

# Euro-Japan Dialogue 2024



University of Glasgow

University of Edinburgh

## Post-Pandemic Dialogues

It was a delight to be able to run Euro-Japan Dialogue once more in 2024, a program we have not been able to offer since 2019. Four students took part in the visit to Scotland, giving presentations at the University of Glasgow and University of Edinburgh on 'The Global Boom in Anime: Economic Aspects.' Founded in 1451 and 1583 respectively, these two historic and venerable institutions proved stimulating hosts for the Economics undergraduates from YNU who visited.

The world is a very different place since we visited Croatia and Slovenia in 2019. Japanese people in general have been reluctant to go abroad post-pandemic, and in all honesty we are seeing a ripple effect of that in applications for our study abroad programs. The high cost of air fares is another factor that goes against us, and a third consideration is the weak yen. All these elements combined mean we do not have the same numbers applying for Euro-Japan Dialogue as we did a decade ago. This is a great pity, because the benefits to students are as worthwhile as ever.

The four students who visited Scotland faced a number of familiar challenges. In this report, you will read about their preparation process. After Golden Week, students met once a week on campus to share the academic



Professor Alec McAulay

readings they had prepared to share with the group. They were given guidance on not only their English skills, but how to find appropriate sources, paraphrase them, and combine them into a compelling academic argument. The presentation by the students was data-rich, but exhibited only a fraction of the research the students were able to carry out in order to give substance to their argument.



The main element of the sojourn to Europe is presenting in English, and the account you will read here shows how much motivational power this event has.

Another regular feature of Euro-Japan Dialogue is cross-cultural communication in Japanese with

European students who are learning Japanese. This has proven difficult in the past for YNU students, many of whom are not used to accommodating the non-native proficiency of Japanese learners. Accommodation in intercultural communication does not come naturally; it is a skill that has to be practiced and acquired gradually. The YNU students took part in Japanese lessons in Scotland that will help prepare them for the multicultural, multilingual workspaces they may end up in after graduation.

We offer our sincere gratitude first and foremost to Fumiko Narumi-Munro sensei at University of Edinburgh. Narumi-Munro sensei not only graciously hosted us in Edinburgh, she was instrumental in putting us in touch with colleagues at University of Glasgow to organize our visit there. We also thank the Glasgow senseis Emanuel Ponti, Izumi Kuroda, Saeko Yazaki, Ramona Fotiade, and Adam Donnelly, who all collaborated to ensure we had a fruitful and informative visit to their campus.

On a personal note, I have been taking students to summer school in University of Edinburgh since 2014, and I am a graduate of University of Glasgow, so it was an honor to give guest lectures on both campuses talking about the transnational aspects of Japanese cinema. I did not imagine when I graduated in 1988 that I would one day be back on the Gilmorehill campus as a teacher. It was a very satisfying experience.

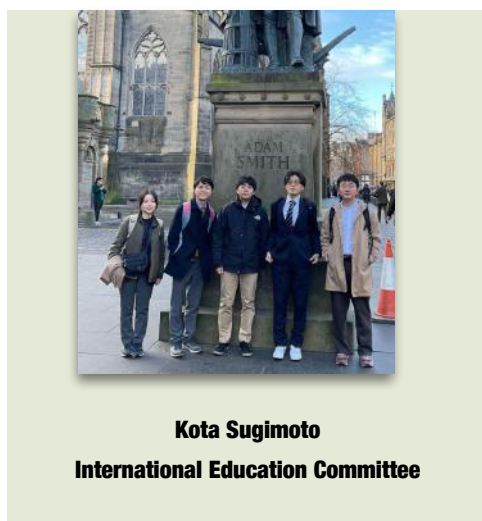
# 外国語英語で討論するとはどういうことか

## 杉本康太

快適な日本を飛び出して、何時間も飛行機に乗って、外国で英語で討論をするというのは、どういうことでしょうか。ルーティン化した日本での一日はあっという間に過ぎていきますが、スコットランドに滞在中の一日は、同じ24時間でも不思議とすごく長く、充実したものに感じられます。映画Perfect daysで役所広司が演じた主人公が示したように、私たちは繰り返す日常の中にも小さな変化を見出して楽しむことはできますが、外国で新しい人たちと過ごすことがもたらす非日常的な刺激は、非常に大きいからだと思います。

外国に行くと、普段は思いつかないような疑問が生じます。日本からイギリスへの飛行機に乗ると、日本とイギリスには9時間の時差があるので、時間が巻き戻るような不思議な体験をすることができます。地球の円周をおよそ40,000kmとすると、日本からの飛行機が西に向かって時速1,700kmで飛び続けることができれば、夜から逃げ続けることができるのではないだろうか、などという普段は決して考えないようなアイデアも出てきます。

外国に行くと、色んなことに興味を持つことができます。今回訪れたイギリス北部のスコットランドと日本には様々な違いがあるので、それ



Kota Sugimoto  
International Education Committee

が考えるきっかけをくれます。例えば日本では電車が遅れると、原因が乗客側にあったとしても、鉄道会社はアナウンスで「申し訳ありません」といいますが、イギリスでは謝ることはほとんどありません。その代わり私が乗った電車は、一定時間遅れた場合は、運賃を返金することで誠意を示すという方針でした。イギリスでは日本よりスマートフォンやクレジットカードでのタッチ決済がかなり普及しており、日常的な買い物はほとんどを現金を使わずに行うことができます。日本と同じくらいの価格のホテルに泊まっても、サービスには違いがあります（日本の方が良いことが多いです）。建物の断熱性能が高いからか、室内はエアコンを付けなくても温かいです。レストランでは、チップを払うのが当然のようです（マッコーレー先生によるとそれは日本人が賃貸住宅を契約するときに“礼金”を支払うのと同じようなものらしいです）。電車に乗って移動していると、イギリス

では高層ビルみたいな高い建物をほとんど見かけず、2階建てがほとんどです。住宅はコンクリートではなく、レンガ造りのような建物が多いです。日本ではこの10年間で住宅の屋根や空き地にたくさんの太陽光発電が導入されましたが、スコットランドでは太陽光発電よりも陸上風力発電が牧草地の中に数多く設置されています。日本の市街地でよく見るヒヨドリやカラスは少ないですが、代わりに日本では滅多に街中では見られないコマドリやカササギをたくさん見ることができます。



マッコーレー先生の熱心な指導と学生たちの不屈の精神のおかげで、参加した学生は、本番直前までプレゼンテーションをブラッシュアップし続け、最終的に準備段階と比べて大きく改善したプレゼンテーションを行うことができました。このように、本プログラムは、英語のスピーキングやリスニング能力を磨く機会になるだけではなく、異文化体験もできるユニークな機会を提供していると思います。



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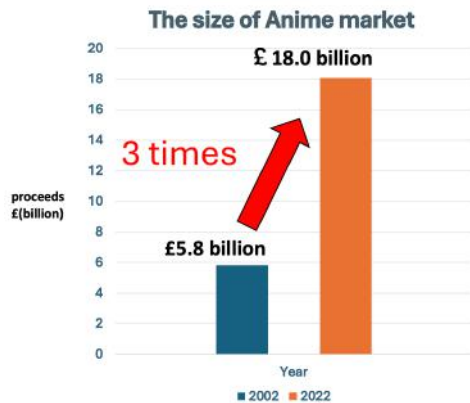
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Anime market data source:  
Anime Industry Report 2023 Summary

exchange rate data of each  
year's source:  
@世界経済のネタ帳「イギリス・ポンド  
/円の為替レート推移(1980～2024  
年)」  
in 2002: £ 1 = ¥187.9495  
in 2022: £ 1 = ¥161.8990



**Taiki Kawashima**  
**Preparation Process**

If you are accepted by Euro-Japan Dialogue, you will have meetings once a week on lunch time. We had it on every Tuesday. The universities who invite you request the subject you talk on. In the past, two or more subjects were requested and each students of Euro-Japan dialogue could choose whatever theme he or she wanted to make a presentation. However, because of the poor attendance, this year the university of Glasgow and Edinburgh requested us to make a presentation just on the economic aspects of the global boom in manga and anime. So we work on that.

We started from brainstorming what we know about Japanese anime and manga. And then we searched for some lucubration related to Anime and Manga. And found out articles which showed what we wanted to know are rare instead articles related to tourism

and regional activation. And also found out no article distinguish Manga from Anime. So we decided to get rid of Manga part and we had hard time for searching academic articles which illustrate the economic impact of Japanese Anime.

We separated our presentation into 4 sections, and each member undertook one section. We met once a week to discuss and comment on each one's preparation. My task was to search for actual concrete number such as the size of Anime market and market share of overseas in Anime market and to make graphs. The information on that I could find was published by Japanese researcher, so the currency unit was Japanese Yen. So I searched average exchange rate from Japanese Yen to Pound sterling and convert the JPY based data to GBP using the average exchange rate. As an economic student, I used R Studio to calculate them. After calculating them, I put those data into excel sheet and made graphs showing the developments of Japanese Anime. This process was so challenging and improved my IT skills I believe.

Preparation continued after arriving in Glasgow. Every morning we had a meeting and practiced our presentation to Prof. McAulay and Prof. Sugimoto. In particular, I was the last

person giving a good presentation. So, everybody helped me to remember what I would say in the presentation and that worked well in the real performance.

Although Prof. McAulay recommended us to complete our preparation before the second semester starts, we couldn't. So we had to prepare for it wherever we are to make our presentation better and better. As I was the person who made the worst progress of preparation, so I had to work on-board and used charged in-flight Wi-Fi for that. So, if I could take part in this Euro-Japan Dialogue again in the future, I would prepare for my presentation earlier as possible.

My presentation might be not good enough to say it was "perfect". But some audience I talked after our presentation said they clearly understood not only what we gave a presentation on, and also what I intended to convey by my part of our presentation. So, I could get some confidence in my English and now I feel I want to learn English more from now on. Now I'm grateful for everybody who helped my presentation and who listened well to our presentation.



## *Kento Yoshiaki shares his thoughts on presentations*



**Kento Yoshiaki**

On Japan-Euro dialog, we did one presentation each at the University of Glasgow and the University of Edinburgh focusing on the sustainability of the animation industry from the economic aspects. This event was a significant part of our program, and the experience of giving a 20-minute presentation in English in front of a large group of native speakers was very challenging for us.

The presentation at the University of Glasgow on the second day started with the news

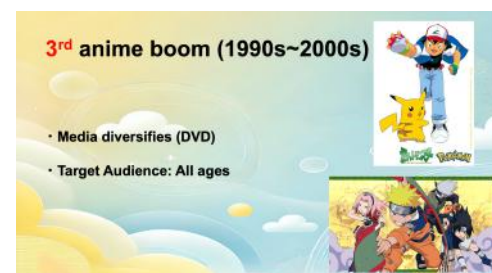
that the classroom that was scheduled to be held was being used. This actually turned out to be rather fortunate for us, as we were very nervous, and we were able to give our presentation without any tension.

On the fifth day, we presented in front of about 20 students majoring in Japanese at the University of Edinburgh. Drawing on my experience at the University of Glasgow, I was able to give my presentation with an awareness of eye contact, speaking slowly, and so on.

To be honest, our preparation for our presentation on our first day in Glasgow was far from perfect. The professors gave us strict advice during the final review on the evening of the first day. However, we never gave up, and through repeated practice, we greatly improved the quality of our presentations during our visit to Scotland.

Through this experience, I faced the difficulty of having to answer unexpected questions during the Q&A session. I would like to apply

this experience to my future presentations.







## Keita Nagasawa on special lectures



**Keita Nagasawa**

We had special lectures in Glasgow and Edinburgh that were organized specifically for the Euro-Japan Dialogue.

In Glasgow, Fotiade-sensei gave us a special lecture. She talked about French and Japanese surrealism. Before starting the lecture, she loaned us books which are related to surrealism. The books are very helpful for me to understand the contents of the lecture.

In the lecture she introduced the movie 'Symbol' that was directed by Hitoshi Matsumoto. She cited it as an example of the work that explains the thing that we have in our unconscious by using strange expression. It was so interesting

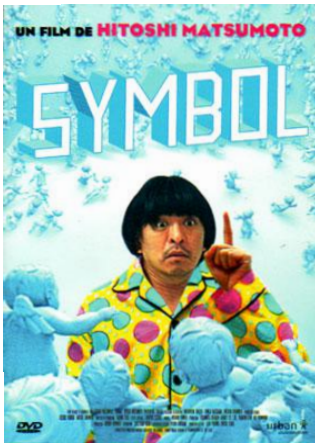
for me to listen the explanation about art in English.

Yazaki-sensei gave us a special lecture that is about historical connections between Japan and Glasgow. Some foreign people come to Japan to help Japan to modernize. And those foreigners were from Scotland. It was very surprising for me. When I studied Japanese history in high school and junior high school, I didn't know the connections between Japan and Glasgow, but I got the lecture I found that there are strong connection Japan and Glasgow. From this experience I thought countries are connected where we didn't know.

Not only the University of Glasgow teachers, but also YNU teachers held special sessions for us. McAulay-sensei gave us a lecture that is about transnational aspects in contemporary Japanese cinema. In this lecture, he gave us what factors decide film's nationality, such as the financing, the setting, the language and cast, or the storyline. It was good for me because globalism expanded in this era. So, it is very important to

think about what aspect decides the nationality.

In conclusion, all the special lectures were spoken in English, so they were hard. But it was a very good experience.





**Keita Nagasawa**  
**Social and Cultural Tours**



We were able to take part in three tours. First of all, we had a campus tour at University of Glasgow. In the same city, we visited the City Chambers and got a tour on the history of the building. Finally, a volunteer guide at Kelvingrove Art Gallery in Glasgow took us around some of the highlights of the facility. So, we had a tour guide on all tours.

Our tours were not for the tourist from Japan, they were for the people who speak English. So, it was difficult to listen and understand because of the words that we don't know. In such cases, we asked our teachers or asked the tour guide directly. I will explain each tour.

First, at the University of Glasgow tour we could learn the style of the buildings and the jinx of the courtyard. Also, the tour guide told us about a famous person who taught in this university and who graduated from this university. The most interesting thing for me in this tour is the usage of the item that is set in front of the building where teachers lived. The item looks like staples, and it was used for removing the mud from the shoes.

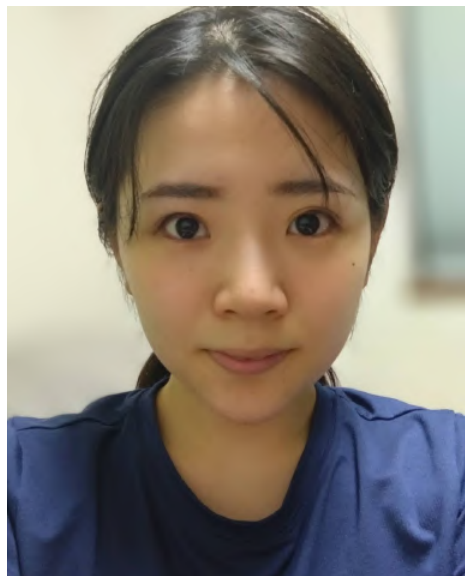
At the City Chambers, we could enter the room where the city council held. And we could sit down on the seat that chairman and members of parliament use. The tour guide told us the meaning of the three colored light on the table at the center of the room and the way to vote by using the button in front of the seat.

Finally, in the Kelvingrove Art Gallery the tour guide told us the history of the gallery. The exhibition that explains the way to clean the wall from the dirty which is from smoke was very interesting. The dirty wall was hard for me to imagine because the current wall is clean.

All three tours were stimulating and informative.







**Yukari Sugimoto**  
**Highland Tour & Edinburgh Castle**

On the Wednesday, after finishing the schedule in Glasgow on Monday and Tuesday, we had Highland tours. In this tour, we mainly visited three spots, Inveraray, Oban and Glencoe.

Inveraray is famous for the 18th-century town and a gorgeous castle. The castle has been owned by Clan Campbell since

1789, and the town has retained a beautiful appearance.

Oban is a small port town. There were many kinds of tartan check. I could learn the culture of Scottish, too.

At the end of the tour, we visited Glencoe. Glencoe has deep valleys, high mountains and lochs. The scenery of Glencoe is very beautiful. It became one of the most beautiful places I have ever been to.

Before going to the Consulate of Japan, we visited Edinburgh Castle. The castle is symbol of Edinburgh, the capital of Scotland. It was built as the fortress of Edinburgh. The castle is on the top of a rock mountain. So, I could see the beautiful town of Edinburgh from the castle. Two places left an impression on me.

First is One O'clock Gun. A blank shot goes off from the gun every day at 1pm. In the past, sailors decided on their course by using sun position and exact time. To inform the exact time to

them, the gun was shot. Second is the Royal Palace. In the building, we saw the oldest Crown Jewels in Britain. Because of the Scottish and England monarchy history, Scotland has their own crown.

Scotland is a country rich in history and tradition. We could get a glimpse of the beautiful landscape that is very different from Japan by touring the Highlands. In particular, the lack of trees on mountains is a real contrast with Japan. And the medieval charm of Edinburgh is quite alluring. Through this tourism, Highlands and Edinburgh, we could study the history of Scottish and enjoy the scenery.







**Taiki Kawashima**  
**Japanese lessons**

“Japanese lessons” has two meanings. One meaning is the classes of Japanese language and the other is the classes held by Japanese teachers. We had both types. As for the first one, since I was a volunteer of learning elementary Japanese class in YNU, I could imagine how the class would be. The YNU students joined Japanese language classes at both universities in Scotland as Teaching Assistants, taking part in the speaking practice and discussion in the lessons to help model native pronunciation, and provide feedback on

the performance of Japanese by the Scottish students.

After taking part in learning Japanese classes in both the university of Glasgow and Edinburgh, I was surprised at how well they speak and read Japanese. I was surprised at how eager some students are to learn Japanese. The number of students in Europe applying to Japanese courses is healthy. Their motivation mainly came from wanting to understand Japanese Anime and Manga, so I thought our presentation theme was best for them.

As for the second type of lesson, we had a lecture on “The historical connections between Japan and Glasgow/Scotland” given by Dr. Saeko Yazaki. The theme of it was introducing the connection between Japan and Scotland from the aspect of history. Japan learned much from Scottish shipbuilding technology in the Meiji restoration. The famous Thomas Blake Glover, whose house in Nagasaki is now one of the sightseeing spots, was also Scottish. I was surprised at the fact that so many hired foreigners came from Scotland and such historical connections make me feel Scotland closer than ever.

The Connections include not only Scots coming to Japan, but Japanese going to Scotland. Some of the more famous examples include, first of all, The Iwakura Mission. This was the first Japanese government mission and arrived in Scotland in 1872 as part of a two year fact-finding tour of Europe and the United States. It was led by Ambassador Tomomi Iwakura and included 4 associate ambassadors, 48 delegates and 54 students. The mission precipitated the development of important links cultural and industrial between Scotland and Japan.

Second is Ito Hirobumi, who in 1863 went with four other Chōshū students to study in the United Kingdom. Itō made contact with Professor William John Macquorn Rankine of Glasgow University and studied at the university.

Last, and perhaps most famous of all, is Taketsuru Masataka. He studied whisky distilling at Glasgow University whisky distilling. On returning to Japan he and his Scottish wife Rita Cowan founded the Nikka Whisky company in Yoichi, Hokkaido. Today there are still links between Kirkintilloch and Yoichi through various exchange programs.

日本	東京	大阪	北海道
Japan	Tokyo	Osaka	Hokkaido
山	川	日	雨
mountain	river	sun	rain
水	火	田	
water	fire	rice field	
米	魚	寿司	肉
rice	fish	sushi	meat
酒	茶		
alcohol	tea		
車	電気	自転車	飛行機
car	electricity	bicycle	airplane
一	二	三	四
one	two	three	four
五	六	七	
five	six	seven	
男	女	松井秀喜	黒沢明
man	woman	Matsui Hideki	Kurosawa Akira
食	べ	行	く
to eat		to go	
小	大	多	少
small	big	many	few







**Kento Yoshiaki**  
**Social Events**

I was able to spend much more time with students from the University of Glasgow and Edinburgh than I had expected. And the experience was extremely meaningful.

In the original program, we were only scheduled to have dinner with the Japanese majors from the University of Edinburgh, at an upscale restaurant on campus called The Canopy. However, the European students were very friendly and after dinner at the Canopy, we went to a pub together to socialize. The Canopy was a bit expensive, but it was a very cozy restaurant. And I enjoyed communicating not only with them but also with the professors of the University of Edinburgh.

In addition, one of the participants of the University of Glasgow who was the President of the Japan Society, invited us to a collaborative event between the Taiwan Society and Japan Society, where we enjoyed a quiz competition. Also, on the

last night of the program, we were able to share dinner with students from the University of Glasgow and made invaluable friends.

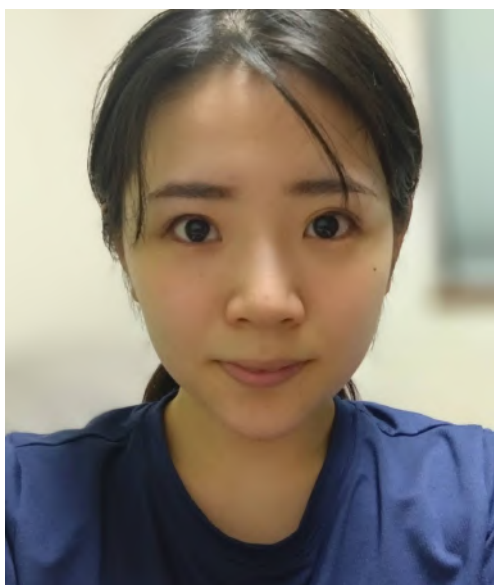
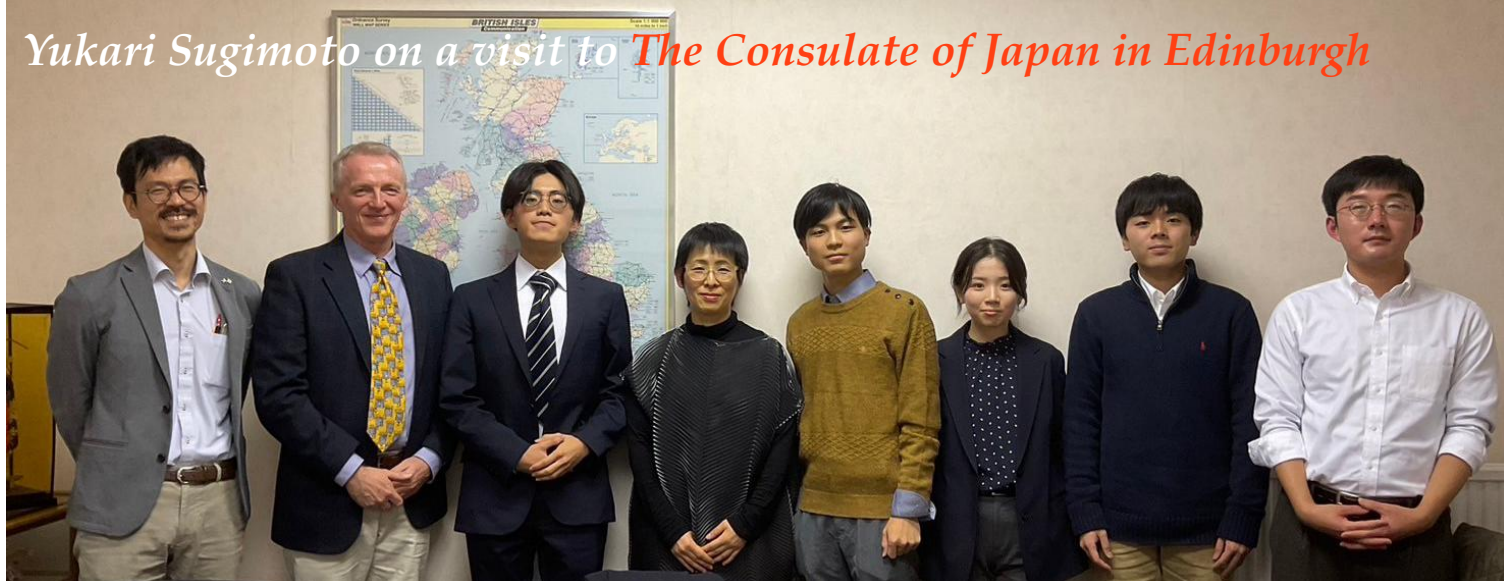
Through this program, I was very surprised by the number of students interested in Japan. And the safety of Edinburgh and Glasgow allowed us to actively interact with local university students not only during the daytime program but also through the nighttime.





# Scotland-Japan Relations

*Yukari Sugimoto on a visit to The Consulate of Japan in Edinburgh*



**Yukari Sugimoto**

At the end of Euro-Dialogue schedule, we visited the consulate of Japan in Edinburgh. This principal officer, Ishii Minori, explained the work of the consulate and the business by Japanese companies.

Their most basic and important work is to support Japanese in Scotland and to do their various procedure. Also, they issue Japan visa for those who want to go. Furthermore, they investigate and support Japanese companies.

In Ishii-sensei's explanation of Scotland economic situation, I was especially interested in the relationship between Scotland and Japan. A long time ago in the Meiji era, Japanese government established Imperial College of Engineering. In this college, Scottish teacher, Henry Dyer taught Western technology and contributed Japan's industrialization.

A long time has passed since then, and in 2023, more than 61 Japanese companies work in Scotland. The most common industry is manufacturing, such as electric equipment and semiconductors. On the other hand, recently, some companies related to renewable energy start to work in Scotland.

Historically, Scotland has been the base of oil extraction. In recent years, the Scottish government promotes and invests in the industry of renewable energy instead of oil. In Scotland, there are well-maintained ports, human resources and know-how. To study their experiment and technology,

Japanese companies recently acquire local companies in renewable energy.

Interestingly, these Japanese companies remain the original board member of acquired companies to learn from them. In the future, these Japanese companies will use this skill in sea around Japan. Therefore, Japan again learn technology from Scotland in a different way.



# 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



**2009 • Declining birthrate • Carbon trading**

**CZECH REPUBLIC & ITALY**



**UNIVERSITÀ DI PISA**

**2010 • Education styles • Immigration & labour**

**FRANCE & ENGLAND**





**2011 • Japanese society & culture • Ageing society**

**SCOTLAND & MALTA**



L-UNIVERSITÀ TA' MALTA  
UNIVERSITY OF MALTA



**2012 • Nuclear power • Natural disaster preparation**

**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 • Japan and the EU • Women in Japan's economy**

**ITALY (ROME & VENICE)**



Università  
Ca' Foscari  
Venezia

**2016 • University fees • Multilingualism**

**ROMANIA & GREECE**



UNIVERSITATEA  
DIN BUCUREȘTI  
— VIRTUTE ET SAPIENTIA —



National and Kapodistrian  
UNIVERSITY OF ATHENS

2017 • Labour shortages • Immigration

LITHUANIA & ESTONIA



2018 • Declining birthrate • Tourism

SPAIN & PORTUGAL



2019 • Music • Marriage • Over-tourism

SLOVENIA & CROATIA



2024 • Anime

SCOTLAND





# Euro-Japan Dialogue Diary: Sample (2016)

Sat,  
Oct 29

YNU group  
meet in  
Bucharest



Sun, Oct  
30

• City tour with  
Bucharest  
students



Mon,  
Oct  
31

• Euro-Japan Dialogue at Bucharest  
University (part 1)  
• Marriage & Funerals  
• Bullying  
• Video Games



Company Visit  
Makita Corporation



Tue,  
Nov 1

Euro-Japan Dialogue at  
Bucharest University (part  
2)  
Labor and Immigration  
Funding University  
Education

Participation in  
Japanese language  
classes

Social  
Gathering



Wed,  
Nov 2

Bucharest  
to Athens



Thu,  
Nov 3

• Euro-Japan  
Dialogue at  
University of  
Athens  
• Multilingualism



Social  
Gathering

Fri,  
Nov 4

• Historial  
Tour of  
Athens



Sat,  
Nov 5

• End of Euro-Japan  
Dialogue 2016





# Examples of company and local authority visits

**2008 TUV Rheinland**



**2009 Carrara marble**



**2010 JP Morgan**



**2011 Edinburgh City Chambers**



**2012 Osnabruck Wind Farm**



# Company and local authority visits

**2013** *Glengoyne whisky distillery*



**2014** *European parliament*



**2015** *Cinecitta film studios*



**CINECITTA'**  
STUDIOS



**2016** *Makita manufacturing*



**Makita**  
mt

