First of all, I would like to thank you for the incredible opportunity to have participated in the program Re-inventing Japan at the Tokyo Nodai University. The prospect of a practical science has always caught my eye. As we live in a globalized world, focused on development without concern for environmental damage, deforestation, air and water pollution, it is essentially important to create a sense of responsibility and to be empowered to deal with these problems of the present era. The solutions begin with the exchange of information between cities, states and, mainly, countries.

It has been months, from the beginning of my graduation to be more exact, of effort and dedication to get through this exchange. It was incredible the moment I received the news of the letter of acceptance for the program. And during the months I spent in Japan, I just reaffirmed why I signed up. The Japanese culture is so fascinating in its points that they differ from my culture. The way they are responsive and extremely attentive. How they deal with problems has always been what caught my attention, and now with this experience lived in the country, what captivates me most is how much tradition can shape itself in the technology so famous in Japan. My focus as a student is, mainly in the agrarian area, to solve world problems respecting each nation and each culture. In each lesson and in each discussion, I was able to take advantage of the knowledge of other students in other parts of the world to further build my view of the world on environmental, social and economic aspects. I can not leave aside the point that I have always been very passionate about Japanese cuisine and literature and the opportunity to live new experiences in a place so different from mine was always my dream.
During the exchange months, I applied in total of six subjects. The first is called "Comparative Developing Agricultural", where I learned more about sustainable agriculture techniques in different parts of Asia, as well as how to shape these techniques in the reality of my country, through in-class discussions with students, teachers and lecturers. Within this discipline, I was also able to visit rural areas and see more closely how organic agriculture is in Japan. I visited a shoyu sauce industry, the Kikkoman industry, and I knew more about the process of making this sauce so traditional in the country. I even won a bottle of shoyu sauce! Soy sauce is made from four ingredients: soy, wheat, salt and water. On their website of the industry, they explain the steps to make this sauce, which consists of: The fungus Aspergillus oryzae plays a key role in the production of soy sauce and is responsible for fermenting the ingredients and determining the final taste of the soy sauce. Processed soy and wheat are mixed with the Kikkoman strain and moved to an installation where Koji, which is the basis of soy sauce, is produced. This process is controlled to create an ideal environment for Aspergillus oryzae, where the fungus is grown for a period of three days, this process being extremely important for the production of soy sauce. In this process, the Koji is mixed with the brine and transferred to a tank, where it is fermented and aged. The mixture of Koji and brine is known as Moromi. The aging process takes a few months. Various reactions occur in the tank, such as the fermentation of lactic acid, alcohol and organic acid. This process gives the soy sauce its intense flavor, the pleasant aroma and the characteristic color of the authentic Shoyu. Once the aging process is over, the Moromi is sent to a special machine that extracts the soy sauce through a process of filtration through a three-fold fabric with multiple layers. Moromi's own weight in the tissue is enough to cause some of the sauce to be filtered, but even so, at the end of the process, mechanical pressure is added for total extraction, which takes about 10 hours. The slow and careful process produces an infinitely pure soy sauce. Although this experience counts more as a way to learn more about Japanese cuisine, I was well involved in the manufacturing process.

In "Molecular Biology and Biotechnology", it was one of the disciplines that caught my attention. Each class was taught with a different teacher from a different area within the Department. This made us to know more about this subject, seen from various points of view and from several different projects. I was always interested in this more molecular part of plants and in classes I learned more about this subject, besides having several chances to visit the laboratories and to have had some practical classes. The practical classes always raised several doubts, that the teacher was always ready to help us solve. I had classes ranging from animal fertilization to studies on cyanobacteria.

"Agro-Environmental Engineering" was, with absolute certainty, the subject that I liked the most. Each class had a different teacher and with different themes, following the same logic of the previous discipline. In it I learned a lot about water, soil (from physical structure to chemistry), soil fertilization, robotics, mechanization and remote sensing. The classes were conducted so that at the end of the semester I was able to see how to connect these elements to analyze and offer results to implement improvements in rural communities. Teachers also conducted practice classes, and I have to emphasize how excellent NODAI's infrastructure is. We had no problem with the sensing classes, for example, because the computer lab is very well equipped. Robotic models have been presented that are able to prepare the soil for cultivation, using clean energy (solar
radiation). I have also seen models of machines for the extraction of cows' milk that are concerned with the welfare of the animal, causing the production to be bigger. It was also presented a model of machinery that can select good seeds of the defective, from the staining, more specifically, using the Letter of Munsell. This was one of the topics that caught my attention the most, because I work in this area of seeds. Having a machine that can identify and separate, immediately, good seeds for production is great. Optimizes the time of production of seedlings, with good quality seeds. Now, when we talk about the agricultural part, the optimization of grain separation is a good thing for the companies. For example, in a company that works with rice. The selection of good grains by color means that the company can repair bags of good quality products for society.

"Agricultural Scientific English for International Cooperation" made me stimulate more the search for new nomenclatures in English that are generally used in the corporate world. The fact that the lesson was conducted explaining terms from Japanese to English helped me to understand several Japanese words.

"Edo Aesthetics and Environmental Resiliency" is a discipline that taught me the history of Japan, especially in the Golden Period, or also called the Edo Period. Each student presented an aspect of Japan as a food or martial art from the Edo Period and compared it to what was happening in that same period in their country. General aspects of the culture of each location were also discussed. These were classes that made me grow a lot as a person. Being able to deal with different points of view, associated with different cultures. For example, the discussion about man and woman in society, and as seen in Brazil, Japan and Africa. Also, I had the opportunity to be able to visit Edo-Tokyo Museum, and to see up close several aspects that were approached during the months of classes. From farming, to dressing. For me it was a very important matter to have participated. Knowing the history of the country that you are, it is always very important. Two presentations caught my attention. One was about the woman in the Edo Period and, as a consequence of that time, the woman in Japan lost many rights. And as even today, this age still interferes with the life of the modern woman. Another presentation was about the social classes in the Golden Period. I realized that the same logic continues in today's world. One Class better than the other. However, it is not restricted only in Japan. As discussed in the classroom, we have seen the class structures in various countries and how this interferes with the economy, society's way of life and the environment.

Besides, I took Japanese classes. The classes helped me a lot. Very. Very much. I arrived in Japan knowing only a few basic lengths. During classes I learned how to formulate really useful sentences during my months in Japan. And I took the being japanese course. The interaction between the foreign students in the class made the learning more fun, and besides, I was able to train my Japanese skills with my friends who already lived in Japan, with my Japanese friends and, at the very end of the exchange, I could already communicate, even with a few words, in any establishment I was. It is very important to attend these classes, especially for someone like me who had minimal knowledge of the language. With the arrival of the Olympics, many boards, restaurants and establishments in general are adapting to receive foreigners, so it is already common to see several things in English. But in rural areas, this is non-existent. So learning the language,
even if it starts in basic classes, is fundamental. Being able to communicate with locals and farmers is always very good at gaining more knowledge and making friends.

At the end of the exchange, the students who were part of the Program participated in the internship at the Institute of Environment Rehabilitation and Conservation (ERECON). We have seen how this institute acts to generate sustainable agriculture, focusing on the social part but not forgetting the economic aspect. We could see examples of some parts of Asia, and how some problems are being solved. In addition, we have had practices on how to make a type of fertilizer, sustainable in all aspects, and how to make charcoal from rice hulls. At the end of the internship, we had to gather all the knowledge passed on, and we created a project focused on our country, with a focus on sustainability. In my point of view, it is a very important phase of the exchange, because you gather all the knowledge, every other month, to create this project. We also went to observe the landscape where the Institute is located, and we also saw some farmers and rice farmers. And also a small bamboo forest, which they use to make charcoal! The process of making organic charcoal also caught my attention. For charcoal constitutes an energetic alternative to mineral coal, since this is a fossil fuel, its burning releases to the atmosphere several polluting gases; while charcoal is a good fuel because, in addition to being cheap and abundant, it is also renewable.

The fact that they taught about it in the exchange is very valid, since at present we are discussing a lot about new ways of producing energy. It was excellent because we saw the production of clean energy in each country. As an example in Japan that is used rice husk and bamboo, or in Brazil that wood is used.

The University facilitates a lot of field trips and cultural activities. I went on a trip to meet Kosuge Village, located in Yamanashi Prefecture. I spent three days there, and it was amazing. I learned more about the concept of "Satoyama" (里山), I was able to visit the local forest - which is facing serious problems - and to work a little with the forest management that the students do in the place. Because it is a town that faces a lot of problems with the age of the population, there are more seniors than new people, since the
young adults are migrating to the city, dodging the field and agriculture, to look for jobs in corporative. The forest no longer has the management support it had before. In the local culture, people take all the supplies from the forest, plant them in place, and live in harmony with the environment. But with the predominantly elderly population, the forest is also experiencing difficulties. There is a problem of overpopulation, so there are many trees in one place. This causes the species to start getting sick and can no longer stand on the ground. Causing landslides and migration of animals to the inhabitable part of the village. Consequently, with the coming of the forest animals in search of food, there are problems in the gardens and prejudices in the agriculture of the place. So it was very important to know the place, and to have helped in the forest management even if it was for a few days. In contrast, when I came across the reality of the local forest, it was inevitable not to compare with the Amazon Forest. Where the problem is marked deforestation. While in Japan there is overpopulation, in Brazil there is decimation of forest species. During the trip I exposed this type of problem from my country, and could had several opinions and know more about the forest from other parts of the world. And I also had the opportunity to talk to locals and farmers who are extremely kind and attentive. I met very nice people, where I could talk and laugh a lot. In addition to sharing knowledge and culinary skills, we made "Hoto", a very traditional soup, with a local couple and we produced our own Chopstick (it's very difficult, but it was really cool).

Along with my host professor, I was able to follow a part of his research and studied extensively about the urban landscape of Tokyo. I had known many parks and studied quite a few species of plants that are dominant in Asia. In fact, I would like to point out that I was very well received in the laboratory that I applied to be part of. Although few students actually spoke English, they always tried to communicate with me, even when drawing or using a translation application. My host professor took me on a field trip to the Hanno Forest, and to be able to see in practice the difference of techniques between Brazil and Japan. I learned new techniques to apply in my area of knowledge, more specifically, forests. In addition to being able to interact with another Japanese

Picture 3 - Forest management at Kosuge Village.
student. She taught me a lot about forest studies in the country. That added a lot to my professional life. I also studied the soil in different parts of Japan. I even analyzed samples from Mount Fuji. I talked a lot with masters and doctoral students from my laboratory, who taught me a lot about microorganisms and always updated me about their research. The fact that the laboratory added more than one teacher, made me have knowledge beyond the area that my supervisor searched.

In my experience in this exchange, I was able to have a lot of contact with Japanese students. Be it only for the academic part, or friends I made during those months. All classes and field trips provided a rapprochement with NODAI students.

I met many cities in Japan, such as Nagano and Kyoto. I made many friends who introduced me to incredible places, wonderful foods and always encouraged me to learn Japanese more. Japan has given me a unique moment. Get to know the snow. I went snowboarding with Brazilian, Japanese, Mexican and Argentine friends. It was a very cool moment and I will always keep it in my memory.

I visited many temples and shrines, and I was able to understand even more the way of seeing life and the environment, from religion, to the Japanese. Because they feel that God is in all things, the Japanese tend to be more zealous about everything. This really fascinates me. The way they care for nature and the each other.

I went to many restaurants and learned to make several traditional Japanese foods that I will try to reproduce in my country.

I visited Kyoto, the capital of Imperial Japan. I met several temples and ate traditional local foods. Many girls were dressed in traditional Japanese clothes, which made me travel back in time and actually lived in the Kyoto history. Then I went to Osaka, and ate Okonomiyaki (お好み焼き) and Takoyaki (たこ焼き), the two famous dishes were developed in the city.

I also visited Nara. I met the temple of the great Buddha and fed the deers in the park. I was attacked several times.
Before traveling to Japan, through "Re-inventing Japan", I had in mind that the exchange of knowledge in different cultures was important. During the months that I studied, I visited places and met many people, could add enough knowledge.

On the professional side, I learned to be more observant. Understand the problem and analyze how to solve it, while taking care of the sustainability aspects. All the disciplines I have seen so far, along with the ones I had seen in Japan, are giving me the basis for finding solutions not only to my reality, but to anywhere in the world. The exchange acts as a propellant for the student to learn to see beyond the limits of the territory that lives, and to become a professional world. Able to adapt to any reality, any culture and any environment.

When you leave your comfort zone, and I consider Japan a very challenging place, because you have a culture that is extremely different from mine, you start looking for ways to adapt. That's great. You become more open to new experiences, to understand mistakes, and to change forever.

I have learned many techniques that I know I will use in my professional environment. And since we had enough seminars during the semester, I was more confident in presenting. I am very grateful for this opportunity, especially when I observe that my ability to speak in public has improved more. A very important point in my profession is to be able to communicate with companies and explain forestry projects to business owners until they pass on orders to employees with less technical knowledge. Improving the oral part is a very important point.

My advice to future students who will participate in the RPJ is to be able to take advantage of every opportunity to live new things in a different country. At NODAI you have professionals, attentive and always willing to help in the academic part and stay in the country. Try to make Japanese friends and friends from other countries. Do not stay in the comfort zone, in the circle of friends, of people of your own culture and language.
Always try to discuss your country's subjects in class, and of course, different solutions will appear. Visit places, eat as many different foods as you can, buy all the strange things that we just found in Japan. And I hope this opportunity is incredible for you, how incredible it was for me.

To finalize my report, I would like to thank everyone I met in Japan! All the lab friends, the classmates, the dormitory friends and the other exchange students, friends that I did and who taught me a lot. I was taught to be a more outgoing person in group studies and who helped me improve my English skills. I would also like to thank NODAI for the incredible opportunity, I will always be very grateful for all the experiences I have had in the university and in Japan, and for all the facilities that have provided me such as: dormitory, library and very well equipped laboratories. My sincere thanks to Naomi and Azael, program coordinators, who helped me before and during the exchange months. I would like to thank my mentor Iwao Uehara for teaching me about my area of study, showing me wonders of Tokyo, presenting me food and always being willing to teach this student who traveled half the world to learn. Also, I can not fail to thank my University, Federal Rural University of Amazonia (UFRA) Belém campus, and the whole team that helped me apply for the exchange, with all the bureaucratic and complicated part of traveling to another country, thanks to Luma Pontes. Thanks to UFRA that maintains this partnership with NODAI, through this program, providing Brazilian students to go to the other side of the world and Japanese students can experience the Amazon more closely. And last but not least, I would like to thank my host professors from Brazil. Denmôra Araujo and Felipe Almeida. Teachers willing to oriented students in a more humane, professional and efficient way that I have seen within UFRA. Thank you for all the help in building the path to get the place in the Exchange.