

## APFW Education Workshop 23.04.08

Summary of points made in discussion

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## Education issues

Malaysia

- information sharing

Korea

- more internationalisation
- shift in emphasis to Ecosystem Management
- too many institutions/ not enough students
- difficult to provide fieldwork

## Education issues

Indonesia (GMU)

- curriculum revision to better match needs
- international collaboration

Indonesia (IPB)

- curriculum development with SEANAFE
- increased internationalisation
- declining interest
- increasing expense
- accelerating research capacity

## Education issues

India (IIFM)

- education should be employment-linked
- more integrative (management, social, contemporary)

Australia (ACIAR)

- project-related scholarships & training
- English-language requirements

Indonesia (MoF Training Centre)

- collaborative professional training for MoF staff (eg env. conservation)
- education forests

## Education issues

India (FRI Univ)

- exchange of staff & faculty (w/i Asia)
- development of model curricula
- declining interest in forest education

Indonesia (professional certification)

- dynamic market for graduates, but relatively inflexible curricula
- standards of competence

Australia (DAFF)

- A-P capacity building program
- Australian skills shortage

## Education issues

Vietnam (vocational education)

- limited capacity to respond to needs
- limited resources to support change

IUFRO

- Open University model?

Korea (international cooperation)

- collaborating with MoF Indonesia in capacity building
- regional coordinator GFIS; collaboration with IPFE

### Education issues

Laos

NZ (MAF)

- education for SFM

India (IIFM)

- student aspirations to IT, commerce ...
- rapid change of emphasis in key topics
- global network for knowledge creation
- sharing local learning internationally
  - both enhance students' employability
- cover breadth of contemporary issues
- how to develop program/ managers

### Education issues

Vietnam (VFU, HCM U, CH U)

- competition for students
- collaboration to enhance resources, information-sharing
- diminishing student interest
- curriculum reform & development, with inputs from stakeholders
- link between education & graduates' roles
- existing Vn network faces challenges
- link between education, research & policy
- challenges in network management

### Education issues

Germany-Malaysia collaboration

- facilitate regional & international collab.

Germany-Lao collaboration

- Masters coursework

Malaysia (UPM)

- undergraduate employability - 50%
  - learning outcomes focus
- attracting high-quality students (local, international [graduate research students])

### Education issues

Malaysia (Sabah - International Trop. For.)

- as for UPM; inc. student skills (expressing ideas, problem solving)
- industry training (6 months)/ placement challenges

Australia (Institute of Foresters of Aust)

- declining enrolments at each univ.; sharing of resources across univs.
- continuing professional development

### Education issues

Thailand (CM U - graduate focus)

Vietnam (VFU) - information access/ sharing for staff & students

Mongolia (NUM)

- sharing experience & opportunities, esp for younger universities

INBAR

- intern opportunities (& experience of offering)

### Education issues

ICIMOD

- Himalayan university consortium/ capacity building/ internships
- strengthen focus on mountain issues, more adaptive curricula

Philippines (UPLB)

- declining enrolments; strategies to address
- diversity of graduate roles - challenges to re-engineer forestry curricula
- use networks to share & strengthen; accommodate diversity of membership

### Education issues

Vietnam (VFU)

- growing inter-university competition
- conflict between sustainable development & economic growth
- how to run network effectively

India (ICFRE)

- how to match the needs of industry

ALYCF

- level of commitment to maintain network

### Education issues

TRAFFIC

- curriculum relevance
- limited publicity about forestry courses
- language constraints (ESL)
- teaching could be more dynamic

Philippines (FMB)

- budget constraints to hiring

IUFRO - GFIS

- GFIS-IPFE African collaboration

### Education issues

Tropenbos (Vn)

- weak links between education & practical work/ research
- how to share information in reality
- capacity building challenges for professional in remote/ distributed locations

### Suggested topics for discussion: what do we need to do?

- Making networks work:  
what are the essentials?
- Top priorities for collaboration?
- How to keep curricula contemporary,  
& link graduates to employer needs/  
expectations

### Group 1

- clear agenda, mechanisms, activity
- leadership & commitment to follow-up
- common interest, information sharing, money, personal exchange, equity & trust, updating

### Group 1

- sharing information, R&D outcomes, common program, work experience, joint degrees, sharing resources, accreditation, staff & student exchange, short courses.

### Group 1

- criteria for curriculum assessment
- frequent review, flexibility
- fieldwork
- contact with industry, feedback from stakeholders, linking grads to employers, assessment of competency requirements, requiring fieldwork as part of degree, involving employers in degree, advisory boards, employment portals

### Group 2

- active membership
- participatory leaders
- clear road maps created by network
- effective communication channels
- belief by members that capacity is going to be enhanced by network
- sustainable funding

### Group 2

- exchange of info among members
- sharing of faculty resources
- collaborative research studies on contemporary issues
- internetworking of library resources
- initiating joint educational programs among members
- promoting forestry as a career

### Group 2

- specific employer's needs must be studied - competency development
- regular review of curriculum, inc. employer involvement in curriculum design
- developing entrepreneurship amongst students, eg incubation centres
- bringing business sense into curriculum
- student internships in industry

### Group 3

- strong coordinator/ facilitator
- clearly define vision/ objectives
- define membership/ criteria
- geographical scope (eg Asia-Pacific)
- small secretariat/ essential infrastructure
- maintain database
- regular meetings/ communication

### Group 3

- must function effectively & sustainably
- exchange of students & faculty
- info sharing
- e-library & e-learning
- promoting joint programs, both curriculum & research
- facilitate credit transfer

### Group 3

- update/ maintain/ share database of employers
- facilitate internships/ institutional training
- regular curriculum update, inc with employers
- promote forestry as innovative career option
- capacity building for faculty/ inc attachment to industry

### Group 4

- mutual benefit
- clear objectives & agenda
- knowledge sharing recognises different levels
- champions who can devote time
- networking facilities - need basic infrastructure
- high level of enthusiasm
- need financial resources - lobby donors about importance
- make sure the work is shared around

### Group 4

- exchange of resource people among institutions on different topics (some common)
- sharing material resources (eg library, software, literature)
- joint education program & research activities
- peer review group
- list of resource people/ expertise

### Group 4

- frequent curriculum review - include employers & stakeholders
- best teaching methodologies - eg problem-oriented learning

### Group 5

- commitment of members
- don't establish parallel structures; link to existing networks

### Group 5

- inventory of faculties & curricula
- database of expertise
- develop joint proposal to generate funds

### Group 5

- stakeholder participation in curriculum review can be difficult
- could take case study approach - eg SEANAFE program

### Group 6

- not completely demand driven
- adequate resources
- sharing across languages - requires more funding
- focal person nominated for each participant
- measurable timebound targets
- slogan?

### Group 6

- curriculum development
- link outside the region

### Group 6

- representatives from industry networks/ bodies should be integral
- internships
- employers involved in job market

### Group 7

- yearly donation (not fee) to show commitment
- focal points - for each country (can assist with overcoming language barriers)
- national steering committees

### Group 7

- learn from others, don't reinvent wheel

## Group 7

- recognise different needs of different countries
- involve industry representatives/ coordinate their input
- regular review of network (eg State of Curriculum report)

## Additional suggestions

- what can institutions offer?
- linking with other networks - nothing wrong with an additional network focused on forestry education
- listen to students - eg, recognise changing demographic
- SEANAFE session (students & staff) at Kesarat Univ conference - 11/08

## Additional questions/ discussion

- why networks? - contemporary curriculum; standards; maintaining quality of staff; research-education nexus; achieve greater political support by working together.
- sustaining funding is a challenge - eg SEANAFE funding runs out next year
- develop concept note & explore interest

## Additional questions/ discussion

- agree need for network; is existing network(s) sufficient, or do we need an additional one ...
- need not to get lost in other network's agenda/ issues
- make a start and use that to pursue funding
- hard to sustain unless you can tie in with a host organisation for core support

## Additional points

- possible sources of support:
  - ITTO?
  - industry
  - bilateral sources
- IFSA/ AFSA to facilitate student activities
- networks come & go ... but need champions!
- if network is good, funding follows ...

## Conclusions

- Rod Keenan to convene small working party
- possible next meeting in Korea