



ANNUAL REPORT - SECTION 2

PROJECT INVENTORY



Joint Committee Annual Report - Section 2

Introduction

It is with pleasure that I hereby introduce this first edition of the New Annual Report following the decisions taken at the Annual Meeting in Ilulissat 2010.

This section will present a useful overview of ongoing projects within the Joint Committee framework and relating achieved results to the three overall priorities Access to US institutions of Learning for Greenlandic students, Improved English Learning in Greenland and Traineeships for Greenlanders in the US as established at the Ilulissat meeting.

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 4 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 2010, 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 first edition be similar to the list of ongoing projects. The aim is however over time to compile a complete statistics of all Joint Committee projects, finished and ongoing.

On behalf of the Joint Committee Status Group

Anders la Cour Vahl
Status Group Chair



Inventory of Projects

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List of Ongoing projects

There is a total of 9 approved active projects.

Project Title	Overall Goals	Participants	Timeframe
Student advising (formerly Fulbright)	Helping Greenlandic students to apply for admittance to US universities	US Melissa Ford, US Embassy, mgford2@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)	<p>Goals: To encourage environmental education in Greenland, and engage with an international network of students and educators focused on:</p> <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. <p>In addition, the project will further full participation of Greenland in GLOBE.</p>	US Teresa Kennedy, The GLOBE Program, Ph: 903-565-0120, tkennedy@globe.gov	2005 - no set end date
		GL Kirstine Borch, Government of Greenland, Ph: (+45) 345629, krbo@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)	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



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	<p>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.</p>	GL	<p>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</p>	
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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 (2007-2010) and The North Greenland Eemian Ice Drilling (NEEM) (2010). 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</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	



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	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.	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	
Project Title	Overall Goals		Participants	Timeframe
Joint Committee English	The overall aim of the program is to teach English to a mixed group of young Greenlanders.	GL	Per Thomsen Greenland Business College, Nuuk pt@ninuuk.gl 00299 34 25 61	NOV 2010 - APR 2011, twice a week
	This is done by the use of normal teaching twice a week (for those in Nuuk) - combined with e-learning activities (for those around the coast in Greenland) and SMS tools.	US	Julie Grønlund Grant Officer Representative US Embassy Public Affairs Section Dag Hammarskjølds Allé 24 2100 København Groenlundj@state.gov +45 3341 7206	
Inuulluataarnek / Having the good life	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	US	Dr. Elizabeth Rink, Montana State University Assistant Professor---PhD Health & Human Development; HK 318 Bozeman, MT 59717 USA	Fase 1: JAN 1, 2010 - DEC 30, 2010 Fase 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	Fase 3: JUL 1, 2012 - DEC 30, 2012



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	<p>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>	<p>DK</p>	<p>Anders Koch Sørensen, Statens Serums Institut Artillerivej 5, 206/212, DK-2300 Copenhagen S, Denmark</p>	
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Priorities Progress

The Status Group has received only 4 status reports and from one project (GLOBE) a list of achieved results 2011 in a different format.

The below list is therefore only an overview of these 5 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	
Student advising	1			No Status Report received
TOEFL test	1	-	-	The project gives Greenlandic people the possibility to gain enrollment to US educational institutions. As of April 11, 2011 Greenland business College has conducted 7 succesful TOEFLs
GLOBE	1	2	-	No Status Report received
IGERT	-	2	-	No status Report received
Collaborative Research	-	2	3	By directly working with Greenlandic technicians
Science in Education Week	-	2	-	No Status Report received
Scientific Summer School	-	2	-	None reported
Joint Committee English	-	2	-	The learners enrolled in this project have improved their English language skills. By focusing on teaching young Greenlanders English - this project hence also met the priority " <i>English language training for high school students</i> " (engelsk undervisning i folkeskolens ældste trin og på ungdomsuddannelserne (inklusive redskaber til at fremme engelskundervisningen) in addition to young Greenlanders in general. This project also had relations to the Joint Committee project " <i>American corner</i> ".
Inuulluataarnej / Having the good life	-	-	-	No Status Report received



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.

Joint Science in Education Week

The project aims are to educate and inspire young students to pursue an Arctic science education and to build strong networks between students and teachers from the three countries. The 2010 visit was the most ambitious yet. In the lead up to the 2010 expedition, students and teachers were encouraged to visit research institutions in their own countries. The group met in Kangerlussuaq where a briefing was done. The goal was to visit both Summit and NEEM; however, because of weather conditions, the trip to NEEM was shortened to last only a few hours. From Greenland, two students and a teacher from the high school in Aasiaat, together with Greenland's Deputy Foreign Minister Inuuteq Holm Olsen, participated in the tour. After the tour, the government of Greenland invited the two Greenlandic students to visit the high schools in Nuuk and Sisimiut besides visiting their own high school in Aasiaat, where they gave talks about their experiences.

Greenlandic teachers will also be signed up as pioneers for the NSF-funded SPRINTT program using IT to engage students in science on climate change and the Arctic.

The long term outcome is education of students within science, enhancing students' linguistic skills and giving teachers knowledge to be used when teaching in SPRINTT. Building a teachers' SPRINTT network in Greenland will also result.

The outreach initiatives have included several articles in the Greenlandic press, Summit photos shown (and expedition mentioned) on Danish national television and articles on weather and climate noted at www.dmi.dk. From 2008 the visit has included a web-based blog site (twitter and google).

In 2011 it has been agreed to increase the number of participating Greenlandic and Danish students and teachers.



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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. An attempt is made to combine this project and the "Joint Science in Education Week" tour.

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 Corporation (KNR) will ensure visibility and make the project and natural science accessible to the broader Greenlandic public.

Graduate Research Training and Exchange (IGERT)

Through interaction with American students and researchers, the Greenlandic students get a better knowledge of U.S. research institutions. In addition the Greenlandic students get excellent opportunities to improve their English skills. The students will benefit from the opportunity for international networking. More may get interested in Arctic science. The goal is to get more graduate Greenlandic students. This will in the long term reduce the Greenlandic need for importing highly-skilled technical labor for engineering projects, academic research assistance, etc.

Global Learning and Observations to Benefit the Environment (GLOBE)

Relaunching the GLOBE program will introduce Greenlandic students and educational institutions to a wide range of American and international research institutions. Increased knowledge of such institutions may also spur a large-scale interest in existing exchange programs like the Fulbright scholarships. The use of interactive English language educational material may also dramatically improve students' exposure to, and use of, a technical English vocabulary.

Additionally, the students will also gain a much deeper knowledge of analysis and sharing of data based on information- and communication technology. Moreover, the students will obtain a better understanding of the challenges and rewards of doing research in the Arctic. Eventually, Greenland may get a new generation of students with additional specialized technical skills. Greenland will rely less on importing highly-skilled technical labor for engineering/resource extraction projects, academic research and other assistance.



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Economic and Social Impact

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

Only the 4 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	7 people has succesfully concluded TOEFLs 2 additional TOEFLs has been scheduled to April and May 2011	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	None reported
Joint Committee English	7 learners received course diploma. 4 learners took level C oral exam 2 learners will do level A exam summer 2011	Project has used an e-learning platform. Project was marketed to - All educational institutions in Greenland, - All counselling centres in Greenland, - All journalists in Greenland, - All politicians in Greenland, - The Greenland business environment in Greenland in general



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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 10,000 Up to 5 researchers in Nuuk twice a year, buying supplies locally when available
Scientific Summer School	None reported	None reported	None reported
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. 7 TOEFLs conducted
Scientific Summer School	01/JUL11	14/JUL11	A	Science Group	2	None yet
Collaborative Research	01/SEP09	31/AUG12	A	Science Group	2,3	One field season carried out successfully
Joint Committee English	02/NOV10	31/MAR11	E	Priority Group	2	7 students received course diplomas. 4 students passed level C oral exam 2 students will take level A oral and written exam, summer 2011
GLOBE	2005	Ongoing	A	Priority Group	1,2	Globe Greenland formed contact with cloud-sat and plans joint workshop autumn 2011. Teachers from 10 schools has been contacted.
Student Advising	2005	Ongoing	P	Priority Group	1	None reported
IGERT	2009	Ongoing	A	Science Group	2	None reported
Inuulluataarneq / Having the good life	01/JAN10	30/DEC12	A	Priority Group	-	None reported

Legend:

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



Appendix 2: All current status reports

Collaborative Research

Date of submission:	18/03/2011	By: Martin 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 (UAF); M. Fahnestock (UNH)
	GL:	S. Rysgaard
	DK:	
Project Timeframe	Start date: 01/09/2009	End date: 31/08/2012
Sources of funding		
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	NO	



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learning for Greenlandic students		
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
2b) Total value of local spendings in Greenland	DKK	Approx. USD 10.000
2c) Number of jobs created in Greenland by project, if any	2 months of salary time	
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 far	Carried out one field season successfully. Most of the pertinent data will be collected in 2011	
4b) Data sharing activities so far	We share all data with our Greenlandic partners	
4c) Please describe other Mutual benefits	This has led to additional proposals and funding for us from the Greenland Climate Center, as well as a large grant from a private	



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achieved

foundation.

This Report was send in by: M. Truffer



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Joint Committee English

Date of submission:	01/04/2011	By: Per Thomsen
Project Title	Joint Committee English	
Project no.:		
Project Goals (Overall goals)	<p>The overall aim of the program was to teach English to a mixed group of young Greenlanders.</p> <p>This was done by the use of normal teaching twice a week – (for those in Nuuk) - combined with e-learning activities on our e-learning platform (for those around the coast in Greenland) and by the use of SMS tools.</p>	
Implementing partners	Project lead:	Per Thomsen
	US:	Julie Grønlund Grant Officer Representative US Embassy Public Affairs Section Dag Hammarskjølds Allé 24 2100 København GroenlundJ@state.gov +45 3341 7206
	GL:	Per Thomsen Greenland Business College, Nuuk pt@ninuuk.gl 00299 34 25 61
	DK:	
Project Timeframe	Start date: 02/11/2010	End date: 31/03/2011
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	NOT RELEVANT	



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1b) English Learning in Greenland	<p>The learners enrolled in this project have improved their English language skills.</p> <p>By focusing on teaching young Greenlanders English - this project hence also met the priority "<i>English language training for high school students</i>" (engelsk undervisning i folkeskolens ældste trin og på ungdomsuddannelserne (inklusive redskaber til at fremme engelskundervisningen) in addition to young Greenlanders in general.</p> <p>This project also had relations to the Joint Committee project "<i>American corner</i>".</p>	
1c) Traineeships for Greenlanders	NOT RELEVANT	
<p>2) Has the project so far had an economic impact in Greenland?</p> <p>NONE - the project is funded by the US Embassy in Copenhagen, Denmark in cooperation with Joint Committee</p>		
2a) Total value of contracts with Greenlandic Companies	NOT RELEVANT	NOT RELEVANT
2b) Total value of local spendings in Greenland	NOT RELEVANT	NOT RELEVANT
2c) Number of jobs created in Greenland by project, if any	NOT RELEVANT	
2d) Other economic impact (Please describe)	NOT RELEVANT	
<p>3) Has the project so far had a social impact in Greenland?</p>		
3a) Outreach activities performed	<p>The entire project has had a great focus on online activities by the use of an e-learning platform (besides learning the English language) - and all the activities are hereby available online</p> <p>The project was naturally also marketed to ensure maximum visibility. The valorisation activities performed were:</p> <p>Greenland Business College has marketed the project to the following:</p> <ul style="list-style-type: none"> - All educational institutions in Greenland - All Counselling centres in Greenland 	



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	<ul style="list-style-type: none"> - All journalists in Greenland - All politicians in Greenland - The business environment in Greenland in general <p>By this, the project has marketed the project as broadly as possible to the Greenlandic general public.</p>
<p>3b) Approx. number of people receiving services as a result of the project</p>	<p>7 learners have received a course diploma (they did not want to do an oral exam)</p> <p>4 learners have taken a level C oral exam – (all passed with fine results: C, C, C, D)</p> <p>2 learners will do a level A exam this summer (oral and written exam). These two learners were originally part of the project, but due to their improved English skills, I decided to make an advanced course for them. This advanced course (level A) will have no impact on the budget, as it is carried out pro bono with no extra costs to neither the US Embassy in Copenhagen, Denmark nor the Joint Committee.</p>
<p>3c) Capacity building activities performed (if other than listed in 1a-c)</p>	
<p>4) Which goals has the project reached so far?</p>	
<p>4a) List achieved goals or milestones so far</p>	<p>7 learners have received a course diploma (did not want to do an exam)</p> <p>4 learners have taken a level C oral exam – (all passed with fine results)</p> <p>2 learners will take a level A exam this summer (oral and written exam). These two learners were originally part of the project, but due to their improved English skills, I decided to make an advanced course for them. This advanced course (A course) will have no impact on the budget, as it is carried out pro bono with no extra costs to neither the US Embassy in Copenhagen, Denmark nor the Joint Committee.</p>
<p>4b) Data sharing activities so far</p>	<p>The entire project has had a great focus on online activities by the use of an e-learning platform (besides learning the English language) - and all the activities are hereby available online</p> <p>The project was naturally also marketed to ensure maximum visibility. The valorisation activities performed were:</p> <p>Greenland Business College has marketed the project to the following:</p> <ul style="list-style-type: none"> - All educational institutions in Greenland



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	<ul style="list-style-type: none"> - All Counselling centres in Greenland - All journalists in Greenland - All politicians in Greenland - The business environment in Greenland in general <p>By this, the project has marketed the project as broadly as possible to the Greenlandic general public.</p>
4c) Please describe other Mutual benefits achieved	<p>The learners enrolled in this project have improved their English language skills.</p> <p>By focusing on teaching young Greenlanders English - this project hence also met the priority "<i>English language training for high school students</i>" (engelsk undervisning i folkeskolens ældste trin og på ungdomsuddannelserne (inklusive redskaber til at fremme engelskundervisningen) in addition to young Greenlanders in general.</p> <p>This project also had relations to the Joint Committee project "<i>American corner</i>".</p> <p>Consequently, Greenland now have learners who have improved their English language skills - 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>

This Report was send in by: Per Thomsen

Scientific Summer School

Date of submission:	21/03/2011	By: Svend Erik nielsen
Project Title	Scientific Sommer School in Kangerlussuaq	
Project no.:		
Project Goals (Overall goals)	Increase student content knowledge about polar science – Climate and global change	
Implementing partners	Project lead:	Svend Erik Nielsen
	US:	Laura Lukes
	GL:	Lone Nukaaraq Møller



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	DK:	Jette Rygaard Poulsen
Project Timeframe	Start date: 01/07/2011	End date: 14/07/2011
Sources of funding		
Project Progress		
1) Has the project so far supported the Joint Committee priorities and in which way (please describe or state "NO")? NO		
1a) Access to US institutions of learning for Greenlandic students		
1b) English Learning in Greenland		
1c) Traineeships for Greenlanders		
2) Has the project so far had an economic impact in Greenland? NO		
2a) Total value of contracts with Greenlandic Companies	DKK	USD
2b) Total value of local spendings in Greenland	DKK	USD
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? NO		
3a) Outreach activities performed		
3b) Approx. number of people receiving services as a result of the project		
3c) Capacity building activities performed (if other than listed in		



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1a-c)	
4) Which goals has the project reached so far? NONE	
4a) List achieved goals or milestones so far	
4b) Data sharing activities so far	
4c) Please describe other Mutual benefits achieved	

This Report was send in by:

Svend Erik Nielsen



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TOEFL

Date of submission:	11/04/2011	By: Per Thomsen
Project Title	TOEFL	
Project no.:	?	
Project Goals (Overall goals)	<p>At Greenland Business College, Nuuk, an internationalisation 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 a so-called TOEFL (Test of English as a Foreign Language) to get 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:	Greenland
	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")?		
1a) Access to US institutions of learning for Greenlandic	The project gives Greenlandic people the possibility to gain enrolment to US educational institutions.	



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students	This project hence meets the priority "Improve access to US educational institutions for Greenlandic students" (and people in general).	
1b) English Learning in Greenland	NO	
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	-	-
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 is 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 - in addition to on our Twitter-site.</p>	
3b) Approx. number of people receiving services as a result of the project	<p>As of 11 April 2011 Greenland Business College has conducted seven (7) successful TOEFLs.</p> <p>four more TOEFLs have already been scheduled (ultimo April & primo May 2011) – 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> <p>The Greenlandic students who takes the TOEFL will have the possibility</p>	



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	to be enrolled in US educational institutions.
4) Which goals has the project reached so far?	
4a) List achieved goals or milestones so far	See section 3b above.
4b) Data sharing activities so far	TOEFL at NINUUK has been marketed in our monthly NINUUKnews. TOEFL is also on our website www.ninuuk.gl - in addition to on our Twitter-site.
4c) Please describe other Mutual benefits achieved	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.

This Report was send in by: Per Thomsen