

## Final Evaluation Report

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Your Details	
<b>Full Name</b>	Aline Angotti Carrara
<b>Project Title</b>	(Making) Human subjects by Natural Objects: Conservation of Indigenous Forest and People in the Brazilian Savannah
<b>Application ID</b>	27348-1
<b>Grant Amount</b>	£5000
<b>Email Address</b>	acarrara@ufl.edu
<b>Date of this Report</b>	07/09/2019

**1. 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
FPIC Workshops				FPIC workshops have been developed and included participation of around 60 community members and leadership. Demands have been identified and FPIC has been deeply discussed and drafted.
Community Mapping				During this activity we were able to visit agricultural areas, water bodies as well as cultural sites. Maps were produced and validated by community members. However, the intention to produce a map for the entire reserve was not possible due to rain and blockage of unpaved roads, which could only be accessed using 4x4 vehicle.
Focus groups			X	The focus groups were successfully developed and brought key information about biophysical and socio-cultural elements. Groups were key to raise questions about the future of their territory and bring insights about territorial occupation and historical and current environmental changes.

**2. Please explain any unforeseen difficulties that arose during the project and how these were tackled.**

Fortunately, the project went well and there were no major obstacles do the development of the activities.

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

- Institution building: During the FPIC workshop the group found out they have had a former leader had created an indigenous association in 1993. Many elderlies knew about the creation, but nobody had any further information about the status of the institution. A community member brought an old stained notebook where all the memo of all the meetings of the association were registered. It was an important moment for the group to revive some of their communal interests and goals and became a benchmark for their own initiatives and engagement. The community decided to get this association running again in order to establish future partnership with non-indigenous organisations covering environmental conservation, food and water security.

Also, it was decided that the association would seek partners to develop a project for producing educational material together with the local school in order to communicate the knowledge produced during this project to younger generations. A meeting occurred to discuss the future of this association, an election happened where the group identified four members who took responsibility as president, vice-president, account manager and project manager, respectively.

- Inclusion of Women in decision making processes: During the initial activities there were mainly men present. After the 4<sup>th</sup> day of conducting the focus groups, more women started to participate and actively engage in the project. At the last workshop there were 23 women present, marking one third of the total audience. Their presence represented a different narrative of territorial and resources management, since women are responsible for bringing water to the houses, work on the crops, preparing food and harvesting fibre for weaving. I was asked to promote a 'women only' workshop to address women's concerns towards natural resources management.
- Collection of data about the history of traditional occupation of the territory, losses and struggles for territorial recovery, survey of cosmological aspects related to natural environments and resources, rituals associated with the use and management of natural resources, ethnic-environmental knowledge or forms use and management of natural and symbolic resources linked to the territory and natural resources. We also collected geospatial data regard to important environmental features, such as water bodies, crops, native vegetation through GPS points for agricultural areas, identified gaps in agricultural practices, mapped points for further data collection on water quality and quantity, areas with non-indigenous illegal occupation, areas for forest restoration and illegal occupation by non-indigenous presence.

#### **4. Briefly describe the involvement of local communities and how they have benefited from the project.**

It is imperative to note that this project only happened because of local communities' participation and engagement throughout its conceptualisation and development. Community members were engaged since the very beginning of the project, participated in the creation of the project and were constantly updated as I was submitting the grant applications. As the activities started, more members started attending the workshops and actively engaging in the activities. Also, community members were the ones guiding discussions aiming to raise relevant issues according to their own reality and interests. Community groups organised transect walks and guided us through the territory in order to conduct the mapping process and were the ones creating and validating the maps. They were also responsible for communicating other members about the activities daily during the *Wara* (a local daily meeting at the centre of the village after sunset, where the elderly and leaders of the village discuss important issues and report daily events). It is important to note that inclusion of new members in any activities were naturally organised allowing democratic participation of the community. Participants have

benefitted from the knowledge shared and different perspectives about their own territory, have explicitly shared their conservation challenges and goals and learned about a wide range of topics regarding environmental conservation, agricultural practices, laws and local ecological demands. Also, this project has yielded many demands, which are being addressed through funding raise for developing specific projects in order to meet these demands. Potable water, food security, territorial management systems are one of the priorities raised by community members.

#### **5. Are there any plans to continue this work?**

Yes. While I am currently writing my dissertation for the doctoral degree, I am also working on writing projects according to the specific local demands raised by this project. A second step will include data collection for biophysical analysis in the sites identified during this project. The data set aims to qualify and quantify agricultural practices and yield, hydrological elements, local biodiversity and local micro-climate at a regional scale, which entails the entire reserve. Since we will need to hire local experts to conduct the data collection and analysis, we are approaching teams at the Federal University of Mato Grosso State located in Barra do Garca, the closest municipality to the project site. Also, we aim to develop a workshop for women in order to promote gender equity and understand more about natural resources management from a gender perspective. This will allow us to develop specific activities for both men and women, respecting their natural social structure. Lastly, we aim to promote a 10-day workshop targeting institutional strengthening and project development and management. This will be focused on conservation aspects and will ensure community members are able to develop and manage their projects while also establishing long-term partnership with non-indigenous organisations.

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

I have presented the project in different circumstances both academically and professionally. I have presented to potential future partners such as WWF-Brasil. While lecturing at University of Florida, I have presented the project as a case study as a guest lecturer. Moreover, I intend to disseminate the project in two different ways. First through academic papers which has been planned to be co-authored with members of the community and are being written. Second, we aim to publish the knowledge produced during the project so the local school can use the material for the students using their own language.

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

From January to August 2019. We have developed the project within the expected time frame.

**8. Budget: 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. It is important that you retain the management accounts and all paid invoices relating to the project for at least 2 years as these may be required for inspection at our discretion.**

Item	Budgeted Amount	Actual Amount	Difference	Comments
Car rental	£1120	£1107	-£13	
Bus Rental	£100	£974	+£874	Renting the bus through an institutional partnership with the local school was not possible.
Accommodation	£80	£62	-£18	
Meals for Participants	£3300	£1236	-£2064	Difference was allocated in other expenses (bus rental, indirect costs and travel)
Gas	£400	£336	-£64	
Material and Supplies		£65	+£65	
Travel		£690	+£690	Between-country transportation
Indirect costs		£530	+£530	Since University of Florida is responsible for administering the Grant, they have included indirect costs, which I have not budgeted for.
<b>Total</b>	<b>5,000</b>	<b>5,000</b>		

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

For me, there are 3 major directions that could be taken as important next steps:

1. Build Network: Actively build a collaborative network of gender sensitive leadership for communities within SMIR territory. To this end we have plans for workshops that are women-only that explore ideas of institutional, natural resources management, development futures and existing constrains to their exercise of freedom within leadership positions aiming at the inclusion of women's narratives in the construction of FPIC. I believe this would enlarge the context of natural resources management within the FPIC framework and open more dialogical connections between environmental conservation and rights-based approach.
2. Apply Indigenous Knowledge in Conservation: Promote a broader consultation of the drafted FPIC and improve it by adding drawing FPIC drafts for other Xavante communities in other reserves. With that we aim to design an environmental assessment which aims to include all Xavante areas then utilize it to develop a broader understanding of indigenous knowledge and

how it can enhance conservation. Focus on water and food security, while developing and improving conservation practices related to agriculture and hydrological systems and forest restoration directly relate to my understanding of feminist epistemologies of doing research where the agenda is developed equitably.

3. Further develop the institution that was revived in a way so that REDD Early Movers (REM) project can be pursued. For that we aim to engage in: (a) broad-based inventory of spaces for intervention within their overall territory (including areas of frontiers with large-scale commodities production). This would encompass hydrological, biodiversity, climatological and agricultural assessment programmes; (b) using this database of assessment to further the management of their territory which aligns with both community perceptions of stewardships/relationship with their land as well as addressing conservation, restoration and subsistence needs; (c) explore the pathways for future intervention within the territory of community versus outsiders partnerships that they deem to be critical given their transforming political landscape.

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

I have not yet used the Rufford Foundation logo.

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

**Jose Ivan Padzawere Wahutu'o** - Local Professor

**Jose Robry** - Director of the Jucelino Tserema'a School

Both are community members and engaged with the local development of the village. They speak both Xavante language and Portuguese. They have experience in methodological and pedagogical approaches, as well as a great understanding of local demands. Both of them were responsible for mobilizing the community for all the meetings and workshops, which took place at the local village school. They were also responsible for selecting other community members who were responsible for translating, recording, photographing and taking notes during the events. They are the focal points of contact with the community and have direct contact with local leaders.

**12. Any other comments?**

I would like to thank the Rufford Foundation for the opportunity to develop such an amazing and important project which has allowed me to understand better the local reality and demands of these communities and thus to further analyse opportunities aiming to address local conservation demands.