

EURO-JAPAN

DIALOGUE

2018



Dates: October 27 to November 3, 2018

Sites: University of Navarra (Pamplona, Spain) and University of Lisbon (Lisbon, Portugal);

Members: Professor Alexander McAulay, Professor Keiko Ishiwata, Huang Huihui, Kazuyoshi Kojima, Kentaro Ito, Maya Inuzuka, Mona Isobe, Nanami Teragaki, Xu Yiyang, Yukihiro Watanabe, Yuta Adachi and Yurika Kawase.



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Presentation topics

- Declining birthrate and immigration at University of Navarra
- The economics of tourism at University of Lisbon



Authenticity in face-to-face meetings



Professor Alexander McAulay

In recent years the Euro-Japan Dialogue programme has been adding new destination countries to its CV, and the 13th Euro-Japan Dialogue continued this trend by making inaugural visits to Spain and Portugal. Our destinations this year were the University of Navarra in Pamplona, and University of Lisbon. The programme has now been to 25 universities in 17 countries, a remarkable achievement in promoting exchange and cross-cultural contact between Japanese and European students.

After 11 years in charge of the programme, one observation I feel confident in making is how the exchanges that take place not only add to knowledge, but break down stereotypes and misconceptions. We are continually told that we live in globalized times, and that we are much more mobile and well-travelled than previous generations. Access to information about foreign lands and societies is at our fingertips. And yet, when Japanese students meet face-to-face with Europeans, it becomes obvious how little they actually know about their respective societies, especially the everyday lived experience of their peers. European students often assume that Japanese students will have a higher level of English proficiency than they actually have. Japanese students make the assumption that Europeans will have more familiarity with Japan than

what proves to be the case. In the age of multimedia and especially social media, when some claim we can cross borders without leaving our living room, Euro-Japan Dialogue consistently reveals how essential face-to-face meeting is in order to nurture authentic cross-cultural understanding.



The YNU students research, prepare, present and discuss their set academic topics. However, I feel it is in the off-task moments, when chatting, socialising or touring cultural sites that the students really get to have deep exchanges with each other. In Spain, the company visit to a winery that encompassed an art gallery provided many talking points for the students; about art, drinking habits, and personal tastes. It was gratifying to see the students interacting not only on an intergroup level, as Japanese and Europeans, but also on an interpersonal level, disclosing their own idiosyncratic views, habits and experiences. Perhaps more than the academic events of Euro-Japan Dialogue, it is these quieter personal moments that will stay with and resonate long-term with YNU students.



The notion of nurturing Global Citizens (グローバル人材育成) continues to be a salient educational theme in Japan, and one that we give prominence to on Euro-Japan Dialogue. Learning English only truly has value when students engage in authentic cross-cultural contact, and reflect on that experience in order to learn from it and improve cultural fluency in their personal lives and careers as they grow.



Our sincere gratitude goes out to all the European colleagues who worked incredibly hard to host us, and to their students who made us feel so welcome.

Academic, cultural and social events in Pamplona and Lisbon were a great success because of all the time and effort put into planning by our hosts. Not only for the students, but also for we faculty members, the opportunity to meet and exchange with European peers is an invaluable one, and we treasure the collegiality and insight that is offered to us.

On the 14th Euro-Japan Dialogue in Croatia and Slovenia, we plan to build on these experiences and strive to make the programme an enriching cross-cultural experience for all concerned.





Professor Keiko Ishiwata

My nine-year involvement in EJD has always been a great joy because the more than six months of activity provides me with the opportunities to know the members by identifying each participant's talents and attributes. My observation during the intervening years showed that synthesizing skills in three spheres is key to success; synthesizing members' talents and attributes is essential to compensate for others' differences, synthesizing members' academic achievements to utilize proper knowledge in an authentic academic setting, and synthesizing different disciplines to tackle dialogue topics.

EJD consists of several activities, requiring various skills, but no one is born with the same abilities, qualities, and characteristics. Each member has different human characteristics or qualities. When the group consists of harmonized characters and talents, it will achieve the highest success.

The topic of the dialogue in the University of Navarra was "Declining Birthrate and Immigration" and in the University of Lisbon was "The Economics of Tourism." The team for the former topic had difficulty organizing the presentation for the first few months. Thanks to members with grit, the team was able to complete the task. In the meantime, the members with communication skills brought the team together. Their

thorough research in the pre-departure class enabled them to properly answer the questions raised by the host university students. The latter topic team showed us their first PowerPoint slides at the end of June. The content flowed but the slides did not look attractive at all. They learned that visual slides could tell a lot more and get more attention. A few artistically talented members and creative students contributed to improving the slides.

Some social members stimulated a discussion in the University of Lisbon, encouraging others to join in. Some with high linguistic aptitude or expertise in economics did not hesitate to speak out in Prof. Dolores López's lecture in the University of Navarra. Moreover, members with greater openness to new experiences were successful in building friendship with the host university students. Thus, synthesizing each participant's gifts and attributes is sought in EJD.



Second, EJD provides an authentic arena to utilize what students learn in YNU. The EJD curriculum has a complementary relationship with the academic content of the Department of Economics. Basic presentation methods for making effective slides, giving references and public speaking in English are taught in the first year. This year's topics were discussed in some other classes intended for sophomores and juniors. Senior students have already acquired analytical skills as fledgling economists. EJD members can benefit from synthesizing their academic achievements and

implementing them in the Dialogue.

Third, the purposes of EJD are to improve English in an academic setting, to promote global understanding and apply the discipline of economics. To attain these purposes, some disciplines in addition to economics such as communication, arts, politics, and sociology, to name but a few, are required. The members need to integrate ideas from different disciplines into one presentation and to communicate their message to European students. EJD is interdisciplinary studies, which are essential for our globalized and complex society. EJD serves as a good arena where members foster interdisciplinary knowledge.



The winery, Bodega Otazu, where Prof. Francesc Pujol Torras and Prof. José Luis de Cea-naharro Romero kindly took us is a successful example of synthesizing disciplines. Bodega Otazu not only produces prestigious wine but also entertains visitors with contemporary art works. The owner's interest led him to financially support artists, letting them display their works in the winery. Their eco-friendly wine cellar is also an art work with a synthesis of illumination art and IT, which attracts tourists and wine connoisseurs. Mr. George Cardenao Glen, the export manager, talked passionately, as he showed us around. Bodega Otazu is a showcase of synthesized disciplines.

I hope that EJD participants will utilize what they learned in YNU in the real world while synthesizing human and academic skills.



Impressions of Pamplona



Nanami Teragaki

In the first half of EJD we stayed in Pamplona for five days. Before this project I had never heard of Pamplona, but as I stayed there, I came to like Pamplona.



Pamplona is a small but beautiful city, which is famous for San Fermín festival involving the running of the bulls. I saw statues dedicated to Sanfermines festival. There is Plaza del Castillo in the center of the city. The plaza is used in many events. I saw a musical

performance and people dancing to a tune. Also, we went to Pamplona Cathedral. Though I have visited several churches all over the world, I was surprised to see it because it was big and unique. There was a museum in the cathedral and we got knowledge of Catholicism.

We visited University of Navarra, which was founded in 1952. Buildings in the university were new and beautiful. The woods in the campus were like Harry Potter. The administrative office of the university was like a castle. There was even a bar in the campus. I experienced the difference between European universities and Japanese universities.



Our hostel was in southwestern Pamplona. There was a park near the hostel. It is called Yamaguchi Park. Francis Xavier came to Yamaguchi in 1549. Because of that Pamplona and Yamaguchi became sister cities in 1980. The park was designed by Japanese gardeners in 1994. I went there in the morning. Some people had a walk and other people took dogs for a walk. Some of our members played tag. The atmosphere of the park was nice and relaxing.

Pamplona is a beautiful city. Before I went there, I had no idea about it. However, through EJD I found out Pamplona was a wonderful place to visit.

Presentation preparation



Yuta Adachi

In May 2018, we started to prepare for Euro Japan Dialogue 2018. We spent a lot of time to make complete preparations. That was not easy, and we got into some difficulties. Honestly, we had some regrettable acts, but I believe that all our errors are useful for the following members of EJD. I am very happy if you learn a good lesson from us.



We chose migration issues in Japan as the topic of our presentation. Our group had five members including me. At first, we individually searched books and articles to grasp migration issues and made the first presentation. However, we merely gathered what each person would like to say into that presentation. Therefore, our first presentation was not logical as a whole. We had to make a consensus among us before beginning making a presentation and shape the whole logical structure of our presentation first. We can start making a presentation slides only after that. The order is important.

We gave our first presentation to teachers and they asked us to improve our presentation. We found that we

should structure our presentations more carefully. We started making the second presentation. However, to make a consensus among our group was really difficult. The topic we chose was quite controversial and there is no best answer to migration issues. In our group, there was a person who emphasized the ethical aspect and a person who emphasized the economical aspect. I suggested the government of Japan should not set the limit of the number of immigrants, because I thought that the lack of labor made workers overwork. On the other hand, another suggested that we should have the limit because of foreigners' poor working conditions. We should solve that first. All points each person suggested was relevant, but it was too difficult for us to find an answer which was desirable in all perspectives. Moreover, we could not meet and talk with each other many times. Obviously, we lacked opportunities to discuss the issue and to share ideas. Now I think that we should have set the date of the meeting in advance. Consequently, we had completely lost a clear structure and we changed our slides again and again blindly.

Communication among the members is also important. As a result, we at last finished making presentation slides in October, the month that we were going to depart for Europe. Therefore, we did not have much time left to practice Q&A following our presentation. The main purpose of EJD was not merely giving a presentation. So, we have to exchange opinions on migration issues with European students.

We were faced with some difficulties through our activity. However, such a tough experience made me stronger. So, I really appreciate EJD.



Presentation in Pamplona



Kentaro Ito

On the third day of Euro-Japan Dialogue, we visited University of Navarra. We gave a presentation about declining birthrate and immigration and Professor Maria gave a presentation too. In our presentation, first, we talked about declining birthrate and aging society. Because of these problems, Japan has a severe labor shortage. Next, we talked about the government policies regarding blue collar workers. Lastly, we identified two problems and put forward two suggestions to solve these problems.



When I gave a presentation, I was so nervous that my mind went blank. So, I was struggling to say what I memorized, and I lacked the awareness of talking. I should have calmed down, got consciousness of communication and adopted gesture in the presentation.

Professor Maria explained the aging society and the change of population in Spain and Japan

by using the population pyramid in her presentation. Moreover, she talked about the different situation of childcare between Spain and Japan with student's opinion. It was very interesting for me.

After these presentations, in coffee break, we talked about not only declining birthrate and immigration but also culture and daily life with the students of University of Navarra. We could promote friendship and cross-cultural understanding. Moreover, I learned the importance of acting independently and speaking for myself.



At present, in Japan, the bill about the acceptance of foreign labor is under discussion in the Diet and it is widely reported by newspapers and TV station. I want to watch the news and the progression of the bill and make use of these experience in daily life.



Lecture in Pamplona



Yurika Kawase

On October 29th, we participated in a lecture by Professor María Isabel Rodríguez Tejedo at the Faculty of Economics at University of Navarra (UN) after a YNU team presented on declining birthrate, labor shortages and immigration. In the lecture she talked about population pyramids, fertility/birthrate, mortality and migration, and students of both universities discussed on strategies for two facing challenges of aging society.

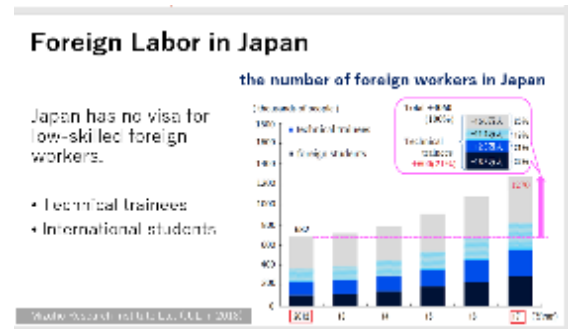


First, we exchanged ideas on ways of raising birthrate. While YNU students suggested increasing the number of nurseries, UN students made suggestions such as to enable to

work at home, encourage men to involve housework and give free education. In this part of the lecture, we could compare child-care support of Spain and Japan.

Second, we discussed on what we can do for loneliness of elderly people. Professor María explained that the increasing number of old women living alone is a serious problem in aging society because life expectancy is longer for women than for men and men like to marry younger women. For this challenge, students suggested building a strong link in their family, creating communities for those people like retirement clubs and pushing to make inter-age relationships. It was a new and interesting topic for me since the Japanese government pay more attention on labor shortages or ballooning welfare costs.

As a whole, I learned both countries have similar systems and ideas on the strategies, but how much the systems and strategies work for solving problems of aging society depends on the culture of each country.



Company visit



Xu Yiyang

The company visit in Pamplona was a great experience for us. We visited Bodega Otazu winery with students and professors of University of Navarra. This winery is very interesting because there are not only winery but also art and history museum. It is a unique place. We saw lots of works by various artists. I loved these works and they gave me inspiration. My favorite work is “Vernal Equinox / Summer Solstice” by Mikko Rikala, a Finnish artist. This work consists of two pictures. First one is a square hole in frozen lake. Mikko made a hole and kept the ice until summer. In second picture, he floated the ice in same place of hole in winter. It is interesting that most of works don't related wine. But of course there are some works inspired by wine. An impressive work made from a wine barrel was exhibited in cellar.



Not only art, Bodega Otazu also is an amazing place for wine. More than six species grapes are

grown here. They separated land by elevation and condition of soil so that they provide ideal conditions for each grape. We had a chance to testing wine and having a little conversation with students of University of Navarra. The wine tasted good. The white one was my favorite. I thought the wine was expensive, but it was not. It's only 11 euro for white one.

After our presentation in morning, there was a little time to take with students. So it was the first time for us to talk a lot and made many friend in tasting. All of us had good time. On the way to the hotel, someone suddenly started singing. It was “Don't look back in anger”, a famous song by Oasis. We sang together in the bus and even in the restaurant. I will never forget this beautiful memory.



Impressions of Lisbon



Yukihiro Watanabe

Lisbon, which is the capital city of Portugal was one of the best cities I have ever been to. The biggest impression on me was the walk in Belem area which is a small district but has a lot of historic and cultural landmarks. Also, it is famous as the departure point for renowned Portuguese explorers such as Vasco da Gama who set off for India. Then, taking a walk along Tejo River puts us in a good mood and shows us that Portuguese are closely connected to the sea.



University of Lisbon (ULISBOA), where we had discussion is located about 10 kms north of such a beautiful town, Belem. This University is the largest and

most prestigious in Portugal and students from Faculty of Letters showed us around this campus. There are old buildings, but the campus is maintained beautifully so I felt the history and advanced atmosphere at the same time. Studying at this university absolutely stir your imagination.



After this campus tour, we had dinner with students of ULISBOA and Japanese exchange students who are studying there. We talked with them about differences of lifestyle and culture such as learning environment. This communication reminded me of good and bad points not only in Lisbon but also in Yokohama.



To sum up, Lisbon has beautiful place for sightseeing and also has the leading university of the world with nice students. I hope to visit there and meet them again.

Presentation presentation



Kazuyoshi Kojima

In Lisbon we gave a presentation on the economics of tourism. I will talk about the preparation process here. We got together in May. In June we started training of discussion and decided the presentation topics. We made the presentation once in July.



The first version of the presentation, however, was terrible. First, since there was no definite conclusion, it became non-logical and inconsistent therefore we did not know well what we would like to say. Second, we were poor at showing data so the presentation had no impact. After the first presentation, two people joined this topic, so we decided to rearrange the flow. We arranged the flow of the situation and problems of current tourism, the countermeasures, and the conclusion. This made the composition of the presentation itself simple

and easy to understand. More ingenuities, however, were necessary. Since the topic was about tourism, I had to use many pictures and images to get people interested in the content and organize the graphs for easy viewing. In addition, the listeners were Portuguese students who are not native English speakers, so we devised to avoid using too difficult vocabulary.

There are many things I obtained through this preparation.



First, the topic related to tourism, so my view on sightseeing changed. Specifically, how far do sightseeing spots consider foreign tourists, and do the government make efforts to prevent excessive concentration of popular spots. Since we often visited some places in Europe through the dialogue, I was able to ascertain the current situation of tourism through my own experience.

Second, in the point of presenting, I trained telling the audiences in an easy-to-understand way with stresses.



Furthermore, we trained not only for presentations but also for discussion. Despite participating as an economics student, I realized that I did not know much about basic things and data. Therefore, I came to think that I have to study more. Also, I realized that it is important not to leave speaking to someone but to have a strong awareness as a member of the participants and to have a positive attitude to participate in the discussion. However, I had difficulty in debating in English many times. I would like to improve my English conversation skills.

In addition, I realized the importance of teamwork. This presentation was made in cooperation with five people, but if cooperation was not successful, it would have been just incorporation of five presentations. Even we were five people, the thing we made was one thing. We carefully checked each other's responsibilities not just leaving them to each person and checked whether the presentation was a unitary one.



We got many advices from teachers. Professor McAulay and Professor Ishiwata pointed out the composition, details of unclear points, pronunciation and so on. We were also checked by Professor Susan Sracic and Professor Zhang.



In this way, we have prepared for a long time, but I was honestly worried until the performance about whether I can say words correctly and pronounce well. However, when I memorized the long preparation, I was relieved and able to give the presentation.

What I gained through this experience are great wealth for me. I learned many things such as importance of teamwork, not only of strengthening my English skills and simple economics studies. That half-year preparation and the performance in Europe are one of the most valuable memories among my YNU life.



Presentation in Lisbon



Maya Inuzuka

We went to Lisbon to discuss about the economics of tourism, so we had prepared the presentation about that. The first presenter was Mona. She spoke an introduction about the reason why we need to think about tourism economy. She showed some beautiful pictures and probably it helped the audience to imagine Japan. Next was Kazu, who showed some pictures and told them about Japanese famous sightseeing places. Then Yuki spoke about why Japanese remote areas could not gather visitors. It was a main topic of our presentation and the audience looked interested. After that I showed some example how to gather the visitors to remote areas. I introduced a program of trying to be maiko and showed the picture which was when I had joined that. The audience looked surprised, so I was glad.



It was my first time to give a presentation for foreign students, so this experience was really nice for me (also other members). Before we presented, we were a little nervous because we weren't sure that we could tell our opinion to the student of Lisbon easily. However, after the presentation, they told us it was interesting and not difficult to understand. We were glad to hear that.



Discussion in Lisbon



Huang Huihui

The presentation we had at Lisbon was about “The Economics of Tourism”. After that, two students from Faculty of Letters of the University of Lisbon acted as moderators and held discussions.



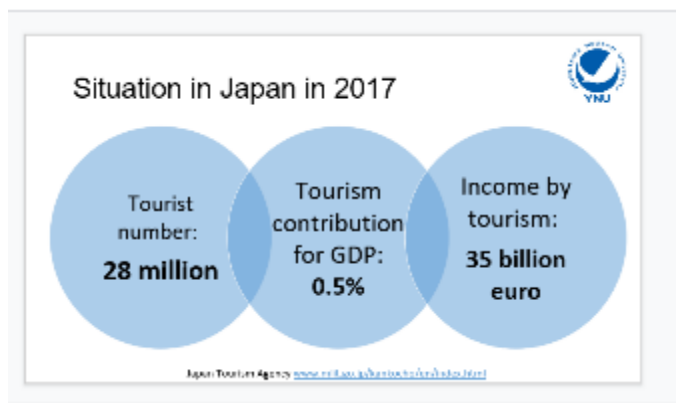
This discussion was very challenging because their major was linguistics or humanities. That means while we were concerned about how much output that tourism can bring to the economy, they were concerned about the influences that tourism brought to the local people.

The first major topic was why to learn a language. This topic made us realize the differences in economic conditions. They mentioned that economic situation in Portugal was not very good. Although they attended the best university in Lisbon, they were still worried about looking for jobs. That was why some of the

students chose to learn other languages. They would like to get a job in other countries in the future. This reality was a shock to us.

The second major topic was how tourism affected the lives of local people. This topic made us aware of cultural differences. For example, they complained that tourist crowds had prevented them from entering churches. But for the Japanese, most people didn't think this was a problem because fewer people would go to the temple every week. Besides, they also mentioned that the tourism had boosted local prices so that many students couldn't afford the rents. But this also seemed difficult for Japanese students to understand, because some of them lived with their parents and depended partly on their parents to finish their studies.

In conclusion, there was no much common experience during this discussion. But it was a good chance to know the situation of the tourism economy in different backgrounds.



The critical reflection session



Mona Isobe

The critical reflection session was held on November 27 with Professor Yoshio Nakamura, Susan Sracic and Keiko Ishiwata. We reviewed Euro-Japan Dialogue and our trip. Each of us shared what we thought in this program.

Yuta and I mentioned about preparation. Yuta said that Q&A about social problems of Japan by Professor McAulay develops the skills of debates. Before leaving Japan, we practiced presentation getting advice from Professor Susan Sracic and Professor Zhang, which also was very helpful for me to improve our presentation and made us reconsider what we thought. All works for preparation were very tough.



Discussion in Europe were impressive for us. Kazuyoshi talked about the presentation on Tourism in Lisbon, the discussion was done more deeply than what we had expected, and we could discuss problems of each countries and thought of solution together. In both countries, at free

time such as the coffee break and dinner after the discussions, we talked more about our discussion, each culture, school life and our futures. We could spend precious time with students of university of Navarra and Lisbon.

Through this program, some felt lack of English skills. However, leaving that aside, most of us noticed that communication and cross-cultural understanding was more significant. Yurika said that there were less people who could speak in English than she had expected and communication was difficult. Yuta, Yukihiro and Maya shared their information that they got through communication with students in schools, roommates of the hostels and local people. Trying to understand each other enabled us to build good relationships. And some students got rid of their possession, which was (also good?) opportunity to recognize the cultural difference.

Euro-Japan Dialogue expanded our knowledge and made us realize what we need for our next goals. After this program, some became more curious about social problem and some decided to study abroad. All of seniors who joined will start working next year, some still have more years at YNU. We experienced and learnt a lot. I hope that each of us continue to pursue places for our development making use of precious experiences in this Euro-Japan Dialogue.





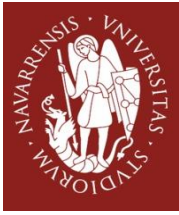

Scenes from EJD 2018



History of Euro-Japan Dialogue

2006 • Youth unemployment	GERMANY & FRANCE
 UNIVERSITÄT ERFURT	 FACULTÉ DE SCIENCES ÉCONOMIQUES ET DE GESTION Département d'économie
2007 • Nuclear power as sustainable energy	ITALY & WALES
 UNIVERSITÀ DI PISA	 CARDIFF UNIVERSITY PRIFYSGOL CAERDYDD
2008 • Multiculturalism	FINLAND & GERMANY
 UNIVERSITY of OULU OULUN YLIOPISTO	 universität bonn
2009 • Declining birthrate • Carbon trading	CZECH REPUBLIC & ITALY
 UNIVERSITAS THOMAE BATA ZLINSIS ERUDIRE ET CREARE	 UNIVERSITÀ DI PISA
2010 • Education styles • Immigration & labour	FRANCE & ENGLAND
 UNIVERSITÉ PARIS-EST CRÉTEIL VAL DE MARNE	 UPEC
	 BU Bournemouth University

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
	 University of Roehampton London		University of East Anglia
2015 • Japan and the EU • Women in Japan's economy			ITALY (ROME & VENICE)
	ROMA TRE UNIVERSITÀ DEGLI STUDI		Università Ca' Foscari Venezia
2016 • University fees • Multilingualism			ROMANIA & GREECE
	UNIVERSITATEA DIN BUCUREȘTI VIRTUTE ET SAPIENTIA		National and Kapodistrian UNIVERSITY OF ATHENS

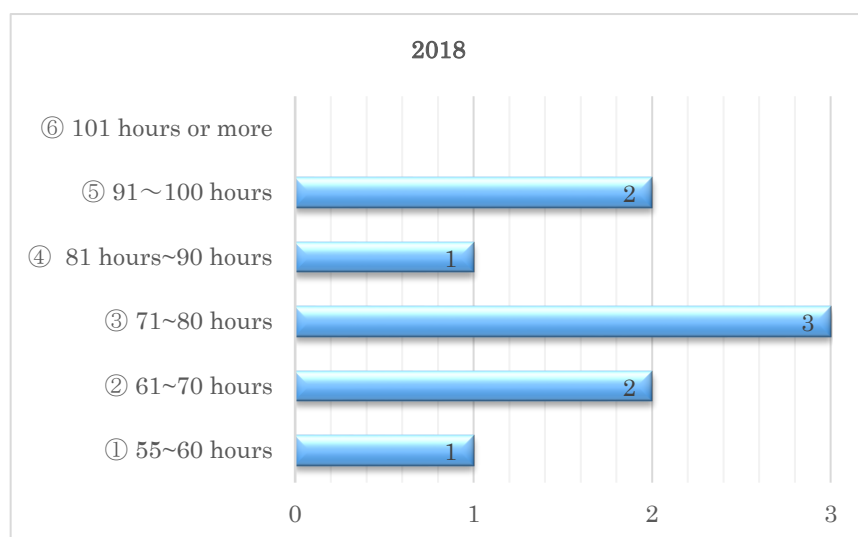
2017 • Images of Estonia in Japan • Labor Shortage and Immigration • Japanese festivals				Estonia & Lithuania
	TALLINN UNIVERSITY			
2018 • Declining birthrate and immigration • The economics of tourism				Spain & Portugal
		LISBOA UNIVERSIDADE DE LISBOA		

Program evaluation: selected results

1. Participants' background

sophomore	1
junior	5
senior	3
M1	1

2. Time spent on preparation, including all lessons and meetings?



(Average hours: 76 hours)

3. Presentation: Reflect on your presentation and rate your own presentation.

① excellent	0
② good	2
③ satisfactory	4
④ less than satisfactory	3
⑤ unsatisfactory	0
④ less than satisfactory	0
⑤ unsatisfactory	0

4. Overall view of EJ Dialogue

① excellent	2
② good	3
③ satisfactory	5
④ less than satisfactory	0
⑤ unsatisfactory	0

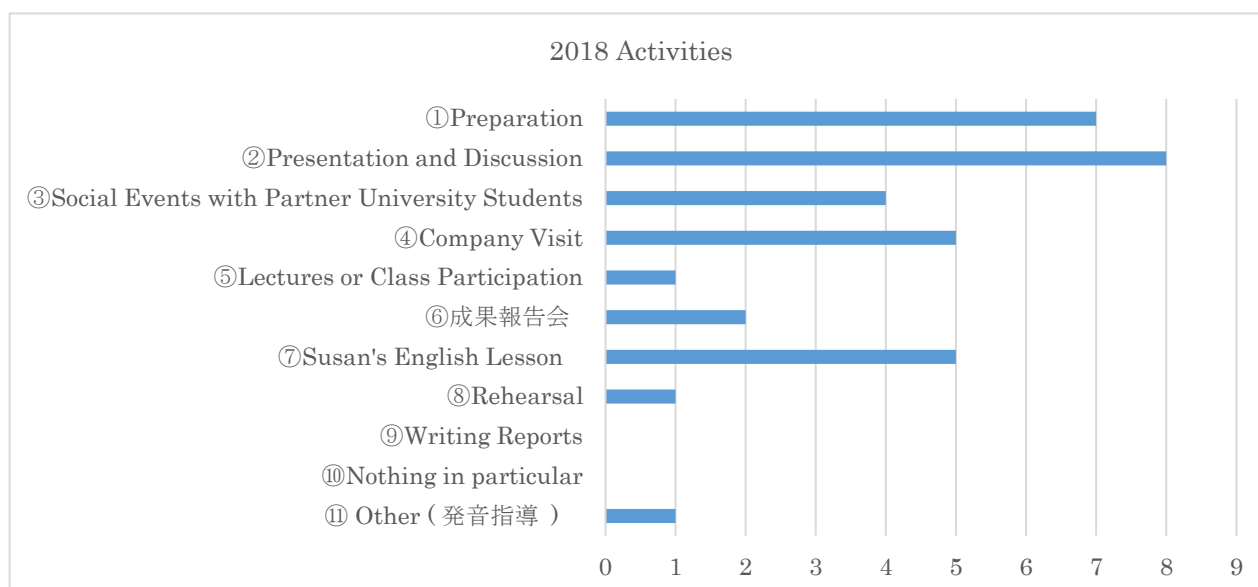
5. Goal: What could you achieve on EJD? Rank highest achievement (5) to lowest (1)

Highest achievements in order	1	2	3	4	5
1. Economics: Acquisition of Economics knowledge	2		1	1	2
2. Economics: Implementation of Economics knowledge		1	1	2	
3 English proficiency: Development of English presentation, debate, and discussion skills		4	1	1	2
4 English proficiency: Development of Academic English communication skills, utilization of English communication skills	2				1
5 International understanding: Fostering International Understanding	2	3		1	1
6 International understanding: Demonstration of International Understanding	1		1	4	
7 Thinking skills: Fostering logical, critical, creative thinking skills		1	1		
8 Thinking skills: Implementation of logical, critical, creative thinking skills	2		2	1	3
9 Character development: Fostering leadership and social skills, and a willingness to push oneself		1	2		
10 Character development: Demonstration of leadership and social skills for group harmony and Achievement of harmonious and efficient teamwork, achievement of a higher and challenging task	1		1		1

6. Goal: Do you think the knowledge and experience you acquired through the program will be useful?

①Yes, it can be directly applied to my study/research.	4
②It cannot be directly applied, but it can be adapted to my study/research.	3
③It cannot be directly applied or adapted to my study/research, but it can be used as a reference.	3
④No, it was not useful at all.	

7. EJD activities: Please choose useful activities. You can choose more than one.



8. Cost: How much did the EJ Dialogue (Oct 27 to Nov 3) cost including subsidies?

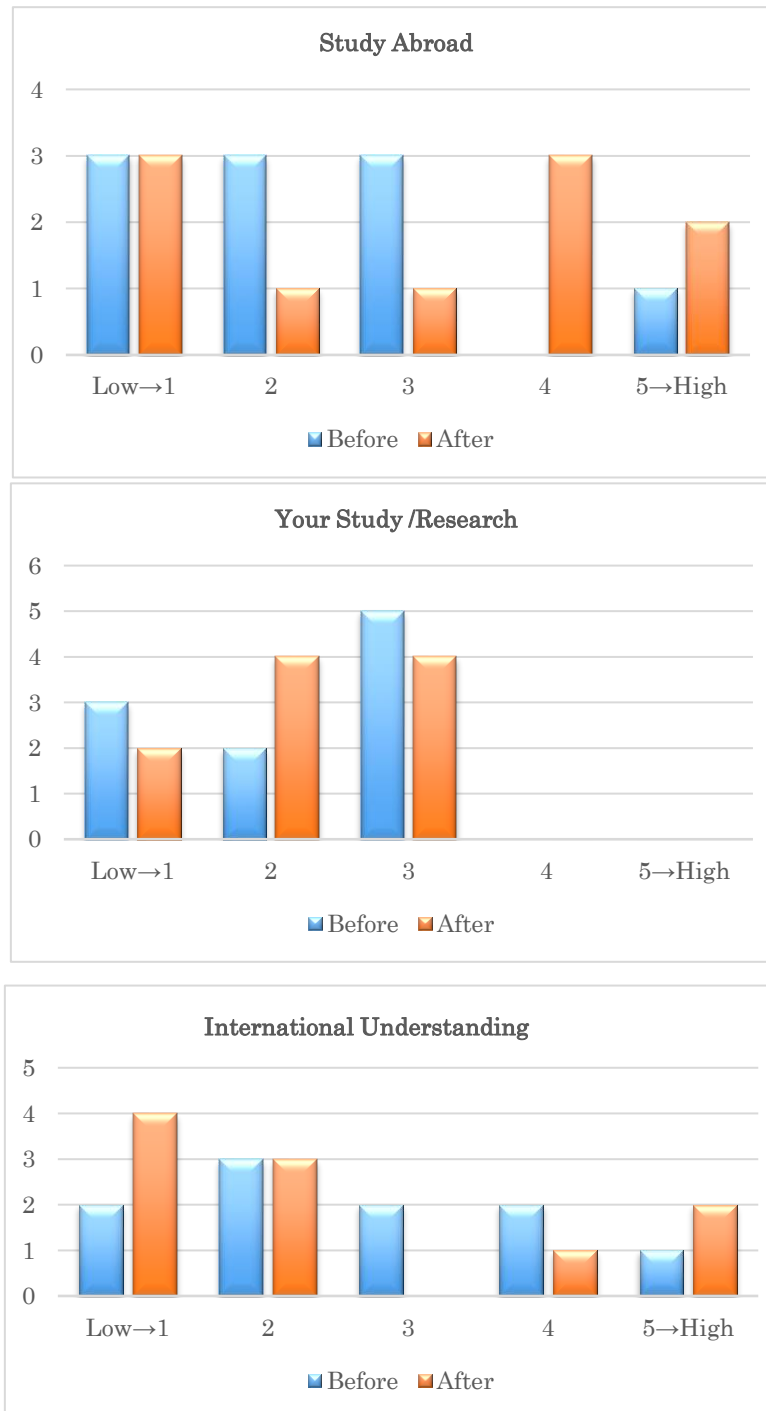
①~150,000 yen	4
②160,000~200,000 yen	4
③210,000~250,000 yen	3
④260,000~300,000 yen	0
⑤300,000~350,000 yen	

21

9. Cost: How much did all EJD related travel cost including subsidies?

①~200,000 yen	3
②210,000~250,000 yen	1
③260,000~300,000 yen	2
④300,000~350,000 yen	2
⑤360,000~400,000 yen	2
⑥410,000 yen or more: ()yen	0

10. Motivation levels by category before and after EJD.



11. Study abroad

①After the program, I decided to study abroad. → (Please write your answer)	2
②After the program, I began to consider studying abroad.	3
③After the program, I decided not to study abroad.	0
④I have wanted to study abroad since I entered YNU/I was a high school students/for a long time	0
⑤I am not interested in studying abroad.	0
⑥I am graduating this academic year.	4

12. Study/research

①I am more highly motivated to study my discipline than before.	2
②I am as motivated to study my discipline as before.	7
③I am less motivated to study my discipline than before and my interest turned to another discipline.	1
④I am less motivated to study my discipline than before.	0
⑤I would like to go on to graduate school overseas.	0

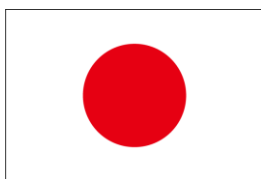
13. International understanding

①During the preparation time, I started an activity/some activities for the purpose of international understanding or international exchange.	1
②I would like to start an activity/some activities for the purpose of international understanding or international exchange.	7
③I am not interested in international exchange activities.	0
④I have been involved in international exchange activities or working on international understanding for a few years.	3

14. Your future career

①My job position is already decided.	2
②I would like to work abroad.	2
③I would like to work in my home country.	5
④I would like to go on to graduate school in my home country.	0
⑤I would like to go on to graduate school overseas.	1

Editorial note



We were appointed as editors of this report by the professors during the Euro-Japan Dialogue program and honestly started to work on in the middle of February, about three months after the program finished. However, the editing work reminded us of what we had experienced and what we had learned. We were lucky to participate in this dialogue program and would like to say thank you to the two professors McAulay and Ishiwata, the other participants, European students and all the people who had been involved in this program.

We hope that EJD will be held next year and forever.

February 24, 2019

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