

# EUROFORESTER GRADUATES

## SURVEY REPORT



Malgorzata Blicharska and Vilis Brukas  
Alnarp, August 2008

# Table of Contents

<b>ABBREVIATIONS USED</b> .....	<b>3</b>
<b>LIST OF FIGURES</b> .....	<b>3</b>
<b>LIST OF TABLES</b> .....	<b>5</b>
<b>SUMMARY</b> .....	<b>6</b>
<b>1. INTRODUCTION</b> .....	<b>7</b>
1.1 BACKGROUND AND AIMS .....	7
1.2 SHORT OVERVIEW OF EUROPEAN GRADUATE ANALYSES .....	8
<b>2. MATERIALS AND METHODS</b> .....	<b>10</b>
2.1 QUESTIONNAIRE .....	10
2.2 RESPONDENTS .....	10
2.3 RESPONSE RATE.....	12
<b>3. RESULTS AND DISCUSSION</b> .....	<b>13</b>
3.1. PERSONAL DATA.....	13
3.1.1 <i>Gender</i> .....	13
3.1.2 <i>Nationality</i> .....	13
3.1.3 <i>Year of graduation</i> .....	14
3.1.4 <i>Attended courses and earned degrees</i> .....	15
3.2. PROFESSIONAL IDENTITY AND ATTITUDES .....	16
3.2.1 <i>Professional field</i> .....	16
3.2.2 <i>Forest management paradigm</i> .....	18
3.2.3 <i>German vs. Scandinavian school</i> .....	22
3.3.4. <i>Desired direction for forestry</i> .....	24
3.3.4.1 <i>Environmental considerations</i> .....	24
3.3.4.2 <i>Forest ownership</i> .....	25
3.3.4.3 <i>Decision freedom versus control of forest owners</i> .....	26
3.3.5.4 <i>State economic policy in relation to forestry</i> .....	28
3.3.5 <i>Political values</i> .....	29
3.3 EDUCATION .....	31
3.3.1 <i>Evaluation of study programmes</i> .....	31
3.3.2 <i>Student's role and prevailing tasks</i> .....	33
3.3.3 <i>Suggested improvements of study programmes</i> .....	34
3.3.4 <i>Advantages and disadvantages from studying abroad</i> .....	34
3.4. CAREER .....	35
3.4.1 <i>Job during studies</i> .....	35
3.4.2 <i>Current occupation</i> .....	35
3.4.3 <i>Income</i> .....	39
3.4.4 <i>International background</i> .....	42
3.5. JOB SATISFACTION .....	44
3.5.1 <i>JDI and JIG scores</i> .....	44
3.5.2 <i>Comparison with national US norms</i> .....	48
3.6. EUROFORESTER NETWORK.....	50
3.6.1 <i>Contacts between graduates</i> .....	50
3.6.2 <i>Developing the network</i> .....	52
<b>4. CONCLUDING REMARKS</b> .....	<b>55</b>
4.1 VALUE OF EUROFORESTER PROGRAMME .....	55
4.2 GRADUATE CAREERS .....	56
4.3 ALUMNI NETWORK .....	57
<b>REFERENCES</b> .....	<b>58</b>
<b>ANNEX 1. SURVEY QUESTIONS</b> .....	<b>60</b>
<b>ANNEX 2. COVER AND REMINDER LETTERS</b> .....	<b>73</b>
<b>ANNEX 3. COMMENTS AND RESPONSES TO OPEN-ENDED QUESTIONS</b> .....	<b>78</b>

## Abbreviations used

EE – Estonia

EF – see Euroforester

Euroforester – European Master of Forestry with Focus on the Baltic Sea region, more information on the website: [www.euroforester.org](http://www.euroforester.org)

JDI – Job Descriptive Index, tool for measuring job satisfaction

JIG – Job In General, tool for measuring job satisfaction

LT – Lithuania

LV – Latvia

PL – Poland

RU – Russia

SE – Sweden

SF – State Forestry, referring to State forestry administration or enterprises.

SILVA (or SILVA network) - a network of European higher education establishments that deliver forestry education. Website: [www.silva-network.eu/](http://www.silva-network.eu/)

SLU – The Swedish University of Agricultural Sciences. Website: [www.slu.se](http://www.slu.se)

## List of figures

<b>Figure 1. EF partner universities (circles) and number of students (by country) that attended at least 3 course blocks in Alnarp in 2001-2007.....</b>	<b>8</b>
<b>Figure 2. Gender of respondents, in %.....</b>	<b>13</b>
<b>Figure 3. Respondents' distribution by nationality, in %.....</b>	<b>13</b>
<b>Figure 4. Distribution of respondents by the year of graduation, in %.....</b>	<b>14</b>
<b>Figure 5. Earned highest degrees (not including PhD); in %.....</b>	<b>15</b>
<b>Figure 6. Earned highest degrees by country (number of respondents: Estonia 20, Latvia 14, Lithuania 22, Poland 37, Russia 14, Sweden 17), answers in %.....</b>	<b>16</b>
<b>Figure 7. Field of respondents' professional identity, distribution in %.....</b>	<b>17</b>
<b>Figure 8. Professional identity by respondents' country, in %.....</b>	<b>18</b>
<b>Figure 9. Forest management paradigm that should prevail in respondents' home countries' in their opinion, Distribution in %.....</b>	<b>19</b>
<b>Figure 10. The desirable forest management paradigm according to Swedish (17) versus non-Swedish (115) respondents. Distribution in %.....</b>	<b>19</b>
<b>Figure 11. Distribution of answers (%) to the question 'Has your attitude on the forest resource management changed during the professional career, after your graduation?'. .....</b>	<b>20</b>
<b>Figure 12. Dynamics of graduates' attitudes by profile of employer organisation (State forestry: 23 respondents; University or research institute: 24 respondents; forest industry: 17 respondents). In %..</b>	<b>20</b>
<b>Figure 13. Dynamics of graduates' attitudes by their professional identity. Distribution in %.....</b>	<b>21</b>
<b>Figure 14. Dynamics of attitudes by graduates' at State versus private organisations. Distribution in %.....</b>	<b>21</b>
<b>Figure 15. German vs. Scandinavian school by country. Distribution in % based on following number of responses Lithuania: 22, Poland: 37, Russia: 14, Estonia: 19, Latvia: 14, Sweden: 17.....</b>	<b>22</b>
<b>Figure 16. Management paradigm versus management school. Distribution in %, sum of responses for each school taken as 100%.....</b>	<b>24</b>
<b>Figure 17. Desired direction for forestry: environmental considerations (area of protected forests, forest rotations, types of felling, etc.) should be... All respondents, distribution in %.....</b>	<b>24</b>
<b>Figure 18. Desired direction for forestry: environmental considerations should be... (Number of respondents: Estonia 19; Latvia: 14, Lithuania: 22, Poland 37, Russia: 14, Sweden: 17), answers in %.....</b>	<b>25</b>

Figure 19. Desired direction for forestry: forest ownership. Forests should be... All respondents, distribution in %.....	26
Figure 20. Desired direction for forestry: decision freedom versus control of forest owners in terms of forest utilisation; distribution in %.....	27
Figure 21. Desired direction for forestry: decision versus freedom control of forest owners in terms of forest utilisation; Number of respondents (Number of respondents: Estonia 19; Latvia: 14, Lithuania: 22, Poland 37, Russia: 14, Sweden: 17); answers in %.....	27
Figure 22. Desired direction: Economic policy in relation to State and private forestry; all respondents, distribution in %.....	28
Figure 23. Desired direction for forestry: State economic policy in relation to State and private forestry; 19 respondents from Estonia; 14 from Latvia, 22 from Lithuania, 37 from Poland, 14 from Russia, and 17 from Sweden; answers in %.....	28
Figure 24. Political values. Distribution in %.....	29
Figure 25. Political values and chosen management paradigm; distribution in %, taking sum of respondents within each political value category as 100%.....	30
Figure 26. Political values and views on desired forestry's role in national economy; distribution in %.....	30
Figure 27. Political values and views on forest owner's freedom versus control; distribution in %.....	31
Figure 28. Comparison of various aspects of Euroforester and home university programmes; mean values ('1' stands for very bad, '4' means very good).....	32
Figure 29. Student's role (active vs. passive) and type of tasks (specified vs. open-ended, strategic); (Respondents: Estonia: 17, Latvia: 14, Lithuania: 22, 35 Poland: 35, Russia: 13, Sweden: 16).....	33
Figure 30. Percentage of respondents that worked during studies, by country; (Respondents: Estonia: 17, Latvia: 14, Lithuania: 21, Poland: 35, Russia: 13, Sweden: 15).....	35
Figure 31. Job during studies – professional field; distribution in %.....	35
Figure 32. 'What is your current occupation?' All respondents, distribution in %.....	36
Figure 33. At what type of organisation are you presently employed? Distribution of 93 employed respondents, in %.....	36
Figure 34. Employer organisation; number of answers.....	37
Figure 35. How did you get your current job? Distribution in %.....	38
Figure 36. Main factors for getting job (number of answers in parentheses).....	39
Figure 37. Average income net after taxes by country, euro/month. Respondents Estonia: 9, Latvia: 9, Lithuania: 13, Poland: 18, Russia: 7, Sweden: 10.....	40
Figure 38. Average income net after tax in State versus private organisations, euro/month.....	42
Figure 39. 'To what extent, do you believe, your employer organization benefited from your international background?' 12 Swedish (100%) and 79 non-Swedish employed respondents (100%). Answers in %...42	42
Figure 40. 'To what degree have you been able to make use of your international network gained via Euroforester programme in your current work position?' 12 Swedish and 79 non-Swedish employed respondents, distribution in %.....	43
Figure 41. 'To what extent the Euroforester programme contributed to your career?' 15 Swedish and 109 non-Swedish respondents, distribution in %.....	43
Figure 42. Distribution of JDI and JIG. The line in the middle of the box is a median, the crosses are the means and stars are the outliers, i.e. values that are farther from the box than its 1.5 length. The boxes contain scores from 25% to 75% percentiles in the distribution.....	44
Figure 43. Distribution of JDI scores by gender.....	45
Figure 44. Distribution of JIG scores by gender.....	45
Figure 45. Distribution of 'Pay' and 'Opportunities for promotion' satisfaction scores by nationality.....	46
Figure 46. Distribution of 'Supervision' and 'People at you present job' satisfaction scores by nationality...47	47
Figure 47. Median JDI and JIG by kind of employment organisation; 21 respondents from state forestry, 22 from universities/research institutes, and 17 from forest industry.....	48
Figure 48. 'Do you stay in touch with your Euroforester classmates from other countries?' Answers in %.....	50
Figure 49. 'By what means do you communicate?' % Share of respondents that indicate various means of communication (choice of multiple means was possible) in %.....	51
Figure 50. 'How frequently did you communicate during the last 12 months?' Distribution in %.....	51
Figure 51. 'What was the purpose of communication?' Answers in %.....	51

Figure 52. ‘Do you see any need for better/structured cooperation between the graduates of the Euroforester?’ Answers in %. .....	52
Figure 53. ‘How valuable could the following activities be for developing a strong network of Euroforester graduates?’ Averages on Likert scale from 1 (not valuable at all) to 4 (very valuable). .....	52

## List of tables

Table 1. Total number of Euroforester graduates in 2001-2007 versus survey respondents. ....	11
Table 2. Overall response rate. ....	12
Table 3. Response rate for each survey part (total number respondents that provided any answer taken as 100%). ....	12
Table 4. Response rate by nationality. ....	14
Table 5. Response rate by year of graduation, all respondents. ....	15
Table 6. Professional identify of employed respondents by gender, counts of people (percentage share of respondents of the same gender in parentheses). ....	17
Table 7. Professional field of employed respondents and number of unemployed respondents. ....	18
Table 8. Comments about the choice of German or Scandinavian management school. ....	23
Table 9. Desired direction for forestry: forest ownership. Distribution in % by country. The most common answer for each country marked in bold. (Respondents: Estonia: 19; Latvia: 14, Lithuania: 22, Poland: 37, Russia: 14, Sweden: 17). ....	26
Table 10. Evaluation of the Euroforester programme on the scale from “1” (very bad) to “4” (very good), 126 responses. ....	32
Table 11. Evaluation of studies at university, where students spent most of their study time (home u-ty) on the scale from “1” (very bad) to “4” (very good), 126 responses. ....	32
Table 12. Employer organisations by countries. ....	37
Table 13. Net earnings by respondents vs. average net earnings in respective countries, excluding respondents that have moved abroad. ....	40
Table 14. Average salaries net after taxes by country and gender, excluding respondents that have moved abroad. ....	41
Table 15. Median satisfaction scores. ....	44
Table 16. Median satisfaction score by gender; 53 male and 34 female respondents. ....	45
Table 17. Satisfaction scores by country of stay; ....	47
Table 18. Average income (euro/month) and pay satisfaction scores by gender, all respondents. ....	47
Table 19. Satisfaction score by kind of work organisation; 53 respondents from State organisations and 26 respondents from private organisations. ....	48
Table 20. Personal contribution of respondents to development of Euroforester network. ....	53
Table 21. Topics for Euroforester conference proposed by the respondents. ....	53

## Summary

*This report presents a graduate analysis for an international MSc programme Euroforester delivered by the Swedish University of Agricultural Sciences in collaboration with 13 universities in 8 European countries. The following main subjects are addressed: graduates' career pathways and job satisfaction; attitudes to selected forest policy issues; evaluation of international and national study programmes; and possibilities to develop Euroforester alumni network. The analysis is based on online survey targeted to Euroforester graduates that were enrolled in 2001-2006. The major share of respondents originate from Poland, Lithuania, Estonia, Sweden, Latvia and Russia. All relevant survey parts were answered by 122 graduates, corresponding to 70.5% response rate.*

*Setting aside respondents that still study, 94% of Euroforester graduates are employed. Majority of them have a good match between current job and educational background in forestry. Indicatively, graduates have a greater difficulty to find forestry-related jobs in those countries (Lithuania, Poland) where the forestry sector has a relatively low weight in the economy but many forestry specialists are prepared at university level. Concerning gender, a smaller share of females are employed in forestry-related jobs. The survey also recorded a considerable gender gap in salaries. Females on average earn just 80% of a male's salary. The average net income after taxes makes up euro 1,013/month for all respondents; net earnings of Euroforester graduates exceed the average net earnings in each analysed country. However, among the investigated job facets, graduate satisfaction was lowest for pay (salaries), especially among females and respondents from Russia. Overall, the alumni are highly satisfied with their current job situation.*

*Graduates' professional attitudes to selected forest policy issues in their countries reflect national forestry context and traditions. When asked to choose between Scandinavian and German forestry school, great majority of Estonians, Latvians and Swedes prefer the Scandinavian approach implying a more intensive forest utilisation and a higher weight on economic efficiency. Respondents from Poland, Lithuania and Russia divide about equally between the two schools. This is in line with recent policy developments, as, e.g. Estonia and Latvia were radically reforming State forestry towards by separating forest management and policy-making functions. Taking another example, majority of respondents in each country prefer ownerships distribution similar to today's situation; on the other hand, many respondents advocate a higher share of private forests in countries where State ownership dominates.*

*When evaluating national study programmes and Euroforester, alumni give high regard to the latter, particularly appreciating student-centred pedagogy, acquisition of transferable skills and non-hierarchical relationships between teachers and students. Many respondents mention knowledge and skills acquired during international studies as an important benefit for their careers. The acquired international professional networks are also often named as a very valuable outcome of international studies. Home study programmes are frequently criticised for old-fashioned, rigid pedagogy but appreciated for providing a wide knowledge base necessary for forestry profession. Responses to the survey allow concluding that, overall, Euroforester cooperation entails a very successful set-up of studies: students gain the fundamental knowledge in variety of subjects from the national perspective during the bachelor studies; then they complement the acquired knowledge with new insights from international perspective, gain important transferable skills and international professional network during the MSc year in Alnarp; and finally the students can specialise during the second MSc year involving preparation of an MSc thesis.*

*The great majority of previous Euroforester students have maintained frequent personal and professional contacts with their peers from other countries. 77% of respondents see a need for a more structured cooperation between alumni. The most supported activities would be establishment of alumni website and organisation of periodic alumni conferences. Many respondents express personal willingness to tangibly contribute to network activities, e.g. being in charge of conference organisation or preparing alumni newsletters.*

**Keywords: Graduate analysis, forestry, career, alumni network, Europe**

# 1. Introduction

## 1.1 Background and aims

In Europe there are several MSc programmes in forestry that are targeted to international students and often delivered by international university consortia, like European Master of Forestry (coordinated by University of Joensuu), Euroforester (Swedish University of Agricultural Sciences, SLU), and Sufonama (Copenhagen University). Most international programmes were launched within the last decade and increasing number students take part in them. However, little is known about the graduates from such programmes. Setting up new collaborative curricula drains significant human resources, which minimises attention to such “side matters” as graduate analyses. Moreover, it is more difficult to keep track of graduates that are spread in different countries than of graduates from traditional national programmes.

On the other hand, career paths of international graduates deserve attention, giving rise to interesting questions, for example, whether international study programmes provide a competitive advantage on the job market. Or in what major ways does an international education differ from a national education.

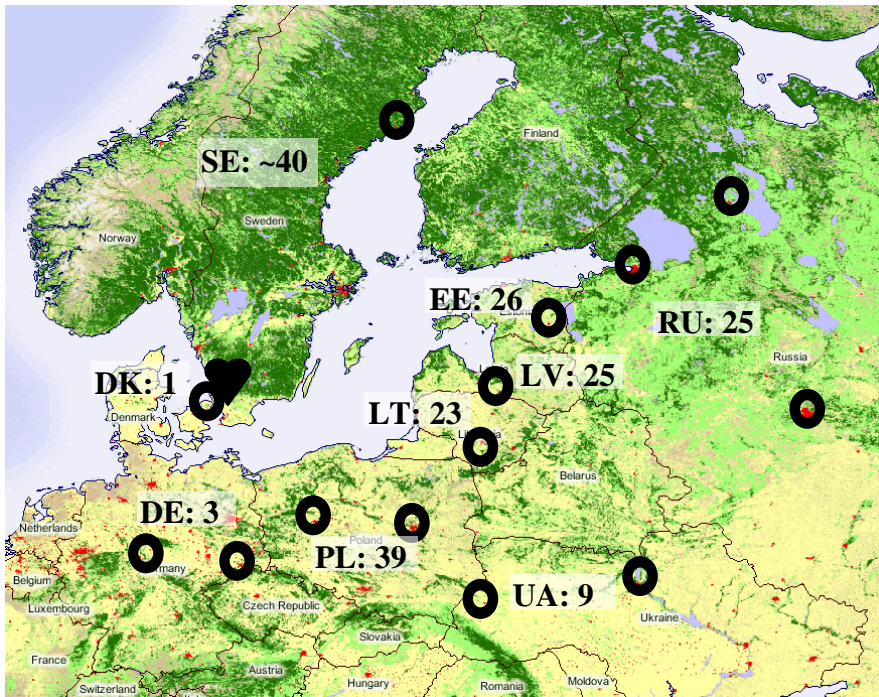
Supported by the Baltic Sea Unit (SIDA 2008), this report presents analysis of graduates from the Euroforester programme (further referred to as Euroforester or EF). The programme was started in 2001 as a 1-year MSc course package “Sustainable Forestry around the Southern Baltic Sea”. Now the curriculum is transformed into 2-year full MSc programme. However, the basic set-up has not changed significantly. During the first year at SLU in Alnarp, Sweden, students attend wide thematic courses (4 courses arranged in a block system) that broaden and deepen their knowledge in silviculture, ecology, forest management planning, and forest policy. A heavy weight is assigned to practical applicability of skills, the international perspective and network building (Ekö and Gemmel 2006).

After the first “base year”, students can choose courses at any of consortium universities but, in practice, they usually return to their home university, where they started their undergraduate studies. Increasing number of students utilise the option to obtain double diploma, by preparing an MSc thesis under joint supervision and defence of the thesis at two consortium universities. Besides student mobility, the programme also entails mobility of academic staff, primarily in the form of teachers from partner universities delivering lectures in Alnarp. At present, the Euroforester consortium involves 14 universities in 9 countries<sup>1</sup> (Figure 1). Another specific feature is a very substantial support by forest-related industries in form of scholarships for students, primarily coming from the Baltic Sea region. Throughout the whole period, IKEA has provided 20-25 scholarships annually. Since 2004, StoraEnso provides 5 annual scholarships. Candidates for scholarships go through a thorough selection procedure based on written tests and personal interviews. This ensures a sufficient background knowledge and acceptable level of English for attending an international programme.

Until 2007, 1-year courses in Alnarp were completed by over 200 students, the greatest part coming from 6 countries in the Baltic Sea region: Sweden (around 40), Poland (39), Estonia (26), Russia (25), Latvia (25) and Lithuania (23). EF also has welcomed European and overseas students from outside consortia universities; however, such students frequently stay for shorter periods, one or half semester.

---

<sup>1</sup> Names of consortium universities can be found on the website: [www.euroforester.org](http://www.euroforester.org)



**Figure 1.** EF partner universities (circles) and number of students (by country) that attended at least 3 course blocks in Alnarp in 2001-2007.

This study has several aims. First, to update contact data and investigate graduates' willingness to engage in EF alumni network activities. Second, to trace the professional career paths and satisfaction with the job. Third, to examine graduates' views towards their domestic education versus Euroforester study programme. Finally, the questionnaire investigated graduates' attitudes towards selected forestry issues in their countries.

## 1.2 Short overview of European graduate analyses

Graduate analyses are gaining increasing attention generally as well as in forestry in particular. For example, the last annual conference of the SILVA network<sup>2</sup> (May 15-17, 2008) was fully devoted to this topic. Presently, the main focus of such analyses is on employability, due to rapid changes in the European job market (Langfelder and Rahlf 2008). Employers want graduates who are flexible and can help them to deal with the change. Graduate analyses can answer questions such as what knowledge and skills are necessary to cope with the challenges of modern professional life, and in which way the study programmes should be changed to educate students in the right direction. Essential information needed in the labour market research concerns trends in employment, career paths of graduates, their opinions, employment opportunities and competences required by today's employers (Schmidt 2008). Answers given by graduate analyses serve not only the employers, but may also give guidance for students when choosing a study programme. In addition, such analyses provide assistance in curricula development and help safeguarding the quality of curricula (Schmidt 2008). According to Lewark (2008), an additional reason for increased attention to graduate analyses is the need to change study curricula due to the Bologna process. The process of structural changes in the European Higher Education Area underlines not only changes in the structure of studies, but also the need for elaboration of frameworks of comparable and compatible requirements for the high education study programmes (Pelkonen and Schuck 2006). Forestry education faces a challenge of fulfilling both

<sup>2</sup> SILVA is a network of European higher education institutions delivering forestry education. For more information visit [www.silva-network.eu](http://www.silva-network.eu)



employers and general society's demands when structuring their study programmes (Schuck and Pelkonen 2006). Graduate analyses can provide background information necessary for facilitating the aforementioned changes.

Typically, forestry graduate analyses include research on labour market situation of the graduates, like job activities during the study period (Pividori 2008), time to find the first job after the studies (Arevalo *et al.* 2008), employability or employment versus unemployment (Orenius and Rekola 2008), and graduates' opinion on their job perspectives (Pividori 2008). Another group of analysed issues concerns the education, for example graduates' opinion on the study programme (Grosse 2008, Pividori 2008) and competences gained during the studies (Arevalo *et al.* 2008). There is also a growing attention towards gender issues in forestry curricula (Lewark 2006). Orenius and Rekola (2008) point out that graduate analyses studies are often carried out at university level and do not give accurate information of special interest to forestry. A new noticeable trend in Germany is simultaneous graduate analyses at several universities (Lewark 2008).

A need for comparable results challenges methodological requirements of graduate analyses. Forestry researchers need to cooperate with social science specialists to become skilled in using adequate methods (Lewark 2008). Furthermore, there is a need for standardised methods for assessing forestry graduates performance (Robredo 2008) and to facilitate co-operation between forestry education institutions (Gritten 2002).

To the best of our knowledge, no comprehensive analyses targeting graduates from international MSc programmes in forestry have been carried out to date. Thus, this report can bring insights into previously unexplored issues, such as comparison of national versus international study programmes in forestry, or career paths of graduates from different countries.

## 2. Materials and methods

### 2.1 Questionnaire

The study is based on the survey of EF graduates carried out in January-March 2008. The questionnaire form can be found in Annex 1. The layout of some questions somewhat differs from the original Internet version, that was created using online surveying software SurveyMonkey ([www.surveymonkey.com](http://www.surveymonkey.com)).

The survey is divided into six parts:

1. Personal data, including contact data, gender, birth date, courses taken during Euroforester programme, etc.
2. Professional identity and attitudes, personal values in relation to forest management paradigms, actual forest policy issues, etc.
3. Education, including the completed studies, evaluation of national studies versus the Euroforester programme, etc.
4. Career, covering the career path (organisations and positions), factors for getting job, influences of international experience, monthly income, etc.
5. Graduates' satisfaction with their job.
6. Euroforester network, investigating the perceived need to formalise EF alumni network and graduates willingness to contribute to its activities.

Questions for parts 1-4 and 6 were created by the authors of this report. Job satisfaction (part 5) was measured using tools developed at the Bowling Green State University, US (<http://showcase.bgsu.edu/IOPsych/jdi/index.html>). The Job Descriptive Index (JDI) consists of 5 main components, relating to different job aspects: (1) work on present job; (2) pay; (3) opportunities for promotion; (4) supervision; and (5) people on the present job. In addition, Job in General (JIG) measures the overall job satisfaction. Each component includes several items in form of small descriptive keywords evaluated by assigning "Yes", "No" or a question mark standing for indecisive response. The combined score for JIG and for each component of JDI may range from 0 to 54 points, where 23 to 31 points span a neutral range, 32 and above indicate satisfaction, 22 or below indicate dissatisfaction.

The other parts of the survey included single or multiple choice, evaluative (using Likert scales), and open-ended questions (Annex 1). However, in all parts, the respondents were encouraged to give comments, to enable a deeper understanding of their choices. The SurveyMonkey software was used to create and distribute the survey, as well as store results in a database form. The quantitative data have been processed by compiling and visualising distributions, calculating mean values and in some cases conducting statistical tests, checking for difference between response categories. The qualitative comments have been processed to extract core meanings of responses and for many questions qualitative findings were grouped according to identified explanatory factors of interest.

### 2.2 Respondents

Before distributing the survey, a search for updated e-mail addresses of the graduates was necessary. Selected graduates from each study year were approached with requests to help updating addresses of their classmates. In cases when addresses to particular years and

nationalities were missing, several e-mails were sent to more graduates asking them for updated addresses of their peers (Annex 2).

Estimated 226 graduates took at least 3 courses in the Euroforester programme from the start in the academic year 2001/2002 until 2006/2007 (Table 1). Out of 226 graduates, 177 come from the Eastern Europe (Poland, Lithuania, Latvia, Estonia, Russia<sup>3</sup> and Ukraine) being granted IKEA and Stora Enso scholarships. All of them completed all 4 course blocks in Alnarp, with exception of a handful of students that attended all courses but failed to pass some of examinations. In contrast, Swedish students have not had any external scholarships and many of them attended just selected blocks, as electives among other courses at SLU. Exact records are not available for each year; however it is estimated that around 40 Swedes attended 3 or 4 course blocks, and approximately 25 students attended just 1 or 2 courses. The whole MSc year has been also taken by 9 students from other countries: Germany (3), USA (2), Chile (1), Denmark (1), Ghana (1) and Nigeria (1).

In addition, 1-2 courses were taken by 37 students from the following countries: Germany (22), Nepal (3), Spain (3), Bangladesh (2), Austria (1), Canada (1), China (1), Czech Republic (1), India (1), Netherlands (1), and Thailand (1). EU students typically had Erasmus grants, while most non-EU students came with Erasmus Mundus scholarships in the framework of the European Master of Forestry<sup>4</sup>. However, the survey was distributed only to those students that attended at least 3 courses (corresponding to 45 ECTS credits) of the Euroforester programme in Alnarp.

**Table 1.** Total number of Euroforester graduates in 2001-2007 versus survey respondents.

<b>GRADUATES</b>	<b>From Eastern Europe</b>	<b>Swedish</b>	<b>Other</b>	<b>Total</b>
Graduates that took at least 3 EF courses	177	~ 40	9	226
Graduates that received the survey	135	33	5	173
Graduates that answered the survey	113	17	5	135

We obtained e-addresses and sent the survey to 188 graduates. However, 15 survey e-mails came back, due to too outdated e-mail addresses, without succeeding to receive functioning accounts. Therefore, the survey was delivered to 173 e-mail addresses (Table 1). It is possible that, in some cases, the survey did not reach a graduate, because e-mail accounts still exist but are not used. As such outcome cannot be checked, it is assumed that the survey reached all graduates whose e-mail accounts appeared to be functioning (no notifications of delivery failure were obtained).

For survey comparisons between countries, we selected only those countries for which at least 10 responses were available: Estonia, Latvia, Lithuania, Poland, Russia, and Sweden (Table 4).

The survey was distributed on 31<sup>st</sup> January 2008 with answering deadline on February 17. (See cover letter in Annex 2). Two reminder letters were sent on February 18 and March 1. In addition, three letters to graduates that started but not finished answering the survey were sent, with requests to complete the survey (February 17, March 1, and March 7). The survey was closed on March 14.

<sup>3</sup> One of students with Vietnamese origin was admitted to Euroforester and granted IKEA scholarship due to collaboration between SLU and St. Petersburg State Forest Technical Academy, as he studied for bachelor and MSc degree in Russia. After graduating Euroforester, the student returned to Vietnam and is employed there.

<sup>4</sup> An international MSc programme led by Joensuu University, Finland

## 2.3 Response rate

Totally, the share of Euroforester graduates that answered the survey is 60 % (135 answers out of 226 graduates). However, the genuine response rate can be estimated only by regarding those graduates that actually received the survey. Using this measure, response rate (Table 2) is 78 % (135 answers out of 173 surveys received by graduates). However, 13 surveys were answered only partially (Table 2), which means that a respondent started the survey, but omitted some of the parts that were relevant to answer. Including only those students that completely answered relevant survey parts, the *response rate is 70.5%*.

**Table 2.** Overall response rate.

	Surveys received by graduates	Answered completely	Answered partially	Not answered
No	173	122	13	38
%	100	70.5	7.5	22.0

Some questions were not relevant for part of respondents. Euroforester graduates that still studied could not answer questions concerning job. Therefore, fewer answers were obtained for part 5 (Job satisfaction) (Table 3) and some questions in part 4 (Career).

**Table 3.** Response rate for each survey part (total number respondents that provided any answer taken as 100%).

Answers	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6
No	135	132	126	124	99	122
%	100	97.8	93.3	91.8	73.3	90.4

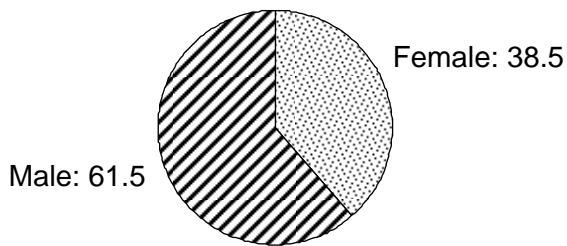
Baruch (1999) found that, overall in academic studies, the response rate averages 56%. Recent response rates in forestry graduate analyses range from 43 to 70% (Schmidt 2008). The rate in the Euroforester survey (70.5%) is high in comparison. The presumable reasons are several. First, active effort was made to remind graduates to commence and complete the survey. Second, the team of surveyors consisted of teachers and former students of the Euroforester programme and graduates were approached by people they know, not some external neutral surveying organisation, which, according to Baruch (1999), may have a significant influence on the response rate. Third, a high rate can be indicative to a strong commitment by graduates to the EF network and positive memories of taking part in a MSc programme specifically targeted to international students. The latter assumption is difficult to prove in scientific terms, however it might be indirectly supported by overall positive evaluation of the EF programme (see Section 3.3) and also by the fact the response rate was significantly higher for non-Swedish than Swedish graduates. The latter might consider EF just as a somewhat “internationally-spiced” but still a regular part of their domestic education. While for non-Swedish students EF implies an extensive stay abroad and building a tighter network with their international peers.

### 3. Results and discussion

#### 3.1. Personal data

##### 3.1.1 Gender

Out of 135 respondents that completely or partially answered the survey, 52 are females and 83 are males (Figure 2). 83.9% of surveyed females have responded, while for males the corresponding rate is 74.8%, or 9% lower.

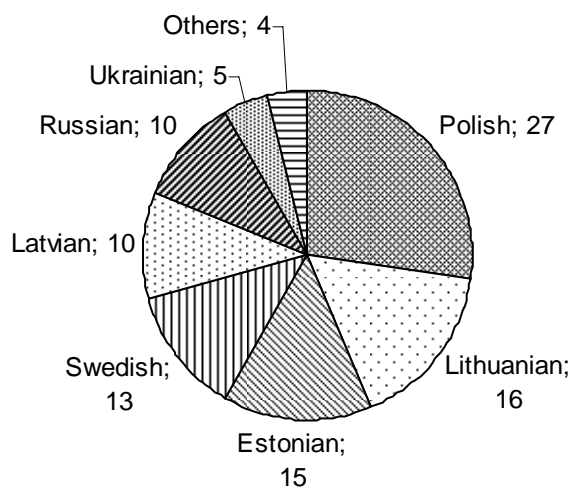


**Figure 1.** Gender of respondents, in %.

Authors of the survey estimate that females constitute a higher share of Euroforester students than in national forestry educations in most countries where the students come from. Likely reasons might be various. According to informal opinions by some academic representatives of Euroforester partner universities, females on average might possess better skills of English, which make it easier for them to meet admission requirements of the Euroforester programme. Another reason could be bigger difficulties for female students to get a forestry-related job, so they are more motivated to take a programme abroad in hope to further their employment opportunities. However, an additional investigation would be necessary to provide reliable explanations.

##### 3.1.2 Nationality

By nationality, the largest group of respondents comes from Poland, followed by Lithuanians and Estonians (Figure 3).



**Figure 2.** Respondents' distribution by nationality, in %.

The highest response rate was among Polish (97 %) and Lithuanian (96 %) respondents. The lowest response rate was among Swedish graduates (51.5 %) (Table 4). The percentage was calculated in relation to 173 respondents that received the survey.

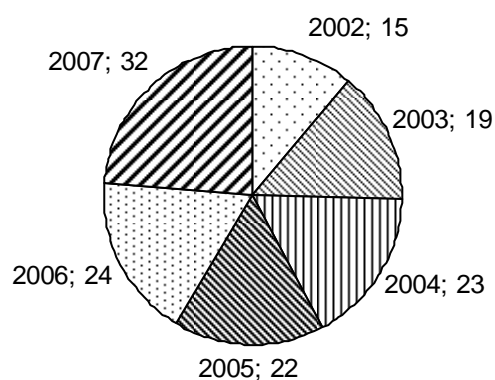
**Table 4.** Response rate by nationality.

Nationality	Answered	Sent surveys	Response rate, %
Polish	37	38	97.4
Lithuanian	22	23	95.7
Estonian	20	25	80.0
Ukrainian	6	8	75.0
Latvian	14	19	73.7
Russian	14	22	63.6
Swedish	17	33	51.5
Total	135	173	78.0

As explained in Section 2.3, the significantly lower response rate by Swedish respondents probably can be partly explained by their weaker emotional attachment to the Euroforester programme, as Euroforester courses have been part of their domestic forestry education, in contrast to non-Swedish students. Differences between other countries are uncertain. One reason might be presence or absence of “cheerleading graduates” who actively encouraged their countrymen or peers from respective study years to answer the survey.

### 3.1.3 Year of graduation

Figure 4 reveals that the number of respondents by the year of graduation ranged from 15 (2002) to 32 (2007). The surveyors expected that it would be easiest to get in contact with graduates from the most recent years. This holds true as the number of surveys sent increases together with the years of graduation (Table 5). No clear trend can be observed with regard to the response rate that ranges from 66.7% for 2005 to 90.5% for 2003. This difference might again be explained by the “cheerleading effect”<sup>5</sup> (cf. Section 3.1.3.).



**Figure 3.** Distribution of respondents by the year of graduation, in %.

<sup>5</sup> In fact, one of the authors of this report is Euroforester graduate from 2003 that features the highest response rate among years.

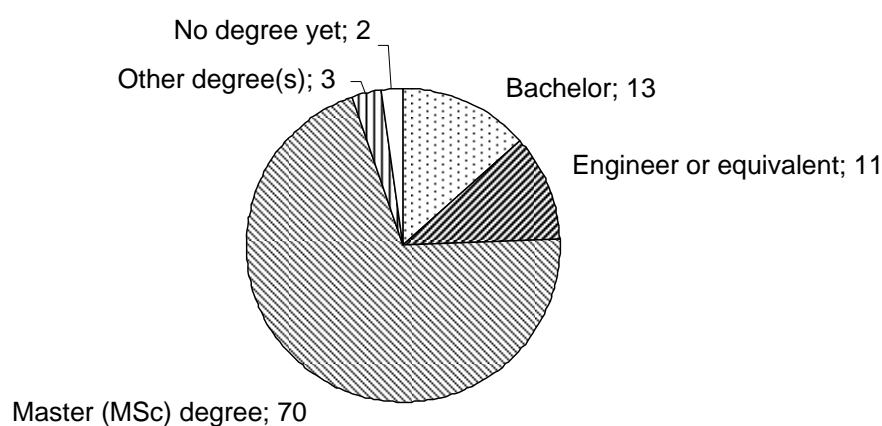
**Table 5.** Response rate by year of graduation, all respondents.

Year of graduation	Answered	Sent surveys	Response rate %
2002	15	21	71.4
2003	19	21	90.5
2004	23	28	82.1
2005	22	33	66.7
2006	24	33	72.7
2007	32	37	86.5
<b>Total</b>	135	173	78.0

### 3.1.4 Attended courses and earned degrees

Euroforester base year in Alnarp consists of four courses (blocks), each corresponding to 15 ECTS credits. More than 90% of respondents passed all four courses. “Silviculture and ecology of coniferous/Forestry in Southern Sweden” course was taken by 130 of respondents. Remaining 3 courses, “Forest management planning/Case study”, “Forest policy / Forest and Society” and “Silviculture and ecology of broadleaves/Forestry in the Southern Baltic Sea” were taken by 133 respondents.

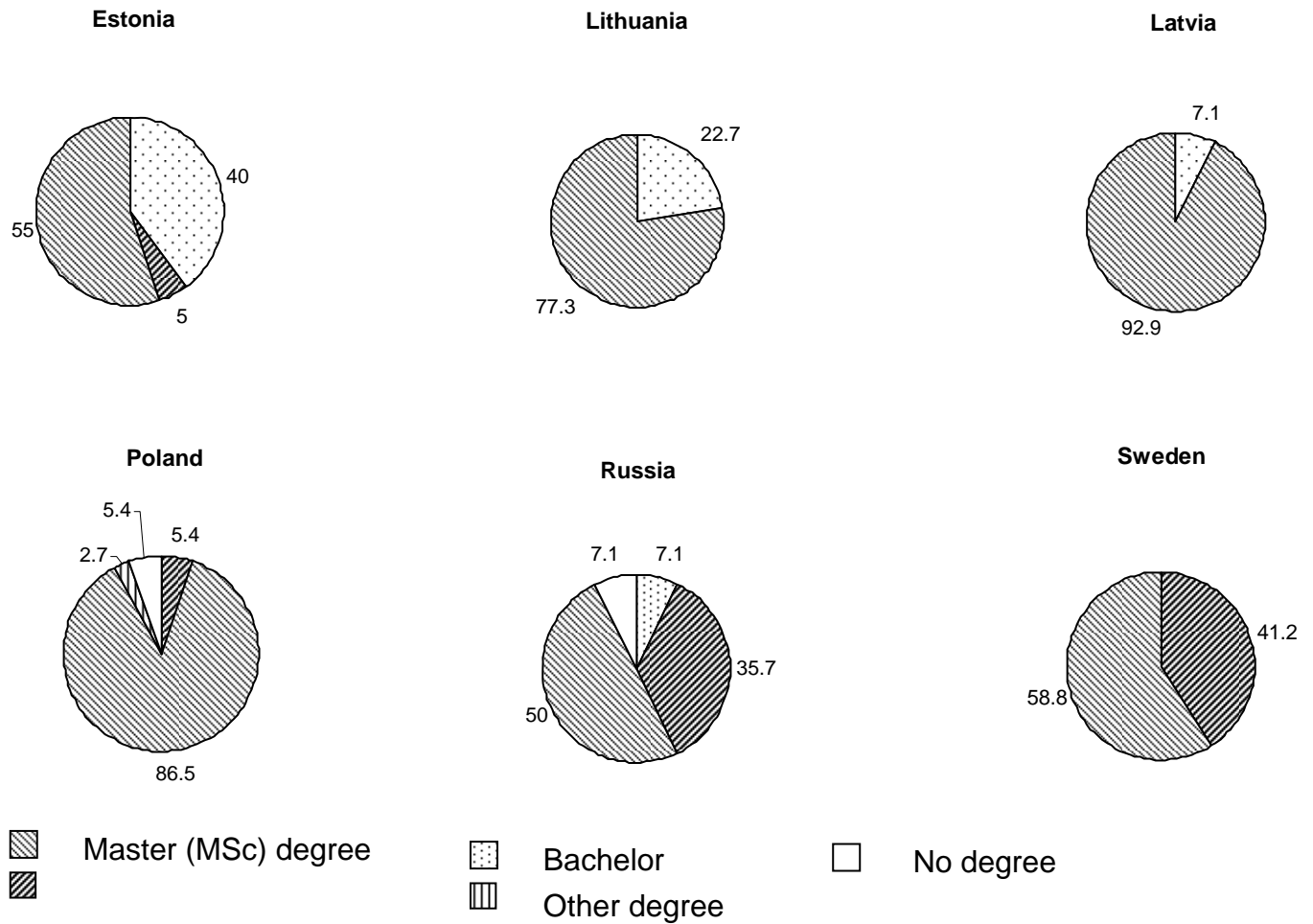
70% of respondents have obtained an MSc degree. Bachelor and engineer degree were obtained by 13% and 11% of respondents, respectively (Figure 5).



**Figure 4.** Earned highest degrees (not including PhD); in %.

Differences between countries (Figure 6) reflect recent developments in the national educational systems. Baltic countries and Poland were fast to restructure higher educations to the two-tier system according to the Bologna accord, dividing the previous forestry engineer or equivalent 5 years educations to bachelor and master programmes (3+1.5, 3+2, or 4+2). Accordingly the dominant share of graduates from these countries has acquired a Master degree. Some students have not completed their MSc studies, still attending studies at their home universities or entering the job market and leaving universities having bachelor but without acquiring an MSc degree.

In Russia and Sweden, the restructuring of education to the two-tier system is still ongoing. Hence a significant share of Russian and Swedish graduates completed their educations with an engineer degree or equivalent.



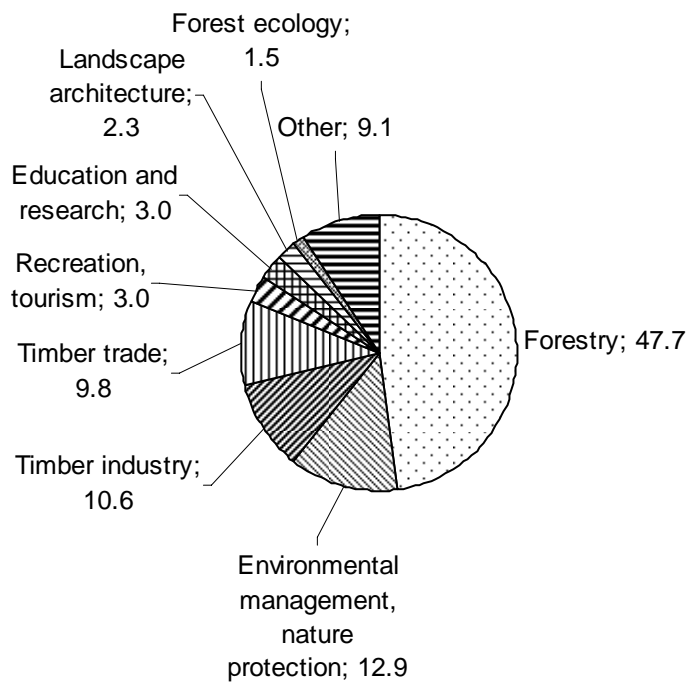
**Figure 5.** Earned highest degrees by country (number of respondents: Estonia 20, Latvia 14, Lithuania 22, Poland 37, Russia 14, Sweden 17), answers in %.

### 3.2. Professional identity and attitudes

#### 3.2.1 Professional field

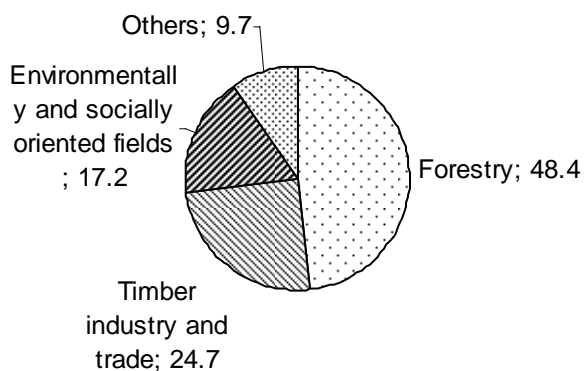
Responding to the question “*With what professional field do you identify yourself closest according to your current job position or personal situation?*” and choosing between pre-specified answering categories, 48% of all respondents identified themselves with forestry (Figure 7). Next largest fields were environmental management/nature protection (13%), followed by timber industry (11%) and timber trade (10%).





**Figure 6.** Field of respondents' professional identity, distribution in %.

If regarding only employed graduates and grouping categories to facilitate comparison, 'Forestry' including education and research makes up almost half respondents. "Timber industry and timber trade" make up 25%, environmentally and socially oriented fields related to nature resource management make 21%. Around 10% of employed respondents have jobs that are not related to forestry or nature resource management (Figure 8).



**Figure 7.** Professional identity of employed respondents (totally 93 people), in %.

**Table 6.** Professional identify of employed respondents by gender, counts of people (percentage share of respondents of the same gender in parentheses).

	Forestry	Timber trade and industry	Diverse NRM-related jobs	Other	Total
Male	32 (53%)	15 (25%)	9 (15%)	4 (7%)	60 (100%)
Female	13 (39%)	8 (24%)	7 (21%)	5 (15%)	33 (100%)

A considerably larger percentage of females (15% versus 7% of males) work in fields not related to forestry or nature resource management in a wider understanding (Table 6). This might be indicative of higher difficulties for females in matching the employment with their educational background.

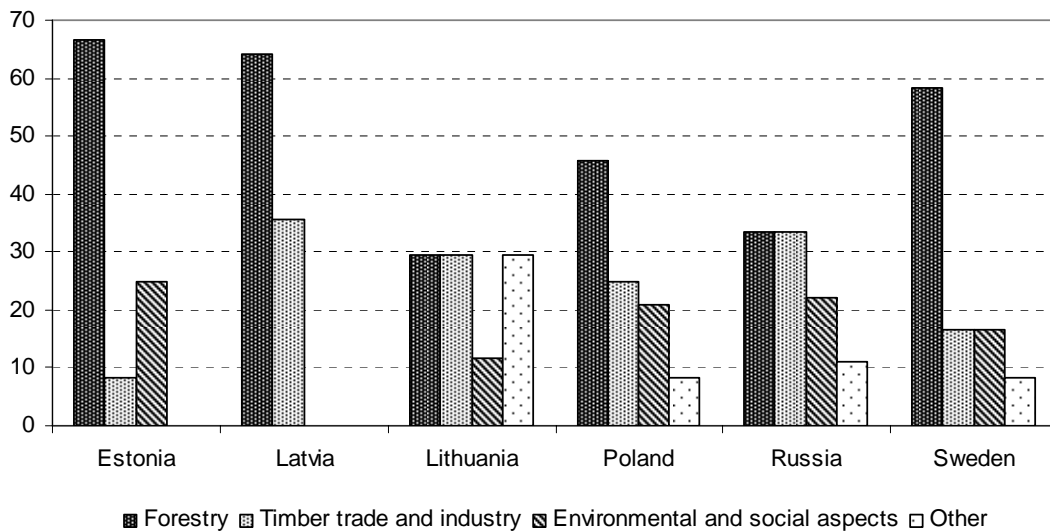
**Table 7.** Professional field of employed respondents and number of unemployed respondents.

Nationality	Number of employed respondents (% share from country's employed respondents)				Number of unemployed respondents*
	Forestry	Timber trade and industry	Diverse NRM-related jobs	Not related to forestry/NRM	
Estonian	8 (67 %)	1 (8 %)	3 (25 %)	-	1
Latvian	9 (64 %)	5 (36 %)	-	-	-
Lithuanian	5 (29 %)	5 (29 %)	2 (12 %)	5 (29 %)	1
Polish	11 (46 %)	6 (25 %)	5 (21 %)	2 (8 %)	3
Russian	3 (33 %)	3 (33 %)	2 (22 %)	1 (11 %)	-
Swedish	7 (58 %)	2 (17 %)	2 (17 %)	1 (8 %)	-
other	2 (40 %)	1 (20 %)	2 (40 %)	-	1
total	45	23	16	9	6

Notes: \*NRM – nature resource management

\*\*respondents that still study are not included in this table

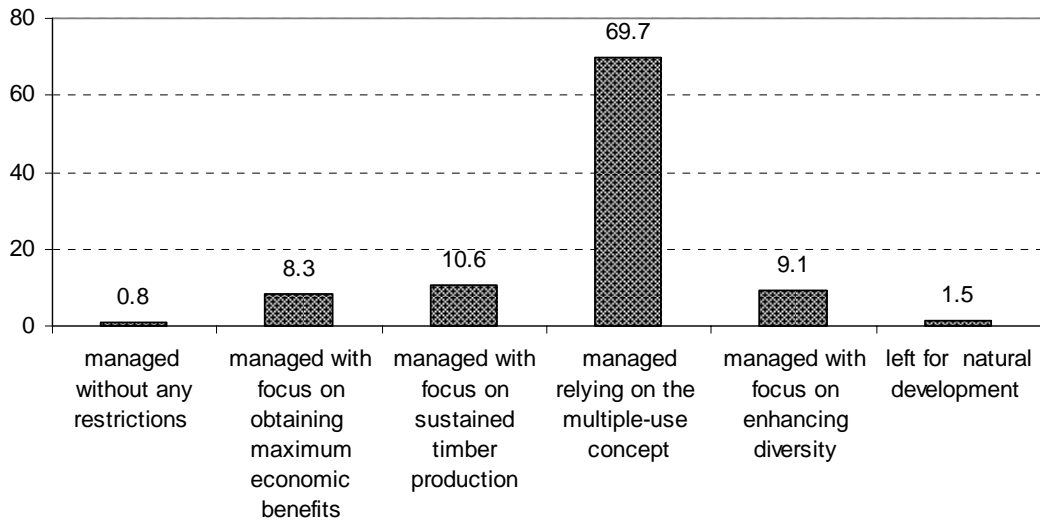
Numbers of respondents by countries are too small to make reliable generalisations. Estonia, Latvia and Sweden are the countries, where at least 50% of employed respondents relate their job to forestry (Table 7 and Figure 8). This might be correlating with the high importance forestry has in the national economies, as forestry organisations probably are in a better position to offer more competitive salaries for graduates with international studies in their education portfolio.



**Figure 7.** Professional identity by respondents' country, in %.

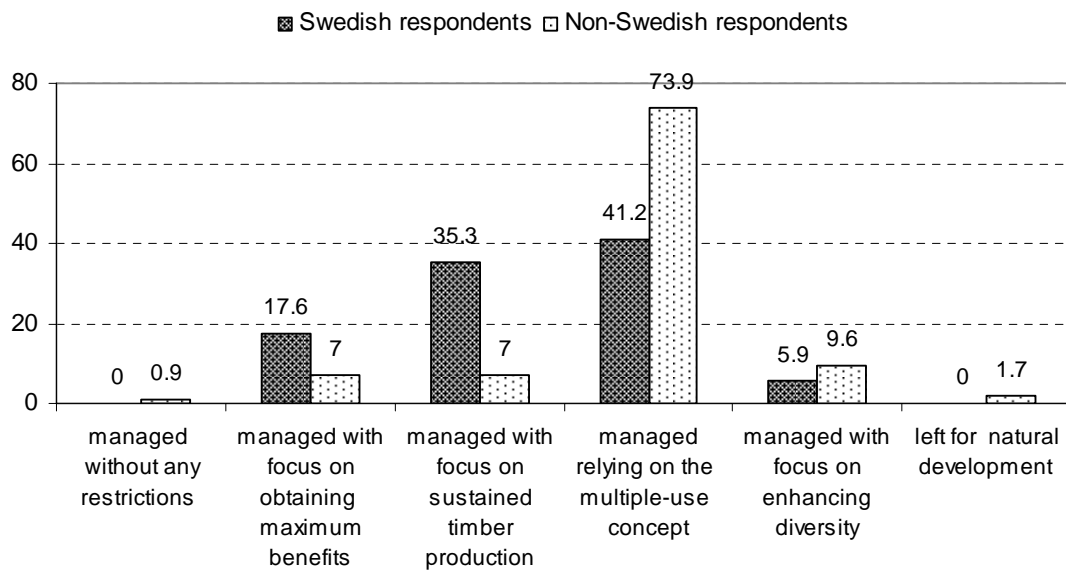
### 3.2.2 Forest management paradigm

The intention with the question on forest management paradigm was to examine respondents' fundamental attitudes towards how intensively forests in their home countries should be managed with a range of options from a purely anthropocentric position (on the left-hand side of the horizontal axis on Figure 9) to purely ecocentric position (right-hand side of the scale).



**Figure 8.** Forest management paradigm that should prevail in respondents' home countries' in their opinion, Distribution in %.

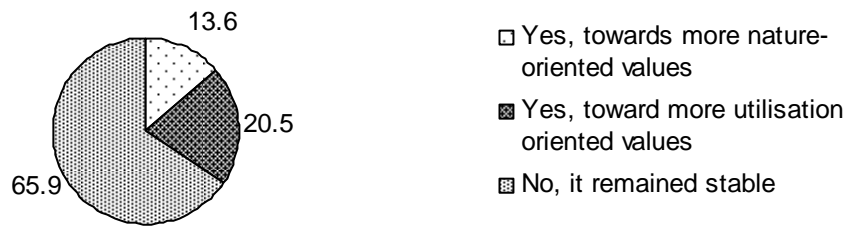
The majority of respondents pointed to the multiple-use concept as a management paradigm that should prevail in their country. However, a clear difference can be seen between Swedish and non-Swedish respondents (Figure 10). Swedish respondents focused more on economic benefits and timber production, which is well in line with the prevailing Scandinavian forest management tradition (Brukas and Weber 2008).



**Figure 9.** The desirable forest management paradigm according to Swedish (17) versus non-Swedish (115) respondents. Distribution in %.

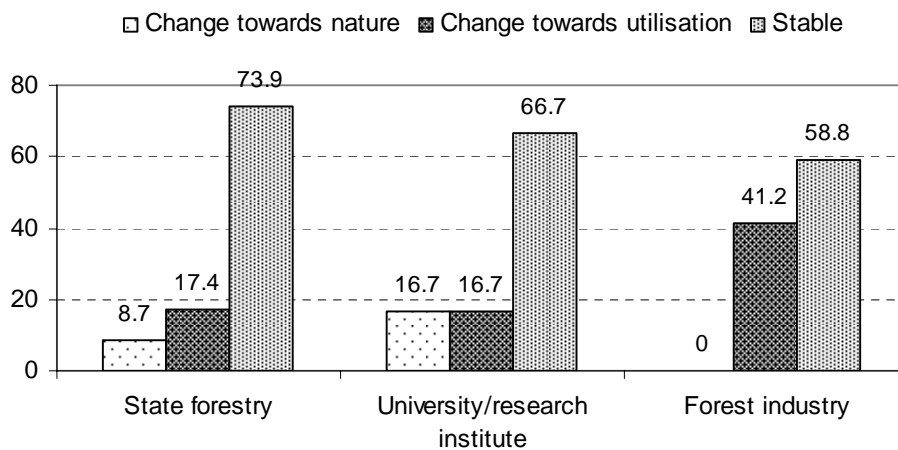
Many respondents also provided comments to their choice of the management paradigm. For example, a Polish respondent who chose management with focus on profit underlined that only areas with low conservation values (primarily coniferous stands) should be managed in this way, and the rest should be left for free development. Another respondent pointed at the fact that economic profit came not only from timber but also from other values. A Swedish respondent that marked management with focus on timber production wrote that in real life production is more important than environment even if according to the legislation these two values are equal.

Among the supporters of the multiple-use paradigm, three respondents underlined that it is important to balance economy and nature, and other two wished they could chose both multiple-use concept and management focused on biodiversity enhancement. Other comments concerned, for example, the leading role of multiple-use concept all over the world, the need to balance all functions of forestry, or including the cultural dimension in the management concept. One of the respondents that chose the focus on biodiversity commented that diversity is important but production is important as well. All processed comments can be found in Annex 3.1.

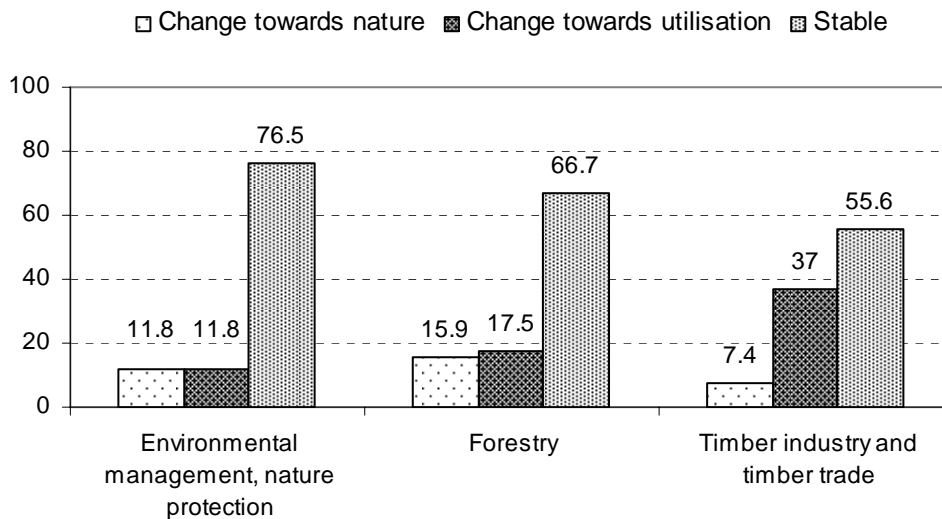


**Figure 10.** Distribution of answers (%) to the question ‘Has your attitude on the forest resource management changed during the professional career, after your graduation?’.

Two thirds of respondents did not change their attitude on the forest resource management during the professional career. Among the rest, a higher number of respondents changed their views towards more utilisation-oriented values (Figure 11).



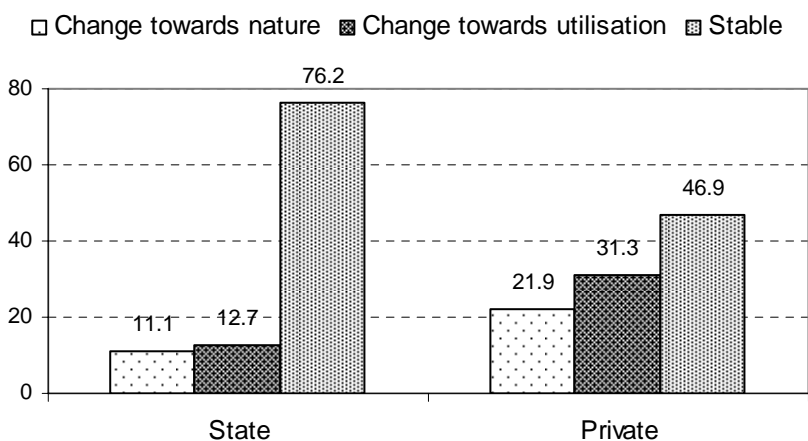
**Figure 11.** Dynamics of graduates’ attitudes by profile of employer organisation (State forestry: 23 respondents; University or research institute: 24 respondents; forest industry: 17 respondents). In %.



**Figure 12.** Dynamics of graduates' attitudes by their professional identity. Distribution in %.

As could be expected, the dynamics of attitudes correlates with the profile of the employer organisation. Work related to forest industry influenced respondents most; over 41 % of industry employees changed their attitude toward more utilisation-oriented values and none has changed toward more environmentally-oriented values (Figure 12). Similar result is seen in relation to field of the professional identity. Respondents that identified themselves with timber related activities most frequently changed their attitude, and the dominant direction was towards utilisation values (Figure 13).

Comparing respondents employed at State versus private organisations, the latter induced more frequent change in values and somewhat more often towards utilisation-oriented values (Figure 14).



**Figure 13.** Dynamics of attitudes by graduates' at State versus private organisations. Distribution in %.

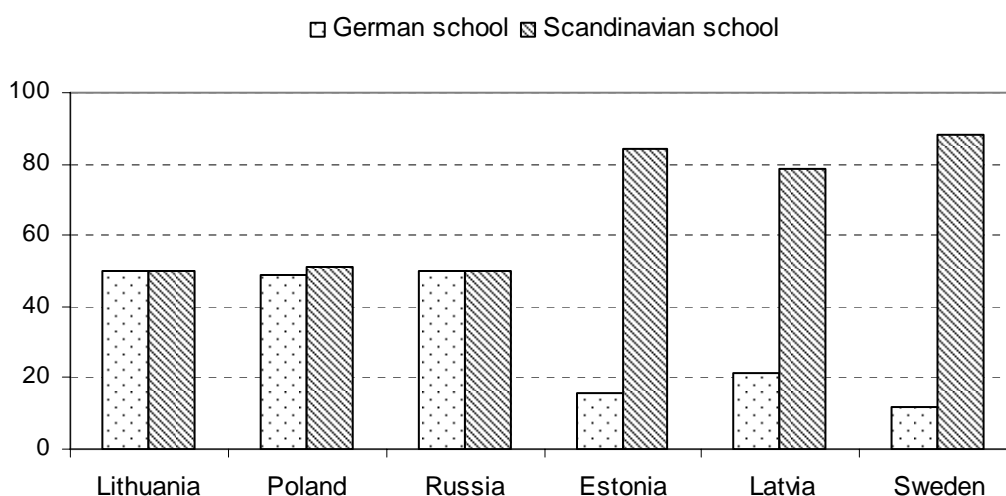
Commenting their answers, respondents that have changed their attitude towards nature-oriented values wrote, for example, that they realised that mixed stands are better for economy due to risk diversification, or that the change in attitude was caused by the studies at Euroforester programme or by a degradation of forest in their country. For change toward more utilisation-

oriented attitudes, the provided reasons include, for example, influence of working in State forestry, education at the Euroforester programme or the need for economic development of their country. All comments can be found in Annex 3.2.

### 3.2.3 German vs. Scandinavian school

Respondents were given two options of choice for the preferred forest management school to be followed in their home countries: the German school/tradition described as management with rather passive utilisation, long rotation ages, continuous cover forestry, high standing volumes, and negative economic result; and Scandinavian school/tradition as management with intensive utilisation, short rotations, even-aged management, low standing volumes, and positive economic result. 61.4 % of respondents chose the Scandinavian school.

Clearly two country groups of respondents can be differentiated (Figure 15): (1) countries whose respondents are divided equally between the aforementioned forestry traditions (Lithuania, Poland, and Russia), and (2) countries where majority of respondents prefer the Scandinavian management school (Estonia, Latvia and Sweden). As Sweden is a Scandinavian country, where forestry and forestry industry forms one of the core sectors of the national economy, the preferences of the Swedish respondents are as expected. Both Latvia and Estonia are countries that have for a long time been influenced by Scandinavian countries. Similarly as in Sweden, forestry is an important economic activity in both Latvia and Estonia. The forest sector has a much lesser weight in Lithuania and particularly in Poland. Russia has immense amounts of forests but the sector currently plays relatively minor role in the national economy that heavy relies on extraction of non-renewable natural resources.



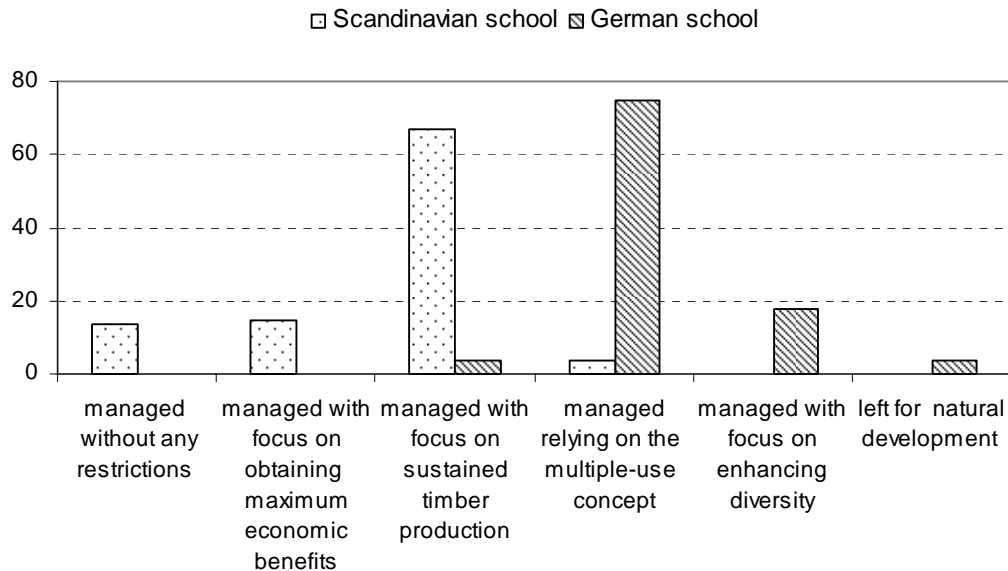
**Figure 14.** German vs. Scandinavian school by country. Distribution in % based on following number of responses Lithuania: 22, Poland: 37, Russia: 14, Estonia: 19, Latvia: 14, Sweden: 17.

Table 8 presents comments on choice of the management school, including arguments for both German and Scandinavian tradition. The main arguments for the German tradition relate to natural values, sustainable use of resources, ethical considerations, and climate change. The main arguments for Scandinavian tradition focus on economic aspects, but some also relate to natural values of the forest. Many respondents would choose something in between these two management schools (Table 8).

**Table 8.** Comments about the choice of German or Scandinavian management school.

Arguments for the German model (G) and Arguments for the Swedish model (S) and against against the Swedish model (S) and other the German model (G) and other comments in comments in <i>cursive</i> (number of respondents, if <i>cursive</i> (number of respondents, if more than 1) more than one)	
Estonia (EE)	<p>-The best solution is something in between</p> <p>-Need for mix of G and S/ solution in between (3)                      -We have too many unmanaged, private forests with no or low ecological value                      -Important role of timber industry in EE                      -I'd prefer a little softer version of S</p>
Latvia (LV)	<p>- G is a good and strong tradition</p> <p>-The best solution is something in between (3)                      -Part of the forest could be G and part S                      -Both: G (historical values), S (economy)                      -Important to keep "responsible &amp; liable" forestry                      -Forest productivity is essential                      -Rapid economic changes                      -Timber industry=crucial economic sector in LV                      -More economical benefits                      -As long as there is profit in forest, it is useful to utilise it; later on forest could be "for fun" –                      -Short rotation forests="nature friendly" (energy)</p>
Lithuania (LT)	<p>-The best solution is something in between (3)                      - I like more forests with long rotation ages                      - Nature-more important than positive economy                      -More nature-oriented forest management, without economical losses, sustainable use of resources                      -We have to share forests with other users (species); forests belong not only to us                      -The current situation is not very optimistic</p> <p>-The need for timber will grow in the future                      -Forestry should economically sustain itself and give money for protected nature areas management                      -It is still G but it could change to S</p>
Poland (PL)	<p>-We should have mix of both G and S/the best solution is something in between (3)                      - I can't imagine S in my country                      -G but with much more intensive utilisation                      -High value timber and much non-market benefits are needed for positive economic result                      -More S way will win with tradition                      -In PL closer to G, but we should cut rotation age to achieve better economic result                      -Working costs grow, so we will have to leave some activities and look for savings</p> <p>-Part of the forest could be G and part S (3)                      -S (also-parts of forest) good for economy of SF (2)                      -The market needs more timber (2)                      -Forests are not used in a sufficient degree                      -Too much concern for 'multiple use' and too little for industrial utilization                      -Very high area of stands with high volume                      -Prevention of damages in old stands                      -Economy of State Forests may collapse with G                      -The best solution is something in between                      -need for &lt; spruce rotations, &gt; intensive utilization                      -Now in PL=G/S school, but →into S                      -SF should have &gt; interest in economy but keep our ecological and social attitude for forest                      -Private forest owners in PL should &gt; freedom                      -Most valuable sites-set aside-free development</p>
Russia	<p>-S do not respects various Russian forests                      -I want to have pure, healthy, natural forests</p> <p>-Need for mix of G and S/ solution in between (2)                      -We should &gt;economical benefits from forests                      -Positive economic result                      -Stronger impact of S forest companies</p>
Sweden	<p>-At least for the greater part of the forest land</p> <p>-Forest industry = large part of the GDP                      -I live in Scandinavia</p>
Germany	<p>-Forests good for climate change                      -There should be no high standing volumes, but market diversification</p> <p>-Forest areas should be divided into "economic use" (S) and with ecological considerations (G)</p>
Other	<p>-To reduce the probability of soil erosion and nutrient leaching of tropical forest (Nigeria)                      -Management for + economy may act against nature and encourage illegal logging (Nigeria)                      -We still not have clear thinking about "production forest" or + economic results ( Vietnam)</p>

There is a clear correlation between the chosen management school and preferred management paradigm (Figure 16). Most respondents that chose Scandinavian school advocate management with focus on timber production or economic benefits or even management without any restrictions. At the same time, most respondents preferring German school chose management focusing on multiple-use concept or biodiversity (Figure 16).



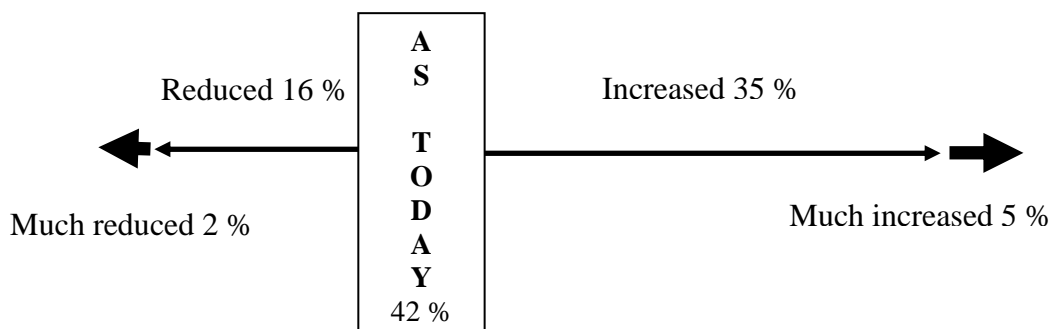
**Figure 15.** Management paradigm versus management school. Distribution in %, sum of responses for each school taken as 100%.

### 3.3.4. Desired direction for forestry

The respondents were asked what is the desired direction for forestry in their countries in the coming 10 years in relation to environmental considerations, forest ownership, decision versus freedom control of forest owners in terms of forest utilisation (more freedom or control of forest owners), and State economic policy in relation to forestry (forestry contribution to the budget or subsidies to forestry from the State).

#### 3.3.4.1 Environmental considerations

For all countries together, 40 % of respondents believe that environmental considerations should be increased or much increased in their countries, while 18 % of respondents would reduce them.

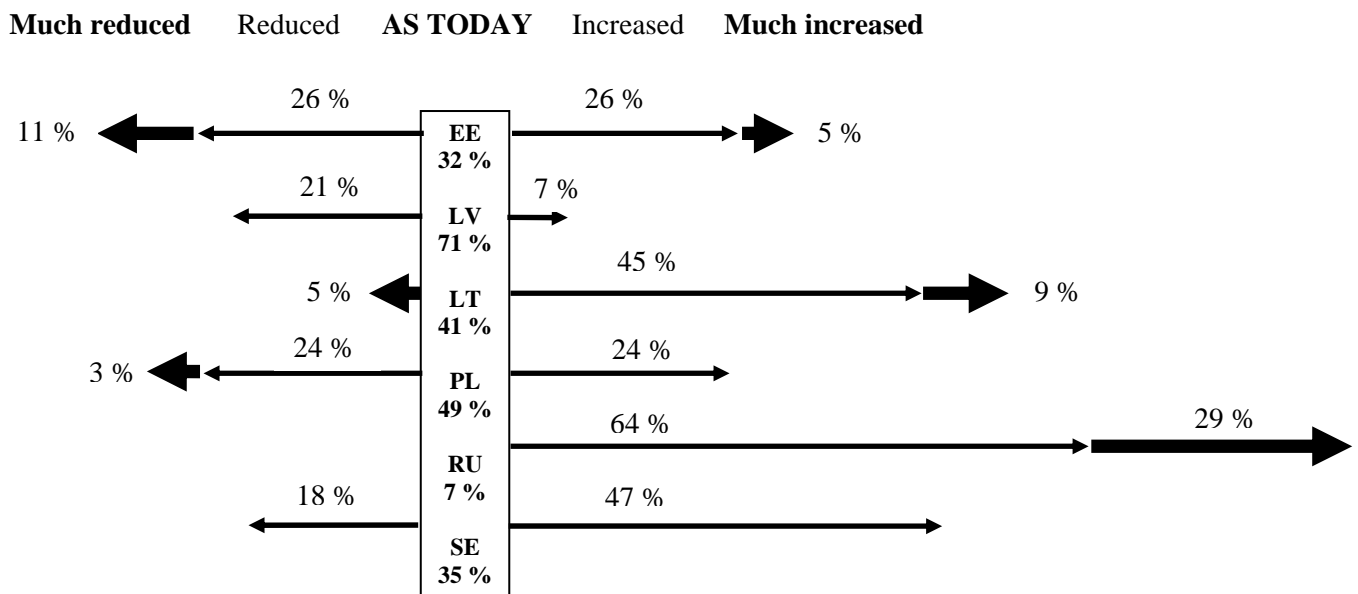


**Figure 16.** Desired direction for forestry: environmental considerations (area of protected forests, forest rotations, types of felling, etc.) should be... All respondents, distribution in %.



The current environmental state and the economic importance of forestry are probably the most influential factors for the preferences of respondents in different countries (Figure 18). Estonian and Latvian forests are in a good state with regard to environmental condition due to low intensity of utilisation during the Soviet period and increasing attention to environmental values during the last decades. At the same time, the forest sector gained significant economic importance since regaining independence. This, coupled with adherence to the Scandinavian forest management paradigm has presumably yielded the relatively high share of respondents preferring reduced environmental considerations in these two countries. Notably, even 70 % of Latvians would keep the *status quo*. Even though the economic weight of the forest sector in Poland is much lower, still more than one fourth of respondents would prefer reduced environmental considerations. This is probably due to the current heavy emphasis on environmental restrictions that are found excessive by some Polish respondents.

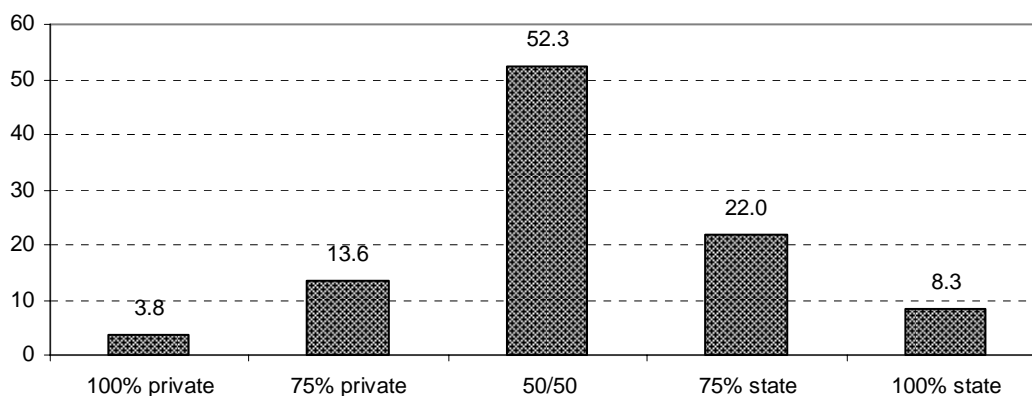
Increased environmental considerations are preferred by respondents in Lithuania and particularly in Russia. For Russia, the core reason probably is the overall institutional disorder, illegal activities, and hyper intensive felling in some accessible forest areas. Answers by Swedish respondents reflect actual forest policy in the country. The wood production is very important but, since the biodiversity level is relatively low, Swedish respondents attribute a high weight to environmental considerations.



**Figure 17.** Desired direction for forestry: environmental considerations should be... (Number of respondents: Estonia 19; Latvia: 14, Lithuania: 22, Poland 37, Russia: 14, Sweden: 17), answers in %.

### 3.3.4.2 Forest ownership

Figure 19 presents respondents' views on how the distribution between private and public forest ownership should look like in their countries. Over 50 % of respondents believe that half of forest should be private and the other half state owned (Figure 19). Answers to this question differ significantly depending on the respondents' country of origin (Table 9). Prevailing answers correlate with current ownership distribution in each country (Table 9). The correlation is least strong in Poland and Russia. In these two countries with dominating State ownership, substantial share of respondents advocate a higher share of private ownership.



**Figure 18.** Desired direction for forestry: forest ownership. Forests should be... All respondents, distribution in %.

Provided comments can shed a light on the choices of part of respondents (Annex 3.3). For example, some of the respondents that advocated more State owned forest believe that the State takes better care of forests than private owners. A supporter of more private ownership said that 25 % share of state forest is enough to “*show the private owner their understanding of ecological forestry*”.

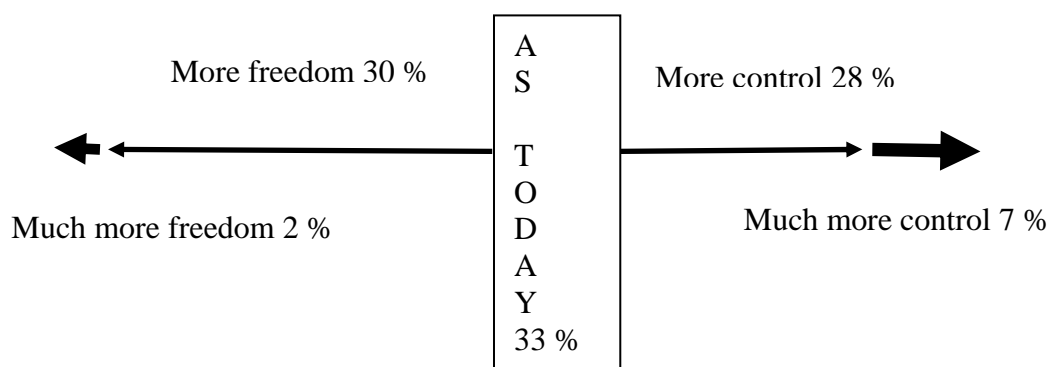
**Table 9.** Desired direction for forestry: forest ownership. Distribution in % by country. The most common answer for each country marked in **bold**. (Respondents: Estonia: 19; Latvia: 14, Lithuania: 22, Poland: 37, Russia: 14, Sweden: 17).

Country	Current distribution, private/State	Respondents' opinion about the desired distribution of ownership in their countries				
		100% private	75% private	50/50	75% State	100% State
Estonia	50/50	0	21.1	<b>68.4</b>	10.5	0
Latvia	50/50	0	0	<b>78.6</b>	21.4	0
Lithuania	50/50	4.5	9.1	<b>81.8</b>	4.5	0
Poland	20/80	0	0	45.9	<b>48.6</b>	5.4
Russia	0/100	0	7.1	28.6	21.4	<b>42.9</b>
Sweden	80/20	17.6	<b>58.8</b>	23.5	0	0

### 3.3.4.3 Decision freedom versus control of forest owners

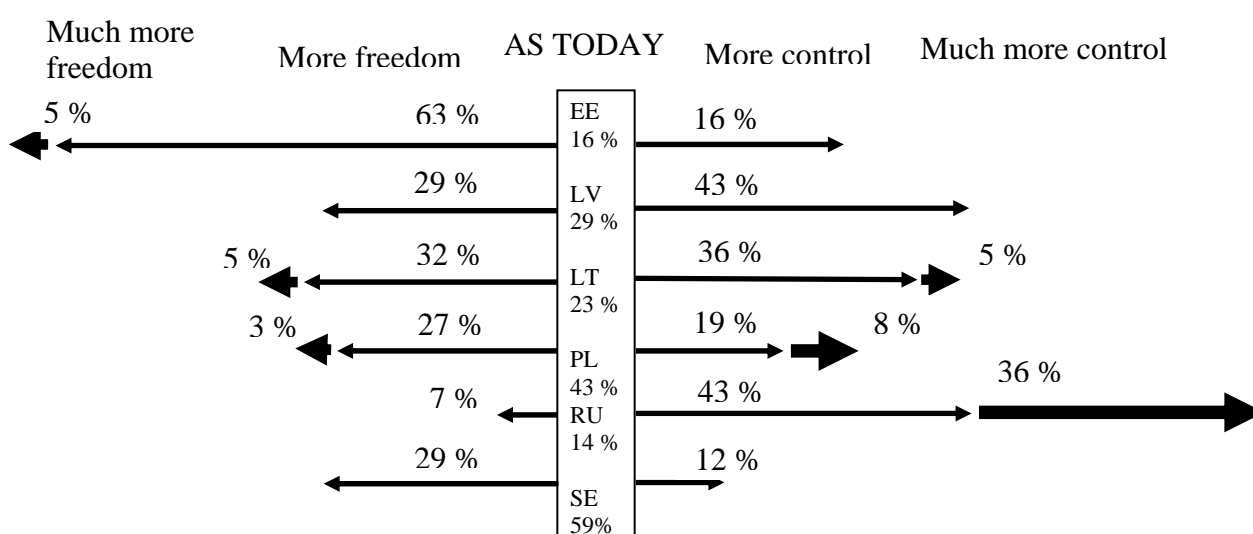
67 % of respondents state that there should be either more freedom (32 %) or more control (35 %) of forest owners. The remaining third believes that the *status quo* should be maintained (Figure 20).

Most of respondents from Estonia advocate more freedom of forest owners (Figure 21). This can be related to the current forest policy situation. In Estonia, forest policy used to be very liberal during the first decade after regaining the independence, but control of forest owners has increased much within a few last years. This presumably creates impression of overregulation.



**Figure 19.** Desired direction for forestry: decision freedom versus control of forest owners in terms of forest utilisation; distribution in %.

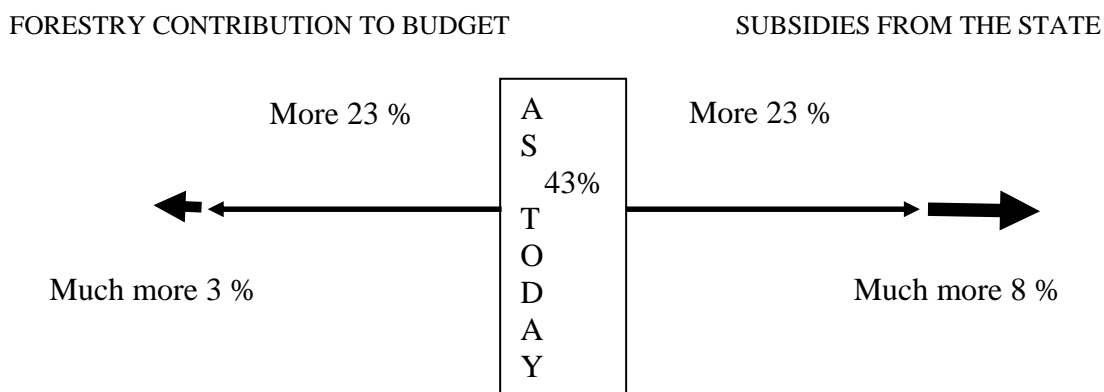
Opposite preferences dominate in Russia that has a long tradition of state ownership and generally there is a prevailing disbelief in virtues of private ownership of natural resources that, by experience, would go into hands of few oligarchs (see illustrative comment in Annex 3.3). There is a lack of order in the institutional set-up of the Russian forestry causing many problems including illegal activities. That is probably why most of Russian respondents are for increased control of forest owners. More freedom and more control options found similar shares of supporters in Lithuania, Latvia, and Poland. The survey cannot elicit reasons for their choices with confidence, but some hints can be found in provided comments (Annex 3.3). Several respondents point at, for example, excessive bureaucracy of state forest organisation that restricts private owners too much; or at too strict control that causes lack of interest of private owners to manage their forest. On the other hand, some respondents from the aforementioned countries believe that private owners do not take care of forests well enough and need to be controlled more strongly. Rather interestingly, a substantial share of Swedes advocate a greater freedom for forest owners, despite the fact that many Swedish respondents wish a greater environmental consideration in forestry. This illustrates the deep-rooted respect for an owner's rights. Presumably the Swedish respondents believe that greater environmental consideration can be achieved without raising the level of control but using softer policy measures.



**Figure 20.** Desired direction for forestry: decision versus freedom control of forest owners in terms of forest utilisation; Number of respondents (Number of respondents: Estonia 19; Latvia: 14, Lithuania: 22, Poland 37, Russia: 14, Sweden: 17); answers in %.

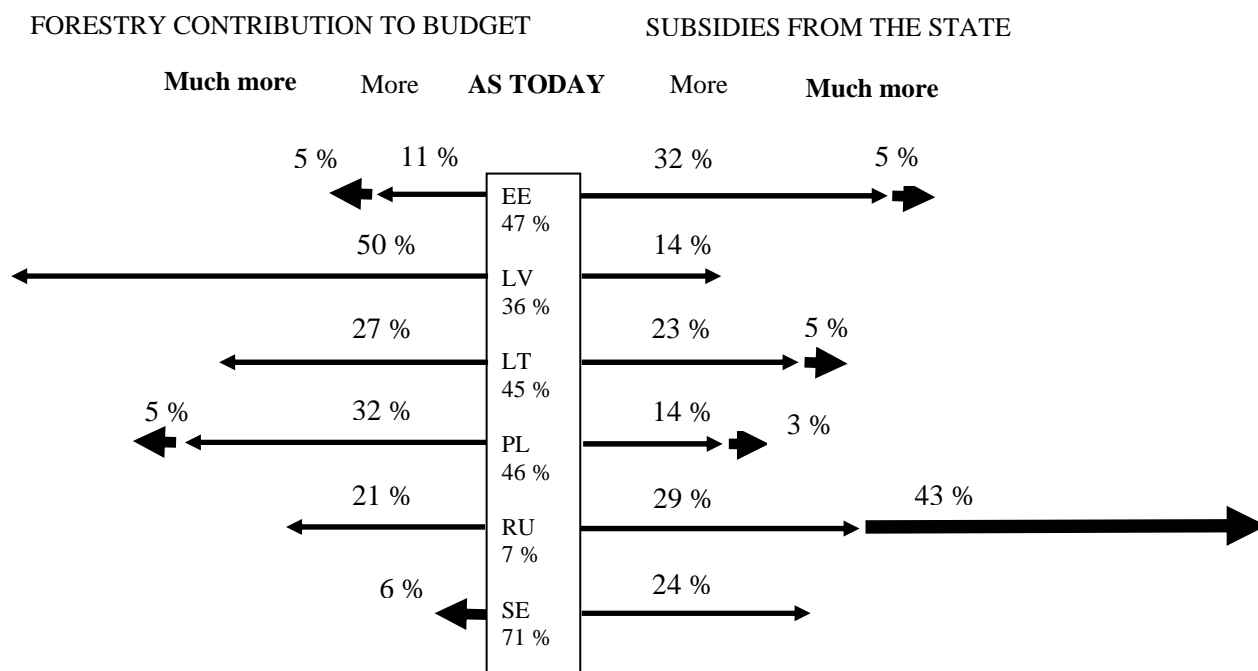
### 3.3.5.4 State economic policy in relation to forestry

Concerning State's economic policy in relation to forestry, 57% of respondents advocate changes from today's situation (Figure 22).



**Figure 21.** Desired direction: Economic policy in relation to State and private forestry; all respondents, distribution in %.

There were large differences between particular countries (Figure 23), where Latvia stands out as the country whose largest share of respondents advocate a larger contribution of forestry to the State economy. Russia, somewhat surprisingly is the country whose prevalent share of respondents advocate more subsidies from the State. Knowing that Russia is the richest world country in terms of forest resources, more subsidies from the State could be questionable. Probably such choices are again connected to deficiencies of the institutional set-up, and the rooted reliance on State's powers and help. Also, as a respondent indicates, many of definitions such as more freedom or control, more economic contribution or subsidies are difficult to interpret in case of Russia (Annex 3.3).



**Figure 22.** Desired direction for forestry: State economic policy in relation to State and private forestry; 19 respondents from Estonia; 14 from Latvia, 22 from Lithuania, 37 from Poland, 14 from Russia, and 17 from Sweden; answers in %.

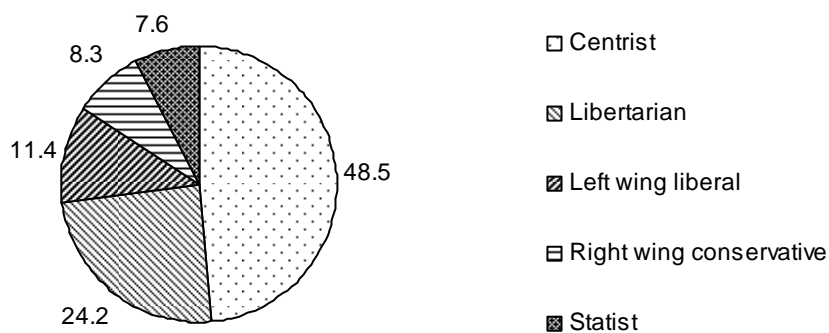
Overall, choices of respondents from different countries do not lend themselves to straightforward explanations but some insights can be derived from comments (Annex 3.3). For example, a Lithuanian respondent claimed that “*private owners will take actions only if they get benefits*”, or a Polish respondent wrote “*foresters must pay protection activities, so difficult to give more contribution*”.

### 3.3.5 Political values

To clarify political values, respondents were asked to respond to a short online survey on [www.theadvocates.org/quiz.html](http://www.theadvocates.org/quiz.html). The answers to the quiz made each respondent fall into one of the following five categories:

- *Libertarian*: maximum liberty in personal and economic matters (focus on individual responsibility, small government, free market, low taxes, minimum social care by State, etc.);
- *Left wing liberal*: freedom of choice in personal matters, but significant government control of the economy;
- *Centrist*: middle ground in personal and economic matters;
- *Right wing conservative*: economic freedom, but restrictions of personal behaviour that violates traditional values;
- *Statist*: government should have great power on the economy and individual behaviour (government intervenes into markets to guarantee social security and increase equality, based on high taxes, utilisation of subsidies, legislative regulation, etc.).

Most of the respondents fell into the Centrist category followed by Libertarian (Figure 24).

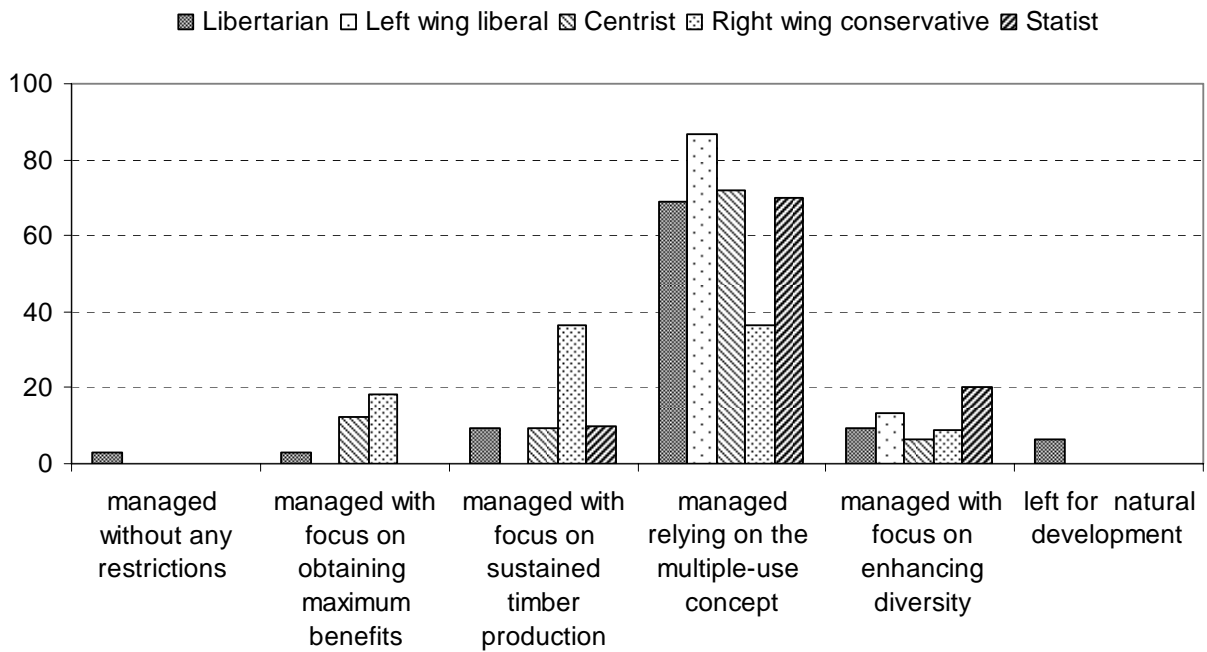


**Figure 23.** Political values. Distribution in %.

Looking for a correlation between respondents’ political values and attitudes toward forest management and forestry’s economic role, it would be reasonable to expect that the political standpoints advocating economic freedom (Libertarians and Right wing conservatives) would more frequently choose paradigms oriented towards more intensive forest utilisation leading to higher economic gains; and would generally be adverse to larger subsidies for forestry. The reverse could be expected from categories advocating a greater State control in the economic matters (Left wing liberals and Statists).

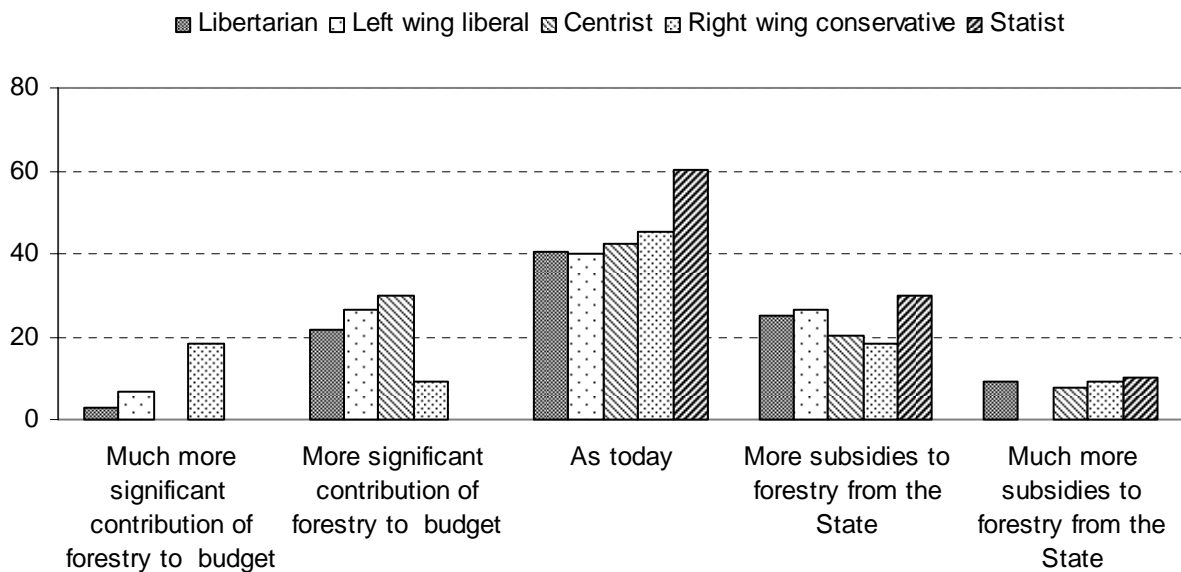
Independently from political standpoint, most of the respondents chose management paradigm relying on multiple-use concept and generally there appears to be no observable relationship

between the political standpoint and the choice of management paradigm (Figure 25). The only exception is that a greater share of right wing conservatives chooses more utilisation-oriented management paradigms.

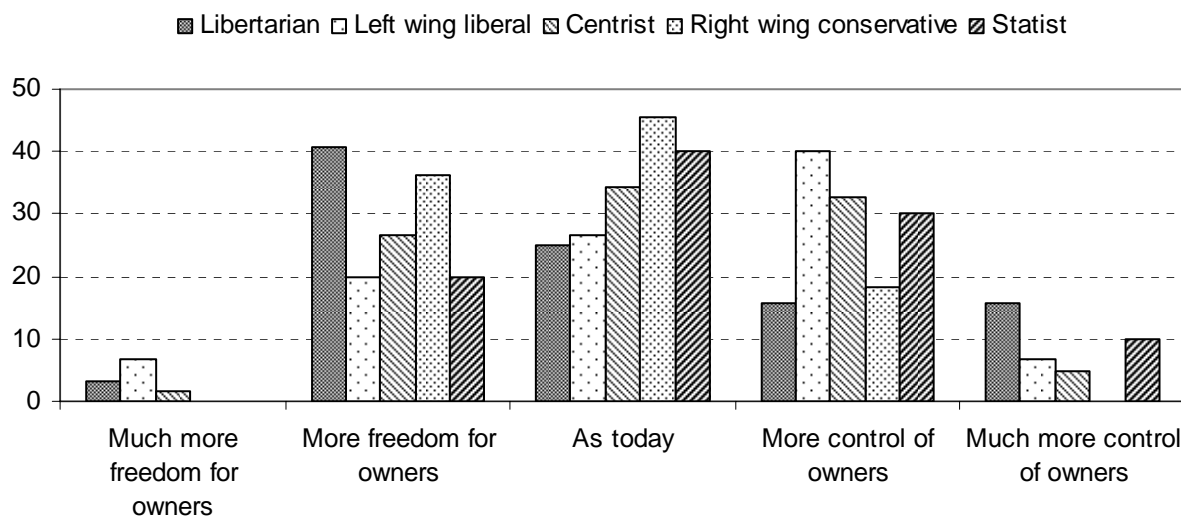


**Figure 24.** Political values and chosen management paradigm; distribution in %, taking sum of respondents within each political value category as 100%.

When political values are checked against the views on forestry’s contribution to the State budget versus subsidies from the State to forestry, the distributions between various value categories are again rather similar approaching a normal shape. The statist stand out from other categories. None of statist chose the options for a greater contribution from forestry to the State budget.



**Figure 25.** Political values and views on desired forestry’s role in national economy; distribution in %.



**Figure 26.** Political values and views on forest owner’s freedom versus control; distribution in %.

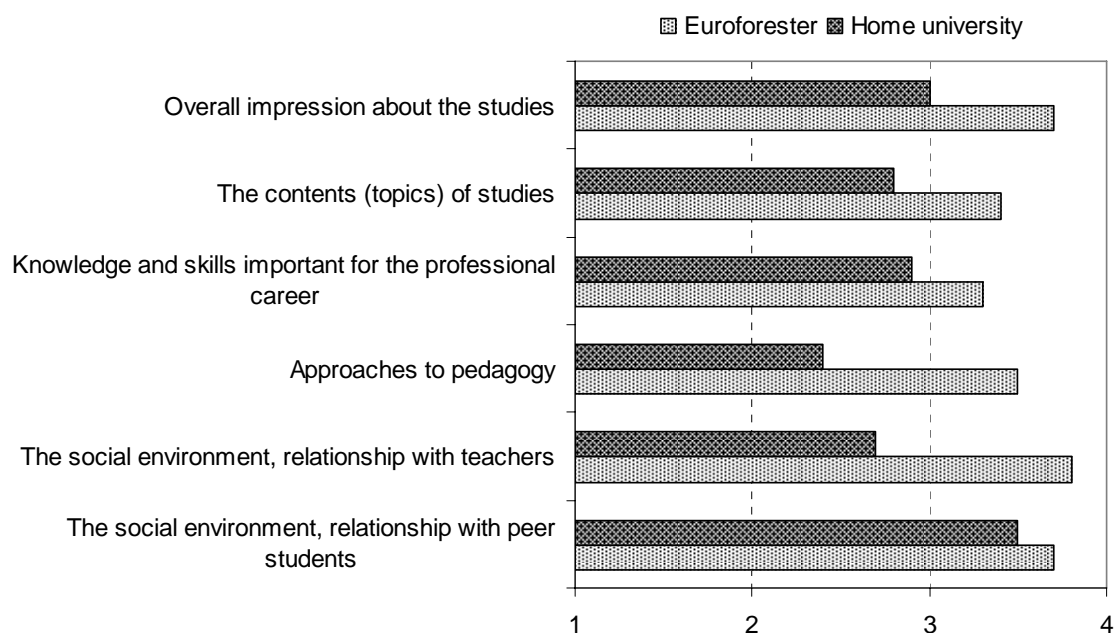
Regarding views on forest owner’s freedom versus control (Figure 27) a larger share of libertarians (44% versus 32%) and right wing conservatives (36% versus 18%) are in favour of a greater freedom. Contrary views are held by a dominant share of left wing liberals, 47% of whose advocate more control and 27% are for more freedom. Similarly, 40% of statist are in favour of a greater control, while 20% advocate more freedom.

The numbers of respondents within various categories of political values are too small to make any conclusive statements. The obtained results indicate that there hardly is a significant correlation between general political standpoints and attitudes towards forest policy issues. The results in this section should generally be regarded with caution as it not possible to check how many of the respondents have actually answered the online quiz on political values.

### 3.3 Education

#### 3.3.1 Evaluation of study programmes

Respondents evaluated different aspects of studies at the Euroforester programme and at the home university (Tables 10 and 11). Higher mean scores were obtained for the Euroforester programme when compared with home university for all the evaluated aspects (Figure 28). The largest differences were obtained for approaches to pedagogy and relationships with teachers. This is backed up by numerous comments by respondents (Annexes 3.4 and 3.5). In general, graduates from the former socialist countries claimed that studies at their home universities were more traditional, less flexible, entailing stricter study rules, old-fashioned approaches to pedagogy and too hierarchical relationships between teachers and students.



**Figure 27.** Comparison of various aspects of Euroforester and home university programmes; mean values ('1' stands for very bad, '4' means very good).

Describing benefits from Euroforester for the professional career the respondents particularly appreciated transferable skills such as making presentations in a large auditory, working in group, solving tasks independently and using many sources, thinking critically, etc. Concerning studies at the home university, the most frequently mentioned benefit was acquisition of the fundamental knowledge base necessary for the forestry profession.

**Table 10.** Evaluation of the Euroforester programme on the scale from "1" (very bad) to "4" (very good), 126 responses.

	1	2	3	4	Mean score
Overall impression about the studies	0	0	33	93	3.7
The contents (topics) of studies	0	1	78	47	3.4
Knowledge and skills important for the professional career	2	12	60	52	3.3
Approaches to pedagogy	1	9	47	69	3.5
The social environment, relationship with teachers	0	4	17	105	3.8
The social environment, relationship with peer students	0	5	34	87	3.7

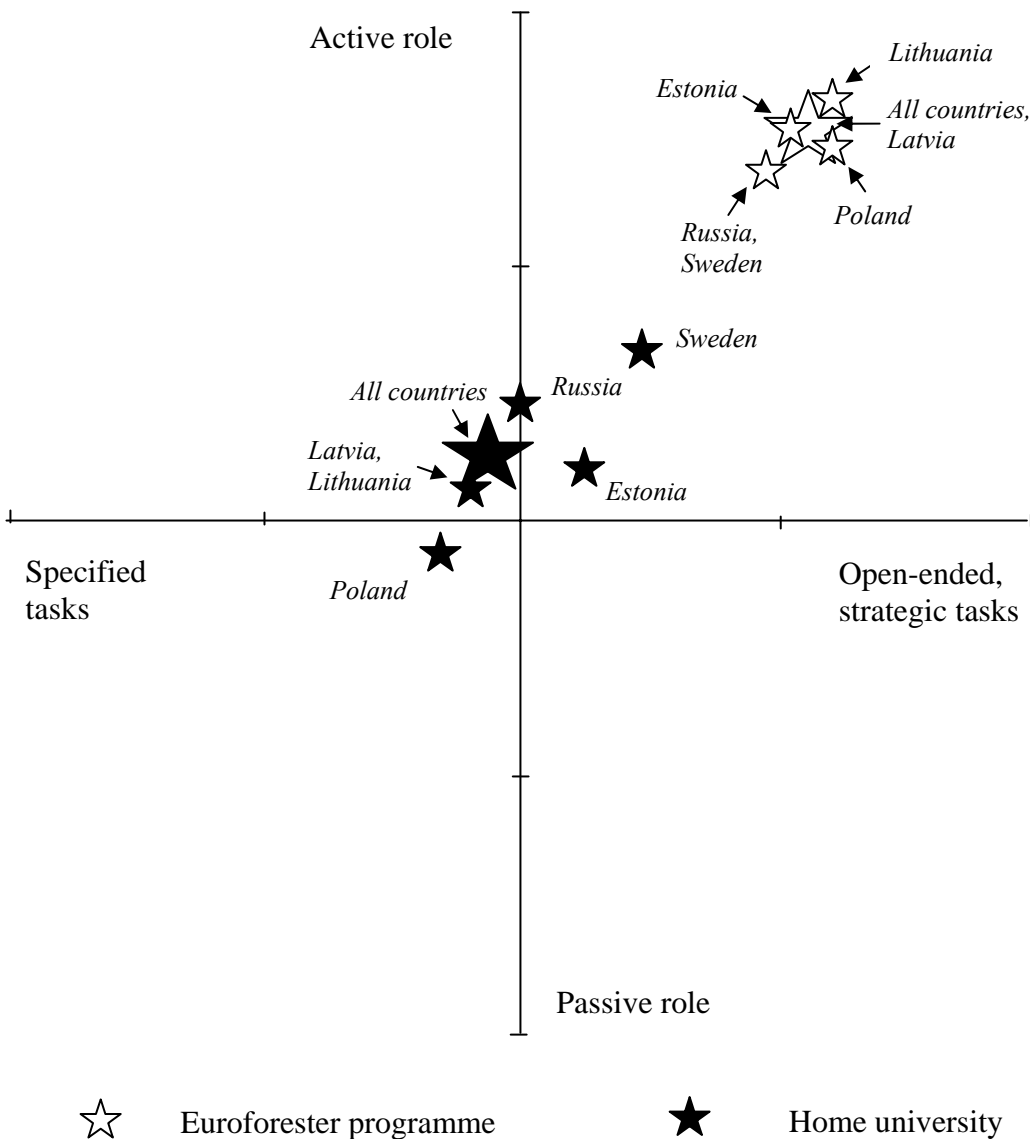
**Table 11.** Evaluation of studies at university, where students spent most of their study time (home u-ty) on the scale from "1" (very bad) to "4" (very good), 126 responses.

	1	2	3	4	Mean score
Overall impression about the studies	0	27	74	25	3.0
The contents (topics) of studies	0	40	67	19	2.8
Knowledge and skills important for the professional career	0	44	56	26	2.9
Approaches to pedagogy	17	56	41	12	2.4
The social environment, relationship with teachers	18	39	38	31	2.7
The social environment, relationship with peer students	1	7	52	66	3.5



### 3.3.2 Student's role and prevailing tasks

Graduates were asked to evaluate student's role (active versus passive) and type of prevailing tasks (specified versus open-ended, strategic), in the Euroforester programme and studies at the home university. A remarkably passive role implies that a student frequently perceives herself/himself to be a note-taker, knowledge is often "provided on plate" without much reflection by the student. An active role means that student engages in learning, actively constructing knowledge by herself/himself via diverse assignments, group work, discussions with teachers and fellow students, etc. Specific tasks refer to rigidly defined tasks, lectures with specific info that is expected to be reported in exams; seminars, labs or homework, where each step of a task is thoroughly defined with little possibility for deviations. Open-ended, strategic tasks refer to flexibly defined tasks, where students has to do much of the work independently, e.g. look for various information sources and find own ways of solution.



**Figure 28.** Student's role (active vs. passive) and type of tasks (specified vs. open-ended, strategic); (Respondents: Estonia: 17, Latvia: 14, Lithuania: 22, 35 Poland: 35, Russia: 13, Sweden: 16).

Figure 29 shows that graduates from all analysed countries consider Euroforester programme to entail a more active student role and more open-ended types of tasks. The largest difference can be seen in case of Lithuania, Latvia and Poland. The lowest difference is, as expected, in the case of Sweden since the Euroforester programme took place at home university of the Swedish graduates. Thus, they did not compare programmes at different universities but rather lower grade studies (typically 1-3 years of studies corresponding to a bachelor level in terms of the Bologna accord) with the master programme Euroforester. Students from other countries were able to compare study programmes at MSc level, as they typically passed one year of MSc courses in Alnarp and at least one year at the home university.

### **3.3.3 Suggested improvements of study programmes**

One of the survey questions considered possible improvements of the Euroforester programme. 78 answers were given, many of them including several proposals. After coding of comments, the suggestions for improvement were divided into 3 groups (i) studies in general, (ii) courses and (iii) social environment (Annex 3.6). Examples of improvements proposed for studies were: including more field trips, practices and discussions; making the whole programme longer; including possibilities to choose courses; or improving some aspects of teaching. There were also a lot of suggestions for improvement of courses, many of them considering inclusion of new topics. As for social aspects, the main comments related to possibility of organising different social events, accommodation issues and improvement of knowledge about other nations.

72 answers were provided on analogous question for study programme at the home university (Annex 3.7). Many answers concentrate on studies in general, for example, the structure of studies, more flexibility in the choice of courses, more active role of students or teachers' attitudes and their pedagogical approach. In general respondents consider that these aspects need much improvement. Other important group of answers concerns different practical skills and knowledge that should be included in the home universities study programmes. There was also a need to include more discussions, group works and open-ended, strategic tasks.

Generally, the respondents suggest more radical changes at home universities but constructive proposals were provided also for the Euroforester programme. They are worth consideration among the teaching staff of the programme.

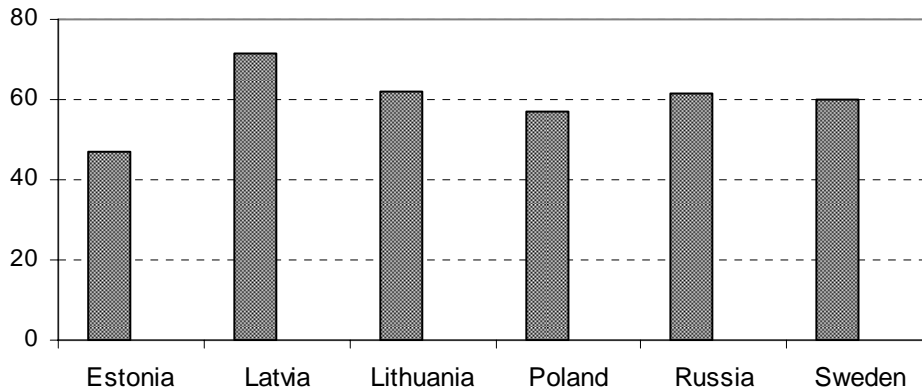
### **3.3.4 Advantages and disadvantages from studying abroad**

89 answers were obtained to the open-ended question on (dis)advantages from studying abroad. Most respondents mentioned several advantages (Annex 3.8) and disadvantages (Annex 3.9). Main advantages were related to studies in general, different skills, experiences and gained knowledge as well as people met. Respondents appreciated that studying abroad broadened their horizon and gave them wider, more open-minded perspective on different issues. They valued improvement of language skills, getting knowledge of other nations, their customs, traditions and cultures, and knowledge on forestry issues from an international perspective. In addition, they valued development of communication and social skills, and possibilities to confront different views and opinions. 15 respondents believed that there were no disadvantages of studying abroad. Others, however, did find some disadvantages, like missing family and friends, culture shock or problems at home university with accepting courses passed abroad. A few graduates mention loneliness, waste of time due to longer combined study period, or missing one year at home university with old friends.

### 3.4. Career

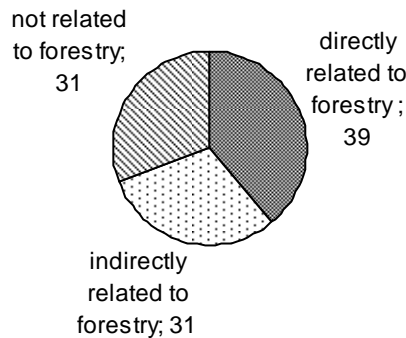
#### 3.4.1 Job during studies

73 respondents (58.9 %) answered that they worked during studies. There was no large difference between various countries (Figure 30); Estonia was the only country where less than half of respondents worked during studies.



**Figure 29.** Percentage of respondents that worked during studies, by country; (Respondents: Estonia: 17, Latvia: 14, Lithuania: 21, Poland: 35, Russia: 13, Sweden: 15).

In most cases the work during studies was directly or indirectly related to forestry (Figure 31) Examples of work places that were classified as indirectly related to forestry are: Baltic Renewable Energy Centre, tree nursery or a Department of Environmental Conservation at municipality.



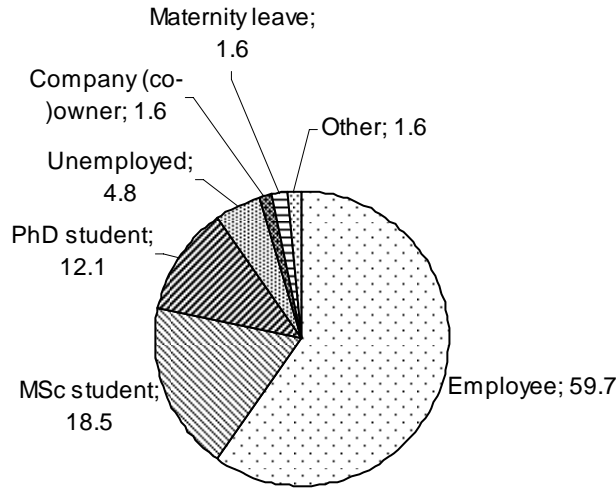
**Figure 30.** Job during studies – professional field; distribution in %.

60 respondents provided information about the extent of job during studies. 36 out of them (60%) worked relatively much, meaning: either (1) full-time job for at least half a year or (2) half-time job for at least a year or (3) less than 25% time job for at least 2 years. No large differences were observed between particular countries. The group of respondents that worked relatively much comprised 4 Estonians, 5 Latvians, 6 Lithuanians, 9 Poles, 6 Russians, and 4 Swedes.

#### 3.4.2 Current occupation

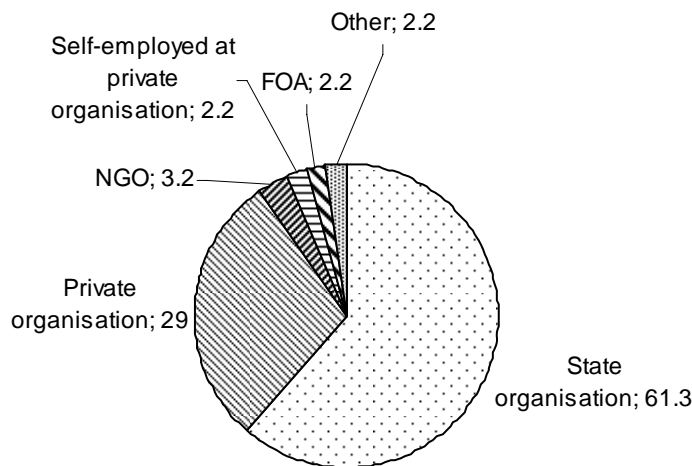
At the time of responding to the survey, almost 60% of all respondents were employed, while 18% still studied at a Master programme and 12% were PhD students (Figure 32). In further analysis PhD students were classified as employed. There were only 6 respondents (5%) that

were unemployed (not including respondents that still study), 2 respondents worked at their own company (Figure 32). By gender, 60 males and 33 females were employed. 3 males and 3 females did not have jobs, the unemployment rate by gender constituting 4.8% and 8.3%, respectively. In addition 2 females were on maternity leave.



**Figure 31.** ‘What is your current occupation?’ All respondents, distribution in %.

At the time of the survey, over 60 % of employed respondents worked at State organisations and 29 % at private organisations (Figure 33).



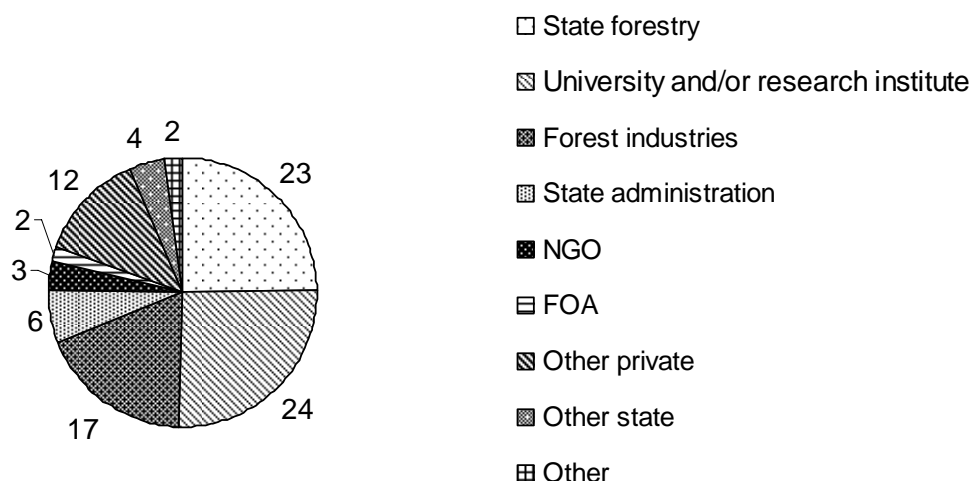
**Figure 32.** At what type of organisation are you presently employed? Distribution of 93 employed respondents, in %.

The highest share of respondents employed at a state organisation was in Estonia and Latvia (Table 12).

**Table 12.** Employer organisations by countries.

Nationality	Number of respondents	Working at State organisation in %	Working at a private organisation in %	Other employment, in %
Estonia	12	83.3	16.7	-
Latvia	14	78.6	21.4	-
Lithuania	17	52.9	41.2	5.9
Poland	24	66.7	25.0	8.3
Russia	9	44.4	44.4	11.2
Sweden	12	41.7	41.7	16.6

Out of 93 employed respondents, the highest share worked at a University or a research institute (24), followed by State forestry administration/enterprises (23), and forest industry (17) (Figure 34).

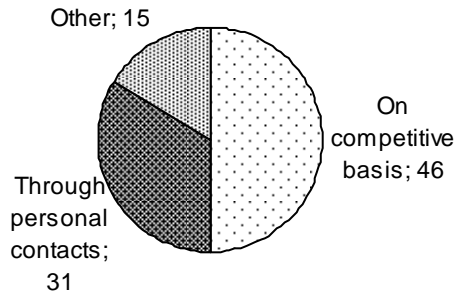


**Figure 33.** Employer organisation; number of answers.

Polish respondents worked most frequently at State forestry administration (SF) (14 out of 24 employed respondents). This can be explained by the strong position of SF that manages over 80% of Polish forests and is a very dominant actor in the national forest sector. Moreover, higher forestry education in Poland almost exclusively aims at preparing students to work at SF. There were neither Lithuanians nor Russians working at State forestry administration. This might be explained by unfavourable conditions of work at respective organisations (significant staff reductions and lacking ability to provide competitive salaries) as well as better opportunities to get attractive jobs at other forest sector organisations. 4 out of 9 employed Russian respondents worked in research field.

Two thirds of Estonians (8 out of 12 employed respondents) worked at a university or a research institute. It can probably be explained by good conditions provided by the State for research in this country and particularly by the targeted and successful effort by Institute of Forestry and Rural Engineering (at the Estonian University of Life Sciences) to attract young researchers with international study background.

The question about extent of current job was answered by 79 respondents. 68 respondents worked full time and five respondents had more than 1 full-time position. Five respondents worked between 50 and 90% of time and one below 50%.



**Figure 34.** How did you get your current job? Distribution in %.

The employed respondents were also asked how they got their current job. 50% of them claimed they got it on competitive basis, 34% through personal contacts and the rest in some other way (Figure 35). The meaning of ‘personal contacts’ was clarified in comments. Seven respondents wrote that a teacher or supervisor helped them in getting job, for five graduates the job was linked to their master thesis, six got help from their course mates (either from Euroforester programme or home university), and two through a friend working at the company. Two respondents worked as a volunteer or trainee at an organisation, and one worked at an organisation already when studying, before getting a job there. Other respondents got a job through, for example, family connections. The respondents that neither got their job on competitive basis, nor through personal contacts, gave other explanations. For three of them it was combination of competitive basis and personal contacts and two were sending CVs and requests for job via e-mails. One respondent wrote “*I was lucky*”, and another explained “*I was the first candidate that applied for the job and I was taken on*”. Other explanations were the following: “*I got job on the basis of regulations that every graduate must make one year training in SF service*”; “*my CV was in internet and a director of the company offered me a job*”; “*there is lack of specialists in Ukraine; it is not difficult to get job, but it is not well paid*”; “*I finished practice, applied for job and after passing two exams was hired*”.

Respondents also indicated the main factors for getting job (Figure 36). The major group of factors is related to different skills. Particularly, language and personal communication skills were named by a large proportion of respondents<sup>6</sup>. The second largest group relates to university education, for example obtained marks, degrees and knowledge. These two groups can be in many cases linked to studies abroad. 13 respondents explicitly mentioned studies abroad as the important factor to get the current job. In addition, many of respondents pointed to studies abroad, when naming other factors, for example “*international communication skills*”, indicating that studies abroad were important; or when talking about university degree they wrote that degree from foreign university was important. Another significant group of factors concerned professional and personal contacts. Many respondents mentioned previous job experience. For example, some of them worked part time before and, as one graduate said, “*made a good*

<sup>6</sup> For example, 32 responses on language skills can be considered to be a very high rate, taking into account that this was an open-ended question.

*impression*". Other factors, seen at the bottom of Figure 34 were mentioned by a smaller number of respondents.

Out of 51 answers provided to the open-ended question on discrimination, 42 respondents claimed that they did not face any discrimination when applying for job. The remaining 9 respondents faced some form of discrimination (Annex 3.12). For two respondents it was discrimination due to gender, four respondents claimed they were discriminated because they did not have any personal contacts to help them get job at state forestry administration. One respondent said that she/he could not choose a job position he/she wanted at State forestry administration, but was assigned to it, and another was discriminated due to communication problems. One respondent claimed that she/he faced 'positive discrimination', meaning advantages of her/his background. It is worth mentioning that out of eight "negative discrimination" cases, four concerned Polish respondents and their attempts to get job at SF and two cases concerned attempts of Lithuanians to get job at State forest enterprises (Annex 3.12).

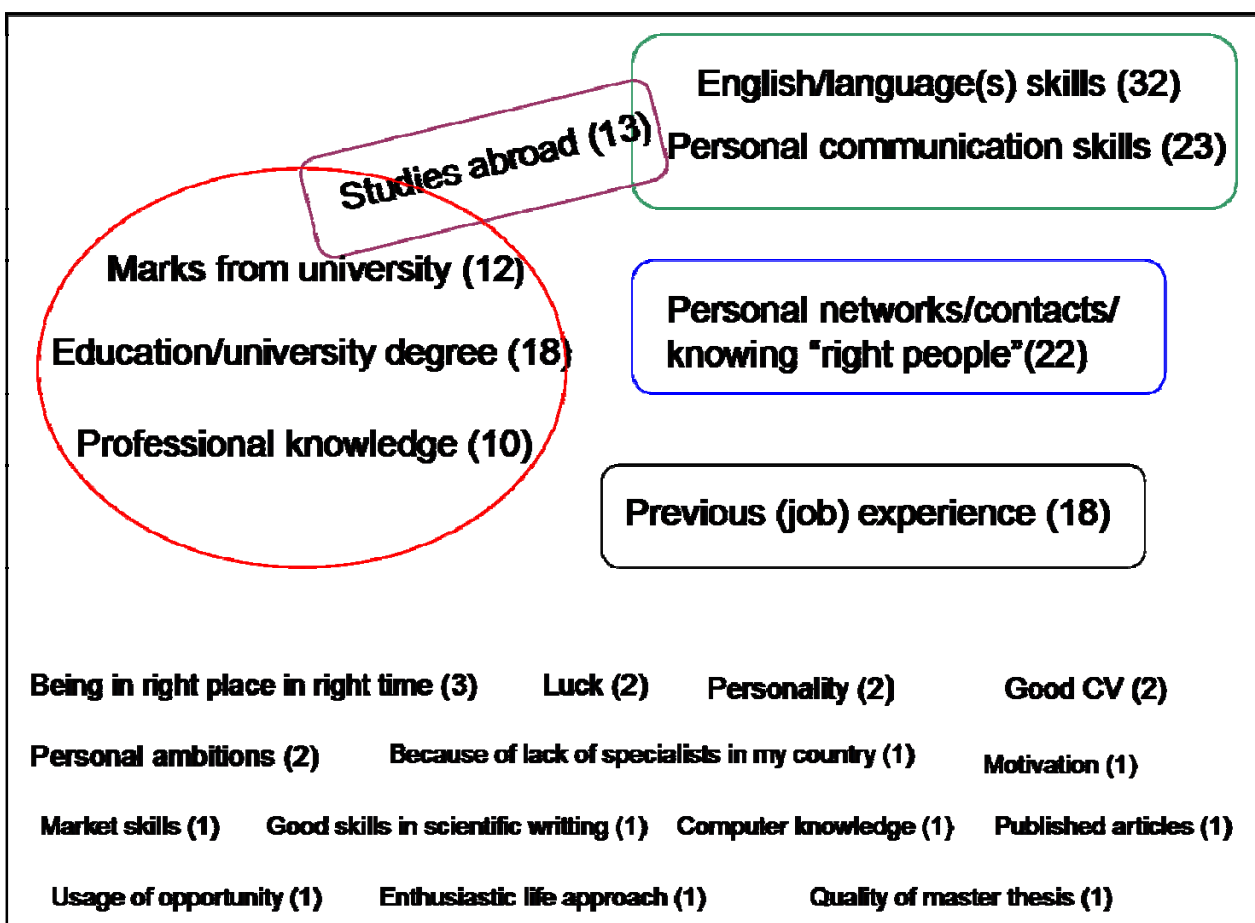
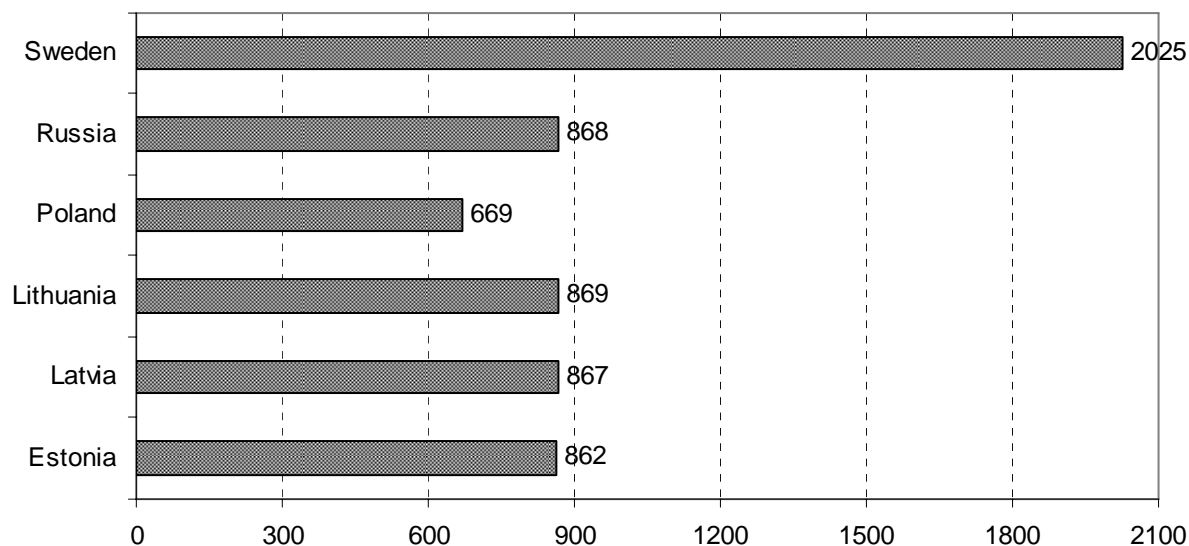


Figure 35. Main factors for getting job (number of answers in parentheses).

### 3.4.3 Income

The average income net after taxes was equal 1013 euro/month for all respondents (based on 76 answers: Estonia: 11, Latvia: 10, Lithuania: 15, Poland: 19, Russia: 7, Sweden: 11, Ukraine: 2, and Germany: 1). When calculating average income by countries, only respondents that lived and worked in the home countries were included; respondents that lived abroad were excluded. As expected, a large difference is found between Sweden (2,025 euro) and other analysed countries (below 900 euro) (Figure 37). The lowest average income is obtained for Poland, which is most likely related to the fact that majority (58%) of Polish respondents work at State forestry

organisation. At Polish SF the basic payment is not high, however, according to information from some respondents, employees at SF often get different other monetary privileges (like staff accommodation free of charge and supplementary money for staff clothes, laundry, house heating, etc).



**Figure 36.** Average income net after taxes by country, euro/month. Respondents Estonia: 9, Latvia: 9, Lithuania: 13, Poland: 18, Russia: 7, Sweden: 10.

To better judge about the salary level, average net earnings of Euroforester graduates are compared with average net earnings of whole employed population in respective countries (Table 13). It can be seen that the salaries of Euroforester graduates on average exceed the earnings in home countries by 58%. The smallest difference is in Poland (10%) and the largest difference in Russia (135%).

**Table 13.** Net earnings by respondents vs. average net earnings in respective countries, excluding respondents that have moved abroad.

Country	Average for country's employees, €month*	Net earnings Euroforester graduates', €month	Relative earnings of graduates in % (taking average earnings in country as 100%)	Medians of graduates' satisfaction for 'Pay'
Sweden	1345	2025	151	39
Lithuania	459	869	189	30
Russia	370	868	235	18
Latvia	471	867	184	35
Estonia	641	862	134	35
Poland	608	669	110	28
Average	649	1027	158	30

\*Sources:

- 1) Data for Estonia, Latvia, Lithuania, Poland and Russia are obtained from the Database Central Europe (CE Research 2008) and cover average for the first quarter of 2008 (identical with the period of surveying).
- 2) Data for Sweden were calculated by reducing gross earnings by the average tax wedge, both provided in Eurostat (EC 2008). The estimate is average for 2006.



There is no observable correlation between the relative earnings of Euroforester graduates and the level of satisfaction for 'Pay' (Table 13). In fact, the satisfaction is lowest in Russia, where the relative earnings are highest and the average salary level of Euroforester graduates closely matches their peers from the Baltic countries. This peculiar outcome can most likely be explained by huge differentiation of salaries across the country. Majority of the Russian graduates are employed in Russian metropolises Moscow and St. Petersburg where salary levels are manifold compared to the Russian province. A starting salary of a graduate might appear quite low compared to the general salary level and subsistence costs in the metropolises, which can lead to low satisfaction.

The average salary level of graduates is lowest in Poland, where also relating earnings are smallest compared to other analysed countries. But Polish respondents' average pay satisfaction was in the neutral range of JDI scores (implying neither high satisfaction, nor severe dissatisfaction). As mentioned before, many Polish respondents worked at State Forest, where the basic payment is not very high, but the employees get different privileges. They are also often placed in local areas where the overall salary level is lower than in urban areas.

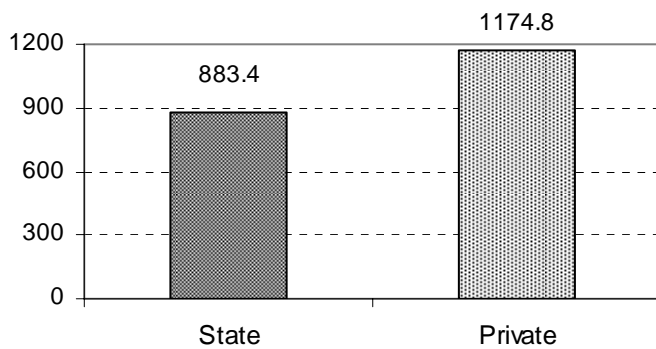
Regarded by the gender, the average income of male respondents was 1064 euro/month (based on 47 responses). Females' income amounted to 864 euro/month (based on 28 responses), or 17% lower. Although average income of males is higher in all countries (Table 14), very remarkable differences are found in Estonia (31 %), Lithuania (28 %), Poland (22 %) and Latvia (19 %). They exceed the average gender gap in these countries as estimated by Eurostat. Graduates' gender gap is quite small for Sweden and Russia. For the latter the result might be accidental, as one male graduate has reported a much lower salary than the remaining six respondents.

**Table 14.** Average salaries net after taxes by country and gender, excluding respondents that have moved abroad

Country	Net salary by gender, €/month (No respondents in parentheses)		Percentage of female salary relative to males, %	Pay gap according to the survey of graduates, %	Average gender pay gap for all employees, %*
	Female	Male			
Sweden	1997 (3)	2039 (6)	97.9	2.1	16
Estonia	667 (3)	960 (6)	69.5	30.5	25
Lithuania	736 (7)	1024 (6)	71.9	28.1	16
Poland	557 (5)	712 (13)	78.2	21.8	12
Russia	852 (3)	880 (4)	96.8	3.2	Not available
Latvia	750 (3)	925 (6)	81.1	18.9	16
Average	864 (24)	1036 (41)	83.4	16.6	17

\*Source: EC (2008), average pay gap from 2005 for Estonia and from 2006 for Sweden, Lithuania, Poland and Latvia.

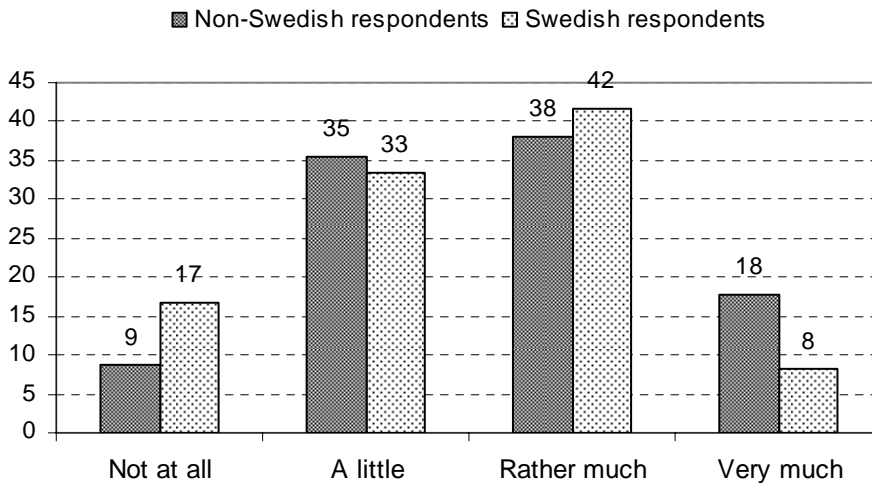
On average, respondents working at state organisations had 25% lower salary than those working at private organisations (Figure 38). Taking non-Swedish respondents only, the difference is even bigger; respondents' salary at State organisations is around 30% lower.



**Figure 37.** Average income net after tax in State versus private organisations, euro/month.

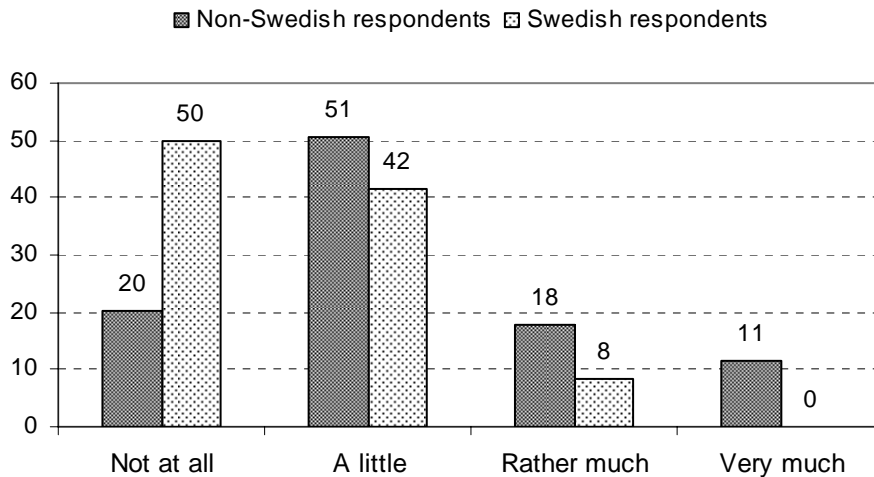
### 3.4.4 International background

The respondents were asked whether the employer organisation benefited from their international background. There was a large spread in respondents evaluation and there were not large differences between Swedish and non-Swedish respondents (Figure 39).



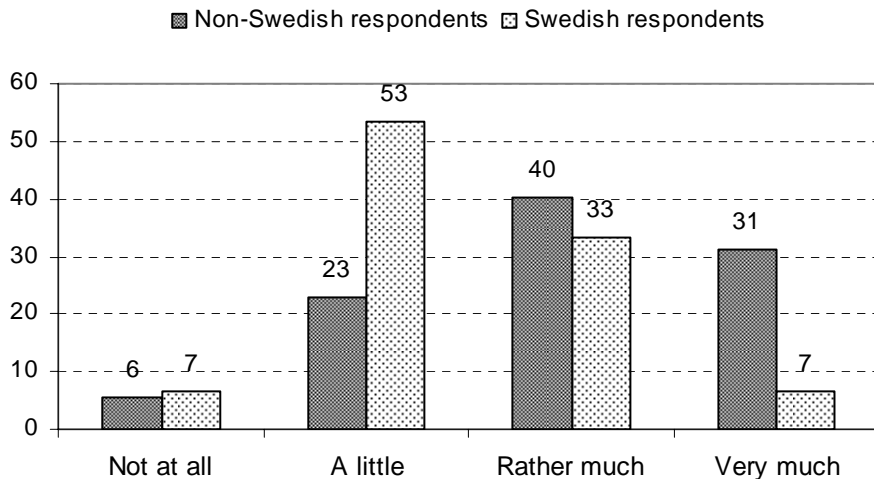
**Figure 38.** ‘To what extent, do you believe, your employer organization benefited from your international background?’ 12 Swedish (100%) and 79 non-Swedish employed respondents (100%). Answers in %.

However, there was a considerable difference between Swedish and non-Swedish respondents in relation to their use of international network gained *via* the Euroforester programme in their current work position. Swedish respondents used such network much less than others (Figure 40).



**Figure 39.** ‘To what degree have you been able to make use of your international network gained via Euroforester programme in your current work position?’ 12 Swedish and 79 non-Swedish employed respondents, distribution in %.

According to non-Swedish respondents, Euroforester contributed much to their career, while for Swedish respondents it was not so important (Figure 40). This can be related to the fact that for Swedish respondents, Euroforester programme was not so “extraordinary” like for non-Swedish students, but only a part of their regular, national studies. Nevertheless, even for Swedish graduates, 40 % of respondents answered that Euroforester contributed much or rather much to the career, Figure 41.



**Figure 40.** ‘To what extent the Euroforester programme contributed to your career?’ 15 Swedish and 109 non-Swedish respondents, distribution in %.

Some respondents also commented their answers concerning international background (Annex 3.11). The comments in most cases positively addressed benefits for career, for example seven respondents claimed that international background helped them being employed; there were also three respondents who believed that their organisation would benefit from their background in the future. Other positive comments concerned skills and knowledge that respondents both gained during the programme and used in their work. Some examples of such skills are communication and language skills, presentation skills or teaching methods. A few comments concerned use of

networks of people met during Euroforester programme. There were also some negative comments. It is interesting that out of 10 negative comments, 4 were about working in the Polish SF. According to them, international background had no meaning when you work in SF. All the comments can be found in Annex 3.11.

### 3.5. Job satisfaction

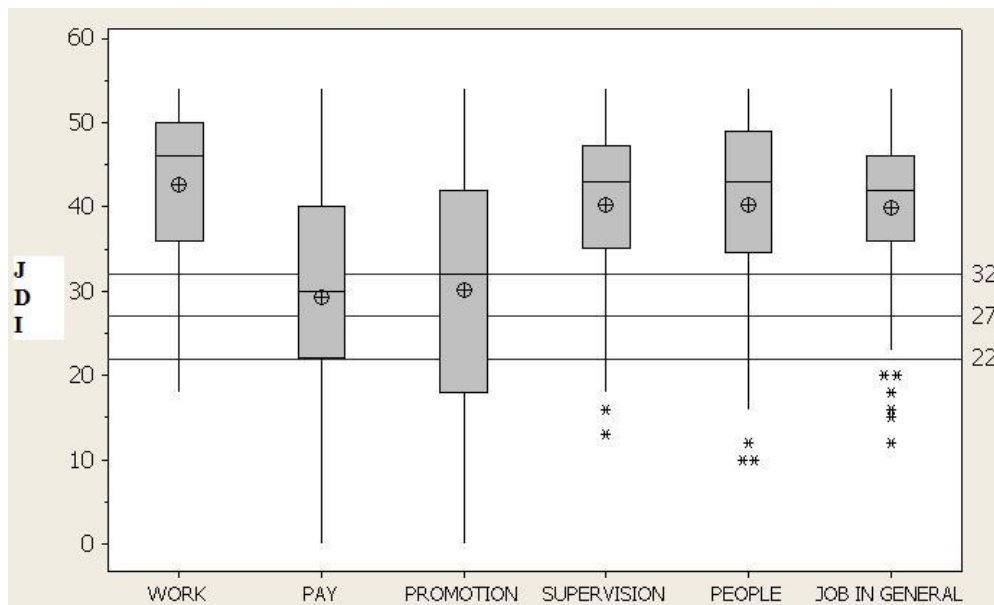
#### 3.5.1 JDI and JIG scores

The survey yielded answers on job satisfaction from 87 respondents that were employed. Table 15 presents median scores for each of six job aspects. To remind, the score for job satisfaction may range between 0 and 54, with scores from 23 to 31 indicative for an average satisfaction level.

**Table 15.** Median satisfaction scores.

JDI components and JIG	Median score
Work on present job	46
Pay	30
Opportunities for promotion	32
Supervision	43
People at your present job	43
Job in general	42

Distribution of job satisfaction scores is shown on Figure 42. It can be observed that job satisfaction of the respondents was rather high, the lowest being 'Pay' and 'Opportunities for promotion' satisfaction.



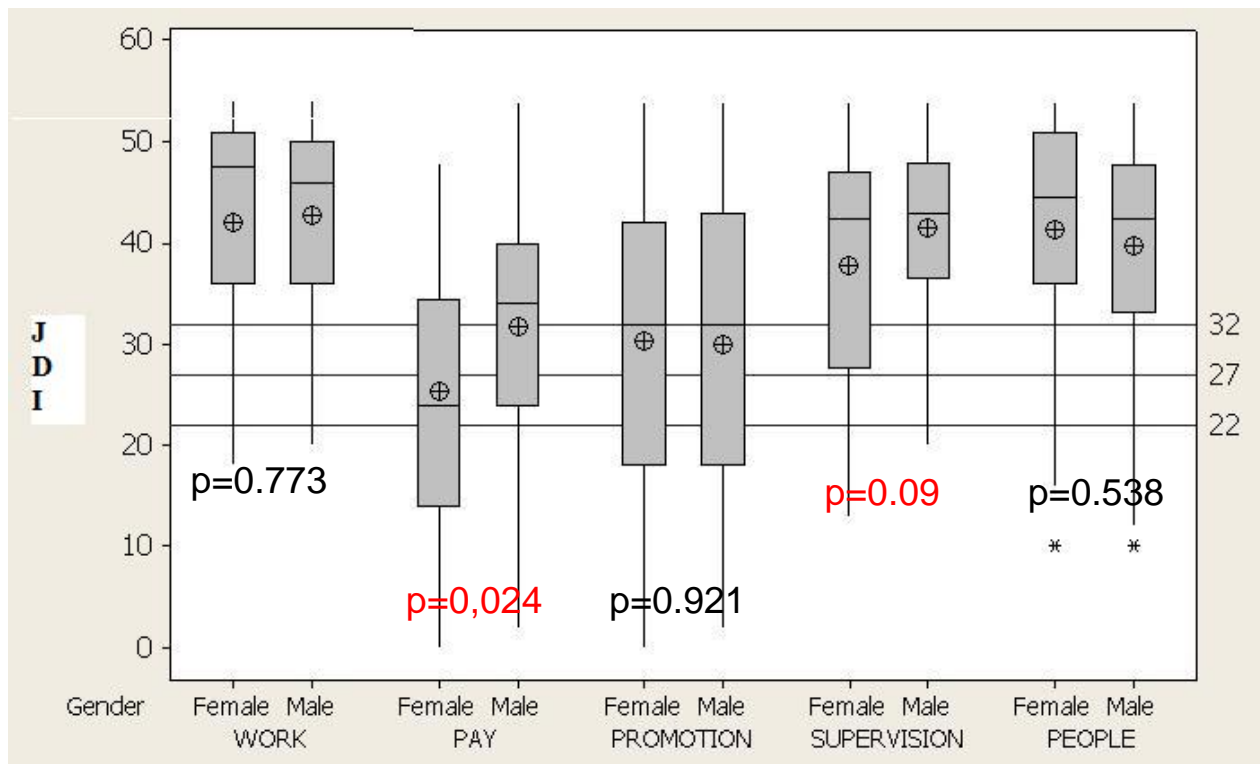
**Figure 41.** Distribution of JDI and JIG. The line in the middle of the box is a median, the crosses are the means and stars are the outliers, i.e. values that are farther from the box than its 1.5 length. The boxes contain scores from 25% to 75% percentiles in the distribution.

The median satisfaction for male versus female respondents is presented in Table 16. Figures 43 and 44 present distributions of job satisfaction scores by gender. According to t-test, there was a

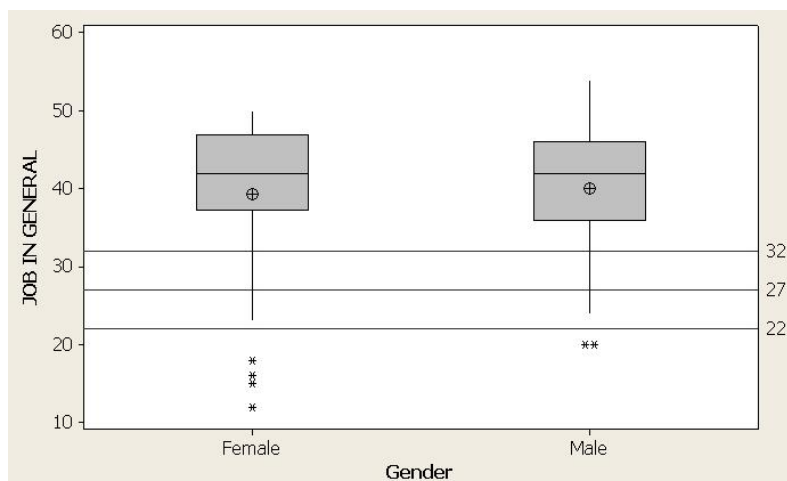
moderate evidence for difference between means of males and females for pay satisfaction (two-sided p-value = 0.024), inconclusive evidence for supervision satisfaction (p=0.09) and no evidence for other job aspects.

**Table 16.** Median satisfaction score by gender; 53 male and 34 female respondents.

JDI components and JIG	Median score	
	Male	Female
Work on present job	46	47.5
Pay	34	24
Opportunities for promotion	32	32
Supervision	43	42.5
People at your present job	42.5	44.5
Job in general	42	42

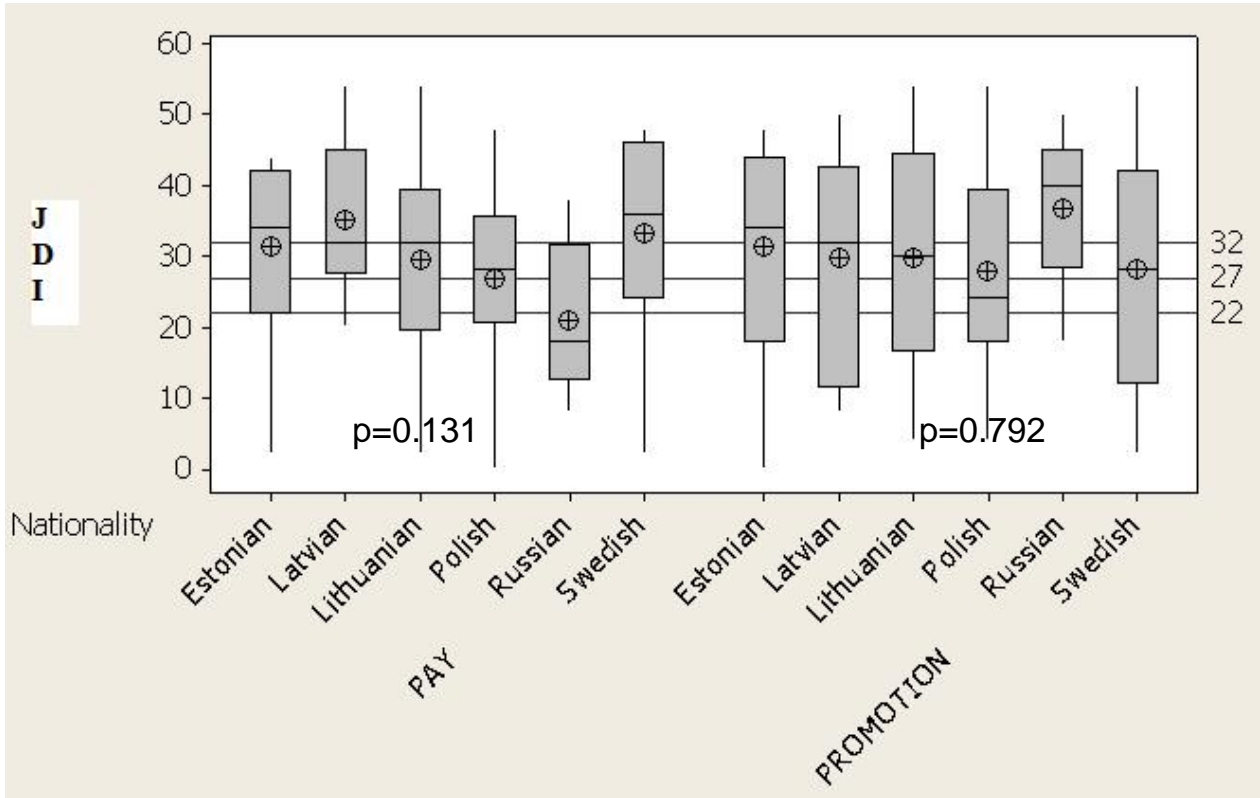


**Figure 42.** Distribution of JDI scores by gender.



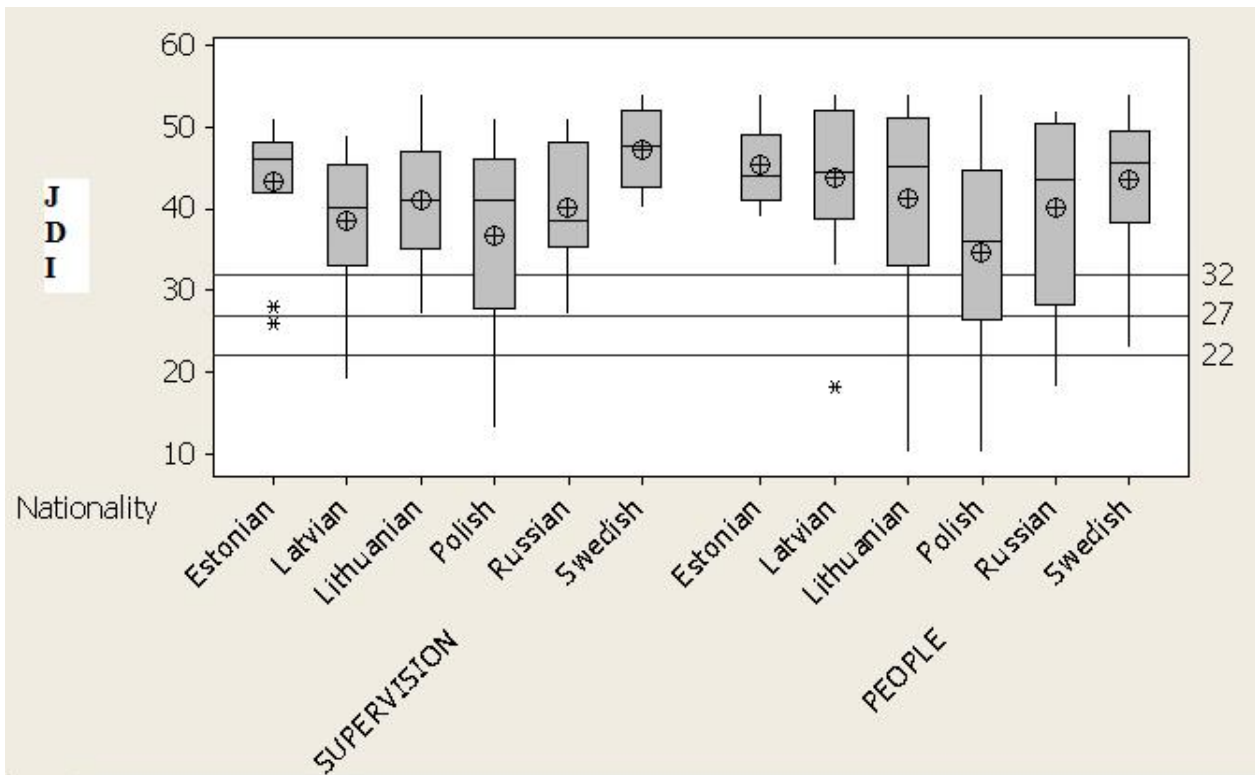
**Figure 43.** Distribution of JIG scores by gender.

Figures 45 and 46 illustrate distribution of selected JDI components by countries. There is an inconclusive evidence for a difference (two sided p-value = 0.131, t-test) between the means of “Pay” satisfaction. The level of satisfaction with pay is highest for Latvians and Swedes, and lowest for Russians (Figure 44 and Table 13).



**Figure 44.** Distribution of ‘Pay’ and ‘Opportunities for promotion’ satisfaction scores by nationality.

There is also an inconclusive evidence for difference between countries’ means for ‘Supervision’ (p-value = 0.056) and ‘People at your present job (p-value = 0.052), but no evidence for JIG and other components of JDI.



**Figure 45.** Distribution of ‘Supervision’ and ‘People at you present job’ satisfaction scores by nationality.

It was also checked whether the job satisfaction depended on respondents’ country of residence, home country versus abroad. In general the satisfaction was slightly higher for respondents living abroad, apart from opportunities for promotion (Table 17). The only significant difference can be seen in pay satisfaction, which can be related to the fact that most of the respondents that lived abroad moved from Eastern to Western Europe, where average income is higher.

**Table 17.** Satisfaction scores by country of stay; 78 in home country and 9 respondents living abroad.

JDI components and JIG	Median score	
	Home country	Abroad
Work on present job	46	48
Pay	29	42
Opportunities for promotion	32	28
Supervision	42	46
People at your present job	42	46
Job in general	42	42

Pay satisfaction differed also in relation to the gender (Table 18). Female respondents were much less satisfied with their salary than males, which seems logical since their salaries were on average 20% lower.

**Table 18.** Average income (euro/month) and pay satisfaction scores by gender, all respondents.

Gender	Average income	Median satisfaction for pay
Male	1062.7	33
Female	849.8	26

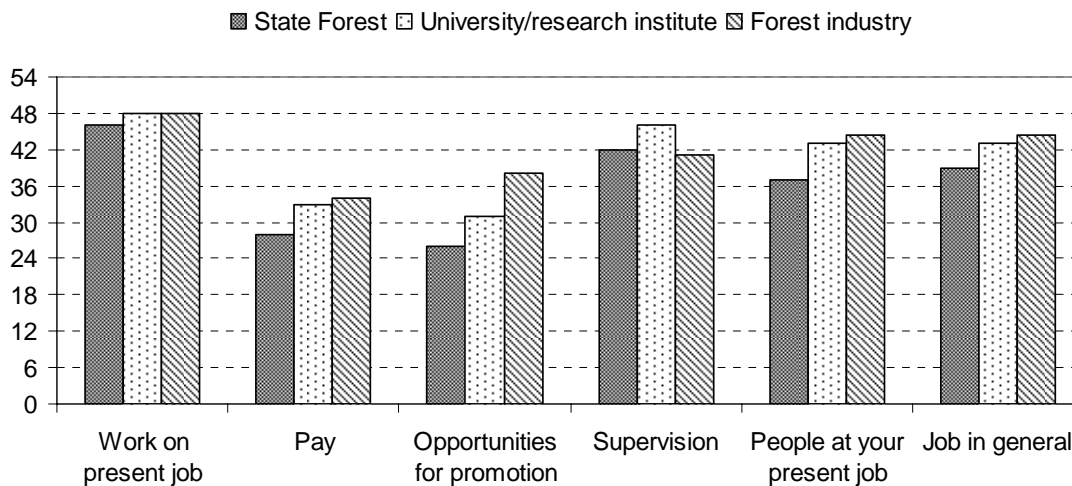
Note: average income here differs from average income presented in Section 3.4.3, since a lower number of respondents gave answer on both their income and job satisfaction.

There were no large differences in job satisfaction depending on respondents' work at State or private organisations. The only more significant differences can be seen in 'Opportunity for promotion' and 'Pay' satisfaction, higher for respondents working at private organisations (Table 19). Supposedly in private companies promotion more often depends on employee's skills and less on established hierarchies, compared to State organisations. An employee understandably is more satisfied with promotion opportunities if he/she feel stronger connection between her/his performance and promotion.

**Table 19.** Satisfaction score by kind of work organisation; 53 respondents from State organisations and 26 respondents from private organisations.

JDI components and JIG	Median score	
	State organisation	Private organisation
Work on present job	46	45.5
Pay	30	35
Opportunities for promotion	30	36
Supervision	43	41
People at your present job	43	40
Job in general	42	43

Similar result was obtained for job satisfaction calculated separately for employees of State forestry administrations/enterprises, universities and research institutes, and forest industry. More remarkable differences between satisfaction scores can be seen only in 'Opportunities for promotion' (Figure 47). Generally, employees in forest industries are most satisfied with job in general and all components of JDI except 'Supervision'.



**Figure 46.** Median JDI and JIG by kind of employment organisation; 21 respondents from state forestry, 22 from universities/research institutes, and 17 from forest industry.

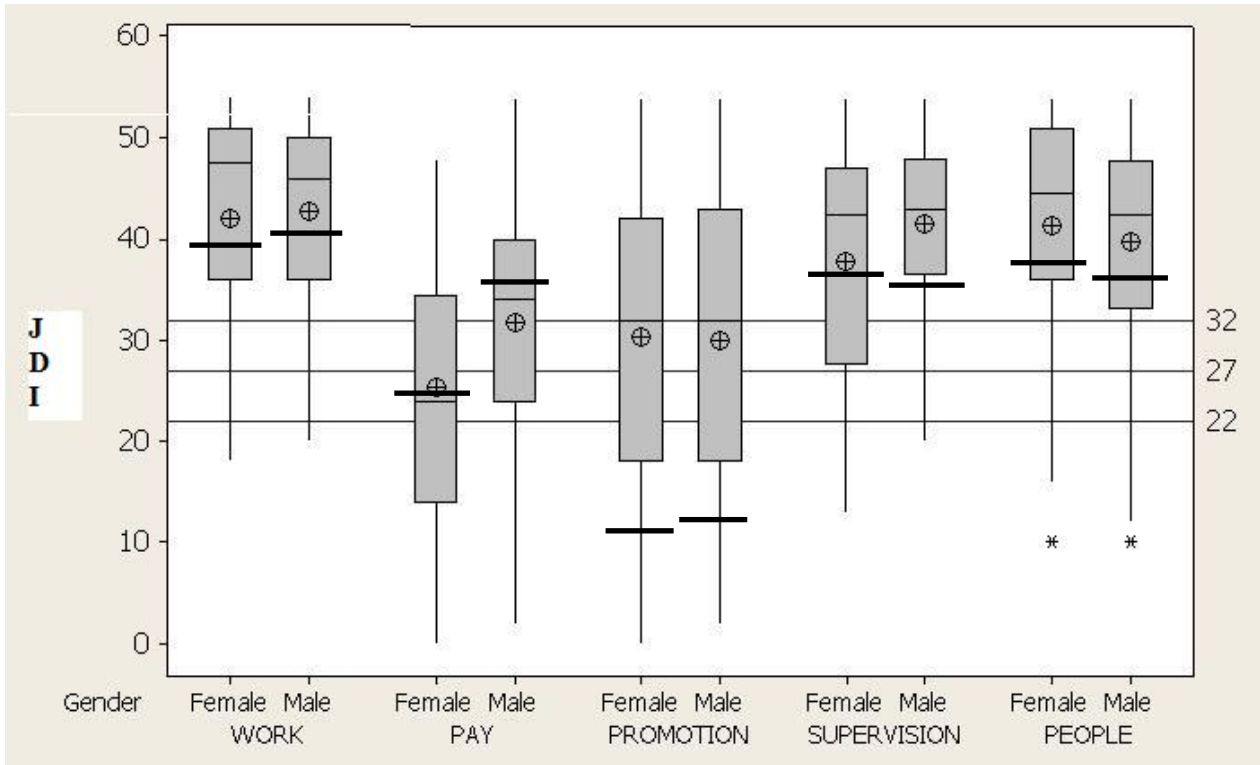
### 3.5.2 Comparison with national US norms

Satisfaction results of the respondents were compared with job satisfaction norms. The norms developed in Unites States to compare employees across and within organisations and show typical scores of JDI and JIG in the US. There are different norms, depending on gender, race,

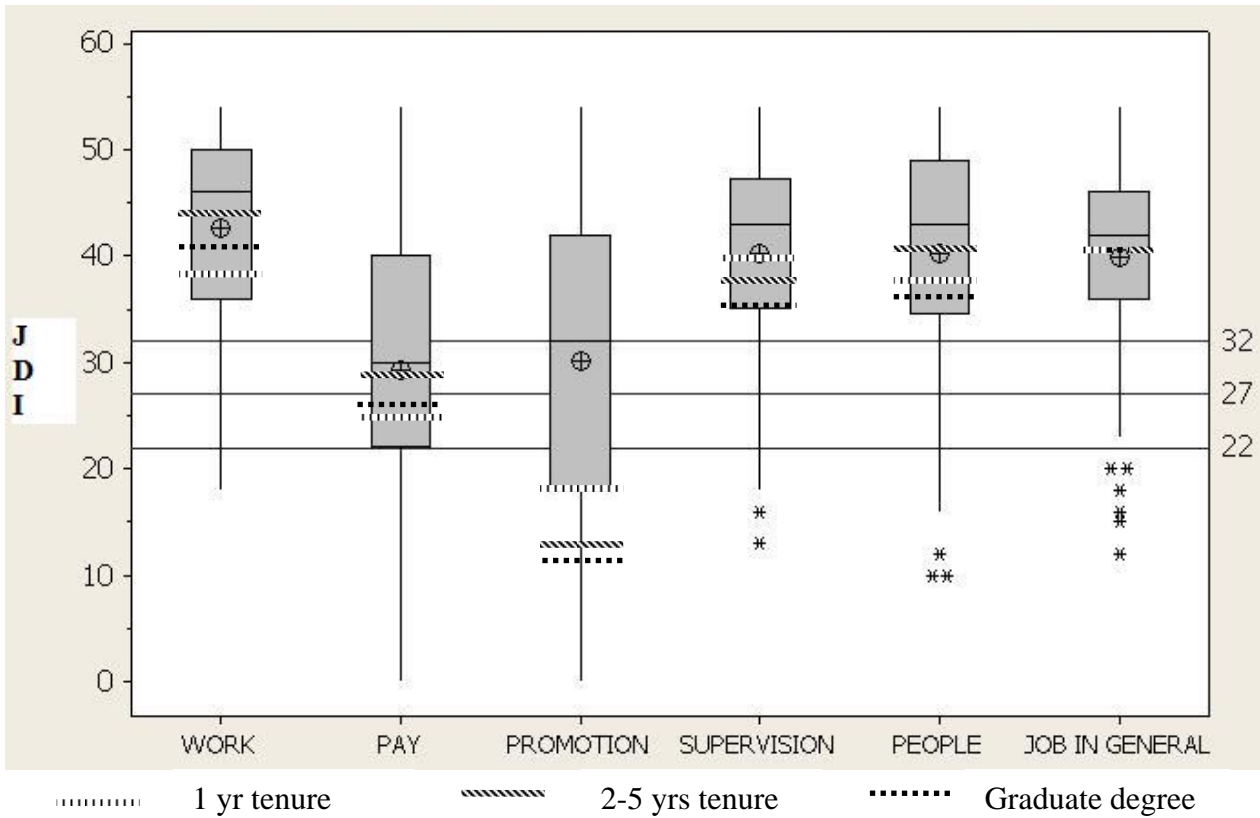


managerial status, education, job tenure (how long a person was working), and so on. A few norms are chosen for comparison for the scores by Euroforester graduates.

Figure 48 presents distribution of job satisfaction scores by gender and US satisfaction norms depending on gender. In general, Euroforester graduates satisfaction exceeds the US norms expect the 'Pay' component (Figure 48). When comparing with norms of respective tenure and education level, Euroforester graduates' satisfaction exceeds the US norms for all JDI components (Figure 49).



**Figure 48.** Job satisfaction scores by gender and US norms for males and females (thick horizontal lines).

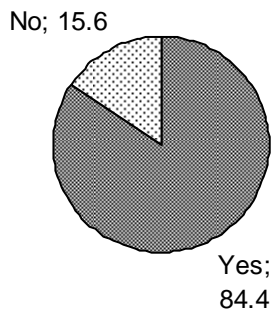


**Figure 49.** Job satisfaction scores for all respondents and US norms for employees with 1 year tenure, 2 to 5 years tenure and with a graduate degree.

### 3.6. Euroforester network

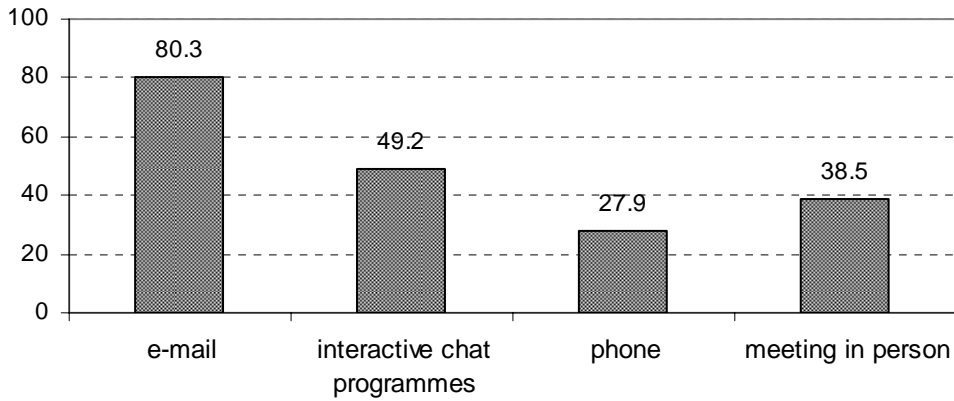
#### 3.6.1 Contacts between graduates

84% of the respondents claim that they have stayed in touch with other graduates (Figure 50).



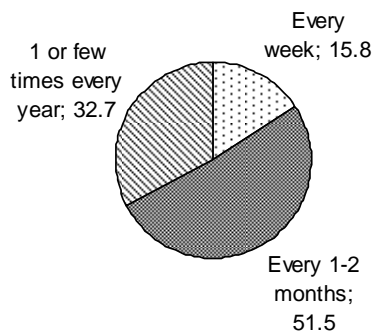
**Figure 47.** 'Do you stay in touch with your Euroforester classmates from other countries?' Answers in %.

Most of them communicated by e-mail and interactive chat programmes; more than one-third have met their peers in person (Figure 51).

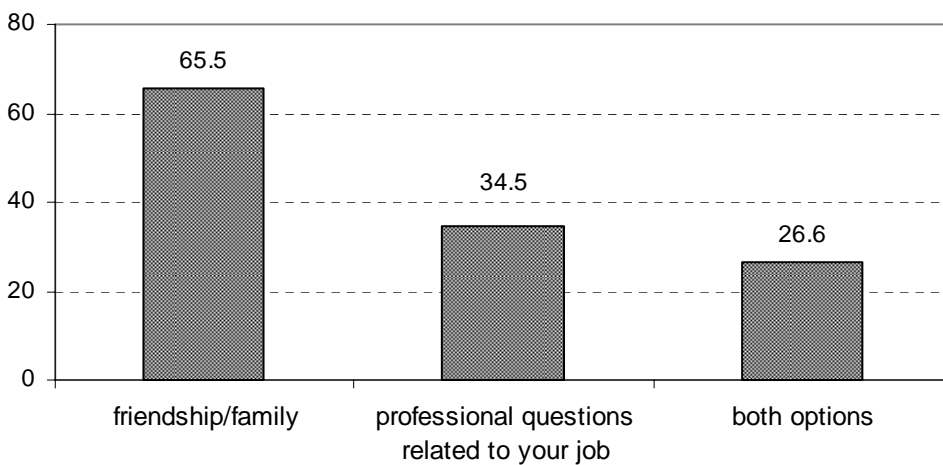


**Figure 48.** *'By what means do you communicate?'* % Share of respondents that indicate various means of communication (choice of multiple means was possible) in %.

More than a half of the respondents communicate every 1-2 months, while 16% communicate each week (Figure 52). The main purpose of communication is friendship and/or family, but professional, job related questions were also quite common (Figure 53). About 27% of the respondents communicate for both kinds of reasons.

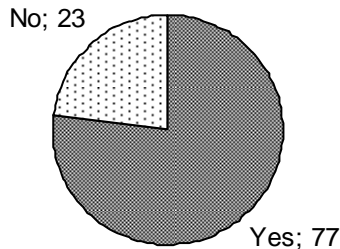


**Figure 49.** *'How frequently did you communicate during the last 12 months?'* Distribution in %.



**Figure 50.** *'What was the purpose of communication?'* Answers in %.

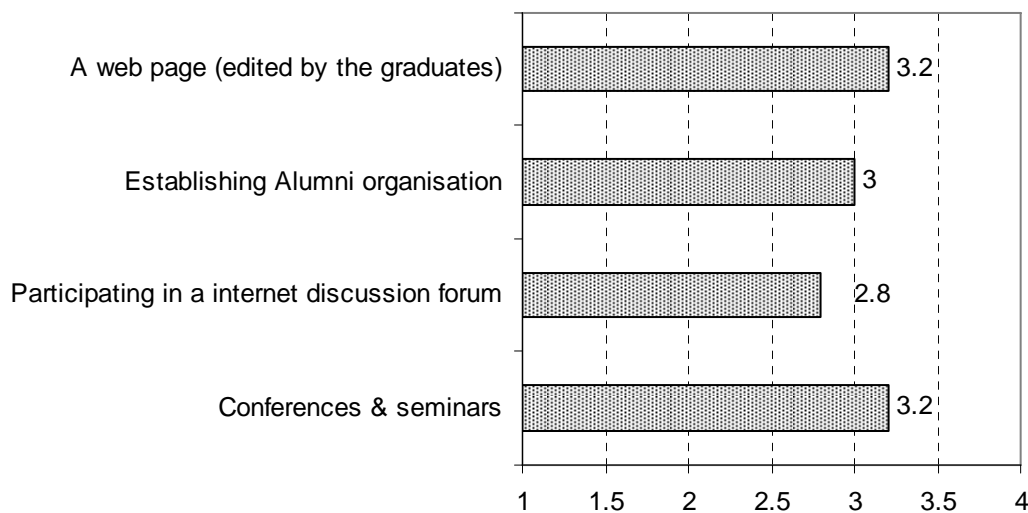
77 % of the respondents saw a need for better/structured cooperation between the graduates of the Euroforester programme (Figure 54), see also comments in Annex 3.12. Respondents that believed there was a need for such cooperation also gave numerous suggestions about possible activities (Annexes 3.12).



**Figure 51.** ‘Do you see any need for better/structured cooperation between the graduates of the Euroforester?’ Answers in %.

### 3.6.2 Developing the network

The respondents were asked to evaluate how valuable different activities for developing a strong network of Euroforester graduates would be, on the scale from 1 (not valuable at all) to 4 (very valuable). A web-page and meetings in form of conferences and seminars were considered the most valuable, while participation in an internet discussion forum was considered least valuable although the difference between mean scores was not large (Figure 55). Other activities, like excursions, friendly fire meetings, parties, informal meetings, or students’ stories on a website about their studying at Euroforester programme, were also proposed by the respondents.



**Figure 52.** ‘How valuable could the following activities be for developing a strong network of Euroforester graduates?’ Averages on Likert scale from 1 (not valuable at all) to 4 (very valuable).

Most respondents were willing to personally contribute to the development of the Euroforester network (Table 20). 74 respondents could be a part of a working group organising EF conference, 45 could provide the EF web-page with information on job opportunities that they hear about, 27 could voluntarily work with publishing and distributing EF newsletter and 24 could organise EF

conference in their country (Table 20). The respondents also provided some comments on the development of Euroforester network and their possible contribution (Annex 3.13-14).

**Table 20. Personal contribution of respondents to development of Euroforester network**

<b>In what ways could you personally contribute to developing the network of Euroforester graduates?</b>	<b>Number of answers</b>
I could organise EF conference in my country	24
I could be a part of Working Group organising EF conference	74
I (or my organisation) could support EF conference financially	6
I could voluntarily work with publishing and distributing EF newsletter	27
I could help raising funds for EF network activities	18
I could help with technical aspects of creating and maintaining EF web-page	6
I could provide the EF web-page with information on job opportunities that I hear about	45
I could administrate discussion forum at the EF web-page	10
Other	10

55 respondents gave their proposals on the topics of the future Euroforester conference, most of them suggesting more than one topic. The topics were related to studies, forestry, market and forest industry, and international aspects (Table 21).

**Table 21. Topics for Euroforester conference proposed by the respondents.**

<b>MAIN AREA</b>	<b>TOPIC (number of respondents; 1 if not otherwise indicated)</b>
Euroforester/ studies abroad & in home country/ graduates/ research	Career paths of EF graduates (4)
	Personal changes after the course abroad/ How participation in EF changed my life (2)
	Different alternatives for job in forestry after EF in our countries and abroad (2)
	News about EF students (2)
	Importance of EF programme in career
	Role of the Euroforester graduates in forestry sector
	What is the best that is left on your mind after the studies
	The funniest thing you remember from your studies abroad
	Love and family in EF lives
	What happened with our teachers - as a funny quiz on the beginning of conference with photos
	Course contents of EF programme - feedback from former graduates
	Collaborations of EF generations in the forest field
	Involving the international forestry organizations in EF life (e.g. IFSA)
	Creating image/reputation of EF
	Influence of international studies programme on career
	Ways to develop the cooperation between the graduates
	Forest education importance and quality
The opportunities of Alumni cooperation to affect modern forestry in our countries for its sustainable development	
Possibilities of to work TOGETHER under BIG project or study	
Changing study system in Poland :)	
Young scientists' research in silviculture	
Forestry, including environmental aspects	Future forestry/future trends in forestry (5)
	Current forestry issues in different countries (5)
	Forestry and climate change (4)
	Ongoing changes in forestry in different countries (3)
	Forest policy/changes in forest policy in different countries (3)
	New/improved management techniques (2)
	Different aspects of forestry in our countries
	Different ownership solutions for forestry (2)"
	Natura 2000 (2)
	Forestry around the Baltic sea, "what's going on"
	Forests and sustainable forest management planning in Baltic Sea region in 21st century
	Pure stand, winter storms and private management of forestry
New situation - need of new forest policy?	

MAIN AREA	TOPIC (number of respondents; 1 if not otherwise indicated)
	Current ecological topics Environmental aspects of forest management EU legislation Biodiversity Bioenergy Between conservation and production; multipurpose forestry ideas in reality-pros and cons Practical economy in forestry New generation of foresters - how work together to accelerate improvement of endangered forest protection Tropical plantation - future of pulp production or environmental disaster?
Market/forest industry	(Future) timber market in different countries and internationally (6) Timber trade/timber trade trends in different regions (4) Forest certification/ Quo Vadis FSC and PEFC in Europe? (2) Transport of wood (2) Timber industry in the Baltic region Biomass market in our countries Organization of biomass transport "Green marketing" Logistics Import/export of timber Prices of wood and/or real estate Job opportunities
International	International collaboration - experience and information flow Chance for international cooperation Exchange of forestry knowledge and experiences between countries Industrial international information Cross border/comparative analyses
Other	Something that is hot topic in the society and might interest also Euroforester graduates (example of reforms in Estonian State forestry) I think such meetings should be possibly informal and with the main idea of meeting friends and learning more of other Euroforesters. Stress should be mainly made on cultural-social activities with only a little of formal discussions Improving Ukrainian forestry by projects organised by EF organisation Whom have we become? Are we still the mankind or information-keepers and users according to "book models"? Feelings and actions - what is more important?

Based on 54 answers, average costs for travel and accommodation that a respondent or his/her organisation could cover for participating in the Euroforester conference was 393 Euro, however median was significantly lower (288 Euro) due to a very high amount given by one of the respondents (5000 Euro).

The respondents gave also some comments on the questions related to development of Euroforester network (Annexes 3.13-3-14).

## 4. Concluding remarks

Conducting Euroforester survey has been an engaging and rewarding effort, not least due to the high rate of response and commitment by respondents. They provided many thorough comments despite a frightening length of the questionnaire that contained 41 questions plus numerous response items in the job satisfaction section. 173 graduates were reached by e-mail thanks to the “snowball effect”, i.e. lacking contact data of graduates were often provided by their peers. Updating of the contact data alone is a valuable output of the survey. The snowball regrettably has not rolled up some graduate cohorts, e.g. survey reached only few Swedish graduates from first two years of the Euroforester programme.

The scope of the survey has been fairly wide. For the sake of conciseness, the concluding discussion will be concentrated on three main themes, namely, the value of Euroforester programme; careers of the graduates; and the future of the alumni network.

### 4.1 Value of Euroforester programme

The respondents were particularly active in commenting the survey part evaluating the completed forestry education (Annex 3). The comments dealt with many aspects of studies such as their contents and structure, student’s role, approaches to pedagogy, etc. The recurring motif and presumably the driving force behind commenting were the large differences between Euroforester and home programmes, as perceived by graduates. They particularly appreciated the more student-centred approaches to pedagogy, informal relationship between students and teachers as well as the possibilities to study in an international environment, to meet lecturers from different countries and establish personal networks with international peers. The more student-centred pedagogy may be well linked to effective development of transferable or so-called core (Bennett et al. 1999) skills such as: clear and competent communication, also involving large audiences; working in group as leader or member; ability to use full range of learning resources; capability to solve problems; and reflective evaluation of own and others’ performance. Students are more likely to acquire such skills when being faced with finding solutions to problems (Downing *et al.* 2008). This corresponds to the active role of students, represented, according to the respondents, by the Euroforester programme.

The authors of this report believe that transferable skills are necessary in a modern professional life, also in the forestry sector. Employers in the sector want graduates who are flexible and are able to creatively address problems (Langfelder and Rahlf 2008). In addition, the shift from the focus on wood industry to a comprehensive view on forestry as providing multiple services for the society (Nair 2004) causes rapid transformations of the role of foresters, they need not only be managers of nature resources only as before, but rather managers of the relationship between nature and humans (Kennedy and Koch 2008). For many of Euroforester graduates, the international MSc programme was an excellent opportunity to acquire these important skills, which, as many respondents indicate, gives advantage on the contemporary and future job market.

The examination of fundamental professional attitudes, such as a desired intensity of forest management, found considerable differences between nationalities. For example, Estonian, Latvian and Swedish respondents clearly prefer the Scandinavian approach of intensive forest utilisation, while preferences of respondents from Lithuania, Poland and Russia are divided about equally between the Scandinavian and German traditions. This shows that, despite a certain focus, a programme like Euroforester cannot uniformly shift students’ views towards one certain direction. The fundamental attitudes are rooted in previous experience, educational and cultural

background, national forestry context, etc. What is important, thanks to such international programme, students acquire a much more nuanced view; they discover that there is no one “right” approach to forest management. Dozens of graduates have stressed the value of gaining a wider perspective, becoming more open-minded, and breaking prejudices.

The Euroforester has been designed specifically for international audience, to study forestry from multiple perspectives. Majority of students attend the same courses during the whole year, which helps to build a strong network between peers. On the downside, there is neither choice of alternative courses, nor a possibility to specialise in particular topics. Compared to Euroforester, the study programmes at home universities appear to be rigid in their pedagogy and heavily entrenched in the national approaches. But all in all, it can be concluded that the whole set-up of Euroforester is very successful. During bachelor studies at home universities, students gain the fundamental knowledge in variety of subjects, following the national forestry tradition. During the first MSc year in Alnarp, students complement the acquired knowledge with new insights from international perspective, gain important transferable skills and international professional network. They have possibility to specialise during the second MSc year, when preparing an MSc thesis. Theses are increasingly frequently dealing with comparative analyses between countries. Such structure of studies generally appears to provide a competitive advantage on the job market, as indicated by prevailing responses by graduates.

## 4.2 Graduate careers

Setting aside those respondents that still study or are on a parental leave, the great majority of graduates (94%) are employed and only every 10<sup>th</sup> graduate has a job that is not related to the forest sector or nature resource management in a wider sense. This is indicative of a good match between graduates’ educational background and employment field. Is it coincidence or not, Poland and Lithuania are the countries that produce the relatively highest number of foresters with a university degree<sup>7</sup> and at the same time Polish and Lithuanians respondents represent the highest share of Euroforester graduates who are unemployed or employed outside nature resource management-related fields (33% in Lithuania and 18% in Poland, cf. Table 7). Estonia, Latvia and Sweden do not only have a less tense supply-demand ratio on the forestry labour market, but also are the countries where the forest sector plays important roles in national economies; forestry organisations supposedly are in a better position to offer competitive salaries for graduates with international educational background.

Overall, Euroforester graduates are highly satisfied with their job situation in general and with most facets of their current jobs. The lowest scores are recorded for pay, but its median is still found in the neutral range of the satisfaction score. The actual net earnings of the graduates exceed average net earnings in all analysed countries, even though there are considerable differences depending on nationalities and gender.

An unsettling finding is an inferior position of females on the labour market. Twice as large share of females (22%; versus 11% of males) are unemployed or work in fields not related to their educational forestry background. The average pay gap makes 20% and is particularly worrisome in the Baltic countries and Poland. Consistently with the gap, the females’ satisfaction for pay (median score equals 24) is remarkably lower than males’ (34). Traditionally, forestry was seen as an activity for man (Reed 2003, Follo 2002) and this can be observed at the European forestry faculties where males are still prevailing. There are relatively more females taking part in the

---

<sup>7</sup> Taking the number of annual forestry graduates per million ha of country’s forest area as a rough measure of relative supply of forestry graduates, it constitutes around 45 graduates/million ha in Poland, 30 in Lithuania, 20 in Estonia, 10 in Latvia and 3 in Sweden.



Euroforester programme. However, little can be done within EF to effectively address the gender inequality. The survey at least makes us aware of the actual situation. It should be also considered whether gender issues could be explicitly addressed in selected Euroforester courses.

Looking at the picture as the whole, it can be concluded that Euroforester graduates have started well on the career ladder. Many of them see the experience of international studies as an advantage on the job market. However, in order to objectively investigate the effects of international study stays, it would be particularly valuable to compare careers (work situation, job satisfaction, etc.) of euroforesters and their home university peers that never took studies abroad.

### **4.3 Alumni network**

A great majority of Euroforester graduates (84% of respondents) have stayed in touch with their international peers, most frequently by electronic communication means. The contacts are based on friendship, but professional issues are also addressed frequently. A dominant share of respondents (77%) sees a need for a more structured cooperation between alumni. Many graduates are ready to make personal contributions to organising joint activities and some of them would even manage to cover costs for international travels and stays.

Such findings are very encouraging, showing a great potential for developing an active Euroforester alumni network. However, concrete follow up is needed for converting the great intentions to a real break through. One important activity is ongoing. The Euroforester graduate Bartosz Standio is currently preparing the Euroforester alumni website. In doing so, he applies experience from establishing and running website of Alnarp students of his year. Such a website will contain updated contact data of alumni, discussion forums, and structured web-pages for exchanging information, e.g. on international employment opportunities.

We share the opinion of many respondents that meeting in person is essential for developing a genuinely functioning network. A suitable form could be conferences or seminars where formal sessions examining topics of common interest (cf. Table 21 for numerous proposals by respondents) are combined with informal meetings between the graduates. The key issue is that such events cannot emerge from good wishes only; there is a need for practical coordination and support. First of all, a person in charge is needed. A natural point of departure is the Southern Swedish Forest Research Centre where the Euroforester base year is delivered. However, staffs at the centre are busy with their academic duties and full-burdened organisation of large Euroforester event would not naturally fit into their job functions. Besides, costs for international travel and accommodation would be prohibitively high for a considerable part of graduates. An ideal case would be a support by organisation(s) having interest in Euroforester activities, such as the Baltic Sea Unit under SIDA, IKEA or StoraEnso. Such support could enable to hire a Euroforester graduate for organising the alumni conference and, if possible, to cover part of costs for travel and lodging for its participants.

The survey has confirmed that the Euroforester graduates have a great wish to be part of an active alumni network. The near future will show if our common dream can come true.

### **Acknowledgements**

The idea to conduct survey of Euroforester graduates has been ripening for several years, but it probably would not been realised without the help of the Baltic Sea Unit, BSU. We extend our

sincere gratitude for the critical financial support. We also thank personally BSU Programme Officer Gabriella Hammarskjöld for a professional and accommodative administration of the project.

We owe a lot to the Euroforester graduate Bartosz Standio who spent many nights with a tiring but necessary job – compiling and arraying the survey database. We also thank the Director of Studies Per Magnus Ekö for comments on the drafts of the questionnaire as well as for always encouraging and supportive attitude.

Last but not least we are grateful to every Euroforester graduate who, despite being at the busy period of shaping her or his families and careers, devoted attention and time for filling in the lengthy survey. We were astonished by the numerous detailed comments that were indeed helpful for gaining a better understanding of the issues of interest.

## References

- Arevalo, J. Pelkonen, P. and Tahvanainen, L. 2008. Employability of MSc European Forestry (Erasmus Mundus) graduates. Presentation at the SILVA annual conference May 15-16, Skovskolen, Denmark. Hyperlink: <http://www.silva-network.uni-freiburg.de/annual-meetings/denmark08/meeting/>
- Baruch, Y. 1999. Response rate in academic studies - a comparative analysis. *Human Relations* 52 (4): 421-438.
- Bennett, N., Dunne, E. and Carré C. 1999. Patterns of core and generic skill provision in higher education. *Higher Education* 37: 71–93.
- Brukas, V. and Weber N. 2008. Forest management after the economic transition – at the crossroads between German and Scandinavian traditions. Manuscript.
- CE Research. 2008. Database Central Europe. Hyperlink: <http://www.databasece.com/> (data obtained on August 6, 2008).
- Downing, K., Kwong, T., Chan, S.-W., Lam, T.-F., and Downing, W.-K. 2008. Problem-based learning and the development of metacognition. *Higher education*. Published online on 3 July 2008.
- EC (European Commission) 2008. Eurostat hyperlink: <http://epp.eurostat.ec.europa.eu/portal> (data retrieved on August 4, 2008)
- Ekö, P.M. and Gemmel, P. 2006. Euroforester a developing MSc programme. In: Schmidt, P. and Bartelink, H.H. *Forestry education between science and practice. Proceedings of the SILVA-IUFRO Symposium held at Wageningen University, April 6-9, 2005. Publications 3. pp. 53-59.*
- Follo, G. 2002. A hero's journey: young women among males in forestry education. *Journal of Rural Studies* 18: 293–306.
- Gritten, D. 2003. Comparative Analysis of Forestry Curricula for the Development of NICT in Education. In: *ICT in higher forestry education in Europe, Proceedings of the SILVA European Conferences held in Warsaw, Poland 5th of September 2002 and in Beauvais, France 5th of April 2003. Silva Series 1*
- Kennedy, J.J. and Koch, N.E. 2008. Forest educations in a changing world. Presentation at the SILVA annual conference May 15-16, Skovskolen, Denmark. Hyperlink: <http://www.silva-network.uni-freiburg.de/annual-meetings/denmark08/meeting/>
- Langfelder, H. and Rahlf, J. 2008. Employability – the unknown goal of students and universities? Presentation at the SILVA annual conference May 15-16, Skovskolen,

- Denmark. Hyperlink: <http://www.silva-network.uni-freiburg.de/annual-meetings/denmark08/meeting/>
- Lewark, S. 2006. Gender issues in forestry curricula – results from surveys 2002 and 2004. In : Proceedings of the SILVA – IUFRO Symposium “Forestry education between science and practice” held at Wageningen University, Wageningen, April 6<sup>th</sup> – 9<sup>th</sup> 2005.
- Lewark, S. 2008. Overview of graduate analysis (Forest Sciences) in Germany. Presentation at the SILVA annual conference May 15-16, Skovskolen, Denmark. Hyperlink: <http://www.silva-network.uni-freiburg.de/annual-meetings/denmark08/meeting/>
- Nair, C.T.S. 2004. What does the future hold for forestry education? *Unasylva* 216, Vol. 55, 2004.
- Orenius, O. and Rekola, M. 2008. Graduates’ employment surveys at the University of Helsinki. In: What do we know about our graduates? Presentation at the SILVA annual conference May 15-16, Skovskolen, Denmark. Hyperlink: <http://www.silva-network.uni-freiburg.de/annual-meetings/denmark08/meeting/>
- Pelkonen, P. and Schuck, A. 2006. Higher forestry education in the 21<sup>st</sup> century. In : Proceedings of the SILVA – IUFRO Symposium “Forestry education between science and practice” held at Wageningen University, Wageningen, April 6<sup>th</sup> – 9<sup>th</sup> 2005.
- Pividori, M. 2008. What do we know about our graduates? Presentation at the SILVA annual conference May 15-16, Skovskolen, Denmark. Hyperlink: <http://www.silva-network.uni-freiburg.de/annual-meetings/denmark08/meeting/>
- Reed, M. G. 2003. Marginality and gender at work in forestry communities of British Columbia, Canada. *Journal of Rural Studies* 19: 373–389
- Robredo, F.G. 2008. Forestry graduates from the Technical University of Madrid: present situation and future perspectives. Presentation at the SILVA annual conference May 15-16, Skovskolen, Denmark. Hyperlink: <http://www.silva-network.uni-freiburg.de/annual-meetings/denmark08/meeting/>
- Schmidt, P. 2008. Changes in the job market for university forestry education in the Netherlands. Presentation at the SILVA annual conference May 15-16, Skovskolen, Denmark. Hyperlink: <http://www.silva-network.uni-freiburg.de/annual-meetings/denmark08/meeting/>
- SIDA 2008. The Baltic Sea Unit promotes cooperation across the Baltic Sea. Hyperlink: [http://www.sida.se/sida/jsp/sida.jsp?d=817&a=12525&language=en\\_US](http://www.sida.se/sida/jsp/sida.jsp?d=817&a=12525&language=en_US) (accessed on July 25, 2008)
- Schuck, A. and Pelkonen, P. 2006. Enrolment in forestry education programs at eight European universities between 1990 and 2004. In : Proceedings of the SILVA – IUFRO Symposium “Forestry education between science and practice” held at Wageningen University, Wageningen, April 6<sup>th</sup> – 9<sup>th</sup> 2005.

# Annex 1. Survey questions

## 1. Personal data

1.1 Please provide basic personal data in the table. These data will not be presented in the survey report and other related research publications.

First name \_\_\_\_\_  
Surname \_\_\_\_\_  
Gender \_\_\_\_\_  
Date of birth \_\_\_\_\_  
Nationality \_\_\_\_\_  
Country of current stay \_\_\_\_\_  
Correspondence address \_\_\_\_\_  
E-mail \_\_\_\_\_  
Contact phone \_\_\_\_\_

1.2 Would you agree that your contact data would be known to all Euroforester graduates, i.e. graduates could know updated contact data of other graduates, including you?

- Yes  
 No

1.3 Year(s), when Euroforester courses were attended

\_\_\_\_\_

1.4 Attended Euroforester courses

- Introduction to forest economics, 1.5 ECTS  
 Silviculture and ecology of coniferous / Forestry in Southern Sweden, 15 ECTS  
 Forest management planning / Case study, 15 ECTS  
 Forest policy / Forest and Society, 15 ECTS  
 Silviculture and ecology of broadleaves / Forestry in the Southern Baltic Sea region, 15 ECTS

1.5 Earned degrees

- bachelor  
 engineer or equivalent (this typically is education lasting 4-5 year and not divided into  
 Master (MSc) degree  
 Other degree(s)

Please specify: title of degree (e.g. bachelor in forestry, master in biology), year of graduation, university, title of thesis or diploma work (if it was prepared)

\_\_\_\_\_

## 2. Professional identity and attitudes, personal values

2.1 At what type of organisation are you presently employed?

- Employed at state organisation
- Employed at private organisation
- Self-employed at private organisation
- Other (please specify)

2.2 With what professional field do you identify yourself closest according to your current job position or personal situation? Choose one option:

- Environmental management, nature protection
- Forestry
- Recreation, tourism
- Timber industry
- Timber trade
- Other (please specify)

2.3 What kind of forest management paradigm, do you believe, should prevail in forestry of your country? Choose the most preferred option:

Forests should be:

- managed without any restrictions
- managed with focus on obtaining maximum monetary benefits from the timber production (focus on monetary benefits)
- managed with focus on sustained timber production (focus on timber volume)
- managed relying on the multiple-use concept (obtaining the desired mix of market and non-market benefits)
- managed with focus on enhancing structural and functional biodiversity as well as vitality of forest ecosystems
- left for natural development

2.4 Has your attitude on the forest resource management changed during the professional career, after your graduation?

- Yes, towards more nature-oriented values
- Yes, toward more utilisation oriented values
- No, it remained stable

Comments on questions 2.3-4

.....

.....

.....

.....

.....

.....

.....

2.5. In your personal opinion, the future forest management practice in your country should be closer to the German management school/tradition (rather passive utilisation, long rotation ages, continuous cover forestry, high standing volumes, negative economic result) or Scandinavian management school/tradition (intensive utilisation, short rotations, even-aged management, low standing volumes, positive economic result)?

- German school
- Scandinavian school

Comment your choice:

.....

.....

.....

.....

What is the desired direction for forestry in your country in coming 10 years, in your personal opinion? (Questions 2.6-2.9)

2.6 Environmental considerations (area of protected forests, forest rotations, types of felling, etc.)

Environmental restrictions on forest management should be:

- Much  
reduced
- Reduced
- As today
- Increased
- Much  
increased

2.7 Forest ownership

Forests should be:

- 100 % private
- 75 % private
- 50:50
- 75 % State
- 100 % State

2.8 Decision freedom versus control of forest owners in terms of forest utilisation.

Freedom/control:

- Much more  
freedom for  
owners
- More  
freedom for  
owners
- As today
- More control  
of owners
- Much more  
control of  
owners

2.9 State economic policy in relation to State and private forestry

State economic policy:

- |   |  |                          |   |  |
|---|--|--------------------------|---|--|
| <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>                  | <input type="checkbox"/>                       |
| Much more significant economic contribution of forestry to State budget | More significant economic contribution of forestry to State budget | As today                 | More subsidies to forestry from the State | Much more subsidies to forestry from the State |

Comments on questions 2.6-9

.....

.....

.....

.....

.....

.....

2.10 What are your basic political standpoints? Since identifying political views is difficult, please, take a short (3-5 minutes) and interesting quiz on <http://www.theadvocates.org/quiz.html> which will help you making the choice. The purpose of this question is to see if respondents' attitudes towards forest management correlate with their political standpoints

Outcome of the quiz:

- Libertarian*
- Left wing liberal*
- Centrist*
- Right wing conservative*
- Statist*

### 3. Education

3.1 Taking into account your experience of studying in different environments as well as the professional career during and after the graduation, evaluate various aspects of the Euroforester programme on the scale from “1” (very bad) to “4” (very good)

	1	2	3	4
Overall impression about the studies				
The contents (topics) of studies				
Knowledge and skills important for the professional career				
Approaches to pedagogy				
The social environment, relationship with teachers				
The social environment, relationship with peer students				

3.2 Taking into account your experience of studying in different environments as well as the professional career during and after the graduation, evaluate various aspects of the studies at the university, where you spent most of your study time on the scale from “1” (very bad) to “4” (very good)

	1	2	3	4
Overall impression about the studies				
The contents (topics) of studies				
Knowledge and skills important for the professional career				
Approaches to pedagogy				
The social environment, relationship with teachers				
The social environment, relationship with peer students				

Please, comment your evaluation in questions 3.1 and 3.2. In particular, indicate what knowledge and skills gained during the studies were most important during your professional career

.....

.....

.....

.....

.....

.....

.....



3.3 Consider whether a passive or an active student’s role prevails in the MSc level education in your home programme, where you attended the largest part of your university education, and in the Euroforester programme. A remarkably passive role implies that a student frequently perceives herself/himself to be a note-taker, knowledge is often “provided on plate” without much reflection by the student. An active role means that student engages in learning, actively constructing the knowledge by herself/himself via diverse assignments, group work, discussions with teachers and fellow students, etc.

Euroforester	Passive <input type="checkbox"/>	Rather passive than active <input type="checkbox"/>	Rather active than passive <input type="checkbox"/>	Active <input type="checkbox"/>
Home programme	Passive <input type="checkbox"/>	Rather passive than active <input type="checkbox"/>	Rather active than passive <input type="checkbox"/>	Active <input type="checkbox"/>

3.4 Consider if specific or open-ended, strategic tasks prevail in your “home” programme and Euroforester. Specific tasks refer to rigidly defined tasks, lectures with specific info that is expected to be reported in exams, seminars, labs or homework, where each step of a task is thoroughly defined with little possibility for deviations. Open-ended, strategic tasks refer to flexibly defined tasks, where students has to do much of the work independently, e.g. look for various information sources and find own ways of solution

Euroforester:

Specified tasks	Rather specified than open-ended, strategic tasks	Rather ended, than tasks	open-strategic specified	Open-ended, strategic tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

Home university:

Specified tasks	Rather specified than open-ended, strategic tasks	Rather ended, than tasks	open-strategic specified	Open-ended, strategic tasks
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

Comment your choice on questions 3.3 and 3.4

.....

.....

.....

.....

.....

.....

.....

Taking into account your experience of studying in different environments as well as the professional career during and after the graduation, how do you think the programmes that you have attended could be improved? Consider any aspects, such as contents, quality and structure of studies (for example block versus semester system), social environment, pedagogy, etc. We are thankful for detailed comments (Questions 3.5-3.6)

3.5 Euroforester programme:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

3.6 MSc or equivalent at the university, where you spent most of your studies:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

3.7 What in your opinion are the main advantages and disadvantages of taking courses abroad or in international study programme?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## 4. Career

4.1 Did you have a job while you studied?

- Yes  
 No

Other (please, specify):

.....  
.....  
.....  
.....

In you answered "No", skip questions 2 and 3

4.2 Professional field:

- directly related to forestry (e.g. forester in a forest enterprise)  
 indirectly related to forestry (e.g. environmental specialist at a municipality)  
 not related to forestry,

If not related to forestry, please specify

.....  
.....

4.3 Extent of the job (from 0.1 or 10% to 1.0 or full-time position) and duration in months

.....  
.....  
.....

4.4 What is your current occupation?

- Employee  
 Company (co-)owner  
 Unemployed  
 MSc student  
 PhD student  
 Volunteer  
 Other (please, specify below)

Other (please, specify)

.....  
.....  
.....

If you marked MSc student or Volunteer, go directly to question 13. If you marked unemployed, you may also answer question 5 and then go to question 13.

4.5 What has been your career path, i.e. what job position did you assume after the graduation of studies?

Name of organisation and year (from YYMM -to YYMM) \_\_\_\_\_

Name of organisation and year (from YYMM -to YYMM) \_\_\_\_\_

Name of organisation and year (from YYMM -to YYMM) \_\_\_\_\_

Name of organisation and year (from YYMM -to YYMM) \_\_\_\_\_

4.6 How did you get your current job?

- On competitive basis (open competition between several candidates)
- Through personal contacts, please comment below
- Other, please comment below

Comments

.....  
.....  
.....  
.....  
.....

4.7 What have been the main factors for getting the current job? Consider any aspects, such as importance of personal networks or “knowing the right people”, marks from university, personal communication skills, knowledge of languages, previous job experience, etc

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

4.8 Write if you faced any forms of discrimination when applying for job, for example, unfair favouring due to family relationships, discrimination due to gender, physical condition, etc.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

4.9 What is the extent of your current job in %, in case of several jobs, their extents (100 % means full-time position)

.....  
.....

4.10 What is your current income net after taxes in Euro/month?  
This information will be kept strictly confidential.

.....

4.11 To what extent, do you believe, your employee organization benefited from your international background?

Not at all	A little	Rather much	Very much
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.12 To what degree have you been able to make use of your international network gained via Euroforester programme in your current work position?

Not at all	A little	Rather much	Very much
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.13 To what extent the Euroforester programme contributed to your career?

Not at all	A little	Rather much	Very much
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.14 Comments on questions 4.11-4.13

## 5. Job satisfaction

Because of copy rights agreement, the whole JDI and JIG tool cannot be presented here. Instead, an example is given to visualise how the tool looks like.

The Job Descriptive Index (JDI) consists of 5 parts, relating to different job aspects: (1) work on present job, (2) pay, (3) opportunities for promotion, (4) supervision, and (5) people on your present job. In addition there is Job in General (JIG) part that points to job satisfaction in general. Each part includes several items that are evaluated by a respondent. Evaluation of the particular items gives a score for each part of JDI and for JIG. The score indicates job satisfaction for particular job aspects.

Example for “work on present job” part:

Think of the work you do at present. How well does each of the following words or phrases describe your work? Choose:  
“Yes” if it describes your work  
“No” if it does not describe it  
“?” if you cannot decide

Example of some items for “work on present job” part:

Fascinating  
Routine  
Satisfying  
Boring  
Good  
Gives sense of accomplishment  
Respected  
Useful  
Can see results  
Uses my abilities

Example for “job in general” part:

Think of your job in general. All in all, what is it like most of the time? Choose:  
“Yes” if it describes your job  
“No” if it does not describe it  
“?” if you cannot decide

Example of some items for “work on present job” part:

Pleasant  
Bad  
Good  
Worthwhile  
Acceptable  
Better than most  
Disagreeable  
Makes me content  
Inadequate

## 6. Euroforester network

6.1 Do you stay in touch with your Euroforester classmates from other countries?

- Yes  
 No

If you answered “no”, skip the questions 6.2-6.4

6.2 By what means (mark all relevant options)

- E-mail  
 interactive chat programmes, such as Skype  
 phone  
 meeting in person

6.3 How frequently did you communicate during the last 12 months

- Every week  
 Every 1-2 months  
 1 or few times every year

6.4 What was the purpose of the communication

- friendship/family  
 professional questions related to your job

6.5 Do you see any need for better/structured cooperation between the graduates of the Euroforester?

- Yes  
 No

Comments on questions 6.1-6.5

.....  
 .....  
 .....  
 .....

6.6 How valuable could the following activities be for developing a strong network of Euroforester graduates? 1 means no valuable at all, 4 very valuable

	1	2	3	4
Conferences & seminars				
Participating in a internet discussion forum				
Formally establishing Alumni organisation				
A web page (edited by the graduates)				

Other activities, please specify

.....  
 .....  
 .....

6.7 In what ways could you personally contribute to developing the network of Euroforester graduates?

- I could organise EF conference in my country
- I could be a part of Working Group organising EF conference
- I (or my organisation) could support EF conference financially
- I could voluntarily work with publishing and distributing EF newsletter
- I could help raising funds for EF network activities
- I could help with technical aspects of creating and maintaining EF web-page
- I could provide the EF web-page with information on job opportunities that I hear about
- I could administrate discussion forum at the EF web-page
- Other (please, describe your ideas below)

.....

.....

.....

.....

.....

.....

.....

.....

6.8 In case you see a need for organizing the Euroforester graduate conference, what topics could you suggest for such a conference?

.....

.....

.....

6.9 How big costs for travel and accommodation could you or your organisation cover for participating in EF conference? Indicate in euro:

6.10 Comments on questions 6-9

.....

.....

.....

.....

.....

.....

.....



## Annex 2. COVER AND REMINDER LETTERS

### Cover letter of the survey, 31.01.2008

Subject: Euroforester survey, Alnarp

Letter: Dear Euroforester Graduate,

This survey is addressed to all people that attended courses in the MSc programme “Euroforester” or its predecessor, course package “Sustainable Forestry around the Southern Baltic Sea”. The survey has several aims. First, it will enable to collect/update contact data that, in case of consent, could be exchanged between the graduates. Second, it will examine professional attitudes and personal values of graduates, as well as trace the professional career paths enabling to evaluate, among other things, what impacts the university education has on the professional career. Third, it will allow comparing different forestry educations and indicate ways to improve them. Fourth, and probably most important, the survey will investigate what are realistic possibilities for establishing a well-functioning alumni network of Euroforester graduates. We find this survey to be very important and will appreciate your efforts and time devoted for providing honest and elaborate answers.

Link to the survey:

<https://www.surveymonkey.com/s.aspx>

Please, fill the survey until 17th FEBRUARY.

We expect to compile the report until July 2008 and then we will send it to you via e-mail.

With best regards,

The Survey Team: Vilis Brukas, Per Magnus Ekö, Malgorzata Blicharska and Bartosz Standio

### POSSIBILITY OF MAKING A BREAK IN THE SURVEY

The survey consists of 6 internet pages. You are able to finish an incomplete survey or edit your survey from any computer by accessing the link from within this email message. If you want to make a break in the survey, you must click the NEXT button on the page to save the survey up to that point. You can, for example, begin the survey from your work computer, exit the survey early (by clicking “Exit this survey”), and then re-access the email to finish up later on a home computer. The survey link will take you to the last completed page in the survey. However, after finishing the survey (when you click DONE button) you will not be able to re-enter the survey.

If you do not want more messages from us, click the link below:

<https://www.surveymonkey.com/optout.aspx>

=====

**First reminder letter, 18.02.2008**

Subject: Euroforester survey, Alnarp 2

Letter: Dear Euroforester Graduate,

Over 2 weeks ago you got a survey directed to all people that attended courses in the MSc programme “Euroforester” or its predecessor, course package “Sustainable Forestry around the Southern Baltic Sea”. We still have not gotten answer from you. We understand that it is time-consuming to fill the survey, and that not everyone has so much time. However, for us this is of great importance that as many people as possible answer the survey, because we would like our results to be scientifically reliable and representative for all graduates.

The survey has several aims. First, it will enable to collect/update contact data that, in case of consent, could be exchanged between the graduates. Second, it will examine professional attitudes and personal values, as well as trace the professional career paths enabling to evaluate, among other things, what impacts the university education has on the professional career. Third, it will allow comparing different forestry educations and indicate ways to improve them. Fourth, and probably most important, the survey will investigate what are realistic possibilities for establishing a well-functioning alumni network of Euroforester graduates.

Link to the survey:

<https://www.surveymonkey.com/s.aspx>

We would really appreciate if you devote your effort and time to provide us with your answers. We are looking forward to your answers as soon as possible, the latest deadline is 29 FEBRUARY.

We expect to compile the report until July 2008 and then we will send it to you via e-mail.

With best regards,

The Survey Team: Vilis Brukas, Per Magnus Ekö, Malgorzata Blicharska and Bartosz Standio

**POSSIBILITY OF MAKING A BREAK IN THE SURVEY**

The survey consists of 6 internet pages. You are able to finish an incomplete survey or edit your survey from any computer by accessing the link from within this email message. If you want to make a break in the survey, you must click the NEXT button on the page to save the survey up to that point. You can, for example, begin the survey from your work computer, exit the survey early (by clicking “Exit this survey”), and then re-access the email to finish up later on a home computer. The survey link will take you to the last completed page in the survey. However, after finishing the survey (when you click DONE button) you will not be able to re-enter the survey.

If you do not want more messages from us, click the link below:

<https://www.surveymonkey.com/optout.aspx>

=====

**Second reminder letter, 01.03.2008**

Subject: Euroforester survey, Alnarp 3

Letter: Dear Euroforester Graduate,

About 4 weeks ago you got a survey directed to all people that attended courses in the MSc programme “Euroforester” or its predecessor, course package “Sustainable Forestry around the Southern Baltic Sea”. On the 18th of February you got a reminder, asking you to answer the survey. This is a second reminder, because we still have not gotten answer from you.

We would really appreciate if you could help us, by answering the questions in the survey. We would like our results to be scientifically reliable; therefore we need as many answers as possible.

The survey has several aims. First, it will enable to collect/update contact data that, in case of consent, could be exchanged between the graduates. Second, it will examine professional attitudes and personal values, as well as trace the professional career paths enabling to evaluate, among other things, what impacts the university education has on the professional career. Third, it will allow comparing different forestry educations and indicate ways to improve them. Fourth, and probably most important, the survey will investigate what are realistic possibilities for establishing a well-functioning alumni network of Euroforester graduates.

Link to the survey:

<https://www.surveymonkey.com/s.aspx>

We are looking forward to your answers as soon as possible, the latest deadline is 14 MARCH.

We expect to compile the report until July 2008 and then we will send it to you via e-mail.

With best regards,

The Survey Team: Vilis Brukas, Per Magnus Ekö, Malgorzata Blicharska and Bartosz Standio

**POSSIBILITY OF MAKING A BREAK IN THE SURVEY**

The survey consists of 6 internet pages. You are able to finish an incomplete survey or edit your survey from any computer by accessing the link from within this email message. If you want to make a break in the survey, you must click the NEXT button on the page to save the survey up to that point. You can, for example, begin the survey from your work computer, exit the survey early (by clicking “Exit this survey”), and then re-access the email to finish up later on a home computer. The survey link will take you to the last completed page in the survey. However, after finishing the survey (when you click DONE button) you will not be able to re-enter the survey.

If you do not want more messages from us, click the link below:

<https://www.surveymonkey.com/optout.aspx>

=====

**Letters requesting to complete answering the survey,**

**17.02.2008**

Subject: Euroforester survey, Alnarp

Letter: Dear Euroforester Graduate,

For about two weeks ago we have send you a survey about your studies in Alnarp. You started answering it, but have not completed it. We would appreciate if you continued to answer the survey.

To come back to the survey and continue answering it you can use the link you got in the first e-mail or, if you have removed this e-mail, you can use the link below

<https://www.surveymonkey.com/s.aspx>

The survey consists of 6 pages. To complete the survey you should answer questions on each page and press button DONE at the last page.

If you have any problems with the survey (for example technical problems) do not hesitate to write to us.

Best regards,

The Survey Team: Vilis Brukas, Per Magnus Ekö, Malgorzata Blicharska and Bartosz Standio

If you do not want more messages from us, click the link below:

<https://www.surveymonkey.com/optout.aspx>

=====

**01.03.2008**

Subject: Euroforester survey, Alnarp

Letter: Dear Euroforester Graduate,

For about four weeks ago we have send you a survey about your studies in Alnarp. You started answering it, but have not completed it. We would really appreciate if you continued to answer the survey.

We would like our results to be scientifically reliable; therefore we need answers from as many people as possible.

To come back to the survey and continue answering it you can use the link you got in the first e-mail or, if you have removed this e-mail, you can use the link below:

<https://www.surveymonkey.com/s.aspx>

The survey consists of 6 pages. To complete the survey you should answer questions on each page and press button DONE at the last page.

We are looking forward to your answers as soon as possible, the latest deadline is 14 MARCH.

If you have any problems with the survey (for example technical problems) do not hesitate to write to us.

Best regards,

The Survey Team: Vilis Brukas, Per Magnus Ekö, Malgorzata Blicharska and Bartosz Standio

If you do not want more messages from us, click the link below:

<https://www.surveymonkey.com/optout.aspx>

=====

**07.03.2008**

Subject: Euroforester

Letter: Dear Graduate,

This is the last mail from us, we will not bother you anymore :)

You have answered our survey partially, some pages are still not answered. We hope it will not take you so much time to answer the rest of the survey, and for us it is really important that you do it.

Here is the survey link:

<https://www.surveymonkey.com/s.aspx>

Please, give us a little more of your time!

We are closing the survey this Sunday, so please, answer it before!

Malgorzata Blicharska  
(one of the Survey Team)

If you do not want more messages from us, click the link below:

<https://www.surveymonkey.com/optout.aspx>

(I have to put this link here, but you don't need to click it - be sure that anyway we will not send any more reminders!)

## Annex 3. Comments and responses to open-ended questions

This Annex contains comments on different questions as well as answers to open-ended questions, most of them abbreviated and grouped in various groups.

### Annex 3.1. Comments on management paradigm.

Management paradigm	Comments (number of respondents if more than 1)
Focus on profit	<ul style="list-style-type: none"> <li>-Focused on profit in the areas where conservation values are minor + free development for high natural values areas</li> <li>-Profit comes not only from timber but also other values, like recreation, even nature preservation in some form, so profit does not exclude multiple use and sustainability of management</li> <li>-In PL my point of view is not common. Management is based on the multiple-use concept</li> </ul>
Focus on timber volume	<ul style="list-style-type: none"> <li>-In legislation environmental and production values are equal, but in real work the money rules and the environment is second</li> </ul>
Multiple use concept (MUC)	<ul style="list-style-type: none"> <li>-It is important to have balance between economy and nature (3)</li> <li>-I would like to choose both multiple-use and biodiversity (2)</li> <li>-Main aim in forestry is to preserve diversity in all ways</li> <li>-We must understand that forest can and should be used in various ways and bring various benefits</li> <li>-MUC is leading now all around Earth</li> <li>-I focus on how to optimise multiple use of forest (win-win)</li> <li>-It balance more less all interests in forestry</li> <li>-One dimension is also cultural dimension - to preserve traditional management</li> <li>-MUC should prevail but I think that in next years the dominant concept in PL will remain sustained timber production</li> <li>-Mix of multiple-use until profitable</li> </ul>
Focus on biodiversity	<ul style="list-style-type: none"> <li>-Diversity is crucial to meet a changing future, but we should not exclude timber-production</li> <li>-I would like to choose both multiple-use and biodiversity</li> </ul>
Left for natural development	<ul style="list-style-type: none"> <li>Probably I'm simply the wild-one :)</li> </ul>

#### Other comments:

-According statistics (2000-2005) by forest coverage in Latvia, in 2006 it was apr.45%. In 2007 we finished to evaluate State Monitoring data and now we have actual number - 57%. I think we go the right way reach our goals on positive balance of timber trade and sustainable forestry. Environmental condition in Latvia has not decreased recently and perception on forest issues has increased abroad (Multiple use concept)

-Still we have over 50% of forest lands, which are playing mostly protecting role. So, when setting of market benefits is possible, we are receiving market value: when not possible - we are receiving non-market benefits... Of course, these two aims are so close (until cutting-age forest giving too much non-market value, that we can't move it out from accountment, and vice versa, protecting forests also giving timber) (Multiple use concept)

-I would thick mark both multiple-use and diversity concept. I think that management decision depends on climate zone, prevailing natural disturbance regime and condition of the managed forest. Canadian forests are totally opposite to Swedish forests. Generally, in Sweden, I would concern more about nature-oriented values. In Canada, serious work must be done to improve utilization oriented values, in the same time sustaining natural values. However, the management regime should be chosen according to local condition, e.g. focus on timber production near to cities (sustainable!), all restrictions to management in fragile, valuable and untouched ecosystems etc. (Multiple use concept)

-Less round wood export, stronger political rules for illegal cutting, developing of environmental tourism (Multiple use concept)

**Annex 3.2.** Comments on change in attitude on the forest resource management during the professional career

<b>Change in attitude</b>	<b>Comments</b> (number of respondents if more than 1)
More nature oriented values	<ul style="list-style-type: none"> <li>-During studies at SLU it changed towards more nature-oriented values (2)</li> <li>-I realised that mixed stands are better for economy than pure stands (risk diversification)</li> <li>-It changed towards more multiple-use orientation</li> <li>-This change can be due to immense forest degradation in my country</li> </ul>
More utilisation oriented values	<ul style="list-style-type: none"> <li>-It changed towards more multiple-use orientation</li> <li>-Baltic States needs development now</li> <li>-I noticed that in SF 90% of working time was connected with utilisation of forest (wood). Nature-oriented values were manifested in enhancing structural diversity and vitality of forests</li> <li>-During studies at SLU I realised that PL should be more oriented toward utilisation (good for timber market)</li> <li>-I focus on how to optimise multiple use of forest (win-win)</li> <li>-After 2,5 yrs at PL SF I realised that it's pointless to keep working there</li> </ul>
No change in attitude	<ul style="list-style-type: none"> <li>-My attitude stayed stable: sustainability and respect to nature important</li> <li>-It has not changed but my understanding that forests should be managed in a sustainable way was strengthened</li> <li>-Despite of being introduced to Polish SF practices...</li> <li>-Maybe changed little bit to more economical side, but not much</li> <li>-After EF course I have started to consider the forest as a object of many interests</li> <li>-Profitable managed forests (with keeping all non-economical functions until possible) + as much of left for natural development forests as possible (until managed forests are able to earn money for these areas)</li> <li>-It was always much nature oriented</li> <li>-Too little time</li> <li>-I am still a student</li> </ul>

### Annex 3.3. Comments on desired directions in forestry

Country	Environmental considerations (EC)	Forest ownership (FO) (S – state; P – private) (answer)	Decision versus freedom (F) control (C) of forest owners (S – state; P – private)	State economic (Ec) policy in relation to forestry (answer) (S – state; P – private)
Estonia (E)		-The tax system should be improved to activate the usage of P forests - S would make better work than P owners and therefore S forest should be > (75%S)	-E forest sector is over-regulated. I expect soon > liberal regulations -Too many restrictions and high tax rates have caused the lack of interest to manage forests among private forest owners -Possibility should be given to people who really want to manage own forest (advice and control) -More freedom but only in some issues (e.g > choice in mngt. activities)	-S should much more subsidise P forest owner silvicultural actions
Latvia (LV)		-Forest currently under S ownership should not be privatised (50/50) - S forests will be privatised in future (pressure from investors), but I do not support it (50/50)	-S Forest Service is too bureaucratic, restricts small forest owners	-State forests should bring larger income to budget. -forestry should provide raw material for industry, and this way contribute to budget (job places, export)
Lithuania (LT)	-Lets have longer rotation ages -Forests should be managed so biodiversity don't decrease	-Often forest owners behave selfish -50/50 is ok because P owners are orientated more to profit, and S more to environmental protection -I prefer forest ownership 50/50, if the private forest owners would have bigger holdings than now	-If we give > F to owners, we might not have long rotation age forests	-there are possibilities to increase economic viability of forest sector, but not necessary new gains should go to budget - To reach environmental goals subsidies are needed. Private owners will take actions only if they get benefits
Germany (D)		-25% is enough for the state to show the private owner their understanding of ecological forestry	-C is enough; it is better to make forest manager understand ecol. issues	
Sweden (SE)		-It is impossible to state a number; it should be up to who wants to own forest (50/50) -90 % (100 % P)	-As long as the owner follows the law it is up to oneself -subsidies should be only for some kind of management (not Scandinavian)	- the subsidies should only be for a certain kind of management (not Scandinavian mngt.)

Continuation

on

the

next

page



Country	Environmental considerations (EC)	Forest ownership (FO) (S – state; P – private) (answer)	Decision versus freedom (F) control (C) of forest owners (S – state; P – private)	State economic (Ec) policy in relation to forestry (answer) (S – state; P – private)
Poland (PL)	<p>-Due to Natura 2000 protected forests will &gt; But types of felling will not change. It is ok now</p> <p>-The respect for environmental issues should be as it is today, but the stress should be allocated on different issues</p>	<p>-In PL P forest exist but has no as big importance as in other countries (50/50)</p> <p>-It is unlikely to &gt; share of P forest in PL because of people approach (low profit from P forests, inadequate legislation (50/50)</p> <p>-PL Forest industry would benefit from a well-conducted privatization process. PL forestry is not economically viable and privatization could shift the current paradigm (50/50)</p> <p>- Private owners don't take care of their property well, so S should be owner of most forests (75 S)</p> <p>-&gt; P forests owner could = higher harvesting level (50)</p> <p>-In PL conditions there should not be changes of ownership (75 % S), but the state company should be more profit oriented</p> <p>-The over 80% S ownership of forests makes the potential of PL forest sector generally wasted (50/50)</p> <p>&gt;P would be better but not in PL where private forests are VERY small (75% S)</p>	<p>-Private owners don't take care of their property well, so they should be controlled more</p> <p>-P forest owners should have freedom to own their forests and decide on harvesting level, but some restrictions needed</p> <p>-Quite much of control</p>	<p>-The State Forests should increase employees' salaries instead very high contribution to budget</p> <p>-If PL S forest would contribute more to budget than it would be more profit oriented and would increase harvesting level</p> <p>-S forests are profitable and self-financing</p> <p>-Foresters must pay protection activities so difficult to give more contribution</p>
Russia (RU)	<p>-EC should be at the same level</p>	<p>-I still don't believe that the forest in Russia should be P. Why? I haven't any money to buy it :) And who has? Some rich guy (probably he has already couple oil-wells). And after that I think - my forefathers were dying in battles to rush this land, and now one guy owned it and what about my profit? (75 % S)</p>		<p>-Leaser (not owner) should increase the Ec input to the budget</p> <p>-It's impossible to improve Russian forest policy while we don't have a Tzar (<i>Much more subsidies to forestry</i>)</p> <p>-The main direction of forest sector in coming 10 yrs is investments into timber sector. In this case it will be possible to reach the contribution to budget</p>
Other	<p>-With the outer support, we paid attention to environmental issues in forestry (Vietnam)</p> <p>-In next 10 yrs environmental restrictions on forest management will &gt; because the government stress this issue (Nigeria)</p>	<p>-No sign is clear that private owners may get forest land as S only offers leases (100% S Vietnam)</p> <p>- S may permit private individuals to own forest in the future (today it is 100% S) (Nigeria, 75 % S)</p>	<p>-After receiving leases, owners are under strict control from S to be sure that they will follow the general planning (Vietnam)</p>	<p>-We have to reach forest cover 20-25% (from 16), it is impossible without huge investments into forestry from S and P persons (Ukraine)</p> <p>-We still have weak forestry so when receiving leases, owners will get subsidies for there forest (from State or NGOs)</p>

Other comments:

LT There is a short comment. The daily newspapers are full of advertisements stating that they are ready to buy all forests of any kinds. Of course with a mind of making some good money by making clearcuts. Also stating that they will make regeneration as it is common according to the Laws. Usually the regeneration is not of the best quality. That explains all I guess.

LT Like in Scandinavian model forests will be managed more economically efficient, with strict protected areas.

RU You know, I find definitions "forest ownership", "freedom/control", "environmental restrictions" not very clear. In Russia these definitions could be applied in different ways de jure and de facto

SE I think some more subsidies are necessary to goad the private forest owners in my desired direction of management, but the subsidies should only be for a certain kind of management, not if the owner want to pursue the Scandinavian kind of management, then he or she will have to manage the economy on their own. I better like carrots to lure people in the desired direction than to force them with regulations.

**Annex 3.4.** Comments on evaluation of various aspects of study programmes (in parentheses number of respondents if more than 1)

<b>Country</b>	<b>Knowledge and skills important during professional career</b> (EF – Euroforester, HU – home university)	<b>Other comments</b> (EF – Euroforester, HU – home university)
<b>Estonia</b>	<ul style="list-style-type: none"> <li>-Skills in academic reading and writing</li> <li>-Skills of preparing and making presentations and posters.</li> <li>-How to prepare and carry out seminars, group works</li> <li>-Dendrology (HU)</li> <li>-Knowledge how to read and write scientific papers (EF)</li> <li>-Development of critical thinking (EF)</li> </ul>	<ul style="list-style-type: none"> <li>-I appreciate group work problem based approach in study organization</li> <li>-At HU there were some boring, theoretical courses that will be not useful in my career</li> <li>-At HU many pointless courses, but some very good; the problem was not the content but the way of carrying out the course (teaching methods)</li> <li>-At HU obligatory program was to rigid, little choice at the beginning (more later)</li> <li>-Good teamwork and course mates (EF)</li> <li>-Contact betw. students and teachers was close at EF</li> <li>-EF was very student oriented and the communication with teachers was free and enjoyable</li> <li>-At EF we studied relevant and current topics using relevant and up to date sources</li> <li>-At EF I liked that study materials were taken from latest science publications</li> <li>-Studying at EF opened my eyes not only in forestry</li> </ul>
<b>Latvia</b>	<ul style="list-style-type: none"> <li>-Economics (EF) (2)</li> <li>-Languages/English (EF) (2)</li> <li>-Ability to speak at the auditory (EF)</li> <li>-Presentation skills (EF)</li> <li>-Hints about research directions (EF)</li> <li>-Scientific paper reading (EF)</li> <li>-Wider knowledge on the different forest practices (EF)</li> <li>-Experience working in team (EF)</li> <li>-Forest policy</li> </ul>	<ul style="list-style-type: none"> <li>-Lack of knowledge in many fields (e.g. GIS, computerized planning tools, logistics) (HU)</li> <li>-Lack of understanding of contemporary global forestry issues, basic forestry economics and fostering personal development of the students (HU)</li> <li>-Problem at HU: uninterested and old teachers</li> <li>-At HU I would change content of studies a little. By taking EF I filled the gap, which I couldn't get at HU</li> <li>-After studies in Alnarp I realized how much we don't know</li> <li>-Teachers at EF gave us actual knowledge</li> <li>-During studies I did not get knowledge on forest tree breeding, which I need now in my job</li> </ul>
<b>Lithuania</b>	<ul style="list-style-type: none"> <li>-Communication skills (EF)</li> <li>-Knowledge on forest management practises within the Baltic region and in Sweden (EF)</li> <li>-Experiences gained from other students</li> <li>-Methodology of studies</li> <li>-Knowledge on forestry practice in different countries</li> <li>-Forestry economics</li> <li>-Knowledge on forest management</li> </ul>	<ul style="list-style-type: none"> <li>-One year studies abroad were more useful and efficient than 4 years studying at my HU</li> <li>-At HU there is a lot of unnecessary and/or boring lectures</li> <li>- At HU teachers usually are not your friends - they are individuals</li> <li>-I have more friends among EF students than at HU</li> <li>-EF was focused on most relevant up-to-date forestry issues, often lacking at HU</li> <li>-I can't adopt my studies knowledge in my work; too narrow work</li> <li>-It is difficult to remember all the details now, but I liked foreign studies for all reasons</li> </ul>
<b>Poland</b>	<ul style="list-style-type: none"> <li>-Forest policy (EF) (3)</li> <li>-Presentation skills (EF) (2)</li> <li>-Group work (EF) (2)</li> <li>-Forest economics (EF)</li> <li>-English (EF)</li> <li>-More practical skills (EF)</li> <li>-Flexibility (EF)</li> <li>-Writing reports (EF)</li> <li>-Discussion of different views (EF)</li> <li>- Ability to critically read scientific papers (EF)</li> </ul>	<ul style="list-style-type: none"> <li>-The relation with teachers is totally different in PL and in foreign countries</li> <li>-The content of studies was wider in PL than abroad</li> <li>-Mostly knowledge from HU helps me in everyday work, but EF knowledge help me having different points of view and often also in my everyday work.</li> <li>-EF very much different from the educational system in PL. Lots of innovative methods, influence on logical thinking, being self-critical, global aspects</li> <li>-During EF I learned a lot and I was treated like a human being, not like a thing (like it is at HU)</li> </ul>

	<ul style="list-style-type: none"> <li>-Knowledge about international aspects of forestry (EF)</li> <li>-Silviculture (EF)</li> <li>-Silviculture (HU)</li> <li>-A lot of knowledge on PL forestry (HU) (2)</li> <li>-Timber utilization (HU)</li> <li>-Forest protection (HU)</li> <li>-Ecology (different point of view comparing with classes in PL)</li> <li>-Knowledge strictly connected to occupation (silviculture, forest-protection, nature protection, wood production technology, etc.)</li> <li>-Knowledge on timber defects, timber trade, planning of timber volume to be cut</li> <li>-Negotiation skills</li> <li>-Self- confidence in decisions taking</li> <li>-Knowledge on FSC and PEFC</li> <li>-Private forests – problems</li> </ul>	<ul style="list-style-type: none"> <li>-EF gave me a picture of weak points of PL forestry</li> <li>-At EF I liked lectures with professors from different countries and a lot of practical exercise</li> <li>-Skills and knowledge from EF was useless when working for SF; it would be precious in a timber industry private company</li> <li>-When I came back from EF my HU did not know what to do with my certificate</li> <li>-HU studies don't prepare for work, it only gives the basis</li> <li>-HU: book knowledge not always deal with practice</li> <li>-A lot of theoretical not useful knowledge at HU</li> <li>-HU – more practical forestry subjects were missing (e.g. harvesting methods, aspects of timber industry)</li> <li>-Approaches of teachers towards the students at HU are very bad: no time for students, no interests, very unpleased behaviour; EF teachers are kind and helpful; 99% of HU personnel should be changed</li> <li>-Most of the applied sciences at HU were taught in a useless manner</li> <li>-Old professors from communistic times</li> <li>-Study programme not relevant to present situation</li> <li>- Combination of knowledge from HU and EF is the most valuable</li> </ul>
Russia	<ul style="list-style-type: none"> <li>-Practical skills (EF) (2)</li> <li>-Advanced English (EF)</li> <li>-Presentations making (EF)</li> <li>-EF: silviculture and Management planning courses – very important</li> <li>-EF: the fieldtrips – best practical outcome</li> <li>-Basic and theoretical knowledge (HU) (3)</li> <li>-Very good background in natural sciences (HU)</li> <li>-HU: Different to choose the knowledge - very wide list</li> <li>-Important knowledge was connected with theoretical field of forestry</li> <li>-To work in team and coordinate according to the common rules</li> <li>-To be open-minded</li> <li>-To be able to argue and to defend your own position</li> <li>-Knowledge on practical sides of forestry and forest industry both in RU and over the world</li> </ul>	<ul style="list-style-type: none"> <li>-EF is kind of specialized course, not just "classic school" education</li> <li>-The best idea of EF – sharing by the experiences among international students</li> <li>-Advantages of EF: group- and self-work, fresh data, independence in decision taking and way of presenting of the result, a lot of field trips. Unfortunately, not all the acquired skills and knowledge are useful in Russia. What I liked best is that EF teachers taught us to think logically, to look for hidden reasons and consequences of everything</li> <li>-EF showed me the best example of high, open-mind, progressive education</li> <li>-the way of teaching at EF was different than at HU. It was easy, understandable, but not as concentrated as I expected it to be</li> <li>-good in EF: flexible programme; creative teachers and assignments; international scope; up-to-date information;</li> <li>-good at HU: more fundamental scientific attitude; more wide, deep concept and feeling of forest; not so practical, economic approach</li> </ul>
Sweden	<ul style="list-style-type: none"> <li>-English</li> <li>-Understanding of difference between different countries</li> </ul>	<ul style="list-style-type: none"> <li>- In Sweden forestry education does not promote critical thinking, and streamline students; this is not good. Most important at EF was learning about different management practices in various countries</li> </ul>
Germany	<ul style="list-style-type: none"> <li>-Forest policy course (EF)</li> <li>-Basic knowledge on forestry (HU)</li> <li>-Using English</li> </ul>	
Ukraine	<ul style="list-style-type: none"> <li>-EF more progressive and liberal programme; HU gives stronger fundamental knowledge</li> </ul>	
Vietnam	<ul style="list-style-type: none"> <li>-Learn what will be done in practice</li> <li>-Learn how to work in group and individual</li> <li>-Critical thinking about problem</li> </ul>	
Nigeria	<ul style="list-style-type: none"> <li>-Knowledge on how to use forest land in meeting environmental, economic and social values (multi-purpose forestry)</li> <li>-Skills on how to involve varied stakeholders in forest management</li> <li>-Network of people in different countries</li> </ul>	

**Annex 3.5.** Comments on students' role and kind of tasks at Euroforester programme (EF) and home university (HU)

<b>Country</b>	<b>Student's role</b>	<b>Kind of tasks</b>	<b>Other comments</b>
Estonia	-Only specified tasks at EF were those problem solving tasks from the fun book in economy course: - At HU, master thesis (75 ECTC) is almost only active part of studies		
Latvia	-Study at HU was like in conveyor. That tended student on cribbing, not understanding of thought		
Lithuania	-EF – a lot of learning in the forest; it is training to think; HU – learn how to take and copy notes; EF – lectures develop into discussion; HU – lecture is a teacher's monologue;	-Why to do the tasks if you already predict the result? At HU topics are taken from last years, you just change details; EF - all tasks were interesting, creative and challenging -Tasks at HU were not motivating, very much specified. Under EF student's initiative and active participation was stimulated. -At HU you have no choice but to do certain tasks which goes from year to year. At EF we did a lot of work ourselves	-Young, initiative teachers' devotion and love for that they are doing is the best cocktail for students, especially from post soviet countries :)
Poland	-At HU I was never encouraged for discussions as in EF -Hard not to be active while studying EF - At HU there is no much need to think, knowledge is 'provided on plate'. I had only few individual works. I didn't need to learn to work with PowerPoint, ArcView or how to search for information. - EF - active studying is very good way for getting knowledge; HU - knowledge mostly "on a plate", but also many group works, assignments, field studies -Active student's role during studies at SLU gave me a great possibility to make presentation in front of quite wide public -At my home university there were almost no space for open-minded thinking about the problems and solutions	-At home HU we have too much theory not supported by more practical activities -EF – very often one issue entailed many other aspects -At HU exercises were boring when compared with EF - EF - almost only strategic tasks - good for thinking; HU - more specified tasks, but some teachers wanted us to use many sources; diploma work was only open-ended and very strategic task; there was not much help from supervisor -You need some basics, which must be provided "on plate". It was very good that many tasks within EF were open-ended, but at some points I felt a bit confused, because we had no relevant knowledge to make tasks properly	-At HU I felt lack of more flexible way of working which I met in Sweden. -Totally different approach and different relationship between teacher and student activate the students - At HU - rather traditional approach to studying, not much practical skills (presentation, looking for info, etc); at EF they tried to teach us more to think
Russia	-Final result more or less predictable at HU– info from lectures enough to pass exam; EF – more individual work, info searching, and discussions	-The education style at HU is much more "wide". But the advantage of EF is the exact teaching of exact topics. At EF had to learn every little point. At HU - I have to learn methodics of thinking and to know how to use it.	-There is a typical classic school prevailing, but activity as well as specificity of tasks depend on personal and pedagogic features of teacher
Sweden	-The level of the studies where higher in EF than HU		
Nigeria	-At HU most of the tasks are in form lecture and note taking and use of prescribed text books. Occasionally assignment is given. During writing thesis students work totally independently while supervisors make very little input. In the case of EF lectures do not encourage much note taking and there is no specific text book. Lectures are for deliberation over recent research. Students are expected to gather and arrange information relevant for each course.		
Vietnam	-Mainly EF students were selected so they work better normal people in home university		

### Annex 3.6. Comments on improvement of Euroforester programme

<b>STUDIES</b> (number of respondents if more than 1)	
<b>GOOD</b>	Block system (18) Pedagogy/teachers' attitude to students (5) Field trips Group works
<b>BAD</b>	Group works (2) Some literature (too specific articles)
<b>TO IMPROVE</b>	Pedagogical approach Have higher standards for the pupils' English knowledge
<b>TO INCLUDE</b>	More practices More field trips More (literature) seminars in small groups (to make people think) More discussions and actual problem questions rather than historical overview (topics provided) Study trip to Germany and Russia (considering resources are not limited)
<b>TO CHANGE</b>	Euroforester programme should be longer (3) Introduce 2 parallel courses so student can choose Need for more rigid control of student's achievements More clear evaluation system; students would compete more then
<b>TEACHERS</b>	Teachers should see the differences in different students' input in group works (2) Teachers must be a bit more open minded for changes in schedule in short time Teachers should take a class in how to pronounce words in English The guest teachers from different countries should be better prepared The behaviour of Ecology teachers with students should be improved. In some cases they didn't show respect for students especially from East I disagree with relationships between teachers and students as friends. There should be even a drop of respect (e.g. "professor Per Magnus Eko") You should invite more lecturers from Poland to learn them how studies should look like

<b>COURSES</b> (number of respondents if more than 1)	
GOOD	<p>Contents of courses (5)</p> <p>Quality of courses (2)</p> <p>Economy course</p> <p>International perspective</p>
GOOD BUT...	<p>Ecology course was good but too long</p> <p>Broadleaves course was good but too long</p>
BAD	<p>Policy course was too hard/too intense/too long (4)</p> <p>Forest Management course was too long</p>
TO IMPROVE	<p>Content of some courses (Forest management course)</p> <p>Intensity of the courses; some were too intense, other the opposite</p> <p>Organisation of Broadleaves course</p> <p>The course with case study should be more supervised with fair marks consistent with the individual work input (not the same for all students)</p>
TO INCLUDE	<p>Course/more focus on timber industry/timber as product/forest product marketing/wood market in Europe (7)</p> <p>Course on economics or business issues (2)</p> <p>(Cheap) course of Swedish language (2)</p> <p>Course on wood harvest and on wood processing and sawmill technology</p> <p>A course with technical and/or economical focus - like logging systems, logistics</p> <p>Course on research methods (including qualitative methods)</p> <p>Ethics and philosophy should be included in one of the courses (e.g. a teacher from Lund University)</p> <p>More about silviculture in different countries</p> <p>More about wood production in different countries</p> <p>More about how the policies in different countries affect forestry</p> <p>More pressure on forest ecosystem protection in context of economical and social approach to forestry</p> <p>More about how to connect all the environmental, social and economical functions</p> <p>Practical tasks with assessing wood quality</p> <p>Start with short introduction courses before specific main courses to decrease gaps</p>
TO CHANGE	<p>Economy course should be extended/more economical knowledge should be added (3)</p> <p>The workload in the first part of broadleaves course could be increased</p> <p>In Modelling and planning course some issues could be examined more deeply, and more "hardcore" knowledge could be given</p> <p>The student should be given more opportunities to affect the course while it is running (e.g. distribution between lectures and home readings)</p> <p>Ecology course could be concentrated not on history, but actual problems</p>

<b>SOCIAL and PRACTICAL ASPECTS</b> (number of respondents if more than 1)	
GOOD	Social environment (2) To separate the nationalities into different flats
BAD	Sometimes scholarship was delayed
IMPORTANT	Good balanced national mixture(I mean domination of Russian language)
TO IMPROVE	Knowledge about different nation mentalities Social part could be better organised for international students (information about different events, not only in Swedish)
TO INCLUDE	A trip to Northern Sweden between blocks or after the course Picnics or come-together parties for the new comers Some "communication thing" at the beginning, so people start understanding each other better More social events for foreign students
TO CHANGE	More flexible accommodation (choice of flat or dormitory)
TEACHERS	In multi-national environment it is hard to get rid of preconception; one could feel it in relations between students and some teachers
OTHER	It doesn't really matter how students will be placed in dormitories - anyway they'll group according to their interests (without language barrier) Not so much detailed higher sociology. Our language was not so good to go so deep in the esoteric things The worst part was practical things that we were not able to manage simple things because of no Swedish language knowledge

Other answers:

Everything was as it should be; there is no need to improve (16)

It would be great to meet (all students) in Alnarp from time to time (2)

Make it more Swedish

National policy should be excluded, at least from teachers

The way of teaching shouldn't be more strict, straight (like a stem) but should have branches (again as a tree) which will be interesting for any student (or just for some 80%) then the student will take external knowledge from different sources himself, and while reading will get much more, than he's got during listening to lectures and reading only scientific, narrow-directed articles. Student should be prepared to become an encyclopaedia of knowledge, but not a narrow specialist.

Unfortunately studying the EUROFORESTER programme resulted quite badly for my career in forestry. After the course there was almost impossible to accept irrationality of polish state



forestry, its red tape and common silliness and lack of imagination among persons holding responsible posts

Actual problems that, as suggested by some respondents, should be discussed more frequently at Euroforester programme:

Climatic changes and role of human - to do intensive protection of existing species or be passive observer, allow species changes?

What is native species?

What is indicator species and how "area-specific" they actually are (can we use the same indicator species for woodland key habitats across all Sweden and Baltic countries?)

What does the "ecological trees" do good for ecology?

What influence they have on genetic properties of next forest generation?

Why forest industry or forest owner is supposed to pay costs for nature protection, if it is a value of all society?

What is the influence of subsidies in forestry sector (also in relation to "green energy")?

### **Annex 3.7.** Comments on improvement of home university

---

#### **STUDIES** (number of respondents if more than 1)

---

GOOD	To transfer the points between universities (Estonia and Sweden) A lot of field trips (Russia) Practice in "paperwork" with special forestry documents (Russia) I like the whole programme, no ideas how to improve it
BAD	Lack/absence of group work (4) Passive study system (2) Traditional/old-fashioned study system (2) Old study programmes not equivalent to present days (2) "Obligatority" and frames Boring, because fixed, lectures The exercises like lectures: sitting and listening Too much lectures No lectures about forest policy, tendency on timber market, EU law connected with forestry The lack of teachers' interest in topics, indifference in students' opinion Motivation of students to study Lack of knowledge about market economy Normativity in study programmes Too many courses with individual literature work and writing report Homogenous social environment, low international experience of teachers The low facilities of presentation systems Low possibilities to use English
TO IMPROVE	Pedagogic approach/pedagogical skills (new, various methods and techniques) (7) (1 SE) Interaction student-teacher/teachers' attitude towards students (5) (It is too vertical, not friendly, no respect) Communication between students and teachers Lectors motivation to work

---

TO INCLUDE	<p>Course evaluation/feedback (2)</p> <p>More active way of studying (2)</p> <p>More open-minded approach</p> <p>More economy-oriented approach</p> <p>More social functions-oriented approach</p> <p>More practical approach (skills needed in real life)</p> <p>More "market-oriented" study programmes</p> <p>Contact with persons that already work that, what we study about</p>
TO CHANGE	<p>Block system instead of semester system (9)</p> <p>It should be freer to choose courses (2)</p> <p>Year divided into three terms instead of two terms</p> <p>Program should be more flexible (many aspects of forestry, modern way of teaching)</p> <p>Take away lectures that are off the point</p> <p>The lectures should be more practical, than theoretical</p> <p>Fewer lectures and more practical activities</p> <p>The university atmosphere (to be like abroad)</p> <p>Examination process</p> <p>The way of thinking of teachers</p>
TEACHERS	<p>Teachers must be a bit more open minded for changes in schedule (SE)</p> <p>Attitudes of teachers towards student rather rigid and lofty, but now it is changing quickly with new generation of teachers</p> <p>Relation between student and teacher was "colder" than in Alnarp</p> <p>Teachers should accept a student as a person</p> <p>Lecturers should pay more attention to what students think</p> <p>Lecturers should teach to think</p> <p>Average age of lectors should be reduced</p> <p>Lecturers have no time to discus with you on studied topics. They give you information as inalterable true</p> <p>Teachers should talk more about different aspects of the State Forests, not only positive</p> <p>Scientists/teachers should be value free</p> <p>Teachers should use visual presentation during the lecture</p>
OTHER	<p>It's hard to study at home after of being somewhere abroad (2)</p> <p>The content of studies didn't change from 20 years, or it changed only a bit when my parents were studying forestry on the same university</p> <p>Lectures per se were not simulative for free thinking, they were traditional in its good and bad things</p> <p>The education does not prepare to the work in forestry (state forest)</p> <p>Lecture notes should be checked fully and truthfully</p> <p>Time and amount of information should be calculated according to average student's ability to get, but not according to the state plan</p> <p>Student should be taught, but not simply given information</p> <p>We learned the same things in MSc program that were in bachelor and nothing new</p> <p>My studies touched much more topics than during Euroforester program, but..."if you know everything...than you know nothing"</p> <p>There are tooooo many things to do different....</p>
SOCIAL ASPECTS	<p>Social environment with students was good</p> <p>Social environment with teachers was bad</p>

<b>COURSES</b> (number of respondents if more than 1)	
<b>BAD</b>	Some subjects were unnecessary – consuming and not practical Some of courses were out of date Some courses were emphasized as too important (due to lector personality) Too much knowledge learnt by heart and unnecessary Much theoretical knowledge, but not so many individual tasks Too much theory, too little practice
<b>TO IMPROVE</b>	Encourage free thinking (do not teach one model only) (SE) There should be more connection to the reality Knowledge should be more oriented towards current market situation
<b>TO INCLUDE</b>	More discussions/seminars (9) (1 SE) More project/group work (7) More open-ended, strategic tasks/finding solutions (6) More self-contained/individual work of students (5) (1SE) More practical skills/experience (5) (1 SE) More practice in forest (5); More field trips (5) More lectures with experts from other universities and countries (4) More focus on how to present own work/presentations (3) More meetings with specialists from state and private forest, practitioners (2) More about foreign forestry models (to have wide view on forestry) More about diversity (biodiversity and diversity in management) (SE) Give a better picture of the forest ecosystem, with stress on system (SE) More knowledge on the whole, not only trees (SE) Up to date knowledge about wood marketing, negotiations More focus on the international market (SE) More about wood processing; More field trips to industrial companies More projects to be presented and discussed between students More "real life" projects More use of computer programmes More negotiation with teachers More skills of "selling Your knowledge", finding a job More attention on present problems in forestry More scientific literature should be used More actual/practical information More ecophysiology and soil science (SE) More economy; More languages
<b>TO CHANGE</b>	The student should be given more opportunities to affect the course while it its running (e.g. distribution between lectures and home readings) Knowledge should be updated. No wasting time for learning about historical things not in use at present Use international experience for teaching

### OTHER ANSWERS

There should be closer exchange of information towards forest companies, owners associations, and municipalities (SE)

The MSc at home university is absolutely empty, it is absolute zero in terms of personal development. It is only a boring procedure in order to obtain "the paper" i.e. diploma. I think one of the reasons is the basically wrong way how the Bologna system was implemented. The initial four years engineer programme should not have been equalized to bachelor. When restructuring, part of the original study program should have been integrated into master programme and complemented with additional courses, while the rest should have been equalized to the three years bachelor programme. As it is now, students have to spend one year more for achieving bachelor than in most of other countries and nothing is left to teach at the MSc level (LV)

**Annex 3.8.** Advantages of studying abroad (in parentheses number of respondents if more than 1)

---

**ADVANTAGES**

---

**STUDIES**

---

Such studies broaden your mind/give wider perspective (16)

International atmosphere/environment (2)

Good quality of studies/level of teaching (2)

More advantages than disadvantages

Study diversity

Interesting study environment

Much more open-minded approach

Different approach to the study process itself

Having nice time

---

**LEARNING, KNOWLEDGE, EXPERIENCE AND SKILLS**

---

Development of language/linguistic skills (35)

Gaining knowledge about other countries, different nationalities, cultures and traditions (22)

New/different/wider knowledge, ideas and points of view (18)

Getting broader/new view on forestry (17)

Learning about/comparing forestry in other countries (11)

New/international experiences (professional and private) (8)

Exchange of knowledge/skills and experiences with students from other countries (7)

Experience of other way of education/learning new approaches to studying/working (6)

Development of communication skills (3)

Learning that there are different ways of doing forestry, not only one right/ breaking "home-country standards" (3)

Good to discuss with students from different countries, to hear different opinions (2)

Forming more objective point of view on various issues (2)

Development of social skills (2)

Being more independent/self confident (2)

Development of critical thinking

Learning to discuss controversial issues

Learning about studying systems in other countries

Possibility to get information about our own countries from other nations perspective

Talking by face to face with any specialist from abroad - in quicker way gives a view and picture of any foreign issue, than gaining knowledge in passive way

More relevant knowledge

Possibility to present yourself

Possibility to be active, interested

Possibility to open new resources in yourself

Thinking in a different way, not only following instructions

Positive influence on an all-around development of you as the expert

Learning working in group

Learning how to deal with international problems

---

**PEOPLE**

---

Creation of international personal/professional network/contacts (20)

Making friends (17)

Meeting new people/people from different countries (11)

Meeting professional peers from other countries (2)

(Better) relationship with the class, the teachers and the students (2)

Long-lasting contacts with students and teachers

Gain more respect for forest specialists

Love

Diverse social environment

---

Continuation on the next page

---

---

## OTHER

---

Becoming more open-minded/increased tolerance/breaking prejudices (12)  
Possibility to see the world (3)  
Good for career/it's easier to compete in job market (2)  
To see how studies/teaching system should look like (2)  
Possibility of bringing ideas home (e.g. about education system)  
Mobility  
Opportunity to focus on the studies (financial support!)  
Good training for work in an international company in the future  
Good introduction in the European academic environment for students interested in research career  
Chance to built an international career  
If I ever have a child, I will do my best make him/her study abroad  
Such course is one of the best things that happened in my life

---

### **Annex 3.9** Disadvantages of studying abroad (in parentheses no. of respondents if more than 1)

I can't see any disadvantages (15)  
Staying away from/missing home country, family, friends (6)  
Culture shock (5) (There must be support otherwise student can simply get lost)  
Difficulties in the acceptance of courses/lack of mutual acceptance between universities (5) (e.g. obligatory subjects and exams that students need to take, when they are coming back even if they passed similar abroad)  
You need to stay for a long time period abroad (3)  
Feeling of loneliness (2)  
Longer study period/loss of time (2)  
You miss one year at your University (2) with the old friends  
International information may not always be useful in local level (2)  
Sometimes the level of knowledge differs too much between students (2); can affect course level  
Difficulties in getting used to the situation at the beginning  
Difficult to find suitable free-time activities  
In some cases it can be social environment  
Hard to leave people with whom you spent so much time  
It's hard to come back home. Especially if you know, that forestry is on the decline in your country, and forester's life is not a honeymoon...  
Some problems between students  
Personal complications  
Organisation aspects (bureaucratic obstacles: e.g. health or other insurances)  
The certificate from Sweden, not taken into consideration when applying for job (SF, IKEA)  
Feeling a bit isolated from your current country topics  
It is possible to adopt views that are not relevant to the situation in the home country  
Things studied abroad may be useless in practical issues in home country  
Some study subjects, social problems can be so special that there is no need to spread over world  
Might bring you too far from reality - from the real "action"  
Being out from actual processes in sector for almost a year (job possibilities)  
Studies in English can be obstacle for understanding issues in their depths  
New approach of study for some students  
Sometimes heavy speed and pressure  
Not all academics or even employers accept studies abroad, maybe just because of jealousy, but I receive much criticism  
Conservative students may find it difficult to cope in international study programme  
Mess in head that maybe we don't know what we want now, before everything was simpler

In some cases it could be difficult to realize about reality in our society/country and rather hard to agree with many "system" points which are difficult to solve/change at once, by only one  
 Difficulty to meet Euroforester friends, too many km and too little time

**OTHER ANSWERS**

It is much more socially demanding to study in an international environment, as your learned ideas are always challenged by the ones living in another paradigm. That is both the advantage and the disadvantage. Disadvantage since at least I have never been so mentally tired as I was after one year of constantly defending what I thought I did not (and still do not) really agree with. The advantages are far greater though - I think, for example, I now know from what racism originates - it is from pure tiredness of being challenged. So - more international contacts so that we can train our endurance and thereby improve our understanding and tolerance of ourselves and others!

Studying abroad takes you out from the life you are used to, you go to environment where you are not defined, it's easier to change yourself or the way you live if desired

**Annex 3.10. Discrimination when applying for job**

Discrimination due to	Comment (country)
Gender	- Even if I am unemployed, I would like to add here that I applied for a job in the company that I was having my practice. There was a vacancy of forest manager. I didn't get a job, because in the boss opinion women shouldn't work in forest, but in administration of office. Sad! (PL) - Unfortunately, it is some discrimination due to gender (RU)
Lack of personal contacts/relations to get job in State Forests	-If the job offer appears in the newspaper, I am sure that there is already a potential candidate. Never the less, the job competition is arranged. If you don't have any patronage, your chances to get the job at the state enterprise equal 1%. After several tries you loose your fate and stop getting interest in such offers (LT) -I faced of failure; maybe it is discrimination when I applied for job in forestry field. More then 8 month I tried to find job related with forestry, definitely I couldn't ....It was no open competitions, no advertisements and I noticed that the main way to find job in state forest companies personal contacts or often family relationships (LT) -Discrimination was the truth when I considered employment in the state forest - since I am not forester relative, my chance to be employed there were almost equal 0 (PL) -In State Forest Enterprise I have seen examples of favourising certain persons due to their relationships (PL)
Restricted possibilities of job choice in the State Forests	-In swedwood not but when I was applying to state forest practise yes, I get very good result from the test and according to regulations I shall have a right to choose the place were I want be, but I could choose only one (PL)
Communication problems	-Some discrimination because of communication problems (LV)
"Positive" discrimination	-My background (raised on a forest estate) has probably given me some advantages (SE)

### Annex 3.11. Comments concerning international background of respondents

<b>Aspect</b>	<b>Comments</b> (number of respondents if more than 1)
<b>Career</b>	<p>The international background helped me being employed (7)</p> <p>I believe that my career will benefit in the future (2)</p> <p>Good job offers</p> <p>When applying for job in private company, international experience is important</p> <p>I think my organisation will in the future benefit from my international experience and from my Euroforester contacts</p>
<b>Knowledge and skills</b>	<p>I improved communication skills (4)</p> <p>I use communication skills I gained in Alnarp in my work (3)</p> <p>I use/used my English language skills gained in Alnarp in my work (3)</p> <p>I improved my English language skills (2)</p> <p>I learned much/useful things (2)</p> <p>I broadened my view/started think on my own (2)</p> <p>I learned to perform professional presentation</p> <p>I use/used my presentation skills gained in Alnarp in my work</p> <p>I use knowledge on modern trends in forestry in my work</p> <p>I use some teaching methods from Alnarp in my work</p> <p>International background is essential in writing my thesis</p>
<b>Networks</b>	<p>The programme contributed in terms of social networks within the sector</p> <p>The programme contributed in terms of professional networks within the sector</p>
<b>Other</b>	<p>If I worked in forestry sector I would benefit from the programme (2)</p> <p>Too early to say if the programme contributed to my career (2)</p> <p>Euroforester programme let me present myself as a person who has wide view on forestry, open for new challenges, and able to find myself in different environments</p>
<b>Negative comments</b>	<p>In the State Forests my international background has no meaning (2)</p> <p>So far I have not used network I gained (2)</p> <p>The programme is not helpful in getting job at State forest</p> <p>The international background is not helping for my current job</p> <p>No one is interested that I took part in this programme</p> <p>In my organisation nobody cares that I can speak English</p> <p>I have no opportunity to use my skills gained in Alnarp</p> <p>During my forestry career, having studied abroad sometimes seemed to be more than obstacle, than a benefit</p>

**Annex 3.12** Comments on contact with other graduates, means, frequency and purpose of communication

Question	Comment (number of respondents if more than 1)
Contact with other graduates	<p>I have contact with some people and not with others (2)</p> <p>I communicate only with few people</p> <p>I communicate with several people</p> <p>We have contact to all people in our group</p> <p>We have portal on frype where we put news and questions</p> <p>We sent Christmas/Easter/etc. cards</p> <p>We take part in weddings, birthdays etc</p> <p>We meet from time to time</p> <p>I have contact with some people everyday</p> <p>We plan more meetings in the future</p> <p>Hopefully more contacts in the future</p> <p>Too much things to minimize contacts are around. And too short time to become closer</p> <p>After some time contacts got lost</p>
Need for cooperation – answer YES	<p>Organised meetings/conferences/seminars/ meetings in Alnarp/Sweden (9)</p> <p>Internet portal/web-page/web community for all EF, e.g. at SLU/facebook (7)</p> <p>Cooperation improvement is needed (2)</p> <p>More close and active network is needed (2)</p> <p>Existing networks should be supported to keep them working after studies (2)</p> <p>Contact to different years could be beneficial e.g.from job-finding perspective (2)</p> <p>Need for international cooperation</p> <p>Working with people we knew is pleasure</p> <p>Platform for better communication</p> <p>Blog</p> <p>Internet is not enough</p> <p>Up-to-date contact list</p> <p>Dissemination of professional knowledge</p> <p>I would like to know more about my classmates</p> <p>Cooperation is necessary but not easy</p> <p>It would be good for my future career</p> <p>It is very valuable to exchange information</p> <p>It's good base of international specialists</p> <p>Business contacts would also be good</p> <p>Ties betw. graduates of the same year are good but not betw. different years</p> <p>It would be good to the financial support to meet regularly</p> <p>No money=reason for poor communication</p>
Need for cooperation – answer NO	<p>There is no need for special cooperation. If someone wants to meet someone it is not a problem in our times</p> <p>I work with my ex-coursemates, and I'm engaged to my ex-coursemate.</p> <p>Presently I don't have any need to keep in touch with others</p> <p>I do not have real need, especially that my work is not related to forestry; we sometimes write e-mails that reach most of us</p> <p>People who want to communicate do that anyway. We also have a portal</p> <p>Just e-mailing is not enough to support good friendship. With some people we stayed good friends, with others I don't communicate</p>



**Annex 3.13.** Comments on the development of Euroforester network and their contribution to it.

I can create any contacts in my country for EF activities

I may try to be a part of WG organising EF conference, depending on available time

I could help with some organization questions in case EF conference would be leaded at my university, or be actively involved in group organizing meeting/accommodation in my city

I could from time to time suggest a topic for discussion at the web-page

I'm working in state University, so it gives many possibilities for organising meetings, conferences etc... Personally I'll try to do my best, but not so sure in financial support. Also I can help with providing refuge, organising excursions etc.

The organizing of conference in my country could be discussed more precise!

I am now in Russia so if you would like consider (assign me) my person, please perceive me as Russia country no Poland (the best together with Evgeny Lepeshkin as we are together now...ok?:):)

:( I don't have time now, but I know that IT worth it. Therefore I'll find time. In half a year I'll be able to mark several more points

I need to think about it more... I am administrating Forest Development Fund in my country, there is special financing possibilities for activities connected to conferences and education...it is longer discussion

It is not big money to create webpage and maintain domain name

I could let people know about studying and working possibilities here in Canada. Since it is a much forested country, there are quite many positions available. But I should know, is there an interest for this kind of information. The exchange of this kind of information between all graduates would be useful. It does not have to be a web page, the e-mail list of all graduates (updated every year, added new students-graduates) would work

If my company Swedwood/IKEA will support financially this conference I can help in conference organization in my country in Wierzba PAN were we slept during trip to Poland from studies and I can try organize field trip to forest in this region - wind damage in Pisz, Sawmill visit in Wielbark etc.

If there would be a need to arrange a meeting or conference in Kaunas, my institution (Kaunas College of Forestry and Environmental Engineering) might help by offering its facilities (conference rooms, student's hostel)

I could EASILY organize visit of Euroforester studends and meetings with Polish forestry people (I wanted to call Desiree Johansson) (1)

**Annex 3.14.** Comments on the questions related to development of Euroforester network.

I can't answer the question 9 because I don't really know which organization in my university could provide everything. And about me it depends in which country meeting could be, different countries different prices...

No doubt it will be interesting to talk to all the colleagues I had. Some presentations in kind of conference about the present position of each graduate student will be really interesting. Not many of organisations can cover such a travel. I mean especially if the company is not getting any benefit of it or it is not highly related with the forestry at all.

Nice ideas listed up, I'm fully favour of that

I miss my classmates and glad to hear from them and happy to see them...

If I would work at State forest enterprise or Environmental Ministry, then I could try to do smth. But because my organization has nothing to do with my specialty, I could rather help with the money support. I could help to organize some conference, but I could rather be a leader of it.

I think it will be great to have web page but the best to organise a conference.

9th question. I am still student now without any organization behind me so I can't really say, but now perhaps only 100 € or even less. If I were working already, then perhaps around 250€

Depending on how big the conference would be, I know some places in Northern Poland where we can organize it. I can make some research for cheap and nice hotels. On the end of the conference can be some brainstorm what the conference gave to the participants. Maybe we can organize some small trip around interesting places in region of conference, maybe kayak trip.

I would indicate - that idea to create a webpage with graduating students and updated contact lists would be very useful. The same could be with internet discussion forums - whereas Internet is the fastest and very flexible way to communicate. Any seminars and conferences could be also very useful and interesting however - I am not sure what percentage of alumni would be able to participate in such events, because of lack of time, work, family and so on...

The activities for developing a strong network of Euroforester graduates needs to be further discussed. The total costs that could be covered for travel and accommodation to participate in EF conference depends on the availability of finances.

I do see the need of closer cooperation and keeping up the network as the main advantage of studies abroad. Now we communicate on certain professional topics but in the very low level and new fresh knowledge would be very useful.

Comment on Question 7 - Think that there are possibilities how our university could cover some of our students expenses. Comment on Question 9 - If it will be big conference with topic about forestry (it would be perfect if there is something about changing climate/environment included), then the university (project money, etc.) could pay at least 75%-100% of my travelling and accommodation costs.

The advantage and disadvantage for cooperation at the same time is that my present work place is Far East (Vladivostok)! It's quite far from the Europe, but has a wide spectrum of forestry

issues/problems: illegal logging, conflicts between local people, issues of environment/biodiversity management, recreation possibilities and wood management in valuable natural forests, issues of international wood market (Japan, China, Korea) and FSC trends respectively. At the same time here is an educational forestry institution (the Forest Department of Ussurisk agricultural academy), from there are some students had a chance some years ago attend the same EUROFORESTER course! There is also academic organization situated. So, the South Far East (Primorsky kray) is very unusual place formed by mixed broadleaved-coniferous and poor taiga (coniferous forests).

It depends on current situation and on a frequency of these meetings. Once, twice per year I can participate, I can get the money. Communication is a way to stay a MAN. Money - is nothing. Really. THANK YOU !!! GREAT JOB!!!

My organization as such probably could not cover any costs for participating in a conference, but the possibility to apply for money from other sources is rather good. The amount indicated above is what I personally would be willing to cover for going to such a conference.

For quite a long time I already haven't stay in touch with forestry, so... I don't know, will be my information or something else useful or helpful... And for now job takes quite a big amount of the time, including rest time... So I'll need to take a rest days for preparing of any article and come to conference...

I think some kind of meetings would be the best way to keep in touch with other EF students. It would "refresh" all the contacts and provide the best way to exchange information between us. The internet is great, but will never replace "face to face" contact.

Good questions and means that teachers have thought about network of EF. All EF students are proud of being EF students :)

I don't know if my organisation could help but Stora Enso is big global so I think they could be interested.

If there will be a party/conference or something I will definitely come. It would be nice to meet our professors and course mates :)

I can pay around 100 euros maybe more but I'm sure that Swedwood/IKEA can support this kind of activities. But it must be directly from Swedwood International in Angelholm.

I do not think a conference should be limited with Euroforesters. Even if Euroforesters are organising it should be open.

Contact me in case of the planned visit of Euroforester students in Poland. I can organize something GOOD.