

GLP GE IL

2023

UTokyo
Global
Education
for
Innovation
&
Leadership

The Global Education Initiative
by the University of Tokyo

The 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 is taught entirely in English. The innovative, transdisciplinary GEfIL curriculum is designed to equip talented UTokyo students with the global competence and skills necessary to act effectively as creative, knowledgeable, and responsible players, and “change-makers” on the global stage.

GLP-GEfIL Distinctive Features:

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

Learning Outcomes:

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

Career Prospects:

By the time of completion, 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.



[2023 GLP-GEfIL Entrance Ceremony and Orientation]



Fostering young leaders at the University of Tokyo

Today, our society has been confronted with global challenges one after another, including the COVID-19 pandemic, the Russian military invasion of Ukraine, and climate change. Everything we took for granted is being questioned or in a state of flux, and universities should play an even more important role while being sensitive to society's academic needs. I hope everyone studying at the University of Tokyo will grow into a creative leader with the ability to address the major issues confronting all humanity in various fields at home or abroad. Leaders tackling global challenges need to have not just a high level of expertise and excellent leadership skills, but also a deep understanding of diversity and inclusion in order to realize a world where no one is left behind, while cooperating closely with people holding different values. Outstanding leadership, furthermore, requires us to cultivate the practical ability to apply what we have learned to solve actual social issues, and the commitment to life-long learning to become responsive to rapidly changing skill requirements. To foster these competencies in students, the University of Tokyo operates this Global Leadership Program (GLP) with strong support from and collaboration with various industries. I hope that many of our students will join this challenging program, aspiring to shoulder roles of important responsibility on a global stage.

Prof. Teruo FUJII, President, The University of Tokyo



Find your own style of leadership

Prof. Kensuke FUKUSHI, Director, GLP Office

GLP-GEfIL is a program to develop a capable next generation of leaders in the international community. There are two different types of leaders: one who has a strong charisma and leads the group, or one who helps everyone and is respected by everyone. In this program, I would like you to experience working with colleagues of different academic disciplines, cultural backgrounds, genders, nationalities, etc., and thinking about leadership diversity. Through GLP-GEfIL, you will build a global network among alumni and make a significant contribution to society and the sustainability of this planet.

GEfIL Independent Research Project (IRP) PHASE1 (Year 2 December to Year 3 May)

In PHASE1, 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.

PHASE1 Voices of GEfIL Students

Since PHASE1 emphasizes active learning, we were put in charge of our own studies. Every team went through a process consisted of 3 steps including research, ideation, and presentation. It has been an enriching experience and we were able to apply the knowledge and skills we learnt in GEfIL Expert Mentor Lecture Series, such as Positive Deviance.

We have been treated as actors who take initiative in discussion and implementation of ideas. Our team is grateful to have abundant time distributed to group discussion during PHASE1, which helped us learn more about our members' background, ideas, and values. After several rounds of opinion exchange, we decided to settle our topic of research project on sex education. The fact that all our members come from different educational background also provided a variety of perspectives for the group. Throughout the project, we have been greatly supported by our mentor and TA, who not only encouraged us to take our own initiatives but also actively provided advice and guidance on top of our thoughts.

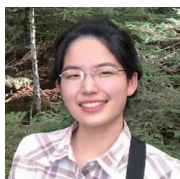


From left: Satoshi MATSUMOTO (Year 3, Faculty of Economics) Yuka SAITO (Year 3, Faculty of Law) Yifei GUAN (Year 2, Faculty of Arts and Sciences, PEAK JEA) Yuhi HASEGAWA (Year 3, Faculty of Engineering) Rio NAGAI (Year 3, Faculty of Law) Yuki SAITO (Year 3, Faculty of Medicine)

GEfIL Expert Mentor Lecture Series

The “GEfIL Expert Mentor Lecture Series” is a compulsory course for students participating in the Independent Research Project PHASE1. It consists of 7-8 interactive lectures and discussion sessions given by the GEfIL Expert Mentors and Co-Mentors. The thematic fields of the Independent Research Project and the GEfIL Program as a whole are closely related to, and informed by, the UN 2030 (Sustainable Development Goals). Thus, the “GEfIL Expert Mentor Lecture Series” is designed as an introduction to the cutting-edge research conducted by the Expert Mentors on specific SDGs and their implementation. Crucially, students will gain a clear understanding of how research can and does impact practice in, for instance, international agenda setting, development of public policy or corporate strategies, or technological innovations. A further important aim of the course is to facilitate a sustained academic dialogue between GEfIL Expert Mentors and students from the very beginning of students' GEfIL studies. This will enable students to make well-informed choices when selecting their PHASE2 thematic field and strengthen students' research work in both their PHASE1 and PHASE2 classes.

Voices of GEfIL Students



Sakika NAKAMURA
Year 3,
Faculty of Economics

The “GEfIL Expert Mentor Lecture Series” is composed of two sessions: lectures from professors and group work to make a short presentation about the lecture. Participants gain interesting perspectives for their future activities from the lectures featuring a variety of topics such as Peace Building, the future of “Greater Tokyo” and the research methodology of “Positive Deviance”.

During the group work session, we learned how to have a quick but deep discussion. Participants face many difficulties such as meeting members for the first time, having only a short time to prepare (approximately 30 minutes), and using English as a communication tool. Though this session is very demanding, each time I really enjoyed the trial-and-error process as a leader. I am sure that you can develop the ability to manage a group. Through these activities, I learned important lessons and had many chances to be a “global leader” within just a few hours. I believe that you, too, can find yourself growing greatly through this opportunity.



GLP-GEfIL members at classes



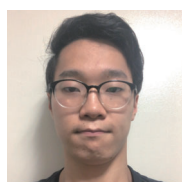
GLP-GEfIL Curriculum and Course Timeline (for April Entry Students)



Global Leader Lectures

The "Global Leader Lectures" is a compulsory GEfIL course for students participating in the Independent Research Project PHASE2. This course is conducted as an intensive 3-4-day workshop. It aims at leveraging the knowledge, skills, and insights gained in the Independent Research Project courses and studies abroad, for students to develop a clear sense of their own "leadership by creativity."

Voices of GEfIL Students



Gankhuyag TENGISBOLD
Year 4,
Faculty of Engineering
(on participation)

At the last year's Global Leader Lectures, we focused on "resilience," the ability to recover from misfortunes and difficulties, and considered how we can build a more resilient society.

On the first day, there were two keynote speeches. Dr. Julia Kim, Program Director of the Gross National Happiness Center in Bhutan, gave a lecture on the nature of national happiness and the meaning of resilience therein. Mr. Jean-Marc Gilson, Director of the Board, Corporate Executive Officer, President and CEO of Mitsubishi Chemical Group Cooperation, lectured on how to build and run a happy and resilient company based on his valuable corporate experience. It was a great experience to participate in a workshop in which students proposed problems that needed to be addressed to pursue resilience, gathered team members, and explored ways to improve them. Our team focused on the issue of "vaccine inequality" and discussed what we could do to distribute the COVID-19 vaccine more equitably and efficiently on a global basis.

During the three days of the Global Leader Lectures, I believe we were able to think about what kind of society we should aim for as future leaders and acquired the ability to prepare for and confront inevitable difficulties.

GEfIL Independent Research Project (IRP) PHASE2 (Year 3 September to Year 4 May)

Students will conduct their independent research project within a thematic field of their own interest, separated into five study groups and supervised by an Expert Mentor and postgraduate TAs. Through seminars, team discussions, and frequent feedback from supervisors, together with experience obtained in the GEfIL Abroad Program and knowledge gained in the GEfIL Expert Mentor Lecture Series, students will deepen their research and prepare their final research presentation in English.

PHASE2 is supervised by the following Expert Mentors in 2023-2024 period.



Global Health
Graduate School of Medicine
Prof. Takahiro HIGASHI



Global Education
Graduate School of Education
Prof. Masaaki KATSUNO



Peace Building
Graduate School of Arts and Sciences
Prof. Ai KIHARA-HUNT



Sustainability
Institute for Future Initiatives
Prof. Kensuke FUKUSHI



AI and Society
Graduate School of Interdisciplinary Information Studies
Prof. Yuko ITATSU

※Above will be on offer in 2023-2024 and updated sequentially in the future.

PHASE2 Voice of GEfIL Students in 2022-2023

Global Health

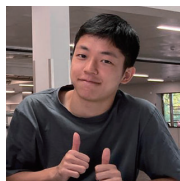


Kota UEMURA
Year 4, Faculty of Letters

You learn how to identify and solve problems in order to achieve equal access to health services around the world in this course. You don't need any knowledge beforehand to participate in this lesson. You have the opportunity to listen to several amazing lecturers, who are tackling real global issues around the world. You just need good motivation to start learning about global health. Our group began with learning the difference between equality and equity. The former is easier to understand; it is often associated with justice, and is a widely known concept. However, equality often dismisses the weak, only satisfying the strong. On the

other hand, when you achieve equity, that means everyone is satisfied with the results. One can say that equity is more suitable for social justice than equality. Thus, global health is so closely related to achievement of social justice, that you need to think hard throughout the course. In fact, I think we can realize that even if we try to achieve "equality" in a methodical way, it does not necessarily serve "justice". This is a concept that becomes more important when considering Global Health issues. Anyone with an interest in making a better society is welcome in this Global Health course, which I highly recommend you to join.

Global Education



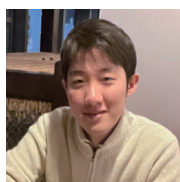
Taisei HAMAGUCHI
Year 4, Faculty of Engineering

In the Global Education course, we worked to solve problems from a global perspective focusing on the theme of guaranteeing children's rights through education. Students are free to pursue research according to their own interests, resulting in a wide variety of issues and concerns such as child labor, international aid in the field of education, and the problems which adopted children have.

In class, we presented what we have researched and received sound

advice from the Expert mentor, TA and group members through discussions. In addition, we went to South Korea for a three-day overseas field trip to listen to renowned researchers talk about children's rights. By stepping out of Japan and thinking about education, one can gain diverse knowledge from a global perspective. If you are interested in children's rights and education, why not choose this Global Education program?

Peace Building



Eiji IIMORI
Year 4, Faculty of Engineering

In this course, we dealt with Peace Building as a comprehensive effort to achieve sustainable peace, by entailing and examining actual and possible reasons for armed conflicts. Through the lectures, we grasped the framework of Peace Building theories, and carefully applied them to the current Peace Building situation of Timor-Leste - a relatively new country that had experienced the cruelty of wars and regional conflicts in the last century - from an international law perspective.

In addition to lectures by our Expert Mentor, we had the honor to hear a guest lecture on Transitional Justice given by a former adviser to the Truth Commission, giving us an opportunity to hear details about the Peace Building process in Timor-Leste. Throughout the PHASE2 lectures and activities, we gained a deeper and more practical understanding of armed conflicts and volatile situations in the world, human rights and sustainable peace, as well as justice and accountability.

Sustainability



Taiga HIROSE
Year 4, Faculty of Arts and Sciences

In this course, we worked on the theme of sustainability on an island. Under the guidance of our Expert Mentor, we formulated a student-led research plan and conducted fieldwork in Bali, Indonesia, in early March, then summarized our findings in a final presentation. The members of the program shared their own opinions frankly with each other and were willing to lend a helping hand if we had any difficulties. I think this is the best part of the GLP-GEfIL program, where students

from diverse faculties and nationalities come together to exchange opinions and see the outside world through a fieldwork.

Now that tackling climate change is an urgent issue, we need to take action so that we can pass the "baton" to future generations. I believe that this class nurtured our ability to step forward, discuss, and consider solutions to the issues by discussing them in English with our peers who have shared interests.

Global City



Nagisa TAKAHASHI
Year 4, Faculty of Education

Cities are the center of politics, economics, and cultures and play more significant roles as population density is increasing. In this course, we focused on Tokyo, one of the largest cities in the world, and understood its globalization from its historical and geographical backgrounds. This year, we are working in groups on gentrification associated with redevelopment and contact zones of different themes such as cultures and gender. This course provides opportunities to

explore the city from multiple perspectives based not only on theories, but on practices such as fieldworks. Moreover, it is always quite interesting to take courses with students from various disciplines since they offer new perspectives. While social issues like climate change have become increasingly internationalized, people are expected to think globally and act locally. The Global City course will move you one step forward toward becoming such a "glocal" person.

GEfIL Abroad Program

Summer/Winter programs at top-level international universities have been carefully selected, and students can choose their desired Abroad Program from them. By studying abroad twice during the GEfIL program, students will deepen their GEfIL studies and enhance their practical English communication skills. In order to facilitate multi-cultural exchanges, 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 fieldwork 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 scholarships (up to one million Yen) towards the cost of their short-term studies abroad.

Examples of GEfIL Abroad Programs in 2023

Singapore	Nanyang Technological University
Taiwan	National Chengchi University
USA	Stanford Summer International Honors Program (SSIHP) Harvard Summer School
Canada	Vancouver Summer School, University of British Columbia
UK	Pembroke Cambridge Summer Programme LSE Summer School Oxford University, International Politics Summer School University College London
Switzerland	Geneva Summer Schools
Germany	Ludwig Maximilian University of Munich TU Berlin RWTH Aachen University, Engineering Summer School
France	HEC Paris Summer School Sciences Po Summer School
Netherlands	Utrecht Summer School
Demark	University of Copenhagen



Voices of GEfIL Students



Xizhu HE
Year 3,
Faculty of Arts and
Sciences, PEAK ES

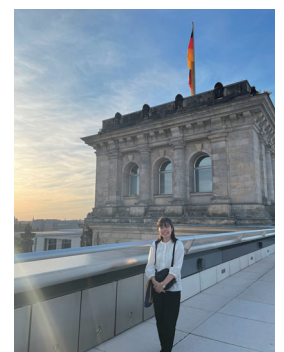
I had the wonderful opportunity to spend incredible two weeks at St Antony's College, at the University of Oxford, and participated in the course "Critical Approaches to African Politics."

The courses definitely exceeded my expectations. I was able to gain a deeper understanding of African contemporary history and politics, including liberation movements, land reform, and democratization. The short coffee breaks in between the seminar and the lecture also enabled me to freely communicate with students from all over the globe. Thanks to the warm support from UTokyo, GLP-GEfIL program, and various sponsor companies who made this journey possible, I was able to enjoy a memorable summer experience in Oxford.



Kazumi TAKASAKI
Year 4,
Faculty of Arts and
Sciences

I spent a month in Germany and took the course "Social Market Economy - A Better Capitalism?" at Humboldt University. The course consisted of lectures on German political economy and the development of the welfare state, as well as presentations and discussions based on the literature. It was very meaningful because it gave me a comprehensive understanding of the framework of German welfare policy and its history based on my knowledge of German political economy. Humboldt University also offered a variety of hands-on events for the summer school participants. For instance, I joined a tour of the Bundestag (the Berlin Parliament building), attended an orchestra performance, and participated in a tour focusing on the history of Berlin during the Cold War. I also had the opportunity to see a large Pride parade during my stay in Berlin and went on a trip with friends I made during summer school, so I have many unforgettable memories from my stay there. I strongly believe that sharing these moments with students from all over the world was a unique experience.



Structure of GLP-GEfIL

Students, who have good English proficiency, 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 two of the above three categories

※GLP Designated Courses are selected each semester from courses offered in the Junior Division. Students can take these courses regardless of whether they intend to participate in the GLP-GEfIL.

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 competence 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 TAs.

② GEfIL Abroad Program (equivalent of 4 credits)

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

③ Global Leader Lectures (2 credits)

This is a credit-bearing, compulsory GEfIL course for students participating in the Independent Research Project PHASE2. This course is conducted as an intensive 3-4-day workshop.

④ GEfIL Expert Mentor Lecture Series (equivalent of 2 credits)

This is a compulsory course for students participating in the Independent Research Project PHASE1. It consists of 7-8 interactive lectures and discussion sessions given by the GEfIL Expert Mentors and Co-Mentors.

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

GEFIL ALUMNI GROUP

The first graduation ceremony of GLP-GEFIL program took place in October 2017. The graduates have formed the GEFIL ALUMNI GROUP and will continue to expand their network.

(Voice from the President of GEFIL ALUMNI GROUP)

I met a diverse group of students from various faculties during my two years as an undergraduate, and although I struggled during the summer program abroad, I realized that by completing the entire program, I gained knowledge of the world that I could not see or have before joining the program. I feel certain that for many of the other graduates, the GLP-GEFIL experience has taken on a special meaning in different ways. GLP-GEFIL is no longer a newly created program, but a program with a very large scale and a community that can be proud of its existence as an international education program at UTokyo, with many graduates and many more to come in the future.

In this context, the GEFIL ALUMNI GROUP is expected to play an important role as a bridge between alumni, current students, sponsoring companies, and the university organization, and as council members, we have been discussing and exploring how to make the most of every opportunity. We will continue to work together to consider what we can do for the future of GLP-GEFIL program and for the many people who have become and/or will become part of it.



【GLP-GEFIL Sixth Graduation Ceremony with GEFIL ALUMNI members】

UTokyo GEFIL Fund

Scholarships for the GEFIL Abroad Program are supported by donations from companies that sponsor the GLP Program (UTokyo GLP Fund). In addition, the UTokyo GEFIL Fund is seeking broad support from students who have completed GLP-GEFIL as well as graduates of the University of Tokyo and members of the general public, who wish to assist the program.

All donations to the UTokyo GEFIL Fund will go toward offering scholarships to students for the GLP-GEFIL Abroad Program.

We ask for your generous support to students who are currently enrolled or will be enrolling in the GLP-GEFIL Program.

(Website of the UTokyo GEFIL Fund) <http://utf.u-tokyo.ac.jp/project/pjt86.html>



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



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LIXIL

(as of March, 2023)

Detailed information about GLP-GEFIL can be obtained at:

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

e-mail: glp-gefil.adm@gs.mail.u-tokyo.ac.jp

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For course registration, please contact the PEAK/GPEAK Section, Academic Affairs Division,
for course subjects, please contact The Center for the Development of Global Leadership Education.

