

# **Master Programme**

## ***MEDITERRANEAN FORESTRY AND NATURAL RESOURCES MANAGEMENT***



*6<sup>th</sup> Edition during WinterSchool, by Pi Valbuena*

2018



UNIVERSITÀ  
DEGLI STUDI  
DI PADOVA



Universitat de Lleida



Universidad de Valladolid



UNIVERSITÀ  
Tuscia



UNIVERSIDADE  
CATÓLICA  
PORTUGUESA



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## WELCOME TO MEDfOR!!



(1<sup>st</sup> edition. By Victor Miranda)

This handbook is intended to provide you with important information regarding the Erasmus Mundus Master Course – MEDfOR! With this handbook we intend to clarify many of your doubts and concerns, and to support the development of your program over the next two years. We hope you will enjoy and full appreciate your stay amongst us. Work hard, learn, improve and have a lot of fun. Welcome to the Mediterranean Region, to the Sun, to the Ocean and the Sea, to the Forests and the Mountains.



(4<sup>th</sup> edition. WinterSchool)

***Disclaimer:*** Every effort will be made to keep this handbook accurate and up-to-date. The Consortium, however, reserves the right to revise modules and to amend regulations and procedures at any time.

May 2018

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All pictures in this student handbook have been provided by students and staff at the MEDfOR partner universities, by the partner university websites or else are freely available in the internet.



## STUDENT'S OPINIONS

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"The MEDFOR Program provided a great chance for me as a person, and as a researcher. It gave me the opportunity to develop my experience, to learn a lot and more importantly to be exposed to different education systems, different aspects for addressing all the issues and problems. After finishing the program we were richer, with information, experience, connections and even with cultures. I can honestly say that this program has giving me a lot of opportunities to build my future." **Hala Shahin, Syria – 1<sup>st</sup> edition**

"Creativity, patience, friendship, enthusiasm, adventures, curiosity...These might have been the motor and the result of my work during these two years. Hope this master can help in finding a job according to my ambitions. It provided me with a lot of field and real experiences during the studies and the summer internship in the forest sector, I gained knowledge about different issues in the Mediterranean area and it helped me to be more skilled in languages. In the personal aspect I am very satisfied for meeting so many people and cultures and making very good friends and colleagues, now part of what I am!" **Ana Martín Ariza, Spain – 2<sup>nd</sup> edition.**

"MEDfOR programme allowed me to stay in different places, improving my knowledge on several cultures as well as enjoying new experiences. Lleida was like my second hometown, Trabzon was an adventure with a different culture, and Lisbon has been a colorful place with a nice working group." **Eduardo Colloma, Spain – 3<sup>rd</sup> edition**

"Participate in the Erasmus Mundus Master Course MEDfOR is being a great opportunity for me. I'm getting to know fantastic places and learning more about the Mediterranean Biome. Meet people from different parts of the world is also being a very enriching experience, I feel as a citizen of the world!" **Ester Freitas, Brazil - 4<sup>th</sup> edition.**

"Coming from one part of the world to a completely new one was not an easy task for me. But after reaching to my first year country i.e. Portugal, I got a lot of helping hands from Erasmus Mundus Co-coordinator and Secretariat Catarina Tavares, Professors and University of Lisbon which made me easy during the initial days. All the friends of Medfor were friendly, cooperative and helpful. I felt like getting other family miles away from home." **Bikash Kharel – 5<sup>th</sup> edition**

"Studying in MEDfOR has become an integral part of my life. Once one of our beloved professor Marc Mcdill said that the interesting thing is that people from different parts of the world are working together. I was wondering, yes it is! We were unknown faces to each other, but MEDfOR created a platform so that together we are exchanging our views, sharing ideas and thinking for the betterment of the earth." - **Sushmita Rani Saha– 5<sup>th</sup> edition**

"MEDfOR presented me an opportunity to broaden my knowledge and experiences in my field of study and decide my future educational and career paths. The most amazing part of my study in this program is the possibility of exploring new countries and catching glimpses of culture, nature, habitat, and tradition there. I have also made many new friends from different countries and tasted their diversified cuisine which has given me unforgettable memories! Finally, I can honestly say that my perspective of the world has totally changed and I am proud to be a part of this multicultural, dynamic and excellent study program." - **Babla Mohajan – 5<sup>th</sup> edition**

"Aside the rigorous and world-class education MEDfOR provides, it is known to me as a dream-weaver" - **Yusif Habib – 6<sup>th</sup> edition**

## 1. About MEDfOR

MEDfOR is a two-year Erasmus Mundus Master Course Programme focuses on the integrating theme of sustainability in Mediterranean forests and woodlands. It aims to address topics that are specific to the Mediterranean forestry and that require special attention such as:

- i) Forest as a unique world heritage,
- ii) Forest management and conservation and
- iii) Forestry role in the welfare of the Mediterranean communities.

### 1.1. The Mediterranean Forest and Forestry

Mediterranean biomes are mostly present around the Mediterranean Sea but also on several regions of Australia, Africa, US and Brazil. Mediterranean ecosystems are extremely frail and unique ecosystems, classified as biodiversity hotspots. Their level of biodiversity and genetic variability is extremely high. Mediterranean forests are a unique world natural heritage in terms of biological diversity, hosting around 25.000 plant species. The Mediterranean basin holds a high degree of tree richness and endemism – 290 of its trees are indigenous species, and of those 201 are endemic!

Mediterranean human populations have always lived in closed contact with M. forests, and these ecosystem have been strongly shaped by their activities. M. forests have always provided important services to human populations such as: timber and wood productions for construction and fuel; non wood products such as plant food for human consumption, plant medicines, soap and cosmetics, dyeing and tanning, herbs and spices exudates, utensils, handicrafts, ornamentals forage for cattle, etc.

Further, Mediterranean forest supports other important services with protective, productive and socio-economic functions such as: carbon sequestration, contribution to ecosystem richness or soil and water conservation among others.

Mediterranean forests are now **seriously threatened** by drastic and rapid climate and land use changes, which add to long-standing problems related to desertification processes and forest fires. Other problems are associated with the over-exploitation and over-grazing of forest lands. It is expected that climate changes will result in the expansion of Mediterranean-like conditions to new areas. MEDfOR wishes to address this problems and improve Mediterranean forestry and natural resources management and policy-making.

**Therefore, the ultimate objective of this master is to bring together the best expertise, human resources and facilities to educate the next generation of leaders in forestry and natural resources, and public and private land management throughout the Mediterranean region. It further aims to contribute to the solution of forestry, natural resources and environmental challenges throughout the region and the world.**

## 1.2. Erasmus Mundus

The Erasmus Mundus Programme initiated by the European Commission, is a co-operation and mobility programme in the field of higher education that aims to enhance the quality of European higher education and promote intercultural understanding.

## 1.3. University consortium

MEDfOR is offered by a Consortium of top ranked Universities with complementary expertise on the field of Mediterranean forestry and natural resources partners:



- University of Lisbon, Portugal
- University of Padua, Italy
- University of Lleida, Spain
- University of Valladolid, Spain
- University of Tuscia, Italy
- Católica Porto Business School, Portugal
- Karadeniz Technical University, Turkey

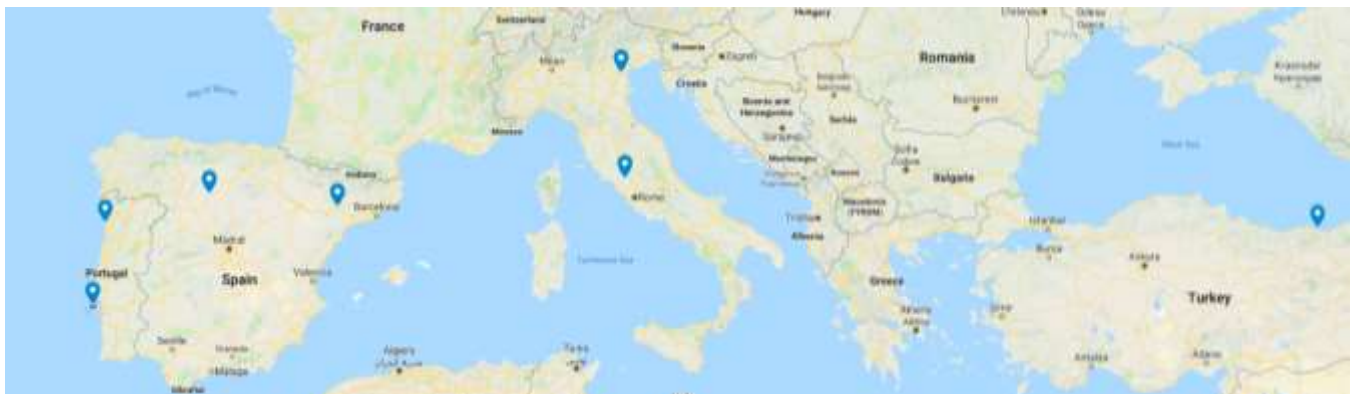


Fig.1. Distribution of the Consortium (Google Maps, 2018)

### 1.3.1. University of Lisbon, Portugal



The University of Lisbon (ULisboa) founded on July 2013 has been the result of a merging process between the former **Technical University of Lisbon (UTL)** and **the University of Lisbon (UL)**. **ULisboa extends the**

**continuity of both institutions recognized scientific and cultural traditions.** As a privileged space of science and knowledge, the ULisboa is today, one of the major institutions of Higher Education in Europe and one of the leading Universities in the country. ULisboa is composed of 18 Schools and Faculties. The Schools that make up ULisboa are the largest and oldest in Portugal and all have extensive and active international networks. Universidade de Lisboa (ULisboa) is comprised of 18 Schools that are designated as Faculty or Institute and constitute teaching and research units with their own governing bodies.



#### The School of Agriculture and Forestry (ISA)



The School of Agronomy - Instituto Superior de Agronomia (ISA), School of Agriculture of ULisboa, is the largest and most qualified school of graduate and post-graduate degrees in the field of Agricultural Sciences in Portugal, and its know-how is recognized nationally and internationally.

It includes the top national professors and researchers on key Mediterranean forestry topics. With over 160 years of experience, it has been adjusting its teaching to both the technological evolution and the reality of the country, focusing both on quality and modernization. ISA is located in the heart of Lisbon, Tapada da Ajuda – an Environmental and Botanical Park with about 100 ha, of recognized interest and amazing views.



#### Links to the University:

<https://www.isa.ulisboa.pt/en>

<http://www.ulisboa.pt/en/>

<http://www.isa.ulisboa.pt/en/cef/about>



### 1.3.2. University of Padua, Italy



The University of Padua traces its origins back to 1222 and is one of the oldest universities in Europe. The motto "Universa Universis Patavina Libertas" - 'complete liberty for all at the University of Padua' - underlines the total freedom of thought that the university has always granted its teachers and its students. University of Padua ranked first among leading Italian universities for the quality of its research (2004-2010 Italian Research Assessment) and within the first positions in all the recent rankings of Italian large universities (CENSIS, Sole 24 Ore and also recently by CAMPUS journal). It is also one of the most important higher education institutions in Italy with more than 62000 students and 2200 members of the teaching staff. The degree courses are organized by 8 Schools that offer more than 80 first cycle degree courses, and almost 90 second cycle and single cycle courses as well as 65 specialization schools. Moreover, the 32 research departments host different doctoral programmes. The University of Padua has an extensive and active international network. It participates in a large number of research and teaching programmes, e.g. through Erasmus Mundus, with 3 International MSc programmes and 4 International PhD programmes.

#### The School of Agricultural Sciences and Veterinary Medicine



The School of Agricultural Science and Veterinary Medicine was established in 2013 after the latest Italian University reform and the former Faculty of Agricultural Sciences and the Faculty of Veterinary Medicine merged together. At present the School of Agricultural Science and Veterinary Medicine accounts for 3,500 students (undergraduate and graduate). The Campus is situated in Legnaro, a small town in the south of Padua. The name of the Campus is "AGRIPOLIS". It includes the Veterinary Medicine Hospital, the "Lucio Toniolo" experimental farm, the Regional Agency for Agriculture ("Veneto Agricoltura"), the Regional Institute for Animal Health and Disease and many agricultural and student associations.

#### Links to the University:

<http://www.agrariamedicinaveterinaria.unipd.it/en/school-0/introduction>

<http://www.unipd.it/en/>

### 1.3.3. University of Lleida, Spain



The University of Lleida (UdL) consists of seven teaching centers, among which are the Faculties, Upper Technical Schools and University Schools. Our instructional mission includes undergraduate, graduate, professional, and continuing education. The University has a research support infrastructure network organized around scientific technical services and 44 groups classified by the Catalan Government's Directorate General of Research as consolidated, representing official recognition in different aspects of scientific excellence. These highly competitive groups receive resources both from national research finance agencies (DGICYT, CICYT, FIS) and from the European Union. The UdL is a Spanish competitive University for teaching and research in the Agronomy and Forestry areas and regarding the last is specialized in Mediterranean forestry, forest protection, forest management and NWFP. Recently, our university has been positively assessed within the framework of the European Universities Assembly (EUA).



#### The School of Agrifood and Forestry Science and Engineering

The ETSEA is on the Campus of the School of Agricultural Engineering, which is the largest agri-food and forestry campus in Catalonia and one of the largest in Spain. It was created in 1972 for the Agricultural Engineering studies. Its growth and development have been constant, and currently the degrees taught and the research carried out in this faculty have been recognized for their quality in all agricultural areas: plant, forestry and animal production; food science and technology, and biotechnology. The ETSEA offers the highest quality teaching, adapted to the European Higher Education Area, taught by nationally and internationally recognized lecturers and researchers. In all, around 200 lecturers and researchers teach 16 degrees to approximately 1,500 students. The laboratories and seminars have been adapted to new technologies, allowing for theoretical lectures and practical activities in small groups, and for a continuous assessment of the teaching and learning process.

#### Links to the University:

<http://www.udl.cat/ca/en/faculties/etsea/>

<http://www.udl.cat/ca/en/>

### 1.3.4. University of Valladolid, Spain



The University of Valladolid, founded in the 13th century, is the oldest University of Spain. 160 undergraduate degree courses are offered in the fields of Humanities, Education, Social, Health and Natural Physical Sciences and Engineering. In its classrooms the more traditional studies live side by side with newer disciplines that respond to the technological needs of the immediate future. Moreover, the UVA offers 54 master and 80 Ph.D. programmes. These study programmes are uniquely designed in intensive co-operation with enterprises and other relevant stakeholders. An average of 170 Ph.D. theses are read annually at the UVA. Internationalization is one of the key objectives of the UVA. Therefore, the IRO of the UVA, has been organizing student and academic staff mobility since 1987 within the framework of ERASMUS and other European Programmes such as TEMPUS, ALFA, EDULINK etc. Over 2.000 students and 200 professors are sent and received to other European Universities in the framework of ERASMUS annually.

#### The School of Agricultural Engineering



Escuela Técnica Superior  
de Ingenierías Agrarias **Palencia**



The ETSIIIEAA is on the Campus of Palencia which is one of the largest in Spain. In Palencia all the agrarian studies are covered with special emphasis on forestry, agri-food and oenology. It was established in 1972 for the Agricultural Engineering studies and its growth and development have been strong since then. ETSIIIAA concentrates high quality activities both at teaching and researching level. Classrooms, laboratories and seminars hold

all the technological equipment's needed to insure high quality teaching activities. Campus library is fully equipped and its resources, both physical and electronic, can be used freely by our students. The computer helpdesk orientates students to use all the campus computer and software facilities and help our students to connect their own devices to our network. Additionally, our faculty members have established a large field experiment and monitoring network in forest across the region including three marteloscopes. To use all the information and database in our Campus research groups have developed software (apps, cloud computing systems,..) that can be used by students. Students learning is the main goal of our center so a continuous assessment is conducted in order to improve the teaching and learning process.

#### Links to the University:

<http://www5.uva.es/etsiiaa/http://relint.uva.es/EN/inicio.asp?idioma=en>  
<http://www.uva.es/export/sites/uva/>

#### Other useful links:

<http://www.research4forestry.com/>  
<https://twitter.com/youngforesters>  
 ETSIIIAA video: <https://youtu.be/3YR9QBLdVUk>  
 Young Researchers Annual Meeting video: [https://youtu.be/4rC8\\_hH0i5](https://youtu.be/4rC8_hH0i5)



### 1.3.5. Católica Porto Business School



Católica Porto Business School (CPBS), formerly Faculty of Economics and Management, is based at UCP Porto Regional Centre Foz campus. CPBS has been active in Forest Policy and Economics since 1997, through participation in projects coordinated by the European Forest Institute and its two Southern Europe branches (MEDFOREX/EFIMED and IEFC/EFI Atlantic) and in COST Actions (E19, E30, E45 and E51), and also in the FP7 INTEGRAL and H2020 ALTERFOR projects.



#### Links to the University:

<http://www.catholicabs.porto.ucp.pt/en/catholicabs-porto-en>

### 1.3.6. University of Tuscia, Italy



Founded in 1980, the University of Tuscia is a small and vibrant academic community characterized by a strong link between education and high quality research standards. The University academic structure is based on six Departments, teaching and research units offering a total of 33 degrees programmes, in the subjects of Forestry, Agriculture, Biology, Cultural Heritage Conservation, Economics, Engineering and Humanities. The University totally employs 300 people as teaching staff with a number of students enrolled of about 6.800. The University of Tuscia holds a leading position for the

quality of its research in the field of Agricultural, Forestry and Veterinary Sciences, ranking first among 28 universities in this sector in the latest Italian ranking CENSIS (2015-16).

The University of Tuscia joins the MEDfOR master programme through the Department for Innovation in Biological, Agro-Food and Forest Systems (DIBAF). DIBAF carries out multidisciplinary research in several fields of forestry, agro-environmental management and biotechnology, ranking fourth for the quality of its research among about 70 Agricultural and Forest sciences Universities in Italy.

Focal areas of expertise in forestry research at DIBAF are remote sensing and modelling in forestry, with a focus on monitoring carbon fluxes by the eddy covariance technique, forest inventory and geomatics applications to sustainable forest management monitoring, forest ecophysiology, forest biotechnology, forest tree cropping. In the field of forestry, DIBAF offers 4 MSc programmes in English, including 2 International curricula i.e. MEDfOR and the double degree on Management and design of Urban Green Infrastructures (UGI, in agreement with Peoples' Friendship University of Russia, Moscow).

#### Links to the University:

<http://www.unitus.it/>

<http://www.unitus.it/it/dipartimento/dibaf>



### 1.3.7. Karadeniz Technical University, Turkey

Karadeniz Technical University (KTU) is a large state university in Trabzon, Turkey founded in 1955 with 17 faculties, over 60 departments and close to 2400 academic staff and 58000 students. Among 192 universities in the country, the university is one of the first universities to be awarded with ECTS label and diploma supplement. KTU embodies seven graduate schools, one in natural and applied sciences with around 2500 students. The university has long history about international relations in research and education, particularly with the Socrates-Erasmus programme.

The main campus is situated in Trabzon, historically and socio-culturally the most important center of Eastern Black Sea Region with a history of approximately 5000 years. Established in 1971, The Faculty of Forestry is the leading institution in forestry education and research in Turkey, focusing primarily on multiuse forest management planning and decision support systems (DSS), biodiversity conservation, geographic information system (GIS), and has a high profile in applied fire management particularly in the Mediterranean region. The faculty has a strong collaboration with the General Directorate of Forestry (OGM), the solo owner of Turkish forests. The faculty has coordinated a number of large-scale projects with EU frameworks programmes – such as ALTERFOR, STARTREE, AGORA and a few COST projects.



#### Links to the University:

<http://www.ktu.edu.tr/en>

## 2. The Master Programme

### 2.1. The course structure

The MEDfOR programme offers a MSc degree that is fully recognized in all the participating countries. It requires the completion of studies encompassing **120 credits (ECTS)** over a period of **two years** in the MEDfOR Consortium universities. This corresponds to 3 semesters of coursework plus a Winter School and 1 semester of Master dissertation. The official language of MEDfOR is English. The MEDfOR Master design complies with the Bologna qualification standards (2nd Cycle).

Year 1					
1 <sup>st</sup> Semester		2 <sup>nd</sup> Semester			
	18 or 24 ECTs	6 ECTs	9 ECTs	18 or 24 ECTs	3 ECTs
	(I)	(II)	(III)	(I)	(II)
<i>Design and mobility</i>	Coursework at the UL	E-learning class by the UVa	Joint Winter Module in UVa	Coursework at the UL	E-learning class by the UP
	Coursework at the UdL			Coursework at the UdL	
	Coursework at the UP			Coursework at the UP	

Year 2		
Summer break	3 <sup>rd</sup> Semester	4 <sup>th</sup> Semester
0 ECTs	30 ECTs (IV)	30 ECTs (V)
Optional Internship with consultation panel	<b>Specialization coursework<sup>1,3</sup> at the:</b>	Thesis work <sup>2,3</sup> and Summer Event
	Multiple criteria decision support systems for Mediterranean forest management planning in ULisboa	
	Social and Environmental responsibility in Mediterranean forestry in U Padua	
	Addressing risks in Mediterranean forest management planning - the case of fire in U Lleida	
	Adaptive forestry strategies to provide goods and services while coping with global change challenge in U Valladolid	
	Advanced tools for sustainable management of Mediterranean forests in U Tuscia	
	Ecosystem based multi-use forest management planning in Mediterranean forests in U Karadeniz	
	Mediterranean Sustainable Forest Management - An Institutional Economics Approach in U Catholic Porto	

**Course structure.** MEDfOR teaching approach and mobility component. (I) 42 credits (ECTS) Graduate-level sub-programmes; (II) 6 credits (ECTS) E-learning transversal courses; (III) 9 credits (ECTS) Winter School; (IV) 30 credits (ECTS) Specialization sub-programmes; (V) Dissertation. UL –University of Lisbon, UdL – University of Lleida, UP – University of Padua, UT – University of Tuscia, UVa –University of Valladolid, KTU – Karadeniz Technical University, UCP – Portuguese Catholic University. ( <sup>1</sup>in cooperation with other Partner or Associate institution; <sup>2</sup>may be conducted in any of the institutions that are members of the MEDfOR consortium; <sup>3</sup>Either the specialization coursework or the thesis work will have to be conducted in a country other than the one where the student completed the 42 credits (ECTS) graduate-level subprogramme in the 1st year. The thesis may be prepared in the framework of an internship supported by an associated partner or by a stakeholder.

### 2.1.1. Mobility

You will have to, **obligatory**, spend your first year of studies in one of the three Universities: **University of Lleida, Padua or Lisbon**. In the second year you may move to any other university of the consortium according to your specialization - except your first year institution. Then, you may stay in your second university during the entire second, or still move to another University in the second semester – including going back to your first year university.

**Notice** that in order to obtain the title of Erasmus Mundus you should study at least in two countries different from the one where you took your previous degree.

### 2.1.2. 1<sup>st</sup> Year.

The first year is spent at the University of Lleida, Padua or Lisbon where you will acquire knowledge in the full range of disciplines essential to the use and management of Mediterranean forests. These courses have a solid anchor on the scientific areas of (i) earth sciences (ES), (ii) biology and ecology (BE), (iii) mathematics (M), (iv) forest engineering (FE) and (v) social and management sciences (SMS). Thus you will be able to acquire a broad knowledge on a set of disciplines that are essential for the field of forestry and natural resources management, preparing you for the more advanced specializations. Mostly, you will have classes with national students.



Field trip, Lleida. By Jannatul Fardusi. 2<sup>nd</sup> edition.



Lisbon. By Susmita Rani. 5<sup>th</sup> edition.

### **2.1.3. Introductory Course: Introduction to Mediterranean Forestry and Natural Resources**

This is a blended course based on the University of Valladolid. It has a strong e-learning component, with 60 hour of personal work (readings, video watching, exercises, ...) and online interaction, plus 15 hours of face-to-face interaction in Palencia (during the time of the Winter School). The course is divided in several topics:

1. Mediterranean Forest Systems: historical and environmental framework.
2. Silviculture of Mediterranean tree species.
3. Forest landowners and other stakeholders: objectives, goals and constraints
4. Ecosystem services
5. Forest diagnosis
6. Forest measurements and forestry related data
7. Common forestry practices
8. Forest and Natural Resources: economic and social perspectives
9. Forest disturbances and risks
10. Careers and forestry organizations

Students who successfully complete this course will be able to:

- Explain or describe in their own words the basic elements of Mediterranean environment and forests and its implication for forestry and natural resources management
- Understand the main drivers of forestry and natural resource management in the Mediterranean
- Be ready to go in depth on advance topics in Mediterranean forestry and natural resource management in further courses



#### 2.1.4. Winter School

MEDFOR provides a 9 ECTS Winter School, during January of the first year. The Winter School promotes students and scholars mobility, fosters an integrative view of Mediterranean forestry, promotes multidisciplinary exchange between all participants and facilitates the communication between scholars and students. The underlying theme of the Winter School organized by the UV is "Mediterranean Forestry: the asymmetric impact of Global Change on Mediterranean Forests". It will integrate two seminars: i) Mediterranean Model Forest concept by using as example the Urbión Model Forest (<http://www.urbion.es> and <http://www.imfn.net>) and ii) Forest biological threats (pest and invasive species) and climate change – that includes fieldwork. It will further encompass the Annual Young Researchers Meeting. Keynote speakers will include the professors participating in the specializations proposed for the 2nd year and members of the MEDFOR consultation panel.

During the WinterSchool, the different academic representatives of each university of the consortium, present the MEDFOR specializations offered by each University.



(4<sup>th</sup> Edition at WinterSchool)



(5<sup>th</sup> Edition at WinterSchool)



Annual Researchers meeting, 2<sup>nd</sup> edition.

"Travel and fun. Young Forester meeting rocks." - **Faqrul Islam - Bangladesh, 4<sup>th</sup> edition**

"Most thrilling and exciting Part of Medfor is Winter school at University of Valladolid, Palencia. Life was on a roller coaster. Almost 12-13 hours of field study, young researchers meeting, and overwhelming response of teachers have no match. Both universities (Padua and Valladolid) gave me my best field and academic experience until now." **Sidra Khan - Pakistan, 4<sup>th</sup> edition**

### 2.1.5. 2<sup>nd</sup> Year: Specialization

In the second year you will do your specialization, where you will acquire cutting edge knowledge in a specialized field provided by one of the consortium universities:



3<sup>rd</sup> edition. Field trip, Padova. By Bishwajit Roy

#### 1) U Lisbon: Multiple criteria decision support systems for Mediterranean forest management planning

This specialization provides students with advanced knowledge on domains that are key to address current Mediterranean forestry challenges. For that purpose, it integrates multidisciplinary knowledge on forest models (both empirical and process-based), on forest management planning models (both operations research and multiple attribute techniques) and on methods to assess and manage wildfire risk (ranging from prevention to restoration). Technological platforms (e.g. decision support systems) to facilitate this integrative approach to Mediterranean forestry are further addressed. This specialization is problem-driven and it is supported by the analysis of case studies. Students will better understand how information from their area of expertise can be used to support Mediterranean forest management planning. Students will explore models and tools for advanced decision support according to their own area of interest or expertise. Students will further acquire competences for conducting and communicating research in this field.

#### 2) U Padua: Social and Environmental responsibility in Mediterranean forestry

In this specialization you will have courses such as Social Responsibility in Forestry by Public and Private Organizations, where you will acquire essential skills in relation to issues of applied ethics in forestry: illegality, corruption, transparency, stakeholders' involvement, social and environmental communication; Valuation and Assessment of Forest and Environmental Goods and Services where you will acquire methodologies and survey tools in order to estimate economic value of environmental resources within forests; Societal marketing: forest certification and other tools where you will acquire the fundamentals principals of societal marketing with special focus on standards and certification initiatives (forest certification); Forest policy and governance: managing conflicts where you will understand the key governance issues in forestry as well as identifying, preventing and managing conflicts.

### **3) U Lleida: Addressing risks in Mediterranean forest management planning - the case of fire**

Forest fires are probably the major risk of the Mediterranean forests. A specific coursework is designed to give the learner an in-depth understanding of fire ecology and management (in different wildland systems). Our seminars and discussions about fire management will address issues including fuels management, fire management policy, restoration, and climate change. Sound wildland fire management depends on the understanding of the ecological, social and economic and other factors. We will focus on ecological effects of fires on plants, animals, soil, water and wildlife habitat. We will highlight fire as an ecological process in wildland ecosystems, how to typify and forecast fire effects over time and space. There are diverse fire management options which include fire suppression, fuels management and education, wildland fire use, prescribed fire, and post-fire rehabilitation. A long field trip will be held, which will help in this educational process and field assignments will help students' mature concepts and solutions.

### **4) U Valladolid: Adaptive forestry strategies to provide goods and services while coping with global change challenge**

Forests are facing new global demands and stresses that require new forestry strategies. Foresters need new foundation/concepts which will allow them to develop forestry strategies to provide goods and services while ecosystems structure and functions are maintained and enhanced. Thus this specialization provides advanced methods and concepts which allow students to address and develop new forestry strategies. The specialization compiles multidisciplinary knowledge on Geo-statistical analyses applied to land management, concepts and practices focused on Mediterranean forests, Forest Entomology and Forest Pathology applied to management, conservation and use of Genetic Resources in forest species and the study of new tools for new challenges. The specialization covers four courses and a seminar by using practical examples and study cases approach. These courses and seminar will be conducted by professors and researchers from University of Valladolid and CIFOR-INIA integrated in the Joint Institute on Sustainable Forest Management (UVa-INIA).

### **5) U Tuscia: Advanced tools for sustainable management of Mediterranean forests**

This specialization provides advanced scientific tools that are relevant for a modern sustainable management of Mediterranean forests. Main objectives are: i) to understand and gain familiarity with fundamental issues in forest inventory and geomatics, forest ecophysiology, forest biotechnology, forest tree cropping, forest and environmental governance strategies; ii) to integrate them in a forest management perspective for the mitigation and adaptation of Mediterranean forests to environmental changes.

### **6) Karadeniz Technical University: Ecosystem based multi-use forest management planning in Mediterranean forests**

The subprogram intends to provide students with knowledge on modeling and management of forest ecosystems in the Mediterranean region. There are four major components of the program; multi-use forest management planning with modeling approach, the use of Geographic information systems (GIS), biodiversity conservation and forest fire management. Multiple values such as biodiversity conservation, water production, carbon sequestration and timber and non-timber forest products are characterized and integrated into forest management planning. Decision making techniques (operations research) are used in developing forest management

decision support systems as tools to test and better understand forest dynamics under various management scenarios. Both remote sensing and geographic information systems provide technological power to create spatial forest database with thematic maps and attributes, and allow students to conduct various spatial analysis to capitalize on the development of an on-the-ground forest management plans. Basic and applied knowledge about biodiversity conservation focusing on both plant biodiversity and wildlife management provides excellent biological foundation and understanding of forest ecosystems for sustainable management of forest resources. Forest fire management including fires risks, fire ecology and fuel modeling is an integral part of the specialization sub-program.

### **7) Católica Porto Business School: Mediterranean Sustainable Forest Management - An Institutional Economics Approach**

Managing forests is not to manage trees, forest stands, or forest landscapes but to manage people who own, value and use those trees, forest stands, or forest landscapes to sustain their livelihoods. Some major features of Mediterranean forests make institutional factors very relevant in their sustainability:

- Positive externalities are a major part of their output and some of their main threats, such as fires are negative externalities, whose internalization needs appropriate institutional mechanisms;
- in many places there are land use conflicts (agricultural/forest uses, urban/forest uses) which call for regulation through appropriate institutions;
- being multifunctional systems, there is a need for institutional mechanisms where all the relevant stakeholders can cooperate to promote the different functions of forests;
- to many persons and communities in the Mediterranean world forests have other values besides use and exchange values which are part of their collective identity embodied in local institutions;
- finally, the institutional settings in which forest are owned and managed vary a lot around the Mediterranean world and this diversity has to be taken into account for a successful implementation of public policies and management guidelines aiming at sustainable forest management.
- This specialization is designed to train students in learning the economic concepts appropriate to analyze situations where collective action needs to cope with social conflict and it is necessary to promote sustainable development; in applying these concepts to Mediterranean forests.



### 2.1.6. Master Thesis



Houda Ben Salah, 3<sup>rd</sup> edition - Thesis defense. Padova.

During the 4<sup>th</sup> semester of the master programme, you will develop a 30 ECTS thesis work. You are encouraged to develop an important fieldwork component taking advantage of on-going projects being carried out by members of the MEDfOR consortium as well as internships provided by stakeholders. All Associate Partners as well as relevant stakeholders may serve as hosts for the 30 ECTS thesis work. Several master thesis proposals will be announced in the MEDfOR webpage and/or sent by e-mail. Further, you may search for topics of your own interest and host institutions willing to receive you. In fact, that is highly encouraged.

**Notice:** If you want to develop the master thesis in your home country you need to take into consideration the following: It is the European Commission Policy that "Contribution to subsistence costs must: neither be given to scholarship holders for the EMMC periods (study /research /placement /thesis preparation) spent in their country of residence".

### 2.1.7. Summer Event

In the end of the 2<sup>nd</sup> year, all students are invited to attend the Summer Event, in which students present the work they developed during their thesis. It is also a Farewell event. This is organized by the University of Tusica, and the event takes place in the Italian Alps in a small town called Pieve Tesino. The event is not compulsory, although it is an opportunity for the students, and we encourage them to put some money aside for the travelling. Usually accommodation and meals are covered.



## 2.2. Diploma

In the end of the master the student will obtain a Double Degree if she/he spent the first and the second year in two different universities and a Multiple Degree if he/she spent the master in 3 different universities.

The official names of the national master degrees awarded are:

- MEDfOR – Mediterranean Forestry and Natural Resources Management – UL and UCP
- Forest Science (UP)
- Scienze Forestali e Ambientali (UT)
- Gestión forestal y de recursos naturales en el mediterraneo (UV and UL)
- Orman Mühendisliği -Yüksek Lisans (KTU)





So, for example: if you decide to spend the first year in the U of Lisbon and the second year in the U of Tuscia, you will receive a double degree and possess a diploma from U of Lisbon and one from U Tuscia. In both diplomas you will have the total list of courses converted to the grade scale on each country. You will also have the title MEDfOR – Mediterranean Forestry and Natural Resources Management and the title Scienze Forestali e Ambientali. Notice, that each diploma is released by each University, which binds to its own rules. In some universities, the release of the diplomas can take more than a year whilst for others the process is very fast. However you will also receive transcripts, with the list of courses and final grades released by the faculties which is usually a very quick process.

In addition to the diploma released by the different universities, all MEDfOR students receive a certificate issued by MEDfOR, explaining their career path.

## 2.3. Conversion Grade Table

Each country has a different grade system, so, when you receive the final transcript from one University, it will have the converted grades from the others universities you have attended.

For instance – if you spend the first year in Lisbon and the second in Padua you will have transcripts released from U Padua with the list of courses from U Lisbon and U Padua in the Italian system. You will also have transcripts released from U Lisbon with the list of courses from U Padua and U Lisbon in the Portuguese system. The table is found below.

Spain	Italy		Portugal	Turkey*	
					
5-10 grading	66-110 grading	18-30 grading	10-20 grading	0-4-grading	% grading
5,0	66-69	18	10	1	50
5,1	70-72	19	10	1	51
5,2	70-72	19	10	1	52
5,3	73-76	20	11	1	53
5,4	77-80	21	11	1	54
5,5	77-80	21	11	1	55
5,6	77-80	21	11	1	56
5,7	77-80	21	11	1	57
5,7	77-80	21	11	1	58
5,7	77-80	21	11	1	59
5,8	81-83	22	12	1,5	60
5,9	81-83	22	12	1,5	61
6,0	81-83	22	12	1,5	62
6,1	81-83	22	12	1,5	63
6,2	81-83	22	12	1,5	64
6,3	84-87	23	13	1,5	65
6,4	84-87	23	13	1,5	66
6,5	84-87	23	13	1,5	67
6,6	84-87	23	13	1,5	68
6,7	84-87	23	13	1,5	69
6,8	88-91	24	14	2	70
6,9	88-91	24	14	2	71
7,0	88-91	24	14	2	72
7,1	88-91	24	14	2	73
7,2	88-91	24	14	2	74
7,3	92-94	25	15	2,5	75
7,4	92-94	25	15	2,5	76
7,5	92-94	25	15	2,5	77
7,6	92-94	25	15	2,5	78
7,7	92-94	25	15	2,5	79
7,8	95-98	26	16	3	80
7,9	95-98	26	16	3	81
8,0	95-98	26	16	3	82
8,1	95-98	26	16	3	83
8,2	95-98	26	16	3	84
8,3	99-102	27	17	3,5	85
8,4	99-102	27	17	3,5	86
8,5	99-102	27	17	3,5	87
8,6	99-102	27	17	3,5	88
8,7	99-102	27	17	3,5	89
8,8	103-105	28	18	4	90
8,9	103-105	28	18	4	91
9,0	103-105	28	18	4	92
9,1	103-105	28	18	4	93
9,2	103-105	28	18	4	94
9,3	106-109	29	19	4	95
9,4	106-109	29	19	4	96
9,5	106-109	29	19	4	97
9,6	106-109	29	19	4	98
9,7	106-109	29	19	4	99
9,8	110	30	20	4	100
9,9	110	30	20	4	100
10,0	110	30	20	4	100

## 2.4. Evaluations

MEDfOR master encompasses 3 semesters of coursework and one semester to develop the master thesis. Students attend classes during the first 3 semesters, where they take written and oral exams, prepare assignments, reports and oral presentations. The whole master is taught in English. In the 2<sup>nd</sup> semester students develop their master thesis, which implies the preparation of a research project, involving data extraction, data analysis and redaction of the manuscript. Each University has its own calendar for thesis delivery and thesis defense.

## 2.5. Field trips

MEDfOR will provide you with a lot of field trips, during the first and second year; so that you may get truly acquainted with Mediterranean forests. Please buy yourself some strong boots!!!



(Maruf Bilah, 4<sup>th</sup> ed, Field trip in Portugal)



(Freitas, 4<sup>th</sup> edition Field trip in Lleida)



(Muha Pavel, 4<sup>th</sup> ed - Field trip in the Alps –Padua)



(3<sup>rd</sup> edition - Field trip during WinterSchool)



(Farah Tell, 4<sup>th</sup> ed - Field trip during Winter School)



(S Sahi, 5<sup>th</sup> ed - Field trip in Arrábida, Portugal )



## **2.6. Scholars**

You will have scholars of each university teaching the different courses. Besides, you will also have scholars coming from other universities and countries, such as USA, Australia, Brazil to teach specific modules and classes within the different courses.

## **2.7. Tutor**

You will be assigned a tutor/ academic advisor at each university where you arrive - that will guide and assist you in all academic matters.

## **2.8. Regulations**

All MEDfOR students should comply with the Students' Agreement. The MEDfOR Student's Agreement defines joint course implementation rules and mechanisms, as well as mutual rights, obligations, and responsibilities of students and consortium partners in the MEDfOR Master Course for what concerns (1) academic, (2) administrative and (3) financial aspects of the student's participation in the joint programme. The Students' Agreement includes the full list of student's rights and duties. The agreement shall enter into force on the date when the last of the two parties signs it.

A copy of the agreement should be given to each student when he/she starts the master programme.

# **3. Characteristics of the European Education System**

The European Higher Education in Europe used to present several diverse national systems. Now it has a common system, called the Bologna Process; which has established the following cycle of studies: Bachelor-Master-Doctor system. The Bachelor Degree lasts 3 years and corresponds to 180 - 240 ECTS, the Master degree is 1-2 years and corresponds to 90 - 120 ECTS. In the second cycle the 120 ECTS model is the most widespread.

ECTS are the European Credit Transfer System, and they are the generalized basis for all the national credit systems in the European Higher Education Area. They are intended to facilitate student mobility and international curriculum development. The ECTS system makes it easy to read and compare programs across Europe. It facilitates mobility and academic recognition and helps universities organize and design their own programs.

## 4. Organisation of the MEDfOR Consortium

### 4.1. The MEDFOR Commission

The Commission is the supreme administrative and executive body of the Consortium. It is headed by the Consortium Coordinator and consists of (i) one representative of each of the other six consortium partner institutions, selected by and amongst their core teaching MEDfOR staff, and (ii) one elected non-voting student representative.

### 4.2. MEDfOR coordinator

The Coordinator is chairman of the Commission and representative of the member institution in Lisbon. The Coordinator is the European Commission's contact point and contract partner, speaks and reports for the Consortium. He is the responsible for the financial management of scholarships.

### 4.3. MEDfOR co-coordinator and secretariat

The Secretariat and co-coordinator is the central executive body of the MEDfOR Course. She is the daily administrator of the MEDfOR Course, in close collaboration with the other institutions' members' representatives in the Commission and under the supervision of the Coordinator. It is also the direct contact for students. Further, each university has a local secretariat that helps students enrolled in that University.

### 4.4. Associated partners

MEDfOR is supported by a large group of **associated partners**. Those are a strong network of institutions (ONGS, universities, associations, stakeholders, companies, etc.) specialized in the different fields of forestry, coming from several different regions. One of their rules is to consider for its offices in the Mediterranean region internships of advanced MEDfOR Master Students. Students are encouraged to contact the stakeholders for internships, which run from July to September, between the 1<sup>st</sup> and 2<sup>nd</sup> year. That is a good opportunity to establish contacts with the world of work.

#### **Associated Partners:**

- EFI Mediterranean Regional Office - EFIMED
- École Nationale Forestière d'Ingénieurs (ENFI), Morocco
- Institut National de Recherche en Génie Rural, Eaux et Forêts (INRGREF) Tunisia
- Forest Technology Center of Catalonia (CTFC), Spain
- Institut National de la Recherche Agronomique (INRA) - Unité de Recherche Ecologie des Forêts Méditerranéennes, France
- International Centre of Advanced Mediterranean Agronomic Studies (CIHEAM) -Mediterranean Agronomic Institute of Chania, Greece
- The Slovenian Forest Institute, Slovenia
- Centro de Servicios y Promoción Forestal y de su Industria de Castilla y León (CeseFor), Spain
- University Mustapha Stambouli of Mascara, Algeria
- KKL-JNF, Israel
- Vietnam National University of Forestry, Vietnam
- Ethiopian Environment Forest Research Institute, Ethiopia

### **Associates:**

- University of California, Berkeley, USA
- Faculty of Forestry, Bursa Technical University, Turkey
- The Department of Industrial Engineering, University of Chile, Chile
- The Institute for complex Engineering Systems, University of Chile, Chile
- The college of Agronomy and Forest Engineering from Pontificia, Universidad Católica de Chile, Chile
- The common Wealth Scientific and Industrial Research Organization (CSIRO), Australia
- The New Zealand Forest Research Institute (SCION)
- The Department of Forest and Wood Science of Stellenbosch University, South Africa
- The department of Ecosystem Science and Management of Pennsylvania State University, USA
- The School of Environmental and Forest Sciences of the University of Washington, USA

## **4.5. Consultation Panel**

Some of the associated partners are part of the **consultation panel**. The consultation panel is coordinated by the Mediterranean Regional Office of the European Forest Institute (EFIMED). The consultation panel has participated in the definition of MEDfOR contents according to their perception of professional needs as well as in the promotion of the MEDfOR programme. It has also allow to enhance and strengthen the interaction of MEDfOR with stakeholders and the Mediterranean forest community. It includes key stakeholders such as:

- Food and Agriculture Organization (FAO)
- World Wildlife Fund Mediterranean Office (WWF-Mediterranean)
- International Association of Mediterranean Forests (AIFM)
- Mediterranean Forest Owners (ARCMED)
- Mediterranean Model Forest Network (MMFN)
- Portuguese Forestry Association-Forestis

## 4.6. Contacts:

### 4.6.1. Representative Contact

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### 4.6.2. University of Lisbon

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#### 4.6.3. University of Padua

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#### 4.6.5. University of Valladolid

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#### **4.6.6. Karadeniz Technical University**

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### **International Emergency Numbers**

**112**

Same in Portugal, Spain, Italy and Turkey– 112.

It is free and you can call from every telephone.

## 5. Economic Issues

### 5.1. Scholarships and self-financed students

#### 5.1.1. Erasmus Mundus Partner country Scholarship

These scholarships are awarded to students from all countries other than the 28 EU member states, Turkey and EEA/EFTA states: Iceland, Lichtenstein and Norway.

You received a TOTAL of 49,000 €

- A **maximum** of 3,000 € per year for travels costs and 1,000 € for accommodation;
- 9,000 € per year for contribution to participation costs; matriculation at two or three host universities, EMMC administrative costs, access to all facilities and insurance;
- A maximum of 24,000 €, monthly allowances of 1,000 € each.

Partner Country Students who live **more than 4000 km** from the coordinator University are entitled to travel allowances in the amount of 3,000 € per year. Partner Country Students who live **less than 4000 km** from the coordinator University receive travel allowances in the amount of 2,000 € per year.

#### 5.1.2. Erasmus Mundus Programme country Scholarship

Programme Countries are those countries participating fully in the Erasmus+ programme. The 33 Programme Countries are: the 28 EU Member States, Iceland, Liechtenstein, Norway, the former Yugoslav Republic of Macedonia and Turkey.

You received a TOTAL of € 35,000 €

- 1,000 € per year for travel costs, installation and other type of costs
- 4,500 € per year as a contribution to participation costs; registration at two or three host universities, EMMC administrative costs, access to all facilities, insurance
- 24,000 € - monthly allowance

#### **For both Programme and Partner country categories please note:**

1. You must spend your study period in at least two of the consortium partner countries.
2. The mandatory mobility periods cannot be replaced by virtual mobility, neither can they take place in institutions outside the consortium;
3. Scholarship holders spending part of the master Programme in their country of residence are not entitled to benefit from the monthly subsistence allowance for this period. For example if you are Italian, you cannot receive the scholarship while studying at University of Padua.
4. Students who have already obtained an EMJMD scholarship or are former Erasmus Mundus Master/Doctoral scholarship holders are not eligible for an additional scholarship under the EMJMD action. Students benefiting from an EMJMD scholarship cannot benefit from another EU grant while pursuing their EMJMD studies.
5. The Erasmus Mundus scholarship is managed by the Consortium.

### **5.1.3. Self-financed students**

If you are a self-financed student you will have to cover the MEDfOR participation costs yourself. In this case, to get the Erasmus Mundus label you should also comply with the rules above. The Erasmus Mundus consortium will provide you with an international insurance.

### **5.1.4. Bank account**

Once you get to your country of study you will need to open a bank account. Only then can you start receiving your scholarship. This process may take up to 1 month and therefore we advise students to bring enough money to hold on in these first few months.

## **5.2. How to get into Europe**

### **5.2.1. 1<sup>st</sup> year**

First and most important, you will need to get a Student VISA to come and study in Europe.

Any type of VISA can be requested at any Embassy or Consulate of the country you are going to, in one's home country. As an Erasmus Mundus student you should apply for a Student Visa. This should be done well in advance since the VISA takes a long time to be released.

If you are part of the Schengen Area you don't need a VISA to enter Portugal, Spain or Italy.

<http://www.schengenvisainfo.com/>

However, if you are going to stay in the Technical University of Karadeniz, Turkey, you will need a VISA.

A lot of information is available in the MEDfOR website: [www.medfor.eu](http://www.medfor.eu). Your first year institution will provide advice on the VISA process through their International Relations Offices.

Once in Europe you will need to apply for a residence permit to stay and study in that country for a year. Application for a residence permit must be made within the first 3 months of residency.

### **5.2.2. 2<sup>nd</sup> Year**

For the second year of studies you will need to apply for the VISA while still in your first year country. While finishing your 1<sup>st</sup> year you will receive the invitation letter from the University that you will attend next year. With that letter you may apply for the VISA in the Embassy of your 2<sup>nd</sup> year country. Once there you will need to apply for a residence permit as well, as you have done during the first year.

The same procedure is necessary if you change your university in the 2<sup>nd</sup> semester of the 2<sup>nd</sup> year.



### 5.3. Insurance:

In order to study in the Erasmus Mundus Programme you will be entitled to an insurance. The Insurance will be provided by a private Insurance Company chosen by the MEDfOR Consortium. All students are entitled to the Insurance, including self-financed students. The Insurance is only activated once you start your travel to Europe. The Insurance will cover:

1. Medical Insurance Abroad
2. Assistance
3. Accident Insurance
4. Personal Liability Insurance
5. Baggage Insurance

### 5.4. Living costs

Living expenses will of course vary according to personal requirements and the place you live. The following budgets are general indications as to minimum costs per month:

<b>Cost (Montly)</b>	<b>Lisbon</b>	<b>Padua</b>	<b>Lleida</b>	<b>Palencia</b>	<b>Karadeniz</b>	<b>Tuscia</b>	<b>Porto</b>
<b>Renting a room:</b>	280-400 €	250 – 300 €	€ 225	€ 200	€ 200	€250	€ 200
<b>Renting a Studio /Apartment:</b>	450-800 €	800 €	-	350- 500 €	-	-	-
<b>Transportation (Pass)</b>	€ 50	0€ to €49	€ 25	€ 0	€ 20	€0 (?)	€ 20
<b>Food</b>	€ 250	€ 250	€ 150	€ 150	€ 100	€ 150	€ 100

## 6. The Cities and Universities

### 6.1. Lisbon

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#### STUDENT'S OPINION

"Lisbon was pure magic. Every time I was strolling in the rustic streets, narrow allies and stairs, I was caught in an adventure. Lisbon never stops surprising with its people, colors and sound. If you are coming to listen, she has a lot to reveal. **"Asaf Karavani, Israel, 3<sup>rd</sup> edition – 1<sup>st</sup> year in Lisbon.**

"Hi, I am Maruf from Dhaka, Bangladesh.-I would like to share you something about the exciting moment spending over here in one year about Lisbon and Portugal where I live, my study and the surrounding places. One of the first things I realized after arriving in Lisbon, is that meeting nice, welcoming and cheerful people who seem to stress less and simply enjoy their life. Portugal is a wonderful country, with breathtaking landscapes and magnificent mountains around. The capital, Lisbon is a lovely and colorful city, with the Tagus river running beside the city. I had the opportunities to spend some exciting and beautiful times throughout the country. Exploring out for a night in the Bairro Alto in Lisbon, which is famous for its nightlife and quaint small streets. I also traveled Sintra, Cabo do Roca, Cascais, Belém, Chiado, Praça do Comércio, Praça da Figueira, Oriente, Porto Algarve, Évora and many other amazing places. I will never forget my Lisbon Erasmus experience, because everything (my university campus, professors, great people, beautiful city) absolutely exceeded my expectations" **Maruf Billah, Bangladesh, 4<sup>th</sup> edition – 1<sup>st</sup> year in Lisbon.**

"I fell in love with this city! From the first day I was here I felt like being home. Beside the great masters program and the wonderful people and professors whom I met, the city in general was the best experience in my life. The view of the river, the combination of nationalities, the friendly people of Portugal and the entire Portuguese culture, the smell of seafood, the colorful plants and their scents... and so much more. Lisbon will definitely be my favorite city forever =)." **Farah Tell, Jordan, 4<sup>th</sup> edition – 1<sup>st</sup> year in Lisbon.**

## THE CITY

Lisbon is considered the city of light, and is one of the most beautiful capitals in Europe. It is located, where the Tagus river enters the Atlantic Ocean. You have a huge amount of sunlight, and beautiful beaches stretching from the North to the South of Lisbon. In Lisbon you also have a variety of monuments, cultural festivities, museums and gardens to visit. You may expect a diverse and rich cultural life, with music, dance, arts and all you can image. Portuguese are known to be warm and friendly. The food is excellent.

### Other Links:

<https://medfor.isa.utl.pt/universities/ulisboa>

<http://www.isa.ulisboa.pt/en/gpre/services/international-mobility/incoming-mobility/welcome>

<http://www.ulisboa.pt/en/inicio/mobility/international-mobility/erasmus-mundus/>



Elsa Breia, Lisbon's sky

## 6.2. Lleida

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(By Hector Blanco de Frutos - Own work, CC BY 2.5,  
<https://commons.wikimedia.org/w/index.php?curid=1066677>)

### STUDENT'S OPINION

"I started my journey of Erasmus Mundus Master "MEDfOR" in Lleida, a city in the west of Catalonia, Spain. The city is affordable to live, and known for festivals of Fira de Sant Miquel and L' Aplec del Caragol. And yes, don't forget to taste Pakistani spicy food at "Spice Point" near Rambla d'Arago campus of University of Lleida" **Muhammad Muddasir, Pakistan, 2nd edition – 1st in Lleida, 2nd year in Tuscia.**

"University of Lleida: First of all, this university is spectacular in terms of academic purpose. If someone wants to enjoy the academic life, he/she should choose University of Lleida without any doubt- from my point of view. Both academic and administrative staffs are helpful and they are always ready to help you out, no matter what is the time. Prof. Bonet, as a coordinator of MEDfOR from this university and also as a person is mind blowing. I respect and liked this person a lot! Well, few more beautiful things about this school to say: There are a lot of options of courses and field trips and you are free to choose. They have different cultural/annual activities. Another good thing is life is not so expensive there; but, there are some shortcomings as well. People don't speak English so much (except the university student). So, learning Spanish language before going there could be an extra advantage to enjoy the life- I think. Finally, I love this University a lot!" **Bishwajit Roy, Bangladesh, 3rd edition – 1st year in Lleida, 2nd year in Padua**



## THE CITY

The city of Lleida, with 120,000 inhabitants, is the largest demographic, economic and cultural center in inland Catalonia. The town is only two hours' drive to the ski runs in the Pyrenees and an hour to the beaches of the Mediterranean. Lleida is located in the center of a rich agricultural region, on the banks of the river Segre. It is a city with plenty of services, with a long tradition as a center of trade and one of the highest incomes per capita in Spain. Catalonia, one of Spain's 17 autonomous regions, is a modern, diverse region with its own identity, characterized by a rich history, culture, language and traditions. The city has a continental climate, with cold, dry winters and very hot summers. Temperatures usually range from below 0°C in the winter to over 35°C in the summer.

The two official languages in Catalonia are Catalan and Spanish (also known as Castilian). The latter is one of the most widely spoken languages in the world. In Catalonia, Catalan is widely used in public life, the mass media, trade and business. (<http://www.udl.cat/ca/en/udl/city/>)

### Other Links:

<http://www.udl.cat/ca/en/udl/>

[http://www.udl.cat/ca/serveis/ori/estudiantat\\_estranger/eng/erasmus/](http://www.udl.cat/ca/serveis/ori/estudiantat_estranger/eng/erasmus/)

<https://medfor.isa.utl.pt/universities/ul/practicalinformation>



Ester Freitas, 4<sup>th</sup> edition – Lleida- River Segre

### 6.3. Padua

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#### STUDENT'S OPINION

"If you are coming to the university of Padua, I will suggest you to find accommodation in the city not Legnara (a town where is our campus) why? Because Padua is more happening. It has university clubs, sports clubs, Erasmus organization, more international students and residents, beautiful city center, train station and bus stations to travel all around Europe. As far for Legnara, the only advantage is that you will be close to the university, but since in University of Padua, the timetable is arranged in a way that you will have to go to university not more than three days a week, and sometimes a whole month is free. So my tip is: stay in Padua! And enjoy the beautiful city." **Kisa Fatima, Pakistan, 4th edition – 1st year in Padua**

"Padua is a hometown for me now as I have been living here for more than three years. It is such a place where you will get whatever you want. If you like to study seriously, don't worry, you will have the best teachers of the best research University of Italy beside you. On the contrary, if you are frequent clubber, this cosmopolitan city is there to welcome you. Wherever you go, you will see students like you. They are open and welcoming. For those who love to shop on weekend, Padua will not disappoint you. The city has provision for interests and hobbies of all kinds. As always, I would recommend at least basic level of Italian for communicating bus drivers or cashiers in the shops. Don't worry, you will have free courses to learn Italian after you arrive. Don't take this recommendation lightly. Once you are here, you will understand why. If any Italian student presses you to talk English (so that s/he can learn more), never continue, you may not become successful in learning your part of Italian. So, be cruel a little bit, and keep on speaking Italian wherever possible. Don't be shy as I am still now. A particular suggestion for boys: girls are beautiful here. If you want to increase your chance, learn Italian. I can't promise, but can encourage. You will always face some problems that are common everywhere, e.g., bureaucratic stuffs, house rent, visa, stay-permit, communication. Remember, these cities are part of this world, therefore, no exception in basic complexities that we don't like. Therefore, be ready to manage those problems efficiently. Be as much informed as possible. Solve problems one after another. Wherever you go, ultimately, we all have same origin with a few cultural differences. Embrace them positively and enjoy. Never ever let frustration spoil your joy of life (I am getting too bossy here)." **Md. Habibur Salman, Bangladesh, 1st edition – 1st in Padua, 2nd year in Palencia (Valladolid) and Padua**

"My Experience: I remember how much unhappy I was when I get to know about my admission in Padua. Being graduate in environmental science I wanted to attend that university in consortium which has degree title with environmental science. It was a big shift for me being totally naive about forestry. I took this challenge and made my way. Now I realize Padua is the best place I can fit in. I am happy to have Masters in forest science now because my major is forestry. So, for students who have environmental science background I would suggest don't panic but accept this as soon as possible. So that you can own what you are studying and stand out in your field by showing your determination to make it pride for you. Believe me! It turned out to be the best decision of my life. Before you make choice of university kindly look thoroughly course contents and specialization at Medfor website it is mentioned comprehensively.

Living in Padua or Agripolis: Padua is a beautiful city which can be reached by bus through its nearest airport called Venice Marco Polo. You can take train to visit Venice from Padua which is 40mins away and just cost 4.90. It is suggested if you want to see city but for airport there is only bus available (8:50 euros ticket) as train does not go to airport. I will suggest if you are a studious person stay on campus (contact SASSA website) or look for private housing near Agripolis (look for facebook groups of Agripolis private housing). But if you like to hang around at bar in the evening, take a walk in city center, don't want to miss any event by Erasmus network then Padua city is best place to live instead of agripolis. Agripolis is a country side, everything closes at 8:pm just few bars available 2 supermarkets, 1 bank and usually every 20 mins Busitalia runs between agripolis-Padua which is almost 30 mins one way." **Sidra Khan, Pakistan , 4th edition – 1st year in Padua.**

## THE CITY

Padua claims to be the oldest city in northern Italy. With the delightful Euganean Hills to the south, criss-crossed by waterways, Padua is a city which blends historical tradition and culture with burgeoning business and service industries. Its location makes it perfect for reaching Venice and its beach resorts, the Dolomites, Lake Garda and the spa resorts of Abano and Montegrotto Terme. Almost 500,000 tourists visit Padua each year to marvel at its art and fine heritage of architecture and museums. Its squares, porticoes and old cobbled streets tell the story of a wealthy, beautiful medieval city which was renowned for its art and culture. Over the last few years, the city's economy has advanced considerably/ and its trade, logistics, infrastructure and large-scale distribution have grown side by side with its already well-developed network of small and medium-sized enterprises. Padua lies at the heart of north-east Italy and is the powerhouse behind one of Europe's largest economic and industrial regions, with more than 7 million inhabitants and 600,000 firms. The University, founded in 1222, flourished in the 13th century.

Lectures for MEDfOR students are organized at the College of Agriculture and Veterinary Medicine in Legnaro outside the centre of Padua. About how to reach the campus "Agripolis" and how to study check the special foreign students welcome guide: <http://www.agraria.unipd.it/it/home/erasmus.asp>

## Other Links:

<https://medfor.isa.utl.pt/universities/up/practical-information>

<http://www.unipd.it/en/services/health-sports-and-recreation>

<http://www.sassa.org/index.php?lang=en>

<http://cla.unipd.it/centro/>

<http://www.unipd.it/en/discovering-Padua/getting-around>

## 6.4. Palencia

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### STUDENT'S OPINION

"I had an opportunity to spend a semester in the University of Valladolid in Spain. University of Valladolid is a wonderful place to concentrate for your study. The campus has a very good library which you find open until 21:00. Teachers are good and helpful. Having a walk every evening in the lush beauty by the river is an unforgettable experience. Those who want to concentrate on study more, and discover the inner self in a beautiful place, you can think about this University."

**Md. Habibur Salman, Bangladesh, 1st edition – 1st in Padua, 2nd year in Palencia (Valladolid) and Padua**

"For my 2nd year university, I have chosen University of Valladolid (campus Palencia) due the variety of courses they offer in the specialization. The school in Palencia is one of the best in Spain for Forest Sciences and it has all the structure you need for studying or carrying out your thesis. Palencia is a small town in Castilla y Leon with a lot of green areas and parks surrounding the city. It has a low cost of living and the lively Spanish atmosphere. Also, it is well connected to Madrid by fast trains (01:30 hrs) and many bus lines. Finally, I highly recommend for those who wish to come here to learn at least some basic Spanish to facilitate your communication outside the university campus and enjoy Spain!" **Danilo Gonçalves, Brazil, 5<sup>th</sup> edition – 1<sup>st</sup> year in Padua and 2<sup>nd</sup> 2nd year in Palencia (Valladolid)**

### THE CITY

The University of Valladolid is located in the Region of Castile and Leon. It has four campuses in the cities of Valladolid, Palencia, Segovia and Soria. The city of Palencia, capital of the province of Palencia, is within close proximity to some wonderful countryside. To the North, you will find "La montaña palentina", with peaks of over 2,000 metres. In the Southwest, "Tierra de Campos" and in the South, the area of "Cerrato". Palencia is rich in art and monuments including a Diocesan Museum (medieval and renaissance art), the Cathedral Museum, Museum of Palencia (archaeological museum), Díaz Caneja Foundation (contemporary art), Jerónimo Arroyo Museum or Victorio Macho Museum. Close to the city of Palencia, on the top of a hill 850 metres high, stands the "Cristo del Otero", a colossal statue of Christ, which was built in 1930 together with a small church. The vast expanse of "Tierra de Campos" can be seen from the top of this hill. "Monte el Viejo", extraordinary lung of the city, is also visible from this point. (<http://www.uva.es/export/sites/uva/6.vidauniversitaria/>)

### Other Links:

<http://relint.uva.es/EN/inicio.asp?idioma=en>



## 6.5 Trabzon



(Trabzon city - <http://www.ktu.edu.tr/en>)

### STUDENT'S OPINION

"I carried out my specialization of MEDFOR programme in Trabzon since I was interested on modelling issues and other type of cultures. The culture and the life were something new for me. Turkish live in a more relaxed way than in other countries: They find out time to spend with their friends and colleagues with a cup of tea everyday. They are really generous and always try to help you, despite their low English level. The Erasmus Office staff and the professors were all very kind and helpful with me since the first day of my arrival – at 3 am! - until the last day, solving any problem and treating me as a friend. I had the opportunity to share my 4 month experience with some new friends, many of them from Turkey. Thanks to them I learnt about the Turkey culture and visit many places such as Capadoccia and Instabul." **Eduardo Coloma, Spain – 3<sup>rd</sup> edition –first year in Lleida, 2<sup>nd</sup> year in Trabzon and Lisbon.**

"Trabzon is a small and affordable city with a friendly community. University personnel is extremely accommodating. For GIS and RS, Biodiversity specialization it is the perfect destination. The student studio dorm is cheap and comfortable. Overall I felt being at home while staying at Trabzon due to culture, food, and university environment." - **Sidra Khan, Pakistan– 4<sup>th</sup> edition –first year in Padua, 2<sup>nd</sup> year in Trabzon.**

### THE CITY

Trabzon is the emerald green city of the Black Sea Coast. Spread along the shores of the Black Sea, Trabzon has a climate typical of the region. In summer the temperature is pleasantly cool, and in winter it is mild with an annual average temperature of 14.5 °C. It has a relatively high rainfall all year round, producing a landscape of lush greenery. Dense pine forests cover the mountains, and an abundance of crops flourish in the lower elevations and valleys. The area is home to many beautiful species of plant and wildlife, many unique to the region. The unusual and varied landscape has shaped the industry and culture of the area. Trabzon is also of particular importance to Turkey's fishing sector. With its modern port, international airport, Free Zone and tourism potential, Trabzon looks forward to a bright and prosperous future. Tourism is also of increasing importance to Trabzon's economy as more and more foreign tourists explore Turkey's less developed and unspoiled regions, and become aware of the many attractions of the Black Sea coast. Tea and hazelnut productions are important income sources of the city. (text taken from the University website: <http://www.ktu.edu.tr/en>)

### Other Links:

<https://medfor.isa.utl.pt/universities/>

ktu <http://www.ktu.edu.tr/en>



## 6.6. Tuscia

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### STUDENT'S OPINION

"I spent my second year of study in Viterbo: an ancient city with a historic center being the best preserved medieval town of central Italy. The city is also affordable to live with opportunities to witness different cultural events and to visit hot water springs." **Muhammad Muddasir, Pakistan, 4th edition, 1<sup>st</sup> year in Lleida, 2<sup>nd</sup> year in Tuscia.**

"During my MEDfOR experience, I lived in Lisbon and Viterbo (Tuscia). Viterbo is a great city with a great history and the food is awesome. I just love Italy for the food!" **Nforneh Paul Ambe, Cameroonian, 2nd edition - spent his 2nd year in Tuscia**

"Tuscia is a place to be for any student who is willing and ready to learn. I think it's a fascinating place to study. The professors are nice and welcoming, always willing to hear you out whenever there is a problem. It's quite a small town but there are still nice places to visit particularly in the city center" **Samson Osadolor, 5<sup>th</sup> edition – spent his 2nd year in Tuscia**

### THE CITY

"Only a one-hour distance from Rome, Tuscia (in today's northern Lazio region), the ancient homeland of the Etruscans, is one of Italy's little-known "gems". Viterbo is the largest town in Tuscia, founded by the Etruscans and later taken over by the Romans, developed into an important medieval centre, and in the 13th century became the seat of the popes Viterbo. Protected by a medieval wall, Viterbo's fountains, palaces, quarters and churches are a fascinating historical record of this glorious and eventful past. The San Pellegrino quarter is certainly one of the best preserved medieval quarter in Italy, a jewel of a thirteenth-century *contrada* with its small squares, houses, narrow lanes, arches, and characteristic profferli – the typical external stairs of the medioeval houses of Viterbo. In the central Piazza S. Lorenzo are located the Cathedral and the papal Palace, evidence of Viterbo's significant role as place of refuge for mediaeval popes. Centrally situated between Rome and Florence, with the Tyrrhenian sea only one hour away, Viterbo is also a pleasant base for sightseeing tours, excursions or archaeological and historical itineraries like the Via Francigena (Francigena Way), the ancient route that in medieval times connected Canterbury to Rome. Viterbo is also an ideal location for exploring Tuscia's rugged north, featured by a landscape of volcanic origin spotted by crater lakes of Bolsena and Vico. Flat in the north, the land becomes mountainous around Vico Lake which is surrounded by Cimini Hills, are a range of densely wooded volcanic reliefs. Beech forests cover the higher areas, while oaks and chestnut trees grow at the lower altitudes. The particular shape and variety of the landscape makes it an ideal setting for outdoor activities like hiking, biking and horseback riding."

### Other Links:

<http://viterbo.artecitta.it/>

[www.tusciaup.com](http://www.tusciaup.com)

<http://www.tusciatimes.it/>

<https://medfor.isa.utl.pt/universities/ut/practical-information>

[http://www3.unitus.it/index.php?option=com\\_content&view=frontpage&Itemid=655&lang=en](http://www3.unitus.it/index.php?option=com_content&view=frontpage&Itemid=655&lang=en)

## 6.7. Porto

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(Wikipedia: Panorama da Ribeira e da Ponte Luís I.)

### STUDENT'S OPINION

“Porto is a very nice city to spend your Erasmus year in. Basically you have everything you need there. The public transportation is very good developed, even during the night you the night buses, there is a quite big airport so you can go almost all around Europe easily. A cultural life is very intense. You can go to a variety of museums, exhibitions, concerts, cinemas (good thing in Portugal they show movies in original language). Of course one of the best thing in Porto is the ocean! It is beautiful anytime of the year or day. You can swim, sunbathing, surf or just look at it. It is just amazing! And if you are tired after classes or exams, want just to relax , there are many bars, pubs, clubs, restaurants with nice atmosphere and student prices. I definitely recommend Porto as your second year destination! Enjoy!” **Anna Liubachyna, Ukraine, 1st edition, 1<sup>st</sup> year in Padua, 2<sup>nd</sup> year in Porto and Padua.**

### THE CITY

Porto is the northern capital of Portugal. It is a beautiful and a very old city, spreading along the Mouth of the river Douro. This was the city that gave the name to Portugal. Its historical center was classified by UNESCO as world patrimony. The city of Porto is also well known for its gastronomy! There are many monuments and viewpoints to explore in the city of Porto such as the São Francisco church from the 14<sup>th</sup> century and all the area around the Ribeira. Besides, Porto is right next to the Douro Valley, another World Heritage site with marvelous views. The Douro river carves its way through the valley until the sea. The river is navigable and a train line also follows the Douro river along the majority of its stretch, giving its passengers a privileged view of the stunning landscape. In addition to its wine, this region is covered by olive trees that produce high quality olive oil and almond trees that fill the valley with colour and perfume in the months of February and March and produce the almonds that are used to make several traditional sweet treats.

### Other Links:

<http://www.mri.porto.ucp.pt/en>

<https://medfor.isa.utl.pt/universities/ucp>

For each university you should find more information in each universities website for international students! Each secretariat in each university will also help you with practical issues. For cultural activities, accommodation, language courses, please check the following websites or contact the local secretariat:



## 7. Other Important Links

Erasmus Mundus Association

<http://www.em-a.eu/>

International Forestry Students' Association

<http://www.ifsa.net/>

Center for International Forestry Research

<http://www.cifor.org/>

FAO - Forestry

<http://www.fao.org/forestry/en/>

IUCN - IUCN, International Union for Conservation of Nature

<http://www.iucn.org/>

IUFRO - International Union of Forest Research Organizations

<http://www.iufro.org/contact/>

Collaborative Partnerships on Forests

<http://www.cpfweb.org/en/>

**The whole team wishes you the best for these upcoming two years!!!**

“The clearest way into the Universe is through a forest wilderness.” John Muir