



Sveriges lantbruksuniversitet  
Swedish University of Agricultural Sciences

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## The MSc programme EUROFORESTER at SLU

### — Alumni Survey Report 2001-2017



Giulia Attocchi, Jörg Brunet, Vilis Brukas & Desiree Mattsson

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Swedish University of Agricultural Sciences

Report no. 53

Southern Swedish Forest Research Centre

Alnarp 2019

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## Foreword

This report presents the *second part* of an evaluation of the Euroforester MSc programme at the Southern Swedish Forest Research Centre (SSFRC), Faculty of Forest Sciences, SLU. The *first part* (Brunet *et al.*, 2018) contains a description and analysis of the programme itself, including course statistics. This *second part* focuses on an alumni survey including all students who participated in two or more Euroforester courses between 2007 and 2017, as well as a resurvey of the students from the years 2001-2006, who already had possibility to participate in the first Euroforester alumni survey in 2008. The project has been supported by a grant from SLU for pedagogical development (grant 2018-3-03).

Alnarp, September 2019

Giulia Attocchi, Jörg Brunet, Vilis Brukas & Desiree Mattsson

## Summary of the key findings

Euroforester is an MSc programme focusing on forests and forestry in the Baltic Sea region. This report presents the results of an alumni survey and aims to map Euroforester graduates' career paths, their perceptions of the programme and its influence on their personal development and career. The survey was divided into six parts: 1. Personal data; 2. Professional identity and attitudes; 3. Education; 4. Scholarship; 5. Occupational aspects; and 6. Euroforester network.

1. 282 alumni who had taken at least two Euroforester courses between the autumn semesters 2001 and 2017 participated, corresponding to a response rate of 49 % for both female and male graduates who could be reached via e-mail.

2. Concerning the field of their current employment, about half of the respondents identify themselves with forestry, followed by research and education; timber industry or trade; and environmental management and nature protection.

Regarding intensity of forest management, about half of the respondents prefer management with a spatially integrated approach balancing production and biodiversity values ("the Swedish model"), while about a quarter prefer a spatially separated approach assigning different areas for production and biodiversity conservation. Approaches focusing on either wood production or conservation are less preferred. Clearly more respondents advocate increasing freedom for forest owners in management and an increasing contribution of forestry to the national economy than those who opted for opposite directions.

3. Asked to compare the Euroforester programme with studies at the home university, the graduates generally appreciate both, but with consistently higher mean scores for Euroforester, particularly concerning approaches to pedagogy. For example, a majority of respondents thinks that Euroforester encouraged a more active student role and contained more open-ended types of assignments.

When ranking a set of predefined skills being most important during their professional career so far, respondents' top ranks consist of a mix of professional skills such as silviculture; and generic competences such as communication and presentation skills. In general, respondents agree that awareness of own abilities, self-confidence and openness/curiosity increased by studying Euroforester courses. Graduates were also asked to suggest improvements of the programme and a summary of these suggestions is discussed in the report.

4. The majority of the respondents who received a scholarship (87 %) answered that they could not have joined the Euroforester MSc programme without the economic support through a scholarship.

5. At the time of this survey, approximately 80 % of the respondents were employed or self-employed, roughly equally distributed between state and private sector. Among main factors for getting a job, respondents emphasize their competence/knowledge profile, personal communication skills, and previous job experience, but also knowledge of foreign languages, studies abroad and personal networks are regarded highly relevant.

6. 85 % of the respondents stated to be staying in touch with their course mates. Most of them communicate by e-mail and social media, but more than 50 % have also met their peers in person. 39 % of the respondents see a need for better cooperation between the graduates of the Euroforester programme, and also gave numerous suggestions about possible activities.



## 1. Background and objectives

Euroforester is an international MSc programme in forestry, with focus on the Baltic Sea region. It started as a one-year course package at the Southern Swedish Forest Research Centre (SSFRC) and developed into a two-year MSc programme in 2006 (Brukas, 2006). A first Euroforester alumni survey was conducted in 2008 (Blicharska & Brukas, 2008). In 2018, the survey was repeated in a modified version. Many questions were kept the same, to enable comparisons over time; but also several new questions were added. This report of the survey conducted in 2018 is the second part of an evaluation of the Euroforester MSc programme. The first part (Brunet *et al.*, 2018) contains a description and analysis of the programme itself, including student statistics and courses. This second part aims to map the Euroforester alumni career paths and analyse their perceptions of the programme and its influence on personal development and career. Survey results can facilitate the continued development of the Euroforester programme and assure high quality graduate education. It also provides feedback to external donors of scholarships for Euroforester students (IKEA, Stora Enso and Skogssällskapet).

The survey maps student's perception of educational methods used in the Euroforester programme and other forestry programmes within the network. The survey also contained questions enabling to examine discrimination and gender-related differences in career and wage development. The evaluation therefore has a close link with two of the priority areas of current educational development at SLU, namely:

- gender equality, intercultural communication and internationalization, as well as
- student-centred learning and student-active teaching methods

The final survey report is also part of the work to develop SLU's alumni activities.

## 2. Survey method

### 2.1. Questionnaire

The study is based on a survey conducted in February-March 2018. The questionnaire (Appendix 1) is a revised and modified version of the first Euroforester alumni survey (Blicharska & Brukas, 2008) and was created using the online surveying software Netigate ([www.netigate.com](http://www.netigate.com)).

The survey consists of six parts: 1. Personal data; 2. Professional identity and attitudes; 3. Education; 4. Scholarship; 5. Occupational aspects, and 6. Euroforester network.

### 2.2. Respondents and distribution

A list of all students who have been studying at the Southern Swedish Forest Research Centre (SSFRC) between the autumn semesters 2001 and 2017 was obtained from the Swedish higher education student administration system Ladok (Ladok, 2017). Based on this list, the SSFRC student mailing list was updated, by contacting selected students and asking them to provide missing contact information of their classmates, or via requests in social media. It was necessary to check whether or not email addresses were working and updating them when needed. The mailing list was updated during November 2017 – February 2018.

The survey was restricted to those students who had taken at least two courses at the SSFRC, which corresponds to one-semester studies (30 ECTS credits). This was considered to be the minimum period for a student to get a good overview of the Euroforester education and being able to answer the questionnaire. The survey was distributed via personal e-mail and a link posted on the Euroforester Facebook page. The launching, reminders, closing and distribution channels of the survey are reported in Table 1.

Table 1. Distribution dates and channels of the Euroforester survey 2018.

<b>Distribution</b>	<b>Date</b>	<b>Channel</b>
Survey launched	06 February 2018	E-mail and Facebook
Reminder 1	20 February 2018	E-mail and Facebook
Reminder 2	01 March 2018	E-mail and Facebook
Reminder 3	07 March 2018	E-mail
Survey closed	09 March 2018	

### 3. Results

#### 3.1. Response rate

From the autumn semester 2001 until the autumn semester 2017, a total of 827 students have participated in Euroforester courses. Out of those, 677 have taken at least two MSc courses and for 580 a valid e-mail contact was available. Additionally, the link to the survey was posted on the Euroforester Facebook page, in order to reach additional potential respondents.

In total, 282 students accessed the survey, with 243 complete and 39 uncomplete answers (Table 2). By complete answers it is meant that all compulsory questions were answered, excluding eligible questions. The response rate is 42 % if all students (i.e. full sample size) who have taken at least two courses, and 49 % if all students with known e-mail (i.e. actual sample size) are considered.

Table 2. Survey response rate.

	<b>Total no. students at SSFRC H01-H17</b>	<b>No. students <math>\geq 2</math> courses (full sample size)</b>	<b>E-mail contact of students <math>\geq 2</math> courses</b>	<b>Not delivered emails</b>	<b>Total number of answers</b>
No.	827	677	582 (580)	2	282
%		100	86 %	-	42 %
%			100 %	-	49 %

## 3.2. Personal data

### Gender

The survey was sent to 212 female and 368 male students who have taken at least two courses (Figure 1).

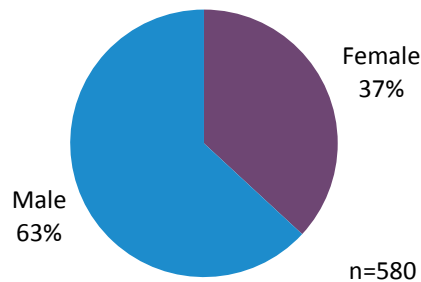


Figure 1. Share of female and male students who attended at least two courses and were reached by e-mail.

Out of the 282 respondents that completely or partially answered the survey, 103 are female and 179 are male. The response rate for each gender was 49 %, resulting in an overall balanced representation of female and male students (Table 3), with some variation between countries (results not shown).

Table 3. Response rate by gender.

Gender	Sent survey	Answered	Response rate
Female	212	103 (37 %)	48.6 %
Male	368	179 (63 %)	48.6 %
<b>Total</b>	<b>580</b>	<b>282 (100 %)</b>	<b>48.6 %</b>

### Nationality and residence

In total, alumni with 33 different nationalities answered the survey. Out of those, 20 nationalities belong to Europe, seven to Asia, four to America, and one to Africa and Oceania each. The largest group of respondents is from Poland, followed by Sweden, the Baltic Countries and the Russian Federation (Figure 2). Looking at the response rate by nationality, Romania had the highest response rate (Table 4). Sweden had the highest number of the addressees, but the response rate was rather low compared to other countries.

Table 4. Response rate by nationality.

Nationality	Sent survey	Answered	Response rate
Poland	87	53	61 %
Sweden	109	39	36 %
Other <sup>1</sup>	65	34	52 %
Latvia	58	33	57 %
Estonia	39	23	59 %
Lithuania	46	22	48 %
Russia	60	18	30 %
Germany	25	14	56 %
China	19	13	68 %
Ukraine	36	13	36 %
Romania	10	9	90 %
Uruguay	16	6	38 %
United States	10	5	50 %
<b>Total</b>	<b>580</b>	<b>282</b>	<b>49 %</b>

<sup>1</sup>Other are countries with < ten sent surveys are: Australia, Finland, Bangladesh, Canada, Czech Republic, Nepal, Denmark, Iceland, India, Italy, The Netherlands, Brazil, France, Ghana, Spain, United Kingdom, Belgium, Chile, Japan, Slovakia, Slovenia, Vietnam, Cameron, Iran, Malaysia, Taiwan, Thailand, and Venezuela.

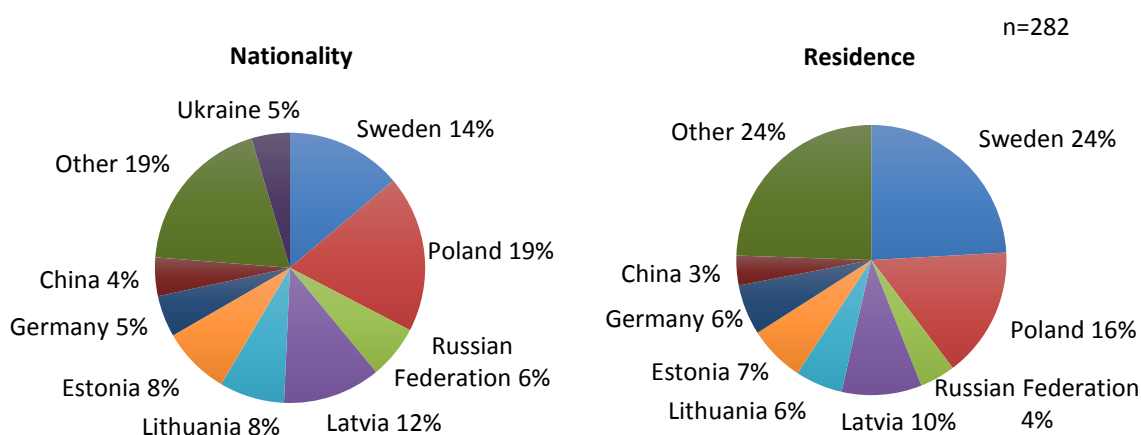


Figure 2. Respondents by nationality (left) and current country of residence (right). <sup>1</sup>Other are countries with < 10 answered surveys by nationality, namely: Australia, Bangladesh, Brazil, Canada, Chile, Czech Republic, Denmark, Finland, France, Ghana, Iceland, India, Italy, Japan, Nepal, The Netherlands, Romania, Slovakia, Slovenia, Spain, United Kingdom, United States, Uruguay, Vietnam.

Results of the current country of residence indicates that a considerable share of respondents does not live in the home country, in particular respondents from Eastern Europe and the Baltic Countries have moved abroad, mainly to Sweden ( Figure 2).

### Attended courses

As described in the first part of the evaluation (Brunet *et al.*, 2018), six MSc courses (15 ECTS credits) have been offered at the SSFRC since 2012. Four of these courses are 1<sup>st</sup> year profile courses for the Euroforester MSc programme students, but all courses can be attended by students who are eligible, for example exchange students, Swedish forestry students etc. The great majority of the respondents attended the four Euroforester profile courses, including those students receiving one-year scholarships (Figure 3). The much lower rate of attendance of the respondents to the temperate (13 %) and tropical (11 %) courses is due to the fact that the courses are eligible and that they only have been provided since 2012/13, whereas profile courses have been offered since 2001/02 (forestry and policy) and 2004/05 (planning and broadleaves). Until 2003/04, several 7.5 credit courses were offered, instead of the current 15 credit courses. These courses are not included in Figure 3.

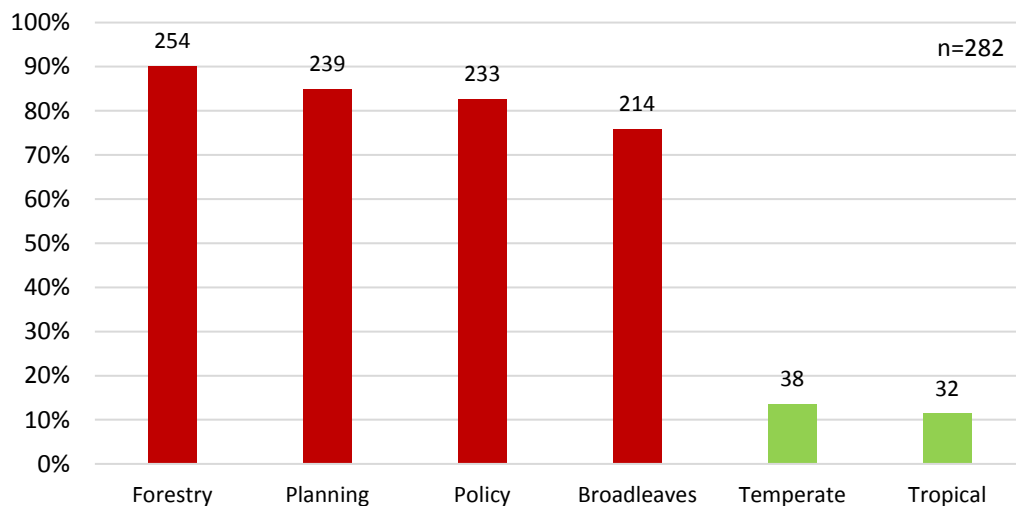


Figure 3. Attended courses by the respondents (in percentage and absolute value on top of the bars). Red colour indicates 1<sup>st</sup> year profile courses for the Euroforester MSc programme students, green eligible courses.

Abbreviations of the courses and current course names:

Forestry: Sustainable forestry in Southern Sweden, provided since 2001/02

Planning: Planning in sustainable forest management, provided since 2004/05

Policy: National and international forest policy, provided since 2001/02

Broadleaves: Broadleaves: forest dynamics, biodiversity, and management for multiple goals, provided since 2004/05

Temperate: Silviculture of temperate forests, provided since 2012/13

Tropical: Tropical and subtropical silviculture, provided since 2012/13

Figure 4 shows the rate of response by attended academic year. Normally Euroforester students take all 1<sup>st</sup> year profile courses in one academic year. However, it is possible for student to take courses in different years. For simplicity and in order to avoid double counting, the academic year reported in Figure 4 indicates the year for a given student in which most courses were taken, even though the same student could have taken other course(s) in another/other year(s).

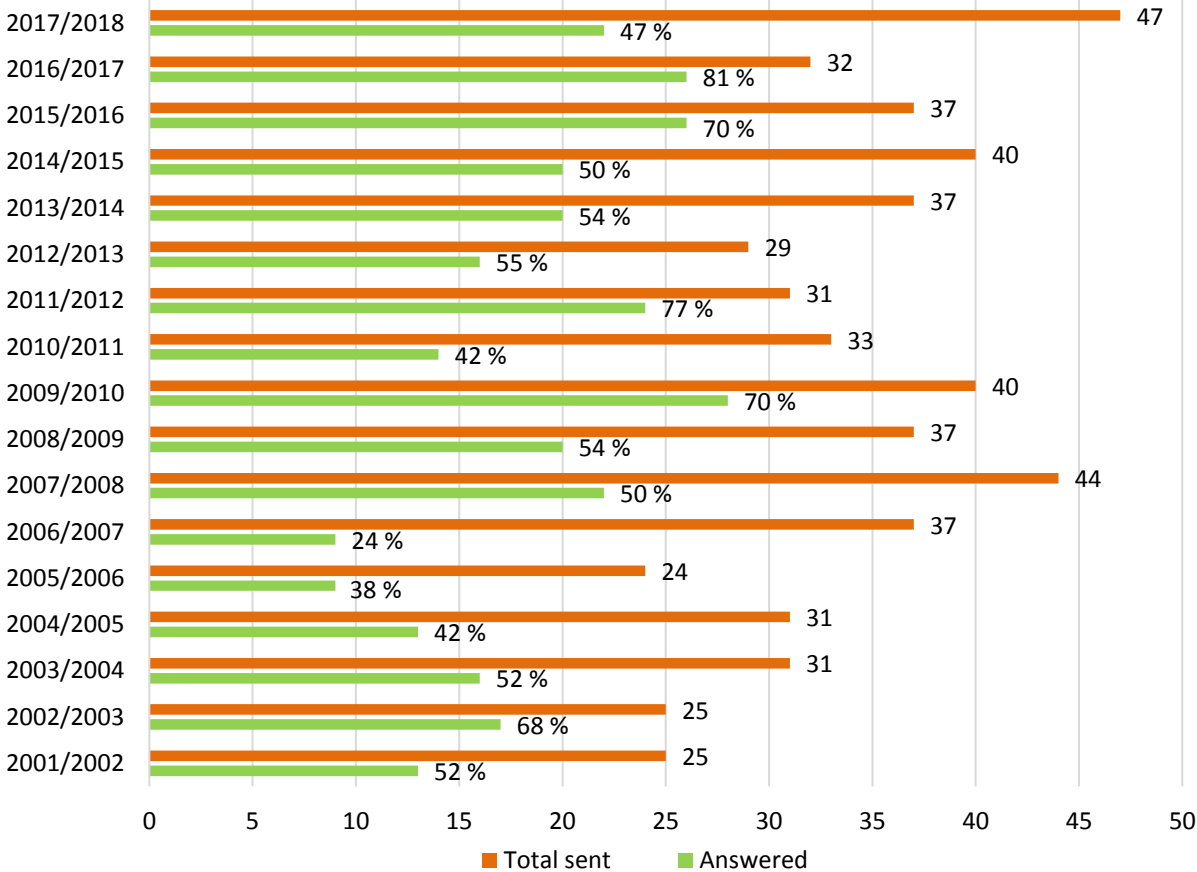


Figure 4. Total number of alumni that received survey (orange) with absolute value on top of the bar; total number of respondents (green) with share of response in percentage on top of the bar.

**Academic degrees and year of graduation**

This survey was sent to all alumni who attended at least two courses of the Euroforester programme, but not all graduated at SLU. The respondents by graduation category is reported in Figure 5.

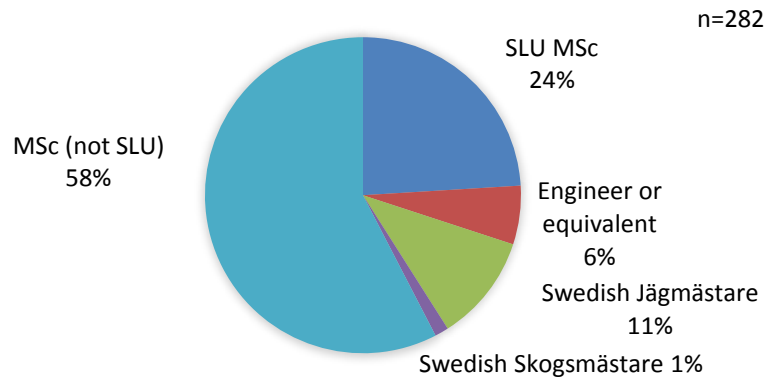


Figure 5. Earned highest degree, excluding PhD.

Within the 58 % of MSc (not SLU), the majority holds a degree in forestry (including MSc programmes Sufonama, European Forestry and Atlantis) followed by biology, agricultural sciences, soil sciences, horticulture, GIS and mapping and urban forestry. A total of 68 respondents (24 %) obtained their MSc degree mainly based on Euroforester courses. Out of those, 22 (32 %) are female and 46 (68 %) are male. The nationality of these “Euroforester graduates” which answered the survey is reported in Table 5.

Table 5. Nationality of the respondents who have earned a SLU MSc degree based on Euroforester courses.

Nationality	No.	%
Poland	16	24 %
Sweden	10	15 %
Latvia	8	12 %
Russia	6	9 %
Lithuania	5	7 %
Ukraine	5	7 %
Estonia	3	4 %
China	2	3 %
Iceland	2	3 %
Spain	2	3 %
Uruguay	2	3 %
Canada	1	1 %
Chile	1	1 %
Denmark	1	1 %
Germany	1	1 %
India	1	1 %
Romania	1	1 %
United States	1	1 %
<b>Total</b>	<b>68</b>	<b>100%</b>



Most of the respondent's degrees were earned at SLU, followed by Warsaw University of Life Sciences, Poznań University of Life Sciences (both Poland), Latvian University of Life Sciences and Technologies, Estonian University of Life Sciences, National University of Life and Environmental Sciences of Ukraine and University of Göttingen (Germany). Looking at the education after the MSc level, 14 % of the respondents hold a PhD degree, of which 6 % are female and 8 % are male (Figure 6).

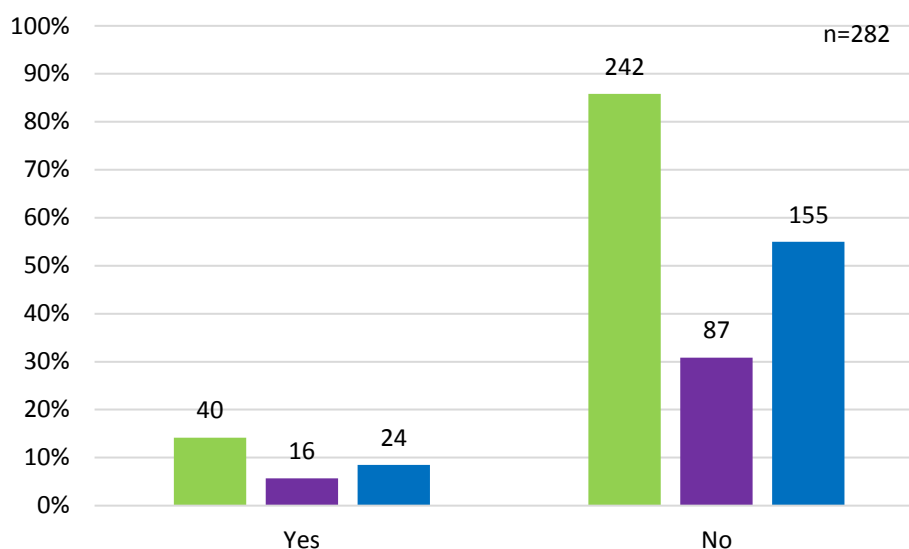


Figure 6. Respondents holding PhD degree in percentage. Absolute values are reported on top of the bar. Colours indicate the total (green), female (purple) and male (blue) number of respondents.

Table 6. Respondents holding a PhD degree by nationality.

Nationality	PhD graduate		Rate by country <sup>1</sup>
	No.	%	%
Sweden	7	18 %	18 %
Poland	5	13 %	9 %
Estonia	5	13 %	22 %
Latvia	4	10 %	12 %
Russia	3	8 %	17 %
Lithuania	2	5 %	9 %
Ukraine	2	5 %	15 %
China	2	5 %	15 %
Germany	2	5 %	14 %
Italy	2	5 %	67 %
The Netherlands	1	3 %	33 %
France	1	3 %	50 %
India	1	3 %	100 %
Chile	1	3 %	100 %
United States	1	3 %	20 %
Japan	1	3 %	100 %
<b>Total</b>	<b>40</b>	<b>100 %</b>	

<sup>1</sup> Rate by country is the within country share.

### 3.3. Professional identity and attitudes

#### 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 predefined categories, 52 % of the respondents identified themselves with forestry (Figure 7). Next largest field was “other” (22 %), the most common within this category being research, agriculture and education, followed by timber industry and/or trade (14 %) and environmental management/nature protection (10 %).

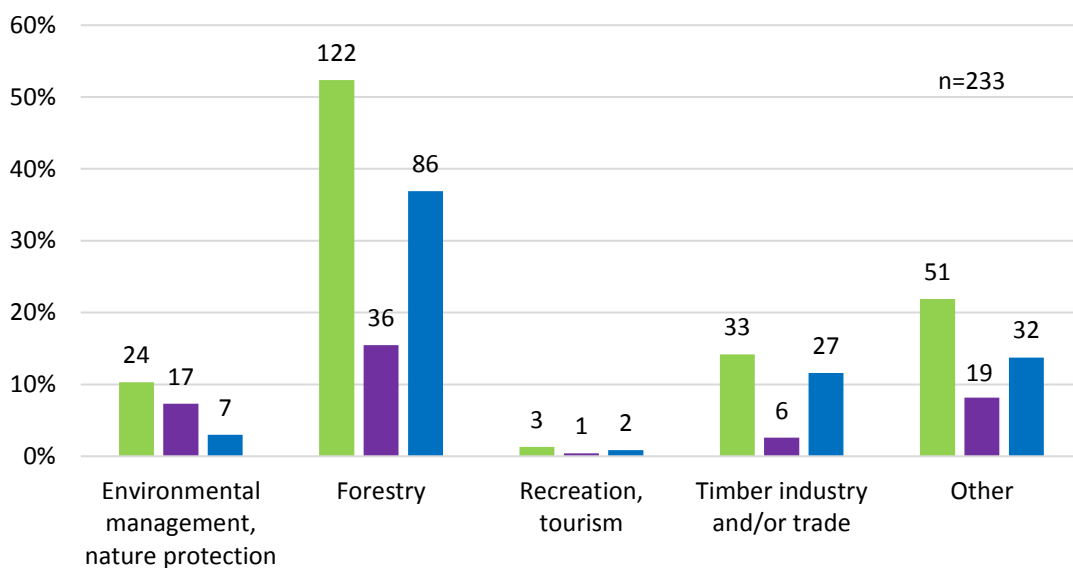


Figure 7. Respondent’s professional field in percentage. Absolute values are reported on top of the bar. Colours indicate the total (green), female (purple) and male (blue) number of respondents.

Gender differences in the occupation categories mirror approximately the share of female and male respondents in forestry, whereas female share was relatively higher in Environmental management/nature protection, and lower in Timber industry/trade.

Looking at the professional aspect by country (Table 7), it is not possible to make reliable generalizations. This is due to the low number of respondents for most countries and that the category “other” may also include forestry related profession, for example research and education. However, a trend of higher forestry-related occupation is evident in Latvia, Estonia and China.

Table 7. Respondent's professional identity by country in absolute values and within country by percentage.

Nationality	Environmental management, nature protection		Forestry		Recreation tourism		Timber industry and/or trade		Other		Responses
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Poland	6	12 %	25	51 %	0	0 %	11	22 %	7	14 %	49
Sweden	1	3 %	16	47 %	0	0 %	2	6 %	15	44 %	34
Latvia	0	0 %	20	74 %	0	0 %	4	15 %	3	11 %	27
Estonia	0	0 %	14	64 %	0	0 %	4	18 %	4	18 %	22
Lithuania	2	13 %	7	44 %	1	6 %	5	31 %	1	6 %	16
Russia	3	23 %	3	23 %	0	0 %	1	8 %	6	46 %	13
Ukraine	2	17 %	4	33 %	0	0 %	2	17 %	4	33 %	12
Germany	3	27 %	5	45 %	1	9 %	1	9 %	1	9 %	11
China	0	0 %	8	80 %	1	10 %	0	0 %	1	10 %	10
Other <sup>1</sup>	7	18 %	20	51 %	0	0 %	3	8 %	9	23 %	39
<b>Total</b>	<b>24</b>		<b>122</b>		<b>3</b>		<b>33</b>		<b>51</b>		<b>233</b>

<sup>1</sup>Other are countries with < 10 responses per country, namely Australia, Bangladesh, Brazil, Canada, Chile, Czech Republic, Finland, France, Iceland, India, Italy, Japan, Nepal, The Netherlands, Romania, Spain, United Kingdom, United States, Uruguay.

### Forest management approach

The intention with the question on forest management approach was to examine respondents' fundamental attitudes towards how intensively forests in their home countries should be managed. The answer options ranged from a purely anthropocentric position (on the left-hand side of the horizontal axis on Figure 8) to purely ecocentric position (right-hand side of the figure). The largest share of respondents (48 %) indicates that the management with a spatially integrated approach balancing production and biodiversity values ("the Swedish model") should prevail in their countries. The second largest group (27 %) of respondents prefers a spatially separated approach assigning different areas for production and biodiversity conservation. Filtering the responses by country does not indicate any clear trend, rather a consistent preference for the integrated management approach, with the exception of Chinese respondents which largely preferred the spatially separated management approach (Table 8).

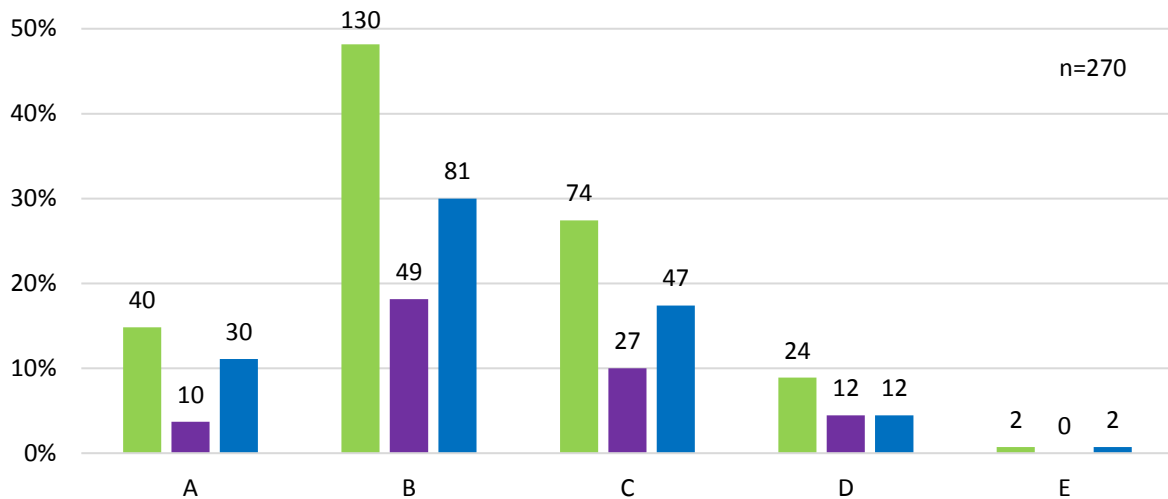


Figure 8. Respondents forest management approach in percentage. Absolute values are reported on top of the bar. Colours indicate the total (green), female (purple) and male (blue) number of respondents. X-axis:  
 A: Managed with focus on obtaining monetary benefits from sustained timber and wood production.  
 B: Managed with a spatially integrated approach balancing production and biodiversity values (“the Swedish model”)  
 C: Managed with a spatially separated approach assigning different areas for production and biodiversity conservation  
 D: Managed with focus on maintaining and restoring biodiversity and regulating ecosystem services  
 E: Left for natural development

Table 8. Respondent’s preferred forest management approach in absolute values and within country by percentage.

Nationality	A		B		C		D		E		Responses
	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Poland	6	12 %	30	58 %	11	21 %	5	10 %	0	0 %	52
Sweden	5	13 %	22	58 %	8	21 %	2	5 %	1	3 %	38
Latvia	10	31 %	13	41 %	8	25 %	1	3 %	0	0 %	32
Estonia	3	13 %	11	48 %	7	30 %	2	9 %	0	0 %	23
Lithuania	3	16 %	11	58 %	4	21 %	1	5 %	0	0 %	19
Russia	2	13 %	8	53 %	3	20 %	1	7 %	1	7 %	15
Germany	0	0 %	12	86 %	2	14 %	0	0 %	0	0 %	14
China	1	8 %	1	8 %	9	69 %	2	15 %	0	0 %	13
Ukraine	2	15 %	5	38 %	4	31 %	2	15 %	0	0 %	13
Other <sup>1</sup>	8	16 %	17	33 %	18	35 %	8	16 %	0	0 %	51
<b>Total</b>	<b>40</b>		<b>130</b>		<b>74</b>		<b>24</b>		<b>2</b>		<b>270</b>

<sup>1</sup>Other are countries with < 10 responses per country, namely Australia, Bangladesh, Brazil, Canada, Chile, Czech Republic, Finland, France, Ghana, Iceland, India, Italy, Japan, Nepal, The Netherlands, Romania, Slovakia, Spain, United Kingdom, United States, Uruguay, Vietnam.

### Future forest management practice

In line with the previous question, the opinion of the respondents was further investigated concerning the preferred future forest management practice. The option was between the German and Scandinavian management schools, where the former represents rather long

rotation ages, continuous cover forestry, and high standing volumes; and the latter represents intensive utilisation, short rotations, even-aged management, and low standing volumes. Preference for the Scandinavian school is higher than for the German school 59 % vs 41 %. However, preference for the German school is higher among female respondents (51 %), while 64 % of male respondents preferred the Scandinavian school (Figure 9). Looking at the answers by country (Table 9), a clear majority of the respondents from Sweden, the Baltic countries and Russia prefer the Scandinavian management school, while the German school was preferred by respondents from Germany, China, Poland, Ukraine and Other countries.

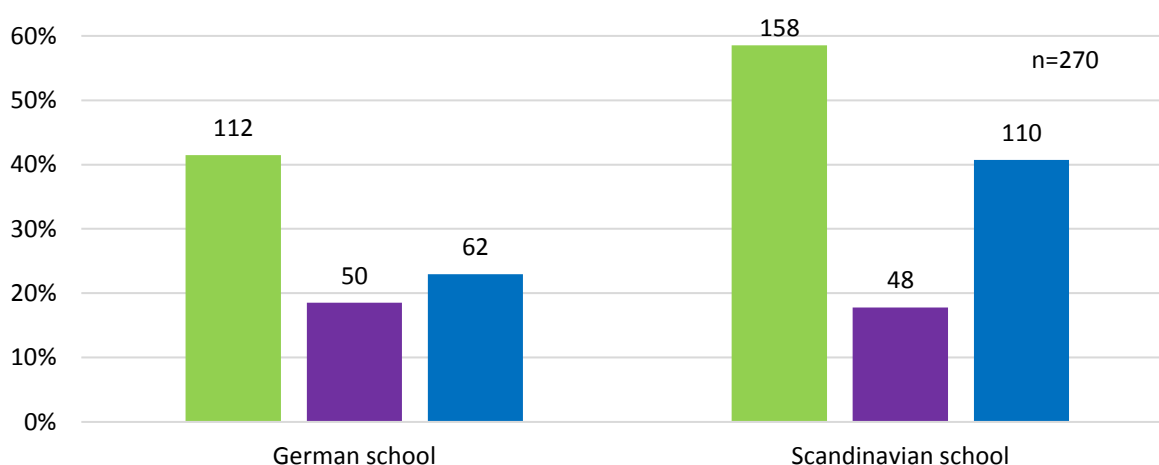


Figure 9. Respondents' view on how the future forest management practice in their home country should be closer to, in percentage. Absolute values are reported on top of the bar. Colours indicate the total (green), female (purple) and male (blue) number of respondents.

Table 9. Respondents' view on how the future forest management practice in their home country should be closer to, in percentage and by country.

Nationality	German school		Scandinavian school		Responses
	No.	%	No.	%	No.
Poland	30	58 %	22	42 %	52
Sweden	7	18 %	31	82 %	38
Latvia	3	9 %	29	91 %	32
Estonia	4	17 %	19	83 %	23
Lithuania	7	37 %	12	63 %	19
Russia	1	7 %	14	93 %	15
Germany	13	93 %	1	7 %	14
China	9	69 %	4	31 %	13
Ukraine	9	69 %	4	31 %	13
Other	29	57 %	22	43 %	51
<b>Total</b>	<b>112</b>		<b>158</b>		<b>270</b>

Many comments were added to the forest management approach and future forest management practice questions. Part of the respondents found it rather difficult to give a direct answer when it comes to the forest management practice, commenting that they would prefer something in between the Scandinavian and German schools. Many concerns were raised about the too high exploitation of forests if the Scandinavian school would be applied on a larger scale, with negative results for biodiversity, conservation and forest resilience to biotic and abiotic factors. Thus, many respondents still prefer the German school, or a model that combines both. In brackets the home country of the respondent.

*"I believe that there should be a mix of the German and the current Scandinavian model. The current Scandinavian model is not really living up to its promises in practice and should get some inspiration from Germany and other countries in how to take care of nature and social values. However I believe the German model in that you can really talk about one German model is adapted to a country with other natural and social preconditions. To give an example. In Sweden it would be ok to make clearcuts larger than 1 ha, but maybe 50 ha or 100 ha is a bit too much even if no one is living there. If the Swedish/Scandinavian model would live up to its promise Sweden would also reach its environmental objectives, which it does not. The weight is on production and not a balance at all". (Sweden)*

*"I believe that in Baltic States forest managements will be/ should be somewhere in between Scandinavian and German "school". (Lithuania)*

*"I appreciate close answers are easier to interpret, however they make the future outlook rather restrictive. In my personal opinion there are more than two options for the future and the comparison between negative financial values of the German school and positive economic results of the Swedish school is over simple on the verge (or even over the edge) into being suggestive...". (Poland)*

*"I acknowledge that forests should be used for sustainable timber production to cover LOCAL needs for construction and energy. But maximizing timber output with money as a target variable is the wrong way; the "positive economic result" of the Scandinavian management school does not consider negative externalities. I would instead advocate a respectful management approach based on SUFFICIENCY that considers the ecological integrity as well as the BEAUTY of forests, and does not see nature as a mere resource to be exploited as efficiently as possible". (Germany)*

*"I think my country cannot afford too passive forest management approach. Presently we are somewhere in between the German and the Scandinavian approach, but in the future this might change and we get closer to the Scandinavian model". (Latvia)*

*"Personally, I prefer the German school. From my own experience I know that in some conditions it can bring positive economic results. It is also more focused on balance between production and keeping biodiversity. As I have studied both systems it seems to me that German school is better in terms of sustainable development". (Poland)*

*"I don't think the two options are very good in my opinion and both countries' models are exaggerated. I believe in a holistic and balanced view of forest management where there is time a place for a range of different types of services. Biodiversity and ecosystem services should be protected, but not necessary by doing nothing. It should be possible to regenerate a surplus in forestry, but not necessary on the cost of biodiversity. There should be place for recreation and indigenous people in the forest, even though the forest is used for other things (e.g. forest management and ecosystem services)". (Sweden)*

Other comments were more about the changes that our and future generations are facing and the demands from forests. For examples, it is clear from the comments that respondents are aware of the importance of forest products utilization as alternative to fossil fuels to mitigate climate change.

*“Forest provides a very good renewable resource that helps to mitigate climate change and can provide significant economic benefits for societies. While economic benefits can be seen irrelevant compared to other services provided by the forest, the climate change mitigation capacity of the forest has to be utilized. As climate change poses such serious difficulties for the planet it would be immoral not to use one of the best ways of mitigating it, by sustainably managing forest and using wood. We cannot have functional effective bio-economy without using wood”. (Estonia)*

*“Wood is the most renewable resource we have, use it”. (Sweden)*

*“If you consider that the primary renewable resource available is biomass, managing timber for maximum production and utility is essential. Applying the Swedish School of Thought to U.S. timber management may allow us to reduce our dependence on non-renewable resources”. (U.S.A.)*

*“The current policy in my country that no cutting in any natural forests. However, we need to find a balance between timber and steel industry. Because wood is renewable source”. (China)*

**Desired direction for forestry**

The respondents were asked about whether forest owners should have more freedom or being more controlled in terms of forest utilisation, and whether forestry should contribute more or less to the state budgets. For the first question, 41 % expressed that there should be more freedom for forest owners while only 19 % voted for more state control. The remaining 40 % stated that the current situation should be maintained (Figure 10).

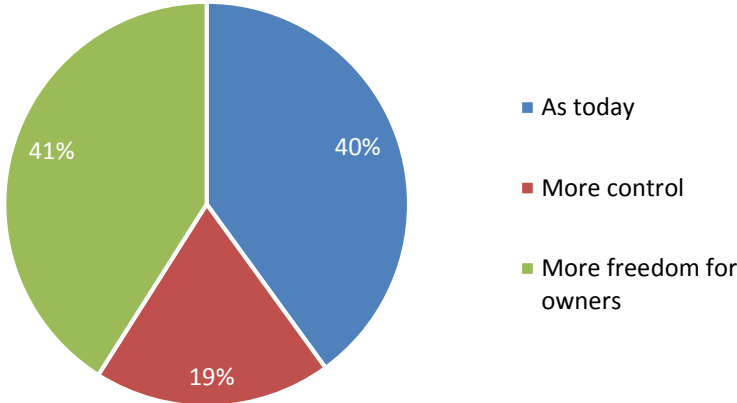


Figure 10. Respondents desired direction of forestry: decision freedom vs control of forest owners.

Looking at the answers by country, there is a substantial variation, where respondents from the Baltic countries and Russia generally would advocate more freedom for owners, while respondents from Germany, Sweden and Poland advocate for keeping the situation as it is (Table 10).

Table 10. Respondents' desired direction of forestry. Absolute values per country and category, and percentage within country are reported.

Nationality	More freedom for owners		As today		More control of owners		Responses
	No.	%	No.	%	No.	%	
Poland	17	33 %	28	54 %	7	13 %	52
Sweden	10	26 %	22	58 %	6	16 %	38
Latvia	23	72 %	6	19 %	3	9 %	32
Estonia	11	48 %	9	39 %	3	13 %	23
Lithuania	10	53 %	7	37 %	2	10 %	19
Russia	9	60 %	1	7 %	5	33 %	15
Germany	2	14 %	10	71 %	2	14 %	14
China	4	31 %	6	46 %	3	23 %	13
Ukraine	5	38 %	4	31 %	4	31 %	13
Other	20	39 %	15	29 %	16	31 %	51
<b>Total</b>	<b>111</b>	<b>41 %</b>	<b>108</b>	<b>40 %</b>	<b>51</b>	<b>19 %</b>	<b>270</b>

For the second question, related to the State economic policy, 46 %, expressed that there should be a more significant contribution of forestry to state budgets, whereas only 16 % voted for a smaller economic contribution. 38 % stated that the current situation should be maintained as today (Figure 11).

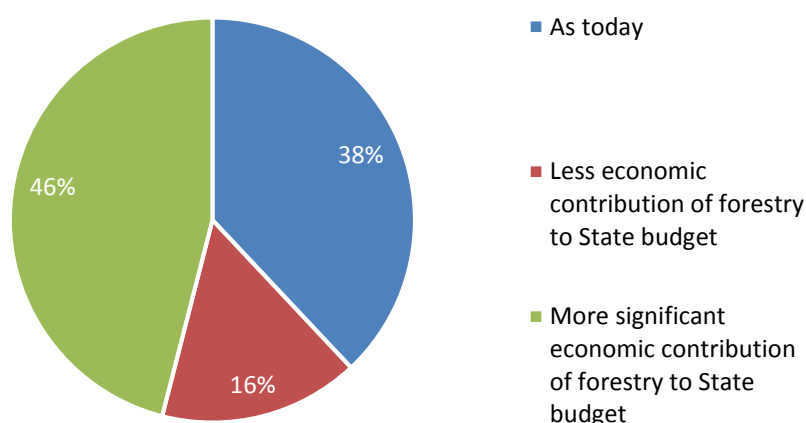


Figure 11. Respondents desired direction of forestry: state economic policy in relation to State and private forestry.



Looking at the answers by country, the majority of respondents from Russia would advocate for a larger significant contribution of forestry to the State economy, followed by Poland and Lithuania (Table 11). More than half of the respondents from Germany and Latvia would keep the situation as it is, whereas relatively many respondents from Estonia and Ukraine opted for a lower obligation of forestry to contribute to state budgets.

Table 11. Respondents' desired direction of forestry. Absolute values per country and category, and percentage within country are reported.

Nationality	More significant economic contribution of forestry to State budget		As today		Less economic contribution of forestry to State budget		Responses No.
	No.	%	No.	%	No.	%	
Poland	31	60 %	15	29 %	6	12 %	52
Sweden	16	42 %	19	50 %	3	8 %	38
Latvia	13	41 %	17	53 %	2	6 %	32
Estonia	4	17 %	9	39 %	10	43 %	23
Lithuania	10	53 %	8	42 %	1	5 %	19
Russia	11	73 %	0	0 %	4	27 %	15
Germany	3	21 %	8	57 %	3	21 %	14
China	6	46 %	3	23 %	4	31 %	13
Ukraine	6	46 %	2	15 %	5	38 %	13
Other	24	47 %	22	43 %	5	10 %	51
<b>Total</b>	<b>124</b>	<b>46 %</b>	<b>103</b>	<b>38 %</b>	<b>43</b>	<b>16 %</b>	<b>270</b>

Respondents could add open comments to the questions about the desired direction of forestry. Given comments were very different, some examples are reported below.

*"Forest management should not need economic contributions from the state to survive, but should generate money. The only exception should be where high conservation values are found and where costly measures are needed to conserve these values". (Sweden)*

*"PFOs are weak however, in some regions the sector is growing and getting stronger". (Poland)*

*"Depending on the country, I think that the main public interests are protected and further choices should be left to private owners, I am leaning towards preference for less rules. As for the contribution to state budget I am indifferent, it is nice to get more money from management for the state but to me it is not a goal". (The Netherlands)*

*"By shortening the rotation age, it would give bigger contribution to state budget and it would increase the wellness of citizens". (Latvia)*

*"In forestry, we are based on economic values. Other values are secondary, and this difference tends to increase". (Brazil)*

*"Probably small owners don't make enough money already from their forests. So perhaps this extra revenue can be taken from the consumer side". (Sweden)*

### 3.4. Education

#### Evaluation of study programmes

Respondents were asked to compare various aspects of the Euroforester programme with studies at the home university (Figure 12 and Table 12). In general, higher mean scores were obtained for the Euroforester programme compared with the home university. The differences were bigger for the “Approaches to pedagogy” and “Social environment, relationship with teachers”.

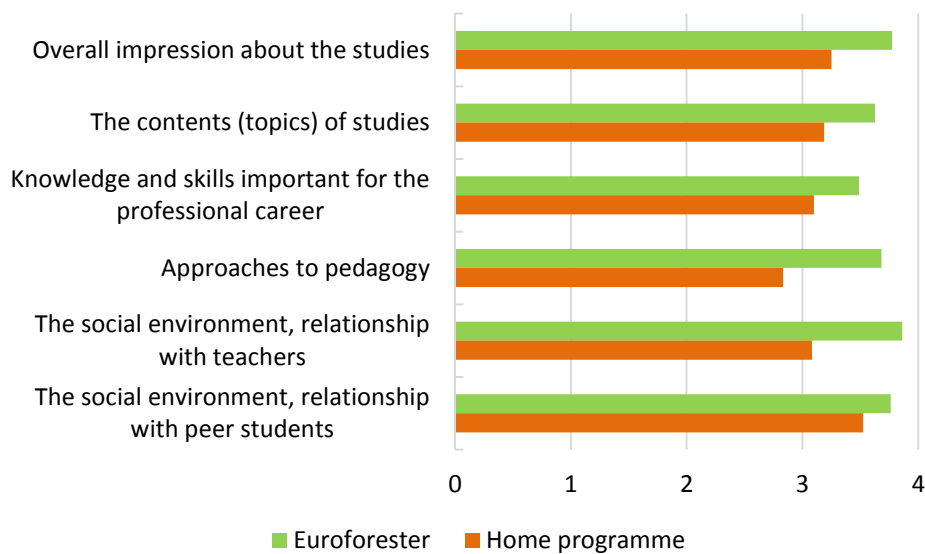


Figure 12. Comparison of various aspects of the Euroforester programme and the studies at home (including studies at university where students spent most of their study time), mean values (1 = very bad to 4 = very good).

Table 12. Evaluation of the Euroforester programme and studies at home (including studies at university where students spent most of their study time). The scale ranges from 1 = very bad to 4 = very good.

		1	2	3	4	Mean Score
Overall impression about the studies	Euroforester	0	3	51	198	3.77
	Home country	1	26	134	91	3.25
The contents (topics) of studies	Euroforester	0	5	84	163	3.63
	Home country	2	35	129	86	3.19
Knowledge and skills important for the professional career	Euroforester	2	13	97	140	3.49
	Home country	3	48	122	79	3.10
Approaches to pedagogy	Euroforester	0	7	66	179	3.68
	Home country	11	87	87	67	2.83
The social environment, relationship with teachers	Euroforester	0	2	31	219	3.86
	Home country	10	54	93	95	3.08
The social environment, relationship with peer students	Euroforester	0	1	58	193	3.76
	Home country	1	15	87	149	3.52

**Student role and prevailing tasks**

Graduates were asked to evaluate student role (active vs passive) and type of prevailing tasks (specified versus open-ended, strategic) in the Euroforester programme and the studies at the home university. The results show a clear difference, with Euroforester characterized by a more active student role and more open-ended types of tasks (Figure 13). Similar to the previous Euroforester graduate survey (Blicharska & Brukas, 2008), large differences can still be seen in relation to study programmes in the eastern Europe. The lowest difference was seen for Swedish students, since the Euroforester programme takes place at the home university for most of them. Thus, they did not compare programmes at different universities but rather B.Sc. studies with the M.Sc. programme. Students from other countries were able to compare study programmes at MSc level, as they often had passed one year of MSc courses in Alnarp and at least one year at the home university.



Figure 13. Student’s role (active vs passive) and type of tasks (specified vs open-ended, strategic); the averages for all countries are shown with filled triangles, and country-specific values with at least 10 answers are shown with empty triangles.

## Student skills and competences

Respondents were asked to rank a set of predefined skills that have been most important during their professional career so far (Table 13). The highest ranked discipline was silviculture, followed by communication and presentation skills. Some respondents commented on these last two skills that learning English while studying the Euroforester was fundamental for their career. Other comments referred to the importance of soft skills acquired in the Euroforester programme, based on an increased understanding and acceptance for other cultures and people from different parts of the world.

Table 13. Rank of knowledge and skills gained during the studies most important for respondent's professional career (max three alternatives, n=252).

Skills	Rank
Silviculture	97
Communication skills	87
Presentation skills	81
Knowledge of forestry in different countries	79
Team work	67
Forest planning	56
Biology, ecology and environmental science	50
Project and time management	49
Writing skills	39
Economics	37
Research methodology	31
Policy analysis	29
GIS tools	27
Law and legislation	7
Other <sup>1</sup>	7

<sup>1</sup>Maths, English, Intercultural communication, Understanding of forest industry e.g. bioenergy, pulp, paper, sawmills

Respondents were also asked how staying abroad changed their attitudes and skills, expressing their agreement or disagreements with predefined statements (Figure 14). In general, respondents agreed that awareness of own abilities, self-confidence and openness/curiosity increased by staying abroad, and their international network grew bigger, as expected. A slightly lower mean score was given to “more focus on own studies”, but still respondents tended to agree to this (Table 14).

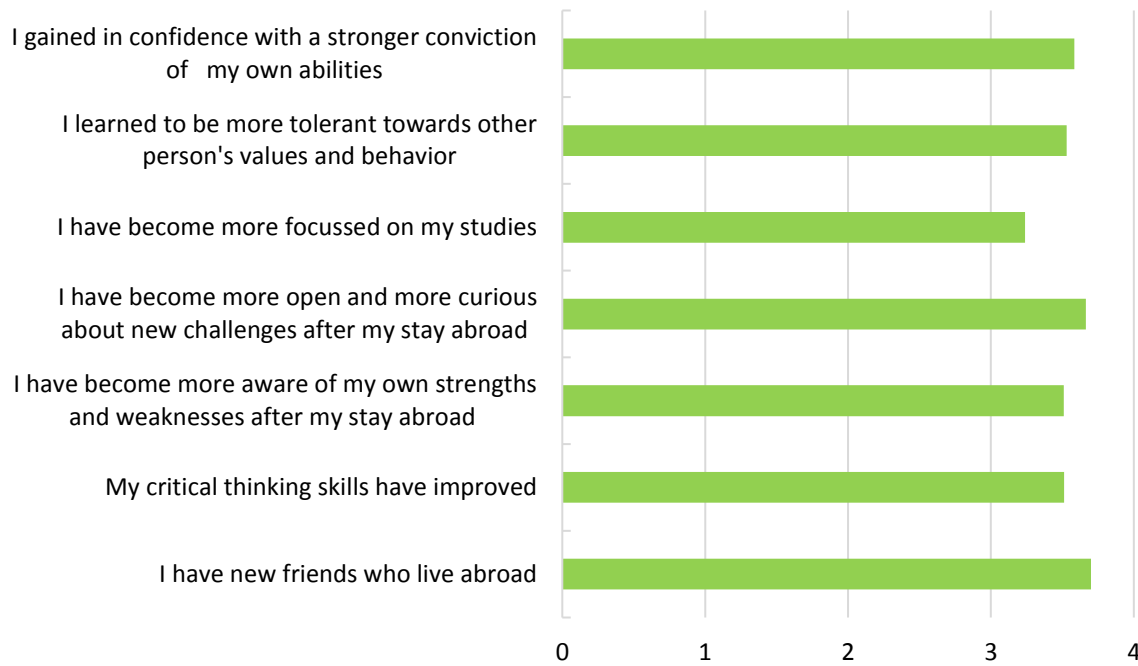


Figure 14. Evaluation of the attitude and skills gained by studying abroad, mean values (1=disagree, 4 = agree). n=252.

Table 14. Evaluation of the attitude and skills gained by studying abroad, mean values (1=disagree, 4 = agree). n=252.

	1	2	3	4	Don't know	Mean Score
I gained in confidence with a stronger conviction of my own abilities	0	2	89	132	29	3.58
I learned to be more tolerant towards other person's values and behaviour	2	3	93	125	29	3.53
I have become more focussed on my studies	3	19	97	70	63	3.24
I have become more open and more curious about new challenges after my stay abroad	0	3	69	151	29	3.66
I have become more aware of my own strengths and weaknesses after my stay abroad	1	4	95	116	36	3.51
My critical thinking skills have improved	0	5	99	119	29	3.51
I have new friends who live abroad	0	6	61	177	8	3.70

As last question on education, it was asked to choose three words from a predefined list that would describe the Euroforester programme; the results are shown in Figure 15.



Figure 15. Word cloud on how respondents would describe the Euroforester MSc programme.

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

After the assessment of individual development based on study programmes, respondents were asked to suggest measures for improvement of the Euroforester programme. Comments were divided in three main categories, which are reported below with a summary of the suggested measures and areas to be improved.

- 1) Programme content and studies in general. Generally, very positive feedbacks were given on the programme and courses. A large appreciation for the 15 ECTS block course system is highlighted, mainly among foreign students. Some negative criticisms are raised with regard to a strong influence of the scholarship sponsors (referring to IKEA and Stora Enso) in the programme: courses were in general too much focussed on production and strongly oriented towards the Swedish forestry model. However, in reality, the scholarship sponsors never tried to influence the study curriculum, which was always independently worked out by the teacher team. Such a criticism should therefore be addressed to the teacher team. Additionally, a few specific comments on the courses referred to the literature, defined as “too technical” (high amount of specific scientific papers), and too many written assignments to be accomplished within one course. Many suggestions were given on specific topics/disciplines that could be deepened and/or added to the programme, for example:

GIS, statistics (R software), social science and forest mechanization, leadership and management.

A more general suggestion was given on the recruitment, pointing at the fact that the students background is too heterogeneous, slowing down or decreasing the level of lectures. Therefore a more selective set of requirements to enter the Euroforester programme would benefit the level of the teaching. Some comments referred to the SLU grading system, which has fewer grades than the ECTS scale and assigns the same mark to rather different performances.

- 2) Social environment. It was recommended to have an introductory presentation about Swedish norms at the beginning of the academic year.
- 3) Activities outside the programmes, especially for foreign students. It would be good if Swedish courses were organised and help to find jobs in Sweden.

Similarly, respondents were asked to provide suggestions for improvement of the home programme. Comments were often based on comparisons with the Euroforester programme. In general, respondents from Eastern Europe commented that their way of studying at home was rather conservative and would benefit from a more up-to-date programme content highly connected to the applied forest management. Additionally, it was suggested to introduce a more direct contact with the students, beyond hierarchical barriers. Nevertheless, respondents from other countries had in general a high appreciation for their home programmes. A few suggestions were given on turning the home programme into a block-system.

### **3.5. Scholarship**

Almost four out of five respondents (77 %) received one or more scholarships to participate in the Euroforester programme (Figure 16 and Table 15). Of these, 37 % were female and 63 % were male. Most of the respondents who received a scholarship (87 %) answered that they would not have joined the Euroforester MSc programme without the support of a scholarship. The main reason was economic hinders, but also the fact the without the scholarship students would have not known about the Euroforester MSc programme. It was also asked whether or not the scholarship was enough to cover basic expenses (rent, food and travel twice/year to the home country) and 85 % answered positively.

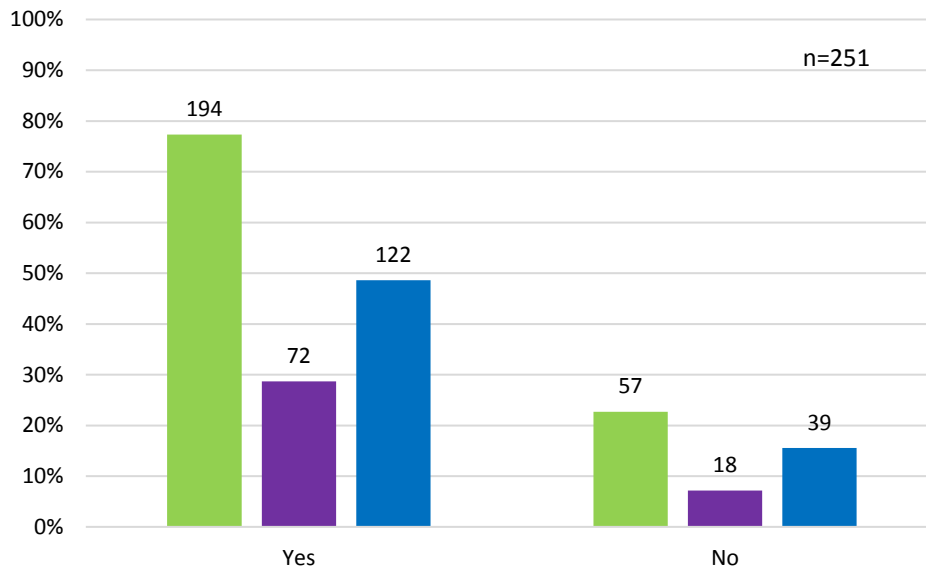


Figure 16. Respondents who received (Yes) scholarship(s) to participate to the Euroforester programme in percentage. Absolute values are reported on top of the bar. Colours indicate the total (green), female (purple) and male (blue) respondents.

Table 15. Share of respondents who received a scholarship from IKEA, Stora Enso or others<sup>3</sup>

	Total no. scholarships <sup>1</sup>	Survey respondents (n=194) <sup>2</sup>	% of total	Female	% female (of survey respondents)	Male	% male (of survey respondents)
IKEA	305	145	48 %	50	34 %	95	66 %
Stora Enso	50	28	56 %	12	43 %	16	57 %
Other <sup>3</sup>		48		18	38 %	30	63 %

<sup>1</sup> from Brunet *et al.*, 2018, from 2001 to academic year 2016/2017

<sup>2</sup> respondents may have received more than one scholarship

<sup>3</sup> other sponsors: Atlantis, Erasmus, European Forestry MSc, Kristjan Jaak, Nordplus, Nova, Skogssällskapet, Studienstiftung des deutschen Volkes, Sufonama, Transatlantic Forestry Masters (Transfor-M)

### 3.6. Occupational aspects

#### Current occupation

At the time of this survey, approximately 80 % of the respondents were employed and/or self-employed (Figure 17). Differences in occupational aspects between genders were found for self-employed, which had a relatively higher share of males, while the share of parental leave and MSc students was higher for females than for males.



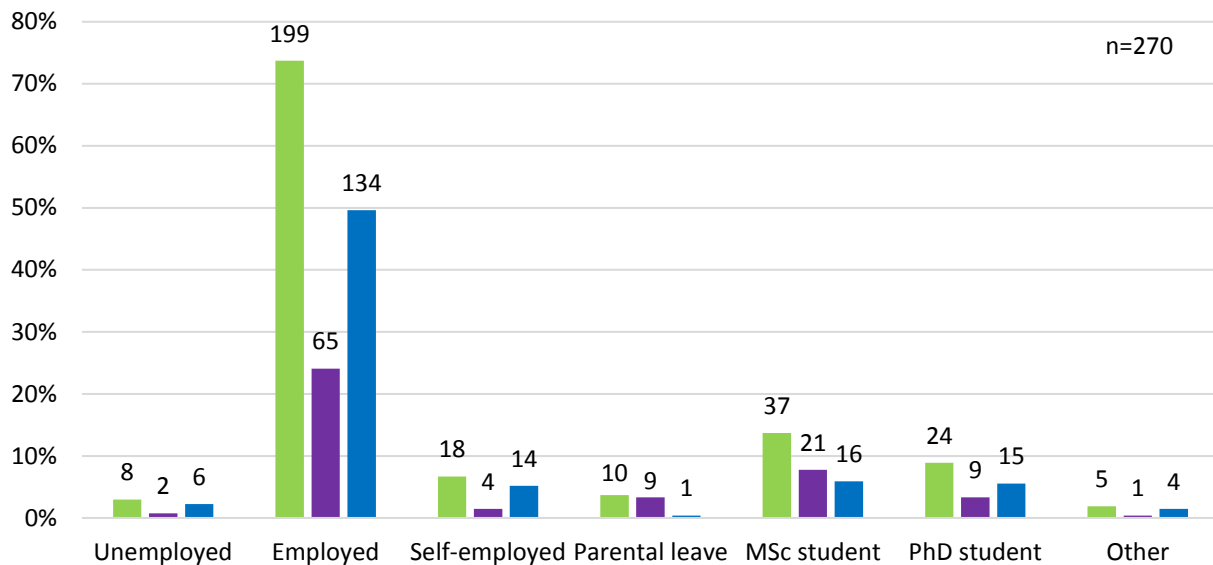


Figure 17. Respondent's current occupation in percentage. Absolute values are reported on top of the bar. Colours indicate the total (green), female (purple) and male (blue) number of respondents. Multiple answers were possible.

Slightly more respondents were employed at state organisations than in the private sector (Figure 18). Self-employed was the smallest category, and those who responded "other" could specify their current occupation not listed in the predefined answers (i.e. in the process to be employed, applying for PhD positions).

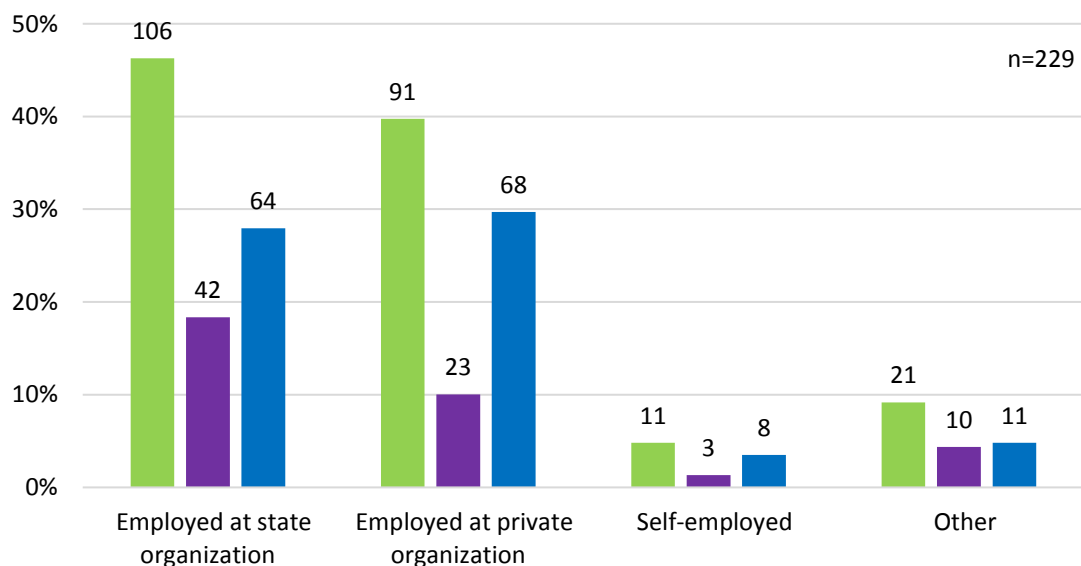


Figure 18. Respondents type of organisation currently employed in percentage. Absolute values are reported on top of the bar. Colours indicate the total (green), female (purple) and male (blue) number of respondents.

Concerning differences between countries (Table 16), the majority of respondents in Poland, Latvia, Ukraine and Germany were state employees, while the majority from Sweden, Estonia, Lithuania and Russia worked in the private sector, a pattern that is not consistently related to the share of state forest land in these countries.

Table 16. Type of organisation which currently employ respondents by country, in absolute values and within country percentages.

Nationality	Employed at state organization		Employed at private organization		Self-employed		Other		Responses
	No.	%	No.	%	No.	%	No.	%	No.
Poland	30	63 %	15	31 %	1	2 %	2	4 %	48
Sweden	11	33 %	20	61 %	2	6 %	0	0 %	33
Latvia	16	57 %	9	32 %	2	7 %	1	4 %	28
Estonia	8	36 %	12	55 %	0	0 %	2	9 %	22
Lithuania	6	40 %	8	53 %	0	0 %	1	7 %	15
Russia	3	23 %	8	62 %	1	8 %	1	8 %	13
Ukraine	8	67 %	3	25 %	1	8 %	0	0 %	12
Germany	6	55 %	3	27 %	0	0 %	2	18 %	11
China	4	44 %	2	22 %	0	0 %	3	33 %	9
Other	14	37 %	11	29 %	4	11 %	9	24 %	38
<b>Total</b>	<b>106</b>		<b>91</b>		<b>11</b>		<b>21</b>		<b>229</b>

The employed respondents provided additional information on the employer's name, country and current position title. In total 213 answers were given about the employer name, and the highest frequencies were at SLU (11), JSC Latvia State Forests (9), IKEA (7), Polish State Forest Company (6), self-employed (6), Estonian University of Life Sciences (4), Latvian State Forest Research Institute "Silava" (4), Skogsstyrelsen (4) and Södra (4). The map reports the percentage of the current country of employment for the respondents (Figure 19).

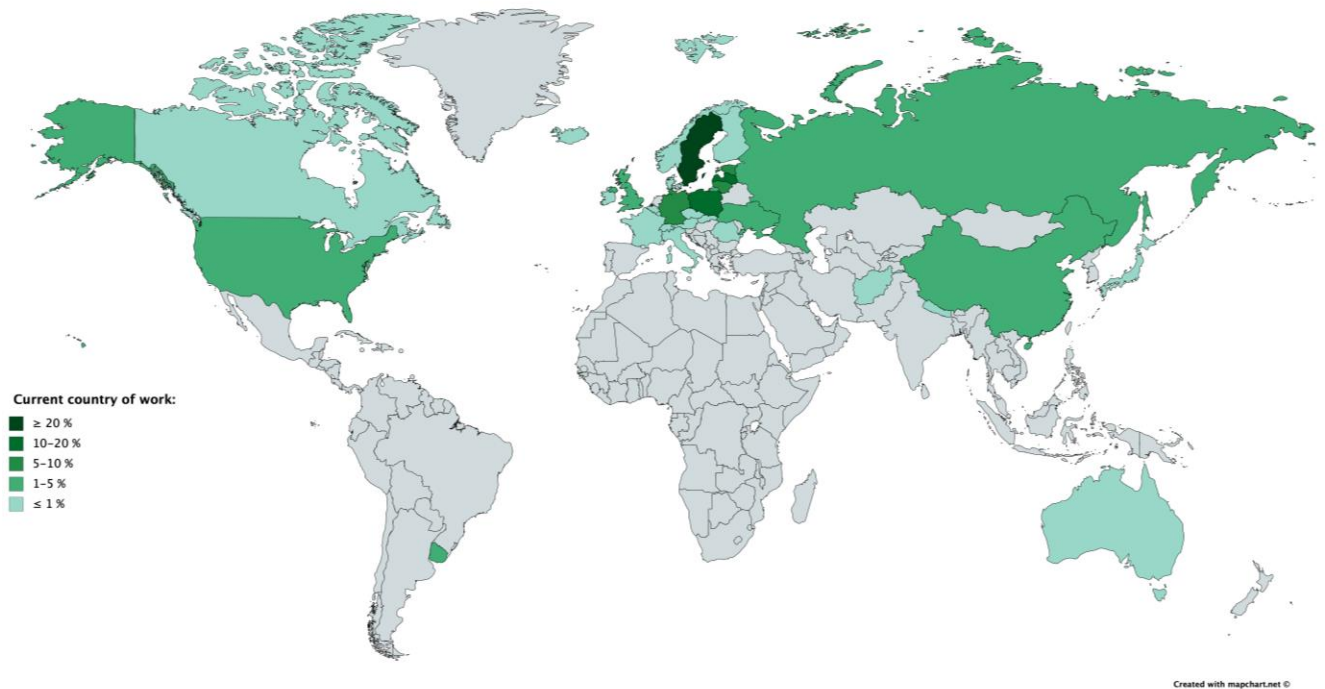


Figure 19. Geographical distribution (in percentage) of the current country of work of the respondents.

Respondents also indicated their opinion on the main factors for getting a job (Table 17). The first factor relates to their competence/knowledge profile. This is followed by personal communication skills and by previous job experience. In addition, many respondents highlighted that the knowledge of languages, studying abroad and personal networks were highly relevant skills to get their current job position. Respondents could add open answers and many individual aspects were listed, mainly related to personal networks or previous experience (e.g. summer job) in the same company.

Table 17. Main factors determining respondents' current position (max three options, n=217).

<b>Competences</b>	<b>Freq</b>	<b>%</b>
Competence profile or knowledge profile	161	74 %
Personal communication skills	90	41 %
Previous job experience	85	39 %
Knowledge of languages	61	28 %
Studying abroad	60	28 %
Personal networks or "knowing the right people"	51	24 %
Other, please specify	26	12 %
MSc thesis work	16	7 %
Marks from university	15	7 %

Many open answers were given to the question “*How has studying in the Euroforester programme influenced your career and life path?*” Generally, comments were positive and many respondents acknowledged that their international career path was due to Euroforester, thanks to the network acquired while studying, new knowledge in forest management, foreign language(s) learnt and improved ability to work in a team, due to the emphasis on group work in Euroforester courses. Additionally studying abroad in a multicultural context made students more open-minded, as pointed out by many respondents. Some respondents also stated that they discovered their interest for research while attending the Euroforester programme and continued with a PhD. Some respondents pointed out the private dimension, having met their partner during Euroforester studies.

### Discrimination

Out of 215 answers provided to the question on discrimination, 177 (82 %) of the respondents claimed that they did not face any discrimination when applying for jobs (Table 18). Seven percent had experienced discrimination due to gender, and 5% due to nepotism. Among those who chose the option “Other” (8 %), for example appearance, nationality and the feeling of not to be treated equally in foreign countries were mentioned.

Table 18. Forms of discrimination faced by respondents when applying for jobs (max three options, n=215).

Discrimination	Freq	%
I have not faced any form of discrimination	177	82 %
Discrimination due to gender	15	7 %
Unfair favouring due to family relationships	10	5 %
Nationality	5	2 %
Discrimination due to sexual orientation	1	0 %
Physical condition	0	0 %
Religion	0	0 %
Other	17	8 %

### Income

The most common (31 %) average net income after taxes ranged between 1000-1999 €/month (Figure 20). When looking at the trend by gender among the respondents there is a tendency of having lower salaries for females. However, among the respondents indicating the highest range of salary ( $\geq 5000$  €/month), two were female and one was male.

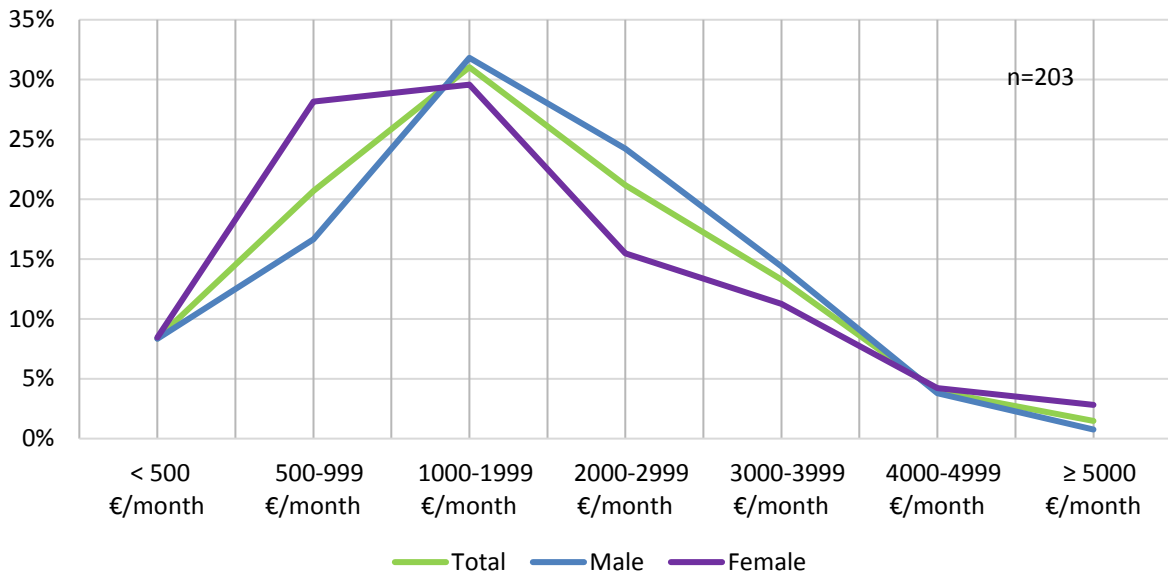


Figure 20. Current net income after taxes in €/month, considering a full-time position. Colours indicate the total (green), female (purple) and male (blue) respondents.

Looking at the income of the three countries with the highest number of respondents, namely Sweden, Poland and Latvia, two cohorts can be identified. Generally higher salaries for Sweden, with a peak at 3000-3999 €/month, against a general lower salary for Latvia and Poland, where the most common salary ranged from 500 to 1999 €/month (Figure 21).

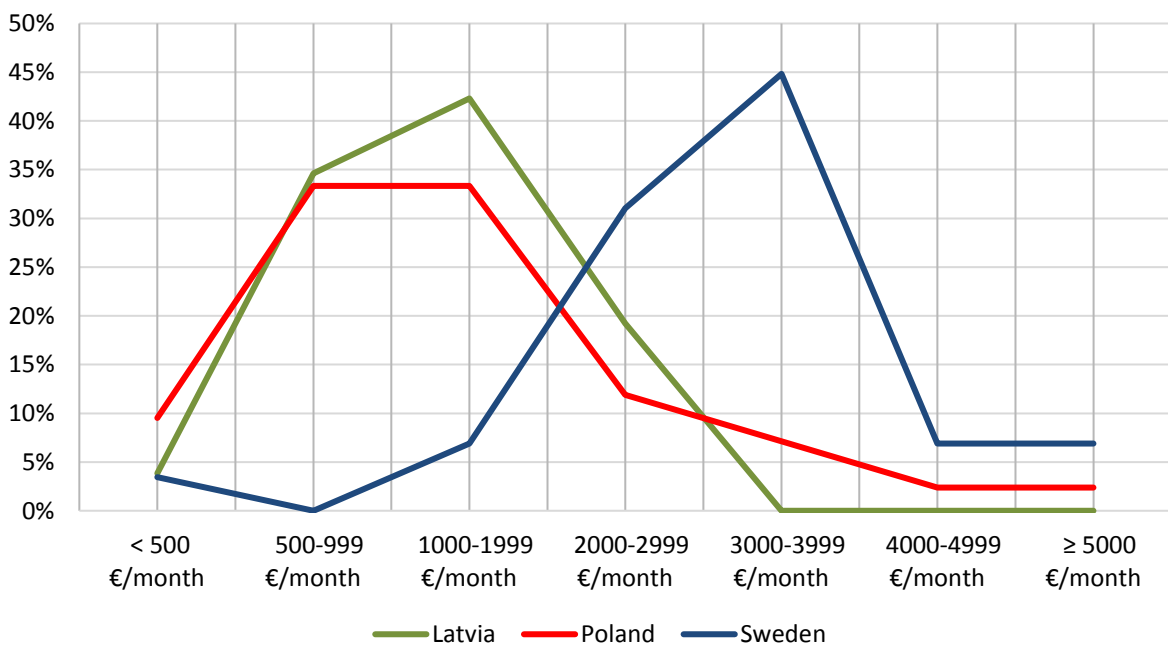


Figure 21. Current net income after taxes in €/month, considering a full-time position in Latvia, Poland and Sweden.

### 3.7. Euroforester network

Most of the respondents, 85 %, stated to stay in touch with their course mates (Figure 22). Most of them communicated by e-mail and social media; more than 50 % have met their peers in person (Figure 23). Almost half of the respondents who stay in touch communicate one or few times a year, while 41 % communicate every 1-2 months and 12 % every week (Figure 24). The main purpose of communication is friendship and/or family, but professional, job related questions were also quite common (Figure 25).

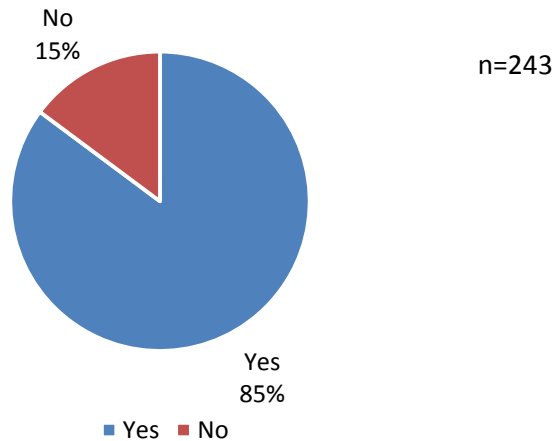


Figure 22. "Do you stay in touch with your Euroforester classmates from other countries?" Answers in %.

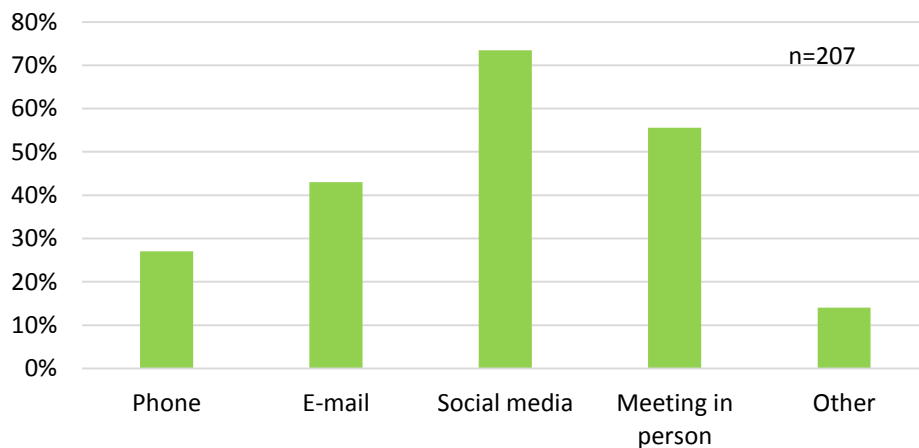


Figure 23. Means of communication of respondents in percentage. Social media are Skype, Messenger, WhatsApp and "other" refer to Facebook, social networks and relationships.

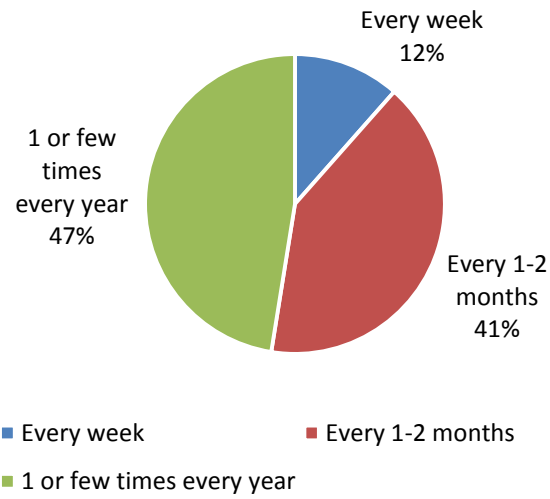


Figure 24. Frequency of communication among the respondents in percentage.



Figure 25. Purpose of communication between the respondents. Other reasons indicated by the respondents: hunting, skiing, travelling.

## 4. Conclusions

Combining the results from both parts of the evaluation, the analysis of the programme and the alumni survey, we draw the following conclusions:

The Euroforester programme fulfils its main purpose to a large degree, i.e. that students acquire profound and relevant knowledge and generic skills, preparing them for a future career in the international forest sector. The alumni surveys showed that most respondents have found work within a field relevant to their education. Many respondents acknowledge that their international career path was due to Euroforester, thanks to the network acquired while studying, knowledge in forest management, foreign language(s) learnt and being able to work in a team. Additionally, studying abroad in a multicultural context made students more open-minded, as pointed out by many respondents. Some respondents also stated that they discovered their interest for research while attending the Euroforester programme and continued with a PhD project. Euroforester graduates are working across the entire forest sector, including forest management and planning, research and education, timber industry or trade, and environmental management and nature protection.

The generally higher appreciation of the Euroforester programme compared with the alumni's other higher studies that was found during the first survey remains until today, particularly with regard to "Approaches to pedagogy", and "Social environment, relationship with teachers". Alumni also note that Euroforester is encouraging a more active student role and contained more open-ended and strategic types of assignments. Among skills being most important during their professional career so far, alumni top ranked a mix of professional skills such as silviculture, and generic competences such as communication and presentation skills. In general, they also agreed that awareness of own abilities, self-confidence and openness/curiosity increased by studying Euroforester courses.

The important role of external scholarships was confirmed as a great majority of the respondents who received a scholarship could not have joined the Euroforester programme without this economic support. Many alumni also emphasized the long-term benefit of the personal and professional networks established during their studies in Alnarp. Many alumni, however, expressed a need for a more structured collaboration between alumni and were willing to contribute to network activities. While we fully agree with this, resources at department level to coordinate such activities are limited.



Based on the results of both programme evaluations and alumni survey, the future development of Euroforester should include a more systematic assessment and follow-up of the content and pedagogy of the programme, for example concerning generic skills, sustainable forest management, practical training and examinations. In addition, student recruitment needs to be broadened and provision of scholarships should be maintained at a level of 10-15 annually. However, as our student groups are heterogeneous already today, we need to further develop the work to establish a common knowledge and learning ground in the student group.

Finally, new opportunities for 2<sup>nd</sup> year studies have emerged as our students are offered courses organized in collaboration with other SLU campuses or faculties. An example of the latter is a new course in Urban Forestry that started 2018 in collaboration with the Department of Landscape Architecture, Planning and Management in Alnarp. It can also be noted that SSFRC currently collaborates with the Faculty of Landscape Architecture, Horticulture and Crop Production Science (in Alnarp) as well as Wageningen University and Research (the Netherlands) aiming to start a new bachelor programme Forest & Landscape by autumn 2021. Forest & Landscape will pioneer the international bachelor programmes at SLU and may constitute an important recruitment base for Euroforester in the years to come.

## 5. References and related literature

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# Appendices

## Appendix 1. Euroforester Survey 2018

### 1. Personal data

All answers to the survey will be treated anonymously.

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 \_\_\_\_\_

Year of birth \_\_\_\_\_

Nationality \_\_\_\_\_

Country of current stay \_\_\_\_\_

E-mail \_\_\_\_\_

1.2. Would you agree that your email address is made available to all Euroforester graduates (e.g. Euroforester mailing list)? All answers to the survey will be treated anonymously.

Yes

No

1.3. Academic year(s) when Euroforester courses were attended:

2001/2002

2002/2003

2003/2004

2004/2005

2005/2006

2006/2007

2007/2008

2009/2010

2010/2011

2011/2012

2012/2013

2013/2014

2014/2015

2015/2016

2016/2017

2017/2018

1.4. Attended Euroforester courses:

- Sustainable forestry in Southern Sweden** (Previous: Silviculture and ecology of coniferous forests/ Forestry in Southern Sweden), 15 ECTS (1st course, autumn semester, course leader PM Ekö, Emma Holmström since 2017)
- Planning in sustainable forest management** (Previous: Forest management planning / Case study), 15 ECTS (2nd course, autumn semester, Bo Dahlin, Ola Sallnäs, Lars Drössler, Renats Trubins since 2016)
- National and international forest policy** (Previous: Forest policy and social values / Forest and society), 15 ECTS (3rd course, spring semester, Vilis Brukas)
- Broadleaves** (Previous: Silviculture and ecology of broadleaves / Forestry in the southern Baltic Sea region), 15 ECTS (4th course, spring semester, Mats Niklasson, Jörg Brunet since 2008)
- Silviculture of temperate forests**, 15 ECTS (Eligible course, autumn semester, JP Skovsgaard, provided since 2012)
- Tropical and subtropical silviculture**, 15 ECTS (Eligible course, autumn semester, PC Odén, provided since 2012)

1.5. Earned academic degrees (excluding PhD):

- BSc
- Euroforester MSc
- Engineer or equivalent (lasting 4-5 years and not divided into BSc and MSc)
- Swedish Jägmästare
- Swedish Skogsmästare
- MSc (not EUROFORESTER), please specify (e.g. MSc in Biology, Forestry, Sufonama, European Forestry etc.): \_\_\_\_\_

Awarding university of BSc/MSc (e.g. Lund University) \_\_\_\_\_

Year of graduation of BSc/MSc \_\_\_\_\_

1.6. Do you have a PhD?

- Yes
- No

Awarding university of PhD (e.g. Lund University) \_\_\_\_\_

Year of graduation of PhD \_\_\_\_\_

## 2. Professional identity and attitudes

2.1. What is your current occupation?

- Unemployed
- Employed
- Self-employed, company (co-) owner
- Parental leave
- MSc student
- PhD student
- Volunteer
- Other, please specify \_\_\_\_\_

If you marked unemployed, MSc student or volunteer, go directly to question 2.4.

2.2. At what type of organisation are you presently employed?

- Employed at state organization
- Employed at private organization
- Self-employed at private organization
- Other, please specify \_\_\_\_\_

2.3. With what professional field do you identify yourself closest according to your current job position or personal situation? (max 1 option)

- Environmental management, nature protection
- Forestry
- Recreation, tourism
- Timber industry and/or trade
- Other, please specify \_\_\_\_\_

2.4. 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 with focus on obtaining monetary benefits from sustained timber and wood production
- Managed with a spatially integrated approach balancing production and biodiversity values (“the Swedish model”)
- Managed with a spatially separated approach assigning different areas for production and biodiversity conservation
- Managed with focus on maintaining and restoring biodiversity and regulating ecosystem services
- Left for natural development

2.5. In your personal opinion, the future forest management practice in your home 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 the Scandinavian management school/tradition (intensive utilisation, short rotations, even-aged management, low standing volumes, positive economic result)?

- German school
- Scandinavian school

Comment on your choice: \_\_\_\_\_

What is the desired direction for forestry in your home country in coming 10 years, in your personal opinion? (Questions 2.6-2.7)

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

Freedom/control:

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

2.7. State economic policy:

- More significant economic contribution of forestry to State budget
- As today
- Less economic contribution of forestry to State budget

Comments on questions 2.6-2.7: \_\_\_\_\_

### 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				

3.3. Indicate what knowledge and skills gained during the studies have been most important during your professional career so far (max 3 alternatives):

- Communication skills
- Economics
- Biology, ecology and environmental science
- Forest planning
- GIS tools
- Knowledge of forestry in different countries
- Law and legislation
- Policy analysis
- Presentation skills

- Project and time management
- Research methodology
- Silviculture
- Team work
- Writing skills
- Other, please specify: \_\_\_\_\_

3.4. 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
- Rather passive than active
- Rather active than passive
- Active

Home programme:

- Passive
- Rather passive than active
- Rather active than passive
- Active

3.5. 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 have 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 open-ended, strategic than specified tasks
- Open-ended, strategic tasks

Home programme:

- Specified tasks
- Rather specified than open-ended, strategic tasks



- Rather open-ended, strategic than specified tasks
- Open-ended, strategic tasks

Comment your choice on questions 3.4 and 3.5: \_\_\_\_\_ -

3.6. How did a stay abroad change your attitudes and skills?

Please state to what extent you agree with the following statements. 1 = disagree, 2 = rather disagree, 3= rather agree, 4 = agree, n/a= I do not know

	1	2	3	4	n/a
I gained in confidence with a stronger conviction of my own abilities					
I learned to be more tolerant towards other person's values and behaviour					
I have become more focused on my studies					
I have become more open and more curious about new challenges after my stay abroad					
I have become more aware of my own strengths and weaknesses after my stay abroad					
My critical thinking skills have improved					
I have new friends who live abroad					

3.7. 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)

Euroforester programme: \_\_\_\_\_

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

In three words, how would you describe the Euroforester programme?

- Excellent
- International
- High quality teaching

- Practice-oriented
- Student-centred
- Friendly
- Innovative
- International
- Challenging
- Successful
- Modern
- Dynamic
- Professional
- Competitive
- Known
- Hands-on forest management
- Best training level
- Useful
- Old-fashioned
- Useless
- Open-minded
- Network
- Critical thinking
- Poor
- Theoretical
- Teacher-centred
- Exclusive
- Conservative
- Too Swedish
- Easy
- Boring
- Other, please specify \_\_\_\_\_

## 4. Scholarship

4.1. Did you receive a scholarship to participate to the Euroforester programme?

- Yes
- No

If you answered “No”, please go directly to point 5.

4.2. Which kind of scholarship?

- IKEA
- Stora Enso
- Skogssällskapet
- Sufonama MSc
- Atlantis
- European Forestry MSc
- Erasmus
- Other, please specify \_\_\_\_\_

4.3. Would you have participated in Euroforester courses/programme without a scholarship?

- Yes
- No

4.4. If not, why?

- Economical hinders
- Not interesting enough
- It was difficult to leave your home country
- Other, please specify \_\_\_\_\_

4.5. Was the scholarship enough to cover your basic expenses (rent, food and travel twice/year to your home country)?

- Yes
- No

## 5. Occupational aspects

If you are unemployed, MSc student or volunteer, go directly to question 5.5.

5.1. What is your current job:

Employer name \_\_\_\_\_

Country \_\_\_\_\_

Current position title \_\_\_\_\_

Since year \_\_\_\_\_

5.2. What have been the main factors for getting your current job? Select up to 3 most important factors:

- Competence profile or knowledge profile
- Personal networks or “knowing the right people”
- Marks from university
- Personal communication skills
- Knowledge of languages
- Previous job experience
- MSc thesis work
- Studying abroad
- Other, please specify: \_\_\_\_\_

5.3. Have you personally faced any forms of discrimination when applying for jobs? Select up to 3 most important forms

- I have not faced any form of discrimination
- Unfair favouring due to family relationships
- Discrimination due to gender
- Discrimination due to sexual orientation
- Physical condition
- Nationality
- Religion
- Other, please specify \_\_\_\_\_

5.4. What is your current net income after taxes in €/month (considering a full-time position)?

- < 500 €/month
- 500-999 €/month
- 1000-1999 €/month
- 2000-2999 €/month
- 3000-3999 €/month
- 4000-4999 €/month
- ≥ 5000 €/month

Comment your answers on questions 5.1 and 5.4: \_\_\_\_\_

5.5. How has studying in the Euroforester programme influenced your career and the life path?

## 6. Euroforester network

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

- Yes
- No

If you answered “No”, go directly to question 6.5.

6.2. By what means (mark all relevant options)?

- Phone
- E-mail
- Interactive chat programmes, such as Skype, Messenger, WhatsApp
- Meeting in person
- Other, please specify: \_\_\_\_\_

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 my/his/her job

6.5. Do you see any need for better/structured cooperation between the Euroforesters?

- Yes
- No

Comments on questions 6.1-6.5, especially suggestions for improved cooperation between the Euroforesters: \_\_\_\_\_