

## Project Living Source since 2018

### Measures for the project «Nascente Viva/Living Spring»

in the indigenous village Jaguapirú-Bororó in Dourados-MS, Brazil



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#### Short description

Living Source is a project in the Jaguapirú-Bororó indigenous village in Dourados-MS, Brazil. The goal is - together with the indigenous community - ecological restoration, with emphasis on improving the quantity and quality of water, as well as preserving biodiversity through the sustainable use of natural resources. Local schools in the reserve are involved in all our activities as central partners. The pilot project covers an area of 2,8 hectares and approximately 7,000 trees will be planted.

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#### The implementation of the project comprises the following 8 measures:

1. restoration and maintenance of the natural water source
2. Renaturation of the original flora
3. Creation of environmental awareness through environmental education in schools
4. Construction of an artesian well
5. Construction of a tree nursery

6. Construction of a seed house
7. Establishment and operation of a model organic garden
8. Creation and operation of a warehouse and market for commercialization

FAZ, one of Europe's largest newspapers, visited our project and wrote a great report. Just in German and Portuguese language:

<https://www.faz.net/aktuell/wissen/erde-klima/umweltschutz-projekt-in-brasilien-ueberwindet-waldzerstoerung-17266650.html>

<https://www.faz.net/aktuell/wissen/erde-klima/jaguapiru-bororo-nascente-viva-supera-a-destruic-o-da-floresta-17292208.html>

The project was initiated in 2017 by AMID, the women's organization of the indigenous village, and supported by three other partners: in Brazil, the University UFGD and the organic farmers' association APOMS, and in Germany, the Tarahumara Fans e.V. association from Frankfurt.

In 2022, the possibilities of both the cistern and the greenhouse of the project could not be fully utilized due to Covid-19. Environmental education also had to take a break because of this.

Empowerment is important. Empowerment ensures continuity. Gradually, local organisations and indigenous people are to take on more and more responsibility. Therefore, a cooperation agreement was concluded with the Guateka Marçal de Souza State Indigenous School. The school is based in the indigenous village. A teacher from the school was hired to provide practical environmental education for the students and has since been responsible for the cistern and greenhouse together with three environmental agent scholarship students of the same school.

We also concluded 2022 a co-operation agreement with the JUSTITIA Institute in Dourados, which deals with indigenous causes. The institute also manages locally the financial issue of the project.

The project was awarded the "Green Milestone" prize in 2019 for its positive changes to society and the environment. In 2021, the indigenous teacher Cajetano Vera received the "Green Heart" award for his private commitment to the project. All information since the beginning of the project can be found in the timeline (linha do tempo) on our website: <http://nascenteviva.com>

The production of seedlings, the planting of the bank of the Jaguapirú River and the use of the cistern are already integrated into the work processes. We are currently intensifying the renaturation along the Jaguapirú River. In all these activities, the students are supported through practical environmental education.

### **The indigenous reserve**

The indigenous village of Dourados in Mato Grosso do Sul, Brazil, includes the Bororó and Jaguapirú villages. According to the UN, it concentrates the largest number of confined indigenous in the world\* and the second largest indigenous population in Brazil lives there. The area of the village was 3,474 hectares when it was established. Today, more than 15,600 people of the Guarani, Kaiowá, Terena and Mestiços ethnic groups live there, which represents about 18% of the indigenous population of the state of Mato Grosso do Sul.

The large population led to the depletion of the natural resources necessary for survival and, therefore, to a multitude of subsequent problems: Deepening social differences, high suicide rates, alcoholism, violence - especially against women - murder, drugs, malnutrition of children, ethnic conflicts and other power conflicts, lack of drinking water, food and sanitary facilities, no sewage

system and waste collection.

In view of this situation, there is an urgent need to develop strategies to rebuild a self-sustaining social, economic, ecological and cultural ecosystem.

\* UN launches documentary 'Guarani and Kaiowá: for the right to live in Tekoha', United Nations, 13/09/2017, <https://nacoesunidas.org/onu-lanca-documentario-guarani-e-kaiowa-pelo-direito-deviver-no-tekoha/>

**Objectives (steps depend on the number of donations):**

1. To promote the restoration of 2,8 hectares of Permanent Preservation Area in the reserve
2. Restoration and conservation of water resources
3. Implementation of tree nurseries with capacity for 30,000 native seedlings per semester
4. To train primary and secondary school students to be environmental agents in the reserve
5. Train at least 30 indigenous people in bio-jewelry and handicrafts
6. Train at least 10 indigenous peoples in solidary economy
7. Develop local economic agreements and promote existing agreements based on sustainability
8. Train at least 30 indigenous people in seed collection and production
9. Train at least 30 indigenous people in the marketing of seeds and seedlings
10. Establishment of at least 2 Agroforestry Systems as demonstration units
11. Establishment of an Indigenous Seed Network (RSI)
12. Promotion and strengthening of local indigenous culture

**Procedure**

**1. Restoration of the permanent reserves:**

- a. Removal of herbaceous and invasive vegetation and the removal of sand from the stream gutter with backhoe machine
- b. Planting of native seedlings
- c. Periodic fertilization
- d. Area maintenance

**2. Environmental education:**

- a. Awareness raising: the warning process, is the first step to achieving systemic thinking
- b. Competence: ability to assess and act effectively in the system
- c. Responsibility: recognition of the human being as the main protagonist
- d. Understanding: knowledge of the components and mechanisms governing natural systems
- e. Citizenship: actively participation and rescue rights and promote a new ethic able to reconcile environment and society
- f. Value mediation: Playful activities will be carried out with the children and adolescents of the village

**3. Workshops**

- a. Collection and processing of seeds
- b. Seedling production
- c. Types of fertilization
- d. Economy based on solidarity and the sources of income derived from it

**4. Establishment of the project base around the reserve schools: tree nurseries, seed house, organic vegetable garden sample, deposits and market, artesian wells**

**5. Cultural activities with dance, theatre, singing, sustainable craft production**

**For donations:**

1. Through this link:

<https://www.betterplace.org/en/projects/73794-nascente-viva-lebende-quelle>

2. Purchase of our stylish compostable t-shirt:

Order via: [info@tarahumarafans.com](mailto:info@tarahumarafans.com)

3. Donations to our account in Germany:

Triodos Bank Deutschland - IBAN DE 055 0031 0001 0599 09009 - BIC TRODDEF1