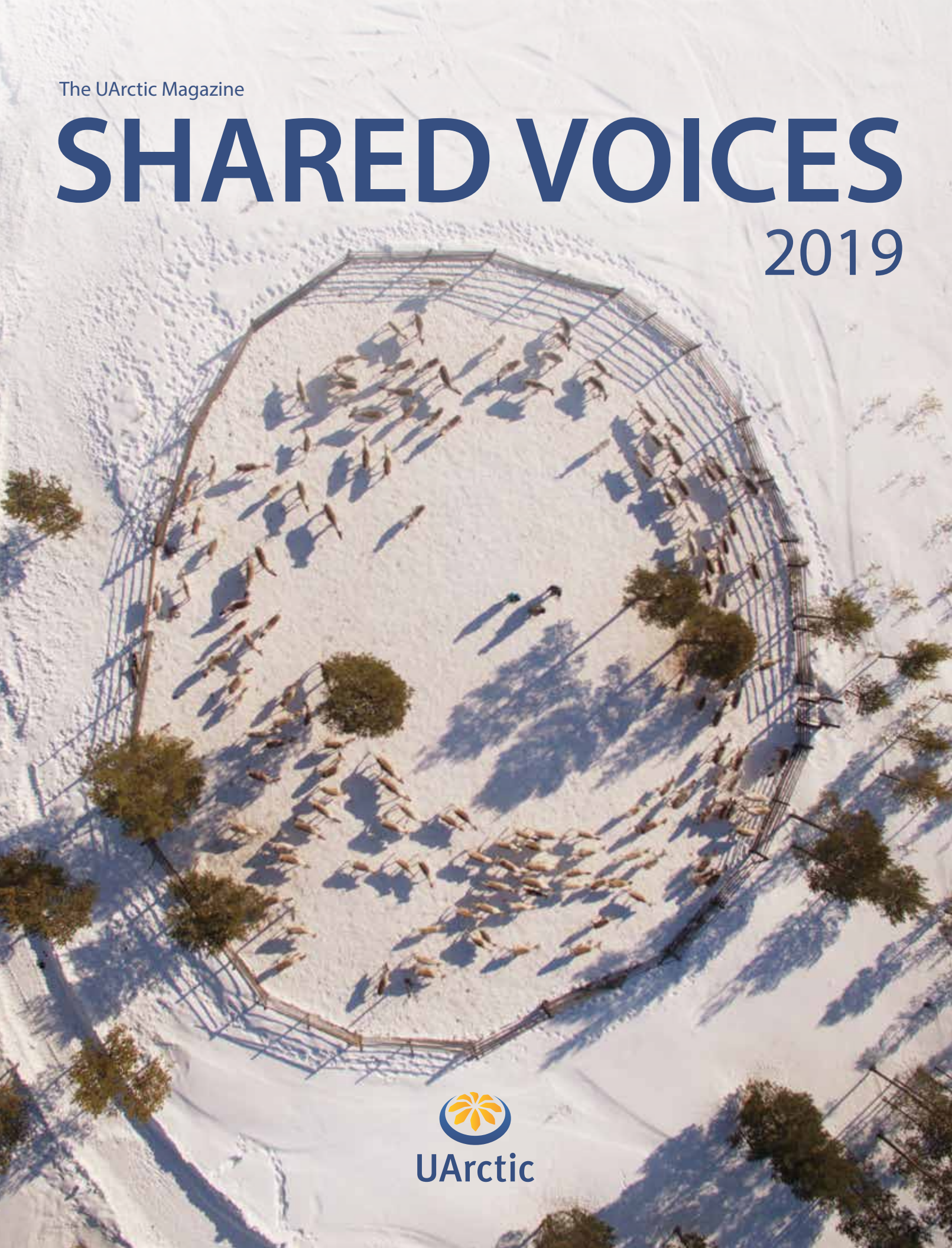


The UArctic Magazine

SHARED VOICES

2019



UArctic

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FOR 2018
23-28

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Read all articles online at
uarctic.org/sharedvoices



Letter from the President

By **LARS KULLERUD**
President, UArctic

Over 20 years ago, the ministers of the Arctic Council proudly announced the establishment of the University of the Arctic. UArctic has since grown to become a tool for collaboration in education and research for universities and other education institutions, and an unparalleled network of more than 200 member institutions working together for the benefit of the North and the world.

The UN sustainable development goals set out high expectations for the world. The Arctic is a key region in achieving them, because it provides essential ecosystem services and natural resources. Thus the Arctic faces an increasing pressure as the resource pool for the world. But the sustainable development goals also represent rights, promises and hope for the peoples of the North. Sustainable cities and communities, responsible consumption and production, quality education, and decent work and economic growth are examples of sustainable development goals that require different implementation in the North than in more populated areas of the world.

UArctic has the responsibility to develop collaborative means among our members so that the Arctic research and education community will be a major contributor to achieve sustainable development for both indigenous peoples and other northerners. UArctic represents collaboration between smaller northern colleges, and a broad range of universities in the eight circumpolar countries, as well as northern-focused higher education and research institutions outside



the Arctic. This network provides us a tremendous opportunity to be an active agent for the benefit of the Arctic and the world.

Beyond membership, UArctic collaborates closely with the governments of the Arctic Council and the Standing Committee of the Parliamentarians of the Arctic Region. Many of these countries have earmarked programs that support UArctic collaboration and the engagement of the institutions in their own country. We hope that in the future both Arctic and non-Arctic countries will follow this practice.

UArctic and our members can only successfully deliver on the sustainable development goals in close collaboration with governments, indigenous peoples' organizations, our partners in Arctic research – IASC and IASSA – as well as with the business community through the Arctic Economic Council. UArctic has also chosen to develop strategic partnerships with major Arctic conferences (Arctic Frontiers, the Arctic Circle Assembly, the Arctic Science Summit Week, Arctic: Territory of Dialogue). These events complement our own biennial UArctic Congress with high-level forums for dialogue and discussion which serve as tools for collaboration beyond the academic world.

At the end of the day, it is societal impact that is the measure of how well UArctic collaboration serves the peoples, communities and environment of the Arctic. Will young people stay? Will they be able to create new future-oriented jobs in their communities? Are there means for clean energy production? Are there quality municipal services? And, is resource extraction done in a way that supports sustainable communities and protection of the environment? These must continue to be the key challenges that our activities aim to resolve, leading to a healthy Arctic environment and a better quality of life for all.

EDITORIAL

By **OUTI SNELLMAN**
Vice-President Organization, UArctic

At the time of UArctic's creation, the Circumpolar North was abuzz with the dream that academic collaboration at institutional, faculty and student levels would have a strong role to play in ensuring peace and stability in the Arctic. UArctic has grown from a handful of enthusiasts believing in the cause to a strong and global network of organizations with direct influence on the institutions' as well as the nations' Arctic policies. The fact that the Arctic Council chose education as one of its four priorities during its Finnish chairmanship – the first time in its history – and implemented the activities with UArctic demonstrates this fact.

Clearly UArctic is about collaboration on all levels, but what kind of change has the collaboration made in these two decades? With nearly twenty years of implementing UArctic programs, we use this issue of Shared Voices to more closely explore our impact from a number of perspectives. One clear impact of this collaboration is that our members and activities endorse the values of **circumpolarity**, promoting northern voices in the globalizing world, reflecting common values and interests across all eight Arctic states and among all northern peoples and cultures; **inclusiveness**, promoting cultural diversity, language plurality and gender equality while highlighting the partnership between the region's indigenous peoples and other northerners; and **reciprocity**, promoting respectful relationships in education, science, research and policy based on equality and trust between northerners and other partners. These values are evident throughout the articles in this magazine, without us having asked the authors to specifically refer to them. I believe this to be our real impact: we are doing things together, **with shared voices**.

Today, thousands of students have gone from one North to another for studies through our north2north exchange program. The numbers may not be huge, but the impact on the individuals as well as on the institutions and communities has been massive. There is an awareness of the Circumpolar North and an evolving identity that was not there twenty years ago. And where are the north2north students from twenty years ago? They are today's leaders.

Looking at the globe from the top and viewing the circumpolar region as an area of its own circling the Arctic Ocean is now commonplace, but it was not so when UArctic was established. This change in perception is important as we evaluate impact. It is not only about peace, security and economic sustainability – it is also about who you identify with.

New Realities for the Arctic:

THE IMPORTANCE OF REGIONAL AND CIRCUMPOLAR COOPERATION

By **PAULA LEHTOMÄKI**
Secretary General, Nordic Council of Ministers

If you look at a map of the circumpolar area, it is clear that the Arctic plays a big role for the Nordic countries. They all have a stake in the region in one way or another, and together they represent five of the eight countries in the Arctic Council. All of the Nordic countries have developed their own individual Arctic strategies and plans for their own territory on a national level.

Before I recently took on the role of the Secretary General of the Nordic Council of Ministers (NCM), one of my many roles as State Secretary at the Prime Minister's Office in Finland was to chair Finland's Arctic Advisory Board. As the chair I quickly realized how important it is to advocate for and highlight the significance of the Arctic region both within Finland and on the international stage.

The question is, what kind of a role does the Nordic Council of Ministers have related to the Arctic, and how can the NCM contribute to further cooperation in the region?

The Nordic Council of Ministers has an important role to play especially when it comes to ensuring focus on cross-sectoral issues such as climate change.

Since the establishment of the NCM in 1971, the Nordic countries have cooperated within and across sectors, and they have a long history and tradition in international cooperation. The structure of the NCM allows for a sectoral approach in e.g. environmental issues, culture and industry, but also across sectors on topics such as sustainable development, gender issues, and welfare of children and youth.

The Arctic is a clear example of the need to work across sectors. There is a general understanding that the Arctic is special and therefore deserves special attention, not least when it comes to environmental issues and sustainability. In 1996 the eight Arctic Council states adopted the Ottawa Declaration which clearly states that environmental protection and sustainable development should be issues of particular focus for the Arctic Council and its work.

For the past two decades, the NCM has contributed to projects that have helped increase our understanding of the Arctic and how it is changing and adapting to new circumstances and realities. Special attention has been paid to local communities and their living conditions, particularly indigenous peoples. Since 1996, the eight consecutive Arctic programs of the NCM have allocated close to 19 million euro in total to projects

connected to the Arctic, and this way contributed to increased cooperation between the Nordic countries in Arctic research and education. The newest program "Nordic Partnerships for the Arctic" will run from 2018 to 2021 and allocate close to five million euro to Arctic-relevant projects focusing on people, planet, prosperity and partnerships. In essence, the NCM Arctic cooperation program is a powerful tool for the Nordic countries to actively promote the importance of the Arctic, both on a regional level from Greenland in the west to Finland in the east, and outside the Nordic region contributing to international discourse and policy making.

At a recent meeting in Helsinki, Finland, the Prime Ministers of the Nordic countries together with their Ministers of Environment reiterated their commitment to strengthen Nordic climate cooperation and take a leading role in global efforts to fight climate change. They agreed on a Declaration on Nordic Carbon Neutrality, and committed to working towards carbon neutrality in the five Nordic states and pursuing Nordic climate diplomacy in international forums. This will not be easy, but the Nordic countries are committed to lead by example and play their part – also when it comes to the Arctic.



"The Arctic is a clear example of the need to work across sectors."



**“Education must
be at the forefront
of the complicated
work of reconciliation.”**

RECONCILIATION AND EDUCATION

By **TOSH SOUTHWICK**
Associate Vice President of Indigenous
Engagement and Reconciliation, Yukon College

I come from the Yukon in northern Canada. I am a citizen of Kluane First Nation, and I belong to the Wolf moiety. My background is in working with indigenous groups to further indigenous self-determination, indigenous self-governance, reconciliation and post-secondary education.

I was honoured to travel to Finland and Norway this March. The journey was centered around visiting a number of communities, people and organizations in northern Norway and Finland. It struck me almost immediately how at home I felt there. It was not any one thing in particular, but it was the combination of northern foods, small towns, and indigenous stories and values everywhere. It also struck me that there were such similarities in the shared history of colonization and common goals of what we would term reconciliation in Canada. I found it empowering to be with others who have a similar history and who share the amazing resilience of indigenous peoples around the globe. I am very grateful for the time to see and experience a small part of the Sámi world from reindeer herding and fishing on the coast to meetings at the Sámi Parliaments in both Norway and Finland. It really helped to ground me in how much the different parts of the North have in common and the important role that indigenous peoples, cultures and languages play in the world.

It is my personal commitment to support the transformative power of education in healing from the long-standing impacts of colonization. In Canada it is widely understood that education played a huge role in the oppression and assimilation of indigenous peoples, and therefore it must be at the forefront of the complicated work of reconciliation. It means working hard to integrate

an appreciation and understanding of indigenous peoples and worldviews throughout post-secondary institutions and across all functions of tertiary education. This involves positioning learning organizations as agents of support and empowerment for indigenous communities on their paths to self-determination. It looks like fundamental change to how we do what we do at universities and colleges and who we do it with. The effectiveness of this work is, in my experience, predicated on moving from having indigenous communities as stakeholders to working with them as true partners.

Reconciliation in education can look like mandatory training for staff and students on the history and culture, built by indigenous people from their perspective, or ensuring that all graduates leave the institution with a foundational understanding of the place and people with whom they share a history and territory. Or it can look like co-designing programs and services with indigenous partners to ensure that the institution is meeting their education and training needs. When we build programs and services in partnership, we have a much greater chance of ensuring accessible and relevant programming, and I strongly believe that has the power to transform entire communities.

When we uphold indigenous beliefs and worldviews as equally important and valuable to those that are dominant, and when we work to shift power dynamics towards co-decision making, education can become an amazing tool for indigenous peoples and communities.

Interested in hearing more about reconciliation in post-secondary institutions in Canada? Check out a new podcast series outlining the reconciliation journey that Yukon College has undertaken at ourpath.yukoncollege.yk.ca



UARCTIC CONGRESS 2020

OCTOBER 6-8
REYKJAVIK, ICELAND



The biennial UARctic Congress assembles UARctic meetings and a science conference into one single gathering. The UARctic Congress 2020 will be held in conjunction with the Arctic Circle Assembly in Reykjavik from October 6–8, with shared events on October 8 and the Arctic Circle continuing until October 11.

The UARctic Congress 2020 is organized jointly by UARctic's Icelandic higher education members: University of Akureyri, Bifröst University, University Centre of the Westfjords, University of Iceland, Reykjavik University, Iceland University of the Arts, Hólar University College, and Agricultural University of Iceland.

The UARctic Congress 2020 is part of Iceland's Arctic Council chairmanship program, and highlights its themes and priorities:

- Arctic Marine Environment
- Climate and Green Energy Solutions
- People in the Arctic

The UARctic Congress 2020 will feature science and meeting sections, including:

- Sessions led by UARctic's Thematic Networks and following the themes of the Icelandic chairmanship
- Acclaimed keynote speakers and scientific experts
- Key UARctic leadership, governance and program meetings
- Side meetings and parallel events
- An exciting cultural and social program

The UARctic Congress brings together institutional leaders, indigenous representatives, academics, scientists and students from around the Circumpolar North and beyond. It is an excellent platform for all UARctic members to engage with each other and promote cooperation in circumpolar science and higher education. Together with partners, policy makers and other actors, the UARctic Congress strives to take the Arctic agenda forward by creating and strengthening collaborations that produce new findings and solutions for the future of the Arctic.



What Impact Do WE Seek by Funding UArctic?

By **STINE DJØRUP**

Danish Agency for Science and Higher Education,
Ministry of Higher Education and Science, Denmark

What are the expected ecological shifts in marine productivity and the economic transformations in fisheries markets due to climate change and technological developments? How may we learn about the culture and context of health in Greenland to build on existing curricula for health education? What is the role of the Arctic Council working groups and the Arctic Coast Guard Forum in the geopolitics of the region?

Taken individually, these research questions are very different from each other. However, they share a common denominator: they are all pursued within activities supported by a UArctic grant. The Danish Agency for Science and Higher Education (DASHE) has supported UArctic with three million DKK annually since 2010. The funding covers student and staff mobility through the north2north program, some operational costs of the UArctic International Secretariat, and networking and educational activities like the projects mentioned above. In this latter case, UArctic members from Denmark, Greenland and the Faroe Islands can apply for funding for activities related to research and education in and about the Arctic: workshops, PhD courses, field trips, and other platforms of knowledge exchange.

The question of what impact DASHE seeks by funding UArctic is best answered by looking at these activities and their role in

the landscape of Danish Arctic research. Denmark has a robust research tradition with regard to the Arctic, characterized by a range of major research initiatives. One example is the the East Greenland Ice-core Project (EastGRIP) that aims to drill and retrieve an ice core from the Northeast Greenland Ice Stream in order to improve the understanding of how ice streams 'behave' and contribute to future sea-level change. Another example is the Greenland Ecosystem Monitoring program (GEM), an integrated monitoring and long-term research program that has been running since 1995. GEM has established a coherent and integrated understanding of how ecosystems function in a highly variable climate, based on a comprehensive, interdisciplinary data collection by Danish and Greenlandic monitoring and research institutions.

These excellent initiatives notwithstanding, there seems to be more to Arctic science than frontier research programs and Centers of Excellence. Networking activities, PhD courses, field trips, knowledge exchange and exploration of ideas are all invisible building blocks of scientific collaboration. In a way, they constitute a crucial part of what moves science forward. Most of these activities take place peer-to-peer, without the involvement of home institutions, governments or other organizations. Nevertheless, such elements of scientific activity are often overlooked in the scientific process, and therefore attract little attention in the Danish and international funding landscape. In other words, funding

mechanisms for networking activities related to research and education are scarce.

The answer to the earlier question is this: the kind of impact we seek is achieved by giving researchers and students an opportunity to explore new research partnerships through networks, workshops, PhD courses and other informal platforms of Arctic knowledge exchange and resources. Funding transnational research networks enables establishing new collaborative relations within Arctic research. In the aforementioned project on health education in Greenland, Illisimatusarfik (University of Greenland) explored the possibility of distributed learning for their nursing students via workshops and field activities with other post-secondary institutions who have established innovative approaches to distance education. In a similar vein, the project on Arctic geopolitics aims to facilitate an understanding of how safety and security is organized and regulated in the Arctic via a recurring summer course in cooperation between University of Copenhagen, University of Greenland and Memorial University of Newfoundland.

At the centre of DASHE's call for UArctic project funding stands the development of transnational networking and educational activities. This way, the purpose of the DASHE funding aligns with the larger aim of the UArctic network: to create a strong, sustainable circumpolar region by empowering northerners and northern communities through education and shared knowledge.

KIM INSUK

In 2010, as a solo traveller, I visited seven towns in South and North Greenland for two weeks. Back then I had no idea that trip would change my life.

After completing my bachelor's degree in Korea, I started in my first master's program in Cultural Heritage Studies at University College London (UCL). My interest towards Greenland was not just simple curiosity, and I wanted to know more about the place, academically and deeply. So, I decided to study and learn more about Greenland. In 2013 I finished my master's degree, including my dissertation on Greenland's cultural and natural heritage affected by climate change. After that I went back to Korea and got a job related to cultural heritage, but it was far from Greenland and I still missed it so much. Eventually I came to Greenland and started in my second master's program called West Nordic Studies at Ilisimatusarfik (University of Greenland). That was 2015, the year that I will never forget – the year when the second chapter of my life started.

I've had a lot of amazing opportunities, not only in the Arctic and Nordic countries but also in Korea. First, I was able to do two exciting and fantastic north2north internships in the Arctic during my studies. The first one was at the UArctic Research Liaison and Thematic Networks Office at the University of Oulu in Finland. The second was at the Arctic Economic Council (AEC) Secretariat in Tromsø, Norway.

During my first internship in Oulu, I mainly helped with projects run by the researchers at the Thule Institute. One of the most exciting experiences was preparing for a symposium held at the university. I learned not only by doing practical arrangements, but also by meeting various Arctic researchers with whom I was able to share knowledge and discuss Arctic matters. That's when I learned for the first time that it was all about networking. For a student who had just started to study in the Arctic, it was a very precious time.

During my second internship at the AEC Secretariat, I felt like I was upgraded. Despite the size of the Secretariat, the tasks are broad. Thanks to the staff, I was able to share my voice and participate and contribute a lot to the organization. And when good results were shown, I felt high satisfaction.

Another thing I learned during both internships was that by changing my location I was able to think from a different angle. When I was in Greenland, I used to think from the Greenlandic perspective, and I received more news from Greenland. However, when I was in Finland and in Norway, I was able to think from their perspectives. This helped me a lot.

While studying in the Arctic, I have gained academic knowledge about the region and new experiences but also opportunities to work as a writer. Since I am the only Korean in Greenland, I started to work with Korean magazines to share my stories. In addition, I worked with a Korean TV documentary team to make episodes about Greenland for Korean audiences. I travelled with the team from Narsarsuaq, South Greenland to Qaanaaq, North Greenland in both summer and winter. I have also learned that many people who study or work in the Arctic have never been to Greenland. I feel totally lucky to have those precious experiences, and I want to help people know and understand Greenland and the Arctic properly. For instance, the Arctic is not a desperate place where climate change

always attacks, but a very dynamic and vibrant area with a lot of economic potential. Currently I am working on a book about Greenland in the Korean language.

Everyone has their own pace in life. When I moved to Greenland, I was not young, and because of that I was able to settle down here. If I hadn't experienced other places, I might not have been able to come here with a strong will. By sharing my voice, I hope more people from different backgrounds want to become involved with the Arctic and work for a better future. My twenties were filled with travelling, and I used to ask myself what to do with my life. After completing

my current master's thesis on the Arctic Economic Council and Arctic economy this summer, I would love to pursue a PhD degree and keep studying international relations in the Arctic.

After travelling around the Arctic, there are no more places where I would want to go. The Arctic makes me feel safe -- this is where I belong. In early 2018, I got married to a Greenlandic guy, and now I call the Arctic my home. And of course, I love my home.



This is a personal story about the best three years of my professional life; a story about how I took up an exciting job in the Faroe Islands, and developed the first English master's programme in the

Faroes as well as a UArctic Thematic Network. It is, however, also a story about the precarious nature of academia today, structural challenges in Arctic societies, and why my story ends before it really began.

THE LAND OF MAYBE?

I first set foot in the Faroe Islands in 2014. My job was to develop a new master's program called West Nordic Studies, Governance and Sustainable Development. I remember flying over the Faroes in perfect sunshine revealing the green islands and mountaintops below, piercing the calm North Atlantic Ocean. I had read somewhere that the Faroe Islands are also called "the land of maybe", because circumstances (weather) always change, and things never really get done, especially new ideas. Leaving Copenhagen for a small city of less than 20,000 people and an even smaller university – and asking my wife

ESTABLISHING WEST NORDIC STUDIES IN THE LAND OF MAYBE

By **LAU ØFJORD BLAXEKJÆR**
Associated Researcher,
University of the Faroe Islands

to join me, even though we were not sure there would be a job for her – was a very big decision. Before applying and accepting the job, I had consulted with people like Oran Young and Leslie King who encouraged me to take this opportunity to actually develop something new and learn more than you could by reading books and papers. They were right. A maybe is not a no – it’s an opportunity.

THE PROGRAM

The West Nordic Studies program is a two-year Joint Nordic Master with five universities, the other four being University of Greenland, University of Iceland, University of Akureyri, and Nord University. Each university would develop their own program profile and courses based on local strengths and expertise. My PhD studies had focused on governance of climate change, and I saw this new program as a way of adding more in-depth knowledge of Nordic and Arctic cases to my research. I also saw it as a chance to build a different kind of transdisciplinary master’s program, experimenting with pedagogical methods, focusing on sustainability as a cross-cutting theme for all courses, and engaging students in practical questions of changing the society to be more sustainable. Some of the amazing projects that students came up with were a public art exhibition mixing professional art and elementary school kids’ art projects – all exploring the meaning of climate change – and a project developing an aquaponics system.

TO HAVE OR NOT TO HAVE FUNDING AND SUPPORT...

The university had secured initial funding through UArctic (from the Danish Ministry of Higher Education and Science), covering my salary for the first year, to develop and advertise the West Nordic Studies. One year later the university hired me more permanently, and we also got additional UArctic funding to hire a research and teaching assistant. The same funding would also help us develop a UArctic Thematic Network on Arctic Coastal Communities for Sustainability. Being at a small university with few support functions, I took on several tasks to develop and implement the program. I would develop the curriculum and courses and also teach most of them, as there were only a few other relevant courses offered in English and not a lot of funds for external lecturers. I would develop a marketing strategy and end up being responsible for its implementation. I would often function as a student counselor and translator as well. It was a lot of work, but I actually liked being part of everything and close to all the new students, sharing their journey with them. I enjoyed the trust of the university to do all this, and took the freedom to experiment and follow my ideas.

THE THEMATIC NETWORK

Recognizing a need to focus on shared experiences and challenges across Arctic coastal communities, and based on existing activities and networks from my work with the West Nordic Studies, I developed a UArctic Thematic Network on Arctic Coastal Communities for Sustainability. We began with Nordic and North American UArctic members, and later added Russian and Chinese members. The main activities were to further develop the West Nordic Studies; to establish a new PhD network; and to arrange regular dialogues and workshops with scholars, students, civil society, and public and private stakeholders. During the first year, we did a lot of work on the first and third issue. However, a string of simultaneous circumstances meant I had to stop developing the network, and also leave the Faroe Islands.

A SUDDEN END AND SOME RECOMMENDATIONS

In 2017, after two years, my wife still had not found a job, and we decided to return to Denmark. I kept working at the university half time and found a half-time postdoc in Copenhagen. I had no funds or time to further develop the Thematic Network, and to make things more difficult, the Faroese Parliament decided to significantly cut funding for the university from 2018. The internal consequences and new priorities made it impossible for me to keep the West Nordic Studies running at an acceptable level. So, in early 2018 I resigned, but kept an affiliation with the university to be able to supervise a PhD project I had created. After another year in Denmark with short-term postdoc projects, I finally gave up on an academic career. I now work as an international climate negotiator at the Danish Maritime Authority.

To avoid similar endings to the many good ideas and projects in the Arctic, some changes are needed. I hope that the small universities and communities in the Arctic will recognize the need and take steps to develop a “family package” to make it worthwhile to move or stay there with one’s family. It is also extremely important that parliaments and university managements allocate long-term funding for new activities and people.

These were still the best years of my professional life, and I hope these words can inspire others to further change the Arctic to become more sustainable.





LIVING IN THE LANDSCAPE

By **IRINA ZEMTSOVA**

Professor, Institute of Arts and Culture,
Pitirim Sorokin Syktyvkar State
University

This project has been unique: a group of people working in different fields of science and humanities living together in a traditional Komi village to jointly study this environment through the lenses of their respective disciplines. Researchers of different ages and academic positions (master and PhD students, post-docs, professors) representing four circumpolar countries joined forces in assessing the natural, social and artistic significance of place and environment. The results disseminated in several international exhibitions and publications show only the tip of the iceberg, a small portion of the fascinating work that has been going on for several years.

“A look on one's native culture in the context of another northern culture can lead to a better understanding of both.”

It was just six years ago that a team of professors and students from four Finnish universities stepped on the platform of the Syktyvkar Central Railway Station for the first time. It took very little time to overcome the language barrier and start studying and visualizing the traditional and modern culture of Syktyvkar and the surrounding territories. Next came joint work, meetings in the framework of annual forums and conferences of the UArctic Thematic Network on Arctic Sustainable Arts and Design (ASAD), exchange of findings, practices, techniques and technologies in art, as well as teaching art to students.

Now the time has come to assess the results of this six-year-long marathon.

Our communication with colleagues from the art and design departments of circumpolar universities revealed that we had a lot in common, and our opinion on many important questions related to modern art was similar. However, as far as the understanding of the role of art in sustainable development of the Arctic was concerned, the position of Russian and Nordic universities was initially very different. We have to admit that it was only a couple of years ago that the special role of art in the development of local communities was appreciated and became a significant topic of discussion in our university. This happened mostly thanks to the exchange of ideas with our Nordic colleagues.

Art and design studies are permanently underfinanced in Russian universities. The largest part of the rather limited research funds goes to the so-called exact sciences such as ecology or computer modelling. Therefore, although we have found a number of areas of common interest with our colleagues from other ASAD

universities, we could only rarely engage in joint activities with them due to the lack of finances on our side. The Living in the Landscape (LiLa) summer school has provided us a unique chance to engage in such an activity.

In the modern world, art and design studies can find and adopt new ideas from various scientific disciplines which sometimes seem quite far away from the sphere of visual art. Our joint work with anthropologists from the Komi Science Centre on the ethnographic regions project allowed us to take a new look at the traditional arts and crafts of Komi people. For example, up until 2016 there had been no studies on interior painting in Komi houses despite huge collections of interior paintings accumulated in central and regional museums. During our joint fieldwork with anthropologists, we obtained unique pieces of folk art, which, after appropriate renovation, were made available for scientific study. Interestingly, traditional Komi art used techniques of wood carving and brush painting, which were very similar to those traditionally used in Nordic countries and in the Russian North. Until recently it was assumed that Komi lacked traditional painting; this had been stated in ethnographies in no uncertain terms. Our work has proven that this statement was a mistake. Having such an experience, we looked forward to the new opportunity of interdisciplinary work provided by the LiLa school.

Any school starts with classes. All participants were first asked to write an essay, and professors were asked to prepare lectures on topics of their experience. However, the central point was joint fieldwork, which in the end gave the most significant results.

The fieldwork took place in a remote Komi village where only seven permanent

inhabitants remain from the once big population of 60 persons; a village without internet, centralized water supply or central heating, and the nearest shop, pharmacy and hospital 140 kilometres away. Although these conditions look harsh, living in 120-year-old traditional wooden houses, cooking together, walking excursions through the forest, taking part in the life of the local community (including religious services), visiting old wooden and stone-made churches, meeting locals and talking with them allowed participants to better understand the modern life of a small northern village, which can serve as a model of a small traditional human settlement in the Arctic. Everyone could learn something important for understanding both Komi and their own culture. Also, the joint research results by anthropologists and artists showed that a look on one's native culture in the context of another northern culture can lead to a better understanding of both.

The participants who came from fields like biology and ecology initially had difficulties with understanding their role in this project. As experts in ecology, they could tell a lot about the surrounding landscape and the ecological problems that exist in it, but they did not see how this could possibly be related to art. However, it soon turned out that their expertise could be used in creating art objects. Take our unique experiment with coloring: biologists knew the coloring properties of plants, while artists could use this knowledge for dyeing textiles. By the second half of the fieldwork, ecologists and anthropologists gave in to the surrounding creative spirit and took part in the art performance that addressed the problems of sustainable material processing and environmental protection. Furthermore, they discovered for themselves the technique of making prints of plants and leaves on pieces of clay. They discovered that tree rings are easier to count when they are printed in clay,

and some parts of plant look very different if they are printed in comparison to herbarium collections.

As planned, the fieldwork material was analyzed during the summer, and results published as essays and articles. Visual images and art objects created by the project participants made up the first international exhibition. Initially we planned to open the final exhibition of the project in autumn, but by the time the group returned to Syktyvkar from their fieldwork, everyone was so excited and full of new experiences that we decided to arrange the exhibition in two days. People were tired, but all the preparations were finished and the exhibition opened on time.

The very idea of such an exhibition was new for the local population. Many visitors were excited to find familiar items and symbols

presented and interpreted in ways that were unusual for them. They discovered a lot of novelty in otherwise common items and also learned a lot about how differently nature is perceived in various sciences. The way the exhibition items (photos, natural materials, ceramics, artworks, textiles) were presented was also surprising for many.

The exhibition gained popularity, and it was actively visited and discussed by the local scientific and artistic community. The exhibition was particularly useful for university professors and students. Many students took part in preparing it, as well as assisted in the exhibition process, and a visit to the exhibition was included in courses in design, folk art, and art and crafts. This way, it also served in teaching modern methods of exhibition organization to students. For the scientific community, the exhibition became an example of how

different scientific schools, disciplines and even branches can cooperate and enrich each other. For us, it was the first time that arts, anthropology and ecology cooperated in research and teaching.

We learned a lot about the cultures and traditions of other countries and acquired a new, enriched idea of the circumpolar world. It was indeed very important for us to see and feel that we are all living in a single region. Our environment, our birds and animals, and our seasons are similar, and our traditional cultures have a lot in common. We continued learning this when we presented a part of



the exhibition in the Nesna Campus of Nord University, Norway during the Relate North 2018 conference and invited all participants to our master classes.

The interaction between our universities makes us closer to each other and gives us strong stimuli for further joint activity. The future image of the Arctic region will be created by the universities. Therefore, it is important for us to continue our work in the same format, that is, as a joint interdisciplinary project in which researchers from different disciplines unite their forces to create new knowledge and outlooks for sustainable development.

LAURA PUDAS

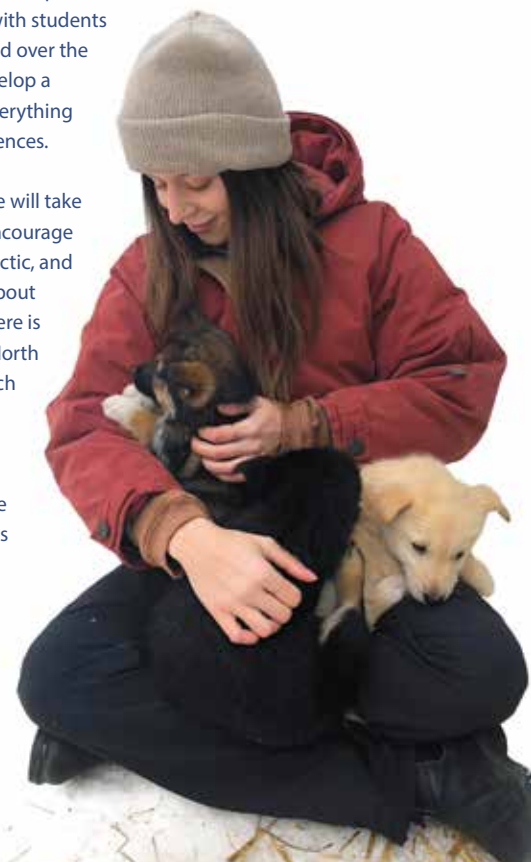
I am currently employed at Lakehead University in Thunder Bay, Ontario, Canada. My role as an International Student Advisor allows me to facilitate inbound and outbound student mobility opportunities, including UArctic's north2north program.

I often reflect on the various incredible opportunities that UArctic has created for me and the ways in which these experiences have allowed me to expand my knowledge of northern issues and provided spaces to meet like-minded people from all across the world. I was first exposed to the work of UArctic when I participated in north2north myself. My grandmother was born in Pyhäjoki, Finland, and it had always been a dream of mine to travel to Finland and explore my familial roots. The semester I spent at the University of Helsinki was an incredible time in my life, and it gave me a great deal of academic inspiration for my Honours Thesis project back home, in which I focused on comparative child and family policy between Canada and the Nordic countries. I still find it fascinating to reflect on the differences and similarities between Canada and the Nordics, particularly in relation to gender and indigenous politics.

After my exchange, I was accepted to attend the second annual Korea Arctic Academy program – a collaboration between UArctic and Korea Maritime Institute – where I had the chance to give a presentation on some of the important issues surrounding indigenous women and health in the Canadian Arctic. It was an honour when I was invited to return to South Korea only a few months later to participate in the Arctic Partnership Week in Busan. The friends and contacts I made through the Korea Arctic Academy are invaluable to me, like a second family.

Continuing to work with student mobility, particularly with north2north, has been one of the most rewarding things to come out of my career in international higher education. I understand the life-changing nature of international student exchange, and I am grateful to play a role in every one of my students' experiences. One of the best aspects is meeting with students when they return from exchange, and over the months of re-entry seeing them develop a comprehensive understanding of everything they have gained out of their experiences.

I don't know exactly where my future will take me, but I will continue to strongly encourage students and peers to explore the Arctic, and become involved in and educated about issues affecting the global North. There is so much diversity to explore in the North and so many important areas in which nations can collaborate. I cannot sufficiently express my gratitude for the opportunities UArctic has provided me with, and I will continue to reflect on how these opportunities have enriched my life.



In a three-year project, Stockholm University is working with the Nordic Museum in Stockholm in interdisciplinary research dialogue about the people in the Arctic against the backdrop of climate change. The objective is to bring together experts from different areas and connect research with public activities.

“In many contexts, the Arctic was long a symbol for the remote and the peripheral. In this project, the North is our starting point and the Arctic is at the centre. You could say that we have taken hold of the globe, turned it and looked at it from a northern angle,” explains Lotten Gustafsson Reinius, Professor of Ethnology, who has been leading research within the project. “We’ve asked a wide range of questions about the radical changes happening in the Arctic, but also used the museum’s collections to view the area from the perspective of cultural history. This has given us a multidisciplinary account that we now want to communicate to a broad audience.”

The project will be presented with a large exhibition at the Nordic Museum called *The Arctic – While the Ice Is Melting*. The changes are visualized by a large crevasse in an iceberg in the museum’s great entrance hall.

“The crevasse is also a metaphor for the existential crisis seen in the Arctic and elsewhere: division between nature and humanity, between man and animal, and between what happens in local everyday life and what is needed to achieve global change.”

As part of her Hallwyl visiting professorship, Reinius has worked with the Nordic Museum and various researchers since autumn 2016. Through multidisciplinary seminar series, she has engaged researchers from both natural sciences and humanities as well as the museum’s experts and artists. One of the seminar series was closed and academic,

while another was entirely public. Lecturers and participants came from different universities and countries, and also from other Nordic museums with Arctic collections. The topics included themes like time and timelessness, climate and mountain tourism, the Arctic as a site of resource extraction, and the Arctic as a home. The public discussion presented research from Stockholm University through polar expeditions and collaboration with Sámi reindeer herding collectives, among other things. At each session the topic was also tied in to objects in the collections that were presented by the museum’s own experts.

“It can sometimes be difficult for museums to bring together the public and research, but we’ve been able to do so by building up a network of researchers around the big stories about everything that is happening in the Arctic. Everyone I have invited has said yes. The meetings between institutions, archives and subjects have paved the way for unexpected alliances, and this is something that will continue,” Reinius says.

With the project having laid the groundwork, the collaboration is now being confirmed through three activities: a multidisciplinary publication with some 40 authors, published in both Swedish and English; the exhibition that seeks, with many voices, to portray the Arctic, the changes taking place and the everyday lives of people there; and the Nordic Museum’s digital communication with the public.

“For the Nordic Museum, this is a long-term method development that ties research and public activities closer together,” Reinius concludes.

The exhibition *The Arctic – While the Ice Is Melting* opens in autumn 2019 and will continue for up to three years. The book *Arctic Traces: Nature and Culture in Motion* will be published through the Nordic Museum’s printing house in the autumn.

NEW ALLIANCES

While the Ice Is Melting

Interview with Guest Professor Lotten Gustafsson Reinius,
Stockholm University

Photo: Karolina Kristensson

By **ELISABET IDERMARK**, Senior Advisor
International Relations, Stockholm
University

*Creating Impact Through Collaboration
Between Different Levels of Actors*

DEVELOPING ARCTIC MARITIME SAFETY COOPERATION



By **JOHANNA TERVA**, Deputy Project Manager and **SAILA HEINIKOSKI**, Researcher and **SARI LINDBLOM**, Head of Research, Finnish Border Guard; and **PÄIVI MATTILA**, Head of Security Research Programme RDI and **PASI HARIO**, Expert Security R&D, Laurea University of Applied Sciences

Maritime activity in the Arctic has increased significantly in recent years. A number of factors, such as high reserves of natural resources, more viable shipping routes and opportunities connected to tourism, have slowly changed the Arctic into a more lucrative domain for human activity. However, as more and more people and vessels operate in the High North, the risk for large-scale maritime incidents also increase. Due to its remoteness, inadequate connectivity, low temperatures, uncertain ice and weather conditions, and lack of infrastructure, the Arctic region is a risky and highly complex area in terms of search and rescue operations and maritime safety as a whole. International cooperation, technological innovations and sharing of best practices are therefore vital in order for operators to be able to safely and efficiently carry out coast guard duties in the area.

The Arctic Coast Guard Forum (ACGF) was established to improve maritime safety cooperation, to address the newly emerged challenges in the Arctic maritime domain, and to protect the vulnerable Arctic environment. This cooperation was initiated in 2015, and the Forum has already made considerable progress in cooperation related to joint search and rescue (SAR) operations in Arctic areas. The scope of activities will be further extended to environmental response as agreed in the Agreement on Cooperation on Marine Oil Pollution, Preparedness, and Response in the Arctic.

Finland held the chairmanship of the Arctic Coast Guard Forum as well as the Arctic Council in 2017–2019. Some of the ACGF activities that took place during the ACGF chairmanship include the ACGF Experts’ and Principals’ meetings, the Search and Rescue Capabilities survey, the Arctic states’ Rescue Coordination Centers meeting, simulator and tabletop exercises, the Arctic On-scene Coordinators’ course, and the initiative on cooperation in the field of Arctic SAR training. The Finnish ACGF chairmanship concluded with the second Joint Live Exercise (LIVEX), Polaris 2019, held in Finland in April 2019. Parallel with the exercise, an Arctic Search and Rescue seminar was arranged, during which Arctic stakeholders working in various fields had the opportunity to present their activities and develop new partnerships.

To support the ACGF and the Arctic Council chairmanships, the Finnish Border Guard launched the Arctic Maritime Safety Cooperation (SARC) project with financial support from the Ministry for Foreign Affairs of Finland. The SARC project aims to develop practical-level cooperation in Arctic maritime safety between Arctic states’ Coast Guards, with the overall objective to launch training cooperation among the Coast Guards and enhance and increase the sharing of knowledge and best practices in Arctic SAR training. In addition, the project promotes cooperation between Finnish authorities and other stakeholders who operate in the Arctic maritime domain. One aim is to bring forward Finnish companies working with Arctic solutions by providing an opportunity to showcase their know-how on an international arena.

As part of the SARC project, the Finnish Border Guard initiated a survey on maritime and aeronautical search and rescue capabilities of the Arctic countries, with the aim to identify the main gaps that could be improved with international cooperation. The survey assessed common challenges for Arctic maritime SAR in order to compile recommendations for developing practical cooperation on Arctic SAR training, information sharing, common situational awareness and technological development. One of the conclusions was that there is a lack of comprehensive educational planning concerning Arctic SAR. At the same time most of the Arctic countries were interested in joint courses and training. As a response to this, the Finnish Border Guard placed cooperation in the field of Arctic SAR training as one of the main themes for the Finnish ACGF chairmanship period.

In order to assist in filling the identified training gaps, the Finnish Border Guard organized workshops to gather the Arctic Coast Guards’ SAR training experts together, and to discuss and identify the most relevant topics that should be covered in Arctic SAR training cooperation. During the first workshop, the focus was on mapping the ACGF member states’ training systems and course offerings in Arctic SAR, with the aim of improving cross-organizational cooperation in this area. Laurea University of Applied Sciences collected the data on the states’ current SAR training and education, and compiled it into the report on “Developing Arctic

“Cooperation has a larger benefit of increasing the awareness and capabilities of the authorities and thus the safety and security of the entire society.”

Maritime Safety Cooperation Through Enhanced Training Cooperation”. One of the recommendations was to identify existing national Arctic SAR courses and integrate them into a joint ACGF SAR training module. The second workshop resulted in a first draft of a theoretical Arctic SAR training module, which can be incorporated in the existing training within the Arctic Coast Guards. The training module includes four individual topics that should be addressed in Arctic search and rescue training: Arctic rescue and survival competence; Arctic weather knowledge; communications in the Arctic; and characteristics of Arctic SAR operations.

The Finnish Border Guard had also requested Laurea University of Applied Sciences to evaluate Arctic Maritime SAR

Table Top exercise (TTX) arranged for the Arctic Coast Guard Forum participants in Turku in March 2018. The goal was to solve how simulation enhances training activities. As a result, Laurea provided a report that included the following key findings and recommendations to foster Arctic SAR TTX development:

1. The simulation environment should be as authentic as possible, and especially the information-sharing equipment should be the same as in reality.
2. Simulation exercises are especially beneficial for operational training, and they are related to communication, coordination and cooperation.
3. The simulation environment should be built in a manner that serves exercises with a variety of needs and themes.
4. The next technical development phase for simulation environment and exercises is to have a network-based approach in which participants could join the exercise from anywhere using their own laptop.

The cooperation between Laurea and the Finnish Border Guard was most pleasant, because Laurea’s expertise is to conduct research projects that will solve and serve practitioners’ needs. For the Finnish Border Guard, Laurea was considered a neutral research organization who could deliver high-quality evaluation on the tabletop exercise.

In general, cooperation in research and development (R&D) projects is an excellent way for the Finnish Border Guard to receive new information from other authorities, research institutions and companies from all over Europe. The Border Guard is often invited to partner in various projects, and the research unit of the Border Guard has also been closely involved in different projects. R&D projects contribute to exchanging best practices among different actors, and to gaining knowledge about new developments and innovations in border and coast guard activities. Of course, cooperation also has a larger benefit of increasing the awareness and capabilities of the authorities and thus the safety and security of the entire society.

In conclusion, the cooperation between the Finnish Border Guard and a variety of NGOs and academic and industry representatives ensures the expansion of the network of Arctic actors who share the passion to enhance Arctic safety and security in the vast Arctic region.

At the UArctic Congress in September 2018, the research unit of the Finnish Border Guard was in charge of organizing the session "Challenges in Arctic Education". It was organized as part of a project developing Arctic maritime safety cooperation – the SARC project – that the Border Guard coordinates. The session also included a presentation from Laurea University of Applied Sciences on the evaluation they had made within the SARC project, commissioned by the Border Guard.

UArctic Annual Report for 2018

The **University of the Arctic** (UArctic) is a cooperative network of universities, colleges, research institutes and other organizations concerned with education and research in and about the North. UArctic builds and strengthens collective resources and collaborative infrastructure that enables member institutions to better serve their constituents and their regions. Through cooperation in education, research and outreach we enhance human capacity in the North, promote viable communities and sustainable economies, and forge global partnerships.



UArctic
uarctic.org

UArctic: Towards 2030

As UArctic celebrates the success of our largest-ever meeting in 2018, we also take steps to move the organization to a sustainable future, enhancing our ability to serve our members and create “**An Empowered North – With Shared Voices**”.

Without doubt, the highlight of UArctic activities in 2018 was our largest and most successful meeting ever – **UArctic Congress 2018** – hosted by the University of Oulu and University of Helsinki. The event attracted over 600 participants from 30 countries, a range of high-level keynote plenaries, and nearly 50 science sessions with over 250 presenters. Organized every other year in the chair country of the Arctic Council, the UArctic Congress brings together key UArctic meetings and a full science conference into a single event, along with a variety of side events, and an engaging social and cultural program.

The Congress was organized by the two hosts institutions together with the University of Lapland, Oulu University of Applied Sciences, Sámi Education Institute, Finnish Ministry of Foreign Affairs, Finnish Ministry of Education and Culture, Natural Resources Institute Finland (LUKE), Finnish Environment Institute (SYKE), Finnish Institute of Occupational Health, City of Oulu, and Business Oulu.

UArctic Congress 2018 was an integral part of Finland’s **Arctic Council chairmanship** program, highlighting the themes of Environmental Protection, Connectivity, Meteorological Cooperation, and Education, as well as the goals of the United Nations’ 2030 Agenda for Sustainable Development, supporting gender equality, and the Paris Agreement under the UN Framework Convention on Climate Change.

The **UArctic Congress 2020** will take place in Reykjavík, Iceland, October 6–8, 2020, hosted by our Icelandic member institutions and once again in partnership with the Arctic Council chairmanship. Additionally, the Congress 2020 will be organized alongside the Arctic Circle Assembly. (see page 9)

Our cooperation with the Finnish Chairmanship of the Arctic Council extended beyond the Congress, as UArctic was a partner in the **Education** priority of the chairmanship program. The UArctic Thematic Network on Teacher Education for Social Justice and Diversity in Education was the main point of contact for this partnership, leading the Sustainable Development Working Group (SDWG)



See back cover for full list of members



project *Teacher Education for Diversity and Equality in the Arctic*. The activities of this network and UArctic's commitment to improving the basis of education across the circumpolar region were highlighted during the SDWG meetings.

A record number of **20 new members** joined UArctic at the Council meeting during Congress, bringing our total membership over 200 for the first time. The new members are the Dechinta Bush University Centre for Research and Learning, Coast Mountain College, Higher School of Innovation Management, Kamchatka State Technical University, KTH Royal Institute of Technology, Lahti University of Applied Sciences, Nipissing University, Savonia University of Applied Science, Sámi High School and Reindeer Husbandry School, St. Petersburg State University of Film and Television, Tomsk Polytechnic University, University of Lethbridge, University of New England, Kings Bay AS, Wilson Center – Polar Initiative, as well as the non-Arctic members Harbin Engineering University, Harbin Institute of Technology, Leeds Beckett University, Italian Society for International Organization, and Scott Polar Research Institute.

The Council also welcomed five **new Thematic Networks** to UArctic, bringing the total number of networks to 47. The new UArctic Thematic Networks are Circumpolar Archives, Folklore and Ethnography (CAFE), hosted by the University of Aberdeen, United Kingdom; Renewable Energy, hosted by the University of Saskatchewan, Canada; Smart Societies in the High North (SmartNorth), hosted by the High North Center, Nord University, Norway; Arctic Indigenous Skills, hosted by the Sámi Education Institute, Finland; and Arctic Plastic Pollution, hosted by GRID-Arendal, Norway.

As UArctic continues to see tremendous growth both in the number of members, and in the scope and variety of activities, we are undertaking a number of steps in our **strategic organizational development** to ensure we continue to provide good value to our members, and deliver high-level educational and research cooperation outputs that serve the needs of the Circumpolar North. These development activities include a review and renewal of UArctic's legal status, ensuring continued transparency and good governance. In parallel, UArctic's leadership and administration have invested in our capacity to attract philanthropic giving in order to create a sustainable basis for our continued growth. These developments, which began in earnest in 2018, will continue throughout the next months culminating with a new Strategic Plan 2030, setting out the organization's goals for the next decade.














































































Map / © University of the Arctic 2019, Veli-Pekka Laitinen, Puisto Design & Advertising and Hugo Ahlertius, Nordpil

UArctic Thematic Networks and Institutes

- Year established
- Bachelor's/Master's courses, summer & field schools
- PhD courses, summer & field schools
- Joint graduate programs with enrollment
- Joint graduate programs under development
- Research projects
- Publications/scientific articles (peer reviewed)
- Seasons in international conferences, workshops, events organized
- Art exhibitions
- Other outreach (talks given in science, conferences, blogs, other)
- Mobility activities

Arctic and Northern Governance	2018							
Arctic-Boreal Hub	2017							
Arctic Economic Science	2016							
Arctic Engineering	2008							
Arctic Extractive Industries	2012							
Arctic Fisheries and Aquaculture	2010							
Arctic Geology	2012							
Arctic Indigenous Skills	2018							
Arctic Law	2011							
Arctic Lingua	2016							
Arctic Migration	2017							
Arctic Plastic Pollution	2018							
Arctic Safety and Security	2016							
Arctic Sustainable Arts and Design (ASAD)	2011							
Arctic Sustainable Resources and Social Responsibility	2016							
Arctic Telecommunications and Networking	2018							
Arctic WASH	2017							
Arthropods of the Tundra	2017							
Circumpolar Archives, Folklore and Ethnography (CAFE)	2018							
Commercialization of Science and Technology for the North	2014							
Communicating Arctic Research	2012							
Distance Education and e-Learning	2008							

Thematic Networks pending approval from Council in 2019: *Circular Economy in Arctic Areas; Collaborative Resource Management; Local-Scale Planning, Climate Change and Resilience; the Arctic in Asia and Asia in the Arctic*

EALAT Institute	2009	 5	 17	 17	 17	 42	
Geopolitics and Security	2009	 2	 1	 17	 17	 17	
Global Ecological and Economic Connections in Arctic and Sub-Arctic	2017	 2		 17	 17	 17	
Health and Well-being in the Arctic	2005	 2	 2	 6	 17	 17	
Institute for Arctic Policy	2008						
Language Documentation and Language Technologies for Circumpolar Region	2016						
Managing Small and Medium Sized Enterprises in the Arctic	2011		 1	 1		 1	
Model Arctic Council	2015	 1			 1	 1	
Natural Hazards	2013		 1	 2	 2	 2	
Northern Food Security	2009		 1	 1			
Northern Nursing Education	2015		 1	 2	 1	 2	
Northern Research Forum	2012			 1	 1	 1	
Northern Tourism	2008	 3	 1	 2	 3	 3	
Permafrost	2013	 2			 1	 1	
Renewable Energy	2018		 1		 17	 17	
Science and Research Analytics Institute	2016			 1	 1	 1	
Science Diplomacy	2017				 17		
Smart Societies in the High North	2018	 3			 17		
Social Work	2006				 1		
Sustainable Production and Foraging of Natural Products in the North	2016	 2		 1	 1		
Teacher Education for Social Justice and Diversity in Education	2015		 1	 1	 15	 15	
UARctic World Ensemble	2015				 17	 17	
Verdde Program	2005				 1		
Working in the Arctic	2015		 2		 17	 10	
World Images of Indigenous Peoples of the North	2006		 2		 17		
TOTAL		 30	 4	 8	 45	 106	 18
						 204	 6

At a Glance Statistics 2018

www.uarctic.org



north2north Student Mobility

	OUT	IN
Canada	13	54
Denmark	25	4
Faroe Islands	6	1
Finland	20	13
Greenland	1	11
Iceland	0	5
Norway	27	44
Russia	41	0
Sweden	17	16
USA	7	9
TOTAL	157	157

Membership

217 Total

152 Higher education institutions

65 Other organizations

1.9m Students

396k Staff

1 038 Courses and programs in Study Catalogue

676 Courses

362 Programs

409 UArctic news articles

134 Entries in Research Infrastructure Catalogue

810 566 Total website pageviews

147 694 Member profile pageviews

22 374 Outbound link visits to member websites

1 679 Newsletter subscribers

2 376 Facebook followers

6 137 Twitter followers

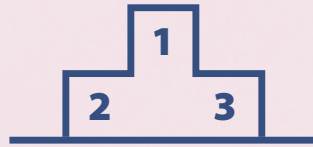
Distribution of UArctic Members

37	Canada
16	Finland
10	Iceland
13	Kingdom of Denmark
18	Norway
53	Russia
8	Sweden
30	USA
32	Non-Arctic

Promote your northern expertise through UArctic!

members.uarctic.org/update





Mon Projet Nordique / My Northern Project Competition for PhD Students from Québec and the Nordics

By **BRIGITTE BIGUÉ**

Director, Institut nordique du Québec

and **HÉLÈNE MUNGER**

Partnership Program Manager, Fonds de recherche
du Québec – Nature et technologies

The *Mon Projet Nordique / My Northern Project* competition is a unique opportunity for the leaders of tomorrow to connect with their peers, network with potential career mentors and join in the international dialogue on key issues affecting the future of the Arctic.

The purpose of the competition is to offer twelve PhD students the opportunity to present their research results in a snappy and exciting fashion to an international audience at the Arctic Circle Assembly in Iceland. This session, now known as Lightning Talks, has become an attendee favourite, thanks to the vision of the young scientists who are exploring a range of topics that will help in understanding Arctic development.

For the second edition of *Mon Projet Nordique*, UArctic teamed up with Institut nordique du Québec (INQ) and Fonds de recherche du Québec – Nature et technologies (FRQNT). A unique aspect was that six of the participating PhD candidates were selected in Québec by INQ and FRQNT, and six from elsewhere by members of UArctic. The twelve finalists were invited to attend the Arctic Circle Assembly and challenged to present a five-minute summary of their research in layperson's terms to a large international audience, using a maximum of ten slides. The public was then invited to vote for the "People's Choice" award, i.e. the presentation they found the most eloquent and impactful.

The 2018 finalists hailed from Canada (Québec and Newfoundland), Finland, Sweden and Norway. These remarkable students presented their research projects that target a critical issue currently facing northern environments and may result in

innovative solutions to solve them. Their topics included the impact of climate change on melting ice and thawing permafrost; the potential for geothermal energy in the North; human security; and sociocultural adaptation of communities in response to the rapidly changing Arctic.

This new generation of scientists addressed the hot-button issues in a sensitive and intelligent manner. The "People's Choice" award went to Kirill Gurvich, a PhD student in social sciences at Nord University, Norway for his presentation "The Sociocultural Adaptation of Refugees in the Circumpolar Region: A Comparative Study of Social Work Practices in Norway and Canada".

A young man with short brown hair, wearing a blue and black jacket, stands in front of a large set of reindeer antlers. The background is a soft, hazy landscape. The text 'My NORTHERN PROJECT' is overlaid on the image.

My
**NORTHERN
PROJECT**

By **KIRILL GURVICH**
PhD Candidate, Nord University



THE WINNER OF
MY NORTHERN PROJECT
COMPETITION

“By working in education, I try to change the world every day.”

As Nelson Mandela said, “Education is the most powerful weapon which you can use to change the world.” I totally agree with this thought. My life has been going side-by-side with the education sector for over eight years now, and by working in education, I try to change the world every day.

I was born in Arkhangelsk, the “gateway to the Russian Arctic”, where I also got my sociological education at the Northern (Arctic) Federal University. A Bachelor in Sociology gave me a brilliant base to see a little more even in minor events, and to be ahead in understanding, explaining and anticipating what is happening in the society. Together with my Arctic background (where I have been living most of my life), my aspiration to bring practical benefits to the society and use all the knowledge gained in real life formed the picture of my professional identity: I decided to become a professional sociologist specializing in the development of the Arctic region. For most people outside of it, the Arctic is a remote, sparsely populated region with harsh climate conditions. For me, it is a home and an inexhaustible source of inspiration.

One of the key roles on the path to my professional development belongs to UArctic. Within eight years I have been studying the culture, history, challenges and issues of the circumpolar region. UArctic and the Bachelor of Circumpolar Studies (BCS) program gave me a great opportunity to expand my knowledge, professional experience and range of interests. It also enabled me to become a student at the University of Northern British Columbia in Canada, and UiT The Arctic University of Norway and Nord University in Norway. The latter ended up being where I started my academic career as a PhD fellow.

Getting a PhD is a big commitment: it’s three years of hard work on a research project placing high demands on time and dedication.

It requires hours of office work – reading, editing, developing. In my eyes, a PhD career is an opportunity to get paid for something that makes life meaningful. Why? From the very beginning of my career as a researcher, I have been very interested in the migration processes in the Arctic. For instance, due to wars and armed conflicts in Syria, since 2011 over eleven million people left their homes to seek protection and security. This dramatic migration process got the title “global refugee crisis” due to the difficulty of meeting the refugees’ needs by the receiving countries. The circumpolar region became one of the most significant places of their resettlement. The term “refugee crisis” sounds quite negative due to the mass media’s representation of this issue. When we hear the word “refugee”, we suddenly start to think about problems and challenges, rather than positive processes. However, refugees are just people who lost their secure homes and need a new place to live. Today, they are a part of the circumpolar community, but this topic has not received proper academic attention in recent years.

Observing the migration of refugees to the Arctic, I always wanted to know what difficulties they faced and how I could help them. Subsequently, my personal interest became the topic of my PhD project: I am studying the refugees’ integration in the circumpolar region, comparing northern Norway and northern Canada. I study the features of the sociocultural adaptation of refugees through the prism of social work practices on micro- and macro-levels. In addition, I explore their sociocultural adaptation from a comparative perspective, using Norway and Canada as examples with a high level of migrants or refugees and completely different social work practices defined by distinct social policies. On a practical level, and what makes this important, the results will help in determining the strengths and weakness in existing social work practices with refugees. Also, the results can be useful

in creating state programs devoted to the adaptation of refugees in different countries in the circumpolar region. For me, this project is not only an effort to do research that no one has ever done before and to contribute to the sum of human knowledge, but also applying my knowledge and skills to solve this problem and draw public attention to it.

Being a researcher means that you take responsibility, not only for yourself or the university where you work, but also for the people with whom you are working to obtain the data for analysis, and also for the people who will read your articles and reports. The researcher is a link between the social problem and the general public represented by the state, academia and ordinary people. A researcher presents the problem to the general public in order for it to be solved.

Being a researcher entails constant professional and personal development, because it is impossible to be a good specialist without reading the work of colleagues, without mastering new programs and methods, and without trying to analyze the contemporary processes taking place in the society. *My Northern Project*, the competition that is part of the Arctic Circle Assembly, is a place where research papers meet reality, and where the academia, industry, mass media and general public meet. It is a unique platform for interaction where you can present a problem in front of almost all sectors of society and get support. When I presented my project in Reykjavik in autumn 2018, I got the opportunity to hear opinions and perspectives from fellow PhD students from Europe and Canada. Moreover, I had a chance to meet representatives of governments and media from all over the Arctic. Therefore, it is not just a platform for the presentation of research projects and results, but a possibility to jointly solve the global issues and challenges of the Arctic, and to make an impact and make changes in the Circumpolar North.



NORTHERN GOVERNANCE: OLD IDEAS, NEW CHALLENGES

By **GARY N. WILSON**

Lead of the UArctic Thematic Network on
Arctic and Northern Governance, Professor,
University of Northern British Columbia

Much has been said about the challenges and the opportunities facing northern communities at the start of the 21st century. At the heart of those discussions are the notions that northerners must be given greater autonomy to govern themselves as well as the ability to influence the decisions made by distant southern-based governments that affect them on a daily basis. These ideas are not new or unique to the Circumpolar North. They relate to basic principles of governance and politics that have existed in many different contexts around the world for centuries: self-rule and shared rule.

Over the last several decades, the Circumpolar North has witnessed an explosion of new and innovative governance models. From Home Rule and Self-Rule in Greenland and devolution and self-government in northern Canada to the establishment of Sámi parliaments across Fennoscandia, northerners have demonstrated their commitment to developing governance institutions that ensure self-rule and shared rule. While these institutions conform to the values and ideals that are common in many different political systems, in certain respects they are unique and shaped by the experiences and knowledge that are particular to the Circumpolar North and its peoples.

In large part, the expansion of governance is a consequence of the political mobilization of indigenous peoples across the North. Initially, this mobilization was a response to encroaching resource development projects that threatened their land, environment and traditional ways of life. These projects often initiated a reaction at the local level in the form of protests and other types of political action, which emboldened indigenous leaders and their allies. Their demands for greater autonomy at the regional and local levels, and the recognition of indigenous rights and voices at the national and international levels would change the nature of governance and politics throughout the Arctic.

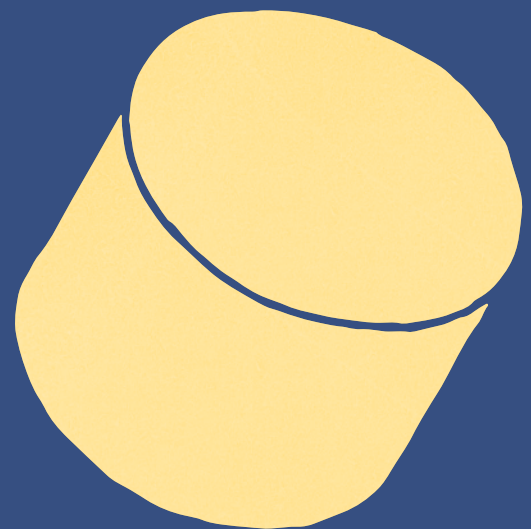
The emergence of complex multidimensional and multilevel governance structures occurred organically and incrementally. The experience of the circumpolar Inuit is a case in point. Like many indigenous communities and peoples in the Arctic and around the world, the Inuit face many challenges, most of which stem from the negative impacts of colonization by settler states and their agents. Since the 1970s, however, the Inuit have responded to these challenges by constructing a diverse and interconnected governance architecture that spans all levels from local to global. With limited resources and capacity, and often facing political inertia and even hostility from outside actors, the Inuit have become governance leaders and innovators. Their experiences are similar to those of the Sámi, another multistate indigenous people whose traditional territories are in northern Europe and Russia. Like the Inuit, the Sámi have deftly navigated the complicated reefs and shoals of politics, both domestic and international, to create a governance system that is comprehensive, flexible and representative of the values and principles that have informed their communities for many centuries.

The accomplishments of the Inuit and the Sámi have certainly put them in a better position to respond to the challenges that exist today, but what of the challenges that are on the horizon? We are already seeing the impacts of climate change and its effects on Arctic ecosystems, the relentless push to open the Arctic to further resource development and maritime transportation, and even developments outside the Arctic that may threaten to roll back the progress made thus far. These and other challenges will test the resolve and capacity of indigenous peoples and their governance institutions, and also of northerners in general.

In many respects the people of the North are well positioned to respond to such challenges. As a result of the hard work and ingenuity of previous generations, indigenous and non-indigenous northerners have more tools at their disposal to deal with

the multitude of problems that may arise in the future. They also have valuable allies, including governments, non-governmental organizations and even academic institutions, who are committed to help them build the capacity they need to confront the new challenges.

The progress made by northerners presents a series of valuable case studies. They not only inform our overall understanding of governance in the Circumpolar North and elsewhere, but also contribute to the collective knowledge of the people living in this region. As academics who are engaged in research about the North and are mostly (though not exclusively) based at southern post-secondary institutions, we have a responsibility to think critically and comparatively about the changes that are taking place in the Circumpolar North. However, we must do so in partnership with northerners, and in ways that empower northern communities and peoples and focus on northern priorities. We all have knowledge and perspectives that can inform and inspire change. Let us work together to build a stronger and more sustainable North in the future.



MOBILITY MATTERS

Perspectives from Northern Tourism

By **PATRICK MAHER**

Lead of the UArctic Thematic Network on Northern Tourism, Associate Professor, Cape Breton University

Tourism is inherently a mobile activity, whether it is the one-off trip of a lifetime from the southern US to see northern lights in Iceland, a business trip from northern Canada across to the Nordic Arctic, or a family's summer visit from Stockholm to their second home in Piteå. As illustrated in my recent work in the book *The Interconnected Arctic*, many visitors move throughout the Circumpolar North, and it is only set to increase, given China's new Arctic policy.

As academics, both within the UArctic Thematic Network on Northern Tourism (TNNT) and outside of it, we try to connect our work with policy spheres, which allows us to make our research knowledge mobile. Recent project highlights include *New*

Turns in Arctic Winter Tourism, funded by the Research Council of Norway; *Sustainable Tourism in the Nordic Arctic*, funded by Nordregio and other partners, and conducted in partnership with the UArctic Thematic Network on Global Ecological and Economic Connections in Arctic and Sub-Arctic Crab Fisheries; and *Arctic Tourism in Times of Change*, funded by Nordregio. All of these projects involve multiple partners from the 34 organizations in the TNNT, spanning nations and regions.

As a network we have always tried to make our teaching mobile, having students from North America experience the European Arctic and vice versa, but we have also tried to make it inclusive of southern partners. In 2015 a group of seven institutions across five Arctic states – Cape Breton University, UiT The Arctic University of

Norway, University of Iceland, University of Lapland, University of Oulu, Umeå University and Vancouver Island University – were successful in receiving funds from the Norwegian Centre for International Cooperation in Education for a three-year period. This allowed us to pilot a sequence of joint master's courses on northern tourism. The project included a field course, two online courses, and mobility for the purposes of expert supervision. We created this program within the TNNT between 2010 and 2012 to add value to students' existing graduate degrees – not as a substitute but rather a supplement, allowing them to experience different perspectives on the ground and in the virtual classroom. We knew that the program could be successful, but we needed the financial support to finally get off the ground.



In August 2016 we held a joint field course “Northern Tourism in Practice” in Eastern Finnmark, Norway with 33 students from 17 countries. Many of the students presented their experiences on their way home at the 5th International Polar Tourism Research Conference in Iceland. Some of these students continued into the pilot versions of our online courses and have since graduated with a UArctic certificate of completion.

We have managed to sustainably carry on with our teaching mobility, thanks to the in-kind contributions and enthusiasm of the partners involved. We have run joint field courses and online courses again through 2017–2019. More than 100 students have completed at least one course of the three, and ten have completed the entire program. Although we have tried to keep our courses as diverse and as full as in the first year

(which had subsidies), this has proven difficult. Students are now supported in the field course by linking it to the *Arctic Tourism in Time of Change* project, and student numbers online remain stable.

Partners have also expanded the way in which their teaching links to other programs. The University of Lapland has designed an entirely new Master’s Degree on Northern Tourism around the three-course program operated by the TNNT. If applications are any indication, this will be a success with ten times the number of applications as there are spots for the September 2019 intake. As we have seen our network grow, we have also seen new collaborations begin. For example, as network lead I have taught courses on “Arctic Marine Tourism” and “Coastal Communities Moving from Extraction to Attraction” at the University

Centre of the Westfjords in Iceland, in collaboration with members of the UArctic Thematic Network on Arctic Fisheries and Aquaculture.

Looking ahead, we are excited by the possibilities for continued teaching mobility, allowing full field courses to support the hands-on learning of the next generation of tourism scholars, augmented by online content. At the same time, we continue to see our research knowledge mobility expand amongst scholars, industry and communities. All of this development matches the increasing mobility of tourists themselves, and the growing pressure that development creates on Arctic environments and societies.



THE ARCTIC AS A

***Commercial
Food Producing
Region***



By **DAVID NATCHER**

Lead of the UArctic Thematic Network on Northern Food Security, Professor, University of Saskatchewan

In collaboration with **Yang Yang** and **Jill Hobbs**, University of Saskatchewan; **Kristin Hansen, Florent Govaerts, Silje Elde, Ingrid Kvalvik, Bjørg Helen Nøstvold** and **Rune Rødbotten**, Nofima; **Sigrídur Dalmannsdóttir, Hilde Hallan** and **Eivind Uleberg**, Nibio; **Ólafur Reykdal, Jón Árnason, Páll Gunnar Pálsson, Rakel Halldórsdóttir, Óli Þór Hilmarsson, Gunnar Þórðarson** and **Þóra Valsdóttir**, Matis

In 2016, the Arctic Council's Sustainable Development Working Group (SDWG) endorsed *The Arctic as a Food Producing Region* research project. Involving research teams from Iceland, Norway, Canada, Greenland and Russia, the objective was to assess the potential for increased production and added value of food from the Arctic, with the overarching aim of improving food security and enhancing the social and economic development of Arctic communities. While some methodological latitude was exercised by each country, they were guided by a common set of questions. What is the status and potential for various food production opportunities in the Arctic? What are the added values of these products when marketed by their special qualities and unique Arctic origin? And what conditions are required for the Arctic to be a sustainable food producing region?

Following two years of research, the results indicate that there are considerable opportunities for commercial food production in the Arctic, both for export and for meeting local food needs. Food industries are producing large volumes of commodities that are culturally compatible with indigenous and local food preferences and also have high export value. There are, however, considerable variations in actual and potential production volumes between the Arctic nations, species and product groups. These differences will have a large effect on product innovation, value chain development, and the marketing strategies chosen by producers as a whole. For example, whereas limited infrastructure and high rates of food insecurity are formidable challenges for Greenland and Canada, marketing access, lack of raw materials, skilled workforce and climate change are challenges shared by all.

These challenges notwithstanding, there are opportunities for increased food production in Arctic regions given the increasing

local and global demand for high quality foods. New opportunities include growth in agricultural production to meet local needs, while simultaneously reducing the carbon footprint of transportation. Iceland, Norway and Canada have the advantage of adding value to their products by further processing and product development. This has been the case in northern Canada where the production of prepared or value-added foods has been increasing by approximately 18,000 tonnes per year since 2000 – an increase of 384%. The continued growth of the tourist industry could also become important for the food-related economy in the Arctic.

The Arctic is an important food producing region, but this project has shown that it is not meeting its full potential, either in terms of satisfying local food needs or maximizing its export potential. In response, the SDWG has endorsed Phase II of the research which will explore the opportunities for establishing an Arctic Foods Innovation Cluster (AFIC). The objective of the AFIC will be to create added value for Arctic communities by connecting northern entrepreneurs, southern-based investors, research centers, businesses and bio-technology developers who have knowledge and interest in Arctic food industries. Through these linkages, new opportunities for innovation and entrepreneurial development will be gained, while helping to meet the needs of Arctic communities into the future.





Photo: Mauri Ländesmäki / Birds in the Earth

Arctic Indigenous Films in the Spotlight

By **LIISA HOLMBERG**
 Film Commissioner,
 International Sámi Film Institute

Why are films important to indigenous peoples in the Arctic? There are many obvious reasons, but the main one is that we have exciting untold stories to tell, and lots of people in the world want to hear them.

Indigenous peoples have a vivid and rich storytelling tradition. The stories have been told for decades and centuries in their families and passed on from generation to generation. Films, digital media and television are a modern way to bring these legends to life and share them with a worldwide audience. Also, the stories can provide a job and a fantastic future for young indigenous talents.

The film industry is one of the fastest growing industries in the world. To finance and support filmmakers all over the Arctic, the International Sámi Film Institute (ISFI) has set up the Arctic Indigenous Film Fund (AIFF) together with Sundance Film Institute in the US, Nunavut Film Corporation in Canada, Greenland Film, and Sakha Film in Russia. One of the major problems in indigenous communities is the lack of opportunities for young people to study or work in their home areas. AIFF's mission is to provide inclusiveness, a platform and job opportunities for indigenous youth – reach out to young people from the most remote communities and offer them new ways to be heard and seen.

AIFF's pilot project *Arctic Chills* involves 23 indigenous screenwriters from Alaska, Canada, Greenland, Norway, Sweden, Finland and Russia. The goal is to produce an anthology of five horror or supernatural films by 2022. *Arctic Chills* will present tales and mythical, complex and terrifying beings never before seen on screen, bringing audiences into the ice-cold landscapes

on the edges of survival. Another important project is *Arctic Indigenous Talent Hubs*. The goal is to build digital talent hubs and virtual reality environments in Arctic indigenous communities, and enable the young digital-era generation to enter the global and professional media business.

Historically the role of indigenous peoples in films has been as the extra, or just primitive savages who allow the main hero to shine. It was only in 1987 that the Sámi hero beat his enemies on screen in Sámi director Nils Gaup's movie *Pathfinder*. Modern Sámi filmmaking has come far since then. In 2018, Marja Helander's short film *Birds in the Earth* won the Finnish Short Film Award and the Risto Jarva Prize at the Tampere Film Festival, and also made it to the 2019 short film competition at the Sundance Film Festival. Just before that,

Amanda Kernell swept the board with her film *Sami Blood*: Best Debut Director at the Venice Film Festival, and second prize in the Tokyo International Film Festival as well as the prize for the Best Actress. The same year, Katja Gauriloff's *Kaisa's Enchanted Forest* became the Best Documentary in the Finnish Jussi awards – the first time that a Sámi film won the first prize in Finnish film awards. The latest milestone was reached in early 2019 when Norwegian Broadcasting Corporation NRK Drama and ISFI announced their plan for a Sámi TV drama production for 2019–2023. In addition, a TV series for Sámi children is being developed in cooperation with NRK Sápmi and NRK Barn og Ungdom (Children and Youth).

The International Sámi Film Institute has worked hard to support Sámi filmmakers through its ten-year history. For ISFI,

the field is geographically wide and culturally diverse as the Sámi live across Finland, Sweden, Norway and Russia. An important resource is collaboration with other indigenous peoples worldwide, which is possible through ISFI's diverse international network. Similar to ISFI, the other Arctic film foundations support their own filmmakers.

The key to creating a permanent professional base for the industry lies in education. The Sámi Education Institute in Inari, Finland has trained film and TV professionals for over 20 years, with five to ten graduates per year. In fall 2018, Sámi University of Applied Sciences in Kautokeino, Norway started a three-year cinema and journalism training with 17 enrolled students. The program is designed in cooperation with ISFI and conducted entirely in the Sámi language.



Photo: Ulla Isotalo

Arctic Horror on the Big Screen

Column by **LIISA HOLMBERG**.

Originally published in the newspaper Lapin Kansan on March 5, 2019; translated and reprinted with permission

Traditional stories are considered to always serve a purpose. They can teach a lesson or save you from something. They can carry age-old beliefs and customs. And stories also have to be believable and entertaining. My childhood was full of them. I was especially intrigued and terrified by stories of the supernatural. And sometimes, the stories became all too alive.

This happened a long time ago at my grandma's house. It was a dark autumn evening, and just me and my grandma there at the house. My grandpa had passed away in the summer. Suddenly, we heard someone enter the screened porch and start walking towards the living room door. But then the steps turned to the stairs leading up to the attic. Through the window in the door, we caught a glimpse of a dark hooded figure, with nothing but black where its face should have been. I took real fright, but my grandma didn't turn a hair. She listened for a while, waiting if it came back down. The attic was an open space, cold and dark, with nothing special up there. When the walker didn't return, my grandma reached for a flashlight and decided to go check. I was too afraid to stay behind all by myself, so I followed her and teetered up to the attic on the steep stairs, lit only by the dim and faltering beam of her flashlight. We listened carefully, but saw absolutely nothing. "Who are you?" my grandma asked in the Sámi language.

No response. Absolutely petrified with terror, I staggered back downstairs to the comforting light of the living room.

I asked my grandma what it was. She told me it was not a living thing. As if that was a proper, comprehensive answer to her small grandchild. But then she added that it wasn't quite dead either. EEEEEK. I slept as close to my grandma that night as I possibly could.

Nearly forty years later, on a Sunday morning at the Skábmagovat film festival, I sat in an auditorium skeptically watching a Greenlandic horror movie. I didn't think I would find it that credible. But when a dark hooded figure with no face turned up on the screen, I could feel myself trying to escape through my seat. Qivittoq. A Greenlandic being possessed by evil forces. Not a living thing, but not quite dead either. Suddenly I believed in every scene of the movie and returned to my childhood.

I remembered the cold attic and the eerie silence. My grandma in her head scarf, braving supernatural forces, armed with only a faltering flashlight. I still don't know if I gained any great wisdom or lesson from that. Perhaps that our stories are real; there's no need to make them up. You can just let yourself believe and wonder. And pass the stories on.

PHILOSOPHICAL to Arctic Sustainable Development and the Role of Universities

By MAURI YLÄ-KOTOLA
Rector, University of Lapland

When we talk about quality in our everyday lives, we mean overall success. The quality management of sustainable development means controlling and directing quality strategically. This approach has become part of process development in traditional industries as well as in knowledge work.

In the business world the quality management of sustainable development has been seen as a means to achieve ecological benefits in balance with economic benefits, lower costs and increased profits. But are we also able to define the quality management philosophy of sustainable development?

The concept of sustainable development has thus far been based on modernism. Generally speaking, as a continuation of the Enlightenment, modernism believes in one reason, and that human nature is the same every time and everywhere. Through rational discussion, people and societies can find the right goals and effective ways to reach them. Reason is the ability on which human relationships are based, and it is also what makes emancipation and progress possible.

Romanticism, however, believes that there is no universally applicable reason, but rather different belief systems that cannot be compared with uniform criteria. Romanticism is interested in what is special in individuals, groups, peoples and nations. One cornerstone of romanticism is expressionism, according to which genuine expressions of human emotion must

take precedence over clinical and one-dimensional scientific or rational concepts of quality. In other words, romanticism emphasizes genuineness as a symbol of quality and human nature instead of artificiality.

In terms of sustainable development and quality assurance, we need a romanticism-based approach. Romanticism emphasizes distinction, differences, and the new tribalism that is created when people join and leave subcultures. The quality systems of sustainable development of different groups are equally valuable and cannot be evaluated with uniform criteria. This is especially important in the Arctic. Arctic society is a complex system that consists of individuals, communities and environments. When we talk about romanticism-based sustainable development, we understand that traditional knowledge manifests differently in Salekhard, Yakutsk, Greenland and Rovaniemi, simply because the surroundings, cultures, communities, livelihoods and people are different. The current discourse builds a divide between the ecological and unecological, but this is much more complicated if we look at it from a philosophical perspective. Locally-produced food is aligned with romantic sustainable development, but not the Enlightenment. On the other hand, industrial and ecological mass production of food – such as cultured meat – follows the sustainable development perspective of the Enlightenment, but not romanticism.

The modern conception of quality assurance of sustainable development entails a range of procedures, processes and systems that ensure and improve quality. Quality in this context means adhering to the procedures

and processes that are clearly articulated and geared towards achieving the objectives. As Georg Henrik von Wright put it, “if you want A and think that you are in situation B, your most rational course of action is X.” In other words, it is methodical and consistent action which produces quality of sustainable development.

In quality assurance work at many universities, the values of institutions are integrated into the management systems whose purpose is to produce quality. However, management is not possible without constant analysis of the university in its operating environment. This process is based on the development of evaluation measures and indicators and the interpretation of the information they produce.

A critical approach is crucial to the university’s ability to produce new knowledge. In *The Egyptian*, Mika Waltari described medicine in ancient Egypt as the transfer of tradition and ritual from one generation to the next. In contrast, modern science is self-correcting, and it constantly challenges received knowledge. Emancipatory knowledge enables us to challenge what we have considered to be self-evident – the truths that we hold dearest. The science of sustainable development can solve problems and transfer knowledge and skills from one generation to the next, but it can also challenge social truths. As a core value of the university, this last interest translates into the emancipation of and guaranteeing of equality for minorities. This is an aspiration that should be embraced by every member of the community, mindful as we are, in Julia Kristeva’s words, that “the other is within us.”

TUKUMMINGUAQ NYKJÆR OLSEN

I am Inuk from the northernmost town in Greenland, Qaanaaq, at 77 degrees north latitude. The town is very isolated and very hard to travel to and from, so when I was growing up, travelling was something that was far away. Even a visit to Nuuk, the capital of Greenland, was just a dream to many of my classmates.

Through education my world started to expand: first going to high school in Aasiaat, 1400 km south from Qaanaaq, and then another 600 km south to the University of Greenland in Nuuk. Since then I have completed one year of voluntary work in Germany, an internship in the Danish Parliament in Copenhagen, one semester in the University of Alaska Fairbanks and one in the University of Akureyri in Iceland, and summer schools in Lithuania and Columbia University, New York. I've also participated in Inuit Circumpolar Council's (ICC) capacity-building course for Inuit and Sámi youth – a three-year project to learn about indigenous rights and Arctic policies – during which I had the chance to participate in meetings of the Arctic Council, the United Nations Permanent Forum on Indigenous Issues in New York, and the Expert Mechanism on the Rights of Indigenous Peoples in Geneva, Switzerland.

UARctic's north2north program gave me the opportunity to reconnect with brothers and sisters across the Arctic. We Inuit live in four different countries and don't have much connection with each other in everyday life. It had been a dream of mine to visit other Inuit homelands and other indigenous peoples since I was a child, so I was grateful for the opportunity to do a one-semester exchange at the University of Alaska Fairbanks.

What surprised me was that in my program all the professors, except for one, were natives. In Greenland I've only had one native Greenlandic professor during my whole university education, even though compared to other indigenous homelands we are the majority in our country. This gave me an opportunity to actually get insight from an indigenous academic perspective. As an Arctic indigenous citizen and social science student, the most important thing is to look at things from different points of view.

It was also so cool that they have an indigenous leadership program for native students. If I may give critique to my own university, we maybe have a too westernized way to teach and learn, even though the majority are native Greenlanders.

The way we can change that is to be more inclusive, help students go abroad and learn how other universities do things, and then be part of changing their own for the better.

It hurts to know that many of my friends have no education, no secure jobs, and an insecure future. What we lose as a community are jobs, more freedom in life, opportunities for better life, knowledge who can lift up the communities, people who can help with development, and so on. The ICC held an education summit in Nuuk in 2018, and the numbers show that only 40% of our students continue with education. That number is even lower for remote communities like my hometown where I was the only one from my class in primary school to go further to secondary school and for a university degree. "It's not the young people who are failing in education, but the education system failing the students," as I heard someone say at the UArctic Congress. I think that statement is very true in Greenland as well.

Our Minister of Education at that time was saying that earlier we have been looking south when trying to find better practices for our education system, but we should start looking east and west to other Arctic nations to find systems that are better suited for the Arctic. And I think UArctic is a good way to do that.

I hope more students will take the opportunities out there. If language skills are what is stopping you, remember that you will never learn if you don't try. My native tongue is Inuktun, the smallest language group in Greenland, and so different from other dialects that very few outside my hometown can understand me. Through education and exchange, I have learned Kalaallisut, Danish, English, German, Inūpiaq and Icelandic, even though I am not perfect in any of them. But I still try, and that is why I am here today – because I try, and I keep trying.

I am about to be finished with my Master's thesis and have already started working in my dream job at Inuit Circumpolar Council, an indigenous NGO and also a Permanent Participant of the Arctic Council. I hope to work here for a really long time, maybe even for the rest of my life.

**“I don't think about it as our young people failing in education. I think about it as the education system failing our students.”
-Evon Peter**

The full report is compiled by the Arctic Council Indigenous Peoples' Secretariat and available on the Arctic Council website at <https://oaarchive.arctic-council.org/handle/11374/2248>



EDUCATION AND TRAINING NEEDS FOR ARCTIC INDIGENOUS PEOPLES

Outcomes of the Permanent Participant Panel at UArctic Congress 2018

As part of the second UArctic Congress in September 2018, UArctic and the Arctic Council Indigenous Peoples' Secretariat organized a panel on education and training needs for Arctic indigenous peoples. The panelists represented each of the Arctic Council indigenous peoples' organizations, i.e. the Permanent Participants.

The panel discussed historical and contemporary challenges in indigenous education, general suggestions for improved education systems, and specific actions for UArctic to improve education outcomes for indigenous students.

SPECIFIC ACTIONS FOR UARCTIC AND ITS MEMBERS:

- Collect good practices: monitor indigenous achievement, identify and evaluate successful programs, and determine where indigenous achievement gaps exist.
- Provide opportunities for indigenous leadership: initiate programs that build indigenous leadership capacity and usher indigenous leaders into high-level positions.
- Allow indigenous students to study from their communities: create hybrid, flexible programs with options to study through e.g. satellite campuses, distance learning and micro-credentials.
- Demonstrate the value of indigenous knowledge: adapt innovative programs such as the example from Alaska Fairbanks that allows indigenous students to teach and earn faculty salaries while working towards their PhDs.

SOME OF THE CURRENT CHALLENGES:

- Prejudice continues to influence educators' treatment of indigenous students.
- Most courses are taught in the majority language, and most students do not have the opportunity to learn their indigenous languages in school.
- Most education is based on western paradigms rather than place-based or indigenous knowledge.
- Non-indigenous people often direct the education systems of indigenous students, without knowledge of the local people, customs or languages.
- Many indigenous students must travel south to pursue higher education and are not encouraged to return to their home communities.

SUGGESTIONS ON HOW TO IMPROVE EDUCATION SYSTEMS:

- Indigenous education should revolve around indigenous knowledge, and culturally relevant education would benefit non-indigenous students as well.
- Encouraging youth to become educated but return to their communities with the tools to revitalize languages and move towards self-determination.
- Investing in indigenous leadership development at education institutions, recognizing the extra value that indigenous students, staff and faculty can bring.
- More funding for indigenous researchers to conduct studies in their own communities, on their own terms.

MODELING INCLUSION AND GENDER EQUALITY: OUR UARCTIC OPPORTUNITY

By **MELODY BROWN BURKINS**

Vice-Lead of the UArctic Thematic Network on Model Arctic Council;
Senior Fellow, UArctic Institute of Arctic Policy; Governing Board,
International Science Council; Associate Director, John Sloan Dickey
Center for International Understanding, Adjunct Professor of
Environmental Studies, Dartmouth College

After almost three decades working at the intersection of science, governance and international collaboration, I can say without hesitation that the inclusive systems of governance and operations modeled by UArctic serve as a true inspiration – including the intention with which the network weaves respect of Arctic indigenous voices and knowledge throughout its organizational fabric.

Nevertheless, one of the most striking and globally powerful models of inclusion I see in the work of UArctic is not yet fully developed. The emerging effort to more visibly promote and advance Arctic gender equality and inclusion issues is one that should be celebrated. More importantly, it could be mainstreamed throughout UArctic as a model for other networks around the world.

For issues of gender equality, the term “mainstreaming” is widely understood to mean that an organization commits to ensuring that all policies, strategies, operations and activities are designed and assessed through a lens that considers their impact on issues of gender, specifically as to whether they further inequalities or advance greater equality. Often used to advance programs focused on empowering women and supporting girls’ education, such as with the United Nations’ “UN Women” program, gender mainstreaming can also mean supporting, empowering and inclusion of all gender identities.

UArctic has an exciting opportunity to develop its global voice as an organization that is truly committed to advancing and supporting Arctic gender equality and inclusion. And UArctic is absolutely poised

to be recognized as a leader in this space. Just last year, at the UArctic Congress 2018, I counted over 50 speakers giving talks, leading discussions and advocating for issues of Arctic gender equality and inclusion. UArctic’s governance and operations are already well aligned with the principles of gender equality and inclusion, and the UArctic Strategic Plan 2020 intentionally highlights them as core values. In addition, the UArctic Congress 2018 Declaration – as a message from the network and its members as a whole – explicitly notes that “we view gender equality in all aspects of academic, social and working life in the Arctic as essential.”

We are in a new era where foundational, institutional attention to advancing equality, diversity and inclusion is finally being recognized as value added – not only as “the right thing to do,” but because systemic gender gaps are a disadvantage to organizations who actively lose talent, knowledge and funding when gender equality and inclusion are not prioritized. UArctic members are already highlighting the critical need for greater gender equality and inclusion discussions, and the Arctic Council itself – an entity that often looks to UArctic as a source of critical knowledge and best practices – could look to UArctic’s efforts as it looks to continue and expand gender equality projects led by the Sustainable Development Working Group.

So: how can UArctic begin to think about and model the mainstreaming of gender equality and inclusion practices, and advance more visible gender inclusive and equitable governance and operations? My proposal is to initiate new discussions with the diversity of UArctic members already leading these ideas in the Arctic and around the world. Possible outcomes might include:

- Planning a series of formal UArctic dialogs or a summit to collaboratively discuss and develop a draft set of UArctic gender inclusion and equality principles for the organization, ensuring inclusion of all voices around the Circumpolar North.
- Discussing the potential to weave gender inclusion and equality awareness into UArctic operational protocols for all conferences and meetings; for example, ensuring UArctic-hosted panelists and speaker rosters are gender inclusive, and always requesting preferred pronouns for event name tags and other identifying language.
- Developing a series of ongoing dialogs as to how UArctic hopes to develop, implement and refine gender equality and inclusion practices throughout Thematic Networks; not only to improve our understanding of their efficacy, but also to share our knowledge of best practices with our members, the Arctic Council and other international networks.
- Developing an annual report assessing how UArctic gender equality and inclusion mainstreaming efforts help meet the global targets of the United Nations’ Sustainable Development Goals (e.g. SDG #5: Gender Equality, SDG #10, Reduced Inequalities).

UArctic has a unique, timely and important opportunity to announce its commitment to advancing gender equality and inclusion as a foundational value of the organization and the network. If we succeed in this work, UArctic will be recognized as a model for how we can better address and achieve greater gender inclusion and equality in the Arctic and around the world. We will also be one step closer to truly realizing UArctic’s vision of “an Empowered North – with Shared Voices.”

MAKING GENDER EQUALITY PLAN A IN THE ARCTIC

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Photo: Nancy Forde



Gender equality is key to sustainable development and the sustainable future of the Arctic. Not only is it a fundamental human right, but it is also a founding block of prosperous, peaceful, inclusive and resilient societies – both in the Arctic and elsewhere.

Whether we are speaking about addressing the impacts of climate change, ensuring sustainable resource management, promoting economic growth, attaining food security or increasing the well-being of northern communities, women play a critical role. Still, most countries have not reached full gender parity. Despite some progress, women tend to bear a greater burden of daily duties and unpaid work, face impediments to their career trajectories, and receive less recognition and pay in many

professional fields. Women are also more often victims of gender-based violence, and yet mainstream debates largely miss gendered perspectives and the experiences of underrepresented groups and individuals, particularly when these intersect.

In order to shed light on these issues, we organized an event titled “Women of the Arctic: Bridging Research, Policy and Lived Experience” as part of the UArctic Congress in Helsinki in September 2018. The event was the outcome of a partnership with UArctic and the University of Helsinki, supported with funding from NordForsk. The aim of “Women of the Arctic” was to create a space where women who work on, live in or engage with the Arctic could tell their stories and share their experiences. We brought together indigenous and non-indigenous women with various backgrounds from all Arctic states to discuss issues relating to women’s representation in northern policy-making, and the role and contributions of women in polar research and knowledge production. The aim was also to debate the painful realities and means of addressing gender-based violence, which disproportionately impacts the lives of northern women and children. In order to reach beyond academia, we collaborated with the New York-based arts and theatre organization “The Arctic Cycle” and with the creative communications collective “What Took You So Long?” to document the event and ensure that the stories of our speakers and participants would become part of a broader effort to bring women’s and gender issues to the forefront of Arctic debates.

“Women of the Arctic” (WoA) is now a non-profit association registered in Finland. In our work we aim to raise awareness, support and maintain a focus on women’s and gender-related issues in the Arctic, as well as highlight and

“Gender equality should be the baseline for Arctic states across all societal, political and economic dimensions.”

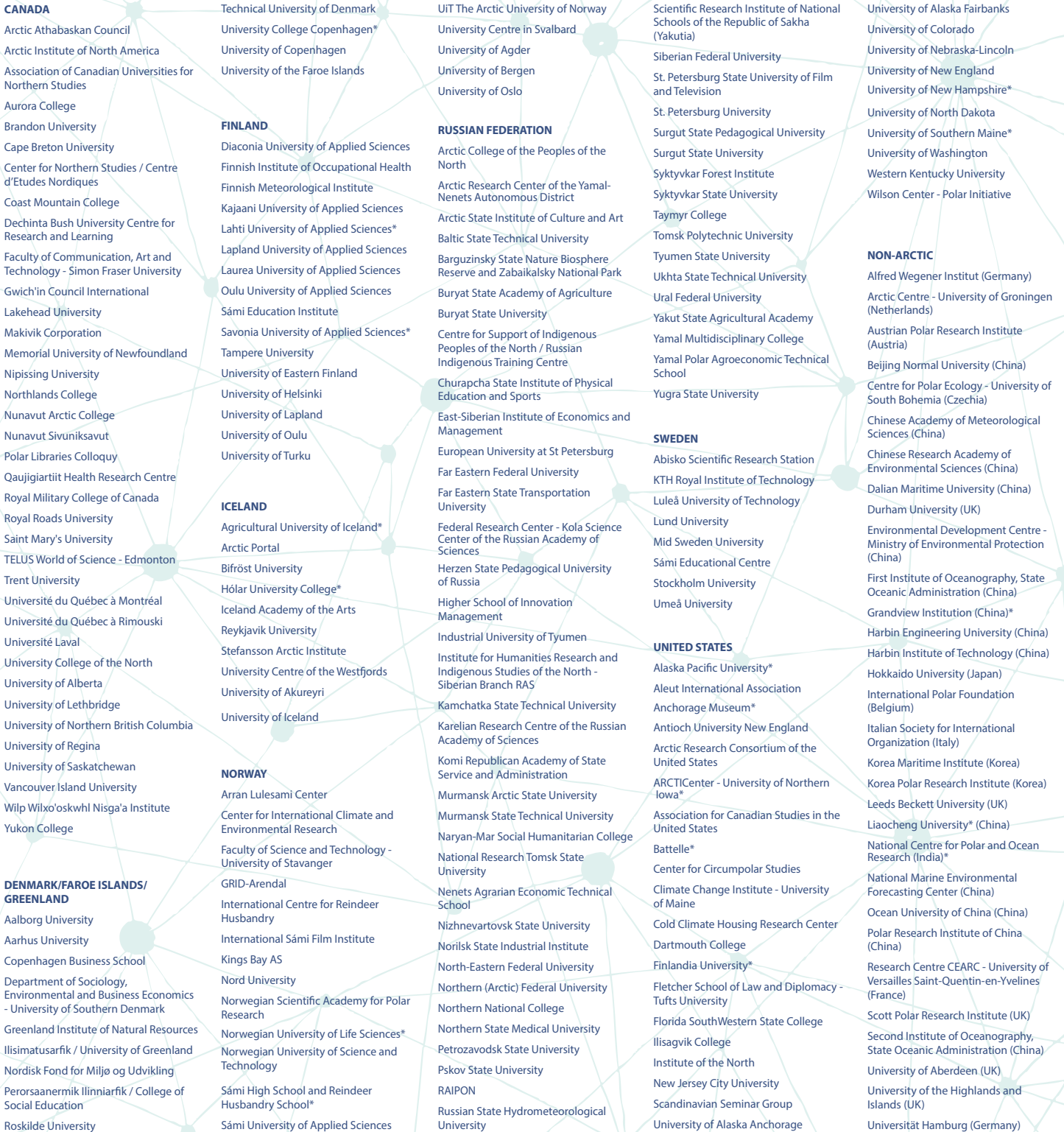
promote the inclusion of broader gender perspectives in all aspects of northern life and policy. With that, we seek to complement the work carried out by other academic and policy networks including the IASSA Working Group “Gender in the Arctic”, “Women in Polar Science” (WiPS) and “Pride Polar”, which shed light on the experiences of women and LGBTQ2S+ persons in polar research, as well as the initiatives of the Arctic Council such as the “Gender Equality in the Arctic” project of the Sustainable Development Working Group.

The key mission of “Women of the Arctic” is to champion women and gender equality through the inclusion of a wide range of voices and engagement with various societal groups, including decision-makers, activists, researchers, artists, and those who advance the equality of all in their daily work and activities. Given that the Arctic is at the forefront of significant global changes, we believe that it is high time that we begin to do things differently on many fronts. Gender equality should be the baseline for Arctic states across all societal, political and economic dimensions. We cannot have a sustainable world or a sustainable Arctic unless all genders and people(s) are equal and receive equal treatment. It is time to make gender Plan A for the Arctic.



UArctic members

*Pending approval by Council in 2019



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