Campus Locations

Nishinomiya Uegahara Campus
1-155 Uegahara Ichiban-cho, Nishinomiya, Hyogo 662-8501
- Kwansei Gakuin University
- Kwansei Gakuin Senior High School
- Kwansei Gakuin Junior High School

Nishinomiya Seiwa Campus
7-54 Okadayama, Nishinomiya, Hyogo 662-0827
- Kwansei Gakuin University
- Kwansei Gakuin Junior College
- Kwansei Gakuin Kindergarten
- Poplar Nursery School

Kobe Sanda Campus
1 Gakuen Uegahara, Sanda, Hyogo 669-1330
- Kwansei Gakuin University

Nishinomiya Kitaguchi Campus
5-22 Takamatsu-cho, Nishinomiya, Hyogo 663-8204
Hankyu Nishinomiya Gardens, Gate Building
- Kwansei Gakuin University

Takarazuka Campus
6-27 Mukogawa-cho, Takarazuka, Hyogo 665-0844
- Kwansei Gakuin Elementary School

Senri International Campus
4-4-16 Onohara-nishi, Minoh, Osaka 562-0032
- Senri International School of Kwansei Gakuin (Junior and Senior High School)
- Osaka International School of Kwansei Gakuin

Osaka Umeda Campus
19-19 Chaya-machi, Kita-ku, Osaka 530-0013
Applause Tower, 14th Floor

Tokyo Marunouchi Campus
1-7-12 Marunouchi, Chiyoda-ku, Tokyo 100-0005
Sapia Tower, 10th Floor

Kwansei Gakuin Integrated Report 2026

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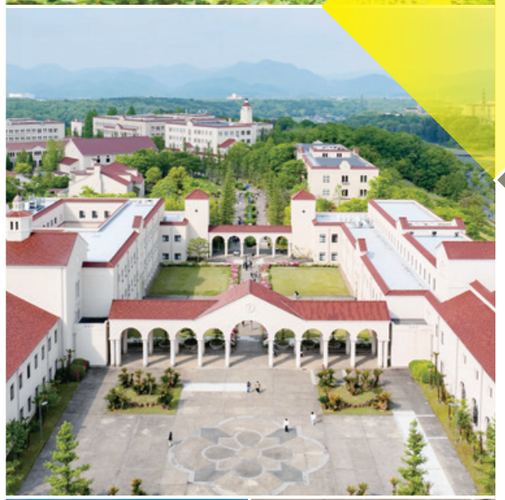


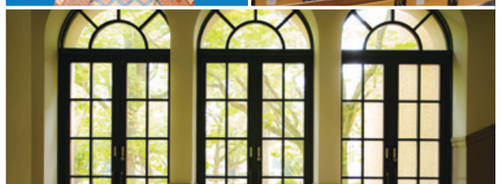

KWANSEI GAKUIN



KWANSEIGAKUIN

INTEGRATED REPORT 2026

(In accordance with the International Integrated Reporting Framework [IIRF])



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About the Cover



Kwansei Gakuin' s campus grounds are often described as the most beautiful in Japan. The cover of this first integrated report features a campus photo montage that forms the Kwansei Gakuin "K" and expresses the spirituality, diversity, tradition, and modernity that the institution embodies.

Reporting Period

April 1, 2025 through March 31, 2026

* Some content from outside the above period is also discussed.

Foreword

Kwansei Gakuin is a comprehensive educational institution comprising a kindergarten, elementary school, junior high school, senior high school, an international school, a junior college, a university, and graduate school. It operates eight campuses, primarily located in the Hanshin region between Osaka and Kobe. Across these campuses, Kwansei Gakuin engages in education, research, and community engagement to create value for society. This integrated report explains Kwansei Gakuin's contribution to society from a value-creation perspective as a comprehensive educational institution. It has also been prepared in accordance with the International Integrated Reporting Framework (IIRF) issued by the International Integrated Reporting Council (IIRC).

As guiding principles for preparing an integrated report, the IIRF calls for strategic focus and a future orientation, connectivity of information, stakeholder relationships, materiality, conciseness, reliability and completeness, and consistency and comparability. In other words, an integrated report is expected to center on future-focused strategy and to remain conscious of the interconnectedness of data, select matters of material importance in the light of its stakeholder relationships, and ensure reliability and completeness while remaining concise, and disclose information with consistency and comparability.

The IIRF also calls for the following content elements to appear in an integrated report: organizational overview and external environment, governance, business model, risks and opportunities, strategy and resource allocation, performance, outlook, and the basis for preparation and presentation. Accordingly, this integrated report is expected to provide an overview of the organization and its external environment while clearly presenting our governance framework, the business model that supports value creation, identification of risks and opportunities, stance toward strategy and resource allocation, performance assessment, and outlook, as well as the Basis of Preparation and Presentation.

This integrated report has been prepared in accordance with the guiding principles and content elements of the IIRF. Through the publication of this integrated report, Kwansei Gakuin intends to promote communication with as many stakeholders as possible, both within and outside the educational foundation—not only directly involved parties such as alumni, students, pupils, guardians, and faculty and staff, but also all parties with an interest in Kwansei Gakuin, including local communities, companies, local governments, and financial institutions—and thereby to smoothly advance the mission expected of Kwansei Gakuin.

Relationship Between This Integrated Report and the Business Report and Its Supplementary Schedules

This Integrated Report also serves as the Business Report required under Article 103 of the Private Schools Act. No supplementary schedules are required in addition to this report.

The disclosure requirements for the Business Report prescribed by Article 29, Paragraph 2 of the Enforcement Regulations of the Private Schools Act and MEXT Notification No. 16-MEXT-Higher-304 of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) are addressed in this Integrated Report as shown in the table below.

Overview of the Foundation	3-14, 37-57
Overview of Operations	15-48
Financial Overview	32-33, 58-61

The Kwansei Gakuin Integrated Report in Accordance with the IIRF

This integrated report has been prepared in strict accordance with the IIRF. It also integrates financial and non-financial information to explain, from a value creation perspective, the mission Kwansei Gakuin seeks to fulfill and the challenges it faces, as well as the strategies and organizational structures for addressing them. The relationship between this report and the Guiding Principles and Content Elements of the IIRF is presented below.

	Item	Content	Page
Guiding principles	1. Strategic focus and future orientation	Focuses on management strategy and the future outlook for value creation	16-36
	2. Connectivity of information	Shows the connectivity between financial and non-financial information and between short-, medium-, and long-term perspectives.	2, 16-17, 32-33
	3. Stakeholder relationships	Shows how the organization engages with its key stakeholders and co-creates value	16-36, 64-65
	4. Materiality	Focuses on the material matters that affect value creation	16-19
	5. Conciseness	Presents necessary information clearly and readably, without excess or omission	2-65
	6. Reliability and completeness	Provides accurate and balanced information to ensure reliability	2-65
	7. Consistency and comparability	Reports using consistent indicators and formats to enable comparison over time and with other organizations	2, 16-61
Content elements	1. Organizational overview and external environment	Basic information on the Foundation, its areas of activity, and the external environment (demographics, regulation, social issues, etc.)	38-48, 56-57
	2. Governance	The role of management, decision-making processes, and the governance framework that supports value creation	50-53
	3. Business model	The mechanism by which the Foundation creates, sustains, and delivers value	16-19
	4. Risks and opportunities	The principal risks and opportunities affecting value creation, and policies for addressing them	8-11
	5. Strategy and resource allocation	Medium-to-long-term strategy, priority areas, and the approach to resource allocation	20-36
	6. Performance	Financial and non-financial results, KPIs, and progress on strategy	20-36, 58-61
	7. Outlook	The future outlook, challenges, scenarios, and management's perspective	4-14
	8. Basis of Preparation and Presentation	Reporting scope, materiality judgments, and reporting process	H2,16-17

Accessing information about Kwansei Gakuin

Kwansei Gakuin discloses information through a variety of tools and channels. This integrated report brings together financial and non-financial information from across the institution and presents it from a value creation perspective. Other information published or disclosed by Kwansei Gakuin includes the following.
These materials are available on the websites of Kwansei Gakuin Educational Foundation and Kwansei Gakuin University.

Other Information Disclosure

Financial Information

- Budget Statements
- Financial Statements and Property Inventory
- Audit Report

Non-Financial Information (Examples)

- Branding Website: "MASTERY FOR SERVICE"
- Kwansei Gakuin Compliance Declaration, Compliance Charter, and Compliance Code of Conduct
- Kwansei Gakuin's Initiatives to Advance the SDGs
- Review Results on Compliance with the "Private University Governance Code"
- NEW Gender Equality Press (GE PRESS)
- Self-Assessment and Accreditation Reports

→ Integrated Report



Story

The Story of Value Creation

04 The Spirit of Kwansei:
Past, Present, and Future of Kwansei Gakuin

06 Integrated Education Fostered by a Comprehensive Educational Institution:
Cultivating People Who Embody Our Ideals

08 Leadership Roundtable

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Contemporary Meaning of the School Motto, "Mastery for Service"

The Spirit of Kwansei

— Past, Present, and Future of Kwansei Gakuin



A History of Challenges and Innovation Since 1889

Founded by Dr. W. R. Lambuth in Harada-no-mori, Kobe, in 1889, Kwansei Gakuin began as a small place of learning with five teachers and nineteen students. Yet from the very outset, the school was animated by a great aspiration: to value both intellect and spirituality and to nurture learners who serve others across national borders and regardless of social standing. The spirit of the "World Citizen," which characterized Lambuth's life, was later embodied in the school motto, "Mastery for Service," proclaimed by Dr. C. J. L. Bates, and it became the central governing philosophy of Kwansei Gakuin. The 1929 relocation to Uegahara was not merely a change of grounds but a leap forward in anticipation of elevation to university status. The campus designed by Vories, with its axis aligned toward Mount Kabutoyama and its Spanish mission style architecture, gave form to an educational environment characterized by openness and dignity.

After World War II, Kwansei Gakuin reorganized into the schools of humanities, law, and economics and then expanded its academic fields to include schools of business administration, theology, sociology, and science, thereby establishing foundations of a comprehensive university. Following the opening of the Kobe Sanda Campus in 1995, it expanded its policy studies and science-and-engineering fields and, through such initiatives as dispatching students under an agreement with the United Nations Volunteers program, Japan's first recommendation-based admission system for refugees, mergers with Seiwa University and Senri International School, the opening of the School of International Studies, and selection for the Top Global University Project (SGU), it gave concrete form—both institutionally and practically—to the ideal of cultivating world citizens.



1889 Kwansei Gakuin is founded in Harada-no-mori, on the eastern outskirts of Kobe, with a School of Theology and an Academy (General Studies Division)

1894 The crescent-moon school emblem is adopted



1912 The Higher Division (Liberal Arts and Commerce) is established; C. J. L. Bates, who would later become the fourth Chancellor, proposes the school motto, "Mastery for Service"



Relocation to Uegahara (in present-day Nishinomiya)

1932 Kwansei Gakuin University is authorized under the University Ordinance; Chancellor C. J. L. Bates concurrently serves as its first President; University Preparatory Course is established

1933 The school song "Wings in the Sky" (*Sora no Tsubasa*) is adopted

1934 The University's Faculty of Law and Letters and Faculty of Commerce and Economics are established

1946 The University's structure is revised into three schools: Humanities, Law, and Economics

1947 The Junior High School is opened under the new education system

1948 The University and the Senior High School are opened under the new education system

1951 The School of Business Administration is opened

1952 The School of Theology is established through the separation of the Department of Theology from the School of Humanities

1960 The School of Sociology is opened

1961 The School of Science is opened

1995 The School of Policy Studies is opened at the Kobe Sanda Campus

2001 The Graduate School of Language, Communication, and Culture is opened; the School of Science relocates to the Kobe Sanda Campus

2004 The Law School is opened

2005 The Institute of Business and Accounting (a professional graduate school comprising Business Strategy and Professional Accounting programs) is opened

2006 Under an agreement with the UNHCR Representation in Japan, Kwansei Gakuin establishes Japan's first recommendation-based admission system for refugees

2008 The School of Human Welfare Studies and the Elementary School are opened

2009 Following a merger with Seiwa University, the School of Education is established at the Nishinomiya Seiwa Campus; Seiwa Junior College and Seiwa Kindergarten are established

2010 The School of International Studies is established; through the merger with Senri International School, the institution is renamed Senri International School of Kwansei Gakuin (Junior and Senior High School), and Osaka International School is established

2014 125th anniversary of the founding; selected for MEXT's FY2014 Top Global University Project

2016 Seiwa Kindergarten is renamed Kwansei Gakuin Kindergarten

2017 The UN and Diplomacy Program and the UN and Diplomacy Course are opened

2019 The Nishinomiya Kitaguchi Campus is opened

2021 The Kobe Sanda Campus is reorganized, newly establishing the School of Science, the School of Engineering, the School of Biological and Environmental Sciences, and the School of Architecture

2024 Seiwa Junior College is renamed Kwansei Gakuin Junior College

2025 The Graduate School of Policy Studies offers a Master's Program in United Nations and Global Governance; Kwansei Gakuin Kindergarten transitions to a certified center for early childhood education and care

Open to the World and the Community

Today, as a comprehensive educational institution spanning from kindergarten through graduate school, Kwansei Gakuin gives concrete form to its founding spirit at each stage of education. The ideal of cultivating world citizens extends to study abroad, UN-related programs, the refugee higher-education program, human-rights education, and inclusive-community initiatives, and is put into practice both on and off campus. The perspective of "transcending boundaries," inherited from the era of our founding, runs through both our collaboration with local communities and our cooperation with the international community. Kwansei Gakuin today is not merely an extension of its history; it is the very act of reinterpreting its ideals in light of contemporary challenges and developing them into concrete practice for society. That journey continues today, with the reorganization of the Kobe Sanda Campus in 2021 and the opening of the Master's Program in United Nations and Global Governance in 2025.



A Promise for the Future

What Kwansei Gakuin envisions for 2039 is to cultivate "world citizens who embody 'Mastery for Service'" and to send into the world people of "strength and dignity" who take on the resolution of global challenges. Precisely because we live in an age when the very premises of society are being shaken—by a declining birthrate, widening disparity and conflict, climate change, and the advance of AI—expertise alone is not enough, nor is goodwill alone. To temper oneself through scholarship, to collaborate with others, and to fulfill one's responsibilities to the community and the world: to further evolve that education through the continuity of a comprehensive educational institution and through learning that transcends boundaries is Kwansei Gakuin's promise to the future.



Integrated Education Fostered by a Comprehensive Educational Institution

— Cultivating People Who Embody Our Ideals



Kwansei Gakuin's integrated education through university and graduate school, and its ecosystem

Kwansei Gakuin is a comprehensive educational institution spanning nine schools, from kindergarten through graduate school. Our comprehensive institution is a holistic school model (ecosystem) for realizing integrated education, and integrated education is at the core of the educational system that the comprehensive institution provides. Under Kwansei Gakuin's integrated pedagogical program, whole-person education focused on the education based on Christian principles that underpins our founding spirit, permeates every stage of education. The educational ideals shared across the nine schools are passed on and embodied in each student.

Kwansei Gakuin University and Graduate Schools

Cultivating world citizens who embody "Mastery for Service"

Kwansei Gakuin Junior College

Training childcare professionals with the practical skills to bring joy to children around the world

Kwansei Gakuin Senior High School

Developing students' creativity and independence while cultivating an academic foundation for university study

Kwansei Gakuin Junior High School

Whole-person education built on the central pillars of Christianity, reading, English, physical education, and the arts, guided by the ideals of gratitude, prayer, and mastery

Senri International Senior High School of Kwansei Gakuin (SIS)

Building on the foundational skills developed in junior high, students take courses suited to their career paths and interests

Senri International Junior High School of Kwansei Gakuin (SIS)

Delivering cutting-edge educational experiences in a richly international environment

Osaka International School of Kwansei Gakuin (OIS)

Japan's first school accredited for all levels of the International Baccalaureate (IB)
Serving students from diverse international backgrounds living in Japan

Kwansei Gakuin Elementary School

Education based on Christian principles centered on the Bible, our global community, human universality, and authenticity

Kwansei Gakuin Kindergarten

* A certified center for early childhood education and care

Early childhood education based on Christian principles
Cultivating a zest for living through experiences possible only in early childhood

Countless Stories from the Kwansei Gakuin Community

Culture



The Kwansei Gakuin Glee Club performing at the festival marking the 120th anniversary of the club's founding. Junior high, senior high, and university students, along with alumni, gathered together. The Kwansei Gakuin Glee Club is Japan's oldest male-voice choir. Over the years it has produced many distinguished graduates, including the composer Kosaku Yamada and, in the business world, Yoshihiko Miyauchi, former chairman of ORIX, among many others.



Itsuko Idogawa, a graduate of the School of Sociology of Kwansei Gakuin University, won the 168th Akutagawa Prize, one of Japan's most prestigious literary awards, in 2023 for her novel *Kono yo no Yorokobi yo*. In 2024, Sanzo K. Matsunaga, a graduate of the School of Humanities, also won the Akutagawa Prize. From Taruho Inagaki in earlier times onward, many writers and novelists have emerged from Kwansei Gakuin.

Sports



At Kwansei Gakuin, athletic-association activities are positioned as part of university education. Aiming to cultivate true student-athletes, the institution balances academics and sports in accordance with its "Academic Eligibility for KG athletes" system, which makes a certain level of academic achievement a condition for participating in games and tournaments. The 42 clubs of the Athletic Association strive together toward their goals; among them, the FIGHTERS American football team boasts the most appearances and the most victories in history at the Koshien Bowl, which decides Japan's collegiate champion.



The Kwansei Gakuin Senior High School baseball team boasts 13 appearances at Koshien in the spring and summer tournaments combined and have won two national championships. Most recently, in 2009, the team reached Koshien for the first time in 70 years and won its opening game. By honoring a tradition that values autonomy while also embodying a "whole-team baseball" approach that brings together the strengths of all its members, the team trains daily with the aim of earning its next trip to Koshien.

Social Contribution



In 2018, students of Kwansei Gakuin University engaged in volunteer activities in Mabi-cho, Kurashiki City, Okayama Prefecture, one of the communities severely impacted by the torrential rains that struck western Japan. In the immediate aftermath of the disaster, many students expressed a strong desire to support those affected. Their commitment led to sustained relief efforts, including three separate rounds of on-site volunteer work.



Akira Sakano, one of our councilors who served as co-chair at the 2019 Annual Meeting of the World Economic Forum (commonly known as the Davos meeting) has actively contributed to the spread of zero waste initiatives in Japan and abroad. She has since promoted the realization of a recycling-oriented society and has held key posts across industry, government, and academia.

Entrusted with the Future of Kwansei Gakuin



As the environment surrounding society and education undergoes dramatic change, Kwansei Gakuin, too, stands at a turning point. A critical question faces the Chair of the Board of Trustees, who oversees the management of the Kwansei Gakuin system; the Chancellor, who provides academic leadership for the system as a comprehensive educational institution spanning all stages of learning; and the President, who leads its largest domain, higher education. What challenges do these leaders see confronting Kwansei Gakuin today, and how do they intend to address them? In this roundtable discussion, we candidly examine the current state of Kwansei Gakuin from three organizational perspectives: the Kwansei Gakuin Educational Foundation, the Kwansei Gakuin system as a whole, and the university. We also explore the paths and possibilities that will shape the next era of Kwansei Gakuin.

——Please share your thoughts on the challenges Kwansei Gakuin faces today and its outlook for the future.

Ogino I served on the faculty of the School of Sociology for 35 years, throughout which time I witnessed how Kwansei Gakuin evolved over those years. Since the turn of the century, our system has expanded, driven in part by changing circumstances and our need to respond. I believe the organization is now called upon to change from within, as well. To transform Kwansei Gakuin from its current form, I believe three broad reforms are necessary.
The first is organizational reform. Even as the organization has grown, attempting to run it in the same fashion we have maintained for many years creates strain. We need to build a structure in which each division can concentrate on their core mission and priorities. We must also properly build the relationships and networks among our departments.
The second is financial reform. Our financial structure inevitably depends on tuition and other student fees. We must work to generate revenue beyond this scope and, to begin with, we will take a more proactive approach to asset management. We will consider which asset management strategies are best suited to Kwansei Gakuin, drawing on the practices of peer institutions. We have already decided on concrete measures for asset management from FY2026 onward and will proceed with them. Next, we will focus on increasing income from donations. To that end, we will establish a new division dedicated to actively promoting fundraising. Our goal is to double donation income over the next five years. As an institution committed to education based on Christian principles, we intend to actively seek donations inspired by our founding spirit. Another measure is to strengthen our financial position through a thorough review of existing initiatives and strategic reallocation of resources. We currently plan to open a new campus in Kobe City. Launching any new initiative, however, requires us to take stock of the current situation and discontinue what is no longer viable.
The third is public relations strategy. Kwansei Gakuin pursues a range of fascinating initiatives and has made many outstanding achievements, yet we have not effectively communicated these to the outside world. It is vital that we build a public relations strategy while thinking concretely about what kind of institution society expects and the image we should cultivate.
We position these medium-to-long-term initiatives under the banner of "KG Renaissance," and we are advancing these reforms as we consider how to enliven the founding spirit, and the education based on Christian principles that underpins it, in contemporary society.

We are advancing these reforms while considering how best to bring our founding spirit and the Education Based on Christian Principles that underpin it to life in today's world.



Chair of the Board of Trustees **Masahiro Ogino**

Nakamichi I place branding at the core of our public relations strategy. In the past, students may have chosen our schools in part based on entrance exam scores or rankings. However, as such metrics become less influential, the true value of Kwansei Gakuin's education will increasingly be put to the test. What matters is being able to clearly articulate what sets Kwansei Gakuin apart from other institutions and ensuring that our members genuinely embrace that distinction.
Kwansei Gakuin already enjoys a certain degree of name recognition, but the challenge in further raising our profile lies in drawing more attention to our distinctiveness—namely, our founding spirit and education based on Christian principles—and embedding these distinctive strengths in the substance of our education. We have traditionally held chapel services and offered studies in Christianity, but I am concerned that these may have become rote parts of our routine. I am also concerned that our capacity to develop this within an integrated education setting that extends from the early years through to university has not been fully capitalized on. To properly address these issues, we need to communicate our thoughts on education centered on Christian principles and the concept of "Mastery for Service" together, while also expressing the founding spirit in a manner updated for modern times. Speaking in contemporary and easily understood language to all our stakeholders from kindergarten through university should raise our awareness of how we differ from peer institutions and of what our brand value actually is.
Indeed, "Mastery for Service" is particularly well suited to an era characterized by volatility, uncertainty, complexity, and ambiguity (VUCA), when ethical leadership is needed more than ever. If Kwansei Gakuin succeeds in fully putting education based on Christian principles into practice, it will cultivate ethical leaders capable of envisioning and helping to build the society we need. I believe this is the kind of education that can help address global challenges such as sustainability and peacebuilding.

What matters most is being able to articulate concretely how we differ from peer institutions and having members of our institution genuinely feel that difference.



Chancellor **Motoo Nakamichi**

Mori Education based on Christian principles is an important consideration for the University, as well. Each year, we welcome roughly 6,000 entering students. Those among them who have not received Kwansei Gakuin's integrated education are in the majority, and they hear the University religious director's "Call to Worship" for the first time at convocation. Some may feel a sense of unfamiliarity, while for others, this may mark their awareness of having arrived at Kwansei Gakuin. Considerable room remains to devise ways to make convocation their first encounter with our style of education based on Christian principles—for example, by having them learn the history of our school system through video and other media. In practice, after enrollment much is entrusted to each school's chapel hour and to Christian studies, but experiencing firsthand as a student the values the school holds dear is precisely the "implementation" the Chancellor speaks of; what matters is what convictions each individual student holds when they graduate. As President, I also wish to promote initiatives that convey our school's philosophy and history.

Ogino It is critically important that Kwansei Gakuin is a school founded by missionaries at Harada-no-mori in Kobe. The missionaries who came from North America must have questioned how best to approach their mission within the unfamiliar society of Japan. There is a novel by Shusaku Endo titled *Silence* that explores the difficulty of spreading Christianity within Japan. At its root, I believe, was the notion that actively engaging with issues of poverty and peace could connect to mission and education in a broad sense. From there it connects more concretely to social contribution—to "Mastery for Service." Kwansei Gakuin's education based on Christian principles is not merely a matter of faith; its essence, I believe, is a spirituality grounded in building a tolerant society that embraces diversity and, within it, supporting those in need. This spirit has been passed down through time, and the volunteer activities begun during the Great Hanshin-Awaji Earthquake continue to this day. We likewise actively support the Oku-Noto region, undertaking initiatives such

It is important that we share our challenges with one another and maintain mutual respect, even among competing universities.



President **Yasutoshi Mori**

as holding the Wajima morning market on our campuses. Internationalism is also one of Kwansei Gakuin's brand values. From the time of its founding, the whole world was within its view, together with a perspective that values each individual person within that global context. I believe this mindset was nurtured by the missionaries who founded Kwansei Gakuin, and that a philosophy of transcending national borders has taken root here. Beginning with the acceptance of international students, it has been vital to respect this perspective and put it into practice in a variety of ways.

Mori　Among the three reforms there was mention of "scrap and build". I feel that at the University, when we begin something new, we often fail to consider from the outset how an initiative should eventually be concluded. Over these past ten years, in part because we received subsidies under the Top Global University Project (SGU), the University's executive leadership continued to request that each school create a program on this theme within the Medium-term plan. Kwansei Gakuin has traditionally fostered a culture in which both students and faculty take time to think deeply. However, over the past decade, the number of courses has increased significantly, and the first-year timetable in particular has become quite demanding, has it not? This is an issue the University as a whole should consider. Since the timetable and academic calendar were revised from FY2026, I hope our students can have at least a little more time to engage in this kind of measured thinking.

Our University has 14 undergraduate schools and 14 graduate schools, each school with its own faculty council. In principle the schools enjoy autonomy. This, layered together, constitutes the autonomy of the University and supports academic research. On the other hand, we receive roughly ¥4 billion to ¥5 billion in government subsidies annually, and there is much we must address within that framework. How to strike a balance between the autonomy and distinctiveness of the schools and the University on the one hand, and overall optimization on the other, is another major challenge. I always bear in mind our relationship with other universities. Our founding spirit may differ, but it is important that we share our challenges with one another and maintain mutual respect, even among competing universities. Through study and sports, our students too have opportunities to genuinely feel that Kwansei Gakuin exists in a larger context with other universities. While remaining conscious of such relationships, it is important that students firmly experience Kwansei Gakuin's distinctiveness over their four years at the University. Finally, I would like to touch on the declining birthrate. Generally it tends to be viewed as a risk factor for university management, but I recognize it not as an absolute crisis but as something that can be turned into an opportunity through effort. Rather than worrying about the declining birthrate and trying to get by with stopgap measures, I believe it is important to break into new academic fields, as well. Including the plan for the new campus to be opened in Kobe City, we have reached the point where, heading into our 150th anniversary, the Educational Foundation, the broader Kwansei Gakuin system, and the University can work together to make the next move.

The Stage for Communicating the Value of Kwansei Gakuin Has Evolved



Trustee in Charge of Finance
Head, Finance Department **Masafumi Otera**

Amid the ongoing decline in the birthrate, the environment surrounding educational institutions is changing at an unprecedented pace, driven by recent steep inflation and surging personnel expenses, as well as the rapid digital transformation driven by AI and other technologies. These changes further heighten the need to reexamine conventional thinking and business structures in order to maintain and improve the quality of education and academic research. As a comprehensive educational institution spanning from kindergarten through university and graduate school, Kwansei Gakuin has consistently pursued education and research based on Christian principles since its founding.

A stable financial base is indispensable to continuously supporting and sustaining this practice. Kwansei Gakuin has, to date, operated under a revenue model that heavily depends on tuition and other student fees. However, as the decline in the birthrate accelerates, conventional thinking and strategy alone cannot adequately respond. While securing stable income from tuition and other student fees remains our highest priority, we believe it is also essential to cultivate meaningful engagement with those who resonate with Kwansei Gakuin's philosophy, education, and research, while steadily increasing asset management income through prudent risk-conscious investment and expanding donations, thereby diversifying our revenue structure.

We have long provided a wide range of stakeholders with information on our financial position and the initiatives undertaken by Kwansei Gakuin through our business reports. Business reports, prepared under the Private Schools Act, are intended to explain the realities of a school corporation in a form that anyone can understand. Our reporting includes data that cannot be conveyed by financial statements alone and, thereby, ensures transparency and credibility. Meanwhile, among national university corporations, publication of integrated reports is increasing, pioneered by the University of Tokyo. The practice is also extending to educational institutions that operate private universities. It has been recorded that, among companies listed on the Tokyo Stock Exchange (TSE), those preparing integrated reports exceed roughly 30% of the total. An integrated report is not merely a publication that combines financial and non-financial information; it is a strategic medium that articulates how financial and non-Financial Capital integrate to create new value. Since 2013, when the International Integrated Reporting Council (IIRC) released its International Integrated Reporting Framework (IIRF), many companies, hospitals, universities, and other institutions in Japan and abroad have prepared integrated reports. An integrated report prepared in accordance with the IIRF makes comparison with other organizations easier.

Beginning in 2026, Kwansei Gakuin has decided to publish an integrated report that also serves as its business report. The value of an integrated report lies in its ability to bring together financial and non-financial information through the lens of value creation, enabling us to demonstrate Kwansei Gakuin's ability to create value both individually and collaboratively from a forward-looking perspective. It is also an effective tool for engaging in dialogue with stakeholders and for making risks and opportunities more visible. Covering the entire Kwansei Gakuin educational community, from kindergarten through university and graduate school, this integrated report is the only report of its kind in Japan issued by a comprehensive educational institution.

Character Formation Grounded in the Founding Spirit

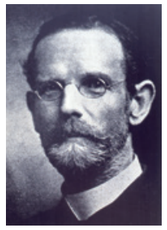
— The contemporary meaning of the school motto “Mastery for Service”



Cultivating “world citizens” who safeguard human dignity and serve the public good

The founding spirit that Kwansei Gakuin has upheld since its establishment in 1889, and the school motto “Mastery for Service” that embodies it. This spirit is not merely the inheritance of tradition; in the present day, as AI rapidly proliferates and social division advances, it takes on unprecedented importance. Reconceiving Kwansei Gakuin’s education based on Christian principles as “the integration of intellect with religiosity and spirituality,” we show how, through integrated education from kindergarten to university, we cultivate “world citizens” who protect human dignity and serve the public good—within a continuity extending from historical background to present-day mission. Precisely because we live in an age that tends to prioritize efficiency and numbers, we return to the “soul” of Kwansei Gakuin’s education and pursue character formation as a responsibility to the future.

The Founding Spirit and “Mastery for Service”



Founder of Kwansei Gakuin
W.R. Lambuth

Kwansei Gakuin’s journey began in 1889, when W.R. Lambuth, a missionary of the Methodist Episcopal Church, South, of the United States, sowed our institution’s seeds in Kobe, a city opened as an international port. At that time, in a rapidly modernizing Japan, education was often understood as a “means” for expanding national or private interests. Yet the missionary Lambuth set forth, as the true purpose of establishing Kwansei Gakuin, the Christian-principled cultivation of citizens who use their character and ability for the common good and peace of society, rather than treating education or scholarship as ends in themselves.

The founding spirit is clearly set forth in the following words from the second section of the Kwansei Gakuin Constitution.

> 「本学院ノ目的ハ、基督教ノ伝道ニ従事セントスル者ヲ養成シ、且ツ基督教ノ主義ニ拠リテ日本青年ニ知徳兼備ノ教育ヲ授クルニアリ（The object of this institution is the training of chosen young men for the Christian Ministry, and the intellectual and religious culture of Japanese youth in accordance with the principles of Christianity.）」



Fourth Chancellor
C.J.L. Bates

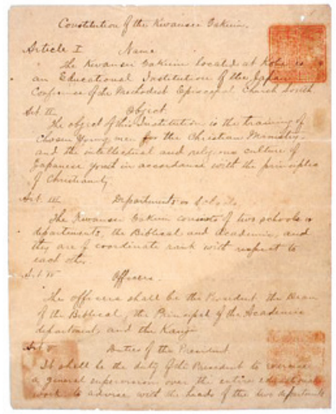
And it was the school motto “Mastery for Service,” advocated by the fourth Chancellor, C.J.L. Bates, that elevated the founder’s aspiration to an educational ideal that echoes across the ages. "Mastery for Service" continues to carry special significance as the spirit that flows through every stage of education at Kwansei Gakuin. Cherished by generations of alumni, it guides their actions and shapes the way they live.

“Mastery” refers to refining oneself by attaining a high intellect and specialized skills. Yet mastery must not be chased in the interest of self-righteous success; it must always be directed toward “Service,” our contribution to others and to society. Furthermore, “Mastery” means becoming the master of oneself, in the sense of a self-directed life devoid of enslavement to one’s own desires or to others’ evaluations. This kind of autonomy is underpinned by the personal truth that “I am a being loved by God” and by the freedom that arises from it. Thus the core of “Mastery for Service” lies in fostering the awareness that a person, armed with power and freedom gained through learning, is sent into the world to serve others and society.

This autonomous and altruistic spirit grounded in Christianity is the very core of Kwansei Gakuin’s identity. It is the starting point of the value creation we aim to present in this integrated report.

Education Based on Christian Principles Sustained Throughout Integrated Education

Kwansei Gakuin is today a comprehensive educational institution with some 30,000 students of all ages. The essence of its integrated education lies in providing an education that combines knowledge and virtue as set forth in the Kwansei Gakuin Constitution. This mission has endured since its founding as a consistent story of character-building extending from early childhood into adulthood. Within the continuity that connects primary and secondary education to higher education, students repeatedly return to and internalize the foundational life questions, “Who am I?” “Why do I learn?” and “With whom do I live?”



Kwansei Gakuin Constitution (English text)

Kwansei Gakuin’s education based on Christian principles does not compel conversion to any particular religion; it conveys a commitment to educational practice rooted in the spirit and values of Christianity. What is most valued here is the insight that each human being is created in the image of God and possesses inherent and inviolable dignity. To give substance to this insight, intellect must not stop at the mere accumulation of knowledge or efficient information-processing ability (Intellectual culture); it must be integrated with religious and spiritual awareness (religious culture) that respond sensitively to the pain of others and opens the heart to one’s own origin and to the sacred. Intellect alone falls into cold self-righteousness, while spirituality alone lacks the practical capacity to respond to social challenges. When the two are joined, a person grows into a whole person who, within the constraints of their acknowledged limits, can exercise free and responsible judgment. Herein lies the distinctive character of Kwansei Gakuin’s whole-person education.

The worship services and chapels positioned at the center of the campus are symbolic of this educational practice. Worship is a public space in which one steps back from the rush of daily life and the flood of information, recovers one’s dignity in silence, and comes to receive others anew as neighbors. Through listening attentively to the language of Scripture, the words of teachers and lecturers spoken beyond any subject, the voices of one’s neighbors, and the voice of one’s own soul, the power is nurtured to break through self-enclosure, to open oneself to others, and to move toward dialogue and coexistence.

Contemporary Meaning:

Cultivating “World Citizens” in the Age of AI and Contributing to Sustainability

Contemporary society is at an unprecedented turning point marked by a declining birthrate, social division, and the rapid proliferation of AI. In an age when education is readily consumed as a path to efficiency and optimization, Kwansei Gakuin deliberately returns to its founding spirit and accepts the challenge of restoring learning as a process of character formation.

In a time when AI instantly presents answers, what education requires is not the rejection of technology but an inner compass for protecting our humanity as we coexist with technology. The world citizens we aspire to create are not simply people who are active across borders, but people endowed with the capacity to share in the suffering and joy of others (solidarity)—people who take on, as one’s own burden, the plight of others suffering somewhere in the world. This very solidarity becomes an ethical foundation indispensable to realizing sustainability.

The teaching of Scripture—“If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it” (1 Corinthians 12:26)—is an urgent message in a global society where environmental destruction and disparity are widening. Leadership that, rather than pursuing only one’s own comfort, takes up global-scale challenges as one’s own and acts toward their solution: This is a spiritual task that cannot be achieved solely through technological innovation, and it is this life mission that Kwansei Gakuin cultivates.

In addition, through the cycle of education, research, and community engagement, we are strengthening interdisciplinary learning and practical wisdom concerning challenges in such domains as the environment, human rights, and conflict resolution. Through dialogue inside and outside the institution (stakeholder engagement), how we connect education to social value is important. Only by demonstrating not only the espousal of ideals but a value creation process accompanied by implementation and verification does the idea of “Mastery for Service” carry contemporary persuasive power.

Moreover, the learning cultivated within integrated education based on Christian principles fosters the resilience to survive an uncertain age. It offers the strength to keep walking without losing hope, even while holding unresolved questions, when no immediate solution can be found. Sending into the world people who combine this strength of intellect and spirituality is precisely Kwansei Gakuin’s greatest contribution to contemporary society. We shall continue to embody the ideals of “Mastery for Service” and cultivate world citizens who can navigate a complex world, engage in dialogue, and labor in the service of peace.



Chancellor, Kwansei Gakuin

Motoo Nakamichi



Strategy

Strategy for Value Creation

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Financial Capital

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Natural Capital

34 Rich Character Development through Nature and Christian-inspired Education

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Kwansei Gakuin's Value Creation Process

Approach to Value Creation at an Educational Institution

The "octopus model" presented in the International Integrated Reporting Framework (IIRF) is a diagrammatic schema of the value creation process that depicts, in the shape of an octopus, how value is created, delivered to society, and then circulated back as capital. This model is one of the most widely used frameworks for preparing the integrated reports of Japanese companies. The octopus model describes six forms of capital (inputs), the business model (business activities), outputs (products, services, etc.), and outcomes (value and impact) for society. The model illustrates a cycle in which the six forms of capital circulate to create value.

At the same time, value creation at Kwansei Gakuin must be understood within a framework that differs from a corporation's pursuit of profit. As an educational institution, Kwansei Gakuin embodies a public-interest character while also creating new value through research and community engagement in response to social change. This value is not necessarily quantifiable or explicable simply in terms of increases or decreases. To reflect its characteristics as a nonprofit educational institution that serves a strong public-interest mission, Kwansei Gakuin's value creation process has been constructed in accordance with the IIRF's octopus model.

Six Forms of Capital

The indicators for Kwansei Gakuin's six forms of capital shown in the table below are given as representative examples of each. Moreover, the six forms of capital do not create value in isolation; they co-create value by mutually complementing one another. For example, as Kwansei Gakuin's education enhances students' skills and creativity (Human Capital), new technologies and brand value (Academic Capital) are generated for society. As Kwansei Gakuin further strengthens its relationships of trust with the community (Social and Relationship Capital), this helps secure a stable pool of applicants and enhance brand value, thereby strengthening Financial Capital. Note that, among the six forms of capital, "manufactured capital" and "intellectual capital"—common in the integrated reports of manufacturing companies—have been replaced with "Facilities Capital" and "Academic Capital" as expressions more suited to an educational institution.

Financial Capital	Total assets: ¥204,434 million Income from business activities: ¥50,077 million
Facilities Capital	8 campuses / total land area 1,935,863 m²
Human Capital	2,887 faculty members / 1,807 administrative staff / 29,560 students
Social and Relationship Capital	324 partner universities and institutions for international exchange Alumni association chapters: 89 in Japan, 29 overseas
Academic Capital	14 schools and 14 graduate schools 2,913,361 library volumes / 425 patents
Natural Capital	Campgrounds (2) and lodges (2) used for education and research

* Human Capital figures are as of May 1, 2026; all others are as of March 31, 2026.

Mission

Cultivating world citizens who embody "Mastery for Service"

Future predictions & external environment analysis

Kwansei Grand Challenge 2039

Our attempts to predict the world of 2039 and analyze the external environment identified three key risks: (1) a 30% decline in the 18-year-old population; (2) changes in the nature of human work brought about by the advancement of AI; and (3) the economic decline of the Kansai region.



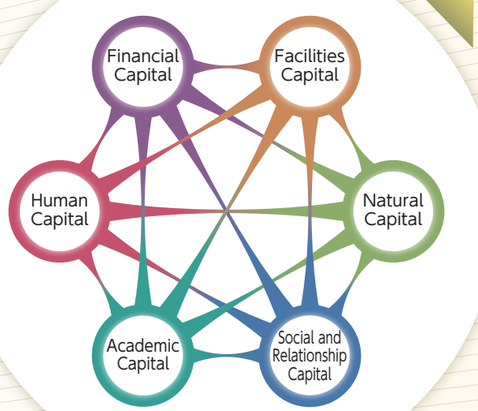
Business Activities



Outcomes generated through business activities such as education, research, and community engagement

- Develop researchers and highly skilled professionals who can respond to society's needs
- World-class research driven by a competitive environment
- Realizing a strongly integrated educational institution united by a shared founding spirit
- Strengthening our education and research branding through enhanced industry-government-academia collaboration
- Internationalization elevated to a new level of excellence

Mutually influencing and collaboratively creating value



Materiality

Kwansei Gakuin's Medium-term Plan (2025-2027) based on Kwansei Grand Challenge 2039

Priority Measures

1. Preparation for the opening of the Kobe Campus
2. Promoting the reorganization of academic domains
3. Reform of the basic curriculum structure
4. Advancing internationalization
5. Establishing our research brand
6. Promoting sustainability

Whole-person education based on Christian principles

Future Vision and the Medium-term Plan

— Kwansei Grand Challenge 2039

Based on forecasts for 2039 and analyses of its internal and external environment—the 150th year since its founding—in 2018, Kwansei Gakuin formulated its Future Vision in the "Kwansei Grand Challenge 2039 (KGC 2039)". To translate this vision into action, we are advancing initiatives under our Medium-term Plan. The overall structure of the Medium-term Plan and the backcasting-driven KGC 2039 program from which it derives is shown below.

Founding Spirit
Whole-person education based on Christian principles

Mission
Fostering world citizens who embody "Mastery for Service"

KGC 2039
Kwansei Grand Challenge 2039

Ultra Long-Term Vision
9 visions

Long-Term Strategy
33 themes

Medium-term Plan

Implementation plans for each department (approximately 80)

Medium-term Plans for each undergraduate school and graduate school
14 schools 14 graduate schools

Medium-term Plans for each school
- Junior College / Senior High School / Junior High School
- Senri International School of Kwansei Gakuin
- Elementary School / Kindergarten
- Osaka International School of Kwansei Gakuin

Infrastructure Plans
- Finance / Personnel
- Construction / IT

Ultra Long-Term Vision

Kwansei Gakuin has set out, as nine Ultra Long-Term Visions, the aspirations and ideals it seeks to embody toward 2039, the year of its 150th anniversary. For each Ultra Long-Term Vision, we have also established a basic policy for the coming decade as a Long-Term Strategy.

Educational Philosophy
Cultivating people of strength and dignity prepared to resolve challenging global issues

Undergraduate Education
Building the foundation for contributing to society and the world and leading a truly fulfilling life

Graduate Education
Develop researchers and highly skilled professionals who can respond to society's needs

Research
Encouraging world-class research through a competitive environment

Comprehensive educational institution and integrated education
Realizing a strongly integrated educational institution united by a shared founding spirit

Industry-Government-Academia Collaboration
Enhancing the brand of education and research through strengthened Industry-Government-Academia Collaboration

Internationalization
Evolving Kwansei Gakuin's tradition of internationalization to a level of excellence

School Management
Advancing governance reform to achieve comprehensive management

Digital Transformation (DX)
Using digital technology to enhance the quality of education and research and to transform operations and services

Long-Term Strategy

Undergraduate Education

- Building mechanisms to assess and evaluate learning outcomes
- Assessing Long-Term Educational Outcomes
- Enhancing career-development support
- Basic curriculum structure reform
- Advancing entrepreneurship education
- Reforming educational programs and advancing the reorganization of academic fields
- Promoting internationalization
- Strengthening collaboration with the UN and international organizations
- Advancing extracurricular education
- Developing the teaching abilities of faculty members and of the organization
- Promoting face-to-face communication
- Enhancing learning support
- Enhancing student-life support

Graduate Education

- Developing researchers
- Enhancing Science Laboratories

Research

- Revitalizing individual research
- Establishing the research brand

Comprehensive educational institution and Integrated Education

- Creating distinctive integrated education
- Sharing the Kwansei Gakuin identity

Common Themes

Internationalization / DX (Digital Transformation) / Industry-government-academia collaboration

School management	[Finance]	Active investment and the establishment of a robust financial base Securing funding for new initiatives
	[Personnel]	Establishing personnel policy
	[Construction]	Plans for facility construction and equipment development
	[Information technology]	IT plan (2024–2032)
	[Management]	Promoting evidence-based management Establishing internal quality assurance measures
	[Other]	Brand building / student enrollment scale / collaboration with graduates / advancing sustainability / building a digital library

Structure of the Medium-term Plan

Medium-term Plan : the management plan for our entire educational system

Plan for the entire university
Undergraduate education Graduate education Research Other

1

Plans for undergraduate schools and graduate schools
Plans for undergraduate schools / Plans for graduate schools

2

Plans for individual Kwansei Gakuin schools

Academic affairs plan ⟷ 3 ⟷ **Infrastructure Plans**
- Finance
- Personnel
- Construction
- Information technology

Three Integrations

1 The University as a whole and its undergraduate and graduate schools
By advancing the initiatives set out in the Medium-term Plan through collaboration between the entire University and each school and graduate school, we simultaneously realize the two dimensions of strategic planning and educational quality assurance.

2 The University and the other schools within the KG System
By coordinating the initiatives of the University with those of the Kwansei Gakuin schools other than the University and operating as a comprehensive educational institution, we enhance educational and research capabilities across our entire system.

3 School management and academic affairs
By making plans related to management resources visible as Infrastructure Plans and coordinating them with academic-affairs plans, we enable the advancement of effective measures.

Academic Capital

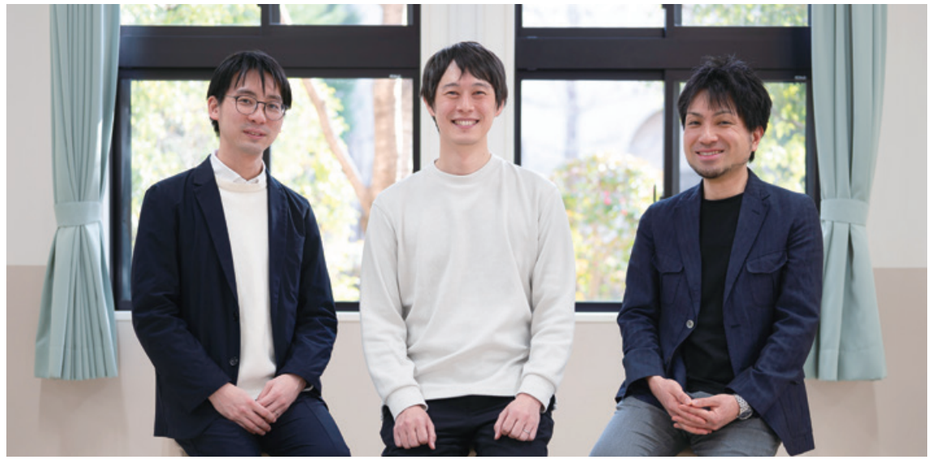
Evolving into a Private University with Outstanding Research Capabilities

Free and challenging research that is not bound by existing frameworks is once again attracting heightened expectations as an important driving force for the transformation of society as a whole. The national government has established the "Fusion Oriented Research for disruptive Science and Technology (FOREST)" program, which supports the original ideas of early-career researchers over the long term (in principle seven years), thereby strengthening the support framework for seeding outstanding new research. With a selection rate of around 10%, this program is extremely competitive and demands a high degree of originality, interdisciplinarity, and willingness to take on challenges. Three innovative and interdisciplinary research projects from Kwansei Gakuin University were selected (as of March 31, 2026). These projects are expected to contribute significantly not only to future academic advancement but also to the creation of social value.

Fusion Oriented Research for Disruptive Science and Technology: early-career researcher crosstalk

Crosstalk article

What lies beyond discovery? Research is fascinating precisely because we don't know!



From left: Associate Professor Takahito Miyake, Professor Satoshi Murakami, and Associate Professor Kohei Sato ©WAVE LTD.

Crosstalk speaker profiles



Kohei Sato
Department of Chemistry, School of Science
Associate Professor

Specialties include supramolecular chemistry and bio-related chemistry. Armed with wide-ranging curiosity, his goal is to create synthetic systems that metabolize and multiply like living organisms.

Interview article From matter to life: the cutting edge of chemistry research pursued with inexhaustible curiosity



Satoshi Murakami
Department of Chemistry, School of Science
Professor

Specialties include catalytic reactions and organic synthesis. Among the chemical reactions of molecules, he focuses in particular on the nitrogen atoms abundant in pharmaceuticals and agrochemicals, seeking to create molecules with new properties.

Interview article Contributing to society with new molecules: the power of chemistry can change the future!



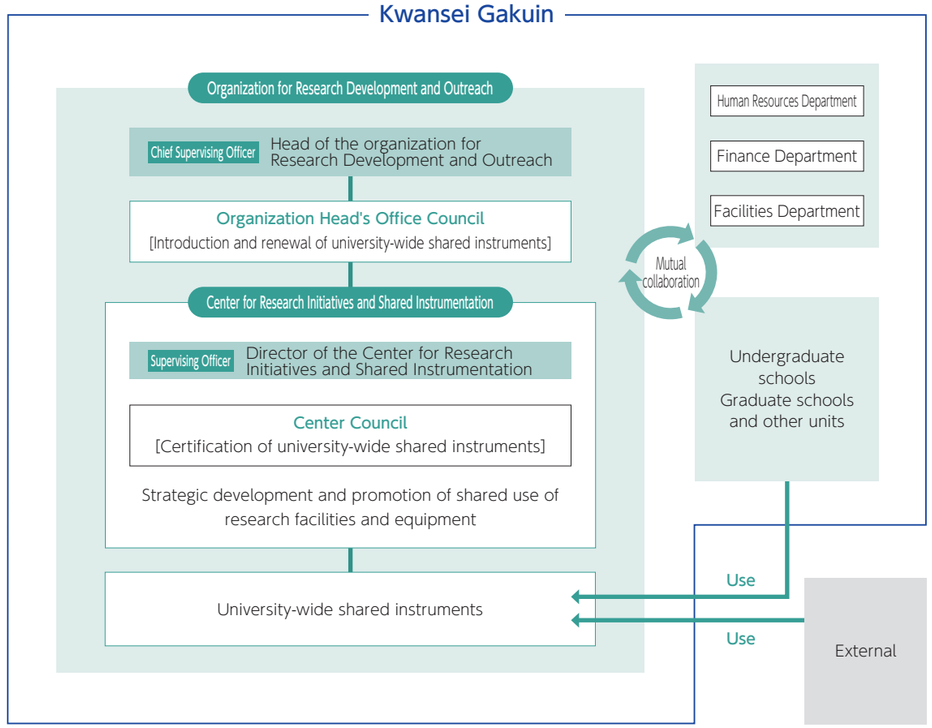
Takahito Miyake
Department of Biomedical Sciences, School of Biological and Environmental Sciences
Associate Professor

Specialties include neuroscience and thermal biology. He currently focuses on the regulation of biochemical reactions in the human body, taking on the challenge of elucidating why temperature (body temperature) is necessary for living organisms.

Interview article After Hundreds of Millions of Years of Evolution: Exploring the Mystery of Human Body Temperature

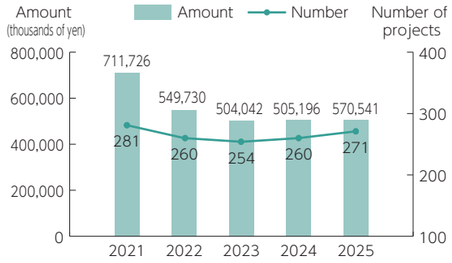
Shared use of research facilities and equipment

Viewing research facilities and equipment as management resources and enhancing the research environment through strategic development and the promotion of shared use, Kwansei Gakuin University will establish the "Center for Research Initiatives and Shared Instrumentation" in FY2026 in order to evolve into a private university with outstanding research capabilities. Through collaboration with the schools, graduate schools, and other units, this center will oversee the management and operation of research facilities and equipment. Facilities and equipment that are important as research infrastructure and highly versatile will be made available for shared use in stages, with the center handling the publication of a shared-use list, the development of a reservation system, maintenance and management, and the securing of space. Research support and usage assistance by technical staff are also planned for the future.

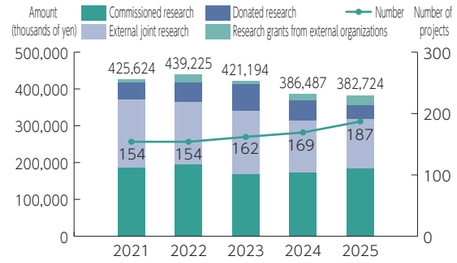


Trends in external research funding

Amount and number of Grants-in-Aid for Scientific Research (KAKENHI) Awarded



Amount and number of external research funds other than grants-in-aid for scientific research



Academic Capital

Initiatives to Promote the Circulation of Academic Capital

At Kwansei Gakuin University's Organization for Research Development and Outreach we are, with the aim of sharing knowledge created at the University with society and thereby spurring value creation, promoting industry–government–academia collaboration starting from the securing of intellectual property rights and supporting the creation of university spin-offs startups and ventures. We are also working to build an environment in which all stakeholders involved pursue research and social implementation with confidence, through the development of various management systems to address the risks that arise in the processes of co-creation and societal collaboration.

1 Securing and applying intellectual property rights and formulating strategy

We accurately protect the knowledge created at the University as patent rights and other forms of intellectual property, and through its utilization we connect it to the acquisition of competitive research funding, technology transfer, and startup creation. In addition, we collaborate with external organizations such as the National Center for Industrial Property Information and Training (INPIT) to identify intellectual property and formulate strategies for its utilization.

2 Advancing industry–government–academia collaboration

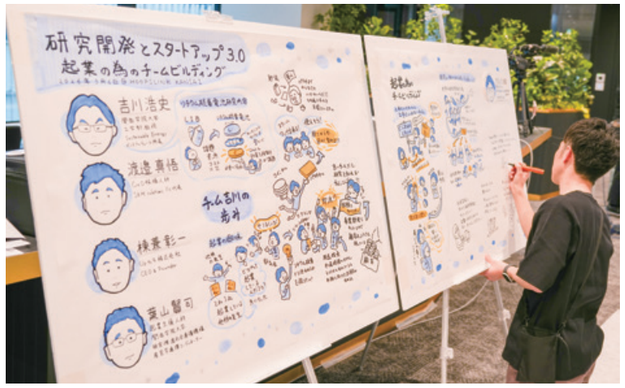
This is an initiative in which the University collaborates with external organizations such as companies to advance research and development and to implement research outcomes in society as products and services. Through ongoing co-creation and collaboration with a diverse range of external organizations, we are enhancing frameworks for commissioned and collaborative research.

3 Support for startups and ventures

To create startups and ventures based on the University's research outcomes, we provide hands-on support at each phase from ideation stage through to the founding of a business. Particularly in the early phases, in addition to providing the services of on-campus entrepreneurship-support personnel, we promote team building by assigning prospective C-level executives at an early stage. In this way, we help develop promising research findings and technologies in an integrated way through our involvement in the development of intellectual property and funding strategies and the drawing up of business plans. Thus, we contribute to clarifying the challenges to founding a business and the path to realization.

4 Risk management for industry–academia collaboration and startup creation

To address the wide-ranging risks attendant to co-creation and collaboration with society, the University has established systems, such as research ethics reviews, conflict-of-interest management, and export security controls, that foster an environment in which all parties can pursue their work with confidence. In recent years, as the internationalization and openness of research activities have advanced, ensuring the integrity of the research process has become increasingly important. For these challenges as well, we continue to strengthen our risk management framework while making use of existing mechanisms.



"Team Building for Entrepreneurship" event aimed at leveraging research outcomes to create startups originating from the University

Academic Capital

From Research Outcomes to Industry-Academia Collaboration and Social Implementation

Green innovation pioneered by industry–academia collaboration

Kwansei Gakuin positions the return to society of the research outcomes generated at the University as an important mission and actively promotes social implementation through industry–academia collaboration. A concrete example of this is QureDA Research Inc., a research and development company in the semiconductor wafer manufacturing processes domain established in 2023 through joint investment with Toyota Tsusho Corporation. This company is steadily progressing in its work of linking the research outcomes to industry through commercialization and social implementation.

QureDA Research
関西学院 KWANSEI GAKUIN × 豊田通商 TOYOTA TSUSHO

The origin of QureDA Research lies in the fundamental research on silicon carbide (SiC) power semiconductor materials begun in the early 2000s by Professor Tadaaki Kaneko of Kwansei Gakuin University's School of Engineering. Over many years, Professor Kaneko has worked to uncover the properties of SiC crystals and improve manufacturing processes, amassing research outcomes that have come to underpin next-generation power-semiconductor technology. Against a backdrop of technological maturity and rising social needs, this ongoing accumulation of research has become the foundation for commercialization driven by industry–academia collaboration.


From education and research to industry-academia collaboration and social implementation
(the site of SiC power semiconductor materials research)

Because SiC power semiconductors can dramatically reduce power losses compared with conventional materials, they are regarded as an indispensable foundational technology in the electric vehicle and other next-generation mobility domains. Furthermore, in recent years their high efficiency has attracted attention from the data-center industry, which is challenged by enormous power consumption. Expectations for these materials continue to grow as a technology that contributes to decarbonizing society and to optimizing energy use in general.

Since 2017, Kwansei Gakuin has positioned this series of research-and-development and industry–academia collaboration efforts as the Board of Trustees–designated "Green Mobility Materials Manufacturing Project (G3MT Project)," advancing it in an organized and continuous manner. This project is an initiative that gives concrete form to the philosophy of the Gakuin's school motto, "Mastery for Service," through research activities that contribute to resolving social issues. It also contributes directly to green transformation (GX), which seeks to reconcile environmental protection with economic growth, and to achieving the UN Sustainable Development Goals (SDGs).

QureDA Research's role in linking university-originated research outcomes to industry and deriving social value from it clearly demonstrates the University's stance toward social contribution. Kwansei Gakuin continues to lead in new value creation through industry–academia collaboration and to contribute to the sustainability of society.


Key figures from the university and companies leading industry-academia collaboration
(center) Professor Tadaaki Kaneko of Kwansei Gakuin University (concurrently CTO of QureDA Research); (left) Masashi Ikuta, President of QureDA Research; (right) Keiji Mihara, COO

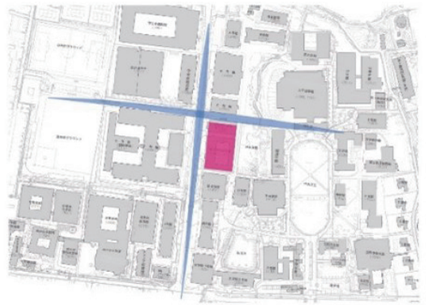
Facilities Capital

Creating New Value through Learning and Exchange from the Heart of the Campus

Aiming for the start of operations in September 2028, we are constructing a new hub for student activities (the New Student Service Center, tentative name) that gives form to the University's value and future. The facility will occupy a symbolic location facing the main avenue at the very center of the Nishinomiya Uegahara Campus. From the heart of the campus, we will create a forum for new encounters and pass on its appeal to the next generation.

1 Creating a space that will become a new symbol of our campus

This plan develops a hub facility for student activities at the center of the Nishinomiya Uegahara Campus, forming a space that will become a new symbol of the campus alongside the central quad and clock tower that currently symbolize the University, thereby further enhancing the value of the campus. In addition, by designing to make the most of the campus landscape, in which greenery and buildings are in harmony, and by developing the garden and building as an integrated whole, we will hand down the beauty of our landscape—an asset of the University—to future generations and realize a new space that will come to be associated with our school.





2 A Hub That Showcases Diverse Activities



The new building will have a total floor area of approximately 11,000 m² spread over a basement and four above-ground levels and is planned to include a dining hall (approximately 1,200 seats) and a student lounge (approximately 1,000 seats). This facility's drawing power is intended to make it a nexus for international student exchange, career support, entrepreneurship development, volunteer activities, and more. With faculty and staff supporting the realization of projects inspired by students' free thinking, we plan to provide a space for "co-creation," where students stimulate one another intellectually and create together. Inside and outside the building, we will arrange spaces for holding these events as well as showcase-like spaces where people can easily observe the activities taking place, thus offering an environment in which students and their activities connect naturally across the boundaries of our schools and departments.

3 Diverse places to belong for our students



By making active use of outdoor and semi-outdoor spaces, we create comfortable places to belong, where learning, interaction, and relaxation blend naturally. In addition, by responding to the different ways individual students use the campus and their diverse needs by creating a campus environment where students want to spend more time, we are enhancing the quality of student life.

Facilities Capital

The Evolution of a Co-Creation Hub that Transforms Connections into Value

In April 2025, we opened the Co-Creation Village (C-Village) adjacent to the Kobe Sanda Campus. C-Village houses Spark Base, an incubation facility that supports aspiring entrepreneurs through industry–government–academia collaboration with civil society; Genesis Dorm, KSC's first student dormitory, which serves as a residence hub for students gathered from across the country; and FIT365, a fitness gym open 24 hours a day, 365 days a year, and available to students as well as local residents.

Features of Spark Base: Interaction among diverse actors

Spark Base, one of the highlights of C-Village, is an incubation facility whose purpose is to develop entrepreneurs, to implement research outcomes in society, and to solve regional issues. Designed as a hub available not only to students, faculty, and staff but also to local governments, companies, and local residents, it forms a community that embraces challenges and achieves co-creation through the interaction of diverse actors.



Spark Base and the Co-Creation Community



In operating Spark Base, new value is being created through collaboration with the adjacent Genesis Dorm. By leveraging points of contact with dormitory residents, we are exploring mechanisms that link everyday use with more challenging opportunities. In addition, by restructuring the program framework according to the stages of entrepreneurial development, we will strengthen a system that consistently supports everyone from beginners to practitioners. Our cumulative experience running diverse hands-on programs, together with our network of program graduates and alumni, provides support that enables participants to continue pursuing their goals and is a major strength of this facility. With the hands-on support of community managers and a spatial design that generates serendipitous encounters, a co-creation community functions as part of everyday life. The regional network based on the partnership and cooperation agreement with Hyogo Prefecture and Sanda City also serves as an important foundation for connecting research outcomes and challenges to the local community.

A Nexus of Value Co-Creation

Spark Base is not limited to entrepreneurship-support functions; it is a hub where a diverse range of people gather to inspire one another and create value. For students, it becomes a place to take the first step even when their objectives are not yet clear. As they learn and accumulate experience, Spark Base becomes a place where each individual's ideas and ambitions begin to take shape. The existence of Spark Base as an element of Facilities Capital creates significant social value in the interaction of many different actors and the emergence of a collaborative and productive community.

Human Capital

Basic Policy on Human Capital Management

Developing the capabilities of staff and managing the health of members to support the future vision

The Human Capital that supports Kwansei Gakuin's efforts to create value comprises not only the faculty members directly associated with Academic Capital and Social and Relationship Capital but also administrative staff and students. Kwansei Gakuin devotes effort to the health management of its members as well as to staff development.

1 Positioning of the administrative staff organization as Human Capital

The administrative staff at Kwansei Gakuin are not limited to the role of an administrative division supporting educational and research activities; they are important Human Capital that supports the institution's sustainable management and development. The specialized knowledge and experience of the administrative staff organization support all of the Gakuin's activities, including student support, the development of the education and research environment, the stable operation of financial, personnel, and general-affairs functions, as well as governance, community engagement, the advancement of DX, and the operation of the various schools.



Values and attitudes that staff should share

As a comprehensive educational institution with multiple campuses, Kwansei Gakuin operates a diverse range of schools, academic departments, and graduate schools. It is currently in the process of opening a new campus in Kobe. To steadily realize our medium-to-long-term vision, we rely on an administrative staff capable of organizational responsiveness, adaptability to change, and the capacity for collaboration across divisions and between faculty and staff.

We are working to strengthen the foundation that supports the fulfillment of our educational, research, and social missions through planned and continuous Human Capital management. To achieve this, we are leveraging the collective capabilities and experience of each staff member and the accumulated organizational knowledge that supports the Kwansei Gakuin system's value creation in creating value. Moreover, based on its founding spirit and philosophy, Kwansei Gakuin has established shared values and codes of conduct in which many staff members are involved. We position these at the core of our Human Capital management practices and incorporate them in the design and operation of various systems.

2 Initiatives in recruiting, work assignment, and staff development

(1) Recruiting

With an eye to the University's future vision, we place importance on attracting staff who possess not only the basic abilities required for their duties, but also the adaptability to change, a collaborative mindset, and individual initiative. Through new-graduate and mid-career hiring, we are complementing our existing staff with specialized expertise and diverse experience.

(2) Assignment

Taking as a basic principle the right-person-in-the-right-place assignment that takes into account staff members' abilities, experience, and career development, we strive—through planned rotation—to reduce overreliance on individual staff members and to enhance the responsiveness of the organization as a whole. In addition, in light of the characteristics unique to Kwansei Gakuin as an institution with multiple campuses, we also give consideration to staff assignments that promote collaboration between campuses and between divisions.

(3) Staff Development

In addition to acquiring skills through daily duties, we combine training by qualification and training by position to support the enhancement of staff members' expertise, management abilities, and the like. We also continuously work to develop personnel who will take charge of future management and administration, to provide opportunities to study the founding spirit in depth, and to strengthen the capacity to respond to new challenges such as internationalization.

As one example of these initiatives, Kwansei Gakuin actively arranges secondments of staff to external organizations. To date, we have dispatched staff to public institutions such as the Ministry of Education, Culture, Sports, Science and Technology and the Japan Society for the Promotion of Science, as well as to private companies. In FY2025 as well, staff are on secondment to several public institutions and private companies.

In addition, many staff members make use of a training program aimed at obtaining a degree at an overseas graduate school; some have earned an MBA (Master of Business Administration) in the United States or an MA (Master of Arts in Education) in Canada before returning to Kwansei Gakuin.

3 Priority Measures Going Forward

The Human Capital management initiatives to be undertaken as priority measures going forward are as follows.

(1) Restructuring personnel systems

We are translating values & attitudes into concrete action and embedding them in our organizational culture.

(2) Building the Human Capital foundation to support the opening of the new campus and new schools

In preparation for operating the new campus and schools, we will systematically promote the development and work assignments of staff equipped with expertise and practical skills.

(3) Strengthening our organizational management in support of multiple campuses

We are balancing standardized processes with flexible operations and working to develop a staff capable of handling collaboration across divisions.

(4) Enhancing organizational engagement and job satisfaction

As we strive to foster psychological safety for every staff member, we are enhancing the vitality of the organization as a whole by preparing an environment in which people can confidently and assuredly demonstrate their abilities over the long term and supporting autonomous growth.

(5) Fostering a diversity-respecting organizational culture and enhancing systems that support a positive work environment

By respecting the background and circumstances of each person who joins our team, and by aiming for an inclusive workplace where everyone can demonstrate their abilities while maintaining peace of mind, we are promoting the employment of people with disabilities on campus and creating a campus where students, faculty, and staff, regardless of disability status, learn, work, and interact with one another on a daily basis.

4 Health Management for our members

Kwansei Gakuin's medium-to-long-term goal for health management is to build a framework that advances school health and occupational health in an integrated way. With the era of 100-year lifespans in mind, we aim to support the lifelong health and well-being, from kindergarten children to faculty and staff and to inculcate a culture that values health across all of our campuses and into society at large. Currently, as we work toward this, we are making preparations to develop a "Healthy Campus Concept" that is a pioneering initiative among educational institutions.

The pressing challenge in bringing this concept to reality is the shift to a health-management framework suited to the AI era. Going forward, individuals will be able to access the health and medical information they need and to think proactively about their own health. Accordingly, we will concentrate human capacity freed up by DX on: (1) “human touch” (activities requiring face-to-face support and close attention); (2) the collection and provision of health and medical information that is difficult to digitize; and (3) first-aid and emergency response services.

As part of the human touch initiative, we have already implemented measures to realize an inclusive community through such means as providing medical interpreters for non-Japanese speakers and offering support through professionals who accompany patients to medical facilities. These efforts have been highly praised. Going forward, we will combine AI with human expertise to further enhance a health-support framework in which everyone can learn and work with confidence.


Kwansei Gakuin Health Center

Social and Relationship Capital

The Spirit of Kwansei Gakuin Woven by the Words of Its Graduates

Mastery for Service

Kwansei Gakuin's school motto, "Mastery for Service," expresses the ideal of the members of the Kwansei Gakuin community: sharpening oneself to be of service to one's neighbors, society, and the world. The graduates of Kwansei Gakuin create social value in many forms guided by the spirit of "Mastery for Service." What kinds of lives do the graduates who encountered and nurtured this spirit at Kwansei Gakuin go on to lead? Here, we present the words and life narratives of our graduates.

Seeing something through with conviction can inspire others. Consciously or otherwise, that is how "Mastery for Service" takes shape.



School of Education, Kwansei Gakuin University
Graduated March 2015

Kazuki Ura

Sumo wrestler

After graduating, he joined Kise Stable (a sumo-training stable) and made his professional sumo debut. In May 2015, he captured the jonokuchi championship (sumo's lowest division) in his first tournament as a ranked wrestler. In March 2017, he reached the top makuuchi division at a record-tying pace. At the July tournament that year, he earned his first kinboshi (gold star) by defeating a yokozuna, but soon suffered a serious knee injury that sidelined him for a year. After returning in November 2018, he won the sandanme (the third lowest division) championship but reinjured himself. In November 2020, he returned to the juryo division (second top) after an absence of 16 tournaments, and in May 2021 he claimed the juryo championship title. He returned to the makuuchi division in July 2021 and was promoted to komusubi, the lowest rank in the sanyaku ranks, in January 2024.

Age: 30s | Athlete | Sports

I believe everyone has different experiences and that there is no distinction of great and small among them. Thus, I do not regard my own experiences as anything special. What is certain, however, is that being given the opportunity to enroll at Kwansei Gakuin University and continuing to practice sumo there have shaped who I am today. I feel that people have supported me in doing what I wanted to do. When people I meet tell me, "Thank you for always encouraging us," I truly appreciate the sentiment, though I do not really feel it myself. But if my experience has made me a source of support for others, then perhaps that too is "Mastery for Service."



School of Business Administration, Kwansei Gakuin University
Graduated March 2021

Asahi Matsumoto

Lecturer, Harvard University

After graduating, Ms. Matsumoto moved to the United States in 2022 and completed a master's program in applied linguistics at the University of Mississippi in 2024. Since that year, she has served as a Japanese language lecturer at Harvard University.

Age: 20s | Educator | Education

Making One's Own Learning a Strength for Others

"Mastery for Service": During my time at university, it was a phrase that lived in a corner of my mind, without concrete form, yet unmistakably present. Now, five years after graduating from Kwansei Gakuin University, I feel its contours have gradually begun to come into view. When I first enrolled, I was anxious because I could not imagine at all what I wanted to do in the future or where and what I would be doing a few years hence. Kwansei Gakuin University accepted and nurtured that version of me. Studying abroad in Indonesia, taking English classes every day, learning alongside international students: This was an environment where I could throw myself wholeheartedly into whatever I wanted to do. At the time, I was preoccupied with my own affairs, doing no more than immersing myself in what I liked and was curious about. Yet, before I knew it, each of those experiences had begun to coalesce into a capacity to reach out to those around me. Seeking to be of help to someone through what I have cultivated and came to possess—that is what "Mastery for Service" means to me now.

Working every day to create a society filled with smiles and laughter throughout Japan and around the world



School of Humanities, Kwansei Gakuin University
Graduated March 1983

Masataka Izumi

Yoshimoto Kogyo Holdings Co., Ltd.
Representative Director and Vice President

After graduating, Mr. Izumi joined Yoshimoto Kogyo Co., Ltd., where he held such positions as manager of the Umeda Kagetsu Theater, chief producer of the Ginza 7-chome Theater, producer of television programs including "ASAYAN," Representative Director and President of the subsidiary S.S.M. Co., Ltd., and Director and Regional Center Manager (in charge of regional revitalization) of Yoshimoto Creative Agency Co., Ltd., before assuming his current position in June 2023. Since June 2024, he has served as Representative Director and President of Yoshimoto Sales Promotion & Area Action Co., Ltd., and as a Director of BS Yoshimoto Co., Ltd. While overseeing the Yoshimoto Kogyo Group as a whole, he spearheads diverse projects throughout Japan's 47 prefectures, using the power of laughter to advance sustainable regional revitalization.

Age: 60s | Corporate management | Mass media | Community development

In my 20s and 30s, I devoted myself to managing the entertainers who bring the laughter that makes people smile, and to producing television programs and films. From my 50s to the present, I have been in charge of a project in which entertainers who wish to invigorate their local communities relocate to Japan's 47 prefectures and contribute to regional vitality through the power of laughter. I go about my work each day picturing a world in which all of Japan is filled with flowers of smiles. What I value every day is to speak and act positively about anything and everything—the moment I feel anxiety or fear, I make a plan for something enjoyable and dispel the negative emotion. Through writing this contribution, I came to realize how deeply the spirit of Mastery for Service has taken root in me.



School of Humanities, Kwansei Gakuin University
Graduated March 2003

Sanzo K. Matsunaga

Novelist

Mr. Matsunaga graduated without having secured a job offer. He worked for two years as a part-time employee at a welfare facility in Amagasaki City, mistakenly believing the position was a temporary contract position. Afterward, while enduring multiple rounds of potential layoffs in the construction and real estate industries, he continued to write novels while moving from one job to another. He made his literary debut in 2021 with *Cameo* (Kodansha), which won the Excellence Award at the Gunzo New Writers' Literary Prize. In 2024, he won the 171st Akutagawa Prize for *Bari Sanko* (Kodansha). He has been unemployed since 2025.

Age: 40s | Author | Arts & entertainment

Doing without hesitation what one truly ought to do

How should we live? How do we want to be? What ought we to do? These questions follow us throughout our lives. Even when there is something we genuinely want to do, something we truly believe we ought to do, we often come up against environmental and circumstantial barriers. Sometimes those barriers even obscure our understanding of what we really want to do. I believe that decisively carrying things through while remaining unafraid and undaunted by resistance characterizes "Mastery for Service". The great barrier to overcome is "What will others think of me?" We live our own life. First, cherish yourself. That will surely make you helpful to someone.

Social contribution supported by the strong bonds among Kwansei Gakuin alumni

Kwansei Gakuin is sustained by longstanding relationships of trust among its many stakeholders; that is, by the accumulation of Social and Relationship Capital. Above all, the "love for Kwansei Gakuin" and strong bonds of our more than 280,000 graduates are of great value, as they underpin our contribution to society.

Many other voices are introduced on the "Mastery for Service" brand site, which can be viewed here.

Social and Relationship Capital

Building an Inclusive Community

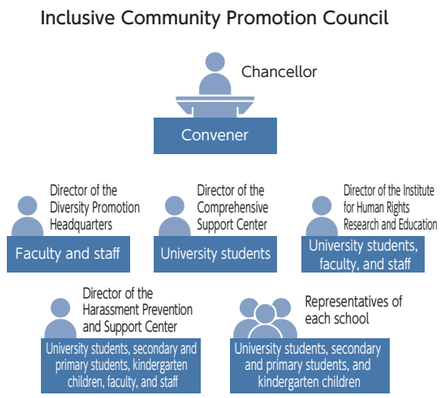
Kwansei Gakuin established its Inclusive Community Declaration (September 2010), under whose basic policy and code of conduct it pursues a variety of initiatives. Even as we face a range of challenges, we aim to be a community without barriers that draws strength from diversity.

Overall

Inclusive Community Promotion Council

Under the Chancellor, the Council serves as a headquarters function charged with building an inclusive community. Its members include representatives of the Junior College and each school; from the University, the Vice President, the Director of the Comprehensive Support Center, and the Director of the Institute for Human Rights Research and Education; and from the Educational Foundation, the Director of the Campus Harassment Consultation Center and the Director of the Diversity Promotion Headquarters.

AY2025 results	The annual activity plan was drafted in May, and a year-end review was conducted in March.
Challenges and future vision	The Council and the staff members of its Human Rights Working Group and other subordinate bodies view the dissemination of information about their initiatives to other members as a major challenge. Going forward, we will promote these initiatives so that all faculty and staff of the University and each school gain a sense of ownership in promoting the building of an inclusive community.



Human rights training for newly appointed faculty and staff

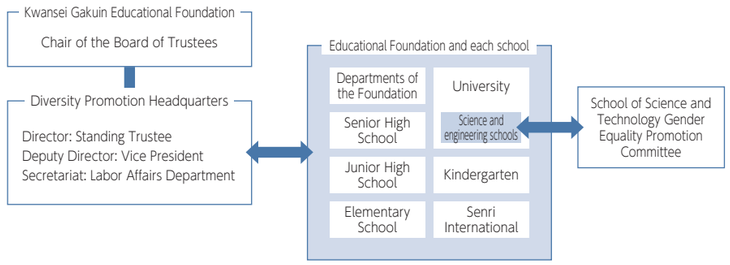
This training is provided in an on-demand format for newly appointed faculty and staff, hosted by the Institute for Human Rights Research and Education.

AY2025 results	Training was held in April, with many newly appointed faculty and staff attending and providing feedback.
Challenges and future vision	We remain challenged by the ongoing inability to conduct in-person training due to the COVID-19 pandemic and the closure of Liberty Osaka (formerly the Osaka Human Rights Museum). With a view toward resuming in-person sessions, we will explore better ways of delivering the training.

Promotion of gender equality

Diversity Promotion Headquarters

In April 2013, the Gender Equality Promotion Headquarters was established under Kwansei Gakuin Educational Foundation to advance gender equality across the institution. In April 2019, it was reorganized as the Diversity Promotion Headquarters, which promotes diversity throughout the institution.



AY2025 results	Through such measures as the pinch-hitter system, the formulation of a general employer action plan (support for the next generation and for women's advancement), the operation of the employer-led childcare program "Poplar Nursery School," and the Gender Equality Promotion Committee for the science and engineering schools, we received our third "Kurumin certification."
Challenges and future vision	Because the Diversity Promotion Headquarters has no gender-equality function serving people other than faculty and staff, challenges remain in addressing issues such as period poverty. Going forward, we will promote our ongoing gender equality initiatives across the entire institution.

SOGI

SOGI training

By deepening understanding of sexual orientation and gender identity (SOGI) and increasing the visibility of allies across campus, we aim to foster an environment where LGBTQ+ individuals feel safe seeking support.

AY2025 results	Four training sessions were held for faculty and staff who wished to attend, and four for students who wished to attend. Participants were awarded certificates and other items to make their status as allies visible.
Challenges and vision for the future	The number of participants remains small, which presents a challenge. Going forward, we will increase participation among both students and faculty and staff and widen the circle of allies.



Kwansei Gakuin Rainbow Week

Held every May, hosted by the Institute for Human Rights Research and Education, to raise awareness of respect for the diversity of sexuality within the institution.

AY2025 results	A variety of programs were staged across the three campuses from May 12 to May 16.
Challenges and vision for the future	We recognize that challenges remain regarding safe spaces for LGBTQ+ students and will consider expanding them. We will also consider the initiatives needed to attain a favorable PRIDE Index rating.



Respect for cultural diversity

Globalizing the campus

Each semester we welcome many international students from partner institutions around the world. To demonstrate our respect for cultural diversity, we are advancing the globalization of the campus through such measures as establishing a prayer room for Muslims (2018).

AY2025 results	We have welcomed 877 degree-seeking international students and 702 exchange and other students.
Challenges and vision for the future	We recognize the challenge of providing multifaceted support not only for our international students whom we admit from abroad but also for students from mixed-heritage backgrounds and foreign national students living in Japan. With particular regard to employment support, we are working to build a system that confronts the difficulties they face and effectively supports them.



Providing support for students with disabilities

Disabilities Office

The Disabilities Office provides each student with a disability studying at Kwansei Gakuin University with the support they need. It also works to develop a barrier-free campus and to raise awareness that deepens understanding of its support activities.

AY2025 results	Comprehensive support by the Disabilities Office encompassing individual consultations on academic study and employment, improvements to on-campus facilities, arrangement of accommodations for regular examinations, and communication of accommodation matters to relevant faculty.
Challenges and vision for the future	The support disabled students need is wide-ranging. In addition to academic support, we aim to continue collaborating with community resources and support services and to build a smooth process from admission through transition into society so that we can respond to a broad variety of needs.



Financial Capital

A Sustainable Foundation Supporting “Mastery for Service”

1 Value creation and Financial Capital

Guided by its “Mastery for Service” philosophy, Kwansei Gakuin's mission is to contribute to society through education, research, and social engagement. Financial Capital is a vital resource for sustainably advancing these activities. Kwansei Gakuin has set forth its future vision, “Kwansei Grand Challenge 2039” (see page 18), comprising our Ultra Long-Term Vision and Long-Term Strategy, and is working across our institution to achieve its realization. To give concrete form to the directions set out in the Long-Term Strategy, we devise a Medium-term Plan for each theme of the Long-Term Strategy. In the Medium-term Plan, we link the “education and learning plans” of the University and each school with the “infrastructure plans” for finance, human resources, construction, and information technology, thereby achieving the effective and efficient use of management resources.

2 Establishing a financial foundation and making proactive investments

(1) Operating activities income and expenditure assessment: indicators for proactive investment

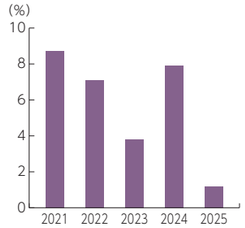
As the financial framework of the Medium-term Plan, we secure the soundness and safety of our finances ten years from now while investing in new measures. To this end, we set targets for the necessary financial resources (increased revenue and reduced expenditure). The two most important financial indicators are as follows. (Note that the decline in the AY2025 net balance of activities ratio is due to circumstances specific to that fiscal year. For details, please see page 58.)

① Provisional target of 6% for the net balance of activities ratio

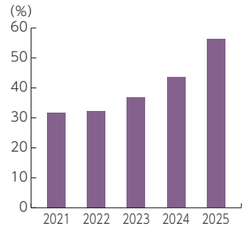
② Maintenance of the real expenditure-to-income ratio (*) below 50% as of AY2027

(*) Real expenditure-to-income ratio = (balance carried forward to the next fiscal year + outstanding borrowings) / activities revenue

① Trend in the net balance of activities ratio



② Trend in the real expenditure-excess ratio



(2) Securing financial resources for new initiatives: diversified revenue increases and expenditure reductions through such means as discontinuing existing programs

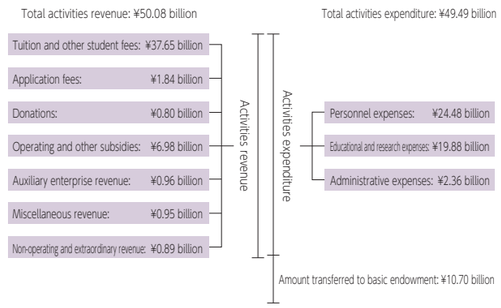
The most important challenge in realizing our vision and strategy is securing financial resources. This requires increases in tuition and other student fees, Application fees (application and examination fees), subsidies, donations, returns on managed assets, and the like. We are also examining measures to reduce expenditure, including the discontinuation of existing initiatives.

3 Operating Activities Income and Expenditure

(1) Core financial resources supporting educational activities (AY2025 activities revenue)

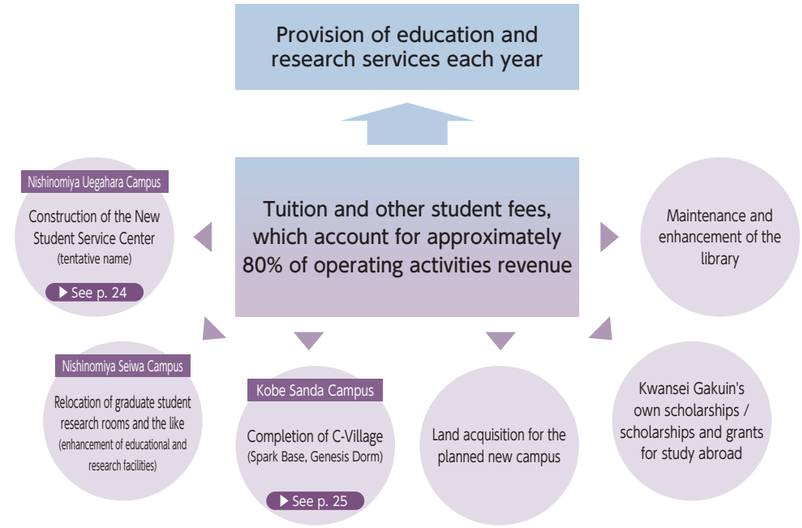
- Tuition and other student fees : About 80% of Kwansei Gakuin's revenue comes from tuition and other student fees. Even amid an environment characterized by a declining birth rate and intensifying competition, the number of students and children at each school within the Foundation reached 29,560 (as of May 1, 2026), and we have maintained a stable base of tuition and other student fees.
- Application fees : The number of applicants to Kwansei Gakuin University continued to rise from the previous year's record high, reaching 61,877 and resulting in increased Application fee revenue.
- Subsidies : With the removal of income limits for households with multiple children, the tuition reduction and exemption grants for the University increased.
- Donations : In AY2025, we recorded ¥62,734,869 (497 gifts) as education and research promotion funds, ¥24,147,882 (994 gifts) for the KGC 2039 Fund, ¥8,784,700 (3,157 gifts) from Kwansei Gakuin Supporters, and ¥332,782,060 (1,921 gifts) in other donations, for a total of approximately ¥0.80 billion including donations in kind. This donation revenue is used to further enhance and improve education and research.

Operating Activities Income and Expenditure, AY2025



(2) Use of tuition and other student fees — investment in educational value (AY2025 activities expenditure)

As a rule, most tuition and other student fees fund education and research services each year. Beyond that, as shown in the figure below, they are also a source for large-scale investment in facilities, equipment, and library materials, and for scholarships and grants, all of which further enhance the educational value of Kwansei Gakuin.



4 Strategic investment in value creation —AY2026 business plan

The Medium-term Plan sets phases every three years, conducting annual progress reviews and evaluations and revising the plan, while carrying out a Total Review for each Long-Term Strategy theme in the final year of each phase, thereby building a flexible and dynamic internal quality-assurance cycle. In formulating the AY2025 plan, we verified the initiatives of Phase 2 (2022–2024) through a Total Review and organized their outcomes and challenges. As a result, priority measures to focus on in Phase 3 (2025–2027) were established. In AY2025, as the first year of Phase 3, we steadily advanced these measures.

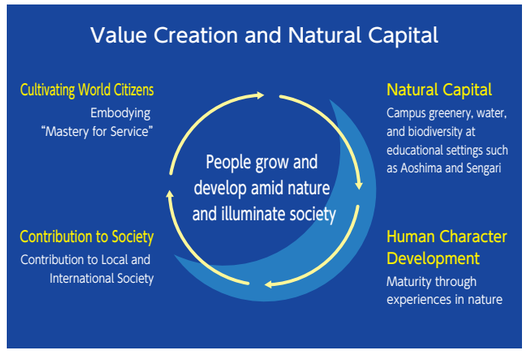
Priority measures to focus on in Phase 3 (2025–2027) of the Medium-term Plan, and the AY2026 budget

Background and overview of the Long-Term Strategy (2025–2027)	AY2026 budget
(1) Preparations for opening the Kobe Campus In AY2023, the University was selected by the City of Kobe as the operator to establish and run a university in connection with the redevelopment of Oji Park. Accordingly, we plan to establish a new campus within Oji Park in Nada Ward, Kobe, Hyogo Prefecture.	¥940 million
(2) Advancing the reorganization of academic fields In addition to the continued implementation of the revitalizing reorganization of the Kobe Sanda Campus, which includes the reorganization of the doctoral programs at the Graduate School of Science and Technology, we are examining a concept for the next reorganization of schools across the entire Kobe Sanda Campus, targeting the Schools of Science, Engineering, Biological and Environmental Sciences, Architecture, and Policy Studies, with a view to establishing new schools and departments in such growth areas as digital and green technology.	¥140 million
(3) Reforming the basic structure of the curriculum As we continue to advance educational reform measures in the Schools of Sociology, Law and Politics, Economics, and Business Administration, we are taking measures to reform attractive educational programs in each school, based on the Medium-term Plan of the schools and graduate schools. In addition, we are reviewing the approach to foundational and common education that applies to all the courses offered by University and examining the necessary courses and their structure.	¥50 million
(4) Advancing internationalization Based on our AY2025–AY2027 Internationalization Promotion Policy, we are working to expand medium-to-long-term study abroad programs, examine policies for accepting international students, and strengthen the English proficiency of enrolled students. Thus, we are establishing a virtuous cycle encompassing inbound and outbound students and enhancing international co-learning.	¥600 million
(5) Establishing a research brand We are further advancing strategic research projects via such measures as employing early-career researchers and constructing large-scale industry-government-academia collaborative models. By promoting the shared use of research facilities and equipment, we strengthen the University’s research capabilities through the acquisition of external research funding and the social implementation of research outcomes, thereby establishing a strong research brand.	¥40 million
(6) Advancing sustainability We are advancing measures across key domains of campus sustainability: academics, participation, management, and planning. In particular, we are working to cut CO_2 emissions, reduce waste, and install water servers, while also expanding our managerial and operational infrastructure.	¥120 million

Natural Capital

Rich Character Development through Nature and Christian-inspired Education

Value creation and Natural Capital



Kwansei Gakuin possesses one of the most distinctive and beautiful Natural Capital among Japan's universities. It is a "representation of the individuality of Kwansei Gakuin" (as seen at the Nishinomiya Uegahara Campus and elsewhere), unified through the landscape design of the architect Vories and the Spanish Mission style; it is a place of character formation (Sengari, Aoshima, and others); it is a place of co-creation that connects with local communities (such as the forest in the yards of the Nishinomiya Seiwa Campus); and it is even teaching material for nature education (such as the Eco Farm). Natural Capital at Kwansei Gakuin is not limited to beautiful scenery. It is a place where students engage with nature, reflect on who they are, and find the starting point for all learning.

What is cultivated through these experiences is a sense of human maturity that extends far beyond the acquisition of knowledge. An awareness of ourselves as beings sustained by the blessings of nature grows into a spirit of independence, coexistence, and service to others. This, in turn, leads to the development of creative and capable World Citizens who embody "Mastery for Service," create value for the global community, and contribute to a sustainable future. As people grow and flourish in harmony with nature, they become individuals who illuminate society. It is within this cycle that Kwansei Gakuin's commitment to value creation is realized.

A campus in harmony with nature

The Nishinomiya Uegahara Campus is a campus that the architect William Merrell Vories created with Mount Kabutoyama and the sky as borrowed scenery: a central lawn along the gentle slope rising from the main gate toward Mount Kabutoyama, school buildings on either side, and a clock tower at the far end—all tied together by their Spanish Mission style architecture and consciously fashioned into a beautiful and largely symmetrical scene in harmony with nature. C. J. L. Bates, our fourth Chancellor, described this open campus with the words "We have no fences."

Our campus, adorned with a variety of vegetation, provides opportunities to enjoy beautiful scenes of flowers and greenery in each of the four seasons. In Bell Square, set beside the Lambuth Memorial Chapel, one can experience some 20 kinds of plants that appear in the Bible, including olive and fig trees. In the rose garden behind the School of Humanities, Souvenir d'Anne Frank roses donated by Anne's Rose Church can be found, and a large, carefully tended cycad transplanted from the Harada-no-mori Campus grows in front of the Junior and Senior High School chapel. These botanical exhibits all embody the values and traditions rooted in the institution's Christian principles. In addition, various wild birds such as kingfishers and Daurian redstarts visit the Japanese garden and the area around Shingetsu Pond. Embraced by the campus's rich natural environment, the students hone their intellect and sensibility.







Camp Sengari

Camp Sengari, which marked its 70th anniversary in 2025, is located on a plateau (about 250 m above sea level) spreading at the southeastern foot of Mount Hatsuka (elevation 524 m) in the eastern part of Sanda, Hyogo Prefecture. The camp overlooks the Sengari Reservoir, which serves the city of Kobe, below. At roughly 82,000 square meters, it is a naturally endowed educational campsite where one can enjoy stands of rhododendron farrerae and bamboo lilies; seasonal wildlife such as wild boar, tanuki, foxes, squirrels, hares, and owls; and the starry sky. It was opened in 1955 through the collaboration of faculty, staff, and students, with the aim of contributing to human development grounded in the Christian principles through orderly group living in contact with nature.

Members of the Sengari Leaders Club of the Kwansei Gakuin University Center for Religious Activities are commissioned by the institution to serve as camp leaders and, together with faculty and staff, maintain the grounds and support visitors' outdoor activities. In addition, the Sengari Leaders Club alumni organization the "Camp Sengari Leaders Association" (about 300 members) also supports the current leaders. This campsite has become a place for practicing and passing on tenets of the school motto "Mastery for Service." Camp Sengari is used not only by the students, faculty, and staff of Kwansei Gakuin, but also by Christian organizations outside the institution along with kindergartens, elementary, junior high, and senior high schools, youth groups, and local citizens' groups. It is open to the general public. In recent years, it has also contributed to building the local community by, for example, holding food-education programs with the cooperation of local farms.



"Thoughts on the Wind" Camp Sengari

"Thoughts on the Wind" Camp Sengari leaders

"Thoughts on the Wind" Dialogue between the Chancellor and a camp leader, Part 1

"Thoughts on the Wind" Dialogue between the Chancellor and a camp leader, Part 2

Aoshima: The Island of Prayer

Lying off Ushimado-cho, Setouchi, Okayama Prefecture, Aoshima is a small island with a land area of about 100,000 square meters. Reachable by a 15-minute boat ride from the port of Ushimado, it is positioned with Nagashima to the northeast, Shodoshima to the south, and Yashima in Shikoku to the southwest. About 1km long from east to west and roughly 2.3 km in circumference, it is an uninhabited, green-covered island floating in the Seto Inland Sea. In a biological survey conducted from the summer of 2003 to the early summer of 2004, about 90 plant species were confirmed on the island.

Since 1961, the island has been the site of "Summer Camp Aoshima" which is open to participation by students of the Junior High School. At this camp, with its more than 60 years of tradition, students spend their time with only the bare minimum of belongings in an environment with no electricity, gas, or running water, and where bringing smartphones, game consoles, sweets, and the like is not permitted. Through basic living tasks, such as pitching tents with group members, gathering wood for fuel, lighting fires, and preparing meals, they come to realize all they had taken for granted. Through their camp experience, the students overcome adversity to confront and train themselves and learn independence and coexistence while living together but recognizing and accepting their differences from others. Camp Aoshima has likewise become a place for passing on the ideals of "Mastery for Service," as university student leaders share in the life there and hand down to their juniors what they themselves learned at camp.

Shoichi Yanai, the first head of the newly established Junior High School, who devoted himself to acquiring Aoshima, called it the "Island of Prayer" describing it a place for true human development. A plaque bearing this name is still displayed on the front of Yanai Cottage on the island.

Introducing Kwansei Gakuin Junior High School Camp Aoshima



Natural Capital

Diverse Initiatives to Promote Sustainability

"Camping Campus®": creating new places for learning

At the Kobe Sanda Campus, we run our Camping Campus® program under an agreement with Snow Peak, Inc. The original personal-use bottles developed with the company's cooperation are used by about 70% of enrolled students, substantially reducing the use of plastic bottles. In addition, Eco Farm, established in 1999 as a setting in which to contemplate the coexistence of people and the environment by growing crops without pesticides, operates 16 plots on campus, where students, faculty, and staff cultivate and harvest vegetables and other produce as they familiarize themselves with nature's blessings.



Camping Campus®

The Seiwa Forest and the "Garden Forest" — a campus embracing a forest

The Nishinomiya Seiwa Campus is home to the Seiwa Forest, covering about 1,970 m². Lush with a wide variety of trees, it is a place of rest popular among students. In addition, the grounds of the Kwansei Gakuin Kindergarten on campus have many trees bearing edible fruit, such as silverberry, apricot, plum, pomegranate, and akebia, making it a play space where children can explore within the forest. A rich variety of insects has also been confirmed to exist there. It is opened as a playground for children in the neighborhood, serving as a local child-rearing support space as well.



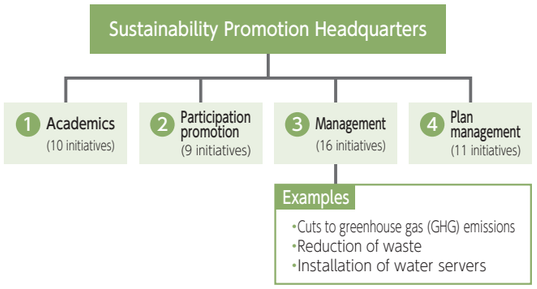
Learning with Nature, Creating the Future: SDGs Education at the Elementary School

A portion of the electricity supplied to the Takarazuka Campus comes from solar and wind power generation systems. Rainwater is reused for toilet flushing, and numerous trees have been planted, demonstrating active engagement with the UN Sustainable Development Goals (SDGs). Our educational approach emphasizes opportunities to experience "the real thing" via such activities as rice-planting practicums held with the cooperation of the Kwansei Gakuin Support Association. Furthermore, classes that examine environmental issues from multiple perspectives are offered and, as part of this, many pupils work to realize a sustainable society through their own initiative and ideas and via participation in the SDGs Youth Idea Contest.



Sustainability strategy

The Kwansei Gakuin Sustainability Promotion Headquarters (Director: the Chancellor; Deputy Director: the President) promotes sustainability across the entire institution in line with policies categorized in four categories: (1) academics, (2) participation promotion, (3) management, and (4) planning. Going forward, while revising our programs as necessary, we will continue to define what Kwansei Gakuin should be from a medium-to-long-term perspective and take appropriate concrete measures.



Schools

Institutions That Create Value

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School and Department Information

Graduate School Information



Message from the President

Promoting student co-creation and collaborative learning through a new academic calendar, class schedule, and campus development

President **Yasutoshi Mori**

The social landscape surrounding universities is evolving rapidly. Although the decline in the university-age population is an unavoidable reality, we do not intend to fall into unnecessarily passive thinking or judgment.

Even under these circumstances, the University, as a key part of Kwansei Gakuin's integrated education system, has been able to increase the number of applicants to our general entrance examinations for the six consecutive years since AY2021. This owes, in part, to a reform of our admissions system undertaken with the cooperation of each school of the University. Going forward, through persistent efforts including visits to high schools, we intend to convey our "founding mission" and the concrete style of learning students will experience after enrollment. Thus, we can strengthen our presence felt amid the intense competition among universities.

Kwansei Gakuin University attained university status in 1932, beginning with the Faculty of Law and Letters and the Faculty of Commerce and Economics. After World War Ⅱ, it made a fresh start in 1948 as a university organized under the new system, featuring the School of Humanities, the School of Law and Politics, and the School of Economics. It has since evolved into a comprehensive university comprising 14 schools and 14 graduate schools.

Recently, we established the Graduate Department of UN System Policy Studies (master's program) within the Graduate School of Policy Studies. We also established the Master's Program (first stage of the doctoral program) in architecture within the Graduate School of Science and Technology, and we plan to launch the Doctoral Program (Ph. D Program) in April 2027.

Mindful that the advance of AI and the progress of DX will transform employment structures, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has issued policy recommendations urging universities to shift student enrollment quotas from the so-called humanities fields toward interdisciplinary humanities-sciences and science fields, and it has established subsidies to encourage this. With these developments in mind, the University intends to remain devoted to pioneering academic fields that can meet society's needs in a manner consistent with our founding spirit.

For a university that has experienced the COVID-19 pandemic, creating an environment in which students can learn effectively is an extremely important issue that requires both "hard" physical measures and "soft" interpersonal and behavioral approaches. At the Nishinomiya Uegahara Campus, we are commencing construction of a new Student Service Center (tentative name), with completion targeted for 2028. At this facility, by improving the visibility of our students' various activities, we aim to develop an environment supportive of collaborative creativity and team learning involving students of diverse backgrounds. We aim to create a new place where students feel a sense of belonging.

On the "soft" side, we revised the class schedule and class time slots beginning in AY2026. We shortened the number of weeks of scheduled classes per term from 14 to 12, thereby arranging a timetable that allows students to more readily take the initiative in activities such as study abroad, global field study, qualification and certification examinations, and internships. We also changed the length of a single class period from 100 minutes to 90 minutes and unified the class time slots across the three campuses. The lunch break was likewise extended from 40 minutes to 60 minutes, producing a more well-balanced daily schedule. To help new students transition smoothly into university life and to prevent mismatches in course registration, we have established a "Start-up Week" at the beginning of each term. During this time, students can review, via on-demand videos, the first class session of each course, including its objectives and content. The basic structure of a term is a combination of the subsequent "Core Weeks" (classes based on the 12-week x 90-minute schedule) and "Flex Hours" (class time in which each instructor teaches by the method best suited to the subject matter and nature of the course).

We hope that the new academic calendar and class schedule will make students' campus life meaningful.

AY2025 Major Achievements

Empowering students to tackle social issues through high-quality educational programs



In our attempt to clearly convey the University's distinctive character and appeal, we have focused on communicating information about our educational programs and research, including a renewal of the University's official website in AY2025. The number of applicants for the AY2026 entrance examinations reached a record high, continuing a trend from the previous year.

To ensure fulfilling studies for the University's students, we are enhancing the educational experience offered by each school. For example, the Special Track of the School of Law and Politics offers study aimed at prospective specialists in the legal profession, corporate legal affairs, or the public sector. Examples of these tracks' results:

Graduates of the track's first cohort, having completed the "Program for Cooperation in Legal Professional Training" (certified by MEXT and conducted in collaboration with the Graduate School of Law), passed the 2025 bar examination in five years—the shortest possible timeline.

The School of Economics' "Problem-Solving Data Analysis Program" cultivates, through classes structured in stages from introductory to advanced, the ability to conduct data analysis on real-world issues in areas such as finance, fiscal policy, social security, labor, industry, and regional communities, and to devise and propose solutions based on the results.

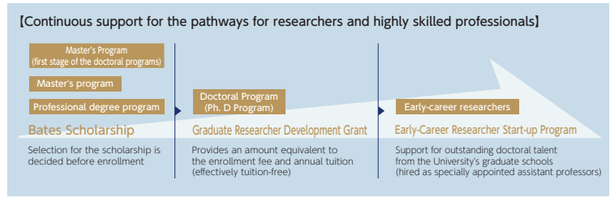
Under the themes of "Digital × Business" and "Global × Business," the School of Business Administration cultivates the next generation of frontrunners through problem-based learning (PBL) led by industry practitioners from a wide range of sectors and through its distinctive international programs.

At the School of Sociology, a new curriculum will begin in AY2026. Through six cross-disciplinary programs drawing on four specializations (sociology, media studies, social psychology, and cultural studies), students cultivate the ability to view society from multiple perspectives.

To foster international outlook that aligns with the specialized education offered by each school, we encourage all students to take on a "global challenge". To support students in these endeavors, we have provided financial assistance through an Emergency Study Abroad Support Grant to minimize recent social headwinds, such as the weak yen and inflation.

Fostering Highly Skilled Professionals

Beginning in AY2025, to strengthen the development of doctoral talent, we launched the Graduate Researcher Development Grant system, under which tuition for the Doctoral program is effectively free. We have also implemented the "Bates Scholarship" for the master's programs, and professional degree programs. By fostering an environment in which students can concentrate on research and advanced specialized study, we are focusing on producing researchers and highly skilled professionals who will lead society.



The Law School, whose campus lies in a prime location directly adjacent to Hankyu Nishinomiya-Kitaguchi Station, achieved a pass rate of 35.4% on the 2025 bar examination as a result of its fully developed study environment, attentive guidance, and outcomes such as its collaborative education with the undergraduate School of Law and Politics (described above). Of particular note: Its pass rate for those without prior legal study ranked first nationwide.

Promoting research that contributes to society and creates new value

With a goal of carbon neutrality by 2050, we established the Hydrogen Energy Research Institute (HyERI) in April 2025 as a core research cluster at the University. Centering on the development of superconducting generators that utilize the cryogenic energy of liquid hydrogen, this initiative is advancing the state of research, development, and human resource development through industry-government–academia collaboration centered on building a hydrogen supply chain. It is thus contributing to the realization of a decarbonized-energy society that harnesses the power of hydrogen.

Spark Base, an incubation facility that opened in April 2025, is positioned as a locus of co-creation where researchers, students, companies, and local residents generate new value through collaborative ideas. It serves as a hub for entrepreneurship through its sponsorship of various events and seminars. By enhancing research capabilities and promoting instruction in entrepreneurship, we are further invigorating efforts to return the benefits of research to society.

Pick up topic

Fifteen researchers named among the world's top 2% most influential

In September 2025, 15 individuals from the University were selected for the "Standardized Citation Metrics Author Database," which is published and maintained by Stanford University and Elsevier. This ranking covers 22 scientific fields and 174 subfields. From a pool consisting of all scientists with five or more papers, the top 2% of researchers are selected for inclusion based on indicators such as the number of citations of their papers and the h-index.

(Affiliations and titles are as of AY2025)

Kohei Sato	Associate Professor, School of Science	Supramolecular chemistry	Satoshi Murakami	Professor, School of Science	Organic chemistry	Hirohisa Tanaka	Professor, School of Engineering	Environmental catalysts
Hiroki Hibino	Professor, School of Engineering	Two-dimensional materials	Katsunori Wakabayashi	Professor, School of Engineering	Theoretical nanoscience	Hiroyuki Toh	Professor, School of Biological and Environmental Sciences	Bioinformatics
Hideki Hashimoto	Professor, School of Biological and Environmental Sciences	Artificial photosynthesis	Yasuhiro Morisaki	Professor, School of Biological and Environmental Sciences	Organic synthetic chemistry	Yukihiro Ozaki	Professor Emeritus, School of Science and Technology	Spectroscopic analysis
Tokio Taga	Professor Emeritus, School of Science and Technology	Communications engineering	Hiroshi Yamazaki	Professor Emeritus, School of Science and Technology	Cancer and cellular society	Susumu Imaoka	Professor Emeritus, School of Biological and Environmental Sciences	Protein chemistry
Shinichi Shikata	Visiting Professor, School of Engineering	Crystal engineering	Masako Kato	Former Professor, School of Biological and Environmental Sciences	Coordination chemistry	Takao Nishizeki	Former Professor, School of Science and Technology	Information science

Global Kwansei Gakuin — Nurturing "world citizens" who will shape the future

Number of partner universities and international organizations (as of March 31, 2026)

More than **320** partner universities and international organizations in over **60** countries and regions worldwide

Number of students sent to study abroad under agreements and similar arrangements

(AY2024 result)

1,388 students **No.1** nationwide*

*Japan Student Services Organization (JASSO), "Survey on Japanese Students Studying Abroad," AY2018 results, AY2022 results, and AY2023 results

Number of international students accepted (AY2025 result)

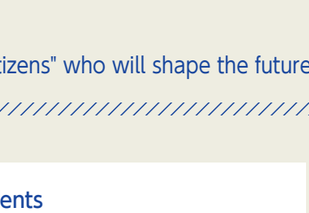
1,579 students

Number and proportion of foreign faculty

107 faculty・**13.9**%

— The Global Challenge program recommended to all students

With the aim of fostering the initiative, toughness, understanding of diversity, and a spirit of challenge that are indispensable to surviving in a competitive global society, we strongly recommend that all students take on challenges such as study abroad and integrated courses (in which they learn together with international students in Japan).



— Further promoting medium-to-long-term study abroad Enhanced financial support and preparatory education

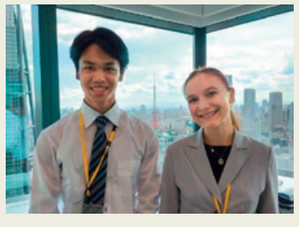
While supporting Global Challenges tailored to each student's aims, needs, and level of proficiency, we place particular emphasis on promoting medium-to-long-term study abroad, which has especially high educational value. With the aim of encouraging participation in longer-duration study abroad, first, in AY2025 we reviewed our various study-abroad scholarships, increasing the amounts of existing scholarships and newly establishing the medium-to-long-term Study Abroad Challenge Grant. Moreover, to increase the number of students who meet the English proficiency test scores required when applying for medium-to-long-term study abroad opportunities, such as exchange programs, we newly established English test preparation courses, enhancing advance training for studying abroad.



— Practical international programs

Cross-Cultural College (CCC)

CCC, a virtual college jointly operated by the University and four Canadian peer schools, offers learning opportunities in which students from both countries collaborate to tackle the challenges of global companies and other parties, with the aim of "developing world-citizen leaders who will sustainably advance global society." At the 7th Career Design Program Award Chosen by Students, the "Global Internship in Japan," one of the CCC's programs, received the Minister of Education, Culture, Sports, Science and Technology Award, making it the first in the Kansai region.



Career-focused Kwansei Gakuin — Empowering every student to build a "fulfilling life"

Employment rate (AY2025 graduates)

99.9%

Backed by a proven track record and comprehensive support, nearly 100% of our students have secured employment.

Graduates' satisfaction with their employment outcomes

97.9%

Job-hunting focused on ideal career design yields very high satisfaction scores.

Career path tracking rate

99.8%

By ascertaining each student's situation, we provide attentive, individualized support tailored to each person.

Employment at large companies (AY2025 graduates)

66.9%

More than 60% of graduates are employed by major companies (1,000 or more employees).

— Comprehensive career education and employment support

shigoto☆trip: workplace visit program

Students visit and tour companies' offices and worksites and, through interaction with employees there, reflect on their own future. We run the program in collaboration with companies and organizations as an opportunity to broaden students' views on their careers through insights into industries, companies, and jobs.



BiZCLASS: on-campus business experience workshop

This program aims to cultivate the business mindset and innovation mindset needed to be active in society, while also deepening students' academic knowledge and specialized expertise. Through group work, students take on real-world challenges assigned by invited companies.



Emphasizing Personalized Support for Every Individual Student

The philosophy of Kwansei Gakuin University's employment and career support system is to draw out the strengths of each and every student and put those strengths to use. In individual counseling, the No. 1 support option accessed by students, we respond to a wide range of consultation topics from our students, including concerns about career paths and job hunting, the preparation of application forms, and interview rehearsals.

Introduction to Career Development: a regular course subject

This is a regular on-demand course taken by about 80% of all students across all undergraduate schools. It helps all students find meaning in their studies at Kwansei Gakuin and builds a foundation for designing and applying their own university life plans.

— Fostering entrepreneurship: Kwansei Gakuin Startup Academy

This is a specialized, hands-on program in which students learn management skills and gain genuine entrepreneurial experience by executing business plans alongside entrepreneurs. In preparation for survival in a rapidly changing society, students cultivate the mindset, knowledge, and skills to create value in collaboration with others. In AY2025, a total of 28 students completed the program.





Kwansei Gakuin Junior College

Founded: 1880
Location: 7-54 Okadayama, Nishinomiya, Hyogo



President Yukari Usui

Educating childcare professionals with solid expertise and practical skills

AY2025 Major Achievements

Kwansei Gakuin Junior College Workshop

Under the theme "In support of children's growth," our college holds workshops for practicing childcare professionals at certified centers for early childhood education and care, kindergartens, nursery schools, and the like. This year, we invited lecturer Nobuyuki Ueda, Professor Emeritus of Doshisha Women's College of Liberal Arts, who gave a talk titled "Unlock Your Potential! Collective Dreaming: Let's dream together to change the world of childcare." Rather than the usual lecture format, this was delivered as a participatory program incorporating a workshop in which participants learned while exercising their bodies and minds. The 44 participants gave very favorable feedback, such as "It was a rewarding use of time," "I want to apply this to my childcare work from tomorrow," and "The event energized me." We will continue to provide useful training for childcare settings.



Childcare experience program at Kwansei Gakuin Kindergarten and the Seiwa Infant and Early Childhood Care Center

This year, as a collaborative educational project from Kwansei Gakuin Kindergarten and the Seiwa Infant and Early Childhood Care Center located on the Nishinomiya Seiwa Campus, we launched a childcare experience program for first-year students. Given that it was a first attempt, participation was on a voluntary basis, but 96 of 110 students wished to take part, and we sensed the students' high level of motivation. The program was held every Saturday from June to November, and students experienced a live childcare setting for the first time. Participating students shared comments such as "I was nervous, but it was a good experience" and "I was able to form an image of myself as a childcare professional." The opportunity seems to have provided a good chance for them to think concretely about their future paths. Going forward, we intend to strengthen collaboration with childcare providers in order to train professionals with solid practical skills.





Kwansei Gakuin Senior High School

Founded: 1889
Location: 1-155 Uegahara Ichiban-cho, Nishinomiya, Hyogo



Principal Yutaka Edagawa

Fostering students' creativity and autonomy while building the academic foundation for higher education

AY2025 Major Achievements

Developing a wide range of international exchange programs

In AY2025, as a new initiative, we conducted an 11-day, 10-night Boston and New York City study trip. In Boston, students engaged in interactive workshop discussions with Harvard University students, and in New York they visited the United Nations Headquarters. We also ran a 15-day overseas language study trip to New Zealand and a 7-day field study in the Philippines.
In the Philippines, students lived together with local NGOs and university students and, having directly experienced the gap between rich and poor, were able to gain a meaningful opportunity to contemplate the true nature of happiness.
We hosted visiting delegations from three overseas high schools. In June we held exchanges with a high school on the island of Maui in Hawaii, as well as a high school from Iceland. In December we hosted visitors from a senior high school in Taiwan.



Nurturing a rich sense of humanity through whole-person education based on Christian principles

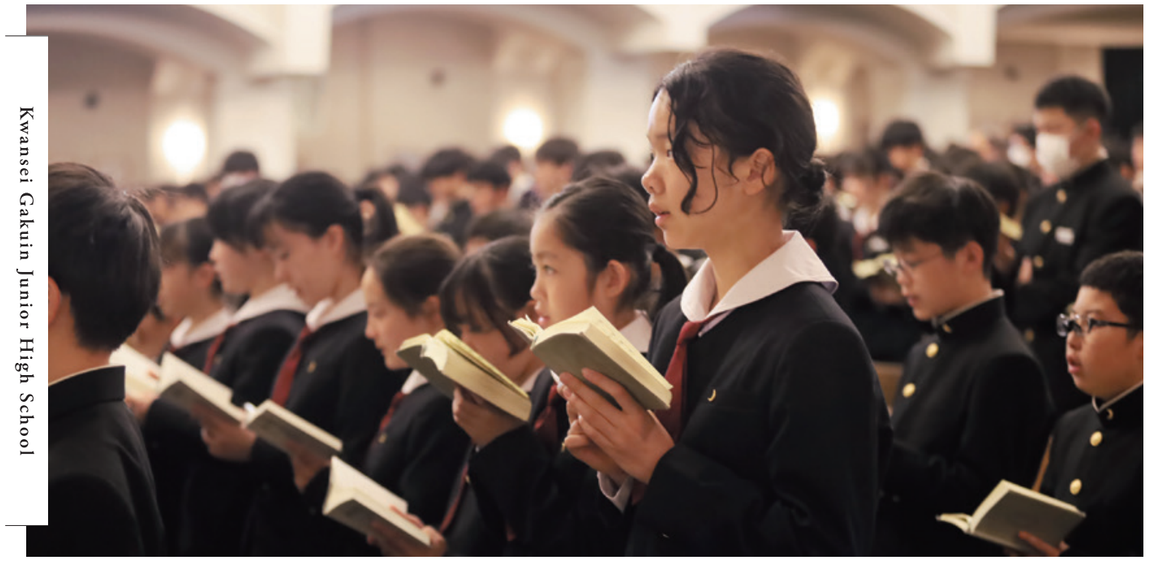
Chapel, the heart of education based on Christian principles, is held once a week for the entire school and once a week by grade level. An early-morning prayer meeting is also held before classes on Tuesdays. Religious emphasis weeks are conducted in spring and autumn; in spring on the theme of our founding spirit and, in autumn, we exhibited paintings by renowned artist Tomihiro Hoshino and offered students the opportunity to hear about Mr. Hoshino's way of life at worship.
Led by our Volunteer Committee members, we engaged in activities focused on recovery, such as helping at a children's cafeteria, volunteering in the disaster-affected areas of Noto, and holding a Noto local-products fair at our school festival. In addition, in collaboration with Kobe College, we have been holding "Children's Clubs" for children from children's homes and similar residential care facilities for over 60 years, striving to put education based on Christian principles into practice.



Pioneering new forms of learning through the Inquiry-Based Curriculum Committee

Our inquiry-based curriculum is guided by the educational objective of acquiring the self-directed ability—as a world citizen who embodies our "Mastery for Service" philosophy and aims to achieve the SDGs—to engage with and contribute to society at home and abroad. With this in mind, we conduct field studies and take classes taught by external instructors and show our regard for direct engagement with society. In addition, as a venue for sharing the power of inquiry, the Senior High School hosted the Junior and Senior High School Students' Inquiry Gathering for 2025—the fourth consecutive year. About 200 students and educators from 30 schools nationwide gathered to present the outcomes of their everyday studies. Their findings are also reviewed by university faculty, making it a highly stimulating event for high school students engaged in inquiry-based learning at each participating school.





Kwansei Gakuin Junior High School

Founded: 1889
Location: 1-155 Uegahara Ichiban-cho, Nishinomiya, Hyogo



Principal Hirotaka Miyakawa

Whole-person education that develops academically sound, independent world citizens on a foundation supported by five pedagogical pillars: Christian instruction, reading, English, physical education, and the arts

AY2025 Major Achievements

Diverse programs with attention to society

At our regularly held Career Lectures series, a total of 15 alumni—role models attuned to the individuality of each student—took the stage in AY2025. They presented how their learning at the Junior High School, Senior High School, and the University connects to their current work. Our Qualification and Certification Course is also thriving: About 50 students gathered for the voluntary Eiken (English proficiency) course. In the future, we plan to sequentially add courses related to bookkeeping and ICT. We strongly support the acquisition of skills that serve as competitive skill sets in the real world. In our Literary Studies course, which enjoys a tradition of more than 60 years, and in the nationally renowned Technology and Home Economics course, students master the fundamental techniques of inquiry—from identifying issues to generating ideas, thinking logically, and presenting. They cultivate the strength to live resiliently with an eye to the wider world.



The strength to live resiliently on the world stage

We place the highest value on hands-on experience in the field. We begin practical life training with the New Students' Orientation Camp at Camp Sengari and, in the second year, students attend Camp Aoshima on an uninhabited island. Amid harsh natural conditions, students cooperate with their peers and cultivate the wisdom to live resiliently. On the third-year school trip to Kyushu, students conduct fieldwork in which they draw up their own action plans, honing the sensitivity to grasp the essence of their investigation with all five senses. There are also abundant opportunities to encounter the outside world. In particular, the India Friendship Visit Trip and the Oceania English Study Trip stand out as precious international exchange programs. From AY2025, a New Zealand Term Study Abroad system has also been launched. The self-directed experiences students accumulate through these activities become the foundation of the resilience they will require in a rapidly changing society.





Kwansei Gakuin Elementary School

Founded: 2008
Location: 6-27 Mukogawa-cho, Takarazuka, Hyogo



Principal Hironobu Fukuman

Toward becoming leaders who serve society and others through education based on Christian principles

AY2025 Major Achievements

Education based on Christian principles

At Kwansei Gakuin Elementary School, we place morning worship at the heart of education; all pupils gather in the chapel and turn their hearts to hymns, prayer, and the words of the Bible. Messages are delivered not only by teachers but by the children themselves, making worship a time to re-examine, from diverse perspectives, how one wants to live, thereby encouraging inner growth. The procession of some 200 services a year yields an opportunity to learn experientially the spirit of the school motto "Mastery for Service," and to cultivate consideration for others and a spirit of service. Furthermore, through Bible study courses and daily school life, students adopt habits of practicing values based on God's love in daily life. Thus, we help build the foundation children need to engage with the world with sincerity and integrity.



Education for international understanding

Education geared toward international understanding at Kwansei Gakuin Elementary School emphasizes practical learning that opens the mind toward different cultures. From the third through sixth grades, pupils interact online with elementary schools in Taiwan, Australia, Indonesia, and Korea, introducing to one another such things as nature, animals, and daily culture, and helping each other encounter diverse values. Such dialogic learning is the first step for children to grasp that the world is a matter of their own concern. Fifth and sixth graders go beyond the online realm to actually visit Canada, Taiwan, and Korea, building deep mutual understanding through joint study and cultural experiences. Under the global and universal ideals that the Elementary School upholds, children encounter different cultures and, while broadening their own individual horizons, cultivate a posture of contribution to international society.





Kwansei Gakuin Kindergarten

Founded: 1891
Location: 7-54 Okadayama, Nishinomiya, Hyogo



Director Takeo Chiba

Feeling "being loved," and walking together with joy and gratitude.

AY2025 Major Achievements

Achieved: Center for Early Childhood Education and Care certification

On April 1, 2025, Kwansei Gakuin Kindergarten was authorized by the City of Nishinomiya as a Kindergarten-Nursery Integrated Certified Center for Early Childhood Education and Care. Accordingly, the supervising authority shifted from the Ministry of Education, Culture, Sports, Science and Technology to the Children and Families Agency and, with regard to subsidies, from private-school aid to a benefit system based on official prices.
To support guardians who require childcare, closure days are limited to Sundays, national holidays, and the year-end and New Year period (December 29 to January 3), and childcare hours are from 7:30 a.m. to 7:00 p.m., enabling the center to respond to a variety of needs.



Provision of school meals

When the center first opened, meal facilities were not yet ready, so boxed-lunch meals were provided through an outside contractor. Since September, however, we have been providing meals cooked on-site. The rice used for the meals is Koshihikari polished to 70%, delivered to the center twice a month in already polished condition from a contracted farm in Tamba. Rice polished to 70% can be eaten like white rice yet offers superior nutritional content, including vitamins, dietary fiber, magnesium, and iron compared with white rice. In addition, the stock (dashi) used in the meals is not commercially purchased but is produced fresh each day from dried bonito and kelp. Around 10 a.m., the delicious aroma of the stock drifts through the center. Precisely because it is a period when the body is being built, we provide wholesome meals that children can eat plentifully.



A rich natural environment

Some 2,000 trees of 79 species grow in the garden. There are also 14 species of acorn-bearing oak tree, as well as trees bearing such edible fruit as silverberry and akebia. By coming into contact with nature's abundance on a daily basis, children come to sense properties like beauty, size, length, fascination, and wonder, and to feel the workings and preciousness of life. Through God's gift of the natural world, they begin to cultivate the foundations of "Mastery for Service."





Senri International School of Kwansei Gakuin Junior and Senior High School (SIS)

Founded: 1991
Location: 4-4-16 Onohara-nishi, Minoo, Osaka



Principal Frances Namba

Ownership of Learning
Taking responsibility for your own learning

School website

AY2025 Major Achievements

Diversity and individuality

The concept of "Two Schools Together" is the unparalleled appeal of the Senri International School of Kwansei Gakuin Junior and Senior High School (SIS). Going beyond merely sharing a campus, it constitutes irreplaceable time in which the students, faculty, and staff of SIS and Osaka International School (OIS) share experiences together every day. In a place of learning where students from different linguistic and cultural backgrounds can learn, collaborate, and grow together, multicultural coexistence has taken root not as a goal but as an ordinary, everyday reality.
People of more than 35 nationalities gather here, and the school boasts a richly international environment—participating in sports tournaments across Asia and participating in an exchange program with a school in Poland, among other things.
For returning students, learning and daily-life support is provided at the Bridging Center. With the support of faculty and peers who share similar backgrounds, each student, though their circumstances may differ, finds a place of belonging as an SIS student.



Autonomy and responsibility

At SIS, students themselves design their learning pathways. We empower them to take initiative, make choices they can be satisfied with, and pursue their own perspectives.
Underpinning this culture of autonomy are the "five facets of respect," which act as the school's moral guideposts and transcend cultural and linguistic boundaries. These anchor students to a foundation that helps them be responsible for their own decisions and build confidence within a diverse community.
Respect for individuality is further embodied in the elective-subject system of the senior high school. In addition to required subjects, about 300 classes are offered, and students build their own tailored academic plans suited specifically to their interests and future aspirations.
Outside the classroom, as well, student leadership is elemental to school life. Every activity—grade-level trips, sports days, the school festival, and club activities—is run "by the students, for the students." Such experiences provide irreplaceable opportunities to cultivate the leadership, empathy, and organizational skills required of world citizens.





Osaka International School of Kwansei Gakuin (OIS)

Founded: 1991
Location: 4-4-16 Onohara-nishi, Minoo, Osaka



Principal Kurt Mecklem

Japan's first school authorized for the International Baccalaureate (IB) at all levels, a place for diverse students with an international outlook to learn

School website

AY2025 Major Achievements

A warm and inclusive community that welcomes everyone

Above all else, Osaka International School (OIS) values being a place where every student, regardless of background, enjoys a deep sense of belonging and security. In AY2025, we launched new initiatives to further develop our inclusive school culture. All faculty members participated in workshops designed to ensure that the school's rules and classes are optimally suited to this diverse global community. By incorporating the best standards from around the world, we strive so that every student is respected and can prosper as a valued member of this global society.



Embodying the mission —Knowledgeable and compassionate individuals who creatively contribute to the world

OIS students actively embody the school's mission through diverse leadership and service activities.
Through a student-led learning-support system, our young learners tangibly express compassion for their peers and, at the PYP Exhibition*1 and DP Core Day,*2 they share the results of their own learning both within and beyond the school. In Model United Nations (MUN), they gain opportunities to address global issues, and through hands-on experiential learning through such initiatives as a service trip to Southeast Asia for 11th graders and a spring camp, they cultivate a deep understanding of local communities. Moreover, they provide essential support through international development activities under the auspices of "EJAAD," which supports women in Afghanistan, and by running a disaster assistance team (DAT) and a student-led NGO called "World in Peace".



*1: PYP Exhibition: The culminating final project of the IB Primary Years Programme (PYP). Pupils collaborate in groups to deepen their level of inquiry into real-world issues and present the results of their learning to the community.
*2: DP Core Day: The "core" of the IB Diploma Programme (DP) consists of three required elements—Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS). It aims to extend students' breadth of learning and to apply skills gained in the classroom to settings outside it, as well. "DP Core Day" is the day on which students present their efforts in each area to the community.

Governance

Internal Control Framework

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Trustees (as of April 1, 2026)

Statutory number: 25　Current number: 25



Masahiro Ogino
Chair of the Board of Trustees



Yasutoshi Mori
Vice Chair of the Board of Trustees / President



Tadahiro Fujita
Managing Trustee / Chief Executive Administrator



Toshihiko Ishihara
Administrative Trustee / Vice President



Masafumi Otera
Administrative Trustee



Mie Yamato
Administrative Trustee



Kazuaki Kitahara
Administrative Trustee



Kenji Doi
Administrative Trustee / Vice President



Takatoshi Hayashi
Administrative Trustee / Vice President



Yasuhiro Furukawa
Administrative Trustee / Vice President



Keiko Murao
Administrative Trustee

Motoo Nakamichi Trustee / Chancellor	Yutaka Edagawa Trustee / Head, Senior and Junior High Schools	Hironobu Fukuman Trustee / Head, Elementary School	Keiji Utebi Trustee / Dean of Chaplains
Ai Kuroda Trustee	Etsuko Nishiumi Trustee	Kazushi Hosomi Trustee	Akira Ichikawa Trustee
Kyoko Inagaki Trustee	Jiro Kagawa Trustee	Tetsuya Kan Trustee	Minoru Kudo Trustee
Atsushi Suzuki Trustee	Yusuke Nojima Trustee		

*Pursuant to a resolution of the Board of Trustees, Kwansei Gakuin has entered into a liability insurance policy covering all trustees and auditors as insured parties. In addition, Kwansei Gakuin has concluded limited liability agreements with non-executive trustees and auditors, excluding the Chair of the Board of Trustees, Vice Chair of the Board of Trustees, Managing Trustees, Administrative Trustees, and trustees who are faculty or staff members of the institution.

Auditors (as of April 1, 2026)

Statutory number: 4　Current number: 4



Akinori Nakao
Standing Auditor / Certified Public Accountant



Shiro Itado
Auditor / Certified Public Accountant



Noboru Sawa
Auditor / Attorney



Hiroshi Semi
Auditor

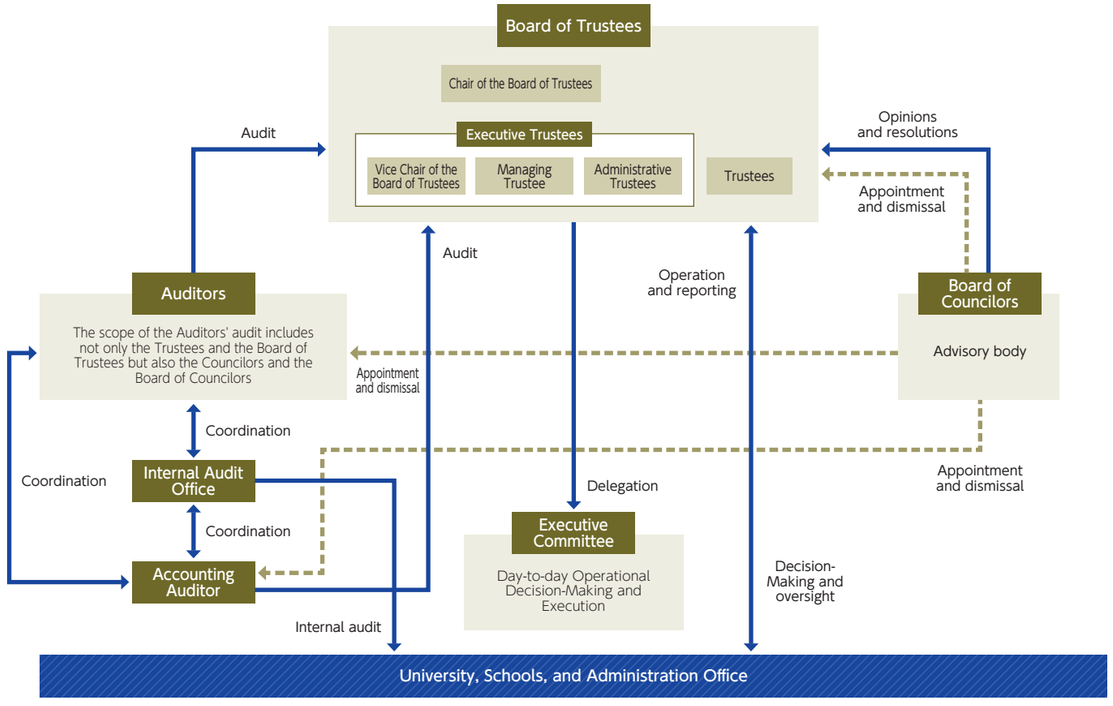
Councilors (as of April 1, 2026)

Statutory number: 36　Current number: 36

Selection Category		Name			
Category 1	Ministers	Takuro Onita	Narumi Sato	Hayato Higashijima	Nobuo Mukai
Category 2	Missionaries	Hikaru Kokai	Sunhye Lee		
Category 3	Graduates	Shuji Usui	Osamu Okyudo	Aiko Kageyama	Sachiyo Shiotani
		Seizo Takemoto	Yoshihiro Taniguchi	Yuko Tahara	Hiromi Tsukamoto
		Hiroko Matsuyama	Yuzo Motoki		
Category 4	Parents and Guardians	Yasuharu Nagai	Ryoko Nagate		
Category 5	Academicians	Hiroshi Sato	Masataka Tawa		
Category 6	Faculty and Staff	Naoko Imazuya	Junichi Katayama	Chika Saka	Joe Takeda
		Atsushi Tanaka	Koji Namba	Ryuichi Kono	Hidenobu Tazawa
		Yasuaki Kobashi	Koji Nagashima	Daisuke Yumiyama	
Category 7	Supporters of Education	Eiichi Arima	Akira Sakano	Satoshi Sato	Tadashi Saruki
		Motoki Yuki			

Governance and Executive Management Structure under the Revised Private Schools Act

The revised Private Schools Act came into force on April 1, 2025. Based on the concept of "clarifying and separating the roles of execution and monitoring/oversight," this revision aims to establish "constructive collaboration and mutual checks" suited to the characteristics of private schools. (MEXT Notice No. 413 of June 14, 2024). In consideration of this purpose, we amended our Articles of Endowment and reorganized the roles and authorities of the Board of Trustees, the Board of Councilors, and the Auditors. We also established the Board of Trustees and the Board of Councilors as the bodies for appointing trustees.
In addition, through audits by the Internal Audit Office of compliance with laws and regulations, the Articles of Endowment, and internal rules, as well as audits of the development and operational status of internal controls, we work to enhance the effectiveness of governance.



Compliance with the Private University Governance Code

In accordance with its founding spirit (whole-person education based on Christian Principles), and in order to fulfill its mission as a private school educational institution spanning from kindergarten through graduate school Kwansei Gakuin complies with the "Private University Governance Code" formulated by the Japan Association of Private Universities and Colleges (a general incorporated association); ensures that its governance functions appropriately. The institution fulfills its missions of education, research, and social contribution while striving to enhance the quality of education and research and ensure transparency in school operations. The results of its self-inspection regarding compliance with the "Governance Code for Private Universities" are disclosed on its website.
In addition, to ensure effective governance and compliance with the Code, we have established the Kwansei Gakuin Compliance Declaration, Compliance Charter, and Compliance Code of Conduct, and have formulated the "Basic Policy for the Development of an Internal Control System" as an institutional framework.

Basic Policy for the Development of an Internal Control System

The recent revision of the Private Schools Act mandated the development of an internal control system and required the basic policy governing it to be decided by the Board of Trustees. Accordingly, in March 2025 Kwansei Gakuin adopted a Basic Policy for the Development of an Internal Control System at a meeting of the Board of Trustees. In accordance with this policy, we will manage operations appropriately and maintain a cycle of monitoring and improvement.

The basic policy concerning the development of a system to ensure that the Trustees' execution of duties conforms to laws, regulations, and the Articles of Endowment, and to ensure the propriety of operations, shall be as follows.

1. Management structure and governance

(1) In addition to meeting at regular intervals, the Board of Trustees shall convene on an extraordinary basis as necessary and shall, in accordance with laws, regulations, and the Articles of Endowment, deliberate and decide on important matters relating to the execution of operations after hearing the opinion of the Board of Councilors on required matters and shall supervise the Trustees' execution of their duties.
(2) Based on the Articles of Endowment and the Detailed Regulations for the Enforcement of the Articles of Endowment, the roles, authorities, and structures of the Board of Trustees and the Board of Councilors shall be clarified, and appropriate operation of the Board of Trustees and the Board of Councilors shall be ensured.
(3) The Board of Trustees shall clarify the assigned duties of the Trustees charged with operational execution, thereby ensuring the appropriate and prompt execution of business operations.
(4) Segregation of duties and decision-making authority shall be clarified so as to ensure the propriety of the execution of duties by Trustees, staff, and others, and to enhance agile execution of operations as well as effectiveness and efficiency.
(5) The minutes of important meetings, such as the Board of Trustees and the Board of Councilors, and other information relating to the Trustees' execution of duties, shall be appropriately prepared, retained, and managed in accordance with the Articles of Endowment and The Document Handling Regulations.
(6) An Internal Audit Office that is independent of executive-management shall be established to periodically audit the status of the execution of duties by each department directly involved in operations, in order to ensure the propriety and efficiency of operations.

2. Risk-management structure

(1) With respect to risk management, the structure and related regulations shall be developed, and the roles and authorities, methods of risk assessment, and methods of risk response, among others, shall be clarified.
(2) In accordance with the Regulations on the Management of Personal Information, personal information shall be protected and appropriately managed.
(3) As a general principle, risks relating to business activities shall be managed autonomously by the departments responsible for such activities, in accordance with laws and regulations and the Corporation's rules.
(4) Overall risk management shall be conducted centrally by the General Affairs Department. The Internal Audit Office shall, as appropriate, audit whether material risks are being managed appropriately without omission and shall report the results to the Chair of the Board of Trustees and the Board of Trustees.
(5) With respect to material risks that may have a serious impact on the Corporation's management, the Board of Trustees shall deliberate and, as deemed necessary, decide on critical matters, including countermeasures.
(6) In preparation for disasters, accidents, and other emergencies, the Regulations on Crisis Response at Kwansei Gakuin and other related regulations shall be established to provide for the response organization and information communication structure, and continuous education and periodic drills shall be conducted.
(7) With respect to research activities, in order to ensure the proper accounting of research funds through internal check functions, the prevention of research misconduct, and the protection of intellectual property, Standards for Research Ethics and other rules shall be established and necessary measures shall be taken.
(8) The Board of Trustees shall periodically identify and review risks relating to the execution of operations and the risk-management structure.

3. Compliance Management Structure

(1) In order to foster an organizational culture in which Trustees and staff comply with laws and regulations, the Articles of Endowment, and the Foundation's rules, and conduct business activities with a firm sense of ethics, the Kwansei Gakuin Compliance Declaration and other relevant rules shall be established.
(2) In order to promote the cultivation and establishment of compliance awareness among all officers and staff of the Foundation, education and awareness-raising activities for officers and staff relating to the prevention of misconduct shall be continuously conducted and thoroughly disseminated.
(3) The Regulations Concerning Whistleblowing shall be established, and a reporting desk that allows anonymous consultation from inside and outside the Foundation shall be permanently maintained, in order to prevent misconduct before it occurs and to promote a system for prompt investigation and correction. No disadvantageous treatment shall be given on the grounds that a person has made a compliance-related consultation to, or reported a violation to, the reporting desk or an Auditor.
(4) The Internal Audit Office shall audit the status of the execution of duties by staff and others from the perspective of compliance and shall report the results to the Chair of the Board of Trustees and the Board of Trustees. Based on the results of such audits, the Chair of the Board of Trustees shall make the necessary improvements.
(5) In the event that acts such as violations of laws, regulations, or the Articles of Endowment are discovered, the Board of Trustees shall promptly ascertain the situation and respond appropriately in cooperation with external experts.

4. Development of the audit environment (system to ensure the proper execution of the Auditors' duties)

(1) The Auditors shall conduct their audits from a fair and impartial standpoint in accordance with the Auditors' Audit Regulations.
(2) Through attendance at important meetings such as the Board of Trustees and the Board of Councilors, and through the inspection, examination of, and questions on important documents, the Auditors shall audit the legality and appropriateness of the Trustees' and others' execution of duties.
(3) The Auditors shall audit the propriety of the resolutions and decisions of the Board of Trustees regarding the development of the internal control system.
(4) With respect to important documents and information, the Auditors shall audit the information-retention and management structure and the information-disclosure structure, including the status of their development, retention, management, and disclosure.
(5) In response to a request from the Auditors, staff members with the necessary independence be assigned to assist the Auditors in their duties.
(6) The support staff shall perform their work under the direction and command of the Auditors and shall not be subject to direction or command from anyone other than the Auditors; with respect to matters such as the transfer, personnel evaluation, and disciplinary action of such support staff, the opinions of the Auditors shall be respected.
(7) The support staff may accompany the Auditors and attend important meetings such as the Board of Trustees and the Board of Councilors as well as regular meetings with the Chair of the Board of Trustees.
(8) When Trustees, staff, or others discover facts that may cause significant damage to the Corporation, or acts that violate laws, regulations, the Articles of Endowment, or other rules, they shall immediately report them to the Chair of the Board of Trustees, the Executive Trustees, and the Auditors.
(9) When the Auditors request a report on the status of the execution of duties or other relevant matters, the Trustees, staff, and others shall promptly comply with the request.
(10) The Chair of the Board of Trustees shall, by such means as holding regular meetings with the Auditors, exchange views regarding the sound operation and development of the Corporation's activities.
(11) If an Auditor requests the advance payment of expenses incurred in the execution of duties, reimbursement of expenses already paid, or the discharge of obligations incurred, the Corporation shall promptly make the relevant payment.

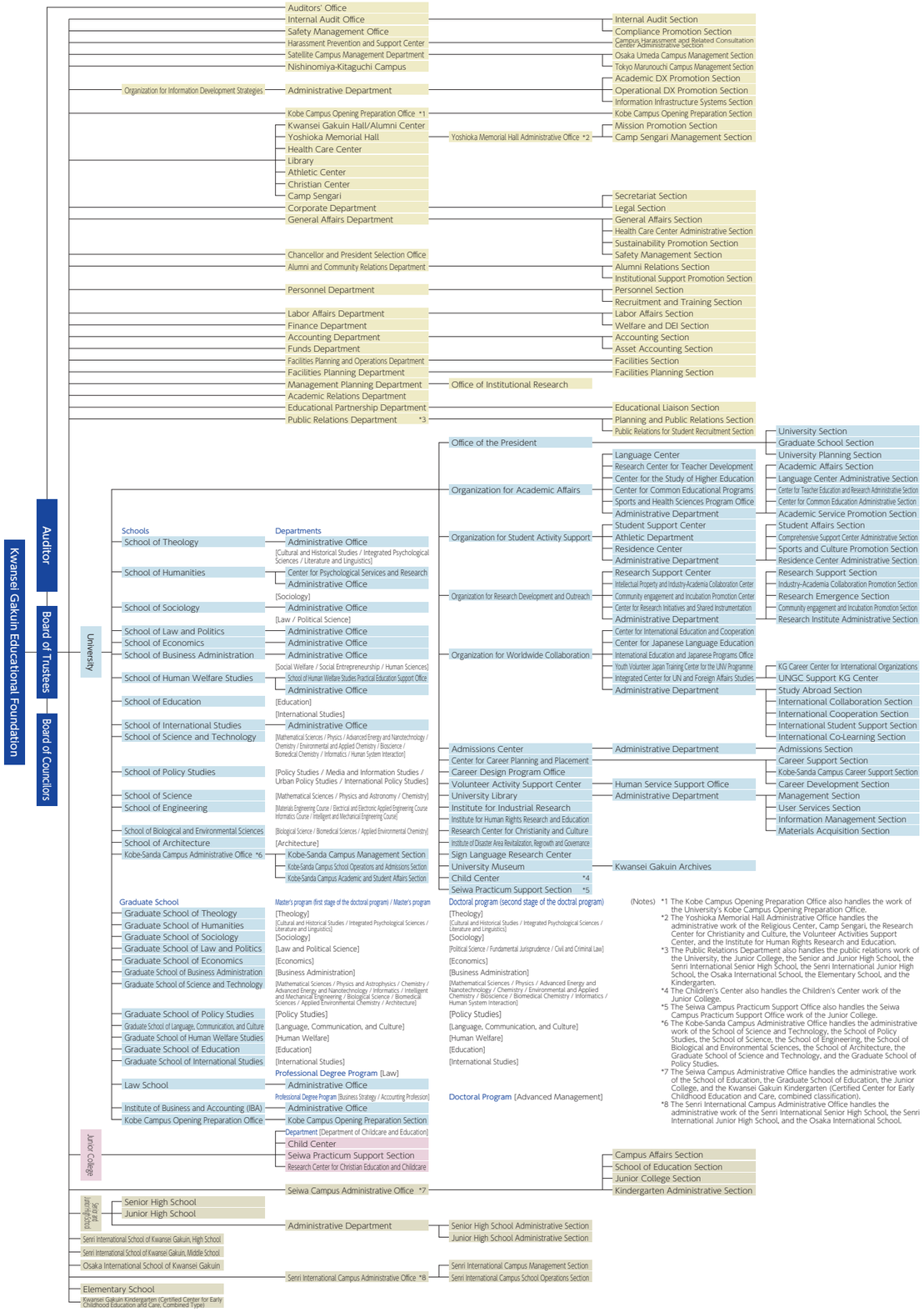
5. Amendment and repeal of this policy

This Policy may be amended or repealed by resolution of the Board of Trustees whenever a review is deemed necessary.

Supplementary Provisions

1 This policy shall take effect on March 28, 2025.
2 This policy shall take effect as amended on April 1, 2026.

Kwansei Gakuin Organizational Chart (as of April 1, 2026)



(Notes) *1 The Kobe Campus Opening Preparation Office also handles the work of the University's Kobe Campus Opening Preparation Office.
*2 The Yoshioka Memorial Hall Administrative Office handles the administrative work of the Religious Center, Camp Sengari, the Research Center for Christianity and Culture, the Volunteer Activities Support Center, and the Institute for Human Rights Research and Education.
*3 The Public Relations Department also handles the public relations work of the University, the Junior College, the Senior and Junior High School, the Senri International Senior High School, the Senri International Junior High School, the Osaka International School, the Elementary School, and the Kindergarten.
*4 The Children's Center also handles the Children's Center work of the Junior College.
*5 The Seiwa Campus Practicum Support Office also handles the Seiwa Campus Practicum Support Office work of the Junior College.
*6 The Kobe-Sanda Campus Administrative Office handles the administrative work of the School of Science and Technology, the School of Policy Studies, the School of Science, the School of Engineering, the School of Biological and Environmental Sciences, the School of Architecture, the Graduate School of Science and Technology, and the Graduate School of Policy Studies.
*7 The Seiwa Campus Administrative Office handles the administrative work of the School of Education, the Graduate School of Education, the Junior College, and the Kwansei Gakuin Kindergarten (Certified Center for Early Childhood Education and Care, combined classification).
*8 The Senri International Campus Administrative Office handles the administrative work of the Senri International Senior High School, the Senri International Junior High School, and the Osaka International School.



Data

Kwansei Gakuin at a Glance

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Key Data

Number of students

As of May 1, 2026

Kwansei Gakuin University

	Admission quota	New Enrollees	Enrollment capacity	Current Enrollment
School of Theology	30	31	120	138
School of Humanities	770	757	3,080	3,272
School of Sociology	650	672	2,600	2,753
School of Law and Politics	680	704	2,720	2,891
School of Economics	680	649	2,720	2,931
School of Business Administration	650	660	2,600	2,815
School of Science and Technology *Admissions suspended				31
School of Policy Studies	495	503	1,980	2,117
School of Human Welfare Studies	300	308	1,200	1,290
School of Education	350	315	1,410	1,463
School of International Studies	300	291	1,200	1,255
School of Science	180	186	720	796
School of Engineering	265	248	1,060	1,131
School of Biological and Environmental Sciences	228	223	912	979
School of Architecture	132	118	528	561
Total	**5,710**	**5,665**	**22,850**	**24,423**

Kwansei Gakuin Junior College

	Admission quota	New Enrollees	Enrollment capacity	Current Enrollment
Department of Childcare and Education	150	113	300	224

	Admission quota	New Enrollees	Enrollment capacity	Current Enrollment
Kwansei Gakuin Senior High School	350	388	1,050	1,147
Kwansei Gakuin Junior High School	230	244	690	725
Kwansei Gakuin Senri International Junior and Senior High School	40	62	576	492
Kwansei Gakuin Elementary School	90	90	540	539
Kwansei Gakuin Kindergarten	63	66	215	166
Kwansei Gakuin Osaka International School			280	275

Total number of students	**29,560**

Kwansei Gakuin University Graduate School

	Master's Program (first stage of the doctoral program)			
	Admission quota	New Enrollees	Enrollment capacity	Current Enrollment
Graduate School of Theology	10	4	20	10
Graduate School of Humanities	64	30	128	62
Graduate School of Sociology	12	18	24	24
Graduate School of Law and Politics	45	20	90	38
Graduate School of Economics	15	8	30	18
Graduate School of Business Administration	30	8	60	15
Graduate School of Science and Technology	400	362	800	687
Graduate School of Policy Studies	50	15	100	27
Graduate School of Language, Communication, and Culture	30	14	60	33
Graduate School of Human Welfare Studies	8	5	16	16
Graduate School of Education	6	4	12	11
Graduate School of International Studies	6	5	12	7
Total	**676**	**493**	**1,352**	**948**

	Doctoral Program (second stage of the doctoral program)			
	Admission quota	New Enrollees	Enrollment capacity	Current Enrollment
Graduate School of Theology	2	0	6	2
Graduate School of Humanities	20	13	60	32
Graduate School of Sociology	4	3	12	20
Graduate School of Law and Politics	6	1	18	4
Graduate School of Economics	3	1	9	4
Graduate School of Business Administration	5	1	15	5
Graduate School of Science and Technology	26	18	78	54
Graduate School of Policy Studies	5	2	15	7
Graduate School of Language, Communication, and Culture	3	8	9	13
Graduate School of Human Welfare Studies	5	2	15	6
Graduate School of Education	3	1	9	5
Graduate School of International Studies	2	7	6	9
Institute of Business and Accounting (IBA)	6	1	18	5
Total	**90**	**58**	**270**	**166**

	Professional Degree Program			
	Admission quota	New Enrollees	Enrollment capacity	Current Enrollment
Law School	30	33	90	95
Institute of Business and Accounting (IBA)	150	169	300	360
Total	**180**	**202**	**390**	**455**

Number of degrees conferred

(AY2025 / cumulative)

	AY2025	Cumulative
Bachelor's Degrees Conferred	5,795	261,962
Master's Degrees Conferred	368	11,962

	AY2025	Cumulative
Doctoral Degrees Conferred	29	1,285
Professional Degrees Conferred	218	3,942

Admissions Data

AY2026 Entrance Examination Results

Kwansei Gakuin University

	Intake	General Selection		Other Selection		Total	
		Applicants	Admitted	Applicants	Admitted	Applicants	Admitted
School of Theology	30	419	94	12	12	431	106
School of Humanities	770	6,972	1,884	473	385	7,445	2,269
School of Sociology	650	5,667	1,504	403	322	6,070	1,826
School of Law and Politics	680	4,968	2,019	418	362	5,386	2,381
School of Economics	680	5,934	1,733	406	349	6,340	2,082
School of Business Administration	650	5,495	1,603	499	345	5,994	1,948
School of Science and Technology *Admissions suspended							
School of Policy Studies	495	4,127	1,318	625	245	4,752	1,563
School of Human Welfare Studies	300	2,745	744	285	157	3,030	901
School of Education	350	4,388	1,045	338	169	4,726	1,214
School of International Studies	300	1,862	450	591	224	2,453	674
School of Science	180	3,511	1,118	120	87	3,631	1,205
School of Engineering	265	4,834	1,560	289	153	5,123	1,713
School of Biological and Environmental Sciences	228	3,973	1,468	230	133	4,203	1,601
School of Architecture	132	2,234	699	59	50	2,293	749
Total	**5,710**	**57,129**	**17,239**	**4,748**	**2,993**	**61,877**	**20,232**

Kwansei Gakuin Junior College

	Intake	Applicants	Admitted
Department of Childcare and Education	150	116	116

	Intake	Applicants	Admitted
Kwansei Gakuin Senior High School	120	373	176
Kwansei Gakuin Junior High School	140	555	208
Kwansei Gakuin Senri International Junior and Senior High School	40	141	82
Kwansei Gakuin Elementary School	90	198	111
Kwansei Gakuin Osaka International School			

Kwansei Gakuin University Graduate School

	Master's program (first stage of the doctoral program)		Doctoral program (second stage of the doctoral program)		Professional degree program	
	Applicants	Admitted	Applicants	Admitted	Applicants	Admitted
Graduate School of Theology	6	4	0	0		
Graduate School of Humanities	52	33	16	13		
Graduate School of Sociology	47	22	5	3		
Graduate School of Law and Politics	37	22	2	1		
Graduate School of Economics	42	13	1	1		
Graduate School of Business Administration	12	10	2	1		
Graduate School of Science and Technology	460	389	19	19		
Graduate School of Policy Studies	50	20	2	2		
Graduate School of Language, Communication, and Culture	41	17	10	8		
Graduate School of Human Welfare Studies	30	8	3	2		
Graduate School of Education	12	4	1	1		
Graduate School of International Studies	7	6	7	7		
Institute of Business and Accounting (IBA)			2	1	331	212
Law School					488	93
Total	**796**	**548**	**70**	**59**	**819**	**305**

Number of faculty and staff

As of May 1, 2026

Faculty	Full-time					Concurrent (part-time)	Total
	Professor	Associate Professor	Lecturer	Assistant Professor	Total		
Kwansei Gakuin University	496	120	102	50	768	1,718	2,486
Kwansei Gakuin Junior College	6	5	2	0	13	25	38
Kwansei Gakuin Senior High School					46	69	115
Kwansei Gakuin Junior High School					33	23	56
Kwansei Gakuin Senri International Junior and Senior High School					39	22	61
Kwansei Gakuin Elementary School					27	23	50
Kwansei Gakuin Kindergarten					11	14	25
Kwansei Gakuin Osaka International School					36	20	56

Staff	Full-time	Concurrent (part-time)	Total
	714	1,093	1,807

Total number of staff	**4,694**

Financial Overview

In FY2025, as part of the expansion of the new higher-education tuition support system, a policy revision was implemented under which, for students from families with multiple children, tuition and admission fees are waived up to a fixed amount set by the national government, with no income restriction applied. As a result of this change, scholarship expenditure substantially exceeded the initial budget, so the budget was reviewed and a supplementary budget was prepared.
In the financial results, the Operating Activities Income and Expenditure Statement showed income from operating activities of ¥50.08 billion, down ¥0.17 billion against budget (against the supplementary budget; the same applies below), and operating activities expenditure of ¥49.49 billion, up ¥0.07 billion against budget. As a result, the surplus (deficit) for the current fiscal year before transfer to the basic funds was ¥0.58 billion, down ¥0.24 billion against budget and down ¥3.19 billion year-on-year.
The main factor behind this was the recording of a change in valuation of ¥2.62 billion, following a 53% decline from book value in the year-end valuation of shares held as specific assets appropriated for the basic fund (Type3) and received through donations. This item results from an accounting revaluation; there was no change in the number of shares held, and the projects carried out using the returns on these assets are expected to remain sustainable as before.
Excluding the effect of this valuation difference, the surplus (deficit) for the current fiscal year before transfer to the basic funds was ¥3.21 billion, which was approximately unchanged from the previous fiscal year. Although the surplus (deficit) for the current fiscal year was significantly affected by a temporary valuation loss, the Foundation's financial management has remained generally stable.
In order to further enhance and invigorate its education and research operations, the University will strive to secure a stable base of tuition and other student fees, which account for approximately 80% of income from operating activities, while also actively pursuing external funding through donations, subsidies, income from contract projects, and the like. At the same time, the University will work to reduce expenditure by reviewing existing projects and by making operations more efficient and rational, thereby aiming to establish a robust financial foundation.

Statement of Cash Flows (April 1, 2025 – March 31, 2026)

Income

(Unit: millions of yen)

Item	Budget	Actual	Variance*
Income From Tuition and Other Student Fees	37,425	37,654	△ 229
Income From Fees and Charges	1,776	1,837	△ 61
Income From Donations	431	427	4
Income From Subsidies	7,461	6,982	478
Income From Sales of Assets	10,000	10,000	0
Income From Incidental and Profit-Making Operations	1,141	960	181
Income From Interest and Dividends Received	553	670	△ 117
Miscellaneous Income	1,026	1,023	2
Income From Borrowings, Etc.	0	0	0
Income From Advances Received	5,767	5,663	104
Other Income	10,544	10,235	309
Cash Receipts Adjustment Account	△ 6,433	△ 6,500	67
Cash Carried Forward From the Previous Fiscal Year	21,442	21,442	0
Total Income	**91,132**	**90,393**	**739**

Expenditure

(Unit: millions of yen)

Item	Budget	Actual	Variance*
Personnel Expenditure	24,324	24,005	319
Educational and Research Expenditure	17,657	16,262	1,395
Administrative Expenditure	2,093	1,978	115
Interest Expenditure on Borrowings, Etc.	0	0	0
Repayment Expenditure on Borrowings, Etc.	180	180	0
Facilities-Related Expenditure	14,768	13,290	1,478
Equipment-Related Expenditure	1,251	913	337
Asset Management Expenditure	12,411	12,555	△ 144
Other Expenditure	4,162	4,060	101
Contingency Reserve	(0) 600		600
Cash Disbursements Adjustment Account	△ 4,571	△ 6,008	1,437
Cash Carried Forward to the Following Fiscal Year	18,256	23,157	△ 4,901
Total Expenditure	**91,132**	**90,393**	**739**

* Variance shows the figure for "budget minus actual."
(Note) Because figures are rounded to the nearest million yen, totals may not match.

Historical Statement of Cash Flows

Income

(Unit: millions of yen)

Item	FY2021	FY2022	FY2023	FY2024	FY2025
Income From Tuition and Other Student Fees	33,829	34,822	36,051	37,148	37,654
Income From Fees and Charges	1,366	1,489	1,672	1,787	1,837
Income From Donations	540	484	416	513	427
Income From Subsidies	5,115	4,563	5,194	5,680	6,982
Income From Sales of Assets	773	3,444	500	9,799	10,000
Income From Incidental and Profit-Making Operations	932	856	759	802	960
Income From Interest and Dividends Received	522	514	495	535	670
Miscellaneous Income	968	1,713	1,005	1,225	1,023
Income From Borrowings, Etc.	0	0	0	0	0
Income From Advances Received	5,916	5,838	6,037	5,822	5,663
Other Income	1,842	1,572	1,608	1,447	10,235
Cash Receipts Adjustment Account	△ 6,225	△ 6,585	△ 6,515	△ 6,761	△ 6,500
Cash Carried Forward From the Previous Fiscal Year	20,855	21,778	23,910	22,792	21,442
Total Income	**66,432**	**70,488**	**71,133**	**80,789**	**90,393**

Expenditure

(Unit: millions of yen)

Item	FY2021	FY2022	FY2023	FY2024	FY2025
Personnel Expenditure	23,182	23,240	23,475	23,938	24,005
Educational and Research Expenditure	11,939	13,165	14,963	14,005	16,262
Administrative Expenditure	1,677	1,455	1,475	1,902	1,978
Interest Expenditure on Borrowings, Etc.	13	7	4	2	0
Repayment Expenditure on Borrowings, Etc.	926	720	620	480	180
Facilities-Related Expenditure	4,946	4,143	4,373	8,391	13,290
Equipment-Related Expenditure	1,102	1,178	1,808	1,304	913
Asset Management Expenditure	1,517	1,673	1,332	9,322	12,555
Other Expenditure	3,418	4,767	4,026	3,890	4,060
Cash Disbursements Adjustment Account	△ 4,065	△ 3,769	△ 3,736	△ 3,886	△ 6,008
Cash Carried Forward to the Following Fiscal Year	21,778	23,910	22,792	21,442	23,157
Total Expenditure	**66,432**	**70,488**	**71,133**	**80,789**	**90,393**

(Note) Because figures are rounded to the nearest million yen, totals may not match.

Statement of Activities (April 1, 2025 – March 31, 2026)

(Unit: millions of yen)

		Item	Budget	Actual	Variance*
Surplus (Deficit) From Educational Activities	Operating Revenue	Tuition and Other Student Fees	37,425	37,654	△ 229
		Fees and Charges	1,776	1,837	△ 61
		Donations	768	804	△ 36
		Operating and Other Subsidies	7,461	6,978	483
		Revenue From Incidental Operations	1,141	960	181
		Miscellaneous Revenue	1,026	952	74
		Total Educational Activities Revenue	49,597	49,185	412
	Operating Expenses	Personnel Expenses	24,706	24,483	222
		Educational and Research Expenses	21,388	19,881	1,507
		Administrative Expenses	2,452	2,363	89
		Uncollectible Amounts, Etc.	4	4	0
		Total Educational Activities Expenses	48,550	46,731	1,819
		Surplus (Deficit) From Educational Activities	1,047	2,454	△ 1,407
Surplus (Deficit) From Non-Educational Activities	Operating Revenue	Interest and Dividends	553	670	△ 117
		Other Non-Educational Activities Revenue	0	73	△ 73
		Total Non-Educational Activities Revenue	553	742	△ 189
	Operating Expenses	Interest on Borrowings, Etc.	0	0	0
		Other Non-Educational Activities Expenses	10	10	0
		Total Non-Educational Activities Expenses	10	10	0
		Surplus (Deficit) From Non-Educational Activities	543	732	△ 189
		Ordinary Surplus (Deficit)	1,590	3,186	△ 1,596
Extraordinary Surplus (Deficit)	Operating Revenue	Gain on Sales of Assets	10	16	△ 6
		Other Extraordinary Revenue	87	134	△ 47
		Total Extraordinary Revenue	97	150	△ 53
	Operating Expenses	Loss on Disposal of Assets	275	2,752	△ 2,477
		Other Extraordinary Expenses	0	0	0
		Total Extraordinary Expenses	275	2,752	△ 2,477
		Extraordinary Surplus (Deficit)	△ 177	△ 2,602	2,425
		[Contingency Reserve]	(14) 586		586
		Surplus (Deficit) for the Current Fiscal Year Before Transfer to Basic Funds	826	584	242
		Total Amount Transferred to Basic Funds	△ 12,558	△ 10,696	△ 1,863
		Surplus (Deficit) for the Current Fiscal Year	△ 11,732	△ 10,112	△ 1,621
		Surplus (Deficit) Carried Forward From The Previous Fiscal Year	△ 20,660	△ 20,660	0
		Amount of Basic Funds Drawn Down	0	2,623	△ 2,623
		Surplus (Deficit) Carried Forward to the Following Fiscal Year	△ 32,393	△ 28,149	△ 4,244

(Reference)

	Budget	Actual	Variance*
Total Operating Activities Revenue	50,247	50,077	170
Total Operating Activities Expenses	49,421	49,493	△ 72

* Variance shows the figure for "budget minus actual."
(Note) Because figures are rounded to the nearest million yen, totals may not match.

Trends in the Statement of Activities

(Unit: millions of yen)

		Item	FY2021	FY2022	FY2023	FY2024	FY2025
Surplus (Deficit) From Educational Activities	revenue	Tuition and Other Student Fees	33,829	34,822	36,051	37,148	37,654
		Fees and Charges	1,366	1,489	1,672	1,787	1,837
		Donations	1,656	1,323	416	513	804
		Operating and Other Subsidies	5,108	4,550	5,187	5,677	6,978
		Revenue From Incidental Operations	932	856	759	802	960
		Miscellaneous Revenue	968	947	929	1,028	952
		Total Educational Activities Revenue	43,859	43,987	45,014	46,956	49,185
	expenses	Personnel Expenses	23,203	23,296	23,565	23,995	24,483
		Educational and Research Expenses	15,503	16,862	18,678	17,602	19,881
		Administrative Expenses	1,803	1,568	1,608	2,131	2,363
		Uncollectible Amounts, Etc.	7	4	1	0	4
		Total Educational Activities Expenses	40,516	41,731	43,852	43,728	46,731
		Surplus (Deficit) From Educational Activities	3,343	2,257	1,162	3,227	2,454
Surplus (Deficit) From Non-Educational Activities		**Total Non-Educational Activities Revenue**	522	1,280	572	730	742
		Total Non-Educational Activities Expenses	13	26	5	42	10
		Surplus (Deficit) From Non-Educational Activities	509	1,255	567	688	732
		Ordinary Surplus (Deficit)	3,852	3,511	1,729	3,915	3,186
Extraordinary Surplus (Deficit)		**Total Extraordinary Revenue**	233	153	139	182	150
		Total Extraordinary Expenses	217	425	131	322	2,752
		Extraordinary Surplus (Deficit)	16	△ 272	8	△ 140	△ 2,602
Surplus (Deficit) for the Current Fiscal Year Before Transfer to Basic Funds			3,868	3,240	1,736	3,775	584

(Reference)

Total Operating Activities Revenue	44,614	45,421	45,725	47,868	50,077
Total Operating Activities Expenses	40,746	42,181	43,988	44,093	49,493

(Note) Because figures are rounded to the nearest million yen, totals may not match.

Balance Sheet (March 31, 2026)

Assets section

(Unit: millions of yen)

Item	End of Current Fiscal Year	End of Previous Fiscal Year	Increase (Decrease)
Fixed Assets	180,205	178,936	1,269
Tangible Fixed Assets	123,275	113,084	10,191
Land	34,104	23,670	10,434
Buildings	53,264	54,063	△ 799
Structures	5,471	5,774	△ 303
Educational and Research Equipment And Fixtures	4,049	4,396	△ 346
Administrative Equipment and Fixtures	397	399	△ 2
Books	23,932	23,619	313
Vehicles	1	2	0
Construction in Progress	2,057	1,162	895
Specified Assets	47,794	58,666	△ 10,873
Specific Assets Reserved For Basic Fund (Type 2)	556	1,501	△ 945
Specific Assets Reserved For Basic Fund (Type 3)	8,824	10,971	△ 2,147
Allowance for Retirement Benefits-Designated Specified Assets	8,624	8,146	479
Kwansei Gakuin University Education and Research Revitalization Fund-Designated Specified Assets	1,500	1,500	0
Special Scholarship-Designated Specified Assets	503	503	0
Depreciation-Designated Specified Assets	27,786	36,046	△ 8,260
Other Fixed Assets	9,136	7,186	1,950
Current Assets	24,229	22,571	1,657
Cash and Deposits	23,124	21,409	1,715
Postal Transfer Deposits	33	33	0
Other Current Assets	1,072	1,130	△ 58
Total Assets	**204,434**	**201,508**	**2,926**

Liabilities

(Unit: millions of yen)

Item	End of Current Fiscal Year	End of Previous Fiscal Year	Increase (Decrease)
Non-Current Liabilities	8,971	8,211	761
Long-Term Borrowings	0	30	△ 30
Long-Term Accounts Payable	347	35	312
Allowance for Retirement Benefits	8,624	8,146	479
Current Liabilities	12,944	11,362	1,582
Short-Term Borrowings	30	180	△ 150
Accounts Payable	5,416	3,582	1,833
Advances Received	5,663	5,822	△ 159
Deposits Received	1,836	1,778	57
Total Liabilities	**21,915**	**19,573**	**2,342**

Net Assets

(Unit: millions of yen)

Item	End of Current Fiscal Year	End of Previous Fiscal Year	Increase (Decrease)
Basic Funds	210,668	202,595	8,072
Basic Fund (Type1)	197,790	186,554	11,236
Basic Fund (Type2)	556	1,501	△ 945
Basic Fund (Type3)	9,070	11,289	△ 2,219
Basic Fund (Type4)	3,252	3,252	0
Carried-Forward Surplus (Deficit)	△ 28,149	△ 20,660	△ 7,488
Surplus (Deficit) Carried Forward To The Following Fiscal Year	△ 28,149	△ 20,660	△ 7,488
Total Net Assets	**182,519**	**181,935**	**584**
Total Liabilities and Net Assets	**204,434**	**201,508**	**2,926**

(Note) Because figures are rounded to the nearest million yen, totals may not match.

Balance Sheet Trends

Assets section

(Unit: millions of yen)

Item	FY2021	FY2022	FY2023	FY2024	FY2025
Fixed Assets	172,155	171,983	174,391	178,936	180,205
Tangible Fixed Assets	103,817	105,072	107,405	113,084	123,275
Specified Assets	56,090	57,814	57,941	58,666	47,794
Other Fixed Assets	12,249	9,097	9,044	7,186	9,136
Current Assets	22,782	24,943	23,891	22,571	24,229
Total Assets	**194,937**	**196,926**	**198,283**	**201,508**	**204,434**

Liabilities・Net Assets

(Unit: millions of yen)

Item	FY2021	FY2022	FY2023	FY2024	FY2025
Non-Current Liabilities	9,276	8,707	8,334	8,211	8,971
Current Liabilities	12,478	11,795	11,789	11,362	12,944
Total Liabilities	**21,754**	**20,503**	**20,123**	**19,573**	**21,915**
Basic Funds	185,339	189,789	194,357	202,595	210,668
Carried-Forward Surplus (Deficit)	△ 12,155	△ 13,365	△ 16,198	△ 20,660	△ 28,149
Total Net Assets	**173,184**	**176,424**	**178,160**	**181,935**	**182,519**
Total Liabilities and Net Assets	**194,937**	**196,926**	**198,283**	**201,508**	**204,434**

(Note) Because figures are rounded to the nearest million yen, totals may not match.

Trends in Statement of Activities Ratios

(Unit: %)

Category: Classification	Category: Ratio name	Category: Formula (×100)	FY2021	FY2022	FY2023	FY2024	FY2025
Management Situation	Operating Surplus (Deficit) Ratio	Surplus (Deficit) for the Current Fiscal Year Before Transfer To Basic Funds / Operating Activities Revenue	8.7 (6.4)	7.1 (4.6)	3.8 (4.2)	7.9 (3.3)	1.2
Revenue Composition	Ratio of Tuition and Other Student Fees	Tuition and Other Student Fees / Ordinary Revenue	76.2 (73.6)	76.9 (73.5)	79.1 (72.9)	77.9 (72.0)	75.4
	Ratio of Donations	Donations / Revenue From Operating Activities	4.2 (2.2)	3.2 (1.9)	1.2 (2.2)	1.4 (2.0)	1.9
	Ratio of Subsidies	Subsidies / Revenue From Operating Activities	11.5 (14.3)	10.0 (14.4)	11.4 (14.4)	11.9 (15.0)	13.9
Appropriateness of Expenses Composition	Ratio of Personnel Expenses	Personnel Expenses / Ordinary Revenue	52.3 (51.3)	51.5 (50.9)	51.7 (50.9)	50.3 (50.9)	49.0
	Ratio of Educational and Research Expenses	Educational and Research Expenses / Ordinary Revenue	34.9 (34.3)	37.2 (36.1)	41.0 (36.6)	36.9 (37.3)	39.8
	Ratio of Administrative Expenses	Administrative Expenses / Ordinary Revenue	4.1 (8.3)	3.5 (8.5)	3.5 (8.7)	4.5 (8.9)	4.7
	Ratio of Interest on Borrowings, Etc.	Interest on Borrowings, Etc. / Ordinary Revenue	0.0 (0.1)	0.0 (0.1)	0.0 (0.1)	0.0 (0.1)	0.0
Maintenance of Revenue and Expenses Balance Between Revenue and Expenses	Surplus (deficit) Ratio after Transfer to Basic Funds	Operating Activities Expenses / Operating Activities Revenue − amount transferred to basic funds	104.3 (104.1)	103.0 (104.7)	106.9 (106.1)	111.3 (107.4)	125.7

* Figures in parentheses are averages for incorporated universities nationwide, excluding medical and dental schools.
(Based on the Promotion and Mutual Aid Corporation for Private Schools of Japan, "Private School Finance Today, FY2025 Edition — Universities and Junior Colleges, Financial and Aggregate Analysis.")

Trends in Balance Sheet Ratios

(Unit: %)

Category: Classification	Category: Ratio Name	Category: Formula (×100)	FY2021	FY2022	FY2023	FY2024	FY2025
Capital Adequacy	Ratio of Net Asset Composition	Net Assets / Liabilities + Net Assets	88.8 (88.0)	89.6 (88.3)	89.9 (88.2)	90.3 (88.4)	89.3
	Ratio of Basic Fund	Basic Fund / Required Amount to Be Transferred to the Basic Fund	98.1 (97.3)	98.9 (97.2)	99.4 (97.5)	99.6 (97.6)	98.8
Asset Composition	Ratio of Fixed Asset Composition	Fixed Assets / Total Assets	88.3 (85.9)	87.3 (86.1)	88.0 (85.8)	88.8 (86.1)	88.1
	Ratio of Current Asset Composition	Current Assets / Total Assets	11.7 (14.1)	12.7 (13.9)	12.0 (14.2)	11.2 (13.9)	11.9
Financial Health: Surplus (Deficit) of Assets and Liabilities	Ratio of Internal Reserve Assets	Managed Assets − Total Liabilities / Total Assets	34.2 (27.5)	34.8 (28.2)	34.2 (28.2)	32.8 (28.5)	27.7
	Current Ratio	Current Assets / Current Liabilities	182.6 (262.9)	211.5 (263.2)	202.7 (267.1)	198.7 (265.6)	187.2
	Ratio of Advances Received Held	Cash and Deposits / Advances Received	368.1 (373.5)	409.5 (372.0)	377.5 (390.9)	368.3 (377.0)	409.0
Liability Ratios	Ratio of Non-Current Liability Composition	Non-Current Liabilities / Liabilities + Net Assets	4.8 (6.6)	4.4 (6.5)	4.2 (6.4)	4.1 (6.4)	4.4
	Ratio of Current Liability Composition	Current Liabilities / Liabilities + Net Assets	6.4 (5.4)	6.0 (5.3)	5.9 (5.3)	5.6 (5.2)	6.3
	Ratio of Total Liabilities	Total Liabilities / Total Assets	11.2 (12.0)	10.4 (11.7)	10.1 (11.8)	9.7 (11.6)	10.7
	Ratio of Liabilities	Total Liabilities / Net Assets	12.6 (13.6)	11.6 (13.3)	11.3 (13.3)	10.8 (13.1)	12.0

* Managed assets = cash and deposits + specified assets + securities
* Figures in parentheses are the averages for incorporated universities nationwide, excluding medical and dental schools (based on the Promotion and Mutual Aid Corporation for Private Schools of Japan, "Private School Finance Today, FY2025 Edition — Universities and Junior Colleges, Financial and Aggregate Analysis").

Support

Kwansei Gakuin and its stakeholders

63 Wings for World Citizens to Take Flight
64 Kwansei Gakuin Support Association
65 Kwansei Gakuin Alumni Association



Wings for World Citizens to Take Flight

At Kwansei Gakuin, we invite your support through various donation programs organized around four broad purposes.

Donate Here

1 Supporting the Continued Development of Kwansei Gakuin



Your generosity, directed where it is needed most. Kwansei Gakuin will responsibly allocate your gift to support the continued development of the institution.

2 Supporting Students and Pupils



Do not allow financial hardship to make anyone abandon their dreams. Your support can change one person's future.

3 Supporting Education and Research



Sharpening knowledge and instilling character: Your support keeps the beacon of world citizenship burning brightly.

4 Other Donation Opportunities



Everyone has their own way of giving. There are various ways to give, including bequests and designated donations.

FY2025 results

Education and Research Promotion Fund: 497 donations, ¥62,734,869
KGC2039 Fund: 994 donations, ¥24,147,882
Kwansei Gakuin Supporters: 3,157 donations, ¥8,784,700
Other donations: 1,921 donations, ¥332,782,060

Total: 6,569 donations, ¥428,449,511

* Due to accounting procedures, these figures may differ from the donation income amount shown in the Statement of Cash Flows.

Your generosity is put to use in the various projects that support the learning and growth of our students, pupils, and children.

Messages of Appreciation



Risa Yamamoto, 4th-year student, School of International Studies
"Conveying our message effectively"



Takuya Masunari, 4th-year student, School of Humanities
"Become a person of distinction"
Tomoya Masunari, 4th-year student, School of Education
"Trust"



Sara Kakimoto, 3rd-year student, School of Economics
"I want to be of service to people and society"

Kwansei Gakuin Support Association

The Kwansei Gakuin Support Association was founded in 1947 with the aim of "providing support from the standpoint of guardians in order to achieve the educational objectives of Kwansei Gakuin." At the time it was organized by the guardians of the University, the Senior High School, and the Junior High School, but today it also includes the Junior College, Senri International Junior and Senior High School, the Elementary School, and the Kindergarten, and supports the activities of the entire Kwansei Gakuin family.
Composed of the guardians of the great majority of the schools that make up Kwansei Gakuin, this team of supporters truly embodies the "comprehensive educational institution" and serves as a major source of support in passing on our educational philosophy and founding spirit to the next generation. Here we introduce the initiatives and activities undertaken by the Kwansei Gakuin Support Association.

What is the Kwansei Gakuin Support Association?

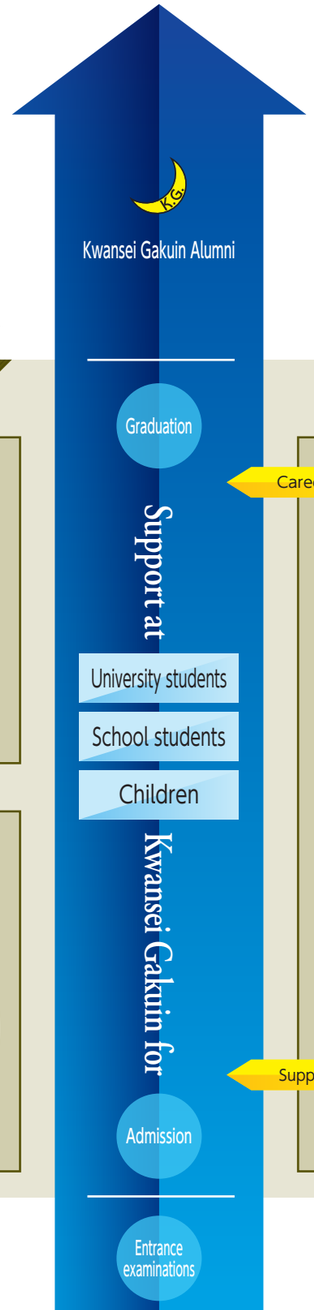
As an organization through which the guardians of the students of the University, the Junior College, and each of the other schools provide support from their unique standpoint for the educational objectives of Kwansei Gakuin, the Support Association develops projects and initiatives in keeping with that purpose each year.

Slogan of the Kwansei Gakuin Support Association

Growing and Walking Together with Our Children

Mastery for Service

Let Us Build Stronger Kwansei Bonds Between Parents and Children Through Mastery for Service



Kwansei Gakuin Support Association

Purpose and members

To provide support from a guardian's standpoint for the educational objectives of Kwansei Gakuin

The guardians of the students of the University, the Junior College, and each of the other schools

Organizational structure

Organized from among the members in pursuit of the Association's purpose

- Delegates' Assembly (convened annually)
- Executive Committee (convened semiannually)
- Standing Officers' Committee (convened approximately seven times per year)

Main activities

Career Support

University Education Discussion Forum
- Nishinomiya Uegahara Campus
- Kobe Sanda Campus
- Regional Education Discussion Forum
  Kanto, Tohoku, and Koshinetsu region
  Hokuriku
  Tokai
  Chugoku
  Shikoku
  Kyushu and Okinawa
- Guardians' Networking Meetings (held biennially in 23 regions to complement the Education Discussion Forum)

Junior College Education Discussion Forum

Kindergarten Education Discussion Forum

Various Support Association activities

Projects undertaken
- New Students' Parents Welcome Commemorative Project
  Let's go to the stadium
  Welcome Concert
- Convocation and graduation commemorative events
  Production of commemorative donations
- Support Association awards
- Support Association scholarships

Support assistance targets
- Activities and events by and for students, pupils, and children
- Promotion of international exchange
- Education and research
- Job-hunting
- Public relations
- Personal accident insurance for students pursuing education and research
- Kwansei Gakuin Christmas Events at the Symphony Hall

Support for campus life

Support Association Newsletter
Support Association Website

"Mastery for Service" – Connecting and expanding the Kwansei Network

Kwansei Gakuin Alumni Association

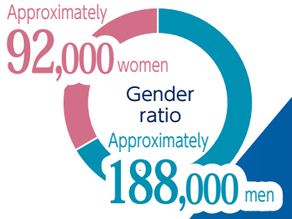
A Lasting Network of Alumni Spanning Generations and the Globe

The Kwansei Gakuin Alumni Association is an organization made up of more than 280,000 alumni in Japan and overseas. By putting the philosophy of the school motto "Mastery for Service" into practice in society, the Association's members help one another grow through mutual personal development and cross-generational exchange, while also supporting their alma mater and its current students. The Association encompasses a diverse range of officially recognized and active groups dedicated to alumni networking and organized around domestic and overseas chapters as well as industries, occupational fields, clubs, and seminars.

89 domestic chapters

29 overseas chapters

127 affiliated organizations



Future

Lifetime

Origin

Graduation

The three goals of the Alumni Association

In pursuit of the following three goals, the Association undertakes various activities and exchanges that expand our circle of alumni.

To put the philosophy of "Mastery for Service" into practice in society

To promote mutual personal development and fellowship among our members

To contribute to the development of our alma mater

Projects Connecting the Alma Mater and Alumni

Publication of the journal "Boko Tsushin" (Alma Mater Newsletter)

The journal, which introduces the activities of the Alumni Association and recent news about alumni and Kwansei Gakuin, is published twice a year and serves to connect the alma mater with its alumni.

Homecoming Day

Held every autumn at the Nishinomiya Uegahara Campus, Homecoming Day is co-hosted by Kwansei Gakuin and the Alumni Association. With a varied program that appeals to a wide range of ages, this event offers a venue for exchange and fellowship in which not only alumni but also their families can take part.

Opportunities for Personal Growth

The Alumni Association supports connections that continue after graduation and provide opportunities for learning and personal challenges across generations. Through a diverse range of initiatives covering such topics as career planning and social contribution, the Association supports lifelong growth.

- K.G. Welcome Party
- Kwansei Gakuin Youth Reunion
- Family Events
- KG MID Party
- Ara-KWAN Alumni Gathering

Sharing the latest information via social media

YouTube | X (formerly Twitter) | Instagram | Facebook



First Chancellor
W. R. Lambuth (1854–1921)

Private schools are founded with their own distinct educational philosophies and, in the case of Kwansei Gakuin, that philosophy is "educating our youth based on Christian principles," as set forth in the Kwansei Gakuin Constitution established at the time of its founding.



Fourth Chancellor
C. J. L. Bates (1877–1963)

Kwansei Gakuin's school motto, "Mastery for Service," was introduced by Dr. C. J. L. Bates, the University's fourth Chancellor. It embodies the Kwansei Gakuin ideal of striving for personal growth and excellence in order to serve one's neighbors, society, and the world.