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![](_page_10_Picture_1.jpeg)

![](_page_10_Picture_2.jpeg)

![](_page_11_Figure_1.jpeg)

![](_page_11_Figure_2.jpeg)

![](_page_12_Figure_1.jpeg)

![](_page_12_Figure_2.jpeg)

![](_page_13_Picture_1.jpeg)

![](_page_13_Picture_2.jpeg)

![](_page_14_Figure_1.jpeg)

![](_page_14_Figure_2.jpeg)

![](_page_15_Picture_1.jpeg)

![](_page_15_Picture_2.jpeg)

## Training courses for students and practitioners

![](_page_16_Picture_2.jpeg)

![](_page_16_Picture_3.jpeg)

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![](_page_17_Picture_2.jpeg)

![](_page_18_Picture_1.jpeg)

![](_page_18_Figure_2.jpeg)

![](_page_19_Figure_1.jpeg)

![](_page_19_Picture_2.jpeg)

## Conclusions (2/2)

Learning and innovating from crisis:

- Addressing "extreme events" within existing teaching programs (adapting existing courses, creating ad hoc modules, seminars, MOOCs/SPOCs...)
- Research programs/activities involving young researchers
- **Linking** different actors within areas at risk (higher education institutions as a "catalyst" and "glue"?)
- Rethinking how to communicate forests and forestry
- Learning from each-other and sharing across EU and globally (windstorms, wildfires...)

TESAF Bartimoto Tention

![](_page_20_Picture_9.jpeg)