In Cooperation with:



Kindly supported by:





'Youth in Action' Programme



# GREEN INTERNATIONAL CAMPUS

Berlin, 24th to 28th of August 2011



FINAL READER

# Table of Contents

GIC-Prep Team and volunteers	2
Welcome speech GIC-Team	4
Welcome speech Stephan Ertner (hbs)	5
WORKSHOPS CLUSTER 1  Climate and Development - an introduction  Prosperity without Growth  Climate Change - Science, Effects  and Measures	6 7 9 12 14
WORKSHOP CLUSTER 2  Gender (In)equality  Gender LGTBQ Issues in Higher Education  Studying with handicap  Impressions	18 20 22
Social Mobility Student fees & Financing of Higher Education European Higher Education The Bologna Process and its problems Recognition of International Diplomas and Qualities Impressions	26 28 30 31
WORKSHOP CLUSTER 4	38
WORKSHOP CLUSTER 5  Campaigning with no/low budget  Fundraising  Non-Violent Communication  Yoga  Impressions	44 46 48 50
Paneldiscussions  Climate Change in our modern world  Nuclear vs. renewable energies	52

# CIG-PREP TEAM

# JACQUELINE KLIMESCH

I studied in Karlsruhe and finished my studies in biology in December 2008 and currently I pursue my PhD degree at the Institute for Botanic at the University of Karlsruhe. Since I came back from a



huge road trip in New Zealand in January 2006 I am really interested in academic affairs and got involved in a widespread of different committees and boards at the university. I got many insights in the structure of academic instituions. During all these times I was permanently involved in the Green University Group Karlsruhe. But soon I was interested to deal with national academic concerns - and that was the beginning of being a board member at Campusgrün from 2007 to 2010. At the moment I am the political CEO of the Bildungswerk Campusgrün e.V. and work together with Lena.

In my spare time I love to go travelling and network with other people. And I really love listening to music the whole day - if it's possible.

# LENA HERRERA PIEKARSKI



I am the organizational CEO of Bildungswerk Campusgrün. Additionally I am studying political science at the Potsdam University. Not only in my studies and at work I am passionated about green politics. I have

been an active member of the young greens Germany since 2003. And in 2006-2007 I was the representative of the student council of Potsdam University for gender politics for the green alternative group. In the last years I have been mainly active on local leves with different NGOs on climate change, gender politics, human rights and LGBTQ politics.

Also I lived in the last six years in Belgium, France and Australia. I am a Berliner and looked forward to show you my beautiful home town.

I am in charge of all administrative things at the congress. If you are interested in participating or you have questions regarding e.g. your travel, cost, stay and workshops.

# YANN PRELL

My name is Yann and I am currently doing my master degree International **Economics Economic** and Policy Goethe the University in Frankfurt/Main, Germany. Since the beginning of my Bachelors I was an active member of the Green University Group in Bayreuth, Germany. Back then I was the spokesman for science, environment and technology



of the student parliament. Among other things, I could raise the wage for student assistants employed at the university. At the end of my Bachelor studies I was also member of the Campusgrün board and mobilized students for the demonstrations around COP15. After a short break between my Bachelor and Master, I am nowadays a member of the student parliament of the Goethe University. Furthermore, I support Campusgrün as a member of the tribunal of arbitration. And of course I am helping in organizing GIC 2011.

# SILVANA TIEDEMANN



Since I started my Bachelor degree in physics I am constantly

involved in student affairs and used to be a board member of CampusGrün in 2009/2010. I believe that the university is both, a melting point for people with different backgrounds and a catalyser for social change and improvement. Thus, urging problems of our century like climate change and social justice must be discussed in (the contest of) the universities. Having lived in France and in Turkey, I consider myself a "European citizen". For me, the GIC is a great possibility to mix up all my different interest, and work and learn in an international atmosphere to exchange ideas.

# **TEAM OF VOLUNTEERS**

The GIC would not have been that successfull without the help of all the dedicated and motivated volunteers. We would like to take this opportunity to thank you all!



Judith Kahle // Minutes (JK)



Kathleen Pauleweit // Info



Markus Saborowski // Photos



Alexander Franke // Photos (AF)



Ruth
Blanck
// Speakers support



Rebecca Weber // Info (RW)



Patrick Fey // Proceedings (PF)



Thomas Heise // Support (TH)



Katja Bauch // Support (KB)



Franziska Kerting // Minutes (FK)



Charlotte
Schwesinger
// speakers support



Jonas Thiele // catering (JT)

# Welcome to the Green International Campus 2011 by Campusgrün Bildungswerk e.V.



# Lena Herrera Piekarski:

This is Jackie and probably all of you know her.

# **Jacqueline Klimesch:**

And this is Lena. She is the good girl behind curtains and we have been working closely together to make this event happen. I am very excited to finally see the faces behind all your email-addresses. With some of you I already have been in contact for months. And at least one of you turned out to be a boy.

Since I have been engaged in Campusgrün on federal level in 2007 I have been dreaming of an international student congress. The Green International Campus is finally the manifestation of this dream and you are my dream team. Like all good ideas this one started at a cosy after workshop session on a networking part of a seminar. I was sitting together with a group of other participants with a diverse range of interests and backgrounds. Just like you now. I am looking forward to the results of this congress A year ago, I started searching for other green students and contacts in Europe. Some of you are sitting here in room, others helped to get you here. And as the Campusgrün Bildungswerk was getting more professional, Lena was sent me as a present from Australia. She applied as our first employee.

# Lena Herrera Piekarski:

And I got it. Even though Skype boycotted my interview from the other side of the world. From then on Jackie and I worked out how to make the congress happen. And as you can see we have been successful. On our journey Yann joined us 6 months ago and Silvana came to our rescue on the final stage. We never expected to get such a huge response. We

designed this congress for European participants, but when we opened the online registration in June we got applications from all over the world within few days. So, we decided to take the challenge.

Now in this room we have engaged students from 20 nations from 4 continents. This is an amazing melting pot of different capacities and huge think tank for new projects and ideas. Let's make profit out of it.

We are looking forward to talk, think, joke and network all together. Finally, this congress aims to build new ties between students and student organizations all over the world. Let's get rid of cultural, national and social boundaries. Most of our environmental and social problems are not national, but rather global. So let's solve them together.

# **Jacqueline Klimesch:**

Organizing this congress we had to overcome several boundaries and realized the most difficult one is the Fortress of Europe. Unfortunately, several participants can not be here today, because of the simple fact, that they did not get a piece of paper called "VISA". Europeans in this room, this is a challenge we definitely have to work on. Our Vision is a social, multicultural, sustainable and diverse society with no boundaries.

Be a part of our vision and take the chance to discuss and develop new ideas together during the next days and beyond. This is your congress! It depends on you how much impact this congress will have and if there is another one in 2012. So we are looking forward to the next four days and we hope we will have a wonderful time together.

Thank you!

# HEINRICH BÖLL STIFTUNG



Dear participants,

On behalf of the Heinrich-Böll-Foundation, I welcome all of you to the Green International Campus. We are proud to be a cooperating partner and to host this very ambitious conference.

My name is Stephan Ertner and I am the advisor for science and education here at the Heinrich-Böll-Foundation.

Allow me some brief words about what we do: The foundation is associated with the German Green Party. Our main tenets are ecology and sustainability, democracy and human rights, self-determination and justice. We are an independent Green Think Tank and an International Policy Network with 28 offices worldwide.

In the fields of science and education, the activities of the Heinrich Böll Foundation reflect the change of modern societies towards what has been labelled "Knowledge Society."

In 2009 and 2010 we organized two German-wide campus tours that stopped at about 50 universities. At the center of a whole range of different events was the question of how to organize higher education in the future against the background not only of creating a European Higher Education Area but also against the background of the great challenges we face today and in the future, connected for example with the climate crisis.

The central issue of the tour and of our work in general is the formulation and discussion of new con-

cepts for universities such as those of a university for sustainability and the opening of universities for non-traditional students. That is, how can we pave the way to higher education for those, who in the past have not been able to equally participate such as older or non-academic and underprivileged people? Education is crucial to achieve a more mobile and socially balanced society.

Policies for a society that offers equal opportunities for everybody, where social advancement is not predetermined by your social background and that is socially inclusive is at the centre of our work at the Heinrich-Böll-Foundation. So I am pleased to see that these are issues you will be discussing in the days to come, too.

Well, as the schedule is very tight I don't want to waste any more of your time.

But I do want to use this opportunity to thank the organizers, CampusGrün, for their excellent work in putting together this four-day conference. And I would also like to thank the organizing team of the Heinrich-Böll-Foundation – that is Eva Klakl, Soumicha El Homri, Lamine Hane, David Handwerker and Lisa Beier. Thank you very much.

I wish all of us exciting four days full of interesting meetings, discussions and networking.

Thank you!

Stephan Ertner (Heinrich Böll Foundation)

# WORKSHOP CLUSTER 1 // CLIMATE AND DEVELOPMENT

Workshop 1: Climate and Development - an introduction by Dr. Markus Lederer (University Potsdam)

### 1. CLIMATE CHANGE

Although climate change is certainly the most severe environmental problem, there are a lot of other environmental problems around the world (ozone layer, waste pollution, acid pollution). The specific problematique of climate change is its temporal dimension (CO<sub>2</sub> stays in the atmosphere for a hundred years), it is a stock problem (CO<sub>2</sub> accumulates in the atmosphere), it has perverse spatial consequences (those who contribute least, suffer potentially most).

The Intergovernmental Panel on Climate Change (IPCC) is an institution that analyses information/ articles/ evidence on climate change from scientists all over the world. Based on this information, the international community announced at an international climate change conference in Copenhagen its aim to not exceed a global warming of 2°C. However, taking current emissions into account, the international community is more likely increase global average temperature up to 4°C.

Even if global average warming just rises 2°C compared to the industrial revolution, there is a high probability that some irreversible damages to our environment take place. This danger could be increased if certain tipping points are reached after which irreversible climate change is very likely. These tipping points are highly contentious and much scientific work is still necessary on for example, the impact of a break-up of ice shields in the Arctic might produce or a potential die-back of large parts of Amazon forest might have.

The effects of Climate Change are worse for developing countries, as chances are very high that there will be extreme water shortages and agriculture will most likely be affected. Some academics think that conflicts, particularly in Africa, might be linked to climate change. The empirical evidence for such claims are, however, rather thin and one should not exaggerate the current conflict dynamic of climate change. This does of course not allow us to assume that future conflicts could not be initiated by climate change. Currently, however, shortages e.g. over water lead to more cooperation than conflict. Regarding the role of developing countries, some claim that we have a situation comparable to the one we had during the Cold War as two sides are opposing each other and have the potential of leading to strong destruction in the other territory. This is today due to the fact that the North as well as the South are both strongly contributing towards an increase of CO<sub>2</sub> and no side has the capabilities of stopping climate change by itself.

# 2. WHAT CAN BE DONE

There are three instruments that can be employed for solving the climate change problem:

- We might be able change something. But the biggest problem is that most people who have information about climate change, don't change their behaviour. Another problem is that most knowledge of climate issues is highly contested and is open to different interpretations. On an individual level, the most effective way to do something against climate change is to stop eating meat or at least try to reduce meat consumption.
- Command and control: The traditional way of copping with environmental problems is regulation. However, for effective regulation to be set-up, a strong institutional infrastructure has to be developed. This is particularly problematic on the international level, as no single government has the capability or the will to initiate such institution building. In game theoretic terms, countries are facing a prisoner's dilemma situation. Nevertheless, in the policy field of climate change there are already some institutions created, particularly, the UNFCCC and Kyoto protocol. However, there are now strong doubts whether these institutions work effectively and whether they can provide a basis for future policies.
- Market-based: In the Stern Review the first time a well know economist talked about climate change in such a way that the whole economic profession as well as many policy makers took notice. Stern calculated that if we act now on climate change, the costs will be much smaller than when we act later. Furthermore, Stern advocates that markets could contribute to the solution of climate change, as they allow the internalization of externalities by putting a price on carbon. That would be a fast, flexible and efficient solution. Another example of

a market based instrument are eco-taxes, as for example Germany introduced. The critical thing about carbon trade is that the caps on emissions are set very high so there is not enough reduction happening. Overall, one can argue that markets are good in finding efficient and fast solutions, but they don't look at social factors and thus need to be accompanied by good regulations.

Another idea is to get cities more involved in climate change actions. Most Southern cities are more active than their countries. One example is Masdar City in the United Emirates, that will just use green energy. Another hopeful example from the South is the country of Costa Rica that can be judged to be the greenest country in the world. Finally the example of Deserttec was discussed. This is a solar project that would produce large amounts of energy in the Sahara desert that could be exported to European countries.

//

(FK)

Workshop 2:
Prosperity without Growth
by Dr. Hermann Ott
(Member of the Bundestag //
spokesman German Green Party)

# DR. MARKUS LEDERER



Markus Lederer is assistant professor for International Relations at the University Potsdam, Germany. He teaches International Relations, International **Political** Economy, Global Environmental Governance and Development Politics at the undergraduate and graduate level.

His research interests comprise climate governance (in particular the role of carbon markets), the political economy of finance (in particular money laundering and regulation), international relations theory and development politics.

He holds a MA and a Ph.D. from the Ludwig-Maximilians-Universität Munich and has studied, taught or done research at the Free University Berlin, at the Institut d'Etudes Politiques Aix-en-Provence, at the Erfurt School of Public Policy and at Columbia University in New York.

Dr. Markus Lederer
University of Potsdam
Faculty of Economics and Social Sciences
Chair of International Politics
August-Bebel-Str. 89
D-14482 Potsdam

@ lederer@rz.uni-potsdam.de

http://www.uni-potsdam.de/db/fuhr

# 1. Introduction

The "Prosperity without Growth" workshop was held by Hermann Ott.

In the beginning he explained "through his CV" why he was now working in politics. Hermann Ott is a member of the German Federal Parliament (Bundestag) and spokesman of BÜNDNIS 90/DIE GRÜNEN for climate policy After a brief introductory round it became clear that most participants were not studying economics. Nevertheless, Hermann Ott regarded this fact as an advantage for the participants and their understanding of the workshop's topic because when being trained as an economist people are often unable to think out of the box.

# 2. DECOUPLING RESOURCES FROM ECONOMIC ACTIVITIES

The key question for Hermann Ott was: "Is there a possibility of decoupling resource use from economic activities?" Hermann Ott referred to the recently established Parliamentary Commission on "Growth, Prosperity and Quality of Life" – comprised of scientists and politicians – in which he is an active member. He actually leads a working group within the commission on resources and decoupling. He pointed out that there is little knowledge about this problematique – there may be a certain basic knowledge about climate change in society now, but most people do not have an understanding of the concept of unlimited economic

growth and possible problems connected with it, Therefore one of the ultimate goals of the commission is to raise awareness – within the Bundestag and within society.

Mr. Ott noted that the GDP (Gross Domestic Product) is widely used to serve as a means to measure the level of prosperityinanarea. Unfortunately-hesaid-the GDP does not cover non-economic aspects (education, healthcare system, ecology) beyond economic wealth that are required to enable a holistic and sustainable perspective on prosperity. He stressed that industrialized countries overuse the planet's natural capacities already today. Germans for instance would had an ecological footprint that is four times bigger than what is sustainable for the planet.. From a global perspective humankind currently overuses the planet by 1.4 times. For this reasons Hermann Ott suggested to ultimately reducing consumption of resourced in all dimensions in Germany by 80 % while still maintaining the current level of prosperity. From his point of view the most important issue of the 21st century is the struggle for a transformation of society towards ecological sustainability. Following this Mr. Ott supports the idea to put a monetary value on ecosystem services. As a consequence environmental protection would be promoted via financial incentives whereas environmental destruction leads to high costs.

# 3. SUSTAINABILITY AND THE POWER OF TECHNOCRACY

Hermann Ott concluded his presentation with a final statement on sustainability and the power of technocracy. He referred to direct and indirect rebound effects to make his cautious point of view on sustainability clear. These effects describe how saving money through new environmentally friendly technology can lead to further production or consumption and therefore finally would lead to higher emission rates and resource use than without raising the efficiency. Consequently the speaker suggested a new balance of power between the sociopolitical and the economical-technological system.

#### 4. Discussion

Issues raised in the discussion:

How to get away from unlimited economic growth? How helpful are tax incentives and statuatory constraints, how could they be used most eff ectively, are there other opportunities to get away from unlimited growth? Are eco-taxes a good idea in terms of ecological sustainability or do they exacerbate the situation of the poor? (ecological sustainability vs. social sustainability) Countries of global South carry less responsibility for the anthropogenic climate change and demand the same right for development and wealth just as the countries of the global North have.

How to distribute the duties to cope with climate change in a fair way among the nation-states of the planet?

Hermann Ott answered that the global South should have the right to use at least the same amount of resources than industrialized countries do, maybe even more because industrialized countries have used resources in large scale for quite some time. Furthermore the global North needs to decrease its consumption due to climate change and in order to give the global South the opportunity to enhance their economic well-being.

Is democracy a precondition for prosperity? How is Germany going to be able to close all nuclear power plants until 2020?

Hermann Ott answered that coal and nuclear power plants are not flexible energy sources whereas renewables are.

Hermann Ott closed the workshop with this final statement: "I am an optimist but I can say if we do business as usual we will bringthe natural system to meltdown."

(JK)



# DR. HERMANN OTT //

Dr. Hermann E. Ott, MdB
Bundestagsfraktion
Bündnis 90/Die Grünen
Platz der Republik 1
D-11011 Berlin

@ hermann.ott@bundestag.de

http://www.hermann-e-ott.de





Since 2009 Hermann Ott is a member of the German FederalParliament(DeutscherBundestag) and the Climate Policy Spokesman the German Greens party (Bündnis 90/Die Grünen). Before he was head of the Berlin Office of the Wuppertal Institute for Climate, Environment and Energy. He also could gather experiences as a member of the Supervisory Board of Greenpeace in Germany and as in the Federal Foreign Office, Berlin.

Originally Hermann Ott studied law and politics in Munich, Berlin and London in the 1980s. After he finished his studies he stayed another two years as research and teaching assistant at the Free University Berlin before he managed his obligatory training scheme for lawyers in Brussels, Berlin and Nairobi - all the time dealing with his personal interests environment, climate and international law.

Workshop 3: Climate Change -Science, Effects and Measures by Florian Mersmann (Wuppertal Institute) and Marion Vieweg-Mersmann (CLIMATE ANALYTICS GmbH)

# 1. Introduction

Marion Viewg- Mersmann and Florian Mersmann are working at the Wuppertal Institute for Climate, Environment and Energy. As the background of the participants was so different they decided to first give some Background on Climate Change and its impacts to lay a good groud for further discussions.

### 2. BACKGROUND: CLIMATE CHANGE SCIENCE

First some definitions were discussed.

- <u>Earth Energy Balance</u> is the difference between what comes in and what comes out
- The atmosphere works as greenhouse. There is a natural greenhouse effect that is necessary so that we can live on the earth. Additionally to the natural produced greenhouse gases, there are human produced greenhouse gases. If there is more CO<sub>2</sub> in the atmosphere it gets warmer. CO<sub>2</sub> stays in the atmosphere for 20 years. It is stored.

In the last years material on climate change was more analysed. IPCC summarizes all excising research on climate change and gives a relatively big picture. They are relatively conservative people involved and there is a long political process, so it actually just draws a low picture.

# 3. Effects: IMPLICATIONS OF CLIMATE CHANGE

The rising of the temperatures that is caused by the high concentration of  $CO_2$  in the atmosphere as the following impacts:

 <u>Sea Level rise:</u> A lot of countries are just 1 meter above the sea level so the rising of sea levels is really threatening especially for the most populated areas on coastlines.

- Melting of Arctic Sea Ice: There would be more water as the volume of the ice is larger and it would mean the lose of an unique ecosystem.
- Increase in extreme weather: There will be increase
  in droughts, extreme rain and hurricanes. This is
  also when the social component comes into climate
  change, as most of the time the affected areas are
  those where the poorest people live.
- <u>Tipping points:</u> There are points of no return and scientists can still not for sure say what effects those might have.
- <u>Food production:</u> In some areas there will be new places for agriculture e.g. Greenland, BUT in the sum the situation of food security will worsen.

# 4. Measures: National and International efforts to COMBAT CLIMATE CHANGE

Two areas where action is needed:

- <u>Mitigation</u>, which is the reduction of greenhouse gas concentration
- Adaption which is the adverse effects and includes to find ways to reduce vulnerability to effects the impacts of climate change.

actions. But there are a lot of good arguments for acting on the national level. Renewable energy provides lots of energy security. The national state can pass regulation, set incentives, provide Information and start national Emission Trading. In the last decade there has also been done a lot on the International level e.g. Global binding agreements like Kyoto, Cooperation and International Emission Trading. But in environmental issues we have a big free rider problem. Therefore we need actions on all three levels.

# 5. Interesting Discussion Points

- We need an insurance system, that includes all Climate Change impacts.
- Kyoto was a good way of compromising between Industrial and Developing Countries as it has regulations for both country groups. Unfortunately Kyoto ends in 2012.
- There is no trust in the international level as there is no global institution that can force a country to act on environmental issues.
- Industrial countries have a historical responsibility for the Developing Countries.



# DOING?

6. What can we as individuals? /What are we

- local food production
- being aware on political initiatives
- getting gardens
- being consistent in your principles and lead others
- picnic in a parking lot, claiming for a public space
- getting vegetarian
- most of the time climate change activism is not visible for the leaders, therefore we have to get involved at the political level of the community
- useful internet addresses: www.350.org, www.eco-top-ten.de

Even if we would stop emitting today, there has already a rise of temperatures taken place and still there are a lot of developing countries that have the right to develop. That could mean an enormous rise on CO<sub>2</sub> emissions again. It is a Mad Challenge to find the balance between development and environment. That is the reason why there are so many discussions going on fair distributions and on the who needs to do how much.

There are different <u>types of action</u>, in the field of technology e.g. renewable energies, carbon sinks and efficiency as well as in field of behaviour e.g. less travelling, sustainable food and less energy.

BUT there is the question who needs to act? On the individual sphere it is all about consumer and political

# **C**OMMENTS OF FACILITATORS:

"Its been really nice being here."
"To be sustainable is hard and easy."

(FK)

# MARION VIEWEG-MERSMANN

Marion Vieweg-Mersmann
CLIMATE ANALYTICS GmbH
Telegrafenberg A26
D-14473 Potsdam

@ marion.vieweg@climateanalytics.org

https://sites.google.com/a/climateanalytics.org/ test/welcome

//

Marion Vieweg works as policy analyst for Climate Analytics in Berlin. After studying economics in Hohenheim, Germany, and Guelph, Canada, she worked for Fairtrade Labelling Organisations International (FLO) in Bonn, developing harmonized Fairtrade Standards and monitoring tools. Following this she worked as a consultant in strategy consulting and SAP implementation. She concentrated on project management and process design for projects in various sectors in industry and trade. During a master

degree in energy management at Koblenz University she specialized in international climate policy and energy efficiency. She then spent two years with Ecofys, where she was responsible for activities related to new mechanisms within the international climate regime and conducted a range of projects related to policy evaluation and recommendation. She has more than 10 years experience in project management in various sectors, working both nationally and internationally.

# FLORIAN MERSMANN

Florian Mersmann
Wuppertal Institut für Klima, Umwelt, Energie
ProjektZentrum Berlin der Stiftung Mercator
Neue Promenade 6
D-10178 Berlin

//

@ florian.mersmann@wupperinst.org

http://www.wupperinst.org



Florian Mersmann graduated from the University of Potsdam with a degree in Administrative Science, majoring in the study of international institutions. Since 2006, he has been working at the Wuppertal Institute, doing policy analysis in international climate politics. In his work, Mr Mersmann focuses on the development of political options and scenarios for international cooperation in the devolopment and transfer of technologies, as well as financing climate change measures nationally and internationally.

In his work, Mr Mersmann has worked as a consultant to the German Environment Ministry, the German Development Ministry and the Expert Group on Technology Transfer. He has published various studies in the field of international climate change policies, most recently on climate finance after 2020, and possible emission trading systems in developing countries.

Workshop 4: Social and Gender Aspects of Climate Change and Climate Policy by Gotelind Alber (GenderCC)

1. Introduction

The speaker, Gotelind Alber, introduced herself as an independent researcher and consultant on climate change for universities, international agencies and ministries. Additionally she is engaging in the international network "GenderCC – women for climate justice." She had prepared a power point presentation which was divided into three parts:

- General picture on climate negotiations
- Climate Injustice
- Climate Justice and Gender Justice Movements

The Minutes will not repeat the presentation's content but add comments that have additionally been made.

# 2. GENDER PICTURE ON CLIMATE NEGOTIATIONS

According to part one Gotelind Alber concluded that if current negotiations on how to deal with anthropogenic climate change in the future are not successful, humankind will have no policy to cope with this phenomenon at a global level.

# 3. CLIMATE JUSTICE

In the second part the speaker referred to a couple of causes of climate injustice. One issue she pointed out was the problem of UN negotiations and policies in which individual countries are treated as "black boxes." Thus, these processes are blind for the situation within countries where different regions and groups of people contribute differently to climate change, and

are differently affected its impacts. Another point she turned to was carbon footprints of citizens. Here she challenged the fact that the methods used to calculate carbon emissions of countries do not consider the environmental impact of imported goods. From her point of view these imports should be included, in order to look at the entire carbon footprint.

When talking about carbon footprints Gotelind Alber referred to a second point of critique, namely the gender aspect in the size of carbon footprints. She pointed out that European men's carbon footprint is 9-40% larger in a male single-person household than European women's. This could be explained with the fact, that men averagely have higher income, larger homes, expensive cars which they use more often and eat more meat than women. Beyond the carbon footprint she stated that statistics show that more women are killed in natural disasters than men, and that women particularly in the global South are more vulnerable to climate change than men as they are responsible for subsistence and household tasks and also take care of the family.

# 4. CLIMATE CHANGE AND GENDER JUSTICE MOVEMENT

In the third part about climate justice movements the speaker explained that more and more people from social movements are getting interested in climate change due to the increasing drastic consequences of climate change (on social matters). Talking about global coping strategies with climate change Gotelind also referred to the COP16 in Cancún. She said the negotiations did not conclude with a new treaty, and attempts to come up with an ambitious policy on how to continue in dealing with climate change had failed.

She pointed out that many false solutions are in place or under discussion at international levels:

One approach to cope with anthropogenic climate change on a global scale is the idea of the carbon market. Gotelind Alber critically mentioned that the carbon market promotes carbon saving in projects/regions where it is easy and cheap to implement climate change mitigating projects. Consequently this would lead to an imbalance of how mitigation actions around the globe



are distributed and what kinds of projects are established. From her view the carbon market contributes to maintain the unequal distribution of carbon emissions around the globe.

The last point of critique the speaker added before letting the discussion round begin hinted at the land grab phenomenon. She explained that there currently is a trend of international investors to buy huge areas of land in poor countries and to start growing GM-plants and monocultures there which respond to the demand in rich countries but are not helpful for local people at all.

#### 5. Discussion

Issues that have been raised in the discussion:

- Why can't we use unused land for agriculture, especially biofuel?
- because growing crops for biofuel is hardly efficient
- because land that is claimed to be unused (claimed by governments or investors) often IS used but perhaps not in a western sense
- the approach to cut the forests to get space for agriculture is not very smart
- One of the participants mentioned: "Climate change is now and we have to react now because we are running out of time and we do not react in time we are fucked up."

Concluding from the comments of the audience the referee claimed that first biofuel serves as a perfect example for global injustice and secondly she pointed out that technology alone is not the answer to climate change but a change in structures. From her point of view every technology harms nature. This clarifies why more energy efficiency and lower consumption levels are necessary. Among others, geothermal energy sources might have a great potential for our energy supply in the future. Other options would be to build so called "passive houses", use insulation and double glass windows.

- In terms of consumption a participant wondered: "But are you ready to lower your consumption?"
- We have to change our whole lifestyle
- Both the private and public sector have to cut down their consumption and individuals, too.
- Is nuclear power polluting the environment?
- Gotelind Alberanswered "yes" because of nuclear fuel is needed that causes natural destruction through mining, because of the risk of nuclear catastrophes, because of the nuclear waste problem and last but not least because nuclear power is expensive and not competitive.

# GOTELIND ALBER //



Gotelind Alber is an independent researcher and advisor on sustainable energy and climate change policy with a special focus on local strategies to address climate change, energy efficiency and renewable energy, multilevel governance, gender issues and climate justice.

She is physicist by education and has 25 years of working experience in research, policy and management, among others as managing director of the Climate Alliance of European Cities. She is co-founder and board member of the global network GenderCC – Women for Climate Justice, and currently acting as focal point of the Women and Gender observer constituency in the UNFCCC process.

Recent projects include papers and policy advice on gender, cities and climate change; research and advocacy on the gender dimension of climate policy; evaluation of national energy research programmes; local 100% renewable energy scenarios; advice for national institutions and international agencies on renewable energy and local governments' approaches to climate policy; and strategic advice, capacity building and training for local and regional governments.

- Gotelind Alber
  Sustainable Energy and Climate Policy
  Anklamer Str. 38
  D-10115 Berlin
- @ gotelind@goalber.de
- http://www.goalber.eu

Workshop 5: After Fukushima by Philippe Schockweiler (déi jonk gréng)

#### 1. Introduction

Philippe Schockweiler is the spokes person of Luxembourg Young Greens. He is also interested in human rights and travelled all over Eastern Europe with his own NGO, which deals with human rights and radidation incidents. He gathered quite a bit of data over the years.

# 2. ABC of NUCLEAR ENERGY

Simple principle with dangerous technology: Heat is created inside the reactor and powers the generator. Most of nuclear power plants (NPP) work like this.

The creation was needed to win the 2nd world war. It was based on discoveries of the 1920 to 30s. The nuclear bomb was created. Most countries who use nuclear power peacefully had at some point developed or planned to build nuclear weapons. Even Germany had a secret program. It is a sector tightly controlled by military.

# 3. WHAT HAPPENED IN FUKUSHIMA?

The power plant was run by TEPCO. There were budget cuts for years. The workers were exposed during years to radiation: Before the incident of March 2011: a long history of accidents.

# Fukushima 1:

March 19th: Pictures were everywhere in media. Roofs of reactor 1 and 3 exploded. Two looked quite okay,

but there were uncontrolled chain reactions. Reactor 4 exploded aswell.

Already in the first hours following the event, the dosis of radiation was very high. Government denies problem, people unaware kept in the dark. Independent scientists are at the scene investigate Higher radiation then in Chernobyl. Different types of isotopes released: some, just active during the first 8 days, but very dangerous, were found in nearby elementary schools. The schools were not evacuated at the time. 32000 röntgen were measured. This high level was never measured before, not even the scientists would work in places with that radiation. Independent scientists are alarmed, because the government stopped measuring after 5 days, so they measured all over Japan and made the first map of radioavtivity. Nuclear hotspots are certain areas that are highly radioactive.

# Exemple of "famous" hotspots

- Mayak the biggest incident before Chernobyl, Ural, Russia Mayak is not a NPP, but a final storage complex for high-level radioactive waste. It was not cooled enough so temperature of the nuclear waste exceeded 200 ° C and exploded. In the areas 20.000 millisievert were measured.
- Red Forrest of Chernobyl Forrest that is close to NPP Tschernobyl. You can see that the trees are red . Wood was put in the ground and covered in concrete . Wildlife killed by Soviet army. The trees have changed, grow differently due to the gamma radiation.

Three days after the incident, the first radioactive fallout cloud was measured after Fukushima. It passed over Europe, even so with low concentration. Part of the cloud rained down in the middle of the Pacific, in a famous fishing area.

The US Navy travelled to Japan to do release work. They made an approximately a 300 miles detour around the cloud, they knew that there were people. Later they made big clean operation.

# 3. CHILDREN AND FUKUSHIMA

The radiation has huge effects on children. Even in places where the radiation was not so high it was shown in a study that it is very problematic for children. That is why the pollution has to be taken very seriously. In the workshop it was shown an animated video that explained to children what was happening in Fukushima. It was produced by the Japanese government. The people in the audience kept quiet after the movies. There are so many lies and censorship in Japan - for example in Chernobyl; WHO announced that just 18 people died when the building collapsed. The realfi gure would 1.4 million people.

## 4. IMPACTS OF THE CATASTROPHE

Explosion of cancer cases in southern Belarus and Ukraine and we haven't yet reached the bulk of it. You can't compare a bomb to a NPP. A bomb is a short event. An NPP contaminates the whole area or country, people consume it with ground water and food supply for years. Even in Nagasaki, many people died in the second generation of cancer. We will see the bulk in Fukushima

#### 5. TSCHERNOBYL VS FUKUSHIMA

in the next generations to come.

- The Soviet workers wore very good protection suits made out of metal. The Japanese workers do not have this. So radiation was quite close to their skins and some even didn't wear masks.
- Evacuation was very fast.
- Chernobyl: 1 reactor. Japan: 4 damaged reactors,
- Not enough evacuation. Only 20km evacuation area
- instead of at least 50km.
- <u>Similarities:</u> In Tschernobyl: exercise, one of the superiours was a political offi cer and scientists couldn't get to him because of the communist chain of command he wanted to stick to the schedule of the exercise. In Japan the real experts couldn't do the right things immediately., because they had to report to the heaquarter first. Japanese hierarchy and Soviet chain of command both let to the disaster.

# 6. Curious Facts

TEPCO lost 200 workers, they claim they don't know where they are. On their website section "photos for press" people were sitting there eating and laughing on a tidy ground the one side. On the other side one could find leaked pictures with the chaotic control room and chaos in the damaged cooling area in the reactors.

# 7. 5 FACTS AGAINST NPP

It needs 30 years to plan and build a NPP. It wont help you with immediate need.

- Same day like the workshop: traces of caesium were found very far away and are very highly radioactive. How could they spread out so far? Caesium is twice as heavy as metal. It must come from a huge explosion. You can see that the cloud is very high from the picture of the explosion. The death toll of TEPCO is now at 1 person.
- CO<sub>2</sub>-emissions: The nuclear industry needs a lot of electrical power to enrich the uranium and get it out of the soil. Uranium in mining is not ready for use yet because it is not pure enough. You need to get it to

- 98%, a lot of radioactive waste and toxic waste are produced as byproduct.
- Germany and France go to Niger, exploiting all of the uranium. This is "Colonialism reloaded" and supports for a highly corrupt regime like in Niger.

#### 8. CLOSING REMARK

Accidents are not the exception, but the rule, because the technology needs 100% failure free. We are not perfect! And: There are alternatives.

(PS)

# PHILIPPE SCHOCKWEILER

//



Philippe Schockweiler studies History and Englisch at the Trier University, Germany. As a member of déi gréng and déi jonk gréng since 2003 he started his political activities. Since 2006 is also the spokesperson of déi jonk gréng and a member of their executive board. In Luxembourg-City Philippe Schockweiler is an elected member of the council commission on "Youth" and "Environmental Issues". As member of the Youth Parliament he is secretary of the "Environment Commission".

He is also a member of Greenpeace and Amnesty International in Luxembourg and is active in the Anti-Nuclear & Democratic Movement in Eastern Europe (BY, UA).

Philippe Schockweiler
déi jonk gréng
1, rue du Fort Elisabeth
L-1463 Luxembourg

- @ jonk@greng.lu
- http://www.greng.lu/jonkgreng

# IMPRESSIONS WORKSHOP CLUSTER 1

































# WORKSHOP CLUSTER 2 // DIVERSITY AND TOLERANCE

Workshop 1: Gender (in)equality: a topic for higher education? by Florian Kaiser (ESU)

# 1. Introduction

At first Florian Kaiser, the workshop's speaker briefly introduced himself. He is studying psychology in Trier and is member of the Social Affairs Committee and the Gender Equality Cross Committee of the European's Students Union.

According to the workshop's participants Florian Kaiser prepared two introduction rounds. After the common introduction round the speaker concluded that the cliché that people who are usually interested in gender issues are often western or northern, white and female is not totally valid for this workshop as quite many participants were from Eastern Europe. During the second round of introduction participants were supposed to draw four pictures that would display their identity best and present their results in a few sentences to the others. The collection of pictures gathered at a blackboard reflected quite a diversity of different characters, interests and hobbies among the participants.

#### 2. GENDER STEREOTYPES

After that gender stereotypes were collected. Therefore the referent presented two posters from a youth magazine, one is showing a young woman and one a group of teen aged boys. Notions such as "weak", "sexy", "chocolate" or "passive" were linked to females whereas aspects like "don't cry", "strong"/"dominant" and "cars" were associated with males. Florian Kaiser argued that gender stereotypes should not only be considered in a negative way (simplifying / deforming reality, creating social pressure ...) as they also provide personal orientation in society. Nevertheless he stated that the high diversity of symbols given by the participants to describe themselves forms a strong contrast to the gender stereotypes which were presented in the media.

#### 3. GROUP DISCUSSIONS

The introductory part was followed up by a phase of group discussion. Participants were divided into two groups. While the referent presented two hypotheses on gender issues in the realm of higher education one group was asked to gather pro-arguments and the other group was asked to gather contra-arguments. During the debate thus the first group attempted to endorse and the second group attempted to refute the arguments of the former:

Hypothesis 1: Gender issues are not directly related to higher education therefore the student movement should not handle this topic

# Pro:

- It has always worked like this, nothing needs to be changed
- It's women's nature to give birth and take care of children
- An intelligent mother has to give birth to intelligent children for a greater future of society

# Contra:

- Students are leaders of tomorrow and thus should be reflective due to gender roles
- We need emotional people with social and soft skills (often women) for certain jobs
- Society could become more efficient when skilled and well-educated women would contribute to the intellectual and working capacity

Although the discussion was quite vivid Florian Kaiser, tried to bring the debate back to the issue of gender in higher education. For instance he mentioned the gender specificity of different kinds of academic tests/exams and how these influence a student's result when saying: "men are good at multiple choice, women are good at open questions."

# Hypothesis 2: Gender equality should only focus on women

# Pro:

- men do not need to be considered as they already have all the rights they need
- women's rights need to be approached more urgently, as they are apparently more discriminated than men
- women earn significantly less money than men Contra:
- when women's rights are changed than men's rights change automatically as well so men's perspective on gender issues should be considered, too
- both genders are discriminated thus both genders should be considered in the debates on gender
- there is a myriad of examples where men are more discriminated than women, e.g. more guys drop out of school, males become criminals more often than women, ...

Concluding from this second discussion the main insight was that men and women are interacting and thus affecting each others' lives. For this reason talking about rights or duties of females (or males) also affects the rights and duties of the males (or females).

In the next group task the speaker asked the participants to collect realms of life which require reflections on gender roles or carry a great gender imbalance and to search for appropriate solutions. These are the results:

- labour market: childcare rights, CV without gender information, quotas, empowerment of female selfconfidence, women' labour union
- education: inclusive school system
- rethinking gender: segregation between church and state, gender fair language
- women as objects and domestic violence: punishment should be harder, more campaigning, change structure of judgement

Afterwards a spontaneous discussion about what gender equality actually means and if/how it can be implemented came up among the participants. Here a participant pointed out that gender equality should not be used synonymously for gender equaity. A couple of participants agreed that men and women can complement each other in terms of their capabilities. Some others mentioned that one can hardly allocate certain characteristics to either the female or male gender by itself. Instead they recommended treating people as individuals.

(JK)

# FLORIAN KAISER //

Social Affairs Committee/ Gender Equality Cross Committee, European Students' Union (ESU)

Florian Kaiser has been studying Psychology at the University of Trier since 2007. He has been committed to higher education issues since the beginning of his studies, working at his local Student's Union in Trier initially on social affairs, and later as head of the Student's Union Executive Committee. From September 2009 to August 2010 Florian was a member of the Executive Board of German Student's Union (FZS). In January 2011 he was elected to the Social Affairs Committee (SAC) and the Gender Equality Cross Committee (GECC) of the European Students' Union (ESU). Florian Kaiser gained strong experience within European context, having participated in many higher education events, and having served as an expert in the European Parliament.

Florian Kaiser
The European Students' Union
20 Rue de la Sablonnière
B-1000 Bruxelles

@ florian@esu-online.org

mobil +49 176 101 851 59

http://www.esib.org/index.php/Structures/social-affairs-committee.html





Workshop 2: Gender LGTBQ Issues in Higher Education by Jordan Long (IGLYO)

#### 1. Introduction

Jordan Long introduced himself as a member of IGLYO, currently living in Brussels but originally coming from the US. He sees himself as an LGBTQ advocate and activist and is a lawyer and anthropologist.

During the self-introducing part of the speaker the question among the workshop's participants came up on what queer actually means. One participant who is also an IGLYO-member explained that there are two main definitions of queer:

- queer has been used as an insult for homosexuals in the US and is now being reclaimed by the homosexuals to identify/name themselves
- queer as a term to describe a way of living, challenging and reflecting on your gender, sexual identity and personality

First interactive task in order to get to know each other a little better is to collect eight terms to characterise oneself. Then participants are asked to talk to one another to see if there are aspects of common interest or any other similarities/special differences. Afterwards the participants assessed the task as an ice-breaker but found it hard to find the eight terms. The participants realized that talking to others helped to define one's own characteristics and interests and provided some social orientation in the group.

# 2. THE SECRET GAME

The second interactive task was called "The secret game" and asked the participants to write down a secret on a sheet of paper, fold it together and sit on it so that

no one else can read it. When asked by Jordan Long participants said having the secret written down and readable in the workshop room made them anxious and uncomfortable. The next step within this task was to pass the secret to another participant who was supposed to sit in on it without shooting the tiniest glance. Being asked again participants pointed out that they felt even more uncomfortable than before. They also mentioned that secrets of different importance provide feelings of power, control and trust. Participants realized that people who have written down a secret of greater importance are more vulnerable than others. Jordan Long concludes that sharing secrets the way the participants have done (so to say without knowing each others secrets) creates social bonds. Finally the participants get their secrets back and most of them tear it immediately apart.

After this serious and little heavy task Jordan Long decided for an energizer, the "Coconut-Energizer." Then he summarized the first two interactive tasks as those raising questions of identity and revealing secrets as very personal issues.



# 3. GENDER ISSUES IN HIGHER EDUCATION

The second part of the workshop was more directly related to LGBTQ-issues. In another exercise three groups of equal size were formed and asked to do a brainstorming race in terms of gender issues in higher education:

# Results of the groups:

- working groups, grading/marks, sports, social activities, language/swear words, family economical support, friendship, admission
- curriculum, student organisations' activities, politics, grades, free time socializing, sports, equal chances( e.g. employment), fellow students, access to services, professors, economy, stereotypes, gender studies
- sports, grades, salary, choice of study, student union leader, toilets, nightlife, exclusion, parking, educational content, friendship and relationships

The speaker used the brainstorming to lead over to the four issues IGLYO centrally focuses on.

These are:

- curriculum, discrimination in terms of peer group
- professors
- administration (toilets, filling out forms, bureaucratic stuff)
- violence/bullying (teachers need to be trained to react in a proper way when violence occurs at university, bullying is often very subtle and thus hard to track)
- student organizing (if any students are allowed to organize, ALL students should be allowed to organize, LGBTQ students are facing less recognition, more constraints, fewer admissions for demonstrations, activities).
- As a fifth aspect IGLYO focuses on, Long mentioned, sexual and reproductive health.

# 4. GAY STRAIGHT ALLIANCES

Jordan Long turned to GSAs (Gay Straight Alliances) that provide great support in the US and are establishing in Europe now as well when it comes to gender issues and discrimination. He pointed out that student organisations with a discrimination policy are off course not allowed to discriminate (that's on law level) but it would happen anyway. Here he raises the question what discrimination exactly is and what it is not. In connection with this question he presented two processes that occur in society and are strategies against discrimination:

- Mainstreaming which ensures that the majority is/ becomes aware of LGBTQ issues
- Targeting which is making sure that LGBTQ people have their rights and freedom and are included in/ get the same access to all sorts of academic life as other students

In the end the speaker asks for feedback from the participants due to the workshop. The participants are quite pleased and Jordan Long talked a bit more about IGLYO (see www.iglyo.com), distributed information material, announced that IGLYO is doing trainings and ultimately invited the workshop's participants to become friends of IGLYO in order to mainstream LGBTQ issues.

<u>Speaker's assessment:</u> Jordan had a great time and enjoyed getting to know the participants a little bit and working together with them.

JORDAN LONG

//



Jordan is from the United States of America, and he has been living in Brussels since September 2009. Before joining IGLYO, Jordan spent time as a post-graduate legal fellow at the Secretariat of the International Lesbian and Gay Association (ILGA), later joining the European Region of ILGA as a Policy & Programmes Officer. Jordan received his BA from Miami University of Oxford, Ohio, his MA in Anthropology from the University of Chicago, and his JD from the University of Michigan Law School. Jordan has worked around the world for human rights, including with Lambda Legal Defense and Education Fund, the American Civil Liberties Union's LGBT Project, the Cambodian Legal Education Centre, and Texas RioGrande Legal Aid.



- Jordan Long
  IGLYO International lesbian, gay, bisexual, transgender, queer youth & student organisation
  Rue de la Charité 17
  - B-1210 Brussels jordan@iglyo.com

http://www.iglyo.com

(JK)

Workshop 3: Studying with handicap by Hannah Küßner and Sven Drebes (BAG Studium und Behinderung e.V.)

### 1. Introduction

Hannah Küßner holds BA in cultural and economical science and Sven Drebes a PhD of economics. Both are members of the association of handicapped students and academics (BAG Behinderung und Studium e.V.). The workshop was created as a lecture including personal experiences by the referees, theoretical input and answers to questions of the participants.

# 2. DEFINITIONS:

Definition of handicap by the social code of

- <u>law Germany:</u> A person is defined to be disabled when corporal function, mental ability or emotional health do not allow the participation in "normal social and daily life" for more than six months according to age.
- Definition of handicap by the UN Convention of Rights of persons with disabilities: Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.
- Comparing the two definitions of handicap, the one of the UN Convention includes a wider variety without an affixed frame of time.

# 3. THE SITUATION IN GERMANY

**Application:** Many universities cannot admit all applicants who are qualified for the course they are interested in. Those who are not admitted immediately can apply later and get a bonus. There is a contingent for applicants who cannot wait because of their disability. The size of the contingent and other special regulations for applicants with disability at universities differ among

the single federal states in Germany quite a lot. The universities in Hamburg for example, takes up to 7,5% of students with handicap as "contingent students" – which is a big amount compared to other federal states. In some states, people with disabilities can start studying the Bachelor degree immediately, as long as the individual disability hinders the person from doing any job or in case of fast progressing illness. To apply, a medical certificate must prove the disability every semester which often causes difficulties for people with chronicle diseases. In most cases this certificates must be paid by the applicants. In general, the university needs to find solutions for problems that occur for people with disabilities by law. In the eyes of the referees, the accomplishment is usually not given. Usually it depends on people's willingness and fairness to support people with disabilities. Concerning the masters degree, there are no spezial regulations to compensate the disability yet. This is justified due to the possibility of working at the labor market after achieving the Bachelors degree.

- **Examination:** In case of exams, people with disabilities get the possibility to take an oral/written exam, the use of a computer, support by an assistance or, if needed, extended time.
- **Payment:** Any additional costs due to the disability will be paid by the state according to a meanstested scheme. If paying student fees was an unreasonable hardship, they do not have to be paid. BAföG (financial student support by the state) can be extended in case the disability can be proven by medical certification. Problems arise because usually the person with disability has to pay the costs firstly on its own. In general the money will be paid back later.
- **Daily life:** The daily life for people with disabilities could be improved by
- Sign language interpreter for compensating
- Barrier-free websites
- Lecturers read out loud in case of writing
- Loosening attendance regulations
- Improving the awareness of lecturers and other students for problems and to avoid discrimination (for example play funny games like wheelchair races, play blind, provocation)
- Inclusion
- No need to proof the disability every semester or vear
- Stricter regulation to avoid disposal of individuals

# 4. International comparison

# **England:**

The situation in England is quite better than in Germany concerning many different fields. The definition of

disability is stricter, twelve months instead of six, but there is a much wider picture of disabilities. For people with "hidden" disabilities for example (chronicle diseases, special learning disabilities,...), it is easier to be accepted as a person with a disability and there is no need to prove the disability all over again every semester. There are even special councils just for people with disabilities. The law against discrimination ensures that students with disabilities can sue university in every case. Every university has to work out a disability program that includes technical and structure affairs and strengthens the consciousness of the staff.

# **Poland:**

Poland does not have any regulations to compensate disabilities at university. There are some universities with strong disability offices but usually there is no special support. In general, Poland has a very close definition of disability so that people with a chronicle disease for example are often hindered to get any compensation.

(KB)

# HANNAH DEVINA KÜSSNER

//

**DR. SVEN DREBES** 

//



Hannah Küssner was born in Houston (Texas) in 1986. She holds an BA of arts in "Science and Culture". After finishing her studies in Mannheim she started her Master in

"NPO Management and Public Governance" in 2010. She is a member of the DCCV (German Crohn / Colitis Association e. V.) and got in contact first time with the Federal Working Group on Disability and Studies (BAG Behinderung e.V.) during a workshop of this association. She qualified for a scholarship of Civil Society and is cofounder of studiCED - a network especially for students with chronic inflammatory bowel disease. She developed Chron's disease eight years ago and from this time on she looked for people with disease.

Sven Drebes was born in Heidelberg in 1975. Since his second month of life he is spastic and speech impaired. After school he started his studies in economics in Mainz. In 2008 he made his Doctor and stayed in Mainz as research and teaching assistant in the field of economic policy. During his studies he all

the times was engaged in the General Students



Committee (AStA) as referent for disabled people with the main focus on barrier-free access for everybody. Sven Drebes is member of the Mainzer IbS Mainz, the Federal Working Group on Welfare (BAG Sozialhilfe) and co-founder of the Federal Working Group on critical students in bioethical issues. He is also board member Federal Working Group on Disability and Studies (BAG Behinderung e.V.).

Since 2010 Sven Drebes is also a member of the Greens' parliamentary group in the German Bundestag.

@ vorstand@behinderung-und-studium.de

http://www.behinderung-und-studium.de

Dr. Sven Drebes
BAG Behinderung und Studium e.V.
Oudenarder Straße 25
D-13347 Berlin

@ vorstand@behinderung-und-studium.de

http://www.behinderung-und-studium.de

# IMPRESSIONS WORKSHOP CLUSTER 2































# WORKSHOP CLUSTER 3 // EDUCATION SYSTEM & POLICIES

Workshop 1: Social Mobility by Katja Urbatsch & Wolf Dermann (Arbeiterkind e.V.)



# 1. Introduction

At first Florian Kaiser, the workshop's speaker briefly The workshop was presented by Katja Urbatsch and Wolf Dermann, both involved in the German campaign arbeiterkind.de. Katja Urbatsch was the first child in her family to obtain a university degree, and therefore calls herself a first generation college student, a term that is freely translated to "Arbeiterkind" (working class child or worker's child) in German . This is also the name she gave to her campaign that tries to enable children from a non-academic background to enter higher education more easily.

In the beginning, an introductory round showed the diverse backgrounds of the different participants. While some had two professors as parents and found it quite natural to study, others were the first in their family to ever have the possibility to enter a university and already reported on the difficulties with this decision.

### 2. OVERVIEW

Based on this introduction, Katja and Wolf gave an overview on the social problems connected with higher education and an overview on the initiative arbeiterkind. de. The numbers actually speak for themselves: Whereas 71% of children with an academic background enter university in Germany, this is only the case for 24% of the children with a non-academic background.

The participants compared the situation in different countries, and the obstacles that children from nonacademic background face within the education systems. Even in countries like Sweden that are considered quite open in their access to tertiary education, inequalities persist, as for example the dropout rates of students from non-academic backgrounds are much higher than for students with an academic background. In other countries, like France, universities have lost their prestige as access became more widespread and are nowadays replaced by highly selective Grandes écoles, with very limited access. In some countries, for example India, private universities have largely replaced public institutions and are only open to people with the financial resources. In Belgium, Germany and Spain the selective schooling system and the early selection of pupils for secondary education is perceived as an obstacle for pupils from a low social background, as this kind of selection just reproduces social stratification.

# 3. DIFFICULTIES OF CHILDREN WITH NON-ACADEMIC BACKGROUND

After this perspective on the situation in different countries, the particular difficulties that children with a non-academic background face, are presented: Often, non-academic parents cannot fully acknowledge the usefulness of or adequately prepare their children for university education, therefore these children often lack the necessary information to base their educational decision upon. Furthermore, there are some prejudices and fears that these children have to face, as they don't know how studying is going to be like and therefore face uncertainties. In addition, students need (financial) support from their parents which academic parents can more easily deliver. For children with non-academic background apprenticeships seem more comfortable, as one earns money much faster, even though the financial long-term effect is negative.

# 4. CAMPAIGN ARBEITERKIND.DE

Having uncovered the difficulties that non-academic children face on their way into universities, the two speakers gave a short introduction to the work

the two speakers gave a short introduction to the work of the campaign arbeiterkind.de. The first difficulty was

a purely linguistic one: It isn't easy to find an adequate translation for the English term "first generation student" in German. Ultimately, the organizers decided on the term Arbeiterkind (working class child). The campaign, founded in 2008, fast grew from an informational website for possible students with a non-academic background to a huge network and active campaign. Its core task has become to find mentors (who themselves are often first generation students and therefore deliver role models) to go into schools to talk to pupils who are in their final years of high school about the advantages and obstacles of a high school diploma. The campaign very early was looking for mentors, a campaign that turned into a success as over 3000 people applied to help.

At the moment, the organization tries to spread the campaign internationally, next aiming at Austria. Without financial support from outside, the campaign couldn't function though: It has received funding through awards from J. P. Morgan as well as the German Federal Ministry of Education and Research. This allowed the campaign to have professional stuff since September 2010. Luckily, the local groups don't need much money, as they work independently. Normally, these local groups contact the schools to offer them their assistance and popularize the website arbeiterkind.de.

In the practical work it is often difficult to reach 14-16 year olds with this topic, especially the boys. Especially here it is important to offer a role model for the children that they can orientate towards. Being asked if there are special needs in the case of immigrants, the two speakers confirmed that there are cultural and linguistic hurdles (especially for girls), but generally the arbeiterkind.deinitiative is also able to help them.

# 5. GROUP WORK

Having gained this theoretical insight, the audience was divided into three groups who thought about three different questions connected to the problem of low social mobility: What can student groups do? What can civil society do? What can the government do? The numerous solutions they came up with can be seen on the posters that are attached to this protocol.

# 6. ROLE OF THE EU

Finally, the question came up, which role the EU plays in the field of social mobility in the educational system. Formally, the EU has no legal competences to build upon, nevertheless a lot of policy recommendations are formulated that in return influence national policies in the field of education.

# KATJA URBATSCH

Katja Urbatsch grew up in Rheda-Wiedenbrück in North Rhine-Westphalia and came to Berlin to be the first in her family, along with her brother, to attend a university. After graduating in North American studies, she moved to Giessen to work on a doctor's degree in American Literature. During that time she founded ArbeiterKind.de,



a social initiative that grew to be the largest network of first generation students in Germany. More than 3000 mentors of ArbeiterKind.de motivate students from families without an academic background to attend a university and support them throughout their student life.

//

//

# **WOLF DERMANN**



Wolf Dermann studied communication sciences in his native Berlin and has worked as head of marketing for the University of Applied Sciences in Bingen, Germany before coming back to Berlin to work full-time for ArbeiterKind.de, the social initiative he founded together with Katja and Marc Urbatsch in 2008.

- Katja Urbatsch / Wolf Dermann
  ArbeiterKind.de gemeinnützige UG
  zur Förderung des Hochschulstudiums
  von Nicht-Akademikerkindern
  Dircksenstraße 47
  D-10178 Berlin
- @ urbatsch@arbeiterkind.de dermann@arbeiterkind.de http://www.arbeiterkind.de

Workshop 2: Student fees & Financing of Higher Education by George-Konstantinos Charonis (ESU)

#### 1. Introduction

George Charonis was engaged in the European Students Union as member of the Academic Affairs Committee in 2010/2011. After a short welcome session George Charonis introduced the objectives and aims of the workshop. With the help of various methods like videos, presentations, group work and discussions the workshop aims at raising consciousness and informing about students fees and higher education financing in Europe. The workshop also gives an overview of the possibilities to engage on the issue on the european level as well as on the local level.

### 2. GROUP DISCUSSION

In a second step the participants discussed in groups the importance to deal with the issue and the key topics that are involved in financing higher education. The fact that the way of financing higher education has a significant impact on the access for different population groups to higher education, makes the issue very important in social terms. Besides the social impact of student fees, the question how national funding is organized, the public funding of students and students income are other aspects corresponding to the topic.

# 3. DEVELOPMENT OF HIGHER EDUCATION

In Europe the landscape of higher education has changed significantly over the last decade. The massification of universities because of the huge growth of the number of students as well as a further internationalisation and

increasing competiteveness between institutions are only some aspects. In Europe two key processes can be identified. One is the Bologna Process which is based on the Bologna declaration of 29 european education ministers in 1999. The declaration focuses on the public responsibility of higher education. A main objective is advancing the mobility of higher education, in a geographical as well as in a social dimension. In 2010 the European Commission launched an Agenda which also has various implications on higher education in Europe. The Europe 2020 Agenda focuses on the effectivness of existing ressoruces and aims to increase the attractiveness of higher education settled in a competitive surrounding.

Against this background the European Students Union (ESU) tries to promote students interests at the European level. To make it possible for students and student representatives to engage in the financing debate, ESU launched the project FINST – Financing Students Futures. On the one side the data research based on Eurostat shows the variety of different financing schemes in the european countries. On the other side a qualitative survey shows students opionins about financing in their country. In the end a simulated discussion between the three stakeholders of higher education – students, governments and universities – about the implementation of student fees made the heterogeneous opinions and problems of financing higher education during times of financial pressure visible.

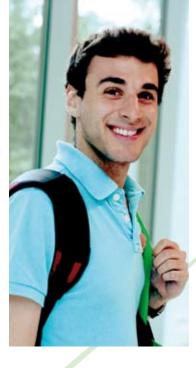
# 4. What to do?

The workshop concludes with the idea that students have to take actions on two different levels to take part in the development process of higher education financing and student fees. Political processes and agendas which are implements on an european level make it necessary for students to build up student representatives on an european level. Nevertheless every student can be engaged in this process by taking part at the local discussion at his home university.

(RW)



George-Konstantinos Charonis was elected the Academic **Affairs** Committee European the Students' Union (ESU) in 2010 to serve a oneyear mandate. In this role he focused on the topics of Student Centered Learning (SCL), governance and student participation



as well as Financing of Higher Education, coordinating a research team for ESU's 'Financing the Students' Future' (FinSt) project.

George is currently studying for an MSc in Climate Change & Policy at the University of Sussex, UK. He is also a member of the Postgraduate Committee of the National Union of students in the United Kingdom (NUS UK), representing Postgraduate Taught (Masters) students on its National Executive Council. He is also a member of the UK Bologna Experts' team, representing the student voice.

Prior to his role in ESU, George was Vice President (Education) at the University of Bath Students' Union for the 2009/10 academic year with the key responsibility of representing students towards the University, regarding academic affairs.

- George-Konstantinos Charonis
  The European Students' Union
  Academic Affairs Committee
  20 Rue de la Sablonnière
  B-1000 Bruxelles
- @ george@esu-online.org
- http://www.esib.org/index.php/
  Structures/academic-affairs-committee.html

Workshop 3: European Higher Education by Yasemin Yağci (INCHER Kassel)

# 1. Introduction

The workshop was organized by Yasemin Yağci. She is in the last year of her PhD-degree at the International Centre for Higher Education Research (INCHER), University of Kassel. Firstly the expectations of the participants were collected. The workshop was mainly visited by European students, which wanted to get background information about the agenda behind the European higher education.

## 2. HISTORY OF EUROPEAN HIGHER EDUCATION

A short presentation provided information on the development of higher education policies at the European level. After the second world war, there had been a rise of the welfare state which demanded democratisation of access and inclusion of wider part of society in higher education in the 60s. In addition to this, in 1950s the European Communities were established. The ECs, contributed to the the economic prosperity which brought the idea to extend the cooperation to other policy spheres.

From 1950 to 1970 there was basically no impact of the European Union on higher education policies. This has changed from 1970 until 1990 and the first initiatives and programs were involved. The main aims were:

- improve the correspondence
- cooperation
- mobility of teachers, students and researchers

This process led to the Maastricht Treaty (1991) which had the aim to make the higher education support the needs of the labor market. In the 2000s the Lisbon Strategy had a huge impact on the development of European higher education policies. The goal was to be the most competitive and dynamic knowledge based economy in the world, which is capable of economic growth including more and better jobs and greater cohesion. This process used the open method of coordination by setting: goals, action plans and evaluation. The international attractiveness should be improved to attract the highest talents worldwide. Since 1999, the Bologna Process has been the main platform for the development of the European level higher education policies. The Bologna Process (BP) includes 47 countries with the aims to make the higher education systems comparable and to act in various ways, e.g.: degree structures, quality assurance, etc.. . The Members of the BP can be divided in two groups:

- Members of the countries and the EC
- Consultative members f.e. European University Association, Europeam Students Union etc.

There is also a bologna follow up group, which tries to improve and evolve the BP. The main features are: flexible and open, strong stakeholder involvement (stakeholder oriented), provision of a communication and networking platform for its members, use of an open method of communication. The main trends after the second world war were to call for democratization and competitiveness of higher education – improving efficiency and quality benchmarking.

# 3. DISCUSSION ABOUT BP

# What are your experiences considering the Bologna Process reforms?

Last year there were many demonstration in Austria. The reforms of higher education mostly were not directly linked to the bologna process. Stakeholders used the process to achieve their own goals. In general the goal of improving the mobility has not been reached yet.

Implementation in Sweden needs great improvement as well. In most countries the creditpoint-system (ECTS) differs a lot. Student fees can also be linked to the neo-liberal attitude of the process.

In Spain there were huge protests against the bologna process. In Germany the situation is comparable to Austria concerning most issues.

The labor market orientation had been criticized. In Turkey it has not been a big business. Turkey wants to align with European policies. In general the employability orientation conflicts with the humanistic ideal in higher education institutions. The EC has only the main competencies in the economy policies. So the higher





education will always be linked to the needs of the market. In Sweden there is a discussion about the importance for looking after the needs of the market. Furthermore there is a great discussion in GBP about shutting down philosophy departments. In the participants' eyes, philosophy is valuable to the society and the citizens of a country. A country would lose its social capital.

What is a goal for higher education in society? Being higher educated is only one statue in society. Important for society e.g. research, remembering function for reflecting of society. The access to higher education should be a human right, even if the studying would not give a value back.

In addition to this, the participants mentioned the external benefits coming from the higher education. While many consider it as a label in order to get a better status in the society, higher education graduates contribute to the general wellbeing of society with their higher awareness on health, environment issues etc.

# several discussion points:

- Rising funds leads to PPP-projects. Moral and ethics getting lost.
- e.g. in Finland: some students wants to be treated as a consumer not like a producer.
- in Nepal: since 20 years there is a multiparty democracy system. Universities often are financed by the state. References: international literature which is not always updated. No strong research, mostly adopting. The technical sector is good. Nepal hopefully will get a new constitution. The education

- higher policies of the OECD often influence developing countries.
- Bologna Process also reflects social aspects.
  Discussion of competitiveness goes along
  with social aspects. Educational system is not a
  close system, no starts at the higher education
  system. In Turkey there is the problem, that most
  of the people who want to study cannot do
  this due to capacity problems.

(KB,TH)

# YASEMİN YAĞCI

//

.....



Yasemın Yağci is a PhD student and a junior researcher in INCHER-Kassel. Her dissertation project is on the social dimension of the Bologna Process.

Yasemin Yağci completed her master's level studies in the Institutions and Social Mechanisms Master's Programme in the University of Turku, Finland, in 2007. Her Master thesis is on the higher education policies in Turkey since 1980s and the Bologna Process. She completed her bachelor's level studies in the Political Science and Public Administration Department at the Middle East Technical University, Ankara, Turkey, in 2005.

- Yasemin Yağci
  International Centre for Higher Education
  Research Kassel (INCHER-Kassel)
  University of Kassel
  Mönchebergstrasse 17
  D-34109 Kassel
- @ yagci@incher.uni-kassel.de
- http:// http://www.incher.uni-kassel.de

Workshop 4: The Bologna Process and its problems by Magnus Malnes (ESU)

# 1. Introduction

The workshop was held by Magnus Malnes from Oslo (Norway). He is a representative of European Students Union (ESU).

# 2. EUROPEAN STUDENTS UNION

ESU was formed in 1982 and is an umbrella organistion of 45 national unions of students from 38 countries, together representing more than 11 million students. The aim of the organisation is to promote the educational, social economic and cultural interests of students at a European level. ESU works towards relevant organisations and processes, in particular the European Union, the Bologna Process, Council of Europe, UNESCO and OECD. The policies of ESU in the Bologna Process are based on consensus among the member unions and extensive monitoring of the progress in the process on national level.

# 3. BOLOGNA PROCESS

The Bologna Process was initiated by national governments in 1998-1999 and has been set of as an intergovernmental non-binding process without a treaty basis. The aim is to create a European Higher Education Area (EHEA), meant to ensure more comparable,

compatible and coherent system of higher education in Europe. The decisions on political priorities in the process is made through Ministerial Conferences (every second year) and then followed up with national implementation. 47 European countries, the European Commission and several consultative members, including ESU, EUA, EURASHE, ENQA, CoE and UNESCO have joined so far. The working structure of the Bologna Process involves the Bologna Follow-Up Group, working groups, networks, conferences and stocktaking (monitoring reports) of the process progress. Through the Bologna Process, students are recognised as full partners in higher education governance, an important reason for ESU's involvement and support for the process. ESU has achieved many important commitments for students in the process, for example prioritising of the Social Dimension, Student

Despite progress in the Bologna Process, ESU is worried by an increasing lack of commitment to fulfilling even minimum standards by countries, as well as uneven implementation across the EHEA, rendering compatability or comparability yet to be imagined. Resent years have shown lack of basic consultation of stakeholders on national level. ESU call on both governments and higher education institutions to take more political responsibility for proper implementation of the process, and secure deepening of actual reforms and move towards full implementation. It is still a great challenge to finance reforms and actions in the Bologna Process and to measure the progress of implementation of the process on a deeper level.

Centered Learning and mobility of students.

# 4. LIST OF PRIORITIES OF ESU

- Minimum standards
- Incentives and monitoring
- · Stakeholders involvement
- Provide information more widely
- Mobility and recognition
- · Qualification frameworks
- Social dimension
- · Financing of higher education
- Quality assuarance
- Student Centered Learning
- ECTS and learning outcomes

Read more about ESU's positions here: http://www.esu-online.org/news/article/6065/488/

**MAGNUS MALNES** 

//



Magnus Malnes is a law student at the University of Oslo and an elected representative in the ESU. He has been member of ESU's Academic Affairs Committee since spring 2010, and is representing ESU in the Bologna Process and towards European Union policies. He has previously been member of the Executive Committee in the National Union of Students in Norway (NSO).

Magnes Malnes
The European Students' Union
Academic Affairs Committee
20 Rue de la Sablonnière

B-1000 Bruxelles

@ magnus@esu-online.org

http://www.esib.org/index.php/ Structures/academic-affairs-committee.html Workshop 5: Recognition of International Diplomas and Qualities by Dr. Peter Zervakis (HRK)

1. Introduction

Dr. Zervakis is a member of of the German Rectors' Conference (Hochschulrektoren Konferenz). He also heads the Project Nexus, which deals with Concepts and good practice in Higher Education (HE) and also works as the University Administrator in the Enrichment Program at the RWTH Aachen.

The Workshop Started by Introducing the participants and the issue concerned. Afterwards Dr. Peter Zervakis focussed on implementing the Bologna Process in Germany. The results were controversally discussed, Yet New Models were presented. Finally the Process was evaluated And further options were considered.

### 2. WHAT IS THE BOLOGNA PROCESS?

Implementing Bologna is the national objective. The Bologna process is an harmonizing process in which 47 countries agreed on the adoption of a cycled study system with easily readable and comparable academic degrees (undergraduate / graduate, Bachelor / Master / PhD, 1st,2nd, 3rd cycles). It also tries to promote mobility, flexibility and external quality assurance in the European dimension of higher education and establishes a transparent system of credits (ECTS-ERASMUS) based on learning outcomes for all disciplines.

One focus lies upon the implementation of a Diploma Supplement to promote "employability" and the improvement of Bachelors acceptance by employers. Other parts of Bologna are promoting lifelong learning programmes (Mundus), strengthening active participation of students, improving links between the European Higher Education Area (EHEA) and the European Research Area (ERA) by promoting doctoral students' and staff mobility.

For the Bologna Process the Bologna Ministerial Conference is responsible. It is structured Top down:

- Bologna Ministerial Conference
- Bologna Secretariat
- Bologna-Follow-up-Group
- Advisory membery: Council of Europe, UNESCO CEPES, ENQA, ESU, EUA, EURASHE, El (Educational International), Busines Europe.

Within the higher education system, the biggest trend are the quality assurance reforms within the single states. The implementation differs radically concerning the Credit-Point-System (ECTS). The aim is to increase the mobility of students and scientists. Before HE has been determined by the modern Nation State and linked to the regional level.





//

#### 3. LISBON RECOGNITION CONVENTION

The Convention stipulates that degrees and periods of study must be recognised unless substantial differences can be proven by the institution that is charged with recognition. Students and graduates are guaranteed fair procedures under the Convention. Though this is a national law no Professor can be forced to accept this, because of his/her freedom of science and rearch. In Austria it is not the single Professor who decides on the recognition, but a commission of the Universities. In Germany there are such commissions just for Diploma.

#### 4. Entrance Exams

To make access to HE note equal for all, there are currently some movements towards the establishment of entrance examinations. Medical doctors from abroad all need to take an exam if they want to practice in the USA. In Germany for example doctors from Greece are accepted in general under EU legislation and the ones from Albania are generally not accepted.

#### 5. Prior Learning

A really radical example in France. Women who have worked for a long time in the household for raising children and taking care of their family are recognized up to 50% for a Bachelor's degree. In Germany applicants with apprenticeship can get also some of that time by the universitys.

# 6. ACCREDITATION

German Universities are very sceptical when it comes to programme accreditation and try to find their own ways into accreditation. So the agencies try to go to (Eastern) Europe to get accepted there and vice versa.

# 7. DISCUSSION

After the theoretical introduction a controversual debatte followed on the structural problems in Germany concerning strictly limited master courses, pressure due to workload, low-budget of the universities and its results, social barriers and restrictions for students regarding application for a university place and the orientation orientation of the Study Programmes to preparing for the Needs of the Labour Market (Employability).



Dr.Peter A.Zervakis is Head of project Nexus German Conference (HRK) in Bonn. He studied

in Hamburg and Washington, D.C. and received his Ph.D from Hamburg University, where he completed his post-doctorate. From 1999-2004 he was a Research Fellow at the University of Bonn's Centre for European Integration Studies, From 2004-2006 he became the head of the research projects on Enlarged Europe at the Bertelsmann Foundation in Gütersloh, Germany.

- Dr. Peter A. Zervakis **Head Project nexus** Concepts and good practice in Higher Education German Rectors' Conference Ahrstrasse, 39 D-531175 Bonn zervakis@hrk.de @
- http://www.hrk.de

# IMPRESSIONS WORKSHOP CLUSTER 3















# IMPRESSIONS WORKSHOP CLUSTER 3 (II)































## WORKSHOP CLUSTER 4 // GREEN LIFESTYLE

Workshop 1: Data Protection by Oliver Passek (Arbeiterkind e.V.)

#### 1. Introduction

The workshop was presented by Oliver Passek. Oliver is a member of the media and network policy working group of the German Green Party. He is also the spokes person regarding media policy for the green faction of the German federal parliament.

At first, Oliver Passek asked the participants to tell the group something about their personal background in relation to the topic of data protection. The participants came from several European member states. They were interested in the topic for a number of reasons, like having had bad experiences with the use and handling of their personal data in the past to more general interests in data protection policy. While some participants said, that they did not have much prior knowledge on the topic, others stated that they were interested in special cases like data protection at universities.

#### 2. FACEBOOK AND WEB 2.0

To provide some input, Oliver Passek showed a video about Facebook, that illustrated some of the more general problems regarding social networks, privacy and data protection in a funny way. From the discussion that commenced, it was clear that all participants had a Facebook account. Some people also had an account at other social networks. While some participants had concerns regarding the data protection at Facebook, most liked the way information was aggregated and presented to them in one single place. A few people also said, that they relied on Facebook's contact and event management for their work and private life. The people, who had an account at other networks, said, that they preferred Facebook over the other networks, because "all of their friends used it".

Because Facebook is based in the US, it is hard for other countries like the European member states, to enforce their legislation on data protection. This is also the case with other social networks like for instance Google Plus.

#### 3. Data protection in the European Union

To get a more in-depth perspective of the data protection law in force throughout the European Union, Oliver Passek handed out a copy of the European directive 95/46/EC and showed another video, an excerpt from a speech of the Commissioner of data protection at the EU, Peter Hustinx, in which he talked about the directive. According to Hustinx, the directive is the single basis for data protection law throughout the member states.



It aims to protect the freedom of persons living in the EU to control access to and processing of their personal data. While the directive has been imple-mented by several member states, there is substantial complexity at the federal level. Hustinx also explained, that society has changed much since the law was put into force (e.g. terrorist attacks, information society, globalization) and that variability of data storage and processing is also

changing and increasingly complex. He mentioned, that there was a loss of effectiveness of the law after 9/11 and called for a modernization of the legal framework.

Oliver Passek also showed two videos on the state of data retention law at the European level in December 2006 and December 2010 respectively. The directive was implemented as an official EU law in 2006. It requires telecommunication companies like ISPs and telcos to store several different kinds of data like calls and call attempts, time, cell id (location), IP address, phone number, internet service used, etc. The implementation of this directive is still in progress throughout the EU. The situation is quite different in the several member states of the EU. While most of the member states implemented a retention time of 0.5 to 6 years, Poland initially wanted to implement a law that requires a storage time of 15 years. Many member states also extended the data set to be stored by service providers extensively. Another example is Germany, which implemented a law, that required data retention for six month. The law was later rejected by the federal constitutional court after an appeal against it by more than 34,000 affected citizens. Discussion on a new, constitutional implementation of the law is still ongoing. In the UK, the government and service providers already had agreements regarding data retention in place prior to the implementation of the directive into EU law.

The participants agreed, that data retention was a bad thing to do, because it affects every member of the society in contrast to other threats to data protection and personal privacy like transfer of data of plane passengers to countries outside the European Union, SWIFT, finger print databases of criminals, Europol databases, etc.. The so-called "quick freeze" method, where communication data of a suspect is only stored after police have started to look into a case, was brought up as a possible alternative to data retention and was generally seen as a possible solution to this problem by the participants. Also, participants said, that they would allow this for suspects of "serious" crimes only. Some participants said, they were concerned about the lack of a clear definition of "serious" crimes. E.g. the law implemented in Germany, which was later declared unconstitutional, stipulated, that the data could only be requested for suspects of "serious" and online crime, without further defining "serious". In Poland, the proposed law stipulated, that data could be requested for any crime, even divorce cases. The attendees of the workshop agreed, that this was a huge issue.

#### 4. OPEN DATA VS. DATA PROTECTION

The participants also discussed very briefly the topic of open data vs. data protection. People said that it was important to openly and freely provide and distribute governmental data, preferably online in an accessible and machine-readable way (principles of open data / open government). They said, that personal data of the citizens should be kept private by the government or provided as an anonymous representation only.

#### **5.** DATA PROTECTION AT UNIVERSITIES

Some attendees were also interested in data protection at universities. It was noted, that in Austria, universities are in the process of out-sourcing some services like electronic mail to private companies like Google, because a continuing lack of the necessary funds does not allow for the provision of these services by the university itself in a satisfactory way. Students are required to use these services to successfully complete their studies. Companies like Google offer their services to the universities for free. These participants suspected, that this might be because of the access that companies like Google gained to personal data of the students. They were concerned, that private companies might create statistics or use the data of the students in any way, that might violate data protection law. Participants also thought, that it was possible, that private companies did not violate any law, but that existing laws were not sufficient to successfully assure the freedom of the students to control access to and processing of their personal data, especially since they were required by the universities to use the service of those companies, even if they didn't want to do so, e.g. for reasons of privacy. This was later identified as a key result of the workshop and both Oliver Passek and the partici-pants agreed that the topic should be investigated further. The lack of an overview of data protection laws regarding universities was mentioned explicitly.



#### 6. Conclusion

The workshop was concluded by a final video, that showed a representative of Microsoft talking about cloud computing. Cloud computing is a technology,

#### 7. FUTURE PROSPECTS

Finally, Oliver Passek asked the participants, what they thought would happen to data protection policy in 5 to 10 years. Attendees suggested, there might be new political players on the line, so that it was hard to predict, what might actually happen. Also, there might be a new terrorist attack like 9/11, which could have serious impacts on data protection policy. Some participants thought, that increasing lobbying by consumer organizations like European Digital Rights might have a positive impact on data protection policy in Europe. Basically, people felt less positive about the future of data protection policy.

Statement by the speaker: Oliver Passek said, the workshop was a positive experience for him. To get an international perspective on the topic was especially interesting to him. Due to the workshop, he also identified important topics, that happened in other EU member states and that had not been on his agenda beforehand.

(PF)

#### **OLIVER PASSEK**



//

Oliver Passek studied at the University Siegen and the University Fribourg (CH). Afterwards he moved to Berlin and was/is a visiting lecturer at different Universities in Berlin.

From 2007 to 2010 he was a member of the scientific staff at the Office of Helga Trüpel and Rebecca Harms (Green Group in the European Parliament).

Since April 2011 he works at the Ministry of Science, Research and Culture in Baden Württemberg, Germany in the field of Film and Media.

Because of his interests in media and cultural policy as well as information society and media economics he is a founding member of the New Media Netzwork (Netzwerk Neue Medien) - a digital civil rigths organisation - and also the federal working committee for media (BAG Medien) of the Green Party in Germany. In this connection he is the spokesperson for the BAG Medien.

He writes his doctoral thesis about the city planning projects of Disney Corporation in the USA.

Oliver Passek
Netzwerk Neue Medien e.V.
Tucholskystrasse 48
D-10117 Berlin
@ ollipassek@web.de

http://www.nnm-ev.de

(3)

Workshop 2: Social Movement and foreign students by Natalia Elen (BAS)

#### 1. THE ORGANISATION BAS

The National Association of Foreign Students/ Federal Union of international Students in Germany (Bundesverband ausländischer Studierender - BAS) is a nationwide special interest group for foreign and stateless students and for students with immigration background in Germany. It considers itself to be a linking organization for the departments of international affairs and the foreign students' departments of local student governments and state student organizations.

#### 2. Aims of BAS

The BAS represents the interests of foreign students in dealing with appropriate official authorities, government departments and administrations and cooperates with other immigrant and student organizations, as far as they are open to the aims of the BAS.

The BAS represents these interests by means of public relations, written statements and exerting influence on decision-makers. Questions pertaining to foreign students and their studies should no longer be isolated. Public meetings and press relations play an important role in this work.

The problems of individual members and in particular universities must be generalized and made public.

The goal is to find ways of improving the situation of foreign students. Student government organizations of the universities should be supported by nationwide activities. Publications should be released as part of the public relations activities.

In addition, the BAS offers its members and the student organizations advanced training seminars and information meetings on a regular basis.

Student organizations may become members of the BAS on application.

### 2. BUNDESDELEGIERTENVERSAMMLUNG (BDV – NATIONAL ASSEMBLY OF DELEGATES)

The BDV is the highest decision-making organ of the Association and meets at least once yearly. The BDV elects among others the executive board and approves the budget of the BAS. In addition, it is responsible for amendments to the charter and the General Principles. The BDV makes decisions concerning the basic policy principles of the BAS and elects the organs. It also names working groups and committees.

NATALIA ELEN

//

Natalia Elen is a foreign student at the Trier University. She studied in Russia and moved for her second study to Germany in year 2006. From 2009-2010 was she the referent union of international student's at the Trier University (RASt Universität Trier).



From 2010 is she organization referent at the federal union of international student's (BAS e.V.).

Natalia Elen c/o AStA Universität Ulm D-89069 Ulm

@ elen.natalia@bas-ev.de

http:\\www.bas-ev.de

# WORKSHOP CLUSTER 5 // SOFTSKILLS

#### Workshop 1: Campaigning with no/low Budget by Andrea Nienhaus

#### 1. Introduction

After a brief introduction round among the participants Andrea Nienhaus asked them to collect all the questions they have in terms of campaigning on the blackboard. These are the raised questions:

- Which form of media is most successful for which group?
- How can a campaign be sustained if interest is decreasing?
- What is the best group size to start a successful campaign?
- How to find, address and identify proper peer groups, people to be in the team?
- How to organize a team without having a leader?
- How to organize/structure the follow-up?
- How to come from an idea to a finished project?
- Any tips about flashmobs?
- Facebook as a campaigning tool?
- How can I get money/sponsors for my project?
- Methods to reach people?
- Schedule: Preparation time, campaign itself, sustainability
- What makes my campaign more interesting than others?

- Campaigning on several fronts (balance?)
- Facing your target group , provocation
- Administrative bodies (illegality?)
- Leisure time: How to enable people who are working to participate in the planning and implementation of the campaign?



#### 2. CAMPAIGNING SCHEME

Relating to the collected questions Andrea Nienhaus decided to explain step by step how to organize a campaign in general first and to turn to the questions afterwards. Furthermore she decided to base her general explanations on campaigning experiences of the workshop's participants. In doing so the speaker produced a complex scheme. The basics will be summarized here:

#### What do you want?

- attention
- awareness
- mobilisation/change
- always make a campaign on what a topic you are really interested in

#### What is the message of the campaign?

#### Mind organisational rules:

- Campaigns are characterised by having a clear start and ending (might be necessary to establish part time goals, meaning planning in steps), thus you have to define a certain time period where the campaign is going to take place
- Then establish a team for the campaign which encompasses people with skills needed according the campaign, make clear what your resources are, how many people you need and who you need to contact (steakholders) to organize the campaign you are planning

#### Who is our target audience?

- How and where to reach it?
- Where does the target group live?
- What are the places where it spends its time, when and in which way?

### How do we reach it? What kind of media? What kind of event? (e.g. elections)

When organizing an online campaign it does not occur in public life but only on the computer, regard this the overall conclusion was to precisely plan (and constantly reflect on the planning process of) a campaign from the very beginning to the end in order to avoid unexpected costs. Hereafter Andrea Nienhaus turned to answering the questions that were brought up at the beginning of the workshop in no particular order.

#### 3. MEDIA USAGE

As the referent is a designer herself she provided extensive information and recommendations due to media usage when planning a campaign:

- It s good to combine different sorts of media, e.g. use flyers, postcards, etc. in order to reach many and different people and in order to direct them to your campaign-website (which serves as a basic platform to provide further information)
- Do not underestimate the power of design, e.g. when designing your campaigning material as it is your key to reach the people you want to address in a first step
- Using internet media has certain advantages, e.g. free software to document, publish and spread your campaign via flickr, youtube, wordpress (blog), twitter, facebook, email plus using flyers and having a real-life-campaign, it also allows you to rise awareness for your campaign through various channels (sorts of media), these software programmes lead to a huge increasing of the number of campaigns in the last few years as using the software accordingly is available for the masses, it is for free and messages in the web spread very fast.

#### 4. CREATIVE CAMPAIGNING

Andrea Nienhaus on new forms of campaigning, creative campaigning:

- Use special events, such as a carrot mobs or a parking day, as a kick-off event for the entire campaign.
- Develop a story for your campaign which contains an introductory part, increasing tension, climax, decreasing tension, ending (as in classic drama), in doing so people relate to the campaign's topic in a more personal and emotional way. If you want to seriously raise people's awareness you need to reach them on exactly that level.

#### 5. CAMPAIGN EXAMPLES

Finally Andrea Nienhaus asked the participants to tell her about the most important/impressive campaigns they have experienced so far. As the participants mentioned the KITKAT-campaign by Greenpeace against rain forest destruction and a campaign against toxic polluters in ADIDAS and NIKE products the speaker showed the Youtube video accordingly. Concluding Andrea Nienhaus pointed out that these video clips are quite impressive but also cost a lot of money and raise awareness only for a short time via using the shocking effect in movie images.

(JK)

ANDREA NIENHAUS

//



Andrea Nienhaus, born in 1980 in

Münster, is a qualified designer and works as a freelance designer and lecturer in Berlin. She specialises in the communication of societal themes. She is initiator of the interdisciplinary project space "Glas+Bild" and is currently working on the establishment of the Sozialhelden Academy. Since 2011 she has been a member of Think Tank 30, part of the German society "The Club of Rome."

- Andrea Nienhaus
  Glas+Bild
  Stresemannstraße 23
  D-10963 Berlin
- @ kontakt@andreanienhaus.de
- http://www.andreanienhaus.de

Workshop 2: Fundraising by Anselm Lange (Green Campus)

#### 1. Introduction

After welcoming the participants Anselm Lange introduced himself.

#### 2. What is it what fund-raisers do?

At the start some important definitions were given.

- <u>Fund-raising</u> is getting the money for a project you want to do.
- A <u>Non-profit-Organization</u> doesn't make profit, works on a social issue, that means it tries to achieve something that is not measured in money. It claims to do something and most of the time connects a voluntary group of people.

NPOs can be split in different interest groups e.g. religious groups or sport associations. There is a huge problem when some NPOs are corrupt, because this usually reflects on others. So it should be the interest for any NPO to be as transparent as possible.

Alone in Berlin there are 500.000 NGOs and most of them work with a lot of volunteers. In Germany the funds for

NPOs mostly come from the governments, but that is different in every country. While u find lots of government involvement in Europe it is for example totally different in the USA. When getting funds from governments it is even more important to be transparent. It is usually required to communicate what exactly you have done with your money.

#### 3. FRIEND-RAISING?

Fund-raising is not just collecting money, but long-term relationship marketing, relationship fund-raising, friend-raising and the encouraging of social responsibility. By having a look at the pyramid of donors (given in the presentation) it was visible that inheritance management plays a big role in fund-raising. A lot of people give all their property to good causes when they have died. All in all it can be concluded that private donors win in importance when it comes to fund-raising.

#### 4. Fund-raising Toolbox

- Mailing: Writing an appeal letter that shows why your organization is so special and deserves support.
- <u>Telephone Fund-raising:</u> Has to be used carefully as most people might feel pressured and might then in the end not hold their promises. It is because people are usually not really behind the cause then.
- Contributions from Businesses: Some firms want to show their good hearts by working for a good cause.
- Governmental funds: Most of the time these funds are really hard to get as there are very long administrative processes. For German foundation it should be checked www.stifterverband.de
- Foundations and other NPOs: The priority of most foundation are usually children, but youth might work the same way. The biggest German foundation is the Bosh Stiftung but there are many other like Lidl Foundation or Bertlesmann Foundation.
- Events: There can be concerts, art auctions or anything else that brings fun to raise money. With those events people get to know more about the cause and might be willing to donate in the future.
- <u>Inheritance gift:</u> There are a lot of organizations who get those kind of donations, but they are more common for long established organizations.
- Internet funding: Social Networks should be used for raising money, but there should also be a link on the website so that people can also donate anonymously.
- Business ventures: Sometimes it can also be helpful to work together with other businesses. But especially when you are a green organization you have to be careful who you are cooperating with. Usually you

have to put their logos. So a sponsor should be standing for the same values or at least not against them or the organization loses its liability.

There is no answer for what is the best way of fundraising. For every kind of cause something else works best and the best way is to try out different things and use different approaches.

Anselm Lange recommends to forget governments and to concentrate on corporate private partnership. Sustainability and sociality are big concerns of consumers, that is why the markets react on that. Therefore more companies try to work on good causes.

#### 5. Institutional readiness

In organizations there is usually a tension between the people who are getting the money (fund-raiser) and those who implement a project. Fund-raising is hard to finance, therefore you need real goals and strategy followed by an implementation evaluation.

It is important for an organization to have people's persons. If you don't have those, it is better to just write proposal. The people who make up an organization have to put away internal struggles and enlarge the network. This is especially the work of the Board members.

#### 6. Case study: Telefonseelsorge Berlin e.V.

After a brief introduction of the Telefonseelsorge Berlin e.V. the speaker stated that he strongly believes in the effectiveness of events like concerts, trips, symposiums, yearly focus themes, benefit arts and benefit diners as good fund-raising tools.

It is important to create win-win situations with sponsors, e.g. at the concert there are distributed pieces of arts (donated by an artist) that will make the artist more know and the organization itself be remembered.

It is also important to choose speakers and trustees right e.g. at a symposium on suicide of old people he made the minister of health and a journalist speak, so he could maximize his media coverage. That makes even low attendance okay, as long as there is enough coverage that makes the organization more visible.

It is important that events become permanent and the last quarter of the year is the best time to approach people for funds. The Telefonseelsorge gets 70% of their donations in the last quarter.

**ANSELM LANGE** 

//



Anselm Lange heads the communications agency lange&friends. Founded in 2007, the agency provides services especially for

nonprofit organizations. It focusses on public relations and media coverage for its clients. Since 2009 Anselm Lange is also executive director of the Telephone Emergency Service Berlin (Telefonseelsorge Berlin e.V.), a nonprofit organization that raises more than 80% of its funds from private donors. Anselm Lange studied Comparative Literature and Business Administration in Chicago, Boston, Paris and Berlin.

- Anselm Lange
  lange & freunde
  Kommunikationsgesellschaft mbH
  Askanischer Platz 4
  D-10963 Berlin
- a.lange@lange-und-freunde.dehttp://www.lange-und-freunde.de

(FK)

#### Workshop 3: Non-Violent Communication by Verena Mosen (trainer)

#### 1. Introduction

Verena Mosen is working in civil conflict solving and transcultural learning. Therefore she gives regularly courses. Unfortunetly the time in the workshop is limited, therefore it could just be a crash course. Normally she would use the Marshall Rosenberg way.

#### 2. ORANGE EXERCISE

The participants were supposed to picture a shop where there is just one orange left. And two people want the orange. First one needs it for an orange cake and the second one wants something healthy for her mother and want to do a juice. The question was how to solve the problem. The participants suggested the following.

- Splitting it into two equal pieces: This is a compromise. Both sides don't get what they want but at least they get something.
- Share the cake with the sick mother: This points towards win-win. The one who wanted to bake the cake can bake the cake, but he has to share this cake and does not really get what he wants.

- Persuade the other one to give the orange to the sick person: Even so that person might be okay with giving the orange to the sick person, he will still not be satisfied.
- Substitute for the orange e.g. another fruit for the sick mother or artificial flavour for the cake: That would be again a compromise. One will be satisfied, but the other one has to give up on the orange.
- Throw a coin, by chance: Even so it had not been unfair in the decision, there will still be on person unsatisfied.
- Taking only the peel for the cake and the core for the juice: A win-win situation was created. Both people get what they wanted and are satisfied.

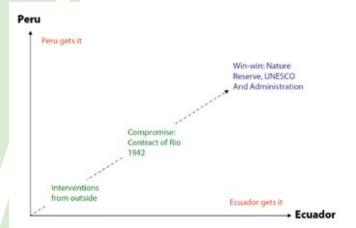
Usually it is hard to see the solution for a problem on the first sight. Creating win-win situations is the basis for non-violent-conflict transformation.

#### 3. Case study: Win-Win solution by Johan Galtung

The Cenepa War was a brief conflict between Ecuador and Peru, fought over control of a disputed area on the border between the two countries. The two nations had signed a bordertreaty following the Ecuadorian–Peruvian War of 1941, but Ecuador later disagreed with the treaty as it applied to the Cenepa and Paquisha areas, and in 1960 Ecuador declared the treaty null and void. The indecisive outcome of the conflict — both sides claim victory — along with the mediation efforts of Argentina, Brazil, Chile and the United States, paved the way for the opening of diplomatic negotiations that ultimately led to the signing of a definitive peace agreement in 1998, putting an end to one of the longest territorial disputes in the Western Hemisphere.

The land was put under the observation of both countries as a national park. This was the win-win situation for both countries.

#### Possible outcomes:



#### 4. AIMS, GOALS OF NVC

If we just keep on clarifying our positions, nothing will get moving and if we are just staying with our position it can soon escalate as a violent conflict. BUT if we start talking about our interests, desires and needs and therefore give the reason why we need something, we can start looking for a consensus. This is the aim of non-violent communication.

- You have a question and you have a position.
- Self-analysis: Why do I need something?
- When I have examined what I really need, it is important to tell others about your need and by that creating empathy.
- Out of that clusters are developing that finally come together.
- It is really important to talk about feelings. That makes people more willing to change needs.
- The aim is to meet all need and respect all feelings.

#### 5. STEPS:

Consensus is a decision making process designed to bring together the views of all the members of the group. Consensus was developed in political grassroots movements and organizations like the antinuclear movement. There are three philosophic keys to consensus which are very comparable with NVC: 1. Respect Feelings of all group members even if you disagree 2. Empower people to create their own point of view, take responsibility for it and be empowered to share it with others. 2. No Bosses, direct democracy or direct action as means of the grassroots organisations means taking responsibility for our own decision and our own lives. Consensus does not require everyone to agree on everything, it does require a common goal of the group and willingness to work on problems together. Consensus works if the group can work openly and creatively with concerns of individuals about proposals. Consensus grew out of a critique of the existing decision methods which tend to hold power in the hands of a few and make decisions based often on corrupted values.

There are four possible steps of a consensus.

- 1. I am absolutely agreeing
- 2. I agree with some concerns, that are...
- 3. I am not satisfied, but I respect your decision and will stand aside.
- 4. Veto

#### 6. Marshall Rosenberg Way

- 1. First you describe what you see.
- 2. Then you describe how you feel about that certain situation.

- 3. Then you describe what you need for yourself and what you need from others.
- 4. Then you ask/wish from the other one, if he could do something.

The workshop was ended with a short group discussion on violent versus non violent approach. In that discussion got clear that the line between violent and non-violent can be ambivalent sometimes.

(FK)

**VERENA MOSEN** 

//



Verena Mosen studied political science and catholic theology at the University of Trier, Germany, and finished with her MA thesis in Political Theory and History of Ideas: Relation of "Strong Democracy" / Benjamin Barber and "Cosmopolitan Democracy" / David Held in 2002. From 1995 to 2000 she also collected international experiences as Part resp. Head of delegation of Young Catholic Students Germany in South Africa. After many jobs in the field of Non-Violent Communication she founded a Start-up as Freelancer Trainer on Nonviolent Conflict Transformation.

#### **Trainer experiences:**

INWENT gGmbH, Evangelischer Entwicklungsdienst (eed), PeaceBrigadesInternational, OXFAMInternational, eirene, Vocational Training Center Jagdschloss Glienicke, Schools in Berlin, KURVE Wustrow.

Training issues: Dealing with conflicts nonviolent, Deescalation of personal and political tensions e. g. in some social protests, like e.g. Gorleben, Nonviolent Communication and Transcultural Education

Verena Mosen Ilsestraße 17a

D-12053 Berlin

- @ verena.mosen@gmx.de
- http://www.gewaltfrei-konflikte-loesen.de

//

Workshop 4: Yoga by Manuela Berndt (yoga teacher)

#### 1. Introduction

Yoga refers to traditional physical and mental disciplines that originated in India. The word is associated with meditative practices in Hinduism, Buddhism and Jainism. Within Hinduism, it refers to one of the six orthodox schools of Hindu philosophy, and to the goal towards which that school directs its practices. In Jainism, yoga is the sum total of all activities — mental, verbal and physical.

Major branches of yoga in Hindu philosophy include Rāja Yoga, Karma Yoga, Jnana Yoga, Bhakti Yoga and Hatha Yoga.

Someone who practices yoga or follows the yoga philosophy to a high level of attainment is called a yogi or yogini.

Yoga is a form of exericise that uses slow movements and stretching. It is good for increasing flexibility and balance. It is also good for relieving stress and relaxing. Yoga has been used as a meditation technique for thousands of years. As you exercise, you meditate on what your body is feeling and try to be "one with the universe. Yoga is a vehicle, a path to follow and a journey.

When we practice yoga we discover the amazing ability of the body to move, balance, lift, and support; we increase the ability of the mind to focus and release preconceived notions - we transcend the body and the mind to the place of being. (source: www.yoga-and-transformation. com)



The Germanborn choreographer accomplished her professional dance training at the National

Conservatoire of Buenos Aires/Argentina and The Northern School of Contemporary Dance in Leeds. She has performed and collaborated with a wide range of artists and companies and gained a distinction with her MA studies in Choreography at Fontys Dance Academy in the Netherlands.

Since 2003 she develops her own choreographic work and is a regular Artist in Residence at Yorkshire Dance and Studios International – Interdisciplinary Centre for Art and Media Technology in Höfgen/Germany. Besides producing and touring her performance productions, Manuela has accomplished a series of commissions and professional seminars throughout Europe and South America. As a choreographer, writer and lecturer she specialises in Forsythe Improvisation Technologies, movement generation systems and collaborative devising methods and moreover teaches Vinyasa and Hatha Yoga.

The choreographer has been awarded a number of grants and scholarships to embark on different international collaboration projects and residencies with diverse artists whilst her full-length production Body of Work has toured a large number of venues and festivals in the UK, Germany and the Netherlands to much critical acclaim.

- Manuela Berndt
- @ info@motionmanual.com
  - http://www.motionmanual.com

#### IMPRESSIONS WORKSHOP CLUSTER 5

















## PANELDISCUSSIONS // CLIMATE ISSUES

#### Panel 1: Climate Change in our modern world

There is no question anymore that Climate Change is happening. The question is more what is happening now that we know about Climate Change:

#### 1. Position Herrmann Ott:

Herrmann Ott is a member of the German parliament and is the climate policy spokesman of the German Green Party.

Climate policy is to small to tackle climate change. Climate change has just a narrow meaning. To really act on climate change we need to change production processes and that would question our whole system. Currently we are just concentrating on the emissions, we not so much concerned about agriculture. Therefore it is assumed that by switching to 100% renewable energy

we would have solved the problem. BUT the roots of the problem are the way resources are used. The unlimited grow assumed by the economists, is not possible.

The question is what approach is necessary a local or a global one. We need processes on all levels. BUT it seems like climate policies nave always been in a crisis.

The USA will not implement any climate policy. That is why a different strategy is necessary. In that new aproach the EU could be a strong player, but so far this is not the case. In the USA there will not be implemented a climate policy. That's why we have to use a different strategy. EU could be strong player, but for now it is not the case. In the coming years there are lots of elections in Europe. Therefore the window of opportunity is wide open for more green politics.

The Kyoto Protocol ends in 2012, afterwards every country can emit as much as they want. That's why there is an urgent call for a new instrument in Durban.

#### 2. Position Jürgen Maier:

Jürgen Maier is the chief executive officer of the German Forum Environment and Development.

At the economic side there is a lot changing in climate change. How can a country have climate ambitions and abort nuclear power. Other countries think that we should be bankrupt instead of that. Currently the USA need much more energy to produce the same unit of GDP as Germany.

Energy efficiency is the key to the global market. Ecofriendly countries are more stronger, and are not so much affected by economic crisis. France and UK have no energy policies. France and UK can not build nuclear power plants as there are no more investors. Nobody is building wind in the UK because they do not seem attractive from an economic perspective. France has to import power from Germany, while they are sitting on



ageing power plants.

Germany has lots of domestic discussions on energies. Every German party is somehow concerned with energy and that is not the case in France. Lots of countries will in the future look to Germany and China to get advice in energy.

People/countries who think outside the box are working in the end a bit more effectively. This is lacking in countries like France. So industry is not growing that much. Those countries that are difficult in climate negotiations, miss



opportunities that will affect them for decades.

Organizations that have jumped on the environmental train are actually making nowadays more process than those that have not done the same. The climate negotiations will not move forward in the next years, because of those countries that are afraid of eco-friendly energy.

#### 3. Interesting Discussion Points:

- (1) If we leave climate change outside, the solution for the energy crisis would be coal, therefore green activist have to work, so that industry switch to renewable energies, because coal would increase the CO<sub>2</sub> emissions again.
- (2) Prohibiting certain behaviour, as it is done in the health sector, should be adapted in the environment sector.
- (3) There is no way to produce meat in an environment friendly way. It is recommended to just eat once a week meat.
- (4) What kind of international support should be given to economies that can not effort to start renewable energies? Economies that can not effort to start renewable energies need international support. There should be established an international Fund for renewable energies so that developing countries can introduce them.
- (5)There was pointed out the option of limiting population or energy allowances for people, but it was not seen as

- a good idea. It's not about cutting down population, it's about reducing one's individual consumption
- (6) Maybe new forms of working should be considered. Working less would also mean producing less energy emissions!

#### (7) Climate Justice:

- 1. Prime focus should be to reduce CO<sub>2</sub> emissions as soon as possible. Also important is climate technology transfer. The problem is that many people think renewable energies are inferior to "real" forms of energy like nuclear power plants. Also, one should not wait e.g. for the UN to reach a consensus, countries should go ahead and show that renewable energies are a chance to take action and not a sacrifice
- 2. The UN has to be reformed. We need a "San Francisco" 2.0. The system only changes after a big catastrophe (e.g. 1919, 1945, etc.)! On the national as well as on the international level we need redistribution of wealth. In the west, we have to drastically reduce our emissions. For young people who have grown up with the internet and with travelling, the world has "grown together", this kind of main streaming is a chance to work together.

(FK)

ANJA SCHILLHANECK (MODERATORIN)

//



Anja Schillharneck was born in Berlin in 1973 and after school she started her studies at the Technische Universität, Humboldt Universität and Freie Universität in Berlin and finished with a diploma in the field of pedagogy (teaching degree). During her time at the University she was activ in the General Student Committee (AStA) in Berlin (among other things as treasurer and in the field of higher education). In this time Anja Schillharneck was also involved in a range of different panels like the academic senate or in the commission of women's affairs.

Since 1995 she is a member of the German Green Party. From 2004 to 2006 she was staff specialist for Science and European Affairs of the Green Group in the Berlin Parliament.

Between 2006 and 2011 she was the Vice-Chairperson of the Green Group in Berlin and since that time she is also science-policy spokesperson. In 2008 she became spokesperson for European Affairs.

Between 2006 and 2008 Anja Schillharneck was a research member at the Institute for Sociology at Technische Universität Berlin and worked in the project ""Netzwerke für Gründerinnen" (Networks for Foundresses).

Since 2007 she is spokeswoman for the green national working group "Bundesarbeitsgemeinschaft Wissenschafts-, Hochschul- und Technologiepolitik (BAG WHT)".

Anja Schillhaneck, MdA
Fraktion Bündnis 90/Die Grünen
im Abgeordnetenhaus von Berlin
Raum 267
Niederkirchnerstr. 5
D-10111 Berlin

@ anja.schillhaneck@gruene-fraktion-berlin.de

http://www.gruene-fraktion-berlin.de

#### DR. HERMANN OTT //



For further informations to Hermann Ott please have a look at page 9 of the reader.

Dr. Hermann E. Ott, MdB
Bundestagsfraktion
Bündnis 90/Die Grünen
Platz der Republik 1
D-11011 Berlin

@ hermann.ott@bundestag.de

http://www.hermann-e-ott.de

#### JÜRGEN MAIER



Jürgen Maier was born in 1963 and studied political science and English studies in Tübingen and Bonn. Between 1979 and 1991 he held various posts in committees and delegations. From 1987 until 1991 was a member of the federel executive committee of the Green Party (Bündnis 90/Die Grünen).

After this period he was chief executive officer of the Asia Foundation from 1993 to 1996 in Essen and continued his work until today at the "Forum Umwelt & Entwicklung" (forum Environment and Development).

Jürgen Maier
Forum Umwelt & Entwicklung
Marienstr 19-20
D-10117 Berlin

@ chef@forumue.de

http://www.forumue.de

#### Panel 2: Nuclear vs renewable energies

#### 1. Panelists' Introduction Round:

<u>Astrid Schneider</u> is a solar architect, member of the Berlin parliament and the green party. She is responsible for consumers' rights and is the head of the energy group of Bündnis 90/Die Grünen.

<u>Professor George Tsatsaronis</u> is head of the research department "Energy Engineering and Protection of the Environment" at the Institute for Energy Engineering at Technische Universität Berlin.

<u>Albrecht Tiedemann</u> works as a director at the Renewable Academy (RENAC) AG, responsible for grid integration of renewable and wind energy.

<u>Armin Olunczek</u> is a student at Potsdam University and is engaged in the UNISOLAR-network.

#### 2. INPUT ROUND

Astrid Schneider promoted the green party's suggestion to shut down all the German nuclear power plants until 2017. After Fukushima the overall opinion of the German government on nuclear energy has changed. Current plans allow for switching off German nuclear power plants until 2022 and the seven oldest reactors immediately. On the question how to fill this gap in terms of energy supply the panellist relied on renewables. From her point of view the transition from nuclear and coal power plants to renewables can be implemented with renewables only. This summer, a law on renewable energy was introduced which will further promote the success of renewables.

- George Tsatsaronis suggested to have a holistic view on the issue of energy supply and protection of the environment. He emphasized the need for (a) reducing energy demand, and (b) using nuclear energy as long as renewables alone are not in a position to provide reliable, affordable, and environmentally benign electricity. Thus he would like to title the panel discussion: "Nuclear Power AND Renewable Energy Sources." Also in terms of CO<sub>2</sub>-emissions professor Tsatsaronis supported nuclear power. He stressed the necessity to significantly decrease CO<sub>2</sub> emissions and simultaneously clarified that despite all efforts that have been made so far, CO<sub>2</sub> emissions are still rising. Nuclear technology is the only technology so far that is efficient and is not producing high CO<sub>2</sub> -emissions.
- Armin Olunczek: Together with a group of other students Armin Olunczek stopped waiting for any lengthy governmental decisions. Instead they decided to take the initiative to plan and build a solar power plant on a roof of a building belonging to Potsdam University on their own. Potsdam University has an energy demand that exceeds the energy demand of towns with 50 000 residents in Germany. Beyond this local project he presents the idea of a system of smart grids (small solar energy grids) which are part of a super smart grid.
- **Albrecht Tiedemann** is working at the Renewables Academy since 2008. Since then he has been engaged in international projects and trained people from project developers, public institutions ministries, banks, companies, associations and so on. From his point of view there are lot of arguments that boost renewables usage in the world. For instance renewables are getting cheaper and cheaper on a national and a global scale, they are globally available whereas the old energy sources are relying on ending resources. Albrecht Tiedemann explained that often there is a lack of knowledge around the globe how to use renewable energy sources. On the other end some countries in the world are currently building new nuclear power plants and large capacities are planned while nuclear fuel is still a very limited resource.

#### 3. Discussion:

In the following, raised aspects, question from the audience and answers given are summarized.

GIC-Participant: Uranium mining located in developing countries is highly questionable as it promotes environmental destruction, corruption, and the exploitation of employees. Building nuclear power plants takes a long time and is cost intensive. These resources could be used more efficiently to build a high number of renewable energy plants.

Astrid Schneider: Nowadays, renewables became cheaper and spread by an exponential rate. Nuclear power depends on uranium which is a very defi nite resource and there is only enough uranium to feed the already installed nuclear power plants for 2 or 3 decades. Research on using plutonium instead, which is even more dangerous, revealed that there is no future for nuclear power plants.

**Cost aspect:** How much energy is needed to clean up the nuclear catastrophe in Japan?

**Risk aspect:** Nuclear power plants enable nations to build nuclear bombs.

Armin Olunczek: It is important to build and use the right renewables in your site (e.g. if there is no wind don't build wind mills!). We should ask us why the energy demand is strongly increasing every year. We also need to think about how to decrease our energy demands.

GIC-Participant: What role do governmental subsidies play? How to decrease our energy demands?

Albrecht Tiedemann: The planning of new power station capacities has to ensure security of energy supply. How to handle a lack of energy when the sun is not shining or the wind is not blowing, on what energy source should people rely in these cases? Here the concept of capacity credit makes sense which means the reassurance that a certain amount of energy is available at a certain point of time in the future with a certain probability. To increase the capacity credit of renewables we need huge storage capacit ies, flexible conventional generation as well as demand side management.

How to handle a lack of energy when the sun is not shining or the wind is not blowing, on what energy source should people rely in these cases? What you need is to strengthen and to extend electricity grids.

"People who love renewables should love electricity grids too", to distribute the energy where it is needed.

GIC-Participant: A huge amount of people in the world has no access to the energy grid. In the future we might have to expect increasing consumption in these areas. How to deal with this?

George Tsatsaronis: For the next 30 years there is enough oil available. Even new sites that entail oil sources have constantly been discovered in the past ten years. As long as we cannot make sure how to fill energy gaps we should not rely so much on renewables. Switching to 100% renwables therefore is highly questionable but solar panels could provide energy to the poor that have no access to appropriate infrastructure.

Astrid Schneider: Oil that is found today is for example deep off-shore oil. It is costly and complicated to get this oil out of the depth of the ocean. Besides the quality of this newly discovered oil is quite bad (mixed with sand, ..., is rather thick). Possibility and technology already exists to go to 100% renewables.

Combination of windmills and photovoltaic makes sense in Germany (as they supplement each other very well)

GIC-Participant: Is it a sort of neo-colonialism when industrialized countries spread and install their green technology in countries of the global South? Who is the winner in the end? The technology transfer functions well but the knowledge transfer does not. For instance in Chile a Spanish company installed windmills which are working fine and are producing electricity but Chilean citizens have not been taught how to maintain and repair these windmills. With this dependence of parts of Chile's energy supply from Spanish technological know-how there exists an imbalance of power.

Albrecht Tiedemann: The project management should not forget to train local technicians otherwise it is a very bad managed project. The development of a local industry needs a stable political framework which is the responsibility of local governments.



GIC-Participant: People in that country are not trained.

<u>Armin Olunczek:</u> Do not rely on any nation but rely on yourself, your own country'scapabilities. Find companies that are not only interested in exporting and making profits. And, not everybody in the world wants electricity. There are bigger problems, like food security for example.

<u>GIC-Participant:</u> To claim that energy is not needed by some parts for the world is an arrogant perspective from the one having unlimited access to energy.

<u>Armin Olunczek:</u> "That was not what I meant instead I claimed that energy reduction is fairly possible without affecting quality of life in a negative sense.

GIC-Participant: There is no insurance on nuclear power plants. If there would be one how high would it be and would nuclear power plants still be efficient?

<u>George Tsatsaronis:</u> If we want to use so much energy we need to take some risks, there is no insurance for everything.

GIC-Participant: Hermann Scheer said the most important point in the renewable sector is transparency and democracy. What does the panel think about this?

George Tsatsaronis: If the big energy companies (e.g., E.ON, RWE, EnBW, and Vattefall) were to be sacked, then who would pay for the sudden lack of energy? The State would have to pay for it and the government would probably not be able to react in a timely and efficient way.

<u>Armin Olunczek:</u> In the end it is not about the government but about the people. What do the residents want? And it is more about cooperation than about competition.

Albrecht Tiedemann: The transition of energy systems needs heavy investments. Concept of big companies and economic monopolies is not a prerequisite to accelerate a development towards sustainability in the energy sector. Important are a stable economic framework that enables innovative companies to develop and investments in education. In the end you need skilled persons in all realms of the energy sectors.

#### 4. Conclusion Round

Ultimately every panellist gave a short feedback. Professor George Tsatsaronis concluded that a responsible handling of nuclear power plants could be a good supplement in the transition to an energy supply

with 100% renewables. Astrid Schneider countered nuclear power plants cannot responsibly be handled. Therefore they need to be switched off as fast as possible. Albrecht Tiedemann finalized the panel debate with the comment that graded renewables are the solution for our energy supply future.

(JK)

DR. KATHARINA SPIEGEL (MODERATORIN) //

Dr. Katharina Spiegel has been active in research and science management for over 12 years, five of them in Chicago, USA, at the distinguished private university Northwestern University. Alongside her full-time job at Northwestern for the Keck Biophysics Facility, where she ultimately held the post of Director, between 2000 and 2003 she completed her MBA degree at Northwestern University's prestigious Kellogg School of Management. She began her university education in 1988 in the then East Berlin in the department of chemistry of the Humboldt University, to which she was admitted on appeal having initially been denied a university place. She went on to graduate, as the first in her family, in 1993 in the reunited Berlin and received her doctorate in 1997. This was made possible in no small part by two scholarships from the FrauenAnstiftung, a predecessor organisation of the current Heinrich Böll Stiftung of the Greens. Dr. Katharina Spiegel has been living and working in Berlin again since 2004. Since the beginning of 2011 she is the area specialist for environmental and geosciences and biodiversity in the research administration of the Berlin Senate with responsibility, among other things, for three Leibniz institutes.

- @ katharinaspiegel@mac.com

#### **ALBRECHT TIEDEMANN**

//



Since 2008 Albrecht Tiedemann works at Renewables Academy (RENAC) AG and is responsible

for topics such as grid integration of Renewables, Renewables for rural electrification (hybrid systems) and wind energy technology. Before he started at RENAC he worked as a scientific assistant at the Federal Environmental Agency of Germany (Umweltbundesamt) and as Project Director for the German Energy Agency (dena) where he has been involved in consulting for the German and European energy sector (integration of Renewable energies into energy supply systems; development and implementation of the German offshore wind energy strategy; wind power integration in power markets; smart systems).

Albrecht Tiedemann
Renewables Academy AG (RENAC)
Schönhauser Allee 10-11
D-10119 Berlin

@ tiedemann@renac.de

http://www.renac.de/en/home/

ASTRID SCHNEIDER //



Astrud Schneider is a member of the Parliament in Berlin. After her studies of architecture, urban and landscape planning as well as energy technology in Kassel and Berlin she was an autonomous professional writer in the field of solar architecture. Afterwards she became activ as an architect with advisory function. During the next years the got a lot of reputations on PV systems and solar energy (Germany, Netherlands,

Malaysia) and wrote a number of professional articles. Since 2009 she is an active member of the Berlin Parliament with a focus on energy policy. She is also the spokesperson of the national working committee Energy (Bundesarbeitsgemeinschaft Energie) of the Green Party in Germany.

Astrid Schneider
Fraktion Bündnis 90/Die Grünen
im Abgeordnetenhaus von Berlin
Niederkirchnerstr. 5
D-10111 Berlin

astrid.schneider@gruene-fraktion-berlin.dehttp://www.gruene-fraktion-berlin.de

PROF. DR.-ING. PROF. E.H. DR. H.C. GEORGE TSATSARONIS



George Tsatsaronis is Professor of Energy Conversion and Protection of the Environment at the Technische Universität Berlin, where he teaches Thermodynamics,

//

Energy Engineering, and Design, Analysis and Optimization of Energy Conversion Plants. He received a Diploma in mechanical engineering (NTU Athens, Greece), and an MBA, a Ph.D. in combustion, and a Dr Habilitatus Degree in Thermoeconomics, all from the RWTH Aachen, Germany.

His research focuses mainly on the design, development, analysis and optimization of cost-effective and environmentally benign energy conversion systems.

He is co-author of the book Thermal Design and Optimization, has published over 250 papers, and co-edited 20 bound volumes. He is Honorary Editor of the International Journal of Thermodynamics, and Associate Editor of three international journals (Energy - The International Journal, Energy Conversion and Management and International Journal of Energy Technology and Policy). He served as chairman or co-chairman of 16 international conferences, and has received many international awards and recognitions.

- Prof. Dr.-Ing. George Tsatsaronis
  Institute for Energy Engineering
  Technische Universität Berlin
  Marchstraße 18
  D-10587 Berlin
- @ tsatsaronis@iet.tu-berlin.de
- http://www.energietechnik.tu-berlin.de

#### ARMIN OLUNCZEK //



- Armin Olunczek
  UniSolar Potsdam e.V.
  Turnstraße 12
  D-14482 Potsdam
- @ info@unisolar-potsdam.de
- http://www.unisolar-potsdam.de/









#### IMPRESSIONS OF NETWORKING SESSIONS DURING THE CONGRESS







































#### Countries of origin



Austria Belarus Belgium Bosnia i Herzegovina Cameroon Chile

Croatia

Denmark
Finland
Germany
Great Britain
Greece
Italy
Luxembourg

Nepal Russia Sweden Spain The Netherlands

Turkey United States of America

#### PARTICIPANTS AND COMMENTS



#### RAM KUMAR ADHIKARI (GERMANY / NEPAL):

During Green International Campus, I interacted with many international friends and participated especially in thematic sessions related to European higher education, Bologna process and renewable energies. This workshop has reinforced my conviction on eco-friendly development strategies and encouraged me more to value the diversities of human society. I thank to Campusgrün Bildungswerk e.V. for organizing such wonderful event.

### Gabriel Liljenström (Sweden): Thanks for hosting and organizing a brilliant conference - I will be inspired for months to come!





#### OTTILIA KASBERGEN (DWARS, NETHERLANDS)

I didn't get the chance to say goodbye as I left early, but a digitally loud thank you for you, Lena and the rest for organizing this great event. I hope to be able to join next year again! Keep up the good work!



#### PHILIPPE SCHOCKWEILER (DEI JONK GRENG, LUXEMBOURG):

- 1. Thank you for the opportunity to network and make new friends in GIC! Thank you for giving me the opportunity to speak on Fukushima on such a short notice:) Thank you prep-team! You did an amazing job!
- 2. Thank you Green International Campus 2011 for giving me the opportunity to hold a workshop on Fukushima. It was a thrilling and great workgroup! Big thanks to the organizers and the wonderful participants.

#### MERJA KÄHKÖNEN (FYEG, FINLAND):

I want to thank everybody for making the congress possible! During the past days I met a huge variety of interesting people from myriad backgrounds, and I really enjoyed working with you! I hope that we will keep in touch via the conversation e-list which was established during the congress.

I'm also very excited about the plans to make the same happen again next year! This time we had a restricted number of partners, and thus only limited amount of organisations could be involved. Hopefully next time we manage to do it so that geographical balance is met and also people from Southern and Eastern Europe and Balkans can join. This would be crucial to make the



network truly representative. I really enjoyed the conversations and new viewpoints offered by the workshops, but I sometimes missed some good old-fashioned info lectures and debate. Maybe we can include them in the agenda next year. The Berlin tour was totally lovely, however!



MATHY DE SPIEGELEIR (BELGIUM):
Hello, I also want to thank everyone for the amazing event.

#### HANSHA SANJYAL (NEPAL):

I highly appreciate all your inspiring initiatives for this. Many thanks for such a great coordination and leadership on making GIC 2011 a great success! The experience was great, very enjoyable and very worthy. I came seeing many different perspectives, ideas and plans on the theme of GIC 2011. The atmosphere was totally positive, stimulating and supportive. I am returned back to home, with totally different perspectives on the future student movement on green issues and social justice. I feel so lucky about it.





#### Lyle Muns (Jong Groen!, Belgium):

Many interesting and very kind people + enriching debates, discussion and lectures + Berlin (LGBTQ & alternative nightlife) + (green) politics + lots of history & culture = GIC

#### EREN SULAOĞLU (ENVIRONMENTAL CLUB OF BAHCESEHIR UNIVERSITY, TURKEY):

We spent very good time there. Workshops were really very useful. However, I am celebrating GIC 11 team. I also want to thank everybody for being good friends. I hope, We will meet again next year!

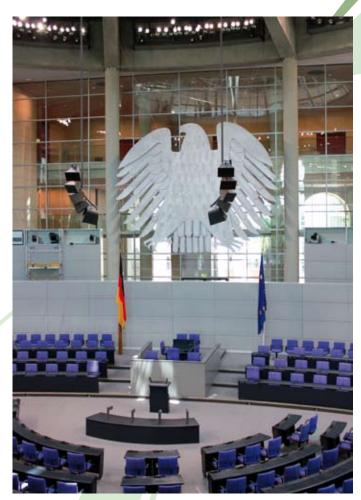


#### IMPRESSIONS OF THE POLITICAL TOUR















#### IMPRESSIONS OF THE HOSTORICAL TOURS





















Green International Campus 2011

**published by:** Campusgrün Bildungswerk e.V.

c/o Alliance '90/The Greens, Platz vor dem neuen Tor 1, D-10115 Berlin

email: greeninternationalcampus 2011@googlemail.com

V.i.S.d.P.: Jacqueline Klimesch

Layout and editorial management: Jacqueline Klimesch

Fotos/Cover: Alexander Franke, Merja Kähkönen, Jacqueline Klimesch, Yann Prell, Markus Saborowski,

Mathy de Spiegeleir