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Application to Ivalo & Minik Fonden

Description of why I chose to apply for the Human Rights Advocates Program

Work Experience in relation to the application

My name is [REDACTED]. I am 39 years old and I received my degree of Master of Social Science in Social Anthropology at the University of Edinburgh in 2002.

Since 2006, I have been working as head of research and further educations dept. at the Institute of Learning Processes, University of Greenland (It used to be placed at Inerisaavik but is now under the Institute of Learning Processes). The Institute is responsible to run further educations as Academic Diploma, Masters and Candidate Programs with approx. 100 students yearly. The programs are part of the new regulation on primary schools and aims to educate leaders in the reform which will further develop the quality of Greenlandic primary schools. At my work, we therefore have major focus on research-based knowledge, collaboration with internationally renowned professors, development of learning principles that can be adapted to Greenland and the increasing diversity in the social and cultural groups that are in society. I have, in cooperation with our foreign partners and Greenlandic colleagues helped to develop graduate programs. Additionally I have taught courses in "Educational Anthropology (a course we have developed in the context of the new further education system in Greenland) and "Development and Learning" in the academic diploma courses.

At the Institute of Learning Processes I have also worked to increase cooperation with indigenous peoples' organizations in education and rights and thus created a network within the field of education in particular Alaska and Nunavut. I have also created networks with professors who work with education of indigenous peoples, reforms and decolonization.

In addition to having worked for the past 7 years with initiatives to improve the quality of Greenland's schools, I have worked with indigenous peoples' rights, women's rights, empowerment and cross-cultural understanding. In 2003, I spoke about the urgent need to lower the school dropouts rates of young Inuit at the UN Permanent Forum. In 2013 I was chosen to participate at FIMI's (International Indigenous Women's Forum) Global Leadership School for Indigenous Women and I received my diploma for this program in August 2013. In November 2013, I represented the Arctic Women at the World Conference of Indigenous Women in Peru. I am now a member of the Academic Council at the Global Leadership School for Indigenous Women.

Therefore, my wish to take the Human Rights Advocates program is to further strengthen my career and to gain the skills needed for working with education and human rights.

About the Human Rights Advocates Program

The Human Rights Advocates Program (HRAP) is a model of human rights capacity building. After completing the intensive four-month program, advocates are able to more effectively lobby for their causes and address the human rights concerns of their community. The comparative advantages of the Human Rights Advocates program are:

- Comprehensive program of skills-building, networking, advocacy, and academic coursework
- Emphasis on individual and organizational capacity building
- Affiliation with Columbia University and location in New York.

For more information: <http://hrcolumbia.org/hrap/>

Why I have chosen to apply for the Human Rights Advocate Program

I have built up my education and choice of work in Greenland and abroad to support my areas of interest. My areas of knowledge and expertise include learning about cultures, supporting Human Rights and community development. I believe in education of Indigenous peoples in their own languages, foreign languages and cultures to further develop post-colonial relationships. I possess experience in local, regional and international arenas within education, human rights and development of former colonial societies.

Professionally my strengths are the ability to think analytically and holistically. I possess the ability to put myself in social issues and have a solid cross-cultural understanding which allows me to move from socio-cultural work and local empowerment to higher academic work. I am bilingual (Greenlandic and Danish) and also speak fluent English.

I have always believed that education is the way forward to a strong and healthy Greenlandic society. I have also witnessed that only some young people actually get an education and become marginalized in our society. But I believe that by making targeted efforts to increase the opportunity for education will develop pathway for success. It requires new approaches to address the problem.

The need to create a stronger foundation for the public school system in Greenland is of great importance. Up to 50 % of the pupils do not engage in further education after finishing the elementary school. The Universal Declaration of Human Rights Declaration Article 26 states that everyone has the rights to an education. In this regard, I believe that Greenlandic Government has an obligation to address this urgent problem as soon as possible. I think Greenland needs trained professionals who can begin to develop a system that will promote young people's rights to a decent education that will enhance their economic and social future.

The purpose of my participation in the Human Rights Advocacy Program is to be trained up in human rights which are relevant to the target group of young people while I work to commence social anthropological studies of the of these young people. I think that we need more knowledge about the target group to address the problem as soon as possible, as well as acquiring tools to work for their rights. With my educational background, work experience and knowledge of indigenous peoples' rights, I am motivated and determined to work for this case. But in order to work professionally, I need to have more knowledge and training. To achieve this, FIMI has recommended that I take the training program at Columbia University's Human Rights Institute. My application is also supported by my workplace, ICC (Inuit Circumpolar Council) and FIMI.