

				<p>self-sustaining country through continuous and sustainable economic development.</p> <p>After Greenland became self-governing in June 2009, the relative importance of the education sector for the Greenlandic society has increased. The sector is widely acknowledged politically as one of the key strategic sectors – besides tourism and oil and mineral exploitation – that will ensure sustained economic growth and a balanced development of public finances.</p> <p>Elections in 2013, 2014 and 2018 have not changed priorities in the Greenland Education Programme.</p>
3. People and the organisation	The entry of more donors in the Greenlandic educational system results in a decrease in efficiency	L	L	<p>The EU is no longer the only donor. Several big private foundations have financed a large project (KIVITSISA, see above) in the Greenlandic educational sector, and lately, the US Government has announced that it will provide a grant to Greenland which also covers education (no details known). The GEP can be used as a basis for coordinating the activities and preventing overlap.</p>

Lessons Learnt:

The Greenlandic Education Plan II was passed by the Naalakkersuisut (Parliament) in 2015 and runs for 10 years until 2024. Even though the visions and targets remain the same, it is nevertheless necessary to undertake incremental changes in these from year to year in order to reflect developments in the real world. 2020 has been extraordinary in this respect due to the pandemic and the challenges this has posed to educational activities as well as in society as a whole, but as of 2021, the situation is again approaching the status quo of the time prior to the outbreak of COVID-19. The following lists some of the main lessons learned during the period that the Education Plan II became functional and until the present.

1. **No real change is possible without having all the key stakeholders on board.** This is especially true for pre-school and primary/lower secondary education, where the GoG holds the overall responsibility for development, inspection and support, but where it is the municipalities that are in charge of implementation. This has become more of a challenge as of 2018, when the municipalities dissolved their coordinating committee (known as KAIUKOKA) and decided to relate to the GoG individually rather than in concertation. Consensus on relevant matters is now sought on a case-by-case basis, but fortunately the area of education is, as a rule, not controversial, and municipalities are able to take concerted action. This has been demonstrated in the large KIVITSISA-project, where all of the 5 municipalities jointly set up a project to promote distance- and e-learning in order to raise the quality of learning in Greenlandic primary and lower secondary schools and compensate for a chronic lack of qualified teachers, especially in smaller settlements. The project has a budget of app. EUR 27 million where the municipalities finance EUR 20 million out of their own budgets. The key role played by the municipalities is reflected in the fact that they, since 2017, have been invited to take part in the bi-annual policy dialogue meeting between the Commission and the GoG.
2. **Many of the challenges of the Greenlandic educational system are of a very complex nature, and need to be tackled using a holistic approach,** rather than trying to address them one at a time and exclusively within the confines of the system. Issues like the vast geographical expanse, the limited infrastructure, the small, dispersed population, problems related to social issues and health, economy, as well as linguistic challenges all combine in relation to problems of e.g. drop-out and early leaving. Solving these requires a concerted strategy that takes all these factors into account and involves all the relevant actors and stakeholders. Therefore, the Education Plan II also addresses issues like housing of students/learners, foreign language proficiency, guidance, internationalisation etc.
3. **Transition periods can be particularly problematic, especially from lower secondary education to upper secondary education and training.** Over 60% of the Greenlandic population in the age bracket from 16-74 never progressed beyond lower secondary school, and at the time of writing only 1 out of 7 pupils from lower secondary education progress to upper secondary education and training immediately after having completed