



The Second Forestry College Deans Meeting in the Asia-Pacific Region

Ideas • Actions • Experience Sharing

2011.11.11 Beijing

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Announcement

DURATION

11 November 2011

LOCATION

Beijing, China

SYNOPSIS

To follow up the activities proposed in the first Meeting, held in July 21-23, 2010, providing an opportunity to exchange views and share experience on forestry education towards sustainable forest management, APFNet is planning to organize the Second Forestry College Deans Meeting in the Asia-Pacific Region with collaboration of related parties. The theme of The Meeting is identified as “Ideas, Actions & Experience Sharing”, and the topic proposed for the meeting including:

- The Education Strategy and Talent Planning for the regional forestry development and Sustainable Forest Management;
- The efficient and flexible functioning of Asia-Pacific Region Forestry College Deans’ Meeting Mechanism by defining mission, organization structure and operational mechanism, etc;
- Identification of priorities, approaches and actions for potential collaboration through



exploration of proposed program;

EXPECTED PARTICIPANTS

The Meeting is targeted at deans of Forestry College/University, experts from forestry training institutions and regional forestry organization across Asia-Pacific Region. The Number of the Participants is expected to be around 50.

WORKING LANGUAGES

English

DATE & VENUE

- Date: The Second Forestry College Deans Meeting in the Asia-Pacific Region will be held on 11 November as a one event of Asia-Pacific Forestry Week which will during November 7-11
- Venue: China National Convention Center No. 7, Tianchen East Road, Chao yang District, Beijing 100105

REGISTRATION

As an event of the Asia-Pacific Forestry Week, all attendants of The Second Region Forestry College Deans Meeting in the Asia-Pacific Region are kindly requested to register online at the registration website of the APFW (www.fao.org/forestry/ap-forestry-week/en/, apfw-registration.apfnet.cn/), the registration for individual participants will remain open until 15 October.



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Agenda

11 November 2011 Beijing, China

11 November, Friday		306A
08:30–09:00	Opening & Welcome Remarks <ul style="list-style-type: none"> - Professor WU Bin, Chancellor of Beijing Forestry University - Lu De, Deputy Director-General, APFNet Secretariat - Mr. Patrick Durst, Senior Forestry Officer, FAO Regional Office for Asia & Pacific - Plaque Unveiling Ceremony of Forestry College Deans Meeting Mechanism Coordinate Office 	Chair: Prof. LUO Youqing, Vice President of Beijing Forestry University
09:00–09:20	Group Photo	
<i>Session 1: Sustainable Forestry Management and Regional Process on Forestry Education</i>		
09:20–10:00	Global Forestry Education and Sustainable Forestry Management in the Changing World <ul style="list-style-type: none"> - Prof. John Innes, Dean, Faculty of Forestry, University of British Columbia, Canada 	Moderator: Jack Hurd, Asia-Pacific Forest Program Director, TNC
	Supporting Role of FAO in Forestry <ul style="list-style-type: none"> - FAO: Mr. Eduardo Rojas-Briales, Assistant Director General of the FAO Forestry Department 	
	Development of Forestry Education in Asia Pacific Region <ul style="list-style-type: none"> - Dr. Awang Noor Abd. Ghani, Professor of Putra University of Malaysia, Malaysia 	
	Promoting Forestry Education: Global, Regional and Local Partnership <ul style="list-style-type: none"> - Dr. Hosny El Lakany, Chair of the International Partnership for Forestry Education 	
10:00–10:30	Q&A	
10:30–10:50	Coffee/ Tea Break	
<i>Session 2: Opportunities and Challenges For Selected Economies</i>		
10:50–11:30	Forestry Education in China: Issues, challenges and opportunities <ul style="list-style-type: none"> - Prof. LIU Junchang, Director of International Division, Beijing Forestry University, China 	



	<p>Forestry Education in Australia</p> <ul style="list-style-type: none"> - Dr. Chris Weston, Deputy Director of Forestry and Ecosystem Science, University of Melbourne, Australia 	<p>Moderator: Prof. Rex Cruz, Dean, College of Forestry and Natural Resources, University of Philippines Los Banos, Philippines</p>
	<p>Forestry Education Program towards SFM in Vietnam</p> <ul style="list-style-type: none"> - Dr. Bui The Doi, Head of Sciences, Technology and International Cooperation Division, Vietnam Forestry University, Viet Nam 	
	<p>Accreditation and Standards: A model for developing outstanding programs</p> <ul style="list-style-type: none"> - Prof. George Hopper, Dean, College of Forest Resources, Mississippi State University, USA 	
11:30-12:00	Q&A	
12:00-13:00	Lunch	
13:00-13:40	<p>The Role of Academician in Promoting Better Environmental Quality through affecting the Government Policy</p> <ul style="list-style-type: none"> - Prof. Bambang Saharjo, Dean, Faculty of Forestry, Bogor Agricultural University, Indonesia 	<p>Moderator: Hosny El Lakany, Chair , International Partnership for Forestry Education</p>
	<p>Making Philippine Forestry Education Work: Issues and Concerns</p> <ul style="list-style-type: none"> - Prof. Rex Cruz, Dean, College of Forestry and Natural Resources, University of Philippines Los Banos, Philippine 	
	<p>The changing nature of university forestry education in Canada</p> <ul style="list-style-type: none"> - Prof. Peter Marshall, Associate Dean, Faculty of Forestry, University of British Columbia, Canada 	
	<p>Strategic directions for higher forestry education in Malaysia</p> <ul style="list-style-type: none"> - Prof. Faridah Hanum Ibrahim, Dean, Faculty of Forestry, University Putra, Malaysia 	
13:40-14:10	Q&A	
14:10-14:20	Break	
<p><i>Session 3: Functionalizing the Forestry College Deans Meeting Mechanism in the Asia-Pacific Region</i></p>		
14:20–14:35	<p>Introduction of the Forestry College Deans Meeting Mechanism</p> <ul style="list-style-type: none"> - Pro. LUO Youqing, Vice president of Beijing Forestry University, China 	<p>Facilitator: Lu De, Deputy Director-General,</p>



14:35–14:50	Introduction the priorities and the programs proposed within the Forestry College Deans Meeting Mechanism - Prof. John Innes, Dean, Faculty of Forestry, University of British Columbia, Canada	APFNet Secretariat
14:50–15:20	Group Discussion	
15:20-15:30	Group Summary	
15:30–15:35	Wrap up	Lu De, Deputy Director-General, APFNet Secretariat
18:00	Reception	



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Brief Introduction to Co-organizers

APFNet

The establishment of the Asia-Pacific Network for Sustainable Forest Management and Rehabilitation (APFNet), proposed by China and co-sponsored by Australia and the United States, was agreed by the 15th APEC Economic Leaders' Meeting in September 2007 in Sydney, Australia and was incorporated in the Sydney APEC Leaders' Declaration on Climate Change, Energy Security and Clean Development.

APFNet is an open regional organization promoting and improving sustainable forest management and rehabilitation in the Asia-Pacific region. The Network would like to collaborate with all regional forest initiatives to promote and improve sustainable forest management and rehabilitation in the Asia-Pacific region through capacity-building, information-sharing, regional policy dialogues and pilot projects.

Framework Document

Asia- Pacific Network for Sustainable Forest Management and Rehabilitation (APFNet)

Background

Forests play a vital role in sustainable development, providing a range of economic, social and environmental benefits, including essential ecosystem services such as climate change mitigation and adaptation. Sustainable forest management, including forest rehabilitation, contributes significantly to development and poverty alleviation.

The Asia-Pacific region is rich in forest resources, encompassing a number of economies with large forests. Sustainable forest management and rehabilitation in the Asia-Pacific region will contribute to the sustainable development of the forestry industry and poverty alleviation of poor forest-dependent communities in the region. Sustainable forest management will also contribute to national and global efforts to mitigate and adapt to global warming by reducing carbon emissions and increasing carbon sequestration. Actions that avoid deforestation and promote sustainable management of existing forests, including reforestation, have great potential to address climate change given that deforestation represents some 20 percent of global emissions.

Some economies in the Asia-Pacific region have accumulated abundant experiences and



expertise in sustainable forest management and rehabilitation, while others are in urgent need of useful information and technical assistance to address deforestation and forest degradation. There is a need to bridge the gap and share experiences and expertise among economies in the Asia-Pacific region.

In this regard, the establishment of the Asia-Pacific Network for Sustainable Forest Management and Rehabilitation (APFNet), proposed by China and co-sponsored by Australia and the United States, was agreed by the 15th APEC Economic Leaders' Meeting in September 2007 in Sydney, Australia and was incorporated in the Sydney APEC Leaders' Declaration on Climate Change, Energy Security and Clean Development to "enhance capacity building and strengthen information sharing on sustainable forest management in the forestry sector" in the region.

Nature of the Network

- Openness and Participation
- The Network will be open to APEC economies and other interested partners outside of APEC.
- Complementarities

The Network will collaborate with all regional forest initiatives and processes to identify synergies, avoid duplication, identify opportunities and facilitate cooperation. The Network is intended to support the Multi-Year Program of Work of the United Nations Forum on Forests (UNFF) and the implementation of the Non-legally Binding Instrument on All Types of Forests, including the Global Objectives on Forests. The Network will also complement the Australian Government's International Forest and Carbon Initiative, as well as the regional work of the International Tropical Timber Organization (ITTO) and the Food and Agriculture Organization (FAO) of the UN.

Mission

The mission of the Network is to promote and improve sustainable forest management and rehabilitation in the Asia-Pacific region through capacity-building, information-sharing, regional policy dialogues and pilot projects.

Objectives

The objectives of the Network are:



- To promote forest rehabilitation, reforestation and afforestation in the region to contribute to the achievement of the aspirational goal of increasing forest cover in the APEC region by at least 20 million hectares of all types of forests by 2020;
- To strengthen sustainable forest management and improve forest quality in the region including climate change mitigation and adaptation response and to increase carbon sequestration.
- To improve the productive capacity and socio-economic benefits of forest ecosystems and enhance biodiversity conservation in the region.

Potential Priority Areas

The following are potential areas of focus for the early functioning period of the Network:

- Development of forest policies and programs
- Economic incentives for sustainable forest management and forest rehabilitation, including payments for ecosystem services
- Strengthening forest-related institutions and facilitating forest institutional reforms, such as clarifying property rights arrangements
- Forest inventory, monitoring and assessment, including “criteria and indicators for sustainable forest management”
- Forests and climate change, including resilience of forest ecosystems to global warming.
- Forest rehabilitation technologies and approaches
Improving forest quality and health, including forest fire and pest diseases and control
- Strengthening forest law enforcement and governance, including tackling illegal logging and associated trade
- Forest management technologies at the management unit level
- Development of community-based forest enterprises
- Conservation of forest biodiversity
- Enhancement of private-public partnerships and corporate social responsibility



- Strengthening public awareness raising and information dissemination on SFM

Modalities of the Network

- Relationship with APEC

The APFNet is an initiative endorsed by APEC Leaders in the 2007 Sydney Declaration on Climate Change, Energy Security and Clean Development. The APFNet will operate consistent with relevant APEC guidelines and established practices, will report to APEC on its progress and activities, and can apply for project financing through the appropriate APEC mechanism.

- Consultation Mechanism

A consultation process will be established with representatives from China, United States, Australia and other potential partners to facilitate discussions on the operation and future development of the Network.

- Secretariat

The Secretariat of the APFNet will be hosted by China and will be headed by a Director General (or a higher level official) in charge of the daily work. The Secretariat will establish and maintain a website.

Financial Mechanism of the Network

China and Australia will provide initial funding to launch the Network. These financial resources will support activities of the Network in the early stages and are expected to attract voluntary contributions from other donors, including corporate entities and international organizations. The possibility of establishing a trust fund and seeking funding from APEC will be explored with further development of the Network.

FAO

The Food and Agriculture Organization of the United Nations (FAO) is a specialized agency of the United Nations that leads international efforts to defeat hunger. Serving both developed and developing countries, FAO acts as a neutral forum where all nations meet as equals to negotiate agreements and debate policy. FAO is also a source of knowledge and information, and helps developing countries and countries in transition modernize and improve agriculture, forestry and fisheries practices, ensuring good nutrition and food security for all. Its Latin



motto, fiat panis, translates into English as "let there be bread". As of 8 August 2008, FAO has 191 member states along with the European Union, Faroe Islands and Tokelau which are associate members. It is also a member of the United Nations Development Group.

The idea of an international organization for food and agriculture emerged in the late 19th and early 20th century. In May–June 1905, an international conference was held in Rome, Italy, which led to the creation of an International Agricultural Institute.

Later in 1943, the United States President Franklin D. Roosevelt called a United Nations Conference on Food and Agriculture. Representatives from forty four governments gathered at the Homestead Hotel, Hot Springs, Virginia, from 18 May to 3 June. They committed themselves to founding a permanent organization for food and agriculture, which happened in Quebec City, Canada on October 16, 1945. The First Session of the FAO Conference was held in the Chateau Frontenac at Quebec, Canada, from 16 October to 1 November 1945

The Second World War effectively ended the International Agricultural Institute, though it was only officially dissolved by resolution of its Permanent Committee on February 27, 1948. Its functions were then transferred to the recently established FAO.

FAO was established on 16 October 1945, in Quebec City, Quebec, Canada. In 1951, its headquarters were moved from Washington, D.C., United States, to Rome, Italy. The agency is directed by the Conference of Member Nations, which meets every two years to review the work carried out by the organization and to approve a Programme of Work and Budget for the next two-year period. The Conference elects a council of 49 member states (serve three-year rotating terms) that acts as an interim governing body, and the Director-General, that heads the agency.

FAO is composed of eight departments: Administration and Finance, Agriculture and Consumer Protection, Economic and Social Development, Fisheries and Aquaculture, Forestry, Knowledge and Communication, Natural Resource Management and Technical Cooperation.

Beginning in 1994, FAO underwent the most significant restructuring since its founding, to decentralize operations, streamline procedures and reduce costs. As result, savings of about US\$50 million, €35 million a year were realized.

Beijing Forestry University

As one of the key national universities directly under the Ministry of Education in China,



Beijing Forestry University (BFU) provides the advanced education in the studies of forestry and ecological environment. It was one of the first universities to be admitted into the "211 Project" (the major project sponsored and funded by the government for the construction of top 100 key universities in China in the 21st century) and the 21st-century Educational Vitalization Action Program.

Located in the internationally well-known Zhong Guan Cun Hi-Tech Zone, the university was originally the forestry department of the Royal University (the predecessor of Beijing University) of the Qing Dynasty (1644-1911). After the foundation of the university in 1952, a number of distinguished experts and professors from Peking University (now Beijing University), Tsinghua University and Beijing Agriculture University were transferred to the university, which has inherited their rigorous style and discipline in academic pursuits. Decades of effort has developed it into a comprehensive university characterized by forestry, environmental science and biology, with well-coordinated multi-disciplines of science, engineering, management, economics, law, liberal arts and agriculture.

After entering the "211 Project" in 1995, the university reached the standard set by the municipal government for the beautification of campuses in 1996, and won the title of the "Campus as Beautiful as Gardens in Beijing" five years later. In 2000, it established the Graduate School, the only one among the forestry universities and colleges nationwide, and a stock company of science and technology.

BFU, as one of the key institutions of higher education in China, is the cradle of professionals specialized in advanced technology of multi-disciplines including forestry, soil and water conservation, landscape gardening, biotechnology, construction of ecological environment and economic management.

Since its establishment 50 years ago, more than 30,000 students and a number of foreign students have graduated from the university, and among them 11 have attained to the positions of academicians. The university possesses a well-formed faculty composed of 956 full-time teachers, including 5 academicians, 496 full and associate professors

While making an effort to enrich its discipline category and optimize the discipline structure, the university not only possesses the traditional disciplines which are recognized for their high quality both at home and abroad, but also has established a large number of new disciplines to meet the development of the society. There are 15 schools subordinate to the university, namely Graduate School, Biological Science and Technology, Landscape Architecture, Forestry, Environmental Science and Engineering, Soil and Water Conservation, Industry,



Information Science, Material Science and Technology, Science, Natural Conservation, Economic Management, Humanistic and Social Sciences, Foreign Languages, Vocational Training and Adult Education.

The university boasts advanced Computer Center, Computer Network Center, Modern Educational Center, Audio-Visual Teaching Center, Biological Center, Micro-Technology Center, Forest Organism Center, and a forest farm for teaching and research (Jiu Feng National Forest Park). Attached to the university are the Foreign Language Training Center of the State Forestry Administration, the Research Center of Soil Control Technology of Loess Plateau in China, the Training Center of Desertification Control of China. BFU is a well-equipped modern university featured by the magnificent Central Building of Teaching, the first-rate gymnasium, advanced laboratories and practice bases, and the colorful, high-speed campus network. The computerized checking system has been set up for all the books in the library, and located in the library building is the Imported Teaching Materials Center for the forestry universities and colleges nationwide. The construction of the modern high-rise student apartment building and the new classroom building was completed in 2001, both of which have been put to use.

In recent years, nearly 200 achievements of scientific research received rewards from the national, provincial and ministerial authorities, and more than 20 achievements of teaching were rewarded by the national and municipal governments. BFU is engaged in the international academic exchanges and cooperation with more than 150 universities and research institutions of over 20 countries and districts in the world, providing opportunities for the contacts between China and the outside world in the researches of forestry and ecological environment.

BFU also provides a favorable atmosphere for teaching and learning, combining the acquisition of professional knowledge with the improvement of the all-round abilities, with the emphasis on forging the rigorous style in academic pursuit and creativity. The systems of optional courses, subsidiary courses, course exemption and bachelor-to-master continuation education have been established so that the students are able to develop themselves according to their own interests and wishes. The university also offers colorful extracurricular activities to enrich the life on the campus, which are organized by numerous student societies and associations in science and technology, art, sports, environmental protection, and politics, etc. Some of them have become quite influential in the society, such as the Society of Scientific Exploration and Wilderness Survival and the Association of Beijing College Volunteers for Environmental Protection, and the former received the "Prize of the Earth", the highest prize from the National Bureau of Environmental Protection. In recent years, the



students of BFU won 4 prizes consecutively at the College Students' Landscape Gardening Architecture Design Competitions sponsored by UNESCO and the International Association of Landscape Gardening Architects, as well as the Golden Prize of International College Students' Architecture Design and the prizes for Gardening Design Competitions. Excellent achievements were also made in the competitions of scientific inventions, mathematics, and art organized domestically.

In the new century, Beijing Forestry University will continue the construction of disciplines, strengthen educational reform, and promote academic exchanges with the universities in the other countries, and strive for greater development and new contributions.

University of British Columbia

The University of British Columbia (commonly referred to as UBC) is a public research university. UBC's two main campuses are situated in Vancouver and in Kelowna in the Okanagan Valley. UBC operates smaller specialty and satellite campuses located at Great Northern Way Campus (Digital Media) and Robson Street (Continuing Studies, Business, Law, Public Health), both in Vancouver proper. The 4.02-square-kilometre (993-acre) main campus is located directly west of the University Endowment Lands, an unincorporated community on Point Grey, a peninsula about 10 km (6.2 mi) from downtown Vancouver. The 2.09-square-kilometre (516-acre) Okanagan campus is situated about 20 minutes from downtown Kelowna.

While the originating legislation created UBC on March 7, 1908, the first day of lectures was September 30, 1915. On September 22, 1925, lectures began on the new Point Grey campus. The enabling legislation are the University Act and the University Amendment Act, 2004. The university is the oldest in British Columbia and has the largest enrolment with over 54,000 students at its Vancouver and Okanagan campuses combined. The university library, which comprises 5.9 million books and journals, is the second-largest research library in Canada.

The University of British Columbia is ranked second in Canada and 37th worldwide in the Academic Ranking of World Universities, second in Canada and 22nd worldwide in the Times Higher Education rankings, third in Canada and 51st globally in the QS World University Rankings, and second in Canada and eighth overall in Newsweek's ranking of top universities outside of the United States. The university has been affiliated with five Nobel laureates.

Putra University, Malaysia

Universiti Putra Malaysia (English: Putra University, Malaysia), is a leading research



intensive public university located in central Peninsular Malaysia, close to the capital city, Kuala Lumpur. It was formerly known as Universiti Pertanian Malaysia or Agricultural University of Malaysia (Malay: universiti, university; pertanian, agriculture; Malaysia). UPM is a research university offering undergraduate and postgraduate courses with a research focus on agricultural sciences and its related fields. Ranked joint 319th best university in the world in 2010 by Quacquarelli Symonds, UPM is taking steps to boost its research capabilities both in and beyond the scope of agriculture.

The university since its inception as Universiti Pertanian Malaysia, has had two branch campuses apart from the main campus at Serdang, Selangor. The UPM branch campuses were located in Bintulu, Sarawak and Mengabang Telipot, Terengganu. The campus in Terengganu, however, has been upgraded to the University College of Science and Technology Malaysia (KUSTEM), with its own management and administration. KUSTEM officially broke away from UPM on 1 July 2001. The Medicine and Health Sciences faculty maintains a campus complex adjacent to a local hospital in Serdang.

UPM began its academic life in 1973 with three founding Faculties and a Division of Basic Sciences. The first intake of 1,559 students were for the Bachelor's degree in Agriculture, Diploma in Home Technology, Diploma in Animal Health and Production, Diploma in Science with Education, and Preliminary Programme. Currently UPM offers 73 Bachelor's degree programmes, eight Diploma programmes, and 12 Masters and Doctoral programmes. There are 16 Faculties, eight Centres, six Institutes, two Schools, a University Park and a branch campus in Bintulu, Sarawak.

University of Melbourne

The University of Melbourne (informally Melbourne University, Melbourne Uni, Unimelb, UMelb, UOM or just Melbourne) is a public university located in Melbourne, Victoria. Founded in 1853, it is the second oldest university in Australia and the oldest in Victoria. The main campus is located in Parkville, an inner suburb just north of the Melbourne CBD. The university also has several other campuses located across Victoria. It is a member of Australia's "Group of Eight" lobby group, the Universitas 21 and Association of Pacific Rim Universities networks. It is colloquially known as a sandstone university and has one of the largest financial endowments of any Australian university, standing at \$1.173 billion as of 2010.

The University of Melbourne consistently ranks among the best universities in Australia and the world, especially in the biological and health sciences. The university has been placed top



in Australia and 37th in the world by the Times Higher Education 2011-2012 rankings of the world's top 400 universities.^[citation needed]

In Australia, Melbourne University is the second largest research organisation after the CSIRO. In 2010, it spent \$767.5m on research and has consistently ranked first or second on the major national research indicators which are used by the Australian Government to allocate public funds for research and training infrastructure.

The university has over 35,000 students, who are supported by just over 7,300 staff members. In 2008, it introduced the controversial "Melbourne Model", a combination of various practices from American and European universities, aimed at consistency with the European Union's "Bologna process" and international relevance and standing for its degrees. Glyn Davis AC is Melbourne's current vice-chancellor.

The Nature Conservancy

The Nature Conservancy is a US charitable environmental organization that works to preserve the plants, animals, and natural communities that represent the diversity of life on Earth by protecting the lands and waters they need to survive.

Founded in 1951, The Nature Conservancy works in more than 30 countries, including all 50 states of the United States. The Conservancy has over one million members, and has protected more than 69,000 square kilometers (17 million acres) in the United States and more than 473,000 square kilometers (117 million acres) internationally. The organization's assets total \$5.64 billion as of 2009.

The Nature Conservancy is the Americas' third-largest nonprofit by assets, and its largest environmental nonprofit by assets and by revenue.

The Nature Conservancy rates as one of the most trusted national organizations in Harris Interactive polls every year since 2005. Forbes magazine rated The Nature Conservancy's fundraising efficiency at 88% in its 2005 survey of the largest U.S. charities. The Conservancy received a four-star rating from Charity Navigator in 2008 (three-star in 2010) and was named by that organization in 2005 on their list of "10 of the Best Charities Everyone's Heard Of". The American Institute of Philanthropy gives the Conservancy an A- rating and includes it on its list of "Top-Rated Charities".

The Nature Conservancy is led by President and CEO Mark Tercek, a former managing director at Goldman Sachs, and an adjunct professor at New York University's Stern School



of Business. The organization draws from all segments of the community. Retired General Norman Schwarzkopf, the commander of coalition forces during the First Gulf War, was a member of the Conservancy's President's Conservation Council.



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Keynote Speeches

Wu Bin, Chancellor, Beijing Forestry University

Honorable Mr. Eduardo Rojas Briales, Assistant Director General of FAO, Mr Patrick Durst, senior forestry official of FAO regional office for Asia-Pacific region, Mr. Lu De, Assistant Executive Director of APFNet Secretariat, Dear Colleagues, Ladies and Gentlemen, Good morning!

It's indeed a great pleasure for me to welcome all of you to attend the Second Forestry College Deans Meeting in the Asia-Pacific Region, a regional gathering for forestry educators and expertise. Initiated by APFNet, the First Forestry College Deans' Meeting in Asia-Pacific Region was successfully held in July, 2010, with APFNet, TNC/RAFT, Beijing Forestry University and FAO as co-organizers. More than 70 representatives from 35 forestry universities and institutes in 20 Asia-Pacific economies conducted in-depth discussions and profound exchanges about regional forestry education. The first meeting reached a consensus to establish the Forestry College Deans' Meeting Mechanism in the Asia-Pacific Region. A coordination office was proposed to be set in Beijing Forestry University to guarantee the effective implementation of the mechanism.

Today, we are gathering here to have the Second Forestry College Deans' Meeting, to follow up the outcomes of the first meeting, strengthen exchanges between regional stakeholders and flesh out the mechanism. On behalf of Beijing Forestry University, I would like to extend my warmest welcome and heartfelt thanks to all the representatives here. My gratitude also goes to the APFNet Secretariat and FAO Regional Office for Asia and the Pacific for their commendable efforts and constructive suggestions to this meeting.

Ladies and gentlemen, it is known that forests are renewable and provide ecologic functions regionally and even globally. The critical role of forestry has been widely recognized by international community; the importance of forestry and the common view of strengthening regional forestry cooperation have been reiterated in the First APEC Meeting of Ministers Responsible for Forestry held in Beijing in September this year.

Sustainable forestry development calls for qualified talents, who are able to meet the requirements raised by increasing regional and global economic cooperation and modern information technology through innovative training notions and patterns. These are pressing drivers in establishing the Forestry College Deans Meeting Mechanism in the Asia-Pacific



Region.

During the past years, the development of higher education of forestry in a new era has drawn great attention around the world. Based in the Asia-Pacific region which features unique economic, political, cultural and natural diversities, the Forestry College Deans' Meeting in Asia-Pacific Region would be a multi-lateral event for the exchanges in the regional higher education of forestry. The Meeting aims at studying and sharing forestry education experiences in the Asia-Pacific region, promoting regional cooperation, and providing qualified forestry personnel to sustainable forest management and rehabilitation in the region.

Beijing Forestry University has been prioritizing international cooperation and exchanges of forestry education and has gained practical experience. Especially in recent years, we have made remarkable progress in enhancing the internationalization of our university and we have been endeavoring to build Beijing Forestry University into a world famous research-oriented institute with unique characteristics. For instance, initiated by Beijing Forestry University, University of British Columbia, China Education Association of Forestry and international forestry education partners, two international seminars on forestry education were held respectively in 2008 and 2010; after the First Forestry College Deans' Meeting in the Asia-Pacific Region, Beijing Forestry University has been devoted to the establishment of the proposed mechanism. In addition, Beijing Forestry University has been working productively to push forward international education programs, such as APFNet Scholarship Program, Joint Master Degree Program with Dresden University, Dual Bachelor's Degree Program of Turfgrass Management with Michigan State University, 2+2 Bachelor's Degree Program of Wood Processing and Biological Science with University of British Columbia. Moreover, Beijing Forestry University has set up solid foundation for exchange programs of graduate and young faculties with a number of international partners.

Ladies and gentlemen, Beijing Forestry University, as host of the Coordination Office of the Forestry College Deans Meeting Mechanism, will provide financial and human resources as well as facilities for the operation of the Coordination Office to contribute to the development of the mechanism.

In closing, I would like to wish a full success of the Second Forestry College Deans Meeting in the Asia-Pacific region and great achievement of your work and hope you all enjoy your stay in Beijing.

Thank you!



Patrick Durst, Senior Forest Officer of FAO

Good morning, ladies and gentlemen. It's a pleasure for me to be here this morning and offer a few additional opening remarks on behalf of Food and Agricultural Organization for this Second Forestry College Dean's Meeting that you're attending. When we were piecing together the program for Asia Pacific Forestry Week together with APFNet, we put out a call out for various partner events and we were very pleased to see the proposal to convene this Second Forestry College Dean's Meeting as part of Forestry Week. This is exactly the type of idea of creating space for various partners and a wide range of organizations that underlies the concept of forestry week. FAO is also happy to see the increased attention being given to forestry education as the result of the efforts of APFNet and other partners in the region. It seems that this renewed attention is long overdue.

Forestry education, like the forestry sector overall is facing a number of new challenges and new opportunities as we've been hearing all week. Society is placing new and ever increasing demands on forests. We've heard throughout the week, various speakers emphasizing the multi-functionality of forests. Wood and non-wood forest products, from clean water to soil conservation, power and biodiversity, habitats for wildlife, home for forest-dependent people and indigenous peoples, a playground for recreationists and even tourists, a source of income and livelihood, the list goes on and on and on. And on top of all that, there's growing demand from all number of people from across various segments of society to have a greater voice and great say in how forests are managed.

I think we all agree that all of this is fine and good, this is exactly what we want forests to be. We want forests to be many good positive things for society. But to do so, there's a big challenge for us, as forest managers, to deliver on these expectations. To do so, we need new skills, new approaches, new tools, new expertise. And this becomes for us both a challenge and an opportunity, for forestry colleges and universities. What we really need is a new kind of forester. But how do we get them? It seems very clear to me, that the challenge, where we get these new foresters is through forestry colleges and universities have to take up the challenge and lead the charge in producing these new individuals with the new skills and capabilities.

I think this meeting is very timely for reviewing and restoring effects needed to revitalize and reorient forestry education to meet these new challenges in forestry. But luckily, we're not starting from scratch. There's been various workshops and meetings previously in the region, you've heard about the First Forestry College Dean's Meeting, and there's been others, many



others things around the region. This is also part of Forestry Week, bringing together these common interests to try to move together forward in a coordinated approach. I would mention that we had a meeting of Asia Pacific Forestry Universities and we're partner event at the First Asia Pacific Forest Week held in Hanoi in 2008 and it was attended by some of the same individuals who are in this room today. I think it's useful to revisit some of the needs that were identified at that meeting some three years on because they still remain very relevant. First the need for curriculum review and updating to reflect these current and new challenges facing the forestry sector; the need for universities to become more internationally connected and to develop international collaboration both for students and for faculty; and the need to more effectively engaging with the industry and other stakeholder needs to make graduates more employment ready when they leave forestry colleges and university. Obviously, there are many needs that forestry education, but these same priorities that came up in Hanoi also are rising every time we talk about the needs in forestry education.

I'm also pleased to inform this meeting that FAO is giving renewed attention to forestry education after a hiatus of some sorts for several years and our ADG Eduardo Rojas-Briales will be elaborating on this more, shortly in his presentation. I also have to say that unfortunately, because of various other events taking place, I'm not able to stay with you for the entire meeting this morning. So I hope you'll excuse me after your opening remarks, but I did feel its very important to join the First Forestry College Deans Meeting. I think it is a very important initiative and I wanted to come here and lend my support to this effort and I trust that you will have a very fruitful and productive meeting here this morning. Thank you very much.

John Innes, Dean, Faculty of Forestry, University of British Columbia

I've been asked to make this short extra presentation just to orient people as to the purpose of today and make sure we are all on the same page concerns the understanding of what we hope to achieve today.

We're on a journey, the journey starts in 2008 with the China Summer Olympics Meeting at where we started to break the ice between universities and colleges of the region. 2010 we started building bridges in the two meeting that were held, one of them the Canada-China Winter Olympics System and then with the APFNet. Today we hope to set things in motion and actually reach some real decisions. We'll first listen to a number of presentations updating us on the situation on a number of different countries around the Asia-Pacific region, but really the key things to be thinking about are the mechanism that we are establishing and some of



the programs we hope to establish with the help of APFNet. In the green book that you have, I want to point out, there are some draft recommendations. We will be discussing these, but the time we have to discuss them is quite limited because of the foreshortening of the day that has been necessary. Please take time to look at those, we will introduce them in the afternoon, we will have an open discussion. The principles that we are working with are really to ensure inclusivity, to ensure equity and to ensure excellence. Those are not contradictory. We can actually achieve all three so that we can each achieve our ultimate goal which is to implement sustainable forestry management. As Deans we have a responsibility here, and we can actually make a major contribution to that if we can get our records correct. Today we want to finish having a real mechanism that people buy into and with which we can move forward with. Thank you.

Lu De, Deputy Director General, APFNet Secretariat

Good morning, dear professors and deans, university administrators. First of all, on behalf of APFNet, I would like to thank the Beijing Forestry University, the UBC and also the Coordination Office and also the TNC for their support to APFNet to hold such the event happening today. I want to thank all of you who attend this meeting. APFNet is a younger organization, it's an honor to have all the distinguished guests, all of you here. The Deans, actually, to my understanding is the leaders of forest conservation. To some extent, the Deans are the leaders of developing the forestry administration, that's why the deans is very important for sustainable development of administration. That's why the APFNet insisted to cooperate with the Coordination Office, TNC, Beijing Forestry University and the UBC to support some kinds of outlet trying make use of your regular participation and also we're trying effort to explore possibilities to some kind of impact cooperation and also to start some kinds of program to sustain this kind cooperating in China. Finally we have decided, thank you very much again. Always say thank you, this is the second meeting, I rather hope the second meeting will be productive and also some kind of outcomes as like John Innes said. Thank you very much.



The Second Forestry College Deans Meeting in the Asia-Pacific Region

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2011.11.11 Beijing

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The Framework of the Forestry College Deans Meeting Mechanism In the Asia-Pacific Region

I. Background

Forests play an important role in the Asia-Pacific region (APR). These forests serve nearly half of the global population. More than five million people are working in the forestry sector. Nevertheless forests in the region also face mounting challenges, such as decrease of forest areas, loss of biodiversity, damage of forest ecosystem and reduced stability and resilience. The Forest College Deans Meeting Mechanism of Asia-Pacific Region (FCDMM-APR) is the outcome of the first Forest College Deans Meeting in the Asia-Pacific region held on July 21-23, 2010 in Beijing. The meeting provides an opportunity for leaders of forestry education in the region to seek collaborative actions, apply innovative SFM theory and technology into the classroom.

A suggestion was proposed during the meeting to create a mechanism for advancing forestry education in the region in a collaborative manner. Beijing Forestry University (BJFU) was delegated to develop the mechanism with other forestry education institutions, education networks, and NGOs after the meeting. A steering committee has initially been set up to guide this work.

II. Mission

The mission of the FCDMM-APR is to promote the forestry education in the region by strengthening the cooperation and taking collaborative actions to contribute to the sustainable forestry management in the region.

III. Objectives

The FCDMM-APR is to work with as many partners as possible to build a platform for promoting strong collaborations in SFM education in the APR. The specific objectives of the mechanism include:

- To provide a platform for exchanging academic information and sharing education resources between the forestry universities and institutes in the region;



- To facilitate exchanges between advanced-forestry education economies and less-developed economies, promoting access to the latest science and technology in SFM for less-developed economies.
- To promote innovation and reform process in forestry education in the region and share the achievements.
- To improve the overall capacity in SFM in the region.

IV. Tasks

- To develop a model for training next-generation foresters who would be able to apply SFM knowledge into forestry management practices;
- To identify the key problems and issues of regional forestry education, which require us to work on and further increase the overall education level in the Asia-Pacific Region;
- To seek cooperation areas with common interest in the region towards SFM, and planning the collaboration programs;

V. Organization Structure

1. Steering committee

A steering committee has been established as a decision making body to oversee the operation of the mechanism. All decisions will be based on consensus of the steering committee. At current stage, Prof. Youqing Luo in Beijing Forestry University China and Prof. John Innes in University of British Columbia, Canada are recommended as the chair and co-chair of the steering committee. The members of Steering committee shall be recommended and recognized in Second Forestry College Deans Meeting in the Asia-Pacific Region. The list of recommended members of Steering committee is attached (see Appendix 1) .The committee meeting is set to be held every year or every two years.

The functions of the steering committee are:

- To review and make recommendation on the adoption or modification of its strategic plan, policies and procedures;
- To approve its own regulations and rules;
- To facilitate the membership development and partnership exploration;



- To fundraise for the potential programs;
- To identify the priorities for mechanism engagement and program development;
- To guide and direct the implementation of its programs;

To fulfil any other functions conducive to the achievement of the objectives of FCDMM-APR.

Composition of the Steering Committee:

- Representatives from 6-8 forestry universities in Asia-Pacific region;

One/two representatives from inter-governmental organizations/NGOs being engaged in forestry education;

- One representative from prominent institutes providing the vocational training in forestry;
- The composition of Steering Committee should be not fixed, is expected to change every term.

Chair and co-chair of the steering committee should be selected from members of Steering Committee with a term of 3 years.

2. Coordination Office

A coordination office has been set up to implement the decisions made by steering committee and manage the daily work in the mechanism as well as assist coordination and communication among the members in accordance with the main missions of the mechanism. Beijing Forestry University will host the coordination office and appoint one coordinator responsible for daily operation of the Office.

VI. Membership development

FCDMM-APR is open to all forestry universities, forest colleges, and training centers/institutions in the region, as well as international organizations/NGO who are engaged in promoting the forestry education.

VII. Fund-raising Mechanism

APFNet will provide the seed grant to support the establishment and operation of the mechanism. The mechanism will also seek financial support from other institutions/



organizations to facilitate projects development. Relevant universities engaged in the project could contribute in cash or in-kind by providing necessary technical support and teaching facilities.

VIII. Operation

To avoid high transaction costs and maximize efficiency, regular meetings will be conducted over electronic means such as email and internet video conference calls. Each member university shall appoint a liaison person to facilitate the efficient operation of the mechanism. The committee members will get together in line with regular Forest College Deans Meeting. If necessary, the chair of the committee could organize special meeting to deal with the pressing issues.

MEMBERS OF THE STEERING COMMITTEE

Dr. Bambang Saharjo, Dean, Faculty of Forestry, Bogor Agricultural University, IPB, Indonesia

Dr. Chris Weston Dean, School of Land and Environment University of Melbourne Australia

Dr. Do Anh Tuan, Deputy Dean, College of Forestry, Forestry University of Vietnam, Vietnam

Dr. Faridah Hanum Ibrahim, Dean, Faculty of Forestry, Putra University of Malaysia, Malaysia

Dr. George Hopper, Dean, College of Forest Resources, Mississippi State University, USA

Dr. John Innes, Dean, Faculty of Forestry, University of British Columbia, Canada

Dr. Keshab Datt Awasthi, Dean, Institute of Forestry, Nepal

Dr. Rex Cruz, Dean, College of Forestry and Natural Resources, University of Philippines, Los Baños, Philippines

Dr. Youqing Luo, Vice President, Beijing Forestry University, China



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The Proposal for Development of Forestry Education Cooperation Plan in Asia-Pacific Region

I. Background

The first forestry college deans meeting held in 2010 scoped the challenges and opportunities of forestry education in the region and highlighted the need for forestry colleges in region to strengthen cooperation in this regard and discussed possibilities, approaches and key areas of cooperation. To facilitate the cooperation, the Forestry College Deans Meeting Mechanism of Asia-Pacific Region (FCDMM-APR) was proposed and hosted by Beijing Forestry University. The stakeholders involved believed that the mechanism and activities under the mechanism will contribute to the improvement of forestry education and SFM in the region. Some universities and organizations have shown great interests and conducted informal discussion and consultation on how to promote regional forestry education cooperation in an effective way, and reached a consensus that a regional forestry education cooperation plan shall be developed.

II. The purpose

The purpose of the development of regional forestry education cooperation plan is to identify the challenges, the needs and future development of forestry education to meet the trend of social and economic sustainable development, scope the key areas, approaches, means, potential donors and partners of the cooperation in next 5 years to guide the program activities of the Forestry College Dean Meeting Mechanism of Asia-Pacific Region.

III. Financial support

APFNet is interested in providing basic financial support. Some universities are expected to provide possible input.

IV. Outcome

- Regional Forestry Education Cooperation Plan
- A project concept note based on the above plan to be submitted to APFNet

V. Partners



- Open to regional forestry universities

VI. Coordination

To be coordinated by the Coordination Office of Forestry College Deans Meeting Mechanism of Asia-Pacific Region hosted by Beijing Forestry University

VII. The duration

- It is expected to be started in January and finished in early May 2012



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Conference Summary

Forest education is the foundation for sustainable forest management. Its importance is well recognized by economies in the Asia-Pacific region. As a key partner event during the Second Asia-Pacific Forestry Week, the Second Forestry College Deans Meeting in the Asia-Pacific Region held on November 11, 2011 in Beijing was attended by 39 delegates from nine regional universities and seven international organizations.

This meeting was built on the success of the first meeting held in Beijing during June 22-23, 2010. In the first meeting, participants discussed existing problems of forestry education and identified key strengths and weakness of forestry education agencies in the region. The meeting reached an agreement to establish the Forestry College Deans Meeting Mechanism in the Asia -Pacific region (FCDMM-APR) as a platform for collaborations. Beijing Forestry University has been offered to lead this initiative. Immediately after the first meeting, Beijing Forestry University worked closely with all interested parties to draft a program framework, which addresses the organizational structure of the FCDMM-APR, long-term goals, and proposed actions. The second meeting provided an opportunity for leaders from the primer forestry departments, colleges, universities, and major international organizations active in forestry education to learn about the latest development and to participate in the building process of the FCDMM-APR.

The meeting was coorganized by the Asia Pacific Network for Sustainable Forest Management and Rehabilitation (APFNet) and Beijing Forestry University, with strong supports from University of British Columbia, University of Melbourne, University Putra Malaysia, the Natural Conservancy and Food and Agriculture Organization.

The meeting included the following activities:

- Session 1 Sustainable Forest Management and Regional Process of Forestry Education, presentations were given by:
 - Dr. John Innes, Dean, Faculty of Forestry, University of British Columbia, Canada
Mr. Eduardo Rojas-Briales, Assistant Director General of FAO Forestry Department
 - Dr. Awang Noor Abd. Ghani, Professor of University Putra Malaysia, Malaysia
 - Dr. Hosny El Lakany, Chair of the International Partnership for Forestry Education



- Session 2 Opportunities and Challenges for Selected Economics, presentations were given by:
 - Dr. Liu Junchang, Director of International Cooperation Division, Beijing Forestry University, China
 - Dr. Chris Weston, Deputy Director of Forestry and Ecosystem Science, University of Melbourne, Australia
 - Dr. Bui The Doi, Head of Sciences, Technology and International Cooperation Division, Vietnam Forestry University, Vietnam
 - Dr. George Hopper, Dean, College of Forest Resources, Mississippi State University, USA
 - Dr. Bambang Saharjo, Dean, Faculty of Forestry, Bogor Agricultural University, Indonesia
 - Dr. Rex Cruz, Chancellor, University of Philippines Los Banos, Philippine
 - Dr. Peter Marshall, Associate Dean, Faculty of Forestry, University of British Columbia, Canada
 - Dr. Faridah Hanum Ibrahim, Dean, Faculty of Forestry, University Putra Malaysia, Malaysia

Session 3 Functionalizing the Forestry College Deans Meeting Mechanism in the Asia-Pacific Region, presentations were given by:

- Dr. Luo Youqing, Vice President of Beijing Forestry University, China
- Dr. John Innes, Dean, Faculty of Forestry, University of British Columbia, Canada
- The group discussion on the organization, objectives, and actions of the proposed FCDMM-APR, and the consensus was reached on following points:
 - The establishment of the Steering Committee as the decision making body for the FCDMM-APR. Current committee is consisted of nine representatives from nine regional forestry education institutions. The composition of the Steering Committee is expected to change in every term. It aims to take in more representatives from international organizations and forestry training institutes. Dr. Luo Youqing and Dr. John Innes were chosen by the committee as the chair and co-chair with a term of three years.
 - A coordination office has been set up to implement the decisions made by the Steering



Committee and to coordinate collaborations among forestry education institutions in the region. The office is hosted by Beijing Forestry University.

- The meeting decided that the FCDMM-APR would carry on following actions immediately:

Conduct a preparatory study to analyze the strengths, weakness, opportunities, and threats faced by the forestry education institutions in the region and to identify areas for possible collaborative projects; and to lay out a roadmap for the next five years.

Submit project proposals to possible sponsors, including the APFNet. Based on the result of the preparatory study, the Steering Committee will prioritize topics and will identify the teams undertaking the projects in an equal, effective, and inclusive manner. The committee will submit the proposals on behalf of the FCDMM-APR to possible sponsors.

- **Key dates for the aforementioned actions are:**

01/01/2012----- Preparatory study questionnaire to be distributed to universities

03/01/2012----- Selection and analysis of questionnaires

04/01/2012----- Completion of the preparatory study

06/01/2012----- Proposals to be submitted to the Steering Committee

06/30/2012----- Submission of proposals to possible sponsors, including the APFNet



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Attendee List

Participants List of The Second Asia-Pacific Region Forestry College Deans Meeting November 11, Beijing, China					
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9	China	Beijing Forestry University	Mr. Liu Junchang	Professor, Director of International Division	Tel:+86 010 62338110 Email:liujc@bjfu.edu.cn Fax: +86 010 6231 0316



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Awang Noor



Outline

- Background
- Major development and challenges
- Future forestry scenarios
- The way forward
- Conclusion

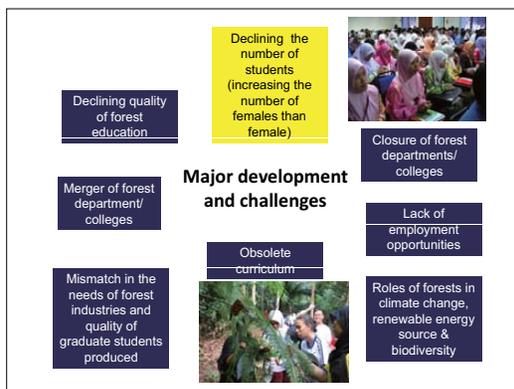
Background

- Sub-regions: East Asia, South Asia, SE Asia, Oceania, Asia Pacific
- Globally significant: comprising more than half the world's population (60%) - 4.2 billion (world pop: 7 billion)
- Most-rapidly expanding economies
- About 18.3% of the world's forests (740 mill ha); 0.2 ha/person
- Four largest countries (China, Australia, Indonesia & India) - 71% of the total forest area in Asia Pacific
- Myanmar, PNG, Malaysia, Japan, Malaysia, Laos, Thailand - 18%
- Others (23 countries) - 11%
- Most ecosystem (tropical & temperate forests, mangroves, mountains and deserts)
- Others the most commercially valuable
- About 25% forested, but rates of forest loss and degradation are high - 0.5 million ha/yr
- GDP share - 12% (reduced from 25% in)

Background

- Rapid socio-economic changes
 - Economic growth
 - Urbanization
 - Better education
 - Demands for greater involvement of communities in forestry
 - Attention to environmental services
 - Improving quality of life
 - Reduction of poverty

Major development and challenges



Implications

- Forest management is undergoing rapid change in response to these pressures.
 - Increasing demands for forest products
 - Increasing demand for environmental services
 - Focus on: economically, environmentally and socially sustainable forest management
- But, public resources for forest management are declining across the region.
- In some countries, forestry education is declining (poorly paid, not preferred choice, lack of career opportunities, skills not relevant to wider communities)



Implications

FORESTRY IS STILL RELEVANT AND IMPORTANT



- Increasing requirement for international collaboration in education
- Need to build a stronger collaboration in the Asia Pacific region in forest education

Hanoi Workshop: Issues identified

- Need for universities to become more internationally connected
- Curriculum review and updating to reflect current forest management challenges
- Declining student interest in forestry
- Increasing cost to students and institutions of education
- More effective links between teaching and industry needs
- Linking and reinforcing the research-teaching-policy chain
- Maintaining and utilising university forests
- Incorporating general educational goals (eg. creative thinking, ICT, research skills) into professional forestry programs

The Second International Symposium on Forestry Education

May 17-21, 2010, Vancouver



31 Oct - 2 Nov 2010

Bengk
Hala
Taju
Bidang
Daru

Main outcomes from 2010 'Collaboration and Integration'

The conference discussed global challenges and actions:

- Promotion of forestry education globally
- Cooperation among regional forestry education networks
- Sharing the resources in promoting E-learning/distance education/course-based Master's degrees
- Incorporation of global issues into a universal core curriculum

Forestry education needs to respond rapidly to meet the dynamic need for the social, economic and environmental development of well-educated professionals

31 Oct - 2 Nov 2010

10

Bengk
Hala
Taju
Bidang
Daru

Future Scenario of Forestry in Asia Pacific (FAO, 2010)



- Forest area to stabilize regionally, but losses in Southeast Asia, South Asia and Oceania to persist
- Forest degradation will persist in most of the densely populated low-income countries
- Policy and institutional constraints will continue to hinder sustainable management of natural forests
- Planted forests and trees outside forests are increasingly important sources of wood

Future Scenario of Forestry in Asia Pacific



- Demand for industrial roundwood to increase
- Major changes likely in the use of wood as a source of energy
- Major changes in the use of non-wood forest products
- Mixed situation *vis-à-vis forest-derived ecosystem services*



Priorities



- **Rebuilding the natural resource base and conserving of existing resources**
- **Rural development and poverty alleviation**
- **Enhancing raw material and energy-use efficiency**
- **Governance**

Strategies



- Policies and institutional changes essential
- Grassroots forestry
- Investments to improve science and technology
- Investment in human resources
- Societal consensus
- Leadership and communication

The Way Forward

Curriculum and courses

- Periodic review and restructure of the curriculum and courses
- Independent review of teaching and learning methods
- Harmonization with the current socio-economic, socio-politic, and environmental situations
- Establishment of system of teaching and learning and refresher courses, including exchange
- Introduction, strengthening use of virtual or e-learning
- **Develop and strengthen field training in the university's curricula**

The Way Forward

Standardization of program

- Effective evaluation of accreditation process
- Standardization of the curriculum (*IUFRO Task Force on Forest Education Science – Meeting in Feb 2011, Warsaw Poland*)
- Teaching materials – regional focus
- Establishment of clear and coherent regional system of forest education title
-

The Way Forward

Improving the linkages and collaboration

- Strengthening regional internship program
- Improve employment feedback system for example employers' survey, e-employer feedback system
- Strengthen linkages between university-industry-community-NGO (UICN)
- Improve professionalism in forestry through establishment of professional bodies in each country
- Increase graduate employability
- Enhance regional forest education network (APUFEN-Asia Pacific Forest Education Network, FCDMM)
- Establish Regional Forest Education Center
- Establish system of education forest that exists among the universities in the region
- Increase student and staff exchange program
-

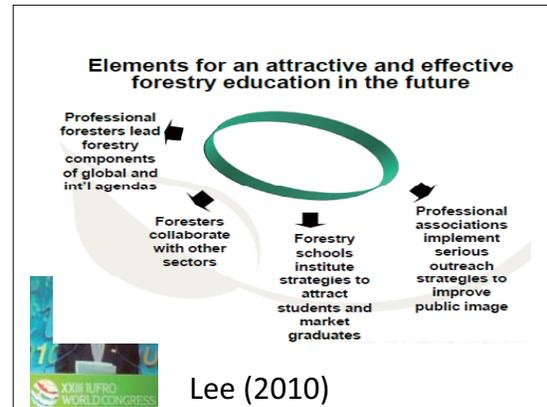




The Way Forward

Others

- Introduce Regional Master of Forest Resource Management
- Establish web-page and database information system online
- Enhanced Continuing Forestry Education for professional foresters
- Regional conference on forest education which can be held once in 2-3 years
- Financial mechanism for regional forest education activities
- Identify model project that can be used as teaching & learning in the region for student internship program (public forest management, community forest, industrial tree plantation, ecotourism)



In summary, forestry education in the Asia Pacific region is still relevant and important will continue to contribute to human capital development in managing forest resources

Increasing requirement for human capital in forestry forestry

Need to build a stronger collaboration in the Asia Pacific region in forest education





Bambang Saharjo

**THE ROLE OF ACADEMICIAN IN PROMOTING
 BETTER ENVIRONMENTAL QUALITY THROUGH
 AFFECTING GOVERNMENT POLICY
 (A CASE IN THE FOREST FIRE ASPECTS)**

BAMBANG HERO SAHARJO

**Dean Faculty of Forestry
 Bogor Agricultural University (IPB)
 INDONESIA**

CONTENTS:

- INTRODUCTION
- INDONESIAN FOREST FIRES
- FOREST FIRE CAUSES
 - (Illegal) Shifting Cultivators
 - Land preparation using fire for forestry and oil palm activities
 - Logging
- GREENHOUSE GAS EMISSION
- NATIONAL GUIDELINES ON THE PROTECTION OF FOREST AGAINST FIRE
- CONCLUSION

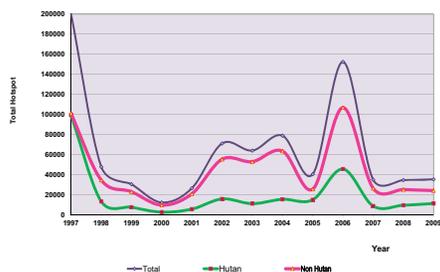
INTRODUCTION

- Forest fires occur either because of anthropogenic or natural causes.
- The majority of fires around the globe are caused by human activity
- Scientific evidence have shown that forest fire in Indonesia is not new, because it had been well recorded that repeated fire had been occurred between 15510 BC and 1650 AD
- It was found that Indonesian forest fire management lacked useful data rooted in forest fire research, making effective action against forest fires very weak

INDONESIAN FOREST FIRES

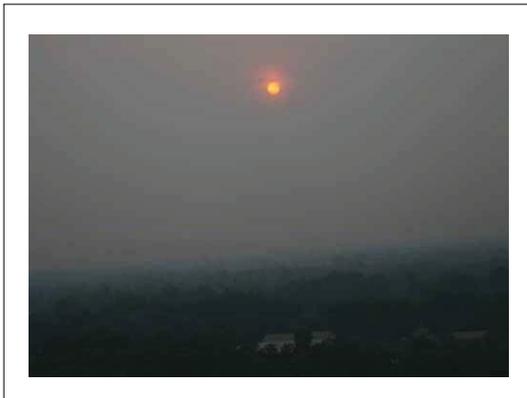
No.	Year	Remarks (ha)
1	15,510 BC-1650 AD	Firstly recognized in East Kalimantan
2	1877	Recorded for the first time
3	1915	80,000.00
4	1982/1983	3,600,000.00
5	1987	66,000.00
6	1991	500,000.00
7	1994	5,110,000.00
8	1997/1998	10-11,000,000.00
9	2006	8,000,000.00

The hotspot detected during 1999-2009
 (Bappenas, 2009)



FOREST FIRE CAUSES

- **Illegal Shifting Cultivators**
 - *Shifting cultivators used a fire for they land preparation, because it was cheap, and easy to do, and it was done for thousands years ago
 - *illegal shifting cultivator
- **Land preparation using fire for forestry and oil palm activities**
 - *After the year 2000 then forest plantation and oil palm (un or intentionally) and the community with business perspective become the most significant activities produce smoke within the country
- **Logging**
 - * Logging activities have greatly increased both fire risk and hazards



GREENHOUSE GAS EMISSION

- The majority of the peat emissions during 2000-2006:
 - >> uncontrolled burning contributing 46%
 - >> peat oxidation (25%)
 - >> biomass removal (24%)
- Source of emissions:
 - * Sumatra (44%)
 - Kalimantan (40%)
- the main activities related to forestry and peatland is avoiding forest fire and combating illegal logging

- Research done in the burnt peat swamp forest in Central Kalimantan, Indonesia, shown that moratorium fire and logging will give better environment to vegetation to grow up which increased above ground carbon stock due to the increasing of above ground biomass.

NATIONAL GUIDELINES ON THE PROTECTION OF FOREST AGAINST FIRE

- the fires and smoke pollution in Indonesia between 1982 and 1994 worsen
- Signed agreement:**
 - Tropical Timber Organization (ITTO),
 - Common Fund for Commodities (CFC),
 - Directorate General of Forest protection and Nature Conservation, Ministry of Forestry,
 - Faculty of Forestry, Bogor Agricultural University (IPB)
- >> "National Guidelines on the Protection of Forests against Fires".



The National Guidelines on the Protection of Forest Against Fire Contents:

- I.National policy and regulations,
- II.Forest fire prevention strategy,
- III.Mapping and evaluation,
- IV.Research and Development,
- V.Frame work, organization and capacity building,
- VI. Social and Economic performance,
- VII.Forest resources and utilization
- VIII.Training and community education.

Curriculum of Basic Training consists:

- A. Law, Regulation and Policy on Forest Fire Management,
- B.Basic knowledge on forest fire,
- C.Forest fire management,
- D.Fuel source management,
- E.Fire detection,
- F.Fire control equipment,
- G.Fire control technique and strategy,
- H. Mopping up.

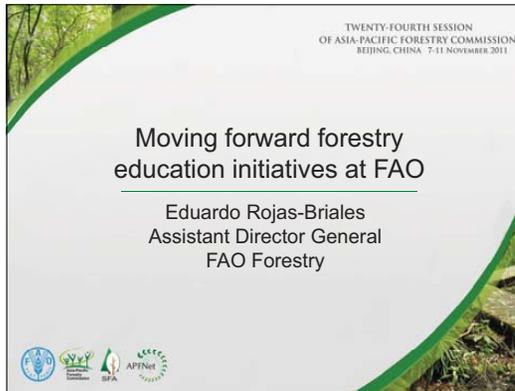


CONCLUSION

- The role of academicians in promoting better environmental quality through affecting government regulation actually have significant impact.
- It had been found that the role could give better understanding on how to deal with
- unfortunately due to the political situation from the government sectors some time it is not so easy to be done,
- For certain circumstances the regulation produced in certain case is not environmentally sound or might be extremely contradictory and against the common sense.



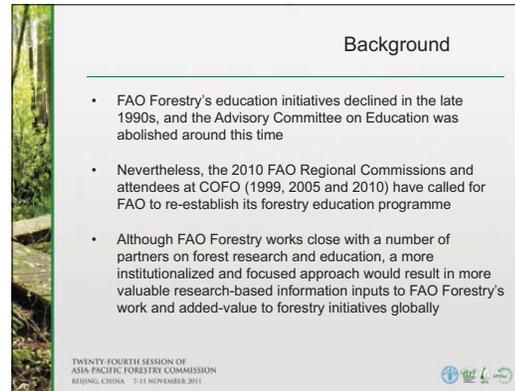
Eduardo Rojas Briales


 TWENTY-FOURTH SESSION
 OF ASIA-PACIFIC FORESTRY COMMISSION
 BEIJING, CHINA 7-11 NOVEMBER 2011

Moving forward forestry education initiatives at FAO

Eduardo Rojas-Briales
 Assistant Director General
 FAO Forestry

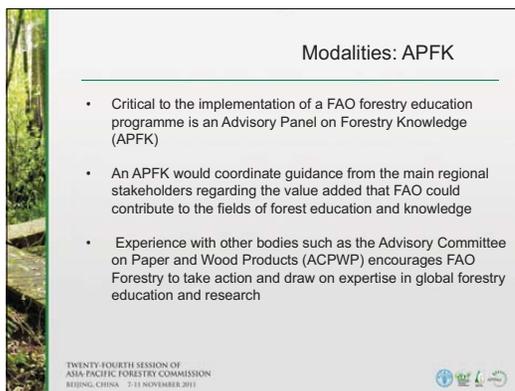



 TWENTY-FOURTH SESSION OF ASIA-PACIFIC FORESTRY COMMISSION
 BEIJING, CHINA 7-11 NOVEMBER 2011

Background

- FAO Forestry's education initiatives declined in the late 1990s, and the Advisory Committee on Education was abolished around this time
- Nevertheless, the 2010 FAO Regional Commissions and attendees at COFO (1999, 2005 and 2010) have called for FAO to re-establish its forestry education programme
- Although FAO Forestry works close with a number of partners on forest research and education, a more institutionalized and focused approach would result in more valuable research-based information inputs to FAO Forestry's work and added-value to forestry initiatives globally

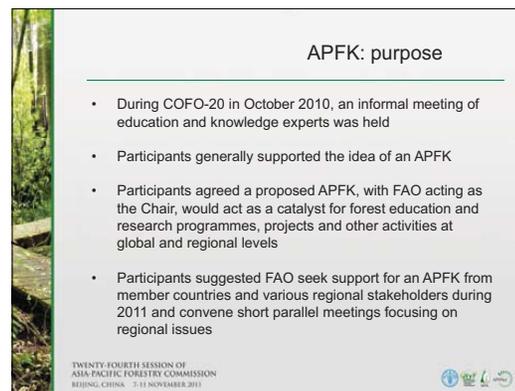



 TWENTY-FOURTH SESSION OF ASIA-PACIFIC FORESTRY COMMISSION
 BEIJING, CHINA 7-11 NOVEMBER 2011

Modalities: APFK

- Critical to the implementation of a FAO forestry education programme is an Advisory Panel on Forestry Knowledge (APFK)
- An APFK would coordinate guidance from the main regional stakeholders regarding the value added that FAO could contribute to the fields of forest education and knowledge
- Experience with other bodies such as the Advisory Committee on Paper and Wood Products (ACPWP) encourages FAO Forestry to take action and draw on expertise in global forestry education and research

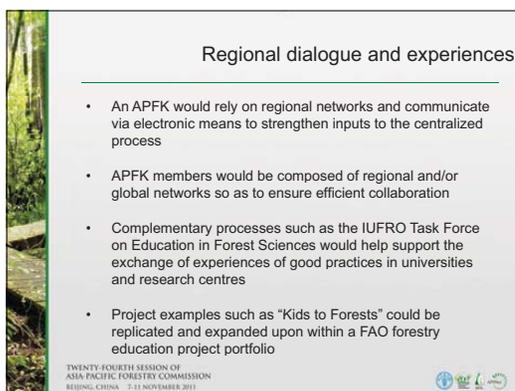



 TWENTY-FOURTH SESSION OF ASIA-PACIFIC FORESTRY COMMISSION
 BEIJING, CHINA 7-11 NOVEMBER 2011

APFK: purpose

- During COFO-20 in October 2010, an informal meeting of education and knowledge experts was held
- Participants generally supported the idea of an APFK
- Participants agreed a proposed APFK, with FAO acting as the Chair, would act as a catalyst for forest education and research programmes, projects and other activities at global and regional levels
- Participants suggested FAO seek support for an APFK from member countries and various regional stakeholders during 2011 and convene short parallel meetings focusing on regional issues

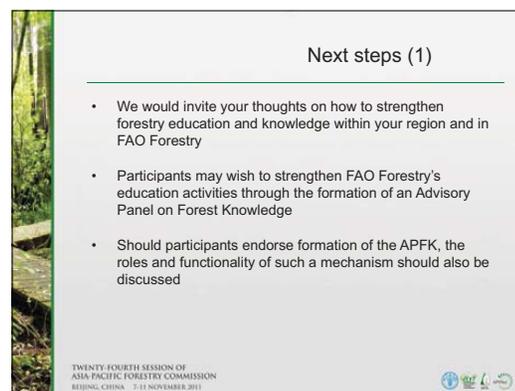



 TWENTY-FOURTH SESSION OF ASIA-PACIFIC FORESTRY COMMISSION
 BEIJING, CHINA 7-11 NOVEMBER 2011

Regional dialogue and experiences

- An APFK would rely on regional networks and communicate via electronic means to strengthen inputs to the centralized process
- APFK members would be composed of regional and/or global networks so as to ensure efficient collaboration
- Complementary processes such as the IUFRO Task Force on Education in Forest Sciences would help support the exchange of experiences of good practices in universities and research centres
- Project examples such as "Kids to Forests" could be replicated and expanded upon within a FAO forestry education project portfolio




 TWENTY-FOURTH SESSION OF ASIA-PACIFIC FORESTRY COMMISSION
 BEIJING, CHINA 7-11 NOVEMBER 2011

Next steps (1)

- We would invite your thoughts on how to strengthen forestry education and knowledge within your region and in FAO Forestry
- Participants may wish to strengthen FAO Forestry's education activities through the formation of an Advisory Panel on Forest Knowledge
- Should participants endorse formation of the APFK, the roles and functionality of such a mechanism should also be discussed





Next Steps (2)

- The potential roles of the APFK could advise FAO Forestry on:
 - Developing and conducting a forest education programme, both normative and operational;
 - Establishing a close relationship with regional and/or global forest research networks in order to channel the best available knowledge for FAO Forestry's normative and project work, implement joint projects and contribute to defining mid- and long-term research priorities;
 - Establishing an efficient mechanism to disseminate international forestry-related vacancies;
 - Strengthening regional and global networks in forest education and research
- Participants may also discuss the membership and operations of a permanent body (2 years during COFO and/or regionally at RFCs)

TWENTY-FOURTH SESSION OF
ASIA-PACIFIC FORESTRY COMMISSION
BEIJING, CHINA 7-11 NOVEMBER 2011





George Hopper

**Accreditation and Standards:
 A model for developing forestry and natural resources outstanding educational programs**
 2011

MISSISSIPPI STATE UNIVERSITY

George M. Hopper
 Dean and Director
 College of Agriculture and Life Sciences
 College of Forest Resources
 Forest and Wildlife Research Center
 Mississippi Agricultural and Forestry Experiment Station
 Mississippi State University

Past-president
 National Association of University Forestry Resources Programs

Fellow
 Society of American Foresters

MISSISSIPPI STATE UNIVERSITY

Background

In the United States, the Society of American Foresters began accrediting 4-year and 5-year educational curricula that lead to a first professional degree in forestry at the bachelor's or master's level in 1935.



MISSISSIPPI STATE UNIVERSITY

Background

The Society of American Foresters is recognized by the Council for Higher Education Accreditation, a private, nonprofit organization dedicated to strengthening higher education through strengthening accreditation.



MISSISSIPPI STATE UNIVERSITY

Background

Accreditation has three basic purposes:

- To advance academic quality
- To demonstrate accountability
- To encourage, where appropriate, scrutiny and planning for change and for needed improvement.



MISSISSIPPI STATE UNIVERSITY

Background

49 Forestry programs in the U.S. are accredited.



MISSISSIPPI STATE UNIVERSITY

Accreditation

Objectives:
 Improve the overall quality of professional forestry education through periodic program self-evaluation and peer review by qualified educators and practicing foresters;





MISSISSIPPI STATE UNIVERSITY

Accreditation

Objectives:
 Foster integrity and excellence through the development, use, and periodic revision of Standards for Accreditation in order to assess the educational environment and effectiveness of forestry programs;



MISSISSIPPI STATE UNIVERSITY

Accreditation

Objectives:
 Assure all accredited programs have

- professional standards,
- the resources to accomplish those objectives, and
- will continue to offer a quality forestry education.



MISSISSIPPI STATE UNIVERSITY

Accreditation

Six standards for accreditation

Standard 1. Forestry program mission, goals and objectives.



MISSISSIPPI STATE UNIVERSITY

Accreditation

Six standards for accreditation

Standard 2. Curriculum

- Ecology and Biology
- Measurement of Forest Resources
- Management of Forest Resources
- Forest Resource Policy, Economics, and Administration



MISSISSIPPI STATE UNIVERSITY

Accreditation

Six standards for accreditation

Standard 3. Forestry program organization and administration



MISSISSIPPI STATE UNIVERSITY

Accreditation

Six standards for accreditation

Standard 4. Faculty





MISSISSIPPI STATE UNIVERSITY

Accreditation

Six standards for accreditation

Standard 5. Students



MISSISSIPPI STATE UNIVERSITY

Accreditation

Six standards for accreditation

Standard 6. Parent institution support



MISSISSIPPI STATE UNIVERSITY

Accreditation

1. Self-Evaluation
 - Self-study, evaluation and report
 - On-site team review
 - National committee review
2. On-site visit



MISSISSIPPI STATE UNIVERSITY

Outcomes

Are students prepared to serve in leadership roles?



MISSISSIPPI STATE UNIVERSITY

Outcomes and Assessments

- 5 year post graduation alumni surveys
- 5 year post graduation employer surveys
- Ability to pass national and/or state board exams.
- Capstone course completion.



MISSISSIPPI STATE UNIVERSITY

Other Accreditation Programs

- Society of Wood Science and Technology
- Accreditation Board for Engineering and Technology
- National Recreation and Park Association





Hosny El Lakany

Promoting Forestry Education: Global, Regional and Local Partnerships

Hosny El Lakany,
Chair, International Partnership for Forestry
Education.

Deans of Forestry Schools meeting,
Beijing Nov. 2011

10/04/2012

1

Contemporary Forestry Practice

- Besides local and national interests, moving regionally and globally.
- Driven by national and global environmental agendas (currently designed, driven and negotiated with little input from forestry).
- Indirect roles of forest sector in global development and economic agendas, (e.g. Food insecurity and Green Economy).

10/04/2012

2

Changes in Forestry practice driven by:

- Emphasis on forests and climate change.
- Strengthening roles and rights of indigenous peoples and forest communities; major forest tenure reform.
- Aggressive programs for REDD+, afforestation, reforestation and restoration of degraded lands (ARRDL).
- Opening up to global forest products markets and liberalization of wood import policies.

10/04/2012

3

Contemporary Forestry Education

- Imbalance in forestry curricula leading to graduates with disproportionate mix of skills.
- Failure to treat Forestry education as an interdisciplinary field,
- Lack of solid comprehensive science base for managing forests for their economic, environmental and social values simultaneously,
- Weak linkage between forestry education and future forestry practice.

10/04/2012

4

- No one single education institute has the financial and human resources to cover all these issues in its Forestry curriculum,
- **Partnerships** is the answer

10/04/2012

5

Forestry schools need to inter into partnerships with all concerned to:

1. Promote institutional innovations: Restructure curricula, teaching material and delivery approaches.
2. Integrate Forestry into various natural resources management subjects, without losing its identity.
3. Internationalization of curricula and teaching staff.

10/04/2012

6



4. Increase collaboration with other sectors (e.g. Agriculture, Energy,,,,) .
5. Expand the range of professional options for graduates. Prepare students for regional and international jobs.
6. Support student and faculty mobility, joint programming and joint degrees.
7. Facilitate capacity building for teaching staff.

10/04/2012

7

8. Support joint regional and international research.
9. Introduce Continuing Education for mid-career foresters for regional and global issues. (Example: International Forestry Masters Programme at UBC).
10. Join and support *Agents of Change*: (networks, e.g. IPFE and Forestry Colleges Dean Mechanism FCDM/AP)

10/04/2012

8

International Partnership for Forestry Education



10/04/2012

9



A global partnership and a network to share information, experiences, resources and skills regarding forestry and its allied fields.

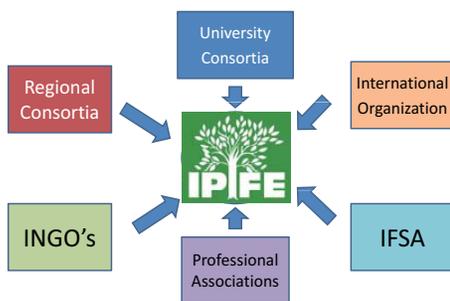
Mission:

Helping forestry institutions meet societies' needs, through facilitating forestry educators' and students' engagement with relevant knowledge and understanding among each other, and with society.

www.ipfe.fi

10

IPFE Partners



10/04/2012

11

IPFE Secretariat:

- Faculty of Forestry, UBC and
- University of Eastern Finland, Joensuu.
- Contact: www.ipfe.fi

10/04/2012

12



John Innes

Introduction to the priorities and the programs proposed within the Forestry College Dean's Meeting mechanism

Second Forestry College Deans Meeting in the Asia-Pacific Region
11 November 2011

Objectives (reminder)

- To improve the quality of forestry education and enhance Sustainable Forest Management throughout the region
- To enhance collaboration among forestry education institutions, encourage reforms in forestry education and improve the ability to implement SFM in the region

Preparatory Project

- SWOT analysis (strengths, weaknesses, opportunities and threats) – questionnaire to all participating universities/networks in the region
- Complete by April 1, 2012
- Identify areas for possible collaborative projects
- Roadmap for the next 5 years

Examples of Potential Projects

- Development of a core curriculum and core courses for SFM
- Development of new textbooks and teaching materials
- Development of materials for alternative delivery methods (e.g., internet-based courses)
- Exchange programs for Faculty members and students
- Development of field-based courses open to multiple universities
- Accreditation and/or bilateral benchmarking
- Forestry Education Portal

Projects

- These are NOT competitive research projects
- The projects are intended to combine the experience and knowledge of existing universities to improve the quality of forestry education throughout the region

Project process

- The Steering Committee will prioritize the topics (at request of APFNet) and will identify the teams undertaking the projects, ensuring equitability and inclusiveness (no single university can dominate)
- The Steering Committee will submit the proposals on behalf of the Deans Meeting Mechanism – helping to ensure that the proposals are as strong as possible



Key Dates

- **January 1, 2012: Preparatory study questionnaire to universities**
- **March 1, 2012: Return of questionnaires**
- **April 1, 2012: Completion of preparatory study**
- **June 1, 2012: Proposals submitted to the Steering Committee**
- **June 30, 2012: Submission of proposals to APF-Net**



Global Forestry Education and Sustainable Forestry Management in a Changing World

John Innes
 Faculty of Forestry
 University of British Columbia

Changing Forestry

Former Forestry	Today's Forestry
Sustained yield	Sustainable ecosystems
Focus on cheap commodity products	Focus on value-added and 'smart' products
Focus on timber products	Focus on the needs of people

Changing Forestry

Former Forestry	Today's Forestry
Based on Newtonian economics	Based on post-Newtonian economics
Based on natural sciences	Based on social and natural sciences
Focus on western experimental science	Recognition and use of multiple scientific systems (including TEK)

Changing Forestry

Former Forestry	Today's Forestry
Policy dominated by powerful stakeholders (industry)	Policy dominated by needs of disenfranchised
Focus on industrial logging concessions	Focus on community-based approaches
Top-down control of decisions	Participatory decision-making

Post-Newtonian forestry

- "Forests become less important as a source of products and more important as source of services – e.g., watershed protection, biodiversity conservation, and carbon sequestration"
- "Cultural, environmental and aesthetic values gain primacy"

Nair (2004)

Forests for people

- (Agro)forestry, food security and livelihoods
- Forests, trees and human health
- Recreation and eco-tourism
- Urban forestry



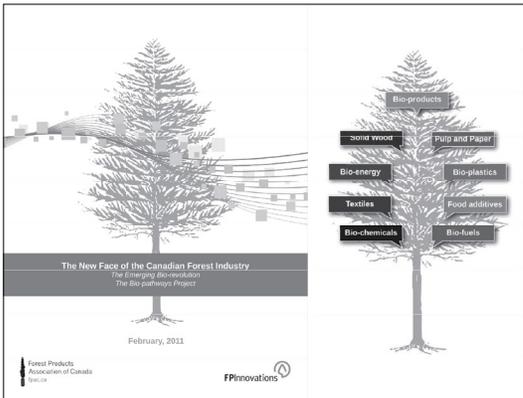
Climate change and forestry

- Climate change impacts on forest ecosystems and forest-dependent people
- Options for adaptation and trade-offs between adaptation, conservation and/or socio-cultural needs
- Reducing emissions from deforestation and forest degradation (REDD+)



Bioenergy and the forest products industry

- Resource competition (bioenergy, fibre, traditional forest products) and cascades of use, including environmental and social impacts
- 'Eco-efficiency' of forest bioenergy production systems and technologies
- Marketing of bioenergy and economic impacts



Forest biodiversity conservation

- Impacts and effects of biodiversity loss at various levels, including forest ecosystem resilience
- Landscape-level strategies for biodiversity conservation (including fragmentation, conflicting land uses, role of plantations for biodiversity conservation)
- Ecosystem services of forest biodiversity



Forest and water interactions

- Effects of land-use and land-cover change on watershed hydrology
- Forest and water interactions under conditions of climate change, and response options
- Region-specific interactions of forests and water (including water consumption by forest plantations)



Forest policy

- Certification
- Global forest convention
- International payments for ecosystem services
- Governance, including corruption and illegal logging





Resources for the future

- Trends in demand for innovative forest products, ecosystem goods and services and conflicting needs
- Dealing with environmental debt
- Globalization and changes in governance systems



The future forester

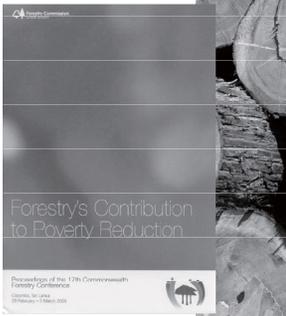
Working in a world with

- Zero deforestation
- Zero waste
- Zero ecosystem degradation from forestry
- A carbon positive industry
- An interactive public



Changes in research

Research that Matters



Changes in Education

- Loss of forestry students and forestry schools
- Development of institutions such as "Schools of the Environment"
- Reluctance to acknowledge change in the basic nature of forestry (rising role of social science)
- Tendency to 're-package' rather than 're-write'
- Failure to recognize some of the key issues



Strengthening linkages

- Important to recognize the roles of different types of institution
- Needs effective leadership, good communication and a mandate (and ability) to negotiate solutions
- Deeper partnerships between universities and colleges could be really beneficial



The future of forestry education

- Some universities and colleges will give up
- New players will emerge
- Cooperation will intensify
- Mobility will increase
- New course delivery mechanisms will emerge





A way forward?

- A new vision for forests exists, but it is largely outside 'old forestry'
- Foresters and forestry need to be more relevant
- There is a need to move beyond traditional disciplinary confines



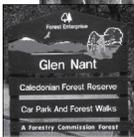
A way forward?

- Move from a sunset to a sunrise sector
- Create new types of forestry experts that can deal with people, as well as with forests
- Future forest products specialists may be molecular biologists and chemical engineers



Conclusions

- Rapid change in the nature of forestry has occurred and will continue
- Many in the sector have failed to recognize the extent of these changes
- In a post-industrial system, our existing knowledge systems, institutions and practices will be continuously challenged





Liu Junchang



Forestry Education in China

issues, challenges and opportunities

- 刘俊昌, 博士, 教授
- 北京林业大学国际交流与合作处
- Dr & Professor . Junchang Liu
- Director of International Relation Office
Beijing Forestry University




Contents

- 1 Introduction to Forestry Education in China
中国林业教育概况
- 2 Opportunities and Challenges
机遇和挑战
- 3 Vision into the future especial
展望




Part I 中国林业教育概况

Introduction to Forestry Education in China

1. Scale and Layout 规模与布局

- 6 Independent Forestry Universities, 1 Forest Police College, as well as many forestry colleges or related-forestry majors established in other universities, colleges and secondary vocational schools.
独立设置的高等林业院校6所, 森林警察学院1所, 一大批高等院校和中等职业学校设有林学院或涉林专业
- About 128,000 students of forestry science in all forestry education institutions.
在校林科专业本专科(含高职)学生数为12.8万人;
- 75 forestry education institutions are offering graduate student training, and about 13,000 graduate students for master or doctor degree.
开展涉林研究生教育的单位75个, 在校林业学科研究生1.3万人



Part I 中国林业教育概况

Introduction to Forestry Education in China

2. History and layout of main forestry education institutions

主要林业高校的发展历史和布局



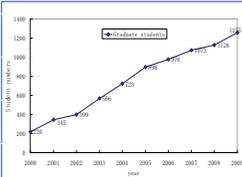
- School of Forestry in Hebei agriculture University (1952)
- School of Forestry in Inner Mongolia agriculture University (1952)
- School of Forestry in Northwest A & F University (1979)
- Southwest Forestry University (1973)
- Central South Univ. of Forestry S & T (1958)
- Northeast Forestry University (1952)
- School of Forestry in Belhus University (1952)
- Beijing Forestry University (1952)
- Nanjing Forestry University (1952)
- Zhejiang A & F University (1958)
- School of Forestry in Fujian A & F University (1958)



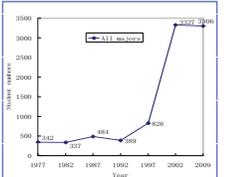
Part I 中国林业教育概况

Introduction to Forestry Education in China

3. Rapid development in scale (BJFU as example) 规模快速发展



Annual enrollments of graduate students in all majors from 2000 to 2009 in BJFU



Annual enrollments of undergraduate student from 1997 to 2009 in BJFU



Part I 中国林业教育概况

Introduction to Forestry Education in China

4. Reform of Educational Administration System

林业教育管理体制改革

- Prior to 2000, Ministry of Forestry supervised BJFU, NEFU, NJFU, CSFC, SWFC, NWFC.
2000年前, 原林业部主管北林大, 东北林大, 南林大, 中南林, 西南林, 西北林
- After 2000, Ministry of Education (MOE) only supervised BJFU and NEFU, while other forestry universities were managed directly by local governments.
2000年后, 教育部主管北林大和东北林大; 其它林业院校划归地方政府主管



北京林业大学 Part II 机遇和挑战
 Opportunities & Challenges

1. Opportunities 机遇

1.1 National Development Opportunity 国家发展机遇
Chinese Government grant forestry unprecedented status
 中国政府给予林业前所未有的地位

- Important role in sustainable development strategy
- Leading role in ecological civilization construction
- Fundamental role in overall development of the western regions
- Irreplaceable role in responding to climate change

林业在贯彻可持续发展战略中具有重要地位，在生态建设中具有首要地位，在西部大开发中具有基础地位，在应对气候变化中具有特殊地位

1.2 Education Opportunity 教育机遇

- The budget for education in 2012 will account for 4% of GDP

2012年财政性教育经费支出将占国内生产总值比重达到4%。

- Extending roles of higher education: Talent Cultivation, Scientific Researches, Social Services + Inheritance and Innovation of Culture

拓展高等教育的功能

北京林业大学 Part II 机遇和挑战
 Opportunities & Challenges

2. Challenges 挑战

2.1 Multi-disciplinary development of forestry institutions leads to the decreasing scale of forestry subjects
 林业高校办学多科化，林业学科及专业设置所占比重小

2.2 Even Fewer graduates work on forestry resulting in a lowered employment in forestry
 毕业生干林业的人更少，学以致用的就业率下降

2.3 Reform of educational method and pattern supported by modern IT---- serious impact or promotion by online courses /net courses
 现代信息技术支撑下的教学方法与模式的变革----网络课程的冲击或促进

北京林业大学 Part II 机遇和挑战
 Opportunities & Challenges

2.6 According to statistics, as fertility declines, competition for student candidates would intensify in the college entrance examination.

根据统计，由于人口出生率的下降，高考生源竞争将不断加剧。

- After the student candidates reached top number of 10.5 million for national entrance examination in 2008, it initiate the overall decline, this situation will likely last until around 2020.

全国高考生源在2008年到达历史最高人数1050万后，开始全面下降，这一态势将可能延续至2020年前后。

- While consecutive three years, numbers of study abroad grew 24.4%, 27.5% and 24.1% respectively, especially to high school graduates.

连续三年来，出国留学人数分别增长了24.4%，27.5%，24.1%，尤其是高中毕业生。

北京林业大学 Part III 展望
 Vision into the future

1. Institutions level 学校层面

Concentration on the development of high-end professional universities---- Focus on characteristic schooling, avoid the homogenization, balance relation between features and advantages
 注重高水平行业特色型大学----坚持办学特色，避免同质化，处理好特色与优势的关系

2. National level 国家层面

2.1 Enhanced investment in professional degree for masters and doctors
 大力发展专业学位（包括硕士和博士）

2.2 Promote cooperation in talent training, such as school-school, school-enterprise, and school-research institutes
 大力促进合作办学，如学校之间，校企之间，学研之间

北京林业大学 Part III 展望
 Vision into the future

3. International Cooperation

3.1 Strengthening of international or regional cooperation are the driving trend of higher forestry education
 加强国际或区域合作是高等林业教育的强劲趋势




The 1st and 2nd International Symposium on Forestry Education in BJFU 2008 and UBC 2010 respectively

北京林业大学 Part III 展望
 Vision into the future

首次亚太地区林业院校/校长联席会议
 First Joint Meeting for Forestry College Deans in Asia-Pacific Region, Beijing, July 2010





 **北京林业大学**

Part III 展望
Vision into the future

3.2 Strategies for the internationalization of China's Forestry Higher Education
中国林业高等教育国际化策略

① OUTGOING---- mutual complementation with developed countries, vigorous promotion for exchange programs and joint education programs in talent cultivation
 派出:与发达国家优势互补, 积极推进校际交流与合作办学, 实现人才培养国际化

例: 北林大与MSU开展草坪管理本科双学位项目, 与UBC开展木材加工、生物科学本科2+2双学位项目, 与德国德累斯顿工业大学联合培养专业硕士研究生
 e.g. BJFU implementing

- Dual Bachelor Degree Program of Turfgrass Management with MSU, USA
- 2+2 Dual Bachelor Degree Program of Biological Science and Wood Processing with UBC, Canada
- Joint professional Master program with Dresden University of Technology, Germany



 **北京林业大学**

Part III 展望
Vision into the future

② INCOMING---- strengthened cooperation with partner universities in other countries, mutually promoting talent cultivation
 引入:深化与其他国家兄弟院校合作, 共同推进人才培养的国际化

- Provide government scholarships 提供政府奖学金
- Chinese Government Scholarship 中国政府奖学金
- Beijing Municipal Government Scholarship 北京市政府奖学金
- 设立NGO的奖学金, 如APFNet
- Scholarship sponsored by NGOs – APFNet Scholarship



 **北京林业大学**

Thank you!

Broader and brighter international cooperation





Luo Youqing

The Framework of the Forestry College Deans Meeting Mechanism in the Asia-Pacific Region

Dr. Youqing Luo
 >Vice president, Beijing Forestry University
 >Secretary General, China Education Association of Forestry
 November 11, 2011

Content	
1	Background
2	Mission
3	Objectives
4	Tasks
5	Organization structure
6	Membership development
7	Fundraising Mechanism
8	Operation

1. Background

SFM in the Asia-Pacific region are facing mounting challenges

Countries with large net changes in forest area 2000-2005

© FAO 2006

1. Background

Governments in the region agreed:
 Establishing APFnet (Asia-Pacific Network for Sustainable Forest Management and Rehabilitation) in 2007

First APEC meeting of Ministers Responsible for Forestry in Beijing this year, insuring to deepening cooperation in the forestry.

1. Background

Forestry College Deans Meeting Mechanism (FCDMM)

- The FCDMM-APR is the outcome of the first Forest College Deans Meeting in the Asia-Pacific region held on July 21-23, 2010 in Beijing.
- The meeting provides an opportunity for leaders of forestry education in the region to seek collaborative actions, apply innovative SFM theory and technology into the classroom.
- Beijing Forestry University (BJFU) was delegated to develop the mechanism with other forestry education institutions, education networks, and NGOs
- A steering committee has initially been set up to guide this work.





1. Background



Participants of the meeting visited BJFU

2. Mission

Mission of FCDMM-APR

- Promoting the forestry education in the region by strengthening the cooperation
- Taking collaborative actions to contribute the sustainable forestry management in the region.



3. Objectives

Objectives of FCDMM

- Working with as many partners as possible to build a platform for promoting strong collaborations in SFM education in the APR.
- Promoting innovation and reform process in forestry education in the region and share the education resources/achievements.
- Improving the overall capacity in SFM in the region.

4. Tasks

- Developing a model for training next-generation foresters who would be able to apply SFM knowledge into forestry management practices;
- Identifying the key problems and issues of regional forestry education, which require us to work on and further increase the overall education level in the Asia-Pacific Region;
- Seeking cooperation areas with common interest in the region towards SFM, and planning the collaboration programs;

5. Organization structure

1. Steering Committee (SC)
2. Coordination Office (CO)

Steering committee

- A SC has been established as a decision making body to oversee the operation of the mechanism. All decisions will be based on consensus of the SC.
- At current stage, Prof. Youqing Luo in Beijing Forestry University, China and Prof. John Innes in University of British Columbia, Canada are recommended as the chair and co-chair of the SC.



Steering committee

- The members of SC shall be recommended and approved in this meeting.
- The committee meeting is set to be held every year or every two years.

Steering committee

The list of recommended members of SC:

- **Dr. Bambang Saharjo**, Dean, Faculty of Forestry, Bogor Agricultural University, IPB, Indonesia
- **Dr. Chris Weston**, Deputy Director of Forestry and Ecosystem Science, University of Melbourne, Australia
- **Dr. Do Anh Tuan**, Deputy Dean, College of Forestry, Forestry University of Vietnam, Vietnam
- **Dr. Faridah Hanum Ibrahim**, Dean, Faculty of Forestry, Putra University of Malaysia, Malaysia
- **Dr. George Hopper**, Dean, College of Forest Resources, Mississippi state university, USA
- **Dr. Keshab Datt Awasthi**, Dean, Institute of Forestry, Nepal
- **Dr. John Innes**, Dean, Faculty of Forestry, University of British Columbia, Canada
- **Dr. Rex Cruz**, Dean, College of Forestry and Natural Resources, University of Philippines, Los Baños, Philippines
- **Dr. Youqing Luo**, Vice President, BJFU, China

Steering committee

The functions of the SC:

- To review and make recommendation on the adoption or modification of its strategic plan, policies and procedures;
- To approve its own regulations and rules;
- To facilitate the membership development and partnership exploration;
- To fundraise for the potential programs;
- To identify the priorities for mechanism engagement and program development;
- To guide and direct the implementation of its programs;
- To fulfil any other functions conducive to the achievement of the objectives of FCDMM-APR.

Steering committee

Composition of the SC:

- Representatives from 6-8 forestry universities in Asia-Pacific region;
- One/two representatives from inter-governmental organizations/NGOs being engaged in forestry education;
- One representative from prominent institutes providing the vocational training in forestry;
- The composition of SC should be not fixed, is expected to change every term.
- Chair and co-chair of the SC should be recommended from members of SC with a term of 3 years.

Coordination Office

- A CO has been set up to implement the decisions made by the SC and manage the daily work in the mechanism as well as assist coordination and communication among the members in accordance with the main missions of the mechanism.
- Beijing Forestry University will host the CO and appoint one coordinator responsible for daily operation of the Office.

6. Membership development

- FCDMM-APR is open to all forestry universities, forest colleges, and training centers/institutions in the region, as well as international organizations /NGO who are engaged in promoting the forestry education.



7. Fundraising Mechanism

- APFNet will provide the seed grant to support the establishment and operation of the mechanism.
- The mechanism will also seek financial support from other institutions/organizations to facilitate projects development.
- Relevant universities engaged in the mechanism could contribute in cash or in-kind by providing necessary technical support and teaching facilities.

8. Operation

- To avoid high transaction costs and maximize efficiency, regular meetings will be conducted over electronic means such as email and internet video conference calls.
- Each member university shall appoint a liaison person to facilitate the efficient operation of the mechanism.
- The committee members will get together in line with regular Forest College Deans Meeting.
- If necessary, the chair of the SC could organize special meeting to deal with the pressing issues.

Working together

- **Suggestions are highly welcomed**
- **Our contact information**
 - **Coordination office** of FCDMM-APR
International Cooperation Office
Beijing Forestry University
Haidian District, Beijing 100083, China
 - Email: fcdmm2010@gmail.com
 - Tel: (86 10) 62338095
 - Fax: (86 10) 62310316
 - Contact person: Dr. Junchang Liu

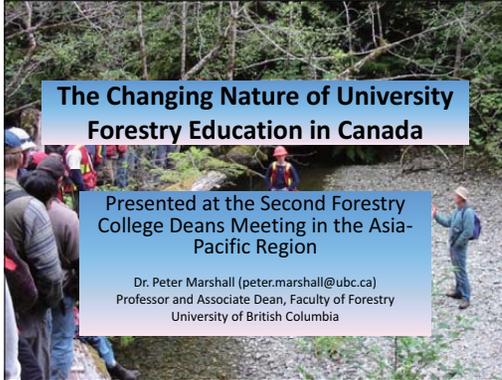
November 11, 2011

2011-11-11

Thank you !



Peter Marshall



Outline

- Introduction to university forestry education in Canada
- Factors contributing to change in Canadian university forestry programs
- Responses to these factors
- Final comments

Introduction

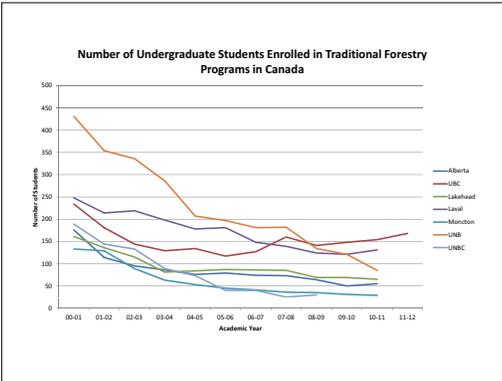
Universities in Canada with Forestry Programs

- 8 universities with forestry programs
- 2 are French language (U. Munciton and U. Laval)
- 5 are English language and have an undergraduate forestry program (U. New Brunswick, Lakehead U., U. Alberta, U. Northern British Columbia, and U. British Columbia)
- 1 does not have an accredited undergraduate program in forestry (U. Toronto)

Factors Contributing to Changes in Forestry Education in Canada

- Forestry education is very different today than when I was an undergraduate forestry student almost 40 years ago.
- One would hope that this would be so -- healthy curricula, and the institutions that offer that curricula, should evolve through time.
- The pace of change over the last decade or so has been quite rapid.
- The factors driving the changes are probably no different in Canada than they are in many other countries.
- These factors include:
 - 1) Changes in knowledge;
 - 2) Changes in society and societal expectations; and
 - 3) Declines in enrolment in traditional undergraduate forestry programs.

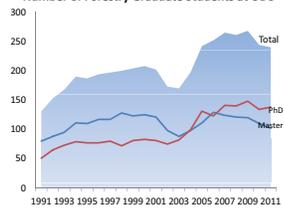
Adapt or Perish!
 (or perhaps worse, become irrelevant)





- Fortunately, similar declines were not seen among graduate student populations in most Canadian University forestry programs.
- Numbers of graduate students driven more by the number of faculty members and research dollars available than the factors affecting undergraduate students.

Number of Forestry Graduate Students at UBC



- For the remainder of this presentation, I will focus primarily on undergraduate education.

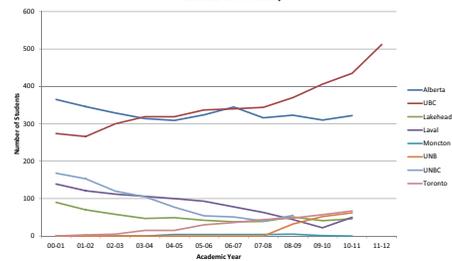
Response 1: Recruit

- When enrolment numbers began to drop, most Canadian forestry programs ramped up attempts at recruitment.
- My conclusion was that direct recruitment out of domestic secondary schools was expensive and ineffective, at least at the level that we could afford to do it.
- It is more efficient to put resources into interesting and informative websites and in answering queries from potential students.

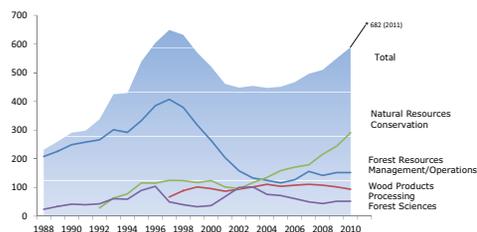
Response 2: Diversify program offerings

- The larger units that offered Forestry programs (like UBC) already offered a few other programs as alternatives to traditional forestry programs before student numbers in traditional programs began to decline.
- If these programs are synergistic with traditional forestry programs (e.g., share a number of courses, take advantage of existing professorial expertise) they would strengthen the overall enterprise.
- Of the various alternative programs that could be offered, environmental science or natural resources conservation programs seemed to be the most attractive to potential students.
- This has proven quite successful for University of Alberta and UBC who already had such programs going back to the 1990s.

Number of Undergraduate Students Registered in Programs Related to Forestry

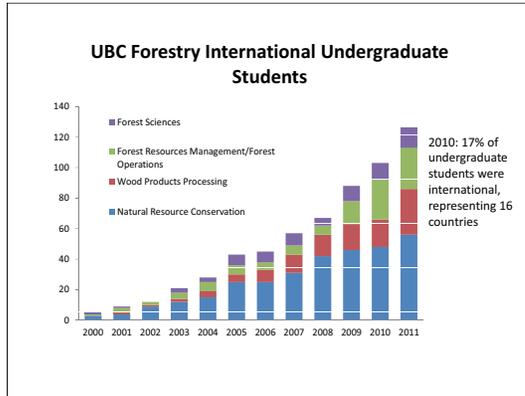


UBC Forestry Undergraduate Enrolment



Response 3: Diversify student population

- Declining numbers of domestic students create room for more international students.
- The larger, more highly internationally regarded universities have had more success with attracting international students than the smaller universities.
- You must be able to offer relevant programs and program content that would be of interest to an international audience.
- At UBC, we use university-level international recruiters, our own international recruiter (who focuses mainly on the western United States), and partnerships with other universities (e.g., 2 + 2 programs with a few Chinese universities) to help bring in students.



Response 4: Modify Forestry Program Content

- Traditional university forestry programs in Canada are accredited by the Canadian Forestry Accreditation Board.
- At the urging of the universities, the standards against which programs accredited were changed.
- The process of making this change took several years.
- The former standards were content-based and prescriptive. They were of a magnitude that universities complained that there was little room for flexibility if their programs were to meet the standards.
- The new standards are competency-based and designed to encourage flexibility in delivery. The thought is that programs can deliver on these competencies in as little as two of the four years of our standard bachelor programs.

- Some of the universities have responded by offering newly designed programs or adding additional options to existing programs.
- For example, at UBC we have added a community and aboriginal forestry stream to our Forest Resources Management major, along with a generalist stream and we may well add additional streams over the next several years.

Response 5: Interact more fully with other units on the university.

- This interaction can take a variety of forms, many of which are being actively used by Canadian programs:
 1. Teach courses offered by other units;
e.g., our professors teach courses in Chemistry, Math, and Biology.
 2. Offer courses designed or modified for students in other units;
e.g., we teach a new course in "Visualizing Climate Change" designed for students from other units on campus and we have modified one of the courses we teach in "Conservation Biology" so that it is accessible to students in biology.
 3. Offer courses that are cross-listed with other units;
e.g., one of our courses in plant physiology is cross-listed with the Faculties of Land and Food Systems (Agriculture) and Science.

Response 6: Expand to include course-based Masters programs

- Course-based Masters programs in forestry-related subjects are currently offered by a few of the Canadian universities.
- UBC will be the first to offer such a program designed to meet the accreditation standards of the Canadian Forestry Accreditation Board.
- We will begin offering this program (Masters in Sustainable Forest Management) in September of 2012 and we intend to follow it with a course-based masters program in international forestry (Masters in International Forestry) in September 2013.

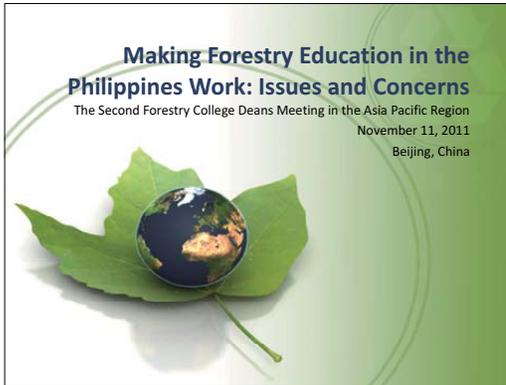
Final Comments

- All programs need to continually evolve to remain relevant.
- Change is difficult and often resisted. The positive aspect of declining enrolment is that it has provided a catalyst for change in forestry curricula in Canada.
- Our challenge is to maintain the evolution once the threat posed by declining enrolment has passed.
- There are some signs that this may be starting to occur.





Rex Cruz



Increasing Number of Forestry Schools

- 35 in 1987
- 97 in 2010
- One national university

Decreasing Enrolment

- 9,037 in 2000
- 5,529 in 2010
- 20% of licensure examinees pass yearly
- Less than 10 schools have at least 10 successful examinees

Quality of Graduates

Year	Total Number of Examinees	Total Number of Passers	Passing Rate (%)
2011	374	163	44
2010	359	151	42
2009	378	140	37
2008	379	194	52
2007	504	199	40
2006	535	214	40
2005	561	197	35
2004	540	189	35
2003	686	231	34
2002	797	235	30

Insufficient Government Subsidy

Education

- 500 M USD for all public colleges and universities
- 125 M USD for the national university (7 campuses of University of the Philippines)
- Less than 5 M USD for college of forestry

Insufficient Government Subsidy

Research

- Philippines spends only 0.20 percent of its GDP for R&D – 30% from government sector and 70% from private sector
- Other developing countries spend at least 1% of its GDP (UNESCO)



Insufficient Government Subsidy

Research

- Philippines has only 164 R&D personnel for every one million Filipinos (UNESCO)
- Other developing countries have 380 R&D personnel for every one million people

Interventions

Partnership and collaboration amongst forestry schools

- Philippine Forestry Education Network with 28 member schools
- Yearly meetings and forums
- Joint research and development programs
- Standardization of core courses
- Policy advocacy (e.g., professionalization of government positions related to forestry)

Interventions

Continuing education program for professionals

- On demand degree program offerings (e.g., customized for government professionals and private organizations)
- Open university programs
- Special training courses

Interventions

Reengineering and enriching curricular programs with focus on

- Developing critical thinking and communication ability
- Multidisciplinary programs
- Multiple skills development
- Strengthening spirit of nationalism and public service

Interventions

Forging partnership with private sector

- Developing learning laboratories (e.g., network of field research facilities nationwide)
- Supporting needy but deserving students
- Providing opportunities for internships

Interventions

Providing incentives to top high school graduates

- More liberal admission in favor of honor high school graduates
- Scholarship grants
- Honors program for selected students



Interventions

Forging partnerships with forestry schools abroad

- Research collaboration
- Equipment loan and sharing
- Exchange student and faculty programs

Interventions

Prioritizing Support for Selected Few Forestry Schools

- Political will to phase out non viable programs
- Alternative programs

Interventions

Improvement of Preparatory Education

- Political will to lengthen secondary education programs
- Integrate basic forestry topics in elementary and secondary programs



Thank you and see you in the Philippines!

