

A University of the Arctic should:

focus on arctic issues, and promote cooperation and communication about them;

use existing resources and expertise in circumpolar areas: no brick and mortar were the words of one participant;

be run by an international secretariat;

utilize distance and remote learning;

encourage and develop skills in northern youth;

incorporate traditional education, which would require funding to collect on a circumpolar basis;

develop curriculum that incorporates traditional ecological knowledge and traditional education;

develop curriculum in consultation with northerners and relevant people through techniques such as focus groups;

encourage and allow elders the north to lead throughout, to share past and values.

Traditional knowledge

Ideas generated for consideration within development of foreign policy:

traditional knowledge exists throughout the north and continues to be integral to life;

funding and cooperation are needed to document it, and to ensure that it continues to be relevant and understood;

that it is the property of the aboriginal groups who created it, and that concerns about intellectual property exist.

Traditional Ecological Knowledge

Participants who discussed traditional ecological knowledge emphasized that, while unwritten, a large body of knowledge about climate and wildlife exists that must be respected and used. Participants agreed that its importance needs to be recognized, and suggested that any considerations of areas such as research, resource management, pollutants and contamination, and education include traditional ecological knowledge.

They further felt it should be recognized by and incorporated into foreign policy.