

# GLP GEFIL



UTokyo  
Global  
Education  
for  
Innovation  
&  
Leadership

The New Education Initiative  
by The University of Tokyo

Global Leadership Program (GLP) is a special, university-wide undergraduate program launched by the University of Tokyo in April 2014. Its senior division (Year 3 & Year 4) is called Global Education for Innovation and Leadership (GEfIL) and taught entirely in English. The innovative, transdisciplinary GEfIL curriculum is designed to equip talented UTokyo students with the global competences and skills necessary to act effectively as creative, knowledgeable and responsible players and 'change-makers' on the global stage.

## GLP-GEfIL Distinctive Features:

- ① Utilizes extensive global network of UTokyo researchers;
- ② Facilitates international collaboration and exchange with scholars and students of top-class universities around the world as well as with entrepreneurs and experts of international institutions;
- ③ Generous financial support through sponsoring companies, for GEfIL Abroad Program
- ④ Certificate of GLP-GEfIL Completion issued by UTokyo

## Learning Outcomes:

The main aims of GLP-GEfIL are: to expand students' communicative and academic language skills in English; deepen contextual understanding of a wide range of regional and global issues; enhance students' inter-cultural awareness and competences; foster practical and teamwork skills in tackling real-world problems through independent research projects and issue-based interactive workshops.

## Career Prospects:

GLP-GEfIL graduates will have acquired a high level of specialized knowledge in their major as well as sophisticated global competences and well rounded leadership skills that should place them in an excellent position to pursue a career in international organizations and globally operating companies. Furthermore, GLP-GEfIL graduates will be exceptionally well placed to embark on postgraduate research at UTokyo or top universities abroad.



Group photo at 2017 GLP-GEfIL Entrance Ceremony and Orientation



## Fostering global leadership skills

In the wake of increasing globalization, solutions are sought for the problems occurring on a global scale. Japan has the potential to rise up against, and overcome these difficult times, and the University of Tokyo should take a lead in that process. To this end, I want students at the University of Tokyo to learn how to collaborate effectively with people from around the world, and to take the initiative in tackling global issues. Today more than ever, leaders are required to be flexible enough to value diversity in people and cultures, and to act beyond their individual specializations. The 'global leaders' we envision thus possess more than foreign language skills: They combine solid academic expertise in their disciplines with a strong perceptiveness based on a wide-ranging global education, excellent communication and team-working skills, and the capability to develop innovative solutions for the pressing tasks, which our planet faces. To raise those young leaders, the University of Tokyo has established, with the strong support and cooperation of the Japanese industry, this Global Leadership Education Program (GLP). We hope that many of our students, who wish to play a prominent and responsible role in international society, will participate in this challenging program.

**Prof. Makoto Gonokami, President, The University of Tokyo**

Students, who have English proficiency, a strong interest in the GLP-GEfIL Program and have completed GLP Designated Courses worth 6 credits or more during their first and second years, are eligible to apply. Each year, up to 100 students will be admitted to the GLP-GEfIL Program.

Junior Division (Year 1, Year 2)

## GLP Designated Courses

Global Education Subjects

Problem-solving & practical skills

Foreign Languages

Students must earn 6 credits or more from at least 2 of the above 3 categories

※GLP Designated Courses are selected each semester from courses offered at the Junior Division. Students can take these courses, regardless of whether they intend to participate in the GLP-GEfIL or not.

## Applying for GLP-GEfIL

Year 2 (PEAK Year 1) students by deadline in August

High level of English communication skills  
(approx. IELTS 7.0 or TOEFL iBT 100)

Selection of  
**100**  
qualified students

Strong motivation to play leading role in global society in the future

Senior Division (Year 3, Year 4)

## GLP-GEfIL Year 2 (winter) to Year 4 (autumn)

The GEfIL curriculum pursues a transdisciplinary, innovative approach to global problems. It is carefully designed to equip students with the vision, communication skills, and competences needed to play creative, meaningful roles in global society. The GEfIL Program is taught entirely in English.

— The GEfIL curriculum consists of four components: —

① GEfIL Independent Research Project (IRP)  
(4 credits)

Students plan and carry out research projects on topical global issues of their interest in small, interdisciplinary teams and individually. They are supervised by GLP and Expert Mentors as well as postgraduate TA.

② GEfIL Abroad Program  
(equivalent of 4 credits)

In Year 3 & 4, students have the choice to participate in carefully selected winter/summer programs of top universities around the world, internships or volunteer activities abroad.

③ Global Leader Lecture Series  
(2 credits)

In this interactive lecture series, internationally active business leaders, entrepreneurs, academic experts, and representatives of international organizations will give presentations and engage in discussions with the students. Students will take the lead in the lectures' organization and act as moderators, discussants, and rapporteurs.

④ GEfIL IRP Complementary Courses  
(equivalent of 2 credits)

These are courses offered across the disciplines, that are thematically related to the GEfIL curriculum in general, and particularly to students' Independent Research Projects.

\*Faculties reserve the right to decide whether they will accept the credits earned in the 'GEfIL Independent Research Project' and 'Global Leader Lecture Series' as part of the required credits for their undergraduate degrees.

# GLP-GEfIL Special Features

## GEfIL Independent Research Project (IRP)

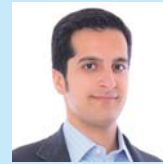
Phase 1 is supervised by GLP Mentors



GLP Program Director  
Prof Dr Nicola LISCUTIN



GLP Project  
Associate Professor  
Dr Yaron SILBERBERG



GLP Project  
Assistant Professor  
Dr Ali KHARRAZI

### PHASE 1 (Year 2 December to Year 3 May)

In Phase 1, students will experience, through teamwork, the research process of dealing with a 'real' global issue. They will participate in intensive workshops and learn how to develop and execute a research plan, conduct research with a transdisciplinary approach, and effectively present their findings to an audience of internal and external experts – all of this, of course, in English. Regular lectures by international guest speakers and the GLP teachers offer insights into the chosen global issues and guidance for research methodologies

and practical skills.

The topic chosen for the Phase 1 research project reflects GEfIL students' interests as well as the complexity of present-day global problems. Finding solutions to complex global issues requires a wide range of expertise, thus, teams are made up of students from different majors and backgrounds, contributing their individual knowledge and abilities to the team's research project.



Photo at 2017 GEfIL Independent Research Project PHASE 1

### PHASE 2 (Year 3 September to Year 4 May)

Students will conduct their independent research project within a thematic field of their own interest, separated into 5 study groups and supervised by an Expert Mentors and postgraduate TA. Through seminars, team discussions and frequent

feedback from supervisors, together with experience obtained in the GEfIL Abroad Program and insights gained in GEfIL IRP Complementary Course, students will deepen their research and prepare their final research presentation in English.

## Voice of GEfIL Students

### Peace Building



Yuriko NAKAMURA  
Year 3,  
Faculty of Law

In the Peace Building thematic field, students pursue a variety of research topics, ranging from transitional justice in East Timor to peacekeeping in Georgia and Abkhazia. Although this is a very demanding course, there are two factors that make it a valuable experience.

First, we receive feedback on our research proposals every two weeks from the professor, two teaching assistants, and our peers. By sharing each other's ideas and progress, we learn not only about various conflicts, but also ways to overcome challenges encountered in the research.

Second, this course trains you to define and clarify the core of your research. For instance, I was initially interested in economic development in Botswana, a country whose path diverged from traditional IR theories, such as the resource

course. It took me five rounds of research proposals and discussions to discover that the mystery lay not in the value of diamond exports, but in the Botswana government's centralized approach to policymaking. Although it was not an easy task, the teachers were always willing to guide us through the process and challenge us to polish our research questions. The skills acquired in the course are essential in any work that involves critical thinking and analysis, and the experience is certainly worth the effort.



## Global Health



Yuji MATSUO  
Year 3,  
Faculty of Science

The students in the thematic field Global Health are divided into two groups, Mental Global Health and Mobile Global Health, and are preparing for the final presentation in May.

The Mental Global Health group is looking into the relationship between maternal depression and government policies, such as childcare leave. The Mobile Global Health group is researching the effectiveness of health apps for diabetes. Health issues are very personal and even if you look at public health, there is a big difference between countries and regions.

Therefore, the word "global health" may seem a little self-contradictory, but it is a very important point of view. In fact, health is the most fundamental human right, including not only physical but also mental and social aspects. In global health, you can also relate health to other topical issues, such

as the development of information technology.

We have one session every three weeks and you can choose whichever topic you prefer, allowing you to conduct your research in your own pace. In addition, close support is provided by Prof. Watanabe and the TAs, so if you are interested in Global Health, you should join us!



## Global Economy & Management



Yen Nhu TRUONG  
Year 3,  
College of Arts and  
Sciences(PEAK)

In the Global Economy and Management thematic field, our task is analyzing and comparing big global corporations. In order to gain the necessary knowledge for the research, in the first few sessions, we learnt the basics of Financial Analysis. This part was taught by professionals from a financial consulting company. In my major, we do not have many courses in finance and I personally do not have many opportunities to meet people working in the field, so this was a precious experience for me.

In the second half of the course, we carried out a group project, in which we analyzed big corporations by ourselves. Our research was not only about the companies' performance, sales or activities, but more importantly, about global forces informing companies' strategies. This is a very important aspect in economic analysis as, according to Prof.

Handa, there is a reason behind every movement of corporations-they must adapt to the global situation. Our group includes students from different majors, including economics, engineering, and environmental sciences. Therefore we divide the work between ourselves based on our major and interests. This experience is amazing for me because I realized that economic systems have different aspects and I feel that I can combine my major in Environmental Sciences with the study of economics for my future career.



## Diversity



Moe OMIYA  
Year 3,  
College of Arts and  
Sciences

The "Diversity" thematic field consists of 12 students and two TAs. When I had to decide which class to join for PHASE 2, the Expert Mentor Professor Sonoda, who specializes in Chinese and Asian society, said at the guidance session "What you have to aim first here is to become the leader of yourself in order to become a global leader in the future," a statement that immediately made me decide to take his course.

As our topic is "Diversity," each member's idea of individual research is also very diverse.

Therefore, we set a general theme to unite us: "Barriers". Keeping this theme in mind, all of us are doing research into various fields based on our own interest, ranging from gender issues to financial technology by comparing the situations in different countries.

Although we are basically conducting research individually, we

also need to make the most of this opportunity to work together. So we recently started a new project, which is to create a winter program in Hawaii that will be open to all Todai students. Hopefully the project of this "diverse" team will be a fruitful one and the winter program becomes a reality next year.

We have classes about twice a month, sharing and discussing our ideas among all the members. These reports from other members are very inspiring and I am looking forward to seeing how our projects evolves.



## Sustainability



Riona KOBAYASHI  
Year 3,  
Faculty of Agriculture

In this thematic field, we deal with the sustainability of today's society through workshop and fieldwork every week, under the guidance of our mentor, Professor Fukushi.

We are now focusing on Hawaii and Bali Island and tackling issues such as the self-sufficiency rate of energy, food, and the sustainability of culture and the environment in the face of tourism. We did fieldwork in Hawaii last spring and interviewed the local people. I could see the current situation of Hawaii and this was a precious experience for me.

Though it is easy to imagine 'environmental sustainability' due to the spread of worldwide movements, the sustainability of culture and economy should not be ignored in order to maintain our society. These different viewpoints can often be in conflict. Our team members major in various fields including

engineering, agriculture, and environmental science, but it is also necessary for us to employ social viewpoints. I strongly feel that 'interdisciplinary studies' which is one of the great features of GEFIL, contributes much to our research, and frequent advise from Professor Fukushi always provides us with new ways of thinking. Why don't you join us and help us tackle the sustainability problems that the world is now facing?



## GEFIL Abroad Program

Summer/Winter programs at top-level international universities have been carefully selected, from which students can choose their desired Abroad Program. In order to facilitate multi-cultural exchange, each of the programs will accept only a limited number of GEFIL students, allowing better mixing with international participants and providing GEFIL students with a precious opportunity to communicate with people from all over the world. Alternatively, students may suggest other abroad programs and internships, or even fieldtrips planned by the students themselves, which may then be approved as a GEFIL Abroad Program, provided they fulfill certain requirements. Thanks to the generous sponsorship of supporting companies, students will receive scholarship (up to a max. of one million Yen) towards the cost of their short-term studies abroad.

### — Examples of GEFIL Abroad Programs in 2017 —

China	LSE-PKU Summer School in Beijing
Myanmar	Peace Boat Special Global University
USA	Stanford Summer International Honors Program (SSIHP)
	Harvard Summer School
	Yale Summer School
Canada	University of British Columbia, Vancouver Summer School
UK	Pembroke-King's Summer Programme
	LSE Summer School
	Oxford Global Challenges of the 21st Century
	School of Oriental and African Studies (SOAS), University of London
Switzerland	Geneva Graduate Institute Summer Programme
	Geneva University Summer School
Germany	Humboldt University, Summer School
	LMU Munich & Vienna, Munich International Summer Program on Middle East Studies
	RWTH Aachen University, Robotics
	Bauhaus University, Design Thinking
Denmark	University of Copenhagen, School of Global Health Challenges
France	HEC Paris Summer School
	Sciences Po Summer School
Italy	Venice International University
Netherlands	Leiden University, Grotius Center Summer School
Finland	Helsinki University, Summer School
South Africa	LSE-University of Cape Town



GLP-GEFIL programs are currently made possible by the generous support of the following sponsoring companies.

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Detailed information about GLP-GEFIL can be obtained from

<http://www.glp.u-tokyo.ac.jp/en>

e-mail: [glp-gefil.adm@gs.mail.u-tokyo.ac.jp](mailto:glp-gefil.adm@gs.mail.u-tokyo.ac.jp)

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※For course registration, please contact PEAK/GPEAK Section, Academic Affairs Division,

For course subject, please contact The Center for the Development of Global Leadership Education.

