

# **Final category: 1. Arctic Peoples, including Indigenous Peoples of the North**

**12**

## **Waste disposal habits and management in the Barents Euro-Arctic Region**

Ljuba Günther

EWWR, Berlin, Germany

### **Theme**

1. Arctic Peoples, including Indigenous Peoples of the North

### **Abstract text**

The ice in the Arctic is melting and experts predict that the Arctic will be ice-free sometime between 2030 and 2050. And so new waters are opening up in the far north of Europe, with new trade routes and previously untapped natural resources. It can be assumed that new jobs will be created in the High North due to new economic opportunities. Tourism is also developing rapidly. The Corona pandemic has boosted tourism in the Russian High North. I want to increase our knowledge of the conditions there in the service of the peoples living there. The focus is on the Barents Euro-Arctic Region (BEAR).

With more people coming to the Arctic due to tourism and the economic boom, I will determine whether the region has arranged its waste management system to handle the resulting amounts of waste.

The habits of waste disposal among indigenous and other local peoples will be worked out. I want to find out where in the BEAR there are waste dumps and how people deal with them. Information will be provided to the participants on how waste management works in the region, who the main actors in waste management are, whether a waste prevention programme is in place in the selected cities or whether it would be necessary and/or desirable to develop such a programme together with partners from the region. Do start-ups in waste management exist in the region and is waste management a potentially lucrative industry for young people entering into business?

### **Session format**

2. Oral and poster presentations

### **Open or Closed Session**

Open

## **Urban Arctic: specifics of human development, economy and infrastructure**

Nadezhda Zamyatina

Lomonosov Moscow State University, Faculty of geography, Moscow, Russian Federation

### **Theme**

1. Arctic Peoples, including Indigenous Peoples of the North

### **Abstract text**

Arctic cities are a specific type of Arctic community. They have important differences both from the traditional communities of Arctic indigenous peoples and from cities developing in the temperate zone. Arctic cities face great challenges in organizing urban space, improving the urban environment and livelihoods. At the same time, they are forced to provide answers to the specific challenges of the narrowness of the economic market, large migration flows (both in relation to incoming and outgoing migration). Often, Arctic cities develop in conditions of transport isolation, which is generally paradoxical from the point of view of classical urban studies and creates a challenge to its basic postulates. A separate problem is the maintenance of infrastructure in a harsh climate and permafrost conditions. Therefore, managing the development of a city in the Arctic also requires special "Arctic" governments mechanisms.

### **Session format**

2. Oral and poster presentations

### **Open or Closed Session**

Open

## **Building synergies between academia and the Arctic Peoples to understand the changing Arctic: perspectives from the UK, Russia and Finland**

Tatiana Iakovleva<sup>1</sup>, Rosa Degerman<sup>2</sup>, Mhairi Beaton<sup>3</sup>, Tuija Turunen<sup>4</sup>, Pigga Keskitalo<sup>5</sup>, Steve Burton<sup>6</sup>

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### **Theme**

1. Arctic Peoples, including Indigenous Peoples of the North

### **Abstract text**

This session will bring together experts from the UK, Russia and Finland as well as representatives from indigenous and local communities in the circumpolar North and the UArctic Thematic Network for Teacher Education for Social Justice and Diversity to discuss the following themes:

- Creating next generation teaching and educational resources to both accumulate and disseminate relevant and accurate knowledge on climate change in the Arctic: how can we involve local and indigenous communities, including Arctic Youth, to develop these resources and educate in a better and more inclusive way
- Increasing agency and voice of local and indigenous communities in the circumpolar North to deepen our knowledge of the changing Arctic, with a strong focus on Arctic Youth: how we can build stronger links between academia, local residents and indigenous communities, including via citizen science projects
- The role of UArctic Thematic Network for Teacher Education for Social Justice and Diversity, universities, research centres and international partnerships in facilitating constructive collaborations with local and indigenous communities in the circumpolar North

The session will feature inspiring examples of projects, initiatives and collaborations already developed or under development that involve local and indigenous communities, including Arctic Youth. Together we will aim to map future collaborative opportunities, including in the framework of Russia's Arctic Council Chairmanship, and look at how we could build more synergies between academia, teachers and local and indigenous communities. We will invite more presenters from Russia, UK, Finland, working with UArctic Thematic Network for Teacher Education for Social Justice and Diversity.

### **Session format**

4. Round table discussion

## **Open or Closed Session**

Closed

## **Modern socio-economic problems of indigenous communities in the Russian Arctic**

Evgenii Antonov<sup>1</sup>, Maria Savoskul<sup>1</sup>, Anna Sirina<sup>2</sup>, Dmitry Funk<sup>2</sup>

<sup>1</sup>Moscow State University, Moscow, Russian Federation. <sup>2</sup>Institute of Anthropology and Ethnography RAS, Moscow, Russian Federation

### **Theme**

1. Arctic Peoples, including Indigenous Peoples of the North

### **Abstract text**

Within the framework of the section, it is planned to discuss the results of research on the following key problems of socio-economic development of indigenous communities. 1) Problems of the labor market and employment in local communities; 2) Territorial conflicts and intersections of interests in connection with the development of natural resources of the Arctic; 3) Activities of public organizations and state policy in relation to the CIS; 4) Transformation of the traditional way of life and ethnic identity of the indigenous population; 5) new risks and challenges of demographic development of indigenous peoples (demographic transition, health, etc.); 6) Traditional nature management and environmental problems due to anthropogenic impact 7) Scientific and technological progress and transformation of indigenous life 8) Regional and local features of socio-economic development.

### **Session format**

2. Oral and poster presentations

### **Open or Closed Session**

Open

## **Rural Mental Health and Wellbeing: working with local communities towards developing life-enhancing and meaningful interventions.**

Ania Zubala<sup>1</sup>, Sarah-Anne Munoz<sup>1</sup>, Ceporah Mearns<sup>2</sup>, Kate Stephen<sup>3</sup>, Moriah Sallaffie<sup>2</sup>

<sup>1</sup>University of the Highlands and Islands, Inverness, United Kingdom. <sup>2</sup>Qaujigiartiit Health Research Centre, Iqaluit, Canada. <sup>3</sup>Scotland's Rural College (SRUC), Inverness, United Kingdom

### **Theme**

1. Arctic Peoples, including Indigenous Peoples of the North

### **Abstract text**

While living in rural and remote areas is often cited to have protective influence on aspects of mental health, it also presents unique and often serious challenges for psychological wellbeing. It is important that interventions aimed at improving mental wellbeing in rural communities are developed with in-depth understanding of local context and, preferably, with participation of those who they are intended to benefit. Rather than simply transferring solutions designed for urban communities, the most successful interventions tend to be creatively adaptable, innovative and respecting of context-specific needs.

In this session we will explore further the landscape of rural mental health in the Arctic region, discussing links between research and practice. We will present examples of current projects in Scotland and Canada, focusing on novel interventions designed with local knowledge and active participation from rural communities in the Scottish Highlands and Islands and in Nunavut. We will discuss how a youth community-based camp fostered positive Inuit identity and helped build protective mental health factors. We will explore how the farming community helped identify the types of support most acceptable and effective in fostering farmers' mental health. Finally, we will share the learning from developing and running a pilot online art therapy service within an island community.

We will also invite our audience to share experiences and consider relevance of the presented projects to other areas of the Arctic, hoping that the session will offer a platform for connections and shared learning.

### **Session format**

1. Oral presentations only

### **Open or Closed Session**

Closed

## Final category: 1.1. Indigenous Peoples of the Arctic

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### Arctic Indigenous Film Fund (AIFF) - Impacts for the Future of the Arctic

Liisa Holmberg

International Sámi Film Institute, Kautokeino, Norway

#### Theme

1.1. Indigenous Peoples of the Arctic

#### Abstract text

For us at AIFF, films represent both **culture and business**. Through access to advanced information technology, the connections between local Indigenous communities and the global media market, and the creation of new stories based on authentic Indigenous legends, told by Indigenous people in their own way, result in a sustainable way to support and develop Indigenous communities in the Arctic.

AIFF directly **impacts peoples' lives** in the Arctic Indigenous communities:

- Decolonization by training and supporting Indigenous film makers in the Arctic
- New initiatives of action to prevent climate change damages
- Create film and digital media business in the Arctic
- Bring Indigenous stories and culture to the mainstream audience
- Bridge traditional knowledge and academia by educating film makers in local communities

#### Session format

4. Round table discussion

#### Open or Closed Session

Open

## **Indigenous Cultural Heritage and Extractive Industries in the Arctic and Australia - Soft Law in Harsh Climates**

Matthew Storey<sup>1</sup>, Marcia Langton<sup>2</sup>, Jamie Lowe<sup>3</sup>

<sup>1</sup>Charles Darwin University, Darwin, Australia. <sup>2</sup>University of Melbourne, Melbourne, Australia. <sup>3</sup>National Native Title Council, Perth, Australia

### **Theme**

1.1. Indigenous Peoples of the Arctic

### **Abstract text**

The session will provide a comparative analysis of the experience of Indigenous Peoples and the Arctic and Australia of their efforts to protect and promote Indigenous Cultural Heritage in the face of increasing extractive industry development in both regions. The focus will lie in consideration and comparison of both the underlying legislative frameworks and the generally accepted non-legislative international standards to which the extractive industry is increasingly expected to adhere. The session will proceed in three main stages, corresponding with the expertise of presenters. First the session will examine existing international 'hard' and 'soft' law (accepted industry standards) with regard to Indigenous Peoples rights to the protection of their Cultural Heritage. Second the session will examine the applicable domestic legal frameworks in selected national and sub-national jurisdictions in Australia and the Arctic. Finally, the session will provide an opportunity for participating Indigenous leaders to present their lived experience of the operational reality as compared with the expectations contained in the domestic and international frameworks. The session will posit that while 'soft law' international standards provide, on their face, a mechanism for Indigenous Peoples to overcome the shortcomings of domestic law with regard to Indigenous Cultural Heritage the implementation of these standards by the extractive industry is problematic.

### **Session format**

1. Oral presentations only

### **Open or Closed Session**

Closed

## **The role of state policy, education system and public initiatives in preserving the linguistic and cultural heritage of the indigenous peoples of the Arctic**

Sofia Unru

Institute of the people of the North The Herzen State Pedagogical University of Russia, St.Petersburg, Russian Federation

### **Theme**

1.1. Indigenous Peoples of the Arctic

### **Abstract text**

The session is dedicated to discussing the role of the state policy, education system and public initiatives in preserving the linguistic and cultural heritage of the indigenous peoples of the Arctic. Participants will present the experience gained in their countries, for example, legislative measures and government decrees on the preservation of languages and cultures, new educational programs of schools and universities, public initiatives and best practices implemented in the communities of indigenous peoples of the Arctic. Representatives of departmental ministries, linguists and teachers, experts in native languages, members of public organizations of the indigenous peoples of the Arctic will present new measures, projects and methods aimed at archiving, studying and teaching native languages, activities to promote traditional culture of the peoples of the Arctic. The focus of the discussion is on the need for the Government, the education system and society (represented by organizations of indigenous peoples and communities) to work together to create conditions for the preservation and sustainable development of the languages and cultures of the indigenous peoples of the Arctic. The opportunity for children to learn their native language, access of indigenous peoples to higher education, the creation of textbooks in their native languages, and the use of language in everyday life depend on this joint work. The aims of the session is a professional discussion of the problems of preserving the languages, folklore, literature, choreography, musical and decorative arts of the indigenous peoples of the Arctic, issues of ensuring the continuity of traditions.

### **Session format**

4. Round table discussion

### **Open or Closed Session**

Open

## **Revitalization of the Arctic Indigenous languages – needs, challenges and best practices**

Annika Pasanen

Sámi University of Applied Sciences, Kautokeino, Norway

### **Theme**

1.1. Indigenous Peoples of the Arctic

### **Abstract text**

In this symposium we focus on the current situation and challenges of the Arctic Indigenous languages and the best practices in revitalizing them. We are interested in sharing knowledge on language revitalization in different areas and institutions. We consider possibilities of cooperation in relation to language revitalization in the fields of education and research.

### **Session format**

1. Oral presentations only

### **Open or Closed Session**

Open

## **Adaptation and Resilience of Indigenous Nomadic Herders to Changing Arctic**

Svein Disch Mathiesen

UArctic EALAT Institute, Kautokeino, Norway. NEFU, Yakutsk, Russian Federation

### **Theme**

1.1. Indigenous Peoples of the Arctic

### **Abstract text**

Arctic and sub-Arctic environment, climate and biodiversity is changing in ways unprecedented in our long histories in the north, challenging indigenous nomadic societies and food security. It is a legitimate concern for the future of traditional indigenous nomadic communities. During the last 20 years a team of indigenous young researchers, and multidisciplinary scientist worked together with indigenous reindeer herders to prepare their communities to these changes. More than 20 different indigenous peoples throughout Eurasia include about 100,000 herders and 2.5 million semi-domesticated reindeer. Reindeer nomadic herding represents a model of sustainable exploitation and management of northern terrestrial ecosystems which is based on experience accumulated over generations, conserved, developed and uniquely adapted to the climatic and political/ economic systems of the north. The session discuss these new challenges and represent novel multidisciplinary solutions. The resilience of reindeer husbandry is embedded in its praxis of herding and in their adaptation strategies by including traditional knowledge and modern scientific knowledge. Adaptation to climate change take place at the local level, where reindeer herding societies themselves are involved in defining risks and possible adaptation strategies in a process of knowledge co-production. Protection of grazing land will be the most important adaptive strategy for reindeer herders under the ongoing climate change. Thus, engaging Indigenous communities and including their traditional knowledge in planning for adaptation action is essential. Ten leading scientists in the field will deliver their recent results.

### **Session format**

1. Oral presentations only

### **Open or Closed Session**

Open

## Arctic coproduction of knowledge in indigenous peoples communities

svein mathiesen<sup>1,2</sup>, Vyacheslav Shadrin<sup>2</sup>, klemetti nakkalajarvi<sup>3</sup>, kathrine johnsen<sup>4</sup>

<sup>1</sup>UArctic Ealat Institute, Kautokeino, Norway. <sup>2</sup>NEFU, Yakutsk, Russian Federation. <sup>3</sup>International Centre for Reindeer Husbandry, Heatta, Finland. <sup>4</sup>International Centre for Reindeer Husbandry, Grimstad, Norway

### Theme

1.1. Indigenous Peoples of the Arctic

### Abstract text

Coproduction of indigenous knowledge and science in sustainable research promises to address the complex nature of contemporary sustainability challenges . Western science and indigenous knowledge are separate but complimentary knowledge traditions. Because many existing models to integrate indigenous knowledge and scientific knowledge failed there is a trend within indigenous research to focus co-production. Knowledge co- production is “o combine science with traditional knowledge to solve problems in which neither science nor local knowledge is sufficient by itself. Research practice, funding agencies and global science organizations suggest that research aimed at addressing sustainability challenges is most effective when ‘co-produced’ by academics and non-academics. We use different methods for co-production to explore context-dependent meanings of complex issues – such as sustainable communities. Recent results from our coproduction of knowledge project funded by Nordforsk NCM will be discussed by 6 international leaders in Co-production of knowledge.

### Session format

1. Oral presentations only

### Open or Closed Session

Open

## **“Representations of and by Indigenous societies: historical and contemporary perspectives”**

Jan Borm, Alexandra Lavrillier

UVSQ/UPSaclay, Versailles, France

### **Theme**

1.1. Indigenous Peoples of the Arctic

### **Abstract text**

This panel invites papers on any aspect of representations of Arctic Indigenous peoples and societies, seen from either a historical and/or contemporary perspective, from inside and/or outside. The main focus will be on cultural representations in narrative and visual form, but other educational, health and social issues can also come under consideration. The panel is open to approaches from all disciplines in the Humanities, notably cultural and literary studies, anthropology, art history, ethno-history, history and geography as well as education science and religious studies. Themes may include, but are by no means limited to, views of Indigenous culture and language, mythology, worldviews, history, political representation, co-production of knowledge, environmental changes perception, the impact of climate change, etc. Particular attention will be paid to life stories, travel accounts, observations, etc), as well as art.

### **Session format**

1. Oral presentations only

### **Open or Closed Session**

Open

## **Final category: 1.2. Arctic Youth**

**23**

### ***Continuity or Conclusion?* Youth Perspective on Living and Staying in the Barents Euro-Arctic Region**

Maksim Marchenkov

Barents Regional Youth Council, Kirkenes (location of the International Barents Secretariat as the key communications office of BRYC), Norway. Northern (Arctic) Federal University, Arkhangelsk, Russian Federation

#### **Theme**

1.2. Arctic Youth

#### **Abstract text**

The session is supposed to gather speakers from Finland, Norway, Sweden and Russia representing the following groups: students' and youth councils and organizations, Barents Regional Youth Council, young politicians, representatives of BEAR indigenous youth, researchers of youth issues, related public officers and other actors involved.

The roundtable discussion will be a set of brief presentations highlighting various youth cooperation projects in the Barents Region and the tools aimed at reducing youth emigration from northern areas.

The overall goal of the session is to determine development opportunities for the youth in the Barents region and provide recommendations for policymakers and other institutions involved to combat the out-migration from the Barents Region.

It is proposed that the discussion will be facilitated by a representative of the Barents Regional Youth Council (chair, vice-chair, or board member).

Barents Regional Youth Council will contribute to inviting various speakers to the session, including representatives of the International Barents Secretariat and the Norwegian Barents Secretariat as well as prominent leaders of the Barents Region. Special work will be conducted to involve the representatives of the Finnish presidency at the Barents Euro-Arctic Council and the Nenets' chairmanship at the Barents Regional Council.

#### **Session format**

4. Round table discussion

**Open or Closed Session** Open

## **Hip hop as a vehicle for the Arctic Culture development**

Sergey Ivanov<sup>1</sup>, Fedor Kyrlezhev<sup>2</sup>

<sup>1</sup>The Russian Academy of Education, Moscow, Russian Federation. <sup>2</sup>DA EXIT NGO, Moscow, Russian Federation

### **Theme**

1.2. Arctic Youth

### **Abstract text**

The basic proposal is to highlight the actual hip hop international projects made and planned in Arctic territories and their impact and inclusion of the themes of Arctic Youth engagement, youth entrepreneurship, cultural diversity, answers for the globalization challenge, and interaction with local people and faraway places. The main aim is to build new methodological attitude to the work with youth with innovative hip hop art, educative and creative industry practices. The session also tends to show successful experience of work with international youth hip hop cooperation (NGOs + youth communities+various organizations) in COVID situation (Salekhard, Archangelsk, Suktuvkar) using the new internet technologies and mixed formats - Live and online. The other big issue is the youth scholar outcome in materials - brochures, videos, schemes, fieldwork materials. More info about our youth movement <http://hiphopunion.ru>

### **Session format**

3. Panel discussion

### **Open or Closed Session**

Open

## Education, Equity and Inclusion: Teaching and Learning for a Sustainable North

Gregor Maxwell<sup>1</sup>, Janette Peltokorpi<sup>2</sup>, Tuija Turunen<sup>3</sup>, Mhairi Beaton<sup>4</sup>, Diane Hirshberg<sup>5</sup>

<sup>1</sup>UiT The Arctic University of Norway, Tromsø, Norway. <sup>2</sup>University of Lapland / UArctic, Rovaniemi, Finland. <sup>3</sup>University of Lapland, Rovaniemi, Finland. <sup>4</sup>Leeds Beckett University, Leeds, United Kingdom. <sup>5</sup>University of Alaska Anchorage, Anchorage, USA

### Theme

1.2. Arctic Youth

### Abstract text

In this panel, we will share some of the findings from new publication titled *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North*.

This book offers an extended essay on teaching and learning through various perspectives and experiences with the aim of creating a more sustainable North. It is structured around two main themes: 1) Supporting Teachers for Diversity and Inclusion in the Classroom including consideration of language and identity issues, 2) Engendering community solutions to structural and geographical challenges in education in the circumpolar north.

Collectively, the chapters offer a sustained exploration of education provision - both current and future - in the north providing a comprehensive theorisation of teaching and learning as distinctive in this geographical area. A distinctive feature of the book is that contributing authors are geographically situated across the north but are tied together through participation in the University of the Arctic Thematic Network for Teacher Education for Social Justice and Diversity. Long standing research partnerships between the members of the network have permitted the development of insight into the potential and challenges of the North for education and a shared focus on and commitment to the necessary curricular and pedagogical changes in the educational provision to promote equity and social justice.

*The other speakers (book authors) are aware of the plan to have a session at the UArctic Congress, but have not been able to confirm their participation yet. The conveners will communicate with the authors to get the speakers confirmed by February 2022.*

### Session format

3. Panel discussion

**Open or Closed Session** Closed

## **One Arctic-Thousand Cameras. International collaboration of creative youth to archive changes in Arctica.**

Anastasia Deyko

none, Lima, Peru

### **Theme**

1.2. Arctic Youth

### **Abstract text**

Experiences in the world of art should be adapted to the needs of monitoring global warming in the Arctic. The final worlds must belong to young people from the Arctic. Aiming to make the generations to be aware of how dramatic and rapid climate change, especially with snow peaks, mountain lagoons and glaciers. To act strongly Arctic related young artists need to research deeper and reflect wider. And collaborate of course.

“So close” Arctic means: philosophy to observe life inside the polar circle, to coexist and conquer nature, to fight every single day in eternal winter and to take the most of every moment during the short summer. Those secret ancient knowledge, that let origin people to survive independently of language, borders, and passports. And unfortunately it is disappearing for young people. As the core unique characteristic of the Arctic region, nature lasts longer than national borders. And is the responsibility of young artists to preserve and protect over aware.

By “So far” I do not only mean density of population, neither massive, from point to point, Arctic region cross countries territory, with bare means of transport inside. But mainly bureaucracy, economic and political borders, which destroyed the original networks of centuries long human beings' heritage. Tracking activities of international cultural institutions and art movements, I see a lot of effort in the direction to become relatively closer and struggle to fight with recognition split inside the region. Art was always a uniting power, heritage protector.

### **Session format**

4. Round table discussion

### **Open or Closed Session**

Open