# Technical Project Report

**Workshops to learn about the various phases of the Community Forest Management in Brazil (Output 1.7)**

## "Community forest management: a sustainable alternative for the Maués State Forest, Amazonas State"

## PD 454/07 Rev.3 (F)

## INTERNATIONAL TROPICAL TIMPER ORGANIZATION (ITTO)

## GOVERNMENT OF BRAZIL

## RESEARCH INSTITUTE AND AMAZONIAN DEVELOPMENT (IPDA)

Starting date: june 2012
Duration: 36 months
Total ITTO: $513,527.00
Total IPDA: $ 136,805.00
Grand Total: $ 650,322.00

## Manaus, AM

2014

# TEAM MEMBERS OF THE PROJECT

**Project's permanent personnel, financed - ITTO.**

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**SUMMARY**

The product presented is a reflection on the social practices, in a context marked by the continual degradation of the environment and its ecosystem, involves a necessary need to produce the meanings of environmental education. Environmental education must be seen as a lifelong learning process that values he diverse forms of knowledge and forms citizens with local and planetary consciousness. The environmental dimension sets up increasingly as an issue that concerns a group of professionals of the educational universe, increasing the development of different knowledge systems, the training of professionals and the community. Local groups can be much more efficient than the state in the "monitoring" and fulfillment of a particular agreement and control of the use of public property or natural resources. Also, an important part of the environmental problems will be effectively addressed if local people so desire. The purpose of this product is to sensitize and train the Maués State Forest population, about environmental problems, assuming that all people should have the opportunity to access information to enable them to actively participate in finding solutions to environmental problems.

# 1. INTRODUCTION

Environmental education is one of the existing tools for sensitization and training of the general public about environmental problems. With it, we seek to develop techniques and methods that facilitates the process of awareness of the seriousness of environmental problems and the urgent need to seriously turning our attention to them. The document of the International Conference on Environment and Society, Education and Public Awareness for Sustainability, held in Thessalonica (Greece), draws attention to the need to articulate environmental education based on concepts of ethics and sustainability, cultural identity and diversity, mobilization and participation and interdisciplinary practices (Sorrentino, 1998). Environmental education is a necessary condition to modify a growing environmental degradation picture, but it is still not enough, which, in the words of Tamayo (2000), becomes "more a necessary mediation tool between cultures, different behaviors and interests of social groups to construct the desired transformation. "The educator acts as a mediator in building environmental benchmarks and should know how to use them as tools for the development of a social practice centered on the various concept of nature. The classification about environmental education is as wide as the diversity that inspires many Environmentalism variations. The Canadian Lucy Sauvé (1997) discusses some of which can be complementary to each other, contradicting the variations of environmentalism. Education on the environment: it is the acquisition of knowledge and skills related to interact with the environment, which is based on transmitting facts, contents and concepts, where the environment becomes a learning tool. It is considered as an objective of environmental education to reach the general public, assuming that all people should have access to information and the opportunity that will enable them to actively participate in finding solutions to today's environmental problems. The purpose of this product is to form environmental educators in order to educate residents of the communities involved in the project to have attitudes aimed at the conservation and preservation of the environment.

# 2. APPLIED METHODOLOGY

The Legislation and regulatory standards of the Forest Management and its applicability in the field were presented. Cited the importance of the location of areas to be managed require a preliminary study for the timber potential is confirmed. Presentation of the management plan details to be worked out and this must meet all planned steps, because a poorly designed plan can bring disorders in implementing drag and harvest. Forest inventory techniques were presented and discussed in order to pass a slightest

idea about the volume of timber allowed. The forest harvesting aims to remove only the intended individuals plan, following which requires legislation.

## 3. SUBMISSON OF DATA
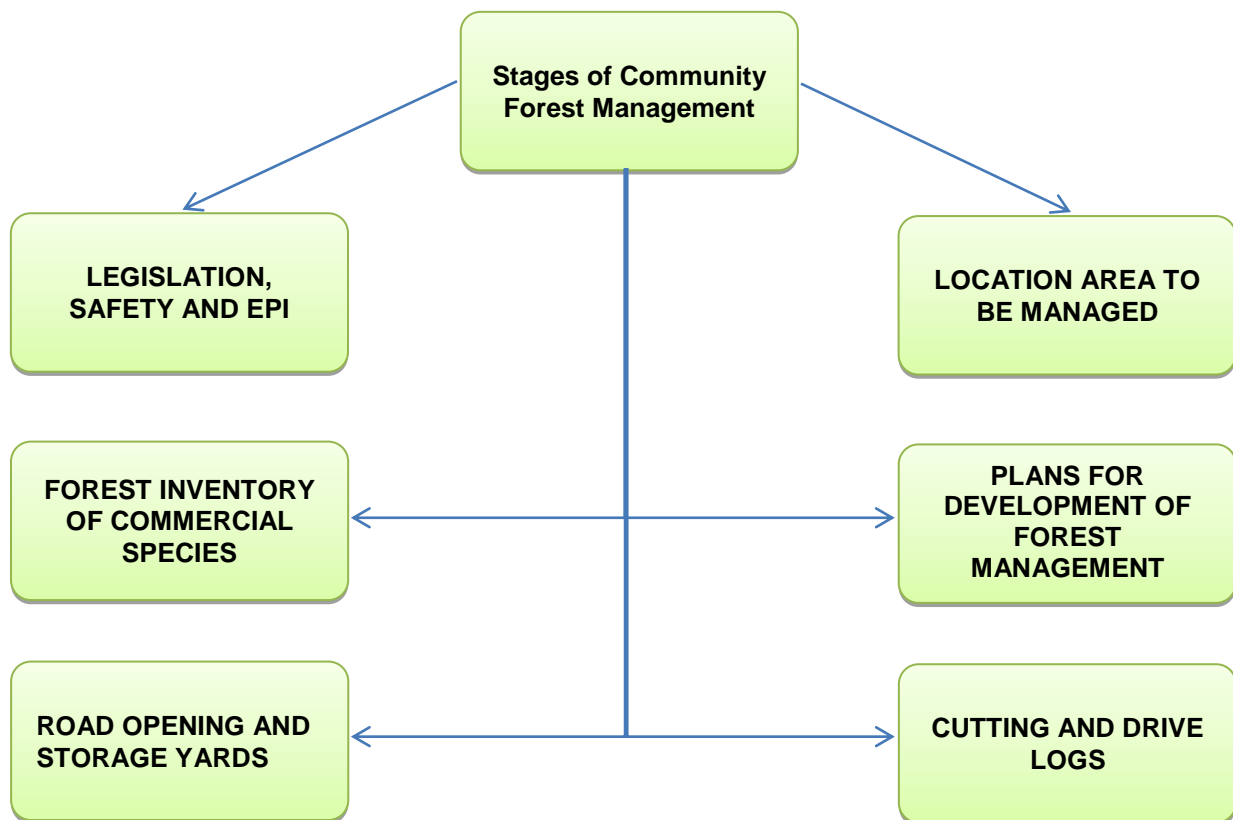


## 4. ANALYSIS AND INTERPRETATION OF DATA AND RESULTS

Each phase of the management was presented in a simple way in order to facilitate the understanding of the participants:

**Location area to be managed.** The area to be managed must have potential timber so it can be carried out forest harvesting and the extracted products offer economic returns.

**Preparation of Forest Management Plan.** The management plan defines how the forest is managed and should include:

• Division of forest ownership in harvest areas, areas of permanent preservation and areas inaccessible to harvest (map);

• Planning of secondary roads that connect the area to crop, and primary roads where the products are sold;

• Area Division to be managed in installments or plots of annual harvest.

**Forest Inventory**

• The inventory is an activity consisting in the demarcation, identification and collection of information that will determine the existing timber potential in the forest.

**List the species to be harvested**

• Set the trees to be harvested, may have the support of a coach in this choice. The trees will be listed in descending order of economic interest.

**Location map and macro-zoning of the property**

• Identification of the total area of the property, area of effective management, an area set to APP and other uses.

**Harvest**

Some important information is defined in the planning of the harvest:

• Location and size of the storage yards;

• Position skid trails;

• Direction of fall trees.


## 5. CONCLUSION

The best way to manage a management plan is knowing all its stages, costs, skilled personnel and other needs in order to perform activities with clarity and domain knowledge to solve problems. This shows the importance of training students who acted s enforcers, managers and agents in addition to monitoring may act as collaborators in the project. Community representatives are able to contribute to the development of the management plan and the stages of harvesting , drag and storage , as this training program is directed to community management plan , so will actually participating in the process can bring dependence only technical in implementing the harvest.

## 6 RECOMMENDATIONS

Make an evening workshop to rescue all memory of the activities because the incident range , where the realized products will be reviewed and updated so that the groups have a good knowledge base for the phase of forest management.

## 7 IMPLICATIONS FOR PRACTICE

Trained personnel to manage processes in the management plan, with the aim of spreading knowledge among the residents of the communities so that there is a seamlessly interacting with participation, aimed at encouraging less interested communities to join the practice of management as an alternative economic and social.

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