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UNIVERSITET

# The Baltic University Programme



I believe that we can  
change the world!



**ANNUAL REPORT 2009**



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Baltic University Programme  
Centre for Sustainable Development in Uppsala  
Uppsala University, Villavägen 16, SE-752 36 Uppsala, Sweden  
Phone: +46-18-471 18 40 Fax: +46-18-471 17 89  
E-mail: [info@balticuniv.uu.se](mailto:info@balticuniv.uu.se)  
Web page: [www.balticuniv.uu.se](http://www.balticuniv.uu.se)

Production: Baltic University Press  
Graphic design: Magnus Lehman  
Photographs by Baltic University Programme and Uppsala University,  
unless otherwise stated.  
Printing: Universitetsstryckeriet, Uppsala 2010  
Cover photo by Jakob Grandin

# The Baltic University Programme in 2009



The year 2009 was an important year for the Baltic University Programme and lots of cooperation took place within the network. Especially two events will go down to BUP's history as being important. The 2<sup>nd</sup> Rectors Conference was held on October 14-16<sup>th</sup> at Uppsala University. It was a success and will be followed by a 3<sup>rd</sup> Rectors Conference in 2011 at Uppsala University. Also important was that BUP was appointed Lead Partner together with Lithuania for a flagship project on Education in the fast track to the new EU strategy for the Baltic Sea Region: ***“Enhance cooperation - on a voluntary basis - between the regional Universities of the Baltic Sea Region”***. On December 1<sup>st</sup> BUP was invited to DG Regional Policy at the European Commission in Brussels to present BUP together with Vilnius University to representatives from several DG:s to see how to start the project and secure financing. There are 4 educational projects in the EU strategy and ours is considered to be the most important.

The year started with our Centre Directors Meeting in Tallinn, Estonia at the end of January. The centre directors are extremely important links within the network and keep the network humming with information. We started a project together with Luleå University of Technology, Lund University and Lomonosov University on a pilot course on Education for Sustainable Development (ESD) for officials working at the government offices in Moscow, Russia and held the first pilot course in April. To mark the important role of the EU's new chemical policy, BUP held a REACH course in Rogow, Poland also in April.

During the year, two student conferences and a seminar were held in cooperation with the student group BrightClimateFuture to mark the COP15 meeting held in Copenhagen in December. The 1st conference was held on the topic Climate Change and Education for Sustainable Development in April in Rogow, Poland and the 2nd was on Climate Change and Human Rights in Gniezno, Poland in November. A Seminar on Climate Change was held as a side-event to COP15 on board the brig Tre Kronor af Stockholm in Copenhagen's harbor. We also had a group of students and teachers on board Tre Kronor during 25-31st of July, in connection with the Tall Ships Race, from Turku, Finland to Klaipeda, Lithuania. Presentations and seminars were held on sustainable development.

BUP could offer the teachers in the network courses on tools for sustainable development in cooperation with Alan AtKisson at two occasions during the year.

In February at Uppsala University an ISIS course was organized and a week-long course in August, the Master Classes in Sustainability Change Agency was held in Nacka, Sweden. Cooperation with Gotland University in Visby, Sweden made it possible to offer the teachers an ESD Teacher Training on 5 years of the UNESCO Decade.

During spring a short audio-visual introduction to the topic of Global Responsibility was produced on the initiative and funding of the Finnish Ministry of Education as part of their larger project Education for Global Responsibility. This material is available online as a website ([http://www.bup.fi/BUPfilm/Lars\\_film\\_site/](http://www.bup.fi/BUPfilm/Lars_film_site/)). The films are also present on The Baltic University channel on Youtube as many of our other films.

This year we were invited to cooperate with the Japanese Peaceboat as it was their first trip to the Baltic Sea. Peaceboat is a Japan-based international non-governmental, non-profit organization that works to promote peace, human rights, equality, sustainable development and respect for the environment. In June, a group of 11 BUP students and 4 teachers left Nynäshamn to participate in a cruise on the Peaceboat and traveled to St. Petersburg, Helsinki, Copenhagen, Bergen and Reykjavik. Staff from the Secretariat with the Centre Directors met them and the 550 Japanese people on board the ship between Copenhagen and Bergen as the Centre Directors Meeting was held on board.

Poznan University of Economics and Adam Mickiewicz University held an Area Studies course for the Baltic Sea Region in Slubice, Poland in October. Hamburg University of Applied Sciences together with Zittau University of Applied Sciences held a Summer course on Sustainability, River Basin Management and Climate Change in September in Hamburg.

We very much appreciate and want to thank for the cooperation that was made possible by all our partners and support from our financiers during 2009!

*Christine Jakobsson*  
*Director of the Baltic University Programme*



*"The purpose of the Programme is to promote and support universities and corresponding institutions in the development of the Baltic Sea region towards peaceful cooperation, democracy and economic, social and ecological sustainable development."*

*Instructions to the Board*

## Introduction

The Baltic University Programme is a network of some 220 universities and institutions of higher education in the Baltic Sea region, coordinated by a secretariat at Uppsala University, Sweden. The Programme main focus is to produce and offer courses for studies on sustainable development of the region, of its environment and its political changes. The Baltic Sea region is in this case the drainage basin of the Baltic Sea. There are 14 countries completely or partially within the basin, including the Nordic and Baltic States, Russia, Poland, and Germany, as well as the major inland states of Belarus, Ukraine and the Czech and Slovak republics. The region has 85 million inhabitants constituting 11% of the population of Europe.

### *The Role of Universities*

Universities, where new generations receive their education, have a key role in the changes towards a democratic, peaceful and sustainable development of the region. This builds on a long tradition of internationalism within the academic world. Today universities also address the general public, and cooperate with authorities and companies when specialist competence is needed. These roles of the universities are needed even more after the dramatic political and societal changes that have taken place in our region.

### *Courses and Applied Projects*

The Programme produces curricula and teaching materials. All of the courses have an element of regional studies and are interdisciplinary and problem oriented. The Baltic University Programme network intends to be useful to several sectors of society. The activities and study materials have been used in many of the countries as a resource to develop national strategies of sustainable development. The network has also been a resource in the development of cities. Cooperation with other actors in society in applied projects is an important part of studying and developing sustainability strategies.

### *Sustainable Development*

The Baltic University Programme was initiated by Uppsala University in 1991. It has its roots in the major changes in the Baltic Sea region at the end of the Cold War. Global efforts to promote sustainable development started during the same period, with the World Summit for Environment and Development in Rio in 1992. Sustainable development addressing environmental, economic and social issues has become a widespread goal during the changes in the Baltic Sea region. Today, the Baltic University Programme has developed into one of the largest university networks in the world with more than 220 universities in the network. Several kinds of universities are active within the network: classical, technical, agricultural and pedagogical. The participating universities cooperate in areas of common interest for the whole region – a sustainable regional development.

# Organization

The Baltic University Programme is led by an international board, appointed for a period of three years by the Rector of Uppsala University. The task of the board is to develop the contents and long term policy of the Programme, as well as to follow and support its implementation at the participating universities and institutions. Furthermore, the board works for the financing of the Programme and decides on its plan of activities. The day-to-day activities are coordinated by the secretariat located at Uppsala University. The secretariat also administers the Programme economy, including applying for financing and contacts with the funding organizations. The 15 centres distribute information on courses and develop Programme activities within their countries. All countries have one national centre except for Russia with centres in St. Petersburg and Kaliningrad and Germany with centres in Hamburg and Zittau.



## The National Centres 2009

### Belarus

Belarusian National Technical University, Minsk  
Centre Director: Siharei Darozhka, Assoc. Professor

### Czech Republic

Technical University of Ostrava  
Centre Director: Alena Labodova, Dr.

### Denmark

University of Copenhagen  
Centre Director: Uffe Jakobsen, Assoc. Professor

### Estonia

Tallinn University of Technology  
Centre Director: Tatyana Polyayeva, Dr

### Finland

Åbo Akademi University  
Centre Director: Paula Lindroos, Dr

### Germany

Hamburg University of Applied Sciences  
Centre Director: Walter Leal, Prof.

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

### Latvia

University of Latvia, Riga  
Centre Director: Andris Spricis, Prof.

### Lithuania

Kaunas University of Technology  
Centre Director: Linas Kliucininkas, Assoc. Professor

### Poland

Technical University of Lodz  
Centre Director: Ireneusz Zbicinski, Prof.

### Russia

Kaliningrad region  
Kaliningrad State University  
Centre Director: Elena Kropinova, Dr

North-Western region  
St Petersburg State University  
Centre Director: Victor Ionov, Prof.

### Slovak Republic

Slovak University of Agriculture, Nitra  
Centre Director: Alexander Feher, Assoc. Prof.

### Sweden

Gotland University, Visby  
Centre Director: Hans Svensson, Dr

### Ukraine

Ivan Franko National University of Lviv  
Centre Director: Iryna Kriba, Dr

## The Secretariat 2009

**Director:** Christine Jakobsson, MSc. Agr.  
**Network Manager:** Maria Winkler, MSc. Econ.,  
**Project Manager:** Ingrid Karlsson, Dr. Agr.  
**Web Master:** Christian Andersson, Dr.  
**Producer:** Magnus Lehman, MA,  
**Project Assistant:** Lyudmyla Babak, MA  
**Project Assistant:** Jakob Grandin  
**Professor Emeritus:** Lars Rydén, Professor

## The BUP Board 2009

**Chair:** *Lars-Christer Lundin*  
Professor, Uppsala University, Sweden  
**Vice Chair:** *Caroline Liberg*  
Professor, Uppsala University, Sweden  
*Harald Runblom*, Professor, Uppsala University, Sweden  
*Bengt Gustafsson*, Professor, Uppsala University, Sweden  
*Per G. Berg*, Professor, Swedish University of Agricultural Sciences, SLU, Uppsala, Sweden  
*Tone Tingsgård*, Member of Parliament, Stockholm, Sweden  
*Carl Lindberg*, UNESCO special advisor  
*Paula Lindroos*, Dr, Åbo Akademi University, Finland  
*Ireneusz Zbicinski*, Professor, Technical University of Lodz, Poland  
*Victor Ionov*, Professor, St Petersburg State University, St. Petersburg, Russia  
**Student representatives:**  
*Yuliya Zhuk*, Uppsala University, Sweden (from Jan 2009)  
*Anatol Kalach*, Belarusian National Technical University, Minsk, Belarus (from July 2008)

# BUP Courses

The courses consist of 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. During 2009, more than 151 universities registered 9,320 students in a total of 281 course groups. An estimated 287 academic teachers contributed to delivering the courses.

## *International Courses*

Baltic University Programme courses are international, multidisciplinary, problem-oriented, and based on ongoing research at the participating universities. The courses intend to give comprehensive knowledge on 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 wide 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, using information technology.

## *Teachers and Students Conferences*

To support the university teachers in the network, seminars and conferences are arranged for various subject areas. Each year we organize at least one large teachers' conference on education for sustainable development and one teacher training on another subject. This year as many as three teacher conferences/courses were held on Education for Sustainable Development. Also a teacher training on the European Union Chemicals policy, REACH, was arranged. Teachers get the opportunity to discuss with colleagues how to use the material, how to cooperate with practitioners, how to build networks and how to address questions of sustainability at one's own municipality.

Students are invited to attend summer camps, sailing trips and other events organized by the participating universities and the Baltic University Programme Secretariat. Students' conferences are arranged regularly to promote contacts, international understanding and democracy development.

Since 2008 we have held both a spring and autumn Students conference.



Workshop at the Student Conference in Rogow, Poland.

## *The Web Page & Distance Mode Course*

The Secretariat web page ([www.balticuniv.uu.se](http://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, as well as the latest publications from the Baltic University Press. A discussion forum, a guest book and information about the countries in the Baltic Sea region can also be found. One part of the homepage is dedicated to Education for Sustainable Development ESD ([www.balticuniv.uu.se/ESD](http://www.balticuniv.uu.se/ESD)) and much information can be found on this topic there. This part of the homepage is sponsored by the Finnish Ministry of Education via Åbo Akademi University.

In 2004, the first full distance mode BUP course was launched. The Sustainable Water Management 15 ECTS credits course has been studied entirely using internet since 2006. The distance mode SWM course is offered by the Air and Water Science Section of the Department of Earth Sciences at Uppsala University. All course material (a total of some 600 pages) can

be downloaded as pdf-format documents from the web page. Project tasks, Internet links, questions, and study groups, etc. are available or organised over the homepage. See further: [www.balticuniv.uu.se/swm](http://www.balticuniv.uu.se/swm).

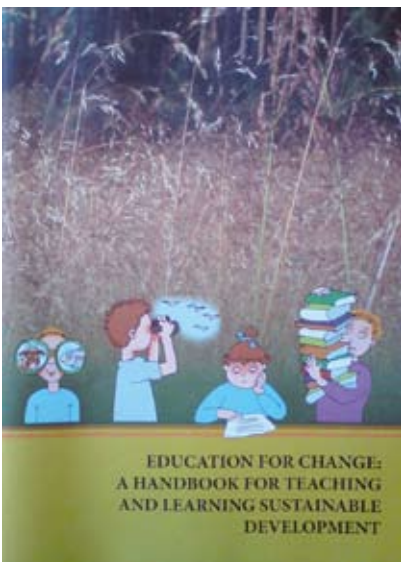
A web-based course Concepts of Sustainability (COS) giving 5 ECTS credit points was presented for the network during 2008 and offered by the Open University at Åbo Akademi University. This introductory course in sustainability is made in the open source learning platform Moodle with all course material electronically available. Included in the course material is Chapter 25, (Tage Sundström, Lars Rydén), from the book "Environmental Science – understanding, protecting and managing the environment in the Baltic Sea region" from 2003, which is one of Baltic University Press publications.



For more detailed information about the Baltic University courses, see the BUP web page <http://www.balticuniv.uu.se>

#### EDUC – ESD FOR TEACHERS

A new course for education of school teachers on education for sustainable development was launched during 2008 together with WWF. This course is called Education for Change (EduC) and is available in all major languages in the Baltic Sea region.



# Undergraduate Level      Master's 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:

**Environmental Science** (15 ECTS)

- i. **The Baltic Sea Environment** (7.5 ECTS)
- ii. **Basic Environmental Science** (7.5 ECTS)

## English for Environmental Science

This is an intermediate level English language course which 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-, agricultural-, transport- and community development. (7.5 ECTS)

## 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 as an internet course since 2006

## 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 includes three modules:

**Community Development** (15 ECTS)

- 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 for professionals. The course consists of four modules:

**Environmental Management** (30 ECTS)

- 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).

# BUP Profile

## Interview



Assoc. Prof. Dr Siarhei Darozhka is BUP Centre Director in Belarus.

Dr Siarhei Darozhka is Director of the Belarusian BUP centre situated in Minsk at Belarusian National Technical University.

*How is the BUP doing in Belarus and in Minsk? How widespread is the BUP?*

The Baltic University Programme works actively in Belarus from the middle of 1990-ies. Interest for the Programme has been caused by new challenges which were raised by society during those years – environmental problems became known to the public, the consequences of the Chernobyl disaster were obvious, the creation of the concept of sustainable development and the beginning of its introduction to the society. All these aspects demanded new knowledge, new approaches, and new methods of training of students in educational institutions.

Thanks to the Programme we could join the international community of scientists and teachers working at universities in the Baltic Region countries and became part of it.

Today the interest for the Programme and cooperation within the network is shown by participation of 29 out of 45 universities of the country. This cooperation is shown by the desire of the Belarusian universities to include the courses revealing the essence and aims of sustainable development in the curricula, to demonstrate it with case studies from real life in the Baltic region, to show its so-

cial, cultural, economic and environmental aspects.

*What do the teachers say about BUP?*

Annual applications of universities for participation in BUP courses act as a confirmation of interest of teachers from various universities in Belarus for the Programme. Large numbers of students are willing to take the courses and the universities want to have access to BUP's educational materials and to take part in the teaching conferences and other BUP activities. I have not met any BUP teachers in Belarus who are not satisfied with the cooperation in our network.

*And what are the difficulties?*

Yes, I must admit that some difficulties in the BUP activity in Belarus do exist. Better results would be achieved by the Programme's activity here, in my opinion, if our universities showed a need of and established direct cooperation with foreign partners, as it has been done, for example, by the Belarusian State University.

The BUP Secretariat does very much for the establishment of direct contacts between teachers and universities within the network, however, there is one more obstacle for us – not enough teachers of our universities possess English

skills suitable for communication purposes, though the BUP again offers us assistance in overcoming such a barrier.

*And possibilities?*

One of the opportunities to increase interest for the Programme for possible “new” participants, as well as by the universities and teachers currently participating in the BUP, in my opinion, should be by achieving a constant modernization of the existing teaching materials. It is connected, first of all, to examples showing the realization of the sustainable development approaches at local, national, regional and global levels.

It is necessary to say that the Programme constantly “responds” to new challenges and requirements related with education for sustainable development. In fact, we are also satisfied that different ideas, some of them also generated in Belarus, have found a realization in the educational courses created by the Programme, e.g. English for Environmental Science, Environmental Management and various other projects.

It seems to me that BUP can and should create education materials in the near future based on regional case studies on climate change problem and energy production that is also directly





Belarusian National Technical University. Photo: Hanna Zelenko. <http://commons.wikimedia.org/wiki/File:Belarus-Minsk-BNTU-2.jpg>

connected to sustainable development.

*Is it easy to organise international courses?*

I must admit that many Belarusian students who have successfully taken various BUP courses, have passed exams, received certificates from Uppsala University and received certain amount of credit points are very pleased with their participation in the Programme. Many of these students, as far as I know, have had an opportunity to make use of these credit points for further studies at European universities.

Certainly, we would like to increase the use of modern communication means, first of all, telecommunication networks and the Internet. We would like to have the opportunity to teach BUP courses and organize more joint video-seminars for students from various universities and countries to make the teaching and studying of BUP courses even more international. I think that

such ways of development of the Programme could be discussed at one of the teaching conferences and then become a project idea.

*Have you been able to introduce SD in higher education?*

Speaking about sustainable development realization in the Belarusian higher educational system, I believe we have a boundless field of opportunities here for work. Currently only a limited number of students and teachers are familiar with this concept and could correlate this approach with their future professional activity - from a school teacher or a researcher up to a bank employee or an engineer.

*What kind of role do you see for BUP in the longer term in Belarus?*

I hope that those seeds of modern knowledge and opportunities of international cooperation which the BUP so generously has given us will grow and become stronger through new contacts and methods from the activity generated

within the network. For students and teachers they will bring new knowledge to make life for nations and countries within our region safer in many senses.

# Conferences, Seminars & Events 2009

Education for Sustainable Development was in focus in many ways for the Baltic University Programme in 2009, as this year was the fifth year of the UNESCO decade of ESD. The most important event this year was the Rectors Conference where the main themes were ESD, the EU strategy for the Baltic Sea Region and what the BUP can offer the network. The university teachers in our network were given the possibility to participate in as many as six teacher trainings/courses/conferences on ESD. Two of these courses were in cooperation with Alan AtKisson and one was in cooperation with the University of Gotland in Visby. The students had two student conferences this year for the second year in a row. We also had the opportunity for the first time to cooperate with the Japanese Peaceboat and a group of BUP students and teachers went on a 2 week cruise from Nyköping, Sweden to Reykjavik, Iceland as well as we had our Centre Directors Meeting on board between Copenhagen, Denmark and Bergen, Norway. For the 2nd time the students sailing seminar on the Baltic Sea was arranged as a regular university course called SAIL on board the ship Pogoria. Cooperation took place with the Brig Tre Kronor af Stockholm at two occasions in 2009, which we are very grateful for. Two board meetings were held in Uppsala, Sweden. Below is a list of events held during 2009. For future events, see the BUP website, or subscribe to the Baltic University Programme Newsletter, which is distributed via e-mail.

## **BUP Centres Meeting**

21 – 23 January  
Tallinn, Estonia

## **Education for Sustainable Development**

Planning visit  
9 – 10 February  
Moscow, Russia

## **ISIS Intensive Course**

11 – 13 February  
Uppsala, Sweden

## **UNESCO World Conference on ESD**

Poster presentation  
31 March – 2 April  
Bonn, Germany

## **Education for Sustainable Development**

Pilot Course  
6 – 9 April  
Moscow, Russia

## **10 years Environmental Management Symposium**

16 – 17 April  
Zittau, Germany

## **REACH Teacher Training Workshop**

20 – 22 April  
Rogów, Poland

## **Students' Conference**

Climate Change & ESD  
22 – 26 April  
Rogow, Poland

## **Sustainable Baltic Region**

Updating meeting  
24 April  
Rogow, Poland

## **Teachers Training on ESD**

5 – 7 May  
Kaliningrad, Russia

## **BUP Board Meeting**

15 May  
Uppsala, Sweden

## **EHSA Editors Meeting**

Module 2  
26 – 27 May  
Tallinn, Estonia

## **ESD Teachers Training**

Five years of UNESCO decade  
1 – 3 June  
Visby, Sweden

## **Peaceboat Cruise for BUP Students and Teachers**

5 – 18 June  
Stockholm to St Petersburg, Helsinki, Copenhagen, Bergen and Reykjavik

## **BUP Centre Directors Meeting**

On board the Peaceboat  
10 – 12 June  
Copenhagen, Denmark to Bergen, Norway

## **EHSA Editors Meeting**

Module 3  
15 – 16 June  
Uppsala, Sweden

## **Summer Master Class in Sustainability Change Agency**

16-23 August  
Nacka, Sweden

## **Bright Climate Future**

25 July – 2 August  
A sailing seminar on climate change on board the brig Tre Kronor af Stockholm sailing between Turku, Finland and Klaipeda, Lithuania.

## **SAIL Sustainability Applied in International Learning**

25 August – 11 September  
On board STS Pogoria  
Delft, Neatherlands – Brest, France – Porto, Portugal

## **Scientific Expedition with the ship Ecolog**

19 – 26 September  
Karelia, Russia

## **Summer Course on Sustainability, River Basin Management & Climate Change**

30 September – 2 October  
Hamburg, Germany

## **BUP Rectors Meeting**

15 – 16 October  
Uppsala, Sweden

## **Regional Development Course**

19 – 24 October  
Slubice, Poland

## **BUP Board Meeting**

20 November  
Uppsala, Sweden

## **Environmental Science & Sustainable Development Conference**

5 – 6 November  
Riga, Latvia

## **Students Conference**

Climate change and human rights  
14 – 18 November  
Gniezno, Poland

## **BUP Teacher Training on ESD**

26 – 28 November  
Saint Petersburg, Russia

## **Meeting at DG Regio for BUP**

Flagship project on education  
1 December  
Brussels, Belgium

## **Bright Climate Future Seminar**

12 December  
Onboard the brig Tre Kronor, Copenhagen, Denmark



Seminar with Natalia Kalinkina from the Northern Water Problems Institute in Petrozavodsk

Peaceboat participants active demonstrating before the COP15 meeting in Copenhagen. (right)



David Richardsson from University of Kalmar giving a lecture using the webconferencing application Adobe Connect Pro.

Participants of the ISIS intensive course in Uppsala. (right)



Intense discussions at the workshop in Kaliningrad

Participants of the water management summer course in Hamburg (right)



Director Christine Jakobsson was presented with the Baltic 21 Lighthouse Project certificate award in connection with a ceremony at the Council of the Baltic Sea States Secretariat in Stockholm.



Student participant of the SAIL course on board STS Pogoria.

Participants at a teacher training course in Kaliningrad on ESD.



120 Representatives from 74 Universities including 60 Rectors met on October 14-16 in Uppsala Sweden to discuss the Baltic University Network.

On October 14-16<sup>th</sup> the 2nd BUP Rectors Conference was held with 120 representatives from 74 universities and institutes of higher learning in the Baltic Sea Region. The main themes for the conference were the European Union strategy for the region, Education for Sustainable Development and what Baltic University Programme can offer the network.

The 1st Rectors Conference was held in 2006 and in connection with it a contract was developed between Uppsala University and the member universities. So far approximately 70 of the 220 member universities have signed this contract which most likely makes the BUP the largest university network in the world. The Baltic University Programme is together with Lithuania Lead Partner for a highly prioritized Flagship project on cooperation between the universities in the region. The European Union Strategy for the BSR was presented by Director Jon Kahn from the Swedish Ministry of Environment and by Anders Lindholm from the EU DG Regional Policy in Brussels.

The other theme, Education for Sustainable Development (ESD) was presented by Carl Lindberg who is Special Advisor to UNESCO's High Level Panel, and by Nanna Magnadottir from the Council of the Baltic Sea States (CBSS) Secretariat.

Many good examples were given by Rectors, BUP Centre Directors, BUP students and the BUP Secretariat on activities that have been offered to the network and of all the possibilities and opportunities that the network can offer. It is important to consider what the BUP can be if all universities contribute actively! Also important issues for the future were discussed such as the students engagement in climate change in the region, internationalization of education and ICT.

The conference ended with a ceremony where a declaration of cooperation was signed by about 55 universities. The Rector of Uppsala University closed the conference by announcing that the next conference would be held at Uppsala University in 2011 which is also BUP's 20th Anniversary. Hamburg University of Applied Science also announced that they were prepared to host a Teachers

Training Conference on ESD for BUP in 2011. The conference was financed by Uppsala University.

More information from the Rectors Conference can be found at:  
[www.balticuniv.uu.se/RectorsConference09/index.php/](http://www.balticuniv.uu.se/RectorsConference09/index.php/)

*Christine Jakobsson*



The signing ceremony.



Belarusian Centre Director Siarhei Darozhka (left) talking to the BUP Chair Prof. Lars-Christer Lundin (middle) and Programme Officer Anders Lindholm, DG Regional Policy.

# Declaration of Cooperation

within the Baltic University Programme Network  
on  
Academic and Research Collaboration

We, the rectors, of the universities participating in the Baltic University Programme, after having met during the 15-16 October 2009 in Uppsala Sweden, have this day agreed on the following declaration.

The Baltic University Programme (BUP) has, after 18 years of activity, proved to be a viable and valuable activity in the Baltic Sea region, contributing importantly to sustainable development and higher education. The Programme should have a continued and strong support by the participating universities to the benefit of its teachers, researchers and students.

The BUP Member Universities have agreed to the following protocols governing their collaboration on academic and research-related activities.

## Scope

The scope of collaboration on academic and research activities included in this Declaration of cooperation includes the following categories within any available projects, financing instruments (e.g. ERASMUS, Tempus, Swedish Institute, Sida, Nordplus etc.) and activities:

- Exchange of academic materials which are made available by both parties;
- Exchange of academic and administrative staff;
- Exchange of students;
- Cooperative seminars, workshops and other academic activities, for example Joint Programs.
- Research collaboration in the areas of mutual interest;

## Implementation

To implement this scope of collaboration, the following is mutually understood and agreed:

- Proposals for collaborative work under this Declaration will be submitted through the normal procedures of each institution.
- This Declaration allows for the development of separate faculty-to-faculty agreements wherein cooperative arrangements limited to those faculties are specified;
- Each university will nominate one of its members as its representative in charge of the BUP cooperative program. Where appropriate individual programs of work under this Declaration will be jointly planned and conducted by the nominees of both parties. A list of contact persons at each university is attached in Annex 1.
- The final approval of any project will depend on the availability of the guaranteed support funds.
- None of the Universities will be held responsible for any liability, and, shall not be required to purchase any insurance against loss or damage to any personal property to which this agreement relates.

## Commencement, renewal, termination and amendment

This Declaration of Cooperation is effective as of the date of execution by the appropriate officer of each signatory institution. This Declaration of Cooperation shall remain in force for a period of five (5) years from the date of signing. The agreement may be amended or extended by mutual consent in writing of any of the parties.

# BrightClimateFuture Project

*In 2008, the BUP initiated BrightClimateFuture, an effort to coordinate students' conferences and some other student activities under a common umbrella. The BrightClimateFuture process continued in 2009 and addresses the three interconnected challenges of climate change, strained ecosystems and global poverty. It investigates how students can contribute to an attractive, fair and sustainable Baltic Sea Region through cooperation on Education for Sustainable Development and outreach activities at a policy level. BrightClimateFuture is a collaboration between BUP and Cemus (the Centre for Environment and Development) at CSD Uppsala, Uppsala University.*

## Increased student participation

The BrightClimateFuture process aimed to increase active student participation in the BUP students' conferences. An open, workshop based format for the conferences was adopted in order to give the student participants more time to work together and share experiences. In order to make sure that everyone was prepared for the workshops, all participants were asked to read some key texts and answer some questions before the conference. Clear aims and outcomes were defined for each conference, and the results from each workshop contributed to these aims.

Furthermore, a reference group consisting of four students from different countries (Ukraine, Latvia, Belarus and Sweden) in the region was created in order to increase the student involvement during the planning and execution of the programs. The reference group was formed in February 2009 and had its first meeting in connection to the students' conference in April 2009. The reference group contributed to the planning and coordinated the work process of the students' conferences in April and November 2009. It also participated at the BUP Rectors' conference in October 2009, where it presented a students' perspective on the BUP and Education for Sustainable Development. Finally, the reference group presented a student vision on sustainable development and education in the Baltic Sea Region at a side event onboard the Brig Tre Kronor during the COP15 climate summit in Copenhagen in December 2009.

## Szczecin, 2008

### Students' Conference on Climate Change

In 2008, BUP for the first time arranged two students' conferences the same year. An important and decisive factor in this decision was that the Maritime Academy of Szczecin, Poland offered to support and host a students' conference. Cemus at CSD Uppsala contributed with staff both during the planning phase and on location in Szczecin.

More than 60 students from 12 countries and 32 universities in the region participated in the conference. The lectures and workshops at the conference investigated the following themes:

- an introduction to climate change in the Baltic Sea Region
- the relationship between wellbeing and resource use
- solutions for sustainable development
- concrete ideas for sustainable practices in the Baltic Sea Region, focused on the areas of Education, Cities, Lifestyle, Citizenship and Innovation and Investments.
- international project groups were formed to increase collaboration after the conference ended

The conference results were summarized in the report *Towards an Attractive, Sustainable and Fair Future: The up-and-coming generation's voice on climate change*, which has been widely distributed to universities and policy makers in the Baltic Sea Region. It is also available on the BUP website.

The participants appreciated the conference and gave it high marks on the conference evaluation. The participants also estimated that their own capacity to contribute to sustainable development had increased significantly because of their participation at the conference. One participant summarized what she gained from the conference in the following way:

*New knowledge about the issues, new ideas and visions and solutions to reach a sustainable bright future, new perspectives on how to look upon these problems and how these views differ from country to country. I have learned cooperating better and am more aware of the problems you encounter when working internationally. Of course, I also bring hope, inspiration and new friends from here! (From the conference evaluation.)*

## Rogów, 2009

### Students' conference on "Education in a Changing Climate"

The students' conference in Rogów, Poland in April 2009 focused on the global climate policy process and Education for Sustainable Development (ESD). The conference was hosted and co-financed by the Warsaw University of Life Sciences and co-financed by the Technical University of Lodz. Cemus at CSD Uppsala contributed with staff both during the planning phase and on location in Rogów. 72 students from 11

countries in the Baltic Sea Region participated in the conference.

The participating students learned about climate policy and ESD, and wrote and adopted two declarations: one on climate change and one on ESD. The climate change declaration demanded a climate regime that allows for CO<sub>2</sub>-concentrations to stabilize at 300–350 ppm, revitalizes global ecosystems and preserves basic human rights. The ESD declaration pointed out the need for reform of education and universities to contribute to sustainable development. The drafting process was coordinated by the student reference group. The students also shared examples of ESD from their own universities. The declarations were adopted in a consensus process by the BUP Students' Parliament. As usual, the students' parliament also elected a students' representative to the Board of the BUP.

As in Szczecin, the participants estimated that their own capacity to contribute to sustainable development had increased significantly because of their participation at the conference. Many noted in the evaluation that they gained skills and knowledge at the conference that they intended to share both with teachers and fellow students when back at their home universities.

### **Gniezno, 2009 Students' conference on "Climate Change and Human Rights"**

The students' conference in Gniezno, Poland in November 2009 addressed the interconnections between climate change and human rights. The conference was hosted and co-financed by the Adam Mickiewicz University in Poland. 76 students from 13 countries in the Baltic Sea Region participated.

At the conference, student participants learned about and discussed how climate change affects human rights and wellbeing in the Baltic Sea Region and in other parts of the world. They investigated how to meet the challenge of climate change in a way that preserves human rights and allows for poor people to improve their lives. The students also initiated the BrightClimateFuture Network to further the cooperation between students in the region on issues related to education and sustainable development. They also issued a statement at the end of the conference where they expressed their deep concern about the lack of progress being made towards an ambitious, binding and fair climate treaty, both by their own governments and at the global level.

As at the previous conferences, the participants also estimated that their own capacity to contribute to sustainable development had increased significantly because of their participation at the conference. Comments from the evaluation: *I have realized how important are human rights issues in the context of climate change. I'm motivated to share my experience with other people in my country - first of all my course mates and work colleagues.*



Participants of the Gniezno Conference



Participants of the Rogow Conference

### **Side event onboard the Brig Tre Kronor during COP15 in December 2009**

The results from the BrightClimateFuture events were presented at a side event onboard the Brig Tre Kronor during the COP15 climate summit in Copenhagen in December 2009. The event, with the title "A Bright Vision from the Baltic Sea Region", was focused on positive visions for an attractive, sustainable and fair planet. At the event, BUP students stressed that it was their future that was negotiated in Copenhagen, and presented their declarations on climate change and Education for Sustainable Development (ESD).

The main attraction was the exhibition "Voices from our generation", where BUP students presented their visions for the future. Students from around ten countries participated directly in the event, but voices from the whole region were present through the exhibition.

The event attracted many guests, among them representatives from Chinese and Swedish national televisions, the Chinese solar energy firm Himin Solar, Stockholm University and the Danish forestry sector. Reactions from the guests as well as the Brig Tre Kronor were very positive.

*Jakob Grandin*  
Project Leader for BrightClimateFuture

# The EU Strategy for the Baltic Sea Region and the Baltic University Programme

The EU Strategy for the Baltic Sea Region was adopted in 2009. The Action Plan comprises 15 priority areas which represent the main areas where the EU Strategy for the Baltic Sea Region can contribute to improvements. The priority areas are organised into four thematic 'pillars':

- An environmentally sustainable place
- A prosperous place
- An accessible and attractive place
- A safe and secure place

The education priority (nr 12) is included in the pillar called an accessible and attractive place. Universities have a role for many different areas/projects. The Baltic Sea Region has many strengths in education but there is a need for coordinated actions in a wide range of policy areas. The strategy can contribute to improve education and qualifications in the region as well as enhance mobility.

The Baltic University Programme is included in the Action Plan to the communication on the European Union Strategy for the Baltic Sea Region that the European Commission released on June 10<sup>th</sup> 2009 and adopted in October 2009. The strategy was one of the priorities of the Swedish Presidency of the EU. BUP is mentioned as Lead together with Lithuania for the Flagship project on Education: *Enhance cooperation - on a voluntary basis - between the regional Universities of the Baltic Sea Region on sustainable development and education for sustainable development* so that they coordinate their activities (research areas, exchange of students/professors/researchers, cooperation with enterprises). This project is also placed in the fast track.

In January 2009 BUP submitted a statement to the European Commission from the BUP Centre Directors that was elaborated at the Centre Directors Meeting in Tallinn, Estonia. Christine Jakobsson participated in both Stakeholders meetings in Stockholm in September 2008 and in Rostock in March 2009. Being a Lead Partner for a flagship project should be of great importance for BUP in the future, as we will have support from the EU in achieving our goals. This should also be visible regarding financing possibilities for our activities as they are included in

the flagship project. When the previous BUP Director Lars Rydén and Christine Jakobsson visited the DG for Environment and the DG for Education and Culture in Brussels in 2005, they were told that the BUP network was too unbalanced and therefore no EU-financing was available. At that time, also southern EU countries or preferably all EU countries should be part of the network, especially regarding projects that DG Education and Culture could be interested in. This new EU Strategy for the Baltic Sea Region proves that BUP has EU's support and the right to cooperate within our own macroregion.

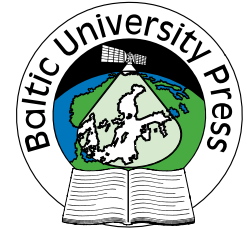
On December 1<sup>st</sup> 2009 BUP was invited to DG Regional Policy at the European Commission in Brussels to present the Lead Partners, BUP together with Rimantas Vaitkus from Vilnius University to representatives from several DG:s, to see how it would be possible to start the project and to secure financing. Christine Jakobsson lead a team of Centre Directors, Paula Lindroos, Walter Leal, Ireneusz Zbicinski, Linas Kliucininkas and a member of the BUP Board, former state secretary Carl Lindberg. The atmosphere of the meeting was good and several times it was mentioned that the commission was very impressed with the BUP and our achievements so far. There are four educational projects in the EU strategy under priority 12 Education and according to the EU priority coordinator for education Susanne Lonscher-Räcke, the BUP flagship project is considered to be the most important project. The first Kick-Off meeting for the four projects took place in February 2010 in Hamburg.

*Christine Jakobsson*  
Director



# Baltic University Press

We produce books, booklets and video films for the Baltic University. The latest releases are presented below. A complete list of publications is available on the BUP website ([www.balticuniv.uu.se](http://www.balticuniv.uu.se)) where you also can order material.



Books can be ordered at the website: [www.balticuniv.uu.se](http://www.balticuniv.uu.se)



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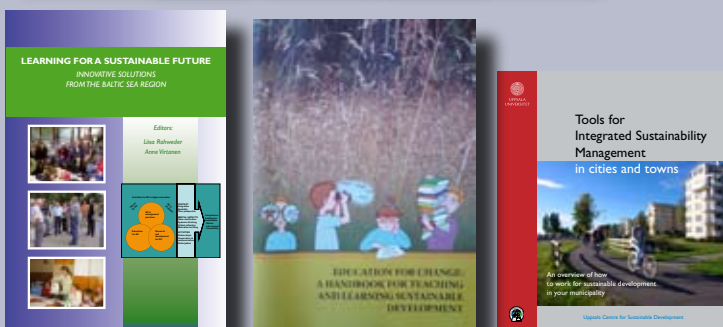


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 Only available as Pdf-file

# SAIL

## Sustainability Applied in International Learning

*The BUP course SAIL took place on board the polish barquentine SMS Pogoria embarking from Delfzijl, the Netherlands on 25 August and arriving to Lisboa, Portugal on 11 September.*

The time on the ship Pogoria ran so fast, that it is hard to believe that it was 17 days together on the sea! The schedule was completely filled. The one thing, that I learned on the Pogoria for sure, was how physically strong I am. In normal living conditions we are used to sleep during the night, it is even difficult to get up at 7 in the morning. During the cruise getting up could be expected at any time – I was surprised, that I was able to be punctual, my organism got used to rest in 3-4 hours intervals. I remember what the captain said on one of the toughest days, that we shouldn't regret being there (we were all sick and tired with the unfavourable weather), but rather treat it as a chance to understand the way people used to live and worked hard to build the world as it is today. This makes me aware of the efforts humans had to put to come to that point!

The cruise itself brought knowledge on two main areas: sailing and sustainable development. The first we learnt in practice, taking active part in making the boat move (which included steering, navigating, setting sails, pulling ropes and of course belaying) and the second we learnt from lectures and preparations of given, demanding projects.

Before the cruise I did not have a lot of contact with this way of traveling. Almost everything I did there was new for me. The first day was not that easy, when I heard: "Pull the rope!" I did it, but did not know what for. After a few days of observations and thanks to explanations from experienced sailors, I understood more or less how



it workd. The lecture prepared by our watch officer Heniu turn out to be very useful. With the basics from physics and maths he explained to us why the ship goes against the wind and assured us, that the ship will not tilt too much. The one thing that I really missed from the crew was a good explanation of the names of the particular parts of the ship, sails and ropes. We had to deal with matters as they arise. It led to misunderstandings and I am afraid that I still do not exactly know it (this means, that I will have to go for such a cruise once more).

As a watch we created a team, on our cooperation depended whether we sail safely through the crowded English Channel, get to the harbour without a collision, reach the destination and serve dinner on time. I can frankly say, that I could not imagine a better watch – an interesting mix of personalities! Not only had we worked together, but we also had a great time together dancing salsa on the deck during sunrise or counting stars not to fall asleep! Cooperation and coordination on the ship are crucial, we could observe it clearly while setting sails, especially the main sail – it was a masterpiece! Some of us had to pay out the ropes, so that the other could pull them. There was also one, and only one person, who gave the orders, other-



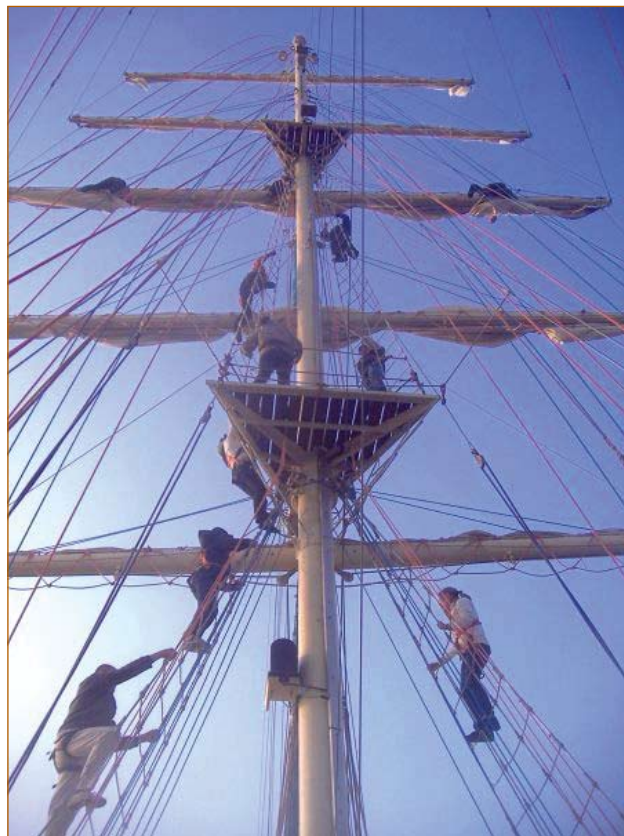
wise it would be a mess. This was also the first time for me to carry out command and to be under a well defined line of authority. Life on board has to be organized this way in order to keep on course.

The second part of the SAIL course was the academic part. Everyday we had interesting lectures. An understandable and good decision was to postpone the first lectures because of indisposition of students and teachers – the sea showed us its power. It is still hard to believe how the lectures could have been conducted by lean up to 40° – respect for teachers! The classes were interesting, I only regreted sometimes that there was only one lecture on one topic, so we could not get more into details.

The task of taking 6,000 people for a cruise for 6,000 years on a sustainable ship was really demanding. The project made us think about things, which seem to be obvious for us. The fact, that we will have to recycle resources, purify water or increase productivity of agriculture was obvious for all of us. The most fierce discussion was about political and economical systems. These problems have been discussed by very intelligent people since the beginning of civilization, and nobody so far has found the perfect system yet. Neither did we, however the discussion turned my attention to some problems, and proved that the world can be organised differently, for example without money. One of the unsolvable problems was the case of production and emitted pollution, waste and toxins. The question remains still unanswered for me: do we have to give up all production and go back to the roots, not to pollute? On the other hand, everything we produce comes from nature, so maybe there is a way to make the pollution neutral for the global ecosystem.

The knowledge of teachers was really helpful. Less useful for me was the literature. Although the titles were interesting, there were few books which I would like to read, first as there was not enough time, second the conditions on the boat were not favourable. There was a lack of resources from which we could get technical information, such as energy production from different energy sources. I got a lot of knowledge from my group members. I like the idea, that we were from different specialisations.

The rainbow personality test was useful for group formation. Different personality types are needed to build teams. My group had the best diversity in terms of colour, nationality, studies and gender. Thanks to this we were able to prepare answers for all aspects of the project. The team health test showed how differently we perceived our group work, some of us stated, that something works well, the other claimed, that the result were not satisfactory. Our group, however, was quite a healthy 'specimen'. I think, that doubts, criticism and questions are necessary in a group to find the best solution. Controlled disagreement may result in creative effects. Problems with different points of view arise in international teams, where everybody has different backgrounds. If members want to work out common solutions and not to impose on one's opinion, multinationality will be an advantage. I love multinationality, I always have the impression, that I learn something special, that I



get to know different worlds. The people who decided to take part in such an event as the cruise are already specific people – brave, open-minded, eager to get to know each other. That is why the project works so well! In our team everybody found her/his place. There were people who gave ideas, people who always had questions, those who did the 'physical work' and those who said "enough discussions!".

The results of 'the learning styles test' were ambiguous for me, because I was in the middle. I suppose that I try to get into the subject that really interests me and understand the processes. However, after so many years of classical education I have developed the ability to accommodate to requirements, to learn quickly what I have to, without any deeper understanding.

The whole cruise and course was a very interesting experience. The sailing part allowed us to check our strength and to overcome our fear. The fact that I dared to climb on the yard makes me feel proud! The educational part makes us think more about the Earth's problems and inspired us. In my mind, there are only positive memories of the SAIL Pogoria cruise 2009 with the best crew ever!

*Dorota Graba  
University of Warsaw*

# Financial Report

After two years of positive results the BUP shows a negative operational result (-339,179 SEK). The economic revenue of the Baltic University Programme for 2009 was 7,723,918 SEK and had increased from 6,923,280 SEK in 2008. The negative operational result was due to changes in the administration charges at Uppsala University.

## *Revenues and Costs*

The main source of income consists of government grants from the Ministry of Education on 2,196,000 SEK and from Uppsala University on 984,996 SEK, representing almost half the income. The rest of the financing of the BUP comes from the many project funding applied for by the BUP Secretariat. From the Swedish Institute 1,525,000 SEK was granted for many activities of the network. The other main financing came from Sida Urban, Sida's Baltic Sea Unit and the Swedish Environmental Protection Agency for the project Ecosystem Health and Sustainable Agriculture. In total, an increase in compensations and grants was noted compared with the previous year.

From January 1st 2009 a new method for calculating overhead lead to great difficulties to achieve a positive result for the BUP Secretariat. Overhead costs has thus historically increased from approximately 12% on salaries (up to 2007 university administration rules) to 35% on salaries (from 2007 internal Faculty rules) to 42.5 % on all costs (from 2009 internal faculty rules). Only during 2009 the costs of overhead for the secretariat increased by 1,581,496 SEK. A small part of the salaries (300,000 SEK) is however considered to be support and is therefore remunerated. The real cost for overhead thus increased with 1,281,496 SEK in 2009 compared to 2008. In addition 85 % remuneration received for rent of office spaces during the transition period 2007-08 was discontinued.

In short, BUP previously paid between 300,000 - 500,000 SEK per year, while this sum increased to 720,000 in 2007 and 865,000 in 2008, and in 2009 we paid 2,3 million SEK in overhead (42,5%). The problem is difficult to solve as none of BUP's financiers are prepared to pay this overhead. This means that increased basic funding is needed in order to cover the overhead for externally co-financed projects.

## *Network Activities*

The costs for activities of the BUP Centres, the Board, student activities, and teachers' conferences, increased compared to previous years. Funding relied mainly on the SI Visby Programme, with Sida's Baltic Sea Unit and the Finnish Ministry

of Education as managed by the Finnish centre as additional sources. The SAIL course was also financed by an ERASMUS IP grant via the BUP Secretariat for the 2<sup>nd</sup> year of a 3 year grant. The Teacher Training courses on ESD held in St. Petersburg and Kaliningrad were financed by Sida's Baltic Sea Unit. The cooperation with the Japanese Peaceboat was only possible due to the generosity from the Peaceboat as BUP students and teachers could participate in the cruise almost free of charge. The Rectors Conference was financed by a grant from the Vice Chancellor of Uppsala University and the Swedish Institute. BUP held a teacher training on education for sustainable development at Gotland University thanks to the cooperation with them and a grant from Sida's Baltic Sea Unit. The student conference in Gniezno, Poland that was held in the autumn was made possible thanks to a grant from the Swedish Institute and from Adam Mickiewicz University in Poznan. Hamburg University of Applied Sciences financed the summer course on Sustainability, River Basin Management and Climate Change for the network. The universities, which host centres, all contributed to covering costs for the centres; the value of this is estimated to 1 MSEK. Likewise, the hosts of the students and teachers conferences contributed in both financing and organisation.

## *Baltic University Programme Courses*

The costs for running courses are covered by each university. The value of this activity is difficult to estimate, considering the very different conditions of the universities in the network. The most reasonable estimate seems to be that costs outside the BUP organisation itself are equal to the costs inside the organisation. Then course costs for close to 10,000 students would be some 6 MSEK.

## *This year's result*

A negative result was noted for 2009. Even though a cautious approach for budgeting was continued for the third year, it was not enough to balance the effects of the university's new administrative routines for calculating overhead which had negative financial effects on the BUP.



2 Złoty from Hel Marine Station, Poland 2004.

| <b>REVENUES</b>                       |                  |                  |                  |
|---------------------------------------|------------------|------------------|------------------|
|                                       | <b>2009</b>      | <b>2008</b>      | <b>2007</b>      |
| EDUCATIONAL GRANTS                    | 3,180,996        | 3,231,996        | 3,231,928        |
| FEES AND OTHER COMPENSATIONS          | 1,764,689        | 1,449,920        | 739,824          |
| GRANTS FROM AUTHORITIES/FINANCERS     | 2,578,825        | 1,972,859        | 1,365,895        |
| OTHER GRANTS                          | 199,409          | 268,505          | 1,551,098        |
| <b>TOTAL REVENUES</b>                 | <b>7,723,918</b> | <b>6,923,280</b> | <b>6,888,745</b> |
| <b>COSTS</b>                          |                  |                  |                  |
|                                       | <b>2009</b>      | <b>2008</b>      | <b>2007</b>      |
| PREMISES                              | 216,601          | 197,847          | 136,661          |
| SALARIES                              | 3,025,042        | 2,827,261        | 3,072,320        |
| TRAVEL AND REPRESENTATION             | 1,363,572        | 1,386,162        | 1,251,943        |
| OTHER OPERATIONAL COSTS, GOODS ETC    | 104,516          | 230,858          | 222,648          |
| OTHER OPERATIONAL COSTS, SERVICES ETC | 1,037,054        | 712,944          | 575,321          |
| FINANCIAL COSTS                       |                  | 89,446           | 98,108           |
| DEPRECIATION ETC                      | 14,303           | 131,612          | 134,730          |
| <i>Costs before Overhead</i>          | 5,761,088        | 5,576,129        | 5,491,731        |
| Uppsala University common costs       |                  |                  | 406,607          |
| Faculty common costs                  |                  |                  |                  |
| Library costs                         |                  |                  |                  |
| Institutional common costs            |                  | 350,637          | 428,706          |
| Redistribution common costs           | 2,302,010        | 369,841          | 29,717           |
| <i>Overhead costs</i>                 | 2,302,010        | 720,514          | 865,030          |
| <b>TOTAL COSTS</b>                    | <b>8,063,098</b> | <b>6,296,643</b> | <b>6,356,761</b> |
| <b>OPERATIONAL RESULTS</b>            | <b>-339,179</b>  | <b>626,636</b>   | <b>531,984</b>   |



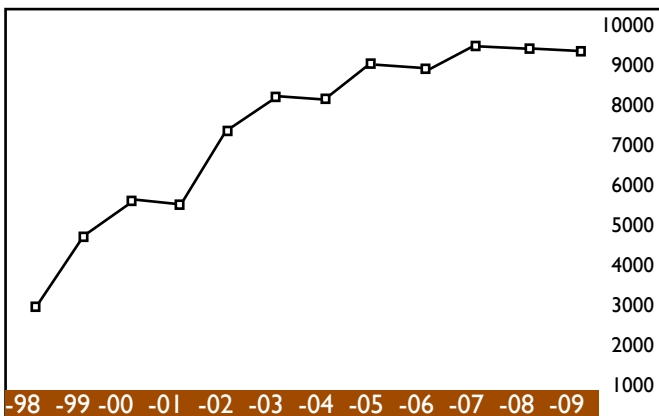
# Course Statistics

The yellow column below shows the number of students on the BUP courses, in the different countries.

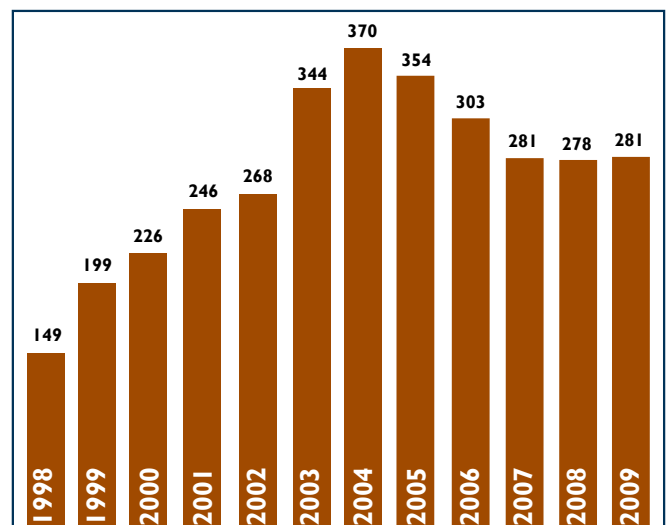
BSE - Baltic Sea Environment/Environmental Science  
 POB - Peoples of the Baltic/Regional Development  
 SBR - A Sustainable Baltic region  
 SWM - Sustainable Water Management  
 SCD - Sustainable Community Development  
 EE - Environmental English  
 EM - Environmental Management  
 Others - number of students using the BUP material

Number of students on the different course sectors:

| Country     | Universities | Teachers | Study groups | Students | BSE  | POB | SBR  | SWM | SCD | EE  | EM  | Others |
|-------------|--------------|----------|--------------|----------|------|-----|------|-----|-----|-----|-----|--------|
| Finland     | 3            | 6        | 12           | 442      | 41   | 0   | 26   | 34  | 0   | 0   | 0   | 341    |
| Estonia     | 5            | 8        | 14           | 670      | 32   | 38  | 22   | 0   | 0   | 0   | 0   | 578    |
| Latvia      | 8            | 21       | 33           | 1666     | 378  | 0   | 1129 | 70  | 0   | 0   | 89  | 0      |
| Lithuania   | 14           | 26       | 20           | 397      | 132  | 44  | 180  | 0   | 0   | 0   | 15  | 26     |
| NW Russia   | 10           | 27       | 26           | 467      | 169  | 35  | 130  | 32  | 10  | 46  | 45  | 0      |
| Kaliningrad | 3            | 10       | ?            | 439      | 0    | 11  | 128  | 0   | 0   | 0   | 0   | 300    |
| Belarus     | 29           | 71       | 74           | 2429     | 828  | 135 | 1167 | 181 | 25  | 48  | 45  | 0      |
| Ukraine     | 7            | 24       | 25           | 357      | 10   | 71  | 87   | 11  | 39  | 112 | 27  | 0      |
| Slovak Rep. | 2            | 5        | 4            | 122      | 27   | 0   | 10   | 5   | 0   | 0   | 0   | 80     |
| Czech Rep.  | 1            | 9        | 12           | 426      | 0    | 0   | 0    | 0   | 0   | 0   | 157 | 269    |
| Poland      | 57           | 64       | 53           | 1488     | 574  | 103 | 586  | 56  | 98  | 31  | 40  | 0      |
| Germany     | 8            | 9        | 2            | 213      | 55   | 14  | 14   | 0   | 23  | 40  | 42  | 25     |
| Norway      | 1            | 1        | 0            | 0        | 0    | 0   | 0    | 0   | 0   | 0   | 0   | 0      |
| Denmark     | 3            | ?        | 0            | 2        | 0    | 0   | 2    | 0   | 0   | 0   | 0   | 0      |
| Sweden      | 4            | 6        | 6            | 202      | 0    | 7   | 0    | 66  | 80  | 0   | 38  | 11     |
| TOTAL       | 151          | 287      | 281          | 9320     | 2246 | 458 | 3481 | 455 | 275 | 277 | 498 | 1630   |

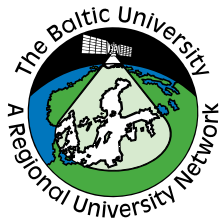


Total amount of students 1998-2009.



Total number of BUP study groups from all courses.





The Baltic University Programme is a network of more than 220 universities and other institutions of higher learning in the Baltic Sea region. The Programme is coordinated by a secretariat at Uppsala University, Sweden.

The Programme works mainly through producing and offering courses for studies of the Baltic Sea region, its environment, political change, and sustainable development. All courses have an element of regional studies and are interdisciplinary. Cooperation with other actors in society in applied projects is an important part of studying and developing sustainability strategies, and promoting competence development at large.

The Baltic University Programme  
Uppsala University  
Villavägen 16  
SE-752 36 Uppsala, Sweden  
Tel: +46 18 471 18 40  
Fax: +46 18 471 17 89  
E-mail: [info@csduppsala.uu.se](mailto:info@csduppsala.uu.se)  
Webpage: <http://www.balticuniv.uu.se>