

ARCTIC FUTURE

The Circumpolar International Internship Newsletter

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In this issue...

- The Compass Points North for the Circumpolar Young Leaders
- Young Polar Scientists Carry on the IPY Flame
- Youth Delegation Meets at Arctic Indigenous Languages Symposium
- Schools on Board: Building bridges between traditional knowledge, the scientific community and youth.
- Students on Ice: A truly polar IPY legacy
- UArctic: A commitment to higher education and research in the North
- A Day in the Life of a CYL Intern
- Youth Delegates Attend the Senior Arctic Officials Meeting in Norway
- Inuit Studies Conference
- Upcoming Events

The Compass Points North for the Circumpolar Young Leaders

The Circumpolar Young Leaders (CYL) Program, run by the International Institute for Sustainable Development (IISD), endeavours to bring young people from the North to work on northern issues in southern Canada, or in other circumpolar countries, and start their careers in northern issues.

The Circumpolar Young Leaders Program (CYL) brought five young northerners together for a week-long training session in Winnipeg in September. They were then flung across Canada and the globe to complete six-month internships in organizations concerned with the future of the circumpolar North.

“This delightful experience has served to re-align our personal compasses to point back up North. If the whole point of the CYL program is to inspire circumpolar young leaders to stay up North and activate change, we would say mission accomplished,” says Jennifer Dunn. Dunn, along with Samantha Darling and Alexandra Winton, were chosen from the Yukon Territory, while Jessica Kotierk of Nunavut and Joel Benoit of Nunasiavut, Labrador, rounded out the group of this year’s Circumpolar Young Leaders.

Throughout the training, the interns bonded over the passion and concern they all feel for northern issues. They learned a great deal from each other, as well as the formal training by IISD. “Something that has been re-affirmed for me coming out of these training sessions is that the term ‘northern’ in this case isn’t geographic. The term ‘northern’ refers to a way of looking at the world and a general attitude,” says Sam Darling.

Together, the young interns questioned the concept of northern identity, the benefits of southern education for northerners, and how to best maintain a balance between North and South within their own lives. “We talked a lot about

continued on page 2



CYL interns: “The term ‘northern’ refers to a way of looking at the world and a general attitude.” Photograph by Alexandra Winton

The Compass Points North for the Circumpolar Young Leaders

continued from page 1

issues that have been on my mind for a long time: the isolation of the North as good and bad, who makes up the North and what do visitors give and take away, and importantly, can we actually live and make a living up there?” said Allie Winton. “The training experience helped me to realize that living and working in the North is possible because there are more opportunities than I had realized.”

As for the formal IISD training, the interns covered a vast array of topics. Before they even arrived they had completed an online training course about the history of circumpolar cooperation in the North, and addressed such pertinent Northern human development issues as health.

In Winnipeg, the interns listened to presentations about climate change, Canada’s role in the Arctic and the Arctic Council and spoke with former CYL interns. In addition they participated actively in workshops about formal writing, teamwork leadership and fundraising. Most of all, they learned about just how vast and yet how interconnected the circumpolar North is. “Even the five of us, from across Canada’s big North, had somehow known about some of the others. It is nice to have the community connections,” says Kotierk.

Through the training with IISD, the interns say they began to expand their definition of North out from the Canadian North to stretch around the pole. At the end of their training, the interns travelled to their placements, but have continued to keep in contact with each other and will undoubtedly contin-

ue to bump into each other in future.

No matter their location, the interns all feel they have a more solid understanding of what the North means to them.

“From Scandinavia, Asia to America, every northerner carries that sense of honest participation that you just don’t see anywhere else in the world. I’m glad to be part of this group,” says Benoit.

The interns would like to thank Carolee Buckler and Laura Normand for making the training days smooth, informative and filled with delicious food, and must apologize to them for their northern definition of punctuality.

This program is funded by the International Polar Year Federal Office and Aboriginal and Circumpolar Affairs Division, Foreign Affairs Canada.

Young Polar Scientists Carry on the IPY Flame

By Jennifer Dunn, CYL intern with the Canadian Embassy in Norway

Jennifer Dunn, a CYL intern with the Canadian Embassy in Norway, interviews Kriss Rokkan Iversen, former President of APECS, on the significance of the International Polar Year and the future of polar research.

The Association of Polar Early Career Scientists (APECS) is one of the concrete legacies left by International Polar Year (IPY) 2007–2008. The organization is a multidisciplinary network of over 1,200 students, educators and researchers in more than 40 countries whose work concerns the polar regions and who are in the early stages of their careers.

According to Kriss Rokkan Iversen, President of APECS in 2007–2008, IPY support has allowed APECS to develop into a sustainable organization that “will survive after IPY has ended and, in this sense, APECS is one of the most important legacies of IPY.” Iversen sees APECS as an important advocacy tool to facilitate dialogue between the more established scientific community and the newer, younger group of polar scientists. “APECS has served as a platform for these two

groups to enter into discussions about the science of tomorrow, and to incorporate the visions of early career scientists into that future,” she says. Iversen reports that APECS “received a warm welcome from the senior scientific community” as there is recognition on both sides of the need for generational continuity to be established in terms of the decision-making and planning within the scientific community.

This development is one that Iversen characterizes as a “soft” legacy of IPY, as opposed to the “hard” results achieved during IPY, such as the huge amount of data collected. Other “soft” developments include the building of interdisciplinary networks of scientists, artists, journalists and educators, thereby fostering interdisciplinary understanding, and cooperative projects in the often compartmentalized world of

continued on page 3



Kriss Rokkan Iversen: “the outreach and education conducted within the IPY framework has been amazingly effective at spreading public awareness of science in the polar regions...”

Youth Delegation Meets at Arctic Indigenous Languages Symposium

By Greta Schuerch

Greta Schuerch, Alaska co-chair of the Inuit Circumpolar Youth Council, is passionate about encouraging youth, retaining language and equipping the next generation of Arctic youth with the tools to overcome barriers to learning.

The Arctic Indigenous Languages Symposium (AILS) was held October 21–22, 2008, in Tromsø, Norway. The youth delegation of the AILS met on day one following the main conference and included representatives from Alaska, Greenland, Canada, Russia and Finland. The session was facilitated by Shelley Tulloch, Associate Professor at St. Mary's University in Halifax, Nova Scotia. The participants engaged in meaningful discussion and had the opportunity to share ideas and network with one another, creating an avenue to utilize collective resources in language revitalization and other issues facing Arctic Indigenous peoples.

At the end of the final day of the symposium, the youth presented their suggestions to the full conference. The key points made by the youth were:

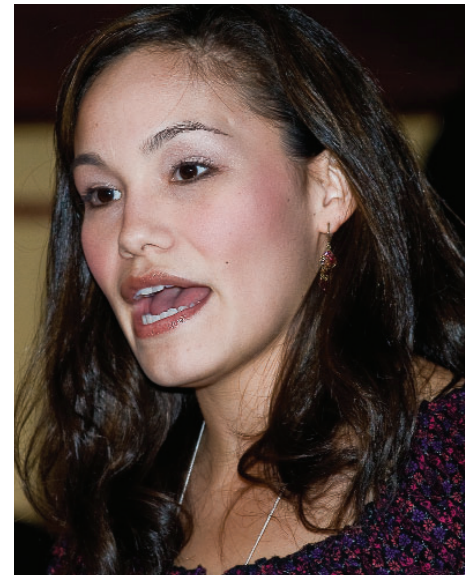
Indigenous languages as a means to success in our communities

The youth felt strongly that speaking indigenous languages goes beyond just personal identity and cultural pride. Keeping indigenous languages alive and strong would result in higher success rates in education, thus healthier communities.

There is a need to systematically support indigenous languages

There was a lot of pride among delegates in their language, culture and identity. This pride was credited to the survival of the indigenous languages that are still healthy. The youth wanted the leaders of today to place a higher priority on the retention and promotion of indigenous languages.

continued on page 6



Greta Schuerch: "Keeping indigenous languages alive and strong would result in higher success rates in education, thus healthier communities." Photograph of Greta Schuerch.

Young Polar Scientists Carry on the IPY Flame

continued from page 2

discipline-specific science. Iversen notes that the "soft" legacies of IPY, while harder to quantify, are just as important to the development of polar science as the tangible scientific results. In particular, Iversen views IPY's outreach and education achievements as a great success.

Iversen believes that scientists have an obligation to share their knowledge and research with the public, not only to focus the public's attention on the urgency of the situation in the polar regions, but also to give back to the community which is often, through government grants, the core supporter of scientific research. Iversen notes that outreach is an area scientists rarely focus on, and she criticizes this as it leads to important scientific findings being shelved and forgotten. Iversen says that

"the outreach and education conducted within the IPY framework has been amazingly effective at spreading public awareness of science in the polar regions, and should serve as a model."

As IPY draws to a close the question remains: how will the same strong momentum in polar research be sustained after IPY? Iversen is not overly concerned about this as she notes that "unfortunately, climate change will keep the public's attention focused on the polar regions," and therefore on polar research. However, Iversen notes the need to ensure the sustainability and success of APECS by ensuring funding for the APECS Directorate, which is the everyday machinery of the organization. The University of Tromsø, Norway, has, together with the Norwegian IPY-secretariat (Research Council of Norway), agreed to host the Directorate towards the IPY Oslo Science Conference in 2010. Maintaining the continuity of the

APECS Web site (hosted by the Arctic Portal, Iceland) is also crucial; it allows scientists to network, discuss, post research results, find jobs and access conference opportunities.

Iversen does note one major problem in relation to the International Polar Year. The next IPY is set to take place in 50 years, but the polar regions are changing dramatically already and there is an urgent need to understand these changes now. Iversen, along with many other scientists, feels that the next IPY should be organized in the much nearer future in light of the acceleration of climate change. If it is, it will more than likely be organized by the current members of APECS, who will by then no longer be "early career" but simply "career" scientists. Certainly their experiences with IPY 2007–2008 would ensure a similar success in the next IPY.

Schools on Board: Building bridges among traditional knowledge, the scientific community and youth

By Jessica Kotierk, CYL intern with Schools on Board

With the assistance of International Polar Year, Schools on Board is using innovative programming to generate enthusiasm and expand awareness of traditional and scientific Arctic knowledge to the youth.

Schools on Board (SOB) is an educational outreach program that has benefited from International Polar Year. Created in 2004, Schools on Board places high school students and teachers from across Canada on an icebreaker during scientific research expeditions at sea. Schools on Board (SOB) promotes Arctic environmental awareness and encourages future Arctic researchers while establishing and supporting educational partnerships. This is accomplished through the on-board field program and the educational network of teachers, scientists, schools and students.

Thanks to International Polar Year, SOB has been able to expand the field program from a solely Canadian-based initiative to an international endeavour. The increase in Arctic research activity has allowed SOB to have two international field programs as well as a third, solely circumpolar Inuit program.

The surge of momentum fortifies all of Schools on Board's ambitions. Fitting in with the International Polar Year mandate of translating scientific research to the public, SOB is using every opportunity to engage in collaborative activities with research teams, government agencies and the public

school network. "Under the IPY umbrella, everyone gets together for the first time and says 'This is what we do'," says Schools on Board Director, Lucette Barber enthusiastically.

Schools on Board is working with IISD's Circumpolar Young Leaders Program by hosting an intern and contributing to the Polar Resource Book, an international educational effort filled with polar science activities and stories from around the world as the ultimate legacy product of International Polar Year Education and Outreach.

continued on page 5



Lucette Barber and Robin Gislason of Schools on Board: The increase in Arctic research activity has allowed SOB to have two international field programs as well as a third, solely circumpolar Inuit program.

Students on Ice: A truly polar IPY legacy

By Samantha Darling, CYL intern with Students on Ice

Students on Ice empowers youth and gives them a sense of connection to the poles, as they develop into the next generation of decision-makers and world leaders. “Once inspired, students learn to become active citizens who better understand and respect the planet,” notes Tim Straka, Students on Ice Education Program Director.



Samantha Darling and Tim Straka: SOI hopes to strongly influence the world view of the next generation by introducing a connection to the natural world.

Students on Ice Expeditions (SOI), a not-for-profit environmental education group, has been working with IPY to involve youth from around the world with their expeditions to the Arctic and the Antarctic, making their IPY legacy truly polar.

SOI has been operating for over eight years, organizing trips to both poles every year. Focusing on high school students, these expeditions provide participants with the opportunity to explore the more inaccessible regions of the planet, while learning from

world-class researchers, explorers and artists who accompany the expedition. The curriculum while on expedition is designed to engage students into thinking about the poles and considering the effects of civilization exhibited in the polar regions. The goals of an SOI expedition are to empower youth and give them a sense of connection, as they develop into the next generation of decision-makers and world leaders. “Once inspired, students learn to become active citizens who better understand and respect the planet,”

notes Tim Straka, Students on Ice Education Program Director.

Additionally, through its IPY involvement, SOI has been helping to coordinate the Polar Perspectives lecture and youth forum series across Canada. Lectures are being offered by local and visiting IPY researchers, authors and explorers, while the youth forums present the opportunity for southern youth to interact with northern youth via videoconference. “It will challenge people to think about real and immediate concerns, about the impact that their own actions are having and how they can make a difference,” says Geoff Green, founder and Director of Students on Ice.

The IPY legacy SOI looks to leave behind is very similar to its overall mandate. SOI hopes to strongly influence the world view of the next generation by introducing a connection to the natural world. Through the Polar Perspectives series, SOI hopes to expose more of the public to the work being done at the poles, through the research stories of the experts out in the field doing the work. The Circumpolar Young Leaders (CYL) Program through IISD has allowed SOI to host a CYL intern for a six-month term to support these IPY initiatives.

Schools on Board: Building bridges among traditional knowledge, the scientific community and youth

continued from page 4

Recently, SOB piloted a Traditional Knowledge Collection Kit with the Circumpolar Inuit Field Program and

is making the resources available to high schools. It contains everything needed to plan, interview and disseminate research results. The experience of researching one’s own community knowledge raises discussion and interest in the Arctic environment by highlighting global and personal meaning while illuminating the scientific proce-

dures that can boost Northerners as Arctic scientific researchers.

After International Polar Year, Schools on Board will continue strengthening the collaborative relationships and the multi-faceted direction that the global attention to the Arctic has brought.

Youth Delegation Meets at Arctic Indigenous Languages Symposium

continued from page 3

Wynter Kuliktana of Kugluktuk, Canada, said: “Right now, the promising language is English in regards to higher education. If parents are aware that policies are aimed at creating future Inuit language opportunities for their children then maybe parents would be more encouraged to teach the language to the next generation.”

Indigenous languages need to be a priority for our leaders

The youth expressed frustration over the lack of priority for Arctic indigenous languages and the lack of funding and structure to really support the languages in a meaningful manner. Small pockets of funding that are available from various sources for indigenous languages are neither adequate nor sufficient to reverse the alarming rate of language loss throughout the Arctic.

Reversing language loss aggressively

There was a sense of urgency among delegates, realizing that members of the older generation are the language-keepers and unfortunately will not live much longer. The youth suggested that the leaders tackle language loss aggressively and efficiently, and identified the need to work cooperatively together between jurisdictions to share best practices.

Standardization of indigenous languages

Indigenous language standardization was a topic at the Arctic symposium, for standardization may strengthen the use of the Inuit language and is viewed as being key to curriculum development. The youth felt that there is support for standardization of the Indigenous language at the local level and it is the key to securing a viable future for indigenous languages. However, the youth cautioned that it is necessary to ensure that the standardization model used does not threaten local dialects, for they take great pride in the richness of local

dialects. Greenland was used as an example of a place where the language Kalaallisut had been standardized, but the local dialects in Greenland have retained their strength.

Sharing best practices

The youth felt strongly that there needed to be more networking among the different jurisdictions to learn best practices for successful language revitalization.

Importance of language revitalization programs

Other suggestions included educating policy-makers so that they could make informed decisions regarding language as well as the teaching of indigenous cultures to others, as that will increase respect for cultures and languages

The youth conveyed to the group that they would like to be empowered to take responsibility for these recommendations and that they would like to be partners in achieving the goals.

UArctic: A commitment to higher education and research in the North

By Alexandra Winton, CYL intern with UArctic

UArctic has been the lead agent for IPY Higher Education in the Arctic and has grown during IPY into a unique and complete network of higher education institutions in the North which enhances northern research and education cooperation.

The University of the Arctic (UArctic) is a cooperative network of universities, colleges and other organizations committed to higher education and research in the North. UArctic has been a lead agent for IPY higher education initiatives in the Arctic, and during IPY has grown to include 116 member institutions.

In 2008, UArctic dedicated its annual newsletter, Shared Voices, to the IPY legacy. In their statement, the UArctic Board of Governors described UArctic's role in IPY. “UArctic has

been the lead agent for IPY Higher Education in the Arctic and has grown during IPY into a unique and complete network of higher education institutions in the North which enhances northern research and education cooperation.” UArctic has been active in many programs that will ensure the legacy of IPY, such as the establishment of APECS (Association of Polar Early Career Scientists), The UArctic GoNorth program, Studies Catalogue, Graduate program, Field School and PhD networks.

UArctic will provide leadership in the global polar research community and major polar science organizations. Cooperation between circumpolar governments is encouraged by UArctic, in the hopes of ensuring maximum potential of research and education investments. In Shared Voices, UArctic President, Lars Kullerud explained why this work is significant for the global community as a whole. “Today's world is more dependent on the North than ever—a dependency that will only

continued on page 7



Alexandra Winton: UArctic will provide leadership in the global polar research community and major polar science organizations.

UArctic: A commitment to higher education and research in the North

continued from page 6

grow in the future. The North represents invaluable resources, globally vital ecosystems, an important platform to conduct research and understand our dynamic planet, as well as a dream of a different land: a pristine part of the earth for the mind to explore.”

Finally, the Board of Governors pledged to ensure training and research for the circumpolar leaders of the future. “UArctic encourages and enables the development of the next generation of northern leaders, people who are born and educated in the region. UArctic also encourages the design of academic programs and services that are based on the needs of the region. UArctic promotes the recogni-

tion of traditional knowledge as an integral part of northern research, training and education and stimulates further cooperation to foster the important role of traditional and indigenous knowledge in the northern knowledge base.” For more information about the University of the Arctic, please visit our Web site: www.uarctic.org

A Day in the Life of a CYL Intern

By Joel Benoit, CYL intern with UNEP-GRID Arendal

Joel Benoit goes from Labrador to Norway to explore his interests in the Arctic and biodiversity protection, with UNEP-GRID Arendal.

So I'm Joel Benoit and I'm guessing you're all curious about what it's like being a UNEP-GRID intern. First off, a little about myself. I'm from the lost white blindness of the tundra—also referred to as Nunatsiavut, Labrador! And because of this rare circumstance

and my credible work experience with the Canadian government, CYL has granted me an opportunity to explore my passion of Arctic ecosystem and biodiversity protection with an internship at UNEP-GRID Arendal!

GRIDA's Key Polar Centre, where I've been placed, exists to make sure UNEP includes Arctic and Antarctic participation in international environmental initiatives. The upcoming United
continued on page 9



Joel Benoit: "...my contribution involves me getting into as many projects as my mind can bear..."

A Day in the Life of a CYL Intern

continued from page 8

Nations Climate Change Conferences in Poznan (COP 14) and Copenhagen (COP 15) are chaired by UNEP. Thus, GRID uses these COPs to voice the concerns of the some 550 Arctic communities and Small Island Developing States (SIDS) affected by polar warming.

At UNEP GRID, I am involved in many projects. First on my work checklist is GRID's video documentary portion of the "Kick" campaign. Needing a "clean sounding, young Canadian" (Canadian accents are easier

to understand according to many internationals) to fill voice overs, yours truly luckily suited that job description. Also, I've had the pleasure to edit for Ieva Rucevska, Programme Officer for the Regional Field Programme, on her impact assessment for the clean water security of Georgia during its post-war period with Russia. I am also assisting the Polar Unit in producing an assessment of climate change impacts on the food security of Nordic countries, with an emphasis on Russia's Barents Sea Region reindeer herds. This project is connected with the food security proposals of the Many Strong Voices (MSV) campaign, a collaboration between Arctic and Small

Island Developing States that seeks to promote the well-being of these areas vulnerable to climate change. As for side projects, I just received approval for updating the Web site www.reduce.no, a hazardous materials education Web site that GRID supports. I'm very excited about this!

Overall, CYL and UNEP-GRID have both provided me with the opportunities, training and mentorship to propel my career and intellectual interests into new and creative directions. I am excited for my future as a circumpolar leader.

Youth Delegates Attend the Senior Arctic Officials Meeting in Norway

By Jennifer Dunn, CYL intern with the Canadian Embassy in Norway

Jennifer Dunn attends the Senior Arctic Officials meeting in Kautokeino, Norway, as a youth delegate.

On November 19–20, the Arctic Council held a Senior Arctic Officials (SAO) meeting in Kautokeino, Norway. The SAOs of the eight circumpolar nations attended, along with the leaders of the six Permanent Participant (PP) organizations, and a number of observer states and organizations.

The Arctic Council (AC) has often indicated a desire to involve circumpolar youth in AC activities. This session was the first to have two youth delegates as part of the Canadian delegation, Sandi Vincent from Nunavut and me, Jennifer Dunn from the Yukon.

continued on page 11



Sandi Vincent (l.) and Jennifer Dunn (r.), youth delegates to the SAO meeting in Kautokeino, Norway.

Images from The Senior Arctic Officials Meeting, Kautokeino, Norway



Top: SAO Chair Karsten Klepsvik; centre: Saami Laavu; bottom: Performance by Saami School Chorale

Inuit Studies Conference

By Jessica Kotierk

Since my internship placement is located across the parking lot, I had the opportunity to attend the 16th Inuit Studies Conference, held by the Native Studies Department at the University of Manitoba from October 23 to 25. The theme was Imagining/Inuit/Imagining—a gathering held to discuss the intersecting visions that Inuit and non-Inuit create of each other and of themselves in many creative and academic aspects of culture. It's a topic I was keen to learn about since I have a background and interest in Inuit film. With keynote speakers: anthropologist, Bernard Salasin d'Anglure; filmmaker, Zacharias Kunuk; and Inuit cultural teacher, Peter Irniq, the conference covered a wide variety of perspectives.

Salasin d'Anglur spoke of the Inuit "included middle" which does not adhere to the strict either-or division but recognizes and includes the middle section which can be both things at once. Kunuk presented in Inuktitut and promoted the communication

possibilities of the Isuma.tv Web site (<http://www.isuma.tv/>). He even filmed Irniq during his keynote presentation, which was a powerful talk that emphasized his personal history of cross-cultural struggle.

As well, the range of subjects allowed for a mix of attendance from artists and educators to students.

The Inuit keynote speakers mentioned that they were glad to see that so many Inuit were present for the conference. As well, the range of subjects allowed for a mix of attendance from artists and educators to students. Present were people from Greenland, France, Nunavut and Nunavik among others. It was an excellent opportunity for me to learn about the wide scope of Inuit studies issues and perspectives.

The conference held simultaneous sessions which involved making tough decisions because there were so many interesting ones to select from. The

sessions illuminated the difficulties of cross-cultural relations in many areas, such as the unclear position Inuit literature holds in regards to greater respect and authorship. Sessions detailed the contrasting imagination process including language and symbols that inform cultural understandings of particular things like the environment, school and safety.

We also had the chance to take advantage of the Hudson's Bay Company Archives and the Winnipeg Art Gallery Inuit art collection, each group receiving a privileged tour of their Inuit collections.

The gathering included a banquet held at the Winnipeg Art Gallery which had a special evening opening of the "Music and Dance in Inuit Art" exhibit and a screening of the Igloodik Isuma Productions film "Exiles." The event enlightened my understanding of academic Inuit studies and the sources that Winnipeg has to offer in this field.

Youth Delegates Attend the Senior Arctic Officials Meeting in Norway

continued from page 9

Kautokeino is home to the Saami, indigenous reindeer herders who live in northern Norway, Sweden, Finland and Russia. As hosts of the meeting, they treated us to rides in reindeer "taxis," lessons in lassoing reindeer, feasts of reindeer meat and performances of traditional Saami *joiks* (songs) alongside modern Saami rap.

For me, it was so fascinating to see the whole process of how the AC works, and incredible to watch representatives from across the circumpolar North addressing common issues together. I felt really welcome as everyone seemed to be very excited about having youth involved.

Following the meeting, the members of the Canadian delegation and the PP organizations accepted an invitation to travel to nearby Karasjok to tour the Saami Parliament in Norway, and I was lucky enough to tag along. Our Saami hosts treated us to an incredible dinner in a *gamme*, a traditional earth hut, where everyone sat around the fire for hours and shared stories, songs and jokes from their cultures. It was wonderful!

I was so happy to have had the opportunity to learn about Saami culture and to get to know some Saami people.

The following morning we were given an in-depth tour of the Saami Parliament and an introduction to

Saami culture and history. I was so happy to have had the opportunity to learn about Saami culture and to get to know some Saami people. The issues they are facing are exactly the same issues that all people across the Arctic are dealing with, so there was a real sense of solidarity and unity.

Overall, the whole experience of the AC meeting and the trip to Karasjok was such a huge learning experience. I met so many amazing people from across the Arctic, and I feel really lucky to have gone. Many thanks to the Circumpolar Young Leaders Program, the Embassy of Canada in Oslo and the Canadian Delegation for helping me to go.

Upcoming Events

The Age of the Arctic

Policy conference, January 19–20, 2009

The Arctic Frontiers conference will take place January 18–23, 2009. The opening will be held on Sunday, January 18, at Polar Environmental Centre, while the conference itself will take place at the University of Tromsø.

The main theme of the conference changes from year to year. The selected theme for 2009, “The Age of the Arctic,” was first used by Professor Oran Young in 1986. He was then forecasting an increasing major human focus, exploitation and conflicts in the Arctic on a political, economical and environmental scale. During the recent few years his forecast has been moved to the top of the global agenda.

http://www.arctic-frontiers.com/index.php?option=com_content&task=view&id=163&Itemid=1

Higher Education – A Key to Future Development in the High North

Tromsø, Norway, January 21–23, 2009

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The conference aims to further develop educational cooperation taking place in the High North as well as projects dealing with issues of interest for the High North. How can higher education become an even stronger driving force for development in the High North? And in what way can higher education contribute to meeting the challenges of the High North? Speakers and participants will include representatives from the academic community as well as policy-makers, representatives from the business community and others with an interest in international cooperation in the High North. The main geographic focus is the Nordic countries of Europe, North America and northern Russia, but the conference is also open to participants from institutions based in other countries.

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IISD's vision is better living for all—sustainably; its mission is to champion innovation, enabling societies to live sustainably. IISD is registered as a charitable organization in Canada and has 501(c)(3) status in the United States. IISD receives core operating support from the Government of Canada, provided through the Canadian International Development Agency (CIDA), the International Development Research Centre (IDRC) and Environment Canada; and from the Province of Manitoba. The Institute receives project funding from numerous governments inside and outside Canada, United Nations agencies, foundations and the private sector.

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