

The Rufford Foundation

Final Report

Congratulations on the completion of your project that was supported by The Rufford Foundation.

We ask all grant recipients to complete a Final Report Form that helps us to gauge the success of our grant giving. The Final Report must be sent in **word format** and not PDF format or any other format. We understand that projects often do not follow the predicted course but knowledge of your experiences is valuable to us and others who may be undertaking similar work. Please be as honest as you can in answering the questions – remember that negative experiences are just as valuable as positive ones if they help others to learn from them.

Please complete the form in English and be as clear and concise as you can. Please note that the information may be edited for clarity. We will ask for further information if required. If you have any other materials produced by the project, particularly a few relevant photographs, please send these to us separately.

Please submit your final report to jane@rufford.org.

Thank you for your help.

Josh Cole, Grants Director

Grant Recipient Details	
Your name	Olivia Beatriz Moraes Dias de Aguiar
Project title	Agrobiodiversity and ethnopedology in the Yawalapiti indigenous territory: Alternatives for the Women House. New Title: Agrobiodiversity and ethnopedology Sateré Mawé: Use of soil and distribution of priority trees for seed collection in Andirá Marau Indigenous Land
RSG reference	20254-1
Reporting period	November 2016 to December 2017
Amount of grant	£4998
Your email address	oliviafloresta@gmail.com
Date of this report	10/12/2017

1. Please indicate the level of achievement of the project's original objectives and include any relevant comments on factors affecting this.

Objective	Not achieved	Partially achieved	Fully achieved	Comments
Contribute to the forest management plan and environmental conservation				
Participatory mapping of soils and useful trees				<p>We focused on mapping 12 priority tree species for seed collection. The trees were selected by Sateré Mawé seed collectors. The map will be used to plan forest resource management, especially for seed collection activities.</p> <p>We also started the Pallushayus ethomapping with the Yawalapítis, but this mapping wasn't finished.</p>
Contribute to expanding the knowledge about Savana-Forest agrobiodiversity				<p>The project site was changed from the Savana-forest ecotone to Central Amazonian rainforest. However, in both of the ecosystems we worked to expand knowledge about the local Agrobiodiversity, especially about the useful trees and their soil types.</p>
Foster environmental education in the village and strengthening the transmission of traditional knowledge				<p>The participative research about the soils and trees with old and young members of the communities is a way to strengthen and enrich the transmission of traditional knowledge. To share the results of the research, we are preparing a lecture and educational materials about the project. This material will be distributed in the Sateré community schools.</p>
Contribute to the maintenance and planting of forest species, fostering production chains that promote income generation and economic autonomy for				<p>This objective is continuously being achieved, since the indigenous people have started to plant some of the trees that we are studying. Also, this study - associated with their traditional knowledge - is providing more information about the multiple</p>

women				uses of the trees and better conditions to plant them. Unfortunately, due to the change in the project, our focus isn't the women anymore, but the whole community, especially the families working with seed collection and agroforestry systems.
Understand the traditional management and the dynamics of the selected forest species to provide subsidies for a sustainable management plan for these forest resources				

2. Please explain any unforeseen difficulties that arose during the project and how these were tackled (if relevant).

We had some relevant difficulties during the project. The community that we initially worked with (Yawalapítis) had some problems near the end of 2016 and in 2017. These problems involved relevant changes in their lives and consequently in our project. In April of 2017, we went to the village for fieldwork, but when we returned some problems emerged, and we decided with the Yawalapítis that it wouldn't be possible to continue with the project in 2017, since that they wanted to focus on other priorities. I have known the Yawalapíti since 2004, and they had asked me to develop this project with them, so this project was a dream coming true for all of us, and the interruption of the project was a really difficult decision, but part of this dream could be accomplished, and we intend to continue the project on another occasion. Details of what happened with the Yawalapítis are written in two letters that I sent to the Rufford team during the project.

It was a big learning experience to solve these difficulties and to continue the project in another context. Work with indigenous communities is very challenging, and one of the challenges is to understand and respect that they have different values and life habits, and that their life's dynamic can change drastically with one or two events, especially in small communities, like the Yawalapítis. These events, such as a death of one important leader, can change dramatically their priorities, and we have to be flexible with the new situations that come up.

Fortunately, since 2013 my supervisor, Sonia Alfaia, has worked with the Sateré Mawé people and they were interested in researching some species for forest management and agroforestry plantations. In this new context, I started to work with the Sateres. The central idea of the project continued the same, but much more focused on priority forest species for seed collection.

3. Briefly describe the three most important outcomes of your project.

Ethnomap: In the Andirá Marau Indigenous Land there are three Seed Collection Areas (*Área de Coleta de Sementes - ACS*) that had been set up previously during the project lead by Dr Sonia Alfaia. In my part of this project, we worked in these three areas. We identified, together with the Sateré informants, more than 100 possible mother trees for seed collection. This map is now a tool for their seed collectors, and it will be used for forest management planning and to protect the mother trees, the regeneration of the priority species and the forests where they are located.

Systematization of traditional knowledge associated with scientific research: It was a beautiful experience to learn some facets of Sateré knowledge and to identify associations with western scientific knowledge. The soils analyses and floristic inventories brought some important information about the priority species distributions. The Sateré knowledge was fundamental to interpret these results. Most of the soil analyses confirmed the Sateré's knowledge about the distribution of some forest species. We are preparing three different publications: a newsletter for the Sateré's community schools; the thesis for the academic public; and a scientific paper.

Contribution for the construction of the environmental and territorial management Plan of the Andirá Marau Indigenous Land: Brasil has a National Policy for Environmental and Territorial Management of Indigenous Lands (*PNGATI - Política Nacional de Gestão Ambiental e Territorial em Terras Indígenas*). The practical application of this policy is the development of a Territorial and Environmental Management Plan (*PGTA - Plano de Gestão Territorial e Ambiental*) of each indigenous territory. Unfortunately, the Brazilian government isn't making an effort to fulfil this policy. Hence, efforts by other members of society and NGOs are necessary to make it possible. One such project was approved this year to elaborate the environmental and territorial management plan in the Sateré Mawé indigenous land. In December 2017, we participated in the first meeting of this project in the communities. The results and the methodologies of our present project will contribute to the development of this plan, especially in other Sateré communities that are starting to work with seed collection and agroforestry.

4. Briefly describe the involvement of local communities and how they have benefited from the project (if relevant).

During the first fieldwork, the seed collectors and the agroforestry farmers were more involved, since we worked almost all day in the seed collection areas inside the forest. On this occasion, the benefits to the seed collectors were to find and to geo-reference more trees for seed collection. For the indigenous assistants who helped us in the fieldwork, the benefits were to learn techniques of floristic and pedological inventory, contributing to their training, especially for the ones that are working as technicians in agroecology and who often assisted researchers in the indigenous land. We also visited some agroforestry systems and shared with the communities some techniques that can improve soil management and the agroforests. In the

second fieldwork, we visited more communities along the Andirá River and interviewed community leaders and elders. We concluded that the knowledge about the trees and the soils is in fact decreasing along generations, and many community members are worried about this, especially the leaders. Some of them told us that they are really happy to talk and share this knowledge with us, and that they believe a newsletter with the research results can be very useful for teaching the younger generation. The benefits of this fieldwork were the exchange of knowledge about trees and soils; many indigenous people could not remember some terms in the native language that are used to describe the soils. This exchange helped show that this knowledge is being forgotten, mainly for the young people who were present in the interviews with the elders.

5. Are there any plans to continue this work?

In the second fieldwork, the community leaders asked us about the continuation of this project. Talking with the older members and with different community leaders, new ideas for the project have emerged. Almost all of them talked about the importance of this study for the indigenous school, since that the younger generation doesn't know much about the trees that we are studying. Another study that they are interested in is about the different kinds of rosewood (*Aniba rosaeodora*), one of the species included in our research, and that it is in the Brazilian Red List of Species Threatened with Extinction. The Sateré are now really interested in planting this species in their agroforestry systems, so we will study the possibility of continuing this work.

6. How do you plan to share the results of your work with others?

I am preparing a newsletter for the Sateré schools, my Master's thesis, and a scientific paper for the academic public. We are planning a Sateré Mawé seed fair for 2018, and on this occasion I want to present all the project results to the communities.

7. Timescale: Over what period was The Rufford Foundation grant used? How does this compare to the anticipated or actual length of the project?

In the Yawalapíti project, I started to use the grant during the end of November 2016, and I used it until May 2017. In the Sateré project, I used the grant between June and December 2017. The project will continue at least until March 2018.

8. Budget: Please provide a breakdown of budgeted versus actual expenditure and the reasons for any differences. All figures should be in £ sterling, indicating the local exchange rate used.

Item	Budgeted Amount	Actual Amount	Difference	Comments
Air tickets (Round trip)	1374	680	+ 694	I didn't have to buy an air ticket for a field assistant.
Bus ticket Brasília-Canarana (Round trip)	456	293	+163	I didn't have to buy a bus ticket for a field assistant.
Boat rental Canarana-Yawalápití tribe (Round trip)*1	1374	1174	+200	During one field period we shared the boat rental.
Taxis to airport and bus station	37	150	-113	More short trips than anticipated.
Office supplies *2	320	350	-30	More print outs for the different maps.
Workshops and research tools* 3	612	470	+142	We didn't buy any electronic equipment and the workshop about seed collection will not occur.
Stipends for field assistants	250	560	-310	More stipends for field assistants in the Sateré Mawé communities were necessary.
Stipends for workshop assistants	175	-	+175	It was not necessary to pay workshop assistants in the tree plantation workshop. The seed collection workshop will not occur.
Food and lodging expenses in the field/week	400	550	-150	More food was necessary for the Sateré work.
Boat ticket Manaus-Parintins	-	229	-229	This was necessary for travel to the Sateré territory.
Boat Andirá- Parintins	-	50	-50	This was necessary for travel to the Sateré territory.
Gas for boat travel in Andirá Marau Indigenous land	-	172	-172	This was necessary for travel to different communities in the Sateré territory.
Soil Analyses	-	115	-115	We paid one technical assistant to help in the soil analyses.
Botanic Identification	-	70	-70	For some trees a botanical specialist was necessary to identify the species.
Totals	4998	4863	135	

9. Looking ahead, what do you feel are the important next steps?

The most important next step is to finish the newsletter for the schools and return to the community to share these results. Then explore new possibilities to continue the project.

10. Did you use The Rufford Foundation logo in any materials produced in relation to this project? Did The Rufford Foundation receive any publicity during the course of your work?

Yes. I used it in my Master's qualifying exam and I will use it in the newsletter for the communities, in my Master's thesis defence, and in any other future materials about the project.

11. Please provide a full list of all the members of your team and briefly what was their role in the project.

Olivia Beatriz Moraes Dias de Aguiar – Project development (field work, laboratory analyses, statistical analyses, map making)

Sonia Sena Alfaia – advisor

Charles Roland Clement – co-advisor

Watatakalu Yawalapiti - Helped in all phases of the Yawalapíti project, including elaboration of the project and communication with the Pallushayu community' members.

Wakuyukumã Mehinako - Field assistant in the Yawalapíti project.

Flora Calió Leite de Barros - Field assistant in the Yawalapíti project.

Luis Enrique Gonzalez - Field assistant in the Sateré Mawé project.

Alcimar da Costa Souza - Seed collector and field assistant in the Sateré Mawé project.

Ismael Ferreira da Silva – Seed collector and field assistant in the Sateré Mawé project.

Leoncio Batista - Field assistant in the Sateré Mawé project.

Jonas Moraes - Soil analysis.

12. Any other comments?

I would like to thank Rufford for this opportunity, and especially for understanding the difficulties encountered among the Yawalapíti and for approving the change of

location to the Sateré Mawé territory. It was a big learning to develop this project, and without the grant I couldn't have done it. This is the first project that I have administered financially and logistically, so it was a really great learning opportunity, and I am sure that good fruits will come from this project.



