

How to Guide: 'IFSA' world café at International Day of Forests

Introduction

Forestry education and the forest sector is changing rapidly: new technologies, dynamic and unprecedented rates of environmental change, increased recognition of the need to collaborate across sectors and integrate diverse knowledges, and emerging markets for 'green jobs' provide challenges as well as exciting opportunities for young foresters studying and entering the workforce.

How can forestry education ensure that the next generation of foresters is equipped with the skills and knowledge to enter this changing workforce? How do these needs, challenges and opportunities vary in different countries and regions around the world? How can IFSA and our partner organisations work to enhance our members' learning and development?

The 2019 International Day of Forests (March 21) will address the theme “**Forests and Education**” - *learning to love forests* - and we want to hear from you!

This document is a step-by-step guide for you - in your local LC, regional group, or any other organising team - to run a 'World Cafe' around International Day of Forests and seek input from your fellow students, professors and industry to these pressing questions.

Join with IFSA world in showcasing IFSA's capacity to coordinate global efforts and our leadership as the world's largest network of forestry students!

By running a World Cafe you will:

- understand your local members' and professionals' perspectives on the changing nature and needs of forestry education and the forest sector;
- have an opportunity to discuss key topics with forestry students, researchers and professionals in your area; and
- provide information that will inform IFSA's contributions to international forestry education policy and projects.

Who can we invite to attend?

Anyone you like! You are free to run this event just with your fellow IFSA (or non IFSA!) students, however we encourage you to use this as an opportunity to connect with researchers and professionals in your field of study, to hear their views and share your own ideas on the future of forests. The more diverse the participants, the better the ideas that will come up.

I. World Café principle and set up

A **World Café** is a structured conversational process for knowledge sharing.

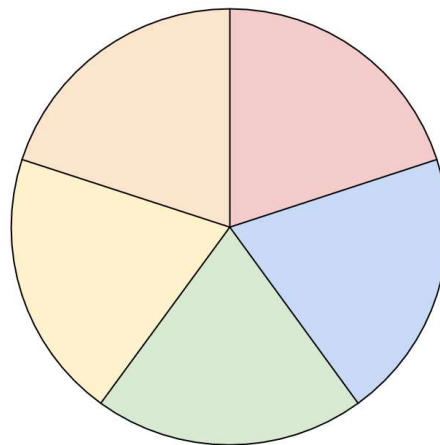
Method:

1. Set up 4-5 tables with a moderator/expert and ~5 participants assigned to each table (overall 20-30 participants)
2. Each table addresses a different question (picked from section II. below)
3. Participants discuss their table's question for 15-20 minutes
4. Participants then change tables (groups should be newly mixed each time). The moderators remain at the same table throughout.
5. 4-5 rounds are repeated until everyone has visited all tables once
6. Moderators keep minutes of the discussions at the tables and try to moderate the conversation so everyone gets to speak and conversation doesn't move too far from the question. (we aim to provide a short guideline for moderators)
7. After all rounds are finished each moderator should give a quick (3-5 min) conclusion summing up the discussions.

Organisation:

5-6 people in the organisation (1 main moderator for time keeping and introduction; 4-5 table moderators). For bigger events table question can be doubled (5,10,15...) participants per table should not exceed 6. Every participant should attend each table once and ideally groups are mixed in between. [i.e.: Each participant gets a batch or "menu card" (with a set order of colors) and at each table he/she collects a colored sticky point (a colour per table) to fill his card.] To create a 'café conversation mood' coffee, tea and some snacks should be provided.

International Day of Forests Menu

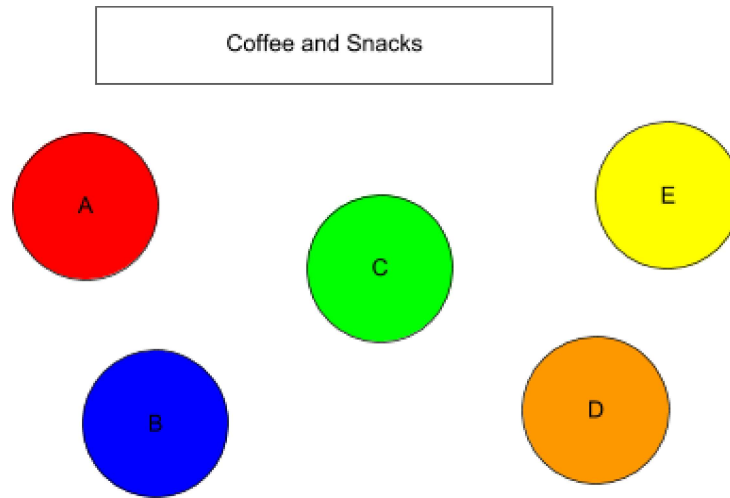


Example for "menu card" to collect points from each table

Time:

- 1.5-2.5 hours
- 4-5 rounds with 15-20 min. per round + introduction + coffee & snack break(s) + wrap-up

Table set up:



Timetable:

10 min table moderators welcome their first group, ask the participants to fill in the participants sheet and get the group started by asking the warm up question: "How did YOU learn to love forests?".

5-10 min general welcome and introduction (Time for everyone to grab a coffee)

15-20 min 1st round

15-20 min 2nd round

10 Min (or longer) break (refresher)

15-20 3rd round

15-20 min 4th round

15-20 min 5th round

5 min break

15-30 wrap up and thank you

Some further resources:

Quick reference guide from the World Café Community Foundation:

<http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>

Knowledge sharing toolkit:

http://www.kstoolkit.org/the_world_cafe

II. The Questions:

Introductory question (required):

We would like to see this question asked at all tables prior to the first round:

“How did YOU learn to love forests?”

(Guiding ideas: Talk about how you found forests in your life. Did you grow up in a forest community? Are you from a forestry family? Perhaps you found your way through a different pathway - through climate change, wildlife, soils science - a different way?)

Core (required) questions:

To be able to comparable discussion outcomes we would like to the the following two questions discussed at all IFSA World Cafés.

1. What are the most prominent changes in employment in the forest related sector that you have observed, and/or anticipate to happen in the future? What are some of the driving factors?

(Guiding ideas for the Moderators: Note down comments region specific if it seem feasible. If there is a strong student participation ask them about changes in education they experienced and foresee.)

2. What skills and competencies (education) do you see as relevant to succeed in a career in the forest sector today and in the future?

(Guiding ideas for the Moderators: Forestry education must cultivate a new generation of natural resource managers who will be the cornerstone of protecting our forests and our climate. To succeed, forest education should strive to prepare them in not only technical but also more general skills, such as conflict management, critical thinking and creativity to ensure the preservation of our forests well into the future. Further possible guiding questions: What skills did participants found useful in their working life? Why do they think certain skills are important? What gap do they see in skill acquired and needed? For students: Are the skills needed/mentioned being addressed in your current education?)

Optional questions:

Up to 3 questions from this list can be chosen, you can also come up with regionally or partner specific question to be asked.

1. What are the most compelling forest narratives we hear today? (How can we engage the general public? Forests are important for soil, for climate, wildlife, etc - are these effective stories and how can we further engage with the general public - and put forests back at the centre of dialogue?)
2. How can people learn to love forests? How can we inspire others to love forests? (Drawing from the opening question: How did you learn to love forests? Trying to tap into the expertise and personal experiences. We have a lot of people present that put forests at the center of their lives, Why and can this be somehow replicated to inspire others?)
3. What are some specific challenges that forestry/natural resource students face in your region/country? (This can be things at university like lack of equipment, teachers, funding or capacity etc. as well as challenges in the forestry sector itself.)

4. What are the most important and innovative tools that have led to your success? (Studying forestry means learning to use cutting-edge technology to monitor and preserve the world's forests - A new generation of foresters is learning to harness high tech tools to survey, image and monitor forest conditions in order to predict and respond rapidly to natural disasters and other challenges. Forestry students also learn conflict management, critical thinking and creativity to ensure that our forests are managed sustainably and preserved well into the future.)
5. In what ways are women stewards of forests in your region and how can we increase access and inclusion in forest education? (Women and men should have equal access to forest education. Many countries are trying to involve more women in forest-related studies, placing a priority on equal access to forest education for all. Gender parity in forest education empowers rural women to sustainably manage forests.)
6. In your group, discuss why traditional knowledge is important to forest management and how it can be integrated in formal education systems? (Both modern and traditional knowledge are key to keeping forests healthy: yet there are only rare examples where formal or tertiary education systems actively include traditional knowledge. How do they differ from more formal education systems and how can we work to integrate both more effectively?)

III. Equipment:

- 5 standing tables or 5 tables and sufficient chairs
- Pen and paper (or flip charts) for moderators
- Timer
- Coffee, tea, water and snacks
- Sufficient printed participants information sheets (template by IFSA to collect demographic data)
- Sticky dots in 4-5 colours (optional)
- Microphone (optional)
- Table cloth to draw on (or large flip chart/butchers paper) and markers

IV. Reporting:

In order to feed the outcome of the World Cafés back to IFSA, we ask you to send in pictures or (better) typed up versions of each tables minutes, of any drawings on the table cloth and of all participants sheets. We would also welcome pictures of the event itself and the organizing team.

V. Other

If you intend to run a World Café event with this guideline please get in touch with us. E-Mail: lisa.prior@ifsa.net.

This will allow IFSA to keep track of where and when all events are happening as well as enable us to support you further in your preparations. We are currently preparing additional documents like a poster template for advertising, guidelines for moderators and reporting as well as a certificate for participants.