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ANNEX

of the Commission Implementing Decision on the 2016 individual measure in favour of the Sustainable Development of Greenland

Action Document for Support to the Greenland Education Programme phase 2 for 2016

1. Title/basic act/ CRIS number	Support to Greenland Education Programme Phase 2 for 2016 CRIS number: GREENLAND/2016/ 038-940 Financed from budget line 21.0701 "Cooperation with Greenland"	
2. Zone benefiting from the action/location	Greenland	
3. Programming document	Programming Document for Sustainable Development of Greenland 2014-2020 (C(2014)6775)	
4. Sector of concentration/ thematic area	Education and training	DEV. Aid: NO ¹
5. Amounts concerned	Total estimated cost: EUR 31 130 000 Total amount of EU budget contribution of which EUR 31 130 000 for budget support for an amount of EUR 31 130 000 from the general budget of the EU for 2016	
6. Aid modality(ies) and implementation modality(ies)	Budget Support Direct management Budget Support: Sector Reform Contract	
7 a) DAC code(s)	11330 – vocational training,	

¹ Official Development Aid is administered with the promotion of the economic development and welfare of developing countries as its main objective.

	11320 – secondary education, 11230 – basic skills for youth and adults, 11120 – education facilities and training			
b) Main Delivery Channel	Recipient Government 12000			
8. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Main objective
	Participation development/good governance	X	<input type="checkbox"/>	<input type="checkbox"/>
	Aid to environment	X	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality (including Women In Development)	X	<input type="checkbox"/>	<input type="checkbox"/>
	Trade Development	X	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, Maternal, New born and child health	X	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Main objective
	Biological diversity	X	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	X	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	X	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	X	<input type="checkbox"/>	<input type="checkbox"/>
9. Global Public Goods and Challenges (GPGC) thematic flagships	Not applicable			

SUMMARY

Greenland is a self-governing territory of the Kingdom of Denmark and an Overseas Territory of the European Union. The largest island in the world, Greenland is a remote territory located on the crossing of the North Atlantic and Arctic regions, with a small population of 55,847.

Since 2007, the European Union has been supporting the education programme of Greenland through sector budget support. The financial allocation for the period 2007-2013 amounted to EUR 187 million. An external evaluation of the programme was finalised in 2015 and concluded that the programme had been overall credible and efficient.

For the period 2014-2020, the Programming Document for the Sustainable Development of Greenland² with an overall amount of EUR 216 million was adopted by the Commission in September 2014. The programme is designed to support Greenland's continuous economic progress in the increasingly globalised world economy through provision of a critical mass of a qualified, flexible and competitive workforce.

² Commission Implementing Decision of 26.9.2014 on the adoption of the Programming Document for the Sustainable Development of Greenland under 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 present programme 2016 forms part of the abovementioned Programme for the Sustainable Development of Greenland for the period 2014-2020. The Action Document 2016 is a continuity of the actions implemented under the Commission Decision C(2014)9114 covering the budget years 2014 and 2015.

The general objective of the programme is to support the Greenland Education Programme³ with the overarching goal of contributing to a higher standard of living and quality of life along with sustainable diversification of the economy through improved education, skills development and knowledge. Inclusive growth must be rooted in an inclusive education system as education gives people the means to contribute to, and have a share in, economic growth. In this sense, the Government of Greenland adopted in 2013 the new education policy for the period 2014 to 2024: the Greenland Education Programme (GEP).

The objectives of the second phase of the GEP, which is supported by the current budget support sector reform contract, are to reduce i) the inequality in education by ensuring a well-functioning pre-school and elementary school system, no matter where the children live; ii) increase the quality of the education system with special emphasis on pre-school and elementary school and increased share of educated personnel in the system; iii) increase the 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.

1 CONTEXT

1.1 Sector/Country/Regional context/Thematic area

Greenland is a self-governing territory within the Kingdom of Denmark ruled by the Government of Greenland, Naalakkersuisut. On 21 of June 2009, the Act of Greenland Self-Government entered into force replacing the Greenland Home Rule Act of 1979. This changed the constitutional status of Greenland within the Kingdom of Denmark and inter alia defined the natural resources of Greenland as being the property of the Greenlandic people.

Being a part of the European Community since 1973 through Danish Membership, Greenland formally withdrew from the European Community in 1985. Subsequently, a Treaty on Greenland's withdrawal from the Community was concluded, following which Greenland became associated to the Community as an Overseas Country.

Greenland is a territory remote from the EU, with a small population of 55,847 (2016) on the world's largest island facing challenging climatic conditions and a particular social and economic situation, as well as a cultural mix resulting from its past and present relationship with Denmark.

Greenland's economy is characterised by a large and predominant public sector. Fisheries and fishing industries dominate exports, and there is a developing private sector which includes international mining and oil companies. The public finances are highly dependent on the block grant allocated by Denmark as well as the association of Greenland with the EU.

³ The Greenland Education Programme is developed by the Government of Greenland and adopted by its Parliament in March 2006. Phase 1 of the GEP ran from 2006 to 2013 and phase 2 runs from 2014 to 2024.

The long term economic policy of the Government of Greenland is to have a self-sustained economy and to phase out the annual block grant from Denmark. This presupposes fiscal sustainability, diversification of the economy and real economic growth.

1.1.1 Public Policy Assessment and EU Policy Framework

1.1.1.1 Policy framework

Since its adoption by Parliament in March 2006, the Greenland Education Programme (GEP) has been the central point of the education policy. The programme is comprised of two phases, phase 1 running from 2006 to 2013 and phase 2 from 2014 to 2024. The GEP is a part of a long-term strategy to contribute to Greenland's development into a more self-sustaining economy in which a well-educated and well-trained population is paramount. The GEP phase 2 comprises the Education Strategy 2015 and the annually updated Education Plan II.

In order to measure results and outcomes of the GEP phase 2, a performance assessment framework (PAF) has been developed by the Government of Greenland in consultation with the Commission that builds on lessons learnt under GEP phase 1. Annual implementation reports will be produced by the Government of Greenland both for reporting to the Parliament of Greenland and to the EU that are based on the PAF. The reports are also published on the website of the Government for access to the stakeholders and the general public.

1.1.1.2 Policy relevance

Education is a central parameter in achieving the long-term goals of the Government of Greenland; both in terms of providing the population with the necessary means to take up positions as skilled labour as well as to secure the administrative and institutional capacity to implement the administrative and practical consequences of reforms. Education will enable more people to be self-sustaining and thus take pressure off the public sector. Further, it will strengthen the capacity of the public institutions to accommodate those who are not self-sustaining or are experiencing social problems.

In the GEP phase 2 (2014-2024) emphasis is put on the pre-school and elementary school system besides a continuation of the support for vocational education and training and the post-elementary school system in general. The specific objectives consist in reducing inequality in education by ensuring a well-functioning pre-school and elementary school system, no matter where the children live and by increasing the quality and the efficiency of the education system, thus ensuring better service delivery.

For the elementary school, challenges arise from a variety of social problems affecting children, shortcomings in or lack of appropriate child care, as well as a number of contradictions between the values and attitudes promoted by schools and those from the social backgrounds of the children. The Government of Greenland is scaling up its efforts introducing counsellors and parental responsibility courses, so that parents may improve to provide for their children's basic needs and prepare them to go to school. The development of pre-school capacity and screenings in pre-school will address this challenge as well.

The Government aims towards a fully bilingual education system (in Greenlandic and Danish) without neglecting the learning of English and provides for the adequate training of teachers. Language capabilities or the lack of them affect the possibilities for the children to progress in the education system and result in the high percentage of students dropping out of education after elementary school.

The Education Strategy 2015 targets the transition between the elementary school and the several forms of further education to ensure that young adults (16-18 years) do not drop out of the education system.

1.1.1.3 Policy credibility

The Government of Greenland has been paying special attention to education and training since 2004. Over the period 2005 to 2014 the budget share of education and training rose from 14.8% to 24.2% of the Government budget. The financial commitments for new initiatives within the Greenland Education Programme (GEP) for 2016 amount to EUR 23 million. EU support for the GEP has been coupled with an increase in domestic funding for the education sector.

Progress has been achieved on the construction of infrastructure (such as educational buildings and dormitories), staffing, monitoring and developmental projects. Since the start of the GEP, attendance has increased by 45% (from 2,700 students in 2005 to 3,910 in 2014) on average over all levels of post-elementary education. This resulted in an increase in the number of completions of 75.4% (from 581 graduates in 2005 to 1,019 in 2014), which can be considered a crucial increase in the education level of the population⁴. 54.2% of the cohort that turned 35 in 2014 completed an education above elementary level. However, the drop-out rates have not decreased since the start of the programme, and the completion rate of the youth education programmes remains at approximately 50%.

Whereas GEP phase 1 resulted in an increased capacity of the education system and a related improved access to education, the emphasis during phase 2 will be on

- increasing initiatives to reduce the dropout rate, including in vocational education and training (VET)⁵,
- 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.

In 2013 the Ministry of Education, Church, Culture and Gender Equality agreed with Statistics Greenland on a systematic approach to quality assurance of the data provided for reporting on the GEP phase 2.

1.1.1.4 Conclusion: appreciation of eligibility

On the basis of this assessment, the policy is considered sufficiently relevant and credible for budget support programme objectives to be achieved. Therefore the policy can be supported by the Commission with the proposed budget support programme.

⁴ Source: Statistics Greenland, indicator matrices delivered to the Ministry of Education, Culture, Research and the Church.

⁵ VET is a priority area for the Government. In addition to reduced dropout, securing increased access and easier transition to VET are important focal areas in the Greenland Education Programme II. The Government's initiatives include addressing the limiting factor of apprenticeships, making VET available to a broader part of the population through short-term VET programmes and specialisations, and making the transition to VET easier by introductory courses.

1.1.2 Stakeholder analysis

The stakeholders of this programme are the Government of Greenland, the final beneficiaries, the future employers, and the educators. The final beneficiaries of the intervention are children from pre-school age and elementary school pupils and Greenlandic youth and work force. In addition, local authorities are important stakeholders as the pre-school and elementary school fall under the municipal jurisdiction and not under the jurisdiction of the central government.

The preparation of the Greenland Education Programme phase 2 involved various stakeholders in workshops across the country, including boards and committees of the educational institutions, student organisations, non-coalition political parties, labour- and employer unions and other relevant stakeholders such as the municipalities association, NGOs focusing on children and children's rights (MIO and Inooqat), the Piareersarfiit centres, the Institute of Arctic Education, teachers and the Language Centre.

The responsibility of implementation of the GEP lies with the Ministry of Education, Culture, Research and the Church. The Ministry of Finance is involved in all the stages of programme implementation and close links and mechanisms are in place to ensure coordination with other ministries and stakeholders.

The Government facilitates initiatives in the areas under municipal auspices through changes in legislation and executive orders, framework conditions, and policy dialogue. Further, the Government provides inputs to the municipalities through e.g. teacher training and facilities. The Government has an inspection obligation in connection with all parts of the education system.

The programme is being assessed annually by the Government through review of the results attained and the Parliament receives two annual reports on the progress of the programme. The reports are also made available to the general public on the website of the Ministry of Education, Culture, Research and the Church.

1.1.3 Priority areas for support/problem analysis

The extreme Arctic climatic conditions, geographical remoteness, combined with a sparsely distributed and insufficiently well-educated population and dependence on a limited number of natural resources, are the main challenges that Greenland is facing. An increasing share of elderly people in the population creates an additional challenge for the Government of Greenland, since this group has a low labour force participation rate and puts more pressure on the public finances through pensions and health care.

To respond to these challenges, the Government of Greenland pursues an overarching policy which aims at contributing to a higher standard of living and quality of life of its inhabitants while ensuring continuous and sustainable economic progress in the increasingly globalised world economy. This goal is to be obtained through provision of a critical mass of qualified, flexible and competitive workforce. The education level of the population is therefore pivotal in all sector policies since it is paramount in creating the necessary diversification of the economy and is considered as the most important factor for creating progress in the society.

On this basis, the Government of Greenland and the EU prepared the Programming Document for the Sustainable Development of Greenland approved by the Commission in September 2014. This document identifies the Greenland Education Programme phase 2 as focal area being part of a long-term strategy to contribute to Greenland's development into a more self-sustaining economy.

1.2 Other areas of assessment

1.2.1 Fundamental values

Greenland is a country with a special constitutional link to Denmark and has – since the entry into force of the Greenland Treaty on 1 February 1985 – been one of the Overseas Countries and Territories (OCTs) associated with the EU in accordance with Part IV of the Treaty on the Functioning of the European Union (TFEU). Since 12 June 2009, when the Act on Greenland Self-Government came into force, Greenland is a self-governing part of the Kingdom of Denmark. Human rights are ensured at the same level as in the other parts of the Kingdom of Denmark.

Macroeconomic policy

1.2.1.1 Key macroeconomic indicators

The Greenland Economic Council is forecasting a positive economic growth of 2.9% for 2016 after declines since 2011. As far as inflation is concerned peaks were observed in 2012 (4.3%), with more moderate rates seen since then: 2013 (0.9%), 2014 (1.4%) and 2015 (1.4%).

The Government of Greenland Budget 2016 (Fiscal Act) maintains the tight fiscal discipline adopted in the 2013, 2014 and 2015 budgets. For the period 2016-2019, a small budget surplus including lending is planned for each of the projected years (2016: -EUR 13.4 million, 2017: -EUR 9.9 million, 2018: EUR 8.6 million, and 2019: EUR 18.2 million respectively). Total public debt is below 10% of the GDP.

1.2.1.2 Assessment of macroeconomic policies

The economy of Greenland is vulnerable and depends strongly on the developments in the fisheries sector. Despite falling quantities, a favourable price development for fish and shellfish has supported the economic development. Maintenance of the fish stocks and targeted work at ensuring the quality of the products are therefore very important for this sector and therefore a key part of the Government of Greenland economic policies.

Reducing this vulnerability requires a broader economic basis which can be based on energy and mineral resource presence and the exploitation of the tourism potential. In recent years, Greenland has experienced an international interest in the oil and mineral resources potential. This has been driven partly by intensive marketing of the Greenlandic oil and mineral resources potential as part of the Government of Greenland economic policy and partly by (then) favourable developments in prices of oil and minerals. Despite on-going exploration activities, only one small gem mining project has started up until 2016. A further mining project is projected to start up during 2016 and the Government of Greenland has established exploitation agreements for a further three mining projects. Private investment capital is being sought for the latter mining projects by the foreign companies involved.

As stated above the Government of Greenland maintains balanced economic and fiscal policies but external budget support (DK block grant, EU Fisheries assistance and EU development assistance) continues to constitute a large part of the total revenues. For the 2015 Financial Year the total amount received from external sources was EUR 540 million⁶ on a

⁶ Statistics Greenland; exchange rate EUR 1 = DKK 7.464

total budget of approximately EUR 1 400 million⁷. The fiscal balance of the Government of Greenland is expected to be negative for 2016, with a stable outlook over the next three years. As stated above, the Government of Greenland long term economic policy aims to phase out its reliance on external budget support.

1.2.1.3 Domestic revenue mobilisation

The revenue of the Government of Greenland consists of a mix of direct and indirect taxes. Direct taxes concern mainly income and corporate taxes while the indirect taxes consist mainly of import and stamp duties and taxes on motor vehicles. With economic stagnation or decline in the previous years, the Government of Greenland is facing a stagnation of direct tax revenue and a loss of revenue from indirect taxes, especially from import and stamp duties.

Revenues from stamp duties reduced from EUR 5.9 million to EUR 3.0 million between 2012 and 2014 while import duties fell from EUR 71.2 million to EUR 63.0 million in the same period. The Government of Greenland forecasts that with renewed economic growth both duties will stabilise on the level of 2014.

Greenland has a high level of taxation with a total revenue of EUR 860 million (budget 2015; excluding budget transfers from Denmark and the EU) compared to a GDP of EUR 1,480 million (estimate 2013⁸). Therefore domestic revenue mobilisation is maximised unless new sources of GDP growth, employment and with these revenue are developed with amongst others the start of new mines.

With a struggling economy, and no immediate signs of any significant change here within the next few years, revenues from taxes and duties must be expected to come under additional pressure, particularly in the light of the very modest collective agreements entered into in recent years, where real earnings for many employee categories cannot be maintained, which in the long term leads to reduced capacity for consumption (many will initially compensate by dipping into their savings or borrowing from banks).

1.2.1.4 Conclusion

Based on the analysis above, it is concluded that the Greenland authorities pursue a credible and relevant stability-oriented macroeconomic framework aiming at restoring fiscal stability and sustainability.

1.2.2 Public Financial Management (PFM)

1.2.2.1 Summary of financial management assessments

A Public Expenditure and Financial Accountability (PEFA) assessment was conducted in mid-2014. The results confirm that the Greenland PFM system is well-designed and functioning to high quality standards. It is noted that the quantified total average score for Greenland (3.37) can be compared positively with the 2008 score for Norway (3.41).

The National Integrity Study report conducted by Transparency Greenland in 2011 did not find any examples of bribery or fraud in order to get access to public services or contracts. However, anecdotal incidents of friendly turns, nepotism and disqualifications have been issues of concern in recent Greenland history. Increased political willingness to avoid related

⁷ Statistics Greenland; exchange rate EUR 1 = DKK 7.464

⁸ Statistics Greenland; exchange rate EUR 1 = DKK 7.464

incidents has been reported and initiatives of the Government of Greenland will be monitored by the Commission.

1.2.2.2 Identifying key weaknesses

The recent PEFA exercise identified five indicators that received a score of "C" or lower:

1. Oversight of aggregate fiscal risk from other public sector entities
2. Multi-year perspective in fiscal planning, expenditure policy and budgeting
3. Transparency, competition and complaints mechanism in procurement
4. Availability of information on resources received by service delivery units
5. Legislative scrutiny of external audit report

In 2014 a PFM Action Plan was concluded on the basis of the PEFA assessment. The plan contains reform initiatives agreed between the Commission and the Government. Procurement was the weakness in Greenland's PFM with a score of "D+" in 2014. Particular emphasis will be paid to this issue.

1.2.2.3 Procurement

The PEFA assessment 2014 identified the following shortcomings in Greenland's procurement system:

- The legal framework for procurement of goods and services meets only one of six PEFA requirements;
- Information about the Government of Greenland's procurement is currently not readily available from Government of Greenland entities undertaking procurement of goods and services;
- The 2010 Procurement Circular does not provide for an independent administrative complaint mechanism for procurement of goods and services.

1.2.2.4 The Government's Reform Programme

In the Public Finance Management Action Plan, 2014 – 2020, the Government of Greenland has selected six Performance Indicators to address and monitor annually. 2013 is chosen as baseline year for the evaluation

The six reform initiatives are:

- Transparency of Inter-Governmental Fiscal Relations – (PI-08)
- Oversight of aggregate fiscal risk from other public sector entities - (PI-09)
- Effectiveness in collection of tax payments – (PI-15)
- Competition, value-for-money and controls in procurement – Goods and Services (PI-19)
 - *Electronic tender portal*
 - *Government procurement plans and preannouncing expected procurement*
 - *Contract awards for public procurements*
 - *The procurement circular*

- *Establishment of an independent administrative complaint mechanism*
- *Templates to increase competition on procurement of goods and services*
- *Collaboration with the municipalities*
- *Other initiatives: Improving the data basis for control and analysis of procurement*
- Effectiveness of internal controls for non-salary expenditure (PI-20)
 - *Improving internal controls in the Government of Greenland*
 - *Preparation of debtors' and creditors' control accounts*
 - *Reconciliation of bank accounts*
 - *Increased transparency in travel expenditure of the ministers*
 - *Evaluation of the instructions and use of credit cards in the Government of Greenland*
 - *Establish a whistle-blower complaint system*
 - *Invoice management processes are electronic in all units*
- Quality and timeliness of in-year budget reports (PI-24)
 - *Strengthening the in-year budget reports*
 - *Optimising the process of the in-year budget reports to ensure timeliness*
 - *Education to improve quality of information*

1.2.2.5 Conclusions on eligibility

The PFM Reform Programme is considered relevant and credible, based on good progress in recent years, a strong political buy-in and an absence of corruption and fraud.

1.2.3 Transparency and oversight of the budget

1.2.3.1 Assessing the 'Entry Point'

The annual Fiscal Acts (Government budgets) for any given fiscal year (n) contains comparative figures for past years (n-6) as well as for the coming years (n+3) providing a coherent 10-year financial overview and perspective. The budget process is well-planned and executed according to a fixed calendar with the necessary political involvement. The budget process has a medium term outlook which ensures the link between policy priorities and budgeting with forward estimates (n+3).

All central Government entities are audited annually on time. The audits cover financial statements and a limited compliance audit. Audit comments are monitored and subsequently implemented. The audit report of the 2014 Treasury Accounts was submitted in May 2015.

Monitoring of the budget performance is carried biannually within the Government of Greenland. The mid-year and year-end reports are submitted to the Government and the Parliament's Finance Committee in accordance with the regulations set out in the Budget Law. Monitoring is executed by the Ministry of Finance.

Based on the assessment undertaken, the ‘entry point’ is considered met as the Government of Greenland’s Finance Act 2015 was published on 19 May 2015 at the government website, <http://naalakkersuisut.gl/da/Naalakkersuisut/Departementer/Finansdepartementet/Finanslov>

1.2.3.2 Assessing Progress:

Key budgetary documents by the Government of Greenland adhere to international best practice as regards the executive’s budget proposal, the enacted budget, and the year-end report. However, the Government does not undertake mid-year reporting, monthly and quarterly reporting is undertaken though not published and there are some weaknesses in the legislative scrutiny process regarding the audit report.

Developments are on-going regarding the comprehensiveness of information included in budget documentation, public access to key fiscal information and annual financial statements.

1.2.3.3 Conclusions:

Based on the information outlined and assessments provided, it is concluded that there is satisfactory progress made by the Government of Greenland in that the entry point can be confirmed met, and there are on-going developments in selected areas to increase transparency and provide more information to the public.

2 RISKS AND ASSUMPTIONS

Risks	Risk level (H/M/L)	Mitigating measures
The lack of coordination and dialogue between the Ministry of Finance and the municipalities, in charge of the elementary school system, could result in inefficiencies of the parts of programmes dedicated to elementary schools	M	The Ministry of Education is in close collaboration with the municipalities. The Policy Dialogue meetings between Commission and Greenland will be enlarged to the representatives of municipalities as of the next meeting (March 2016)
Change of government would lead to a decrease in the importance given to the education sector and to the GEP.	L	After Greenland became self-governing in June 2009, the relative importance of the education sector for the Greenlandic society has increased. The sector is widely acknowledged politically as one of the key strategic sectors – besides oil and mineral exploitation – that will ensure sustained economic growth and a balanced development of public finances.
Assumptions		
- The GEP will continue to receive the support from the Government of Greenland even in the case of change of the government.		

3 LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1 Lessons learnt

An evaluation of the Greenland Education Programme phase 1, 2007-2013, has been undertaken and confirmed the validity of the programme and its achievements. The support from the EU has been coupled with increased domestic funding to increase the activity in different parts of the education sector. Progress has been made regarding buildings, staffing, monitoring and developmental projects. Since the start of GEP attendance has increased by 45% (from 2,700 in 2005 to 3,910 in 2014) on average over all levels of post-elementary education. Subsequently, this resulted in an increase in the number of completions of 75.4% (from 581 in 2005 to 1,019 in 2014), which is contributing to a general increase in the education level of the population.

Areas for particular action in the education policy were identified by the Government of Greenland and the EU:

1. Early school leavers who do not enrol in education beyond the mandatory elementary school
2. Efficient use of existing resources, school buildings and apprenticeships
3. The construction costs of new infrastructure
4. The level and duration of student grants and the incentives resulting from the system
5. Language barriers in post-elementary education
6. Cost efficiency of the education, including dropout and efficient use of existing capacity

The Government of Greenland has developed appropriate policy responses in the formulation of the GEP phase 2.

3.2 Complementarity, synergy and donor coordination

Denmark is the only donor active in Greenland apart from the EU. The Government of Greenland receives a Danish block grant of approximately EUR 490 M per year which goes directly to the Greenlandic budget.

The Government of Greenland and the EU signed a new Fisheries Protocol to the Fishery Partnership Agreement November 2015. The Fisheries Protocol 2016-2020 entails a stronger commitment to cooperate and several technical issues were updated and adjusted. The Protocol period was extended from three years to five years in order to align the negotiation cycle of the Fishery and the Education Partnership agreements, respectively. The annual funding provided through the Fisheries Agreement is approximately EUR 17 million, of which approximately EUR 2.9 million is directed for the development of the fisheries sector.

Greenland has – via annex II F of the Overseas Association Decision – access to different horizontal EU programmes which have been used sporadically. These include the Leonardo da Vinci programme, the Northern Periphery Programmes that receive co-financing through the Greenlandic budget and Arctic related programmes by DG Research.

The Danish-based Villum Foundation supports a counselling and training project for young people in settlements who are not engaged in education or training after elementary school.

The foundation supports 12 settlements in the period 2012-2016 with a total amount of approximate EUR 2.1 million.

3.3 Cross-cutting issues

Gender Equality

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) represents the principal framework for the Greenlandic legislation on gender equality, including women's rights and opportunities in society. The Greenlandic legislation (and where relevant, Danish legislation) honours the principle of equality between the genders and essentially corresponds with the Convention.

Available data show that the education system in Greenland provides equal chances to female and male students. In line with the legal obligation to education until the age of 15, 50% of the children attending elementary school are female (the elementary schools in Greenland provide for 10 years education from age 6 to 15). Also 60% of the students completing further education (i.e. all formal educations after elementary school) are female, with female completions in High School, Vocational Education and Training and for Higher Educations respectively at 65%, 53% and 75%⁹ (data for 2014).

Although women and men in Greenland share equal rights, obligations and opportunities in society, it does not always result in the *de facto* equality. In 2013, the Greenlandic Parliament passed a new Act on Gender Equality, on gender equality among women and men, which shall be further complemented by a gender mainstreaming strategy.

Climate and Energy

The impact of climate change directly affects the fisheries and hunting sector in Greenland, and traditional ways of fishing and hunting are challenged due to the increasingly unpredictable weather patterns and the loss of sea ice cover. Climate change also presents new economic opportunities for agricultural as well as increased access to mineral and oil resources. In 2011 the Government launched an initiative aimed at mainstreaming climate adaptation efforts in the management and development of various sectors.

Around 70% of the publicly produced electricity comes from renewable energy sources and the Government allocates funding for investigations into possible new sites for hydroelectric plants. The largest source of CO₂-emissions in the energy sector is heating and particular attention is paid to energy efficiency of new or renovated public buildings including schools and dormitories. Technical expertise and skills training, in order to supply the sector with a domestically based workforce are included in the development of study programmes within the Greenland Education Programme.

Greenland is an active part of the United Nations Framework Convention on Climate Change (UNFCCC) as part of the delegation of the Kingdom of Denmark.

Environment

The Arctic environment is very sensitive to environmental impacts. The disposal of waste is an unresolved challenge in Greenland. The low population density and the lack of roads

⁹ "Greenland in figures 2014", Statistics Greenland; "Annual Implementation Report 2014", Ministry of Education, Culture, research and the Church

between the towns complicate the management of waste using modern facilities. Data on waste management in Greenland as a whole does not exist at present.

The Tech College Greenland offers a formal education as a waste management technician, developed recently under the Greenland Education Programme. The first students are expected to graduate in 2018.

Biodiversity

As far as the sustainable use of natural resources is concerned, the Government has recognised that marine mammals and birds whose populations have been declining need greater protection. The Ministry of Fishery, Hunting and Agriculture is responsible for the management of species of fish, birds and terrestrial and marine mammals. The Government allocated as well an amount of EUR 7.5 million (Finance Act 2016) to the Greenland Institute of Natural Resources. Management plans for living resources are being updated continuously with counselling from this Institute and advice from the Hunting and Fishery Board. These plans include quotas for the fishing industry and professional hunters as well as quotas in some species for recreational hunting.

4 DESCRIPTION OF THE ACTION

4.1 Objectives/results

4.1.1 General objectives

The general objective of this programme is to support the education sector in Greenland. This will be achieved through a Sector Reform Contract in support of the Greenland Education Programme, which is a continuation of the support to Greenland Education Programme 2014-2015. The programme aims to contribute to a higher standard of living and quality of life through development of better education, technical skills and knowledge.

4.1.2 Specific objectives

Based on the results of and in continuity of the Commission Decision C(2014)9114 covering 2014 and 2015, the following specific objectives will be pursued:

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 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.

4.1.3 Expected results

In line with the overall EU objectives of the sustainable development of Greenland, the objective of the Government of Greenland is to raise the education level of the population through an inclusive and coherent education system from pre-school to higher education.

The following expected results are envisaged under the three specific objectives:

Specific Objective 1:

- a) Increased share of children attending pre-school resulting from providing pre-school facilities and personnel to a larger part of the population.
- b) Increased transition rate to further education as more pupils have access to elementary school of high quality.
- c) Improved literacy rate after elementary school.
- d) Decreased share of young people (16-18 years) outside the education system.
- e) In the medium term, increased completion in post elementary education as a result of better elementary education to a larger part of the population.

Specific Objective 2:

- a) To provide a better quality in the pre-school system through increased share of educated personnel in the system.
- b) Increased share of educated teachers in the elementary schools.
- c) Improved literacy after elementary school.
- d) Increased transition rate from elementary school to further education.
- e) Decreased share of young people (16-18 years) outside the education system.

Specific Objective 3:

- a) Increased transition rate from elementary school to further education.
- b) Increased transition rate from high school to further education.
- c) Decreased share of young adults (16-18 years) outside the education system.
- d) Decreased age at completion of post elementary education.
- e) Increased completion at all levels of post-elementary education.
- f) Decreased excess study time beyond standard time limits at higher educations
- g) Increased completion rate at higher educations.
- h) Increased number of graduates from higher educations.
- i) Increased supply of apprenticeship places through school apprenticeships, incentives to businesses and introductory courses at vocational education and training.

4.2 Main activities

The main activities to implement the budget support package are policy dialogue, financial transfer, performance assessment, reporting and capacity development.

The Government of Greenland will pursue the following priorities in the sector in 2016:

- An **Evaluation of the Teacher Training Programme** will be conducted in order to ensure the education is up-to-date and adapted to the Elementary School Act. This initiative will ensure that elementary school teachers are updated in relation to the objectives, goals and learning objectives of the elementary school and the latest educational research;

- The elementary school evaluation found that the principals do not have the necessary resources to work systematically with the educational management. Therefore an **Education Programme for principals** must be established to strengthen the principals' administrative, organisational and educational skills;
- The scattered population and limited infrastructure in Greenland is a challenge for e.g. recruiting teachers for elementary schools for a longer period at settlements and for students to move to cities with further-education institutions. Therefore the Government of Greenland seeks to have an **increased focus on how distance learning** can contribute to a higher level of education, especially, but not limited, for elementary and high school level.

4.2.1 Budget support

Since 2006, the Government of Greenland and the Commission engage in a policy dialogue via two meetings per year, held normally in May/June and November/December every year. The Government of Denmark is invited to attend. During these meetings recent developments are presented by the Government of Greenland on the Education Sector Policy as well as the macro-economic performance of Greenland and the Government's public finance management. A common understanding is achieved through this dialogue on the Government reform priorities and the progress needed to meet the conditions for the disbursement of the budget support.

4.2.2 Complementary support

No complementary support is foreseen under this programme. However, credits have been made available under the separate budget line 21.010406 in the Commission budget 2016 for technical assistance and studies for an amount of EUR 249 000.

4.3 Intervention logic

The aim of the long term economic policy is to have a self-sustained economy and to phase out the annual block grant from Denmark. This presupposes fiscal sustainability, diversification of the economy and real economic growth. After Greenland became self-governing in June 2009, the relative importance of the education sector has increased. There is broad political consensus that education and training is a key strategic sector – besides oil and mineral exploitation – that will ensure sustained economic growth and a balanced development of public finances.

Through the first phase of the Greenland Education Programme (GEP), the Government has developed the education sector and provided increased access to education for a larger part of the population. The development of the education sector, however, is not complete. In order to create sustainable and inclusive growth a larger part of the population needs to obtain a qualifying education in order to contribute to, and have a share in, future growth.

In the GEP phase 2 (2014-2024) emphasis is on the pre-school and elementary school system besides a continuation of the support for vocational education and training and the post-elementary school system in general. The specific objectives consist in reducing inequality in education by ensuring a well-functioning pre-school and elementary school system, no matter where the children live, increasing the quality and the efficiency of the education system, thus ensuring better service delivery. The intervention logic is elaborated in Appendix 1.

Taking into account the initiatives being funded by the Government in connection with Greenland's most pressing needs and in view of the Greenland Education Programme, EU

financial assistance for the sustainable development of Greenland, covering the period 2014-2020, is to be used to support the implementation of the Greenland Education Programme phase 2, with a particular focus on the education and training actions aimed at children and young people outside the education system.

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is foreseen to conclude a financing agreement with the partner country, referred to in Article 184(2)(b) of Regulation (EU, Euratom) No 966/2012.

5.2 Indicative implementation period

The indicative operational implementation period of during which the activities described in section 4.1 and 4.2 will be carried out and the corresponding contracts and agreements implemented, is 36 months from the date of when financing agreement is concluded.

Extensions of the implementation period may be agreed by the Commission's authorising officer responsible by amending this decision and the relevant contracts and agreements; such amendments to this decision constitute technical amendments in the sense of point (i) of Article 2(3)(c) of Regulation (EU) No 236/2014].

5.3 Implementation of the budget support component

5.3.1 Rationale for the amounts allocated to budget support

The total amount allocated to the education sector for 2016 under the Programming Document is EUR 31 130 000 of which 100% is to be delivered under the present sector reform contract. This amount is based on the sustained effort by the Government to raise the education level of the population in order to secure sustainable and inclusive growth. The amount of EUR 31,130,000 will be made available from the general budget of the EU for 2016.

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 24.2% in 2014. The financial commitments for the education sector are in place for 2016 and included in the budget projections for 2017, 2018 and 2019. The sector will continue to consume approximately 25% of the annual Government budgets over the period 2016-2019.

A substantial share of the overall budget for the education sector is funded through municipalities and thus outside the central Government budget. It is estimated that for the period 2016-2019 annually a total amount of approximately EUR 321 million will be spent on the education sector in Greenland, of which EUR 187 million will be spent by the Government of Greenland and EUR 134 million will be spent by municipalities. The Government's education budget for 2014 was EUR 179 million and benefitted of EUR 28 million through EU sector budget support. The EU support in 2014 amounted to approximately 1.6% of GDP.¹⁰

In the Education Strategy 2015, the Government of Greenland established objectives for the year 2020 and 2024 as well as mid-term milestones for the year 2017. Progress under the

¹⁰ GDP DKK 13.701 M in 2014, current prices (most recent figure, Statistics Greenland), FT2014: EUR 19.7 M, VT2014: EUR 4.6 M

Greenland Education Programme phase 2 will be closely monitored and reported to the Parliament of Greenland in order to secure progress, policy discussion and financial commitments.

5.3.2 Criteria for disbursement of budget support

- a) The general conditions for disbursement of all tranches are as follows:
- Satisfactory progress in the implementation of the Greenland Education Programme and continued credibility and relevance thereof;
 - Implementation of a credible stability-oriented macroeconomic policy;
 - Satisfactory progress in the implementation of the PFM reform programme;
 - Satisfactory progress with regard to the public availability of timely, comprehensive and sound budgetary information.
- b) The specific conditions for disbursement that may be used for variable tranches are based on the set of indicators agreed upon by the Government of Greenland and the EU services in order to monitor the Greenland Education Programme during the period 2014-2020. These indicators are a mix of input, output, outcome and impact indicators and are presented in Appendix 2.

Of the indicators contained in Appendix 2, indicators No 3, 4, 8, 11 and 13 have tentatively been identified as the indicators on the basis of which the variable tranches will be calculated. The targets for the variable tranches will be agreed upon between the Government of Greenland and the Commission prior to the signing of the Financing Agreement.

The chosen performance targets and indicators to be used for disbursements will apply for the duration of the programme. However, in duly justified circumstances, the Government of Greenland may submit a request to the Commission for the targets and indicators to be changed. The changes agreed to the targets and indicators may be authorised by exchange of letters between the two parties.

In case of a significant deterioration of fundamental values, budget support disbursements may be formally suspended, temporarily suspended, reduced or cancelled, in accordance with the relevant provisions of the financing agreement.

5.3.3 Budget support details

Budget support is provided as direct untargeted budget support to the national Treasury. The crediting of the euro transfers disbursed into Danish Kroner will be undertaken at the appropriate exchange rates in line with the relevant provisions of the financing agreement.

5.4 Indicative budget

With reference to the funding available from the 2016 EU general budget, a fixed tranche of 80% of the budget for the 2016 action is foreseen to be released in the fourth quarter of 2016. A variable tranche of maximum 20% of the 2016 action budget is foreseen to be released in the third quarter of 2017.

Fiscal year	2016				2017				
Type of tranche	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Total

Fixed tranche				24 904 000					24 904 000
Variable tranche							6 226 000		6 226 000
Total									31 130 000

5.5 Organisational set-up and responsibilities

The Ministry of Education is responsible for the day to day implementation of the EU assistance, which is part of its operational budget, and for reporting to the Commission.

5.6 Performance monitoring and reporting

The main data source of the performance data for the Greenland Education Programme phase 2 is Statistics Greenland, and the Fiscal Act. The education statistics are provided March each year in accordance with the specifications in the contract between Ministry of Education, Culture, Research and the Church and Statistics Greenland. The remaining data regarding education is provided by the Ministry. The Fiscal Act is available from Q1. The accounts from the previous year are expected to be released at the beginning of March.

The Annual Work Plan 2016 will be drawn up in Q2/2016 based on the data provisions from Statistics Greenland, Fiscal Act, and the Ministry of Education, Culture, Research and the Church and will be approved by the Commission in Q3/2016. This will lead to the disbursement of the fixed tranche 2016 of 80%. The Annual Implementation Report 2016 will be drawn up and submitted to the Commission during Q2/2017. The variable tranche 2016 is foreseen to be released in Q3/2017 on the basis of the approval of the Annual Implementation Report 2016.

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of the implementing partner's responsibilities. To this aim, the implementing partner has established a permanent internal, technical and financial monitoring system for the action and will elaborate regular annual progress reports and a final report. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the list of result indicators. The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

5.7 Evaluation

Having regard to the nature of the action, a final evaluation could be carried out for this action or its components via independent consultants through a joint mission contracted by the Commission. The evaluation could be financed from the separate budget line referred to in paragraph 4.2.2.

The Commission shall inform the implementing partner at least 60 days in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

5.8 Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

According to the Commission standard rules in force, quality control of data including impact monitoring and audit might also be carried out by independent consultants recruited directly by the Commission in accordance with Commission procedures on specifically established terms of reference. The Commission may suspend payments, reduce or propose financial corrections in accordance with Article 7 of Council Decision 2014/137/EU of 14 March 2014 on relations between the EU on the one hand, and Greenland and the Kingdom of Denmark on the other.

5.9 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Government of Greenland and be financed from its own budget.

The Communication and Visibility Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action.

The following indicative set of communication and visibility activities have been agreed with the Government of Greenland for 2016:

1. A press release will be prepared when the signing of the Financing Agreement(s) will take place;
2. References to be made to the cooperation between the EU and Greenland, during official visits of the representatives of EU institutions;
3. Mentioning of the Greenland-EU partnership in all communication regarding the overall purpose and implementation of the Greenland Education Programme;
4. In addition, the Greenlandic authorities will raise awareness of the European Union support on their website: www.naalakkersuisut.gl.

APPENDIX 1 - INDICATIVE LIST OF RESULT INDICATORS (FOR BUDGET SUPPORT)¹¹

List of indicators is included in the Annex 4 of the programming Document for the Sustainable development of Greenland - Table of indicators from the education strategy (Based on the Greenlandic Performance Assessment Framework).

	Intervention logic	Indicators	Baselines (2013)	Targets (2020)	Sources and means of verification
Overall objective: Impact	The general objective of this programme is to support the sustainable Development of Greenland through the diversification of its economy by supporting the education sector. The programme contributes to a higher standard of living and quality of life through development of better education, technical skills and knowledge.	EU16; Percentage of trade balance in GDP EU17; Percentage of the fisheries sector in total exports EU15; Job insertion	-16.1% ¹² 89.8% 84.1%	-15% 83%	The Programming Document for the Sustainable Development of Greenland, Annual Implementation Reports; Statistic Greenland (website + annual publication)

¹¹ Mark indicators aligned with the relevant programming document mark with ‘*’ and indicators aligned to the EU Results Framework with ‘**’.

¹² Latest available data from 2012

Specific objective(s): Outcome(s)	<p>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;</p> <p>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;</p> <p>3. 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</p>	<p>EU3; 7th grade test</p>	<p>.56.25</p>	<p>63.00</p>	<p>Annual Implementation Reports of the Government of Greenland; Statistics Greenland (website)</p>
		<p>EU4; Transition rate to education 1 year after completion</p>	<p>35.6%</p>	<p>48%</p>	
		<p>EU14; Education level; share of 35 year olds with a qualifying education</p>	<p>50.7%</p>	<p>53%</p>	

Induced outputs	<p>Specific Objective 1: d) Decreased share of young people (16-18 years) outside the education system. e) In the medium term, increased completion in post elementary education as a result of better elementary education to a larger part of the population.</p> <p>Specific Objective 2: a) To provide a better quality in the pre-school system through increased share of educated personnel in the system. e) Decreased share of young people (16-18 years) outside the education system.</p> <p>Specific Objective 3: c) Decreased share of young adults (16-18 years) outside the education system. e) Increased completion at all levels of post-elementary education. g) Increased completion rate at higher educations.</p>	<p>EU5; Share of age group outside education system</p> <p>EU8; Number of completions</p> <p>EU9; Completion rate</p> <p>EU2; Share of professional teachers in pre-school and elementary school</p> <p>EU5; Share of age group outside education system</p> <p>EU5; Share of age group outside education system</p> <p>EU8; Number of completions</p> <p>EU9; Completion rate</p>			Annual Implementation Reports of the Government of Greenland; Statistics Greenland (website)
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Direct outputs	<p>Specific Objective 1: a) Increased share of children attending pre-school resulting from providing pre-school facilities and personnel to a larger part of the population. b) Increased transition rate to further education as more pupils have access to elementary school of high quality. c) Improved literacy rate after elementary school.</p> <p>Specific Objective 2: b) Increased share of educated teachers in the elementary schools. c) Improved literacy after elementary school. d) Increased transition rate from elementary school to further education.</p> <p>Specific Objective 3: a) Increased transition rate from elementary school to further education. b) Increased transition rate from high school to further education. f) Decreased excess study time beyond standard time limits at higher educations h) Increased number of graduates from higher educations. i) Increased supply of apprenticeship places through school apprenticeships, incentives to businesses and introductory courses at vocational education and training.</p>	<p>EU1; Share of children in Pre-School</p>	69.1%	77%	Annual Implementation Reports of the Government of Greenland; Statistics Greenland (website)
	<p>EU4; Transition rate to education 1 year after completion</p>	35.6%	48%		
	<p>EU3; 7th grade test</p>	56.25	63.00		
	<p>EU2; Share of professionals</p>	69.5%	76%		
	<p>EU3; 7th grade test</p>	56.25	63.00		
	<p>EU4; Transition rate to education 1 year after completion</p>	35.6%	48%		
	<p>EU4; Transition rate to education 1 year after completion</p>	35.6%	48%		
	<p>EU10; Transition rate to education 2 years after completion</p>	64.4%	72%		
	<p>EU11; Transition rate to education 2 years after drop-out</p>	41.4%	50%		
	<p>EU8; Number of completions</p>	960	1110		
<p>EU6; Number of apprenticeships</p>	833	960			

APPENDIX 2 – INDICATORS INCLUDED IN THE PERFORMANCE ASSESSMENT FRAMEWORK

No.	Indicator	Education area	Baseline 2013
EU1	Share of children in Pre-School	Pre-School	69.1%
EU2	Share of professionals	Total	69.5% ¹³
		Pre-School	-
		Elementary School	80.3%
EU3	7th grade test	Elementary School	56.25
EU4	Transition rate to education 1 year after completion	Elementary School	35.4%
EU5	Share of age group outside education system	16-18 years old	61.6%
EU6	Number of apprenticeships	Vocational education and training	833
EU7	Attendance	Total	3,856
		High School	1,317
		Vocational education and training	1,333
		Higher education	1,206
EU8	Number of completions	Total	968
		High School	357
		Vocational education and training	410
		Higher education	201
EU9	Completion rate ¹⁴	Total	49.8%
		High School	53.4%
		Vocational education and training	47.7%
		Higher education	47%
EU10	Transition rate to education 2 years after completion	High School	64.1%
EU11	Transition rate to education 2 years after drop-out	Total	41.4%
		High School	53.6%
		Vocational education and training	30.8%
		Higher education	49.2%
EU12	Administrative staff completing training	Total	***
EU13	Education as a percentage of total expenditure	Total	25.8%
EU14	Education level; share of 35 year olds with a qualifying education **	Total	50.9%

¹³ Total number based on data from 2014 for EU2a Share of professionals in pre-school and data for 2013 for EU2b Share of professionals in elementary school due to an error in EU2a 2013 data.

¹⁴ The completion rate is a probability and will change each year as long as it covers students active in the education system. For earlier cohorts (where enrolled students in that year/cohort have all either dropped out or graduated) the rate is constant.

EU15	Job insertion**	Total	85.6%
		Vocational education and training	80.8%
		Higher education	98.4%
EU16	Percentage of trade balance in GDP **	Total	-16.1%
EU17	Percentage of the fisheries sector in total exports **	Total	90.5%
EU18	Long term residents among civil servants **	Total	87.2%

* An error in the reported value for 2013 regarding indicator EU2a: share of professionals in pre-school has been found. For this reason the baseline 2013 cannot be established. Instead baseline value will be 2014.

** Data lag one year

*** As registration did not take place prior to 2014 the baseline year is 2014.