

funds and processes should be developed to revisit this process; Northerners should be included on a continuing, ongoing basis.

as a body for foreign policy development, the Arctic Council should employ certain tools, including communication, research and the development of a central information base, education, and the encouragement of aboriginal self-determination;

development of a northern/circumpolar group within External Affairs to support Mary Simon; discussion emphasized that this new circumpolar foreign policy group should be northern in staffing, philosophy, awareness, etc.

### **Children, knowledge, education, and the future**

Participants who addressed the questions of children/youth and education discussed the difficulties of experiencing population growth at a time of declining resources for education and development. This was felt to be particularly important in that southern Canada is at a different demographic stage, and has different priorities. Participants speculated that this might also be a concern in other circumpolar countries, and felt that a comparison with the situation in other circumpolar nations might be interesting to all nations involved. There was extensive discussion of education and related issues.

### **University of the Arctic**

Among points raised for consideration, participants suggested that:

the focus of a university should be northern youth. Such a university should strive to enlarge their perspective and increase pride; it should promote northern strengths and values, and sustain a link to the past;

youth would be able to develop circumpolar relationships that would promote other goals;

student exchanges are valuable and would be enhanced by a circumpolar university;

a university could become a forum to contribute to Canadian foreign policy;

a university could be a good mechanism to share circumpolar knowledge among participant nations and groups;

elders, throughout the north, should be leaders in such an effort, to share the past and cultural values; elders could also teach ancient lifestyles, such as that enjoyed by Inuit and seen today to be needed as an option at both high school and advanced levels of education. Instructional exchanges are important, but that immigration processes currently make this difficult.