



Booklet for Facilitators

# Territories of Life

**Booklet for Facilitators**

A video toolkit for  
indigenous peoples about  
land and rights



Visit [www.lifemosaic.net](http://www.lifemosaic.net) to find more information, resources, statistics and research on each of these films.

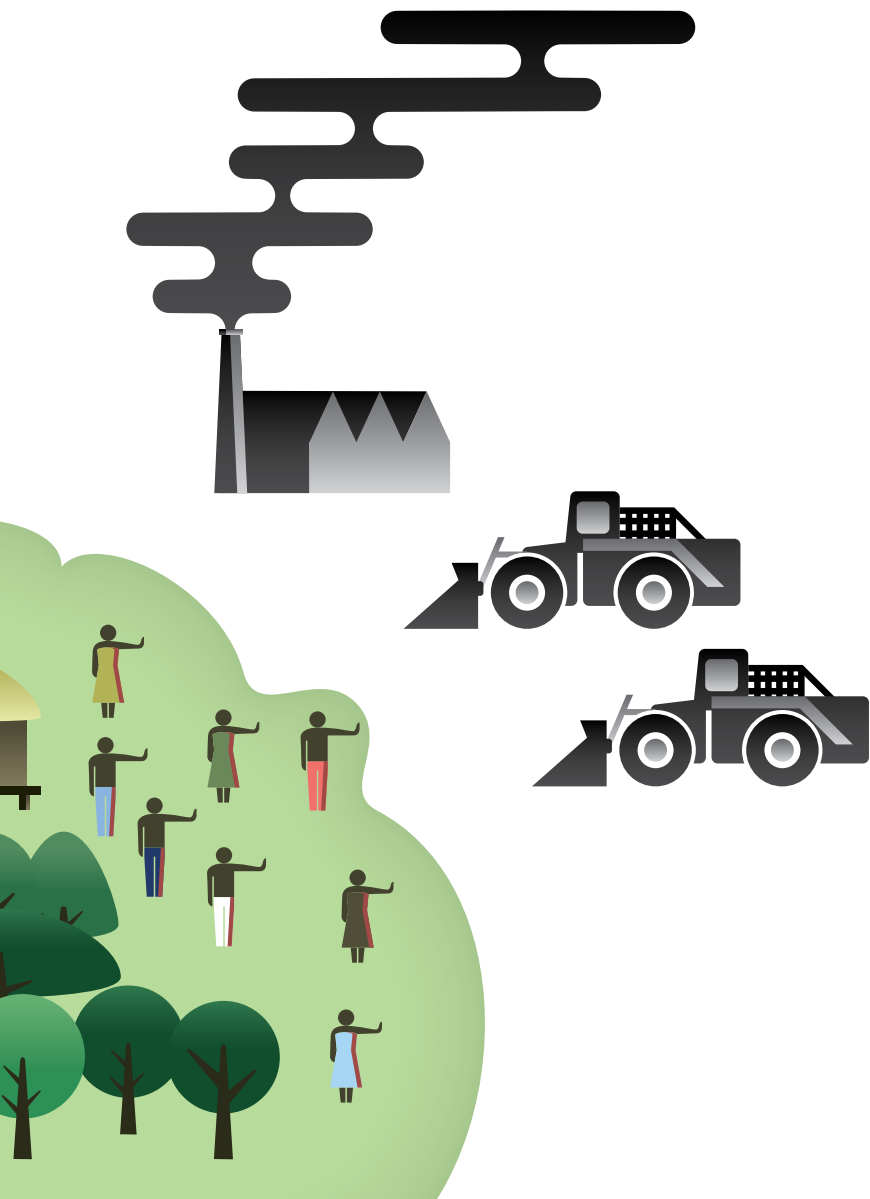
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# About Territories of Life

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## **What is Territories of Life?**

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The Territories of Life toolkit is a series of 10 short videos that share stories of resistance, resilience and hope with communities on the frontline of the global rush for land.

## **Who is Territories of Life for?**

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The Territories of Life toolkit is being shared freely with thousands of communities around the world whose territories are central to their way of being.

### **Territories of Life is for:**

Communities that are facing large-scale development projects; communities that have already lost part or all of their territory; and communities that have secure rights to their territory.

The videos are also a tool to build the capacity of NGOs and community-based organisations.

The videos can also be screened to government officials and other people whose work relates to or affects indigenous peoples and forests, as well as in schools, universities and other public events.

# Host a screening

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## Why screen Territories of Life?

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To share stories, experiences and ideas between communities. It will also help spark discussions to protect, vision and plan your own futures;

To learn from the experiences, struggles and strategies of indigenous peoples around the world;

To deepen understanding of the global situation of land grabbing and its impacts on local communities;

To gain strength from positive examples of community organising, unity-building and planning the future.

## How to use Territories of Life

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Videos can be screened one at a time, and each video followed by a community discussion about the issue. For maximum impact, screenings can be supported by community facilitators as part of a meeting or workshop, or as part of a long-term process for self-determined development.

Each video in **Territories of Life** explores a different theme so you can choose to watch the selection of videos that is most relevant to your community's situation.

Visit **[www.lifemosaic.net](http://www.lifemosaic.net)** to find more information, resources, statistics and research on each of these films.



## **The Role of the Community Facilitator**

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The community facilitator could be someone from the community, from a local NGO or community organization or an educator or teacher. The facilitator should not be someone who will benefit from any proposed development.

The facilitator can be responsible for:

- \* Organizing the screening
- \* Introducing the videos
- \* Facilitating a discussion after the videos
- \* Supporting follow-up on agreed actions.

## **How to Organise a Screening**

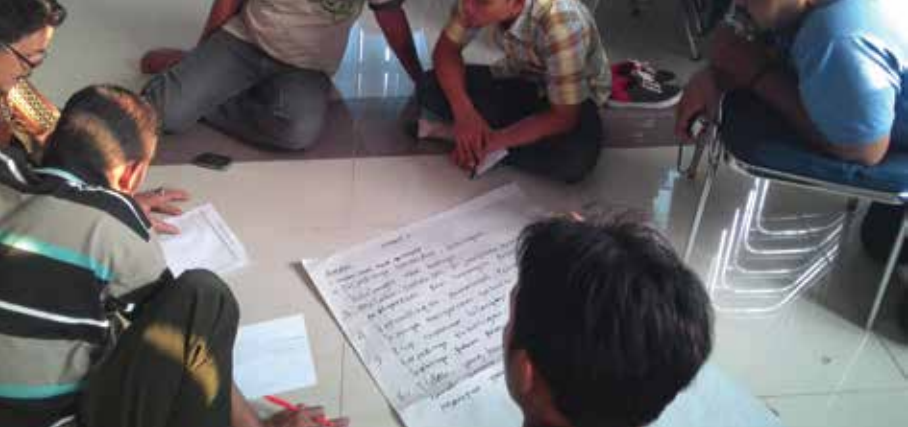
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Get permission from the community and appropriate individuals.

Think about who to invite. Make sure to invite women and young people, other local communities to the screening and discussions, or set up specific meetings for these groups.

Check you have the right equipment. You will need a DVD player, TV/LCD, and speakers. You could also use a projector, laptop and speakers.





## Community Facilitators Tips

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**Before Screening:** Before screening to the community, please get to know the videos. Decide which videos are most relevant for the situation in the community where you are screening them. Then watch the videos you have decided to screen so you are familiar with them before the event.

If the community is facing a large-scale development, you may want to screen the video Land Grabs, Company Tactics, or Women Champions of Buffalo River. If the community does not have land rights yet, and/or is being offered concession rights or individual certification

then it would be good to screen the video Land Rights. If the community is interested in developing a long-term vision for their territory please screen Life Plan.

**During Screening:** Screening several videos to the community in one session can be tiring and leaves no time for discussion. Screening only 1 or 2 of the videos per meeting can be more productive. For each video you need to leave at least an hour of discussion time. You could also organise screenings over more than one session, or more than one evening.

Facilitate discussions after showing each video; Prepare questions in advance. For each





video there are suggestions of discussion questions in this booklet, but you may want to develop other questions.

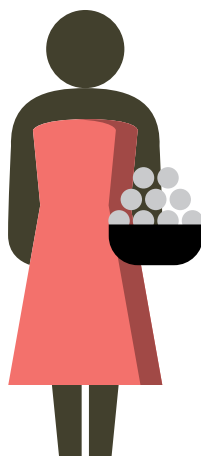
Encourage a range of people to contribute including women and youth, elders, and the poorest people in the community.

Encourage people to think about the differences and similarities between the examples shown in the videos and your situation locally.

Support communities to develop and carry out an action plan based on their own situation and priorities.

Make sure that a record is kept about what has been said, including key commitments,

action plans and interesting reflections. Take time to reflect on the screening and the discussions for you and your audience. In what ways can these be improved at the next screening?



# Information about the Videos

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## DVD1 Threats and Rights

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DVD1 Threats and Rights includes 4 videos and the Introduction.

When you put the DVD into the computer or DVD player you will have the opportunity to play the introduction or go straight to the videos.

## Territories of Life: Introduction

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What is Territories of Life?

Who are these videos for?

How can your community use the videos in this toolkit? **4 minutes**

## Why screen 'Territories of Life Introduction'?

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As a facilitator, you should watch this short introductory video before watching any of the other videos. It will help you to understand the toolkit and to decide which videos are most relevant to the community.





“

Everything was destroyed, with  
no permission, no compensation,  
no consent.”

Silvius Kamsiu, Dayak, Indonesia

## Land Grabs DVD1

Indigenous communities around the world are seeing their lands threatened by the extractive and agro-industries, by conservation schemes and by tourism developments. This video looks into the scale, drivers, and impacts of the global rush for land. In this video we hear from indigenous peoples from Asia, Latin America and Africa who have firsthand experience of the impacts of land grabs. **14 minutes**

### Why screen ‘Land Grabs’?

This video should be screened in communities where plantations, mining or other large-scale developments are happening or could happen in the future. It can also be screened to government officials, in universities and to the general public to raise awareness of land grabbing.

Visit **[www.lifemosaic.net](http://www.lifemosaic.net)** to find more information, resources, statistics and research on each of these films.



“

If the forest is gone,  
our traditions are extinct.”

Fransiskus Kaise, Mallind, Papua

## Discussion Questions

What are the **threats** to your territory? What other large-scale developments are happening in your area?

What **impacts** do communities experience from losing their lands?

What are you currently doing to **defend** your land, what else could you do?

## Follow-Up Activities

Find out about the industries and companies that are operating in your area/province, as well as who are responsible for giving permits and concessions to operate.

Visit a community that now lives in a plantation/next to a mining site to learn about the impacts they are experiencing.





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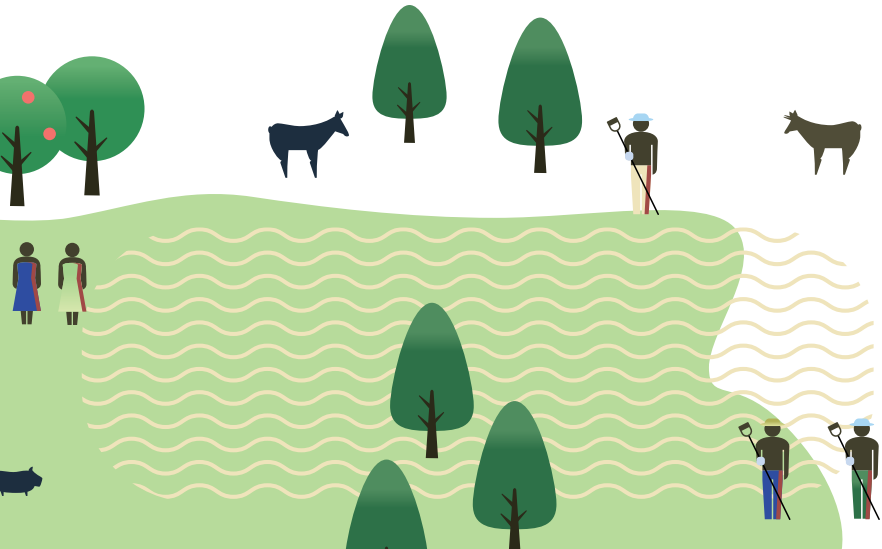
They say ‘We’ll bring progress, you will have hospitals, schools.’ But in reality they aren’t altruists. This altruism is a trick, a way of entering.”

Ramon Fogel, Paraguay

## Company Tactics DVD1

This video describes the tactics that companies use to convince communities to accept and support their projects, and shows that these tactics are used across continents and industries.

When communities are aware of these tactics and are prepared for how to counter them, they are more likely to be able to maintain their position in dealing with land decisions concerning outside developments. **13 minutes**





“

Communities need to be critical when they see these developments coming to their area. Will it bring benefits, will it have impacts on the environment, or on the local economy? ”

Suryati Simanjuntak, Indonesia

## Discussion Questions

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What are the characteristics of good and of bad **consultation and consent**? Who should be involved?

Make a list of the **tactics** you are aware of that companies use to get land. (Promises of development, bribery and corruption, intimidation and aggression, etc.) For each tactic, make a list of possible ways to counter these tactics.

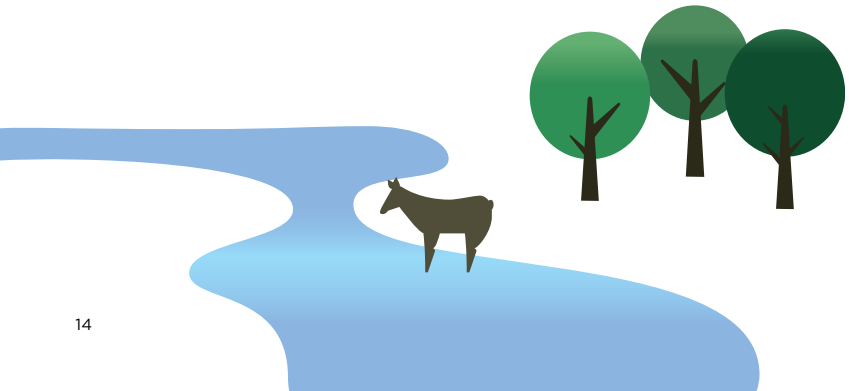
Which person or institution should **represent** your community in negotiations with outsiders?

If your community suspects that a leader is not representing the wider views of the community, or is **corrupt**, what steps can you take, or what sanctions could you impose?

## Follow-up Activities

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If a company is interested in investing in your area, send representatives from your community to visit other communities where that same company is operating to find out about their experiences.





“

**Territory for me  
is life itself.**”

Pesr Waira Velasco Tumiña,  
Misak, Colombia

## Benefits of Territory DVD1

What are the benefits of secure tenure for indigenous peoples, for the environment and for wider society? **9 minutes**

### Why screen ‘Benefits of Territory’?

This video can be screened to communities as well as government officials and the general public to raise awareness of the importance of secure land tenure for indigenous peoples, the environment and wider society.







“

When we manage and access our forests, it holds our livelihoods and culture together. ”

Yohanes Ole Turuni, Maasai, Tanzania

## Discussion Questions

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What does **Territory** mean to you and your community?

What **benefits** does your community gain from your territory in terms of culture, economic benefits, livelihoods, water resources etc?

How does or how would secure land tenure for your community benefit the **environment and wider society**?

How do you **manage** and **protect** your territory?

## Follow-up Activities

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In small groups, list all the resources that your territory provides for free that would otherwise have to be paid for. Food, medicines, building materials, cultural materials etc.

Discuss or show on a map the wider area that benefits from your territory, such as the waters protected by watersheds on your territory.

Visit **[www.lifemosaic.net](http://www.lifemosaic.net)** to find more information, resources, statistics and research on each of these films.



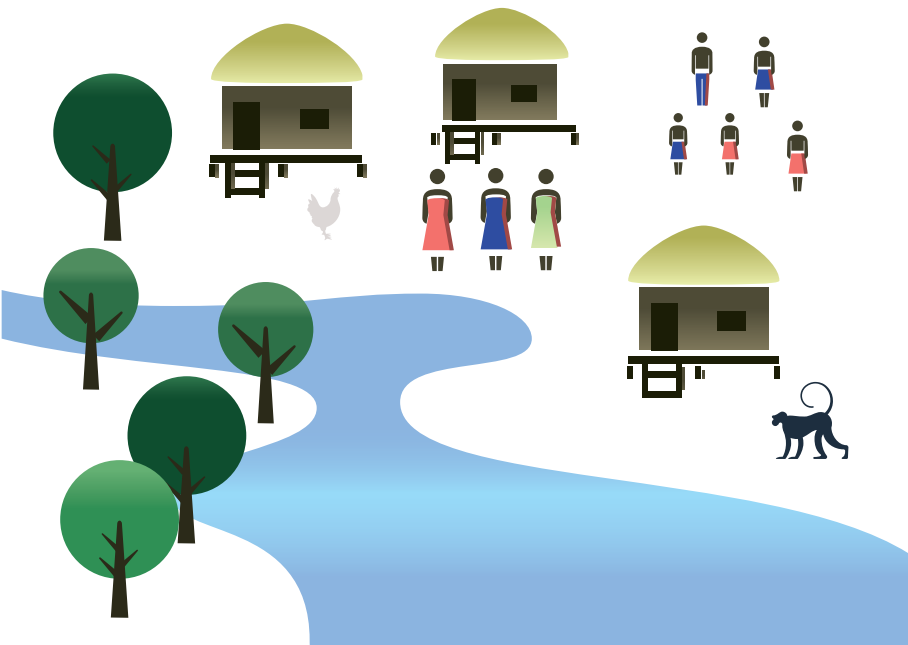
“

By having large communal lands, not individual land, we can protect our culture and continue to organise ourselves. It is better for us to have a communal territory. ”

Elias Piaguaje, Secoya, Ecuador

## Land Rights DVD1

This video describes and compares community concessions on state land, individual land ownership and communal ownership of territory. The video is especially for communities whose land rights have not yet been recognised, to help them think through what type of rights they want. 14 minutes





“

There are individuals who are selling their plots for a throwaway price. Sometimes they sell a plot to send a child to school, they sell a plot to buy 2 cows. ”

Samwel Nangiria, Maasai, Tanzania

## Discussion Questions

In what way do you expect the State to recognize indigenous peoples? What **rights** do you seek over your lands and natural resources?

What are the **boundaries** of your territory, what does your territory include and exclude?

Who now **owns** the land that makes up your ancestral territory? How has this situation changed over the past decades?

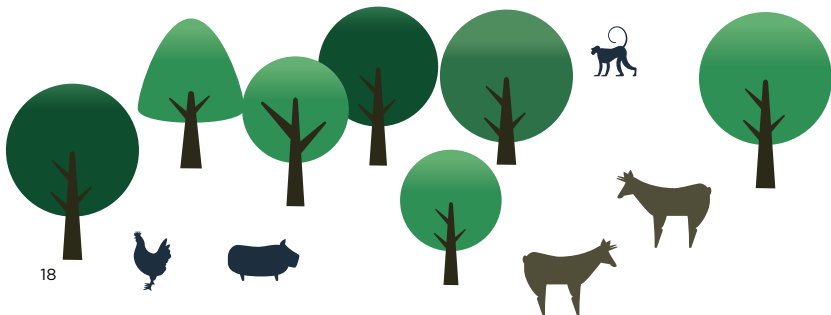
What is the role of the **customary institutions and leadership** in managing your territory?

What are your **rules** about selling land and splitting up the territory?

What are the advantages and disadvantages of **individual, communal and concession** land rights?

## Follow-up Activities

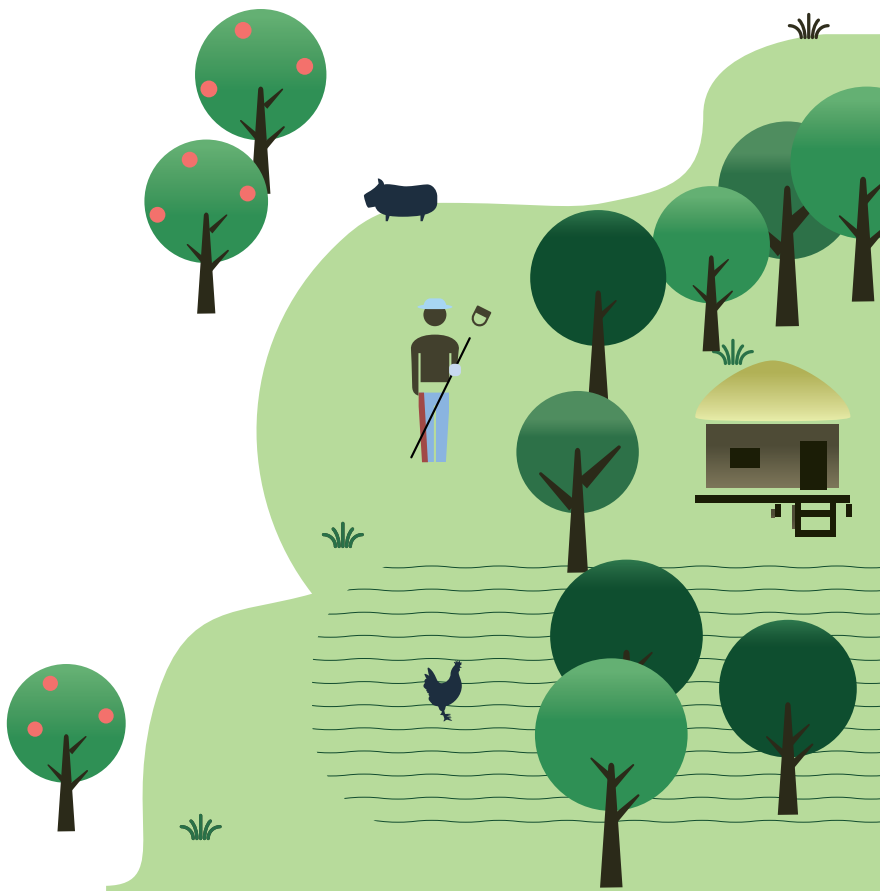
Find out about the policies and current situation of land rights for indigenous peoples in your country.



# DVD2 Solutions and Inspiration

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DVD2 Solutions and Inspiration includes 6 videos of indigenous struggles for their lands, territories and resources. When you put the DVD into the computer or DVD player you will have the opportunity to play the introduction or go straight to the videos.





“

The Life Plan is born from our territory, from our mother earth, our authorities, the community, with all the population. It is participative and holds within it our strengths, weaknesses, opportunities. ”

Jeremias Tunubala, Misak, Colombia

## Life Plan (Plan de Vida) DVD2

The Misak are an indigenous people whose territories are located in Cauca, Colombia. As with many indigenous peoples in Latin America, the Misak lost large parts of their territory during colonial rule. In the 1970s, they started a process of land reclamation and were eventually successful in gaining formal land rights recognition. Since then the Misak developed Plan de Vida as a tool for self-determined development to ensure their gains would be preserved for future generations. 23 minutes



“

We don't want a development plan, we want a life plan. And what is life for us? It is territory, our languages, our own customs, our oral tradition. ”

Liliana Muelas, Misak, Colombia

## Discussion Questions

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What does **'development'** mean to you and how does this differ from the meaning of 'development' used by government or companies?

What ways can you ensure everyone in the community is **involved** in developing and carrying out your long-term vision?

How can you protect your **culture and identity**?

What is the **history** of your people on the territory?

## Follow-up Activities

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Travel your Territory. With as many of the community as are physically able, walk / paddle the entire boundary of your territory, relearning about the stories and the sacred places.

Form an information-gathering team and develop a questionnaire about the hopes and aspirations, the skills and needs of the community. The team then interviews, collates and reports back to the whole community on their findings.

Celebrate your Culture. Hold a cultural event to share food, stories, cosmology, traditional skills, games etc. Invite the community / neighbouring communities / wider public.



“

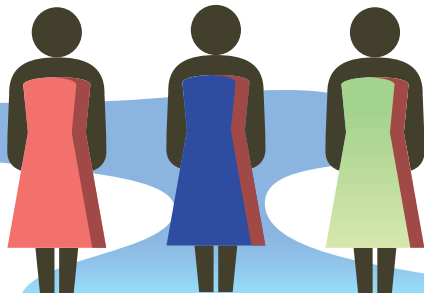
We have learnt that unity and solidarity is key. There is no power that can confront unity.”

Noorkishili Naingisa, Maasai, Tanzania

## Women Champions of Buffalo River DVD2

The Maasai indigenous women of Tanzania lead a movement in defence of their territory.

This video is about a powerful women-led movement for indigenous land rights, from Loliondo, Tanzania. Without the community's consent a large part of their lands were occupied. When the women in the community realised that the efforts to defend their territory were failing, they decided to take matters into their own hands. The women used awareness-raising, protests and political pressure to lead a movement in defence of their territory' 15 minutes







“

Government talks about laws and policies but we Maasai talk about territory and life. ”

Kijolo Kakeya, Maasai, Tanzania

## Discussion Questions

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What does **leadership** mean to you? What is the role of women in leadership roles in your community?

Do the women in your community take a central role defending territory? If not, what are the **barriers to women's involvement** and how can these be overcome?

In this story the women carried out **awareness raising** to build the confidence of other women to participate in defending the territory. What topics could this awareness raising cover in your community?

In this story the women used a **variety of strategies** (protests, political pressure, mass media, legal system, etc) to defend their

territory. What strategies are possible in your situation and how could you plan them and implement them?

The women in this story talk about **unity and ownership** being the key to a successful struggle. How can you encourage unity in your community? (For instance, through awareness raising, music and songs, communal work, encouraging participation by all, etc).

## Follow-up Activities

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Set up a women's group to plan and take forward awareness raising in the community.

Look for openings for women's representation in village councils, land discussions, local politics etc.



“

We have a well-equipped medical centre, we've installed solar energy. We've built a school here with funds raised by forest management activities - there have been all these benefits for the community. ”

Ana Centeno, Guatemala

## Half a Million Hectares of Hope DVD2

In the North East of Guatemala, amongst ancient Maya ruins and diverse tropical rainforest, lies one of the largest community-managed forests in the world. This video shares the good news story from ACOFOP in the Peten. It tells how indigenous and rural communities protect and sustainably manage 500,000 hectares of forests, while bringing a variety of economic and social benefits to local people. 12 minutes





“

The forest is important to us, and we take good care of it, because our livelihoods depend on it. ”

Salvador García, Guatemala

## Discussion Questions

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What ideas does your community have for **alternative economic development**?

(Timber, non-timber forest products, tourism, etc). How could you take them forward?

What practices, **customary laws** and knowledge do you have for the effective management and protection of your forests / territory?

ACOFOP is a community-led organisation that represents the voices of the communities and lobbies for their best interests. Do you have any community-led organisations and how can they be strengthened?

## Follow-up Activities

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Think about your territory and community in terms of the strengths, weaknesses, opportunities and threats. Develop a strategy for alternative economic development of your community.





“

Yes, life has changed a lot here. We don't want to leave our culture aside but we, as youth, find ourselves on two paths; as part of Western culture, as well as part of our traditional culture.”

Alonso Martinez, Colombia

## Vision of the Jaguar

watch online at [www.lifemosaic.net/tol](http://www.lifemosaic.net/tol)

This is a story of 20 indigenous youth from the Yaigoje Apoparis reserve in the Colombian Amazon. The youth take part in a training to learn about their culture and explore how to get involved in defending their territory from a gold-mining corporation. 12 minutes



## Discussion Questions

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What are the benefits / concerns of the community's **youth leaving the village** and moving to the cities?

In what ways do the youth in your community take part in issues of **defending territory**?

What are the barriers to youth **involvement in leadership** in the community and how can these be overcome?

What is the **impact of Western ideas** and culture on your community?

What can you do as a community to ensure your **culture is strengthened** in the face of strong outside forces?

How do **young people become adults** or leaders (ceremonies, rites of passage) in the community? Are these moments of transformation still practiced?

## Follow-up Activities

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Set up a youth training event, or a rite of passage from youth to adulthood.

Organise dialogues between elders and youth to understand how the wisdom of the elders and the vigour of the youth can work together to protect the territory.

Plan what your community can do to ensure there are opportunities for the youth in your village.





“

The media has a lot of power to influence decision-makers, to influence even plans of corporations and sometimes even to block developments, when the media properly captures the messages of the community. ”

Samwel Nangiria, Maasai, Tanzania

## Communications DVD2

This video looks at the ways three communities in Indonesia, Tanzania and Ecuador are using radio, internet, mainstream national and international media and video to bring the stories of their struggles to both the wider world and their local areas. **12 minutes**

### Discussion Questions

What are the **key messages** that are important to share about your community?

In what ways does your community **share information within your community**? How can this be improved?

### Follow-up Activities

Form a communications sub-group to research the options of developing a community-led communications strategy to help defend your territory and rights.

What would you need to do to set up a community radio? Go away and do some research into community radios - there are probably a few near you. Look into what you would need to be able to set up one in your local area. What equipment would you need? What kinds of permission would you need and what are the costs involved?



“

Across the world there are now international laws that protect you. There are also laws that protect you as a citizen in your nation. You are part of the nation, and you can use these laws to fight for your rights. ”

Donald Moncayo, Ecuador

## Using the Law DVD2

This video looks at three legal cases in Indonesia, Tanzania and Paraguay using national, regional and international law. It also looks at the pros and cons of going to court. **13 minutes**

### Discussion Questions

What **laws** (district level, provincial, national) impact on your community, either negatively or positively?

Does your country's **national constitution** have articles that relate to the protection of indigenous communities?

What **international laws** protect your community? (such as the UN Declaration on the Rights of Indigenous Peoples and the International Labour

Organisation's Convention 169). Has your country signed up to any international treaties that could be used to defend your land rights?

What are the possible **downsides** of going to court? Are there any ways to avoid these negative impacts?

Where can you go to get legal advice?



# Additional Information

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## Request more copies, feedback and comments

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If you put the Territories of Life DVD1 into a computer, you will see that there is a folder on the disk with the name mp4s. This folder has lower quality versions of all the videos that you can save on a memory stick, computer or other device that plays mp4 files.

All the videos are also available online in several languages at **[www.lifemosaic.net](http://www.lifemosaic.net)**.

Please contact [info@lifemosaic.net](mailto:info@lifemosaic.net) to request more copies.

Please also contact LifeMosaic to share your experiences of how you have used these videos and what actions your community has taken as a result. The learnings will be used to help other communities run successful workshops in the future.

## Who made Territories of Life?

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**Territories of Life** was produced by LifeMosaic in partnership with AMAN and over 20 local indigenous organisations.

LifeMosaic is an NGO that supports indigenous peoples to defend their rights, territories and cultures.



Visit [www.lifemosaic.net](http://www.lifemosaic.net)  
to find more information,  
resources, statistics and  
research on each  
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## **Territories of Life**

This booklet accompanies the Territories of Life DVD set.

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# **Territories of Life**