

Global Next Leaders Forum
2022
Project Proposal

Version 1
As of November, 2021

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1. Greetings

We always appreciate your continued support for Global Next Leaders Forum (GNLF).

With the aim of developing global leaders for the next generation, we have been holding the forums where students and professors from around the world gather to discuss current international issues from various perspectives. And this year, in 2021, we held the 10th conference. Your cooperation makes it possible for us to carry out these activities. On behalf of all the members, I would like to thank you from the bottom of my heart.

Due to the current worldwide situation, it has become very difficult to carry out international exchange activities. Many organizations involved in international exchange have been forced to review their activities, and we held our 10th conference online for the first time. Although the format of the forum had changed, we are confident that students and professors were able to deepen their discussions on international issues from different viewpoints and come into contact with diverse values and cultures thanks to the careful preparation and cooperation of all participants.

On the other hand, it is true that the change in the format of the forum had a great impact on our activities. Due to the time difference and unstable internet environment, the time for discussion and cultural exchange was greatly limited. It is very distressing that it was difficult to deepen exchanges and build trusting relationships, which is one of the major attractions of this forum. We are also preparing for the 11th Forum entirely online, and there is no prospect that we will be able to carry out the same activities as before.

However, we will put our best effort in finding out what we can do for now and put that into action, rather than lamenting what we cannot do. Our activities are changing as we continue to work online. However, the qualities required to become global leaders will not change. Those qualities are human nature itself, which are the attitude of understanding and respecting each other on the basis of differences, and the attitude of dealing with problems flexibly in a rapidly changing environment. We will continue our activities with the goal of developing global leaders who possess these qualities in mind. I hope that one day we will be able to achieve our great goal of contributing to the development of future relations between nations through the trust that has been fostered among the students through this conference.

Finally, I would like to express my sincere gratitude to all of you for your support in realizing the activities mentioned above. I look forward to your continued warm guidance and encouragement.

September 30 , 2021
2021-2022 President of Global Next Leaders Forum
Kazuki Nagamitsu

2. Prospectus

As our world is becoming more globalized and our society flatter, differences in culture, traditions and religions are highly valued. At the same time, these differences trigger friction among people. Understanding and respecting each other, regardless of our differences becomes an important effort to overcome this friction. In this globalized world with diversified nations, mutual understanding is the most valuable principle. With the end of the Cold War and the spread of globalization, an era, where nations cannot survive without relations with other nations has arrived. The importance of building amiable and strong diplomatic relations with as many nations as possible has increased for every nation.

Under our belief, “Relations between countries begin with relations between people,” we are of the opinion that a person who strives to understand and respect others in this diverse global society can take on the role of representing his/her own country and build amicable relationships with other countries. This is the kind of person who is needed in Japan and in other countries around the world. We believe that such a person is the “global leader” that will lead in the 21st century.

It is not the skills that are essential to becoming a global leader. The spirit of understanding and respecting each other, regardless of our differences, and an attitude to deal with problems flexibly in this rapidly changing environment are the most important elements of a global leader.

Therefore, it is impossible to create a global leader in a short period of time. This is because long-term relationships, personality development and education is vital to achieving the attitude and spirit that a global leader should possess. Therefore, we have decided to create a platform for university students who have a great possibility of becoming future global leaders. We want an international forum with university students who have the potential and the will to lead the world. The program serves as a starting line for these students where they can develop and become global leaders as well as strengthen relations with others.

We have three concepts that we value as the principles in creating such a platform. Those three concepts are, “a project that is not bilateral but carried out by multiple countries,” “a long term project that does not end with just one forum,” and “a project that puts emphasis on building relations between countries that have not had much involvement in the past.”

Involving multiple countries in the project is essential to understanding diversity, and as mentioned above, it must be long term. On top of that, as past diplomatic frameworks are changing, we believe that there is a need to strengthen relations between countries that have only had a weak or one-sided relationship through the establishment of understanding and trust.

Then, what is the meaning for the Japanese, or for Japan to take the initiative in building this international platform?

In our country, the weakening of Japan's international presence poses a problem, and many have a pessimistic view on Japan's future. Japanese people are said to be unsuited for diplomacy for introverted and nonassertive tendencies. Furthermore, in the 2011 Tohoku earthquake, the lack of decisiveness to send out accurate information to the world as well as the lack of leadership to lead global views and actions to create a better international society became evident. It can be said that Japan is the country which most urgently needs global leaders that represent their country and play an active role in the international society. In that sense, there is great meaning for the Japanese to lead and organize this program.

However, that is not it. Japan is a country that has led the world through its rapid economic development after the Second World War and is now first handedly experiencing a fiscal crisis and an aging society. Many of the problems that Japan has faced and is currently facing are problems that the world will face from now on. We should make the most out of the lessons that Japan has learned. Therefore, this Japan based platform has great meaning for the rest of the world as well.

We will strive to create an environment where each and every participant can develop by providing them with "Experience", "Knowledge" and "Human Networks" through this two-week long program. We aim towards creating global leaders that are needed in each country, building international human networks and establishing connections between nations.

July 1, 2010
Founder of Global Next Leaders Forum
Yusuke Morishita
(Partly revised January 1, 2013)

3. Philosophy

i) Organization Philosophy

Our mission is to contribute toward creating global leaders. Global leaders, in our view, are those in the international society who are capable of determining the course of action of a group, adequately sharing it with their colleagues and supervising collective actions. In order to cultivate those leaders, we host the annual international students' forum, GNLF, in Tokyo.

ii) Aim

The aim of the forum is self-recognition through an understanding of others and that is how we attempt to achieve our mission of creating global leaders. One can learn more about themselves through deep communication with and understanding of others. Everyone sees a person in a different way, so interacting with others from various backgrounds allows the person to learn what they look like toward others' eyes. This provides them with an insight of how to make the most of their strengths, overcome their weaknesses and win others' confidence. To be trusted by others is one of the essential elements of being a leader. The opportunity during the forum to understand oneself through the eyes of others will help the students learn how to be trusted by others, an indispensable skill for global leaders.

iii) Characteristics

GNLF has two distinctive characteristics.

(1) It is a multilateral conference.

GNLF consists of participants from various countries regardless of the scale of their political or economic influence in the world so that the conference would not be biased toward the perspectives of advanced large countries. Although there are a lot of international forums that consist of students from developed countries, participants in GNLF have a variety both in their background and in the scale of the countries they represent, which makes the forum distinctive.

(2) It provides a skill to consider a subject from various angles.

GNLF is held under a different subject each year, and it allows participants through the discussion to consider the subject from various angles. Not only can they attain a better understanding of the topic, but also they can acquire an experience of reflecting upon and learning deeply about a certain subject that will be helpful later in their career.

4. Overview of GNLF2022

1) Date

February 5, 6, 12, 13, 19, 20, 26, 27, 2022

2) Location

Online

3) Organizers

Students' Headquarters of GNLF, Japan (The GNLF Management Team)

4) Participating Countries and Regions

(1) Participating Countries and Regions in GNLF2021

Brazil, Hungary, Japan, Mexico, Pakistan,
Slovakia, Taiwan, Tunisia, USA

(2) Others

A few countries other than (1) will participate in GNLF2022.

5) Number of Participants

(1) Participants from Japan

Several students besides the Management Team

(2) Participants from overseas

1 to 4 students and at most 1 professor from each country/region

6) Budget

All the expenses for GNLF2022 will be raised from the sources below.

1. Grants from the foundations or companies

5. Subject of GNLF2022

“Education”

The topic of the eleventh forum is education and the main purpose of the forum is to discuss how education should be in this fast-changing world. We are going to discuss it considering the current situation of the world.

The word “education” means not only a professor giving a lecture but also a mother telling her child what to do, which means everyone has grown up receiving a kind of education. Moreover, education has a lot of aspects and draws attention from various fields. For example, an institution called “The Japanese Association for Behavior Analysis” issued a statement that the institution disagrees with corporal punishment. In other words, education would be an appropriate topic that students with various majors from different countries discuss. At the same time, education has been widely used. For example, it is used to share knowledge or propagate some ideology. Thus, education has economic and social problems and it is what our lives are closely connected with. Therefore, we decide on education to discuss how education in Japan should be while comparing it to how education abroad should be. We expect to understand the role education plays economically and socially, think about from what viewpoint and values we should discuss problems related to education and develop robust and new values and opinions which might take the lead in education.

We will divide the content of the discussion on "education" into the following four parts, which will enable us to approach the nature of education from multiple perspectives.

Part1 Educational Inequality

Currently, inequality in education opportunities are arising out of various causes. Firstly, there are inequalities caused by disparities in families' financial situations. For instance, some children are deprived of the opportunity to choose their preferred educational paths due to the financial situation in the family but others are wealthy and can bring their children to cram schools. In some countries, there are regional disparities, such as a lack of access to a high level of education within the country, or inadequate educational environments in some regions within the same country. Furthermore, there is also the issue of gender disparity which is generated from misconceptions like ‘women do not need to study’.

In this part, we will share the current situation of education disparity in various countries and try to come up with possible solutions to these problems.

Part2 Education Method

Discussion considering the shift of teaching contents in school has been held over the last few years. This is partly because the current education system is being questioned whether it is capable of nurturing global leaders who can open the door for a new era. Typical results of

the shift of what should be taught in school may be the development of human resources who can co-work with AI or the introduction of early English education which followed globalization.

However, only changing the method of teaching doesn't solve the problem. With the spread of the coronavirus, online classes were introduced in Japan. Online classes surely have some advantages. They are suitable for certain subjects or make it easier for some students to take classes. However, there is still no effective solution to the disadvantages such as decreased communication among students, which was a concern before the implementation. As you can see, education does not end after some changes, but must continue to be discussed and improved.

In this part, we hope to exchange constructive opinions about education in the future by welcoming students from different countries and combining various perspectives given in discussions.

Part3 Education System

In Japan, after finishing the compulsory education process, students who wish to enjoy higher education must take entrance exams. University entrance exams are considered to be especially important because the university and faculty that students study in will greatly affect their future career. Universities and other schools sophisticate the tasks of their entrance exams so that they can discern which candidates are truly intelligent and suit the characteristics of their institutions more accurately.

However, these explanations only describe the education system in Japan, and it is quite possible that different countries have different education systems and ideas about education themselves.

In this part, we will compare the educational systems in each country and the students' thoughts towards education, in order to search for the most appropriate educational system.

Part4 Home Education

Education is not only about making children acquire scholastic ability, but also includes the process of teaching courtesy and morals and forming character. In terms of morals, etiquette and beliefs, parental guidance basically has the greatest impact, but in addition, the daily behavior of parents is also an element of education in the home. As you can see, education at home is not limited to scholastic achievement, but also has an impact on the formation of one's personality, which in turn causes many problems. In addition, depending on whether or not the parents have taken entrance exams, the educational policy for the child may differ greatly. For example, parents who have taken entrance exams can educate their children on their own, regardless of whether they are in a cram school or not, and some parents will take the opportunity to make their children study intensively. Furthermore, it has been pointed out that during the COVID-19 pandemic school closure period, there was a marked difference in children's learning progress depending on the situation of each family. In light of this, it is necessary to reconsider the involvement of parents, schools, and the government in home education.

The purpose of this part is to cultivate a multifaceted perspective on educational issues by focusing on education at home, which is difficult for third parties to see but plays an important role in the formation of children's personalities.

6. Sponsors and Supporters

Subsidization by:

Mitsubishi UFJ Foundation

Cooperation with:

Mitsubishi Corporation

Donation by:

Komaba Tomonokai

7. Members in Managerial Positions

President:

Kazuki Nagamitsu (The University of Tokyo, B2)

Director of General Affairs:

Saeko Otani (The University of Tokyo, B2)

Director of Finance Department:

Tomoya Murakami (The University of Tokyo, B2)

Director of Program Department:

Yusuke Sakai (Soka University, B4)

Director of Liaison Department:

Miyu Yokoyama (The University of Tokyo, B2)

Advisor:

Professor Mitsugi Endo (The University of Tokyo Graduate School of Arts and Sciences)

Counselor:

Yusuke Morishita (Founder)

Daisuke Taniguchi (First Executive Director)

8. Contacts

Headquarters Office:

〒113-0033

IBIC Hongo Atlas Bldg. 6F, Hongo 4-1-6, Bunkyo-ku, Tokyo, Japan

Official Website:

<http://jp.g-nextleaders.net>

Email Addresses:

gnlf.forum.nextleaders@gmail.com (Headquarters)

nagamitsu.k.gnlf@gmail.com (President Kazuki Nagamitsu)

Inquiries:

If there is anything unclear about this proposal, please send an email toward either of the email addresses above.