

Update

Blangy Sylvie - BOAZU - 1208

2022/2023

Ongoing 4/4

⚠ Complete section "Update" only if there are changes from section "Proposal".

Don't forget to reply to "15. Answers to CPST" if necessary.

1. Update of the investigator and the research unit identity

Principal investigator identity

First name	Last name	Organism	Address	Phone	Mobile phone	Email
Sylvie	Blangy	CEFE CNRS	1919 route de Mende, 34293 Montpellier cedex 5	0467613219	0620150524	sylvie.blangy@cefe.cnrs.fr

Principal investigator references

Name	Orcid	CV
Sylvie Blangy	https://orcid.org/0000-0002-6564-4347	

Research unit identity	Comment
CENTRE D'ÉCOLOGIE FONCTIONNELLE ET ÉVOLUTIVE - CEFÉ - Joffre/martin - CNRS 1919 Route de Mende - 34293 - Montpellier	The director has changed. Her name is Marie-Laure Navas. her Email is: marie-laure.navas@cefe.cnrs.fr and her phone # is 04.67.61.32.00

2. Update of the endorsement of long term observatory

National endorsement	Start date	End date	Endorsement letters
----------------------	------------	----------	---------------------

International endorsement	Start date	End date	Endorsement letters
---------------------------	------------	----------	---------------------

3. Update of the links with conservation activities

National endorsement	Start date	End date	Endorsement letters
----------------------	------------	----------	---------------------

International endorsement	Start date	End date	Endorsement letters
---------------------------	------------	----------	---------------------

4. Scientific and technical results

Due to the COVID and confinement/lockdown in France and Sweden, we have not seen our Sami colleagues since dec 2019. But we have interacted with them through visio conference, phone calls and email corespondance on a regular basis. Swedish schools and Reindeers Herders were severely affected by COVID in March 2021. the Jokkmokk village had 50% of its population positive to COVID. Sweden is currently opened to other European members with full vaccination passports.

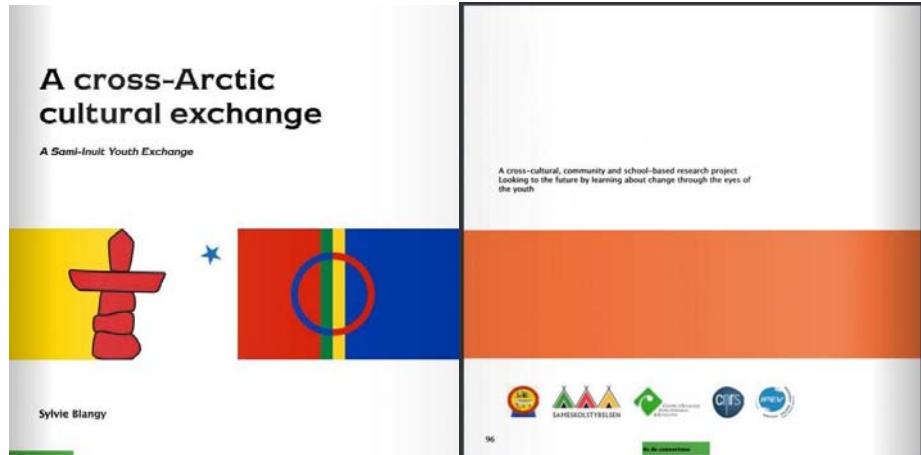
For the 2021 campaign, our scientific and technical results are divided in 2 parts:

1. From January to mid July (up to now)
2. from August to December

1. From January to mid July

We worked from a distance on the 3 main productions: the articles, the books and the web site.

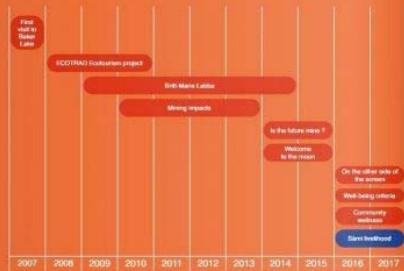
The E-BOOK



TEAM & PROJECT TIMELINE

The TUKTU and the BOA2U project were a team effort spanning over a period of a decade with a third team gap (2008-2009 and then 2010-2011).

Find out more about the team below, including the students who participated as TUKTU and BOA2U research assistants.



The research team included 9 researchers, male and female, young and less young; most were Master's students.

Between 2013 and 2017, a field visit of approximately six weeks was made to Baker Lake and St. Lazare Bay every year. Each year, people involved in the project wrote a Master's thesis and

88

QAMANI'TUAQ



2013-2017
ECOTRAO Ecotourism project
S.Blanzy & V.Avala

Alius maxon conet aut aliab
movid quod es cuicis velquis ut
escabato restion consent eseso ea
iunt ad qui quis suudi illis quo
concentus. Alius maxon conet aut
quidell gendaeus est ut voluum
qui sincaea debit vel il mi is pre-
set. Alius maxon conet aut aliab
vid quatur, cum volupis essequunt.

2007
First visit to Baker Lake
S.Blanzy

Alius maxon conet aut aliab
movid quod es cuicis velquis ut
escabato restion consent eseso ea
iunt ad qui quis suudi illis quo
concentus. Alius maxon conet aut
quidell gendaeus est ut voluum
qui sincaea debit vel il mi is pre-
set. Alius maxon conet aut aliab
vid quatur, cum volupis essequunt.

2009-2014
Birth Marie Labba

Alius maxon conet aut aliab
movid quod es cuicis velquis ut
escabato restion consent eseso ea
iunt ad qui quis suudi illis quo
concentus. Alius maxon conet aut
quidell gendaeus est ut voluum
qui sincaea debit vel il mi is pre-
set. Alius maxon conet aut aliab
vid quatur, cum volupis essequunt.

2014-2015
TUKTU project, Is the future mine ?
A.Risen

Alius maxon conet aut aliab
movid quod es cuicis velquis ut
escabato restion consent eseso ea
iunt ad qui quis suudi illis quo
concentus. Alius maxon conet aut
quidell gendaeus est ut voluum
qui sincaea debit vel il mi is pre-
set. Alius maxon conet aut aliab
vid quatur, cum volupis essequunt.

Food



The meat is coming from our land.
It doesn't need to transfer from
other countries.

To transfer the meat it comes a lot
of bad stuff in the air.
It destroys the planet.

You can smoke, salt, fry and boil
meat and fish.

Reindeer meat: A traditionally way
to eat reindeer is reinikai. The
skins of reindeer that are fry, Sutavas
dried and smoked. Reindeer meat
is popular.



89

14



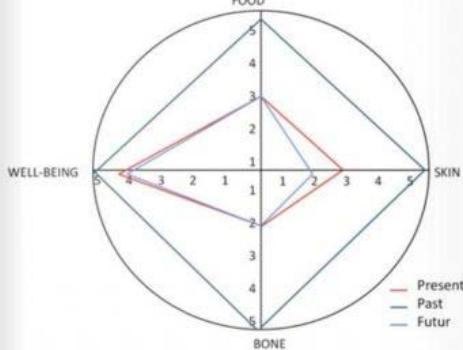
The surface skin can be used in three ways. First as a shield, especially when it's cold. Second, as a mat to sleep on. Third, as a coat. One way to prepare the skins are to scrape them and then dry. Here one the greased hair side down, prepared with ribs bones or antlers. The skin is then dried in the sun for a few days. After a few days for the skin to dry, depending on the weather. The skins were then stretched and cleaned again until soft.

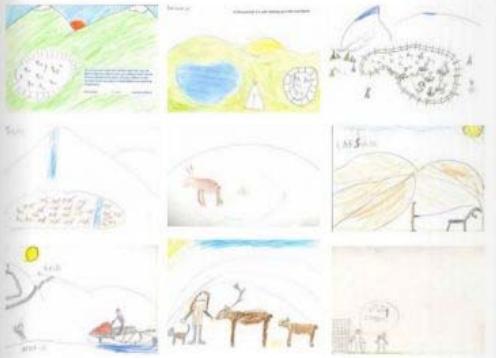


Another way to prepare the skins is to soak them in water for a few days to dehair them. Once ready, the skins are dried in the sun. The skins are then used for making a coat, a mat, a shield, a mat for making kusik (seal), hats, mittens, parkas (coats), leggings, boots and blankets. Different caribou skins that are caught in certain seasons are chosen for different projects.

22

23





The book is currently on line on the BOAZU web site in a E-book format (Cameleo). Please see an extract above. or click on <https://websie.cfe.cnrs/boazu/sami-inuit-booklet/>

It is a 100 page book illustrated by the Children drawings, and the texts they wrote in Inuktitut, Saami (3 languages) and English. The lay out, the selection of the drawings, the content of the book were made by the children themselves at the November 2019 visit in Jokkmokk at the Saami shcool.

The Inuit Saami book is being printed in 200 copies. 50 copies will be sent to the 2 schools of Baker Lake and Jokkmokk and the other 100 will be disseminated to the french and Swedish press, the 2 communities, the libraries and to IPEV for their Polar exhibition.

We have contacted several editors to have a hard copy published in view of a much wider dissemination. Les Editions de la Martinière. Play Bac Editions (Le Petit Journal), Decitre.fr.

The original booklet (Inuit-Saami) gave birth to a 2nd booklet specific to the Saami livelihood and the Saami School which will be released in the autumn. This specific 2nd book needs to be validated by the Grade 5 children (12 Years) when we visit them.

The graphic designer is Vincent Trannoy from the onset. Vincent is in charge of the graphic design, the final layout and the offset printing. <https://vincenttrannoy.com> . He has a long experience in Children's book.

An article is being written on youth participatory action research at school and art book production.

BOAZU web site

The Boazu web site is being hosted by my research lab at the CEEF. <https://websie.cef.fr/boazu/> It is supported by a word press. It is part of our research program. All the information: proposal, methodology, techniques, results, events, news, references are on line made available to my Swedish Saami colleagues and to others interested in the project.

The full proposal is on line. The BOAZU projects is a source of inspiration to other community based research project in Scandinavia and new projects Saami based have burgeoned since.

The initial web site created in 2020 has been completely revised, updated and the sections and content reorganised. A specific section called "score yourself" was created for the Saami to pursue the project initially started in class. A Saami wheel was designed by the school children themselves. They generated the criteria themselves with postit. Every one can score him or herself on the MURAL digital support which is available on line. Each of the Saami wheel completed on line will be regrouped and the global data will be analysed through the Construct Analysis software REPGRID (cf George Kelly). RepGrid results are coming out on a ACP format (Cartesian Graph) providing clusters and families of Saami Youth groups.

An other section named "exchange ideas" and "post your comments" will allow the children from both sides (Inuit of Baker Lake and Saami of Jokkmokk) to interact and communicate.

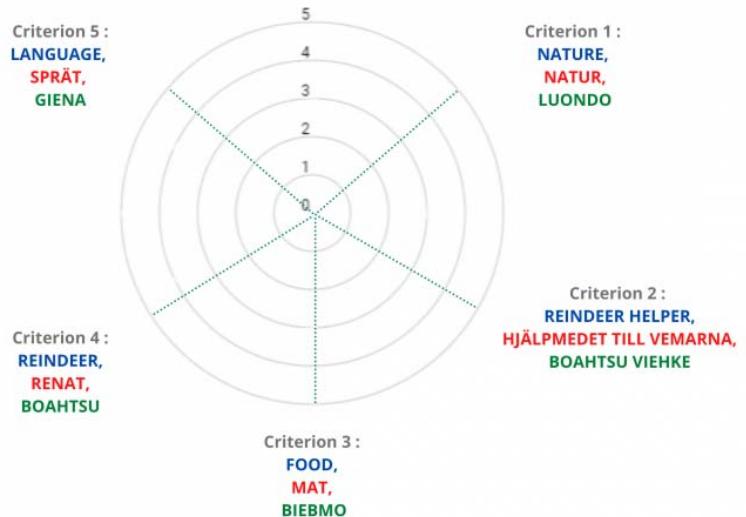


The Sami-Inuit youth exchange

The Sami/Inuit youth exchange was developed in the framework of the BOAZU and TUKTU research projects. The ongoing BOAZU project involves the Sami people from Sweden with the purpose of exploring the future of reindeer herding for this culture. It started in 2013 and is currently centered in Sápmi. The completed TUKTU project involved the Inuit people from Baker Lake in Nunavut, northern Canada, and focused on changing relationships to the land and mining impacts. It was conducted from 2013 to 2019. Both projects were co-designed with the communities involved using participatory research methods. The aim of the Sami-Inuit exchange is for Sami and Inuit youth to share their perceptions about the future of their cultures. From 2013, school-based and community workshops have been held with Sami schools in Gällivare, Karesuando and Jokkmokk in Sweden and Inuit schools in Baker Lake in Nunavut. Children from



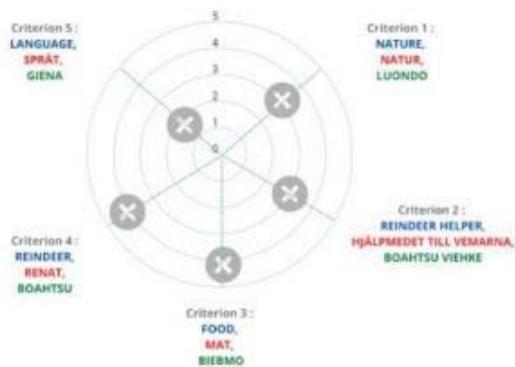
SAMI WHEEL, SAMISKT HJUL, SAMI JUOLO



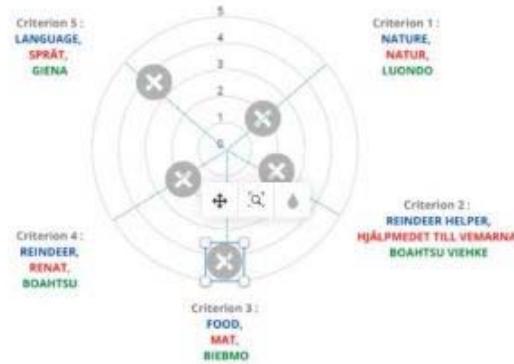
SCORE YOURSELF !!



SAMI WHEEL, SAMISK HJUL, SAMI JUOLO



SAMI WHEEL, SAMISK HJUL, SAMI JUOLO



Emilie Dias is the web and graphic designer. Emilie was one of the 2019 master student I co supervised on the Energy Transition Project in France. She started in 2020 as a self employed and freelance consultant and web designer and is currently working in several of my participatory research projects designing and co facilitating on line, digital and web based workshops.

dias.emilie.anne@gmail.com

Publications

4 papers are in progress and will be submitted in the fall to the:

- The "Gateway" Journal. The International Journal of Community Research and Engagement. The paper is about the methodological approach of BOAZU (Sameby and Saami based research project)
- The "Canadian Journal of Native Education". The paper focusses on the cross cultural school exchange program between the Inuit and Saami communities and the participatory workshop methodology and Youth PAR
- The "International Journal of Indigenous Peoples". On the caribou Inuit lifestyle through the lens of school children.
- the "Participation" Journal in France hosted by the GIS Democratie Participative. The paper has been accepted under major revisions. The title is: Role et pouvoir de la Recherche Action Participative dans

l'émergence d'une recherche autochtone autonome répondant aux grands enjeux sociétaux.

I am also coordinating a special issue for the Journal "Technology and Innovations" on PAR with Bertrand Bocquet from Lille university. in the introduction I am refering to the BOAZU methodology. As a guest editor, I am also writting an introduction paper which will mention Boazu and Tuktu projects as case examples.

Conference

We presented the BOAZU project and Inuit/Saami Youth Exchange Program at 1 conference in 2021 and other on line meetings and seminars.

The SFERE Provence/Ampiric (Apprentissages, stratégies et politiques Educatives). Quelles interdisciplinarités, méthodologies et perspectives internationales? was held on line on March 30 et 31 2021. SFERE stands for Structure Fédérative d'Etudes et de Recherches en Education.

It was an a visio conference. Procedings are organised and I am planning to submit a paper for August 30th. My presentation was made with Mikael Pirak and Michael Leone, rektor of the Saami School in Jokkmokk and super intendant of the Baker Lake Schcool.

The title was: la RAP. Comment mobiliser les jeunes Inuit et Saami sur un programme de recherche qui vise à étudier l'impact des changements globaux sur les styles de vie contemporains et les activités traditionnelles?





SAMI DRAWINGS

In the winter we gather reindeers to a corral. Some we will slaughter and the rest are going to the woods.

Amélie Broage, Gällivare, Karesuando, 2015

Language

Score 7

That is one sami flag in the sky. The colors have a special meaning. Yellow for the sun red for the fire blue for the water and green for the nature. On the national day, february 6th the flag hangs every where in town.

Reindeer

Score 12

We get the food when we slaughter the reindeer, we also get the skin, you can also get seat pads and its made of reindeer head skin. We also need skin for clothes and money. We need the antlers for the knives and tools. you can sell reindeer to Svante if you want to. Svante vilt å bär company is a meat factory but he also sells berries and you can sell berries to him too. In the Winter after "skiljning" sorting them out you put reindeers in a truck and then the truck drives to your winterland. Or Svante can kill the reindeers.

Exhibition

I created a 24 photo exhibition for my lab at the CEFE/CNRS, the major and larger Ecology Research Center in France. I posted the photos in January 2020. The exhibition is still there in the Hall at the Entrance of the building in July 2021. The other past exhibitions have lasted 3 months. This one has been highly appreciated. All the photos are on line on the BOAZU web site with short explanation texts.

2. From September to December

We have reorganised our workplan for the fall 2021. I am planning 2 to 3 field trips. With Emnnanuelle Sultan the next 2022 principal investigator (cf UPDATE/CHANGE chapter) and Clara Séchan the film maker student. Their CV and letters of motivation are below.

Emmanuelle Sultan CV, Letter of motivation and references

CV Emmanuelle Sultan

Emmanuelle Sultan ~~has been working~~ as a generalist engineer specialized in Aeronautics and Space (1994), with a DEA in Oceanography, Meteorology and Environment. She holds a PhD in Physical Oceanography (2001). She is a full time research engineer at the ~~Muséum National d'Histoire Naturelle~~ as a project manager in geo-natural and anthropized environment. She is specialized in setting up interdisciplinary research observatories in the polar zone (Antarctic Near Shore and Terrestrial Observatory System, Humanities and Social Sciences of the Scientific Committee for Antarctic Research, SCAR) and in the French metropolitan coastal zone (Service ~~de l'Observation~~ Milieu Littoral, CNRS-INSU). The study of the response of ocean dynamics and its ecosystem to global changes in these two contrasting environments has enabled her to develop transdisciplinary tools and methods that are linked to the emerging Environmental Humanities. Involved in knowledge dissemination and participatory citizen science, she trained between 2016 and 2017 in Participatory Action Research within the framework of GDR PARCS (Participatory Action Research and Citizen Science). Based on her experience of polar field work and in parallel to her academic work, she developed skills in permaculture, group facilitation and change support for individuals and groups through several citizen actions on knowledge dissemination, participatory habitat, the establishment of human ecosystems compatible with the dynamics of life and social justice to propose sustainable possibilities on the adaptive response of the human species to global changes. Since 2013, Emmanuelle Sultan has been working with the UMR 7206 Eco ~~Systeme~~ of the ~~Muséum de l'Homme~~. She is an active member of the research and doctoral seminars dealing with ~~interdisciplinarity~~ as a research object under the direction of Franck Alvarez ~~Despax~~. She will soon join the Diversity and Cultural Evolution (DCE) team of this UMR. Her research questions concern the tools and learning through experimentation on the issues of living, modes of living and sustainable habitability in protected or to be protected spaces and places. In 2016 she founded the CRYOSALIDE collective, which was set up as a non-profit association in 2017. The purpose of the collective is to raise awareness of the issues related to Antarctica (in the broadest sense: ~~Southern Ocean~~, Southern Ocean and Antarctic continent) in a systemic and sensitive approach, Art, Science and Ethics in action. For Emmanuelle Sultan, Antarctica is a field for a sensitive or dreamed experience at the edge of the ~~coupe~~. It lends oneself to the exploration of its interiority, of a radical otherness, of a postcolonial critique of the appropriation of spaces and finally of the oceanic feeling. ~~Southern~~ less erotic fields are thus revealed as echoes or like the negative of a photograph on the coastline and in the rural Brittany where she has lived and sailed since childhood, but which becomes terra incognita in the projection towards a future filled with fog and uncertainty. The question of how to live and inhabit in uncertainty is then based on the hypothesis that the tools of doing things together and the production of situated knowledge take on their full meaning. All the opportunities to experiment, refine and develop appropriate tools allow us to envisage tailor-made devices anchored in the territories where this happens and friction occurs, thus becoming part of the study of cultural dynamics, one of the axes of the UMR 7206 Eco ~~Anthropo~~.

SULTAN LETTER

My interest in the BOAZU project is part of a methodological research project based on participatory action research and on ~~interdisciplinarity~~ as a research object. I am conducting this research at the MNHN marine station in ~~Duquesne~~ in conjunction with the UMR 7206 Eco Anthropology based at the ~~Muséum de l'Homme~~ Paris. Indeed, my mandate within the marine station as a research engineer in geo-natural and ~~anthropized~~ environment consists in designing and implementing interdisciplinary observatories of the socio-ecosystem by including the tools and methods of citizens sciences. The fields of application are located in protected areas or areas to be protected such as the Breton coastline and the Southern and Antarctic polar zone. Because of the heritage of Commandant Charcot, who is still very present in the ~~Duquesne~~ Côte d'Emeraude area, from where he left for his polar expeditions, the development of a boreal polar component is possible not only because of my work at the ~~Duquesne~~ marine station but also because of my participation in the UMR 7206 Eco Anthropology.

In the following section the two projects that I am carrying out are briefly exposed. For the moment, they constitute two variations of the question "How to inhabit protected spaces and places or those to be protected? HELP?". The continuation of BOAZU could open up a boreal project with possible crossed views involving schoolchildren on the ~~Duquesne~~ Côte d'Emeraude and/or Paris and Suburb.

1-The IPEV project n°1237 "HABIT-ANT?" questions the fact of inhabiting and/or being inhabited by Antarctica (in the broad sense: ~~Southern Ocean~~, Islands, Southern Ocean, Antarctic continent). These spaces are subject to national and supra-national protection systems through international measures issued by UNESCO, the CCAMLR (Commission for the Conservation of Antarctic Marine Living Resources) and the Antarctic Treaty System. In the ~~monoculture~~ Antarctica is a place where deep ~~discrepancy~~ to Earth are often experienced.

2- The project "Faire Equipage: Consolidating a learning community of citizens to explore together, share and co-create knowledge, practices and actions in the face of climate and adaptation challenges on the Emerald Coast". This is an emerging project supported by the Fondation de France as part of the call for projects "The future of the coastal and maritime worlds 2021". A Regional Nature Park has been in the making in this area for many years.

My involvement for the year 2022 in BOAZU will allow a tilting with Sylvie Blangy, the current project leader, who is due to retire soon. In this respect, I undertake to make myself available for 15% of my time, i.e. 2 x 15 days in the field, plus the time required for preparation and development outside the field. This will allow me to evaluate and possibly continue the research by elaborating a new research project that may include an Antarctic component and/or a cross-viewing component if this emerges from the research workshops in co-creation with the Sami community.

« HABIT – ANT ? » projet IPEV 1237, Habiter ou être habité par l'Antarctique ? Une étude en archéologie contemporaine et de faisabilité en recherche action participative, constitution d'un groupe de recherche inter et transdisciplinaire impliquant des scientifiques professionnels des artises, des logiciens, des marins et des citoyens concernés par l'Antarctique (océan austral, subantarctiques et le continent Antarctique).

- Faire Equipage - Consolider une communauté citoyenne apprenante pour explorer ensemble, mettre en commun(s) et créer savoirs, pratiques et actions face aux défis climatiques et d'adaptation sur le littoral de la Côte d'Emeraude dans le cadre de l'appel à projets « Les futurs des mondes du littoral et de la mer 2021 » de la Fondation de France.

Publications [classées](#)

Gauthier, C., Vassallo, D. E., Vignot, E., Six, D., Dufresne, J.-L., Madeleine, J.-B., Sultan, E., and Forget, F.: Ten years of temperature and wind observation on a 45-m tower at Dome C, East Antarctic plateau, *Earth Syst. Sci. Data Discuss.* [submitted], <https://doi.org/10.5194/essd-2021-204>, in review, 2021.

Auger, M., Morrow, R., Kellie, E., ... Sultan, J.B. et Cowley, R. Southern Ocean in-situ temperature trends over 25 years emerge from interannual variability. *Nature Communications*, 2021. DOI : 10.1038/s41467-020-20781-1

- E. Sultan et E. Dupuis, « HABIT-ANT ? Is housing in Antarctica equivalent to inhabiting the place? », XXXVI [SCAR](#) Meeting SCAR Open Science Conference, Session 41b, “Living and working in Antarctica”, 28 [Juillet](#) 2020, Oral [Qo](#) Line.

Camilla [Leroy](#), Nicolas [Sultan](#)... E. Sultan, Nicolas [Sauvageot](#), Dynamics of particulate organic matter composition in coastal systems: Forcing of [soil](#) temporal variability at multi-systems scale <https://doi.org/10.1016/j.pocean.2018.02.026>, *Progress in Oceanography*, Volume 162, March 2018, Pages 271-289

E. Sultan Expédition scientifique en Antarctique : expérimentation d'une intelligence collective, intervention dans le cadre du workshop Trans Rural [16h](#): plateforme d'enseignement de l'ENSA PVS Caunes du 17 au 22 mars 2017

E. Sultan "From a water drop to the global oceanic circulation. From teaching to creativity", XXXIV [SCAR](#) Meeting Open Science Conference, [Juin](#) 2016, Kuala Lumpur

M. [Leroy](#), M-N [Houssais](#), E. Sultan, C. [Hébrard](#), M. [Bouassane](#), Dense shelf water production in the [Adélie](#) Depression, East Antarctica, 2004-2012: impact of the Mertz Glacier calving, *JGR-Ocean* Volume 119, Issue 8, pages 5203-5220, August 2014, DOI: 10.1002/2013JC009124

Clara Séchan CV, lettre de motivation

Lettre de Motivation

Dans le cadre de ses recherches pour le projet BDAZU, Sylvie BLANGY m'a proposé de travailler avec elle à l'élaboration d'un dispositif de vidéo collaboratif avec les enfants SAAMI de l'école suédoise Gällivare. Nous partions ainsi dans le nord de la Suède pour rencontrer cette classe avec laquelle elle a déjà travaillé un an, et construire ensemble des vidéos participatives sur leurs perceptions et idées des impacts du réchauffement climatique et de la mondialisation sur leur culture autochtone et leur vie quotidienne.

Ce stage viendra enrichir mon expérience de travail collaboratif et documentaire. En effet, cette forme m'intéresse de plus en plus dans le rapport à la personne filmée et à son importance dans le dispositif créatif. Ce sera donc l'opportunité parfaite pour explorer toutes ces possibilités de collaboration.

Au-delà de l'engagement éco-politique et social que ce projet représente aussi pour moi, il est également un vrai défi quant à ce qu'il représente d'enjeux de recherche scientifique, et une belle opportunité pour développer mon approche de la création à plusieurs mains, du travail avec des enfants ainsi que de la mise en place d'un film au service d'un projet de recherche.

Par ailleurs, le travail de l'approche d'une autre culture par la caméra et le son, est également une question que je me pose dans ma pratique de ce métier. La limite entre la mise en scène, la présence artistique et la transparence du sujet, est toujours un équilibre intéressant à trouver.

Enfin, l'opportunité de participer à un travail de recherche sous la forme d'une section d'article est également pour moi, un vecteur de motivation et d'enthousiasme. Je suis en effet très intéressée par la façon dont les outils audiovisuels (caméras, micros...) peuvent permettre de renouer un lien intergénérationnel, et que ce soit de façon interactive entre les individus, ou de façon indirecte (comprendre les problématiques de l'autre, faciliter le dialogue, déramatiser les interactions etc.).

Cette mission serait idéale pour me permettre de récolter des données sur la fracture générationalle de cette population SAAMI, et comment les outils apportés ainsi que l'exercice plus concret de la vidéo participative, peuvent créer ou faciliter des interactions entre les populations d'âges éloignés. J'aimerais également m'intéresser à la façon dont les enfants utilisent ces outils comme expression de leur vécu, et de leurs opinions dans une démarche d'expression d'eux-mêmes. Comment mettent-ils en scène leurs connaissances et leurs idées ? Et comment ces outils leurs permettent-ils de faciliter ou de provoquer ce type de communication ?

Ce projet est, au-delà de tous les points avancés ci-dessus, la chance de faire de belles rencontres, de voyager dans un pays qui m'est inconnu et de le découvrir au travers de regards et d'histoires qui m'aideront à forger mes connaissances et mes idées au plus près de la vie des populations et de la réalité sociale.

8, rue colonel deroux 13400, Aubagne 06.25.82.91.34 sechan.clara@gmail.com Née le 12/05/1999 Permis B Union des Chefs Opérateurs (étudiant)			
Clara SÉCHAN			
Formations			
2020	• Master 1 Sciences et Technologie parcours SATIS Aubagne (en cours de validation) → Manipulation et pratique du stéadicam ARRI (Arriam RPP 4K) (bras et harnais AR)		
2019	• Prépa Cinéma Saint Etienne (Licence 2nd Etat/Profession)		
2017	• Baccalauréat général Scientifique (mention Bien) Montpellier		
Expériences			
Année	Production	Projet	Expérience
2021 2 jours	Production 2021/2022 Film de Fiction Part 1/2 En cours, financement le 28 au 28 juil. 2021	dr. Ciné-Débatte, de Génie Méca Génie Métrage + 2	réalisation et réalisation - Film de fiction, animation du dossier de validation, réalisation d'un projet devant des examinateurs, financement (réalisation des soutenances), travail critique avec les différents états de post et refus.
2021 2 jours	Production 2021/2022 Film Documentaire de Master 1 Documentaire	Documentaire, de Peu Réalisation et Génie Métrage Documentaire + 2	réalisation et réalisation - Utilisation caméra de grip ARRI (Arriam RPP 4K), animation caméra de grip ARRI (Arriam RPP 4K), animation caméra certif. Réalisation ARRI (Arriam RPP 4K).
2020 1 mois Jeu	Trigaline (2020) - Partie 2 Stage	dr. (Bulle de Vérité) de Julie Ropponen et Julien S. B. Bulle Métrage Séries 3 en 12 épisodes	Réalisation Cinéma - Montage et post-traitement ARRI certifiés deux semaines (Pro, Jalle, Timeline 200, Timeline 400, Vizier 2000, ProRes 422) en studio et en studio. Réalisation des différences.
2020 3 jours	Production 2020/2021 Film d'Etude Super Vinn-ACTION ARRI Pro	Le Métrage et le Métrage de Génie Méca et Génie Métrage Génie Métrage de Fiction + 2 Génie Métrage de Fiction + 2	Shots Ralenti (slow motion), à la vitesse, Métrage de l'appareil, des roulages de caméra. Prise de données sonores - Changement et équilibrage de la partie son, mixage du son avec cette réalisation video, prends VFX (mixage sonore sur plateau (réalisation, chargement de tracés, pré- équilibrage des ensembles son, take off, sonification, mixage...).
2020 2 jours	Production Vérité Cinéma Stage	LEBETTE 2.0 de Marie-Luise Bachmeier + 2	Réalisation Cinéma ARRI certifiée et autres 20. Tournage en caméra.
2020 2 jours	Production 2020/2021 Film d'Etude Master 2	Assault 4 de Tristan Thienan Génie Métrage de Fiction + 2	Réalisation Cinéma, Montage, Génie Métrage de fictions (ARRI) (Arriam RPP 4K) et Vortex 4.0, de montage, de gris.
2020 2 jours	2020 Cinéma Studios et Real Effects Productions Prise de données et animation de logique animée (sous la direction de Renan Mitter)	The last Star of Hollywood UFC de Fiction Bulle prévue en 2021	Observation et/ou développement d'un logiciel de logique, amélioration et/ou amélioration avec des professionnels d'animation des différents types de métiers, spécification des besoins et/ou amélioration d'UML et/ou architectures.
2020 2 jours	Production 2020/2021 Film d'Etude Master 2	ARRI de Renzo Bulle et Génie Métrage + 2	Réalisation Cinéma, amélioration du rôle de montage (montage, mixage, mise en place d'effets, take, montage, tournage...).
2020-2021 2JY	Production 2020/2021 Film d'Etude Master 2	ARRI de Renzo Laser DMX Fiction + 2021	Assistance Génie - manipulation de la montage général et mise en place (HDMI, Sennheiser)
2020 2 jours	Production 2020/2021 Film d'Etude Master 2	La Découverte (part 1) de Génie Métrage Fiction Séries + 2	Organisation des ensembles de construction du set, assistance du P.T.O. de la partie de son et éclairage.
2020	Prat. Profession	Bulle (premier épisode de Génie Méca DM Fiction + 2)	Réalisation, prise de vue et post production - Manipulation et/ou éclairage Bulle Génie

2023 Emissions	4.5% Increase Production + 20%	U.S. Re-Build Targets: 50% Renewables by 2030	Assist in setting up a U.S. team to develop the Energy Sector Focus on Market entry and Strategy, Risk and Compliances with professionals in the energy sector.
2023 Emissions	Production Project Implementation	Assist in developing a U.S. Market 50% Renewables by 2030	Identification of resources; Focus on production U.S. market by assessing and developing techniques of these.
2023 Emissions	Production Implementation	U.S. Targets: 50% Renewables by 2030	Responsible for initial U.S. market, identification of U.S. PES targets, market, opportunities and projects development U.S. PES market.

2019	<p>Portugal : Travail dans un centre de chasse et l'assurance avec d'autres étrangers (1 mois)</p> <ul style="list-style-type: none"> Communication en Anglais et Espagnol Organisation et responsabilité de travail avec les clients Gestion des chasseurs et des sources ainsi que des stocks alimentaires
Pratiques éthiques : Conservation (Inventaire et Chant d'oeuvre et ensemble vocal)	<p>Spain : Inventaire Bait (Inventaire chasse et inventaire France)</p> <ul style="list-style-type: none"> Point club d'Autogara (divers) Tenir le tableau des plus beaux chapeaux et plumes (éthique)
Rôle du gantier dans le déroulement d'un match de tir <ul style="list-style-type: none"> Indication d'un court tirage environ un clic moyen mais aussi à l'oeuvre 	<p>Marché de la poudre militaire France</p> <ul style="list-style-type: none"> Assurer : réalisation d'un projet d'opération militaire spécifique au déroulement de la partie Participer au jeu militaire (éthique)

2021 fall workplan

Due to the COVID situation we developed a lighter work plan for the fall. The fall program will be more simple. The one announced in the 2021 July proposal was far too ambitious. Researchers from outside the country have to deal with and adapt to the local constraints. **the 3/4 of the 2020 workplan proposed in last years proposal are moved forward the 2022 Boazu campaign.**

September- October 2021

15 to 21 days with S Blangy and Clara Séchan

- Saami primary School. One week filming with the Grade 5 class
- Saami think tank. Follow up to the Nov 2019 wokshop. Working on the Saami based research mehtodology and stable workshop design that can be replicated in other Sameby, municipalities and villages.

November-December 2021

15 to 21 days with S. Blangy and Emmanuelle Sultan

- Presenting the Saami e_book and printed book and the Inuit-Saami Youth Exchange program and the papers
- Interview and face to face conversations with reindeer herders from different Sameby.
- Preparing 2022 campaign

Youth Exchange program

We will resume the **French-Swedish youth Exchange Program** we initiated in December 2019 when Mikael Pirak (the previous Saami School Rektor) visited 3 schools in the South of France: The Occitan College in Montpellier, the Saintes Marie de la Mer and Albaron schools in Camargue.

Mikael Pirak and the 3 other school and headmaster colleagues were interested in setting up a Youth Exchange Program similar to the Inuit-Saami one based on language comparison (Occitan/Saami), on Environmental Impacts (climate change and industrial development) and on traditional activities (reindeer herding, bull breeding and artisanal fishing)

All these potential collaborations stoped due to COVID confinement and will be resumed hopefully in September when school reopens again on both side.

The 2019 scientific and technical results

The 2019 reports is made available on line to the Boazu Proposal Results section on the Boazu web site

<https://websie.cefe.cnrs.fr/boazu/results/>

We encourage the evaluators to consult them. As we have not duplicated in this section the 2018 and 2019 results and update section and it will be easier to understand the 2020 results and to have an overview of the whole 3 first years.

5. Update/change in the objectives

The objectives of the BOAZU projects have not changed and remain the same.

Due to the COVID and confinement situation in France and Sweden, we have not been able to do the field work as planned in 2020 in the previous proposal. However, all along the 2020 year, I have been in touch and we have kept in contact with Niklas Labba, my BOAZU Sami research partner, the Sami School director, Mikael Pirak and some other teachers at school from Jokkmokk but also from the Inuit school in Baker Lake. And we have achieved or nearly finalised the Inuit/Saami Youth Exchange booklet, the writing of 2 papers, and the completion of the word Press Boazu web site developed to foster the exchange.

Change of principal investigator for 2022

I (Sylvie Blangy) am retiring in April 2022. After several contacts with my french colleagues working in the arctic, Emmanuelle Sultan, at the MNHN, has offered to join and to coordinate the BOAZU project for 2022. She will be the main project investigator for the year 2022. We will be working together as a team, doing the field work together, co facilitating the participatory workshops together. I will be completing her training in PAR methods for indigenous communities in the field, introducing her to all the stakeholders, community and sameby chair members and municipaliy officials.

On the Tuktu Side I have made the same arrangements with Roxane Lavoie, an assistant professor at Laval university in Québec and we applied in 2020 to the CRSH program called SAVOIR (Knowledge). Roxane was not funded, but she will apply again in the fall of 2021. Her application was focussing on mining impacts and local governance and the production of community/mining company negotiation tool kit.

On both side the goal is to pursue both projects coordinated by an experienced researcher ready to take over from me. Roxane and Emmanuelle will make a good team. The 2 communities, Baker Lake and Jokkmokk have been working extensively together from a distance in a participatory approach for over 7 years, taking ownership of the PAR methods, and techniques and adapting them to their local context. The community members on both side are interested in pursuing the projects with our team of scientists, in going further into the PAR methodological aspects and developing together new options, scenarios and responses to address the changes they have to face.

On the BOAZU side, Emmanuelle Sultan is taking over with great enthusiasm. She met with Mikael Pirak and Niklas Labba in December 2019 at the Arctic Week conference in Paris and she already had a long

conversation with Mikael. I sent a short video interview of Emmanuelle to both of them and they both agreed in working with her in 2022.

Consequently, Emmanuelle will be the main investigator in 2022 and I will be her main collaborator, and partner to the project. This is the main change that will occur to Boazu in 2022. The forth year will be decisive for completing what we have announced in the initial proposal and to finalise the productions and deliverables.

Emmanuelle's bio and letter of motivation is attached and uploaded in the previous section (scientific results). Her interest in the BOAZU project is part of a PAR methodological project she is pursuing in 2 locations: Antarctica and Britany. She is based at the MNHN marine station in Dinard and is conducting these projects in conjunction with the UMR 7206 Eco Anthropology Department based at the Musée de l'Homme in Paris.

Change of person for the participatory video program

Clara Séchan, a master student in film making at Aix University is coming in the fall to take part into the filming project at school. Her CV and motivation letter is posted in the above section.

Change of schedule and work plans for the 2021 fall campaign

As a result of the sanitary situation for 1 and 1/2 year we have reorganised our fall 2021 field work and work plans.

We will be spending 15 to 21 days in Sapmi twice. Depending on the availability of our Saami Colleagues

- A first visit early fall, with Clara Séchan at the Jokkmokk school and with the different Sameby
- A second visit late 2021 with Emmanuelle Sultan in Jokkmokk, and maybe Ovre Soppero to introduce her, finalise 2021 campaign and prepare the 2022 campaign

We will conduct the semi directed interviews among a selected list of Saami People and facilitate the 2nd think tank workshop with Niklas Labba and meet with the Swedish reindeer herding association and the Sami Parliament Youth Biodiversity officer.

6. Update of research team resources

Staff involved in the research project (Do not include IPEV staff)

Status	First name	Last name	Function	% (year)	% (year+1)	% (year+2)	% (year+3)
Research Fellow	Niklas	Labba	Co researcher, investigator & liaison person for the Saami community, co facilitator for the participatory workshops	10	10	10	10
International Collaborator	Mikael	Pirak	Co researcher, headmaster, Rektor of the Sami School in Jokkmokk, Sweden	10	10	10	10
International Collaborator	Michael	Leone	Co researcher. Teacher at the IQALUIT School on Baffin Island. previously the superintendent of the Baker Lake primary school	0	0	5	5

Equipment from the research project (for each year of the project)

Year	Equipment	Available or Requested	On site or Not
------	-----------	------------------------	----------------

7. Update of support requested

Staff (for each year of the project)

Year	Type	Function	Number	Fieldwork duration
------	------	----------	--------	--------------------

Arctic funding (for each year of the project and only for implementation of the field campaigns)

Year	Source	Other funding agency	Type	Requested (€ including V.A.T.)	Secured	Comment
------	--------	----------------------	------	--------------------------------	---------	---------

Equipment funding (for each year of the project and only for implementation of the field campaigns)

Year	Source	Other funding agency	Requested (€ including V.A.T.)	Secured
------	--------	----------------------	--------------------------------	---------

Consumables funding (for each year of the project and only for implementation of the field campaigns)

Year	Source	Other funding agency	Requested (€ including V.A.T.)	Secured
------	--------	----------------------	--------------------------------	---------

8. Update of collaborations

Collaborator name	Organism	Country	City	Status	Speciality	Orcid	Personal web sites	Team web site
-------------------	----------	---------	------	--------	------------	-------	--------------------	---------------

9. Update of links with national and international projects and/or collaborative structures

Project / Structure	Organism	International/National	National country	web site	Description	Evaluation, endorsement
---------------------	----------	------------------------	------------------	----------	-------------	-------------------------

ELOKA	Exchange for Local Observations and Knowledge in the Arctic	International	https://eloka-arctic.org/	Eloka partners with Indigenous communities in the Arctic to create online products that facilitates the collection, preservation, exchange, and use of local observations and indigenous Knowledge of the Arctic.
-------	---	---------------	---	---

10. Update of national and/or international permits to be requested

Organism or organisation	Type of permits

Davvadis (association of 4 Sameby) and Sameskostyrelsen in Jokkmokk

Ethical approval from the Saami Shcoll. All the authorisations from school parents have been granted and given. Contact Mikael Pirak for details. mikael.pirak@sameskolstyrelsen.se T

The terms of references of the Inuit Saami Youth Exchange program were developed with Mikael Pirak previous Rektor of the Sameskolstyrelsen in Jokkmokk.

Authorisation to work with the Davvadis Sameby association in Jokkmokk was granted by Anneli Päiviö the coordinator.

11. Dissemination of results, applications, intellectual property

Publications (Published)

Title	DOI	Type
Sylvie Blangy 1, Annie Lamalice1, 2, Holly Donohoe3, Niklas Labba4 (2021) Rôle et pouvoir de la Recherche Action Participative dans l'émergence d'une recherche autochtone autodéterminée répondant aux grands enjeux sociétaux.. Participations 2021(Epistémologies radicales, recherche participatives):		Journal

Applications (including industrial)

Intellectual property of the results

Databases and distribution

12. Update of outreach (projects including media, schools, artists...)

Outreach

The SFERE Conference in Provence. The Ampiric (Apprentissages, stratégies et politiques Educatives) program. Quelles interdisciplinarités, méthodologies et perspectives internationales? was held on line on March 30 et 31 2021.

Co Authors: Sylvie Blangy, Mikael Pirak and Michael Leone

Title: la RAP. Comment mobiliser les jeunes Inuit et Saami sur un programme de recherche qui vise à étudier l'impact des changements globaux sur les styles de vie contemporains et les activités traditionnelles?

The BOAZU web site

The Boazu web site is being hosted by my research lab at the CFE. <https://websie.cefe.cnrs.fr/boazu/> It is supported by word press. It is part of our research program. All the information: proposal, methodology, techniques, results, events, news, references are on line made available at first to my Swedish Saami colleagues.

the BOAZU Exhibition

I created a 24 photos full exhibition for my lab at the CFE/CNRS, the major and larger Ecology Research Center in France). I posted the photos in January 2020. The exhibition is still there in the Hall at the Entrance of the building in July 2021. The other past exhibitions have lasted 3 months. This one has been highly appreciated. All the photos are on line on the BOAZU web site with short explanation texts.

The INUIT-SAAMI BOOK

The book is currently on line on the BOAZU web site in a E-book format. Please see an extract above. or click on <https://websie.cfe.cnrs/boazu/sami-inuit-booklet/>

It is a 100 page book illustrated by the Children drawings, and the texts they wrote in Inuktitut, Saami (3 languages) and English. The lay out, the selection of the drawings, the content of the book were made by the children themselves at finalised at the Nov. visit in Jokkmokk at the Saami shcool.

13. Link to IPEV metadata application

14. Review from CPST

2021/2022 The project is now on track, after some difficulties in bringing together the main stakeholders of the project (reindeer herders) during the first and second seasons of 2019. In addition to hosting the BOAZU workshop, five short participatory workshops were held within the framework of the Sami Jokkmokk school-based research projects. Minutes, reports, and a conference were produced.

The break year forced by CSPT and the Covid-19 pandemic was helpful for the BOAZU project, since the principal investigator “moved forward on writing the different texts resulting from the project (book, articles, and website)”(p. 17).

Recommendations of CSPT:

- Clarify the role of previous and future master's students. It is not clear what their role is in the BOAZU Project. For example, the synthesis of the BOAZU project (Bilan) notes that Laura Martin-Wurtz collaborated in the project as a “Volunteer,” not as a student, since her own master's thesis deals with another theme (the return of the remains of Sami funerals from museums) at the Universities of Helsinki and Strasbourg.
- Find a solution for filming with the grade 5 class, since it appears that the potential experts (T. Herrmann, who recently left the University of Montreal, F. Joliet and L. Chanteloup) have not confirmed their involvement in the project.
- Provide clarification regarding the Inuit-Sami book (no reference was found).
- CSPT expects that 4 papers for peer-reviewed journals (p. 34) will be published (or at least accepted for publication) in Year 3 of the project. Reports, websites and conferences are interesting and useful activities, but they also need to be developed into publications in journals and books.

15. Answers to CPST

The one year break is longer than planned due to COVID. We last met with my Sami colleague at the Arctic Week Conference in December 2019 and in Jokkmokk in November 2019. However, we have kept working together at a distance and we have used this time to reflect on what we have accomplished together, think back, look at what we have co produced in terms of materials and analyse the data and valorise/enhance our materials. All the written, oral and visual productions (articles, web sites, book and booklet, vidéos...) have moved forward and some are nearly completed.

-Laura Martin-Wurtz came 3 times to Jokkmokk in 2018 and 2019. She was at that time a master student at Helsinki University with Pirjo Kristiina Virtanen (Indigenous Studies). Laura was the liaison person with the children and the teacher. Laura was translating from French/English to Swedish. She assisted in facilitating the school workshops. She produced the Sami POSTER. She contributed to the Sami Inuit BOOK. Laura was already engaged in another topic for her master thesis and decided to pursue it as it was more in line with a PhD grant she was applying to. I regret her choice and I respect it. I felt very much concerned about her future career and I hope she is succesful in her projects to come.

- Clara Séchan will be in charge of the filming. Sara is a master student at Aix-Marseille university in Master 1 and at the SATIS Department (Image & Sound). We have met several times and worked on the filming methodology at school and on the data we will collect for the future articles (participatory video). Clara is currently a M1 student. Her one year CESURE status was accepted and she will be on a convention/agreement between Aix University and the CEFE. Her internship grant will be covered by another budget.

- the Inuit-Saami Book is finalised and we are making the last editing/corrections. We are printing 200 copies here in Montpellier. And we will send 50 copies to each of the school and will distribute the others to libraries, journalists.. IPEV will receive copies for the Polar Exhibition currently circulating in France. We are in negociation with the DECITRE.fr editor and other editors for a much wider public dissemination. The article in progress is describing the methodology of producing a book with the whole class (from the conception to the diffusion) and analysing the social transformations on the class children.

- The 4 papers announced are in progress and will be submitted in the early fall to these potential journals: The journal of native Education, AlterNative, Gateway and TEOROS (special issue on knowledge decolonisation)....

