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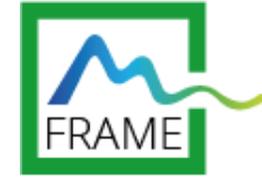


Gaps Analysis of Bioeconomy and SFM in Education

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Group Discussion

- Break out into 2 groups based on country
 - G.1: CMU-FORRU and KU
 - G.2: SU and SKU
- Discuss on the Gaps in education related to bioeconomy and Sustainable Forest Management (SFM) and how to fulfill its. (50 min)
- The representative from each group to provide brief summary of the group's discussion (15 min)
- Open discussion (45 min)



Discussion Points

- What are the **gaps in education** related to **bioeconomy and Sustainable Forest Management (SFM)**?
 - Gaps in:
 - knowledge, skill, attitude, and competences
 - pedagogy of teachers in HEI, teaching skill, teaching moral, and teaching materials in the modern technology context
 - Types of education:
 - Formal education system (higher education)
 - Informal education system (lifelong learning: Upskill and Reskill)



Discussion Points

- How do we fulfill the gaps?
 - What kind of support is needed,
 - Who would take responsibility for them?



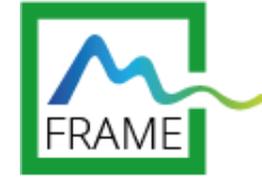
Group 1: Thai's group

- Discussion on the concepts of SFM and Bioeconomy
 - to identify the definitions and meaning for gap analysis
- Gaps in:
 - Knowledge: teachers must fill the gaps on updating the knowledge, connecting what teachers currently have backgrounds, team teaching management.
 - Skill & attitude: the teachers have lacked to meet the advising skill and teaching skills. Students have differently learned perception.
 - Competences: team teaching is needed including suitable upskill.
 - To fulfill the gap, the education preparation such as training is needed
 - pedagogy of teachers in HEI, teaching skill, teaching moral, and teaching materials in the modern technology context



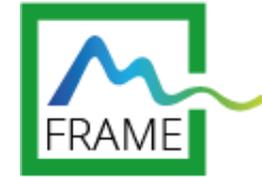
Group 1 Thai's group

- Types of education:
 - Formal education system (higher education)
 - the need assessment is needed for identifying the stakeholders and the stakeholder analysis what kind of topic the needs of them including the need assessment of teachers.
 - Online courses have been setting among teachers
 - Informal education system (lifelong learning: Upskill and Reskill)
- Learner perception: generation gap between teachers and students
 - The nature of learning of the learners, teachers have to learn how to give them advices



Group 2: SKU & SU

- Gaps in:
 - Knowledge: to clarify the definitions of FSC and certificate, SFM and SDGs including suitable tools and methods
 - Skill: the practices on specific areas are needed for teachers and learners which included technology application, data analysis, and literature reviews.
 - The soft skills needs to be improved such as English proficiency and learning. The motivation is needed to priority. The students' household economic situation has become the obstacle entering the university of them.
 - Attitude: the learners have low responsibilities, careful less, loss concentration of learning process, number of students have been decreasing and less register to university. Some courses and curriculums of forestry and agriculture have loss their students entering to the courses since the graduated students have no works.
 - Competences: data analysis and interpretation, stakeholder's communication
 - pedagogy of teachers in HEI, teaching skill, teaching moral, and teaching materials in the modern technology context
 - Support and needs: experts and government subsidies, private sector cooperation
- Types of education:
 - Formal education system (higher education)
 - Informal education system (lifelong learning: Upskill and Reskill)



Open Discussion

“What can we do to fill the gaps or add the context of bioeconomy or SFM to our courses/ curriculum during the 9-10 months left of FRAME and long-term action after FRAME terminate?”

“What is the key message to take back?”



Open discussion: “What can we do to fill the gaps or add the context of bioeconomy or SFM to our courses during the 9-10 months left of FRAME and long-term action after FRAME terminate?”

How to fill the gaps

- Related bioeconomy courses materials should be developed and distributed.
- Setting the relevance courses in case of CMU will offer the selected topic course on bioeconomy (international course)----online course
- Staffs exchange will be arranged next coming, this can help the staffs to develop their learning materials.
- The initiated need assessment of KU, CMU will be applied for course development
- SU will be prepared to offer international course but not sure for decisioning to participate the bioeconomy course that CMU & KU will be arranged, the consultation will be first processed for SU and SKU.
- The operation courses among KU, CMU, SU, and SKU should be organized under the capacity building of the Frame Project.



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Open discussion: “What is the key message to take back?”

- **Martin:** the current and up to date knowledge and providing the education and researches, developing courses that will help us to learn essential issues and challenges around the world.
- **CMU:** since the conservation issue has been focused only one perspective, currently joining with this course offering other issues of sustainable forest management.
- **SKU:** to participated in the training, give the variety of aspects in bioeconomy which related to knowledge and skills.
- **SKU:** with regards to field trip, it can be a show case for the learners, this will then apply in Laos.



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Thank you for your attention