

Euro-Japan Dialogue 2015



Università
Ca'Foscari
Venezia

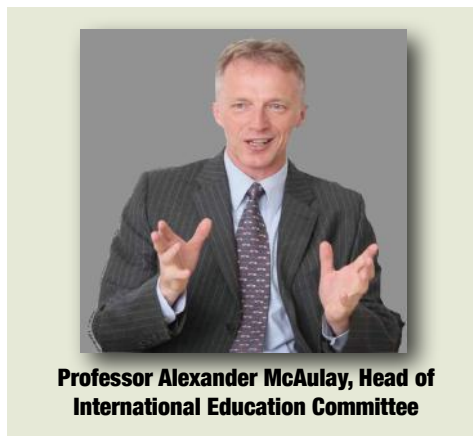
University of Roma Tre

Ca Foscari University, Venice

A decade of Euro-Japan Dialogue in Italy

The 10th Euro-Japan Dialogue took the unprecedented step of remaining within one European country. Italy was the destination for the cohort of 10 students selected during a stringent process. The sojourn to University of Roma Tre, and Ca Foscari University, Venice, proved as rewarding and challenging as any of the previous iterations of the programme. The topics for presentation and discussion included 'Japan and the EU,' 'Japan's Economy in the 21st Century,' and 'Women and the Japanese Economy.' These topics offered insight for the European audience onto Japanese society, and the questions and comments offered up by European peers and academics proved insightful and stimulating for the YNU cohort. Once again we were reminded that the programme offers not only a view onto Europe, but the opportunity to re-view Japan through the perspectives of informed and articulate Europeans.

This was the third visit to Italy for Euro-Japan Dialogue. Of course, for some of the YNU cohort this is their first trip to Europe, and Rome is a symbolic gateway to



European culture and society for obvious reasons. Every time the students left their accommodation and walked through the streets they were reminded at every step of the grandeur and impact this ancient city has had on Europe. Our gracious hosts at Roma Tre took time to provide detail on the city and the university through the ages.



In the following pages, you will read about the students' impressions of various aspects of the programme, including their thoughts on Rome and Venice and their respective histories, their interaction with Italian students, cultural and social activities, and

company visits. As a filmmaker, the trip to Cinecitta Studios was particularly inspiring for me. The outdoor sets were breath-takingly impressive, and to stand where Felinni, Scorsese, Leone and so many others made cinematic history was genuinely moving. As an educator, this opportunity to take students on a field-trip to such a location and talk with them about the significance of the location is priceless.

As this marked a decade of the programme, it inevitably engendered reflection on how the programme has grown, and what the future holds. With so many graduates now holding down careers in multinational settings and actively working and researching on the global stage, we can confidently state that the programme contributes immensely and in tangible ways to Japan's avowed goal of nurturing global citizens.

Our immense gratitude goes out to Dr. Lucilla Loriaire, Roberta Borgotti, and all the staff, students and colleagues at Roma Tre and Ca Foscari who worked incredibly hard to make this programme a resounding success. At YNU we sometimes host visitors and know it is the greater burden falls there. We hope to one day reciprocate for all our European collaborators at YNU.

Life is either a daring adventure or nothing at all (Helen Keller)

Keiko Ishiwata considers the links between Euro-Japan Dialogue and globalization

The Economics Department has heavily promoted internationalization since the inception of the Global Studies in Economics program in 2003. Euro-Japan Dialogue has been key among all the projects, taking 117 students in its ten-year history to nineteen universities in nine European countries.

Euro-Japan Dialogue 2015 saw ten students, Professor McAulay and me visit Roma Tre University and Ca Foscari University in Italy. On my seventh year of involvement in the Dialogue I identified a great improvement in students' positive and globalized attitudes.

The cohort members were articulate, outgoing and flexible enough to avail themselves of every opportunity to socialize or to learn. Our first visit was to Roma Tre University, where Euro-Japan Dialogue was held for two days, the first day with a large audience of undergraduates and master's students, and the second day with postgraduates and several professors. After our presentations, penetrating questions came from not only students but also professors well versed in Japanese economics, politics, and society. The cohort was adroit at dealing with the questions. Even if some were difficult to answer, they were able to make some comments in response instead of falling into silence.

Ca Foscari University advertised Euro-Japan Dialogue as open to any of their students. No one was able to predict the size of the audience and our concern was that there might be



Keiko Ishiwata, International Education Committee, College of Economics

no audience. We arrived at the venue, to find that it was packed with approximately 100 students, which was the largest audience that Euro-Japan Dialogue had ever had. The cohort looked nervous when they first saw the audience but quickly composed themselves for their presentation. The Dialogue proved to be lively with a lot of questions and went on longer than scheduled.

After the formal sessions, the conversations between the students of both universities and the cohort members took place spontaneously for the first time that I can remember. The members were outgoing enough to strike up a conversation and ready to organize some impromptu social events. Thanks to the Italian students' friendship and generosity, the members experienced Italian culture and history.

I also saw their positive attitude in their use of technology. In the past, escorting teachers led the cohorts on European visits, but this time those with technological expertise headed the cohort, utilizing map

apps. The cohort also used SNS for easy communication. LINE proved to be a good choice in Europe because of wide availability of free Wi-Fi. The technology was put to good use especially in case of emergency. In these changing times, global activities are accompanied by the risk of becoming victims of crimes and terrorism. As a matter of fact, a couple of the members were exposed to risk. They were able to use their own initiative to get themselves to safety, making the best use of the technology. The ability to respond appropriately to risks and emergencies is very important.

Euro-Japan Dialogue has had a great impact on all participants. To date, 36 percent of participants went on to join other Dialogues and 15 percent studied abroad after the experience. Significantly, 7 percent went on to graduate schools overseas. Many graduates are now working in the international business arena. Activities abroad are of paramount importance to link to these activities. While the young in general are said to be introverted, showing reluctance about going abroad, Economics students are becoming more and more extroverted, and willing to go overseas. So long as students prefer "a daring life", Euro-Japan Dialogue will function as an impetus to globalization. Last but not least, I would like to express my gratitude to Roma Tre University and Ca Foscari University for their cooperation.

The Italian Perspective

Euro-Japan Dialogue: A venue towards understanding Japanese and Italian students' challenges in English language learning. By Dr. Maria Angela Ceruti



Dr. Maria Angela Ceruti (left) at Roma Tre University



My experience as an external observer to the Euro-Japan dialogue was extremely interesting. At a time where communication seems to be only delegated to instant messaging, the idea itself of setting up an exchange based on 'dialogue' probably deserves to be considered innovative. I really appreciated the evident effort made by all the participants to set objectives, plan, and then deliver what they had

prepared, which was based on issues typically related to their own country and culture, using English as a language of communication. At the same time it was evident how the involved students were more and more successful in adjusting their presentations to interacting ways that are typical of different countries and different cultures. I personally found very interesting the presentation about the role

of women in Japanese society, and I think that what I had the privilege to witness at RomaTre was an attempt at building a pathway towards better understanding



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The preparation process

Mizuki Murakami reflects on the research, teamwork, effort and time commitment that preparation requires.



Mizuki Murakami

The preparation for Euro-Japan Dialogue started in April. All of us practiced two presentations before starting to prepare the main presentation. There are four introductions and five academic themes, such as “Introduction to Japan”, “Meiji era Japan,” “Japan and Immigration”, and “Inequality in Japan.” Generally, we presented in pairs on Friday at lunch time, and then we adjusted based on the comments and advice from Professor McAulay and other members. After that we presented at the class of Dr. Batty the following Tuesday. So we had two chances to practice each presentation.

Dr. Batty also asked us to present on some original topics. Through these opportunities, our presentations got better, developing a clear structure and our understanding of issues about Japan and Europe would be

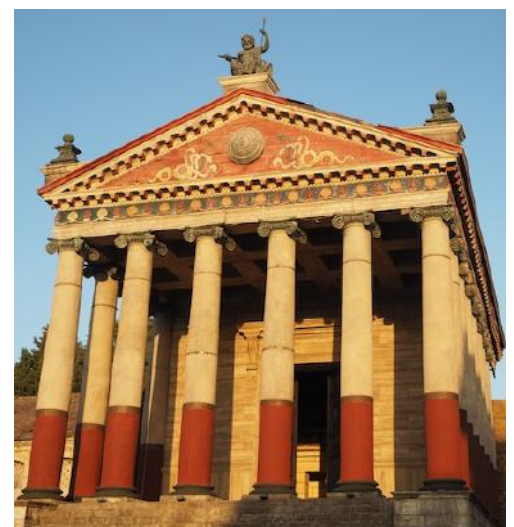
more appropriate.

We had two themes on the Euro-Japan Dialogue: “Japan’s economy in the 21st century,” and “Women’s role in Japanese economy.” In two teams, we examined many report, books, and papers and made primary presentations in July, and fixed many points during the summer vacation after comments from Professor McAulay and Professor Ishiwata. We got together and discussed the structure and the contents to make a more interesting presentation. A new theme, “Europe and Japan”, was added at the request of the Italian side and it was covered by 3rd and 4th year students.

In October we had the last chance to practice each presentation at the lunch meeting, and after that we went over it again with Professor McAulay. We checked the presentation slides and scripts in detail, and the flow of the presentation. We read and collated scripts and checked how the slides would be changed. This process continued till just before the actual presentation.

We learned some important things throughout the preparation. First, data from a suitable source is really important. When we do academic presentations, we should express data clearly to convince the audience. Second, information on the

slides should be simple and interesting. It is important not to lose the audience attention. And finally, we should think from a global perspective. Sometimes our ‘general thinking’ is not really general thinking, especially when we communicate with people who are from a different culture. We learned these three points through the preparation time.





Yoshiaki Sakaino

The title of our presentation was Japan's Economy in the 21st century. I was nervous. It was true that I completely learned my manuscript by heart, but I had to speak a little fast so as to not overrun my time. However, it turned out that I didn't need to worry about that seriously. Italian students appeared 20 minutes late. I remembered the famous proverb "When in Rome, do as Romans do" and I could do well at my own pace.

Making companies' official language English



The title was really grand but also vague, so we had to research a broad range of fields including finance, foreign policy, social issues, and Japan's economy until the 20th century. It took a really long time to prepare for the presentation. However, when we presented a midterm report, Professor Ishiwata asked us "What's your message?" and we couldn't reply clearly to the question. The problem was that we just focused on representing Japanese economy encyclopedically and did not try to convey our opinions. Soon after that we

selected core ideas and cut out other information with the help of Professor McAulay. Besides, a past participant of this program taught us how to give an academic presentation, so we could also revise the structure. Thanks to the help, our presentation changed dramatically. In the main body, we focused on globalization to tackle challenges Japan was currently facing, and soft power as Japan's potential strength in the 21st century.

First, within a framework of globalization, we approached such problems as labor shortages and a shrinking domestic market caused by aging society. We mainly focussed on foreign direct investment, outsourcing, and immigration policy about labor shortages. Then we referred to the increasing amount of exports and global expansion of Japanese manufacturing companies about a shrinking domestic market.

Second, we talked about soft power which has the potential to be a leading industry in the 21st century in Japan, already one of the leading countries in such fields as technology, comfort, and contents. Mainly, we focused on the contents industry because Japanese culture (especially pop culture) had strong presence in the world and it was obvious that this business could grow. We discussed how Japan could develop the contents business infrastructure in the near future.

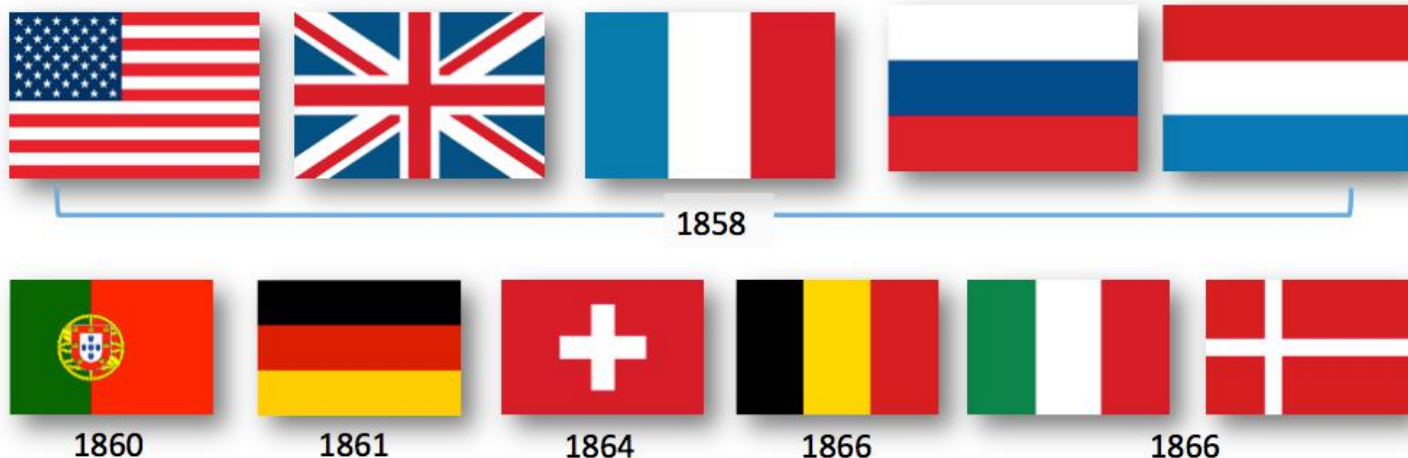
Challenges for Japan



Last but certainly not least, I would like to express my gratitude to Professor McAulay and Ishiwata, English teacher Dr. Batty, and all members. I'm very glad that I could participate in this program and have intercultural communication with cheerful Italian students at Roma Tre and Ca Foscari University.

Open country (1854)

- Treaties of Amity and Commerce with



Momo Akabori presented on the relationship between the EU and Japan



Momo Akabori

The second presentation we had at Roma Tre on 5th November was about "EU and Japan." Six students in 3rd and 4th grades carried this out. In this presentation, we gave a brief overview of EU and Japan relations. We tried to depict the relationship from four aspects: historical, political, economic, and cultural.

In the historical part, we started from the story of Marco Polo, an Italian merchant in the 13th century, well known to both Italian and Japanese students. Then we gave an overview of how Europe and Japan has interacted for the last few centuries, which included Japan's 'closed country', 'open country', 'foreign advisor in Meiji restoration' and 'Japonism in European art scene'.

After that, our presentation looked at the current situation. In the political and economic parts, we introduced active interaction between two areas with some facts, such as Japan's diplomatic role in EU as an 'observer state', the trade structure between EU and Japan, and the amount of mutual investment. We also considered the future of them referring to SPA and EPA which are now being negotiated to extend the relationship between the EU and Japan.

Last of all, in the cultural part, we focused on some student exchange programs, bilateral educational programs, and some events introducing Japanese culture in Europe which motivate European people to get interested in Japan. This is a brief summary of our content.

Before we started this presentation, we understood that there was less time left than we had expected, because the previous presentation (about 'Japan's Economy in 21st century') was prolonged by much discussion. However, we had the honor of presenting to a large audience and did our jobs confidently and smoothly.

The first aim of this presentation was to introduce the country where we

were from to an Italian audience who might not be familiar with the small country in Far East. However, Italian students knew about our country much more than we expected and asked many questions actively. After the presentation, we frankly discussed about how we view and about each nation.





Yota Hakkai



Myself and four other YNU students presented at Rome Tre University on women's role in the Japanese economy. In order to make this presentation, we analyzed this issue from two perspectives, History and Culture. The preparation took for almost five months and we argued that women can have both career and a family but face three problems in Japan. One is the Japanese received wisdom that men should work and women should do housekeeping. Second is government is not supportive enough toward women in terms of financial support. Third is that companies are not supportive of women's lifestyle and fail to realize equal opportunity. We proposed three solutions: 'Branding by women', 'Promotion of female entrepreneur' and 'Diversity of work such as remote work.' It was not so simple to argue for these three solutions because this topic is deeply related to Japanese history and culture. However, our teamwork made our message toward this deep problem clear and persuasive. In the end, we succeeded in the presentation at Rome Tre University in front of an audience of professors and post-graduate students.

However, the discussion after our presentation raised two challenges. First of all, we were too introverted in our response to the questions. We sometimes had a 'quiet time' for a while before answering because we were afraid of missing points in English. We need to overcome this challenge through continuous listening practice of live English and English interactive activities. Second, it was extremely hard to satisfy audiences in the second language. We could not impress Italians with women's role in the Japanese economy literally. Many questions were not based on this issue but typical concerns for Japan. We felt we could not convince them well enough. We need to watch many attractive presentations such as TED and join more English activities to tackle this issue.

How valuable will this experience in Italy be? We normally do not do presentations of something economical in English before starting work in the company, especially in front of foreigners in an overseas setting. Therefore, this is a definitely a big advantage we have because the atmosphere we went through there was not one you can experience in your daily life. This will be invaluable and give us confidence in the future.





A Second Chance

Asuka Kawanabe looks back on her presentation in Venice



With two days to prepare, we reflected on our performance and thought how we might improve it. We went through our script over and over again, and thought of the questions we were likely to be asked and prepared the answers.

We had no idea how many people would listen our presentation, or what kind of audience we would. When we went into the room in Ca Foscari University, there were about 100 students waiting for us to talk. Most of them were students who are studying Japanese in the Department of Asian and North African Studies. We were surprised, and glad, but again a little nervous about having this large audience.

Asuka Kawanabe

Our group had two opportunities to present on 'Women in the Japanese economy.' After our first presentation in Rome, we found some points for improvement. In the presentation, we were not fully connected with our audience. Some of the members, including me, were reading the script. We were trying too hard to recall our scripts word for word and we did not pay enough attention to our audience. The more we tried to control our nerves, the less relaxed we were.

The discussion part was even more challenging. With some questions, we misinterpreted the question or comment, made a long silence, and could not fully answer the question. We tried to come up with some answers, but our brain stopped thinking. Even with all those months of practicing, we easily got nervous and lost our composure. Later we had a chance to talk with our audience and they seemed satisfied with our presentation, but we knew we could make it better. Fortunately, we had a second chance in Venice.

However, it was our second time to do the presentation. Although we had some troubles in the beginning, we did our best to attract students' interest. Each of us made eye contact with other members and with the audience while talking, and made sure that all the audience were engaged. In the discussion part, we were able to answer the questions by giving some examples. With some help of YNU professors, the whole presentation went well. We could confirm it from the number of students who came to talk with us after the presentation.

Usually, there is no second chance to do the same presentation, but this time there was, and we learned valuable lessons from this experience. As the American philosopher John Dewey said, "We do not learn from experience... we learn from reflecting on experience".





Yumi Nakamura discusses the company visit to Cinecittà Studios



Yumi Nakamura

On 6th November, we visited a largest film studio in Europe on the called 'Cinecittà'. It is located nine kilometers away from the center of Rome and eight kilometers from Ciampino airport. The size of the studio is forty hectares, which is thirty times the size of Tokyo Dome.

'Cinecittà' was constructed at the command of the Italian dictator Mussolini in the 1930s and was renowned for being the first and the largest film studio in Italy. During World War II, the studio was damaged by the allied invasion, but was fully restored after the conflict ended. However, right after the studio was established, film production companies noticed a significant flaw - the studio was too close to Ciampino airport and planes could be heard and even seen flying

over the studio. Obviously this made filming much harder.

A number of outstanding films have been produced in the studio, for example: "Roman Holiday" (1958), "Cleopatra" (1963), "Gangs of New York" (2002) and "Thermae Romae" (2012). When we entered the studio, we noticed a unique atmosphere straight away. There were a variety of ancient buildings standing close to each other from different periods in history, yet somehow they were all well harmonized. We felt like we were transported to the time of the Roman Empire. What was even more surprising was the fact that all the classical-style buildings were built either by plastic or some cheap materials. When we touch the buildings, you can sense the quality of the material and we could have broken it without pressing too hard. If these buildings were constructed in Japan with the same quality, they would collapse during a small earthquake.

While we were looking around and expanded our own imaginations, our tour guide stated; "Even though the buildings are not, at the moment, being used for filming, there are still people taking care of them. This is a family-run business and the people who take care of the buildings feel

love and passion for the work that they have done. Therefore the caretakers pass down their work from generation to generation within a family." After the guide mentioned this, we looked closer at the buildings and noticed the details have been updated and fixed.

Overall the studio was fascinating, and we will watch out for future productions filmed in the studio.





Koji Yoshikawa

We successfully completed our presentation on 'Japan's economy in the 21st century' at Roma Tre University on Nov 5th with a focus on 'Globalization' and 'Soft Power'. Many developed countries including Japan are facing difficulties with their low economy growth these days by financial, aging and matured societies, etc. We asked: "In what field does Japan have competitiveness and ability to maintain growth in the future?"

As a result, we recognized that Soft Power is the remarkably strong sector and to spread this globally is one of the solutions for growth. Globalization is also important factors in population (low birth rate), increasing immigrants, and open policy economics such as TPP, investments, and currencies. Thanks to participating in EJD that we could reach such conclusion that the Soft Power is the key issue after the long consideration.

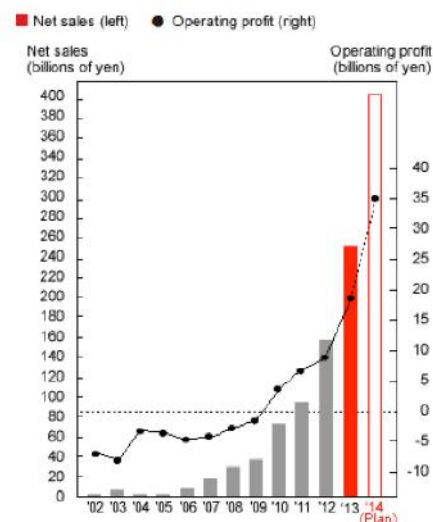
After the presenting of the day, we got several questions such as: 'Is the Japanese economy facing a slump similar to that of EU and how do you deal with it?' 'What is the influence of the yakuza on the Japanese economy and what action does the government take?' There was also a question on the security pact between Japan and the US government. We didn't expect such questions in advance so they were very stimulating for us.

On reflection, during the preparation period, we amended the Powerpoints till the leaving day as we were told that the core message

of our presentation is not practicable, which unsettled us. We were supposed to complete and submit the last draft to our advisors by the end of the summer vacation. Also, there were serious arguments about 'What is Soft Power?' We decided to include 'Technology' as well as 'Cool Japan' because Technology is one of the core fields in which Japan can compete all around the world.

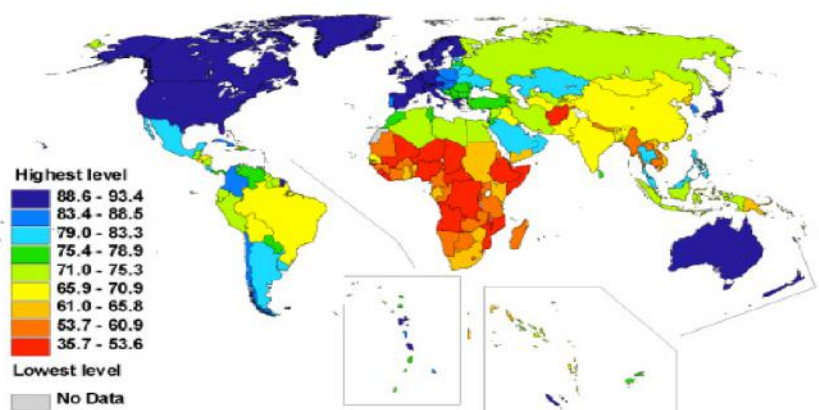
When we explain the strong points of Soft Power in Japan, the objective data is difficult to find, so we focused on the visible contents, which took a long time and effort. We experienced a very severe time till the actual practice, but fortunately our presentation was completed satisfactorily and ended with good results. I recognized my certain growth through these experiences and I am very happy to have participated in this program.

UNIQLO's rapid increase



Medical Technology

Global distribution of overall health system attainment



Source: WHO

Social Events



Narumi Niinobe

to good Italian food. At lunchtime, we bought pasta at a takeout restaurant. It was inexpensive and delicious. After lunch we had a gelato at a famous shop. In Rome, eating gelato with whip cream is popular. I chose the smallest one, but it was very large compared to Japanese ones. Next, we went to

nightspot where many young people gather, and we went to a bar. We could have drinks and a buffet-style dinner for eight euro. We enjoyed the bar very much.

In Venice, many students learn Japanese, so after the presentation, many students asked us about Japan. To my surprise, a

good, so we could communicate with them in both Japanese and English. In the evening, one of the students, Guido, invited us to his house. He made risotto and something like a doughnut. He cooked very well and he said many students cooked for themselves in Italy. On the last day in Venice, University of Ca Foscari students took us to dinner and we could talk about many things such as the differences for women between Japan and Italy, and the opinion about 'otaku.' We had a great time with them.

We could enjoy some social events in Italy. For example, after the presentations, the professors of Rome Tre University took us to a great restaurant which is the birthplace of carbonara. The restaurant served wonderful dishes, so we could enjoy Italian food culture.

On our last day in Rome, a student of the university, Nicola, showed us around. At each site, he explained the history of the buildings, so we could easily understand the history of Italy. He also introduced us



The lively streets of Rome

drink espresso. It was the first time for me to try espresso. Drinking it with much sugar was not so bitter. In the evening, he took us to the place where we could see a beautiful sunset. The view from there was wonderful. After that, he took us to the

lot of students had been to Japan and two of them, Tommaso and Eugenia, will come to YNU in 2016. We had lunch with them, and they showed us around. Venice is a very beautiful city, and the students were very kind. Their Japanese was pretty

In both cities, local students showed us around, so I think we could experience a more community-based trip. All the social events were an enjoyable time for us.



Hao Lisi reflects on the visit to Ca Foscari University, Venice.



Hao Lisi

On November 9th we visited Ca Foscari University of Venice, which has a history of more than 140 years. Roberta Borgotti of the International Relations Office showed us around the campus and the new library, which was opened by the Italian Prime Minister Matteo Renzi the previous year. In the teaching building of the Faculty of Economics, we were told that the campus was established on the location of a slaughter house. I was impressed that students of Ca Foscari could easily get access to the history of their university through checking the boards set inside the building. According to the boards, The Municipal Slaughter House (the "Macello") at San Giobbe was an economic and social powerhouse not just for the local district, but for

the entire Venetian population. The boards also showed that the Faculty of Economics was established in 1868 for the purpose of training senior professional staff, and was financially supported by the local governments (Province and Municipality) together with the Chamber of Commerce of Venice.

After that, we visited the Department of Asian and North African Studies. The Dean Dr. Paolo Calvetti and other professors greeted us. They told us that around 1300 students are learning Japanese in Ca Foscari, including 500 undergraduate students, and 50~60 teachers are conducting lessons regularly. We also learned that it was the first university to teach Japanese in Italy, as early as the Iwakura Mission's visit to Venice in the late 19th century. We were all quite astonished by the fluent Japanese of the dean and other professors.

Our next stop was the building where we were going to present. The building was very old. Once owned by the local ruling family, it was originally used as their palace. We were given a guided tour of the building, including the stone well inside the yard that was commonly used by the people of Venice, as well as unique embossments that each had different symbolic meanings. One unique feature was

two shells embedded in the wall as if there had had a battle. Later the guide told us that they were inserted intentionally as a monument in order to commemorate the war between Venice and Prussia.

After the tour, we gave our presentation in a meeting room. The presentation went over very well and an evoked enthusiastic response from the audience. The Italian students showed their unique views towards the issues, which were

instructive for me and my team. It was an unforgettable discussion, and I believe our horizons as well as our understanding with regard to international issues can broaden through this kind of communication.





Yuri Oki

In Rome, two students from Roma Tre University presented about a program between Brazil and Europe. AguaSociAL is an exchange program which aims to strengthen research collaboration and knowledge sharing within the water related sciences and social innovation. The partner universities are three European universities and two Brazilian universities. The program is executed over four years. The program comprises of training, transfer of knowledge and mobility actions. The object of this project is to seek the generation of new information that can support public policies in the interaction between science and traditional knowledge.

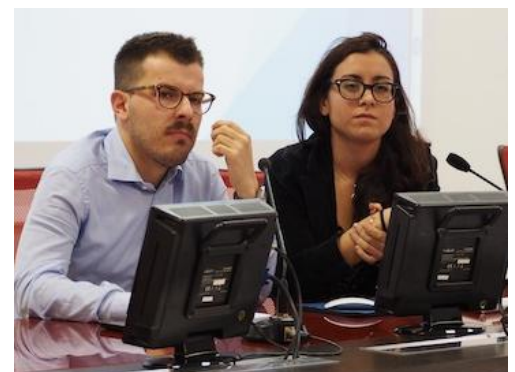
In the presentation, they talked about constructing dams to solve the

water problems in the Amazon region. Brazil has the greatest water potential in the world and the supply is almost all from the Amazon river. However, most of the water in the region of the Amazon is polluted. New economic activities impact on the environment and water use and access by populations. It is useful as a basic need, for transport, agriculture and livestock and the production of electricity. They focus on the hydroelectric sector. Now, there are many dams nearly the Amazon river. The cost is so high, but there are some benefits. For quantification and monetization, we should think about biodiversity, indigenous population affects, risk of loss due to dam failure, among other issues. In conclusion, there are future challenges for major projects. They should take into account all costs and externalities. They improve the decision making process and publish their information. In addition, they consider Electricity Grid Efficiency and Small Hydroelectric Power Plant for exploring alternatives. Through this AguaSocial project, they will develop hydroelectric energy and make more dams in the Amazon.

After the presentation, we asked some questions. First, this program aims to make Hydroelectric power. There are some benefits, but the demerit may exist. We asked what

they thought about environmental issues and regional people? They answered that it is difficult to control risk. Second, we asked who leads this program? The regional companies and researchers lead it, but they don't agree.

Through this presentation, I could think about future power generation. Now, it is important to consider the environment and we don't use dangerous power generation methods. When the big accident happens, we cannot deal with it properly. It is a considerable challenge for Japan and the rest of the world. We should develop the economy while protecting the environment and avoiding the various dangers.



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

Euro-Japan Dialogue Diary

Wed,
Nov 4

YNU
group
meet in
Rome



Thurs.
Nov. 5

Euro-Japan
Dialogue at
Faculty of
Economics,
University of
Roma Tre



1. Japan's
economy in the
21st century
2. Japan and the
EU

Fri,
Nov 6

Euro-Japan
Dialogue,
Faculty of
Economics,
University of
Roma Tre

Economics Study
in Brazil: (Roma
Tre students)
Women's role in
the economy of
Japan

Company visit
to Cinecittà



Sat, 7
Nov

Venice
presentation
rehearsal

Sun,
8, Nov

Train to
Venice



**Mon,
Nov 9**

**Visit
Campus of
Department
of Economics**



**Mon,
Nov 9**

**Visit
Department
of Asian
Studies**



**Mon,
Nov 9**

**Guided
Tour**



**Mon,
Nov 9**

**Presentation:
"Women in the
Japanese
Economy"**



**Tue,
Nov 10**

**Historical
tour,
Social
Gathering**

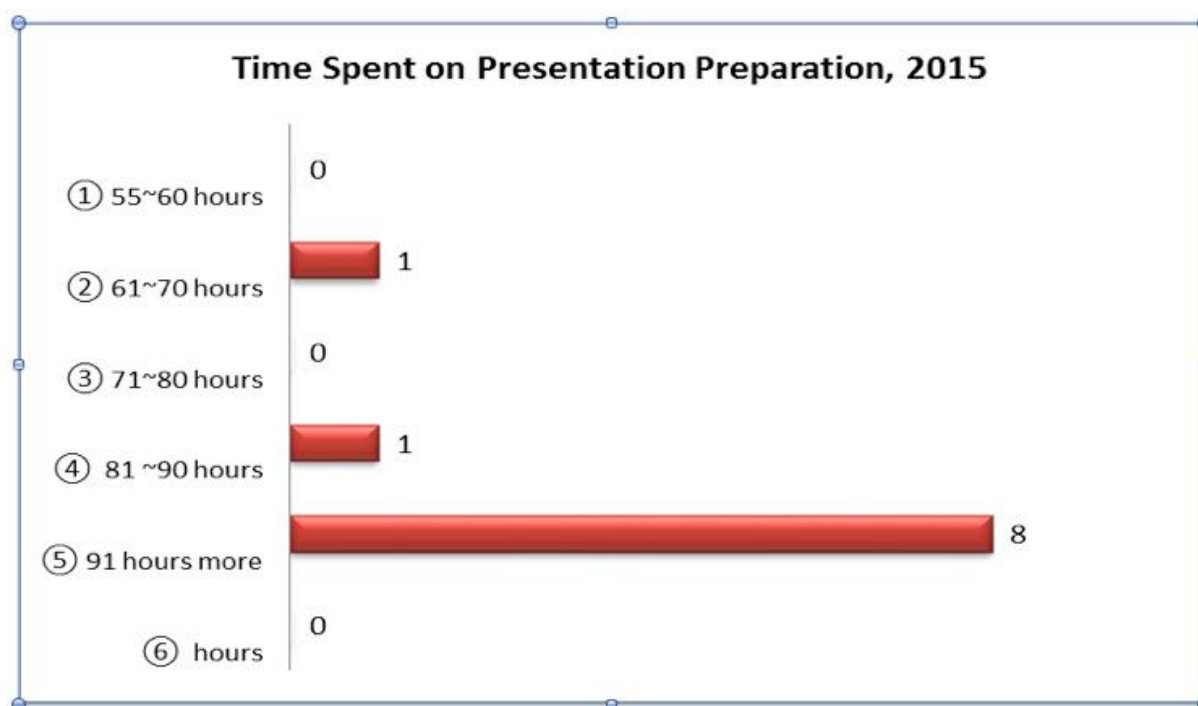
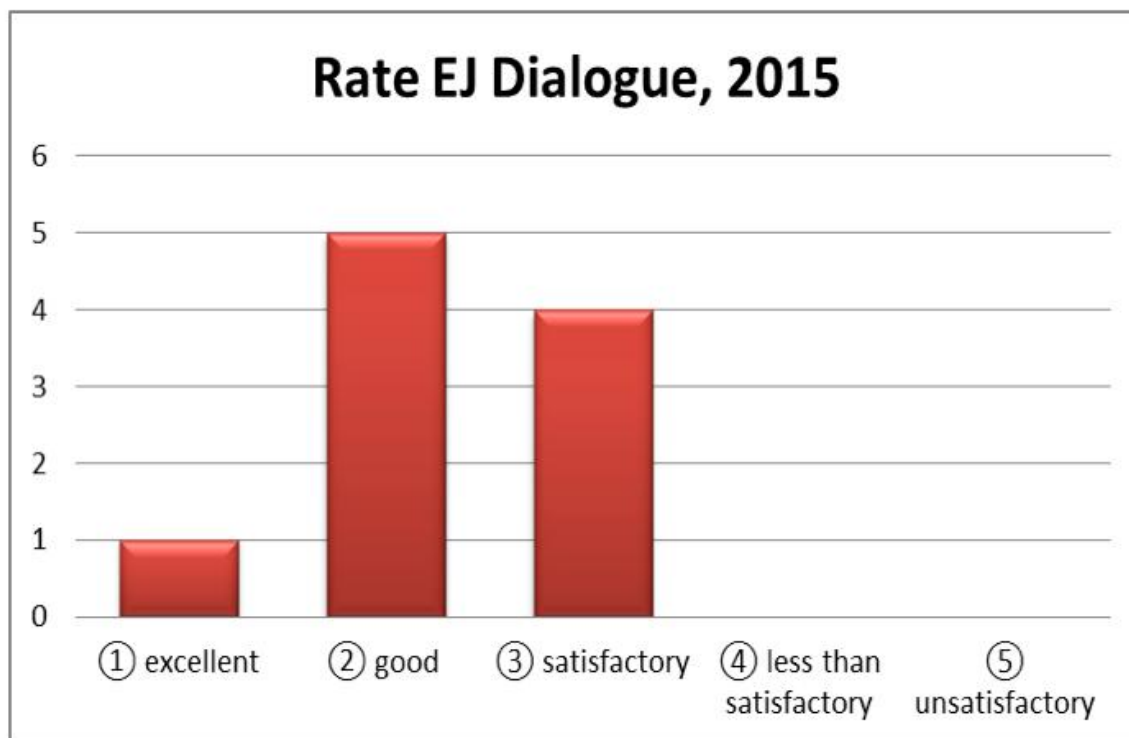


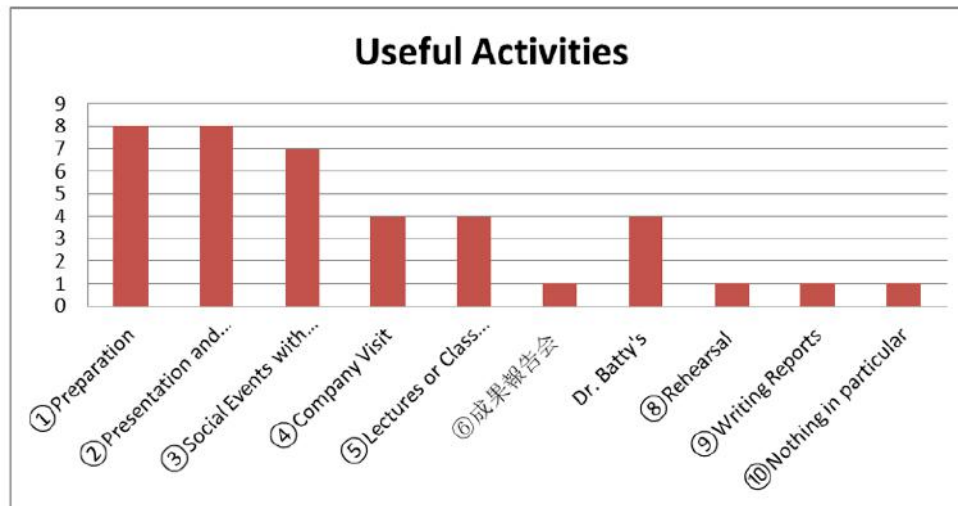
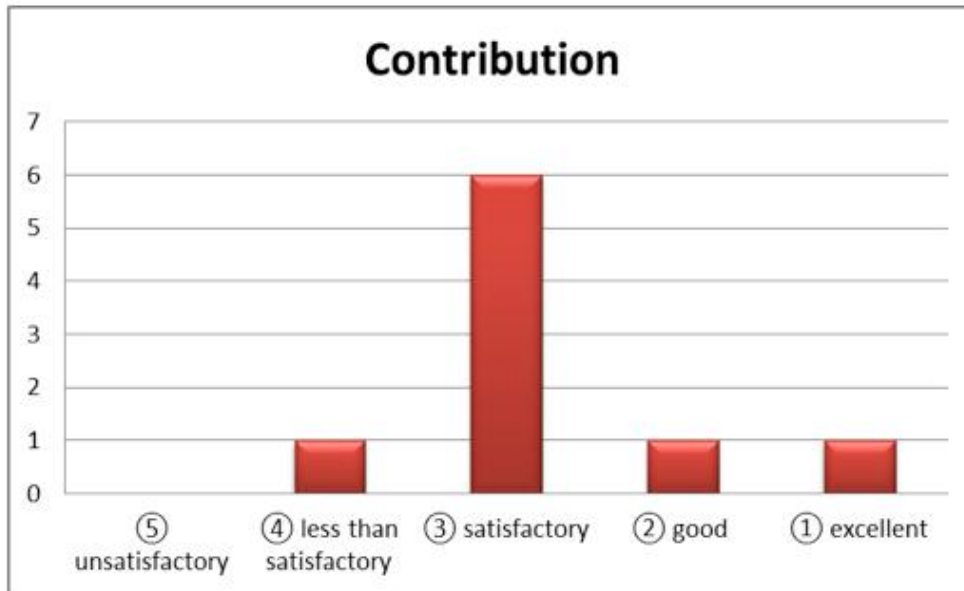
**Wed,
Nov 11**

**End of
Euro-
Japan
Dialogue
2015**



Program Evaluation - Selected Results





**If no subsidy had been provided,
would you have wanted to take part
in EJ dialogue?**

■ ① Yes ■ ② No

