



# Euro-Japan Dialogue 2013



University of Glasgow

Trinity College, Dublin

## The twin challenges of economics and English

The 8<sup>th</sup> Euro-Japan Dialogue, held at University of Glasgow, Scotland, and Trinity College, Dublin, Ireland, presented the stiffest challenge for participating YNU students since the inception of the programme. While there are commonalities for every cohort, the experiences can be placed in two broad categories. First of all, there is the experience of presenting and discussing in English with other non-native speakers in countries such as Finland, Italy and Germany. Second, there is the visit to English native-speaker universities.

The former, basically speaking, means a level playing field. Both groups, by virtue of using a language that they are learning, appreciate each other's arduous efforts. The latter, enjoying the good fortune of having acquired from birth the world's *de facto* lingua franca, inevitably focus on academic content and argument and less on accommodation of a non-native interlocutor. As such, Euro-Japan Dialogue is an invaluable opportunity to attune YNU students to the harsh linguistic realities they will face in



our increasingly globalized world. One consistent benefit of Euro-Japan Dialogue is the motivational impetus it gives to participants, who often have their first experience of using English in an authentic, international academic setting. Using English in Europe can be stimulating, but it can also be sobering, particularly when visiting The British Isles.



Euro-Japan Dialogue has taken place in The British Isles on three occasions previous to this year, at Cardiff University, Bournemouth University and University of Edinburgh. This year's cohort were the first group to visit two English-native speaker universities.

Presentation and discussion with native-speaker Economics students would prove a stern challenge, and preparation was accordingly thorough. I am happy to report the YNU group executed their duties with aplomb. As you will read, discussions in these Celtic nations on the issues of monetary union and economic crises proved fruitful and informative. In Glasgow, the young Europeans were aware of the issues that face them not only in the future but day-to-day. At Trinity, the Irish students face the same issues but could find common ground with their Japanese peers in terms of inheriting the dubious legacy of a post-bubble economy.

We are extremely grateful to Dr. Duncan Ross and his colleagues at University of Glasgow, and Dr. Antoin Murphy, Dr. Philip Lane and the staff at Trinity College, Dublin for all the hard work and logistical attention on behalf of Euro-Japan Dialogue. The few days we spend in Europe are the culmination of months of meticulous preparation by our European colleagues.

The aim for this programme going forward is to better enable YNU undergraduates to engage in academic English exchange with their English native-speaker peers. The 2013 visit to Glasgow and Dublin gives us a solid foundation from which to work towards that target.

# Forewarned in forearmed

*Keiko Ishiwata considers the benefits of dealing with the unexpected*

As the proverb goes, “Forewarned is forearmed”. More than six-months of long and thorough preparation would surely have brought us a well-oiled Euro-Japan Dialogue trip. However, life is not a box of chocolates. A lot of unexpected things always await the dialogue members. There would be a myriad of unexpected things, whether good or bad, joy or pain, lucky or unlucky, if we summed up all the incidents which happened to each of us.

First, when we finished almost all the presentations, getting ready to go to Europe, a request for a presentation with five sub-themes arrived. This was a good and lucky unexpected thing. The hosting university expected a lot more of us than we had thought. Moreover, after the members’ hard work, they had nurtured presentation skills. Now they were provided with a good opportunity to exhibit what they had acquired so far. All the seniors volunteered to do the presentation and two juniors joined them. They started from scratch and completed it in one week, while they spent more than six months preparing for the other presentations. I am sure that the process was invaluable for them.

Second, almost all the Dialogues in the past had a small audience of less than 30 students. A few minutes before the dialogue in Trinity College, Dublin, we were informed of the number of the audience: sixty seniors. It was an unexpectedly large audience. This was a good and lucky unexpected thing, compared to having no audience. In spite of butterflies in the stomach, the members were courageous, proving that practice makes perfect. Indeed the average time they spent on this project was 104 hours.



**Keiko Ishiwata, International Education Committee, College of Economics**

Third, “Forewarned is forearmed” or “Prevention is better than cure” does not work. More than half the members had a cold during the trip. Some had sore throats, some had coughs, and others had fever. However careful and prepared, cold sneaked in and finally prevailed. Some were afraid that they would have cracked voices in the middle of their presentations and others were worried that their coughs might bother the audience. These kind of concerns had never happened before. It was a bad and unlucky unexpected thing. Despite their ailments, the members were able to soldier on.

Fourth, the Euro-Japan dialogue activity schedule is subject to change all the time. We know that the most important thing is that the hosting university schedules have more priority and that we should be flexible. This year, our twenty-minute long presentation was strictly limited to fifteen minutes, so that the members had to make their presentations shorter on the spot. Was this a bad and unlucky unexpected thing? No. It was a good and lucky unexpected thing. It was a challenging task to make

impromptu changes but the members were capable and able to carry it off, which provided them with confidence.

Fifth, another unexpected thing happened to one of the members. He lost his wallet in Scotland. My response to this unlucky unexpected thing was blunt and ruthless, saying that his wallet would never come back to him. I lacked thoughtfulness and underestimated human kindness, which I was ashamed of. It was found and taken to the police. Moreover, it is now on the way to him. This is a good and lucky unexpected thing, a happy ending.

Confrontation of unexpected things gave us a lot of opportunities to learn. No matter what happened, the members were able to handle the unexpected things because of their preparation. Now all of them are back in Japan safe and sound. The presentations by the students of the University of Glasgow and Trinity College, Dublin were professional and their way of presenting had a lot of skills we need to acquire. Euro-Japan Dialogue 2013 ended but it is a start for us to set higher goals to enhance our skills and knowledge.

We will remember the friendship and generosity of the hosting universities, looking forward to the day when we can reciprocate.

I am proud of the 2013 members and what they achieved at University of Glasgow and Trinity College, Dublin.



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## Euro-Japan Dialogue: The Glasgow Perspective

**Dr. Duncan Ross**

The Europe-Japan Dialogue is an excellent programme that fosters exchange and understanding between students but also has real academic and intellectual purpose. I was very pleased to be invited to participate, on behalf of the University of Glasgow, in 2013 and I know that my colleagues, my students and myself all found it to be an enjoyable and extremely positive experience.

The seminar took place in the University Senate Room, which meant that we had to pass – and take many photographs of – the statue of Adam Smith, who was both a student and Professor at Glasgow. Students from YNU presented on the Euro crisis and how Japanese policy could help Europe climb out from the doldrums. Two groups of students from Glasgow presented on, first, the EU, its institutions and how the European project had developed over the last fifty years or so and, secondly, on the Euro and why the UK, Sweden and Denmark, had not adopted the single currency. The two sets of presentations complemented each other very well, and I was greatly impressed not only by the English language but the technical skills of the Japanese students. The presentations were followed by a lively and wide-ranging discussion and the key message that we impressed on our visitors was that Europe cannot be seen as single and undifferentiated – those individual countries matter.

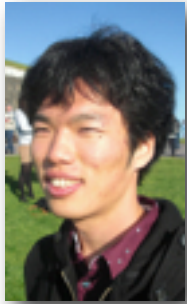
After lunch, we visited Glengoyne distillery on the outskirts of the city: this was a popular and very well-received choice. On return to Glasgow, our visitors joined us in a local pub for a beer and then we had a spending dinner and social evening. Everyone from Glasgow found the occasion – both the academic and the social aspects – very rewarding, and I hope that those from YNU did too. It was great to have them visit.



University  
of Glasgow

# Thorough preparation and flexibility

*Ken Suzuki and Koki Sato consider the value of a thorough preparation process in making an effective presentation*



**Ken Suzuki**

When we decided our presentation topics, ‘The prospect of East Asian monetary union,’ and, ‘How can Japan help the Euro?’ in June, we didn’t have much knowledge. Our first impression was the themes were too big to contend with. How should we approach the topics? How have previous studies tackled them? We were very anxious.

We researched and held group discussions many times, but for a long time we were not able to grasp the full picture regarding the topics and make clear logical structures. It was about one week before the last rehearsal that we could make a final outline.

One more challenge was that close to our departure Trinity College added new topics about the bubble economy and post-bubble financial policy. Our first reaction was that we did not have enough time to prepare - but we had no choice! A team comprised of senior students was formed to handle the additional presentation. Some of the team members were about to leave, and we had no time for face-to-face discussion. We kept in touch with each other through Skype to make an outline. We continued the preparation while traveling until the last moment in Dublin. We barely managed to combine our presentation slides on the morning of the Euro-Japan Dialogue.

It is fair to say that 99% of the time spent on Euro-Japan Dialogue goes on preparation. We had only 20 minutes for each group to present, but we probably spent more than 100 hours on the preparation

process. Perhaps it seems a heavy burden, but it is necessary to have the best output and enjoy discussions in Europe. The more deeply we understand the content, the more comfortably we can present and discuss. However, we cannot predict and prepare for everything. In addition to thorough preparation, flexibility is a very important factor for success. Although it was very hard to make one more presentation in such a short time, we closely cooperated with each other, and finally we achieved it. Inevitably, some difficulties will arise in cross-border undertakings. But as long as we have flexibility, we can mitigate trouble and enjoy success in the end.



**Koki Sato**

Preparation for Euro-Japan Dialogue begins early in the academic year, as soon as successful applicants are selected in May. As Euro-Japan Dialogue takes pace in two separate universities, there are two groups. This year, the Glasgow Team presented about EPA at University of Glasgow, while the Dublin Team presented about East Asian Monetary Union at Trinity College, Dublin. This year's task was particularly challenging as we had to make a presentation about 'finance' in Scotland and Ireland, two English-speaking countries. Not everyone is familiar with finance, so we were initially anxious about our research. Some students took the lead in reading challenging papers on financial topics, and soon everyone else attempted to get up to speed in order to gain more knowledge.

As the presentation took shape, it was continually modified as deficiencies were identified. This is because most of the students did not have enough knowledge about finance. At times, we had to change the structure fundamentally. In doing so, the processes of structuring a presentation and of absorbing large amounts of

knowledge were acquired. In fact, reform of the structure of the presentation continued until the last rehearsal. The fact is every team had problems that continued to demand solutions until the last minute.

A particularly pertinent example of this was that, one week prior to our departure, Trinity College requested that we present on "Japanese property market bubble." The request was a stiff challenge for us, partly because at that point we had not completely prepared our original presentations, and also because the topic of the bubble was the one Irish students were studying and no doubt had extensive knowledge of. The pressure to make a good presentation in a short time was keenly felt.

In the end, the presentation was conveyed successfully thanks to efforts that continued into our travels in Europe. In summary, a key characteristic of the preparation of Euro-Japan Dialogue this year was that everyone was obsessed with the quality of the content of the presentation.



**Soichiro Ochi**

In 2008, the Lehman Shock occurred in the United States. In 2013, the Glasgow Shock occurred in my life. Glasgow Shock had a much larger influence on me than the Lehman Shock.

My first impression of Glasgow was the buildings and streets are totally different from those of Japan. It was amazing, I felt as if I were in a movie. Second, I got shocked when I made a presentation about and discussed our topic with University of Glasgow students. I thought I had prepared for the program thoroughly over six months,

researching about and discussing our topic with team members so many times. So I thought I would be a huge success in the presentation and discussion. However, it is a little difficult for me to conclude that my challenge was totally successful.

was very fast and I felt my lack of technical vocabulary in the field. It was same in the Q&A session after our presentation. I did not reply successfully to what they asked me.

In the program, I was

considerable knowledge about trade. I learned how to put together a presentation. And most importantly, as everyone probably says, I got reliable and wonderful friends through this program. Thanks to them, I obtained a great experience and sweet memories.

**Presenting in the Senate Rooms at University of Glasgow**

First of all, University of Glasgow students made a presentation about the Eurozone crisis. After that, there was a short Q&A session. To tell the truth, it was hard to understand fully what they said because their talking speed

totally overwhelmed by the fact that there was still a big gap between native English speakers and me, which is hard to bridge. But I am not a pessimist. Still there are a lot of things I did well and obtained in the program. For example, I got

After experiencing the Glasgow Shock, I have to overcome this just like people are trying to overcome the Lehman Shock. Developing my English skills, preparing more thoroughly, researching more carefully, presenting more successfully...I certainly have a lot of things to do, but I am going to make myself strong by utilizing the shock as an opportunity.

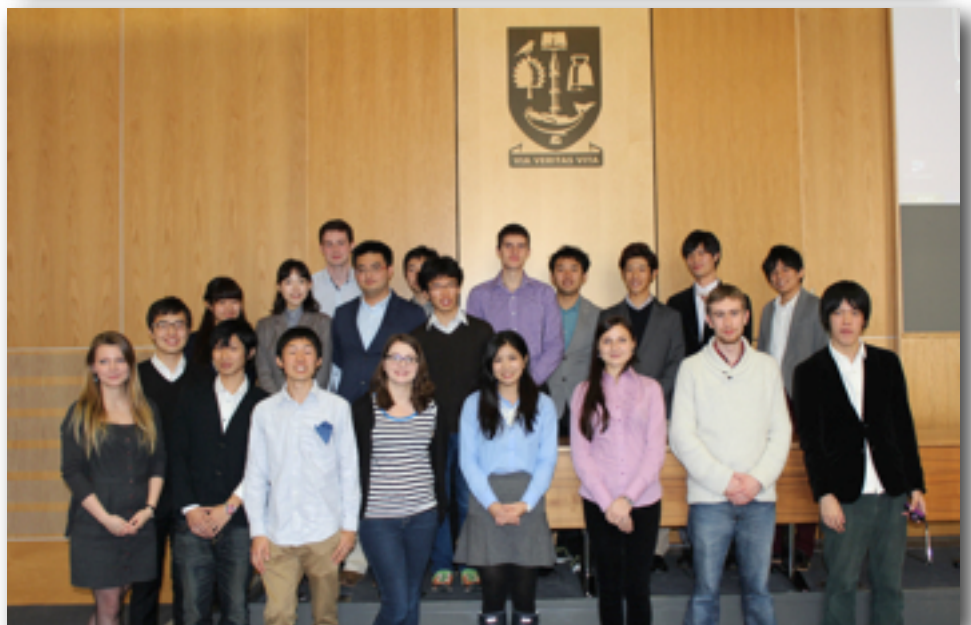
**Akihiro Setta**

The Lehman Shock of 2008 precipitated the euro crisis, the ripples of which are still being felt today. It was therefore with a great sense of occasion that we travelled to University of Glasgow, at over 500 years old one of Britain's oldest universities, to consider how Japan and the UK could help the euro.

Our argument focused on the potential of an EPA (Economics Partnership Agreement), between EU and Japan. First, we explained about the structure of Japanese trade and the necessity of free trade. Next, we gave an account of the characteristics and differences of EPAs and FTAs. Then, we argued for an EPA as one way that Japan could help Europe's economy. Lastly, we outlined successful EPA examples such as Mexico's in our conclusion.

On the Glasgow side, they explained about how the European Union is constituted. First, they explained about the inception of the EU to prevent further wars and the process of economic integration, which eventually led to the economic interdependence of European countries. Next, they explained about Euroscepticism, which is basically a fear of losing national sovereignty. And lastly, they explained the reasons why the UK, Sweden, and Denmark have not adopted the euro.

At the end of the presentations, a lively Q&A followed, which concluded in some calming tea and biscuits.



# Dublin presentations

*Kei Arai and Hiroki Sasaki report on events at Trinity College, Dublin*



**Kei Arai**

The opportunity to make an academic presentation at Trinity College, Dublin is one for which I am very grateful. This was the first time for me to visit Ireland, whose history of struggle for independence I was only vaguely aware of. Trinity College, Dublin is the highest institution of learning in that country and has the country's oldest library of Irish music.

Six months ago, I proposed the topic, "The prospects for Asian monetary union in light of the Euro crisis." As a student of economics, I was very interested in the Eurozone developments and wanted to discuss monetary union prospects in Asia, where various countries are rapidly developing nowadays. In the case of the euro, the imperative to prevent wars informed the

establishment of the European Union. On the other hand, in Asia, economical imperatives are stronger than Europe, particularly in light of the lessons of the Asian crisis and expanding supply-chain. During the Euro-Japan Dialogue session at Trinity College, some Irish students found these differences very interesting when considering what makes an efficient economic community.

Through this dialogue, I understood that universal skepticism towards the government when considering whether to join a larger currency area is perhaps the main barrier to increased economic integration. Asia has many original and complex issues that fetter notions of monetary integration. It is imperative to get over these difficulties and develop mutual understanding in order to realize Asian Monetary Union.

Part of the presentation by Trinity students focused on "the Irish Bubble". The Irish bubble experience has proved different

from Japan's in that the former spread to the whole of the Eurozone, while the latter remained a domestic affair. It was invaluable to hear about this economic issue directly from the students who live in the country in question.

This Dialogue was very meaningful for me and I'm grateful to the Japanese members, the teachers, and all the teachers and students in Ireland and Scotland.





**Hiroki Sasaki**

in order to explain this theory, in English, to Trinity College students. In our presentation, I gave an overview of East Asia. I was extremely nervous because my part opened our presentation. I tried to look at the audience and to enjoy presenting. Thanks to our constant practice, I feel I did a good job.

The topic our presentation at Trinity College was 'East Asian monetary union' in Trinity College. Our team began by researching the EU as an example of monetary union. After that, we considered the potential for East Asian monetary union. Since we knew little about finance, currency and monetary matters, it was a challenge to comprehend the framework of monetary union and economical theory and to evaluate the possibilities for it. The more we researched, the more we favoured East Asian monetary union. Thus, we decided to affirm that East Asian monetary union is possible and beneficial for East Asian countries.

We utilized Optimal Currency Area theory to justify recommending East Asian monetary union. We had to work hard to grasp OCA theory. However, we had to work harder

After the presentation, I talked about Asian monetary union over coffee and snacks with the Trinity students. It sensed that they were interested in our presentation and they asked probing questions. I tried to answer their questions as clear as possible, but it was a little difficult for me to explain complicated economical theory in English. This made me realize that I need to improve my English skills. I believe that Euro-Japan Dialogue is a precious opportunity to improve international understanding, our grasp of economics, and English skills.



## Presenting on Japan's bubble period



**Toru Urasawa**

For our visit to Trinity College, Dublin, I had to prepare a presentation on the Japanese real estate bubble of the 1980s. On a personal level, I learned the importance of being objective through this preparation process.

We were given very little notice for the presentation. At the last lunchtime meeting before our departures, we were told that some of the Euro-Japan dialogue members had to give a presentation on the Japanese property bubble. Clearly, it was a tough task, but I decided to tackle it. My research seminar is with Professor Kamikawa and we usually studying about the global banking system, so I thought this was an invaluable opportunity to try not only my English, but also my knowledge of banking systems.

I mentioned that through the preparations I found being objective was very important to propel matters forward. There are two main reasons for this. Firstly, when you say your opinion to others, you should not take it for granted that the listeners have as much knowledge as you and should confirm whether your opinion is clear or not for them. In the example of the presentation we were preparing, each member undertaking this challenging task had a different level of understanding of banking systems.

Therefore, I tried to ask everyone to make time to discuss in order to let everyone understand the main thrust of our presentation and make the whole coherent. I positively confirmed whether everyone was understanding and whether the terms used in discussion were fully comprehended.

Secondly, I realised that what you believe in Japan may not be true in other countries. Both Japan and Ireland experienced bubble phenomena. I believe many Japanese economists in recent years when they talk about how the challenge for Japan is to escape deflation. However, the students in Ireland were more interested in how Japan will get out of the post-bubble depression even in the present day. I felt that Irish students have more long-term views. It occurred to me that Japan may not have overcome the problems of the bubble period and we may have to reconsider them.

The above experiences were quite different from what I always do in my lessons and they were also very exciting. Euro-Japan Dialogue is not just an English dialogue with students in other countries, a mere chance to brush up your English skills. It is also a chance for you to improve cooperativeness and to expand your horizons.



**Megumi Shibutani**

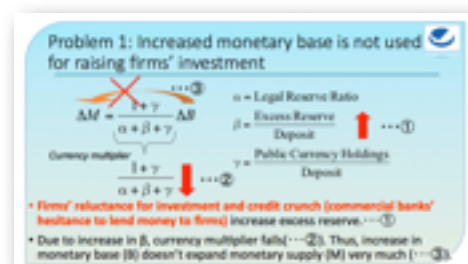
I decided to join the group who had to rapidly make a presentation on the Japanese bubble, because I wanted to make use of my current

knowledge on this programme. Professor Murphy of Trinity asked us five questions and I chose 'the role of the financial system in growing the bubble'. I focused on the role of commercial banks.

While thinking about the relationship between growing the bubble and these banks, I found that these banks promoted the bubble. Usually, they adopt policies to stop a bubble when it occurs, so I was anxious as to whether I could explain why they promoted the bubble. However, my group members supported my thoughts and gave me strength. I knew it was important to share our thoughts to make the presentation work well. At same time, I learned that the more I told my theory to members, the deeper my own understanding of what I wanted to explain. Through time, my anxiety faded and I gained confidence. I thank the group for teaching me the importance of honestly sharing our thoughts and discussing.

On reflection, I feel it was difficult to explain my theory clearly in English, though I understood it in Japanese. I felt a big gap in confidence between speaking my native tongue and a foreign language. Perhaps I lack knowledge about economics in English, and experience.

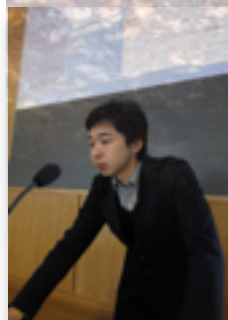
Euro-Japan Dialogue was a big step for me. Through this dialogue, I learned many things which will guide me from now on.





# Glengoyne distillery visit

*Takayuki Nagai and Ryosuke Ozawa learn all about the whisky business*



**Takayuki Nagai**

After the Dialogue session at University of Glasgow, both the Glasgow and YNU groups made a company visit to Glengoyne Distillery. Located only 30 minutes from the university, the distillery is adjacent to a forest. Pure, natural water from the forest is required for making whiskey.

A very strong smell of whiskey floats around the distillery. The tour of the distillery started with a short movie introducing the

distillery. Some of the people spoke with a strong Scottish accent, so there were English subtitles. Sample whiskey, a 12-year-old single malt, is served to enjoy while watching the movie.

After the film, the tour guide explained the basics of whisky and Glengoyne Distillery, for example, the types of whiskies and how they taste, and their history. Also, we learned that this distillery is situated in the southern Highlands of Scotland and there are only a few distilleries producing whiskey around this area.

Next, the tour guide took us to the actual building where whisky is made. Inside the building, there was a strong smell of barley and whisky. We heard explanations about the barrels, mills, stills and

other equipment. The tour guide also explained how to make whiskey from barley seeds.

At the end of the tour guide, we had the chance to purchase the products of Glengoyne, including whisky and “fudge,” a kind of caramel candy. The visit was an educational and enjoyable experience.



**Glengoyne distillery's product**



**Ryosuke Ozawa**

On 27<sup>th</sup> October, after the Euro-Japan Dialogue session YNU and University of Glasgow students together visited Glengoyne distillery, which has been producing an exceptional single malt scotch whisky for nearly 200 years. This distillery is located in a beautiful, isolated spot surrounded by plenty of natural scenery, and the scent of whisky is in the air.

At first, we watched a movie about the history of the distillery while sampling a small glass of whisky, and then the distillery tour started. Distillery staff showed us equipment for making whisky and related a concise explanation. We realized that there is a lengthy process involved in making a traditional single malt scotch whisky such as malting, milling and washing, fermentation, distillation, maturation, and check by the captain. The whiskey we drank had been made with a lot of time and energy and also many people took part in the process. I could taste a difference in comparison with the whisky that I usually drink.

The taste of whisky changes over the years, with the older vintages being deeper and milder. The determination of the staff to improve their product continually was keenly felt. They hope to let their customer drink the best whisky in the best way. This attitude was evident even in the gift shop, where they sold not only whisky itself but also bottles, cups, and other goods for whiskey, and the whole distillery was kept very clean. I could also get a sense of

the accumulation of history from the whisky. People should preserve such a great production not based on commercial reasons but on the wisdom of people.

Visiting a whisky distillery was an invaluable experience for me, and all the students of YNU and our friends from University of Glasgow, to understand the culture and history of whisky and also to understand their thinking.





## Boyne valley history and culture



**Kanako Shoji**

On the first day of November we had a cultural tour of the Boyne Valley, a one-hour trip from Dublin city center. It has a great amount of culture and history, represented by Brú na Bóinne, Monasterboice, St. Peter's church, and Hill of Tara.

The first stop was Brú na Bóinne, home to 5000-year-old Neolithic ruins. We explored the exhibition and the Newgrange tomb. They gave us clues to the life there thousands of years ago. The Newgrange structure, with its carved rocks, corbelled roof, and design which allows access to the winter solstice sunlight, was particularly fascinating.

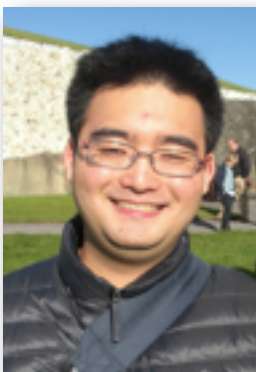
The next destination was Monasterboice which is often described as a symbol of Celtic Christianity. Both the round tower and Celtic crosses were in excellent condition even after more than 10 centuries, surviving attack during wars. Although Monasterboice is a site of outstanding history, it is used as a cemetery even in the present day and is part and parcel of everyday Irish life.



The next stop was St. Peter's Church in Drogheda, which welcomed us with the head of Saint Oliver Plunkett encased in glass. The church itself displays exquisite gothic beauty. Prayers were being offered and the strong faith in Ireland could be seen.

The Hill of Tara was the final destination of the day. As it was a beautiful day, the whole country could be seen from the top of the hill, which was shaped in circles and covered with grass. This place has multiple ancient monuments and all of them have their own mysterious characteristics.

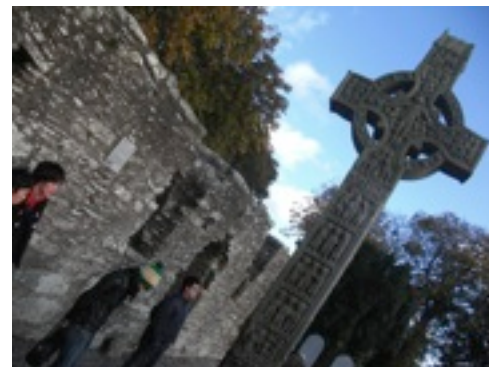
As a whole, the tour was full of surprises and motivated us to look into history further. I am very grateful for this unique learning opportunity.



**Woojin Kim**

One of the last activities in our program was a visit to rural Ireland. The first place we visited was Newgrange in the Boyne Valley, an example of passage tombs which can be found all over Western Europe, constructed by Neolithic people.

Covered by rocks and small stones,



it looked like a huge dome at first glance. However, inside the structure of the tomb is very simple. There is one gate and one window. The gate leads visitors to a center chamber through a narrow passage. The chamber is rather small and could bear only twenty people at one time. Interestingly, the gate faces toward the direction of the rising sun. When the sunrise begins on the equinox, a beam comes into the center room as if creating a sacred passage for the souls of ancestors to travel along. I could imagine how amazing and fantastic the scene would be.

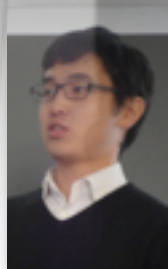
Historians believe that the people in that era worshiped the sun and constructed the tombs accordingly. The attitude of people who live around the tomb surprised me. There was nothing but only grass and sheep there. Perhaps it is because the whole area was selected as a "significant historical site" by UNESCO. Sometimes, in such sites, the people who live in such places don't really like the fact that their town was selected. However, I couldn't find anything like that in Boyne Valley. The guide seemed really proud of his job and explained clearly. He also added that people around the valley want to preserve the tomb for future generations.

I was deeply impressed by the tomb itself and the attitude of people toward the tomb. It was such an amazing experience that I want to visit the site one more time in the future.



## Social events

*Bilguun Duurenjargal and Akira Kanda report on the more informal aspects of international exchange on Euro-Japan Dialogue*



**Bilguun Duurenjargal**

After a long day students and professors from YNU and University of Glasgow, gathered in a traditional Scottish pub to take part in a great social event. It was a party organized to communicate further on the economic topics of the day, to exchange academic and cultural knowledge and most importantly, to celebrate all the hard work everyone put into the Glasgow leg of Euro-Japan Dialogue 2013.

By the time the party started with a toast from Dr. Ross of University

of Glasgow, the atmosphere was already very warm because we had done many things together that day. The initial topics of conversation were quite academic. We commented on each other's presentation, made comparisons between our economies, and explored options for cooperation between them. It was a rare opportunity for us to exchange opinions with European undergraduate students who have similar majors to ours but from a country with a very different culture and history.

Eventually the topics became less academic. Everyone was getting to know each other more, becoming friends, and talking about their interests. Some were talking about Glasgow Celtic and even talking about basketball, because some of

the students were from Lithuania, where basketball has a high profile. They also recommended places for us to visit, such as Glasgow Science Center.

The atmosphere became even merrier when Professor McAulay gave a toast in which he gave credit to Dr. Ross for organizing a great day for us and also to the restaurant staff for great service and delicious mains, salads and desserts. Everyone was having fun, taking pictures together and exchanging email addresses.

The social event was not only a great opportunity for us to exchange academic conversation, but also a real chance to become friends with each other.



**Akira Kanda**



On 28<sup>th</sup> Oct, after we had a dialogue, we moved on to a social event with local students in a local restaurant, The Olive Pip. Lovely dinners and drinks were served to us and we had a very nice time there, talking with the students and teachers of University of Glasgow. This was my first trip to Europe, and before Euro-Japan Dialogue, I did not have many opportunities to communicate with foreign students who study a similar academic field, especially political issues surrounding the Euro Crisis, so I was very glad to chat informally over dinner.



The Glasgow students asked me about Japanese political issues concerning the emperor. I explained that he is merely a symbol of Japan. Also, I commented on my earlier presentation about the Japanese contents business, in particular anime, which is familiar to Europeans.

At first, we were a little nervous because this was the first time to have Euro-Japan Dialogue in Glasgow. However, through this social event, I think both groups of students, Japanese and Scottish, formed good relationships and we were delighted when Professor Ross in Glasgow told us that they would like us to visit Glasgow again. We enjoyed the chance to review of our discussion, and wanted to ask more questions of the Glasgow team. Overall, I think this event was very meaningful for us in that we are all friends without borders and I am sure that our efforts will help to develop next year's Euro-Japan Dialogue.



## Leadership Responsibilities



**Kyoko Kato**

One of the roles I held on this program was as a group leader. Holding such a position, I was concerned whether members would be satisfied with the program. From my experiences on Asia Dialogue the previous year, I knew a lot depends on how much effort we expend individually on the program. I was aware of what 'Dialogue' and what kind of scenarios we could expect to meet in Europe. Here, I reflect on what I did as a leader and what I learned from Euro-Japan Dialogue.

First of all, the most difficult thing was to reconcile the opinions of the whole team. Our presentation topic was "East Asia Monetary Union", and union that in fact would be very difficult to realise. Some members viewed such a union favourably but other did not. We discussed and discussed to try and reach consensus. A group presentation is a very different beast from an individual presentation. It needs group coherence - members cannot simply focus on their own part.

I suggested our members hold a group meeting every week in order to confirm what members were going to discuss. To write a unified presentation, we researched and studied a broad range of books and papers. However, we rewrote the whole script several times and it seemed much of our effort went to waste. This brought conflicts. I wrote down what the topic is and what subject brought us into conflict so that we could focus on the main point during group meetings. I also told group members that we should know and explain not only our own part but also other members'

content. In this way, members could answer any question and help each other at the discussion stage. We took quite a while to make our group presentation because I did not want to disappoint students in Europe. Our European peers also hoped for a successful program, and I hoped that both students in Japan and Europe could learn from each other through this Dialogue.

I also paid attention to planning. This is a vital element to construct a good presentation. I made a short term plan and a long term plan. The long term plan aimed at the performance in Europe, and the short term concentrated on rehearsal. I regarded rehearsal as performance. I wrote down teachers' advice every time and we always tried to be better than in our previous rehearsal. This led to what was our best performance in Trinity College.

In Dublin, each team member presented for roughly five minutes. However, in the background of this short presentation, there was a huge amount of study time and preparation on the Dialogue theme. Therefore, our knowledge increased greatly as students of economics. Moreover, our team members improved their logical, critical, creative thinking skills and social skills for group harmony. Looking back, I feel members gained satisfaction from this experience, and that fact makes me in turn satisfied. I hope members can play an active part in their various fields in the future and we can meet again to reflect on this experience and the precious time we shared together.



To overcome the difficulty of political integration...



### The Potential and Pitfalls of East Asia Monetary Union

Koki Sato, Kim Woo Jin, Kyoko Kato



# History of Euro-Japan English Dialogue

**2006 • Youth unemployment**

**GERMANY & FRANCE**



**2007 • Nuclear power as sustainable energy**

**ITALY & WALES**



**2008 • Multiculturalism**

**FINLAND & GERMANY**



**2009 • Declining birthrate • Carbon trading**

**CZECH REPUBLIC & ITALY**



**2010 • Education styles • Immigration & labour shortages FRANCE & ENGLAND**



**2011 • Gender roles, KY etc. • Ageing society**

**MALTA & SCOTLAND**



**2012 • Nuclear power • Natural disaster preparedness**

**GERMANY & TURKEY**



**2013 • Eurozone crisis • East Asia monetary union • property bubbles SCOTLAND & IRELAND**



University  
of Glasgow



TRINITY  
COLLEGE  
DUBLIN

# Euro-Japan Dialogue Diary

Sat,  
Oct 26

YNU students & staff meet GYH

Historical Tour 1:  
\* Glasgow Cathedral  
\* Provand's Lordship



Tue,  
Oct 29

Morning:  
Campus Tour of University of Glasgow

Afternoon:  
Visit to Glasgow City Chambers

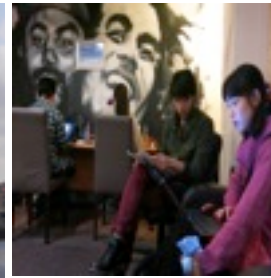


Sun,  
Oct 27

GYH:10-12  
Presentation Practice

Historic Tour

19:00  
Meeting in GYH



Wed,  
Oct 30

Travel to Dublin, Ireland

Thu,  
Oct 31

Trinity College - Day 1



Mon,  
Oct 28

Morning:  
Euro-Japan Dialogue

9:30 Glasgow  
Uni Main Gate

10:00 YNU  
presentation 1

10:30  
Short break

Fri,  
Nov 1

Cultural Tour of Boyne Valley



Mon,  
Oct 28

10:40 YNU  
presentation 2

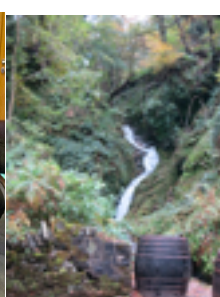
11:20 GIU  
Presentation  
Q&A

LUNCH

Afternoon:  
Company visit to  
Glengoyne Distillery.

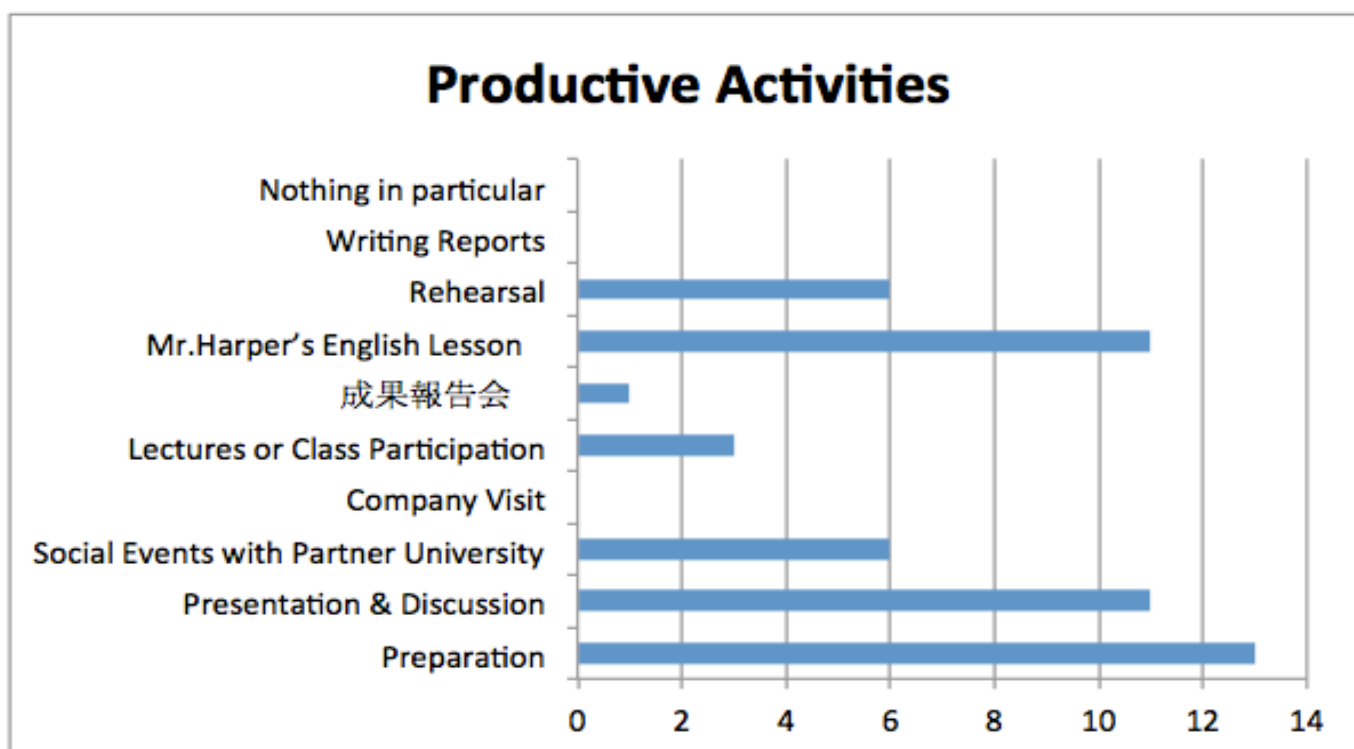
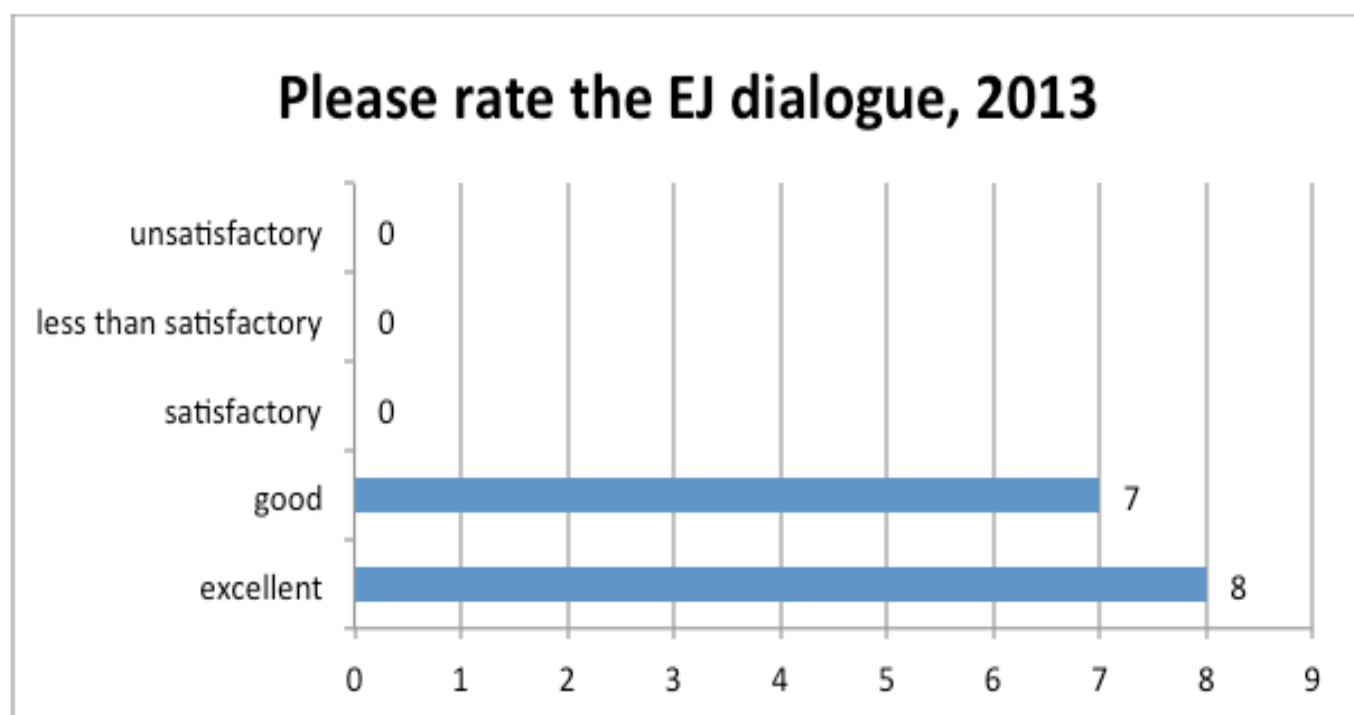
Sat,  
Nov 2

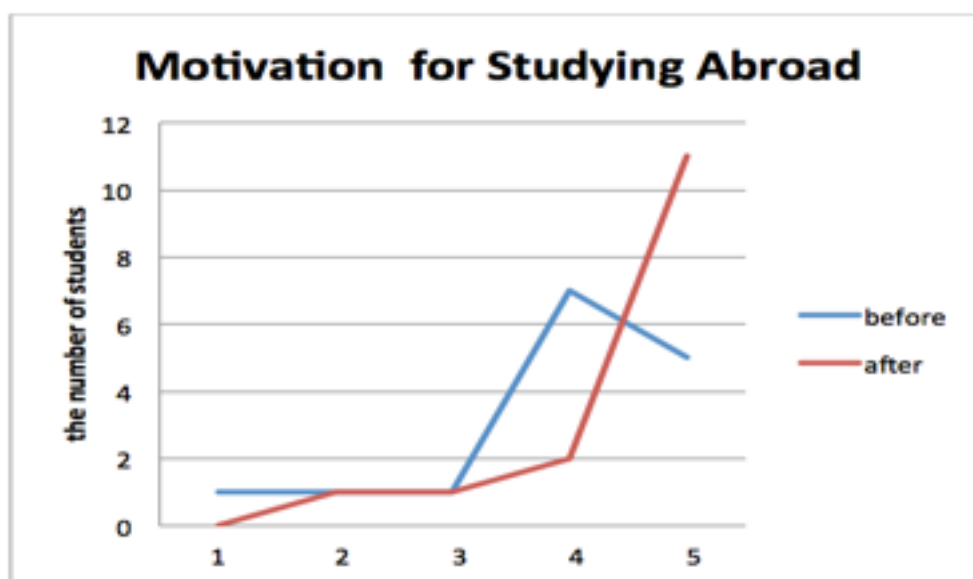
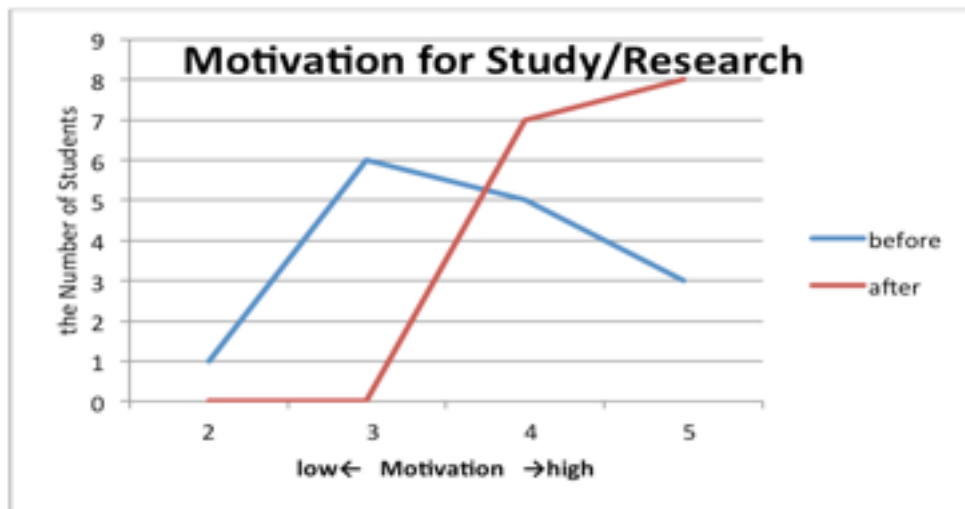
Morning: Debrief session in Abbey Court Hostel/  
End of Euro-Japan 2013



# Program Evaluation - Selected Results

## Overall Evaluation of Euro-Japan Dialogue 2013

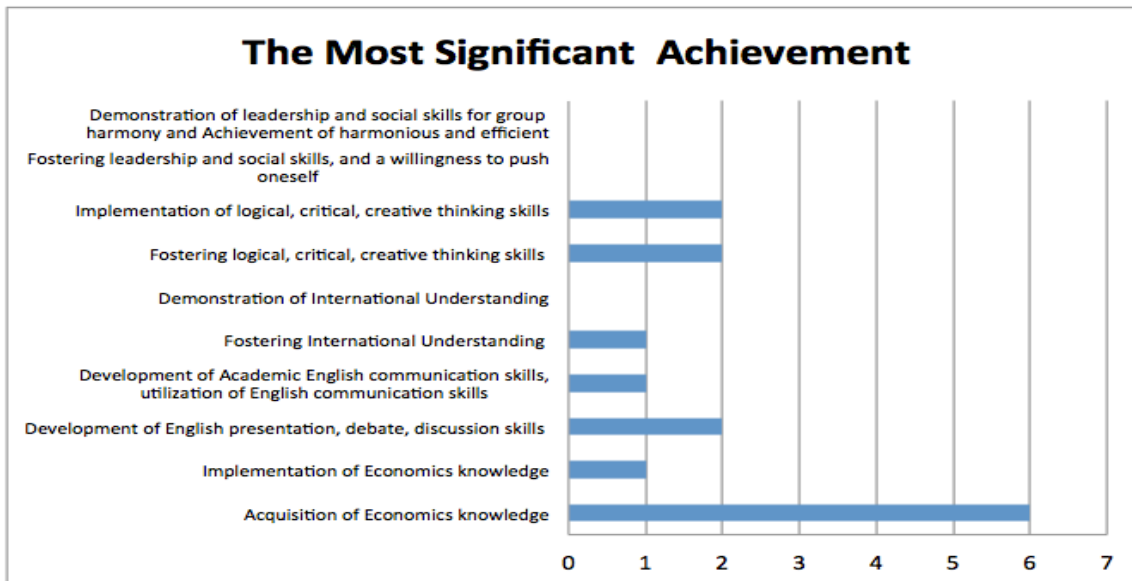




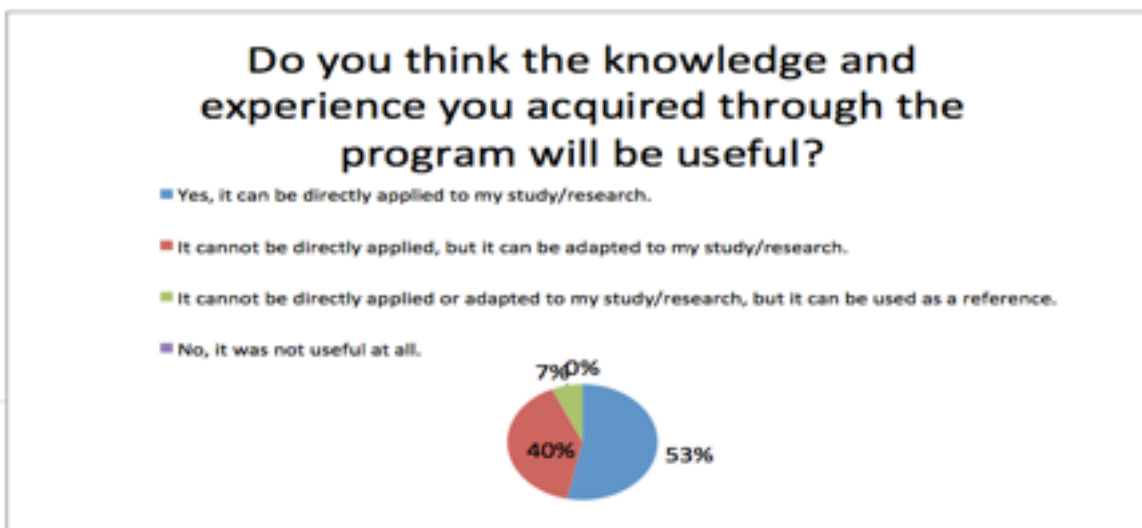
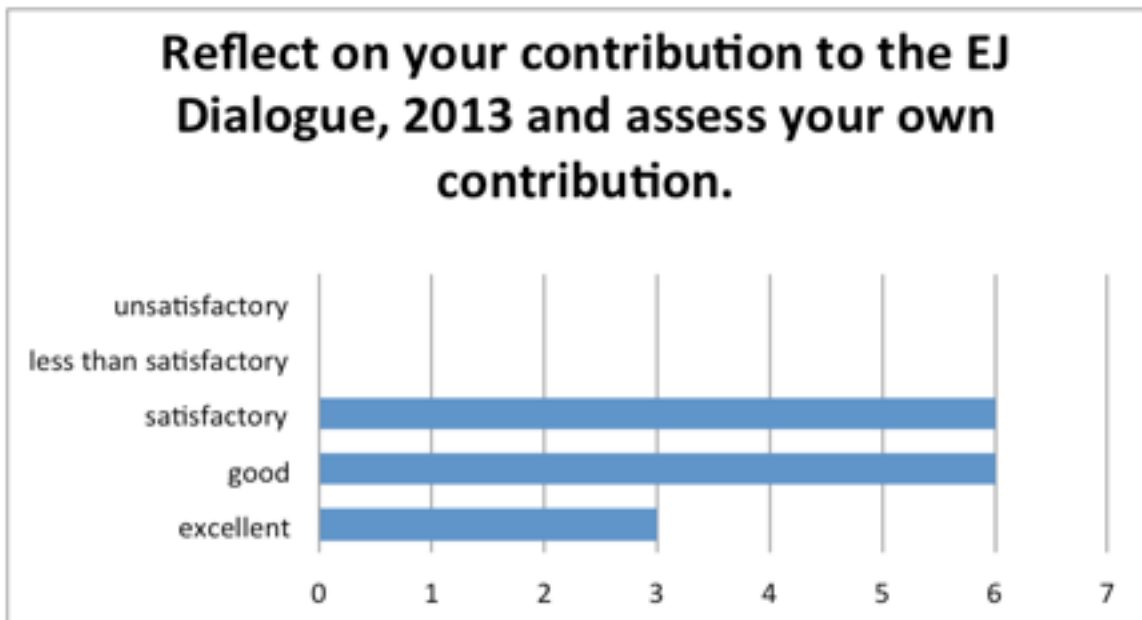
1



**Could you achieve your goals in EJ Dialogue? Choose the most significant achievements from the list below**



### Self-Evaluation: Contribution to the EJ Dialogue



# 第 9 回欧州英語討論会に向いて。。。。

*With the 8th Euro-Japan Dialogue concluded, we look forward to next year's program which will once again include a visit to The British Isles.*

## Funding and preparation

As the Euro-Japan Dialogue has grown in size and stature, a concomitant administrative imperative is submitting funding applications early. In reality, this means we are preparing the next Euro-Japan Dialogue before the conclusion of the present one. In fact, the funding documents were worked on in a corner of the University of

Glasgow's campus, and a Dublin cafe, while the cohort of the 8th EJD went about their business. In the current economic climate there are no guarantees, but we are moving towards a further innovation in next year's program, namely visiting not two but three campuses during our time in Europe. At the moment, we have a strong commitment from two UK universities, one in

London and another in a provincial city about a one-hour train ride from the capital. In addition, we are talking to colleagues in France about a possible visit, and hope to be able to conclude negotiations early in the New Year. This will mean we can give a firm commitment to applicants on dates and venues in the new academic year in April. Such advanced deadlines for funding are a challenge, but the

impressive reputation that the program has garnered over the years means we can confidently carry out discussions with European collaborators who are persuaded and reassured by the record of achievement that is now in place. With Japan's prolonged economic downturn, the euro crisis, the volatility of the Arab Spring and its aftermath, China's growing presence, migration,

overpopulation, declining birthrates, ageing societies and so much more all informing our increasingly globalized lifestyles, the Euro-Japan Dialogue provides an invaluable opportunity for Japanese and European youth to meet, discuss and form friendships that may just help in providing solutions to problems we all share.

