

The Purpose and Effects of Academic Summer School on Environmental Strategies

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Introduction

Our report about the summer school for students on environmental strategies does not directly treat environmental research. This concerns environmental education, in other words, a high level academic approach to studying environment, and gives an account of one academic summer school of environmental studies which took place at the Faculty of Environmental Studies of Nagasaki University. The purpose and effects of the international Summer School are presented, along with the program and topics developed there, a short summary of the sessions, and the questionnaires which were sent out after the summer school are also presented.

We, on the Japanese side, prepared for this summer school in Nagasaki where a small committee was constituted for this purpose. Since the fall of 2004 meetings took place three times. Under the title “Environmental Strategy in Japan and Germany”, four lectures by Japanese Professors were decided on and also four lectures by two German professors and two experts were proposed. The destination of field trips and other organizational problems were discussed. The Faculty of Environmental Studies invited students to enter the summer school.

The Summer School sessions could be considered as normal classes at the Faculty of Environmental Studies in Nagasaki. Some students from other universities in Nagasaki and in Tokyo were also invited.

1. The program of the Summer School(1) and its educational purpose

From September 5th to September 17th 2005 an international summer school took place in the University of Nagasaki at the Faculty of Environmental Studies. The Title of the Summer School was “Environmental Strategy in Japan and Germany”. Sponsored by the German Academic Exchange Service (DAAD), six German students from Martin Luther University Halle-Wittenberg and thirteen Japanese (including two Chinese students joined together in Nagasaki to study environmental matters in Japan and Germany. They heard lectures, went on field trips (Isahaya wetlands) and discussed in small groups the environmental situation and strategies in Japan and Germany.

Two professors and two experts of Halle University and four Japanese environmental researchers from three Japanese universities held lectures.

All students from Nagasaki University had already taken many classes in the area of environmental studies. Therefore the Summer School serves as higher level environmental education in English.

German students had also heard lectures and studied in seminars in Halle University. They had no problem in English.

Three main targets were purposed.:

1. to inform students of the present situation of environmental policy in Germany and Japan;
2. to enhance the motivation of students for environmental studies;
3. to develop cultural exchange and cooperation.

2. The lectures and group studies

Almost all lectures were held in English.

The German and Japanese lecturers spoke at first of the political situation and various problems about environment of their own countries. Then they

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made comparisons.

The starting assumptions expressed in the first lecture were as follows.

- Germany and Japan are the leading economic powers in the world.
- Germany and Japan are the leading consumers of natural resources in the world.
- Germany and Japan are the leading polluters in the world.

Therefore Germany and Japan have a special responsibility regarding environment.

From these assumptions the lecturer explained environmental policy in Germany. The lecturer divided the German environmental policy into five periods i.e. 1) 1969-1971. 2.) 1972-1983. 3.) 1983-1992. 4.) 1992-1998, 5) 1998-present.

The lecturer characterized each period as follows: 1.) institutionalization of environmental politics, 2) stagnation of environmental politics, 3) civil engagement and green politics, 4) globalization and new challenges, and 5) Does government matter? The Issues, problems, instruments and approaches of each period were introduced.

In the second lecture, the lecturer talked about the characteristics of Japanese environmental policy. About 1970 was the time that Japanese environmental policy became the top runner in the world. Many environmental laws were legislated in the Diet of 1970. The lecturer described the present situation of Japanese environmental policy as "mere" science.

The theme of the third lecture was the recycling based society of Japan. The lecturer compared the concept of waste management and the concept of a recycling based society.

He showed many data. He described service and safety in the management of waste in Japan and the weakness of economical efficiency as characteristics of Japanese management of house waste.

The fourth lecture was concerned also with sustainability. The lecturer at first spoke of the concept of sustainability and its history in Germany and the process from idea to strategy. He pointed out implementation of this since the early 1990s through the Renewable Energy Act, Biomass Ordinance, The Green Dot, etc.

The theme of the fifth lecture was energy policy in Japan. The lecturer questioned whether the year

2004-05 would become a decisive turning point in energy policy in Japan. And he concluded that the Japanese government has missed a big chance to revise energy policy and persists in the existing course expressed symbolically by the concept of an energy-mix which is composed of enlarging nuclear energy and very lower rate of new energy with 1-2% of power generation. The lecturer added that there is a necessity to make use of an alternative concept that could substitute for the GDP, which expresses only the quantitative side of economic affluence and a necessity to revise our life style from the demand side in addition to supplying cleaner energy.

"Strategies Fostering Energy Conservation in Private Households" was the title of the sixth lecture. The lecturer spoke of how to intervene to change to more pro-environmental behaviors. Her conclusion was:

- 1 Be aware of several environmental behavior's determinants.
- 2 Straightforward information is seldom effective.
- 3 Use strategies for effective information.
- 4 Activate the existing social network.

In the last two lectures, environmental awareness and the possibility of changing behaviors in Japan and Germany were treated.

In the lecture "Life Style and Environmental Consciousness", the lecturer questioned why it is difficult to diffuse pro-environmental behaviors, even though the Japanese environmental consciousness is high. The lecturer asserted that it does not always motivate people to do pro-environmental behavior only to share the values and needs of a comfortable environment. He classified interventions into three types.

- 1) command and control approach (mandatory system., deregulation etc);
- 2) economic approach (taxes, subsidies, etc);
- 3) social and psychological approach.

He maintained that it is necessary to evaluate combinations of some of the approaches. His supposition is that it is important to discuss what kind of approaches are effective and acceptable for the diffusion of pro-environmental behavior.

In the last lecture the lecturer made a proposal for questionnaires which students could make and distribute to people in the town. And she connected her lecture with the task which group studies would

achieve.

Participants attended group studies every afternoon in three small groups. They studied the topics more precisely and discussed particular environmental problems. One group studied especially about the reclamation of Isahaya Bay, another group visited an electric factory, a NPO, and heard about environmental management and other related matters. The third group visited a factory, which produces windmills for renewable energy.

3. After the Summer School

We sent the students the following questionnaires to get feedback on the Summer School. We present our items below.

Items and answer choices

*A Could you understand the contents of lectures and discussions?

- 1) I understood well.
- 2) I understood in the main.
- 3) I did not understand well.
- 4) I understood almost nothing

For students, who. choose answer 3) or 4)

Why? Or why not

- 1 English was too difficult.
- 2 Could you not understand the content of topics ?

*B Could you join in discussions?

- 1) I took part in the discussions actively.
- 2) Sometimes I took part in the discussions.
- 3) I could not take part in the discussions.

For students who chose answer 3.

Why not?

- 1 English was too difficult.
- 2 Topics were too difficult .

Questions of small theme.

*C Environmental policy

- 1) I understood well.
- 2) I understood in the main.

- 3) I understood not well.
- 4) I understood little.

1 Question for students, who. chose answer 3 or 4

- 1 verbal difficulty
- 2 difficulty of topics

*D Energy policy

- 1) I understood well.
- 2) I understood in the main.
- 3) I did not understand well.
- 4) I understood little.

For students, who choose answer 3) or 4)

- 1 verbal difficulty
- 2 difficulty of topics

*E environmental awareness, life style

- 1) I understood well.
- 2) I understood in the main.
- 3) I did not understand well.
- 4) I understood little.

For students, who choose answer 3) or 4)

- 1 verbal difficulty
- 2 difficulty of topics

F *Did you communicate with German students?

- 1) excellently
- 2) relatively well
- 3) not at all.

For students who chose 3) Why not ?

G *How useful was the Summer School?

- 1) very useful
- 2) useful
- 3) not very useful

H *How often did you have classes on environmental topics?

- 1) less than 2 terms
- 2) more than 2 terms
- 3) never

Last request to participants

Please, write your impressions or your comments on the Summer School.

4. The results of questionnaires

After the summer school we could get all the answers to Questionnaires, given to the participants. We now have 13 letters of students from Nagasaki. The rate of collected questionnaires is 100%. We present now the results below.

Question A * Could you understand the contents of lectures and discussions?

- 1) understood well.
- 2) I understood in the main.
- 3) I did not understand well.
- 4) I understood almost nothing

Answer 1) 2 persons

Answer 2) 9 persons

Answer 3) 2 persons (Why? Because English was difficult)

Question B *Could you join in discussions?

- 1) I took part in the discussions actively.
- 2) Sometimes I took part in the discussions.
- 3) I could not take part in the discussions.

Answer 1) 3 persons

Answer 2) 7 persons

Answer 3) 3 person (Why? Because English was difficult)

Question C *Environmental policy

- 1) I understood well.
- 2) I understood in the main.
- 3) I understood not well.
- 4) I understood little.

Answer 1) 3 persons

Answer 2) 9 persons

Answer 3) 1 person(Why? Because English was difficult)

Question D *Energy policy

- 1) I understood well.
- 2) I understood in the main.
- 3) I did not understand well.
- 4) I understood little.

Answer 1) 4 persons

Answer2) 6 persons

Answer3) 3persons (Why? Two persons;No

description. For one Participant English was difficult)

Question E *environmental awareness ,life style

- 1) I understood well.
- 2) I understood in the main.
- 3) I did not understand well.
- 4) I understood little.

Answer 1) 5 persons

Answer 2) 6 persons

Answer 3) 1 person

Question F *Did you communicate with German students?

- 1) excellently
- 2) relatively well
- 3) not at all.

Answer 1) 10 persons

Answer 2) 3 persons

Question G *How useful was the Summer School?

- 1) very useful
- 2) useful
- 3) not very useful

Answer1) 11 persons

Answer2) 2 persons

Question H *How often did you have classes on environmental topics?

- 1) less than 2 terms
- 2) more than 2 terms
- 3) never

Answer 1) 1 person

Answer 2) 4 persons

Answer 3) 8 persons

From the answers we can conclude that about 70 % students understood well the contents of lessons. And they could join in discussions. But there are some students, who had difficulty in speaking in English.

Concerning of communication with German students, answers show success with high points.

Participants had until now no chance to join in

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such a international summer school.

Almost all participants answered that summer school was very useful.

We can conclude now that the summer school was very significant for students and succeeded. We translated impressions and remarks by students of Nagasaki University and the University of Nagasaki for foreign languages. They are shown in the footnotes. (2)

We can now also present some individual statements of participants from Halle. We talked with two German students about impressions of the Summer School. One said she could learn many things; one of the most impressive for her was the friendly atmosphere, with German and Japanese students talking in English. She meant the group discussions. Another impressive thing was the excursion to Isahaya. They were very interested in the interviews with fishermen. (3)

It is desirable to plan international projects for students as much as we can. This will be the last sentence of our report on the Summer School.

footnotes

(1) detailed program of summer school

Sunday, 04-09-2005

Arrival of participants
get-together

Monday, 05-09-2005

10:00	Welcome Introduction of proceedings Introduction of the lecturers
12:00	Lunch
13:30	Prof Dr Gesine Foljanty-Jost (orientation) Introduction of the complex of themes of the study groups
14:15	Coffee-break
14:30	Prof Takahiro Ono (orientation) What is sustainability
16:00	End
18:00	Opening evening at University's Faculty of Environmental Science

Tuesday, 06-09-2005

(Tuesday s program was postponed until Wednesday

due to the typhoon.)

10:00	Prof Dr Gesine Foljanty-Jost/Prof Dr Takashi Hayase (lecture) Environmental policy in Germany and Japan – a comparative view
12:00	Lunch
13:30	Constitution of the study groups and led work in study groups
14:15	Coffee-break
14:30	Led work in study groups
16:00	End

Wednesday, 07-09-2005

10:00	Dr Axel Müller (lecture) Sustainable Development: concept, strategies, and implementation
12:00	Lunch, followed by Ecological town development (a guided walk around Nagasaki with ecological focuses)

Thursday, 08-09-2005

Study trip to Isahaya

Friday, 09-09-2005

10:00	Evaluation and impressions of the study trip to Isahaya (discussion)
11:00	Susanne Brucksch (presentation) NGOs/NPOs and Economy in Japan – a forthcoming research project
12:00	Lunch
13:30	Presentations and feedback of research and study projects by the participants
15:00	German afternoon

Saturday, 10-09-2005

Free

Sunday, 11-09-2005

Free

Monday, 12-09-2005

10:00	Prof Takahiro Ono (lecture) Sustainable Japan Dr Axel Müller (lecture) Sustainable Germany
12:00	Lunch
13:30	Hiromiti Takita Sustainability in energy policy of Japan and Germany
14:15	Coffee-break

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14:30	Dr Gundula Hübner (lecture) Strategies fostering energy conservation in private households	(2) impressions by Japanese and Chinese students in sentences. + The Summer School was very nice.
16:00	End	+It seemed at first very difficult, but now I am pleased with wonderful memories. I learned the new things about environmental matters. The field trip was good and useful. I made many new friends.
Tuesday, 13-09-2005		
10:00	Hajime Yamakawa (lecture) Lifestyle and environmental awareness in japan	
	Dr Gundula Hübner (lecture) Life-styles and environmental awareness in Germany	+I learned many things about the human communication. There were some difficult scenes. My experience here which I made here, will serve in the widening for me of a intercultural communication.
12:00	Lunch	
13:30	guided work in study groups	
14:15	Coffee-break	+I have lived in Nagasaki about four years, but I had no chance to go to Isahaya wetlands. The field trip was very useful and affected my idea on papers for graduation.
14:30	guided work in study groups	
16:00	End	
Wednesday, 14-09-2005		
10:00	Susanne Brucksch, Dr. Gundula Hübner, Dr. Axel Müller Guided work in study groups	+I felt that all students were active in communicating with each other .I think that success of Summer School is due to co-operation from the first stage. The level of contents of the sessions was lower than in the last summer. But the activity of participants in the sessions was much higher than in the last summer. I am a little disappointed ,because there were few male students.
12:00	Lunch	
13:30	Susanne Brucksch, Dr. Gundula Hübner, Dr. Axel Müller Guided work in study groups	
14:15	Coffee-break	
14:30	Susanne Brucksch, Dr. Gundula Hübner, Dr. Axel Müller Guided work in study groups	+I felt my English competence is weak. From now on I will seek more chances to speak English.
16:00	End	
Thursday, 15-09-2005		
10:00	Susanne Brucksch, Dr. Gundula Hübner, Dr. Axel Müller Guided work in study groups	+We had a very nice time, because German students spoke Japanese very well. Having lectures in English was fresh for me . Questions which German students and lecturers asked were sharp and exciting. But the content of lecture was too abstract and had many known facts. It would have been better, to compare the concrete cases like the reclamation of Isahaya Bay. I had the impression that English for Japanese students was a problem.
12:00	Lunch	
13:30	Susanne Brucksch, Dr. Gundula Hübner, Dr. Axel Müller Guided work in study groups	+I had time to communicate with German students in a friendly way. – this was most meaningful for me. I learned German and circumstances of Germany. But the its image was vague. I learned in the summer school not only environmental matters, but also culture or history of Germany. It would have been better ,if we could have heard more about NPO and NGO. There was no chance to hear about NPO in Germany.
14:15	Coffee-break	
14:30	Susanne Brucksch, Dr. Gundula Hübner, Dr. Axel Müller Guided work in study groups	
16:00	End	
Friday, 16-09-2005		
10:00	Study groups presentations	
13:00	Lunch	
17:00	Farewell party	
Saturday, 17-09-2005		
	Departure of participants	+Summer School was very useful, because I could learn environmental issues in Germany and Japan . I felt that not only

my specific study , but also English is important. A field trip and visit to company will certainly be useful for my future study.

+ It was very nice for me to have joined the sessions because we have no chance to speak with foreigners without foreign student ,who study at the University of Nagasaki . German's way of thinking was interesting. I feel, that English is important.

(3) On the base of impressions two german students wrote and composed a song. We present below.

LET'S DANCE IN ISAHAYA BAY

looking around I see destroyed nature
a land gone forever unable to forget
a place where fishers used to fish
where families and children used to live
I see a wall built out of massive steel
in every dimension unable to feel
no boat can sail away , no wave can reach the bay
where unique nature used to stay, life has died away

what did we do? why didn't we react?
time goes by and we're still waiting
a little paradise is fading away
so come on and let's dance in Isahaya Bay

but there's a chance to save the loss
and the base of a high political cost
to help to bring back what has been taken unjust
you want a joyful life, peace and harmony
than help to rescue don't be natures enemy
we have just one life and our children too
if we don't save our roots, no one else will do

what did we do? why didn't we react?
time goes by and we're still waiting
a little paradise is fading away
so come on and let's dance in Isahaya Bay

● written by Anett Hoffmann & Susanne Graul

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