

PERSONAL DEVELOPMENT PLANNING IN GREENLAND

PART II: THE PRAXIOGRAPHY AMONG THE YOUTH

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ABSTRACT

This is a two-part project about the need for personal development planning tools among youth in Greenland. The first part researched the existing personal guidance tools available for the youth with focus on both human or non-human tools in Greenland and Denmark.

This second part focalizes on the youths' side of the story. Which enactments they conduct to develop themselves, which human and nonhuman tools they use, and their view of a good life and how to reach it. Furthermore, analysis and discussion of the Government of Greenland's role in this is also included.

This project is about the different kinds of enactments in personal development planning, therefore Mol's (2002) praxiography perspective is used as the theoretical framing and Grounded Theory as inspiration to the methodology supplemented with Situational Analysis. Both online and offline research were used to collect data. To collect the enactment stories, interviews and observations were conducted in three towns and three hamlets in both West- and Eastgreenland.

The primary conclusion is that youth in Greenland do not do what they say they will do when the talk is about education as a road to good life, and thus makes education void in trying to reach a good life, as the Government of Greenland says it is.

Keywords: Greenland, youth, personal development planning, praxiography, enactments, Greenland Government, Kommuneqarfiq Sermersooq

SAMMENDRAG

Dette er et to-delt projekt om behovet af værktøjer til personlig udviklingsplaner iblandt unge i Grønland. Den første del forskede om hvilke værktøjer der var til rådighed for de unge med fokus på både menneskelige eller ikke-menneskelige værktøjer i Grønland og Danmark. Her blev det påvist, at der er stort behov for dem, da der kun er få værktøjer til rådighed. Især for de unge der kun kan snakke grønlandsk.

Denne anden del fokuserer på unges side af historien. Hvilke gørelser de udfører for at udvikle sig selv, hvilket menneskelige og ikke-menneskelige værktøjer de bruger, og deres syn på et godt liv og hvordan man kan opnå det. Desuden analyseres og diskuteres den grønlandske regerings rolle i at ville give sine medborgere et godt liv.

Grønland er utrolig interessant at kigge på, fordi der ikke er så mange mennesker i forhold til landets størrelse. Befolkningen er på under 56.000, og hovedstaden Nuuk har under 17.000 borgere, men er alligevel en lillebitte storby, da den har alt i byen. Der er ingen veje imellem byerne, så den eneste mulighed for at komme ud af byen er ved at gå i naturen, sejle eller tage af sted med én af Air Green-

lands flyvere eller helikoptere. Teknologisk er den også med, da de har fået søkabelledning til internettet. Stort set har alle mobiler. Der er mange dikotomier i Grønland. Stort land med en lille befolkning. Fangersamfund men med alligevel alle teknologier til rådighed. Fangersamfund i den moderne verden. I sit nytårstale sagde landstyreformanden Kim Kielsen:

“Flere skal udleve ønsket om at tage sig en uddannelse. Uddannelse giver os friheden til at skabe vores fremtid og samtidig skabe trygge rammer for vores familier. At tage sig en uddannelse - om det er indenfor erhvervsuddannelser eller bogligt - har mange positive effekter og er den sikreste vej mod et trygt og godt liv.”

Fordi min undersøgelse handler om de unge, deres værktøjer, og hvad de ser som et godt liv, blev jeg provokeret af at Kim Kielsen bare forventer, at uddannelse, i den vestlige forstand, også er vejen for den gode liv. Derved har jeg i undersøgelsen sat spørgsmålstejn til hvorvidt uddannelse – i den vestlige tankegang – passer til den grønlandske befolkning.

Undersøgelsen påviste, at alle respondenter havde lagt planer om hvad de ville efter folkeskolen, ikke nødvendigvis ved brug af de handlingsplaner regeringen har lavet til formålet eller brugt de værktøjer de har til rådighed fra regeringens side – udover folkeskolen. Det interessante i undersøgelsen er, at alle respondenter fra bygderne – som jo så er ældre end respondenter fra byerne – ikke har fulgt deres handlingsplaner fra folkeskolerne. De gør ikke, hvad de siger, de vil gøre, når det drejer sig om uddannelse som en vej til det gode liv, og dermed laver uddannelse tomrum i forsøget på at nå et godt liv, som regeringen i Grønland siger det er. I perspektivering kommer jeg med eksempler på, hvordan man kan løse nogle af de problemer der er.

Dette projekt handler om de forskellige former for gørelser i personlig planlægning udvikling, derfor Mol s (2002) praxiography perspektiv anvendes som den teoretiske indramning og grounded theory som inspiration til den metode, suppleret med Situationsbestemt Analysis. Både online og offline forskning blev brugt til at indsamle data. Man indsamlede gørelshistorier ved udføre interviews og observationer i tre byer og tre landsbyer i både Vest- og Østgrønland.

Nøgleord: Grønland, Nuuk, Paamiut, Qeqertarsuatsiaat, Tasiilaq, Kuummiit, Kommuneqarfik Sermersooq, Kulusuk, ungdom, personlig udviklingsplanlægning, praxiografi, gørelser, naalakkersuisut

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INTRODUCTION

"More must live out their desire to take an education. Education gives us the freedom to create our future while creating a safe environment for our families. Taking education - whether it is in vocational or academic - has many positive effects and is the surest road to a safe and good life."

– Greenland's Prime Minister Kim Kielsen (2016 translated from Danish)

"The Government will work to ensure that even more must get an education and thus are better able to support themselves and their family. In addition, an independent nation is our common goal, and one way to this goal is that more people get a vocationally qualifying education."

– The Minister of Education, Church, Culture, and Equality Nick Nielsen (2014 translated from Danish)

These are quotes from the Government of Greenland about their visions of the youth, but their ideals do not relate to the realities, according to statistics, because almost half of the young people who finished the elementary school do not take further education straight away. In 2013, only around one third of the population over the age of 16 have some sort of education (Greenland Statistics).

This report contains the second part of a two-semester long Techno-Anthropology student research project about personal development planning among young people in Greenland. In the first part, the research focused on the tools for conducting personal development guidance for youth in Greenland. In this second part, the research was on youths' realities in order to understand their life choices.

BACKGROUND

There are only below 56.000 inhabitants in Greenland, where around 17,000 of them live in Nuuk – the capital. Greenland is a very vast country with no roads between the cities or settlements. The population density 0.028/km² whereas Denmark's population density is 132.96 per square kilometer. You can only travel by the sea or on an airplane, which is expensive. The result is that the citizens of Greenland do not travel far, except for hunting or fishing. Vacationing in other cities where one do not have a family or other countries are not the norm.

In contrast, technology use in Greenland is very high. Eighty-seven percent have internet access. Seventy-eight percent have a laptop, a tablet, or a smartphone. That, even though internet is much more expensive in Greenland compared to Denmark. All cities and hamlets with over 70 people have internet access done by the only internet provider, Tele Greenland, owned by the Greenlandic Government (Epinion 2015).

What is the reason for Greenlanders not to get an education? Is it an informed life choice or is the reason that they do not know their possibilities due to their locality, having a knowledgeable other, or both? On the other hand, is it because Greenlanders just do not think that education is important? If that is the case there must be a gap between the government's vision of their youth and the realities in the youth's lives. If education is the surest way to a good life, as the Prime Minister of Greenland stated, then why is the inhabitants not getting educated? Do they not want a good life? When does a person have a good life?

To get answers to these questions, it was important to research the meeting between the youth and the system by researching the ways the youth got guidance, to understand how they themselves felt, and to understand which forces that influence them in their life choices.

MY OWN BACKGROUND

The main reason for conducting research in Greenland is my concern based on own observations of some of the contradictions between the visions and the actual developments in the governmental visions and the realities of the citizens from my own background as Greenlanders.

I am born and raised in the capital of Greenland, Nuuk, by a fisherman father, who was a perfectionist and had gotten the highest education within his field - and an uneducated multi-talented mother, who usually said that when you make things, it is okay with the flaws, because that only showed that it was made by a human.. I grew up with five older siblings. Two of my sisters have vocational educations; one sister has bachelor degree in journalism, whereas both my brothers have no education. None of my ancestors has vocational or other kinds of education. Only few of my many cousins have education.

I grew up as typical fisherman's daughter in Greenland. We never vacationed outside the country. Summer vacations were spend out sailing, fishing, and camping in tents in the fjords outside Nuuk. Only once every few years, we sailed to visit my mother's family in Sisimiut - another town in Greenland.

My late father liked the new technology back then. Telephones, televisions, video cameras, cars, boats, and technological equipment for his boats. My mother is creative with her hands. Maybe that is the reason for me to love creative work, especially when computers started emerging in the nineties. This was the reason for me to have education as Technical assistant as I loved drawing houses on computer, Multimedia designer, as I loved every part of that education, BA in E-concept development, and now taking MSc. in Techno-Anthropology. I feel that I was lucky in my upbringing, because my parents, especially my mother, always supported me of my choices in life, and has always told me to learn other languages and visit other countries.

Even though I feel that I along with many others had happy upbringings, I have always been aware of the other children, who were not as lucky as we were. The last couple of years, I have read news

from Greenland about social problems and children who do not get their basic needs fulfilled. Nevertheless, to get deeper knowledge about personal development I needed to research the reality on today's possibilities without my own prejudices. The best way to obtain objectivity is by viewing the subject from multiple perspectives. The more perspective starting points one has, the more objective one becomes (Venturini 2010: 260).

FINDINGS FROM FIRST PART OF THE RESEARCH

In the first part of the project, the research focus was on available human or non-human tools for the youth in Greenland in order for them to get the vital information for them to make an informed choice (figure 1). Here the teachers and parents or others from ones natural surroundings were not considered, because the main reason for the research is to see the available tools when you do not have that human knowledgeable other from your daily life. The research showed the lack of information of ones possibilities in life in Greenland. Especially for the only Greenlandic speaking youth in the hamlets. The only possibilities for them were to call Piareersarfiit or – if you have an internet connection – email them or look at the governmental website about education possibilities at sunngu.gl (Egede 2015).

“Piareersarfik Nuuk’s job is to upgrade skills of people with poor grades in their elementary school diploma, to guide people in their education choices, help with apprenticeships, help sixteen to twenty-nine year old jobseekers, and they conduct outreach work for children who are not in the system.

Their media use is email and phone for individual guidance, website for information (www.piareersarfik.gl), and are producing two apps for use in information gathering. They counsel face-to-face.” – Egede (2015)

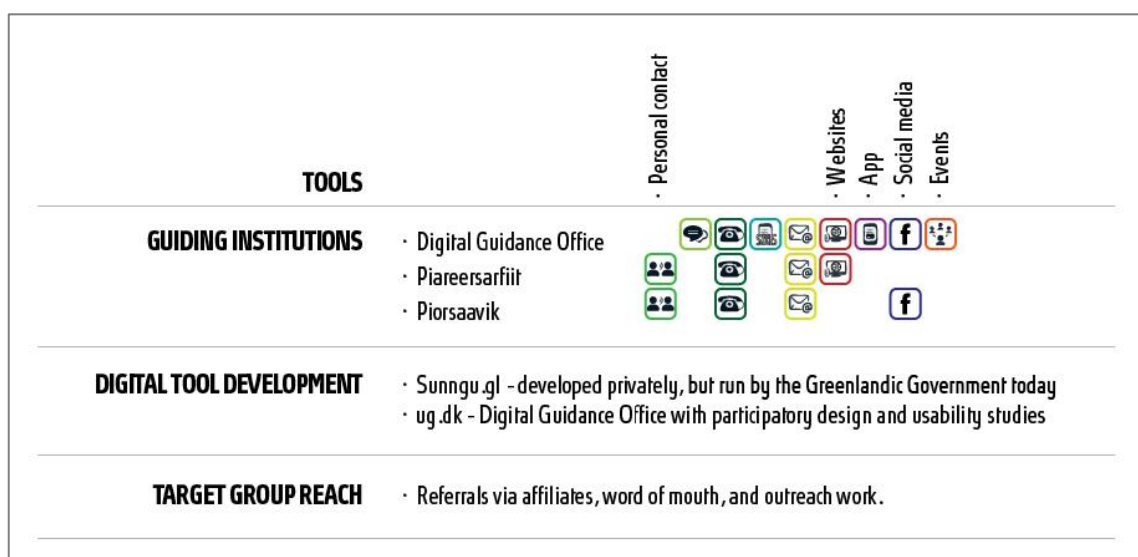


Figure 1: Research results from the first part of the project

FOCUS ON SECOND PART OF THE PROJECT

Knowing which tools exists for the youth, this second part of the project needed to research what the youth view as a good life and how they would reach it, and which tools do they use in their planning by observing them and conducting formal and informal interviews in different locations in Greenland. The respondent's knowledge will give a nuanced picture of their lifeworld and the reasoning behind their choices.

The purpose of the research is to understand why only a third of the Greenlandic population is educated, and to question the liability of the actions taken to better educating the Greenlandic people and the focus on education to begin with.

There is a need to distinguish between governmental expectations, the realities the youth in Greenland lives, and the frictions these two worlds creates. The Greenlandic Government demands that their youth to create education plans in the elementary schools to make them good citizens that will help carrying out the goals they have, by stating that this is the surest way to good life. On the other side, the youth is struggling with juggling with the old inuit culture and the new modern world, where they cannot turn to their elders to guide them in the new life. Because it is a world where the elders do not have a place, because their expertise is considered obsolete. The new inuit world created sub-sequential the Danish colonialism founded with the Danish traditions of education thinking.

Furthermore, this research will add to the existing literature about Greenland and give a unique perspective from the youths' own lifeworld from six different locations in Greenland.

PROBLEM FORMULATION

"How does the road the Government of Greenland has created for the youth to reach a good life correspond to their lifeworld, and what is the real purpose of it?"

Research questions:

- Which personal development tools does the youths use and what is their opinion of them?
- What influences have affected the youth in their life choices?
- What is a good life according to the youth and how would they reach it?
- What difference is there between hamlets and towns in their view of their lifeworld?

GENERAL TERMS

Following general terms are used:

Tool

Any “knowledgeable other” (Vygotsky 1978), which can be human or nonhuman actant or digital or non-digital product that helps one to get to the next zone of personal development.

Youth

Are the elementary schools pupils who are to plan what to do after finishing elementary school. In Denmark, they are ninth graders, where in Greenland, they are tenth graders. Furthermore the youth who has gone out of the elementary school within seven years.

Informed choices

To make “informed choices” one has to have knowledge of all of the possibilities and the consequences of them.

Good life

To have a life, where one feels content in their life state by accepting ones history and future.

Greenlandic

When the language “Greenlandic” is written, it is Westgreenlandic that is meant.

METHODOLOGY

As theoretical framing, Mol’s (2002) praxiography is used, because this project is about the different kinds of enactments in personal development planning even though the stories of enactments are collected through interviews, not observation, which would have been best.

As overall methodology, Grounded Theory explained by Bryman (2012) is used as inspiration to the research supplemented with Clarke’s Situational Analysis (2003). The reason for using Grounded Theory as inspiration instead of the traditional way of social research, where research starts with a hypothesis and ends up with falsification or verification, is that the research should be conducted with an open mind – as much as possible anyway – to end up with a theory. Furthermore, Grounded Theory gives the possibility to iterate the different phases, which makes the last semester project and this semester project seem more cohesive. Supplementing Grounded Theory with parts of the Situational Analysis helps the project go deeper into the analysis and gives better overview of the findings. Using Grounded Theory, the project has inductive approach that starts with research questions that ends up with a substantive theory.

The research design is cross-sectional, because the data collection is from several cases and compared to each other. Moreover, Ethnography tools are used to collect the data.

THEORETICAL FRAMING

Praxiographer's research specific practicalities of doing without isolating them from the practices in which they are enacted. A praxiography is a story about practices, where practices are foregrounded in the research, and where objects are seen as things that are manipulated in practices (Mol 2002: 33).

"..objects become into being – and disappear – with the practices in which they are manipulated. And since the object of manipulation tends to differ from one practice to another, reality multiplies." – Mol (2012: 5)

This means that instead of looking at the different perspectives by different actants around one object, the researcher looks at the specific enactment and "everything and everyone that is active while it is being practiced" (ibid.).

Choosing praxiography, other possible theoretical framings are discarded. E.g. multi-sided ethnography or single-site ethnography, where one can follow the thing, the people, the metaphor, the plot, story or allegory, the conflict, the life or biography, or the strategically situated as described by Marcus (1995). Or the Techno-Anthropology, where the enactment between technology and humans are in focus (Børsen and Botin 2013), even though the project focuses on the co-construction of technology and humans as well. Or the Actor Network Theory (ANT), where the actors' network is on focus (Law 2007) even though the work contains very much indeed the heterogeneity and socio-materiality of ANT. According to Vikkelsø (2007) this would be a multiplicity-oriented ANT, so maybe it is ANT, just another branch than the traditional one. Just with practice-oriented one.

That meant that enactment was the thing to analyze; the place of realities by different actants (Mol 2002; Law 2007; Ren & Petersen 2013).

This entailed me to first look at matter of concern of the enactment I am going to study: Personal development planning.

"[...] no object, no body, no disease, is singular. If it is not removed from the practices that sustain it, reality is multiple. This may be read as a description that beautifully fits the facts. But attending to the multiplicity of reality is also an act. It is something that may be done – or left undone. It is an intervention." – Mol (2002: 6)

Even though praxiography is best researched by doing observations, not by interviews, I have chosen to conduct interviews, because of the time limit of the project. Because observation of production of the action plans would have needed observation of the youth already from grade eight all through to grade ten.

GROUNDED THEORY

Strauss and Corbin's Grounded theory is "general methodology" (1994; 273), where the researcher starts with a research question, iterates between collecting and analyzing empirical data, and end up with a theory. Glaser and Strauss originally developed it in 1967 in the book "The Discovery of Grounded Theory", which showed processes on developing a theory - see the processes and outcomes on figure 2 by Bryman (2012). Others like Charvaz has later developed it further.

Tools include theoretical sampling, coding, theoretical saturation, and constant comparison (Bryman 2012: 568). *Theoretical sampling* is the process of data collection. *Coding* is where the researcher organizes the collected empirical data by analyzing and categorizing them in order to label/code them in open, axial, and selective coding (Strauss & Corbin 1990 in Bryman 2012) or in initial and focused coding (Charmaz 2006 in *ibid.*). *Theoretical saturation* is when the collected data or the coding becomes adequate for the researcher to go further in the project. Finally, *constant comparison* is when the researcher repeatedly compare the categorized coded phenomena to get closer to the emerging theory.

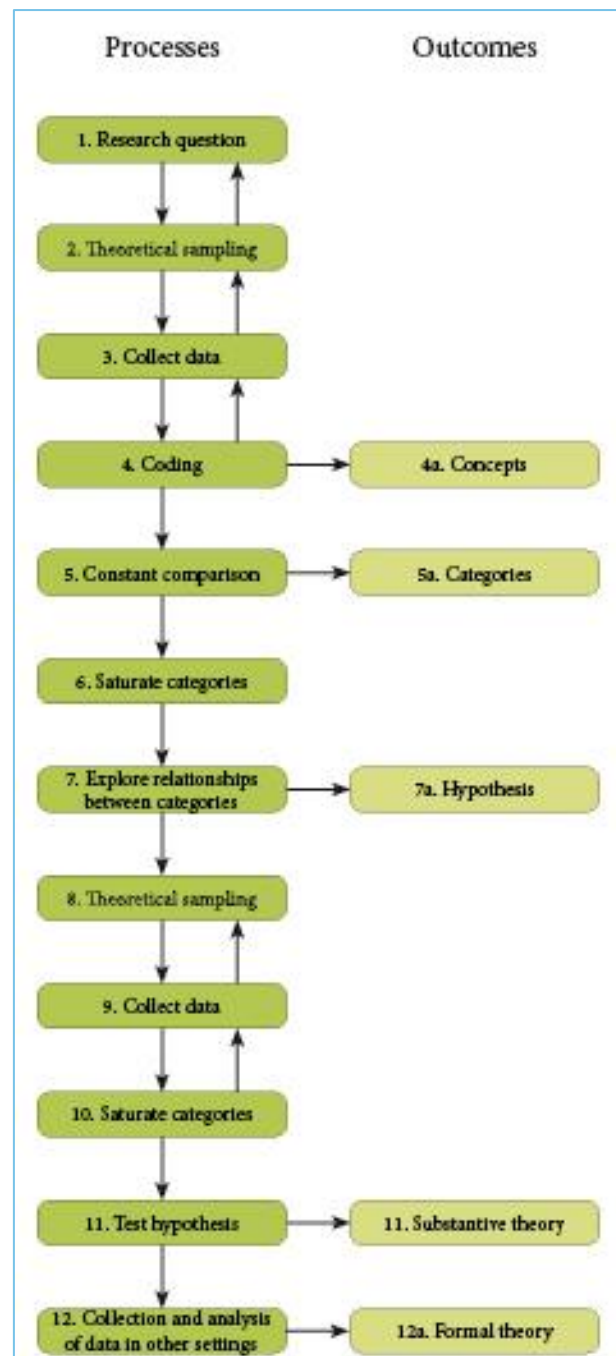


Figure 2: Grounded Theory process (Bryman 2012)

In Bryman's book, there are mentioned two versions of coding (Bryman 2012: 569). Strauss and Corbin (1990) coding which has three steps: Open, Axial, and Selective coding. *Open coding* is "the process of breaking down, examining, comparing, conceptualizing and categorizing data" (Strauss & Corbin 1990: 61 in *ibid.*: 569). *Axial coding* is "a set of procedures whereby data are put back together in new ways after open coding, by making connections between categories" (Strauss & Corbin 1990: 96 in *ibid.*) – an unnecessary phase for many Grounded Theorists according to Charmaz (2006 in *ibid.*). *Selective coding* is "the procedure of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and

development" (Strauss & Corbin 1990: 116 in *ibid.*). Charmaz's coding has only two steps: Initial and Focused coding. *Initial coding* is the process to generate as many codes as possible in order to summarize the collected data – similar to brainstorming. And *Focused coding* is where one accentuate the most common and illuminating codes, where codes are removed and new ones emerge, and the data gets re-checked according to the last selected codes (Charmaz 2006 in Bryman 2012: 569).

It is recommended to make *memos* while coding and categorizing to remember "*what is meant by the terms being used and provide the building blocks for a certain amount of reflection*". E.g. features, overall explanations, sample comments/quotes, prepost-deregulations, and inheriting constraints and surplus capacities (*ibid.*: 573-574).

Conditional matrix can be used in the last coding phase to find the basis of the theory. Here the different condition levels of the chosen area of investigation are written (Strauss & Corbin 1994: 275).

The resulting theory can then either be a substantive, a formal theory, or include both. *Substantive theory* is developed for a specific area of inquiry. *Formal theory* is for a conceptual area of inquiry (Glaser & Strauss 1967). Grounded Theory does not have to end in a formal theory.

Criticism of Grounded Theory is that some say that they are conducting Grounded Theory without ending in a theory, but a concept (Thomas & James 2006, Bryman 2012). Another criticism they have in common is that the researcher can never be completely neutral when starting a research project. Moreover, Bryman criticize the questions of the nature of Grounded Theory. Glaser, Strauss, and Corbin's version of Grounded Theory is objectivist, where categories and concepts exists and awaits the researcher to find them. In contrast, Charmaz's version is constructivist, where "*the categories, concepts, and theoretical level of an analysis emerge from the researcher's interaction within the field and questions about the data*" (Charmaz 2000: 522 in Bryman 2012: 575).

Reading about Grounded Theory from different sources is confusing. The main reason for that is that it appears the founders of the theory themselves also disagree on some details of the theory (Bryman 2012: 387, 567). According to Bryman "Glaser felt that the approach to grounded theory that Strauss was promoting [...] was too prescriptive and emphasized too much the development of concepts rather than of theories" (About Glaser 1992 in Bryman 2012: 267). This is the reason Grounded Theory is used as inspiration to the research instead of following all the steps.

SITUATIONAL ANALYSIS

In 2003, Adele E. Clarke felt Grounded Theory was oversimplified "basic social process", so she added Situational Analysis as supplement. To look at the heterogeneity and complexity of a field she made three maps. The first is *Situational Map*, where one has to map "major human, nonhuman, discursive and other elements" in order to analyze their relations. The second is a *Social Worlds/Arenas Map*

where one maps “collective actors and the arena(s)” in order to interpret situations between them. The third is a *Positional Map* where one maps the major positions taken or not taken in different situations.

The *Situational Map* contains several steps. Clarke wants us to remember that they are analytic exercises, not intended to be final analytic forms. Moreover, that it is imperative to make memos while making the maps (ibid: 561). The map have to answer following questions: Who and what are in this situation? Who and what matters in this situation? What elements “make a difference” in this situation? (ibid: 557)

The first map is *Abstract Situational Map – Messy/Working Version*, where you brainstorm all the actors you can think of e.g. individuals, groups, or other kinds of groupings of people, along with nonhuman actants, events, issues, concepts, ideologies, discourses, symbols, sites, cultural “stuff” or anything that could matter (ibid. 561). The second is to make the *Situational Map – Ordered/Working Version*, where you make categories and put the all the actants from the first map in. Clarke made a list of basic categories, but they can be different in different projects. The third is to make a *relational analysis* with the already made Messy Situational Maps and their memos in order to show the complexities in a project. Take a bunch of copies of the map, and in each map, you have to highlight/circle one element (different map – different element). Then you draw lines between the highlighted element and the other element and write a memo of their relationship. That will make it easier for the researcher to find the stories to tell (ibid: 569). In addition one can make simplified Situational Analysis Maps with only the elements needed to address for easier overview (ibid: 571)

You are done with a Situational Analysis Map when you feel it is saturated (understanding from Grounded Theory) and you could “work your way back into all the major stories you want to tell about this situation” only by looking at the maps (ibid.).

In this report Situational Map’s first two maps will be used to get an overview of the collected actants.

ETHNOGRAPHY

According to Spradley, when ethnographers conduct research, they go into the field to collect data about the subject in focus. It is a process of discovery, and the respondent’s field is like a laboratory, where the researchers must spend all their time and resources discovering the things needed in their study. It is not only about discovering earlier unknown phenomena, but it is also about the process of finding the right questions and the right way to approach the subject. They are sometimes insiders, sometimes outsiders, and sometimes being both simultaneously. They use themselves as a research tool, and they record both subjective feelings and objective observations (Spradley 1980).

“ethnography usually involves the ethnographer participating, overtly or covertly, in people’s daily lives for an extended period of time, watching what happens, listening to what

is said, and/or asking questions through informal and formal interviews, collecting documents and artefacts – in fact, gathering whatever data are available to throw light on the issues that are the emerging focus of inquiry.” – Hammersley and Atkinson (2007: 3 in O’reilly 2012: 2)

According to Spradley, ethnography means to learn from people (1980: 3), so in this project, I am going to use ethnography tools. E.g., interviews with partly observations, recordings, transcription, and analysis of the collected data.

A recording can be with anything that documents the field of focus. E.g., field notes, audio or video recordings, pictures, and remembering. The field notes starts as *condensed accounts* which are minutes taken on the spot to *expanded accounts* which are rewritten detailed minutes. Audio or video recordings have to be transcribed. Remembering is where one has to take into account that the researcher can forget parts of the interview or does not always remember exact wordings, and that the researcher may inadvertently be prone to bias (Kvale 2013: 93-94). Besides the recordings Spradley advises to keep a journal of ones experiences, ideas, fears, mistakes or anything that could provide understanding (Spradley 1980).

The language used in the ethnography needs description; the social science language use, the researcher’s native language, and the specific language of the respondents which can be another language, specific area dialect, profession language or other distinctive language use (ibid: 65).

OBSERVATION

According to Spradley (1980), there are two kinds of observers: the ordinary and the participant. The *ordinary observer* is the person who observes things in their daily life getting tacit knowledge, whereas the *participant observer* is observing something specific to gain explicit knowledge.

The degree of participation can range from low to high level of participation or none at all. According to Spradley the levels are *nonparticipation, passive, moderate, active, and complete* (ibid: 58).

INTERVIEWS

There are different kinds of interviews: Structured Interviews, semi-Structured Interviews, unstructured Interviews, informal Interviews, and focus Groups.

Interviews have four phases. First, *apprehension* is where both the researcher and the interviewed become aware of each other (Spradley 1979: 79). Second, *exploration* is where the relationship between them is established and both parts are trying to discover each other. Here the researcher has to listen, observe and test. The researcher has three principles here: Repeat the explanations, restate what informants say, and do not ask for meaning instead ask for use (ibid: 80). Third, *cooperation* is where the respondent feels comfortable and starts cooperating with the researcher and a mutual trust develops. The respondent may even be willing to give personal information about some aspects of

his life and to let researcher close enough to see his attitudes and his feelings (ibid: 82). Fourth and last step, *participation* is where both parties establishes a close relationship and recognize each other's role in this process (ibid: 83).

The researcher has to be aware of the three types of communication: Verbal, non-verbal, and meta-communication. *Verbal communication* is where the researcher listens to what is said verbally. *Non-verbal communication* is where the researcher pays attention to the body language. *Metacommunication* is where the researcher is aware of the pauses and accentuations in the language (DeVito 2002: 134-137).

To save the interviews they have to be recorded by remembering, making field notes, audio recording, or video recording (Kvale 2013: 93-94).

TRANSCRIPTION

To be able to analyze the interviews in depth or to use them as documentation the interviews needs to be transcribed by changing them from oral to written mode. The type depends on the nature of the material, the research purpose, time, money, and who the transcriber is.

The reliability of the transcript can be controlled making quantitative reliability check or by re-listening to the recordings. The *quantitative reliability check* is where two people independently make the same transcripts, count the words, and compare the numbers. However, there is no correct validity of the transcripts, because it is dependent on future use (Kvale 2013: 97-98).

ANALYZING INTERVIEWS

The analysis should be incorporated early in the planning of the interviews. According to Kvale, there are six steps of analysis during an interview to be considered: First is when the respondent unsolicited starts telling a story. Here, there is a little interpretation or explanation from both sides. Second is when the respondent discover new parts of their own story without the researcher's intervention. Third is when the researcher asks if the understanding is correct with an "on-the-line interpretation", and the respondent replies with an "on-the-spot" confirmation or disconfirmation. This is iterative process until there is mutual understanding. Fourth is when the recorded interview is replayed and analyzed by the interviewer herself or with co-researchers. Fifth is a re-interview, where the interpretations are given to the respondent for "self-correcting" interview. Sixth and last step is where the respondent or along with the researcher starts acting on new insights they had gained through the interview (Kvale 2013: 102-103).

There is no standard method to analyze the recorded interview, but there are common approaches depending on type of interview, purpose, and the researcher. The key approaches are analysis of meanings, language, bricolage and theoretical readings. *Meaning analysis* is the same as in coding described earlier in Grounded Theory. *Language analysis* is divided in five parts: First, the *linguistic*

analysis is where the respondents use of language is analyzed. E.g. grammar and metacommunications, impersonal or personal pronouns, metaphors. Second, the *conversation analysis* is where minute details of the interaction are analyzed. This is only suitable to use on selected parts of the interview. Third, *narrative analysis* is where story structures and plots are analyzed. Fourth, *discursive analysis* is where the focus is on "how the talk is constructed and what the social consequences are of the different discursive presentation of social situation" based upon the research topic. Fifth and last step in language analysis, *deconstruction analysis* is where understanding of a text is scrutinized and new understandings emerges (ibid: 110-115). Second key approach is *Bricolage*, where you mix analytic techniques (ibid: 115-117). The last analytic approach, *theoretical reading* is where no analytic tools are used (ibid: 117-118).

When analyzing the interviews, there is a need to remember that interview results are biased (Kvale 2007: 86). Which means that any possible bias need to be recognized in order "to highlight specific aspects of the phenomenon being investigated and bring new dimensions forward, contributing to a multi-perspectival construction of knowledge." (ibid.)

SECONDARY ANALYSIS

Secondary analysis will be used to some part of the research. They will cover both quantitative and qualitative data that the primary analysis will not be able to elucidate otherwise (Bryce 2012: 312-328).

OFFICIAL STATISTICS

Information about the numbers of the Greenlandic population and the educational numbers will be found on Statistics of Greenland's website www.stat.gl.

As a researcher, one have to be careful of using statistic numbers, because they also can be misleading in some ways.

OTHER RESEARCHERS' OBSERVATIONS

Following researchers' observations will be used as background information about Greenland and its citizens and their traditions.

ROBERT PETERSEN

Robert Petersen's article "Det ændrede samfund og børnenes situation" (The changed society and the children's situation) will elucidate the old ways of how the society worked, and children were raised in Greenland. Furthermore "Grønlandske hushold og deres opgaver i gamle dage" (Greenlandic household and their tasks in the old days) will elucidate family configurations in the old days in Greenland.

KAREN LITTAUER

Karen Littauer's PhD dissertation in 2015, "Ungdomsselv mord i Grønland - forståelse og forebyggelse" (Youth suicide in Greenland – understanding and prevention), will elucidate some part of the Greenlandic culture and culture clashes between Denmark and Greenland and the old ways and the modern world.

SUNA CHRISTENSEN

Suna Christensen's PhD dissertation in 2014 "Educational Lines – Life, knowledge and Place" will elucidate about schooling in Greenland.

DATA COLLECTION

After the methodology is in place, the actual research could start. Before beginning, there were a need to plan the research.

BEFORE GOING TO THE FIELD

According to Becker, it is imperative to have pre-knowledge about the field and what one can encounter there (1998: 8). Therefore, with my own personal background in my mind to understand why I am researching and to be aware of possible prejudices, I started the research by looking at the research scope and by making a preliminary online research looking at statistics and other official websites. From the gained knowledge from the online research, the theoretical sampling could start in order to choose the cases to collect data from. After the sites and people chosen, the planning how to conduct the ethnography could start.

RESEARCH SCOPE

To get an overview of the research area, a mindmap containing all the possible issues that could come out of the main thesis question was created (appendix 1 - Mindmap).

The mindmap showed the need to research the sites, the elementary schools, the Governments vision, and to conduct an ethnography of the youth's lifeworlds. The sites research would contain general facts about Greenland and scientific literature about the status of Greenland, statistics, and further research on the individual research sites. The elementary school research would be facts finding about the schools contact information, principal names, school size and levels, and if they have other services that enhance the pupils' knowledges. The Governmental vision research would contain the actual

vision/visions for the youth and the legislation about action plans in elementary schools. The ethnography of the youth's lifeworld would contain interviews with the youth in the hamlets and cities, interview teachers and the principals, and online research of recent articles.

Furthermore, the observation questions were merged into the interviews, and to solely focus on the youth, there were not conducted questionnaires for the pupils and society.

The challenge here were to elucidate the two world's dichotomy, the friction they create, and the meaning of them.

ONLINE SITE RESEARCH

After the scope of the research was known, site research was needed in order to find out where to conduct the interviews.

To have so many viewpoint in the limited time, the online research was conducted on the different settlements in Greenland by looking at statistics and the official websites. Furthermore, several people who may have knowledges about which places to have interest were contacted in order to be able to compare towns and hamlets in the research to see if there is a difference between the way of looking at life and in future planning - if they plan at all.

POPULATION STATISTICS OF GREENLAND

The total population in 2014 in Greenland were 56,282, which has decreased with 1 percent (572) since 2004. However, the urban population increased with 3% (1,323) people, where the settlements population declined with 1,895 (19%). Urbanization seems to be progressing because many move to the towns, and other causes of declined population could be that there are less born children than the amount of people dying or that people leave the country (appendix 2 – Greenland population).

Looking at the gender, the declining of population is because of the 605 less men in Greenland in 2014 compared to 2004. The reason could be that there are six percent more men than there are women in Greenland in 2014, whereas there are 33 more women in 2014 than in 2004. It is mostly women who move to towns (66%) compared to men, even though it is mostly men who move away from settlements (56%). It seems that a large portion of the men move abroad, where 54% of men moved from the country in 2014.

When you look at the exodus from Greenland, there is no big change in the amount of migration in 2004, 2009 and 2014 where around 2,700 people left the country. Men's exodus is six percent less than in 2004, but is still the gender, who leaves the country most where 1,465 (54%) men in 2014 left the country. Which is 197 more men than women are.

The statistic numbers are from www.stat.gl.

SETTLEMENTS STATISTICS IN GREENLAND

Between the years 2004 and 2014 were there seventeen towns and eighty-nine hamlets or other kind of small settlements. Today, there are still seventeen towns, but the settlements are down to seventy-two. Especially in South Greenland where many sheep farms has closed down. The town that has lost most settlements between 2004 and 2014 is Narsaq where four sheep farms has closed down along with a loran station and the hamlet Ivittuut, which used to be a cryolite-mining town).

Only five towns are getting bigger. The town with the biggest growth is the capital town Nuuk with seventeen-percentage growth from 2004 to 2014 with 2.468 people. Moreover, Sisimiut and Tasiilaq have second and third biggest growth with 277 and 238 people. Whereas Paamiut, Maniitsoq, and Nanortalik are the towns with the biggest abandonment numbers with respectively 317 (17%), 338 (12%), and 235 (15%) people.

Seventeen out of eighty-nine settlements are growing, but mostly only with few people, with exception of Kangerlussuaq and Kullorsuaq. Kangerlussuaq's population grew with forty-nine people, which is ten percent of the population, presumably, because Kangerlussuaq is Greenland's international airport and thereby the aerial transport need is growing and thereby the need of workers who comes with their families. Kullorsuaq grew with sixty-one people, which is fifteen percent of its population; presumably, because the hamlet got an elementary school with classes from grade one through ten in 2009, or it could be that the need of an elementary school was in need because of the hamlets growth. Whereas, looking at the abandonment numbers among the settlements I disregard Kangilinnguit and Pituffik – which has the highest abandonment numbers of the settlements – because Kangilinnguit is a Danish naval base and Pituffik is an American air base. Here five hamlets stands out: Alluitsup Paa with 142 (36%) fewer inhabitants, Qeqertarsuatsiaat with 71 (27%), Tiniteqilaaq and Kuummiit in East Greenland with respectively 49 (31%) and 80 (20%), and Attu with 87 fewer inhabitants (30%).

EDUCATIONAL STATISTICS IN GREENLAND

In 2014, only thirty-eight percent of Greenland's population who are more than eighteen year olds were educated higher than elementary level (15,440 out of 41,018). Still, it is six percent more than in 2004. The municipality with highest percentage educated population according to its total population in that age group is Kommuneqarfi Sermersooq with forty-eight percent (7,825 out of 16,355). The second is Qeqqata Kommunia with thirty-six percent (2,467 out of 6,848). Third is Kommune Kujalleq with thirty-five percent (1,805 out of 5,204). The municipality with the lowest educated population is Qaasuitsup Kommunia with only twenty-six percent (3,253 out of 12,380). "Outside municipalities" are Pituffik and Kangilinnguit, so they are not considered in this comparison (appendix 3 – educated population).

However, looking at the educated population at the same age group who are born in Greenland, the total number decreases with nine percent down to twenty-nine percent (11,997 out of 41,018). Kommuneqarfi Sermersooq is still on top with thirty-four percent (5,568 out of 22,224). As second are both

Kommune Kujalleq and Qaasuitsup Kommunia with thirty percent (respectively 1,560 out of 5,204 and 2,050 out of 6,848). Lastly is Qaasuitsup Kommunia with less than a quarter of educated population born in Greenland with only twenty-three percent (2,801 out of 12,380). This means that big percentage of the educated population are born outside Greenland; Kommuneqarfik Sermersooq with fourteen percent (5,568 out of 16,355); Kommune Kujalleq with five percent (1,560 out of 31,200); Qeqqata Kommunia with six percent (907 out of 15,117); Qaasuitsup Kommunia with three percent (2,050 out of 68,333). The study does not show whether the people born outside Greenland are summoned workers for only a specific period or if they now are permanent residents.

The statistic numbers are from www.stat.gl.

STATISTIC RESEARCH CONCLUSION

Using Greenland Statistic website, research on which cities and hamlets that has most growth or declines were located.

The top scorer for growth was undoubtedly the capital Nuuk, whereas the towns with the biggest exodus were the towns just next to Nuuk: Paamiut and Maniitsoq. Nuuk's growth is obvious because it is the capital of Greenland with almost 18.000 inhabitants. However, there is also a need to consider why Paamiut and Maniitsoq are the ones with most exodus. If the reason for the big exodus in Paamiut is caused by the loss of fish in the nineties, why has Maniitsoq big exodus as well? Maniitsoq has many business opportunities within mineral resources, tourism, and fishing and hunting possibilities.

Furthermore, the educational numbers showed that Nuuk has the highest educated population, but that does not really mean that Nuuk produces most educated people. It could mean that there are

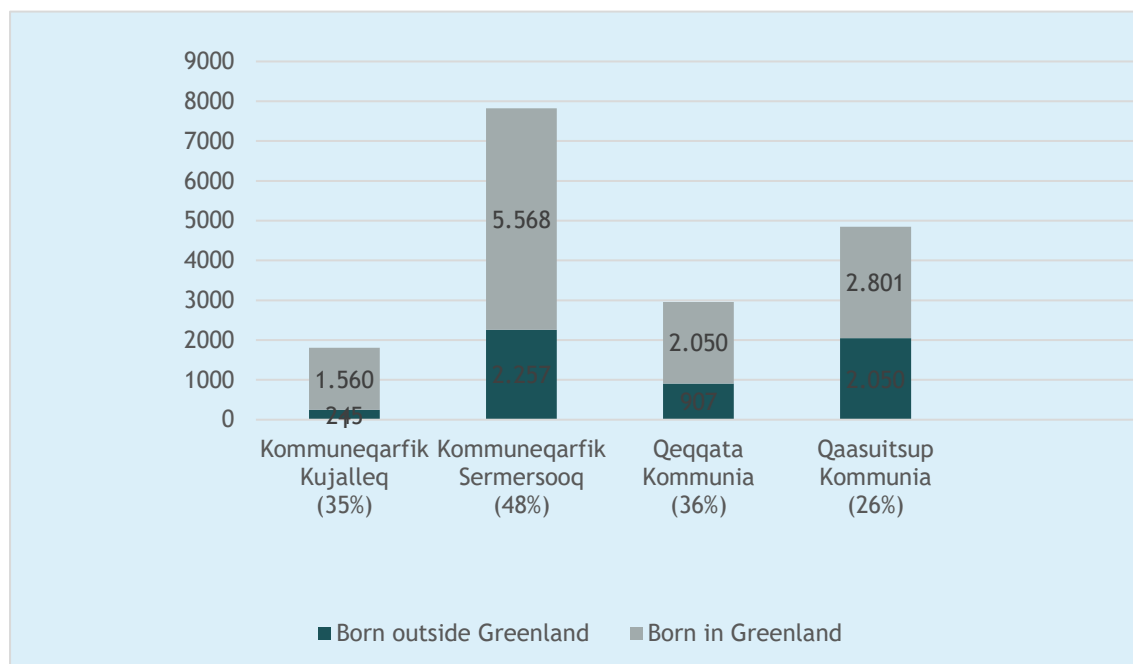


Figure 3: Educated population in Greenland 2014 (stat.gl)

many jobs to get in Nuuk, which is, actually is proved by the high number of summoned workers. That also could mean that there are many from people from the rest of Greenland who moves to Nuuk to work. Nevertheless, it is interesting that Qaasuitsup Kommunia has almost as many educated population who are born outside Greenland as Kommuneqarfik Sermersooq (43%).

THEORETICAL SAMPLING

From the gained knowledge from the online research, theoretical sampling could start by choosing the sites where research questions could be answered. From the beginning, a topic-oriented micro-ethnography were chosen in order to study a single social situation (personal development planning) in multiple sites (Spradley 1980).

CHOSEN SETTLEMENTS

In the research, the question were to see if there were difference between thinking of life and life choices between towns and hamlets. After looking at the statistics of the population, settlements, and education and after talking to people with knowledges about different locations in Greenland, three towns and two hamlets were chosen to conduct the research - all in the same municipality: two towns and a hamlet in Westgreenland and one town and a hamlet in Eastgreenland. In Westgreenland, the towns Paamiut and Nuuk, and the hamlet Qeqertarsuatsiaat. The first, Paamiut, because it was one of the towns with biggest exodus, and choosing Paamiut would allow me to go to Nuuk without extra travel costs. Second choice were Nuuk, because Nuuk had one of the best and one of the worst schools Greenland (Kåre Hendriksen), and is the town with biggest growth. Third, Qeqertarsuatsiaat, because it has one of the biggest exodus among the hamlets and is located between Nuuk and Paamiut. In Eastgreenland, the town Tasiilaq, because it is one of the five towns in Greenland with growth and is part of the same municipality. Moreover, the hamlet Kuummiit were chosen, because it is one of the biggest hamlets in Greenland, but has one of the biggest exodus as well. See appendix 4 to read the information about the schools.

CHOSEN RESPONDENTS

To be able to compare between the respondents in the hamlets and towns, the respondents needed to be around the same age group and have made action plans in their elementary school. That meant fifteen to sixteen year olds who are in grade ten in towns. Moreover, because there were no grade eight through ten at the hamlets to be the youth who have finished elementary school. They could be found the youth clubs, but the ages were to be from fifteen to twenty in order to get as many as possible.

In the beginning of the planning of the interviews it was considered to also interview the principals and the teachers along with some enthusiasts about youth in Nuuk, but it was decided not to in order to solely concentrate on the perspective of the youth.

INTERVIEW PLANNING

To get the most fully answers, semi-structured qualitative interviews were conducted along with moderate-participatory observation observations. By using semi-structured interviewing, the interviews are guided in order to get all the answers, but still hear the respondents' views that was important to them. *Semi-structure* gives the respondents freedom to speak and do not limit them in their answers. General questions were made along with sub questions to probe for in case the respondents themselves did not mention them. *Qualitative data* collection instead of quantitative data collection in order to get in deep and collect more data about few cases that could answer the research questions.

The observation was *moderate-participatory observation*, because I needed to observe, but with help of the respondents explanations in order to understand the observation.

The interviews were planned (appendix 5 – interview plan) and documents needed in the interviews created (appendix 6 – interview documents). The *orientation script* contains explanation of plan of the interview. The *informed consent* form is where the respondents gives approval to use the information given at the interview, and approval of whether or not to record. The *participant screener*-form is to get the respondents background information. Lastly, the *interview documents* contains the questions and sub questions for me to remember.

The interview documents were differentiated to the youth still in elementary schools and the youth who are finished with elementary schools. With the informed consent form, there was a need to consider if it was needed to get the get parental consent also. However, because the questions were not to be sensitive personal questions, it was only needed to inform youth about the research and get their own consent. All the documents, except the interview documents, were made in both Greenlandic and Danish.

The interview document for the school pupils contained questions about action plans, their future plans, who they talk to about their future, how they would describe a person with a good life, what they thought was important in order for them to reach a good life themselves, and if and where they research online.

The interview documents for the youth, who are finished with the elementary schools, contained questions about action plans, why they returned to their hamlet, what their plans were, how they would describe a person with a good life, what they thought was important in order for them to reach a good life themselves, and if and where they research online.

Even after the knowledge of how to conduct the interviews, there were still a need to decide whether to do them as single-person interviews or as group interviews – focus group interviews or make some game to make them speak. However, I decided to ask the grown-ups in the different sites, when I got there.

TRAVEL PLAN

Before the appointments could be made, there were a need to make a traveling plan in order to know when meetings would be possible in the different sites. It was really tricky! First, traveling dates needed to be found. Second, a research about how to travel to the different sites was needed to be conducted in order to find the right towns and hamlets. In the end, a puzzle of a traveling plan needed to be made in order to make the days most effective (appendix 7 – travel plan).

After the plan were in place, the next were to get in touch with a traveling agency to get it confirmed. The travel expenses and partly accommodation costs were to be paid by the education agency in Greenland. They were confirmed.

CONTACT

After finding where, how, and when to conduct the research, the municipality offices needed to be contacted in order to find accommodation, and the schools in the cities and youth clubs in the hamlets to make appointments for interviews.

To find the right contact information on the sites besides Nuuk was really hard, because the found information did not work. So Kommuneqarfik Sermersooq were contacted, because they should be able to give the contact information for the municipality offices and the schools for Paamiut and Tasiilaq. However, that was harder than expected. Only the municipality office in Tasiilaq responded, because the information office in Kommuneqarfik Sermersooq had forwarded my mail to other, who then forwarded my mail directly to municipality office in Tasiilaq, which then responded. Another letter were sent Kommuneqarfik Sermersooq asking for the information in Paamiut. I never got an answer. Finally, I got the missing information when I visited the mayor of Kommuneqarfik Sermersooq Asii Chemnitz Naarup while I was in Nuuk.

In the letter, it was important to first state what I wanted from them and what the information would be used for. Still after I have gotten the contact information, I did not get all the appointments done before I actually came to the sites, because I have gotten the information so late (appendix 8 - appointment schedule).

IN THE FIELD

After all the planning of how to conduct fieldwork, finally the fieldwork began. All the interviews were conducted as face-to-face single person interviews after consulting the worker in Qeqertarsuaat. She advised that single person interviews would be best, because of the youth in the hamlet being very shy, and if group interviews were conducted the youth would just wait for each other to answer a question. With group interviews, the opinions of everybody would not appear. Furthermore, raised the age limit to twenty-three year old, because there were not many fifteen to twenty year olds coming to

the youth club. The interviews were conducted in the planned five locations and in addition, Kulusuk school were added as research site, because I was stuck in Kulusuk for five days before leaving Greenland. See appendix 9 to read the journal for the whole period, and appendix 10 to read the interview answers, and appendix 11 to read the respondents background information.



Monday April twenty-fifth, I traveled to Nuuk through Copenhagen, Kangerlussuaq, and Maniitsoq. In Nuuk I stayed over at my mother's house. Coming out of the plane in Kangerlussuaq is always so amazing, because the air is so fresh and clear compared to Denmark. In addition, it was such a beautiful fifteen-degree warm and sunny day. Almost all the snow was gone, which is very unusual for Greenland for that time of year.

The next morning I traveled to the first research destination, Qeqertarsuatsiaat with the passenger ship Sarfak Ittuk in another beautiful sunny day. In the evenings four official interviews were conducted in the youth club - where only the youth who have had church confirmation could get in. All young fifteen to twenty-three year old young men, because the girls were too shy to be interviewed. All of them conducted in Greenlandic. Besides the interviews, I talked to two young women, the youth club worker, a woman, and two hamlet men. Friday morning I traveled back to Nuuk with the same ship even though I was supposed to travel back the night before. The delay was because there were ice packs in Southgreenland. I had to change my plans to visit and make appointment with the schools that day, because all were closed when I arrived Nuuk.



Monday morning my appointment with the school ASK was cancelled, so I went there and talked to the principal and the grade ten teacher, and made interview appointment for the next day. Later I talked to Asii Chemnitz Narup, the Mayor of Municipality Sermersooq. Next day morning five interviews were conducted with the youth from grade ten at the school ASK. Two girls and three boys. All in Greenlandic. Before noon, I went to the NIF and talked to the principal, and conducted four interviews with youth from grade ten. Two boys and two girls. Conducted all in Danish.



Wednesday morning I flew to Paamiut with an airplane. Same morning, twelve interviews were conducted with grade ten youth at the school Atuarfik Tuiisaaq. All in Greenlandic. Furthermore, the principal were talked to.

Friday I flew back to Nuuk. The next morning I flew with Air Greenland to the fourth research destination, the town Tasiilaq. First with a big airplane to Kulusuk and then with an helicopter to Tasiilaq. Monday twelve interviews were conducted with the youth from grade ten at the school. Six girls and six boys. One in Westgreenlandic, one in Danish, and ten where I ask them in Westgreenlandic and they answer in Eastgreenlandic. Furthermore, the principal, the leader of the local Pireersarfik, and a local Danish woman were talked to.



Tuesday I flew with a helicopter to the fifth and the last planned research destination - the hamlet Kuummiit. Same evening twelve interviews were conducted at the youth club. Two girls and four boys eighteen to twenty-three year olds and a woman and five men twenty-eight to forty-two year olds. All the youth interviews were conducted in Westgreenlandic/Eastgreenlandic and among the adults one were conducted in Westgreenlandic and five in Westgreenlandic/Eastgreenlandic. I interviewed all twelve the same way, but divided them in youth and adults, because the adult's background is with different elementary school system, where one went to elementary school from kindergarten to grade eleven or twelve, and were it was not required to make an action plan. Furthermore, a four of hamlet stories were collected. Thursday, I was supposed to travel back to Tasiilaq, but the helicopter could not come because of the fog – even though it was beautiful weather in Kuummiit until Saturday. When the helicopter was cancelled for the third day, I traveled to Kulusuk with an open private boat with Eli Ignatiussen. We tried to reach Kulusuk before the Air Iceland plane left. A trip that normally takes within an hour took us twelve hours to sail, because of pack ice. We did reach the plane. That meant that I had to wait for the next flight on Thursday. Five extra days in Greenland, in a place I have never been at and did not know anybody.



However, I decided to add the hamlet as my last research destination. On Tuesday – because Monday was public holiday - four interviews were conducted with the youth from grade ten at the school (all girls). All in Westgreenlandic/Eastgreenlandic. Furthermore, the principal at the school and six life stories where collected.



All the interviews lasted from around 6 minutes to 20 minutes each. During the interviews, all four phases of interview were experienced. In the *apprehension*, we became aware of the start of the interview when the purpose of the interview was explained, especially when the recording were started. In the *exploration*, I listened to the respondent and sometimes repeated what they were saying to see if my understanding of what they were saying were correct. In the *cooperation*, the respondents started to tell their own unofficial views of things. Example in Kuummiit, Boy3 started telling that he regrets it, because he had not followed the classes in school. In *participation*, both the respondents and I get mutual understanding of each other's positions.

Thirty-eight of the interviews were audio-recorded through the computer. Seven refused to be recorded and with two there were technical problems. In the interviews, condensed account field notes were made and pictures taken in places to help the understanding. After each interview, they were made as expanded account after remembrance and the field notes, and a logbook of my work and thoughts were kept. This meant that the recordings were transcribed as stories instead of verbatim because of the time limit, but transcribing verbatim with emotions and such would have made deeper analysis in the end. Nevertheless, when ordinary ten minutes transcription takes an hour to transcribe, it would not be possible to transcribe so many hours of recordings in Greenlandic and Eastgreenlandic language in this project's time limit.

We have to consider that I probably did not interview the youth that were more reserved, because the respondents was given the opportunity to say no to be interviewed, and many used that right – even though the majority accepted to be interviewed. That is hard to know because the majority were shy anyway. On the other hand, I may got all kinds of youth in the schools, because their teacher encouraged them to be interviewed and many in Greenland are authoritarian.

While interviewing the respondents, the awareness of body and facial expressions were important, because Greenlanders use very much body and facial expressions. There were a need of the awareness of the three types of communication: Verbal, non-verbal, and the meta-communication. Especially in Greenland, the non-verbal communication is very important, because Greenlanders uses body language – often they will answer without words. There are rumors that many Danish people get annoyed that Greenlanders do not answer them, even though the Greenlanders have answered. The Danish people just missed it, because they replied without words. In addition, the reason to be aware of the non-verbal communication is that in Danish language, sometimes they ask double negative which one have to answer positive in order to answer positive. E.g., "Will you not have a cake?" to which you have to answer "yes" when you want a cake. See if the question is asked "Will you have a cake?" the answer is straight forward "no" if you do not want a cake or "yes" if you want a cake. However, when you put a "not" in it, you still have to answer in almost the same way. You answer "no" if you do not want it and "yes" ("jo") if you want it. Greenlandic do not have the "yes" called "jo", so say positive to a negative question do not make sense in Greenlandic language.

This is a big reason for the interviewer to ask on-the-spot confirmation or disconfirmations to make sure my field notes were correct. In addition, because of the very different Eastgreenlandic dialect.

After each interview session, I made expanded account field notes using my condensed field notes and remembering and wrote in my journal to complete documentation of all the experiences.

The interview documents contained now audio recordings, condensed field notes, expanded account field notes, journal, and pictures to be used for further analysis.

To know when the data collection is completely saturated is hard to know, especially when the data collection has to be done in a limited time and when you lack resources.

Conducting fieldwork is very exciting and a bit nerve wrecking at times, especially when the plans go array for one or other reason. Overall, I felt well pre-pared, and was aware of my own possible prejudices. I tried my best to make the respondents feel good.

DATA COLLECTION SUMMARY

Before going to the field, there were a need to look at own background in order to aware on ones prejudices, so to be as objective as possible there were a need of as many perspectives as possible. To delineate the research scope a mindmap was created. Statistical and governmental sites were research in order to find information to use for the theoretical sampling. Theoretical sampling was conducted; the interviews-, travel-, and contact plans were created. In the end, fieldwork were conducted.

In the end, fifty-three formal interviews were conducted in the schools in Nuuk, Paamiut, Tasiilaq and Kulusuk, and in youth clubs in Qeqertarsuaatsiaat and Kuummiit; twenty-two boys, twenty-five girls, five men, and one woman. Sixteen from hamlets and thirty-three from towns (figure 4). Moreover, to understand the view of the youth, some of the principals, teachers, and some other adults from the different sites were talked to. Including the Mayor of Municipality Sermersooq Asii Chemnitz Narup – which is Mayor of all the research sites (figure 4).

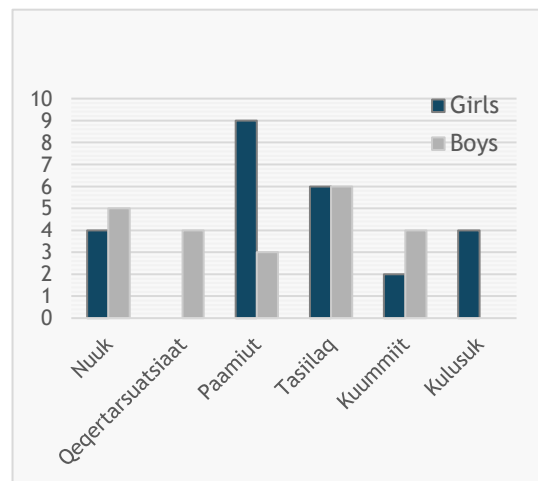


Figure 4: The respondent's gender

To get the respondents' view of their life and planning, there were conducted formal semi-structured interviews and informal interviews. In the interviews

ANALYSIS



Figure 5: Messy Situational Analysis

To understand if and how the youth in Greenland plan their future, interviews and observations were conducted and the analysis could start. The respondent's background answers and interview answers were collected and put in an Excel sheet. First, the governmental visions, plans, and thought about educational plans will be analyzed. Second, the collected data from the interviews will be analyzed. Third and last, which influences that affect the youth will be analyzed.

To have an overview of the covered subjects, a Situational analysis were conducted. Here the messy (figure 5) and ordered situational analysis maps were made (appendix 12 – ordered situational analysis).

GOVERNMENTAL VISION OF GOOD LIFE

The Government of Greenland view children and youth as the most important target groups in their education policy (Government of Greenland 2014), where they write:

"We need to make sure that everyone feels they can contribute something. We do this by ensuring that all have equal opportunities to develop their strengths. We need all to ensure our country's development towards becoming an independent nation, and therefore we must educate as many children as possible - our children and youth with special needs."

- Nick Nielsen 2014 in the Governments education strategy 2014

In the strategy, they are focusing on ten focus areas: More children in daycare, strengthen the elementary school, younger start, more with vocational education, higher completion, better guidance and counselling/psychological help, education outside Greenland, increased ICT skills, better management training programs, optimal resource utilization and impact assessment.

Even though they all are connected to education in general, there are few sections that are of interest for this project:

The Government want more children in daycare in order to start their learning as soon as possible. That way to give the children social competences with their peers and the best prerequisites to learning when they start school and subsequent further education.

With younger start, they want to make sure that the individuals early in their lives become able to support their families and thereby “ensure the basis for our welfare” by getting them better guidance in the elementary schools and guidance and other initiatives to make the youth start early with education.

With increased ICT skills, the Government of Greenland wants to make sure each pupil finishing the elementary school have good ICT skills which is views important for the individual and the society.

The following tools are tools the Government of Greenland have created to help and guide the youth directly in their future planning and thus personal development.

GUIDING INSTITUTIONS

The Government of Greenland’s guiding institutions to guide the youth are Piareersarfiit, Piorsaavik, and Nuiki.

PIAREERSARFIIT

Piareersarfiit are in all the towns in Greenland, and their job is to upgrade skills of people with poor grades in their elementary school diploma, to guide people in their education choices, help with apprenticeships, help sixteen to twenty-nine year old jobseekers, and they conduct outreach work for children not in the system.

Their media use is email and phone for individual guidance, website for information (www.piareersarfik.gl), and are producing two apps for use in information gathering. They counsel face-to-face.

They would be able to supplement with their knowledge of reaching and counselling the youth, and with content production for sunngu 2.0 (Egede 2015).

PIORSAAVIK

They counsel and educate the youth without diploma in preparing them into the working or school life.

Their media use is email and phone for individual guidance and Facebook page for news dispersing. Can be contacted face-to-face.

They would be able to supplement with their knowledge of reaching the resource weak young (Egede 15)

NUIKI

Nuiki is Governmental supported successful (Løvschall-Wedel 2013) initiative that aims to lift the (remaining) group of young people who either leave school without a useful examination result or does not continue in education, because otherwise a large group of these young people disappear from the system and often end up as unemployed or with periodic unskilled jobs (Hymoeller).

It is a ten-month program where students are taught in the subjects: Greenlandic, Danish, English and mathematics, which ends with an exam. Passing this exam certifies admission to vocational education. Furthermore, it includes individual personal interviews prior to the study, including an individual guidance and help to get into an internship/student/education. Offer of family and addiction therapy.

ELEMENTARY SCHOOLS

All the towns and hamlets in Greenland have an elementary school. At the towns and couple of hamlets the elementary schools have grade one through ten, but at the hamlets the grades only come to grade seven. This result in that hamlet children are sent to the nearest town to go to the last three years of their elementary education, while they live in a dormitory specific for hamlet children.

PERSONAL DEVELOPMENT CLASS

The Personal Development Class already starts at grade one all the way through grade ten (appendix 13 – Personal Development class' learning objectives). However, each elementary level have their own learning objectives: Youngest level, middle level, and oldest level.

Younges levels (grade 1-3) learning goals and planning:

- can express their own wishes and dreams
- can describe their own personal qualities, interests and abilities
- is aware of the conditions that may affect their personal planning
- can distinguish between decisions they may take, and decisions that others are responsible for
- understands the importance of setting goals
- have knowledge of the various phases of an objective process
- objectives, and action plans for their daily schooling
- can talk about and discuss their own goals and action with others and relate to others' goals and action

Middle level (grade 4-7) learning goals and planning:

- are aware of the possibilities and limitations in relation to their own wishes and dreams
- are aware of changes in their own personal qualities, interests and abilities
- assess factors that can affect their education, career choices and personal planning, in order to make appropriate choices
- set goals and targets for their further education and personal planning
- continually evaluate and revise both the goals and targets and to take the necessary steps to those realized
- seek knowledge and use the resources in the community that can help them reach their goals
- seek to reach various milestones in cooperation with others, responds to others' action plans and receive responses to their own action plans and takes an active here

Oldest (grade 8-10) learning goals and planning:

- have a realistic view of their own personal qualities and abilities
- have set realistic goals and targets for their further education, professional career and personal planning and has taken the necessary steps to be realized
- is set to continuously evaluate, adapt and change targets in relation to education and professional career in pace with the development of society and the needs and own abilities and interests
- are aware that education and career is an ongoing process where the continuous development of own knowledge and skills are a necessity

ACTION PLAN

Action Plans are plans all elementary pupils have to make before they leave the school decreed by the Greenlandic Parliament (Inatsisartut 2012). See appendix 14 to see the Word-document the pupils have to fill-out.

The pupils start to make their Action Plan already at grade eight, but are prepared long before that by talking about possible content in the earlier years. To motivate the pupils, in grade nine and ten they become interns in a workplace of their own choice in order to see if the job is something they would be interested in in the future. Furthermore, they have theme days about future jobs. That way they would be able to better to know which subjects to concentrate on in school, and only if they succeed in those subjects, they would be able to get the education they want (Hendrik Mørch, head school teacher for the pupils in grade ten in ASK).

The action plan is in four parts. First, the pupil has to fill-out their background information, school and final school year. Second, the pupil has to fill-out what they want to do after they finish grade ten along with an explanation. The form is divided in following sections: Boarding school in Denmark or Greenland; exchange student, language travel, and sports college in other countries; gymnasium in Greenland or Denmark; vocational education; get a job; do not know what to do yet, or if they want to try something entirely different. Third, is where the pupil have to fill-out about how they picture themselves, again divided in sections called A-G: A is about their strengths, weaknesses, and which parts they want to improve. B is about their experiences from their activities in their leisure time or from an internship. C is about the steps in their education course. D is about to compare the requirements from the wanted education to how they did in elementary school. E is about other information they want to add about themselves. F is about what they expect from their parents. Finally, G is about the school counsellors comments. In the end, the names of the school counsellor, pupil, and the parent(s) or guardian.

SUNNGU.GL

Sunngu.gl is the Government of Greenland online tool to inform the education ready people about education possibilities for Greenlandic people in both Danish and Greenlandic. It was originally created by a private person, but is now run by the Ministry of Education in Greenland (Egede 2015).

RESPONDENTS SAY

Looking into the view of development tools and the good life will be displayed here by looking the following subjects: Development tools, Action Plans, reason for not to execute the Action Plans and for coming back to the hamlets for those who come from hamlets, conscious and subconscious influences, and the view of good life.

In the analysis of the responds, the respondents' truthfulness will not be judged other than question the reasoning of the answer in the following sections.

DEVELOPMENT TOOLS

Development tools are any "knowledgeable other" (Vygotsky 1978), which can be human or nonhuman actant or digital or non-digital product that helps one to get to the next zone of personal development. A knowledgeable other is an actant that helps one learn further from one learning step unto the next step (figure 6).

The found development tools are the following: Personal Development Class, Action Plan, human contacts, institutions, and technology and online research.

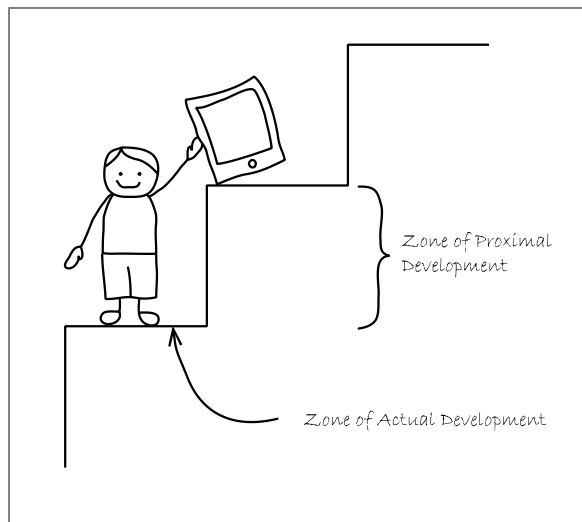


Figure 6: Vygotsky's theory of zone of proximal development (1978)

PERSONAL DEVELOPMENT CLASS

The respondents' answers about what they do in Personal Development Class. It shows whether or not they actually follow the learning goals for the subject. Summarized by subjects and school names.

Subject	ASK	NIF	PAA	TAS	KUL
Personal Development	✓	✓	✓	✓	✓
Plan their graduation	✓	✓		✓	
About Greenland and the world			✓	✓	✓
Biology (body & food, Nakuusa project)			✓	✓	✓
Homework		✓	✓		
Religion	✓				
Make things	✓				
How school goes	✓				
Solve problems in class		✓			

Exercise (running, swimming)		✓			
Read books			✓		
Not much	✓		✓		✓
Could not remember	✓		✓	✓	

Table 1: Personal Development Class contents according to the respondents. The contributory schools were ASK, NIF, Atuarfik Tuiisaaq (PAA), Tasiilami Alivarpí (TAS), and Kulusumi Alivarpí (KUL).

The table shows that the only recurring subject all through the respondent school is Personal Development. In addition, they mostly plan their graduation, talk and read about Greenland, the world, and biology. Noticeable thing is also that several answered that they do not do much in that class or could not remember, what they did. There are nothing-noticeable differences between towns and hamlet, and between East and West.

ACTION PLANS

First, the respondents' answers about whether or not they have finished their Action Plans, their plans of what to do after they finish the elementary school as their first choice (table 2), and what they want to do end the end. Second, the adults respondents from Kuummiits answers about what they have planned to do when they finished the elementary school and what they want to do now (table X). It must be remembered that the adult respondents' grade levels are different than the young, because they went to school before the elementary school reformation. There were a kindergarten and grade one through to twelve. Here grade twelve is equivalent to grade ten and grade eleven to grade nine.

	AP	Boarding schools				Gymnasiums					Voc.	Wo
		NS	Ma	Qa.	Dk	NS	Nu	Qq	Aa	Dk		
ASK	5/5	2	2		1							
NIF	0/4				2					1		1
QE	2/4	1			1							1
PAA	12/12	1	5		3	1				1*	1	
TAS	0/12		1	3	2		5			1*		
KUL	2/4			1	2						1*	
Ku	4/6			1	1						2	
	19/37	4	8	5	12	1	5			3	4	2

Table 2: Number of respondents who made Action Plans in the schools and where they wants to go straight from the elementary school. Column names are Action Plans (AP), Not specified (NS), Maniitsoq (Ma), Qasiqianguit (Qa), Denmark (Denmark), Nuuk (Nu), Qaqortoq (Qq), Aasiat (Aa), Vocational educations (Voc), Work (Work). Rows are the contributory schools: ASK, NIF, Atuarfik Tuiisaaq (PAA), Tasiilami Alivarpí (TAS), and Kulusumi Alivarpí (KUL).

The table shows that even though the respondents from NIF and Tasiilami Alivarpí have not made the official Action Plans everybody have made the plans regardless.

In ASK, two respondents had a contingency plan to go to the gymnasium in Nuuk. The four respondent who would like to go to boarding schools, would furthermore like to get a vocational education within

business, carpenter, or "jern og metal" industry (iron and metal usually mechanics or plumber, but here it was not specified).

In NIF, each respondent had a very detailed plan. E.g., one is planning to move to Denmark with her parents, so she can start at grade ten to become better suited for the Danish gymnasium in the natural science line. After gymnasium, she would like to take sabbatical where she travels back to Nuuk to work for the first half-year and travel around the world in the second half year. One had a contingency plan where she wants to go to gymnasium in Nuuk where she wants go to United World College in Canada in the third year. In the end, one would like to become a physician, one would like to become an export engineer or CFO, one would like to get an vocational education as plumber or auto-mechanic, and the last would like to become a clothing designer and be a dancer on his leisure time.

In Qeqertarsuatsiaat, two respondents wants to get an unspecified education, one do not know what he wants to do, and one say directly that he have a fine life where he has a job at the municipality.

In Paamiut, the one who would like to get a vocational education right straight from the elementary school is planning to become medical secretary within four years. One would like to go to grade eight or nine in Denmark first to learn English. Afterwards, she would like to go a boarding school in Greenland or Denmark to learn, to get experience, and get friends. Three others have a contingency plan to go to gymnasiums: Two not specified and one in a sport gymnasium in Denmark. In the end, besides the one who wants to become a medical secretary, two would like to become a cook through Inuili. One would like to become an AFIS operator or go to business school in Qaqortoq, and the last one would like to become a carpenter at "Jern og Metal Skolen" in Nuuk (I told her to check if she really can become a carpenter there, because I do not think she can). Reasons to go to the boarding school are to get more self-worth, better grades, get better at Danish, to become more independent, and get new experience and friends.

In Tasiilaq, each respondent had a plan. E.g. one is moving to Denmark with her parents where she want to go to grade ten, to gymnasium in Denmark, and into the military to end up as a police officer. Three have a contingency plan to go to the gymnasium in Nuuk. In the end, besides the police officer, they would like to become a firefighter, a baker and two cooks through Inuili, a cook through school in Aalborg, an actor, a physician, and the last one would like to become a nurse, physician, or a flight attendant. Reasons to go to the boarding school are to just to study further, to wait for them become old enough to get into Inuili, to become more independent, or just to try it.

In Kulusuk, only one have a contingency plan: If she does not accepted in the Danish boarding school, she would like to go to boarding school in Maniitsoq. In the end, one would like to become a carpenter and two would like to become cooks through Inuili. Their reasons for going to the boarding schools are to get higher grades, to study further, and to wait for acceptance in Inuili.

In Kuummiit, two respondents wants to become a cook at Inuili. One wants to go to Piareersarfik first to get higher grades, and then go to the boarding school in Maniitsoq just to try it out, and end up as a carpenter.

Furthermore, all of the adult respondents except one from the youth club in Kuummiit wanted to get an education, but none finished. Two wanted to go to Piareersarfik in Tasilaq to get higher grades. One started at a business school in Nuuk with an internship at Nuka a/s, but did not finish. He has finished grade ten at Nuiki, and been in a "højskole" in a half year in Denmark along with his girlfriend to learn Danish, mathematics, and English. Another just wanted an education, but got pregnant. The last one went out of the elementary school in grade eight, because a teacher was after him.

Furthermore, a 26 (box 2) and 42-year-old women in Qeqertarsuatsiaat did not finish the elementary school either. The 42-year-old did not finish the elementary school, because she discovered too late that she was pregnant.

Looking at the differences between West and East in boarding school choices, the respondents from West rather go to the boarding school in Maniitsoq, whereas the ones from East rather go to Qasigiannguit. Furthermore, the only ones who want to go to Piareersarfik are the ones from the hamlets in East-greenland.

Box 1: Stopped in grade 8

At the elementary school, he was sent to the office every day, where he was blamed for doing stuff, even for things he did not do. That last day in the elementary school, he was put in handcuffs by the police, because the school staff found cartridges in his jacket pocket – which he had forgotten to take out from the hunt the day before. That was the last day of school. His parents just accepted him staying home.

- Male05, age 28, finished grade seven

Box 2: Did not finish the elementary school

She has not finished elementary school, because of several reasons. First was that she did not start elementary school before she was ten, because she lived with her "ittu" (grandfather) and he raised her as a hunter. Therefore, when she started, she had hard time following the subjects.

Furthermore, when she went to Nuuk to get the last three years of elementary school, she usually went back home around Christmas and not finishing the year, because she missed her ittu so much.

Her ittu died years ago, so she now lives with her one-year-old baby at her parents, and is a stay-at-home mom. She could speak a bit Danish. However, she does not hunt either.

- 26-year-old woman in Qeqertarsuatsiaat

REASONS FOR NOT TO EXECUTE THE ACTION PLANS

There are several explanations for not to execute Action Plans in Qeqertarsuatsiaat and Kuummiit (table 3). The biggest reason for not to execute or get an education is a problem with the parents one way or another.

Reason for not to execute the Action Plan, Qeqertarsuatsiaat	
<p>He was expelled from the hamlet pupils' dormitory because he did not abide the curfews. He was not warned before being expelled. He says the dormitory leader just told him that he was expelled and that he should leave back to the hamlet his father the next day.</p> <p>- Boy01, age 15, finished grade 9</p>	<p>After he finished the elementary school, he stayed in Nuuk and worked in the harbor as "usingiaasoq" (unloader) until in 2014 where he started at Qasigiannguit boarding school where he was expelled because his use of alcohol and hashish. Afterwards, he went home to the hamlet.</p> <p>He has later on tried to enlist in the Danish Government, but was denied, because of his poor Danish language.</p> <p>- Boy03, 18, finished grade 10 – also through Nuiki</p>

<p>He wanted to go to a boarding school, but could not because of his parents' alcohol problem.</p> <p>- Boy02, age 18, finished grade 10</p>	<p>He was accepted to go to a boarding school in Denmark, but his father did not buy him his ticket to Denmark.</p> <p>- Boy04, age 23, finished grade 10</p>
<p>He applied to become a cook, but his father unintentionally threw his acceptance letter out, because he did not know what it was. He then tried to get in again without luck.</p> <p>- Boy20, age 21, finished grade 10</p>	
<p>Reason for not to execute the Action Plan, Kuummiit</p>	
<p>He missed the deadline for application to the boarding school in Qasigianguit</p> <p>- Boy19, age 18, finished grade 10</p>	<p>Started at Inuili, but she dropped-out, because she felt she was not ready for kitchen work.</p> <p>- Girl22, age 21, finished grade 10</p>
<p>She missed the deadline for application to the boarding school in Denmark</p> <p>- Girl20, age 18, finished grade 10</p>	<p>He went home, because he could not get a job in Tasiilaq.</p> <p>- Boy22, age 22, finished grade 10</p>
<p>He had applied to go to Piareersarfik to get higher grades. At the same time, he had applied for on sea safety course (søsikkerhedskursus) through the municipality, which he took.</p> <p>He later on applied for carpenter school, but didn't get in because of his low grades.</p> <p>- Male01, age 30, finished grade 11(10)</p>	<p>He was expelled from the elementary school at grade 11 (today's 9). Furthermore, he was at Piareersarfik in 2009, but didn't finish, and were at Sulisartut Højskole (folk high school for workers). From all the three places, he was expelled, because he couldn't get up in the mornings.</p> <p>He said that it was just the way he was brought up. He never had to get up in the mornings, and could sleep all day and be awake in the evenings. His mother died when he was 4 and was brought up by his grandmother (mother's mother).</p> <p>- Male02, age 28, finished grade 10 (8)</p>
<p>He went to STI (business school back in the 90's) with an internship at Nuka a/s, but stopped.</p> <p>He has gotten grade 10 at Nuiki.</p> <p>He was accepted in the trade school in Qaqortoq. He and his girlfriend was supposed to go to language school (sprogskole) in Denmark, but didn't get accepted, because the classes were full. Instead they were offered to go to the højskole (folk high school) in half a year in Denmark to learn Danish, math, and English.</p> <p>Is now at job training 3 months at a time, but would like to go to trade school. Afterwards, his girlfriend got a job as cleaner at the school (elementary school).</p> <p>- Male03, age 34, finished grade 11 (9)</p>	<p>She had planned to get education, but she got children early. She have now 6 children where the oldest is 22 and the youngest is 10.</p> <p>- Woman01, age 42, finished grade 11 (9)</p>

Tabel 3: Why respondents do not to execute their Action Plan's

The biggest reason for the respondents not to carry out their Action Plans is either the parents' fault, missing application deadlines, alcohol and hashish problems, and that the respondents were just not committed to the educations.

A success story is when the principal in Kulusumi Alivarpi Justine Utuaq tells her story about when she studied to become a teacher. Back then, she went to Nuuk to get her teachers degree. When she started, she found out that all the teaching books were in Danish, and she could not speak Danish, because she have had an alcoholic islandic teacher in the Danish language who always slept in

class. While she studied, she had called home to her father, who was one of the first educated East-greenlanders within business (store), that she wanted to quit and come home, because she could not Danish. To this, he used to answer that she could come home of course, but that she just had to know that he would not support her economically, so she needed to get financial support from the municipality. Which is, the way she was raised, that only lazy people did that. That made her try harder, which of course made her succeed.

Kistat from Qeqertarsuatsiaat says that she always tell her three children to get an education, but she says that they do not want to leave her. Especially after, she have had a blood clot.

REASONS FOR COMING BACK TO HAMLETS

The reason for coming back to the hamlet is the same for all the respondents from both hamlets. They went back to their hamlets to come back to the place their parent(s) still live and where they grew up.

CONSCIOUS INFLUENCES

The conscious influences are human or nonhuman actant's that has influenced the youth directly. Either by them searching for guidance themselves or by others contacting them in order to guide them.

HUMAN ACTOR INFLUENCES

Human actor influences are people the respondents talk to about their future.

Human influence	Total	ASK	NIF	QEQ	PAA	TAS	KUL	KUU	KUU*
Parents	19	3	3		6	5	2		
Mother	7				3	3		1	
Father	1			1	1				
Siblings	8			1	2	3		2	1
Grandmother	1				1				
Grandparents	3				1		1	1	
Family members	4	1	1				1	1	
Classmates	3	1	1			1			
School guidance counsellor	2	2							
Teacher	14				5	5	4		
School principal	1						1		
Friends	11		2		3	2	1	3	
Boyfriend/girlfriend/roommate	4			1	1			1	1
Everybody	1				1				
Another educated person	3					2	1		
Municipality	1			1					

Former maritime school worker	1			1					
Do not talk to others	1	1							
Did not answer	5		1	1		3			

Tabel 4: Who the respondents talks to about their future.

Table 4 shows that the only one youth respondent do not talk to others about her future, whereas the rest talks at least to one person. Most talks to their parent(s), secondly to their teachers, thirdly to their friends and family members (if we add the different family members together). Furthermore, three adult respondents do not talk to others about their future.

None of the respondents uses Piareersarfiiit or Piorsaavik as counsellors. Piareersarfiiit are only used when they wants to apply for education.

In my Westgreenlandic prejudice, I would have guessed that people in Eastgreenland would not talk as much to others about their future, but the interviews shows, that it is actually students from ASK and youths from Qeqertarsuatsiaat that do not talk much to others about their future.

NONHUMAN ACTANTS

Nonhuman actant's are any technologies used to get information or to be guided in any way.

Nonhuman influence	Total	ASK	NIF	QEQ	PAA	TAS	KUL	KUU	KUU*
Boarding schools' website	12	2	1		4	2	3		
Gymnasium	2				1	1			
United World Colleges website	1		1						
Carpenter company websites	4	1			1			1	1
Business school website	1	1							
Maritime schools website	1							1	
"Jern & Metal Skolen"'s website	1	1							
Plumbing	1		1						
Mechanic	1		1						
Mineral resources website	1								1
Rules and cities in Denmark	1				1				
"Højskolerne"	1			1					
Sunngu.gl	13	1		1	4	3	3	1	1
Ug.dk	1				1				
Facebook	2								2
Sullissivik.gl	1								1
Nanog.gl	1								1
None	19	1	1	3	5	4	0	5	3

Tabel 5: Which websites the respondents research on about their future.

Table 5 shows that around 60 percent of the respondent's research online about their future. When the respondents' research online on what they want to do, the most popular single site is sunngu.gl, which been used by thirteen respondents. Second are the different websites about boarding schools, which been used by twelve respondents. Especially efterskoler.dk is popular with those who wants to go to boarding schools in Denmark. Only one had used ug.dk.

Looking at the adults answers, they have answered websites that really are not about education. They may have misunderstood the question, and answered only about which websites they have used.

SUNNGU.GL

Sunngu.gl has been the most used website among the respondents, who think that it is an overall good and useful website. One thought information was lacking, one though it was not easy to use, one just did not like it, and one from Tasiilaq thought that the Westgreenlandic language was hard to understand. Whereas twenty-two never heard of it before, especially in NIF, where none knew of it. The school that used it most was Kulusumi Alivarpj, where three out of four had used it.

UG.DK

Ug.dk has only been used by one, and she thought it is a good website. Two have only heard of it. The reason for that could be that many do not have computers or that many do not speak Danish at all or speak it sufficiently enough to use a Danish website.

SUBCONSCIOUS INFLUENCES

Subconscious influences are the things that influences the youth in their life choices without them being conscious about them. There are probably much more than listed, but these are the most obvious ones.

UPBRINGING

The most influential for ones future choices must be the upbringing, because this is the time where the child learns the foundation of their capacity to form and conduct relationships throughout life. They learn to build their vocabulary, increase their communication skills, manage their emotions, learn about social etiquette such as being polite and taking turns and thereby learn about responsibility and consequences of their actions. Parents have to encourage social interactions and be role models to proper social behaviors.

According to Professor Robert Petersen in the old times in Greenland, there were a strong labor division between the genders in the daily duties, where the man went hunting and the woman stayed home and took care of the home and the children. However, the line was not completely carried out in all ages. The dividing line was rather between adult men on one side and the rest of the family on the other side, because the boys were to practice kayaking in fairly early age, but were still expected to conduct small errands, which in many cases is considered for women's work. It could be fetching

water, bring the hunters' thing on departure and arrival, and look after small siblings, carried out as play. By doing this, they themselves learned the first steps towards helpfulness and consideration towards others. In addition, they taught the smaller children on how to behave, what they should do, and what they should know etc. (Petersen 1972).

This seems still to be the case, because a Kiista from Qeqertarsuatsiaat told the story of their son, who has used hashish, but where the father did not want them to intervene in trying to prevent their son's use of hashish in case of alienating him and making him use more.

In the same publication, Robert Petersen expressed a concern of the new kinds of living conditions where the old hunters cannot teach the young the way of their trade, and where occupation differentiation results in many children raised in the same sense of responsibility between family members and fellow townsmen (ibid. 11)

Another concern he had was that when a big proportion of the teaching staff are outsiders in the Greenlandic communities the pupils would conflict who they belong to, because there may easily occur not just different, but directly contradictory influences partly from home and partly from school staff. It raises the children into two different people with conflicting ideals, and thus create a society where less kids wants to become fishermen the longer they go to school (ibid. 12-13).

According to Munni, a retired catechist from Qeqertarsuatsiaat, the problem with the youth today is that they are fed without demands. When he was young, the lazy ones went hungry.

CULTURE

"A 'cultural approach', says Biesta, sees the disposition, actions, histories and trajectories of individual students as constitutive part of learning culture, student learning is not simply seen as an 'outcome' or 'product' of a particular learning culture but at the very same time as something that shapes and forms the culture."

– Suna Christensen (Biesta 2011: 201 in Christensen 2012)

Jerome Bruner argues that education is not technical matter only to be used in the learning theories and test-results, but argues that education is tries to "adapt a culture to the needs of its members and vice versa" (Bruner 1996: 99 in Christensen 2012).

In the Greenlandic culture, family is everything. The families used to be big and autonomous units based on both affinity and mutual housing. They could be one generation with a father, mother, and children and maybe foster children or they could be up to three generations living under one roof (Petersen, unknown year). The research shows that it actually is the same way today. E.g. the twenty-six year old woman living with her child at her parent's house in Qeqertarsuatsiaat. In addition read on appendix 15 about my amazing time with Eli and Ulrikka as a good example of family traditions and hospitality is what I experienced in Eastgreenland. There I write about my meetings with the three

siblings originally from Kulusuk, who now lives in respectively in Tasiilaq, Kuummiit, and Tasiilaq, and the stories about all their children (extract from the journal).

Asiarneq is a very strong tradition for Greenlanders, where summer sailing to a nearby place and stay there for a while in order to hunt and fish, and thereby gather food for the winter, and maybe collect other kinds of food like berries and flowers. Hunting, which is a big part of Greenland. Here usually all part of the animal is used. Meat is eaten, fur is used as clothing, and bones, antlers, and ivory are used as tool or made as decoration. Meat is eaten raw, dried, or frozen. Flowers dried and used as tea or spices. Here vacationing to other countries are very far from a Greenlanders mind normally, which of course also is changing with the new times.

In the Greenlandic culture, telling stories is a big thing, especially hunting stories, which I experienced firsthand in Kuummiit, at the Sullissivik, where I stayed. Eli Ignatiussen was eminent at telling stories, where he usually captivate the whole room with his hunting stories. E.g., like the time he and his small grandchild killed a polarbear just outside Tasiilaq.

Another thing I noticed in Greenland, especially in East, that many women do not wear bra's and the women nursed their small children publicly. Other close family women also gave children some pre-chewed food, which I only experienced in Kuummiit, but I know that used to be a custom.

I could come with a lot more stories about the Greenlandic culture that is different from the Western civilizations, but these is sufficient to see the differences.

LANGUAGES

Languages has an extensive impact on one's information gathering possibilities. The fewer language skills the fewer possibilities for finding the right information, because it limits one's search area.

In the school context, Robert Petersen raises the question on what children get when they have not-Greenlandic speaking teachers. According to him, the contact gets so slight that there is no real exchange of ideas, when even simple words becomes hard to explain (Petersen 1972: 14).

Looking at the languages, all except two speaks Greenlandic – Eastgreenlandic included (figure 7). Only-Greenlandic speaking pupils are eleven and they are evenly spread

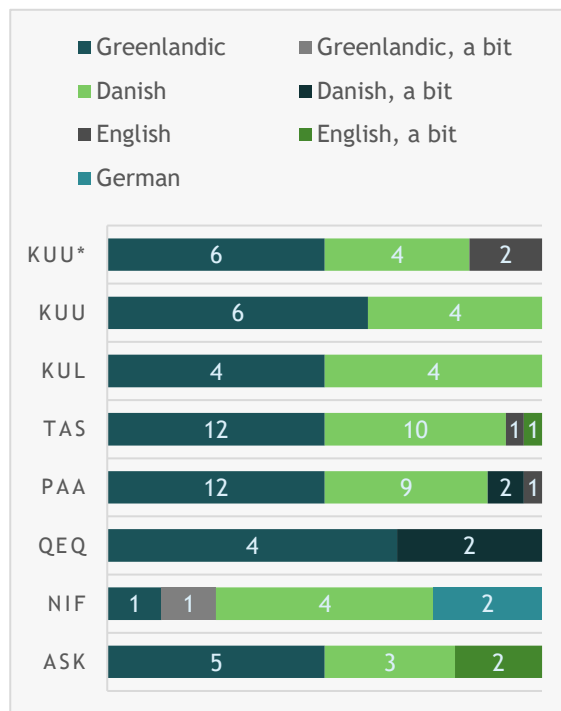


Figure 7: Language use divided by the sites.

out through all the schools, except NIF, who does not have only-Greenlandic speaking pupil. Furthermore, two adults are only-Greenlandic speaking as well. There are no other kinds of unilingual respondents. Twenty-three are bilingual, nine are trilingual, and one is quadrilingual. However, one have to remember that the dialect in Eastgreenland and Westgreenland are very different. One can compare it as Danish and Swedish. Therefore, the Eastgreenlander's are forced to understand the Westgreenlandic dialect through the Greenlandic made television programs or radio programs, books, and education material. That way the eight Eastgreenlandic speaking population would not really have unilanguage population, even though they do not speak Westgreenlandic, they would have to understand both the written and spoken language because of their textbooks and all official letters, newspapers, and television (when they are in Greenlandic) are all in Westgreenlandic.

This means twenty-six percent of the respondent pupils cannot speak to their Danish speaking teachers, which raises the question of what the pupils learn when they have a teacher with another language.

SCHOOLS

How the school is doing is probably the most influential in the youth's further lives, because the elementary school, along with the parents, is responsible for teaching the children everything they need to know in life in order to grow as people and become effective members of society.

Of the five schools on focus, Tasiilami Alivarpi and ASK seems to struggle most. They both have problems with keeping teachers and with violent pupils.

In ASK, the Greenlandic grade ten head teacher Hendrik "Indarik" Mørch tells about him getting a tough class, but that the pupils now seems to respect him. Still, he experienced violent episode just a week before the interview. He compared teaching in ASK to teaching in Upernavik; that it now seemed like he had it easy in Upernavik. He had many times thought about quitting, but decided to stay, because he loved teaching.

Tasiilami Alivarpi has such huge problems that consequently now has divided the grade ten classes in three classes called: Girl's class, boy's class, and mixed class. The Danish principal Lars Fomsgaard admitted that the real reason for those divisions were that the pupils in grade ten are divided in levels, but because that was not permitted, they just call them according to gender. They started it two years ago, and he says that it is already working, because before this division, nobody went to the gymnasiums, but now four were going this year. However, the Piareersarfik leader Eli Abelsen do not believe that to be true, because he has a child there, who is going to the gymnasium not because of the school, but in spite of the school.

In Tasiilami Alivarpi's year report from 2015 (Fomsgaard 2015), it says that they have trouble keeping the teachers, social workers, translators, or school principals, because of the violence episodes happening in school at least once or twice a week. In addition, according to the principal in Tasiilami

Alivarpi Lars Fomsgaard, the amount of Danish teachers are more than half of the fifty-seven teachers, and one third of the existing teachers are uneducated teachers.

"Looking at the teacher hours, 14% who are not completed, 10% are carried by temps, and of the remaining hours 1/3 are conducted by untrained temporary teachers. This means that students only in 50% of the time have been taught by educated teachers. In addition, so that the essential part of the educated teachers are have foreign language and thus cannot teach in Greenlandic. Students have therefore actually only received 20% of the education they are entitled."

– Principal Lars Fomsgaard (2015)

At the time of the interviews, he had just come back from a trip to Denmark trying to attract new teachers.

In the opposite, according to the Greenlandic Principal Justine Boassen, Kulusumi Alivarpi is very successful. Of course, the school is not as big – have only four grade ten pupils, compared to Tasiilami Alivarpi's around sixty pupils. The reason for the success is that the ALL the parents come to the parent/teacher meetings. She said that it has two reasons: First that the school changes the time of the parents/teacher meeting according to the parents. Second, is that the teachers speak Greenlandic.

When she talked about teaching the Greenlandic pupils, she mentioned that one have to understand where the pupils come from. She could, because she was born and raised in Kulusuk. She said that the Danish mindset was very different from the Greenlandic. E.g., that where Danish people think it is neglect of children when they are out playing to very late, it is not neglect from the Greenlanders minds, because it was just a remnant from the time children did not had to get up in a certain time in the morning, as they do now. In addition, in the same topic, she also mentions that Westgreenlanders tends to forget the different conditions in Eastgreenland. E.g., when the Municipality make rules for schools that the pupils have to eat "correct" with lots of vegetables, they tend to forget that in Eastgreenland, big time of the year fresh vegetables are not available, and when they are, they are very expensive. Example, a pack of two kilos potatoes can cost around hundred kroner.

She says, that Westgreenlanders tends to forget, that the modern civilization only started around hundred years ago in Eastgreenland and where Westgreenland have had it for two hundred more years.

Furthermore, a teacher there Justine Utuaq tells a story about that she each year for many years now has been traveling with grade six pupils from Ittoqqortoormiit and all the hamlets in Eastgreenland to Iceland. Read a newspaper article about one of the trips in 2014 at Sermitsiaq/Ag's website (<http://sermitsiaq.ag/billeder-29-boerns-tur-island>). Justine Utuaq tells proudly about their last trip, where she discovered that in an activity in Iceland, the pupils from Kulusuk could write while the other pupils from the other places could not.

LEISURE ACTIVITIES

There are big differences in which leisure activities offered in the different locations. In Nuuk, there are almost everything you can think of, in Paamiut and Tasiilaq less, but still have some different activities to choose from, whereas the hamlets have none unless the inhabitant themselves arrange something. E.g., mini-bingo is a big thing in Qeqertarsuatsiaat, and coin toss among the youth in Tasiilaq.

TRAVEL POSSIBILITIES

In Greenland, there are no roads between all the towns and the hamlets. That means, that to be able to travel, one have to own a boat, sail with the passenger ship, or fly with Air Greenland with an airplane or a helicopter – depending on where one lives. The passenger ship is only on sails on the West coast. Furthermore, it is very costly to travel.

INTERNET CONNECTION

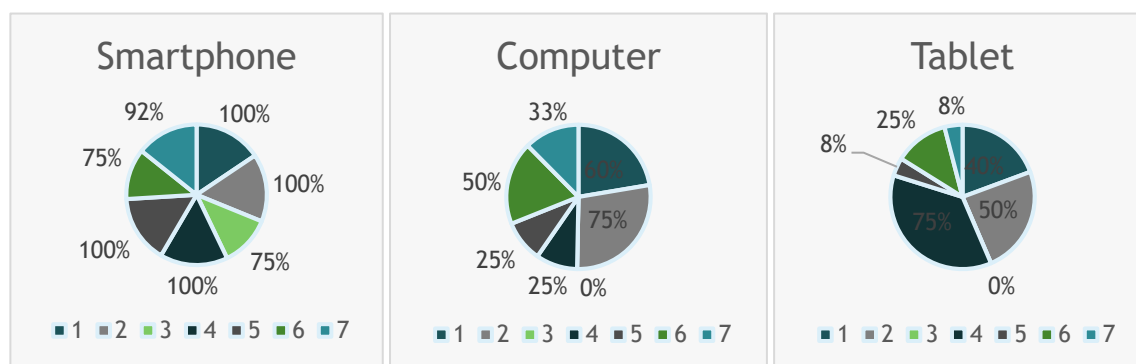


Figure 8: Technology use among the respondents in schools. 1 is ASK, 2 is NIF, 3 is Qeqertarsuatsiaat, 4 is Atuarfik Tuiisaaq, 5 is Tasiilami Alivarpi, 6 is Kulusumi Alivarpi, and 7 is Kuummiit.both youth and adults

In the modernized society, the connection to internet is crucial, because you can quickly find all kind of information. All information needed in a Westernized world including educational information.

The respondents are all but three online through their smartphones. One of the three whom do not own online devise uses the schools computer with the help of a teacher, one other uses his sister's computer, and the third have a computer and tablet, so it might be temporarily that he do not have a smartphone. Furthermore, seventeen have computers and seven have tablets (figure 8).

The diagrams shows pupils in NIF are the ones with most technology use. The youth from Qeqertarsuatsiaat are the ones with least technology use, where they do not have other online devices than a smartphone.

NARCOTICS

Own or parents inappropriate use of alcohol and/or hashish create big problems. E.g., Boy02 could not go through with his education plans, because his of his parents' alcohol problems. Furthermore, when a non-yet developed brain takes hashish she gets lower IQ.

“Adolescents who are regular users of cannabis are at risk of permanent damage to their intelligence, attention span and memory, according to the results of research covering nearly four decades.”

– Boseley (2012)

In Westgreenland, hashish are a big problem, especially in Qeqertarsuatsiaat, where two very different respondents – one from West and one from East - said that Qeqertarsuatsiaat were “Greenlands Christiania”. Here both Ado, the youth club worker, and Kiistat said that even though they discourage their children in using hashish, they still do.

In Nuuk, the grade ten teacher Hendrik “Indarik” Mørch have had a theme about narcotics in class, where they then went to the town-center to look if they could spot hashish sellers. They could easily, and one of his pupils had told him that one could recognize them, because they always had a cup of coffee in their hand.

In Eastgreenland, hashish was not such a problem. Maybe because of it was hard to get. However, they had a big problem with alcohol, where there are many foster-children, because of that. The principal at Kulusumi Alivarpi, Justina Mørch, said the cause of the big alcohol use was the feeling of being left by the development. That the alcoholics were not bad people, and that they usually do not hide their use.

Several of the informal respondents has been users of the one or both, but they had stopped for several reasons. One had a daughter that he did not want grew up in user home. He wanted to give her safe home, so both he and his wife stopped using. He thought it was hard to stop, because they lost the addict-friends they had. However, when he felt the need to use, he would run in the nature – he was going back to his youth sport – until he did not feel the need anymore. Another ones’ son stopped using hashish when his sister made him stop, by always getting mad at him, when he came home influenced. One day he had asked her if she would help him stop using, and she did. He have not used since. Now he is grown-up and has a child with his girlfriend. Another stopped using because his girlfriend gave him the ultimatum: if he did not stop, she would leave him. From that day on, he never used again. In the beginning, she had not believed him. She was always afraid that when she came home from work, that he would be gone on his drinking trips. He never did. Now they are married for many years.

GOOD LIFE

How one views a “good life” is very subjective. At the beginning of this report, the explanation of the term was “to have a life, where one feels content in their life state by accepting ones history and future”. However, when youth is asked to describe a person with a good life, most says that a person with a good life is educated, has a job, and is happy. Asked the question of how they themselves would reach a good life most says that they would get an education, a job, and a family. See figure 8 for all the description answers and figure 9 for all answers on how to reach a good life.

To talk about what a good life is or to describe a person with a good life is not easy for the majority of the respondents. Six were not able to do it at all. Three of the six were from ASK, so that made me wonder if I, as the interviewer is the reason for those three not able to describe a person with a good life. That I too early have gone to the next question, without having rephrased my question so they could easier could answer. I know that in the end of my research travel could try out some different questions for them to imagine different situations in order to make them come with answers (figure 9).

The majority of the respondent youth's views education as important and a way to reach a good life. Few say that it is imperative. Many say that work and earning is important. Otherwise, it is money and being a good person that has high values (figure 10).

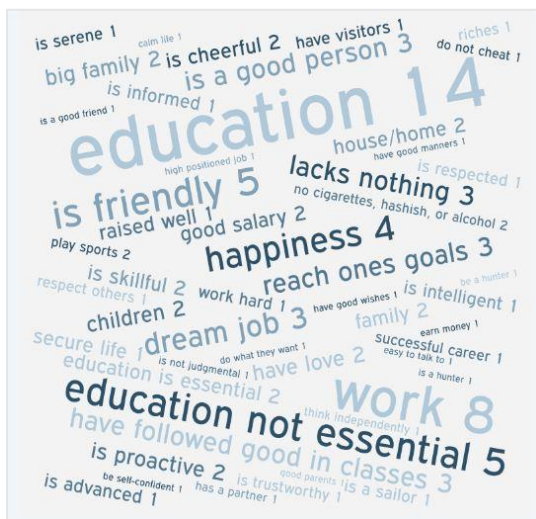


Figure 9: Sum of the description answers about good life with number of times the words are mentioned.



Figure 10: Sum of the answers about how to reach a good life with number of times the words are mentioned.

RESPONDENTS DO

Here, a deeper analysis of respondents' answers will be conducted.

DEVELOPMENT TOOLS

PERSONAL DEVELOPMENT CLASS

It seems that neither the teachers nor the pupils take Personal Development classes in the elementary schools seriously. Thinking of the long list of learning objectives, it does not seem like the class is that effective. According to the Personal Development class learning goals, the youngest levels are supposed to be able to able to:

- express their own wishes and dreams
- describe their own personal qualities, interests, and abilities
- be aware of the conditions that may affect their personal planning

- distinguish between decisions they may take, and decisions that others are responsible for
- understand the importance of setting goals

These then must be the foundations of life-long learning. Whereas, in the oldest level they have to set realistic goals and targets for their further education, professional career and personal planning and has *taken the necessary steps to be realized*, and that they should be aware of that education and career is an ongoing process where the *continuous development of own knowledge and skills* are a necessity.

It seems that many have not learned to take the necessary steps to realize their plans, or – looking at the adults’ answers – that they have learned that continuous development is a necessity. The majority of the respondents seemed insecure when telling about their own wishes and dreams. This does not necessarily mean that they are not able to express themselves, but mean that they have not thought or talked about them with other recently – even though they should have, because they should already have the knowledge of what they wants to do after they leave the elementary school. In order to describe ones’ qualities, interests, and abilities one have to know ones strengths and weaknesses. There were few pupils that seemed not aware of themselves and their abilities. E.g., eighteen-year old Girl20 from Kuummiit who wanted to go to a boarding school in Denmark just after elementary school who did not apply in time, her wish is to go to Piareersarfik to get higher grades, go to gymnasium afterwards, and end up as either business (office) or as a physician. When one is aware of conditions that may affect one’s personal planning, one would not become addicted to alcohol or hashish. Furthermore, it seems that they say they understand the importance in setting goals, but it does not seem that they really understand it. Because they set goals, men they do not realize them. It is similar when they are interviewed. Many times, it seems that they answer the questions in a way they think is the right answer, without actually meaning them. Furthermore, the “importance of setting goals” should be questioned in its totality. If one wants to live the now, and live with what is in ones surroundings, and can support themselves, is it still important to set goals?

In the cases of the school respondents, it seems that Personal Development planning is not prioritized much. These causes the pupils not be aware of the own strengths and weakness and thus not take the planning of their future important.

ACTION PLANS

Looking at Action Plans, several issues needed addressing. First, in the adult answers, there seems to be a conflict between the Action Plans and the realization of them, because none of them has realized them. Either that or it could be that educated people – the ones who have followed the Action Plan - do not go to youth clubs. Another issue is that it seems that the youth create Action Plans about getting an education without ever needing to get the education. E.g., Eighteen-year old Boy19 from Qeqertarsuatsiaat plans on going to the boarding school in Qasigiannugit in order to get higher grades, but wants to end up as a hunter like his uncle. Why does he want to get higher grades? What is he going to use the higher grades for? Asked that question, he could not answer. As with Personal

Development classes, the Action Plans does not seem to be taken seriously, other than in the moment they were created.

It would be interesting to see which locations have the highest completion according to the Action Plans, and to see if there have been derailings to other directions and their causes.

The Action Plans needs one more section where the pupil have to explain where she wants to use their education in the future. E.g., if they want to be a doctor, can they stay in their hometown? As Robert Petersen wrote, the more education, the more certainty that they will not become hunters or fishermen. The higher education they get, the more probability of them not moving to a hamlet.

REASONS FOR NOT TO EXECUTE THE ACTION PLANS

Looking at the respondents' from Qeqertarsuatsiaat and Kuummiit answers, it seems that the respondents have not been passionate about getting the educations. Nobody fought to finish her or his education. The majority of them stopped self-inflicted. Even the three, who did not get into their educations because of their parents, could have done more to make sure they got in. Especially the one, whose father threw his acceptance letter out, could just have gone on to the school. I do not understand how a missing acceptance letter can undo his acceptance. Furthermore, they all have now ages from eighteen to forty-two, they have had a plenty a time to apply again or get another education if they wanted to. It seems that the respondent youth are not interested in getting an education. They just say they do.

SUNNGU.GL

Even though sunngu.gl is the most used website to search information about one's future, it is really lacking on information, and it is not user-friendly as couple of the respondent also mentioned. Furthermore, there is a need of customizing the graphics and the language to the target groups.

IMPLICATIONS

The societal implication of the youth, or the citizens for that matter, not taking the Personal Development classes, Action Plans, or education seriously, thus not being interested in getting an education even though they say they want to, creates an imbalance in the society. Because when the Action Plans say that the youth wants to take education, the government will believe them. That will create snowball of measures to ensure the possibility to take an education. That they are not fighting to get the educations does not mean that they lie when they make Action Plans or apply

"I am sure that the vast majority are actually motivated to get an education, but is slowed in their propulsion of obstacles that we know shared efforts can eliminate or lessen it so much they become manageable."

- Nick Nielsen, Minister for Education, Church, Culture, and Equality

for an education. It just means that at that moment, they really wanted to do that, but when the time came to execute the education, they changed their minds. It seems that they do not know the consequences of their actions. That the government tries to comply the possibility for them to get education: They create educations; they create institutions that will guide you to the right education; they create educational material; they make sure you are paid, while you study; many administrative steps are launched for you to take your chosen education. All these actions cost money and effort. Money and efforts that could have been used in other places. E.g., in the healthcare system, in social work with children, or in other special initiatives that would help someone else. Furthermore, your acceptance might have led to someone else did not get into that specific education.

Because the government believes that its citizens wants a good life – and good life equals education in their minds – they take measurements to ensure each citizen can get an education. They believe in it so much, that they want small children to prepare for education, already in the daycares. That means that they want to get the children out of their parents embrace and into the cold institutions. The government believes that the daycares and schools do better job in preparing the children to a world where education is seen imperative to reach a good life. However, what does a “good life” mean? At the beginning of the report, I wrote the explanation of the word where it meant, “To have a life, where one feels content in their life state by accepting ones history and future.” (own interpretation). This is the goal for the individual citizen. The government “good life” means getting a sovereign state, and thus need everybody to ensure the country’s development towards it (Nielsen 2014).

Looking at the research results here, I would like to question the government reasoning that the citizen’s want education because the Action Plans say so – this is a guess for their reasoning, because I have not seen any other evidence that support the notion that the citizens want to be educated. Of course taken the consideration for not have gotten the full picture of the Action Plans and their realizations, because I actually have not seen the finished Action Plans or have made quantitative analysis of the answers and the realizations of them.

If individual citizens do not want to get an education – of course taken again account for that some of would like to get an education – but if the majority of the individuals do not want to get educated, does that not mean that the society do not want educated people?

If we go back in time, the missionaries started to educate the Greenlanders back in the 1800’s in trying to turn them into the Christianity and thus making them turn their back to their old inuit religion with the shamans and where everything has a soul. Therefore, this is a different reason for educating the Greenlanders. However, it is still a way of controlling them into a direction of their choice. Back then, the missionaries thought that the Greenlandic culture was in the way of the education (Gam, year unknown). It seems, that it is still is.

In the inuit religion, the different beings had different purposes (very ANT-like people). E.g., the oceans mother made humans take care of the nature, the story of Aningaaq and Malena (the story of the moon and the sun) had a morale, and so forth. Everything was connected. Everybody had a purpose,

because if people did not have a purpose, there were no point of living. The ordinary upbringing was "characterized to mutual help and to hunter economical-participation" that lead to respect of the elders (Petersen 1972: 84).

Looking back at the research results, it seems that the youth today do not have any purpose in life, and that is the reason for them to say yes to one thing and then change their minds afterwards. Because nobody told or showed them, what their roles are in society. How would they know? Both their parents are working outside the home, they have teachers who do not speak their language, they take narcotics to have a social connection with others instead of taking care of the family-members and feel being seen up to by smaller children, and they have no role models, because the elders' knowledge is obsolete. With all the possibilities and so many choices to make.

There is no denying that Greenlanders still hold on to many of their traditions like tight family ties and living conditions, but this is without the responsibility of others than themselves. There are still labor division between the woman and the man, but there are now cases of that changing. People are still collecting provision in the summer, but this might only be for the fortunate ones who have their own boats or know others with boats. As the story from Kuummiit showed, the storytelling is still well used. That means that the old Greenlandic culture still is alive, just without the mutual respect.

"Occupation differentiation also results in that a large proportion of the children cannot be brought up the same sense of responsibility towards family members and fellow townsmen." - Petersen 1972: 85)

The implication for this is that the society becomes institutionalized and individualized. The heart-warming, shy, easy to laughter Greenlanders are not one big whole anymore. They become fragmented.

As the case from Tasiilaq shows, Tasiilami Alivarpi is having huge problems because they do not have enough educated staff and because there are so many only-Danish speaking teachers for many only-Greenlandic speaking pupils. Imagine going to school as a pupil where your teacher do not speak your language. He is trying to teach you mathematics. You hear words, but you do not know what they mean. When you then get home, you ask your parent if they could help you with your homework. They cannot either. Either because they the learning book is in another language or because they just cannot understand the dialect used in the book. Once and a while the school tests you, and you fail, because you never were taught the subject you were supposed to know already. How would that make you feel? Yes, there are mentions of violent behaviors. There are mentions of use of narcotics (both alcohol and hashish). You cannot make your homework, because you have not learned how to do them. You do not have responsibilities and there is nothing else to do, and that makes you bored.

Greenland is losing the potential work force, while their Government creates initiatives to promote education as the way to a good life. Did our ancestors not live good lives without education? Yes, the rest of the world is modernizing – whatever that means – but can we stop saying that education is

the only way to good life? Thereby can move forward to make personal development tools that will benefit everybody?

CONCLUSION

In this paper, I have shown the ways the youth's make their life choices with help from their teacher and families. All this to see if the governmental visions fit to the reality of their citizens. I have followed the youth in the road created by the government, but found that it is not the right road to good life. Not for the majority, anyway.

The development tools that are used by the youth are the governmental institutions: Nuiki and the elementary school. The elementary school for the pupils and Nuiki for the hamlet older-youths. At the elementary schools, the pupils take a subject called Personal Development class, where they talk about personal development but also plan their graduation, talk and read about Greenland, the world biology, and many more things that really has nothing to do with personal development. However, the feeling I get is that they do not do much in that subject, because many had hard time remembering what they did in that class. In the Personal Development class, they create Action Plans on what they are planning to do, but none of the older-youth respondents has realized their plans. It seems that the youth do not take planning and executing the plans very seriously. Something they just do, because they have to.

The youth's are consciously influenced by human actors as parents, teachers, family, and friends and by non-human actants as sunngu.gl, boarding schools' websites, and vocational education websites. They majority of the sunngu.gl users said it was a good website, but few said it has some deficiencies. Only one had ever used ug.dk. The respondents are subconsciously influences by their upbringing, culture, language use, schools, travel possibilities, and narcotics.

When the youth were asked to describe a person with a good life, the majority answered that it was a person with an education, a job, or is happy person. When they were asked to do the same for how they would reach a good life themselves they basically answered the same. However, the research showed that there were discrepancy between what they say is important and what they actually do. The majority says that getting education and work is important, but none of the respondents from the hamlets has an education and only few have a job.

The research shows that in all respondent youth plan their future, but there were a difference in the details between the Danish speaking youth and Greenlandic speaking youth. The few Danish speaking respondents were very specific in their future plans, whereas the majority of the respondents just plan the first step – usually to go to a boarding school, and some have an idea of what vocational education they would like to get after the boarding school.

Looking at the schools, the Tasiilami Alivarpi seems to struggle most with violence and need of teachers all the time. Whereas the Kulusumi Alivarpi seems to be very successful with hundred percent attendance in the parent-teacher meetings.

The implications of the youth do not do what they say they want to do, is that the Government thinks that they want to get an education, and thereby start the whole machinery to make the wish come true. That result in the Governmental resources used in the wrong places.

I do not believe that the youth is lying when they say they want to do get an education, but believe it is the product of the dichotomy between the traditional life and the modern/western lifestyle. There is no room for traditional life in the school system copied from the Westerner lifestyle. Nevertheless, the youth are living the traditional (as much one can in these years) life outside school and is trying to get the Western education as the Government is decreeing. The Greenlandic society is being institutionalized and individualized by the government. The children are taken away from their parents/guardians as soon as possible; the government want to get the children to the daycares in order for them to groom them for the Westernized life; the hamlet children are sent to the towns to get the last three grades in the elementary school. The education is used as control of citizens, saying education is the way to good life, but really wants to groom the population to be the workforce to become sovereign state. However, because of the dichotomy, the big part of the population get lost in life, where they do not feel purpose of life, which instead creates loss of potential workforce.

In the end, a little thought: If the government is taking the children away from their parents, is it not stealing?

PERSPECTIVATION

Here I had good inspiration from Karen Littauer's psychological view of Greenlandic people, Suna Christensen's sociological view of education in Greenland with the dichotomy between the traditional and modern/Western way of living – funny she says that the Greenlandic people came from organic to mechanic way of living – opposite of Durkheims terms of development. Furthermore, I was very much inspired by Robert Petersen's view of traditional way of living's transition to modern/western way of living.

Thinking of the government "stealing" the children from their homes – either by wanting them in a daycare before they start the elementary school in order to groom them for schooling, then having them at the elementary school five days of the week, and/or sending the hamlet children to towns when they are just starting on their puberty at thirteen years old – seems so far from the traditional Greenlandic tradition on raising the children as it can come as Suna Christiansen was pointing out. Keeping elementary schools local by making education within subject levels, not age, would be good idea. Kind a like American school system, where pupils go to school and do not have classrooms of their own, but instead have a locker for their books and private stuff, and go to the different subject

classrooms. Then here the teacher would be able to differentiate the teaching according to each pupils' needed level. That way the pupils do not have to leave home-hamlet or town in order to finish the elementary school.

Furthermore, it would be an idea to consolidate the traditional and modern living in education by putting in the Greenlandic culture in all the elementary school subjects. E.g., change the textbook's to make them more suitable for the Greenlandic pupils and put in subjects like hunting, fishing, and how to collect and use Greenlandic plants on land or ocean. This would also differentiate Greenlandic children from the rest of the world. Make them nature specialists, where they of course also learn the basic learnings like mathematics, language, and the other subjects, but just with Greenlandic twist to them all. E.g., in mathematics they can learn about trigonometry with examples of making house roofs and take account of the amount of snow that the roof should hold.

Use the education to unite the population instead of dividing it by including the society members into the schools to get their special knowledges. E.g., the society elders can come in and teach the pupils about fishing, a parent can come and talk about economics in homes, and another youth can come in and talk about what to be careful with using the internet. This way make traditional living a strength instead of weakness. This way the pupils will have other people they look up to as Robert Petersen was talking about was getting lost and dividing the population.

On more practical matters that could be actualized right now is the need to market Piareersarfiit as guidance office on internet, television, and radio, so the youth know they could turn to them when they need guidance. Right now Piareersarfiit are only used as places you apply for education, not for guidance for education or job.

Moreover, to use youth clubs as guidance places instead of just a place where youth come and play games or hangout. That way to have more a purpose with the youth clubs to help the youth to reach their potentials. They could become innovation places where the youth's get ideas on new products using Greenlandic products.

Sunnngu.gl need to be updated toward the different target groups, especially customized to be usable for smart phones, because it is the technology the youth use today.

Educational television and radio should be made, so all the educational levels throughout the country can be risen.

The schools have to prioritize Personal Development class and Action Plans. The Personal Development classes needs to be more specific. The teachers need more tools there. The Action Plans needs to be more customized the youth visually. Maybe include vision boards, so it would be easier to visualize ones future.

Lastly, good internet connection should be available for everybody. Today, only the rich that can afford it. If it became available, the world would be available for everybody in Greenland. Of course, many

bad content would also reach Greenland this way, but the potentials for good results are so much more. Here distance learning could be used much more. Furthermore, to have Greenlandic educational online tools, could be made available as well.

Many things can be done for citizens in Greenland feel valuable. The work of making them feel valuable should start today! When the older citizens feel valuable it would ripple down to the youth as well.

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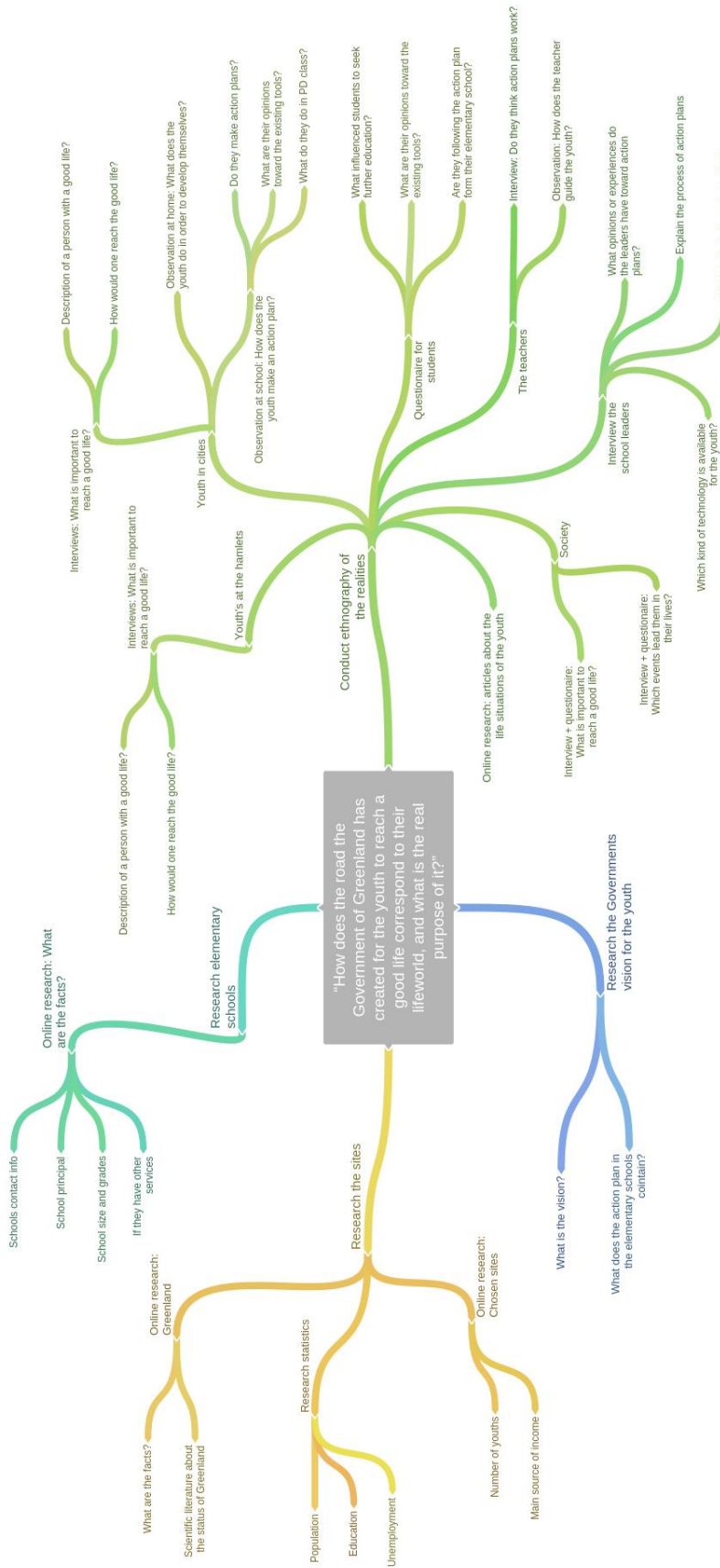
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APPENDIX 1: MINDMAP



APPENDIX 3 : EDUCATIONAL STATISTICS IN GREENLAND

		2004				2009				2014				Difference		M+K		M+K	
		Erhvervs	Bachelor	P-bache	alt	Erhvervs	Bachelor	P-bache	alt	Erhvervs	Bachelor	P-bache	alt	2004/2014	Percent	2004/2014	Percent		
Udd. Erhvervs-bach-by-bygd-andet-2004-2014																			
Mænd	Kommune Kujalleq	390	58	0	7	423	908	451	3	45	499	986	434	5	36	635	1,134	112	26%
	1.Byg	58	0	0	0	73	127	66	0	4	84	137	64	0	3	90	141	17	23%
	2.Byg	8	0	0	0	0	0	14	0	0	0	22	22	0	1	1	0	0	0%
	3.Andre steder	1,048	17	147	1,212	2,570	1,240	22	170	1,432	3,106	1,490	37	212	1,739	3,732	537	43%	
	Kommuneqarfiq Sermersooq	46	0	2	51	86	166	51	0	4	56	94	56	0	5	65	99	14	27%
	2.Byg	2	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0%
	3.Andre steder	461	4	43	508	1,071	524	4	43	571	1,233	605	7	70	662	1,446	174	34%	
	1.By	81	1	4	86	166	88	0	3	89	168	100	0	5	105	195	19	22%	
	2.Byg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
	3.Andre steder	7,16	2	88	786	1,687	760	4	79	843	1,811	834	8	86	928	2,077	142	18%	
	Gaasutsup Kommunia	61	0	15	76	170	66	0	12	78	188	74	0	13	87	215	11	14%	
	2.Byg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
	3.Andre steder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
Udenfor kommunerne	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
1.By	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
2.Byg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
3.Andre steder	9	0	0	9	18	6	0	0	6	15	8	0	0	0	8	15	-1	-17%	
Kvinder																			
Kommune Kujalleq	4,14	5	66	485	428	1	72	499	492	4	103	699	40	0	4	51	114	24%	
1.By	42	0	6	54	36	1	6	53	40	0	4	51	5	0	2	7	-3	-6%	
2.Byg	5	0	1	6	7	0	3	0	0	0	0	0	0	0	0	0	0	0%	
3.Andre steder	979	14	365	1,358	1,170	30	474	1,674	1,322	68	603	1,993	30	0	4	34	635	47%	
Kommuneqarfiq Sermersooq	31	0	2	35	34	0	4	38	0	0	0	0	0	0	0	0	-1	-3%	
2.Byg	2	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0%	
3.Andre steder	469	2	92	563	534	2	126	662	588	9	167	764	76	1	13	90	201	36%	
Gaasutsup Kommunia	62	0	7	69	73	0	6	79	76	1	13	90	0	0	0	0	21	30%	
2.Byg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
3.Andre steder	743	2	156	901	748	5	215	968	848	5	296	1,149	848	5	296	1,149	248	28%	
Gaasutsup Kommunia	67	1	26	94	82	0	28	110	83	0	35	128	0	0	0	0	34	36%	
2.Byg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
3.Andre steder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
Udenfor kommunerne	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
1.By	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
2.Byg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	
3.Andre steder	9	0	0	9	9	0	0	9	7	0	0	7	0	0	0	0	-2		

Kilde: http://bank.stat.gl/pxweb/bag/Greenland/Greenland_UD_UD40/UDXISCPROA.PX7rid=UDXISCPROA02-04-2016%2006.45:22

APPENDIX 4 : CHOSEN SCHOOLS

Of the six elementary schools following two schools were chosen: Atuarfik Samuel Kleinschmidt (ASK) situated in the real part of Nuuk and the private elementary school Nuuk International Friskole (NIF) to be able to compare two school with very different reputations. ASK as a school with not so good reputation and NIF with excellent reputation, but whom is considered to be very Danish. In the beginning of the research Atuarfik Ukaliusaq (USK) was chosen instead of ASK, because of its bad reputation. However, the principal Karno Lynge did not want her school to participate, because – as she said – there were so many conducting research in her school already. She asked me to ask another school in Nuuk. When asked for names of the other researchers, because they may be usable for this project, she just said that it was researchers like me. In the end, instead of researching USK, ASK were chosen, because it is not far from USK, and has similar reputation today.

ATUARFIK SAMUEL KLEINSCHMIDT

I could not find any numbers from the school.

According to the schools year report the schools placement is in an area that is general worn down and has social problems, which make it a challenge for the teacher staff group in both the teaching and in the recesses. According to the school's year report, it is a problem because "Børn kan ikke tage fri fra deres problemer." (ASK skolebestyrelsens årsberetning for skoleår 14-15: 2), which translates that children cannot TAKE FRI from their problems. ASK ønsker at løfte denne opgave, men efterlyser en mere samlet indsats, der går på tværs af skoler og forvaltninger. Og i den forbindelse må vi understrege at besparelser ikke rammer ens. Man må se på det område der bespares og overveje hvor hårdt dette sparetiltag rammer. Skolebestyrelsen har noteret sig, at kommunalbestyrelsen er optaget af at skabe vækst i kommunen. I den forbindelse skal vi understrege at vækst bedst skabes gennem forbedring af mulighederne for vores børn og at et løft på skoleområdet vil være en garanti for fremtidig vækst."

Information is from the school year report 2014-2015.

NUUK INTERNATIONALE FRISKOLE

I could not find any information about the school online.

ATUARFIK TUIISQAQ, PAAMIUT

Has 10 classes with 198 students from grade 1 to 10.

The way they guide the youth is by having grade 8 – 10 students/parents meetings, having information evenings about education, and having interdisciplinary meetings.

They have problem with the buildings are old and need renovation. They don't have playground. Their computers are old and they have a bad internet connection

Information is from the school year report 2014-2015.

TASIILAQ

Has 22 classes with 483 students from grade 1 to 10.

They have problem with old buildings that need renovation. They have problem with the internet or sometimes with the phone connection. Even if they have connection it can sometimes take up to one hour to log in to the internet.

They have problem to find spaces to newcomers. Because they don't have the space, they make too big classes. In addition, they have trouble keeping teachers.

The way they are trying to get better school, are that they have a resting room with a "school fairy" who helps the children who needs to rest or have help in someways. In addition they have "AKT" guidance, where they try to guide everywhere in order to get a good atmosphere in the school.

"Dertil kommer så at den overvejende del af de uddannede lærerne er fremmedsprogede og ikke kan undervise på grønlandsk. Eleverne har derfor reelt kun fået 20% af den undervisning som de har krav på." Kommuneqarfiq Sermersooq 2015 "Kvalitets-rapport for skoler i skoleåret 2014-2015 - Tasiilami Alivarpi"

Around half of the teachers are Danish speaking which is a problem, because they need an interpreter, which they haven't had this year.

Information is from the school year report 2014-2015.

APPENDIX 5 : INTERVIEW PLAN

Min perfekte forskningsrejse skal se sådan ud:

1. Nuuk
 - a. Mødes med ildsjæle indenfor udvikling af børn. Så kan jeg gennemgå mine spørgsmål til de forskellige folk, så vi kan finpudse dem.
2. Qeqertarsuatsiaat (Bymøde)?
 - a. Ankommer tirsdag kl. 16.30
 - b. Følge med i livet i bygden og interviewe nogle beboere om hvorfor de bor der og hvad et "godt liv" er for dem og hvordan man opnår den. Derudover, høre hvad der har bevirket, at de er der, hvor de er i dag.
 - c. Rejser torsdag kl. 22.30
3. Nuuk
 - a. Ankommer fredag kl. 7
 - b. Interviewe én fra Uddannelsesdirektoratet for at få besvaret spørgsmålet om hvordan lovgivningen indenfor handlingsplaner bliver til.
 - c. Interviewe én fra Center for National Vejledning for at få besvaret spørgsmålet om deres arbejde for at få realiseret lovgivningen om handlingsplaner og planlægningen af resten af turen/undersøgelsen.
 - d. Møde med én fra den arbejdsgruppe, der skal forbedre livet for børn i Tasiilaq. Så jeg ved hvad der er planlagt i Tasiilaq ang. børn.
 - e. Møde med Aviāja Lyng fra MIO – hun planlægger at tage til Tasiilaq i år i forbindelse med hendes job som børnetalsmand.
 - f. Udføre etnografi i skoler – ved ikke hvilke endnu – måske USK (den mest berøgtede i byen) og friskolen (hvor der er forældrebetaling).
 - i. Interviewe skoleledere om deres erfaringer og tanker omkring handlingsplaner.
 - ii. Observere lærere der arbejder med handlingsplaner, så jeg kan se, hvordan de vejleder.
 - iii. Observere elever, når de laver handlingsplaner og forstå, hvad de synes om de eksisterende værktøjer.
 - iv. Lave fokusgruppe med elever for at forstå, hvad et "godt" liv er for dem og hvad hvilke værktøjer de ønsker.
 - g. Måske mødes med ildsjælene igen.
 - h. Rejser onsdag kl. 8.15
4. Paamiut
 - a. Ankommer onsdag kl. 9
 - b. Udføre etnografi i skolen – som i Nuuk.
 - c. Rejser fredag kl. 7.35
5. Nuuk
 - a. Ankommer fredag kl. 8.20
 - b. Rejser lørdag kl. 14.05
6. Tasiilaq:
 - a. Ankommer lørdag kl. 16.10
 - b. Udføre etnografi i skolen – som i Nuuk.
 - c. Rejser tirsdag kl. 7.10
7. (bygd ved Tasiilaq)
 - a. Interviewe nogle beboere om hvorfor de bor der og hvad et "godt liv" er for dem og hvordan man opnår den. Derudover, høre hvad der har bevirket, at de er der, hvor de er i dag.
8. Tage tilbage til Danmark igennem Island

APPENDIX 6 : INTERVIEW DOCUMENTS

KISTA

ORIENTERENDE TEKST

Interview

Velkomst

Velkommen, Mit navn er Kistaraj, og jeg er kandidatstuderende på tekno-antropologi i Aalborg Universitet København, og jeg vil guide dig igennem dette interview.

Som baggrundsinformation om projektet, kan jeg fortælle dig, at jeg laver dette projekt alene, men i tæt samarbejde med bl.a. Center for National Vejledning, som vejleder alle vejledere af unge.

Jeg vil gøre det klart med det samme, at jeg laver undersøgelsen om vejledning af unge om deres fremtidsplaner - ikke dig personligt. Du kan ikke lave fejl her. Der er ikke noget der hedder korrekt eller forkert svar. Så du skal bare svare som det passer dig.

Jeg vil gerne høre, hvad du tænker. Så du skal ikke være bange for at sige min eller andres følelser. Jeg vil bare gerne høre, at du er ærlig.

Jeg kommer til at skrive noter, mens vi snakker, og hvis jeg må, vil jeg gerne indspille samtalen, så jeg kan misser noget vigtigt i samtalen.

Hvis du har spørgsmål, skal du bare spørge.

Samtykkeerklæringen

Det tørste jeg vil have, du gør, er at hese samtykkeerklæringen. Hvis du accepterer betingelserne, skal du sætte kryds ved det. Hvis du accepterer, at vi indspiller interviewet - sæt kryds ved det også, og til sidst, underskriv.

Baggrundsinformation

For selve interviewet skal du udfylde dette spørgeskema om din baggrund. Det er for at bedre forstå dig.

Interview om vejledning af unge

Nu kommer vi til selve interviewet, hvor jeg vil høre om dit arbejde med at vejlede unge. Og jeg skal gemme, at undersøgelsen ikke omhandler dig personligt. Og at der ikke er noget der hedder forkert svar. Hvis du ikke forstår et spørgsmål, skal du bare spørge.

Post-test questions

Interviewet er slut. Er der nogen du gerne vil tilføje? Noget der kunne være vigtigt i valten om personlig udviklingsplaner. Noget som jeg måske har overset?

KISTA

SAMTYKKE-ERKLÆRING

Kvalitativ interview / observation

Interviews/ observationens formål

Formålet er at undersøge undersøgelse om den grønlandske regerings formål med lovgivningen med handlingsplaner i folkeskolerne passer overens med realiteterne. Den bliver lavet i forbindelse med hovedprojekt på kandidat i Tekno-Antropologi uddannelsen i Aalborg Universitet København.

Den bliver lavet i forbindelse med hovedprojekt på kandidat i Tekno-Antropologi uddannelsen i Aalborg Universitet København.

Hvad der skal ske

Interview/observationen er planlagt således:

- Underskrivelse af samtykke-erklæringen.
- Udfyldelse af spørgeskema om dig.
- Selve interviewet / observationen.

Frivillighed og deltagelse

Din deltagelse er frivillig. Under interviewet kan du undlade at besvare visse spørgsmål eller helt afbryde interviewet.

Jeg ønsker at deltage i denne undersøgelse.

Jeg accepterer, at interviewet bliver indspillet.

SAMTYKKE	
Formavn og efternavn	
Dato	Signatur



AKUERSISSUT

Pitsaassutisimut apeqqarissaarneq / malinnaaneq

Tunuliaqut
 Pitsaassutisimut apeqqarissaarneq / malinnaane-
 rup tunuliaqutiga missussallugu naalakkersuut
 inuitut ineriartorniarhuk pilersaartarminnut
 meeqqat atuarfimi meeqqat sunissaminut pilersa-
 arsiortarissaannut inatsisilaasa piviusunut pi-
 eqqunnersoq.
 Sullaaq Aalborg Universitet Københavnimi Tek-
 no-Antropologit kandidatimqormiarminnut ata-
 voq.

Susoqassaanersoq
 Apeqqarissaarneq / malinnaaneq imak ingerlanne-
 qassaaq:

- Akuersissumik astiorneq
- Tunuliaqutimik immeruineq
- Apeqqarissaarneq / malinnaaneq

Mississuinermi uani ilaarusun-
 punqa.

Immitussimissaq akueraraa.

AKUERSINEQ	
Ataq naaggallu	
Ulloq	Astiorneq



SAMTYKKE-ERKLÆRING

Kvalitativt interview / observation

Interviewets / observationens formål
 Brug af informationer
 Formålet er, at undersøge om den grøn-
 landske regerings formål med lovgivningen med
 til analyse af hvordan de unge i Gronland har det
 med personlig udviklingsplanlægning og hvordan
 man realiserer den grønlandske regerings formål
 med realiteterne.
 Den bliver lavet i forbindelse med hovedprojekt på
 kandidat i Tekno-Antropologi uddannelsen i Aal-
 borg Universitet København.

Hvad der skal ske
 Interviewet / observationen er planlagt således:

- Underskrivelse af samtykke-erklæringen.
- Udfyldelse af spørgeskema om dfg.
- Selve interviewet / observationen.

Jeg ønsker at deltage i denne
 undersøgelse.

Jeg accepterer, at interviewet bliver
 indspillet.

SAMTYKKE	
Fornavn og efternavn	
Dato	Signatur

ILAAASUP TUNULLAQUTAI/ DELTAGER BAGGRUND

Kinaarsuut paasilharusullugu inumut tunullaqutit Tili undersøgelsen har jeg brug for din baggrundsinformationer, så jeg kan få bedre forståelse af, hvem du er, påseersuppakka.

Aftaveqaqiti/kontakt informationer	
Aitir naagatillu/Navn efternavn	Oqarasuaatipitit normua/Telefonnr.
Emailit/ Email	
Tunullaqutitit paasisuutissat	
1. Suiassuseq (krydsalerik)/Kon (sat kryds)	2. Ukuutit/ Alder
Nukappiaraq <input type="checkbox"/>	
Nivarsiaraq <input type="checkbox"/>	
3. Auarfikkit aqqa/ Skolens navn	4. Khasip qaffasisusia/ Klassestin
5. Inungorfrit/ Fødeby	6. Angajoqaappit illoqarfia/ Forældrenes by
7. Oqaasit sapinngisaat/ Dine spørgsmål	
7. Internetimut ataveqaatit (adallit krydsalesimaaqutit)/Internet forbindelse (du kan sætte flere kryds)	
Mohiit/ Mobil <input type="checkbox"/>	Qarasusaq/Computer <input type="checkbox"/>
Tablet <input type="checkbox"/>	
Alla (aligak)/Andet (skriv)	
Internetserinaannanglanga/ Har ingen internet-forbindelse <input type="checkbox"/>	
Isumaqutigissut (indsættelse af svar)	
Ullaq/ Dato	Piffissaq/ Tid
	Sumiiffik/ Sted

ILAAASUP TUNULLAQUTAI/ DELTAGER BAGGRUND

Kinaarsuut paasilharusullugu inumut tunullaqutit Tili undersøgelsen har jeg brug for din baggrundsinformationer, så jeg kan få bedre forståelse af, hvem du er, påseersuppakka.

Aftaveqaqiti/kontakt informationer	
Aitir naagatillu/Navn efternavn	Oqarasuaatipitit normua/Telefonnr.
Emailit/ Email	
Tunullaqutitit paasisuutissat	
1. Suiassuseq (krydsalerik)/Kon (sat kryds)	2. Ukuutit/ Alder
Nukappiaraq <input type="checkbox"/>	
Nivarsiaraq <input type="checkbox"/>	
3. Inungorfrit/ Fødeby	4. Angajoqaappit illoqarfia/ Forældrenes by
5. Maeqqat auarfikkit aqqa/ Folkeskolens navn	6. Ilinniagarimasat qaffasisimaaqutit/ Itojesto uddannelselse
7. Massakkut suliffit/ Dik job	7. Massakkut illoqarfir/ Din nuværende by
7. Oqaasit sapinngisaat/ Dine spørgsmål	
8. Internetimut ataveqaatit (adallit krydsalesimaaqutit)/Internet forbindelse (du kan sætte flere kryds)	
Mohiit/ Mobil <input type="checkbox"/>	Qarasusaq/Computer <input type="checkbox"/>
Tablet <input type="checkbox"/>	
Alla (aligak)/Andet (skriv)	
Internetserinaannanglanga/ Har ingen internet-forbindelse <input type="checkbox"/>	
Isumaqutigissut (indsættelse af svar)	
Ullaq/ Dato	Piffissaq/ Tid
	Sumiiffik/ Sted

INTERVIEW

Respondent
Young adults in hamlets

Theme	Question	Probe for
Reason for coming back from city	Howfar kom du tilbage hertil for at bo?	<ul style="list-style-type: none"> Did you finish the elementary school?
Action plans	Hvordan har du lavet din handlingsplan? Hvad er din personlig mening om at man skal lave handlingsplaner?	<ul style="list-style-type: none"> Rækkefølgen Hvad vil du sige, er den største udfordring?
'Tools	Kender du til - Paaersarfut - Ploosaavik? - sunngu.gl - ug.dk?	<ul style="list-style-type: none"> Hvis ja: Hvorfor du kender dem? Har du brugt dem før? Hvis noget kan forbedres, hvad kunne det være? Hvad mangler der?
Other kinds of tools	Hvem eller hvad henvender du dig til, når du vil undersøge, hvad dine muligheder for fremtiden er?	<ul style="list-style-type: none"> Forældre, lærere eller andre.
Good life	Hvad er definitionen af et godt liv for dig?	<ul style="list-style-type: none"> Hvordan opnår man et godt liv?

INTERVIEW

Respondent
Youth at school

Theme	Question	Probe for
Personal development classes	Hvad plejer I at lave i Personlig Udviklingsstimerne?	
Action plans	Hvordan har du lavet din handlingsplan?	<ul style="list-style-type: none"> Rækkefølgen Hvad vil du sige, er den største udfordring?
'Tools	Hvad er din personlig mening om at man skal lave handlingsplaner? Kender du til - Paaersarfut - Ploosaavik? - sunngu.gl - ug.dk?	<ul style="list-style-type: none"> Hvis ja: Hvorfor du kender dem? Har du brugt dem før? Hvis noget kan forbedres, hvad kunne det være? Hvad mangler der?
Other kinds of tools	Hvem eller hvad henvender du dig til, når du vil undersøge, hvad dine muligheder for fremtiden er?	<ul style="list-style-type: none"> Forældre, lærere eller andre.
Good life	Hvad er definitionen af et godt liv for dig?	<ul style="list-style-type: none"> Hvordan opnår man et godt liv?

Rejseplan PSP2 2016

Mandag 25/4:	København – Nuuk	Air Greenland	1 overnatning i Nuuk
Tirsdag 26/4: 9.00-16.30	Nuuk – Qeqertarsuatsiaat	AUL	2 overnatninger i Qeqertarsuatsiaat
Torsdag 28/4: 22.30-7.00	Qeqertarsuatsiaat – Nuuk	AUL	Nattur, men 5 overnatninger i Nuuk.
Onsdag 4/5: 8.15-9.00	Nuuk – Paamiut	Air Greenland	2 overnatninger i Paamiut.
Fredag 6/5: 7.35-8.20	Paamiut – Nuuk	Air Greenland	1 overnatning i Nuuk
Lørdag 7/5: 14.05-15.45	Nuuk – Kulusuk	Air Greenland	-
Lørdag 7/5: 15.00-16.10	Kulusuk – Tasiilaq	Air Greenland	3 overnatninger i Tasiilaq
Tirsdag 10/5: 7.10-7.30	Tasiilaq – Kuummiut	Air Greenland	2 overnatninger i Kuummiut
Torsdag 12/5: 16.00-16.20	Kuummiut – Tasiilaq	Air Greenland	2 overnatninger i Tasiilaq
Lørdag 14/5: 11.10-11.20	Tasiilaq – Kulusuk	Air Greenland	-
Lørdag 14/5: 12.35-16.25	Kulusuk – Reykjavik	Air Iceland	-
Søndag 15/5: 1.00-6.00	Keflavik – København	Icelandair	Nattur

Det betyder, at jeg er i:

- Nuuk 25.-26. april + 29. april – 4. maj
- Qeqertarsuatsiaat 26. – 28. april
- Paamiut 4. – 6. maj
- Tasiilaq 7. – 10. maj + 12. – 14. maj
- Kuummiut 10. – 12. maj

APPENDIX 8 : APPOINTMENT SCHEDULE

Date	Time	Appointment	With	Price	Payed by
25/04/2016	Mon	09.15 - 09.55 14.10 - 15.45	Home - Copenhagen Copenhagen - Kangerlussuaq Kangerlussuaq - Nuuk Nuuk accommodation	Air Greenland Air Greenland Anaana	USF USF USF
26/04/2016	Tues	09.00 - 16.30	Nuuk - Qeqertarsuaatsiaat Qeqertarsuaatsiaat accommodation	AUL Kommunekontorets inkvartering: Toni B. Lyngø	USF 800 USF
		19.00 - 23.00	Meet the 16-20 year olds at the Club	Inniki B. Johnsen	
28/04/2016	Thurs	22.30 - 07.00	Qeqertarsuaatsiaat - Nuuk	AUL	CHANGED
29/04/2016	Fri	06.00 - 14.00	Qeqertarsuaatsiaat - Nuuk Nuuk accommodation	AUL anaana	USF
02/03/2016	Mon	09.00 - 10.00 10.30 - 12.00	Center for National Vejledning ASK	Kistara Vahl + Ane Karina Poulsen Teacher Karoline Pedersen + ?	
		14.00 - 13.00	Mayor of Municipality of Sermersooq	Asil Chemnitz Narup	
03/04/2016	Tues	08.00 - 10.00 09.00 - 12.00	ASK Nuuk International Friskole	Henrik Mørch Ny skoleleder	
04/05/2016	Wedn	08.15 - 09.00	Nuuk - Paamiut	Air Greenland	USF
			Paamiut accommodation	Mittarfearfiit	700 USF
		10.00 - 13.00	Atuarfik Tuilisaq	Principal	
06/05/2016	Fri	07.35 - 08.20	Paamiut - Nuuk Nuuk accommodation	Air Greenland anaana	USF
07/05/2016	Sat	14.05 - 15.45 08.00 - 09.35 16.00 - 16.10 10.45 - 11.00	Nuuk - Kulusuk Kulusuk - Tasillaq	Air Greenland Air Greenland	CHANGED CHANGED
					USF USF

09/05/2016	Mon	07.45 - 12.00	Tasilaq accommodation Tasilami alivarpí	Lydia Kuitse/Piareersarfik Tasilaq Principal Lars Fomsgaard	0	USF
10/05/2016	Tues	07.10 - 07.30	Tasilaq - Kuummiit Kuummiit accommodation	Air Greenland Saime Mathiasen/Management for Construction & Environment	?	USF 400 USF
		19.00 - 22.00	Kuummiit youth club			
12/05/2016	Thurs	16.00 - 16.20	Kuummiut - Tasilaq Tasilaq accommodation	Air Greenland Lydia Kuitse/Piareersarfik Tasilaq	?	USF
14/05/2016	Sat	11.10 - 11.20 12.35 - 16.25	Tasilaq - Kulusuk Kulusuk - Reykjavik Reykjavik - Keflavik	Air Greenland Air Iceland ?	?	USF USF
15/05/2016	Sun	01.00 - 06.00	Keflavik - Copenhagen	Ioelandair	?	USF
						1900

APPENDIX 9 : JOURNAL

MONDAY 160426

Just before five in the morning Palle drew me to Kastrup Airport. It was a beautiful sunny morning on Funen with no troubles on the road until few kilometers from Køge. There were road work around the merging before Køge which caused a traffic jam. The reason why we were around half an hour late than scheduled. Anyway, Palle dropped me off by the "Kiss and drop" by the airport, and I went straight to check in, where there were a queue. I checked in and went through security without any problems. They accepted my 21 kg luggage. I then went to my gate – B15, the farthest away gate on the gate B, where I sat and talked to a couple of Greenlandic women, whom I knew one. Then we went onboard ten to nine on the Portuguese airplane, whom Air Greenland had rented, because their own were getting fixed.

I sat beside an older Danish male architect, who were traveling to Nuuk in order to look at the oldest houses there – especially Hans Egede's house in the Colony Harbour. The flight was four and half an hour. It was amazing to see the spiky mountains on East Greenland and the more flat mountains on East. The Portuguese pilot did not have trouble landing in Kangerlussuaq at nine forty-five. The weather was beautiful sunny fifteen degrees Celsius, so I bought some tea and went outside and sat by Aviaja. She is a lawyer from Nuuk whom I knew because of our daughters used to be classmates and friends. Later I sat with a psychiatrist Karen Marie which whom I knew barely only by having seen her before in my hometown Nuuk. Once and a while we talked to other Greenlandic women who sat beside us. I talked to Karen Marie about my project, and she told me that she had written her Ph.D. dissertation couple of years ago, but hadn't hand it in yet. She had written about 3rd graders in Greenland. Furthermore, she told me about social workers who makes horrific mistakes, because they have so many cases. There were cases where molested children who were sent back to their moms who had been sentenced for molesting their children.

At ten to two PM, I went onboard on the smaller Air Greenland airplane flying to Maniitsoq Airport which is just by the ocean, because the flight were scheduled to have a twenty minutes stop there. Me and another women were the only ones flying onboard again, so it ended with we were talking and laughing with each other on the rest of the trip – even though there were full air plane again to Nuuk.

Arriving at Nuuk Airport, I said goodbye to my newfound friend, and went my mother and two sisters, who were waiting for me there. After I got my luggage, we went to my mother's small house where I grew up, where I was supposed to stay. We got tea and some Greenlandic cake (similar to raisin cake with pearl sugar on top) and caught up. We were later supplemented by two of my nieces, a boyfriend of one of them, a nephew, and my nieces four year old daughter. We ate dinner made by my mom: A cod and halibut made in the oven on vegetables with rice and sauce. Moreover, supplemented by one of my best friends Inuna, where we again had some tea, coffee, and cake. Inuna is a teacher at

the trade school in Nuuk, so I had sparred with her when I made the questions for the young. She had her last comments with her, so revised my questions.

Around nine PM all the guests went home, and it was only me and my mother. We sat and talked a bit and I went to sleep on her couch.

TUESDAY 160426

I woke up very early because of the time difference, but lay on the sofa until around six where my mother also got up. We prepared my bag for my and we ate breakfast: White bread with some cheese or liver paté with some tea. Then we stopped by the superstore where we bought some food for my travel, because I was told by Inniki that the store would be closed upon my arrival.

I then sailed with Sarfak Iltuk – coastal passenger ship – at nine AM. I was assigned a sleeping cod in an open room with five other cods. In the ship I met a young girl whom I recognized, but did not remember where from. It turned out to be my sister's old neighbor's daughter, who is now in her twenties. I went to the dining room and sat and read a bit of my science fiction book. There were some other passengers, who talked about fishing, and about what they should have done in their younger days.

I then went and look a bit around in the ship and then went to the common room in the back of the ship to work on my project. Afterwards I slept in my cod in order to be fresh in the evening. I love the gentle rocking of the ship that makes me sleep.

Just before the ship arrived, I went outside to the deck. Here a younger Greenlandic man almost ran into me, where he said "undskyld" to me, as if I was a Danish. The ship arrived in Qeqertarsuaat harbor around 3.45 PM. The hamlet was small with narrow cement brick roads and colorful houses. There were around thirty people waiting by the harbor. Some with ATV's, which seem to be transports instead of cars. When I got off the ship, a woman approached me. It was Rosine, the senior assistant at Qeqertarsuaat. She greeted me, and said she was there to lead me to my accommodation. We walked around 200 meters while we talked, until we came to the two-story accommodation, which is a red house by a half frozen lake.

The house seemed newly renovated with two bedrooms, kitchen, small toilet with shower, and a dining room on the first floor, and with small steep staircase leading to the first floor with one bedroom and a living room with radio, and television along with DVD and VHS players. I chose the first bedroom with single bed, bedside table with a lamp, dressing storage, and a television for myself.

Because I still had couple of hours before I had to go to the youth club, I got my bed ready, brewed some tea and ate dinner. Looking in the electric kettle, I was amazed how clean it was – no calcium residue! And beautiful colored tea – not the almost black tea, but beautiful golden dark brown.

Just before seven PM, I walk out to go to the youth club. Instead of going directly there, I walked a bit to the left to see the view over the city and the ocean. There I met a woman who sat by a bench, which I greeted and told her that I wanted to see the view. I did not expect her reply. She told me that she recognized me, because we had gone in the same class when we went to the eleventh grade in the elementary school – eleventh grade does not exist anymore. I did not recognize her at all. I still do not remember her. Anyway. Her name is Maria and she studied to become social worker, but was now working at the laundry house. She liked the calmness of the hamlet, but she told me that narcotics (hashish) were a huge problem in the hamlet.

I then went around hundred meters to another red building – the youth club that is by the church. When I went inside, I saw that I needed to take off my boots before entering further. Which I did. I did not see anybody, but I could hear television going on upstairs, so I went upstairs. In the first room, I saw a grown man sitting there watching the television. He greeted me when I went inside. His name was Ado and was 63 year old. He worked at the youth club in the evening but worked as municipality bailiff during the day. Inniki, the club worker I talked to on the phone had not informed him that I was coming. Therefore, I told him my business, and he welcomed me to do it. He told me that the youth coming in the evening was the ones who had had church confirmation, and I could ask the ones coming this evening. He told me that during the wintertime, the club was usually full of youth, but when the light and warmer weather came, they usually disappeared. Many went fishing for lumpfish.

Ado told me also that narcotics (hashish) were a big problem. He himself was a former user of hash and alcohol with his wife. However, they both had stopped many years ago, and was now a very opposed for used. The reason for him to stop was his daughter, which he wanted to grow up in a stable home. He told me that it was very hard to lose friends when they became sober. Nevertheless, his teenage sons used, even though he had told them, that it was bad for them. He told me that when he stopped using, he used to run in the nature until he felt better. He used to be very athletic in his young days, so he started running again.

He usually goes reindeer hunting when it is season, where they fill two freezers, so they have meat for winter. However, they usually ate all of them around Christmas time. He has had two aneurysms, so he did not do it much anymore. His sons provided them with reindeer meat now, even though he had shot one last season, which made him very happy.

Around eight o'clock three young men came and said hi and to get controllers for a PlayStation. They went downstairs where there were a gaming room. After about an hour, I went downstairs to them, to ask if I could interview them. One agreed, so we went to the office to interview him. He was almost 16 years old, but would not have me audio recording him. Therefore, I took only notes. The interview took around 25 minutes. When we went downstairs again, I asked the other two to interview them, but they did not want to participate.

During the evening two brothers came – one 26 year old and 23 year old birthday child. They stayed downstairs and played loud techno and Greenlandic rap music. They did not want to participate either.

Later two young women came to the television room – separately. They too did not want to participate. Nevertheless, one of them I talked to right there. She was 26 year old with a one-year-old child, who now was at home with her parents, where she lived. She have not finished elementary school, because of several reasons. First was that she did not start elementary school before she was ten, because she lived with her "ittu" (grandfather) and he raised her as a hunter. Therefore, when she started, she had hard time following the courses. Furthermore, when she went to Nuuk to take the last three years of elementary school, she usually went back home around Christmas and not finishing the year, because she missed her Ittu som much. Her Ittu died years ago, so she now live with her parents, and was a staying home mom. She could speak a bit Danish. Which was not the case of the other young woman.

Many of the youngsters coming in where related somehow and with Ado. One of them, agreed to come back the day after to be interviewed.

Around 10.30 noon, when the sun was on the horizon, I went back to the house I am staying.

WEDNESDAY 160427

I got up around 8 AM, where the sun was just behind the clouds. I ate my müsli breakfast and started working on my project. Around 1 PM I went out and went sightseeing in the hamlet. I went to the smaller boat harbor, where some children laying on some equipment and enjoyed the sun. The store Pilersuisoq was there also, so I went in and shopped. The store was not big but had everything in it: everything from foods, cutlery, and fishing equipment's. I met Maria by the store and walked with her to the Municipality office where Rosine worked. Maria walked further to go back to work.

I talked to Rosine, who was alone in the office that day, because her superior Toni still was home sick. She told me that she just started working there in March. However, she had worked there many years before. She left it back then, because she started as a teacher at the elementary school. Now she worked only in the opening hours 10 AM to 2 PM, but the plan is that she will become full time worker when Toni stopped soon. She was a bit worried about using the computer, because she wasn't used to work on it. She let me go look around in the small municipality building. There were a kayak skeleton on display in the meeting room. In addition, she told me that there were "kaffisortitsisut" in town that day – private open houses for the population to celebrate birthdays. She told me to go to one, because when they have "kaffisortitsisut" the door was open for everybody. However, I was too shy to go by myself.

While I was there the time became 2 PM, so I went outside with her. We said our goodbyes and I walked further going sightseeing on the narrow brick covered roads. The hamlet people did not have cars, but several had ATV's which went by once and a while and excavator. I walked to the end of the road and walked back. Outside some of the houses were reindeer heads with visors. One had mux ox heads. On the way back, I talked a bit with an elderly woman who was cleaning the outside of her house. I recognized her from the ship. She arrived from Nuuk with the same ship. She talked about

that she had been in Nuuk visiting her grandchild. She loved becoming old, she said. When I walked further, I met another old woman sitting by a bench by the road. She told me that she was widowed in the beginning of April. She and her husband had been together for 50 years. She told me, that she cried a lot still. It was very hard. She was tearing when she told me this. When I walked further, I met a 43-year-old woman, Kistat, with her 18 year old daughter. She was the one who had mux ox head outside her house. She was originally from Paamiut, but her husband was from Qeqertarsiaat. She had become in love with the place since she moved there many years ago. She told me, that she hadn't finished high school because she became pregnant as 16 year old. She had too late discovered that she was 5 months pregnant. However, she never regretted the baby. Now she had three children and a grandchild. She wanted her children to get education, but she says that they don't want to leave her. Especially after she have had blood cloth. Her oldest, a son, used to use hashish a lot. Her and her husband are not users, so they had talked about how to make him stop. However, her husband had said that they shouldn't involve them because they were afraid of making him take more. Nevertheless, their daughter wouldn't accept her brothers use, so she had gotten mad every time she could see he had used, and ordered him away, because she couldn't look at him like that. Therefore, their son had one day asked his sister to help him stop. Which made him stop. Now he lives in Nuuk and has a child. She told me that she wanted her daughter to be interviewed by me, so she would ask her to come by the youth club in the evening. By this time, Kistat had sad down by the bench and smoked her own made cigarettes. While we talked, the widower came and sat by her. They talked about different things. They told me that the women played mini-bingo for money. That the men weren't happy about it. Kistat have had a bad experience that morning, because Maria had talked to her in a very bad way. Kistat had cried, but now she felt better. She didn't understand why Maria acted like that toward her. We were there until around 3.30 PM. People went by – children to older people. They all greeted with a "hej" (Danish "hi"), which I find a bit funny, because I usually greet Greenlandic people with an "aluu". I'm not sure if it is common or because they think of me as Danish.

Kistat went into her house saying that she needed to roll new cigarettes before people came, and the old woman went after her, because she didn't want to be alone.

I went back to the house and ate and relaxed until I needed to go to the youth club. Usually I cannot sleep during the day, but I slept there, and felt like I could have slept much longer.

Around 7 PM, I went to the youth club. Ado was on his usually spot: watching big television on the first floor. I sad by him and watched the Greenlandic national handball game. While we were there, several youth came and watched the game with us. I then took my chance and asked the different youth to interview them. Three of them agreed to attend, but especially the girls didn't want to be interviewed. They seemed very shy – more than the boys, who also seemed shy.

THURSDAY 160428

The day started as yesterday, except that Royal Arctic Line called me to tell me, that the ship was late, and I could not go before tomorrow 6 AM. That means that I will miss a working day in Nuuk.

Around 1 PM, I went out to take a walk. I went to the store, where there were several people outside. They were watching a Targa boat who were about to sail out. Later I found out it was the boat from the Ruby mine not long from Qeqertarsuatsiaat that sailed to Nuuk every Thursday, and usually people from Qeqertarsuatsiaat could sail along with no charge, as long they contacted them before time.

There I talked to a young 20 old woman, who was with an almost a year old baby – she was with another young woman with a year old child too. She told me that she originally was from Maniitsoq. She came to Qeqertarsuatsiaat with her parents three years ago, when her mother got a job there. Her parents were considering moving to Nuuk, and she was considering moving with them again.

On my way back to the house, an old man called on me saying that he had heard that I was Amalie and Vittus's daughter – pointing at the other man sitting with him on the bench by a house. I went to them. It was "Munni". An old friend of my parents, and actually one of the passengers on my way to Qeqertarsuatsiaat. He was a retired catechist. He had many stories of their youth. Furthermore, he thought that my mom was amazing because she still worked as a catechist as an old woman (she is 78 years old). He talked about when they were young "the lazy ones wouldn't get fed up" ("eqiasuttut qaarsillartinneqarneq ajorput"), but today's young had full stomachs without having to do anything. He thought it as a problem. He also said that narcotics and alcohol was a huge problem in the hamlet. The other man left, when his friends came by. Munni and I talked further until his wife – the woman I that cleaned the outside of her home yesterday - came by. He introduced me, and she said, if she had known that, she would have invited me in yesterday when I came by. They went to get dinner at the store.

I sat longer there on the bench reading my book. Then I went back to the house and wanted to get early dinner, but my rye bread had become bad, so I went out again to get food. However, at that time the store were closed, so went down there to ask people where the kiosk where, and on my way there I and wanted to take a picture, a man said "oh, I though you came to see me in here" and pointed at the next house. It turned out the house were a place the lapidaries worked, and he was one of them. I went with him inside, because I was interested. My mother also is lapidary among her many skills.

His name was Pele and is around my age. Maybe a bit older. He had two sons, which actually where the two brothers whom I greeted at the youth club. He told me that he used to sail for many years until he one day came home, and found out that his boys and their mother had been evicted of their home, because she hadn't payed rent. Since then Pele had been working on land, so his sons could live with him. He had gotten custody of them. He said, it was hard sometimes being both a father and a mother for the boys. He had worked in the fish factory until he was laid off, because factory was closed down. He now lived by the stones and jewelry he sold. He and three other lapidaries have had a course on the new stone grinding machines, so they were the only ones who were allowed to work in the house now. He had thought about moving to Nuuk, but felt he had a good life in Qeqertarsuatsiaat.

He said that, if I were interested, he would go with me to the dump, because there where remnants from the ruby mining company up there. It wouldn't be much anymore, because the inhabitants

already been there to collect the ruby remnants. However, one could still find small ones. Therefore, we went to the dump – actually a small place beside the dump, where I collected small ruby remnants. Afterwards, I went to the place I were staying at, and went to the kiosk, but it was closed. So I went back to the lapidary place and talked a bit further with Pele. He told me that the kiosk was closed between 6 and 7 pm, because the owner had a dinnertime break. We talked a bit, and he gave me the ruby he had been working on just before I came earlier, and said I was welcome anytime to visit at the lapidary place or at his private house – the blue house up the hill – if I ever came back. I then went to the kiosk to get some food. The owner was a Greenlandic woman. There wasn't much to choose between from, so I bought a can of Beauvais food, took it "home", heated it up and ate it. Then went to the youth club.

At the youth club, it was only Ado who were there in the TV-room, where he again watched handball match. I talked to him a short time, but then said my goodbyes. Went downstairs where one of the boys had come. Said and hugged him goodbye. Then I went back to the house and made dinner and stayed there the rest of the day.

During the day, I got a call from Arctic Umiaq Line, that the ship was delayed, because of too much ice in Southern Greenland. Instead of traveling at 10.30 PM I would travel at 6 AM next morning. That meant, that my plan of visiting and making appointments in the schools in Greenland could not happen.

FRIDAY 160429

Next morning, I went down to the passenger ship at 6 AM with all my belongings and boarded the ship. There I met a woman Tina from Paamiut with her granddaughter Tukummeq, which I knew well. I sat in the ship cafeteria with them and other women for the rest of the trip. It was a lot of fun. We then arrived in Nuuk 1.30 PM where my mom and sister came to get me.

When I checked my mails, I had gotten a mail from my contact in the elementary school Atuarfik Samuel Kleinschmidt (ASK), which I was supposed to meet up with on Monday. She had a sick leave, so we couldn't meet.

SUNDAY 160501

I had a meeting with Maria Maarbjerg from Antropologerne. A Danish anthropology business who also have projects in Greenland. Maria advised me what I could do in my interviews to make the youth relax more. E.g. take a walk with them and just record the walk with my phone or have an activity with them in the youth club. The first would be best we talked about because the youth are so shy, so a walk would be easier.

MONDAY 160502

I had a meeting with Kistara Vahl and Ane-Karina Poulsen from Center for National Guidance at 9 AM, where I updated them in my project and they helped me get some contact information in the

other places I was going to make contacts. Afterwards, I went to ASK in order to get to talk to the principal, a teacher, or the 10th graders. I met and told the principal Malene Kongpetsak, a Danish woman, about my project. She could not answer any questions about action plans, because she had only worked there – and been in Greenland – for 1,5 month. She gave me 10th graders' main teacher Henrik Mørch "Indalik"'s phone number. I called him as soon as I came out of her office. He then came to me and we talked about many things. He talked about his class (grade 10) which used to be a tough class, but he feels they have calmed down and respects him now. Even though he feels this way there can be violent episodes, like one he experienced not long ago, where a student (a boy) became violent, because they had a disagreement. He talked about the difference of teaching in Upernavik and Nuuk, where he feels that he had it easy in Upernavik (he put his feet up on the table to show me what he felt like teaching was in Upernavik), and where as teaching in Nuuk was uphill all the time. He had sometimes thought about quitting, but he loved teaching. He told me that the tenth graders had exams these days, but they wouldn't the next day, so I could come at eight in the morning to interview them, because he would be their teacher that morning. When we talked about hashish-problems he said that Qeqertarsuaq is called "Greenlands Christiania". And talked about how easy it seems to buy hashish in Nuuk, because the sellers were so visible in town. One of his students has told him that sellers usually have coffeecups with them.

Later I had a meeting with the mayor of Kommuneqarfi Sermersooq Asii Chemnitz Narup. I had requested a meeting with her just to tell her about my project, because all the places I am researching are in her municipality. I told her about my project; about my subject and my plans; about my problems with finding contact information's in Tasiilaq and Paamiut. Because I said I still hadn't got some of them, she found the missing information's for me. She was really interested in my project, and wanted to kept updated when I finish.

TUESDAY 160503

Before eight, I arrived at ASK. I waited at the tenth graders' classroom. The first one came few minutes before eight. Indalik came around eight, and the rest of the class came in one of the time in the next fifteen minutes. The class had sixteen students, but that morning came eight. I interviewed them one at a time in the schools distance learning room, which was just beside the tenth graders classroom. I interviewed all the ones that wanted to accept to be interviewed – five. Afterwards, Indalik and I talked further of our experiences. We talked about our family situations that were similar. E.g. He was the youngest of six children and three children – all sons. I am the youngest of six and have three children also – a boy and two girls. We both have more interests that are similar with our youngest. Then he needed to go to the next class.

I went to Nuuk Internationale Friskole (NIF) which is on another part of Nuuk. There I met with the brand new principal Pilo Samuelsen on his second workday. I told him about my project and told him that I actually wanted to interview tenth graders, but I never did have answer on that question. I showed him my questions to so he could see that they were not personal questions, because he said I needed

the parents accept to interview the kids. I told him, as long as the questions were not personal and when the kids accepted to be interviewed, I wouldn't need parents accept. So he went away to ask the class and their teacher to see if they had time for me. He came back a few minutes later, telling me that five kids wanted to attend. I interviewed four – then they had lunch break, and I needed to go and arrange my appointments the next day in Paamiut before the office hours closed with the contact information's gotten from the mayor.

First, I got in contact of Brian, who works at the Paamiut Airport, if I could rent one of their accommodations. There were no problem. Then I got in contact with the school principal in Paamiut who said I could come and interview their tenth graders at ten AM the next day.

WEDNESDAY 160504

I flew from Nuuk to Paamiut at 8.15 AM in a beautiful morning sun. I got my key to the accommodation and were driven by an airport worker who took me first on sightseeing in town to show me the important buildings – municipality office, stores, hospital and such. In Paamiut, every important building is quite central. I then put my stuff in the accommodation and went to the school called Atuarfik Tuiisaaq. I found the principal Marius H. Jakobsen and again I told him about my project. We talked for a while and he showed me to the tenth graders classroom. The teacher asked me to introduce myself, so I did that and explained them about my project, and which questions I would like to ask them. When the teacher asked them if they had questions for me one girl asked me to say some example of the questions and I told them few. Then I went to the ninth graders classroom to interview the first one – the girl with the question. I interviewed 4 there, but then they had a lunchbreak. But I was allowed to come to their gymnastics class in the sports hall. I interviewed 8 further. Twelve students in total that day. They all let me audio record them.

Afterwards, I went to visit my nephew who lives in a handicap institution in Paamiut. He was very happy, and wanted me to come and eat dinner with them the next day, which I accepted. I visited for a while and went back to my accommodation.

THURSDAY 160505

Both Wednesday and Thursday went with me working to record my interviews. Around 4 PM, I went to visit my nephew again and ate dinner with him and the other from the home.

These few days I have been very tired. I think my traveling so much in so few days and interviewing and talking to so many people is draining me even though I feel great doing it. I would love to do this for the rest of my life.

FRIDAY 160506

Again, I was driven to the airport by the airport crew. There were no taxies that early in the morning in Paamiut. I flew back to Nuuk. That day I took a day off. Just spending the day with nearest family and relaxing.

When I checked my mail, I have gotten a mail from the Airport that my flight to Eastgreenland was forwarded from 2 PM to 8 AM. We think it was because of the storm warning the next day.

SATURDAY 160507

Just after 8 PM I flew to Kulusuk Airport in Eastgreenland. In Nuuk, the storm was brewing, but when we arrived to Kulusuk around 9.30, it was a beautiful sunny day. Three degrees warm with almost no snow. I waited there a bit talking to Lars the optician from Nuuk – and Jane, a Danish looking woman from Nuuk, and then flew with a helicopter at 10.35 to Tasiilaq. A 10 minutes beautiful flight with the most beautiful view over white and brown mountains and ocean with ice floes.

When I arrived at Tasiilaq, I got in hold of one of the airport crew, because I have heard that it was his wife Lydia Kuitsi which I had an email dialog with about accommodations. In the end, I got in touch with Eli Abelsen, who is the center leader at Piareersarfik in Tasiilaq. He came and got me and showed me the town. He told me that in this time of year the ocean around Tasiilaq used to be all ice and they usually went out and fish on the ice. He took me to the dormitories with common rooms where I would stay, but he thought better of it, and went to his workplace to find other keys to other dormitories where I would have my own kitchen and toilet. Furthermore, he got me comforters and towels and such. I turned out that I was supposed to have my own with me, but Lydia have forgotten to tell me.

My room was great! It was one bedroom apartment with the best view toward the ocean, because it was just below the beach. Eli left me to go and watch a soccer game on the television. He told me that it was his passion. When we came to the building where I would stay, there were young men and women playing with coins outside between the two Piareersarfik dormitories. Eli introduced me to a young woman saying that she would help me if I had any problems.

After I put my stuff at the apartment, I went out to go sightseeing on foot. Tasiilaq seemed much bigger than Paamiut with lots of hills. I went back to the room and unpacked. There I found out that there weren't toilet paper, and it was ten to one PM, so I went quickly to the store which closed at one PM. On my way back, I met Jane from Nuuk whom I met in Kulusuk. We went to a small kiosk/café, we had heard about. It is called Neriusaaq Boghandel with a sign above the door saying "Verdensuniversitetet" - worlds university. It is tiny kiosk, bookstore, café, and children's clothing store. I bought a hotdog and a cup of tea. The owner is a nice older Danish woman who named Gerda, who used to be a man. So she had feminine clothing and long grayish hair put back as a ponytail. She told us that she used to be radiophonist and lived in Paamiut (I think) and Itoqqortoormiit before she came to Tasiilaq. She fell in love with the town in the nineties and stayed. When the radio and weather station closed she had opened a bookstore, but the population didn't read much, so she had started selling ice cream cones, which is a big success. Already there I would like it there and would like to come back and buy some internet time (dkk 10 for 10 minutes which is cheap compared to other places I have seen here in Greenland).

In the evening, I took another walk. This time toward the hotel to meet Jane. The hotel is on the other side of the town uphill. I felt like I have been doing exercise when I finally arrived. On my way, I went by the community hall where I heard some clapping, and I asked a young man what was going on in there. He thought that it was children disco that night. There were children in all ages playing outside.

SUNDAY 160508

All Sunday I worked on the project with some walks to the town in the nice weather.

MONDAY 160509

Around 7.40 I went to the school to meet the principal Lars Fomsgaard. The school Tasiilami Alivarpik was the big red building three wings with a playground in the middle. I found Lars at his office. He is a Danish man. We both went into the printing room where we found 10.2's head teacher – another Danish man. Turned out that that day he both had 10.1 (the all-boys class and 10.2 (the all-girls class). Furthermore, we talked to the head teacher of 10.s (special class) – again a Danish man - and agreed on to come to his class around 10 because he only had four students. I went with him to the boys' classroom and presented myself. I interviewed the students in a conferencing room nearby the principals office. I interviewed six boys. Then it was morning break, so I went to the teachers' room. There was a big table with a lot of Danish people and another table with few Greenlandic women. In the big Danish table, I found both teachers and agreed on going with 10.s' teacher to 10.s. While I waited for the bell to ring, I sat and talked to some Greenlandic women. I told them about my research and my education, and one of them – a younger woman – said that she started at the anthropology education a few years back, but stopped – she just said that there were several reasons for her to stop.

When it was time to start class again, I went with the teacher to the 10.s' class, but none of the two students who were attending were interested in being interviewed, so he took me to the girls' classroom which turned out to be empty. They were in the physics room, so we went there. There I presented myself, and asked to interview them. I interviewed six girls in the same room as before. Then I went to the principals office again, and talked a bit to him – he had another meeting to attend to. I asked him why there were boys, girls and mixed classrooms. He admitted that they were actually levelled classrooms – just called boys and girls classrooms, because it wasn't allowed to separate classes into levels. Where the mixed classroom was the "bad" students classroom (he didn't say it like that, but it was implied in his talk). He said the division that started two years ago is a huge success. Before then, nobody went to the gymnasiums, now they were starting to do so. He also told me that he just came back from his recruiting trip in Denmark. They needed teachers badly. They had 23 Danish teachers and only few Greenlandic teachers. I said my thanks and went to meet Jane at the municipality. I just have to add that when I interview the kids I talk in Westgreenlandic and they usually answer in Eastgreenlandic, so sometimes I have to make them repeat themselves, when I don't understand their answer.

Jane was in the municipality's cafeteria with a Danish woman. I took a cup of tea and sat with them until Jane and I went to sightseeing in the town again. We went to the tourist office "Skraeven" run by a Danish woman. Then we went to my place to use the bathroom, because Jane told me the toilet at the café was an alternative – not very appetizing – toilet. We got some tea and went afterwards to Pisiffik (superstore) and looked at the clothing department. Then we went to the sports hall's cafeteria where I got me some very dry bøfsandwich (beaf sandwich) and some fries. We were the only customers until just before we left a young woman with a small child came in. Afterwards we went our separate ways: Jane went back to the municipality to have a speech about ADHD, and I went to Piareersarfik to talk to Eli. I wanted to ask him on what to do with the key while I was away and what to do with the key on Saturday. I could keep the key until Saturday where he wanted to come and drive me to the heliport, and he actually offered his janitor to drive me the next day around 6 AM. Afterwards I went to the cafe and bought some internet time. On my way in there were several Danish people sitting outside the café, and while I was sitting inside the two teachers I have talked to also came in and bought some things. They only said hi to me, almost as we never had seen each other. I was there working around an hour and went home to work further on my project.

TUESDAY 160510

Just before six AM the janitor from Piareersarfik came and drove me to the heliport. I checked in and worked further on my project until they told me around eight that my flight was delayed because of the bad weather (it was a bit foggy around Tasiilaq), and that they would call me around 10 to tell me when I would fly. I walked back to town to visit Piareersarfik. The Piareersarfik crew was having breakfast in Eli's office, so I joined them. All except Eli went away after around 15 minutes, so Eli and I went on and talked about everything. E.g. he told me about a project he is involved in about activating the youth in Tasiilaq and Nanortalik. He gave me the book "Uagut pisinnaatitaaffigut – Uagut inuunerput – Siunissaq uagut pigaarput" meaning "Our rights – Our life – The future belongs to us" made by "Siunissaq uagut pigaarput/The future belongs to us/Fremtiden tilhører os". The project is still ongoing, and one part of the project is that Tasiilaq gets its own Culture House, which is a wish from the youth that lay very close to Eli's heart. A fund is willing to give money to this project as long as the municipality also gives money.

Around 10.30 the Airport called saying that the flight was further delayed and that I would hear more around noon. But then around 11 they called and said that they wanted to fly now, so I was driven by Piareersarfik janitor again. This time we flew the helicopter to Kuummiit. It was around 10 minutes beautiful flight.

Kuummiit weather around 0-3 degrees (I was guessing here) and there were still a lot of snow, but it was melting, and some of the roads (sand) were free of snow. I asked a group of people by the helicopter landing space where the municipality office where. They told me it was far away on the other side, in a blue building. So I went there, but it was closed even though the sign said opening hours at 10-14. Turns out the worker had his lunch break. I waited there and read the noticeboard. E.g.

polarbear hunting update, that dogs should be collected because they are endangering the kids in the hamlet, a poster about alcohol free May statements from children that they don't want alcohol in their lives, and many other.

The municipality worker came and opened the office. It turned out that the woman who usually run the office was sick today, and he had not heard of me coming to town. I used their phone and called the Saime Mathiassen who had been my contact to get the accommodation. He told me that I should just go to the gray building called Sullissivik, where I would stay. It was only around 20 meters away, so I went there. It was a house where you can take a bath, sleep, and wash your clothing and such. So I got my own bunkbed by the worker Hansine there – there were two bunkbeds, but no other users. I lay my bags there and went to the store – also just next to the municipality building - to get some food. I then went back and ate some lunch in the kitchen, where the worker has her office also. Her family – I think – was here also, but they seems shy toward me. Her daughter took a shower. After my lunch I went to my bed and relaxed, because I was really tired until after 3 PM, where Hansine went – she was off work at three. Then went to the store again and bought some Kærgården butter (dkk 23), but it in my back, and went sightseeing. I followed the sandy road around the hamlet until there where a group of people sitting outside a house who asked me who I was. I went to them: Three men and a woman. The two old men sitting on the rock were Gert and Gedion – I don't remember the other two names, because they left just after. But I sat there with them and they were telling me stories of their lives in Kuummiit. Gedion was to be 65 this year. The same year as Agate Fontain, he said, because that's what he'd heard. It was mostly Gedion telling stories, and Gert sometimes translate when I didn't understand his Eastgreenlandic language. While we sat there the helicopter flew up to the big mountain we could see. Gedion told me that they were flying Heli-skiers up there. They said at some point that they could see the skiers skiing down, but I couldn't. Gedion told me also that usually at this time of year, there were usually a lot of snow and not that warm. He told me that this time of year there were a lot of Ammassaat nearby. Big ones – he showed me around 20 cm with his index fingers. He had 3 daughters and his wife had one also, where the youngest had 4 sons only. And Gert had 2 daughters and 2 sons. Gerts four year old grandson William came and went several times. Funny little guy.

I went back to my place just after 4 PM and started working on my project and make dinner. I wanted to be at the youth club at seven when they open.

Just before seven, I went to the youth club, which is situated just next to community hall. I asked a young woman who works there if it was okay for me to interview the youth. She complied and went in to the room where there were two boys and a girl playing pool in order to tell them about me, and I asked them which one would like to be the first one. A younger man wanted to be first. I actually interviewed 12 people that evening, but the ages range from 18 to 42 years old. So I am only going to use the ages from 18 to 25 to compare, because for the rest they come from other kind of school system (going to grade 12, not as now to 10), and I am going to use the older ones' separately. Just

before 10 PM, I finished my interviews. When I was about to go, and went through one of the room, it was filled with people. I just thanked them and went back to my place.

WEDNESDAY 160511

I started the day writing the interviews in sitting in the kitchen. Hansine came just around eight, and people started coming in. At 8.44, we are 12 people in the kitchen sitting on chairs. Some drinking coffee and some just listening or talking. Moreover, there are couple of people in the rest of the house. Some have used the showers. An older man Hjalmar started talking to me, asking about me, and I told him. He started talking about himself. Furthermore, he told me, that they usually meet this way in the mornings. Most others greet me, but doesn't talk to me. One or two doesn't even acknowledge me. After a while, they go one by one until there are only two or three other besides the worker. I think one of them is her husband.

Around two PM I took a walk. Another beautiful sunny day. A couple of small boys who played outside a house said something in Danish, I think to me. Further down, a small old woman asked me in Danish "Har De boet her længe?" = Have you lived here long? I answered her that I didn't live her, but was here to conduct research among youth. It turns out she came with a boat yesterday to visit family. She was originally from here, but lived now in Tasiilaq. It's funny to experience my fellow Greenlanders speak Danish to me. At the end of my walk I went down by the boats, and met Hjalmar working on a boat on land. We started talking, and I told him that I would like to buy some Ammassatter before I leave tomorrow. He said he just packed new ones this morning, and I could buy some from him. They where in the freezer in the same building I am staying. It turned out that another part of the house is for working on fish or seals, and had a big chest freezer. I bought one pack with three kilos. He wanted 50 kroner per kilo, but then I told him that I was only a student so I couldn't afford that much. He then said that I could pay him 100 kroner for the pack, and I accepted. Afterwards, we both went inside and talked some more. I asked him if there were trouble with alcohol and hashish here also. He answered that it wasn't that much, but knew that some used, but he didn't know which. I think that he didn't want to say who, but knew who. He used to have alcohol problem along with his wife for many years, but stopped about twenty years ago, and stopped smoking cigarettes around ten years ago. He told me proud that he just one morning said to himself while looking at a whole pack of cigarettes "I want to try to not smoke this morning". Around noon, he again looked at the pack and said to himself "Now I haven't smoked the whole morning, maybe I can do without the whole day." The next morning, where he still haven't smoked "Oh, my body is still fine, so maybe I can do without smoking" and gave his pack to his son, and he haven't smoked since. Another thing he told me about was when he told me about his jobs before he retired, and that he many times went to Qaqortoq to take courses called A, B, C, and D, and that he many times also went to Tasiilaq to take courses. He sounded proud when he told me about the times he could take over as a leader instead of their leader – as he said "me, even without education, I could do that". Sometimes, when I talk to the people here, I have to make them repeat their words, so I can understand them.

THURSDAY 160512

The morning started as the morning before. This morning it was all men and one woman with an around one year old baby, at the beginning of the morning. The same man in a bright yellow jacket and with a hat with sun glasses on top telling most stories about hunting. He is, I would guess, around 55 years old, because he has only a bit gray hair. He tells stories very vividly with gestures even though he talks low they all listen to him and sometimes laughs at his stories. Around 9.30 another man came in and talked about things I couldn't understand, but I caught polar bear footprints and narwhales. They talked a bit more and all left except three: the only woman who had been in the kitchen and her baby, who now had fallen asleep after being nursed, and another man. During the time until noon, people came and went. Especially women. Around eleven, a smart looking woman came in and warmed her canned food. She seemed homely. When her food was warm, she ate with a spoon directly from the pot. She then gave the two children some of the food after she have chewed them a bit first and made sure they weren't hot.

When I asked Hansine about which settlement was fastest to travel to, she told me, one could sail just over an hour to Kulusuk, where sailing to Tasiilaq takes two hours.

Later the man in the yellow jacket came along with two other men. He started talking to me in Westgreenlandic. His name was Eli, and he is originally from Kulusuk and his wife is from here. They met in Tasiilaq on one of his weekend tours there way back. They have lived in Kulusuk for few years while his father lived. Moved back here, and have lived in Qaqortoq for four years. They moved back here because they love it here. Here he is a hunter and works with tourists. There are so many animals and fish to catch. And that he feels that the townspeople who some he had known growing up in Eastgreenland, felt like that had grown up together. They were nice to him, he didn't know why. Hansine replied that he is "ilakkuminartoq", easy to be around. Now they had a daughter and a son, and three foster children. The two eldest were all grown. Their oldest used to be a teacher in Tasiilaq, but is now in the government of Greenland as a representative for Eastgreenland. Their youngest stayed in Qaqortoq when they moved back here. He finished school and got a job in the municipality in Qaqortoq. He told me that usually the pack ice comes in around here in July, but today it is already there – it was not yesterday. He tells me his story about when he caught a polar bear with his almost five year old grandson. They were on their way to Tasiilaq along with an acquaintance who wanted to sail to Tasiilaq to buy a washing machine. It was just before they were in Tasiilaq, sailing among the ice they almost sail over the polar bear. It was the same year their granddaughter in Qaqortoq got confirmation, so she got the polar bear skin as a gift. He says that she almost went nuts when she found out. When I told him about my project, he said that Qeqertarsuatsiaat was called "Greenlands Christiania", because of the hashish sales there. While he was there, I got a text message from Air Greenland saying my flight was delayed until the next morning at 10.35.

Later, when I was in "my" room to rest, I have got a call. It was Ulrikke, a woman I met at the store, when I first came. She invited me to their home, because she have heard my flight was delayed by

her husband – the man in yellow jacket. She told me she was outside the store and waited for me, so I went to her. We went just up the hill, where her house was. When we were inside, she took newly dried Ammassatter on the table along with apples and half frozen seal blubber, and said that we all were invited to eat: “All” were me, her husband Eli, their grown foster child and her small son, and an around 10 year old girl. We all sat down and ate. The ammassaat was still a bit mushy inside. The 10 year old girl didn’t like the Ammassatter, so she was offered a dish with “hakkebøffer”, which she took and ate. The rest also ate that dish after Ammassatter. They also offered me, but I declined, because I already had eaten lunch. After Ammassatter, I got a cup of tea (always black tea here in Greenland, usually Medova), and we talked about many things. They talked about their children and grandchildren: Her biological daughter, adoptive son, and three foster children. They talked about having lived in four years in Qaqortoq, where their youngest and their handicapped grandchild live. They talked about Eli having used alcohol before, but stopped, because of Ulrikka. He talked about his travels on sea in West- and Eastgreenland. She talked about the school here, which has grades all the way through 10 this year, for the kids that were sent home from Tasiilaq so they can finish the elementary school. Next year, they only will have until grade 8. These days they had bread and breakfast for four German tourists, but gave food for twelve. Tomorrow would be the last day. They were happy to do it, so they – she and him – had extra money for their summer vacation in Qaqortoq. They had planned on taking the kids, but they were troubles with economy, because they would have to pay around 60,000 kroner for the three kids’ travel expenses. They hoped to take them with them next time, when she can get paid vacation through her work.

While I was visiting Ulrikke and Eli, we heard the helicopter around the same time I would have traveled. It was the German tourists traveling to Kulusuk. Funny that their helicopter could make it, while mine couldn’t. People were saying that it is usually was the pilot that decides to fly or not.

After a good time there, I took the longer way “home” in again a beautiful sunny day.

In the evening, I took a walk, where I met Hansine and her husband. They were on their way to the library, which were open in the evenings on Tuesdays and Thursdays.

FRIDAY 160513

As the mornings before that, it was a beautiful morning with the fog on the horizon. I worked on my project and ate breakfast, Hansine came before eight, and people started coming just after eight. They were again taking showers, washing their clothing, and drinking coffee for six kroner each. This morning it was primarily women in the kitchen.

Again, my flight was cancelled until next morning at 8.55. Hoping I could make my flight from Tasiilaq and all the way home from that. I worked on my project again during the day, and took a walk during the day where I went to the store to get dinner. In the evening, I went and visited Ulrikka and Eli. They offered me tea and biscuits. We talked about everything. They talked about their time when they lived in Qaqortoq, that lead to Ulrikka telling me about Eli being very good at making lyrics, because he had

made lyrics about an old woman in Qaqortoq which became like a family to them for her birthday. So Ulrikka and Eli both sang couple of songs which Eli had written. It was nice.

SATURDAY 160514

I woke up to a foggy morning, so I didn't expect my flights making it. I started to eat breakfast when I got a call around seven from Ulrikka. She wanted to invite me to breakfast, which I gladly accepted. I ate breakfast with her, Eli, their three foster children, and her best friend Kista. Ulrikka told me that Kista always come and eat with them on Saturdays. Later I got a call from the Tasiilaq Heliport, telling me that my flight was cancelled, which meant that I couldn't travel home that day. He man told me that the next flight would be on Monday to Tasiilaq. I went to "my place" and used the phone there to call the travel agency to ask them what to do. That day there were a lot of calling back and forth between me and the heliport and the travel agency. Further later, the heliport called me again telling me that that wouldn't be able to travel home before Thursday, because Air Iceland didn't travel before that day to Kulusuk. I cried a bit, because I was really looking forward to travel home at last, but then got myself together and tried to look and the bright side.

When Ulrikka heard my flight was cancelled, she told me that I could stay at their house if I wanted to until I had to leave. And when Eli heard that, he told me that he could sail me to Tasiilaq – they were actually planning to sail to Kulusuk since Thursday because the wanted to send a package to Westgreenland to their child. But after the phone calls, we decided that we would try to catch the flight directly from Kulusuk. I called Eli Abelsen from Piareersarfik in Tasiilaq asking him to get my suitcase in Tasiilaq apartment and take it to the Heliport as soon as possible, so it could make to Kulusuk that day. He accepted, telling me that he would as the janitor to go do that. I was so relieved.

We waited around two hours until it wasn't that foggy before we sailed. Only two of us. The ocean around the hamlet and starting around the islands before Kulusuk was filled with pack ice. That meant that we sailed in an open boat between pack ice for a very long time in the beginning and in the end of our trip. What Eli told me took usually within an hour sail time; it took us almost twelve hours. Thankfully, I borrowed Elis whole winter suit and Ulrikka's scarf, which I could use as a hat.

While we sailed, Eli would once and a while stop by an island, climb up, and look for a way through the pack ice. He would push the ice with his boat in order to open up a way through it. Sometimes when it didn't work, he would sail back a bit and find another route. Usually he tried to sail near the land, because it was usually a bit better sailing opportunity there. Around eight in the evening we got off on an very small island, where his brother and his family was also. They were also on their way to Kulusuk, but from Tasiilaq.

They were a group of nine: Eli's brother, his wife, their two children, and their five foster children. All the children seemed to be in the age of four to fifteen. They all seemed so happy together. The mother, a beautiful Eastgreenlandic woman, had to be careful with her legs, because she had broken her ankle this winter when she was out dog sledging with her two children. She told me that when she broke

her ankle it was all turned over, but she still had to travel three hours in her dog sledge to get to the hospital in Tasiilaq. Now she had nails in her ankle. Her husband told me that she used to compete in dog sledging.

While we were there, the children was playing around, and few time their oldest son, came over with seaweed, which they all except one ate with great delight. I tried it also. It tasted like a salad mixed with sea. I noticed that the mother first rolled it and ate it. One child ate all of it as it was. The rest of the children only ate the spine.

After a while, two other boats came in as well. Suddenly we were a lot of people in that small island. Everybody was in a good mood and was happy to meet. When people ask about me to Eli, who I was, he would tell them that I was his new wife. We all had fun with that. They were also saying, as Eli before them had told me, that polar bear footprints had been spotted, so we had to look out for it.

Then it was decided that two men and an old woman from the other boat should sail with Eli and I, and one bigger boat with a family in it would sail beside us. The two men sat/stood in front of the boat and to help steer between the ice, and the old woman sat between Eli and I. The two men sometimes used a stick to push the ice, sometimes they got off the boat and push, and sometimes they just tell Eli if there were rocks ahead when we were on low water. I had some mariekiks with chocolate, so we all ate those on the way. Once we had to stop in another island, because Eli's motor needed to cool down. Therefore, both boats got off into the island. Many had to pee.

Finally, when we arrived at Kulusuk around eleven PM. It took us a very long time to get into the harbor – actually the end of the ice, where the boats where pulled up. The sun was now behind the big mountains, so my feet and hands were cold.

I took video-clips and pictures most of the time, but while we were at the first island, the battery of my cellphone died. Bummer! Because while we were on the second island, there were a kind of a rainbow – just mostly white. It was beautiful.

When we walked in the hamlet, we met a big group of children in all ages. They were playing a game. They all knew Eli and greeted him and I. Some of them were his nephews. Then we came to his sister's house which were just beside the elementary school. He had already told them that we were on our way, and they had already told me that I could stay with them if I wanted to. When we came inside the sister Justine already had warmed up some leftover food from a party, she told us. It was a Danish dish. But had also cooked halibut which tasted beautifully. It was her Justine, her husband Georg, their son, and grandson. It seemed very much as a warm home.

When I told them that I wanted to contact the hotel, she called the manager, and handed me her cellphone. His name was Jesper, a Danish man. I told him about my situation, and he said that he could come and get me in the car in ten minutes. I asked him to be here a bit later than that, because we just came in, so he said, he could come and get me in half an hour. In that half an hour, I ate and

drank some tea. Then Jesper came, and I told them all goodbye – but with a promise of coming back and visit them while my stay.

Jesper drove me around five minutes or more. He told me it takes around half an hour to walk the way. The road was just ground/sand/muddy. Sometimes with snow wall as high as three meters. When I noticed them, he told me that they usually were much higher. It was unusual that the snow melted this early. While we drove we talked about my situation and that we would try to get hold of the airport the next day to get my suitcase – if it had arrived. We came to the hotel, and he told me that I was the only guest there now. The rest of the guests had left that day. He gave me a cardkey and showed me to my room. A very small two-bed room with own bath/toilet with and small desk and a television. When I got in, I showered. It was soooo nice. My face was all red from the sun and the fresh air. I went to bed. I tried to start the television, but I couldn't make it work. I just went to bed and slept.

SUNDAY 160515

It was Sunday and whit (pinsedag). I woke up early as usual, but lay there for a while and rested, until around eight. Then I went upstairs to the restaurant, but there were nobody in sight. I rang the bell, and nobody came. I rang it again, and a Philippine woman came out from the kitchen. She was surprised. She told me that she didn't know that there were a guest. Furthermore, an elderly Danish man came out. I felt like I knew him. He looked like my good friend in Nuuk's father, but that couldn't be, because we were in Eastgreenland. The Philippine woman came with some bread and rye bread with cold cuts, some yoghurt and müsli, tea and juice, and some fruit. I felt like a star. Later I asked the elderly Danish man if he knew why my television didn't work. He went with me down to my room. He tried, but couldn't make it work either. I then asked him, where he was from. He told me, he was from Nuuk, where I asked him if he was Heidi's father. He said yes! I told him who I was, and of course knew me then. He, Flemming, told me that he also had recognized me, but didn't know where from. Funny, how the world sometimes feels small. Flemming was only in Kulusuk Hotel for a month to cook for the heli-skiers. He had done it the year before also. He liked to do it because he could earn a bit extra money, because his pension was so low. But he was leaving Wednesday.

After he left, I slept. I was still tired. Around 1.30 PM I went upstairs again. I met Flemming, and he offered me some tea and some bread when he heard that I hadn't had any lunch, because I slept. He also offered to get me dinner. We sad for a while and talked. E.g. we talked about what happened to my father and many trawler owners back then, and what happened to them in the eighties. He talked about other companies which happened similar to: That the owners are scammed to go bankrupt, and the office people suddenly become the owners of the companies.

Later, after Flemming had went away, Jesper came, and we also sat and talked for a while. He was from Denmark, but came to work here for a month eight years ago, when he was twenty-five years old. When I asked him about which education he had, he told me that he only had finished HTX gymnasium. He had then started computer science study, but had not finished it, because he couldn't

fit in the study – he told me that he had disagreement with his group that ended in him being dismissed by the group and needed to make the project all by himself, and he didn't want to do that. Now he was planning on finishing the restoration of his house in Kulusuk, then he would like to study something. After he came here, he had wanted to become an AFIS operator, but that year, the airport didn't accept new students, so he had dropped that plan.

He told me that Kulusuk hotel was owned by a Greenlandic fisherman family from Tasiilaq, which also owned the hotel in Tasiilaq: Hotel Angmassalik.

Later a group of children with a young woman came in and settled themselves in the end of the room by the window – I sat near the bar where the television was. It turned out; it was Jesper's girlfriend Haldora with some hamlet children she often were with this way. They were were making bracelets and things with small ropes and plastic things. They played games, and just had fun all day. Around dinnertime the chef – Flemming – made them spaghetti Bolognese, and he made the rest of us – except the Philippine woman and man who works here – some steak, French fries, salat, and boiled vegetables. Flemming, Jesper, and I ate together. For the rest of the evening, I sat by the television and watched it, until Flemming came with some tea and biscuits, butter, and cheese. It was nice. I went down to my room around ten PM, washed some clothes by hand, and went straight to bed.

MONDAY 160516

Monday, Whit Monday. That meant it still was a holiday. Around eight, I went upstairs to the restaurant. They already had breakfast ready for me. While I ate, my cellphone rang. It was from Tasiilaq Heliport. He wanted to know where I was. If they had to go get me in Kuummiit. I told them that I was already in Kulusuk.

I then went to my room and got my computer, and worked on the project in the restaurant. Around 11 AM I went to the Philippine woman who was taking a break, and asked if I could sit and talk to her. When she approved, I asked her about her story. She was from a province in Philippines, who came here to work in September. She said it was sad to work here, because they only had around 10 guests during the winter. Her husband came to visit her for a couple of months – it was the man I have seen around also. It seems the workers here at the hotel is Jesper the manager, Flemming the chef, her, Jesper's Haldora, and two other Greenlanders, who cleans.

The Philippine woman (sorry but I cannot remember her name) said that she decided to come to Greenland to work, because she have several cousins working in restaurants in Nuuk. She is thinking of going to visit them, when her contracts is over in September. She have only learned four or five Greenlandic words in her time here. She is usually the chef here, but now Flemming is the chef for a month. He is leaving on Wednesday. She was surprised when I told her that Westgreenlandic and Eastgreenlandic is a bit different. Along with the Qaanaaq/Thule dialect, which is again different from those two.

TUESDAY 160517

Tuesday morning, after breakfast, the chef Flemming drove me to the school in the hamlet Kulusuk. There I found the grade ten student and their teacher Jakobine. There were only four students, but they all accepted to be interviewed. I interviewed them individually in a smaller room just beside their big open classroom – not sure it was a real classroom. Maybe it was just there they had class, because it was in the same room with library and printer and such. Anyway, after I interviewed the first three the fourth didn't come right away. When Justine came she asked if I had interviewed all, I told her that the last one hadn't come. To that, she said that the fourth was very shy and she probably didn't want to be interviewed. But the last came and got interviewed anyway, and I thought she did well.

Afterwards, I sat down and talked to the 47 year old principal Justine. She is born and raised here in Kulusuk. Her father had been manager of the store, because he had an education within that field. He had raised her to get an education. While she was in the elementary school, she had not learned Danish, because she said that their Danish teacher – an Icelandic man – was an alcoholic and usually slept in class. When she came to Nuuk to become a teacher, she had been very surprised to learn all their books were in Danish. She had cried many times, and had called her parents and wanted to go home, because it was so hard for her when she couldn't speak Danish. There her father had told her that she could come home, but that she just should know that he wouldn't support her living when she came back. That meant that she needed to live with social aid money. She was raised that only lazy people got social aid, so she worked harder in order to finish her education, and in the end, she finished as a teacher.

Justine talked about a factor that gets forgotten when people talk about Eastgreenland. It is the factor that, while Westgreenland became modernized in 300 years, they only been modernized in around 100 years. Her grandmother lived in an earth hut, so it was only one generation ago they lived the old ways.

She told me about her sparring with the Danish principal in Tasilaq Lars. That they started as principals in the same time, so they used each other very much. In the beginning, that she needed to make him understand the ways of Eastgreenlanders, because they were so different from the Europeans. That because children plays outside for a long time, didn't mean that they were mistreated or misguided. It was just the old way, when people didn't have to get up at a certain time every morning. Back then, ones parenting method was to show the children just by living daily lives.

She talked about the alcohol problems all over that was caused by being left by the development. That Greenlanders didn't hide when they drank alcohol as Danish people do. That many alcoholics were good people.

She talked about children who does not get support from homes about their further development as the cause that many Greenlanders doesn't take education. Maybe the reason for that is that Greenlanders live by the now.

WEDNESDAY 160519

Morning ritual was as usual, and I worked on the project all through the day until dinnertime. Except I talked to Haldora, Jespers girlfriend, who also works on the hotel. She was twenty-one year old young woman who came from Isortoq (?), the most southern hamlet in Eastgreenland. She was brought up by her aunt who couldn't get children herself along with four other foster children. One who has her real sister and two other siblings and one another one. Her parents had more children – six, I think. She have been an exchange student with AFS in Finland, which she loved, and have still contact. She understands Danish, but doesn't speak it. She talks to Jesper in Eastgreenlandic. She doesn't have education besides the elementary school, and doesn't know which education she wants to get. But she would like to work with tourism in the future. But she is still really shy – the reason for us not have been talking together even though we have been eating together every day.

Around dinnertime, the principal from the school came with her family. It was her birthday, so she wanted a dinner at the hotel restaurant. A couple – a Danish man and a Greenlandic woman came. It was the woman from the bench. She said that they had been in many hotels around the world, but now they wanted to try the Kulusuk Hotel for one night, because her husband was traveling back to Denmark the next day. Furthermore, two Greenlandic young women came to dinner as well.

I ate dinner with Jesper and Haldora. It was nice. It was a bit fun to see them how they conduct a real dinnertime at the hotel. Funny to see Haldora servicing the couple while still eating a popsicle.

After dinner, Jesper drove me to the hamlet so I could visit Georg and Justine – Eli from Kuummiits sister and her husband. I had promised them a visit. When I got off the van, on my way into their house, I had to go by their very small kiosk. When I noticed that it was open and people were inside, I went in. It turned out three of the four of the grade ten students were in there, because one of them were Georg and Justine's granddaughter, and she was working there. Besides the three girls, there were a woman. It was Ebba, a woman from Kulusuk, who told me her story about her life. She had been an alcoholic once, but she had a great husband that made her realize that she didn't need alcohol. She had lost her son to cancer, when he was 21 years old. She told me much more, which I cannot remember enough to write here.

I went into Georg and Justine's blue house. Georg was in the living room and Justine was just coming down from upstairs because she had taken a bath (not sure if it was shower or bath, because in Greenlandic we don't distinguish those two). They offered me tea, and they drank coffee. When I told Georg about me that I used to drink coffee as a small child, and didn't like it anymore, he told me that he also used to drink coffee when he could drink warm drink as a very small child. The reason for that was that he was named after his grandfathers brother who died just before he was born. Georg senior had loved coffee when he was alive, so when Georg junior could drink warm drink he was given a very small coffee with a lot of water (thin coffee) in the memory of Georg senior.

Justine and Georg both sons work at the airport and works with tourists. Furthermore, they have a boy they care for – around 8 years old, who have ADHD, which sounds like a handful.

Then Justine told me the story of her two close family members who were molested as children by a friend of the family, which ended in suicide. She have met the molestor many times after, but she cannot forgive him or look at him. Once he had come to her house to coffeemik with another worker from the hospital. She then had gone to the bathroom and cried, and afterwards asked the other hospital worker to leave with that man, because she wouldn't have him in her house. It was really hard to listen to her story, also because she blames herself for her sons experience, because she left him when she went to Nuuk to study.

Justine has been an uneducated teacher at the elementary school for the last 30 years, where she have been one of the adults to travel with the children from grade 6 from Eastgreenland, except Tasiilaq, to a trip to Iceland. I cannot remember, who arranged that trip, but it sounded official. However, she was telling me that last time they are on the Iceland-trip, she had been so proud to find out that children from Kulusuk could write whereas the other children other place could not. She also told me that the parents of the children all come to parent/teacher meetings at school, because they usually plan the meetings specific time, but if the parent cannot that exact time they get another time. Furthermore, another reason for the parents to come could be that the teachers actually speak Greenlandic.

They told me also that they usually took vacations in Iceland, because she hates going to Denmark and see many Greenlanders from her country going around drunk. They loved Iceland.

After the visit, I walked to the hotel. Just before I went to bed, I packed my bags as much I could, so they were ready until the next day.

THURSDAY 160519

The day of traveling home. I woke up, got ready for traveling. This morning, instead of my prepared breakfast for one there were a brunch buffet, because there also were two couples staying at the hotel. After breakfast I prepared my bags including putting in my frozen ammassats. Usually when I travel from Kangerlussuaq, there are usually no problem with taking food – uptil five kilos - with one, but that morning Jesper told me that you are not allowed to do that when you travel through Island.

Well anyway, I went to the airport along with the Greenlandic/Danish couple, Kathrine and Bo, with Jesper driving us. At the airport, I sat with the couple who sat there with some of their relatives. Her adult niece, Benigne, were also traveling home to Denmark. So we agreed on traveling three together in Iceland. I had never traveled through Iceland like that before. It turned out that Bo had not been in Kulusuk since 1979. He told me that there were no electricity back then, and no road between the airport and the hamlet. The other passengers were tourists from other countries. It is heli-skiing period.

In Iceland, we landed in Reykjavik, so we first took a car to the bus station. Then we got on the bus to Keflavik Airport. Yay! There were free wifi! Then we waited around 8 hours until our flight. Bo talked about his wife which is very good at languages. At opposite, Benigne could hardly understand and speak Danish even though she have moved to Denmark with her Danish boyfriend. Bo helped her getting food, because she didn't have bank card that worked in Iceland.

After one AM we finally flew to Kastrup Airport! It turned out I was placed at the business class section! Nice! Big seats. Well. I slept through the around two hours it took to get to Kastrup, where we arrived at six AM.

APPENDIX 10 : INTERVIEW ANSWERS

INTERVIEW ANSWERS YOUTH CLUBS															
Code	Site	Language	School	Finished school	Reason for coming back	Action plan	Wanted to do	Tools	Other	Talks to	Wants to do	Good life	How do you reach good life?	Description	
B1	Qeqertarsuaik	Gr	Nuuk	No	He was kicked out of the night club because he did not abide the curfew at the home. He says he did not get writing because he was kicked out last September. He just was told that he needed to go back home because they were there before they had to leave.	No	No plan	Not heard	Not heard	He would like to go to the municipality	He would like to go to school again, but he does not know who to turn to. He does not think his father had just accepted his situation. Furthermore, he would like to go living with his mom in Thailand in Denmark.	What is good life? He hasn't thought about it.	He doesn't know	He agrees extremely shy, but agreed to participate in the interview. He and his mother work. He needed a bit help filling out the participant screener. He doesn't talk by himself, and only answers shortly.	
B2	Qeqertarsuaik	Gr	Nuuk	Yes	It just was expected	Yes	To go to boarding school but it was not expected. He and his parents had problems. He was excited about his future when he made the action plan.	Not heard	Not heard	He would like to go to the municipality	He thinks that a person who has a good education and a good job is a good person. He thinks that there are differences between educated and uneducated people. He doesn't have a good life. He views himself among those uneducated people.	He doesn't know	To get an education	He agrees extremely shy, but agreed to participate in the interview. He and his mother work. He needed a bit help filling out the participant screener. He doesn't talk by himself, and only answers shortly.	
B3	Qeqertarsuaik	Gr	Nuuk	Yes also	He finished the elementary school in 2016, where he was kicked out because he was a trouble maker. He was kicked out in 2014 he started at the boarding school in Qeqertarsuaik, but were kicked out because he used too much alcohol. He then went back home and returned at the high school.	No	When he was 18 he got a letter from the Danish Government, that he had to go to boarding school. He had to measure himself and everything, but didn't get in because his poor Danish language. He would have loved to be a soldier.	Not heard	Not heard	He would like to go to the municipality	He doesn't know	"Eggetur og atferd" which is a person who has good character and a good job. He thinks that there are differences between educated and uneducated people. He doesn't have a good life. He views himself among those uneducated people.	To get an education	He agrees extremely shy, but agreed to participate in the interview. He and his mother work. He needed a bit help filling out the participant screener. He doesn't talk by himself, and only answers shortly.	
B4	Qeqertarsuaik	Gr	Nuuk	Yes	Because I wish to go to boarding school but it was not expected. He and his parents had problems. He was excited about his future when he made the action plan.	Yes	He was supposed to go to boarding school but it was not accepted, but his father didn't buy him the ticket.	Not heard	Not heard	He would like to go to the municipality	He doesn't know	He doesn't know	To get an education	He agrees extremely shy, but agreed to participate in the interview. He and his mother work. He needed a bit help filling out the participant screener. He doesn't talk by himself, and only answers shortly.	
4						2/4									
B19	Kuummit	Estgrl	Tasilaq	Yes	He wanted to apply for boarding school in Qeqertarsuaik, but was too late. He was kicked out of the night club because he did not abide the curfew at the home. He says he did not get writing because he was kicked out last September. He just was told that he needed to go back home because they were there before they had to leave.	Yes	He wanted to apply for boarding school in Qeqertarsuaik, but was too late. He was kicked out of the night club because he did not abide the curfew at the home. He says he did not get writing because he was kicked out last September. He just was told that he needed to go back home because they were there before they had to leave.	Not heard	Not heard	Grandmother and grandpa	Boarding school in Qeqertarsuaik to get higher goals	Is a great hunter at his uncle.	Becomes a hunter	He agrees extremely shy, but agreed to participate in the interview. He and his mother work. He needed a bit help filling out the participant screener. He doesn't talk by himself, and only answers shortly.	
B20	Kuummit	Estgrl	Tasilaq	Yes	Because he didn't go to school as planned.	Yes	Because he didn't go to school as planned.	Applied	Not heard	Friends and mother	To study	Is a nice, good, and likeable being around. "Hissatooq, jinnitooq, ilagaqqat nannarooq."			He agrees extremely shy, but agreed to participate in the interview. He and his mother work. He needed a bit help filling out the participant screener. He doesn't talk by himself, and only answers shortly.
B21	Kuummit	Estgrl	Tasilaq	Yes	Because his parents live there.	Yes	Because his parents live there.	Wants to apply	Not heard	His friends, his parents, and his grandpa	Applied to go in the maritime school both in Nuuk and in Sisimiut. He would like to go to the maritime school in Sisimiut if well.	Has a job, likely as a carpenter in the construction industry, or as a US-man	getting above professions	He agrees extremely shy, but agreed to participate in the interview. He and his mother work. He needed a bit help filling out the participant screener. He doesn't talk by himself, and only answers shortly.	
B20	Kuummit	Estgrl	Tasilaq	Yes	She didn't apply in time.	Yes	She didn't apply in time.	Wants to apply	Not heard	Her mother, her father, and her little brother	Start to prepare in order to get a job. She would like to go to the maritime school in Nuuk, and in the future work in an office or as a physicist.	Has an education, but followed classes in school, and has children	getting a job	He agrees extremely shy, but agreed to participate in the interview. He and his mother work. He needed a bit help filling out the participant screener. He doesn't talk by himself, and only answers shortly.	
B21	Kuummit	Estgrl	Tasilaq	Yes	Because he didn't go to school as planned.	No	Because he didn't go to school as planned.	Applied	Not heard	His family and friends	Start to prepare in order to get a job. She would like to go to the maritime school in Nuuk, and in the future work in an office or as a physicist.	Has an education, but followed classes in school, and has children	getting a job	He agrees extremely shy, but agreed to participate in the interview. He and his mother work. He needed a bit help filling out the participant screener. He doesn't talk by himself, and only answers shortly.	
B22	Kuummit	Estgrl	Tasilaq	Yes	Because he couldn't get a job in Tasilaq.	No	Because he couldn't get a job in Tasilaq.	Applied	Not heard	Nobody	Start to prepare in order to get a job. She would like to go to the maritime school in Nuuk, and in the future work in an office or as a physicist.	Has an education and has gotten information about his possibilities	getting an education and a family.	He agrees extremely shy, but agreed to participate in the interview. He and his mother work. He needed a bit help filling out the participant screener. He doesn't talk by himself, and only answers shortly.	
6						4/5									
10						6/10					6/5				

Interview answers SCHDL																				
Code	Site	School	Language	ID class content	Made action plan	Checked school	Et: spec.	Et: dk.	Et: M	Et: Q	Gym: Not	Gym: A	Gym: DK	Other	Tech: uge.dk	Who she/he talks to about future	Good life A person	Self	Description	
G1	Nuuk	ASK	Gr1	they talk about religion and sometimes about individual personal development.	Yes	1									knows	Her parents and family members who already have an education	"Togpassioneret" and then went further and chose calm life with education, but haven't education is not a requirement.		G2 seems like a shy person, she hasn't heard time answering the questions.	
G2	Nuuk	ASK	Gr1	that they make things that they like, development, but are busy sometimes.	Yes									knows	She doesn't talk to anyone with anyone	Couldn't describe	Haven't thought of			
B5	Nuuk	ASK	Gr1	They talk about religion and seldom about personal development.	Yes	1								heard of	his parents and in his class	Couldn't describe	Haven't thought of			
B6	Nuuk	ASK	Gr1	He couldn't remember what they did.	Yes									heard of	to Karoline (the guidance counselor) in school and his parents.	people with education	Getting an education			
B7	Nuuk	ASK	Gr1	they talk about how school goes and they plan their graduation.	Yes									heard of	Karoline Petersen (the guidance counselor)	Haven't thought about it.	By working hard "sullillanlut"			
G3	Nuuk	NIF	Dan	they solve problems in the class and plan their graduation.	No, but have plan	2	1	2	0	0	2	0	0	0	0	4	Her parents, her best friend in Denmark	A person who has a good education and a good salary		
B8	Nuuk	NIF	Dan	they make knives at the "SMEDESTED" (blacksmith place), go out and run, and go to the swimming hall.	No, but have plan									0	1	0	United World College's and boarding schools' websites	Her parents, her best friend in Denmark	Her parents, her best friend in Denmark	
G4	Nuuk	NIF	Dan	they do the homework, they needed to finish, plan their graduation, and talk about problems in class if they are any.	No, but have plan									1	0	0	knows	He is happy, have love around him/herself, have a good education, and have a lot of family knowledge. E.g. know how to travel and experience the world, but needs to earn money first.	He haven't thought about how to reach a good life, but thinks it would be good to have a good basic knowledge. E.g. know how to travel and experience the world, but needs to earn money first.	

B9	Nuuk	NF	Dan	the class talk about if anything needed to be discussed, their sometimes about what they want to do in their future.	No, but have plan									Knows	Haven't heard of	Haven't heard of	have only researched within his interest areas	his parents and classmates	is one with a lot of money and have a dream job. Education is important, because one has more options in their future. He would really love to work on a shrimp trawler.
G5	Paarmiut	Tulisaq	Gf	they do their homework, talk about life in Greenland and the world, and they research online about the subjects.	Yes	0	1	0	0	0	0	0	1	0	0	0	2	4	by being able to choose what he wants to do and can afford to buy things and travel. Live life while he can. He would really love to work on a shrimp trawler.
B10	Paarmiut	Tulisaq	Gf	they read books, but doesn't really do anything specific.	Yes	1			1				1	1			4	Najaaraq, their teacher and his parents	is one who doesn't smoke, play sport, doesn't smoke hashish, and doesn't drink much alcohol.
B11	Paarmiut	Tulisaq	Gf	they talk about other countries, and they learn about the body and food.	Yes	1			1				1	1			2	Najaaraq, their teacher and his parents	person is one who has a good education and is a good friend towards others
G6	Paarmiut	Tulisaq	Gf	Couldn't answer	Yes	1		1						1				her grandparents, her mom, and Najaaraq, her teacher	needs to be good towards others
G7	Paarmiut	Tulisaq	Gf	research different things. Eg about Greenland.	Yes			1						1				her parents	Get a job
B12	Paarmiut	Tulisaq	Gf	have biology class instead	Yes			1						1				her parents	but not necessarily a must.
G8	Paarmiut	Tulisaq	Gf	read about personal development.	Yes	1			1					1				her parents	Couldn't describe
G9	Paarmiut	Tulisaq	Gf	talk about personal development.	Yes			1						1				her parents	by earning money and have a family
G10	Paarmiut	Tulisaq	Gf	talk about proteins, carbohydrates, and the body	Yes			1						1				her friends, siblings, boyfriend and her father	with good education and he doesn't know how to reach a good life
G11	Paarmiut	Tulisaq	Gf	do homework and research about personal development online.	Yes			1						1				her friends, siblings, boyfriend and her father	education
					Yes				1					1				Najaaraq - their teacher	get an education, become independent, and get her own job.
					Yes	1			1					1				Najaaraq - their teacher	get an education and better health
					Yes			1						1				Her parents	be respectful towards others and meet everyone every body the same.

G12	Paamiut	Tuissiq	G11	Idk homework, but otherwise doesn't do much.	Yes	1	1	4	5	0	4	1	1	0	2	2	4	wants to go to grade 8 or a first to learn how to do things and experience more things and get friends.	Haven't heard of	Haven't heard of	Used, thinks it's good	Her friends, parents, and teachers at her job site about her future	is, jolly "immasoo" and can keep up when one talks	get a good education, get a good job	
G13	Paamiut	Tuissiq	G11	talk about democracy, 2nd world war, and research thing and present them.	Yes													trade school with internship as doctors secretary so she can have an education within 4 years	Haven't heard of	Haven't heard of	Haven't heard of	her mom	has a job and good salary and is happy	education	
B12	Tasilaq	Tuilliami	Eesgri	work on covid 19KCs about the world and animals.	No, but have plan	13	1	1	1	1	1	1	1	1	1	1	1	Et: just to try it.	Haven't heard of	Haven't heard of	erenkoller.dk	12	have a family and being a hunter	no a hunter and get a good job by getting an education	
B14	Tasilaq	Tuilliami	Eesgri	Doesn't remember	No, but have plan			1									1	Et: In G and dk a/ner, because he wants to study further. Then become a firefighter.	Haven't heard of	Haven't heard of		has a good job, good house, "siarimassoo", and can do many things as an Eesgreentander.	by travelling the world and become a soccerplayer	B14 read the agreement text before filling it out, but is a quit and not very talkative.	
B15	Tasilaq	Tuilliami	Eesgri	plan their graduation, and talking about what is about healthy living.	Yes			1							1	1	1	Et: Because he cannot get into a high school, he wants to become a baker.	Haven't heard of	Haven't heard of		a good education, gymnasium and his higher job of her wish.	Education	B15 is a fresh young man, who seems happy.	
B16	Tasilaq	Tuilliami	G11	write and read about the body development and is planning a party and eating for their graduation.	No, but have plan					1							1	Et: "imuerissoo, ilimiarlarmassoo, suliffigissoo, x, saamasoo" - has a good like, good education, good job, x, is calm	Haven't heard of	Haven't heard of		who is "imuerissoo, ilimiarlarmassoo, suliffigissoo, x, saamasoo" - has a good like, good education, good job, x, is calm	education is important as well as being open minded towards the society	B16 was really quiet, but very quick to fill out the background information sheet and was really happy. Wasgeographic.	
B17	Tasilaq	Tuilliami	Eesgri	plan their graduation and their future in the parents, about school and teachers.	No, but have plan							1					1	Actor	Used, but thought Westgreen bandic was hard to understand	Haven't heard of	Haven't heard of		who can think independently, was raised well, and had been good informed.	needs to listen to his parents, think independently, be open minded, and get a good education.	B17 was a very feminine boy with colorful clothing and had a foundation (make-up).
B18	Tasilaq	Tuilliami	Eesgri	talk about what they want to do in the future and about graduation.	No, but have plan						1						1	Learn languages	Haven't heard of	Haven't heard of		is happy, lacks nothing, and is friendly	trusting himself, be independent, and be aware on the society and the future.	He seems self-confident and talks clearly.	
G14	Tasilaq	Tuilliami	Eesgri	get education about the body	No, but have plan					1							1	Et: To not stop her education, null to become a cook	Used, feel it lack of info.	Knows		her parents and friends	has a good education, is good at something. She and about want to be a good teacher without an education.	to get an education, and about want to be a good teacher	She is a bit quiet, but is a calm, confident and a nice girl.
G15	Tasilaq	Tuilliami	Eesgri	they talk about body development.	No, but have plan			1									1	Et: To become more independent. Chief in Aalborg	Knows	Knows	erenkoller.dk	her parents, big sister about her future. Furchimore, with her "igarnmi ilimiarlarmassoo" about becoming a chef.	being self-confident, get a good education, and a good job	She is quiet, but seems secure of her wishes	

G16	Taillaq	Taillami	Esngri	talk about personal development where they fill out paper copies.	Yes			1	1	1						1	Haven't heard of	Haven't heard of	Haven't heard of	her mother	has an education, "hummert" punnaassutiminnik argunnaqqaq = one who wants to reach his/her own goals.	get an education, a family, and a job	She is extremely quiet and a bit masculine																											
G17	Taillaq	Taillami	Danish	talk about different things like graduation and sex.	Yes			1									Haven't heard of	Haven't heard of	her mom and siblings but it has always been her dream to become a policeman. And to Michael her teacher	has a good house, his money, and likes reading	has an education, a family, and a job as a policeman	She is a very Danish looking woman.																												
G18	Taillaq	Taillami	Esngri	they don't do much. But they do some personal development.	No, but have plan				1								Haven't heard of	Haven't heard of	her parents and her teachers	has a good house, his money, and likes reading	an education and a family	She is a calm girl who seems very interested and is.																												
G19	Taillaq	Taillami	Esngri	talk and write about their graduation, about school, and rules.	No, but have plan				1								Haven't heard of	Haven't heard of	Her mother and friends	who have followed well in class, has a good education all the way, has a house, children, and had parents who raised one well.	education	She is a bit quiet girl who laughs when she gets nervous.																												
G22	Kulusuk	Esngri	Kulusuk	write about newspaper articles and the development and about Greenland	No, but have plan	12	1	0	3	1	3	0	0	1	3	1	1	1	3	Jakobine - her teacher, and her parents	has an education - but she really goes to nearby sports, doesn't smoke or drink alcohol.	go to sports and eat nearby																												
G23	Kulusuk	Esngri	Kulusuk	talk about "nuilqatigilliviniq" and read newspaper articles	Yes			1	1										her teachers, parents and friends	considers everybody as people with good lives	Education																													
G24	Kulusuk	Esngri	Kulusuk	read books and make paper copies about development, the body, and life	Yes								1						Knows	Couldn't describe	to have her own home, work, and have finished an education																													
G25	Kulusuk	Esngri	Kulusuk	Couldn't answer	No, but have plan				1										Knows	Used with the help of Jakobine. Thinks it's a okay site.	get a job and an education	She was an extremely shy girl.																												
4																																																		
37													2	31	3	12	10	4	4	12	1	0	0	0	0	0	0	0	0	0	0	0	0	1	19	1	2	3	3	3	0	1	16	4	35					

Code	Site	Language	School	Finished compulsory school	Reason for coming join	Action	Wanted to do	Parents' link	Piorsavit stungu/ uguk	Other	Plans to about his/her future	Wants to do	A person w a good life	How do you reach good life?	Description	
M01	Kuummit	Eastgreenlandic	Tasiliami Alkorpak	Grade 11 (9)	Visiting	No	No plans, but he had applied to go to Pireersarfik to get higher grades. At the same time, he had applied for an sea safety course (Saslikeredskurs) through the municipality, which he took the next year. He didn't get into school, but didn't get in because of his low grades.	Knows	Knows	Facebook, Instagram, school's websites	Her siblings in Kuummit	Would like to get an education	Has a job and education is important. "Without education life is hard, especially here in Eastgreenland"	Have 5 children	Have 5 children	
W01	Kuummit	Eastgreenlandic	Tasiliami Alkorpak	Grade 11 (9)	No	No	Wanted to get an education, but get children early			Facebook	Her siblings in Kuummit	go to Pireersarfik to get better at Danish and English, and would like to work in an office or as a child pedagog.	Is "Inussissersooq, qimooq, oqloqutakkimmarooq" - is friendly, fresh, and easy to talk to.	have now 6 children, where the oldest is 22 and the youngest is 13.	have now 6 children, where the oldest is 22 and the youngest is 13.	
M02	Kuummit	Eastgreenlandic	Tasiliami Alkorpak	Grade 10 (8)	No	No	He started at Pireersarfik in 2007, but didn't finish, and were at Sullisrut Højskole (folk high school for workers). From all the three places, he was kicked out because of his bad grades. He said that he was just the way he was brought up. He never had to get up in the mornings, and could sleep all day and be awake in the evenings.			Facebook, and harooq.gl	Nobody	Get an education, but know about his problem with getting up.	Has a job and education is important. "Without education life is hard, especially here in Eastgreenland"	He is Oloq's boyfriend, but not the biological father of her 6 children.	He is Oloq's boyfriend, but not the biological father of her 6 children.	
M03	Kuummit	Eastgreenlandic	Tasiliami Alkorpak	Grade 11 (9)	No	No	Went to ST (folk school) back in the 90's, but in the town of Nuuk it's, but stopped. Has been with Nuuk (grade 10 education). In "højskole" (folk high school) in half a year in Denmark to learn Danish, math, and English with his girlfriend.	Used, heard	Used, heard		His girlfriend		Who have followed good in classes	Follow in classes.		
M04	Kuummit	Eastgreenlandic	Tasiliami Alkorpak	Grade 11 (9)	No	No				Doesn't use internet	Nobody	would like to go to Pireersarfik to get higher grades, but doesn't know what he want to do afterwards.	Is one who sees after what he/she want to achieve	He would like to get better grades, because he regrets not following classes when he had the opportunity.		
M05	Kuummit	Greenlandic	Ejner Mikkielienia Alkorpak	Grade 7 (5)	No	No	went out of grade 8, because a friend told him he was sent to the office every day, because they blamed him for doing stuff. His parents just accepted him staying home. Started at Pireersarfik twice, but stopped because of alcohol use.			Doesn't use internet	Nobody	has applied to maritime school, but doesn't know what he want to do in the future.	Has a job, have a partner, is happy, and doesn't get judgemental.			
6				7-11					3/6	2/6	2/6	5/6				

APPENDIX 11 : INTERVIEW BACKGROUNDS

Participate background YOUTH CLUBS													
Name	Gender	Age	Birth place	Parents homedcity	Elementary school	Level	Job	Living place	Languages	Internet connection	Other	None	Rec Time
Nick	1	15	Qeqertarsuatsiaat	M, DK, F, Qeqertarsuatsiaat	USK, Nuuk	Grade 9		Qeqertarsuatsiaat	Greenlandic		Big Sister	1	No
Ejgi	1	23	Qeqertarsuatsiaat	Qeqertarsuatsiaat	ASK, Nuuk	Grade 10	Royal Greenland	Qeqertarsuatsiaat	Greenlandic	1			No
Arqeluk	1	18	Nuuk	Qeqertarsuatsiaat/Denmark	ASK, Nuuk	Grade 10		Qeqertarsuatsiaat	Greenlandic+ a bit Danish	1			No
Albright	1	23	Nuuk	Nuuk/Qeqertarsuatsiaat	Kangilinniguit, ASK	Grade 10	Municipality	Qeqertarsuatsiaat	Greenlandic+ a bit Danish	1			No
	4	0	15-23							3	0	1	1
Mathias	1	18	Tasiliq	Kuummit	Tasiliami Alivarpik	Grade 10		Kuummit	Greenlandic	1	1		Yes 10.05
Jokum	1	21	Tasiliq	Kuummit	Tasiliami Alivarpik	Grade 10	Katesortarfimmi	Kuummit	Greenlandic+Danish	1			Yes 5.27
Diare	1	23	Kuummit	Kuummit	Tasiliami Alivarpik	Grade 10		Kuummit	Danish, Greenlandic	1	1		Yes 5.50
Karoline	1	18	Kuummit	Kuummit	Tasiliami Alivarpik	Grade 10		Kuummit	Greenlandic, Danish	1	1		Yes 5.38
Karline	1	21	Tasiliq	Kuummit/Sermiligaaq	Tasiliami Alivarpik	Grade 10.2		Kuummit	Greenlandic, Danish	1			Yes 5.05
Thomas	1	22	Kuummit	Kuummit	Tasiliami Alivarpik	Grade 10.2		Kuummit	Greenlandic	1			Yes 4.49
	4	2	18-23							5	3	1	0
	8	2	2 req, 2 Nu, 3 tas, 3 kuum							8	3	1	1

Participate background SCHOOLS													
Name	Gender		Age	School name	Grade	Birth town	Parents city	Languages	Internet connection			Recorded	Minutes
	Boy	Girl							Cell	Comp	Tablet		
Najaaraq	1	15	ASK	10. a	Nuuk	Nuuk	Danish, Greenlandic, a bit English	1			1	Yes	6.48
Beneelitte H.	1	15	ASK	10. a	Nuuk	Nuuk	Greenlandic, a bit English	1			1	Yes	5.50
Malik	1	15	ASK	10. a	Aarhus	Nuuk	Danish, English, Greenlandic	1	1		1	No	
Maastringuaq	1	16	ASK	10. a	Nuuk	Qeqertarsuaq	Greenlandic	1	1	1	1	Yes	5.49
Aputsiaq Petersen	1	15	ASK	10. a	Nuuk	Nuuk	Greenlandic, Danish, English	1	1	1	1	Yes	5.49
Petrine	2	15-16						5	3	2	0	Yes	6.52
Jimmy	1	15	Nuuk Int. Friskole	10.	Galten	Nuuk	Danish, English	1	1			Yes/No	
Julie J.	1	15	Nuuk Int. Friskole	10.	Ilulissat	Nuuk	Greenlandic, Danish	1				Yes	9.02
Jeff	1	15	Nuuk Int. Friskole	10.	Greve, DK	Nuuk	Danish, English, German	1	1	1		Yes	7.47
	2	2	15					4	3	2	0		
Pillunguaq A.	1	15	Atuarfik Tuusaaq	10. a	Nuuk	Paamiut	Greenlandic, Danish	1	1			Yes	6.11
Eigli Pavia	1	15	Atuarfik Tuusaaq	10. a	Nuuk	Paamiut	Greenlandic	1				Yes	5.43
Sten-Peter	1	16	Atuarfik Tuusaaq	10. a	Paamiut	Paamiut	Danish, Greenlandic	1	1			Yes	9.09
Pipaluk	1	15	Atuarfik Tuusaaq	10. a	Paamiut	Qaqortoq, Nuuk	Greenlandic, Danish	1				Yes	7.56
Nivi	1	15	Atuarfik Tuusaaq	10. a	Paamiut	Paamiut	Danish, Greenlandic	1				Yes	5.04
Aputsiaq Mikaelisen	1	15	Atuarfik Tuusaaq	10. a	Paamiut	Paamiut	Greenlandic	1				Yes	3.23
Aviaaja	1	15	Atuarfik Tuusaaq	10. a	Paamiut	Nuuk	Greenlandic	1				Yes	5.27
Laakki	1	15	Atuarfik Tuusaaq	10. a	Paamiut	Paamiut, Denmark	Greenlandic, Danish	1				Yes	6.31
Karid H.	1	15	Atuarfik Tuusaaq	10. a	Nuuk	Father Paamiut, mother DK	Danish, Greenlandic	1				Yes	5.29
Miinanguaq S.	1	15	Atuarfik Tuusaaq	10. a	Nuuk	Paamiut	Danish, Greenlandic	1				Yes	4.08
Dasi	1	15	Atuarfik Tuusaaq	10. a	Nuuk	Paamiut	Greenlandic, Danish	1	1			Yes	12.12
Johanna	1	16	Atuarfik Tuusaaq	10. a	Næstved	Paamiut, Nuuk	Greenlandic, Danish, English	1				Yes	4.46
	3	9	15-16					12	3	0			
Brian	1	15	Tasilami Alvarpik	10.2	-	Tasillaq	Greenlandic, Danish	1				Yes	5.37
Mela	1	15	Tasilami Alvarpik	10.	Tasillaq	Sermiligaq	Greenlandic, Danish, Kullorsuaumiut	1	1			Yes	8.04
Ilannguaq	1	16	Tasilami Alvarpik	10.2	Tasillaq	Tasillaq	Danish, a bit English, Greenlandic	1				Yes	6.59
Geclon	1	15	Tasilami Alvarpik	10.2	Kuummiut	Kuummiut	Greenlandic, Danish	1				Yes	5.38
Gino	1	15	Tasilami Alvarpik	10.2	Nuuk	Tasillaq	Greenlandic, Danish, English	1	1			Yes	7.26
Poul Ib	1	16	Tasilami Alvarpik	10.2	Tasillaq	Tasillaq	Greenlandic	1				Yes	4.19
Josefine	1	16	Tasilami Alvarpik	10.	Tasillaq	Kuummiut	Greenlandic, Danish	1				No	
Grete Bomm	1	15	Tasilami Alvarpik	10.1	Tasillaq	Denmark, Tasillaq	Danish, Greenlandic	1				Yes	6.06
Winnie	1	15	Tasilami Alvarpik	10.1	Tasillaq	Tasillaq	Greenlandic, Danish	1				Yes	5.29
Josephine	1	15	Tasilami Alvarpik	10.	Denmark	Tiniteqilaq	Greenlandic, Danish	1	1	1		Yes	5.53
Kamilla	1	15	Tasilami Alvarpik	10.1	Tasillaq	Tasillaq	Greenlandic	1				Yes	4.01
Vivian O.	1	15	Tasilami Alvarpik	10.1	Tasillaq	Tasillaq	Eastgreenlandic, Greenlandic, Danish	1				Yes	7.34
	6	15-16						12	3	0	1	0	
Mikkeline	1	16	Kulusummi Alvarpi	10.	Kulusuk	Kulusuk	Greenlandic	1	1			Yes	7.27
Maren	1	15	Kulusummi Alvarpi	10.	Kulusuk	Tasillaq, Kulusuk	Danish, Greenlandic	1				Yes	5.58
Dora	1	15	Kulusummi Alvarpi	10.	Tasillaq	Kulusuk	Greenlandic, and a bit Danish	1	1	1		Yes	8.11
Susanne	1	15	Kulusummi Alvarpi	10.	Tasillaq	Kulusuk	Greenlandic	1			(School)	1	6.37
	0	4	15-16					3	2	1	0	1	
	14	23	15-16					36	14	5	1	1	
	37												
	8	2											
	22	25											Total min

Participate background YOUTH CLUB ADULTS															
Name	Gender	Age	Birth place	Parents home	Elementary school	Level	Job	Living place	Languages	Internet connection	None	Rec. Time			
	Man	Woman								Call	Comp	Tablet	Other		
Kristofer	1		30	Tasiliq	Kuummit	Grade 11	Boerhed (housing development)	Tasiliq	Greenlandic, Danish	1				Yes	8.55
Olga		1	42	Tasiliq	Kuummit	Grade 11		Kuummit	Greenlandic, Danish	1				Yes	4.37
Nuka Aron	1		28	Kuummit	Tasiliami Alivarpil	Grade 10		Kuummit	Greenlandic	1			Computer at school	Yes	7.34
Anda	1		34	Kuummit	Tasiliami Alivarpil	Grade 11	Job trainee at Pilersuisoq	Kuummit	Greenlandic, Danish, English	1				No	
Josef	1		29	Kuummit	Tasiliami Alivarpil	Grade 11		Kuummit	Greenlandic	1				Yes	8.69
Rasmus	1		28	Tasiliq	Ejner Mikkelssena Alivarpia	Grade 7		Tasiliq	Greenlandic, Danish, English	1	1			Yes	8.09
	5	1	28-42				2/6 has job		2 grl, 2 grl+dk, 2 grl+dk+eng	6	1		1	5/6	7.34-8.55

APPENDIX 12 : ORDERED SITUATIONAL ANALYSIS

RESEARCH SITES

- Nuuk
- Qeqertarsuaat
- Paamiut
- Tasiilaq
- Kuummiit
- Kulusuk

INFORMATION DISPERSION

- Internet
- Social media
- Television
- Radio

COLLECTIVE HUMAN ACTORS

- Youth
- Students
- Unemployed
- Parents
- Family
- Educational ready people
- Resource-weak
- Resource-strong
- Teachers
- Knowledgeable-other

POLITICAL

- Greenlandic Government
- Municipality Sermersooq

SPATIAL ELEMENTS

- Greenland
- Denmark
- Eastgreenland
- Westgreenland

ENACTMENTS

- Personal development planning (PDP)
- Guidance
- Education
- Parenting

SOCIETAL FACTORS

- Culture
- Traditions
- History
- Language

- Travel options

TECHNOLOGY USE

- Cellphones/smartphones
- Computers
- Tablets

STATISTICS

- Greenlands population is declining – especially men
- 29% educated + born in Greenland
- 2 out of 72 settlements are growing noticeable
- 5 out of 17 towns are growing
- Urbanization

DICHOTOMY

- Local/Global
- Eastgreenland/ Westgreenland
- Past/future
- Greenland/Denmark
- Planning/reality

PLACES

- Schools
- Youth clubs
- Guiding institutions + Nuiki

GOOD LIFE

- Livelihood/job/informal skills
- Economy
- Informed choices

THREATS

- Narcotics
- No-knowledgeable-other

TOOLS

- Action plans

THEORETICIANS

- Robert Petersen: History of parenting in Greenland
- Suna Christensen: Educational Lines
- Karen Littauer: Psychosocial conditions
- Kåre Hendriksen: Hamlet vs. towns

APPENDIX 13 : DEVELOPMENT CLASS

PERSONLIG UDVIKLING - YNGSTETRINNET

Læringsmålene

Personlig målsætning og planlægning

- kan give udtryk for egne ønsker og drømme
- kan beskrive egne personlige egenskaber, interesser og evner
- er opmærksomme på forhold, der kan få indflydelse på deres personlige planlægning
- kan skelne mellem beslutninger, de selv kan tage, og beslutninger, som andre har ansvaret for
- har forståelse af vigtigheden i at opsætte mål
- har kendskab til de forskellige faser i en målsætningsproces
- kan opstille mål og handleplaner for deres daglige skolegang
- kan fortælle om og diskutere deres egne mål og handleplaner med andre og forholde sig til andres mål og handleplaner

Personlig udvikling

Selvværd

- kan fortælle om sig selv i positive vendinger
- har forståelse af værdien af et venskab

Sundhed

- har viden om, hvad sund kost betyder for et menneskes velvære, og kan tilberede en sund skolefrokost eller madpakke
- kan give eksempler på, hvilken indflydelse deres familie, kammerater og medierne har på deres egen holdning til, hvad der er sund levevis
- har viden om betydningen af personlig hygiejne

Familie

- kan beskrive nogle forskellige roller og ansvarsfordelinger i en familie
- har viden om, at der er mange forskellige måder at organisere en familie på, og at dette varierer både mellem forskellige kulturer og inden for den samme kultur

Kærlighed, omsorg og seksualitet

- har viden om børns behov for at give og modtage kærlighed og omsorg
- har viden om, at der findes både voksne mennesker og større børn, som ikke kan sætte grænser i forhold til børn i seksuel henseende
- er opmærksomme på at undgå ubehagelige og farlige situationer
- ved, hvor de kan henvende sig og få hjælp og støtte i tilfælde af mistanke om eller oplevet seksuelt misbrug

Rus- og nydelsesmidler

- har kendskab til de forskellige rus og nydelsesmidler, der forefindes både i hjemmet og på skolen,
- kan give eksempler på, hvordan man kan undgå misbrug af rus- og nydelsesmidler

Sikkerhed

- kan anvende sikkerhedsregler i forhold til sig selv og andre i hjemmet og i og uden for skolen, herunder ved færdsel i trafikken og i naturen
- kender til elementære nødhjælpsprocedurer i hjemmet og på skolen
- Livsepisoder
- kan give udtryk for tanker om betydningsfulde hændelser i menneskers liv

Samarbejde og kommunikation

- kan identificere både positive og negative følelser, fortælle om dem og reagere på dem på en socialt acceptabel måde
- kan lytte aktivt uden at afbryde
- kan give respons på andres udsagn
- kan forholde sig til andres følelser og handlinger, og vise forståelse for, at mennesker oplever situationer forskelligt
- kan give udtryk for egne frustrationer eller vrede i forhold til andre ved at tage udgangspunkt i egne følelser
- kan bruge forskellige måder at respondere og løse problemer på
- kan arbejde sammen i mindre grupper og være bevidst om egen deltagelse i arbejdet og samtidig give plads til de andre
- i samarbejde med klassekammeraterne og læreren har udarbejdet en aftale om, hvordan man gerne vil behandle hinanden, herunder regler for drillerier og mobning, og hvordan man i fællesskab skal handle, såfremt der opstår samarbejds- eller samværsproblemer i klassen

Uddannelse og erhverv

- har kendskab til flere forskellige lokale arbejdspladser
- har kendskab til flere forskellige former for erhverv, herunder lønnet og frivilligt arbejde
- har viden om, hvordan mennesker bruger deres færdigheder og evner inden for familien, i skolen og i samfundslivet

PERSONLIG UDVIKLING - MELLEMRINNET

Læringsmålene

Personlig målsætning og planlægning

- er bevidste om muligheder og begrænsninger i forhold til egne ønsker og drømme
- er bevidste om ændringer i egne personlige egenskaber, interesser og evner
- kan vurdere faktorer, der kan have indflydelse på deres uddannelse, erhvervsvalg og personlige planlægning, med henblik på at foretage hensigtsmæssige valg
- opstiller mål og delmål for deres videre skolegang og personlige planlægning
- løbende evaluerer og reviderer både mål og delmål og tager de nødvendige skridt til at disse realiseres
- opsøger viden og bruger de ressourcer, der er i samfundet, som kan hjælpe dem til at nå deres mål
- søger at nå forskellige delmål i samarbejde med andre, giver respons på andres handleplaner samt modtager respons på egne handleplaner og forholder sig aktivt hertil

Personlig udvikling

Selvværd

- er opmærksomme på forhold, som påvirker deres selvopfattelse
- er opmærksomme på, hvordan de selv kan styrke deres personlige vækst og selvværd,

- er aktive i forhold til at knytte og bevare venskaber

Sundhed

- er bevidste om, hvad de selv gør for at fremme sunde spisevaner og en sund levevis
- har viden om, hvad det er sundt og mindre sundt at spise og drikke og kan tilberede et hovedmåltid, hvori årstidens friske råvarer indgår
- tager stilling til, hvilken indflydelse familie, jævnaldrende og det omgivende samfund har på deres værdisæt i forhold til sund levevis

Familie

- er bevidste om, hvordan hvert enkelt familiemedlems sociale adfærd har indflydelse på familien som helhed
- er bevidste om, hvilken indflydelse familiemedlemmernes holdninger til kønsroller og ansvarsfordeling har på familiens dagligdag
- Kærlighed, omsorg og seksualitet
- er bevidste om egne og andre menneskers behov for at give og modtage kærlighed og omsorg
- skelner mellem egne sunde mellem menneskelige forhold, og forhold, hvor de oplever deres egne grænser som overskredet
- har viden om forskellige former for omsorgssvigt, herunder seksuelt misbrug af børn,
- har viden om almindelig menneskelig seksuel adfærd, om seksuelt overførte sygdomme og prævention

Rus- og nydelsesmidler

- har viden om de kortsigtede og langsigtede fysiske, psykiske og sociale konsekvenser som stofmisbrug, herunder snifning, rygning og alkoholisme, har for dem selv, deres familie, deres nære omgivelser og samfundet
- er bevidste om jævnaldrendes, familiens og mediernes indflydelse i forhold til brug og misbrug af rus og nydelsesmidler
- Psykisk og fysisk handicap
- har en generel viden om psykiske og fysiske handicap og om, hvordan de forholder sig til de psykisk eller fysisk handicappede, de møder i lokalsamfundet

Livsepisoder

- kan tale om livet og døden, om angsten for at miste, og om glæden over livet og angsten for døden

Samarbejde og kommunikation

- bruger aktiv lytning naturligt
- giver ros og konstruktiv kritik på andres udsagn, handlinger og arbejder
- modtager ros og konstruktiv kritik for egne udsagn, handlinger og arbejder, forholder sig åbent hertil og bruger det konstruktivt og fremadrettet
- bruger problemløsningsmodeller, herunder assertiv adfærd, i forbindelse med konflikter opstået mellem andre og mellem andre og dem selv
- kan samarbejde i små og store grupper og give plads til både egne og andres holdninger og værdier

Uddannelse og erhverv

- har viden om de forskellige karrieremuligheder, der eksisterer inden for lokalsamfundet, i landet som helhed og i andre lande
- har viden om, på hvilke områder der er mest brug for uddannet arbejdskraft lokalt og globalt, og hvilke uddannelser og erhverv der er mindre udbud efter

- har stiftet bekendtskab med et erhverv efter eget valg og har evalueret deres udbytte heraf og deres fortsatte interesse herfor

PERSONLIG UDVIKLING - ÆLDSTETRINNET

Læringsmålene

Personlig målsætning og planlægning

- har et realistisk syn på egne personlige egenskaber og evner
- har opstillet realistiske mål og delmål for deres videre uddannelse, arbejdsmæssige karriere og personlige planlægning og har taget de nødvendige skridt, for at disse kan realiseres
- er indstillede på løbende at evaluere, omstille sig og ændre mål i forhold til uddannelse og arbejdsmæssig karriere i trit med samfundets udvikling og behov og egne evner og interesser
- er bevidste om, at uddannelse og karriere er en vedvarende proces, hvor kontinuerlig udvikling af egen viden og kunnen er en nødvendighed

Personlig udvikling

Selvverd

- udviser selvværd og selvtillid i forhold til egne målsætninger og præstationer
- har de menneskelige færdigheder, som er nødvendige for at udvikle og opretholde forskellige mellemmenneskelige forhold

Sundhed

- er opmærksomme på egne kropslige signaler og tager hånd om deres egen sundhedsmæssige tilstand
- forholder sig kritisk til mediernes udmeldinger og fortolkninger i forbindelse med sundhed og den påvirkning, det udsætter dem for

Familie

- har viden om, hvilken betydning boligen og de fysiske omgivelser har for familien
- har indsigt i, hvordan økonomi og erhvervsarbejde påvirker familiens dagligdag, herunder særlige problemstillinger for børnefamilier
- har viden om forskellige former for dysfunktion i familien
- har viden om, hvordan det omgivende samfund og medierne har indflydelse på vores syn på familien og på vores måde selv at danne familie på
- har kendskab til egne rettigheder og samfundets regler og krav til borgerne i forbindelse med blandt andet fødsel, bryllup, skilsmisse og død

Kærlighed, omsorg og seksualitet

- har forståelse for, hvordan omsorgssvigt, herunder seksuelt misbrug, indvirker på børn, og er vidende om og opmærksomme på forskellige symptomer herpå
- har viden om forskellige former for seksuel adfærd så som homoseksualitet, biseksualitet og aoseksualitet

Rus- og nydelsesmidler

- har viden om forskellige former for afvænningsmetoder, herunder for misbrug af tobak, alkohol, narkotika mv., og er bekendte med de afvænningsinstitutioner og -organisationer, der er i landet

Psykisk og fysisk handicap

- har en generel viden om, hvordan psykisk og fysisk handicap indvirker på familien, og hvad man i samfundet gør for at afhjælpe psykisk og fysisk handicap

Livsepisoder

- har viden om, hvad der kan få mennesker til at tage deres eget liv, og om
- hvad man kan gøre for at hjælpe mennesker til ikke at vælge denne udvej

Samarbejde og kommunikation

- er bevidste om og til stadighed udvikler deres kommunikative færdigheder, konfliktløsningsmetoder og samarbejdsevner og
- tager medansvar for trivslen i de grupper, de medvirker i

Uddannelse og erhverv

- er bevidste om muligheder og begrænsninger i forhold til egne uddannelses- og erhvervsønsker, herunder etablering af selvstændig virksomhed
- har stiftet bekendtskab med mindst endnu et erhverv efter eget valg og har evalueret deres udbytte heraf og deres fortsatte interesse herfor
- har foretaget deres uddannelses- og erhvervsvalg og har taget de nødvendige skridt til, at dette kan iværksættes

Taken from <http://www.ilinniusiorfik.gl/index.php?id=84&L=0> retrieved 160609

APPENDIX 14 : ACTION PLAN

ILIUUSSISATUT PILERSAARUSIAQ – ILINNIAGARILERUSUTAQ

ARK 6

Meeqqat atuarfianni naammasilemermi atugassaaq. Assinga atuarfimmi PIGINEQASSAAQ aamma najukkami Piareersarfimmut ingerlateqqinneqassaaq. Takukkit: Atuarfik pillugu Inatsisartut inatsisaat nr. 15, 3. december 2012 -imeersoq § 19 imm. 2 aamma Kalaallit Nunaanni ilinniartitaanermut inuussutissarsiutinillu siunnersuisarneq pillugu Namminersorlutik Oqartussat inatsisaat nr. 4, 29. november 2013-meersoq § 19 imm. 3.

HANDLEPLAN - UDDANNELSESVALG

Anvendes på folkeskolens afgangsklasse. Kopi SKAL opbevares på skolen og sendes til den lokale Piareersarfik. Jvf. § 19 stk. 2 i Inatsisartutlov nr. 15 af 3. dec. 2012 om folkeskolen og § 19 stk. 3 i Inatsisartutlov nr. 4 af 29. nov. 2013

Ateq / Navn:

Cpr-nr.:

Atuarfik / Skole:

E-mail:

Mobil nr.:

Najugaq / Adresse:

Vejnavn:

Postnr / By:

Ukioq atuarfiusoq naammasiffiusoq/Afsluttende skoleår:



10.klassip kingorna una ingerlakkusuppara / Efter 10.klasse ønsker jeg at gå på:

Krydsiliigit / Sæt X	Efterskolernissara toqqarpara pissutigalugu / Hvorfor har jeg valgt efterskoleophold?
Efterskole i Danmark <input type="checkbox"/>	<input type="text"/>
Efterskoli Kalaallit Nunaanni <input type="checkbox"/>	
Efterskoli sorleq / hvilken efterskole: <input type="text"/>	

AFS, EF Sprogrejse, sportscollege assigisaaluunniit/eller lignende.	Suna pissutigalugu / Hvorfor har jeg valgt det?
Nuna sorleq / Hvilket land: <input type="text"/>	<input type="text"/>

Ilinniarnertuunngorniarnik / GUX

Krydsiliigit / Sæt X

Kalaallit Nunaanni

Danmarkimi:

Sammivik sorleq; Pingaarnersiorlugit tulleriinnilikkit/
Studieretning i prioriteret rækkefølge.

1.

2.

3.

Inuusutissarsiornermik ilinniarfik /
Erhvervsuddannelsesinstitution:

Sammivik Sorleq: Pingaarnersiorlugit tulleriinnilikkit/
Erhvervsuddannelsesretning i prioriteret rækkefølge?

1.

2.

Ilinniagaqalinnginninni suligallarusuppunga /

Jeg vil først på job inden jeg starter en uddannelse

Suna tunngavigalugu / Hvilken begrundelse?

Suli naluara / Jeg ved det ikke endnu

Suna patsisigalugu / Hvilken begrundelse?

Allamik mislittagaqarusuppunga / Andet

Suna siunertaralugu / Med hvilket formål?

Ilinniakkamik imaluunniit inuussutissarsiummik toqqaanissami imminut nalunnginnissaq pingaaruteqarpoq /
Det er vigtigt, at have et klart billede af sig selv, når man skal vælge uddannelse eller erhverv.

A

Imminut ilisaritinneq:

- Inuttut suut piginnaasaqarfigaagit?
- Atuarfimmi suut pikkoriffigaagit?
- Angerlarsimaffinni suut pikkoriffigaagit?
- Suut piginnaasakiffigineruigit?
- Suut piginnaasaqarfiginerulerusuppigit?

Præsenter dig selv:

- Hvad er dine stærke sider som person?
- Hvad er du god til i skolen?
- Hvad er du god til derhjemme?
- Hvad er du mindre god til?
- Hvad vil du gerne være bedre til?

B

Ikkakkakka/misilittakkakka iliusissatut
pilersaarutinnut tunuliaqutaasinnaasut allat; soorlu
atuarnerup kingorna suliffik, soqutigisat,
suliffimmik misiliineq, pinialuttarneq
assigisaanilluunniit.

Mine erfaringer fra fritidsjob, fritidsinteresser eller
fra praktikforløb som har betydning for min
handleplan. F.eks. fritidsjob, interesser,
erhvervspraktik, fritidsjagt og lign.

C

Ilinniagarilerusutama angunissaanut aqutissat
tulleriiaarneri:

1.

Mine uddannelsesforløb i trinvis:

2.

3.

D

Ilinniagarilerusutannut piumasaqaataasut suuppat?
Aamma atuarfimmi angusakka
ilinniagarilerusutama piumasaqaataanut
naleqqiullugit qanoq ippat?

Hvad er kravene til den uddannelse jeg har valgt?
Opfylder jeg kravene i forhold til den måde jeg
klarer mig på i skolen?

E

Paasisutissat allat uannut tunngasut iliuusissatut
pileraarusiannut ilanngukkusutakka.

Andre oplysninger om mig selv, som jeg gerne vil
have inddraget i handleplanen.

F

Ilinnialeruma angajoqqaama makkunatigut
tapersersussagaannga kissaatigaara:

Når jeg starter min uddannelse ønsker jeg støtte
fra mine forældre i disse områder:

G

Atuarfimmi aqutissiuussisup immikkut oqaaseqaatai:

Skolevejlederens kommentarer:

(Pisariaqartitat/Særlige behov)

Aqutissiuussisoq/ Skolevejleder

Atuartoq / Elev

Angajoqqaat/ Forældre/Værge

Sumiiffik / ulloq – Dato / sted

APPENDIX 15 : MY TIME WITH ELI AND ULRIKKA

Good example of family traditions and hospitality is what I experienced in Eastgreenland. I have to remind you that Kuummiit is the hamlet nearby Tasiilaq with around 300 inhabitants. When I was in Kuummiit to conduct the research, I was supposed to be there for only in two nights, but my flight was cancelled three days in a row, because of the fog – probably in Tasiilaq, because there were beautiful weather in Kuummiit all the days, except for the last day. The first day my flight was delayed, I was invited by Ulrikka, a fifty-two year old woman, when she heard that my flight was delayed. The only time I had seen her before, was on my first day in Kuummiit, when I briefly talked to her at the store Pilersuisoq – the only store in Kuummiit. Anyway, she invited me home and I gladly accepted. She lived in a red house on the hill with her husband and three foster children – siblings also from Kuummiit. Few minutes away from where I stayed.

When we got in, we took our boots off at the entrance. This is a standard thing Greenlanders do all over Greenland – as far as I know. Nobody gets in with “dirty” boots; it is disrespectful for the house owners and seen as disgusting. Sometimes, the owners can say that you do not have to take your boots off in trying to be friendly to you, but that is not usually thing to do.

When we got in, we went through the living room to the dining room, where she went on to the tiny kitchen where she took a bunch of newly dried Ammassaat (Capelin fish around centimeter long) on the table along with apples and half frozen seal blubber. We all sat by the big dining table which filled almost the whole dining room with her husband Eli – whom I have talked to where I was staying, their grown foster child and her small son, and the around seven year old youngest foster child. We all sat down and ate cape. The Ammassaat was still a bit mushy inside. The seven year old girl did not like them, so she was offered a dish with “hakkebøffer”, which she took and ate. The rest also ate that dish after Ammassaat. They also offered me, but I declined, because I already had eaten lunch. After Ammassaat, I got a cup of black tea which is the normal in Greenland, usually Medova tea. We sat and talked about many things. They talked about their children and grandchildren: Her biological daughter, adoptive son, and three foster children. They talked about having lived in four years in Qaqortoq, where their youngest and their handicapped grandchild live. They talked about Eli having used alcohol before, but stopped, because of Ulrikka. He talked about his travels on sea in West- and Eastgreenland. She talked about the school here, which has grades all the way through 10 this year, for the kids that were sent home from Tasiilaq so they can finish the elementary school. Next year, they only will have until grade 8. These days they had bread and breakfast for four German tourists, but gave food for twelve. Tomorrow would be the last day. They were happy to do it, so they – she and him – had extra money for their summer vacation in Qaqortoq. They had planned taking the kids with them, but the economy was not in place for that, because they would have to pay around 60,000 kroners for the three kids’ travel expenses. They hoped to take them with them next time, when she can get paid vacation through her work.

While I was visiting Ulrikke and Eli, we heard the helicopter around the same time I would have traveled. It was the German tourists traveling to Kulusuk. Funny that their helicopter could make it, while mine could not. People were saying that it is usually was the pilot that decides to fly or not.

The next day, my flight was cancelled again, so I visited them one more time in the evening. I just came to their home and knocked, and went straight in, took my boots off, and sat down with them in the living room. . They offered me tea and biscuits. We talked about everything. They talked about their time when they lived in Qaqortoq, that lead to Ulrikka telling me about Eli being very good at making lyrics, because he had made lyrics about an old woman in Qaqortoq which became like a family to them for her birthday. That made Ulrikka and Eli both sing couple of songs that Eli had written. It was nice and cute.

The next morning, I woke up to a foggy morning, so I did not expect my flights making it. I started to eat breakfast when I got a call around seven from Ulrikka. She wanted to invite me to breakfast, which I gladly accepted. I ate breakfast with her, Eli, their three foster children, and her best friend Kista. Ulrikka told me that Kista always come and eat with them on Saturdays. Later I got a call from the Tasiilaq Heliport, telling me that my flight was cancelled, which meant that I could not travel home that day. The man told me that the next flight would be on Monday to Tasiilaq. I went to "my place" and used the phone there to call the travel agency to ask them what to do. That day there were a lot of calling back and forth between me and the heliport and the travel agency. Further later, the heliport called me again telling me that I that wouldn't be able to travel home before Thursday, because Air Iceland didn't travel before that day to Kulusuk.

When Ulrikka heard that my flight was cancelled again, she offered me to stay at their house if I wanted to until I had to leave. Moreover, when Eli heard that, he told me that he could sail me to Tasiilaq – they were actually planning to sail to Kulusuk since Thursday because the wanted to send a package to Westgreenland to their child. However, after the phone calls, we decided that we would try to catch the flight directly from Kulusuk. I called Eli Abelsen from Piareersarfik in Tasiilaq asking him to get my suitcase in Tasiilaq apartment and take it to the Heliport as soon as possible, so it could make to Kulusuk that day. He accepted, telling me that he would as the janitor to go do that. I was so relieved.

We waited around two hours until it was not that foggy before we sailed. Only two of us. The ocean around the hamlet and starting around the islands before Kulusuk was filled with pack ice. That meant that we sailed in an open boat between pack ice for a very long time in the beginning and in the end of our trip. What Eli told me took usually within an hour sail time; it took us almost twelve hours. Thankfully, I borrowed Elis whole winter suit and Ulrikka's scarf, which I could use as a hat.

While we sailed, Eli would once and a while stop by an island, climb up, and look for a way through the pack ice. He would push the ice with his boat in order to open up a way through it. Sometimes when it didn't work, he would sail back a bit and find another route. Usually he tried to sail near the land, because it was usually a bit better sailing opportunity there. Around eight in the evening we got

off on an very small island, where his brother and his family was also. They were also on their way to Kulusuk, but from Tasiilaq.

They were a group of nine: Eli's brother, his wife, their two children, and their five foster children. All the children seemed to be in the age of four to fifteen. They all seemed so happy together. The mother, a beautiful Eastgreenlandic woman, had to be careful with her legs, because she had broken her ankle this winter when she was out dog sledging with her two children. She told me that when she broke her ankle it was all turned over, but she still had to travel three hours in her dog sledge to get to the hospital in Tasiilaq. Now she had nails in her ankle. Her husband told me that she used to compete in dog sledging.

While we were there, the children was playing around, and few time their oldest son, came over with seaweed, which they all except one ate with great delight. I tried it also. It tasted like a salad mixed with sea. I noticed that the mother first rolled it and ate it. One child ate all of it as it was. The rest of the children only ate the spine.

After a while, two other boats came in as well. Suddenly we were a lot of people in that small island. Everybody was in a good mood and was happy to meet. When people ask about me to Eli, who I was, he would tell them that I was his new wife. We all had fun with that. They were also saying, as Eli before them had told me, that polar bear footprints had been spotted, so we had to look out for it.

Then it was decided that two men and an old woman from the other boat should sail with Eli and I, and one bigger boat with a family in it would sail beside us. The two men sat/stood in front of the boat and to help steer between the ice, and the old woman sat between Eli and I. The two men sometimes used a stick to push the ice, sometimes they got off the boat and push, and sometimes they just tell Eli if there were rocks ahead when we were on low water. I had some mariekiks with chocolate, so we all ate those on the way. Once we had to stop in another island, because Eli's motor needed to cool down. Therefore, both boats got off into the island. Many had to pee.

Finally, when we arrived at Kulusuk around eleven PM. It took us a very long time to get into the harbor – actually the end of the ice, where the boats where pulled up. The sun was now behind the big mountains, so my feet and hands were cold.

I took video-clips and pictures most of the time, but while we were at the first island, the battery of my cellphone died. Bummer! Because while we were on the second island, there were a kind of a rainbow – just mostly white. It was beautiful.

When we walked in the hamlet, we met a big group of children in all ages. They were playing a game. They all knew Eli and greeted him and I. Some of them were his nephews. Then we came to his sister's house which were just beside the elementary school. He had already told them that we were on our way, and they had already told me that I could stay with them if I wanted to. When we came inside the sister Justine already had warmed up some leftover food from a party, she told us. It was a Danish

dish, but had also cooked halibut which tasted beautifully. It was her Justine, her husband Georg, their son, and grandson. It seemed very much as a warm home.

When I told them that I wanted to contact the hotel, she called the manager, and handed me her cellphone. His name was Jesper, a Danish man. I told him about my situation, and he said that he could come and get me in the car in ten minutes. I asked him to be here a bit later than that, because we just came in, so he said, he could come and get me in half an hour. In that half an hour, I ate and drank some tea. Then Jesper came, and I told them all goodbye – but with a promise of coming back and visit them while my stay. Which I did.