

Impacts of international studies on careers of Russian forestry graduates



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Swedish University of Agricultural Sciences
Master Thesis no. 139
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Master Thesis in Forest Management SLU course code EX 0506 Advanced level (E) 30 ECTS (HEC)

Cover

Euroforester students 2007/08 in Alnarp

Photo PM Ekö

Carina left in the first row together with Anna and Anna

Abstract

This study focuses on the differences in the career paths of the Russian graduates who have attended the Euroforester program and the graduates who have never studied abroad. It also deals with the questions of the education abroad impacts on the graduates' careers. Previous studies focused only on the career paths of the graduates who attended the Euroforester program. It was also interesting to compare them with the Russian graduates who didn't attend any programs abroad.

Having sent a link to the online survey I got answers to the questions on professional identity, education, career, and job satisfaction. Data were analyzed with the help of the Excel program, besides, I used a statistical chi-square and Mann-Whitney U tests to find any statistical significance.

The main result is that there're differences in career paths, salary, and job satisfaction between two groups of the respondents. The Euroforesters have better job positions and bigger salaries than the Russian graduates. At the same time the Russian graduates are much more satisfied with their present jobs. There are almost no differences in professional identity of both groups. Most of them want Russian forests to be managed in nature-oriented way; they want forest to be state owned and think that there must be more environmental restrictions and control put on forest owners. As for the differences between genders, females get less salary and are not satisfied with it and the promotion opportunities.

The conclusion is that education abroad has a great impact on career of graduates

Реферат

Данное исследование фокусируется на различиях карьерных путей Русских выпускников, которые участвовали в международной магистерской программе «Euroforester» и выпускников, которые никогда не обучались за границей. Работа так же описывает вопросы, связанные с обучением за границей и его влиянием на карьерные пути выпускников. Предшествующие исследования фокусировались в основном на карьерные пути выпускников, которые завершили обучение по программе «Euroforester». В связи с этим возник интерес сравнить существует ли какое-либо влияние обучения за границей на карьерные пути выпускников.

Ссылка на анкету с вопросами была разослана всем найденным выпускникам и были получены ответы на вопросы связанные с профессиональной ориентацией, карьерой и удовлетворенностью работой. Собранные данные анализировались с помощью пакета Microsoft Office Excell, а так же проводилась статистическая обработка данных, используя Хи-квадрат и Манна-Уитней тесты для определения статистической значимости данных.

Основной результат исследования заключается в том, что различия между карьерными путями двух групп выпускников существуют. Различия наблюдались в зарплате, карьерном пути, удовлетворенности работой. Выпускники, обучающиеся за границей, имеют более высокие должностные позиции и соответственно большие заработные платы, в то же время выпускники, не обучавшиеся за границей, более удовлетворены своей нынешней работой и зарплатой. Было отмечено, что различия в профессиональной ориентации обеих групп практически отсутствуют. Большинство ответивших считают, что лесное хозяйство в России должно ориентироваться больше на развитие природных, нежели экономических ценностей. Многие отметили, что лес не должен переходить в частную собственность, а остаться в государственных владениях как сегодня. Выпускники так же отметили, что следовало бы больше уделить внимание усилению контроля над арендаторами леса. Говоря о различии полов, можно отметить, что женщины по сравнению с мужчинами имеют меньший доход и менее удовлетворены с возможностями продвижения по карьерной лестнице

Заключение данного исследования в том, что образование за границей сильно влияет на карьерный путь выпускников.

Abbreviations list

EF – Euroforester/s
EGS – Euroforester Graduate Survey
JDI – Job Descriptive Index
JIG – Job In General
MSFU – Moscow State University of Forest
PetrSU – Petrozavodsk State University
RG – Russian Graduate/s
RGS – Russian Graduate Survey
SLU – Swedish University of Agriculture
WWF – World Wild Found

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1. INTRODUCTION

International master programs, international education. What is it and who is responsible for that? Why do people need it, and why are they interested in that? These questions are becoming more and more important during last 10 years. Not so long time ago it was quite difficult to go abroad to study, and usually students couldn't get any financing. Today there're hundreds of international programs all over the world which are financed by governments. You can go wherever you want, you just have to know the language and achieve good results in your studies.

Euroforester is one of international master programs in forestry. It consists of two years studying in Sweden at the Swedish University of Agricultural Sciences (SLU). Every year about 30 students from Poland, Lithuania, Latvia, Estonia, Russia and Ukraine join this program and receive scholarships from IKEA and Stora Enso. Potentially, this is an opportunity for them to get new experience and high-quality knowledge and create a network between countries.

Then why does Sweden provide this opportunity and why do people go to Sweden to study? What will they get from this? Is it just money wasting or does every side have its own interest there? What kind of impact does education abroad have on the graduates? The main goal of this study is to find out the differences in professional orientation and career paths between the Russian students who have never been abroad and the Russian students who have attended the Euroforester program. The differences are examined by comparison of the survey answers.

1.1. Motivation for Russia.

It has become very important for Russia to provide well-educated people for economic and social development of the country. That's why international relationships are becoming stronger and stronger recently. Russia has started to create network among foreign universities to give its students opportunity to study abroad. Every year it becomes easier to go somewhere to study, to get an international degree, and, hopefully, to find a good job.

How does policy work in this case? The agreement of 1994 between the Russian government and the European Union on cooperation in science researches says that since 1994 Russia and European countries must create a network among universities for better communication in science and technology fields. The Agreement says that Russia and EU countries must work together to assist faster development of science for mutual benefit (The Agreement, 1994).

So, since 1994 Russia has started encouraging its universities for having any relationships with other countries.

Russian politicians understand that such kind of network can create a site for geo-policy. It will give an opportunity for Russia to become a competent participant in education development.

In case of forestry it is important for Russian students to have such opportunities to study abroad and to get some knowledge and experience from other countries. Especially today, when Russia starts to create its own wood-processing industry, we need to ask foreign specialists how to do it right. And Russian students who have studied abroad can help to build well-established industry and find better solutions in many cases. We should look at our European friends, the way they manage their forests in more sustainable manner; we should create a strong forest policy in Russia and start taking care of our forests.

1.2. Motivation for Sweden.

Sweden considers Russia to be one of important players in the world resources market. And Sweden being a consumer of Russian wood wants to have not only market relations but cultural and science relations, too (Swedish Institute, 2008).

Situation with education in Sweden seems to be easier than it is in Russia. Swedish educational system possesses lower rate of bureaucracy, a lot of information, good network, and hundreds of programs students can join. The Swedish Institute provides people with information about every possibility to join educational process as a student or a teacher. International students can also apply for a scholarship to have money for living during their stay in Sweden. For example, “the Visby Program’s main objective is to strengthen co-operation and network building between Sweden and Belarus, Estonia, Latvia, Lithuania, Poland, Russia, and Ukraine in the field of education and research.” So, it seems to be very easy to become a student in Sweden, you just have to try (Swedish Institute, 2008).

How does the Euroforester program work? To join the program a student has to know English and pass some written tests and an interview. IKEA and Stora Enso provide scholarships for about 20-30 students from Poland, Estonia, Latvia, Lithuania, Ukraine, and Russia to study forestry at the Swedish University of Agricultural Science in Alnarp.

The IKEA and Stora Enso position.

IKEA is a multinational company which provides low-price furniture and Stora Enso is also a multinational company which main products are paper, packaging, and other forest products.

IKEA has supported students since 2001, and Stora Enso - since 2004. On both web-pages of these companies there is information on supported projects. “The IKEA Group supports one-year scholarships for 22 students from Poland, Estonia, Latvia, Lithuania, Ukraine, and Russia to study forestry at the Swedish University of Agricultural Science in Alnarp, Sweden. These scholarships are arranged every year since 2001. The purpose of the scholarships is to support competence building in sustainable forestry in the countries that appear to be important wood sources for IKEA, and to help future forestry professionals from these countries to develop relationships with each other. The students attend the course ‘Sustainable forestry round the Southern Baltic Sea’. A substantial part of the raw materials for the IKEA products is wood or wood fibers. That is why we want the forests where we take our raw materials from to be managed in a responsible way. The long-term goal is to source all wood for the IKEA products from verified well-managed forests.” (The IKEA Group, 2008) IKEA and Stora Enso give opportunities not only for studying forestry but for working in the company after graduation, too. On the web-pages it’s easy to find information on vacancies and apply for a job. “Stora Enso works in close co-operation with leading technical universities and schools of economics. Every year hundreds of students write their thesis or diploma projects at Stora Enso. Stora Enso’s vision is to be the leading forest products company in the world. We are always looking for new talents, and that’s why we offer great opportunities for innovative graduates.” (Stora Enso, 2008).

So, such kind of co-operation with Russia can provide Sweden with very strong relationships. These are long-term goals for both countries, which will potentially have great benefits in the future.

1.3. Study Objectives

So, the policy goals are quite clear. And what are the students' goals? Why do they want to go to study abroad? Does it satisfy their expectations? Nowadays education abroad seems to be very attractive for students. It gives a lot of possibilities to see the world, to find new friends, to get some experience and better opportunities in the future.

The research is based on the survey results. The survey was addressed to the graduates who had and hadn't studied abroad.

According to the previous studies of countries policy goals the following scientific questions can be discussed:

1. Are students from Russia who have studied abroad more successful in their careers in comparison with Russian graduates who have never been abroad. And are they satisfied with their jobs?

1.1. If so, why?

1.2. Are there any gender effects or not?

2. METHODS

2.1. Surveys

Two surveys were used in this study. They were the original version of “The Euroforester Graduates Survey” (EGS) (Appendix 1), which was addressed to all the students who had participated in the Euroforester program, and “The Russian Graduates Survey” (RGS), which was an adapted translation of the EGS for the students who had studied and graduated from universities in Russia.

2.1.1. Euroforester Graduates Survey

The EGS was created by Malgorzata Blicharska and Vilis Brukas to carry out the study on the graduates’ career pathways and job satisfaction, their attitudes to selected forest policy issues, the evaluation of international and national study programs, and the possibilities of Euroforester alumni network development. The study was being carried out from January to March 2008. The original version of questionnaire form can be found in the Annex 1. Layouts of some questions somewhat differ from the original Internet version, which was created with use of the online survey software Survey monkey (www.surveymonkey.com).

The survey was divided into six parts:

1. Personal data, including contact data, gender, date of birth, courses taken during the Euroforester program, etc.
2. Professional identity and attitudes, personal values concerning forest management paradigms, actual forest policy issues, etc.
3. Education, including completed studies, evaluation of national studies versus the Euroforester program, etc.
4. Career, covering the career path (organizations and positions), factors for getting a job, international experience influence, monthly income, etc.
5. Graduates’ job satisfaction, the Job Descriptive Index (see in what follows).
6. The Euroforester network, investigation of a perceived need to formalize the EF alumni network, and graduates’ willingness to contribute to its activities.

The questions for the parts 1-4 and 6 were created by the authors of the EGS report.

The other parts of the survey included single or multiple choice and evaluative (using Likert’s scales) and open-end questions (Annex 1). However, in all parts of the survey the respondents were encouraged to give comments to enable deeper understanding of their choices. The Survey monkey software was used to create and distribute the survey, as well as to store the results in a database form. (Blicharska and Brukas, 2008).

2.1.2. Russian Graduates Survey

The Russian Graduates Survey was based on the EGS and addressed to the Russian students of forest faculties of Moscow State University of Forest, St. Petersburg Forest Academy and Petrozavodsk State University. The survey was translated into Russian and adapted for Russian students. Several questions were removed. Final version of the RGS consisted of 5 parts:

1. Personal data, including contact data, gender, date of birth, taken degrees.
2. Professional identity and attitudes, personal values concerning forest management paradigms, actual forest policy issues, etc.
3. Education, including completed studies, evaluation of national studies.
4. Career, covering the career path (organizations and positions), factors for getting a job, monthly income, etc.
5. Graduates' job satisfaction.

The same question tools were used as they were in the EGS.

The survey link was sent in July 2008, two reminder letters were sent in the end of August and in the middle of September.

2.1.3. Job Descriptive Index

Job satisfaction (part 5) was measured with help of tools developed at Bowling Green State University, US (<http://showcase.bgsu.edu/IOPsych/jdi/index.html>). The Job Descriptive Index (JDI) consisted of 5 main components relative to different job aspects: (1) work at the present job; (2) salary; (3) opportunities for promotion; (4) supervision; and (5) people at the present job. In addition, the Job in General (JIG) measured overall job satisfaction. Each component included several items in the form of small descriptive keywords evaluated by meanings "Yes", "No", or a question mark which stood for indecisive respondings. The combined score for the JIG and for each component of the JDI might range from 0 to 54 points, where the score from 23 to 31 points meant a neutral range, the score from 32 and above indicated satisfaction, and the score from 22 and below indicated dissatisfaction.

2.2. Respondents

2.2.1. Euroforester Graduates

Vilis Brukas and Malgorzata Blicharska worked with the Euroforester survey. The survey link was sent to 22 (of 25 students) Russian Euroforesters, and then 14 answered. I found the contact data of those three students whom Vilis and Malgorzata couldn't have reached and I sent them the survey link. I also tried to contact some of the Euroforesters who hadn't answered the survey by phone, via e-mail, and V Kontakte, but as a result there were only two more responses. So, finally I had 16 Russian Euroforesters answers.

2.2.2. Russian Graduates

Russian students who graduated in 2003-2007 (that corresponded to the Russian Euroforesters graduation years) were chosen for the Russian Graduate Surveying. The students attended full-time studies and got the Bachelor's, Specialist's or Master's degrees. The following faculties and chairs were chosen:

1. Moscow State University of Forest, the Forest Faculty, the Chairs of: botany and physiology of plants; ecology and forest protection; forest regulation and protection; forest crops; silviculture and forest cupping; selection, genetics, and dendrology.
2. St. Petersburg Forest Academy, the Faculty of Forestry, the Chairs of: botany and dendrology; forest inventory, forest regulation and geo-information systems; ecology, anatomy, and physiology of plants.
3. Petrozavodsk State University, the Forest Engineering Faculty, the Chair of Forestry.

For the Russian Graduates Survey collecting data about graduates was of the first and main importance. During the data collecting process it was discovered that universities didn't have any databases which could be useful for the survey mailing. Both universities and the academy had the graduates' postal addresses and home-phone numbers but there were no e-mail contacts. It was decided that surveying by postal mail could take too much time and could cause a low response rate. A good solution then was the Russian website for class- and group mates <http://www.vkontakte.ru>. "Vkontakte" is a Russian social network for communication of class- and group mates and friends. It is an analogue of the international social network Facebook (<http://www.facebook.com>). It was found that almost all Russian graduates were registered in Vkontakte (at present there're already more than 17 millions people registered and I found 95% of the graduates in this network).

Table 1. Total number of found Russian graduates in 2003-2007 years versus survey respondents

	Moscow	Sankt-Petersburg	Petrozavodsk	Total	
				n	%
graduates found	121	185	109	415	100
graduates received	49	107	68	224	54
graduates answered	10	19	14	43	19*

*percent of answered graduates calculated as division of number answered and number received

Table 1 performs the total number of found graduates and response rate of each group. Finally, 415 graduates were found in Vkontakte and the survey link was sent to them. However, it was very easy to see who read the message and who didn't. The message with the link was sent two more times in 2 weeks. Two hundred twenty four graduates received and read the message. Therefore, the percentage of received letters was 54% of the total number of found graduates.

Respondents' gender and age distribution can be seen in the Appendix 2 in the graphs 16 and 17. Response level according to the cities is presented in the Figure 18 and respondents' taken degrees are in the Figure 19 in the Appendix 2.

The survey link was sent in July 2008, two remind letters were sent in the end of August and in the middle of September with a mentioned deadline on the 30th of September.

Important to mention that the question about the Scandinavian / German school ("In your personal opinion, should the future forest management practice in your country be closer to the German management school/tradition or the Scandinavian management school/tradition?") was not translated into Russian properly. The question was supposed to get the answer to the problem of the way forests should be managed, in the respondents' opinion. However, the respondents were asked about the way they thought it would be managed. Thus, the answers to this question I got I didn't include in my comparison.

2.3. Data Analysis

The answers to both surveys were stored with help of "Survey Monkey" software. The survey databases were downloaded from Survey Monkey in the form of Excel files. For any analysis and forming the graph and the tables I used the Excel software and for the statistical analysis the Excel Analysis Tools and the Minitab program were used. The chi-square test (contingency table) and Mann-Whitney U non-parametric test were used for statistical analysis to test the differences between groups of the respondents. Tests were performed with a 0.05 level of significance. Each response was wholly read including open-ended responses. I used the multiple-choice answers for the graph building, for commenting the graph and the tables I read the respondents' comments and analyzed them myself. Besides, the analyses within both groups according to the Gender, City and Income were done.

3. RESULTS

3.1. Response Rate

3.1.1. Euroforester' Survey Response Rate

About 70% of all Euroforesters responded (Blicharska and Brukas, 2008). Taking into account a very low Russian Euroforesters' response rate (table 2), I estimated those where there no answers to 1 or more sections of the survey as partially answered.

Table 2. Overall response rate of Russian Euroforesters on EGS

	answered completely	answered partially	not answered	Received by graduates
N	12	4	13	25
%	48,0%	16,0%	52,0%	100

3.1.2. Russian Graduates' Survey Response Rate

On the whole, the share of the answered Russian graduates was 10% (Table 1.). But if to take into consideration the low rate of the received response messages the share will be 19% (Table 3). Five graduates answered only to the first few questions, so their answers will not be taken into consideration in the future.

Table 3. Overall response rate of Russian graduates on RGS

	answered completely	answered partially	not answered	Received by graduates
N	43	5	181	224
%	19,2%	2,2%	80,8%	100

3.2. Career after Graduation

3.2.1. Professional Identity

On the question about environmental consideration I've got 27 Russian graduates' and 16 Euroforester's answers: 88% of the Euroforesters and 75% of the Russian graduates answer that the environmental restrictions should be increased or greatly increased (Figure 1.). Here are some Russian graduates' comments on this question: "there is no use in increasing or reducing, they should be fundamentally changed"; "there're enough environmental restrictions in our Code, there is another question: Who follows them?". Fourteen percents of the Russian graduates answered that the restrictions should be reduced or greatly reduced (Figure 1.).

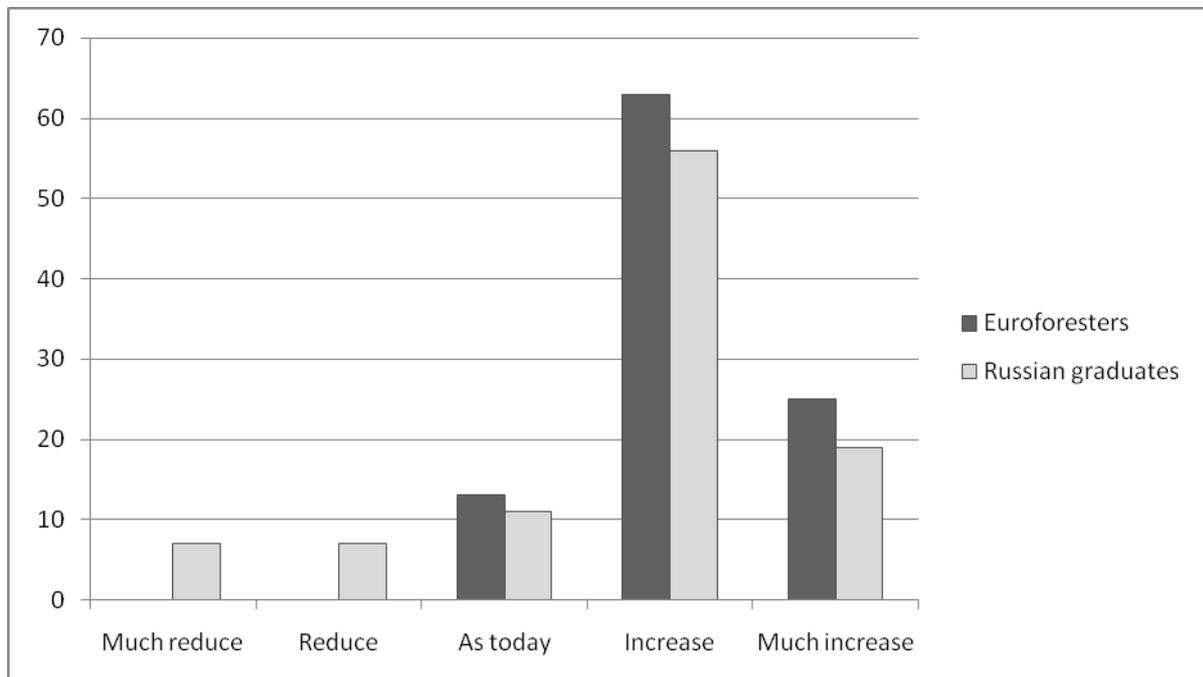


Figure 1. Respondent's answers on question: "Environmental considerations (area of protected forests, forest rotations, types of felling, etc.) on forest management should be:"

I didn't find any significant difference between Russian graduates and Euroforesters with respect to answers on question about environment restrictions (Table 4).

Table 4. Results after statistical analysis of answers on question: “*Environmental considerations (area of protected forests, forest rotations, types of felling, etc.) on forest management should be:*”

Respondents	Answers			Total
	Reduce	The same	Increase	
RG	4 (2,5)	3 (3,1)	20 (21,3)	27
EF	0 (1,5)	2 (1,9)	14 (12,7)	16
Total	4	5	34	43
X ² statistic	2,62			
DF	2			
p	0,2704			

*Numbers in brackets are expected values and numbers above are actual values

Forty four percent of the Euroforesters (16 responses) and 31% of the Russians (27 responses) answered that forest should be state owned as it is today (Figure 2.). Respondents mentioned in their comments that if Russia had private forest owners they would be interested only in profitable areas (the bigger the country – the greater the choice). So they would buy only these lands and nobody would take care of non-profitable areas. Besides, it appears that many respondents believe that if there’s only one owner, the state, it will provide sustainable management in Russian forests.

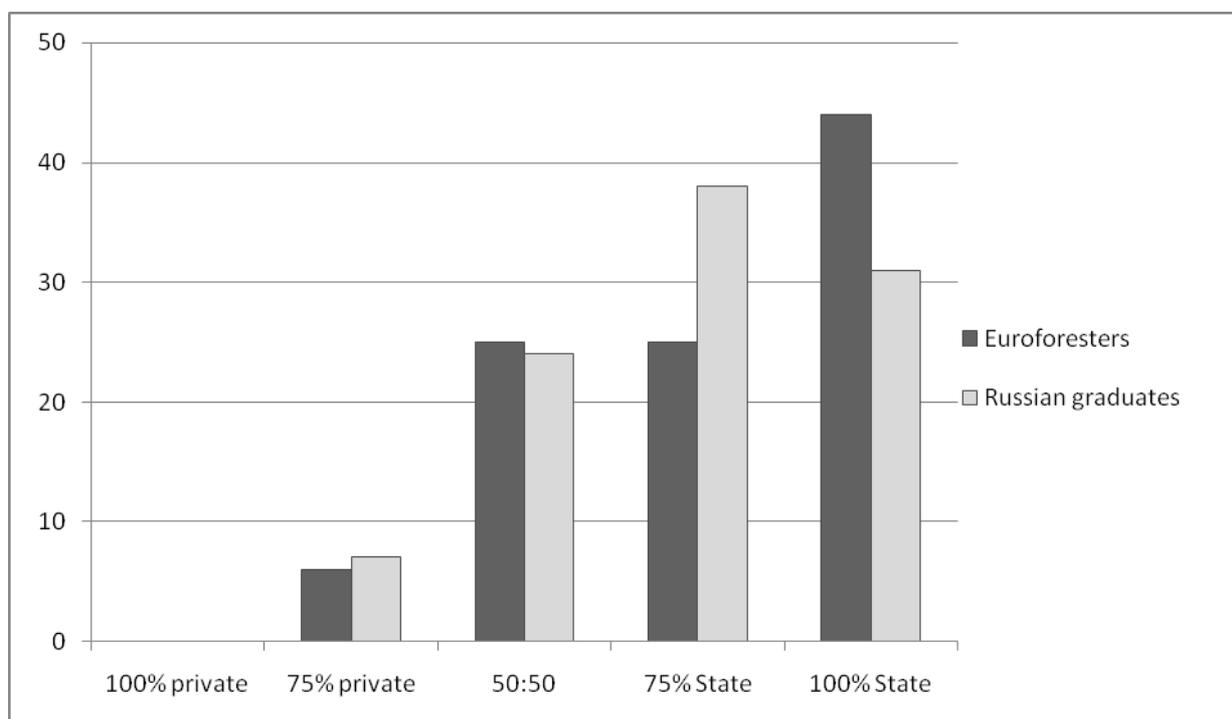


Figure 2. Answers on question: “*Forest ownership. Forests should be:*”

The results I've got after the statistical test show that there're no statistically significant differences between the answers to this question (table 5).

Table 5. Results after statistical analysis of answers on question: “*Forest ownership. Forests should be:*”

Answers	Respondents		
	RG	EF	Total
>Private	2 (1,9)	1 (1,1)	3
Equal	7 (7,1)	4 (3,9)	11
>State	20 (20,0)	11 (11,0)	31
Total	29	16	45
X ² statistic	0,01		
DF	2		
p	0,9952		

*Numbers in brackets are expected values and numbers above are actual values

The biggest part of the respondents (of 28 Russians and 16 Euroforesters) answered that there must be more or much more control put on forest owners (Figure 3.).

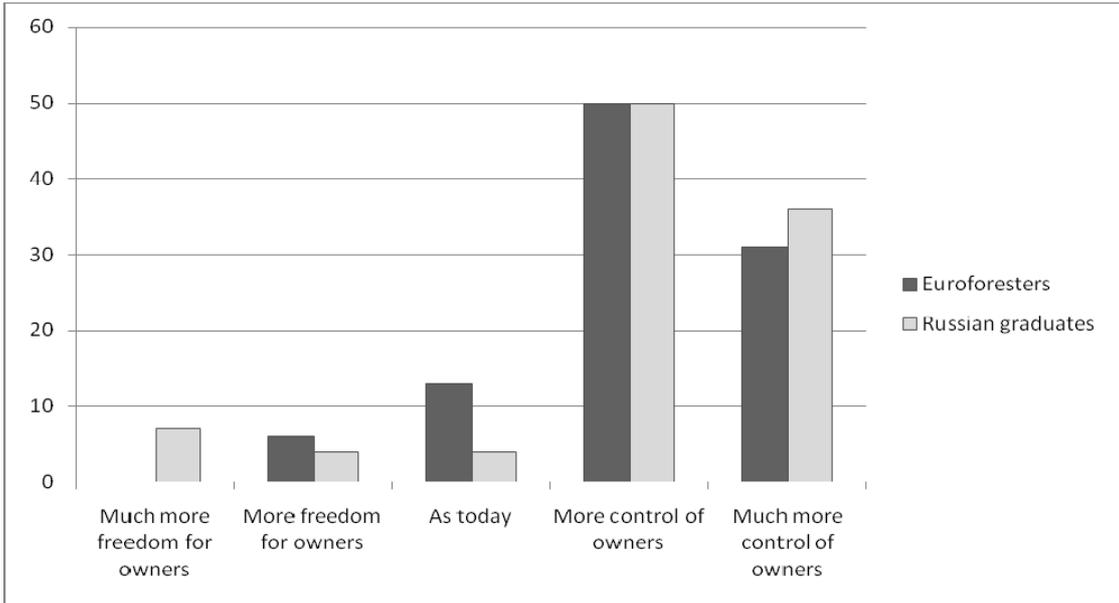


Figure 3. Respondent’s decisions versus freedom control of forest owners in terms of forest utilization.

The additional results of the question on the changes in attitudes to forest management are presented in the Figures 19, 20 in the Appendix 2.

The statistical test says that there is no significance in the answers to the question on freedom/control of owners (Table 6).

Table 6. Results after statistical analysis of answers on question: “*Decision versus freedom control of forest owners in terms of forest utilization*”

Answers	Respondents		Total
	RG	EF	
>Freedom	3 (2,5)	1 (1,5)	4
The same	1 (1,9)	2 (1,1)	3
>Control	24 (23,5)	13 (13,5)	37
Total	28	16	44
X ² statistic	1,44		
DF	2		
p	0,4873		

*Numbers in brackets are expected values and numbers above are actual values

3.2.2. Job During Studies and Current Occupation

Relying on 16 Euroforesters’ and 26 Russian answers I’ve got the result that 70% of them had work during their studies (more than 76% of them are males).

Sixty six percent of the respondents from both groups worked full-time jobs at least for half a year, half-time at least for a year, or less than 25% time at least for 2 years.

Aboute sixty five percent of both groups had full-time job, the others had job with 70% employment.

The statistical tests say that there’re no significant differences between the answers to the question on job during studies according to the genders of respondents (Tables 7, 8, 9). I haven’t got any statistical significance in the answers to the same question between Euroforesters and Russian graduates, either (Tables 8, 9).

Table 7. Results after statistical analysis of answers on question “*Did you have job during studies?*” according genders.

Answers	Respondents		Total
	female	male	
workers	13 (14,5)	16 (14,5)	29
non-workers	8 (6,5)	5 (6,5)	13
Total	21	21	42
X ²	1,00		
DF	1		
p	0,3167		

*Numbers in brackets are expected values and numbers above are actual values

Table 8. Results after statistical test of answers on question “*Did you have job during studies and what professional field?*” within male gender

Answers	Male respondents		Total
	RG	EF	
workers	13 (12,2)	3 (3,8)	16
non-workers	3 (3,8)	2 (1,2)	5
Total	16	5	21
X ²	0,95		
DF	1		
p	0,3302		

*Numbers in brackets are expected values and numbers above are actual values

Table 9. Results after statistical test of answers on question “*Did you have job during studies and what professional field?*” within female gender

Answers	Female respondents		Total
	RG	EF	
workers	5 (6,2)	8 (6,8)	13
non-workers	5 (3,8)	3 (4,2)	8
Total	10	11	21
X ²	1,15		
DF	1		
p	0,2841		

*Numbers in brackets are expected values and numbers above are actual values

At the time of the survey 74% of the Russian graduates (the information is based on 27 responses) and 53% of the Euroforesters (the information is based on 15 responses) were employed (Figure 4.).

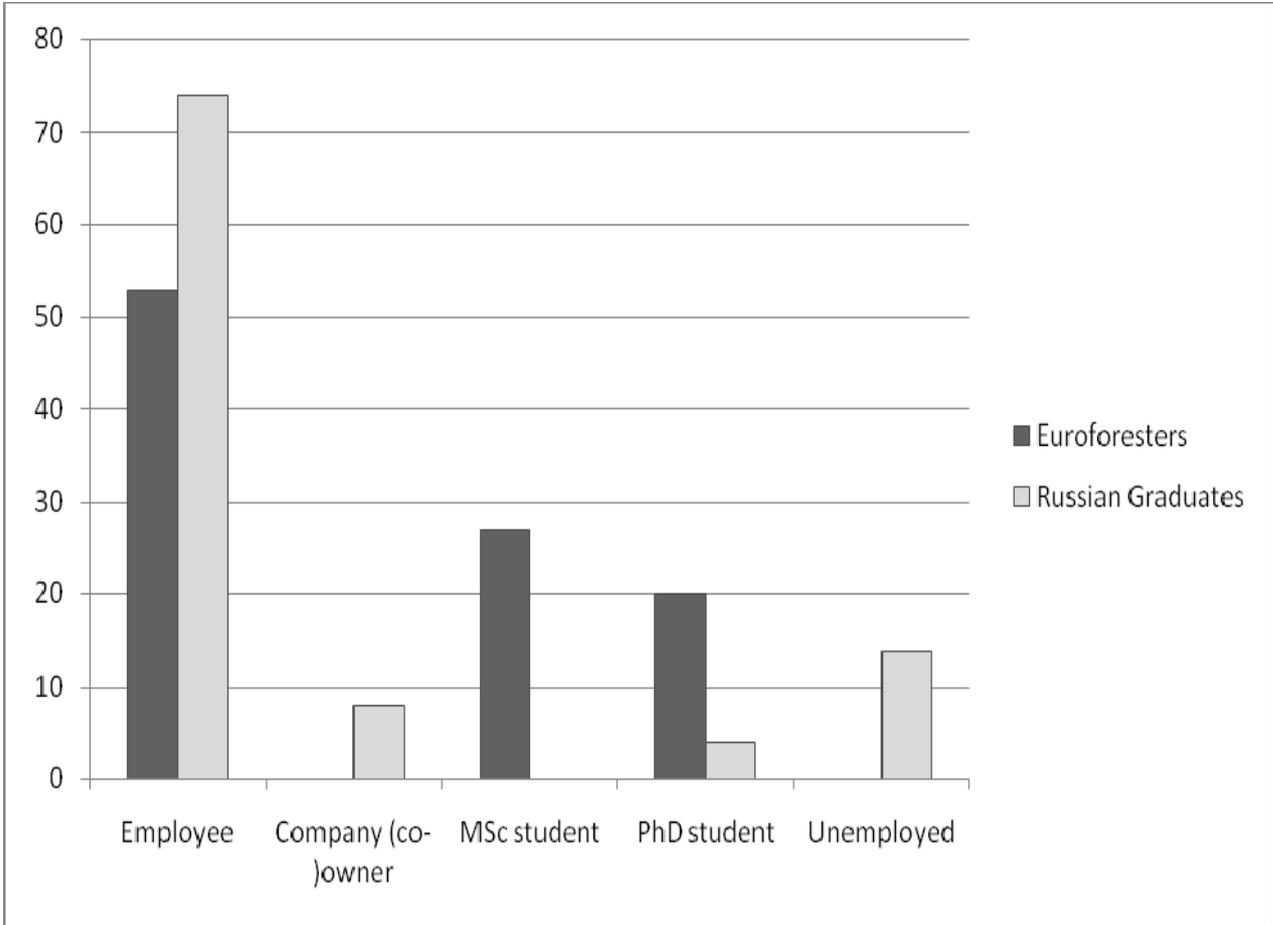


Figure 4. Answer on question: “*What is your current occupation?*”

Twenty seven percent of the Euroforesters are still taking the MS program and 20% of the Euroforesters and 4% of the Russians are taking the PhD.

There’s a tendency in asnwrs that being a PhD student is more common among Euroforesters than among Russian Graduates, but statistically there’s no significance (Table 10).

Table 10. Results after statistical analysis of answers on question: “What is your current occupation?”

Answers	Responses			Answers	Responses		
	RG	EF	Total		RG	EF	Total
Employed (+PhD)	23 (21,9)	11 (12,1)	34	Employed	22 (20,3)	8 (9,7)	30
Unemployed (+MS)	4 (5,1)	4 (2,9)	8	PhD Student	1 (2,7)	3 (1,3)	4
Total	27	15	42	Total	23	11	34
X ² statistic	0,88			X ² statistic	3,77		
DF	1			DF	1		
p	0,3486			p	0,0523		

*Numbers in brackets are expected values and numbers above are actual values

The figure 5 shows the respondents’ occupation according to the field of work. Twenty eight percent of the Russian graduates have jobs related to forest industry and trade and 24% of them work in other fields which are not connected with forestry at all (the information is based on 31 responses). At the same time 38% of the Euroforesters work at universities or environmental organizations like WWF or Greenpeace (the information is based on 16 responses).

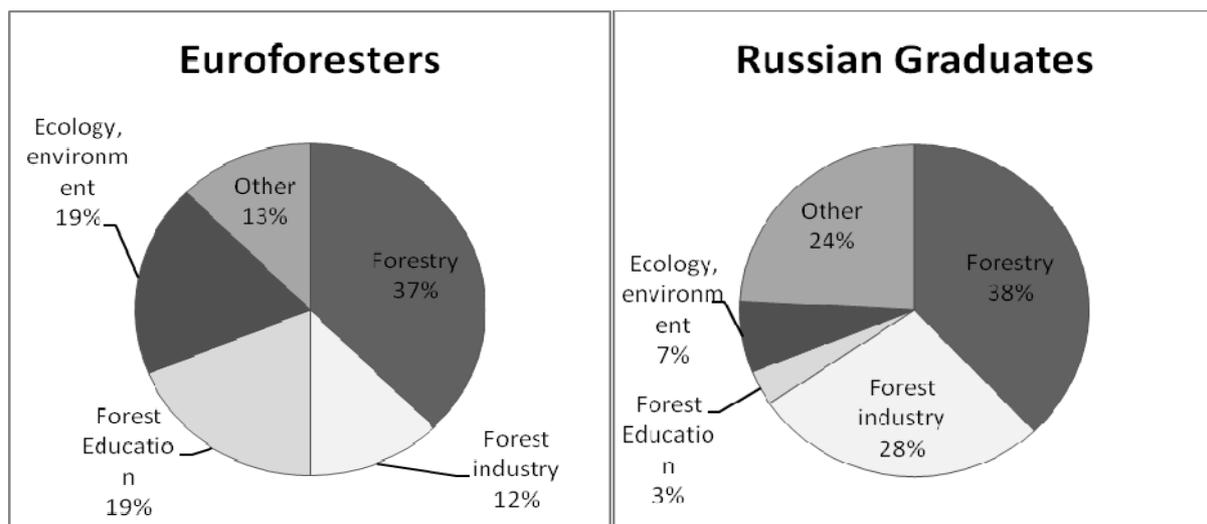


Figure 5. Answer on question: “With what professional field do you identify yourself closest according to your current job position or personal situation?”

The statistical test shows that there're no significant differences in answers to the question on professional identity (Table 11).

Table 11. Results after statistical analysis of answers on question: “*With what professional field do you identify yourself closest according to your current job position or personal situation?*”

Answers	Respondents		Total
	RG	EF	
Forestry+Industry	8 (9,6)	19 (17,4)	27
Education+Environment	6 (3,2)	3 (5,8)	9
Other	2 (3,2)	7 (5,8)	9
Total	16	29	45
X ² statistic	4,91		
DF	2		
p	0,0857		

*Numbers in brackets are expected values and numbers above are actual values

Judging by 31 Russian responses and 17 Euroforester's ones there is no significant difference between the answers regarding the type of organizations the respondents work at (figure 6, table 12).

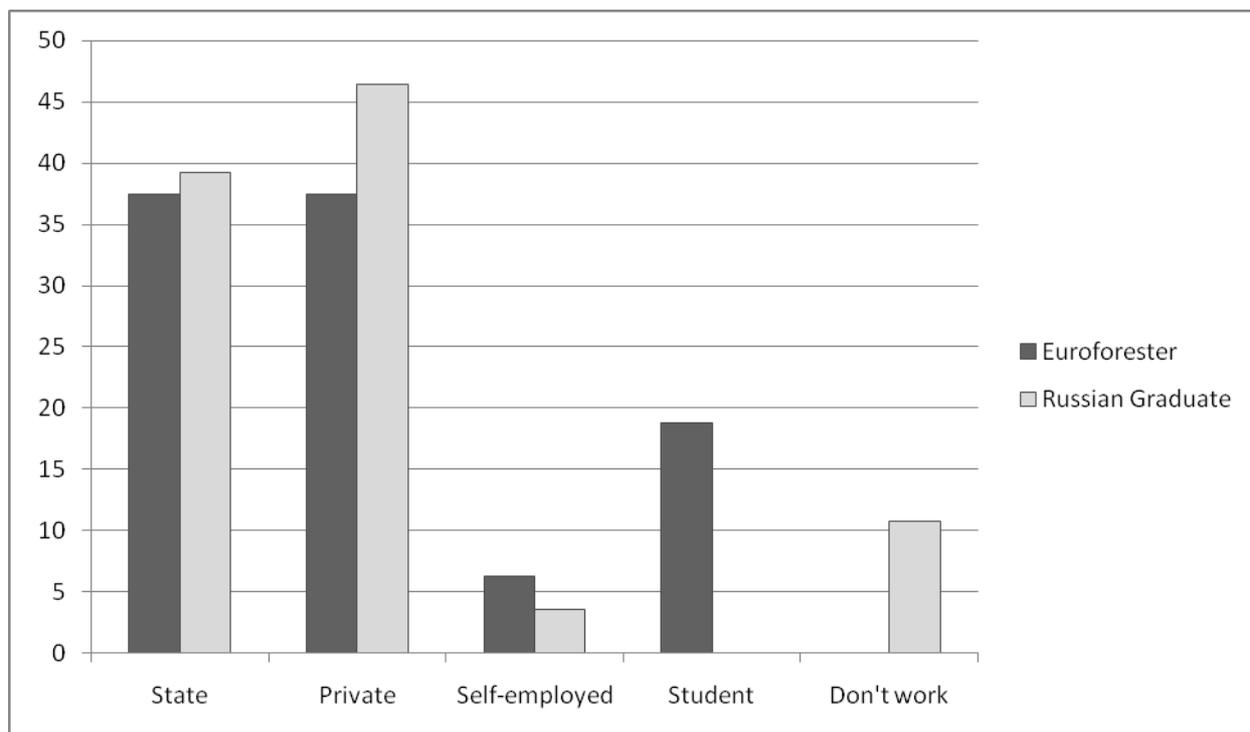


Figure 6. Answer on question: “At what type of organisation are you presently employed?”

Table 12. Results after statistical analysis of answers on question: “At what type of organisation are you presently employed?”

Answers	Respondents		
	RG	EF	Total
State workers + PhD	13 (12,3)	6 (6,7)	19
Private worker + Self-employed	15 (14,2)	7 (7,8)	22
Unemployed + Students	3 (4,5)	4 (2,5)	7
Total	31	17	48
X ² statistic	1,69		
DF	2		
p	0,4292		

*Numbers in brackets are expected values and numbers above are actual values

The results of the statistical test show that there is no significant difference in genders distribution (Tables 13, 14). Besides, I can add that it's difficult to make any statistical analysis in this case because the Euroforester group is too small to make any conclusions.

Table 13. Results after statistical analysis of answers on question: “*With what professional field do you identify yourself closest according to your current job position or personal situation?*” according male respondents

Answers	Male respondents		Total
	RG	EF	
Forestry	12 (11,8)	5 (5,2)	17
Non-forestry	4 (4,2)	2 (1,8)	6
Total	16	7	23
X ²	0,03		
DF	1		
p	0,8576		

Table 14. Results after statistical analysis of answers on question: “*With what professional field do you identify yourself closest according to your current job position or personal situation?*” according female respondents

Answers	Female respondents		Total
	RG	EF	
Forestry	9 (9,6)	7 (6,4)	16
Non-forestry	6 (5,4)	3 (3,6)	9
Total	15	10	25
X ²	0,26		
DF	1		
p	0,6098		

*Numbers in brackets are expected values and numbers above are actual values

According to the results of the statistical tests, there're no statistical differences in the answers to the question “*How did you get your current job?*” (Table 15). The Euroforesters mentioned in their comments that their “personal contacts” and recommendations from their university supervisors or teachers played important role, one person wrote that he asked his friend to help. The Russian graduates commented that some had a very good experience from previous job or good recommendations from their friends. Others wrote that they just came to organization and were given a position without any competition.

Table 15. Results after statistical analysis of answers on question “*How did you get your current job?*”

Answers	Respondents		Total
	RG	EF	
Other	4 (3,5)	1 (1,5)	5
Personal contacts	11 (11,8)	6 (5,2)	17
Competitive basis	8 (7,7)	3 (3,3)	11
Total	23	10	33
X ² statistic	0,50		
DF	2		
p	0,7789		

*Numbers in brackets are expected values and numbers above are actual values

In the answer to the question “*What have been the main factors for getting the current job?*” (The information is based on 8 EF and 19 RG open-ended responses) 8 Euroforesters mentioned personal skills (4); language skills (3); professional skills (3); experience (2); personal network (2); university marks (2). Two of them also mentioned the importance of education abroad, because they've got an international network as well as a great experience.

Nineteen Russian students also pointed out personal skills (7) as the main factor for getting a good job; they mentioned that experience (5) played important role, cause most of the employers took into account the previous jobs; they named professional skills (4); for some graduates university marks (3) were the only factor because of the lack of experience; besides, they mentioned language skills (2); personal network (1).

As for the question “Write if you faced any forms of discrimination while applying for a job” I’ve got 5 open-ended answers from the Euroforesters and 9 from the Russian graduates. Four of the Euroforesters (3 – males and 1 female) claimed that they faced no discrimination but one female faced with gender discrimination. Five Russians told they faced no discrimination and one said there was some discrimination because he was studying at the university (the employer was afraid that he would take too much day-offs to pass exams during examination periods), another wrote about “discrimination” because of his language skills when he tried to get a job in Finland (but I can’t consider this one discrimination, he just didn’t have the required qualification), the third graduate faced discrimination because of her gender, and the fourth wrote that he had no experience and computer skills and that is why he didn’t get a job.

3.2.3. Euroforesters’ International Background in Relation to the Present Job

The Euroforesters were asked to evaluate the impact of studies abroad on their career. The result is presented in the Figure 7.

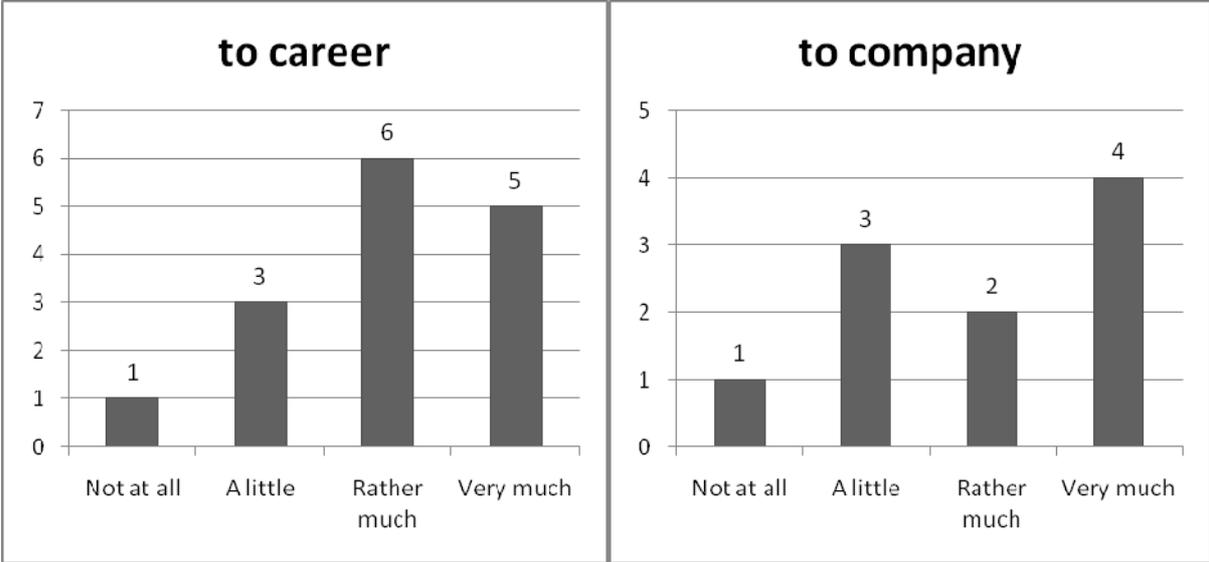


Figure 7. Answer on questions: “To what extent, do you believe, your employee organization benefited from your international background?” and “To what extent the Euroforester program contributed to your career?”

More than the half of the respondents answered that their international background contributes to the organization they are working in. Seventy three percent of respondents claim that the Euroforester program has contributed to their career a lot or even greater.

In their comments the respondents mention that international experience helps them not only in the professional field but in others, too. Some of them say that the Euroforester is the only reason of their good career, besides, the international network helps them a lot.

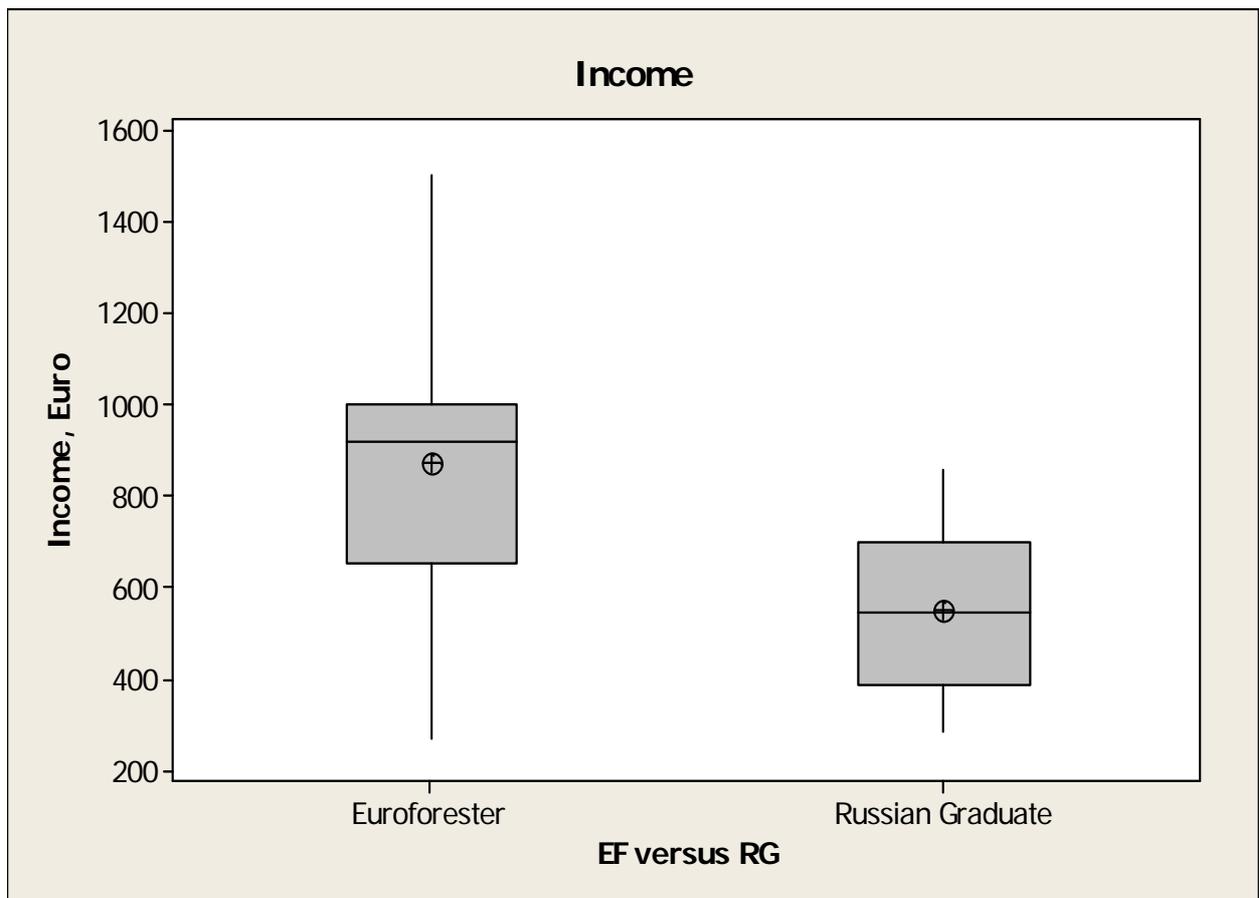
I’ve done no statistical test here, because of luck of responses.

3.3. Income and Job satisfaction

3.3.1. Income

Judging by 6 EF responses their average income without taxes is 765 Euro/month, then for the Russians it is 553 (the information is based on 16 responses). For calculating the average income, only the respondents who live and work in the home countries have been included; the respondents who live abroad have been excluded.

Statistically, the Euroforesters earn more than the Russian graduates (Figure 8, Table 16).



*(Boxes include 75% of responses; lines show scope of distribution; round with crosses inside the box is mean value; horizontal lines inside boxes are medians)

Figure 8. Income of respondents

Table 16. Results after statistical analysis of answers on question “*What is your income, EUR?*”

Answers	Respondents		
	RG	EF	Total
<300	2 (2,0)	1 (1,0)	3
01-600	7 (4,8)	0 (2,2)	7
601-900	6 (5,5)	2 (2,5)	8
901-1200	0 (2,0)	3 (1,0)	3
>1200	0 (0,7)	1 (0,3)	1
Total	15	7	22
X ² statistic	12,01		
DF	4		
p	0,0173		

*Numbers in brackets are expected values and numbers above are actual values

As for the gender, there is no significant difference among the EF and RG males (Figure 9, Table 17). But Euroforester females earn statistically more than Russian females (Table 18), their mean salary almost twice bigger.

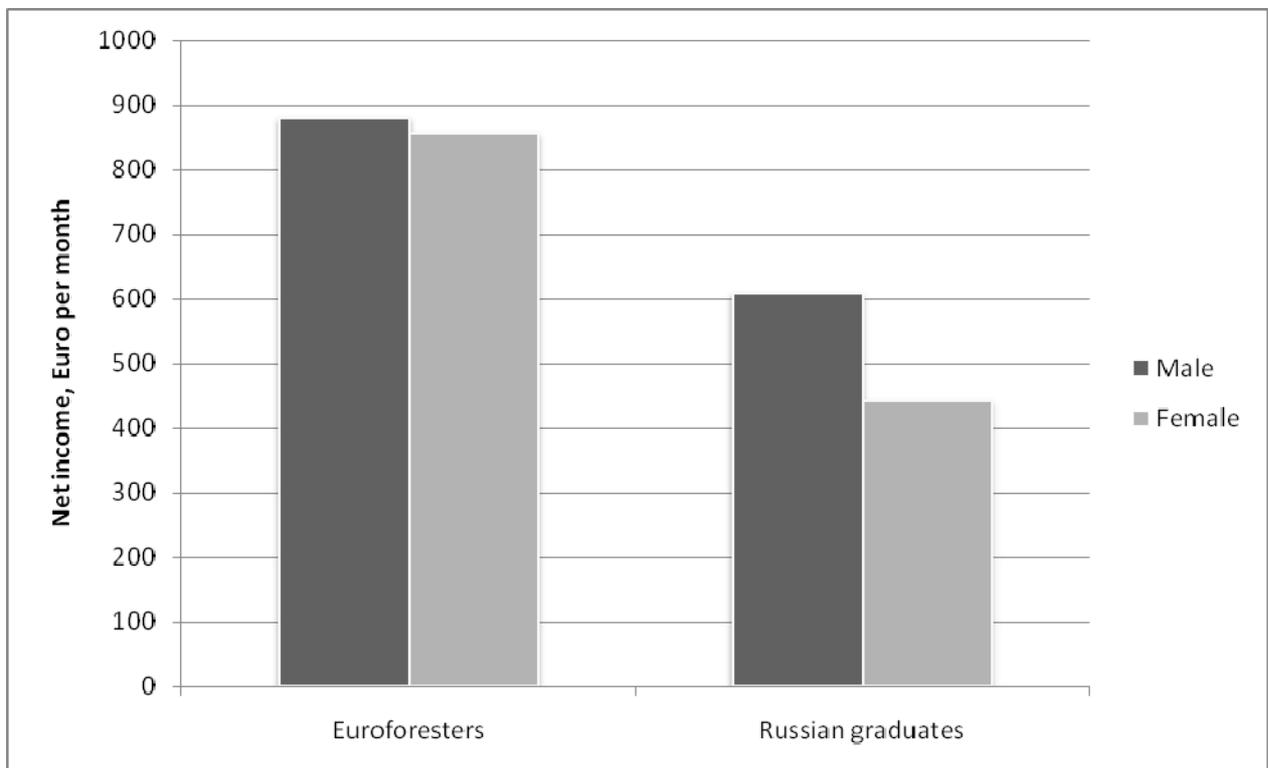


Figure 9. Net income according gender of respondents.

Table 17. Results after statistical test. Differences between salaries for RG and EF.
Males

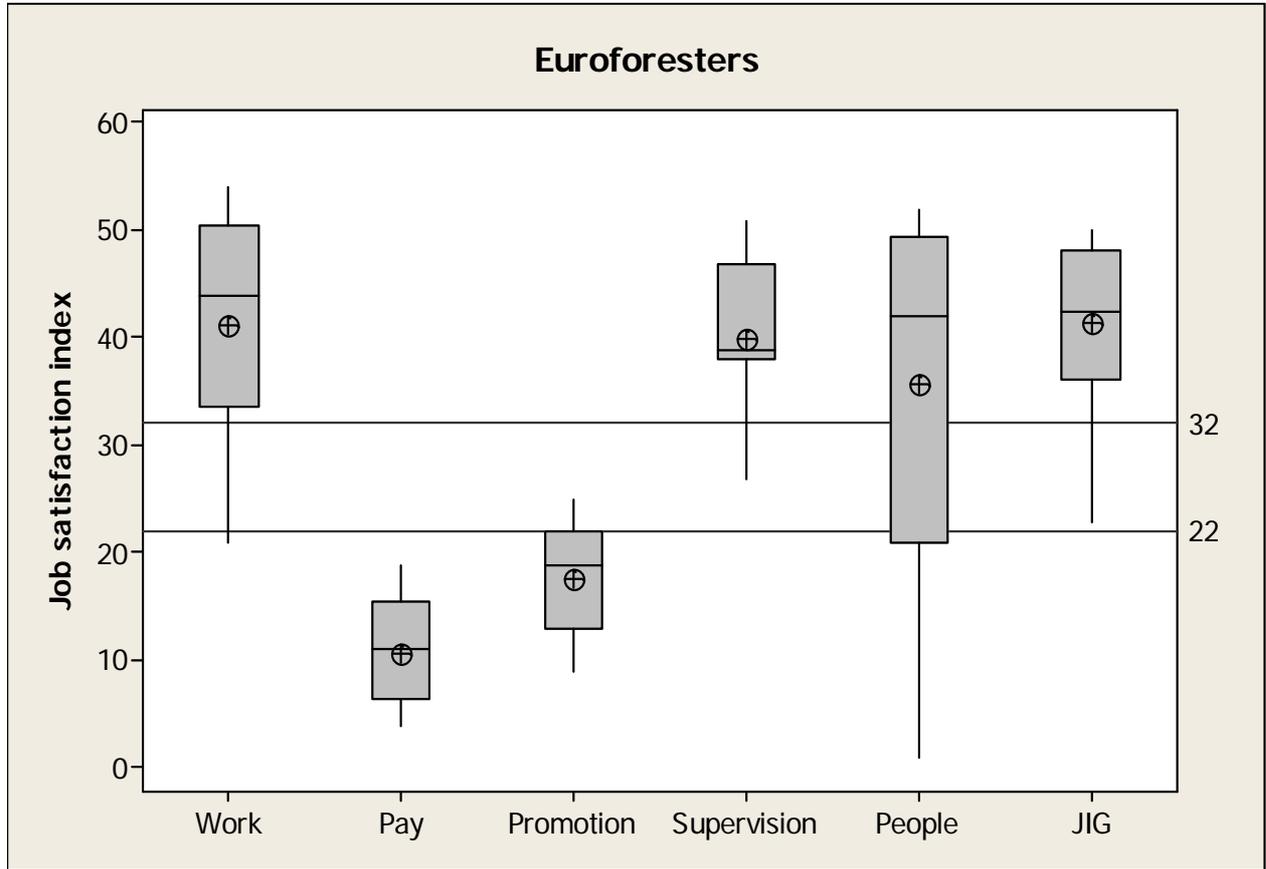
	n	15		
Groups	n	Rank sum	Mean rank	U
EF male	4	41,0	10,25	13,0
RG male	11	79,0	7,18	31,0
Median difference	303,5			
96.0% CI	-301,0	to 871,0	(exact)	
Mann-Whitney's statistic	13,0			
Z statistic	-			
2-tailed p	0,2799	(exact tables used, 27% ties)		

Table 18. Results after statistical test. Differences between salaries for RG and EF.
Females

	n	8		
Groups	n	Rank sum	Mean rank	U
EF female	3	20,0	6,67	1,0
RG female	5	16,0	3,20	14,0
Median difference	406,0			
96.4% CI	-64.0	to 715	(exact)	
Mann-Whitney's statistic	1,0			
Z statistic	-			
2-tailed p	0,0498	(exact)		

3.3.2. Job Satisfaction

Twenty Euroforesters and 23 Russian graduates answered to the “Job satisfaction” section. The graduates were asked to evaluate such aspects of their current job as payment, supervision, people, opportunities for promotion and job in general. The figures 10 and 11 present the average scores for each aspect.



*(Boxes include 75% of responses; lines show scope of distribution; round with crosses inside the box is mean value; horizontal lines inside boxes are medians; horizontal lines at 22 indicate neutral range (distribution of answers from 22 to 31 means neutral satisfaction), at 32 and above indicate satisfaction index)

Figure 10. Satisfaction of Job aspects (Euroforesters)



*(Boxes include 75% of responses; lines show scope of distribution; round with crosses inside the box is mean value; horizontal lines inside boxes are medians; stars – outliers; horizontal lines at 22 indicate neutral range (distribution of answers from 22 to 31 means neutral satisfaction), at 32 and above indicate satisfaction index)

Figure 11. Satisfaction of Job aspects (Russian Graduates)

The Euroforesters having bigger salaries (Figure 8, Table 16) are not satisfied with payment, on the other hand Russians have smaller salaries, but they are satisfied with their payment (Table 21). Statistical tests of satisfaction of work, opportunities for promotion, people, supervision and job in general didn't show any significance (Tables 19, 20, 22, 23, and 24).

Table 19. Results after statistical test. Satisfaction of work.

	n	35	Rank sum	Mean rank	U
Groups	n				
EF Work	12	247,0	20,58	107,0	
RG Work	23	383,0	16,65	169,0	
Median difference	4,0				
95.2% CI	-3,0	to 10,0			
Mann-Whitney's statistic	107,0				
Z statistic	1,08				
2-tailed p	0,2801				(normal approximation, corrected for ties)

Table 23. Results after statistical test. Satisfaction of opportunities for promotion.

	n	28	Rank sum	Mean rank	U
Groups	n				
EF Promo	9	130,0	14,44	86,0	
RG Promo	19	276,0	14,53	85,0	
Median difference	0,0				
95.0% CI	-1	to 7,0			
Mann-Whitney's statistic	86,0				
Z statistic	-0,02				
2-tailed p	0,9804				(normal appr., corrected for ties)

Table 22. Results after statistical test. Satisfaction of people

	n	26	Rank sum	Mean rank	U
Groups	n				
EF People	9	122,5	13,61	75,5	
RG People	17	228,5	13,44	77,5	
Median difference	0,0				
95.1% CI	-11,0	to 11,0			
Mann-Whitney's statistic	75,5				
Z statistic	0,05				
2-tailed p	0,9569				(normal approx., corrected for ties)

Table 21. Results after statistical test. Satisfaction of payment

	n	28	Rank sum	Mean rank	U
Groups	n				
EF pay	9	87,0	9,67	129,0	
RG pay	19	319,0	16,79	42,0	
Median difference	-8,0				
95.0% CI	-21,0	to -1,0			
Mann-Whitney's statistic	129,0				
Z statistic	-2,15				
2-tailed p	0,0319				(normal approximation, corrected for ties)

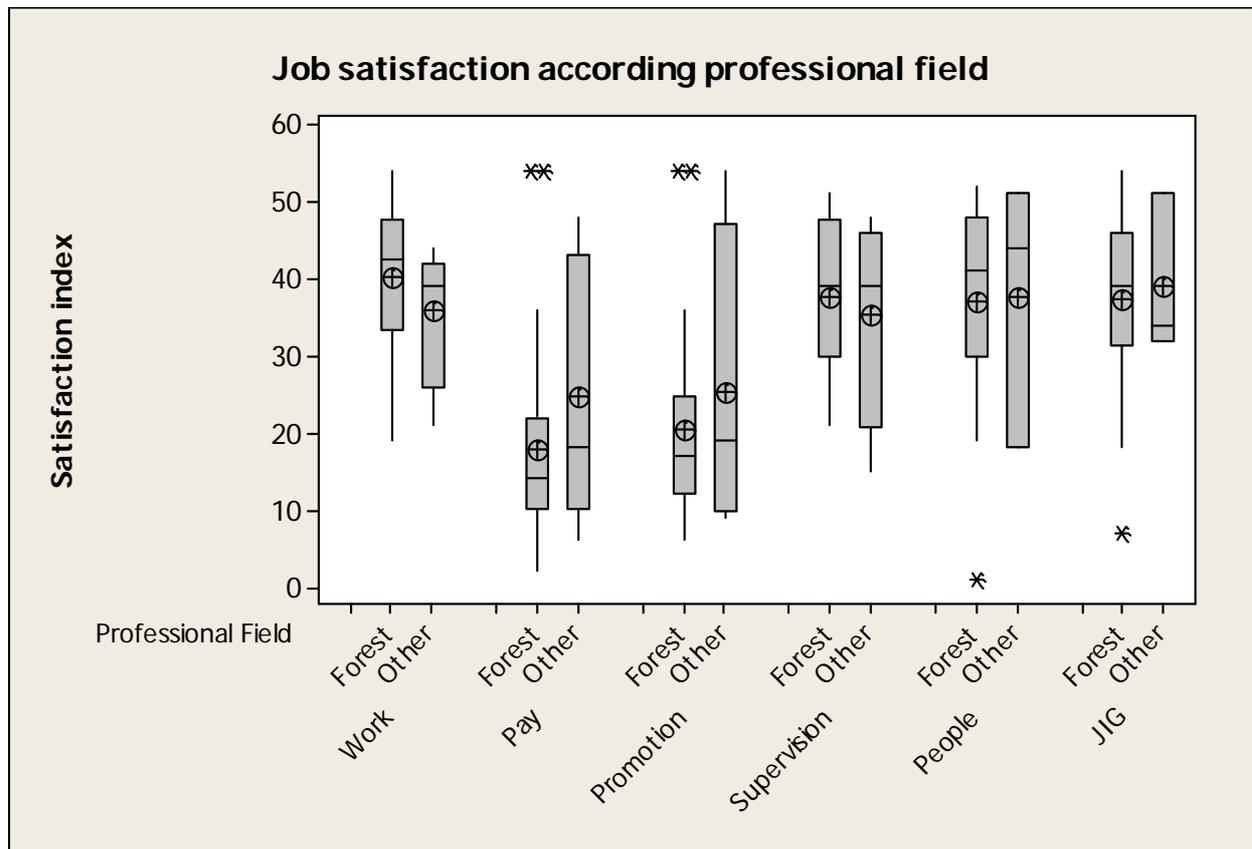
Table 20. Results after statistical test. Satisfaction of supervision

	n	25	Rank sum	Mean rank	U
Groups	n				
EF Super.	7	100,5	14,36	53,5	
RG Super.	18	224,5	12,47	72,5	
Median difference	3,0				
95.4% CI	-7,0	to 14,0			
Mann-Whitney's statistic	53,5				
Z statistic	0,58				
2-tailed p	0,5640				(normal approximation, corrected for ties)

Table 24. Results after statistical test. Satisfaction of job in general

	n	27	Rank sum	Mean rank	U
Groups	n				
EF JIG	10	169,5	16,95	55,5	
RG JIG	17	208,5	12,26	114,5	
Median difference	7,0				
95.5% CI	-2,0	to 13,0			
Mann-Whitney's statistic	55,5				
Z statistic	1,49				
2-tailed p	0,1372				(normal approximation, corrected for ties)

Graph 12 shows the distribution of satisfaction within forest and non-forest workers. Statistically, there're no significant difference in satisfaction range among forest and non-forest workers in terms of payment and opportunities for promotion (Tables 25, 26).



*(Boxes include 75% of responses; lines show scope of distribution; round with crosses inside the box is mean value; horizontal lines inside boxes are medians; stars – outliers)

Figure 12. Satisfaction of forest and non forest workers

Table 25. Results after statistical test of satisfaction range between forest and non-forest workers. Payment.

	n	24		
Payment	n	Rank sum	Mean rank	U
Forest	19	230,0	12,11	55,0
Non-forest	5	70,0	14,00	40,0
Median difference	-4,0			
95.7% CI	-22,0	to 9,0	(normal approximation)	
Mann-Whitney's statistic	55,0			
Z statistic	-0,53			
2-tailed p	0,5931		(normal approximation, corrected for ties)	

Table 26. Results after statistical test of satisfaction range between forest and non-forest workers. Opportunities for promotion.

	n	24		
Promotion	n	Rank sum	Mean rank	U
Forest	19	246,0	12,95	39,0
Non-forest	5	54,0	10,80	56,0
Median difference	3,0			
95.7% CI	-6,0	to 14,0	(normal approximation)	
Mann-Whitney's statistic	39,0			
Z statistic	0,61			
2-tailed p	0,5442		(normal approximation, corrected for ties)	

Statistically there're no significant differences between genders in terms of payment and promotion satisfaction (Tables 27, 28).

Table 27. Results after statistical test of satisfaction range between genders. Payment satisfaction.

	n	24		
Payment	n	Rank sum	Mean rank	U
Male	13	179,5	13,81	54,5
Female	11	120,5	10,95	88,5
Median difference	4,0			
95.3% CI	-3,0	to +1	(exact)	
Mann-Whitney's statistic	54,5			
Z statistic	-			
2-tailed p	0,3602	(exact tables used, 50% ties)		

Table 28. Results after statistical test of satisfaction range between genders. Opportunities for promotion.

	n	28		
Groups	n	Rank sum	Mean rank	U
Male	18	285,0	15.83	114,0
Female	10	121,0	12,10	66,0
Median difference	-6,0			
95.2% CI	-17,0	to 3	(exact)	
Mann-Whitney's statistic	114,0			
Z statistic	-1.15			
2-tailed p	0,2481	(exact tables used, 54% ties)		

Additional comparison of payment satisfaction and opportunities for promotion is presented in the Appendix 2 in the Figures 21 and 22.

3.4. Education

3.4.1. Evaluation of Study Programs

The respondents were asked to evaluate study programs they attended. For the Euroforesters it was the Euroforester program and the Home program. The Russian graduates had to evaluate the study program they attended in Russia. Results presented in the Figure 13.

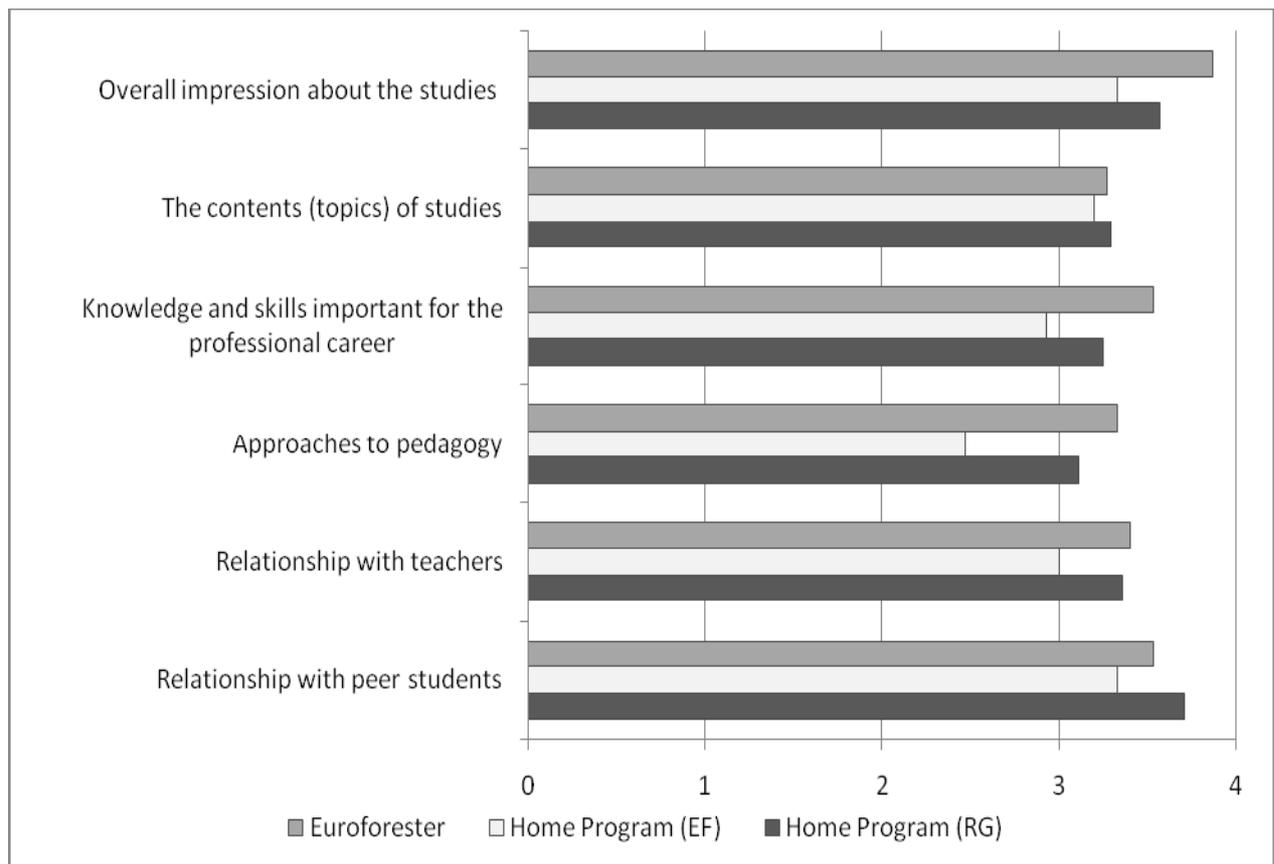


Figure 13. Evaluation of study programs. Here “1” means very bad, “4” – very good. In legend: “Euroforester” – evaluation of Euroforester program by Euroforesters, “Home program (EF)” – evaluation of home program by Euroforesters, “Home program (RG)” – by Russian Graduates respectfully.

There were a lot of comments from the Euroforesters about the Euroforester program compared to their home studies. Most of them mentioned the following advantages of studying abroad:

- Big practice experience (especially round the world);
- Getting so called “Soft skills” (presentations, show-making, and so on);
- Language improvement, international relationships;
- Open-minded thinking development, abilities to argue and to defend yourself, independence in decision-making;

- Good balance of individual and group work.

Generally, the students name the Euroforester as “Education which makes you feel the forest, think in a progressive way, be creative and work with up-to-date information”.

I’ve got a lot of quite indifferent comments from Russian graduates like: “Everything was OK; all subjects were interesting, no problems with group mates and teachers”. Here are some interesting comments:

- “The most important is to learn how lo learn.”
- “Strong theory – week practice. The knowledge given at the university is more suitable for research work than for work in forest.”
- “Old-fashion education, no stimulation, no motivation, generalization of studies”;
- “To work in the forest sector, students should be given much more practice knowledge.”
- “No skills in work with computer programs. No idea how does it work in reality – only theory. A lot of individual work.”

Results of the statistical test say that there is a difference in evaluation of Euroforester and home program by Euroforesters. Euroforesters pointed Euroforester program to be better than Home (table 29). And there’s no statistical significance in evaluation of Home program by Euroforesters and Russian graduates (Table 30).

Table 29 Results after statistical analysis of answers on question about evaluation of study programs. Comparison between Euroforester and Home program evaluated by Euroforesters

Answers	Responses		
	EF by EF	Home by EF	Total
bad	0 (0,5)	1 (0,5)	1
good	2 (5,0)	8 (5,0)	10
very good	13 (9,5)	6 (9,5)	19
Total	15	15	30
Pearson's X ²	7,18		
DF	2		
p	0,0276		

*Numbers in brackets are expected values and numbers above are actual values

Table 30 Results after statistical analysis of answers on question about evaluation of study programs. Comparison of evaluation of home program by Euroforesters and Russian graduates

Answers	Responses		
	Home by EF	Home by RG	Total
bad	1 (1,2)	2 (1,8)	3
good	8 (6,5)	8 (9,5)	16
very good	6 (7,3)	12 (10,7)	18
Total	15	22	37
Pearson's X ²	1,05		
DF	2		
p	0,5926		

*Numbers in brackets are expected values and numbers above are actual values

3.4.2. Evaluation of Student's Role and Type of Tasks

The respondents had to evaluate what kind of role a student played during the studies abroad or at home university (active or passive) and what kind of tasks (open-ended, strategic or specified) prevailed in these two programs. The results are presented in the Figure 14.

A remarkably passive role implies that a student frequently perceives herself / himself to be a note-taker, knowledge is often “handed on a plate” without great student’s reflection. An active role means that a student is involved into study process, actively constructs his / her knowledge with the help of diverse assignments, group work, discussions with teachers and fellow students, etc. Specific tasks refer to rigidly defined tasks, specific info that is expected to be reported at exams is given at lectures; seminars, labs, or homework are conducted in such a way that each step of a task is thoroughly defined with little possibility for deviations. Open-ended, strategic tasks refer to flexibly defined tasks, where students have to do much of the work independently, e.g. look for various information sources and find their own ways of solution. (Blicharska, Brukas, 2008)

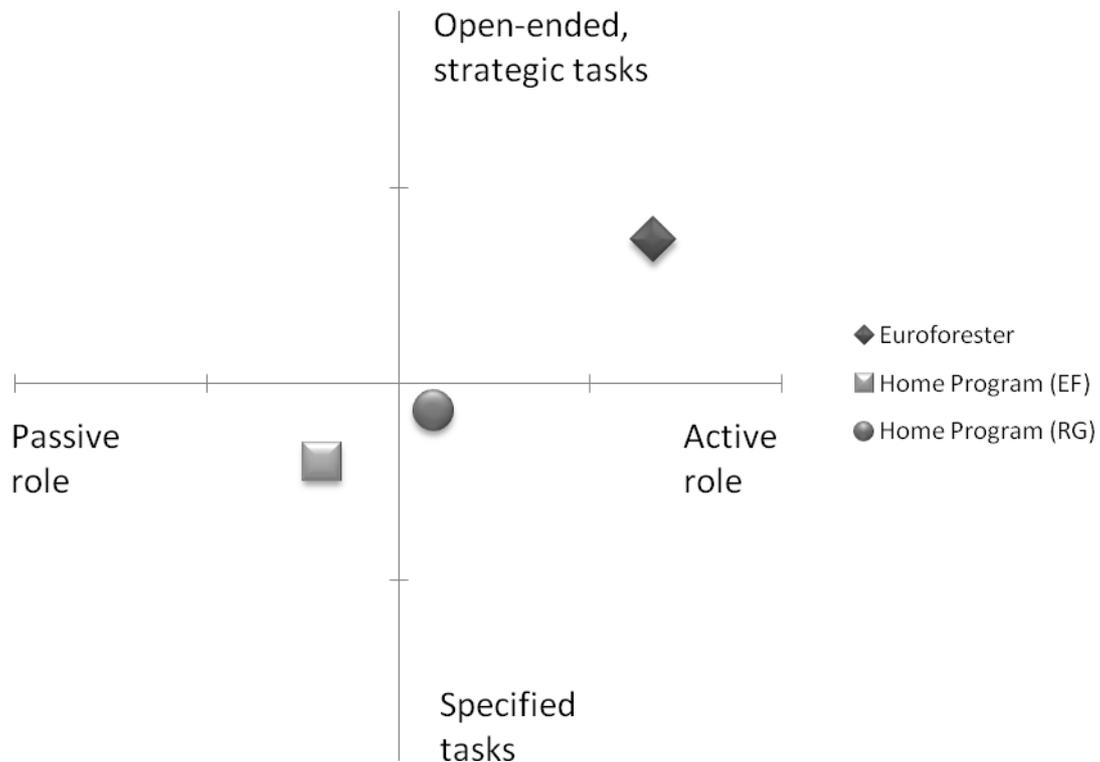


Figure 14. Student’s role and type of tasks. Evaluation of Euroforester and Home program by Euroforesters and Home Program by Russian Graduates.

Statistically there is a big difference in the student’s role and the types of tasks at a home university and in programs abroad evaluated by Euroforesters (Table 31). The Euroforesters think student who attends the Euroforester program plays more active role and has more open-ended and strategic tasks, than one has at a home university. One student comments that at the home university he doesn’t need to go to the library or to use the Internet for passing exams while in the Euroforester program there is a lot of individual work to do, because they don’t get everything at lectures. Another person says that the Russian and the

Euroforester educations are totally different, they can't be called bad or good, but the educational systems differ a lot.

Russian graduates evaluate type of tasks at home university with no significant difference in comparison with the Euroforesters' evaluation (Table 32). But accordingly to the role of the student, statistically, Russian graduates think that he plays more active role compare to Euroforesters who mentioned that at home program he is more passive (table 32). Graduates comment that during theoretical studies it is difficult to understand the idea, but when they have practical trainings everything gets in order. Besides, most of the graduates mention that today at the universities the conservative way of education prevails (lectures, where you get all the information you need to pass an exam, so you don't have to exert any efforts to the study process), but many young teachers has their own way of thinking and try to make students think logically and find information themselves.

Table 31 Results after statistical analysis of answers on question about student's role and type of tasks. Comparison between Euroforester and Home program evaluated by Euroforesters

Answers	Responses		Total
	EF by EF	Home by EF	
strategic	13 (9,0)	5 (9,0)	18
specified	2 (6,0)	10 (6,0)	12
Total	15	15	30
Pearson's X ²	8,89		
DF	1		
p	0,0029		

Table 32 Results after statistical analysis of answers on question about student's role and type of tasks. Comparison of evaluation of home program by Euroforesters and Russian graduates

Answers	Responses		Total
	Home by EF	Home by RG	
strategic	5 (6,1)	12 (10,9)	17
specified	10 (8,9)	15 (16,1)	25
Total	15	27	42
Pearson's X ²	0,49		
DF	1		
p	0,4821		

Answers	Responses		Total
	EF by EF	Home by EF	
passive	1 (6,0)	11 (6,0)	12
active	14 (9,0)	4 (9,0)	18
Total	15	15	30
Pearson's X ²	13,89		
DF	1		
p	0,0002		

Answers	Responses		Total
	Home by EF	Home by RG	
passive	11 (8,0)	12 (15,0)	23
active	4 (7,0)	16 (13,0)	20
Total	15	28	43
Pearson's X ²	3,65		
DF	1		
p	0,0562		

*Numbers in brackets are expected values and numbers above are actual values

3.4.3. *Suggested Improvements for Study Programs*

The Euroforesters tell about the Euroforester program in a positive way. Some mention only small disadvantages like too much difficult literature, great difference in courses (especially in schedule); sometimes they had nothing to do, but sometimes they had to work very hard.

As for the home program they suggest a lot of things to be improved:

- “Home studies are hard and at the same time become uninteresting because of the passive status (note-taker) and of the way the material is taught. Obligations and frames in many cases make studies less attractive than the MS course”;
- “It would be very efficient to introduce strategic tasks, more presentations, active group or personal works, excursions”;
- “More discussion between students and teachers during the study, open-ended attitude could be relevant.”
- “You would be surprised, but sometimes it's even forbidden for students to use the Internet!”
- “Time and amount of information should be calculated according to the average student's ability to get, but not according to the stated plan. Student should be taught, but not simply given information”;
- “It is too far from business, people should know more about real work in forest and sawmills”.

As it was expected much advice of the Russian graduates are about improving practice system. The students want to work independently at laboratory lessons and find different solutions for one problem. One graduate writes that many students study for 5 years and during this time they don't say a word. And at the end of their studying they even can't speak and can't normally defend their point of view. Teachers must keep up with new ways of education, the ways to make student be interested in the subject, let them speak and discuss. Besides, one person mentions semester specification. Now there are too many different subjects during one semester. Russian universities have to introduce new up-to-date subjects like “new technologies”. Teachers have to make students think more widely, not in the frames of one subject, but combining all the knowledge they have got. Teachers should improve their knowledge and use new literature (most of used literature is older than students are). Besides, hierarchy must be weakened, and teachers must respect students and see them as their colleagues. Some people write that it's almost impossible to change the educational system, but some believe that it's going to be changed quite soon.

3.4.4. Advantages and Disadvantages of Studying Abroad.

The Euroforesters in their comments mention a lot of advantages. The main are: 1) improving language; 2) knowing different cultures; 3) finding new international friends; 4) exchange of international professional skills; 5) possibility to see the world; 6) becoming active, interested, opening of new resources in themselves; 7) getting a great professional and personal experience; 8) becoming a more open-minded person, to see other ways of thinking, breaking “home-country standards”; 9) living in diverse social environments.

It is hard for them to point out any disadvantages concerning education, most of them are connected with socializing, emotions, and feeling. They write that it is very hard to leave people who have become your very good friends and to come back to Russia. “It's hard to come back home. Especially if you know, that forestry is on the decline in your country, and forester's life is not a honeymoon...” Besides some students mention that sometimes they felt isolated from discussed topics due to very different traditions.

4. DISCUSSION

I've got a lot of interesting results in this study. There are significant differences in many answers between two groups of the respondents. Besides, I've got some unexpected results, which will be discussed in the following paragraph.

The main result of this study is that students from Russia who studied abroad are more successful in their career in comparison with the Russian graduates who have never been abroad (Figure 8,9). But they are not satisfied with their jobs concerning payment (Tables 16, 21).

4.1. Methods

4.1.1. Surveys

During preparing my study I used two surveys I've described in the beginning. The EGS (Appendix 1) was used to question the rest part of the Euroforesters who hadn't responded before, but I've got only two more answers. The RGS was a translation into Russian and was used to interview the Russian graduates who never studied abroad. The main problems I've faced were: the mistakes in translation which caused problems in the data analysis and a too long survey. Many respondents complained that it took them too much time and some of the questions were not correct, that could cause such a low response rate.

4.1.2. Respondents

The Euroforester potential group of the respondents consists of 22 people, they are the students who have been involved in education during the last 8 years. I've got 16 responses. Even though the response rate of this group is very high (table 2), after all 16 people are not enough to make some conclusions. For example, I faced problems in salary comparison (only 7 Euroforesters wrote their salary, paragraph 3.3.1.), so it was very difficult to make comparison, for example, between genders. Besides, the number of the female Euroforesters is bigger than the male ones, that also cause problems in comparison with the Russian graduates.

The Russian graduates group was quite big to make a good analysis, but the response rate of 19% (table 1) shows that this group of the respondents is not a good representative of the whole group of the Russian graduates I've tried to interview. Judging by the comments some of them were not so happy to receive such letters and especially to answer to such a long questionnaire. Perhaps, those who didn't answer could also contribute to my study with interesting points of view and comments. Those 43 people who answered could be interested in this study and in their home university education development.

Also it would be interesting to compare the students classifying them by their study preferences. For example, to take the Euroforesters and the Russian graduates with high marks at the home university and another group with the average level of study progress and to compare them on the same level.

4.1.3. Response Rate

The percentage of received letters during the survey was only 54% of the total number of the found graduates (table 1). Such a low percentage can be explained by the following reasons: a lot of user's pages exist but are not used; there're many protection programs today which protect users from unknown message senders (so I had to enter a security code every time I sent a message, besides, I had to change text in every message to keep out of anti-spam control); besides, there's an option in Vkontakte when it's possible to block getting messages from the users who are not included in your friends list, but I've faced this option with only 26 people whom I couldn't send the message to; and the last reason is the user's attitude to the situation when he/she sees a message from unknown user, that's why they are not interested in answering).

The low response rate (19%) can be explained by reason that the Russian graduates are not interested in such researches. I've received about 10 messages from some of them where they wrote that the survey is too long and takes too much time, that a lot of questions are not correct (often they meant the question about salary) and finally they are not interested in any connections with their universities and most of them wrote that they have got no knowledge during their studying and there's no reason to answer such questions. Some of them were quite angry when they got my message.

4.1.4. Data Analysis

Twenty statistical X^2 and 12 Mann-Whitney tests have been done. Eight of them showed strong significance of the results (P-value was lower than 5%). Very interesting was the result concerning the income of the respondents (table 16), this result shows that the Euroforesters really earn much more than the Russian graduates.

Sometimes I couldn't do the test because of the lack of the responses. In some questions I couldn't even classify them because many of them answered the same or didn't answer at all.

4.2. Policy Problems

It has become very important for Russia to provide well-educated people for social and economical development of the county. Home education is not enough to keep strong relationships with other countries. But still there're a lot of problems the Russian government has to solve.

This is a long process for such a country to create international network in education and sometimes it's not easy to establish the foundation for international relations. The biggest problem is money. Every year there is not much money provided for this kind of costs. First of all, this is a problem for students. If they want to study abroad they have to find money to live. So they apply for a scholarship. They are lucky if they get a scholarship from the country they go to, if they don't there's a small possibility to get a scholarship for studying abroad from the Russian government but it is not enough to cover the living expenses (about 100-200 euro per month) (Ministry of Education of the Russian Federation, 2008).

The second problem is that there's almost no information network among universities. There're so many international programs you may choose but there's almost no information about it in the Russian universities. Students can get this information only from a person who

is responsible for international relationships. There are no web-pages about it. You have to check it yourself. On the web-page of the Federal Ministry of Science and Education you can find only some information on countries which participate in relationships with the Russian Federation. But there's no information on how you can go there, what you have to do and how. There isn't even a word about education abroad on the web-page of the Ministry of Education of the Republic of Karelia, which is so close to Finland and has so strong communications with this country (Ministry of Education of the Republic of Karelia, 2008).

Besides, there is a problem of language. There's a small percentage of people in Russia who speak one or more foreign languages really well. This is a barrier for students, they are afraid to speak foreign languages, they are not self-confident. That's why sometimes they don't believe in themselves, that they can go somewhere abroad for studying.

It seems to be that all international work in Russia is done thanks to enthusiasm of few people. There's almost nobody who can help you to find a suitable course, to prepare a visa, and so on.

Anyway, the situation is going better every year. People start to understand that it's much easier to find job if you have an international degree and knowledge of foreign languages. Russian employers say that foreign universities graduates already have some experience and they are more communicative, ambitious, and broad-minded in comparison with the graduates from Russian universities who have only general knowledge about their future job (Newspaper "Novie Izvestija", 2008).

Besides, such kind of studies can improve not only relationships but education at home universities, too. We have to understand what we have and what we must have to provide our country with high-qualified specialists.

4.3. Career Paths after Graduation

4.3.1. Professional Identity

First of all it's important to mention that two groups of the Russian students answered similarly on question about their professional identity despite the fact that the Euroforesters have been taught different ways of view and policy making (paragraph 3.2.1.). The biggest part of the respondents in both groups answered that forest has to be managed more in nature-oriented values; there must be more environmental restrictions on forest management (figure 1) and more control on forest owners (figure 3). That could be done by their work, more of them identify themselves with forestry, environment, or ecology, so the professional field also has it influence (figure 5). Another important thing is the evaluation of the today's situation in the country. New forest code (Forest Code of Russian Federation, 2007), quite weak forest policy does not give strong fundamentals for good forest management. It was interesting to find a tendency in answers where 44% of the Euroforesters decided that forest should be state-owned as it is today whereas only 31% of the Russian graduates support this idea (figure 2). Maybe, the reason is the lack of experience of the Russian students, the Euroforesters can see private forests in reality, they have communicated with owners and some of them write that state forest mean one owner who can control everything. Another problem is that there are no people to control forest renters. Probably the Russians think that private forests can be a better solution for productivity and a bigger profit.

4.3.2. *Job During Studies and Current Occupation*

A high amount of the respondents from both groups worked during their studies and mainly they were males (paragraph 3.2.2.). The reason for that is, probably, in the lack of scholarships and interest to studies. Sixty six percent of them worked quite a lot so that could be the reason why females are more active in their studies and the percentage of females increase with the course number, because males spend more time at job and sometimes it's difficult for them combine studies and work.

I found a tendency in answers that there's almost the same percentage of the respondents from both groups who work in forestry, but a big percentage of the Russian students are also occupied in industry whereas the Euroforesters are working in environment or ecology field (figure 5). I think that could be caused by language skills, because many environmental or ecological companies are international and need specialists with good knowledge of foreign languages which is almost not provided at the forest faculties in Russia. There's a tendency that more Euroforesters compare to Russians interested in working in forest education, 20% of them are PhD students (Table 10, Figure 4), and maybe it happens because after finishing the MS program they want to continue their research. In my opinion, PhD studies for the Euroforesters are more attractive because of several reasons: it is more interesting (getting new experience, more practice), it gives more perspectives in the future, and it is subsidized in a better way than it is in Russia. And as for getting a job the Euroforesters also mention that language skills and education abroad have helped them a lot, whereas the Russians think that the experience is more important.

4.4. **Income and Job Satisfaction**

As for salaries I found that the Euroforesters earn more in comparison with the Russians (Figure 8, Table 16), but they are not satisfied with their payment (Table 21, Figure 10). That seems to be strange. A person on a high job position with a good salary is not satisfied with it. In my opinion, this could be caused by the effect of the "IKEA scholarship" (Brukas, 2008) and, probably, ambitions. After education abroad students get much more practice not only in their professional field, but in their life, too. They see how the other countries look like, how do forest policy work there, probably they start to understand that they can do and earn much more. In comparison with the Russian graduates the Euroforesters are more mobile and flexible for difficult jobs. At the same time the Russians who earn much less are in the neutral range of payment satisfaction (Figure 11, Table 21). That could be caused by the fact that they have nothing to compare with.

I didn't find big differences between Russian Graduates and Euroforesters in terms of male gender (Table 17), but I discovered that Euroforester females earn twice more than Russian females (Table 18). The reason for that could be the fact that most of females (especially among Russian Graduates) work in the spheres which are not connected with forestry, and it means it doesn't suit their education.

Females seem to be more active during studies, so why do they have problems in getting a well-paid job connected to their professional field? It is known that forestry or other forest professions have been considered to be a "Man Job" (PetrSU NP, 2005; Forest Fires Magazine, 2008; LesPromInform, 2007), so it's quite difficult for women to get job in this

field. Another reason is that most of them didn't have job during their studies (paragraph 3.2.2.), and that means the lack of experience. Besides, I've got some claims of gender discrimination (paragraph 3.2.2.). It looks like the Euroforester females are more experienced in this question, they have the salaries which are almost equal to the salaries of the Euroforester males (Figure 9) and twice higher compare to Russian females (Table 18). Maybe they are more active and self-confident, so they can get a good job in a forest related field.

4.5. Education as the Main Reason of Success.

In my opinion, it looks like education abroad is the main reason for success in the Euroforester career. After estimation of students' role and type of tasks, such results were expected. A Euroforester having abroad education in his background thinks that a home program at his or her university is more teacher-oriented in comparison with the Euroforester one which is more student-oriented (Figure 15, Table 31). They mention that the students who attend courses abroad can develop very important skill for their future career, and it's not only about forestry. To have a good job, to be a good manager, a person should be open-minded, creative, should think in a progressive way and be as flexible in his thinking as he can (paragraph 3.4.2.).

The weakest aspects of the home programs in Russia are old-fashioned education, strict rules, hierarchy, the lack of practice, no stimulation, and so on. Many Euroforesters write that a student who takes a course at home university for 5-6 years gets almost no communication skills; he can't defend his point of view, and plays mainly passive role in the educational process. Moreover, most of the lectures don't train students in a professional way, but make them be just note-takers, and then the studies are not attractive or interesting (paragraph 3.4.3.).

The lack of practice and so called "soft skills" makes a Russian graduate noncompetitive in comparison with a Euroforester who has good knowledge of the subject, high-level professional skills, and international network which can contribute to the organization where he's employed.

There is the same problem with the payment. Having no ambitions the Russian graduates sometimes even don't want to go further in their career, that's why their job satisfaction is in a neutral range (Figure 11). Being of the same age as a Russian graduate is, a Euroforester can earn much more just because he wants to improve, to work, to do something, and still he's not satisfied (Tables 16, 21). It is difficult to say why it happens. It can be that "Euroforester" trains students to be more ambitious or it is just a chance that more active students go abroad and then go further in their career.

Education abroad gives not only important knowledge of professional field, but it also creates a network among countries. Some Euroforesters wrote that they were lucky to meet their group mates from the Euroforester course and they helped them to find a job. Many international organizations are also interested in such advantages of their workers (paragraph 3.2.2.).

5. CONCLUSIONS

After getting such results, I can make the following conclusions:

The students from Russia who studied abroad are more successful in their career in comparison with the Russian graduates who have never been abroad. They have better job positions and get bigger salaries. But they are not satisfied with their jobs concerning the payment. At the same time the students who study and graduate in Russia are much more satisfied with their salaries, and that probably happens because of the lack of experience in living abroad, so they have nothing to compare with.

The main reason for such a result, no doubt, is education abroad, which gives students not only knowledge of subject, but a great experience, too.

Great differences between genders were noticed. The Euroforester females earn almost the same as the Euroforester males do whereas the Russian females earn twice lower than the Russian males.

As a result, education abroad has a great impact not only on the career of a graduate but on his life principles, experience, professional orientation, ambitions, and willingness to be better and better every day, too.

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APPENDIX 1: Euroforester Survey

1. Personal data

1.1 Please provide basic personal data in the table. These data will not be presented in the survey report and other related research publications.

First name _____
Surname _____
Gender _____
Date of birth _____
Nationality _____
Country of current stay _____
Correspondence address _____
E-mail _____
Contact phone _____

1.2 Earned degrees

- Bachelor
 Engineer or equivalent (this typically is education lasting 4-5 year and not divided into
 Master (MSc) degree
 Other degree(s)

Please specify: title of degree (e.g. bachelor in forestry, master in biology), year of graduation, university, title of thesis or diploma work (if it was prepared)

2. Professional identity and attitudes, personal values

2.1 At what type of organization are you presently employed?

- Employed at state organization
 Employed at private organization
 Self-employed at private organization
 Other (please specify)

2.2 With what professional field do you identify yourself closest according to your current job position or personal situation? Choose one option:

- Environmental management, nature protection
 Forestry
 Recreation, tourism
 Timber industry
 Timber trade
 Other (please specify)

2.3 What kind of forest management paradigm, do you believe, should prevail in forestry of your country? Choose the most preferred option:

Forests should be:

- Managed without any restrictions
- Managed with focus on obtaining maximum monetary benefits from the timber production (focus on monetary benefits)
- Managed with focus on sustained timber production (focus on timber volume)
- Managed relying on the multiple-use concept (obtaining the desired mix of market and non-market benefits)
- Managed with focus on enhancing structural and functional biodiversity as well as vitality of forest ecosystems
- Left for natural development

2.4 Has your attitude on the forest resource management changed during the professional career, after your graduation?

- Yes, towards more nature-oriented values
- Yes, toward more utilization oriented values
- No, it remained stable

2.5. In your personal opinion, the future forest management practice in your country should be closer to the German management school/tradition (rather passive utilization, long rotation ages, continuous cover forestry, high standing volumes, negative economic result) or Scandinavian management school/tradition (intensive utilization, short rotations, even-aged management, low standing volumes, positive economic result)?

- German school
- Scandinavian school

What is the desired direction for forestry in your country in coming 10 years, in your personal opinion? (Questions 2.6-2.9)

2.6 Environmental considerations (area of protected forests, forest rotations, types of felling, etc.)

Environmental restrictions on forest management should be:

- Much reduced
- Reduced
- As today
- Increased
- Much increased

2.7 Forest ownership

Forests should be:

- 100 % private
- 75 % private

50:50
 75 % State
 100 % State

2.8 Decision freedom versus control of forest owners in terms of forest utilization.

Freedom/control:

Much more freedom for owners
 More freedom for owners
 As today
 More control of owners
 Much more control of owners

2.9 State economic policy in relation to State and private forestry

State economic policy:

Much more significant economic contribution of forestry to State budget
 More significant economic contribution of forestry to State budget
 As today
 More subsidies to forestry from the State
 Much more subsidies to forestry from the Stat

Comments on questions 2.6-9

3. Education

3.1 Taking into account your experience of studying in different environments as well as the professional career during and after the graduation, evaluate various aspects of the Euroforester program on the scale from “1” (very bad) to “4” (very good)

Overall impression about the studies				
The contents (topics) of studies				
Knowledge and skills important for the professional career				
Approaches to pedagogy				
The social environment, relationship with teachers				
The social environment, relationship with peer students				

3.2 Taking into account your experience of studying in different environments as well as the professional career during and after the graduation, evaluate various aspects of the studies at the university, where you spent most of your study time on the scale from “1” (very bad) to “4” (very good)

Overall impression about the studies				
The contents (topics) of studies				
Knowledge and skills important for the professional career				
Approaches to pedagogy				
The social environment, relationship with teachers				
The social environment, relationship with peer students				

Please, comment your evaluation in questions 3.1 and 3.2. In particular, indicate what knowledge and skills gained during the studies were most important during your professional career

3.3 Consider whether a passive or an active student's role prevails in the MSc level education in your home program, where you attended the largest part of your university education, and in the Euroforester program. A remarkably passive role implies that a student frequently perceives herself/himself to be a note-taker, knowledge is often "provided on plate" without much reflection by the student. An active role means that student engages in learning, actively constructing the knowledge by herself/himself via diverse assignments, group work, discussions with teachers and fellow students, etc.

Euroforester

Home program

Passive

Passive

Rather passive than active

Rather passive than active

Rather active than passive

Rather active than passive

Active

Active

3.4 Consider if specific or open-ended, strategic tasks prevail in your "home" program and Euroforester. Specific tasks refer to rigidly defined tasks, lectures with specific info that is expected to be reported in exams, seminars, labs or homework, where each step of a task is thoroughly defined with little possibility for deviations. Open-ended, strategic tasks refer to flexibly defined tasks, where students has to do much of the work independently, e.g. look for various information sources and find own ways of solution

Euroforester:

Home university:

Specified tasks

Specified tasks

Rather specified than open-ended,
strategic tasks

Rather specified than open-ended,
strategic tasks

Rather open-ended, strategic than
specified tasks

Rather open-ended, strategic than
specified tasks

Open-ended, strategic tasks

Open-ended, strategic tasks

Comment your choice on questions 3.3 and 3.4

Taking into account your experience of studying in different environments as well as the professional career during and after the graduation, how do you think the programs that you have attended could be improved? Consider any aspects, such as contents, quality and structure of studies (for example block versus semester system), social environment, pedagogy, etc. We are thankful for detailed comments (Questions 3.5-3.6)

3.5 Euroforester program:

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

3.7 What in your opinion are the main advantages and disadvantages of taking courses abroad or in international study program?

4. Career

4.1 Did you have a job while you studied?

- Yes
 No

Other (please, specify):

In you answered "No", skip questions 2 and 3

4.2 Professional field:

- Directly related to forestry (e.g. forester in a forest enterprise)
 Indirectly related to forestry (e.g. environmental specialist at a municipality)
 Not related to forestry,

If not related to forestry, please specify

4.3 Extent of the job (from 0.1 or 10% to 1.0 or full-time position) and duration in months

4.4 What is your current occupation?

- Employee
 Company (co-)owner
 Unemployed
 MSc student
 PhD student
 Volunteer
 Other (please, specify below)

Other (please, specify)

If you marked MSc student or Volunteer, go directly to question 13. If you marked unemployed, you may also answer question 5 and then go to question 13.

4.5 What has been your career path, i.e. what job position did you assume after the graduation of studies?

Name of organization and year (from YYMM -to YYMM) _____

Name of organization and year (from YYMM -to YYMM) _____

Name of organization and year (from YYMM -to YYMM) _____

Name of organization and year (from YYMM -to YYMM) _____

4.6 How did you get your current job?

On competitive basis (open competition between several candidates)

Through personal contacts, please comment below

Other, please comment below

Comments

4. 7. What have been the main factors for getting the current job? Consider any aspects, such as importance of personal networks or “knowing the right people”, marks from university, personal communication skills, knowledge of languages, previous job experience, etc

4.8 Write if you faced any forms of discrimination when applying for job, for example, unfair favoring due to family relationships, discrimination due to gender, physical condition, etc.

4.9 What is the extent of your current job in %, in case of several jobs, their extents (100 % means full-time position?)

4.10 What is your current income net after taxes in Euro/month? This information will be kept strictly confidential.

4.11 To what extent, do you believe, your employee organization benefited from your international background?

Not at all

A little

Rather much

Very much

4.12 To what degree have you been able to make use of your international network gained via Euroforester program in your current work position?

Not at all

A little

Rather much

Very much

4.13 To what extent the Euroforester program contributed to your career?

Not at all

A little
Rather much
Very much

4.14 14. Comments on questions 4.11-4.13

5. Job satisfaction

5.1 WORK ON PRESENT JOB. Think of the work you do at present. How well does each of the following words or phrases describe your work? Choose: “Yes” if it describes your work «No” if it does not describe it“?” if you cannot decide

(On the right side of each word in all questions in part 5 there is a drop-down menu to choose preferred option, namely “yes”, “no” or “?”)

Fascinating
Routine
Satisfying
Boring
Good
Gives sense of accomplishment
Respected
Uncomfortable
Pleasant
Useful
Challenging
Simple
Repetitive
Creative
Dull
Uninteresting
Can see results
Uses my abilities

5.2 PAY Think of the pay you get now. How well does each of the following words or phrases describe your present pay? Choose: “Yes” if it describes your pay «No” if it does not describe it“?” if you cannot decide

Income adequate for normal expenses
Fair
Barely live on income
Bad
Income provides luxuries
Less than I deserve
Well paid
Insecure
Underpaid

5.3 OPPORTUNITIES FOR PROMOTION Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe these?

Choose: "Yes" if it describes your opportunities for promotion «No" if it does not describe them
"?" if you cannot decide

Good opportunities for promotion
Opportunities somewhat limited
Promotion on ability
Dead-end job
Good chance for promotion
Unfair promotion policy
Infrequent promotions
Regular promotions
Fairly good chance for promotion

5.4 SUPERVISION Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? Choose: "Yes" if it describes the supervision you get on the job «No" if it does not describe it"?" if you cannot decide

Ask my advice
Hard to please
Impolite
Praises good work
Tactful
Influential
Up-to-date
Doesn't supervise enough
Has favorites
Tells me where I stand
Annoying
Stubborn
Knows job well
Bad
Intelligent
Poor planner
Around when needed
Lazy

5.5 PEOPLE AT YOUR PRESENT JOB Think of the majority of people with whom you work or meet in connection with your work. How well does each of the following words or phrases describe these people? Choose: "Yes" if it describes the people with whom you work «No" if it does not describe them"?" if you cannot decide

Stimulating
Boring
Slow
Helpful
Stupid
Responsible
Fast
Intelligent

Easy to make enemies
Talk too much
Smart
Lazy
Unpleasant
Gossipy
Active
Narrow interests
Loyal
Stubborn

5.6 JOB IN GENERAL Think of your job in general. All in all, what is it like most of the time? Choose: “Yes” if it describes your job «No” if it does not describe it“?” if you cannot decide

Pleasant
Bad
Ideal
Waste of time
Good
Undesirable
Worthwhile
Worse than most
Acceptable
Superior
Better than most
Disagreeable
Makes me content
Inadequate
Excellent
Rotten
Enjoyable
Poor

APPENDIX 2: Additional Diagrams

For the EGS most of the responses were sent from the female respondents, at the same time, in the RGS it was vice versa – there were more males.

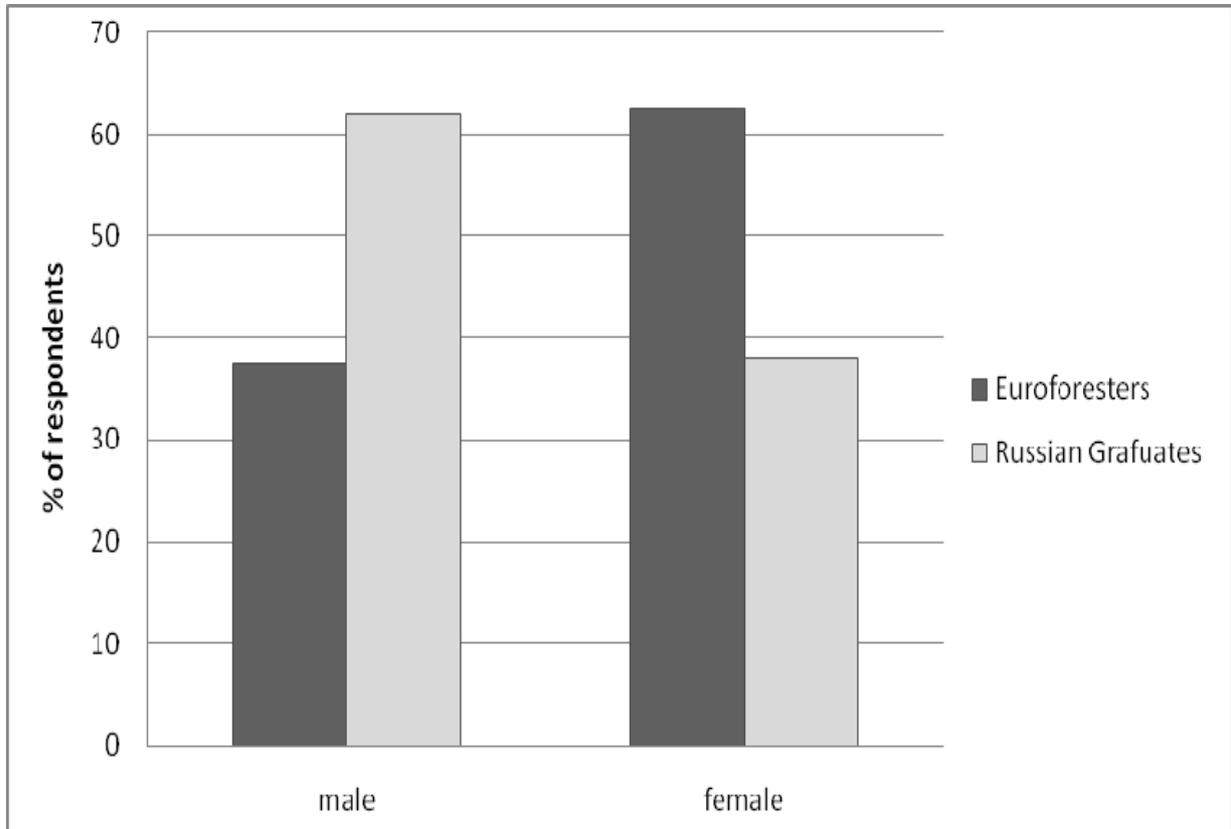


Figure 15. Gender distribution in %.

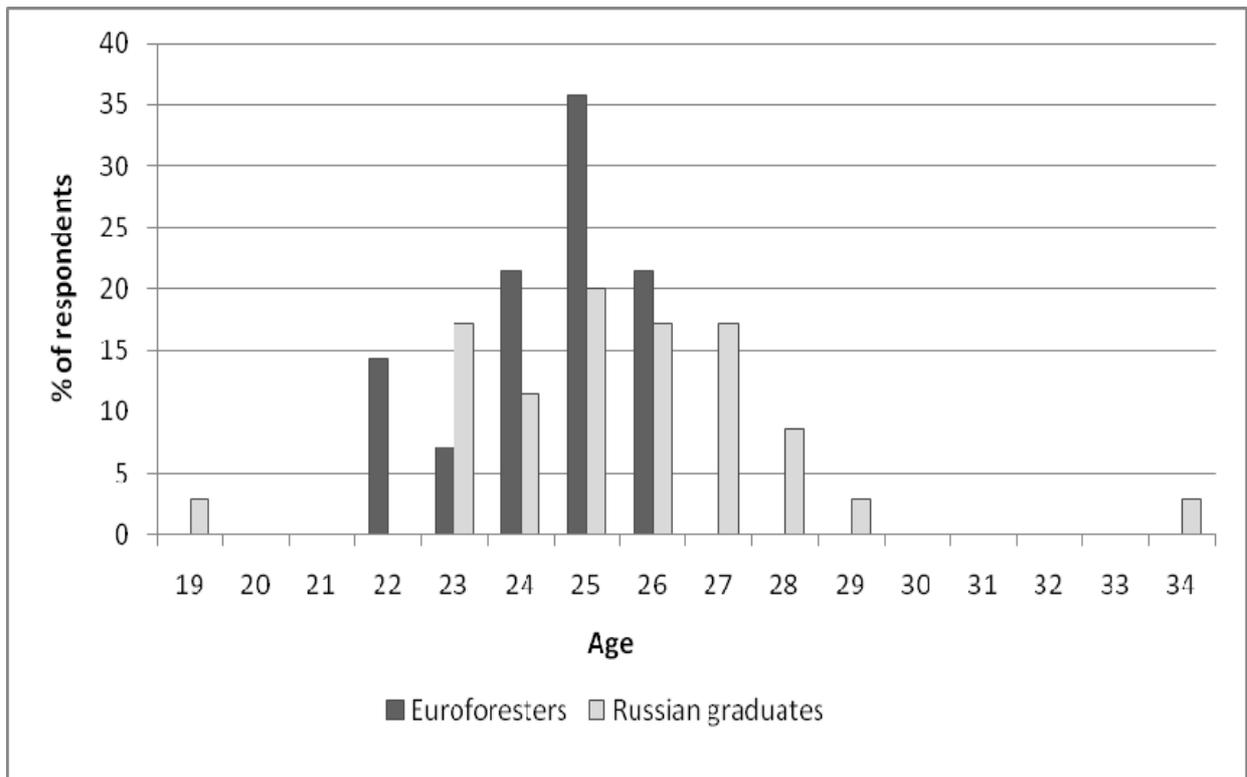


Figure 16. Age of respondents.

Age distribution among the Euroforesters is from 22 to 26 and the average age is 24. Russian age distribution is wider – from 19 to 34, the average is 26, quite the same the Euroforesters have.

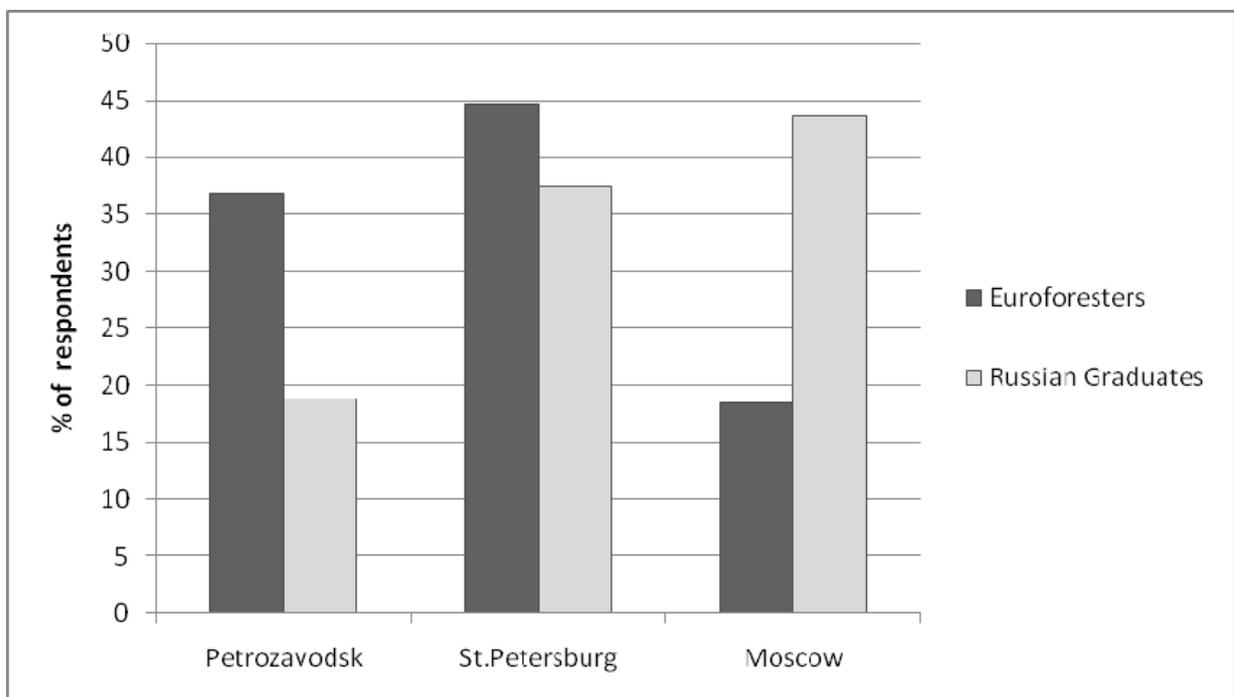


Figure 17. Response according cities.

For the Euroforester survey most of the responses were sent from St. Petersburg and for the RGS there were more responses from Moscow.

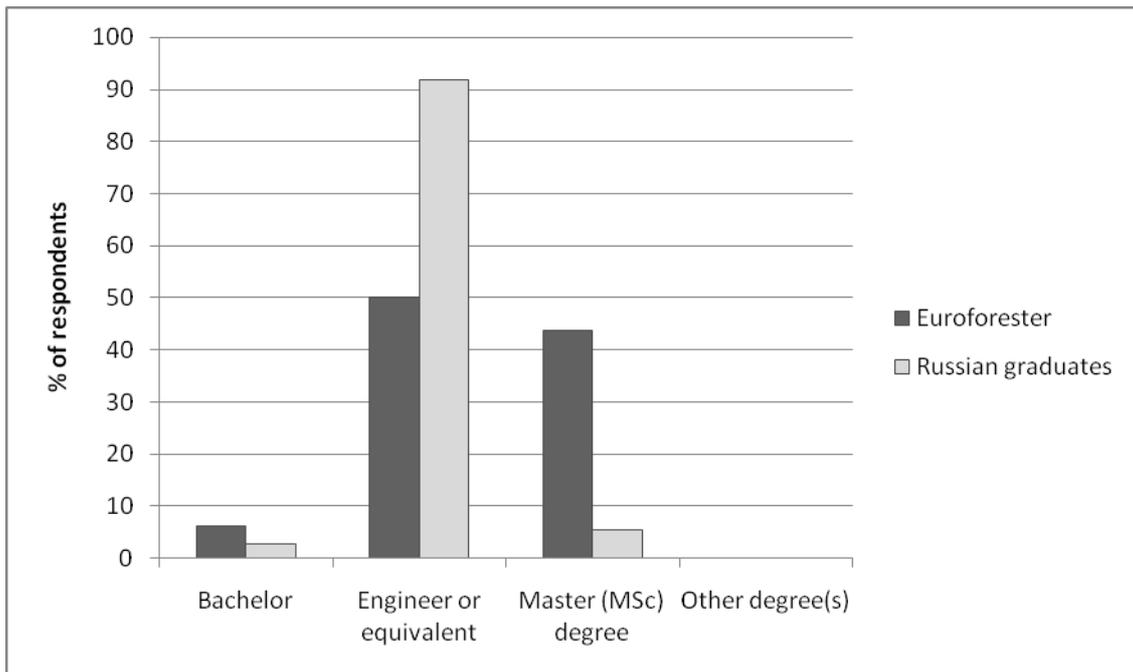


Figure 18. Earned degree(s)

As for the earned degrees, there are more Euroforesters who have got a master degree than Russians.

All Euroforesters have the Russian nationality and only one lives in Finland. There are 3 Karelians and 1 Finnish person among the Russian graduates, and 3 of them live in Finland (all of them lived in Karelia).

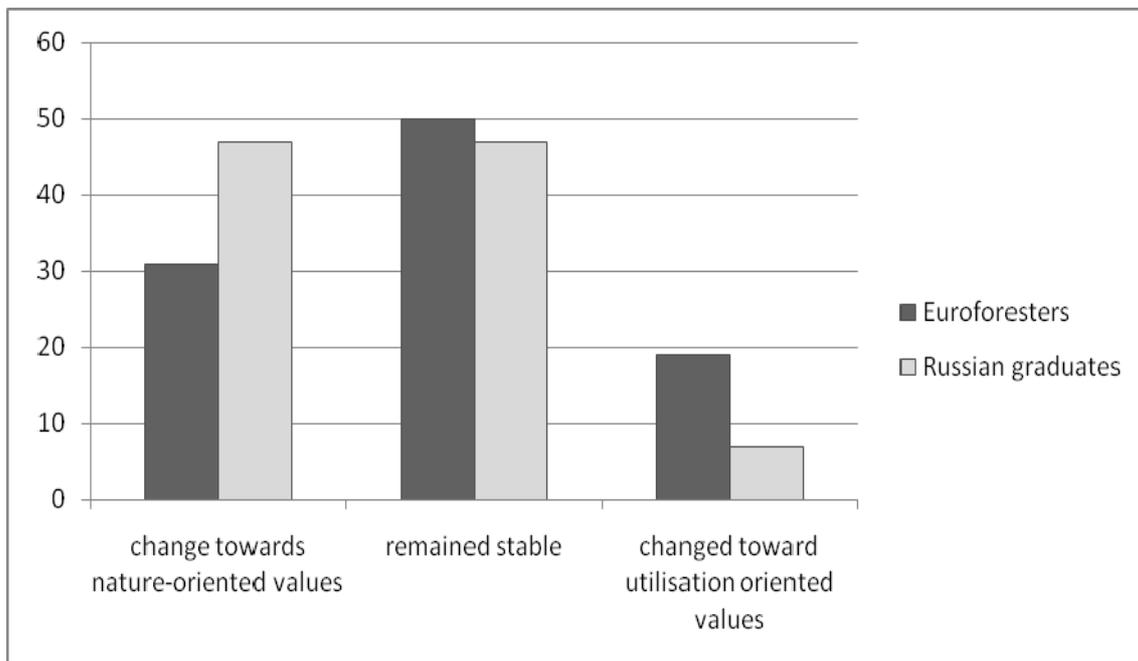


Figure 19. Changes in attitude on forest management during professional career after graduation.

As for the attitude to forest management, both groups keep the same position or move further to nature-orientated values.

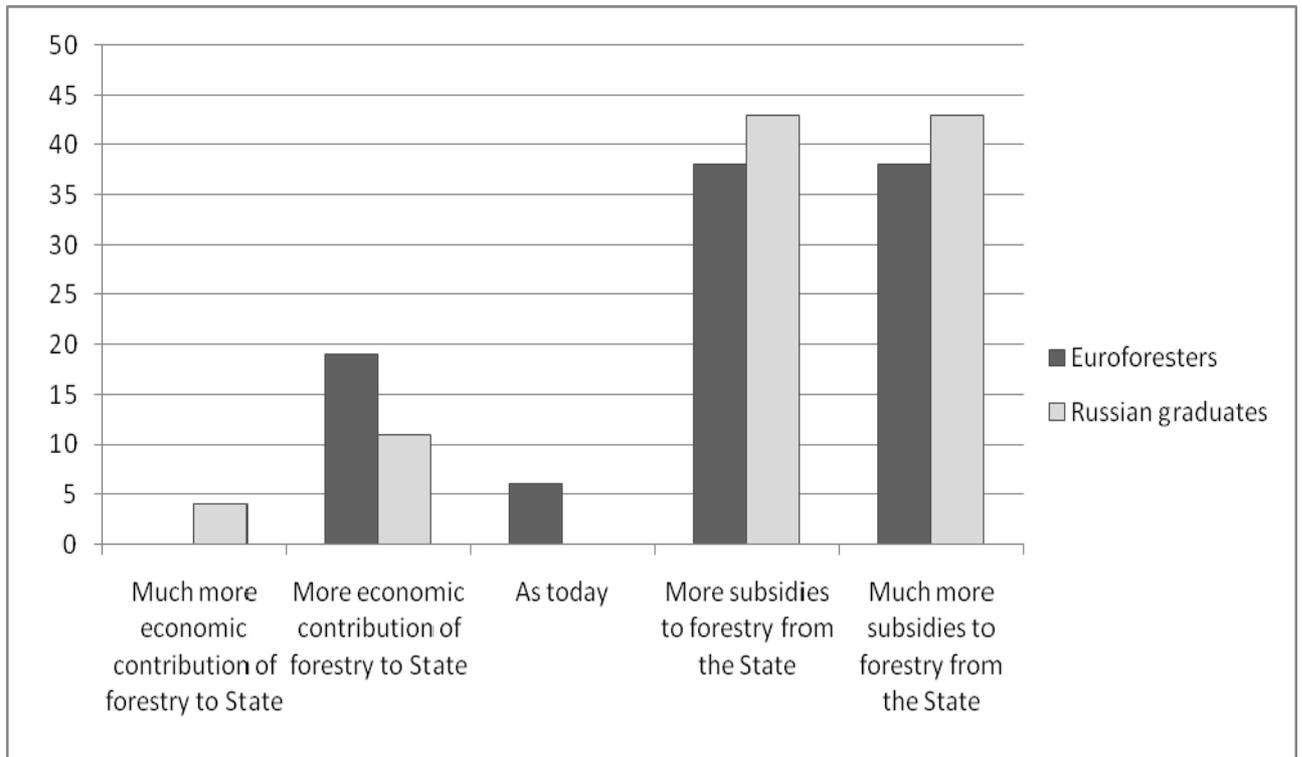
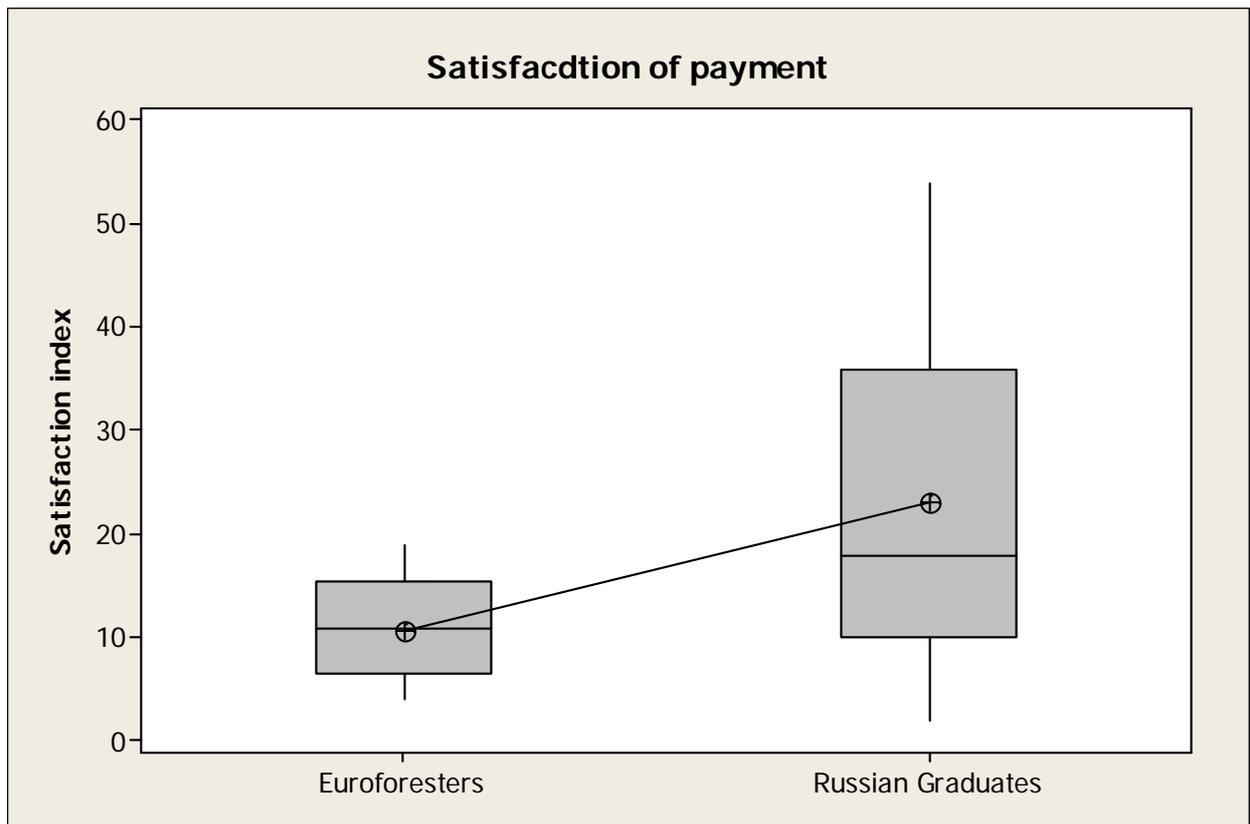


Figure 20. Answers on question about contributions.

The figure can be described by one comment of a Euroforester: “The main objective of forest sector for next 10 years is investments in forest timber sector. In this case it will be possible to reach the forestry contribution to the State budget in perspective.”

The Russian graduates also commented on their choice: “More subsidies should be granted especially to forestry. The structure of forest policy has to be changed, then, maybe, forestry will become a self-financing organization”; “Forestry should be granted because forestry provides with high-quality timber and now forestry can’t manage all problems”.

In conclusion I’ve got one more comment from a Euroforester: “These are dreams only, it’s impossible to improve the Russian forest policy until we have a Tsar. Again.”



*(Boxes include 75% of responses; lines show scope of distribution; round with crosses inside the box is mean value; horizontal lines inside boxes are medians; stars – outliers; horizontal lines 22 indicate neutral range, 32 satisfaction)

Figure 21 Satisfaction of payment



*(Boxes include 75% of responses; lines show scope of distribution; round with crosses inside the box is mean value; horizontal lines inside boxes are medians; stars – outliers; horizontal lines 22 indicate neutral range, 32 satisfaction)

Figure 22 Satisfaction of opportunities for promotion