

April 2020 belfercenter.org/Arctic-Initiative

IGA-671M: Policy and Social Innovations for the Changing Arctic at Harvard Kennedy School presents:



about the GREENLAND POLICY CHALLENGE

The Greenland Policy Challenge: Bringing Together Future Arctic Leaders

The Greenland Policy Challenge is born out of the idea that connecting young future leaders to innovate on challenges facing the Arctic can both educate them about this fast changing region and equip them with skills to develop and contribute new and sustainable solutions.

The Greenland Policy Challenge is a part of Harvard's first Arctic focused course, *Policy and Social Innovation in the Arctic* (IGA-671M). It has been co-designed with Greenland's Ministry for Foreign Affairs, Education and Culture, and produced in collaboration with the University of Greenland.

The Policy and Social Innovation in the Arctic course immerses students in real-world sustainable-development issues through the lens of the rapidly changing Arctic region. The Arctic as a whole has been experiencing climate change at a pace more than twice the global average, with multiple local, regional, and global implications in the environmental, economic, security, and human rights domains. Policy and Social Innovation in the Arctic gives students experience in developing policy and social innovations to address the complex policy challenges that develop at the intersection of environment and human well-being. This year, the Greenland Policy Challenge serves as the capstone to IGA-671M. In previous years, students have focused on multiple regional challenges and presented their work in Iceland at the Arctic Innovation Lab.



Halla Hrund Logadottir teaching her Policy and Social Innovation in the Arctic course at Harvard Kennedy School of Government photo credit: Benn Craig

The Greenland Policy Challenge teams up students from Greenland and the Harvard Kennedy School to co-develop policy solutions - in a sustainable way with support and guidance from policy makers, experts and educators. Students will present ideas of how to develop Greenland's policy strategies in the fields of:

- Climate Change
- Education & Cultural Preservation
- Foreign Affairs
- Economics and Trade

About the Arctic Initiative

Harvard Kennedy School's **Arctic Initiative** seeks to develop new insights and collaborations that bring together science, technology, and policy to address the environmental, economic and social challenges facing the Arctic. At the Arctic Initiative we are initiating new research; convening stakeholders like policymakers, scientists, and Arctic residents; and training a new generation of public and private experts to understand and address the factors driving change and risk in the region.

The Arctic Initiative is a joint project of the Environment and Natural Resources Program and the Science, Technology, and Public Policy Program at the Belfer Center for Science and International Affairs.

To learn more about the Arctic Initiative, visit belfercenter.org/Arctic-Initiative

BALLAND POLICY CHALLENGE **Daily Agenda**

Through two days of expert talks, workshops and policy briefings, students from The University of Greenland will partner with students from the Harvard Kennedy School course IGA-671M: Policy and Social Innovations for the Changing Arctic, to develop and pitch their innovations to solve policy challenges in Greenland.

Monday, May 18

The University of Greenland and Harvard Kennedy School students co-create policy ideas during an all-day workshop. The workshop includes briefings on the four topic areas, work sessions, and preliminary knowledge sharing and feedback.



The University of Greenland and Harvard Kennedy School students present their innovations to panels of experts and government representatives.

Monday, May 18: The Innovation Workshop

WGST	EDT	Agenda
10:00	8:00 AM	Welcome Remarks for students, mentors, and faculty
		Featuring Inuuteq Holm Head of Representation for the Greenland Representation in Washington, D.C. and Halla Hrund Logadottir, Co-Founder and Co-Director of the Arctic Initiative
		Program Introduction
10:30	8:30	Opening Remarks by Minister Ane Lone Bagger , Minister of Education, Culture, Church and Foreign Affairs of Greenland
10:40	8:40	Breakout Session: "The Greenland Context:" Mentorship meetings
11:10	9:10	Break/Transition
11:15	9:15	Policy Briefing: Foreign Affairs
		Featuring Aleqa Hammond, Former Prime Minister of Greenland and member of the Greenlandic Parliament (Inatsisartut)
11:45	9:45	Policy Briefing: Trade and Economics
		Featuring Jørn Skov Nielsen, Deputy Minister, Ministry of Industry, Energy, Research and Labour
12:15	10:15	Break
12:20	10:20	Policy Briefing: Environment and Climate Change
		Featuring Lene Kielsen Holm, Research Scientist and Project Leader in the Climate and Society Research Group at the Greenland Climate Research Centre
12:50	10:50	Policy Briefing: Education and Culture
		Featuring Katti Fredricksen, Head of the Language Secretariat of Greenland and poet
13:20	11:20	Team Meeting: Identify the policy goals you are addressing in your strategy
13:40	11:40	Team Meeting: Brainstorming on possible policy or program innovations to reach policy goals (strategy action items) and select 3-5 to develop
14:20	12:20 PM	Individual Work: Development of action items
15:20	1:20	Team Meeting: Strategy content gathering
16:00	2:00	Team Meeting: Practicing pitch & presentation
16:30	2:30	End of Day Convening: All group summary and sharing
		AneMarie Ottossen, Myths of Greenland
17:00	3:00	Formal Workshop Program Concludes

Tuesday, May 19: The Innovation Workshop

WGST	EDT	Agenda
10:00	8:00 AM	Opening Remarks and introduction of experts and government representatives.
		Greenland Policy Briefing Panel Expert Reviewers:
		• Rector Gitte Adler Reimer, University of Greenland,
		 Professor John P. Holdren, Teresa and John Heinz Professor of Environmental Policy at Harvard Kennedy School, Co-Director of the Arctic Initiative
		Kenneth Høegh, Deputy Foreign Minister of Greenland
		 Halla Hrund Logadóttir, Co-founder, and Co-director, Arctic Initiative, Harvard Kennedy School of Government
10:10	8:10	Student Policy Pitch: Climate Change
10:20	8:20	Q&A
10:30	8:30	Break/Transition
10:35	8:35	Student Policy Pitch: Trade
10:45	8:45	Q&A
10:55	8:55	Break/Transition
11:00	9:00	Student Policy Pitch: Foreign Affairs
11:10	9:10	Q&A
11:20	9:20	Break/Transition
11:25	9:25	Student Policy Pitch: Education and Culture
11:35	9:35	Q&A
11:45	9:45	Closing Remarks and Comments from Expert Panel
12:00	10:00	Greenland Policy Challenge Celebration
12:15	10:15	Program ends

5

GREENLAND POLICY CHALLENGE Speakers and Advisers

Innovation Workshop Program Speakers



Minister **Ane Lone Bagger**, Minister of Education, Culture, Church and Foreign Affairs of Greenland



Aleqa Hammond, Former Prime Minister of Greenland and member of the Greenlandic Parliament (Inatsisartut)



Jørn Skov Nielsen, Deputy Minister, Ministry of Industry, Energy, Research and Labour



Lene Kielsen Holm, Research Scientist and Project Leader in the Climate and Society Research Group at the Greenland Climate Research Centre



Katti Fredricksen, Head of the Language Secretariat of Greenland and poet

Greenland Policy Briefing Panel: Expert Reviewers



Gitte Adler Reimer, Rector, University of Greenland



John P. Holdren, Teresa and John Heinz Professor of Environmental Policy at Harvard Kennedy School, Co-Director of the Arctic Initiative



Kenneth Høegh, Deputy Foreign Minister of Greenland

Policy and Social Innovation in the Arctic Course Team



Halla Hrund Logadottir, Arctic Initiative, Adjunct Lecturer, Co-Founder and Co-Director, Arctic Initiative, Harvard Kennedy School



Daniel Bicknell, Arctic Initiative Research Assistant and Course Assistant



Katie Segal, Arctic Initiative Research Assistant and Course Assistant



Karin Vander Schaaf, Faculty Assistant, Administrative Coordinator, Science, Technology, and Public Policy Program

GREENLAND POLICY CHALLENGE Mentors and Organizers



Katti Frederiksen, Head of Secretariat, The Language Secretariat of Greenland Mentor and Innovation Workshop



Svend Hardenberg, Chairman, Greenland Invest Mentor

Speaker



Inuuteq Holm, Greenland Representation in Washington, D.C., Head of Representation

Greenland Policy Challenge Organizing Lead, Mentor and Innovation Workshop Speaker



Catherina Hvistendahl, Greenland Representation in Washington, D.C., First Secretary

Greenland Policy Challenge Organizing Lead and Mentor



Mitdlarak Lennert, University of Greenland

Greenland Policy Challenge Organizing Lead and Mentor



Rebecca Lynge, Permanent Mission of Denmark to the United Nations, Policy Adviser *Mentor*



Tukumminnguaq Olsen, University of Greenland Mentor



Ulunnguaq Markussen, University of Greenland *Mentor*



Alice Rogoff, Arctic Today Mentor

Special Session Guests and Instructors



Persuasion Workshop: **Brittany Janis**, Arctic Initiative Project Coordinator



Op-Ed Writing Workshop: Krestia DeGeorge, Editor, Arctic Today



Myths of Greenland: AneMarie Ottesen, Storyteller

GREENLAND POLICY CHALLENGE Student Challenge Teams

Climate Change Team

Policy Challenge Instructions: Your team is a group of policy analysts tasked with designing action items to include in Greenland's climate strategy. Your client is the Greenland Government, specifically the Ministry of Education, Culture, Church, and Foreign Affairs. Your task is to outline policy or program innovations as action items for Greenland's new climate change strategy that will help to contemplate the serious realms of climate change impacts.



Kevin Bain Harvard Kennedy School *Master in Public Policy*



Xiyue (Michelle) Li Harvard University Ph.D. in Public Policy



Harvard Kennedy School Master in Public Policy

Maddi Reeves



Rumaitha Al Busaidi Harvard Kennedy School Master in Public Administration



Givioq Nivi Løvstrøm University of Greenland Department of Culture and Social History

Education & Cultural Preservation Team

Policy Challenge Instructions: Your team is a group of policy analysts tasked with designing action items to include in Greenland's education and cultural preservation strategy. Your client is the Greenland Government, specifically the Ministry of Education, Culture, Church, and Foreign Affairs. Your task is to outline policy or program innovations to inform Greenland's new education and cultural preservation strategy.



Solenn Boubour University of Greenland Master in West Nordic Studies



Abby Conyers Harvard Kennedy School Master in Public Policy



Bert de Jonghe Harvard Graduate School of Design Master in Design Studies (Urbanism, Landscape & Ecology)



Maatalii Aneraq Okalik University of Greenland Master in Governance & Sustainable Management



Sunaina Pamudurthy Harvard Kennedy School Master in Public Policy



Jenna Stark Harvard Kennedy School Master in Public Policy



Liz Vincent Tufts Fletcher School Master of Arts in Law and Diplomacy

GREENLAND POLICY CHALLENGE Student Challenge Teams

Foreign Affairs Team

Policy Challenge Instructions: Your team is a group of policy analysts tasked with designing action items to include in Greenland's foreign affairs strategy. Your client is the Greenland Government, specifically the Ministry of Education, Culture, Church and Foreign Affairs. Your task is to outline policy or program innovations as action items for Greenland's foreign affairs strategy that will help to contemplate the renewed foreign interest in Greenland.



Soriina Davidsen University of Greenland Social Sciences



Karl Inuk Faurschou Copenhagen University Cross Cultural Studies



Eric Lyon Harvard Kennedy School National Security Fellow



Tukumminnguaq Olsen University of Greenland *Master in West Nordic Studies: Governance and Sustainability Management*



Elsennguaq Uiloq Silassen University of Greenland *Master in West Nordic Studies*



Helen Zhang Harvard Kennedy School Master in Public Administration

Trade Team

Policy Challenge Instructions: Your team is a group of policy analysts tasked with designing action items to include in Greenland's trade strategy. Your client is the Greenland Government, specifically the Ministry of Education, Culture, Church, and Foreign Affairs. Your task is to outline policy or program innovations as action items for Greenland's trade strategy that will help to contemplate the renewed international trade opportunities for Greenland.



Sam Gant Harvard Kennedy School Master in Public Policy



Asta Naja Helms University of Copenhagen Master in Law



Koshi Murkoshi Harvard Kennedy School Master in Public Administration



Rikke Østergaard University of Greenland *Business Economics*

Dima Vasishchev



Harvard Kennedy School Master in Public Administration



Amy Yee Harvard Kennedy School Master in Public Administration

WITH SPECIAL THANKS

FROM THE ARCTIC INITIATIVE'S TEAM TO THE

GREENLAND MINISTRY FOR EDUCATION, CULTURE, CHURCH AND FOREIGN AFFAIRS, THE UNIVERSITY OF GREENLAND,

AND ALL PARTICIPANTS



ARCTIC INITIATIVE TEAM PHOTO

(Left to Right) Halla Hrund Loggadottir, John P. Holdren, Cris Russell, Fran Ulmer (standing), Henry Lee, Karin Vander Schaaf (standing), Sarah Mackie, Brittany Janis (standing), Sarah Dewey, Joel Clement and Amanda Sardonis.

APPENDIX: Policy Challenge One-pagers



IGA-671M: Policy and Social Innovations for the Changing Arctic Greenland's Climate Change Strategy

Your team is a group of policy analysts tasked with **designing action items to include in Greenland's climate strategy.** Your client is *the Greenland Government, specifically the Ministry of Education, Culture, Church, and Foreign Affairs.*

The Country of Greenland lies entirely in the Arctic Circle, which, as a region, has disproportionately felt the impacts of climate change. For example, the Arctic region has experienced surface air temperature increases about two to three times the global average.ⁱ In Greenland, warming temperatures and ice melt primarily drive the changing socioecological dynamic in the nation. The Greenland Ice Sheet's mass loss increased six-fold since the 1980s, bringing Greenland's sea-level rise contributions to 13.7mm since 1972.ⁱⁱ It has been estimated that warming of 1.6 °C [0.8-3.2 °C] above current temperature levels will lead to a nearly complete loss of the Greenland Ice Sheet, which would raise ocean levels by approximately 7 m.ⁱⁱⁱ The changes in earth systems impact not only Greenland's ecology but also its economy, culture, foreign relations, and identity. While climate change may present new economic opportunities with expanded fisheries and increased mining access, for example, it also poses challenges to traditional ways of life, such as hunting, dogsledding, traditional knowledge about the environment, and native language preservation. Greenland's situation in mitigating climate change is like other developing countries when it comes to the duality of economic development and increased emissions. Greenland's economy is under-developed when it comes to the utilization of its natural resources and renewable energy resources. Natural resource development has the potential to increase Greenland's greenhouse gas emissions.

Your task is to outline policy or program innovations as action items for Greenland's new climate change strategy that will help to contemplate the serious realms of climate change impacts. The following questions are meant to guide you in your work, although they are neither exhaustive nor do they need to be answered specifically in your analysis.

In general: What should Greenland's climate strategy look like?

In particular:

- What innovative policy and program approaches can be adopted from elsewhere or developed for Greenland's climate strategy?
- What purpose should the climate change strategy serve? Who should be responsible for implementation?
- How can you develop your economy (e.g. mining and natural resource development) while mitigating higher emissions? How should Greenland's climate strategy balance non-renewable resource extraction with those resources' climate and socioecological impacts?
- What gaps exist in current climate change research and observations in Greenland? How should Greenland collaborate with organizations to advance their scientific endeavors?

- How should Greenland shape the international narrative about climate change given that climate coverage in American and global media typically focuses on ice mass loss, rather than the Greenlandic communities or ecosystems?
- How should Greenland preserve traditional cultural lifestyles (language, dogsledding, etc.) and economies based on hunting and fishing as the climate alters the physical landscape and the economy attracts new immigrant workers and foreign investment? Should bans on imports of sealskin products to the U.S and EU be lifted to allow for hunter's families to benefit economically?
- What is the role of the government in helping communities financially and professionally transition through climate change in Greenland? Who else should play a role?

ⁱ Masson-Delmont, V. et al. *Global Warming of 1.5 C Summary for Policymakers*. IPCC. 2018.

ⁱⁱ Mouginot, J. et al. Forty-six years og Greenland Ice Shee mass balance from 1972 to 2018. PNAS. 2019.

ⁱⁱⁱ Nordhaus, W. *Economics of the disintegration of the Greenland ice sheet*. PNAS. 2019.



IGA-671M: Policy and Social Innovations for the Changing Arctic Greenland's Foreign Affairs Strategy

Your team is a group of policy analysts tasked with **designing action items to include in Greenland's foreign affairs strategy.** Your client is the Greenland Government, specifically the Ministry of Education, Culture, Church and Foreign Affairs.

In 1953, the Danish constitution incorporated the modern Country of Greenland under the Kingdom of Denmark. To date, Greenland remains within the 'Unity of the Realm.' After a joint Greenlandic-Danish Commission negotiated the principles, Denmark granted Greenland more sovereignty through the 1979 Home Rule Act and the 2009 Self-Government Act. Denmark retains primacy for Greenland's foreign and security affairs under the 2009 Self-Government Act. As such, Greenland's foreign affairs remain in coordination with the Kingdom of Denmark. Nevertheless, the 2009 Self-Government Act extended Greenland the right to pursue international agreements related to issues of areas that Greenland has resumed control of. Greenland maintains membership in NATO, the Council of Europe, the Arctic Council, and the EU's Overseas Countries and Territories Association. In addition, the Inuit Circumpolar Council represents all the Inuit in Greenland on the international stage. In 1982, Greenland voted to leave the European Union; however, Greenland continues to have agreements with the EU and is the largest trading partner while Denmark remains a member nation.

Greenland's location at the crossroads of North America, Europe, and Asia has drawn historic geopolitical interest. Greenland has diplomatic representation in Belgium, Denmark, Iceland, and the United States and has plans for more in the future. The United States maintains a military presence in Greenland, which dates back to a World World II agreement when German forces occupied Denmark. In addition, new investment opportunities resulting from developing the mineral and natural resources sector, climate impacts and new geopolitical interests have created a new foreign affairs dynamic for Greenland. China includes Greenland in its Polar Silk Road, which has attracted new foreign investment interest. However, concerns were expressed about a Chinese construction company's pre-approval to make a bid to build the three airports (they were up against 5 other companies) in Greenland. This all comes amid movements calling for Greenland's independence.

Your task is to outline policy or program innovations as action items for Greenland's foreign affairs strategy that will help to contemplate the renewed foreign interest in Greenland. The following questions are meant to guide you in your work, although they are neither exhaustive nor do they need to be answered specifically in your analysis.

In general: What should Greenland's foreign affairs strategy look like?

In particular:

- What best practices can Greenland incorporate in its foreign affairs collaboration with the 'Unity of the Realm?'
- How should the government balance historic alliances with new countries' geopolitical interest in Greenland and the Arctic generally?
- How should Greenland balance its historic security relationship with the United States and Greenland's more recent foreign affairs ambitions, in particular, with China?
- How should Greenland balance developing its natural resources against international pressure to avoid mining and natural resource development? For example, uranium mining and oil and gas extraction.
- How should Greenland manage its foreign relations and relations with the Realm while some internal actors might advocate for an independence referendum in 2021?
- As Greenland goes through a nation-building process, which key issues are important for Greenland's foreign service to deal with as it builds up its capacity and enters into relations on its own?



IGA-671M: Policy and Social Innovations for the Changing Arctic Greenland's Trade Strategy

Your team is a group of policy analysts tasked with **designing action items to include in Greenland's trade strategy.** Your client is the Greenland Government, specifically the Ministry of Education, Culture, Church, and Foreign Affairs.

Foreign trade represents 85% of Greenland's GDP. Greenland's economy and foreign trade concentrate on its fisheries and the European market. Over the past ten years of the most recent available data (2007-2016), imports have fluctuated between 586M (2015) to 997M (2011) USD and exports have fluctuated between 371M (2009) and 549M (2016) USD.ⁱ Greenland primarily imports products from Denmark (72%) and Sweden (10%). Machines (17%), mineral products (17%), transportation (15%), and foodstuffs (14%) represent the primary import categories, with refined petroleum as the principal import at 17%.ⁱⁱ Greenland exports primarily goes through Denmark (81%) and Portugal (8%) before entering European (Germany, UK, France) and Asian markets (China and Japan) (WITS). Animal products represent 84% and foodstuffs represent 15% of total exports (OEC). Frozen shrimps and prawns, frozen halibut, shrimps and prawns, frozen fish fillets, and frozen cod comprise the top 5 products exported. In addition to top export natural resources, Greenland's other energy and mineral resources include oil, gas, iron ore, gold, zinc, lead, copper, uranium, gemstones, and rare-earth elements. Because of its historic colonial ties to Denmark, the trade and shipping routes have been dominated by this relationship. This is changing with the joint venture between Greenland's Royal Arctic Line and Iceland's Eimskip shipping companies, which will open up new routes to North America among them (Portland, Maine). Consequently, future events, such as climate impacts on fisheries (e.g. shifting marine species populations), commodity market prices, and a bid for independence (i.e. changing relations with Denmark) may significantly shape Greenland's foreign trade balance moving forward.

Your task is to outline policy or program innovations as action items for Greenland's trade strategy that will help to contemplate the renewed international trade opportunities for Greenland. The following questions are meant to guide you in your work, although they are neither exhaustive nor do they need to be answered specifically in your analysis.

In general: What should Greenland's trade strategy look like?

In particular:

- How could Greenland diversify its trade portfolio? Would the development of natural resources exposed due to climate change provide more certainty to Greenland's trade portfolio?
- Even without \$591M USD subsidies from Denmark annually, which represents 50% of the Government of Greenland's annual budget and 25% of Greenland's GDP, how could foreign trade increase government revenue?

- How could Greenland leverage the opening of the Northwest Passage as an opportunity to expand its market potential?
- How do you change the current trading system so new possibilities on trade with the U.S. becomes visible for consumers in both countries? What is needed for Greenland and Denmark them to change their traditional trading habits?
- With new shipping and trading routes opening up, how do you change consumer and purchasing habits? Is it better pricewise to import food and consumer products from the U.S. than Denmark?
- To reduce its reliance on refined petroleum imports, Greenland has developed hydropower plants. Are there other opportunities for domestic production of any imported sectors?
- How should Greenland balance natural resource development with its climate strategy and eco-tourism opportunities?
- Denmark remains a member of the EU and WTO (through the EU since the union has the competence in trade issues). How would Greenland's consideration of rejoining the EU and/or joining the WTO impact its trade opportunities? (Greenland has OCT status with the E.U giving its products free market access to the E.U)
- How should Greenland balance increased foreign investment and trade with national sovereignty concerns?

ⁱ 'Greenland Trade Summary 2016 Data.' World Integrated Trade Solution (WITS). https://wits.worldbank.org/CountryProfile/en/Country/GRL/Year/LTST/Summary

[&]quot; 'Greenland.' Observatory of Economic Complexity (OEC). https://oec.world/en/profile/country/grl/



IGA-671M: Policy and Social Innovations for the Changing Arctic Greenland's Education and Cultural Preservation Strategy

Your team is a group of policy analysts tasked with **designing action items to include in Greenland's education and cultural preservation strategy.** Your client is the Greenland Government, specifically the Ministry of Education, Culture, Church, and Foreign Affairs.

The education system in Greenland faces challenges, among them low completion rates. While primary education is required, roughly 60 percent of residents ages 18 to 25 have not yet completed upper secondary education.ⁱ Greenland's 2015 education strategy sets targets for the number of young people staying within the education system and completing a qualifying education. The strategy also states that the government would like to see children enter school at a younger age.ⁱⁱ Many students in Greenland choose to pursue vocational education, and one challenge Greenland faces is the lack of apprenticeships for graduates of vocational training to get practical experience in their field.ⁱⁱⁱ Given the growing demand for jobs requiring advanced education, it is becoming more critical that Greenland's students have access to higher education so they can progress in their fields and fill key job openings in Greenland's education system. A key challenge for students is that initial schooling is conducted in the Greenlandic language, but in later years many classes are conducted in Danish and English, creating a need for students to master multiple foreign languages to participate fully in educational opportunities.^{iv}

Another key challenge is access to education, as many students must relocate to pursue secondary and higher education. Cities and settlements are spread through vast distances and have varying dialects and culture. Not as many education opportunities exist in small towns and villages. Therefore, many students choose to end their education due to the hardship of moving. With higher education primarily centralized in Nuuk, a housing and dormitory shortage (stated in the capital strategy for city development) has made educational opportunities even more inaccessible.^v

Greenland risks losing some of its cultural traditions, specifically the traditions of the Greenlandic Inuit population, which accounts for over 89 percent of Greenland's total population.^{vi} Displacement and loss of cultural identity can be a contributing factor to mental health issues, and Greenland suffers from one of the highest suicide rates in the world.^{vii} Changing lifestyles and more resource development could continue the fundamental shift in the way the people of Greenland have lived for generations. While modernization and cultural traditions can exist in harmony, it can be challenging for communities and individuals (particularly men) to manage change and find balance. Climate change also has detrimental impacts on traditional cultures and livelihoods, as melting ice limits travel between towns and impacts hunting opportunities.^{viii}

Your task is to outline policy or program innovations to inform Greenland's new education and cultural preservation strategy. The following questions are meant to guide you in your work, although they are neither exhaustive nor do they need to be answered specifically in your analysis.

This project has been co-developed by the Harvard Kennedy School's Arctic Initiative and the Representation of Greenland in DC for the course IGA-671M and should be used for learning purposes only.

In general: How can Greenland improve educational outcomes and preserve culture?

In particular:

- How can Greenland increase the number of young people who complete different levels of education (including high school, vocational training, and higher education)?
- How can Greenland increase the number of apprenticeships offered to graduates of vocational education programs?
- What initiatives could help maintain important cultural practices and traditions for future generations?
- How can Greenland adapt to certain aspects of modern society while still maintaining important cultural traditions?
- How should Greenland approach the growing gender imbalance when it comes to education?

ⁱ Statistics Greenland. Education. <u>http://www.stat.gl/dialog/topmain.asp?lang=en&subject=Education&sc=UD</u> ⁱⁱ The Ministry of Education, Culture, Research and Church. The Education Strategy of the Government of

Greenland. February 2015.

https://naalakkersuisut.gl/~/media/Nanoq/Files/Attached%20Files/Naalakkersuisut/The%20Education%20Strategy %20of%20the%20Government%20of%20Greenland%202015F27997559115240396.pdf

ⁱⁱⁱ Ibid.

^{iv} Hamre, B., Morin, A., and Ydesen, C. Testing and Inclusive Schooling: International Challenges and Opportunities. 2018.

^v Nordic Council of Ministers. Arctic Human Development Report. 2014. <u>http://norden.diva-portal.org/smash/get/diva2:788965/FULLTEXT03.pdf</u>

^{vi} Central Intelligence Agency. The World Factbook. Greenland. <u>https://www.cia.gov/library/publications/the-world-factbook/geos/gl.html</u>

^{vii} Hersher, R. NPR. The Arctic Suicides: It's Not the Dark That Kills You. 04/21/16.

https://www.npr.org/sections/goatsandsoda/2016/04/21/474847921/the-arctic-suicides-its-not-the-dark-that-kills-you viii McDougall, D. Life on thin ice. The Guardian. 08/12/19. <u>https://www.theguardian.com/society/ng-interactive/2019/aug/12/life-on-thin-ice-mental-health-at-the-heart-of-the-climate-crisis?CMP=Share_iOSApp_Other</u>