



The Home Rule Government of Greenland Proposal for an Education Plan

December 2005

Directorate for Culture, Education, Research and the Church
Directorate for Trade, Agriculture and the Labour Market
Directorate of Economy

The first phase in an educational initiative

1. Objectives for the first phase in the educational initiative

The level of education our work force has is too low. In the potential work force of the approximately 40,000 persons between 15 and 62, only about one-third have a formal education beyond lower secondary school. The existing educational patterns maintain this structure. Only 15% of a year group leaving lower secondary school continues directly onto a programme of education or training. After two years, only 40% of a year group are in such a programme. A high dropout rate and low admissions to educational programmes maintain the low level of work force education in the long run, deprive many citizens of well-being and quality of life, and restrict economic development. Unfortunately, a lack of foreign language skills remains today a substantial barrier to young people continuing in the educational system and to the work force's in-service training opportunities: participation in the educational system today requires knowledge of the Danish language to a great extent, since instructors are often Danish speakers only and educational materials are mainly available in Danish.

Along with low admissions and a high dropout rate among young people, the problem is that the work force already includes 26,000 unskilled workers at a high risk of unemployment because they lack competencies. An untrained work force is not attractive to employers, and many risk losing their jobs in coming years because their competencies do not follow workplace development or because they cannot develop new competencies for the workplace. Of those already unemployed, 80% are unskilled. In the years to come, changes in some trades will create new unemployment if the work force cannot gain new competencies. A lack of education will have especially high costs for people who support families. Unskilled workers under 50 years of age have at least ten years remaining on the labour market, ten years during which new training or education could benefit both these people and the economy as a whole. A lack of education represents an especially high risk for these groups, with resulting high social and economic costs.

The Home Rule Government now proposes to focus on two **target groups in the first phase of this educational initiative**:

- Lower secondary school leavers who drop out of the educational system after graduation.
- Unskilled workers under 50 who are unemployed, in threatened trades and/or breadwinners for a family.

The proposed focus on these two target groups will not exclude other target groups in the first phase of the initiative, but the Home Rule Government believes that educating these target groups will provide the greatest benefit and is the most pressing. In addition, the Government also proposes to direct a strategic initiative at the sectors that can support growth in the economy or where demand for specialised manpower in the public sector: tourism, construction, raw materials, health, social welfare and education.

Thus the Home Rule Government proposes the following **targets for the first phase of the educational initiative**:

- Admissions to educational and vocational training programmes and to preparatory youth education programmes to be increased by 100 in 2006, 400 in 2007, 600 in 2008 and 800 persons yearly from 2009.
- Two-thirds of the work force to have an education providing them with academic qualifications or vocational skills in 2020.
- 30% of a year group leaving lower secondary school to go directly into an education/training programme or an introductory programme in 2008.
- 25% more students from a year group leaving lower secondary school to be directly admitted to a programme of gymnasial education in 2008.
- The completion rate for all educational programmes to be increased – with the rate in 2005 to be above 70%.
- An increase in the further-education effort on the part of the labour market and the creation of incentives for labour and management to contribute and make it more demand-oriented and thus more targeted.
- Higher quality and lower production costs in education through economies of scale, larger-scale professional environments, better incentives and increased needs management of the educational initiative.
- Build up competency development courses/programmes for sectors with growth and/or a high demand for manpower.
- Ensure that genuine offers of education or further education are to a greater extent created for people who only speak Greenlandic.

In order to achieve these objectives, the Home Rule Government proposes an action plan for the first phase in the educational initiative that will increase educational activities for the two target groups and the strategic sectors. The Government proposes in this first phase to utilise 580 million kroner of the 680 million kroner in the educational reserves in its 2006 Budget to focus administration on implementing the initiatives and preparing the second phase.

With this first phase, the Home Rule Government proposes increasing the permanent allocations by about 170 million kroner per year up to 2012. Up to 2012, the action plan will increase the uptake in education/training programmes providing formal qualifications, youth education, preparatory courses, and courses providing actual competencies by about 1300 persons per year. From 2011 there will be the equivalent of roughly 1000 students in full-time education/training programmes per year.

The action plan retains a reserve of about 30 million kroner in 2008 and just over 100 million kroner annually from 2009 to the second phase in the educational initiative. These resources will be

utilised in the Finance Act for 2007 on the basis of a basis for decision for further educational initiatives. These funds must also be supplemented further to reach a yearly investment level of roughly 400 million kroner as projected in the 2005 Political and Economic Report. Table 1 shows the funding framework in relation to the 2006 Budget.

Table 1. Action plan proposal for utilisation of the educational reserve in the 2006 Budget.

(in millions of kroner, 2006 prices)	2006	2007	2008	2009	2010	2011	2012
Educational reserve (including the sector program)	55.6	137.1	213.7	272.7	272.7	272.7	272.7
Proposal for the new labour market tax	0.0	12.0	12.0	12.0	12.0	12.0	12.0
Increase in the educational reserve	12.0	0.0	0.0	0.0	0.0	0.0	0.0
Reallocation from the sector plan	3.4	2.5	1.6	0.0	0.0	0.0	0.0
Total framework allocation	71.0	151.6	227.3	284.7	284.7	284.7	284.7
New initiatives in the 2006 Budget (see Annex 1)	69.0	151.5	197.3	172.9	191.3	160.9	171.1
Reserve for new educational initiatives in the 2007 Finance Act	2.0	0.1	30.0	111.8	93.4	123.8	113.6

Table 2 shows how the action plan proposal is distributed among costing areas. ‘Increased production’ covers actual educational activity. ‘Financial aid’ covers study grants for the new education/training programme applicants in the plan. ‘Capacity investment’ covers the necessary expansion in framework allocations for the education system, whilst ‘funds and development’ covers a list of other specific activities. Each of the elements in the action plan is summarised in Table 2 below. Table 2 also contains the activities the Home Rule Government initiated with the 2005 Finance Act. Lastly, Table 2 shows an estimated number of new persons who will be admitted to education/training programmes or competency development programmes as a consequence of the plan. This figure was converted into full-time study equivalents, i.e. the estimated number of people is recalculated to reflect the total number of years of full-time study, taking into account the time duration of the programmes and the anticipated dropout rate.

Table 2. The Action Plan’s proposal to implement activities in the 2006 Finance Act (including 2005 sector program resources).

(Millions of kroner)	2005	2006	2007	2008	2009	2010	2011	2012
Increased production in education	0.6	32.5	53.3	82.1	84.4	87.6	80.2	80.4
Diverted financial aid	0.0	16.8	37.6	47.2	57.2	67.0	77.0	87.0
Capacity investment (buildings, etc.)	0.0	22.3	64.4	67.5	33.0	38.5	5.5	5.5
Funds and development	1.9	14.0	13.7	13.4	11.2	6.9	6.9	6.9
Estimated increase in admissions, number of persons	274	557	592	919	1.097	1.298	1.327	1.337
Estimated no. of people in education/training programmes, in full-time study equivalents	123	226	382	559	778	955	1.011	1.024

2. Elements in the action plan

2.1. Remedial and youth education programmes

For various reasons, 85% of young people graduating from lower secondary school are not qualified to begin (or conclude) a programme of education or training. This often leads to young people enrolling in remedial programmes that improve their basic subject skills so that they can be admitted to, for example, vocational or preparatory programmes. For this reason, a great deal of time and money is spent on bringing young people up to an educational level that primary and lower secondary school should have brought them up to. These efforts are still necessary, and the Home Rule Government proposes:

- Allocating 2 million kroner in 2006-2008 to a pre-gymnasial course in Nuuk, which started with the 2005 supplementary appropriation.
- To increase the continuation school grant by 1.8 million kroner in 2006 increasing to 4.9 million kroner from 2010.

- To start a continuation school in Greenland with a grant of 2.5 million kroner in 2006 and 4 million kroner from 2009.

The intention in the long term is, however, to eliminate the need for many of these time- and resource-intensive “remedial training courses” (bridge-building), with a gradual phase-out in 2012.

2.1.1 Requirements for and targets in the primary and lower secondary school system

The purpose of the “the good school” reform is to raise quality levels in the primary and lower secondary school system. Positive results must, however, be ensured by continually making demands on the school system, partly to turn out as many young people as possible who are ready to go on into an upper secondary school or vocational programme and partly to create quality in the primary and lower secondary school system. The municipalities currently receive 377 million kroner in block allocations for the school system. The Home Rule Government can require the following of the municipalities:

- That they provide an ongoing status report with a description, evaluation and impact measurement of “the good school” reform.
- That the language situation (Greenlandic, Danish and English) continues to show marked improvement and is evaluated.
- That content is added to certain subjects to influence attitudes and emphasise specific areas.
- That continuity is ensured in teaching by having the municipalities require a doctor’s statement for the second sick day of those employed in the primary and lower secondary school system and by reducing the widespread job rotation in teaching positions.
- That leadership in the public schools be strengthened, in order to meet and improve standards.

2.1.2 Continuation boarding school with a focus on language

It is today necessary to have a working knowledge of Danish and English in order to complete an education. A disproportionately high number of young people cannot complete their education because they lack the necessary language skills. It is impossible to offer educational programmes that are in Greenlandic only, as we do not have the necessary human, economic and educational-didactic resources. Thus the Home Rule Government proposes a two-pronged strategy. Firstly, the Government, as previously mentioned, would ensure that educational programmes are set up for citizens who only speak Greenlandic.

As part of this strategy, the Home Rule Government would, among other things, ensure it is possible to establish a continuation school in Greenland. The continuation school would primarily be aimed at young people who would not be admitted to continuation schools in Denmark due to poor Danish-language skills. A Greenlandic continuation school would primarily focus on language, with Danish and English given the highest priority and Greenlandic the second-highest in order to help young people who do not master Greenlandic. A third priority could be subjects that attract young people or are aimed toward growth industries in Greenland, for example tourism.

The second part of this strategy is to continue providing study grants for young people to attend continuation school in Denmark. The Home Rule Government would in this connection increase the number of grants to ensure fulfilment of need.

2.1.3 Study abroad

Trips abroad to study language or other subjects are rewarding, develop personal responsibility, develop language tools (Danish, English and/or a fourth language), and provide a basis for a qualified choice of educational programme and its completion. The Home Rule Government proposes to continue to support access to privately organised study abroad (EU, AFS and other programmes). The Home Rule Government would give exposure to the need for study abroad in information campaigns and endeavour to include it in our international work.

2.1.4. Guidance and introduction centres (VICs)

Providing increased support to guidance and introduction centres is also aimed at preparing young people for actual education/training programmes after leave lower secondary school by sending them direct to various programmes detailed in an individual action plan:

- Remedial courses (in principle inconvenient, but still necessary)
- Approved introduction to vocational training (AEU), the lower secondary school leaving examination (FSA) and expanded leaving examination (FSUA)
- Preparatory and vocational training programmes
- Job training courses, etc.

2.1.5 Time-limited trial period with one-year gymnasial foundation courses

The proposal for one-year gymnasial foundation courses to be offered during the period 2005-2008 will serve young people who wish to be admitted to institutions of further and higher education, but who have only work experience and no preparatory education. This will allow more students to start a formal educational programme within a short time, and it is also an option open to unskilled workers on the labour market who are not willing or eager to invest three years in a preparatory programme. About 72 people can be admitted to foundation courses in 2005-2008.

2.1.6 Preparatory programmes

Against a backdrop of the double year group leaving lower secondary school in 2008, the Home Rule Government proposes considerable expansion of admissions to the following programmes: GU Nuuk, GU Qaqortoq, GU Aasiaat, HHX in Qaqortoq and HTX in Sisimiut. We propose admitting 24 more students to these educational programmes in 2006 and increasing enrolment to 144 starting in 2008. Of the 144 to be admitted from the year 2008, 120 would be distributed among the GU programmes in the three towns, whilst 24 would be admitted to the HTX programme in Sisimiut. The direct expenditure on this expansion of educational activities would increase from 0.8 million kroner in 2006 to 18 million kroner from 2011.

2.1.7 More apprenticeships for vocational training programmes

To increase the number of apprenticeships/traineeships available to the vocational training programmes, the Home Rule Government proposes:

- that it be made a part of the requirements specified in invitations to tender and of selecting bidding enterprises that apprenticeships or traineeships are offered by these enterprises.
- that the public sector take on more apprentices/trainees on the basis of results-based contracts between the Directorate for Culture, Education, Research and the Church and other directorates or municipalities.
- that it be made possible for apprentices/trainees to go abroad, possibly through EU programmes and the Joint Committee collaboration with the USA.
- that a temporary school trainee scheme be set up effective in 2008 (cf. the double year-group problem), which is expected to cost 32 million kroner in the years 2008, 2009 and 2010.

2.2 Vocational skills courses, the guidance and introduction centres, and unskilled workers in the work force

2.2.1 The current and future offer of courses providing vocational skills

The Home Rule Government proposes prioritising 0.6 million kroner in 2006 and this amount rising to 17.4 million kroner from 2009 for the operation of courses in vocational skills for the unskilled workers in the work force. Vocational schools already offer a range of vocational courses for this target group today:

- The Fishing Industry School, ATI, offers 11 courses in its technical, language and organisational subjects.
- Business colleges offers 24 courses in organisation, personal development at work, leadership, starting your own business, financial management, language, etc.
- The Building and Construction School offers 27 courses in property development, mining, painting, and construction.
- The Iron and Metal School offers 52 courses in transport, auto repair, metalwork and machining, welding, electrical skills and interdisciplinary subjects.
- Inuili, the Food Industry School, offers 11 different courses in cleaning, baking, hygiene, etc.
- The Maritime School offers 12 different courses including safety at sea, first aid and fire fighting.
- The Language School offers programmes of modular courses in the English, Danish and Greenlandic languages.

Today, students can receive financial aid under the AEB student grant scheme for many of these courses; others are completely user paid. A total of 25 million kroner is allocated to travel and residence expenses in the financial acts for 2005 and 2006. Various fishing, hunting and agriculture course are subsidised, as the employers in these fields are not included under AEB legislation. Subsidies also go to training programmes and courses at the guidance and introduction centres, part

of which are aimed at upgrading the qualifications of unskilled workers, e.g. through adult apprenticeship programmes and modular training programmes.

A certification system for vocational skills will be prepared in the autumn of 2005. KIIP will direct the effort, with contributions from the relevant players, e.g. the vocational schools, the Competency Development Board, employers and trade unions. A draft version of this certification system will be available in Spring 2006. Certification would also mean that course participants would be eligible for study grants.

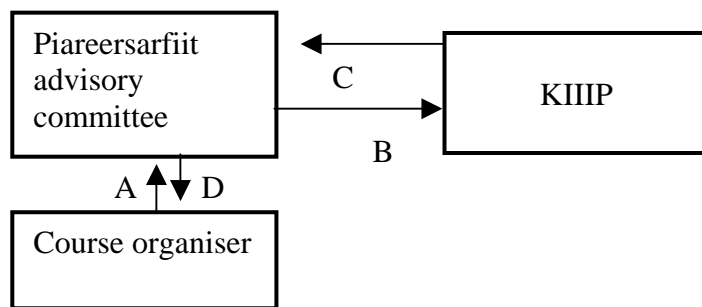
2.2.2 The structure and quality-assurance of the guidance and introduction centres

The local vocational schools, which were previously in charge of the basic vocational training programmes, will during the first three months of 2006 be integrated with the municipalities' education/training guidance function, the labour market offices and related activities and function as municipal guidance and introduction centres (VICs). On the basis of service contracts with the Home Rule Government, the municipalities will themselves create the physical conditions for the work of the centres. The centres are intended to provide guidance on education/training or apprenticeship, job referral and development of individual action plans for unemployed persons.

Centres are central in the effort directed at the target group of unskilled workers, who at these centres will either gain better qualifications or be referred to job placement and/or education/training. The centres' tasks will be:

- Developing individual action plans and targeted individual qualifications improvement initiatives.
- Referral to courses, including personal and competency development courses (for example in a language) and retraining.
- Referral to modular vocational skills courses (once they are arranged).
- Functioning as an employment placement service for unemployed people who are available to labour market.
- Holding recognised introductory courses for vocational training programmes (AEU).
- Providing job and apprenticeship guidance as well as individual monitoring of young people in educational or training programmes in the local area.
- Establishing a closer dialogue with the local trades culture and with branch schools.
- Structural supervision of the local labour market and business conditions.
- Information on what the centres offer and activities for citizens in the local area.

As regards quality assurance of the courses offered at the guidance and introduction centres, the following certification process will be introduced for new courses and educational/training initiatives.



- A. A course organiser sends out an offer to hold a course
- B. Piareersarfiit evaluates the application and requests approval from KIIP
- C. KIIP certifies or rejects the application
- D. Piareersarfiit books and starts the certified course

To ensure that this vital task is done properly, it is necessary from the start to focus on quality assurance:

- By making the head of centre position attractive in salary and job content, as the head will be responsible for managing more people than the previous position of vocational school head.
- By developing the competencies of guidance personnel (the counsellors' training programme is currently being revised to better match the guidance challenges they will meet in the VICs).
- By paying incentive bonuses to staff who complete the guidance counsellor training programme.
- By establishing a network between the centres in the various municipalities.
- By setting up a central but mobile service squad to help municipalities with implementation, operation and problem-solving.
- Through clear transfer agreements and service contracts for the assignments that the centres perform for the Home Rule Government.
- Through an executive order on evaluation in relation to service contracts.
- Through electronic target group monitoring linked with a taximeter system with success criteria related to job and education/training referral.
- Through an electronic job placement service.
- Through a curriculum of AEU/educational materials.
- Through courses in Greenlandic and Greenlandic-speaking instructors for people with poor Danish skills.

2.2.1 Personal development and employment with growth industries

Experience with the group of people judged unfit for work in Nuuk shows that personal development and/or treatment for abuse are necessary preconditions for these people entering the labour market or education/training programmes, as they need to be weaned away from an inappropriate lifestyle. Experience also shows that the best results are obtained when personal development schemes are expanded to include the whole family. The referral function of the local guidance and introduction centres should implement such schemes, determining who should be included and how such schemes should be organised. People should be enrolled in

education/training programmes and courses this way in areas where there is a need for a trained work force. Financing is to be obtained from funds for vocational training courses.

2.3 Further education and the strategic sectors

2.3.1 Further education in general

Further education will substantially increase the production of fully educated/trained manpower in all areas. The labour market lacks people with academic qualifications in the humanities, the social sciences and the engineering and natural sciences; 80-90% of these positions in Greenland are filled by the short-term foreign work force. The Greenland labour market also lacks primary and lower secondary school teachers, nurses, social workers and counsellors: for example, 425 teaching positions in the public school system are unfilled.

Further education in Greenland must be brought to near-international standards. The intention behind the University Park is to organise higher education in Greenland in the form of research-based and/or affiliated professional bachelor degree programmes in departments. This will provide financial and educational economies of scale as well as more challenging and inspiring study environments.

However, it is just as important to enrol more students into higher education programmes in Greenland and obtain a much higher completion percentage. Thus the Home Rule Government proposes increasing admissions and initiatives to reduce the dropout rate. Because there are quite small groups in higher educational programmes already, more students can be enrolled in just about all the programmes without a major increase in direct expenditure. The Home Rule Government proposes therefore a rising amount allocated to increasing admissions in further education, but from 2008. An increase in applications for admission to educational programmes cannot be expected before then because the annual production of graduates from youth educational/training programmes is still too low. Also, a substantial group of young people will continue to seek education/training abroad. This is an important development because many education/training programmes are simply not offered in Greenland and because education/training abroad brings new knowledge, inspiration and language skills to Greenland and opens the door to completely new opportunities for these individuals. A lower dropout rate will not increase direct expenditure substantially, but expenditure for student residences and study grants will rise.

2.3.2 Healthcare education

There is a long list of healthcare fields that have a shortage of local qualified manpower, so the Home Rule Government proposes a targeted package of educational activities in the healthcare field. Educational activities are also an integral element of the Government proposal to reduce health service waiting times through a combination of increased funding in 2006 and a number of structural improvements. Funding for healthcare education and training, which will gradually

increase to 18.6 million kroner in 2009, is one of the most important structural prerequisites for reaching the goal of shorter waiting lists. The proposal includes the following elements:

- Specialisation modules
- Further education/training for junior doctors
- Nursing programme leading to a bachelor's degree
- A hospital porter training programme
- Training of prevention consultants
- Upgrading the qualifications of healthcare workers to healthcare assistants
- Increased admissions to the healthcare worker training programme
- Healthcare assistant training programme
- Dental clinic support staff training courses
- Providing unskilled workers with qualifications
- A works manager training programme
- A team leader training programme

2.3.3 Social services

There is currently a shortage of a local, qualified manpower in the social services work force. The Home Rule Government proposes that funding be allocated to the following activities:

- Establishing a training programme for social workers aimed at municipal employees who work with social counselling.
- Expanding an ongoing pilot project on decentralised training for socio-educational workers. This training would be directed toward unskilled workers employed in day- and 24-hour care centres who would like to take a socio-educational training programme but cannot move away from their home towns. The project requires joint financing from the municipalities in which the activities are conducted.
- Setting up a modular course program aimed at providing qualifications to unskilled support staff who work with psychiatric patients; see the Family Directorate May 2004 report on the de-institutionalisation of psychiatric patients.

The Home Rule Government intends to work together with the municipalities to work out a comprehensive plan for an educational initiative in the social services field in connection with the 2007 Budget.

2.3.4 Fisheries and future trades and occupations

The Home Rule Government believes that Greenland's comparative advantages are in:

- Living natural resources of a very high quality as a starting point.
- A very strong and special culture combined with unique nature, wildlife and landscape.
- The presence of minerals, hydrocarbons, ice and water with a utilisable potential.

The fisheries and food sectors have a considerable unsatisfied need for improving the qualifications of its work force in order to compete successfully in the increasingly tough international competition. At the same time, many of the employed workers in this sector must be retrained for work in other sectors in coming years. On the basis of its recommendations to the Landstinget (parliament) in its briefing on structural policy for fisheries (EM2004/51) and the 2007 Budget, the Home Rule Government will prepare an overall plan for training activities in the fishing trade, including the establishment of a programme to train fishermen and hunters. This plan will take its starting point in recommendations from a working group already set up and working in this field.

The tourism trade and the adventure industry, both of which benefit from our unique culture, wildlife and natural resources, are both areas in which jobs can be created, and these jobs – for the most part – do not even require a higher education, although good language skills will often be a necessity.

In the raw materials sector, employment is already increasing. The rise in exploration activity and good prices on the world market for minerals and hydrocarbons will presumably increase the need for manpower. This demand should, to the extent it is possible, be met by the resident work force in the areas that do not require higher education or strongly specialised training.

It is true of all three sectors that a fairly high number of the jobs created are within adjacent industries that service other enterprises. For this reason there should not to be a narrow focus in education/training, but it ought to be taken into account that much of the growth will occur in, for example, information and communications technologies and the service and transport sectors. This also means that an expanded educational initiative should not only be dictated from above in the form of central planning by the Home Rule Government. The initiative should be demand-oriented, so new measures should also be taken in a dialogue with the business sector and, in many cases, be implemented by individual enterprises. This necessitates a flexible educational/training structure, business culture and public funds allocation system.

The Home Rule Government proposes to formulate strategies for competency development in the fisheries and food sectors, the tourism and adventure industries; in the raw materials sector, this should be part of industrial policy initiatives. Industrial and labour-market policies must also include a strategy for competency development in the building and construction sector, which is highly labour-intensive. The construction sector employs many skilled and unskilled workers and imports an inordinately large work force. There are indications of a continuing high level of building and renovation activity in our society in coming years.

In the first phase of the educational initiative, the Home Rule Government proposes allocating funds to this end: a rising annual amount increasing to five million kroner in 2008 invested in running and developing education/training programmes within these key sectors.

2.3.5 Talent and leadership development programme

The Home Rule Government proposes starting a new talent and leadership development programme in Greenland that, among other things, will:

- Supervise talented individuals in the schools and educational system and form a network of and for exceptional students.
- Provide these talented individuals with exceptional opportunities for education/training abroad.
- Encourage firms to establish a structured and ongoing course for trainee placement.
- Establish a talent and leadership programme for public-sector employees at both the Home Rule and municipal levels.

As developing the elite also applies to the further education of potential leaders anchored in Greenland, it is important that municipalities, business enterprises and the Home Rule Authority are aware of potential leaders and actively develop them. The Home Rule Government will establish a leadership training programme with synergy effects from existing leadership programmes in a collaboration with Danish – or foreign – institutions. The aim of this initiative is to further the development of a small group of highly trained persons with leadership potential.

2.4 Interdisciplinary initiatives

2.4.1 Income during education or training

The income system in our educational and training system is key to realising our educational and training objectives. Little or no income during training or education can be a barrier to citizens who wish to acquire an education or upgrade their qualifications. Apart from fixing the income level itself, it is also necessary to lay down a work-sharing and incentives structure within the spectrum of possible income scenarios during education or training. Current income opportunities for the target group are:

- Financial aid for students in formal programmes of education or training.
- Employer payment of wages/salary for employees in education/training programmes or courses.
- Other transfer payments (regulation assistance or social services).

We propose that, as a rule, that public transfer payments no longer be made to persons under 21 years of age. The unconditional target for this group is that they are either enrolled in education/training programmes or employed. The age limit can be regulated as the supply of education/training programmes and courses grows.

The Home Rule Government proposes that the first phase of the educational initiative take its starting point in the existing study grant scheme and increase access to study grants for students enrolled in vocational training courses. We estimate that study grant expenditure, as a consequence of the additional elements in the action plan for the first phase, will increase by roughly nine million kroner in 2006 to 72 million kroner from 2012. In addition, the so-called Piareersarfiit study grant

quota must be increased so that the municipalities can put more people in courses or programmes that entitle them to receive financial aid under the study grant scheme. This would involve a further increase in annual expenditure of 7.5 million kroner in 2006 and 15 million kroner from 2007. With the planned changes to the rules for regulation assistance and public assistance, it will be necessary to create clear lines of distinction between these schemes and the study grant scheme.

2.5 The dropout rate

The initiative to reduce dropout rates is directed at both target groups and employs the following measures:

- Structural supervision, also by setting up a student registration system starting 1 January 2006.
- More extensive counselling of students from the educational institutions and guidance and introduction centres both during the application process and if they drop out.
- A dropout rate reduction initiative anchored in the educational institutions. If these institutions have a viable project, they can seek financing from a dropout rate reduction fund of 5.3 million as proposed here. Educational institutions should think of themselves as boarding schools and create an environment that strengthens students and meets their personal needs.
- Investigation at a central administration level into best practices in dropout rate decrease programmes and benchmarking.

The Home Rule Government proposes allocating 2.6 million kroner in 2006 and 5.3 million kroner annually from 2007, in addition to the two million kroner yearly allocated in the 2005 Finance Act.

2.6 Construction and housing

The increased volume in education/training programme and course offerings necessitates a greater capacity at educational institutions and more student housing. In some locations, new buildings and housing are necessary before the level of educational/training activity can be increased. For this reason, the Home Rule Government proposes expanding the Building and Construction School in Sisimiut to the tune of 38.4 million kroner in 2006-2008 and GU Nuuk to the tune of 8.5 million kroner in 2006-2007. This will allow both institutions to increase enrolment in educational programmes and other course activities they may offer.

Moreover, the Home Rule Government proposes anticipating key elements of the additional pressure on the housing situation that an extraordinary educational initiative will involve in its first phase by building two to three hundred housing units in 2007-2010 within a budget of 165 million kroner. We also suggest renting student residences in Aasiaat. In light of the necessity to increase capacity, we propose subsequent utilisation of resources in connection with:

- Municipalities building housing based on a standard concept (for example, studio flats or single family houses). This would provide a certain degree of flexibility, as students, young people and seniors can occupy these housing types. This form of housing would presumably also provide a lively neighbourhood environment.
- Surplus housing being made available for purchase or rental from the municipalities.

- Encourage private construction of housing and then renting it.

Some of this housing will be usable by students as well as by seniors, pensioners and people seeking work. To a great extent, then, it is no longer relevant to build special housing for students. Instead, student housing needs should be an integrated part of the housing policy of the Home Rule Government and the municipalities. This means it will be necessary to construct more housing than the 380 new buildings stated in the Home Rule Government supplementary coalition agreement of January 2005.

The greater number of buildings and housing will also give rise to a need for more maintenance, which we provisionally estimate could total as much as five million kroner annually from 2009.

2.7 Structural supervision, planning and development potential

The Home Rule Government finds that both a central and a local structural supervision of the labour market is necessary so that the offering of education/training programmes can be adjusted according to match the need for manpower. Locally, this will be handled, as previously mentioned, by the municipal guidance and introduction centres. The Home Rule Government will ensure that information that is procured locally is recorded in a central database. This database can then be used to determine which qualifications and educational background the unemployed have, and it will contain current information on the relevant work force needs.

The Home Rule Government also proposes a list of initiatives to improve the parts of the educational system:

- Investing six million kroner in a reform of day-care institutions (“the good day-care institution”) in 2006-2008.
- Investing three million kroner annually in e-learning and information and communications technology in 2006-2009.
- Investing a half-million kroner annually in an information and attitude change campaign proclaiming the need for and benefits of education and training.
- Investing a half-million kroner annually in improving language abilities, including VIC language instructors, and five million kroner annually in general funds for development and pilot projects.

Enclosure 1. Proposed changes to the 2006 Budget as consequence of the action plan.

Appropriation	Elements in action plan (millions of kroner, 2006 prices)	2006	2007	2008	2009
2006 FA	Bridge-building: pre-gymnasial course at GU in Nuuk (first group August 2005)	0.8	0.8	0.4	0
2006 FA	Bridge-building: Grants towards operation of a continuation school in Greenland	0.5	0.5	3	4
2006 FA	Bridge-building: Expansion of the continuation school quota	1.8	1.8	4	4
2006 FA	Youth education: 1 additional HTX track in progress from 2006	0.4	1.4	2.4	3
2006 FA	Youth education: 1 additional track at GU in Qaqortoq from 2006	0.4	1.4	2.4	3
2006 FA	Youth education: 1 additional track at GU in Qaqortoq from 2008	0	0	0.4	1.4
2006 FA	Youth education: 1 additional track at GU in Aasiaat from 2008	0	0	0.4	1.4
2006 FA	Youth education: 50 more apprentices/trainees starting per year	0.3	0.9	1.5	1.5
2006 FA	Youth education: initiatives for reducing the dropout rate	2.6	5.3	5.3	5.3
2006 FA	Youth education: school traineeships in connection with the double year group leaving lower secondary school in 2008	0	0	15	12
2006 FA	Youth education: expansion of GU in Nuuk by 2 tracks from 2008	0	0	0.8	2.8
2006 FA	Further education: more students starting	0	0	0.1	0.4
2006 FA	Vocational training courses nationwide	0.6	10.3	13.8	17.4
2006 FA	Legal case manager training programme	0.6	0.8	0.8	0
2006 FA	Social services training	0	1	1	1
2006 FA	Social services: courses for support staff for psychiatric patients	1.7	2.6	0.9	0
2006 FA	Social services: case worker training for office workers employed in social work	0	0.6	0.8	0.8
2006 FA	Social services: establishment of decentralised educator training in Sisimiut	0	1	1	1
2006 FA	Healthcare: specialisation modules	0	1.6	3.5	1.6
2006 FA	Healthcare: further education of junior doctors	4	4.7	4.8	4.9
2006 FA	Healthcare: nursing programme to bachelor degree level	0.4	0.6	0.6	0.6
2006 FA	Healthcare: establishment of hospital porter training programme	0	0	3.3	3.3
2006 FA	Healthcare: training of prevention consultants	1.5	1.5	0	0
2006 FA	Healthcare: upgrading qualifications of healthcare workers to healthcare assistants	1	2.4	2.4	1.1
2006 FA	Healthcare: increased admissions to healthcare worker training programmes	0	0	0	1.3
2006 FA	Healthcare: healthcare assistant training	0	0	0	1.4
2006 FA	Healthcare: dental clinic support staff	0.8	0.8	0.8	0.8
2006 FA	Healthcare: upgrading of unskilled staff qualifications	0.6	0.6	0.6	0.6
2006 FA	Healthcare: works manager training programme	0	0	1	1.2
2006 FA	Healthcare: team leader training programme	0	0	2.5	0
2006 FA	Study grants as a result of increased admissions	9.3	22.6	32.2	42.2
2006 FA	Increase in the Piareersarfiit quota	7.5	15	15	15
2006 FA	Student residences in Qaqortoq for 25 individuals	0	5.5	5.5	0
2006 FA	Student residences built on the coast as a result of a decline in dropout rate of 188 persons	0	20	29.5	27.5
2006 FA	Student residence building on the coast due to the VIC effort	0	20	24	0
2006 FA	Student residence rentals in Aasiaat	0	0.5	0.5	0.5
2006 FA	School building: extension, B&C School in Sisimiut	17.5	12.9	8	0
2006 FA	School building: extension, GU Nuuk, 2 additional tracks	4.8	5.5	0	0
2006 FA	Building maintenance owing to new construction of buildings	0	0	0	5
2006 FA	Day-care institution reform ("the good day-care institution")	1.8	2	2.2	0
2006 FA	ICT and e-learning	1.1	0.9	0.9	0.9
2006 FA	Information and attitude change campaign	0.5	0.5	0.5	0.5
2006 FA	Funds for development and improvement of language abilities	0.5	0.5	0.5	0.5
2006 FA	Development and pilot projects (mobile advisory team, GU reform, etc.)	5	5	5	5

2006 FA	Funds for development and education in growth industries	3	3.0	5.0	5.0
Total		69.0	151.5	197.3	17.9

* Finance Act.

Enclosure 2. Utilised initiatives from the sector programme in the 2005 Finance Act (FA).

Grant	Elements in action plan (millions of kroner)	2005	2006	2007	2008	2009
2005 FA	Youth education: apprenticeships for basic vocational training programmes	0.1	0.4	0.2	0.1	0.1
2005 FA	Guidance in obtaining a lower dropout rate	0.5	1.7	2	2	2
2005 FA	Specialist worker training programme for the fishing industry		4	4	0	0
2005 FA	Manager training programme		2	2	2	2
2005 FA	Mining and building contractor training programme		4	1.4	1.4	1.4
2005 FA	Social services and healthcare training programmes		3.2	3.2	3.2	3.2
2005 FA	ICT and e-learning	1.9	2	2	2	2
2005 FA	Training programme in domestic arts and handicrafts		6	2	2	2
2005 FA	Youth education: linking business enterprise and school		0.2	1.2	0.4	0.4
Total			16.5	18.0	13.1	13.1

Enclosure 3. In-depth study of the individual initiatives of the action plan

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Legal caseworker training programme

Background and purpose

This two-year training programme is directed towards upgrading of municipal and Home Rule Government employees who work with staff casework. The purpose of the upgrading programme is to reduce the numerous serious and often very costly errors committed by staff caseworkers and thus contribute towards improving the overall quality of casework and strengthening the citizens' legal protection in the area.

The training programme is reciprocal, the theoretical knowledge obtained through 12 weeks of theoretical schooling being put into practice in the students' work situation when they draw up projects and work with cases, guidance and distance education.

Status

The overall framework and contents of the training programme have been defined, and the training will take place at Niuernermik Ilinniarfik in Nuuk, which has started the practical planning hereof. It is expected that the training will start with an annual group of 15-18 students, the first time being in August 2006, subject to approval by the authority providing the funds.

Resources

Niuernermik Ilinniarfik in Nuuk has the necessary expertise and teachers to accomplish this task.

The following funds were allocated on the interim Finance Bill for 2006 to start-up and operation of the legal caseworker training programme:

FFL-2006:	DKK 600,000
FFL-2007:	DKK 800,000
FFL-2008:	DKK 800,000

Consequently, these funds may not be used to operate the training programme until the Landstinget has adopted the permanent Finance Bill for 2006; this is expected to take place in February 2006.

Accordance between the executing institution and the intentions of the Education Plan

Prior to the decision to anchor the education at Niuernermik Ilinniarfik in Nuuk, the objectives, framework and contents of the programme were defined following a lengthy dialogue with the school. Furthermore, the school has been in dialogue with the future employers of the legal caseworkers, who have provided positive feedback.

Problems and potential

As this training is new, it is not possible to foresee its concrete future problems and potential. However, as Niuernermik Ilinniarfik in Nuuk has considerable experience in planning and running reciprocal educational programmes, it will be able to handle any problems and make the most of the potential.

School training schemes in connection with the double school-leaving class 2008

Introduction

The problem of the double school-leaving class 2008 is a consequence of the overlapping of the previous school system and Atuarfitsialak. Consequently, two elementary school years will leave school at the same time. The out-of-school education in Greenland must therefore in 2008 be prepared to receive twice as many young people as usual. Quantitatively, the schools will turn out approximately 2,000 young people instead of 1,000 today¹.

Status

In the spring of 2005, a working group was set up to evaluate how this problem was to be tackled. One initiative will be the launch of school training schemes to enable more students to be enrolled in Basic Vocational Education. According to the estimate of the working group, the problem can be obviated by a total additional intake of 230 school leavers on educational programmes and an increase of the continuation school quota. In that connection, 128 more school training placements² can – and must – be established, according to the estimate of the working group. Today, the total school training capacity is 48 places, 24 hereof at the Iron and Metal School³, 12 at Inuili⁴, and 12 at the B&A (Building and Construction School)⁵.

Challenges and future action

A calculation from the Iron and Metal School indicates that the cost of doubling the present school training capacity of 24 students for one year will be around DKK 15m⁶. Inuili can increase its school training capacity from today's 12 students to 36 in 2008. The cost of this extension of the school training scheme will be DKK .35m in both 2006 and 2007, and DKK 1.1m in 2008⁷. In addition, it is a prerequisite for this scheme that the school building is expanded. According to Inuili's calculation, this expansion will cost DKK 35-40m⁸. By adding the figures for the two schools, they estimate that it will be possible to increase the number of school training places by 48 additional places in 2008.

Thus the challenge and the future actions call for measures which will have to be found within the financial limits of the Education Plan. Moreover, in order to create the number of school training places which the working group has found to be feasible, it will be necessary to think big and to involve more players. Among the matters to be considered are: the capacity of student residence buildings, the physical capacity of the schools, teacher capacity, apprentice salaries, and the

¹ Note to Henriette Rasmussen. Briefing on double elementary school year 2008. Doc. no. 110109.

² Note to Henriette Rasmussen. Briefing on double elementary school year 2008. Doc. no. 110109.

³ Note to KIIP from the Iron and Metal School. Estimated costs of establishing a school trainee scheme in 2008. Doc. no. 72803.

⁴ Reply to KIIP from Inuili to the inquiry regarding extension of the school trainee capacity. 16 April 2005.

⁵ Draft result contract between BA and KIIP drawn up in 2005, Annex 3.

⁶ Note to KIIP from the Iron and Metal School. Estimated costs of establishing a school trainee scheme in 2008. Doc. no. 72803.

⁷ Draft result contract between Inuili and KIIP drawn up in 2005 p. 4.

⁸ Draft result contract between Inuili and KIIP drawn up in 2005.

subsequent employment of the school trainees. To achieve this, a well worked-out and thorough action plan will be required.

50 more apprentices to start per year

Introduction

It is a condition for admittance to the Basic Vocational Education programmes that the applicant has been promised an apprenticeship. It has been a problem for some time that applicants have been unable to find the apprenticeships required, and that as a consequence hereof they cannot start the basic training programme. It is estimated that a total of 231 apprentices may be employed during 2005⁹, and that a total of 779 students had been admitted to the trade schools at 1 August 2005¹⁰. Based on these estimates, the core of the problem is that the majority (70 %) of all well-qualified applicants are unable to start their training programme because they have failed to secure an apprenticeship.

Status

In connection with initiative 6 in "Progress through Education and Development of Competencies" to create more apprenticeships for the Basic Vocational Education, a working group has been set up at KIIP's instigation to evaluate the scope of the problem of lacking apprenticeships¹¹. As this working group is at present suspended, there is a need for a thorough analysis of the extent of the problem and of its cause. In other words, the work to get 50 more apprentices started per year is at a standstill.

Challenges and future actions

The wish to get 50 more apprentices started each year calls for an analysis of the cause of the problem. So far, no analyses have been made of whether the number of apprenticeships is too low compared to the number of enrolled students, or whether the apprenticeships do actually exist although the employers do not for various reasons wish to employ apprentices. Such analysis work is to form the basis of any further initiatives.

Moreover, as figures from trade schools and vocational schools are in disagreement, it is desirable to carry out a more thorough analysis in order to define the extent of the problem.

The student residence situation should also be evaluated when creating more apprenticeships, as there may be a need for student mobility.

In order to avoid training young people and then leaving them without a job, it is important that the creation of more apprenticeships is constantly adapted to the demands of trade and industry. Consequently, continued registration and analysis of the demand within the different occupational groups is of the essence.

⁹ Report: Study of apprentice capacity and need for apprentices in 2005. By the Association of Employers in Greenland.

¹⁰ Account of students enrolled and students with contracts from all trade schools at 1 August 2005. By Sigvard Fleischer, KIIP.

¹¹ Report from weekend conference in Sisimiut 3-5 September 2004. Recommendations from KIIP p. 2.

ICT and e-learning

Introduction

Having received a great deal of attention, the area of ICT and e-learning were highly prioritised in "Progress through Education and Development of Competencies" as well as in the Education Plan. The reason is that the development of IT-based educational programmes is particularly well-suited in Greenland due to its large distances and relatively few inhabitants. It is assumed that several of the problems which the vocational training programmes in Greenland are facing in different areas may be obviated by the use of distance teaching. The problem of high drop-out rates may be reduced, both because students may follow distance education programmes in their home town, and because internet-based fora may be created to enable the students to talk with their teachers and fellow students during their traineeships, thus reducing the risk of dropout.

When courses are held under a continued education programme or to upgrade staff along the coast, it is an advantage that the participants do not have to leave their home town. This probably results in a larger continued education uptake. Consequently, ICT and e-learning help reach the objective of upgrading the labour force.

The immediate financial benefit is that travel costs in connection with courses, and at a later stage entire educational programmes, are considerably reduced.

Status

Electronic communication of knowledge is undergoing rapid development. At the Language Centre, the Building and Construction School, ATI, Inuili and the two business colleges, e-courses have been implemented within several areas. The message from the institutions is that these courses are successful.

As regards organisation and further development, a steering group has been set up with representatives from the project partners. The steering group lays down the budgets of the individual activities. Under the steering group, a coordination group operates with representatives from each active institution. This group ensures knowledge sharing, so that maximum benefit is derived from the joint resources and competencies.

The domain e-forum.gl is the technical platform for both communication in fora and e-learning activities. The technical platform has been developed by CURSUM and adapted to ITAI in Denmark¹². The use of this platform has been placed at the disposal of e-forum free of charge by the Greenland Employers' Confederation. However, a fee is paid to ITAI for use of the program and the server.

¹² Statement regarding e-forum.gl prepared by Bo Nørreslet, NI-Nuuk on 22 October 2005

In other words, the present activities progress satisfactorily, with the aim of further developing these and other new activities.

Challenges and future actions

The current aim is to turn all existing courses into e-learning courses, the deadline being set at the end of February 2006. As this area is relatively new and untouched, there will certainly be challenges which are not visible at present.

From a purely pedagogical point of view, the aim is to ensure that the quality of distance teaching is comparable with "class teaching".

Development and involvement of more institutions is scheduled for the immediate future.

Temporary trial with a one-year gymnasial foundation course in 2005-2008

The proposal to introduce a one-year gymnasial foundation course during the period 2005-2008 is intended to meet the demands of those young people who wish to be admitted to medium-length educational institutions, but only have work experience and no preliminary qualifying education. This may soon inspire more young people to begin competence-giving training. In addition, it is an offer aimed at unskilled workers who do not have the will or the courage to invest three years in preparatory study programmes. A total of approximately 72 persons may be admitted to the foundation course in 2005-2008.

Admission requirements

The applicants must be 23 years of age, have an FSUA with an average of at least 7 in the relevant subjects, and a minimum of three years' vocational experience.

Status

The one-year gymnasial foundation course began as a pilot project in 2005-2006. The class is being taught in Nuuk in collaboration with GU. 19 applicants were admitted, and apart from three dropouts, the teachers characterise the class as good and highly committed. Another class will start this summer, also in Nuuk. The salaries and operating costs of one class are approximately DKK .8-1m/year. To this should be added student grants, travel costs and residential costs.

Challenges

Quite a few of the applicants to the one-year gymnasial foundation course are young people who are already married and have a family. As the number of rooms in student residence buildings is limited – in particular family rooms – the number of non-local students that may be admitted is limited. It has been contemplated whether the course should be located at another place, but as GU Nuuk has already accumulated valuable experience and attracted the teaching staff required, it is preferable to keep it in Nuuk. If so, it will be necessary to arrange for additional housing in student residence buildings.

One additional track at GU from 2006

Objective

The objective for the target group between 15 and 25 years is to gradually increase admittance to the qualifying educational programmes, with an added intake of 24 in 2006 increasing to 144 from 2008. Of the 144 students to be admitted from 2008, 120 are distributed on GU in the three towns, whereas 24 will be admitted to HTX in Sisimiut.

The objective is a 25 % increase of the number of school-leavers admitted directly to a gymnasial school in 2008.

Salary resources

The direct costs of this extension of the educational activities will increase from DKK .8m in 2006 to DKK 18m from 2011, with salary costs and other operational expenses amounting to approximately DKK 800,000/year/class.

Expansion

As the gymnasial schools were built for the present number of classes, there will be a need to expand both schools and student residence buildings. In addition, the double-class problem in 2008 calls for additional space. The aim is to enlarge the present capacity by starting two extra tracks at GU Nuuk in 2008 and leasing student residence units and classrooms in Aasiaat. In Sisimiut, it is proposed to expand Sanaartornermik Ilinniarfik. In Qaqortoq, student residence buildings will be bought in 2005.

Challenges

At present, all qualified young people (elementary school-leavers with aptitude certificates) and other qualified candidates (admitted by the principal) are admitted to all gymnasial schools. However, the trend in Nuuk is to have a tougher admittance procedure due to the city syndrome. This means that in case of admittance of more students it will be necessary to move students across the present geographical division, which will result in increased travel costs. Free choice of gymnasial school may be contemplated, although this may result in a bulge in Nuuk.

Continuation school in Greenland

Background and previous practice

At FM2005, the previous government presented a "Memorandum on evaluation of the scheme of grants for continuation schooling in Denmark", including the issue of whether a continuation school should be established in Greenland.

Continuation schools may be established in Greenland according to various objectives such as:

- Creating a relevant educational offer for those young people who do not have sufficient qualifications in Danish to qualify for subsidised continuation schooling in Denmark.
- Creating a relevant alternative educational offer in Greenland for those young people whose primary reason for attending continuation school is not to strengthen their qualifications in Danish.
- Offering a continuation school programme not offered by continuation schools in Denmark.
- Offering an educational programme that will also be attractive to young people from outside Greenland.

In addition to the above long-term objectives, it should be noted that the establishment of continuation schools in Greenland will also help solve the capacity challenges of the double school-leaving class in 2008.

As regards the citizens' wishes, very few individuals and citizens in Greenland have expressed a wish to have continuation schools established in Greenland. However, several institutions and municipalities have indicated their willingness to establish continuation schools.

Proposals to establish continuation schools have been tabled on several occasions by members of the Landstinget, most recently during EM 2004. On that occasion, the previous Government stated that it would assess the suitability of establishing continuation schools in this country.

Recommendations

Today, it is necessary to have solid competencies in Danish and English to complete a further educational programme. However, due to insufficient language qualifications, far too many young people are unable to complete their further education. Educational programmes cannot be completed in Greenlandic only due to inadequate human, financial or pedagogic-didactic resources. This problem cannot be solved until the general level of education in Greenland has been raised.

Therefore, the Government wishes to make provisions for establishing a continuation school in Greenland targeted at those young people who do not have access to continuation schools in Denmark due to their insufficient qualifications in Danish. The special focus of this continuation

school should therefore primarily be Danish and English, with Greenlandic as a secondary focus in order to strengthen those young people who do not master Greenlandic, and as a third priority subjects attracting young people to the growth trades in Greenland, for instance tourism.

Continuation schools are characterised by being independent private foundations with their own board of trustees and statutes. Consequently, the initiative to establish a continuation school will also have to be private, with a group of citizens (educationists or representatives) establishing and running the school. By nature, a continuation school cannot be established and run by the public sector, whether it is the Home Rule Government, a municipality or a public institution.

If the Home Rule Government wishes to subsidise continuation schooling in Greenland to the same extent as the Danish Government subsidises continuation schooling in Denmark, the cost per pupil will be considerably higher than the cost of sending a pupil to a continuation school in Denmark with a grant from the Home Rule Government.

If the Home Rule Government decides to grant a smaller subsidy, the share payable by the parents will consequently have to be increased; this may result in social imbalance, as the lowest income groups may be precluded from profiting from the offer.

If the Home Rule Government wishes to ensure that the parents' payment is on a par with the present level for pupils from Greenland attending continuation schools in Denmark subsidised by the Home Rule Government, the annual cost per pupil-year will be approximately DKK 110-120,000. This amount is considerably higher than the cost of sending these young people to a continuation school in Denmark, and also considerably higher than the unemployment cost.

Based on an evaluation of the objectives, and provided there is the required political and private interest and backing, seeking to create a framework for establishing continuation schools in Greenland is found to be appropriate. It is therefore recommended that the necessary legal and financial framework is provided for establishment of continuation schools in Greenland.

Financing

The financial foundation of a continuation school could be own payment, municipal subsidies and Home Rule subsidies. The buildings could be built, leased or owned by a private foundation.

In all likelihood, a continuation school cannot be established before 2008 at the earliest. The reason is that it is necessary for local educationists and private initiators to have the required time to define the foundation of the school, find suitable buildings that may be in need of renovation, market the school and employ a principal, teachers etc.

Therefore, DKK .5 million is allocated to central and local project development in both 2006 and 2007. In 2008 and 2009, DKK 4 million will be allocated for each budget year by the Home Rule Government as a subsidy to the establishment and running of the school.

Conclusion

Based on the above recommendations, a continuation school may be established in Greenland from August 2008, provided both the local and the central level are given enough time to meet the requirements in terms of legislation, financing and contents.

The Home Rule Government makes it possible to establish a continuation school in Greenland and to make it accessible to young people who cannot be admitted to continuation schools in Denmark due to their poor knowledge of Danish. The professional focus of this continuation school will primarily be Danish and English; secondarily Greenlandic in order to strengthen students who do not master this language, and as a third priority subjects attracting young people to growth sector jobs in Greenland, such as tourism.

Increasing the continuation school quota

Background and previous practice

Elementary school pupils are increasingly interested in continuation schooling. For the school year 2005/06 it was necessary to apply for an additional grant so that all qualified applicants could get subsidies for their continuation school year. The number was close to 240 students.

Since 1964, Greenland has sent young people to continuation schools in Denmark, culminating in 1972 with almost 800 young people attending continuation schools in Denmark. Today, the offer to go to a continuation school is targeted at pupils leaving the 11th class without the necessary personal or professional qualifications to continue in the educational system immediately.

The Home Rule Government allocates grants to students who meet certain criteria described in Order no. 26 of 15 January 2004 on grants to continuation schooling in Denmark. The grant of DKK 281.- per week is earmarked for payment of the stay at the continuation school and as contribution to the trip to and from Denmark.

Politically, it has been widely agreed to prioritise the continuation school quota through expansion of the target group and upgrading of the outcome expected from the stay.

Recommendations

At FM2005, the previous Home Rule Government presented a "Memorandum on evaluation of the scheme of grants for continuation schooling in Denmark". This memorandum recommended an extension of the target group, so that students who attended a continuation school to strengthen their professional qualifications in general or to widen their horizon and develop personally could also receive grants.

In addition, it was recommended to increase the quota so that all qualified young people would be able to receive grants from the Home Rule Government, to extend the target group and to cope with the double school-leaving class in 2008.

Moreover, it is estimated that continuation schooling in Denmark is the best way of strengthening young people's qualifications in Danish, as subjects are taught in Danish, at certain schools with the option of extra lessons in Danish for bilingual pupils, including pupils from Greenland.

Financing

An extension of the continuation school quota is in demand and recommended by the potential continuation school users, members of Parliament from all parties, and the Continuation School Memorandum. The DKK 1.8 million increase of the grants in both 2006 and 2007 will therefore result in an increase of the quota from 190 to approximately 240 in both budget years;

consequently, the DKK 4 million budget increase in both 2008 and 2009 takes the double school-leaving class into account.

Conclusion

It is estimated that it will be possible, within the budget increase proposed, to increase the target group and thereby the quota so as to comprise qualified young people wishing to strengthen their professional and linguistic qualifications, widen their horizon and develop personally. Subsequently, it is estimated that the increase in 2008 and 2009 will take the double school-leaving class into account.

Day-care institution reform – the good day-care institution

Background and previous practice

In November 2001, the Home Rule Government member for Social Affairs and the Labour Market set up a working group to deal with Good Preparation for School.

The mandate of the working group was:

- To identify the possibilities of offering preparation of the transition between day-care institution and school to children between 4 and 6 years of age.
- To gain experience and collect schemes in this area from other countries.
- To describe experimental schemes in selected municipalities in Greenland from 1 August 2003.
- To assess which experimental schemes may be made permanent.

The working group did not finalise its work in a conclusive form. In continuation of the preliminary recommendations of the working group, Inerisaavik implemented a number of courses during the period 2004-06, which involve staff and groups of parents in day-care institutions, such as the Linguistic Preparedness Studies in the nursery school sector and nation-wide courses in linguistic stimulation and language games for pre-school children.

Moreover, it may be mentioned that the Home Rule Government member for Culture, Education, Research and the Church set up a think tank in 2004 which has submitted several recommendations for the pre-school area, for instance an up-to-date pre-school teacher training programme and measures supporting exposed families with young children.

Recommendation

The working group, which was set up in 2001, will be re-established in a modified form reflecting the professional pedagogical advances identified in the area since 2001. With a modified mandate, which takes the experience gained in particular in the pedagogical area into account, the working group will be requested to describe the material collected with a view to establishing a solid foundation for implementing Meeqquerivitsialak.

A project manager on a fixed-duration contract will be in charge of establishing a reform of the day-care institution area in keeping with the views on children and learning which are the basis of Atuarfitsialak. The target is to ensure pre-school/primary school coherence so that far more pupils experience success from a much earlier date in their schooling process and thus on the longer term avoid dropping out of their further educational programme.

The efforts to revise the day-care area should involve society at large, so that the project incorporates the pedagogical advances on a national and international level as well as everyday experience and tradition in a sustainable development perspective.

Financing

An amount of DKK 1.8 million is allocated in 2006, DKK 2.0 million in 2007, and 2.2 in 2008 to project recruitment, reform work and implementation activities.

Conclusion

It is estimated that the development work can be contained within the framework described; on the other hand, a need for additional financing during the subsequent implementation is to be expected, in keeping with the experience gained from the elementary school reform.

The leadership training programme

Status

A working group has been set up for the purpose of establishing a leadership academy. Part of the academy's mission will be to collect the existing leadership training options under one hat, thereby creating much better possibilities for further training of the executive candidates of the future, both in public institutions and in public and private companies.

The first task of the working group is to evaluate the pros and cons of establishing the management academy as

- A division of the Commercial College in Nuuk,
- A private limited company, or
- A private foundation.

The working group will submit its recommendation in January 2006, and it is expected that the academy will be established during the first quarter of 2006.

Building or lease of student residence buildings

Status

A working group has been set up by the Directorate of Education in order to clarify the existing student residence capacity. The working group will finalise its work at the beginning of 2006, and the result of the group's efforts will form the basis of the continued work to allocate the allowances of the Education Plan to building or lease of student residence units.

The Home Rule Government has approved the attempt to buy five newly built houses in Qaqortoq already in this financial year, to be converted into 25 student residence units each. In addition, the Education Plan allocates funds for the building of 25 additional student residence units in Qaqortoq during the period 2007-08, and for the lease of privately built student residence units in Aasiaat.

An additional track on HTX (Higher Technical Examination)

Status

A DKK 400,000 allowance was allocated to this initiative in the Education Plan to pay for the start-up of an additional track on HTX during the autumn of 2006.

The plan envisages 24 more students per year starting in 2006.

Identified needs

Educational grants for 24 persons for 2006/2007: $\text{DKK } 4,500 \times 24 = \text{DKK } 108,000 \times 12 = \text{DKK } 1,256,000$ per year.

As regards the number of rooms in student residence buildings, the prospects are promising, as new residence buildings are in three different stages of completion. Stage 1 has been completed and put into use. In 2006, stage 2 with 36 new dwellings will be ready for occupation, and stage 3 with 36 new units will be ready in 2007. The entire building project is attached to the B & A school.

As regards the question of capacity, a shortage of classrooms is to be expected. This problem cannot be remedied until the expansion of the B & A school is a reality.

As regards teacher resources, the prospects are promising, as the school has announced that this can be solved by taking on new teachers, who are not difficult to find. The planned weekly number of lessons is 32.

Potential

In order to solve its space problems, the B&A school will have to lease premises from other educational institutions in Sisimiut in a KIIP context, until the new building is ready in 2008.

Expansion of the B & A school in Sisimiut

An amount of DKK 20 million was allocated to this initiative in the plan as basis of negotiation. According to the survey, this amount was reduced to DKK 17.5 million by a decision of the Home Rule Government of 9 December 2005. The text recommends a DKK 38.4 million expansion in 2006-2008.

The planning of this expansion has been completed. The school is now waiting for the green light to be given to the expansion, which must definitely be started in the spring/summer of 2006 in order to be ready in 2008, when the double school-leaving class is expected to start. If the building is not ready by 2008, there will be no classrooms for the double school-leaving class.

This initiative is closely linked to initiative 6, "More apprenticeships for the basic vocational training" and initiative 18, "Centre for Arctic Technology (ARTEK)" in the sector plan "Progress through Education and Competence Development".

Reduction of dropout rates/focus on increased completion rates

Background

Already early in the sector programme process (end 2004) the central administration of the Home Rule Government, the Council for the Development of Competencies, educational institutions and other bodies of the Greenland society generally agreed that it is important to focus on increased educational completion rates in order to achieve a noticeable increase of the general level of education in Greenland.

Recommendations

In "Progress through Education and Competence Development" it was recommended to set up a working group with the following tasks during the sector programme period (2004-2007) and during the following year (2008):

- To see to it that the educational institutions in Greenland are familiar with the possibility of applying for funds to reduce dropout rates/achieve higher completion rates, and with the names of the institutions to which such applications should be sent;
- To invite the educational institutions in Greenland to send in applications for concrete initiatives to reduce dropout rates and/or achieve higher completion rates;
- To invite applications once or twice annually, and to fix an unambiguous and reasonable time limit;
- To evaluate the proposals received and to determine which initiatives should be credited by drawing on principal account no. 40.01.08, Sector programme for education.

A total of DKK 1.7 million has been earmarked in 2005 for this purpose and budgeted with an annual amount of DKK 2.0 million during the years 2006-2008. The intention is for the individual educational institutions that have received grants for the purpose of reducing dropout rates to actually diminish these rates by 50% during 2008. A 50% reduction of the original dropout rate (from the first allocation of funds) is therefore also the measure to be applied when the project is completed in 2008.

Status

The total amount of DKK 1.7 million allocated in FL 2005 has been distributed to different educational institutions that have submitted applications for concrete projects to reduce dropout rates. These projects are in particular:

- Learning cafés (extra tuition, methods for learning special subjects),
- Support teachers and mentor schemes to provide extra tuition and learning,
- Guidance in case of personal crises and in the completion of studies.

The working group consists of representatives from various educational institutions that refer to the steering group of the sector programme for education and industrial development (for detailed information see the working group's terms of reference for reducing dropout rates).

Future-oriented action

The working group intends to announce that applications and allocation of funds will take place during the first six months of 2006, and that the work to evaluate the applications received is progressing in accordance with the criteria laid down in the terms of reference.

At the end of 2006, all educational institutions having received funds must draw up a small report with an evaluation of their actual initiatives and a description of their successful and unsuccessful initiatives, and reflections on the future potential for reducing the dropout rates.

Information and attitudinal change campaign

Background

It is often said in the public debate that starting a training programme, completing it and understanding the importance hereof is a matter of attitudinal change. The fact that there is a need for a change of the attitude to education in Greenland is probably first and foremost due to the lack of educational tradition. In order to launch a campaign to change the attitude towards education, "Progress through Education and Competence Development" and "The Education Plan" propose that funds are allocated to an information campaign.

Recommendations

The immediate recommendations are two-sided: firstly, the Directorate of Culture, Teaching, Education, Research and the Church will in 2006 produce three newspaper inserts, and secondly, the intention is to broadcast information on television in the shape of TV spots, interviews, etc.

- As regards the newspaper insert, the immediate intention is to inform on the following three subjects:
information targeted at new students on various matters, including the new Order on student grants.
- Information on the future role and target group of the Guidance and Introduction Centres.
- Information on the elementary school, including future evaluation intentions and the intentions for the good day-care institution.

As regards television presentation, this is dependent on cooperation with television professionals to be consulted by the Directorate of Culture, Education, Research and the Church.

It is proposed that the following amounts are allocated to this initiative:

2006	2007	2008	2009
DKK .5million	DKK .5 million	DKK .5 million	DKK .5 million

Status

3-4 articles are ready to be used in newspaper insert no. 1. However, an introduction by the Home Rule Government member and an interview article or similar illustrating a personal history are still not ready.

During week 51 a number of meetings will be held with professional mediators to clarify which initiatives can be taken to present the messages on television.

Future-oriented action

It is assumed that approximately DKK 100,000 will be spent in 2006 on newspaper inserts, the remaining DKK 400,000 being spent on television communication. For the years 2007-2008, in concert with the steering group of the sector programme for education and business development, the Competence Development Council, educational institutions and other actors, the Directorate of Culture, Education, Research and the Church will regularly evaluate the need for information and attitudinal change.

Funds for development and improvement of language skills

Status

In the Education Plan, target group two is described as unskilled workers less than 50 years old that are unemployed, belong to a threatened trade and/or provide for a family.

As the Home Rule Government is conscious of the fact that a major part of this target group speaks Greenlandic only, the plan for the financial year 2006 and the subsequent years allocates funds to ensure that Greenlandic is used as the language of teaching in the real competence-giving courses described in the Education Plan.

Future-oriented action

In cooperation with the labour market parties and the trade schools, the working groups set up in connection with the establishment of the municipal Guidance and Introduction Centres are to define a certification system for real competencies and to clarify the ensuing need for courses and for language courses for the present and future course instructors. These language courses, which could be offered by Oqaatsinik Pikkorissarfik, could be courses in Danish as well as in Greenlandic.

Problem fields

Recruiting instructors with the required professional and linguistic qualifications may turn out to be difficult, as the number of resource persons is very limited. Other things being equal, a vigorous effort in this area may result in a shortage of the same resource persons in other areas of the educational sector.

Development and pilot projects

Background and objective

In connection with the Home Rule Government's aim to raise the level of education in Greenland there will be a need for development funds as well as funds to wind up pilot projects and to follow up on already established initiatives in the Education Plan.

Status

So far, one development project has been implemented which can be financed by these funds as a matter of course: a reform of the gymnasial education programme in Greenland, which is today modelled after the Danish system and run according to Royal Orders of 1996 as regards GU, and 1999 as regards HHX and HTX (Higher Commercial/Technical Examination), respectively.

The municipal Guidance and Introduction Centres are an important factor for the efforts aimed at target group 2 in the Education Plan, the unskilled workers, employed or unemployed. It is therefore of major importance that these centres are efficient, and that good contacts are established between the centres across municipal borders. The plan provides for counselling and visits in the individual municipalities according to needs.

The social sector

Background

In connection with the preparation of FFL 2006 for VM 06, it was decided to earmark funds to the social sector based on the declarations of intent in the coalition agreement of 25 November 2005 between Siumut, Atassut and IA.

Recommendations

Funds have been allocated to the following purposes:

	2006	2007	2008	2009
The social sector in general	DKK 0 million	DKK 1 million	DKK 1 million	DKK 1 million
Courses for support personnel for forensic psychiatry patients	DKK 1.7 million	DKK 2.6 million	DKK .9 million	DKK 0 million
Caseworker training in social counselling for commercial and office employees	DKK 0 million	DKK .6 million	DKK .8 million	DKK .8 million
Decentralised pedagogical training in Sisimiut	DKK 0 million	DKK 1 million	DKK 1 million	DKK 1 million

The substantial contents of each area are at present being worked out by the Family Directorate, and the Directorate of Culture, Education, Research and the Church is awaiting communication hereof.

The health sector

Background

In connection with the preparation of the Education Plan, the Directorate of Health was asked to submit information on the need for supplementary education in the health sector. They presented a series of initiatives whose details have primarily been prepared by Peqqissaanermut Ilinniarfik.

Recommendations

The following supplementary training and education recommendations were given by the Directorate of Health for the health sector:

- Further education for young M.D.s
- The nursing studies to be upgraded to bachelor's degree level (development work)
- Establishment of hospital porter training
- Training of prevention consultants
- Qualified upgrading from health assistant to practical nurse
- Extra group, health assistant training
- Practical nurse training
- Dental assistant training
- Manager training
- Team leader training

Status and future-oriented action

The Directorate of Culture, Education, Research and the Church has basically promised to support all of the above-mentioned supplementary education initiatives; however, the Directorate will probably evaluate the proposals received to establish whether it is more appropriate to target 3-5 areas instead of the 10 areas mentioned. A decision will be taken in concert with the Health Directorate and Peqqissaanermut Ilinniarfik.