

HEADING 4: Global Europe

Cooperation with Greenland

Lead DG: DEVCO

I. Overview

What the programme is about?

Located between the North Atlantic and Arctic Ocean, Greenland is the world's largest island. It is an autonomous territory within the Kingdom of Denmark and is the only Danish territory associated to the EU. Between 1973 and 1985, Greenland was part of the EU. Following a referendum held in 1982, it withdrew from the EU and is now associated to the EU under the Overseas Association Decision. Greenland is eligible for funding from the EU's general budget through the EU-Greenland Partnership. This has allowed for the continuation of strong relations between the partners and responds to the global challenges, allowing for the development of a proactive agenda and the pursuit of mutual interests. The partnership defines, in particular, the framework for policy dialogue on issues of common interest in areas such as (i) global issues concerning, inter alia, energy, climate change and environment, natural resources, including raw materials, maritime transport, research and innovation and (ii) Arctic issues.

Following the Council Decision 2014/137/EU of 14 March 2014 on relations between the European Union on the one hand, and Greenland and the Kingdom of Denmark on the other, the Commission agreed with the Government of Greenland the 'Programming document for the sustainable development of Greenland 2014-2020' which was signed on 28 October 2014. The education, vocational training and post-elementary school system has been chosen as the concentration sector for the cooperation between the Union and Greenland for the period 2014-2020. The two specific objectives and indicators follow those identified in the Council decision, complemented by indicators on education, taken from the programming document.

The overall objective of the new programme adopted in 2014 is to contribute to a higher standard of living through improved education, skills development and knowledge. This will ensure Greenland's continuous economic progress in the increasingly globalised world economy through provision of a critical mass of qualified, flexible people and a competitive workforce. Increased productivity in the working age population will reduce the growing pressure on the public finances resulting from the growing share of elderly people in the population. Furthermore, a highly educated and skilled labour force will reduce the economic dependence on single sectors and is a prerequisite for development and inclusive growth in emerging sectors.

EU added value of the programme

The EU-Greenland partnership has allowed for the continuation of strong relations between the partners and responds to the global challenges, allowing for the development of a proactive agenda and the pursuit of mutual interests. The partnership defines, in particular, the framework for policy dialogue on issues of common interest for either partner, providing the basis for broad cooperation and dialogue in areas such as (i) global issues concerning, inter alia, energy, climate change and environment, natural resources, including raw materials, maritime transport, research and innovation and (ii) Arctic issues.

As the framework for relations and dialogue with Greenland, the Greenland Decision remains relevant. Informal dialogue on e.g. the Arctic, high-level visits and cooperation in several fora have helped create a mutual understanding between the partners – the EU has gained a better understanding of the conditions in the Arctic, enabling it to better formulate relevant actions and policies, while Greenland supports the EU's application for an observer seat in the Arctic Council.

As the EU is the only donor besides the Kingdom of Denmark, the support allocated through the partnership brings an EU perspective to the development of Greenland. The conditions attached to EU Budget Support have strengthened Greenland's Public Financial Management system and the ability of its administration to plan and implement policies, including in sectors other than education (several ministries have begun to make 10-year plans). The conditions have also stimulated the government of Greenland to maintain the expenditures for education at a very high level of on average 25 % of the Public sector budget, amounting to EUR 300 million per year of which this programme contributes around EUR 30 million per year. This conditionality is the crucial difference compared to the Danish block grant, which does not impose performance indicators.

Greenlanders enjoy the citizenship of the Member State to which they are constitutionally linked (Denmark), and subsequently hold EU citizenship, making for the corresponding parts of the Treaty to apply to them. The EU support strengthens the position of Greenland as an advanced outpost of the EU, based on the common values and history which links the two partners

Implementation mode

The EU provides financial support to the Greenland Education Sector through the implementation of a budget-support Sector Reform Performance Contract under Direct Management by the Commission. The Government of Greenland, through the Ministry of Education, Culture and the Church, is in charge of the implementation of the education programme together a visibility action plan. The Ministry of Finance is coordinating the accompanying action plan to maintain budget support eligibility of the Government of Greenland.

II. Programme Implementation Update

Following the Council Decision 2014/137/EU of 14 March 2014 on relations between the European Union on the one hand, and Greenland and the Kingdom of Denmark on the other, the Commission agreed with the Government of Greenland the 'Programming document for the sustainable development of Greenland 2014-2020' which was signed on 28 October 2014. The objectives and indicators follow those in the Council decision, complemented by indicators on education, taken from the programming document.

Implementation Status (2017-2019)

After Financing Agreements for 2014, 2015, 2016 and 2017, the Financing Agreement for the 2019 programme to support the Greenland Education Sector was signed with the Government of Greenland on 02 December 2019 (GL/2019/041-554). The Annual Work Plan 2019 was presented by the Government of Greenland and approved. Subsequently, the fixed tranche for the 2019 programme was paid in December 2019.

The Annual Implementation Report 2018 was received from the Government of Greenland providing adequate proof of programme implementation. The achievement rate was higher compared to the previous year, although one target out of five indicators was not met (*Transition rate to education 2 years after drop-out*). The variable tranche 2018 was paid in December 2019 amounting to EUR 5.1 million (80 % of the total foreseen). During the latest Policy Dialogue Meeting in March 2020, the Government of Greenland and representatives of Greenland municipalities showed the further implementation of reforms in the Elementary School system and new planned reforms to increase the compulsory education age limit from 16 year to 18 years. The new reform will also create a cohesive and flexible education system based on 12 years of compulsory schooling, which in turn will create a basis for further education, both in Greenland and abroad. In addition, after an evaluation of the Teacher Training College, the Government implements reforms in the Teachers Education in order to align it with the reforms of the Elementary Schools. The Public Finance Management Reform Plan 2018-2020, a key element for Greenland to maintain its eligibility for budget support, is being implemented by the Ministry of Finance of the Government of Greenland, with a key achievement the adoption of the Public Procurement Law by the Greenland Parliament in June 2019.

In December 2019 the Commission adopted the Capacity Facility Greenland, budget EUR 2.64 million. This project will support the Government of Greenland in increasing its capacity for planning and programming external aid programmes and support Greenland Government participation in Arctic Fora and will support the private sector in improving its capacities to attract external capital.

Three Policy Dialog Meetings were held – one in Greenland (June 2019 in Tasiilaq, East Greenland and Nuuk) and two in Brussels (10-12 March 2020, and 6-8 February 2019). For each meeting an Aid-Memoire was signed between the Government of Greenland and the Commission detailing the main points discussed and conclusions reached.

Key achievements

Whereas the Greenland Education Programme phase 1 (2007-2013) resulted in an increased capacity of the education system and a related improved general access to education, the emphasis during phase 2 (period 2014 – 2020) is on:

- increasing initiatives to reduce the dropout rate, including in vocational education and training (VET),
- improving the quality of the education system,
- the ability of the system to accommodate and include students who are in need of special attention,
- improvements in the transitions between different stages in the education system;
 - o from elementary school to high school or VET from 35.4 % in 2013 to 45.0 % in 2018 and targeted at 48 % in 2020
 - o from high school to higher education from 64.1 % in 2013 to 49.1 % in 2018 and targeted at 72 % in 2020
- reducing the number of the 16 – 18 year olds outside the education system from 61.6 % in 2013 to 57.4 % in 2018 and to 40 % in 2020.

Participation of children in the elementary schools up to the age of 15 is compulsory in Greenland and in general full participation of boys and girls is achieved. Participation in further education is not equal with more women attending and graduating in all types of education. Whereas 54.8 % of female teenagers between 16 and 18 years do not attend education, 60.1 % of male teenagers do not attend. Of the pupils enrolled into Vocational and Training (VET) education, 49.9 % are women while 53 % of the VET graduates are women. The graduation rate in VET education is 50.88 % for women and only 44.87 % for men.

Of the pupils enrolling in High school 62 % are women, while 62 % of the graduates of the High schools are women. The graduation rate in High schools is 54.16 % for women and 45.93 % for men. From the graduates from the High schools, 53.5 % of women continue their education in Higher (=tertiary) education compared to 40.7 % of men. Of all students enrolled in Higher education 71 % are women and 29 % men, while of the students completing their Higher education 72 % are women and 28 % are men.

These marked differences can partially be explained by the higher participation of men in the traditional occupations of hunting and fishing as well as their much higher employment in the industrial fisheries, which is the most important economic sector in Greenland outside the government.

The Government spend some EUR 7.2 million on the replacement and expansion of dormitories, especially in the smaller towns. These new dormitories are built to strict Arctic building standards and are in general 50 % more energy efficient than the wooden

barracks they replace. In addition, they can be heated with electricity, which is generated sustainably in Greenland from hydroelectric resources; replacing fossil fuel based heating systems.

Evaluation/studies conducted

The Common Implementing Regulation (in Article 17) requires a mid-term review report of the EU’s external financing instruments (‘the instruments’) to assess whether these instruments remain fit for purpose, with a view to ensuring the effective implementation of the EU’s assistance. The mid-term review COM(2017) 720 final and the related staff working documents were published on 15 December 2017, concluding that the current set of instruments is still relevant and has proved to be sufficiently enabling.

A series of external evaluations took place in 2016-2017 on all the instruments.

The mid-term review report of the cooperation under the Greenland Decision SWD (2017) 609 final ⁽¹⁾ was adopted by the Commission on 15 December 2017. This evaluation was partly informed by an independent external evaluation and is based on a wide-ranging consultation process, which included a three-month online Open Public Consultation, technical workshops, and interviews with stakeholders across the board. The final report of the External Evaluation of the Greenland Decision for 2014-mid 2017 was published in June 2017. An ex-post evaluation of the Greenland Decision will be undertaken in 2023 and submitted to the Council and the European Parliament as required by Article 17 of the Common Implementation Regulation.

Forthcoming implementation

Following the external evaluations of the elementary schools and teacher training programme in 2015 and 2016 respectively, the Government of Greenland continues to focus on improving the elementary school system. However, challenges with regards to high dropout rates and low completion rates remain pertinent. The Government prepares an Educational Reform that seeks to create a cohesive and flexible education system based on 12 years of compulsory schooling (currently 10 years). A new law on Higher Education was presented to Parliament in 2019, which aims to fulfil the standards of the European certification ESG-2015. The Government of Greenland increases its focus on accessibility to education in view of the scattered population and limited infrastructure in Greenland. This includes initiative to strengthen distance learning for elementary and high school levels. Recommendations from a group of experts from Greenland, Denmark, Iceland and Canada to strengthen the quality of language training were received and are being incorporated into the Education Reform and the revised teacher training programme.

Targets for the various indicators used in the programme for the year 2020 are mentioned in section III.3 below.

Following the signature of the Financing Agreement for the Capacity Facility Greenland early in 2020, this project will be implemented in the period 2020-2022. The emphasis in 2020 will be on increasing the manpower in key ministries (especially Finance, Industries and Foreign Affairs), training new and existing manpower to draft evidence-based policies, and on providing the private sector with a facility to allow them to improve business and investments plan in order to attract capital.

Outlook for the 2021-2027 period

The Commission has proposed to merge the Greenland Decision into the new Overseas Association Decision, covering support to all OCTs (see COM(2018)461 final). The cooperation programme with Greenland is expected to continue providing support to the Education Sector, probably in addition to one additional sector that still needs to be identified.

For 2021, the priorities will be for the Government of Greenland to adopt the Education Reform and start implementation of the introduction of 12 years of compulsory education. In addition, the implementation of the Law on Higher Education will be completed.

III. Programme key facts and performance framework

1. Financial programming

Legal Basis	Period of application	Reference Amount (EUR million)
Council Decision 2014/137/EU of 14 March 2014 on relations between the European Union on the one hand, and Greenland and the Kingdom of Denmark on the other	2014 – 2020	217,8

	Financial Programming (EUR million)							
	2014	2015	2016	2017	2018	2019	2020	Total Programme
Administrative support	0,2	0,2	0,2	0,3	0,3	0,3	0,3	1,8
Operational appropriations	24,6	30,7	31,1	31,6	32,1	32,6	33,2	216,0
Total	24,8	30,9	31,4	31,9	32,4	32,9	33,5	217,8

⁽¹⁾ <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017SC0609&rid=1>

2. Implementation rates

	2019				2020			
	CA	Impl. Rate	PA	Impl. Rate	CA	Impl. Rate	PA	Impl. Rate
Voted appropriations	32,904	99,68 %	29,402	99,36 %	33,489	0,00 %	33,373	0,00 %
Authorised appropriations (*)	32,904	99,68 %	29,532	99,34 %	33,489	0,00 %	33,456	0,03 %

(*) Authorised appropriations include voted appropriations, appropriations originating from assigned revenues (internal and external) as well as carried-over and reconstituted appropriations; the execution rate is calculated on 15 April 2020

3. Performance information

Programme performance

Overall, the general objectives of the cooperation with Greenland have been partially met. The cooperation, especially with the key Ministries of Finance, Education, Industry and the Department of Foreign Affairs as well as with the relevant stakeholders in the Government of Denmark is good as witnessed by the Policy Dialogue meetings held twice a year in Greenland and Brussels respectively.

However, the programme has not yet resulted in the diversification of the Greenland economy, which is still very much depending in the Fisheries sector for economic development, trade and domestic revenue. This is mainly due to the lack of major investments in the minerals sector with only two small mines having started operations in the past 2 years. Promising development of an Iron and of Rare Earth Minerals, mines have been held back by lack of investment capital caused by low world market prices for such minerals and the difficulties and expense to operate in an Arctic environment.

Still Greenland has witnessed persistent economic growth in the past 5 years and has achieved near full employment of the Greenlandic population. This is affecting the success of the Education support programme as High School graduates find employment opportunities more attractive than continuing their education in the Higher education system. Similarly, youngsters, especially men, can find employment in the booming fisheries sector after completing elementary school. Therefore, the level of 16 to 18 year teenagers outside the education system (VET or High School) remains disappointingly high at 57.4 %.

In the Annual Implementation Report 2018 the performance of the Greenland Education Programme II is measured against an agreed set of indicators. The Government of Greenland's increased focus on education and training since 2004 has been reflected in an increase in the budget for education and training from 14.8 % of the total Government budget in 2005 to 25.02 % in 2018, which amounted to around EUR 351.5 million in the 2018 budget and to 25.10 % in the budget for 2019, which amounts to EUR 346.4 million.

In 2018, one of the main priorities was a continued focus on initiatives to improve the quality of elementary education. The elementary school system has been the object of much attention, especially following the 2015 external evaluation 'The Primary School of Greenland' and the 2016 final evaluation of the Teacher Training Programme. As both evaluations pointed out, the political goals of lifting the quality of the elementary school system had not been completely achieved, and further efforts were needed in order to provide children with a sound basis for lifelong learning. Among the activities undertaken in 2018 was the work on increasing the use of IT in elementary schools. In addition, the Agency for Education has focused on improving cooperation with the municipalities as both preschools and elementary schools remain a municipal responsibility. One of the main issues remain recruitment and retention of personnel. Therefore, the Agency for Education has finalised a 'Strategy and Action Plan for professionals in day-care institutions' in 2018 (see Annex 18). The strategy will form the basis for future initiatives targeting recruitment and retention of staff in preschools.

Furthermore, the Government continued its focus on accessibility to education, including a continuation of the work on examining how distance learning can contribute to both a higher level of accessibility and a higher quality of education, especially for, but not limited to, the elementary and high school levels. The scattered population (population density lowest in the world: 0.028/km²) and limited infrastructure in Greenland remains a challenge for recruiting teachers for elementary schools in settlements and for students to move to cities with youth education institutions. Accessibility to education also covers a need for providing education opportunities for students who are unable to follow regular in-class programmes due to a diagnosis such as autism or ADHD. In 2018, the Government has therefore started both a trial distance learning high school programme (eGUX) and a trial high school programme for students with a diagnosis (GUX-S).

In the Vocational Education and Training sector, the Government decided to work towards more coherence between the education programmes offered and the needs of the labour market. In 2018, the Ministry of Education therefore focused on developing new education programmes that fit the labour market needs, one within technology management and two programmes targeting the fishing industry. Unfortunately, the number of apprenticeships remain at a low level, as companies seem to remain reluctant despite improvements in the economy. In 2018 and 2019, the Ministry of Labour continued to work on a bill that sets minimum requirements for the number of apprentices a company must have based on the amount of skilled workers they employ.

In terms of higher education, the Ministry of Education presented a new Law on Higher Education at the 2018 Parliament Fall Session, which will be further discussed during Spring Session 2019. The new legislation is, among other things, a continuation of the work towards implementing a procedure for quality development, in order to live up to international standards. The implementation is expected to take as much as a decade, since the process includes development of a quality culture and multiple

cycles of review to be undertaken in order to fulfil the standards of the European certification ESG-2015. The Government also welcomed in 2018 a new programme at the University of Greenland, who is now offering a Bachelor of Law with specific focus on the Greenlandic legal system.

Even though the education sector is experiencing an overall positive development, Greenland still faces challenges in terms of dropout and completion rates. A large group of children and young people still do not achieve the necessary skills in elementary school in order to continue straight to youth education and therefore must acquire these in other ways. In 2018, 45 % of the pupils leaving the elementary school progressed to further education (VET Educations or high school) within a year, and even though there has been an increase since 2017 (40 %), this rate needs to accelerate. The youth group (16 to 18 year) outside the education system is decreasing (from 60.1 % in 2017 to 57.4 % in 2018), indicating that it is becoming more and more natural for young people to enrol in further education after completing the compulsory elementary school.

In light of the above, the Ministry of Education decided to start looking into possible long-term and preferably cross-cutting solutions to address these challenges. In 2017, the Government launched the preparatory work on creating a cohesive and flexible education system. The future structure of the education system – if approved by Parliament – will increase from 10 to 12 years of compulsory schooling, which in turn will create a natural basis for further education, both in Greenland and abroad. In addition to a wide range of new flexible educational opportunities, it will still allow the possibility of continuing straight to high school or vocational education after the 10th school year.

Activities related to the special objective 2 are mainly financed by the Government of Greenland directly without support from the EU. In December 2019 the Financing Decision for the Capacity Facility Greenland, budget EUR 2.64 million, was adopted by the Commission. The actions foreseen in this project will create results starting in 2020 and continue in 2021 and 2022.

General objectives

General Objective 1: The EU/Greenland partnership aims to preserve the close and lasting links between the partners, while supporting the sustainable development of the Greenlandic society.

Indicator 1: Percentage of trade balance in GDP								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2012	Milestones foreseen							2020
-16.1 %	-16.1 %	-16.1 %	-16.1 %	-16.1 %	-15.5 %	-15.5 %	-15.0 %	-15.0 %
	Actual results							
	-13.7 %	-9.6 %	-11.7 %	-2.7 %	-5.3 %			

Source: Statistics Greenland; www.stat.gl, data have been extracted from the Greenland in Figures 2019 (pamphlet provided by the Statistical Bureau of Greenland on an annual basis).

Unit of measure: Percentage

Specific objectives

Specific Objective 1: To support and cooperate with Greenland in addressing its major challenges in particular the sustainable diversification of the economy, the need to increase the skills of its labour force, including scientists, and the need to improve the Greenlandic information systems in the field of Information and Communication Technologies.

Performance

Regarding the ‘Percentage of trade balance in DGP’ indicator, no significant change in the trade balance for 2018, 2019 and 2020 is forecasted as only 2 small new mining activities have started up during 2018. The reduction in the trade deficit for 2017 is incidental and caused by the continuing high exports of fish and fisheries products and a reduction in importation of machines and vehicles. As the economy of Greenland is small, individual events, like the delivery of construction equipment for the new harbour and the prison construction in 2016, can have important effects on the trade balance which was elevated in 2016. The baseline and targets 2017 and 2020 have been recalculated by Statistics Greenland due to a change of methodology on their side.

With regards to the Indicator ‘Percentage of fisheries in total exports’, no significant change in the percentage of fisheries in total exports for 2014 to 2018 was realised as no new mining activities were operating during those years. Two small mines started operating in 2018 and 2019, with however only a small economic effect on exports due to their small size. In fact, increased allowable catches and sustained high world market prices mean that fisheries will maintain its leading position in the economy in the near future.

Indicator 1: Completion rate at high school, VET and higher education

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
51.1 %				54.00 %			60.00 %	60.00 %
	Actual results							
	48.9 %	49.3 %	51.62 %	50.8 %	50.69 %			

Source: Ministry of Education, Greenland, Annual Implementation Report, Greenland Education Programme
Unit of measure: Percentage

Indicator 2: Share of age group outside education system								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
61.6 %				57.0 %			40.0 %	40.0 %
	Actual results							
	63.5 %	59.0 %	56.5 %	60.1 %	57.4 %			

Source: Ministry of Education, Greenland, Annual Implementation Report, Greenland Education Programme
Unit of measure: Percentage

Indicator 3: Percentage of fisheries in total exports								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
89.8 %		91.0 %	91.0 %	91.0 %	89.0 %	85.0 %	83.0 %	83.0 %
	Actual results							
	91.0 %	89.4 %	87.4 %	95.2 %	92.4 %			

Source: Statistics Greenland; www.stat.gl, data have been extracted from the Greenland Figures in 2019 (pamphlet provided by the Statistical Bureau of Greenland on an annual basis).
Unit of measure: Percentage

Expenditure related outputs

Outputs	Budget line	Budget 2020	
		Number	EUR million
Support to the Greenland Education Programme Phase II	21 07 01	1	33.22

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014	2015	2016	2017	2018	2019	2020
Support to the Greenland Education Programme Phase II	F	1	1	1	1	1	2	1
	P	1	1	1	1	1	1	

Specific Objective 2: To contribute to the capacity of the Greenlandic administration to formulating and implementing national policies in particular in new areas of mutual interest as identified in the PDSD referred to in Article 4(1).

Performance

Activities related to this objective are financed by the Government of Greenland directly without requiring support from the EU. Therefore, there are no EU expenditures for this Specific Objective 2. The definitions of the 2 indicators were changed following the signature of the Programming Document for the Sustainable Development of Greenland (C(2014)6775) on 28/10/2014, leading to modification of the baselines. Indicator 2 measures the civil servants with at least 5 years of residence in Greenland and the short term residents which were born in Greenland. Milestones and targets for indicator 2 have not been established as no specific support programme has been identified that influences this indicator directly. However, with a better educated population this indicator is indirectly influenced by the EU support to the education sector under Specific Objective 1. Data on this indicator are monitored and provided by Statistics Greenland.

Indicator 1: Number of administrative staff completing training (participant days)

Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
1 350				1 500			1 500	1 500
	Actual results							
	1 484	1 467	1 972	2 466				

Unit of measure: Number of staff training days

Indicator 2: Percentage of civil servants that are (long-term) residents in Greenland								
Baseline	2014	2015	2016	2017	2018	2019	2020	Target
2013	Milestones foreseen							2020
87.2 %								
	Actual results							
	87.8 %	88.00 %	87.7 %	87.6 %	93.4 %			

Narrative: No target set by the government since it depends on external factors

Source: Statistics Greenland; www.stat.gl, data have been extracted from the Greenland Figures in 2019 (pamphlet provided by the Statistical Bureau of Greenland on an annual basis).

Unit of measure: Percentage

Expenditure related outputs

Outputs	Budget line	Budget 2020	
		Number	EUR million
Capacity Facility Greenland	21 07 01	0	0

Outputs		Number of outputs foreseen (F) and produced (P)						
		2014	2015	2016	2017	2018	2019	2020
Capacity Facility Greenland	F	0	0	0	0	0	1	0
	P	0	0	0	0	0	1	

Activities related to this objective are financed by the Government of Greenland directly without requiring support from the EU. Therefore, there are no EU expenditures for this Specific Objective 2.

Contribution to mainstreaming of climate action

Relevant objective/output

Relevant objective/output	Budget 2019	Budget 2020
EU support for the sustainable development of Greenland*	7,5	7,4
Total	7,5	7,4

Programming climate action

2014-2018					2019-2020 estimates		Total
2014	2015	2016	2017	2018	2019	2020	
6,0	5,9	6,8	6,9	7,2	7,5	7,4	47,7

(*)The appropriations for the year 2014 have been reviewed to take account of the transfer to subsequent years of the allocations not used in 2014 (reprogramming exercise carried-out in 2015 in accordance with Article 19 of the Multiannual Financial Framework Regulation).

Justification

This contribution is calculated each budget year following the same methodology and based on the following assumptions:

- that around 62.4 % of the overall Greenland Education Programme II Budget is spent on building equivalent to EUR 20.73 million in the budget year (2018 is reference year),
- that the current EU programme contributes 100 % to the overall budget of the GEP,
- that the EU contribution allows the heavy investments in the school buildings and housing (dormitories)
- that most building activity under the GEP replaces old school buildings and especially old dormitories that the new buildings are 50 % more energy efficient.

Gender mainstreaming

Relevant objective/output	Budget 2019 (EUR Million)	Budget 2020 (EUR Million)
EU support for the human development of Greenland*	8.9	12.49

This contribution is based on the following assumptions:

- around 50 % of the children attending elementary school are female,
- 58.5 % of the children completing further education are female (for 2017, female completion in high school, VET and higher education were respectively 56.0 %, 53.0 % and 64.3 %),
- therefore overall 54.6 % of the children benefitting from education in Greenland are female
- around 37.6 % of the overall Greenland Education Programme II Budget is spent on non-building activity equivalent to EUR 12.49 million, the current EU programme contributes 100 % of the overall budget of the GEP II.

5. Programme contribution to the Sustainable Development Goals

SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

The EU support to Greenland aims entirely at the Greenland Education Programme, which contributes directly to the **SDG4 Ensure inclusive and equitable quality education, promote lifelong learning opportunities for all and SDG5 Achieve gender equality, and empower all women and girls** as expressed in its specific objectives.

1. Reduced inequality in education by ensuring a well-functioning pre-school and elementary school system, no matter where the children live. The elementary school system shall provide elementary school graduates with the skills needed for them to pursue further education
2. Increased quality of the education system with special emphasis on pre-school and elementary school and increased share of educated personnel in the system
3. Increased efficiency in the education system through reduced dropout between stages in the system, increased completion in the post-elementary education system and a decrease in the time spent in the education system before graduation.

Overall, the share of 35 year olds with a qualifying education (for the labour market) has increased from 50.9 % in 2012 to 52.6 % in 2017. Please note as this concerns the total population of Greenland this number is very sensitive to migration patterns and random fluctuations.

SDG 5 Achieve gender equality and empower all women and girls

The increased quality of the education system with special emphasis on pre-school and elementary school and the increased efficiency in the education system through reduced drop-out between stages in the system, increased completion in the post-elementary education system and a decrease in the time spent in the education system before graduation benefits especially girls and young women.

Participation of children in the elementary schools up to the age of 15 is compulsory in Greenland and in general, full participation of boys and girls is achieved. Participation in further education is not equal with more women attending and graduating in all types of education. Whereas 54.8 % of female teenagers between 16 and 18 years do not attend education, 60.1 % of male teenagers do not attend. Of the pupils enrolled into Vocational and Training (VET) education, 49.9 % are women while 53 % of the VET graduates are women. The graduation rate in VET education is 50.88 % for women and only 44.87 % for men.

Of the pupils enrolling in High school 62 % are women, while 62 % of the graduates of the High schools are women. The graduation rate in High schools is 54.16 % for women and 45.93 % for men. From the graduates from the High schools, 53.5 % of women continue their education in Higher (=tertiary) education compared to 40.7 % of men. Of all students enrolled in Higher education 71 % are women and 29 % men, while of the students completing their Higher education 72 % are women and 28 % are men.

SDG 10 Reduce inequality within and among countries

The overall objective of the programme ('to contribute to a higher standard of living through improved education, skills development and knowledge') contributes to SDG10 **Reduce inequality within and among countries**, especially in reducing the inequality within the country.