



UPPSALA
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The Baltic University Programme



CSD Uppsala.

Uppsala Centre for Sustainable Development



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The Baltic University Programme in 2017



In 2017 The Baltic University Programme (BUP) was filled with organizational changes and ongoing work to create routines and set the quality level of all our activities. And in Feb. a new director was employed, Assoc. Prof. Madeleine Granvik, working at the coordinating secretariat at Uppsala University. Madeleine Granvik, coming from the Swedish University of Agriculture, took over the helm from Prof. Lars Rydén who just the year before stepped from his comfortable retirement and helped us to navigate the network. We thank you Lars again for your continuous commitment and readiness to help.

Since then, the new director has been putting lots of energy to build a base for networks' operations in the future. To secure good working schedule, have routines for cooperation, ensure well-functioning communication, go through network's suggestions and our own promises and put them in action, and create many policy documents, and to have a budget in balance have been the highest priority at the BUP's coordinating secretariat.

The focus is more than ever needed now as in 2018 two of our coworkers Maria Hejna and Magnus Lehman, with more than 20 years of experience at the coordinating secretariat, will retire and a generation shift will be a fact. We need to gather all their experience and prepare for new people to come, go through our future personal needs and make sure that we are ready to meet the coming challenges. The same situation applies for many of the 14 National Centers where we have had very long lasting and loyal cooperation.

During 2017 we have introduced a new activity for the network that hopefully will deserve the place in our annual schedule. The BUP Associated secretariat in Åbo came with a new initiative for our academic teachers – a course for academic teachers which correspond to 5 credits by the Centre for Lifelong Learning at Åbo Akademi University, Finland. The aim is to support university teachers to integrate sustainable development priorities into their teaching and courses/programs, to strengthen the implementation of the United Nations Sustainable Development goals; e.g. Goal 4, which seeks to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all”, Goal 13 “take urgent action to combat climate change and its impacts” and Goal 12 “ensure sustainable consumption and production patterns”. This course relates to the BUP project EduBalt, granted by the Swedish Institute.

According to network's recommendations, and as a follow up of the work and process with the BUP Strategy 2017-2020, we continued reinforcement of the BUP's research activities during 2017. After previous enlarging of our activities with the PhD Students Trainings that are already our annual events, then introducing the BUP Award for PhD Thesis and the BUP Mobility grant for young researchers, time came to continue with the additional initiatives to support research cooperation – BUP Research Notes and the BUP Themes. The aim with the Research Notes is to

spread research findings and knowledge on researchers and research groups in the Baltic Sea region. The main aim of the BUP Themes is to develop each Theme as an information bank where BUP colleagues can collect material but also submit material useful to each other regarding both research and education.

We do hope that it will be an appreciated effort and an important help contributing to spread information about research activities in the network and the Baltic Sea Region, that consequently, hopefully, will increase the possibility of cooperation.

During this year we have also worked with a new website for the Baltic University Programme and we have now reached the final stages in the preparations for the completely revamped web site. One big difference is that the BUP web site will now be an integrated part of the Uppsala University web site. However, the web address will remain the same (<http://www.balticuniv.uu.se>).

In addition to all new initiatives, 2017 was another year of our annual activities. Two presidency countries, Ukraine and Lithuania, fulfilled perfectly their planned six months periods with interesting events. Ukraine, during the spring term, had carried out the BUP Teachers conference on “Sustainable Tourism for Development” organized by Ivan Franko National University of Lviv, Ukrainian BUP centre in cooperation with BUP Secretariat in Uppsala (Sweden), and WSB University in Poznan (Poland). They continued with the BUP Centers' Directors meeting followed by the BUP Students conference organised by the Baltic University Programme Co-ordinating Secretariat and Department of Environmental Studies of National University of “Kyiv-Mohyla Academy” Kyiv, Ukraine, in cooperation with the Council of Baltic Sea States. The topic of the conference, “Baltic Region Collaboration in Agenda 2030 Implementation. My Contribution in Achieving Sustainable Development Goals 2030”, and an additional visit to Chernobyl Zone in order to understand how to address technological and environmental safety challenges on the way to sustainability of human society, attracted many applicants from the whole network.

Lithuania took over presidency in the autumn and started with the BUP Teachers conference on “Innovations for Sustainable Development” that addressed innovative approaches in teaching & learning as well as achievements and trends in science & technology towards sustainable development of our societies. The conference was a common undertake of the BUP Lithuanian Centre at Kaunas University of Technology, the BUP Associate Secretariat at Åbo Akademi University, Finland, in cooperation with BUP Coordinating Secretariat at Uppsala University. The Presidency period continued with an extra Lithuanian support during the BUP PhD Students Training.

Summer 2017 was as usual rich in BUP's activities. Some of our students started summer with a very appreciated activity as the BUP representatives got yet another time possibility to participate

and actively influence during an Annual Forum of the European Union Strategy for the Baltic Sea region held in Berlin on 13-14 June, organised by the Federal Foreign Office in Berlin, the Baltic Sea Commission, and the European Commission. About 800 participants coming from all over Europe came together representing many different stakeholders from politics, business, non-governmental organisations and the academic world. The theme this year was "connectivity" related to the development of the region and cooperation of the countries around the Baltic Sea. The Baltic University Programme was represented by a students' group of 9 participants from Germany, the Slovak Republic, Poland, Ukraine and Sweden. Together with CBSS (Council of the Baltic Sea States) we also organised a seminar on "Connecting the voice of youth for a sustainable future of the Baltic Sea region".

SAIL (Sustainability Applied in International Learning and Teaching), an annual Teachers course started on the 10th of June in Lisbon, Portugal, and ended on the 17th of June in Brest, France. It was traditionally organized by the BUP Centre for Finland at Åbo Akademi University and the coordinating secretariat at Uppsala University, conducted on-board a Tall Ship. 38 lucky participants from the network met and exchanged knowledge, shared experiences, learned and developed their competencies, worked together, sailed the ship, and experienced their live's adventure.

The Summer Course organized annually by our German partners, BUP German Centre at University of Applied Sciences Zittau/Görlitz and BUP Associated Secretariat at Hamburg University of Applied Sciences, this time with additional help from the BUP Associated Secretariat at Lodz University of Technology and many additional members of the network involved in the program, on topic "Towards Sustainable Cities and Municipalities – the Circular Economy Approach and Urban Ecology" attracted many of students from the network. This activity, run since many years, has a very good reputation in the network.

SAIL (Sustainability Applied in International Learning), an annual Students course started on 2nd September in Szczecin, Poland, and ended on 16th of September in Edinburgh, Scotland. This undergraduate Baltic University Programme course conducted at sea on-board the tall ship Fryderyk Chopin is an undertaking of BUP Coordinating Secretariat. The SAIL course is based on the participating teachers' areas of competences and experiences. This means that each year the SAIL course is different with focus on different thematic areas of sustainability. The course is prepared and run on board by an international group of 8 teachers. In addition, there are 30 places available for students onboard.

The fall continued with several events. First in line was the second workshop in the Swedish Institute financed project EduBalt, that gathered about 35 teacher educators from Latvia, Lithuania and Estonia who met to present their Change Project related to the topic Developing Capacity for teaching sustainable development in the Baltic Sea region.

The most important meeting for the network took place on 9-10th of October in Uppsala. We called for a Pre-Rectors' Conference and the main aim with this meeting was to discuss and prepare for next year's important event, the 5th Baltic University Programme Rectors' Conference. Constructive planning of the BUP activities took place among the 50 participants from 38 universities in the region. The meeting started by presenting what has been implemented in practice since the last Pre-Rectors Conference, followed by the Rectors Conference 2014. Very encouraging to sum up that a majority of suggestions that we discussed 2014, actually have been implemented – Great! Furthermore, current priorities on the BUP agenda was discussed like: Experience and further development of the project EduBalt; Developing Capacity for teaching sustainable development in the Baltic Sea region; the new announced BUP Teachers' course on "Education for Sustainable Development in Higher Education"; and development of BUP Research cooperation. The results of the meeting will be presented and discussed at the General Assembly at the

coming BUP 5th Rectors' Conference, 24-26 January 2018, organised in Turku, Finland as a part of the 100 years anniversary of the Åbo Akademi University.

2017 ended with the fifth PhD Students Training, Interdisciplinary-Multicultural-International event, that took place in Rogow, Poland, 27 November – 1 December 2017, a yearly BUP activity and an excellent occasion for the PhD students to meet over disciplines, to present some part of their thesis, and for each PhD candidate to get response on their progress and thesis from a senior mentor. The objective is to give PhD students from the BUP network's countries the possibility to meet and discuss scientific problems. This international training program will enrich the students' own perspectives on sustainable development with experiences and perspectives from other countries. At the same time it serves as a platform for the development of a common understanding of the regional problematique and open avenues for future cooperation on these issues. Interdisciplinary training at the PhD-level is essential for creating an understanding between scientists and researchers with different backgrounds (Western and Eastern European cultures), and for their future collaboration for a sustainable future. The training, initiated and arranged in cooperation with the BUP Centre for Poland and BUP's Associated Secretariat at the Lodz University of Technology, with Prof. Ireneusz Zbicinski as the main organizer with contribution from many other members from the network is yet another very appreciated BUP's activity!

Conclusion: 2017 was another successful year for the Baltic University Programme! All what has happened during 2017 as well as all what has ever happened in the Baltic University Programme is entirely dependent on our network members. Only with your support and help, we could achieve so much. We highly appreciate your contribution and continuous support.

If you want to go fast, go alone.

If you want to go far, go together!

We are happy to have everyone of you with us on this long and successful way as you are our best assurance that we will go far. Together we are strong. Together we can more.

With these words, I want to thank all of you who have contributed in 2017 to the BUP activities in all the countries of the Programme and wish you a new fruitful year ahead.

We are looking forward to new cooperations for 2018, and more efforts will be put on quality of our work and activities. In times when simple lies are upgraded to a fancy substitute and become alternative facts, universities should respond by upgrading quality requirements to keep high level of teaching and research and be a role model in the debate in society.

*Madeleine Granvik
Director, Associate Professor
The Baltic University Programme*

Current Baltic University Members

Currently BUP has 77 Member universities. Researchers, academic teachers and students of member universities have priority to take part in all BUP activities free of charge. This list represents member universities, January 2018.

Belarus

Belarusian State Economic University, Minsk
Belarusian State University, Minsk
Grodno State Medical University
“International Sakharov Environmental Institute ” of Belarusian
State University, Minsk
Plekhanov Russian University of Economics (Minsk Branch)
Yanka Kupala State University of Grodno

Czech Republic

VSB-Technical University of Ostrava

Estonia

Estonian University of Life Sciences, Tartu
Euroacademy, Tallinn
Tallinn University
University of Tartu

Finland

Arcada University of Applied Sciences, Helsinki
Haaga-Helia University of Applied Sciences
Jyväskylä University
Novia University of Applied Sciences
Turku University of Applied Sciences
University of Turku
Åbo Akademi University

Germany

Hamburg University of Applied Sciences
Zittau University of Applied Sciences

Latvia

Latvia University of Agriculture, Jelgava
Riga Technical University
University of Latvia
University of Liepaja
Ventspils University of Applied Sciences

Lithuania

Kaunas University of Technology
Vilnius University

Poland

Adam Mickiewicz University, Poznan
Gdansk University of Technology
Jagiellonian University in Krakow
Lodz University of Technology
Lublin University of Technology
Maria-Curie Sklodowska University in Lublin
Medical University of Lodz
Pedagogical University in Cracow
Poznan University of Economic and Business
Poznan University of Technology
The President Stanislaw Wojciechowski State University of Applied Sciences in Kalisz
Siedlce University Of Natural Sciences and Humanities

State College of Applied Sciences in Skierniewice
State University of Applied Sciences in Elblag
University of Gdansk
University of Lodz
University of Social Sciences and Humanities, Warsaw
University of Szczecin
University of Warsaw
UTP University of Science and Technology in Bydgoszcz
Warsaw School of Economics (SGH)
Wroclaw Medical University
Wroclaw University of Science and Technology
WSB University in Poznan

Russia

Immanuel Kant Baltic Federal University, Kaliningrad
Russian State Hydro meteorological University, St Petersburg
St. Petersburg State Agrarian University

Slovakia

Slovak University of Agriculture in Nitra

Sweden

Center for Environment and Sustainability of Chalmers University
of Technology and Göteborg University
KTH, Royal Institute of Technology, Stockholm
Linköping University
Luleå Technical University
Lund University
Malmö University
Swedish University of Agricultural Sciences (SLU)
Södertörns University
Umeå Universitet
University of Gävle
Uppsala University
World Maritime University, Malmö

Ukraine

Bila Tserkva National Agrarian University
Chernihiv National University of Technology
Ivan Franko National University of Lviv
Lviv National Agrarian University
Lviv Polytechnic National University
National Aviation University, Kiev
National University of Kyiv-Mohyla Academy
Sumy State University
Ternopil Ivan Puluji National Technical University
Ternopil State Medical University
Ukrainian National Forestry University, Lviv

Adventure and Education under SAIL

*If you want to go fast, go alone.
If you want to go far, go together*



Sailing participants. Photo: Karolis Keturka.

The SAIL (Sustainability Applied in International Learning) course is an undergraduate Baltic University Programme course conducted at sea on-board the tall ship Fryderyk Chopin since 1996. 30 places are available for students coming from member and participating universities of the Baltic University Programme (BUP) and additional 8 places are aimed for the SAIL teachers' team. To date over 600 students and nearly 200 teachers have participated.

The teachers' team is selected every year among those who apply and volunteer to create and then run the course on-board.

Every year we are looking for experienced teachers with specialization in any topics related to sustainability, and documented pedagogical skills. We attempt to find a broad competence to can cover the topic of the course. Moreover, we attempt to create an international team with as many of the BUP partners' countries represented as possible.

They are expected to prepare and plan the course beforehand, run it onboard, as well as correct exercises and essays/reports after the course. The process of the SAIL course creation is an adventure itself and a very appreciated experience for teachers.

The SAIL course is based on the participating teachers' areas of competences and experiences. This means that each year the SAIL course is somewhat different with focus on different thematic areas of sustainability. It is important to stress that the outcome of the course relies heavily on the commitment of the teachers' team and their combined competences. We have been lucky to have many such great teachers with us on-board and we appreciate their input very much!

Once on board, teachers, as students, act as a working crew. They do it in addition to their main task – teaching. Course scheduled activities as lectures and workshops take 4 hours per

day, the rest of time, nights often included, is spend for project work and extra course activities as lectures on demands, project work, and endless discussions.

Teachers' only award, except of the network's high appreciation, is participation in the SAIL – an extra ordinary experience filled with feelings of togetherness and teamwork, meeting with new friends, working in an international group of people with full freedom to create an academic course, being close with nature and in the hands of the powerful forces at the sea, exploring places they never been to before, challenging their own limits...

But the SAIL course is not just about teaching sustainability. By performing the course on-board the tall ship, we give students opportunity for personal development, we teach them reverence for nature, show qualities of stewardship and advantages of teamwork ability, we teach them resourcefulness, bravery, and strength. And we learn to sail, too.

*Maria Hejna, Network Manager
Baltic University Programme Coordinating Secretariat
Uppsala University*

**22nd BUP SAIL course, 2018
4 – 18 September, Szczecin, Poland – Visby,
Sweden – Stavanger, Norway
At sea on-board Fryderyk Chopin**

SAIL for STUDENTS

2-16 September 2017

Szczecin-Visby-Edinburgh

The SAIL letter announced: „It will be one of the most memorable moments of your life“. To be honest, I wasn't so sure. I did many amazing things before; I worked as a nature guide in Estonian mires, volunteered in the riding school in Norway, hitchhiked thousands of kilometers through many countries. So, I thought it will be just another adventure. However, The SAIL was more I could ever imagine... It was a completely different world, with different rules, routine, worries and pleasures, and of course – with many new, amazing people. Strangers became one team – even formed the small world. During those two weeks, we lived so close together and got used to each other, that slowly but steady we forgot what we left on land.

The first task on the ship was to carry all the food inside. A long human chain passed the food from the coast to the fridge in the bottom of the ship. “Flour, eggs, cheese, milk, meat, potatoes, more potatoes, fruits, cheese again...” It was so much food. You do not understand how much you really consume until you get the possibility to hold it all in your hands.

Few hours after we reached the open sea, many of us experience the seasickness... and actually, it wasn't so bad; it was a pretty good team building experience. Imagine yourself lying helpless by the side of 6 other persons, whom you met one day ago. You don't feel embraced; you just learn how to deal with yourself, how to help others, and how to accept the help. Also, you start to trust your team – that is essential when you are working on the ship. Still good that the seasickness not lasted for a long time!

Sailing was so aqn intense experience; we were managing 55 m length ship 24 hours a day. Not many know what it feels like to be woken up by alarm “Bracing, all hands-on board!”, to sleep on the deck waiting for your watch, to carry your harness everywhere with you, to face the storm and try to complete your daily duties at the same time, to have an extra hour of sleep in the sunshine, to climb the mast during the night and to see your ship in the middle of the black sea, to reach the highest sail 38 m up, and of course to reach the land. Also, it was really rewarding. We had a really strong academic part. It was based on interdisciplinarity applied in solving environmental problems. All students had different backgrounds: from environmental science to engineering, economics, and politics. Sometimes it was quite tough to work together. An idea, which was obvious for some of us, could be completely new to others. We had to spend time discussing and searching for optimal solutions. Quite difficult, but everything goes like that in the real life too. Our society is really complex, it holds diverse needs, and so you need to search for the balance every time. It seems that we created a tiny world in our ship.

As it was told, „It will be one of the most memorable moments of your life“. I didn't believe that, but it was! I was in the completely different world - the strangers I met became my friends and I even forgot most of what I left on the land. To be honest it was really hard to come back to my daily life. I was on the land, but my thoughts were wandering through the sea long time after.

Once I was upset that all trips inevitably come to the end. But now I believe the best part doesn't finish at the end of the trip, it just starts; the trip lives in us (in one shape or another) and leads us from one world to another.

*Karolis Keturka,
Vilnius University, Lithuania*



Photos by Karolis Keturka.

Baltic University Courses

The courses are undergraduate and master's level courses, as well as specialised courses for professionals and teachers. The task of the Baltic University Programme is to create a rich learning environment with books, films, Internet sites and conferences to study the development of the region. The courses are run separately by each university in the network. Students register at their home university, while course material is produced and distributed within the Programme. Student conferences, summer camps as well as the internet, connect the student groups in the network. We also organize several university teachers training courses each year to uphold a good standard of knowledge and to introduce new teachers to our materials and courses.

International Education

Baltic University Programme courses are international, multidisciplinary, problem-oriented, and based on ongoing research. The courses intend to give comprehensive education for sustainable development, the environment and of the societies in the Baltic Sea Region. The courses are organized as an international cooperation within the network. In this way, we keep the best standard possible, considering that the topics chosen are so complex that no single university, East or West, has the competence needed to produce such a course on its own. The course groups in the different countries are offered possibilities to get in touch with each other, and to participate in common events, lectures and seminars.

Teachers and Students Conferences

To support the university teachers in the network, seminars and conferences are arranged for various subject areas. In 2017 two ESD training workshops were arranged where teachers get the opportunity to discuss with colleagues on the BUP education for sustainable development, didactics, how to cooperate with other universities as well as practitioners, and how to build networks on how to address questions of sustainability.

Students were also invited to attend summer camps, sailing trips and other events to promote contacts, international understanding and democracy development. For the fifth time a one-week course for PhD Students was arranged.

The Web Page & Courses

The Secretariat web page www.balticuniv.uu.se is intended to be a resource for both students and teachers. It contains information on the courses and the course material, meetings and conferences. During 2017 work was started on a major remake of the site to be launched in the beginning of 2018.

The Baltic University has much course materials available on-line and also



Workshop at the BUP Summer course on Sustainable Cities and Municipalities 2017 in Rogów, Poland. Photo: Krzysztof Ciesielski.

on-line study courses, such as the Sustainable Water Management course. See further www.balticuniv.uu.se/swm

A new Teachers Course on Education for Sustainable Development in Higher Education started in the autumn, developed by SWEDESD and by Åbo Akademi University. It will include online and face-to-face events. The aim is to support university teachers to integrate sustainable development priorities into their teaching and courses and programmes, to strengthen the implementation of the United Nations Sustainable Development goals. A web-based course called Concepts of Sustainability (COS) giving 5 ECTS credit points is also offered by Åbo Akademi University. This introductory course is made in the open source learning platform Moodle. Another on-line course entitled Sustainable Development is available at the BUP website. <http://www.balticuniv.uu.se/sustainabledevelopmentcourse>

[uu.se/sustainabledevelopmentcourse](http://www.balticuniv.uu.se/sustainabledevelopmentcourse)

SAIL – Sustainability Applied in International Learning is an international course on sustainability organised by the Baltic University Programme. 40 students and teachers from all countries within the Baltic Sea drainage area work, study, sail and live together on a sailing ship for 14 days. The education consists of workshops, seminars and group discussions at sea on board. The students also participate as sailors and perform watch duties on the ship around the clock.

Baltic University Courses

Undergraduate Level

Environmental Science ES

The ES courses give multidisciplinary overviews of the situation of the environment in the Baltic Sea region and on how to manage and protect it. The courses provide an excellent background for studying the Baltic University courses on sustainable development. The 15 ECTS course can be divided into two modules which can be studied separately:

- I. The Baltic Sea Environment (7.5 ECTS)**
- II. Basic Environmental Science (7.5 ECTS)**

English for Environmental Science EE

This is an intermediate level English language course that develops comprehension, vocabulary and skills of expression. Terminology used in environmental studies is explained and practised.

The Baltic Sea Region Area Studies AS

The AS courses treat the Baltic Sea region and its societies under eight headings: history, culture, language, democracy, multiculturalism, social conditions, economics and security. The courses deal mostly with the conditions in the region after the systems change in 1989-91. Regional development is in focus with emphasis on democracy, human rights and economics.

- The Baltic Sea Region (15 ECTS)**
- I. Peoples of the Baltic (7.5 ECTS)**
- II. Regional development and the Baltic Sea region (7.5 ECTS)**

A Sustainable Baltic Region SBR

The course deals with sustainable use and management of natural resources and long-term protection of the environment. Important issues in the course are energy and energy use, material flows, economy and ethics, industry, agriculture, transport and community development. (7.5 ECTS)

Sustainability Applied in International Learning SAIL

A course on sustainability organised by the Baltic University Programme. The education consists of workshops, seminars and group discussions on board a sailing ship. (7.5 ECTS)

Sustainable Development SD

An update of the course A Sustainable Baltic Region from 1997. The new course is an online course
You may find the course on this link:
<http://www.balticuniv.uu.se/sustainabledevelopmentcourse>

Concepts of Sustainability CS

An on-line course developed and run by Åbo Akademi University about Concepts, definitions and dimensions of sustainable development, about how to measure sustainability, and to discuss sustainability from several viewpoints and to relate it to own life. (5 ECTS)

Master's Level

Sustainable Water Management SWM

The SWM courses are master's level courses focusing on issues of sustainable use of water and water resources in the Baltic Sea region. Students should preferably have a background in e.g., hydrology, geology, physical geography, agronomy, soil science, forestry or environmental engineering. The full SWM course consists of three modules, which can be studied separately:

- Sustainable Water Management (15 ECTS)**
- I. The Baltic Waterscape (4.5 ECTS)**
- II. Water Use & Management (4.5 ECTS)**
- III. River Basin Management (6 ECTS)**

Sustainable Water Management can also be studied on-line as a self-paced course (www.balticuniv.uu.se/swm).

Community Development CD

The CD courses are master's level courses focusing on sustainable community development and urban planning with an emphasis on the Baltic Sea region. The courses are interdisciplinary, problem oriented and preparatory for a professional career. The course Community Development (15 ECTS) includes three modules:

- I. The City (4.5 ECTS)**
- II. Building Sustainable Communities (4.5 ECTS)**
- III. Urban Sustainability Management (6 ECTS)**

Environmental Management EM

The EM courses address management in all kinds of organizations, although industries are in focus. They are well adapted for competence development of professionals. The course consists of four modules:

- I. Policy Instruments for Environmental Management (7.5 ECTS)**
- II. Cleaner Production and Technologies (7.5 ECTS),**
- III. Product Design & Life Cycle Assessment (7.5 ECTS)**
- IV. Environmental Management Systems and Certification (7.5 ECTS).**

Ecosystem Health and Sustainable Agriculture EHSA

The EHSA courses address the field of rural development, sustainable agriculture and animal health pertaining to the Baltic Sea Region and to some degree also the Great Lakes region. The course consists of three modules:

- Environmental Management (30 ECTS)**
- I. Sustainable Agriculture (7.5 ECTS).**
- II. Ecology and Animal Health (7.5 ECTS),**
- III. Rural Development and Land Use (7.5 ECTS).**

PhD Award and Mobility Research Grant

PhD Award

The BUP award for best PhD dissertation defended in 2016/17 went to Dr Iuliia Shvediuk (Ukrainian National Forestry University, Lviv/National University of Water and Environmental Engineering, Rivne) for her dissertation “Evaluation of Economic Efficiency of Reforestation on Forest Sites: Maley Polissya Case Study”. This cross-disciplinary study in the field of sustainable economics in silviculture under the conditions of ongoing climate change has broad applicability throughout the Baltic Sea Region. The purpose of the PhD dissertation is to develop and integrated theoretical and methodological approaches for assessing the efficiency of reforestation combining assessments by taking into account the following factors: the economic costs/benefits of natural vs. artificial reforestation methods; differences in productivity for different species and mixes of trees; the effects of sustainable forest management; and the overall economic and broader public benefits of reforestation. The assessment and predictive models developed for the particular case study, which also seek to include the effects both a changing climate, and changing patterns of land use, has clear relevance for many countries of the Baltic Sea Region, where forests are an important economic and societal resource. This study, which combines methods from agricultural and environmental sciences and sustainability economics, and which includes comparative data from several countries in our region, exemplifies the type of integrated, interdisciplinary, and innovative sustainability research produced in and for our region that BUP seeks to promote.

Honourable mention went to Dr Jonas Pålsson (World Maritime University, Malmö), whose dissertation, “Oil Spill Preparedness in Sweden: Prevention, Planning, and Response for Large Accidents”, was also deemed highly topical and of potential benefit to many countries in the Baltic Sea Region. The dissertation looks at whether the lessons learned from a major oil spill in Swedish waters in 2003 actually changed the preparedness for similar disasters ten years on. Where the current scholarship on oil spills focuses on specific aspects of preparedness and response, or are limited to evaluating particular geographic contexts, this dissertation provides insights into good practice and general preparedness for oil spills that offer lessons to the states and municipalities surrounding our common, fragile Baltic Sea. While mainly focusing on Sweden, it nonetheless includes relevant international frameworks and builds on data and methodologies from several disciplines.



Mobility Research Grant

The 2017 BUP Mobility Research Grant for young researchers went to Ms Eva Krēmere, a doctoral student from the University of Latvia in Riga. Ms Krēmere has applied to come to Uppsala University's Programme for Natural Resources and Sustainable Development at the Department of Earth Sciences for two months in autumn 2018 as part of her intended research on post-Soviet countries' public attitudes toward the Food-Water-Energy Nexus. By applying the Food-Water-Energy Nexus approach to the case of Baltic countries, this project seeks to investigate why there is diminished public interest in sustainable development and river basin planning in the post-Soviet parts of the Baltic Sea Region, as compared to elsewhere. No similar-scale studies using this approach have been done for Estonia, Latvia, and Lithuania previously. This project will complement the other case studies using the same Food-Water-Energy Nexus approach in the more water-poor post-Soviet countries of Central Asia that are also included in Ms Krēmere's PhD research.



The New BUP Website

During this year we have worked with a new website for the Baltic University Programme and we have now reached the final stages in the preparations for the completely revamped web site.

One big difference is that the BUP web site will now be an integrated part of the Uppsala University web site. However, the web address, <http://www.balticuniv.uu.se>, will remain the same.

You may already now have a look at a preliminary version of the new site at this temporary address: <http://balticuniv.beta.uu.se/>. As you will see the news section has been divided in two. One for news from the BUP Coordinating Secretariat, and one for news items from the BUP network. The Education section contains a short description of how BUP courses are produced and organised. Here you will also be able to submit and publish information on BUP courses at your university. The completely new Research section contains, to begin with, short information arti-

cles, so called Research Notes about ongoing sustainability research in the BUP network by the researchers themselves. Researchers in the network are encouraged to submit information on their research.

Finally, another completely new feature is the supporting web site called the **BUP Archive**. The archive is divided in a public and an internal part. The public part contains all printed materials published by the BUP in pdf-format and you may also find most of the films produced by BUP.

*Christian Andersson
Webmaster, BUP Secretariat
Uppsala University*

The 8th Annual Forum of the EUSBSR

This year's Annual Forum of the European Union Strategy for the Baltic Sea region was held in Berlin on 13-14 June, organised by the Federal Foreign Office in Berlin, the Baltic Sea Commission and the European Commission. About 800 participants coming from all over Europe came together representing many different stakeholders from politics, business, non-governmental organisations and the academic world. The theme this year was "connectivity" related to the development of the region and cooperation of the countries around the Baltic Sea. Important topics of the many sessions and seminars were environmental protection, improving infrastructure and increased cooperation on energy and science.

The Baltic University programme was represented by a student group with 9 participants from Germany, the Slovak Republic, Poland, Ukraine and Sweden. Together with CBSS (Council of the Baltic Sea States) we also organised a seminar on "Connecting the voice of youth for a sustainable future of the Baltic Sea region". About 40 people attended the seminar to discuss with an invited panel with Maria Stronska, Chernihiv National University of Technology and Sylvester Nagórka from University of Warsaw, both from the Baltic University, and Kari Lie, Baltic Sea States Subregional Cooperation, Tillmann Heidelk, President of the Young European Leadership and Noura Berrouba, representing The European Youth Parliament (EYP). The discussions were moderated by Mirjam Weitushat, also from the BUP, who studies at Zittau/Görlitz University of Applied Sciences.

Maria Stronska and Sylvester Nagórka described how the Baltic University network connects students from the region with student conferences and other activities such as the SAIL course. Maria Stronska also gave practical examples of work with sustainability among young people in Ukraine. The panelists gave an overview of their organisations and how the work with reaching out to young people and their efforts to connect their viewpoints with decision-makers. The UN sustainable development goals were discussed and how to implement them with a youth perspective. Many organisations include the sustainable development goals in their work, even though they are not using the terms and languages of the UN.

A conclusion of the seminar is that there are many ways to connect the voice of youth with regard to the development goals. Even though decision-making processes is not adapted to young people, it is possible to have an influence. One member of the audience who represented the policy area education in the EU strategy suggested that youth organisations should reach out to policy area coordinators to meet with them and maybe also participate in their yearly meetings.

The Annual forum of the EU Strategy is an important meeting-place to connect with many people on common interests for the development of the region, share new ideas, and for new contacts and partnerships. The Baltic Sea environment is a common interest and responsibility for all countries surrounding it. The German foreign minister Sigmar Gabriel, who opened the forum, emphasized the importance of increased cooperation between the countries in the region. Despite political differences and increasing tensions between the EU and Russia, the Baltic Sea framework could have a positive impact towards improving the situation.

The next EUSBSR Annual forum is planned to take place in Tallinn, Estonia on 4-5 June 2018. The 9th Forum will focus mainly on EU cohesion policy after 2020 and the future of EU macro-regional strategies. Very important topics will also be 'Environmental state of the Baltic Sea' and 'Digitalisation'

Read more about the event at: <https://www.balticsea-region-strategy.eu/8th-annual-forum>

*Magnus Lehman
BUP Secretariat
Uppsala University*



Participants from BUP at the Annual Forum in Berlin. Photo: Sylvester Nagórka.



The session about "Connecting the voice of youth for a sustainable future of the Baltic Sea region", organized by CBSS and BUP at the Annual Forum in Berlin. Photo: Sylvester Nagórka..

The Forum for the EUSBSR was a very good opportunity to meet people and exchange ideas and approaches. It is highly interesting not only to find out about other (youth) organizations and their engagement, but also to hear representatives of the governments, of non-governmental organizations and of the industry talk.

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I very much appreciated that there were so many young people at the f

Forum in Berlin. The BUP should definitely stay as a part of that. BUP students should be given the opportunity to meet and exchange thoughts with other (young) people. I strongly believe that if dedicated young people know that their voices matter, they will put more effort in their work.

*Mirjam Weitushat, student
University of Applied Sciences Zittau/Goerlitz, Germany*

Student Conference in Ukraine



Participants at the Student Conference and the Sustainable Development Goal cubes. Photo: Sylvester Nagorka.

On April 9 of 2017, students from more than ten countries of the Baltic sea region met in Ukraine, Kyiv on Kontractova Square, under a common sign reading: “BUP 2017”. These students would spend the next five days in Moshchun, a village near Kyiv, in the hotel Puscha Lesnaya getting to know each other, their respective countries and the life they come from – this in the context of sustainable development. The Baltic University Programme, together with the National University of Kyiv-Mohyla Academy, organized the conference. These conferences aim to strengthen ties between countries in the Baltic region and this year specifically, educate participants in the concept of sustainable development. The latter indeed turned out to be a more complex topic than most of us thought at first.

After arriving to Moshchun we were greeted by the director of the BUP, Madeleine Granvik and the vice-president of the Kyiv Mohyla Academy, Tetiana Yaroshenko, who welcomed us to the conference and gave an outline of what was to come. The day continued with a crash course on the state of Ukraine by Viktor Karamushka, director of the academies ecology department. He presented us Ukraine’s ups and downs regarding politics, industry and environmental issues, without hiding difficult subjects or shying away from answering provoking questions.

This, I believe, set the free and honest tone of the days to come, and Viktor became a crucial anchoring point for discussions outside of the workshops, as he would sit with us at the dinner table and freely talk about his experiences, having been in academia for over 25 years.

Of course, the topic of eastern Ukraine and the convoluted conflict with Russia was unavoidable. We discussed many political issues, which at first glance are unrelated to the topic of sustainable development. Yet on the contrary, it’s a major component of sustainability. One of the main points learned during our stay was on the concept of sustainable development.

Humans need to consume environmental resources to survive, whether we like it or not – how we do this however, is our choice. Developing in a way, which accounts for factors of the

unforeseeable future and the finite amount of resources at our disposal, so that humans may continue this developing, long after “we” are gone. That is what we can call sustainable development!

Furthermore, aside from being mistaken for conservatism, the term is often limited to resource management only. This however is not effective enough – political nuances are important as well. How and why? That’s what was in the focus of our seminars and workshops.

During the first workshop, we wrote down what we thought to be the most important goals for our respective countries, purely from a subjective perspective. In the second workshop, our groups were mixed between countries and the same objective was proposed, yet this time the results were different. From these two workshops, a striking contrast was visible – how very different the perceived important goals were between neighbouring countries. The contrast was especially vivid between eastern and western Europeans. For example, eastern European participants generally regarded infrastructure, medicine and corruption as most important, while western European participants leaned towards social equality and welfare.

One day we made an excursion to Chernobyl spent the whole day touring around the city Pripyat the zone area and even dined in the Power plant cantina. We were given Geiger-Müller counters and got a first-hand feel for how radiation contamination works and affects an area. Contamination is not so dangerous to visitors to the respective area, but significantly more dangerous for long term stays. In regards to Chernobyl and Pripyat specifically however, the main danger is in unmaintained buildings in risk of collapsing.

A significant phenomenon was the resilience of nature. Trees grew through fences, benches and even buildings. Our guide commented on this in a very beautiful way: “Look at how resilient this live matter is. And always remember, you are made from matter even more resilient than this”. This quote had significant impact. We were shocked by the rejuvenation capabilities of nature. Hopefully the latter sheds light on why sustainable develop-



Medeleine Granvik lecturing. Photo: Sylvester Nagorka



Victor Karamushka lecturing. Photo: Sylvester Nagorka



The Chernobyl power plant. Photo: Sylvester Nagorka.



A ferris wheel in the abandoned city of Pripyat, Chernobyl radioactive zone. Photo: Sylvester Nagorka.

ment is not only about conservation. It is not meant for the Planet specifically – it will survive. But if we do not consume it sustainably, will we?

As a well-presented sequence of events and talks, the above-described stories made an impact on our worldview. Perhaps the biggest change was that we started to believe we that can still make change, even if we ourselves do not have direct influence over a certain aspect of sustainability. People are the ones most in need of a sustainable development strategy, more with each passing day. Understanding this and how our actions can contribute to potential futures – a well-educated general public can guide our society to develop sustainably.

To summarise, The conference gave us a clearer understanding of why sustainable development is a complex term and even more, why it is important to convey it clearly. We value different things at different times at different places, a one size fits all solution is not possible through legislation. Too often do people with power consider their subjects as numbers in an excel table and people in academia are not seen as serving their community. An effective remedy to this problem might then be a well-educated general public and structured grass-roots activity by the people with the information, to the people who will in the end make the necessary changes for the betterment of all of us.

*Sander Paekivi and Alisa Reunova
Tallinn University*

EduBalt

Developing capacity for implementing education for sustainable development in the Baltic Sea region

The increasing complexity of current and future environment and sustainability challenges continue to put pressure on science and society. Even though Education for Sustainable Development (ESD) has been in the focus of re-thinking education for decades, it still remains on the agenda: the Decade of Education for Sustainable Development (ESD) came to an end in 2014 and was followed up by the Unesco Global Action Programme (GAP) on ESD. Quality education, which includes ESD, is goal number 4 of the UN Sustainable Development Goals. Therefore the education system requires a restructuring of the curriculum and a re-thinking of the pedagogy in order to equip young people with the skills and competences to understand, anticipate and provide solutions for the future.

The aim of EduBalt project was to have an multiple effect by “training the trainers”. The target group was teachers’ educators, who by introducing the change project approach in their pedagogical process will influence the students of educational institutions/departments, who in their turn will bring ESD to schools. Three Baltic countries (Estonia, Latvia and Lithuania) were chosen for this pilot project. The purpose of the project was to illustrate pedagogical principles and processes that need to be integrated in teaching and learning to achieve ESD learning, as well as bring participants to understanding the necessity of change.

The Change project Approach was used for the EduBalt project. The approach consist of several phases: Preparatory Phase in which participants develop a pre-course assignment which highlights what needs to be changed; The First Regional Workshop (Workshop 1) during which the project groups and projects titles are defined; Intermediate Consolidation Phase when participants work on the projects at their respective universities; and The Second Regional Workshop (Workshop 2) when the reports on the project progress are to be presented and peer reviewed.

Thus two workshops were organized in Ratnieki (Conference Center of the University of Latvia) in March and in October 2017. During the first workshop participants worked in project groups and developed a detailed Implementation Plan for their Change Project - a document for a dialogue and implementation strategy within their institutions and for initial discussions scheduled during the second workshop. A range of practical tools for planning, implementation, monitoring and reporting on the Change Projects has been introduced as well as information on SDGs and ESD examples. During the second workshop the participants reported on the progress with their change projects as well as a chance to get support and input from peers and mentors to strengthen, improve and scale up their projects. 50 teachers from the faculties of education at the larger universities in the three countries developed their competences for addressing and resolving local and regional sustainable development challenges. The efforts resulted in 11 projects, launched at the departments of education or other educational institution, related to changes at school, to change of a separate study course or a programme, as well as projects intended to develop further cooperation.

The project EduBalt was carried out by the Baltic University Programme (BUP) and Swedish International Centre of Education for Sustainable Development (SWEDESD) at Uppsala University, Sweden, with financial support from the Swedish Institute. Other main contributors were Åbo Akademi University,



Lyudmyla Babak (left) and Shepherd Urenje (right). Photos by Sylvester Nagorka.



Workshop in Ratnieki, Latvia 13 - 15 March 2017. Photo: Sinikka Suomalainen

Finland; Tallinn University, Estonia; Statera Research and Practice Center for Sustainability and Regional Development, Estonia; University of Latvia, Latvia; Kaunas University of Technology, Lithuania.

*Shepherd Urenje
Swedesd,
Uppsala University*

*Lyudmyla Babak
BUP Secretariat
Uppsala University*

Preconference in Uppsala



Participants of the Pre Rectors Conference. Photo: Sylvester Nagorka.

The Baltic University Programme Preconference Meeting for the 5th Rectors Conference was held at Uppsala University on the 9-10th of October. The main aim of the meeting was to discuss and prepare for the Rectors' Conference in Åbo 24-26 January 2018. Constructive planning of the BUP activities took place among the 50 participants, who came from 38 universities in the region. The meeting started by presenting what has been implemented in practice since the last Preconference 2014 followed by the Rectors Conference the same year. It was very encouraging to sum up that a majority of suggestions, which were discussed in 2014, actually have been implemented – Great! Furthermore, current priorities on the BUP agenda were highlighted: experience and further development of the project EduBalt “Developing Capacity for teaching sustainable development in the Baltic Sea region”; the new announced BUP Teachers' course on “Education for Sustainable Development in Higher Education”; and development of BUP Research cooperation. The programme of the meeting consisted of several sessions for group discussions and a workshop. The group discussions were arranged by the priorities of BUP work.

Thus the discussion about **developing support for research cooperation** was chaired by Prof. Ireneusz Zbicinski and Magnus Lehman. The workshop participants fully supported the intended plan “BUP support for research cooperation” and stressed the significance of the planned BUP symposium “Research and innovation for a sustainable BSR”, however it has been suggested to identify and prioritize the topics of the symposium.

Further it was suggested to work on topics for cooperation as well as most prospective research directions. As examples the following directions were mentioned: Education for SD; Teacher training research; Urban development; Energy and climate issues in a wider perspective; Best practices to promote environmental technology management.

Workshop participants also fully supported Research courses for PhD students. They suggested extending the course as well, by introducing summer courses and elaborating study materials for example. Here are some concrete suggestions from the participants:

- Invite experts from Brussels who will explain and help how to write a good application to the financial institution which give real project funds
- Introduce “Find a partner” window on BUP webpage, as well

as make space for member universities to display on projects, and activities

- Encourage researchers to offer- and take the role as co-supervisors and mentors of PhD Students at other universities within the Programme
- Spread information about ongoing research and disseminate results
- Investigate interests of establishing an international peer review journal e.g. “Sustainable Baltic Region”. However it was noticed that a new scientific journal is a very big effort for BUP. It most probably would not be successful because of lower ranking, instead use already existing journals (for example the journal from WSB University in Poznan)
- Arrange workshops for match-making to connect research groups and stimulate to develop research applications. It would be beneficial to arrange more thematic workshops for researchers.

Most of the participants agreed that it is necessary to have a database for the expertise in the network. And such development can be based on already existing platforms, such as LinkedIn, Research Gate, Orcid or COST (European cooperation in Science and Technology).

Talking about grants for mobility/travel it was an opinion that it is too little input to give only one grant to one student/researcher.

Prof. Sergei Dorozhko and students' representative Sylvester Nagorka led the discussion about **objectives and activities focused on students**. Since students are the largest group involved in BUP many participants were eager to give their suggestions for improvements. The following has been said:

- More student mobility (summer schools, language courses, cultural seminars)
- Improve information flow. Advertisement on Facebook BUP page and use all the others channels of communication to ease information flow. Currently BUP 'brand' is not recognized by the students.
- Summer schools – need of providing ECTS points for students for the participation
- More conferences based on case studies
- Introduce students representative 2 year term of office
- Students need to have ‘carrots’ to take part in BUP initiatives – diplomas, ECTS points, curricula, rewards. Students' repre-

- representatives should also be appreciated for their work
- Update all old BUP courses for instance on BUP YouTube channel, sometimes from the '90
 - Provide easy access to the BUP publications on the website
 - BUP will probably also need more financing to accomplish all the goals focused on the students
 - Create common calendar for the initiatives of the whole BUP network
 - Introduce tutor system for master level students – maybe thanks to PhD students?
 - Inviting business representatives to the students' conferences
 - Propose to include words 'sustainable development' in the titles of all universities' courses to attract students and spread SD awareness
 - Introduce BUP patronage over university courses and initiatives – a visible form of the advertisement and brand building
 - Introduce BUP posters that can be sent (i.e. by e-mail) to the participating universities informing about conferences, courses etc.
 - Attempt to reach students in Denmark, Norway, Belarus and Russia

Objectives and Activities focused on university teachers were discussed by the group chaired by Dr Helena Kropinova and Dr Christian Andersson. Most of the participants agreed that activities focused on the teachers are an important and essential part of BUP work. BUP could act as a university teacher's educator and help teachers to learn how to teach in a different way. One of the opinions was that teachers should get away from ordinary lecture teaching and rather use the key-note concept. They should let the students solve complicated problems in teams by using case studies approach, for instance. Although there was a remark that alternative methods require more work from the students and they are thus not so popular.

Participants also discussed interdisciplinary, which is important especially in ESD. It was pointed out that internal structure works against interdisciplinarity. Universities are often very hierarchical. BUP should help remove such boundaries even within the universities.

While discussing possibilities to bring together teachers and students, some issues connected to the double degree and ECTS points were mentioned: for example that it is difficult to organize students' conferences if the students don't get ECTS points. Talking about the courses and course materials the following opinions were heard:

BUP's task is to manage the courses. It is necessary to update the course material. Maybe different universities could contribute with new courses that could be combined by the BUP to bigger courses. The opposite opinion was that we should not produce courses but rather smaller modules that can be combined. Developing MOOC courses in the future can be the option. In connection to this the suggestion was to create a platform where teachers can announce their courses on the BUP web; alternatively agreed on using Moodle and Google Classroom which are useful and easy to use.

Several participants noticed that the interest to BUP is rather low at their universities/departments so one of the important objectives: to make BUP interesting for more teachers.

The **importance of activities for teachers** was emphasized with a workshop organised and led by Sinikka Suomalainen from Åbo Akademi University. The workshop dealt with the course "BUP Teachers' course on Education for Sustainable Development in Higher Education" provided by BUP Åbo and the project EduBalt "Developing capacity for teaching sustainable development in the Baltic Sea region". The first one was aimed at the teachers of all disciplines, the second – only at teacher educators. For the course the participants are coming from different institutions, one maximum two representatives, while during EduBalt project there were the teams of several representatives working together.

The aim of the workshop was to identify the most appropriate form to continue the work as well as create a project group for the next application. It was concluded that that mode of the project will give a chance to the group of teachers from the same institution to come, which can make the change/ make impart at place, rather than one person trying to implement the changes. A group of minimum 3 persons should apply. The target group should be broadened to be more inclusive: the project should be open for the representatives from all disciplines as well as all programme countries. Interdisciplinary teachers' training (BUP Teachers course on ESD) should be as separate courses for university teachers.

Hot topics to deal with were objectives and activities focused on organization and management, since the internal structure of the BUP is undergoing changes at the moment. It became evident that issues of communication and roles of the different units of BUP are of most concern among the participants. According to the participants, the suggested priorities, ranged according to the importance, are the following:

- To have clear roles and tasks within the Programme: the Secretariats, the National Centers, Centre Director etc.
- To have a clear communication plan
- To have regular contacts with strategic important organizations (such as ERAMUS, EU; UN) and member Universities
- To have a policy on quality assurance for activities run within BUP.

External visibility should be improved. The National Centers should be responsible for the communication and visibility on the national level (to the ministries and governmental authorities, research councils) while the Coordinating secretariat should have aimed at EU, UN etc.

Last but not least the **objectives and activities focused on stakeholders in society** were debated by the groups lead by Prof. Linas Kliucininkas and Maria Hejna. It was stressed that the links between universities and stakeholders are usually weak points in academic studies (especially this concerns eastern Baltic coast country). To change this, representatives from those companies that are working on or are interested in Sustainable Development should be invited to join in discussions on curriculum, content of education etc. In Poland cooperation exists and works well. BUP could gather list of flag companies to cooperate with and invite to the meetings. Impact on the curriculum could be most important issue. Some forms has been suggested: Science Shop – make scientists be experts for outside university world sharing knowledge, information, research results. BUP could organize workshops to help local stakeholders on requested topics, give courses on general or specific topics, and offer innovative expertise.

Some participants highlighted city-to-city cooperation, commitment to environmental health of the region connected to the water quality need for courses and expertise, local lectures, trainings. Scientists should find the way to have direct contact with stakeholders instead of being used by external consultants (usually expensive) as a source for information and expertise.

BUP Director Madeleine Granvik raised the question to what extend BUP should focus on cooperation with stakeholders in society, how much time and resources are we willing to put on those kind of activities. This in light of that there is a need to further develop cooperation between the BUP universities, researchers, academic teachers and students, which is the main mission for the Baltic University Programme. The question is what to give priority to regarding the mission and limited resources.

*Madeleine Granvik
Director
The Baltic University Programme
Uppsala University*

National Centres

The activities and profile of the BUP Centres vary from country to country, and are highly dependent of the interests and opportunities of the university, and the centre-leader. Unfortunately, the financial situation mostly dictates the opportunities.

Communication and cooperation is another critical aspect for the success of any cooperation and network, especially at the international level. Over the years a strong feeling of togetherness has been the strength for the BUP-network. The “doing together” has been reflected in the network organization, in the production of the learning materials, in the projects, and so on. The BUP Centres are in the very core of the network, as they have the local and national knowledge and contacts, which they can pass on to the network, and vice versa.

A third aspect, worth noticing, is the unique range of international activities offered by BUP to students, academic teachers and researchers, and the activities respond well to the needs of the universities. And the role of the national BUP Centres is crucial, for the communication with the universities in the country, for information about the activities, taking care of national selection procedures,

Latvia have been an active member of BUP since its foundation and is an active member of ongoing and continuing development process. The Latvia BUP team view the future of BUP activities to be advancing in three directions of activities: Further advancement of environmental education, research and education on sustainable development and research cooperation, considering BUP as a platform for research networking and strengthening of collaboration at PhD study level.



Maris Klavins, BUP Centre Director of Latvia.
Photo: Sylvester Nagorka.



Paula Lindroos, Leader of the Associated Secretariat for Teacher activities. Photo: Sylvester Nagorka.

Associated Secretariats

The BUP Coordinating Secretariat in Uppsala, Sweden have an overall organizational responsibility for the Baltic University Programme but is complemented with three Associate Secretariats, that have an extended responsibility for different BUP activities. The Associate Secretariat in Åbo/Turku, Finland deal with competence development of teachers, the Associate Secretariat in Hamburg, Germany deal with research development in the network and the Associate Secretariat in Lodz, Poland deal with the organisation of network wide courses and conferences. as well as student activities.

From 1.1. 2016 the Finnish BUP Centre is one of three BUP Associate Secretariats. Tasks and responsibilities are distributed in the new BUP organization among the coordinating secretariat and the associate secretariats, according to the area of expertise available. The BUP Associate Secretariat in Åbo/Turku is situated within the Åbo Akademi University's Centre for Lifelong Learning where professional development for academics is a core mission. This gives us a good platform to focus on the BUP university teachers' competence development.

Following this strategy, we have from 2004 each year systematically organized and financed teachers' competence devel-

opment courses and conferences about sustainable development, and education for and about sustainability. Since 2013 we also organize and finance SAIL for teachers. This year we celebrate that more than 1000 participants have attended 25 of our BUP-courses.

The Finnish BUP Centre has from 1991 and onwards been successful and privileged to have highly motivated staff, a supporting hosting university and different funding opportunities. We can mention the special funding received for the BUP Centre as a National Centre for ESD in Higher Education (the Finnish Ministry of Culture and Education, 2004-2015), a funding now

taken over by our university.

Another part of our activities is participation in projects. A current example is the Baltic Science Network project (INTERREG, 2016-2019, www.baltic-science.org), which aims at supporting and increasing research cooperation in the BSR at the policy level. BUP, through the BUP Associate Secretariat at Åbo Akademi University, represents the universities in this project.

PhD Student Training

My reflections on the PhD Student Training in Rogów, Poland. November 27 – December 1, 2017

As we are facing numerous environmental challenges, the topic of sustainable development in the Baltic Sea Region couldn't have been more timely. I have greatly benefited from my participation in this training.

Firstly, the multi-faceted challenge was analyzed from multiple research perspectives, including the humanities, natural sciences, and social sciences as well as economics, law, and engineering. Such a multidisciplinary setting facilitated our understanding of the numerous overlaps and interfaces that exist between our respective fields, which may result in our future collaboration. To illustrate this point, let me mention my conversation with one of the training participants. Anna Rubczak (an architect from Gdańsk University of Technology) and I were discussing the possibility of embarking upon a joint project to be developed at the discourse-architecture interface, with a strong emphasis being placed on the role of language use in environmental design and sustainable spatial planning.

Secondly, the session devoted to our PhD thesis presentations enabled us to acquaint other participants with our research work. By keeping my audience in mind I was expected to help them navigate my project without getting into unnecessary details. The Q&A session that followed the individual presentations gave us a chance to look at our respective projects through the eyes of other participants – well-educated people having expertise in other fields. What is more, this part of our training was a perfect testing ground for the application of our theories, methods, and arguments. Once our cherished ideas and concepts were exposed to critical evaluation by our professors and peers, we were supposed to address the critical comments accordingly. I am very grateful to all of the participants for the insights and feedback I received in connection with my project. Then, we were also given the opportunity to consult individually with experts specializing in corresponding fields. My expert, Dr. Tomasz Brańka from Adam Mickiewicz University in Poznań, suggested that I simplify my presentation by removing some superfluous slides and explain certain key terms, such as governance, discourse or stakeholder, often assumed to be self-explanatory but in reality lacking definitional clarity. Furthermore, he recommended to me a book on stakeholder theory relevant to the theoretical part of my thesis exploring stakeholder engagement in environmental governance.

Last but not least, I am very glad that so many new names have been added to my contact list. At the end of the day it is all about establishing and maintaining both personal and academic (professional) networks.

My suggestions for improving the training

As I do believe that PhD students set a high value on this kind of training, I would like to offer two suggestions regarding its improvement. I appreciate the fact that there were sessions dedicated to poster and presentation preparation as well as to creative problem solving (design thinking). The ability to think outside the box and the need to venture off the beaten track cannot be overestimated in the academic world. However, it appears that we would also greatly benefit from a tailor-made training session designed to enhance our ability to explain and visualize scientific knowledge in a comprehensible way. Not only would learning the tricks of the trade involving the use of analogies, metaphors, and stories make our scientific output more accessible to other participants but it would also go a long way in bridging the gap between scientific research and the world outside academia. My final sugges-



Presentation at the PhD Training in Rogow, Poland. Photo: Photo: Krzysztof Ciesielski.



Prof. Walter Leal from Hamburg University of Applied Sciences lecturing at the BUP Summer School. Photo: Krzysztof Ciesielski.

tion concerns the national composition of our PhD team. As the aim of the training was to give PhD students “the possibility to meet and discuss scientific problems with a focus on sustainable development in an interdisciplinary, international, multicultural, and regional context” as well as to “create understanding between scientists and researchers with different backgrounds (Western and Eastern European cultures)”, the PhD students came from Poland, the Baltic States, Russia, Belarus, Ukraine as well as from China and Cameroon. However, I found it very surprising that there were no students representing Germany or the Nordic countries. In my opinion, it would be absolutely wonderful if future participants of the BUP PhD Student Training represented a reasonable cross-section of the Baltic community, which would highlight the interconnected nature of the Baltic Sea region.

*Marta Skorek
University of Gdansk, Poland*

Teachers Conference on Sustainable Tourism



Participants of the conference. Photo:Yurij Zinko.

2017 was declared by the UN as the International Year of Sustainable Tourism for Development which aims to support a change in policies, business practices and consumer behavior towards a more sustainable tourism sector. Sustainable tourism was also the theme for the first teacher's conference which was held on March 19-22 in the village Zhovkhva near Lviv in north-western Ukraine.

47 teachers from Belarus, Latvia, Poland, Sweden and Ukraine participated. The conference was organised by Ivan Franko National University of Lviv, WSB University in Poznan, Poland, and the Baltic University Programme Secretariat in Uppsala.

The conference started off with general keynotes on tourism and the sustainable development goals and the three pillars of sustainability by Aleksandra Machnik, Jan Amos Komenski State School of Higher Vocational Education in Leszno, Poland, and Anna Królikowska-Tomczak, Poznań University of Technology. After lunch followed a workshop on "How to know that the destination is sustainable".

The afternoon continued with many presentations by participants of different viewpoints such as for example mathematical models of tourist zones development, tourism enterprises, sustainable cities and wellness tourism.

The day was concluded with a presentation by me on new didactic teaching models linked to internet such as Massive Open Online Courses (MOOC) and how this might influence teaching also at university campuses exemplified by a technique called Scalable Learning.

The next day opened with a keynote lecture by Anna Sörenson from Mid Sweden University in Sundsvall on "Different Perspective on Sustainable Tourism in Europe" and by Tomasz Michalski, University of Gdansk, "Transborder Tourism, Its Main Tendencies and Perspectives of Development". Problems on transboundary tourism was exemplified by Oles Zavadovych, Vice Director of the Regional Landscape Park Znesinnya which lies both in Poland and the Ukraine.

The day then continued with presentations from many participants on different topics such as tourism in Belarus, textiles in sustainable tourism, architectural conservation of wooden churches, and of course ecotourism.

In the afternoon a Skype session was held with Prof. Kevin Anderson on "Challenging times ahead – the implications of the



Oleksandr Zavadovych lecturing: on Transboundary Tourism. Photo:Yurij Zinko.

Paris agreement for the tourist industry". Kevin Anderson from University of Manchester is also currently the Zennström guest professor in Climate Change Leadership at the Centre for Sustainable Development at Uppsala University. Increase of tourism also implicate substantial increases in air travel with direct consequences for sustainable development. From a climate perspective tourism without CO₂ emissions is of course to be preferred. Kevin Anderson himself has stopped travelling by air 13 years ago and hope more people will do the same.

During the conference we could enjoy a walking tour around Zhovkva where we were introduced to the historical heritage and the importance of the Jewish influence of the region and also a meeting with the mayor of Zhovkva, Petro Vykhopen.

The conference was appreciated by the participants and was well organized by BUP Centre Director Iryna Kriba and her team of teachers and students from Ivan Franko National University of Lviv.

*Magnus Lehman, Producer
BUP Secretariat, Uppsala University*

Economic Overview

The organization and management of the Baltic University Programme – the Co-ordinating Secretariat in Uppsala (financed by the Swedish government and Uppsala University), the Associated Secretariat in Lodz (financed by Lodz University of Technology), the Associated Secretariat in Åbo (financed by Åbo Akademi University) and Hamburg (financed by Hamburg University of Applied Sciences) as well as the National Centres and the Member Universities – all have contributed in different ways to running the BUP activities during 2017.

Besides covering the daily running costs of all secretariats, the funding from the respective universities has been used to finance such undertakings as teachers' conferences, students' summer courses and conferences, PhD conference, research conferences, the SAIL course etc. Still to be able to run all the yearly activities that we did, and would like to continue doing in future, BUP is dependent on the Membership fee contributions from all of the Member Universities. During year 2017 the total sum of membership fees was EUR 48,477.

Madeleine Granvik

Conferences, Seminars & Events 2017

The calendar for 2017 below shows an overview of the activities in the Baltic University Programme network taking place in addition to the courses. These activities include students' conferences, competence development for teachers and other professionals, meetings and study visits. 459 students, teachers and scientists participated in our activities during the year.

January

18 January
Transnational BSN workshop
Copenhagen, Denmark

February

10 February
Transnational BSN workshop
Vilnius, Lithuania

March

13-15 March
EduBalt, Workshop I
Ratnieke, Latvia

19-22 March
Teachers Conference on Sustainable
Tourism
Zhovkva, Ukraine

27-29 March
BUP Centres Meeting
Lviv, Ukraine

April

7 April
BUP Board Meeting
Uppsala, Sweden

9-13 April
BUP Students' Conference
Moshchun, Ukraine

25-27 April
BSN Partner meeting
Turku, Finland

June

10-17 June
SAIL for Teachers
Lisbon–Brest

13-14 June
EUSBSR 8th Annual Forum
PA Education Flagship
Berlin, Germany

September

2-16 September
SAIL students
Szczecin–Visby–Edinburgh

19-23 September
BUP Summer Course:
Towards Sustainable Cities and
Municipalities
Rogow, Poland

September 2017- March 2018.
BUP Teachers course on ESD in
Higher Education
(online + workshops)

October

2-4 October
EduBalt Workshop 2
Ratnieke, Latvia

9-10 October
Baltic University Programme
Preparatory Meeting for the BUP
Rectors' Conference
Uppsala, Sweden

11 October
Board and Centres Meeting
Uppsala, Sweden

22-24 October
Teachers Conference and BUP
Teachers course on ESD in Higher
Education, workshop I
Kaunas, Lithuania

November

14-15 November
BSN partner meeting
Tallinn, Estonia

27 November-1 December
PhD Students Training
Rogow, Poland



EduBalt workshop in Ratnieke, Lithuania. Photo: Sinikka Suomalainen.



Hard winds on the North Sea at the SAIL for Students trip. Photo: Karolis Keturka.



The panel at the EUSBSR Annual Forum in Berlin. From left Sylvester Nagorka, Maria Stronska and Mirjam Weitushat from BUP, Kari Lie from Baltic Sea States Subregional Cooperation, Noura Berrouba from the European Youth Parliament (EYP) and Tillmann Heidelk President of the Young European Leadership. Photo: Ivan Suprun.



Anna Królíowska-Tomczak and Aleksandra Machnik leading workshop at the Teachers conference in Zhovkva, Ukraine. Photo:Yurij Zinko..



Zbigniew Szozda, Agata Rychter and Ireneusz Zbicinski in discussion at the Preconference in Uppsala. Photo: Sylvester Nagorka



Sylvester Nagorka from Warsaw was elected new Students Representative to the BUP Board at the Students Conference in Moshchun, Ukraine. Photo: Ivan Suprun.



Dr Piotr Prus lecturing at the Teachers conference in Zhovkva, Ukraine. Photo:Yurij Zinko..



Project leader Shepherd Urenje from SWEDES lecturing at the EduBalt workshop in Ratnieke, Lithuania. Photo: Sinikka Suomalainen.

Organization

Being an innovative Programme by its nature, The Baltic University Programme (BUP) strives to find novel ways of interaction and cooperation among universities by promoting openness, internationalization and mobility in the Baltic Sea region. BUP support the work to build strong regional educational and research communities.

Founded in 1992, The Baltic University Programme (BUP) currently comprises 77 Member Universities in the drainage area of the Baltic Sea region. Since the start about 230 universities have been engaged in some or several BUP activities.

BUP is dedicated to develop cooperation between universities, and is committed to the creation and dissemination of new knowledge in the fields of sustainable development, environmental protection, nature resources, democracy and education for sustainable development ESD. This is achieved by developing and offer university courses, conferences, workshops, support multi- and interdisciplinary research co-operations, and by participation in transdisciplinary projects in cooperation with authorities, municipalities, business and others. The programme is coordinated by a Secretariat at Uppsala University that work in close cooperation with the BUP Associated Secretariats at Åbo Akademi University, Łodz University of Technology and Hamburg University of Applied Sciences. The 14 BUP National Centres distribute information on courses and develop Programme activities within their countries. All countries except Norway have a BUP National Centre. Russia, in addition, has centres in both St. Petersburg and Kaliningrad.

The Secretariat 2017

Director: Madeleine Granvik, PhD, Assoc. Prof.
Network Manager: Maria Hejna, MSc. Econ.
Web Master: Christian Andersson, PhD
Producer: Magnus Lehman, MA
Project Assistant: Lyudmyla Babak, MA
Project Leader: Genene Mulugeta, PhD

The BUP Board 2017

Olle Jansson, Advisor to the Vice-Chancellor, Uppsala University, Sweden
(Chair)

Ireneusz Zbicinski, Prof., Lodz, University of Technology, Lodz, Poland
(Vice Chair)

David Kronlid, PhD, Uppsala University, Sweden
(from June 2017)

Matthew Kott, PhD, Researcher, Uppsala University, Sweden

Maria Ignatieva Prof., Swedish University of Agricultural Sciences

Ian Snowball, Prof., Uppsala University, Sweden

Anders Jonsson, Advisor to the Swedish UNESCO Council, Sweden

Tapio Salmi, Prof., Åbo Akademi University, Finland

Iryna Kriba, PhD, Ivan Franko National University of Lviv, Ukraine

Walter Leal, Prof. Hamburg University of Applied Sciences, Hamburg, Germany

Maria Stronska, Chernihiv University of Technology, Ukraine
(until 1 May 2017)

Sylvester Nagorka, University of Warsaw, Poland
(from 1 May 2017)

National Centres 2017

Belarus

Belarusian State University, Minsk
Assoc. Prof. Siharei Darozhka

Czech Republic

Technical University of Ostrava
Dr Alena Labodova

Denmark

Aarhus University
Assoc. Prof. Henrik Knudsen

Estonia

Tallinn University of Technology
Prof. Tatyana Polayeva

Finland

Åbo Akademi University
Dr Paula Lindroos

Germany

University of Applied Sciences, Zittau/Görlitz,
Prof. Bernd Delakowitz

Kaliningrad region of Russia

Immanuel Kant Baltic Federal University
Dr Elena Kropinova

Latvia

University of Latvia, Riga
Dr Dzineta Dimante (to 1 April)
Prof. Maris Klavins, from (from August)

Lithuania

Kaunas University of Technology
Assoc. Prof. Linas Kliucininkas

North-Western region Russia

St Petersburg State University
Prof. Victor Ionov

Poland

Technical University of Lodz
Prof. Ireneusz Zbicinski

Slovak Republic

Slovak University of Agriculture, Nitra
Assoc. Prof. Alexander Feher

Sweden

Swedish University of Agricultural Sciences
Prof. Per Berg

Ukraine

Ivan Franko National University of Lviv
Dr Iryna Kriba



