



Joint Committee Annual Report

2012 ANNUAL REPORT

PROJECT INVENTORY



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Introduction

This section will present a useful overview of ongoing projects within the Joint Committee framework and achieved results related to the three overall priorities: 1. Access to U.S. education institutions for Greenlandic students; 2. Improved English learning in Greenland and 3. Traineeships for Greenlanders in the U.S. as established at the 2011 Washington meeting and confirmed at the DVC meeting January 2012.

Joint Committee projects will in many cases also have an impact in other areas. Positive economic and social impacts will therefore also be listed, to present the reader with a more complete understanding of the impacts and benefits by these projects to the Greenland society.

All information listed in the following is based on status reports from the projects themselves. The Status Group has received status reports from five projects. Please refer to appendix 2 for the original status reports.

Please note, that the Annual Report is a status report on achieved results, not a report on final goals. This means, that even if a project does not report support to any priority for 2012, this does not mean that the project as such will not support the priorities, but simply that the project has not necessarily entered that project stage at the moment of the Status Report delivery.

Appendix 1 will in this edition be similar to the list of ongoing projects. The aim is however over time to compile complete statistics of all Joint Committee projects, finished and ongoing.

On behalf of the Joint Committee Status Group

Jesper V. Nielsen
Status Group Chair



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Inventory of Projects

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List of Ongoing Projects

There are a total of 10 approved active projects.

Project Title	Overall Goals	Participants	Timeframe
Student advising (formerly Fulbright)	Helping Greenlandic students to apply for admittance to US universities	US Robert Kerr, US Embassy, KerrRC@state.gov	2005 - ongoing
		GL Mikael Kristensen, Ministry of Culture, Education, Research and Church, mkri@nanoq.gl	
		DK Marie Mønsted, Fulbright Commission monsted@daf-fulb.dk	
TOEFL test	To make the TOEFL (Test of English as a Foreign Language) available in Greenland	GL Per Thomsen Greenland Business College, Nuuk pt@ninuuk.gl 00299 34 25 61	2009 - ongoing
		US Educational Testing Service, ets.org	
GLOBE (Global Learning and Observations to Benefit the Environment)	Goals: To encourage environmental education in Greenland, and engage with an international network of students and educators focused on: <ol style="list-style-type: none"> 1. Cooperating with other GLOBE students and scientists around the world. 2. Geographic Information Systems (GIS). 3. Data analysis. 4. Creating charts and maps on interactive websites. 5. Natural science in general. In addition, the project will further full participation of Greenland in GLOBE.	US Teresa Kennedy, The GLOBE Program, Ph: 903-565-0120, tkennedy@globe.gov	2005 - no set end date
		GL Lone N. Møller Government of Greenland, Ph: (+299) 346626, lnmo@nanoq.gl	
		DK Jette Rygaard Poulsen, Ministry of Education, Ph: (+45) 2565 9219, jette.Rygaard.Poulsen@uvm.dk	



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Project Title	Overall Goals	Participants	Timeframe
IGERT (Graduate Research Training and Exchange)	Collaboration between Ilisimatusarfik – University of Greenland and American research institutions, including Dartmouth College and the University of Kansas Goals: To collaborate on exchange of teachers and students between the two universities.	US Ross Virginia, Lenore A. Grenoble, Carl Darling Buck Professor, Department of Slavic Languages & Literatures Department of Linguistics 1130 East 59th Street, University of Chicago, Chicago, Illinois 60637, (773) 702-0927	2009 - no set end date
		US NSF, Simon Stephenson, Ph: 703.292.7435, sstephen@nsf.gov	
		GL Tine Pars, Rector, Ilisimatusarfik, tipa@uni.gl	
Collaborative Research: Quantifying Glacier-Fjord-Ocean Interactions and Their Impacts on Changing Ice Discharge: Kangia Nunata Sermia and Other Outlets, West Greenland	This multidisciplinary proposal aims to improve understanding of ocean/glacier-ice interactions by linking oceanographic, glacier, and atmospheric measurements in a fjord/glacier system showing recent change to quantify processes occurring at this interface. The specific <u>goals</u> are to 1) establish observations of glacier flow variability and patterns of change of the main glacier entering the fjord and quantify ice discharge on seasonal and annual time scales and relate these to fjord and off-shore oceanographic measurements; 2) quantify submarine melting at the calving terminus as a function of water temperature and glacial freshwater discharge; and 3) compare these results to other outlets and assess the implications for glacier-ice/ocean interaction on the scale of Greenland.	US Martin Truffer, Associate Professor of Physics Geophysical Institute, University of Alaska Fairbanks P.O. Box 757320, Fairbanks AK 99775 Email: truffer@gi.alaska.edu	SEP 1, 2009 - AUG 31, 2012
		GL Søren Rysgaard, Professor Greenland Climate Research Center c/o Greenland Institute of Natural Resources Kivioq 2, P.O. Box 570, 3900 Nuuk, Greenland Phone: +299 36 12 00 Email: rysgaard@natur.gl	



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Project Title	Overall Goals	Participants	Timeframe	
Science in Education Week	<p>NSF is hosting a tour for a group of US, Danish and Greenlandic teachers and students to the Summit Camp and The North Greenland Eemian Ice Drilling (NEEM). The students overnight at the camp on the ice sheet.</p> <p>The goals of the “Science in Education Week” tour are to educate and inspire young students to pursue a natural science education and to build strong networks between students and teachers from the three countries.</p>	US	Renee Crain, Program manager, NSF, rcrain@nsf.gov	Annually one week in summer
		US	Laura Lukes, National Science Foundation - Office of Polar Programs, Ph: (+1) 703-292-8051, llukes@nsf.org	
		GL	Lone Nukaaraq Møller, Government of Greenland, Ph: (+299) 346626, lnmo@nanoq.gl	
		DK	Jette Rygaard Poulsen, Ministry of Education, Ph: (+45) 2565 9219, Jette.Rygaard.Poulsen@uvm.dk Torben Christoffersen, Ministry of Education, Ph: (+45) 3392 5444, Torben.Christoffersen@uvm.dk	
Scientific Summer School in Kangerlussuaq	<p>The idea is to attract a group of high school students, consisting of 15 Greenlandic, 5 Danish, and 5 US. In addition, a Greenlandic leader of the summer school will be hired.</p> <p>The goal is to inspire and teach high school students from Greenland, Denmark and US in natural science and, moreover, to enhance the interest for science in Greenland. An intermediate aim is to create collaboration with the Greenlandic Broadcasting Corporation (KNR) to disseminate research and education to the public.</p>	US	Simon Stephenson, NSF, Ph: 703.292.7435, sstephen@nsf.gov Laura Lukes, NSF, Ph: 703-292-8051, llukes@nsf.org	Annually - two weeks each summer
		GL	Lone Nukaaraq Møller, Government of Greenland, Ph: (+299) 346626, lnmo@nanoq.gl	
		DK	Jette Rygaard Poulsen, Ministry of Education, Ph: (+45) 2565 9219, Jette.Rygaard.Poulsen@uvm.dk Anne Klitgaard, Ministry of Science, Ph: (+45) 3544 6274, ak@fi.dk	



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Project Title	Overall Goals	Participants	Timeframe
US Embassy English (formerly Joint Committee English)	<p>The overall goal of the project was to teach English to Greenlanders by tailoring various English courses based on learners' needs.</p> <p>The US Embassy English courses, and the teaching in itself, were thought to be conducted by the use of normal teaching (for those situated in Nuuk) - combined with e-learning teaching and activities on our e-learning platform (for those around the coast in Greenland) and by the use of SMS tools.</p>	GL Per Thomsen, Marketing Coordinator Niuernermik Ilinniarfik, Nuuk Greenland Business College Aqqusinersuaq 18 Post box 1038, 3900 Nuuk Phone: 00299 34 25 61 Fax: 00299 32 32 55 www.ninuuk.gl , pt@ninuuk.gl	NOV 2011 - APR 2012.
		US The United States of America: Julie Grønlund, Grant Officer Representative US Embassy Public Affairs Section Dag Hammarskjølds Allé 24 2100 Copenhagen GroenlundJ@state.gov - 00045 3341 7206	
Inuulluataarnek / Having the good life	<p>The purpose of <i>Inuulluataarnek</i> is to develop, implement, evaluate and disseminate a socio-cultural sexually transmitted infection (STI) intervention in Greenland that focuses on Greenlandic ways of understanding and knowing about healthy sexual behavior. The study is a three year-project and will be conducted as an interdisciplinary international, collaborative community based participatory research (CBPR) study involving researchers, students and community members from the United States, Canada, Denmark and Greenland.</p>	US Dr. Elizabeth Rink, Montana State University Assistant Professor---PhD Health & Human Development; HK 318 Bozeman, MT 59717 USA.	Phase 1: JAN 1, 2010 - DEC 30, 2010 Phase 2: JAN 1, 2011 - JUN 30, 2012
		GL Ruth Montgomery---Andersen, Ilisimatusarfik-Greenland's University Research Director-Inuulluataarnek Project Box 1061, DK---3900 Nuuk Greenland	Phase 3: JUL 1, 2012 - DEC 30, 2012
		DK Anders Koch Sørensen, Statens Serums Institut Artillerivej 5, 206/212 DK-2300 Copenhagen S Denmark	



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Project Title	Overall Goals	Participants	Timeframe
<p>Microorganisms associated with arctic agriculture</p>	<p>At the moment a small production of potatoes is growing in South Greenland and, despite limited crop rotation, potatoes are without severe diseases like Potato Late Blight. Two hypotheses may explain this fact: (i) Greenlandic potato fields harbour beneficial microorganisms, which inhibit the growth of pathogenic fungi, and/or (ii) pathogenic fungi do not survive the relatively cold winters.</p> <p>Increasing temperatures due to global warming may further increase the agriculture areas and the variety of cultivable crops. However, at the same time, elevated temperatures may facilitate the growth and survival of plant pathogenic organism.</p> <p><u>The goals</u> are to describe the microbial diversity in Arctic potato fields, and to isolate and characterize beneficial microorganisms--which are able to inhibit the growth of plant pathogenic organisms</p>	<p>US Professor Jenifer Huang McBeath, University of Alaska, Fairbanks, jhmcheath@alaska.edu, + 907-474-7431</p>	<p>5-10 years</p>
		<p>GL Chief Counselor, Aqqalooraq Frederiksen, af@nunalerineq.gl and Chief Gardener Anders Iversen, Upernaviarssuk Research Station, Qaqortoq, andeiver@online.no</p>	
		<p>DK Associate Professor Peter Stougaard, Department of Agriculture and Ecology, University of Copenhagen, psg@life.ku.dk, +45 35332609</p> <p>PhD student Charlotte Jensen, University of Copenhagen</p>	



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Priorities Progress

The Status Group has of the beginning of May 2012 received only five status reports. The Status Group continues to solicit the feedback of other Joint Committee projects.

The list below is therefore only an overview of these five Joint Committee projects and how they have performed on the three main priorities:

- 1) Access to US institutions of Learning for Greenlandic students
- 2) English Learning for Greenlanders
- 3) Traineeships in the US for Greenlandic professionals

Project Title	Priorities supported			Description
	1	2	3	
TOEFL test	1	-	-	The project gives Greenlandic people the possibility to gain enrollment to US educational institutions. As of April 2012 Greenland Business College has conducted 15 successful TOEFLs.
Collaborative Research	-	2	3	By directly working with Greenlandic technicians.
Scientific Summer School	-	2	-	Inspire and teach high school students from Greenland, Denmark and the US in natural science and enhance the interest for science in Greenland.
Inuulluataarnek / Having the good life	1	2	3	Two Greenlandic students from Ilisimatusarfik have come to Montana State University for training. All project materials are in English as well as Greenlandic and Danish. All project staff speak English. All lectures and presentations given about Inuulluataarnek are in English. Five students at Ilisimatusarfik have received traineeships through Inuulluataarnek.
US Embassy English (formerly Joint Committee English)	-	2	-	About 75 learners participated in our various US Embassy English courses. More than 40 learners finished the various US Embassy English courses – and these have all obtained a course diploma.



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Scientific Progress

Collaborative Research: Quantifying Glacier-Fjord-Ocean Interactions and Their Impacts on Changing Ice Discharge: Kangia Nunata Sermia and Other Outlets, West Greenland.

The project will increase and strengthen the capacity for the institutions involved to undertake and build upon related project research. The project will strengthen the cooperation between the University of Alaska Fairbanks (UAF) and the Greenland Climate Research Centre (GCRC). UAF will benefit from data in Greenland and from oceanographic expertise. GCRC will benefit from UAF's glaciology experience. The cooperation relates to several ongoing projects at the GCRC. All obtained data is shared between project members. The project will build up glaciology expertise in Greenland through post docs and PhDs. The project concerns basic research with no directly economic interests.

Scientific Field School in Kangerlussuaq

Teachers as well as the students will be from Greenland, the U.S. and Denmark. The students will get valuable contacts and the Greenlandic students will get the opportunity to learn about the American education system. The goal is to inspire and teach high school students Arctic science and an added bonus is to improve English skills of Danish and Greenlandic students.

The hope is in the long term to get a higher number of Greenlandic graduate students in Arctic science.

A possible involvement of the Greenlandic Broadcasting Cooperation (KNR) will ensure visibility and make the project and natural science accessible to the broader Greenlandic public.

Greenland will rely less on importing highly-skilled technical labor for engineering/resource extraction projects, academic research and other assistance.

The collaboration will explore innovative natural science projects areas, providing researchers with useful synergies – and possibly ensuring crop yields of an important, growing food source.

The project is a long-term project with a duration of at least 5-10 years



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Inuulluataarnek/Having the good life

The purpose of Inuulluataarnek is to develop, implement, evaluate, and disseminate a socio-cultural sexually transmitted infection (STI) Intervention in Greenland, that focuses on Greenlandic ways of understanding and knowing about healthy sexual behavior.

There is a development of relations between the MSU and the University of Greenland. Through MSU and its channels students and teachers also have access to Native Inuulluataarnek will create a dialogue and build connections between institutions in the United States, Canada, and Greenland to foster a greater understanding of the importance of sexual health research in the Arctic. Montana State University is an EPSCoR institution and provides access to research arenas relevant for future research in Greenland.

Inuulluataarnek will provide experience and training for students in the skills, techniques and knowledge needed to carry out community based participatory research on sexual health in Arctic communities. Greenlandic students will be encouraged to be involved in all phases of the research such as assisting in working with the Community Advisory Boards and outreach workers at each site as well as in presenting results to local and academic communities and co-authoring manuscripts. By involving students in all phases of the research project they will learn strategies and effective methods of implementing sexual health CBPR projects.



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Social and Economic Impact

This chapter aims at presenting an overview of the additional impacts and benefits projects presents to Greenland economical and/or social.

Only the projects that have send in Status Reports will be listed in the following:

Social Impact

Project title	Number of people receiving services as a result of project achievements	Outreach performed by project
TOEFL	15 people has succesfully concluded TOEFLs	TOEFL has been marketed in the monthly NINUUKnews TOEFL is also mentioned on the website ninuuk.gl and on the Business Schools twitter-site
Collaborative Research	Local technicians trained in in glacier related resaech work and survey techniques	None yet
Scientific Summer School	None reported	In addition to the outreach from student to student and scientist to student two press releases from the Government of Greenland were sent to the press. Greenlandic media outlets have reported from the Summer School as has the American newspaper Eos of the American Geophysical Union.
Inuulluataarneq/Having the good life.	150	A conference was held in Nuuk in 2012 where the



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		<p>results were presented. Lectures at Ilisimatusarfik. A series of vignettes produced on sexual health.</p>
<p>US Embassy English (formerly Joint Committee English)</p>	<p>About 75 learners participated in our various US Embassy English courses.</p>	<p>Prior to the start of the project, the project was naturally also marketed to ensure maximum visibility.</p> <p>The marketing activities were carried out by the use of our website www.ninuuk.gl, monthly newsletters, press releases, online advertisements, printed advertisements, advertisements on Twitter and Facebook etc.</p>



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Economic Impact

Project title	Number of jobs created	Total value of local contracts	Estimated local spending
TOEFL	None reported	None reported	None reported
Collaborative Research	2 months of salary time	USD 51,000	Approx. USD 15,000 Up to 5 researchers in Nuuk twice a year, buying supplies locally when available
Scientific Summer School	None	None reported	DKK 78,000
Inuulluataarnek/Having the good life.	7	DKK 90,909 USD 500,000	DKK 90,909 USD 500,000
US Embassy English (formerly Joint Committee English)	None reported	None reported	None reported



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Appendix 1: Project Statistics

A statistics of projects approved by the Priority Group since 2010:

Title	Start	End	Status	Initiated by	Priority Support	Achieved results
TOEFL	01/JAN09	Ongoing	A	Priority Group	1	TOEFL now available in Greenland. 15 TOEFLs conducted.
Scientific Summer School	01/JUL12	15/JUL12	A	Science Group	2	Inspired high school students to pursue a nature science education. Taught high school students natural science. Made contact to other high school students..
Collaborative Research	01/SEP09	31/AUG12	A	Science Group	2,3	Two field seasons carried out successfully.
Science in Education Week	Summer 2012	Summer 2012	A	-	2	Build strong networks of students and teachers between the 3 countries. Educate and inspire the next generation of STEM innovators in polar science. Provide an opportunity to practice communication and language skills.
Joint Committee English	02/NOV10	Ongoing	A	Priority Group	2	About 50 students have received course diplomas.



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GLOBE	2005	Ongoing	A	Priority Group	1,2	None reported.
Student Advising	2005	Ongoing	P	Priority Group	1	None reported.
IGERT	2009	Ongoing	A	Science Group	2	None reported.
Inuulluataarnek / Having the good life	01/JAN10	30/DEC12	A	Priority Group	1, 2, 3	1) Designed a socially and culturally relevant educational program for youth from 15 to 19 years of age and their parents/guardian; 2) Evaluated effectiveness of the project; 3) Enhanced Greenland's capacity and leadership in conducting social science research; 4) Evaluated the strengths and challenges of community based participatory research in Greenland; and 5) Mentored students from Greenland and the United States.
Microorganisms associated with arctic agriculture	None reported	None reported	A	Priority Group	2	None reported.

Legend:

- A = Active project
- P = Pending project
- E = Ended project



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Appendix 2: All current status reports

Collaborative Research

Date of submission:	16/04/2012	By: M. Truffer
Project Title	Collaborative Research: Quantifying Glacier-Fjord-Ocean Interactions and Their Impacts on Changing Ice Discharge: Kangia Nunata Sermia and Other Outlets, West Greenland	
Project no.:		
Project Goals (Overall goals)	<ol style="list-style-type: none"> 1) Establish an investigation of glacier flow variability and recent patterns of change of the main glacier entering the fjord, Kangiata Nunata Sermia; 2) quantify ice discharge into the Godthåbsfjorden (Nuup Kangerdlua) on seasonal and annual time scales and relate that to oceanographic measurements in the fjord and offshore; 3) quantify the amount of submarine melting at the calving terminus as a function of water temperature and glacial freshwater discharge; 4) compare the oceanographic data set to a two decade history of glacier change; and 5) compare these results to findings from Jakobshavn Isbrae and assess the implications for ice ocean interaction on the scale of Greenland 	
Implementing partners	Project lead:	M. Truffer
	US:	M. Truffer, R. Motyka, M. Fahnestock (University of Alaska Fairbanks)
	GL:	S. Rysgaard, J. Mortensen, K. Lennert (Greenland Climate Research Center)
	DK:	
Project Timeframe	Start date: 01/09/2009	End date: 31/08/2012
Sources of funding	National Science Foundation	



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Project Progress		
1) Has the project so far supported the Joint Committee priorities and in which way (please describe or state "NO")?		
1a) Access to US institutions of learning for Greenlandic students	No	
1b) English Learning in Greenland	Yes, by directly working with Greenlandic technicians	
1c) Traineeships for Greenlanders	Yes, by directly working with Greenlandic technicians	
2) Has the project so far had an economic impact in Greenland? Yes		
2a) Total value of contracts with Greenlandic Companies	DKK	USD 51.000 (subcontract to GCRC) and USD ~20.000 boat charter (Masik)
2b) Total value of local spendings in Greenland	DKK	USD ~15.000
2c) Number of jobs created in Greenland by project, if any	2 months of salary time for GCRC staff members 10 day boat charter (skipper, plus deck hand)	
2d) Other economic impact (Please describe)	Up to 5 researchers in Nuuk, twice per year We buy supplies in town whenever available	
3) Has the project so far had a social impact in Greenland?		
3a) Outreach activities performed	None yet	
3b) Approx. number of people receiving services as a result of the project	None	
3c) Capacity building activities performed (if other than listed in 1a-c)	Work with local technicians trains them in glacier related research work and surveying techniques	
4) Which goals has the project reached so far?		
4a) List achieved goals or milestones so	Carried out two field season successfully. Most of the data is collected	



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far	and analysis is in progress.
4b) Data sharing activities so far	We share all data with our Greenlandic partners
4c) Please describe other Mutual benefits achieved	This has led to additional proposals and funding for us from the Greenland Climate Center, as well as a large grant from a private foundation.

This Report was send in by: M. Truffer



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Scientific Summer School in Kangerlussuaq

Date of submission:	13/04/2012	By: Nuuk, Greenland
Project Title	Scientific Field School in Kangerlussuaq	
Project no.:		
Project Goals (Overall goals)	The <u>goal</u> was to inspire and teach high school students from Greenland, Denmark and US in natural science and, moreover, to enhance the interest for science in Greenland. An intermediate aim is to create collaboration with the Greenlandic Broadcasting Corporation (KNR) to disseminate research and education to the public.	
Implementing partners	Project lead:	Svend Erik Nielsen, alrune@post.tele.dk
	US:	Simon Stephenson, NSF, Ph: 703.292.7435, sstephen@nsf.gov Laura Lukes, NSF, Ph: 703-292-8051, llukes@nsf.org
	GL:	Lone Nukaaraq Møller, Government of Greenland, Ph: (+299) 346626, lnmo@nanoq.gl
	DK:	Lone Nukaaraq Møller, Government of Greenland, Ph: (+299) 346626, lnmo@nanoq.gl
Project Timeframe	Start date: July 1 st	End date: July 15 th
Sources of funding	Government of Greenland, NSF, and the Danish Ministry for Education	
Project Progress		
1) Has the project so far supported the Joint Committee priorities and in which way (please describe or state "NO")?		
1a) Access to US institutions of learning for Greenlandic students	NO	
1b) English Learning in Greenland	YES	
1c) Traineeships for Greenlanders	NO	
2) Has the project so far had an economic impact in Greenland?		
2a) Total value of	DKK	USD



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contracts with Greenlandic Companies		
2b) Total value of local spendings in Greenland	DKK 78.000 (food, transportation, internet)	USD
2c) Number of jobs created in Greenland by project, if any	None	
2d) Other economic impact (Please describe)		
3) Has the project so far had a social impact in Greenland?		
3a) Outreach activities performed	<p>Apart from the outreach from student to student and from scientist to students, two press releases from the Government of Greenland were sent to the press. The articles can be read here: April 21st 2011 Sermitsiaq/AG http://sermitsiaq.ag/node/99473 July 6th 2011 Sermitsiaq/AG http://sermitsiaq.ag/node/103775 July 6th 2011 KNR http://knr.gl/da/nyheder/forskerspir-p%C3%A5-sommerskole Moreover, KNR contacted one student for an interview for the Greenlandic TV news. Moreover, the American newspaper Eos of the American Geophysical Union, which boots over 60,000 members in 183 countries, wrote the article 'Greenland elders and high school students offer perspectives on climate change and science'. Download the article here: http://www.agu.org/pubs/crossref/2011/2011E0330002.shtml</p>	
3b) Approx. number of people receiving services as a result of the project		
3c) Capacity building activities performed (if other than listed in 1a-c)		
4) Which goals has the project reached so far?		
4a) List achieved goals or milestones so far	<p>Inspired high school students to pursue a nature science education Taught high school students natural science Made contact to other high school students</p>	

This Report was send in by:

Lone Nukaaraq Møller



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TOEFL

Date of submission:	03/04/2012	By: Per Thomsen
Project Title	TOEFL	
Project no.:		
Project Goals (Overall goals)	<p>At Greenland Business College, Nuuk, an internationalization process has been going on for the last couple of years with special focus on giving students the opportunity to study abroad in e.g., the United Kingdom, Canada and the United States of America.</p> <p>In this relation, students need to pass standardized evaluation called the "Test of English as a Foreign Language" (TOEFL) for admission to foreign colleges. More than 6,000 institutions and agencies in 110 countries rely on TOEFL scores to select students with the English skills needed to succeed. The TOEFL covers all facets of English proficiency, including a test of spoken English.</p> <p>Due to our work in JC and ETS.org, the TOEFL has been available at Greenland Business College since January 2009.</p>	
Implementing partners	Project lead:	
	US:	
	GL:	Per Thomsen International Coordinator Greenland Business College Post box 1038 3900 Nuuk Greenland
	DK:	
Project Timeframe	Start date: 01/01/2009	End date: on-going
Sources of funding	User charged	
Project Progress		
1) Has the project so far supported the Joint Committee priorities and in which way (please describe or state "NO")?		



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1a) Access to US institutions of learning for Greenlandic students	<p>The project gives Greenlandic people the possibility to gain enrolment to US educational institutions.</p> <p>This project hence meets the priority "Improve access to US educational institutions for Greenlandic students" (and people in general).</p>	
1b) English Learning in Greenland		
1c) Traineeships for Greenlanders		
2) Has the project so far had an economic impact in Greenland?		
2a) Total value of contracts with Greenlandic Companies	-	-
2b) Total value of local spendings in Greenland	-	-
2c) Number of jobs created in Greenland by project, if any	-	
2d) Other economic impact (Please describe)	-	
3) Has the project so far had a social impact in Greenland?		
3a) Outreach activities performed	<p>The datasharing elements of this project are somewhat difficult to describe - mainly due to the fact that the project is about a TOEFL that Greenlandic students take in order to be enrolled in US educational institutions.</p> <p>However, TOEFL at NINUUK has been marketed in our monthly NINUUKnews.</p> <p>TOEFL is also on our website www.ninuuk.gl/elearning in addition to on our Twitter-site www.twitter.com/ni_nuuk.</p>	
3b) Approx. number of people receiving services as a result of the project	<p>As of 11 April 2012 Greenland Business College has conducted 15 successful TOEFLs.</p> <p>Three more TOEFLs have already been scheduled (ultimo April & primo May 2012) – and various other test dates are naturally available online on the TOEFL website.</p>	
3c) Capacity building activities performed (if other than listed in 1a-c)	<p>The project will strengthen the relations between Greenland and the US in regards to the fact that by taking the TOEFL, Greenlandic students will have the possibility to be enrolled in US educational institutions.</p>	
4) Which goals has the project reached so far?		



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4a) List achieved goals or milestones so far	See section 3b above.
4b) Data sharing activities so far	<p>TOEFL at NINUUK has been marketed in our monthly NINUUKnews.</p> <p>TOEFL is also on our website www.ninuuk.gl/elearning - in addition to on our Twitter-site www.twitter.com/ni_nuuk.</p>
4c) Please describe other Mutual benefits achieved	<p>Greenland benefits as Greenlanders have the possibility to take the TOEFL in Greenland in order to be enrolled in US educational institutions (without having to travel to Denmark or Sweden) - the US benefits as more Greenlanders now have the possibility to be enrolled in US educational institutions.</p>

This Report was send in by: Per Thomsen



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Inuulluataarnek/Having the good life

Date of submission:	4.17.12	By: Elizabeth Rink PhD, MSW
Project Title	Inuulluataarnek	
Project no.:		
Project Goals (Overall goals)	To develop a socio-cultural sexually transmitted infection educational program for young people and their families in Greenland.	
Implementing partners	Project lead:	Elizabeth Rink PhD, MSW
	US:	Montana State University
	GL:	Ilisimatusarfik
	DK:	Statens Serum Institut
Project Timeframe	Start date: 1.01.10	End date: 12.31.12
Sources of funding	National Science Foundation	
Project Progress		
1) Has the project so far supported the Joint Committee priorities and in which way (please describe or state "NO")?		
1a) Access to US institutions of learning for Greenlandic students	Yes. Two Greenlandic students from Ilisimatusarfik have come to Montana State University for training.	
1b) English Learning in Greenland	Yes. All project materials are in English as well as Greenlandic and Danish. All project staff speak English. All lectures and presentations given about Inuulluataarnek are in English.	
1c) Traineeships for Greenlanders	Yes. Five students at Ilisimatusarfik have received traineeships through Inuulluataarnek.	
2) Has the project so far had an economic impact in Greenland? Yes		
2a) Total value of contracts with Greenlandic	DKK 90,909.09	USD 500,000.00



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Companies		
2b) Total value of local spendings in Greenland	DKK 90, 909.09	USD 500,000.00
2c) Number of jobs created in Greenland by project, if any	7	
2d) Other economic impact (Please describe)		
3) Has the project so far had a social impact in Greenland?		
3a) Outreach activities performed	1) Designed a socially and culturally relevant educational program for youth from 15 to 19 years of age and their parents/guardian; 2) Evaluated effectiveness of the project; 3) Enhanced Greenland's capacity and leadership in conducting social science research; 4) Evaluated the strengths and challenges of community based participatory research in Greenland; and 5) Mentored students from Greenland and the United States.	
3b) Approx. number of people receiving services as a result of the project	150	
3c) Capacity building activities performed (if other than listed in 1a-c)	Same as 1a-c and 3a.	
4) Which goals has the project reached so far?		
4a) List achieved goals or milestones so far	Completed 1a-c and 3a.	
4b) Data sharing activities so far	Two Roundtable meetings in Nuuk. Community meetings in Paamiut and Uummannaq to discuss the research results.	
4c) Please describe other Mutual benefits achieved	1) Lectures at Ilisimatusarfik on community based participatory research and historical trauma in indigenous populations; and 2) A series of vignettes produced on sexual health.	

This Report was send in by: Elizabeth Rink



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US Embassy English

Date of submission:	02/05/2012	By: Per Thomsen
Project Title	US Embassy English (Formerly Joint Committee English)	
Project no.:		
Project Goals (Overall goals)	<p>The overall goal of the project was to teach English to Greenlanders by tailoring various English courses based on learners' needs. The way in which this was carried out was as follows:</p> <p>All learners who wanted to participate in the US Embassy English courses filled in a questionnaire, which contained an English test on grammar and syntax – in addition to areas where the learner in question wanted to improve his or her English. Based on these questionnaires (app. 70 questionnaires in total), the various US Embassy English courses below were planned and carried out accordingly.</p> <p>The US Embassy English courses, and the teaching itself, were thought to be conducted by the use of normal teaching (for those situated in Nuuk) - combined with e-learning teaching and activities on our e-learning platform (for those around the coast in Greenland) and by the use of SMS tools.</p> <p>Those, however, who enrolled in the various US Embassy English courses, were all from Nuuk – so the e-learning aspect was not carried out as a real e-learning English course.</p> <p>However, the e-learning platform was used as an online conversational tool between the learners, and as a platform for storing teaching notes, assignments etc.</p> <p>The English teaching was conducted after normal working hours on Mondays, Tuesdays, Wednesdays and Thursdays. All in all, the project included about 165 lectures of English teaching.</p>	
Implementing partners	Project lead:	
	US:	<p>The United States of America: Julie Grønlund, Grant Officer Representative US Embassy Public Affairs Section Dag Hammarskjølds Allé 24 2100 Copenhagen Groenlundj@state.gov - 00045 3341 7206</p>



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	GL:	Per Thomsen, Marketing Coordinator Niuernermik Ilinniarfik, Nuuk Greenland Business College Aqqusinersuaq 18 Post box 1038, 3900 Nuuk Phone: 00299 34 25 61 Fax: 00299 32 32 55 www.ninuuk.gl, pt@ninuuk.gl	
	DK:		
Project Timeframe	Start date: Primo November 2011	End date: Medio May 2012	
Sources of funding	US Embassy in Copenhagen, Denmark		
Project Progress			
1) Has the project so far supported the Joint Committee priorities and in which way (please describe or state "NO")?			
1a) Access to US institutions of learning for Greenlandic students	NO		
1b) English Learning in Greenland	<p>The overall goal of the project was to teach English to Greenlanders by tailoring various English courses based on learners' needs. The way in which this was carried out was as follows:</p> <p>All learners who wanted to participate in our US Embassy English courses filled in a questionnaire, which contained an English test on grammar and syntax – in addition to areas where the learner in question wanted to improve his or her English. Based on these questionnaires (app. 70 questionnaires in total), the various US Embassy English courses below were planned and carried out accordingly.</p> <p>The US Embassy English courses, and the teaching in itself, were thought to be conducted by the use of normal teaching (for those situated in Nuuk) - combined with e-learning teaching and activities on our e-learning platform (for those around the coast in Greenland) and by the use of SMS tools.</p> <p>Those, however, who enrolled in the various US Embassy English courses, were all from Nuuk – so the e-learning aspect was not carried out as a real e-learning English course.</p> <p>However, the e-learning platform was used as an online conversational tool between the learners, and as a platform for storing teaching notes, assignments etc.</p>		



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	<p>The English teaching was conducted after normal working hours on Mondays, Tuesdays, Wednesdays and Thursdays.</p> <p>All in all, the project included about 165 lectures of English teaching.</p>	
1c) Traineeships for Greenlanders	NO	
2) Has the project so far had an economic impact in Greenland?		
2a) Total value of contracts with Greenlandic Companies	DDK NA	USD NA
2b) Total value of local spendings in Greenland	DDK NA	USD NA
2c) Number of jobs created in Greenland by project, if any	NA	
2d) Other economic impact (Please describe)	NA	
3) Has the project so far had a social impact in Greenland?		
3a) Outreach activities performed	<p>The entire project has had a great focus on improving Greenlanders' general English capabilities.</p> <p>Prior to the start of the project, the project was naturally also marketed to ensure maximum visibility.</p> <p>Greenland Business College marketed the project to the following:</p> <ul style="list-style-type: none"> • <i>The Greenlandic population in general</i> • <i>All educational institutions in Greenland</i> • <i>All counseling centers in Greenland</i> • <i>All journalists in Greenland</i> • <i>All politicians in Greenland</i> • <i>The business environment in Greenland in general</i> <p>The marketing activities were carried out by the use of our website www.ninuuk.gl, monthly newsletters, press releases, online advertisements, printed advertisements, advertisements on Twitter and Facebook etc.</p>	



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	By this, the project has marketed the project as broadly as possible to the Greenlandic general public.
3b) Approx. number of people receiving services as a result of the project	<p>About 75 learners participated in our various US Embassy English courses.</p> <p>More than 40 learners finished the various US Embassy English courses – and these have all obtained a course diploma.</p>
3c) Capacity building activities performed (if other than listed in 1a-c)	NA
4) Which goals has the project reached so far?	
4a) List achieved goals or milestones so far	<p>About 75 learners participated in our various US Embassy English courses.</p> <p>More than 40 learners finished the various US Embassy English courses – and these have all obtained a course diploma.</p>
4b) Data sharing activities so far	See 3a) Outreach activities performed above
4c) Please describe other Mutual benefits achieved	<p>All the learners who participated in our various US Embassy English courses have all improved their English language skills.</p> <p>Consequently, Greenland now has more learners who have improved their English language skills (on various levels) - and the US has benefitted as more Greenlanders have acquired improved knowledge about American current events and issues (US society, culture, history, geography etc.).</p> <p>All learners who have been part of the project made great oral feedback concerning the US Embassy English courses in general.</p>

This Report was send in by: Per Thomsen

End Project Inventory