

岐阜大学 流域水環境リーダー育成プログラム

Gifu University Rearing Program for Basin Water Environmental Leaders

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BWEL Certificate Ceremony of Academic Year 2019

On March 25, 2020, BWEL certificate ceremony of the academic year 2019 was held at the meeting room of River Basin Research Center, Gifu University. For prevention of the spreading of new coronavirus (COVID-19) infections, the scale of the ceremony was reduced to a minimum number of participants.

The certificate of International Environmental Leadership was awarded to 3 doctoral course and 16 master's course students who fulfilled the requirements for completion of the program respectively. The recipients were from four countries including Japan (12), China (3), Bangladesh(3) and Indonesia (1).

All Japanese graduates are going to take jobs in environment-related companies or local governmental organizations or university and take a new step as

environmental leaders.

For 7 international graduates, two will work in Japan, and the others will start their job hunting either in their home countries or in Japan.



修了証書授与
 Certificate of International Environmental Leadership was awarded

令和元年度環境リーダー修了証書授与式

令和2年3月25日に、流域圏科学研究センター会議室にて、令和元年度岐阜大学流域水環境リーダー育成プログラム修了証書授与式を行いました。本年度は新型コロナウイルス感染症(COVID-19(Coronavirus disease 2019))の感染拡大防止のため、環境リーダー修了証書授与式も規模を縮小し、学内で行いました。

博士課程3名、修士課程16名が本プログラムを修了し、国際環境リーダーとして認定されました。修了

者の出身国は、日本(12名)、中国(3名)、バングラディッシュ(3名)、インドネシア(1名)の4か国です。

12名の日本人修了生全員が4月より日本国内の環境関連企業や行政、大学などで職を得て、環境リーダーとして新たな一歩をふみ出します。

7名の留学生修了生のうち2名は日本国内の企業に就職します。その他の学生は母国や日本での就職活動や進学に向けた準備を行います。

Resolution of the graduates (修了生の抱負)

From Masaya Toyoda (Japan)

I greatly appreciate the teaching staffs who have always given us appropriate advises, and all administrative staffs for their kind support to us in various occasions. Thank you so much. In addition, I also want to thank our families who have kept watching over us till today.

I have been participating in the Basin Water Environment Leaders Program since I entered the master's course study five years ago. Opportunities to learn beyond the specialized field with many international students from different Asian countries were very attractive. We have had valuable experiences of leading forward to one answer through group works and discussions with members of different nationalities. They are very good opportunities for us to develop and elevate our international communication skills.

We have also learned a lot of things through this program; water environmental problems facing the world, and its solutions, furthermore new problems caused by climate change. In particular, my internships in the Master's and Doctoral courses in China were very impressive, as I was able to see the water environment in China. I think many environmental problems that we are facing today don't have the borders. So, it is necessary to cooperate between country and country, and people and people for effective solution. I want to make fully use of the knowledge and experience I have learned through this program for my next stage.

My next stage is to study coastal disasters caused by typhoons as a JSPS research fellow at the Disaster Prevention Research Institute, Kyoto University from April. In future, I want to become a faculty member of a university and provide guidance to students while conducting advanced research. My study field is requiring the knowledge of both meteorology and civil engineering. I want to become a pioneer expert in this field because the number of researchers having both the specialty of meteorology and civil engineering are very limited. In recent years, many people have been victims of tropical cyclones around the world. Through my research, I want to make international contribution not only to Japan but also to other countries suffering from similar disasters.

Finally, sincere thanks to all people who have taken care of us, who have supported us. I also want to pray from the bottom of my heart for further success of the members of this program.

Thank you very much.

From Barman Bejoy Kumar (Bangladesh)

First of all, I would like to express my heartfelt gratitude to all the professors and staffs of BWEL program for giving the chance to complete my master's degree from Gifu University with their full support. I also want to express my deepest respect, heartfelt gratitude and sincere indebtedness to my research supervisor, Takeo Onishi, Associate Professor, Faculty of Applied Biological Sciences, Gifu University, for his scholastic supervision, constructive criticism and continuous encouragement throughout my research work.

As we know that the Basin Water Environmental Leaders (BWEL) program aims at fostering graduate students as environmental leaders who comprehend these environmental problems with a broad outlook, and are capable of planning and conducting the strategic solution and prevention. Now-a-days environmental pollution like air, water etc. are considered as a vital issue in all over the world. I believe, to find the solution of these problems every environmental leader can play an important role by using their knowledge learned from the BWEL program and I have participated in the BWEL program to be a shareholder to find the solution as an environmental leader.

The BWEL program has provided us a wide range of activities like joint seminar, special lectures, field trip etc. to expand our knowledge about environment. The most precious thing of this program's curriculum was the joint seminar, in which all members of the BWEL program were present at every seminar. Every year students from different countries with different culture and environment are admitting in the BWEL program. The joint seminar was a very good chance to share our knowledge with the student of a different country who has a vast knowledge of environment of his/her own country. In this seminar, students were played as a role of lecturer while audience also were students. After finishing the lecture, we had also a small group discussion with different countries students. I think this is the specialty of this program where we have gained lots of knowledge about global environment and it helped us to be a great environmental leader.

I have tried to learn lots of knowledge about environmental pollution and solution, specially water environment through the curriculum of the BWEL program and also by conducting my masters' research which also was related to water quality. After finishing my study, I want to join a company which is related to my earned knowledge that is water environment. I want to be a participant for finding the solutions of global environmental pollutions as an environmental leader with my professional career.

Finally, I am expressing my deepest appreciation to my family for their inspiration, advice, endless love, continuous blessings and support during my higher study and for being what I am.

BWEL Graduates of Academic Year 2019/ 令和元年度 BWEL 修了生

In this academic year, the students who have completed their studies under the BWEL program are as follows, which is including one who graduated in September, 2019.

本年度、流域水環境リーダー育成プログラムを修了した学生は2019年9月修了の1名を含めて20名です。

Course / 課程	Graduate School / 研究科	Name / 名前	Country / 出身国
Doctoral course 博士課程	United Graduate School of Agricultural Science 連合農学研究科	Fenglan Wang / オウ・ホウラン	China / 中国
		Chen Fang / ファン・チン	China / 中国
Master's course 修士課程	Graduate School of Engineering 工学研究科	Masaya Toyoda / 豊田 将也	Japan / 日本
		Islam MD Rashidul / イスラム・モハマド・ラシドゥル	Bangladesh / バングラディシュ
	Graduate School of Natural Science and Technology 自然科学技術研究科	Takuya Okada / 岡田 拓哉	Japan / 日本
		Kaoru Kadowaki / 門脇 薫	Japan / 日本
		Barman Bejoy Kumar / バルマン・ビジョイ・クマール	Bangladesh / バングラディシュ
		Bhuiyan MST Afrin Akter / ブイヤン・ムサマド・アフリン・アクター	Bangladesh / バングラディシュ
		Takanori Ishii / 石井 孝昇	Japan / 日本
		Siyi Wang / オウ・スイー	China / 中国
		Tetsu Kawakami / 川上 哲	Japan / 日本
		Tomoka Hayashi / 林 知佳	Japan / 日本
		Faisal Arsyad / ファイサル・アルシャド	Indonesia / インドネシア
		Hiroki Maruyama / 丸山 宏樹	Japan / 日本
		Naoki Akiyama / 秋山 尚貴	Japan / 日本
		Keisuke Ozeki / 尾関 慶祐	Japan / 日本
		Haruki Kanayama / 金山 治樹	Japan / 日本
		Misato Hayashi / 林 実里	Japan / 日本
Yuri Matsui / 松井 友梨	Japan / 日本		
2019年9月修了	Aini Nurjanah / アイニ・ヌルジャンナ	Indonesia / インドネシア	

BWEL Joint Seminar and Special Practices / 共同セミナーと特別演習科目

Joint Seminar and Special Practices are designed for students to acquire broad knowledge on environmental problems and to develop necessary skills as environmental leaders in English communication, discussion, and presentation.

In academic year 2019, for master's course students, Joint Seminar was offered via the subjects of "Regional Environment Cultural Studies" in the first semester and "Global Environment Cultural Studies" in the second semester. For doctoral course students, Joint Seminar was provided as the subject of "Global Environmental Seminar II". We focused on the cultural aspect of environmental problems, and conducted by including presentations and group discussions on a variety of topics in 10 different categories: 1. Ecosystems and biodiversity; 2. Water resources and environment; 3. Energy resources; 4. Disaster and its prevention and mitigation; 5. Global environmental problems; 6. Waste management and recycle; 7. Agricultural environments and technology; 8. Globalization; 9. Socio-environmental problems; 10. Cultural aspects of environmental problems.

In the first semester, Environmental Solution II was held. D2 students prepared and conducted trial lectures in order to acquire professional lecturing skills.

Special Practice for Rearing Environmental Leaders (for M1 students) and Environmental Solution I (for D1 students) were completed separately in the second semester.

In Special Practice for Rearing Environmental Leaders, M1 students performed life cycle assessment on two environmental business models after group learning of the methodology and conducting field studies.

In Environmental Solution I, D1 students learned about the past, present and future trends of politics, economy and culture that are greatly affecting environmental problems and their solution strategies. The learning was based on literature review and then analysis of their connections with the actual world. Finally, students summarized their learning and findings through team presentations.

The following tables show presentations and trial lectures by students in the academic year of 2019.

共同セミナーと特別演習は、参加学生が環境問題に関する幅広い視野を養い、英語によるコミュニケーション、ディスカッション、発表の諸能力を向上することを目的としてデザインされています。

令和元年度の共同セミナーを修士課程の学生に対しては地域環境文化特論（前期）、地球環境文化特論（後期）の2科目として、博士課程の学生に対しては地球環境セミナーII（通年）として開講しました。本年度の共同セミナーでは環境問題の文化的側面に焦点を当てました。共同セミナーは学生による発表とグループディスカッションより構成され、1. 生態系と生物多様性、2. 水資源・水環境、3. エネルギー資源、4. 災害と防災、5. 地球環境問題、6. 廃棄物処理・再利用、7. 農業環境と技術、8. グローバル化、9. 社会環境問題、10. 文化と環境問題の10のカテゴリからなる多様な話題を扱いました。

前学期に開講した環境ソリューション特別演習II（D2対象）では、専門的な講義を行う能力を身につけるため、各学生が講義内容を準備し、多数の聴講者を得て模擬講義を実施しました。

後学期には環境リーダー育成特別演習（M1対象）と環境ソリューション特別演習I（D1対象）を開講しました。

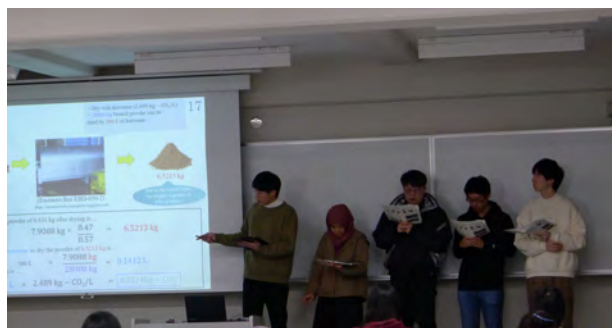
環境リーダー育成特別演習では、学生はライフサイクルアセスメントの方法論を講義および輪読で学んだ後に、実際に環境ビジネスを行っている事業体を訪問、調査し、ライフサイクルアセスメントの手法を用いて環境ビジネスモデルをグループで解析し、プログラム履修生全員の前で英語で発表しました。

環境ソリューション特別演習Iでは、環境問題とその解決策に深く影響する政治・経済・文化に関する文献の輪読を通して、過去・現在・未来にわたる動向を知り、それらが実社会とどのようなかかわりがあるかを調査し、その結果をまとめ、英語で発表しました。

これらの科目に関連して、令和元年度に学生により行われた発表と模擬講義のトピックは以降の表の通りです。

Special Practice for Rearing Environmental Leaders (for Master student) / 環境リーダー育成特別演習 (修士課程学生対象)

Date	Team members	Topics
Jan. 24 1月24日	Shiamita Kusuma Dewi (シアミタ・クスマ・デウィ) Akihiro Hayano (早野 敬大) Haoning Su (ス・ハオニン) Sota Kamiya (神谷 颯太) Ryota Matsuura (松浦 良太)	The life cycle assessment (LCA) of wood pellets and kerosene
	Ashik Tahmidul (アシク・タハミドゥル) Daichi Iijima (飯島 大智) Wei Jingyue (ウィ・ジンユエ) Haruka Oishi (尾石 陽花) Kohei Yamamoto (山本 康平)	Which way is more environmentally friendly to obtain phosphorus: import or recovery?



環境リーダー育成特別演習におけるグループ発表
Group presentation in Special Practice for Rearing Environmental Leaders

Environmental Solution I (for Doctoral student) / 環境ソリューション特別演習 I (博士課程学生対象)

Date	Team members	Topics
Jan. 11 1月11日	Rachmad Adi Riyanto Fawzan Sigma Aurum Sarkar Kanika Le Hong Phuong	Sustainable Land Management (SLM) as Land Use Change Solution
	Muhammad Arifin Zaw Min Han Zhang Chungpeng	Impacts of Trade on Environment and Health Issues

Environmental Solution II (for Doctoral student) / 環境ソリューション特別演習 II (博士課程学生対象)

Date	Team members	Topics
Jul. 12 7月12日	Erda Rahmilaila Desfitri (デスフィットリ・エルダ・ラフミライラ) Wenjiao Li (リ・ウンジャオ) Ruoming Cao (ツァオ・ローミン)	Human water cycle 水利用とその循環
Jul. 26 7月26日	Cahyo Wisnu Rubiyanto (チャオ・ウィヌ・ルビヤント) Le Anh Tuan (レ・アン・チュアン)	Climate Change and Land Use 気候変動と土地利用



環境ソリューション特別演習 II における模擬講義の風景
Trial lecture by doctoral course students in Environmental Solution Special Practice II

Joint Seminar (Regional Environment Cultural Studies ・ Global Environment Cultural Studies / Global Environmental Seminar II)
 共同セミナー (地域環境文化特論 ・ 地球環境文化特論 / 地球環境セミナー II)

Date	Team members	Category	Topics
May 10 5月10日	Cahyo Wisnu Rubiyanto (チアヨ・ウィヌ・ルビヤント), Haruki Kanayama (金山 治樹), Putri Nurjanah (プトリ・ヌルジャンナ)	10	Is fast fashion an environmental destruction behavior? ファストファッションは環境破壊?
May 24 5月24日	Aini Nurjanah (アイニ・ヌルジャンナ), Keisuke Ozeki (尾関 慶祐), Mayu Sakurai (櫻井 まゆ) YANYANG FAN (ハン・ガンヨウ), Tun Naing Aye (トゥン・ナイン・エー)	10	Online shopping and environmental problems ネット通販と環境問題
Jun. 7 6月7日	Islam MD Rashidul (イスラム・モハド・ラシドゥル), Yuri Matsui (松井 友梨), Tsogkhuu Khosgerel (ツォグフー・ホスゲレル), Sri Anggreini (スリ・アングレイニ), Phyo Myat Lin (ヒョー・ミヤ・リン)	10	Traditional foods and climate 伝統食と気候風土
Jun. 21 6月21日	Chen Fang (ファン・チン)	Thesis research	Study on shear strength and stability of agricultural reservoir
	Le Anh Tuan (レ・アン・チュアン), Naoki Akiyama (秋山 尚貴), Xiaohan Xiong (ユウ ショウカン), Shogo Ikemoto (池本 彰吾)	10	Tea culture and tea industry 茶文化と茶産業
Jul. 5 7月5日	Masaya Toyoda (豊田 将也)	Thesis research	Research on meteorological disaster and coastal disaster using the numerical simulation
	Siyi Wang (オウ・スイー), Sutra Maysaroh (ストラ・マイサロー), Miki Nodera (野寺 美輝), Chihiro Yoshimi (吉見 千博), Naing Lin Htun (ナイン・リン・トゥン)	10	Traditional vegetables: Are they environmentally friendly? 伝統野菜は環境にやさしいか?
Oct. 4 10月4日	Wenjiao Li (リ・ウンジャオ), Misato Hayashi (林 実里), Akihiro Hayano (早野 敬大), Ashik Tahmidul (アシク・タハミドゥル)	10	Relationships between food culture and discharge load of pollutants 食文化と汚濁物質の排出負荷量
Oct. 18 10月18日	Suozhu (サチュウ)	Thesis research	A study on D area regional water requirement for paddy field by estimating the repeated use of water
	Ruoming Cao (ツァオ・ローミン), Takanori Ishii (石井 孝昇), Shiamita Kusuma Dewi (シアミタ・クスマ・デウィ), Haruka Oishi (尾石 陽花)	10	Can we eat dolphins? イルカを食べてはいけない?
Nov. 8 11月8日	Barman Bejoy Kumar (バルマン・ビジョイ・クマール), Tomoka Hayashi (林 知佳), Kohei Yamamoto (山本 康平)	3	Electricity vs Gas: Which one is more environmentally friendly? 電気 VS ガス: 地球環境に優しいのはどっち?
Nov. 22 11月22日	Fenglan Wang (オウ・ホウラン)	Thesis research	Potential analysis of small hydropower generation using irrigation facilities
	Bhuiyan MST Afrin Akter (ブイヤン・ムサマド・アフリン・アクター), Tetsu Kawakami (川上 哲), Kaoru Kadowaki (門脇 薫), Sota Kamiya (神谷 颯太)	10	Fish-eating culture and environmental problems 魚食文化と環境問題
Dec. 6 12月6日	Faisal Arsyad (ファイサル・アルシャド), Takuya Okada (岡田 拓哉), Ryota Matsuura (松浦 良太), Wei Jingyue (ウィ・ジンユエ)	3	Can bioethanol really be an alternative energy source in the future? バイオエタノールは本当に代替エネルギー源になりうるか?
Dec. 20 12月20日	Erda Rahmilaila Desfitri (デスフィットリ・エルダ・ラフミライラ), Hiroki Maruyama (丸山 宏樹), Haoning Su (ス・ハオニン), Daichi Iijima (飯島 大智)	10	Cultural difference between tea and coffee コーヒーと茶の文化的違い



地域環境文化特論 ・ 地球環境文化特論 / 地球環境セミナー II
 における学生による発表

Presentation by students
 in Regional Environment Cultural Studies ・ Global Environment Cultural Studies/
 Global Environmental Seminar II



地域環境文化特論 ・ 地球環境文化特論 / 地球環境セミナー II
 におけるグループディスカッション

Group discussion by students
 in Regional Environment Cultural Studies ・ Global Environment Cultural Studies/
 Global Environmental Seminar II