

A Pacific Perspective on Tertiary Education in Forestry

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- **Curriculum content**
- **Teaching standards**
- **Experiential learning**
- **Cooperative initiatives**
- **Survival of forestry education**



Curriculum content



- **Move in Canada and USA to competency-based learning**
- **Requirements determined by professional forestry associations and other stakeholders**
- **Standards ensured through accreditation**

- **Forestry needs to be experiential – based on:**
 - **Modern simulation techniques**
 - **Laboratory experience**
 - **FIELD EXPERIENCE**
- **Field experience needs to extend to dealing with both forests and people**



Haida Gwaii Higher Education Initiative



A shared future

- **Easy for developed countries to argue for better standards**
- **Greater interaction between institutions and between countries is now required**



Teaching partnerships across universities



- **Traditional teaching:** the teacher stands in front of the students and lectures to them
- **Evolving teaching:** The teacher interacts with the students helping them learn
- **Future teaching:** The teacher interacting with the students may be separated in time and space from the students

A new initiative

- **Funded by Asia-Pacific Forest Net**
- **Currently involves Australia, Bangladesh, Canada, China, Indonesia, Malaysia, Nepal, Philippines, Thailand, Sri Lanka, Vietnam, USA**
- **Provision of state-of-the-art forestry courses**

A new initiative

- **Six to eight courses under development 2012-2014**
- **Courses can be administered locally (training being provided to partnering institutions)**
- **Currently in English**

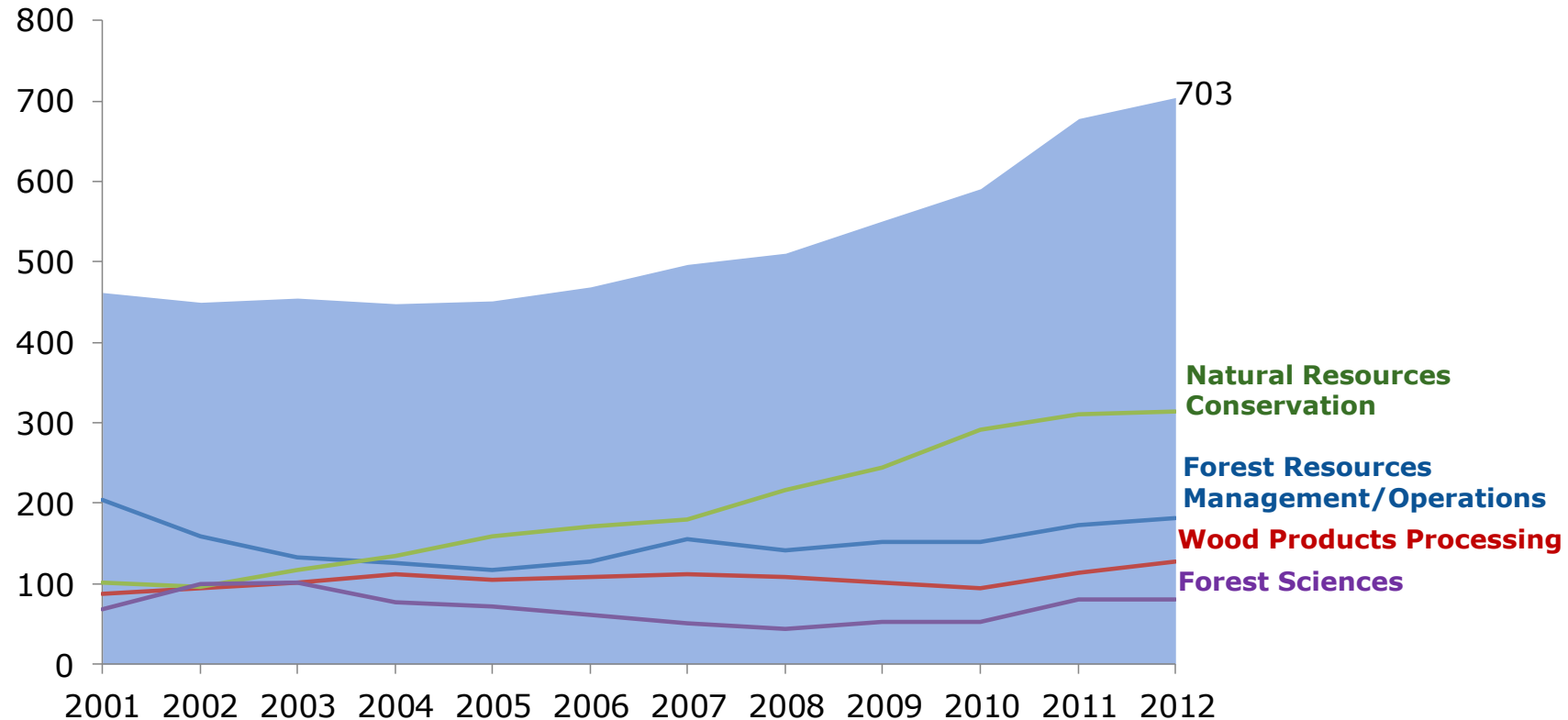
Six priority courses:

- **Sustainable forest management in a changing world**
- **Governance, public relationships and community development**
- **International dialogue on forestry issues**
- **Restoration of degraded forest ecosystems and forest plantation development**
- **Sustainable use of forest goods and services**
- **Forest resource management and protection**

To survive, diversification is essential:

- **Undergraduate programs**
- **Graduate programs**
- **Certificate courses**
- **Professional programs**
- **Mid-career training**

Forestry Undergraduate Enrolment at UBC by program (2001 – 2012)



Professional degrees

- Increasing number of universities are offering course-based advanced degrees
- UBC:
 - Masters in International Forestry
 - Masters in Sustainable Forest Management
- A range of other certificates, diplomas and degrees is available
- Cost and quality are variable, and not necessarily correlated

Conclusions

- **Despite the problems, there are opportunities to improve forestry education**
- **Competency-based, experiential education is needed**
- **Shared educational resources will benefit all**
- **Forestry has a long-term future: so does forest education**