

REPORT · FIRST EDITION 2026

International Immersive School in Amazonian Sociobioeconomy

Belém · Santarém — 19 — 29 September 2026



FIRST EDITION REPORT

International Immersive School in Amazonian Sociobioeconomy

COORDINATION

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FIELD RECORD

Giorgio Cristofani, MSCA doctoral researcher. This report is based on his day-by-day record of the programme.

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PHOTOGRAPHS AND VISUALS

Participants in the International Immersive School in Sociobioeconomy, September 2026. Visual identity: Amabio programme.

DESIGN AND DELIVERY



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International Immersive School

in Amazonian Sociobioeconomy

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By canoe towards the shore, Santarém stage.

THE 2026 EDITION

AT A GLANCE

11 days of programme	2 territorial stages	4 partner universities	6 territories visited
6 UPEC master's students	1 UPEC doctoral student	9 students from UFPA, UFOPA and French Guiana	10 ECTS credits

A COOPERATION BUILT ON AN AGREEMENT

The school is the first large-scale initiative under the five-year cooperation agreement signed by UPEC and the Universidade Federal do Pará in June 2024. It was designed and delivered by the two universities on an equal footing, in partnership with UFOPA and with the participation of the University of French Guiana.

DESIGN AND DELIVERY

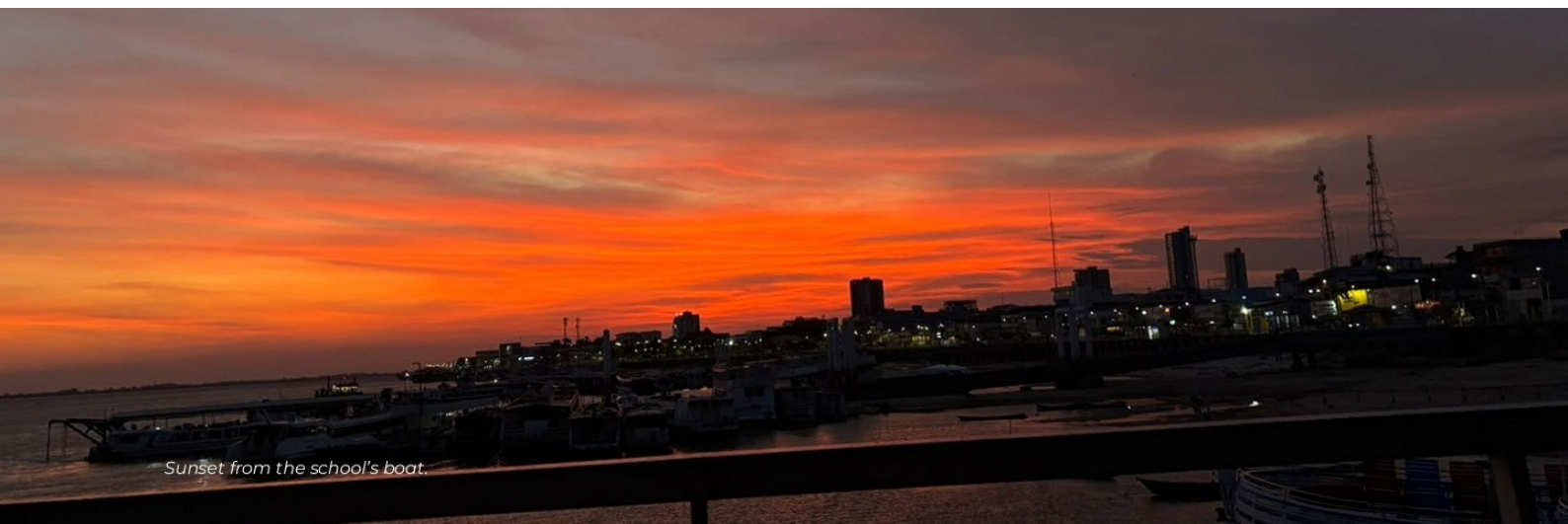
Université Paris-Est Créteil · Universidade Federal do Pará, in partnership with the Universidade Federal do Oeste do Pará and with the participation of the University of French Guiana

SUPPORT

French Development Agency (AFD), Amabio programme implemented by Expertise France · Aurora Alliance, Task Team 4.3 SSTC · French National Research Agency (ANR), under the Aurora 2030 programme · Embassy of France in Brazil · UNESCO Chair Futures of Education for Health and Living Well

TERRITORIES

Ilha do Combu · Ilha de Cotijuba · Aldeia Ipaupixuna · Comunidade de Anã · Comunidade de Coroca · Comunidade de Jamaraquá



Sunset from the school's boat.

FOREWORD

Learning with the Amazon

On the island of Combu, a few minutes by boat from Belém, Charles told the students how the activity that once supported his family, the predatory exploitation of the forest, turned into a tourism and production cooperative founded on its conservation. That same afternoon, at Dona Nena's, the same story played out around native cacao, from the tree to the chocolate bar. The next day, on Cotijuba, a rubber tapper demonstrated how the tree is tapped before a designer showed how the latex becomes design objects.

These three scenes sum up the intuition behind this school. Amazonian sociobioeconomy is understood through contact with those who practise it, across the diversity of territories where it takes shape, and it was on the ground that our students had to study it.

The school grew out of more than two years of cooperation between UPEC and the Universidade Federal do Pará. It took the form of a particular kind of international relationship: a programme designed and delivered on an equal footing with our partners, built on an institutional agreement and on cooperation funding. This first edition was meant as infrastructure — establishing the instruments, financial channels, field protocols and teaching formats that will make the exercise repeatable, and then opening it to other UPEC faculties and to other universities of the Aurora Alliance.

This report, drawn from the field record kept by Giorgio Cristofani, gives an account of the programme, of what it taught us and of the follow-up already under way. It is addressed to the UPEC community, which now has the task of turning it into a lasting programme.

Felipe Koch

UNESCO Chair Futures of Education for Health and Living Well



The group on a trapiche (riverside pier), Belém stage.

01

ORIGINS AND INSTITUTIONAL FRAMEWORK

A programme designed on an equal footing with our Amazonian partners, built on an institutional agreement and on cooperation funding.

An idea born of UPEC–UFPA cooperation

The idea of the school took shape more than two years ago, through institutional exchanges between UPEC and the Universidade Federal do Pará. It found its framework in the cooperation agreement signed by the two universities in June 2024 for a period of five years, which provides for joint teaching, research and mobility activities.

The choice of UFPA matters. With nearly 50,000 students across eleven campuses, it is the largest university in the Amazon, and the holding of COP30 in Belém in 2025 strengthened its role as the leading scientific interlocutor on the region. The Universidade Federal do Oeste do Pará, based in Santarém, hosted the second stage of the school; the University of French Guiana took part as an associate partner, linking the Brazilian and French Amazon.

A demonstrator for Aurora’s Task Team 4.3

The school is part of Task Team 4.3 SSTC of the Aurora Alliance, devoted to South-South and triangular cooperation on food systems and climate change and co-led by UPEC. It puts into practice one of the orientations of the team’s strategic plan: opening towards Latin America and taking up bioeconomy, a theme closely related to the food systems already addressed within the network. The French National Research Agency contributes through the Aurora 2030 programme, of which UPEC is a full member.

Shared funding

The funding rests on a clear division of roles. International flights for UPEC participants were covered by the Aurora budget of Task Team 4.3. The French Development Agency, through the Amabio programme implemented by Expertise France, funded accommodation and on-site expenses, managed by UFPA. The Embassy of France in Brazil provided institutional support, alongside the Maison France-UFPA, UFPA’s Pró-Reitoria de Relações Internacionais (international relations office) and the Rede Amazônia Global network.

The participants

Six master’s students and one doctoral student from UPEC joined three students from UFPA, three from UFOPA and three from the University of French Guiana, selected by their respective universities: sixteen participants in all. For UPEC students, the programme is part of their curriculum and earns 10 ECTS credits.

A first edition designed as infrastructure

What was at stake in 2026 went beyond running the school. The aim was to establish the legal instruments, financial channels, field protocols and teaching formats needed to repeat it, and then to involve other UPEC faculties and other universities of the alliance. The demonstration concerns a model of cooperation, more than the number of partners in the first cohort.



Students and lecturers from the four universities, gathered around the flags of Brazil, France and French Guiana.



Presentation by researchers from the University of French Guiana, associate partner of the school, Belém stage.

02

THE METHOD: A REAL LIFE LEARNING LAB

The territory asks the question; the university builds the answer with it.

The school adopts the Real Life Learning Lab methodology, applied within Aurora's Task Team 4.3 SSTC. The approach reverses the usual sequence of university teaching. In a conventional course, knowledge is built in the classroom and then applied to a case. Here, the encounter with local actors supplies the working question, and disciplinary knowledge is brought in afterwards to answer it.

Three phases

Preparation. Before departure, students took a course on sociobioeconomy, food systems, social entrepreneurship and territorial governance, complemented by methodological guidance on interviewing, situated observation and fieldwork ethics.

Immersion. From 19 to 29 September, each student kept an individual field notebook, organised around a question they cannot answer alone: what does the person they meet identify as a problem, in their own words? The last day, at UFOPA, was devoted to the collective systematisation of the experience.

Response. Back at their universities, students work in mixed groups, made up of participants from the different institutions, on a project responding to the problem identified. The project will be presented online to the partners in January 2027.

KEY TAKEAWAY

Assessment rests on the relevance of the response the students build; the travel account carries no weight. Knowing that a project will have to be returned to the people they met changes the students' stance: one listens differently when one knows an answer is owed.



A shared meal among the school's participants.

03

THE BELÉM STAGE

Five days between the islands and the university: sociobioeconomy seen through its value chains, its entrepreneurs and its laboratories.

DAY 1 • 19 SEPTEMBER

Opening of the school and discovery of Belém

Welcomed in Belém the evening before, the participants from France and French Guiana joined their Brazilian counterparts for the opening of the school. The day combined a presentation of the approach and of the coordination teams with a first discovery of the city, including a guided tour of the Ver-o-Peso complex, where the produce of the region's rivers and forests has converged for centuries. It launched the Belém sequence — five days of seminars, lectures, workshops, debates and institutional and cultural visits — and opened the first spaces of integration between Brazilian, French and French Guianese students, who would later form the mixed groups of the Real Life Learning Lab.



Presentation of the teams at the opening of the school.



Guided tour of the Ver-o-Peso complex.



First meeting between participants.

DAY 2 • 20 SEPTEMBER

Ilha do Combu: açaí, community tourism and cacao

The day began with the boat crossing to the island of Combu, one of the closest to Belém, known for its açaí and cacao production and for the growth of tourism linked to sociobiodiversity. The island lies within the Ilha do Combu Environmental Protection Area (APA), a sustainable-use conservation unit created by Pará State Law No. 6,083/1997.

At the Cooperativa Ygara Artesanal e Turismo, the group was welcomed by Gerson Tadeu Teles, known as Charles, and Iracema Nascimento, who traced their personal journeys and the building of the initiative: an activity once associated with the predatory exploitation of the forest, turned into an enterprise of conservation, tourism and the promotion of local knowledge and social technologies. The students watched the açaí harvest, including climbing the palm with the peconha foot loop, then the processing and tasting of the fruit, before a banho de cheiro, a traditional bath based on forest plants, and a visit to the cooperative shop. Lunch, at the Saudosa Maloca restaurant, showcased regional produce.

In the afternoon, a visit to Filhas do Combu, the initiative led by Izete dos Santos Costa, Dona Nena, covered the whole native cacao chain: tending the trees, harvesting and processing the beans, making chocolates and confectionery, and selling them.

KEY TAKEAWAY

Forest conservation can go hand in hand with income generation, tourism and the promotion of local practices. Charles's story made a strong impression on the students, as did the quality of Dona Nena's facilities, which show that a local initiative can gain visibility and markets without breaking with the ecological and cultural characteristics of its production.



Tasting açai, Cooperativa Ygara, Ilha do Combu.



Ilha do Combu presented at Dona Nena's chocolate museum.

DAY 3 • 21 SEPTEMBER

Ilha de Cotijuba: the rubber trail

On the third day the group travelled to the island of Cotijuba, by road, by river and then by motorete, the local motor-tricycle. In a rubber grove (seringal), Tainah Fagundes, founder of Da Tribu, and the rubber tapper Sérgio presented the history of the company and its link with rubber extractivism. The students followed the manual tapping of the sap, then visited the workshop where the latex is coloured, worked and turned into craft pieces and marketable products. A meal prepared with local produce, cultural performances by the community and a swim in the river closed the day.

KEY TAKEAWAY

A traditional extractive activity can become a value chain built on innovation and design, while keeping the forest at the heart of the production process. Comparison with the latex value chains met later in Santarém revealed here a more individual form of social entrepreneurship than the community models.

DAY 4 • 22 SEPTEMBER

UFPA: innovation ecosystem and intellectual property

The day at UFPA opened with an interactive workshop led by the Amabio programme team: through play and the collective construction of a Bioeconomy Mural, participants mapped the concepts, actors, territories, value chains, challenges and opportunities of the Amazonian bioeconomy.

Lawyer Paulo Melo then gave a lecture on intellectual property and on the mechanisms for protecting and promoting traditional knowledge associated with biodiversity. The group discovered the university's incubation schemes through Jucarepa, a company born at UFPA that processes cumaru beans, followed by a cooperation in architecture between UFPA and the University of French Guiana, presented at the Faculty of Architecture. In the afternoon, at the Parque da Cidade, a round table brought together women entrepreneurs and professionals who act as intermediaries between producers, communities and markets.

KEY TAKEAWAY

Bioeconomy involves far more than producer communities: universities, companies, public institutions, intermediaries and markets are all part of it. It also raises one of the central challenges of the field — turning the knowledge and resources of biodiversity into economic opportunities without reproducing undue appropriation or extractivist relationships.



Latex jewellery and pieces by Da Tribu, Ilha de Cotijuba.



Exchange with the Da Tribu craftswomen, Ilha de Cotijuba.

DAY 5 · 23 SEPTEMBER

UFPA: science, climate finance and social technologies

The group visited the Centro de Valorização de Compostos Bioativos da Amazônia (CVACBA), a UFPA laboratory located in the Guamá Science and Technology Park, and discovered its equipment and its applied research processes for sociobiodiversity products. Professor Lise Tupiassu then gave a lecture on the financial instruments of climate action — mitigation, adaptation, sustainable development. In the afternoon, Professor Aquiles Simões presented social technologies born of the dialogue between academic science and community knowledge, and Professor Wagner Barbosa the potential of Amazonian biodiversity for natural health products, from bioprospecting to research and innovation.

KEY TAKEAWAY

Sociobiodiversity is also a matter of science and biotechnology. The lecture on climate finance prompted critical reflection: communities are at the heart of conservation, yet climate funds are often captured and administered by intermediary institutions.

04

THE SANTARÉM STAGE

Six days on the Tapajós and Arapiuns rivers: communities, territorial statuses and different ways of keeping the forest alive.

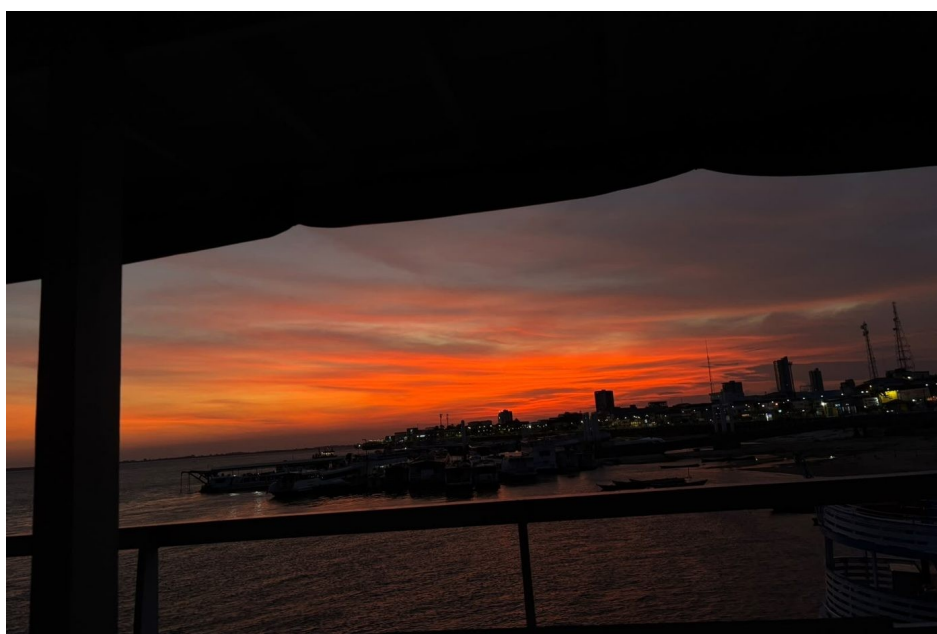
DAY 6 · 24 SEPTEMBER

Arrival in Santarém and opening at UFOPA

The sixth day was devoted to travel to Santarém; because of different flight times, part of the group explored the city centre while waiting for the others. In the late afternoon, UFOPA hosted the official opening of the stage, attended by university authorities and representatives of partner institutions, in an open wooden space blending into the landscape.

KEY TAKEAWAY

The opening marked the shift from an urban and institutional stage to a territorial and community phase, made up of immersion in the communities and navigation on the Tapajós and Arapiuns rivers.



Santarém at dusk, from the school's boat.

DAY 7 · 25 SEPTEMBER

Aldeia Ipaupixuna: açaí, school meals and public policy

In Aldeia Ipaupixuna, a village of the Munduruku people, the group discovered a UFOPA outreach project: the açaí produced by the community is bought by the public education network for school meals. The day included a breakfast of local produce, an opening ritual, a roda de conversa (conversation circle) on production, public policy and community organisation, and a visit to the

stream used for fishing, where the difficulties of accessing resources in the dry season were plain to see.

KEY TAKEAWAY

Public policy can create markets for community production while improving nutrition, income and the value given to local products.



Aldeia Ipaupixuna: roda de conversa with the community.



Aldeia Ipaupixuna, Munduruku people.

DAY 8 · 26 SEPTEMBER

Rio Arapiuns and Comunidade de Anã

The eighth day opened the river stage. On board, three talks accompanied the journey: Carol Arapiun, an Indigenous doctoral student in the Programa Guatá, on the Indigenous archaeology of the region; Giorgio Cristofani on Indigenous rights and the marco temporal thesis; and Brice Fodda, adviser at the Embassy of France, on Franco-Brazilian relations, cooperation, sociobioeconomy and the agreement between Mercosur and the European Union.

In Anã, the group discovered the community tourism infrastructure, whose architecture combines local materials and techniques with contemporary solutions for thermal comfort, as well as experiences in fish farming, food security and food sovereignty, stingless beekeeping, landscape management and social technologies. The community lies within the Tapajós-Arapiuns Extractive Reserve (RESEX), created in 1998 to protect the ways of life and culture of traditional populations.

KEY TAKEAWAY

In a sustainable-use conservation unit, conservation, keeping communities on their land and generating income can go together.

DAY 9 · 27 SEPTEMBER

Comunidade de Coroca: conservation and diversification

In Coroca, on the Arapiuns, the group discovered turtle management and conservation, stingless beekeeping, the cultivation of medicinal and fruit trees, crafts, tourism and community organisation. The comparison with Anã was striking: there, a small-scale experience closely tied to community dynamics; here, consolidated infrastructure and a far larger tourist flow — nearly 950 visitors in the first four months of 2025 alone. Coroca lies within the Lago Grande Agro-extractive Settlement Project (PAE), whose rules on organisation and tourism differ from those of the RESEX.

KEY TAKEAWAY

Growing tourism means reconciling income, conservation, community autonomy and control over sales — and the status of the territory weighs on how that balance is struck.



Talk on board, between Santarém and the Arapiuns.



A talk on board the school's boat.

DAY 10 • 28 SEPTEMBER

Comunidade de Jamaraquá: national forest, latex and bio-jewellery

The tenth day took place in Jamaraquá, in the Tapajós National Forest (FLONA), a federal sustainable-use conservation unit created in 1974 with a management plan from ICMBio. The programme included ecotourism, forest trails, management of the rubber groves, a latex-processing workshop, craft techniques, a workshop making bio-jewellery from seeds, and discussions on marketing.

KEY TAKEAWAY

Comparing a national forest with an extractive reserve shows that each category of conservation unit produces its own institutional arrangements for conservation, resource use, tourism and income.

DAY 11 • 29 SEPTEMBER

Systematisation, evaluation and closing

Back at UFOPA, participants worked in groups on a collective evaluation: retracing the activities, identifying the main lessons, discussing the most memorable experiences, gauging the changes in perception brought about by the immersion and identifying what could be transferred to their own professional and institutional contexts. The school ended in Alter do Chão with a *piracaia*, a traditional gathering around grilled fish on the beach, with music and dancing.

KEY TAKEAWAY

*Systematisation turned eleven days of encounters into collective reflection; the *piracaia* was a reminder that the school is also about bonds, conviviality and ways of sharing life.*



Coroca: honey from stingless bees, Iramaña meliponary.



Coroca: the community meliponary.



Jamaraquá: forest trail with a community guide.



Jamaraquá: latex-processing workshop.



End of the day on the banks of the Tapajós.

05

FOUR TERRITORIAL REGIMES, A PLURAL SOCIOBIOECONOMY

Each territorial status produces its own arrangements between conservation, rights, production and markets.

One of the school's major contributions was to introduce experiences rooted in very different regimes of territorial organisation, land regularisation and conservation. The relationships between communities, biodiversity, production, tourism and income appear shaped by distinct institutional arrangements.

Territory	Status	Experience observed
Ilha do Combu	State APA	Açaí, cacao, tourism, gastronomy and ribeirinho entrepreneurship
Ilha de Cotijuba	Island territory of Belém	Rubber extractivism, latex processing, innovation
Aldeia Ipaupixuna	Mundurucu community	Açaí, school meals and public policy
Anã	RESEX Tapajós-Arapiuns	Community tourism, fish farming, stingless beekeeping, community organisation
Coroca	PAE Lago Grande	Turtles, stingless beekeeping, crafts, larger-scale tourism
Jamaraquá	FLONA Tapajós	Ecotourism, rubber groves, latex and bio-jewellery



Welcome sign at Jamaraquá, Floresta Nacional do Tapajós.



Entrance to the Comunidade de Coroca, Rio Arapiuns.

Environmental Protection Area — Combu

A sustainable-use category, the APA allows people to live there and economic activities compatible with environmental protection to develop. In Combu, it frames the link between forest conservation, açaí, cacao, tourism and ribeirinho (riverside) entrepreneurship.

Extractive Reserve — Anã

The RESEX protects the ways of life and culture of traditional populations and guarantees the sustainable use of resources. In Anã, community tourism, fish farming and stingless beekeeping show conservation directly linked to the continued presence and social reproduction of the communities.

Agro-extractive Settlement Project — Coroca

Created by INCRA, the federal land reform agency, the PAE is intended for traditional agro-extractive populations and combines land regularisation with activities based on the use of natural resources. In Coroca, it supports a consolidated experience of tourism, turtle management, stingless beekeeping, crafts and food production, on a scale that has already reached nearly 950 visitors in four months.

National Forest — Jamaraquá

The FLONA combines forest conservation, sustainable use of forest resources, research, environmental education and tourism. In Jamaraquá, it frames ecotourism, management of the rubber grove, latex production and the making of bio-jewellery.

KEY TAKEAWAY

Amazonian sociobioeconomy comes in the plural. It is built in different institutional and territorial contexts, where communities devise their own strategies for combining conservation, autonomy, production, culture, innovation and access to markets.



The Tapajós, Santarém stage.

06

WHAT THE SCHOOL TAUGHT US

Six lessons, drawn from the field more than from the lectures.



On the way to the communities, Santarém stage.

1. An economy shaped by the status of territories

APA, RESEX, PAE or FLONA: the territorial regime shapes what a community can produce, sell, host and decide. Any sociobioeconomy policy that ignores this variable risks proposing a single model for situations that cannot sustain it.

2. The decisive role of intermediaries

The round table at the Parque da Cidade and the Bioeconomy Mural made visible the actors who do not live in the communities yet determine their access to markets: trade intermediaries, product developers, incubators. Lise Tupiassu's lecture showed the other side of this reality: climate finance is often captured at these intermediate levels, far from those who actually conserve the forest.

3. Individual and community entrepreneurship

Latex served as a thread for comparison. On Cotijuba, a designer has built a brand around rubber; in the Tapajós FLONA, latex processing is organised by the community. Both models create value, but they do not distribute it in the same way.

4. Public policy as a creator of markets

In Ipaupixuna, public procurement of açaí for school meals gives Munduruku production a stable outlet while improving pupils' diets. This lever is often missing from bioeconomy debates, which focus on private markets and exports.

5. The scale of tourism

Between Anã and Coroca, tourism changes in nature as it grows in volume. Larger flows bring income, but raise the question of who controls sales and how much autonomy communities keep over their own territory.

6. Science, intellectual property and traditional knowledge

The CVACBA laboratory, Wagner Barbosa's lecture on natural products and Paulo Melo's on intellectual property raised the same question from three angles: how can research and markets add value to biodiversity without unduly appropriating the knowledge of the communities that sustain it?

KEY TAKEAWAY

For the students, the main transformation concerns their stance. Knowing that a project would have to be returned to the people they met changed the way they listened, asked questions and took notes.



An evening among the school's participants.

07

NEXT STEPS AND OUTLOOK

A first edition conceived as infrastructure, already extended by several initiatives.

Under way

The mixed-group projects. The third phase of the Real Life Learning Lab is under way. The projects developed by the groups will be presented online to the partners in January 2027; returning them to the communities and organisations met is what gives the method its credibility.

The Aurora BIP “Futures of Bioeconomy of Sociobiodiversity”. From 26 to 30 October 2026, UPEC hosts this blended intensive programme with the Università degli Studi di Napoli Federico II and Copenhagen Business School. José Augusto Lacerda Fernandes, from UFPA, will speak on social innovation in the Amazon, and UPEC students will share their experience of the school.

UFPA’s visit to UPEC. On 16 October 2026, Professor Lise Tupiassu, Vice-President for International Relations of UFPA, is received by the President of UPEC, within the framework of the cooperation agreement signed in 2024.



The school group in front of the boat, Santarém stage.

An ambition

Beyond the Amazon, the format — a co-designed programme built on an institutional agreement and on cooperation funding — is meant to inspire other international partnerships at UPEC. The school is its first demonstrator: it foreshadows the thematic network on bioeconomy and the Global South that the university’s international strategy intends to build.

Research is the next step. A UFPA researcher heads the EMBRAPII unit devoted to the sustainable development of the Amazonian fruit sector and has been studying açai since 1995; his work with companies in the açai, cacao and other non-timber forest product value chains directly extends what the students observed in Combu, Cotijuba and Ipaupixuna. At UPEC, colleagues at INSPÉ, the university's teacher-education institute, are already conducting research in the Amazon and could add an education strand. The 2024 agreement provides for joint PhD supervision and joint projects that would make the school the gateway to a research programme.

Cooperation can also take place within a broader framework. Inaugurated on 22 June 2026, the Maison France-UFPA "for science in the Amazon" offers French institutions a space within the university and already brings together eleven partners, including CIRAD, CNRS, the French National Museum of Natural History, the University of French Guiana and several French universities. It provides an anchor point for Franco-Brazilian scientific cooperation in the Amazon, of which the school is part.

Finally, Aurora's Task Team 4.3 SSTC provides the framework for opening future editions to other universities of the alliance and to other UPEC faculties. The first edition built the instruments, the channels and the relationships of trust; the next one can widen the circle on that basis.



Arrival at a community gathering place.

08

CONTRIBUTORS AND PARTNERS

The people who made the school, from its coordination to the encounters in the field.

COORDINATION

Felipe Koch	UNESCO Chair Futures of Education for Health and Living Well, AEI International School, UPEC — school coordination for UPEC
José Augusto Lacerda Fernandes	Associate Professor, UFPA — school coordination for UFPA
Nadège Mézié	Expertise France — Amabio programme

SPEAKERS AND HOSTS

Gerson Tadeu Teles (Charles) and Iracema Nascimento	Cooperativa Ygara Artesanal e Turismo, Ilha do Combu
Izete dos Santos Costa (Dona Nena)	Filhas do Combu, Ilha do Combu
Tainah Fagundes and the rubber tapper Sérgio	Da Tribu, Ilha de Cotijuba
Amabio programme team	Bioeconomy Mural workshop, UFPA
Paulo Melo	Lawyer — intellectual property and traditional knowledge
Jucarepa	UFPA spin-off company — cumaru value chain
Lise Tupiassu	Professor, Vice-President for International Relations, UFPA — climate finance
Aquiles Simões	Professor — social technologies
Wagner Barbosa	Professor — natural products and biodiversity
CVACBA	Centro de Valorização de Compostos Bioativos da Amazônia, UFPA
Carol Arapiun	Indigenous doctoral student, Programa Guatá — Indigenous archaeology
Giorgio Cristofani	MSCA doctoral researcher — Indigenous rights and marco temporal
Brice Fodda	Adviser, Embassy of France in Brazil
Host communities	Aldeia Ipaupixuna (Munduruku people), Anã, Coroca, Jamaraquá



An evening on board the school's boat.

DESIGN AND DELIVERY

Université Paris-Est Créteil (UPEC) and Universidade Federal do Pará (UFPA), in partnership with the Universidade Federal do Oeste do Pará (UFOPA) and with the participation of the University of French Guiana.

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