A GLOBAL ASSESSMENT OF FOREST EDUCATION – PRELIMINARY FINDINGS

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Food and Agriculture Organization of the United Nations
ITTO
IUFRO
GLOBAL SURVEY ON FOREST EDUCATION

Aims of the Study

Aim 1: An inventory of ongoing activities, key actors, objectives and achievements on all levels of forest education.

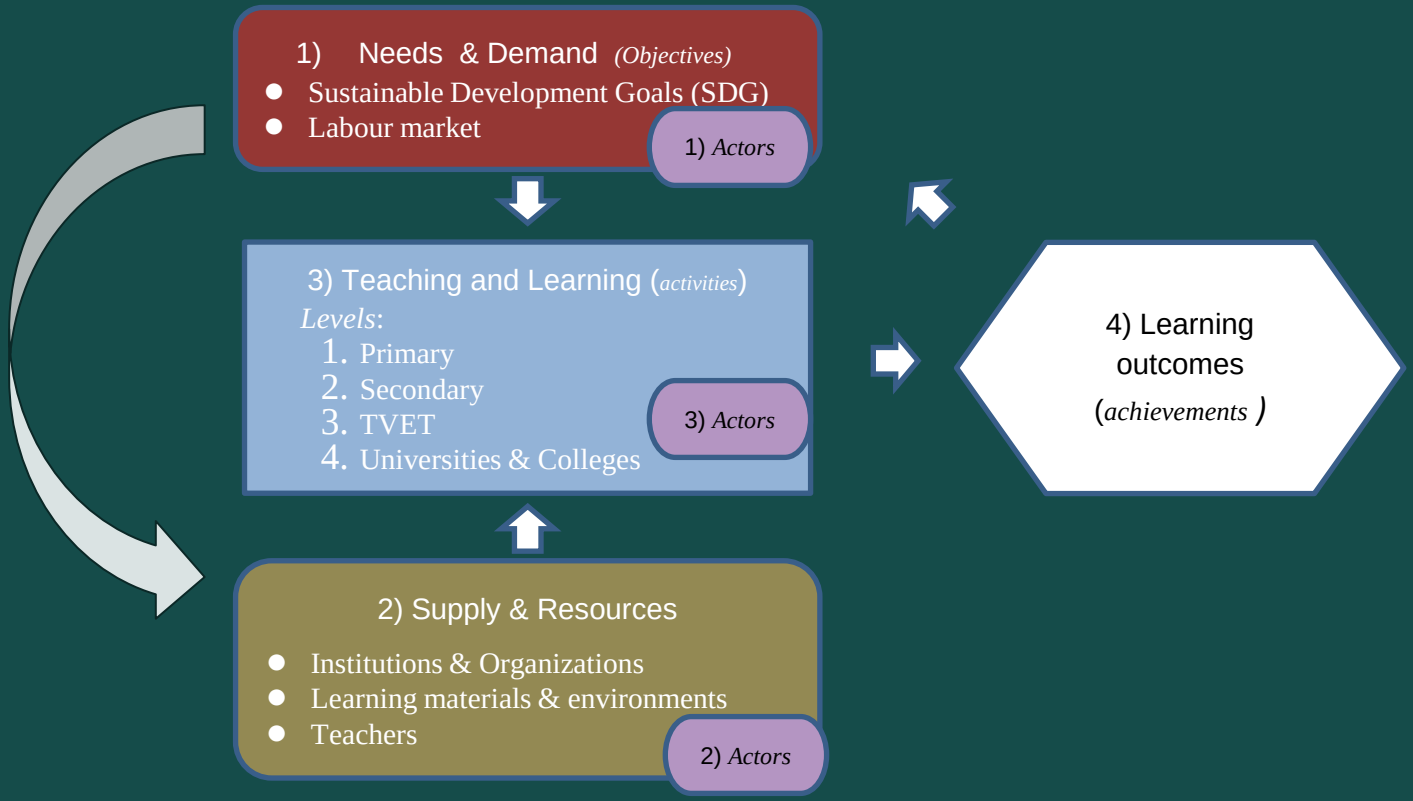
Aim 2: New options for activities in addressing gaps in forest education

Concept of Forest Education

FOREST EDUCATION here is related to FORESTS, TREES OUTSIDE FORESTS, AND OTHER WOODED LAND (i.e., natural forests, forest plantations, woodlands, agroforestry systems and urban forests).

It includes education delivered through programmes of forestry and forest sciences **(including wood science and technology)** as well as programmes of broader scope, (e.g., natural resource management, environmental sciences).

Study Framework



Methods and Data

- Online Global Survey (Webropol), July-October 2020
- Professionals, n=939
- Teachers and educational leaders, n=968
- University and college students, n=805
- Total n=2,712

Major Subjects Covered

1. Primary and Secondary Education
2. TVET and University/College Education

1. Primary and Secondary Education

- Education content and competencies
- Teaching approaches
- Educational resources and policy
- Readiness for next level (secondary education only)

2. TVET and University/College Education

- Education content and competencies
- Educational resources and policy
- Workplace readiness and employability
- Digital readiness
- General developments and trends

Preliminary results

Primary education (age 5-12) preliminary results

*” Increased knowledge or interest in forests from the **teachers**. Many have good intentions but are simply uneducated and don't have the time or resources to correct this.”*

A respondent from professional sub-sample

Primary level

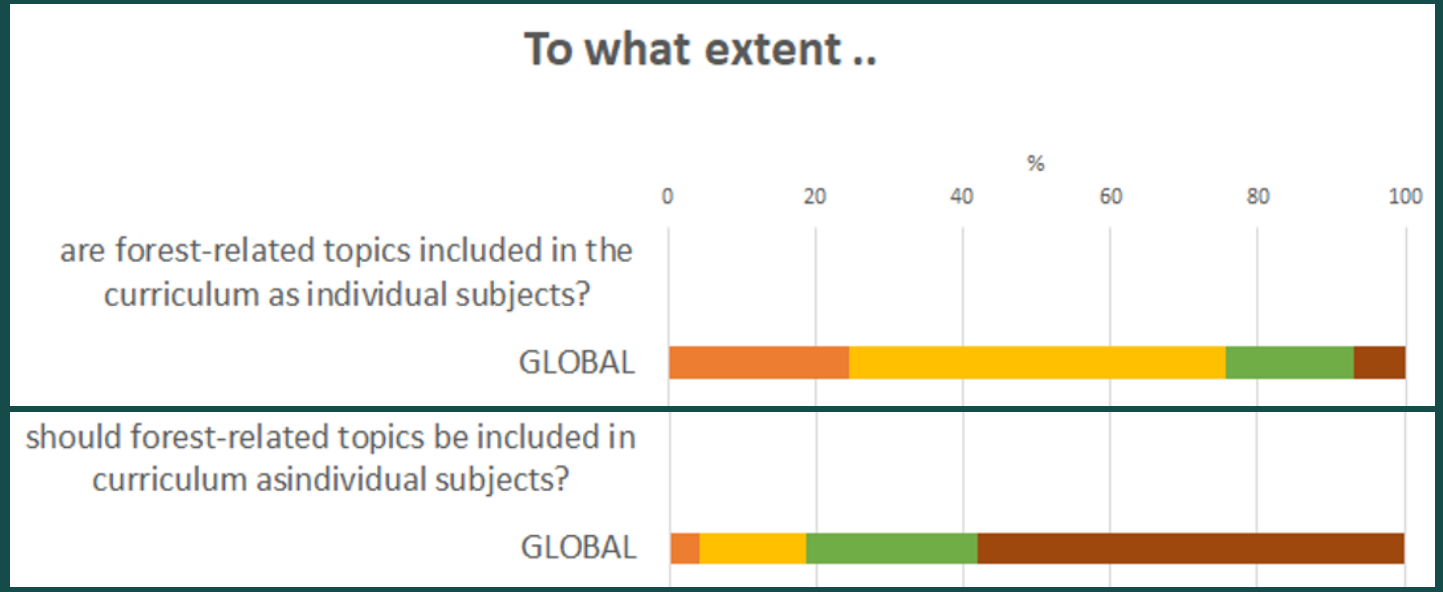
- The least covered topics across all regions
- Cultural and social value of forests and trees
- Traditional knowledge and rights of forest communities
- The contribution of forests and trees to local people
- The highest on average global coverage scores
- Plants and animals that live in or around forests
- Respect for forests and nature.

Secondary education (age 13-19) preliminary results

" Show them how forests and forest management can address many of the global issues they face and care about."

A respondent from professional sub-sample

Secondary level



not at all | to a limited extent | moderately | very much

Preliminary results
Primary and secondary level

Main action items needed:

Curricula revision

More out-of school interactions:

”Exkursion, Exkursion, Exkursion”

” Visitar Industrias de uso de la madera, generadores de empleo y bienes”

Teachers’ training

Technical and Vocational Education and Training (TVET): preliminary results

” Améliorer les programmes d'enseignement, La volonté politique à faire de la foresterie une priorité du gouvernement; Le renforcement de la capacité des enseignants

(Improve educational programs; Political will to make forestry a government priority; Strengthening the capacity of teachers)”

A respondent from professional sub-sample

Technical and Vocational Education and Training (TVET)

The highest on average global coverage scores

- Forest resources (including wood and non-wood forest products)
- Forest ecology

The least covered topics across all regions

- Forest services (including wood as renewable energy) and cultural and social issues
- Forest enterprise

Universities and colleges: preliminary results

” ควรมีการปรับปรุงหลักสูตรให้มีความเหมาะสมกับสถานการณ์โลกที่เปลี่ยนแปลงไป
(The curriculum should be tailored to suit the changing world situation.)”

A respondent from professional sub-sample

” La fusion des écoles tend à rendre invisible les enseignements forestiers au sein de très gros ensembles multidisciplinaires.
(The merger of schools tends to make forestry education invisible within very large multidisciplinary groups.)”

A teacher (Q2) respondent

” Tener una visión holística del sector forestal de mi país, teniendo una radiografía del pasado, presente y retos y oportunidades del sector.
(To have a holistic vision of the forestry sector of my country, having an x-ray of the past, present and challenges and opportunities of the sector.)

A student (Q3) respondent

Universities and colleges - Example:

Bachelor's level, Coverage of forest-related topics

- The highest scores were for forest resources (including wood and non-wood forest products) and forest ecology, second for forest policy and economics,
- The lowest were forest services (including wood as renewable energy) and cultural and social issues which is closer to inadequately than sufficiently covered level.
- The big picture looks more positive than for other levels of education.

Way Forward

Preliminary conclusions:

- ✓Primary and secondary level support for teachers
- ✓TVET, Universities and colleges: more human related subjects

International Conference on Forest Education on June 22-24, 2021.

A more detailed analysis of the survey results, coupled to a review of the literature and consultation with regional experts, is forthcoming and will be summarized (including recommendations) at the **International Conference on Forest Education on June 22-24, 2021.**

Website: http://www.fao.org/forestry/forest-education/conference/en/

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Thank you for your attention!