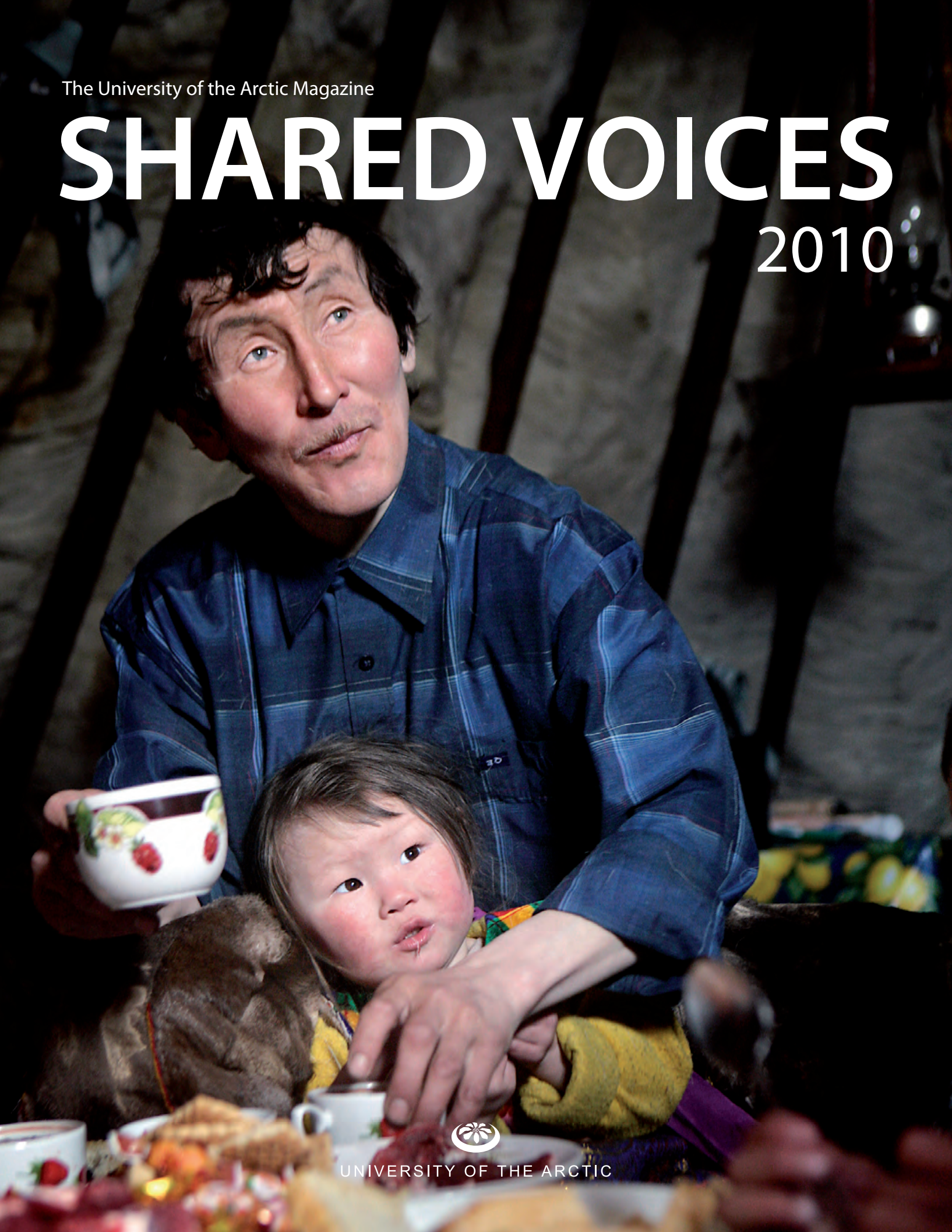


The University of the Arctic Magazine

SHARED VOICES

2010



UNIVERSITY OF THE ARCTIC



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Shared Voices

Barry Scherr, Chair of the UArctic Board of Governors, Provost Emeritus Dartmouth College

Those living in more temperate regions have often found it easy to ignore the North. To be sure, the Arctic and Subarctic regions have relatively few people, given the vastness of the regions they occupy. Alaska, the one state in the United States that reaches into the Arctic, contains just 700 000 people within its 1 700 000 square kilometers: more than two square kilometers per person, which makes it roughly 1 000 times less densely populated than New Jersey, the state with the greatest density. Nunavut, Canada’s northernmost territory, has a little more than 30 000 people spread over an even greater expanse: roughly one person per 65 square kilometers, making it one of the least populated locales on earth.

Today however, it is becoming increasingly evident that importance is not to be measured solely in terms of the number of people per square kilometer. Those who do live in the region are faced with a variety of issues, ranging from the struggle to maintain traditions and languages in the face of encroachment from the modern world, to economic difficulties and health problems that have been exacerbated by climate change. These and other challenges must be overcome if the North is not to become another problem area for the world at large. While global warming in the more temperate zones has been difficult for the ordinary citizen to perceive, in the North its effects are already apparent

to all who live or work there, with melting permafrost bringing rapid changes to the environment and threatening some of the man-made structures that have been built on it. Meanwhile, as these climate changes have resulted in the opening of new sea lanes, nations have been rushing to claim their territorial rights, raising the specter of possible conflict if some of the disputes cannot be resolved. And of course the North is home to significant reserves of many natural resources, which on the one hand can help bring a degree of welcome prosperity to the region and on the other, carry the potential of environmental harm.

For all these reasons, and others too numerous to list here, it is vital for the world to become more engaged with the North. People need to spend time in the region and learn about it first hand; they need become to study the problems that the North faces and to become involved with helping to solve them. Back in the middle of the nineteenth century, young citizens of the United States were frequently encouraged to “Go West,” with the West regarded as a not yet fully explored area that offered great opportunity for those seeking to make an impact in the world. Today, though, the call could well be to “Go North,” to a region that for most is as little known and as remote as the American West was then... and where both the challenges and the possibilities for affecting beneficial change are perhaps even greater.

Year of Diversity

By **Lars Kullerud**, President, UArctic and **Outi Snellman**, Vice-President Administration, UArctic

“The United Nations declared 2010 to be the International Year of Biodiversity. It is a celebration of life on earth and of the value of biodiversity for our lives“

-United Nation’s Secretary General, Ban Ki-moon, January 11, 2010.

Peoples of the North agree on the importance of safeguarding the nature we live in. Most also agree with the values of the University of the Arctic, where diversity, in culture, languages, knowledge as well as in nature, are prerequisites for a thriving and resilient North that has the ability to support its inhabitants and provide services to the world.

The Year of Biodiversity reflects the realization by all world leaders that humankind cannot take the risk of further reducing the diversity that provides the resilience we need in an unknown and constantly changing world, be it through population growth, climate change, pandemics, financial crises, or whatever change that takes us by surprise. Likewise, it is easy to agree that a sustained North requires diverse minds and knowledge to enable us to find solutions together for adapting to future challenges that we may face.

Universities and colleges are among the most important actors in ensuring this diversity. It is, however, not always easy to be an isolated northern university, particularly in a region with generally low population densities and with the pressure to provide excellence in research and education in multiple disciplines. These universities are also responsible for focusing on local cultures and languages, as well as producing employable candidates necessary to serve the region’s schools, health-

care facilities, businesses, and administration centres. After decades of focused institution-building in the North, national governments and institution leaders have more recently been driven in the direction of mergers and towards larger, centralized institutions. They may risk striving to replicate larger southern institutions. An alternative path is to let other, often more southern institutions take care of the excellence in research, even on topics central to the North. At the moment most Arctic countries face huge changes in the structure of northern higher education.

The success of smaller institutions, and their usefulness in serving society's needs, is largely dependent on the human capital that they hold. New ideas and inspiration are generated from minds meeting other minds carrying diverse cultures and knowledges and the sense of a common northern intellectual society. Shared education programs, mobile faculty, openness to other expertise with different backgrounds, and helping other institutions to thrive in areas they choose builds a shared intellectual capital which creates the growth and quality an institution will need. This strategy is not dependent on size, and can lay the ground for excellence even in smaller institutions. Already today, there is little, if any, correlation between the size and ranking in different international quality indexes among UArctic members.

For UArctic, 2010 is not only the Year of Biodiversity but it is also a year to focus on the quality that can be achieved by utilizing and celebrating the institutional diversity. UArctic is focusing on drawing on the combined strength and potential of its over 120 diverse member organizations to help build a sustainable future for the North, its peoples and cultures. In rapidly changing times we need to cast our net wide, not to rely on solutions that are based on the assumption of a single perceived future. Often creative solutions may come from a marriage of the unexpected and different. Only this way can we be resilient as people and as institutions.

UArctic Members and the International Polar Year (IPY)

By **Lars Kullerud**, President, UArctic

The International Polar Year 2007-2008 represents a massive engagement in polar research by research institutions and academia worldwide. The polar year may be used as an indicator for how strong UArctic members take part in International Research on the north, and to what extent they are attractive partners for others who do northern research.

IPY endorsed some 230 projects with an Arctic component that were partial of well funded (IPY Joint office project database). Together those 230 projects have some 3800 partners of which two thirds are located in one of the eight Arctic Countries. 13% of the total project partners are from a UArctic mem-

ber. The size of the yellow dots on the map is proportional to the number of projects a member was engaged in. White small dots represent the two thirds of the UArctic members that did not take part in any IPY project.

When we compare UArctic members with other research and higher education institutions in the Arctic eight countries, UArctic members are significantly more often in a IPY project than other higher education institution if one normalize for size measured in student numbers. This applies to both smaller, medium sized and larger UArctic members with institutions that self identify as indigenous institutions slightly overrepresented.

UArctic Participation in IPY Projects



Map / © University of the Arctic 2010, Philippe Rekecewicz, Veli-Pekka Laitinen and Hugo Ahlenius, Nordpil



UArctic Vice-President Indigenous

By Jan Henry Keskitalo, Vice-President Indigenous, UArctic | Photo Svein Disch Mathiesen

indigenousportal.org



UArctic's Vice-President Indigenous position is the latest initiative towards building indigenous leadership in UArctic governance and program activities. Newly appointed VP Indigenous and long-time UArctic supporter, Jan Henry Keskitalo, explains the opportunities on the horizon.

One of the founding ideas of the University of the Arctic network is to create an improved and expanded platform for postsecondary education for indigenous peoples of the Arctic. This is clearly stated by the University of the Arctic's governing bodies. The Strategic Plan for the 2009-2013 is clear evidence in this regard: "UArctic shall look to increase leadership of indigenous peoples in the operation and governance, as well as programmatic activities of UArctic."

The intention must be that such efforts towards building effective and sustaining practices be realized in close relationship with several important parties in the UArctic indigenous constituency. Here we have at least two main avenues of cooperation.

One is the indigenous peoples' organizations throughout the Arctic. UArctic usually connects to those in varying forms throughout the year within the context of Arctic Council cooperation. This cooperation can be further developed by cyclic and systemic meetings and discussion processes initiated by UArctic. In this respect, the representative bodies throughout the Arctic are the Permanent Participants of the Arctic Council. Likewise, a parallel process could be developed with the various elected indigenous self-governing and advisory bodies in the Arctic. These are all important team players for UArctic. The cooperation needs to be carried out in a respectful manner from the UArctic side; these organizations represent the indigenous voice of the Arctic.

Another planning and implementation relationship for indigenous issues needs to be created among UArctic member institutions. Some of these institutions have a mandated responsibility to serve indigenous cultures and communities in the Arctic. They of course

need to connect through programmatic activities. However, all UArctic member institutions also have a responsibility to work towards improved capacity and responsibility with respect to the many small institutions with that special mandate. UArctic as a network needs to build strong links between communities and these institutions. The real added value of UArctic appears when members work together in a united effort to fulfill such a task.

Therefore, these two avenues of cooperation are extremely important for a further development.

The Terms of Reference for the University of the Arctic's Vice-President Indigenous include a variety of challenges, both strategic and practical. The VP Indigenous will take care of the administrative functions of the Indigenous Issues Committee. This is a defined part of the UArctic Strategy. The Committee is an oversight committee, which needs administrative capacity and support to function. Of high importance is the need to cooperate with the President, the VP Administration and the Strategic Area leads to ensure that the operations and activities protect and enhance the challenges and well-being of indigenous peoples.

These networks can improve access to relevant programs and will increase the retention rate of indigenous students. These networks can also form a base for the further development of research and capacity-building programs. We must also have capacity-building as a clear goal and strategy in order to respectfully include indigenous knowledge and ways of knowing. UArctic can be part of worldwide efforts through United Nations bodies like UNESCO by becoming a partner in Arctic-wide international initiatives and demonstration of best practices when it comes to capacity-building for indigenous peoples.

By **Halldor Johannsson**, Arctic Portal, Project Manager, Akureyri, Iceland and **Kári Fannar Lárusson**, Arctic Portal, Project Coordinator, Akureyri, Iceland

ARCTIC VIRTUAL LEARNING TOOLS

Education in the Arctic is undergoing rapid change. The VLT project is an example of how distant learning is a major part of this change and the positive steps taken toward accessible education.

The Arctic is known for its sparse population and vast distances, which reduce educational opportunities of the Arctic rural inhabitants. Relocating to urban areas to seek education is expensive and an option that many young people are not able to take, due to varying aspects of their lives. The ones that are able to relocate and seek education often do not return, depriving the communities of possible future community leaders. The option of relocating is even more challenging for individuals who seek further education after starting their professional career or who have families and other commitments. There is a need to lessen geographical hindrances and increase flexibility in education through the use of modern technical solutions.

Arctic Virtual Learning Tools (VLT) is a co-operation project between the University of

the Arctic, the Arctic Portal, the Association of Polar Early Carrier Scientists (APECS), the International Centre for Reindeer Husbandry (ICR) and the University Centre of the Westfjords. It addresses the above issues by providing inexpensive and flexible education and networking opportunities within the Arctic, building on advances in modern technology and the constantly improving Internet connectivity in the northern regions. The VLT project is a new approach to distance learning, offering both students and non-registered users access to a wide variety of tools and learning aids. VLT will, in cooperation with the Arctic Portal and its partners, provide its users access to up-to-date relevant educational, science and research data, high level of interoperability and advanced search capabilities, as well as numerous advanced virtual learning and communication tools, customizable to each user.

The project has received funding from the Nordic Council of ministers and will initially start with the development of six learning tools and the venue for their delivery:

The Virtual Classroom is an online learning environment designed with the special requirements of northern rural residents in mind. A core element of the system will be the delivery of UArctic courses. The Virtual Classroom will utilize best practises from traditional distance learning with an increased emphasis on live communication among students and with educators using multiple platforms associated with web 2.0 technologies.

Open textbooks, is a venue to make publications dedicated to Arctic issues freely available on the Internet and offer users the possibility to obtain and use the material as they best see fit.

Course Catalogue will provide a comprehensive search engine to enable students to locate courses and programs under the UArctic umbrella.

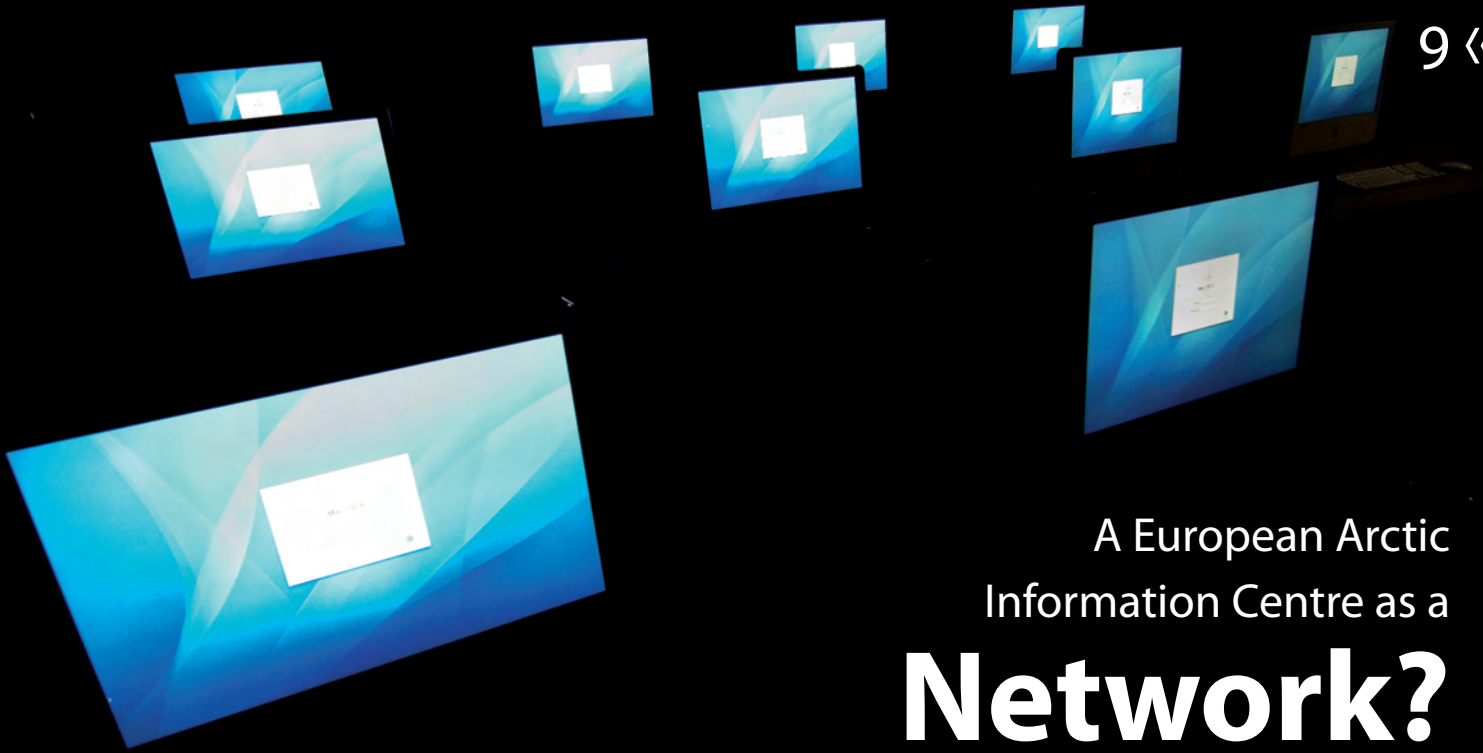
The UArctic Atlas is a comprehensive visual and graphical map-based encyclopaedia about the Circumpolar North.

Community Square is a comprehensive virtual gateway to northern languages and cultural heritage.

The Early Carrier Development Centre is an on-line educational venue for the graduating professionals to help develop their business promotional skills.

The first part of the VLT, the Virtual Classroom, will be used for pilot courses this fall, 2010. The VLT will be publicly launched in June 2011 at UArctic's 10 year anniversary.

For further information contact:
Kari Larusson – kari@arcticportal.org
Kirsi Latula – kirsi.latula@oulu.fi
Project website:
www.arcticportal.org/vlt



A European Arctic Information Centre as a Network?

By **Markku Heikkilä**, Head of Science Communications at the Arctic Centre, University of Lapland | Photo **Jussi Leinonen**

During the year 2010 a new question has emerged in certain Arctic discussions - what to do with the idea of a European Arctic Information Centre?

The possibility of a European Arctic Information Centre was first mentioned in the Communication from the European Commission: *The European Union and the Arctic Regions*, published on November 20, 2008. One year later, the Council of the European Union gave its conclusions on Arctic issues. In that document the idea was formulated like this:

The Council invites the Commission together with the Member States to examine the merits of establishing an information centre on Arctic issues in the EU.

This was not yet a decision to establish such an information centre. The EU has not made any official position on the location, mandate, tasks or resources of a possible centre, except that if it is developed, it has to be inside the EU. This basically leaves two options: either the centre will be located in the European North, or in Brussels or some other Central European site, physically and mentally far away from the Arctic.

However, the Arctic Centre of the University of Lapland, Finland, and its international partners have found a third option. Although

the information centre has to be physically located somewhere, functionally it can be a network connecting many institutions in many countries. This way the European Arctic Information Centre can actually be a network of Arctic information. The idea is not to duplicate any work that is already done, but to make the Arctic information better available to the European public and decision-makers.

In these talks, the Arctic Centre of the University of Lapland has played a key role for one very obvious reason – it is the only Arctic research and information institute located both in the Arctic and in the European Union.

In September 2009 the Arctic Centre of the University of Lapland celebrated its 20th anniversary. In her speech the Director of the Arctic Centre, Professor Paula Kankaanpää made an offer to host the European Centre in Rovaniemi. Such an initiative would be nothing new for Rovaniemi. Known as the ‘Gateway to Lapland’, Rovaniemi has also been host to the establishment of the University of the Arctic, as well as the launch of the EU’s Northern Dimension Policy and the beginnings of the Arctic Environmental Protection Strategy.

In March 2010, the European Parliament had an Arctic debate. In the plenary, many Finnish Members of the European Parliament support-

ed the idea that the information centre should be located in Rovaniemi. Prior to that, the Vice-President of the Parliament, Ms. Diana Wallis had published an article in Finland’s Kaleva newspaper suggesting that Finland should be a standard bearer in Arctic politics of the EU and proposing that Finland should claim the EU Arctic Information Centre. Lady Catherine Ashton, High Representative of the EU and the vice chairman of the Commission, has also voiced her support for the initiative.

It is well known that the question of the location of the information centre is very delicate. One of the benefits of the network model (a hub and nodes) is that it motivates many partners and is very cost effective. It is also clear that the idea of one new big centre is not realistic. Symbolically it is very important to have the EU Information Centre – as much as a physical centre is needed – located in the North, not in Brussels. It is possible to build the network in such a way that it is deeply connected to the EU structures and can serve their various information needs. The University of the Arctic also has its secretariat located in the University of Lapland. This partnership gives good synergy both ways and opens many possibilities to cooperation. At the time of writing, it is not known when and how the EU will proceed, but probably the decisions will take place in 2011 at the earliest.

Inuit Youth at COP 15: Effective or Symbolic Figures?

By Janice Grey

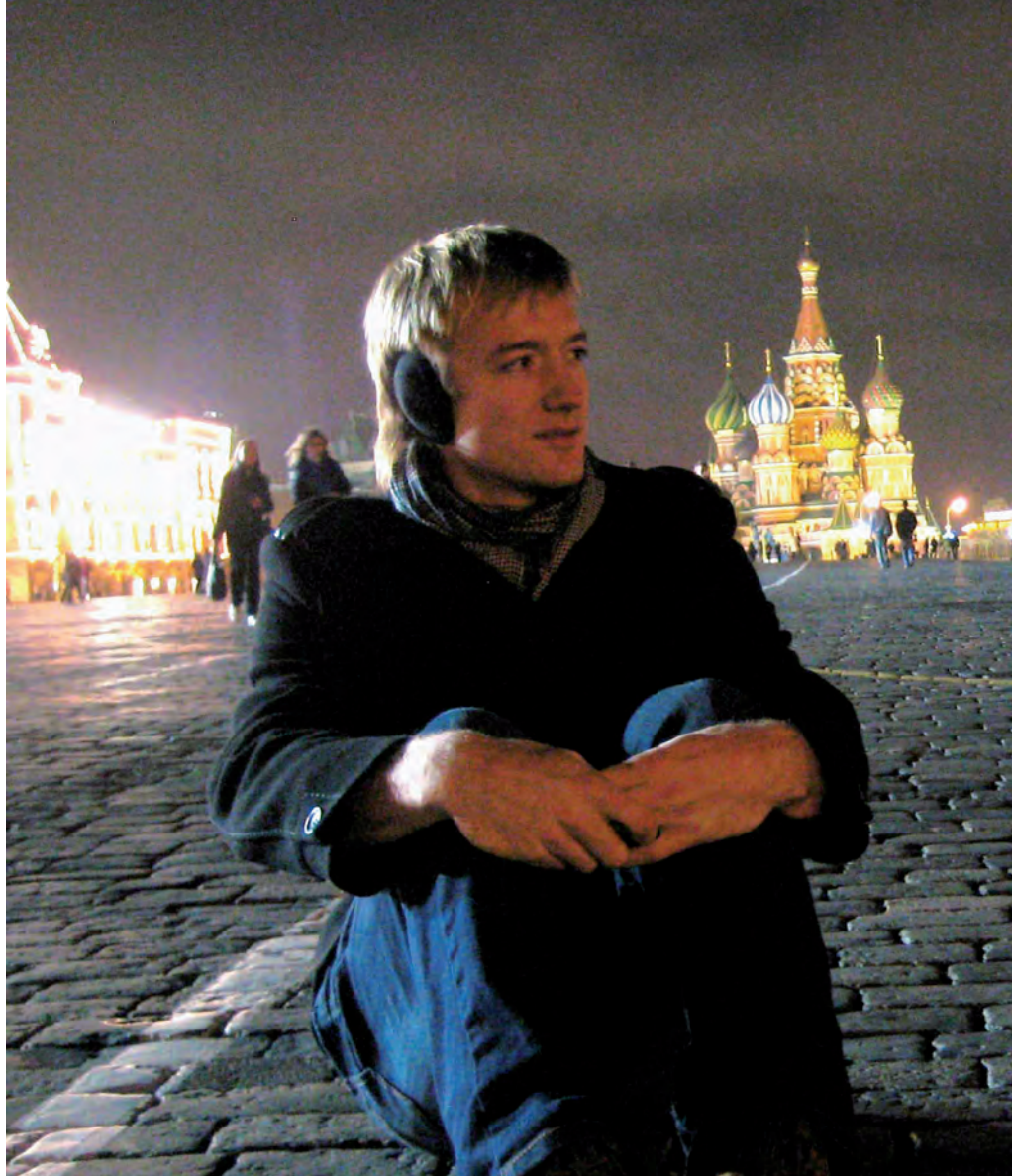
That's what we needed from Copenhagen. We needed our leaders to agree to save lives, to save languages and to save cultures. The Copenhagen conference was set to be one of the most significant COPs (Conference of Parties) yet. Amid all of the hype, hope and promises, those of us with the audacity to believe something might actually be accomplished there couldn't bear the thought of its failure – those of us who had everything to lose, that is.

The Inuit are a people that have everything to lose to climate change. The Inuit identity, the very core of the entire culture is based on the winter, the snow, the ice; the cold. Our survival as a people depends on the immediate mitigation of harmful pollution. That's what we needed from Copenhagen. We needed our leaders to agree to save lives, to save languages and to save cultures.

I was one of just a few Inuit youth from northern Canada to attend the conference. In the weeks leading up to Copenhagen we would talk about what we could do, how we could get our message across and get people to understand that we are being denied our future. Unfortunately, all of our planning and scheming was in vain. Each one of us was on a different delegation; we were all so busy with our respective groups that we had very little time together, even for lunch or coffee.

There were over forty Inuit Youth at COP – the Arctic was one of the main focuses of several side events – yet I personally feel that we didn't accomplish very much in terms of having a representative presence in Copenhagen. We had no unified voice as Inuit youth and people. Our interests and concerns were not put first in any of our delegations, because oftentimes there was only one Inuit representative on each. I was the only Inuit person on my delegation. I often felt so marginalized and unheard because what I had to say was so drastically different from everyone else, that all they could offer was solidarity or sympathy. Solidarity and sympathy are still very valuable and appreciated, yet without a full on movement to be in solidarity with, not much will be accomplished.

We really needed our own delegation. As Inuit youth, as Arctic peoples, we need to ensure that we are heard, understood and respected. At the next COP, I hope that there will be an opportunity for us, the few of us, who work in social justice and the climate movement to work together. Only when we are united can we truly accomplish what needs to be accomplished to save our homeland.



In December 2009, the Office of Undergraduate Studies launched a contest to find the best testimonials from past and present UArctic students. The following student accomplishments are excerpts from these testimonials and are demonstrations of the contest's success.

The Circumpolar Studies program provides unique educational opportunities to students across the Circumpolar North, enabling many of them to study in their home communities and work towards completing their undergraduate degrees by accessing online education. The interdisciplinary program began in 2002 with 63 student registrations. Today, we have had over 10 000 international student registrations. The tremendous growth in demand is testament to the program's popularity and value. To understand what the program means to some of our students, we invited current and former Canadian students to share their thoughts. In an overwhelming response, students pro-

vided their perspectives, some of which we would like to share.

Ida Sylvestre and Debbie Billette are both First Nations members of the Buffalo River Dené Nation in Saskatchewan. They are also two of UArctic's first seven graduates from Canada with Bachelors degrees in Northern Studies. They both felt that the Circumpolar Studies program gave them opportunities at home, and that the curriculum focused on people and problems, and challenges and opportunities similar to those they face living in the North. They also emphasized the importance of studying indigenous issues, which encouraged them to strive to make a difference in their communities. As a direct result of achieving their Circumpolar Studies degrees, Ida became her First Nation's new band manager, and Debbie became its first female Chief. Both women attribute their success to having access to online courses that were relevant to them as northerners.

The Arctic Gap

By Marlon Davies

'What UArctic Means to You' contest winner

When I think of the Arctic Gap I don't think of Akurekvik Pass, Kitingirak Gap or even the depleted ozone gap that began the serious discussion about greenhouse gases. Rather, I am referring to a learning gap.

Those of us in the middle of our lives often get a rude awakening to the serious holes in our education. These gaps become more evident as we move through upper level university courses and sometimes, even casual dinner conversations.

The Arctic Gap, I suspect, is rarely discovered by most of us. At what occasion are we given the opportunity to reflect on our knowledge, understanding or insight into this northern sphere? The University of the Arctic has provided me (a French Canadian, city dwelling, south of 60° inhabitant) the chance to acknowledge a huge gap in my own education and to begin filling it with northern knowledge. Isolated from the Arctic in more ways than one, UArctic creates a distance-learning environment that coordinates teachers and students of all disciplines to meet through common ground – and through high speed Internet. For me, it erased acute conceptions I had of a linear Arctic history and people and replaced it with a multi-faceted, polemic that deserves serious consideration from anyone willing to look north.

As a working professional looking to diversify my knowledge, interest and training, I took courses that suited my time constraints and circumstance. To my pleasant surprise, I "met" student colleagues who challenged my worldview, my picture of humanity and her tribes, as well as my neatly packaged perception of world peace and unity, that in retrospect, really only started somewhere south of Iceland. These courses have helped to re-orientate my professional interest toward environmental education. In my current role as a Student Life Manager at a postsecondary institution I have begun the conversation around Canada's Arctic understanding and the northern students at this institution.

Personally, I look to the North far more than before. Instead of a misunderstood mystery, I see diversity, complexity, humanity, fragility and strength. People who fell into my Arctic Gap now become part of the human story I know – the Gwich'in, the Sami, the Nenets. Really, my knowledge is child-like still. I do not know the whole story and have a broken picture, but at least it is there. At least I was able to navigate my way through this learning gap to understand much more than I did. UArctic, among other initiatives, needs to continue to serve as a map to the North for people like me.

What Circumpolar Studies Means to Me: Stories from Our Canadian students

By UArctic Office of Undergraduate Studies, University of Saskatchewan | Photo **Joshua Simair**

Martin Haeefele felt a strong sense of northern identity while taking the Circumpolar Studies courses online. Learning about why northern issues exist and the factors that lead to them influenced his online discussions with fellow classmates from the North and the South, both of which led to new friendships and reminded him how small the world can be. Martin's training and background provided him with the skills and expertise to develop a case-study for the Circumpolar Studies advanced emphasis in Environmental Impact Assessment pertaining to the Mackenzie Valley region.

The role that UArctic education plays in increasing knowledge on development in the North was noted by both Joshua Simair and Bryan McCrea. Joshua explained how the UArctic courses facilitate understanding of cultures and values, and how they can contribute to the long-term prosperity of northern peoples. Joshua now attributes his education and professional experience in oil

and gas banking to making financial development decisions that are socially responsible and sustainable. Bryan elaborated on how his UArctic education prepared him for a job in Canada's Arctic. Similarly, Bryan, who is now working in communications for a mining company, credits his UArctic education with helping him better understand the often complicated communication and consultation plans in Nunavut.

This small sample of students' experiences and thoughts provides only a snapshot of how the Circumpolar Studies program can influence students' lives. To read more about students' experiences, please visit our website. To share your experience, please contact us at bcs@uarctic.org

Adjustment of the Finnish Arctic Policy Contributes to Emerging EU's Arctic Policy

By **Kim Kuivalainen**, First Secretary of the Unit for Regional Co-operation, Department for Russia, Eastern Europe and Central Asia at the Ministry for Foreign Affairs of Finland | Photo **Timo Lindholm**

Arctic Strategies have become increasingly important documents for how governments proceed in the North.

Kim Kuivalainen provides an update on the Finnish initiative to create its own strategy and its natural interests in the area.

Foreign Minister Alexander Stubb addressed the public with an enthusiasm at the Arctic Centre's 20th Anniversary Seminar on September 20, 2009 in Rovaniemi. In his address, Mr Stubb stated, "Finland needs a comprehensive and ambitious Arctic Strategy of its own." In addition to future visions, he also recognised the long and consistent work of the Arctic Centre and its role as a part of vast network, such as UArctic. Stubb noted the Arctic Centre's significant input for building the professional and educational cooperation in and around the circumpolar region and thus contributing to wide-ranging Arctic research.

Rovaniemi, as an Arctic capital of Finland has been source of inspiration for a number of Finnish initiatives. These include the Northern Dimension and the Arctic Environmental Protection Strategy, which was absorbed into the Arctic Council in 1996 and thus contribut-

ed significantly to emerging Arctic issues with global importance. Today, the Arctic is the top of the international agenda not least due its fragile environment, impacts of climate change, future of indigenous peoples, energy interests and security concerns. Besides this global interest, domestic discussion has also heated up within the Finnish Parliament. In November 2009, the Members of Parliament gave their unanimous support for an adjustment of the Government's Arctic Policy.

The work for readjusting the Arctic policy started in the Ministry for Foreign Affairs as a contribution to the Arctic Communication by the European Commission of November, 2008. If only if the Communication can be seen as a starting point for a comprehensive Arctic policy of the EU, it clearly signals that the EU recognises the importance of the Arctic. This recognition goes hand-in-hand with one of the key objectives of Finland: It

is important to see the Arctic in the context of cooperation, not in context of competition.

The Prime Minister's Office appointed a Working Group on the 16th of February, 2010 to prepare a report on Finland's policy review for the Arctic region. The report is to be submitted to the Parliament of Finland during the spring session of 2010. The time is right for drawing up the report as the overall political and economic importance of the region is growing due to factors such as the region's natural resources and northern sea routes becoming accessible as a result of climate change. Besides the Working Group, an Arctic Consultative Committee will be established in the spring of 2010 to facilitate domestic discussion and to follow up the Working Group's review.

In addition to the work of the Government, Finnish researchers are also contributing to the review process. As an example, I mention here an initiative by Dr Lassi Heininen (the Chairman of the Northern Research Forum) that resulted in a fruitful discussion in a seminar, which took place at the Finnish Institute of International Affairs in February 2010. February's seminar will come up with a series of articles reflecting the challenges of a future Arctic agenda.

Arctic Parliamentary Cooperation

By **Bjørn Willy Robstad**, Secretary General of the Standing Committee of Parliamentarians of the Arctic Region, Parliament of Norway and **Hannes Manninen**, Chair of the Standing Committee of Parliamentarians of the Arctic Region, MP of Finland

The people living in the Arctic are always the point of departure when Arctic parliamentarians meet to discuss Arctic issues. Discussions cover a broad range of issues including health, maritime development and the environment. Education is also a topic close to the heart of many of the members of the Arctic parliamentary cooperation.

Ever since the Arctic parliamentarians actively supported the establishment of the University of the Arctic, the Committee has had close ties with UArctic. The parliamentarians remain strong supporters of UArctic and would like to see it develop its cooperation further. Capacity building is paramount for enabling the people living in the Arctic to take part in the future possibilities of building vital communities.

At the next Arctic parliamentary conference in Brussels, September 13-15, 2010, the human dimension will be the crosscutting concern on the agenda. The ninth biennial conference will bring together fifty to sixty members of parliament from the eight Arctic countries and the European Parliament, as well as representatives from the indigenous peoples of the Arctic.

The Arctic parliamentary conference is a forum for discussing Arctic policy issues and presenting new ideas for bringing Arctic cooperation a further step forward. One of the main items on the agenda at the conference in Brussels will be "Sustainable use of living resources in the Arctic." The decision by the European Union in 2009 to ban the

import of seal products received criticism from many Arctic countries and the region's indigenous peoples. At the conference in September, the politicians will discuss how natural resources in the Arctic, including fish, seal and reindeer, should be managed in a sustainable and holistic way. The issue of the management of the rich resources in the Arctic is essential to both the people living in the Arctic and the rest of the world.

At the conference in Brussels, the parliamentarians will also discuss Arctic cooperation in education and research – including the follow-up to the International Polar Year (IPY). One of the greatest challenges after IPY is likely to be how to disseminate the knowledge from IPY projects to a broader audience, not least decision makers. Arctic parliamentarians feel a particular responsibility in communicating their knowledge to fellow Members of Parliament. We have to make sure that the IPY is not only a brilliant achievement of the past, but a basis on which we can build our future Arctic policies.

Participants at these conferences agree upon a conference statement directed to the Arctic Council, the governments of the Arctic countries and the institutions of the European Union. The statement from the conference in Brussels will provide the basis for Arctic parliamentary cooperation and the work of the Standing Committee of Arctic Parliamentarians until the next conference in 2012.

Without predicting the outcome of the Government Arctic report, I highlight some of starting points for the report which have already been introduced by Minister Stubb:

First, Finland has a natural interest towards Arctic issues. Our geography and history make us an Arctic state and we have significant economic, political and security interests in the region. Second, Arctic issues should be dealt with in a rules-based multilateral framework with an emphasis on comprehensive security including environmental aspects. The Finnish Arctic policy is to foster cooperation, not to build fences. And third, the future of the Arctic is not only of concern to some states but a legitimate concern for all.

Besides reviewing the national priorities, the report will come up with not only expectations, but also with substantial and concrete recommendations for the EU's actions in the Arctic. Finland welcomes the EU Commission's Communication and the Council Conclusions on Arctic issues as important building blocks towards the formulation of the EU's Arctic Policy. The EU is encouraged to take further adequate measures to confront the new opportunities and challenges. The following twelve months will have a strong Arctic flavour both in Finland's and the EU's agenda.

Can Good Governance Save the Arctic?

By **Oran Young**, Chair of the Arctic Governance Project, University of California, Santa Barbara and Former Chair of UArctic Board of Governors and **Else Grete Broderstad**, University of Tromsø, AGP Executive Secretary

The Arctic is experiencing a profound transformation driven by the interacting forces of climate change and globalization. Many believe that the region is approaching a threshold or a tipping point that will set the Arctic on a new course for the foreseeable future. One possibility is an era of “high politics” marked by geopolitical tensions, a competition for the region’s natural resources, and the emergence of a “great game” in which major non-Arctic states like China and Japan play prominent roles. But there is an alternative path in which the Arctic emerges as an exemplar for efforts to manage large and dynamic socio-ecological systems through the development of practices like ecosystem-based management and spatial planning based on new concepts of participation acknowledging the legitimate roles of non-state actors, such as indigenous peoples’ organizations, environmental NGOs, and businesses.

The Arctic Governance Project (AGP), an initiative rooted in civil society that brings together a group of scientists, policymakers, and indigenous leaders with long experience in the Arctic, is examining the role of governance in this setting and exploring ways to adjust existing governance systems to maximize the prospects that the Arctic will move toward the more cooperative path. Coordination and synthesis of scientific governance studies are core elements of the AGP; recent work on Arctic governance has benefited from the growth of knowledge regarding biophysical, socio-ecological and socioeconomic systems in the Arctic. But there is much to be done to improve our insight concerning governance challenges resulting from large-scale changes to regional and local claims of effective participation, including the integration of local

knowledge in support of decision-making. Governance systems need to address these challenges.

Governance is often associated with governments and what they do, but governance occurs at all levels of social organization and takes many forms. The AGP’s main message is that we need to understand governance as a more complex process. Although governments often play a central role in the supply of governance, less formal arrangements are also important in meeting the demand for governance in many settings.

The complexity and diversity of governance problems call for an understanding stretching beyond a pure management approach that features a set of tools to be applied to solve concrete tasks where the goals are clear and the outcomes measurable. Problem definition, goal formulation and solution strategies are elements of the governance process itself. Regardless of how many knowledge gaps we manage to fill, there will always be issues of values and principles, different interests, distributive issues, and justice claims.

Some observers argue that what is needed in the Arctic today is a comprehensive and legally binding treaty, but this approach is unlikely to succeed. The Arctic coastal states oppose this strategy, and it would be hard to incorporate the roles of important non-state actors in an intergovernmental agreement. An Arctic treaty would not address effectively major global forces affecting the Arctic (e.g. climate change). Treaties are also hard to adjust to changing circumstances, a feature that limits their value in settings calling for adaptive management.

Regardless of how many knowledge gaps we manage to fill, there will always be issues of values and principles, different interests, distributive issues, and justice claims.

What is the way forward in the Arctic today? The AGP has developed an Arctic action agenda calling for efforts to:

- Honour, implement, and enhance existing Arctic governance systems, including agreements between states and indigenous peoples
- Strengthen the Arctic Council
- Establish regulatory mechanisms to address key functional and sectoral needs through appropriate international bodies
- Institutionalize the science/policy interface in the Arctic
- Create non-governmental Arctic stakeholder forums or roundtables to build trust and promote dialogue on Arctic issues.

Both the Arctic Action Agenda and a longer report providing the rationale underlying the recommendations included in the agenda are available at the AGP website: www.arcticgovernance.org



There is No Rush in the North

By **Michael Hardt**, Visiting Professor at the University of Lapland | Photo **Panu Kauppi**

Sustainable design in the Arctic is intricately connected with geography and culture; to understand it, you must see and feel it. Michael Hardt explains this and his passion for northern design.

It was a coincidence how I came to Rovaniemi. Standing somewhere in a queue at a badly organised buffet at some badly organised conference I heard people behind me speaking in a strange language. Asking where they came from they said, “University of Lapland”. Sounds exciting said I – cold and dark. “Come and see it yourself, we will invite you to give a lecture”, came the response. This was six years ago and since that time I come regularly as a guest professor. This “Arctic virus” which makes you addicted to this part of the earth infected me. The North is magic. No words to explain it. Come and see yourself.

People don’t rush up here. They live close to nature in a natural speed. Once you have adapted yourself to this slow motion you understand why it is important not to be in a hurry all the time. You see much more and you understand much better. And this is why they are so concerned about my academic interest: sustainable design. The whole world talks in abstract terms about those matters, but here in the Arctic you can see the need to act now and act fast. Climate change is not an urban problem. Perhaps climate change is when there is no snow in Lapland in November and the temperatures are above 0°C. At this point, it is cold and dark and there

are so many clouds that you can’t see the Aurora Borealis.

In the North, you don’t have to tell your students anything about the basics of sustainable design. They feel sustainability. Design in the North is connected to tradition and nature, but at the same time looking into the future. Design is not aesthetic decoration but improved function. Communication has to be direct and clear, products have to last a lifetime. This might sound dry but you should see the love they put into everything they do. They don’t design to impress others but to please themselves and this attitude makes the difference. So I had no problems to get support to continue my research about sustainable design. I could not imagine a more suitable place for it.

I have seen other academic environments where you spend most of the time trying to convince people that your subject is relevant, while at the same time you are fighting against complicated rules of administration – of course always being in a hurry. Nothing of this daily nightmare of more southern hemispheres bothers you here. Academic research is highly respected and very efficiently supported by an administration that deserves to be called “service.” There is no rush in the North; maybe that’s why things go faster here.

In the North, you don’t have to tell your students anything about the basics of sustainable design. They feel sustainability.

Siberian Food

A Raw Deal Not for the Fainthearted

By **Andreas Viestad**, Norwegian Food Columnist and Professional Chef | Photos **Mette Randem**

Of all the cowboy towns in all of Western Siberia, Schuch'ye must be one of the roughest. Or, if it isn't, I am scared to think of what is. When we ride our Caterpillar into town the first thing I see is a man with a gun next to a dead wolf. On a nearby field a group of men are showing off their lasso-throwing skills.

But of course it isn't a cowboy town. It is a reindeer town. Outside the one-story administration building the parking lot is nearly filled with parked reindeer, restlessly waiting for a racing competition to commence. Inside the administration building the women of the village are having a fashion show – almost all clothes made from reindeer skins. In a large tent generous portions of reindeer stew are being ladled out. The whole thing is so reindeer-centric that the wolf seems strangely out

of place. But even the departed predator is all about reindeer. It was only killed after having preyed on a flock of reindeer.

This is one of the few true remaining outskirts of a more and more globalized world, a remote village on the Yamal peninsula, north of the Arctic Circle, several hours by Caterpillar or snowmobile from the nearest road, and nearly completely cut off from the rest of the world during summer, when the thaw makes the tundra almost impossible to navigate.

Not many visitors come here. And of those who do, few come here for the cuisine, which has a reputation for being monotonous to the extreme. I have been drawn here by the lure of the exotic – this is as far away as you can come from what is here derogatively referred to as “civilization”. I have also been attracted by the

food, and by what seems like one of the great nutritional illogicalities: How come the people here, who for extended periods eat nothing but the meat from one animal, are healthier than us? It is what Patricia Gadsby, writing about the somewhat similar diet of the indigenous people in Northern Canada and Greenland for *Discovery Magazine*, called “The Inuit Paradox.”

In this case it would be “The Nenets Paradox”. The Nenets – the indigenous reindeer-herding people of this part of Siberia – have a menu that doesn't quite sound like what the doctor ordered: they eat reindeer meat. Most of it is eaten raw or frozen. From September to May they eat very little else, apart from the odd piece of raw, preferably frozen fish. One would think that this extreme protein and fat driven diet would lead to a lot of health prob-



Stroganina Recipe

This is a kind of frozen Siberian sashimi, thin slices of frozen fish served with nothing but salt and pepper. You need sushi-quality fish. It is preferable to buy it frozen.

Serves 4

One to one and a half pound fresh frozen fish, for instance salmon fillet. (In Siberia it is common to serve a large three-pound fish, even if there are just three or four guests).

Salt and pepper

The main challenge with making stroganina is the slicing. It is preferable to have long, thin slices. It can be useful to use a meat-slicer. A bread-slicer may also work.

Remove the fish from the deep-freezer and place it in the refrigerator twenty minutes to half an hour before serving.

Adjust the thickness to about 1/4 inch. Slice the fish into several long slices.

Place the frozen slices on the plate and serve immediately, with salt and pepper, possibly also vinegar or herb oil.

lems – obesity, cardiovascular diseases – but in the fact is the opposite.

Often it can seem that the further away you come from the city centers of the Arctic, the healthier people look. Another hour or so by reindeer sled, the connection between the land, the people and the diet is even more evident than in Schuch'ye. As the guest of Nicolai Laptander and his wife Ustinia I spend the night in a *chum* – a traditional tent made from reindeer skins not unlike a Native American tipi – where they live with their seven children. From what you can see the children look extraordinarily healthy. And although the diet is a challenge, even for this omnivore, what is exceedingly clear is that the Laptanders don't only eat reindeer meat – they eat all parts of the animal. To see an eight year old child reach for another piece of raw liver and then a helping

of raw, frozen meat, and then the marrow of a cooked bone, brings warmth and not a small dose of envy to any parent. But it also tells you quite a lot about the secret of the Nenets diet.

In Salekhard, the capital of the Yamal-Nenet Autonomous Republic, the town's most fashionable restaurant, Beer-Line, is serving twelve-dollar-pints of imported beer to well-heeled administrators, businesspeople and oil-executives. It is just as you can expect from a trendy boomtown bar almost anywhere in the world. However the food gives the place away. Peanuts and chips are not to be seen, instead giggling girls and rough prospectors alike are eating *stroganina*, a kind of Siberian sushi or sashimi – long, crisp shavings of frozen fish.

At the home of one of the region's most prominent politicians, Sergey Khuruchy, his wife

Irina and daughter Oxana serve up a diet not very different from that served in the chum – frozen reindeer meat, *stroganina*, raw reindeer liver and various other named and unnamed cuts. Oxana says this is what the family eats every day, for most meals. At first I think it might be a political statement, more an effort to convince me that they are not too cut off from their people even though they live in a large mansion in the middle of town. But later, when I go to fetch some boiling water from the stove I notice something that convinces me she is indeed telling the truth: One look at the kitchen fan makes it quite obvious that no-one has ever fried food in this house.

The UArctic Network- Ten Years of Collaboration, Sharing, and Growth

By **Outi Snellman**, Vice-President Administration, UArctic

The University of the Arctic (UArctic) started in 2001 as a small community of enthusiastic individuals and institutions with a common vision. Nearly ten years later, it is an ever-expanding network of over 120 organizations from all over the Circumpolar North.

It can be argued that the network already includes all higher education institutions in the North. This represents an incredible potential for institutional partnerships, as each member gains a set of partners with a shared commitment towards diverse, holistic, and circumpolar higher education and research.

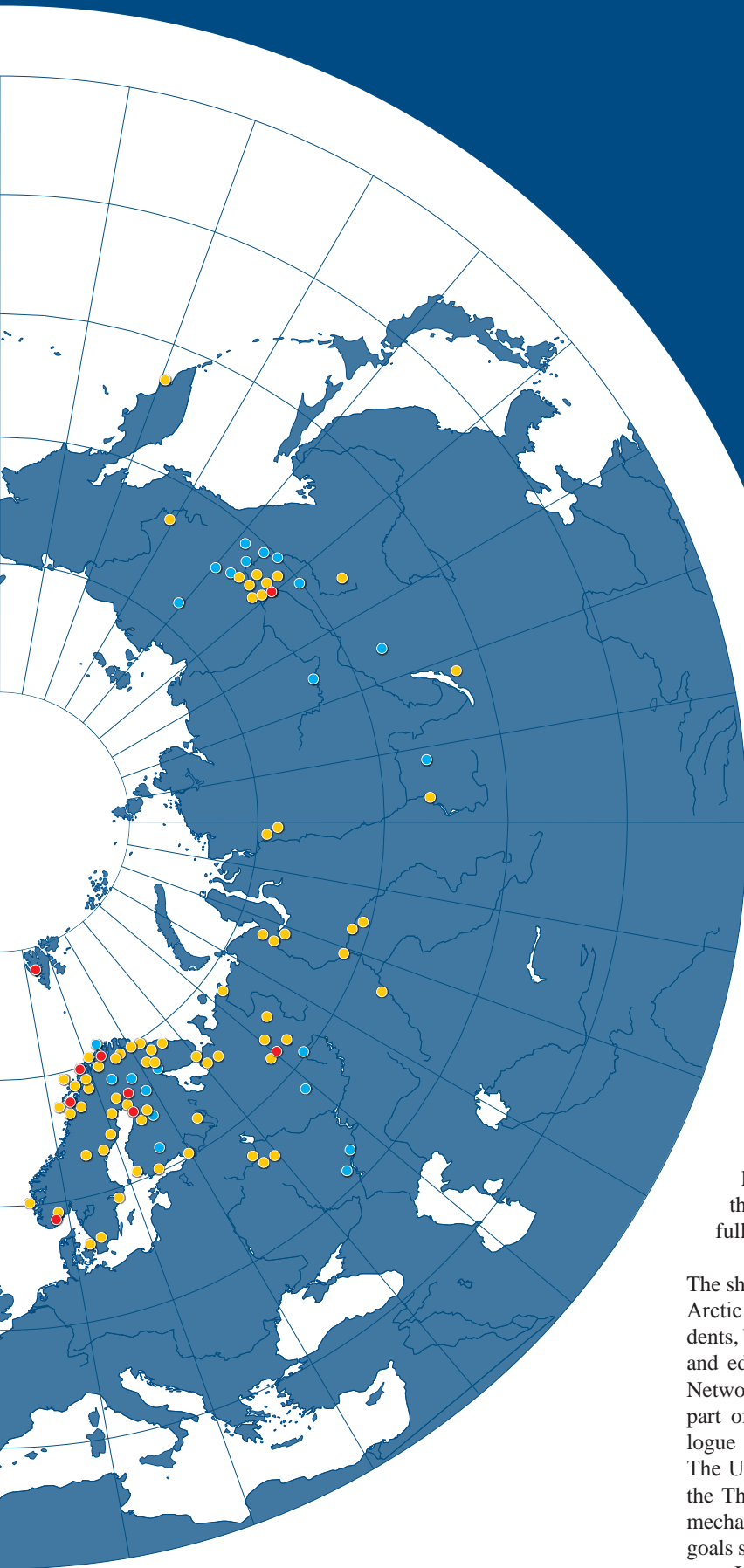
Together, UArctic's members have more than 45 000 academic faculty and over 740 000 students. It is the sharing of their resources, both human and material, that has been the key to UArctic's success and growth. The incredible power of the network lies not only in what members have in common, but also in how they complement each other.

In 2010, we are seeing an incredible increase in the world's attention to the Arctic region. Renewed assertions of state sovereignty in Arctic waters, multivariate impacts of cli-

mate change to both environments and societies, and the debated balance between the economic and environmental impacts of opening sea routes have brought the far North to the world's attention. With this increased interest from outside the region, it is more important than ever that UArctic stays true to its mission to strengthen northerners voices and empower them to determine their own futures. Building human capacity through higher education collaboration and mobility is the most effective way to accomplish this goal.

Within UArctic, northerners are exchanging ideas and innovating new approaches that demonstrate the strength of northern leadership and decision-making. The scientific and political authorities the world turns to regarding issues in the Arctic region are no longer from Ottawa, Moscow, or Brussels. They are from Kautokeino, Yellowknife, and Murmansk.





UArctic Facts

Over 120 members – higher education institutions, colleges, research institutes, other organizations

Across the 8 Arctic countries:

Canada, Denmark, Finland, Iceland, Norway, Russia, Sweden, US

Founded in 2001

Programs in the following Strategic Areas:

Thematic Networks, Undergraduate Studies, Graduate Studies, Mobility, Knowledge and Dialogue, Service to Members.

13 offices located in six northern countries

Over 740 000 students, 100 000 total staff (full-time equivalent) including 45 000 academics in all member institutions combined

Want to stay informed? Subscribe to the UArctic Shared Voices electronic Newsletter at www.uarctic.org/sharedvoices

www.uarctic.org

Through their engagement in programs, our members are working together for the sustainable development of the circumpolar region. Our undergraduate and graduate academic programs and our mobility exchanges are giving students unique opportunities to study the North first hand, but more importantly to meet and learn from each other. By creating true circumpolar learning, UArctic is ensuring the next generation of Arctic leaders will be prepared for the coming challenges of a fully globalized North.

The sharing of knowledge about the Arctic is not only beneficial for students, but also for Arctic researchers and educators. UArctic's Thematic Networks allow academics to be part of an open and constant dialogue on issues of shared interest. The UArctic Strategic Plan defines the Thematic Networks as the key mechanism for implementing the goals set by its members. Therefore, most UArctic activities in the future

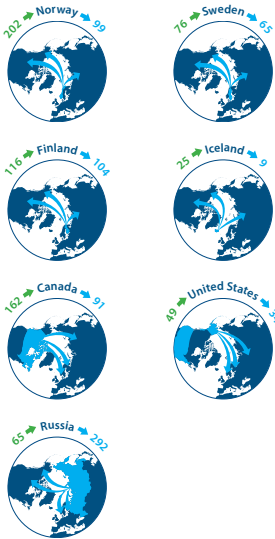
will relate to Thematic Networks in some way.

Recognizing that the future sustainability of the North cannot be realized in conflict with the South, but rather in partnership with it, UArctic is introducing a new category of membership in 2010. From now on, UArctic will welcome institutions from outside the eight Arctic countries as Associate members. In 2010, UArctic has reached a number of additional milestones. First, UArctic established itself as a legal entity, the University of the Arctic Association, based on Finnish law. This will enable UArctic to form contracts and receive funds on an international level. Second, UArctic for the first time ever, has some non-earmarked resources at its disposal, which will enable the Board of UArctic to have more control over its prioritizations.

With UArctic's continued growth and evolution, the power of the network will only increase, adding to the meaning of the motto "With Shared Voices." UArctic has set a lofty goal—to change the future for the Circumpolar North. Recognizing the collective potential of the entire network, it is indeed possible to believe that this is already happening.

UARCTIC – OUR MEMBERSHIP IN CONTEXT

north2north STUDENT MOBILITY 2004-2009



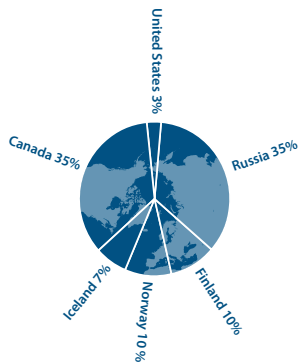
Source: UArctic

TOTAL DISTANCE LEARNING STUDENTS IN UARCTIC MEMBERS

99,927

Source: UArctic 2009

INSTITUTIONS PARTICIPATING IN UARCTIC ONLINE DELIVERY



Source: UArctic 2009

UARCTIC PARTICIPATION IN IPY

13%

Of total 3776 partners in 230 projects

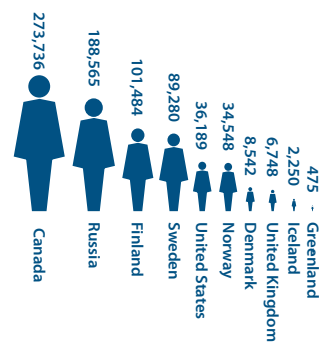
Source: UArctic 2009

TOTAL STUDENTS AT UARCTIC MEMBER INSTITUTIONS

741,817

Source: UArctic 2009

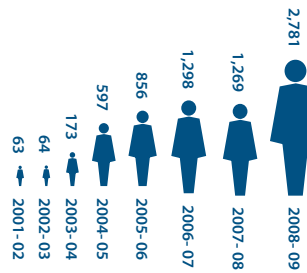
UARCTIC STUDENTS PER COUNTRY



Source: UArctic 2009

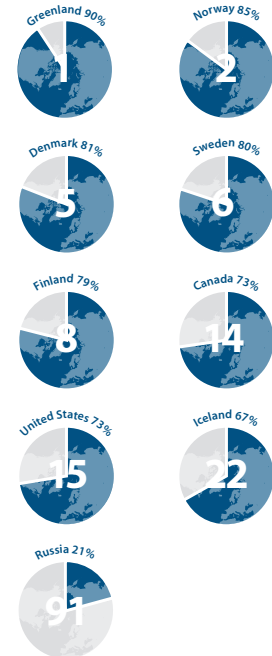
BCS STUDENTS

Circumpolar Studies Student Enrolments
2001/02 – 2008/09



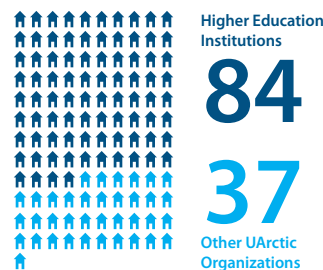
Source: UArctic 2009

ARCTIC IN THE DIGITAL PERIPHERY? Rank by Percentage of Internet Users

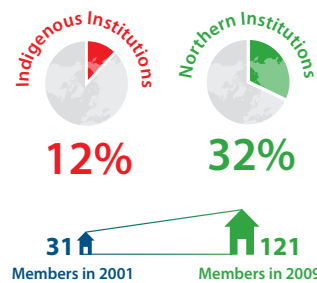


Source: UN Data (data.un.org) 2007

MEMBER TYPES



Source: UArctic 2009



ECONOMY

GRP DIFFERENCES ACROSS THE ARCTIC



Source: ArcticStat / The Economy of the North 2008

19 THEMATIC NETWORKS

Participating Partners in Each Network

- NORTHERN TOURISM: 8 • SOCIAL WORK: 27 • ARCTIC MEDICINE: 14 • DIGITAL MEDIA AND MEDIA ARTS: 4
- DISTANCE EDUCATION AND E-LEARNING: 4 • ENERGY IN NEW TIME: 5 • GEOPOLITICS AND SECURITY: 10
- GLOBAL CHANGE: 25 • INDIGENOUS ARTS AND CRAFTS: 4 • JOURNALISM: 5 • LOCAL AND REGIONAL DEVELOPMENT IN THE NORTH: 30 • NORTHERN AGRICULTURE: 3 • NORTHERN GOVERNANCE: 21
- ARCTIC ENGINEERING AND SCIENCE: 6 • VERDDE PROGRAM: 6 • COMMUNITY-BASED NATURAL RESOURCE CO-MANAGEMENT: 6 • WORLD IMAGES OF INDIGENOUS PEOPLE OF THE NORTH: 6 • ENVIRONMENTAL IMPACT ASSESSMENT OF INDUSTRY CONTAMINATED AREAS: 9 • ARCTIC COASTAL AND MARINE ISSUES: 2

Source: UArctic

TOTAL STAFF AT UARCTIC MEMBER INSTITUTIONS

98,508

Smallest Institution 65 Staff

Source: UArctic 2009

A Forum for the Leadership of UArctic Member Institutions

By **Brian Rogers**, Chair of the UArctic Rectors' Forum Planning Committee, Chancellor of University of Alaska Fairbanks

The Fourth Rectors' Forum of the University of the Arctic, hosted by the University of Alaska Fairbanks, will provide a unique opportunity for leaders of postsecondary institutions to discuss common challenges facing educators throughout the North. The UArctic Rectors' Forum is the only annual meeting held specifically for the heads of postsecondary institutions in the Circumpolar North.

As its central objective, the Rectors' Forum in Fairbanks will promote understanding of post secondary education's facilitation role for communities seeking to build resiliency and increase capacity for responding to rapid change. The Forum will provide opportunities for Rectors to share their perspectives on topics that include rapid and intense changes in several areas, including health, energy, natural resources, culture and indigenous affairs, infrastructure, tourism, and climate.

The Rectors' Forum will be enriched by the inclusion of a graduate seminar comprising a small group of students from

UArctic institutions. The students, who will be invited by their Rectors, will bring their unique perspective to the overall gathering and the many timely issues discussed during their three-day seminar. Components of the student seminar will overlap with the Forum, providing a rich opportunity for students and Rectors to interact with and learn from each other.

Additional meeting information, including a draft agenda, travel and hotel rates, and sightseeing opportunities, can be found on the UArctic website. The University of Alaska Fairbanks cordially invites Rectors to consider vacation excursions before or after the meeting. Alaska has many exciting destinations and is ideal for traveling with families.

The University of Alaska Fairbanks and the community of Fairbanks look forward to hosting our northern colleagues at America's Arctic University.

For more information, please visit the UArctic Rectors' Forum website at: www.uarctic.org/rectorsforum

Polar Firsts: Chinese Student Finds Law and Much More in Iceland

By **Chen Yichao**

If there is one word that seems to describe Chen Yichao it is 'first'. Chen is the first Chinese student to study Polar Law, in the first graduating class of the Polar Law program, after recently graduating from the first ever graduate studies program in human rights law in China. Indeed, doing something new is nothing new at all to Chen.

In fact, the 26 year old, raised in Hangzhou, China has been discovering new academic frontiers since he enrolled at the China University of Political Science and Law (CUPL) to study human rights in 2006. "I thought China needed students who major in human rights law as the bridge to connect China and Western countries in this field, especially since the Human Rights Clause is enshrined in the Amendment of Constitution in 2004", Yichao said, "and the Human Rights Law Master Programme in my CUPL would be the best platform for this aim".

Perhaps even more extraordinary was Chen's decision to enrol in the L.L.M Polar Law Program at the University of Akureyri in Akureyri, Iceland in 2007 following the completion of his studies in CUPL. Though the Arctic was never featured in Chen's studies in China, a memorable visit from Dr. Gudmundur Alfredsson, pioneer of the Polar Law Program and notable human rights academic, to CUPL in 2006 conceived a new research interest for the young academic. Told by Chen, "I went to Iceland just because the Arctic countries have an excellent reputation in human rights records. I didn't know so much about Polar Law at that time. But then after one year of studies, I found China has an extremely important interest in the Arctic area and that polar law is totally like virgin soil to Chinese academic fields. To be honest, this is really an unexpected gain from my Polar Law studies".

But if it was human rights that brought Chen to Iceland, it was the nature and lifestyle of the North that will forever leave a lasting impression. "I can't believe there would be such a beautiful and peaceful place like Akureyri. All of my classmates are so kind and warm-hearted. Although I'm the only child in my family, all of my friends in Iceland feel like my brothers and sisters!" After completing the first year of his studies in April 2009, Chen returned home to China to complete his thesis. As you might guess, Chen's research has focussed on human rights in the Arctic and specifically how it is applied to northern indigenous peoples. Chao's next trip to the Arctic will again be in Iceland, as he prepares for his Polar Law graduation in June, 2010.



By **Kirsi Latola**, Thule Institute, University of Oulu, Finland,
Martin Price, UHI Millennium Institute, Scotland

Adapting to Climate Change:

Local Solutions to a Global Challenge

Climate change is now recognized as a major global challenge. Climate models and recent experience suggest that the Arctic is already experiencing, and will continue to experience, far greater changes than many other parts of the world, affecting the environments on which northern people depend in many ways. Some of these changes have negative impacts, while others may be positive (at least for a certain period of time). The key question is how northern communities will be able to adapt.

The three-year (2008-11) Clim-ATIC (Climate Change - Adapting to The Impacts, by Communities in Northern Peripheral Regions) project aims to help to provide answers to these questions. Clim-ATIC involves various UArctic members, including the UHI Millennium Institute (project leader), and the Universities of Oulu (UArctic Thematic Network on global change in the Arctic), University of Lapland and Umeå University. Its overall objective is to establish a sustainable information, advice and training service for community climate change adaptation across Europe's northern periphery. The project and the eventual service have a particular emphasis on identifying how climate

change may bring opportunities for fostering the sustainability of communities in the northern periphery through local employment opportunities, social benefits, and environmental management. The primary funder is the European Commission's Northern Periphery Programme; other funding comes from partners in the five participating countries.

The knowledge gained is initially being made available to all those participating, and then to non-participating communities and stakeholders, through the website and regional and international dissemination events, including a final international conference in Florø, Norway, on October 26-28, 2010. Long-term benefits will be assured through an accessible and up-to-date service on climate change and adaptation at the community level. A business plan for this service is currently being developed, taking into consideration the results of needs surveys conducted in 2009 and the various relevant existing and emerging initiatives in the region.

For more information, please visit:
www.clim-atic.org
 Also, consider attending the final conference.

Clim-ATIC activities are taking place in the following regions and communities:

Finland

City of Rovaniemi, Kittilä and Kolari

Greenland

Sisimiut, Ilulissat and Uummanaq

Norway

County of Sogn og Fjordane and Flora

Scotland

Cairngorms National Park and Glen Urquhart

Sweden

Lycksele and Åre

The project includes a series of linked activities involving academic and public sector organizations, communities, and other stakeholders across the five regions, to build the necessary knowledge to contribute to the eventual service:

undertake a comprehensive review of likely short- and long-term implications of climate change on a number of rural communities in each region;

develop climate change vulnerability scenarios, using climate change data and models, social change scenarios, and local knowledge and experience;

identify barriers and opportunities for rural communities that wish to adapt to climate change;

develop, adopt and begin implementation of community climate change adaptation strategies in the participating communities;

plan, deliver and evaluate 12 adaptation demonstration projects on four themes: sustainable energy management, sustainable transport, tourism opportunities, risk management and response.

Future Experts on Health and Wellbeing in Arctic Regions

By **Hannele Savela**, Project Planner for the Centre for Arctic Medicine at the Thule Institute, University of Oulu and
Arja Rautio, Programme Director of the Circumpolar Health and Wellbeing Program

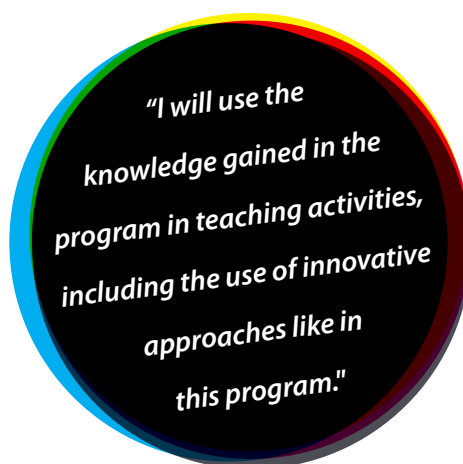
UArctic's first international, jointly developed Master's Degree program started with its first set of students in January 2009. Now in its second year, the Program has received positive results from students, who already see the benefits of their education.

The Master's Program in Circumpolar Health and Wellbeing provides the Arctic region with much needed experts in the field of health and wellbeing. The curriculum is unique by its truly multidisciplinary nature, but also because the students can complete a notable portion of studies by modern distance learning methods. The students are now in their second year of studies and have already gained variety of experiences about the program. Many students are starting their Master's thesis or are currently having their exchange period in one of the program's seven partner universities located in Finland, Sweden, Denmark, Russia and Canada.

Canadian student Sandra Juutilainen is currently on exchange period in University of Oulu, Finland. She finds that studying in the program has widened her knowledge in several ways: "Definitely, gaining a broader perspective of health has been most interesting for me. I've benefited from the interaction with colleagues from different countries. Also having the opportunity to learn more about the Sámi culture has been interesting not only from the perspective of my research project, but also from my own interest in indigenous peoples."

Sandra tells that the exchange period has exceeded her expectations: "I've only been in Finland for three months and it's already

a second home for me. I'm impressed by the efficiency of services here, both in the city of Oulu and at the university. As my dad often says, 'Finland – what a great country!' and I agree it is!"



Anastasia Emelyanova, a student from Russia, is thrilled about her ongoing Master's thesis: "It's about population aging and related social policy response. In my point of view, elderly people are the basis of society's wisdom and experience. All over the world, they might feel themselves neglected or deprived. Social policy should face problems of older citizens especially under rapid demographic changes in age structures. Surely, it's impossible to cover the whole globe, so I focused my research on the circumpolar territory of the Barents Euro-Arctic Region. I hope that a good example of coping with population aging in Scandinavian areas will be helpful for Russia's northern regions, where aging process is connected with other negative socio-demographic tendencies."

Both Sandra and Anastasia are pleased with the opportunity to accomplish most of the compulsory studies by distance learning, which enables them to keep working and to make a living. Anastasia says, "It can make studying process easier; join the students and teachers wherever they are at the moment. You can also choose the time when to study in part of the day that suits you best. It makes it possible to work as well. I feel it's a good option for studying."

What kind of plans do these soon-to-be graduates have for the future? Sandra plans to continue her studies further: "My Master's thesis about the legacy of colonization and its impact on indigenous health of Sami in Finland and First Nations in Canada is a start of a larger research project that I will carry out at the PhD level. The skills and knowledge gained from the program provide me with the initial contacts with communities in Finland and at the university, as I'm seriously considering completing my PhD work here in Finland."

Anastasia has several ideas on her mind: "I will use the knowledge gained in the program in teaching activities, including the use of innovative approaches like in this program. Also, any public work from my side will reflect the circumpolar specificity. In a word, I would like to do my best for development of cooperation between the circumpolar partner states, which interact with each other in the social and medical aid, and in cultural, environmental and other aspects."

More information about the program can be found from the website:
<http://arctichealth oulu.fi/mch>

Building and Developing Nunavik

*In a dramatically changing northern Canada,
Nunavik provides a case study of positive change.*



By **Pita Aatami**, President of the Makivik Corporation | Photo **Robert Frechette**

Nunavik region (507 000 km²) is located in the northern part of the Province of Quebec, Canada, where 10 000 Inuit live in 14 coastal communities. Since 1975, Nunavik has undergone rapid political changes. The Inuit of Nunavik viewed the 1975 James Bay and Northern Quebec Agreement (JBNQA) in the context of a new beginning, in terms of developing and implementing a new relationship and way of doing business with the Governments of Canada and Quebec. In December 2007, an agreement was signed for the creation of a Nunavik Regional Government and a Nunavik representative Assembly.

Politically, culturally and economically, Makivik Corporation has been a leader in building and developing a vibrant region called Nunavik, where Inuit have established their own distinct place and identity within Quebec and Canada. From our very beginning, the Inuit of Nunavik have recognized the importance of science and research in building Nunavik's economic future, the protection of our natural resources and the health of our communities and people. For more than 30 years, we have backed it up with financial commitments through the establishment and operation of our Nunavik Research Centre (NRC), located in the community of Kuujuaq, which is recognized as a first class research centre and a model for Arctic research by Inuit.

NRC employs key scientific and technical staff, all fully committed to excellence on a range of science issues specific to the Nunavik region, including the quality and safety of country foods, environmental studies and wildlife management, as well as sustainable development. NRC is the first of its kind in Eastern Canada, capable of tracing and tracking heavy metals and other contaminants of illnesses in wildlife that our residents remain dependent upon on for their daily food. Several programs are carried out in collaboration with government and academic scientists from southern Canada and internationally. The Cartographic Section conducts land-use studies and environmental assessments, maintains and creates GIS databases, and provides mapping services through the use of the GIS technology.

Traditions that have governed the daily lives of Inuit are no longer suited to all new realities of an ever-changing world. Seeing beyond the present is my goal as President of Makivik Corporation. We must recognize the need to find ways to engage the mind and spirit of a generation of Inuit. I strongly believe that the Inuit of Nunavik are actually laying the foundations of a new Inuit society. Today's youth will eventually take over responsibilities and pursue the work. In order to do so, Inuit youth need a solid education and good living conditions. The recent nomination of Makivik as a new Council member of the University of the Arctic is another step in supporting and promoting higher education for the Inuit of Nunavik.

Politically, the Inuit of Nunavik have settled their comprehensive land claims and are building the political, institutional and economic development structures necessary for us to control our own destiny within our region. In the last thirty years, the Inuit of Nunavik have developed their vision: to run their own affairs with an autonomous public government that is adapted to the realities of the Inuit and in line with the country's fundamental legal framework. The Nunavik Regional Agreement will allow Inuit and all residents of Nunavik to chart their future and determine their priorities as a society.

We welcome future developments, but we must be involved and the terms of our claims must be respected. We will insist that our communities benefit, and that there are opportunities for our businesses and our people and especially our youth. Above all, we will insist that future developments are supported by solid research initiatives to protect our lands and environment, especially our wildlife.

In summary, I believe that the overall philosophy that our land claims are built upon should apply to whatever initiatives we undertake in the future of the Arctic. It simply ensures that what we do and the way we do it improves on the social, economic and environmental conditions of the people who live here. This can only be achieved through continued consultation, involvement and partnership.



A Life's Journey to the North

By **Nikolas Sellheim**

M.A. Candidate in the Polar Law Program, University of Akureyri

Scandinavia – Astrid Lindgren and elks, reindeer and forests. This romanticized perception of the European North did not last long. When I started my Scandinavian studies in Berlin in 2005, I did not yet realize where they would take me. The histories of the Nordic countries, their languages, mythologies and cultures were all covered by the program, yet my interest went beyond the European North - to the fascinating world of the Circumpolar Arctic.

Therefore, I decided to take a break from Scandinavian Studies and venture to the Arctic Circle, to Rovaniemi, Finland, in order to participate in the Arctic Studies Program (ASP). The ASP deals with pressing current and future issues related to climate change, indigenous peoples' rights and Arctic governance. During the one year of intense studying in Finland, it became apparent to me that my academic future lies within the framework of UArctic and in the Arctic generally. Consequently, after having returned to Berlin in 2008, I continued my Arctic studies with the online Bachelor of Circumpolar Studies (BCS) from Bodø University College, while at the same time finishing my Bachelor's in Scandinavian Studies.

Where to next if I wanted to deal with Arctic issues in my Master's program? The answer came swiftly: the Master's program in Polar Law in Akureyri, Iceland. Situated in the barren north of Iceland, the natural surroundings of Akureyri are a strong contrast to the forest-covered European north that I had previously experienced.

The program combines legal, political and social sciences to a comprehensive, analytical and progressive subject while strongly focusing on legal issues relating to the governance regimes of the Arctic, its peoples and resources. What made it even more interesting for me, is the inclusion of traditional legal systems and traditional knowledge.

Here I am now in early 2010, doing my Master's in Polar Law, close to the Icelandic Arctic Circle. UArctic's involvement in the shaping and framing of this program makes it the perfect continuation of the Bachelor of Circumpolar Studies (BCS) and the Arctic Studies Program (ASP). Not only is the content further developed, but there are also students from the ASP and BCS, as well as familiar lecturers who contribute to a unique study atmosphere and a feeling of a UArctic family.

The next step will be to finish the degree in 2011 and then start preparations for a PhD in Arctic environmental governance. Many ideas for filling the gaps in research have arisen throughout the program. By gaining a PhD, the long-term goal is to find a suitable position in a research institute or a university, not only to pursue further Arctic research, but also for conveying the gained knowledge to future student generations in an age of increasing importance to the Arctic.

Why UNBC Students are Excited about Northern Research

Anke Krey, Sonja Ostertag, Becky Cadsand, and Kate Hrinkevich

Students of University of Northern British Columbia

Studying and researching the North is not all about isolation. As the University of Northern British Columbia's Northern Research Group illustrates, learning and sharing from local communities is an important part of the educational process.

The sound of several gunshots woke up Sonja in the middle of the night. She blinked into the midnight sun shining through the tent and needed a couple of seconds to realize that she was in an Inuit hunter's camp on the remote Hendrickson Island in the Western Canadian Arctic. For the rest of the night and most of the following day she found herself in shallow water helping to get beluga whales on the shore, cutting off heads covered in blood and removing brains from the whale's skulls. This was one of many days spent sampling whales alongside Inuit hunters, scientists and youth, but represented only one part of a multi-faceted research program that strives to build partnerships among researchers and community members from Tuktoyaktuk. Sonja's work in the Arctic differs greatly from her everyday laboratory life, in which she is studying the effects of contaminants in beluga whales for her PhD.

Sonja is also the founder of the Northern Research Group (NRG) at the University of Northern British Columbia. Participants in the NRG are students involved in northern research from different disciplines and from



many parts of the world, each with his or her own reasons for wanting to spend time in the North. Some are fascinated by the extreme ecosystem, or admire the people living up North; some embrace the beauty of Northern landscapes; and others like the adventure connected with working in harsh environmental conditions or the combination of all. As NRG members, we know that the common denominator is the passion for doing research in a remote location that takes us out of our comfort zones and lets us grow as researchers and as people. There is also a significant cultural component in our work up North: we are frequently collaborating or working with local people whose traditions and culture are quite different from our own. The human dimension of research is frequently present when you go

North, perhaps because we often work alongside Inuit and First Nations people to carry out our research in a safe and culturally appropriate manner. Furthermore, since we are often working on traditional territory, researchers must usually receive community support for their studies prior to carrying out data collection. This requirement can encourage scientists from various disciplines to interact with northerners, which may lead to unique opportunities for us to broaden our understanding of issues that are directly applicable to people living in Northern Canada.

As students working in the North, we meet with fellow researchers across fields and disciplines that are committed to appreciating and understanding the whole picture of north-

ern environments. This research is desperately needed: approximately 40% of Canada's land-mass is north of 60 degrees latitude. Climate change, environmental contaminants and resource extraction are influencing northern ecosystems and may profoundly affect the people who are deeply connected to the land and ocean. As northern researchers, we have the opportunity to not only increase our understanding of the North, but also to be involved in a process of rethinking how research can be carried out to meet the needs of both academic and northern communities. That is why we formed the NRG. We have created a forum for sharing our experiences and expectations about the work that we do because we want it to make a difference, both in the communities of the North as well as our university.

The Legacy of IPY EALÁT: A UArctic Instrument for Local Competence Building in the North

By Inger Marie G. Eira, Robert W Corell, Ole Henrik Magga, Nancy G. Maynard, Svein D. Mathiesen, Anders Oskal, and Mikhael Pogodaev UArctic Institute of Circumpolar Reindeer Husbandry | Photo Svein D. Mathiesen


Though IPY has reached its end, the IPY EALÁT project provides a good example of how a collaborative project has provided long-term solutions towards improved capacity-building in northern societies through innovative teaching and research methods.

Sámi University College in Kautokeino and the International Centre for Reindeer Husbandry (ICR), both members of University of the Arctic, are based in the heart of the Sapmi in Kautokeino, Norway. In recent years, these institutions have built up a professional network in circumpolar reindeer husbandry through the International Polar Year (IPY), in cooperation with the Association of World Reindeer Herders (WRH). Known as the IPY EALÁT project, these institutions are investigating how traditional reindeer herding societies in the Arctic are adapting to climate variability and change.

Climate variability, climate change and the social changes associated with globalization have been and will continue to be the cause of major changes in the physical environment, ecology and culture for both indigenous communities and other communities in the Arctic. It is important to use both scientific and indigenous peoples' traditional ecosystem knowl-

edge to understand these changes and plan for the future. This will require a new type of cooperation between herders, industry, researchers, management and governments. Experience has shown that many environmental problems are not solved solely through the use of conventional science. There is a need for a new social contract between science and society, where reindeer herders' systematic traditional ecological knowledge is included in decision-making processes. Today, views regarding traditional knowledge have evolved. The global community has begun to demand the implementation of local and traditional knowledge, and even institutions such as the United Nations require and encourage that traditional knowledge be embedded into the management of the natural environment.

With its special focus on adaptation to the challenges of climate variability and change, as well as the pressing issue of loss of pastures, IPY EALÁT has an important long-

A man wearing a red patterned hat and a dark jacket is looking down at several reindeer antlers. The background is a soft, hazy landscape.

term contribution towards capacity-building in reindeer herding societies across Eurasia. IPY EALÁT hopes that Arctic indigenous peoples' insights and understanding will contribute to new dimensions in UArctic, currently not recognized in conventional science. IPY EALÁT has developed new Bachelor and Master's courses in cooperation with UArctic, as well as developed research techniques and communication strategies focusing on reindeer husbandry, human coupled ecosystems and climate change. These include developing online nomadic education, adapted to reindeer herders. Secondly, IPY EALÁT is also creating a Master's course titled 'Adaptation to Global Change in the Arctic', as part of the UArctic Thematic Network on Global Change. This unique course will be available beginning in autumn 2010, in cooperation with lead Arctic researchers in the Circumpolar North. It is hoped that the results provided will bring new and important perspectives to sustainable research and teaching in Arctic societ-

ies. Furthermore, IPY EALÁT has provided new opportunities for young reindeer herders to meet other young herders in workshops, lectures, research projects and cultural exchange.

During IPY, EALÁT established a unique institutional network in the Circumpolar North that will be maintained for future cooperation between peoples and governments. Therefore, as a continuation of these efforts, the Association of World Reindeer Herders, the International Centre for Reindeer Husbandry and the Sami University College have taken the initiative to establish a UArctic Institute for Circumpolar Reindeer Husbandry (UArctic EALÁT Institute) as a legacy of the International Polar Year. It is envisaged that this institute will build and expand on the network already established in the republic of Sakha (Yakutia) and the Yamalo-Nenets Autonomous Okrug in Russia. This new UArctic cluster institute will be an important

mechanism related to indigenous peoples and reindeer herders' knowledge production.

IPY EALÁT understands that traditional ecological understandings and adaptation to climate change demands the training of local Arctic leaders in both indigenous peoples and the society at large in long-term sustainable thinking. This must be based on the best available knowledge on indigenous peoples' traditional ecological understanding and adaptation. This encompasses both scientific and experience based traditional and local knowledge. The recently endorsed IPY legacy UArctic Institute for Circumpolar Reindeer Husbandry, (UArctic EALÁT Institute) will be an important mechanism to reach this goal.

For more information visit:
www.ealat.org

Nunavut Arctic College Benefits from UArctic Circumpolar Cooperation

By **Jamie Bell**, Public Affairs Officer, Nunavut Arctic College and
Linda Pemik, Director of Academic Affairs, Nunavut Arctic College

As a proud partner of the University of the Arctic, the Board of Governors and staff of Nunavut Arctic College recognize how important a circumpolar university is to northern development and the benefits that participation can bring to the people of our territory.

With financial support from the Government of Canada, Arctic College has been able to actively participate in promoting the UArctic in Canada, and to contribute to the development of UArctic programs.

“Education is the single largest factor determining income and employment levels, and it continues to be a key factor in the growth and development of capable, effective and sustainable aboriginal governments,” said Arctic College’s Senior Academic Officer, Linda Pemik. “The University of the Arctic provides our college with one of the very few avenues open for Nunavut students to participate in relevant international activities and remains an important initiative for our institution.”

Pemik says the greatest result of this international focus has been the increasing number of Nunavut students who have had the opportunity to develop a broader understanding of the circumpolar world and to bring that knowledge to bear in their lives and professional practice.

Pemik adds, “One of the challenges in creating an international culture within any educational institution is how to increase engagement of both students and faculty in international programs. We have found that the best way to do this is to provide the opportunity for faculty to learn from our international partners. They then become stronger advocates for student participation and are better informed

not only about international issues that they can then bring into the classroom, but also about international development opportunities for students.”

An example of the success of the college’s UArctic partnership is the growing interest and participation in the north2north student mobility program. This year, Arctic College’s Nunatta Campus in Iqaluit welcomed Alaskan Inupiaq exchange student Marjorie Thabone from the University of Alaska, Fairbanks. Arctic College Management Studies student Lily Maniapik went to Finnmark University College in Norway. Environmental Technology student Jodi McGregor is spending 2009-2010 at the University of Lapland in the Arctic Studies Program. Last year, Human Services students from Cambridge Bay’s Kitikmeot Campus also raised funds for an exchange visit to Finnmark University College.

These exchange opportunities are not only for students. Beata Hejnowicz, Senior Instructor in the Fine Arts programs at Arctic College’s Nunatta Campus visited the Sami University College and the Sami Education Centre to strengthen the existing partnerships with both of these institutions and to share best practices and program information. Hejnowicz, along with Peesee Stephens, the Dean of Language and Culture programs, gave lectures and presentations on Arctic College’s programs and the relevant issues common to Inuit and Sami peoples.

Discussions were also held to expand the Verddet Agreement to include arts and crafts-related programs. The Verddet Agreement is a program of cooperation between Sámi



University College and Nunavut Arctic College, signed in 2006. The original focus was on aboriginal teacher training issues, with regard to educational and scientific cooperation. As a result of the current meetings with the Sami University College, Arctic College intends to expand these areas of cooperation. Both Sami and Inuit can continue to learn from each other as both peoples struggle to maintain a balance between modern and traditional practices and work through a process of emancipation from colonial practices. It is also an excellent example of international cooperation between two small northern indigenous colleges.

This trip also provided the opportunity to introduce Nunavut Arctic College to the Indigenous Arts and Crafts Thematic Network of the UArctic. UArctic’s Thematic Networks foster issues-based cooperation within networks which are focused, but flexible enough to respond quickly to topical Arctic issues. They form a natural framework for development of UArctic education and research providing an optimal structure for increasing knowledge generation and sharing across Canada’s North and the circumpolar world.

The continued exchange of ideas and information will continue to strengthen and enrich programs offered with our respective institutions, while promoting continued international cooperation.

Relevant Security Dimensions of the High North

By **Dr. Lassi Heininen**, University of Lapland and Chair of the Steering Committee, Northern Research Forum

Arctic security conjures up images of instability and conflict.

However, as Lassi Heininen explains, different perspectives of security illustrate a more complete and holistic picture.

The shift from military tension and confrontation between the two superpowers of the Cold War to international cooperation in many civilian fields and the increase of political stability in the early 21st century has affected the security of, and security matters in, the High North. The very meaning of security in the entire Arctic region has been extended beyond traditional concerns with military threats to focus on environmental and societal problems such as pollution, health and cultural survival as well as global security problems such as long-range pollution, and climate change and its impacts. At the same time, the region has retained its high strategic importance due to its rich energy resources, new global sea routes, and existing military structures including radar stations and nuclear weapons systems.

Security in the High North now includes the following relevant dimensions and challenges. First, the strategic importance of northern energy resources, particularly oil, is growing due to the dualism of increased scarcity of energy resources and the growing importance of energy security on the global scale. This is compounded by the fact that there are new options due to the melting of sea ice, which has accelerated global interest in the Arctic Ocean. Second, while traditional military security continues to be important, there exist new kinds of security approaches and factors, such as long-range air and water pollution and other kinds of environmental degradation, nuclear safety and climate change. Climate change presents an interesting example, in which its physical impacts and associated uncertainty have direct effects on environmental and human security, as well as national security and state sovereignty.

Third, there are two main phenomena that are closely connected. On the one hand, there has

been less political tension, military presence, and military activities in the Arctic. As a consequence, this has meant more stability, more international cooperation and a certain confidence in these processes. At the same time, however, the region continues to host important military structures and armies, especially those of the United States and Russia. Thus the Arctic continues to be a strategic area for the deployment of the nuclear weapons system. Fourth, though there is less military tension, fewer military bases, and fewer troops, the region remains strategically important for the testing of weapons and military training and maneuvers by Arctic states and major military powers.

Consequently, in the High North there is no one type of northern security but several, from the traditional notions of security via the increasing importance of energy security to more comprehensive notions of environmental security and human security. Furthermore, there is an increasing need to redefine security, have a new security agenda, and to establish a more holistic approach to security. Finally, among northern residents and civil societies there is an increased consciousness about the environment and a growing concern in the security issues of their region. This has been accompanied by a degree of political empowerment that has the potential to transform traditional notions of security into more comprehensive and less mystifying ones, and as such significantly improve the real security of the region and its peoples.

This short article is based on Lassi Heininen's article "Globalization and Security in the Circumpolar North" in: *Globalization and the Circumpolar North*. Eds. by Lassi Heininen and Chris Southcott. The University of Alaska Press, Fairbanks 2010.

Building on Classroom Connections: the Development of a UArctic Student Association

By **Harry Borlase**, former student of the UArctic and Master's of Polar Law Candidate and **Mikkel Berg-Nordlie**, UArctic Board of Governors Student Representative, 2007-2010 | Photo **Harry Borlase**

With its growing enrolment and popular programs, the development of a UArctic student association is an obvious step towards improving student connectivity and responsibility in the North.

Since its establishment in 2001, the University of the Arctic has been connecting students from communities across the Circumpolar North through its virtual classrooms. Overcoming geographic distances, these students have engaged with each other in much the same way as they do at their home institutions - by sharing personal experiences and forming enduring friendships. In this way, these classrooms have become more than just virtual forums, they have become important tools for the way in which thousands of young people in the North have communicated, shared, and grown.



Similarly, UArctic's mobility programs, like north2north and GoNorth, have also been important resources that have accomplished more than just providing unique educational opportunities to students. These programs have bridged oceans, cultures and languages to bring students together in new circumstances and environments.

Through these experiences, students have become interconnected, forming a community of past and present UArctic students who understand first-hand the impact of its development. In the same way that the UArctic has significantly grown, so too has this community. Unfortunately, the way in which students are represented in the UArctic remains limited. Currently, student interests are represented by the Board of Governor's Student Representative, a position that enables close collaboration with the UArctic's senior leader-

ship. This position could be greatly enhanced if there were opportunities for students to voice their interests as a collective.

The time has come to establish a UArctic student association to bind this community; a group of UArctic students to become formally connected, tasked with its own responsibilities and mandate. Not only could this group function as a way of improving student interaction and connectivity, but it could also help support UArctic program activities and organization. The success of the Bachelor of Circumpolar Studies' online courses has shown that the virtual world could provide the platform for such an association; there is no one better than students themselves that understand the success of online networking.

Though the idea to create such an association has been discussed since the launch of the

UArctic, there have been a number of practical and financial hurdles which have prevented the body from being formally organized. The support from the UArctic Council in its annual meeting in 2009 and the ongoing encouragement of the UArctic Board of Governors towards its development have alleviated some of these obstacles. Furthermore, the idea has been under development by a small group of students to explore the advantages and solve the challenges of such a project.

There is no reason to believe that such an organization could not work. Connecting youth has been a fundamental priority of the UArctic since its beginnings; it is now up to us as students to keep the ball rolling.

To become involved please email: students@uarctic.org





Yakutsk and Circumpolar Studies Benefits of a Circumpolar Classroom and Campus

By **Claudia Federova**, Head of the Department of International Programs, Sakha State University | Photos **Michil Yakovlev**

Sakha State University, a long-time member of the University of the Arctic, is the northernmost university in the Russian Far East. It is situated in a land of extremes. However, the natural expanse is not the only feature that impresses its international students.

As a region, Sakha has an extremely vast territory, extremely enormous temperature ranges between the summer and winter, extremely long winters, extremely dark polar nights, extremely white and brilliant summer nights, an extremely huge number of lakes and rivers, as well as spacious taiga forests, and endless tundra land. Taking all of this into consideration, it is no wonder that such a land attracts students from outside of the North.

One such student is PhD student Susan Hicks from the United States. Hicks comments that: "I was amazed at the size and immensity of the Russian East. In the US, when people

think about Russia, they think largely about Moscow and the West and know little about the rest of Russia. I have been impressed by the strength and also friendliness of people here, not simply surviving in these harsh climatic conditions, but living and raising families and introducing me and other foreigners to the beauty and richness of their homeland."

Hicks has greatly enjoyed her time in Sakha, commenting on the natural beauty, as well as the friendliness and kindness shown by friends and acquaintances. Though the cultural distance can be almost as noticeable as the geographical separation for some exchange students, Hicks values these challenges and has learned plenty from her stay: "Studying here has been absolutely unlike any other educational experience. I have been exposed to completely new ways of living in the world and to see also that people are not so different in the end. That is to say, I have been able to learn from the similarities and the differences

to find the way to reach across cultural barriers and also where they cannot be crossed. For other exchange students, I highly recommend them to come to Yakutia, but to come with open eyes and open ears, to set aside preconceived notions and to avoid quick judgments. Things are not like they are in America or anywhere else in the world. Sometimes that can be frustrating, and sometimes that can even be scary. But people live here, work here and have done so for millennia and they have their own ways of doing things. If you can put aside your comfort zone, not demand the things you're used to, then you will see what a wonderful place this is and how amazing life can be."

Students from Italy, United Kingdom, France, Austria, Korea, Germany come to Sakha for various reasons. Partly, they are coming in search of the diversity of cultures and living traditions, as well as the unique experiences of surviving in the North. It is this uniqueness, along with the extreme natural beauty, which creates Sakha's 'northernness'. However, each student has their own reasons for choosing Sakha. For Lia Zola of Italy it was to learn the local language and culture, while for Tanya Kossberg from the United Kingdom it was to study Russian and ethnography. It is in these decisions that many find the most unexpected and rewarding results. PhD student Hakan Karakoch from Turkey says that his experience in Sakha has been the best of his life. Verena Senn from Austria admits that it was one of the best decisions she has ever made.

For many within UArctic, they too will get to experience land of extremes. The UArctic Council meeting will take place in Yakutsk in June 2010, and Sakha State University welcomes the chance to show what everyone's been talking about.



Why GoNorth

By **Astrid Revhaug**, Chair of the GoNorth Program, and Head of the International Office at the University of Tromsø

“Most things are in the North,” says the Norwegian author, Rolf Jacobsen (1907-1994), in the famous poem entitled *North*. Most northerners will support that statement - in all possible meanings of it. Further back in history the mantra used to be the opposite: that all good things in life had to be found in the central southern hubs, and you would have to go south to grab them.

Today we think that the North in so many ways outdoes the regions south of us. It is enough to mention the wild and pristine nature even close to urban areas, fantastic outdoor recreational opportunities, clean environment, and the absence of crowds. At the same time, an ever-increasing number of northerners also enjoy the same modern amenities as southerners.

One of the core fundamentals for the development of societies in the North is the existence of responsive higher education systems which are able to demonstrate their state-of-the-art quality education and facilities both within and outside their own regions. With its many and diverse member institutions, UArctic is a unique consortium. In this respect, nothing beats the North.

Studying in the High North is an unforgettable life experience. We know that from numerous students' testimonies. We want more students to experience this. Therefore we must continue to reinforce the joint efforts to market the High North as a unique studying and living destination. This simple message is what the UArctic society has to get across to education seekers around the world. If we all go for it, we will succeed in influencing the world through the efforts and offers provided by the UArctic higher education institutions.

North by Rolf Jacobsen

Look North more often

Go against the wind

You'll get redder cheeks

Find the rugged path

Keep to it

It's shorter

North is best.

Winter's sky of flames,

Summer nights' sun miracle

Go against the wind

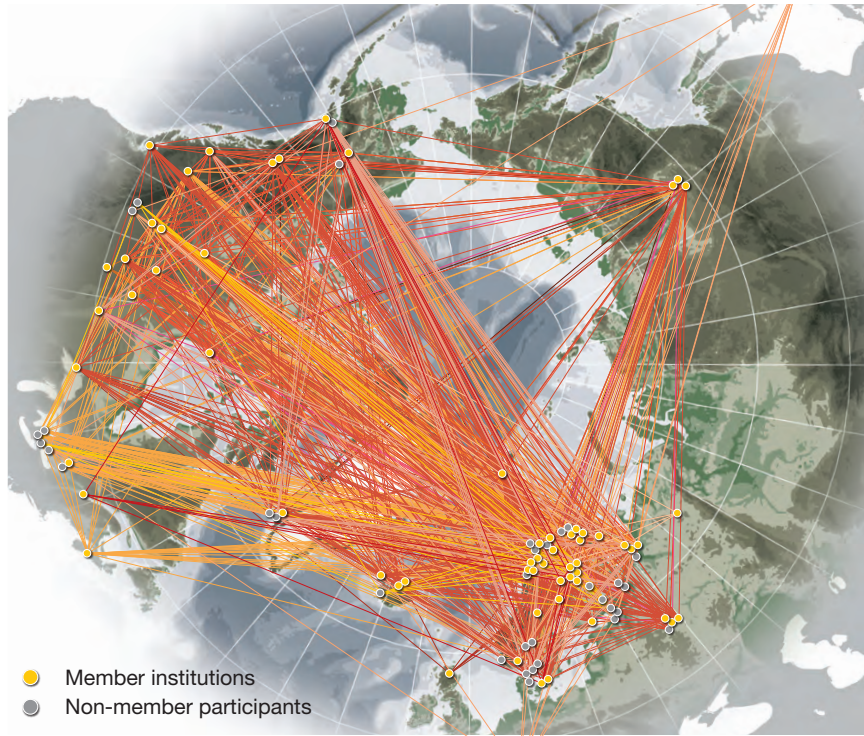
Climb mountains

Look North

More often

This is a long country

Most is North



UArctic has 19 Thematic Networks (June 2010). The networks are represented on this map by connections between participating institutions in each network.

NORTHERN TOURISM: 8 • SOCIAL WORK: 27 • ARCTIC MEDICINE: 14 • DIGITAL MEDIA AND MEDIA ARTS: 4
 DISTANCE EDUCATION AND E-LEARNING: 4 • ENERGY IN NEW TIME: 5 • GEOPOLITICS AND SECURITY: 10
 GLOBAL CHANGE: 25 • INDIGENOUS ARTS AND CRAFTS: 4 • JOURNALISM: 5 • LOCAL AND REGIONAL
 DEVELOPMENT IN THE NORTH: 30 • NORTHERN AGRICULTURE: 3 • NORTHERN GOVERNANCE: 21
 ARCTIC ENGINEERING AND SCIENCE: 6 • VERDDE PROGRAM: 6 • COMMUNITY-BASED NATURAL RESOURCE
 CO-MANAGEMENT: 6 • WORLD IMAGES OF INDIGENOUS PEOPLE OF THE NORTH: 6 • ENVIRONMENTAL
 IMPACT ASSESSMENT OF INDUSTRY CONTAMINATED AREAS: 9 • ARCTIC COASTAL AND MARINE ISSUES: 2

Map / © University of the Arctic 2010, Philippe Rekeacewicz, Veli-Pekka Laitinen and Hugo Ahlenius, Nordpil



UNIVERSITY OF THE ARCTIC

UArctic International Secretariat / University of Lapland / Box 122 96101 Rovaniemi Finland / secretariat@uarctic.org / www.uarctic.org