Insights into the Socio-economy of France and Switzerland

Global Leaders Program 2016
CONTENTS

ACKNOWLEDGEMENTS 5
FOREWORD 6

Chapter One: PROLOGUE
1. Introduction 9
2. Outline of Our Research Project 11
3. Our Twelve Days 13
4. Participants’ Profile 14

Chapter Two: RESEARCH REPORTS
1. Reparatory Seminar 29
2. Presentation and Discussion
   2.1 Our Presentations
       Section 1: Main EU-related Issues 31
       Section 2: Comparaison between the EU and Japan 42
3. Visits in Lyon
   3.1 Lyon Institute of Political Studies 61
   3.2 Visit to Lyon Institute of Political Studies 62
   3.3 Oingt 64
   3.4 Perouges 66
   3.5 On Lyon 68
   3.6 Visiting DYSHOW Industrie and HECI réseau La Salle 69
4. Visits in Geneva
   4.1 WTO 73
   4.2 Visiting JETRO in Geneva 75
   4.3 Visiting JTI 78
   4.4 Dinner with JTI Employees 80
5. Visits in Dijon
   5.1 Dijon, a Historical City 82
   5.2 Beaune 83
6. Visits in Strasbourg
   6.1 Visits in Strasbourg 85
   6.2 The History of Strasbourg as Seen from the Ill River 87
Chapter Three: PERSONAL REFLECTIONS 89

Chapter Four: EPILOGUE 102

Appendix
1. Main EU-related Issues 107
2. Comparison between the EU and Japan 117
AKNOWLEDGEMENTS

Our overseas research program was financially sponsored by the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT Japan), Sumitomo Mitsui Banking Corporation (SMBC), and the Hitotsubashi University Foundation Scholarship. We would like to thank everyone concerned with the program and especially Mr. Teisuke Kitayama, Chairman of the Board of SMBC, and Dr. Koichi Tadenuma, President of Hitotsubashi University.

We would also like to express our sincere gratitude to the following institutions and persons: DYSHOW industrie and its Gérant (Director) Yutaka Ishizuka, AS-MECA Bernard and its Gérant (Director) Alain Sowa, YUKI Précision SAS and its CEO Masato Otsubo along with Director (France Office) Ayumi Kitano, Écoles de Hautes Études en Commerce International (HECI) and Mme Sandrine Pinet, The World Trade Organization (WTO) and Counsellor Masahiro Hayafuji, JETRO Geneva and its Director Momoko Sugiyama, along with Trade and Investment Advisor Tsutomu Takahashi and Kiyoshi Imai, Japan Tobacco International (JTI) and its Corporate Strategy Director Takamitsu Yoroizuka, Japan Tobacco (JT) and its Senior Vice President Kiyohide Hirowatari, Lyon Institute of Political Studies and Dr. Béatrice Jaluzot.

This booklet includes reports and essays written by this year’s program participants. Putting it together would have been impossible without the invaluable guidance and assistance of Dr. Reiko Matsumoto and Dr. Milen Martchev. We are most grateful for their kind editing of the students’ drafts.

Yasuhiro Otsuki
Professor
Director, Executive Committee
The Global Leaders Program at the Faculty of Economics at Hitotsubashi University officially commenced in April, 2013. One of the program’s highlights that has seemed to appeal most to students is our short-term international field studies project.

This year, ten undergraduate students made a twelve-day research trip to France and Switzerland, i.e. to Lyon, Geneva, Dijon, Strasbourg, departing on September 15. This collection of reports and essays covers their activities prior to and during the trip, along with the participants’ self-assessment of achieved results and other related topics. All the work and preparations required for the program were done in a specially designated “Basic Seminar” class, supervised by Professor Reiko Matsumoto.

It is well known that the European Union (EU) was established by six countries in 1952. However, economic integration has deepened in recent years. It has since been steadily expanding and now counts 28 states as its members. In the EU, the free trade in goods and services as well as the free mobility of labor are guaranteed, while a single currency, the euro, has been adopted by 19 of the Union’s members, whose monetary policies are being conducted by the European Central Bank.

The EU is, however, still a highly heterogeneous entity, a fact highlighted by the recent economic crisis which started in Greece and later spread to other Eurozone countries, such as Portugal and Ireland. Moreover, the EU has been put into disturbance by so big immigration from outsides of Europe, as well as by “brexit”, which occurred in June 2016. It has drawn significant attention to the disparate economic conditions which may occur within the Union in the near future.

Given this situation, it is very instructive for us to visit the EU and see first-hand what the actual economic circumstances there are like. This allows us to deepen our awareness of the changing socioeconomic climate of Europe and its relation to the global economy.
Reading the various reports in this 2016 report booklet, I was again pleased to learn that our participants have come back with very positive experiences and have been able to broaden their horizons and understanding of the world in ways that would be impossible to achieve here at home.

Last but far from least, I would like to express our gratitude for and acknowledge the financial support we received from the Ministry of Education, Culture, Sports, Science and Technology of Japan, Sumitomo Mitsui Banking Corporation, and the Japan Student Services Organization.

Reiko Matsumoto
Assistant Professor

This year was particularly marked by a variety of difficulties and human tragedy in Europe such as multiple terrorist attacks, the refugee crisis and the rise of Euroscepticism all over the continent. I was quite anxious about going to Europe with our students under such circumstances but, at the same time, it was clear that this field trip could be a precious opportunity for them to witness with their own eyes some of the problems that the world is currently facing and to reflect on what is required to be a “Global Leader”.

As a matter of fact, our students found out immediately after arriving in France that there were heavily armed police officers and soldiers everywhere, protecting people from possible acts of terrorism. Even though security guards had been an ordinary sight in Europe for quite a while, they realized and felt for the first time that this is the world we live in and the reality we have to cope with.

Looking forward to our joint discussion meeting with students from Lyon Institute of Political Studies, the field trip participants strived to get a good grasp on a variety of EU-related problems during our preparatory seminar. The subjects they chose varied from work-life balance and energy politics to refugee and migrant issues. Eager to learn how their own country and the EU are being seen from an external point of view, the students at the Institute took a very active part in this academic exchange. As for the positives that our own students gained from the whole experience, not only did they get to broaden their horizons and be exposed to new perspectives, but they also
became acutely aware of the fact that, without a solid command of English and a firm understanding of the world, it is extremely difficult to develop a meaningful dialogue.

I believe that this trip also offered us a chance to consider what it means to be a “globalized citizen” or a “global leader”. Like some of my predecessors in charge of this overseas program, I am also sceptical about the recent trend of “English imperialism”. It is pretty obvious, of course, that English is important in this day and age of globalization. Nevertheless, being able to speak it fluently does not in itself mean that you are a globalized citizen and our meeting with various people from ACT (DYSHOW industrie, YUKI and AS-MECA Bernard) turned out to be an ideal occasion to think about that. The presidents of these companies specializing in precision engineering decided to collaborate in order to try and cope with the economic crisis. In spite of various differences such as their languages (they spoke neither each other’s languages nor English), customs and mentality, they succeeded in building a relationship of trust based on their years-long joint efforts. It was their determination, flexibility, open mind, critical thinking and vision for the future that played an important role in their success, in addition to their solid professional skills in engineering.

I’d like to express my deepest gratitude to Professor Béatrice Jaluzot and her students at Lyon Institute of Political Studies for their active cooperation during the seminar. Their keen awareness of recent social problems awakened some of our students and still keeps them thinking. I also sincerely appreciate the companies and institutions in Saint-Etienne and Geneva: EHCI résau La Salle, DYSHOW industrie, YUKI Précision SAS, AS-MECA Bernard, WTO, JETRO Geneva, and JTI, which understood the purpose of this research trip and kindly welcomed us. Each of their lectures offered a very good chance for our students to seriously start envisaging their own future careers. I would also like to thank the Global Leaders Program staff at Hitotsubashi University, without whose support this sort of project could never have been properly executed, especially in times of social crisis. Finally, I am deeply grateful to Professor Milen Martchev, who edited this booklet, for his assistance and perseverance.
CHAPTER ONE

PROLOGUE

1. Introduction

Naoki Okamoto

The range of globalization has been steadily expanding and the economic sphere is, of course, no exception in this world trend. An economic shock in one country now has a direct influence on other countries too, many of which may quickly find themselves in trouble. In 2008, an American investment bank, Lehman Brothers, went bankrupt because of the subprime mortgage crisis. People in America were afraid of the unpredictable prospects before the American economy, which resulted in a recession. The bankruptcy had a strong impact on other countries and the economic conditions in Japan further deteriorated with a decline in output and business investment, accompanied by weakened personal consumption. This year, British people voted to withdraw from the European Union. Many people were surprised at this decision, and the foreign exchanges and stock prices of many countries exhibited irregular fluctuation. The Japanese yen went up. It has become more and more difficult to predict the future condition of the world economy.

In this globalized world, it is ever more important to not only pay close attention to Japanese economic trends, but also to have a good sense of world developments. Many people in the business world are expected to have these skills and be able to solve many economic, social and political problems. But it is too late to start acquiring such skills after graduating; it would make more sense to work on them while still at university, in order to play an active role in the business world soon after graduation. In this sense, university students should always keep an eye on the world economy while pursuing their studies and thus develop a better ability to apply academic theories to the real world.

The program we participated in was a short-term overseas field research project for university students who have a high motivation to acquire a good international economic sense and become future leaders in an ever-globalizing socio-economic world, in areas such as business, public policy and academia. In this program, we made
an effort to expand our academic knowledge through learning about various social problems in Europe and the history of European countries. We went to France and Switzerland for about two weeks and felt the real situation there with our own five senses, which was a very valuable experience. Language skills are also very important in order to become a future leader, and so we have also been striving to improve our English.

An overseas project such as this would be a good first step for you to get an improved sense of the world economy and it also provides you with some very memorable moments. I would be very glad if many future students decide to participate. If you want to learn more about this year's research trip, just keep turning the pages of this report. Bon voyage!

Departure Hall at Haneda International Airport
2. Outline of Our Research Project

Masaki Miyata

The Global Leaders Program at the Faculty of Economics was launched in April 2013. This program aims at helping students acquire expert knowledge in economics, based on a sound understanding of the global economy. Participating students are expected to become leaders in industry, policy and society at large, who are capable of identifying and solving various problems in the present world, and who can openly communicate with people from all over the world.

Our overseas research project in France and Switzerland was one of the major projects of the program in the academic year 2016-2017. Eleven students took part, having successfully gone through a screening process, and ten of us made the actual study trip to France and Switzerland. During the summer semester, we spent most of our time making careful preparations for our presentations, which were going to make at Lyon Institute of Political Studies, focusing on various EU-related issues and trying to improve our understanding of European countries before our discussion meeting in France. We were also preparing to visit some local companies and even went to the offices and production plant of Yuki-Seimitsu in Japan, which is a partner of the company we were going to visit in Lyon.

We left for Europe on September 15 and stayed there for 10 days. In France, we met the students at Lyon Institute of Political Studies to deliver our presentations and exchange views on a number of social problems in the EU and Japan. After the formal discussion, we had an after-party and were able to talk with each other quite frankly. We also visited the AS-MECA Bernard / DYSHOW Industrie factory in Lyon, which is a member of a recently-forged alliance between four small businesses in France and Japan. In addition to Lyon, we went to Oingt, Perouges (two small villages situated near Lyon), Dijon, Beaune and Strasbourg. Our visit to these different places enabled us to learn a lot about the local history and culture.

In Geneva, Switzerland, we visited two organizations (the WTO and JETRO) and one Japanese company (JTI). We learned about real-life global commerce and various aspects of these organizations' business operations. We were invited out to dinner by the Japanese employees at JTI that night and talked about what it was actually like to live and work abroad, which we thought was a valuable conversation for our future.
During the winter semester, we devoted our efforts to completing these reports on our overseas field research. We also followed up on what we had learned during the trip with further studies, in order to deepen our understanding of the EU. Each of us made a report in class and we had a discussion every week.

Finally, we would like to express our sincere appreciation for the support of everyone concerned, which gave us a chance to participate in such a wonderful project. We also worked on our reports, bearing in mind that future participants would be able to refer to our experiences and hopefully go on to make the project even more effective and intellectually fascinating.

Basilica of Notre Dame de Fourvière in Lyon
## 3. Our Twelve Days

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-Sep</td>
<td>Tokyo (Narita) → Paris (France) → Lyon (France)</td>
</tr>
<tr>
<td>16-Sep</td>
<td>Discussion at Lyon Institute of Political Studies, followed by a friendly get-together</td>
</tr>
<tr>
<td>17-Sep</td>
<td>Visits to Oingt (France) and Perouges (France)</td>
</tr>
<tr>
<td>18-Sep</td>
<td>Sightseeing at Notre-Dame Cathedral, Saint Jean Cathedral and the old city of Lyon</td>
</tr>
<tr>
<td>19-Sep</td>
<td>Visit to HECI réseau La Salle, International Commerce Department and meeting with a group of local students.</td>
</tr>
<tr>
<td></td>
<td>DYSHOW Industrie / AS-MECA Bernard</td>
</tr>
<tr>
<td></td>
<td>Visit to Geneva (Switzerland) by TGV (Train à Grande Vitesse)</td>
</tr>
<tr>
<td>20-Sep</td>
<td>Lectures at WTO (World Trade Organization), JETRO (Japan External Trade Organization), and JTI (Japan Tobacco International) in Geneva</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Sightseeing in Dijon (France), by way of Lausanne</td>
</tr>
<tr>
<td>22-Sep</td>
<td>Sightseeing in Beaune (France)</td>
</tr>
<tr>
<td></td>
<td>Visit to Hospices de Beaune (built as a hospital for the poor, now a museum)</td>
</tr>
<tr>
<td>23-Sep</td>
<td>Visit to Strasbourg (France), by way of Mulhouse (France)</td>
</tr>
<tr>
<td></td>
<td>A historical cruise along the Ill River</td>
</tr>
<tr>
<td>24-Sep</td>
<td>Sightseeing at Strasbourg Cathedral and the old city</td>
</tr>
<tr>
<td>25-Sep</td>
<td>Strasbourg (France) → Amsterdam (The Netherlands) → Tokyo (Narita)</td>
</tr>
<tr>
<td>26-Sep</td>
<td>Arrival at Narita</td>
</tr>
</tbody>
</table>
4. Participant’s Profile

Naho Iwasaki
Faculty of Social Science, 2nd year

I was born in Japan and lived here until I was 14 years old but then moved to Brazil and Russia, studying in international schools for 4 years in total. Given my experience with different cultures, I was naturally attracted to participating in this program. Although I was used to talking in English with people from various cultural backgrounds, I had never had the experience of exchanging opinions with students studying at university abroad on academic topics such as educational systems, work-life balance and immigration policy.

Since I came back to Japan, I have been thinking about the factors that make “Japanese culture” unique. After going through 4 years of studying abroad, I felt something was wrong with the society that I grew up in, which I couldn’t easily put into words. The culture itself cannot be given a solid definition. It could be said that in Japan it is normal that no one actively states their opinions in class at university or opposes older people in their community. This is certainly an important trait of Japanese society but that is not what I would like to address here. I would rather like to explore the social norms that allow us to know certain principles, according to which Japanese people act in their everyday life.

This program was an opportunity for me to reconsider Japan relative to Europe. I had a chance to participate in a discussion with students from Lyon Institute of Political Studies, as well as visit the local WTO and JETRO offices, along with several firms like JTI and DYSHOW industrie /Yuki (R&D Machining Shop). Our research presentation at
the local university aside, I was especially focusing on learning about the principles of European culture and their Christian values, in order to obtain a better understanding of Japanese and European cultural codes and how I personally got to where I am in my life, having integrated both Japanese and European cultural values.

I believe that the principles determining certain actions by European people affect economic markets and politics and result in social phenomena that are different to what we see in Japan. The processes of decision-making and the structures of all governmental profit and non-profit organizations cannot be analyzed without any consideration of cultural codes. I couldn’t get a full answer to this assumption during our research project but this is certainly one area that I will continue exploring. I would like to thank all the people who organized the program and gave huge support to my research.

Yuto Koike
Faculty of Economics, 2nd Year

I applied for this program mainly because I wanted to visit European countries. During my last spring vacation, I went to Australia on a month-long short exchange program. That was a very important time in my life so far, because everything was so new to me. I found out that I could assimilate a lot of things in a foreign country during an exchange program, and so I had been looking forward to visiting France and Switzerland very much. What is more, European countries always look fascinating to
me because of their great city scenery and beautiful houses, many of which have been preserved since the Middle Ages. I liked studying world history as a high school student and, every time I looked at the photos in our world history book, I was struck by the beauty of the European landscape. The actual thing did not betray my expectations and there are quite a lot of photos in my camera. In this program, we did not go to sightseeing spots like Paris or Mont Saint-Michel, but it was a valuable experience to visit places such as Lyon, Strasbourg, Geneva and Dijon. Acquiring opportunities to use English was one of the big charms that this program had. Of course, when I wanted to communicate with and convey what I mean to foreigners, I had to speak in English, so the environment certainly made me use the language. I am a member of the Global Leaders Program and will study at KU Leuven in Belgium for one year starting next summer, so I have been working hard to improve my language skills by studying English by myself, taking different classes in English and also finding other opportunities to practice, like this program.

In the future, I would like to work abroad, although my English skills are still far from good, and so it was a rare and good opportunity to visit some international companies and the WTO. The Japanese people who are working there seem to not only be fluent speakers of English, but also possess an open mind and great confidence. That gave me an even bigger desire to improve my listening and speaking skills, be more positive and get ready to face still more challenges.

Masaki Miyata
Faculty of Economics, 2nd year

When I was in high school, we studied about the EU and European society, focusing on the theme of “neighbours who are different from us”, for about half a year in our
modern social studies class. I remember being impressed with the idea that countries who used to fight with one another have built a united community, which prevents them from going to war again. This idea is now becoming more important to us living together in a “diversified” society, although worries about conflicts breaking out between the great powers have mostly gone away. Therefore, I have paid much attention to the possible future that the EU currently faces, with its immigration problem and terrorism, and expect the Union to overcome such difficulties. That’s why I got interested in this overseas research program and decided to participate in it. Japanese people must also get along with a variety of people around the world these days, given the present trend towards internationalisation. I am also a member of the Global Leaders Program and I wanted to see with my own eyes the actual situation in Europe, which is in urgent need of change, and discuss some problems with the local students.

This was my first time going to Europe and I was looking forward to visiting many cities with a long history and experiencing each different culture, like the local food or architecture. During the trip we were going to visit no less than seven cities in two different countries. We were even going to make visits to small villages like Oingt and Perouges, and an international organization, the WTO, both of which would have been difficult to organise by myself. The prospect of these valuable experiences further encouraged me to apply for the research project.

Actually, I’m not very good at spoken communication in English, and, before our preparatory seminar started, I was rather filled with anxiety about whether I would be able to take an active part in the discussion at Lyon Institute of Political Studies. However, as I prepared hard for the trip in order to make the most out of it, my worries largely disappeared. As I have long been interested in studying abroad and working in an international environment, I was greatly looking forward to setting foot on European soil.

Looking back, the program had begun with both anxious and excited feelings, but the 12 days of the trip actually gave me better results than I had expected. I will write more about our time in Europe in my following reports.
Actually, I’m not a member of the Global Leaders Program because my grades were not good enough to be selected. However, since I entered this university, I have been interested in experiencing different cultures on my own, and so I can say that this was the main reason why I participated in this overseas research program. Before applying, I had been abroad twice, to Paris and Australia, but those were both family trips during which I mostly depended on my parents and didn’t actively try to communicate with foreigners. It was enjoyable but I didn’t learn too much about foreign cultures. Because of this, I got excited when I learned that my university was offering such an attractive study program.

I chose the course focusing on Europe without hesitation, because I wanted to study the various aspects of life on that continent. While the historic structures and the inner cities we saw were beautiful, some countries there are unstable politically and economically, especially after the financial crisis in Greece and some other PIIGS states. Even France, our destination, had experienced terrorism. I thought that as things in Europe got more confused, it would be important to study it carefully, in order to better anticipate what is coming in the future and to survive in our fast-changing and fluid world.

Students are allowed to spend much free time doing what they can or want to do during their university life. Taking advantage of some school programs, many friends of
mine had been abroad for a month and had come in contact with many other students, both Japanese and foreign. I was so envious of them. I didn’t want to spend all my time in a small student community and to be a biased or a narrow-minded person. In that sense, the opportunity to participate in this research project came just at the right moment. The time we would spend abroad was not so long and I would be able to participate in discussions with foreign students. I like to discuss different topics and exchange ideas because that lets me see and understand the differences and characteristics of each person. Therefore, I was expecting this journey to be something special.

Kaori Nagaoka
Faculty of Social Science, 2nd year

I applied for this program mainly for two reasons. First, I hoped to get some basic knowledge about EU economics. I am interested in emissions trading and CSR (corporate social responsibility, particularly related to contributions in environmental problems). However, I noticed that I lacked sufficient knowledge about economic theory, which is closely connected with emissions trading. I am also interested in how companies in the EU approach CSR activities. Second, I am really eager to study abroad in Germany. I will not go into detailed reasons here as to why I applied for studying there, but I thought this program would be a good opportunity to learn more about the actual situation in Europe and also about the structure of the EU.

I could not participate in the overseas trip since I had to take an examination required to study abroad, but I really appreciate that my classmates covered for me. I would like
to sincerely apologize to everyone for causing them trouble with my absence. Although I could not participate in the trip, I am satisfied with the discussions we had in the seminar class, which have motivated me to continue learning in greater depth. I did not know much about the problem of refugees in particular, but my class members shared a lot of information about it and I was always made to feel admiration for them. I am now taking another seminar which focuses on CSR and I aim to work hard continuously and prepare for my study-abroad program in Germany next year.

Kanon Nakamori
Faculty of Economics, 2nd year

I participated in this year’s Basic Seminar and this tour as a member of the Global Leaders Program at the faculty of Economics. The trip was one of the most interesting parts of the program and I was certainly happy to join it. We first studied a lot about the EU and then actually went to see what Europe was like. The best thing about this tour was visiting a lot of cities. Personally, I like to travel to places I have never been before because I get to see new parts of the world and find new inspiration for my future. When the program for this tour was announced, I got really excited because I had been to neither France nor Switzerland. We were supposed to visit not only cities but also several small towns, so I was looking forward to seeing what European provincial life was like. Although it is not convenient getting to small towns, I think those places can offer a lot of things to see and learn.

Before this program, I spent a month studying English in Malta. Throughout my stay, I thought I could feel an authentic European atmosphere in terms of the people who
lived there, the local cuisine and the lifestyle which is adapted to the local environment. But I found that there was a big difference among European countries. During this tour, I got a totally different impression from France and Switzerland, and even from the cities we visited in France, every one of them with its own traditional buildings and food. I certainly felt a different atmosphere everywhere we went. As I learned more about the places we visited, I found that each city had its own history and local character, which were distinct from those of other cities. So one of the interesting points during our tour was noticing those intriguing differences.

I am going to start the new semester next year studying in Italy. I hope that I can take advantage of my experiences during the trip and our Basic Seminar because I feel I have learnt a lot about Europe. I heard that European people make much of their history and philosophy and so I need to know more about them. There are a lot of differences between Europe and Asia in many areas, such as lifestyles, eating habits, social customs and so on. I think those differences are interesting and I hope that I can find out more about them.

Naoki Okamoto (right)
Faculty of Economics, 2nd year

Thanks to this program, I got the chance to visit two European countries and it was to be my first time ever going to Europe. Naturally, I was very excited and looking forward to seeing France and Switzerland.

One of the reasons why I decided to take part in this program was that I wanted to change myself. Upon entering this university, I had a lot of ambitions like improving my English ability, learning as much as I could about economics, acquiring some useful qualifications and so on. This is because I had studied hard in high school in order to
get into Hitotsubashi University and I didn’t want to waste the opportunity. But this desire seemed to wane with time and, as time dragged on, I lost some of my drive and was beginning to get lazy. So, I made up my mind to change my idle life around during my second year. That was when I found out about the Hitotsubashi-style “Global Leaders Program” and successfully applied for it. The program's aim is to foster new “captains of industry” who have excellent language and communication skills, as well as the ability to lead and set global norms through logical reasoning and masterful negotiation. Participating in this program was one way of trying to change myself. I wanted to improve my English speaking abilities. Even though I have studied English for about 7 years at school, I am not good at it, particularly when it comes to speaking. I thought that I could take advantage of communicating with foreigners during this project. I also wanted to deepen my knowledge of the economics and politics of European countries and experience actual foreign cultures on the spot. Our society is being increasingly globalized and computer networks are spanning ever wider areas today. Although you can get any kind of information on the Internet thanks to such hi-tech globalization, you cannot grasp the real situation in a given region, outside what you see in newspapers or movies, without visiting the place. I expected to enrich myself by experiencing parts of European culture and acquiring some actual firsthand knowledge.

There is also another reason I applied for this program. We were planning to go to some very small and traditional French country villages like Perouges and Oingt. If I had gone on an individual trip as a normal tourist, I most probably wouldn’t have visited small country towns like these but rather opted to go to famous sightseeing resorts. So, this was a nice opportunity for me to go to some lesser-known places abroad and to experience their actual circumstances. You cannot really understand the internal conditions of a country without going to rural areas outside the big cities. I expected that this experience would greatly deepen my knowledge of the EU.
I visited Australia about a year ago, which was the first time I went abroad. Since I had never crossed a border before, everything looked fresh and intriguing. There were many differences with Japan such as the culture, the customs, the people’s way of thinking, the climate, and of course the language. When I came back to Japan, I strongly thought that I wanted to go to many other countries and compare each of them to Japan. This program seemed to be nice because it included many activities like interacting with local students, visiting some companies and organizations, sightseeing. I was looking forward to seeing France and Switzerland from various perspectives and discovering something new.

I was particularly interested in what European people’s life is like because I have recently heard news which makes us anxious, such as about terrorism, the refugees and Brexit. I had a negative image toward current Europe, so I wanted to feel the atmosphere in Europe for myself, and the people’s reaction to these issues. I was similarly interested in how European people feel about my country or what they think about Japanese responsibility regarding the refugee problem. Japan is generally famous for being “cool”, but what exactly is “cool” and popular for foreigners? Of course, you can do some research about it on the Internet, but it’s impossible to feel the actual mood on the spot or discuss things with the local people. Being able to actually do it in Europe is what I believe was the most valuable thing in this trip.

I was also interested in visiting various companies. We were going to three companies and one organization. One of them was very small, with less than 20 employees, while another was a big and powerful company. I was already wondering about what job I might like to do in the future, so it seemed to be a good chance to see and contrast
many types of business. In addition, I was eager to see and talk with Japanese people working abroad. When I was in high school, I didn’t think at all I would work in a foreign country one day. But the experience in Australia prompted me to think about the choice of working abroad. I was rarely able to meet Japanese businesspersons residing in foreign countries. This program therefore looked like a wonderful opportunity to directly hear about the thrills and difficulties of working overseas.

All of this was my motivation for joining the program. It was really nice and broadened my horizons. In my personal reflections later on in this book, I would like to share more about it.

Miki Umezawa
Faulty of Social Sciences, 2nd Year

Since I heard a lecture on refugees, I have been interested in the refugee problem in Europe and I realized that I have to be very mindful of the systematic problems of immigration faced by the EU. Also, I have to consider what people living in European countries think about these problems themselves. However, it was so difficult for me to understand exactly how they feel, even after seeing some programs about refugee-related issues in our media and reading books on the subject. I had never been to Europe and I had little chance of getting any real idea about the situation of refugees in Europe, like whether measures introduced by the EU actually work, or what citizens in European countries think about them.

The reason why I decided to join this seminar was to get a deeper understanding of the EU, not only systematically but also practically. I wanted to hear in person the opinions
of students studying in France. I also thought visiting many new places would help me understand the way Europeans think. I expected that this kind of first-hand experience would enable me to analyze European issues from a much broader and real-world based perspective.

I also had another purpose in joining the program. I wanted to become more courageous in expressing my opinions in English, through giving presentations and participating in discussions. I definitely have to become more comfortable with using the language before I go to study abroad next year. Moreover, in the long run, I thought this experience would help me exchange intriguing thoughts with foreign people if I get the chance to work abroad.

The opportunity to go to France and Switzerland was a really meaningful experience for me during my second year summer break. I learned much on the trip and was able to feel even more. The wind, the air, the sunlight, the rain—everything was different. I had never been to Europe and I had had very little experience of the world outside Japan. So, it was a fresh, fascinating and marvelous experience.

When my participation in this program was confirmed, I made some resolutions: to get an overall understanding of the EU economy, to actively communicate with people who have different values to mine, and to complete this program in a satisfactory way.

To achieve my first goal, I took a course on the EU's economic system in the summer semester. The course was difficult, but I think I gained some good basic knowledge on
the subject. Moreover, during this project's seminar, we read some books about the EU and shared our knowledge. All these efforts helped me gain a more comprehensive understanding of Europe's economy.

My second purpose—to meet many kinds of people—was, I think, also achieved during the trip. I did get to meet many people and, although sometimes we had some conflicts of opinion or couldn't reach a mutual understanding, trying to understand each person we came in contact with made for good and fruitful communication.

The Third one? I don't know. This is because the program still has not ended at the time of writing these reports. Actually, considering some personal problems I had in the past, I felt a little uneasy when I first joined this seminar. Nevertheless, I believe we are likely to complete the project successfully because all of us were actively involved in our preparations and research and helped one another a great deal in France. We have been a good team.

I would like to take this opportunity and express my appreciation to everyone involved in this program: our dean, Professor Otsuki, the advisers at the Global Office, the teachers who helped us brush up our English. I am especially grateful to professor Matsumoto who looked after us in France, even though we could be quite "childish" at times.

I was happy to have a chance to visit France and Switzerland with a group of talented students. Going to Europe was one thing I wanted to do during university, so I was
delighted when I learned I would be able to join this program. There were three main reasons why I applied.

Honestly speaking, I grew up in an international town, Kanazawa, located on coast of the Sea of Japan. My junior high school is near “Kenrokuen”, which is one of the most famous Japanese-style gardens and I often got opportunities to come in contact with foreign visitors. Many of them would often ask me, in English, the way to the station, some hotel or a sightseeing spot. I was happy to talk to them because I was excited to use English words and expressions which I had learned at school. Thanks to this experience, I got to have a strong interest in foreign people and countries, and Europe in particular. This was my first reason for wanting to take part in this program.

Of course, there were other things that made me curious about Europe. One of them was Harry Potter's 7-volume story. The book sold extremely well and became popular all over the world. Every volume was cinematized and those were my favourite movies. The brief of it is that a wizard boy, Harry Potter, fights for peace with the dark wizard “Lord Voldemort” and his “Death Eaters”. The story is set in the European Middle Ages. For example, spells that the wizards and witches use are similar to Latin. The film was shot at actual cathedrals, churches and castles built during that time. Besides, the actors and actresses were European. Ever since I watched Harry Potter for the first time, I had wanted to visit not only the UK but other European countries too. I was also interested in European culture and history. This was my second reason.

The third reason was that one of my dreams is to work overseas. This is because that I am slightly bored when I imagine working in Japan. As you know, Japan is one of the most advanced countries in terms of its hospitality, public security, culture, political system and economics. Many people may say that Japan is the most comfortable country to live in. Of course, I like Japan and am honoured to be Japanese, but I think my country is, as it were, too mature and cannot expect vibrant growth in the foreseeable future. In contrast, a place like Taipei hugely surprised me. When I was 12, I went there for the first time. Four years later, when I went there again on a school trip, I clearly remember being shocked by how developed Taipei had become over a short period of time. There were lots of ultra-modern buildings and residential developments. I felt that Taipei was a city full of life. In other words, one great thing about urban centres in developing counties is that they are changing and developing very rapidly. I would be excited to live and work in Taipei or somewhere similar. However, as long as I live in Japan, it might be hard for us to appreciate the difference between Japanese
and foreign companies. During our research trip in France and Switzerland, we went to a lot of offices and organizations and talked with Japanese people who are working there. I knew these were two developed and mature countries, but I still wanted to hear what business people based there had to say. I really hope that, by reading reports such as this, you will become interested in this program too.
CHAPTER TWO

RESEARCH REPORT

1. Preparatory Seminar

Kaori Nagaoka
Miki Umezawa

In our seminar, we mainly prepared for our presentations, which we were going to give at Lyon Institute of Political Studies. We talked about what each of us was going to focus on and then were divided into two presentation groups: “Main EU-related Issues” and “Comparisons between the EU and Japan”.

In the first presentation group, we decided to separate our individual segments based on each member's topic of interest. We made resumes, presented them and shared opinions with each other, after which we made presentation slides. At the end of the preparatory seminar, we asked a native English teacher to correct our presentations and scripts, and then practiced them in front of the whole class. During the summer vacation, we held Skype meetings and discussions, pointing out to each other mistakes and problems and correcting them. We modified our presentations so as to be understood more easily. We tried to foresee what questions we might be asked by the students from Lyon Institute and prepared for them. Finally, we made presentations in front of our teacher and had her correct them. We practiced our presentations hard before our departure.

In the other group, we also decided each topic depending on each person's interest. We considered what points we could compare between Japan and France. It was hard to compare and explain what the differences between our two countries were, because we were not familiar enough with France and because those differences had arisen out of a complicated context in each country. We referred to many books and carefully followed current news related to our topics. Professor Matsumoto, who is well familiar with France, helped us understand the country more clearly. During the summer vacation, we got together and practiced giving presentations, giving each other feedback and working to improve our presentations.
In addition to our presentation preparations, we did some extra research on the cities and companies we were going to visit. We shared information and questions about them and had our hearts full of expectation before making the actual trip to see those elegant places and talk to several Japanese professionals working in Geneva.
2. Presentation and Discussion

2.1. Our Presentations

Section 1: Main EU-related Issues
[ Appendix 1]

1) The EU Finance
Kanon Nakamori

I would like to talk about the EU finance, particularly inequality in how much countries pay. Firstly, I mention about revenue and expenditure. After that I will talk about each country’s net revenue.

1. Revenue

The total GDP of all member states is $1622billion. The EU becomes a larger organization in the world but actually its budget is not so much bigger. It was $130billion in 2015, which is only 1% of the total GDP.

The revenue mainly consists of three own financial resources. One is a small percentage of members’ GNI. It is the largest source. All member states have to pay around 0.7% of their GNI annually. The second is a small percentage of value added tax, which is called VAT. Its lower limit is fixed at 15%, although reduced tax rates are applied to daily necessities in most countries. All member states have to pay around 0.3% of VAT tax revenue. The third is the traditional own resources, which is called TOR, and it’s mainly from import duties, which are charged to non-EU products.
Next, let’s look over how much the each country pays. There is a large difference among the countries. The countries which have economic power pay more than others. On the contrary, there are many countries whose EU contributions are only about 1% of the total, but the burden is almost equal. The ratios of their membership fee to GNI are around 0.9%.

2. Annual Expenditure
Next, we move to the expenditure side. It is used for mainly two bigger policies. One is ‘smart and inclusive growth’ which includes education, employment and structural problems. The other is ‘sustainable growth and natural resources’ which includes agricultural policy known as CAP.

3. Donation
Let’s change the view. Look at this graph. It shows the net revenue which means a revenue minus an expenditure. The blue parts shows how much each countries gains from the policies, the red ones shows how much they paid and the green ones are their gains or losses. The countries which pay larger contributions are Germany, France and the the UK.

Germany is paying the largest amount of money among all the member countries. It seems to be unfair that a country should pay enormous sums of money for the sake of other countries, but by doing it Germany has in effect become the leader of the Union. In the Financial Times it is pointed out that “an essential matter is on Germany. Germany has enjoyed the most benefit among EU nations.”

France also pays larger amount of money, while it benefits from CAP. But the cries of leaving from the EU has been raised in France, as well as in the UK. Marine Le Pen, who is the leader of the National Front (FN), said that “there are thousands of reasons why French should leave the EU”, adding that “The EU is responsible for problems in France such as its high unemployment rate, terrorism, refugees and so on.”

So how about the UK, where there was a national referendum and the majority vote was “leave”? The UK also pays large contribution to the EU. But it has received less from the organization because the main policy was CAP although the UK is not an agricultural country. So the former prime minister, Thatcher demanded an annual rebate. Although it still remains in effect, the size of the rebate has been reduced gradually, and that has become one of causes of wanting to leave.
4. Beneficiaries
Alongside the biggest EU contribution, there are countries which are turning profits. One similarity among this group is their bad financial states. For example, when Greece fell into default, it was supported by other EU member states. It seems like a wonderful thing to have your domestic problems solved by other countries, but it is not all good because supporting nations such as Germany interfere in their domestic matters.

5. Conclusions
It turned out to be obvious that there arise gains and losses among member states. Actually, it is beneficial to unify as the EU, but it is feared that the relationship of master and servant is made between economically big countries and small ones. Therefore, it can be predicted that the unification in politics and economics becomes more difficult when more and more countries from Eastern Europe become members of the EU. Now EU policy has to be reconsidered.

2) The EU and the Euro
Naoki Okamoto

My presentation briefly summarizes the advantages and downsides of introducing the Euro to the EU. Through this presentation I would like you to consider whether the Euro is actually good for Europe or not.

First, I want to be clear about my reasons as to why I choose this topic. At Hitotsubashi University, I took a lecture in macroeconomics and learned that central banks make financial policy by changing the amount of money in circulation. Then I thought that some countries that use a common currency cannot pursue an independent financial
policy. I know, of course, about the merits of a common currency, but this disadvantage is also very significant. In fact, the United Kingdom has been using the pound instead of the euro precisely because of problems like this. Then why has the EU stuck with the Euro? This was my motivation in choosing the topic.

Before getting to the main subject, I want to talk about the general merits and demerits of a common currency. By using a common currency, countries can reduce the cost of exchanging money within the same currency block. It is said that the EU can reduce it by about 0.5% of its GDP. Also, risks of exchange rate fluctuations and foreign exchange are greatly diminished. On the other hand, the biggest problem is that each country must abandon its right to pursue an independent financial policy. Usually, countries adjust their economy by implementing both fiscal and financial policies. If a country enters a monetary union, the scope of both adjustment tools is severely diminished. This is a crucial problem. Exchange rates play an important role in addressing economic disproportions. If asymmetrical economic shocks happen in the same currency block, the member countries cannot adjust their economies.

There is a theory of optimum currency areas (OCA) which is used as an indicator of introducing a common currency. According to this theory, if asymmetrical economic shocks are not likely to happen in the same currency block, then the area can be called an OCA. And, even if asymmetrical economic shocks do occur, if there is a solution to them other than adjusting the exchange rate, the area can still be labeled OCA. R. Muckinonn, an American economist, has said that if the economy is so open that the market forces of supply and demand automatically distribute money and goods to where they are needed, the area is in effect an OCA. R. Mundel, a famous Canadian economist, has said that if the home labor market is integrated with surrounding labor markets so that workers are free to move around the region, the region can again be considered an OCA.

When countries introduce the Euro, they have to satisfy 4 standards:

(i) **Price stability**: The inflation rate of the country concerned is not far from the mean rate of the 3 countries with the lowest inflation in the Union, which is more than 1.5% points.

(ii) **Adequate interest rates level**: The long-term national bond yield rate of the country concerned is in a range within 2% points from the mean of the 3 countries having the lowest inflation rate among member countries.

(iii) **Stability of the exchange rate**: The country concerned maintains the exchange
rate within a normal range in European Monetary System (EMS) and has not
devaluated the currency during most of the preceding 2 years.

(iv) Balanced budget: The government budget deficit cannot exceed 3% of GDP in
normal circumstances, and the government public debt should not exceed 60%.

By introducing these four standards, the EU tried to meet the criteria for an OCA.
Although it is controversial whether the EU is an OCA or not, many economists agree
that it in fact is.

The main merit of the euro for economic powers such as Germany and France is that
they can gain access to big markets as there is no money exchange. They can also
export goods to the same currency block relatively inexpensively. On the other hand,
one downside is that the unemployment rate increases because many laborers from
fragile economies come to these countries, and then the possibility of currency crises
increases because fragile economies also use the same currency.

The merits of the euro for fragile economies such as Greece or Spain are that imported
goods become cheaper and prices become stable because the exchange rate is stable.
On the other hand, exports become more expensive and tourists decrease. For
developing countries, it is important to make money through exports.

So, this is what I have to say about the basic advantages and disadvantages of the Euro
for the EU. I cannot say whether the Euro is good for the EU, because this problem is
related to many fields, such as economics, politics, nationalism and so on. I would be
glad if I have stimulated you to take another look at these important issues.
On this page, I want to summarize my presentation and what I wanted students at Lyon institute of Political Studies to understand. My presentation topic was about the EU policies that consume the largest portions of the union’s budget. This past summer, Britain decided to leave the EU and the biggest cause of this was the strong public opinion against making large budget contributions to outsiders. People in the UK have no will to spend their money on foreign countries. However, I wondered how many people actually know exactly how their budget is used and I thought there would not be that many such people in the EU. Therefore, I decided to focus on the EU budget as my presentation theme. To do so, I thought I would tell the discussion participants about the real budget situation in Europe, or if they already knew how the money was being spent, I thought I could then discuss the problems stemming from such budget spending with them. My presentation was divided into two main parts. The first one was about the EU’s growth policy and the second about its agricultural policy. Let me share some more details about my presentation below.

I was the third speaker in our presentation team. The previous speakers had talked about the problems arising from within the EU. Kanon had indicated some problems with the EU budget, and Naoki had shown some advantages and disadvantages of using the euro. All of these can be regarded as internal issues but, in my segment, I talked about problems stemming from the outside, as well as relationships among countries.

As Kanon had shown our audience, the EU has its own budget in order to fulfill its many kinds of duties and that budget comes from contributions made by each country. In other words, each country gives its own money to the EU. Therefore, each country will naturally be very sensitive as to how the money is used and the more funds a policy needs, the bigger the concerns about it will be.
I talked about two main policies in the EU that require the biggest spending from its budget. The first one is "Smart and Inclusive Growth", which accounts for 46% of the EU budget. The next largest budget category is agriculture, accounting for 41%.

I started by analyzing aid to comparatively undeveloped areas of the EU, and indicated one problem that comes from the relationship between EU countries. Almost half of the EU budget is used for development and about a third is used for comparatively underdeveloped EU nations. The countries this refers to are mostly in Central and Eastern Europe. Judging from statistics, these countries have a low productive efficiency. Take agriculture, for example. Eastern Europe has over 50% of total farmers in the Union. However, their ratio of agricultural GDP to the total agricultural GDP of the EU is only 10%, so it is obvious that their productivity is quite low compared to major European countries. Nevertheless, the EU, as the European super-regulator, has an objective to seek economic equality inside the union and so it helps and supports such countries. On one hand, some citizens do not want to spend "their" money on foreigners. On the other hand, East European countries have been getting financial support as a means of seeking equality in the EU region. In many cases, though ill feelings are not readily visible, they have become obvious at times like the recent national poll in Britain, which may well lead to the dissolution of the European Union. The result would be awful. Gradually unifying everyone in the EU must be profitable in many respects and will in the long term, say, lead to an expansion of financial businesses. However, the strong feelings of resentment to outsiders will nullify those positive results.

I then went on to talk about the EU’s common agricultural policy, called CAP, and the problems it poses on international trade. The EU and especially France have strong agriculture and gain a huge privilege from CAP, so it is difficult to imagine what the harm is here. Actually, CAP has brought the EU more benefit than harm. However, in terms of its worldwide effects, CAP does not have only desirable effects.

In the 1980’s, CAP helped farmers through subsidies and provided direct monetary aid to exports. The actual price of a product may be, say, 100 euro, but after subsidies the EU can sell it for 80 euro. In the early days of CAP, this was thought to help nations which were not able to produce sufficient crops. However, CAP came to sometimes harm other nations like the US. The US believes in free trade, while on the other hand CAP makes for rather protective trade. When many cheap crops from the EU flow into the US, supported by aid, American producers feel threatened. Here, I cannot say
which stance is more legitimate or better—some kind of protective trade or free trade. However, it is a fact that CAP forced American farmers to lower their prices against EU crops, which has in turn harmed countries in the third world as well as developing countries. This price war between the EU and the US has led to a decline in the world prices of crops and when such cheap crops get into developing countries, their own agricultural goods do not sell well anymore and local farmers are in for a hard time, meager profits and even bankruptcy. This is obviously a problem.

Actually, in the late 20th century, the GATT Uruguay Round and the WTO banned such subsidies. However, the EU changed their subsidy system to direct income support to farmers, so that subsidies in effect still remain to some extent. Here, please remember that CAP uses a huge portion of the budget (41%) and so its influence on world agricultural markets cannot be ignored and continues to exert an influence on the US and developing countries.

The above is most of what I said in my presentation about these two main EU policies and their seemingly overlooked negative effects. I concluded that, first, supporting inclusive growth leads to antipathy which sometimes interferes in the plans of the EU, like the recent Brexit. Second, CAP has led to interference in the growth of developing countries’ agriculture. Here, I agree that such main policies bring some benefits to the EU to an extent, but at the same time we must not forget a host of undesirable outcomes for the world economy.

4) Why the EU is Struggling with Migrants and Refugees

Taishi Yoshida

The following is the script of my presentation as I delivered it in France:

I’m going to talk about why the EU is struggling with migrants and refugees. In my presentation, “migrant” will refer to all people on the move who have yet to complete
the legal process of claiming asylum. This group includes people who escaped from dangerous countries like Syria and are likely to be granted refugee status and, of course, are seeking jobs and better lives.

Firstly, I will describe the circumstance of migrants and refugees in the EU. Secondly, I will introduce routes they pass through to get to Europe. Thirdly, I will talk about their final destination. Lastly, I will indicate some difficulties in sharing migrants fairly among EU member states.

These days, Europe is experiencing one of the most significant influxes of migrants and refugees in its history. People from the Middle East and Africa have fled because they are pushed by civil war and terror and pulled by the promise of a better life. Eurostat said that more than a million migrants and refugees crossed into Europe in 2015, compared with just 280,000 the year before. It also insisted that the scale of the crisis continues. In fact, more than 135,000 people arrived in the first two months of 2016. Among the forces driving people to make the dangerous journey are the conflicts in Syria, Iraq and Afghanistan. More than 80% of those who reached Europe by boat in 2015 came from those three countries. Poverty, human rights abuses and deteriorating security are also prompting people to set out from countries such as Eritrea, Pakistan, Morocco, Iran and Somalia in the hope of a new life in places like Germany, Sweden, France or the UK. In contrast, since European countries struggle with receiving them, some countries have tightened border controls. This has left tens of thousands of migrants stranded in Greece and has led to growing fears of a humanitarian crisis. As leaders try to grasp for solutions, they have increasingly looked to Turkey, which they hope can slow foreign people arriving on Europe’s coasts illegally.

The most direct routes are fraught with danger. According to Eurostat, more than 3,770 people drowned or went missing crossing the Mediterranean to Greece or Italy in flimsy dinghies or unsafe fishing boats in 2015. Most of those tend to take the relatively short voyage from Turkey to the islands of Greece. Unfortunately, there is very little infrastructure on these small Greek islands to cope with the thousands of people pouring in from foreign countries. Other migrants continue to travel by boat from Libya to Italy, a longer and more hazardous journey. In 2015, some of the worst tragedies happened as follows. Two boats carrying about 500 migrants sank after leaving Zuwara in Libya on August 27. A shipwreck off Italy’s Lampedusa island killed about 800 people on April 19. Survivors often faced violence and abuse by illegal traffickers.
Many people who want to get to Germany and other northern EU countries often go via the perilous Western Balkans route. Due to soaring fears regarding the huge influx of people, Hungary was the first to try to block their route with a razor-wire fence. The 175km barrier was widely condemned when it went up along the Serbia border. Other countries such as Slovenia and Bulgaria have erected similar obstacles. Austria has placed a cap on the number of people permitted within its borders. And several Balkan countries, including Macedonia, have also decided only to allow Syrian and Iraqi migrants across their frontiers. As a result, thousands of migrants have been stranded in makeshift camps in Greece. The European Commission decided to support nearly €500 in humanitarian aid for them. The Dublin regulation, which is a EU provision, states that refugees should be granted asylum in the member country they first arrive in. But some EU countries, such as Greece, Italy, and Croatia, have been enabling people to pass on through to countries further north, and those countries then cannot send the migrants back. The German government said that it received more than 1.1 million asylum petitions in 2015, which is by far the highest number among all EU states.

In September 2015, the EU interior ministers approved a controversial plan to relocate 120,000 migrants across the continent over the next two years, with binding assignments. Romania, the Czech Republic, Slovakia and Hungary opposed the scheme. In spite of some efforts to moderate the burden on Italy and Greece, only small groups of migrants have been relocated so far. Several states in Central and Eastern Europe have refused to accept them. For years the EU has been struggling to harmonize its asylum policy across borders. That is difficult with 28 member states, each with their own police force and judiciary. Protecting the rights of poor migrants is difficult as the economic climate continues to go downhill, with many Europeans being unemployed and wary of foreign workers, and EU countries divided over how to share the refugee burden. Although they have set some rules concerning asylum seeking, it might be difficult for migrants to find asylum in suitable places.

In conclusion, if the current inflow of great numbers of illegal migrants and asylum seekers into Europe continues, European countries will struggle to deal with the situation and there is even a possibility that the Schengen Agreement might be abolished. However, it is difficult and unrealistic to just try to be humanitarian and receive countless refugees and illegal immigrants. The EU should introduce new restrictive and transparent rules on accepting such groups of people, in order to share the migration burden equally among all member states.
Questions asked during the discussion:

· *How do you perceive the reaction of the EU to migration and refugee problems?* (from a French student)

Now, a lot of immigrants want to go to Europe, so European people should help them. Japan also should receive immigrants and refugees, so the Japanese government should understand the current condition. (*A Japanese student's answer*)

The Japanese government doesn’t accept refugees, and it should cooperate with the EU right now. We make a lot of excuses, like we cannot speak English or we cannot understand other cultures because Japan is an island country. We don’t make an effort to accept them. (*Another answer from a Japanese student*)

· *What do you think about immigrants or refugees who have different culture or customs?* (from a Japanese student)

We have a reputation for accepting various values, and the EU is promoting values of opening to the world. So we should act according to what we say. (*An answer from a French student*)

Refugees cannot speak English, cannot find jobs. So we have to spend money on these things. Japan will soon have this problem definitely because cooperation with foreign people is decreasing in Japan. It is also a Japanese problem. (*A French student’s answer*)
Section 2: Comparison between the EU and Japan
[Appendix 2]

1) The French and Japanese Educational Systems and Social Capital

*Naho Iwasaki*

Thank you for coming to our presentation. My name is Naho, and here are my members, Miki, Harumi, Yuto, Shun, Masaki. We will make presentations on various topics such as education systems and energy resources. It really depends on our major. However, we have one thing in common, that is we are going to compare and contrast our chosen topics of Japan and like your countries, France or countries in the European Union. By comparing two countries, we are trying to highlight problems associated with our topics and draw out solutions to them. Hope you enjoy our presentation and we will appreciate it if you give us some comments later on. So the first presenter is me.

Thank you for coming to this meeting. Again, my name is Naho Iwasaki. I am from the Social Sciences Faculty at our university and my main interest is education and collective behavior as part of Japanese culture. Today, I would like to make a presentation about the education system in Japan and France. I will compare and contrast these two to highlight certain associated problems. My focus is not so much on the content of education but more on the macro-system: how the education system triggers poverty and enlarges the gap between rich and poor, and how it turns out to be the means to justify them.

I chose this topic because I was not sure that I got into one of the top universities in Japan only through my own efforts. I had a chance to study abroad for 4 years when I...
was in high school, and I have parents who encouraged me to study more. Of course, I studied really hard but that isn’t the only thing that helped me get accepted to Hitotsubashi. The people around me also seem to have a lot of resources which might have helped them succeed in their academic careers, such as simply the money to go to cram school or parents who read books on a daily basis and can tell them how interesting they are.

Those people and I share similarities in the way that we grew up and the social capital that have been available to us through our lives. I have a feeling that this "social capital" has an overwhelming power to determine one's academic careers.

Here is the outline of my presentation. First, I will go over the Japanese education system and how it depends on the economic capital of each household, so that the school actually causes immobility of social status – if the parents are rich, their children are likely to get a higher academic education. Then I will move on to the French education system which, as you probably know, provides education at quite a lower cost even for higher education like universities and the Grandes écoles. However, even though economic resources do not seem to make a huge difference in opportunities for obtaining an education, France doesn’t seem to have achieved a high mobility of social status in its schooling system. I will explain more about it later.

So, I will begin with a brief explanation of the Japanese education system. First, we have 2 or 3 years of kindergarten before going to school and then 6 years of elementary school, 3 years of middle school, and another 3 years for high school. Then we move on to higher education such as vocational schools or universities. Going to elementary school and middle school is compulsory in Japan - usually between the ages of 6 and 15. During this period, the education is provided for free in public schools, but for high schools and further, it is the parents who usually have to pay.

Since 1990, almost 100% of children in Japan have attended high school, so in order to make your academic career competitive with that of others, you have to go on to university which costs much more money. If you go to a private university, you have to pay about 10 thousand euro annually. Even for public schools, at least 6000 euro are required per year.

Moreover, if we look at the fact that there is a number of private middle schools which provide more qualified education and people who go there are likely to get into top
universities, this means that public middle schools are for people who cannot afford their private school tuition fees or just cannot get accepted to them.

I made a survey here and asked about 200 students at my university whether they are from public schools or private schools. About 70% of students said they were from private schools.

In this way, the Japanese education system justifies the fact that economic capital really determines one's academic career. If this process is continued, children of rich parents will spend more and more on education and so reproduce their social status. And then, the gap between rich and poor will increase, and people who cannot afford money for education will sink into poverty.

How about France then? As I said, throughout higher education, the government provides education at quite a low cost. On the surface, this means that here the role of economic capital is smaller, which is what Japan should aim for too. However, the actual result is the same—the French education system hasn't achieved a high social status mobility either.

Here is some data from researcher Jean-François Sabouret. About 30% of children whose parents are unemployed finish their academic career without having any Baccalaureate from a high school, while only 2% of children whose parents are executives or have a high social status do.

Why is this? The reason seems to be that if their parents did not succeed in their academic careers, they are unlikely to pass on to their children the importance of studying. And no matter what grade they are in, they have to repeat the grade if they can't fulfill the requirements for going on. Therefore, from an early age, children are stamped with a "good student" or a "bad student" reputation. Students who fall behind once are likely to go to a vocational school and end up not going to university.

To sum up, Japan and France largely seem to reproduce families' social status through the schooling system. In both countries, economic and cultural capital such as parents as role models, or the availability of a suitable environment encouraging children to study are the key factors for success in people's academic careers.

Then, economic capital aside, how can we give an equal opportunity to each child?
Since cultural capital is the key factor for one’s education, we need to try and distribute it fairly but I still don’t have an answer yet as to how this could best be done. Schools or the government cannot paternalistically interfere in how parents educate their children at home. And, it is undividable to what extent cultural capital and children’s own efforts contribute to academic success. Also, it is worth questioning whether equality in terms of cultural capital can really be achieved. School grades are just one standard measurement of children’s performance and there might be a lot of different possibilities for a fruitful working life for children who do not perform well at school. Maybe it is wrong that society places too much importance on people’s formal education. I will appreciate it if you give me some comments later on. Thank you!

2) English Education in Japan and France

Yuto Koike

The following is the original script for my presentation segment in France:

I would like to give a short presentation on English education in Japan and France. Recently, a great deal of attention has been paid to why Japanese and French people are not good at English. Currently, the average TOEFL score in Japan is 70 which is third from the bottom among 30 Asian countries and we also have the lowest average score for the speaking section. On the other hand, the average French TOEFL score, which is around 88, is much higher than that of Japan, while it gets up to approximately 100 points in the case of Germany, the Netherlands, and French-speaking Belgian areas. So, why do France and other countries show a difference in their average English skills even though they are blessed with a geographical and linguistic proximity to the language? I would like to talk about why our respective countries remain underdeveloped in terms
of English communication skills and will try to identify the reasons.

First, why do we need English education? While the situation in the world is changing every moment, we should have the ability to communicate actively and efficiently while cooperating with various people abroad. Six thousand and eight hundred languages exist in the world at present, with Chinese speakers accounting for about 12% and China undoubtedly having the largest number of mother tongue speakers of any language. English is right behind with about 7%. When you also include non-native speakers, English is of course the overwhelming favourite. The number is nearly 2 billion. In other words, it’s possible to communicate with almost 1/3 of the whole world in English.

The first thing to look for is the reasons behind the Japanese "English problem". The chief ones are of course the large differences in the linguistic structure of Japanese and English, the impractical English education in Japan and the belated introduction of English education in Japan.

First, it's said that English is difficult for Japanese people to acquire, and the linguistic structure of our mother tongue, especially its word order, is very different. It isn't necessary to worry too much about word order when learning Japanese, but when Japanese people learn English, that is one of the biggest challenges they face. After all, Japanese is different in word order to almost all European languages, and so it takes us much longer to learn.

Next, I'd like to look at English education in Japan which isn't very practical. Japanese students study reading and grammar much harder than speaking, writing and listening, in order to get high scores in entrance examinations. I think we simply pay too much attention to correctness. Therefore, when actually talking with foreigners, many Japanese people cannot converse well in English because they lack sufficient listening and speaking skills. I can also make a sceptical point about the quality of our teachers. Only 24.2% of the English teachers in junior high schools and 48.9% of English teachers in high schools are able to reach 80 points in the TOFEL IBT, while the number of English teachers who haven’t lived in a foreign country exceeds 70 percent!

Lastly, let’s look at the introduction of English learning in elementary education. It is well-known that the earlier you start learning a language the more effective it is. On the other hand, the Japanese Ministry of Education, Culture, Sports, Science and
Technology assumes that starting learning English early hinders the development of a child's mother tongue. But we must speak English to survive in this global economy and society, and so English education has recently become compulsory in elementary schools. However, the quality of the teachers should be focused on more, because children fall into lots of bad linguistic habits due to their insufficiently qualified teachers.

OK, so let’s now move on to problems related to English education in France. French people’s English is also not particularly good as I mentioned before. The main factor here seems to be excessive language loyalty. You can see that French people don’t seem to want to speak foreign languages. There is even a law called ‘Toe Bonn Law’, according to which TV programs in France have to account for a certain percentage of TV programming. It seems to be more difficult for French people to accept cultures and languages from other countries as the French culture and language have traditionally been very prestigious internationally.

In France, school expenses for higher education, which isn’t compulsory, are also exempted, and based on the current situation where educational expenses occupy a large portion of French government expenditure, it will be difficult for the government to invest in all CP, CE, CM, Collèges and Lycee in order to seek further improvement in English education. Compared to Japan, in the French education system, the percentage of self-paying one’s educational expenses is overwhelmingly low. Among the countries of the Organization for Economic Cooperation and Development, Japan has the lowest rank in terms of how much money its government spends on educational institutions.

French people find it easier to master English than Japanese people, due to their mother tongue’s linguistic structure. To increase the number of people who can speak English fluently, we Japanese should learn more conversational English at school. What is more, the government should spend more money not only on students but also on teachers. As far as France, I myself have not learned English at a French educational institution, of course, it’s just natural to respect a language in your own country as a national policy, and you should have confidence. But future fast development cannot be considered without increased exchange with English speaking countries. Therefore, I propose that people in France should have an educational system that respects the use of English as an international language a little more.
My topic is about women’s work-life balance. By "work-life balance", I mean the maintenance of balance between work and private life. But if you talk about women’s work-life balance in particular, that mostly means the balance between work and childcare. If women are to get a better chance of attaining their own ideal lifestyle, it is essential to have suitable national childcare systems as well as understanding and cooperation at home and in the workplace. Today, I’d like to compare and comment on each country’s childcare system and its people’s attitudes towards rearing children, while also considering their problems in this regard.

I chose this theme because I found an article about the birth rate in France, according to which, it is 1.98, while in Japan it is only 1.42. I was surprised at the high fertility rate in France although France is also a developed country like Japan. I wondered how comfortable French society was when it comes to bringing up children. I thought that Japan might learn something from France, even though France itself might have some problems of its own, and so decided to pursue this topic.

Today, I have three things to talk about. First, I will compare the French and the Japanese childcare systems. Next, I will talk about the different attitudes towards women’s work between France and Japan. Finally, I will spend some time on what might be necessary to improve women’s work-life balance.

So, let’s start with a comparison of the two countries’ childcare systems. There are
many aspects to modern childbirth and childcare systems and unfortunately it would be impossible to include everything here. I will now therefore focus on two particular aspects: child-care leave and father’s leave.

Starting with child-care leave, both countries have their own different customs and practices. One difference has to do with the flexibility of part-time work. In France, people have a weekly quota of working more than 16 hours a week but less than 6 hours a day part-time, and they can therefore work more flexibly, not having to work five days a week. On the other hand, in Japan, working part-time simply means working shorter hours per day and so people often have the usual five working days. It shows that French women can work more freely, depending on their lifestyle. The other difference concerns allowances during child-care leave. The amounts paid in France are smaller, while allowance terms are also shorter. This means that this system incentivizes French women to go back to work as soon as possible.

Next, let’s talk about father’s leave. When we think about women’s work-life balance, fathers’ participation in child rearing is of course a very important issue. Although dads do not appear to be involved enough in either country, France seems to be ahead. As you know, there is paid child-care leave available to fathers in France, which is known as “father’s leave”, or "paternity leave". By taking advantage of it, fathers can get 3 days off work when their children are born, and a further 11 days off within the next 4 months, during which they can also get paid the same amount as their salary. This system is actually very popular in France. Even in 2004, two-thirds of new French fathers took 10.8 days off on average.

In Japan, however, father’s leave does not exist. Of course some companies have introduced it, but under the current national system, dads cannot take paternity leave. Japanese men have to take a general child-care leave (as I’ve explained before), which is not exclusive to fathers. Looking at all this, we can see that France is well ahead of Japan in terms of legal provisions and childcare aid.

Let’s move on to the second point: attitudes towards working women. It is natural that each country has different values and priorities. I have learned about what the French hold important only from books. So if I got something wrong, please point it out after my presentation.

In Japan, there is the so-called “three-year old myth”, according to which children
should be brought up by their mothers until they get to the age of three, in order to strengthen the bond between mother and child. It is now understood that the myth actually has no scientific basis, but 80% of Japanese women still think that a mother should not work, but rather be at home, at least while her children are young. Therefore, even if some women want to continue working, many of them seem to have to give up because they cannot put up with the cold gazes of people around them, as if saying: “Oh, your children must be feeling lonely.” In addition to this, the stereotype that “men should work, women should be at home” is still alive and well. Although this belief is changing little by little, working women are not entirely accepted in society even today.

Next, I’d like to mention some of the typical French attitudes to childcare. A big difference is that leaving children in nursery schools or day-care centers is thought to be good for their development and growth. According to “The Child-Care Situation in France” written by Japanese author Yoko Maki, French mothers take active advantage of nursery schools so that their children can develop better social skills. Another interesting difference is that full-time housewives don’t have a good reputation. According to another book I read, called “Why is the number of children increasing in France?”, written by Saori Nakajima, this notion is related to the high importance attached to academic credentials in France. Many French people believe that one should work in a field related to their academic background, and so being a full-time housewife tends to be interpreted as simply having little ability.

Let me move on to my last point. What is necessary to improve women’s work-life balance? First of all, I would like to suggest some general modifications on the current systems. Women in France already have various options and so they can better choose their own ideal lifestyles. However, to mention a weak point, child-care leave allowances are relatively small. Low-income people, in particular, have no choice but to work even if they want to concentrate on child rearing. On the other hand, the Japanese system has much room for improvement because it is difficult for women to work while looking after their children. Japan should emulate France and introduce a more flexible working or child-care leave system for fathers.

But most importantly, I want to say to people of both countries that unless our gender consciousness and gender stereotypes change, an ideal work-life balance for women will not be achieved. From now on, husbands and companies should change their old-fashioned mindset and cooperate with women. In France, please think once again
about the notion of full-time housewives. In Japan, let’s change the image of working women. Moreover, men’s participation in housework and childcare is a big issue in both France and Japan. I agree that coming up with different systems and legal frameworks changes people’s actions. But that is not enough. We should rethink women’s childcare and working environment so that they can seek their own lifestyles and live fuller lives.

4) Refugees in France and Japan
Miki Umezawa

In my presentation, I talked about refugees in France and Japan. Until recently, I had thought that refugees were a problem far removed from us in Japan. In other words, they were just "someone else’s problem", or mainly a "European problem". However, I realized there has been an influx of refugees in Asia as well. I met a man born to parents who had escaped danger in Myanmar. They had faced many difficulties in Japan, such as when trying to gain access to medical treatment or language education. That is why I developed a strong interest in refugee problems and decided to compare the situation in France and Japan, in order to get some hints about how to tackle the issue by finding important similarities and differences.

Firstly, I focused on the refugee problem in France. The third-highest number of asylum applicants in the EU in the first quarter of 2016 was registered in France, following Germany and Italy. The percentage of refugees granted refugee status was significantly
different. While the majority decision in Germany was to give people refugee status, about 70% of the decisions in France were rejected. Then, I mentioned how asylum seekers live in France. Reception centres (CADA) are the main form of accommodation provided to refugees and asylum seekers. There are 258 of them spread across the French territory. Centres are usually clean and have sufficient sanitary facilities. Asylum seekers in these centres are usually able to cook for themselves in shared kitchens. Asylum seekers under the regular procedure have access to healthcare, thanks to the universal healthcare insurance (CMU) system. The staff working in reception centres also have an obligation to organize medical check-ups upon arrival. However, NGO Doctors of the World has reported that among the 2,226 asylum seekers they had received in their health centres in 2012, only 11% were benefiting from health insurance coverage. The main obstacles were administrative difficulties, a lack of awareness on the part of refugees of their rights and the language barrier.

There were asylum seekers left without accommodation. The vast majority of migrants to France head either for Paris or Calais where they hope to make their way to the UK. There are many refugee camps in Paris and Calais, which the French government tried removing 2 months ago. Heavily armed police descended on the Paris migrant camp to break it up. More than a thousand refugees were kicked out of the camp and many of them were shipped off to accommodation centres across the country.

In the next part of my presentation, I turned my eyes on Japan. It rejected more than 99 percent of asylum applicants last year, accepting only 27 refugees, or an admission rate of less than 0.4%. Prime minister Shinzo Abe said Japan must improve the living standards of its own people before receiving refugees. People who do get refugee status can enrol in the National Health Insurance system and get welfare services. Moreover, they can receive free Japanese language education, help with how to apply for welfare in Japan, as well as employment assistance. The process of admission into Japan as a refugee takes a long time—at least several months, during which time asylum seekers often cannot work legally. Some of them cannot help but depend on the financial support of the Japanese government for living and housing. However, the amount they get is not enough, due to the insufficient budget for asylum seekers. The rate of asylum seekers receiving financial support from the government is lower than 10%. Over 90% of asylum seekers live without any support. They do not have National Health Insurance, so they sometimes give up trying to get treatment altogether. Also, the Japanese language programs available are only for admitted refugees and so the opportunities for asylum seekers to learn Japanese are very limited. This makes it more
difficult to get decent work and make a living.

In conclusion, France and Japan have a significantly different numbers of refugees, with big differences in their backgrounds. France is able to revise its support system based on each situation, unlike Japan which has a much more rigid framework. However, despite the support systems put in place, asylum seekers are still not able to benefit from these programs. Both countries face language problems with their refugees, which is one of the main challenges. I think we have to check in further detail to what extent these support systems actually function in each country, and at the same make more effort to adjust the programs in accordance with the needs of the refugees.

After all the presentations, the discussion we had was heated, especially concerning refugees. One of students at Lyon Institute of Political Studies said she felt fear when she saw many homeless people in Paris who seemed to be refugees. The professor said “integration” is not always good for refugees. I came to think that we have to be much more sensitive to the feelings of both locals and newcomers.

5) Anti-Global Warming Measures in the EU and Japan

Shuntaro Nagai

The following is my presentation, which I delivered during our discussion meeting in France:

I have been looking into various anti global warming measures that the EU and Japan have been taking. Firstly, I’ll introduce the history of such measures worldwide. Secondly, I’d like to focus on each activity in these two communities and try to see whether they have been successful or not. Lastly, I will share with you my vision about
the future of global warming policy and various related problems in the modern world.

In the 1980’s, when climate change started to be regarded as an environmental problem, the United Nations called out to every country for cooperation. In 1997, the UN held COP3 (Conference of the Parties 3) in Kyoto and adopted the famous Kyoto Protocol. It says we must focus on CO2 in particular and developed countries should take the lead in preventing harmful emissions. That is, developing countries don’t have an equal responsibility because they must allow for emissions of greenhouse gases, or GHG, for economic growth. Finally, it came into effect in 2005.

As for two areas we are concerned with here, let me look at some unique measures, focusing on governmental policy. The EU has its so-called European Union Emission Trading Scheme (EU-ETS). This is what we call the Cap & Trade System. Governments give some fixed emission quota to its domestic industries, and each industry tries to stay below a certain GHG maximum. When they emit more than the limit, they have to purchase a new quota as a kind of penalty.

In Phase 1 (2005-2007) and Phase 2 (2008-2012), the EU allocated emission quotas to the industrial sector and electric sector quite freely. However, the real amount of emissions was far less than the expected cap, so the quotas had a surplus. Especially during Phase 2, the Bankruptcy of Lehman Brothers made industrial activities weaker, so carbon prices went down and incentives for companies decreased. Therefore, we can say that this method was not so effective over both periods. Since 2013, we have been going through Phase 3. In order to make it efficient, the EU has identified several targets, like “allocating the quota for a fee through an auction”. The EU has got closer to its reduction goals.

On the other hand, Japan is considering reducing its greenhouse gasses by 25% by 2020, compared to the amount in 1990, but progress has been slow. Of course, my country is trying to shift away from thermal power, which had the biggest share in electricity production in Japan, to nuclear power, or other kinds of renewable energy which emit less GHG. In 2005, it was suggested that an autonomous system with subsidies similar to EU-ETS should be introduced. However, it failed due to strong disagreement from the industry sector, with business leaders saying that such a system would prevent innovative technical development. So, recently, they have promoted a so-called "offset mechanism". Japan exports eco-friendly infrastructure abroad, and the GHG amount which can be reduced owing to that infrastructure certainly is counted as one of Japan’s
achievements.

From these examples, we can see that the EU can combine economic growth with a reduction in emissions. Japan may be afraid of economic stagnation due to the required reductions, and such an attitude prevents it from taking bold steps, so our country should understand as early as possible that these two elements do not represent a trade-off. Japan should emulate this style and give further incentives to companies.

On the other hand, it has been easier for Japan to make international contributions because it’s not a union. The EU cannot afford to care about other countries. Moreover, using infrastructure has also been more successful because Japan has been able to both reduce the amount of GHG and improve the country’s economic efficiency.

Japan experienced a tremendous earthquake on 3.11 in 2011. After that, the Japanese government stopped nuclear power plants from operation and we had to rely on thermal power again. Japan should try almost every possible measure like the CAP system or targeted taxation to keep a balance between the economy and reductions.

In Europe, the British vote to leave the EU has had a big impact on other member countries. Because of the coming departure, the burden of reductions on each of them will be bigger. So, they have to cooperate much more than ever. But naturally, these two communities are not enough. Last year, France held COP21 in Paris and decided to sign the Paris Agreement in 2017, gathering over 190 countries. There, the presidency of France and the other EU countries decided that all participants should try to limit the rise in temperatures to 2°C and that the EU should give developing countries subsidies for their technological development so as to reduce the gap between countries. However, Donald Trump, the Republican Party presidential nominee, is thinking about withdrawing from the agreement after becoming president, saying that such methods are out of date.

At this conference, the EU and Japan led the initiative for reducing emissions. But the situation will be confused again. If participants, especially developed countries, cannot persuade America to remain, the trust from developing countries will be lost. So I hope that they will continue to play a leading role in addressing this problem for a long time to come. And moreover, like with the past several COPs, we had better gather, check and discuss things regularly in order to achieve sustainable and environmentally-friendly prosperity for next generation.
In my presentation, I talked about the problem of radioactive waste disposal in France and Japan. This problem includes a wide range of topics, like the restarting of nuclear reactors or the reprocessing of nuclear fuel, and can be seen from various points of view, but I only focused on the final disposal of spent nuclear fuel. In the short time I had, I only managed to provide a rough sketch of the problem from my own point of view and I can no longer deny that my presentation suffered from a lack of substance somewhat. Also, judging from the few questions I got, it seems that my subject was a little too technical, although I felt I had chosen a topic appropriate for both the French and Japanese students present, the former with their high-level technical education in politics and the latter with our fundamental education in each of our majors. In fact, I was only able to have a superficial discussion at the after-party about whether we should continue to use nuclear power or not. However, I believe that my presentation was a good opportunity to remind the French students that radioactive waste disposal should be treated as a political and social issue that bears a direct influence on our lives, and not just as a scientific problem which is somebody else's field of specialisation. I hope that they have been paying more attention to the problem since.

(The text below is the script of my presentation.)

Hello, I'm Masaki Miyata, a sophomore in the Department of Economics at Hitotsubashi University. In the next few minutes, I would like to talk about disposal of radioactive waste as part of the energy policies of France and Japan, comparing them as we go along.
After the Tohoku Earthquake and the Fukushima nuclear crisis in 2011, a desire to do away with nuclear power has grown among the people of the world. In Japan, the problem of radioactive waste disposal has also attracted considerable attention lately and has become one of the big grounds for deciding against the use of nuclear power. Whether we stop using nuclear power in the future or not, however, this is a problem that all countries have to face, after all, and nobody seems to have a clear vision as to the solution. Therefore, I would like us to consider this very important problem of disposal of radioactive waste through a brief comparison of the respective policies in France and Japan, both of which depend on nuclear power to a considerable extent and seemingly making further progress in this field. In this presentation, I’m first going to briefly talk about what radioactive waste is, then compare the history and the present situation of disposal of highly radioactive materials in each country, and then finally share with you an idea that I think is of utmost importance for the future.

So, let’s start by taking a look at radioactive waste. What is called radioactive waste generally includes materials of varying degrees of radioactivity, not only from power plants but also from hospitals or research institutes, and there is also a lot of various-level radioactive waste still remaining around Fukushima I Nuclear Power Plant in Japan. But normally in the world, it is mainly spent nuclear fuel that causes terrible problems over many years, so I will focus only on spent nuclear fuel, usually called “highly radioactive waste.”

There are two different basic ways to dispose of spent nuclear fuel in the world. One is what is called "direct disposal," in the case of which you have to keep it cold for tens of years, and the other is the reprocessing of nuclear fuel before implementing the former method. In the end, however, you have to bury the spent fuel thousands of meters underground, whichever way you choose, because it is said that geological disposal will be the safest and most practical disposal method for a very long time.

Right, let’s move on to the actual situation in France and Japan. As for French disposal, perhaps the most significant event in recent history is the “Bataille” law, which shows an obvious change in French governmental policy. The Bataille law was made in 1991 and was based on Bataille’s investigation into the causes of failure of the previous plan. Although the French government had already come up with a program for disposal in 1987, they hadn’t given sufficient explanation or compensation to the inhabitants around the proposed final disposal site, and the plan fell through after a strong protest campaign against it. Therefore, the Bataille law makes much of close communication
with local residents and also guarantees disclosure of information and transparency of projects. Moreover, the law also forced the government to conduct research for 15 years into ways of managing the plan and dispose of the waste as safely as possible. As a result, 15 years later, in 2006, the government reached the conclusion that geological disposal with reversibility is the best way for disposing of the waste. Under the new concept of “reversibility”, the government has to maintain the possibility to take the plan back to its original situation in the future, both politically and technologically, which would enable future generations to change the policy and withdraw the buried waste depending on the situation. That means the present government is making a flexible system that wouldn’t restrict the choice of future generations, who must have the natural right to decide about what affects their own lives. Because it will take a very long time to complete the disposal, action without reversibility forces the present policies on future generations and leads to unfairness between generations. Thinking about the rights all people concerned, it is very important in today’s democratic society to consider not only the present but also the future generation. Thanks to this democratic idea, the selection of the final disposal site and the promotion of the disposal plan are accepted by the local residents at this time. However, quite a few people still don’t think the process of disposal is safe, so promoting broad understanding will be one of the key factors.

On the other hand, disposal of radioactive waste in Japan is perhaps more than ten years behind France, and a final disposal site hasn’t been chosen yet. The Japanese government had made a concrete plan for disposal in 2000 and accepted applications for the final disposal site, but due to people’s distrust of the non-transparent process of pilot surveys, no local government has officially accepted a pilot survey yet. Furthermore, the government itself proposed to accept pilot surveys on behalf of local governments and actually raised the subsidy amount for it in 2007, but this approach brought about further criticism all over Japan. The government has been accused that the selection process is only based on scientific research without considering local residents. Therefore, I must say that Japan doesn’t have a clear vision about future disposal, but still there is hope. The Japanese government announced a new plan for disposal of nuclear waste in 2015, which encourages public officials and agencies to share information about the management of nuclear materials and thus achieve technical innovation based on reversibility. Whether this plan would be feasible or not, remains to be seen.

As described above, it is necessary to share information with the whole country and
make the most out of a democratic process of managing nuclear waste without putting an undue burden on future generations. Also, the concept of “reversibility” has a very significant meaning, especially for long-term disposal, where you cannot live to see the final result. When it comes to scientific issues like radioactive waste, people tend to ignore the democratic process and seek an efficient and rapid solution, but this issue is essentially the same as social issues like immigration and overpopulation. We should not cover up such a problem as we can’t expect the ultimate solution with scientific words, but have to accept the existing circumstances and do our best for the future. As we have seen from the recent referendum in Britain, there is a tendency for the opinion of the young generation to have little effect on national policy, but we must think about the future generations who will inherit the consequences of today’s actions that impact the whole planet. [We want to keep the young ready and active, not radioactive!]

Thank you for your attention.

Discussion Report of the Section 2
Yuki Yagi

Here, I would like to summarize one part of our discussion at Lyon Institute of Political Studies. Each of us made a presentation and all presenters got some advice and questions from the French students. Because of our limited space here, I cannot share with you all of the questions and answers, but I would like to mention the topics that
gathered the most interest: "English Education in Japan and France", "Differences between the Education Systems of France and Japan" and "Women’s Work-Life Balance". These were topics familiar to both us and the French students and everyone had their own opinions. The discussion was really hot and there were some questions which led to some great dialogue, even though there was a question about the Japanese refugee policy, asked by Lyon Institute of Political Studies professor, that proved to be too controversial and we couldn’t reach a conclusion. Below are two actual Q&A examples.

*Are there schools where students learn home economics in Japan? In Japanese, “kaseika” seems to be a class teaching things like housekeeping, sewing, cooking and cleaning.* (A question from a French student)

I don’t know much about home economics classes or schools which actually have them but, as far as I know, there is no school where you learn housekeeping in Japan. Instead, we have two-year professional schools teaching tailoring, engineering and other practical skills. If students don’t go to university, they mainly go to these professional schools. (An answer by a Japanese student)

*I think English education in Japan is not good because you start to learn English later, after entering junior high school. What do you think about this?* (A question from a French student)

I think this is because we also have to learn Japanese as a subject. Japanese is a really difficult language, even just because of our Chinese characters—we have countless kanji. Moreover, learning vague and polite expressions takes a really long time, so when students begin to study English, it’s kind of late. (An answer by a Japanese student)
3. Visits in Lyon

3.1. Lyon Institute of Political Studies

Kaori Nagaoka

Lyon Institute of Political Studies, founded in 1948 and also known as Sciences Po Lyon, is a public educational institution, and has a partnership with the University of Lumières-Lyon II. The Institute is a grantee call on social science and political science (which is a public-private educational institution and has an original system in special fields with a focus on engineering, management, education, politics, veterinary medicine and others). The number of students is about 1,650, and the number of faculty and staff is about 350 (about 310 teachers and 40 staff members). The Institute collaborated with domestic and foreign laboratories in fields such as political science, media, comparative culture and so on, and has built many partnerships for more than half a century. Regarding international exchange, the Institute partners with 160 institutions in about 60 countries to increase the number of students who study abroad. In the five-year master's program, students learn fundamental and advanced expertise in order to become leaders in public institutions and private companies. The Institute currently offers a five-year-long program, a three-year-long undergraduate program and a two-year graduate program in line with the Bologna Process and delivers its main diploma equivalent to a master's degree. In the first two years, students aim to acquire a basic background in social sciences, such as economics, public law, contemporary history, philosophy, sociology and public policy. Additionally, students need to study at least two foreign languages, such as English, German, Spanish, Chinese, Japanese, Arabic, Italian, or Russian.
On the second day of our stay, the 16th of September, we visited Lyon Institute of Political Studies. This was when we actually had to demonstrate what we had learned during the whole summer semester. I was surprised that the weather was chilly and dry comparing to Japan. Lyon is the second largest city in France, with many beautiful sites of cultural heritage, 8 universities and 40 Grandes Ecoles catering to 200,000 students. Among these educational institutions, the Institute in particular provides top quality political education and trains potential leaders in the social sciences.

In the morning, we had a final practice in our hotel, located in the center of Lyon. I read through the script I had prepared and made sure that I would be able to put in a good appearance at the event. In a sense, I felt nostalgia for the days I had spent abroad. For every single presentation or seminar at high school I should have carefully prepared what to say, which means making sure that the order of sentences was all correct and checking the pronunciation of every word in my script because of my less than perfect English. Almost everyone was doing the same thing.

In the afternoon, we headed for the Institute by metro. Every single view was very fresh to me. Unlike Paris, there weren’t many tourists, but instead French people going about their own daily routine. When we arrived, Ms. Jaluzot who had organized this academic discussion with our own professor Ms. Matsumoto was there to welcome us. This was my first time visiting a university abroad. There were 8 students participating in the event on the French side. Before the presentation, we had time to talk a little about our school lives. Half of them had had experience studying at Japanese
universities like Meiji or Obirin, and were able to speak a bit of Japanese. Most of them specialized in Asian economic and political studies.

They carefully listened to our presentation and asked us many enlightening questions which made us rethink some of the things we had been talking about and exposed us to viewpoints we had never considered. As for my presentation, which compared the Japanese and French educational systems, a student asked me why Japan had been keeping a higher rate of enrollment in high school, even though the Japanese educational fees are considered expensive compared to what students have to pay in France. In Japan, as high school is not included in our national compulsory education, school fees there are higher than those for middle school. However, the high school enrollment rate has remained above 90% since 1974 and is now at a record peak of above 97%, while at the same time the poverty rate of children has increased, and it has even been said that 1 out of 6 children are currently living in poverty. I couldn’t really answer that question properly on the spot, but I thought it would be worth exploring later.

After the discussion, we had a light meal with our French hosts and Ms. Jaluzot. Again, we had a chance to talk with them frankly about what we wanted to do in the future. I was surprised that, unlike most Japanese students, they were motivated to study or find work abroad. It may be because, within Europe, countries, distances, languages and cultures are relatively close to each other.

Among all these curious discussions and conversations, there is one thing that I will never forget. Before this event, I was focusing on studying the relationship between Islam and Christianity and how they currently opposed each other. I knew that in 2004 the French government had enacted legislation prohibiting the wearing in public schools of religious apparel and other items that conspicuously show a student’s religious affiliation (such as scarves), and that the wearing of face-covering headgear, veils and burqas in public places had also been prohibited in 2011. I strongly disagreed with this law and was also opposed to the radical separation of religion and state.

However, I was too blind to see what French people actually felt. Ms. Jaluzot told me that she also disagreed with the legislation prohibiting scarfs, but couldn’t feel comfortable with someone wearing a head to toe black dress covering everything except her eyes. She felt that it was a rejection of French society and values, and moreover aroused fears of terrorism. I felt this was an apparently contradictory claim.
and couldn't get exactly what she meant. But I understood her fear. The terrorist attacks that had recently occurred in European countries have definitely increased the hostility of French people to fundamentalist Islam and especially Islamic State. I also felt that although French society was struggling with immigrants coming to France, Japan hadn’t made sufficient efforts in this regard and had even treated foreigners disparagingly at times in the past. I will never forget this conversation and will continue to think about all the complicated issues associated with a multi-cultured society.

3.3. Oingt
Shuntaro Nagai

On September 17, after finishing our discussion meeting at Lyon Institute of Political Studies, we visited Oingt and Perouges, which are registered as two of “the most beautiful villages in France”. When it comes to visiting France, we tend to think of Paris or other urbanized areas like Lyon, because of our higher level of familiarity with them. However, we found that it was also a great experience to go and see these small villages, which have preserved their authentic medieval atmosphere.

We know that human beings have been living in Oingt since ancient times, thanks to the discovery of some traces of tools and other artifacts which humans obviously made and used in prehistory. The village has also had a rich history in more recent times, and even flourished economically for a while, as many people and merchants came and went. However, due to the spread of the Bubonic Plague, repeated wars, and the heavy taxes under the reign of Louis XIV, this small city fell into decline and the population decreased dramatically. It was only after the 1950’s that a revival began. Well-maintained water conduits and the spread of automobiles made it easier for people to get to the surrounding cities, resulting once again in a rising population.

Once in Oingt, which has stone pavements and houses built with yellowish stones (called “Pierres dorées” in French), we headed for the local tourist center. There, we saw some musical instruments, such as a hand-made organ and a self-playing piano that the mayor had in his collection. Apparently, they were indispensable instruments for traditional festivals held every year, and some of my friends tried to play them, as even an ordinary person can do so by only turning the handle. The music was so nice and luring that we imagined a thriving village merrily celebrating its festivities. Afterwards, we visited the local church tower and the scenery from the top was simply
Thanks to our visit to this beautiful medieval town, I noticed that rural France is just as fascinating as the country's cities. Of course, villages like Oingt are quite small, but we shouldn’t underestimate or overlook their special beauty and traditions. The experience certainly enriched our idea of Europe and I really appreciate the opportunity we got to see the place.

The local scenery as seen from a hill
3.4. Perouges
Naoki Okamoto

After visiting Oingt, we went to have a look around Perouges, a small town in France about the same size as Oingt. Most Japanese, I think, don’t know about this town, so I would like to tell you a few things about it.

Perouges is located at 40 kilometers east of Lyon. It is a very small country town inhabited by about 1,200 people in an area of 18.97km². In France, there is an independent association called Les Plus Beaux Villages de France (i.e. "The Most Beautiful Villages of France"). This association aims to promote small and picturesque French villages of important cultural heritage. In fact, Perouges was selected as one of the most beautiful villages of France by this association. There are roughly three requirements to be certified: a population under 2000, at least two village sites or buildings classified as "protected", and the municipality requests that the village be considered. During the 14th and 15th centuries, people who had lived in Perugia, located in the central part of Italy, moved to this village and built stone houses. In the 15-18th centuries, Perouges reached the peak of its prosperity because of the
flourishing hemp textile industry at the time. However, during the Industrial Revolution of the 19th century, residents moved to other industrialized towns and Perouges underwent a sudden decline. Because of this, ironically, the townscape still exists as it originally was and this is the reason why it is considered one of the most beautiful villages in France.

That is a very small place so that we could go round in 1 hour. I was very surprised to find that the roads and the buildings were really made of stone and melding into each other. The atmosphere was very solemn. I had never seen a town like this. In the center of the roads, there were small drains in which waste water had flown. There was a small church, a city hall, a city office, a court of justice and a watchtower. All of them have been kept as they originally were and seemed to preserve the authentic medieval French lifestyle. In the center of the village, there was a 200 year-old tree, named “the tree of liberty”, which was planted at the time of the French Revolution. This tree has been designated an important cultural resource. People have been protecting and preserving it, so as not to forget the French Revolution.

I was very glad to see a small French country village with my own eyes, as I probably would not have chosen to go to a place like that by myself. It would be a little difficult for me to visit a town such as this Perouges in the near future, but I will certainly not forget the experience.
3.5. On Lyon

Miki Umezawa

Speaking of France, I usually thought of Paris, the center of its politics, economy, and culture. I had little idea about Lyon, the second largest city in France, though I did some research on it and saw some pictures. I thought that Lyon was just another sightseeing site and that there would be a lot of tourists.

We stayed at a hotel near the station, Gare Part-Dieu Vivier Merle. I was a little surprised that the place around the hotel was so quiet. There was a big shopping mall near the hotel and many people were walking around the streets, but I did not feel the kind of atmosphere that I had imagined before actually finding myself on the spot. I think that is because we mainly came into contact with local people and not so many tourists. I had expected the whole city would have a welcoming atmosphere. Of course, most local people we met in places like the local bakery, the shopping mall and the weekend market were very kind. However, that was not kindness directed at tourists but one that naturally existed in their everyday life.

We visited some famous tourist sites: the Basilique Notre-Dame de Fourvière, the Historic Site of Lyons, the Lyon museum and more. There were a lot of people, even though it was a weekday and it was raining. Even around such famous sightseeing spots, the atmosphere felt local. Not only tourists and foreigners like us, but also many local
residents who seemed to live for long time in Lyon visited them. They spent a long time there enjoying eating food in restaurants and talking to each other. Also, there were many people who went to church and prayed as if it was their routine.

In contrast to the peaceful atmosphere, I felt a sense of terrorism-related tension in some places. When we went to a shopping mall, we saw heavily armed security guards at the entrance. Sometimes they checked our belongings. When we visited Lyon Institute of Political Studies, the professor said, “My acquaintances might have fallen victim to the Paris attacks. It’s terrible”. It was not until I set foot in France that I began to understand the fear which the locals were feeling.

After five days in Lyon, I concluded that I got to see the city’s real face - to a greater degree than I had expected. I got a glimpse into the daily life of local people and felt an atmosphere of both peace and apprehension.

3.6. Visiting DYSHOW Industrie and HECI réseau La Salle

Yuki Yagi, Taishi Yoshida

I want to tell you about a few more things that happened during this program. In short, I established contact with YUKI, a company specializing in metal cutting, negotiated with them, went to their factory in Japan, which does the same kind of work as the one we later visited in France, and completed my investigations in Saint-Etienne—an industrial town close to Lyon. The dean of our faculty, Professor Otsuki, had suggested that this year we, the students, should make our own plans to visit some local
companies, which I promptly decided to do. Why, why did I decide to go to all that trouble? I don't remember well, but maybe I thought the experience would be "fascinating" and took up the challenge.

The first thing we did was to try and make an appointment, which sounds really easy but was actually the most difficult part of our project. The company we were looking for had to be close to Lyon. However, even though Lyon is a big city, we found out that almost all Japanese companies were located in and around Paris, and not Lyon. Even so, we found a couple and tried to make an appointment, but our requests were denied. For example, a famous video game company and a comic book company said they did not do such visiting projects. Our attempts to find something went fruitless for a while but, at last, we succeeded. Upon learning that we were looking for a visit, a company in Japan called YUKI suggested that we go to DYSHOW Industrie, which specializes in metal cutting technology. After that, our job became much easier.

Thanks to Ayumi Kitano, the sales representative of Lyon branch of YUKI, I came to get in touch with DYSHOW Industrie and told them about our purpose as well as the possible date for a visit. We only had one day available but, luckily, they said we would be welcome to go there. The appointment was finally in our hands. I felt a big passion for this project and wanted to do something to expand it, so I asked YUKI to let me visit them. They accepted us willingly. That was during the summer vacation, most of the members of our seminar were busy and only a few were able to go, but we still did a good pre-survey.

After all these preparations, we went to France and finally got to Saint-Etienne, the town where HECI réseau La Salle and DYSHOW Industrie are located (we will explain the visit to HECI réseau La Salle later). From the campus of HECI réseau La Salle, we rode a bus to DYSHOW Industrie. In their factory, we visited the office of the president of AS-MECA Bernard. AS-MECA Bernard and DYSHOW Industrie are in alliance and share the same premises. After they introduced AS-MECA Bernard and their business to us, we were taken on a tour around the factory. The presidents of DYSHOW Industrie and AS-MECA Bernard talked a lot about their machines and what they are doing with them. Sometimes, they stopped them to show us their mechanism and how they worked. Even just visiting one factory might have been meaningful, but I had visited the factory in Japan already and was able to compare many things between the two industrial plants. Both companies deal with almost the same process—cutting metal—and the differences were apparent to me, like how they use their factories,
what kind of machinery they operate, or where they place their products. Such comparisons were really interesting and made me think about the differences in the industrial culture and even the national characters of France and Japan.

The most impressive event for me was the talk by Mr. Ishizuka, the president of DYSHOW Industrie. He had worked in Japan but, after the Lehman Brothers bankruptcy, decided to go to France and expand his business. He was the president of a Japanese factory and his business had been going well in his home country. However, the situation had changed because of the economic crisis. He faced a critical moment. His company could have gone bankrupt, but he decided to implement a new plan and take a big risk. He went to France and started expanding his business. He couldn’t speak French at all and knew little about the French industrial environment, but he thought that this was a great chance to overcome the crisis. He has since found a good partner in France and is now developing his business there successfully. I think he is a great pioneer. Even knowing that everything was a big risk, he boldly went to a place he had never lived in before. Getting over the language barrier was not easy, he said, but after making a big effort he somehow became able to work with French people and talk to them in their own language. Using his valuable knowledge and experience, he also helps other factory managers to start working abroad. I think that we, as students trying to be global leaders, have a lot to learn from Mr. Ishizuka. His business is still developing and I think that greater successes still await him.

Before going to the factories of “AC-MECA Bernard”, we got a chance to visit HECI réseau La Salle, a local college. As soon as we arrived there, several professors and students gave us a warm welcome. They took us to a big classroom and introduced their curriculum to us. They had only one faculty, Commerce and Management. It looked like a specialized school. I was strongly surprised at how great it was. For
example, they have a lot of partner companies, and students are given priority in joining internships with them. There are classes in which their executives teach students about actual management, marketing and branding. All students study abroad at least once and most of them do so more frequently. They learn and experience foreign cultures and business markets. Moreover, HECI has a lot of classes related to IT, programming and the environment, and the students often go on to become great business leaders.

After the French students introduced their college to us, we had an opportunity to communicate with them and also a few more students from the affiliated high school. Some of the high school students had been learning Japanese and so I talked with them in my native language. Most of students were interested in Japanese subculture like manga and animation. One girl was a great fan of “Attack of Titan” or, as we call it, “Shingeki no Kyojin” and she said that she sometimes puts on costumes designed after its characters. Our visit to HECI was very enjoyable and worthwhile.
4. Visits in Geneva

4.1. WTO

Yuto Koike, Masaki Miyata

On the sixth day of our program, we visited the WTO offices in Geneva, which was a very rare opportunity for us. Mr. Hayafuji, counsellor at the Trade Policy Review Division, gave us an inside tour around the premises.

The WTO is an organization working for open trade and a forum for governments to negotiate trade agreements. As the world economy has become more globalized and borderless, many kinds of trade rules are naturally required. The main mission of the WTO is to establish trade regulations among nations, work to enforce them, and mediate in resolving trade disputes. Essentially, the WTO is a place where member governments try to sort out their trade problems.

The current number of members participating in the WTO is 164, out of which 121 are developing countries. The number of staff at the WTO is approximately 700, with four Japanese persons employed, which is a small percentage relative to Japan’s share of world trade—around 6%.

Mr. Hayafuji said that the WTO also aims at achieving sustainable development through world trade, raising standards of living, decreasing poverty, and contributing towards peace and stability in the world. To achieve these purposes, the WTO has the following three foundational principles: ‘non-discrimination’, ‘improving transparency inside the WTO’ and ‘promoting free trade in developing countries’. While we were talking to him, we asked a lot of questions about his career and work at the WTO, as well as about the WTO itself. He said he had studied in America for a year when he was a high school student, and that this experience encouraged him to go to university in America. He got a liberal arts education and majored in economics at Brown University. Post-graduation, he worked in the Ministry of Economy, Trade and Industry for ten years and then got a job with the WTO.

He told us from his personal experience that you must have the following three abilities to work for an international organization like his: language skills, special knowledge and an open mind. He put a special emphasis on language skills as a necessary precondition, which almost none of the Japanese applicants have a sufficient
possession of. He said you must think using "English logic", in order to be able to work on the same footing with people from around the world. In other words, you have to develop your skills in “professional” English to work in an international environment. The English level required for such an occupation in practice is really high, although he also said he receives much better treatment than in Japan and also enjoys his work. He advised us to devote ourselves to study English in addition to our areas of specialisation if we want to get a job at an international organization.

I couldn’t help admiring his confidence in his own skills, knowledge and experience, which some of us may have been temporarily overwhelmed by, but his advice surely motivated us to study much harder. We were very lucky to get such a great chance to hear from someone who is actively working on the international arena.

The WTO Building
4.2. Visiting JETRO in Geneva  
Kanon Nakamori, Miki Umezawa

JETRO is the Japan External Trade Organization, which is a non-profit government-related organization promoting trade and investment. It has 46 offices and 1000 employees in Japan, as well as 74 offices and 700 workers in 55 countries all over the world. Its mission is to support trade between Japan and other countries by promoting imports and exports, industrial cooperation and international exchange. Facing difficulties like Japan’s decreasing population as well as global problems such as the long economic slump around the developed world and the slowdown of emerging countries’ economies, JETRO is striving to link the public and private sectors with neutrality, collect information and experience and create networks with all relevant sectors. JETRO’s main activity is to support the overseas business activities of Japanese companies, attract foreign companies and conduct research.

1. Support for the overseas business activities of Japanese companies
Japanese companies have a lot of difficulties in trying to open up business in foreign countries. They don’t have any information about local regulations and laws, need
invest much money, and are not used to the recipient countries' language and local customs. Many more problems arise after launching overseas businesses. JETRO is there to support such companies in all aspects of their operations and to promote the Japanese business presence around the world.

2. Attracting overseas companies
Nowadays, many Japanese companies have established business centers abroad and it is impossible to provide capital, technology and human resources only from within the country. Therefore, investment in Japan will be the key to the country’s economic revitalization as it brings about job creation and new technologies. On one hand, Japan’s market fascinates foreigners. It is large and sophisticated and has great technology and products. What is more, Japan offers a good living environment and modern infrastructure. On the other hand, there are many problems faced by foreigners, such as high costs and impeded communication. JETRO's role is to provide relevant information, institutional support and network-building to overseas investors.

3. Research
With its network of centers in and outside Japan and in conjunction with the Institute of Developing Economies, the government, companies and related organizations, JETRO does research on economic trends and politics, statistical data, news and marketing information, among others, in order to support businesses.

JETRO Geneva was established in 1971 and has jurisdiction over Switzerland and Liechtenstein. There are about 200 Japanese companies and about 10,000 Japanese living in Switzerland. In the Swiss GDP, the secondary industry accounts for 25% and the tertiary industry for 73%. The main trading goods in terms of both exports and imports are chemical products, precision machines and electronics. With respect to the trade between Japan and Switzerland, Japan mainly exports transporting machines and medicinal products, importing precision machines and medicines. JETRO Geneva offers five main sorts of business support. Firstly, they promote investment in Japan by holding seminars and publishing guidebooks. Secondly, they invite buyers and hold overseas business meetings in order to support export promotion and overseas markets entry. Thirdly, they compile reports about European investment, trading, and so on. Fourthly, they hold briefings and consult on companies’ investment and trading. Fifthly, they also have to provide financial management, such as budget control and accounting.
JETRO Geneva cooperates with SECO (which is the ministry of economy in Switzerland), the Swiss Chamber of Commerce and Industry, business organizations, local government, EU offices and Japanese companies. In this way, JETRO Geneva provides information and various opportunities to companies which are trying to set up a business overseas.

JETRO also helps Japanese small and medium-sized companies expand their business in Switzerland. For example, it holds a “Japan Pavilion” in order to give these companies a chance to advertise their products and skills. Our lecturer, Ms. Sugiyama, told us that the pavilion sometimes makes it difficult for each company to stand out individually, by gathering up multiple business entities. But still, thanks to the pavilion, companies can achieve greater recognition in the country and do so at a smaller cost than if they were to try and promote themselves on their own.

The main products exported to Japan by Switzerland are chemicals, instruments, watches and jewelry products. The same trend also applies to Japanese exports to Switzerland too, and so we thought that these two countries must have many competing products. We asked Ms. Sugiyama how they can maintain a good trade relationship under the circumstances. She said, “In fact, that was our very concern too”. She told us that Swiss companies often consider Japanese companies rivals. One of the keys to keep a cooperative relationship between the two countries is to establish technological tie-ups with each other. JETRO works as a mediator between universities in Switzerland and Japanese companies in an effort to share knowledge and know-how for product development.
4.3. Visiting JTI  
Shuntaro Nagai, Harumi Sekido, Naoki Okamoto

On the 20th of September, for our final research visit for the day, we went to Japan Tobacco International (JTI) SA's offices in Geneva, which is the company's biggest strongpoint among all JTI branches. There, we met some senior staff, including a couple of graduates of Hitotsubashi University, Mr. Yoroizuka and Mr. Hirowatari, and heard a lecture about the company's business marketing strategies.

JT operates on three fronts—tobacco, medicinal and food products—but the lecture was mainly about tobacco. First, we learned about the history of JT, especially regarding its globalization and privatization. In 1985, owing to various factors like pressure for liberalization coming from America, Japan Tobacco and the Salt Public Corporation joined forces to become "JT". Moreover, because the demand for tobacco had been decreasing domestically and their own resources alone could not help further development, JT launched a new strategy of buying up some foreign companies, such as RJR Nabisco and Gallaher, in order to survive, and thus obtained the third largest share in the tobacco industry. Second, we were told about many problems related to JTI's business in Europe. For example, we learned that restrictions on tobacco smoking in Europe are stronger than in Japan. In such an adverse situation, JTI has taken every possible measure. It tries to produce less harmful tobacco brands, such as “American spirit,” in order to compete with other companies’ products, and has been expanding its market share in developing countries, as European markets are already saturated. However, the future of JTI remains very unclear and unpredictable.

After the lecture, we asked many questions, such as about the “Ploom TECH” electronic cigarettes, JTI's marketing strategy, the health risks associated with tobacco smoking, and the differences between the tobacco industries in Japan and Switzerland. Mr. Yoroizuka and his colleagues spent more than 30 minutes for this Q&A session.

About Ploom TECH, they told us that it is still not a completed product. The quality of electronic cigarettes has been improving for many years, and they have only recently become more popular. However, many companies are competing with each other on the electronic tobacco market. Therefore, the JTI representatives said that the company is constantly trying to improve their product. As far as their marketing strategy, they mentioned the importance of developing countries. In the tobacco industry, there are three big companies in the world: Philip Morris, British American
Tobacco, and JT. There are some countries, like Ethiopia, which are yet to be penetrated by any of these three tobacco giants. They stated that JTI plans to increase investment in these countries to get a good market share in the future. We were also interested in how JT deals with the health risks caused by smoking. They said that pathological harm had not been undeniably proven yet even though tobacco was said to be harmful to health. They added that they of course made every effort possible to reduce the risks. We also asked them how people in foreign countries or their governments respond to tobacco. On the subject of government regulations, they told us that in many countries, including in Switzerland, warning messages or pictures are legally required on packets. Compared to this, Japan seems to be more tolerant towards tobacco smoking. However, Japanese people also have a stronger psychological resistance. For instance, they hate smoking on the street and insist on the separation of smokers and non-smokers in restaurants. In that sense, Japan is somewhat of a special case and difficult to compare to other countries.

We felt that during the presentation and Q&A session at JTI, we were able to learn not only a few dry facts, but also much about the actual situation that JTI finds itself in. JT used to be a state-owned company and was only privatized in 1985. Since then, JT has faced many challenges and has grown larger through mergers and acquisitions. JTI is one of the biggest international companies in Japan today, but it is currently facing huge difficulties due to tobacco control, unpredictable foreign markets and growing competition. We had not thought too deeply about the tobacco industry before because we do not smoke ourselves, so all parts of this session were very interesting and informative.

The meeting was a good opportunity for us to start thinking about what role tobacco should play in this society. We also got a good glimpse into some actual personal examples of pursuing a career in an international company, which is very important for us university students as we have to give much thought to our own future jobs and careers. Allow us to use this opportunity to offer our sincere and deep gratitude to JTI.
After a lecture, we were invited to dinner by our hosts at JTJ. We walked to a cheese fondue restaurant called “Edelweiss”. There was a live performance in front of our table, which made for a nice atmosphere and the dinner was delicious. First, an appetizer was served, then cheese and oil fondue, and finally dessert. I was surprised that there was a lot of white wine mixed in with the cheese. It was totally different
from Japanese cheese fondue, and I liked the Swiss one better.

Five Japanese employees joined us for the dinner, one of whom was not present during the lecture. Unlike during the formal part of our visit, we were more relaxed and the atmosphere was very congenial. We talked about our personal lives rather than the company itself, like what we should be doing during our university days, why our hosts decided to enter JT, or what life in Switzerland was like. We got a lot of advice for our current life or future jobs.

I was interested in their life there because I am going to study in the U.S. from next summer for about one year and I also hope to work in a foreign country in the future. A young male employee who hadn’t had any experience of living or studying abroad before coming to Switzerland said, “Swiss life was hard until I got used to it, but now it is good. There is a Japanese community, and I sometimes play golf or mahjong with my Japanese friends. English was one of the biggest problems, but one day, somehow, I could understand what foreign people said”. As there are few opportunities to talk with people working abroad, this meeting was very valuable for me and I can now imagine a little better what living and working abroad is like.

I also wanted to hear why they chose to work in JT. Since JT is a tobacco company, I would have thought that they liked tobacco very much. However, some of them entered JT for different reasons—they liked the company’s atmosphere or the employees. Surprisingly, some workers have never smoked. When considering my future job, I used to exclude companies I’m not interested in, but I realized that I actually didn’t know much about the companies at all and evaluated them only on first impressions or superficial information. For instance, I’m not interested in smoking and so I had never even thought about joining JT. However, I discovered that I knew little about the tobacco market, the industry and the atmosphere at JT. I understood that I should get rid of my fixed ideas and look into business entities from multiple angles.

We enjoyed talking and eating for about three hours. It was my first time having dinner with company employees, let alone in a foreign country. I really appreciate JTI for holding such a wonderful get-together.
On the seventh day of this program, we made a visit to Dijon. Needless to say, Dijon is the capital of the Duchy of Burgundy, which flourished in the 14th and 15th centuries. At its peak, it included territories currently part of France, Luxembourg, Belgium and the Netherlands. As soon as I got off the train, I felt a strong realization that this city had had a rich history. There were plenty of buildings and streets that remind you of its prosperity over 500 years ago. The Palace of Burgundy in particular was beyond description. It was very, very fabulous. It is now used as a museum and, of course, we went there. Looking at the exhibits, one can appreciate a great variety of art produced at different times and in different places. Most of them were from medieval Europe, like many Christian paintings for example. I was glad to get this chance to see many famous works of art and experience Christian culture through its history. The rest of the Palace of Burgundy is used as the city hall of Dijon. It can be said that the Palace of Burgundy has been an essential institution for local people for over 500 years. I felt that reusing old ruins was a good idea and Japan should follow this example.

Next, we went to Notre Dame Cathedral in Dijon. It was built in 1250 in a gothic style
and has the only stained glass that remains in Dijon from the 13th century. There is an owl sculpture that is said to bring luck when you stroke it with your left hand. Of course, I did that. Throughout this trip, we visited plenty of churches and cathedrals, but the Notre Dame Cathedral in Dijon was the most elegant for me, personally.

After going to the local cathedral, we did some window shopping, walking by the many wonderful shops lined up along a big street. I enjoyed it. I bought some chocolate and mustard for my family and friends. Dijon is famous for its mustard. For dinner, we went to a restaurant in the city center. I ate beef boiled in red wine. French people called it “Bœuf Bourguignon”. The great taste of beef was brought out by the fragrance of the wine and it was delicious. Some of the other students tried escargot. We had a great time there.

Thanks to visiting Dijon, I was able to experience the Middle Ages not only in France but also in the whole of Europe. There were a lot of stone houses and buildings. I was happy that we had enough time to see the beautiful Dijon townscape. If you have a strong interest in medieval Europe, I recommend that you visit this city. You will feel and appreciate what the Middle Ages of Europe must have felt like. As you know, Dijon is known as a gastronomic city. I think you will be able to eat a variety of tasty French food and drink fine wine. If I have a chance to visit France again, Dijon would definitely be on my itinerary.

5.2. Beaune

Yuto Koike

On the eighth day of our program, we left Dijon by train and went to Beaune, which is situated in the Burgundy region of eastern France. Beaune is one of the key French wine centers, and its annual Hospices de Beaune Wine Auction is the primary wine auction in the country. The town is surrounded by some of the world's most famous wine villages. With a rich historical and architectural heritage, Beaune is considered the "Capital of Burgundy wines".

First, we dropped in at a free dispensary called Hospices de Beaune, which is a former charitable almshouse. It was founded in 1443 by Nicolas Rolin, chancellor of Burgundy, as a hospital for the poor. The original hospital building, theHôtel-Dieu, is one of the finest examples of French fifteenth-century architecture and is now a museum. The
roofs made of flat glazed tiles draw colorful patterns characteristic of the traditional architecture of Burgundy. Polychrome roofs used to be status symbols whose opulence reflected that of the owner of the building. The visit was a good chance to learn about life in a centuries-old charity hospital.

After leaving the institution, we broke up in groups to go and have a meal, and I personally enjoyed some red Burgundy wine which smelled and tasted very nice. We then visited a wine museum, which we had thought to be a place where you can experience making wine from grapes and also taste some fine wine, but, this museum actually only showed the history of wine making and how they make barrels to preserve wine, so I must say I was a little disappointed.

Finally, we got to a local store called Fallot, which specializes in mustard. There, we had the chance to taste many kinds of mustard, some of which are not sold in Japan, and so we took the opportunity to each purchase our own favorite flavors.
6. Visits in Strasbourg

6.1. Visits in Strasbourg

Masaki Miyata

On the ninth day of our trip, we went to Strasbourg—our last port of call in Europe. I had a false impression that Strasbourg was a modern city because of all the various international organizations concentrated in it, but our visit completely changed my image. On the whole, Strasbourg is a rather old-fashioned town where buildings beautifully match the natural environment and the main river, and seems to have developed as a great tourist city.

On the evening of the day we arrived, we went on a cruise during which we saw the sights of Strasbourg from the Ill river and learned about its history with the help of an audio guide. We had dinner together afterwards and enjoyed some local specialties like choucroute, although it tasted quite weird to us. On the next day, we went to the Petite France area, famous for its traditional timber frame houses that are unique to Alsace, and then visited the city cathedral. Strasbourg Cathedral is larger than any other cathedral we had visited on the trip and rises 142 meters above ground. We were able to climb onto the observation deck at 66 meters, which was a great spot to enjoy the beautiful landscape of Strasbourg.

Strasbourg's architecture and local cuisine have been influenced by both French and German culture and show its unique history, during which the city has been ruled by both countries alternately. I even heard that the Strasbourg Cathedral had been destroyed and its valuable stained glass panels taken out whenever the city rulers changed. However, I really felt that the local people had really created their own unique culture, which is different to both France and Germany.

On the afternoon of that day, some of us walked to the Louise Weiss building, which houses the European Parliament. We were not able to go in but got a look at it from a close distance. The sheer size of the structure seemed overwhelming and we saw the many national flags of the different EU members raised in front of it. We were lying on the grass in front of the building, looking back on the discussion we had had at Lyon Institute of Political Studies and all the exciting days we had spent in Europe.
Petite France

The Louise Weiss Building
On our first day in the city, we all went on a cruise tour of the Ill River, called “Strasbourg over Twenty Centuries of History”. The Ill River, which flows through Alsace, is one of the main branches of the Rhine River and surrounds the old town of Strasbourg. Its historic center has been designated a World Heritage site. During the 70-minute cruise we enjoyed the wonderful views and listened to an audio guide about the Ill River and Strasbourg, spoken in Japanese through earphones available on each seat. We had a good look around the old town, Petite France, and the Imperial District which bears a strong German influence. Our starting point was 150m away from the Cathedral.

Just after the departure, we passed by the Historical Museum, the Old Custom House and several churches. We were about to go into the Petite France area but before that, as the water level in this area is higher, the boat had to be lifted up. The crew closed the barriers in front and behind the boat and allowed water to flow in so as to lift up the boat. It took about 10 minutes to adjust the water level and then we finally entered Petite France enchanted by its wonderful scenery. There were traditional Alsace houses with white walls and brown wooden frameworks. Surprisingly, those houses have been there for more than 100 years in their original form.

After Petite France, we crossed Ponts Couverts, a set of three bridges with towers, and then the landscape opened before us. This area was important in preventing enemies from invading. When the boat was going through the northern part of the old town, we saw several churches and felt its history. Soon after that, we passed St. Paul’s Church on the left-hand side and Palais universitaire on the right, and then went into the Imperial district, which is a quiet town strongly influenced by German culture. The most conspicuous building looked like a museum, but indeed it was Arte TV station. All the TV programs of that company are produced in both French and German. Next, we went into an area where the main buildings of the EU stand alongside the river. The largest building is the European Parliament, a round glass building with a glass bridge leading across the river to the other side. At the back of it, we saw the Council of Europe, which also looked very modern. It was established in order to promote human rights, democracy and the rule of law. On the opposite side, we saw the European Court of Human Rights, which is an international court established by the European Convention on Human Rights, its stated goal being to protect civil and political rights.
As control over Strasbourg shifted between German and France multiple times, some of the most important European Institutions are located there as a reminder of overcoming war and a hope for continued peace. The city has become a symbol of EU unification. We finally came back to the starting point and completed our fascinating tour, lasting over an hour, during which we learned much about the history of Strasbourg, while enjoying its scenery and unique mix of cultures.
CHAPTER THREE

PERSONAL REFLECTIONS

Awakening

Naho Iwasaki

I applied to this program because I wished to explore the principles which contribute to forming European and Japanese culture, which I had not been able to grasp well during my high school life in Brazil and Russia.

Before going on the trip, I read some research papers on laicism (the separation of religion and state), which is a fundamental principle of French society. Laicism means that no religious beliefs must be brought to the public field, in order to ensure fair decision-making and to guarantee individual religious freedom in the private field. However, the problem is that the notion of laicism itself was (politically) invented in France in order to fight against the strong influence of Catholicism over secular matters. In a Christian culture, therefore, it is possible that people might believe in the Bible and take public action without contradicting their beliefs. But if you believe in Islam, for example, you have to follow the Koran starting with your everyday life routine, such as wearing a scarf and limiting yourself to halal food, which sometimes causes conflicts with the principle of laicism. Although it is unfair to other religions, French people do not often realize it, as laicism itself was promoted to achieve equality in a multi-cultured society.

I was excited to see how laicism actually exists in the French mentality when I visited Lyon Institute of Political Studies. I wanted to hear how French people actually felt about their culture. I had an opportunity to talk to Ms. Jaluzot, who was a professor at Lyon Institute and had co-organized the conference. What she told me had a huge impact on me and completely changed my mind. She felt fearful of terrorism, like the attacks carried out by IS, and had a strong sense of belonging to French society because of the increasing proportion of immigrants in her country. I had been thinking about the negative aspects of laicism, but felt that it is one of the more thoughtful ways to live in a multi-cultural society, which is not that easy. To understand a different religion or culture takes a long time and requires tolerance to diversity. In reality, not everyone can be that patient or tolerant. Plus, it is difficult to treat
everyone equally beyond your national borders. A French student said that they couldn’t afford money for immigrants, while at the very same time many of their own citizens suffered from poverty.

Laicism is an effort to live together with those who have a different ethnicity or religion. In fact, Japan doesn’t even try to face the problems associated with multiculturalism since the government has rejected 99% of refugees through documentation, and has in the past discriminated against foreigners and especially Korean residents in our legislation.

Throughout this trip, I realized that my outlook on all these social issues was very limited. In Japan, it is not common to discuss problems of this kind or criticize someone’s opinions in class, but it is still important to broaden our mindset. I will continue studying more so as to obtain a better understanding of the current world. I am grateful to all who organized this research tour and gave us such a wonderful opportunity to learn more and think about such important issues.

Looking Back on Our Visit to Europe
Yuto Koike

Our research trip to France and Switzerland consisted of mainly three parts: a student discussion at Lyon Institute of Political Studies, visits to international companies and the WTO, and, last but not least, some great sightseeing. It was my first time in Europe and a great opportunity to experience some of its culture and meet many interesting people. The trip also made me reflect on what being a global leader is about and what I should and can do in the future.

As I have just mentioned, I had never been to Europe and so everything was new and exciting—the landscapes, the local cultures and all those French-speaking people we met. Of course, it was natural for French people to speak in their own language, but I was a little surprised at the fact that some of them could not really understand English, as I had only been to English-speaking countries before and had a stereotype that all foreigners could speak it. The food in Europe was very nice and we had a wonderful time enjoying our French and Swiss meals. The cityscapes were the same as in the movies I’d seen, so I was always excited when we were out sightseeing. Also, it was my first time in a country where customers have to tip and I have to say that the 10% we
had to pay on top of the price of our meals seemed a little too much to me. However, it was the local custom and so we had to follow it—when in Rome do as the Romans do.

I also felt thankful to the local students for trying to understand my clumsy English during our meeting. I had been very nervous before starting my presentation, but their supportive attitude helped me relax. At the same time, they eagerly asked questions that were beyond my ability to fully comprehend and answer in English, and I was upset that I could not interact with them as I really wanted to. After the discussion, we had a conversation with our French hosts over a light meal. I was deeply impressed by the serious attitude they had towards their studies, which is, I think, one of the biggest differences between Japanese and foreign college students.

Furthermore, having some cordial conversations with a number of employees working at the WTO and the international companies we visited was an important experience that we could not have had in Japan. I was especially impressed by our meeting with the Japanese professional working for the WTO. He told us, for instance, that we should keep an open mind if we would like to work abroad. Getting to meet someone like him would not have been easy in Japan and our interaction stimulated me in many ways, helping me to broaden my outlook. He and the other Japanese employees we met each had their own clear reasons for choosing to work abroad and I hope that I will likewise find my own motivation to live and work overseas when the time is right.

To sum up, I was fortunate to have the opportunity to take part in this program and I will continue striving to become someone who deserves to be called a global leader. From next summer, I will study in Belgium and I think that our project has definitely been an important first step in getting to know Europe.

**Europe: an Invaluable Experience**

*Masaki Miyata*

Before this program started, I was worried about the English discussion we were to have with students abroad and the many reports I would have to write in English, but I think in the end it was a really fruitful experience from which I have gained a lot and which has encouraged me not to be overly anxious about the future. In France, it was still difficult for me to instantly express my opinion in English and I took little part in
our discussion, but my presentation, prepared in advance, seemed to be understood overall by the students from Lyon Institute of Political Studies and I was able to learn much about their ideas and different points of view. I couldn’t have had the same kind of opportunity here in Japan, I think.

First-hand experiences are really different from second-hand knowledge, not only when using English, but also when trying to understand foreign countries. In each city we visited, we were actually able to see for ourselves what the present situation was like and become aware of the local people's mood and the cultural changes they had gone through, by looking around historical sites and even tasting some local food. In addition to the things I wrote in my previous report, I was for example surprised at the narrow ditches in the middle of the streets in Oingt and Perouges, that had in the past been used as drains. They must have been efficient for both of these small villages situated on hills, which naturally feature many steep lanes. I can’t imagine life during that age exactly, but I was able to see what the living conditions must have been back then and, by comparing them, some of the changes they had gone through.

The trip also gave me a different way of thinking about our own country. For instance, the French professor’s view about immigrants in Japan awoke our attention to a problem that was difficult to see. The students in France, a country where many more immigrants have come to, causing a variety of social problems, also spurred me on to study more about things I am not familiar with, and their opinions actually seemed to be fresh and worthwhile for our future studies. After we finish the winter semester, I will continue to study not only economics but also different social issues by myself, trying to maintain an international frame of mind. It is, furthermore, important for us to try and apply what we have learned in Europe to our own problems here in Japan.

Finally, I would like to express my sincere appreciation for the support of everyone concerned, especially Professor Matsumoto, who always managed to organise the slightly incoherent group that we were. I would also be happy if future students participating in this program find our reports helpful and make the best use of their chance to interact with the world.

Our Wonderful Experience in France and Switzerland
Shuntaro Nagai

This study program was the most amazing and priceless experience that I’ve ever had.
Before this trip, I only had a vague idea of the current confusing situation in Europe, because the things happening in European countries seemed to me to have little connection with Japan. In fact, when I heard the news that a truck driven by a madman who had faith in IS crashed into a crowd in Nice in July, I was frightened and did not want to go to Southern France. However, after a few days, I noticed that I could not be an irrelevant person anymore. In the future, we have to cooperate with one another and tackle many kinds of problems in order to protect this world. It sounds a little bit exaggerated, but because of this tragic event, I got more interested in the EU and had a stronger motivation to do research through this program. I have picked three big things that greatly impressed me during our study trip.

First, it was the first time I got a chance to communicate with foreign students. During our discussion meeting and reception party at Lyon Institute of Political Studies, I was very excited because I noticed how enjoyable it was to communicate with people from different backgrounds. They were very friendly and familiar with Japanese politics, economy, and culture. Also, we shared various opinions about current issues with them. They were worried not only about terrorism, but also about the fewer visitors to France and the bad image foreigners have now. I had a good discussion which made me think carefully about where Europe and the world are going.

Second, I was impressed by the strategies which JTI SA has been pursuing. I have been interested in business marketing since I entered this university, but I haven’t had any opportunities to hear about management strategies or marketing at an actual company. Therefore, this experience was quite new to me. I learned about a lot of measures that have been taken, especially in adverse situations. Talking with the local professionals during dinner was also a precious experience. I heard their stories, such as about their life in Europe. Every story was fresh and I am looking forward to further widening my world view during the rest of my university life.

Third, the scenery everywhere was so beautiful. In Oingt and Perouges, we were welcomed by a fantastic antique townscape. In Lyon, Dijon and Strasbourg, we visited not only chapels and churches but also modern buildings. Such a wonderful coexistence of “antiquity” and “modernity” can rarely be seen in Japan. This two-sidedness is a very unique characteristic of France, I think.

Through this study program, I got a big boost of self-confidence and motivation. I was able to talk with foreigners in English without hesitation and get a stronger will to
study about economics more. It is not too much to say that this opportunity became a trigger that changed my values. I would like to cherish this memory and improve myself. And also, I don’t fear my future so much anymore.

Travel is the Best Investment in My Life
Kanon Nakamori

We visited several cities during our tour: Lyon, Geneva, Dijon and Strasbourg. We also went to several small towns in France, Oingt, Perouge, Saint-Étienne and Beaune. I think I would never have gone to such small towns while simply sightseeing as a tourist, so I am very pleased that I was able to have a look around those towns.

The first city we visited was Lyon, which is the third largest in France. I was surprised to see that it is a very modern city. It has a big terminal station, with many shops and restaurants around it. On the other hand, small towns in the vicinity, such as Oingt, Perouge and Saint-Étienne are quiet and less populated than the center of Lyon. In Japan, we also have central cities and suburbs around them, which is one common point between France and Japan.

Next, we went to Geneva in Switzerland. This city is international as there are a lot of headquarters of international organizations such as the World Trade Organization, which we actually visited. Most apartments and shops are traditional, while large companies’ offices like JT International and trams on the roads look very modern. Geneva looks very developed.

We then went back to France and the city of Dijon. The region of Burgundy, which includes Dijon and Beaune has a traditional atmosphere. Most buildings are old-fashioned and have typical Burgundy tiled roofs. We walked on stone pavements which had been around for a long time. I had a very different impression compared to Lyon.

The last city was Strasbourg. Historically, it has belonged to both France and Germany, and so its culture is a unique mix. Although the city is currently located in France, I felt a strong German atmosphere in the streets and the local cuisine. As I got interested in the history of Strasbourg, I did some research about it and found that it was very difficult and complex. I think it was a good experience because I would never have
known it firsthand unless I had actually travelled there.

I am satisfied that I participated in this program because I was able to visit many places and see a lot of things. All the things that I saw in France and Switzerland have interesting stories and I have been sharing them with my teacher and the other students in our Basic Seminar. I appreciate everyone who gave me an opportunity to be part of this wonderful experience.

The Trip That Stimulated Me to Learn More

Naoki Okamoto

I participated in this program basically in order to improve my English. This is because I really came to notice the importance of language skills during my first year at university. But, I was made to realize that I did not appreciate the real significance of being able to speak English well until visiting France and Switzerland.

On the first day of this trip, as you probably already know, we went to Lyon Institute of Political Studies, and gave presentations in front of a group of French students. Going through my own presentation was a big challenge in itself, and I could not answer their questions very well or participate in the discussion actively. On the contrary, French students spoke good English and talked on the topics of our presentations with vivacity. When I saw their attitude, I was ashamed of my poor language skills and regretted not having learned English harder over the past few years.

This was not the only episode that taught me a lesson. It is said that French people do not tend to speak English too well, like us Japanese. In Japan, almost all staff working at retail stores like convenience stores and pharmacies cannot speak English fluently, and so tend to be bewildered by foreign customers. I thought that this should also be true for French shop assistants before I went to France, but this turned out to be false. I spoke to French clerks in English because I don't know any French at all, and I found that all of them have a good speaking ability. Not only the excellent students at Lyon Institute of Political Studies, but also ordinary persons can speak English very capably! I was astonished by this fact. At the same time, I thought that I must devote my life to the pursuit of improving my English as one of the students at Hitotsubashi whose aim is to become a global leader in the future.
Also during our short-term international field study in France and Switzerland, we visited the World Trade Organization and Japan Tobacco International. Through this experience, I came to think about my career more seriously. At the WTO, I learned about the strict requirements for working at international organizations. Mr. Hayafuji talked to us about the WTO’s importance of existence and his personal experiences there. He emphasized the importance of logical thinking and language skills and how hard it was to acquire them. I was overwhelmed and stimulated by his talk, and I thought I should continue to practice with diligence. At JTI, it was interesting to learn about working for an international company. Mr. Yoroizuka, a graduate of Hitotsubashi University, talked to us about the JTI’s endeavors, and also about his university days. Even though the lecture on JTI’s activities was very interesting, the story that left the biggest impression on me was what he said about his college life. He also talked about what he thought we should be doing at university, which was very useful and helpful.

Through this project, I experienced and learned plenty of things that I could not have done in Japan. They will become a guideline for my school life and future job, and even my way of thinking. I am proud of having participated in this valuable program.

**A Lot to Learn**

*Harumi Sekido*

This trip was the first time I visited Europe. Of course, I had a positive image of the so-called Old Continent with its beautiful towns and delicious food. However, at the same time, I was aware of some negative things too. My biggest worry concerned terrorism. The many warnings I received from my families and friends only increased my anxiety and I left Narita airport with slightly complicated feelings.

Fortunately, I didn’t get in any trouble. Local people’s life didn’t seem so different to what you see in Japan. They went to their offices and schools on weekdays, and on weekends they enjoyed shopping. One big difference, however, was the palpable presence of servicemen with guns patrolling the stations. I was surprised because this kind of scene is rare in Japan. However, local people didn’t pay attention to the increased security, which seemed to show that they understand the risk of terrorist acts. As I got used to life in Europe, I sometimes found myself oblivious to the danger, but the military presence around reminded me that many attacks had actually happened and I might be a potential victim. Back in Japan, I was optimistic and didn’t
fully recognize the actual risks of terrorism that the world was facing. The scene on stations made me realize the extent of tensions present in the world and that Japan might not be an exception.

In our discussion and interaction with the students from Lyon Institute of Political Studies, I was able to get some new perspectives about my topic of research: women’s work-life balance. In the presentation, I mentioned that in France “full-time housewives don’t have a good reputation”. One female student spoke to me after the discussion, and explained that the stereotype that “women should stay at home”, like in Japan, was still strong for her grandparent’s generation. However, it has obviously changed since—women’s independence was claimed and the female emancipation movement grew, giving rise to new values, such as “women can work as well as men”. I hadn’t studied how the French values had been created or changed over time. Moreover, I realized at the very same time that I didn’t even know too much about the Japanese history of changing values. I was determined to learn more about it in the next semester.

I was also aware that I should practice English more. The French students were good at speaking it and I sometimes couldn’t understand what they said. Since some of them had studied in Japan for about one year, they were even fluent in Japanese. I found that the current global trend is for university students to be able to speak English fluently, while often also being able to speak a second foreign language. Japanese people are poor at speaking English even though they study lots of grammar, and so my country lags behind the rest of world. As a typical Japanese student, I am not used to talking in English. I will study in the US on a university program for about one year, starting next summer. I strongly feel that I have to practice English more before going there.

The trip also included visiting companies. It was a valuable experience because it’s very difficult for me to get in touch with people working in foreign countries on my own. The two companies and two organizations we visited (DYSHOW industrie / AS-MECA Bernard, the WTO, JETRO and JTI) all had a different atmosphere and character. It was a good opportunity to consider what is suitable for me and what my goals in future career should be. Moreover, since I was able to meet and talk with Japanese professionals based in Europe, I got a more concrete image of working abroad, which is very valuable to me as I want to work in foreign countries in the future.
I had many experiences through this program which I could not have had during an ordinary trip. I discovered a lot of new things firsthand in Europe, but as I have only been to four foreign countries in my life so far, I believe there are many more interesting parts of the world to visit. Even after experiencing great countries such as France and Switzerland, what I saw was probably just the tip of the iceberg and I'm sure there is still a vast number of things I do not understand. Therefore, I want to visit many other countries in the future and make new discoveries. When we came back to Narita airport after finishing our twelve-day journey, I was filled with a sense of fulfillment which was beyond my expectations a fortnight before.

**Studying and Exchanging Ideas**

*Miki Umezawa*

Through our interaction with people living in France and Geneva, I got a more realistic idea about these places and realized the importance of learning about each country and exchanging opinions.

I realized how important first-hand information really is. I have been interested in the problem of refugees since last year, when it became one of the hottest issues in the world. I did have some opportunities to learn about the problem before our trip. I listened to a lecture about refugees in Europe at my university. I also had an opportunity to interview a second-generation refugee living in Japan. I often watched TV programs which talked about refugees and their situation. I thought European countries should establish a stronger cooperation system to accept refugees and integrate them into society. However, after visiting Europe, I strongly felt that it was “easier said than done”. A local student in Lyon told us she could not help but feel fear when she saw asylum seekers sleeping on the streets. A professor said she respected all kinds of religion, but she could not accept people who wear a burqa because, according to her, that suggests a provocative attitude towards French people. She asked us how we would have felt if people close to us had been involved in acts of terrorism like the November 2015 Paris attacks. It was not until we had our discussion with local residents in person that I realized what they actually thought about the refugee problem. I think it is important not to pursue armchair theories but to consider how the people involved actually feel through direct communication.

I also thought I had to know more about my own country, Japan. The students in Lyon
knew the situation in France in detail and helped us understand it more clearly. In contrast, I cannot say too much about current events here because of my lack of knowledge about them. I thought I should follow the news in Japan more carefully in my daily life and have my own opinions about things after some careful consideration. Moreover, I realized I had to improve my English skills. English is an important bridge in discussing and working with foreigners. Without this bridge, we would not be able to understand each other and interact in business and elsewhere to our mutual benefit.

Based on what I have learnt, I have decided to study more about Europe from various aspects. Also, I am going to improve my English skills and make a better effort to explain events in my own country to foreigners well.

**People and Relations**

*Yuki Yagi*

This trip was fascinating. Really, really fascinating. It was my first time in Europe and everything I saw was new to me. Everything I heard was unfamiliar. Everything I ate was surprising, especially those mussels we had, or *moules* as they call them in French, though they were not really our favorite dish, I have to say. Still, what inspired me the most were the people we met during our time in Europe. This is my personal opinion, but what made the biggest difference between this research trip and a mere sightseeing tour was the experience of meeting many interesting people. On this page, I would like to mention a couple of them.

One was the professor from Lyon Institute of Political Studies. The question she threw at us was really controversial. She pointed out that Japan accepts a really small number of refugees because of the government’s tight regulations regarding acceptance. She then asked whether we thought that Japan, as a member of our global society, should fulfill its burden and accept more refugees or not. To be honest, the first time she said this I was not able to understand what she was talking about because of my poor English comprehension and had to ask my friend. I knew some facts about the refugee policy of Japan and about the tight regulations. However, I had never been asked as a Japanese person about Japanese governmental policy or problems to do with it. So, I was really confused, confused about what I had to say. In fact, I couldn’t say anything to the professor then. After coming back to Japan, I thought about the policy many times and I have many things to tell her now, but at that moment, there was not one
Another person that left a huge impression was the president of DYSHOW Industrie. I have written elsewhere about our meeting and how grateful I am to him, so I won’t say it one more time. Still, let me say this: his ambition to expand his company and his courage in going to France with huge hopes was really astonishing to me. I have no knowledge about engineering or technologies for cutting metal, so I cannot start a factory business in a foreign country, but he became one of my role models and someday, like him, I want to develop my own business on a global scale.

These persons are just two examples. During the trip, I met many other people who I was also really influenced by, who we had a good time with and who I truly respect. These experiences are and always will be my treasure. Let me thank everyone we met during the trip one more time.

Visiting My Dreamland
Taishi Yoshida

“Bonjour”, “bonsoir” and “merci” were the only French words I spoke in France and Switzerland. In Japan, I had often heard that French people did not like to speak English, in spite of their fluency in it. However, this was not true as far as I felt. When I lost my way and had to go back to the hotel in Strasbourg, an old man with white hair told me how to get there in clear English. When I was confused about how to use my credit card because I could not read French, the man next to me told me what to do. Throughout this visit, I was hugely surprised at how fluently French people speak English. Needless to say, the French students at Lyon Institute of Political Studies are better English speakers than me. Besides, they are used to debating. As soon as I was through with my presentation, they asked me about what they did not agree with. They expressed their thoughts logically and actively. I was happy to have such a precious time having a discussion with foreign students about social problems. In addition, I strongly felt that my English level was not good enough to participate in academic discussions or to express my opinion like I would in my mother tongue, Japanese. During the discussion, when I wanted to oppose someone else’s opinion, I could not do so because of my lack of English vocabulary. This experience drove me crazy about studying English. When I was a high school student, I studied it only for the university entrance exams. It was just a subject in my mind. However, joining the
discussion during this program gave me a strong motivation to master the language.

Of course, thanks to this program, I was also able to broaden my perspectives on Europe, and especially France and Switzerland. I had a wonderful time there. In France, we went to a lot of historical cities. I have been interested in medieval Europe, so I was glad to visit some famous cathedrals and buildings with a rich history. Moreover, we had a variety of local foods there—a precious experience. In Switzerland, we had a chance to make visits to the WTO, JETRO and JTI. It might otherwise have been hard for us to get to see their offices. Thanks to visiting them, I was able to figure out what they were. One of my dreams is to work abroad, so it was a great pleasure for me.

Actually, this was my first time going to Europe. By joining this program, I was able to understand how different Japan and Europe were. Twelve days was too short a time to understand what Europe was. However, I was glad to experience some aspects of the highly sophisticated society, politics, economy and culture of the "Old Continent". In the near future, I hope to go to Europe again. At end of my essay, I would like to express my deepest gratitude to all the people who have assisted us in this program. I am honored to have taken part in such a marvelous research project.
Around the Gare Part Dieu station, located in the center of the Lyon city, there were some armed soldiers guarding against possible terrorist attacks, such as had frequently occurred in European countries in the preceding months and years. Aside from that, we were begged for money by a woman wearing a scarf and looking like a Romani person. However, being worried about our safety and pretending to not even notice, we gave her nothing. These scenes might be a good metaphor for what the world has been confronted with.

What if I had a chance to know her well and she wasn’t actually that "bad woman" as she might be labeled? I honestly didn’t have enough courage to talk to her or give her a hand. What if we had a chance to get to know Islam and it was not at all what we might imagine? We, the ones who don’t believe in nor know much about Islam but feel a strong fear of IS terrorism (knowing at least that religious faith has nothing to do with Radicalism), do not have enough courage to reconcile ourselves with those who, for example, belong to Islamic State and may have radical thoughts against modern society. So, we end up with military guys who have to protect French citizens from those who are labeled as strangers or outsiders.

Honestly, I mostly saw the good side of French society throughout our trip. I had a great time talking to the students at Lyon Institute and meeting with different employees at YUKI, JETRO, JTJ and the WTO who had achieved success in their careers. I also had a chance to have a look around some beautiful historical cities such as Strasbourg and Beaune. However, I could see almost none of problems we had done research on for the whole summer semester and had discussed in our presentations. Most of the bad parts of society lay hidden from our eyes.

However, if I do not try to look at precisely those hidden parts of society, I might naively see everything from too narrow a perspective. Since I got accepted to Hitotsubashi University, I have been surrounded by well-educated students who may earn huge sums of money in the future and so used to think that this is the normal
standard of life. However, my research and reading helped me see a different world: one out six children in Japan live in poverty; more than half of the mother-child families are considered poor; there are families who can’t even afford the school lunch fee for their own children. Plus, I believe that discovering new things and personal truths really changes our mind about the world and improves our understanding of it. I was glad to get the opportunity to talk to Ms. Jaluzot who told me about her fear of Radicalism.

I do not wish to just get as much satisfaction as I can in my own personal life, but also want to know the truth about the world and do something about it. Throughout this trip, each member of our team may have felt something different to what I felt and may be heading in a different direction, but I would like us all to be left with one thing in common. That is, whatever paths our lives may follow in the years to come, I hope that all of us deserve a chance to fulfill our potential and strive for a better future world.

One of the Alsatien specialities, Tarte flambée
APPENDIX
Appendix 1

Section I : Main EU-related Issues
1. Kanon Nakamori "The EU Finance"
2. Naoki Okamoto "The EU and the Euro"
3. Yuki Yagi "Largest Budget-Consuming Policies in the EU"
4. Taishi Yoshida "Why the EU is Struggling with Migrants and Refugees"

1. EU finance
Kanon Nakamori

Outline
• Revenue
• Expenditure
• Net Revenue of each country (Germany, France, the UK)
• Receiving countries
• Conclusions
• References

The Outline of the EU
In 2015,
• Countries : 28 (including the UK)
• Population : over 500million
• GDP : $16,220billion
  (GDP in the U.S.A : $17,947billion)

• EU budget : $330billion
  (only 1% of all EU countries’ GDP)

The EU Revenue
• A small percentage(0.7%) of GNI
• A small percentage(0.3%) of Value Added Taxes(VAT)
  • Its lower limit is at 15%
  • The reduced tax rates are applied to daily necessities
• Traditional Own Resources(TOR)
  • Import duties

Each Country’s Contributions

Date by "European Commission(2014)"
Appendix 1

The Burden of Each Country

<table>
<thead>
<tr>
<th>Countries</th>
<th>Payment</th>
<th>The ratio to GNI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portugal</td>
<td>1724</td>
<td>1.03%</td>
</tr>
<tr>
<td>Poland</td>
<td>3339</td>
<td>0.88%</td>
</tr>
<tr>
<td>The Czech Republic</td>
<td>1308</td>
<td>0.86%</td>
</tr>
<tr>
<td>Ireland</td>
<td>1209</td>
<td>0.86%</td>
</tr>
<tr>
<td>Greece</td>
<td>2061</td>
<td>0.84%</td>
</tr>
<tr>
<td>France</td>
<td>18174</td>
<td>0.83%</td>
</tr>
<tr>
<td>Cyprus</td>
<td>158</td>
<td>0.83%</td>
</tr>
<tr>
<td>Belgium</td>
<td>2394</td>
<td>0.82%</td>
</tr>
<tr>
<td>Hungary</td>
<td>863</td>
<td>0.82%</td>
</tr>
<tr>
<td>Estonia</td>
<td>125</td>
<td>0.80%</td>
</tr>
<tr>
<td>Slovenia</td>
<td>320</td>
<td>0.80%</td>
</tr>
<tr>
<td>Italy</td>
<td>13644</td>
<td>0.89%</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>320</td>
<td>0.88%</td>
</tr>
<tr>
<td>Malta</td>
<td>51</td>
<td>0.88%</td>
</tr>
<tr>
<td>Denmark</td>
<td>2074</td>
<td>0.87%</td>
</tr>
<tr>
<td>Austria</td>
<td>1650</td>
<td>0.87%</td>
</tr>
<tr>
<td>Romania</td>
<td>1062</td>
<td>0.87%</td>
</tr>
<tr>
<td>Latvia</td>
<td>158</td>
<td>0.86%</td>
</tr>
<tr>
<td>Ireland</td>
<td>1075</td>
<td>0.86%</td>
</tr>
<tr>
<td>Spain</td>
<td>8057</td>
<td>0.83%</td>
</tr>
<tr>
<td>Lithuania</td>
<td>230</td>
<td>0.85%</td>
</tr>
<tr>
<td>Luxembourg</td>
<td>249</td>
<td>0.84%</td>
</tr>
<tr>
<td>Slovakia</td>
<td>545</td>
<td>0.82%</td>
</tr>
<tr>
<td>Germany</td>
<td>20708</td>
<td>0.82%</td>
</tr>
<tr>
<td>Sweden</td>
<td>2089</td>
<td>0.80%</td>
</tr>
<tr>
<td>The UK</td>
<td>52341</td>
<td>0.70%</td>
</tr>
<tr>
<td>Holland</td>
<td>3864</td>
<td>0.85%</td>
</tr>
</tbody>
</table>

The EU Budget

Germany

- Pays the highest

France

- Pays the second largest
- an agricultural country → the benefit from CAP
- Marine Le Pan/the National Front (FN) “there are thousands of reasons why French should leave the EU.” “The EU is responsible for problems in France such as its high unemployment rate, terrorism, refugees and so on.”

Germany

- In the Financial Times;
  “an essential matter is on Germany.
  Germany has enjoyed the most benefit among EU nations.”
Appendix 1

The UK

• Thatcher said “We are simply asking to have our own money back.”
• British rebate
• Brexit

Net Revenue

Date by “European Commission(2014)”

Greece
Hungary
Romania
Portugal

Conclusions

• The unification in politics and economics
• Gains and losses among member states
• The relationship of master and servant

References

• EU budget financial report
• Ministry of foreign affairs of Japan, The outline of EU
• CAP Finance and Economy of Member States, Iishi Kenichi
• Euro-Risk, Shirai Sayuri, 2011/6/11, Nikkei Shimbunsha
• European Union website: http://europa.eu/index_en.htm
• EU MAG: http://eu-mag.jp/
• Home Page of Satoshi Hirahabu: http://eu-info.jp/

Why This Topic?

There are disadvantages of a common currency.

Then, why has the EU stuck with the Euro?
Appendix 1

The Merits of a Common Currency:
1. A reduced cost of exchanging money
2. No risk of exchange fluctuations and foreign exchange

The Demerits of Common Currency:
1. Abandon respective national monetary policies
2. Can not adjust economic disproportions through exchange rates

Optimum currency area
1. No asymmetrical economical shocks
2. There can be found solutions other than exchange rate

Is the EU an Optimum Currency Area?
- Price stability
- Adequate interest rates levels
- Stability of the exchange rate
- Balanced budget

Merits and Demerit for Economic Powers
- **Merits**
  1. Bigger markets
  2. Inexpensive export goods
- **Demerits**
  1. Increase in unemployment
  2. Currency crises caused by weaker and fragile economies

Merits and Demerits for Fragile Economies
- **Merits**
  1. Inexpensive import goods
  2. Stability of inflation
- **Demerits**
  1. Expensive export goods
  2. Fewer tourists
Appendix 1

References

3. Largest Budget-Consuming Policies in the EU

Yuki Yagi

Budget Distribution

2015 EU Budget Commitments

*Smart and Inclusive Growth* 42%
*Common Agricultural Policy* 22%
*Others* 6%

Budget Distribution “simplified”

Smart and Inclusive Growth
Common Agricultural Policy
Others

Budget Distribution “simplified”

Smart and Inclusive Growth
Common Agricultural Policy
The Others
Smart and Inclusive Growth

Huge Amount of Money to Help Some Countries

Friction
- West side: too much aid
- East side: proper support

Visible and Undesirable Result
- e.g. the U.K. Referendum

Brexit “unpursued lie”

Smart and Inclusive Growth

Common Agricultural Policy

The Others

Budget Distribution “simplified”

CAP: Common Agricultural Policy

‘80s Huge Aid for Farmers
- Many Unsold crops
- With Financial Aid, Sell at Low Price
- Problems
  - Confrontations against the U.S.
  - & Intervene Developing Countries’ Agriculture

CAP: Common Agricultural Policy

Subsidy
- Giving financial aid to sell crops cheaper than its actual value

Export
- CAP supports €20
- €100
- €80
Huge Aid for Farmers
Many Unsold crops
With Financial Aid, Sell at Low Price
Problems
Confrontations against the U.S.
& Intervene Developing Countries' Agriculture

Price War
Intervene

Today
The GATT and The WTO
Ban Subsidies
The Policy and Supports Remain

Essential Issue : Mainly Overlooked
Undesirable Influences
toward the EU, toward the World
Solutions are urgent

French Agriculture and Recent Situations about Agricultural policy, accessed August 25, 2016
http://www.maff.go.jp/primaff/kenkyu/kenkyuin_syokai/suda_fungsi
http://europa.eu/pol/index_en.htm
Consideration about the EU, accessed August 25, 2016
http://matomain.biz/matome/3094122553898510273
Brexit...now gloomy Saturday, accessed August 25, 2016
http://jimsloire.blogspot.jp/2016/06/brexit-now-gloomy-saturday.html

TAISHI YOSHIDA
DEFENITION

“Migrant” will refer to all people on the move who have yet to complete the legal process of claiming asylum.

BELIEF

1. the circumstance of migrants and asylum in the EU
2. routes to go to Europe
3. final destination
4. difficulties

BELIEF

The number of migrants and refugees

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>280,000</td>
</tr>
<tr>
<td>2015</td>
<td>More than 1,000,000</td>
</tr>
<tr>
<td>2016 (first two months)</td>
<td>More than 135,000</td>
</tr>
</tbody>
</table>

(Quotation from Eurostat)

BELIEF

Why people try to aim for Europe

- Domestic conflicts
- Poverty
- Human rights abuse
- Deteriorating security

However, European countries cannot receive all of them.

BELIEF

1. the circumstance of migrants and asylum in the EU
2. routes to go to Europe
3. final destination
4. difficulties
2 MAIN ROUTES

1. From Turkey to the islands of Greece (popular)
   Weak point: Little infrastructure

2. From Libya to Italy
   Weak point: Longer
   Hazardous while crossing Mediterranean

BELIEF

1. the circumstance of migrants and asylum in the EU
2. routes to go to Europe
3. final destination
4. difficulties

NO FAIRLY SHARING SYSTEM

The EU interior minister make a controversial plan to relocate 120,000 migrants across the continent over the next two years.

Central and Eastern Europe cannot accept it for variety reasons.

CONCLUSION

The EU should introduce new restrictive and transparent rules on accepting migrants and refugees.
THANK YOU FOR LISTENING.

REFERENCES

- http://ec.europa.eu/eurostat
Section II : Comparison between the EU and Japan

2. Yuto Koike "English Education in Japan and Franc
3. Harumi Sekido "Women's Work-Life Balance"
4. Miki Umezawa "Refugees in France and Japan"
5. Shuntaro Nagai "Anti Global Warming measures in the EU and Japan"
6. Masaki Miyata "Disposal of Radioactive Waste in France and Japan: a "Democratic Point of View"

Outline

1. Japanese education system
   - Importance of economic capital
2. French education system
   - Importance of cultural capital

Japanese Education system

<table>
<thead>
<tr>
<th>Kindergarten 3-5 years old (2 or 3 years)</th>
<th>Elementary school 6-12 years old (8 years)</th>
<th>Middle school 13-15 years old (4 years)</th>
<th>High school 16-18 years old (3 years)</th>
<th>University, vocational schools (2-4 years)</th>
</tr>
</thead>
</table>

Compulsory Period

Enrollment Rate and Advancement Rate

Ministry of Statistics (2005)
Appendix 2

Private school or Middle school??

- Private school: 65 (31%)
- Public school: 145 (69%)

Economic capitals = Academic carriers

How about France??

- = 30%
- = 2%

Why??

- Unlikely to pass on the importance of education
- Repeat the same grade

Conclusion

- Japan and France reproduces social status.
- Economic capitals and cultural capitals are the key factors for academic carriers.
Appendix 2

Bibliography

- Daisuke Sonoyama, Jean-François Sabouret, *Nichifutsushikaku Henyousuru shakai to kyōiku* [Comparison between Japan and France: Transformation of society and education] Akashi shoten, 2009
- Aya Abe, *Kodomo no hinkon II* [Poverty of children II] Iwanami Shoten, 2014

2. English Education in Japan and France

Yuto Koike

THE AVERAGE TOEFL SCORE

ENGLISH EDUCATION PROBLEMS IN JAPAN

- Large differences in linguistic structure, especially word order
- Impractical English education
- Late introduction of English education
Appendix 2

LARGE DIFFERENCES IN LINGUISTIC STRUCTURE AND ESPECIALLY WORD ORDER

- Word order is unimportant when learning Japanese
- Word order is important when learning English

IMPRactical ENGLISH EDUCATION

- Japanese people study reading and grammar harder than speaking, listening and writing
- Japanese people pay too much attention to correctness

ENGLISH TEACHERS IN JAPAN

- TOEFL IBT over 80
- English teachers in junior high schools 24.2%
- English teachers in high schools 48.9%
- Teachers with long-term study abroad experience 30%

LATE INTRODUCTION OF ENGLISH EDUCATION

- It is said that the earlier you learn languages → the more effective it is!!
- ↔ Japanese educational institution assumes that starting learning English early hinders the development of a child’s mother tongue

THE MAIN FACTOR IN FRANCE

- The language loyalty (ex. Toe Bonn law) → restrictions on using English
- In France, educational expenses occupied largely in GDP of a government → difficult for French government to invest in educational institutions newly
- Japan is the lowest rank in how much governments spend money on educational institutions
Appendix 2

IMPROVING ENGLISH EDUCATION

<table>
<thead>
<tr>
<th>Japan</th>
<th>France</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should learn more conversational English</td>
<td>Respect the use of English alongside French</td>
</tr>
<tr>
<td>Governments should spend much more money on teachers’ English training</td>
<td></td>
</tr>
</tbody>
</table>

REFERENCES


3. Women’s Work-Life Balance

Harumi Sekido

Total Fertility Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Japan</th>
<th>France</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>1.9</td>
<td>1.4</td>
</tr>
<tr>
<td>1965</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contents

1. Comparison of the respective childcare systems
2. Differing attitudes to working women
3. Desirable steps towards improving women’s work-life balance

1. Comparison of the respective childcare systems
Appendix 2

### France vs. Japan

<table>
<thead>
<tr>
<th>Description</th>
<th>France</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prescribed Hours</td>
<td>Over 16 hours a week</td>
<td>Under 6 hours a day</td>
</tr>
<tr>
<td>Allowance Amounts</td>
<td>40% of the national minimum wage</td>
<td>&lt; 50% of worker salary</td>
</tr>
<tr>
<td>Allowance Terms</td>
<td>6 months (one child)</td>
<td>&lt; 1 year</td>
</tr>
<tr>
<td></td>
<td>More flexible</td>
<td>Higher incentive to go back to work</td>
</tr>
</tbody>
</table>

#### French Paternity Leave

- 3 + 11 day system
- Guaranteed paternity allowances
- Very popular

#### Japanese Paternity Leave

- Nonexistent under the national system
- Allowed to take a general child-care leave

### The Rate of Taking Paternity Leave

- 2/3 fathers: 10.8 days

2. **Attitudes to working women**
Japanese values:

- “The myth of the three-year old
- Men work, women stay home

French values:

- Nursery schools are good for children’s development
- Low reputation of full-time housewives

3. Desirable steps towards improving women’s work-life balance

Changing mindsets

France: Towards more full-time housewives
Japan: Towards more working women
Both: Towards greater participation of men

Improving the Current Systems

France: increase the allowance amount
Japan: introduce a flexible working and father’s leave

References:

- www.mhlw.go.jp/topics/2009/07/tp0701-1.html
- http://googirl.jp/img/14/09/1409262top.jpg
Appendix 2

4. Refugees in France and Japan
Miki Umezawa

Refugees in France

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>179,760</td>
</tr>
<tr>
<td>Italy</td>
<td>22,590</td>
</tr>
<tr>
<td>France</td>
<td>20,055</td>
</tr>
</tbody>
</table>

(in the first quarter of 2016)

Accommodation

- 258 reception centers
- Usually clean
- Have sufficient sanitary facilities
- Cook for themselves in shared kitchen

Health care

Universal healthcare Insurance (CMU) System
- Obligation to medical check-ups

Only 11% benefiting
- Administrative difficulties
- Lack of awareness of their rights
- Language barrier

Asylum seekers without accommodation
Paris and Calais
Appendix 2

Refugees in Japan

• Rejected more than 99%
• Accepting 27 refugees ...less than 0.4%

Support for refugees

• National Health Insurance system
• Japanese free language education
• Help with how to apply for welfare services in Japan
• Employment assistance

Asylum seekers’ difficulties

Lack of financial support

• × National Health Insurance
  → give up treatment
• × language program
  → difficult to get decent work & make a living

Conclusion

France: revise support system, but not attentive
Japan: insufficient support system

★ whether support systems actually function?
★ the real need of the refugees?
★ how help asylum seekers?

References

• https://www.thesun.co.uk/news/1486779/french-cops-dismantle-massive-migrant-camp-in-central-paris-that-had-been-home-to-more-than-1000-afghans-and-east-Africans/
Introduction

I: History
- 1980’s: “Climate change” was an environmental problem
  → UN’s involvement
- 1997: COP3 in Kyoto & the Kyoto Protocol
  reduction of CO2 & developed countries’ initiative
  numerical goal: JP 6% US 7% EU 8%
  2005: come into effect

II: Activities of EU & Japan/Analysis

III: Future of global warming

The History of Global Warming Policy

The EU

EU-ETS (EU Emissions Trading Scheme)

Measures in the EU and Japan

Japan

- Aims at reducing GHG by 25% by 2020
- Shift energy resources
- Failed to introduce a Cap & Trade System
- Is Japan a “rag”?!
Appendix 2

Offset mechanism

• Export eco-friendly infrastructure abroad
• Reducing emissions is a Japanese achievement!
  → Japan focuses on foreign countries and support them

Are domestic measure enough?

Comparison & Analysis

▼ A. EU > Japan
• Both the reduction of GHG & economic growth
• No trade-off!!! EU predicts the future.

▼ B. Japan > EU
• Easy to support other countries because it’s not a union community
• Infrastructure → prevents emissions improve countries’ economies

The Earthquake and its Impact

• After 3.11, Japan stopped its nuclear power plants.
• We depend more on thermal power again.

A Vision for the Future

▼ Japan
• We must come to terms with nuclear power.
  → take all possible measures → keep a balance.

▼ The EU
• British withdrawal
  → the burden on others becomes bigger
  → money unites countries

COP 21

• In 2015 → COP 21 in Paris
• Decision: rise of temperature less than 2°C
  give subsidy to developing countries
• EU formed a coalition
• America may withdraw from it…?

Conclusion

• Persuasion to USA into remain is a Key
  If not… → lose trust from other countries

• EU and Japan should be leaders in this field

• Regular gathering, check, and discussion make Sustainable Earth
Overview

• What is radioactive waste?
• Highly radioactive waste disposal: past and present
• A new approach to disposal

What is radioactive waste?

radioactive waste

containing material of various levels of radioactivity

spent nuclear fuel

by-products of nuclear technology

radioactive rubble

Practical ways to dispose of spent nuclear waste

1. Direct disposal
2. Reprocessing of nuclear fuel

We have to pay keep paying careful attention to the safety of hazardous underground objects for a very long time.

Disposal of spent nuclear fuel in France

• The Bataille Law (Christian Bataille, 1991)

close communication transparency

long-term research

≠ decide the policies hastily without inhabitants

Democratic process is important.
Disposal of spent nuclear fuel in France

• A new concept: reversibility
  = maintaining the flexibility to switch or replace technology at a later stage
  Future generations will thus be better able to change the policy at a later date, according to their judgment.

Conclusion

• It will take us a very long time to dispose of highly radioactive waste.
• Complete and clean disposal is beyond the capability of today’s technology.
• It is necessary to share information nationwide and keep the process democratic, for the benefit of future generations.
• The concept of “reversibility” has a very significant meaning for disposal, and especially long-term disposal.

References
