LAND RESTORATION TRAINING PROGRAMME – PILOT PROJECT : MID–TERM REVIEW

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EXECUTIVE SUMMARY

This report provides a mid–term review of a 3–year pilot project that is designed to put in place all that is needed for the running of a permanent Land Restoration Training Programme (LRTP). The intent is that, if this review is positive, the Government of Iceland (GOI), through its Ministry of Foreign Affairs (MFA), and the United Nations University (UNU) will take the final steps in their ongoing discussions that are intended to lead to the establishment of what would be the United Nations University Land Restoration Training Programme (UNU–LRTP).

This review is very positive. Given this fundamental conclusion, and its implications for the continuation of discussions between the MFA and the UNU, the report both substantiates that conclusion and moves beyond that to offer suggestions for further enriching the design of what is expected to be the UNU–LRTP.

In brief, the strengths of the LRTP are several.

1. It has very good management. The organization is in place, and its structure, programme planning and strategic planning are all evolving and functioning well.
2. The sought–after results are being achieved on schedule. The first 6–month training programme for professionals involved in land restoration in developing countries has just been completed. The feedback from the fellows was very positive.
3. The 3–year period for experimentation is being used to good effect. There is an obvious preparedness on the part of all involved in designing and delivering the training programme to learn from experience.
4. The LRTP is able to tap Iceland's hundred years of experience in addressing land degradation. This experience, driven by legislation passed 100 years ago, derives from rigorous practice founded on sound research, and committed to community and individual landowner involvement and ownership.
5. The programme emphasizes the principles of ecologically sound land restoration. Presented in a very different setting from the hot drylands and deserts that most of the fellows are working with, this exposure to cold deserts and drylands encourages them to think in terms of principles and to appreciate the value of rigorous analysis.
6. There is also a strong emphasis on capacity development: both in research and in organizing hands–on application of the research.

There is thus a strong commitment to the values of the UNU: in demonstrating the value of research to inform action; and, in building institutional and individual capacities to transform societies. A UNU–LRTP should prove to be a very useful addition to the UNU's network of Research and Training Centres. It can both benefit from and add value to the activities of those programmes working on environment and sustainable development. The programme is modelled on the two highly successful programmes that have been operating in Iceland: the UNU–Geothermal Training Programme and the UNU–Fisheries Training Programme.

For Iceland, the UNU–LRTP would add a third UNU programme to the international development assistance programme of the MFA. It fits well with the MFA's priorities.

The recommendations for improvement focus on: clarity of purpose and costs; strategic visioning of a mature UNU–LRTP; and assurances of continuing funding from MFA as Iceland confronts such troubling financial circumstances arising from the global financial crisis.

ABBREVIATIONS

AUI	Agricultural University of Iceland
CONDIR	Council of Directors (of the UNU)
GOI	Government of Iceland
IFS	Iceland Forest Service
ISK	Icelandic Krona
LRTP	Land Restoration Training Programme
MDG	Millennium Development Goal (of the UN)
ME	Ministry of Environment
MFA	Ministry of Foreign Affairs (of the GOI)
ODA	Official development assistance
RTC/Ps	Research and Training Centres (of the UNU)
SCSI	Soil Conservation Service of Iceland
TOR	Terms of Reference
UN	United Nations
UNCCD	UN Convention to Combat Desertification
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNU	United Nations University
UNU–FNP	UNU Food and Nutrition Programme for Human and Social Development
UNU–FTP	UNU Fisheries Training Programme
UNU–GETP	UNU – Gender Equality Training Programme
UNU–GTP	UNU Geothermal Training Programme
UNU–INRA	UNU – Institute for Natural Resources in Africa
UNU–INWEH	UNU – International Network on Water, Environment and Health
UNU–LRTP	United Nations University – Land Restoration Training Programme

ACKNOWLEDGEMENTS

Many persons gave me considerable time while I was undertaking this review. They are identified in Appendix 4. To everyone I extend my sincere thanks for both their time and for sharing their insights and experiences. The ten days in Iceland was intense and stimulating and the continuing dialogue following that visit was often demanding of time, especially from the Project Manager, Dr. Ingibjörg Jónsdóttir, and the Assistant Project Manager, Dr. Hafdís Hanna Aegisdottir. I owe a special debt of gratitude to both of them.

At the Agricultural University of Iceland, I owe special thanks to the Rector, Dr. Águst Sigurdsson and members of his staff. Similarly, at the Soil Conservation Service of Iceland, I am particularly indebted to the Director, Sveinn Runólfsson and his staff, both for the time in meeting with me and for the excellent accommodation and hospitality during my stay there.

Several persons went out of their way to take me on field trips to enable me to better appreciate the conditions facing the Icelanders in combating land degradation and the measures being taken to address it. I am especially grateful to Ólafur Arnalds, Andrés Arnalds, Sveinn Runólfsson and Magnús Jóhannssson for such informative and enjoyable excursions.

At the Ministry for Foreign Affairs I owe particular thanks to both Thórdur Bjarni Gudjónsson and Elin Sigurdardóttir for having entrusted me with this undertaking and for their insights and assistance. Their colleague, Bjarni Sigtryggsson, Counsellor, also was most helpful.

To the fellows who were participants in this year's training course and who were central to my visit, I extend special thanks. They were in their last days of making presentations and preparing to leave. It was an excellent time to hear of their experience in undertaking this first course and they fully appreciated the value of their feedback in making the next course even better. I am most appreciative of the time they gave me and the constructiveness of their observations.

In Toronto, too, I owe especial thanks to Ms. Eileen Duh, of Inofas Integrated Systems Inc., for having worked wonders with the word processor in producing this report.

As ever, errors of omission or commission are, of course, mine.

Simon Miles
Toronto
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1. INTRODUCTION

This report provides a mid–term review, conducted by an independent, external evaluator, of a 3–year pilot project that is designed to put in place all that is needed for the running of a permanent Land Restoration Training Programme (LRTP). The intent is that, if this review is positive, the Government of Iceland (GOI), through its Ministry of Foreign Affairs (MFA), and the United Nations University (UNU) will take the final steps in their ongoing discussions that are intended to lead to the establishment of what would be the United Nations University Land Restoration Training Programme (UNU–LRTP).

This review is very positive. Given this fundamental conclusion, and its implications for the continuation of discussions between the MFA and the UNU, the report both substantiates that conclusion and moves beyond that to offer suggestions for further enriching the design of what is expected to be the UNU–LRTP. In essence, the overall intent of this review is to evaluate the pilot project's purpose and objectives, and its achievements to date, along with other considerations, such as the effectiveness of the pilot project in achieving the expected results and the sustainability of the planned UNU–LRTP.

The structure of the report is designed to ensure that all of the requirements of the terms of reference (TOR), given in Appendix 1, are met, while also providing sufficient information for officials of the UNU, who may not be familiar with Iceland or the proposed LRTP, to make informed decisions with respect to granting the LRTP status as an Associated Institution within the UNU network of institutions.

This decision making by both the UNU and the MFA is expected to be made easier by the fact that Iceland is already the host country of two associated institutions of the UNU. They are the UNU Geothermal Training Programme (UNU–GTP) and the UNU Fisheries Training Programme (UNU–FTP). The UNU–GTP has a very long history, having been established in 1978; UNU–FTP is also a mature institution, established in 1998. Both are based in Reykjavik.

Both institutions provide six–month training programmes in their respective fields (i.e., of geothermal research, exploration and development, and fisheries research and development) at the postgraduate level. And both are now providing support for, and an enabling environment for, the pursuit of MSc and PhD degrees by former fellows of their training programmes in collaboration with universities in Iceland.

Both programmes have performed very well and are held in high regard by the general public in Iceland, the GOI, and the UNU community of what is now a UNU Centre in Tokyo and a network of some 14 Research and Training Centres and Programmes (RTC/Ps). A summary description of the UNU system is to be found in Appendix 2.

Given the success of these two programmes, they have intentionally been used as a model for guiding the design and development of the LRTP. Lessons from the experience of these two programmes are incorporated into the report where relevant.

The two existing UNU programmes are funded, almost entirely, from that part of Iceland's international development assistance programme that is administered by the MFA.

The intent is that the UNU–LRTP would be similarly funded.

The approach taken to the review is outlined in Appendix 3. In essence, it involved: a visit to Iceland to meet all key players and this year's six fellows from developing countries, and to

gather documents; and, analysis and drafting in Canada. Discussions were also held, by phone, with representatives of selected institutions within the UNU network that are seen to be particularly well positioned to collaborate with the UNU–LRTP. Appendix 4 identifies the contacts made.

2. THE PURPOSE AND OBJECTIVES OF THE PROJECT

The purpose of this section is to give the MFA and the UNU a good sense as to whether the 3–year pilot project is well designed to put in place the permanent UNU–LRTP and whether the chosen purpose and objectives of the pilot project fit well with the MFA's priorities. To this end, the intent is to:

- assess the relevance of the design of the project to the attainment of its purpose and objectives;
- assess the strategic development of the UNU–LRTP.

2.1 The Relevance of the Design of the Project to the Attainment of its Purpose and Objectives

Here the analysis focuses on:

- the operating context, in order to explain the project's form and why it has the objectives it has;
- the articulation of the project's purpose and objectives;
- the fit between the project's purpose and objectives and the MFA's priorities;
- the resources available to the project.

2.1.1 The Operating Context

There are three broad dimensions to the operating context that help to explain the project's form and its objectives. They are:

- factors shaping early thinking on the LRTP;
- the existence of the UNU and its presence in Iceland; and,
- more generally, the answers to the obvious question: why Iceland?

Each is considered in turn.

2.1.1.1 Factors Shaping Early Thinking on the LRTP

Although the presence of the UNU looms large in Iceland's international cooperation programme, and although the success of the two existing programmes has shaped the design of the LRTP, naturally there are other factors that have influenced the evolution of the early thinking about a training programme in land restoration that eventually led to the idea of the LRTP.

I had the opportunity to spend considerable time with each of the key players who are shaping the LRTP. Several of these discussions were held in conjunction with excursions to field sites to gain better exposure to the situations being addressed. These discussions helped convey to me some of the other factors that are shaping thinking about the LRTP. The essence of what I took away from these discussions can be captured in point form.

- There is a strong awareness of how long it takes to restore a degraded landscape. The issue has been addressed seriously in Iceland since the passing of legislation in 1907 (thought to be

one of the oldest pieces of legislation on soil conservation in the world) and the establishment, in the same year, of the Soil Conservation Service of Iceland (originally under the umbrella of the Forestry Service of Iceland founded that year). The Soil Conservation Service of Iceland (SCSI) is thought to be the oldest such service in the world.

- The existence of the SCSI, as a reputable institution with a strong record of hands–on work with farmers to rebuild the soil base in several parts of Iceland, greatly helped advance the actual practice of soil conservation in Iceland.
- A visit to Iceland in 1992 by an Australian, Andrew Campbell, introduced Icelanders to the Australian Land Care Programme. This has the benefit of bringing more structure to what was already being done to some extent in Iceland. In particular, it emphasized the involvement of farmers and other landowners – thus building a sense of ownership in land restoration activity.
- Work conducted in preparation for the UN Convention to Combat Desertification (UNCCD), agreed to in 1992 at the UN Conference on the Environment, in Rio de Janerio, helped to focus the attention of a small group of scientists. This led to the conducting of a major study by the SCSI and the Agricultural Research Institute (which in 2005 became part of the AUI) – Soil Erosion in Iceland.[1] This work was headed by Dr. Ólafur Arnalds, one of Iceland's leading soil scientists and a member of the LRTP's Studies Committee. Published in 1997, this study provided a comprehensive assessment of the state of Iceland's ecosystems and provided systematic analyses of soil conditions in all local communities. It has become one of the foundation stones for soil conservation planning and sustainable land use in Iceland. A strength was its attention to principles of soil conservation practice.
- The report attracted much attention. The project received the Nordic Nature and Environment Award in 1998. An international conference organized by the project team on rangeland desertification following the study's publication helped to further heighten the importance of certain principles to be observed. These principles, refined by this international conference (and others) made clear, inter alia, that:
  - it is not the amount of rain that is important, so much as what happens to it and whether it is retained.
  - there have to be changes to human behaviour and this will require working at the level of the local community and with individual landowners to get their ownership of programmes.
  - in developing countries, in particular, but everywhere, there is a need for the development of capacities, on the part of individuals and institutions, to bring about the changed practices of land management.
- This awareness that Icelanders had some practical experience in applying universal principles to share with the world, led to discussions about a potential training programme in land restoration to be offered to persons in developing countries. A consciousness that a very large percentage of the world's population currently lives on degraded lands led eventually to the proposal for such a training programme being considered as a contribution of Iceland to the realization of the objectives of the UNCCD.

- In 2005, the MFA's interest in putting more substance into its programme of action to combat desertification led to the idea of a training programme becoming a serious option. By October 2006, the AUI had hired a Project Manager and by 2007 a contract was signed to launch the 3–year pilot project to put in place the LRTP, with the intention that, if the pilot project were to work out well, the programme should become a third Icelandic–supported programme within the UNU network.

2.1.1.2 The United Nations University

Iceland, with a population of about 316,000, is a small country. Although its international development assistance programme has been growing fast in recent years, at about US $50 million it is still very small, relative to that of other donors. The support for the two UNU programmes has been consistent and substantial and the presence of the UNU is thus very visible. As already noted, the two existing UNU programmes in Iceland have been very successful and thus it makes sense to use them as a model. In doing this, those designing the 3–year pilot project had to be cognizant of the UNU and its mandate.

In brief, the UNU is an autonomous organ of the UN General Assembly, under the joint sponsorship of the UN and UNESCO. It is governed by a Council of eminent persons serving in a personal capacity, not as country representatives. This means that it is far less subject to the political in–fighting that one finds in most UN bodies. This relative independence underpins its ability to maintain professional integrity, pursue innovative programming, exercise effective leadership among international organizations, and operate in a more flexible and efficient manner than most UN agencies.

The UNU began operations in 1975. It is headquartered in Tokyo and most of the headquarters' annual income is derived from an endowment fund established by the Japanese Government and also from an annual budgetary contribution from the same government. Other income is also received from grants from other governments and non–governmental benefactors. The annual budget is in the order of US $40 million p.a.

The UNU's mission is to contribute, through research and capacity building, to efforts to resolve the pressing global problems that are of concern to the UN and its Member States. To fulfill this mission the UNU performs four key roles, based on its mandate:

- to be an international community of scholars;
- to form a bridge between the UN and the international academic community;
- to serve as a think–tank for the UN system; and,
- to contribute to capacity building, particularly in developing countries.

The basic structure of the UNU is that of a network of networks. The administrative UNU Centre in Tokyo oversees a network of 14 bodies. Some of these have the status of centres, while others are programmes or associated institutions. The centres are those that are well–established financially. Generally they enjoy the support of generous endowments established by their host countries. They also enjoy more administrative independence from Tokyo. The programmes and associated institutions are those which are generally younger and still building their endowments, where they exist. These bodies are described briefly in Appendix 2.

Although the 14 bodies address a broad range of issues between them, activities tend to fall primarily, but not exclusively, into two main areas:

- environment and sustainable development; and,
- peace and good governance.

The two existing UNU programmes in Iceland are formally associated institutions. One other of the 14 bodies in the UNU network is also formally an associated institution – this being the UNU Food and Nutrition Programme for Human and Social Development, hosted at Cornell University, in Ithaca, New York, USA, (UNU–FNP). The associated institutions differ from the programmes in that they are staffed by persons who are not UNU employees, on UN salaries. In the Icelandic institutions, the staff are Icelandic civil servants. Normally, the directors of associated institutions are not formally regarded as full members of the UNU's Council of Directors (CONDIR). Indeed, this is the situation with respect to the directors of the UNU–GTP and the UNU–FTP (and, indeed the UNU–FNP). However, several years ago, the then Rector of the UNU, in acknowledgement of the outstanding performance of the two Icelandic programmes, decided to ask the director of the UNU–GTP to represent both programmes at the UNU's meetings of CONDIR and the General Council with the same status as the directors of the other RTC/Ps. A similar status was accorded the director of the UNU–FNP. Thus these two Icelandic programmes and the UNU–FNP are today regarded as "de facto" programmes of similar status to that enjoyed by the other eleven RTC/Ps.

This "de facto" standing of these 3 associated institutions is important because they are thereby rendered distinct from several other associated institutions not represented on CONDIR.

Given the presence of these two UNU programmes in Iceland, it wasn't surprising that, when discussions were being held between representatives from the Soil Conservation Service of Iceland (SCSI), the Agricultural University of Iceland (AUI), and the MFA on what might be a useful form of training programme for Icelanders to provide to persons from developing countries, the idea of a third UNU programme came to the fore. This, in turn, led to the obvious move – to model any such training programme in land restoration on the well–tested UNU–GTP and the UNU–FTP.

A concept note was submitted to the UNU by the MFA on 14 February 2007 proposing such a training programme. This was received positively by Dr. Hans van Ginkel, then Rector of the UNU. In his reply to the MFA on 13 March 2007, Dr. van Ginkel accepted the proposal in principle and established a three–person committee to evaluate the feasibility of the proposal further. This correspondence is provided in Appendix 5. This committee, led by the Director of UNU–GTP and also including the Director of UNU–International Network on Water, Environment and Health (UNU–INWEH), and the Director of UNU–Institute for Natural Resources in Africa (UNU–INRA), reported favourably to the Rector in May 2007.

This favourable report provided the green light for the signing, on 3 October 2007, of the Agreement between the MFA and the AUI as the contracting agency for the 3–year pilot project. As is stated in the TOR for this review (Appendix 1), Article 7 of that Agreement calls for an independent review of the pilot project. The understanding was that, if the review were to be positive, the MFA would continue its discussions with the UNU with the view to establishing a permanent UNU–LRTP.

With this in mind, as already noted, key features of the UNU–GTP and the UNU–FTP have influenced the design of the 3–year pilot project LRTP. Obviously, the scale of the 3–year project is not the same as that of a mature UNU–LRTP, but the key features of the two existing UNU programmes are evident. In summary, they are:

1. A training programme of six months duration, offered in Iceland, for fellows from developing countries. Fellows receive fellowships covering the full cost of their training in Iceland. The six–month training programme is broken down into four stages, called modules (an introductory course; specialised courses – with any one student focusing on just one of these; field excursions; and, individual research, on a self–selected research project and with access to one–on–one advice from advisers, to produce a research report of high quality).
2. Linkages with an extensive network of institutions in developing countries. These institutions are central to the ability of the Icelandic institutions to: appreciate the specific needs of the fellows to be trained; identify candidates for trainee fellows; and, organize workshops and short courses in developing countries.
3. A procedure for recruiting fellows that: involves the collaboration of institutions in developing countries in assisting in identifying candidates for fellowships; and, visits to the developing countries by the senior staff of the Icelandic programmes to conduct intensive interviews of candidates to ensure the satisfaction of various criteria.

These three features of the two existing programmes are already manifested in the design and operation of the LRTP pilot project.

In time, once the pilot project has evolved into a fully–fledged UNU–LRTP, one can expect it to be emulating the two existing UNU programmes by exhibiting other key features of those programmes, such as:

4. Specialized workshops (of, say, one week duration) and specialized courses (of, say, two to four weeks duration) held in developing countries. These may be attended by trainees from any developing country, although some emphasis may be placed on developing continental–region networks through such meetings. The trainers would likely be a mix of Icelandic trainers associated with the UNU unit in Iceland, or from other parts of the world – possibly drawing on other UNU institutions, where relevant. In some instances, former fellows would be called upon to serve as trainers.
5. Support for enabling former fellows of the training programmes to network (e.g., by attending specialized conferences to present papers) and to collaborate on more extensive projects – especially those involving research.

The above two features of the existing UNU programmes in Iceland are already part of the plans for the eventual UNU–LRTP. By their nature, they require time to be put in place.

What has not yet been planned for the future UNU–LRTP, but is being talked about as something to be considered for the future, is a sixth feature of the two existing UNU programmes. Specifically, it is:

6. A programme of support for students from developing countries to pursue either an MSc or a PhD in the issue areas addressed by the UNU programme in question. The support provided consists of both funding and the provision of a "home base" for the visiting student – a work space, facilities, assistance with finding accommodation and making contacts with a rich

array of resource persons. The degrees are not UNU degrees but degrees received from local Icelandic universities.

The two existing UNU programmes both offer such a programme of support. It has taken time to put in place and seems to be working well. The UNU–GTP has already supported 16 MSc students and has space for accommodating 12 at any one time. It is supporting its first two PhD students currently. The UNU–FTP is just getting into the same type of support programme with both MSc and PhD students. All students receiving financial support happen to be former fellows of the training programmes.

Clearly, for the UNU–LRTP to build such a programme of support, time will be required to establish and run an excellent training programme that is generating well–trained fellows who may later wish to pursue an MSc or PhD.

It should be noted that there is already a proposal being processed formally for a fourth UNU programme. This is for the establishment of a UNU–Gender Equality Training Programme (UNU–GETP). It would be hosted by the University of Iceland and is expected to follow a similar model to that described above.

In short, the proven success of the approach taken by the two existing UNU programmes suggests that using them as a model should contribute to the success of the UNU–LRTP and, indeed, the UNU–GETP.

2.1.1.3 Why Iceland?

This question, understandably, is often raised with respect to plans for a training programme, focusing on land restoration, for persons from developing countries.

There are several good reasons for Iceland offering such a programme. They can be summarized in point form.

- Icelandic society has enjoyed a remarkably high level of literacy over a very long period of time, despite its past poverty. Knowledge and understanding are highly valued. Professionals have a very good command of the English language.
- Icelanders still remember when Iceland was poor. The last external aid to Iceland was provided in the 1970s. They can relate to the challenges facing people in developing countries.
- Iceland is a relatively homogenous society, but one with confidence in itself and no sense of xenophobia. Insights from abroad are highly valued. The society is not only open to new ideas, it consciously seeks them. Many of its masters and doctoral–level students are enabled to study abroad for at least six months to a year. Foreign students and trainees are welcomed for the insights and ideas that they bring to the learning environment, both in the universities and in institutions like the SCSI.
- The importance of the need for land restoration in Iceland has really focused the minds of both the political and the intellectual leadership. Reference has already been made to the long history of commitments, following the 1907 act addressing soil conservation and the establishment of the Forestry Service and the SCSI. More recently, the GOI's decision to make a serious commitment to the implementation of the UNCCD has helped to catalyze the creation of the LRTP. For its part, the intellectual leadership, conscious of the need to be

able to share Iceland's cold desert experience with those from hot dry lands, has focused on understanding ecosystem functioning and the principles of drylands management and land restoration.

- Perhaps as a reflection of the society's consciousness of its dependence upon the environment, recent Presidents of Iceland have taken a particular interest in the environment. The Past President was a champion of forest management. The current President has provided environmental leadership in a number of areas. Abroad, the President worked with the President of Bangladesh to bring together a network of countries with a vested interest in the future management of glacial meltwaters from the Himalayas. At home the President has been very supportive of the discussions with respect to the establishment of a demonstration centre on carbon sequestration. Such a centre could help move international talk to action. Both the Past President and the current President have shown great interest in the work of the SCSI. When Al Gore visited Iceland recently, as a guest of the President, two soil scientists were among the five making presentations to Mr. Gore.
- The presence of two very respected and successful UNU programmes in the country bodes well for the likely success of others to follow.
- As a small island society, there is a conscious recognition of the importance of mutual assistance. There is a remarkable atmosphere of friendship and mutual trust. The existence of this trust, or social capital, helps to facilitate rapid action. The LRTP is already enjoying, as have the UNU–GTP and the UNU–FTP, the collaboration of many resourceful individuals.

In short, Iceland provides a remarkably receptive environment for a UNU training programme for persons from developing countries.

2.1.2 The Articulation of the Project's Purpose and Objectives

One of the strengths of the 3–year project is that the personnel associated with its overall direction and everyday management are very open to constantly improving their planning and management documents. This is as it should be. The idea of the 3–year project is that it will provide the time needed to put together a well–functioning programme that will be accepted as a UNU–LRTP.

The Project Document, the key document used for guiding the project, was being redrafted when I arrived in Iceland. This exercise is still underway and is designed to benefit from the insights of this review and the discussion it provokes.

Thus the version that I was using was the one dated 3 October 2007. It had been prepared to accompany the agreement signed that day between MFA and AUI, with respect to the execution of the project. Whilst this document was quite adequate for the purpose of launching the 3–year project, it could benefit from some clarity in the presentation of objectives.

One of the difficulties I was having with the various statements of objectives of the project was that there wasn't a sufficiently clear distinction between, on the one hand, the purposes and objectives of the eventual UNU–LRTP and, on the other hand, the purposes and objectives of the project that is to put that UNU–LRTP in place.

The distinction between the two sets of objectives became clearer to me when I was reviewing the TOR of the Steering Committee. Following some further revisions to these TOR in the Steering Committee meeting in which I was an observer, the latest revision (see Appendix 6) makes it very clear that the Steering Committee is to put together a UNU–accepted training programme. These TOR make it clear that the 3–year project is a vehicle for, and is focused on, putting in place the eventual UNU–LRTP.

To achieve that objective the 3–year project has to put together the requisite components of the sought–after UNU–LRTP and it has to gain recognition as a UNU training programme.

The Project Matrix in the 3 October 2007 version of the project document is provided in Appendix 7. It shows first the Development Objective, which is essentially the highest order of objective. The intent, in stating this development objective is to relate the project's activity to the highest order of objectives in the field of international development – namely, the achievement of the Millennium Development Goals (MDGs). Specifically, it addresses the MDG #1 of poverty eradication and MDG #7 of environmental sustainability – in this case through addressing desertification and land degradation. For clarity I would prefer to refer to this as the Development Purpose ("purpose" being the highest order of objective). Further, I would suggest specifying that it is the developmental purpose of both the planned UNU–LRTP and the current 3–year project. One could go further and say that it is primarily the developmental purpose of the eventual UNU–LRTP, since the 3–year project is primarily aimed at putting in place that UNU–LRTP (and, in this sense, the developmental purpose is somewhat secondary for the 3–year project).

Secondly, the project matrix moves to the Immediate Objectives (i.e., of the 3–year project). What is missing, in my view, and what **I recommend be put in place is what I would call a statement of the Operational Purpose of the 3–year project – namely: to put in place a well–functioning UNU–LRTP**. If this were to be stated before the immediate objectives, one could then have two sub–categories of what could be called immediate operational objectives of the 3–year project. The first category includes the first five immediate objectives listed in Appendix 7, the second category is made up of the single sixth immediate objective.

The essential distinction between the two sub–categories is that the first category is substantive in nature, the second is procedural.

This clarity of presentation could be further enhanced if one were to have, in the project document, a clear statement of the vision of the eventual UNU–LRTP. This is discussed further in Section 2.2 below.

The above comments should not be construed as criticism of those involved, given that this continuing refinement is part of the continuing evolution of the 3–year project. The above observations are made only because I happened to be reading the project document at the time I was.

Thus these comments on the articulation of the project's purpose and objectives are not to say that they are inaccurate or unrealizable, but rather to say that they could be more clearly presented.

Indeed, the immediate operational objectives of the project are very relevant to the operational purpose of putting in place the UNU–LRTP. They reflect due consideration of the successful activities of the two existing UNU training programmes. If the immediate operational objectives

are met they should realize the operational purpose. And, with that achieved, the UNU–LRTP would be in a position to realize the development purpose.

2.1.3 The Fit Between the Project's Purpose and Objectives and the MFA's Priorities

When the proposal for the 3–year project was being formulated the development cooperation policy in effect was that adopted in 2004 and published in English in September 2005. In May, 2007 the government changed. However, the changes with respect to development cooperation have resulted in an even better fit between the project's purpose and objectives (as discussed in the previous section) and the MFA's priorities.

What remains unchanged is the MFA's continuing commitment to increase support for the two existing UNU training programmes. This augurs well for the planned UNU–LRTP. Indeed, the 3–year pilot project already appears in the official development assistance budget as a separate line item.

The new policy on international development cooperation, which is expected to be formally adopted soon, emphasizes, inter alia, that Icelandic development cooperation works for the eradication of poverty through increased economic growth and social development, sustainable utilization of natural resources and the protection of the environment. This approach is seen as fundamental to enhancing global security.

Indeed, key points of emphasis in the new policy include, inter alia: sustainable development; and, sustainable utilization of renewal resources.

Particular emphasis is placed on fields where Icelandic expertise can be beneficial.

All this suggests that there is a good fit between the MFA's priorities and the purpose and objectives of the 3–year project.

2.1.4 The Resources Available

The resources available to a project have to be taken into account in articulating its purpose and objectives, and the ways in which they are to be achieved. The overall impression I have is that the project design is taking account of the resources currently available. What has yet to be given much attention is the scope for having the eventual UNU–LRTP take advantage of the additional resources that could be drawn upon. This latter question, however, relates more to the vision of the future and is discussed in Section 2.2 below.

This section identifies the key resources available to the project and comments briefly on their use to date. In short, these resources are of four types:

- key institutions
- personnel
- space
- funding

Each is considered in turn.

2.1.4.1 Key Institutions

The organogram of the project is provided in Appendix 8. It identifies the key institutions involved in the operation of the project and a short list of collaborating institutions that may be called upon from time to time.

The two central players are the AUI and the SCSI.

The AUI is the contracting and executing agency. It is described briefly in Box 2–1. The AUI provides the office space for the project's management and staff support for visa processing and financial management. The Project Manager and the Assistant Project Manager hold appointments as a professor and an assistant professor, respectively, of plant ecology at the AUI. The university is small by international standards, with about 400 students, of whom about 200 are distance learners. It has a strong research record in the agricultural field, given that one of the three constituent institutions that came together to form AUI in 2005 was The Agricultural Research Institute with a 130 year history. As will be substantiated below, it can provide a good selection of research and teaching personnel in a range of fields relating to land restoration.

The SCSI is the partner to the AUI in executing the project. Although the contractual responsibility lies with the AUI, thanks to a history of excellent working relations between the two bodies, both are working well together. The SCSI is described briefly in Box 2–2. Its real strength is its role in bridging the gap between research and action. It has hands–on experience in working with landowners, in land restoration projects that are making good use of the latest research findings, and of the latest technologies available.

I visited both institutions, assessed their facilities and interviewed staff. I was very impressed with their track record and what they can bring to the project and to the eventual UNU–LRTP. They both enjoy strong and competent leadership.

Box 2–1

THE AGRICULTURAL UNIVERSITY OF ICELAND (AUI)

AUI was established in 2005 by bringing together three existing research and educational institutes, each with a long history of research related to the assessment of land conditions, grazing, soils and soil erosion and restoration and soil conservation research. This history of work reflects the national priority to combat land degradation and desertification. The AUI has a broad mandate enabling it to pursue research and training on all aspects of agriculture and environmental sciences in Iceland. The national assessment of soil erosion and desertification, published in 1997 and led by AUI in cooperation with SCSI, received the prestigious Nordic Nature and Environment Award in 1998. The AUI plays a leading role in employing remote sensing in environmental research in Iceland and hosts large national GIS databases for land and land use. The university is also involved in international climate change research, focusing on both ecosystem carbon flux and carbon sequestration in relation to reclamation and land use change. It has ties to several US and European universities and institutes. The AUI has a B.Sc. programme in forestry and land restoration, and also offers M.Sc. and Ph.D. degree programmes, which include degrees in land restoration. Other education programmes focus on: agriculture: landscape architecture and environmental planning: and, nature and environmental science. The AUI is in an expansion phase with respect to the development of its university education and research programmes. In short, it has valuable assets for the training programme.

Source: Project Document 3 October 2007, p.14.

Box 2–2

THE SOIL CONSERVATION SERVICE OF ICELAND (SCSI)

The severity of soil erosion and land conditions in Iceland prompted the establishment in 1907 of the only designated soil conservation service in northern Europe, *Landgraedsla Rikisins* (the Soil Conservation Service of Iceland, SCSI). Literally translated, this is "the State's Institute for Healing the Land". In addition to the headquarters at Gunnarsholt, SCSI now operates district offices in all parts of Iceland. The main goals are mitigation of land degradation and desertification, restoration of degraded land, ecosystem protection, and sustainable land use. These goals are pursued by such varied means as: promoting improved understanding of the problems and solutions; providing education and advice; enhancing land user responsibility; using participatory approaches; and highlighting the employment of existing regulatory tools. Support schemes include the highly successful *Farmers Heal the Land* and *Land Improvement Fund* projects, which reflect an increasing focus on land user and community involvement. The SCSI also has direct involvement in reclamation work. The institute has well supported professional facilities, including remote sensing and geographic information systems (GIS) tools, and it operates facilities for processing seeds of species used in the reclamation work.

Source: Project Document 3 October 2007 p.15.

A third institution that may be drawn upon further in the future is the Forest Service. Its headquarters are in Eastern Iceland, although it does have an office in the Reykjavik area. In the project's course offerings for fellows there is already considerable attention given to the role of the forestry sector in land restoration, but there may be scope for further contributions.

Two other important Icelandic institutions that are key resources are the UNU–GTP and the UNU–FTP. As is clear from the discussion in Section 2.1.1.2, there has been considerable use made of the experience of these two bodies.

Internationally, the project is already drawing upon some institutions to complement the skills and knowledge available in Iceland. I interviewed the senior personnel of four UNU institutions that have the potential to contribute to the operation of both the project and the eventual UNU–LRTP. The findings of these discussions are presented in Section 2.2, in the discussion on the vision for the future.

Both the AUI and the SCSI are well tied into international networks. Appendix 9 provides a summary list of institutions, in Iceland and abroad, that have potential contributions to make to the UNU–LRTP's activities, whether in or outside of Iceland, and that illustrate the potential utility of these networks.

Appendix 10 provides another listing of institutions in developing countries. These are institutions where candidates have been interviewed for possible fellowships in the pilot project training programme. These institutions have expressed interest in continuing collaboration. In one instance, with an institute in Mongolia, a formal memorandum of understanding is being drawn up to facilitate a broader form of collaboration with AUI. While this is an unanticipated additional benefit, it is to be expected that there will be many more such formal agreements developed over time.

These inputs will prove invaluable in the long term since the Icelandic institutions are necessarily focusing their attention on what are temperature–limited ecosystems. Persons with experience of other, tropical ecosystems will be needed to augment the research and teaching backgrounds of the local Icelandic trainers.

2.1.4.2 Personnel

As is implied from the above discussion of institutional connections being established, the project is able to draw upon an extensive pool of professionals in Iceland and elsewhere.

Appendix 11 provides a summary listing of the personnel who have been involved to date or who are expected to be involved in the near future. The Appendix also lists their field of expertise and potential role in collaboration. Taken as a group, they cover a broad range of specialized fields.

Most of these individuals have received part of their education abroad. Not surprisingly, they have developed their own networks. Partly because Iceland is a small country, these international networks can be very extensive. To illustrate the potential wealth of resources that could be drawn upon, Appendix 12 provides a partial list of some of the key international networking contacts of the current Dean of the Faculty of Environmental Sciences at AUI.

In short, the project and the eventual UNU–LRTP has access to an extensive network of networks.

2.1.4.3 Space

The facilities at both AUI and SCSI can provide excellent work space for 10 to 12 fellows. At such time as the intake of the UNU–LRTP moves towards 20–25 fellows (the level typical of the UNU–GTP and UNU–FTP), the space needs at AUI will need to be reviewed. However, the AUI is expanding fast and discussions with relevant officials led me to conclude that there are no grounds for concern on this count at this juncture.

Accommodation for fellows, when at AUI, has been met through renting private lodgings. At the SCSI some old buildings have been refurbished for use by the fellows and the quality of the accommodation is very good. Again, there is scope for expansion in the future.

2.1.4.4 Funding

The funding for the project comes, almost entirely, from the MFA. It is anticipated that the same will apply to the UNU–LRTP. Some in–kind contributions are made by the two collaborating institutions. Some services provided by them are paid for out of the project budget.

I have recommended that all costs attributable to the project should be identified, even if they are being provided on an in–kind basis currently. This will make it easier to plan for meeting the true cost of the permanent UNU–LRTP, and minimize any surprises for the MFA.

The UNU–GTP and the UNU–FTP have been able to receive support for a very limited number of fellowships in the past from the Icelandic International Development Assistance (ICEIDA). ICEIDA is responsible for bilateral assistance. It is limited to funding activities associated with six focus countries and a limited number of themes, geothermal energy and fisheries being two that qualify. Projects with environment as a cross–cutting theme also qualify. It is not clear to me that this is a source that can be looked to currently for support for fellowships for the UNU–LRTP. However, as soon as the new international development assistance policy has been formally announced, ICEIDA may give a higher priority to projects supportive of environmentally sustainable development. This could lead to some support for some fellowships.

The project did suffer a cut–back of 13 per cent of its budget this year. This came as a surprise. The MFA was apparently forced to cut back to compensate for some overspending in other areas.

This type of surprise cut–back should be avoided in the future. It unduly limited the scope for creative programming that should be enabled in an experimental pilot project. The Project Manager responded very well to this cut–back.

In sum, the only resource constraints on the project or the eventual UNU–LRTP are likely to be the obvious ones of financing. Since the MFA has demonstrated its preparedness to meet the justified needs of the two existing UNU programmes, it is reasonable to assume that it will treat the eventual UNU–LRTP in a similar manner assuming it performs well.

2.2 The Value of a Strategic Vision of a Mature UNU–LRTP

To round out this assessment of the purpose and objectives of the project, I wish to shift attention from the more immediate challenges of running a project that will lead to putting in place a well–functioning UNU–LRTP. I would like to suggest that the eventual success of the UNU–LRTP in contributing to the realization of its development objective (see Appendix 7) is likely to be greatly enhanced if some more time can be given to documenting some thoughts about the sought–after impact of a mature UNU–LRTP and what the institution might look like if it is to have that impact.

It is always difficult to find the time for such an exercise, because there are always more pressing things to do. However, now that the pilot project has been in operation for more than half of its 3–year life, it is doubtless the case that the Project Manager and others close to the project have some thoughts on this matter. If these thoughts can be documented and shared, then a refined vision of a future, mature UNU–LRTP can emerge. This should mean that by the time the pilot project is coming to an end, there should be a reasonably clear vision, not only of what will be in place on day one of the UNU–LRTP's life, but of what a mature institution could be undertaking and the implications of that for resource requirements and especially for funding. This should further strengthen the project team's competence in longer term planning for the institutional development of the UNU–LRTP.

In contemplating a mature UNU–LRTP attention should be given to the following considerations. My intent here is not to elaborate on these considerations, but to raise them to catalyze discussion by the project management (the managers, the Steering Committee and the Studies Committee). Indeed, the TOR of the Steering Committee imply that it should be giving thought to such strategic considerations. In any such discussions, it may be helpful to look at the experience of the UNU–GTP and the UNU–FTP. The UNU–GTP, in particular, is a very mature organization. Most of the points for consideration listed below are derived from observing how the UNU–GTP has evolved over time. As has been fully appreciated by the project management of the 3–year pilot project, the two existing UNU programmes make excellent models for planning UNU–LRTP's institutional development over both the near term and the long term. Quite rightly, most attention has been given, until now, to the near term. Now it would appear to be opportune to give some more time to the longer term strategic visioning.

The considerations are as follows.

1. What are the impacts sought in the developing countries and what outcomes (or capacities) have to be put in place in order to realize those impacts?

2. In light of those impacts and outcomes (capacities) sought in the developing countries, what are the various activities that one could expect to be undertaken by a mature UNU–LRTP?

   Consider, for example:

   - the types of training programmes, e.g.,
     - the 6 month programme in Iceland (e.g., what could be a range of courses on offer in any one year, if there are 20–25 fellows participating).
     - the 3 to 4 week courses in developing countries.
     - the one week workshops in developing countries.
   - the support for former fellows pursuing MSc and PhD degrees in Icelandic universities.
   - a publications programme that involves giving considerable attention to ensuring high quality research reports are produced from the 6–month training programmes.
   - the provision of advice to institutions in developing countries to enhance their institutional capacities (beyond just training fellows drawn from their staff).
   - the promotion of networks of former fellows by:
     - enabling them to attend conferences to present papers or report on action programmes.
     - organizing conferences or demonstration projects in different countries, say, every 5 or 10 years.
     - involving them in teaching at regional workshops and short courses.
   - using the credibility of the mature UNU–LRTP to promote new initiatives that benefit land restoration and other public needs. (The example of the demonstration centre for carbon sequestration is typical, except that it should have been established before the UNU–LRTP becomes a mature institution.)

3. The implications of the above activities for:
   - staff requirements
   - space requirements
   - financial requirements
4. The strategic considerations in implementing the above, such as:
   - identifying the interests of one's partners and collaborators, such that one can help them to realize their interests and thus harness their energies (e.g., the need for Icelandic academics to reach out to counterparts abroad to enrich their research and enhance their chances of receiving grants to support their work).
   - building country and continental–region networks of former fellows who can be mutually self–supportive of each other's efforts, by:
     - taking more than one fellow per country/region in any one year.
     - having MFA and the UNU–LRTP partner with other donors.

  - holding workshops in these countries/regions.

- documenting the successes (and failures) of former fellows.
- taking full advantage of the fact that many Icelandic students go abroad for part of their studies and that similar support may be available for some of the MSc or PhD students being supported by a mature UNU–LRTP.
- taking full advantage of membership in the UNU, by organizing sharing of everything from insights, advice, documents and staff time with other UNU institutions. This last point is elaborated a little in Box 2–3, which is based on the results of my discussions with representatives of four UNU institutions. The purpose of these discussions was to explore the potential for two–way collaboration between UNU–LRTP and other constituent parts of the UNU network. It is included here simply to illustrate the potential to be derived from thinking strategically about one's longer–term objectives.

I recommend that time should be found to document thinking on the part of the project management with respect to the vision of a mature UNU–LRTP and strategic considerations relating to its development over the longer term.

The Project Manager should take the lead in such a strategic visioning exercise, but should look to the Steering Committee and the Studies Committee to assist in elaborating strategies for realizing opportunities. One of the bigger questions to be considered in undertaking such a strategic exercise and to be addressed before formally launching the UNU–LRTP, is: should the title of the organization include the term "research"? I believe the question warrants consideration. If the UNU–LRTP evolves the way the UNU–GTP has over the last 30 years, then it is likely to be generating some high quality research over time, albeit that such research is largely a by–product of the training being offered in how to conduct research.

Having suggested that this question be considered, I do not wish to make a recommendation either way. It is very clear from my discussion that everyone is rightly emphasizing the need to ensure that the UNU–LRTP first develops the capacity to provide high quality training. But high quality training is likely to generate high quality research papers too. Obviously, one does not want to promise more than one can deliver, but it does seem to be a question worth considering.

Box 2–3

Generic Forms of Potential Collaboration Between a UNU–LRTP and 4 Other Institutions Within the UNU Network

Based on discussions with representatives of 4 UNU institutions with programme activities in fields relating to the work of the planned UNU–LRTP, the following simple typology of forms of collaboration emerged. Each of the 4 bodies is able, in principle, to participate in each form of collaboration, where relevant. The collaboration is expected to be two–way. The forms of collaboration are listed from the least to what is expected to be the most intensive. Some comments are offered to give a sense of the considerations pertaining to any one form of collaboration.

The 4 institutions are:

- UNU Centre, Tokyo – The Environment and Sustainable Development Programme (UNU–ESDP)
- UNU Institute for Environment and Human Security, Bonn, Germany (UNU–EHS)

- UNU Institute for Natural Resources in Africa, Accra, Ghana (UNU–INRA)
- UNU International Network on Water, Environment and Health, Hamilton, Canada (UNU–INWEH)

1. **Sharing of documents**. While sharing of reports from one's own activities may be obvious and easy, if one was aware of, say, the curriculum of the UNU–LRTP, then specialized documents from many organizations could be sent as they come to one's attention.
2. **Advice, on request, at any stage in the development of an activity (from design to funding, to implementation)**. Suggestions for funding sources, especially for activities that are outside of one's home base, are particularly valuable. Dr. Harmsen, of UNU–INRA, has already hosted the Project Manager of the pilot project in Ghana and provided contacts to assist the pilot project in locating candidates for fellowships.
3. **Making staff available for lectures**. Dr. Adeel, of UNU–INWEH, has already been involved in giving lectures to the fellows in the pilot project. This could be done, irrespective of where the training programme or short course is being held. Also beyond one's own staff, suggestions could be made for finding the most appropriate speaker on a specific topic.
4. **Partnering on a joint activity**. Irrespective of the location of the activity, and assuming funding can be found (which may have implications for MFA), this is of interest, in principle.
5. **Support for a MSc or PhD student**. If the planned UNU–LRTP were to get to the stage of supporting MSc or PhD students, it is quite conceivable that such a student may wish to do field work for part of the time in the offices of another UNU institution. Hosting such a student would be feasible, in principle. Also serving as an external adviser is feasible, in principle.

2.3 Conclusions and Recommendations on the Project's Purpose, Objectives and Design

In conclusion, the project's purpose and objectives appear to be practical and realizable. The design of the project, based on the well–tested model of the UNU–GTP and UNU–FTP, is well–suited to achieve the objectives.

There are only two recommendations arising from this part of the review.

It is recommended that:

1. **Consideration should be given to making it clearer that the operational purpose of the 3–year pilot project is to put in place a well–functioning UNU–LRTP.**
2. **Time should be found to document thinking on the part of the project management with respect to the vision of a mature UNU–LRTP and strategic considerations relating to its development over the longer term.**

3. THE RESULTS ACHIEVED TO DATE

The purpose of this section is to give the MFA and the UNU a good sense as to whether the 3–year pilot project is achieving the results expected, and to provide an overview of the results to date.

The TOR for this review call for comments on both the efficiency and the effectiveness of the performance to date. These will be commented on together, along with comments on the economy of the operation where relevant. It may prove helpful to distinguish between these three closely–related terms at the outset.

An effective organization is one that achieves the results expected of its activities. It is efficient to the extent that it achieves those results at the lowest cost and at adequate or required levels of quality or service. And it can be said to be an economical organization if it provides the right amount of the right resources – financial, human, physical, and informational – at the right level of quality, at the right time, in the right place, and at the right cost.[1]

In light of the above, the analysis reviews:

- the organization of the project;
- the facilities and equipment;
- the courses of study;
- the learning environment;
- the procedures for recruiting fellows; and,
- the procedures for follow up with fellows.

3.1 The Organization of the Project

Here the analysis focuses on:

- the steering of the project;
- the direction of the project;
- the monitoring and reporting on the project;
- the staffing of the project; and,
- the financial management of the project.

3.1.1 The Steering of the Project

Appendix 6 provides the TOR for the Steering Committee. In those TOR it is indicated that there are to be five persons on the Steering Committee from five institutions. Currently, the five members are:

- the Chair, Sveinn Runólfsson, Director of the SCSI.
- Ágúst Sigurdsson, Rector of the AUI.
- Jón Loftsson, Director of the IFS

- Bjarni Sigtryggsson, Counsellor, MFA
- Zafar Adeel, Director UNU–INWEH

In my view, this membership is excellent. It has the right institutions represented. It provides the opportunity for the Director of the SCSI to play an effective part in steering the project, thus recognizing that, while the SCSI is the partner to the executing and contracting agency, AUI, it nevertheless has a central role to play in the overall implementation of the project.

The MFA's representative has exhibited a strong commitment to the project. For the last several years he has also been an active Chair of Iceland's national committee on the UNCCD.

The Director of the IFS was added to the Steering Committee early in 2008 in order to ensure appropriate input from the forestry sector.

The presence of the Rector of AUI is essential and he, too, is very committed to this project.

The addition of the Director of UNU–INWEH to the committee in early 2008 makes good sense in two respects. He was part of the evaluation committee established by the Rector of UNU to report on the feasibility of the project evolving into what would be the UNU–LRTP. As such, he continues to provide a link between the project and the office of the Rector of UNU. In addition, UNU–INWEH's experience in working on land restoration in deserts and drylands in tropical and semi–tropical zones is well recognized. Dr. Adeel has brought this experience to the Steering Committee and also to the courses through his giving lectures, when appropriate, when in Iceland.

I have reviewed the minutes of the meetings of the Steering Committee and have sat in on a meeting. It appears to be functioning effectively, efficiently and economically.

As I have noted in Section 2.2, I think that it would be appropriate for the Steering Committee to devote some time in the near future to considering the activities and form of a mature UNU–LRTP, and the implications for the funding required.

3.1.2 The Direction of the Project

Responsibility for the direction of the project rests with the Project Manager, who was recruited for this role in October 2006. She is assisted by an Assistant Project Manager, who was recruited in April 2008. They are able to call upon the Steering Committee for general advice. And they call upon the Studies Committee with which they develop detailed study plans and teaching material.

The TOR of the Project Manager are provided in Appendix 12. All of the specific tasks listed in the TOR, with one exception, are being undertaken in a highly professional, effective, efficient and economical manner.

The one exception is that the mid–term evaluation workshop, originally scheduled to be held after this mid–term review report is completed, has had to be cancelled. This was forced upon the project as a result of the aforementioned 13 per cent surprise cut to this year's budget. Given that this report is a positive one, and no major problems have to be addressed, this cancellation of the evaluation workshop is not a great loss to the project. It is very likely that this report will still be the subject of considerable discussion, albeit not in the setting of a formal workshop.

Membership of the Studies Committee is provided in Box 3–1. I was able to meet with the entire committee and, in addition, with each member on an individual basis. I have reviewed the CV of each member. I am impressed with the credentials and collaborative attitude of each member and with the way the committee functions.

Both the Project Manager and the Assistant Project Manager are well qualified for their roles in every respect. They clearly have the respect of all associated with the project. I was given very complimentary reports on their performance. With respect to the future UNU–LRTP, for consistency within the UNU system, **I recommend that, at such time as the UNU–LRTP is established, the titles of the two senior staff of the programme should be changed to Programme Director and Assistant Programme Director respectively.**

Box 3–1

Members of the LRTP Studies Committee[1]

Name and Affiliation	Degree/position	Specialty	Responsibility in the Studies Committee /Specialised line
Hafdís Hanna Ægisdóttir, LRT/AUI	PhD / Assistant Professor	Plant Ecology	LRTP assistant Project Manager
Andrés Arnalds, SCSI	PhD, Assistant Director	Conservation policy, Land care, Revegetation	Land Degradation and Environmental Change; Sustainable land management (lines 1 and 5)
Ólafur Arnalds, AUI	PhD, Dean	Soil Sciences	Assessment of Land Degradation (line 3)
Ása L. Aradóttir, AUI	PhD, Professor	Restoration Ecology	Restoration of degraded land (line 4)
Magnús H. Jóhannsson, SCSI	PhD, specialist	Plant biology, reclamation technology	
Ingibjörg S. Jónsdóttir, LRT/AUI	PhD / Professor	Ecology	LRTP Project Manager, Chair
Jón Geir Pétursson, ME	MSc, specialist	Socio–economics, Land Management, Forestry and working with NGOs (Forestry Associations)	Capacity Development and Institutional Change (line 6)

[1] Will be expanded to include specialists on all lines of specialisation

It will be noted that the committee may be expanded to ensure coverage of other lines of specialization with respect to the specialized courses offered to the fellows. The missing reference to line of specialization #2 refers to remote sensing and geographic information systems. This need for a specialist on the committee is being addressed and an appointment is expected soon.

With all activities on schedule, and all activities being performed well, there is nothing further to comment on with respect to the direction of the project.

3.1.3 The Monitoring and Reporting on the Project

The Project Manager and Assistant Project Manager are responsible for orchestrating monitoring and reporting on the project's progress at the micro– and macro–scale of operations.

When the 6–month course was in progress the six fellows who participated this year (from April to October) were generally expected to complete short evaluation forms on a weekly basis. This had the advantage of capturing their observations on all activities before they were forgotten.

The feedback from the fellows at the end of their 6–month course (which I was able to observe) was very open, frank and constructive. All fellows were clearly comfortable in saying what was on their minds. There are also anonymous reports filed and I was able to review these. Again, they were constructive in suggestions for possible improvements.

The Project Manager reports to the Steering Committee on progress made or any difficulties being faced. I sat in on one such meeting. The reporting was comprehensive, and efficient.

Annual reports are prepared by the Project Manager and, inter alia, they cover progress being made with respect to each of the "immediate objectives" identified in the project matrix (Appendix 7) and other organizational matters. This project matrix is undergoing revisions at this time.

I was impressed with the responsiveness of the project management (which I use to refer to the project manager and assistant manager, the Steering Committee and the Studies Committee) to the feedback they receive. There is a complete acceptance that the point of having a 3–year pilot project is to provide the time to refine the model of the LRTP so that it is a well–functioning LRTP at the end of the project's 3–year life.

3.1.4 The Staffing of the Project

I am using the term "staffing of the project" here to convey the broad activity of mobilizing all of the people who have a role to play in the operation of the project. I shall comment on the performance of these persons within a framework organized around functions being performed.

At the outset, however, it merits registering that, without exception, all whom I met are well–qualified for their roles, courteous, helpful and clearly committee to seeing the project succeed.

I shall not comment further on the Steering Committee or the Studies Committees as committees.

There is an impressive array of lecture and advisers to whom the fellows have access. Appendix 11 identifies the main personnel involved in these roles. All major fields of study that are explored in the 6–month course are represented. As the list indicates, 3 institutional sources outside the country were utilized in the recent delivery of the 6–month course. This

preparedness to go beyond Iceland for specialist lecturers is healthy. It is commented on further in the later discussion on the courses (Section 3.3).

One difficulty has arisen, as a result of the course work being undertaken in several locations. This is ensuring timely access by fellows to advisers, especially when they are starting their individual projects. This is better discussed in Section 3.3 since its resolution is likely to be a product of some adjustments to the course scheduling.

Looking into the future, the ability of the planned UNU–LRTP to have access to lecturers and advisers from other countries through the other institutions in the UNU network should further enrich the course offerings. Box 2–3, in Section 2.2, summarizes some of these opportunities in a generic form.

The logistical support provided to the project by staff at AUI and the SCSI is excellent. The obtaining of visas by the fellows proved problematic for some fellows. For the Ugandans, this was due almost entirely to the inappropriate behaviour of staff in the Danish Embassy that represents Iceland. Once the problem had been brought to the attention of the visa officer at the AUI, the difficulty was overcome very swiftly. The fellow from Mongolia had to travel to Moscow to obtain a visa – something which is being given attention. There may be ways of obviating this lengthy journey in future. The Namibians had little difficulty with visas.

Financial management is provided by AUI. This is discussed in the next section.

The fellows remarked on how well they had been cared for by staff at all three locations where they spent time.

In summary, the project appears to be staffed with competent, caring and committed personnel for all major functions being performed.

3.1.5 Financial Management

The funds for the project come from MFA. Of the services provided by AUI and SCSI most are paid for. Only a few are provided on an "in–kind" basis.

The Project Manager is responsible for drawing up the budget which is then subject to the approval of the Steering Committee. Since MFA is represented on the committee, draft budgets have to be approved by the MFA staff before final approval can be given by MFA's representative on the committee.

The everyday financial management, of receiving funds, making payments, keeping accounts and arranging for auditing, is provided by AUI's financial management office. Auditing is done by AUI according to standards set for government–funded institutions.

On the budgeting, there were some initial problems in that, when the Project Manager took up her post in October 2006, she was told that there were 26 million Krona (ISK) available for the period October 2006 to December 2007 and 117M.ISK for the 3-year period to December 2009. Hence the 3-year budget (see Appendix 14) in the Project Document that accompanied the Agreement, of 3 October 2007, between MFA and AUI. By November 2007 a revised 3-year budget reduced the 26M. figure to 22M., with the 117M. figure remaining the same. This budget for the 3–year period has never been formally approved by MFA. It remains a draft. This delayed the advertising of the post of Assistant Project Manager. The budget for 2008, which had to be reduced by 13%, is provided in Appendix 15, which shows where adjustments were

made to the original budget of October 2007. This budget was formally approved by MFA in March 2008 and by the Steering Committee in June 2008.

Given the reality of the situation facing the world economy and its severe impact on Iceland, it is not beyond the realm of possibility that there may be some adjustments to the 3–year budget. I was assured by the MFA before I left Iceland that, if there were to be cuts to the official development assistance (ODA) budget, the current projects would be protected. However, given the need for the Project Manager to plan ahead, (e.g., recruit fellows for 2009 in late 2008, **I recommend that, as soon as is possible, the MFA should provide the project with the assurance that its funding is secured. Ideally, the costs to be incurred outside the country, through expenditures in other than Icelandic Krona, should be budgeted for in either Euros or US dollars.**

I have reviewed the expenditure budget with the Project Manager and Assistant Project Manager. My understanding is that there are few in–kind costs (or "hidden" costs) that have not been identified. However, **I do recommend that all inputs to the project are reviewed carefully with the intent of determining whether there are any additional in–kind contributions that have yet to be identified. Any such contributions should be costed**, so that the true cost to the MFA, of supporting the permanent UNU–LRTP on day one, will be known. And if the strategic visioning of a mature UNU–LRTP is undertaken, as is recommended in Section 2.3, the MFA will also have a good understanding of the budgetary implications for the longer term.

It should be noted that the initial budget was drawn up by the Project Manager only after she had had in–depth discussions with the UNU–GTP and the UNU–FTP on their procedures. The current budget appears to be very efficient. I am not sure whether it is economical, in the sense of the term as defined in the introduction to this Section, since I expect it is very likely that further costs will surface, given the fact that the project is a continuing experiment.

There may be some scope for simplifying the budget by having an overhead payment to AUI for all services being provided. Again, discussions with UNU–GTP and UNU–FTP on this should prove helpful. The key point is to take advantage of the experimental period provided by the 3–year project to set up a well–functioning UNU–LRTP. **I recommend that this option of an overhead payment be explored**.

With respect to the revenue side of the budget, I have been assured by MFA that all justifiable costs anticipated for additional activities will be reviewed and, if accepted as reasonable, will be incorporated into future budgetary plans of the MFA.

The everyday financial management is now proceeding smoothly. Initially, there were some problems arising from the fact that responsibility for funding AUI shifted from the Ministry of Agriculture to the Ministry of Education and, at the same time, SCSI was shifted to the Ministry of Environment. Perhaps more significant, at about the same time, the AUI acquired a new accounting system. Understandably, there were the normal problems associated with such a change. Some invoice payments were slightly delayed, but in my estimation, the problems arising were of no great consequence. The Project Manager finds that the new accounting system is certainly an improvement. It enables her to have ready access to the current financial situation and to plan accordingly.

The MFA now makes two payments annually to the project; the first being in April and the second in August. The finance officer finds this to be very good timing in that the bulk of the

payments are made at about the time when the fellows arrive. Since it is not certain when the payments will be made next year, **I recommend that the same payment pattern be followed in future years**.

3.2 Project Facilities and Equipment

The fellows are based in 3 different locations during their 6–month stay in Iceland. This year they had 11 weeks at AUI in Keldnaholt; 14 plus weeks at SCSI in Gunnarsholt; and, 3 days in Reykjavik at a guest house.

The work space and accommodation are satisfactory in all three locations. As the number of fellows moves beyond 12, more work space will have to be found at the AUI. As has been noted in Section 2.1.4, this is not seen to be a barrier to expansion to the optimum number of 20–25 fellows attending a training programme.

The time spent at each of the 3 locations may change slightly in future to improve access to advisers based in Reykjavik, especially near the end of the course. More time in Reykjavik at this time would minimize the time fellows spend travelling between Gunnarsholt and Reykjavik and reduce the number of occasions on which fellows are incurring extra charges for accommodation.

Library facilities appear to be satisfactory at both AUI and SCSI. Use of the library is encouraged at SCSI by having part of it in the coffee area. Looking ahead to a mature UNU–LRTP, discussion should focus on whether the library of books and journals will still be used by most fellows, or whether they will be relying almost entirely on the internet. My expectation is that both facilities will still be valued. The UNU–GTP has found that the excellent library of its host institution (the National Energy Authority) serves as a magnet for foreign visitors – who can be accessed by trainees.

Some additional funding may be required for translating some teaching materials, in Icelandic, into English.

The equipment available to fellows has generally been proven to be satisfactory. The fellows are given lap–top computers on arrival and are encouraged to take them home at the end of the course, in part to enable easy transfer of all the information they have acquired, and in part to encourage them to keep in touch with one another and with the project staff. There is a need for some additional software for statistical analysis and this is being addressed.

A car was made available to the fellows to enable them to be self–reliant in their shopping for food. This assumes that the fellows have driving licences and that not all the burden of driving falls to one or two people.

A bicycle was made available this year and it is likely that next year each fellow will be provided with one. It is expected that these can be loaned or donated to the programme.

The food is of excellent quality in all locations where the fellows spend time. They are also encouraged to cook for themselves. Each fellow is provided with a weekly allowance for food and other incidentals.

Thus, in summary, while there is a lot of learning happening with respect to the provision of project facilities and equipment, the fellows appeared very satisfied overall; and the project managers appear to be very willing to consider any reasonable request made of the project. In

short, the provision of facilities and equipment appears to be efficient and effective and is working towards being economical.

3.3 The Training Courses

An immediate objective for the pilot project is the development of a 6–month training course to be offered in Iceland (see Appendix 7). This course is to be the central activity of the planned UNU–LRTP. In time, it is expected that there will be other courses offered, in developing countries, of varying duration. These are only touched upon below but their planning is discussed further in Section 3.6.

This section focuses on the evolution of the 6–month courses, with a view to describing and assessing the progress being made in putting in place the capacity to offer such courses at such time as the UNU–LRTP is formally launched.

The first 6–month course was offered in 2008, but before examining that it is worth noting that, in 2007, the first year of the pilot project, a "mini course" was organized as a learning exercise. Being of only 7 weeks duration it was not typical of what is being planned. However, it allowed people to become familiar with the challenges of mounting a 6–month course. It took advantage of an international conference, on "Soils, Society and Global Change", that was organized as a five–day celebration of the centenary of conservation and restoration of soil and vegetation in Iceland. Attendance at the conference for the five fellows was part of their training programme – something that happened to be extremely enriching for them, given the array of expertise brought to the conference table from all over the world. For the remaining part of the course, the fellows went through a summary version of something similar to what the 6–month courses will offer.

From my discussions, I have the impression that while the 7–week course was expedient, in that it would have proven impossible to mount a full 6–month course at the outset of the pilot project, it had the advantage of providing all involved with a level of comfort that was very valuable in planning the first full 6–month course for 2008.

The 6–month course that ran from 15 April to 3 October 2008 was modelled on the approach taken by the UNU–GTP and the UNU–FTP in offering their 6–month courses. As already noted, given the success of these two programmes, this makes good sense.

There are four modules to the model followed in 2008. Appendix 16 provides an overview of the training programme. Appendix 17 provides a more detailed description of each of the four modules that appeared in the project document that accompanied the contractual agreement signed on 3 October 2007. The value of this Appendix 17 is that it gives one a clear picture of what was then the proposed coverage of each of the six specialized courses that were expected to be offered in the third module, most likely with two such courses being on offer in any one year.

With reference to this base–line, one can already see how the training programme is evolving in response to lessons learned, expressed needs of candidate fellows, and the human resources available.

The first module, the introductory course, had grown from 6 weeks to be 8 weeks by the time it was on offer in 2008. The orientation time at the outset and the extra week on capacity building were both appreciated by the fellows. Appendix 18 provides the detailed scheduling of sessions over those 8 weeks. From this, the fellows gained a useful overview of a broad array of issues that have to be seen as part of the context for the examination of any one issue. It also gave the

fellows an introduction to the range of expertise they could expect to call upon in their 6–month stay.

The second module, the excursions, has remained roughly the same, although more of the total time allocated for these field visits (about 2 weeks) was used in the form of shorter visits throughout the time over which the specialized courses (the third module) were being offered. On the major excursion of 6 days, each fellow was assigned responsibility to be official recorder for a day. This doubtless had the benefit of encouraging them to be particularly attentive in their analysis of what they were observing.

BOX 3–2

The Six Building Blocks for Creating Specialized Courses: Titles as October 2008

The underlined titles are the updated titles, as of October 2008, of what are referred to by the project staff as the six lines of specialisation or the six specialized courses within the LRTP. Because the names of these lines of specialization are frequently changing and because the courses offered may be built up from combinations of these lines and bear names that are not the same as the lines of specialization, this review has chosen to refer to them as building blocks, since, conceptually, that is their function. For each building block, there is a comment on whether the latest name represents a change of name, which implies a modification to the content, since October of 2007. However, even if the name has not changed, there may have been some modification to the content. Not surprisingly, although only two courses will be offered in 2009 and another two will be offered in 2010, the contents of all six building blocks on which these courses will be based are being reviewed by the Studies Committee. This is likely to be an ongoing review, especially during the pilot phase, but quite likely on a permanent basis.

1. Land Degradation and Environmental Change – no change.
2. Remote Sensing and GIS – no change. The future plans for this line of specialization are being discussed. It may not be offered as specialized course, but in the form of training offered for those who need it, either within a specialized course (most likely 3, 4, and 5) or individually by a supervisor during the time when special project work is being undertaken (i.e., during module 4).
3. Assessment of Land Degradation – previously called: Assessment and Monitoring of Degraded Land.
4. Restoration of Degraded Land. – previously called: Restoration Project Planning and Implementation.
5. Sustainable Land Management. – no change.
6. Capacity Development and Institutional Change. – no change.

The third module is made up of the specialized courses. Since there are a fair number of changes that have taken place with respect to the planned offerings in Appendix 17 and since this is to be expected in the future, as those designing the course offerings respond to fellows' expressed needs and the teaching personnel available, it may be better to think of the initial listing of six

courses in Appendix 17 as building blocks. These building blocks are also undergoing some changes in their name and in their content. Box 3–2 provides the updated titles of these building blocks, or lines of specialization as they are also called by the LRTP personnel. Box 3–2 also provides information on what these building blocks were called in 2007 (i.e., in Appendix 17).

During the pilot project, when a relatively small number of fellows are being trained, it is expected that, in any one year, only two specialized courses will be offered.

In 2008, there were two specialized courses provided, running coterminously.

- Remote Sensing and GIS.
- Restoration and Sustainable Land Use.

While the reader will find the first course listed in Box 3–2, the second course was built from building blocks #4 and #5 shown in that Box.

In 2009, two specialized courses will be offered. They will be:

- Assessment and Restoration of Degraded Land.
- Sustainable Land Management.

The first course will draw from building blocks #3 and #4 in Box 3–2, with an emphasis on #4. The second course will utilize building block #5.

For 2010, the current plan is to offer two courses on the two building blocks that have not been used for specialized courses to date (i.e., #1 and #6). However, by that time it is quite conceivable that the building blocks will have undergone further change.

This concept of an ever–evolving set of building blocks making possible an ever–evolving menu of specialized course offerings may appear somewhat complex. However, its merits are obvious: it reflects the preparedness of the designers to be flexible and to attempt to tailor courses to expressed needs, while bearing in mind the teaching resources available that year. The needs of the candidate fellows can be ascertained from the interviews conducted in the field in the years previous to the offering, and the teaching resources available can be a product of medium–term planning. This helps to ensure the relevance of the courses.

The fourth module, the special project work, is also very relevant to the institutions to which the fellows will be returning. In one instance, a fellow had conducted a study of the feasibility of organizing a UN International Year of Landcare. Prior to taking the course in Iceland, she had been involved in a similar project for Namibia's national committee promoting the UNCCD. Undertaking this project has greatly enhanced her skills in organizing outreach programmes and promoting public awareness of environmental issues prevalent in drylands.

Another fellow had come up with a generic model for reviewing land degradation assessment methods. This provided her with both a good learning exercise and a useful end product that she will share with both the other fellows and her colleagues at home.

The feedback from the fellows in the session devoted to a self–evaluation of the course, which I was able to observe, was both constructive and favourable. For example, they particularly liked:

- the good selection and the arrangement of the topics covered,
- the resourceful and knowledgeable lecturers,

- the appropriateness of the field work,
- the in–depth exposure to issues in their specialized courses of choice, and,
- the ways in which certain cross–cutting issues (such as gender –equality) were incorporated.

In short, they appeared to be very satisfied in getting not only what they came for, but much more. (This is addressed further in the next section, on the learning environment.)

Issues that arose that are now being resolved include, inter alia:

- The timing of the point at which the fellows will have their proposals for special projects ready to discuss with their advisers, to ensure that potential conflicts with the onset of holidays of the advisers are avoided.
- Ways of incorporating into the specialized courses and field work some illustrative references to the key points made in the introductory course with respect to such themes as capacity development.
- Improving skills in report writing.
- The need for a lecturer with a worldwide overview of land management policies and land tenure regimes.
- Improving understanding of how, as fellows with all this newly–acquired understanding, they can be more effective in moving from research to action. (In this respect, the work they were exposed to on multi–stakeholder analysis was seen as very useful. They just seemed to want more.)
- Reducing the overlap appearing in some presentations in the introductory courses.

Both of these lists of points of what seemed to work well and what needs improving are far from complete. The above are offered merely to make the point that the process of review and feedback is being well managed.

There will be some challenges that may be more difficult to address if the current international financial crisis worsens. Obviously, bringing in lecturers from abroad is going to cost more if the Icelandic Krona is further devalued against the Euro and the US dollar. The international lecturers were very much appreciated by the fellows this year. One that was quite demanding on foreign currency was the course offered on capacity development by two lecturers from Wageningen, in the Netherlands. In time, it is expected that this course can be offered by Icelandic lecturers. What may be needed is a clear strategy for gradually making that transition from the use of the foreign to the local lecturers.

Looking to the future and drawing, in particular, on the lessons to be learned from the experience of the UNU–GTP and the UNU–FTP, it is likely that the UNU–LRTP will be addressing these questions raised in Section 2.2 with respect to the need for strategic visioning on the types of training opportunities to be pursued in Iceland and in the developing countries.

In the nearer term it is clear that there is the commitment to ensure that a good quality training programme is put in place in the form of 6–month courses offered in Iceland.

In conclusion, one has the clear impression that the training courses have worked well and are being improved upon, where desirable. Everything should be in place for a well–functioning

UNU–LRTP. In short, one can say that the work being done on putting in place not just the courses but, more importantly, the procedures for organizing an ever–relevant set of course offerings, is being done effectively, efficiently and economically.

3.4 The Learning Environment

It is clear that the fellows are not only acquiring improved understanding of their particular fields of interest. They are also acquiring or further enhancing their skills in such varied and closely related activities as:

- data gathering.
- conducting systematic (and possibly comparative) analyses of situations.
- thinking holistically.
- questioning assumptions.
- determining how to make best use of traditional cultural norms in arriving at ecologically sound ways of modernizing a society.
- developing inter–personal relationships and the confidence to approach, and to work with, the most senior officials in and outside of their country.
- communicating effectively (in their own language and in English).
- formulating strategic plans to ensure the implementation of their recommendations on their return to their home country.
- analyzing the interests and motivations of different stakeholders.
- mobilizing interested parties to contribute to the achievement of their project's objectives.
- managing and resolving conflicts.

In part, they are enabled to do this due to the extremely friendly atmosphere that is part of the learning environment they enjoy. Considerable attention is given by the project management to ensuring that fellows do not feel shy about asking for assistance with anything relating to their professional or personal life, while in Iceland.

The fellows commended the project's personnel for the thought given to their needs in everything ranging from computers to food, accommodation, pocket money, warm clothing and access to a car.

Clearly, the two host institutions are very good at creating a productive learning environment. Indeed, it is noteworthy that the SCSI is not only providing learning opportunities for adults, but also for young children. As Sveinn Runólfsson, the Director puts it: "before their noses get too far from the ground"!

With respect to creating and maintaining such an enabling learning environment, there have been some lessons from this year's course. They include, inter alia:

- the need to ensure that the fellows have sufficient time with their advisers (who may be in physically distant places).

- the value of the initial introduction to Icelandic culture (as opposed to throwing the fellows into the training on day one).
- the need to introduce training on report writing at the outset. In this regard, the experience of the UNU–GTP is relevant. It tries to ensure that its fellows are equipped to write a report by the time they go into the field. This means being conscious of the need to structure and format the report for clarity, to provide full, standardized references, etc. Just how the UNU–GTP achieves this competency should be of interest to the pilot project's management.

As with the discussion on the training courses, the consideration of the longer–term development of the UNU–LRTP with respect to its learning environment should involve discussion of pertinent questions identified in Section 2.2

In conclusion, it is clear that the pilot project is making excellent progress in ensuring that the future UNU–LRTP will provide a very enabling learning environment for fellows. This is being done at little extra monetary cost. Rather, it is largely a product of a thoughtfulness and a considerate and caring attitude. Again, it can be said that this is being provided efficiently, effectively and economically.

3.5 The Procedure for Recruiting the Fellows and Initiating the Establishment of Institutional Linkages

One of the immediate objectives listed in the project matrix (Appendix 7) is the establishment of a procedure for selecting fellows to participate in the LRTP. Another of those immediate objectives is the establishment of institutional linkages in a wide range of developing countries faced with land degradation and desertification problems.

While the pursuit of the latter objective could be undertaken separately from the pursuit of the former objective, this would not only be uneconomic, but it would also be ignoring the inter–related nature of the two objectives.

Indeed, the procedure for recruiting the fellows, if designed properly, should also prove to be the most efficient, effective and economical procedure for initiating the establishment of the linkages with a broad array of institutions. Similarly, as is discussed in the next section, the procedures for follow up with fellows should also prove to be the most efficient, effective and economical procedure for bringing life to and realizing the potential of the links with those institutions. This is likely to apply whether or not we are talking of institutions in which former fellows are currently employed.

The approach being adopted by the pilot project is modelled on that of the UNU–GTP and UNU–FTP. A central feature of their recruitment procedure is the visits made by the Project Manager (and now being shared by the Assistant Project Manager) to meet with candidate fellows in their home countries.

This costs money. However, the UNU–GTP has emphasized that this investment is one of the most important factors in accounting for the overall success of the UNU–GTP over the years. It enables the Project Manager to get to see the home institution that is to be strengthened and to assess its needs, and not just those of the candidate for a fellowship. Of the 409 accepted for a fellowship over the 30 years of its existence, the UNU–GTP has had 402 fellows graduating. Of the seven who did not graduate, six had to return home prematurely for reasons of sickness or family crisis. Only one was terminated for delinquent behaviour. This has meant that there has

been a minimal loss of investment. And this is attributed largely to the value of the interviews in the field. Additionally, these field visits ensure that the Project Manager is very aware of the topics that need to be given particular attention, if the needs of the trainee and his/her institution are to be met. This helps to shape the specialized training offered to each individual fellow.

A key question that faces the pilot project in developing a recruitment procedure for the eventual UNU–LRTP is: should one be concentrating on just a few countries in any one year, and over several years? This year, six fellows came from three countries: Namibia (3); Uganda (2); and, Mongolia (1).

The UNU–GTP sees the advantage of building up a network of former fellows in a continental region (e.g., East Africa). This helps to build up a network of former fellows who can be mutually supportive, and share equipment and ideas. Additionally, this helps to maintain the vibrancy and longevity of the network, thus ensuring that it is in place when needed. This obviously helps to strengthen their home institutions. A mature UNU–LRTP can be both adding to its various regional networks and expanding into new countries. For a new organization, the question of where to seek one's first candidates is a real one.

All of this year's fellows, except one, favoured having two or more people from the same country. This enabled a sharing of thoughts on the applicability of what they were learning to their home situations. It also helped to minimize any sense of loneliness.

The Project Manager is experimenting with this aspect of the recruitment procedure. This is wise at this stage. It is taking advantage of the time set aside for such experimentation.

One thing that has already been learned from both the first year of recruiting for the 6–month course and from the UNU–GTP's experience is that recruiting needs to start early – ideally 9 months or more before the course starts in April of each year. This allows final decisions on the awarding of fellowships to be made 4 to 6 months before the start of the course. This year, four of the planned eight fellowships have already been awarded in October for the course starting in April 2009. This is excellent.

This early recruitment leaves plenty of time for accepted fellows:

- to prepare their family members for life without the fellow for six months.
- to obtain permission to be absent from their job for six months. (One fellow this year faced considerable red tape in simply going through all the required procedures.)
- to think about the theme of a special project to be undertaken when in Iceland, and to discuss its utility with his/her employer and with the Project Manager by e–mail.
- to gather the data required, once a theme has been selected.
- to go through a required criminal records check.
- to obtain a visa.
- to allow for communications by computer, even though the nearest computer may be in another settlement. (This was the experience with two fellows this year.)

This year the Project Manager and Assistant Project Manager are making field trips to interview prospective fellows in November. This was doubtless slightly delayed in order to accommodate this mid–term review. This year's interviews may well identify any remaining candidates for

training in 2009 and, at the same time, identify some candidates for 2010. Being able to have some candidates identified that far ahead greatly helps with the planning of the courses to be offered.

With respect to the establishment of qualifications, the experience of the UNU–GTP is that all candidates should have a relevant first degree and at least one year's professional work experience in the field (in this case, the field of land restoration broadly defined). All of the fellows in the LRTP in 2008 were fully qualified in this regard. Appendix 19 provides information on each fellow and identifies their home institution.

The UNU–GTP may make exceptions to the one year of professional work requirement if the candidate successfully completes a three–week qualifying course. The UNU–FTP generally requires two years of work experience in a relevant field.

Another criterion that the other two programmes insist be satisfied is that no candidate should be over 40 years of age. This is simply because life spans are shorter and professionals often retire at a younger age in developing countries, as compared with their counterparts in Iceland.

Neither of the existing programmes has ever had an overqualified candidate. A candidate with a PhD is welcomed. The position taken is that such persons generally do not have sufficient time in their high–pressure jobs to catch up with latest developments and the opportunity to do this in the context of the course in Iceland is welcomed. Additionally, the presence of such a fellow helps to set a high standard for the other fellows to emulate. However, it has to be said that such candidates are rare.

With respect to the timing of the visit to interview candidates, the UNU–GTP has tried to tie this in with a conference in one of the countries being visited. This allows the UNU–GTP's Director or Assistant Director to present a paper or make other contributions to the conference. And, again, this helps to build links with a broad array of institutions in that region.

One lesson that has been learned from last year's visits is that it is necessary to be very clear, in the documentation one leaves with the candidates, as to precisely how the training programme works. This is especially important while it is in the experimental pilot phase which is intentionally undergoing considerable change. The candidates need to be clear in their understanding, for example, that one has to choose only one specialized course and that, in any one year, there will be only two specialized courses on offer, from which to make one's choice. There was some confusion on this point for some of the candidates last year.

One benefit already being experienced from having started to build the network of fellows in the field is that experienced in Mongolia. There, a former fellow from the short, 7–week course offered in 2007 has been very helpful in pre–screening about 30 prospective fellows to provide the Project Manager with a more workable number of candidates to interview this year. This fellow happens to have a PhD and has a very good command of English. Thus her judgement can be relied upon for this undertaking.

The contribution by this former fellow also serves as an indicator of the commitment that former fellows have to the continuing success of the LRTP. This will be the foundation for successful institutional linkages. Complementing this commitment is the useful information that the Project Manager has provided of her visits to various institutions in developing countries when recruiting fellows. Even if a fellow is not recruited from a given institution in any one year, that information will prove useful at such time as active former fellows offer to help the LRTP in a

variety of ways, whether it is the pre–screening of candidate fellows, the organization of workshops or short courses in the country in question , or in its region, or for simply obtaining data on the local situation. Having a good sense of which institutions one can call upon and having a committed fellow in the region to help ensure the linkage works is what will make for effective institutional linkages and partnerships.

In sum, it is clear that a sound procedure for recruiting fellows and for initiating the establishment of institutional linkages is being put in place. Indeed, one could say that it has been put in place and is now being refined. Further it appears from the limited experience to date that the procedure is likely to be effective, efficient and economical in light of the benefits it is expected to bring to the LRTP, the former fellows and a broad range of institutions addressing land degradation and desertification problems in their countries.

3.6 The Procedures for Follow Up with Former Fellows and for Realizing Effective Institutional Partnerships

Another of the immediate objectives listed in the project matrix (Appendix 7) is the facilitation of networking activities among former fellows. There are a number of ways of pursuing this objective. If done well, those activities should also contribute to the realization of two other immediate objectives in the project matrix – i.e., they will also contribute to:

- the further realization of the objective of establishing institutional linkages that, from time to time, will take the form of effective institutional partnerships between the UNU–LRTP and institutions in the developing countries; and,
- both laying the foundations for collaboration on developing workshops and special, short courses to be held in developing countries, and ensuring the successful staging of such events and follow up on their findings.

The LRTP pilot project team is obviously very cognizant of the need to build and maintain the network of former fellows. If active, the networking will help to ensure that the eventual UNU–LRTP is kept informed of issues facing former fellows as they apply their new–found knowledge. This feedback on the utility of the training and ways in which it can be constantly improved is invaluable.

However, it is rather early to discuss how well the follow up is working. The LRTP has kept in touch with the first five former fellows from the 7–week course in 2007. Mention has already been made of the help received in Mongolia, from the former fellow from that course, in pre–screening candidates for interview for the 2009 and later courses. In addition, the formal signing is expected soon of an agreement on continuing cooperation between the AUI and an academic institution in Mongolia to enable graduate students to study in both partner institutions. In Egypt, another of the former fellows of the 2007 course has been keeping the LRTP project team informed of her success in applying the knowledge she acquired while in Iceland.

Certainly, now that the fellows of the first full 6–month course have completed their training and are returning home, more thought and time should be given to ensuring that the follow up is meaningful. It should not just be left to waiting and seeing what the former fellows decide to do.

The former fellows of the 2008 course are full of ideas as to what they would like to see happen at home by way of follow up on their project assignments in Iceland. All of them seem a bit concerned as to whether they will indeed find successful ways of applying this new–found

knowledge. They appreciate that the decision–making power is in the hands of their superiors. They are also aware, however, that they should make good use of their new–found understanding of how to undertake multi–stakeholder analyses and how to motivate different players to collaborate. This understanding will doubtless be put to the test.

The Project Manager and/or the advisers who worked with the fellows could probably help the former fellows at this juncture by being in communication with their employers. This could be done in a way that involves those employers (thus developing their ownership) in enabling the application of the new–found understandings and skills of the former fellows.

Again, the experience of the UNU–GTP is very relevant here. Each year the UNU–GTP puts considerable effort into ensuring a high quality research paper is produced by each fellow. Each year these papers are bound into one volume that is circulated to all former fellows (and doubtless to other institutions). This act alone provides one way of maintaining the ties. And of course it helps keep former fellows up to date with the latest research that will be referenced in the fellows' papers.

The UNU–GTP, on a very selective basis, also helps to fund former fellows to present papers at conferences. This provides an incentive for former fellows to produce good quality research, while maintaining the network. At a recent world conference on geothermal energy, about 20 per cent of the papers were presented by former fellows of UNU–GTP. A mature UNU–LRTP should be enabled by the MFA to offer similar support to its former fellows.

What will really make the network come alive is the mounting of workshops (say, of one week duration) and of short courses (say, of two to four weeks duration) in developing countries where former fellows are working. These can be designed to involve former fellows, among others, in shaping the programme content and delivery. Both the UNU–GTP and the UNU–FTP have procedures for putting together such workshops and short courses from which the LRTP could learn.

The project matrix in Appendix 7 implies that the pilot project is not expected to actually mount a workshop or short course during the life of the pilot project, but simply to come up with ideas for such courses. This is sensible. One has to wait until one has the 6–month course running smoothly before attempting to run these short courses outside of Iceland. More importantly, one should wait until one has a minimum critical mass of former fellows in place who can be involved in the planning and running of the workshops or short courses.

However, the LRTP should be developing ideas for such sessions. And not just on their content, but also identifying the strategic considerations involved in the successful planning and mounting of the sessions and ensuring follow up on their findings. This type of thinking should be an extension of that called for in Section 2.2 of this review. As with that thinking, the LRTP team should start committing thoughts to paper now. The sooner this is done, the sooner these ideas can be shared with, and tested out on, former fellows and new fellows.

In sum, work on follow up with former fellows is only just commencing in any systematic way. And although I received some excellent ideas for workshops and short courses that could be held in developing countries, this, too, is not being documented in a systematic way. It is thus too early to say whether the approach taken to realizing the objective of developing courses on special issues will be effective, efficient and economical.

Similarly, and more broadly, the same applies to the work to date on facilitating networking of former fellows. One needs a number of former fellows in place to undertake this networking among themselves as well as between them and the LRTP pilot project. However, **I recommend that the project management (i.e., the Project Manager and Assistant Manager, the Steering Committee and the Studies Committee), led by the Project Manager, should begin to document their thinking on this soon.**

3.7 Conclusions and Recommendations on the Results Achieved to Date

In conclusion, all of the results achieved to date are in line with the planned timelines. In short:

- The organization of the pilot project is in place and this can be continued on to serve as the organization of the planned UNU–LRTP.
- The same can be said for the project's facilities and equipment. However, once the number of fellows is to expand beyond twelve for the 6–month course, additional facilities will be required.
- The 6–month course has been developed and the process is in place for its continuing refinement.
- A very supportive and enabling learning environment has been established.
- The procedure for recruiting fellows is in place and being refined. It is being executed in a way that is also enabling the initiating of linkages between the LRTP and institutions in developing countries and the fostering of continuing networking among former fellows.
- The procedure for follow up with former fellows has not yet been given much time and thought, but that is understandable given that the fellows from the first full 6–month course have only just completed that course.
- Similarly, the planning of short courses to be held in developing countries, which ideally will be held at such time as there is a minimum critical mass of former fellows available to be involved with the planning and presentation of such courses, has not been given much time and attention to date.

The pursuit of the sought–after results, overall, is being done in a manner that is effective, efficient and economical.

There are a number of recommendations that have already been identified that arise from this part of the review.

It is recommended that:

1. **All inputs to the project should be reviewed carefully to determine whether there are any "in–kind" contributions that have yet to be identified, and these should then be costed.**
2. **The options of an overhead payment to cover all overhead costs of an eventual UNU–LRTP should be explored.**
3. **The currently very satisfactory pattern of payments from the MFA to the AUI, in April and in August, should be accepted as the pattern to follow in the future.**

4. **As soon as is possible, the MFA should give the pilot project a formally–approved budget, with all costs to be incurred in other than Icelandic Krona to be stated in either Euros or US dollars, for the remaining life of the project, up to the time when it will be funded as a UNU programme.**
5. **The project management (i.e., the Project Manager and Assistant Manager, the Steering Committee and the Studies Committee), led by the Project Manager, should begin to document its thinking on both: the content of possible short courses and workshops to be held in developing countries; and, the strategic considerations involved in the successful planning and mounting of such sessions and ensuring follow up on their findings.**
6. **At such time as the UNU–LRTP is established, the titles of the two senior staff of the programme should be changed to Programme Director and Assistant Programme Director respectively.**

4. THE POTENTIAL IMPACT OF THE PROJECT

The TOR for this review call for the identification of the impact of the project. However, the project has not been in operation long enough to have had an impact, if one is using the term in the context of a results–based management process. In such a context, the eventual impact of the project will be the existence of the UNU–LRTP, in a fully functioning condition, with the capacity to deliver training programmes and maintain a network of linkages with former fellows and both their institutions and other institutions.

In turn, the anticipated impact of the UNU–LRTP will be to improve environmental conditions in developing countries, thus contributing to poverty alleviation and environmental sustainability. It is expected to do this by the provision of training and education opportunities for professionals addressing issues relating to desertification and land degradation (as specified in the "development objective" in the project matrix, in Appendix 7).

To date everything is on track and on schedule to achieve the project's impact.

Other effects of the project achieving its impact of putting in place the UNU–LRTP are all expected to be positive. Most notably:

- Iceland will further increase its visibility and stature within both the UNU and, more generally, the UN.
- More persons and institutions within the developing countries will become familiar with Iceland, its culture and its values.
- More persons and institutions within Iceland will become more familiar with the varied cultures and values of the developing countries with which the UNU–LRTP will be working.

5. THE RELEVANCE OF THE RESULTS

The TOR for this review call for a comment on the direction and usefulness of this pilot project. Since the relevance of the project and the results it is producing and seeks to produce have been commented on throughout the report, this section provides a summary of what has been elaborated elsewhere.

Section 2 of this review has demonstrated that:

- the UNU training programme being put in place will fit very well within the array of the UNU's existing programmes in that it will be modelled on two successful Iceland–based UNU training programmes, and it will fill a niche in the UNU's array of specialized programmes.
- the UNU training programme's objectives have a good fit with the policy and priorities of the MFA, and especially with the already announced and soon to be formally adopted new policy on international development assistance.
- those professionals in Iceland who have been working in the field of land restoration, especially in Iceland but also in developing countries, see the UNU programme as providing an excellent vehicle for conveying the principles of ecologically sound and sustainable land management and land restoration to trainees from developing countries and doing that in ways that will enable them to learn not just from Iceland's experience but from that of other countries facing similar challenges.
- the ability of the UNU–LRTP to both draw upon and contribute to the work of other Centres and Programmes in the UNU system will further enhance its ability to remain relevant in its activities.

Section 3 of this review has demonstrated that:

- the current project is being steered, managed, advised and staffed by persons who have built their professional careers around the challenges of addressing need for ecologically sound and sustainable land use in order to tackle desertification and other forms of land degradation.
- these persons fully appreciate the value of team approaches to offering training on the land restoration.
- the procedures are being put in place to ensure that the training courses offered are very responsive to the needs of both the trainees and the institutions for which they work.
- there is every intention of putting in place procedures that will ensure that the increased understanding and skills acquired by the trainees during the training will be used to good effect.
- the fellows who have just completed the first 6–month training course have been very positive in their views on the course and certainly expect it to be very helpful to them as they return to their work in addressing land degradation issues.

In short, the results already being achieved and the sought–after results yet to be realized are all very relevant.

6. THE SUSTAINABILITY OF THE UNU–LRTP

The pilot project is completely reliant on the financial support received from the MFA for its continued existence. The same will apply to the UNU–LRTP which is planned to evolve from the project. Since the purpose of the project is to put in place the UNU–LRTP, this section will focus on the sustainability of that latter organization.

This discussion addresses both the sustainability of the results in the developing countries and of the UNU–LRTP as an organization.

6.1 The Sustainability of Results in the Developing Countries

The intent of the UNU–LRTP's training of fellows who work in developing countries is that their personal capacities will be enhanced and, thereby, so, too, will the capacities of the institutions for which they work. If the UNU–LRTP were to cease operating, these benefits can be expected to continue.

What would suffer would be the benefits derived from the continuing networking that the UNU–LRTP plans to undertake. The absence of this continuing support would mean that less of the potential of the trained former fellows and of their home institutions would be realized.

This loss of potential would be particularly noticeable with the absence of the planned–for workshops and short courses to be held in developing countries. The intent is to involve some of the former fellows, alongside Icelanders, in providing the training in some of these sessions. Training trainers has an enormous multiplier. The obverse is equally true: closing down an operation that is training trainers is to forgo that potential multiplier effect.

6.2 The Sustainability of the UNU–LRTP

The UNU–LRTP will be completely reliant on continued funding from the MFA for its existence, just as the UNU–GTP and the UNU–FTP have been. If either of the two host institutions (AUI and SCSI) were to withdraw their support for the programme it is also very unlikely that it could continue in anything like the form envisaged.

All three bodies, the MFA, the AUI, and the SCSI, have made clear their complete commitment to the pilot project and the planned UNU–LRTP. I have received no indication that leads me to doubt this commitment.

However, the events of the last month, beginning in late September 2008, that have led to the GOI having to arrange for a loan from the International Monetary Fund, cannot be dismissed. Since the officials of the MFA and all other persons associated with the pilot project are living with this extremely unsettled situation, it seems unnecessary to do more than repeat the recommendation made in Section 3.1.5: **as soon as is possible, the MFA should provide the project with the assurance that its funding is secured. Ideally, the costs to be incurred outside the country, through expenditures in other than Icelandic Krona, should be budgeted for in either Euros or US dollars.**

7. MANAGING RISK THROUGH INFORMED AND TIMELY ACTION

Closely related to the question of the sustainability of the pilot project and the planned UNU–LRTP is the question pertaining to its ability (whether as a pilot project or a permanent organization) to manage risk.

In a nutshell, risks are managed by informed and timely action. There is, of course, a limit to what can be managed. If the MFA were to announce that it will be unable to fund the permanent UNU–LRTP today, the 15 months of notice so provided would be unlikely to result in other sources of funding being found. Thus, this extreme scenario has to be put aside. Furthermore, it would seem reasonable to assume that the MFA would do everything within its power to avoid having to cut support from an existing operation that is currently performing well.

One way of keeping fully informed about one's operating environment, especially when one is working abroad and in several countries, is to have an active network of contacts. The pilot project is in place, in part, to build up this network, albeit to meet several other objectives than simply keeping the LRTP staff in Reykjavik informed of developments elsewhere. The point to be made though is that, at such time as the UNU–LRTP becomes a mature organization, it should be in a good position to manage most risks relating to its everyday operations.

The pilot project has already demonstrated its ability to reduce risk through the use of its network and by taking timely action. For example, it is highly beneficial to have fellows from other than those developing countries where English is spoken by many members of the professional class. This is one of the attractions of having fellows from such countries as Mongolia participate in the training programme. However, it is hard to find fellows in such countries as Mongolia who do speak reasonably good English. With respect to Mongolia, mention has already been made of the fact that a former fellow, who does speak good English, is pre–screening many candidate fellows. This will save much time for the Project Manager. It will also reduce the disappointment experienced by candidates who have insufficient command of English.

Mention has also been made of the very transparent and efficient monitoring and reporting that is designed to keep all levels of the project's management informed of significant developments. Perhaps mainly because of this, but certainly partly because of this, the project has not had to face any crisis situations prior to its being confronted with the current financial crisis facing the country. This augurs well for the management of the project.

8. CONCLUSIONS AND RECOMMENDATIONS

This section both collates the conclusions and recommendations stated earlier in the report and adds some additional observations based on an overview of the review exercise.

This review is very positive. Given this fundamental conclusion, and its implications for the continuation of discussions between the MFA and the UNU, this report has both substantiated that conclusion and moved beyond that to offer suggestions for further enriching the design of what is expected to be the UNU–LRTP.

Key conclusions substantiating the positive stance of this review are:

1. The project's purpose and objectives appear to be practical and realizable. The design of the project, based on the well–tested model of the UNU–GTP and UNU–FTP, is well–suited to achieve the objectives.
2. All of the results achieved to date are in line with the planned timelines. In short:
    - The organization of the pilot project is in place and this can be continued on to serve as the organization of the planned UNU–LRTP. Its structure, programme planning and strategic planning are all evolving and functioning well.
    - The same can be said for the project's facilities and equipment. However, once the number of fellows is to expand beyond twelve for the 6–month course, additional facilities will be required.
    - The 6–month course has been developed and the process is in place for its continuing refinement. The feedback from the fellows taking the first course was very positive.
    - A very supportive and enabling learning environment has been established.
    - The procedure for recruiting fellows is in place and being refined. It is being executed in a way that is also enabling the initiating of linkages between the LRTP and institutions in developing countries and the fostering of continuing networking among former fellows.
    - The procedure for follow up with former fellows has not yet been given much time and thought, but that is understandable given that the fellows from the first full 6–month course have only just completed that course.
    - Similarly, the planning of short courses to be held in developing countries, which ideally will be held at such time as there is a minimum critical mass of former fellows available to be involved with the planning and presentation of such courses, has not been given much time and attention to date.
3. The pursuit of the sought–after results, overall, is being done in a manner that is effective, efficient and economical. Thus, it is reasonable to assume that the project should achieve its impact of putting in place the UNU–LRTP.
4. The combination of the purpose, the objectives, and the manner in which the project is being executed, indicate that the project is very relevant. There is a good fit with the MFA's priorities.
5. The sustainability of the project is completely dependent on the continuation of financial support received from the MFA. Similarly, the UNU–LRTP will be completely reliant on

continued funding from the MFA for its existence, just as the UNU–GTP and the UNU–FTP have been. If either of the two host institutions (AUI and SCSI) were to withdraw their support for the programme it is also very unlikely that it could continue in anything like the form envisaged. All three bodies, the MFA, the AUI, and the SCSI, have made clear their complete commitment to the pilot project and the planned UNU–LRTP. I have received no indication that leads me to doubt this commitment. However, the events of the last month, beginning in late September 2008, that have led to the GOI having to arrange for a loan from the International Monetary Fund, cannot be dismissed. Some form of assurance should be provided to the project that its funding is secure.

6. The project has been managing risk well, by taking informed and timely action.
7. While the question of how the UNU–LRTP would be represented at the UNU's CONDIR needs to be resolved, this is being explored.
8. The project exhibits a strong commitment to the values of the UNU: in demonstrating the value of research to inform action; and, in building institutional and individual capacities to transform societies. A UNU–LRTP should prove to be a very useful addition to the UNU's network of Research and Training Centres. It can both benefit from and add value to the activities of those programmes working on environment and sustainable development.
9. For Iceland, the UNU–LRTP would add a third UNU programme to the international development assistance programme of the MFA.

There are a number of recommendations that arise from this review that are intended to further improve the project's performance and to enrich the design of the planned UNU–LRTP.

It is recommended that:

1. **Consideration should be given to making it clearer that the operational purpose of the 3–year pilot project is to put in place a well–functioning UNU–LRTP.**
2. **Time should be found to document thinking on the part of the project management (i.e., the Project Manager and Assistant Manager, the Steering Committee and the Studies Committee) with respect to the vision of a mature UNU–LRTP and strategic considerations relating to its development over the longer term.**
3. **All inputs to the project should be reviewed carefully to determine whether there are any "in–kind" contributions that have yet to be identified, and these should then be costed.**
4. **The options of an overhead payment to cover all overhead costs of an eventual UNU–LRTP should be explored.**
5. **The currently very satisfactory pattern of payments from the MFA to the AUI, in April and in August, should be accepted as the pattern to follow in the future.**
6. **As soon as is possible, in order to provide assurance of funding, the MFA should give the pilot project a formally–approved budget, with all costs to be incurred in other than Icelandic Krona to be stated in either Euros or US dollars, for the remaining life of the project, up to the time when it will be funded as a UNU programme.**
7. **The project management, led by the Project Manager, should begin to document its thinking on both: the content of possible short courses and workshops to be held in**

developing countries; and, the strategic considerations involved in the successful planning and mounting of such sessions and ensuring follow up on their findings.

8. **At such time as the UNU–LRTP is established, the titles of the two senior staff of the programme should be changed to Programme Director and Assistant Programme Director respectively.**

APPENDICES

1. Terms of Reference
2. The United Nations University System
3. Methodology
4. Contacts Made
5. Correspondence Between MFA and UNU on Establishing a Training Programme in Land Restoration
6. TOR for the Steering Committee
7. Project Matrix (3 October 2007)
8. Organogram of the LRT Pilot Project
9. Resource Institutes for the Programme in Iceland and Worldwide
10. Collaborating Institutions in Developing Countries
11. Personnel
12. Selected International Networking Contacts of the Dean of the Faculty of Environmental Sciences at AUI
13. TOR for Project Manager
14. Three–Year Project Budget
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16. The Training Programme in 2008: Overview
17. The Training Programme as Envisaged in 2007
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APPENDIX 1

DRAFT

Terms of Reference

for the Review of the Pilot Project

in Land Restoration Training Programme

Funded by the Ministry for Foreign Affairs of Iceland in co-operation with the Agricultural University of Iceland and the Soil Conservation Service of Iceland.

The review will be carried out in ***September and October*** 2008.

1. Introduction

The Icelandic Ministry for Foreign Affairs is developing a new training programme on Sustainable Land Management and Restoration of Degraded Land as a part of the government's development co-operation efforts, by initiating a three-year pilot project on this issue. The Government of Iceland has committed itself to contribute to development co-operation, including in the field of land restoration, as signatory to various international conventions on land management, including the United Nations Convention on Combating Desertification. The Project will be implemented by the Agricultural University of Iceland in close collaboration with the Soil Conservation Service in Iceland. The overall objective of the Project is to develop a six month training programme for professionals from developing countries, thereby assisting them in building up or strengthening their own groups of specialists. To reach this goal, the participants are expected to have completed a university degree in a relevant subject and to have gained a minimum of one year's practical experience in project work related to matters of land degradation and desertification, sustainable management or vegetation restoration in their home countries.

2. Background

Reference is made to the Agreement signed 3 October 2007, between the Ministry for Foreign Affairs of Iceland and Agricultural University of Iceland regarding a pilot project in Land Restoration Training Programme.

Article seven (7) of the above mentioned agreement stipulates that the contracting parties shall agree on an independent review of the project implementation as soon as possible.

The Project Document, that took effect on the date of signing of the co-operation agreement is the result of intensive consultations between the parties, has the duration of three (3) years. It is foreseen that pending a positive outcome of the review, a revised Project Document will be signed. Furthermore, it is foreseen, based on the same premises that the Programme will become a part of the United Nations University Network.

3. Development Objective:

The general objective of the programme is to contribute to poverty eradication and environmental sustainability in developing countries through training and education of professionals in areas related to desertification and land degradation.

4. Specific Objective:

- To develop a six month training programme for professionals from developing countries faced with land degradation and desertification problems.
- To create institutional linkages in a wide range of developing countries faced with land degradation and desertification problems
- To develop routines for selecting fellows to participate in the training programme.
- To facilitate networking activities among the fellows in future projects.
- To develop courses on special issues related to land degradation and restoration to run in the developing countries.

Pending the positive outcome of an independent review, the programme will be recognised as a United Nations University training programme, in order to strengthen the expertise of the United Nations University in this important field.

5. Output

Icelandic can provide a unique educational and training opportunity for professionals from developing countries. The training programme will be rooted in the history, practical experience, and theoretical knowledge of problems and solutions of land degradation and desertification in Iceland, building on a long experience of soil conservation and restoration and institutional capabilities. Linking this experience and knowledge to the challenges in developing countries will lead to substantial capacity development of the fellows and will increase their ability to implement new approaches to old problems. Fellows will gain a broader perspective on land degradation and desertification and the possible solutions available. This aspect of the training will be further enhanced by the visiting lecturers from abroad. The extent and nature of land degradation and desertification in different developmental countries will be studied when developing the training programme. The institutional and organisational structure in these countries will also be studied to facilitate careful selection of visiting fellows. The visiting fellows will be selected from different developing countries faced with land degradation and desertification problems which will bring together valuable and wide-ranging experiences that can be shared during the stay in Iceland. Networking among the fellows in future projects will also be a valuable product of their stay in Iceland. Along with the six month training programme, further training activities will be planned by developing shorter courses on special issues related to land degradation and restoration to be offered in one or more developing countries. In summary, by the end of the three year project period the outputs will be as follows:

- A six-month training programme for post-graduates and/or selected professionals from developing countries, faced with land degradation and desertification problems.
- Institutional partnerships in those developing countries that will be the main focus of the training programme.
- Routines and criteria for selecting fellows from these countries to participate in the training programme.
- Network among participants after training.

- Course plans and course material for one or two courses to be offered in the developing countries on special issues.
- Pending on independent review, recognition as a UNU training programme.

2. Strategy

The Ministry for Foreign Affairs has funded the Project, which is implemented by the Agricultural University of Iceland in co-operation with the Soil Conservation Service of Iceland.

Starting date: 3 October 2007.

Estimated duration: 3 years 2007-2009.

Total budget: ISK 232.780

3. Reasons for the Review

This external review is being undertaken as per the Agreement on between the Ministry for Foreign Affairs of Iceland and the Agricultural University of Iceland, signed on 3 October 2007. The purpose of the review is to ascertain the extent to which the goals and the objectives of the project have been achieved. The results and recommendations of the review are to guide the involved parties in their decision-making regarding the future of the Programme, in particular regarding the possibility of becoming a part of the United Nations University Network. The review should also provide the personnel of the Programme with information that could assist in planning and implementing future activities.

4. Scope and Focus of the Review

The review will focus on providing information for decision-makers, both at the Ministry for Foreign Affairs and the Agricultural University of Iceland as well as being a learning exercise for the stakeholders.

In general, the review shall;

- ✓ Consider the goal and purpose of the project, as well as inputs and outputs and financial management;
- ✓ Consider unintended outcomes of the project;
- ✓ Provide a description of major constraints and risk factors for project implementation and sustainability;
- ✓ Assess the degree of project sustainability;
- ✓ Provide a description of lessons learned in relation to future project implementation;
- ✓ Give recommendations on future modifications and improvements in light of the above listed objectives.

5. Issues to be covered in the review

Special attention shall be given to but not necessarily limited to, the following issues:

Efficiency:

Results achieved (inputs -outputs).

Have resources been effectively used in the project? What problems have arisen? Could they be avoided in similar projects?

- ✓ Review of the project organisation on all levels (including management, reporting and monitoring, human resources and technical backup);
- ✓ Assessment of financial management including disbursement of funds at the different levels and financial reporting;
- ✓ Assessment of staff development and needs for further capacity building;
- ✓ Assessment of the infrastructure facilities, equipment etc;
- ✓ Assessment of needs for eventual additional equipment and other capital investment;

Effectiveness:

Achievement of objectives.

Has the project achieved its objectives? What has facilitated or prevented the effectiveness of the project?

- ✓ The potential of the project to reach the stated objectives;
- ✓ To which extent the programme is progressing towards producing the anticipated outputs;

Impact :

Other effects of the project. Technological and socio-cultural factors affecting project implementation shall be considered.

What are the positive and negative effects of the project? What are their causes?

- ✓ Assessment of the impact of the project activities on the fisheries industry, and possibility to export fish;
- ✓ Assessment of the impact of the training of the personnel.

Relevance:

The direction and usefulness of the project.

Are the objectives worthwhile?

- ✓ Assessment of the degrees and need for collaboration with other… in the sector, including the role of government institutions;
- ✓ Assessment of project relevance in relation to the Government's policy and strategy;
- ✓ Assessment of project relevance in relation to other activities in this field;

Sustainability

The long-term viability of the project.

Which benefits of the project continue beyond donor involvement?

- ✓ Assessment of the project potential to survive after donor financial and technical support

The review will be sensitive to unintended outcomes of the project.

6. The Evaluator

The evaluator should have relevant experience in operations training and management programmes in general and of UNU programmes in particular. Fluency in the English language is required.

The evaluator will be:

Mr. Simon Miles, International Consultant on Municipal, Regional and National Public Policy-Making, Planning, Development and Administration, and International Co-operation

The evaluator will be able to call upon two key resource persons at all times. These two persons are also to be recipients of the drafts of the report. They are:

Dr. Ingibjörg Svala Jónsdóttir, Project Manager for the Land Restoration Training Programme.

Mr. Bjarni Sigtryggsson, Counsellor, Ministry for Foreign Affairs.

Other resource persons:

Other staff of the Land Restoration Training Programme

Agricultural University of Iceland

Soil Conservation Service of Iceland

Ministry for Foreign Affairs, Department of Development Co-operation

Representatives from other United Nations Training Programmes in Iceland

Any other persons considered relevant.

7. Methodology

- ✓ The team will have access to relevant background material.
- ✓ The review will be carried out through meetings with key personnel at all levels.
- ✓ Final discussions will be held either in Iceland or in a teleconference between Mr. Miles in Canada and relevant officials in Iceland. The discussions will allow for the main preliminary findings and recommendations of the evaluator to be presented. The final choice as to the setting for these discussions will be made nearer the time when the nature of the findings and recommendations is known.

8. Timetable and reporting

Preparation for the review will commence in Canada, upon the signing of the contract, currently expected to be in September. It is currently anticipated that Mr. Miles will travel to Iceland on Sunday 28th September to begin fieldwork in Iceland on 29th September, and that he will finish his fieldwork on Wednesday 8th October and leave Iceland that evening. The draft report will be prepared at Mr. Miles' home office in Canada

Mr. Miles shall have the responsibility for the writing and compilation of the report. A draft report will be submitted to Ministry for Foreign Affairs and the Agricultural University of Iceland for comments on 17th October. The comments from the Ministry and the University will be sent to Mr. Miles by 21st October and the final report will be submitted to the Ministry for Foreign Affairs and the Agricultural University of Iceland on 29th October.

It is recommended that the findings and recommendations of the report will be presented to the personnel of the Land Restoration Training Programme and other relevant personnel.

Given the number of unknown factors prior to the commencement of the evaluation, it is impossible to produce an accurate estimate of the time needed to complete the evaluation. What is known is that the report has to be completed in time for it to be considered by the United Nations University (UNU) meeting in early December. The Ministry of Foreign Affairs will notify the UNU that it is anticipated that a final report will be submitted to the UNU on or shortly after 29th October. In order for this deadline to be met, Mr. Miles will be given permission to work longer hours per day than normally worked, and to work on weekends, if this proves necessary. With these factors in mind, it is currently estimated that the total time needed by Mr. Miles to complete the undertaking is a maximum of 32 days and possibly as little as 25 days if the draft report is found to be acceptable in that form. Given the uncertain nature of the amount of time needed to complete the report, Mr. Miles will provide the Ministry of Foreign Affairs with an updated estimate of actual time needed to complete the report when he submits the draft report on 17th October. This estimate may be further revised, on receipt of the comments from the Ministry of Foreign Affairs and the Agricultural University of Iceland on 22nd October.

List of Documents:

- Project Document
- Agreement between the Ministry for Foreign Affairs and the Agricultural University of Iceland (unofficial translation from the Icelandic).
- Any other relevant material to be presented by the Land Restoration Training Programme.

APPENDIX 2

THE UNITED NATIONS UNIVERSITY SYSTEM

The core of the UNU system is the UNU Centre in Tokyo, UNU Liaison Offices at the UN in New York and UNESCO in Paris, and a network of 14 Research and Training Centres and Programmes (RTC/Ps).

UNU CENTRE, Tokyo, Japan

UNU Centre assists the Rector in programming, planning and administering the work of the University. UNU Centre comprises three main academic units: The **Environment and Sustainable Development Programme** focuses on the interactions between human activities and the natural environment, and their implications for sustainable human development. The **Peace and Governance Programme** undertakes research, foresight and policy studies, and capacity development to promote peace and good governance. The **Capacity Development Programme** coordinates a variety of short– and long–duration fellowship programmes to train young scientists, in particular those from developing countries and countries in transition.

UNU PROGRAMME FOR BIOTECHNOLOGY IN LATIN AMERICA AND THE CARIBBEAN (UNU–BIOLAC), Caracas, Venezuela

UNU–BIOLAC promotes the production and use of biotechnology for development and integration of Latin America and the Caribbean through training, creating and exchanging new knowledge, and conducting problem–oriented research based on biotechnology in areas of major concern to the region.

UNU PROGRAMME ON COMPARATIVE REGIONAL INTEGRATION STUDIES (UNU–CRIS), Bruges, Belgium

UNU–CRIS aims to contribute to a better understanding of the processes and impacts of intra– and inter–regional integration by building policy–relevant knowledge about and contributing to capacity development on issues of regional integration and cooperation, particularly in developing countries.

UNU INSTITUTE FOR ENVIRONMENT AND HUMAN SECURITY (UNU–EHS), Bonn, Germany

UNU–EHS focuses on assessing the vulnerabilities and coping capacities of communities facing natural and human–induced hazard events or potential technological disasters in a changing environment, improving our understanding of cause and effect relationships, and offering options for reducing risks and vulnerabilities. Priority is given to hazards, risks, vulnerabilities and coping capacities in flood plains, deltas and urban environments. Thus environmentally–induced migration is a major focus.

UNU FOOD AND NUTRITION PROGRAMME FOR HUMAN AND SOCIAL DEVELOPMENT, Ithaca, New York, USA

UNU–FNP carries out research and capacity development on issues that relate human development to food and nutrition, and assists countries and agencies with the design, evaluation and improvement of nutrition and health programmes using qualitative techniques.

UNU FISHERIES TRAINING PROGRAMME (UNU–FTP)), Reykjavík, Iceland

UNU–FTP provides six–month specialized training in fisheries research and development at the postgraduate level, as well as an M.Sc. and Ph.D. programme in cooperation with the University of Iceland.

UNU GEOTHERMAL TRAINING PROGRAMME (UNU–GTP), Reykjavík, Iceland

UNU–GTP provides six–month specialized training in geothermal research, exploration and development at the postgraduate level, as well as an M.Sc. and Ph.D. programme in cooperation with the University of Iceland.

UNU INSTITUTE OF ADVANCED STUDIES (UNU–IAS), Yokohama, Japan

UNU–IAS is dedicated to advanced research and capacity development at the frontiers of knowledge, and committed to contributing creative solutions to pressing issues with regard to interactions of societal and natural systems, focusing on sustainable development.

UNU INTERNATIONAL INSTITUTE FOR GLOBAL HEALTH (UNU–IIGH), Kuala Lumpur, Malaysia.

UNU–IIGH conducts research and capacity building in global health, and specifically on: the efficiency of health care systems; newly–emerging and re–emerging diseases; non–communicable diseases and control policy; information technology in health; and, climate change and health.

UNU INTERNATIONAL INSTITUTE FOR SOFTWARE TECHNOLOGY (UNU–IIST), Macao, China

UNU–IIST helps developing countries improve their capacity in software engineering, and hence their capacity to be involved in and take advantage of the rapid development of information and communication technologies.

UNU INTERNATIONAL LEADERSHIP INSTITUTE (UNU–ILI), Amman, Jordan

UNU–ILI seeks to promote, encourage and facilitate leadership development for a secure, just and equitable human and democratic world through a three–pronged strategy of building leadership capacity, conducting original research and enhancing public awareness.

UNU INSTITUTE FOR NATURAL RESOURCES IN AFRICA (UNU–INRA), Accra, Ghana

UNU–INRA works with African universities and research institutions to generate knowledge and to build their capacities to train people to help develop, adapt and disseminate technologies for sustainable natural resources management in Africa.

UNU INSTITUTE FOR NEW TECHNOLOGIES (UNU–INTECH), Maastricht, The Netherlands

UNU–INTECH develops fresh insights into the emergence, spread and impacts of new technologies, and seeks to help people from developing countries explore and assess the opportunities created by new technologies, and anticipate the potential consequences.

UNU INTERNATIONAL NETWORK ON WATER, ENVIRONMENT AND HEALTH (UNU–INWEH), Hamilton, Ontario, Canada

UNU-INWEH focuses on the global water crisis that impacts the lives of millions and is a serious impediment to global sustainable development. UNU–INWEH undertakes integrated, demand–driven capacity development and supports policy–relevant research to improve water management in developing countries.

UNU WORLD INSTITUTE FOR DEVELOPMENT ECONOMICS RESEARCH (UNU–WIDER), Helsinki, Finland

UNU–WIDER provides original analyses of emerging topics and offers policy advice aimed at the sustainable economic and social development of the poorest nations.

APPENDIX 3

METHODOLOGY

This review commenced in late September 2008 and was completed by early November. It required about two months of effort.

The review proceeded as follows:

1. Drafting of work plan (including discussions with Project Manager re. the schedule of meetings) and preparation of questions for interviews based on a rapid scanning of several key documents, in Canada. Almost all lists of questions were designed specifically for each individual interview.
2. Meetings in Iceland with: representatives of the Ministry for Foreign Affairs, and of the Icelandic International Development Agency, of the Government of Iceland; persons involved in the project's management, including the Manager and Assistant Manager, members of the Steering Committee and the Studies Committee; other staff of the key institutions involved, such as the Agricultural University of Iceland and the Soil Conservation Service of Iceland; persons involved in running the two existing UNU programmes in Iceland and the planned UNU programme on Gender Equality; and the six fellows from the developing countries participating in the training programme on land restoration that was underway while I was in Iceland. Discussions covered every aspect of the LRTP, guided by my TOR. A full list of contacts made is provided in Appendix 4.
3. Return to Canada for further reading of documents (over 50 received) and for phone interviews with representatives of UNU institutions with programmes that can contribute to and benefit from the wok of a future UNU-LRTP.
4. Analysis of notes (over 150 pages) and documents (over 50).
5. Drafting of report.
6. Submission of draft report to MFA and Project Manager for correction of factual errors. Discussions on the report for clarifications.
7. Submission of final report to MFA and Project Manager for wider circulation.
8. Discussion of report with MFA and Project Manager and others determined by these parties.

APPENDIX 4

CONTACTS MADE

Several persons were seen on more than one occasion and in different capacities. Here they are listed according the primary capacity in which they were met. However, in order to retain a sense of the structure of the project, some are listed again if they are members of the Steering Committee or the Studies Committee.

GOVERNMENT OF ICELAND

Ministry for Foreign Affairs
Mr. Thórdur Bjarni Gudjónsson, Director of the Department for International Development
Ms. Elín R. Sigurdardottir, Development Adviser
Mr. Bjarni Sigtryggsson, Counsellor, MFA's representative on the LRTP Steering Committee, and Chair of Iceland's National Committee on the UNCCD

Icelandic International Development Agency (ICEIDA)
Mr. Sigvatur Björgvinsson, Director General
Ms. Ágústa Gísladóttir, Desk Officer, Fisheries

AGRICULTURAL UNIVERSITY OF ICELAND

Dr. Ágúst Sigurdsson, Rector of AUI, and a member of the LRTP Steering Committee
Dr. Áslaug Helgadóttir, Dean of Faculty of Animal and Land Resources
Dr. Laufey Steingrímsdóttir, Coordinator of Graduate Programmes
Ms.Thorbjörg Valdís Kristjánsdóttir, LRTP assistant (visas and housing)
Mr. Thorvaldur Thomas Jonsson, Finance Officer

SOIL CONSERVATION SERVICE OF ICELAND

Mr. Sveinn Runólfsson, Director of SCSI and the Chair of LRTP Steering Committee
Dr. Magnús Jóhannsson, Biologist, seed and reclamation research, and a member of the Studies Committee

THE LRTP MANAGERS

Dr. Ingibjörg S. Jónsdóttir, Project Manager, Professor of Plant Ecology, AUI
Dr. Hafdís Hanna Aegisdóttir, Assistant Manager, Assistant Professor of Plant Ecology, AUI

THE LRTP STEERING COMMITTEE

Mr. Sveinn Runólfsson, Director of SCSI (Chair)
Dr. Ágúst Sigurdsson, Rector of AUI
Mr. Bjarni Sigtryggsson, Counsellor, and MFA's representative
Mr. Jón Loftsson Director of the Forestry Service
Dr. Zafar Adeel, Director, UNU-INWEH, Canada

THE LRTP STUDIES COMMITTEE

Dr. Hafdís Hanna Ægisdóttir, Assistant Manager, Assistant Professor of Plant Ecology, AUI
Dr. Ása L. Aradóttir, Professor of Restoration Ecology, AUI

Dr. Andrés Arnalds, Assistant Director, SCSI
Dr. Ólafur Arnalds, Dean of Faculty of Environmental Sciences, AUI
Dr. Magnús H. Jóhannsson, Biologist, SCSI
Dr. Ingibjörg S. Jónsdóttir, Project Manager, Professor of Plant Ecology, AUI
Mr. Jón Geir Pétursson, Ministry of Environment (and until recently the CEO of the The Icelandic Forestry Association)

UNU-FISHERIES TRAINING PROGRAMME
Mr Gudni M. Eirikssson, Project Manager

UNU-GEOTHERMAL TRAINING PROGRAMME
Dr. Ingvar B. Fridleifsson, Director

UNIVERSITY OF ICELAND
Gender Equality Research Centre and Training Programme
Ms. Sjöfn Vilhelmsdóttir, (also Executive Director, UNIFEM, Iceland)
Ms. Audur Ingolfsdóttir

LRTP Fellows: 2008
Ms. Bolormaa Baatar,

Ms. Taimi Kapalanga

Ms. Emily Mutota

Mr. Moses Opio

Mr. Joel C. Owona

Mr. Rabanus Shoopala

BY TELEPHONE

UNU CENTRE – Environment and Sustainable Development Programme, Tokyo
Mr Luohui Liang, Academic Programme Officer

UNU INSTITUTE FOR ENVIRONMENT AND HUMAN SECURITY, Bonn

Dr. Janos Bogardi, Vice-Rector of UNU, and Director UNU-EHS

UNU INSTITUTE FOR NATURAL RESOURCES IN AFRICA, Accra
Dr. Karl Harmsen, Director

UNU INTERNATIONAL NETWORK FOR WATER, ENVIRONMENT AND HEALTH, Hamilton

Dr. Zafar Adeel, Director

APPENDIX 5

CORRESPONDENCE BETWEEN UNU AND MFA ON ESTABLISHING A LAND RESTORATION TRAINING PROGRAMME

13 March 2007

Mr. Thordur B. Gudjonsson
Director
Departrnent for International Development
Ministry for Foreign Affairs
Rauoarastigur 25
150 Reykjavik, Iceland

Dear Mr. Gudjonsson,

Thank you very much for your letter of 14 February 2007 in which you kindly attached a concept note presenting a proposecl training programme in sustainable land management and restoration of degraded land.

I was pleased to learn that your Government will initiate such a training programme to assist developing countries in strengthening their own capacities to address land degradation and desertification problems. Support from your Ministry for the three-year pilot project is a most welcome development. We have very positive experiences with our already existing programmes on geothermal energy ancl fisheries in Iceland.

UNU is, therefore, prepared to involve itself directly in the further preparation of the pilot project. Towards this end, I will be asking Dr. Ingvar Fridleifsson to lead the process of UNU's involvement which would include specific inputs from two other Directors of UNU Research and Training Centres or Programmes (RTC/Ps), viz., Prof. Karl Harmsen, Director of the UNU Institute for Natural Resources in Africa (UNU-INRA) based in Accra, Ghana; and Dr. Adeel Zafar, Director of the UNU International Network on Water, Environment and Health (UNU-INWEH), based in Hamilton, Ontario, Canada. I will be writing to them to ask for their assistance and for the possibility of making a visit to Iceland in the near future for further discussions on the training course.

I thank you very much for reiterating your Minister's invitation for me to come to lceland. I very much hope that it will be possible for me to do so before I leave the Rectorate at the end of August. The coming months are, however, fully committed. Nevertheless, I will watch carefirlly the development of the new training programme and if a visit to Iceland would be possible in late summer, I will do my best to travel to Reykjavik. I am convinced that for the time being the small committee which I have composed will be very adequate in moving this new programme forward quickly.

With best regards,

Yours sincerely,

Hans van Ginkel
Rector

Copy to: Dr. I. Fridleifsson, Dr. Adeel Zafar, Prof. Karl Harmsen

APPENDIX 6

TERMS OF REFERENCE FOR THE STEERING COMMITTEE

Objective

The overall objective of the Steering Committee is to ensure that the LRT project evolves, within the three-year development period, into a UNU-accepted training programme in land restoration to be funded by the Icelandic government.

To realize this objective the SC shall be responsible for:

1. Formulating strategies to bring about this evolution.
2. Providing guidance to the Project Manager during the three-year pilot project, based on the objectives specified in the Project Document.
3. Reviewing and approving budgets and finance reports.
4. Evaluating results and assessing future prospects.
5. Exploring and facilitating strategic linkages with other institutions and programmes.

Members of the Steering Committee

The Steering Committee will be composed of five members, one representative from the Agricultural University of Iceland, one from the Soil Conservation Service of Iceland, one from the Ministry for Foreign Affairs, one from UNU and one from the Forest Service in Iceland

Meetings

The Steering Committee meets at least two times per year (regular meetings), once before and once after each six month training course. The Chair of the Steering Committee is responsible for summoning the meetings. Extraordinary meetings can be summoned upon request of the Project Manager or individual members of the Steering Committee.

Updated version of the ToR according to suggestions by Simon Miles.
Approved by the Steering Committee on 2 October 2008

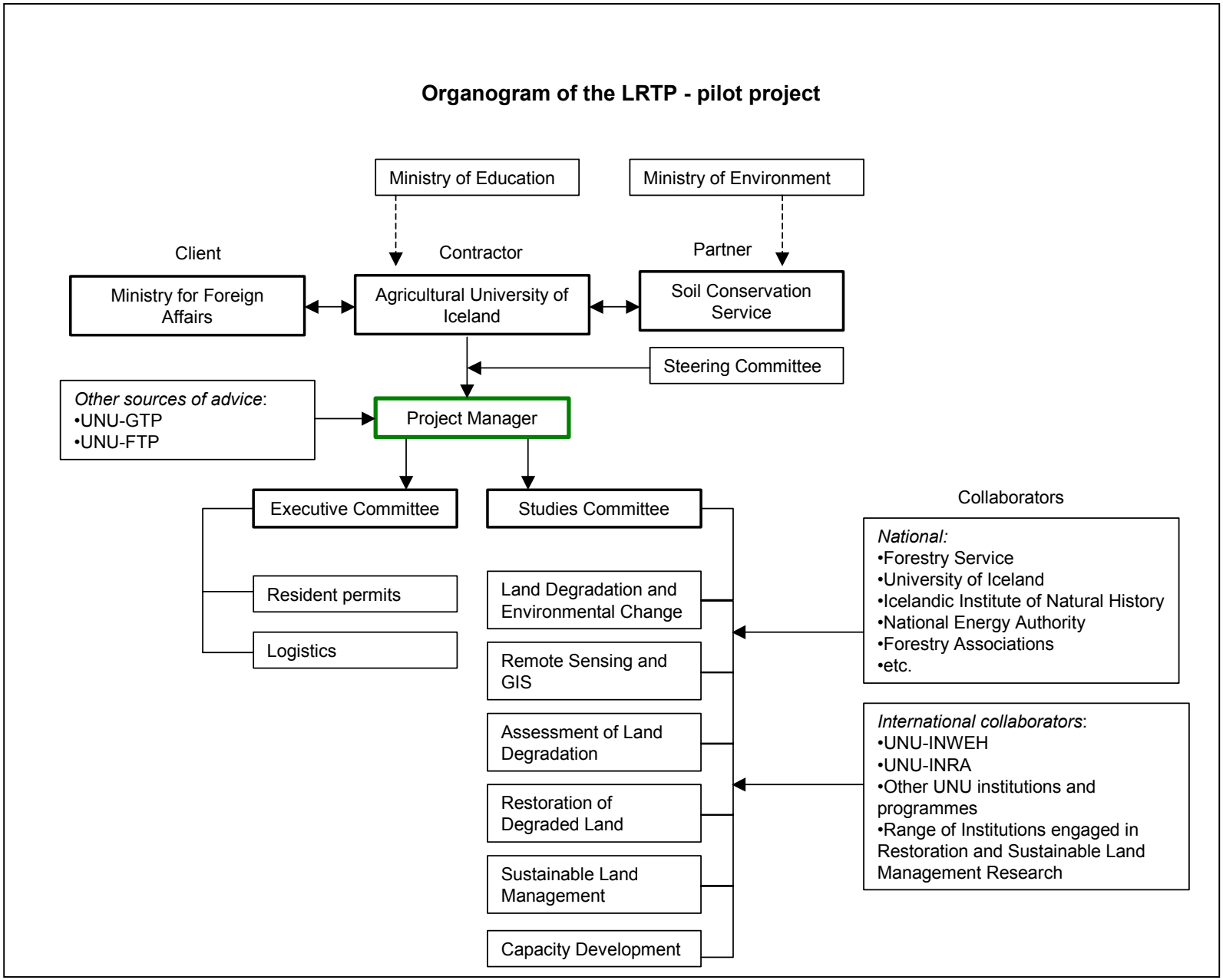
APPENDIX 7

PROJECT MATRIX

Development objective	Indicators	Risks/External factors
To contribute to poverty eradication and environmental sustainability in developing countries through training and education of professionals in areas related to desertification and land degradation.	Increased optimism on progress in land degradation and restoration projects run by training programme participants	Identification of professionals who will benefit from the training in building up own expertise in desertification and land restoration; Funding
Immediate objectives		
To develop a six month training programme for professionals from developing countries faced with land degradation and desertification problems.	Course plans for six month training programme; available facilities for up to 20 fellows (including working space and accommodation)	Commitment by the participating institutes; programme facilities;
To create institutional linkages in a wide range of developing countries faced with land degradation and desertification problems	Reports from visits to the target countries;	Identification of the most relevant institutes and organisations in the target countries
To develop routines for selecting fellows to participate in the training programme	Interview reports on potential candidates	Same as above
To facilitate networking activities among the fellows in future projects.	Follow-up contacts with the fellows	
To develop courses on special issues related to land degradation and restoration to run in the developing countries.	Course plan ideas for courses on land degradation and restoration issues	
To gain recognition as a United Nations University training programme	Recognition of LRT as a UNU training programme	Positive independent evaluation of the programme
Main outputs		
Seven week training programme trial linked to an international forum on soil, society and global in 2007	Five participants; participant reports; programme evaluation	Available teachers and supervisors

Development objective	Indicators	Risks/External factors
Institutional partnerships in those developing countries that will be the main focus of the training programme	Interview reports and a list of potential participants	Identification of the most relevant institutes and organisations in the target countries
Professionals from different developing countries trained for six months each year	Six participants trained in 2008; eight participants trained in 2009: Participant reports; programme evaluations	Invited fellows
Routines and criteria developed for selecting fellows from these countries to participate in the training programme.	Routines and criteria for selecting fellows	
Network among participants after training	Follow-up communication with previous training programme participants	Follow-up

APPENDIX 8 – ORGANOGRAM OF THE LRTP - PILOT PROJECT



APPENDIX 9

RESOURCE INSTITUTES FOR THE PROGRAMME IN ICELAND AND WORLDWIDE

In Iceland

Name of Institute	Type of resource
Agricultural University of Iceland	Lecturer, advice, hands-on training
Soil Conservation Service	Lecturer, advice, hands-on training
University of Iceland	Lecturer, advice
Hólar University College	Lecturer
Icelandic Forest Service	Lecturer, advice, hands-on-training
Forestry Associations in Iceland	Lectures, Hands-on-training
Icelandic Institute of Natural History	Lecturer
National Energy Authority	Lecturer
UNU - Geothermal Training Programme	Advice
UNU - Fisheries Training Programme	Advice
Icelandic international development agency (ICEIDA)	Advice

Worldwide

Name of Institute	Type of resource
Wageningen International	Expertise, lecturer
UNU International Network on Water, Environment, and Health (UNU-INWEH)	Expertise, lecturer
UNU Institute for Natural Resources in Africa (UNU-INRA)	Expertise, lecturer
UNU Institute for Environment and Human Security (UNU-EHS)	Expertise, lecturer
UNU Centre, Environment and Sustainable Development Programme (UNU-ESD)	Expertise, lecturer
Global Environment Information Centre (GEIC)	Expertise, lecturer

APPENDIX 10

COLLABORATING INSTITUTIONS IN DEVELOPING COUNTRIES

The following is a list of institutions in the developing countries where candidates have been interviewed and/or which are of interest for future activities of the LRTP. This list will be extended.

ETHIOPIA

1. Dryland Cooperation Group (DCG), Addis Ababa.
2. Development Fund (DF), Addis Ababa.
3. Environmental Protection Agency (EPA), Addis Ababa.
4. Sustainable Land Use Forum, (SLUF), Addis Ababa.
5. Tigray Agricultural Research Institute (TARI), Mekelle, Tigray.
6. Relief Society of Tigray (REST), Mekelle, Tigray.
7. Mekelle University, Mekelle, Tigray.

GHANA

1. United Nations University-Institute of Natural Resources of Africa (UNU-INRA), Accra
2. Environmental Protection Agency (EPA), Accra
3. Soil Research Institute (SRI), Kumasi
4. University of Development Studies (UDS), Tamale
5. Savanna Agric Research Institute (CSIR-SARI), Tamale

MONGOLIA

1. "Green Gold" Pasture Ecosystem Management Program, A Programme funded by the Swiss Agency for Development and Cooperation (SDC) .
2. Institute of Geo-Ecology, Mongolian Academy of Sciences.
3. Swiss Agency for Development and Cooperation (SDC).
4. Institute of Animal Husbandry, Mongolian State University of Agriculture – MSUA with a research team working within the Green Gold Program.
5. Mongolian Rangeland Management Society (through its President, Dr. A. Bakei, who is also a member of the Environmental Standing Committee of the Parliament).
6. Administration of Land Affairs, Geodesy and Cartography (a regulatory agency of the government of Mongolia).
7. Agricultural University in Darkhan, Darkhan Uul Aimag,

UGANDA

1. Makarere University, Kampala.
2. NEMA (National Environment Management Authority).
3. Ministry of Agriculture, Animal Industry and Fisheries.
4. Icelandic International Development Agency (ICEIDA) in Uganda.

NAMIBIA

1. Icelandic International Development Agency (ICEIDA) in Namibia.
2. Gobabeb Training and Research Centre.
3. Desert Research Foundation of Namibia (DNRF).
4. Integrated Rural Development and Nature Conservation (IRDNC).
5. Ministry of Agriculture, Water and Forestry.

EGYPT

The Biotechnology Research Center, Suez Canal University.

TUNISIA

Institut des Régions Arides.

APPENDIX 11

PERSONNEL

The following list identifies specialists currentlycontributing, or having the potential to contribute, to the programme with their expertise as a lecturer, specialist adviser, technical adviser or project supervisor.

Affiliation	Name	Degree/position	Specialty	Potential contribution
AUI				
	Anna Gudrún Thórhallsdóttir	PhD, Professor	Land management	Lecturer, supervisor
	Ása L. Aradóttir	PhD, Professor	Restoration ecology	Lecturer, supervisor
	Áslaug Helgadóttir	PhD, Dean	Plant breeding	Lecturer
	Berglind Orradóttir	MSc, Associate Professor	Rangeland ecologist	Lecturer, specialist advisor
	Bjarni D. Sigurdsson	PhD, Professor	Forest ecology	Lecturer, supervisor
	Bjarni Gudleifsson	PhD, Professor	Plant physiologist	Lecturer, supervisor
	Björn Thorsteinsson	PhD, Professor	Plant physiology	Lecturer
	Emil Bóason	PhD, Professor	GIS, Remote sensing	Lecturer, supervisor
	Fanney Gísladóttir	MSc, Specialist	GIS	Lecturer, specialist adviser
	Hafdís Hanna Ægisdóttir	PhD, Assistant Professor	Plant ecologist	Assistant Project Manager
	Hjörtur Hjartarson	Systems analyst	IT service	Technical adviser
	Hlynur Óskarsson	PhD, Specialist	Ecosystem ecologist	Lecturer, supervisor
	Ingibjörg S. Jónsdóttir	PhD, Professor	Ecologist	Project Manager
	Járngerdur Grétarsdóttir	MSc, Associate Professor	Plant ecologist	Lecturer
	Jón Gudmundsson	PhD, Associate Professor	Crop physiologist	Lecturer, supervisor
	Jón Gudmundsson	BSc, Specialist	Carbon flux and Soil sciences	Specialist adviser

	Ólafur Arnalds	PhD, Dean	Soil Sciences	Lecturer, supervisor
	Rannveig Guicharnaud	MSc, Associate Professor	Soil Sciences	Lecturer, supervisor
	Sigrídur Dalmannsdóttir	MSc , Associate Professor	Plant physiology	Lecturer
	Úlfur Óskarsson	MSc, Associate Professor	Forestry	Lecturer
	Thorbjörg Valdís Kristjánsdóttir	BSc, International coordinator	International coordinator	Technical adviser

SCSI

	Anna María Ágústsdóttir	PhD, Specialist	Soil science	Lecturer, specialist adviser
	Andrés Arnalds	PhD, Assistant Director	Conservation policy, Land care, Revegetation	Lecturer, supervisor
	Anne Bau	MSc, Specialist	Molecular biology	Specialist adviser
	Arna Björk Thorsteinsdóttir	BSc, Division Manager	Geography	Specialist adviser
	Elín Fjóla Thórarinsdóttir	BSc, Specialist	Geography, Planning	Specialist adviser
	Gudmundur Halldórsson	PhD, Division Manager	Entomology, Ecology	Lecturer, supervisor
	Gudrún Smith	BSc, District consultant	Restoration	Specialist adviser
	Gústav M. Ásbjörnsson	BSc, District consultant	Land management	Specialist adviser
	Jóhann Thorarensen	BSc, Specialist	Geography, GIS	Specialist adviser
	Kristín Svavarsdóttir	PhD, Specialist	Plant ecology	Lecturer, supervisor
	Magnús H. Jóhannsson	PhD, Specialist	Plant biology, Reclamation technology	Lecturer, supervisor
	Ódinn Burkni Helgason	Systems analyst	IT service	Technical adviser
	Sigurlína Tryggvadóttir	BSc, District consultant	Restoration	Specialist adviser
	Stefán Skaftason	District consultant	Restoration	Specialist adviser

	Sveinn Runólfsson	MSc, Director of SCSI	Soil conservation	Chair, Steering Committee
	Thórunn Pétursdóttir	MSc, District consultant	Geography, Reclamation	Specialist adviser

OTHER				
UI	Gudmundur Ingi Gudbrandsson	MSc, Project Manager	Environmental science, Conservation, Invasive species	Lecturer, specialist adviser
	Magnfrídur Júlíusdóttir	PhD, Associate Professor	Geography, Gender studies	Lecturer, specialist adviser
	Sjöfn Vilhemsdóttir	MA, Project Manager	Gender studies, Developmental and International studies	Lecturer, specialist adviser
IFS				
	Adalsteinn Sigurgeirsson	PhD, Director	Forestry	Lecturer
	Arnór Snorrason	Forst.Cand., Specialist	Forestry	Lecturer
	Björn Traustason	BSc, Specialist	Geography, GIS, Forestry	Lecturer
NEA	Freysteinn Sigurdsson	PhD, emeritus	Geology, History	Lecturer, specialist adviser
	Oddur Sigurdsson	PhD, Specialist	Geology	Lecturer
	Gunnar Orri Gröndal	MSc, Building engineer	Hydrology	Lecturer
ME	Jón Geir Pétursson	MSc, Specialist	Socio-economics, Land management, Forestry	Lecturer, supervisor
Alta	Björn Barkarson	MSc, Specialist	Natural resource management, Conservation policy	Lecturer, specialist adviser
ISPB	Einar Thorleifsson	BSc,	Wetlands, Birds	Lecturer

INH	Rannveig Thoroddsen	MSc, biologist	Wetlands, Botany	Lecturer, supervisor
VSO Consulting	Sigmar Metúsalemsson	BSc, specialist	Remote sensing	Specialist adviser

INTERNATIONAL SOURCES

WI	Mine Papari	MSc, Programme Manager	Capacity building	Lecturer
	Ingrid Gevers	MSc, specialist	Capacity building	Lecturer
UNU-INWEH	Zafar Adeel	PhD, Director	Water management, Global land degradation	Lecturer, specialist adviser
IBE	Anton Imeson	PhD, Professor	Physical geography	Lecturer, specialist adviser

Acronyms

AUI	Agricultural University of Iceland
SCSI	Soil Conservation Service of Iceland
UI	University of Iceland
IFS	Icelandic Forest Service
ME	Ministry of Environment
ISPB	Icelandic Society for the Protection of Birds
INH	The Icelandic Institute of Natural History
NEA	National Energy Authority
WI	Wageningen International
UNU-INWEH	UNU- International Network on Water, Environment, and Health
IBE	Institute for biodiversity and Ecosystem dynamics, University of Amsterdam

APPENDIX 12

LIST OF ACTIVE INTERNATIONAL NETWORKING CONTACTS OF THE DEAN OF THE FACULTY OF ENVIRONMENTAL SCIENCES AT AUI

This list was put together to illustrate the types of institutional and human resources that can be tapped by the LRTP pilot project and, in time, the UNU-LRTP, through the institutional and personal networks of persons associated with the LRTP. This is a list of the active international contacts of the Dean of the Faculty of Environmental Sciences at AUI, albeit that in some instances, as noted, other faculty members have been most active in recent times. In addition, as it becomes active abroad, the LRTP is beginning to generate additional contacts abroad. One example, not referred to below, is that there have been discussions that will lead to the signing of an agreement between AUI and the University of Mongolia to collaborate on student exchanges, etc.

USA

Ohio State University. Various forms of cooperation and letters of agreement. Student exchanges, etc.

Texas A&M University. Long-standing research co-operation and student exchanges.

University of Idaho. Letter of agreement is being developed with guest positions possible.

Arizona State University. Research co-operation, faculty and student exchanges.

University of Florida. Joint research on aeolian processes and atmospheric dust.

Nordic Countries

Several major Nordic universities have developed NOVA, which is a network with joint course work and collaboration in many fields, including agriculture, forestry, soil science, landscape architecture etc.

There is also afar-reaching network between Nordic universities in the field of natural sciences and landscape architecture.

European Union

The Dean is AUI's representative at discussions on soils at the European Soil Bureau and within the European Environment Agency (that brings together the EU countries and Norway, Liechtenstein and Iceland),. He has provided leadership in various EU initiatives such as SCAPE (Soil Conservation and Protection in Europe), Volcanic Soils of Europe (COST-622), and various desertification and land restoration activities. AUI, represented by the Dean, is also a member of a scientific panel (Soil Bureau, ISPRA, Italy) to review methods to assess restoration. Another Faculty Member, Ása L. Aradóttir, may soon be providing leadership for a project, under COST, on land restoration.

United Kingdom

Aberdeen University. Sharing of graduate students and conducting of joint research projects. Letter of agreement being developed.

University of Edinburgh. Student exchanges.

The Netherlands

University of Amsterdam. AUI has participated in joint ventures in developing programmes in soil conservation (Prof. Anton Imeson et al.).

Wageningen University. Collaboration in the field of soil research and participatory soil conservation approaches.

International Soil Reference and Information Centre (ISRIC). Collaboration in developing international soil databases and classifications. The Dean has also contributed to the international classification of soils of volcanic regions.

Belgium.

Ghent University. Collaboration in the field of soil research.

Spain

University of Santiago de Compostella. Collaboration on various research projects.

UN

AUI and SCSI are both active in various functions of the UN Convention to Combat Desertification.

APPENDIX 13

TERMS OF REFERENCE FOR THE PROJECT MANAGER

The project manager leads the organisation of the project, is responsible for its daily operations and reports to the implementing partners of the project as described in Annex I of the Collaborative Agreement between AUI and SCSI .

Specific tasks and responsibilities:

- Prepare the Project Document, including the plan of activities and budget.
- Ensure the strategic planning, project implementation and accomplishment of the Project's goals, objectives, activities and results in a timely and effective manner as set forth in the Project Document and related annexes.
- 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.
- Develop links to the United Nations University and progressively adjust the programme to UNU requirements including a proposal for the UNU programme.
- Inform and liaise with relevant authorities and organisations in targeted developing countries about LRT, seeking endorsement of the programme as well as necessary institutional linkages.
- Supervise the selection of candidates for fellowships based on site visits and interviews.
- Organise the recruitment of programme assistants, teachers and supervisors for the project.
- Develop detailed study plans and teaching material in collaboration with a Studies Committee composed of responsible representatives for each line of training.
- Supervise and organise logistical arrangements relating to the fellows, i.e. resident permit, visa, transport, accommodation, etc.
- Organise a mid-term evaluation workshop (late 2008 or early 2009) with the participation of implementing partners, other relevant institutions in Iceland and elsewhere and relevant UNU programmes.
- Ensure the establishment and maintenance of complete accounting records of the project activities (budget, commitments, expenditures), control expenditures and ensure adequate and transparent financial management of the resources provided for the project.
- Provide the Steering Committee with periodical reports (at regular meetings) as well as annual reports and seek approval for decisions concerning programme activities, plans or budget that may not correspond to the Project Document.
- Prepare agenda for Steering Committee meetings together with the Chair and write up meeting minutes.

Qualifications and requirements

Educational background:

- The Project Manager 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 14

THREE-YEAR BUDGET FOR THE LRTP - PILOT PROJECT

This budget was in the Project Document that accompanied the the Agreement of 3 October 2007 between MFA and AUI Estimated costs in ISK x 1000

Land Restoration Training Programme, estimated costs in ISK × 1000

No.	Item	2006+2007	2008	2009	TOTAL
1	**Fixed costs (sub-total)**	**16,608**	**28,152**	**29,929**	**74,689**
1.1	Rent - teaching space	54	504	504	**1,062**
1.2	Salaries - permanent staff	7,360	11,760	11,760	**30,880**
1.3	Programme development	1,820	1820	1820	**5,460**
1.4	Teaching - introductory course	1,694	1580	1580	**4,854**
1.5	Excursion	1,788	3196	3692	**8,676**
1.6	Teaching - specislised courses		2700	2700	**5,400**
1.7	External courses	1,351	1351	1351	**4,053**
1.8	Project work		2700	3600	**6,300**
1.9	Fellow recruitment costs	1,200	1200	1200	**3,600**
1.10	Investments/consumables	1,341	1341	1722	**4,404**
2	**Student cost (sub-total)**	**5,346**	**6,024**	**8,032**	**19,402**
2.1	Travels to Iceland	864	1044	1392	**3,300**
2.2	Accommodation	4,050	1620	2160	**7,830**
2.3	Other living costs	240	3120	4160	**7,520**
2.4	Insurances and health care	192	240	320	**752**
					0
3	**Administrative and running cost (sub-total)**	**426**	**2,148**	**2,282**	**4,856**
3.1	IT-service	273	697	831	**1,801**
3.2	Telephones	50	300	300	**650**
3.3	Teaching material	69	108	108	**285**
3.4	Insurances	34	60	60	**154**
3.5	Transportation	200	983	983	**2,166**

4	**Other costs (sub-total)**	**0**	**2,026**	**200**	**2,226**
	workshops and reports	0	2026	200	**2,226**
5	**Contingencies (sub-total)**	**3,398**	**5,753**	**6,066**	**15,217**
	10-15% of total project cost	3,398	5753	6066	**15,217**
TOTAL		**25,778**	**44,103**	**46,509**	**116,390**

Rounded totals	26	44	47	117

APPENDIX 15

2008 BUDGET FOR THE LRTP - PILOT PROJECT (JANUARY TO DECEMBER)

Estimated Costs in ISK x 1000 - adjusted to reflect the 13% reduction

No.	Item	Original	Adjusted	Change
1	**Fixed costs (sub-total)**	**28,152**	**28,814**	**662**
1.1	Rent - teaching space	504	504	**0**
1.2	Salaries - permanent staff	11,760	12,000	**240**
1.3	Programme development	1,820	1,820	**0**
1.4	Teaching - introductory course	1,580	2,360	**780**
1.5	Excursion	3,196	1,744	**-1,452**
1.6	Teaching - specialized courses	2,700	2,350	**-350**
1.7	External courses	1,351	**2,394**	**1,043**
1.8	Project work	2,700	2,700	**0**
1.9	Fellow recruitment costs	1,200	1,600	**400**
1.10	Investments/consumables	1,341	1,342	**1**
				0
2	**Student cost (sub-total)**	**6,024**	**7,509**	**1,485**
2.1	Travels to Iceland	1,044	1,044	**0**
2.2	Accommodation	1,620	2,440	**820**
2.3	Other living costs	3,120	3,660	**540**
2.4	Insurances and health care	240	365	**125**
3	**Administrative and running cost (sub-total)**	**2,148**	**2,045**	**-103**
3.1	IT-service	697	866	**169**
3.2	Telephones	300	300	**0**
3.3	Teaching material	108	108	**0**
3.4	Insurance	60	60	**0**
3.5	Transportation	983	711	**-272**
4	**Other costs (sub-total)**	**2,026**	**0**	**-2,026**

	workshops and reports	2,026	0	**-2,026**
5	**Contingencies (sub-total)**	**5,753**	**1,919**	**-3,834**
	10-15% of total project cost	5,753	1,919	**-3,834**
TOTAL		**44,103**	**40,287**	**-3,816**

Approved by the Steering Committee 18 June 2008

APPENDIX 16

THE TRAINING PROGRAMME IN 2008:OVERVIEW

The training is composed of 4 modules,

1. Introduction course,
2. Excursions,
3. Specialised course
4. Project work.

During modules 1, 2, and most of 3 the LRT will be based at Keldnaholt, Reykjavík and at Gunnarsholt during the last week of module 3 and the whole module 4.

Modules 1 and 2a: Introduction course and short excursions

Week	***Dates***	***Main theme***
1	April 14-18	Arrival and Iceland orientation
2	April 21-25 April 24 -first day of summer	Land degradation and soil erosion in Iceland
3	April 28-30, May 2 May 1 - public holiday	Land degradation in a Global Perspective
4	May 5-9	Land degradation assessment To fit in: Informal Dialog on LULUCF
5	May 12-16 May 12 – public holiday	Capacity building, part I
6	May 19-23	Restoration of degraded land
7	May 26-30	Capacity building part II
8	June 2-6	SLM, Carbon budget and Synergies

Module 2b and 3: Long excursion and Specialisation

One line will be offered: Restoration and sustainable land use. In addition, individual training in GIS and Remote Sensing[1].

Week	***Dates***	***Main theme***
9	June 9-13	Theories
10	June 16-20 June 17 – Iceland's National day	Restoration planning, implementation, monitoring and research

[1] A full specialised course on GIS and Remote Sensing was provided for one participant

11	June 23-27	Excursion to Northern Iceland
12	June 30 – July 4	Restoration methods and strategies

Module 4: project work

Week	***Dates***	***Main theme***
13 – 25	July 7 – October 3 August 4 – public holiday	Individual Project work

Departure: October 4-5

APPENDIX 17

THE TRAINING PROGRAMME AS ENVISAGED IN 2007

The following text has been extracted from the Project Document of 3 October 2007. It provides a useful description of the substantive and procedural aspects of the 6-month training programme that was in the process of being planned for presentation for the first time in 2008.

The modules of the training programme

The training programme consists of four modules, an introductory course, excursions, specialised courses and individual project work

Module 1 Introductory course

An introductory course of 5-6 weeks will offer a common theoretical and practical knowledge base to the fellows and to provide them with interdisciplinary training and understanding of physical, biological, socio-economical and cultural aspect of environmental issues. The introductory course is also intended to be a forum where the fellows enter into dialogue and share experiences through presentations and seminars on land degradation and desertification problems in their home countries.

The introductory course will consider theories, methods, capacity building, practical training, sharing experience and networking. About equal time will be devoted to each part. Their contents will be as follows:

Theories

- Ecosystem degradation in terms of productivity and biodiversity
    - Human induced degradation
        - Grazing / overgrazing
        - Wood harvesting
    - Degradation following climate and other environmental change, on both local and global scale
- Soil erosion processes
- Soil ecology
    - Soil organisms
    - Soil chemistry, nutrients and organic matter
    - Soil carbon and carbon cycles
- Hydrology
- Ecosystem restoration
    - Ecosystem succession
    - Restoration goals

- Sustainable natural resource management
  - Grazing management
  - Forest / Woodland management
- Global change and related UN conventions
  - Desertification, UN-CCD
  - Climate change, UN-FCCC
  - Biodiversity change, UN-CBD

Methods

- Assessment and monitoring methods and technologies
  - Remote sensing
  - GIS
  - Simulation modelling and use of existing databases.
- Combating sever soil erosion
- To measure and monitor carbon sequestration, and reporting to the FCCC
- Ecosystem restoration methods
- Sustainable land use
  - Grazing management
  - Forest / Woodland management

Capacity development

- Institutional Development for Natural Resources Management
  - Analyse the institutional landscape
  - Enhancing capability of individuals, organisations, institutions etc. for efficient planning and problem solving
  - Participatory approaches
  - Creating ownership among stakeholders in projects on ecosystem restoration or sustainable land use
  - Facilitate learning
- Multi Stakeholder Processes (MSP)
  - Stakeholder analysis
  - Analyse and understand various stakeholder needs
  - How to apply MSP framework for land restoration and sustainable land management

Practical training /capacity building

- Scientific methodology
- Project planning
  - Writing proposals
  - Data collection, analysis and presentation
- Computers and software
- Library services and internet
- Written and oral presentations

Sharing experience and networking

- Presentations of problems related to land degradation in the home country.
- Discussions within the group on the range of land degradation problems experienced by the participants, their causes and possible solutions

Module 2 Excursions

Excursions will be a vital part of the programme. During excursions around Iceland the fellows will be introduced to the land degradation problems of Iceland and how they have been approached in a historic perspective. They will have the opportunity to discuss these problems with the people working on implementing restoration plans in different parts of the country. About two weeks of the programme will be allocated to excursions in total.

Module 3 Specialised training: courses

Following the introductory course and excursions, the fellows will attend specialised training with reference to their academic and practical background and needs. The specialised training consists of two modules, five to six weeks of specialised courses and 13 – 14 weeks of individual project work.

1 Land degradation and global environmental change

Soils and vegetation are an important component of the global cycle for carbon, and carbon is a fundamental substance for ecosystem fertility and function, as well as biodiversity. Much of the elevated atmospheric levels of CO2 are due to losses of carbon from the soils, associated with over-exploitation and land degradation around the world. Global mechanisms, including financial, are being developed to facilitate carbon sequestration in ecosystems. This will undoubtedly influence possibilities for land restoration in the future on a global scale. This course will focus on carbon as a substance and its influence on ecosystems, carbon sequestration, means of measuring and monitoring carbon sequestration, and reporting to the FCCC and global institutional background, in close co-operation with international agencies and research groups. Interlinks with other UN Conventions are explored, such as the UN CCD and UN BDS

Objectives: To give comprehensive knowledge of the carbon cycle and the role of degradation/ restoration in global environmental issues Expected learning outcomes:

- Working knowledge of the global carbon cycle,
- Means of monitoring carbon sequestration
- Working knowledge of the world's instructional mechanisms and environmental conventions associated with promoting and monitoring carbon sequestration (incl. financial possibilities).

Topics include:

- Carbon as a substance
- Influence of carbon on ecosystems
- Carbon sequestration
- Means of measuring and monitoring carbon sequestration
- Reporting of carbon sequestration / emission
- FCCC and global institutional background
- Interlinks between FCCC and other UN Conventions, such as the UN CCD and UN BDS

2 Remote sensing and GIS.

Remote sensing in combination with Geographical Information System technology have become powerful techniques for large scale planning for conservation and land use. These techniques are not accessible in many developing countries today, but through specialised training in their applications accessibility will be facilitated.

Objectives: To provide trainees with working knowledge of obtaining and processing spatial data using image processing and geographical information systems.

Expected learning outcomes:

- Skills in interpretation of images, such as aerial photos and satellite images
- Understanding of the relationship between features on the ground and the images
- Ability to gather spatial information, both from fieldwork and existing datasets using common methodology
- Skills in processing vector data using geographical information system or images using image processing software
- Skills in presenting data both in hardcopy and digitally.

Topics include:

- Aerial photographs, satellite images
- GIS systems, principles and uses
- Digital image processing – classification
- Practical uses and projects using RS/GIS tools

3 Assessment and monitoring of degraded land

This specialized training course deals with methods of assessment of the condition of land. It specifically deals with vegetation, soils, soil erosion and ecosystem functions in relation to land condition and degradation. It also reviews existing methods of assessment to enable trainees to adapt suitable methods for their native conditions, and to critically review methods being used. The module includes the use of remote sensing materials (aerial and satellite photography), methodology for building assessment systems, soil erosion, nutrition, carbon and water relationships. It builds on knowledge which is introduced in the Introductory Course.

Objectives**:** To provide the trainee with tools and skills to develop methods for ecosystem assessment in their native conditions.

Expected learning outcomes:

- Understanding of the basic principles for land assessment
- Working knowledge of the most common methods and understanding their limitations
- Skills setting up aims and programs for variable ecosystems and land characteristics
- Skills in adapting suitable methods for various conditions

Topics include

- Methods of assessment of the condition of land
  - soils, soil erosion and ecosystem functions
  - in relation to land condition and degradation
- Critical review of existing assessment methods
- Use of remote sensing materials (aerial and satellite photography)
- Methodology for building assessment systems

This course shares some topics with both specialised courses 2 and 4

Courses 2 and 3 might be combined.

4 Restoration project planning and implementation

Objectives: to provide an in-depth understanding of the principles and processes of ecological restoration and training in independent planning and implementation of restoration projects.

Expected learning outcomes:

- Ability to select, adapt and/or develop appropriate restoration methods applicable for local conditions
- Skills in forming ecological restoration plans that can fulfil various goals and objectives
- Skills in motivating and guiding stakeholders in generating their own restoration and land use plans

Topics include:

- Multiple goals of restoration programs

- Environmental, sociological and economical factors that affect the planning and implementation of sustainable restoration plans
- Principles and practices in the restoration of ecological function and structure of degraded land:
  - physical, chemical and biological limitations; succession; site preparation and mitigation treatments; selection of genetic resources; plant propagation and establishment techniques; mitigation and cultivation methods, use of local knowledge
- Techniques and strategies for constructing restoration project plans.
- Ecological restoration, sustainable development and global environmental issues

5 Sustainable land management

This course focuses on how to unite the challenges of land degradation identified by the Millennium Ecosystem Assessment and some of the UN Millennium Developmental Goals through sustainable land management (SLM).

- Objectives: To provide trainees with an understanding of sustainability and sustainable land management and a broad background for policy and policy applicatory approaches for sustainable management.

Expected learning outcomes:

- Ability to define sustainability and sustainable land management
- Awareness of different views on sustainability and its interdisciplinary character
- Ability to assess sustainability of different management strategies, with emphasis on grazing management and woodland management
- Capable of developing indicators to assess sustainability under different conditions.

Targets: People involved in implementing policies or strategies in land management, whether it may be in ecological or socio-economic field of work.

Topics include:

- Sustainability definitions; ecological and socio-economic sustainability
- International conventions and sustainability, effects, opportunities, constraints
- Sustainability "on the ground" sustainability of different management strategies, case studies
- Grazing ecology and grazing management
- Woodland ecology and management
- Assessing sustainability; indicators, trends, history
- Institutions and their role in land management Government, local authorities, NGO's, families etc.
- Knowledge management and the role in SLM, "land literacy"
- Sustainable grazing, sustainable forestry - policies

- Case studies

6 Capacity development and institutional change

This course will explore the different institutions that deal with environmental management; international, regional and local. The fellows will be introduced to different approaches in capacity development, including participatory approaches, stakeholder participation and multi-stakeholder identification. The course will also examine different policy instruments for land restoration.

Objectives: To provide trainees with an understanding of the institutional and ecological "landscape" behind sustainable land management, sound knowledge on working with stakeholders and the application of participatory approaches and policy instruments for sustainable land management and restoration.

Expected learning outcomes:

- Capacity to facilitate and work in multi stakeholder environment
- Ability to design and institutionalize participatory approaches in land management projects
- Capacity to understand, promote and implement necessary institutional change for a) sustainable land management and b) successful land restoration

Targets: Specialists involved in policy making and/or project management, related to sustainable land management and restoration.

Topics include:

- Institutions for environmental management
- Social institutions – definitions
- Participatory approaches
- Stakeholders in sustainable land management
- Multi-stakeholder identification
- Policy instruments for land restoration.

Module 4 Specialised training: Project work

Following the specialised courses, the fellows will work individually on projects under supervision of suitable experts. Project planning will be an essential part of the training and therefore the fellows will start planning their projects already during the introductory course period by writing the first outlines of their project plan (proposal).

The plan will be revisited, evaluated and refined regularly as the course and excursion parts proceed to ensure a good workable plan in hand at the start of the project period. The projects may either be based on data that the fellows collect in Iceland or on data that they bring with them from their home countries after ensuring acceptable data quality. Presentation of the project results is another essential training issue. The projects should be written up in English as scientific reports that will be published. By the end of the programme period, the fellows will give oral presentations of their projects.

APPENDIX 18

THE INTRODUCTORY COURSE (MODULE 1) IN 2008

LRT training programme 2008
Module 1: Introductory course

Every morning: group meeting at 08:30

Arrival	Mon	14 April	15:00-23:00	Arrival		
and	Tue	15 April	13:00-14:00	LRT - welcome and introduction	ISJ	KH
Orientation			14:00-15:00	Computers and software	HH	KH
	Wed	16 April	10:00-12:00	Health control	HHÆ	
			13:00-16:00	Reykjavik orientation	ISJ, HHÆ	
	Thu	17 April	09:00-17:00	Gullfoss-Geysir-Thingvellir	ISJ,HHÆ	GH
	Fri	18 April	09:00-11:00	Icelandic Nature: Geology	OS	KH
			11:00-12:00	Icelandic Nature: Vegetation	ISJ	KH
			13:00-14:00	Icelandic history	FS	KH
		19 April 20 April			HHÆ	
	Mon	21April	8:15	Departure for SCSI headquarters	ISJ, HHÆ	GH
			09:45-10:15	Welcome address by SCSI director	SR	
			10:30-12:00	History of soil erosion in Iceland and SCSI	AA	
Land			13:00-14:30	Tour around SCSI headquarters	MHJ	
degradation and	Tue	22 April	09:00-12:00	Land health and landcare	AA	KH
soil erosion			13:00-15:00	Presentation techniques, project planning	ISJ, HHÆ	KH
in Iceland	Wed	23 April	09:00-12:00	Soil erosion related subjects	ÓA	KH
			13:00-16:00	Visit to History of the Forest Service in Iceland	AS	Mógilsá
	Thu	24 April		First day of summer		
	Fri	25 April	09:00-12:00	Types and assessment of land degradation	ÓA	KH
		sussion	13:00-16:00	Indicators of land degradation	ÓA	KH
		26 April 27 April			ISJ	
	Mon	28 April	09:00-12:00	Presentations of homeland by LRT fellows		KH
Land	Tue	29 April	09:00-12:00	Environment – MDG relations	JGP	KH
degradation	Wed	30 April	09:00-12:00	Grass root approaches	JGP	KH

in a global perspective			13:00-17:00	Literature reading		KH
	Thu	1 May		Public Holiday		
	Fri	2 May	10:00-12:00	Discussion Seminar		KH
			13:00-16:00	Global land degradation and drivers of change: overexploitation, water management, climate change	ZA	KH
		3 May 4 May			HHÆ	
Land degradation assessment	Mon	5 May	09:00-12:00	Hydrology, general principles	GOG	KH
			13:00-16:00	Excursion	ÓA	
	Tue	6 May	09:00-12:00	Remote sensing	SM	KH
				Exercises	SM	KH
	Wed	7 May	09:00-17:30	LLULUCF informal dialog - presentations		Askja
	Thu	8 May	09:00-12:00	GIS	RR	Hv
			13:00-15:00	Exercises	RR	Hv
	Fri	9 May	11:00-18:00	LULUCF informal dialog excursion		KH
		10 May 11 May			ISJ	
Capacity building ***Part I***	Mon	12 May		Public Holiday		
	Tue	13 May	09:00-16:00	Multi-stakeholder processes and leadership	IG	KH
	Wed	14 May	09:00-16:00	"	IG	KH
	Thu	15 May	09:00-16:00	"	IG	KH
	Fri	16 May	09:00-16:00	"	IG	KH
		17 May 18 May			HHÆ	
Restoration of degraded land	Mon	19 My	09:00-12.00	Restoration of degraded land	ÁLA	KH
			13:00-16:00	Seminar: Restoration needs	ÁLA	
	Tue	20 May	09:00-12:00	Managing ecological succession	ÁLA	KH
			13:00-15:00	Discussion seminars	ÁLA	KH
	Wed	21 May	09.00-12.00	Vegetaion assessment methods	ISJ, HHÆ	KH
			13:00-15;00	Discussion seminars	ISJ/HÆÆ	KH
	Thu	22 May	09:00-12:00	"The restoration toolbox"	ÁLA	KH
			13:00-15:00	Discussion seminars	ÁLA	KH
	Fri	23 May	09:00-12:00	Restoration planning and implementation; Ecological Restoration Ecology	ÁLA	KH
			13:00-15:00	Short field trip	ÁLA	KH
		24 May 25 May			ISJ	

Capacity	Mon	26 May	09:00-16:00	Participatory planning and monitoring	MP, ThP	KH
building	Tue	27 May	09:00-16:00	"	MP, ThP	KH
	Wed	28 May	09:00-16:00	"	MP, ThP	KH
Part II	Thu	29 may	09:00-16:00	"	MP, ThP	KH
	Fri	30 May	10:00-12:00	Gender and gender mainstreeming	SV	KH
			13:00-15:00	Gender and food security	MJ	KH
		31 1 June			HHÆ	
SLM		2 June	09:00-16:00	Sustainable grazing management	AGTh	KH
Carbon budget		3 June	09:00-12:00	Carbon sequestration and carbon budgets	BDS	KH
Synergies		4 June		Project planning	ISJ, HHÆ	KH
		5 June	09:00-17:00	Excursion to Reykjanes	AA	
		6 June		Biodiversity-Degradation-Climate Change synergies	AI	KH
		7 June 8 June			ISJ	

* Teachers	**Place		
ISJ =	Ingibjörg S. Jónsdóttir - Inga - LRT Project manager	KH =	Keldnaholt
HHÆ =	Hafdís Hanna Ægisdóttir - assistant project manager	GH =	Gunnarsholt
HH =	Hjörtur Hjartarson - IT service	Hv =	Hvanneyri
OS =	Oddur Sigurðsson		
FS =	Freystein Sigurðsson		
AA =	Andrés Arnalds		
MHJ =	Magnús H. Jóhannsson		
SR =	Sveinn Runólfsson		
AS =	Aðalsteinn Sigurgeirsson		
ÓA =	Ólafur Arnalds		
JGP =	Jón Geir Pétursson		
SM =	Sigmar Metúsalemsson		
IG =	Ingrid Gevers		
ÁLA =	Ása L. Aradóttir		
ÚÓ =	Úlfur Óskarsson		
MP =	Mine Pabari		
ThP	Thórunn Pétursdóttir		
AGTh =	Anna Guðrún Thórhallsdóttir		
SV=	Sjöfn Vilhelmsdóttir		
MJ =	Magnfríður Jónsdóttir		
AI =	Anton Imeson		
GOG =	Gunnar Orri Gröndal		

APPENDIX 19

Training Programme Participants 2008

Name and degree	Address	E-mail / phone / fax
Bolormaa Baatar, **MSc** in biology (2001, Mongolia) Thesis title: Steppe and meadow area monitoring: pasture condition. (Used Canadian methods for plant community analysis, identifying% change in species). **BA** in biology (1996, Mongolia). Certificate in Environmental Monitoring, Management and Planning (2001, Mongolia)	'Green Gold' Pasture Ecosystem Management Program Research Institute of Animal Husbandry Ulaanbaatar 210153, Zaisan, Mongolia	bolor_7@yahoo.com Phone: +976-11-341156 (o), +976-99794937 (m) Fax: +976-11-341572
Rabanus Shoopala, **MSc** in Biodiversity Management and Research at the University of Namibia, 2007. Thesis title: *The impacts of different fire frequencies on vegetation characteristics in the Hamoye State Forest, Kavango Region, Namibia.* **B Sc** in Geography and Zoology from University of Namibia, 1997. Project on: "Livestock parasites in communal and commercial land.	Ministry of Agriculture, Water and Forestry, Directorate of Forestry, National Remote Sensing Centre (NRSC) PO Box 1300, Windhoek, NAMIBIA	ShoopalaR@mawf.gov.na sshoopala@yahoo.com
Emilia Nyanyukweni Mutota, **BA**, in Tourism, University of Namibia, 2005. Major subjects: Geography (physical and human geography, environmental studies and advanced spatial analysis) and management science (strategic management and human resources management). Cambridge International General Secondary Certificate Education certificate (Grade 11 - 12), 2001. Subjects: English, German, Geography, Accounting Business studies and Mathematics	Gobabeb Training & Research Center P.O.Box 953 Walvis Bay Namibia	emilym@gobabeb.org emily_pinehas@ yahoo.com Tel: +264 64 694199; Fax: +264 64 694197
Taimi Kapalanga, **B.Tech**. (Bachelor of Technology) in Agricultural Management, Polytechnic of Namibia, 2006	Gobabeb Training & Research Center P.O.Box 953 Walvis Bay Namibia	taimik@gobabeb.org tskapalanga@gmail.com Tel: +264 64 694199; Fax: +264 64 694197 Mobile: +264-812364011

Name and degree	Address	E-mail / phone / fax
Moses Opio, **BSc** in Environmental Management, Makerere University, Kampala, Uganda 1999	Oyam District Local Government, P.O. Box 30 Loro-Oyam, Uganda	nekmoses@yahoo.com
Joel Owona, **BA** in Environmental Management, Makerere University, Kampala, Uganda, 2004	Pader District Local Government, P.O. Box 1 Pader Uganda	owonaj@yahoo.com

ENDNOTES

Section 1

[1] Ólafur Arnalds, et al., Soil Erosion in Iceland, (Reykjavik: SCSI and Agricultural Research Institute, 2001).

Section 4

[1] These terms are based on: CIDA, CIDA's Policy for Performance Review, (Ottawa: CIDA, 1994), p. 14.