



World Forest Week **side events**

**Youth and Education in a Changing Forest Sector:  
Their Role in Shaping the Future**

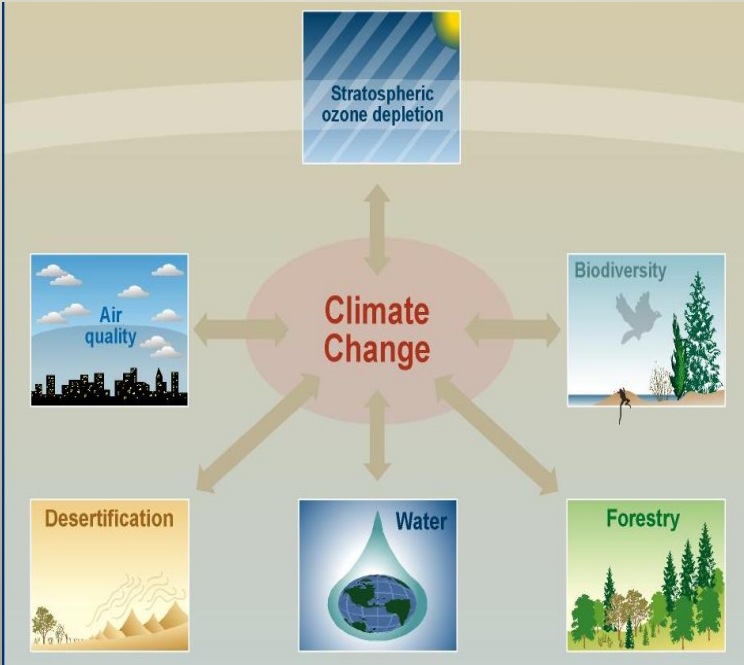
**Future pathways for forest education  
(university level)**

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# Nothing is permanent...

## Except Change



# Experiences gained by the IUFRO Task Force

The need to explore new fields of education stems not only from the requirement to find answers to the questions posed by our civilization,

but also from accumulated research knowledge and practical achievements of forestry that should be properly utilized.



# Issues Facing Forestry Education



Societal values are changing

Aging, traditional forestry workforce

Declining enrollment

Poor understanding of career opportunities



# Key Question's

- What do our students learn?
- What should they learn?
- Do they learn what they will need later?
- What would our graduates make successful in their careers in the labour market?
- Do the exams assess what professors intend to teach, or what student wanted to learn, or what the labour market needs?





# Key Question



*Is „forestry” attractive to students?*

# Key Findings



- ‘Forestry’ **not** attractive in many contexts
- Broad perception that:  
„forestry”= **timber!**



# Key Question

- *What are employment trends; how should these be reflected in forestry education ?*





# Key Findings



- More emphasis on teaching students how to access, synthesize and apply new knowledge
- Graduates generally feel less prepared than they would like to be, but more prepared than their employer's think they are



Connections between employers and universities  
essential !!!

# Key Findings



Employers want graduates  
who can help them deal  
with change!!!



# Key Findings



A university education is more than the curriculum

**Loosen boundaries on the definitions of forestry**

**Need to define forestry**



# Recommendations



## Emerging New Educational Models

- Rebuild the forestry brand!
- Reclaim „high ground” of sustainability
- Emphasize full variety of career opportunities,
- Build programs around critical challenges such as:  
invasive plants, water availability and quality,  
climate change, aging society, habitat  
fragmentation,
- Continuously and effectively share new knowledge,  
ideas, and best practices,



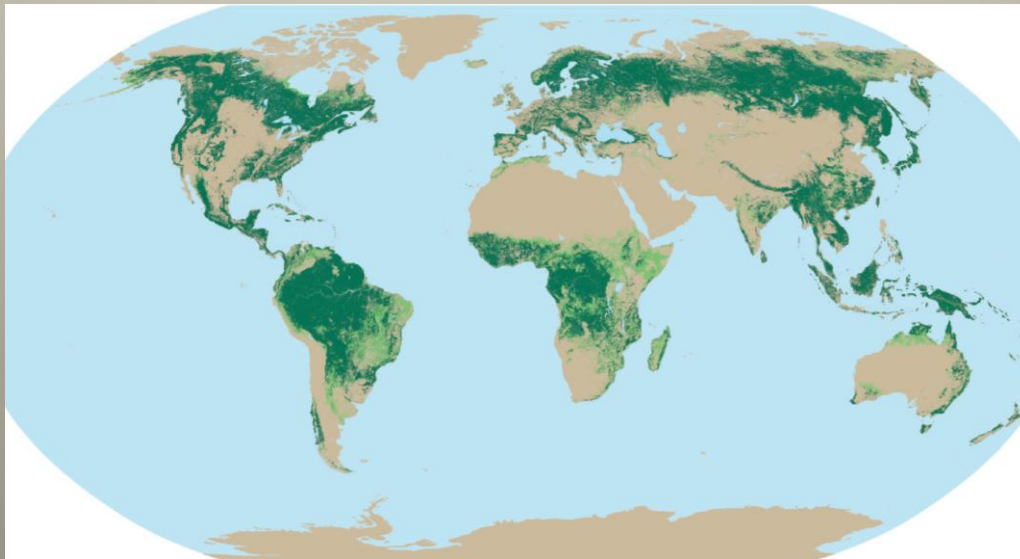


# International Forestry Education

**Definition:** Education that introduces students to forests, forestry issues and practices, and their social cultural contexts internationally



**Adding a strong ‘international’ dimension to curriculum**



# Recommendations



Look to stronger relationships with  
„international” partners:  
❖ FAO, CIFOR, ICRAF, EFI...



## The Joint IUFRO/IFSA Task Force “Education on Forests” has three main objectives:



- **A comprehensive analysis of challenges and opportunities** facing forest education globally, to support the dialogue and exchange good practices between various universities and research centers, as well as other institutions.
- **To analyze curricula**, identify similarities and differences **in different** parts of the world.
- **To organize an IUFRO Learning Initiative (Summer School).**





IUFRO/IFSA TF  
 contributing to development of standards of Education  
 in Forestry, which meet the requirements of today and  
 in the future...





*Thank you for your attention*