

THE UNIVERSITY OF THE ARCTIC

With Shared Voices:
Launching the University of the Arctic

Единогласие: Создание Арктического университета

A Report from
the Circumpolar Universities Association Working Group
on the University of the Arctic to the Arctic Council
(Including Russian language version of report and Annex A)

CIRCUMPOLAR UNIVERSITIES ASSOCIATION (CUA)
UNIVERSITY OF LAPLAND
Rovaniemi, Finland

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The Circumpolar Universities Association (CUA) is an organ for cooperation between universities and other institutes of higher learning and research in the northern circumpolar region of the world. The aim of the Association is to encourage cooperation and to promote higher learning and research in northern areas of the world. The CUA was created in 1992 following a series of biannual Circumpolar Universities conferences beginning at Lakehead University, Canada in 1989. Organizing these conferences continues to be the primary role of the CUA in promoting cooperation among its member institutions. Recently the CUA has undertaken such initiatives as the Northern Consortium student exchange between northern Europe and Canada, and the feasibility study for the University of the Arctic. The General Meeting of the Association is held as part of the biannual conference, where a Steering Committee is elected for the next two years to plan and coordinate the activities of the Association. The Secretariat of the CUA, currently located at the University of Lapland, performs the daily functions of the organization and acts as a resource for member institutions.

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CONTENTS

With Shared Voices: Launching the University of the Arctic	7
The Need	7
Steps Taken So Far	8
Next Steps	9
List of Annexes	10

Annexes:

A.	Shared Voices and a University of the Arctic-Views of Indigenous Peoples	11
B.	Russian language version of the report and of Annex A	14
C.	Minutes of the CUA Working Group's plenary session, Rovaniemi, Finland, January 1998 (published separately)	
D.	Minutes of the CUA Working Group's plenary session, Whitehorse, Canada, May 1998 (published separately)	
E.	Reports from the CUA Working Group's ad hoc committees	25
F.	Governance report, in the form of the Status Report presented to the SAOs in May 1998	37
G.	Consultation Report	42
H.	Text of the Recommendation of the Standing Committee of Parliamentarians of the Arctic concerning the University of the Arctic	60
I.	Draft resolution on the University of the Arctic in the Declaration from the General Assembly of the Inuit Circumpolar Conference held in Nuuk, Greenland on July 24-31, 1998	61
J.	Recommendations on the University of the Arctic from the Summary Report from the Circumpolar Conference and Workshop on Sustainable Development in the Arctic (Whitehorse, Yukon, May 12 -14, 1998)	63
K.	List of publications and studies in the University of the Arctic process	64
L.	Members of the Circumpolar Universities Association's Working Group on the University of the Arctic initiative	65

A report from the Circumpolar Universities Association Working Group on the University of the Arctic to the Arctic Council, September 17-18, 1998; (the Russian language version of this report, as well as of its first Annex, are included as Annex B)

With Shared Voices: Launching the University of the Arctic

This report (1) summarizes the need for a University of the Arctic, (2) describes the steps taken so far to address this need, and (3) identifies actions the Arctic Council can take to help launch the University effectively. A series of annexes provide details regarding various aspects of this initiative.

The Need

The University of the Arctic is a circumpolar collaborative entity that initiates and provides programs of education and research designed to meet the needs of northern peoples as they face the challenges of normalization, decentralization, and globalization that have risen to the top of the Arctic agenda in recent years.

A Shared Region

As the Arctic begins to mend the rifts which have long divided its peoples, a growing recognition of shared strengths and obstacles is uniting northerners. How can we facilitate the **normalization** of relations damaged by colonization and the Cold War and nurture the development of a true international region? Addressing urgent issues such as sustainable development, cultural preservation, and the self-determination aspirations of circumpolar indigenous peoples demands common action from the entire Arctic community.

In the North, For the North

The peripheral status of northerners, particularly indigenous peoples, has created many barriers to higher education: geographic, economic, cultural, and linguistic. As new political structures shift authority from central governments to northern regions, education must facilitate this pattern of **decentralization**. Meeting the challenges and opportunities of these new responsibilities requires education which is both accessible and relevant to northern peoples, and will require innovative new approaches to delivery.

One Arctic, One World

The Arctic is increasingly linked to the rest of the world through environmental, political, and financial ties. **Globalization** threatens the cultural, economic, and environmental sustainability of the region and its peoples. The Arctic must be able to secure its position amid these rapid changes by finding shared solutions within the region and asserting its position to the rest of the world. The particular role of the University of the Arctic in meeting these challenges is to develop a body of relevant knowledge, to create a forum in which people from the North and elsewhere may interact and share that knowledge, and to provide a mechanism to apply it to specific situations. Employing a decentralized structure, the University emphasizes problem-oriented, comparative, and

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interdisciplinary thinking and joins forces with indigenous peoples to explore innovative ways to integrate traditional knowledge with Western scientific knowledge.

Steps Taken So Far

Current interest in the creation of a University of the Arctic began with discussions among interested individuals in several of the Arctic countries which resulted in a presentation to the Senior Arctic Officials (SAOs) of the Arctic Council in March 1997. This led to the creation of an ad hoc Task Force which developed the idea further and reported back to the SAOs during October 1997. The outcome of this report was a request to the Circumpolar Universities Association (CUA) to conduct a feasibility study for the proposed University of the Arctic in collaboration with representatives of the Arctic Council's Permanent Participants and to provide recommendations that could be acted on at the September 1998 ministerial meeting of the Council.

To carry out this mandate, the CUA formed a Working Group (see Annex L) that has since its inception at the beginning of 1998:

- maintained close working relations with representatives of the Indigenous Peoples Organizations, which has resulted in the preparation of a “statement of partnership,” addressing the relationship between indigenous peoples and the University of the Arctic (see Annex A and its Russian version, Annex B),
- organized two plenary sessions, one in Rovaniemi in January 1998 (see Annex C) and a second in Whitehorse in May 1998 (see Annex D),
- formed a set of committees to address issues of governance, curriculum, funding, and consultation with other groups and organizations (see Annexes E, F and G),
- undertaken a consultation process (see Annex G), including—
 - *canvassing the views of institutions of higher education and other interested organizations both in the Arctic and elsewhere,
 - *participating in informal discussions with appropriate individuals associated with national governments, regional governments, institutions of higher education, indigenous peoples organizations, women's groups, and the business community,
 - *distributing information to the general public through a website and brochure, and by promoting articles in a number of circumpolar and other publications,
- initiated a dialogue regarding the role of the University of the Arctic with the International Steering Committee of the Ministers of Education of the Circumpolar North Conference,
- made a presentation on its efforts to the meeting of the Standing Committee of Parliamentarians of the Arctic Region in April 1998, which led to a resolution in support of the concept (see Annex H),
- organized an exhibit, made a presentation and participated in the discussions in various workshops at the Circumpolar Conference on Sustainable Development in the Arctic: Lessons Learned and the Way Ahead, in Whitehorse, Yukon , May 11-14, 1998 (Annex I),
- made a presentation at the General Assembly of the Inuit Circumpolar Conference in Nuuk, Greenland, in July 1998 (Annex J)
- prepared a number of publications and studies pertaining to higher education and research in the Circumpolar North (see Annex K), and

- received an extension of its mandate from the Steering Committee of the Circumpolar Universities Association to work towards the implementation of the University of the Arctic.

As the present report along with its annexes makes clear, the proposal to create a University of the Arctic has been met with interest by all and with genuine enthusiasm by many.

Next Steps

The CUA Working Group has concluded that the time has come to move this initiative from paper to practice and, in the process, to launch the programmatic activities of the University of the Arctic.

To this end, the Working Group proposes a two-track strategy designed to initiate the work of the University of the Arctic in the short run while continuing to plan for the development of a more comprehensive program over the longer run. The short-term initiative would feature:

- the appointment of a Provisional Board of Trustees, which would consist of the CUA Working Group adjusted to suitably reflect the level of indigenous peoples representation implied in the model for governance in the next phase,
- the creation of an interim Secretariat,
- the establishment of an initial (expandable) group of Associated Centers of Higher Education prepared to contribute to University of the Arctic programs,
- the development of a set of concrete programmatic initiatives to begin during 1998-1999, and
- the continuation and expansion of the consultation process.

The longer-term initiative would involve efforts on the part of the Provisional Board of Trustees to flesh out arrangements dealing with University of the Arctic governance, curriculum development, funding, and relations with other organizations.

As a major element of this process, the CUA Working Group requests the Arctic Council to take the following actions relating to the University of the Arctic at their September 1998 ministerial meeting:

- accept with appreciation the report of the CUA Working Group,
- confirm that the time has come to move the initiative from a concept to reality and launch the University of the Arctic,
- call on the appropriate bodies to take the steps necessary to achieve this goal,
- request the CUA Working Group to take necessary steps to establish the Provisional Board of Trustees with an eye toward fleshing out the governance arrangements and programmatic priorities of the University of the Arctic, and
- undertake to work with the appropriate authorities in their countries as necessary to facilitate the next steps.

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List of Annexes

- A.** Shared Voices and a University of the Arctic—Views of Indigenous Peoples
- B.** Russian language version of the report and of Annex A
- C.** Minutes of the CUA Working Group’s plenary session, Rovaniemi, Finland, January 1998 (published separately)
- D.** Minutes of the CUA Working Group’s plenary session, Whitehorse, Canada, May 1998 (published separately)
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Annex A:

Shared Voices and a University of the Arctic—Views of Indigenous Peoples

Introduction

For years, indigenous peoples of the Arctic lived under the shadow of the Cold War. We are greatly encouraged by the recent “normalization” of relations among Arctic states and the growing co-operation among them on environmental, economic, and other issues. A University of the Arctic that brings together indigenous and non-indigenous peoples, stressing interdisciplinary studies and our traditional ecological knowledge (TEK), could add an important dimension to Arctic co-operation. In particular, we hope the proposed University will enable indigenous peoples to learn from one another and will foster communications with the wider world.

Arctic indigenous peoples view the proposed University with great interest. In the past we have often been marginalized in institutions established in our homelands by outsiders. To avoid repeating this experience, we expect the University to be structured to meet our goals and objectives—as well as those of others—and to reflect our age-old experiences.

It is important that indigenous peoples be a visible and acknowledged part of the contours, structure and texture of the proposed university. We will have many students at this university, but we should also be members of the faculty, administration, and governing institutions that set research and teaching priorities. We look for certain guarantees to this effect in the charter setting up the University.

We are convinced that indigenous peoples across the Arctic have much to contribute to the proposed University. Our songs, stories, values, arts, crafts, and ecological knowledge—indeed our very cultures and economies—can underpin the proposed University. Its character and image should incorporate and build upon our experience. We are mindful, as well, that indigenous peoples can add political legitimacy to the proposed University, enhancing its ability to raise funds, particularly from the private sector. We are keen to play an important and constructive role in the unique endeavour to establish an international University of the Arctic.

The Arctic—In Dignity

Our region is too often portrayed as a cold or forbidding place with poor living conditions and a fragile environment and in which we have been largely assimilated by other cultures. These negative images of the Arctic and of indigenous peoples as “victims” are inaccurate. The Arctic has undergone extraordinary change in recent years, and it is important that a balanced image of our homelands be communicated to the world. After all, the Arctic is a psychologically warm and spectacularly beautiful place and our cultures and economies remain vibrant even as they undergo rapid change.

The Arctic is not solely a place for implementing policies and goals defined elsewhere by people with little direct interest in the region. It is our home. The University of the Arctic should help correct inaccurate and partial images of our region and help communicate new and positive Arctic

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images to the world. This can be achieved through creative study, international co-operative research programmes, comparative social and policy science research, symposia, conferences, vibrant publishing projects, and a clear commitment by all involved to creative undergraduate and graduate teaching sensitive to different cultures and values. We hope an early research project will be undertaken through the University to document living standards and quality of life of residents, particularly indigenous peoples, throughout the circumpolar Arctic. Such research may aid the Arctic Council implement its still-to-be-defined sustainable development programme.

The Arctic—In Harmony

Natural resources in the circumpolar Arctic are widely exploited. Liberalization of international trade and democratization in the Federation of Russia are likely to promote further development of the Arctic’s oil, gas, minerals and other resources. To accomodate these likely developments but simultaneously to protect our environment and economies we must do a much better job of conserving biological and cultural diversity, cleaning-up already polluted sites, and promoting sustainable development policies and programmes that help northerners become more self-reliant.

The University must recognize and accept that the Arctic is a fragile and vulnerable region. Indigenous peoples have lived in the Arctic for many years guided by its rhythms and seasons. Our generally harmonious relationship with the environment, our uses of natural resources and the ways in which we regulate and manage our relationship with our surroundings are topics the University might usefully stress, giving attention to our values and philosophies. In particular, we hope the University will assist us to restore linguistic diversity in the circumpolar Arctic for we are convinced that this is a key to cultural diversity and harmonious relations with nature.

The Arctic—In Modernity

We are fully aware of far-reaching processes of change in the Arctic. It is not our intent to slow this transition to “modernity;” rather, we wish the proposed University to help craft this transition, assisting in preserving the best of the old and promoting the best of the new. How can this be achieved? First, the University can promote excellence in education, teaching, and learning. It should be charged with generating, communicating, and disseminating traditional and scientific knowledge in ways that allow students to integrate what they learn and grow personally in terms of their ethics and morals. After all, universities should enable students and faculty to acquire wisdom as well as data. Second, the University can model itself as a meeting place, not just of people but of ideas, cultures, and ways of life. Shared voices and shared understandings—as the title of this report suggests—are possible only if the University is one of life’s major intersections. Certainly we hope the University of the Arctic will be a key meeting place for indigenous and non-indigenous peoples. Third, we hope the university will promote research in which indigenous knowledge or “traditional science” as it is sometimes called, has a valued place in broader inquiry.

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At the most basic of levels how should indigenous peoples participate in this potentially exciting and innovative new institution? Of the many answers to this question we concentrate on three:

1. As educated consumers of information generated by research
2. As educated participants in international debates about science and research
3. As contributors to the world wide process of scientific inquiry.

To approach modernity with confidence, we need to understand the strengths and weaknesses of the scientific method as applied in basic research and to learn how best it should be applied in the Arctic. Historically, researchers from the outside world have visited to study the Arctic and its peoples. No longer do we wish to be “objects” of research frequently misinterpreted to others. Nevertheless, we understand that to participate effectively in basic research we need better formal education and to be able to make an original contribution to the process of inquiry. To understand research we need to recruit young indigenous people to the world of science, integrate traditional ecological knowledge with science, and encourage innovative research for and by indigenous peoples. The proposed university can help us achieve our goals and objectives, and at the same time we can help it to flourish and serve the broader public.

In Conclusion

The University of the Arctic must involve indigenous peoples. It must not be like other educational institutions experienced by some of us as “systems of pain” that ignore or even repress our cultures and economies. Considerable energy and time must be devoted to recruiting indigenous people, who will retain respect for and commitment to their indigenous societies and roots, to join the University. We offer to the university community our experiences and approaches to the world and to life; for example, consensual as opposed to litigative methods of resolving conflicts, and core values including respect for, rather than exploitation of, animals and nature. We hope these and other values of importance to us may be expressed in the charter that will breathe life into the University of the Arctic.

Inuit Circumpolar Conference
Russian Association of Indigenous Peoples of the North
Sami Council

Annex B:

Russian language version of the report and of Annex A

(Translated by Translation Bureau, Public Works and Government Services, Canada)

Доклад от рабочей группы Арктического университета Ассоциации приполярных университетов Арктическому совету, Сентябрь 17 – 18, 1998 года.

Единогласие: Создание Арктического университета

В настоящем докладе (1) кратко объясняется, почему назрела потребность в создании Арктического университета; (2) описываются шаги, предпринятые на сегодняшний день с целью удовлетворения этой потребности; и (3) говорится о том, что может сделать Арктический совет, чтобы содействовать эффективному созданию университета. В нескольких приложениях к докладу содержатся подробные сведения о различных аспектах этой инициативы.

Потребность

Арктический университет (АркУ) — это создаваемое совместными усилиями нескольких стран приполярное учреждение, разрабатывающее и осуществляющее программы в области обучения и научных исследований с целью удовлетворения нужд коренных народов, решающих задачи нормализации, децентрализации и глобализации» которые за последние годы вышли в число первоочередных на повестке дня стран Арктики.

Общий регион

Теперь, когда Арктика начинает ликвидировать пропасти, разделявшие ее народы на протяжении многих лет, фактором, объединяющим жителей Севера, становится все более четкое осознание общих возможностей и общих для всех проблем. Что можно сделать для того, чтобы облегчить процесс нормализации отношений, разорванных колонизацией и холодной войной, и способствовать превращению Арктики в подлинно международный регион? Решение таких насущных вопросов, как устойчивое развитие, сохранение культуры и стремление приполярных коренных народов к самоопределению, требует совместных действий всех арктических государств.

На Севере и для Севера

Периферийное положение жителей Севера, особенно его коренных народов, создало для них много барьеров на пути к высшему образованию — географических, экономических, культурных и языковых. В наши дни, по мере того, **как** в рамках новых политических структур полномочия центральных органов власти передаются северным районам, образование должно способствовать этому процессу **децентрализации**. Для реализации связанных с этими новыми обязанностями целей и возможностей необходимо образование, которое было бы доступным для коренных народов, отвечало бы их потребностям и осуществлялось бы с применением новаторских методов обучения.

Одна Арктика, один мир

Арктику и весь остальной мир объединяют все более тесные экологические, политические и финансовые связи. **Глобализация** угрожает культурной, экономической и экологической устойчивости региона и его народов, Арктика должна упрочить свое положение в ходе стремительно происходящих перемен, изыскав общие решения в пределах региона, и утвердить это положение в глазах всего остального мира. Особая роль Арктического университета в решении этих задач состоит в том, чтобы собрать воедино соответствующие знания, создать условия, в которых жители Севера и люди из других мест смогут общаться и обмениваться этими знаниями, и обеспечить механизм, с помощью которого эти знания будут применяться в конкретных ситуациях. Децентрализованный в организационном плане, университет уделяет особое внимание изучению конкретных проблем, сравнительному анализу и междисциплинарным занятиями совместно с коренными народами ищет новаторских путей объединения традиционных знаний с данными западной науки.

Шаги, предпринятые на сегодняшний день

Идея создания Арктического университета начала овладевать умами после того, как заинтересованные лица в нескольких арктических странах провели дискуссии по этому вопросу и в марте 1997 года представили доклад ответственным сотрудникам Арктического совета. Это привело к учреждению специальной группы, которая продолжила рассмотрение этой идеи и в октябре 1997 года доложила ответственным сотрудникам Арктического совета о результатах своей работы. За этим последовало обращение к Ассоциации приполярных университетов с просьбой, совместно с представителями постоянных членов Арктического совета, изучить возможность создания Арктического университета и представить рекомендации для конкретных решений на заседании Арктического совета на уровне министров в сентябре 1998 года.

Чтобы выполнить это поручение, Ассоциация приполярных университетов образовала рабочую группу (см. Приложение L), которая с начала 1998 года:

- поддерживает тесные рабочие связи с представителями организаций коренных народов, приведшие к подготовке “заявления о партнерстве” по вопросам об отношениях между коренными народами и Арктическим университетом (см. Приложение А);
- организовала два пленарных заседания: одно в Рованиеми в январе 1998 года (см. Приложение С) и второе в Уайтхорсе в мае 1998 года (см. Приложение О);
- образовала ряд комитетов для рассмотрения вопросов управления, учебных программ, финансирования и консультаций с другими группами и организациями (см. Приложение Е, F и G); й
- проводит консультации (см. Приложение G), и в том числе:
 - выясняет взгляды высших учебных заведений и других заинтересованных организаций в Арктике и в других регионах;
 - участвует в неофициальных дискуссиях с соответствующими лицами, связанными с национальными правительствами, региональными властями, высшими учебными заведениями, организациями коренных народов, женскими группами и дедовыми кругами;
 - распространяет информацию среди населения с помощью страницы а Интернете и брошюры, а также статей, публикуемых в ряде приполярных и других изданий;
- “. вступила в диалог относительно роди Арктического университета с Международным руководящим комитетом министров образования Циркумполярной северной конференции;
- представила сообщение о своей работе на заседании Постоянного комитета парламентариев арктического региона в апреле 1998 года, после чего этот комитет принял резолюцию в поддержку идеи создания Арктического университета (см. Приложение Н);
- организовала выставку, сделала сообщение и приняла участие в дебатах на различных семинарах Циркумполярной конференции по проблемам устойчивого развития в Арктике — “Уроки прошлого и планы на будущее”, в г. Уайтхорс, Юкон, 11-14 мая 1998 года (Приложение I);
- сделала сообщение на Генеральной ассамблее Циркумполярной конференции инуитов в Нуукс в юле, Гренландия (см. Приложение J)

- подготовила доклад о состоянии дел, представленный на заседании ответственных сотрудников Арктического совета в мае 1998 года (см. Приложение К);

- получила согласие на продление своих полномочий со стороны Руководящего комитета Ассоциации приполярных университетов для дальнейшей работы по созданию Арктического университета.

Как хорошо видно из настоящего доклада и приложений к нему, предложение создать Арктический университет было встречено с интересом всеми и с искренним энтузиазмом — очень многими.

Следующие шаги

Рабочая группа Ассоциации приполярных университетов пришла к выводу, что настало время перейти от решений на бумаге к практическим шагам и при этом начать разработку учебных программ Арктического университета.

С этой целью рабочая группа предлагает план действий по двум направлениям: обеспечить начало работы университета на краткосрочной основе и в то же время продолжать разрабатывать более детальную программу его деятельности на долгосрочный период. Краткосрочная инициатива предусматривает:

- назначение временного совета попечителей в составе рабочей группы Ассоциации приполярных университетов и такого числа других лиц, которое обеспечит уровень представительства коренного населения, предусмотренный моделью управления на следующем этапе;

- создание временного секретариата;

- образование в предварительном составе (с возможностью расширения) группы объединенных центров высшего образования, готовых участвовать в разработке программ для Арктического университета;

- подготовку ряда инициатив по составлению конкретных программ, которое начнется в 1998-1999 годах: и

- продолжение и расширение процесса консультаций.

В рамках долгосрочной инициативы рабочая группа будет продолжать поиск решений в вопросах управления университетом, подготовки учебных программ» финансирования и отношений с другими организациями.

Рабочая группа Ассоциации приполярных университетов просит Арктический совет, в качестве важного элемента указанного процесса, следующие шаги в отношении Арктического университета на своей встрече в сентябре 1998 года:

.....

- принять с положительной оценкой отчет рабочей группы Ассоциации приполярных университетов;
- подтвердить, что настало время перейти от концепций к реальным шагам и официально открыть Арктический университет:
- призвать соответствующие организации сделать все необходимое для осуществления этой цели;
- просить рабочую группу Ассоциации приполярных университетов предпринять необходимые шаги с целью учреждения временного совета попечителей для решения вопросов управления Арктическим университетом и определения очередности задач в области подготовки его учебных программ, а также
- обязаться работать по мере необходимости с соответствующими органами образования в своих странах, чтобы содействовать осуществлению следующих шагов.

Перечень приложений

- A. Единогласие и Арктический университет — точка зрения коренных народов
- B. Доклад и приполежение А на русском языке
- C. Протокол пленарного заседания рабочей группы Ассоциации приполярных университетов, Рованиеми. Финляндия, январь 1998 г. (опубликовано отдельно)
- D. Протокол пленарного заседания рабочей группы Ассоциации приполярных университетов, Уайтхорс, Канада, май 1998 г. (опубликовано отдельно)
- E. Отчеты специальных комитетов рабочей группы Ассоциации приполярных университетов
- F. Доклад о состоянии дел, представленный для ответственных сотрудников Арктического совета в мае 1998 года
- G. Отчет о консультациях
- H. Текст рекомендаций Постоянного комитета парламентариев арктического региона относительно Арктического университета
- I. Черновик о резолюции относительно Арктического университета в Декларации Генеральной ассамблеи Циркумполярной конференции ииуитов, состоявшейся в Нуукс, Гренландия, 24-31 июля 1998 года.
- J. Рекомендации относительно Арктического университета из Сводного отчета о работе Циркумполярной конференции и семинаров по проблемам устойчивого развития в Арктике (Уайтхорс, Юкон, 12-14 мая 1998 года)
- K. Список публикаций, появившихся в процессе подготовки к созданию Арктического университета
- L. Члены рабочей группы по созданию Арктического университета Ассоциации приполярных университетов

Приложение А

Единогласие и Арктический университет — точка зрения коренных народов

Введение

В течение многих лет коренные народы Арктики жили в тени холодной войны. И нас поэтому очень радует недавняя «Формализация» отношений между государствами Арктики и расширение сотрудничества между ними в области охраны окружающей среды, экономики и в других сферах. Арктический университет, в котором будут учиться вместе представители коренных и некоренных народов и в котором особое внимание будет уделяться междисциплинарным занятиям и знакомству с нашими традиционными экологическими знаниями, мог бы сыграть важную роль в сотрудничестве арктических стран. В частности, мы надеемся, что создаваемый университет поможет коренным народам учиться друг у друга и расширить свои связи с остальным миром.

Коренные народы Арктики относятся к создаваемому университету с большим интересом. В прошлом в учреждениях, создаваемых на наших территориях пришельцами из других мест, нас часто отодвигали на задний план. Чтобы этого не случилось вновь, желательно сориентировать работу университета на наши цели и задачи — равно как на цели и задачи других людей — и организовать ее с учетом многовекового опыта наших народов.

Важно, чтобы коренные народы стали заметной и признанной частью структуры и состава создаваемого университета. В университете будет много наших студентов, но мы должны быть представлены также и среди преподавателей, административных работников и в руководящих органах, устанавливающих очередность научных и учебных задач. Мы ожидаем, что в уставе университета будут предусмотрены определенные гарантии такого участия.

Мы убеждены* что коренные народы всех районов Арктики могут внести значительный вклад в дело создания нового университета. Наши песни, рассказы, ценности, художественные искусства, ремесла и экологические знания — т.е., по сути дела, вся наша культура и хозяйственная деятельность — могут лечь в основу учреждаемого университета. Его характер и дух должны отражать и продолжать наш опыт. Мы также отдаем себе отчет в том, что коренные народы могут повысить политическое значение создаваемого университета и тем самым расширить его возможности привлечения финансовых средств, особенно со стороны частного сектора. Мы полны желания сыграть важную и конструктивную роль в уникальной работе по созданию международного Арктического университета.

Арктика — с чувством достоинства

Наш регион слишком часто изображают холодным и непривлекательным местом, плохо приспособленным для жизни, с легко уязвимой окружающей средой. А про нас, коренных жителей этого региона, говорят, что мы почти полностью растворились в культурах других народов. Эти негативные представления об Арктике и о ее коренных народах как о “жертвах” не соответствуют действительности. За последние годы в Арктике произошли огромные перемены, и очень важно, чтобы мир получал неискаженные сведения о регионе, который мы называем своим домом. В конце концов, Арктика — психологически теплая и захватывающе красивое место, а наша культура и экономика продолжают развиваться энергичными темпами и на фоне происходящих быстрых перемен.

Арктика — это не только место осуществления политики и целей, установленных где-то еще людьми, не испытывающими непосредственного серьезного интереса к этому региону. Это наш дом. Арктический университет должен помочь исправить неточное и неполное представление о нашем регионе и довести до сведения мира новую и позитивную картину Арктики. Этого можно добиться посредством творческих занятий, международных программ совместных научных работ, сравнительных социально-политических исследований, симпозиумов, конференций, активных издательских программ, а также при условии безусловного стремления всех связанных с университетом лиц к творческому обучению студентов и аспирантов с учетом различных ценностей и культур. Мы надеемся, что одной из первых предпринятых в университете научных работ будет изучение и описание условий и качества жизни постоянных жителей, и особенно коренного населения, во всех районах приполярной Арктики. Такое описание может помочь Арктическому совету осуществить его все еще не разработанную окончательно программу устойчивого развития.

Арктика — и гармонии с природой

Природные ресурсы приполярной Арктики эксплуатируются в широких масштабах. Либерализация международной торговли и демократизация Российской Федерации приведут, по всей вероятности, к дальнейшему освоению нефтяных, газовых и рудных запасов Арктики. Для того чтобы способствовать такому развитию событий и в то же время защитить нашу окружающую среду и хозяйство, мы должны намного эффективнее бороться за сохранение биологического и культурного разнообразия, очищать уже загрязненные территории и проводить в жизнь политику и программы устойчивого развития, позволяющие жителям Севера добиваться большей экономической самостоятельности.

Новый университет должен признать. 410 Арктика—регион с непрочной и уязвимой экологией. Коренные народы живут в Арктике испокон веков, подчиняясь ее ритмам и временам года. Наши в целом гармоничные отношения с окружающей средой, наши подходы к использованию природных ресурсов, а также к регулированию наших взаимоотношений со всем, что сопутствует нашей жизни, могут стать темами плодотворных занятий в стенах университета, в ходе которых студенты познакомятся с нашими ценностями и философскими взглядами. В частности, мы надеемся на то, что университет поможет нам восстановить языковое разнообразие в приполярной Арктике, так как, по нашему убеждению, оно имеет решающее значение для обеспечения культурного разнообразия и гармоничных отношений с природой.

Арктика — и ногу со временем

Мы четко сознаем, что в настоящее время в Арктике происходят чрезвычайно важные перемены. Мы не собираемся пытаться замедлить этот переход к “современности”. Напротив — мы хотим, чтобы учреждаемый университет участвовал в осуществлении этого перехода, помогая сохранить лучшее из созданного в прошлом и содействуя внедрению лучшего из того, что предлагает нам новая эпоха. Что для этого надо сделать? Во-первых, университет может показать пример высокого качества в области просвещения, преподавания и учебы. Ему следует поручить формирование, передачу и распространение традиционных и научных знаний методами, помогающими студентам комплексно усваивать сообщаемые им сведения и одновременно совершенствовать свои личные качества в этическом и моральном отношении. В конце концов, университеты должны давать студентам и преподавателям возможность приобретать не только сведения, но и мудрость. Во-вторых, университет может послужить местом соприкосновения не только людей, но и идей, культур и укладов жизни. Единогласие и общая точка зрения — упоминаемые в заглавии этого документа — возможны только при условии, что университет выступит в роли одного из главных перекрестков на дорогах жизни. Мы безусловно надеемся на то, что Арктический университет будет важнейшим местом общения коренных и некоренных народов. В-третьих, мы надеемся на то, что университет будет поощрять научные изыскания, и рамках которых знания коренных народов, или “традиционная наука”, как их иногда называют, займут достойное место среди других, более общих средств исследования.

При самом элементарном взгляде на данную проблему, как должны коренные народы участвовать в деятельности этого внушающего большие надежды новаторского учреждения? Из многих ответов на этот вопрос мы остановимся на трех:

1. в качестве хорошо осведомленных потребителей информации, получаемой в ходе научных исследований;
2. в качестве хорошо осведомленных участников международных дебатов на темы науки и научных исследований;
3. в качестве тех, кто вносит свой вклад во всемирный процесс научных исследований.

Чтобы уверенно идти в ногу со временем, нам следует понимать сильные и слабые стороны научного метода, применяемого при проведении фундаментальных исследований, и быть в состоянии определить, как лучше всего применять его в Арктике. В прошлом исследователи из других регионов приезжали изучать Арктику и ее народы. Мы больше не хотим быть "предметом" изучения, результаты которого часто представляют нас в неверном свете в глазах других народов мира. Мы понимаем, однако, что для того чтобы плодотворно участвовать в фундаментальных исследованиях, нам требуется более глубокое, систематическое образование, а также способность вносить в исследования свой собственный оригинальный вклад. Чтобы хорошо разбираться в научных исследованиях, нам надо приобщать молодых людей из числа коренных жителей к миру науки, увязывать традиционные экологические знания с научными сведениями и поощрять

новаторские исследования, производимые для коренных народов и представителями этих народов. Создаваемый университет может помочь нам достичь наших целей, и со своей стороны мы можем помочь ему успешно функционировать и служить на благо всего общества.

В заключение

Арктическому университету необходимо участие коренных народов. Он не должен уподобиться другим учебным заведениям, которые некоторые из нас вспоминают как "школы страданий" и в которых наша культура и экономика игнорировались или даже соакательно подавлялись. Следует потратить много усилий и времени для того, чтобы привлечь к учебе и работе в университетские представители коренного населения, сохраняющих уважение и привязанность к

своим народам и корням. Мы предлагаем университету наш опыт и подход к миру и жизни: например, улаживание конфликтов методами любовного соглашения, а не судебной тяжбы, а также наши основные ценности, включая уважение к животным и природе в противовес стремлению их эксплуатировать. Мы надеемся, что эти и другие важные для нас ценности будут отражены в уставе, который вдохнет жизнь в Арктический университет.

Приполярная конференция инуитов
Российская Ассоциация коренных малочисленных народов Севера
Совет саамов

Annex E:

Reports from the CUA Working Group's ad hoc committees

The authors of the reports are the respective chairs.

Committee for a framework for governance

- Oran Young (chair)
- Karen Erickson
- Terry Fenge
- Victor Ionov
- Rasmus Ole Rasmussen

The report of this committee formed the basis for the Status Report that was presented to Arctic Council SAOs in Whitehorse, Canada, in May 1998.

Consultation committee

- Richard Langlais (chair)
- Bill Heal
- Peter Johnson
- Sally Ross
- Revo Skryabin
- Chuner Taksami

The report of this committee has formed the basis for the production of the main text of the Feasibility Study's Annex F: the Consultation Report.

Committee for Implementation mechanisms and financial planning

- Steven Young (chair)
- Asgeir Brekke
- Janne Hukkinen
- Richard Langlais
- Rasmus Ole Rasmussen

The Organizational Model and Financial Plan Committee was created at the January, 1998 meeting of the CUA Working Group in Rovaniemi.

In the first few weeks after the January meeting, it became obvious that the responsibilities of this committee overlapped other committees, particularly the Committee for a Framework on Governance. Additionally, many of the charges for the Organizational Model Committee could not be addressed until there was a general agreement on the nature of the structure and governance of the proposed University of the Arctic. In particular, it was not possible to create even a sample budget until it the scope, nature, and personnel needs of the University were clarified.

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We therefore decided to provide such information as we had acquired to the UNICA list in general, and the Governance Committee, and to consult with that committee as a tentative structure for governance emerged. There is still not enough clarity on several questions of governance for us to be able to develop a solid picture of a potential administrative structure for the University of the Arctic.

At the May meeting in Whitehorse, it was decided to change the name of our committee to the Implementation Mechanisms and Financial Plan Committee. We see our role as providing answers, or at least scenarios, for an array of practical questions which are now arising as the overall plan of the University of the Arctic emerges.

We see our charges for the next few months as including (but not limited to) providing at least preliminary information on the following concerns.

1. Institutionalization

The University of the Arctic needs to make the transition from an idea or initiative to an actual institution. There are a number of reasons why this should be sooner rather than later. We need the credibility that accrues to an actual institution, and we need to create an entity which can negotiate with other institutions and agencies, accept grants, implement the decisions of the governing body, and carry out the necessary day-to-day activities in building the University.

2. Legal Entities

We need to develop a plan to incorporate legally, perhaps in several countries. We have begun consulting in the U. S. legal community on this issue. It will clearly be a complex and time-consuming process, and even the questions are not all obvious at this time. In some cases, it may be that the corporate status of participating institutions can temporarily or permanently answer part of this concern. This, in turn, raises the questions discussed under item 11, below.

3. Degree-Granting Status

We need soon to reach a final agreement on whether and when we want to seek degree-granting status. It appears that there is a strong interest, but perhaps not a consensus, in ultimately attaining degree-granting status. At the same time, it appears to be unlikely that it would be possible or appropriate for the University of the Arctic to create a broad array of courses in areas outside Northern/Arctic studies. The participating institutions have already done this. It might, in some cases be useful for UoA to provide help in the dissemination of courses and course materials among the participating institutions.

Several of the participating Institutions do not themselves grant a Bachelor's Degree, and it might be advantageous for some students from these institutions to continue on to that degree under the University of the Arctic. At the Master's degree level, it would be appropriate for students to focus on Northern/Arctic studies, and the major portion of the work might be done within the framework of the University of the Arctic; here, degree granting status might be desirable at a relatively early stage. At the Ph. D. level, it would be expected that much of the work would be research under the

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direction of individual professors from the participating institutions, and it is probable that these institutions would grant the actual degree.

The actual process of attaining degree granting status would be closely associated with the next issue.

4. Accreditation and Credit Transfer

Degree-granting status would necessitate some form of accreditation, unless the degrees were actually granted by one of the participating institutions. Credit transfer might be arranged by a network of agreements among the participating institutions. Something like this has apparently been done by the Organization for Tropical Studies (OTS). However, it is likely that there would still be problems in transferring credit to some non-participating institutions. This is an important concern, as non-northern oriented institutions might be an important source of students for many courses. In any case, apparently many countries and states require some sort of licensing of all educational programs, whether or not credit or degrees are to be granted.

Although the formal concerns of this issue need to be addressed, it is also important to keep in mind that the successful solutions to credit transfer concerns will involve intangibles such as the overall credibility of the University of the Arctic, and the degree of cooperation between it and the participating institutions.

5. Informational and Promotional Material

It will be important to begin work on an array of informational and promotional material as soon as possible. This should include at least the following:

- a clear and detailed brochure explaining the need and justification for the University of the Arctic, its goals, its institutional structure, its Trustees/Governors, its Patrons (if this should be applicable), its participating members, and its immediate plans,
- promotional and descriptive material for prospective students,
- regularly produced Progress Reports, distributed to all participants, and to be used in soliciting private and public support and funds,
- perhaps a more informal newsletter.

6. Outreach to Additional Potential Participating Institutions

Many potentially important cooperating institutions are not represented on the present working group. Examples are: the Arctic Institute of North America, the Scott Polar Research Institute, the Fritjof Nansen Institute, the Institute of Arctic and Alpine Research at the University of Colorado, the Byrd Polar Research Institute at the Ohio State University, to name only a few. We need to develop a strategy to identify these institutions and to gain the cooperation and support of those which are interested.

7. Connections to Government and International Agencies

Much of the work on the University of the Arctic has been predicated on the hope of and potential for cooperation of various international agencies, particularly the Arctic Council. We need to broaden

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this base. Particularly, we need to begin to explore potential for support from the governments of individual countries, and we need to identify other international organizations which might also be important. Examples might be UNEP. . .

7. Cooperation with Private Societies and Foundations

There are many private organizations which are potential supporters of the University of the Arctic. A brief list might include the World Wildlife Fund, the International Union for the Conservation of Nature, the National Geographic Society, and the National Audubon Society. Again, we need to develop a strategy for approaching these institutions.

8. Models Based on Existing Programs

While the University of the Arctic will be unique, many of the problems and potentials of its structure and function have been dealt with by other institutions. Many northern colleges are already experimenting with long-distance learning techniques, are dealing with the needs of non-traditional students, language concerns, and integrating traditional knowledge with academic structures patterned after those from the South. We need to begin to identify and work with more of these groups. At the same time, many non-northern institutions undoubtedly have a great deal to inform us about. Quite possibly, some of the most important of these are in developing countries, and the information may not be readily accessible.

9. Pilot Programs

There seems to be general agreement that creating a series of pilot projects is a useful means of turning the University of the Arctic into a functioning and growing entity. The Circumpolar Universities Association has already begun compiling a series of statements from participating institutions on their history and connections to the North as an initial pilot project. Many of the participating institutions already have created programs which fit comfortably under the umbrella of the University of the Arctic. Many more could be developed rapidly. The challenge here is for the University of the Arctic to be in a position to coordinate these efforts. They need to be perceived as integral projects and offerings of the University, and the University needs to promote them on this basis. It also needs to encourage more of these projects, while insuring that they fit well into both the overall goals and developing plan of the University.

One immediate project which has been suggested is that the various groups which consider themselves to be "stakeholders" in the future of the Circumpolar North be invited to create a detailed statement of who they are, what they consider their role to be, past, present and future, and what their concerns are. This might be a particularly important vehicle for indigenous peoples. They would have an opportunity to tell the world, in their own words, and using media and techniques of their own choosing, exactly what they believe needs to be known about themselves. This type of material could form the basis of several courses at the University of the Arctic, and it could be an invaluable resource for wider distribution. While this might be particularly desirable for indigenous peoples, it might also be an important opportunity for players such as the oil and fisheries industries.

10. Budget

As soon as possible, we need to begin work on a budget. This would involve at least two main

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categories: general operating expenses for the actual administration of the University of the Arctic, and an overall budget with subsidiary categories for various projects and initiatives. As the work of the Governance Committee continues, we will begin to be able to make preliminary steps toward creating the general operating category figures. It may well be that specific project budgets can predate this in some cases. In these cases, the actual managing of the project and its funds would be done through one or more of the participating institutions.

11. On a “Loose” versus a “Tight” Organization

Our final thread, which runs through all of the concerns above and which will inform all decisions at the University of the Arctic, concerns the “tightness” of the organization. We have visualized the potential structure of University of the Arctic as falling somewhere on a continuum between a loose confederation of cooperating institutions and a tightly organized institution with a major amount of the administration, authority, financial decision making, and fund raising carried out through a Secretariat. At this time, there seems to be relatively little clarity among members of the working group as to what point(s) along this spectrum the University should be aiming toward. It is clear that, if the University of the Arctic is to become an entity to which the name “University” is appropriate, it must have a central organization and structure, and this is largely the purview of the Governance Committee. But we need to be clear that this concern has so far only been partially addressed, and that much of the final outcome will depend on less formal attitudes and agreements than can be codified in a plan for governance. We believe that this is a major area to be confronted and clarified in the months ahead.

Thematic focus and programs committee

- Peter Johnson (chair)
- Anatoliy Alekseyev
- Karen Erickson
- Thorsteinn Gunnarson/Niels Einarsson
- Victor Ionov
- Gunilla Johansson
- Rasmus Ole Rasmussen
- Sally Ross
- Ande Somy

1. Introduction

The University of the Arctic will provide an opportunity and environment for students and faculty from various cultures, geographic areas, and academic disciplines and traditions in the circumpolar world to work towards academic goals. The University will foster the development of a circumpolar community of scholars, educated citizens, and business and government officials. This community will share a common frame of reference, have mutual respect and understanding, and a commitment to the goals of sustainability and sustainable development of cultures, communities and environment of the circumpolar North.

The programmes of the University of the Arctic will promote cross cultural contact and cooperation while providing the opportunities for strengthening existing cultures, communities, and economies within the circumpolar world through shared experiences, resources, information and technologies. It will also promote opportunities for north south links within programmes to ensure students from outside the circumpolar world receive training from a polar perspective.

2. Access

Accessibility for students with a wide range of academic backgrounds is critical for the success of the University of the Arctic. Programmes will be designed to permit meaningful participation and interaction of students with all levels of academic preparation. It will seek to promote continued learning both within programmes of the University of the Arctic and in existing programmes of circumpolar universities and colleges. Cooperation and collaboration with institutions outside the polar world with expertise and programmes in northern studies will be established wherever possible.

3. Marketability

All programmes will stress the applicability of knowledge and techniques to circumpolar cultures and communities. Relevance to career opportunities within the circumpolar world will be a fundamental construct of the courses and course components at any level within the University but programmes are not intended to train students for specific employment opportunities.

4. Recognition

The University will recognise students who enrol in courses in a number of ways. This will range from acknowledgement of participation in a course or an element of a course, to credit transferable to other universities and colleges, and with a view to awarding degrees at some time in the future

5. Issue Oriented Programmes

Programmes of the University will be organised around major issues or problems. They will not be discipline oriented as has been the tradition of most western university systems but will seek to deliver multi-disciplinary and inter-disciplinary approaches in a new structure. Concepts of Sustainability and Sustainable Development are expected to be themes within each of the programmes.

5.1. Criteria For Selection Of Issues

- Issues must be circumpolar in context while permitting regional focus for field and face to face instruction.
- Issues must be cross disciplinary.
- Development of issues must stress the future. The concept of seven generations as it appears in many indigenous cultures is viewed as an excellent guideline. Themes such as prediction, solution, conservation and management should be clear goals in each issue.
- Local knowledge, indigenous philosophies, and western scientific knowledge will be integral components in the development of an issue.
- Issues identified as the basis of programmes will be reviewed on a continuing basis. No programmes will be considered as permanent offerings of the University.

5.2 Consultation On Issue Definition

Issues will be defined after consultation with peoples, communities and governments in the north. The Arctic Council may be a source of advice for the selection of issues for programmes of the University. Regular reporting of the activities of the University to the Arctic Council will provide the means for dialogue at the International level. Regular reporting and consultation will also be established with the northern governments (e.g. Government of Nunavut) and the indigenous peoples. The latter will be accomplished through the Sami Council, the Inuit Circumpolar Conference, The Association of Indigenous Peoples of Northern Russia, and national groups within participating nations.

6. Students

All programmes will have multi-national participation and funding sources will be established to enable circumpolar movement of students. The University is a circumpolar institution which has as one of its primary goals the promotion of contact, in an academic setting, between the northern people of the eight circumpolar nations. Student participation from outside the circumpolar world will be encouraged but it is recommended that the majority of students in any programme be drawn from the circumpolar world.

7. Implementation Of Programmes

An issue or problem identified for a programme of the University will be implemented through a process of a call for tender. These calls may be to develop components of, or the entirety, of a programme. They will require the detailed description of the programme content within the general programme structure outlined below.

8. Programme Structure

The programme structure will be composed of three stages.

8.1 Stage A. Establishing The Issue

A field and on-location component to demonstrate the nature and complexity of the issue. This may focus on one area, or involve two or more locations, within the circumpolar world. For example for an issue on climate change locations could be in the Mackenzie River delta (terrain disturbance due to ground ice melt), the Canadian Arctic Islands (physical sources of evidence of past changes such as geomorphological or palaeolimnological evidence), Northern Scandinavia (changes in Sami Reindeer herding economies), Greenland (Archaeological evidence for climate change). All facets of the issue will be introduced such as the relationship to sustainability, local knowledge, and indigenous cultures, where applicable. A range of academic and skill levels will be incorporated. Where programmes are scheduled to visit two or more locations local participation in one component would be encouraged.

8.2 Stage B. Integrated courses

A number of integrated courses developing multi-disciplinary and interdisciplinary foundations of the issue introduced in Stage A. Courses will be tailored to various academic and technical skill levels to permit access to as many students as possible. Modules may be designed to assist students

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to achieve appropriate levels for some of these courses. The courses may be offered in face to face format or by distance learning technologies.

8.3 Stage C. Revisiting the Issue

The issue; solutions, management, control; revisiting the field for dialogue with groups, communities, scientists, the boardroom and government.

Stage B integrated course components and modules may be delivered by distance learning technologies and/or by face to face sessions at appropriate locations. Face to face courses may be within or outside the circumpolar north depending on the expertise and equipment required. Wherever possible existing facilities within the north should be considered. All formats of distance learning technologies may be utilised but it is essential that they be available in as many communities as possible.

Communities must be equipped with technology to receive interactive and internet courses. The technology should be compatible with medical diagnosis technologies and be available for use in governance and cultural activities. It is strongly recommended that local populations be trained to maintain these technologies.

9. Implementation Of Issues

After identification and definition of an issue a call for contract to develop all, or parts of, a programme will be made to all post secondary education institutions. Guidelines will be developed for this development process.

10. Issues

The committee identified a number of examples of issues. It is not proposed that these be the initial issues for the University of the Arctic, rather they are presented here solely as examples of issues which might be addressed. They are not listed with any idea of priority. They are used to illustrate the way in which programmes may be structured. It is reiterated here that issues would be selected after extensive consultation with groups and communities in, and representative of, the North.

- A. Contaminants.*
- B. Climate.*
- C. Language and Communication.*
- D. Economic Sustainability.*
- E. Migratory Species.*
- F. Governance.*

On the next two pages more indication is given of how A and B might be structured.

One of the options for the University of the Arctic would be to initiate a number of stage A programmes which would be relatively easy to develop with circumpolar cooperation through the Arctic Council. A second option would be to develop one full programme in the first few years of its existence.

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A. Contaminants

It has been recognised for a number of years that Arctic Systems are a sink for contaminants produced outside the circumpolar world and transported to the Arctic in atmospheric and hydrologic systems. The Arctic is also being contaminated by materials dumped in circumpolar areas. These contaminants enter all levels of natural systems, accumulate through food chains, and pose significant risks to ecosystem and human health. The reports of the Arctic Monitoring and Assessment Program (AMAP) and the more regional Canadian Arctic Contaminants Assessment Report (CACAR) are ample illustration of the nature of the issue.

Stage A

Field component to introduce the nature of the issue in one or more major risk areas. At each location the current state of the issue will be demonstrated through scientific projects, and through discussions with economic leaders, governments and communities. Local knowledge and indigenous philosophy and culture must be a component of this stage. Possible locations:

- The Kola Peninsula (dumped nuclear reactors).
- N.W. Alaska (bioaccumulation in whales).
- Canadian Arctic Islands (Atmosphere - terrestrial system interactions).

Stage B

Multidisciplinary and interdisciplinary courses in components of the contaminants issue.

- Transfer: Production and use of contaminants, atmosphere and hydrological transport, alternative substances, law and transboundary movement, cultures of producing regions.
- Bioaccumulation: Ecology, biochemistry, nutrition.
- Northern Economies: Reindeer herding, whale fishery, cultural implications.
- Law and Lore: Indigenous law and lore, national and international law, treaties.

Stage C

The solution and seven generations. Impacts, options, policies, threats. A return to dialogue with the participants in Stage A.

B. Climate

Models predict that the world's climates are warming and that the warming will be greatest in the Arctic. Western science has therefore referred to the Arctic as a laboratory for global change studies, an attitude which offends most indigenous groups as it is frequently used as an excuse for scientific endeavour without sufficient justification to the inhabitants. It is apparent that changing climate will have a major impact on human and environmental systems in the circumpolar north and that there will be many ramifications for the rest of the globe. This issue addresses the nature and causes of climate change in the Arctic and how they will impact economies and cultures both in the Arctic and the rest of the world.

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Stage A

Face-to-face field course in a number of areas where the impact of climate change might be most serious. e.g.

Mackenzie Delta, Canada. Physical changes due to ground ice melt in permafrost terrain and due to sea level rise as a result of ice sheet melt.

Northwest Alaska. Focusing on communities dependent on marine resources which may be affected by changes in migration patterns, changes in whale populations and changes in the sea ice conditions required for hunting.

Northern Scandinavia. Effect of changes in the snow cover duration and quantity with an impact on the Sami Reindeer Herding economy.

Northern Russia. Potential effects on transportation and engineering systems such as railroads, oil pipelines and buildings in major towns and cities.

Stage B

Course programme emphasising cross disciplinary and interdisciplinary areas such as *Technological challenges.* Transportation and engineering, including economic principles, civil engineering, frozen soils.

Migratory resources and country food sustainability. Ecosystems, nutrition, international law.

Climate. Anthropogenic and natural causes of change, variability, palaeoclimate reconstruction, oceanic circulation and migration routes.

Stage C

The solutions and seven generations. Options, Policies, threats and impacts. In depth discussion with the peoples, boardrooms and governments of the field areas identified in stage A.

Corporate support and involvement committee

Bill Heal (chair)

Terry Fenge

Thorsteinn Gunnarson/Niels Einarsson

Outi Snellman

Steven Young

1. In her address to the Conference on Sustainable Development in the Arctic at Whitehorse, Elizabeth Dowdsell, former Executive Director of UNEP focussed on the challenge of globalisation. She highlighted “. . . that sustainable development is fundamentally about changing the way we think and the way we act. The key to that change lies in education . . . Education that increases our collective understanding of how everything is connected. Education that makes us aware of the real choices we have to apply that information.”

2. From a different perspective, Sven Raold Nysto, President of the Sami Parliament of Norway expressed similar views. “. . . the Indigenous Peoples do not live isolated from the rest of the world. We all need to educate ourselves and each other. We all need to continue these important debates. We all need to elaborate further on issues that are raised during the process.”

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3. It is in this wide context of varied interests in education in the Arctic that a stated principle of the University of the Arctic is 'to develop mechanisms for involving stakeholders - including those representing industry and commerce as well as indigenous peoples and environmental groups - in matters of curricular development, management and finance.'

4. The aims of the ad hoc committee on International Support and Corporate Involvement are: To inform and consult with international organisations relevant to the University of the Arctic. To assess their areas of interest and potential contribution to the formation and activities of the University.

5. The main international and corporate organisations with potential interest in the University of the Arctic may be categories as:

5.1. Non-governmental organisations which promote education, development or research within the circumpolar region or globally. These organisations could contribute advice, information and expertise and utilise the University as an academic forum for debate and training. Major circumpolar organisations are IASC, IUCh, IASSA and AEPS. Global organisations are UNESCO, UNEP, UN-CSD, IUCN, ICSU, IHDP, IGBP, WWF.

5.2. Organisations which specialise in funding initiatives which contribute to social, economic and environmental improvement generally and within the Arctic. In addition to the World Bank and the European Bank of Reconstruction and Development, there are many national banks which have particular interests in the Northern. various international Foundations such as Rockefeller, Ford and Wellcome specialise in supporting particular types of activity.

5.3. Intergovernmental organisations with particular regional interests in the Arctic and with the capacity to support education and research are the European Union, Nordic Council of Ministers and the Barents Euro-Arctic Council.

5.4. Private sector industrial, commercial and service businesses with particular interests in economic development in the Arctic. These are many and varied. They have the potential to benefit from a better educated workforce; improved understanding of the complex interrelationships influencing northern development; and the availability of an independent academic forum for debate and research. They can contribute through access to facilities and information; guidance on the educational and training needs of the private sector; participation in courses; and provision of material and financial support. Six main sectors are identified as: Energy; Mining; Renewable Resources (forestry, farming, fisheries and food); Communications and Information Technology; Transport; and Tourism.

6. A strategy of consultation with a limited number of selected organisations has been adopted to gain experience and to work within the limited resources available. Results to-date are very tentative but indicate:

- Support for the proposal within the major circumpolar and regional organisations (5.1) is strong, particularly for a strong multidisciplinary and circumpolar focus through a dispersed University building on existing capabilities. The increasing importance of the Arctic, its peoples, the need for educational development, and the importance of interactions with outside forces for change, are widely appreciated.

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- Response from major financial organisations (5.2) has been guarded although it is likely that some Foundations could be a source of limited finance for further Feasibility study.
- Interest from inter-governmental organisations (5.3) has been shown, but again with reluctance to consider financial support until more detailed proposals are available.
- So far, response from the few private sector organisations approached (5.4) has been disappointing.

7. The ad hoc Committee considers that a number of actions are necessary before significant progress in material and financial support are likely to be made. Actions, particularly targeted at the private sector, include:

- Preparation of more detailed planning and financial proposals for the University;
- Availability of high quality presentation material;
- Identification of initial and/or potential course options and likely student demand;
- Identification of a number of academic institutions which will form an initial core of the University;
- Addition to the Working Group of private sector representatives as 'stakeholders' and to provide commercial experience;
- Establishment of the legal status of the University;
- Appointment of a marketing and fund raising expert.

8. Conclusions

Response to-date has been limited; responses and further actions are needed. However, the ad hoc committee remains confident, based on initial evidence, that the level of potential support for the University from all sectors is high. With professional marketing and further detailed planning, significant financial resources can be obtained for both feasibility and implementation. The clear support from the Arctic Council and member organisations is particularly important in establishing the need for and credibility of the University of the Arctic.

Annex F:

Governance report, in the form of the status Report presented to the SAOs in May 1998

**STATUS REPORT TO THE ARCTIC COUNCIL
includes Draft Recommendations and Draft Proposal
To Create a University of the Arctic**

presented at the meeting of the Senior Arctic Officials under the Arctic Council, in Whitehorse, Canada, 9-11 May 1998

by the Circumpolar Universities Association's Working Group for the University of the Arctic, at the invitation of Mary Simon, Canadian Ambassador for Circumpolar Affairs, and including "recommendations to be brought forward to the Ministers meeting to be held in September 1998 in Iqaluit, Canada" (letter of 14 April 1998).

Contents

- 1. Draft Recommendations
- 2. Background
- 3. Consultation
- 4. DRAFT Proposal
 - 4.1 - Goals
 - 4.2 - Principles
 - 4.3 - Programs
 - 4.4 - Financial Structure
- 5. Technical Annexes:
 - 5.1 - *A University of the Arctic: Turning Concept into Reality - Phase I - A Development Plan* (an earlier CUA report from October 1997).
 - 5.2 - *A University of the Arctic: the Feasibility Study - Document 2* (an earlier CUA report from January 1998).
 - 5.3 - DRAFT Framework for Governance

1. DRAFT Recommendations

The Circumpolar Universities Association's (hereafter the CUA) Working Group for the University of the Arctic recommends, after due consultation, that the Arctic Council:

- 1.1 - endorses the report of the CUA;
- 1.2 - proclaims the creation of the University of the Arctic;
- 1.3 - agrees that the University of the Arctic will report to the Arctic Council;
- 1.4 - invites the CUA Working Group to continue its work, by beginning to organize the University of the Arctic, by implementing its report to the Arctic Council (Ministerial).

2. Background

The initiative by Canada and Sweden to consider a University of the Arctic was first discussed at the meeting of the Senior Arctic Officials under the Arctic Council, held in Kautokeino, Norway, 12-13 March 1997. The meeting of the Senior Arctic Officials under the Arctic Council, held in Ottawa, Canada, 7-9 October 1997, invited the CUA, in association with the Arctic Council's Permanent Participant Indigenous Peoples Organizations (ICC, RAIPON, Sami Council) to perform a feasibility study of the

concept of the University of the Arctic. The CUA was instructed to report on its activities to the Arctic Council via the governments of Canada, Sweden and Norway.

The Working Group entrusted with this task is comprised of representatives of the circumpolar academic community and reflects the full composition, including the Permanent Participant Indigenous Peoples Organizations of the Arctic Council. The Working Group is now completing the feasibility study and has prepared the present report for consideration by the Arctic Council.

3. Consultation

The activities of the CUA Secretariat in coordinating the consultation in the feasibility study have been financed by Canada and Finland. The CUA has made a sincere effort to consult with and inform as many of the academic institutions involved with the Arctic as possible, given its financial and time constraints. This consultation has been performed in partnership with the Permanent Participant Indigenous Peoples Organizations in the Arctic Council. The members of the CUA's Working Group, which includes representatives of the Permanent Participant Indigenous Peoples Organizations in the Arctic Council, have accepted the responsibility of consulting with their respective academic constituencies. This has resulted in diverse consultation within each of the Arctic Eight countries and their interested institutions. In addition, consultation has also included a number of organizations concerned with Arctic academic matters, such as the International Arctic Science Committee, the Northern Forum Academy, the National Science Foundation of the United States, the Association of Canadian Universities and Colleges, the Association of Canadian Universities for Northern Studies (ACUNS) and the Arctic Research Consortium of the United States (ARCUS), among others.

Efforts to consult with the Observers at the Arctic Council, and with the business community as well as the wider public, including indigenous peoples groups, have occurred by means of a public participation interactive brochure; a questionnaire; participation by members of the Working Group in a variety of different fora; and via the CUA's Internet web site.

4. DRAFT Proposal

This section presents the composite image of the University of the Arctic's initial structure, which is a result of the deliberations of the Working Group's various ad hoc committee and plenary sessions. The structure proposed consists of four elements: goals, principles, programs and financial arrangements, each of which are treated in turn below.

Additionally, a DRAFT Framework of Governance is included as a Technical Annex (5.3). That draft is a still-evolving formulation of the detailed organizational structure of the University, but is attached here since sufficient progress has been made with its formulation to warrant consideration by interested parties. The premise underlying all the elements of the organization is that the programs, governance system and financial arrangements of the University of the Arctic should be structured in such a way as to fulfill the University's goals and adhere to its principles.

4.1 Goals

The goals of the University of the Arctic are to:

4.1.1 - foster the growth of a coherent body of knowledge about northern systems and peoples, featuring comparative studies of circumpolar phenomena and interdisciplinary approaches to human/environment relations in the high latitudes;

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- 4.1.2 - contribute to the development of a decentralized network of individuals - and organizations - who possess expertise regarding Arctic issues, who know each other personally, and who have a proven capacity to cooperate in pursuit of common objectives;
- 4.1.3 - provide assistance to smaller institutions of higher education located in the North and dedicated to the education of the Arctic's permanent inhabitants, especially its indigenous peoples;
- 4.1.4 - disseminate information to a broader public regarding the Circumpolar North, including knowledge of its biophysical systems, cultures, institutions, and role in global processes;
- 4.1.5 - establish an independent northern voice in the consideration of a variety of public issues both in the Arctic and in public forums outside the Arctic.

4.2 Principles

The following principles are meant to guide the activities and administration of the University of the Arctic:

- 4.2.1 - the priority concern of the University of the Arctic is education, including research as an integral part of the educational process;
- 4.2.2 - the education mandate of the university includes both undergraduates and graduate students;
- 4.2.3. - the university makes a special effort to reach out to and include indigenous students in all its activities;
- 4.2.4. the University of the Arctic does NOT seek to establish a single campus at a fixed location, but encourages a variety of operations widely dispersed around the Arctic;
- 4.2.5 - the university employs a wide range of media for the transmission of knowledge, including distance education, but special efforts are made to create opportunities for face-to-face interactions among and between both students and faculty;
- 4.2.6 - the University of the Arctic recognizes and values cultural diversity in all of its activities;
- 4.2.7 - the University of the Arctic incorporates into its programs indigenous knowledge and traditional ecological knowledge;
- 4.2.8 - the University of the Arctic enters into cooperative agreements with other institutions of higher education that agree to serve as centers for the university; other higher education institutions may also enter cooperative agreements with the University in the use of their facilities in mounting University of the Arctic courses/programs;
- 4.2.9 - although the University of the Arctic operates under its own charter, every effort is made to obtain the sponsorship and support of the governments of the Arctic countries through the activities of the Arctic Council; the University will regularly report to the Arctic Council in support of this principle;
- 4.2.10 - the University of the Arctic seeks to develop mechanisms for involving stakeholders - including those representing industry and commerce as well as indigenous peoples and environmental groups - in matters of curricular development, management, and finance.

4.3 Programs

The University of the Arctic is committed to developing a core curriculum centered on interdisciplinary studies of northern systems. The development and refinement of the core curriculum constitutes a top priority for University of the Arctic faculty and staff who bring a variety of disciplinary perspectives and backgrounds to this task. In addition:

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- 4.3.1 - courses approved for inclusion in the core curriculum are offered on the campuses of a number of cooperating institutions of higher education in dispersed locations around the circumpolar north that agree to serve as University of the Arctic centres;
- 4.3.2 - although the University of the Arctic encourages face-to-face interaction, it also offers opportunities for students to participate through distance learning arrangements;
- 4.3.3 - as a means of encouraging interactions that cross disciplinary lines, University of the Arctic courses often adopt a problem approach focusing on issues like sustainable development, human-dominated ecosystems, or energy systems;
- 4.3.4 - university level credit is granted by the University of the Arctic to students who enroll in and complete the requirements of these courses;
- 4.3.5 - the University of the Arctic awards certificates to students who successfully complete the core curriculum;
- 4.3.6 - the University of the Arctic may award degrees. A decision regarding what - if any - degrees to award will be made at a later stage;
- 4.3.7 - the University of the Arctic regularly commissions scholars who are known for the quality of their work on northern issues to develop common sets of readings and course materials to be used in courses offered under the auspices of the university and made available to faculty members of other institutions of higher education.

4.4 Financial structure

Funding for the operation of the University of the Arctic comes from a variety of sources that may vary in terms of their relative importance from time to time. It will be based on a combination of self-financing and external support.

Self-financing

- 4.4.1 - The University’s administrative secretariat will be located in and hosted by one of the eight countries in the Arctic Council. A precedent for the effectiveness of this approach is found in the AEPS/AMAP model.
- 4.4.2 - Other organizations - especially institutions of higher education that serve as University of the Arctic centres - may make contributions in kind that will support an infrastructure of faculty, facilities, staff time and student costs.

External financing

- 4.4.3 - There is no fixed schedule of contributions, but funding is actively sought from nongovernmental organizations as well as governments and intergovernmental organizations.
- 4.4.4 - Corporate support, including patrons and friends of the University of the Arctic, will be developed.
- 4.4.5 - ‘Partnerships with stakeholders’ might provide the University of the Arctic’s students with employment opportunities in fields that would help to train them for future work and scholarship.

5. Technical Annexes:

5.1 - *A University of the Arctic: Turning Concept into Reality— Phase I—A Development Plan (an earlier CUA report from October 1997).*

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5.2 - *A University of the Arctic: the Feasibility Study: Document 2* (an earlier CUA report from January 1998).

5.3 - DRAFT Framework for Governance

(This draft is a still-evolving formulation of the detailed organizational structure of the University, but is attached here since sufficient progress has been made with its formulation to warrant consideration by interested parties.)

The management of the University of the Arctic is entrusted to a set of three interlocking entities:

5.3.1 - a representative Board of Trustees is vested with the authority to make overall policy decisions for the university, attend to the university's finances, and appoint the university's rector. Trustees - not to exceed fifteen in number - are chosen in equal numbers by those institutions of higher education serving as University of the Arctic centres, by organizations representing the Arctic's permanent residents, and by the governments of the Arctic states;

5.3.2 - the University's administration has a rector who is charged with making and implementing decisions, in collaboration with a faculty council and the secretariat, relating to curriculum, faculty, students, and relations with other institutions of higher education.

5.3.3 - a group of Patrons of the University of the Arctic - prominent individuals selected by the Board of Trustees - represent the University of the Arctic in the outside world and provide assistance in raising funds for the operation of the university;

5.3.4 - decisions of the Board of Trustees are taken whenever possible by consensus. In the event that consensus is impossible, decisions may be taken by a three-fourths majority including simple majorities of the members chosen by University of the Arctic centres, by organizations representing the Arctic's permanent residents, and by governments of the Arctic states;

5.3.5 - academic committees dealing with matters of curriculum, faculty appointments, and student affairs normally take decisions by majority vote;

5.3.6 - the management and delivery of courses - based on agreed standards regarding content, timing, and evaluation - is delegated to institutions of higher education serving as University of the Arctic centres.

Annex G:

Consultation in the University of the Arctic Process

by Richard Langlais

This is a report on the consultation undertaken by the Circumpolar Universities Association (CUA) Working Group as part of its feasibility study of the University of the Arctic proposal. It attempts to strike a balance between the requirement for brevity and the need for thoroughness. It represents the shared efforts of the Working Group, but its flaws are attributable to its author. For those who wish to read the specific textual contributions of other individuals to this report, the written material has been placed in the Notes at the end. References to those pieces will also appear elsewhere in the text.

As a further introduction to this report on a process of consultation—a process, it appears, that will continue to remain an integral feature of a University of the Arctic, it is helpful to revisit the original guidelines that were followed in organizing the body that would do the work, the Working Group (WG) itself.

The initial steps to create the Working Group were taken by a CUA Task Force that met at the University of Tromsø, Norway, in November, 1997 (see Note 1: Brekke et al. 1997). Among the several considerations involved in setting up the Working Group—timeframe, financial limitations, conceptual matters—consultation was foremost. Consultation was clearly understood as involving both giving and getting; giving involved informing about what was going on and being discussed, while getting required asking what others thought and wanted. This was not unusual, for in today's circumpolar Arctic, full and appropriate consultation on new proposals is a widely accepted and welcomed part of any decision-making process (see Note 2: *Guidelines for Environmental Impact Assessment (EIA) in the Arctic*).

Guidelines for selection of the consultation body: the Working Group membership

The stress that the CUA Task Force placed on consultation also affected its vision of what the Working Group's membership should be. The idea was that since the members would be steering much of the consultation, it was important that they represent the circumpolar academic community as broadly as possible. This consultation would also be done in partnership with the Permanent Participant Indigenous Peoples Organizations in the Arctic Council. The Working Group membership guidelines remain as the Task Force stated them:

The Working Group is being selected to include at least one representative from each member country of the Arctic Council and one from each of the Council's Permanent Participant Indigenous Peoples organizations. In addition:

- the Working Group’s members are being selected so that at least the following broad areas are represented—
 - * applied sciences
 - * physical sciences
 - * arts & humanities
 - * indigenous peoples studies
 - * education
 - * natural sciences
 - * social sciences
 - * women’s studies
- because of the size and complexity of their northern regions, the United States, Russia and Canada will each be represented by at least two members;
- gender balance will be sought;
- while the members will be chosen partly to ensure adequate geographical, cultural and gender representation, members will, above all else, be selected on the basis of their considerable knowledge of and ability to represent circumpolar education and research needs and aspirations, broadly defined;
- all members will be responsible for assuring that appropriate consultations are undertaken within their respective regions. The CUA Feasibility Study secretariat will assist as much as possible in this process upon request of the members;
- all members will be required to show institutional support for their participation in the Working Group. This will include an acknowledgement that the institution will cover all salary expenses for time committed to the study;
- subject to funding, Working Group members will be fully reimbursed for travel, food, lodging and incidental expenses incurred as authorized working Group activities (see Note 3: Brekke et al. 1997, 8).

The conditions for consultation

Although the actual membership of the Working Group does not perfectly reflect these guidelines, it nevertheless comes close. Some of the weaknesses in its composition have become apparent through consultation among the members themselves. For instance, the sheer geographic and demographic enormity and diversity of Russia means that even though it is represented on the Working Group by highly capable individuals, it still appears that large sectors of the Russian North have not yet found their voice in the WG. Translation into Russian, both spoken and in text, have regrettably only occasionally been possible. Knowledge of these weaknesses in the Working Group’s own composition reflects the appropriate functioning of the first level of consultation: the Working Group is an effective, if not quite complete, consultative body, because it draws on and makes use of the experience, expertise and critical faculties of its members.

The next level of consultation is between the Working Group members and their home institutions. Beyond that, the members have done their best to consult within the academic constituencies with which they have been designated. WG members have carried out their consultations in their home institutions and academic constituencies using a variety of approaches, depending on their own

evaluation of what has been most appropriate.

Consultations by WG members and their colleagues are still underway in each of the Arctic countries and elsewhere. These consultations are affected by the resources at the disposal of each member, as well as the extent to which their participation in the WG is affected by their other duties and by the length of time that they have been members of the WG. It is important to recall that in each of these respects all the products of the Working Group are largely the result of voluntary efforts and a great deal of good will, achieved with surprisingly little new funding. Institutions and individuals have contributed a great deal of “in kind” support. The Working Group does not consist of highly-paid hired consultants, but of people who have agreed to freely devote a portion of their time, energy and resources to an idea that they believe in.

The CUA Secretariat’s role in the consultations

The consultation and other activities of the CUA Working Group have been coordinated and facilitated by the CUA Secretariat, located at the Arctic Centre at the University of Lapland, in Rovaniemi, Finland. The Secretariat’s activities with regard to the University of the Arctic feasibility study have been financed by Canada and Finland. The Working Group as a whole, and individually, has made a sincere effort to consult with and inform as many of the academic institutions involved with the Arctic as possible, given the financial and time constraints imposed by the process.

In addition to the funding constraints and the voluntary nature of the WG members’ individual and institutional consultation efforts, the Secretariat has worked under severe time limitations in pursuing its more general consultations. This has been a result of agreeing to meet the work schedule of the Arctic Council, which has encouraged the CUA in proceeding with its feasibility study of the University of the Arctic initiative. These time pressures have led the CUA Secretariat to take a pragmatic approach in choosing consultation priorities, with two main channels. The first channel, exhaustively comprehensive consultation, can only proceed slowly and in a piecemeal fashion, given the current state of resources, but it is continuously being expanded. The second channel is extremely selective consultation, which has proceeded according to an analysis of where maximum effect can be reached with the sparse resources allocated for every specific activity.

It must be emphasized that the CUA Secretariat’s role in the consultation has been a largely coordinative one. It has followed the principle that the individual Working Group members know best how to pursue consultation within their respective constituencies. Occasionally, when requested, the Secretariat has become involved in assisting with local, regional or national consultations. It has perceived a role, however, in active involvement in trans- and international forums where the mandate of individual WG members has not been applicable. These include, for example, a presentation at the Third Conference of the Parliamentarians of the Arctic Region, held in Salekhard, Russia, 22-24 April 1998, assisting in the planning of meetings of the Circumpolar North Ministers of Education, and involvement in an Arctic session at the 1998 NAFSA: Association of International Educators conference in Washington, DC.

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The CUA Secretariat has worked in conjunction with a Consultation Committee, one of several ad hoc committees established by the Working Group, in a number of consultation efforts. In addition to the specific efforts of individual WG members, the Secretariat and the Consultation Committee have produced posters and a four-colour interactive consultation brochure, which were used for the first time at the Sustainable Development in the Arctic Conference, held in Whitehorse in May 1998.

An anthology, in book form, is being published by the Secretariat in time for the Arctic Council ministerial meeting in Iqaluit in September. The anthology collects the experience of many of those who have worked with initiatives in circumpolar higher education and academic research. It is thought that their experience will be informative for those who proceed to develop the University of the Arctic.

A questionnaire for distribution to higher education institutions has also been developed, and its initial use has been by the member for Finland. In addition, the CUA's Internet web site serves as a place of access for the CUA Secretariat's Series of Publications in the University of the Arctic Process (<http://www.urova.fi/home/cua/ua/pubs.html>).

As an example of this activity, the Minutes from the first WG plenary meeting were published in February. As part of, and in order to facilitate, the consultation process, fifty copies of both that document and the earlier Development Plan (with more copies available upon request) were sent to each member of the WG. Those copies were used at the discretion of each member as part of his or her consultation activities.

A small but not insubstantial number of short articles on the University of the Arctic have also been written and published by several Secretariat staff and WG members in a variety of magazines and newsletters, such as WWF's *Arctic Bulletin*. The Secretariat has encouraged all forms of media attention to the University initiative.

The consultation experience

All members reported that whenever consultations occurred, the response was generally positive, with the most frequent concern being to what degree those being consulted would be able to be involved in the University of the Arctic. Some reservations were expressed by those who had heard about the University of the Arctic from other sources than the Working Group. Since they had not been directly consulted with by the Working Group itself, or through one of its associated activities, they were worried about being left out or under-represented in the process of creating and operating the eventual University.

Below is a summary of consultations that were carried out in categories reflecting the role of each Working Group member. Only a few points of note that diverge from those above are included here for each category, since the inclusion of the very detailed reports that each WG member has submitted to date is considered inappropriate for the present context. It must be stressed that the information below is not expected to show the often considerable detail that the WG members

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provided in their reports, and any misrepresentations of the WG members' reports that appear here are the fault of the present author, for which apologies are extended in advance. In order to address this possibility, where available the full text of the WG members' reports is included in respective notes at the end of the report. When a report by any WG member is absent, the oral reports presented by the member at the WG meetings have been used to produce the summaries.

Summaries of the WG members' reports

In the **Canadian** consultation, the concern has been to demonstrate that the interest in the University is indeed found among academia and the communities in the North; and that the federal government will help, in the context of the Arctic Council, only if asked to do so by the former. Between them, the two Canadian WG members covered a wide spectrum of consultations, which were also complemented by several other consultations on the part of different departments of the Canadian Government. The WG members divided the consultation primarily on a geographic basis, into northern and southern Canada. Northern Members of Parliament were consulted and media coverage appears to be increasing.

Consultation packages were sent to all Presidents of Universities and University Colleges and a consultative network was established with such northern agencies as the Arctic Institute of North America, the Canadian Polar Commission, the Polar Continental Shelf Project, and the Northern Scientific Training Program.

Both the Natural Sciences and Engineering Research Council and the Social Sciences and Humanities Research Council have been contacted, and responded with general expression of interest in the concept. Similarly, the Council of the Association of Canadian Universities For Northern Studies and the Association of Universities And Colleges of Canada provided no negative feedback to the initiative.

The National Forum is a series of public consultation meetings organized by the Canadian Centre for Foreign Policy Development. The University of the Arctic was positively received at one such session in the Yukon, held just prior to the Sustainable Development conference in Whitehorse (which was in turn organized by DIAND), where the initiative was also favorably commented upon. Both of these events provided a way to demonstrate "bottom-up" approval for the University to the federal government.

For the full text of the detailed Canadian report, see Note 4 below.

Consultation in **Denmark, Greenland, and the Faroe Islands** has included a broad survey of a large number of relevant universities, institutes, and other organizations. During this process it became clear that a WG member from Greenland would be necessary to fully involve that important constituency. Efforts are now being made to identify an appropriate person for this role. The reaction from the Danish consultation has in general been very positive towards the idea of a University of the Arctic. Many of the institutions surveyed are already in close cooperation with other circumpolar actors, and see this initiative as a way to strengthen existing networks. *The detailed report is included as Note 5.*

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Finland has had a slow but meaningful consultation process, both because clear support had long been expressed at the highest levels in the country, and because the CUA Secretariat, since it is located at the Arctic Centre at the University of Lapland, in Finland, has not wanted to be seen as being immoderately eager to have Finland play a strong role in the initiative. This situation will now be simplified by having a new WG member with responsibility only for Finland; prior to this, the WG Secretary served double duty as the Finnish member of the. A national consultation meeting bringing together representatives of the higher education community and various government departments has been held at the Arctic Centre in Rovaniemi.

A questionnaire to all the universities and a number of relevant government departments has been sent out, returned and analyzed. The response is favourable, with numerous mentions of the way in which Finland's European Union initiative for a Northern Dimension policy can be connected to the relevance of the University of the Arctic. Interest in environmental matters was also a strong link, and a number of northern- and Arctic-related research institutes expressed keen enthusiasm in the initiative.

For **Iceland**, although the Whitehorse meeting was the first meeting where an Icelander participated, it was confirmed that the University of the Arctic initiative is well-known and being widely discussed in the appropriate fora there. A presentation on the University was made before representatives from various Icelandic ministries. The group discussed which issues and agendas to highlight during Iceland's chairing of the Nordic Council next year. The University of the Arctic has some chance of being one such issue as the five Nordic countries are already interested and involved and the aims of the University of the Arctic appear to coincide well with what Iceland will be stressing, i.e. sustainable development and the information society.

Icelandic consultation has also involved the new committee on Icelandic Arctic communities, the Icelandic Salekhard delegation and the Senior Arctic Official. The response so far has been positive, and from general remarks on the University of the Arctic idea in an Icelandic context this impression is expected to prevail in the consultation. The detailed report from Iceland is included as Note 6 below.

Opinion in **Norway** is largely positive, especially considering the long Norwegian experience with polar areas and the successful program of University Studies on Svalbard-UNIS. Although some universities feel that they have adequate cooperation agreements in place already, they are nevertheless interested in the opportunities that greater networking might bring. The question of transferability of credits has been raised. In summary, there is general enthusiasm, with some realistic cautions, and more will be known this fall when the University of the Arctic is treated at a national consultation meeting. More detail can be seen in Note 7 below.

In **Russia**, consultations in the Sakha Republic have been underway—so far among the associates of the Northern Forum Academy, which has a secretariat there, and at the institutional and ministerial levels—and will continue. The initiative was presented at a Russian meeting of the Northern Forum and the Northern Forum Academy, in Magadan, as well as at the Third Meeting of the Standing

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Committee of Parliamentarians of the Arctic Region, in Salekhard, in April. Russia will clearly remain the largest challenge to creating a truly circumpolar university. Simply comparing the extensive consultations that have been possible to perform in Canada with the situation in Russia reveals this in a striking fashion. Additionally, because of the difficulties of financing various forms of translation services, the question of language, not only concerning Russian, but in a more general way, is often raised. *A further report from one of the Russian members is included as Note 8.*

In **Sweden**, there are apparently different responses regarding the initiative in different ministries. Although the ministries for foreign affairs and environment were seen as positive, the education ministry referred inquiries to their triannual university project application procedure, which is interpreted as slowing involvement. In general, the Swedish situation is very low key, positive where encountered, but lacking in any specific momentum. *More can be read in Note 9.*

The **United States** has a great variety of higher education institutions involved in northern and Arctic studies, as well as many relatively autonomous large research institutes, in both Alaska and the Lower 48. The US consultation process has been undertaken by one representative situated in Alaska and two representatives sharing the consultation task in the “lower 48.” There has been a varied, but mainly positive picture, found through different modes of consultation and adjusted to the differences between the regions. For Alaska, the consultation process has radiated from the University of Alaska Fairbanks, involving the three-campus system of the University of Alaska, representatives of the Arctic research community and some governmental consultation. The consultation has resulted in a positive response, and when constrained it has only been on the basis of limits to resources for participating even more fully in circumpolar cooperation. *Details of the Alaskan report (here summarized together with oral information) are found as Note 10.*

Consultation in the lower 48 was centered on building consensus among the relatively few (compared to Alaska) and diverse institutions involved in Arctic questions; there was mainly positive response to the idea. The consultation has taken advantage of Arctic- and education-related meetings, both with academics and with different representatives of cold regions research (held at the Cold Regions Research and Engineering Laboratory—CRREL). Also, contacts with individual institutes (such as the Scandinavian Seminar, the Colorado Institute of Arctic and Alpine Research, and the Byrd Polar Research Centre) and private foundations are being undertaken. There seems to be a combination of feeling adequately self-sufficient mixed with curiosity about the potential opportunities brought by the initiative. Consultation is thus a complex process that is well underway.

The interest among the **Arctic Council Observers**, comprising several countries, organizations and the European Union, is lowkey, yet wanting to be kept informed. In contrast, actual institutions of Arctic expertise such as the Scott Polar Research Institute, at Cambridge, England, have a strong interest in the initiative. Worldwide Fund for Nature (WWF) have expressed interest in a special issue of their magazine, where the University of the Arctic would be highlighted.

The **Inuit Circumpolar Conference—ICC** invited the CUA to make a presentation at the ICC General Assembly, in Nuuk, Greenland, in July. This should be taken as a strong indication of support and curiosity about the University, but also raises the general level of expectations for the success of the initiative. The text, *Shared Voices and a University of the Arctic—Views of Indigenous Peoples*, which forms an essential part of the Feasibility Study and that is included as its Annex A, was produced by the ICC and the other Arctic Council Permanent Participants. That text demonstrates the strong engagement of the ICC, not only when being consulted, but in doing the consultation among its constituents.

The **Sámi Council** is in a situation where its members must be very careful about how they choose the initiatives that they will support, since they wish to invest in processes that have a good chance of being successful and because their resources are in danger of being overextended. Their commitment also unavoidably raises expectations of success. In addition to indigenous influence and content on the curricula and aims of the University, it was hoped that an appropriate use of indigenous peoples’ ceremonial customs and traditions would become part of the University’s profile, such as the formulation of its principles and vision in the form of *joik*, dance and poetry. As was indicated in the section on the ICC, above, the Sámi Council collaborated with ICC and RAIPON on the *Shared Voices* text, Annex A in the Feasibility Study.

The situation of the **Russian Association of Indigenous Peoples of the North—RAIPON—**in the consultation is similar to that of the Russians, except that it is at an even greater disadvantage, since it represents the position of northern minorities in Russia. The situation there has meant that any form of consultation is extremely painstaking, but when it occurs it is only welcomed in equal measure. The RAIPON member has been faced with a nearly insurmountable situation in trying to meet the typical expectations of advanced and sophisticated consultations present in the other circumpolar Arctic regions. As was indicated in the section on the ICC, above, RAIPON produced the *Shared Voices* text with the ICC and Sámi Council. *A further contribution is included here as Note 11.*

In addition, the Working Group members have performed other consultations that have included a number of **organizations concerned with Arctic academic matters**, such as, for example, the International Arctic Science Committee, which has expressed much favour with the initiative, the Northern Forum Academy, the National Science Foundation of the United States, the Association of Canadian Universities and Colleges, the Association of Canadian Universities for Northern Studies (ACUNS) and the Arctic Research Council of the United States (ARCUS), among others.

Conclusion

The results to date of the diverse and circumpolar range of consultations on the initiative to create a University of the Arctic are in general positive and support the feasibility of the concept. The consultation process is continuing and indeed is expected to remain an integral aspect of the University. This conclusion has itself been derived from the content of the consultations. The consistent and persistent enthusiasm for the initiative leads one to expect that such a response will continue to result from future consultation, as long as consultation itself is uppermost among the concerns of those involved in the University. This is confirmed by the fact that the most common

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negative response to consultation on the University of the Arctic has arisen when people have felt that they are being left out of the process. These considerations point the way towards recognizing the expectation that such a University will be for the north, by the north.

Notes

1. Asgeir Brekke, Richard Langlais, Aron Senkpiel and Outi Snellman, *The University of the Arctic-Organization of a Feasibility Study proposed by a task force appointed by the Circumpolar Universities Association: Document 1*, revised January 1998, Publications in the University of the Arctic Process 2 (Rovaniemi, Finland: Circumpolar Universities Association, University of Lapland, 1997).

2. The recently-published, *Guidelines for Environmental Impact Assessment (EIA) in the Arctic*, an outcome of the Sustainable Development and Utilization program of the Arctic Council/Arctic Environmental Protection Strategy, is just one example of this expectation; see Arctic Environmental Protection Strategy, *Guidelines for Environmental Impact Assessment (EIA) in the Arctic*, Sustainable Development and Utilization (Helsinki: Finnish Ministry of the Environment, 1997).

3. Brekke, et al. *The University of the Arctic-Organization of a Feasibility Study*, 8.

4. Canada Consultation Report A

Peter Johnson

The consultation process within Canada has been divided between the two representatives primarily on a geographic basis. Ms Sally Ross, President of Yukon College, and representing the northern colleges has undertaken the process in northern Canada. Dr. Peter Johnson, President of the Association of Canadian Universities for Northern Studies, has concentrated on southern Canada and the universities.

In southern Canada the consultation documentation package consisted of:

- A covering letter or briefing note. The former included a version of the declaration of intent.
- University of the Arctic: Turning Concept into Reality. Phase 1: A Development Plan.
- University of the Arctic. The Feasibility Study: Document 2. Minutes of the Working Group Meeting in Rovaniemi, Finland, 27-29 Jan. 1998.
- The Rovaniemi Press Release.

The documentation was either sent prior to an arranged meeting or with a request for feedback. No formal response instrument was designed nor was there any request for letters of support in principle. The approach was designed to inform on a process in action and to obtain feedback in any form deemed appropriate by the respondent. Final completion of the feasibility study will permit solicitation of written statements of support.

The following list is a summary of the consultation network to date.

Northern Agencies

Arctic Institute of North America. Mike Robinson.

Canadian Polar Commission. Albert Haller.

Polar Continental Shelf Project. Bonni Hycyk.
Northern Scientific Training Program. Presentation to Advisory Committee.

Generally positive response but Mike Robinson in particular wanted more information on the structure of programs such as will appear in the final feasibility study document.

Research Granting Councils

Natural Sciences and Engineering Research Council. Dr. T. Brzustowski.
Social Sciences and Humanities Research Council. Dr. M. Renaud.

General expression of interest in the concept.

Council Of The Association Of Canadian Universities For Northern Studies

All council members briefed and no negative feedback.

Association Of Universities And Colleges Of Canada.

Briefing session. Outi has also had a meeting with them and will present a paper on the University of the Arctic at an AUCC meeting in Halifax. Oct. 22.

National Forum

These are a series of meetings organized by the Canadian Centre for Foreign Policy Development. The orange book was included in the registration package. Meetings are Whitehorse May 9th, Yellowknife May 19th, Iqaluit May 28th, Quebec City June 10th and Edmonton June 27th. Sally Ross was at the Whitehorse meeting and received some good coverage, including the local radio.

I will be at the Iqaluit and Edmonton meetings.

Northern Canada Federal MPs

Expressed interest but emphasized that there would be little chance of funding through the federal or the territorial governments.

Advisors to Hon. Lloyd Axworthy. Minister Of Foreign Affairs.

M. Ronald Duhamel. Secretary Of State For Science.

Journalists

Mr. David Miller. Canadian Broadcasting Corporation. Yellowknife. Radio commentary on the Northern Network.

Canadian University Presidents

Letters and packages have gone to all Presidents of Universities and University Colleges. I have information that at a number of universities the letter has been passed down from the Presidents office to faculty members involved in northern studies for comment.

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5. Denmark, Greenland and Faroe Islands

Rasmus Ole Rasmussen

I: The consultation process in Denmark, Greenland and Faroe Islands

The consultation documentation package consisted of

—A covering letter explaining the purpose of the consultation, and stressing the main questions raised in connection with the consultation process.

—University of the Arctic: Turning Concept into Reality. Phase 1: A Development Plan.

—University of the Arctic. The Feasibility Study: Document 2. Minutes of the Working Group Meeting in Rovaniemi, Finland, 27-29 Jan. 1998.

The documentation was sent with a request for feedback. In addition several of the consulted individuals and organizations have been contacted for a short interview.

The selection of consulted organizations have been based on the principles that included should be: 1) organizations directly responsible for education and research in Arctic issues, 2) Universities and University institutes with an Arctic research and education profile, 3) Research institutions with an Arctic research profile, and with potentials for involvement in advanced student advisory tasks, 3) Research institutions with an Arctic research profile and with potentials for involvement in advanced student advisory tasks, and 4) Other organizations involved in Arctic issues and circumpolar cooperation.

II: The consultees

The following list is a summary of the consultation network to date.

Denmark

a) Ministries responsible for education and research activities.

- Ministry + Minister of Education

- Ministry + Minister of Research

b) University departments with an Arctic research and education profile (based on annual reports and personal knowledge).

University of Copenhagen

- International Office

- Institute of Geophysics

- Institute of Geology

- Institute of Geography

- Institute of Botany

- Institute of Zoology

- Institute of Eskimology

- Institute of Archaeology and Ethnology

University of Aarhus

- International Office

- North Atlantic Studies

- Moesgaard

- Centre for Arctic Environmental Medicine

Roskilde University

- International Office

- NORS -North Atlantic Regional Studies

University of Aalborg

- International Office

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- The Greenland Project
Denmark's Technical University
- International Office
- Electromagnetic Institute
- c) Research institutions with an Arctic research profile, and with potentials for involvement in advanced student advisory tasks.
 - Ministry of Environment, department of Arctic Environment
 - Danish Institute for Clinical Epidemiology, Section for Research in Greenland
 - GEUS
- d) Other organizations involved in Arctic issues and circumpolar cooperation.
 - Danish Polar Centre
 - The Commission for Scientific Research in Greenland
 - IWGIA
 - Greenland Home Rule, office in Denmark

Greenland

- a) Ministries responsible for education and research activities.
 - Ministry + Minister of Education
 - Ministry + Minister of Research
- b) University departments with an Arctic research and education profile (based on annual reports and personal knowledge).
 - Ilisimatusarfik, University of Greenland
 - Ilinniarsissuaq, Greenland Teachers School
 - Niuernermik Ilinniarsfik, Greenland Business School
 - Isumaginninnermik Ilinniarsfik, Greenland Social School
 - Peqqissaanermik Ilinniarsfik, Greenland Health School
- c) Research institutions with an Arctic research profile, and with potentials for involvement in advanced student advisory tasks.
 - The Nature Institute
 - Statistics Greenland
- d) Other organizations involved in Arctic issues and circumpolar cooperation.
 - Ingmar Egede, senior advisor

Faroe Islands

- a) Ministries responsible for education and research activities.

None so far
- b) University departments with an Arctic research and education profile (based on annual reports and personal knowledge).
 - University of Faroe Islands, Rector
 - University of Faroe Islands, Department of Social Science
- c) Research institutions with an Arctic research profile, and with potentials for involvement in advanced student advisory tasks.

None so far
- d) Other organizations involved in Arctic issues and circumpolar cooperation.

None so far

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III: Results

Not all the consulted have responded yet, but based on the written and verbal responses, some general trends are showing, even it is too early to give a comprehensive overview.

- In general there seems to be a very positive attitude towards the concept of University of the Arctic.
- Several are stressing the need for a broader and international forum for education activities, and sees the positive effects of the initiative.
- Several are giving ideas to the activities of the University of the Arctic.
- Quite a few are already involved in bi- and multilateral arrangements, but sees new perspectives in the setting created by the University of the Arctic.
- A few are already involved in arrangements, and sees University of the Arctic as a parallel to existing activities.
- So far only one respondent has given negative remarks to the initiative, both to the procedure, and to the content, stressing that they already have sufficient arrangements, and would feel burdened by additional involvements.

6. Iceland

Prepared by: Dr. Niels Einarsson, Stefansson Arctic Institute and Thorleifur Stefan Bjornsson, Director of International Affairs, University of Akureyri.

The Icelandic consultation process was conducted from University of Akureyri (UNAK), Iceland's "northern" university in cooperation with the Stefansson Arctic Institute (SAI). University of Akureyri has spearheaded Iceland's discussions of the UA matters, mostly due to the institution's keen interest in internationalization of higher education and its efforts to support sustainable development in arctic and sub-arctic areas.

University of Akureyri only received information about the UA concept in April of 1998. The UNAK rector, Dr. Thorsteinn Gunnarsson has taken the initiative and conducted the consultation process in conjunction with Niels Einarsson of the SAI. The rector has established a working group within the University of Akureyri dealing with UA matters. The working group includes: Dr. Ingi Runar Edvardsson, assistant professor, Dr. Steingrímur Jonsson, professor, and Thorleifur Stefan Bjornsson, Director of International Affairs.

In this process various national institutional/governmental players have been consulted. They include:

Several MPs

Bjorn Bjarnason; Minister of Education, (has been briefed)

Magnus Magnusson, SAO advisor to the Ministry of Foreign Affairs

Gunnar Gunnarsson, Icelandic SAO

University of Iceland, Prof. Haraldur Olafsson, representative to the Icelandic Joint Committee on Arctic Affairs

A briefing has been made to an inter-ministerial meeting on the Icelandic chair of the Nordic Council in 1999

The consultation will continue and involve players whose support will be of value, including: the Icelandic Joint Committee on Arctic Affairs, the former president of Iceland, Ms. Vigdis Finnbogadóttir and the current president of the Republic, Dr. Olafur Ragnar Grimsson. In addition, the National Research Council, the Akureyri Town Council are to be approached as well as the current US ambassador to Iceland, Honorable Day Olin Mount.

When the consultation process has been completed the working group will summarize the findings and create a proposal for further actions.

The UNAK as well as the SAI have keen interest in the success of the UA and are willing to contribute to that end. Despite the late arrival in the overall preparation and consultation the UNAK intends to fully participate in the UA preparations. This is seen as worth while as the concept of the UA embodies important goals and visions relating to the viability of northern societies.

7. Norway

Asgeir Brekke

I have made some more consultations in Norway by sending out the “yellow” and the two “blue” reports together with the paper prepared for the Whitehorse meeting, the Status Report to the Arctic Council. Altogether 4 universities, 2 departments and about 20 high schools in north Norway have received the papers for consultation. All reactions I have gotten so far are positive, but the respondents want to know more about the future plans for financing, localization and administration etc. as this part has only been weakly discussed in our reports.

The University of Trondheim (NTNU) points out that they have long experience in arranging interdisciplinary courses, as they have been arranging the Svalbard courses for the last twenty years on Svalbard during a few weeks every summer. They point out the importance of accepting and implementing the courses given by the University of the Arctic in the curricula at regular universities and colleges. NTNU is of the opinion that an independent degree should not be given by the University of the Arctic.

NTNU also recommends not using the term University in the name. They propose the name “Arctic University Network” in accordance with the practice at UNIS (“Univeristetsstudiene på Svalbard”). The engagement in Arctic education, for the moment, at NTNU will be related to UNIS, and NTNU cannot participate in a binding engagement in the University of the Arctic at the moment.

The Foreign Ministry of Norway is positive to the work of the University of the Arctic and is of the opinion that Norway has very special conditions for participating in the University of the Arctic considering the background of the experience we have with Arctic studies at the University of Tromsø and UNIS. The Foreign Ministry is stressing the importance of a thorough analysis in order to make the University of the Arctic a project of high quality, which guarantees a broad social support for the final result. In this context the Foreign Ministry underlines the importance of allowing for the interests of the indigenous people to play a role in the further development of the plan.

From the other institutions that have reacted, I have got only positive answers so far, but a few of them like the University of Bergen will come back to it later, as all universities in Norway will treat the University of the Arctic in a common meeting in the fall.

8. Russia

Revo Mironovich Skryabin

Yukon College! Dear ladies and gentlemen!

First of all allow me to thank you for the invitation and the opportunity to participate in the discussion on the project of the University of the Arctic.

.....

It is a great honor for me to represent the Republic of Sakha (Yakutia), one of the biggest Arctic regions in the Russian Federation which is known by its rich mineral resources such as diamonds, gold, harsh climatic conditions, the Pole of the Gold and permafrost. Our republic is home to 26 northern indigenous peoples.

Great importance was traditionally attached to education and science in the socio-economic policy of the Sakha Republic (Yakutia).

Yakutsk is a large scientific and educational center in the huge territory of the Russian North-East, where Yakut State University, Yakut State Agriculture Academy, Yakut Science Center, the Sakha Republic Academy of Sciences and other scientific institutions are located. The Yakut International Center for Development of Northern Territories, Siberian Division of the Russian Academy of Sciences, is one of the organizers of the Northern Forum Academy.

In association with the leaders of Yakut State University, Yakut Agriculture Academy, Institute of Northern Small-Numbered Peoples we considered carefully materials of the University of the Arctic Working Group and support the idea of creating the University of the Arctic and are willing to take active part.

The level of the population's education is a crucial factor of the sustainable development strategy of the Arctic and the North.

Specific conditions of the Arctic and the North require expertise in all fields of man's activities and relations between man and the environment.

Diverse and broad experience has been accumulated to train specialists in various regions on high altitude. The exchange of such an experience will be one of the components of the University of the Arctic activity.

Opportunities for education of young people in the North will be expanded especially with the development of distance learning although not all regions have equal conditions.

Since the Russian North occupies a considerable part of the planet's North the University of the Arctic should expect more Russian-speaking students including indigenous peoples of the Arctic.

This should be considered in geographical location of the centers and organizational and educational work of the University of the Arctic.

Needs and proposals of regions will play an important role in choosing fields of specialization of the University of the Arctic.

We believe that one of the University of the Arctic centers might be Yakut State University, the largest university in the Russian North-East.

Thanks for your attention.

.....

9. Sweden: Report from Luleå University of Technology
Gunilla Johansson

Summarizing the consultation at the University it might be said that there is interest in the Arctic University network in following departments and centers at the University:

- Department of Business Administration and Social Sciences, Håkan Myrlund
- Department of Communication and Languages, Berit Wiklund
- Department of Materials and Manufacturing Engineering, Anders Kinnander
- School of Music, Christer Viklund
- Department of Education and Teaching Methods for Natural and Social Sciences, Nils Erik Lindell
- Department of Environmental Planning and Design, Göran Westerström
- Theatre Academy of Luleå, Håkan Öhman
- Department of Civil and Mining Engineering, Bernt Johansson
- Center for Coldtech, Sven Knutsson
- Center for Research in Teaching and Learning, Henning Johansson
- Faculty of Arts and Social Sciences, Gunnar Persson
- Faculty of Engineering, Erik Höglund
- The President for the University, Ingegerd Palmér

Luleå University of Technology is interested in networking, but not in building up a new body for organization. The main issue is of course the financing of the network, Arctic University. Contacts have also been taken with Ministry of Education, Lennart Ståhle.

The County Administration of Norrbotten, Märtha Puranen, and Boden University College of Health Sciences, Mai-Britt Forsberg, are interested in cooperation and networking.

10. United States/Alaska
Karen Erickson

The consultation process has been centered at the University of Alaska Fairbanks which, as a state institution, encompasses a broad network of branch campuses and rural colleges. Consultation has also included the system wide University of Alaska; various local, state, and federal government sectors; the research community, and indigenous people's groups. As part of the outreach effort, I packaged the two reports of the Working Group (Phase 1: A Development Plan and The Feasibility Study: Document 2) together with a covering memorandum explaining the status of consultation on the University of the Arctic through April 1998. For those who were interested and wished additional information, e-mail numbers were provided for contacts.

UAF Consultative Committee on the University of the Arctic

A broad representative committee was established in October 1997 to discuss various possibilities for input into the development of the concept of the University of the Arctic. The membership of the Consultative Committee is:

.....

Judith Kleinfeld, Director of Northern Studies
Ted DeLaca, Director of Arctic Research
John Lehman, Director of International Programs
Rick Caulfield, Rural Development and Northern Studies
Karen Erickson, Political Science and Northern Studies

The membership of the committee spans a broad perspective of faculty, students at both the undergraduate and graduate levels, the Arctic research community, rural Alaska education, indigenous people's groups, and professional schools and colleges. The Consultative Committee was chaired by the UAF Provost, John Keating, who was representative of a perspective from the administration.

University of Alaska System wide Consultation

Dr. Jerome Komisar, President
Carl Hild, Institute of Social and Economic Research
Gordon Pullarr, University of Alaska Anchorage

Rural Education, Alaska Native Educators, Indigenous Peoples' Groups

Ray Barnhardt, Center for Cross-Cultural Studies, UAF
Ralph Gabrielli, Dean of the College of Rural Alaska, UAF
Reva Shircel, Education Director, Tanana Chiefs Conference
Todd Sformo, teacher, Iliisagvik College

Arctic Research Community

David Klein, Biology and Wildlife Department, UAF; and Institute of Arctic Biology
Robert White, Institute of Arctic Biology, and former Director
James Sedinger, Director of Institute of Arctic Biology
Wendy Warnick, Arctic Research Consortium of the United States, Director
Paul Reichardt, Dean of College of Science, Engineering and Mathematics

Governmental Consultation

Alaska Congressional Delegation (e.g., Dave Garman in the office of Senator Frank Murkowski)
Alaska State Legislators (e.g., Gary Wilken)

Summarizing the network of consultation from an Alaskan perspective, it might be said that many of the contacts are central to broadening the base. For example, in consultation with Ray Barnhardt of the Center for Cross-Cultural Studies, possibilities might be opened for consultation with the Assembly of Alaska Native Educators, and other organizations with similar interests, especially with regard to higher education among indigenous peoples. Consultation with the Arctic research community in Alaska, for example, will bring the Third Meeting of the CUA Working Group to Alaska in close conjunction with the 49th Arctic Science Conference and Inauguration of the International Arctic Research Center in Fairbanks.

End Of Consultation Report: June 5

11. RAIPON

Proposal on the project of foundation of the International Arctic University
C. M. Taksami

In the draft report by Prof. Oran Young the problem of the establishment of the International Arctic University is stated in detail. At the same time he pointed out a few questions for the collective discussion by interested people.

The Association of the Minorities of the North, Siberia, and Far East of Russia suggests the following points to be taken to the account.

In the present historical situation on the turn of the centuries the population of the Arctic region needs a special All-Arctic ideology, which could include the following:

- The preservation and rational use of the environment to protect the natural resources and ecology of the native people’s culture
- Put into life the rights of the minorities on the their historical ethnic territory
- To make the global contacts between the regions of the Arctic zone more wide and deep.

The International Arctic University, the plan of which we examine here in details, should play an important role in the solution of social-economical and cultural problems.

1. The Structure of the University

In each region one could point few universities, which could be named as the basic ones for training the specialists of certain more up-to-date subjects.

2. In one of the universities create the center for teaching the specialists of the highest qualification, the term-training of the specialists from the regions. That university could be the basic one. The Highest council of the University, President and coordinating forces should be based there.

3. In Russia the specialists from the Northern minorities are trained both at the universities of the Northern region and at the institutions outside the Northern region (among them in Moscow and St. Petersburg). On practice, the students enter these latest universities as the members of the Northern minorities and later they try to settle in these cities forgetting about their specialty. This fact forces us to discuss a question on the foundation of small High-learning institutions in the regions of the minorities settling (in Russia):

- on Yamal peninsula
- on Taimyr (town Dudinka)
- on Chukotka (town Anadyr)
- Khanty-Mansiisk
- Palana settlement (Koriak region)
- Nikolaevsk on Amur

In these places there are High schools, institutions for teachers’ training. There are Scientific Centers and Institutions. On its base we should found small Institutions of High Learning with the programme, specified for the certain region. All of them should be named in the structure of the Arctic University.

4. We agree, that the content of the University Programme would be based on the Circumpolar Issues, the students and teachers would be from minorities. This University could be joined by specialists from different specialties and different countries.

5. Financial issue. University should be financed by the governments of the Arctic countries and interested countries. Also the donations should come from the industrial corporations, tourist companies and etc., which are based on the territory of minorities settlements.

.....

Annex H:

**Excerpt from
THIRD CONFERENCE OF PARLIAMENTARIANS OF THE ARCTIC REGION
CONFERENCE STATEMENT**

We,

elected representatives of Canada, Denmark/Greenland, Finland, Iceland, Norway, Russia and Sweden, meeting in Salekhard, Yamalo-Nenetsky Autonomous District, Russia on 22-24 April 1998;

Noting

9. the fundamental importance of scientific knowledge as a basis for development and implementation of policies for sustainable development in the Arctic, underlining the need for research and scientific monitoring, and the dissemination and exchange of scientific information within governments, communities and industry;

Welcoming

18. the international evolution of a concept and positive discussions of the practicability of a dispersed international “university of the Arctic” as an institution of higher education focused on environmental, cultural and economic integrity of the Arctic regions, with full involvement and participation of indigenous people;

Urge

33. the Arctic Council, in co-operation with local and regional organizations and other national and international bodies involving indigenous organizations, to develop forward looking programmes that address the special issues of social equity, women, youth, children and education in Arctic regions;

And therefore ask our governments to

48. promote and support institutions of learning and research in Arctic regions, with increased co-operation and exchange between national institutions and the development of a circumpolar “university of the Arctic”, with encouragement of indigenous teaching and scholarship;

In light of its fruitful discussions and deliberations as summarized above, the Third Conference of Parliamentarians of the Arctic Region, in particular,

Asks the Arctic Council

55. to work with governments of Arctic countries at national and local levels to develop compatible policies, and to put into effect programs that address issues of social equity, women, youth, children and education in Arctic regions;

Asks the governments of our respective countries to

58. increase and maintain the support of national and international scientific research and environmental monitoring in Arctic regions, with encouragement of the involvement of indigenous peoples...

Annex I

Draft

**INUIT CIRCUMPOLAR CONFERENCE
RESOLUTION 98-__
REGARDING THE PROPOSED UNIVERSITY OF THE ARCTIC**

WHEREAS Inuit wish to enjoy improved access to high quality post-secondary education in their homelands; and

WHEREAS currently many Inuit have to leave the circumpolar region in order to enroll in undergraduate and graduate degree programmes; and

WHEREAS many existing universities in which Inuit enroll remain insensitive to Inuit values and objectives; and

WHEREAS Inuit can benefit from university level courses and programmes that provide cultural exchange and comparative education opportunities with other indigenous peoples resident in the circumpolar region; and

WHEREAS Inuit intend to exert greater control over post-secondary education delivered in their homelands; and

WHEREAS, at the encouragement of the Arctic Council, a working group of the Circumpolar Universities Association including representatives of the Inuit Circumpolar Conference, the Saami Council and the Russian Association of Aboriginal Peoples, is conducting a feasibility study of a potential University of the Arctic; and

WHEREAS the proposed University of the Arctic stresses distance education and learning techniques, and should bolster the status and budgets of existing colleges of further education already operational in the Arctic; and

WHEREAS Ministers responsible for foreign affairs from all eight Arctic nations meet in Iqaluit, Canada in September 1998 as the Arctic Council; and

WHEREAS the Ministers of Education of the Circumpolar North meet in Rovaniemi, Finland in September 1998; and

WHEREAS the proposed University of the Arctic is to be discussed in September 1998 by the Arctic Council ministers and by Ministers of Education;

.....

THEREFORE BE IT RESOLVED THAT the Inuit Circumpolar Conference support the proposed University of the Arctic and request the working group of the Circumpolar Universities Association to:

1. Expand its consultation programme to include the Inuit Circumpolar Youth Council and colleges in the circumpolar region;
2. Invite representatives of Inuit institutions of higher education in the circumpolar region to join the working group;
3. Initiate consultation at the community level, including boards of education in the circumpolar region;
4. Collect and review existing educational arctic programmes;
5. Report to the Executive Council of the Inuit Circumpolar Conference on the results of its consultation process;

BE IT FURTHER RESOLVED THAT the Inuit Circumpolar Conference urge Ministers responsible for education and foreign affairs of the eight Arctic nations to review the University of the Arctic feasibility study, and to provide intellectual, financial and political support, as necessary, to further develop this important concept.

For Approval

.....

Annex J

Recommendations on the University of the Arctic from the Summary report from the Circumpolar Conference and Workshop on Sustainable Development in the Arctic (Whitehorse, Yukon, May 12-14, 1998)

Sustainable Development in the Arctic: Lessons Learned and the Way Ahead

The Major Circumpolar Conference on Sustainable Development in the Arctic was held in Whitehorse in May 1998. More than 350 participants represented the Arctic nations and organizations and an exceptionally wide range of social, economic and environmental interests.

The series of concurrent workshops generated many recommendations which were synthesised at the end of the Conference under three overarching themes.

These included a number of specific references to the University of the Arctic.

Theme 1. Living in Communities in the Circumpolar North

Education for Sustainability:

- “The establishment of an Arctic University should be facilitated.”

Theme 2. Making a Living, Training, Trade and Investment in the Circumpolar North

Education and Youth:

- “The growing momentum for an Arctic University, built less on a particular structure than the principle of a information-sharing, could represent a tremendous opportunity for northerners to pursue an education focused on northern concerns”
- “The Proposal for an Arctic university is regarded as a promising mechanism for offering a higher education on northern perspectives.”

Theme 3. Decision Making and Priority Setting in the Circumpolar North

Traditional Knowledge and Cross-cultural contact:

- “The proposed Arctic University could facilitate a coming together of different types of knowledge.”

Community Institutions and Capacity:

- “An Arctic University should promote the development of human resources and the use of traditional knowledge.”

Reference:

Summary Report: Circumpolar Conference and Workshop (1998), Department of Indian Affairs and Northern Development, Ottawa, 28 pp.

Annex K:

Publications and Studies in the University of the Arctic Process

1. Heal, O.W., Richard Langlais and Outi Snellman, eds. *A University of the Arctic—Turning Concept into Reality; Phase 1. A Report Submitted for Consideration at the Meeting of the Senior Arctic Officials Under the Arctic Council in Ottawa, Canada, 7-9 October 1997*. Includes Russian language version. Rovaniemi, Finland: International Relations, University of Lapland, 1997.
2. Brekke, Asgeir, Richard Langlais, Aron Senkpiel and Outi Snellman. *The University of the Arctic—Organization of a Feasibility Study proposed by a task force appointed by Circumpolar Universities Association; Document 1*. Revised version January 1998. Rovaniemi, Finland: Circumpolar Universities Association, International Relations, University of Lapland, 1997.
3. Langlais, Richard and Outi Snellman. *A University of the Arctic—The Feasibility Study; Document 2. Minutes of the Working Group meeting in Rovaniemi, Finland, 27-29 January 1998*. Rovaniemi, Finland: Circumpolar Universities Association, University of Lapland, 1998.
4. Farynowski, Lise. *A University of the Arctic—The Feasibility Study; Document 3. Linking the North: Selected Profiles of Higher Education Institutions*. Rovaniemi, Finland: Circumpolar Universities Association, University of Lapland, 1998.
5. Langlais, Richard and Outi Snellman. *Learning to be Circumpolar: Experiences in Arctic Academic Cooperation*. Rovaniemi, Finland: Circumpolar Universities Association, University of Lapland, 1998.
6. Young, Oran, Richard Langlais and Outi Snellman, eds. *The University of the Arctic— The Feasibility Study; Final Report. With Shared Voices: Launching the University of the Arctic*. Rovaniemi, Finland: Circumpolar Universities Association, University of Lapland, 1998.

Special Studies for the University of the Arctic Process

In the process and as described in Document 2 (as above) special reports for the Feasibility Study have been commissioned. Among these are a country-by-country compilation of research and post-secondary institutions in the study region. This, supplemented with knowledge on curriculum development practices, has been published as Document 4 above. Also, ongoing studies are being made on indigenous education needs and resources, and the way in which notions of sustainable development affect the evolution of the proposal to create a University of the Arctic, respectively. These studies are being undertaken within the framework of PhD research training at the Arctic Centre, Rovaniemi, Finland.

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