

Forestry education in the Philippines and Latin America: problems, challenges and strategic response. Rebugio, L.L. (University of the Philippines Los Baños, Philippines; lucreb@laguna.net), Hoeflich, V.A. (Embrapa Forest, Federal University of Paraná, Brazil; vitorah@hotmail.com).

The environment of forestry education is dynamic. It is characterized by global, societal, structural, sectoral and technological changes, all of which have implications for forestry education, specifically, on the demand, type and capabilities of forestry professionals, fundamental philosophy of forestry education, capabilities of forestry faculty, and on forestry institutional re-engineering and change. To maintain its relevance and to ensure its sustainability forestry education must adopt appropriate changes in response to the dynamic environment. This paper is an attempt to examine the various environmental changes and their implications to forestry education in the Philippines and Latin America. It will also discuss the current status and problems of forestry education in these two countries, brought about by a dynamic environment. Lastly it will explain the strategic responses adopted by the Philippines and Latin America to maintain the relevance, effectiveness and sustainability of their forestry education.