



EUROPEAN FOREST INSTITUTE

EFI and FOPER

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EUROPEAN FOREST INSTITUTE

EFI

European Forest Institute

A brief introduction





Our changing world



- Climate change
- Increasing water scarcity
- Poverty and disparity
- Globalisation
- Changing trade relationships
- Demographic changes
- New lifestyles, urbanisation



Global picture also affects Europe's forests



- Transforming forest ecosystems (CC)
- Changing patterns in use of forest biomass
- Rising demand for forest ecosystem services, e.g.
 - Regulation of water cycle
 - Storage of atmospheric carbon
 - Recreation and tourism

→ Policy makers need reliable, timely and relevant information




EFI is an international organisation, capable of providing the information needed by forest policy makers

- Umbrella of European forest research organisations
- A network of countries, organisations and specialists.
- Conducts and advocates forest research
- Provides unbiased, policy-relevant information on European forests and forestry.



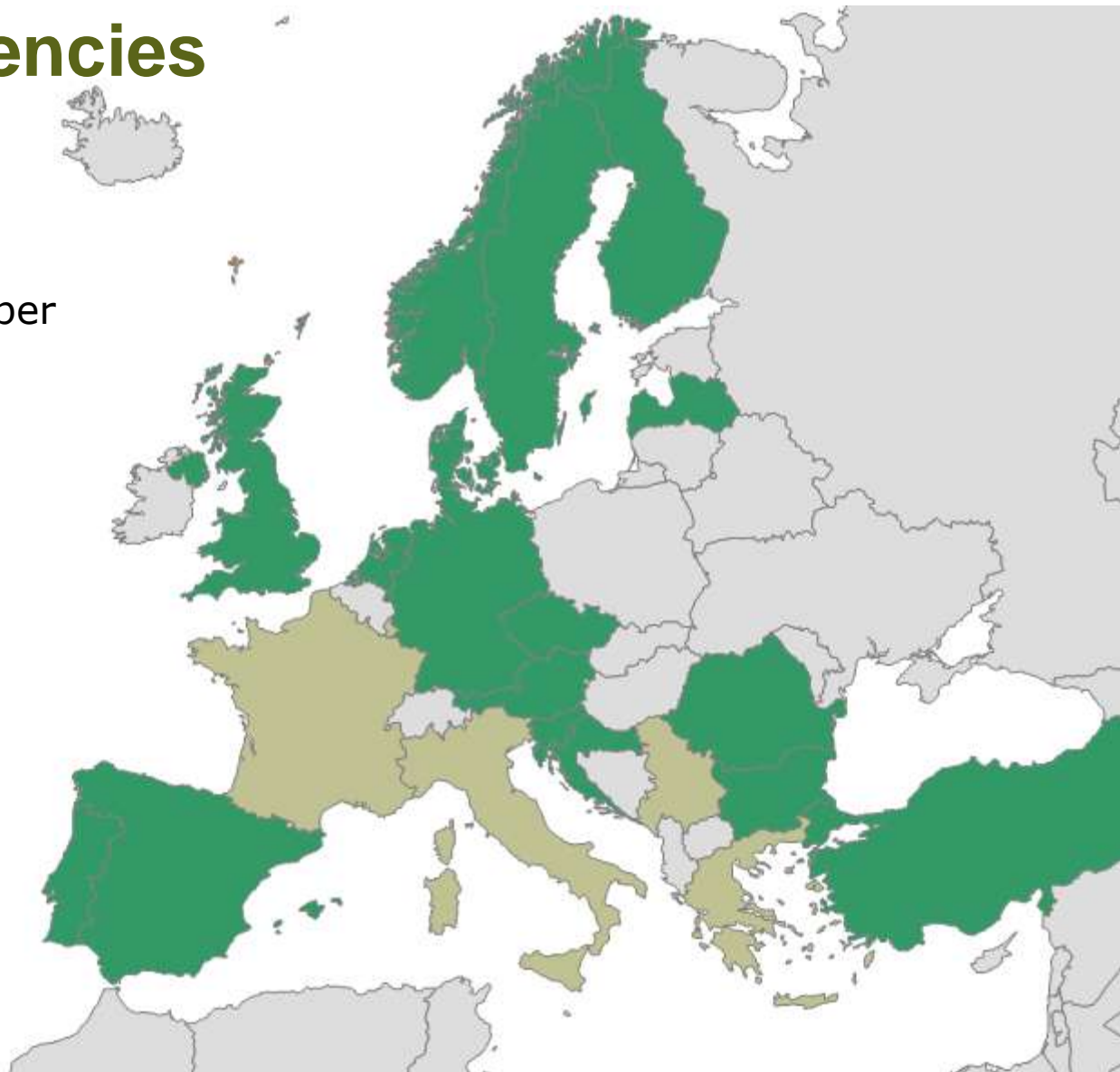


EFI constituencies

 20 European member countries (EFI Convention)

126 member organisations in 36 countries

April 2009





EFI does

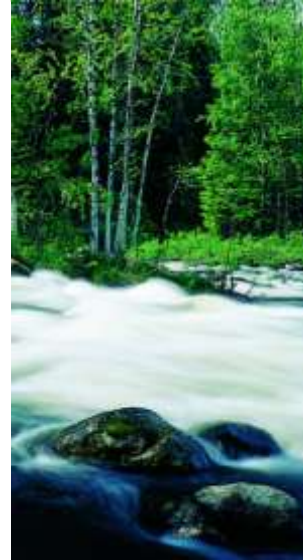
Networking



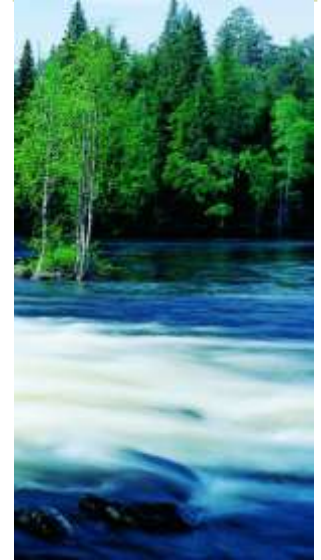
**Research
and
information**



**Advocacy
and
policy advice**



**Capacity
building**





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Tomi Tuomasjukka, Project Coordinator of FOPER I

FOPER Phase 1 (2004-2009)

*Strengthening the capacities of forest
education and research in SEE region*





FOPER is a project supporting capacity development in Western Balkans region



- Funded by the Finnish Government
- Phase 1: 2004 – 2009
- Phase 2: 2009 - 2011
- Geographical focus:
 - Croatia
 - Bosnia and Herzegovina
 - Serbia
 - Montenegro
 - Macedonia (FYROM)
 - Albania



Objective of FOPER I

To strengthen the capacity of modern forest policy and economics education, training and research in the Western Balkans region





Why focus only on forest policy and economics?

- Western Balkans has a respectable tradition in technical and biological forestry sciences
- However, **there is a significant lack of academic and professional capacity on modern forest policy science and modern forest economics**
 - previous political regime
- The societies are in transition: market economy, integration into Europe and EU
 - Role of forest sector in the transition?





FOPER partners

EFI - coordination

Faculties of forestry

- University of Belgrade
- Agricultural University of Tirana
- University of "Sv. Kiril i Metodij", Skopje
- University of Sarajevo
- University of Banja Luka

Forest research institutes

- Institute of Forestry, Belgrade, SCG
- Forest Research Institute, Jastrebarsko, HR
- Environment and Forest Agency, Tirana, ALB

International partners: United Nations University, University of Joensuu/Silva Network, EFI Project Centre INNOFORCE



Strategic approach of FOPER

- Strong role of SEE-region actors in the implementation of project activities → ownership
- Promotion of regional partnership of universities and institutes
- Bringing together different nationalities in all activities → rebuilding collaboration





FOPER components/outputs

1) International **Master's Degree Program** on forest policy and economics

2) **Professional training** courses – continuous education in forest policy and forest economics

3) Strengthening the **science-policy - interface** in the region





1) International Master's Degree Program in Forest Policy and Economics

- Bologna compatible
- 120 ECTS, full time studies
- Curriculum balancing forest policy and economics.
- Teaching in Sarajevo and Belgrade
- Teachers: international experts and regional counterparts

Achieved:

- MSc program
- Regional partnership of universities
- 19 MSc. Graduates
- Teachers from the region trained



2) Professional training

- **Short courses for professionals**
- **Practical** policy and economics themes, e.g.:
 - Development of private forestry
 - SME development
 - National Forest Program creation and implementation
- **Train the trainers -approach**

Achieved:

- Network of 25 coordinators established and trained
- 95 trainers available
- 215 professionals' knowledge upgraded
- Awareness on continuous learning significantly increased



3) Science – policy interface

Forest policy process

Interface:

Low demand for research results

Forest research

■ Forest policy makers should promote research which is useful for policy formulation.

■ Forest research should provide useful information for ongoing forest policy processes.



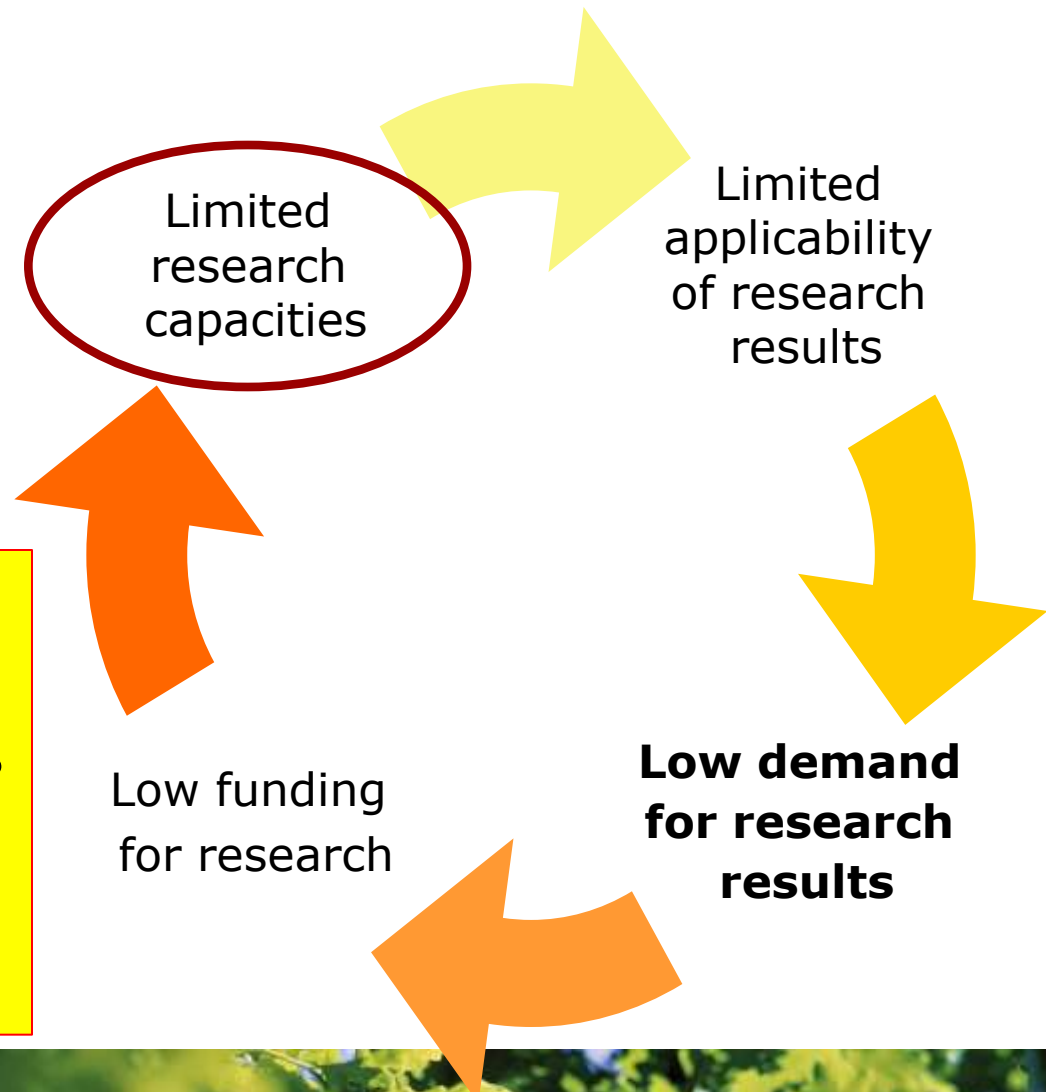
Vicious circle of deficient research capacities

Training of researchers

- hands-on research projects
- tailor-made training workshops
- mentoring and support by international experts

Achieved:

- 20 researchers trained
- 5 studies on forest conflicts published
- awareness on FPE research built





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Prof. Dr. Margaret A. Shannon, *FOPER II* Coordinator

A Strategic Approach to Implementing *FOPER II*

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FOPER Project's defining points:

- A. INTEGRATED POLICY AND ECONOMICS – teaching and research**

- B. CAPACITY BUILDING –**
 - 1) HORIZONTAL – across universities, research institutes**
 - 2) VERTICAL – within universities and research institutes**
 - 3) INTEGRATIVE – science – policy relationships**



1st STEERING COMMITTEE MEETING IN VARAZDIN, CROATIA





Press Conference





SIGNING THE MASTERS DEGREE PROGRAM AGREEMENT 2010-2012





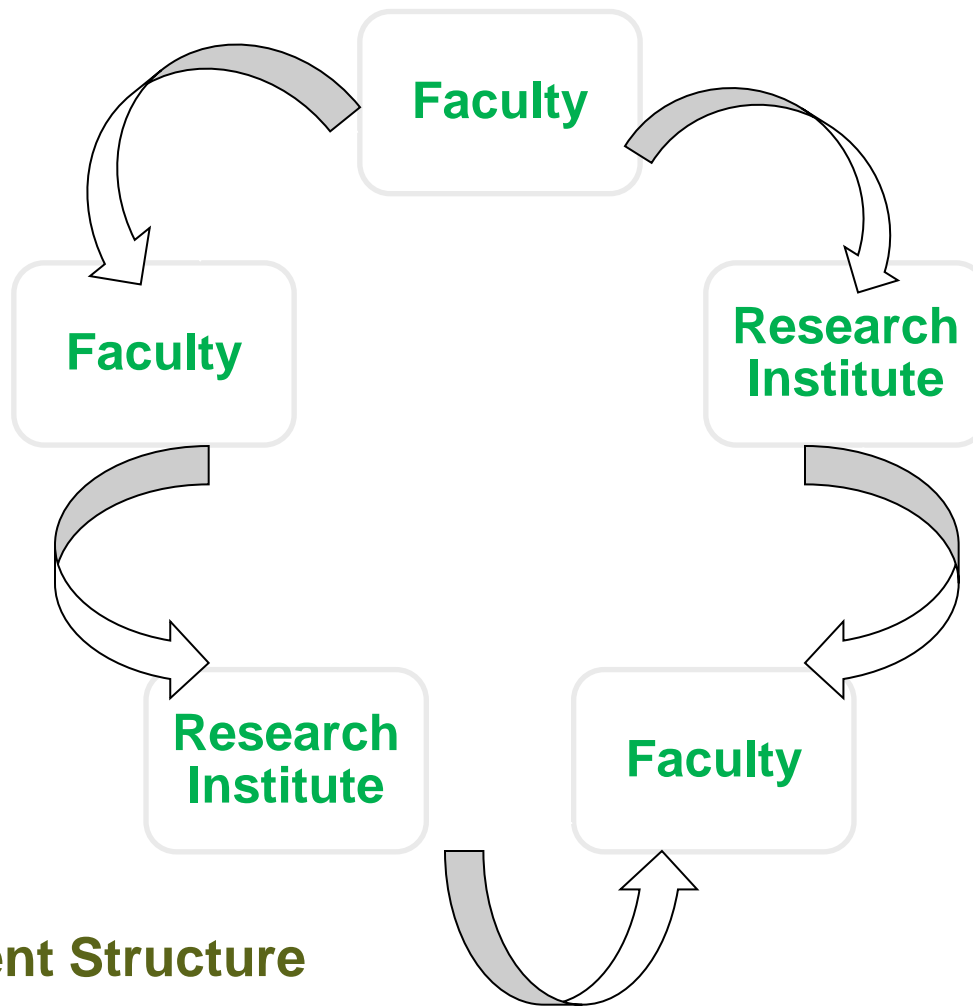
FOPER HOUSE – standing on the patio receiving a Bosnian Pot

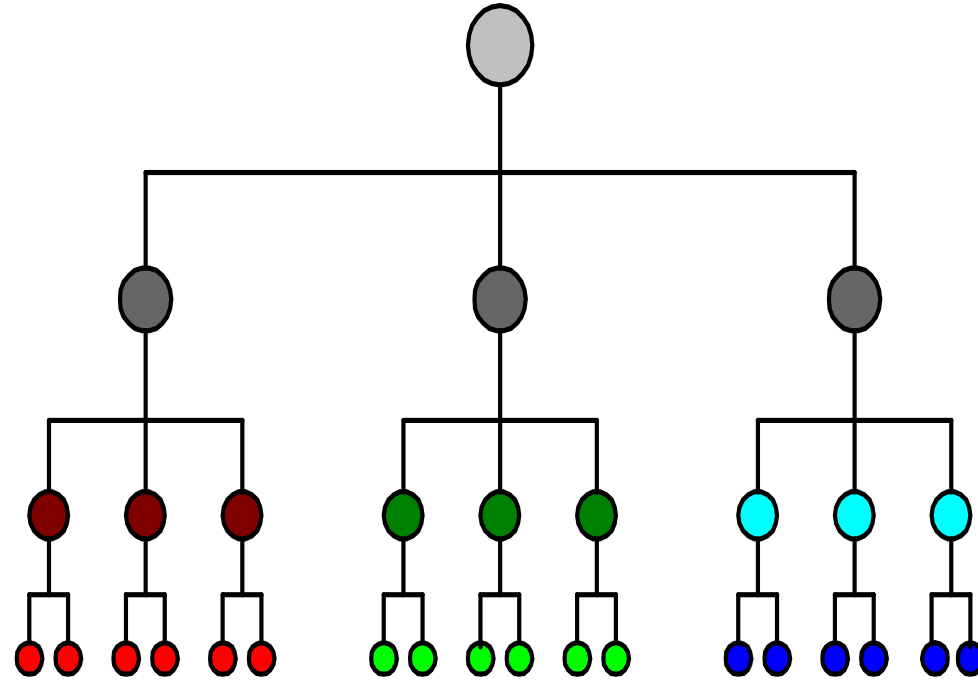




DINNER AT LOCAL RESTAURANT

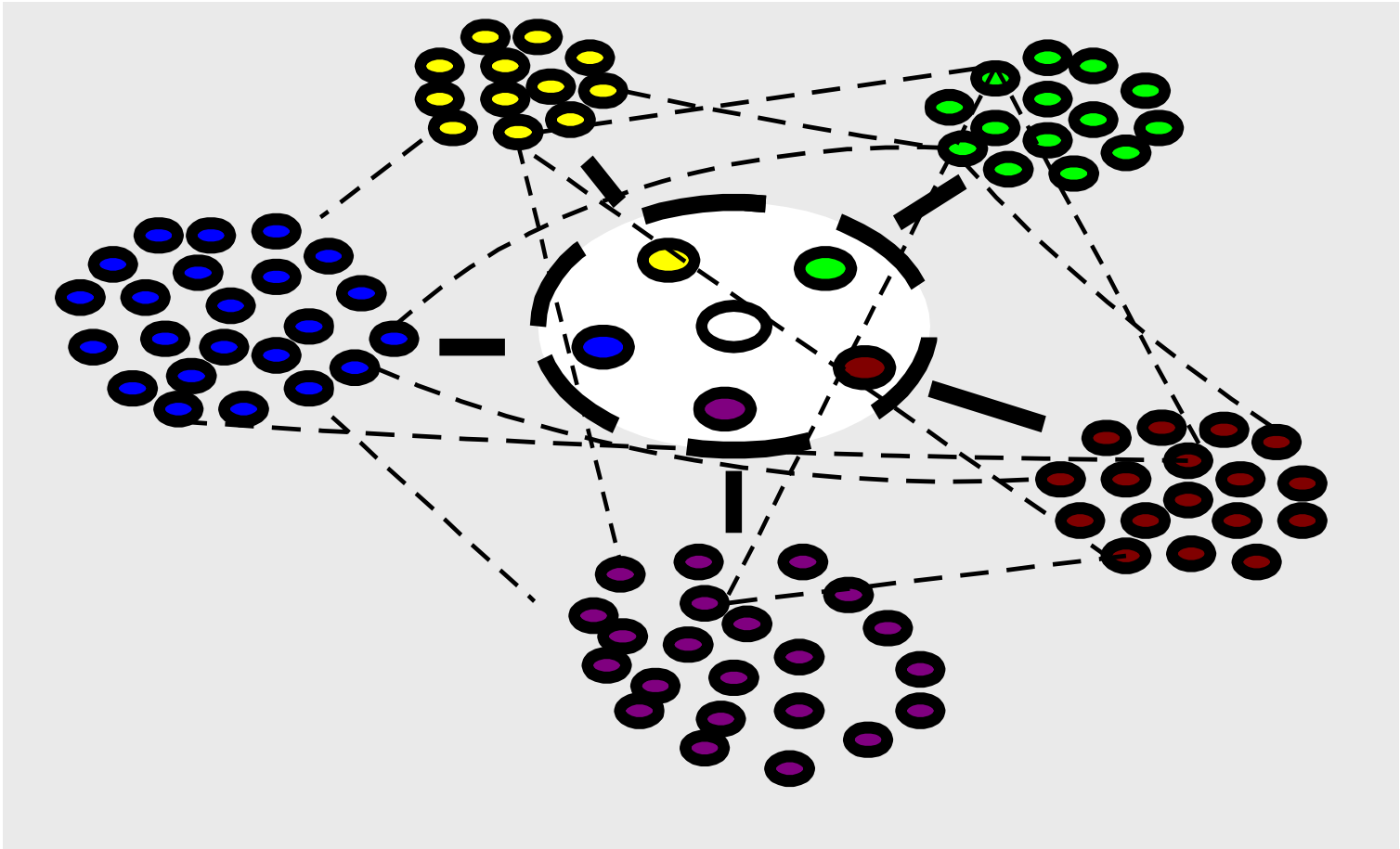






CLASSIC BUREAUCRACY





Loosely Linked Network Organization





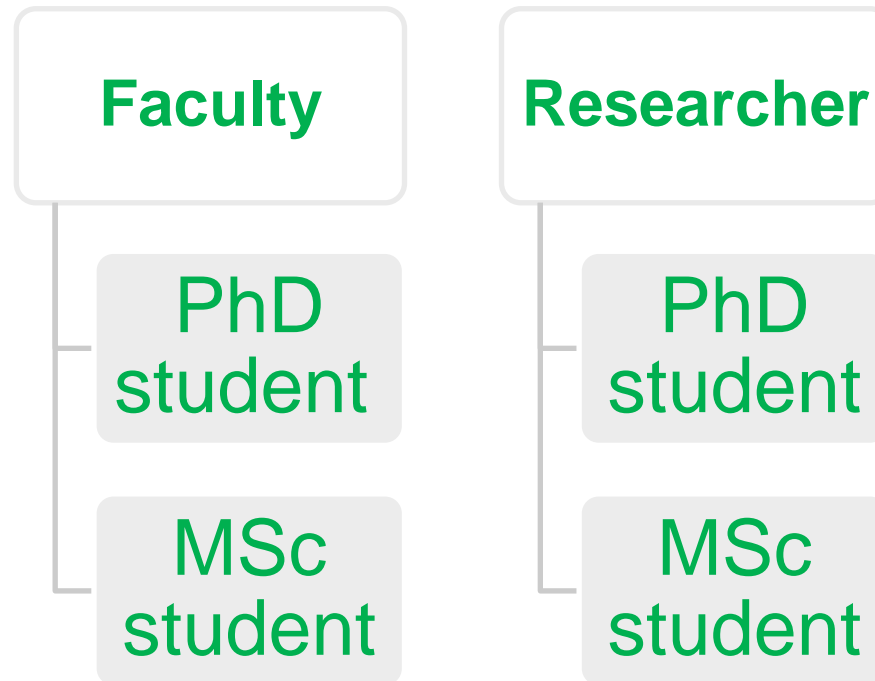
FOPER II – goals

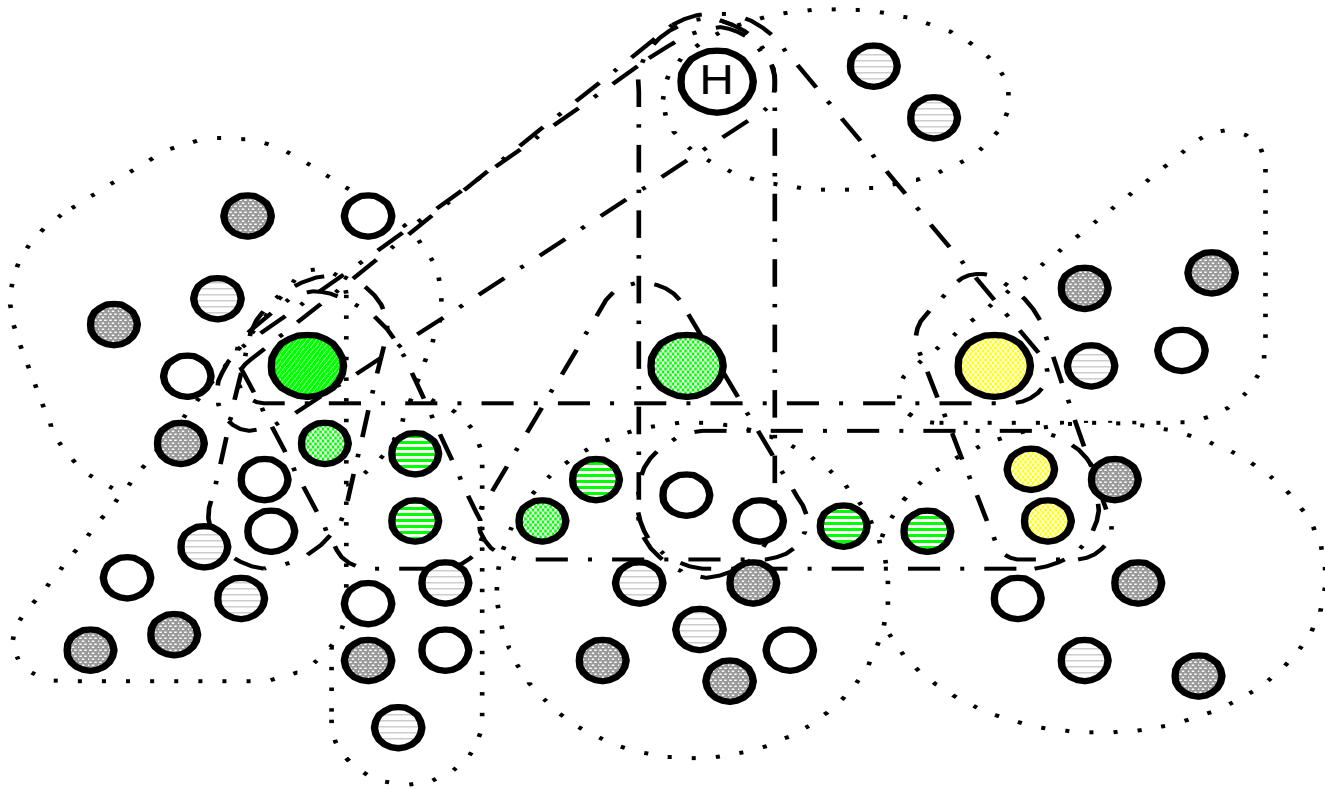
- A. INTEGRATED POLICY AND ECONOMICS – teaching and research**

- B. CAPACITY BUILDING –**
 - 1) HORIZONTAL – with international universities and research institutes**
 - 2) VERTICAL – within universities and research institutes**
 - 3) INTEGRATIVE – strengthen research contribution to policy – publications, policy briefs, service-learning**



Vertical Capacity Building





COLLABORATIVE ORGANIZATION





Challenge – Implementing Capacity Building

- **FOPER MSc** – links faculties and researchers
 - Teaching - Create a Network of Regional Teachers*
 - Students - Create an Alumni Network*

- **FOPER II** – Research Teams
 - *Strengthen the Regional Teacher-Researcher Network*
 - *Strengthen Regional - International Teacher-Researcher Network*
 - *Strengthen the connection to policy and management*



Arising research needs for the future

- Total economic value of forests
- Markets of non-timber forest products
- Profitability of forestry in the region
- Development of forest based Small to Medium Enterprises
- Corporate Social Responsibility in forest organisations
- Organisation of private forest owners Implications of international conventions and regulations into the forestry sector
- Forest related conflicts, their management and impacts on policy processes
- FOPER – impacts of the project on the SEE region



Agenda of developed research issues (1)

- **Governance issues in forestry**

Forest related conflicts in forestry

The role of international forest policy actors in the national forest policy processes

How forest policy decisions are made (NFP & NFS, good governance principles)

Decentralization of property rights

Implications of the initiatives emerged from the international processes (eg. FLEG) at the national level

Comparative analysis of the harmonization of national legislation with international processes



Agenda of developed research issues (2)

- **Markets of forest products**

Methodologies for market data collection

Research on correlation of global and regional market

Effects of free regional trade agreements

Certification as a marketing tool

Wood processing industry clusters

Renewable energy – new emerging market for forestry sector (socio-economic, technical aspects of utilization of forest biomass)

Illegal activities in forestry – trade, management, etc.

Diversification into NWFP & services



Agenda of developed research issues (3)

■ Valorization of forests

Perceptions of policy decision makers on the value of forests

Methods of economic evaluation (TEV of forests)

Payments for environmental services of forestry

■ Reformation of public forest sector

• Reasons for the dominance of public sector (power aspects, image of forestry,...)

• Comparative analysis of organizational reforms in the state forest services (processes, driving forces, etc.)

• Profitability aspects in state forest enterprises (develop efficiency criteria, international benchmarking,..)



Agenda of developed research issues (4)

- **Protected areas**

 - Management of conflicts between forestry and environment legislation in PA

 - Design of multifunctional use of forests in PA and impacts on environment (tourism, collecting of NWFP...)

 - Harmonization of PA legislation (IUCN, EU regulations)

 - Participation aspects of communities in managing PA

- **Options for legality assurance in timber trade – exporting wood products into the EU**

- **The impacts of FOPER on the SEE region**

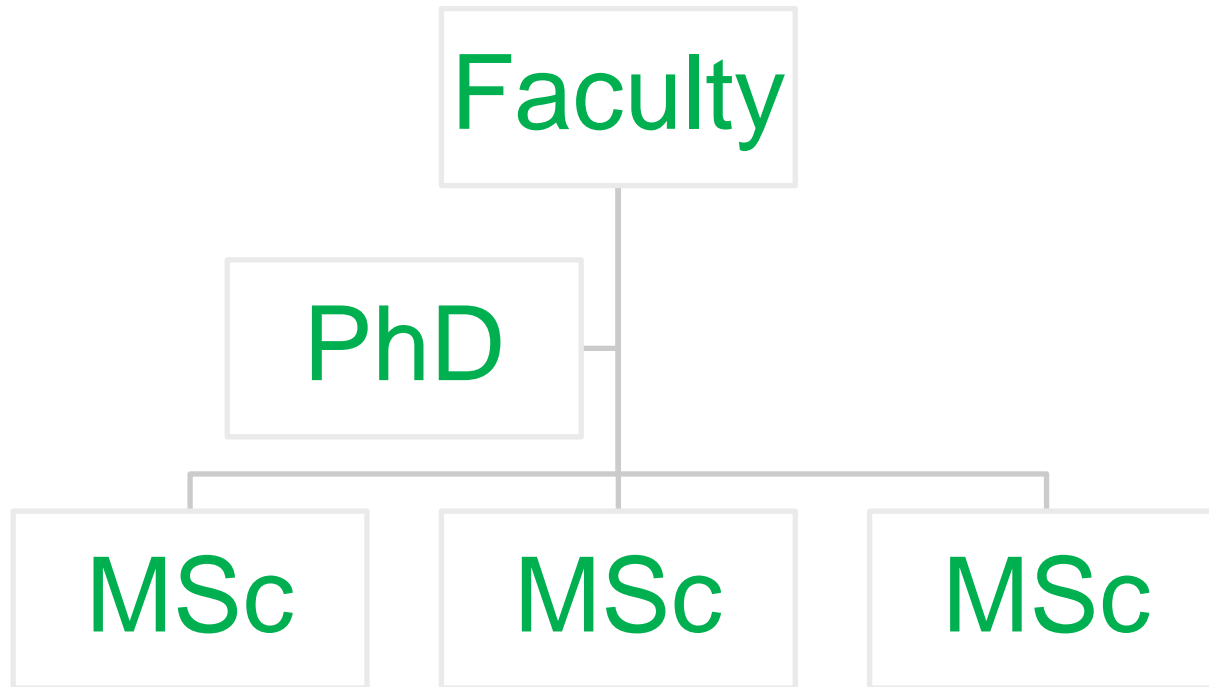


Creating a *Graduate College* for Doctoral Students in Forest Policy and Economics

- ✓ Doctoral Students link faculty and researchers to each other
- ✓ Doctoral Students create the pathway for Masters students to be qualified as potential faculty members and researchers
- ✓ Doctoral Students link international faculty and universities to regional universities and research institutes
- ✓ Stops the 'brain drain' and focuses research on critical regional issues

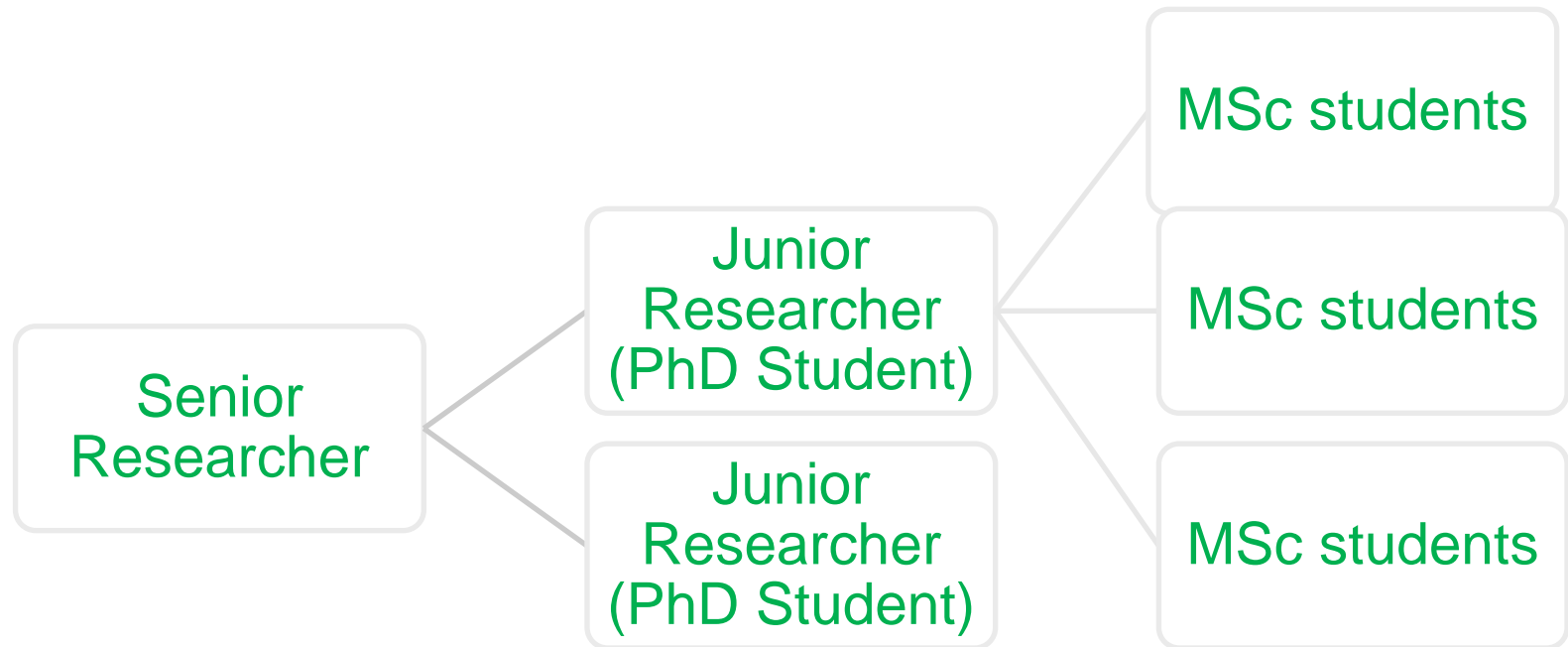


Strengthening Vertical Capacity - in university faculties





Strengthening Vertical Capacity – in research institutes





Strengthening Horizontal Integration between Regional and International Faculty and Researchers

- Invite younger and mid-career international teachers so as to develop long term relationships with them.
- Include younger and mid-career international researchers in FOPER II research projects to build long term partnerships that will support faculty, researchers, and students.
- Seek opportunities for regional faculty to teach in other international MSc programs in Europe.



Strengthening Teaching Capacities –

PREMISES –

- **University faculty are ‘teacher-researchers’**
- **Knowledge and expertise in the field is built by research**
- **Graduate courses depend on faculty who are knowledgeable in the literature of the field**
- **The literature in a field of study is built through independent research and publication**
- **Faculty qualify for promotion through research and publication**



THUS - TEACHING AND RESEARCH ARE INTERDEPENDENT

IMPLICATIONS –

- 1. Strengthening publication is critical to strengthening teaching capacity**
 - **Only 1 Professor qualified to advise PhD students in forest policy and economics now – MUST INCREASE**
- 2. Publications are built from research –**
 - **Creating strong research networks that will be sustainable indefinitely is essential.**
 - **Ensuring the ability to compete for research funds and publish in international journals is essential.**



GOAL IS TO BUILD SECURE CAPACITY FOR THE LONG TERM

- 1. Strengthening horizontal and vertical capacity within and among faculties and research institutes is necessary.**
- 2. Creating natural linkages among graduate students around the region that continue through their careers.**
- 3. Strengthening the integration of international faculty and researchers with regional faculty and researcher networks is essential to ensure long term capacity.**
- 4. Developing strong research proposals can secure funding that will support doctoral and masters students.**



FOPER II EXPECTED RESULTS -

- **Externally funded research projects with faculty and researchers within the region collaborating with colleagues elsewhere – EFISEE can support and promote this activity**
- **International publication record for all faculty and researchers**
- **External funding for MSc students from companies, government and international scholarships**
- **External funding for PhD students through research grants and scholarships from regional and international sources**



FOPER II EXPECTED RESULTS -

- **Strong partnerships among the SEE faculties and research institutes that support the research projects that fund researchers and students**
- **Strong partnerships with international universities, research institutes, and especially EFI and the Regional Offices**
- **Strong leadership from the regional experts in forest policy and economics that promotes the continued cooperation among the networks**



FOPER II EXPECTED RESULTS -

- *FOPER House* will provide a base for faculty, researchers, and students to meet, study, write, and hold seminars with visiting scholars, especially senior scholars.
- Provide for the continuation of the *FOPER MSc* program by helping to establish an appropriate long-term framework through a formal agreement between the Faculties of Forestry within the region.



FOPER II EXPECTED RESULTS -

- MFA goals of sustainable development, poverty alleviation, good governance, gender equality, and democracy provide a sound foundation for working to consolidate the new capacities from FOPER I and in *FOPER II* and to expand beyond individuals to faculties, institutes and the SEE region.
- Books and publications showcasing the results of our research.
- Presentations on the *FOPER MSc* and *FOPER Graduate College* at education conferences and published in journals.



VERY SIMPLY -

“The expected impact of FOPER II is quite simply a functioning scholarly and policy community in forest policy and economics in the SEE region.”