



UNITED NATIONS
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UNU-LRT

Land Restoration Training Programme



UNU Land Restoration Training Programme (UNU-LRT)

Annual Report 2010

United Nations University Land Restoration
Training Programme

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DIRECTORS SUMMARY FOR 2010

The Land Restoration Training programme was recognized as a UNU programme in February 2010, when the agreement of cooperation between the United Nations University, the Government of Iceland, the Soil Conservation Service of Iceland, and the Agricultural University of Iceland had been signed by all parties.

The first annual six-month training of the Land Restoration Training programme since it became a UNU programme was offered in 2010. Six fellows from five countries participated and received specialized training in Land degradation assessment & Land restoration (three fellows), and Sustainable land management (three fellows). They came from Ethiopia, Namibia, and Niger in sub-Saharan Africa, and Mongolia and Kyrgyzstan in central Asia. Niger and Kyrgyzstan are new countries represented in the programme. Of the six invited fellows, three were females and three were males.

The 2010 six-month training programme was evaluated thoroughly by the fellows, as has been the procedure since the establishment of the programme. The evaluation included both written anonymous evaluation and discussions by the fellows with the UNU-LRT staff at the end of each programme section, but also a total programme evaluation at the end of the six-month training.

The curriculum of the annual six-month training programme was revised prior to the 2010 semester, and further revision is planned based on new experience and suggestions from the fellows, studies committee, lecturers and advisors. The work on the curriculum is a joint effort between the programme staff, studies committee and respective educators in the programme.

Two trips to partner countries were organized this year to establish and strengthen contacts between UNU-LRT and local institutions, and to interview potential candidates for fellowship. Ghana was visited in March and Uganda in November and December.

The first draft of the UNU-LRT Strategic Plan 2011-2016 was completed and presented to the board of the programme in 2010. The Strategic Plan will be revised and finalized in 2011.

The programme director, Hafdís Hanna Aegisdóttir went on a maternity leave in April 2010. The deputy programme director, Berglind Orradóttir served as the acting director during her leave.

Hafdís Hanna Aegisdóttir and Berglind Orradóttir



ABOUT UNU-LRT

The main focus of the UNU-LRT programme is to assist developing countries affected by severe land degradation to strengthen institutional capacity and motivate individuals to combat land degradation, restore degraded land and promote sustainable land management. Efforts to combat land degradation, unsustainable land use and desertification are often hampered by lack of knowledge, capacity and social motivation in the affected areas. Necessary actions are thus often poorly implemented. The programme assists people from developing countries to overcome these obstacles and make their efforts effective. This is done by offering an annual six-month post-graduate training in Iceland for professionals employed at institutions in developing countries that deal with these issues. The selected professionals are offered full fellowship from the Icelandic government for the duration of the training.

The programme was founded by the Icelandic Ministry for Foreign Affairs, in partnership with the Agricultural University of Iceland and the Soil Conservation Service of Iceland. It started as a three-year pilot project in 2007, aiming at becoming a UNU training programme by the end of the pilot phase. After a successful mid-term evaluation by an international evaluator, the project was accepted as a formal UNU training programme. An agreement of cooperation, between the United Nations University, the Government of Iceland, the Soil Conservation Service of Iceland, and the Agricultural University of Iceland, had been signed by all parties on February 17th 2010.

UNU-LRT is funded by the Icelandic Ministry for Foreign Affairs, but the Agricultural University of Iceland is the executing agency with financial responsibility. The programme is implemented jointly by the Agricultural University of Iceland and the Soil Conservation Service of Iceland. The UNU-LRT is governed by a board of members that are representative of the United Nations University, the Soil Conservation Service of Iceland, the Agricultural University of Iceland, the Icelandic Forest Service and an expert nominated by the Ministry for Foreign Affairs. A studies committee academically governs the programme, chaired by the programme director. The committee is broadly based drawing members from

leading research institutes and universities in the area of land restoration and sustainable land management.

During the three years of the pilot phase of the programme, from 2007 to 2009, 17 fellows were invited to participate in the programme activities. The fellows came from eight countries: Egypt, Ethiopia, Ghana, Namibia, Uganda and Tunisia in Africa, and Mongolia and Uzbekistan in central Asia. The first five fellows in 2007 attended a seven weeks training but others participated in a full six-month post-graduate training. In 2010, the first year as UNU programme, six fellows from five countries participated in the programme. They came from: Ethiopia, Namibia, Niger, Mongolia and Kyrgyzstan; three women and three men. During the four years of operation just over 50% of the fellows have been women, which is in line with the UNU goal of emphasising gender balance.

UNU-LRT has a website (www.unulrt.is) where an overview of the programme, its objectives, its history, and the latest news are accessible. Specific information about admission to the programme, selection of fellows, and about former fellows and their individual projects are also accessible, and will be expanded in the future.

COMPARATIVE ADVANTAGE OF UNU-LRT



Land degradation is a global problem of major importance and has severe impact on the environment, climate and human societies. Land degradation, manifested in vegetation deterioration, soil erosion, biodiversity loss, and eventually in a more persistent form as desertification, has led to grinding poverty, hunger, and abandonment of farms and villages for cities in many parts of the world. A large proportion of developing countries and countries in transition are confronted with severe land degradation and problems resulting from unsustainable land use and climate change. Land restoration and sustainable land management is a critical part of the daunting challenge to confront poverty and achieve secure livelihood in poor, rural societies in developing countries, societies that are frequently the most vulnerable and marginalised in the respective countries.

In Iceland, invaluable experience and knowledge on combating land degradation and re-vegetating denuded landscapes has been gained over the past century. Iceland was among the poorest countries in Europe at the turn of the last century and faced severe land degradation problems caused by over-exploitation through wood harvesting and overgrazing under harsh natural conditions. To halt the destructive forces, a unique legislation was passed in 1907, aimed to halt soil erosion and restore lost and degraded lands. Iceland's 100 years of such operations is one of the longest standing in the world. The numerous success stories on stabilising desertified land and making it productive serve as an example to demonstrate how current international objectives can be achieved. Such actions are important in carbon sequestration into soils and vegetation, restoring biological diversity and in providing opportunities for productive land use.

Although all land degradation problems in Iceland have not been solved, wide ranging experience and knowledge has been gained in Iceland on how to combat land degradation and desertification, on restoration of desertified land and on using the land in a sustainable way. At the same time Icelandic society has developed to a modern society with competent research and university sector. The need for capacity building within this field of expertise is immense in the developing countries where land degradation and desertification is directly



threatening food security and well-being. The knowledge and experience gained in Iceland is of much relevance to these countries, and the programme is a venue for making that knowledge available.

Having seen the adverse consequences of desertification, the Icelandic nation and its political and academic leaders are highly committed to combat land degradation and restoring degraded ecosystems. The intellectuals are conscious of the need to share Iceland's cold desert experience with developing countries despite often different climatic conditions. To do this, the focus is on understanding ecosystem functioning and the principles of land degradation, restoration and management.

Funding for UNU-LRT comes from the Government of Iceland, which is very committed to the programme. The key institutions involved in the operation of the UNU-LRT have highly qualified research and teaching personnel, and good facilities for the staff and fellows of the programme. The Agricultural University of Iceland has a strong research record in the agricultural, desertification and land restoration fields, while the Soil Conservation of Iceland strength lies in its role in bridging the gap between research and action. Working with landowners to improve land management and restore degraded lands, where the latest research findings and technologies are made available, is one of the important components in capacity building of individuals and institutions everywhere in the world, particularly in the developing countries. The Agricultural University of Iceland and Soil Conservation Service of Iceland have a history of good cooperation, making such work possible and productive.

ACTIVE PARTNERSHIPS

UNU-LRT collaborates with the other two UNU programmes in Iceland, the UNU-Geothermal Training Programme and the UNU-Fisheries Training Programme, as well as the UNU Institute for Water, Environment & Health (UNU-INWEH). We also collaborate with the Gender Equality Studies and Training Programme (GEST) in Iceland.

PROGRESS REPORT

SIX-MONTH TRAINING FOR PROFESSIONALS WORKING ON LAND RESTORATION AND SUSTAINABLE LAND MANAGEMENT



The first annual six-month training session of the Land Restoration Training programme since it became a UNU programme was offered this year. This annual course is the central activity of the UNU-LRT programme. The six-month training usually starts in April and ends in October. In 2010, the training could not start until May 3rd due to the volcanic activity in Eyjafjallajökull volcano and the disruption it caused on air travel around the world. To make up for this delay the programme was compacted by teaching on Saturdays and adding evening classes.

The six-month training starts with an orientation week where the fellows are introduced to the Icelandic society and nature. Following are ten common weeks of training that offer theoretical and practical knowledge base, and interdisciplinary training and understanding of physical, biological, socio-economical and cultural aspect of environmental issues. The importance of gender equality and women empowerment in the field of land restoration and sustainable land management is emphasised in the training by offering courses and encouraging discussion on the issue. These weeks are also used for sharing experiences through presentations and seminars on land degradation and desertification problems in the fellows' home countries. An important part of the programme is the practical training, where the fellows get on-hands experience with what they learn during lectures. This includes doing stakeholder analysis, land health assessment and practising use of GPS and GIS, to name a few.

Excursions are a vital part of the programme. There the participants are exposed first-hand to land degradation problems in Iceland and introduced to different land use practices, and conservation work. The excursions offer the participants opportunities to discuss these issues with people working on implementing restoration plans. Beside shorter excursions interwoven into the lecturing section, about a week of the programme is reserved for a trip around Iceland, visiting farmers and institutions.

Two weeks of specialized training follows the common training section. Two lines were offered in 2010: i) Land degradation assessment/Land restoration, and ii) Sustainable land management. Three fellows participated in each of the specialized lines. The last 12 weeks of the programme are dedicated to individual project work carried out by each fellow under the supervision of suitable expert(s). The aim of the project work is to deepen the participants' knowledge and enhance their confidence of working on topics that are pressing in their home countries and have a direct relevance to their individual work. Fellows are encouraged to use data from their home countries. Data may also be collected in Iceland but should then be selected to meet the needs of each fellow and her/his country. The projects are submitted both in writing and orally during a seminar at the end of the programme period.

A comprehensive evaluation of the six-month training was carried out from the beginning of the 2010 programme and was continued until its end. During the course work, the participants evaluated the programme at the end of every week or at the end of each module. An extensive overall evaluation, of the six-month training, was carried out at the end of the programme. During these evaluations the fellows' gave feedback in group discussions, and by filling out forms anonymously. This continuous evaluation throughout the programme makes it possible to meet many of the participants' needs and use their suggestions to improve the programme during their stay. Our experience is that such evaluation is very important for the continuous improvement of the UNU-LRT programme.



Six fellows from five countries attended the six-month course in 2010. The gender balance of the fellows was equal and they came from Ethiopia, Namibia, and Niger in sub-Saharan Africa, and Mongolia and Kyrgyzstan in central Asia. Fellows from Niger and Kyrgyzstan have not attended the programme before. During the three years of the pilot phase of the programme, from 2007 to 2009, 17 fellows participated in the programme activities. The fellows came from eight countries: Egypt, Ethiopia, Ghana, Namibia, Uganda and Tunisia in Africa, and Mongolia and Uzbekistan in central Asia. Five of these fellows attended a seven weeks training (in 2007) but the other 12 attended a six-month post-graduate training. During the four years of operation just over 50% of the fellows have been women, which is in line with the UNU goal of emphasising gender balance and empowering women. Moreover, the proportion of men and women educators in the programme has been close to equal.

IN 2010 THE FELLOW'S PROJECT WORK COVERED DIVERSE ISSUES:

ALEMAYEHU MULUNEH from Ethiopia reviewed research on land use and land cover dynamics in the Ethiopian highlands, in an attempt to provide an overview of the long term trend of land use and land cover changes in the Ethiopian highlands from 1868-2008. He concluded that the expansion of arable land in the Ethiopian highlands has reached its upper limit. Therefore, the livelihood condition of the growing population particularly in rural areas has to be met by other means than taking more land for cultivation.

BURMAA DASHBAL from Mongolia analysed changes in vegetation composition and biomass and the potential effect on soil carbon in degraded Mongolian rangelands. She found significant effect of continuous grazing on biodiversity, vegetation composition, -biomass and -cover. The effects did however differ between climatic zones. Improved knowledge on these issues is needed in Mongolia to be able to mitigate degradation of their rangelands.

HISKIA MBURA from Namibia reviewed land degradation in the form of bush encroachment on commercial farms in Namibia and explored what hinders the proper managements of these lands. He found that existing recommendations and policy framework on how to deal with the issue does not reach the farmers. He proposed establishment of a Landcare Secretariat in Namibia as a platform through which the institutional arrangement could be improved, drawing farmer's attention to the available recommendations.

MOUSTAPHA IBRAHIM from the Niger Republic described and explored criteria and approaches for evaluating land restoration, and examined which of these are



appropriate for use in the Sahel region, with emphasis on the Niger Republic. He concluded that a participatory approach would be appropriate, both in general terms and in the specific context of Niger.

NAZGUL ESENGULOVA from Kyrgyzstan compared new law on pasture management in Kyrgyzstan to the former pasture law in her country, and to the Australian legislation on rangelands. Her conclusion was that the legislation needed improvements to path the way to sustainable use of natural resources.

SODGEREL PUREVEE from Mongolia worked on establishing an indicator set to assess the sustainability of urban land use systems, using Darkhan City of Mongolia as a case study. She formulated sustainability indicators and criteria by comparing Russian and UK methods and applying them to Darkhan land use system. She hopes that this work will accelerate the urban sustainability assessment learning process and improve policy effectiveness.

UNU-LRT PUBLICATION

All UNU-LRT fellows have to write a comprehensive report in English as a part of their individual project work. Since the first six-month training course was offered in 2008, the reports have been made available in paper versions and in electronic form on the website of the programme.





OTHER ACTIVITIES

The Land Restoration Training Programme reached a very important milestone in 2010. The programme's pilot phase ended last year and an agreement of cooperation between the United Nations University, the Government of Iceland, the Soil Conservation Service of Iceland and the Agricultural University of Iceland was signed by all parties in February 2010. The programme will now be known as the United Nations University – Land Restoration Training Programme (UNU-LRT).

The first draft of the UNU-LRT Strategic Plan 2011-2016 was completed and presented to the board of the programme in 2010. The Strategic Plan will be revised and finalized in 2011.

To facilitate networking of current and former fellows and the educators of UNU-LRT, an internal file system has been developed and added to the website of the UNU-LRT. The internal file system makes it possible for educators to upload and update their education material for the programme on the website, and for fellows to access this material for their continuing education. Educators will also be able to access some of each other's materials, which will benefit the curriculum development of the programme. The hope is that this internal file system will increase traffic to the UNU-LRT website and facilitate networking activities among fellows in future projects. Networking among former fellows in future projects is a valuable product of their stay in Iceland since it connects institutions in different developing countries. The internal file system was developed in cooperation with the UNU-FTP in Iceland. The website can be visited under the URL <http://www.unulrt.is>.

The programme director, Hafdis Hanna Aegisdottir Ph.D., went on a maternity leave in April 2010. The deputy programme director, Berglind Orradottir M.Sc., served as the acting director during her leave. Jona Bjork Jonsdottir M.Sc. worked at the UNU-LRT programme from April until the end of 2010 when the programme director resumed her post. Thorbjörg Valdís Kristjánsdóttir works part time as office manager of the programme.

PRESENTATION OF UNU-LRT

Berglind Orradottir, 2010. Restoration of degraded lands: a global perspective with special reference to Iceland. A lecture held at the University of Ghana Legion, Accra, Ghana. 22 March 2010.

Berglind Orradottir, 2010. Landgræðsluskóli Háskóla Sameinuðu þjóðanna (e. *United Nations University Land Restoration Training Programme*). Kynning á Landgræðsluskóla HSþ fyrir starfsmenn þróunarsamvinnusviðs Utanríkisráðuneytisins (e. *Presentation of UNU-LRT to the staff of the Department of Development Cooperation at the Ministry for Foreign Affairs*). 7 May 2010.

Berglind Orradottir, 2010. United Nations University Land Restoration Training Programme (UNU-LRT). Presentation of UNU-LRT to representatives of the Nordic Development Fund (NDF). Hosted by the Ministry for Foreign Affairs. 15 September 2010.

Berglind Orradottir, 2010. Landgræðsluskóli Háskóla Sameinuðu þjóðanna (e. *United Nations University Land Restoration Training Programme*). Kynning á Landgræðsluskóla HSþ fyrir samstarfsráði um alþjóðlega þróunarsamvinnu (e. *Presentation of UNU-LRT to the Cooperation Council for International Development Cooperation*). Held at the Ministry for Foreign Affairs, 13 December 2010.

Interview with Sveinn Runolfsson in the newspaper *Morgunbladid* on the establishment of UNU-LRT. 23 February 2010.

Interview with Hafdis Hanna Aegisdottir in the newspaper *Fréttabladid* on the establishment of UNU-LRT. 24 February 2010.

Interview with Hafdis Hanna Aegisdottir in *Veftimarit um alþjóðlega þróunarsamvinnu* (e. *E-Journal on International Development Cooperation*) about UNU-LRT. 24 February 2010.

Interview with Sveinn Runolfsson in *Veftimarit um alþjóðlega þróunarsamvinnu* (e. *E-Journal on International Development Cooperation*) about UNU-LRT. 24 February 2010.

PHOTO CREDITS

Jóna Björk Jónsdóttir (pages 1, 4-9)
Berglind Orradóttir (page 10)

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Appendices



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Land Restoration Training Programme

Appendix A



AGREEMENT OF COOPERATION
BETWEEN THE UNITED NATIONS UNIVERSITY,
THE GOVERNMENT OF ICELAND,
THE SOIL CONSERVATION SERVICE OF ICELAND
AND
THE AGRICULTURAL UNIVERSITY OF ICELAND

THE UNITED NATIONS UNIVERSITY (hereinafter referred to as “the UNU”), an autonomous organ of the General Assembly of the United Nations, with its Headquarters in Tokyo, Japan,

THE GOVERNMENT OF ICELAND (hereinafter referred to as “the Government”), represented by the Ministry for Foreign Affairs,

THE SOIL CONSERVATION SERVICE OF ICELAND, or Landgraedsla Ríkisins (hereinafter referred to as “the SCSI”), with its main goals of mitigation of land degradation and desertification, restoration of degraded land, ecosystem protection and sustainable land use, and

THE AGRICULTURAL UNIVERSITY OF ICELAND (hereinafter referred to as “the AUI”), with its broad mandate to pursue research and training on all aspects of agriculture and environmental sciences in Iceland,

HAVING REVIEWED the pilot programme for the development of a Land Restoration Training Programme for the UNU, including the external review conducted in 2008 and the decision of the UNU Council at its 55th Session during December 2008,

HAVE AGREED as follows:

Article 1
Purpose

The purpose of this Agreement is to establish the Land Restoration Training Programme in Iceland (hereinafter referred to as “the Programme”), to be organized together with the UNU, under which a postgraduate training programme for developing countries in the broad field of sustainable land management and land restoration shall be organized.

Article 2
Method of Cooperation

- 2.1 Under the Programme, an annual six-month training course shall be organized. Specialization may be offered in the following areas: land degradation and environmental change, assessment of land degradation, restoration of degraded land, sustainable land

management, remote sensing and GIS, and capacity development and institutional change. Additional areas of specialization could be included as a part of the Programme by mutual agreement.

- 2.2 The Programme shall also deliver capacity development initiatives, including short-term courses and specialized training/expert workshops, in developing countries.
- 2.3 The Programme shall strive to create links with other UNU entities, including but not limited to: the UNU Institute on Sustainability and Peace (UNU-ISP), the UNU Institute for Environment and Human Security (UNU-EHS), the UNU Institute for Natural Resources in Africa (UNU-INRA), and the UNU International Network on Water, Environment and Health (UNU-INWEH). The collaboration of these UNU entities with the Programme could include the following:
 - a. sharing of documents;
 - b. facilitation in development of curriculum;
 - c. sharing of staff members as resource persons;
 - d. partner in joint capacity development activities; and
 - e. general advice on creation of institutional networks in developing countries.
- 2.4 The Programme shall endeavour to offer UNU Fellows the opportunity to continue their studies toward a higher degree, or to broaden their knowledge in the area of sustainable land management and land restoration after the successful completion of the six months' training course.
- 2.5 Furthermore, conferences, seminars, workshops and other related activities may be organized within the framework of the Programme.
- 2.6 The Programme shall be governed by a Board consisting of representatives of the UNU, the SCSi, the AUI, the Icelandic Forest Service and an expert nominated by the Ministry for Foreign Affairs. The representative of the SCSi shall serve as the Chairman of the Board. The Director of the Programme shall serve as an *ex officio* member of the Board.
- 2.7 The Director of the Programme shall be selected through a competitive recruitment process and appointed by the AUI in consultation with the UNU Rector, after approval by the Board.
- 2.8 The Director shall appoint training instructors and professors in cooperation with the AUI, SCSi, other universities and research institutions in Iceland and elsewhere, and the UNU entities identified in paragraph 2.3.
- 2.9 The Director shall take responsibility for organizing site visits and interviews of fellowship candidates in cooperation with the UNU.
- 2.10 The academic activities of the Programme shall be governed by a Studies Committee chaired by the Director of the Programme. The Committee shall be broadly based,

drawing members from leading research institutes, universities and corporations in the area of sustainable land management and land restoration.

- 2.11 The UNU may carry out, at its expense, a periodic external review and evaluation of the activities of the Programme.

Article 3 Contribution of the Parties

- 3.1 The Government's contribution shall be as follows:
- a. Provide financial support for the Programme to be disbursed through the AUI.
- 3.2 The AUI contribution shall be as follows:
- a. provide administrative and financial services to the Programme;
 - b. make available scientific, logistic and educational infrastructure; and
 - c. make available teaching staff for the planning and implementation of the Programme in cooperation with other institutes and research centres.
- 3.3 The SCSI contribution shall be as follows:
- a. make available scientific, logistic and educational infrastructure; and
 - b. make available teaching staff for the planning and implementation of the Programme in cooperation with other institutes and research centres.
- 3.4 The UNU's contribution shall be as follows:
- a. access to the UNU's research and institutional networks in developing countries;
 - b. sharing of staff members as resource persons and instructors;
 - c. approve the final selection of fellows each year and monitor the selection process;
 - d. provide insurance coverage for all UNU Fellows participating in the Programme; and
 - e. cover the costs of any external reviews.
- 3.5 Financial Contributions
- The amounts of the contributions mentioned in sub-paragraphs 3.1 and 3.2, which involve the payment of monies, financial support, or assistance, shall be agreed upon separately through an exchange of letters, contracts, or other special agreements.

Article 4 Interpretation

Any question relating to the application or interpretation of this Agreement shall be resolved through consultation.

Article 5 Amendment

The provisions of this Agreement may be amended at any time by mutual consent in writing.

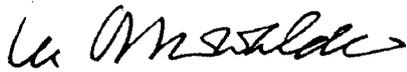
Article 6
Entry into Force

This Agreement shall enter into force when signed by all parties for a period of six (6) years and may be subject to extension by mutual consent. The Parties may terminate this Agreement by giving one year's written notice.

IN WITNESS WHEREOF, the undersigned, duly authorized thereto, have signed this Agreement.

DONE in quadruplicate, in the English language.

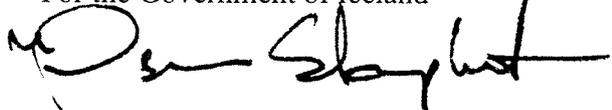
For the United Nations University



15 January, 2010

Konrad Osterwalder
UNU Rector

For the Government of Iceland



23.01.2010

Össur Skarphéðinsson
Minister for Foreign Affairs

For the Soil Conservation Service
of Iceland



17. February 2010

Sveinn Runólfsson
Director

For the Agricultural University of Iceland

17.02.2010



Ágúst Sigurðsson
Rector

Appendix B

TERMS OF REFERENCE FOR THE BOARD

Members of the Board

The UNU-LRT shall be governed by a Board consisting of representatives of the UNU, the SCSI, the AUI, the Icelandic Forest Service and an expert nominated by the Ministry for Foreign Affairs. The representative of the SCSI shall serve as the Chairman of the Board. The UNU-LRT Director shall serve as an *ex officio* member of the Board.

The Board will:

1. Oversee the development of and subsequent periodic updates to the UNU-LRT Strategic Plan.
2. Provide guidance to the Director, in accordance with the Strategic Plan.
3. Review and approve budgets and finance reports.
4. Evaluate results and assess future prospects.
5. Explore and facilitate strategic linkages with other institutions and programmes.

Meetings

The Board meets at least three times per year (regular meetings), in February or March, in May or June, and in October (after the conclusion of the six-month training course). The Chair of the Board is responsible for summoning the meetings. Extraordinary meetings can be summoned upon request of the Director or individual members of the Board.

TERMS OF REFERENCE FOR THE DIRECTOR

The UNU-LRT Director shall be selected through a competitive recruitment process and appointed by the AUI in consultation with the UNU Rector, after approval by the Board.

Specific tasks and responsibilities:

- Prepare the Strategic Plan which is used for programme implementation and accomplishment of the UNU-LRT's goals, objectives, activities and results in a timely and effective implementation.
- Liaise with the implementing partners and other relevant institutions in Iceland and elsewhere, in particular with the UNU Geothermal and Fisheries Training Programmes in Iceland.
- The Director facilitates the creation of links with other UNU entities, including but not limited to: the UNU Institute on Sustainability and Peace (UNU-ISP), the UNU Institute for Environment and Human Security (UNU-EHS), the UNU Institute for Natural Resources in Africa (UNU-INRA), and the UNU Institute for Water, Environment and Health (UNU-INWEH). The collaboration of these UNU entities with the Programme could include the following:
 - a. sharing of documents;
 - b. facilitation in development of curriculum;
 - c. sharing of staff members as resource persons;
 - d. partner in joint capacity development activities; and
 - e. general advice on creation of institutional networks in developing countries.
- Inform and liaise with relevant authorities and organisations in targeted developing countries about UNU-LRT, seeking endorsement of the programme as well as necessary institutional linkages.
- The Director shall take responsibility for organizing site visits and interviews of fellowship candidates in cooperation with the UNU.
- The Director shall appoint training instructors and professors in cooperation with the AUI, SCSU, other universities and research institutions in Iceland and elsewhere.
- The academic activities of the Programme shall be governed by a Studies Committee chaired by the UNU-LRT Director. The Committee shall be broadly based, drawing members from leading research institutes, universities and corporations in the area of sustainable land management and land restoration.
- Supervise and organise logistical arrangements relating to the fellows, i.e. resident permit, visa, transport, accommodation, etc.
- Ensure the establishment and maintenance of complete accounting records of the UNU-LRT activities (budget, commitments, expenditures), control expenditures

and ensure adequate and transparent financial management of the resources provided for UNU-LRT.

- Provide the Board with periodical reports (at regular meetings) as well as annual reports and seek approval for decisions concerning programme activities, plans or budget according to the Strategic Plan.
- Prepare agenda for Board meetings together with the Chair and write up meeting minutes.
- Prepare reports for the UNU Council; as needed, attend the Council Meetings.

Qualifications and requirements

Educational background:

- The UNU-LRT Director should have a PhD in environmental sciences, such as ecology, geosciences, soil sciences, or other fields relevant to land restoration and sustainable land management.

Level of experience:

- Experience in project management and research, preferably within fields relevant to land restoration and sustainable land management.
- Experience in post-graduate teaching and supervision.
- Experience from working in international environments.

General skills:

- Good analytical and communication skills
- Good English, spoken and written.

Appendix C

UNU-LRT Participants 2010

| Name and degree | Address | E-mail / Phone |
|------------------------------------|--|---|
| Alemayehu Muluneh Bitew, MSc | Hawassa University, Department of Agricultural Engineering and Mechanization, P.O. box 05, Awassa, Ethiopia | muluneh96@yahoo.com Phone: 0911537739 |
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UNU-LRT Programme 2010

(Adapted due to delays caused by the Eyjafjallajökull volcanic eruption)

| Day | Date | Topic | Time | Lecturer/ instructor* |
|------------|----------|--|-------------|--------------------------|
| Fri | 30 April | Arrival | | |
| | 1 May | Introduction to Reykjavik | | BJJ, BO |
| | 2 May | Gullfoss, Geysir, Thingvellir | | BJJ, BO |
| Mon | 3 May | Practicalities | 09:00-16:00 | BO |
| Tue | 4 May | Health control | 10:00-12:00 | BO |
| | | UNU-LRT welcome and introduction. Computers and software | 13:30-16:00 | BO, HH |
| Wed | 5 May | Presentation techniques | 09:00-10:00 | BO, JBJ |
| | | Introduction to project planning, plan of individual projects, use of references | 10:00-12:00 | BO, JBJ |
| | | Library | 13:00-14:00 | GTh |
| | | Introduction to Endnote + practice | 14:00-16:00 | JTh |
| Thu | 6 May | Icelandic Nature: Geology | 9:00-11:00 | OS |
| | | Departure to SCSi headquarters | 11:15 | BO, JBJ |
| | | History of the SCSi | 13:00-14:00 | MHJ |
| | | The Institution, offices, laboratory, staff | 14:00-15:00 | MHJ |
| | | Project in Practical period: Introduction | 15:00-16:00 | JTh, MHJ |
| Fri | 7 May | Restoration of degraded land: background & principles | 09:00-11:00 | ÁLA |
| | | Introduction to plant physiology, ecophysiology and ecosystem ecology | 13:00-16:30 | BDS |
| | 8 May | Icelandic Nature: Vegetation | 10:00-11:00 | BJJ |
| | | Icelandic history | 11:00-12:00 | JTh |
| | 9 May | | | |
| Day | Date | Topic | Time | Lecturer/ instructor* |
| Mon | 10 May | Soil erosion processes | 09:00-12:00 | ÓA |
| | | Indicators of land degradation | 13:00-16:00 | ÓA |
| Tue | 11 May | Land literacy | 9:00-12:00 | ÓA |
| | | Presentations of homeland by UNU-LRT fellows | 13:30-15:30 | fellows |
| | | UNU-LRT opening ceremony | 15:30 | |
| | | Restoration of Ecological function | 18:00-19:00 | ÁLA |
| | | Restoration of Ecological function, cont. | 20:00-22:00 | ÁLA |
| Wed | 12 May | Practicalities | 09:00-14:00 | ÁLA |
| | | Individual work: preparation of seminar | 14:00-18:00 | fellows |
| | | Restoration needs: seminar | 19:00-22:00 | ÁLA |
| Thu | 13 May | Managing Ecological Succession | 09:00-12:00 | ÁLA |
| | | "The restoration toolbox" | 13:00-14:00 | ÁLA |
| | | Restoration Genetics | 14:00-15:00 | ÁLA |

| | | | | |
|------------|---------------|--|--------------------------|----------------------------------|
| | | Restoration individual project, part 1 | 15:00-16:00 | ÁLA |
| Fri | 14 May | Plant propagation | 09:00-10:00 | ÁLA |
| | | Readings in Restoration Ecology | 10:00-11:30 | ÁLA |
| | | Individual work: preparation of seminar | 12:30-15:00 | fellows |
| | | Species characteristics / Invasive species | 15:00-17:00 | KS |
| | | Restoration individual project, part 1: presentations | 17:00-19:00 | ÁLA |
| | 15 May | Planning of restoration projects | 09:00-11:30 | ÁLA |
| | | Restoration individual project, part 2: introduction | 11:30-12:00 | ÁLA |
| | | Restoration individual project, part 2: fellow's work | 13:00-16:00 | ÁLA |
| | 16 May | | | |
| Mon | 17 May | Restoration individual project, part 2: presentations | 09:00-12:30 | ÁLA |
| | | Sustainable Land Management: background & principles | 13:30-14:30 | AA |
| | | Landhealth and landcare/ Soil erosion related subjects | 14:30-16:30 | AA |
| Tue | 18 May | Hydrologic processes and land use | 09:00-12:00 | BO |
| | | Microorganisms, fertilizers and restoration | 13:00-16:00 | ÚÓ |
| Wed | 19 May | Principles of sustainable grazing management | 09:00-12:00 | AGTh, JTh |
| | | Engaging communities in environmental planning and decision making | 13:00-16:00 | AA |
| Thu | 20 May | Development and development cooperation | 09:00-15:00 | SV |
| | | Visit to MFA and/or ICEIDA | 15:00-16:00 | BO, JBJ |
| Fri | 21 May | Environmental governance: governing the environment - key principles | 09:00-16:00 | JGP |
| Day | Date | Topic | Time | Lecturer/ instructor* |
| | 22 May | Environmental governance - Land tenure / gender aspects | 09:00-16:00 | JGP, MJ |
| | 23 May | | | |
| Mon | 24 May | Whit-Monday | | |
| Tue | 25 May | Sustainable Land Management; core concepts and principles. Introduction to strategic planning. Change management | 9:00-17:00 | IG |
| Wed | 26 May | Strategic planning: situational analysis - visioning and issue analysis. Objective setting. Institutional analysis | 9:00-17:00 | IG |
| Thu | 27 May | Strategy development. Skills needed for the change manager: facilitation, leadership, communication | 9:00-17:00 | IG |
| Fri | 28 May | Negotiations and conflict resolution | 9:00-16:00 | AI |
| | 29 May | Excursion to Reykjanes | all day | AA, JBJ |
| | 30 May | | | |
| Mon | 31 May | Introduction to Monitoring and Evaluation (M+E) | 09:00-12:00 | SV |
| | | M+E | 13:30-17:00 | SV |
| Tue | 1 June | Gender mainstreaming and project cycle UNU-LRT individual project work: meeting with supervisors + start writing project proposal | 09:00-12:00 afternoon | SV BO, JBJ, supervisors |
| Wed | 2 June | Management of dryland resources Simulation exercise | 09:00-16:00 | ZA |

| | | | | |
|-----------------------|----------------------|---|---|-----------------------------------|
| Thu | 3 June | Soil Atlas conference Travel to Hvanneyri Sustainable grazing management | 09:00-12:00 12:45-14:00 14:00-17:00 | BO BO, AGTh AGTh |
| Fri | 4 June | Sustainable grazing management AUI graduation ceremony | 09:00-12:00 14:00-17:00 | AGTh BO |
| | 5 June | Project in Practical period: Stakeholder analysis | all day | MHJ, JGP, JTh, ÓA |
| | 6 June | | | |
| Mon | 7 June | Workshop on individual project work | 09:00-16:00 | ThÁ |
| Tue | 8 June | Sustainable forest management Visit to the Forest Service in Iceland | 09:00-12:00 13:30-16:00 | BDS AS etc |
| Wed | 9 June | Climate change and mitigation issues Plant vegetation assessment methods | 09:00-12:00 13:00-16:00 | BDS JG, BO |
| Thu | 10 June | UNU-LRT individual project work: project proposal writing Statistics: basic principles | 08:30 - 12:00 13:00-16:00 | BO, JBJ, supervisors JG |
| Fri | 11 June | Statistics cont. Statistics: Exercises | 09:00-12:00 13:00-15:00 | JG JG |
| Day | Date | Topic | Time | Lecturer/ instructor* |
| | 12 June | | | |
| | 13 June | | | |
| Mon | 14 June | Impact of climate change on terrestrial ecosystems Visit to the University of Iceland | 09:00-11:00 afternoon | ISJ ISJ etc. |
| Tue | 15 June | Introduction to personal coaching GIS: basic principles Exercises | 08:20-09:00 09:00-12:00 13:00-16:00 | BB BDI SB |
| Wed | 16 June | Practical GIS training | 09:00-17:00 | SB |
| Thu | 17 June | Iceland Independence Day | | |
| Fri | 18 June | Rangeland health and degradation models Introduction to Hitardalur field trip | 09:00-14:00 14:00-15:30 | JTh JTh |
| | 19 June | | | |
| | 20 June | | | |
| Mon to Fri | 21 to 25 June | Specialized lines (see next pages) - week 1 | | |
| | 26 June | | | |
| | 27 June | | | |
| Mon to Fri | 28 June to 2 July | Specialized lines - week 2 | | |
| | 3 July | | | |
| | 4 July | | | |
| Mon to Fri | 5 to 9 July | Roundtrip | | |
| | 10 July | | | |
| | 11 July | | | |
| | 12 July | WORK on individual project | | |

Specialized line 1: Land degradation assessment / Land restoration

| Day | Date | Topic | Time | Lecturer* |
|------------|---------|--|-------------|----------------------|
| Mon | 21 June | Field trip to Hítardalur: Project in Practical period and specialized lines | all day | JTh, ÓA, SB |
| Tue | 22 June | Project in Practical period: GIS and GPS / fieldtrip exercise | 09:00-16:00 | ÓA, JTh, SB etc. |
| Wed | 23 June | Project in Practical period: resources and toolbox Project in Practical period: Planning and organizing the reclamation project | all day | ÓA, JTh, SB etc. |
| Thu | 24 June | Soil environmental problems | 09:00-12:00 | RG |
| | | UNU-LRT individual project work: Project proposal seminar | 13:30-16:00 | BO, JBJ, supervisors |
| Fri | 25 June | Applied and theoretical aspects of ecological restoration | 09:00-14.20 | ÁLA |
| | 26 June | | | |
| | 27 June | | | |
| Mon | 28 June | Funding for landcare /land restoration | 10:00-12:00 | AA |
| | | Hydrology and land degradation/restoration | 13:00-14:30 | BO |
| Tue | 29 June | Grazing theory and management | all day | AGTh |
| Wed | 30 June | Theme of the day: Applying restoration theories under different conditions | | |
| | | Wetlands | 09:00-10:45 | HÓ |
| | | Tropical forests | 10:45-12:30 | JGP |
| | | River systems | 13:30-15:00 | GIG |
| Thu | 1 July | Restoration research | 09:00-10:30 | ÁLA |
| | | Environmental and socio-economic context and consequences of ecological restoration | 10:30-12:00 | ÁLA |
| | | Preparation for the seminar next day | 13:00-14:30 | ÁLA |
| Fri | 2 July | Seminar: restoration research case studies | 09:00-12:00 | ÁLA |
| | | Restoration goals and strategies | 13:00-14:30 | ÁLA |
| | | Discussions and wrap up | 14:30-16:00 | ÁLA |
| | 3 July | | | |
| | 4 July | | | |

Specialized line 2: Sustainable land management (SLM)

| Day | Date | Topic | Time | Lecturer* |
|-----|---------|--|-------------|----------------------|
| Mon | 21 June | Field trip to Hitardalur: Project in Practical period and specialized lines | all day | ÓA, JTh |
| Tue | 22 June | Project in Practical period: GIS and GPS / fieldtrip exercise | 09:00-16:00 | ÓA, JTh, SB etc |
| Wed | 23 June | Project in Practical period: resources and toolbox Project in Practical period: Planning and organizing the reclamation project | all day | ÓA, JTh, SB etc. |
| Thu | 24 June | Soil environmental problems | 09:00-12:00 | RG |
| | | UNU-LRT individual project work: Project proposal seminar | 13:30-16:00 | BO, JBJ, supervisors |
| Fri | 25 June | Policies, strategies and landcare | 08:30-12:00 | AA |
| | | Environmental / Land literacy | 13:00-16:00 | SJ |
| | 26 June | | | |
| | 27 June | | | |
| Mon | 28 June | Knowledge management | 08:30-10:00 | AA |
| | | Funding for landcare /land restoration | 10:00-12:00 | AA |
| | | Hydrology and land degradation/restoration | 13:00-14:30 | BO |
| Tue | 29 June | Grazing theory and management | all day | AGTh |
| Wed | 30 June | Landcare | 10:00-12:00 | AA |
| | | Knowledge management, part II | 13:00-14:00 | AA |
| Thu | 1 July | FHL trip | all day | JJ |
| Fri | 2 July | Participatory property management planning (PMP) | 09:00-14:10 | GS |
| | | Presentation by the participants of their exercise and discussion | 14:20-15:00 | GS, AA |
| | | Discussions and wrap up | 15:00-16:00 | GS, AA |
| | 3 July | | | |
| | 4 July | | | |

| *Abbrev. of lecturer | Name of lecturer |
|-----------------------------|-----------------------------|
| AA | Andrés Arnalds |
| AGTh | Anna Guðrún Þórhallsdóttir |
| AI | Auður Ingólfsson |
| ÁLA | Ása L. Aradóttir |
| BB | Brita Kristina Berglund |
| BDI | Brynja Dögg Ingólfssdóttir |
| BDS | Bjarni Diðrik Sigurðsson |
| BO | Berglind Orradóttir |
| GIG | Guðmundur Ingi Guðbrandsson |
| GS | Guðrún Schmidt |
| GTh | Guðrún Þórðardóttir |
| HH | Hjörtur Hjartarson |
| HÓ | Hlynur Óskarsson |
| IG | Ingrid Gevers |
| ISJ | Ingibjörg Svala Jónsdóttir |
| JG | Járngerður Grétarsdóttir |
| JJ | Jóhannes B. Jónsson |
| JGP | Jón Geir Pétursson |
| JBj | Jóna Björk Jónsdóttir |
| JTh | Jóhann Þórsson |
| KS | Kristín Svavarsdóttir |
| MHJ | Magnús H. Jóhannsson |
| MJ | Magnfríður Júlíusdóttir |
| OS | Oddur Sigurðsson |
| ÓA | Ólafur Arnalds |
| RG | Rannveig Guicharnaud |
| SB | Sigmundur Brink |
| SJ | Sigbrúður Jónsdóttir |
| SR | Sveinn Runólfsson |
| SV | Sjöfn Vilhelmsdóttir |
| ÚÓ | Úlfur Óskarsson |
| ZA | Zafar Adeel |
| ThÁ | Þór Ásgeirsson |

UNU-LRT six-month training course: Fieldtrip around Iceland

| Date | Time | Topic | Guide | Location | Accommodation |
|-------------------|---------------|---|--------------|---------------------------------------|------------------|
| 4 July Sunday | 13:00 | Departure from Grænahlið and Sporðagrunn | | Transporting belongings to Keldnaholt | |
| | 14:00 | Departure from Keldnaholt | | Driving to Hvanneyri | |
| | 15:00 –18:00 | Land restoration programs in West Iceland, FHL etc. | JJ , JBJ, BO | Hvanneyri and surroundings | |
| | Approx 19 | Dinner | | Hvanneyri | Hvanneyri |
| 5 July Monday | 08:30 | Departure from Hvanneyri | | Hvanneyri | |
| | 11:00 – 12:00 | Lunch | AMJ | Sölvabakki | |
| | 11:00–14:00 | Sheep farming & sheep grazing | AMJ | Sölvabakki farm near Blönduós | |
| | 15:00 -19:00 | Land reclamation vs. land restoration | BM | Eyvindastaðaheiði | |
| | Approx 20 | Dinner | | Hótel Húnavellir | Hótel Húnavellir |
| 6 July Tuesday | 09:00 | Departure from Húnavellir | | | |
| | 10:30 - 12:00 | Sightseeing around Hólar area | BM, SS | Hólar University College | |
| | 12:00 - 13:00 | Lunch | | Hólar | |
| | 13:00 - 18:00 | Restoration programs, FHL etc. | BM, BO, JBJ | Skagafjörður | |
| | 18:00 -19:00 | Drive to Akureyri | BO, JBJ | | |
| | Approx 19 | Dinner | | Akureyri | Akureyri |

UNU-LRT six-month training course: Fieldtrip around Iceland

| Date | Time | Topic | Guide | Location | Accommodation |
|-------------------|---------------|---|--------------|---------------------------------------|------------------|
| 4 July Sunday | 13:00 | Departure from Grænahlið and Sporðagrunn | | Transporting belongings to Keldnaholt | |
| | 14:00 | Departure from Keldnaholt | | Driving to Hvanneyri | |
| | 15:00 –18:00 | Land restoration programs in West Iceland, FHL etc. | JJ , JBJ, BO | Hvanneyri and surroundings | |
| | Approx 19 | Dinner | | Hvanneyri | Hvanneyri |
| 5 July Monday | 08:30 | Departure from Hvanneyri | | Hvanneyri | |
| | 11:00 – 12:00 | Lunch | AMJ | Sölvabakki | |
| | 11:00–14:00 | Sheep farming & sheep grazing | AMJ | Sölvabakki farm near Blönduós | |
| | 15:00 -19:00 | Land reclamation vs. land restoration | BM | Eyvindastaðaheiði | |
| | Approx 20 | Dinner | | Hótel Húnavellir | Hótel Húnavellir |
| 6 July Tuesday | 09:00 | Departure from Húnavellir | | | |
| | 10:30 - 12:00 | Sightseeing around Hólar area | BM, SS | Hólar University College | |
| | 12:00 - 13:00 | Lunch | | Hólar | |
| | 13:00 - 18:00 | Restoration programs, FHL etc. | BM, BO, JBJ | Skagafjörður | |

UNU-LRT six-month training course: Fieldtrip around Iceland

| Date | Time | Topic | Guide | Location | Accommodation |
|-------------------|---------------|---|--------------|---------------------------------------|------------------|
| 4 July Sunday | 13:00 | Departure from Grænahlið and Sporðagrunn | | Transporting belongings to Keldnaholt | |
| | 14:00 | Departure from Keldnaholt | | Driving to Hvanneyri | |
| | 15:00 –18:00 | Land restoration programs in West Iceland, FHL etc. | JJ , JBJ, BO | Hvanneyri and surroundings | |
| | Approx 19 | Dinner | | Hvanneyri | Hvanneyri |
| 5 July Monday | 08:30 | Departure from Hvanneyri | | Hvanneyri | |
| | 11:00 – 12:00 | Lunch | AMJ | Sölvabakki | |
| | 11:00–14:00 | Sheep farming & sheep grazing | AMJ | Sölvabakki farm near Blönduós | |
| | 15:00 -19:00 | Land reclamation vs. land restoration | BM | Eyvindastaðaheiði | |
| | Approx 20 | Dinner | | Hótel Húnavellir | Hótel Húnavellir |
| 6 July Tuesday | 09:00 | Departure from Húnavellir | | | |
| | 10:30 - 12:00 | Sightseeing around Hólar area | BM, SS | Hólar University College | |

Guides:

UNU-LRT staff:

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Jóna Björk Jónsdóttir (jonabjork@lbhi.is), deputy progr. director – JBJ

Soil conservation service (SCS) district consultants:

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SCS district consultant, SW Iceland

Bjarni Maronsson (bjarni.maronsson@land.is), – BM
SCS district consultant, NW Iceland

Guðrún Schmidt (gudrun.schmidt@land.is), – GS
SCS district consultant, E Iceland

Others:

Anna Margrét Jónsdóttir (solvabakki@simnet.is), – AMJ
Sheep farmer at Sölvabakki, Blönduós

Erlendur Björnsson (geilar@simnet.is), – EB
Sheep farmer at Seglbúðir, Kirkjubæjarklaustur

Skúli Skúlason (skuli@holar.is), – SS
Rector of the Hólar University College

Þór Þorfinnsson (thor@skor.is), – ThTh
Forester in Hallormsstaður

Rannveig Ólafsdóttir – RÓ
Park Warden in Skaftafell

Appendix D

UNU - Land Restoration Training Programme Evaluation made by the 2010 participants

A comprehensive evaluation was carried out from the beginning of the 2010 programme and was continued until its end. During the course work, the participants evaluated the programme every week or at the end of each module. An extensive overall evaluation, of the six month training, was carried out at the end of the programme, on October 6th. During these evaluations the fellows' gave feedback both orally in group discussions, and by filling out forms anonymously.

By doing this evaluation, it is possible to meet many of the participants' needs and suggestions during their stay in Iceland. Our experience is that such evaluation is very important for the continuous improvement of the UNU-LRT programme. The staff of the UNU-LRT reports the outcome of the evaluations to the board and studies committee, and the evaluation results are included in annual reports.

Here below, the comments and suggestions from the 2010 participants are presented. First the overall evaluation of the programme is presented as well as the comments from the fellows. It is followed by the results from of each week/module evaluation.

Overall

Content

Number of fellows answering the questions by each expression

| | Strongly agree | Agree | Partially agree | Disagree | Strongly disagree |
|---|----------------|-------|-----------------|----------|-------------------|
| The programme met my expectations | 1 | 4 | 1 | | |
| I'm happy with general support and guidance from UNU-LRT programme director and deputy programme director | 2 | 2 | 2 | | |
| The training will be useful in my present and future work in my home land? | 4 | 2 | | | |
| The individual project work was useful for me? | 3 | 1 | 2 | | |

Number of fellows answering the questions by each expression

| | As it is | Longer time in courses | Longer time in practical training | Longer time in individual work |
|---|----------|------------------------|-----------------------------------|--------------------------------|
| Division of time between lectures, practical training and individual project work | 3 | | 3 | |

What was good:

- Field trips/round trip
- Divided 2 groups: Land restoration and SLM
- Legume conference excursion, Soil Atlas conference and NORDFLUX conference
- Individual project
- Many good lecturers
- Learning new teaching methods from lecturers
- Restoration lectures were very good
- Personal presentation are good training
- Lecturers open fellows' mind

What was missing:

- More practical sessions
- Applied restoration and landcare project development. More international people (well known experts from international organization)
- More statistical practice
- Giving the fellows at least 2 or 3 important books
- Socio-economic and livelihoods issues incorporation
- It would be good to involve specialists on UNU-LRT fellows regions (in lectures or practical session)
- Restoration practice in mountain areas

What can be improved:

- Provide some statistical programs (SPSS, PC-ord)
- Defining & linking the purpose & lecture
- Some repetitions (farmer stakeholder analysis)
- Data collection for project

Relevance of training for present and future work of fellows

- For me as a lecturer to give knowledge obtained here to students at home
- Very relevant, gained new knowledge on restoration & SLM
- Networking expansion
- Stakeholders & participatory skills
- Good opportunity for cross learning

- I gained much knowledge from my supervisor; very relevant to my future work about grazing and carbon
- GIS teaching
- Benefits for the future of my institution, not only me

Comments:

- Little social hierarchy helps in team working, I will try to adjust it to home
- I'm very happy with UNU-LRT programme. My comment is more practical teaching and coursework, and individual project should be small (not big)
- In my view it is good to take some courses in first one month of the course like GIS, SPSS, etc.

Conclusion:

Overall the programme meets expectations of fellows, and they are satisfied with the content, organization, and the lecturers of the programme. The fellows suggested more practical training in the overall programme, and more clear goals for each lecture. They also suggested that the programme should improve and increase the literature of the UNU-LRT library. The fellows most often strongly agree that the course training and the individual project will be useful in their future work.

Logistics

Number of fellows answering the questions by each expression

| | Strongly agree | Agree | Partially agree | Disagree | Strongly disagree |
|---|----------------|-------|-----------------|----------|-------------------|
| The attitude and support of staff at Keldnaholt was good | 2 | 3 | 1 | | |
| The attitude and support of staff at Gunnarsholt was good | 3 | 3 | | | |
| The working conditions at Keldnaholt was acceptable (office place) | 4 | 2 | | | |
| The working conditions at Gunnarsholt was acceptable (office place) | 1 | 3 | 1 | 1 | |
| Accommodation at Grænahlíð/ Sporðagrunnur was acceptable? | 4 | 2 | | | |
| Accommodation at Gunnarsholt was acceptable? | 4 | 2 | | | |
| Accommodation in September was acceptable? | | 4 | 2 | | |

Number of fellows answering the questions by each expression

| | As it is | Longer time in Reykjavík | Longer time in Gunnarsholt |
|--|----------|--------------------------|----------------------------|
| Division of time between Keldnaholt and Gunnarsolt | 2 | 2 | 1 |

Comments:

- In Gunnarsholt the office was used as coffee room, which is not convenient for working
- Accommodation in Reykjavik in September: laundry is expensive, no phone, cooking facility is unsatisfactory, internet connection is not good.

What was good?

Grænahlíð

Gunnarsholt comfortable

Grænahlíð and Gunnarsholt, houses was very good with kitchen tools

All accommodation very good

Bus card

What was missing?

Study space and better internet connection at accommodation in Reykjavik in September

What could be improved?

Accommodation in Reykjavik in September

Two months in Gunnarsholt

Gunnarsholt office space

General comments

Try to find another solution for fellows from Niger to get visas, than in Nigeria

Conclusion:

Participants were satisfied with logistics both in Reykjavík and Gunnarsholt. The working conditions at Gunnarsholt have to be improved, and accommodation in Reykjavik in September should be improved by for example adding desks in the rooms to improve the work conditions there.

Individual project work

The organization of individual project work was satisfactory and gave a better understanding of the problems addressed. Some fellows mentioned the need to have suitable time for collecting data before coming to Iceland, and lack of explanation of the project work before arriving. The fellows believe that the project will enhance their skills as a professional in their home country.

Generally supervisors were accessible when needed, although the summer vacation time was sometimes difficult. Fellows thought it easy to understand the supervisors' comments and advices.

Comments on supervisors:

“he was too busy to explore more knowledge from him, otherwise I have enough support for this project.”

“Very busy, maybe if we would have more time and more meetings, collaboration would be more fruitful.”

“Responsible”

“I would say he is really good”

“My supervisor has a very good attitude, and the rigor that is needed for any supervisor. I am really satisfied with him.”

“Perhaps considering supervision or co-supervisions with knowledge on problem in context of fellows as many projects are aimed to address issue in our homelands. This can be communicated of the start of the programme so the identification/selection can be done earlier.”

“I was far away from supervisor during the Gunnarsholt. This is difficult to meet him and receive his comment because he was busy (always). But I would like to say I'm happy with general guidance from him.”

Evaluation of each week/module

Week 1

Theme: Arrival and orientation (module 1)

Note: One fellow came one week later than the others, thus only five responses

Number of fellows answering the questions by each expression

| | Strongly agree | Agree | Partially agree | Disagree | Strongly disagree |
|---|----------------|-------|-----------------|----------|-------------------|
| The program was of good help as first orientation of Icelandic society | 3 | 2 | | | |
| The program gave useful introduction to the nature and history of Iceland | 5 | | | | |
| The program met my expectations | 3 | 2 | | | |

Fellows' response as appropriate. How useful was this

| | Excellent | Very Good | Good | Satisfactory | Poor |
|--|-----------|-----------|------|--------------|------|
| Presentation | 2 | 3 | | | |
| Project planning | 1 | 4 | | | |
| Library | 1 | 4 | | | |
| EndNote | 2 | 2 | 1 | | |
| Visit to SCSI headquarters | 4 | 1 | | | |
| Trip to Gullfoss, Geysir and Thingvellir | 4 | 1 | | | |

Comments:

It would be good to have Icelandic history & vegetation before excursions just to have some theoretical background before we have practical visit ¹

¹This was due to the Eyjafjallajökull eruption. Normally the lectures are before the excursion

Week 2

Theme: Soil erosion and restoration of degraded land (module 2 and 3)

Number of fellows answering the questions by each expression

| | Strongly agree | Agree | Partially agree | Disagree | Strongly disagree |
|---|----------------|-------|-----------------|----------|-------------------|
| The program gave a good introduction to the theme of the week | 4 | 2 | | | |
| The program gave me a better understanding of soil erosion and restoration of degraded land | 3 | 3 | | | |
| The program met my expectations | 2 | 2 | 1 | | |

Fellows' response as appropriate. How useful was this

| | Excellent | Very Good | Good | Satisfactory | Poor |
|--|-----------|-----------|------|--------------|------|
| Soil erosion | 2 | 3 | 1 | | |
| Restoration of degraded land | 4 | 2 | | | |
| Species characteristics/Invasive species | 2 | 2 | 2 | | |

Comments:

- Assess the possibility to invite lecturer from arid zones, for 2 to 3 days
- Have more regional example and relevant/similar to problems in fellows countries of origin
- Please include more examples on high mountainous ecosystems
- More time given for soil erosion like ecosystem restoration

Week 3

Theme: Sustainable Land Management, landhealth and environmental planning (module 3). Hydrologic processes and sustainable grazing management (module 2)

Fellows' response as appropriate. How useful was this

| | Excellent | Very Good | Good | Satisfactory | Poor |
|--|-----------|-----------|------|--------------|------|
| Sustainable land management, landhealth and environmental planning | 3 | 1 | 1 | | |
| Hydrologic processes | 1 | 3 | 2 | | |
| Sustainable grazing management | 3 | 2 | 1 | | |
| Microorganisms, fertilisers and restoration | 2 | 3 | 1 | | |

Comments

I would suggest that sustainable land management to be given more time

Week 4

Theme: Environmental governance and land management planning (module 4).

Fellows' response as appropriate. How useful was this

| | Excellent | Very Good | Good | Satisfactory | Poor |
|--|-----------|-----------|------|--------------|------|
| Developing and development cooperation | 1 | 2 | 2 | 1 | |
| Environmental governance | 3 | 3 | | | |
| Land tenure | 1 | 2 | 1 | | |
| Land tenure /gender aspects | | 2 | 3 | 1 | |
| SLM; core concepts and principles | 4 | 2 | | | |
| Strategic planning: situational analysis | 5 | 1 | | | |
| Strategic development: facilitation, leaders etc | 4 | 2 | | | |
| Negotiation and conflict resolution | 1 | 4 | 1 | | |
| Introduction to Monitoring and Evaluation | 2 | 4 | | | |
| Gender mainstreaming | 2 | 2 | 2 | | |

Comments

- I would suggest that sustainable land management to be given more time
- How land tenure affects SLM is missing
- Develop gender issue and connect it to UNU-LRT programme and make it shorter
- Overlap in gender mainstreaming and gender aspect
- More practical samples in conflict resolution and land tenure

Week 5 and 6

Theme: Processes and principles of land degradation, restoration and SLM (Module 3)

Fellows' response as appropriate. How useful was this

| | Excellent | Very Good | Good | Satisfactory | Poor |
|---|-----------|-----------|------|--------------|------|
| Management of dryland resources | | | 4 | 1 | |
| Soil Atlas conference | 2 | 4 | | | |
| Sustainable grazing management | 3 | 2 | 1 | | |
| Project in Practical Period: Stakeholder analysis | 3 | 2 | 1 | | |
| Workshop on individual project work | 3 | 3 | | | |
| Sustainable forest management | 2 | 4 | | | |
| Climate change and mitigation issues | 3 | 3 | | | |

Comments:

- Little information and too much time spent about negation, not focus on management on dryland
- More info on dryland management rather than just exercise
- This week has very important and interesting lectures, we need more time for some lectures such as SLM, grassland and dryland management
- More time for practical aspect for all subject
- More time for practical stakeholder analysis at the field
- More time for individual project

Week 6 and 7

Theme: Practical training (Module 7)

Fellows' response as appropriate. How useful was this

| | Excellent | Very Good | Good | Satisfactory | Poor |
|--------------------------------------|-----------|-----------|------|--------------|------|
| Statistics | 1 | 5 | | | |
| Statistics exercise | 3 | 3 | | | |
| Impact of climate change | 1 | 5 | | | |
| GIS: basic principles | 3 | 1 | 2 | | |
| Exercises and practical GIS training | 3 | 3 | | | |
| Visit to University of Iceland | 2 | 3 | 1 | | |

Comments:

- More time for GIS exercise and practice
- More time for practical sessions, more examples
- GIS needs at least a week

Week 8 and 9

Theme: Combined subjects in specialized lines 1 and 2.

Fellows' response as appropriate. How useful was this

| | Excellent | Very Good | Good | Satisfactory | Poor |
|--|-----------|-----------|------|--------------|------|
| Rangeland health and degradation models | 2 | 4 | | | |
| Introduction to Hítárdalur | 4 | 1 | 1 | | |
| Field trip to Hítárdalur | 4 | 2 | | | |
| Project in Practical period | 4 | 1 | 1 | | |
| Soil environmental problems | 2 | 4 | | | |
| Project proposal seminar | 1 | 3 | 1 | 1 | |
| Funding for landcare/land restoration | | 4 | 2 | | |
| Hydrology and land degradation/restoration | | 6 | | | |
| Grazing theory and management | 2 | 4 | | | |

Comments:

More preparation is needed for Hítárdalur

More practice in how to apply for grants

Specialized line 1: Land degradation assessment/Land restoration

Fellows' response as appropriate. How useful was this

| | Excellent | Very Good | Good | Satisfactory | Poor |
|---|-----------|-----------|------|--------------|------|
| Applied and theoretical aspects of ecological restoration | 1 | 2 | | | |
| Tropical forests | 1 | 1 | 1 | | |
| Wetland | 1 | 1 | 1 | | |
| River systems | 1 | 1 | 1 | | |
| Restoration research | 2 | 1 | | | |
| Environmental and socio-economic context | 1 | 2 | | | |
| Seminar, restoration research case studies | 1 | 2 | | | |
| Restoration goals and strategies | 1 | 2 | | | |

No comments

Specialized line 2: Sustainable land management (SLM)

Fellows' response as appropriate. How useful was this

| | Excellent | Very Good | Good | Satisfactory | Poor |
|--|-----------|-----------|------|--------------|------|
| Policies, strategies and landcare | 3 | | | | |
| Environmental/Land literacy | 2 | 1 | | | |
| Knowledge management | 2 | 1 | | | |
| Landcare | 3 | | | | |
| FHL trip | 1 | 2 | | | |
| Participatory property management planning | 3 | | | | |
| Presentation by the participants | 2 | 1 | | | |

No comments

Fieldtrip, July 4-10, 2010

Fellows' response as appropriate.

| | Strongly agree | Agree | Partially agree | Disagree | Strongly disagree |
|--|----------------|-------|-----------------|----------|-------------------|
| I was satisfied with the organization of the fieldtrip | 3 | 3 | | | |
| The fieldtrip gave me a better understanding of land degradation, restoration implementation and land care | 3 | 3 | | | |
| The fieldtrip helped me understand what I have learned during the introductory course | 3 | 3 | | | |
| The fieldtrip met my expectations | 2 | 4 | | | |

Coaching¹

How helpful has coaching been for you?

| | Excellent | Very Good | Good: | Satisfactory | Poor |
|-----------------------|-----------|-----------|-------|--------------|------|
| For your project work | 1 | 1 | 1 | 1 | 2 |
| For you privately | 2 | | 1 | 3 | |

¹ This year the coaching could not start until the middle of June. From this year experience we conclude that coaching should start earlier.

Comments:

- Very valuable: Human attitude, respect care
- Sometime too much, but it still worked
- Just to be frank, it was not that much important
- I can say it is good to have coaching depending on individual's interest
- She helped me solve or improve some of my privacies
- Sometime the session take too long time, especially during the project period when time is very limited
- I personally did not see the need of having coaching session, took too much time
- Arrangement were good
- Coaching should be an obligatory to all participants

Appendix E

Ghana visit 20 – 30 March 2010

Overview

This was LRT's second visit to Ghana. Previously Dr. Ingibjörg Svala Jónsdóttir visited Ghana in March 2008. The purpose of the visit this year was to strengthen existing institutional links in Ghana, to establish new links, and to interview potential candidates proposed by these institutions.

I had meetings with people from seven institutions and universities in the cities Accra, Kumasi and Tamale. I interviewed potential candidates at four of these seven institutions. UNU Institute for Natural Resources in Africa (UNU-INRA) in Accra helped with practical issues related to my visit.

Institute visit report

I spent the first days in the capital city Accra where I had several meetings. I tried to meet the Director General, Dr A.B. Salifu, of the Council for Scientific and Industrial Research (CSIR-Ghana) in the CSIR Head Office in Accra. We could however not meet as he was out of town during my visit in Accra. Dr A.B. Salifu was formerly a Director of the Savanna Agricultural Research Institute (SARI) in Tamale.

In Accra I met Prof. Gordana Kranjac-Berisavljevic from the University for Development Studies (UDS) in Tamale, but she is now on a sabbatical leave. Prof. Gordana Kranjac-Berisavljevic gave good information on UDS and an updated list of contacts at UDS in Tamale. I also met Mr. Jonathan A. Allotey, the executive director of the Environmental Protection Agency (EPA), at EPA headquarters in downtown Accra. Furthermore I visited the University of Ghana Legon in Accra where I gave a seminar on *Restoration of degraded lands: a global perspective with special reference to Iceland*. The seminar was jointly organized by UNU-INRA and the Department of Geography and Resource Development at the University of Ghana.

United Nations University-Institute of Natural Resources of Africa – UNU-INRA

I visited UNU-INRA at the University of Ghana Legon where I met the interim director Prof. Edwin Akonno Gyasi and some of the staff of the institution. Mr. Benjamin Turkson at UNU-INRA provided valuable assistance with practical issues related to my visit.

Contact information:

Location: UNU Institute for Natural Resources in Africa (UNU-INRA), ISSER Building Complex, Botanical Gardens Road University of Ghana Legon, Ghana

Mailing address: Private Mail Bag; Kotoka International Airport, Accra, Ghana

Tel: +233-21 500396; Fax: +233-21 500792; E-mail: unuinra@yahoo.com;

Website: <http://inra.unu.edu>

Prof. Edwin Akonno Gyasi, Interim Director of UNU-INRA; E-mail: edgplec@africaonline.com.gh

Mr. Benjamin Turkson, Finance and Administrative Officer; E-mail: bturkson@hotmail.com, turkson@inra.unu.edu; Cell: +233-24 9596969

Soil Research Institute – CSIR

The Soil Research Institute belongs to the Council for Scientific and Industrial research in Ghana. Its mandate is to carry out research to generate information and technologies for effective planning, utilization and management of the soil resources of the country. CSIR does for example provide advisory services in reclamation of degraded lands and mine sites, in soil erosion control, and climate change mitigation and adaptation strategies for land use.

Three candidates were interviewed at CSIR.

Contact information:

Mailing address: CSIR-Soil Research Institute, Academy Post Office, Kwadaso, Kumasi, Ghana

Tel: +233 51 50353, +233 51 50354; Fax: +233 51 50308

<http://www.csir.org.gh/index1.php?linkid=122&sublinkid=133>

Dr. Joseph O. Fening, Director of CSIR; E-mail: kofifening@yahoo.com; Cell: +233 20 8175962

Kwame Nkrumah University of Science and Technology – KNUST

KNUST is the second oldest University in Ghana established in 1952, only University of Ghana in Accra is older. KNUST has a College of Agriculture and Natural Resources which includes the Faculties of Agriculture, Forest Resources Technology, and Renewable Natural Resources. KNUST trains students at all university levels. Prof. Charles Quansah in the Department of Soil and Crop Science (under the Faculty of Agriculture) had gathered students and staff to a meeting where I introduced the UNU-LRT programme and Prof. Charles Quansah gave an overview of KNUST and the programmes offered in their College.

No interviews were taken this time due to misunderstanding of the nature of the programme. Great interest was expressed in the UNU-LRT programme and willingness to collaborate in the future.

Contact information:

www.knust.edu.gh

Prof. Charles Quansah, Department of Soil and Crop Science; E-mail:
cquansah2002@yahoo.co.uk

Environmental Protection Agency – EPA

I met the executive director of the Environmental Protection Agency (EPA), Mr. Jonathan A. Allotey, at EPA headquarters in downtown Accra. Mr. Allotey expressed satisfaction with the training of their employee from the regional office in Tamale who participated in the six-month LRT programme in 2009. Mr. Allotey expressed EPA's desire to get training at the UNU-LRT for more of their employees and from other offices in the North of Ghana. He specifically mentioned Bolgatanga in the upper Northern region and Wa in the northwest region of Ghana.

When in Tamale I met Mr. Abu Iddrisu, the regional head officer at the EPA Northern Regional Office in Tamale. He explained some of the work undertaken by EPA, among others a tree seedling operation done in cooperation with local communities that benefit from that project. Three EPA employees were interviewed, one from each of the following offices: Bolgatanga, Wa and Tamale.

Contact information:

<http://www.epa.gov.gh/>

Location: Starlets'91 Avenue, Ministries Accra Ghana

Mailing address: Environmental Protection Agency, Post Box M326 Ministries, Accra, Ghana

Mr. Jonathan A. Allotey, Executive Director of EPA; E-mail: jallotey@epaghana.org,
jan_allotey@yahoo.com, epaedr@4u.com.gh

Tel: +233 21 667524; +233 21 662465; Direct: +233 21 662693, 664697, 664698; Fax: +233 21662690

Tamale office:

Environmental Protection Agency, P.O. Box 620, Tamale, Northern Region, Ghana

Mr. Abu Iddrisu, Regional Head, Tamale; E-mail: abu5552001@yahoo.co.uk,
abu5552001@yahoo.co.uk; Tel: +233 71 22294, +233 20 3247375

Savanna Agricultural Research Institute – SARI

SARI is one of the 13 institutes that make up the Council for Scientific and Industrial Research (CSIR-Ghana). SARI is an agricultural research institute mandated to provide farmers in northern Ghana with appropriate technologies to increase their food and fibre production based on a sustainable production system that maintains and or increase soil fertility. Its research mandate covers cotton, maize, sorghum, rice millet cowpea, groundnut, vegetables

and others. SARI works on soil fertility and land management issues. SARI is on the Man and Biosphere committee of the Environmental Protection Agency (EPA).

I met Dr. Mathias Fosu, a senior scientist, at SARI headquarters in Nyankpala, about 20 km west of Tamale. One candidate was interviewed.

Contact information:

Location: Nyankpala, about 20 km west of Tamale

Mailing address: CSIR-Savanna Agricultural Research Institute, Post Office Box 52, Tamale, Ghana

Dr. Stephen K. Nutsugah, Acting Director of SARI

Dr. Mathias Fosu, Senior Scientist; E-mail: mathiasfosu@yahoo.co.uk; Tel: +233 756 22671, Mobile: 0244749893

University of Developmental Studies – UDS

In Accra I met Prof. Gordana Kranjac-Berisavljevic from the University for Development Studies (UDS) in Tamale, but she is on a sabbatical leave. Prof. Gordana Kranjac-Berisavljevic gave good overview and information on UDS and an updated list of contacts at UDS in Tamale.

UDS was established in 1992 and is thus a young University and the only one in Northern Ghana. The main aims of UDS are to combine academic work with community-participation and extension, and to find solutions to environmental problems and socio-economic deprivation that have characterized northern Ghana. The students of UDS are often mature and work during their studies. Emphasis is on hands-on practice in the programmes of UDS as well as on social issues.

UDS has for campuses: 1) the School of Medicine and Health Sciences (SMHS) is in Tamale; 2) the Faculty of Integrated Development Studies (FIDS), Faculty of Planning and Land Management (FPLM) and Faculty of Education, Law and Business Studies (FELBS) is in Wa, northwest region; 3) the Faculty of Agriculture (FA) and the Faculty of Renewable Natural Resources (FRNR) is in Nyankpala (ca 20 km southwest of Tamale); and 4) Faculty of Applied Sciences (FAS), Faculty of Computational and Developmental Mathematics (FCDM) are in Navrongo in the Upper East region (ca 160 km from Tamale). The majority of UDS students are presently based in the Wa campus.

I only visited the Nyankpala campus. There I met Mr. Felix K. Abagale, a lecturer at UDS, and the Dean of the Faculty of Agriculture Dr. Gabriel Ayum Teye. I was not able to meet anybody from the Faculty of Renewable Natural Resources despite much try. I interviewed six potential candidates, most of them in Tamale as few were available during my visit to the Nyankpala

campus. Of those six all are situated in Nyankpala except one that came from the campus in Wa.

Contact information:

Location: Nyankpala, about 20 km west of Tamale

Mailing address: Faculty of Agriculture, University of Developmental Studies, P.O. Box TL 1882, Tamale, Northern Region, Ghana

<http://www.uds.edu.gh/>

Dr. Gabriel Ayum Teye, Dean of the Faculty of Agriculture; E-mail: teye.gabriel@yahoo.com;

Tel: +233 (0)208344099, +233 (0)243036149

Mr. Felix K. Abagale, lecturer; E-mail: fabagale@yahoo.com

Dr. Isrdel Dzomeru, Dean of Grad School, situated in Tamale; Tel: 0244789809

Uganda visit November 27th –December 12th 2010

Institute and site visit report

Overview

During the Uganda trip, I visited three institutes, NEMA, Makerere University and ICEIDA. I travelled to seven districts and interviewed eleven candidates for LRT fellowships.

At NEMA (Natural Environmental Management Authority) office, my contact was Evelyn Lutalo. UNU-LRT has already established cooperation with NEMA by Ingibjörg Svala Jónsdóttir in 2007 and by Jón Geir Pétursson in 2008.

At Makerere University, John Kaboggoza arranged a meeting with the Dean, Dr. Nabanoga Gorettie, and our former fellows Fred Yikii (fellow from 2009) and Abraham Mwesigye Rutabatiina (fellow from 2007).

During my last day in Kampala I visited the ICEIDA (ÞSSÍ) where Geir Oddson was my contactor.

At the end of my visit, I took four days off and went to Murchison Falls National Park. I drove from Kampala to Murchison Falls through Misindi village and stayed at the Paara Safari Lodge, where I went for a game drive and a boat ride on the Victoria Nile river.

Institute visit report

In Kampala I visited three organisations:

1. Makerere University (Dr. Nabanoga Gorettia Dean, Faculty of Forestry and Nature Conservation and Dr. John Kaboggoza former Dean and an Associated Professor).
2. NEMA (Evelyn Lutalo, District Support Officer, Dr. Babikwa J. Daniel Coordinator, Edward Adreaku Odipio, District Support Coordination).
3. ICEIDA-Uganda (Geir Oddson, Country Director).

1. Makerere University, Faculty of Forestry and Nature Conservation, November 30th 2010

Information about Makerere University can be found in report from Ingibjörg Svala visit in 2007.

I met with John Kabagozza and Dr. Nabanoga Gorettie (Dean) and went through the programmer's mission and the schedule of the programme. Dr. Gorettie explained her interests in research based on individual project work. She also showed an interest for the UNU-LRT programmes short training courses where professors from Makerere University would work with UNU-LRT specialists. As UNU-LRT has not yet started any short training I informed Dr. Gorettie of that fact and expressed my opinion that most likely a close cooperation between Makerere, NEMA and UNU-LRT would be the most promising strategy.

LRT former fellows Fred and Abraham attended the meeting later and expressed their satisfaction with the programme. Fred finished his M.S. this year and will continue as an assistance lecturer at the Makerere University. Abraham is still working as an assistance lecturer.

On the 6th of December I visited Makerere University again for interviewing four candidates recommended by John Kabagozza: Enock Ssekuubwa, Agatha Syofuna, Simon Kiziot, Kenneth Balikoowa and Edwin Muhumuza.

2. The Natural Environmental Management Authority – NEMA, November 29th and December 6th 2010

NEMA is mandated to supervise, monitor and co ordinate all matters on environment in Uganda. On the November 29th, I met with Dr. Evelyn Lutalo, District Support Officer, who introduced me to Dr. Edward Adrako Odipio, District Support Coordinator. I informed Dr. Lutalo and Dr. Odipio about the UNU-LRT programme. Dr. Evelyn Lutalo introduced me to her plan for my visit to some of Uganda's District Environmental Officer. She had identified six districts where land degradation is a significant problem and had forwarded names of one Environmental Officer from each of the district for fellowship interviews. NEMA office provided me with a car and a driver and we made a four day trip to east, north and west of Uganda. We left Kampala early on Wednesday morning to Mbale where I met Agnes Awilli from Abim and Olive Chemutai from Bukwo. Thursday, I met Charles Otim from Amuria in Soroto and continued up north to Kitgum where I met David Oyok Wany. Late on Thursday we reached Gulu and stayed for a night. On Friday morning we went to Misindi where I met William Nsimire and then we drove to Kasese where I met Evelyn Mugume. We reached Kampala again on Saturday night.

According to Dr. Evelyn Lutalo the lack of land use plan is an urgent problem in Uganda and she believes that the UNU-LRT programme is very relevant as it exposes the trained Environment

Officer to applicable techniques of land management and restoration. The information learnt is also shared thus creating a strong multiplier effect.

3. Icelandic International Development Agency – ICEIDA

Geir Oddsson the Country Director for the Uganda ICEIDA office provided various logistical supports, both before and during my visit. Geir Oddsson is on the Board of Directors of Environmental Affairs (DEA) who has e.g. authority over NEMA.

Site visit

Dr Evelyn Lutalo at NEMA had identified six districts as districts of greatest relevance for UNU-LRT and had forwarded names of one Environmental Officer from each of the district for fellowship interviews. I met the Environmental Officers at their home district or in a district close to their home. According to Dr Lutalo and the environmental officers, all of the districts have urgent problems some of the most pressing ones are:

- a) Amure: water from surrounding districts collects in the lowland of the district. When the water evaporates, the soil and silt carried by the water, dries and starts to drift. Moreover the grassing is a problem as groups of local cattle herders use the area in an unsustainable matter.
- b) Abim: on the lowland there is deforestation because of charcoal production, people using wood for cooking and starting bushfire to keep the cattle herders away. As a consequence of deforestation and agriculture the hills are suffering from water erosion.
- c) Bukwo: unsustainable land use on the steep slopes, deforestation and agriculture, the water erosion has begun. The lowland is suffering from deforestation because people gather wood for cooking and charcoal making.
- d) Kitgum: after many years of war the land suffer from bad land management. The humidity is less than in south Uganda and strong wind from Sudan creates wind erosion.
- e) Misindi: big part of the district is a National park (e.g. Murchison Falls), prison-farms and sugarcane fields. Charcoal production is a big industry in the district and the forest in the areas will be gone within few years if changes are not made. Now the government has begun to drill for oil. Land management is a serious problem.
- f) Kasase: Unsustainable uses of forest as well as agriculture in very steep hills are the main issues. Copper mining in the area has also created some problems.

