

Euro-Japan Dialogue 2014



University of Strasbourg

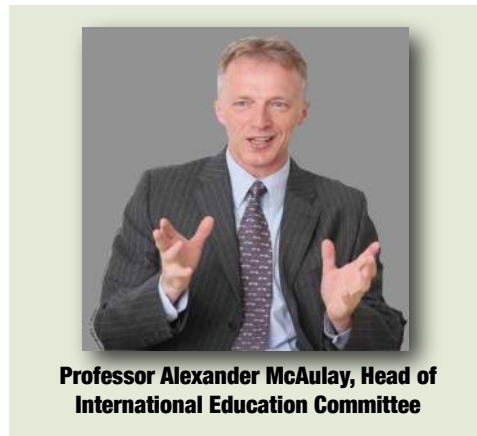
University of Roehampton

University of East Anglia

Global English, immigration and inequality

The 9th Euro-Japan Dialogue was innovative in many ways, the most visible element being a visit to not two but three European campuses. In 2014 the programme began in France at the University of Strasbourg before crossing the channel to London for a visit to University of Roehampton, then moving on to Norwich and the University of East Anglia. This meant three crucial language-learning elements of previous visits were all incorporated; engagement with non-native speaker peers, native speakers, and European students with competence in JFL (Japanese as a foreign language). Indeed, a rich linguistic diversity was experienced by the 2014 YNU cohort.

Diversity was also a key element in terms of the topics of the presentations and debates. In London, an exploration of Inequality and Immigration meant core economic themes and theories were to the fore. As you will read, the students considered the topical tome 'Capital in the 21st Century' by Thomas Piketty, exploring the application of Piketty's ideas to contemporary Japan and the UK. Perception of growing inequality is



Professor Alexander McAulay, Head of International Education Committee

a crucial topic for economists to tackle in both the UK and Japan. The discussions around this topic allowed for enlightening comparisons that benefitted both Europeans and Asians.



Another core topic for economics is Immigration. This topic has been explored on EJD before, and remains a contentious and topical fact of life for many European societies. While awareness of the topic is a little less developed for Japanese students, the YNU cohort in their research of the topic began to see the urgency of immigration in relation to Japan's renowned declining birthrate and ageing society problems.

Other topics, such as teaching English as a foreign language, were a little less familiar as subjects of engagement for economics students, but nonetheless proved intriguing when considered in economic terms. English as an international language means both France and Japan are urgently researching ways to make their school pupils and university students competent in the language. The French side were interested to hear about Japan's attempts to teach English at primary level.

Pop culture, such as manga, anime, fashion, etc., is increasingly falling under the auspices of economics in terms of 'soft power.' The cultural attractions of Japan are proving a magnet for students, labour and capital to these shores. The motivations of UEA students for studying Japanese provided ample proof of this.

We owe a debt of gratitude to Dr. Christine Helot, Eloise Caporal, Christopher Bond, Carolyn Gallop, Dr. Joyce Jiang, Dr. Professor Stephen Drinkwater, Dr. Mika Brown and all the staff at the three sites we visited for exemplary effort and attention to detail on behalf of Euro-Japan Dialogue. Our week in Europe was a tremendous success thanks to the tireless efforts expended on preparation by our European colleagues.

A record of achievement

Keiko Ishiwata reflects on the imminent 10th anniversary of Euro-Japan Dialogue

The Euro-Japan Dialogue (EJD) will celebrate its tenth anniversary in 2015. It started from student voices; they wanted to put themselves in contact with their contemporaries with different backgrounds to improve their academic performance, just as in the medieval ages, knights-errant left their home country to hone their skills. The College of Economics has continued to send our knights-errant to European countries on Euro-Japan Dialogue for a decade, and it has now become a highlight for students. Therefore, it is time to ponder what these knights-errant gain from their odyssey.

Firstly, EJD members are motivated to study economics. During the preparatory period, they undertake research on topics from the point of view of economics, sometimes under the tutelage of the professors or specialists, but mostly with their group members. They learn from hands-on experience or by trial and error. What they acquire from their research can be utilized in an authentic and academic setting, and back on campus, they can also integrate their Dialogue experience into their study, theses, and career plans. These processes give them to a deeper understanding of the topics, which consequently intrigues them.

The 2014 survey conducted after EJD indicates that 100 percent of members are highly motivated to study economics by this program, even though 47 percent were unenthusiastic about economics study before they participated. From 2009 to 2014, this program triggered sixteen members out of the 65 EJD alumni and the current fourth-year students to go on to graduate



Keiko Ishiwata, International Education Committee, College of Economics

school. Five out of the sixteen studied or study in graduate schools overseas.

Secondly, English skills are also fostered through this program. The Euro-Japan Dialogue provides the members with authentic platforms to use academic English, which is beneficiary to English learners. Indeed, TOEIC, TOEFL, or IELTS scores improve; the 2013 survey shows that the average TOEIC score rose from 632 to 828 between the beginning and the end of the program. The average TOEFL score also rose by four points in 2013.

Thirdly, the members can have a taste of studying abroad. The successful experience in this program and satisfactory communication with local people provides them with confidence to live overseas, which encourages them to study abroad. Fourteen out of 87 (2009 to 2014) studied or study abroad through the YNU exchange program, a relatively high number, considering the total number of outbound students over the same years was 47.

Fourthly, socializing with university students and faculty members there, they are exposed to other cultures,

which will enhance their level of international understanding, global protocol, and awareness of their own culture and identity. More importantly, YNU cohorts have diversity. Among the 87 students, twenty-two were returnees and twenty-one were international students. Their presence in this project is beneficiary for internationalization of the group members; throughout the program, members with different backgrounds try to learn from each other and respect each other.

Lastly, the Euro-Japan Dialogue develops members' character and maturity. The surveys undertaken 2009 to 2014 prove that the development of character and maturity ranks as one of the highest achievements on this program, followed by English skills or knowledge of economics. The members have learned leadership, social skills, team work, responsibility, etc. The six-month project-based observation also proves that character development significantly takes place in individuals.

The benefits of the EJD are far-reaching. Many members utilize their experience as a springboard back in Japan. The success of the Euro-Japan Dialogue gave birth to Asian Dialogue, Global Applied Economics Forums in Thailand and Australia, and the Applied Economics Intensive Course at University of Edinburgh. The program quality evolves year after year, thanks to the creativity and hard work of all College of Economics staff and faculty. Most importantly, this could not have been realized without the cooperation of universities which allow us to visit, the goodwill of professors and staff members involved in this program, and the members' hard work.

The Strasbourg Perspective

*Euro-Japan Dialogue: A venue towards understanding Japanese and French students' challenges in English language learning. By **Eloise Caporal***



Eloise Caporal (centre), ESPE, University of Strasbourg

It was an honour, on behalf of the Graduate School of Education better known as *Ecole Supérieure du Professorat et de l'Éducation* (ESPE) of the *Université de Strasbourg* to welcome a delegation of students and professors from Yokohama National University (YNU) and to be part of the Euro-Japan Dialogue held on October 23, 2014.

Needless to say, this program is an enriching venue for Japanese and European students to engage in formal and informal exchanges, consequently promoting academic and cultural awareness and understanding among students whose experiences are distinct yet, surprisingly, in many cases similar, more so in their pursuit towards learning and mastering English.

The presentations of the Japanese students tackled the history of

English learning in Japan and provided a glimpse of the current challenges that confront Japanese primary teachers who are tasked to teach English. These topics paved the way for our own graduate students who are either teaching or preparing to teach to reflect on the French situation and their own experiences as they strive to be better speakers of the global language. These thoughts were eloquently reflected in their essays, a task that was given to them to help them process the information and the ideas that were shared and discussed during the open forum.

Quoted below are some of the many thought-provoking statements that were by-products of the academic and intellectual exercise of the Euro-Japan Dialogue in Strasbourg.

“If there is something that French and Japanese people have in common when it comes to languages, it is probably their attachment to their mother tongue.”

Coline Marit

“Learning a foreign language means opening oneself to another way of thinking, another way of living.”

Romain Macagnino

“Interaction is really important when it comes to learning another language.”

Colette Spitzer

“Improving one’s level of English demands motivation.”

Marine Hemmerlin

Finally, we would like to thank the YNU 2014 delegation for their visit, for preparing insightful presentations that provided us genuine glimpses of the Japanese experiences towards English language learning and for allowing us to get to know them informally over a cup of tea, selected beverages and some goodies. Congratulations to the 2014 YNU delegation for a job well done!

View from Norwich

Euro-Japan Dialogue is an opportunity to foster intercultural understanding in a multilingual environment. By Mika Brown

It was wonderful to host the Euro-Japan Dialogue event here at the University of East Anglia. The weather was lovely and warm that week for the end of October in Norwich, and it was apparently the warmest Halloween week on record in the UK.

It was also my pleasure to give YNU visitors a tour of our rather interesting campus, with its beautiful contrast of grey concrete building and striking autumn colours encompassed by 370 acres of accessible land. The event was held in the Julian Study Centre which opened just 4 months ago, named after the anchoress Julian of Norwich who is thought to be the first woman to publish a book in the English language.



**Mika Brown, Lecturer in Japanese,
University of East Anglia**

A total of 17 YNU students and 24 first and second year Japanese degree students at the University of East Anglia gave a series of presentations on the topics of manga, TV culture, music culture, cinema, fashion, cuisine, design

& innovation, and international student life in Japan. The UEA students were thrilled to have the opportunity to show their passion for Japanese language and culture and all thoroughly enjoyed the fascinating presentations given by the YNU students.

In the after party, both universities' students had the opportunity to have informal conversations and exchange information about cities and life in UK and Japan. It was delightful to see the joy in their faces when communicating in a foreign language (in Japanese for UEA students and in English for YNU students). It was a valuable experience for all and I hope the YNU students had as fantastic a time as the UEA students did.



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The preparation process

Yuma Hirai and Sejin Hong reflect on the research, teamwork, effort and time commitment that preparation requires.



Yuma Hirai

Preparation for Euro-Japan Dialogue took place over many months from our initial application in April, at the beginning of the academic year. In June, we decided themes and made groups. There were four themes; English Education, Inequality, Immigration, and Japanese Pop Culture. Everyone chose two topics; one of the main debate themes (English Education, Inequality or Immigration) and one of a range of topics concerning Japanese pop culture.

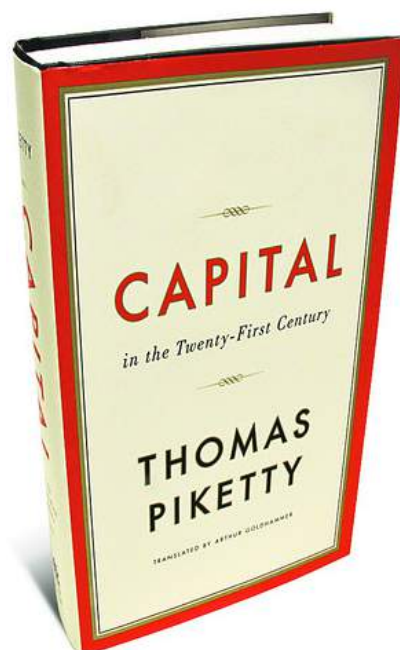
At first we researched our own theme. Many members' major were different from their themes so we had difficulty in comprehending it. We read books, found documents and held meetings. For example, our group's theme was 'English education in primary schools,' which we did not know much about. Therefore, we gathered many papers and documents, and to understand real

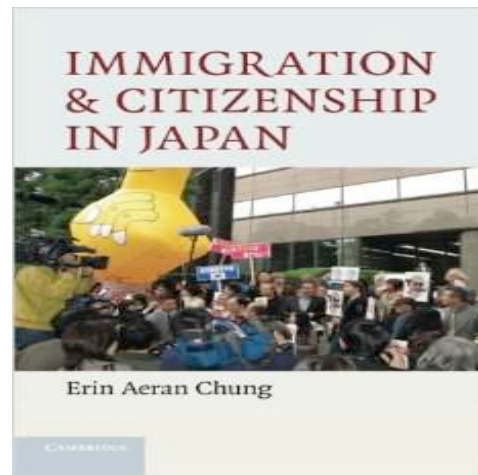
English education in primary school we went to a school and videoed an English class and interviewed the pupils. This visit helped us with understanding English education and getting good material for the presentation.

In July we had a rehearsal. The first rehearsal exposed some problems. We understood there were many points to solve. This first rehearsal gave us a sense of crisis. In the summer vacation each member collected a lot of documents and tried making a better presentation. It was difficult for us to get together because we were busy. However, we managed to get in touch with group members and advanced the preparation. After summer vacation departure rapidly approached so all members repeated one trial and error after another. For us, after rehearsal we changed the structure of our presentation. It was a big change. We made new slides and new content for our speech. I had to collect more materials.

On the day of the final rehearsal, we prepared the presentation until the last moment. In the final rehearsal, we prepared as soon as possible but there were some points to solve. We felt the stirrings of desperation. However, we could manage to make a good presentation because of our effort until the last moment.

Through the preparation, I thought there are two important things. First, data is important. The more data we have, the better we can understand the theme and our argument becomes more persuasive. Therefore, collecting many kinds of documents is important. Second, cooperation with members is also important. One point of view is not perfect so adopting others point of view is essential. Holding meetings many times makes presentation better. Euro-Japan Dialogue taught me important things.





Sejin Hong

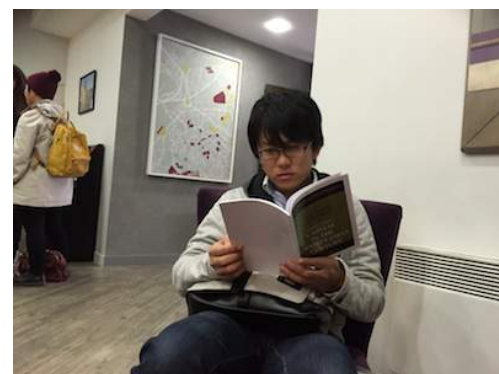
rehearsal was all over with many remaining problems inevitably and all groups had to change the structures of their presentations fundamentally.

After the term exams, we continued researching our topics during the summer break, because we realised the biggest problem for each group which was that we did not have enough knowledge about our topics. As Professor McAulay set an assignment to everyone, we were encouraged to collect more data and to continue a lot of discussions in each group during the summer break. Furthermore, the Strasbourg group had to edit two videos which were taken by some of our members at Kamakura primary school in July.

Even with the best of intentions, we realised that things would not always go according to plan. At the last rehearsal in October, all groups were still lacking in practice and data though most of us spent a lot of time on each presentation. We therefore had to continue to finish our presentations after we gathered in Europe - we even worked during the journey from France on the Eurostar - and each brain was full of thoughts related to our presentations until the presentation day.

There was no agreement reached on the direction of each presentation, but these series of process which I stated above made our presentations better and taught us how to coordinate with other people in the end. The Euro-Japan

Dialogue gave us the ability to deal with anything flexibly.





Hazuki Ota and Enoku Takahashi presented on English learning in Japan



Hazuki Ota

Two groups gave the presentations about “English education in primary school” at University of Strasbourg. The first group outlined the history, the system, and the present situation of English education in Japan. Following the first presentation, the second group presented proposals to address the present problems in English education. I am interested in other countries’ English education systems and I thought we could learn about the French education system through the debate. As we all major in economics and are not professionals of education in primary school, it was essential to share information and prepare for our presentation and debate through

strong teamwork, so the core content of our presentation was made.

However, there were two major matters we should reflect on in our presentations. The first one was caused by incorrect speculation about the University of Strasbourg students’ English skills. All of the students in the University of Strasbourg were graduate students of the department of education, but their area of study varied. For example, some students researched mathematics, other music, biology, and so on. In addition, some students were not as fluent at English as we had imagined, so they told us that the speed of our speech was so fast and the content was so difficult that they were not able to understand well.

We were able to learn the importance of accommodation in language use, which is using English vocabulary and speaking speed the person that we are speaking to can understand. I had never been abroad, so EJD was a great challenge and opportunity to be able to improve my academic English skills and communicate with other

people overseas. Not only that, but as part of our the preparation, I actually visited a primary school located in Kamakura and shot video with some members to look at English classes and listen to the teachers’ and students’ opinion. I’m glad to have had such an invaluable experience.





Enoku Takahashi

At the University of Strasbourg, we presented about English in Japan. It was challenging for us to understand the Japanese English teaching situation from the view point of economics and education. Unfortunately, the Japanese level of English proficiency is one of the lowest among Asian countries. For example, the TOEFL score rank of Japan in 2011 was 28th among 30 Asian countries. Even worse, the speaking score was the lowest.

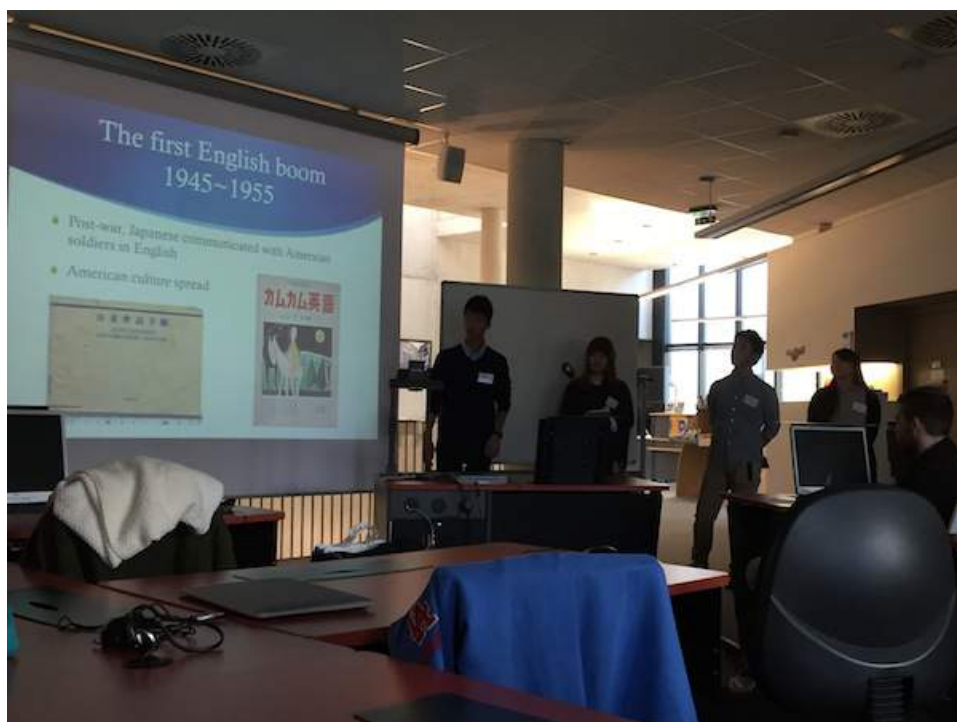
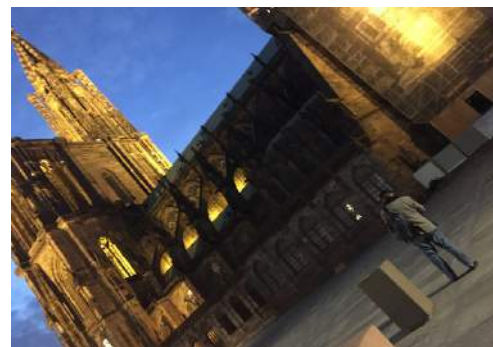
We assumed that the Japanese educational system caused this situation. Recently, the Ministry of Education in Japan has started to focus on English education in primary school. We believed that it is useful to improve English education in primary school in order to raise Japanese English proficiency, so we focused on English education in primary school. Some of our group visited a primary school in Kamakura to know how students learn English and find the actual problems with the educational system.

We realized that one of the serious problems is lack of skilled English teachers. Currently, homeroom teachers are teaching English. However, almost all the teachers' are not English majors. Even if they can't speak English well, they teach English. Also, there is another problem. Currently, they teach English as an extra activity, not as a subject. It seems there are no sufficient guidelines from the Ministry of Education. Homeroom teachers have to choose educational resources such as English video and music by themselves. This is a burden for teachers and causes educational inequality depending on the teacher.

After outlining the Japanese English

situation, we proposed our solution. We stated that primary schools should adopt professional English teachers in the future. It will help to improve the English level because primary school education is the first and basic education. The pupils can acquire a positive attitude to talking in English and develop authentic pronunciation. It takes some time to adopt this system, so we suggested using English Assistant Language teachers (ALT) and improving and consolidating video resources in the meantime. This will decrease the burden for teachers, and students can learn proper English from the resources.

After the presentation, we took some questions about English education in Japan compared with France from local students. We were grateful for the opportunity to discuss these issues because it means they were interested in our presentation and we succeeded in attracting their attention. We learned not only presentation skills in English but also learned a lot about issues related to education in France through discussion with them.





Yeseul Rieu

equal. For example, it provides every document printed in every official language of member countries to the Members of European Parliaments. There is a big printing room for the task under the building. Also, the parliament prepares translators for every language. This helps all of the MEPs to understand other languages used in the conference. These efforts give equal opportunities to the 28 member countries to discuss several issues.

Strasbourg, the first city we visited during Euro-Japan Dialogue, is the city where the European Parliament is located. We visited the parliament on the third day in Strasbourg.

During the visit, we were fortunate enough to hear the explanation of our guide, Thomas, at the parliament. We walked around the inside of the building with him. The first thing he explained to us was that nowhere in the building was French territory, since it was the territory of the European Union. I was surprised by the fact, but it was only a little part of my surprise during the visit.

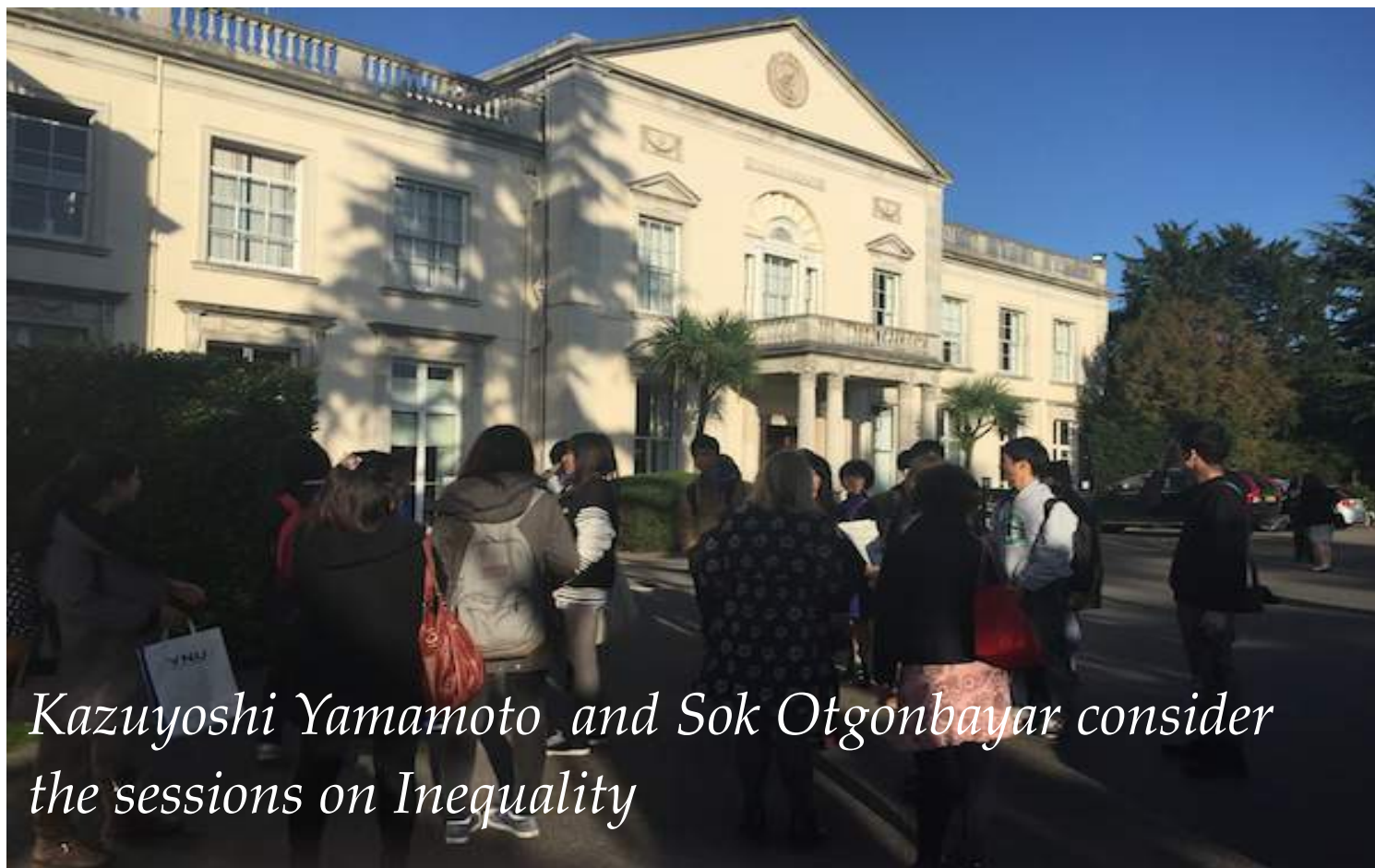
The European Parliament had more meaning than I thought. Strasbourg is located in Alsace, the region where the territorial dispute between Germany and France took place for a long time. There is another European Parliament in Brussels, Belgium, but by establishing another parliament in Strasbourg, the EU displays its unity. Before I visited the parliament, I read criticisms of the divided parliaments, mainly aimed at budget and time loss issues, and I was inclined to agree with the criticisms. However, after I heard about the history from Thomas, I was able to understand the conceptual justification.

Since the European Union sets a high value on democracy, the parliament tries to make all countries



The design of the building also represents the unity of the EU. As the union is still growing and adding members, the building was designed to look like the construction is a work-in-progress.

The European Parliament visit was a meaningful opportunity to understand the aims and systems of the EU. In Asia, there is no union or organization as strong as the EU, and I had thought that it was impossible to achieve before I visited the parliament. However, after I visited there, I started to think that it could be possible to have an economic and/or political union like the EU here in Asia.



Kazuyoshi Yamamoto and Sok Otgonbayar consider the sessions on Inequality



Kazuyoshi Yamamoto

Our theme in the presentation at Roehampton University was 'Inequality.' We had little in-depth knowledge when we decided to present on this topic. We had to read some books and investigate the current situation in Japan. The best-selling *Capital in the 21st Century* by French economist Thomas Piketty was our core text. This 700-page English book is a considerable challenge for Japanese undergraduates, but we did our best to read it and understand the argument it puts forth.

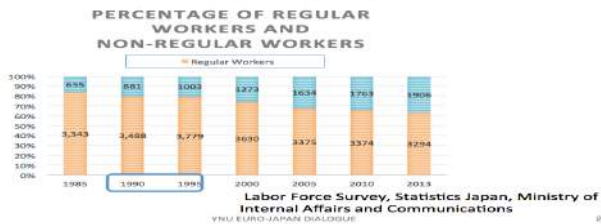
We decided to focus in on inheritance tax. As Piketty says, inequality happens partly because we can accumulate wealth. In the 20th century, g (the growth rate) was still high, so r (the rate of the return of the capital) doesn't matter, relatively. In the 21st century, however, the growth rate is expected to be low. In other words, though r is the same as in the past, wealth tends to increase. This means that the gap between those who own their wealth and others expands. I think that, especially in Japan, there is failure in the inheritance tax system. It is because the threshold of the inheritance tax is very high. Only 0.1% of the population pay inheritance tax. This is the point I emphasised in the presentation at Roehampton University.

Throughout the preparation for my presentation, I experienced trial

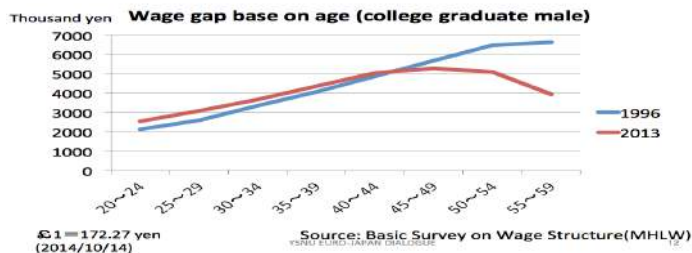
and error. For example, I had first prepared for another topic, regional inequality, and spent a long time getting information. While I became well-versed in this area, I realised the impact is not more significant than any other type of inequality. I had no choice but to change my focus. I made this decision in late September, less than a month before departure. I acquired knowledge rapidly. This is the first time for me to study so hard and seriously. Owing to this, our presentation ended up being successful.

Looking back on EJD 2014, I think I had many precious experiences, for example study in academic English skills, economic knowledge, and team work skills. I think that Euro-Japan Dialogue is a special program that offers noble things we cannot encounter in our day-to-day student life.

Change in Non-regular Workers Historical Reasons



Collapse of seniority system



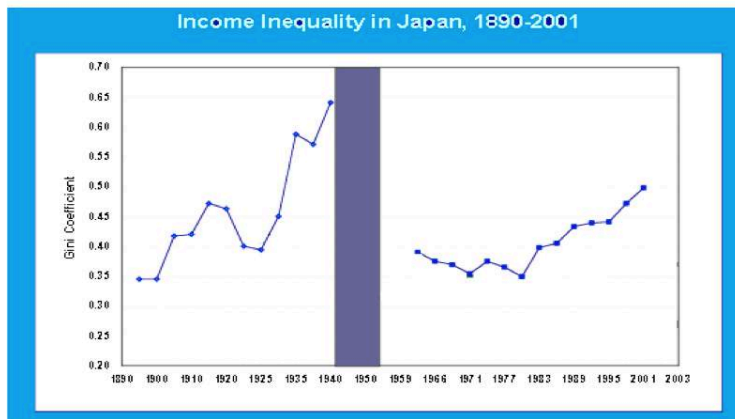
Sok Otgonbayar

Our group gave a presentation on “Income inequality in Japan” at University of Roehampton. During the presentation I talked about the overview of income inequality in Japan. Speaking in English in front of native speakers was very difficult. As preparation, we read Capital in the 21st Century by Thomas Piketty. Piketty is a famous French economist and he said that in recent years, in Japan and in some other European countries, the income gap has been increasing and if we don’t take countermeasures, this gap will become as wide as the income gap in the USA.

Building on Piketty, in our presentation we focused on the main factors that are causing income inequality and suggested some solutions. One of those factors is non-regular workers. In Japan, the number of non-regular workers has recently increased greatly and non-regular workers get paid less than regular workers. Also, regular workers are protected by the lifetime employment system and non-regular workers are not protected by it. The second main cause of income inequality is the change of income distribution. In Japan, people used to get more wages as they got older. However, recently this system has been changing. Also, from 1983 to 2014, the highest income tax rate decreased by 30%. The third main factor is inheritance tax and Japan has a very poor inheritance tax system. The solutions that we suggested are increasing the minimum wage and improving the social security system. After the presentation, Professor Stephen Drinkwater’s lecture on Capital in the 21st century developed our topics further.

Through this program I acquired a great knowledge about income inequality and could deepen my international understanding. I am very glad that I could participate in this program and it was a great experience for me.

Gini coefficient





Yusuke Seko and Seohee Hong on the discussion of Immigration



Yusuke Seko

The topic of one of our presentations at University of Roehampton was immigration. This university is filled with natural beauty like YNU and it is a very pastoral landscape.

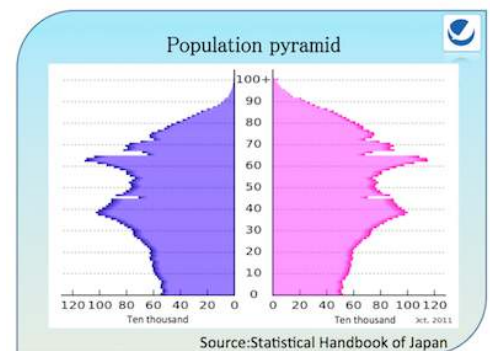
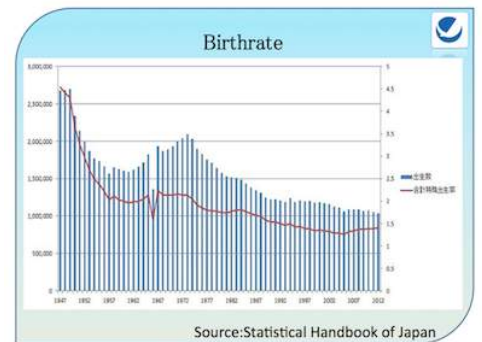
Professor Jiang gave us lecture about migration. Her English was fast and I was aware of my lack of technical vocabulary. But there were a lot of useful things to explore the topic. Next, we gave our presentation. We focused on Japanese immigration challenges and suggested immigration policy for Japan. With regard to the flow of our presentation, firstly we mentioned about the structure of problems in Japan and next we indicated how to manage immigration to solve the problems.

Though I have had discussion with

team members and gathered the documents for about six months, I felt it was difficult to make a presentation in English. If we had more time, I believe our presentation would be better.

After our presentation, Professor Jiang explained about UK migration and the policies of the government for migration. There were differences between our suggestion and the UK policy. So it was interesting and I thought both opinions had good points and bad points.

Reflecting on the topic of this program, I think Japan needs to sincerely engage with this extremely pressing issue. The only solution may be immigration if the government fails to stop the declining birthrate and aging society.





Seohee Hong

I am Korean, but after I graduate university, I may emigrate to Japan, hence my interest in this topic. However, I realized that I have no idea what most Japanese think about immigration. Luckily, the immigration team members were all Japanese. Our goal was to introduce Japanese immigration so that after our presentation, the listener would have a grasp of the situation. Actually, there were challenges partly because I am not Japanese, so I have no idea of Japanese people's thoughts on immigration.

Immigration is a deeper and more sensitive issue than we imagined. We thought we should explain the image of what Japanese think about immigration and also the historical context of that thought. It is very difficult to explain because most Japanese take these thoughts for granted. Moreover, we should make proposals that consider Japan's present situation. Because I'm not Japanese, to tackle what Japanese think about immigration was very difficult, so I always tried to ask Japanese team members to express their views.

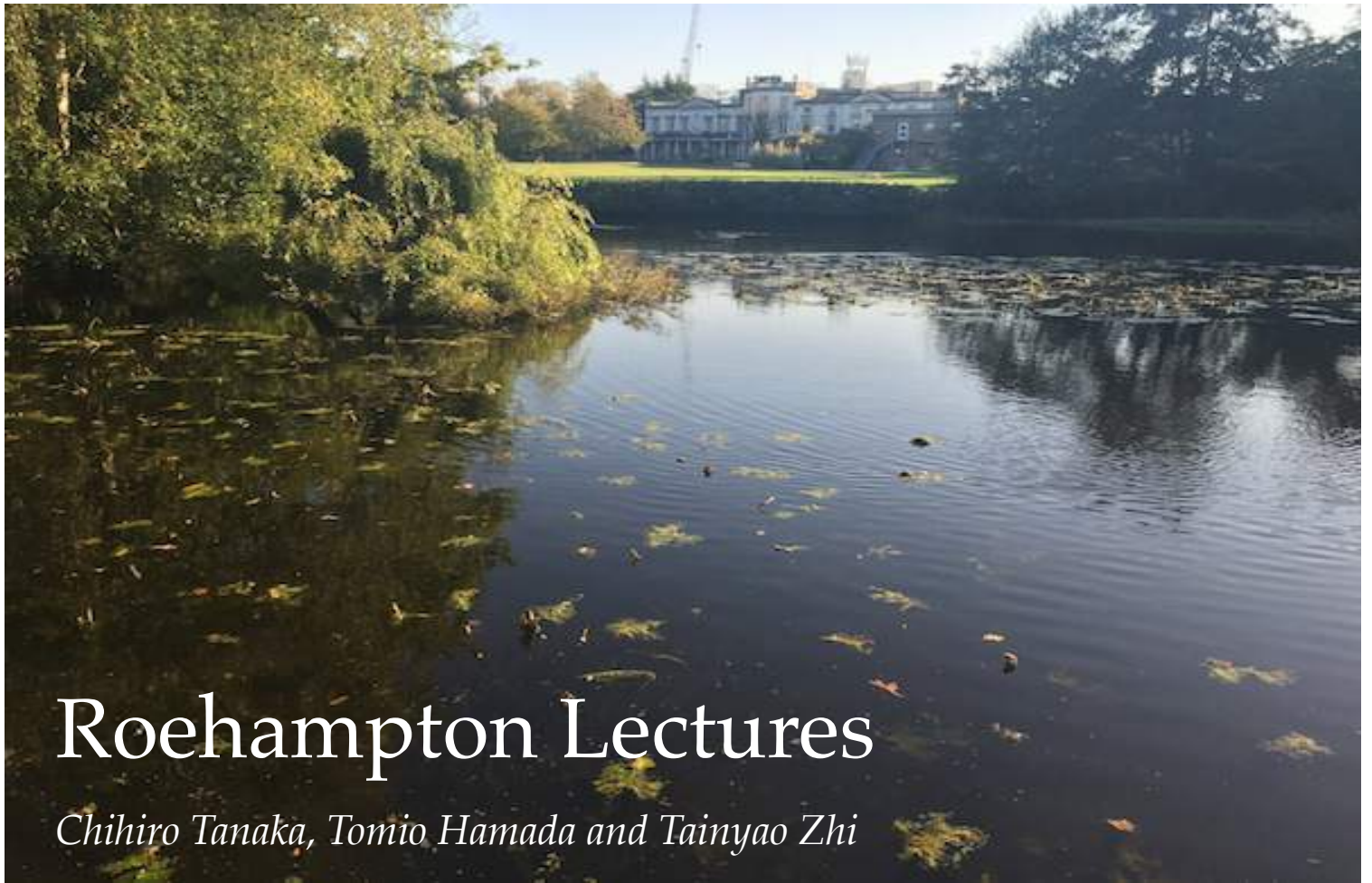
Through this experience, I could feel how it is difficult to put thought into words and I could understand what Japanese thought about immigration and immigrants. The presentation was not fully satisfactory, but it was a very precious time for me.

Discussion and combining opinion was difficult, every member worked hard and listened to each other's opinion respectfully.

There is one thing that I regret in this presentation. Perhaps if I took a leader role in this team, the presentation might be better. But I thought all the team members should lead each other, so that I held back from presenting myself as leader. But in all honesty I think if our team had had a leader, our presentation would have been better. However, in the end, we presented our own conclusions in front of Roehampton University professors, which was a precious experience.

I learned and experienced many things on Euro-Japan Dialogue. It was big step for me and this experience widened my horizons. I appreciate Euro-Japan Dialogue professors help in making a good presentation and a wonderful experience, and also my team members.





Roehampton Lectures

Chihiro Tanaka, Tomio Hamada and Tainyao Zhi



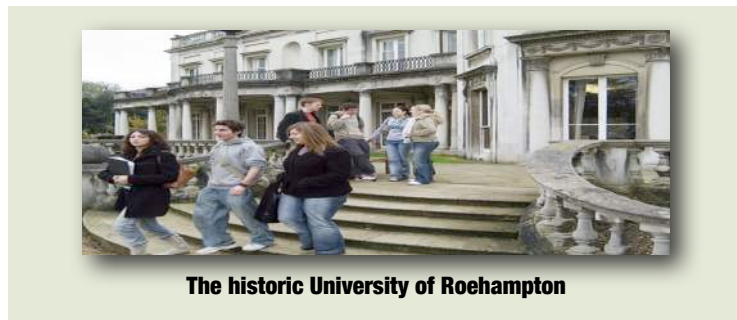
Chihiro Tanaka

Dr. Joyce Jiang is a lecturer in human resource management and cross cultural management in University of Roehampton Business School. We received a lecture in human resource and discussed Japan's immigration problems with Dr. Jiang.

First, we were taught what the word migration means. We must consider how people migrate: voluntary or forced. Why they migrate: because of economic, social or political reasons. How long they stay: temporary or permanent. How skilled

they are: high or low. In the case of the EU, it also makes a difference if the migrant is an EU citizen or a non EU.

Some migrate to find work or get a better life and others because of unavoidable factors like



The historic University of Roehampton

invasion or war. The causes which push people into migration or attract them are push factors and pull factors. Push is forceful, a factor which relates to the country from which a person migrates. It is generally some problem which results in

people wanting to migrate. Pull is something concerning the country to which a person migrates. It is generally a benefit that attracts people. Push and pull factors are usually considered as the north and south poles.

In Japan's case, Koreans and Brazilians with permanent residence make up the majority of immigrants. Before WW2, Korea was under the colonial rule of Japan and many Koreans moved to Japan or were forced to come and work in Japan in

this period. Many of them were forced to be immigrants because the Japanese government didn't permit them to return to their home country even after World War II ended. As for Brazilians, in the mid-1980s many of Japanese descent began coming to Japan to look for work, and by 1996 their number was estimated at 200,000. The historical background of them is Japanese emigration to Brazil in the 20th century.

Through Dr. Jiang's session, I gained a deeper interest in Japanese human resource management. I felt one of the biggest problems with the immigration policy of Japan is the sense of a homogeneous nation. This dialogue was a good chance for me to look at Japan from a different point of view.



Tomio Hamada

At University of Roehampton we had an opportunity to join a session about 'cultural identity'. Chris Bond, one of the organizers of our program at University of Roehampton, asked us; 'What is your cultural identity?' We made groups and talked about Japanese identity, value and our way of thinking. Ask yourself the following questions:

'What particular values and beliefs are important in your culture? How important is our cultural identity to the way we live and work?'

In our discussion, one student said that punctuality is

important in our country. For me, modesty is an indispensable feature of being Japanese. Not only Japanese but also Chinese, Korean, Vietnamese and Mongolian students joined this program. They explained their cultural identity and how they think about Japanese. It was a really good experience. Chris also asked about our attitude or values in Japanese culture with respect to gender differences, age and experience. Chris has traveled to over 130 countries for work and holidays, and showed us models of cultural difference. In addition, he referred to the work of Hofstede, in particular the characteristics of people who live in the United Kingdom and Japan. For example, an idea of masculinity is important in Japan. This idea indicates that society will be driven by competition, achievement and success, with success being defined by the

winner/best in field – a value system that starts in school and continues throughout. I was surprised that Japan scores higher than the UK on this factor.

I learned the importance of understanding and respecting of different customs, traditions and business practices in different cultures. This was my first time to visit the United Kingdom and I could study many things through this session and visit..





Tianyao Zhi

In order to prepare for our visit to Europe, we read *Capital in the 21st Century* by Thomas Piketty to grasp the main arguments of what inequality is and how to measure it. Thanks to this reading, the lecture by Professor Stephen Drinkwater was really understandable and interesting. The lecture was roughly divided into two parts. The first part was about inequality and the second part about the book.

One way to measure inequality is the Gini Coefficient. It could be income inequality or wealth inequality relevant to economy and health or educational inequality relevant to social

problems. Particularly in Japan, there are wide assortments of causes to bring about inequality, such as lifetime employment, tax system and little performance-based pay. In the US and the UK, measures are more tangible, such as liberalization, education and institution cause inequality, in particular immigration, FDI, trading and job polarization. At the end of this part, Professor Drinkwater talked about the consequences of inequality. He let us state our opinions. Poverty and health problems embody the negative aspect. Also, lowering social mobility was listed. On the other hand, a positive effect is to increase people's working incentive. It is really an important thing to promote social progress.

The professor stated that inequality could be written in mathematical terms. When inequality happens, it must be $r > g$. In this equation, 'r' refers

to the return in capital and 'g' refers to growth rate of economy. In a video interview Thomas Piketty pointed out in modern society the way to solve inequality is to concentrate wealth and redistribute it. In the end, the professor led a discussion on what can be done about increasing inequality. One idea is to deal with the top of the wealth, the other is to increase the wealth of people in the bottom. One of the solutions proposed by Piketty is adopting a global wealth tax system. The difficulty is to achieve the consensus of all the nations. Professor Drinkwater suggested improving educational environment to reduce poverty. It is also mentioned in the book by Thomas Piketty and because of our awareness of poverty, this book become the best seller for a long time.

This lecture gave us a wonderful opportunity to explore a key issue in economics in a multinational perspective.



Yuri Tanaka

At University of East Anglia, I choose to present on Japanese fashion, which strongly influences Asian countries fashion trends. I wanted to explore whether Japanese fashion affects European fashion or not. I worked with Pi who is from Vietnam. She knows the characteristics of Japanese fashion very well and is well placed to compare Japanese fashion to Vietnamese fashion.

In the presentation, we explained about Japanese traditional and modern fashion. Regarding tradition, we talked about kimono. Kimono was worn as everyday wear from 800 to 1800. Today, we wear kimono only on special occasions, but it is important for us as a symbol of Japanese culture. Kimono is really beautiful, and has many designs and colors.

Moving on to modern fashion, we talked about the fashion market, characteristics of Japanese fashion, street fashion, icons, magazines, international influence and future prospects for the Japanese fashion industry. The domestic fashion market is worth about nine trillion yen. Japanese are sensitive to fashion trends, thus fashion magazines and fashion icons play an

important role in the market. Japanese tend to admire foreign prestigious brands.

There are many variations in Japanese modern fashion. For example, cute style, mature, girly, princess and street. We focused on street fashion such as Cosplay Lolita, or Decora. This fashion has strong characteristics and effects overseas. Cosplay is connected to other Japanese pop culture, namely Manga and Anime. Street fashion is eye-catching and unique.

Before, I had little knowledge about street fashion. But, through preparation, I got much information. I noticed that Japanese fashion is evaluated highly internationally. Some of the UEA students wore styles of Japanese street fashion. We were really surprised. The common denominator in why they started to study Japanese is that that they are interested in Japanese pop culture. I thought it is interesting that culture sparks their interest in Japanese language study. The presentation was a good opportunity for me to consider Japanese culture.



Yohei Kuwabara

The presentations on Japanese culture and society by UEA students were quite elaborate and interesting. We were able to see a different perspective Japan. I had

not known much about how people overseas view Japanese culture. How you see your own culture and how others see it can be totally different. It is important, living in a globalised world, to recognise and engage with this fact.

To be an international person means that one is able to understand people in other countries, and with this understanding see the virtues and defects of one's own society with an eventual aim of making one's own country and the rest of the world a more decent places for human beings to live in.

The students we met in Norwich could speak and present in Japanese fluently though they have studied the language for only a few years. I wondered why they chose Japanese as a foreign language. After the presentation, through conversation with the UEA students, we could exchange useful tips about how to learn foreign languages and how to keep motivation. The UEA students' motivation to learn Japanese is a love of Japanese culture. When the UEA students were speaking, their expression was animated. I could feel that they really like Japanese culture.

Now, I think we should learn Japanese culture more, and be aware that it is important for us to be able to explain Japanese culture when overseas.



Ayano Hidaka



On 29 October when we went to Norwich from London, we made presentations on Japanese culture and society to students at University of East Anglia (UEA). University of East Anglia started academic exchange with YNU in 2013. When I went on a campus tour, I realized that it looked very beautiful and students seemed very happy. It has so many kinds of department including Japanese.

We made presentations to students learning Japanese, who then presented in turn. Our theme was Japanese culture and society: an introduction to Japanese Manga, TV culture, music culture, cinema, fashion, cuisine, design and innovation and international student life in Japan.

My theme was TV culture. We started to prepare in June. Firstly, we gathered information about what each member would like to talk about with appropriate data. After that, we chose what we should say in our presentation. We decided to speak about (1) the market size of the Japanese TV industry (2) Variety, which is the most popular genre of program in Japan, and (2) Japan's trade of TV content with the UK.

My target in this presentation was to present with confidence. In the end I achieved the goal, but I was told by my teacher that I looked too much at my slides and not the audience. I will be careful not to do that next time.

In the other seven presentations there was an introduction to Japanese Manga. Two YNU students told us the origins of Manga, what kinds of Manga there are, and some famous Manga in Japan. In the part on music culture, students feasted our ears with Japanese music. Students who presented cinema talked about many Japanese cinema genres focusing on differences between Japanese and foreign cinema. In the part of fashion, students introduced traditional and modern Japanese fashion. In the cuisine part, students mentioned the good points of Japanese food; for example, that it is associated with social and cultural characteristics and Japanese four seasons. In the part on design and innovation, students taught about the advanced state of Japanese technology and design taking TV games as an example. The students who talked about international student life in Japan introduced the good points of YNU and what international students can do at YNU.

It was a precious experience for us to introduce the good points of Japanese culture and society. We hope more and more students became interested in Japan because of our presentations.





Aoi Hattori



After the somewhat nerve-wracking event of delivering our presentation at University of East Anglia (UEA), there was some time to socialise with UEA students. This social event gave us a great opportunity to know each other better. It was the last day of EJD 2014, so all the YNU students looked quite relieved. A sense of achievement came from the performance of our presentation at UEA, and the time commitment and enormous efforts we put into the preparation for this program in Japan, and of course the many activities we undertook in Europe.



To begin, both YNU and UEA students commented on each other's efforts. As our presentation topics were similar, we could make comparisons between Japan and the UK. We covered a wide range of topics such as food, culture, clothes and manga. The UEA students had plans to study in Japan, so we explained the differences among universities and regions. Also, they talked about their studies and the British lifestyle. Living in Japan, we have few chances to get to know European students. The number of international students attending Japanese universities is relatively few compared with the UK, so it was fun to have this opportunity to mingle in an informal atmosphere and have honest and insightful

exchanges about student life in our two countries. Moreover, when the UEA students realised some of us would stay in Britain longer after the end of the Euro-Japan Dialogue sessions, they gave us lots of information and recommendations on what to see and do in the UK.

We were so absorbed in talk that the party flew by. We exchanged our email addresses and became friends on Facebook. Later, some students went to the campus bar to keep the conversation going. The exchange became more frank, and with good friends and good food and drink, our night grew late in a mellow mood. Our connection continues even after our return to Japan, and I hope it'll be helpful for the next Euro-Japan Dialogue.





Pham Thi Lan Phuong

After the presentations and discussions about ‘English education’ at University of Strasbourg, we all moved to another room where we started to talk, broke the ice, and got to know each other. There were snacks prepared by the students and I think they were so kind and gentle preparing French snacks for us. The students from Strasbourg seemed to be a little shy at first (and so were we), but after a while everyone became more relaxed and started to talk about many topics. French students asked us many things: about Japan, our school, what we like and how was France, where had we visited and where would we go to visit next, what we know about France, French music and culture, etc. They knew very little about Japan, so we also talked about Japan, and about my country Vietnam, too.

I talked with two girls who both will become teachers in the future. They were so friendly and lovely. One girl said that she loves to teach. We exchanged email addresses and took pictures together. The social event was a little short and we wanted to have more time to talk with others, but we had a good time and I appreciate that Strasbourg students not only spent their time to come to hear and discuss about our presentations, but also joined us on the social event and became friends with us. As they are postgraduate students, they are very busy. However, they still came and spent their afternoon with us.

At the end of the event, we took a group picture and I can see everyone’s smiling faces. That was the first activity of us in Europe, and I think the event as well as the presentations and discussion before that were successful.



History of Euro-Japan Dialogue

2006 • Youth unemployment

GERMANY & FRANCE



2007 • Nuclear power as sustainable energy

ITALY & WALES



UNIVERSITÀ DI PISA



2008 • Multiculturalism

FINLAND & GERMANY

UNIVERSITY of OULU
OULUN YLIOPISTO



universität**bonn**



2009 • Declining birthrate • Carbon trading

CZECH REPUBLIC & ITALY



UNIVERSITÀ DI PISA

2010 • Education styles • Immigration & labour

FRANCE & ENGLAND



BU Bournemouth University

2011 • Japanese society & culture • Ageing society

SCOTLAND & MALTA



L-UNIVERSITÀ TA' MALTA
UNIVERSITY OF MALTA



2012 • Nuclear power • Natural disaster preparedness

GERMANY & TURKEY



2013 • Euro crisis • East Asia monetary union • Property bubbles

SCOTLAND & IRELAND



University
of Glasgow



TRINITY
COLLEGE
DUBLIN

2014 • Inequality • Immigration • Pop culture

FRANCE & ENGLAND



2015 • TBA

ITALY (ROME & VENICE)



Università
Ca' Foscari
Venezia

Euro-Japan Dialogue Diary

Wed,
Oct 22

YNU students & staff meet



Thurs,
Oct 23

Meeting at Ciarus: 9:00

University of Strasbourg EJD: "English Education in Primary Schools" 13:45-15:45 Session 1, 16:00-18:00 Session 2



Fri,
Oct 24

10:30 European Parliament

Historical Tour/ Presentation Practice



Sat,
Oct 25

Historical Tour of Strasbourg
Presentation Practice

Sun,
Oct 26

Travel to London

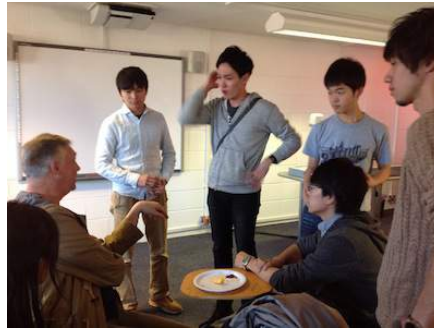
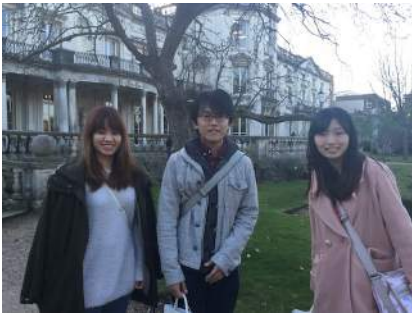


Mon,
Oct 27

University of Roehampton
10:00 Welcome and Introduction
to Roehampton University

10.15-1.00 pm Exploring cultural
differences 1.00-2.00 Lunch

2.00-3.00 Campus Tour
3.00-5.00 EJD: Perspectives in Immigration



Tue,
Oct 28

University of Roehampton 10.00-1.00 EJD& Lecture: Exploring Inequality –
reflections on Thomas Piketty's book "Capital in 21st Century" 2.00-3.00 Lunch



Wed,
Oct 29

7.30 Bus to Norwich

1.30—5.00 University of East Anglia: EJD: "Japanese Culture & Society"
5.00- Party

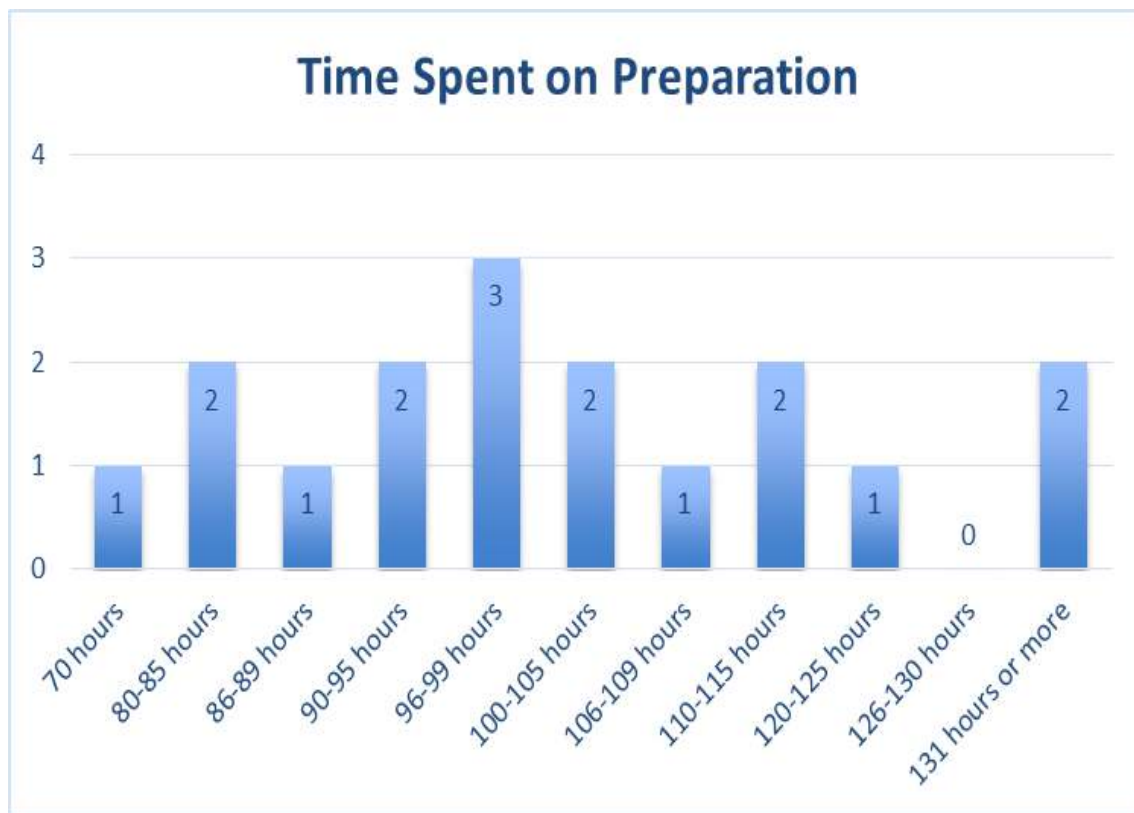


Thurs,
Oct 30

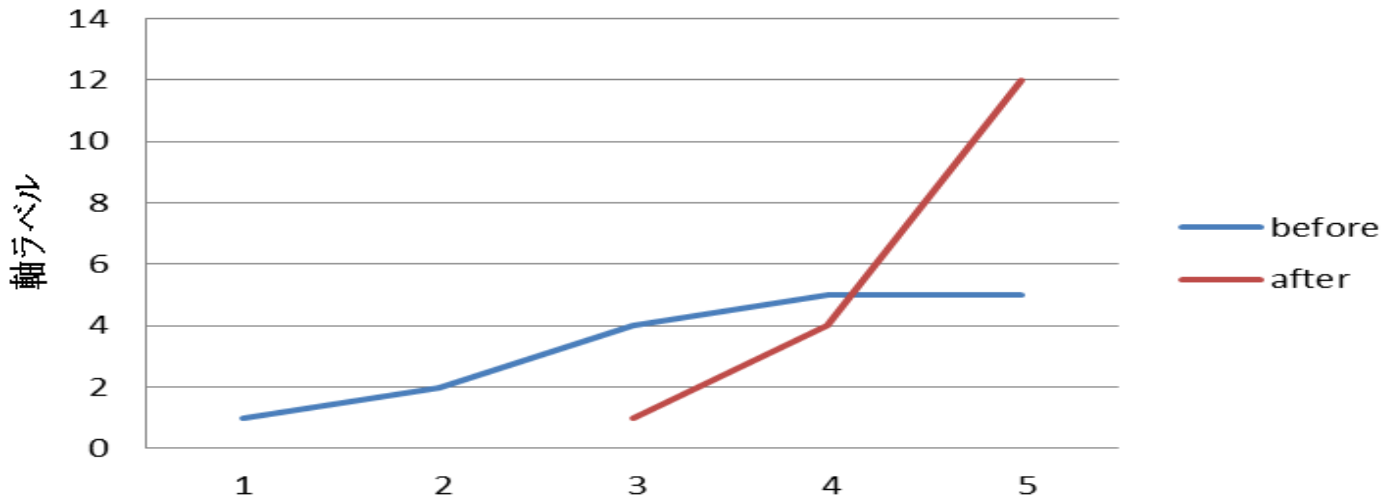
Morning: Debrief session, Consultation
End of Euro-Japan 2014



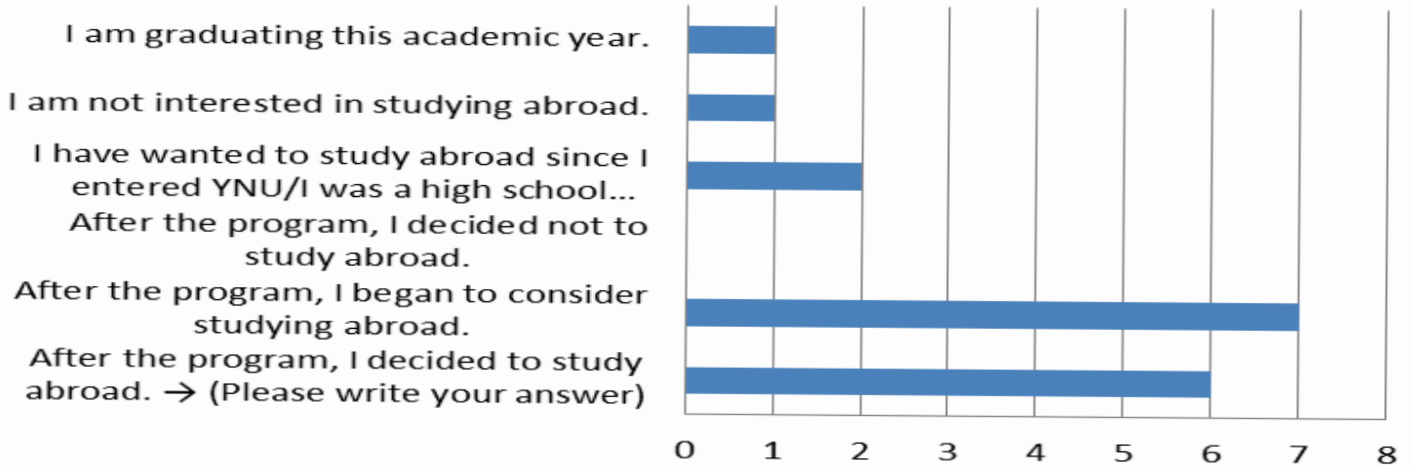
Program Evaluation - Selected Results



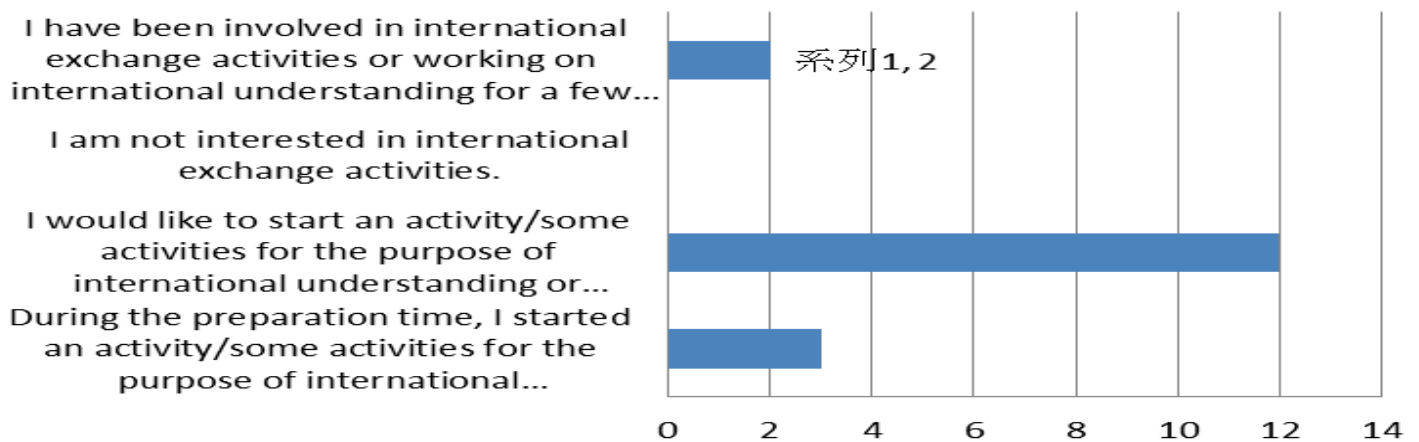
Study Abroad



Study Abroad



International Understanding



第 10 回 欧 州 英 語 討 論 会 に 向 け て 。 。 。

With the 9th Euro-Japan Dialogue concluded, we look forward to next year's programme in Italy.

Funding and preparation

Euro-Japan Dialogue, entering its 10th year, has a proven record of success. We see improved motivation in language learning and intercultural understanding. In seeking employment, we hear from graduates who have spoken of their EJD experiences in job interviews. Those graduates are currently employed with Itochu, Seibu, The Bank of

Japan, and other leading companies. Furthermore, the programme has contributed to the expanding international presence of YNU, forging agreements with new European partners and opening a path for students and researchers to spend time at YNU, such as Dr. Carmen Schmidt from University of Osnabruck and Professor Pompeo della Posta of University of Pisa, both

of whom have had extended sojourns at YNU in recent years. And yet despite these successes, the funding climate has grown more severe, with the 9th cohort being despatched against a funding background that was particularly austere. And so it is with expectation and trepidation that we look forward to the 10th EJD. Whereas the 2014 programme was something of an expansion, in 2015, we

will consolidate and enrich. The programme will visit two universities in one country, Italy. The negotiations with University of Roma Tre, and our partner institution Ca' Foscari University of Venice, are at an advanced stage. The 10th cohort will consist of 10 students in line with our streamlining aims, so the programme promises to be more competitive, more concentrated, and we

hope, because of that, ultimately more enriching and rewarding for the participating students. We can offer no guarantees on funding, but the track record we have in place allows us to confidently guarantee an outstanding international experience for the participating cohort. We hope their contribution will further enhance the reputation of EJD.

