

平成11年度「森林研究コース」
帰国研修員フォローアップ調査

質問票集計結果

アンケート (質問票) について

1. アンケートの目的
 - 事前調査 (現状とニーズの事前把握)
2. アンケート方法
 - 帰国研修員用に作成したアンケート
(帰国研修員用、所属機関用の2種類)
 - JICA現地事務所を通じて回収

アンケート集計内訳

■ 帰国研修員アンケート回収数

	ブラジル	パラグアイ
林業・林産研究 (S36-H3)	9名	0名
森林研究 (H4-)	2名	1名
計	11名	1名
参加研修員数	17名	1名
回答率	65%	100%
所属機関数	7機関	1機関

帰国研修員アンケート結果 1 (所属機関について)

機関種別

- ブラジル：
 - 連邦政府機関3名、州政府機関4名、大学4名
- パラグアイ：
 - 政府機関1名
- ブラジル：
 - 農業研究所、環境研究所、森林院、農牧研究公社、
 - パラナ州連邦大学、サンタカタリーナ州連邦大学 等
- パラグアイ
 - イタプア林業センター (CEDEFO)

帰国研修員アンケート結果 2 (参加研修の評価について)

■ 内容評価

	大変良い	良い	普通	よくない
カリキュラム	4 + 1	6	1	
コース管理	5 + 1	5	1	
内容	3 + 1	6	2	
指導技術	2 + 1	7	2	

■ 帰国後の昇進

	昇進した	昇進しない	昇進したが研修に関係ない
人数	6 + 1	4	1

帰国研修員アンケート結果 3 (参加研修の評価について)

■ 研修は技術や知識の向上となったか？

	かなり	それなりに	全くなし
人数	7 + 1	3	1

(「全くなし」の理由) 自分の業務にかかわる研修の期間が極めて短かったため

■ 研修の知識は現在の仕事に役立っているか？

	完全に	おおかた	部分的に	わずか	全くなし
人数	4	2	4	1	1

(「わずか」「全くなし」の理由) ・昆虫学の研修がほとんどなかったため
・現在の仕事が研修と全く異なってしまったため

帰国研修員アンケート結果4 (研修内容の情報共有について)

- 研修の内容を研究報告書や研究会で報告したか？

	はい	いいえ
人数	4	7 + 1

- 研修で得た知識を同僚等と共有したか？

	はい	いいえ	無回答
人数	6	4 + 1	1

帰国研修員アンケート結果5 (研修改善の要望について)

- 研修期間について

	長い	ちょうど良い	短い
人数	1	8 + 1	2

- ・短い：4 - 5ヶ月間を希望、4ヶ月間を希望（内容によってはより多く学びたい）
- ・長い：2 - 4週間を希望（博士号などを持つ者もあり、基礎知識は習得済みである）

帰国研修員アンケート結果 6 (帰国後の連絡について)

- 帰国後、森林総合研究所にコンタクトを取ったことがあるか

	ある	ない
人数	5	6 + 1

「ある」とした内容：

- ・ 第三国研修について
- ・ 森林に関する研究情報提供
- ・ JICAのプロジェクトや専門家について

「ない」の理由：コンタクトを取ろうとしたが返事がなかった

- 帰国研修員同窓会に参加しているか

	ある	ない
人数	3 + 1	8

帰国研修員アンケート結果 7 (その他の要望)

- 研修に参加して時間が経っているので、自分の知識を深めるためにも、再度研修を受講したい (多数)
- 本研修コースを続けてほしい (多数)
- 研修員と森林総合研究所との情報交換を再開してほしい
- 研修コース案内等を送って欲しい
- 帰国研修員用のニュースレター等を送って欲しい

所属先アンケート結果

1

研修員所属機関（連邦政府または州政府機関）
および日本への研修員数

- サンパウロ州森林院（60名）
- ブラジル環境再生天然資源院（1名）
- ピコラー大学（6名）
- サンパウロ大学（4名）
- パラナ大学（3名）
- サンタカタリーナ大学（1名）
- ブラジル農牧公社（3名）
- イタプア林業センター（人数は不明）

所属先アンケート結果 2

他機関との連携

1. JICA以外で協力を受けている日本の機関：
 - ・ JIRCUS（国際農林水産業研究センター）
 - ・ 名古屋大学
2. 協力を受けている日本以外の国：
 - ・ ドイツ（KFW、GTZ）
 - ・ カナダ
 - ・ スウェーデン
 - ・ コスタリカ

研修員の選考方法と選考までに必要な期間

	参加するように促す	参加させる	その他
人数	6 + 1	2 + 1	

	1ヶ月以内	2-3ヶ月
人数	6 + 1	1

所属先アンケート結果

3

選考の際に基準となるもの

	現在の 職種	学歴	研究成果	意欲	勤務態度	研修先と事 前にやりと りして	その他 (言語 力)
人数	2	5	6	6	3+1	2	1

G.I.の情報について

	十分である	不十分である
人数	7+1	0

G.I.は十分な時間をもって送られてきたか?

	前もって入手	遅れて入手
人数	5	2+1

所属先アンケート結果 4

(研修評価)

■ 研修で得た知識・技術の適応性

	多くが適応	ある程度適応	全く適応なし
人数	3	4+1	0

適応するとした内容として、森林分野の専門的な知識に加え、日本の研究の方法や、評価方法等の手法についてのコメントがあり

■ 帰国研修員を関係分野の責任者やポストに登用したか

	した	しない
人数	6+1	1

具体的なポスト：プロジェクトのリーダー、研究リーダー、研究室長

所属先アンケート結果5 (研修評価)

- 継続してJICA研修に参加させたいか? (回答数)

	させたい	させたくない
人数	6 + 1	0

- 他研修と比較しての評価 (回答数)

	よい	悪い	妥当	どれでもない
レベル	2	0	4 + 1	2
	長い難しい 多い	短い易しい 多くない	どちらでも ない	
期間	1	1	5 + 1	
質	3	5	0 + 1	
参加数	0	2 + 1	5	

所属先アンケート結果6 (研修改善についての要望)

1. 研修期間への要望
 - ・ 2 - 4 週間 (1 機関)
 - ・ 3 ヶ月未満 (1 機関)
 - ・ 4 - 6 ヶ月間 (1 機関)
 - ・ 現状のまま (3 機関)
 - ・ 3 - 4 ヶ月 (1 機関)
 - ・ 6 ヶ月未満 (1 機関)
2. カリキュラムへの要望
 - ・ 環境に関する事項の充実 (1 機関)
 - ・ より高レベルの研修 (1 機関)
 - ・ 技術移転に関する事項 (1 機関)
 - ・ 変更点なし (5 + 1 機関)

所属先アンケート結果 7 (研修改善についての要望)

3. 研修内容

- ・環境に関する事項の充実 (1 機関)
- ・多くの分野が混在している (1 機関) ・変更点なし (4 + 1 機関)

4. 研修レベル

- ・技術のアップデートをはかって欲しい (1 機関)
- ・最新の技術の習得 (1 機関) ・変更点なし (4 + 1 機関)

5. その他

- ・機器の使用方法の研修も希望 (1 機関)

所属先アンケート結果 8 (その他のコメント)

- 研修で習得した知識を自国に適用することは難しくはないが、機材に費用がかかり、そのために活用できないという問題
- 仕事に向かう哲学は同じであるから、日本とブラジル間の技術の差は問題ではない
- 技術的なギャップのため第三国研修は成果が見られなかった
- グローバル化が進む中、いっそうの新技术の習得をサポートして欲しい
- 若手研究者にとっても本研修コースの継続を望む
- 研修などの各種情報を直接研究機関に送付して欲しい
- 日本の技術と研修員の知識のギャップがある

FOLLOW-UP SURVEY FOR EX-PARTICIPANTS OF TRAINING COURSES
 TSUKUBA INTERNATIONAL CENTER (TBIC)
 JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)
 AND
 FORESTRY AND FOREST PRODUCTS RESEARCH INSTITUTE (FFPRI)

**QUESTIONNAIRE FOR EX-PARTICIPANTS
 OF
 THE GROUP TRAINING COURSE**

I. PERSONAL DATA

1. Name in full

- <Edson> Edson Possidonio Teixeira
- <Lysias> Lysias Vellozo da Costa Filho
- <Nilse> Nilse Kasue SHIMURA YOKOMIZO
- <Jose> Jose Luiz Pereira Rezende
- <Hilton> Hilton Thadez Z. do Couto
- <Umberto> Umberto Klock
- <Ananias> Ananias de Almeida Saraiva Pontinha
- <Carlos> Francisco Carlos Soriano Arcova
- <Divino> Divino Eterno Teixeira
- <Alfredo> Alfredo Celso Fantini
- <Rosana> Rosana Victoria Higa

2. Home address

- <Edson> Rua Pedro Domingos Vitali, 750 ap.42. 13030-370 Campinas, SP.
- <Lysias> Rua Campinas, 68-Jardim América 87. 705-230 Paranavai-Parana-Brazil
- <Nilse> Rua Benedito Galrao de França, 20, 07600-000-Mairipora, SP. Brazil
- <Hilton> Rua Gov. Pedro Toledo 543, 13400-070-Piracicaba, SP. Brazil
- <Umberto> R:Ste de Abril, 1294. Ap108-Alto da Gloria, Curitiba-Pr-Brazil-80040-120
- <Ananias> Rua Vinte e Cinco de Abril, N° 318, 18.440-000 Itaberá, SP, Brazil
- <Carlos> Rua Antonoia bizarro, 70 Apto 91, Bela Vista-Osasio, SP. Cep 06083-160
- <Divino> Son 312 Blood B Apt. 304, 70765-020 Brasilia DF
- <Alfredo> Rua Tito Carvalho, 21-B12-203, 88040-400 Florianópolis/SC-Brazil
- <Rosana> Rua Emilio Cornelsen 198, apto 84 Curitiba, PR CEP:80540-220

3. Year of your participation in THE GROUP TRAINING COURSE

- <Edson><Lysias> 1982, Forestry and Forest Products Research
- <Nilse><Jose> 1984, Forestry and Forest Products Research
- <Hilton> 1985, Forestry and Forest Products Research
- <Umberto> 1987, Forestry and Forest Products Research
- <Ananias> 1989, Forestry and Forest Products Research
- <Carlos><Divino> 1990, Forestry and Forest Products Research
- <Alfredo> 1993, Forest Research
- <Rosana> 1995, Forest Research

II. YOUR PRESENT ORGANIZATION OUTLINE

1. Name, type of organization and size

(1) Name of your organization

- <Edson> Instituto Agronomico de Campinas (IAC)
- <Lysias> Environmental Institute of Parana State
- <Nils e> Instituto Florestal
- <J o s e> Universidade Federal de Lavras (UFLA)
- <Hilton> School of Agriculture, University of Los Paulo
- <Umberto> Universidade Federal de Parana, Department of Forestry Technology and Engineering, Education, Research and Extension.
- <Ananias> Scientific Researcher II, Chief of Section
- <Carlos> Forestry Institute of Sao Paulo State (Institute Florestal de Sao Paulo-IF)
- <Divino> IBANA, Laboratorio de Produtos Florestais (LPF)
- <Alfredo> Universidade Federal de Santa Catarina
- <Rosana> National Centre of Forest Research (EMBRAPA)

(2) Your present title in your organization

- <Edson> Scientist Research
- <Lysias> Regional Biodiversity Conservation Coordinator
- <Nils e> Scientific Researcher V. Chief of Section
- <J o s e> Pesquisador Visitante (Visiting Research)
- <Hilton> Director, Compute Center, Piracicaba Campus
- <Umberto> Professor with excessive dedication - Assistant IV.
- <Ananias> Scientific Researcher III, Chief of Section 1994-1996
- <Carlos> Scientific Researcher
- <Divino> Researcher- Wood Technology
- <Alfredo> Professor
- <Rosana> Researcher

If your title changed after your participation in THE GROUP TRAINING COURSE, please state the two most recent titles you've had and your activities.

- <Lysias> Regional Biodiversity Conservation Coordinator and Coordinator of the Northwest Region Help Project.
- <Nils e> Scientific Researcher IV. Chief of Section 1991-1997
Scientific Researcher V. Chief of Section 1997-1999
- <J o s e> Associate Professor Full Professor
- <Hilton> Professor of Forestry
- <Umberto> In last 2 years, promotion from Assistant Professor II to in class. Vice Department dean and many academic activates.

(3) Please indicate the type of your present organization. Please choose one of the following items

- <Edson> Governmental
- <Lysias> It is a Government Institute in charge for the Improvement, Control and Environment Policy.
- <Nils e> Governmental organization. Direct administration of Sao Paulo State.
- <Hilton> Teaching, Research and Extension Services.

- <Umberto> UFDP is the Unique Federal University of Parana State, Education, Research and Extension are the aims.
- <Ananias> Scientific Researcher IV, Chief of Section 1996-1999
- <Carlos> Governmental
- <Divino> Federal Government
- <Alfredo> Education/Research (Governmental)

(4) How many staff members does your organization have?

- <Lysias> In the Regional Branch where I work we have 4 medium technicians, 2 engineers, 1 teacher (environment teacher), 3 administrative and 25 rural workers.
- <Nilse> 1,486 clerks.
- <Jose> 1,500 labors Federal University
- <Hilton> 650
- | | |
|------------------------------------|-----------------------------------|
| <Umberto> UFDP | Department of Forestry Technology |
| - about 1,700 Professors | - about 15 Professors |
| - about 1,000 Administrative Staff | - about 2 Administrative Staff |
| | - about 5 Technic Staff |
- <Ananias> 1,486 clerks.
- <Carlos> 1,430
- <Divino> 3
- <Alfredo> 3,000 (about)
- <Rosana> 160

2. Activities, responsibilities and organization chart

What are the main activities of your organization and what are your activities and responsibilities in it?

- <Edson> Agriculture Research Mine Activities : Entomology (Taxonomy)
- <Lysias> It is answerable for the implementation of improvement, control and Policy of the environment in the Parana State. About me, I work, mainly, in the elaboration of Projects of Biodiversity Conservation for the Conservation Unit Areas.
- <Nilse> Research of natural resources, management of natural and forestry production are the three main activities. of the institution.
- <Jose> Teaching extension research
- <Umberto> Department is responsible for 16 classes in graduate program of wood technology an 44 classes in undergraduate courses of forestry engineering and wood industrial engineering, research and extension in the wood technology area.
- <Ananias> Research of natural resources, management of natural areas and forestry production are the three main activities of the institution.
- <Carlos> I.F. gives assistance to the Sao Paulo State government to elaborate a forest policy and make it executed, This policy has the main points:
- 1) Researches and conservation of forest resources;
 - 2) Exploitation of forest resources.
- My activities: Research on watershed management as an expert on forest hydrology.
- <Divino> Wood research, Researcher
- <Alfredo> Education/Research

III. EVALUATION OF THE GROUP TRAINING COURSE

1. Ex-participant's evaluation of the course

(1) Do you think your participation in the course has been useful to your career?

Curriculum :	Very good	(Lysias)(Hilton)(Umberto)(Divino)
	Good	(Nilse)(Jose)(Ananias)(Carlos)(Alfredo)(Rosana)
	Poor	(Edson)
	Fair, Very Poor	()
Course Management :	Very good	(Lysias)(Jose)(Hilton)(Umberto)(Rosana)
	Good	(Nilse)(Ananias)(Carlos)(Divino)(Alfredo)
	Fair	(Edson)
	Poor, Very Poor	()
Content :	Very good	(Lysias)(Hilton)(Umberto)
	Good	(Nilse)(Jose)(Ananias)(Carlos)(Alfredo)(Rosana)
	Fair	(Edson) (Divino) I think it was in depth as I was expecting, maybe because I already had a good experience.
	Poor, Very Poor	()
Training Methodology :	Very good	(Hilton)(Umberto)
	Good	(Nilse)(Jose)(Lysias)(Ananias)(Carlos)(Alfredo) (Rosana)
	Fair	(Edson) (Divino) Some comment above.
	Poor, Very Poor	()

(2) If you answered "Fair", "Poor" or "Very poor" for any of the above, please explain briefly.

(3) After your participation in the course, did you receive any promotion in your position?

Yes,	(Nilse)(Lysias)(Hilton)(Ananias)(Carlos)(Rosana)
No	(Edson)(Jose)(Umberto)(Divino)
Yes or No	(Alfredo)

<Divino> No, because my organization (IBAMA) does not have a system of personal promotion.

<Alfredo> I completed my Ph.D. Program by July 1999. (But it didn't depend directly on my training in Japan.)

If "Yes", how and when?

<Lysias> In 1985 I became the General Director of the Department of Renewable Natural Resources of the my Institute (IAP).

<Nilse> 1984 : Scientific Researcher III
1986 : Scientific Researcher IV
1989 : Chief of Section
1989 : Director of Division
1991 : Assistant of the General Directory
1997 : Scientific Research V

<Hilton> 1995 : Professor of Forestry (Full)
1997 : Director, Computer Center

<Umberto> Not immediately, but it has been much considered in curriculum annihilation and personal improvement.

<Ananias> 1984 : Scientific Researcher III
1986 : Scientific Researcher IV

<Carlos> Three promotions: 12.30.93 from S. Researcher I to S. Researcher II
01.08.96 from S. Researcher II to S. Researcher III
06.05.98 from S. Researcher III to S. Researcher IV

<Rosana> I finished a Ph.D. course in December 1998, and afterwards I have been promoted from Researcher II to Researcher III.

(4) After your participation in the course have you tried to share the knowledge and skills you learned with other staff members in your organization?

Yes, (Lysias)(Hilton)(Umberto)(Carlos)(Rosana)(Divino)

No (Edson)

(Nilse) Each staff has distinctive attributes.

(Ananias) Each staff has distinctive attributes.

(Alfredo) At least not directly

If "Yes", please give an example?

<Lysias> Since then I have given several training courses, conferences and advise with the matter of the training course which I have done in Japan.

<Hilton> I included in the curriculum of the course. I teach technique to evaluate wood quality. (specific quality, splitting, etc.)

<Umberto> In teaching activities during the years in all my classes, to all my students and collaborators, in research works, in extension programs with wood industries.

<Carlos> We introduced together other researchers an automatic plot to study rainfall interception at Cunha Hydrologic Laboratory. (*)

<Divino> On the land rated wood matter.

<Rosana> Showing and discussing all the information brought from all the experiences in Japan.

2. Technical improvement

(1) Have your knowledge and skills improved through your participation in the course?

Fairly, (Nilse)(Jose)(Lysias)(Hilton)(Umberto)(Ananias)(Rosana)

Somewhat, (Carlos)(Divino)(Alfredo)

No (Edson)

(2) If you answered "Fairly" or "Somewhat", please give an example(s).

<Lysias> Cultivation of Bamboo, some techniques in Forest Influences and Watershed Management and Forest Function to prevention of natural disaster.

<Nilse> New research areas were open in microbiology and micrology.

<Jose> Acquisition of culture sense of organization

<Hilton> During the course I learned computer science and now I am the director of computer center.

<Umberto> My knowledge area of wood technology had fairly improved with the great orientation of Mr. Sasaki Ohta of the forest and forestry institute in Tsukuba. Works in wood quality -Thesis Elaboration- graduate program.

- <Ananias> -New research in the wood technology.
- <Carlos> We introduced automatic equipments to sample and analyze at paraguaiu paulista station. (**)
- <Divino> I took advantage of the high technological stage of the forest industry in Japan.
- <Alfredo> -Non-timber and non-consumptive uses of the forest.
-Sampling for field data collection.
- <Rosana> The work that has been developed in Japan in wood damage caused by climate adversity, specially frost and die back caused by nutritional disorder.

(3) If you do not think so, what do you consider the reasons to be?

The difference in the level of training was

- | | |
|--------------------------------------|---------|
| too high | () |
| too low | () |
| Language barrier | () |
| No interest in the training contents | (Edson) |
| Problems in method of instruction | () |
| Other reasons | () |

Please specify.

- <Edson> I always worked with entomology. So, We work in the laboratory of entomology was very short time.

3. Applicability

(1) Have the knowledge and skills you acquired in the course been useful and applicable to your current work? Please choose one.

- | | |
|------------|------------------------------------|
| Fully, | (Nilse)(Lysias)(Hilton)(Umberto) |
| Mostly, | (Jose)(Carlos) |
| Partly, | (Ananias)(Divino)(Alfredo)(Rosana) |
| Slightly, | (Edson) |
| Not at all | () |

(2) If you answered "Fully", "Mostly" or "Partly", please specify what knowledge and/or techniques are useful and applicable?

- <Lysias> Watershead management and forest fire.
- <Nilse> The research field introduced by the Training Course was similar to the one developed at the Section I belong.
- <Jose> Total quality just in time.
- <Hilton> -New techniques to evaluate wood quality.
-Use of computer software for data analysis.
- <Umberto> Wood quality and wood drying, these two areas were my training course in FFPRI(Tsukuba) and have being useful during all these years.
- <Ananias> The research field introduced by the training course was similar to the one developed in my work.
- <Carlos> I answered the question above (*, **)
- <Divino> The use of nondestructive techniques to evaluate wood and wood products.
- <Alfredo> I use to compare forest management in Japan and other countries with the management, especially during my classes.
- <Rosana>As described in item 2.2

(3) If you answered "Slightly" or "Not at all", what are the main causes?

- () Currently involved in a different kind of work
- () Gap(s) in skill level
- () Difference in technical background (Methods etc.)
- () Other

Please specify.

<Edson> I refer. The time in the laboratory of entomology was very short.

(4) Which subject of the course was most beneficial to your job?

<Edson> It would be if I had stayed more time in my area.

<Lysias> Forest Influences

<Nilse> The individual training in the laboratories of the FFPRI.

<Jose> Economic and administrative subjects research organization.

<Hilton> Techniques to evaluate wood quality. (specific quality)

<Umberto> Both of them, I should say that my training course in 1987 was so specific, so I have fully improved my abilities on the subjects.

<Ananias> The individual training in the laboratories of FFPRI.

<Carlos> Techniques to sample stream water in experimental watersheds.

<Divino> All of them.

<Alfredo> The overall looking at the forest sector in Japan changed my horizons for forest use. (particularly non-timber forest products and non-consumptive use of forests. I spent the last five years in U.S.A. on my Ph.D. program, Now it is difficult to separate the benefits from the training in Japan. Anyway, and maybe most important, the time I spent in Japan was an imaging from to go ahead and get my Ph.D. degree.)

(5) Have you ever presented a research paper and/or oral presentation at an academic meeting based on the research results gained from the course?

Yes, (Hilton)(Umberto)(Divino)(Jose)

No (Edson)(Nilse)(Lysias)(Ananias)(Carlos)(Alfredo)(Rosana)

If "Yes", please give its name.

<Jose> Forestry department of UFV seminar to post graduate students.

<Hilton> The Influence of boron application on the wood quality of eucalyptus.

<Umberto> In many events, on of them was in my dissertation. Rualidade da madeira de pinus cocarpa e pinus earibaea. And of course in classes, meetings and so long.

<Divino> I was requested to write a paper about my country's forest situation.

IV. TRAINING COURSE IMPROVEMENT

1. Time allocation: Training course as a whole and among each of the programs

(1) Overall course duration (Present course: 3 months)

Too long, (Alfredo)

Fair, (Edson)(Nilse)(Jose)(Lysias)(Ananias)(Carlos)(Divino)(Rosana)

Too short (Hilton)(Umberto)

If you answered "Too long:" or "Too short", what do you feel is the appropriate length?

<Hilton> 4 to 5 months.

<Umberto> In my case it was 4 months.

<Alfredo> All staff at my department (plant science) have Ph.D. level now. So, more specific training programs or collaborative work would be more appropriate. In this case, shorter programs (2-4 weeks) would be more appropriate and easier for staff to participate.

Why?

<Hilton> Have opportunity to work more research project.

<Umberto> I found it just adequate because of adaptation time and time for develop some research work, it is to obtain some results of course it depends on type of knowledge area.

(2) Time allocation for each programs

<Nilse> OK

<Umberto> In case of wood technology, I believe that 4 months a very good time.

<Ananias> OK

2. Subject(s) to be added or deleted

(1) What training subject(s) should be more emphasized and/or added?

<Lysias> Forest Influences

<Nilse> I attended the Forest and Forestry Products Research Course in 1984. The subjects presented was OK that time. But after 15 years, some new subjects like molecular biology, informatic and others new tools could be introduced.

<Jose> More contact with the researchers and knowing better the going protects.

<Hilton> -Use of tropical wood in Japan.

-Influence of management aprochies in the wood quality.

<Umberto> Any kind of laboratory practice in a research work are of substantial help.

<Ananias> I attended the forest and forestry products research course in 1989. The subjects presented was OK that time.

<Divino> The practical laboratory training.

<Alfredo> -Management of natural forests (single tree selection for example)

-Methods for stand stock control in homogeneous forests.

<Rosana> Environmental science, specially related to ecological physiology of trees

(2) What training subject(s) are not needed in the program?

<Lysias> The theories about the Silviculture in Japan, at least which one is the same around the world.

<Nilse> It was OK in 1984.

<Jose> All of them seams necessary.

<Umberto> In my program all subjects wire useful, Technical seminars, laboratory practice training, contact with research, professionals, the daily life in institute wire very useful.

<Ananias> It was Ok in the 1989.

<Carlos> All subjects are important.

<Divino> None

<Alfredo> Mechanization

(3) What type of sites would be preferable for visits? What would you like to see there?

<Lysias> All the techniques visits were a lot of helpful.

<Nilse> It was OK in 1984.

<Jose> Universities research institute.-Factorys

<Hilton> University of Tokyo : vegetative propagation of trees.

<Umberto> Industries, research centers, application sites.

<Ananias> It was Ok in the 1989.

<Carlos> Sites with sabo-works.

<Divino> Hokaido, Hanshin, Nara, Nagoya

<Alfredo> Private forests, parks, and research institution, all should be visited so the student can compare management regimes in all of them.

<Rosana> All sites with field experiments using modern technologies.

3. Suggestions for the improvement of future programs

<Lysias> Show the results which had been reached after the research techniques have been adopted.

<Nilse> The current demand is distinct from the one introduced to me in 1984. So, I can suggest the actualization of the subjects. Certainly the FFPRI already provided this actualization.

<Hilton> To engage the participant in research project requesting her/him to write report and presented them.

<Umberto> Difficult to say, just because in my case it was simply perfect.

<Ananias> I don't.

<Alfredo> The program was very good as a general approach, However, it might be possible for some participants to develop specific projects, even with data bought from his/her country, and sharing equipment and expertise from Japanese researcher. Such an approach could be the beginning of collaborative research projects.

<Rosana> More Practicable work.

V. JICA AFTER CARE SERVICES

1. Requests as to follow-up for ex-participants of the course.

(1) After your participation in the course, have you contacted your host institute in Japan?

Yes, (Nilse)(Hilton)(Carlos)(Divino)(Rosana)

No (Edson)(Lysias)(Jose)(Ananias)(Alfredo)

(Umberto) I tried but I do not know why there was no answer.

(2) If "Yes", in what situation?

<Nilse> As coordinator of a Third Country Training Program in 1992-1993, and as research visitor in 1994.

<Hilton> Requesting information on more equipments.

<Carlos> I have participated in a project of technical cooperation developed by JICA and if some Japanese experts of forestry and forest products research institute visited Brazil.

<Divino> I helped one researcher in conducting tests in particleboard and received a copy of his dissertation with the resolute contact and recent meeting with a FFPRI researcher in Philippine.

<Rosana> To ask information about research in development at the Institute.

(3) Please specify any requests as to JICA's follow-up care for ex-participants.

<Nilse> No requests. I think JICA offers enough opportunities to ex-participants keep contact with the host institute.

<Hilton> Allow participants to visit Japan every 5 years or no.

<Ananias> No request.

2. Alumni Association of JICA Ex-participants

(1) Are you a member of the Alumni Association of JICA Ex-participants?

Yes, (Lysias)(Hilton)(Rosana)

No (Edson)(Nilse)(Jose)(Ananias)(Carlos)(Divino)(Alfredo)

(Umberto)The reason is that alms immediately, I went to the United States and after I came back my life is totally dedicated to the academic work.

(2) If "Yes", what activities do you take part in?

<Hilton> Too fan from my home.

<Rosana> Second Secretary

VI. YOUR IMPRESSIONS ON JAPAN'S UPDATING THE GROUP TRAINING COURSE

<Lysias> I have no notices about updating.

<Nilse> My impression is the best possible. I still have contacts with Japanese experts or the host institute.

<Jose> I will be glad in receiving material from alumni association and taking part of please send me any material from Japan.

<Umberto>Well, After 12 years of my participation I had been surprised with JICA's request, and my impression is the best, just because all my experience in Japan, and in the program of the training course are completely alive my mind, and more surprising is that others experiences like in USA, are fair different.

<Ananias> My impression is the best possible.

<Rosana> It can improve the use of the knowledge acquire during the course in Japan

VII. REQUESTS TO JICA

<Lysias> I would like to request JICA for a new visit to Japan, to update my knowledge and techniques, mainly after the time in my job with the improvement that I have reached in the training course.

<Nilse> Only one request : keep the program.

<Jose> It will be very good meeting my colleges again in Japan.

<Hilton> To start a program to exchange information between the participants and the institution they stayed in Japan.

<Umberto>-I would request to continue to relieve publications.

-Permanency of that kind of training programs to Brazilians in wood technology area, because I strongly believe that Japanese experience and knowledge can help to develop Brazilians wood industry and improve, let say increase social and life conditions of our rural people.

Thank you, for the opportunity.

<Ananias> Only one request keep the program.

<Divino> I would like to see more joint training between Japan/JICA and my organization.

<Rosana> It would be interesting if JICA could send us a type of Newsletter from the Institute where we had been trained.

FOLLOW-UP SURVEY FOR EX-PARTICIPANTS OF TRAINING COURSES
TSUKUBA INTERNATIONAL CENTER (TBIC)
JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)
AND
FORESTRY AND FOREST PRODUCTS RESEARCH INSTITUTE (FFPRI)

QUESTIONNAIRE FOR EX-PARTICIPANTS
OF
THE GROUP TRAINING COURSE

I. PERSONAL DATA

1. Name in full
<Edilia> EDILIA Ramirez Haedo
2. Home address
<Edilia> Km. 61, 1 Ruta 6ta. -Pirapo- Itapua - Paraguay
3. Year of your participation in THE GROUP TRAINING COURSE
<Edilia> 1992, Forest Research

II. YOUR PRESENT ORGANIZATION OUTLINE

1. Name, type of organization and size
 - (1) Name of your organization
<Edilia> Centro Forestal Itapua
 - (2) Your present title in your organization
<Edilia> Director

If your title changed after your participation in THE GROUP TRAINING COURSE, please state the two most recent titles you've had and your activities.

<Edilia> Boss of Education Department, 1993-1994
Boss of Reforest Department, 1994-1999

- (3) Please indicate the type of your present organization. Please choose one of the following items
- (4) How many staff members does your organization have?
<Edilia> 45
2. Activities, responsibilities and organization chart
What are the main activities of your organization and what are your activities and responsibilities in it?
<Edilia> There are nursery, carpenter shop, saw mill and forest research. Right now I'm working about forest seed.

* If you have an organization chart, please attach it.

III. EVALUATION OF THE GROUP TRAINING COURSE

1. Ex-participant's evaluation of the course
 - (1) Do you think your participation in the course has been useful to your career?

Curriculum : Very good (Edilia)
 Good ()
 Fair ()
 Poor ()
 Very Poor ()

Course Management : Very good (Edilia)
 Good ()
 Fair ()
 Poor ()
 Very Poor ()

Content : Very good (Edilia)
 Good ()
 Fair ()
 Poor ()
 Very Poor ()

Training Methodology : Very good (Edilia)
 Good ()
 Fair ()
 Poor ()
 Very Poor ()

(2) If you answered "Fair", "Poor" or "Very poor" for any of the above, please explain briefly.

(3) After your participation in the course, did you receive any promotion in your position?

Yes, (Edilia)
 No ()

If "Yes", how and when?

<Edilia> Before the participation of the course, I was working in the education department, and after them I was working in the technical department since 1994 until now.

(4) After your participation in the course have you tried to share the knowledge and skills you learned with other staff members in your organization?

Yes, ()
 No (Edilia)

If "Yes", please give an example?

2. Technical improvement

(1) Have your knowledge and skills improved through your participation in the course?

Fairly, (Edilia)
 Somewhat, ()
 No ()

(2) If you answered "Fairly" or "Somewhat", please give an example(s).

<Edilia> Actually I know the method to considered for to improve a research.

(3) If you do not think so, what do you consider the reasons to be?

The difference in the level of training was

- too high ()
- too low ()
- Language barrier ()
- No interest in the training contents ()
- Problems in method of instruction ()
- Other reasons (Edilia)

Please specify.

<Edilia> All method and all instructor was very nice to meet.

3. Applicability

(1) Have the knowledge and skills you acquired in the course been useful and applicable to your current work? Please choose one.

- Fully, ()
- Mostly, ()
- Partly, ()
- Slightly, ()
- Not at all (Edilia)

(2) If you answered "Fully", "Mostly" or "Partly", please specify what knowledge and/or techniques are useful and applicable?

(3) If you answered "Slightly" or "Not at all", what are the main causes?

- (Edilia) Currently involved in a different kind of work
- () gap(s) in skill level
- () Difference in technical background (Methods etc.)
- () Other

Please specify.

<Edilia> At moment I'm working about forest seed.

(4) Which subject of the course was most beneficial to your job?

<Edilia> It was wood decay.

(5) Have you ever presented a research paper and/or oral presentation at an academic meeting based on the research results gained from the course?

- Yes, ()
- No (Edilia)

If "Yes", please give its name.

IV. TRAINING COURSE IMPROVEMENT

1. Time allocation: Training course as a whole and among each of the programs

(1) Overall course duration (Present course: 3 months)

- Too long, ()
- Fair, (Edilia)
- Too short ()

If you answered "Too long:" or "Too short", what do you feel is the appropriate length?

Why?

(2) Time allocation for each programs

<Edilia> I think it was good anyway, some can more long time.

2. Subject(s) to be added or deleted

(1) What training subject(s) should be more emphasized and/or added?

<Edilia> It the specially of the participants in his/her origin country.

(2) What training subject(s) are not needed in the program?

<Edilia> I believe catch subject(s) it's important and I'm grateful for them.

(3) What type of sites would be preferable for visits? What would you like to see there?

<Edilia> It's Hokkaido. I'd to see the mountain, snow and the sea.

3. Suggestions for the improvement of future programs

<Edilia> All participants need to be working in the area of subjects of programs.

V. JICA AFTER CARE SERVICES

1. Requests as to follow-up for ex-participants of the course.

(1) After your participation in the course, have you contacted your host institute in Japan?

Yes, ()

No (Edilia)

(2) If "Yes", in what situation?

(3) Please specify any requests as to JICA's follow-up care for ex-participants.

2. Alumni Association of JICA Ex-participants

(1) Are you a member of the Alumni Association of JICA Ex-participants?

Yes, (Edilia)

No ()

(2) If "Yes", what activities do you take part in?

<Edilia> I'm a member.

VI. YOUR IMPRESSIONS ON JAPAN'S UPDATING THE GROUP TRAINING COURSE

<Edilia> Is always the some Japan's nice for to visits, study, research and improved knowledge, style live, but not for to live there long time.

VII. REQUESTS TO JICA

<Edilia> 1) I would like to receive the magazine "KENSU-IN", because I never have received it.

2) I would like to have the new address from my group training course.

a) Jorge Salinas

b) Veronica Palacio

c) People of Thailand

3) I would like to receive the new address from Hugo Javier Medrano from

Nicaragua. He was from February to October in 1992 in TBIC-TBITC.
For ever my thanks for JICA, all TBIC and FFPRI. Thanks.

Thank you very much for your kind cooperation

QUESTIONNAIRE FOR ORGANIZATIONS CONCERNED

I. ORGANIZATION OUTLINE

(1) Name, type of Organization and size

1) Name of Organization:

- < I F > Instituto Florestal
- <IBAMA> IBAMA, Laboratorio de Prdutos Florestars -LPF
- <U F V> Universidad Federal de Vicola-UFV
- <U S P> Universidad de Sao Paulo
- <UFPR> Universidad Federal do Parana
- <UFSC> Universidad Federal de Santa Catarina, Department of Plant Science (Fitotecnia)
- <CNPf> EMBRAPA, Centro Nacional de Pesquisa de Florestas

Address:

- < I F > Rua do Horto, Cep 931 02377-000-São Paulo, SP Brazil
- <IBAMA> Sacin Ac.L4 Lote 4, 70818-970 Brazilia-DF
- <U F V> Campus Universitario 36570000 Vicosa-MG, Brazil
- <U S P> Av. Padua Dias, 11-Cep 13418-900- Piracicaba, SP Brazil
- <UFPR> Bom Jesus 650 Juveve, Cep 80.035-010 -Curitiba- Pr
- <UFSC> Cx.Postal 476, 88040-900 Florianópolis/SC, Brazil
- <CNPf> Estrada da Ribeira, Km 111, 83411-000, Colombo, PR.

2) Type of organization.

- a) Governmental (IF)(IBAMA)(UFV)(USP)(UFPR)(UFSC)(CNPf)
- b) Semi-Governmental ()
- c) Private ()
- d) Other ()

please specify

- <IF - 2> Governmental organization direct of São Paulo State
- <IF - 3> Direct administration
- <UFPR> It is a governmental educational institution (Federal)

3) Number of staff members:

a) Total:

- <IF-1,2> 1,486
- <IF - 3> 1,430
- <IBAMA> 3
- <U F V> >4,000
- <U S P> 650
- <UFPR> about 2,000 (Department-25)
- <UFSC> 3,000 Our Department : 18
- <CNPf> 160

b) Research/Technical:

<IF-1,2>	1,334
<IF - 3 >	129
<IBAMA>	35
<U F V >	1,050
<U S P >	240
<UFPR>	1,800 (Department- 23)
<UFSC>	1,500 Our Department : 15
<CNPF>	53 / 40 (Research / Support to Research)

c) Administrative:

<IF-1,2>	152
<IF - 3 >	1,301
<IBAMA>	5
<U F V >	>3,000
<U S P >	410
<UFPR>	200 (Department- 2)
<UFSC>	500 Our Department : 3 Other 1,000
<CNPF>	67

(2) Activities, responsibilities and organization chart

- <IF-1,2> Research of natural resources, management of natural areas and forestry production are the three main activities of the institution. The Institute Florestal is also responsible in manage 847388 ha of surface land in São Paulo State, most of then natural areas, latest remnescent of the native characteristics. As producer of forestry products, the Institute Florestal generated US\$ 1,100.000 in 1998. The research activities give the scientific and technical support to both activities, conservation and production. Actually the Institute Florestal, as a institution, is supported by the interaction of these activities "research-conservation-production". (Organization chart annexed)
- <IF - 3 > Research in wood technology, Silviculture , Aforestation, wood preservation, Genetic resources and improvement, Environment education, Conservation areas and native forest.
- <U F V > Teaching Researching
- <U S P > Teaching, Research and Extension Services.
- <UFPR> Educational, research and extension activities in wood technology area, in two undergraduate courses and in one graduate course. It belongs to agrarian science section of the Parana federal University.
- <UFSC> Teaching, Research, Extension
- <CNPF> Forest research and technology transference in the national territory aiming at sustainable development.

(3) Relationship with Japan

1) Number of participants in..

a) Total:

<IF - 3 > 60

<IBAMA> 1

<UFV> 6

<USP> 4

<UFPR> 3

<UFSC> 1 (The only participant from our department staff was Mr. Fantini, Although several students had been participating in JICA programs. Participation of graduate students in JICA programs contributed a lot to improve their skills and knowledge.)

<CNPF> 3

b) The Course:

<IF - 3 > 2

<UFV> 1

<USP> Training course on Agriculture and food products.

<UFPR> Wood technology, utilization of wood raw material, panels training courses.

<UFSC> 1 (ONE)

<CNPF> 1

c) Other JICA's Courses:

<UFPR> Japanese descents researchers program.

<CNPF> 2

2) Is your organization involved in any joint project or program (research/training) with Japanese institute(s) besides JICA?

Yes, (IF-1)(CNPF)

No (IF-2,3)(IBAMA)(UFV)(USP)(UFPR)
(UFSC)At least in our Dept.

If "yes", please specify

<IF - 1 > JIRCAS (Japan International Centre for Agricultural Sciences)

<CNPF> Discussions with Nagoya University through Dr. Okuyama.

3) Does your organization have any relationships with other countries through something similar to JICA's training courses?

Yes, (IF-1,3)(UFV)(USP)(CNPF)

No (IF-2)(IBAMA)(UFPR)(UFSC)

If "yes", Please specify

<IF - 1 > German - KFW

<UFV> Canada

<USP> German Cooperation Agency -GTZ

<CNPF> Sweden, Costa Rica, International Centers of CGIAR System.

4) Is your organization involved in any joint programs and/or projects with Japanese research institutes?

Yes, (IF-1)(IBAMA)(UFPR)

No (IF-2,3)(UFV)(USP)(UFSC)(CNPF)

If "Yes", what ?

<IF - 1 > FFPRI (Forest and Forestry Products Research Institute)

<IBAMA> With the international tropical timber organization.

<UFPR> A member of the DETF staff participate in Japan Wood Research Society

II. APPLICATION AND NOMINATION OF CANDIDATES TO JICA TRAINING COURSES

(1) Procedure of selection

1) (IF)(IBAMA)(UFV)(UFPR)(UFSC)(CNPF)

The organization advertises for candidates and selects them based on his/her aptitude and qualifications.

(U S P) (IBAMA)

The organization selects the candidate from the organization's staff based on his/her aptitude and qualifications.

() Others (Please specify the procedure below).

2) How long does it take you to choose the final candidate(s)?

within one month (IF)(IBAMA)(UFV)(UFPR)(UFSC)(CNPF)

more than one month (USP)

If it takes more than one month, how many months?

<U S P > 2 to 3 months

3) What are the standards and qualifications considered during candidate selection for the Course?

present post of candidate (IF)(USP)

educational background (IF)(IBAMA)(UFV)(UFPR)(CNPF)

research record (IF)(IBAMA)(USP)(UFPR)(UFSC)(CNPF)

intention (IF)(UFV)(USP)(UFPR)(UFSC)(CNPF)

service record (IF)(IBAMA)(UFPR)

interchange with the training institute (IF)(UFPR)

other (Please specify below.) <IBAMA> Curriculum Vitae and language skills.

(2) General Information (G.I.):

1) Is information from the "G.I." sufficient for selecting final candidate(s)?

sufficient (IF)(IBAMA)(UFV)(USP)(UFPR)(UFSC)(CNPF)

insufficient ()

If insufficient, please specify.

Nil

2) Do you usually receive the "G.I." well in advance?

Yes (IF)(USP)(UFSC)(CNPf)
(IBAMA) Sometimes
No, it arrives late. (UFV)(UFPR)

(3) Number of prospective applicants/candidates

1) Number of applicants/candidates selected every year for the course.

< I F > 1
<IBAMA> Not known.
<U F V> Candidates do not apply every years.
<U S P> 2 to 3 candidates
<UFPR> 1 or 2
<UFSC> 3-4
<CNPf> 1

2) Number of staff members in your organization qualified for the Course.

< I F > 3
<IBAMA> 5
<U S P> 21
<UFPR> Professors and researches
<UFSC> 3(Graduate Students)
Several other graduate students ask for application forms for other courses all the time.
<CNPf> 50

III. EVALUATION OF THE TRAINING PROGRAM

(1) Results/achievements of the training

Have you received good results from:

a) the method of researching

<IBAMA> Fair
<U F V> Yes
<U S P> Participants usually improve her/him ability to develop research.
<CNPf> Yes

b) the knowledge/skill(s) acquired

<IBAMA> Fair
<U F V> Yes
<U S P> Participants always, bring new techniques for application to Brazilian situations.
<CNPf> Yes

c) Others

<IF - 1 > Have you found any good results/achievements. We found good results, due to both reasons : the method of researching and the knowledge/technique transferred.
<IF - 2 > We found good results, due to both reasons: the method of researching the knowledge/technique transferred.

- <IF -3> Good results are found because the method of research and the knowledge transferred are adequated.
- <UFV> Integration of research multi disciplinarity of research.
- <UFPR> These specifics courses are of great improving knowledge for our mission on teaching and research in both, Graduate and undergraduate, Department activities.
- <CNPF> Improved networking with other Latin American and developing countries researchers.

(2) Applicability of the knowledge/skill(s) obtained through the training in Japan

- 1) a lot, (UFV)(USP)(UFPR)
 to some extend, (IF)(IBAMA)(UFSC)(CNPF)
 no application ()

2) Examples of good application.

- <IF -1> Wood processing, remote sensing techniques, watershed management, erosion control, etc.
- <IF -2> Wood quality, charcoal making techniques, engineering properties of full-size timber.
- <IF -3> -Methods of water quality in experimental catchment
 -Monitoring of small catchment
- <IBAMA> -NDE Techniques
 -Wood lamination
- <UFV> Productivity of people who went to Japan in proved considerably.
- <USP> -Technique to select trees for wood production.
 -New methods of evaluate wood quality.
 -Economical studies for dividing management options.
- <UFPR> Wood quality technics, wood drying, panels, etc.
- <CNPF> Evaluation of damages in wood due to adverse weather conditions.

3) If "no application", why ?

Nil

4) Do you try to assign ex-participants to responsibilities/posts where they can make good use of the knowledge/skill(s) obtained through the Course ?

- Yes, (IF)(IBAMA)(UFV)(USP)(UFPR)(CNPF)
 No (UFSC)

5) If "Yes", how?

- <IF> As a leader of projects.
- <IBAMA> On demand by the public careering information.
- <UFV> Research leadership, Research and university administration.
- <USP> To be the head of research laboratories.
- <UFPR> In specific disciplines and researches programs.
- <CNPF> We suggest that they use the knowledge acquired to develop innovative solutions to Brazilian problems.

(3) Expectations for future JICA programs

1) Would you like to continue sending your staff members to participate in the Course?

Yes, (IF)(IBAMA)(USP)(UFPR)(UFSC)(CNPFF)

No ()

2) If "Yes", when ?

< I F > The schedule used by the Japanese organizer has been ideal.

<IBAMA> For specialization training.

<U S P > Using JICA support and research facilities and also using Brazilian funds.

<UFPR> In future courses of the area, Wood Technology and Wood Utilization.

<UFSC> For training in narrow subjects, or for developing joint research projects.

<CNPFF> We would like to send researchers in most fields of forestry research with emphasis on environmental research, wood industrialization and non-timber products.

(4) Comparison with other programs

How do you evaluate the Course compared with other courses?

- | | | |
|----------------------------|--------------|---------------------------------|
| - level of content : | high | (USP)(UFPR) |
| | low | () |
| | neither | (IF-1,2)(UFSC) |
| | satisfactory | (IF-3)(IBAMA)(UFV)(CNPFF) |
| - length : | long | (UFSC) |
| | short | (USP) |
| | neither | (IF)(IBAMA)(UFV)(UFPR)(CNPFF) |
| - quantity : | difficult | () |
| | easy | (IF-3)(IBAMA)(UFSC) |
| | neither | (IF)(UFV)(USP)(UFPR)(CNPFF) |
| - number of participants : | many | () |
| | not many | (IF-3)(IBAMA) |
| | neither | (IF-1,2)(UFV)(USP)(UFPR)(CNPFF) |

IV.IMPROVEMENT TO THE COURSE IN THE FUTURE

(1) Knowledge/skill(s) your organization hopes to obtain from THE COURSE. In the future, what knowledge/skill(s) would you expect from the COURSE?

<IF-1,2> The subjects referred to environmental conservation could be emphasized.

<IF-3> Soil conservation.

<IBAMA> We would like the participant to go to Japan with a program/project already discussed and that could bring advantage to both Brazil and Japan.

<U S P > -Use of information technology in forest management.

-Use of remote sensing for forest management.

<UFPR> All programmes until now are satisfactory.

<UFSC> Join research projects on geographical information system(GIS), Management of natural forests, Biotechnology. (All applied to natural resources)

<CNPFF> Technologies related to environmental impact assessment, industrialization of wood and non-wood products.

(2) Improvements to THE COURSE

a) Duration of program

- < I F > No more than 3 month.
- <IBAMA> As actually
- <U F V> No more than 6 months
- <U S P> 4 to 6 months would be adequate.
- <UFPR> Satisfactory
- <UFSC> 2-4 weeks
- <CNPF> Good, three months is a good period

b) Curriculum

- <IF-1,2> Emphasize the environmental subjects.
- <IF-3> OK
- <IBAMA> More high level training
- <U F V> Seems OK.
- <U S P> Adequate.
- <UFPR> Satisfactory
- <UFSC> Very specific, Arranged prior to travel to Japan, between staff from our university and Japanese researchers.
- <CNPF> Good, but it should include a module on technology transference and integration
Research Institute / Industry

c) Content of training

- <IF-1,2> Emphasize the environmental subjects.
- <IF-3> OK
- <IBAMA> Wood composite
- <U F V> The groups some time are too heterogeneous.
- <U S P> OK
- <UFPR> Satisfactory
- <CNPF> We were informed by the researcher that the training was very interesting.
We had researchers in other courses who have also enjoyed them.

d) Technical levels

- < I F > OK
- <U F V> Updating with the new techniques.
- <U S P> OK
- <UFPR> Satisfactory
- <UFSC> Advanced
- <CNPF> The technique level is appropriate.

e) Other

- <U F V> Insturmentazation (How to operate)

V. JICA AFTER SERVICES

- < I F > No comment.
- <U F V> Looks good for me.
- <UFPR> Very good to participants, however it could be better with the institution.
- <CNPF> We believe that the after services are resumed to the distribution of a magazine or newsletter to ex-participants. As we suggested before, the possibility of developing post course cooperative research would be very nice.

VI. MAJOR PROBLEMS OF TECHNOLOGY

- <IF - 1> In some instances we are not able to apply all techniques learned at the Course. The access to the new technologies is not so difficult, but the access to the new equipments takes money, which is not available by the time.
- <IF - 2> We are not able to apply all techniques at the course. That is not difficult to access to the new technologies.
- <IF - 3> I believe the differences of technology between Japan and Brazil are not a problem. The important is that the philosophy of work is the same.
- <IBAMA> As a third world country we feel a bit depressed due to the technological gap, but I am sure we do much using our inventive and imaginative skills.
- <U S P> -Species identification in tropical forests.
-Infrared technology for remote sensing.
-Software for analyzing remote sensing imagery
-Wood quality analysis of native species.
- <CNPF> It is very difficult to talk about major problems of technology, but two areas seems to be very important currently:
1. The sustainable use of forests and impacts of forestry;
 2. Two forest products industrialization

VII. REQUESTS TO JICA

- <IF - 1> Actually, the globalization of the knowledge, requests from the researchers fast familiarity with the new technologies. Before globalization, the Japanese government, thought JICA has permitted the access to these new technologies. The Institute Florestal hopes to keep this contact.
- <IF - 2> The globalization makes the need to the access new technologies and knowledge too fast. In the past, the Japanese government, through JICA has permitted the access to these new technologies. The forest Institute hopes to keep this contact.
- <IF - 3> Please, keep the training programme course, It is important to the young researchers.
- <U F V> Making more efforts to maintain the group in touch.
- <IBAMA> To keep the good work and extend the training also to projects that can be developed in cooperation between Brazilian and Japanese Institutions.
- <U S P> -Equipments for wood quality survey of standing trees.
-Software for image analysis.
-Equipments for water quality analysis.
-Automated meteorological station.
- <UFPR> Send information directly to the department. And to maintain courses in the wood technology are, it is very important to Brazil's wood industry and to educational purposes.
- <CNPF> Promote the linkage of research institutes in Brazil and Japan, aiming at the development of joint research in key questions to Japan and Brazil.

QUESTIONNAIRE FOR ORGANIZATIONS CONCERNED

I. ORGANIZATION OUTLINE

1. Name, type of Organization and size

(1) Name of Organization:

<CFI> Centro Forestal Itapua

Address:

<CFI> Km. 62, Ruta 6ta.-Pirapo-Itapua-Paraguay

(2) Type of organization.

- a) Governmental (C F I)
- b) Semi-Governmental ()
- c) Private ()
- d) Other ()

Please specify

(3) Number of staff members:

- a) Total: <CFI> 45
- b) Research/Technical: <CFI> 5
- c) Administrative: <CFI> 3

2. Activities, responsibilities and organization chart

<CFI> It's a center for forest education, extension and research.

3. Relationship with Japan

(1) Number of participants in..

- a) Total:
- b) The Course:
- c) Other JICA's Courses:

(2) Is your organization involved in any joint project or program (research/training) with Japanese institute(s) besides JICA?

- Yes, ()
- No (C F I)

If "yes", please specify

(3) Does your organization have any relationships with other countries through something similar to JICA's training courses?

- Yes, ()
- No (C F I)

If "yes", Please specify

(4) Is your organization involved in any joint programs and/or projects with Japanese research institutes?

Yes, ()

No (C F I)

If "Yes", what ?

II. APPLICATION AND NOMINATION OF CANDIDATES TO JICA TRAINING COURSES

1. Procedure of selection

(1) How long does it take you to choose the final candidate(s)?

(C F I) The organization advertises for candidates and selects them based on his/her aptitude and qualifications.

(C F I) The organization selects the candidate from the organization's staff based on his/her aptitude and qualifications.

() Others (Please specify the procedure below).

(2) How long does it take you to choose the final candidate(s)?

within one month (C F I)

more than one month ()

If it takes more than one month, how many months?

(3) What are the standards and qualifications considered during candidate selection for the Course?

present post of candidate ()

educational background ()

research record ()

intention ()

service record (C F I)

interchange with the training institute ()

other (Please specify below.)

2. General Information (G.I.):

(1) Is information from the "G.I." sufficient for selecting final candidate(s)?

sufficient (C F I)

insufficient ()

If insufficient, please specify.

(2) Do you usually receive the "G.I." well in advance?

Yes ()

No, it arrives late. (C F I)

3. Number of prospective applicants/candidates

(1) Number of applicants/candidates selected every year for the Course.

< C F I > Yes, it is.

(2) Number of staff members in your organization qualified for the Course.

<CFI> Yes, I think so. Yes, it is.

III. EVALUATION OF THE TRAINING PROGRAM

1. Results/achievements of the training

Have you received good results from:

a) the method of researching

<CFI> The methods it was suitable.

b) the knowledge/skill(s) acquired

<CFI> It was suitable of level knowledge.

c) Others

2. Applicability of the knowledge/skill(s) obtained through the training in Japan

(1) a lot, ()

to some extend, (C F I)

no application ()

(2) Examples of good application.

<CFI> After work in forest seeds, working and research about wood decay.

(3) If "no application", why ?

(4) Do you try to assign ex-participants to responsibilities/posts where they can make good use of the knowledge/skill(s) obtained through the Course ?

Yes, (C F I)

No ()

(5) If "Yes", how?

<CFI> It be working in the some subject of the training course.

3. Expectations for future JICA programs

(1) Would you like to continue sending your staff members to participate in the Course?

Yes, (C F I)

No ()

(2) If "Yes", when ?

4. Comparison with other programs

How do you evaluate the Course compared with other courses?

- level of content : () high, () low, () neither,
(C F I) satisfactory
- length : () long, () short, (C F I) neither
- quantity : () difficult, () easy, (C F I) neither
- number of participants : () many, (C F I) not many, () neither

IV.IMPROVEMENT TO THE COURSE IN THE FUTURE

1. Knowledge/skill(s) your organization hopes to obtain from THE COURSE.In the future, what knowledge/skill(s) would you expect from the COURSE?

< C F I > We would like to apply all technique(s) it know in training course in specially for to seed bank.

2. Improvements to THE COURSE

a) Duration of program

< C F I > We think is better between 3-4 month.

b) Curriculum

< C F I > All participants have a good curriculum.

c) Content of training

< C F I > To be apply when the participant return his/her country.

d) Technical levels

< C F I > It suitable at levels of participants and more.

e) Other

V. JICA AFTER SERVICES

VI.MAJOR PROBLEMS OF TECHNOLOGY

< C F I > Japan had high technology and participants of training course don't have all same technology and knowledge to receive in the training course in some case. In others it is adequate.

VII.REQUESTS TO JICA

- < C F I >
- 1) I'd like to take a training course for forest seed.
 - 2) It will possible to send the G.I. for all items about forest seed.
 - 3) All letter, please send to JICA office in Encarnacion.

質問票集計結果 (6) 国立アマゾン研究所カウンターパート研修員 (参考) (資料7)

FOLLOW-UP SURVEY FOR EX-PARTICIPANTS OF TRAINING COURSES
TSUKUBA INTERNATIONAL CENTER (TBIC)
JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)
AND
FORESTRY AND FOREST PRODUCTS RESEARCH INSTITUTE (FFPRI)

QUESTIONNAIRE FOR EX-PARTICIPANTS
OF
THE INDIVIDUAL TRAINING COURSE

I. PERSONAL DATA

1. Name in full

< J o ã o > João Baptista Silva Ferraz
<Antenor> Antenor Pereira Barbosn
<Santos> Joaquim Dos Santos
<N i r o > Niro Higuchi
<Ferraz> Ferraz, Isolle Kossmann
< G i l > Gil Vieira
<P a u l o > Paulo de Tarso Barbosa Sampaui
<C a r l a > Patricia Carla de Sales

2. Home address

< J o ã o > Rua 14 No28 CJ. Pindorama-Parque10, 69055-Manaus-AM Brazil
<Antenor> Rua Das Begonias No15-conj,Jiqadents, 69.083.210-Manaus-AM
<N i r o > Rua Rio Purus, 48-Quadna 4 Vieiralue, 69053-050, Manaus-AM
<Ferraz> Rua 14, No28 CJ. Pindorama-Parque10, 69055-Manaus-AM Brazil
< G i l > Av. Efigfnio Salfs 7804A Bl 7/Apto 102
<P a u l o > Rua Silva Ramos-972. Centro-Manaus-AM
<C a r l a > Coujunto Tiradentes, Av. Flores, 173

3. Year of your participation in THE INDIVIDUAL TRAINING COURSE

1995 <Antenor>
1996 <Santos><Niro><Ferraz>
1999 <Paulo><Carla>

II. YOUR PRESENT ORGANIZATION OUTLINE

1. Name, type of organization and size

(1) Name of your organization

<João><Antenor><Santos><Niro><Ferraz><Gil><Paulo><Carla>
INPA- Instituto Nacional de Pesquisas da Amazõnia

(2) Your present title in your organization

<João><Antenor><Santos><Niro> Researcher
<Ferraz> No change
< G i l > M.Sc. Course Coordinator (Forest Science)
<P a u l o > Pesquisador
<C a r l a > Technician

If your title changed after your participation in THE INDIVIDUAL TRAINING COURSE,
please state the two most recent titles you've had and your activities.

Nil

(3) Please indicate the type of your present organization. Please choose one of the following items

<João><Antenor><Santos><Niro><Gil><Paulo><Carla>
Federal Research Institute (Ministry of Science Technology)
<Ferraz> No change

(4) How many staff members does your organization have?

<João> 749 Members (January 00)
<Antenor><Paulo><Carla> About 750 staff members
<Niro> Around 850
<Gil> 1,200

2. Activities, responsibilities and organization chart

What are the main activities of your organization and what are your activities and responsibilities in it?

<João><Antenor> Research and Education, Researcher of Silviculture, Professor at the Graduate Program
<Santos><Niro> Research, Leader of forest management research area.
<Gil> Scientific research (Ecology of Amazonian Forest) my duties are research, Teaching, Supervising M.Sc. Students.
<Paulo> -Main activities INPA's are studies tropic Silviculture and improvement genetic.
<Carla> -Main INPA's are studies in the Amazonian ecosystems.
-My activities maintaining the soil an plant laboratory, Soil physical and chemical studies.

* If you have an organization chart, please attach it.

<João> To be distributed by the project office of INPA.

III. EVALUATION OF THE INDIVIDUAL TRAINING COURSE

1. Ex-participant's evaluation of the course

<Ferraz> It was an individual programme elaborated according to my necessities and wishes.

(1) Do you think your participation in the course has been useful to your career?

Curriculum : Very good (João)(Santos)(Niro)
Good (Antenor)(Ferraz)(Gil)(Paulo)(Carla)
Fair, Poor, Very Poor ()
Course Management : Very good (Santos)(Niro)
Good (João)(Antenor)(Ferraz)(Paulo)(Carla)
Fair, Poor, Very Poor ()
Content : Very good (João)(Santos)(Niro)
Good (Antenor)(Ferraz)(Gil)(Paulo)(Carla)
Fair, Poor, Very Poor ()
Training Methodology : Very good (João)(Santos)(Niro)
Good (Antenor)(Gil)(Paulo)(Carla)
Fair, Poor, Very Poor ()

(2) If you answered "Fair", "Poor" or "Very poor" for any of the above, please explain briefly.

Nil

(3) After your participation in the course, did you receive any promotion in your position?

Yes, ()

No (João)(Antenor)(Santos)(Niro)(Ferraz)(Gil)(Paulo)(Carla)

If "Yes", how and when?

Nil

(4) After your participation in the course have you tried to share the knowledge and skills you learned with other staff members in your organization?

Yes, (João)(Antenor)(Santos)(Niro)(Ferraz)(Gil)

No (Paulo)(Carla)

If "Yes", please give an example?

< J o ã o > Survey and evaluation methodology for reforestation of degraded areas.

<Antenor> Nursery researches and rehabilitation degraded areas.

<Santos><Niro> Through the graduate program in forestry.

<Ferraz> In the working group, I am leading we have request meetings, Where I shared my experience.

< G i l > Using equipment (Instruments) to measure physiological parameters in plants.

2. Technical improvement

(1) Have your knowledge and skills improved through your participation in the course?

Fairly, (Paulo)(Carla)

Somewhat, (João)(Antenor)(Santos)(Niro)(Ferraz)(Gil)

No ()

(2) If you answered "Fairly" or "Somewhat", please give an example(s).

< J o ã o > Methods

<Antenor> Production of forest seedlings.

<Santos><Niro> Field data collection.

<Ferraz> Field work in the nursery, Visit to seed bank.

< G i l > I could share experience with several Japanese scientists and different technical approach.

< C a r l a > Through learning, New equipments, Problem approach, New methodologies, New ecosystems.

(3) If you do not think so, what do you consider the reasons to be?

The difference in the level of training was

too high ()

too low ()

Language barrier (Paulo)

No interest in the training contents ()

Problems in method of instruction ()

Other reasons ()

Please specify.

Nil

3. Applicability

(1) Have the knowledge and skills you acquired in the course been useful and applicable to your current work? Please choose one.

- Fully, (Gil)
Mostly, (João)(Santos)(Niro)(Carla)
Partly, (Antenor)(Ferraz)
Slightly, (Paulo)
Not at all ()

(2) If you answered "Fully", "Mostly" or "Partly", please specify what knowledge and/or techniques are useful and applicable?

- <João> Survey, Laboratory
<Antenor> Production of seedlings.
<Santos><Niro> Methods
<Ferraz> Nursery, Seed bank organization, ecophysiological studies in the forest.
<Gil> The experiments (Field) that I've visited were very interesting and similar that I've been carried out.
<Carla> Carbon and nitrogen analyzer, Ion chromatography, Knowledge about ecological research.

(3) If you answered "Slightly" or "Not at all", what are the main causes?

- (Paulo) Currently involved in a different kind of work
() Gap(s) in skill level
() Difference in technical background (Methods etc.)
() Other

Please specify.

Nil

(4) Which subject of the course was most beneficial to your job?

- <João> New methods, Exchange with Japanese colleges.
<Antenor> -Seedling production
-Exchange experience with Japanese researchers.
<Santos><Niro> Methods
<Ferraz> Comparison of different ecosystems evergreen broad leaf forest and deciduous forest during a 14day study four to branch offices of FFPRI in Shikoku and Hokkaido and the National tree breeding center.
<Paulo> Analyze de dados estatísticos delineamento experimentais.
<Carla> -Training with equipments to be utilized by the project in our laboratory at INPA.
-Technical discussions with Japanese researchers.

(5) Have you ever presented a research paper and/or oral presentation at an academic meeting based on the research results gained from the course?

- Yes, (João)(Antenor)(Santos)(Niro)
No (Ferraz)(Gil)(Paulo)(Carla)

If "Yes", please give its name.

- <João> Graduation course (M.Sc. and Ph.D.) of INPA.
<Antenor> Graduation courses
<Santos><Niro> Analyze Estrutural da Vegetação da Bacia do Rio Cuieiras.

IV. TRAINING COURSE IMPROVEMENT

1. Time allocation: Training course as a whole and among each of the programs

(1) Overall course duration

Present course

<João><Antenor><Carla> 2 months

Too long, ()

Fair, (João)(Antenor)(Santos)(Niro)(Ferraz)(Paulo)(Carla)

Too short ()

(2) Time allocation for each programs

<Ferraz> Not applicable as I participated in an individual programme elaborated according to my necessities.

2. Subject(s) to be added or deleted

(1) What training subject(s) should be more emphasized and/or added?

<João> Application of laboratory methods.

<Antenor> Production of seedlings by cuttings.

<Santos><Niro> Methods and data processing.

<Ferraz> See above.

<Carla> More emphasis: More training time with equipment to be utilized by the project.

To be added: Give an opportunity to have some working with new equipment that was available in the Japanese laboratories.

(2) What training subject(s) are not needed in the program?

Nil

(3) What type of sites would be preferable for visits? What would you like to see there?

<João> -Experimental stations / rural development programs.

-Examples of application of research, Social and economical impacts of research programs.

<Antenor> Experimental stations and institute of research with forest species.

<Santos><Niro> Production forests

<Ferraz> See above.

<Paulo> Experimental station

<Carla> Experimental stations, Laboratories.

To perform exchange of ideas with Japanese colleagues, Specially to learn about environmental, Social and economical aspects related to our training program.

3. Suggestions for the improvement of future programs

<João> -Emphasize social and economical aspects of training program.

-Sustainability analysis.

<Antenor> Emphasize of seedling production by cuttings in aspects of technical and economics.

<Ferraz> See above.

V. JICA AFTER CARE SERVICES

1. Requests as to follow-up for ex-participants of the course.

(1) After your participation in the course, have you contacted your host institute in Japan?

Yes, (João)(Antenor)(Santos)(Niro)(Ferraz)(Paulo)

No (Carla)

(2) If "Yes", in what situation?

<João> 1.Exchange of ideas about methods, equipments

2.Research development.

<Antenor> Short term researcher in Jacaranda project.

<Santos><Niro> Idea exchange to implement our project.

<Ferraz> INPA has a research cooperation with FFPRI the Jacaranda project.

(3) Please specify any requests as to JICA's follow-up care for ex-participants.

Nil

2. Alumni Association of JICA Ex-participants

Are you a member of the Alumni Association of JICA Ex-participants?

Yes, ()

No (João)(Antenor)(Santos)(Niro)(Gil)(Paulo)Carla

VI. YOUR IMPRESSIONS ON JAPAN'S UPDATING THE INDIVIDUAL TRAINING COURSE

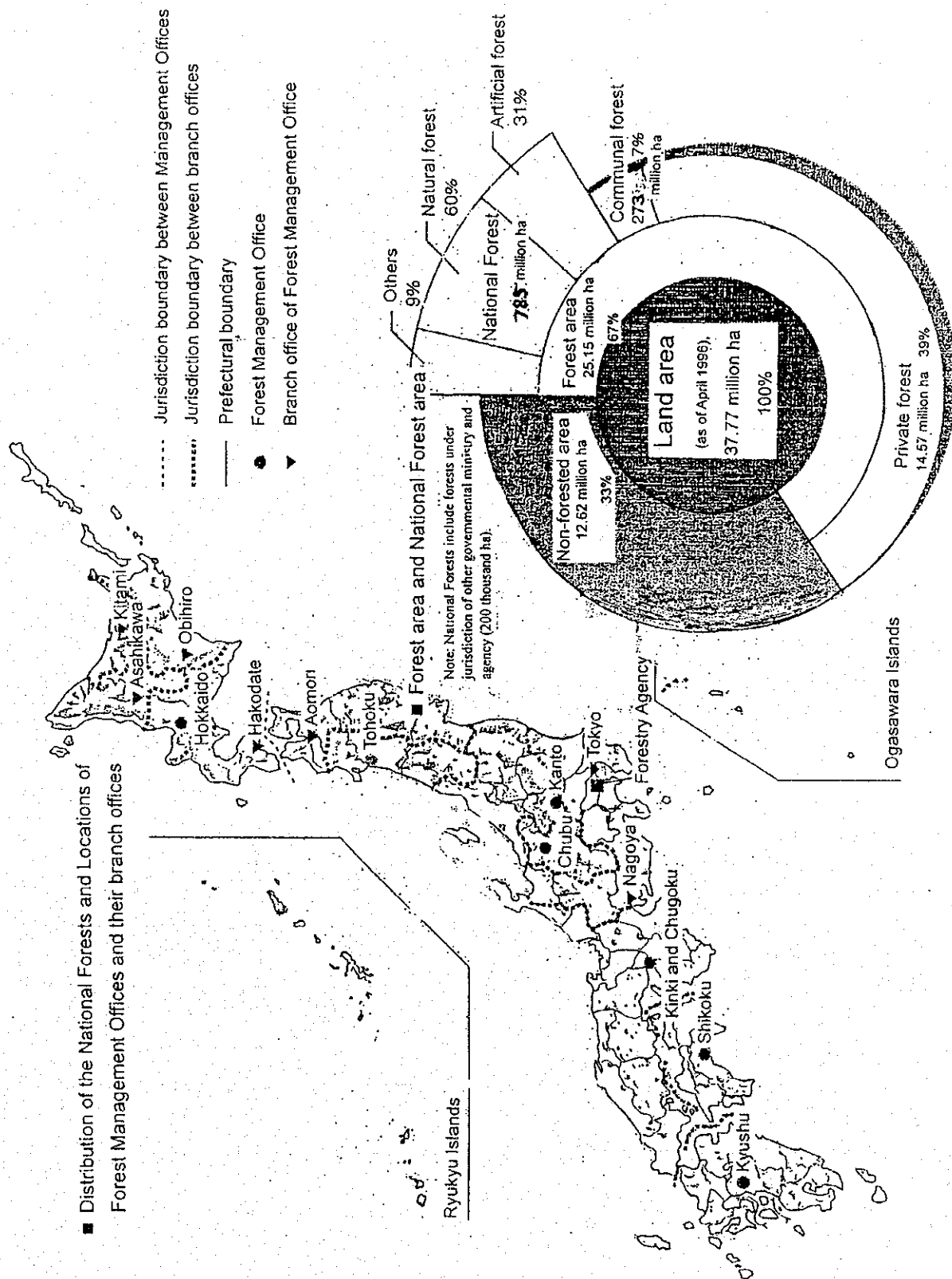
<João><Santos><Niro> Very useful

<Antenor> Good

VII. REQUESTS TO JICA

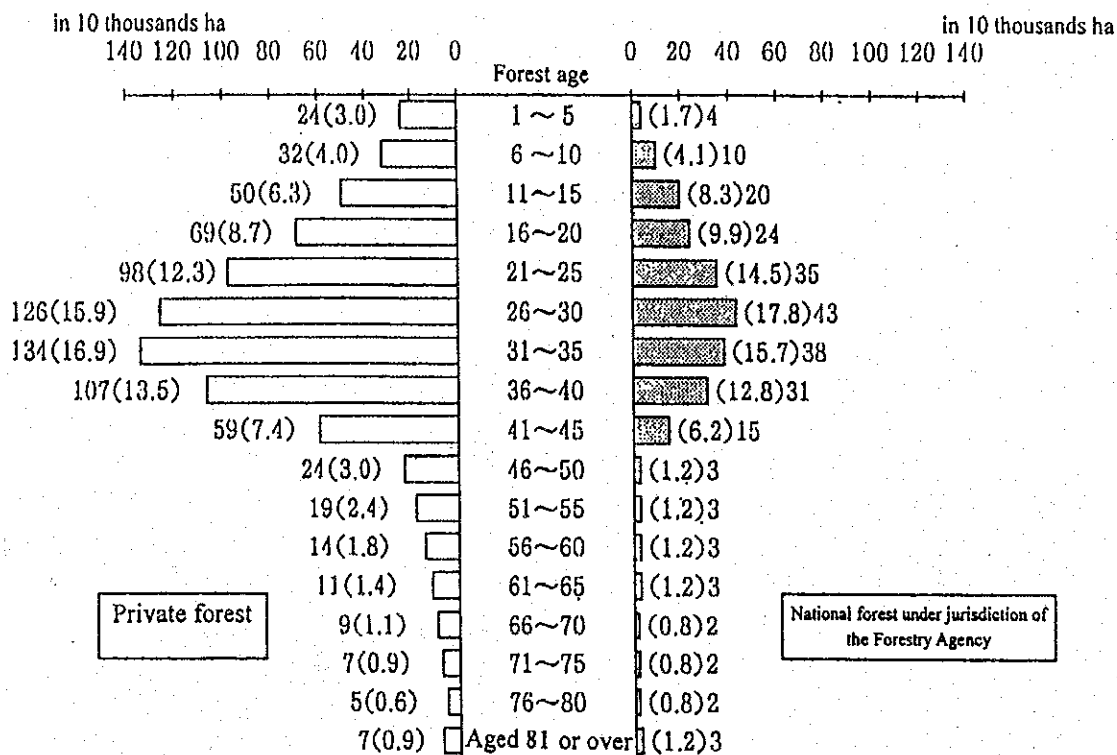
Nil

Location Map of Regional Forest Offices

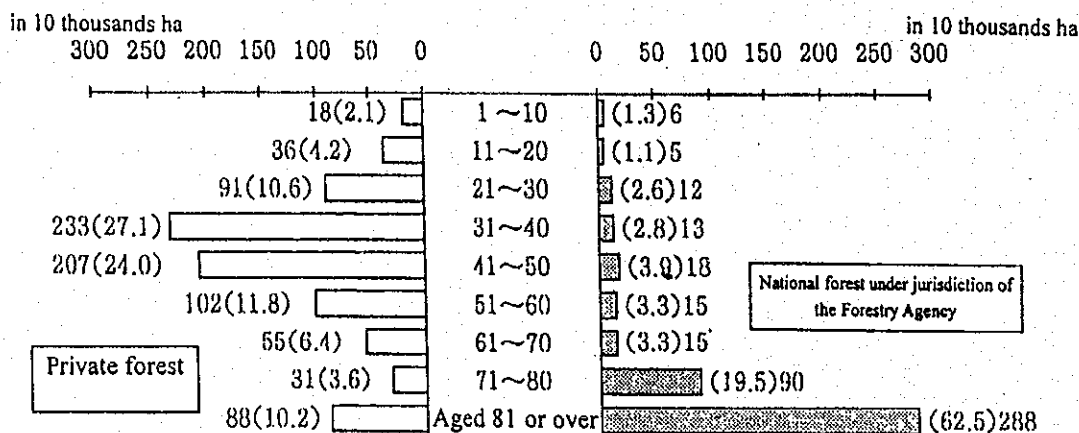


Area by Forest Age

1) Artificial forest



2) Natural forest



- Notes:
- 1) Figures as of March 31, 1995
 - 2) Does not include forest under jurisdiction of other governmental ministries and agencies than the Forestry Agency.
 - 3) The figures of "private forest" are of the forests covered by the Regional Forest Plans provided in Article 5 of the Forest Law.
 - 4) () indicates component ratios in percent. They do not total to 100% because of rounding errors.

Planning for National Forests

(Basic Management Plan)

The 10-year plan based on the provisions of Article 4 of the Act on National Forest Management and formulated every 5 years by the Minister of Agriculture, Forestry and Fisheries, regarding to management of the National Forests and in harmony with the Nationwide Forest Plan.

In conformity with

(Regional Management Plan) (155 watersheds)

The 5-year plan based on the provisions of Article 6 of the Act on National Forest Management and formulated every 5 years by the Chief of the Forest Management Office regarding to management of the National Forests managed and operated by the Office and covered by this plan in conformity with the Basic Management Plan and in harmony with the Regional National Forest Plan.

In conformity with

(National Forest Operation Execution Plan) (155 watersheds)

The 5-year plan based the National Forest Management Regulations and formulated every 5 years by the Chief of the Forest Management Office regarding to felling and regeneration by places of the National Forests managed and operated by the Office and covered by this plan in conformity with the Regional National Forest Plan and Regional Management Plan.

I. Forest Planning System for National Forests

1. With the amendments to the Forest Law in 1991, a regional forest plan for the National Forests have been formulated for each watershed for coordination with private forests. For the execution of projects, the Operation Management Plan, which is an operation program, has been followed by local forestry offices.
2. After this radical reform of the National Forests, the direction of management has to be identified in a plan based on the opinions of the nation. The Act on National Forest Management (approved in October 1998) provides formulation of a Basic Management Plan which is the plan at the national level, Regional Management Plans which are plans at the watershed level, and National Forest Operation Execution Plans which determine the treatment of the individual forest.
3. The Basic Management Plan shall be formulated by the Minister of Agriculture, Forestry and Fisheries regarding to management of the National Forests at the national level in harmony with the Nationwide Forest Plan, and includes:
 - ① Basic guideline for management of the National Forests.
 - ② Basic affairs related to maintenance and preservation of the National Forests.
 - ③ Basic affairs related to the supply of forest products of the National Forests.
 - ④ Basic affairs related to the utilization of the National Forests.
 - ⑤ The execution structure for National Forest management projects, a long-term balance forecast, and other affairs related to operation of the projects.
 - ⑥ Other affairs necessary for management of the National Forests.
4. The Regional Management Plans are formulated by the chiefs of the Forest Management Offices regarding to management of the National Forests at the watershed level in harmony with the Regional Forest Plans of the National Forests, and include:
 - ① Basic affairs related to management of the National Forests covered.
 - ② Patrol, extermination or prevention of the spread of forest pests, and other affairs related to maintenance and preservation of the National Forests.
 - ③ Establishing stable trade relations for lumber and other affairs related to the supply of forestry products.
 - ④ Promotion of the regional industry or improvement of welfare of the inhabitants and other affairs related to the utilization of the National Forests.
 - ⑤ Basic guideline for improvement of areas serving for public health and the forests and facilities serving for public health in such areas.
 - ⑥ Other affairs necessary for management of the National Forests.

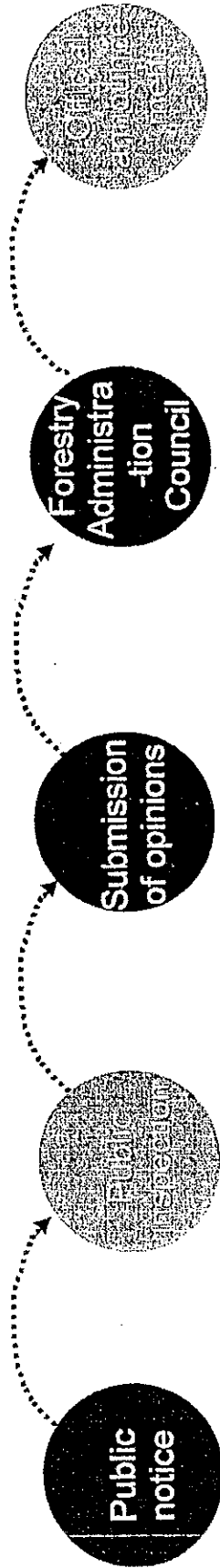
5. The National Forest Operation Execution Plan is formulated by the chief of the Forest Management Office for each National Forest in accordance with the Regional Management Plans, and includes:

- ① Arrangement of the 3 functional types.
- ② Cutover or regenerated area and cutting and regeneration method at each felling or regeneration place.
- ③ Affairs related to improvement of forestry roads.
- ④ Affairs related to flood control afforestation.
- ⑤ Affairs related to forest reserves.
- ⑥ Affairs related to recreational forests.
- ⑦ Affairs related to voluntary forests.
- ⑧ Other necessary affairs.

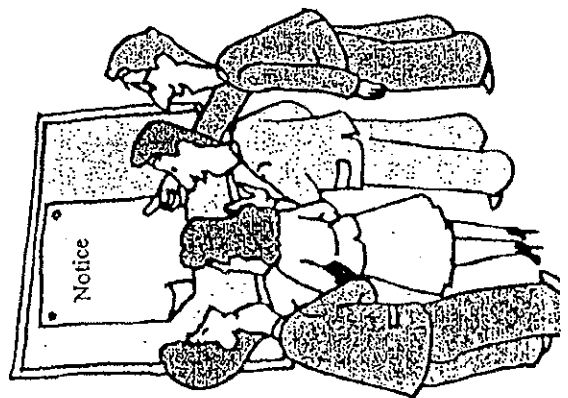
Objective of various plans

Plan	Objective	Formulator	Term of plan	Reference law
Nationwide Forest Plan	Plan regarding to improvement of the forests in the country including private and national forests.	Minister	15 years (reviewed every 5 years)	Forest Law
Regional Forest Plan	Plan regarding to improvement of the private and communal forests in the forest plan zone covered.	Governor	10 years (reviewed every 5 years)	Forest Law
Regional National Forest Plan	Plan regarding to improvement of the National Forest in the forest plan zone covered.	Chief of the Office	10 years (reviewed every 5 years)	Forest Law
Basic Management Plan	Plan regarding to management of the National Forest in the whole land.	Minister	10 years (reviewed every 5 years)	Act on National Forest Management
Regional Management Plan	Plan regarding to management of the National Forests in the forest plan zone covered.	Chief of the Office	5 years	Act on National Forest Management
National Forest Operation Execution Plan	Plan of felling or regeneration for plots in the forest plan zone covered.	Chief of the Office	5 years	Instructions

Planning flow



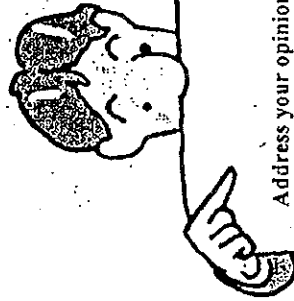
Notification of public inspection of plans by putting notice bills on billboards at the Forest Agency and its branch offices all over the country.



The period of public inspection is 30 days. Inspection is invited at the Forest Agency and its branch offices all over the country.

Submission of opinions

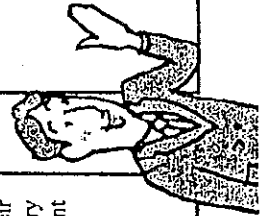
Submit your opinion in a written form with your address and name. Submitted opinions are withheld from the public.



- Address your opinion to:
- The Minister of Agriculture, Forestry and Fisheries for the Basic Management Plan
 - The Chief of the Regional Forestry Offices or their branches all over the country for the Regional Management Plans.

Forestry Administration Council

For plans at the national level, opinions are gathered from the Forestry Administration Council. For plans at the regional level, opinions are gathered from the Governors of relevant Prefectures, chiefs of relevant municipalities, and learned persons.



The outlines of submitted opinions and their transaction results are presented in sessions of the Council. Who submitted the opinion is never identified.

Management in conformity with the Plans. The performance of management is announced officially every year.

Official publication

II. New Categorization of National Forests by expected functions

With a national consensus, the functional types of the National Forests are classified for the execution of management to fulfil the functions of the forest to the highest degree from a comprehensive point of view. The classification is determined as a rational classification of land use based on the primary objective of management from the point of view of similarity in forest operations and efficiency of management. Individual National Forests are classified based on their major functions as follows:

① Soil and water conservation forest:

- Land conservation type: National Forests from which are expected prevention of mountainous disasters and implementation of other functions related to conservation of the land.
- Riverhead type: National Forests from which are expected functions related to supply of good plenty water.

② Symbiotic forest for forests and men:

- Nature maintenance type: National Forests from which are expected maintenance of primeval forest ecosystems or other functions related to conservation of natural environments.
- Forest space utilization type: National Forests from which are expected provision of fields for recreational activities and other functions.

③ Resource recycling forest:

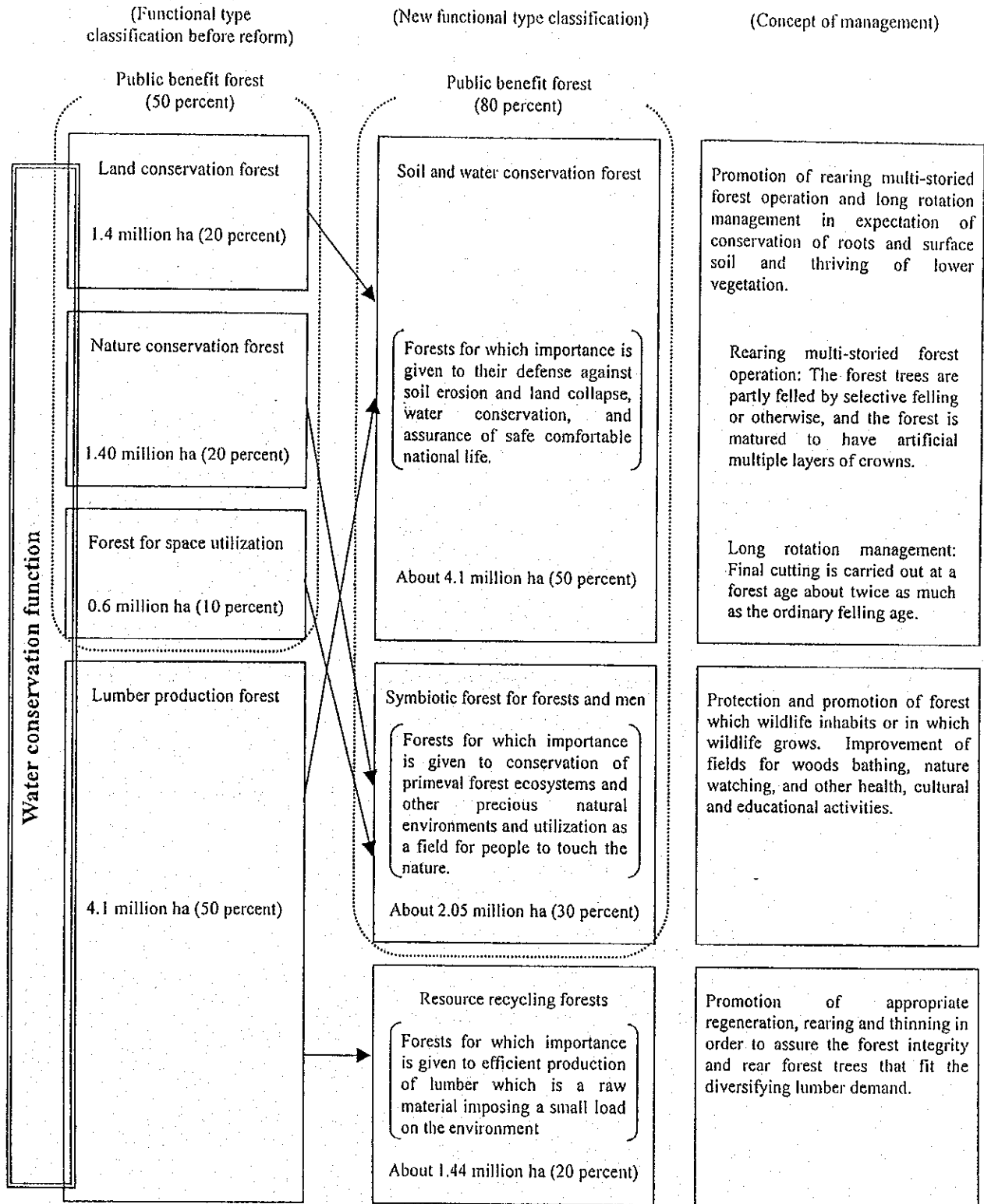
National Forests from which are expected functions related to provision of fields for lumber production and other industrial activities.

Functional type (Area (percentage))	Breakdown (Area (percentage))	Outline	Operation method
Soil and water conservation type 4.1 million ha (54%)	Land conservation type 1.33 million ha (18%)	National Forests from which are expected prevention of mountainous disasters and other functions related to maintenance and formation of a safe and comfortable living environment and infrastructure (defense against soil erosion, windbreak forest reserves, etc.)	In the main, rearing multi-storied forest operation or natural forest operation (active introduction of broad-leaved trees to induce into a mixed forest of coniferous and broad-leaved trees.)
	Water conservation type 2.77 million ha (36%)	National Forests from which are expected functions related to supply of good plenty water (water conservation forest reserves, etc.)	Rearing single-storied forest operation, rearing multi-storied forest operation, natural forest operation (promotion of multi-storied forests and longer rotation management)
Symbiotic forest for forests and men 2.05 million ha (27%)	Nature conservation type 1.42 million ha (19%)	National Forests from which are expected maintenance of natural environments, protection of animals and plants, conservation of genetic resources and other functions related to conservation of natural environments. (Forest reserves, natural park special reserves, etc.)	In principle, natural forest operation (including treatment excluding human work)
	Forest space utilization type 0.64 million ha (8%)	National Forests from which are expected provision of fields for sports, recreations and other activities or excellent landscapes and other functions (recreational forests, etc.)	Natural forest operation, rearing single-storied forest operation, rearing multi-storied forest operation
Resource recycling forest 1.44 million ha (19%)		National Forests from which are expected functions related to provision of fields for lumber production or other industrial activities (forests with high lumber output)	Rearing single-storied forest operation, rearing multi-storied forest operation, natural forest operation

Note 1: Figures of area and breakdown are based on the Regional Management Plans that are valid as of April 1, 1999.

Note 2: Because of rounding errors, the total area of the nature conservation and forest space utilization types does not agree with the area of symbiotic forests for forests and men.

Consolidation of National Forest into new functional type classification



公開技術セミナー配布資料（落合団員 講義分、一部抜粋）
「森林総合研究所におけるリモートセンシングと
地理情報システム利用による災害軽減への応用」

(資料8)

Remote Sensing and GIS Applications on Natural Hazard Reduction in FFPRI, Japan

Hiroataka Ochiai (FFPRI)

● Forest Damage Caused by Volcanic Eruptions

Volcanic eruptions of Mt. Fugen, Unzen volcano

1990 – 1992

Forest damage caused by ash fall, pyroclastic flow, volcanic gas (SO₂),
acidic mist

Satellite images of SPOT

>> Field Investigation + Remote Sensing

> Evaluation of damaged Area

● Prediction of Shallow Landslide Susceptible Area

5 year Plan of Soil Conservation (Forestry Agency)

Factors for the prediction < Geologic map, Landuse map, DEM

1. Slope angle

Slope type of horizontal cross section

Soil depth

Geology

Forest type

Forest age

>> Statistical Analysis

2. Slope angle

Soil strength

Soil depth

Reinforcement of soil strength with vegetation root system

Groundwater table (Rainfall)

>> Physical Analysis (Slope Stability Analysis)

- Soil and Water Conservation in Semi-arid Area

Watershed Management Training Project on the Loess Plateau
(JICA, FA) in China, 1990 – 1995

LANDSAT-TM Images + GIS >> Watershed Management

- Forest Fire Monitoring in Asian Countries

Forest Fire Prevention Management Project (JICA, Forestry Agency)
in Indonesia, 1996 – 2001

Remote Sensing

NOAA Images > Hotspot

GMS Images > Haze

+

GIS (Road, River, Vegetation map, Coast line, State
boundary etc.)

>> Fire Prediction and Initial Suppression

Development of Forest Fire Monitoring Network in Asia
(Ministry of Agriculture, Forestry, and Fisheries)

NOAA + GMS images > MAFF Data Base

フォローアップ調査収集資料

1. サンパウロ森林院
 - (1) 森林院冊子 (英語、ポルトガル語)
 - (2) JICAのブラジル協力の冊子 (ポルトガル語)
 - (3) ブラジル帰国研修員同窓会 (ABJICA) 冊子 (ポルトガル語)

2. ブラジル国立アマゾン研究所
 - (1) ブラジル・アマゾン森林研究計画フェイズIIについて (日本語)
 - (2) C/P配置一覧表 (日本語)

3. パラナ州連邦大学
 - (1) パラナ連邦大学冊子 (ポルトガル語、英語)
 - (2) パラナ連邦大学授業科目表 (抜粋) (ポルトガル語)
 - (3) クリチバの社会状況 (英語)
 - (4) パラナ連邦大学概要 (プレゼンテーション資料) (英語)

4. ブラジル農牧公社 (Embrapa)
 - (1) ブラジル農牧公社冊子 (ポルトガル語)
 - (2) 帰国研修員論文 (英語)

5. パラグアイ農業総合試験場
 - (1) パラグアイ農業総合試験場の概況 (日本語)

6. パラグアイ東部造林普及計画プロジェクト
 - (1) パラグアイ東部造林プロジェクト冊子 (スペイン語)
 - (2) パラグアイ東部造林普及計画の概要 (日本語)

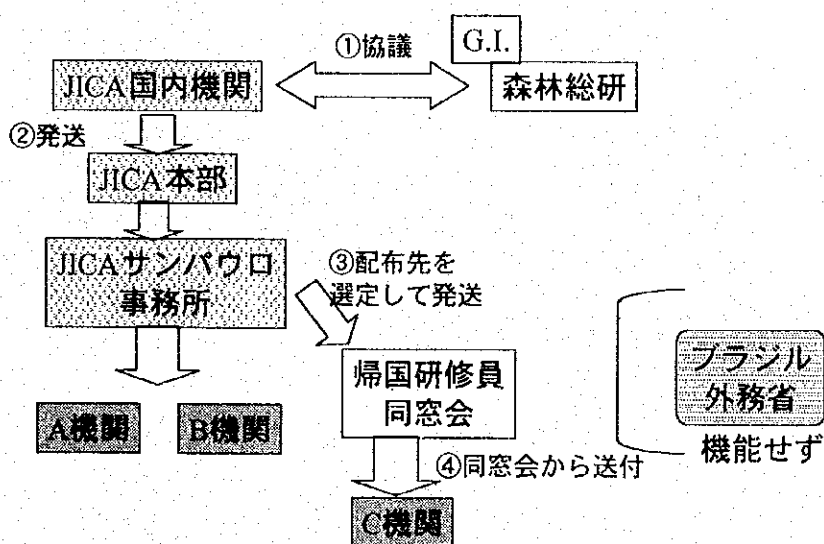
7. イタプア林業センター
 - (1) イタプア林業センターの概要 (日本語)

8. JICAエンカルナシオン支所
 - (1) 管内概況 (日本語)

平成11年度「森林研究コース」 帰国研修員フォローアップ調査

G.I.および応募書類の流れ (ブラジル・パラグアイ)

研修にかかる書類の流れ (ブラジル) (集团コース-配布)



フォローアップ調査収集資料

1. サンパウロ森林院
 - (1) 森林院冊子（英語、ポルトガル語）
 - (2) JICAのブラジル協力の冊子（ポルトガル語）
 - (3) ブラジル帰国研修員同窓会（ABJICA）冊子（ポルトガル語）

2. ブラジル国立アマゾン研究所
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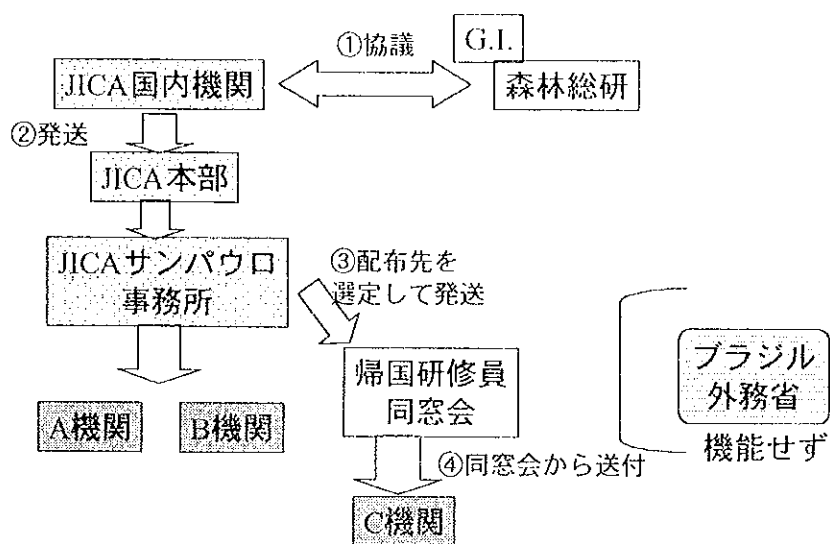
7. イタプア林業センター
 - (1) イタプア林業センターの概要（日本語）

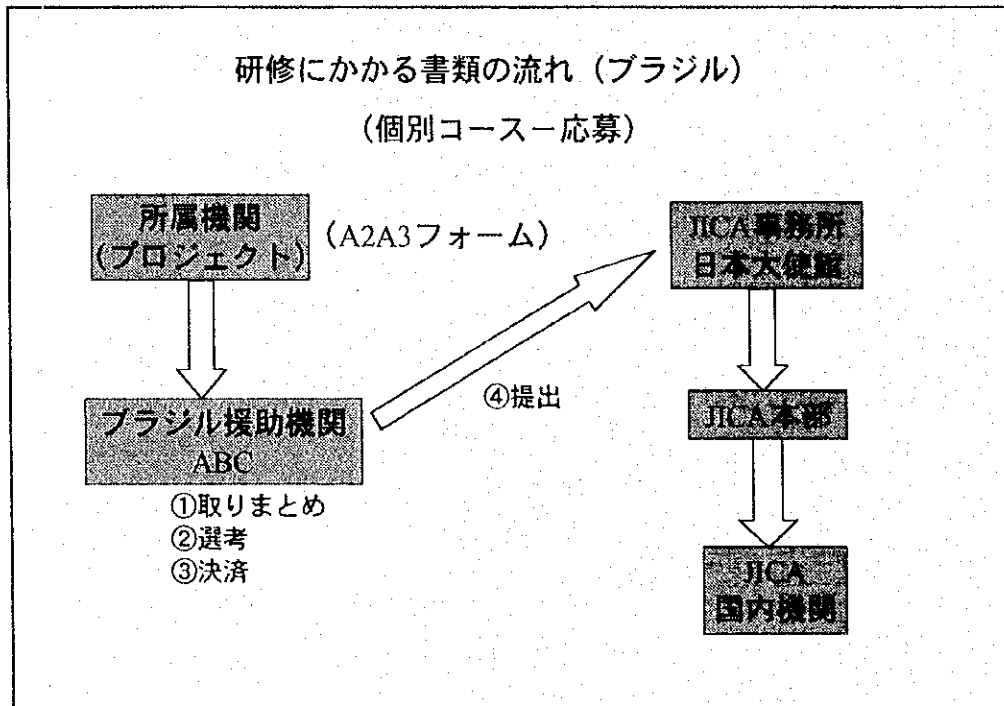
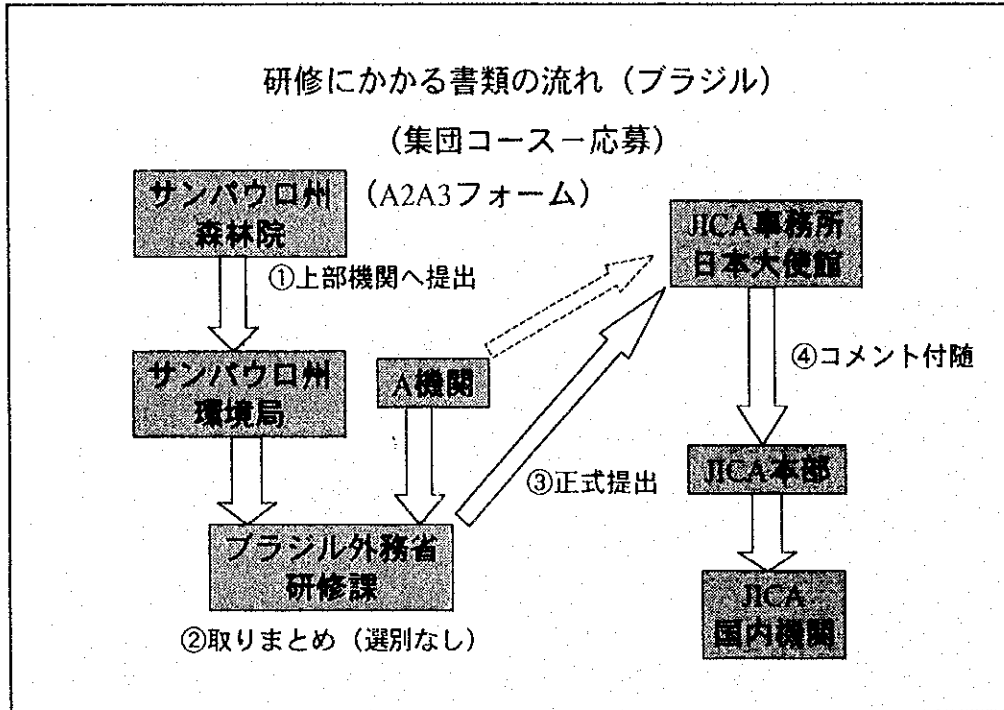
8. JICAエンカルナシオン支所
 - (1) 管内概況（日本語）

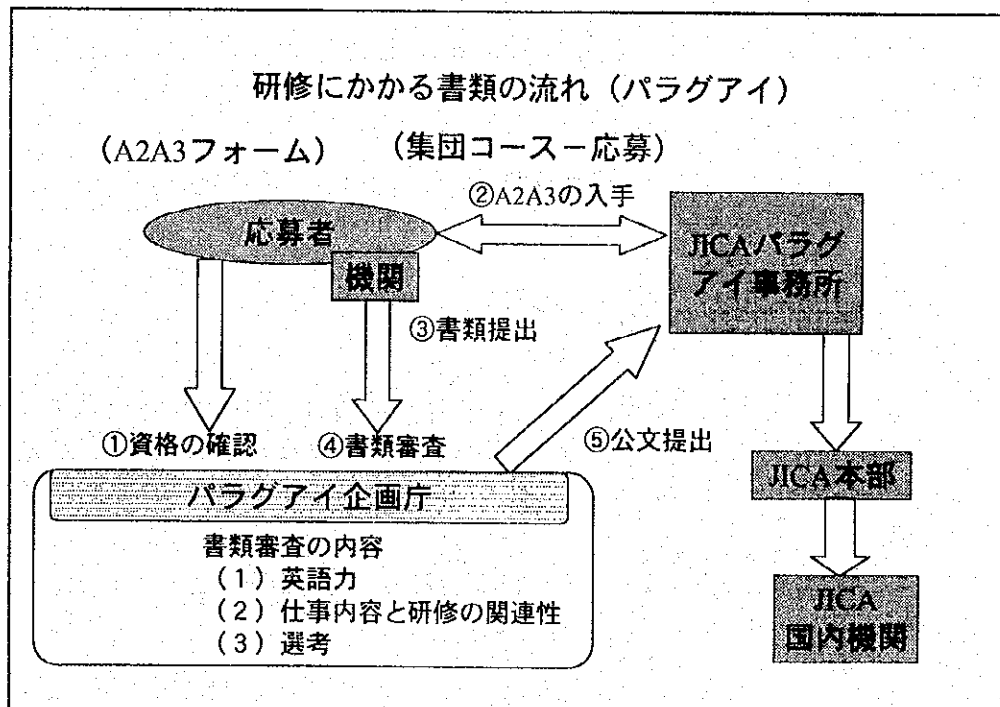
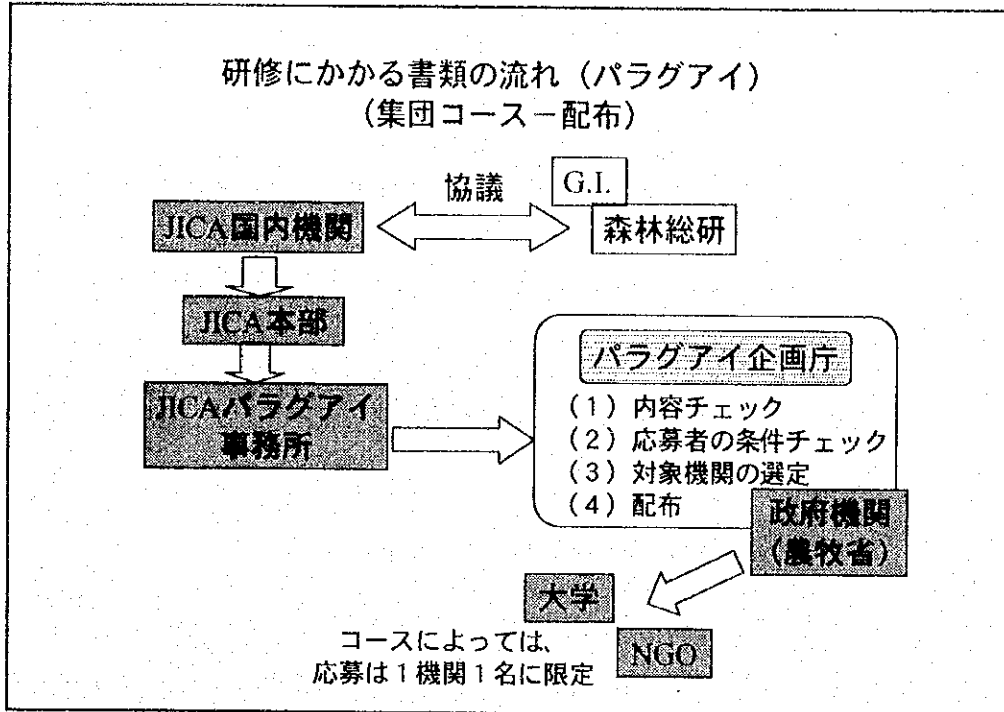
平成11年度「森林研究コース」 帰国研修員フォローアップ調査

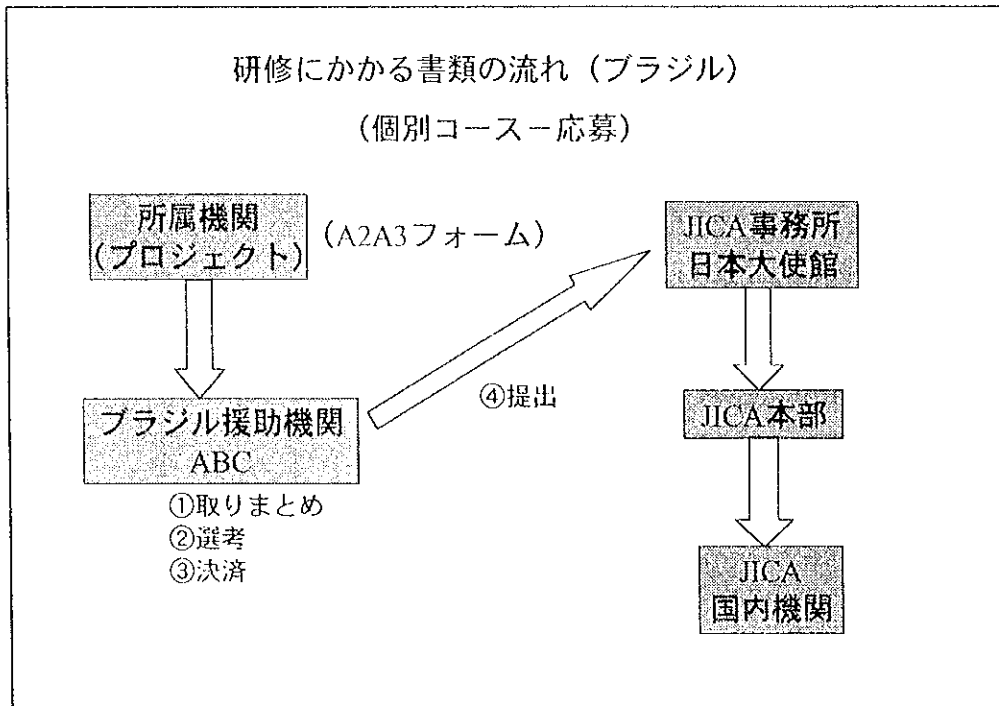
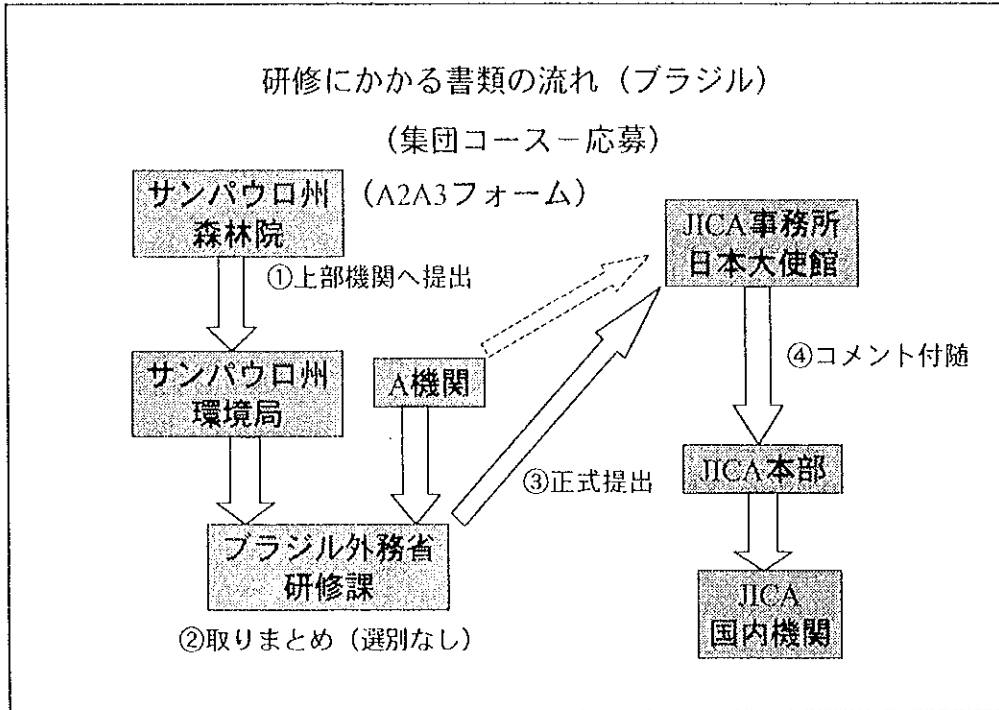
G.I.および応募書類の流れ (ブラジル・パラグアイ)

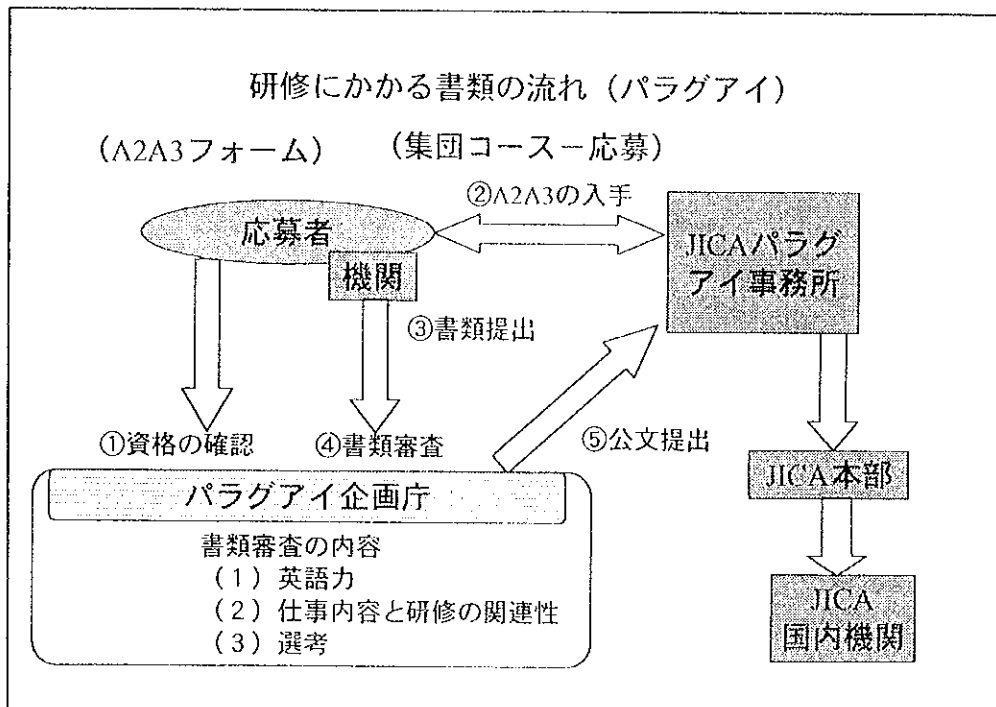
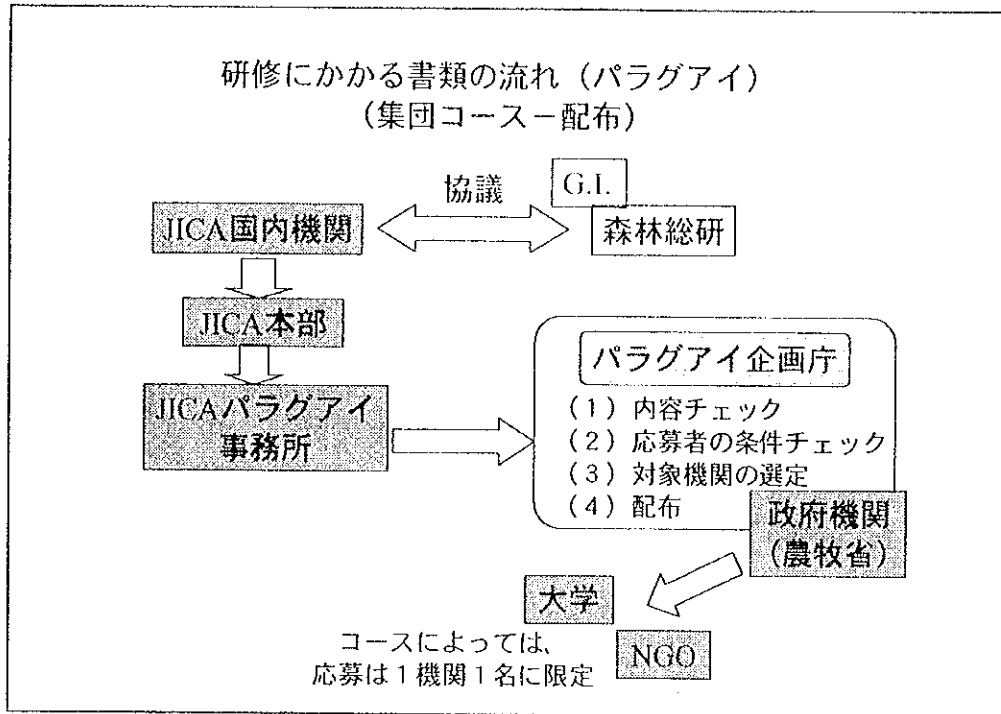
研修にかかる書類の流れ (ブラジル) (集団コース-配布)











研修コースに係る書類のフロー図の補足説明

A. 研修に係る書類の流れ (ブラジル)

(集団コースのG.I.の配布)

- ① 研修実施機関 (森林総合研究所) と研修担当国内機関 (JICA筑波国際センター) で次回の集団コースの内容を協議して、G.I.を作成する。
- ② 作成されたG.I.は、国内機関から本部を経由して各割当国JICA事務所に発送する。
- ③ 現地JICA事務所は、関係する機関に直接配布するか、JICA帰国研修員の同窓会を通じて配布する。この場合は、ブラジル外務省は関与しない。

B. 研修に係る書類の流れ (ブラジル)

(集団コースの応募)

- ① コース応募者は所属先の上の了承を得て、上部機関に応募書類一式を提出する。例えば、サンパウロ森林院の場合、上部機関であるサンパウロ州環境局に提出する。
- ② 全国からの応募書類はブラジル外務省の研修課が取りまとめる。ただし外務省による選別は行わない。
- ③ 提出された全ての応募書類は、JICA在外事務所または在日本大使館に提出される。
- ④ JICA在外事務所はこれら応募書類をJICA本部に郵送し、これが国内機関に送られる。なお、JICA在外事務所では、本部に送付する際に必要に応じてコメントを付して送付する。

C. 研修に係る書類の流れ (ブラジル)

(個別コースの応募)

- ① プロジェクトカウンターパート研修の場合、所属機関からブラジル援助機関 (ABC) に書類が送られ、援助機関が取りまとめる。この場合、研修に的確な人物であるかの内部選考を行う。その後、ABCはその結果について決裁を行う。
- ② ABCは研修コースに適格と判断された人物の応募書類を、JICA在外事務所または在日本大使館に提出する。

D. 研修に係る書類の流れ (パラグアイ)

(集団コースのG.I.の配布)

- ① 研修実施機関 (森林総合研究所) と研修担当国内機関 (JICA筑波国際センター) で次の集団コースの内容を協議して、G.I.を作成する。
- ② 国内機関と本部を経由して各割当国に発送する。
- ③ JICAパラグアイ事務所は一括してパラグアイ企画庁にG.I.を送付する。
- ④ パラグアイ企画庁では、研修内容を確認し、その応募者としての条件をチェックする。さらに、条件に合う者がいる機関を選定し、G.I.を配布する。森林研究コースの場合は、農牧省、大学、関連NGOに配布することになる。

E. 研修に係る書類の流れ (パラグアイ)

(集団コースの応募)

- ① G.I.を見て応募してみたいと考えている者は、パラグアイ企画庁に赴いて資格要件の確認のための面接を行う。
- ② 企画庁での面接で、要件にあうと判断された者は、JICAパラグアイ事務所に赴き、応募書類 (A2A3フォーム等) を入手する。
- ③ 応募者は所属機関を通じて、企画庁に書類を提出する。
- ④ 企画庁は提出された書類の審査を行う。審査は、「語学力の確認」、「担当仕事内容と研修の関連性の確認」の順で行われ、最終的には他の応募者との間で選別が行われる。
- ⑤ 選別された応募者の書類はパラグアイ政府の公文書を添付して、JICAパラグアイ事務所に提出される。

