusive of all people, saying "when we see athletes giving their very best, sport fills us with enthusiasm, with a sense of marvel, and it makes us almost feel proud. There is great beauty in the harmony of certain movements and in the power of teamwork. And these moments are accompanied by great joy and satisfaction, which we all can share, even those not competing." He also emphasized the value of sports, saying that they "make us realize our 'potential for growth', which is essential for even those of us who are poor and struggling."

The month after Rio 2016, Sophia University welcomed former International Paralympic Committee (IPC) President Philip Craven. He appealed for the signification of activity using Paralympics in school education. While it seemed that the university had not met its goals towards achieving an inclusive society, we realized that it is important to start by providing opportunities to expand one's knowledge, and we will need to carry out the kinds of activities covered in the previous chapter.



PyeongChang 2018 Paralympic Winter Games

Study Overview

■ Mission of the PyeongChang 2018 Paralympic Winter Games research team

- ① Study of efforts in Korea to achieve an inclusive society
 1. Efforts involving social inclusion education
 2. Efforts to proliferate para sports and address the problem of aging societies
- ② Seoul city and event venue accessibility study
- ③ Information gathering for drafting plans/proposals for encouraging proactive student participation

■ Research period

March 7-11, 2018 (5 days)

■ Studies conducted

- Door-to-door survey
Sogang University, Korea Nazarene University, Seoul Sports Association for the Differently abled (SSAD), Icheon Training Center, SUNGLIM TRADING (trading company dealing in prosthetics), Korea Orthopedics and Rehabilitation Engineering Center
- Accessibility study
From subway stations in Seoul to Sogang University, Pyeongchang Olympic Stadium, Gangneung Olympic Park, Games venues, Korea Train Express (KTX), Incheon International Airport
- Paralympic Games study
Attending the opening ceremony, watching events, and interviewing volunteers and attendees at each venue

■ Researchers *As of March 2018

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① South Korea's efforts toward achieving an inclusive society

1. Interviews concerning social international education

◆ Sogang University *A Sophia University partner university

Out of a student body of 10,000, Sogang University had 40 students who had registered as having a disability (as of March, 2018), which is about the same number as at Sophia University. About 60 students are registered to run the university's support student development program. To get the desired number of support students, the university offers them advantages: a scholarship mandating support be given to students with disabilities, and a 50% dormitory fee discount, which requires students to live in a dormitory with students with disabilities. These measures to maintain a stable disabled student support system were illuminating. Even during our short stay in the country, which has many steep slopes (including around Sogang University), we observed numerous occasions of students assisting wheelchair-bound students. One standout comment we heard was that the university puts the campus's universal design among its top priorities when making its budget, sparing no expense. The university also made use of outside donations collected in order to support students with disabilities.



◆ Korea Nazarene University

Korea Nazarene University was founded as a Christian university focused primarily on theology, becoming a multipurpose university in 1995. In addition to theology, it has provided learning in such areas as rehabilitation, social welfare, and special education with the goal of developing people who embody human welfare in Korean society. In 1995, the university put into effect its “University Enrollment Special Selection Program for Eligible Special Education Learners” as one strategy to provide more higher education opportunities to the disabled. The special selection program sees Korea Nazarene University provide all students with disabilities who have the capacity for learning—regardless of the nature or degree of their disability—with the highest possible guarantee of their right to higher learning. In so doing, the university continually fulfills their role as a pioneering university for providing rehabilitation welfare benefits (e.g., developing education programs to help students with autism or other mental disorders obtain degrees). Setting foot on campus, one can see a space teeming with diversity. We were told that the university is always considering the point of view of the disabled and thinking about how best to support them, which is why there are not only many students with disabilities but also faculty and staff. The university works to build inclusive environments from the perspective of both education and student life support, and the necessity of and purpose of this effort was clear.



The university’s Disabled Student Support Center sees those with disabilities not as having an impairment, disability, or handicap but as being differently abled—that is, having abilities that are different from others. Korea Nazarene University was one of the first to begin using the ABLE model, which makes the most of people’s with disabilities physical, psychological, social, occupational, and economic skills. For the “A” in ABLE, which stands for Assistance, the university provides learning support services that include sign language translation support for people with impaired hearing, provision of braille devices and braille translation services for people with visual impediments, and support for moving and writing for the physically disabled. For the “B” (Barrier Free), it strives to break down attitude barriers, communication barriers, and architecture barriers.

For the “L” (Living), it focuses on ensuring independent living and integrative living. For the student dormitories, the university has set a rule that every four-person room must have one disabled student, a move made to afford opportunities for students to better understand and help one another in daily life. “E” stands for Employment, with implications for creating and maintaining jobs, and conducts customized career development and vocational training, adjustment job placement, and follow-up activities.

Before they matriculate, students are given an explanation about all the support the university provides. Even able-bodied students are required to listen to the same explanation and visit the Support Center, among other things, during new student orientation. The university currently has 500 student volunteers supporting students with disabilities, and just like Sogang University, it has established a scholarship that requires providing support to students with disabilities, implemented a dormitory discount program, and otherwise put together a win-win system. Although we were unable to see disabled and able-bodied students studying together on this visit, we perceived zero distance between them on campus. All students were in good spirits.



In FY 2018, after having just formulated the “Disabled Student Support Guidelines,” we suggested the need to quickly strengthen our disabled student support system at an on-campus debriefing at Sophia University following our return to Japan. Setting up an independent department, such as at Korea Nazarene University, is usually an effective measure. However, as initiatives led by Coordinator for Students with Special Needs, Sophia University is currently focused on support measures such as creating a faculty guide for supporting students with disabilities’ studies, setting up a consultation service and set of procedures, and strengthening peer support.

2. Interviews concerning the proliferation of para sports, and solutions for aging societies with fewer children

◆ Seoul Sports Association for the Differently abled (SSAD)

The Korea Sports Association for the Disabled (KOSAD) is the para sports Federation in Korea. Founded November 25, 2005, it aims to facilitate recreational sports, elite sports, and international exchange for those with disabilities in accordance with Article 34 of the Sports Promotion Act. Although it carries out projects to promote para sports, including proliferating disabled recreational sports, training disabled athletes, and improving their competitiveness, its main role is essentially providing elite training. Since the enactment of the Sports Promotion Act in 1962, the country has put considerable effort into elite sports training with “physical fitness is national fitness” as a slogan and with the belief that improving citizens physical fitness and promoting sports will lead to the betterment of the people and nation. Up until the end of the 1980s, the government had placed an emphasis on school sports and elite sports, and it is difficult to imagine that sports policy could have achieved parallel development of both recreational sports (everyday sports activities done to promote health and physical fitness) and elite sports. The country really began building a foundation for recreational sports after the Seoul 1988 Olympics and Paralympics. After many years of effort that saw the proliferation of recreational sports for the able-bodied, Korea finally began undertaking a variety of projects in 2005 that would provide the disabled with unprecedented access to recreational sports. Up until that time, the disabled had almost no options when it came to playing recreational sports. Para sports were seen merely as a component of rehabilitation. The formation of the SSAD was a response to a steadily growing call for a solution. Now, the government says it is creating more opportunities for popular recreational sports and working to make healthy recreation and para sports into one category of sport. Meanwhile, it is holding Paralympic sport meets at schools and companies with the goal of giving people a better understanding of these sports not only in Seoul but nationwide.

In Japan, according to the Research on Promoting Sports Participation for People with Disabilities, conducted by the Japan Sports Agency in December 2020, 24.9% of people with disabilities (adults) in Japan play sports or do recreational activities at least once a week, which is roughly on par with the previous year (The Second Sports Basic Plan (approved by the Minister of Education, Culture, Sports, Science and Technology on March 24, 2017), aims to have about 65% of adults participating in sports at least once a week (40% for the disabled). The financial costs have been cited as being one of the barriers toward achieving this goal, but the study showed that many people began playing sports primarily because of a recommendation from friends, family, or a healthcare professional. Sports that both the able-bodied and disabled can play together without any barriers probably needs to be made a bigger part of school programs rather than being left to specialized organizations.



◆ SUNGLIM TRADING (trading company dealing in prosthetics)

Professor Hisamori's laboratory is working with Keio University School of Medicine and SAKIMA Prosthetics & Orthotics Co.,Ltd., which is located in Okinawa Prefecture, on developing knee braces with tractive force, as well as sporting equipment. SUNGLIM TRADING imports the orthotic equipment developed by these teams and distributes it in Korea, which gave us an opportunity to visit the company. SUNGLIM TRADING runs a diversified business that includes selling equipment it imports from countries around the world such as Japan, Germany and the Netherlands, as well as exporting to countries that include China and Taiwan. The company's main clients are rehabilitation centers and orthopedic hospitals in Korea. The average lifespan has been on the rise every year in Korea, to the extent that Korean women are expected to have the longest average lifespan in the world by 2030. This is prompting an increased usage of and demand for equipment useful in an aged society, an area the company expects will see further growth. Made with a lightweight material and highly rigid structure, the jointly-developed equipment is anticipated to satisfy a considerable level of demand in Korea. While being able to easily put on the equipment is an important element of ensuring that those of advanced age will use the equipment effortlessly and for long periods, the out-of-pocket cost is high and makes the equipment beyond the reach of many. Along with improving the equipment's functionality, to us it seemed necessary to also consider ways of reducing the cost to the user, such as increasing insurance coverage. Prosthetic leg shipments are holding at a steady level in Korea, but due to poor growth prospects for these products, the company has indicated plans to shift its sales operations toward equipment instead. This is due to few people having congenital disorders requiring prosthetic legs, and because of a declining number of accidents and work-related injuries throughout society. Moreover, there are very few companies developing prosthetic legs in Korea, and almost nobody is currently developing prosthetic legs for sports. The majority of products come from overseas.

In Japan, as well, medical technologies are advancing and the number of those with midlife disabilities from traffic or industrial accidents, for example, is declining. However, the Tokyo 2020 Games has prompted greater interest in products for the disabled, and has led to more and more such products being developed in Japan, particularly prosthetic legs for sports and prosthetic equipment. The PyeongChang 2018 Paralympic Winter Games and the Tokyo 2020 Paralympic Games would seem to have directly contributed not only to sports but to the caregiving and health businesses, as well, and events such as these hold promise for prompting solutions to address the population aging problem.



◆ Korea Orthopedics and Rehabilitation Engineering Center

With the goal of advancing disabled rehabilitation technologies and developing related industries—areas where Korea lags behind other countries — the Korea Orthopedics and Rehabilitation Engineering Center, established in January 1994, has been designated by the Korea Laboratory Accreditation Scheme (KOLAS) as an organization for testing assistive equipment and medical equipment in Korea. Since 2001, the Center has conducted research into areas that include electric wheelchair development and function recovery for bodily movement. Joined over the years by talented and specialized scientists from Korea in the fields of



medicine and engineering, the organization is equipped with state-of-the-art research devices and equipment. To facilitate a seamless return to work for those disabled on the job, the Center also engages in business cooperation and joint research with its own hospitals' specialized rehabilitation centers from the treatment stage onwards. In addition, the Center researches training protocol for things such as providing advanced science-based therapy using patients as test subjects. In fact, we happened to be present when the Center was analyzing the ambulatory ability of a general test subject using a prosthetic leg. A researcher explained to us how they look at analysis results and adjust things like the angles and lengths of each part of the prosthetic leg according to the patient's ambulatory ability. The Center conducts these analyses as part of their research, as well as researching patients' individual approaches to daily life. The experience provided us an opportunity to learn about an endeavor that involves both rehabilitation and engineering. The Center also told us that it is focusing on helping those disabled on the job to get back to work, while also looking to materially expand Korea's supply of rehabilitative devices. For example, the Center was doing wheelchair strength assessment and structural design. It showed us large testing machines for assessing wheelchair strength and rigidity, and equipment for doing things like assessing traveling performance using slopes. To achieve the ultimate goal of rehabilitating those disabled on the job, which is getting them back to work, the Center is using high performance advanced assistive devices it developed to provide support according to each person's job requirements and type of disability.

In a lecture, Sophia University's Faculty of Science and Technology announced that, beginning in the spring semester of 2018, it would adopt a "human care science" based engineering approach for medical and occupational training aimed at helping the disabled achieve independence and hold a job. The lecture explained that the course would be mandatory (University-wide general studies) for all upper classes and that the organization's goal was to comprehensively consider human care science and technology, with a variety of lecture content condensed into three themes (bodily systems and healthcare, brain and heart, and individuals and society). These lectures aim to have students rediscover daily life and better understand people as people by being given opportunities to learn about how state-of-the-art science and technology benefits our lives while broadening their horizons and interests.



◆ Icheon Training Center

The Korean Paralympic Committee's Icheon Training Center, located in the city of Icheon in Gyeonggi Province, is a training center built in October 2009 and exclusively for para athletes. Occupying 184,070m², the facility is a base in Korea for training para athletes and includes an athletic field, indoor pool, blind soccer court, archery range, wheelchair curling hall, gymnasium, lodging area, and restaurant. Through its education center, sports science laboratory, library, and other features, the Center is also used for standardizing recreational sports programs for the disabled as well as training and educating leaders.



As mentioned above, para sports were seen as a component of rehabilitation, and not proper sports, for many years in Korea. The center says its establishment was groundbreaking as the disabled were often denied access to facilities for the able-bodied and were relegated to welfare facilities, making it rare for them to be able to enjoy sports as a part of daily life. A wheelchair rugby player that we interviewed during our visit told us that "there is a good environment here for competing as an athlete, and it has boosted my moti-

vation. Even though the building of this training facility hasn't led to any perceivable achievements such as more medals won by Korean athletes, we can now absolutely compete in more events at the highest level. Our potential has grown. Also, the facility enables training in 27 different sports, which has led to improved interaction among athletes and created a synergistic effect."

Actually, one country took far more medals than any other country at the Rio 2016 Paralympics: China. This was not simply because it has a large population of competing athletes but because it was one of the first to focus on para sports as part of national policy. Beijing's National Training Center works to develop coaches as well as training athletes, and the country has a system for communicating these facts to young people. The activities of the Paralympic training centers in these two countries provide instructive examples for Japan, where developing coaches and ensuring they have a stable income are ongoing issues. The center in Korea is not open to the public and is about one hour away from Seoul, making it inconvenient as a venue for competitions. The facility can only be used for promoting para sports during the short periods when it isn't being used by elite athletes. And although the facility encourages people to attend its sports camps, it still doesn't hold very many throughout the year. "We want the general public to be able to use the facility in the future, but Korea is still a country centered on elite sports. I think our role is to foster something of a hero athlete who makes it big, and to get people to see them as cool and want to play or go watch them play," said Jang, Deputy General Manager of the center's Facility Management Department. While having this kind of specialized facility is a blessing, the circumstances are such that meaningful interaction between the able-bodied and disabled is likely elusive, with the able-bodied not gaining any better understanding of the disabled. (In Japan, the Nippon Foundation Para Arena was built as a training center for para athletes in June 2018. The facility was originally scheduled to be closed at the end of 2021, but discussions are currently being held with the city of Tokyo to keep the facility open through 2022 and beyond. It is not open to the public.)

Further expanding the breadth of para sports will hinge largely on whether general sports facilities throughout the country start accepting para sports. Sophia University was inspired by this project to request improvements concerning universal design. This resulted in the installation of a stairlift in the gymnasium in 2018 and made it possible for wheelchair users to access gymnasium #3, which became the university's main sports arena. (The 2019 Para University Festival was held at Sophia University. 13 universities interacted through sports such as wheelchair basketball and wheelchair relay races.) Tangible measures such as these created opportunities to interact and better understand one another. This study made us think once again about the need to redouble our efforts at achieving barrier-free facilities and fostering barrier-free mindsets in order to create a campus that everyone can use in the same way without even thinking about it.



② Seoul city and event venue accessibility study

◆ Modes of transportation (Seoul subway system and KTX)

We conducted a wheelchair accessibility study for the subway section between Gongdeok Station and Sogang University. Three lines cross at Gongdeok Station, a major station in Seoul's subway system. The station has much of the same features as any major station in Tokyo, including elevators and slopes, stairlifts, and information boards for wheelchair users and braille signs. Unlike in Japan, every subway car had seats for pregnant women in addition to the standard priority seats. Near the ticket gate was a large entrance for wheelchair users, but the doors had



to be opened manually, unlike in Japan. Our research student got into a wheelchair and attempted to go through the doors. She had trouble opening them herself, a Korean man passing by held the doors for him. As in Japan, the stairlift cannot be used without help from a station attendant. It takes about 10 minutes to get up the stairs this way, and the stairlift could not be used by multiple people at once. One thing that felt different from Japan was the willingness of general train station users to help. A random person helped in almost every situation where a people with disabilities was having trouble going through a ticket gate, getting on or off the train, or traversing an incline within the station. Whether it was because Korean people lack characteristic Japanese shyness or do not assume that station attendants will help people in trouble, it was interesting to see that someone was usually there to lend a hand as a matter of course.

◆ KTX (Korea Train Express)

The KTX had even more accommodations for wheelchair users than the subway, including the presence of ticket machines, slopes, and elevators. However, there was a step so big when getting on and off the trains that even an able-bodied person carrying a big luggage would have trouble. It seemed to us that more consideration could have been given to those with walking canes or visual disabilities. Furthermore, although there were seats for wheelchair users, there was only one per car. This was insufficient given the actual need for such seats.



(In Japan, we have been told that JR Tokaido Shinkansen began expanding wheelchair space on its trains in April 2021. In addition to more seating, the company is considering further improvements such as improving the placement of tables and outlets to ensure a uniform travel experience for all passengers. While it is unfortunate that the Tokyo 2020 Games had no spectators, one legacy of the Games is that it has prompted stakeholders to consider how the aforementioned improvements could be made.)

◆ Paralympic Games venues (PyeongChang Olympic Plaza, Gangneung Olympic Park, Jeongseon Alpine Centre)

Some measures have been taken throughout the venue to improve accessibility for wheelchair users, including having carts for getting around, seats for wheelchair users, and toilets for those with disabilities. However, there was a steep slope outside the bathrooms for the disabled, requiring them to have support from someone. Furthermore, the asphalt inside the venue had not been well poured, as there were cracks and bumps in many places. These are some of the issues that made the environment unaccommodating from the point of view of actual wheelchair users who were present. With regard to the usage of color on signs, while it appeared that consideration had been made for those with color blindness, we observed almost no braille signs or guidance blocks for those with visual impediments. There was a lack of accommodation for a wide range of disabled travelers. At the Alpine Centre, although there was a gondola for wheelchair users and other visitors who have trouble walking, it was located away from the main entrance. There was also very little signage for it, so some wheelchair users were confused about how to get there. There was a long slope leading up to the venue and the floor was covered in wire netting, and the environment was very difficult for those with crutches to navigate. These and other issues gave a strong impression that the structure had been built in a hurry as it was going to be dismantled after the Games were over, anyway. Nonetheless, the volunteer staff made up for the lack of tangible features with superb consci-



entiousness and hospitality, and disabled spectators were cheering happily during the opening ceremony and events. The following is a report on what we learned from interviewing volunteers who inspired us.

③ Information gathering and studies for drafting plans/proposals for encouraging proactive student participation

Through preliminary interviews with local universities, we learned that they coordinated with the Organising Committee and that no volunteers were dispatched to the 2018 Winter Olympics. The reason for this is the grueling nature of job hunting in Korea, where students often look for these volunteer opportunities on their own in order to boost their own market value when job hunting, making it unnecessary for universities to provide direction. Students told us that they consider whether there are advantages to becoming a volunteer, rather than just doing things simply to help, which is something we felt was a little different from the volunteering mindset in Japan.

[Interest in the PyeongChang 2018 Paralympic Winter Games]

The below are some comments people shared with us about the Paralympics being held in their country.

- I don't know anything about the Paralympics (the events, disabilities represented, etc.)
- I don't know much about them because the media doesn't cover them like they do the Olympics
- I am disabled myself, but I did not know much about the Paralympics. I was moved by a documentary about Paralympic ice hockey in Korea, and it got me interested in the Paralympics
- It's difficult to volunteer because I have classes during the period of the Games
- The new semester starts in March, and it's a very busy time
- My studies take up all my time

◆ Volunteer staff

There were large numbers of elderly and young people among the Games volunteers, and university students were especially numerous. When asked why they volunteered, many people indicated their prioritizing of personal benefits with reasons such as “you are more likely to be selected as a volunteer for the Olympics if you volunteer for both the Olympics and Paralympics” and “volunteering will be an advantage for my career, such as when job hunting.” Yet it was interesting hearing from people whose values changed by being involved in the Paralympics and watching the events up close, with some saying that the experience showed them the wonderful things about the Paralympics and taught them the importance of not giving up. Whatever the motivation for volunteering, being involved in the actual Games changed everyone's view of life. It was also a significant moment for the research students, as well, as they listened to people their own age talk about the real-life experience they had volunteering. While some volunteers learned how to accommodate the disabled during the preliminary training period and understood how to provide support, some Japanese staff said they had not taken this training, indicating a lack of training implementation. Language support and providing direction to foreigners was another area of weakness, with many volunteers having a surprising lack of English ability, giving directions purely in Korean. They handled the lack of manpower skillfully, however, going off to bring back an English-speaking volunteer whenever somebody wanted to speak English. Robots to provide information and give directions at venues, along with translator apps such as Genie Talk, were much talked about at the PyeongChang 2018 Olympic Winter Games as tools for alleviating a manpower shortage. However, they seemed somewhat impractical as people didn't know how to use them very well. There seemed to be a need to provide better support by using technology and people according to the situation.

As for the Tokyo 2020 Games, unfortunately no foreign spectators were able to attend. However, to provide multilingual support, Sophia University developed SoCHAS (Sophia Cross-lingual Health Assistant System), a multilingual medical translation app specialized for healthcare, nursing, social welfare, and caregiving. Although only three and a half years had passed since PyeongChang, it seemed that signifi-

cant progress had been made with respect to the quality of free translation apps and people's skill in using them. At the athletes village, athletes and volunteers were seamlessly communicating with each other through various translation apps. Mindset changes and behavior modification with respect to students who volunteered at the Tokyo 2020 Games will be covered in a subsequent report.



Closing Comments on the Study

This study by the 2016 Rio Paralympic research team was a worthwhile pursuit that shined light on people's inclination to accept one another's differences and help each other in Brazilian society, where people who are different in many ways get by despite poverty and social disparities. Rather than becoming gloomy about all the many problems they face, Cariocas (the people of Rio) give praise for the joy of having worked together and accomplished something wonderful. According to them, the Games allowed them to discover that "though we may not be able to change the tangible (environment and facilities), we can change hearts (how we treat others)."

On the other hand, as has been reported above, our study in Korea showed us the reverse approach: the country took care of the tangible first and focused on bringing the heart later. Achieving an inclusive society will require heart and tangible things moving each other in a rapidly revolving cycle.

While it is difficult for educational institutions like ours to make improvements in terms of the tangible, we must make and foster "gatherings of heart" in order to improve the tangible. As was explained in the Chapter 1's research notes, the result of these efforts will take the form of working with outside enterprises and organizations to more broadly carry out activities that began in FY 2018 to raise awareness about the issues we have discussed.

The most important accomplishment made through this study was the broad-based sharing of the experiences and insights of two researchers with Sophia University students rather than just keeping it to themselves, as well as the establishment of a student project that seeks to apply its new knowledge toward "activities aimed at achieving an inclusive society, using 2020 as a starting point." Since the project's establishment in June 2018, it has continued to actively communicate on and off campus about the diversity and potential of people through the lens of para sports and about the importance of changing mindsets and being inventive. It has also increased its membership to over 100 students. By creating opportunities to engage in a range of activities conducted by Sophia University students with the aim of achieving an inclusive society, we have enabled people to think and learn about what makes a society inclusive. We argue that this contributes to cultivating a rich humanity in the kind of global leaders that Sophia University aspires to produce. Many companies and organizations also appreciated and praised our approach, which involved working from the viewpoint of university students. The students have built a new model involving collaboration among industry and academia that includes corporate event planning, and their successful efforts to realize the Sophia University's "for Others, with Others" philosophy have been covered by many media outlets.



Insights Gleaned from Site Visits

Site visits for past Games have been journeys to ascertain the impact of the Paralympics on achieving an inclusive society, as well as to seek out our role in this as a university. Along with the Rio 2016 Paralympic Games and PyeongChang 2018 Paralympic Winter Games as discussed in this report, a research team was also sent to cover the Asian Para Games held in Jakarta, Indonesia, in October 2018.

Our participation in these three Games reaffirmed that sports can bring people together through “doing, watching, and supporting,” regardless of nationality, gender, age, or physical characteristics. In addition, watching the Paralympics shed light on the circumstances and background of that country and fostered a better international understanding. In the case of the Asian Para Games, the researchers noticed something about certain events (track and field, for example) where the prosthetics and wheelchairs needed to compete are relatively expensive: there were far fewer countries and athletes competing in these events than in events where such equipment wasn’t needed. To conduct a Games that in the truest sense seeks to ensure fair competition for everyone, the problem of economic disparity must also be addressed. What about the spectators? For the Asian Para Games, although we initially heard that every event would be free to watch, the cost was actually about ¥250 (and about ¥1,000 for wheelchair basketball and sitting volleyball. Paralympic tickets for the Tokyo 2020 Games were ¥900 to ¥7,000.). Indonesia is another place where people are beginning to spend money on entertainment, including watching sports, and locals living on an average of ¥200 a day (including for things like food and transport) told us that only the wealthy could afford to go and watch.

Even though the country has many para athletes and is competitive internationally, it would be inaccurate to call it a peaceful country. The same goes for Bosnia-Herzegovina, a formidable force in sitting volleyball. In winning its independence from the Federal Republic of Yugoslavia in 1992 as part of the Bosnian War, 200,000 people lost their lives and many ended up with limb impairments. The government is now helping these people socially rehabilitate through sitting volleyball. In this sense, too, para sports are deeply meaningful and an effective means of addressing societal problems.

One other significant thing we learned was para athletes’ ability to accept themselves for who they are. Para athletes not only show us the limitless potential of people through their superhuman performance, they also teach us the importance of accepting oneself. They boldly confront, accept, and understand who they are. There is no doubt that these athletes’ inclination to support others can be instructive to “cultivating people to live a life with others,” a Sophia University core principle. In addition to this, they inspire in us the ability to survive and have hope in the face of major setbacks and changes, and teach us the joys of tackling problems with inventiveness.

COVID-19 upended our lives and made us realize that many assumptions we had were wrong. In this context, how para athletes live—with their Paralympic ethos of “Don’t worry about what you have lost, just make the most of what you have left” —is no doubt more poignant than ever. This ethos provides insight into how to adopt a new way of life that may feel like a series of disabilities imposed by COVID-19.

It is incredibly valuable and a strength of this project that all faculty, staff, and students involved were all able to come away with these kinds of insights and experience through site visits. In the next chapter, we will report on the main activities conducted and accomplishments achieved from the standpoint and perspective of each stakeholder.



Chapter 3

Main Activities and Considerations Associated with the Goal of the Project

Understanding Linguistic and Cultural Diversity via the Olympics and Paralympics

Akiko Koyasu

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First—Understanding Diversity and Achieving Inclusivity

What is ‘diversity’? Of course, there is more than one definition. But it expresses how people with various roots or values, or from different environments, exist, in the broadest sense, on this same earth, or in the same country, region, or at a more intimate level, in the same community, there are truly many forms of diversity. Ethnic, racial, national, linguistic, cultural, religious (credal), gender, age, etc. That is to say, diversity itself is ‘diverse.’ Japanese has an expression, “Ten people, ten colors,” which expresses the unique individualities people have. Mutual understanding and respect—that is, respect for someone other than oneself—and building an inclusive society has already been important for humans to this point, and it will become even more crucial for Japan and the world in the years to come. Students learn these things at Sophia University, and since we would like them to continue to be aware of such issues in their life after graduation, we implemented various initiatives and projects under SOPP.

Lessons from the Rio de Janeiro Paralympics

“The Olympics & Paralympics, in which athletes from over 200 countries and territories gather in one place, are a great opportunity to grasp the importance of diversity and inclusivity.” It was under this belief that Sophia University sent out investigation teams to the Rio de Janeiro Paralympics in September 2016 and the Winter Paralympics held in Pyeongchang in March 2018. Additionally, we dispatched a team to investigate the Asia Para Games held in Jakarta, Indonesia in October, 2018. The importance and details of the activities of these on-site teams has already been presented in Chapter 2, but to reiterate, the importance is that Paralympics—not the Olympics—and Para Games were observed. How do people with disabilities live in society? How does society feel about that? There is no doubt that these three investigations offered us opportunities to gain many clues and experience with regard to understanding human diversity and considering an inclusive society. It is also very important that current students participated in the each of the three investigations. The younger generation seemed to feel that thinking their own thoughts about an inclusive society and committing themselves to it was important. The students who actually participated have offered their reflections on many occasions.

Now I would like to describe the lessons we learned from observing the Rio Paralympics. Brazil did not necessarily achieve multilingual support as might be expected when athletes and tourists were coming in from all over the world. We members of the investigative team were fluent in either Portuguese or English, so we were not overly inconvenienced. However, tourist and Paralympic site information centers in the city featured only English or Spanish, so it can be said the Rio 2016 Games left is-



sues for Rio to face as a host of international events. Put differently, we learned the importance of dealing with multiple languages in the Tokyo 2020 Games in advance.

At that time, Brazil had experienced negative three percent GDP growth rates for two consecutive years (2015, 2016), and in May of 2016 (the year of the Olympics and Paralympics), the President was impeached by Congress due to issues like budget fraud. He lost his position, so a provisional president presided over the Olympic Opening Ceremony in August. Many voiced the opinion that “the government should focus on its internal problems rather than host the Olympics & Paralympics,” with protests and demonstrations emerging throughout the city such that the political situation was as shaky as the economic one. There were sites still being constructed for the Olympics and Paralympics that were not complete due to a lack of budget. I remember there was still scaffolding by the station stairs near the Paralympic Opening Ceremony site, which made it very hard to walk through.¹ However, despite such conditions at the Rio Games, what we felt was the “heart” of the people of Rio who did everything they could to make the Paralympics a success despite all the difficulties. We felt a warm-hearted, inclusive posture everywhere—one focused on accepting and understanding all of us foreigners.



Brazil is well known in the world as a country of disparity. Both of the professors who participated in the investigation had studied the Brazil region for a long time, but they felt renewed confidence that achieving coexistence and inclusivity in Brazil would mean facing the ‘diversity’ of the gap between rich and poor. We visited Pontifical Catholic University of Rio de Janeiro (PUC-Rio), where there was an event in which university students gathered kids living in poverty-stricken areas and kids from wealthy homes to participate in para sports. It was an attempt to have kids of the same generation interact through sports, when they would normally have no such opportunity in Brazil with its startling disparities. When we heard of these activities, we knew we couldn’t do the same in Japan, but it felt like we learned a little bit about the nature of “inclusivity” and “diversity” from the disparate society of Brazil.

So, the lessons we learned from observing Rio to apply to the Tokyo 2020 Games were the importance of multilingual information and the myriad forms of diversity. It can be said that these lessons led to the concept of a course in fostering interpreter volunteers the following year.

Hosting a Course for Fostering Interpreter and Language Service Volunteers—Understanding Language and Regional Conditions

Volunteer recruitment for the Tokyo 2020 Games began in the summer of 2018. There was particularly high interest in linguistic volunteers, as became clear from a survey given to new students who enrolled in Sophia University in April 2017.

Simply speaking a language fluently was not the goal for those linguistic volunteers interacting with foreign tourists and athletes who would be coming to Japan for the Olympics, Paralympics, or other international sporting event. It would be necessary to understand the circumstances of the countries and regions

¹ Koyasu, Akiko; Tamura, Rika; Horisaka, Kotaro. “[Lecture] Rio 2016 Legacy of the Olympics & Paralympics.” *Encontros Lusófonos*, No.19(2017), pp.1-20.

those people had been born and raised in. Leveraging this university's strength in education of six regional languages (English, German, French, Spanish, Russian, and Portuguese) at the Faculty of Foreign Studies, we established courses for each language and for the circumstances of relevant countries and regions.

1. Course Period and Name

The course periods and names are as follows.

1st (September 20-21, 2017)

"Volunteer Interpreters Training Class: For Participation in International Sporting Events"

2nd (March 27-28, 2018)

"2nd Volunteer Interpreters and Language Service Volunteers Training Class: For Participation in International Sporting Events"

The first time, the course name used the phrase "Volunteer Interpreters," but since the natures of interpreting, translating and language service volunteers are different, we checked and confirmed that the university's course was for "language service volunteers," and used "Volunteer Interpreters and Language Service Volunteers" in the second course. (The term "Interpreters" was included in the first course, so to indicate continuity, it was used in the second course name as well. Additionally, the course instructors are the same instructors who are experts in interpreting and translation.)

A "language service volunteer" has the following three roles. 1) Support communication with the athletes and staff at the location of the sports event (events like the Olympics and Paralympics) through interpreting and translation. 2) Ensure that foreigners can express themselves (whether at event locations or elsewhere) while they are in Japan; essentially, translate what foreigners want to say into Japanese and communicate that to the person they want to communicate it to. 3) Ensure that foreigners can communicate in their native language (whether at event locations or elsewhere) while they are in Japan; essentially, provide foreigners with the comfort of speaking their native language (to language service volunteers) while in an environment with a lot of Japanese in the background.

2. Number of Participants

A total of 142 people participated in the first course. In addition to students of this university, there were students from universities affiliated with the Tokyo 2020 Organising Committee. A maximum was set at 200 participants, and recruiting was performed individually for each of the 6 languages. (English with 50 participants, and 30 for each of the other languages.) Ultimately, the number of participants for each language was: English—53, German—17, French—20, Spanish—30, Russian—7, Portuguese—15. In the second course, we recruited roughly 100 students from 10 universities. (Breakdown by language is omitted.)

3. Program

The program for the first course is as follows. (Chart 1) In the morning on the first day, we provided a lecture in which students could learn what a volunteer at an international sporting event like the Olympics or Paralympics does. There were talks by educators with a long history of experience in linguistic volunteering at the Olympics and Paralympics. And a student who had participated in the Rio 2016 Games as a volunteer and had graduated from Sophia University's Faculty of Foreign Studies with a major in Portuguese Language Studies offered her experiences to students around the same age. The second day of talks was also rather unique to this university. University professors with expertise in nursing and welfare offered perspectives on the theory of volunteering.

Through the total 2-day course, students learned the spirit and relevant information of the Olympics & Paralympics, considered what exactly are volunteers and an inclusive society, and upon learning that, heard about the value of working as a language service volunteer.

Chart 1 “1st Volunteer Interpreters Training Class: For Participation in International Sporting Events — Program”

	September 20th, 2017 (Wednesday)	September 21st, 2017 (Thursday)
9:00-9:30	Reception	
9:30-9:45	Opening Ceremony	Reception
9:45-12:15	Topic 1) “Basic Knowledge about International Sports” (Professor Fumio Morooka, Sophia University) 2) “Roles of a Sport Volunteer and Progress of Preparation to Recruit Tokyo 2020 Volunteers” (Chiharu Nishikawa—Volunteer Interpreter Team Leader for Olympics & Paralympics at London, Sochi, and Rio de Janeiro) 3) “Experiences at the Rio Olympics & Paralympics” (Erina Shirahama—Graduate of Sophia University, NHK Broadcast Interpreter at Rio 2016 Games)	Workshops, Talks, Panel Discussion 1) “The Athletes’ Perspective on Volunteers” (Prof. Takeshi Shima, Sophia University) 2) “Drawing Closer: Its Meaning and Methods” (Prof. Etsuko Nishiyama, Sophia University) 3) “Inclusivity & Volunteers” (Prof. Akira Otsuka, Sophia University) 4) “Personal Perspective of Volunteers” (Masami Iwasaki, Teacher of Sophia University Social Welfare College)
12:15-13:15	“Introduction to Interpreting/Translating” (Real Practice Interpreting/Translating and Roleplay using Techniques and Materials for Each Language) (Instructor) English (Mamiko Sakamoto, Part-time Lecturer at Yasuda Women’s University) German (Jun Nakayama, Professor Emeritus at Keio University) French (Akiko Utsunomiya, French Meeting Interpreter) Spanish (Rika Yoshida, Associate Professor Juntendo University) Russian (Svetlana Latysheva, Associate Professor at Sophia University) Portuguese (Helena Toida, Professor at Sophia University)	“Talks on the Circumstances in Countries and Regions” English (Mamiko Sakamoto, Part-time Lecturer at Yasuda Women’s University) German (Matthias Wittig, Full-time Lecturer at Dokkyo University) French (Muriel Jolivet, Professor Emeritus at Sophia University) Spanish (Noriko Hataya, Professor at Sophia University), (Bernat Martí Oroval, Associate Professor at Sophia University) Russian (Svetlana Latysheva, Associate Professor at Sophia University) Portuguese (Mauro Neves, Professor at Sophia University), (Lucila Gibo, Lecturer at Sophia University)
15:15-15:30		Break
15:30-16:00		Closing Ceremony (Host’s Parting Words, Distribution of Certificates, etc.)

Note) Created by the author using pamphlets distributed in advance. Changes may be made by report on the day. Lecturer titles are as of the date of the lecture.

The program for the second course is as follows. (Chart 2) The second course was held with basically the same aims as the first course, but in the hopes that students would learn more about diversity, inclusivity, and how to coexist in society, the first day featured a talk called “Basic Knowledge on Diversity, Inclusion, Universal Manners, and a Society of Coexistence.” Another point of note for this course was the presentation of a report by university students who observed the Pyeongchang Winter Paralympics for 5 days from March 7th to March 11th, 2018. This was a good opportunity to hear real, raw experience for participants looking to be volunteers at the Tokyo 2020 Games in roughly 2 years’ time.

Chart 2 “2nd Volunteer Interpreters and Language Service Volunteers Training Class: For Participation in International Sporting Events — Program”

	March 27th, 2018 (Tuesday)	March 28th, 2018 (Wednesday)
9:00-9:30	Reception	9:30-10:00 Reception (move to classrooms specified for each language)
9:30-9:45	Opening Ceremony (Host’s Greeting, Explanation of Talks, etc.)	
9:45-10:45	“Basic Knowledge of the 2019 Rugby World Cup and the Tokyo 2020 Olympic and Paralympic Games” (Prof. Fumio Morooka, Sophia University)	10:00-11:00 “Basic Knowledge of Interpreting & Translation” (History of Interpreting/Translation, Types of Interpreting/Translation, Discussion of Actual Experiences, etc.) English (Ryuko Shinzaki, Conference/Broadcasting Interpreter), German (Jun Nakayama, Professor Emeritus at Keio University), French (Akiko Utsunomiya, French Conference Interpreter), Spanish (Rika Yoshida, Associate Professor at Juntendo University), Russian (Svetlana Latysheva, Associate Professor at Sophia University), Portuguese (Helena Toida, Professor at Sophia University)
11:00-12:00	“Basic Knowledge of Sports Volunteering” (Masaya Ninomiya, Professor at Bunkyo University)	11:15-12:15 “Practical Experience and Roleplay as Interpreters and Language Service Volunteers (Using materials supposing a place of communication at an international sporting event.)” (Lecturers are the same as above)
12:00-13:00	Lunch (includes exchange between participants)	12:15-13:30 Lunch (includes exchange between participants)
13:00-13:30	“Actual Interpreter/Language Service Volunteers: 1964 Tokyo Olympics” (Naomi Suwa, Graduate of Sophia University, Volunteer Interpreter at the Fencing Events in the 1964 Tokyo Olympics)	13:30-14:30 “Talks on the Circumstances in Countries and Regions” English (Makiko Deguchi, Associate Professor of Sophia University), German (Matthias Wittig, Full-time Lecturer at Dokkyo University), French (Muriel Jolivet, Professor Emeritus at Sophia University), Spanish (Nina Hasegawa, Professor at Sophia University), Russian (Svetlana Latysheva, Associate Professor at Sophia University), Portuguese (Lucila Gibo, Lecturer at Sophia University)
13:30-15:00	“Actual Interpreter/Language Service Volunteers: London, Sochi, Rio Games” (Chiharu Nishikawa, Part-time Lecturer at Meiji University, and Volunteer Interpreter Team Leader at the London, Sochi, and Rio Olympics & Paralympics)	14:45-15:15 “Pyeongchang Paralympics Observation Report”
15:15-16:15	“Basic Knowledge on Diversity, Inclusion, Universal Manners, and a Society of Coexistence” (Hidemichi Kurata, Aioi Nissay Dowa Insurance Company Olympics & Paralympics Project Leader)	15:15-16:00 Panel Discussion “Tokyo 2020 from the Perspective of Study Abroad Students”
16:15-16:30	Summary of Day 1 and Orientation for Day 2	16:00-16:30 Closing Ceremony (Host’s Parting Parts, Distribution of Certificates, Taking Photographs)

Note) Created by the author using pamphlets distributed in advance. Changes may be made by report on the day. Lecturer titles are as of the date of the lecture.

Conclusion

In a survey² given after the first training course, roughly 40% of students answered “the talks on the circumstances of countries and regions” when asked what was the most interesting talk. As already discussed, in these training courses, we were eager to communicate to students the significance of circumstances in various countries and regions, in addition to the language training. From these results, we can see that students were of the same mind as us. Also, when asked for the reason for wanting to volunteer when students answered “Do you want to volunteer at the Tokyo 2020 Games?” in the affirmative, students gave a variety of responses. It should be noted that roughly 70% answered “because they could interact with people from other countries.”

The Tokyo 2020 Games were delayed one year due to the influence of the COVID-19 pandemic and held in 2021 in an extremely restricted format such that the exchange with people from various countries and regions desired by the volunteers was not feasible in reality. Considering the students who participated in the training courses and wanted to become volunteers—what sort of feelings did they have heading into these Tokyo 2020 Games? Some of the students had graduated already, so it was difficult to do a complete survey, but this was something we wanted to ask.

The Tokyo 2020 Games drew to a close with the corona pandemic still persisting, such that the world is likely to face an ongoing “post-corona” or “with-corona” era. Interacting with other humans, especially international communications, will certainly center around online (virtual) interactions for now. Of course, there are merits to online interaction. There is no issue with physical distance, and anyone can easily link with people abroad. But even online, communication takes place between actual people, so the necessity of a multicultural, multilingual understanding remains. For the foreseeable future, Sophia University hopes that students share an understanding of that importance even if communication in real life remains difficult.

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3/27 (火) 1日目 会場：2号館4階 401教室

9:00-9:30 受付

9:30-9:45 開講式（主催挨拶、講座説明等）

9:45-10:45 「ラグビーワールドカップ2019と東京2020オリンピック・パラリンピック競技大会の基礎知識」
講師：藤田 文男（上智学院 ソフィア オリンピック・パラリンピック プロジェクト企画部長、上智大学文学部教授、30期務員、ラグビーワールドカップ2019招来委員会、GATF元理事）

11:00-12:00 「スポーツボランティアの基礎知識」
講師：二宮 真由（上智大学文学部教授、東京2020ボランティアアドバイザー会議委員、日本財団ボランティアサポートセンター理事、日本ボランティアネットワーク理事）

12:00-13:00 昼食（持ち寄り弁当による参加者交流スペース設置予定：参加任意）

13:00-13:30 「通訳・言語サービスボランティアの役割：1964東京五輪フェスティバル会場通訳ボランティア、スペシャルオリンピック日本・東京五輪」
講師：藤田 文男（上智大学卒業生、1964東京五輪フェスティバル会場通訳ボランティア、スペシャルオリンピック日本・東京五輪）

13:30-15:00 「通訳・言語サービスボランティアの実践：ロンドン・ソチ・リオ大会」
講師：西川 千春（自由大学外国語学部非常勤講師、ロンドン・ソチ・リオ五輪、パラリンピック通訳ボランティアチームリーダー、東京2020ボランティアアドバイザー会議委員）

15:15-16:15 「ダイバーシティ・インクルージョン・ユニバーサルマナー・共生社会の基礎知識」
講師：倉田 秀道（あいおいニッセイ同和損害保険株式会社オリーブプロジェクトリーダー、上智大学非常勤講師、早稲田大学客員講師）

16:15-16:30 1日目のまとめと2日目のオリエンテーション～解散

3/28 (水) 2日目 会場：6号館4階各教室 ※401教室前にて受付をお願いします。

9:30-10:00 受付 各教室指定の教室へ移動

10:00-11:00 「通訳ボランティアの基礎知識（通訳ボランティアの歴史、通訳ボランティアの種類、実際の経験など）」
英語：新崎 隆子（会報、放送通訳員、東京外国語大学大学院非常勤講師） ドイツ語：中山 純（慶應義塾大学名誉教授）
フランス語：中嶋 裕子（フランス語会通訳、スペイン語：吉田 隆加（国文学研究資料館名誉教授）
ロシア語：Larysheva, Svetlana（上智大学外国語学部非常勤講師）ポルトガル語：Toldy, Helena（上智大学外国語学部非常勤講師）

11:15-12:15 「通訳・言語サービスボランティアの実践：ロールプレイ（国際スポーツイベント会場におけるコミュニケーションの場を想定した題材を用いて）」講師は同上

12:15-13:30 昼食（持ち寄り弁当による参加者交流スペース設置予定：参加任意）

13:30-14:30 「国内各地に関する情報講座」
英語：山口 真知子（上智大学外国語学部非常勤講師）ドイツ語：Kittig, Matthias（明治大学専任講師）
フランス語：Jolivet, Nurie（上智大学名誉教授）スペイン語：長谷川 ニナ（上智大学外国語学部非常勤講師）
ロシア語：Larysheva, Svetlana（上智大学外国語学部非常勤講師）ポルトガル語：Gibo, Lucila（上智大学外国語学部非常勤講師）

14:45-15:15 「早稲田パラリンピック情報報告」

15:15-16:00 パネルディスカッション「留学生から見た東京2020」

16:00-16:30 閉講式（主催挨拶、修了書授与、記念撮影）～解散

【主催】上智学院 ソフィア オリンピック・パラリンピック プロジェクト
【お問合せ】上智大学学生センター Tel: 03-3238-3525 Email: sopp_volunteer@cf.sophia.ac.jp



² Of the 142 students in the course, 118 students gave answers (response rate 83%). There were 6 multiple-choice questions (including those with multiple acceptable choices) and 2 free-response questions.

Understanding Diversity via the Olympics and Paralympics: Diversity in Sports

Takeshi Shima

Professor, Department of Health and Physical Education, Faculty of Humanities

Sports have the power to transcend our various differences and bring people together. Even with differences, such as race, skin color, gender, sexual orientation, language, religion, politics, disability, etc., when athletes compete on the same stage, we feel how they respect one another, naturally acknowledge diversity, and compete with each other as individual humans. On the other hand, sports can also highlight unconscious biases and discrimination which had been below the surface, spurring on discussion by the masses.

While involved with the Sophia Olympics & Paralympics Project, I was blessed with many opportunities to learn and to ponder while engaged in different activities heading into the Tokyo 2020 Games. I would like simply to note a few of the questions I asked myself, considering what could be done after the games were over.

Messages from the Athletes

Many diversity-related issues such as race, gender, nationality, disability, and SOGI (sexual-orientation and gender-identity) are brought to the surface in sports, ultimately leading to attention in the news and on the Internet. Some may feel that sports are a trifling matter, but the messages and actions of the athletes are communicated around the world through the Internet, so there is no doubt that they have an extremely influential voice.

Problems with racial discrimination captured the attention of many in 2020 with the Black Lives Matter (BLM) movement. Sparked by the case of an assault killing made by a white police officer in America, protests against racial discrimination spread across the country in a flash, leading to many athletes also expressing their support for the movement even in sports. Naomi Osaka, a tennis player, entered a tournament wearing a mask with the names of 7 black victims written on it, spurring considerable discussion in the news, even in Japan, as you probably remember.

In response to this worldwide protest movement and in time for the Tokyo 2020 Games, the International Olympic Committee (IOC) announced a new policy regarding their previous prohibition of political, religious, or racial statements by athletes at competition venues as found in Rule 50 of the Olympic Charter. As a result, athletes are now allowed to express themselves during media interviews at the tournament, at team greetings, on SNS and other exchange sites, and before matches. So, in these Olympic Games, England's women soccer team decided to "take the knee" on the field before a match with Japan, and then Japan, as a team, also decided to do the same. This act was seen by a large number of people through news reporting, which included the reason for the act, thereby highlighting a major social problem occurring in the world.

It is partly because the Olympics and Paralympics are viewed worldwide that attention was given to this problem as one we should think about globally. Athletes will likely continue to offer their messages, influencing many people. This provides an opportunity to examine not only racial discrimination, but all types of diversity issues, though we will probably have to improve our literacy on such issues.

Participation by Transgender Athletes

These games marked the first time in the history of the Olympics that an athlete declaring themselves to be transgender competed as the gender with which they identified—sparking some controversy. Female weight-lifter Laurel Hubbard provided us the opportunity to consider the boundary lines for a sport which has participation divided according to male and female.

Athletes identifying as LGBTQ have participated in the Olympics and Paralympics in the past. This was not considered an issue, as they participated in the gender category they were given at birth. But allowing this transgender athlete to participate became a major news item. It had always been controversial issue, but the fact that it was a “first for the Olympic Games” was also significant. There are a few conditions for allowing a transgender female athlete whose classification at birth was male to compete in events as a female. Participation is not allowed unless they clear standards for testosterone values and period of time since declaring a change in gender. Hubbard cleared the guidelines established by IOC, was acknowledged by the New Zealand Olympic Committee, and became an athlete representing New Zealand. However, it was understandable that some athletes competing in the same event were resistant to the idea, and many people felt physical advantage was an issue. This was because modern scientific evidence was limited, and it couldn’t be stated outright that simply by maintaining low testosterone values eliminates physical advantage. Is it fair or not? When considering which category an athlete should compete in when their birth gender and chosen gender differ, there may not be an answer that will satisfy everyone if we only look at the distinction of male and female as we do in sports. Hubbard participated without any incident, and though she did not set any records, left the stadium with a smile. It depends on what people other than the relevant parties think, so what do you think?

Borderline between Able-Bodied Athletes and Para-Athletes

This is a dilemma which is not easily answered, and in essence resembles the case of Markus Rehm, a reigning champion of the Paralympic long jump, who wanted to participate in the Olympics, but first would have to prove that his prosthetic legs did not give him an unfair advantage.

There are hidden problems that can make it difficult for para-athletes to compete in the Olympics. For example, despite missing an arm, table tennis players like Natalia Partyka can participate in the Olympics because, in our understanding, that disability does not work in her favor in the event. However, if athletes like Rehm approach the records set by able-bodied athletes, people would demand they prove that the device used as an artificial leg does not provide an advantage. What is the key difference here?

It is because sports guarantee fairness that we feel the joy of competition and are inspired by the athletes. And if it were discovered that a device helped an athlete perform beyond their normal abilities, it would be judged as unfair. However, once this topic is broached, we have to think about high-speed swimwear and thick-soled shoes, which are tools that greatly changed the sport and set new records. Furthermore, if we compare body types, there are some differences that cannot be made fair, such as height. Such differences unquestionably provide a large advantage in some events. Body shape is considered an ability in the field of competition.

Let’s shift our perspective. Both occur because the privilege of the majority is being threatened. These seem to be problems because the cisgender females—the majority of women—and able-bodied athletes feel a crisis as the common sense of the world they have each guarded is crumbling. For example, para-athletes are praised while they are working hard to compensate for their disability. However, once they start to compete with able-bodied people, once they start to place higher and set records, people will begin to express their dissent. A part of the world outside is now part of your own world—this is indeed something unexpected for the majority. I think that if transgender female athletes were always national representatives and always winning, they would be criticized, but if they are failing at qualifiers, it won’t

be considered much of an issue. Neither in the case of transgender or para athletes can the majority boast that they are accepting the minority. Even in society at large, people who are not aware of their own privilege are going to guard their own world of protected privilege the moment it becomes threatened.

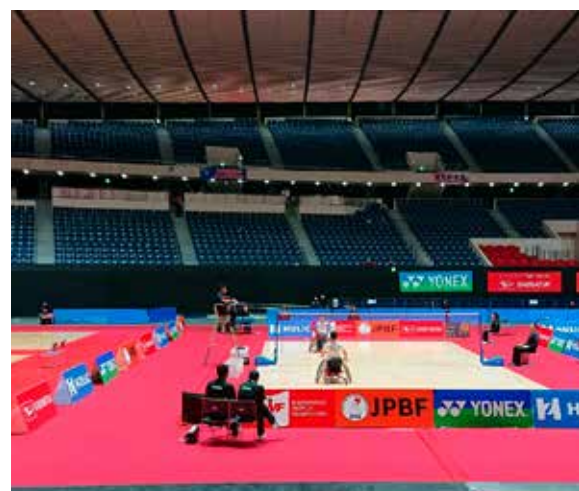
There is a sufficient possibility that once people accept that there are no issues with athletes competing in the gender category with which they identify, or with para-athletes sedulously and proficiently use their tools to compete in the same races as able-bodied athletes, many will take more hints from the world of sports, changing their perspective, and becoming a power to change the world itself. Both issues have been debated for ages, but if they are sparking renewed interest because “it’s the Olympics & Paralympics”, then the influence of the Olympics and Paralympics along with the power of sports should be leveraged further to encourage social change.

Ensuring fairness of an event or guaranteeing an opportunity to participate without discrimination. This is indeed a tricky issue.

From the Perspective of Para sports competition

Here’s something from before the COVID-19 pandemic—it happened in the Japan Para-Badminton International held in November, 2019 at Yoyogi Gymnasium. I went to it looking forward to watching a tournament with world-class action at a venue where the Paralympics would be held.

The first thing that surprised me when I got there was how few spectators there were. Maybe because para-badminton itself was only just admitted for the Tokyo 2020 Games and was not widely known, but the stadium, which would certainly house a sold-out crowd for the Paralympics, had virtually no other spectators than the relevant parties and acquaintances—even though it was taking place on a Saturday. The focus on this day was likely the top-ranked Japanese athletes. The cameramen set to catch their performance in the frame were few in number and located to the far left side. (Left photo) Another focal point was the two semi-final matches for wheelchair singles, which was held at the end of the day. Those were the best 4 athletes who would be competing for the championship the next day. It featured exciting matches—perhaps without a lot of flair, but ones where truly powerful and skilled players fought back and forth. However, other matches had already finished, and there were few people in the seats, so the semi-finals appeared just like normal practice, though it was quite thrilling. (Right photo)



Since the time Japan was chosen to host the Paralympics, a number of para sports events have been held in anticipation of the Paralympics. There are also many tournaments in which many world-ranking Japanese athletes compete. Despite the fact that exciting games on par with the Paralympics are held all over, people do not come to watch them—why is that?

Simply put, it's because "they're not the Olympics or Paralympics." More than the excitement of the sport itself, it is the special pomp and ceremony of the Olympics & Paralympics that draws the eyes of those who would otherwise be uninterested. I wanted people to really watch each of the Paralympic events with a heightened awareness of para sports, feeling the atmosphere on their skin, and being moved by the passion of the players and the sport. Unfortunately, spectators were not allowed at the Paralympics, and I feel a real opportunity was lost. If interest and attention—as measured by TV and the Internet—in an Olympics & Paralympics held in Japan is this limited, broadcast duration for future games will likely decrease, and it will be harder and harder to reach uninterested people. Currently, the COVID-19 pandemic makes this difficult, but I believe that getting spectators to physically come to the Games, not only to the Paralympics but also para sports where para-athletes compete, such that they also start to think about the various peoples with disabilities in the world, will gradually bring about change in society.

Conclusion

Tokyo 2020 Games' concept of "Diversity and Harmony" includes a section stating "Society progresses when we affirm all manner of differences (race, skin color, gender, sexual orientation, language, religion, politics, ability, etc.), accept them as natural, and acknowledge them in each other. We acknowledge the Tokyo 2020 Games as an opportunity for the people of the world to recognize the importance of diversity and harmony, to move forward as an inclusive society." (Direct quotation)

We must utilize the momentum toward the Games to foster a society of diversity and inclusion, so the momentum doesn't fizzle out in a single moment like fireworks. The issues of transgender and para-athletes brought up this time also demonstrate that the various issues of LGBTQ and discrimination against peoples with disabilities are similar to those problems in actual society. The key steps for solving such issues are noticing that it's the majority—society—that we should focus on rather than the individual and changing our hearts and minds. I hope to see individuals create change in themselves, spread that awareness to others, and gradually extend the ring of humanity across the world.

Initiatives in Education for an Inclusive Society

Takeshi Shima

Professor, Department of Health and Physical Education, Faculty of Humanities

Based on the educational spirit of “For Others, With Others,” the Sophia Olympics & Paralympics Project (SOPP) was established in April of 2016 with the goal of providing an opportunity to glimpse the start of a borderless, inclusive society. I hereby report its educational legacy—centered around one of its activities, “Program for Promoting Education for an Inclusive Society”—looking back on the Pyeongchang 2018 Winter Games and the Tokyo 2020 Games while drawing on my own experience with the Paralympics in particular.

1. About the Program for Promoting Education for an Inclusive Society

One of the initiatives of SOPP is “Preparing an Environment for Education for an Inclusive Society.” As part of that initiative, we were required to do the following.

- 1) Establishing university-wide general studies – Starting a new foundational course upon the occasion of the Olympics & Paralympics
- 2) Mapping and structuring a subject group for fostering a view towards an inclusive society upon the occasion of the Olympics & Paralympics
- 3) Developing a program for support courses for Olympics and Paralympics and a non-student program

One of the #2 actions was to map relevant subject groups and provide students with a program entitled “Program for Promoting Education for an Inclusive Society: On the Occasion of the Tokyo 2020 Games.”

First, the SOPP faculty and staff members selected courses with deep connections to inclusivity from pre-existing university-wide general studies and specialized education. They were divided into two categories, “learn/understand” and “live,” and the faculty and staff were asked to provide a program-specified course for each undergraduate program. At the same time, we established a new “Basic Course” for initiative #1, ultimately forming three courses: “Inclusive Society Studies” (Department of Social Services), “Body and Sports in a Diverse Society,” and “Introduction to the Olympic and Paralympic Games” (Department of Health and Physical Education). A student will be considered as having completed this program if, in addition to completing 5 courses (10 units or more) including one or more of the above courses, they submit a final report that is accepted. Also, they can receive a certificate of completion of the program if they request one.

As for #3, we established a collaborative course with Aioi Nissay Dowa Insurance Co., Ltd., a course related to the Sophia University course available online, which finished in 2019, and a course on theory of inclusivity in a multicultural society as part of Sophia University’s professional studies, etc.

By establishing this program, we were able to create links among university-wide general studies and specialized education courses (which had been unrelated before) based on the keyword “inclusive soci-

ety.” That is one achievement. We also learned that our school has many related subjects that offer hints as to how to think and act in order to understand and achieve an inclusive society. However, the Tokyo 2020 Games were not our goal. The goal was fostering human beings who could build an inclusive society in the future, as the program would be firmly rooted in mapping and structuring courses to get students learning and thinking about an inclusive society. Unfortunately, the intent of the program was not widely understood.

This is solely due to my failings as the person in charge. But I would like to mention a few regrets and proposals from the perspective of preparing an educational environment that leads to an understanding of an inclusive society.

I think that getting more students interested might be better achieved by establishing a course in each undergraduate program and track for inviting new students, instead of just having the three introductory courses from #1. By having an introductory course provided in the student’s track (or at least undergraduate program), we can have the structure spread out in a more interdisciplinary way. For example, the Faculty of Foreign Studies or the Faculty of Global Studies could have an introductory course for thinking about multicultural inclusivity from the perspective of their languages or global issues. Or the Faculty of Science and Technology could have an introductory class for thinking about how science could contribute to an inclusive society. That way, the students start by learning something in their own department or field, and that class becomes the launchpad for their interest in other departments such that by the time they are upperclassmen, their learning has spread into interdisciplinary studies. Then, the university can offer deeply interesting case models, even while maintaining a portfolio for preparations such that students could finish their track coursework.

Realistically, most departments already have many courses, and establishing a new one is a considerable burden. However, if they slightly alter the purpose of existing courses, it could work. Realistically, though, without gaining an understanding and cooperation with respect to our goals, neither new courses or altered courses will happen. It is very difficult for these courses to shine in students’ eyes when simply lined up as related subjects. We can also see this from the small number of students who earned a certificate of completion. I look forward to examining changes and continuing strategies for this program so that it can contribute to more students.

2. About Creating an Educational Legacy

Through my engagement with SOPP, I have experienced creating a new class on inclusive society, connecting with many relevant parties through SOPP activities, and working at the Games. Out of those experiences, I would like to write what I thought about what can be done to create and pass on an educational legacy from the perspective of the Paralympics and para sports.

This comes from my observations at the alpine skiing event venue for the 2018 Pyeongchang Winter Paralympics. There was a group of elementary school students who were cheering passionately and excitedly as they watched the event—so I inquired about it with the teacher who was in charge of them. The teacher said that the Paralympics had been brought up in class at their school, and the students had even done some extra-curricular research on it. The passionate cheering might be because they brought kids who wanted to see a live event, but some students had looked into the Paralympics and athletes on their own outside of class. So, it seemed like having a strong interest in the event itself or athletes was a cause for the cheering. At the same event, there were many groups of elementary school students, but several replied that they were just brought there by the school. I felt that the difference in passion was influenced by differences in education and experience occurring before the event.

Why do teachers do different things and why do the students react differently? I had the chance to ask Miki Matheson — who is very knowledgeable about Paralympic education — about this when she was



invited to give a lecture. She indicated that three steps are necessary for deepening knowledge used to build an inclusive society — to “Learn”, “Think”, and “Do” — and suggested they are critical to continue moving forward with Paralympic education. “Learn” might make you think of simply gaining basic knowledge about the Paralympics, events and what’s interesting about them. But if the students who were forced to go had slightly more opportunity to “learn” bigger ideas, they may have watched the games with a different perspective. Of course, there are interesting things you can only pick up on by being present at the games. However, I feel that learning in advance is truly key to get people to feel the many precious experiences there, and to see the depth and breadth of the events. Moving one step further, regarding the four values of the Paralympics—Courage, Determination, Inspiration, Equality—if we learn to “think” by actually coming into contact with the Paralympics, I believe more attention will be paid to the meaning and values of the games, as well as the social environment the athletes live in.

After learning about methods and ideas about achieving an inclusive society by digesting experiences with the Paralympics and para sports, what will be necessary to ultimately “do” something that leads to an inclusive society? I believe it must be fostering human beings who can understand the social model of disability and think about what must be done to change society.

In order to do so, our entire university must express intent to move towards higher awareness of inclusivity, and to spread that awareness —those feelings and thoughts— among relevant faculty. And also to make a true core for the program set up as a framework, I hope we search out environments and methods to spread across undergraduate programs and interdisciplinary learning, utilizing Sophia University’s strength as “One Campus”, as we continue providing education for an inclusive society.

Promoting Barrier-Free Hearts for an Inclusive Society (Changing Surroundings, Awareness, and Information)

Akiko Koyasu

Professor, Department of Luso-Brazilian Studies, Faculty of Foreign Studies

Introduction

The “barrier” in the title of this chapter refers to the misunderstanding, biases, and lack of interest that arise when we don’t learn or try to learn. That is, it means a barrier in our hearts as individuals. On the other hand, when humans learn or experience new things, their thinking patterns can change. The various activities and initiatives implemented since the inception of SOPP not only communicated the importance of acknowledging human diversity and having compassion to students of the next generation, but also led them to think, each of them individually, about what they should do to create an inclusive society. I heard from a considerable number of students that their awareness and thought patterns changed by actually participating in the projects and activities of SOPP. I will describe some specific changes in the students in the next paragraph, but they say that, even after graduating and moving into society, they will think about diversity, inclusion, and a society of coexistence, and they will try to view the various barriers that exist in society as issues that affect them personally, as they encourage action for improvement. Moving forward, we hope to produce more such students, which will require strengthening and continuing the various initiatives we have for creating barrier-free hearts.

Changes in Awareness Brought About by Experience

Chapter 1 contains a summary of the activities we have engaged in from 2016 until now. We have provided a large assortment of opportunities for “seeing,” “hearing,” “feeling,” and “thinking,” from dispatching an investigation team to the Rio and Pyeongchang Paralympics and to the Indonesia Asia-Para Games, to lectures and symposiums given by experts inside and outside Japan, as well as para sports viewing tours, experiencing para sports such as blind soccer or boccia, and courses for fostering language service volunteers. I felt that actually experiencing these things was a fast route to a barrier-free heart. However, beginning in 2020, the COVID-19 pandemic has been spreading across the world, and the real activities of SOPP were greatly curtailed. Yet, we also saw and heard many cases of dividing or unfair discrimination against other humans, or having biases against them. Although we firmly desire to see the Olympics and Paralympics change how people think and spur them towards barrier-free hearts, arguments criticizing the movement itself have become more forceful, making it harder to take action. Amid such circumstances, the Go Beyond members squarely faced various opinions regarding the deepening divisions among people—whether biases against a specific region or occupation, or disregard for the younger generations—and they did this by holding frequent exchange meetings online, and engaging in discussions about regions, generations, and other cultures in conjunction with the Olympics and Paralympics. Also, as part of SOPP, awareness-raising activities for students have continued, such as “Thinking about the COVID-19 Pandemic: The Power of Sports and Refugee Athletes,” a Zoom webinar in February 2021 held jointly by the United Nations High Commissioner for Refugees (UNHCR), UNHCR Japan, and the Sophia University Alumni Association. The people of the world are facing turmoil due to the spread of COVID-19, but those who are facing the highest risks are the people being driven from

their homeland due to military conflicts and persecution. We aim to raise people's interest in the fact that, currently, one in 97 people in world is being forced to flee, and we aim to spread the scope of support, while demonstrating the power of sports in supporting refugees, and displaying their will to survive.

As an example of students experiencing something for themselves and then realizing that their awareness of it had changed, I offer the example of 3 students from the Rio de Janeiro Paralympics investigative group, who participated in a barrier-free investigation from Narita Airport to the New National Stadium on December 1st, 2016, the year when the SOPP was launched. The realities of that trip were covered by the newspaper Asahi Shimbun (morning edition on December 11th, 2016). And specifically, by looking at the experience of traveling by wheelchair from Narita Airport to the New National Stadium—the main stadium for the Tokyo 2020 Games—using public transportation, we would have the opportunity to think about Japan's barrier-free strategies' current effectiveness and issues in advance of the Tokyo 2020 Games. In addition to trying to get in and out of cars, and get around a train station, while in a wheelchair, the three participated in a challenge to walk around in a senior-experience kit, which allows you to experience weakened muscles and such. So, they were able to experience the real inconvenience and fear that people with disabilities and the elderly feel in everyday life. We reported on many issues that still existed on the “hard” (infrastructure) side, including public transportation, but most firmly held that “heart” (barrier-free in the heart) issues were worse. In Rio, they often saw people around asking the person directly or making things easier for them, but from Narita Airport to the New National Stadium, even if it looked like they were having trouble with the wheelchair, not one person ever spoke to them or asked if they needed help—unfortunately displaying a sharp contrast with the idea of “Omotenashi Japan.” The student members said that they noticed a lot, not only physically, but emotionally, as people who experienced this for the first time. And they commented that it gave them a lot to think about concerning conditions at Sophia University as well. Afterwards, they participated in the faculty-staff joint innovation research team established in order to pursue barrier-free conditions for the heart, contributing through spread of universal manners and creation of an accessibility map of the campus along with students in wheelchairs.

Diving Deeper into the Themes of Coexistence and Inclusion by Your Own Power

One more way to remove barriers is by learning and gaining knowledge. It is critical to share information with people who may have heard the words “inclusive society” but do not think it applies to them, and to ensure continued learning for people to think more deeply about what they notice at talks or one-off events like the one just mentioned. Therefore, we put up a display on the first floor of the library—where many students go—4 different times (Oct 6-Nov 11 2016; Sept 1-Oct 6 2017; Oct 30-Nov 30 2018; Oct 7-Nov 8 2019), showing SOPP and Go Beyond activities, as well as information about the Olympics, Paralympics and inclusive society. The first time was right after the Rio Olympics ended. It was a display about the Olympics and Paralympics, featuring newspapers from Rio and other items brought back by the Rio investigation team.

The second and third times were both displays about SOPP activities. (The third time also included a display of related books.) For each display, a “Pathfinder” (a manual for finding materials on a specific topic) (see photo) was created, and I think it was quite beneficial for helping students get information for continued learning later. In practice, most of the students who came by to see the display would pick up the Pathfinder, and after the display was over, many of them inquired about the Pathfinder because they wanted some materials.

With a year left before the Tokyo 2020 Games, in October 2019 (the fourth time), the display featured library books organized around the keywords of “Olympics,” “Paralympics,” “inclusive society,” “inclusive,” “universal design,” etc. in addition to a report of the experiences Go Beyond members had dur-

ing their activities. And a Pathfinder was created for this display as well. According to the librarian, many students actually went ahead and borrowed a book on display—in particular, a lot of materials on “inclusive society” were signed out. Whether it’s about the Olympics and Paralympics, or for an inclusive society, in order to get information about something that is not compiled under a single title, you ultimately have to keep reading materials that are written on that theme. Even while university students of late can easily obtain information from the Internet or SNS, deepening their knowledge through reading books and first-hand materials is an absolute must for university students. It can be said that these project displays contributed to the university students’ learning by letting them know about the existence of certain books and materials on given themes.

Chart 1 “Pathfinder” Showing How to Search for Materials

The image displays three pages of a 'Pathfinder' guide, which is a tool designed to help students search for materials related to inclusive society. The first page, titled 'インクルーシブ・ソサエティについて、そしてその内にある人々' (About Inclusive Society and the People Within It), introduces the concept and lists search methods like Google Scholar and J-STAGE. The second page, titled '検索方法の探し方' (How to Find Search Methods), provides detailed instructions on how to use various databases and search engines, including specific search terms and links. The third page, titled '検索結果の探し方' (How to Find Search Results), shows a table of search results for books, journals, and theses, with columns for title, author, and search results.

Conclusion

I believe that the students who actively participated in the SOPP initiatives after having thought about the importance of achieving an inclusive society and understanding diversity will go on maintaining that same awareness. Those students will seek out information on their own, leading into more action. However, that does not mean that all students will do the same. Rather, the majority of them might remain passive or vaguely uninterested. How can we give them information to spark changes in their understanding? In order to do that, Sophia University itself must proactively provide opportunities for education on “Barrier Free” mindsets while maintaining an inclusive environment that respects diversity. It’s possible that the students with higher awareness and assertiveness used to be passive and uninterested. It’s possible that one spark was enough for a full change. Critically facing the issues straight on again with the values, habits and presumptions the student has fostered is vital. As a university, we must provide enlightenment to our students now and into the future.

Establishment of the Student-Led Project and the Significance of Three-Way Collaboration

Hidekatsu Takaya

Admissions Office, Bureau of Academic Affairs

I. The History of Student Participation and Student-Led Project Establishment in the Sophia Olympics & Paralympics Project

The Sophia Olympics & Paralympics Project was founded in April 2016 as a collaborative project between faculty, staff, and students. But initially, it was a project led mainly by faculty and staff for planning educational programs and collaborating with outside partners, with the goal of “providing opportunities not only for the Tokyo 2020 Olympic and Paralympic Games, but for achieving a borderless, inclusive society.” When undergraduate and graduate students were sent to the Rio de Janeiro Paralympics (held in September 2016) as members of an investigative team along with faculty and staff, it became the start of student participation in the SOPP project. Two undergraduate and one graduate student (a total of three students) who participated in the Rio de Janeiro Paralympics investigative team, utilized their course of study and language abilities as they engaged in on-site investigations inside and outside event venues, local universities, and elsewhere. Upon returning, they presented a report on various occasions inside and outside the university, offering many proposals from a student’s perspective for achieving an inclusive society and creating a society that fosters diversity.

Along the same lines, three undergraduate students also joined the investigative team to the Pyeongchang Winter Paralympics held in March 2018. Upon returning, students who participated in the investigate team established the Sophia Olympic and Paralympic student project “Go Beyond” in June 2018, leading to a start of student-led project for the university, as was already discussed in Chapter 2.

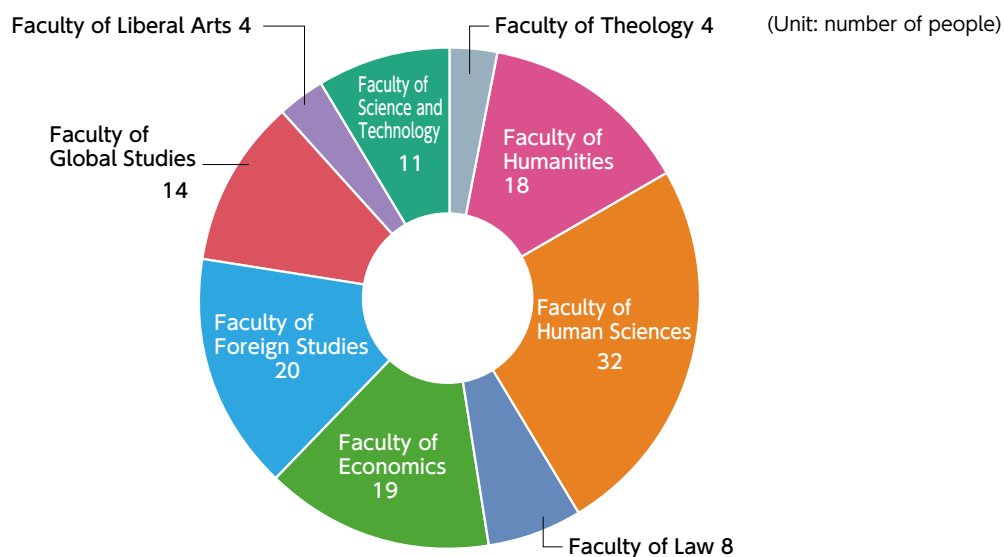
II. Inspiration for Founding the Student-Led Project “Go Beyond” and Activity Ideals

This student-led project was founded by the wishes of not only the students who participated in the Pyeongchang Winter Paralympics investigation, but also those of the partners who shared in the experience after and decided they wanted to chance to make a difference too. Go Beyond, initially founded by two students, now operates with over 100 members, proclaiming “Using the Tokyo 2020 Olympics and Paralympics to Create an Inclusive Society Where All Can Shine” as their ideal for action.

Sophia University expresses its educational spirit as “For Others, With Others” and while practicing education based on this spirit, we devote all our energies to fostering humans who can share in the hopes and trials of humanity, and contribute to global welfare and creative progress in this current age with issues such as “poverty,” “environment,” “education,” and “ethics.” These hopes and feelings are certainly not limited to certain undergraduate pro-



Chart 1 The number of members of the student-led project Go Beyond by faculty (As of March 2021)



grams, but exist for all students.

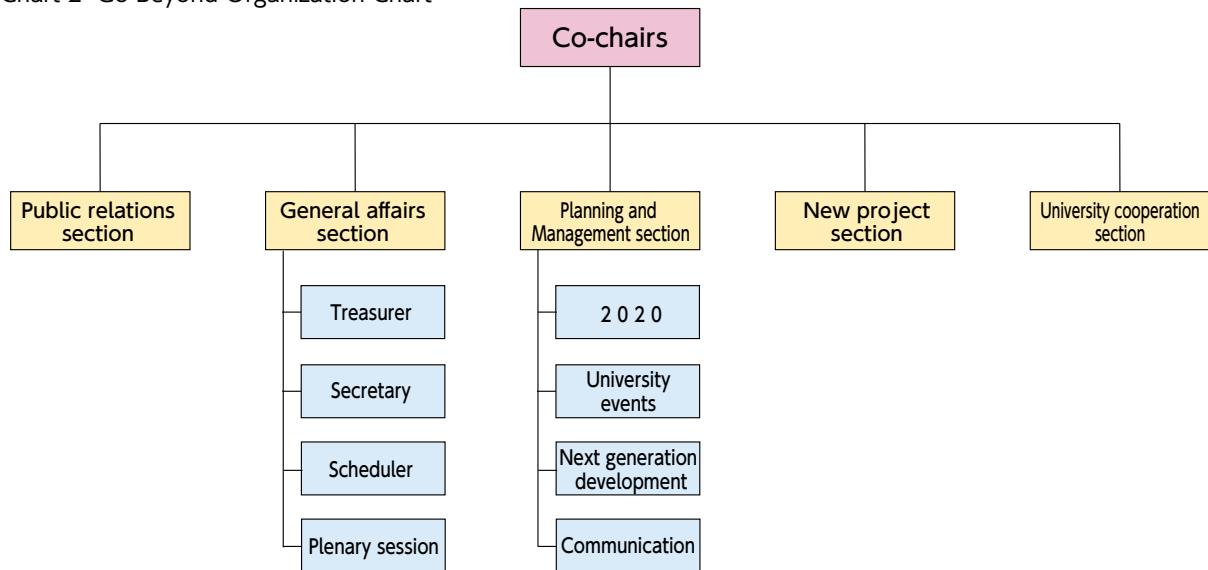
The members of the student-led project Go Beyond, which represents those hopes, come from all nine undergraduate programs, as shown in Chart 1. As a key characteristic of Sophia University's environment, it is "One Campus" —that is, all nine undergraduate programs are based at the Yotsuya campus. It is extremely beneficial for student-led projects that creation of ideas and discussion can be done based on exchange and respective expertise, exceeding the bounds of a single undergraduate program, thanks to this characteristic. Also, I think activities having such multifaceted perspectives are vital for achieving the ideal for action proclaimed by Go Beyond.

III. Organizational Structure of Student-Led Project "Go Beyond"

Currently, Go Beyond activities are divided into five sections and four categories according to each role, as shown in Chart 2. First, the Promotion Section primarily looks to publish information externally, operating the website, Twitter, Instagram, Facebook, YouTube, and other social media. The second section is the General Section. In addition to various minor tasks, this section works on generating synergy for the organization as a whole, beyond sections and categories, through group member excursions and all-member meetings. The Planning and Management Section is the third group, and it is in charge of proposing and executing Go Beyond plans; plans are divided into 4 categories based on the goal of the plan. The fourth section is the New Business Section, which is in charge of executing projects jointly created with businesses and such. It expands the network beyond the university and contributes to the goal of establishing a new industry collaboration model. Finally, the University Collaboration Section links students with other universities in order to spread the Olympic and Paralympic movement, and coordinates collaboration plans. Amid the seriously unfortunate conditions of the COVID-19 pandemic affecting the Olympics and Paralympics, this section initiated the 2020 student-collaborative project "BRidGe," shared their experiences and thought deeply about how to utilize their experiences. "BRidGe" does not refer only to connecting "generations" and "countries and regions," but also is intended to mean "a bridge to the future" in which university students who are the future of society can apply lessons learned from the Olympics and Paralympics to society afterward. (Affiliated universities: Keio, Sophia, Rikkyo, Ritsumeikan, Waseda)

As one of the main reasons that Go Beyond, with over 100 members, was able to realize a large num-

Chart 2 Go Beyond Organization Chart



ber of plans and external collaborations during the limited period of time before the Tokyo 2020 Olympics and Paralympics, it can be said that having a clearly organized structure from the start and operating according to those respective roles were extremely effective. Also, a cooperative structure was adopted, allowing for projects and promotions that would be difficult for students to do alone. For example, the plans held by each of the respective sections were backed up by the university, with each section leader and chief staff member assessing conditions and determining course of action at plan evaluation meetings. The university also provided support in terms of funding, facilities, and PR activities.

IV. Connecting with Companies and Educational Institutions Outside the University and Being a Bridge to the Next Generation

Thanks to the fact that the Tokyo Olympic and Paralympic Games would be hosted in our country, we developed a number of relationships with companies and educational institutions. For example, one year before the Paralympics, the “Shibuya Friendship Festival 2019” was held by NHK Enterprise, an event which Go Beyond has been involved from the planning phase. It featured parasport attractions, live musical performances, and a night parade on the theme of “Friendship” that crosses all borders, be they disability, nationality, or gender, etc. Not only does such company collaboration allow for sending messages further and hosting bigger events than would ever be possible for one university on its own, it is also extremely effective for Go Beyond members to pick up on new strands of thought (“What are companies thinking about when looking to succeed at the Games?” “What are they aiming for beyond that?”) for an inclusive society and form relationships outside the university.

Also, as an example of collaborating with educational institutions, we held visiting classes at elementary and junior high schools based on the desire to create a chance for getting children, who bear the next generation of society,



to think about “individuality” and “an inclusive society” through the Olympics and Paralympics. The classes were planned by university students, with their unique perspectives, and were divided into two parts for easier understanding, incorporating videos and short skits befitting the para sports experience and age range of the class. Up to this point, we have held 20 classes at schools. We received high praise from the principals of the junior high schools we visited—praise such as “while the participating students got to learn while moving their bodies, it wasn’t just about experiencing—it was nice that you firmly declared a clear message for an inclusive society, and connected it to the children’s understanding of diversity.” And we received comments like the following in a questionnaire given to participating students after class; “From the Go Beyond class, I learned that the Paralympics can bring out the individuality of who I am now. Anyone can participate (in para sports) as long as we find the right means. I think this can be applied to my everyday life too.” As the critical importance of diversity and inclusion in Japan is proclaimed, I feel we will have to continue and expand this kind of active promotion at elementary and junior high schools, even after the Games, especially from the perspective of serving as a bridge to the next generation.

V. Accepting the Tokyo 2020 Games Postponement due to the Spread of COVID-19

The postponement of the Tokyo 2020 Olympics and Paralympics by one year due to the spread of COVID-19 had a huge impact on the students who had been engaged in activities with the Games as a goal. The COVID-19 pandemic highlighted a number of social issues, including the division of the world due to aviation suspension, exposure of economic disparities, racial discrimination, and problems related to governments in each country, as well as international issues. From this experience, we were struck anew with the sad reality of how difficult it will be to achieve an inclusive society. However, the Go Beyond members adopted a positive perspective that this unprecedented situation was a good chance to reconsider the Tokyo 2020 Games and the shape of an inclusive society. I feel the student-led project evolved even further by this experience.

Through their activities of 2020, their thoughts, feelings and ideas—born from reconsidering the significance and value of the Olympics and Paralympics and rethinking what they can do as university students—have taken shape. One of those activities was an online discussion called “A Public Square for Everyone: Thinking Beyond 2020,” which brought up “interregional, intergenerational, intercultural” issues in conjunction with the Olympics and Paralympics. We couldn’t have face-to-face exchange during this COVID-19 pandemic; however, online events enabled participation from far-off locales, foreign and domestic, from people who could not participate previously. For university students who had dealt with this issue of gap in passion between Tokyo and rural areas, the popularization of online communication and rapid preparation of ICT environment, which was precipitated by the COVID-19 pandemic, was taken optimistically as a strong boost for the project activities. And, these environmental changes brought about new meetings and links with people in various regions—people who were unreachable until now. While facing various trying circumstances, including criticism for the Games, I still want the world to know that there were university students who continually sought for the



success of the Tokyo 2020 Olympics and Paralympics and for realization of an inclusive society in the future. This is one reason for creating an English translation of this Report.

VI. Significance of Three-Way Collaboration between Faculty, Staff, and Students

The Go Beyond students have been absolutely indispensable to this project, which has been active for six years and significantly advanced as three-way collaborative effort. I got the strong impression through this project that it is because university students putting out the information that other students, even next generation students like elementary and junior high school students, have come to think of inclusivity society as an issue that affects themselves. Further, many high school students told us they wanted to enter Sophia University in order to join Go Beyond because of its activities like those above. Students have the power to deliver messages that faculty and staff could not do alone, and the power to bring people together, so it is significant that the university embarked on this task through a collaboration of all three parties—faculty, staff, and students. Also, the fact that participating students themselves had the opportunity to grow and notice new things is important for educational reasons.

However, not only that, through the activities across 6 years, I learned that each of the students involved could become a large movement for achieving an inclusive society in the future. One of the first students of Go Beyond, who graduated from Sophia University, said they would like to meet various people and communicate new experiences and values to many people through the Olympics and Paralympics, and is working towards participating directly in the next Games in France. And another student is thinking about engaging in activities that blend the Paralympics (which they want to participate in for their whole lives through the Go Beyond activities) with “activities for supporting independence of children with disabilities.” Further, one is planning to work at a public transportation and infrastructure company, which the student had been interested in before, while keeping in mind the perspective that could be gained by participating in these activities. Thus, the purposes and nature of activities for achieving an inclusive society are many and various. It is crucial to produce more activists in the next generation who will try to make the things they learned in this project into a reality. And it is very significant that initiatives in this project were three-way collaborations that included the students.



Industry-University-Government Collaborative Efforts and Messages to Society

Teppei Tsunematsu

Bureau of Student Affairs

I. Introduction

Once the Tokyo 2020 Olympic and Paralympic Games (Tokyo 2020 Games) were announced in September 2013, a research team was established through the will of faculty and staff for two years, as part of Sophia University's Faculty-Staff Collaborative Innovation Research. The goal of this research team was to figure out what Sophia University could do for the Tokyo 2020 Games and after the Games.

In April 2014, as Sophia University's first collaborative activity, we held an open discussion inviting Makoto Saiga, the Vice-Chairman of the Tokyo Organising Committee of the Olympic and Paralympic Games at the time.

The following points became clear through this discussion and other research activities.

1. Activity goals sought and effects desired

- Educational impact on university students through direct education, events, or volunteering
- Collaboration with the Tokyo 2020 Games in a way that utilizes Sophia University's internationality
- Contribution to the realization of an inclusive society based on our educational spirit "For Others, With Others"
- Improvement in the advertising and branding of Sophia University's internationality and educational spirit through promoting the above messages

2. Our resources to utilize in activities

- A global network centered around foreign universities and the Jesuits
- Intellectual resources and network deriving from university faculty and research
- Facilities like the gymnasium and grounds on campus at Yotsuya, close to the new National Stadium.
- University students who are skilled in languages and have more time than the average adult
- Network of alumni who can use their language skills actively in the organising committee or corporations

While our PR for the Tokyo 1964 Games was that we were collaborating with the events as a global university having many foreign professors who were Jesuits, the PR for the Tokyo 2020 Games features not only collaboration and rebranding that utilizes this university's internationality, but also will be an effort for an inclusive society, firmly rooted in Sophia University's educational spirit "For Others, With Others."

So, the goal of this project was established as "providing an opportunity not only to see the Tokyo 2020 Olympic and Paralympic Games, but to glimpse the realization of a borderless, inclusive society." Our primary audience was not limited to university students or cooperating with the Games themselves, but we actively engaged in PR with society, in addition to cooperating with many organizations, institutions and companies.

First, I will summarize the collaborations between various institutions below.

II. Achievements in Collaborating with Organizations and Industry

1) Tokyo Organising Committee of the Olympic and Paralympic Games

In June 2014, Sophia University joined 552 other universities and junior colleges around the country by entering into a university alliance agreement with the Tokyo 2020 Games Organising Committee. As mentioned above, our university provided information and resources worthy of collaboration at an early stage, having actively sought out methods of collaboration, such as by hosting an open discussion before concluding the collaborative agreement. At the time, because this project had not yet been established, we had the Bureau of Academic Affairs serve as a reception office, considering what we could do as a university. But since participation in the Games would involve more than providing educational opportunities to students, it became clear that we would need an internal team to handle such issues.

This project commenced in 2016. In the same year, we sent an investigative team to the Rio Paralympics, who reported information from their investigation to the Organising Committee and to other universities as well. In November of that year, “From Rio to Tokyo: For Students” was held at the Yotsuya Campus by the Organising Committee. University students from the investigative team, student volunteers and students who were athletes stood before the podium and shared lessons learned from Rio and what tasks lay ahead for Tokyo. We also sold official goods at campus stores and with a student campaign “Connecting Students with Everyone: Ongoing Brilliance” held alongside the Rio 2016 Games as a side business of the Organising Committee.

Since new students in undergraduate programs in 2017 would be seniors when the Games came around, we held the independent “1st Interpreter and Language Service Volunteer Fostering Course,” a Tokyo 2020 Nationwide Participation Programme, for students at this and other collaborating universities, providing an initiative that utilizes Sophia University’s high internationality—even among collaborating universities. This talk was continued until the next year, considering the timing before the closing of volunteer recruitment for the Tokyo 2020 Games. Because of such issues, the on-campus “Tokyo 2020 Olympic and Paralympic Volunteers Recruitment Briefing” was held at Sophia University—the first time it was held at a university—in July 2018.

Starting in 2019, the number of universities requesting to be a part of the Tokyo 2020 Nationwide Participation Programme rose markedly, so fewer of the activities were collaborations solely with Sophia University, but we have still received continued support in the form of PR tools given to the student-led group Go Beyond.



2) Aioi Nissay Dowa Insurance Co., Ltd

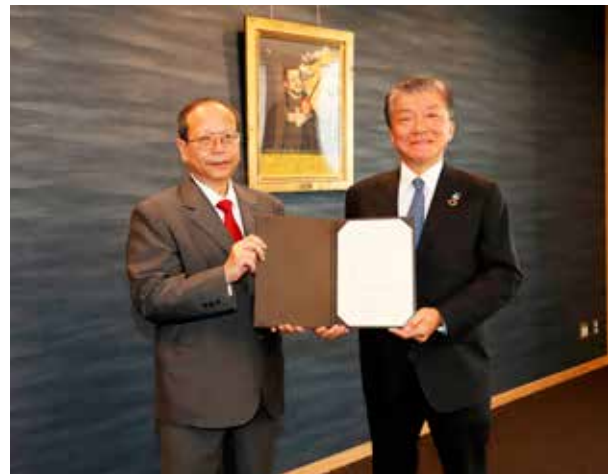
We first connected in 2014, when we requested the company—who has long supported para sports as an official partner of the Japanese Para Sports Association—to give a lecture in one of Sophia University’s official classes. They invited us to a spectator tour of the Japan Para Water Sports Tournament in

September 2017, and provided many opportunities to connect with para-sporting events through cheering or exchange with athletes in their company. More spectator tours were held after that, including wheelchair basketball.

A comprehensive collaboration pact was concluded in April 2018, and Hidemichi Kurata, team leader of the company's management and planning sports promotion team, opened the collaborative regular class "Thinking About Sports and Social Inclusion for the Disabled with Para-Athletes" as a coordinator.

Furthermore, "Sophia University Institute of Inclusive Community" was created in August 2020, thanks to the company's support, to leave a legacy of knowledge and activity from Sophia University and the company, such that by deepening scholastic understanding of what an inclusive society should be like, we aim to provide guidelines for society and fostering human beings who can build such a society.

As they provide multiple, direct ways of connecting students and para-athletes, they have contributed to academic knowledge and fostering humans who can take specific action for solving problems, while they hope students understand the importance of social inclusion.



3) Mirairo Inc.

This company, established in 2010 by President and CEO Toshiya Kakiuchi when he was studying at Ritsumeikan University, has been actively promoting universal design in university campuses, and offered lots of expertise to us as we also seek universal design for our campus. Additionally, we worked on the spreading of universal manners education in collaboration with them, since it became clear how important improving infrastructure and heart-based barriers is based on the results obtained from investigations made by the Rio Paralympic investigative team. (We carried

out the universal manners test 12 times in the university starting in 2017 and held an introductory course as a program for faculty and staff on the Foundation Day of Sophia University, starting in 2018).

However, although many students earnestly participate in talks and hands-on events as one-off enlightening events, their action often stops at that. Why is it that society will need "diversity and inclusion" moving forward? Students do not have sufficient understanding as to how it contributes not only to society but also to the economy. As the first step to moving forward such understanding within education in a structured way, we are having all new students (starting in 2022) pass universal manners test Level 3 when they enter school. We expect the students can produce innovative ideas and act in their university life, by combining their own majors with universal design and universal manners. We shall further strengthen ties with Mirairo Inc. moving forward as we collectively foster human beings who can play a role in solving various social issues in an ever-diversifying world.



4) The Nippon Foundation Para sports Support Center

This Center was built with the aim of supporting the Tokyo 2020 Paralympic Games and the popularity of para sports. Our collaboration began when we first held “Asu-chare! Academy” in 2016.

It is a program where students tackle para sports issues by learning about how to deal with or communicate with peoples with disabilities through classes, experiences, and group work. Also, the teachers are individuals with disabilities and communicate how feelings can change the future if you act on them. (Currently, there is an online version as well.)

Additionally, in October 2017, this Center held a joint symposium with us called “Disabled Person Sports and International Collaborative Issues: Centered on Southeast Asia.” It featured discussion regarding sharing awareness of supporting sports for peoples with disabilities in developing countries and how to continue such support, all through understanding the real situation and the real needs of para sports in ASEAN countries. These efforts served to send messages for both Sophia University internationality and initiatives for achieving an inclusive society.



5) Collaborating with Other Universities

When a system for registering students with an interest in this project’s activities was set up in November 2016, we heard a lot of students saying that they wanted to make use of their language skills. Then, as part of the Tokyo 2020 educational program, Sophia University implemented a six-language (English, German, French, Spanish, Russian, Portuguese) interpreting and language service volunteer fostering course for all university students at universities that had entered into a university collaborative agreement with the Tokyo 2020 Organising Committee. The participating students praised the course for its use of Sophia University’s strengths, saying “It didn’t teach us only basic knowledge or skills for interpreting sports, but enabled a deeper understanding of each language’s cultures and regional circumstances.” This university, equipped with a Faculty of Foreign Studies, was asked to create such a course by the Organising Committee of the 1964 Tokyo Games, too, and successfully trained interpreters and sent student volunteers.

We also established collaborative courses that made the best use of each university’s special qualities.



Themes such as “Sports Diversity in a Global Society,” and “The Significance of the Tokyo 2020 Games and 21st Century Sports” were covered in our “7-University Joint Sports and Liberal Arts Course,” run for three years starting in 2018 by Kanda University of International Studies, Keio University, Tsukuba University, Tokyo University, Rikkyo University, Waseda University, and Sophia University. In 2020, that course featured a special lecture by Minister of State

Seiko Hashimoto, who oversaw the Tokyo Olympics and Paralympics at the time. The student-led project Go Beyond also encouraged student exchange by facilitating hands-on para sports events and friendly discussions. To make effective use of these connections, we planned and held the “1st Para School Festival” —an intercollegiate match—in October 2019.

6) Alumni

As the project moved forward, it became clear that several dispatched staff from the Tokyo Metropolitan Government and partner companies to the Games Organising Committee were Sophia University alumni. Although Sophia University is known for producing many excellent, internationally-minded alumni—with a focus on language—it was not the case that the university maintained a close connection with them in this project.

The cause is likely that their position as alumni of this university, and their need to be neutral in the face of each university were in conflict. If we had reached out from a more academic stance, say for symposiums or research, it is possible that we could have had deeper collaboration.

Still, the Sophia University Alumni Association formed a “Special Committee for Sophia Olympic and Paralympic Support,” and jointly hosted a number of events. They had a different network than this project, acting through mass media relationships, centered around graduates from the Department of Journalism.

Furthermore, alumni who were volunteers in the Tokyo 1964 Games were kind enough to give talks on the university’s actions and the experience from that time.

7) Other

As described in Chapter 2 Activity History, this project featured collaborative events with many groups. One of those is the “Tokyo 2020 Nationwide Participation Programme ‘Tokyo 1964 Paralympics in Video’” held thanks to the backing of Mainichi Newspapers Co. and Chiyoda City in July of 2019. This was a public showing at Sophia University of precious video footage discovered respectively by Kadokawa Corp. and NHK Public Welfare Organization. With guests who had competed in the 1964 Tokyo Paralympics as athletes, it featured a discussion of the meaning of the Paralympics, and the meaning of para sports, as well as the power of video, further offering the opportunity to think about what we should pass on to the next generation, and what should be promoted in the world.

As one of the initiatives for regional collaboration, there was the Olympic torch relay, held partly thanks to Chiyoda City Community Promotion Department’s Olympics and Paralympics Section. Since the endpoint for the Olympic torch relay in Chiyoda City was in front of Yotsuya Station, Sophia Univer-



sity planned to provide space in the north gate area, recruit volunteers to guide the runners along the road, and to have student performances to make it more exciting, but due to the influence of the novel coronavirus, running on public roads was canceled and these plans did not come to fruition.

As the Games neared, we received request after request, from many foreign and domestic corporations and groups, for student volunteers. Most of them required some language ability, ranging widely from media relations to athlete group support and even guides for tourism. In many cases, the request was for special dispatch of selected volunteers from within the school—not an open recruitment for volunteers—and because of problems with class structure during the Games and restrictions on the methodology of recruitment in-school, Sophia University could not meet the demands much of the time. Even so, we concluded a Memoranda of Understanding with the Olympic Broadcasting Service (OBS), who is in charge of creating Olympic and Paralympic broadcasts, and coordinated efforts by providing an orientation venue during implementation of the “Broadcast Training Programme (program for acquiring knowledge and skills for high-level broadcasting through training with world-class professionals and hands-on learning at the Games).” Additionally, there were efforts that did not materialize due to the COVID-19 pandemic, such as the “Data Capture Project,” which aimed for a sustainable Games, and was planned in collaboration with the International Olympic Committee (IOC).

III. Building Relationships with Mass Media and Distribution of Information

1) Public Relations and Building Relationships with Mass Media

For this project, we actively published information about our activities outside of the university, as well as within. As explained before, we had displayed our posture and broadcast our efforts actively inside and outside the university from an early stage—starting in 2016—meeting the needs of mass media during a time when actual activity dwindled leading up to 2020. Furthermore, the goals of this project are clearly stated as being the realization of an inclusive society moving forward from the Games, differing markedly from other universities whose goals are to produce Olympic athletes and use that for PR.

From 2019, activities shifted towards the actions of the student-led project Go Beyond, which kicked off in 2018, and also the actions of its members. The reason for this is that even during periods when regulations for Olympic corporate sponsorships are stricter and it is hard for corporations and universities to do PR as an organization, student activities are neutral and can be realized.

Also, as relations with mass media got stronger, we were able to form networks with journalists who mainly cover universities and media representatives who cover the Olympics and Paralympics, such as Mainichi Shimbun’s Ichiro Yamaguchi. This network was the major factor in bolstering our activities, not only by broadcasting student projects and activities in society, but also by introducing us to various groups and athletes.

Unfortunately, starting in 2019, hosting of the Olympics and Paralympics ran into some negative sentiments. And once the COVID-19 pandemic hit, it was not clear whether the Olympics would be held at all. We at Sophia University were also planning a variety of events to go along with the Games, but they had to be cancelled or rescheduled. However, it can be said that maintaining a firm sense of purpose in supporting the realization of an inclusive society and collaborating with corporations and organizations who promote the Paralympic movement have only become more significant and meaningful activities.

2) Creating a Website and SNS

Although hosting of the Games had been decided, when this project first became active in 2016, four years later when the Games would be held, many students had already graduated and the mood within the university for the Games was not particularly electric.

So, we took a hard look at our four years of activity, examining ways to get information to university

students, broadcast to high school students who were applying to the university, and to disseminate information outside the university, including event announcements. That is when we began focusing on SNS to provide information and maintaining a project website as a place to record our activities. For SNS, we initially posted just event notices on Facebook, Twitter, and Line. However, simply posting event notices does not lead to frequent broadcasts and was not an effective use of SNS, especially Twitter.

Since new students in 2017 would be seniors in 2020 in undergraduate programs, we held an event for high school students called “Headed towards the Tokyo 2020 Olympics Paralympics as Sophia University Students,” detailing much of our project activities, as well as creating a PR pamphlet.

When the Rio Paralympic investigative team was searching for information on activities of local universities at previous Games, they did not find much information on university websites, so it was a struggle to get information and they learned the importance of leaving a good history of activities on a website. However, it is unlikely that many people will periodically check the project homepage, so it was created for storing up the history of activities, while event announcements would be limited to landing pages on SNS.

Messages from students, through SNS, have increased in number starting in 2018, thanks to the student-led project Go Beyond commencing activities. Especially starting in 2020 during the COVID-19 pandemic when actual activities could not be held, Go Beyond has been broadcasting many of their projects on YouTube and Zoom.

Furthermore, the website itself was examined as part of the project training, and saw a renewal in 2018 in which universal design was adopted in the website. More specifically, the new website was created with the goal of conforming to Japan Industrial Standards JIS X 8341-3:2016 level AA. These Level AA Standards are standards to ensure that any user, including elderly and peoples with disabilities, can navigate and use the contents regardless of the computer, web browser, or other support technology they use.

Furthermore, since these specifications work with text-reading software for blind people, they are also quite compatible with translating software, so even if we do not have multiple languages on the website now, it could provide information when accessed from abroad. These efforts have given us insight into how to improve university website accessibility, starting with Sophia University’s main page, in the future.

Refer to the end of this report for archives of the website for this project.



IV. Considerations

1) Collaboration between Sophia University and Other Organizations

There are three major factors that allowed us to form good collaborative structure with many other organizations at an early stage, starting with the Organising Committee.

The first is that we had a clear reception office for the university. Since this project was initiated in 2016, it became clear that the Chief Department for the Tokyo 2020 Games inside and outside the university would be this project team. Not only did we achieve access from outside the university, we were able to connect the strands from the faculty-staff network inside the university through the project team. We were able to hold the talks given by previous IPC chairpersons because we had a reception office and organization structure relatively early.

Secondly, we were able to provide university resources in advance and at a early stage. The research prior to commencement of this project made it clear what resources we could provide and allowed us to contact relevant organizations as part of the project regarding provision by the university.

The third point is that we, as a university, clearly expressed our initiatives and stance on these Games. We received attention in particular for focusing our actions around the Paralympics, and during the report from the Rio Paralympic investigative team held in November 2016, we sounded the call for greater collaboration between industry, academia, and government inside and outside the university in order to achieve an inclusive society.



Attempts at such collaboration were made actively, from the commencement of this project in 2016 until 2019, as seen in the activity history referred to in Chapter 1.

Unfortunately, hosting was delayed in 2020 due to the COVID-19 pandemic, which was still in effect when the Games were held in 2021, such that planned projects had to be drastically altered. However, I believe that we were able to help rebuild human connections—made weak by the pandemic—through our activities, and to provide hints on how to live with this new lifestyle. Specifically, starting in 2020, we further increased our range of collaborations inside and outside the university through online projects and SNS posts, mainly by the student-led project Go Beyond.

This project will cease activities in 2021, but it will leave a legacy of examples in terms of its process and efforts in collaboration. Also, we plan to pass on and expand our collaborative activities for an inclusive society, focusing on regular coursework classes, Institute of Inclusive Community and the Sustainability Promotion Office. The student-led project Go Beyond will continue activities independently as a Sophia University Approved Extracurricular Body, but the university will initially continue to provide special backing in terms of costs and facilities, and will continue striving to strengthen collaboration inside and outside the university in concert with students, faculty, and staff towards the realization of an inclusive society.

2) Building Relationships with Mass Media and Distribution of Information

The reason for our success in building relationships with mass media was clearly creating a reception window early in the project, as it was with building links with other organizations. Our stance on the Tokyo 2020 Games and our efforts were all reported through a unified voice, and because our point of contact for collaborating partners never changed, we could ensure continuation and spread of information. Conversely, all university activities and information were concentrated in one place, so it was possible to respond cleanly and concisely to all inquiries from mass media.

Once the student-led project Go Beyond started activities, there was much more interest from mass media in interviewing students. They could discuss the idea of achieving an inclusive society, and since the activities of the members were actual actions and events, mass media had an easier time covering them. Starting in 2020, there was a lot more coverage on the controversies surrounding the Games, and on the disparities and divisions laid bare by the novel coronavirus, but the students continued to confidently speak about acting in line with their activity goals.

The messages from students about to enter society were amenable to society and thus covered by the

media for two reasons: one, information was viewed with little bias; and two, you could see the awareness of the parties involved in phrases like “the future of our society.”

As for running a website, clarifying its role as a depot for activity records allowed us to provide constant access to the project’s activities. It has become an extremely valuable information source with great accessibility should any group seek new collaborations or any media outlet cover it in the future.

However, the results show us that there are still issues to tackle regarding how we can communicate information to the students of this university. As information becomes more diversified, the information related to this project had little power to draw in students who were not already connected to the activities. It is unfortunate that we could not maintain a content or channel for continuous broadcasting to students.

V. Summary

As just discussed, the key factor that allowed us to effectively collaborate with other organizations and work with mass media was taking organized action at a early stage—2016—with a single, unified reception office for the project within our university.

Then, in 2017, inadequacies of university relations were improved, seeing posts held by someone dividing their time between projects given to a dedicated staff member, and bringing disparate ideas together. Furthermore, it can be said that strengthening of the human network connections with other organizations and mass media through links between contact personnel and dedicated university staff were a critical reason we were able to expand activities. This is the first project in Sophia University’s history that was implemented over six years, and it is rare that staff are dedicated to a single project. It has led to many achievements within education, research, and more, as already discussed elsewhere. I think other achievements that can be listed are that we did these things while securing a network with many organizations, groups, and corporations, and that we were able to get our voices heard regarding the project activities.

To close, I would just like to extend my deepest gratitude for all of the tremendous cooperation and support from many groups and experts, who cannot be fully listed here, but gave us their time, attention, and support for the management of this project.





Chapter 4

Contributions

Making the Legacy of Tokyo 2020 into a Tradition

Junichi Kawai

Chairperson, Japanese Paralympic Committee



My relationship with Sophia University began when I was asked to give lectures in courses including “ADAPTEDSPORTS AND INCLUSIVE SOCIETY : PARA- ATHLETE PERSPECTIVE”

What stands out in my memory is the three-way communication with the students from the Go Beyond project in Parasports Magazine. It was very encouraging to see the students actively creating and disseminating their activities. I hope the project members have been able to share a clearer image of an inclusive society. I also hope for progress with setting a new direction for their post-2020 activities. I will continue to support their activities.

The documentary screening of the Tokyo 1964 Paralympic Games also left me with a huge impression. I felt helping people understand how society viewed people with disabilities in 1964 through the video footage was very meaningful. It was also pleasing that this led to the creation of the official documentary on the Tokyo 2020 Paralympic Games. This will help the world pass on the history of the Paralympic Games.

Through various activities, the Sophia Olympics & Paralympics Project has created a massive movement, leaving a legacy inside and outside the university. I want to express my heartfelt gratitude for all people engaged in the efforts thus far.

I heard that the lectures on para-sports are going to be continued. I hope to see Sophia University further established as a university working toward realizing an inclusive society on top of the legacy it has built so far. I am confident that Sophia University can become the leading university to realize an inclusive society, and I hope this will become a tradition. I will continue to help in any way I can.

Enjoy, and Go Beyond!

Katsura Enyo

Director General,
Bureau of Tokyo 2020 Olympic and Paralympic Games Preparation,
Tokyo Metropolitan Government



Since the decision to host the 2020 Games in Tokyo, the Tokyo Metropolitan Government has made every effort to improve barrier-free access and promote parasports in order to ensure the success of the Paralympic Games. We have particularly been exploring all kinds of ways to increase peoples' awareness of parasports and encourage them to support the athletes that compete at the Paralympic Games. This has included holding a variety of promotional events including hands-on parasport experiences, parasport viewings, and parasport festivals, as well as events aimed at discovering new para-athletes. In doing so, we have collaborated with a variety of organizations and people, including not only athletic organizations, but also municipalities, companies, and schools.

One such organization is the Sophia Olympics & Paralympics Project (SOPP), with whom we have cooperated and collaborated with on a wide variety of matters, including Tokyo Metropolitan Government and SOPP projects.

The 2019 Rugby Festival made a particularly deep impression on me. I was impressed by the fun and clever strategy of using the buzz about the Rugby World Cup to attract students to wheelchair rugby and boccia experience events involving the rugby and cheering clubs. I still fondly remember hugging one of the members of the Sophia rugby club when Japan miraculously upset Ireland during their World Cup match.

There are three great things about SOPP activities. The first is that they get other parties involved. By involving various organizations and people, not only within the university, but also local governments and corporations, and by expanding its activities through networking, SOPP has been able to achieve results many times greater than it could on its own. The second thing is their solid perspective. SOPP does more than just promote parasports. It firmly focuses on the social barriers faced by people with disabilities, international disparities, international cooperation, and other background social issues. I think this is the very backbone of SOPP activities. The final, most important thing, is that the member of SOPP have fun themselves. The more the member enjoys, the more the people around them will want to join in, and the more their activities will spread. I myself have been cheered up and encouraged by SOPP activities many times when I was feeling down due to work-related problems and constraints.

The Tokyo 2020 Games were postponed for one year and held without spectators for the first time in the history of the Olympic Games. Despite the many difficulties of holding the Tokyo Games during the COVID-19 pandemic, we were able to hold them safely and securely. I am incredibly grateful to the countless officials and medical personnel who worked so hard to make Tokyo 2020 a success, as well as to the citizens of Tokyo who cooperated with organizing the Games and cheered on the athletes.

However, what is truly important is what happens next. Although interest in parasports was greatly boosted by the Games, there are still many things we need to do in order to realize an inclusive barrier free and gender-equal society where everyone can live a vibrant life. I hope to see all of you at Sophia University will Go Beyond and pioneer the next era with your flexible thinking and your dynamism!

Tokyo 2020 Games and University cooperation

Minako Shono

Cooperation Team General Coordination Section
The Tokyo Organising Committee of the Olympic and Paralympic Games



The Tokyo 2020 Olympic and Paralympic Games, which were held during the unprecedented challenge of the COVID-19 pandemic, were unprecedented in their own way, in that they were postponed for a full year and largely held without spectators. In spite of this, 11,417 athletes from 205 countries and regions, as well as refugee athletes, participated in 33 sports at the Olympics, while 4,403 athletes from 161 countries and regions, as well as refugee athletes, participated in 22 sports at the Paralympics (the largest number ever). In addition, new events and disciplines were introduced under the keywords of “cities,” “youth,” and “women’s participation,” starting a new trend for future Olympics and Paralympics. With the Japanese team having made great progress, the Paralympic Games came to a successful close with the closing ceremony on September 5, 2021.

University cooperation with the Games began years earlier on June 23, 2014 with the conclusion of cooperation agreements with universities across the country and the start of their activities. The visions for this year’s Games were “Achieving Personal Best,” “Unity in Diversity,” and “Connecting to Tomorrow.” The cooperation provided by universities helped to deliver this message to the next generation. However, since collaborating with universities to organize the Games has until this point been an unprecedented first attempt, it was a continuous process of trial and error. In 2016, I heard from your university that you would be sending a team of students and staff to the Rio 2016 Paralympic Games to investigate the initiatives of local universities. This initiative served as a hint for our university collaboration activities that year, leading to the realization of “Rio to Tokyo for Students” with all of you. The team’s members conveyed the enthusiasm of the local people and the impact of the Paralympic Games on society, leading to many students and universities learning more about the Olympic and Paralympic Games and raising their expectations for the Tokyo 2020 Games. Having witnessed the dynamism of the team’s members, each with their unique perspectives, I remember thinking, “The message of the Tokyo 2020 Games will not be conveyed by us, but from student to student.”

Your university formed yet another survey team for the PyeongChang 2018 Paralympic Games that followed, leading to establishment of your “Go Beyond” student organization. It was very impressive to see the students taking the lead and working together with the staff and teachers as one. Over the past seven years, similar student groups have been formed at several other universities, which is something we did not expect when we first launched our university collaboration program. We were very happy to see the active exchange among student groups, which encouraged us to continue preparing for the Games.

Due to the spread of the novel coronavirus disease discovered overseas at the end of 2019, the decision was made to postpone the Tokyo 2020 Games. I feel there were many times we were not able to work as freely as we had in the past. However, we were encouraged countless times by the sight of the students’ energetically working hard even in such difficult times.

With the postponement of the Tokyo 2020 Games, the ever-expanding Olympic and Paralympic Games returning to their roots in the power of sports, becoming simpler events. We believe that it is important to analyze and organize the various achievements of Tokyo 2020 Games, as well as the lessons learned, and pass them on to future sporting events as the “Tokyo 2020 Model.” At the same time, we think it is important to make the Olympic and Paralympic Games more in tune with the needs of the times and society. In order to ensure their safety and security, we had to postpone the Games and hold them without spectators. Despite these difficulties brought on by the pandemic, by holding the Games right here in Tokyo, Japan was able to fulfill its responsibility to be the next country to carry on the tradition of holding this event where athletes from around the world gather every four years. This could not have been done without the cooperation of the students and many other citizens of Japan. Thank you very much for making the Olympics and Paralympics the theme of the activities you have chosen to spend your precious time at university on. I hope that the experience you gained through the Games come to serve you in the future. Finally, I would like to express my sincere gratitude to all the people involved in the Tokyo 2020 Games.

To become a country that leads the world not only in hardware, but also in heart

- Towards the realization of a society each person's barriers are seen as values, created with Sophians who will lead the future -

Toshiya Kakiuchi

President and CEO
Mirairo Inc



It is of course better to be a person with no disability. The inability to walk with your own feet, see with your own eyes, or hear with your own ears is a great inconvenience. However, I can now confidently say that I was not unhappy. Sometimes with a change in perspective, a disability can be changed into a strength and a value. Barriers can become values.

It is no exaggeration to say the barrier-free situation in Japan changed drastically after Tokyo was selected in September 2013 to hold the 2020 Olympic and Paralympic Games. At the time, only 67% of the subway stations in Tokyo had elevators. That number is now 96%, indicating the extent of progress towards Japan barrier-free accessibility. This change enabled many more people to leave their homes, go to school, and go to work. In 1989, the number of working people with disabilities was less than 200,000. By 2019, that number had quadrupled to 820,000. People with disabilities are no longer disadvantaged. To companies, they are both consumers and valuable team members. Businesses need to capture this market and deal with a diverse range of people.

In Japan, one in every four people is elderly, and around 10 million are people with disabilities. Between both groups, some 40 million Japanese people experience some kind of inconvenience or insecurity. However, I believe that Japan is up to this challenge. In addition to the Tokyo subways I mentioned earlier, elevators have been installed in almost 100% of the stations in major urban centers such as Sapporo, Sendai, Yokohama, Nagoya, Osaka, Kyoto, and Fukuoka. Looking abroad, elevator installation rates are only 3% in Paris, 18% in London, and only 25% even in New York. Japan is often said to lag behind in terms of barrier-free accessibility, but this is a misconception. It can fairly be called the most barrier-free country in the world. Whether those with disabilities actually want to leave their homes is another story. The Japanese tends to deal with diverse people with either indifference or with excess. There are those who turn a blind eye and won't lift a finger for those with disabilities. There are also people so meddlesome they have to be told off. The reason for this is obvious; Japan as a whole still has a lot to learn about disabilities. Changing this situation will require us to deepen our understanding of differences. For example, what inconveniences do left-handed people experience? The money and ticket slots of vending machines and ticket gates are on the right. This is because the majority of people are right-handed. Likewise, while most people do not find gaps or stairs much of a hindrance, they are a significant barrier for wheelchair users.

The problem lies not with people, but with the environment. We are called upon to change that.

There are three main types of barriers; environmental, attitudinal, and informational. As for the first type, environmental barriers, Japan has essentially done all that it can. We can be proud of the level of barrier-free accessibility our country has achieved. Instead of focusing on eliminating barriers in the environment, we should rather focus on not creating them in the first place. It is important to account for potential barriers when planning and designing new facilities or products. The second type is attitudinal barriers. These are the barriers we each have to remove from our hearts and minds. The Universal Manners Test is a program designed to develop people who can put themselves in the shoes of people different from themselves, such as people with disabilities or the elderly. Since we first offered the Universal Manners Test to Sophia University students in 2017, more than 400 students, faculty, and staff have participated. The indifference and excess I mentioned earlier both arise from a lack of understanding of differences. As a person with a disability, I am very encouraged that the students who are the future leaders of society are acquiring perspectives that allow them to deal with diverse people. The third type of barrier is informational barriers. When the Digital Agency was launched, accessibility was made its number one priority. The number of companies that have implemented web accessibility initiatives stands at less than 10%, with more than 90% of companies not offering accessible websites. This is a serious problem, and it requires that many more companies increase the accessibility of their websites.

Society is changing every day. Since around the year 2000, labor shortages have been an issue in Japan. This has led to increased employment of the elderly and people with disabilities, who had not previously been seen as a significant source of labor. Many companies are now pursuing a variety of initiatives from perspectives such as diversity and inclusion. One of the 17 goals in the SDGs related to people with disabilities is the elimination of environmental, attitudinal, and informational barriers. With institutional investors in particular focusing more and more intensely on such initiatives from the perspective of ESG investment, interest in them is high. The expectation is that more and more companies will work on the SDGs in order to win the favor of the market. A study in the United States showed that companies that offer diversity-conscious products and services and actively hire people with disabilities perform better. Such companies see a 28% boost in sales and a 30% increase in their profit margins. Given the economic benefit, it is clear that this is something that companies should be doing, and that it represents a chance for new growth.

Japan is a wonderful country that has been dealing with the issue of diversity for some 1300 years. As far back as 701, the year the Taiho Code was enacted, people with disabilities received certain benefits under the *Handen Shuju no Ho* farmland allotment system that was in place at the time. The *Todoza*, a mutual aid organization for the visually impaired established in the 14th century, promoted the social participation of people with disabilities until its abolition in 1871. Because of the advancements in reducing social barriers made by our predecessors, we believe that Japan can lead the world not only in hardware, but also in heart. We hope to create a future where each person's barriers are seen as values.

Milestones and Prospects of Our Collaboration with Sophia School Corporation Launched on the Occasion of the Olympic and Paralympic Games

Hidemichi Kurata

Deputy General Manager of Corporate Planning Department
and Sports Team Manager
Aioi Nissay Dowa Insurance Company, Limited



The industry-academia collaboration between Sophia School Corporation and Aioi Nissay Dowa Insurance Company dates back to 2017. Seeing industry-academia collaboration as a paradigm shift, we set our sights on “promoting understanding of diversity through parasports” in collaboration with Sophia University’s Sophia Olympics & Paralympics Project (SOPP). We later concluded a comprehensive cooperation agreement and have been working together on cooperative projects ever since.

In this article, we will look at the milestones of our industry-academia collaborations with Sophia School Corporation before discussing prospects for the future.

1. Industry-academia Collaboration with Sophia School Corporation (Sophia University)

The industry-academia collaborations between our company and Sophia University are based on a common philosophy of fostering individuals who will build an inclusive society. Together, we are advancing collaborative initiatives that contribute to creating an inclusive society and enhancing student education. More so than with most industry-academia collaborations, we believe that our collaborations with Sophia University will lead to social development and social proposals that reflect public consciousness and psychology, and has great educational significance.

<Major Cooperative Projects to Date>

Project	Overview	Period
Participation in SOPP	We supported the implementation of SOPP, dispatched our athletes, etc.	2017 to Present
Support of Parasports Competitions	We conducted a variety of activities at parasports competitions attended by our athletes (including sending joint cheering squads, holding parasports experiences, etc.).	2017 to Present
Establishment of a Joint Lecture Course	Course Title: “Thinking About Sports and Social Inclusion for the Disabled with Para-Athletes”	2018 to Present
Public Seminars, Lectures, Etc.	We gave a variety of public seminars, lectures, etc. organized by the university.	2018 to Present
Observation of International Competitions	We conducted observation tours and exchange meetings at international competitions including the Asian Para Games.	2018
Exchanges with Athletes	We conducted exchanges with our athletes at various events including rallies and presentations before and after international competitions.	2019 to Present
Visiting Lectures at Elementary Schools	We conducted lectures in collaboration with SOPP at elementary schools in municipalities with which we are collaborating.	2019 to Present
Establishment of “Professional Studies” Program	We supported the establishment of Sophia University’s new learning program for professionals We adopted the program as part of our training curriculum for new executives.	2019 to Present
Establishment of the Institute of Inclusive Community (IIC)	We established the IIC in collaboration with Sophia University to pursue academic approaches to inclusivity-related social issues. The IIC conducted studies and research, published papers, held academic public lectures, etc.	2020 to Present

2. The Significance of Realizing an Inclusive Society Through Parasports

Most of our collaborative projects with Sophia University were developed to contribute to educational support. While these projects of course are designed to impact Sophia University students, they are also intended to make an impact on the education of children at local schools in order to solve local issues. We believe this is the true significance of our initiatives.

(1) Model of the Aioi Nissay Dowa Insurance Company

One of the characteristics of our company's sports promotion is that we create a place for our athletes to devote themselves to their sports, and that our athletes work together with our employees to advance the initiatives. Our sports-related activities have had a positive impact on our business in terms of fostering a sense of unity, increasing understanding of diversity, teambuilding, our ability to address social issues in the community, and contributing to the community. They have also been helpful in terms of our SDGs initiatives, another benefit for our business.

<Selected Initiatives>

- (1) Hiring of Athletes
- (2) Support of Competitions
- (3) Support for Our Seven Athletes Competition in the Tokyo 2020 Paralympics, Building Momentum in the Company
- (4) Development of Municipally-sponsored Collaborative Projects with Municipalities (Dispatching Our Athletes, Collaborations Between Municipalities and Our Regional Branches)

[Activities Per Fiscal Year]

FY2018 81 Activities

FY2019 80 Activities

FY2020 41 Activities

FY2021 140 Activities

(As of March 2022)

(5) Yuki Kawauchi "Marathon Caravan"

FY2019 12 Activities

FY2020 4 Activities

FY2021 9 Activities

(6) Collaborations Among Olympians and Paralympians Athletes

(7) Athlete Training Session (Education of Our Athletes)



(2) Cooperative Projects with SOPP

We develop our projects that contribute to the education of students who are our next-generation leaders and local children for the target of spreading understanding of diversity and inclusion. And by linking these activities to the goals of the SDGs to assure their sustainability, the cooperative efforts of both parties will be of great significance in realizing a symbiotic society.

<Selected Activities Contributing to Education>

Project	Overview
Parasports Spectating	Watching and cheering on parasports is a way that faculty, staff, and students can develop as people through the act of seeing, feeling, and thinking.
Establishment of a Joint Lecture Course	Through parasports, it is possible to foster an interest in sports itself as well as understanding of people with disabilities. In our joint lecture course, we provided students with a place to think about a wide variety of themes, creating the impetus for building a legacy through the Tokyo 2020 Games.
Exchanges with Athletes	We sent our athletes to give lectures and interact with the students, giving them a chance to experience firsthand what diversity is all about.
Visiting Lectures at Elementary Schools	Students were given the opportunity to participate in municipal projects by giving visiting lectures at elementary schools, allowing them to learn in the community. These classes receive high evaluations as opportunities of active learning about diversity.

3. Future Prospects

In our industry-academia collaboration with Sophia University, we would like to improve upon our past collaborative projects. At the same time, we also have high expectations for the academic approach of the Institute of Inclusive Community.

With regard to our projects in connection with the Olympic and Paralympic Games, we must examine the mark these activities have made so far, while also leveraging them moving forward. We recognize that it is ultimately essential to pursue the creation of a legacy for our company and Sophia University, and have high hopes in this area.

We also feel there is a need to focus on areas for which there are great expectations, such as regional development and data science. We hope to continue pursuing our one-of-a-kind industry-academia collaboration with Sophia University, all while maintaining a clear a picture of the university's vision for its student education.

4. Conclusion

We believe that preserving the achievements made by SOPP will become a legacy for the university. Moving forward, we hope that the students of Go Beyond will carry on and further embody the activities of the SOPP.

As the goals of the Institute for Inclusive Community include items similar to SOPP activities, we believe that the university will need to further develop upon its own achievements. These activities need to become more than just student activism.



My Treasure from the Sophians

Ichiro Yamaguchi

Former Senior Member, Olympics/Paralympics Promotion Office
The Mainichi Newspapers Co., Ltd.



It was around spring 2018 when both Kadokawa and the NHK Group came to me with similar projects. Both had footage of the Tokyo 1964 Paralympics, and wanted to screen it in the run-up to the Tokyo 2020 Games. My first thought was “could we screen them together?” My second was “I want young people to see this.” I informed each party of the existence of the other’s footage before suggesting that they should be screened for lots of young people. University students, for example. Both immediately agreed to the suggestion. I already had Go Beyond in mind at this point, so without hesitation, I suggested Sophia as their ideal partner.

My story goes back to before the members of Go Beyond were born. I first became interested in parasports around the time of the 1998 Nagano Winter Games. Actually, I am fairly sure the term “parasports” did not exist at the time. Back then, parasports went by names like “Paralympics” and “disabled sports.” At the time, I was a reporter for the Mainichi Shimbun Osaka Head Office Sports Department reporting about professional baseball, J-League soccer, and high school rugby, among other sports. However, our department did not see the Paralympics as proper sports. If anything, back then the Japanese sports press as a whole treated the Paralympics as inferior to Olympic sports.

As the child of two physical education teachers, I was involved in a wide variety of sports during my childhood, so I did not think that way. Sports are sports. What’s more, that parasports involve additional elements like the use of wheelchairs or guide runners, which certainly don’t make them any easier. Despite this fact, few sports reporters at the time viewed parasports as equal to able-bodied sports. It was like we were not even speaking the same language.

Not only that, but I had more senior colleagues tell me “if you have time to write articles about parasports that won’t sell, you should be working on something else.” I feel that I had previously managed to write fairly successful articles on subjects that other sports reporters had not covered, such as a series commemorating the 50th anniversary of the Kintetsu Buffaloes professional baseball team. Even so, few colleagues understood my desire to cover parasports. For that reason, I spend the next three years asking my supervisors to reassign me to another department, which they eventually did. This was around the time of the Sydney 2000 Games.

13 years later, IOC President Rogge lifted a card with the word “TOKYO 2020” spelled on it, declaring it as the host city for 2020. Ever since that announcement, I had a foreboding sense that if newspapers didn’t deal with the issue of parasports now, they never would.

But how to go about making a proposal? Every fall, the Head Office offers employees a chance to make proposals, so I decided that I would do just that in the following fall of 2014. Although it took until just before the deadline, I prepared and submitted a written proposal to establish a Parasports Support

Office inside the Head Office. The Mainichi Newspapers Co. has published Japan's only Braille newspaper, the *Tenji Mainichi*, since 1922. If only in that sense, we had an advantage over other news organizations regarding the matters of people with disabilities. At the time, I was the Deputy Director of the Okayama Bureau and had little or nothing to do with sports reporting. Though I felt my proposal was something that needed to be done, I assumed the company would not approve it. I also thought that even on the off chance it was approved, I would likely end up being reassigned to the President's Office in Tokyo next spring in 2015. This was because the President's Office was the department in charge of the Olympics at that time.

After about a month of being satisfied with the fact that I had at least made the proposal, a certain senior colleague of mine contacted me privately. He said, "You are probably going to Tokyo in the spring. You had better start working on your parasports project." I was astonished. The company actually approved my proposal? No one was more surprised than I was. And with that, at nearly 50 years old, I found myself living in Tokyo for the first time in the spring of 2015. As expected, I was assigned to the President's Office. The office director said to me, "Your mission is the Paralympics." I was confident that if my proposal could be faithfully carried out, then we would have succeeded in dealing with parasports as a newspaper.

During my year in the President's Office, I gradually built a track record that included achievements such as holding a Disabled Sports Forum at the Nippon Sports Science University. In the following spring of 2016, the company established a new Olympics/Paralympics Promotion Office independently from the President's Office, and I became a member. The office served as the contact point for the Mainichi Newspapers Co. in regards to the Tokyo Olympic and Paralympic Games, which it was sponsoring. Just as I had written in my proposal, supporting parasports was part of my core work in this office.

One of the things the office worked on was cooperative projects with other corporations, organizations and educational institutions. The two sets of footage I mentioned in the introduction were "Tokyo Paralympics: Festival of Love and Glory," which was controlled by Kadokawa Corporation, and "Documentary of the Tokyo 1964 Paralympics," which was in the possession of the NHK Welfare and Culture Organization. It was decided that both would be screened at Sophia University, the educational institution the most passionate about the Olympic and Paralympic movement. From the spring of 2019 until "The Story of the Tokyo 1964 Paralympics Through Film" was actually debuted that July, I went from the Mainichi Shimbun Tokyo Head Office in Takebashi to Sophia near JR Yotsuya Station to attend meetings virtually every week. I sometimes thought to myself "I could be a part-time lecturer for as often as I come to the campus."

The achievements of the members of Go Beyond will be put to paper by many other writers, so I will forgo doing so myself here. Throughout your activities, what I found most impressive was the way in which the 100 members of Go Beyond, led by the inaugural co-chairs Kanako Yamamoto and Honoka Jinno, and by their successors Mako Nohara and Mei Aoki, worked together toward a common goal, sharing roles, and systematically and actively striving to go beyond limits, boundaries, and Tokyo 2020. Of course, the support of professors such as then professor Fumio Morooka as well as Risa Takamatsu of the Sophia Olympics & Paralympics Project Office was significant, and I am sure there were differences in the level of enthusiasm for the activities even among the students. However, when I compared what I had originally proposed to my company back in the day with the activities of Go Beyond, it occurred to me the members of Go Beyond had not only accomplished the majority of what I thought our newspaper company would have to achieve to save face, but it had actually gone even further.

Having a lot of partners, sharing a common desire with these partners, and increasing the number of young partners. This is what I learned from the members of Go Beyond. I wrote about the activities of Go Beyond a number of times in the parasports column I am running in the Mainichi Shimbun and the

Mainichi Forum, a monthly magazine published by the head office. I sincerely hope it was in some small way helpful to their activities.

To tell the truth, I have admired Sophia University since high school. I was particularly interested in the Department of Comparative Culture. I heard that all of the classes were in English. Having studied abroad in Michigan for a year as a high school student, I told my guidance counselor after returning to Japan that I wanted to apply for Sophia's Department of Comparative Culture. This was out of my overconfidence in my English ability, but I remember the teacher calmly saying, "You can apply, but if you get in, you might not be able to keep up in classes."

That may have been true, but it is something that has stuck with me for nearly 40 years. I bring this up because I have been studying sports management through an online MBA course taught only in English starting in the spring of 2021. Compared to then, we now live in a world where we are supported by far more machines, such as smartphones and the Internet. Even so, I am barely keeping up with my classes. I think that even if I could have gotten into Sophia, I wouldn't have been able to graduate in four years.

I have been working for a newspaper for over 30 years, so my retirement is growing nearer and nearer. After the end of Tokyo 2020, and after spending six and a half years in Tokyo, having been the only person in the company to be part of the Olympics/Paralympics Promotion Office from its establishment to its abolition, I returned to my old haunt at the Osaka Head Office. I continue to work in the area of sports, although in a different area than when I was in Tokyo or in Osaka previously.

My dream now is to one day be able to work with students as enthusiastic, bright, and active as those of Go Beyond to think about the fun and wonder of sports. Though I could not become a Sophian myself, my encounter with the people of Go Beyond, which caused me to realize this dream, has become one of my most precious treasures.

The Tokyo 1964 Games, the Tokyo 2020 Games, and Sophia University

Fumio Morooka

Professor Emeritus, Sophia University



Tokyo 1964 Olympic and Paralympic Games and Sophia University

<The 1964 Tokyo Olympics as a Catalyst for the Development of Sophia University>

Educational journalist Tetsuo Kobayashi, the author of *Universities and the Olympics* (Chuokoron-Shinsha) and editor-in-chief of *University Rankings* (Asahi Shimbun Publishing), published an article entitled *Tetsuo Kobayashi's Eye for Schools: The 13th Olympics and Universities* (2013) in the Vol. 8 of *Shingaku Radar Plus*. The article is as follows:

"The 1964 Tokyo Olympics rewrote the university power map a bit.

This is epitomized by Sophia and ICU. Sophia University established its Faculty of Foreign Studies in 1957, graduating its first class in 1961. In that same year, "Keisetu Jidai" (Obunsha) listed the school alongside the Faculty of Letters at Waseda University and Keio University in a ranking of prestigious private undergraduate schools of literature.

Many people at Sophia believe that this is due in part to the Tokyo Olympics. They believe the reason for this is that Sophia University attracted the top-performing girls from the top metropolitan high schools for getting into Tokyo University at the name, such as Hibiya, Nishi, and Shinjuku, as well from mission schools such as Shirayuri, Sacred Heart, and Ferris. This included girls who could have surely gotten into Tokyo University. With the Olympic Games coming up, it seemed the Faculty of Foreign Studies at Sophia was attractive because it was a place you could acquire language skills. This raised the level of Sophia University as a whole, and by the 1970s the so-called "Sokeijochi" trinity of Waseda, Keio, and Sophia had become established as Japan's most prestigious private universities. It can be said that this is also when ICU established itself as a prestigious school.

Looking at the competitiveness rankings of universities in the early 1960s, the deviation values of the English literature departments of Aoyama Gakuin University, Rikkyo University, Tsuda College, and Tokyo Women's University were quite high. It can be interpreted that they were more attracted to learning a foreign language more so than to English literature itself. With the increase in the number of women entering four-year universities and the 1964 Tokyo Olympics, Japanese universities were forced to internationalize for the first time."

Of course, it was not only the 1964 Tokyo Olympics that brought Sophia University to the fame it enjoys today. On the Sophia University website, you can find an article stating that "Six foreign priest faculty members of our university cooperated with a student interpretation course. Using LL (Language Laboratory) classrooms that were state-of-the-art for the time, they gave English and French interpretation courses to students from 18 universities in Tokyo, including Sophia University." You can also infer from newspaper reports from the time that the school's fame as the "Sophia of languages" was enhanced by the fact that it trained students who had only so much as mastered "test English" into student interpreters.

<The 1964 Tokyo Olympics and Paralympics as the “Second Opening of Japan” >

1964, the year that the 18th Olympic Games (the first ever in Asia) were held, was only 19 years after Japan’s defeat at the end of World War II. It was also the year ordinary people were finally allowed to travel abroad again. The first package tour to Hawaii offered at the time cost 165,000 yen for a six-day, four-night stay. This is at a time when the starting salary for a national public servant with a university degree was only 19,100 yen, and the exchange rate was 360 yen to the dollar. Ordinary people at the time had far less experience of visiting foreign countries or interacting with foreigners than they do today, so 1964, a year in which athletes and officials from 94 countries came to Japan to participate in the Tokyo Olympics, can be said to have been the year of the “second opening of Japan.”

The legacy of the Tokyo 1964 Games can be summarized as follows.

- (1) The second opening of Japan - Japan’s reconstruction and rebirth as a peaceful nation following its defeat in World War II was announced to the world, and its citizens’ interest in foreign cultures increased dramatically.
- (2) Infrastructure development - The country improved its terrible traffic congestion through use of bullet trains, subways, highways and road expansions, and developed facilities such as stadiums, accommodations, and broadcasting stations on a large scale.
- (3) Driving high economic growth - The period between 1962 and 1964 was known as the “Olympic economy,” which helped Japan achieve high economic growth from the late 1950s to early 1970s and successfully implement its Income Doubling Plan.
- (4) Environmental beautification: Japan instituted a “Tokyo Metropolitan Beautification Campaign,” a private-public collaboration that dramatically improved the city’s trash-filled, foul-smelling environment by promoting the spread of polyethylene trash cans and garbage collection systems.
- (5) Improved manners - Bad habits such as urinating in the streets, spitting, not standing in lines, not being punctual, and going outside in underwear were condemned as “the shame of Japan,” leading to their improvement.
- (6) Technological innovation - The world’s first online system, 1/100 second stopwatches, TV satellite broadcasting, complete live marathons coverage, modular baths, earthquake-resistant high-rise buildings, and other innovations were spurred on by the Olympics.
- (7) Popularization and promotion of sports - Japan enacted the Sports Promotion Law, established the Japan Junior Sports Association, saw the popularization of “mommy volleyball,” and saw a rapid increase in public interest (TV ratings for the women’s volleyball final were 66.8%).
- (8) Establishing the foundation for the Paralympic Games - The name “Paralympic” was used in the name of the games for the first time, and a second category for people with disabilities other than spinal injuries was newly established, laying the foundation for the current Paralympic Games.
- (9) Fundamental improvements in the welfare of the disabled - The government and the public’s awareness of the disabled was improved, leading to the creation of employment for the disabled and the expansion of opportunities for them to participate in sports and other activities.
- (10) Revitalizing Asia and raising awareness of African countries - 15 Asian and African countries and regions participated for the first time in the first games held in Asia.

The Tokyo 2020 Olympic and Paralympic Games and Sophia University

<The Second Tokyo Olympics and Paralympics>

2013, the year that Tokyo won the right to host the 2020 Olympics and Paralympics, was also the year of the 100th anniversary of Sophia University. It marked the occasion by establishing the Center for Language Education and Research (CLER) in an effort to reform its foreign language education. Part of this

effort was the development of its own English proficiency test TEAP, also called Sophia version of TOEFL. In April 2014, it established the Faculty of Global Studies to strengthen the development of global talent. The 2020 Tokyo Olympic and Paralympic Games were an opportunity to improve the reputation of Sophia University's language education and global talent development capabilities even more than the 1964 Games. Not only that, but it was also a chance to test the practical abilities of the people who live "for Others, with Others" that Sophia University produces. It was also an opportunity to demonstrate the overall "power of Sophia University," which includes not only its human resources but also its location, facilities, and other characteristics. A team of myself and 11 other faculty and staff members submitted the theme "examining the link between support for the 2019 Rugby World Cup and the 2020 Tokyo Olympics and Paralympics utilizing the unique characteristics of Sophia University and its global talent development" to the Call for Faculty-Staff Collaboration-based Innovation Research.

Other than myself, the team included Takeshi Shima and Yoshihiro Oto (Faculty of Humanities), Motomi Yajima (Faculty of Law), Hiroyuki Tani and Mariko Iijima (Faculty of Foreign Studies), Hiroshi Yamamoto (Junior College Division), Yasuyuki Kurihara and Takayuki Nakagawa (Bureau of Personnel Affairs), Keisuke Niizuma (Bureau of Student Affairs), Satoshi Kikuta (Bureau of Academic Research and Information), and Akiko Matsuda (School of Social Welfare Administrative Center). After conducting that research from AY2013 to AY2015, we proposed that Sophia School Corporation should collaborate with the organising committee, the Sophia University Alumni Association, and other relevant organizations to leverage the Tokyo 2020 Games in the Sophia's education, research, and social contribution.

The Sophia Olympics & Paralympics Project (SOPP) was established in April 2016 based on this proposal. SOPP established the "Program for the Promotion of Education for an Inclusive Society" to develop courses on themes such as the Olympic and Paralympic Games and social inclusion. It has also contributed to the realization of Sophia's educational philosophy in a number of other ways. This includes holding lectures by the President of the International Paralympic Committee (IPC) and other key figures of the Tokyo 2020 Games, dispatching research teams to the Rio and PyeongChang Paralympics, holding volunteer training seminars, publicizing information related to the Tokyo 2020 Games, and offering open learning courses. It also established Go Beyond, a student project with over 100 members.

The Special Committee for the Support of the Olympic and Paralympic Games was established in the Sophia University Alumni Association at the same time as the SOPP. The committee has invited graduates who were working on the Tokyo 2020 Games in the nerve centers of government agencies, the organising committee, the JOC, the JPC, athletic organizations, the media, and volunteer organizations among others to give lectures at university classes. It also held seminars, symposiums, workshops, and other events. It also established a human resource bank to support the university, exchanges between graduates, and so on. In these ways and others, it has made a contribution to society.

However, the Tokyo 2020 Games were postponed for a year and held without spectators due to the COVID-19 pandemic disaster, greatly reducing our opportunity to demonstrate Sophia University's achievements in language education and global talent development.

Despite this, thanks to the spread of the Internet, the world's biggest sporting competition, an event involving athletes and officials from 205 countries and regions (more countries than in the entire UN), including the Refugee Olympic Team, became a shared experience seen by more people around the world than ever before. People shared not just in the excitement of the games, but also a newfound awareness of diversity and the many problems occurring around the globe. It was an opportunity to understand the ultimate purpose of the Olympic and Paralympic Games, which is to "recognize diversity and realize a peaceful and inclusive society free from all forms of discrimination."

After the Tokyo 2020 Games, the SOPP and the Special Committee for Support for the Olympic and Paralympic Games of Sophia University Alumni Association were dissolved on March 31, 2022, and the

legacy will be passed on to the activities of the Office of Sophia Sustainability Promotion. At my suggestion, the Sophia University Institute of Inclusive Community which was jointly established by Sophia University and Aioi Nissay Dowa Insurance Co.,Ltd. in October 2020. This fact that the Olympic and Paralympic principles were surely utilized in Sophia University's education, research, and social contribution made a big difference from the Tokyo 1964 Games.

**映像が伝える、
東京1964パラリンピック**
- 当時の躍動感が今 上響で蘇る -



【日時】※(受付/開場17:05~)
①7月13日(土)17:30~19:00
「東京パラリンピック 聖と栄光の祭典」
(配信→KADOKAWA)
②7月19日(金)17:30~19:00
「1964年東京パラリンピック大会記録映画」
(提供→NHK厚生文化事業団)
【会場】上智大学 6号館1階101教室
【定員】各日730名(先着順)
【詳細・申込】下記URLより
<https://www.tokyo2020sopp.com/>
事前申込制>>

55年前の東京で
パラリンピックと
出会った人たちは
何を見て、何を感
何を考えたのか？
長年の眠りから覚めた
世界がここに。

【主催】上智大学 ソフィア・インクルーシブ・プロジェクト
【後援】株式会社KADOKAWA、社会福祉法人NHK厚生文化事業団
【後援】株式会社毎日新聞社、千代田区

International Paralympic Committee

Fumio Morooka
Via email

Bonn, July 12 2019

Dear Fumio,

It is my pleasure to be able to offer you some words to mark such a fantastic occasion. I was delighted to hear you had found and intend to hold a screening of the original 1964 Tokyo Paralympic Games film.

Since 1964 we have seen the Paralympic movement grow and grow, taking leaps and bounds not just for the Paralympians, but also for society as a whole.

The 1964 Games have left a lasting legacy in both Japan but all over the world that continues to strive and be the catalyst for change. The closer we draw toward Tokyo 2020 the more excited I am to see the Games return to Tokyo and I have no doubt that every man, woman and child that experiences them with us, will have a lasting memory of them for years to come.

I wish you a brilliant evening witnessing the historical legacy 1964 left the world and hope you and your guests will be a part of the history we are poised to make in 2020.

Kind regards

Andrew Parsons
Andrew Parsons
President
International Paralympic Committee

International Paralympic Committee
Hohenstein 22-24
53113 Bonn, Germany Fax: +49 228 2087-117
www.paralympic.org

**「コロナ禍に考える…
スポーツのチカラと難民アスリート」**



2021.2.23 (火・祝) 17:00~19:00
ZOOMウェビナー
どなたでもご参加いただけます (日英同時通訳)

基調講演:
ディアー・ビティティ氏
(UNHCR難民事務局コミュニケーション部部長・上智プロジェクト担当)

パネルディスカッション:
アンジェラ・ロー
長野智子氏
(「ワースト・ベスト」・国連UNHCR難民報道ディレクター・ハフポスト日本版編集主幹・
専任大学特任教授、1983年上智大学外国語学部英語学科卒業)
ふくしま先生
ディアー・ビティティ氏
運営 長野 智子氏 (国連UNHCR難民報道ディレクター・元オリンピック・マラソン選手)
協賛 長野 智子氏 (上智大学外国語学部ドイツ語学科4年)

事前申込制
(200名)

上智大学ソフィア会 上智大学 UNHCR 日本赤十字社

Establishment of the Institute of Inclusive Community (IIC)

Mitsuru Hisata

Director of the Institute of Inclusive Community
Professor, Department of Psychology, Faculty of Human Sciences, Sophia University



On July 2, 2015, Xavier Gonzalez, CEO of the International Paralympic Committee (IPC), visited Sophia University together with Yasushi Yamawaki, Chairman of the Japan Paralympic Committee. From our side, they were welcomed by then Chancellor Toshiaki Koso, then Vice President for Student and General Affairs Hitoshi Kawanaka, and myself, then Dean of the Faculty of Human Sciences. At the meeting, we promised to support both education and research related to the Paralympics. In terms of education, we considered a number of possibilities, including both lecture and exercise courses, as well as volunteer training courses. In the end, we decided to offer Paralympics-related lecture courses on subjects such as the history and philosophy of the Paralympic Games starting in fall AY2016. Additionally, in spring AY2018 we started to offer the course “Education Promotion Program for an Inclusive Society - On the Occasion of the Tokyo 2020 Olympic and Paralympic Games.” We grouped liberal arts courses that promoted an inclusive society to provide a systematic learning experience for students. In addition to this, we held many lectures and other events to educate and enlighten students and the general public. At the same time, however, there was little or no action on the research front.

To promote these programs, in April 2016, we launched the Sophia Olympics & Paralympics Project (SOPP), chaired by then Executive Director for Global Academic Affairs Yoshiaki Terumichi. The first SOPP meeting was held on April 26 of the same year, with a total of 17 members. Although I became the SOPP chairperson in 2017, it was difficult to create a full-scale research plan. To that end, I asked several faculty members enthusiastic about research to join the SOPP. This effort took around two years.

In April 2019, the situation takes a sharp turn. Through the arrangement of Professor Emeritus Fumio Morooka, I was able to meet with Hidemichi Kurata, Deputy General Manager of the Corporate Planning Department of Aioi Nissay Dowa Insurance Company. Many discussions on the establishment of a research institute followed, covering aspects such as its purpose and funding. It was eventually decided to start the institute as an industry-academia collaboration aimed at creating policy recommendations, rather than something physically tangible. This type of industry-academia collaboration is extremely rare at our university and in Japan as a whole.

Coincidentally, Pope Francis visited Sophia on November 26, 2019. He is well-known for being the first Jesuit pope. Reverend Father Arturo Sosa, the thirty-first Superior General of the Society of Jesus, has upheld four Universal Apostolic Preferences, which have been approved by the pope. One of them, “to walk with the excluded,” was made the institute’s founding principle. There are people who are excluded from society because of their race, cultural differences, disabilities, and other traits, and whose human dignity is violated in countries and regions around the world. The institute is intended to clarify the issues surrounding these people that we need to tackle as researchers, educators, and practitioners, and become a hub for disseminating solutions to these issues to the world.

The establishing purpose of the institute is in line with the International Paralympic Committee’s ob-

jective of creating an inclusive society through the promotion of the Paralympic Movement, as well as the underlying philosophy of the SDGs, which is “Leave no one behind.” Taking advantage of the opportunity provided by the pope’s visit and the Tokyo Paralympics, we would like to develop research, education, and practices that are uniquely Sophian, leveraging the international and multicultural nature of our university.

Specific research initiatives currently underway include the following:

- (1) The impact of hosting the Paralympics on the image of people with disabilities
- (2) The impact of prosthetic fabrication activities on the image of junior high school students with disabilities
- (3) Elucidation of difficulties faced by the siblings of children with developmental disabilities and consideration of support measures
- (4) Mental health literacy and related factors: an international comparative study between Japan and Indonesia
- (5) The impact of COVID-19 on the health of the elderly

In addition to these, there are many other research projects aimed at realizing a multicultural and inclusive society currently in the planning stages. FY2022 will be a year in which we continue to disseminate the results of these research initiatives.

Finally, I would like to express my sincere gratitude to Yasuzo Kanasugi, President and Representative Director of Aioi Nissay Dowa Insurance Company, Limited, for his understanding and support in the establishment of the institute.



Looking Back on the “Unforgettable Summer” of the Olympics and Paralympics

Maki Nakano

Graduate School of Global Environmental Studies,
Bureau of Academic Affairs



I worked for the Tokyo Organising Committee of the Olympic and Paralympic Games by taking a leave of absence from Sophia for approximately three years, starting in October 2018. Since then, I have been asked many times, “So, what exactly did you do at the organising committee?” While I have never been able to give a satisfactory answer to that question, I would like to write about my experiences here while comparing them to my career as university staff.

Preparing for and Conducting the Archery Competition

I was based at the Sports Bureau, in charge of running the archery competition as the Archery Technical Operations Manager. My main responsibility was to manage the technical aspects of the competition (e.g. creating the competition venue in accordance with the rules of the sport, preparing equipment for the competition, coordinating with technical officials, editing the publications such as competition guides, etc.). You could say that I was a “mediator,” coordinating matters related to the competition in the organising committee under the supervision of World Archery, the international sports federation for archery. Somehow I felt quite confident and comfortable in taking up this task, since being staff at Sophia I’ve had a lot of experience of “connecting” students, overseas universities, and companies with the university.

At the end of March 2020, we saw the first ever postponement of the Olympic and Paralympic Games. Sadly, I learned about it while watching the evening news at home. Later that spring, my colleagues and I constantly communicated our worries through online meetings and team chats while working from home. For the archery competition in particular, we had already finished a test operation event at the Olympic and Paralympic venue in July 2019 and already visualized what we needed to do in the run up to the actual competition. We were also highly motivated to do it. For that reason, it was unimaginably frustrating to not be able to hold the competition when we expected. This felt like less “painful hardship” and more “irritated impatience,” wanting to go ahead with the competition as soon as possible. Motivated by this feeling, by early summer I collected myself and resumed preparations such as purchasing equipment and preparing contracts, thinking, “Let’s move forward with what we can.” However, again, I found myself in extended gridlock, unable to do anything on my own, due to the lack of concrete policy and procedural decisions within the departments.

Eventually, we made slow but gradual progress towards preparations for holding the event in the middle of a pandemic, including event simulations. From June 2021 onwards, we finally started to work in the competition venue (Yumenoshima Park in Koto Ward for archery), including setting up the field of play and confirming the operational procedures with the staff. I, too, found myself hammering nails and pegs while tracking overall process, making up for shortages of staff, compensating for changes, making additional orders, and so on. As preparations accelerated, my daily routine became having constant conversations with staff members and contractors, who have little or no knowledge of the sport, to discuss

and find practical (and cheapest) solutions to the various issues that occurred on site. Around this time, international staff members with experience of past Games began to join the team. We began to make the final adjustments, all while reflecting on their previous experiences and advice, e.g. “this is how we did in London” and “this is how it was in Rio.”

On July 23, the Olympic archery competition finally started. The athletes who had arrived five days before, the technical officials who had arrived three days before, and we, who had been preparing for the event for so long, all shared the same excited thought, “Finally, the Games can begin!” However, this was also the start of days of outdoor competition affected by heat, humidity, rain, typhoons and thunder storms (archery competitions are held in almost any condition other than lightning). In addition to that, we had to implement all the anti-COVID measures we could think of. Despite these difficulties, we diligently conducted the competition for nine days of the Olympics and eight days of the Paralympics, where I worked mostly with the technical officials who judge the score of arrows that hit the target. By the time it was all over, I felt a strong and wonderful sense of solidarity and achievement rise among the athletes, coaches, judges, staff, and volunteers.

From the Olympics to the Paralympics

At the Olympic Games, the Japanese Archery team won medals in the men’s individual and team competitions, which were broadcast on TV, happily leading to a lot of attention towards the sport among the public. We heard friends and acquaintances (and even their families), who until now knew nothing about the sport, saying things like “Archery is so exciting!” The challenge for us was to keep that enthusiasm going into the Paralympics. As sports, Olympic archery and para archery are technically almost equal, but the Paralympic Games require more attention to the structure and overlay of the venue. There were many things that we could only realize by actually walking around the venue and watching the athletes in action, such as the installation and angle of ramps for wheelchair athletes, routes that allow easy movement within the venue, and even the placement of fences and partitions. Every day, morning and evening, we would walk through the venue to spot potential issues, such as, placing more water wipers in one part of the venue because a certain surface was especially slippery when wet. Looking back now, I feel our team and I were able to observe, think and put more efforts on dealing with issues in the field during the Paralympics. My strongest wish as someone who was involved in the Olympic and Paralympic Games is that these efforts permeate not only the future Games but the whole society, along with the sense of diversity and inclusiveness of para sports.

Returning to Sophia

From my perspective as a university staff member, working for a huge organization like the organising committee, which had over 4,000 employees, reminded me countless times of my old workplace Sophia. When I left Sophia, my colleagues would say to me, “Your experience in the Olympics is sure to be very useful afterwards!” In the end, somehow, I rather felt my work experience at Sophia, including the nature of the work and relationships with my colleagues, helped me more to get by the work at the Olympic and Paralympic games. Even though the field of work is different, I understand that working towards improvements through constant trial and error, and the attitude of challenging new things could be common values. Now as I am back at Sophia, I look forward to experiencing moments when the practical skills I gained from working at the organising committee will help me in my work here. As a working individual, I think the experience of working in different organizations have encouraged me to apply and utilize the common but basic values and mindsets in different environment. A university might be a small world, but there is not need to limit yourself to one department or one job- there are things you can learn from experiencing different things. By having such “parallel” careers and experiences, we can broaden our perspec-

tives and approach to work. To put it simply, I guess this is what these three years have taught me.

Moving forward

I spent most of my school days practicing and competing archery (including activities in the archery club at Sophia's Sanadabori Field). In my thirties, I became a certified international judge and began working as a judge in Japan and abroad. I have never imagined that this would lead to working for the Olympic and Paralympic Games. Summer 2021, the time I spent working hard with my friends and colleagues have truly become the summer of a lifetime. Still, looking back at the pictures from that time, I get a strange feeling as if everything was a long and strange dream. Moving forward, I will engage in my activities at the university while looking forward to the day when I can fully process the experiences of these three years.



Promoting ticket sales at a national competition in March 2019.



The impact of COVID-19 was immeasurable.



April 2021: Construction of the competition venue is underway.



June 2021: The training field is being set up.



July 2021: The venue is completed. Wisteria was the theme color of the archery venue.



Watching the sun set each day at the venue.



Sports equipment, with the theme of Japan and Asia.



So proud for the Japanese team's bronze medal!



High school archers from Tokyo worked as scorers at the qualification round.



Archery is said to be the origin of the Paralympics.
©World Archery



The Yumenoshima Park Archery Field Team. ©World Archery

Our Involvement in the Sophia Olympics & Paralympics Project as Students and How it Changed Us

Inaugural Co-chairs of the “Go Beyond” Student Project

Kanako Yamamoto

AY2021 Graduate,
Master’s Program in Science and Technology,
Graduate School of Science and Technology

Honoka Jinno

AY2021 Graduate,
Department of English Studies,
Faculty of Foreign Studies

The activities we engaged in during the runup to the Tokyo 2020 Games and as part of an effort to realize an inclusive society, including the field survey of the PyeongChang Winter Paralympics and the launch of the student project Go Beyond, have brought about significant changes in each of us. Neither of us was necessarily interested in or knowledgeable about the Paralympics before participating in the PyeongChang Winter Paralympics field survey. Before discussing the concrete ways in which we have changed, we wish to emphasize that the field research was our first opportunity to learn about and experience the Paralympics, and that we were not especially familiar with the Paralympics initially.

Recognition of diversity

The first way we changed is that we became aware of the diverse differences between people, and came to respect them. At the time of the field survey, Jinno was a first-year student in the Faculty of Foreign Studies Department of English Studies. She was interested in the differences in language and culture, and wanted to interact with people from different countries as a volunteer at the Tokyo Olympics. However, after discovering the Paralympics, through which she came into contact with many diverse people, she came to recognize diversity from many more angles than before. The opening ceremony of the PyeongChang Winter Paralympics had a particular impact on her. This event where people of different nationalities, languages, genders, and physical and other characteristics gather and respect each other came to feel like a “small inclusive society” to her. This caused her to strongly desire to work with society as a whole to realize a future where everyone can feel the joy of living together on this planet.

Thinking about the meaning of “individuality”

The next change that occurred was that watching para-athletes shine as they confronted their own limits caused us to think about what “individuality” means. We were of course struck by the way they these para-athletes with their diverse backgrounds and personalities lived their lives, as well as their superhuman physical abilities. More than anything, though, they made us question whether we too were shining on the stage that is life, a gift that every living person has received. The spirit of the Paralympics, “don’t count your losses, make the most of what you have left,” also influenced the way we face our own challenges. At the time of the field survey, Yamamoto was a third-year student in the Department of Engineering and Applied Sciences, Faculty of Science and Technology. Back then, she was feeling tired of searching for that one special thing unique to her. However, through the SOPP activities, she began to think that even nothing about her skills, background, personality, or anything else seemed special, there must be something that she could do by combining each of these things. Thinking about our own indi-

viduality and potential led to us also thinking about our own roles in society. She began wanting to take action to create a society that values the individuality of every person.

Changes in our behavior

As mentioned earlier, taking inspiration from the Paralympics, our behavior towards others has also changed as we have come to understand diversity and take a close look at ourselves. For example, in the past, when we saw a white cane user, a wheelchair user, or someone in need on the street, we often felt frustrated because we did not know how to talk to approach them or what to do. However, we learned that there was no need to overthink things, and that we could just ask if there was anything we could do to help. Having learned this, we now just work up the courage to approach anyone who might need help. We also learned that not doing anything and simply watching, too, is way to support people. We learned that it is important to think about how to deal with the person in front of you, rather than making assumptions about things that might simply be different for other people.

We were able leverage these changes in ourselves in our part-time jobs in the customer service industry. For example, rather than standardizing how to respond to a customer in a wheelchair, we would instead first give them the information we can and then either leave the decision up to them or ask what sort of support they want. We realized that having knowledge is important, but that real communication that is truly two-directional is needed even more. We now feel that such small changes in individual awareness and behavior can grow into a massive wave capable of changing society. This may just be a Japanese thing, but we think there are many people who don't realize that they often frustrated on behalf of someone who isn't actually that bothered.

Another change we experienced is that we began to challenge ourselves with activities that let us bring out more of our own individuality. After finding employment, Yamamoto has worked as a chair ski guide and supported children in wheelchairs. Her experience of changing the way she faces her own challenges and realizing her own individuality led to a desire to now bring out the potential in other. This is how she arrived at her current activities.

The changes that occurred as a result of her exposure to the Paralympics also helped her better understand the educational spirit of Sophia University, "for Others, with Others." She feels she was able to get one step closer to the way of life that Sophia University aims to instill.

Conclusion

We believe that the extraordinary experience of the Olympic and Paralympic Games can provide many people with opportunities that may change their lives, just as we ourselves experienced and changed through our field research and student project activities. Given that an event that would attract global attention was being held in our country, Japanese people from all walks of life worked to help prepare for the event. Even those not directly involved with the event may have a message they want to send or something they want to accomplish while the world is watching. The hosting of the Tokyo Olympics and Paralympics was an opportunity the hopes of many different people to congregate. This could be an opportunity to open doors to experiencing new fields. For example, the SDG goal of achieving gender equality is a sensitive issue, and there are many problems to be addressed. However, efforts such as establishment of the Pride House and the communication of messages timed to coincide with the Games has created opportunities for many people to become familiar with gender issues. This may lead to an increase in LGBT understanding and the number of LGBT allies. In other words, perhaps the Tokyo Olympics and Paralympics has provided each of us with an "entry point" to jump into new worlds unknown to us.

Even after the closing of the Games, the student project Go Beyond will continue to create a place

where students can share the thoughts and ideas they gain through these entry points and take action to build the inclusive society they envision. The Games will be more than just a temporary memory. The students of Go Beyond will continue to create a future where everyone can be needed and shine. For the first time ever, the Games were postponed. After accepting the reality of the situation, including the criticism of the Games, all of the members of Go Beyond reconsidered the significance of holding the event and the meaning of their involvement many times. The Games are not a goal, but an opportunity. It is because Go Beyond has worked for so long towards a future beyond the Games that we were able to face social issues and continue to take action while respecting peoples' varied opinions even as the event was postponed.



Left : Honoka Jinno Right : Kanako Yamamoto





Chapter 5

After the Tokyo 2020 Games

Risa Takamatsu

Center for Student Affairs, Bureau of Student Affairs

Looking Forward to the First Paris Olympics in a Century

Amid the global spread of COVID-19, the Tokyo 2020 Olympic and Paralympic Games (hereafter, the Tokyo 2020 Games) were postponed by one year. It was the first time in the more than 120-year-long history of the modern Games that the Olympics were postponed. During the conference announcing the decision to postpone the Games on March 24, 2020, then-Prime Minister Shinzo Abe stated, “The Tokyo Olympic and Paralympic Games will be held in a complete form as proof that humankind has conquered COVID-19.” Ultimately, however, the Games were conducted without spectators in an unprecedented move as the virus raged with even greater power.

Previously, the Olympics had only been forced to be canceled due to war, which occurred with the 1916 Berlin Games, the 1940 Tokyo Games, and the 1944 London Games. Afterwards, the holding of the Olympics has also been imperiled by boycott due to political reasons (the 1980 Moscow Games) and terrorism (the 1972 Munich Games).

The ancient Olympics which preceded our modern Olympics are believed to have been started around the 9th century BCE and to have been held quadrennially for a span of 1,200 years. At that time, war was a chronic occurrence between the numerous city-states of Greece. The Olympics, however, were a festival dedicated to competition and bore the connotation of being a religious rite of worship in honor of almighty Zeus and the other gods of the pantheon. Seen as being more important even than war, people would temporarily cease their fighting and head toward the holding location of Olympia, even crossing enemy territory to do so. This “*ékécheiria*” (holy truce) continues to be upheld in modern times as the Olympic Truce. French educator Pierre de Coubertin, known as the father of the modern Olympics, started the modern Olympics with the aim of reviving the idea of replacing war with competition to eliminate strife. Stating that the causes of conflict are born of ignorance, misunderstanding, and prejudice regarding others, Coubertin aimed to promote a peaceful society and educational reform incorporating the power of sports to further mutual understanding and foster both mental and physical development. Called “Olympism,” this concept is specified in the beginning of the Olympic Charter. The contents of the Charter have been revised time and again based on the changing times and the emergence of new social challenges, changing form to meet the needs of modern society. The concept of human rights (and the recognition of diversity) is one example. In Coubertin’s time, the societies of Europe and America centered around white men, and issues included gender equality and discrimination based on differences in social class. From the 1960s, however, an increase in the number of participating nations had resulted in greater diversity of nationality, race, ethnicity, and religion, and the prohibition of discrimination based on these characteristics was also incorporated into the Charter. Finally, in 2014, prohibitions against items like sexual orientation were specified, marking the start of an Olympic Movement aiming for a society in which differences are recognized and none are excluded.

Today, however, strife has yet to cease. The fear of the global COVID-19 pandemic has intensified divisions and the issues of prejudice and discrimination. The Tokyo 2020 Games were dedicated to the theme of coexistence. Perhaps it is still too soon to evaluate whether the Games provided an opportunity for a world further divided by COVID-19 to re-unite, but surely the Games sparked many of the residents of Japan to reconsider all those social issues which have been thrown into stark relief, to see themselves not merely as bystanders but as active participants, and to act going forward in their lives. In a questionnaire conducted for Introduction to the Olympic and Paralympic Games, a class offered by Sophia University, students offered the following comments.

- There were arguments for and against holding the Olympics and Paralympics during the COVID-19 pandemic, and it seemed like many residents of Japan had a negative view of the Games. I came to

feel, however, that the games were able to get back to the essence of the Olympic Movement and achieve the Olympic ideal of respecting diversity.

- The Olympic ideal of using sport in the aim of promoting a peaceful society which emphasizes the preservation of human dignity has survived for 120 years, and I think it's important going forward that we continue to protect and pass this ideal on.
- Across generations, the changing times have resulted in what people think in the present becoming products of the past. Within this context, the Olympics have continued, without altering its core of being a festival of peace, to keep up with a society that is constantly changing, and I feel that it plays a role in embodying the hopes people have for a right and better society.

Not merely a lecture discussing the pros and cons of holding the Games, this class enriches thought and learning by considering the interrelationships and influences of such factors as peace, coexistence, the Olympic ideal of sport for all without discrimination, Olympic history, politics, economics, culture, education, and international relations. I feel it contributes to the fostering of humanity that Sophia University is aiming for as a global leader.

The Paris 2024 Games are also placing diversity and inclusion first and foremost. The equality of all people was first touted in the French Declaration of the Rights of the Man and of the Citizen in 1789. Stating, "Human Beings are born and remain free and equal in rights," it established a guarantee of human rights. Even in France, however, women did not acquire the right to vote until 1944. It required 155 years of intense lobbying, but human beings continued to move forward without giving up. France also led the world in the effort to eliminate discrimination based on sexual orientation. After various movements, the "Law opening marriage to same-sex couples of May 17, 2013," making it possible for same-sex couples to marry, was established in 2013. History has proven that France has the power to turn tiny voices into huge roars. I hope France will once again advocate to the world that which French educator Coubertin sought, as well as an ideal for a new Olympics and Paralympics for the times. The 2024 Games will be held in Paris for the first time in a century, the last being in 1924. It looks as if it will mark the start of a massive Olympic Movement which will bring us closer to a sustainable world without strife.

Also of importance is coexistence with biodiversity. Even now, the world continues to struggle against an invisible enemy in the form of a virus. COVID-19 laid bare the need for us to face the true meaning of coexisting with nature. Looking back, there was an outbreak of Zika virus during the Rio Olympic and Paralympic Games in 2016, with a succession of athletes withdrawing from participation. Viruses like these emerge when the ecological balance is disrupted. Young people such as Swedish environmental activist Greta Thunberg cite excessive human greed as the cause of the recent heat waves, torrential rains, and other abnormal weather, saying that these issues cannot be resolved without changing the way we live. Since the 1984 Olympics, the Games have become more and more commercialized, and can even be said to have contributed to the destruction of the environment as exemplified by the pollution of over-the-top productions and forests felled for facilities and installations. Amid the accelerating SDGs movement, however, this too is now being significantly reexamined. In fact, the Paris 2024 Games are aiming to be the most sustainable Games in history. With a focus on reduction and recycling, the plan is for the Games to make maximum use of existing infrastructure and to only build facilities which are truly needed by local residents. In addition, thorough efforts will be made to realize a sustainable Olympics by offsetting CO2 emissions and by employing environmentally-conscious solutions, particularly in the fields of transportation, food, and energy. Young people such as university students are also being asked to actively take part in these moves. It is expected that Paris, the city where the Paris Agreement on climate change was adopted in 2015, will show us history's first climate positive Olympics. And we too must each take

individual action as we watch these events unfold.

Biologist Koichi Goka (of the National Institute for Environmental Studies) has sounded the alarm, stating that in the future, we will not be able to support human society if we do not focus on living together with other species. According to him, our challenge will be to have respect and understanding toward nature, avoid taking more than our share from other species, refrain from destroying the habitats of other species, at times have compassion for other species and at other times confront them, and build an equal relationship with biodiversity. In this chapter, we have focused our discussion on the Olympics. As stated in the previous chapter, however, Sophia University has engaged in activities with a focus on the Paralympics. The reason is because the Paralympics can provide us with many ideas about how to understand diversity. COVID-19 has transformed our lives and made us realize that what is “ordinary” is not ordinary at all. The spirit of the Paralympics to not count what has been lost but rather to make maximum use of what one has resonates now more than ever before. When looking at nature, however, it is important to consider action while looking at what has been lost, and it is regrettable that this message has not been sufficiently conveyed.

During the flag transfer ceremony conducted as part of the closing ceremony to the Tokyo 2020 Games, many were likely awed by Paris’ positive energy. It was a scene which made one feel excited about the future for the first time in a long time, recalling the Tokyo 2020 Games’ light at the end of the tunnel of which Thomas Bach, President of the International Olympic Committee (IOC), spoke. Remember, for a moment. When the baton was accepted from Rio, Tokyo too seemed to be filled with such energy. With the arrival of “Abe Mario,” the world was filled with anticipation about Tokyo. Who would have imagined, however, that what ultimately awaited was a stage on the hardest difficulty? It seems there won’t be any easy stages in humanity’s future for some time. However, we have begun steadily accruing “lups” and taking steps toward beating these upcoming stages. Working with partner universities in Paris, Sophia University is already making moves to build on the lessons of Tokyo. We sincerely hope that the experience, expertise, and skills cultivated through the Tokyo 2020 Games will be of use to the Paris 2024 Games and society beyond that.

Collaborative University Initiative and the Future

I. Collaborative University Initiative

A collaborative agreement signing ceremony held at Waseda University on June 23, 2014 marked the start of a collaborative university initiative by the Organising Committee of the Tokyo 2020 Olympic and Paralympic Games (hereafter, the Organising Committee). The aim of the initiative was for universities across the country to work together and promote the educational and cultural aspects of the Olympics and Paralympic. At that time, 552 universities and junior colleges, including Sophia University, signed the agreement with the Organising Committee. Ultimately, however, the number of member institutions reached 810. The history of the relationship between the Olympics and universities is long, but for so many institutes of higher education to conclude an agreement with the Organising Committee, share in the concept for the Tokyo 2020 Games, and promote initiatives to help build a legacy was a first not only for Japan but also for the Games. There was great anticipation regarding what kind of intangible legacy universities could leave in the hearts of young people with the holding of the Games. That being said, while it was conceivable that each university would start by establishing courses and classes centering around faculty involved in relevant fields of research, it was impossible to imagine how the universities would utilize their individual features and characteristics, what actions they would induce, or how they would get students to become proactively involved. In 2016, the Organising Committee unveiled its Action & Legacy concept and, in 2017, started the Tokyo 2020 Nationwide Participation Programme with the aim of initiative promotion. By presenting concepts divided into the eight fields of Sports and Health, Urban Planning, Sustainability, Culture, Education, Economy and Technology, Recovery, and Global Communication, the Organising Committee made it easier to envision activities in line with these concepts. Sophia University made applications under such fields as Sports and Health, Education, and Global Communication, implementing the programs which were approved from 2017 to 2019. However, while merits included permission to use the official Tokyo 2020 logo and terms such as Olympics and Paralympics, there were also difficulties from the variety of restrictions and conditions imposed. In addition to applications and reports, administrative tasks, such as checking flyer content, increased tremendously, placing a significant burden on the small staff of the project's secretariats. Not only that, applying to the program did not entail proactive PR by the Organising Committee, resulting in the collaborative university network failing to be effectively utilized. The collaborative agreement was exclusively a one-on-one collaboration between each individual university and the Organising Committee. Although several liaison meetings were held for representatives of the collaborative universities, these only involved messages from the Organising Committee and a few reports on examples of university activities. No gatherings to promote horizontal development were conducted of any kind. This made it extremely difficult to build cooperative relationships between universities (such as cooperating in spreading information about each other's events). The Organising Committee university collaboration team was also small, and likely had its hands full simply coordinating with all 810 collaborative institutions. We appreciate that under these difficult circumstances, we received support which was aligned with our students' activities, such as being loaned official PR items for fostering momentum, and representatives visiting our campuses several times to participate in actual events. The university collaboration team's records of the initiatives of educational institutions and students inspired by the Games will likely not only be of use to the next host city, but also someday provide ideas to a future Japan.

II. Student volunteering

The Organising Committee began recruiting volunteers (Field Cast) to help administer the Games on

September 26, 2018. Prior to this, the Organising Committee held advance briefing sessions for 13 collaborative universities in 11 locations across Japan. Sophia University handled the first of these. It could be seen that, with more than 800 students attending between the morning and afternoon sessions, there was a high degree of interest, and that it would be quite competitive. In fact, quite a few students were not selected to be Field Cast. Some frequently visited the Center for Student Affairs to ask if there were any other ways in which they might participate in the Games. There were also many requests to consider some sort of arrangement for classes and exams so that students could volunteer more easily. In July 2018, Ministry of Education, Culture, Sports, Science and Technology issued a request for educational considerations to be made with regard to Games volunteer participation. A few universities took such special measures as moving the start date of classes forward or holding classes on holidays so that classes and exams would not be conducted during the Tokyo 2020 Games. Sophia University, however, did not change its academic calendar for the Games and operated as usual. Sophia also did not approve arrangements such as make-up examinations for final examinations (excluding certain collaborative programs with other universities). The reason why was that we place university education first. In addition, there were a variety of ways to participate in the games and the start dates and periods varied from person to person, making it difficult to determine a specific period for special arrangements. Further, at that time many Sophia students were already proactively engaging in volunteer activities and internships. All demanded the strong language abilities of our students, and were wide-ranging, including athlete support (NOC and NPC Services), which launched in 2019; projects connected to partner enterprises, and the media.

In general, applications concerning volunteer activities and internships for the Tokyo 2020 Games were conducted not through the university but rather by individual students, and no reporting of any kind was required by the university. Talking to representatives from other universities, it seems that little if any reporting was conducted, and there was no accurate assessment on the university side of exactly how many enrolled students were planning on participating. In fact, the Organising Committee assigned codes to each university, and students could enter their own university's code when applying. The Olympic and Paralympic secretariat systems established by the universities, however, were varied, and it was likely next to impossible to convey the university code to all students (it may have been prudent to have some mechanism enabling students to select their university on the application form). Additionally, entry was optional, and it is expected that a certain number of students simply didn't enter their university's code, ultimately making it impossible for anyone to determine the application and participation figures for any university. I also believe that if the Games had been held as scheduled, it would not have caused a significant disruption.

However, due to the COVID-19 pandemic as well as incidents such as former head of the Organising Committee Yoshiro Mori's disdainful remarks regarding women, people steadily began dropping out of participating, and university students were no different. With no way of knowing whether our own students were participating or not, we struggled to respond. Universities were then bombarded with anxious requests for additional volunteer applications, not only from the Organising Committee but also a variety of enterprises and organizations (the deadline for issuing Accreditation Cards was also drawing near). Faced with issues such as no solid infection control measures being specified as well as the possibility of volunteers not being needed in the event the Games were held without spectators, I imagine all of the universities felt like they honestly couldn't push their students to risk a precious summer of their university career on an unknown future. Those involved in managing the Games also didn't want to engage in extensive open recruitment and asked the universities to screen their students, a request that put the universities in a very difficult situation. Perhaps because of the haste with which they were gathered, there were

both paid and unpaid volunteers performing the exact same jobs during the Games, something which some felt contributed to dissatisfaction.

Looking at the results, however, the faces of the students who participated were cheery and filled with a sense of accomplishment, and it seems likely they will leverage the lessons and encounters they experienced, both good and bad, going forward.

We conducted an on-campus survey after the Games concluded and received responses such as the following.

- All of the Organising Committee staff and other volunteers were endowed with both kindness and a powerful desire to ensure the Games were a success. The time I spent communicating with them while volunteering was a happy one.
- Through volunteering, I personally came in contact with the spirit of devotion and hospitality of the people of Japan. I was also able to see the joy of athletes from around the world. I felt very proud of Japan. It made me want to share more about my experiences.
- I was deeply moved by the sight of people who were rivals during a competition praise each other after it was over. It made me feel that sport has the power to connect people regardless of language, culture, and physical characteristics, and can help lead to world peace.

Participants witnessed up close the Organising Committee, the Tokyo Metropolitan Government, partner enterprises, and others engaged in the management of the Games facing adversity and exercising ingenuity to support the athletes in giving the ultimate performances within a limited period of time. They also witnessed the athletes who gave it their all in response, sharing in the joy of being at the Games and praising each other's efforts. This, I believe, was more impactful and a greater learning experience for the volunteers than any class or program they had participated in before. None, of course, have forgotten the discussion over what to do after the Tokyo 2020 Games were finished. Needless to say, there were a variety of issues, but, without getting involved in what has been reported in the media, all of the participants have stated unanimously that they believe that what they saw, felt, thought, and judged for themselves was truly of value. Though the field differed from the usual, the sight of each individual engaging in their own individual roles and working together to build a better society was dozens of times more stunning in-person than the same presented in newspapers and on television. On behalf of Japan, I would like to thank all those who showed this sight to our students and the younger generation.

III. The Dissolution of University Collaboration and the Future

The agreement on collaboration between the Organising Committee and the various universities for the Tokyo 2020 Games was terminated in December 2021. The collaborative universities were presented with a report recording the course of the university collaboration initiative, as well as a thank-you letter for the universities' cooperation. The Organising Committee's collaborative university team may have been disbanded, but I see this as the baton having been passed to us, and we must not let the progress made stop here. It makes one now reconsider what the role of a university is. Kyoko Raita of Chukyo University, a director of the Organising Committee, stated the following in the report: "In the collaborative university initiative, through educational activities, the Olympic and Paralympic Games were conveyed not merely as a sporting event, but rather as a social movement with a multitude of meanings in which international society collaborated. These activities concerned the true essence of the Olympic Movement and, by sharing this information with the wider society, it is conceivable they enhanced the discussion revolving around whether or not to hold the games during the COVID-19 pandemic. For that reason, it is necessary to make efforts to convey the multitude of values of the Olympic and Paralympic Games while building good relationships with the media." Sophia University is planning on continuing to

hold Olympic-related subjects such as Introduction to the Olympic and Paralympic Games from FY2022 onward. It also plans to learn from individuals from a variety of fields, from a multitude of perspectives, about the influence of the Olympic and Paralympic Games and consider their function in promoting an inclusive society. I have heard that the travelling courses implemented by the Organising Committee collaborative university team will continue to be held even after the committee's dissolution. I fully intend to make use of these here at Sophia University. In addition, I would like to further strengthen collaboration with the Tokyo Metropolitan Government and the Japanese Para Sports Association with regard to the promotion of parasports, something which Sophia University has already proactively engaged in. It is still not too late to enhance the presence of Tokyo. Whether the legacy of the Tokyo 2020 Games is something future generations can take pride in is now on the line. As a university in the heart of Tokyo, we must continue to take the lead in promoting the Olympic and Paralympic Movement.



Conclusion

Atsuko Nagai

Vice-President for Student and General Affairs
Professor, Faculty of Humanities



The Sophia Olympics & Paralympics Project (SOPP) is coming to a close without major incident or trouble. I would like to take this opportunity to sincerely thank the municipalities, organizations, and enterprises inside and outside Japan who provided their support during the project period; as well as everyone in the various university departments, extracurricular activity organizations, and the Sophia University Alumni Association, for their cooperation.

Due to the COVID-19 pandemic, the Tokyo 2020 Olympic and Paralympic Games were delayed and reduced in scale. This necessitated changes in terms of the involvement in the Games of universities and student volunteers. However, as this report shows, in terms of initiatives aimed at realizing an inclusive society, Sophia University achieved many successes. This is because from the start, project components were focused on society after the Tokyo 2020 Games. These include the introduction of classes and courses reflecting the ideals of the Paralympics, research activities centering around the newly-established Institute of Inclusive Community, and activities to promote para sports centering around the Go Beyond student project.

Accordingly, although SOPP will be ending in the 2021-2022 academic year, the mentality cultivated through the project will be carried on and further fostered by Sophia University faculty, staff, and students. I would lastly like to introduce two developments which have already taken place.

The first is the establishment of the Office of Sophia Sustainability Promotion. This organization will provide coordination and support so that Sophia University can be united in promoting research activities to realize an inclusive community, social activities conducted in collaboration with extramural municipalities and enterprises, and initiatives aimed at environmental enhancement on campus. Students, faculty, and staff will play a part in the entire process of these, from drafting to implementation.

The second is that from the 2022 academic year, all new students will, at the university's expense, take "Universal Manners Proficiency Test Level 3 E-Learning Edition" (certified by the Japan Universal Manner Association). As a result, young people, when they graduate from Sophia University and make their way to areas across Japan and the world, will know to ask people in need "Would you like some help?" without hesitation. I believe this, too, is part of the legacy of SOPP.



Appendix

Project member

Olympics and Paralympics related courses (From FY2016 to 2021)

Universal Manners Courses Held on Campus

Student Project Go Beyond Member Numbers

Results of Questionnaire on the Tokyo 2020 Olympic and Paralympic Games

Sophia Olympics & Paralympics Project website

Contact information for the Sophia Olympics & Paralympics Project

Project member

<Phase 1>

Chairperson : Assistant to the Trustee for Global Academic Affairs
Terumichi Yoshiaki

Name	Department (As of April 2016)
Morooka Fumio	Faculty of Humanities Department of Health and Physical Education
Shima Takeshi	Faculty of Humanities Department of Health and Physical Education
Hisata Mitsuru	Faculty of Human Sciences Department of Psychology
Otsuka Akira	Faculty of Human Sciences Department of Social Services
Nishiyama Etsuko	Faculty of Human Sciences Department of Nursing
Takaoka Eiko	Faculty of Science and Technology Department of Information and Communication Sciences
Yairi Ikuko	Faculty of Science and Technology Department of Information and Communication Sciences
Iwasaki Masami	Sophia School of Social Welfare
Kinoshita Akiko	Bureau of Academic Affairs
Tsunematsu Teppei	Bureau of General Affairs Office of Public Relations
Takamatsu Risa	Bureau of Personnel Affairs Office of Human Resource Development
Ito Shohei	Bureau of Financial Affairs Office of Property
Takaya Hidekatsu	Bureau of Academic Affairs Admissions Office
Watanabe Yumiko	Bureau of Academic Affairs Center for Academic Affairs (Office of Faculty of Science and Technology)
Tabata Mashiro	Bureau of Student Affairs Career Center
Iwazaki Yuko	Bureau of Academic Research and Information Library

<Phase2>

General manager : Vice President for Student and General Affairs
AUGUSTINE SALI (July 2016-March 2018)
Hisata Mitsuru (April 2018-May 2019)

Name	Department (As of July 2016)
Kanzawa Nobuyuki	(Chairperson) Director of Center for Student Affairs Faculty of Science and Technology Department of Materials and Life Sciences
Morooka Fumio	Faculty of Humanities Department of Health and Physical Education
Shima Takeshi	Faculty of Humanities Department of Health and Physical Education
Hisata Mitsuru	Faculty of Human Sciences Department of Psychology
Otsuka Akira	Faculty of Human Sciences Department of Social Services
Nishiyama Etsuko	Faculty of Human Sciences Department of Nursing
Koyasu Akiko	Faculty of Foreign Studies Department of Luso-Brazilian Studies
Tamura Rika	Faculty of Foreign Studies Department of Luso-Brazilian Studies
Hisamori Noriyuki	Faculty of Science and Technology Department of Engineering and Applied Sciences
Takaoka Eiko	Faculty of Science and Technology Department of Information and Communication Sciences
Yairi Ikuko	Faculty of Science and Technology Department of Information and Communication Sciences
Iwasaki Masami	Sophia School of Social Welfare
Kinoshita Akiko	Bureau of Academic Affairs
Tsunematsu Teppei	Bureau of General Affairs Office of Public Relations
Takamatsu Risa	Bureau of Personnel Affairs Office of Human Resource Development
Ito Shohei	Bureau of Financial Affairs Office of Property
Takaya Hidekatsu	Bureau of Academic Affairs Admissions Office
Watanabe Yumiko	Bureau of Academic Affairs Center for Academic Affairs (Office of Faculty of Science and Technology)
Tabata Mashiro	Bureau of Student Affairs Career Center
Kurihara Yasuyuki	Bureau of Student Affairs Center for Student Affairs
Kawase Takashi	Bureau of Student Affairs Center for Student Affairs
Saito Eriko	Bureau of Student Affairs Center for Student Affairs
Iwazaki Yuko	Bureau of Academic Research and Information Library

<Phase3>

General manager : Vice President for Student and General Affairs

Hisata Mitsuru (June 2019-March 2021)

Nagai Atsuko (April 2021-March 2022)

Name	Department (As of June 2019)
Hara Keiko	Faculty of Theology Department of Theology
Shima Takeshi	Faculty of Humanities Department of Health and Physical Education
Taniguchi Hiroaki	Faculty of Humanities Department of Health and Physical Education
Shindo Kozue	Faculty of Human Sciences Department of Social Services
Ishikawa Fumiyo	Faculty of Human Sciences Department of Nursing
Koyasu Akiko	Faculty of Foreign Studies Department of Luso-Brazilian Studies
Tamura Rika	Faculty of Foreign Studies Department of Luso-Brazilian Studies
Toda Mikako	Faculty of Global Studies Department of Global Studies
Horigome Fumikazu	Sophia School of Social Welfare
Onaka Asa	Audit Office
Ochiai Mika	Bureau of General Affairs Office of Management Planning
Kawase Takashi	Bureau of General Affairs Office for Community & Alumni Relations
Watanabe Yumiko	Bureau of General Affairs Office of Public Relations/Office for Community & Alumni Relations
Fujioka Yusuke	Bureau of Personnel Affairs Office of Human Resource Development
Okanda Kyosuke	Bureau of Personnel Affairs Office of Personnel Services and Benefits
Nagano Mikiko	Catholic-Jesuit Center
Tanaka Yunosuke	Bureau of Academic Affairs Center for Academic Affairs
Hirokawa Kenji	Bureau of Academic Affairs Center for Academic Affairs
Watanabe Yuka	Bureau of Academic Affairs Center for Academic Affairs
Takaya Hidekatsu	Bureau of Academic Affairs Admissions Office
Yanagisawa Hiromi	Bureau of Student Affairs
Kurihara Yasuyuki	Bureau of Student Affairs Center for Student Affairs
Takamatsu Risa	Bureau of Student Affairs Center for Student Affairs
Takamura Kenichiro	Bureau of Student Affairs Center for Student Affairs
Tsunematsu Teppei	Bureau of Student Affairs Career Center
Gary Auger	Bureau of Student Affairs Career Center
Ito Kumiko	Bureau of Student Affairs Career Center
Iwazaki Yuko	Bureau of Academic Research and Information Library
Chujo Atsuhisa	Bureau of Academic Research and Information ICT Office

Olympics and Paralympics related courses (From FY2016 to 2021)

Year	Semester	Course Title	Students	Instructor	Period		Room No.
2016	AUTUMN	INTRODUCTION TO THE OLYMPIC AND PARALYMPIC GAMES	85	Fumio Morooka	Fri	5	3-248
2017	SPRING	BODY & SPORTS IN A DIVERSE SOCIETY	78	Takeshi Shima	Tue	5	6-201
2017	AUTUMN	INTRODUCTION TO THE OLYMPIC AND PARALYMPIC GAMES	98	Fumio Morooka	Fri	5	6-304
2017	AUTUMN	INCLUSIVE SOCIETY STUDIES	61	Akira Otsuka	Wed	1	11-505
2018	SPRING	INTRODUCTION TO THE OLYMPIC AND PARALYMPIC GAMES	97	Fumio Morooka	Fri	5	6-304
2018	SPRING	ADAPTEDSPORTS AND INCLUSIVE SOCIETY:PARALYMPIAN'S PERSPECTIVE	97	Fumio Morooka	Mon	5	2-401
2018	SPRING	BODY & SPORTS IN A DIVERSE SOCIETY	77	Takeshi Shima	Tue	5	6-201
2018	AUTUMN	INCLUSIVE SOCIETY STUDIES	64	Akira Otsuka	Wed	1	12-202
2019	SPRING	INTRODUCTION TO THE OLYMPIC AND PARALYMPIC GAMES	99	Fumio Morooka	Fri	5	2-401
2019	SPRING	ADAPTEDSPORTS AND INCLUSIVE SOCIETY : PARA- ATHLETE PERSPECTIVE	93	Hiroaki Taniguchi	Mon	5	2-401
2019	SPRING	BODY & SPORTS IN A DIVERSE SOCIETY	75	Takeshi Shima	Tue	5	2-401
2019	AUTUMN	INCLUSIVE SOCIETY STUDIES	60	Kozue Shindo	Thu	2	6-306
2020	SPRING	INCLUSIVE SOCIETY STUDIES	65	Kozue Shindo	Fri	3	
2020	AUTUMN	INTRODUCTION TO THE OLYMPIC AND PARALYMPIC GAMES	98	Fumio Morooka	Fri	5	
2020	AUTUMN	ADAPTEDSPORTS AND INCLUSIVE SOCIETY : PARA- ATHLETE PERSPECTIVE	143	Hiroaki Taniguchi	Fri	4	
2020	AUTUMN	BODY & SPORTS IN A DIVERSE SOCIETY	95	Takeshi Shima	Thu	5	
2021	SPRING	INTRODUCTION TO THE OLYMPIC AND PARALYMPIC GAMES	101	Fumio Morooka	Fri	6	
2021	SPRING	ADAPTEDSPORTS AND INCLUSIVE SOCIETY : PARA- ATHLETE PERSPECTIVE	167	Hiroaki Taniguchi	Tue	4	6-307
2021	SPRING	BODY & SPORTS IN A DIVERSE SOCIETY	101	Takeshi Shima	Tue	5	12-302
2021	SPRING	INCLUSIVE SOCIETY STUDIES	99	Kozue Shindo	Fri	3	

Universal Manners Courses Held on Campus

Session	Date	Level	Learners	Note
Info Session	July 5, 2017	-	-	An information session explaining the course
1st	July 28, 2017	3	73	
2nd	October 13, 2017	3	32	Held at Meiji Seibo Campus
3rd	December 15, 2017	3	37	
4th	May 10, 2018	3	47	
5th	June 30, 2018	3	50	
		2	15	
6th	November 27, 2018	3	32	
7th	March 2, 2019	3	9	
		2	5	
8th	June 8, 2019	3	35	
		2	5	
9th	August 24, 2019	3	10	
		2	10	
10th	October 19, 2019	3	12	
		2	7	
11th	December 14, 2019	3	18	
		2	5	
12th	February 15, 2020	3	15	
		2	5	

*The course was not held from FY2020 due to COVID-19

*All freshmen entering Sophia from April 2022 onward will take the level 3 course via e-learning

Student Project Go Beyond Member Numbers

Faculty \ Students	June 6 2018 (At time of founding)	June 2020	March 2021	October 2021	January 2022
Faculty of Theology	2	4	4	1	1
Faculty of Humanities	7	18	18	15	15
Faculty of Human Sciences	25	31	32	22	23
Faculty of Law	5	8	8	8	8
Faculty of Economics	4	19	19	11	12
Faculty of Foreign Studies	11	21	20	16	16
Faculty of Liberal Arts	12	15	14	5	6
Faculty of Global Studies	8	4	4	1	1
Faculty of Science and Technology	7	11	11	2	4
Graduate Programs		1			
Total	81	132	130	81	86

*Due to some students graduating in September the numbers for October to March are lower.

Results of Questionnaire on the Tokyo 2020 Olympic and Paralympic Games

After the Tokyo 2020 Games, the Sophia Olympics & Paralympics Project conducted a survey of all students at the university using the survey function of Loyola educational support system.

We have highlighted a number of items from the results and present them in this report.

Purpose of the Survey

We wanted to hear from university students what they actually thought and felt after the Olympics. Therefore, we conducted a survey to find out how Sophia University students felt about the games and how they interacted with it.

Survey Method

Period: September 24, 2021 - October 15, 2021 (using Loyola's survey function)

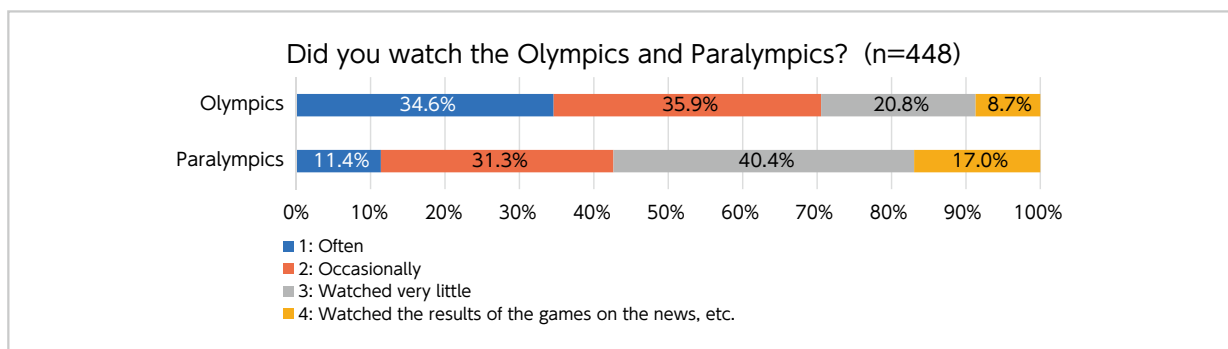
Subjects: 14347 Sophia University students. 448 valid responses, 448 respondents.

About watching the Olympic and Paralympic Games

We asked the students how often they watched the Tokyo 2020 Olympic and Paralympic Games, both of which were without spectators.

About 70% of the students watched the Olympics often (34.6%) and occasionally (35.9%) on TV or the Internet. Including students who watched the results of the games on the news and so on, this means that about 80% of the students watched the games. Also, about 43% of the students watched the Paralympic Games often (11.4%) and occasionally (31.3%), and about 60% watched the games including the 17.0% who watched the results of the games on the news, etc. In particular, when compared by whether they watched the games often, the Paralympic Games were watched less often than the Olympics. We asked students who answered that they watched very little of the games the reason, and 60-70% of the students answered that they were "not interested" in both the Olympics and Paralympics, indicating that interest in the Olympics was higher than the one in the Paralympics.

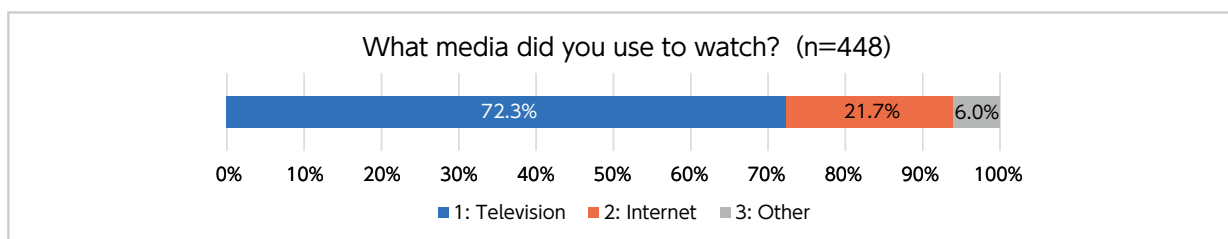
Q: Did you watch the Olympics? (upper row) Did you watch the Paralympics? (lower row)



About the media when watching the games

This time all events were watched via television or the Internet as the Games were held without spectators. Television (72.3%) and the Internet (21.7%) were the most popular media for watching the games. Students appeared to watch the games on larger screen TVs rather than smartphones or PCs.

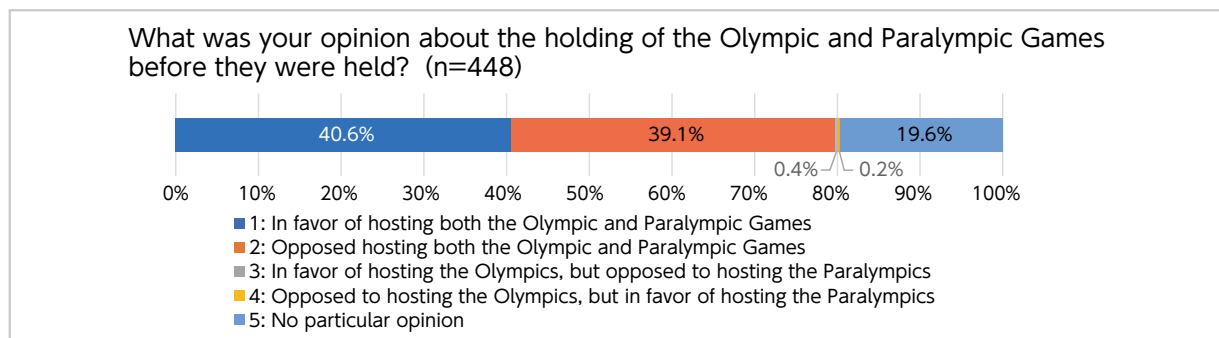
Q: What media did you use to watch the Olympics and Paralympics [3 choice question] .



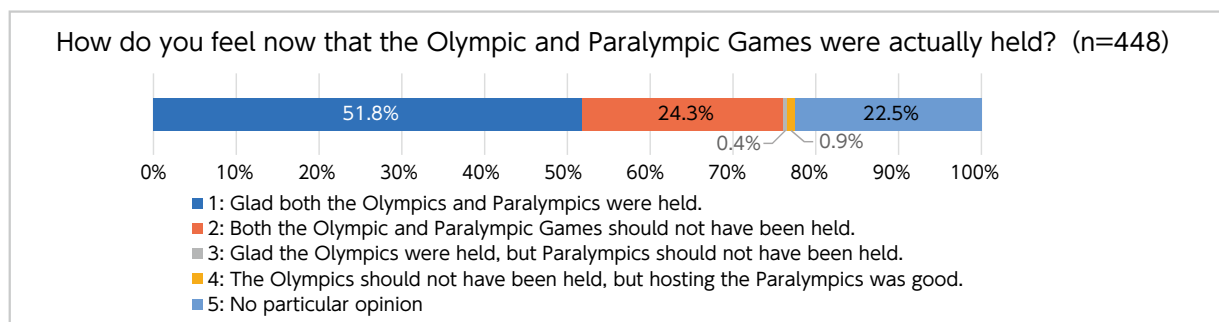
Opinions about the Olympic and Paralympic Games

While respondents were in favor of hosting both the Olympic and Paralympic Games (40.6%) before the games, after the Games, respondents were glad to have both of them (51.8%), an increase of 11.2 points. Conversely, those who were against both the Olympic and Paralympic Games (39.1%) dropped 14.8 points to (24.3%) who answered that both of them should not have been held. Although there was a slight increase in the number of respondents who had no particular opinion, it is considered that the number of respondents who had a positive view of the Games, which ended without major disruptions, increased.

Q: What was your opinion about the holding of the Olympic and Paralympic Games before they were held?



Q: How do you feel now that the Olympic and Paralympic Games were actually held?

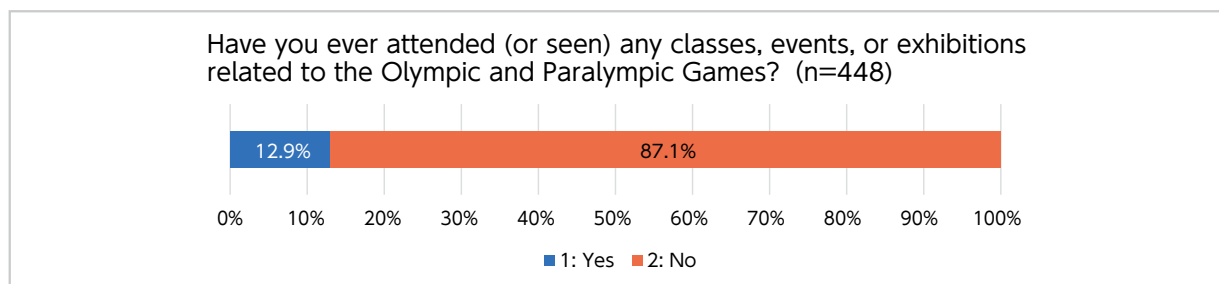


Have you taken classes or seen exhibits on campus related to the Olympic and Paralympic Games?

How much did students participate in classes related to the games or symbiotic society, library exhibits, or related events?

As can be seen from the graph below, the number of respondents who attended Olympic and Paralympic-related classes, events, and exhibitions was not large, at 12.9%. However, when we asked those who answered “yes” whether they thought their participation in these voluntary programs had changed themselves, they listed the names of specific classes and events, including the introductory courses of the “Education Promotion Program for Shifting Toward an Inclusive Society,” and it was found that there were new awareness and learnings from participating in these events.

Q: Have you ever attended (or seen) any classes, events, or exhibitions related to the Olympic and Paralympic Games on campus?



Q: If you answered “Yes,” please describe the specifics (name of class, event, etc.) and any changes you feel you have made as a result of your participation (some excerpts from the results below).

Class “Introduction to the Olympic and Paralympic Games”

- I learned about the history of JSS, its operation, and what to do when I actually work there.
- I was able to learn about the Games from various perspectives. I was also able to hear from people in various positions.
- I learned not only the history and significance of the Games, but also the practical problems it faces and its future prospects, which increased my interest in the Games and the future symbiotic society.
- I felt that it was significant to hold the Olympics not only for sports but also for cultural exchange.

Class “Symbiotic Society and Body/Sports”

- First of all, my knowledge of the Paralympics was almost zero, so there were many new things to learn and think about, which deepened my education and made me feel a sense of responsibility for realizing a symbiotic society.

Class “Creation of a Symbiotic Society”

- The students learned not only about the Games themselves and the competitions, but also about the past of the Olympics and Paralympics, activities leading to the future, their relationship with society, and the lack of interest in sports for people with disabilities other than the Paralympics. This enabled me to become aware of things that cannot be easily obtained from such everyday information.

Class “Media, Dialogue and Rhetoric”

- I heard a story from a person who was working for holding the Olympics, and I have learned the significance that the Olympics should have, and I have come to want them to be held as much as possible.

Class “Wellness and the Body”

- I played a variety of para sports, such as bocce and sitting volleyball.

Other classes, events and lectures attended

- Class: Sports as Contemporary Culture, Thinking with Para-Athletes about Sports for the Disabled and Symbiotic Society/ Lecture: WHO I AM Forum, Sophia University Webinar “The Olympics and Gender

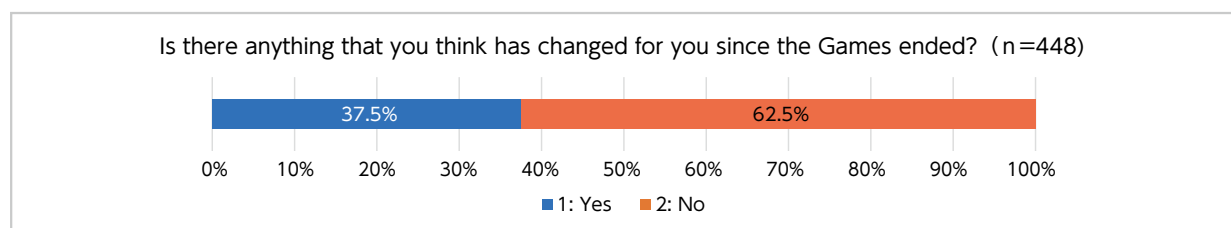
What you think you have changed as a result of your participation

- I participated in the Broadcast Training Program of OBS.
- I took on the role of communicating the information of the Games as a member of Go Beyond.
- I participated in an online event called “Olypara Workshop.”
- I had a boccia experience, which made me enjoy that of the Paralympics more.
- I became more interested in related news.

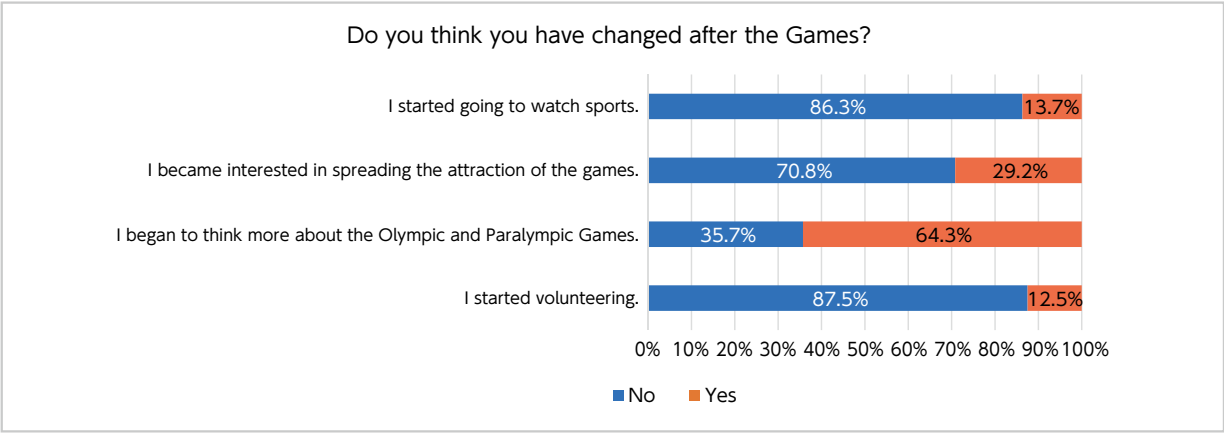
Do you think you have changed after the Games?

What impact did the Tokyo 2020 Games have on students’ mindsets and activities? We asked them to choose between “Yes” and “No” in terms of if there had been any changes in them. About 40% of the students answered that there had been some kind of change, with 37.5% saying “yes” and 62.5% saying “no.” Furthermore, we asked students who answered “Yes” about the details of the changes with multiple answers, and it should be noted that 64.3% of the students responded that they “began to think more about the Olympic and Paralympic Games.”

Q: Is there anything that you think has changed for you since the Games ended (2 choices)?



Q: If you answered “Yes” to the above question, please choose from the following (multiple answers allowed)



Sophia Olympics & Paralympics Project website

The project website is documented on the National Diet Library Web Archiving Project (WARP). To browse the website, access the WARP website top page (<https://warp.ndl.go.jp/>) and type “beyond2020sopp” in the search bar, or access the QR code on the right.

<https://warp.ndl.go.jp/waid/31273>



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