

# Securing a Sustainable Future in the Arctic

Engaging and training the next generation of northern leaders

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## Executive Summary

For 10 years, from 1999 to 2009, IISD has engaged and trained a cadre of young professionals from across the circumpolar North who are now moving into positions of responsibility in the Arctic, and will ultimately be responsible for leading their generation.

The International Institute for Sustainable Development has made a commitment to engage and train emerging leaders in the North to ensure that the work that is being done today is continued into the future with fresh insights and new directions. In 1999, IISD, in cooperation with the Sustainable Development Working Group of the Arctic Council, initiated the Circumpolar Young Leaders program.

The Circumpolar Young Leaders program is an experiential training program for northern youth between the ages of 20 and 30. It gives northern youth entry—to and experience with—key organizations in other circumpolar countries and in southern Canada working on northern issues, providing the foundation for a career in sustainable development policy and practice, and the opportunity to make meaningful contributions to northern sustainability.

A total of 43 northern young Canadians have participated in the CYL program. Though a recent survey we found that **72 per cent** of the CYL alumni have stated that participation in the CYL program has helped to fast track their career development and we found that **72 per cent** are currently working on sustainability issues in the North. At the time of the survey, **two thirds** are still living in the North with another **third** living in the South, but continuing to work on or study northern issues. **The people who have gone through this program stay focused on the North for the long-term.** As Megan McKenna noted, “the mentorship aspect of my internship and the networks with which I was able to get involved were probably the most important. This was due in large part to the connections I made with other international research institutes and university researchers. I decided to pursue an MA when I returned to Canada. My current employment is also related to my internship since I was a junior researcher at CICERO and have taken on a junior researcher/project coordinator position at Inuit Tapiriit Kanatami (ITK).”

In 2008–09, the International Institute for Sustainable Development took the opportunity to explore how organizations are helping to shape the next generation of leaders in the North. This report provides an overview of some of the existing training programs for northern youth, examines what has worked up to now, identifies the existing gaps and barriers, and makes recommendations on what will be needed in the future.

The findings can be divided into three categories. The first one focuses on the key characteristics of leaders in the North. The findings indicate the following as some of key characteristics that leaders in the North emulate:

- Able to envision the future and communicate it in a manner that is understandable and motivational to others.
- Able to lead by example.
- Able to view leadership as shared, understanding that the contributions of others are vital and that success comes from collaborative efforts.
- Must have an innate understanding of the northern context, a robust understanding of the North's history, cultures, communities, languages and nuances.
- In northern communities, leaders are entwined and accountable to the communities where they live. They must be able to use their social networks and relationships as a means to both further their region's objectives/goals and ensure that the decisions are reflective of the needs and desires of their communities.
- Must have intercultural communication skills, as leaders need to be able to successfully collaborate with culturally diverse communities as well as local, territorial, national and multilateral political bodies.
- Must be able to balance a community perspective with a global perspective.
- Should be modest and respectful.

The second group of findings is the barriers related to building the capacity of northern youth to take on leadership roles. These challenges reflect both individual level barriers and institutional/structural level barriers that hinder youth capacity development. The barriers identified include:

- Access to appropriate secondary and post-secondary education/curriculum.
- Lack of community and family support.
- Lack of role models.
- Lack of community resources.
- Low confidence level.
- Disconnect with government and leaders in the North.
- Leadership and capacity development is not readily available across the North at the community level.
- Lack of awareness of opportunities available to them.
- Gaining access to entry level positions and transitioning from entry to mid-level.

Through the third group of findings, we have learned how existing programs have demonstrated success in building the capacity of northern youth. The successes include:

- Participants continue on to complete high school.
- Participants often pursue post-secondary education.
- Participants have success in acquiring gainful employment following completion of the programs. Programs tend to fast-track youth into positions of more responsibility in the North.
- Programs impart specific skills and knowledge, e.g., communication skills, trans-regional and geo-political awareness, enhanced understanding of global institutions and processes, bridging cultures, and teamwork.
- Participants report increased confidence and connection to their culture and community.

The study concludes by noting several key recommendations:

- Creation of a Regional Leadership Strategy the North.
- Incorporate the teaching of leadership skills throughout all levels of education and include both northern indigenous and western teachings on leadership.
- Further research needs to be conducted on the key skills that are required for leadership across all sectors in the North.
- Make ongoing professional development and continual learning opportunities available across the North.
- Give northern youth a stake in their future. Opportunities for youth to participate in the decision-making processes need to be broadened.
- Create widespread mentorship programs for young people of all ages in the North.
- More ownership of youth capacity-building programs by First Nations and Inuit organizations is required.
- Expand access to post-secondary educational opportunities in the North.
- Strengthen existing local youth programs and create new ones in areas where they are needed.
- Existing capacity development programs that are doing an excellent job should be supported and scaled up, but with greater attention paid to collaboration.

It is highly unlikely that any one approach will adequately address the critical need to develop young northern leaders. Indeed, what is likely called for is a long-term strategy, one that employs a variety of approaches. The North needs a broad and diversified approach to nurturing leaders across sectors, issues and communities.

## Table of Contents

Acknowledgements.....	ii
Executive Summary.....	iii
1.0 Methodology.....	1
1.1 Background research.....	1
1.2 Surveys.....	1
2.0 Scope of the Problem.....	3
2.1 Challenges and transitions in the North.....	3
2.2 The capacity building challenge in the North.....	5
2.3 The role of emerging leaders in the North.....	10
3.0 Barriers Facing Emerging Leaders in the North.....	15
4.0 Capacity Building Programs for Northern Youth.....	18
4.1 Types of programs.....	18
4.2 Outcomes of existing capacity-building programming.....	19
4.3 Common challenges for capacity development programs for youth.....	24
4.3.1 <i>Marketing and recruitment</i> .....	25
4.3.2 <i>Finding the resources</i> .....	25
4.3.3 <i>Strengthening programs' alumni networks</i> .....	27
4.3.4 <i>Evaluation</i> .....	27
5.0 Charting a sustainable path for building the capacity of the North's emerging leaders.....	29
5.1 Recommendations.....	29
5.2 Conclusion.....	31
6.0 References.....	33
Appendix One: Details about Organizations' Young Professionals Programs.....	35
Appendix Two: Program Contact Information and Descriptions.....	41
Appendix Three: Survey of Former Circumpolar Young Leaders.....	47
Appendix Four: Survey for Permanent Participants of the Arctic Council.....	50
Appendix Five: Survey of Capacity Building Programs for Northern Youth.....	53

## 1.0 Methodology

This study was conducted between January 2008 and March 2009 by a Circumpolar Young Leader intern and an IISD staff member. The research consisted of two main components:

- Background research, including a literature review (on leadership and capacity development).
- Surveys by phone and through e-mail:
  - with alumni of the Circumpolar Young Leaders program;
  - with organizations who are running leadership/capacity-building programs for northern youth; and
  - with Canadian permanent participants of the Arctic Council.

### 1.1 Background research

An Internet scan was conducted between January and March to assess what capacity-building programs currently exist for northern youth to build their leadership skills and knowledge of sustainable development issues. Based on our Internet research and discussions with people from the North and others working on capacity-building programs for northern youth, we uncovered a wide range of opportunities available for northern youth. However, few of the programs focused on youth who have left the education system and entered the workforce. In particular, no other program besides the Circumpolar Young Leaders program is integrating science, policy and sustainable development with extensive experiential based learning for youth between the ages of 20-30.

As a result of this finding, we expanded our scan to include programs that engage high school students (e.g., Students on Ice and Northern Youth Abroad) and programs that provide employment training to young professionals, but don't specifically focus on sustainable development issues.

Our initial scan identified 18 programs, 11 of which were included in the survey. See Appendix One for the list.

### 1.2 Surveys

Three different surveys were developed for this study. Survey one was designed to uncover the meaning of leadership in the northern context and to identify the skills and experience required to move into leadership positions. This survey was conducted with former Circumpolar Young Leaders program participants and revealed their unique perspectives and experiences while exploring the impact the program had on their careers.



The second survey was developed for organizations that operate programs similar to IISD's Circumpolar Young Leaders program. We wanted to explore who is doing what in regards to leadership and capacity development for northern youth. In order to capture the extent of leadership and capacity-building programming in the North, the first part of the survey was designed to find out more about the programs including: how participants are trained; what they are learning; how program alumni are monitored, etc. The second part of the survey asked the organizations what skills they thought were key for youth wanting to move into leadership positions in the North and to identify potential barriers for youth.

Survey three was developed for the Permanent Participants (PPs) of the Arctic Council. All three Canadian Permanent Participants were contacted and responses were received from two of them (the Arctic Athabaskan Council and the Gwich'in Council International). This survey assessed their views on the skills required to move into leadership positions in the North, as well as the barriers to this movement. We also wanted to discover the programs and activities these organizations were offering to engage their youth on sustainability issues and build their leadership skills. Finally, we wanted to know if they see any gaps in what is currently being offered.

Table 1: Interviews

Category	Interviewed	Contacted
CYLP alumni	(18)	(34)
Capacity building programs	(11)	(13)
AC Permanent Participants	(2)	(3)
Total	31	50

It should be noted that survey respondents do not represent an exhaustive list of all capacity-building initiatives for northern youth. Still, this study is an important starting point.

## 2.0 Scope of the Problem

### 2.1 Challenges and transitions in the North

In recent decades, the Arctic has undergone major environmental, socio-economic and political changes. For example, the Arctic is experiencing escalating and well-publicized environmental impacts as a result of industrial expansion and climate change. The rapid loss of Arctic ice is having negative consequences on northern communities and lifestyles, on iconic species such as the polar bear, and is altering the ecology of the Arctic Ocean and the permafrost lands. The geo-political fabric of the North is also shifting, as countries begin to lay claim to exclusive economic zones in northern waters and as indigenous peoples secure increased rights to self-government. In 1999, the new territory of Nunavut was formed and through this, the people of Nunavut gained self-rule and control over their own institutions. But along with the territory came the challenges of combating suicide, reversing assimilation and regaining a sense of identity.

The Arctic has also been experiencing growth in the non-indigenous population, an increase in urban centres, and rapid expansion in the transportation, communication, oil and gas, mining and forestry sectors. These changes have resulted in significant growth in the economy and in non-traditional employment, especially in the extractive resources sector. Despite the great wealth that has been extracted from the Arctic through diamond, oil and resource exploitation, impoverished communities remain, and the rights of some indigenous peoples are under threat.<sup>1</sup> This uneven development has resulted in a major impact on the language and culture of the communities.

Since the early 1990s there has been increasing cooperation between the eight circumpolar countries (Norway, Finland, Greenland/Denmark, Russia, USA, Canada, Sweden and Iceland), which has culminated in the establishment of inter-governmental organizations such as the Arctic Council and the Northern Forum. These forums becoming more important in global discussions around economic development, environmental protection, transportation and sovereignty.<sup>2</sup> The three territorial governments recognize the importance of these bodies: “Northern environmental, social and economic development must be advanced with our participation in forums such as the Arctic Council.”<sup>3</sup> The increased

<sup>1</sup> Sustainable development at a transformative stage – implications for IISD, Internal working document, (2008).

<sup>2</sup> Government of Northwest Territories, Government of Nunavut and the Government of Yukon, (2007) *A Northern Vision: A Stronger North and a Better Canada*; pg. 5; Retrieved in March, 2009 [http://www.anorthernvision.ca/pdf/newvision\\_english.pdf](http://www.anorthernvision.ca/pdf/newvision_english.pdf);

<sup>3</sup>Ibid., pg. 5.

attention to the North comes with opportunities, but it also comes with responsibilities. Northern communities will need to determine how they will engage and interact with these new models for cooperation. In particular, northern youth will have the added responsibility to be reflective and accessible to their communities in order to represent community realities to regional and international regimes.

Alongside these multilateral and bilateral institutions, the Arctic's indigenous peoples have formed their own political organizations. These organizations include, the Russian Association of Indigenous Peoples of the North (RAIPON), the Inuit Circumpolar Council (ICC), the Saami Council, the Aleut International Association, the Arctic Athabaskan Council and the Gwich'in Council International. There are now strengthened circumpolar ties among many of these organizations, under the auspices of the Arctic Council's Indigenous Peoples Secretariat which has been set up in Denmark to facilitate their joint activities.

The northern indigenous organizations are taking an active role on issues at the international stage. In 2007, Sheila Watt-Cloutier an Inuk from Nunavik, was nominated for a Nobel Peace Prize in recognition of her work on behalf of Inuit on issues relating to climate change and global warming. Even with their increasing role on the international front, "Canadian Northern Indigenous peoples are still underrepresented at international climate change negotiations, and their voices have not been clearly reflected in Canada's negotiating positions at the international negotiations."<sup>4</sup> The Arctic Athabaskan Council and the Gwich'in Council International see that there is a "clear need to cultivate young northern leaders who can speak on climate change in the North."<sup>5</sup>

The aforementioned growth of institutions, population and economy, complexity of challenges and the trend towards devolution of government services have created a capacity deficit in the North. There are simply more positions than there are qualified northerners to fill them. Both the public and private sector are attempting to meet this deficit through an expanding suite of training and educational activities, but current efforts need to be expanded.

*Building Inuit Nunaat: The Inuit Action Plan*, released in 2007, recognized the need for significant efforts and commitments to ensure Inuit have increased opportunities to participate in the workforce and contribute to sustainable communities. They say "it requires a targeted approach and an educational strategy that starts with the preschool-aged child and continues throughout the school experience which includes exposure to different types of

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<sup>4</sup> Northern Young Leaders Summit on Climate Change backgrounder.

<sup>5</sup> *ibid.*

careers, as well as an educational system that supports the entry of Inuit into post-secondary institutions. There is also a need to develop appropriate supports for those individuals already in training programs, and individuals already working within Inuit Nunaa<sup>6</sup>.

## 2.2 The capacity building challenge in the North

During the late 1990s, it became apparent that strategic support had to be provided to Arctic communities for capacity development, in order to equip the communities to meet the emerging challenges in the North. In 1998, Canada suggested to the Arctic Council that it include something on capacity-building for northern and indigenous peoples, a suggestion that was accepted and integrated into the Arctic Council agenda. In 2000, the Arctic Council welcomed an offer from Canada to organize a workshop on capacity-building that would explore practical ways of implementing a capacity-building focus into the work and activities of the Arctic Council. In preparation for the workshop, Canada prepared the paper *Arctic Council: A Capacity Building Focus*. In it, capacity-building is defined as a process “intended to capture the need to meet challenges by increasing the ability of individuals, communities, businesses, industries, institutions, governments, and other organizations, to access, understand, and apply information and knowledge in a way that allows them to solve their own problems in ways that contribute to sustainable development, including environmental integrity.”<sup>7</sup>

The workshop took place in 2001. Canada, in cooperation with Finland, hosted a two-day workshop in Helsinki to explore practical ways of implementing a capacity-building focus into Arctic Council activities. The workshop attracted 70 participants from among the Arctic states, Permanent Participants, Observers and Arctic Council Working Groups. By the conclusion of the workshop there was a broad consensus that capacity-building is relevant, if not critical, for the Arctic region where the rapid changes of globalization, climate change, and transitional economies require the development and application of new approaches and new solutions. In particular, participants emphasized the importance of building human capital in the North and particularly with youth.

During this period, Canada, through its Department of Foreign Affairs and International Trade, released the *Northern Dimension of Canada’s Foreign Policy*, a document which refers to the need to strengthen and promote a central place in circumpolar relations and policy coordination for the Arctic Council. In particular,

<sup>6</sup> Building Inuit Nunaa: Inuit Action plan. ITK and ICC, released in 2007.

<sup>7</sup> Government of Canada. *Arctic Council: A Capacity Building Focus*; Presented at the Capacity Building Workshop for the Arctic Council in Helsinki, November 1–2, pg. 2, Retrieved in March 2009 from <http://arctic-council.npolar.no/Meetings/Ohers/CBW/CBPaperApril20002.pdf>

“the Arctic Council is uniquely placed to address the environmental challenges faced in the circumpolar region, and has the potential to enhance opportunities for capacity building, trade and economic development, as well as educational opportunities and employment mobility for Canadian youth and children in the circumpolar North.”<sup>8</sup>

In the fall of 2002, the Inari Declaration of Arctic Council Ministers further acknowledged the importance of capacity-building in the context of Arctic Council activities. The declaration urged all subsidiary bodies of the Arctic Council to take capacity-building into account in all their activities.<sup>9</sup>

In November 2004, Canada led a project on capacity-building which resulted in the Capacity Building Overview Report. The report includes a comprehensive list of capacity-building program and activities in the North. In the report, it states:

“People with a job to do cannot do that job to satisfaction unless they have the right skills and tools. In today’s world of change—changes in the environment in which we live, changes in family life and community structure, changes in economy, and the business world, changes in government—it’s hard to keep up with the skills and tools needed to make a decent living and to live in harmony with our neighbours and our surroundings.”<sup>10</sup>

At the same time, the Arctic Council produced the Arctic Human Development Report (AHDR). The AHDR provides an overview of the state of human development in the Arctic and identifies the critical gaps in knowledge that require attention on the part of the scientific community. According to the AHDR, “Arctic societies have a well-deserved reputation for resilience in the face of change. But today they are facing an unprecedented combination of rapid and stressful changes”<sup>11</sup> involving both environmental forces like climate change and socioeconomic pressures associated with globalization.

In addition to capacity-building, sustainable development has been an important and shared goal for both the Arctic’s indigenous peoples and the Arctic Council. Understandably, the

<sup>8</sup> Foreign Affairs Canada; *The Northern Dimension of Canada’s Foreign Policy*; Retrieved on January, 2009 from <http://www.international.gc.ca/polar-polaire/ndfp-vnpe2.aspx>

<sup>9</sup> Arctic Council; *The Inari Declaration*; Passed at the Third Ministerial Meeting of the Arctic Council; October 2002; Finland. Retrieved in February, 2009 Available at [http://arctic-council.org/filearchive/inari\\_Declaration.pdf](http://arctic-council.org/filearchive/inari_Declaration.pdf)

<sup>10</sup>Capacity Building Overview of the Arctic Council Web site. (2009); Retrieved in March 2009, from <http://www.sdwg.org/capacitybuilding/introduction-en.asp>

<sup>11</sup> AHDR(Arctic Human Development Report) 2004. Akurekyri: Stefansson Arctic Institute. p.10 Retrieved in February 2009, from [http://www.svs.is/AHDR/AHDR%20chapters/English%20version/AHDR\\_first%2012pages.pdf](http://www.svs.is/AHDR/AHDR%20chapters/English%20version/AHDR_first%2012pages.pdf)

priority for the past decade has been on improving the social and economic well-being of the north's indigenous peoples and increasing their political voice and role in the North's decision-making. Alongside these priorities, there has been a growing recognition among Arctic communities, especially in light of the ominous predictions about the impacts of global warming on the Arctic ecosystem and the recent rash of catastrophic natural events in both hemispheres, that more attention needs to be paid to the third component of sustainable development—that is of protecting the environment. Capacity-building is, similarly, a necessary element for achieving sustainable development.<sup>12</sup>

March 2007 to March 2008 has been declared the International Polar Year (IPY). IPY is a major effort to advance knowledge and information on the polar regions, develop science capacity and increase awareness of issues facing the polar regions and the people of the Arctic. In particular, this initiative is focused on attracting and developing the next generation of polar scientists, engineers and leaders. IPY recognizes the importance of building capacity in the younger generation.

Domestically, all three northern governments recognize the dramatic transformation taking place in the North and the impact these transformations are having on the region's people. In 2007, the three northern premiers released *A Northern Vision: A Stronger North and a Better Canada* which outlined priorities for the North and promoted a focus on sovereignty and sustainable communities, adaptation to climate change and circumpolar relations.<sup>13</sup> The report stated:

“..In order for Northerners to continue to act as stewards of Canadian sovereignty, the North needs sustainable communities where we can live healthy lives, where opportunities for employment, education and training exist; where we can raise our families in adequate, suitable and affordable homes; where health and social services exist that are comparable to the rest of Canada; and where we can build a future for ourselves and our children.”<sup>14</sup>

Across the North, the majority of the population is under the age of 30. Youth is a demographic that makes up well over 50 per cent of the Arctic's indigenous populations and is acknowledged as one of the world's fastest growing demographic groups. In Nunavut, over

<sup>12</sup> Arctic Council Capacity Building Workshop Ministry of the Environment, Helsinki, Finland November 1–2, 2001, Workshop Overview and Suggested Recommendations.

<sup>13</sup> Government of Northwest Territories, Government of Nunavut, and the Government of Yukon, (2007) *A Northern Vision: A Stronger North and a Better Canada* ; Retrieved in March, 2009 [http://www.anorthernvision.ca/pdf/newvision\\_english.pdf](http://www.anorthernvision.ca/pdf/newvision_english.pdf);

<sup>14</sup> *ibid* pg.5.

60 per cent<sup>15</sup> of the population is below the age of 30. In the Northwest Territories it is 48 per cent<sup>16</sup> and, in the Yukon, 38<sup>17</sup> per cent. More than 40 per cent of Labrador Inuit are young people under the age of 25.<sup>18</sup> This demographic group will ultimately be responsible for shaping the future of the region. In fact, some of them are already in positions of significant responsibility and at a much younger age than other Canadians. It's important to ensure that these youth have the adequate support to accommodate their development. Frances Abele in his discussion paper, *Policy Research in the North*, spoke to the need to support the development of leadership skills in youth:

“Programs addressed to these goals are important all over Canada, but they are particularly important in the territorial north—where the voluntary sector is relatively undeveloped compared to many other parts of Canada, and where the population of young people is burgeoning: it seems likely that the people under 25 will form the large majority of the permanent population in most northern regions for the foreseeable future. At the same time, these young people are most likely to be alienated from traditional sources of wellbeing and social cohesion, particularly land-based activities. Their limited educational opportunities, and the enormous tasks facing the education system, add urgency.”<sup>19</sup>

The attention to the development of skills and knowledge (e.g., communication, teamwork, understanding how to influence and promote change, understanding of the geo-political context, understanding of one's own cultural context and community) to address the sustainability challenge also includes the necessary skills for young people to participate in the land-based economy. This segment of the economy has its own set of necessary skills for successful participation (e.g., traditional knowledge, navigational skills, hunting skills, carving and quarrying skills). The key issue is whether structures and processes (informal or formal) are in place to ensure that these essential skills are being taught.

In recent years, a number of youth-driven organizations/bodies have formed in the North. For example, the National Inuit Youth Council (NIYC) represents the interests of Inuit youth in Canada. The NIYC provides Inuit youth a chance to connect, open communications, raise awareness, hear what people think and feel, and help each other.

<sup>15</sup> Nunavut Bureau of Statistics; Nunavut total population estimates by single years of age, 1999-2008 as of July 1, 2008; Available at <http://www.gov.nu.ca/eia/stats/stats.html>

<sup>16</sup> Northwest Territories Bureau of Statistics; Census 2006 Age and Sex; T-STAT; July 17, 2007. Available at [http://www.stats.gov.nt.ca/Stainfo/Census/census%2006/Age%20and%20Sex\\_2006.pdf](http://www.stats.gov.nt.ca/Stainfo/Census/census%2006/Age%20and%20Sex_2006.pdf)

<sup>17</sup> Yukon Bureau of Statistics; Population Report: December 2008; Yukon Executive Council Office; Bureau of Statistics. Available at [http://www.eco.gov.yk.ca/stats/pdf/population\\_dec\\_2008.pdf](http://www.eco.gov.yk.ca/stats/pdf/population_dec_2008.pdf)

<sup>18</sup> <http://www.nunatsiavut.com/en/youth.php>

<sup>19</sup> Abele et al(2006); *Policy Research in the North. A discussion Paper*, Walter & Duncan Gordon Foundation. pg.27. Retrieved in March, from <http://www.gordonfn.ca/resfiles/Policy%20Research%20in%20the%20North.pdf>

Another notable organization is the Rising Youth Council (RYC) which is, a regional youth group in northern Labrador with 13 representatives from the Inuit communities and Upper Lake Melville. RYC believes that empowering youth to address youth issues builds leadership skills and ensures a bright future. Tetlit Gwich'in Youth Council, an advocating body for Fort McPherson youth, is working on the local, regional, and national levels. Their goal is to promote youth empowerment through the provision of opportunities to obtain leadership skills to Tetlit Gwich'in youth living in or outside the community. The NWT Youth Council educates, promotes, advocates and speaks on behalf of youth in the Northwest Territories. Finally, B.Y.T.E. seeks to create positive change through raising social consciousness about issues that affect youth, such as youth culture, human rights, the environment, racism, violence, substance abuse, homelessness, spirituality, sexuality and politics. All of these organizations are guided by common aspirations and ideas; they are all trying to expand the capacity of northern youth to take an active role in the future of their communities, territories and region.

New ways of thinking are required for sustainable development in the North. The time is now to engage the next generation, as training such a large generation of young people for active citizenry in a region strained by global warming and other sustainability challenges is critical to the future stability of the North, as much of the burden will fall on the next generation. We should no longer assume that enough young leaders will emerge of their own accord; instead we must take a proactive stance and make leadership and its development in young people a priority. "Youth, and Aboriginal youth in particular, are at the heart of the development of Canada's North. They have the energy, talent, creativity and compassion to create positive changes in our communities, within the three territories, and across Canada," said Ethel Blondin-Andrew, Former Minister of State (Northern Development).<sup>20</sup> To harness this creativity and energy we need to equip them with the proper knowledge, networks and skills required for tackling these challenges in order to expand and build upon the work that has been done so far.

Jesse Tungilik from Students on Ice sums it up nicely:

"Youth need to be given the chance to meaningfully participate in the decision-making processes now if there is any hope of continuity in the future. They need to be given the opportunity today to become the leaders of tomorrow."

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<sup>20</sup> The Hon. Ethel Blondin-Andrew, Minister of State Northern Development, (2004) *Speaking Notes for the Gwich'in Annual General Assembly Fort McPherson, Northwest Territories August 7, 2004* Retrieved February 2009, from <http://www.ainc-inac.gc.ca/ai/mr/spch/2004/gvi-eng.asp>



### 2.3 The role of emerging leaders in the North

“The question of reaching sustainability is not about if we will have enough energy, enough food, or other tangible resources—those we have. The question is: will there be enough leaders in time?”<sup>21</sup>

Dr. Göran Broman and Dr. Karl-Henrik Robèrt from the Blekinge Institute of Technology refer to above the urgent need for leadership in overcoming the sustainability challenge. The leadership crisis is not only a problem in northern Canada; many countries and organizations are currently grappling with this issue. Henien and Morissette in their book, *Made in Canada Leadership*, acknowledge that there is a leadership gap. “Much noise has been made in the media and elsewhere about a ‘leadership crisis.’ Apparently, a lack of leadership quality and quantity currently prevails: supply cannot meet present and future demand.”<sup>22</sup>

Michael Fullan (2001) further elaborated on this “leadership gap” and cautioned,

“How to foster large numbers of leaders in all areas of society is a system question more worrisome today than ever before. If leadership does not become more attractive, doable, and exciting, public and private institutions will deteriorate. If the experience of rank-and-file members of the organization does not improve, there will not be a pool of potential leaders to cultivate. A classic chicken-and-egg problem. Good leaders foster good leadership at other levels. Leadership at other levels produces a steady stream of future leaders for the system as a whole.”<sup>23</sup>

Broman and Robèrt refer to a collective effort which is necessary to overcome the current systemic challenges, which affect every human being. They raise two important questions: How do we develop the necessary leadership to address the sustainability challenge in time?; and what kind of leadership is needed to face the complexity this challenge presents?

We believe that responding to this challenge in the North requires a decentralized large-scale capacity-building initiative. But first, we need to look at the characteristics required for taking on a leadership role in the northern context.

Leadership has many definitions. The meaning and interpretation of the term is always dependent on the context in which it is applied—and it is shaped by the surrounding culture,

<sup>21</sup> Van Brabant, Theo, Edwards, Kimberly, Cabeza-Erikson, Isabel. *Development of leadership capacities as a strategic factor for sustainability*. School of Engineering Blekinge Institute of Technology Karlskrona, Sweden 2008

<sup>22</sup> Henien, A. and Morissette, F., (2008). *Made in Canada Leadership: Wisdom from the Nation's Best and Brightest on the Art and Practice of Leadership*; John Wiley & Sons; Canada. p.2.

<sup>23</sup> Fullan, M.G. (2001) *Leading in a culture of change*; Jossey-Bass; San Francisco. p.10.

politics and worldviews. Regardless of the interpretation, leadership has always played a role in the affairs of societies. In Russ-Eft and Brennan's study of leadership competencies, it was noted that:

“Leadership has always been essential to human society. No human organization can survive long without it. In every culture and every historical period, leadership has played a vital role in the coherence and survival of the group. This universal need for leadership derives from the uncertainties and dangers inherent in the human condition... Leaders provide models for possibilities within a situation and untapped resources within themselves.”<sup>24</sup>

Leadership has historically been viewed as a role that is largely defined by an individual's position within conventional power structures—for example a democratically elected official or a CEO of a corporation. Over time, we have come to understand that leadership is much more than that; leadership can come from all levels of society. We find leaders in our Elders, our youth, our schools, our communities and families. Leadership is reflected through ingenuity, innovation, ideas, strength of character, and a sense of commitment to the well-being of the community and society that surrounds us. Leaders are not necessarily those who are the most outspoken or most articulate, instead many of the leaders who are making a difference are quietly working behind the scenes. The Sustainability Leadership Institute defines sustainability leaders as: “as ordinary, everyday people—some in formal positions of power, others not—seeking to expand their understanding of the challenges they see and share with others and develop a shared view of a viable pathway to create the future they want. They then generate and enact reasonable solutions that can work for them—all within the context of their ongoing interactions with each other as a community of responsible, active individuals.”<sup>25</sup> Again emphasizing that it is not necessarily the position you hold within a community that makes an individual a leader. Many scholars on this subject insist that leadership can be learned; that it is not about charisma and innate talent. Many of the leadership capacities can be developed.

In conducting the survey, we asked CYL alumni if they feel they are currently in positions of leadership, or if they will be in greater role/positions of leadership in the future. Over half of the past interns, 61 per cent, felt that they were working at an increased level of responsibility and are in positions of leadership. These leadership roles vary. For example, alumni may be working to influence policy at the circumpolar level or working to bring

<sup>24</sup> Russ-Eft, D. & Brennan, K. (2001). *Leadership competencies: A study of leaders at every level in an organization*. In Raven, J. & Stephenson, J. (Eds.), *Competence in the learning society* (pp. 73–79). p.80 New York: Peter Lang.

<sup>25</sup> Sustainability Leadership Institute Web site: <http://www.sustainabilityleaders.org/leadership/>

together different stakeholders at the local level to accomplish major change, or leading a non-profit organization.

Other alumni felt that they were still working towards greater roles of influence and leadership, and are engaged in a continual learning experience. Some surveyed felt that it depends on where or what they are doing, leadership is defined differently. For example, one individual feels that because she is working independently and is using her own discretion, that she is in a position of leadership. In the future, many of the alumni aspire to and expect to be in positions of increased responsibility and leadership; they are currently learning and working towards being in a greater role of leadership in their professional lives. Most importantly for interns, leadership is not defined by the position you hold, but by the influence you have. In addition, they felt that leadership is a shared responsibility. Instead of a single individual leading on the path to success, other individuals who are partners take on the responsibility for leadership at various points throughout the process

To glean a list of the characteristics that are required for leaders in the North, IISD sought the opinions of past participants of the CYL program as well as others who are working on training. Respondents identified a number of characteristics that they admired, valued and emulated. Matthew Woods (former CYL intern) described a northern leader as “someone who is able to envision the future and communicates it in a way that is understandable to, and motivates/impassions, many. One who leads by example, listens, reflects and only intervenes when all the angles have been considered.”

Bobbie Jo Greenland (former CYL Intern) defines a northern leader as “an individual who can take advice and direction from others and can turn that information into action. A leader is someone who is honest, mature, responsible and outspoken, someone who thinks before they speak and who treats people with respect. Someone who people find approachable and who people have confidence in. Someone who can work towards change, makes decision, handles pressures, and stands alone if they had to. They do this to defend their values and beliefs and in the best interests of those people who look to them as a leader.”

Many felt that leaders need to relate to others and possess a strong understanding of the various aboriginal groups in the North including their history, culture, political context, language and current issues. They should also have the ability to see the bigger picture (be able to connect circumpolar issues at the regional and local levels) and to see things through the lens of community, acknowledging that the views of the community are just as important as their own. It also came across clearly in the interviews that leadership does not depend solely on technical and content knowledge, but on relational skills as well.

The list of characteristics and values below is by no means exhaustive, but it does highlight some of the key characteristics in leaders in the North:

- Able to envision the future and communicate it in a manner that is understandable and motivational to others.
- Able to lead by example.
- Able to view leadership as shared, understanding that the contributions of others are vital and that success comes from collaborative efforts.
- Must have an innate understanding of the northern context, a robust understanding of the North's history, cultures, communities, languages and nuances.
- In northern communities, leaders are entwined and accountable to the communities where they live. They must be able to use their social networks and relationships as a means to both further their region's objectives/goals and ensure that the decisions are reflective of the needs and desires of their communities.
- Must have intercultural communication skills, as leaders need to be able to successfully collaborate with culturally diverse communities as well as local, territorial, national and multilateral political bodies.
- Must be able to balance a community perspective with a global perspective.
- Should be modest and respectful.

Several of the respondents mentioned how Elders play an important role in having a direct impact on the shape and characteristics of leadership in the North. Elders have inspired directly or indirectly many current northern leaders. They provide community and individual guidance, knowledge, wisdom, prayers and serve as role models.

The notion of shared leadership, stressing the importance of the group over the individual has been part of First Nation and Inuit values since the beginning of their time. The values that First Nation and Inuit communities hold are important in shaping leaders in the North. The Inuit society respect for one's place in the universe, one's environment, and in one's society, their belief in the interconnectedness in the world, and being respectful of all living things are part of the eight Guiding Principles found in Pinasuaqtavut and is the foundation for their view on leadership.

A majority of respondents noted that for youth to become good leaders, they need to be given the power to make decisions, be provided with the tools and experience to make things happen, and be given guidance when required.

In 2007, the International Institute for Sustainable Development undertook a study to find out what are the most important skills for people who want to be leaders in sustainability

issues to have. It was based on interviews and questions posed to the 300 past interns in our Young Leaders for a Sustainable Future Internship Program and our Circumpolar Young Leaders program. Communication skills came out on top as the most important skill set. Project management, including fundraising, emerged as a skill that young professionals will need. Understanding of the geo-political context in which one is working in was also considered to be important to have. The other key finding is that a commitment to linking one's lifestyle with one's values is important to sustainability leaders. What opportunities are out there for northern youth to develop these skills?

Every young person has the potential to be a leader. It's an inner strength and drive just waiting to be discovered—it simply takes the right nurturing and opportunities to draw it out and let it flourish.

### 3.0 Barriers Facing Emerging Leaders in the North

Through this study, our research uncovered a series of barriers that young people from the North face in their journey towards leadership and self-development. Some of the barriers mentioned below include low self-esteem, social problems, community discouragement, high dropout rates in school, disappearance of traditional lifestyles, lack of resources and community infrastructure, and isolation. Many of these barriers will need to be addressed if we want to ramp up the engagement and training of young people in the North.

1) **Formal education** – The curriculum at the elementary and secondary levels is currently biased towards a southern worldview; a bias that is reflected in the teaching of history, language, culture and values. Courses are currently being developed to represent home cultural values; however this takes a change on the part of secondary school educators to step outside their cultural values to learn alongside their students. Dropout rates are rampant at the secondary level; at the post-secondary level, there are no universities physically located in the North and college programming is limited. Furthermore, leadership development is not widely covered in the education curriculum.

Schooling and advanced vocational training are becoming more readily available in the North, creating opportunities that did not exist 10–20 years ago. The colleges that offer more training in basic trades and skills continue to have an important niche. The University of the Arctic, founded in 2001, has now developed the capacity to offer degree programs to in regions that lack university capacity. The University of the Arctic is a cooperative network of 110 universities, colleges and indigenous organizations committed to higher education and research in the North. Its members share resources, facilities and expertise to build post-secondary education programs that are relevant and accessible to northern students through on-line learning. UArctic (Canada) can now provide degree completion opportunities to northerners through a collaborative effort that involves southern universities working in partnership with northern colleges to produce curricula that reflect northern values and realities.<sup>26</sup> This is a step in the right direction; however there are still a number of barriers in secondary and post-secondary education in the North that need to be addressed in order to ensure that there are a sufficient number of northern young leaders who can address the existing and imminent challenges of sustainability in the North.

2) **Community and family support** – The historical and recent changes occurring in the North are placing unprecedented stressors on the community fabric. Some families are reluctant to have their children leave the community to further their education because of

<sup>26</sup> University of the Arctic Web site; Accessed in February from <http://www.uarctic.org>

the emotional scars associated with the Inuit and First Nation relocation to residential schools. Some communities are currently wrestling with social issues; issues that strain the community's social safety net and draw resources away from promoting opportunities, and developing young people's capacities to take on leadership roles. As the executive director of the GCI, Bridget Larocque noted, "those currently in leadership positions are so overwhelmed. They are busy dealing with the social needs of the community they don't have time to invest in youth capacity development. They don't have time to get the youth into organizations, get them trained and provide them with proper mentorship."

3) **Lack of role models in the North** – The adults in a society are in a position of influence for the younger generation; in every community adult role models emerge. The North is currently facing a shortage of 'northern' role models-because people in key northern positions (i.e., police, nurses, doctors, and government bureaucrats) are being imported from the South. As the number of indigenous legislators, lawyers, teachers, nurses, doctors, trades people and others in their communities' increases we can expect youth aspirations and expectations to rise.

4) **Low confidence level** – The respondents mentioned that many young northerners suffer from low self-esteem and a lack of confidence, especially when considering pursuing opportunities that are outside of their communities and previous experience. "We have discovered that a lot of young people... are afraid to show that they can make a difference in their community and they are not aware of how important they are." (Rebecca Bisson, Program Director, Northern Youth Abroad)

5) **Disconnect with government and leaders in the North** – The youth feel that their voice is not being recognized or heard by public or civil society. They are tired of being included in a mere symbolic role, that of the token youth. Integrating the voice and opinions of the youth assists in empowering them, not listening encourages apathy. Northern youth need more opportunities for their voices to be heard and to feel that their input and ideas are valuable. This serves to cultivate a sense of ownership and a belief that youth have the power to influence the direction of their lives and that of the communities where they live.

6) **Programming that can foster leadership and capacity is not readily available across the North at the community level** – Programming at the community level is essential for those who do not want to leave their community or are unable to leave. There has been a trend of devolution of government services and responsibilities to the community level: the same can and should be done for leadership and capacity-building training.

7) **Lack of awareness of opportunities for northern youth** – According to the respondents, northern youth are not as aware as they could be of the multiple opportunities

that are available to them, as they move along through the educational system or if they are outside of it. This is particularly acute in the remote communities where youth have limited access to high speed Internet and information.

**8) Gaining access to entry-level positions and transitioning from entry to mid-level –**

In our research, we have discovered that there is predominant focus on preparing workers for entry-level positions. But, as a result, there is also now an overabundance of individuals in entry-level positions who are facing barriers in transitioning to higher levels, leaving no openings for new employees, and too many vacancies for more seasoned and senior staff.

Some of the barriers identified are unique to the North while others such as lack of resources; lack of awareness; lack of accessibility; tokenism; and lack of representation of youth at decision-making levels can be found in communities across Canada.

These barriers act as a significant impediment to the quantity of potential leaders that can emerge—leaders that can address the existing and imminent challenges of sustainability.



## 4.0 Capacity Building Programs for Northern Youth

### 4.1 Types of programs

Despite the significant barriers that exist in terms of supporting and building the capacity of emerging leaders in the North, there are several programs which are currently helping to develop and enhance the key skills, knowledge and networks which northern youth require for creating effective solutions for the pressing issues facing the North. Through this study we wanted to find out what capacity-building programs currently exist for northern youth. We found that IISD is not alone in its endeavour to train future young northern leaders. There are several other organizations helping to address the growing need for initiatives which work to enhance the confidence, worldview, and skills of northern youth, thereby further equipping them to assume the many leadership opportunities that exist in the North.

Initiatives that involve young people range from a one-week training course to field work to office experiences; from internships to conferences. They range from government-funded scholarships; core institutional costs to independently fundraised programs. There is a diversity of approaches, including the following types of programming:

- Studying in another circumpolar country (North2North).
- Opportunities to volunteer in southern Canada (Northern Youth Abroad).
- Scholarships (Diavik Diamond Mines Inc.).
- Learning expeditions (Students on Ice, Schools on Board).
- Internships with northern Canadian employers (NSERC, Yukon Grad Corps).
- School programs (Nunavut Sivuniksavut Training Program).
- Seminars and conferences (Arctic Athabaskan Council, Gwich'in Council International).
- Award recognition programs (National Aboriginal Achievement Awards, NAHO Role Model Program).

Some of these programs offer very similar objectives; they want to empower the next generation in the North to become a force in the move towards sustainability. Where they differ is their target age ranges and educational levels, the lengths and types of training and whether their programs are domestic, national or international in scope. Some programs target youth who are intending to start a career in sustainability issues, such as IISD's internship program. The young people engaged in these programs range from those with an interest in learning more about what opportunities are out there, to those with research interests, to those with an aptitude for policy- or science-related work. With IISD's program,

it is intended that a placement with an NGO in another circumpolar country or in the South working on northern issues could provide a foot in the door for further work, and this has proven to be the case.

In examining the various programs, it was found that the majority of training programs were focused on youth still in high school, youth who have dropped out or completed high school or youth who are currently in university/college. Very few programs were targeting northern youth once they have completed their post-secondary education. As well, only a few of the programs offered exposure to other countries.

Many of the programs surveyed fall under the category of experiential learning. The Association for Experiential Education defines it as “a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.”<sup>27</sup> Learners are actively engaged in posing questions, experimenting, investigating, being creative, and solving real-life problems. Several forms of experiential education now exist, and hundreds of organizations and institutions are practicing it. Experiential learning programs have had much success in developing soft skills, such as teamwork, problem solving, communication and leadership; which are not usually the specific focus of teaching and learning at secondary and post-secondary institutions. Referred to as tacit knowledge, this skill base is created by “doing”: by personal trial, error, reflection, observation and revision. This type of programming is very appropriate for northerners who have a strong tradition of the concept of, learning by doing under the guidance of parents and Elders. For example, across the Canadian North youth learn through seasonal hunting events and through daily interactions with their families and Elders in their communities.

## 4.2 Outcomes of existing capacity-building programming

Overall, we have learned that the programs interviewed have demonstrated success in building capacity of northern youth in the following ways:

- Participants continue on to complete high school.
- Participants often pursue post-secondary education.
- Participants have success in acquiring gainful employment following completion of the programs.
- Programs tend to fast-track youth into positions of more responsibility in the North.

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<sup>27</sup> Association for Experiential Education. Retrieved in February, from <http://www.aee.org/>

- Programs impart specific skills and knowledge, e.g., communication skills, trans-regional and geo-political awareness, enhanced understanding of global institutions and processes, bridging cultures and teamwork.
- Participants report increased confidence and connection to their culture and community.

For the Nunavut Sivuniksavut (NS) program which is a school for Inuit youth from Nunavut who want to prepare for the educational, training and career opportunities that are being created by the new government of Nunavut, a recent survey indicated that 85 per cent of their former participants are now employed. “There are a lot of jobs which are needed to be filled in Nunavut and these youth are gaining an edge by participating in this type of program,” said Jackie Price, a former instructor with NS. She points out that, “the academic success is not as high, but the numbers are growing. Many more of their students are trying to go on to college or university.” This is a very unique program and is playing a large role in building up Inuit youth confidence to be active in the workforce or in furthering their educational pursuits. The NS program helps Inuit youth to see the big picture of the challenges and opportunities of their generation. NS students have benefited greatly by spending concentrated time outside of their communities studying Inuit culture and history. Students who successfully complete all their courses in the fall and winter semesters receive both a Nunavut Sivuniksavut Certificate and an Algonquin College Certificate at the end of the program.

For the Students on Ice program, Jesse Tungilik, a former participant and now staff member indicated that:

“the biggest benefit is that it gives northern youth a huge boost in their self confidence. Many of these youth find that Students on Ice (SOI) education staff is very engaging and inspiring. Youth have knowledge but are unsure about sharing it. The program focuses on building effective communication skills in a safe and comfortable environment that will allow them to open up and express themselves. This program provides them with inspiration to have confidence in their own abilities. Parents have also commented that their children have more energy, inspiration, self-esteem and confidence in their own abilities after participation in the program.”

These are all skills which are needed in order to become effective leaders. The SOI program takes high school and university students from around the world on educational expeditions to the Antarctic and the Arctic. Combining youth from the North and South has provided huge benefit for the participants in the program. As Jesse points out:

“by combining northern youth with southern youth on their Arctic program, northern youth gain a better appreciation of where they are from and a greater appreciation for what is in their own backyard. Southern youth tell them all the time, what a great place it is to live. Some of the northern youth have never seen other communities within the Arctic. It’s helping to build understanding. As well, for the northern youth to spend two weeks with leaders like Mary Simon is an amazing opportunity for them.”

Jesse is 24 years of age, an Inuit from Nunavut and a prodigy of Students on Ice. Jesse was the first Canadian Inuit to reach the Antarctic continent. His commitment to preserving Inuit culture and his ongoing desire to immerse himself in the most remote and wild places in the world has led to his involvement with the Arctic Council. Jesse is currently the International Polar Year Project Assistant and Youth Coordinator for SOI, a testament to the program.

Another program, Schools on Board, is an outreach program developed to bridge Arctic research with science education in high schools across Canada; to increase awareness of issues related to climate change in Canada; and to excite young Canadians about the challenges and career opportunities of Arctic research. The main thrust of the program is the Field Program “on board” the CCGS Amundsen. Schools are given the unique opportunity to send students and teachers to the Arctic, on board the CCGS Amundsen to participate in an educational experience completely integrated into the research activities of the ArcticNet science team.

Schools on Board, Robin Gislason, Assistant Program Coordinator has noted that:

“participants are being introduced to scientific research taking place in the Arctic. By participating in this program they are learning about what opportunities are out there available to them. Many past participants from the North are now pursuing further education. Some have kept in contact with the scientists and are now working with them and for others; it inspired their passion for the environment resulting in starting their own green business. For the Circumpolar Inuit Program, it gives them an opportunity to meet other circumpolar youth and provides them with an opportunity to learn about each other’s culture.”

The Northern Youth Abroad program enables youth aged 15 to 21 living in Nunavut and the Northwest Territories to acquire professional skills and training, hands on work experience, and high school credits through a cross cultural work and learning experience in southern Canada and abroad Rebecca Bisson the program director for Northern Youth Abroad (NYA) program described to us how the NYA was developed to meet the unique needs of young people in the North and has already solidly demonstrated its ability to

profoundly influence Nunavut youth in a positive way, most notably through a 93 per cent high school graduation rate among its alumni. Bisson observed that:

“We are starting to see the alumni pop up in various careers. It’s amazing to see the transformative nature of the participants. Some of the other successes include: exchange between youth from different northern communities, fostering a strong sense of volunteerism in northern communities, community awareness, and a connectedness to the rest of the North, strengthening of cultural awareness and motivation-building, esteem-raising, and leadership development.”

The GradCorps Yukon is an internship program that helps bridge the experience gap by giving Yukon graduates valuable public service work experience and a chance to increase career potential. The program has also had success, 50 per cent of their interns are now working for the Yukon government. Renee Paquin, GradCorps Coordinator explains:

“This program offers diverse experiences compared to other provinces, some have said that working with other provincial governments, opportunities there were limited or they were given very little responsibility. The GradCorps program offers an intense, specific, broad-based experience that is transferable to other fields. We recognize skills in individuals quicker and we help them learn new skills that will expose them to new experiences. We teach them how the government works, which includes the positive and negative.”

The Northern Research Internships (NRI) program funded through NSERC provides 30 internships per year to senior undergraduate students, graduate students and post-doctoral fellows pursuing studies in the Canadian North by facilitating extended stays and subsidizing the costs associated with activities in the North. Although, the program is not specifically targeted at northerners they do hire high school students as assistants to the researcher. The interns are also required to make presentations in the high schools, thereby creating knowledge of the research which exists in the North and the opportunities that are out there for northern youth to further their education.

The North2North student exchange program provides opportunities for students to experience different northern regions firsthand, and to share experiences face-to-face by allowing students to study at other UArctic institutions. The North2North program is giving young northerners information on the opportunities available to attend school in another circumpolar country; we provide them with the contacts and show them the possibilities. “We have given them the infrastructure within their reach allowing them to take advantage of the education that can enhance their abilities to be leaders in the North,” said Mona Johnson, coordinator of the North2North program for the UArctic. The program shows the

students that circumpolar countries may appear to have a myriad of differences, but underneath there a lot of commonalities.

Groups such as the Arctic Athabaskan Council (AAC) and the Gwich'in Council International (GCI) don't have specific youth training programs in place; instead they encourage their youth to participate in exchange programs, conferences, internships, etc. In addition these organizations financially support select youth to participate in meetings of the Arctic Council and other relevant Arctic events. The AAC also supports southern youth through internships directly at AAC. As Cindy Dickson says, "we want to give them a positive experience and a greater understanding of the North, so they will have good memories and a better relationship with the North."

For GCI, youth are encouraged to be involved and are invited to various meetings and venues. "GCI wants to make sure youth are meaningfully engaged and we provide them with information to ensure they are actively engaged. At the international level, there is a youth gathering every two years to find out what their concerns are and how they propose to influence decision makers." (Bridget Larocque, Director of GCI)

The Circumpolar Young Leaders program goal is to ground the next generation of young northerners in sustainable development concepts, effective actions and regional models of cooperation. The CYL program builds the capacity of young northerners by combining training in Arctic issues, communications and leadership with peer networking and work experience at organizations involved with circumpolar affairs. The program provides a channel for them to influence decisions today that will affect their futures. "It provided me the opportunity to travel to other countries, to build a network of colleagues whom I still keep in contact with today. It has given me opportunity to prove myself and what I am capable of doing (moving to another country for six months is not something everyone gets a chance to do). The experience has also helped me to understand international views and to have more appreciation for my home and my culture," said Bobbie Jo Greenland, former CYL intern. Jackie Price (former participant) felt, "the experience had granted her an insight into being an independent worker and on a personal level it helped her realize that even though international travel is exciting, she is rooted in Nunavut, and appreciates working in her own region." For Heather Main, her internship was an eye-opening experience. "My internship opened my eyes in so many ways," she said. "The lessons I learned while in Norway, will, I know, contribute to sustainability back home in Nunavut."

"We have learned that participation in the Circumpolar Young Leaders program has long-term benefits," said Carolee Buckler, project manager. Some of the common benefits included gaining new insights into global issues and gaining exposure to different cultures, resulting in an increased appreciation for their Arctic communities.

Many of CYL alumni now work in government, the private sector, and civil society throughout the North on Arctic issues. Upon completion of the CYL internship program, two particular interns became assets to their distinct indigenous organizations. Bobbie Jo Greenland, a Gwich'in beneficiary, was able to bring to the Gwich'in Council (GCI) International, strong communications skills, a better understanding of the issues GCI is working on and a network of contacts that she had made with other indigenous peoples while on her internship. As a result of her working knowledge of the Indigenous People's Secretariat (IPS) and working with and meeting so many people within all the other Permanent Participant groups. She said "it was helpful to GCI to have a board member who worked with other PPs and IPS and who knew who to contact for specific issues and who could put a face to the e-mail in many cases." Because of her experience and increased abilities Bobbie Jo was able to contribute advice to GCI based on her experience at IPS.

For Colleen Henry, a former CYL intern currently working at the Arctic Athabaskan Council, "the internship gave her a good understanding of what Arctic Athabaskan Council is doing, and she is now aware of whom the players are (i.e., Arctic Council working groups). She can put a face to a name. Colleen also has a greater understanding of the issues AAC works on and the various projects they are involved in under the working groups," said Cindy Dickson, Executive Director of AAC.

In addition to the above programs, there are a number of scholarships/bursaries and grants available to northerners receiving post-secondary education. The sources of these awards vary from federal/territorial governments, NGOs and Universities. As an example, in 2008 a new Graduate Student Fellowships—Canada's Role in the Circumpolar World—was established by the University of the Arctic. The purpose of this fellowship is to support the creation of research papers on Canada's international Arctic role which focus on one of the following three areas: Canada in the circumpolar world; Canada's northern foreign policy; and the Arctic Council as a mechanism to advance Canada's foreign policy objectives. There are also a number of recognition programs to celebrate northern youth achievements such as; the National Aboriginal Achievement Foundation and the NAHO Role Model program.

### **4.3 Common challenges for capacity development programs for youth**

The majority of organizations interviewed are transferring and enhancing the skills of young northerners, so that the next generation can play a strong role in sustainable development of the North. They are trying to help youth overcome some of the barriers listed in this paper in order for them to be effective agents of change in their communities. Through the interviews, common issues emerged which are discussed below and serve as a starting point

for dialogue across institutions and programs.

These include the following:

- marketing the program and finding the northern youth;
- finding the resources to run and enhance youth programming;
- strengthening programs' alumni networks, including tracking participants; and
- evaluation.

#### **4.3.1 Marketing and recruitment**

Many of the programs identified in this paper have had difficulties in marketing and attracting the northern youth to apply to their program with the exception of Northern Youth Abroad, Yukon GradCorps, Diavik Mines and Nunavut Sivuniksavut. It is clear that it is much easier to attract northern youth when your program is located in the North. Although Northern Youth Abroad did not experience a problem attracting youth to apply, they do have an issue with retention of northerners once they have been selected. Robin from Schools on Board wants to dig deeper to find out why more northern youth are not applying. For Students on Ice, they want to ensure that the word gets out about their program. They are still finding it a challenge to market the program in the North. The Circumpolar Young Leaders program also finds it difficult to attract northern youth to apply, but has noticed a steady increase over the years. Many of the CYL participants who have applied have been encouraged to do so by family members, supervisors, friends, co-workers and members in their community.

Overall, a majority of the organizations interviewed indicated the low level of northern applicants is a significant challenge and that they want to come up with innovative solutions. It might be wise for these organizations to work together and share marketing contact lists and perhaps, undertake a joint marketing effort which targets a broad spectrum of youth in secondary and post-secondary institutions, youth agencies, indigenous groups, community groups, government agencies, etc to let them know about the wide variety of opportunities available to them. As well, all of the programs have indicated an interest in fostering their youth to continue to develop their potential long after participation in their program. Former participants of Students on Ice, The Nunavut Sivuniksavut Training Program, and Schools on Board should be made aware and encouraged to apply to programs like the Circumpolar Young Leaders, and some of the various government programs which are geared towards older youth.

#### **4.3.2 Finding the resources**

Funding poses a continual challenge for many of these programs. Some organizations are



heavily dependent on foundation or government funding and when funding is reduced, their resources become stretched to the limit. In the face of funding cuts, some programs have turned to new revenue sources such as the private sector, or they are asking participants to fundraise some of the costs. For Students on Ice, funding has been an issue (year to year). Sixty-five per cent of Students on Ice participants are fully funded or supported, which means some of the other participants are raising money on their own. Student on Ice would like to see 100 per cent funding so all youth are participating based strictly on merit. When we asked the survey respondents what things they would add to their program to enhance their existing training for young northerners they mentioned the following:

- “We want more Northern youth involved in our program and would like to have more funds to fly participants to the south to participate in conferences and workshops.” (Schools on Board)
- “Ability to offer more programs, and reach more northern students.” (Students on Ice)
- “Increase the number of youth being able to serve per year and increase resources (money and staff) available to serve the ones we do.” (Northern Youth Abroad)
- “We would want additional funding/resources.” (Yukon Grad Corps)
- “Like to offer more internships—to help build young northerners capacity.” (NSERC)

We found that many of these programs are being run by very small staff including, the CYL program. In some cases, only one or two people are involved in managing the program. Given the challenge of the capacity constraints of these organizations, there may be value in exploring how these organizations can share learning resources across programs. Not only will this save organizations from “re-inventing the wheel” but it also would provide organizations with the benefits accessing others’ expertise in framing issues or particular skill sets for young people. One possibility is sharing training resources. For example, the Schools on Board program has developed a traditional knowledge training kit which could be adapted for use by the other programs. The Circumpolar Young Leaders program has developed several modules on Arctic issues which could be replicated by others. Students on Ice has created a unique learning environment for their participants and are using new facilitation techniques which could be shared and adapted by others. Another possibility is combining efforts to look at what are some of the key leadership challenges of the North and developing potential projects, such as joint trainings, alumni networks and mentoring exchanges that connect the participants across programs.

It might be useful for these organizations to work together to broaden funders’ understanding of the overall impact of these capacity-building programs on northern

communities and northern organizations. Each of these programs has many inspiring stories to tell about how individual participants have gone on to do amazing things in the North. These organizations need to use these stories as models and inspirations to acquire future funding for capacity-building programs for youth in the North and could also be used as case studies for inspiration for other youth.

### **4.3.3 Strengthening programs' alumni networks**

For many of these organizations, support of their alumni is low key and ad hoc because of insufficient resources and difficulty tracking participants. This is not for a lack of a sense of community amongst the participants. In fact, as Students on Ice mentioned, “there was a strong sense of community amongst the participants they felt they had a ‘safe space’ to share their views and values. Building a sense of community for youth and connecting them with other youth who have similar values and aspirations provides confidence for participants.” Students on Ice, Northern Youth Abroad, and the Circumpolar Young Leaders program are now using new technology (such as Facebook) to increase communication amongst past participants. There might be real value in cross networking these alumni as a means to help strengthen the continued cultivation of tomorrow’s leaders of the North. There might be value in looking at ways to connect the alumni of these programs into a larger social network. How do you multiply the effects of these types of programs on the individual and encourage them to share leadership with their peers?

### **4.3.4 Evaluation**

Approximately, 80 per cent of the programs discussed above conduct some form of evaluation. For example, the Northern Youth Abroad program has commissioned an external review of their program. They have shifted their focus recently from supporting youth only from Nunavut to including youth from the NWT. They are interested to find out how the program can be improved and work differently. The Circumpolar Young Leaders program evaluates annually all stages of the program from pre-departure training, support during internship, the placement and debriefing.

Organizations should consider pooling their program evaluation efforts in order to improve the quality and utility of the evaluation of individual programs, and also to collectively make a larger contribution to the capacity-building of northern youth. Collaboration across programs on evaluation could result in better articulation of cross-program theory, logic and conceptual frameworks, greater efficiencies in design of evaluation instruments and processes, shared fundraising and program promotion, and cross-fertilization among programs. It would provide these organizations with an additional way to influence the broader professional networks they frequent by placing their evaluation findings in a context that is larger than just their own program. On line surveys could be used as a tool for this and would not be costly to set up. Those who do not have formal evaluation structures in

place could benefit from those that do.

The shared challenges outlined above indicate the potential for a more in-depth exchange on ramping up our efforts to train the next generation of leaders in the North. There are also other synergies which could support initiatives across programs, including the potential to share training resources, management solutions, evaluation techniques and alumni networks.

## 5.0 Charting a sustainable path for building the capacity of the North's emerging leaders

### 5.1 Recommendations

The capacity-building programs explored in the previous chapter are all laudable in their own right, however in order to address the many complex issues that the North is currently facing—a more concentrated, expanded and coordinated effort is required to overcome the barriers and to increase the number of emerging leaders in the region. We asked survey respondents to provide us with insights on what types of capacity-building programs, resources, training, networks, etc. should become available for northern youth in order to increase their capacity to become leaders.

1. The governments of the North should create a **Regional Leadership Strategy**. This could be done through a regional dialogue held between the relevant government departments, youth representatives, First Nations and Inuit governments and organizations, and civil society organizations that deliver capacity-building programming in the North. This dialogue would be used to create a comprehensive leadership strategy that would facilitate and guide future efforts.
2. **Incorporate the teaching of leadership skills throughout all levels of education and include both northern indigenous and western teachings on leadership.** The intent is for youth to become adept and proficient in “two worlds.” Students should be given tasks that hone skills and provide experience, for example they may be tasked with leading a project and their peers. Youth in the North need to have both hard and soft skills and they need the tools to assist them in becoming change agents for the North.
3. **Further research needs to be conducted on the key skills that are required for leadership across all sectors in the North.** The identification of these key skills has implications for current and future training practices, in formal and non-formal education, as it is important to ensure that efforts are continuing to achieve the goal of building the capacity of emerging northern leaders.
4. **Make ongoing professional development and continual learning opportunities available.** Learning is a life-long journey, where different skills are required at different times and career stages. To ensure that the leaders of tomorrow are equipped with the proper skills, capacity-building has to be a continual process.

- Improving internal support structures for employees in government, non-profit organizations and the private sector in the North would be one way to do this. For example, training could be provided through the creation of mentorship programs, providing internal skills development workshops, and developing training budgets and allowing young employees access to funds to support their professional development.
5. **Give northern youth a stake in their future. Opportunities for youth to participate in the decision-making processes need to be broadened.** Youth can bring ideas, passion and innovation to the various levels of decision-making and this, in turn, provides an opportunity for the youth to gain a stake in decisions that affect their future while building their capacity. An initiative in 2008 by Foreign Affairs Canada has brought northern youth representation to the Canadian delegation to the Arctic Council. This is a step in the right direction.
  6. **Create widespread mentorship programs for young people of all ages in the North.** Our work has identified a strong need to provide more young people in the North with access to role models/mentors. Increasing the number of mentorship programs available in the North can provide youth with increased self-confidence and inspire them to make a difference in their communities. Mentors can be a wonderful source of advice and inspiration for young people, and stewarding intergenerational relationships sustains current endeavours. Mentors can come from all walks of life: they can be Elders, adults or youth peers.
  7. Through this study, we found that only a limited number of the youth capacity-building programs are managed and owned by First Nations and Inuit groups. **More ownership of these programs by First Nations and Inuit organizations is required.** For example, there could be the development of a Training Centre for Indigenous Peoples of the North that has a youth focus. Based in the North, this training centre could be collectively managed by the indigenous groups of the North. It would provide leadership training; skills-based learning (conflict resolution communication skills, teamwork, etc.); as well as provide the tools and knowledge necessary to participate in decision-making at the local, national and international level including information on sustainable development, the political processes, etc. The value-added dimension of a collectively managed centre would be the fact that it would further nurture the pan-indigenous identity of the North.
  8. To scale up our efforts in building northern capacity, **access to post-secondary education opportunities need to be expanded.** There is a strong rationale, even an imperative, to build a university in the North, so that the youth are not forced to

leave the North in order to pursue a university degree. Existing colleges also need to widen their reach and programming selection, so that students can acquire their degrees from their home communities, and the programming offered meets the changing needs of the North.

9. **Although many more local youth programs exist at the community level than in the past, it is clear from this study that more local programs are needed.**

Programs need to be both youth-focused and youth-driven, and should be rooted in the communities. Programs of this nature have the potential to build confidence, life and leadership skills, and nurture social entrepreneurship at the community level, while remaining contextually appropriate.

10. **Existing capacity development programs that are doing an excellent job should be supported and scaled up, but with greater attention to collaboration.**

More opportunities for synergies and cooperation across these programs are required. Instead of the programs acting as discrete units and possibly replicating efforts, organizations providing training to northern youth should be learning from each other and exploring new innovations. All of these organizations are working towards a common goal—fostering capacity in the next generation of the North. Sharing ideas and resources can reduce time and save money, thereby avoiding costly mistakes. These programs should work together to review and revise their programming based on careful and ongoing consultation with the changing youth demographic to ensure that the programs continue to meet the needs of the North. The programs need to have a long-term focus, with the understanding that support needs to be provided throughout training and after training.

## 5.2 Conclusion

### Future of the North

The programs identified in this report empower northern youth with the knowledge, skills, experience and contacts required for making a difference in their communities. Together, these programs have trained hundreds of northern youth and have built a network of young leaders working towards a more sustainable North. In addition, these programs support people at different stages in their early life (high school, post-secondary students and early career) helping to create a pipeline of support which they can access as their needs change and evolve. But is this enough?

Becoming a northern leader and a force for change takes knowledge, skill and commitment. Northern young people today are learning more than ever about the state of our world, but they need to know that they can make a difference and they need to acquire the skills and the

networks to do so. It is highly unlikely that any one approach will adequately address the critical need to develop young northern leaders. Indeed, what is likely called for is a long-term strategy, one that employs a variety of approaches. The North needs a broad and diversified approach to nurturing leaders across sectors, issues and communities to address the sustainability challenge in time.

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## Appendix One: Details about Organizations' Young Professionals Programs

Organization	Program	Target	Length of Program/Scope	Description
Schools on Board – ArcticNet	International Field Program	High school students (age 15-18), and teachers	10-12 days	Schools on Board is an outreach program of ArcticNet. It was developed to bridge Arctic Research with science education in high schools across Canada; to increase awareness of issues related to climate change in Canada; and to excite young Canadians about the challenges and career opportunities of Arctic research. The main thrust of the program is the field program “on board” the CCGS Amundsen to participate in to send students and teachers to the Arctic, on board the CCGS Amundsen to participate in an educational experience completely integrated into the research activities of the ArcticNet Science team. During the international polar year, schools on board will offer two international field programs and one Circumpolar Inuit field program. Within the international field programs their mandate is to have one-third of their candidates coming from the North.
	The Circumpolar Inuit Field Program	17-25-year-olds who are from circumpolar nations – Canada, U.S.-Alaska, Russia, Scandinavia and Denmark/Greenland.	10-12 days	The Circumpolar Inuit Field Program (this is the first year of the program) is geared towards 17–25-year-olds who are from circumpolar nations—Canada, U.S.-Alaska, Russia, Scandinavia and Denmark/Greenland. The focus on this program is on Arctic science and climate change. Participants are in a multidisciplinary group environment and throughout their training (two-week

				<p>period) speak with story tellers, indigenous leaders, and scientists (biologists, sea ice, geology, etc.). A lot of hands on training in the field take place, learning how to collect data and read weather information.</p> <p>There is also the interdisciplinary field program on traditional knowledge research; and a one-day workshop on how to analyze and disseminate the traditional knowledge.</p>
Diavik Diamond Mine Inc.	Graduate Development Program	They offer various training and employment opportunities to northern residents and graduates with a priority given to indigenous people.	Various	<p>Diavik Diamond Mines Inc based in Yellowknife, NT, is a subsidiary of Rio Tinto plc of London, England. Once students graduate from university they need a number of years of experience in order to get their formal designation (e.g., Project Engineer). At Diavik, they are provided with a mentor, a development plan for three years and job specific training. There are opportunities for them to transfer to different departments for extended learning opportunities. At the end of three years, when they receive their professional designation (in engineering, finance or geology), they move into a regular professional position. There is an apprenticeship program as well for people in trades. These individuals are paid as employees while they are on their apprenticeship.</p>
Students on Ice	Students on Ice	Youth between 14 and 19 years of age who are enrolled in high school (or home-schooled) from any country in the world. Selected youth either participate in the Antarctic and/or Arctic expedition.	15 days	<p>Students on Ice is an award-winning organization offering unique learning expeditions to the Antarctic and the Arctic. Their mandate is to provide students from around the world with inspiring educational opportunities at the ends of the earth and, in doing so, help them foster a new understanding and respect for our planet.</p> <p>SOI uses several different learning formats to train their students including: lectures, workshops and hands-on</p>

		Approximately 200 youth participate each year and 10 to 25 of those youth are northerners.		activities, small group discussion and reflection opportunities. The majority of the training takes place on a ship. Topics of discussion include: geological, political, and cultural history of the region; terrestrial ecology; marine biology-from micro-organisms to cetaceans; seabirds; ice and glaciology; oceanography; history of exploration in the region; and environmental issues facing the region. They also explore leadership issues and how youth are effective agents of change.
Northern Youth Abroad		Youth aged 15 to 21 living in Nunavut and the Northwest Territories.	Eight months	The Northern Youth Abroad program enables youth from Nunavut and the NWT to acquire high school credits as well as concrete skills in the areas of journalism, communications, environmentalism, office administration, recreation, social services and management through volunteer work placements in communities across Canada. Participants who have completed the Canadian placement and successfully reintegrated their experiences at home are eligible to apply to be on the International Placement team. Successful participants become part of groups of four-to-six participants placed in Botswana, Africa. Each group of participants chosen for the International Phase will be brought together as a “team” accompanied by two experienced teacher-leaders. Prior to leaving Canada, participants will gather in Ottawa for orientation and team-building. Once in Botswana, participants complete a six-week volunteer work placement with a local charitable organization and can earn up to five Work Experience Career and Technology Studies high-school credits.

Yukon GradCorps	Yukon GradCorps	Must be a recent graduate with a post-secondary diploma to be eligible	One year	<p>GradCorps is an internship program that helps bridge the experience gap by giving Yukon graduates valuable public service work experience and a chance to increase career potential. As one-year contract employees, interns enjoy a competitive salary and benefits and a placement in a challenging career-related assignment in the Yukon Public Service.</p> <p>Through this program they provide them with work experience to improve and increase their employment prospects. They do this by providing them with opportunities to explore where they want to work. They want to encourage them to continue to work with the Yukon government. However, they are not just about providing the interns with career prospects but also they provide training in land claims, conflict management and they provide each intern with a mentor.</p>
University of the Arctic	North2North Student Mobility Program	Youth who are enrolled in a member institution of the University of the Arctic.	One semester to a year	<p>In this program, Canadian post-secondary students in the North will access international learning opportunities in other parts of the circumpolar world. The program provides opportunities for students to experience different northern regions firsthand, and to share experiences face-to-face by allowing students to study at another University of the Arctic institution. There is a strong focus on increasing access for northern students who have not traditionally participated in student exchange programs such as remote learners, students from small communities and indigenous students. There is no formal training which takes place prior to their participation in this program. Students receive credit towards their degree back at their home institution.</p>

International Institute for Sustainable Development	Circumpolar Young Leaders	Northern youth between the ages of 21 and 30.	Six months	<p>IISD's Circumpolar Young Leaders program selects approximately three-to-five young northerners to work with intergovernmental or non-governmental organizations in other circumpolar countries and or in southern Canada working on northern issues for six-month internship placements. Participants are trained in Arctic issues, cross cultural communication, leadership, fundraising, networking, communication, etc. prior to their departure.</p> <p>Through their internship work experience and, their research and communications work, they make a positive contribution toward Arctic cooperation and sustainability. The program is building a cadre of young professionals from across the circumpolar countries who are moving into positions of responsibility to guide the Arctic region into the next generation.</p>
Walter & Duncan Gordon Foundation	Gordon Global Fellowship	Youth with at least an undergraduate degree between 24 and 35	One year	<p>The fellowship programme is targeted towards young and emerging leaders in Canada who have demonstrated a commitment to international issues.</p> <p>The fellowship provides financial as well as other forms of support that enable recipients to deepen their understanding of global policy issues.</p>
Nunavut Sivuniksavut	Nunavut Sivuniksavut Training Program	Most first- year students are between the ages of 17 and 21, although occasionally takes students who are in their late 20s or even in their 30s. Practically all incoming students have completed	Eight months	<p>The Nunavut Sivuniksavut is a unique eight-month college program based in Ottawa. It is for Inuit youth from Nunavut who want to prepare themselves for the educational, training, and career opportunities that are being created by the Nunavut Land Claims Agreement (NLCA) and the new Government of Nunavut. While the program is located outside of the North, the students' focus is entirely on Inuit and the North, within a Canadian and broader circumpolar</p>

		Grade 12.		<p>context.</p> <p>Students take courses in Inuit history, Inuit issues and organizations, land claims agreements, English and computers. They learn cultural performing skills from professional instructors, and use them to educate southerners about Inuit culture and the North. A major focus is on the skills needed to live successfully in the South while studying.</p>
NSERC (Natural Sciences and Engineering Research Council of Canada)	Northern Research Internships	Youth must be enrolled in university at the Master's Level or be senior undergrads.	12 weeks	This program started in 2003 in order to enhance the interaction between graduate students/post-doctoral fellows and northerners who have a stake in northern research. Students must be in the North for at least 12 weeks and involve northern partners. Participants learn organizational skills, field work skills, stronger research skills, logistics, methods of scientific research and about working in the North. They also discover stronger presentation and communication skills and learn how to interact with different stakeholders.
Government of the Northwest Territories	Northern Graduate Program (Internships)	Only available to northern graduates.	One year	The GNWT offers a number of Internship programs available to northern graduates. In addition to gaining valuable experience in your field of study, these programs offer a competitive salary, benefits and opportunity for advancement.

## Appendix Two: Program Contact Information and Descriptions

### 1. Schools on Board –ArcticNet

#### Contact Information

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**Schools on Board** is an outreach program of Arctic Net, it was developed to bridge Arctic research with science education in high schools across Canada; to increase awareness of issues related to climate change in Canada; and to excite young Canadians about the challenges and career opportunities of Arctic research. The main thrust of the program is the field program “on board” the CCGS Amundsen to participate in to send students and teachers to the Arctic, on board the CCGS Amundsen to participate in an educational experience completely integrated into the research activities of the ArcticNet Science team.

### 2. Diavik Diamond Mine Inc. Graduate Development Program

#### Contact Information

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 Web site: <http://www.diavik.ca/>

**Diavik Diamond Mines Inc.**, based in Yellowknife, NT, is a subsidiary of Rio Tinto plc of London, England. They offer various training and employment opportunities to northern residents and graduates with a priority given to indigenous people. Diavik has approximately 828 employees – 66 per cent are northerners. They provide summer student employment to 20—25 students a year not all are from the North, but preference is given to Aboriginal and northern students. Diavik also takes part in a Co-operative Program. They hire a number of University & College Co-op students (15-20) students at a time. They also have a Graduate Development Program.



### 3. Students on Ice

#### Contact Information

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**Students on Ice** is an award-winning organization offering unique learning expeditions to the Antarctic and the Arctic. Their mandate is to provide students from around the world with inspiring educational opportunities at the ends of the earth, and in doing so, help them foster a new understanding and respect for our planet.

### 4. Northern Youth Abroad

#### Contact Information

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**Northern Youth Abroad** was originally developed in 1996 by a dedicated group of northern educators whose research and experience found that many successful northern youth shared the common experience of travelling and encountering life outside of their community. With the support of various funders and other stakeholders across the north, NYA was piloted in 1998 as the Nunavut Youth Abroad Program (NYAP), operating for the first seven years of programming in Nunavut alone. In January of 2005 the organization expanded its programming into the Northwest Territories (NWT) and underwent an official name change to Northern Youth Abroad in 2006. The Northern Youth Abroad program enables youth from Nunavut and the NWT to acquire high school credits as well as concrete skills in the areas of journalism, communications, environmentalism, office administration, recreation, social services, and management through volunteer work placements in communities across

Canada. Participants who have completed the Canadian placement and successfully reintegrated their experiences at home are eligible to apply to be on the International Placement team.

## 5. Yukon GradCorps

### Contact Information

Renee Paquin, Manager, Recruitment & Staffing  
 Yukon GradCorps Internship Program  
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The Yukon Government offers internships through a program called **Yukon GradCorps**. Grad Corps is an internship program that helps bridge the experience gap by giving Yukon graduates valuable public service work experience and a chance to increase career potential. As one-year contract employees, interns enjoy a competitive salary and benefits and a placement in a challenging career-related assignment in the Yukon Public Service

## 6. NSERC (Natural Sciences and Engineering Research Council of Canada)

### Contact Information

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 Web site: [www.nserc.gc.ca](http://www.nserc.gc.ca)

**NSERC Northern Research Internships** is a program for university students (at the Master's level or senior undergrads) who want to work in the North on a research project. This program started in 2003 in order to enhance the interaction between graduate students/post-doctoral fellows and northerners who have a stake in northern research. Students must be in the North for at least 12 weeks and involve northern partners.

## 7. North2North

### Contact Information

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The **North2North** student exchange program provides opportunities for students to experience different northern regions firsthand, and to share experiences face-to-face by allowing students to study at other UArctic institutions. In this program, Canadian post-secondary students in the North will access international learning opportunities in other parts of the circumpolar world. The program operates in close collaboration with the faculty exchange program to build mutual cooperation that can sustain and support student exchange.

## 8. Circumpolar Young Leaders

### *Contact Information*

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The **Circumpolar Young Leaders** program provides northern youth with training and work experience at leading organizations in other circumpolar countries and or in southern Canada working. The program gives entry to and experience with key organizations in other circumpolar countries, providing the foundation for a career in sustainable development policy and practice, and the opportunity to make meaningful contributions to northern sustainability. The CYL program provides exposure to new people, new programs and new ideas that challenge the participants to think and act more broadly.

## 9. Walter and Duncan Gordon Foundation

### *Contact Information*

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In 2005, the **Walter and Duncan Gordon Foundation** launched a new program of grant making called Global Citizenship. One objective of this program is “to support initiatives that educate young Canadians about key international aid, security and development challenges and engage them in the pursuit of practical, just and sustainable solutions.” In 2006, as a complement to its grant making activities, the Foundation initiated the Global Youth Fellowship program. The fellowship program is targeted towards young and emerging leaders in Canada who have demonstrated a commitment to international issues. The fellowship provides financial as well as other forms of support that enable recipients to deepen their understanding of global policy issues.

#### 10. Nunavut Sivuniksavut

##### Contact Information

Jackie Price Program Coordinator – no longer working there  
 Nunavut Sivuniksavut Training Program  
 368 Dalhousie St. 2nd floor  
 Ottawa, ON K1N 7G3  
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 E-mail: ns@magma.ca  
 Web site: www.nstraining.ca/index.php

**Nunavut Sivuniksavut** is a unique eight-month college program based in Ottawa. It is for Inuit youth from Nunavut who want to get ready for the educational, training, and career opportunities that are being created by the Nunavut Land Claims Agreement (NLCA) and the new Government of Nunavut. Students in the NS program learn about Inuit history, organizations, land claims and other issues relevant to their future careers in Nunavut. They also gain valuable life experience by spending eight months in the south and learning to live on their own as independent adults. The program is open to youth from Nunavut who are beneficiaries of the NLCA. It runs from September until May. Approximately 22 students are chosen each year for the first year of the program.

#### 11. Northern Graduate Program

##### Contact Information

Gordon Ross, Recruitment Support  
 Government of the Northwest Territories

Northern Graduate Program (Internships)  
P.O. Box 1320  
Yellowknife, NT X1A 2L9  
E-mail: [chrs@gov.nt.ca](mailto:chrs@gov.nt.ca)  
Web site: [www.gov.nt.ca/employment/interns/](http://www.gov.nt.ca/employment/interns/)

The **Government of the Northwest Territories** is committed to helping northern graduates find work experience related to their field of study. To help begin your post-secondary career, the GNWT offers a number of Internship programs available to northern graduates. In addition to gaining valuable experience in your field of study, these programs offer a competitive salary, benefits and opportunity for advancement.

## Appendix Three: Survey of Former Circumpolar Young Leaders

**Description:** This interview is part of a scoping study on who is doing what in terms of capacity-building of young northerners. It is often said that the next generation will be decisive in whether we achieve sustainability or not. Through this study, we're hoping to learn how other major sustainability organizations work with young people and what room there is for synergy across our organizations. The responses will be used to support a paper we will be writing on who is doing what in training young northerners and what gaps currently exist.

### CYLP Alumni Survey Questions

1. Why and how did you first get involved with Circumpolar Young Leaders internship program?
2. Was your participation in this internship beneficial? How so: personal, professional, etc.?
3. Are you currently living and working in the North? If no, do you have plans to go back?
4. Do you believe the internship has “fast-tracked” your career development (typically from entry-level through to increased responsibility/leadership roles)?
5. Did you pursue further education at any point after the internship? If so, please describe.
6. Have you had any further opportunities for training upon completion of the Circumpolar Young Leaders program? If so, please describe?
7. What is your current job or profession?
8. What sort of professional or personal development and/or resources have you accessed to better do your job?
9. Are you aware of whether your current employer offers training to their young professional employees to continue to support them to grow in their jobs? If so, describe.

10. Are you still working directly on “sustainability” issues in the North?
11. If you no longer work on “sustainability” issues, please explain why not.  
Examples:
- a. I found other work I was excited about
  - b. I am still peripherally involved in sustainability issues (as part of my work)
  - c. I was disillusioned
  - d. I tried to find work in the sustainability field but couldn’t in a good time frame
  - e. Lifestyle questions moved me in another direction (e.g., finances)
  - f. I didn’t have the skills or knowledge for the work
  - g. I never saw myself as sustainability professional: the internship was an opportunity to apply my (e.g., communications) skills to the sustainability field
  - h. I believe in changing organizations from within and am applying my sustainability skills to a workplace that is just starting to engage with sustainability issues
  - i. I am volunteering on sustainability issues
  - j. Other (please specify)
12. In your own words, please describe what a leader means to you.
13. Do you see yourself currently in a position of leadership? If no, do you see yourself in a position of leadership in the future?
14. What do you feel are some of the skills and experience needed to move into leadership positions in the North?
15. What traits do you feel are essential to maintain leadership roles?
16. What do you feel are some of the current barriers for northern youth to take on leadership positions?
17. Are you familiar with other programs which provide opportunities for northern youth to build their skills and knowledge to deal effectively with northern issues now and in the future? If so, which ones?

18. What types of capacity-building programs, resources, training, networks, etc. would you like to see become available for northern youth in order to increase their capacity to become leaders?
19. Our internship program seems fine, but there is always room for improvement. Is there anything else we should be doing?
20. How can the CYL program continue to help you as you move on in your careers?
21. We have applied for funding to expand the Circumpolar Young Leaders program. As part of the expansion, we hope former CYL interns would mentor current interns. Would you be interested in mentoring new interns?
22. Would you be interested in helping us train new CYL interns? If so, in what would you like to train CYL interns?
23. Not sure if you had a chance to view and use the Ookpik Web site at [www.ookpik.org](http://www.ookpik.org). Do you have any suggestions for improvement? Do you have suggestions for how we can attract more northern youth to the site?
24. We are considering changing the Circumpolar Young Leaders (CYL) program name, do you have any suggestions?
25. Can we quote you on your responses for the paper?



## Appendix Four: Survey of Permanent Participants of the Arctic Council

**Description:** This interview is part of a scoping study on who is doing what in terms of capacity-building of young northerners. It is often said that the next generation will be decisive in whether we achieve sustainability or not. Through this study, we're hoping to learn how other major sustainability organizations work with young people and what room there is for synergy across our organizations. The responses will be used to support a paper we will be writing on who is doing what in training young northerners and what gaps currently exist.

**As background, the description of IISD's programming:** IISD has made the transfer of leadership to the next generation one of the institution's strategic objectives. The organization has a decade-long experience with youth leadership development, through its various internship program as well as employment of young professionals. Currently, IISD sends between 25 and 30 young professionals (under 30 years old) to work with IGOs/NGOs on six-month placements. In particular, we have a program for northern youth (four youth per year, ages 20–30) whereby we place them to work with institutions in other circumpolar countries. There is a short orientation session before the interns depart as well as a debriefing after the program. The interns network with each other during their placements, and continue to do so long after, through IISD's alumni program.

### IISD Survey of Northern Youth-focused Organizations Permanent Participants of the Arctic Council

1. Please describe how your organization trains/involves young northern people. Ages? How many young people? Please describe process, length, etc.
2. How are the youth participants chosen to be involved?
3. What is the history of the youth involvement? What is the current situation? Please describe your aspiration for active youth engagement.
4. What skills do the youth need to learn to contribute to the North?
5. What do you feel are some of the current barriers for northern youth to take part in capacity-building programs or to build their leadership potential to take on more responsibility in their communities or employment?

6. What kind of successes (with youth involvement) have you experienced with your organization?
7. What kind of challenges (lessons learned) have you experienced with youth engagement?
8. How do you evaluate the impact your organization is making?
9. What systems do you have in place for tracking the careers/staying in touch with young people you have worked with?
  - If you have information on the youth, what kind of information is it?
  - Are there success stories/trends you'd like to share?
  - Who is responsible for this function? How do you manage the information?
10. Without limitations, what would be the two things you would add to your organizations contribution to help build young northerners capacity?
11. What types of capacity-building programs, resources, training, networks, etc. would you like to see become available for northern youth in order to increase their skills and knowledge?
12. How can the CYL program help your organization? What is stopping you from suggesting names of the youth to participate in CYL program?
13. Have the youth that have participated from CYL program gained from their experience? How so?
  - Past CYL program participant – how has he/she helped you?
14. What programs have they used in the past? From your perspective, what can be improved?
15. Are you still interested in the IPY CYL program internship for this year?
16. What skills are you looking for?
17. Are there any current youth that are already engaged, that would be interested in the CYL program?

18. We have learned from these survey questions that there is a great need to build the capacity at the community level. What do you think about a train the trainer program, or develop Ookpik Web site to have modules that you can self learn about international issues. Do you think it's needed? Are you interested?
19. What do you think of the word "leader"? We are considering a program name change; do you have any suggestions or ideas?
20. Would you be interested in training potential interns? (putting on presentations etc.)

## Appendix Five: Survey of Capacity-Building Programs for Northern Youth

**Description:** This interview is part of a scoping study on who is doing what in terms of capacity-building of young northerners. It is often said that the next generation will be decisive in whether we achieve sustainability or not. Through this study, we're hoping to learn how other major sustainability organizations work with young people and what room there is for synergy across our organizations. The responses will be used to support a paper we will be writing on who is doing what in training young northerners and what gaps currently exist.

**As background, the description of IISD's programming:** IISD has made the transfer of leadership to the next generation one of the institution's strategic objectives. The organization has a decade-long experience with youth leadership development, through its various internship program as well as employment of young professionals. Currently, IISD sends between 25 and 30 young professionals (under 30 years old) to work with IGOs/NGOs on six-month placements. In particular, we have a program for northern youth (four youth per year; ages 20–30) whereby we place them to work with institutions in other circumpolar countries. There is a short orientation session before the interns depart as well as a debriefing after the program. The interns network with each other during their placements, and continue to do so long after, through IISD's alumni program.

1. Please describe how your organization trains young northern people. Ages? How many young people? Please describe process, length, etc.
2. How are the participants chosen?
3. What are the overall objectives of the program?
4. What is the history of the program? How long has it been running? Why was it started? Who were the champions for the program in your organization (e.g., the Board, senior management, other program areas)? Do they still support it?
5. What are the program components?
  - What is the focus of the training program?
  - Are there formal components to the training program?
  - Is there a training manual? Is the program replicable from year to year?
  - What are your specific areas of training (e.g., communication, project

management, etc.)

- Are there particular modules which you feel could be used / adapted by others?  
Do you already share training resources with others?
- Do you draw on outside education and training programs or resources (e.g., short in length, distance/online, from other institutions, etc.) for your young professionals' programming? Which one(s)?

6. How does your program help young northern people?
7. What kind of skills are your participants learning?
8. What kind of successes have you experienced with your program?
9. What kind of challenges (lessons learned) have you experienced with your program?
10. How do you evaluate the impact your program is making?
11. In addition to formal youth programming (if any), are there **staff training programs aimed at or involving the organization's young professionals?**  
Are there complementary training opportunities for young people in the organization (e.g., mentorship, peer-to-peer, short courses...)? What are they?
12. What systems do you have in place for tracking the careers/staying in touch with young people you have worked with?
  - If you have information on the alumni, what kind of information is it?
  - Are there success stories/trends you'd like to share?
  - Who is responsible for this function? How do you manage the information?
13. Without limitations, what would be the two things you would add to your program to help build young northerners capacity?
14. What do you feel are some of the skills and experience needed to move into positions of more responsibility (leadership) in the North?
15. What do you feel are some of the current barriers for northern youth to take part in capacity-building programs or to build their leadership potential to take on more responsibility in their communities or employment?

16. Are you familiar with other programs which provide opportunities for northern youth to build their skills and knowledge to deal effectively with northern issues now and in the future? If so, which ones?
17. What types of capacity-building programs, resources, training, networks, etc you would like to see become available for northern youth in order to increase their skills and knowledge?
18. Are you familiar with the Ookpik Web site ([www.ookpik.org](http://www.ookpik.org))? It is designed for northern youth to access online resources, participate in an online blog and connect with youth around the circumpolar North. What kind of resources would you suggest become available on the Ookpik Web site to assist your participants?
19. Is there anything else you would like to add?