

THE EXPERIENCE OF THE GATI PROJECT IN INDIGENOUS LANDS



TRAINING ON INDIGENOUS
TERRITORIAL AND
ENVIRONMENTAL MANAGEMENT



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Meeting in the *Cerrado* Memorial of PUC-GO, during the 2nd
Module of the Training Course on PNGATI - *Cerrado* Biome (2015)
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TRAINING ON INDIGENOUS TERRITORIAL AND ENVIRONMENTAL MANAGEMENT

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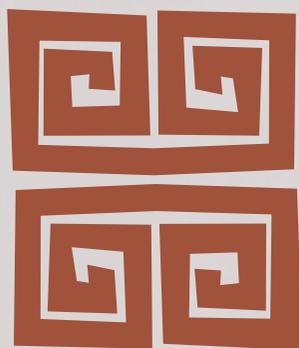
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INTRODUCTION



The systematization of the experience of the Project for Indigenous Environmental and Territorial Management (GATI) presented in this text, addresses the training processes on indigenous territorial and environmental management, developed along the five years of project implementation. In this sense, the text is product of the different interpretations of consultants, enthusiasts, leaders and indigenous peoples involved in these training processes. The reflections presented here circulate between the description of the training activities developed and a theoretical reflection, aiming to improve future initiatives and build new knowledge on the subject of training on indigenous territorial and environmental management in Brazil.

This text provides an overview of the wealth of actions and experiences, the difficulties encountered, and the solutions built collectively along the training initiatives carried out by the GATI Project. The description focuses on the different methodological approaches used, results achieved, lessons learned, future challenges, and those remaining after project completion. In addition, through the analysis of the actors involved, it presents some suggestions for continuity and next steps.

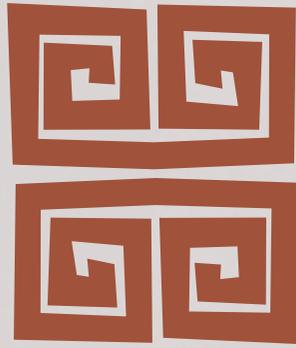
The indigenous demand for training on territorial and environmental management has always been a major aspiration of the indigenous movement. This demand has gained increased visibility and relevance in the process of implementation of government policies, as demonstrated in one of the goals of the 2012-2015 Multi-Year Plan under the responsibility of the National Foundation for Indigenous Peoples (Funai), together with the Ministry of Environment (MMA) and the Chico Mendes Institute for Biodiversity Conservation (ICMbio). The goal entailed the training of 300 indigenous managers and 300 non-indigenous managers in charge of actions for territorial and environmental management in Indigenous Lands - ILs. In the discussions for the preparation of the 2016-2019 Multi-Year Plan, new training goals were planned under PNGATI Steering Committee, demonstrating the importance of the continuity of training for the accomplishment of actions.



During the five years of GATI Project implementation, courses were held, as well as mobile workshops, exchange visits, seminars, and practical activities in different Indigenous Lands of the five Brazilian regions. The training activities conducted by the Project addressed different issues and enabled interaction with a significant number of indigenous representatives and associations. From these contacts, one

could see the emergence of reflections on territorial and environmental management of Indigenous Lands, gender, economic alternatives, territorial and environmental management instruments, and public policy. This whole process generated learning and glances which, when systematized, can contribute to the improvement of training on territorial and environmental management of ILs indigenous lands in Brazil.

HISTORY OF TRAINING ACTIVITIES UNDER GATI PROJECT



GATI Project's main objective was strengthening indigenous practices of management, sustainable use and conservation of natural resources, and the social inclusion of indigenous peoples, consolidating the contribution of indigenous lands as essential areas for conservation of biological and cultural diversity in Brazilian forest biomes. The Project was the result of complex institutional coordination involving the Brazilian indigenous movement, the National Foundation for Indigenous Peoples (FUNAI), the Ministry of Environment (MMA), The Nature Conservancy (TNC), the United Nations Development Programme (UNDP), and the Global Environment Facility (GEF).

From the beginning, the discussions supporting the Project entailed active participation by national and regional indigenous movements. The issue of staff training and qualification of actors involved in initiatives of territorial and environmental management of ILs was a highlight, characterized as one of the main requests by indigenous peoples, along with the theme of sustainable economic activities. Training was considered an important tool for the achievement of goals and to promote knowledge exchange for the building of new knowledge about territorial and environmental management of indigenous lands.



The training activities carried out during GATI's five years of implementation, 2011-2016, used different strategies and methodologies rich in inter-institutional coordination, and relied on the dedication of collaborators at the regional and national levels. This collaboration reinforces the cross-cutting nature of training and highlights the constant and necessary demand by indigenous movements for projects in ILs to include a strong training component.

The first methodological strategy adopted by the Project for the training, in 2012, was hiring consultants to cater for the needs present in local assessments carried out at the beginning of GATI Project, focusing on less-favored regions for cooperation projects, such as Mato Grosso do Sul, and the South and Southeast Regions. These consultants' main task was to develop ways to implement good quality and continuous training processes in those regions in close partnership with local indigenous movements. Exchange activities were held, taking indigenous representatives from different regions to get to know the experiences of indigenous training centers in different regions of the Amazon. Subsequently, thematic workshops were held to discuss training strategies to be adopted in the South and Southeast Regions, and in the state of Mato Grosso do Sul, as well as the feasibility of implementing Indigenous Training Centers as strategies for these regions.

The Project also hired consultants to implement actions in the other regions, initially divided into eight "Regional Centers"⁶. Many regional consultants used pedagogical practices such as workshops, short courses and exchange visits as tools to carry out activities under the Project, as comprised in the participatory planning developed in the Centers. Workshops were conducted on different themes, such as cartography, GPS use, environmental and indigenous legislation, agroforestry systems, and participatory assessments, among others. Some workshops used a set of textbook materials produced under the Project in coordination with Funai's General Coordination on Territorial Monitoring, as part of their strategy for training indigenous territorial agents. GATI supported the production of three workbooks on Environmental Services, Territorial Agent Training, and Environmental and Indigenous Legislation, aimed at indigenous and non-indigenous facilitators on issues related to territorial management and control. At the same time, under other arrangements and partners, two national workshops were held in Brasilia in 2013, contributing to weaving a common alignment. They were: the "Workshop on Training Processes on Territorial and Environmental Management" (Brasilia, 2013), organized by the Amazon Cooperation Network; and the Workshop "Challenges for the Implementation of

⁶ The centers involved were: Southern Atlantic Forest, Southeastern Atlantic Forest, Northeast I, Northeast II, Pantanal / Cerrado, Amazon / Cerrado, Eastern Amazon, and Central / West Amazon.

the National Policy for Territorial and Environmental Management of Indigenous Lands / PNGATI”, organized in partnership

by IEB, ISPN, LACED, GATI Project and Funai. Finally, in partnership with IEB, APIB, CTI, and Iepé, the GATI Project also conducted the “National Seminar on Indigenous Training for Territorial and Environmental Management”. This event aimed to produce inputs based on indigenous knowledge and practices in the subject, in order to guide public policy-making for specific training

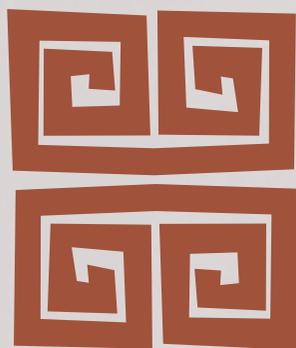
targeted at indigenous peoples, according to the objectives set out in axis 7 - Capacity building, training, exchange, and environmental education - of the National Policy for Territorial and Environmental Management of Indigenous Lands (PNGATI).

Further on, the text will address the lines of action related to the theme “indigenous training on territorial and environmental management” led by GATI Project or those where the Project was involved as a partner.

The PNGATI Formar course in southern Amazonas state, held at the Training Center of the Kanindé Association for Ethno-environmental Defense in Porto Velho, Rondônia



BASIC TRAINING COURSE ON PNGATI



The strategy that will be emphasized in this systematization document is the operational and political partnership between GATI Project and seven “Basic Training Courses on PNGATI”, carried out between 2012 and 2016, through arrangements with different institutions nationwide. The Basic Training Course on PNGATI was designed by different General Coordination Offices of FUNAI, Ministry of Environment, ICMBIO, German Cooperation (GIZ), and indigenous partner organizations.

The discussion on Continuing Education started in August 2011, when the 1st Joint Workshop was held at the General Coordination for Environmental Management (CGGAM), with the participation of Funai, Ministry of Environment, ICMBio, and International Institute for Education in Brazil (IEB) for

initial alignments about PNGATI, its main concepts and guidelines. Based on the discussions and decisions of that Workshop, the German Technical Cooperation (GIZ) made available the hiring of three consultants to facilitate the preparation of a proposal for Training. The consultants worked from August / 2011 to August / 2012, through interviews, focal groups, and workshops with governmental and non-governmental actors operating in the area of training, including representatives of the GATI Project Steering Committee, recommended with indigenous participation⁷.

⁷ The Steering Committee consists of one representative of each of the indigenous associations ARPIN-SUL, ARPIPAN, APOINME, APIB, Mato Grosso Coordination, and COIAB; three members of the Ministry of Environment and three members of Funai. UNDP and TNC participate as observers.



The program was conceived as a relevant strategy for Policy implementation, as expressed in its Axis 7 - capacity building, training, exchange and environmental education - in particular items: "a) to carry out technical staff training, structure and strengthen public agencies and implementing partners of PNGATI; b) to qualify, build capacity and provide continuing training of indigenous communities and organizations under PNGATI". The Framework for Continuing Training on Territorial and Environmental Management of Indigenous Lands was validated by GATI Project Steering Committee in November 2012. This effort by different actors to produce conceptual alignment resulted in the curriculum of the "Basic Training Course on PNGATI", structuring a 2-month course, organized into five 40-hour thematic modules, enhanced with participatory activities and research in-between modules.

Participants of the PNGATI Formar course in southern Amazonas state, at the Kanindé Training Center, Porto Velho / RO



With operational support of the GATI Project, Funai carried out the Basic Course in classes distributed in the Northeast / Minas Gerais / Espirito Santo (area covered by the regional indigenous organization APOINME), in the South / Southeast (in an initiative by ICMBio, in partnership with the National Academy of Biodiversity), and in the Cerrado. The International Institute for Education in Brazil, in partnership with COIAB, FUNAI, Ministry of Environment, ICMBIO, GIZ and GATI Project, carried out the course in three regions of the Amazon (South of Amazonas, Rondonia and Roraima). The Amazon Cooperation Network, composed of 11 indigenous organizations and institutions working with indigenous peoples, held a workshop in partnership with IEB and FUNAI, targeted at indigenous people only. In total, the initiative held seven basic courses of continued training on PNGATI, benefiting approximately 210 indigenous participants and staff from FUNAI, ICMBio, state level environmental agencies, and other regional actors involved in territorial and environmental management of Indigenous Lands.



The guiding framework of the Training Program on PNGATI defined as the target audience, indigenous and non-indigenous managers (FUNAI, Ministry of Environment and ICMBio), members of Funai Regional Committees, members of the Regional Councils of the GATI Project, members of PNGATI Steering Committee, leaders of regional indigenous organizations, as well as participants indicated by indigenous communities. In addition, there were vacancies for young people starting to get in touch with the subject, and encouragement for greater participation of women in the courses. An important guideline was for groups to be heterogeneous. In the case of unfilled vacancies, they would be taken by indigenous representatives with experience in environmental and territorial management and by staff of other federal, state and local government agencies working with indigenous people, thus, ensuring participation of a wider range of partners, according to each regional reality.

The Basic Course comprises five 40-hour modules of in-person classes, totaling 200 hours along 12 months, being adapted to each of the seven different realities where courses were ministered. All modules sought to coordinate the four pillars of knowledge guiding the Continued Training course on GATI: 1) knowing the Policy; 2) knowing how to dialogue / facilitate dialogue; 3) knowing how to manage; and 4) knowing how to be a knowledge multiplier and empower communities in the management process.

The main objective of the Basic Course was to qualify indigenous managers and public managers at Funai, Ministry of

Environment, ICMBio and related agencies to work directly in PNGATI implementation processes. Trained managers acquire a set of skills and abilities to be employed in their institutional and professional practices for the PNGATI implementation in their respective regions. The Basic Course aimed to develop capabilities to support the territorial and environmental management of indigenous lands, based on intercultural dialogue, local management by indigenous peoples, as well as knowledge and understanding of the Policy, among others.

As regards the themes to be addressed in the training process with and by participants, one should highlight topics such as PNGATI's history, guidelines, objectives, general provisions, and management, as well as the historical relationship with the structure and functioning of the Brazilian State, and management within public administration. The classes with each course group covered basic concepts such as management, territory, environment, indigenous land, protection, protected areas, conservation units, sustainable use, biodiversity, autonomy, leadership, nature and culture, as well as the differences between the perceptions of indigenous and western cultures about the relationship(s) between culture and nature. In addition, the course discussed different environmental conflicts involving Indigenous Lands and peoples at the regional level, and presented management tools and implementation mechanisms included in PNGATI. These themes were developed in each region, however, with weight and details varying according to local and regional specificities and relevance for each respective class.

The course used an interactive methodology, involving instructors, facilitators and participants, encouraging intensive dialogue between indigenous and non-indigenous knowledge. Based on indigenous conceptions, along the course, it was possible to identify the interfaces among traditional, scientific and technical knowledge, aiming to broaden participants' knowledge about territorial and environmental management. Given the specificities of each people and the socioeconomic diversity, the course encouraged the recognition and respect for different territorial management practices.

Thus, building on the indigenous glance over territorial and environmental management of indigenous lands and seeking complementarity with the technical and scientific fields, the course had a participatory approach as a strategy to generate debate and exchange of experience among participants. To that effect, methodological tools included lectures, explanatory classes, group work, use of assessment and planning tools, reading and discussion of texts, videos, case studies, field days, exchange of experience, internet searches, and use of computers to design spreadsheets, maps and texts. Facilitators maintained constant dialogue with course coordinators, organized and adapted course methodologies so as to improve the learning process, taking into account the cultural and linguistic diversity of students. In order to assimilate course content and to carry out the activities planned, participants systematized the materials distributed and produced during the course into folders with texts, evaluations and notes.

For the consolidation of the proposed methodology before the start of each course, there were Modeling Workshops presenting the general course structure, so participants were able to make adjustments to course structure, contents and methodologies, establishing course schedules and places, defining group composition, forms of selection and recruitment of participants. Thus, it was possible to adapt the curriculum and methodology proposed to local contexts and dynamics.

Another important activity part of the structure of Basic Courses was the "Collaborative Research". Such research was held through coordination and joint activities, creating regional inter-ethnic networks to catalyze active cooperation among Funai and ICMBio staff and indigenous peoples. Research activities occurred in-between modules and encompassed practical diagnostic activities and participatory planning. The main objective of the collaborative research was to strengthen practical learning, creating an environment for experimentation and improvement of local and regional participatory management. The topics discussed by participants in the preparation of their collaborative research related to the implementation of PNGATI in their regions⁸.

⁸ The proposals resulting from collaborative research by participants of the Basic Training Course on PNGATI held in Rondônia, Southern Amazonas and Roraima can be accessed at: <http://www.iieb.org.br/files/8314/3109/7504/PropostasdeImplementacaodaPNGATIInaAmazonia.pdf>

Course participant	Title of Collaborative Research
Region: Northeast /Minas Gerais/Espírito Santo	
Ricardo Campos Tingui Botó	Ouricuri: culture and spirituality of the Tingui Boto people (video)
Marcos “Sabaru” Alviqes Tingui Botó	Labyrinth Fence: preservation of an ancient practice of the Tingui Botó indigenous people (video)
Iran Neves Ordonio Xucurú	Traditional indigenous agriculture: management in the Xukuru Ororubá territory, Pesqueira / PE
Sonia Elizabeth and Ivo Augusto (Funai - RCO Paulo Afonso)	Water and Health Promotion:Tuxá urban village, municipality of Rodelas / BA
Deusuleide de Sá Câmara and Antonio Roberto Achel (Funai/CTL PS I-BA), Jose Conceição Santana Pataxó (Barra Velha-BA) and Carolina Peixoto Ferreira (ICMBio – Porto Seguro-BA)	Getting to Know the PNGATI: “Pataxó indigenous communities and continued training in PNGATI”
Nathan Galdino, Luiz Pereira and Antonio Neto	Disseminating knowledge about PNGATI among the Potiguara people
Diego Monteiro (ICMBio)	Audio Visual Documentary about the Council of the Serra Negra Biological Reserve (video)
Rafael Pereira Pinto (ICMBio)	End-of-Course Project for the PNGATI Course: environmental education actions to support the recovery of a degraded area
José Itamar Teixeira Barbosa	Solid Waste Management in the Village Córrego João Pereira of the Tremembé People /Itarema-CE, Brazil
George de Vasconcelos and Maria Aparecida Gomes da Silva	The agreements for the management of the Pankararu Territory and the removal of squatters
Célia Nunes Correa Xacriabá and Carol Willrich	The Protagonism of the Xakriabá Women (video)
Josiane Francisco Felício, Paulo Henrique Vicente Oliveira, Antônio Carvalho and Jocinaldo Coutinho	Ventures on indigenous lands of Tupinikim-Guarani, Caieiras Velhas II and Comboios: impacts X opportunities
André Albuquerque and Frederico Campos	End-of-Course Project of the Basic Training Course on PNGATI: Axis 6 of PNGATI in local stages of the National Conference on Indigenous Policy of RCO Northeast I



Course participant	Title of Collaborative Research
Region: Northeast/Minas Gerais/Espírito Santo	
Anália Aparecida da Silva (Anália Tuxá), Francisco Carlos Santos de Assis (Dipeta Tuxá) and Manoel Uilton dos Santos (Uilton Tuxá)	Project: Hinterland. "CatyPayty - Indigenous peoples of the semiarid region"
José Paulo de Jesus Santos Kiriri	End-of-Course Project (ECP)
Cássio Alexandre da Silva (Geography - Unimontes)	Building "Ventures" on Indigenous Lands

Course participant	Title of Collaborative Research
Region: South-Southeast	
Ivan Bribis Kaingang	Agroforestry System (SAF): community and family allotments in Apucarantina-PR Indigenous Land
Eloy Jacintho, Marciano Rodrigues and Reginaldo Alves (Guarani Nandewa)	Experiences of Territorial and Environmental Management in Indigenous Lands of Apucarantina, Laranjinha, Ywy Pora (Posto Velho) and Pinhalzinho
Karai Ryapu (Mario Moreira), Karai Miri (Euzébio Peralta), Karai Rekoí (Janilson dos Santos), Verá Miri (Renato da Silva Mariano), Karai Jekupé (Jurandir Augusto Martins), Karai Tataendy (Mauricio da Silva Gonçalves), Karai Jekupé (Fábio da Costa Ramos), Tupã Mirin (Marciano Rodrigues), Awa Nimboadju (Reginaldo Aparecido Alves), Awa Nimboadju (Eloy Jacintho) and Kononê Tereno-e (Leandro Sebastião)	Yvy RupareOpyNhanderekó: network for the strengthening of the Guarani Prayer Houses in the South and Southeast Regions
Olivar J. S. Bendelak – CR8/ICMBio	Arrangements for the return of the Guarani indigenous representatives of Paraty Mirim and Araçonga IIs, Paraty / RJ, to the Advisory Councils of the Environmental Protection Area of Cairuçu and Serra da Bocaina National Park, along with representatives from Funai
Adroaldo Antonio Fidelis Kaingang, Diana Nascimento Kaingang, Diego Candinho Kaingang, Alvaci Salles Ribeiro Kaingang, Zico Fojit Ribeiro Kaingang, Marcela Meneghetti Baptista (CR Passo Fundo) and Mauro Leno Silvestrin (CR Passo Fundo/CTL Nonoai)	Ethno-mapping and Diagnosis of Territorial Management in Light of PNGATI: villages of Passo Feio, Três Arroios and Beijamin, Nonoai/RS Indigenous Land

Course participant	Title of Collaborative Research
Region: South-Southeast	
Prof. Ms. Adriana Lima	Experience in the PNGATI Course
João Paulo Severo (CTL Joinville), Luis Filipe Trois Bueno e Silva (CR Litoral Sul), Maíra Bueno Pinheiro (CTL São Paulo) and Rita Mello (CTL Registro)	Nhemboaty xeramõe xejaryi ma'ety régua: "Meeting: Seed to strengthen the Guarani territory"

Course participant	Title of Collaborative Research
Region: Southern Amazonas	
Umanary (Francisco Apurinã - Opiajbam), José Spanner (IEB), Thaís de Azevedo Coutinho (ICMBio) and Sukuna (Evandro Gonçalves – In memoriam)	Plan for Territorial and Environmental Management of Camicuã IL
Makupanari Apurinã "Evangelista" (CTL Pauini/Funai), Makawaniri Apurinã "Francisco" (Focimp), Marco Antônio Cordeiro Mitidieri (RCO Médio Purus/Funai), Maria Elisa Apurinã (Opiaj) and Yueki Xāmakary Apurinã "Wallace" (Opiaj). Collaborator: Katajury Apurinã "Kennedy"	Management actions in Pauini and in the Água Preta/Inari IL
Armando Soares (RCO Médio Purus), José Roberto Paumari, Zé Bajaga Apurinã (Focimp), Tiago Paumari, Rônia Apurinã (Focimp), Mara Jarawara (Focimp) and Hercules Schiave (FPE Madeira-Purus). Collaborators: Vera Plantenbeg (GIZ) and Marco Mitidieri (RCO Médio Purus)	Territorial Management Plan of the Caititu Indigenous Land
NilcelioJiahui (Apij), CleudoTenharim (Apitipre), AngelissonTenharim (Opiam), Fontineli Parintintin, Raimundo Parintintin (RCO Madeira), Selma Torá, Viviane Matias (RCO Madeira), Marina Vilarinho (consultora independente) and Aline Polli (Campos Amazônicos National Park - ICMBio)	Tupi-Kagwahiwa (Madeira Region)
Valdimiro Apurinã (Focimp), Lídia Kokama (Amimt), Gilberto Apurinã (Apisamp), Cláudio Apurinã (Seind), Vera Müller Plantenberg (GIZ) and Carolina Delgado de Carvalho (RCO Manaus)	PGTAs of ItixiMitari and Lago Aiapuá Indigenous Lands



Course participant	Title of Collaborative Research
Region: Roraima	
Aldenir Cadete de Lima (Serra da Lua), Getúlio Solon da Silva (Serra da Lua) and Jabson Nagelo da Silva (Serra da Moça)	Territorial Management and Protection of Indigenous Lands in the Regions of Serra da Lua and Murupu
Arlem Barbosa dos Santos (São Jorge community - IL Raposa Serra do Sol/Insikiran), Alexandre Apolinário (Boqueirão community - Boqueirão IL/ collaborator); Erlan Gonçalves Alencar Truaru / Opirr community) Gercival João da Silva (Barata community -Barata IL/ CIR), Marizete de Souza (Maturuca community - IL Raposa Serra do Sol / Insikiran)	Environmental management (PGTAs) taking care of our land - Anna Pata Êmainanpainikon
Edmilson Estevão Magalhães (Yekuana) and Rodrigo Pereira da Silva (Macuxi)	Communication (information) as a governance tool in indigenous communities
Bruno Campos Souza (ICMBio), Gelson José Martins (Coping), Hudson OzariasDionisio (Funai), InayêUliana Perez (Funai), Israel Licurgo Leal (Funai), Ivaldo Magno Oliveira Silva (Funai) and Oseias Cordeiro Sartori (ICMBio)	Contributions to the Territorial and Environmental Management Plan by the Ingarikó People
Maria Alcinda Mota Constantino and Edinho Batista de Souza (CIFCRSS)	Indigenous Training and Culture Centre of Raposa Serra Do Sol / CIFCRSS: Land, Identity and Autonomy - realization of rights / training and education
Elisclésio da Silva Macuxi (CIR - Maturuca Community), Manoel Trajano de Souza (CIR - Reforma Community), Karina Melo (Conab), Ari Alfredo Weiduschat (Ibama) and Ise de Goreth Silva (UFRR/Insikiran). Collaboration: Marizete Sousa (CIR)	Sustainable Production and Development
Anderson Vasconcelos (Funai), Armino Góes Melo (Hutukara), Hipólito KarawetariYanomami and Vilmar da Silva Matos Yanomami	Yanomami: capacity building, training, exchange and education



Course participant	Title of Collaborative Research
Region: Rondônia	
Dalton Tupari, Gilberto Tupari, Vanderley Rodrigues Jr. (RCO Ji-Paraná) and Gilberto Bueno (RCO Ji-Paraná)	Territorial and Environmental Management actions in the Rio Branco IL
Renato Karitiana, Valdenilda Karitiana and Paul Garcia (ICMBio)	Territorial and Environmental Management Actions in the Karitiana Indigenous Land
Arildo Gapamé Suruí, Gasodá Suruí, Maria Leonice Tupari and Oypakob Sandro Suruí	Territorial and Environmental Management Actions in the Sete de Setembro Indigenous Land
Amauri Zoró, Tiago Zoró and Gilberto Bueno (RCO Ji-Paraná)	Territorial and Environmental Management Actions in Zoró Indigenous Land
André Puruborá (RCO Guajará Mirim), João Soares Rodrigues (RCO Guajará Mirim) and Reginaldo Oro Eo (Jimaito Indigenous Association)	Territorial and Environmental Management Actions in Igarapé Lage Indigenous Land
Delson Gavião, Josias Gavião (RCO Ji-Paraná), Beto Arara, Evandro Arara and Patrícia Dias (ICMBio)	Territorial and Environmental Management Actions in Igarapé Lourdes Indigenous Land
Vanderlei Castellani (RCO Cacoal), Jovenilson Silva Marcelino, Valdeiza Aikanã Kwazá, Cleiton Kwazá and Waldeir Aikanã	Territorial and Environmental Management Actions in Kwazá Indigenous Land
Cornélio dos Santos Munduruku and Lilian Borges (RCO Cacoal)	Territorial and Environmental Management Actions in the Apurinã Village of the Roosevelt Indigenous Land
Maria Leonice Tupari (Coordinator of the Women Department at the Metareilá Association)	Territorial and Environmental Management Actions in Indigenous Women of Rondonia IL

Course participant	Title of Collaborative Research
Region: Cerrado	
Luiz Fernando Schneider Loureiro (MMA)	Territorial Interfaces between Indigenous Lands and State and Municipal Conservation Units
Kamuu Dan Wapichana - Olavo Batista Silva (CGLIC/Funai) and Ana Heloisa d'Arcanhy Bandeira de Mello (CGEtno/Funai)	Tapuya of the Shamans Sanctuary: awareness-raising for ethno-mapping
Daiane Amaral dos Santos (RCO Campo Grande), Inácio Faustino Terena, João Leôncio Terena, Mauro de Barros Terena, Patrik Adam Alves Pinto (RCO Campo Grande), Sandriane Soares Batista Terena	History of GATI Project / Caianás among the Terena People of the Cachoeirinha IL focused on Mãe Terra Village (Miranda - MS)

Course participant	Title of Collaborative Research
Region: Cerrado	
Marta Tipuici Manoki	The Yetá Ritual and Manoki Crop Management
Leandro Parinaí'a Xavante	The Xavante Good Way of Living: Wede'rã village, Pimentel Barbosa
Samuel Karajá and Lilian Calçavara (CTL Sao Felix do Araguaia)	Territorial Management in Santo Domingo IL: food production and surveillance
Jonas Polino Sansão Gavião (WytyCaty) and Mônica Machado Carneiro (Funai Secom)	Strategies for the Timbira PGTA Implementation in Indigenous Lands of Porquinhos, Canela and Governador
Leandro Parinaí'a, Nelson RudzaneHambe, Isaac Mie Ajawe, Apolônio Serewau and Frank Logrado (RCO Xavante)	Initial workshop for awareness-raising among the Xavante people: Pimentel Barbosa IL, Etenhiritipa village
Nelson RudzaneHambe, Isaac Mie Ajawe, Apolônio Serewau and Frank Logrado (RCO Xavante)	Initial awareness-raising for the management of Xavante territory: Parabubure IL, Campinas village
Nelson RudzaneHambe, Isaac Mie Ajawe, Apolônio Serewau and Frank Logrado (RCO Xavante)	Initial workshop for awareness-raising among the Xavante people: São Marcos IL, Nova Esperança Village
Odila de Souza Guarani Ñandeva	RÓ'WAIHU'U NHOMRĪ, PI'Õ NHIMI RÓMHURI NA. Transmission of women's knowledge through crafts in the Três Marias village, Parabubure IL, Campinápolis / MT
Márcio de Araujo Carvalho (CTL Tangará da Serra)	Initiatives of the indigenous brigade to prevent and combat forest fires PREV-FOGO-IBAMA, FUNAI, with the indigenous people Paresi-Haliti
Daniel Pastana Yudja Juruna	Plan for Territorial Protection, Monitoring and Ethno-zoning of the KapôtNhinôre Indigenous Land
Gonçalo Teixeira dos Santos (RCO Maranhão) and Maria José Lopes Barros (CTL Amarante Funai)	Experiences of the Forest Guardians Project in Araribóia IL, of the Tentehara people, MA (as of 2012)
Wagner Bakairi and Wesley Bakairi	Protection, monitoring and fire management in Bakairi IL
Perla Oliveira Ribeiro and Antônio Veríssimo da Conceição Apinajé (Associação União das Aldeias Apinajé-PEMPXÁ)	Monitoring actions in Apinajé Indigenous Land
Patxon Metuktire (RCO North Mato Grosso)	Territorial and Environmental Self-management of Capoto Jarina IL: achievements and challenges for social, environmental and economical development of the Mebengokr people

Course participant	Title of Collaborative Research
Region: Cerrado	
Cleonice Pankararu (Cleonice Maria da Silva)	Systematization of the Process of Territorial Achievements of Indigenous Communities of Minas Gerais
Heraldo Guajajara	Social and Environmental Impacts of the BR-226 on Canabrava Indigenous Land: from the Cajazeiras villages to Santa Maria
Inês Caribé Marques (independent consultant)	PGTAs and Regional Development Fronts: a strategic political reflection
José Arão Lopes Guajajara	Moqueado Party - Wyrá` Ó Haw
Rodrigo Freitas (Naturatins)	Proposal for dissemination of PNGATI in the state of Tocantins
Claudia Almeida Bandeira de Mello (CGPC/Funai)	PNGATI, its construction and integration in Funai, from a staff perspective
Rosana Carvalhal Martins (PrevFogo/Ibama)	Awareness-raising on environmental education for the prevention of forest fires in indigenous lands in Maranhão and surrounding areas
Felix Tseredze Xavante	Initial workshop for awareness-raising among the Xavante people: São Marcos IL, Nossa Senhora de Guadalupe
Samuru Xerente and Wakedi Xerente	Social Cartography of the Porteira Nrõzawi Village, Xerente IL.
Avanilson Ijoraru Dias Aires Karajá and Eugislane Moreira Lima Karajá	Ethno-mapping of the Xambioá Indigenous Land

The nature of the research conducted ranged from surveying processes to practical interventions on indigenous lands, using diagnostic methods and participatory planning developed over training. An important aspect is the fact that facilitators focused on contents produced during training. Since the methodology of classes adopted an interdisciplinary and discussed approach for building knowledge, the methodological approach itself constitutes content, offering participants participatory

tools, which were used in their collaborative research. The collaborative studies carried out in-between modules were presented and analyzed at the beginning of each subsequent module and the final collaborative work was presented at the last module of the Basic Course. This last module received different names according to the region, such as “Dialogue Seminar”, but most of them aimed at the presentation of collaborative research developed by participants.

Facilitation was an important teaching methodology /learning methodology used in Basic Courses. It presupposes a collective dialogical construction, with active participation by “students-participants”⁹ and by facilitating trainers¹⁰, where both are coauthors of the process. Participants’ experience is as important as facilitators’ knowledge, and they are interchangeable. Active participation by course participants and the role of trainers facilitating learning were key elements for the achievement of learning objectives successfully.

Thus, the “training space” was built as an interactive, dynamic and practical workspace, for the exchange of knowledge and experience, in order to achieve proposed learning objectives constructively and progressively. The learning environment should be physically and psychologically comfortable, and mutual learning by participants and facilitators also take place during free time, such as during breaks, at lunch, and in socio-cultural activities, and others.



Course participants in the Tupinambá de Olivença territory (Ilheus-BA), during the 4th module of the Basic Training Course on PNGATI for the Northeast Region, Minas Gerais and Espírito Santo

⁹ Student - Participant: Participants share responsibility for their learning, i.e., they are participants and not students, exactly because they should participate to the fullest in achieving training results.

¹⁰ Facilitators are instructors able to facilitate learning through combining participants’ ideas, knowledge and experiences with theoretical and practical contributions from their own experience.

The different evaluation strategies adopted by the collegiate coordination of different courses addressed at least two relevant aspects: participants' level of satisfaction and the achievement of learning objectives. As regards participants' satisfaction, the following activities were held: (i) daily evaluations, conducted by participants themselves through participatory methodologies fed daily by facilitators; (ii) evaluations at the end of each module, by means of semi-structured questionnaires and / or activities using display methods with cards; and (iii) a final course evaluation participants. Institutional evaluation of courses was conducted by collegiate coordination bodies of each initiative, in order to evaluate the process, present quantitative and qualitative data, and discuss the continuity of the experience.

Along time, the Basic Course took on a *modus operandi* that characterizes its implementation today by means of a number of preparation and execution stages, namely:

1. Meetings for mobilization and agreement on policies, identifying and gathering a set of indigenous and non-indigenous actors and institutions, potential collaborators and / or beneficiaries, invited to an initial and preliminary meeting where they evaluate possibilities of implementation and the commitments they can make;
2. Course modeling workshops, attended by those actors and others to define general course guidelines, based on existing basic structure, regarding theoretical, practical and methodological syllabuses, profiles of participants and collaborators, indication criteria, number of vacancies per people / association / institution, course schedule and site;
3. Announcement of the notice call for participants, as agreed in previous modeling workshops in preparation to the training, presenting the history, rationale and operational details of the Basic Course, and all elements relating to course ministration, composition of classes, and schedules;
4. The preparation of syllabuses for the modules, one by one, based on the elements defined in modeling workshops, and on contributions, suggestions, comments, criticism, and evaluations made by participants in each module, thus, setting up a process of collective and participatory construction of each individual course, module to module.



Through the training courses, the GATI Project constituted important support for the start of implementation of PNGATI, bringing its participatory formulation as a methodological approach and tool for discussion of territorial and environmental management of indigenous lands. It should be highlighted that autonomous initiatives of territorial and environmental management of indigenous lands existed prior to PNGATI and were, to some extent, the foundation and the push for the Policy and for the very GATI Project.

The demands for qualification and training of public and indigenous managers were pointed out by the actors in the Policy's institutional arrangement as of its very beginning, and in this regard, the training initiatives developed and supported by the GATI Project were effective in achieving the advancement of the specific objectives of *Axis 7: capacity building, training, exchange and environmental education*. These training activities entailed the challenges associated with this Axis of PNGATI, such as the qualification of indigenous leaders and public institution professionals, as well as the systematization of significant experiences.

Thus, continued education has been identified by various actors involved in Policy implementation as a primary and strategic action leading to success and implementation in the same spirit it was built, i.e., with relative social participation and control, fostering joint and cooperative action by the various institutions involved.

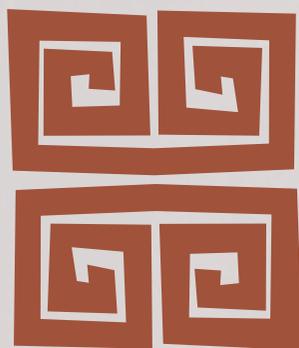
Through the GATI Project, several significant results were achieved and activities were executed, representing a valuable contribution to the advancement of PNGATI, not only Axis 7, but in its manifold aspects: territorial protection, social and environmental governance, integrated management of protected areas, environmental damage control, sustainable productive activities, protection of intellectual property / genetic heritage, and training.





The PNGATI Formar course in Roraima was held at the Raposa Serra do Sol Indigenous Centre for Training and Culture (CIFCRSS), in Raposa Serra do Sol Indigenous Land

REGIONAL TRAINING
ACTIONS DEVELOPED
BY GATI PROJECT



At the regional level, the GATI Project supported the discussions about training, conducting exchange visits of indigenous peoples from Mato Grosso do Sul, South and Southeast Regions to get to know training centers in the Amazon¹¹. In Mato Grosso do Sul, the discussion unfolded into the program *Mosarambihára-Sowers*,

with the Guarani-Kaiowá, in partnership with the Association of Indigenous Cultural Producers - Ascuri. Through this partnership, the five modules of the training were conducted, addressing different aspects of environmental and territorial management from the perspective of the Guarani-Kaiowá culture. Further details on this process are reported in the Collection “The experience of the GATI Project on Indigenous Lands”, in the volume Pantanal-Cerrado Center.

¹¹ The videos of the exchange visits to the Indigenous Centre for Training and Culture Raposa Serra do Sol in Roraima and to the Training Center for Peoples' of the Forest of the Pro- Indigenous Commission in Acre are available at <https://vimeo.com/81590083> and <https://vimeo.com/81590174>.

In Mato Grosso do Sul, the discussion on “training” also resulted in several initiatives with the Terena people. Among them, one should highlight the proposal of a “Training House” in Cachoeirinha IL, currently underway, and the course on “Agroforestry Farming” conducted by the Federal Institute of Aquidauana, through the National Program for Access to Technical Education and Employment - PRONATEC, with the support of the GATI Project. Currently, other initiatives are underway, such as an environmental education program focused on agroecology in two schools in

Cachoeirinha IL. The Project also supported the preparation of the proposal for a higher education course on agroecology for peoples of the Pantanal, submitted to the Ministry of Education in July 2015. In addition to “formal” training initiatives, the GATI Project has carried out several training and exchange activities as a way to support the implementation of actions in different areas covered by the Project, favoring the exchange of experience among indigenous peoples, farmers and non-indigenous extrativists.



Youth and Guarani Kaiowá expert during Mosarambihára module in Sassoró IL 

THE “CAIANAS TRAINING SPACE” AS A PROPOSAL FOR INDIGENOUS TRAINING AND THE INCLUSION OF THE SUBJECT TERENA AGROECOLOGY IN SCHOOLS - CACHOEIRINHA IL (MATO GROSSO DO SUL)

Ingrid Weber
Anthropologist, GATI Project consultant

Under the consultancy hired by the GATI Project to advise Reference Areas of the Pantanal / Cerrado Center on 'Indigenous Training', in June 2013, an exchange visit was carried out to two 'Indigenous Training Centres' (CFI) in the Amazon: the Training Centre for Forest Peoples (CFPF), under the Pro-Indigenous Commission of Acre (CPI-AC), and the Raposa Serra do Sol Indigenous Centre for Training and Culture (CIFCRSS), under the Indigenous Council of Roraima (CIR)¹². The visit to the two centers was intended to support the discussions on drafting a proposal for an Indigenous Training Centre in Mato Grosso do Sul, requested by ARPIPAN (Coordination of Indigenous Peoples of the Pantanal), the indigenous organization representing the peoples of Mato Grosso do Sul in the development of the Project.

The two centers visited in the Amazon are accredited as schools by the Education Secretariats in the respective states where the courses take place, i.e., the Training Course for Indigenous Agroforestry Agents (CFPF) and the Technical Course in Agriculture, Management and Environmental Stewardship (CIFCRSS), both at secondary level. The target audience comprises youth from different ethnic groups and Indigenous Lands in the state. The courses are ministered in modules or in an alternating system, and during the period of lessons, participants are housed in the training center. Besides accommodation, cafeteria and classrooms, Indigenous Training Centers also offer demonstrations of agroforestry crop and livestock-raising systems for hands-on experience by course participants.

After this visit, which entailed several discussions, it became clear that the model of Indigenous Training Centre in the Amazon was not appropriate for Mato Grosso do Sul, for three main reasons: 1- While in the Amazon there is a lack of training opportunities for indigenous peoples, in Mato Grosso do Sul indigenous peoples have the highest schooling level in the country; 2- While in the states visited there are 'strong' indigenous organizations representing and / or covering all indigenous peoples of the state as well as a network of funders, in Mato Grosso do Sul there isn't a 'strong' indigenous organization at the state level; the two largest ethnic groups in the state, Terena and Guarani-Kaiowá, have their own organizations with no permanent funding. 3- There is no specific funding line to support Indigenous Training Centers, neither support for this kind of initiative by the state government of Mato Grosso do Sul. Even though the GATI Project hired a consultant to discuss a proposal for an indigenous training center with the indigenous people of that state, there were no funds to build it or to maintain its operation.

¹² A group of 16 people participated in the trip, including councilors at RCs - among which Leosmar and Inácio from the Cachoeirinha IL, FUNAI staff (RCOs Ponta Pora and Campo Grande), and consultant Ingrid Weber (please see video here: <https://www.youtube.com/watch?v=r4clezXkTJU>)

Nevertheless, the visit to the Indigenous Training Centers strongly impacted participants of the exchange visit. Based on their observations, discussions and reflections, the idea emerged to create something similar, but smaller, operating locally, in their own indigenous lands and, especially, which could be maintained by themselves, without requiring large volumes of funds. Inácio Faustino, Terena leader of the Cachoeirinha IL, named this new proposal the 'Training House', and others began to call it the 'GATI Training Space'. In the Cachoeirinha IL, people began to dream of a place, a 'house', surrounded by agroforestry systems, which would host the GATI Family / Caianas Organization¹³, hold group meetings, as well as a number of training courses and workshops on environmental and 'cultural' topics (such as Terena songs and prayers, pottery, medicinal plants, etc). In addition, the site would also be a center to welcome visitors interested in agroecological experiments, among other Projects developed by the group. The dream space has also been called *Ovoku Tumuné Terenoe* - 'Terena Space of the Future'.

With support of the GATI Project (PPP-ECOS Notice - ISPN / GATI Project), the basic physical structure of the Space is being built in an area of 5 hectares donated by the leaders of the Mãe Terra Village. It is an area of major environmental importance, as it shelters three springs, and also of historical significance, as it was the site where 30 families remained in a settlement during the process of recovery of the area. The site presents a high level of environmental degradation and the idea is precisely to demonstrate that they can reforest and reclaim it, as seen possible in Cooperafloresta (SP/PR) and in the Training Centre for Forest Peoples (AC).

In addition to discussions on the creation of the Training Space, the visit to Indigenous Training Centers also generated reflections about the school and the so-called Differentiated Indigenous School Education. Although the legislation provides that indigenous schools should value indigenous traditional languages and knowledge and should be in line with indigenous people's projects for the future, in practice, education systems are not equipped to run a truly intercultural, specific, bilingual education. Today, in Terena schools, as in most indigenous schools in Brazil, the curriculum and contents taught are almost the same as those of non-indigenous schools, with the difference of a few weekly classes on their 'mother tongue'. The idea of an autonomous Training Space arises precisely as a counterpoint or as a supplement to the poor schooling Terena children and youth receive in village schools with respect to traditional Terena values.

The school in the Mãe Terra Village, while being in the same situation of other indigenous schools in terms of shortcomings regarding differentiated education, has a slightly different context, because the village represents the struggle of the Terena of the Cachoeirinha IL to

¹³ The "GATI Family" was the self-designation of the group of farmers who first joined the proposal to develop training activities and implementation of agroecology in Cachoeirinha IL. Later, this group was consolidated under the name "Caianas Organization" - Indigenous Environmentalist Group for Action on Nature, Agroecology and Sustainability.

recover their traditional territory. Thus, in early 2014, two teachers linked to the Caianas Organization, Maria Belizário and Aldineia Pinto Julio, started to carry out some agroforestry practices with their students (1st to 5th grades). Along with families in the GATI Project, the school in the village had also received a number of seedlings and tools, and with the support of leaders of the Mãe Terra Village, the teachers organized the cleaning and fencing of a 20x30m area located behind school, where practical classes began to happen. The objective of this initiative was to bring children close to the universe of agriculture / agroecology and provide a differentiated learning environment, in an attempt to break away with the prevailing idea of knowledge only being transmitted within four walls at school. Although the initiative was a great success among students, it faced resistance from some parents who were convinced their children should go to school 'to learn', not 'to work'.



©Org. Caianas

Environmental education activities with students from the Lagoinha and Mãe Terra villages



Among the Terena, and many other indigenous peoples, schooling is seen today as an alternative to traditional subsistence activities. They all dream that their children one day will have a paid position, such as a teacher or indigenous health worker, for example, which will free them from 'heavy work', the 'hoe', and the hot sun. As observed by teacher Elizeu Lindolfo Sebastião, current principal at the Mãe Terra village school: *"I belong to a generation that used to say to children: 'Son, you must go to school, otherwise the hoe will be waiting for you.' We must deconstruct this idea that only those who did not study will work with the hoe."*

In order to strengthen the initiative developed at the school in Mãe Terra village, and also encourage teachers and other villagers in Lagoinha to embark on this idea (since this village had a GATI/ Micro-Project for a school allotment), in November 2015, another exchange visit was held to explore the experience of environmental education developed by the Kaiowá and Guarani in the school of the Te'yikue Village (Caarapó IL-MS)¹⁴. The project actually began in 2001 with the introduction of the subject 'Agricultural Practices' in the school curriculum. This course is taught in the 'Experimental Unit', an area away from the school building which was reclaimed and reforested with native species, fruit, medicinal herbs, and other vegetables grown with natural raw materials in accordance with Agroecology guidelines, and following the traditional Guarani and Kaiowá knowledge. The subject is part of the school's Pedagogical Political Project (PPP), which provides teachers and staff (general services) especially hired, in addition to school bus to transport students from the school building to the Experimental Unit. We had the opportunity to attend a class held in this space and we were all (including resistant parents) very impressed and enthusiastic about the possibility of doing something similar in schools in Cachoeirinha IL.

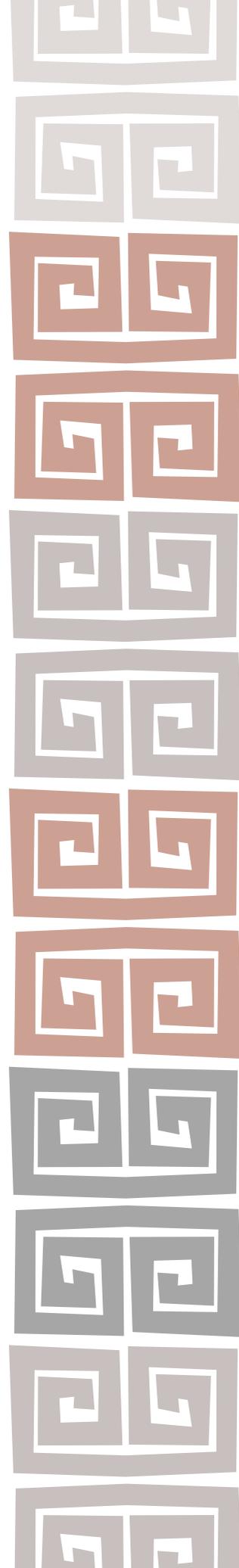
To that effect, in early 2016, we began an experimental project to include the subject Terena Agroecology in schools of Mãe Terra and Lagoinha villages. Classes take place twice a week taught by GATI adviser João Leôncio, who has participated in all training initiatives on environmental and territorial management held in Cachoeirinha IL, as well as the PNGATI training course in the Cerrado biome. The choice of a specific person to teach the classes is part of a strategy to consolidate this subject in schools. Since it is new to all involved, the first lesson plans were prepared jointly by teachers of the two schools, members of the Caianas Organization and GATI Project consultants. In addition to teaching the classes, João Leôncio also registers the content covered, providing inputs for the elaboration of the curriculum for this new discipline at a later stage. Once again, GATI Project's support was crucial to leverage the initiative. It funded the exchange visit to Te'yikue Village, which was essential for the process, as it inspired and showed the way to go, and through Micro-Projects it enabled the purchase of materials and tools needed for schools, among them a gardening kit for each student.

¹⁴ A group of 13 people participated in this trip, including teachers, leaders and parents of students from the Mãe Terra and Lagoinha villages, a representative of the Municipal Education Secretariat of Miranda, in addition to the regional consultant of GATI Project - Leosmar Antonio, and consultant Ingrid Weber.

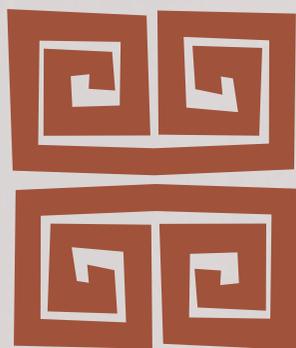
Although this initiative has the support of the Municipal Education Secretariat of Miranda, we know that we can only claim their formal support (e.g., teacher recruitment) when the new subject is included in the school's Pedagogical Political Project (PPP), as observed in Te'yikue village. The Pedagogical Political Project of the newly established school - Polo Felipe Antônio (to which the Mãe Terra school is linked) – is being developed in a participatory process, bringing together segments of the three school communities linked to them: teachers, leaders and parents.

In the future, the idea is to make the Caianas Training Space a sort of school extension, as observed in the Te'yikue Village with the Experimental Unit. In addition to the ongoing process of integration of Agroecology to basic education, the Caianas Organization is also discussing the creation of two courses on this subject for secondary and higher levels. The first one is in early stages of discussion with the IFMS-Aquidauana, for the creation of a Technical Course in Environmental Management integrated to secondary school, which should be ministered in the Indigenous Land. The higher education level, B.Sc. in Agroecology for the Pantanal Peoples, is quite advanced, with project and curriculum already consolidated, after a long period of consultation and discussions. The course is a joint project with partner institutions: UEMS-Glória de Dourados and IFMS-Aquidauana. In both cases, the Caianas Training Space will operate as a field study area for students.

The Caianas Training Space is, thus, one of the main Projects of the Caianas Organization, where many initiatives are expected to converge in the future. Along the way, inspired by the Indigenous Training Centres in the Amazon, we realized that the Training Space emerged in principle as an alternative to 'indigenous schools', considered a distorted institution, however, it was interesting to note that at the end of the process we returned to the notion of a school. After so many achievements, the Caianas, now empowered, feel they can change it. The leading role and the feeling of 'together we can do more' were the greatest legacies of the GATI Project in the Cachoeirinha IL, and also for all of us partners of the Caianas who had the privilege of participating in this process.



MAIN RESULTS



Among the main qualitative results achieved by GATI Project's training initiatives, we can highlight the construction of the process through dialogue with participants, reflecting and clarifying what was expected in relation to impacts of the work on territorial and environmental management in ILs. The different topics covered in the training associated with the historical path of each territory were also a highlight, contributing to knowledge-building about territorial management and

greater empowerment of actors. In the teaching-learning strategy, the contents were covered in a reflective and critical way, and provided dialogue between indigenous and western knowledge, with the participation of traditional leaders in the discussion of the contents of training courses. Those involved in the Basic Course planning and implementation were aware of the importance of involving staff training in the planning of management agencies.



The fact that the Basic Course is linked to the implementation of a public policy has shown that the main contents are reflected in the policy practice of these participants, who make good use of the spaces and, potentially, their incidence over the implementation of PNGATI in their regions. They go beyond building PNGATI to actually guiding and catalyzing its implementation in their regions. Outstanding examples are set out below: conducting systematic reports on the contents taught in courses in different public spaces in virtually all areas of activity (Regional Committees, indigenous associations headquarters, communities, Regional Coordination Offices); dissemination of teaching materials (videos and texts) in communities and Funai Regional Coordination Offices; monitoring, by indigenous students and public managers, of the participatory construction

of different Plans for Territorial and Environmental Management of Indigenous Lands; and the participation of indigenous and non-indigenous students in regional discussions on themes related to PNGATI implementation (mining in ILs, licensing ventures, sustainable economic activities, ecosystem services, climate change).

Training fostered greater interaction between indigenous and non-indigenous managers, and brought together the different indigenous peoples in the region. Also, it was possible to relate traditional and institutional knowledge within a favorable dialogue for overall understanding of the limits and scope of indigenous territorial management. In some states, such as Roraima, it enabled the continuity of actions underway as regards environmental and territorial management in the region.

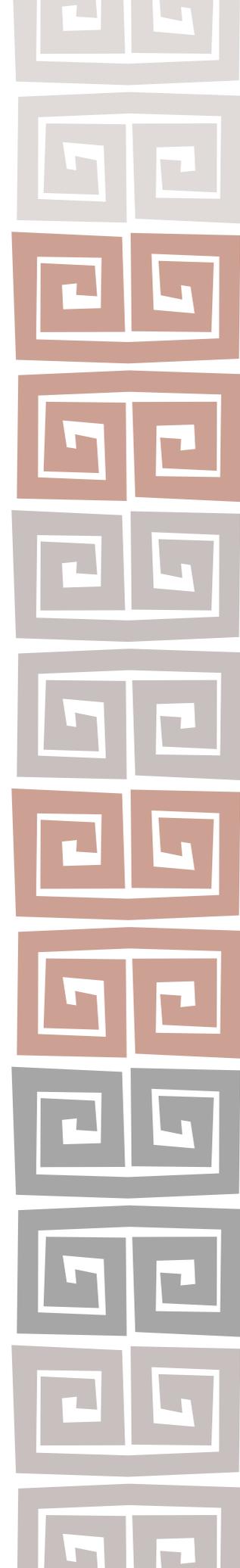
✓ Participants of the Basic Training Course on PNGATI, South and Southeast Atlantic Forest, in the National Biodiversity Academy (ACADEBio), Iperó-SP (2014)



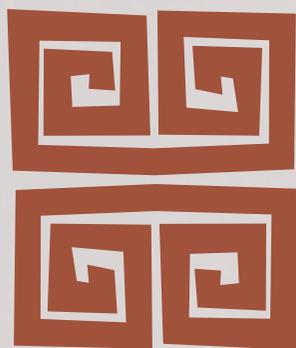
Another result of the training actions developed by the GATI Project was to circulate and disseminate the wide range of existing teaching materials, identified and used in the courses in different formats: books, booklets, assessments, atlas, cultural records, research reports, CDs, DVDs, among others. One of the most important contributions made in this field was the publication of different ethno-mappings of Indigenous Lands in the form of an atlas, where indigenous mental maps gained an accurate well-structured graphic production, many of which were used in the courses.

In short, the main results achieved by training actions of the GATI Project in recent years are set out below:

- impact of the Basic Training Course on PNGATI in the implementation of the Policy;
- consolidation of a network of multipliers;
- strengthening of indigenous organizations;
- development of methodologies and approaches according to local specificities;
- production of subsidies to support indigenous experiences and training centers and the discussion about training for indigenous environmental agents;
- the partnership with APIB and COIAB;
- and synergy with various actions of territorial and environmental management of indigenous lands, developed throughout the national territory.



LESSONS LEARNED



The GATI Project represents a breakthrough in national initiatives to discuss and implement actions of indigenous territorial and environmental management, as it went beyond the limits of the Amazon, conferring voice and visibility to indigenous peoples and lands previously disenfranchised, such as the Guarani Kaiowá and Terena in Mato Grosso do Sul, and the peoples of the Northeast, South and Southeast regions of Brazil. The training actions implemented by the Project, both at the national level, such as the basic training course on PNGATI, and specific ad-hoc actions developed by regional consultants, generated lessons learned about

what actors involved should do differently and why, if they were to start again; and the actions that should be replicated and repeated because they were successful and generated new knowledge. The lessons presented here result from different workshops held with these actors and the analysis of different documents and reports prepared by Project consultants. The goal of systematizing such lessons is to contribute so that training activities under such major projects can take ownership of previous lessons and improve tools for achieving goals and expectations of the target audience in question.

In the process of systematization, the workshops with different Project actors aimed to capture their interpretations and views about what they would do differently and what was perceived as successful and could be replicated or improved in another Project or moment. In this section, we will emphasize the different learning produced by training activities under the GATI Project and their communication, aiming to improve similar actions in the state, and in indigenous and non-indigenous organizations.

The ad-hoc experiences were developed based on indigenous requests and on specific political, cultural, environmental and historical contexts, and were carried out through regional consultants in liaison with Funai Regional Coordination Offices and local authorities (such as the Training House in Cachoeirinha Indigenous Land, of the Terena people in Mato Grosso do Sul); they deserve special mention for their creativity, uniqueness and the leading role played by indigenous actors. We hope to contribute to different discussions now underway at local and national levels, about how the training processes for indigenous territorial management constitute a crosscutting tool in all themes related to territorial and environmental management of Indigenous Lands and to the implementation of the National Policy for Territorial and Environmental Management of Indigenous Lands.

In its five years of implementation in over 32 ILs throughout the country, the GATI Project generated lessons in regard to training activities in indigenous territorial management, which, according

to those involved, should be replicated and enhanced. The universe of results and successes achieved by training actions include the accumulation of learning, liaison, arrangements, materials used and produced, leaders qualified to participate more actively in discussion and decision spaces and, finally, the role of the State as a potential trainer.

The exchange visits are worthy of mention, and were certainly the most cited activities by the actors involved in the implementation of GATI Project initiatives. The exchanges of experience constitute training tools, promote knowledge exchange, develop new knowledge, and they were cited by all groups who participated in the training process as very efficient and generating very positive results.

Another important aspect highlighted was the possibility for exchange visits to encourage networks of management experiences, with potential for mutual aid among associations and ILs. Indigenous peoples of the Northeast region, for example, indicated the exchange of experience as an important tool to give visibility to their struggles among other indigenous peoples of Brazil. They reported that when participating in exchange visits in other regions, they left invisibility, they could show their culture and, thus, strengthen their claims. The exchange visits made by indigenous peoples of Mato Grosso do Sul to different training centers in the North region contributed to a profound reflection about their realities and the paths towards training initiatives that really cater for their own needs and specificities.

The exchange activities within the same Regional Center or in other regions, in turn, fostered dialogue and networks on different themes, ranging from participatory planning processes to recovery of degraded areas and agroecology. The exchange between the Xikrin people of the Trincadeira-Bacajá IL and the Wayãpi people, for example, allowed adjustments for them both regarding the methodologies used to train indigenous researchers, and for the Xikrin, it was instrumental for their understanding about ethno-mapping and management plans. The unanimity in relation to the success of the exchanges of experience points to the need to enhance, systematize and disseminate such initiatives.

Another lesson learned by the actors involved in the training process was that training and exchange activities were built locally, at grassroots level, according to local needs. The possibility not only for indigenous organizations, but also for communities to participate in the preparation of these activities allowed a closer link to local realities and not only to outside ideas and initiatives. Hence the diversity of subjects covered by the training initiatives under GATI Project, ranging from cartography workshops with the Guarani Mbya in the coast of São Paulo, to training in agroecology and agroforestry in Mato Grosso do Sul.

The dialectic methodology in the various basic training courses on PNGATI was developed in constant and necessary liaison between territorial and environmental management of indigenous lands and the internalization of public policy in their territories, and constituted an important

lesson to be enhanced. The collective elaboration of the training proposal, with active participation by the GATI Project, is unique in the official indigenous agency. The way Funai got close to other bodies responsible for implementing indigenous public policies was cited by all the groups participating in the systematization as an important breakthrough and achievement that should be maintained and enhanced. Subject areas that used to be roots of conflict, such as overlaps between conservation units and Indigenous Lands, methodologies for monitoring biodiversity, agricultural biodiversity and traditional knowledge, among others, were addressed through participatory methodologies in teaching-learning spaces, enabling rich discussions relatively free from institutional positions. This approach allowed for greater political and operational integration of the bodies involved in the implementation of PNGATI, constituting the richest lesson learned of all training activities developed by the Project.

The close relation between indigenous peoples and public managers, and among the institutions themselves (such as Funai and ICMBio) is another result of extreme importance in the context of network operation. Some bodies that did not use to communicate well, with the training modules were able to establish more fruitful dialogue, with the participation of indigenous peoples. The overcoming of prejudice and lack of information, as well as the awareness resulting from the training process were visible in the proposals of implementation of PNGATI that emerged in recent modules, even in a practical way. Especially in the case of managers

of Conservation Units with relations with Indigenous Lands, participation in courses allowed for dialogue and partnership opportunities with indigenous communities for the protection and conservation of these protected areas, stimulating joint action.

The details of the teaching strategy were elaborated with freedom and creativity by facilitators, based on different course

coordination guidelines of the different regions, respecting institutional guidelines, the resources available, and with attention to: support to the values of the institutions involved; interculturalism among indigenous peoples and between them and non-indigenous actors; reflection on the way to manage an Indigenous Land based on a local perspective; and knowledge-generation based on the understanding of the vision and reality of indigenous peoples.



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Toninho Guarani and Carolina Ferreira (ICMBio) during the first module of the Basic Training Course on PNGATI for the Northeast Region, Minas Gerais and Espírito Santo



The training activities carried out under the GATI Project also enabled the production of a set of educational and informative materials, which enriched the scarce and only recent production on the subject, especially as regards indigenous territories outside the Amazon biome. The local training initiatives and basic courses produced booklets, facilitator manuals, seasonal calendars, thematic maps, as well as a significant number of outputs and reports which constitute an important collection about indigenous territorial management actions that deserve to be systematized, cataloged and disseminated.

The seven basic courses gathered indigenous participants, public officials and non-governmental managers around participatory development of an initiative or research on indigenous territorial management in their regions, and allowed to analyze, compare and criticize situations in different perspectives. Many research studies unfolded into concrete actions by indigenous organizations, Funai and ICMBio. Management Plans were carried out in partnership with environmental agencies, surveillance tours in partnership with indigenous organizations, and management plans of conservation units were developed with active participation of indigenous peoples. Some of the work provided opportunities to systematize relevant experiences in progress in specific ILS.

The Basic Training Courses on PNGATI allowed the consolidation of a network of trained indigenous representatives and public managers, directly involved in PNGATI multiplication and implementation. These actors are key for social control over this Policy, since they know its history,

content, and they developed local policy proposals, which enables them to establish fruitful dialogue with public authorities and partners to implement actions benefiting their communities.

Moreover, the course *Formar para Formar*, offered by the IEB in partnership with Funai, ICMBio and the GATI Project, trained a group of indigenous multipliers from five regions (South of Amazonas, Rondônia, Roraima, Northeast / East and South / Southeast), using different methodologies and tools to qualify selected course participants to multiply PNGATI in different contexts and realities. These multipliers play a central role in mobilizing partnerships and actions in their regions, as they disseminate knowledge on PNGATI.

The Course *Formar para Formar* is grounded in the document *Political Pedagogical Proposal for Training Multipliers of the Experience of the Basic Training Course on PNGATI: The Course on Participatory Methodologies for Training on PNGATI* was developed by IEB and presented in October 2014 to FUNAI's General Coordination of Territorial and Environmental Management, CGGAM. The document addresses the principles governing participatory methodologies in training processes and aims to contribute to the training of indigenous and non-indigenous managers, with regard to the role of multipliers in the implementation of the Policy. The document provides managers with the ability to: i) deepen knowledge about participatory methodologies in training processes; and ii) develop skills around participatory methods and tools suitable to the training of indigenous and non-indigenous managers.



With the Basic Course held in various regions of the country and intensified debate on the implementation of PNGATI, this training initiative contributed to the work of PNGATI's Steering Committee, which gathers eight federal agencies, eight indigenous representatives, and has the participation of indigenous and social environmental organizations as observers. Students, facilitators and managers in the initiative participated actively in the meetings, and produced systematic reports on the development of training activities in different regions. It is worth mentioning the qualified participation of these actors who, through the continued education initiatives, enriched the discussions of the Steering Committee and brought immense contributions to the drafting of the Integrated Plan for the Implementation of PNGATI. Especially in the most recent meetings of the Committee, these actors worked proactively in consolidating the

Integrated Action Plan of the different government agencies participating in the Committee. This plan was part of the groundwork for the Federal Government Multi-Year Plan (PPA) 2016-2019 and the initiatives and budgets related to PNGATI for the next four years. We emphasize that in recent meetings of PNGATI Steering Committee, training initiatives were evaluated, especially by indigenous representatives, as very relevant and as actions that should continue in the next Multi-Year Plan.

At the local and regional levels, with regard to the functioning and effectiveness of FUNAI Regional Committees, greater qualification was observed in the participation of students in basic courses and in the debate on the implementation of public policies. In all regions where the Basic Course was ministered, training participants have been key actors

Participants of "Formar para formar" course (2015) ✓



for PNGATI implementation. Just by understanding what the implementation of a public policy is and that it is necessary for it to derive from concrete local and regional experiences, they become core elements in these processes.

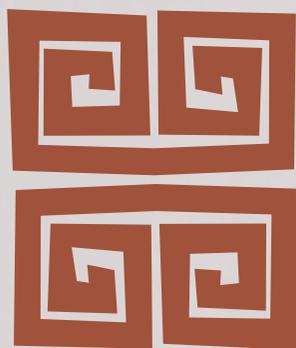
Another key contribution of basic courses and local and regional actions developed by the Project is to foster conflict mediation skills and tools for the implementation of practical actions of territorial and environmental management. This is the case of the contents addressing the issue of environmental licensing, promoting greater and better involvement of actors in the ventures developed in the regions.

Also, one should highlight the integrated management of Indigenous Lands and conservation units, a theme often addressed in training courses which brought about closer links, dialogue and better understanding on the topic.

Finally, an important lesson learned from GATI Project's training activities was the strengthening and empowerment of local and regional indigenous associations. In all regions directly covered by the Project, training activities strengthened the leading role and the process of discussion and actions related to PNGATI implementation. Indigenous associations that had the opportunity to participate in training activities, especially the Basic Course, can rely today on qualified indigenous representatives to address PNGATI in its many aspects, thereby differentiating them from other indigenous associations in the country unfamiliar with basic information about the Policy, even hindering its implementation.

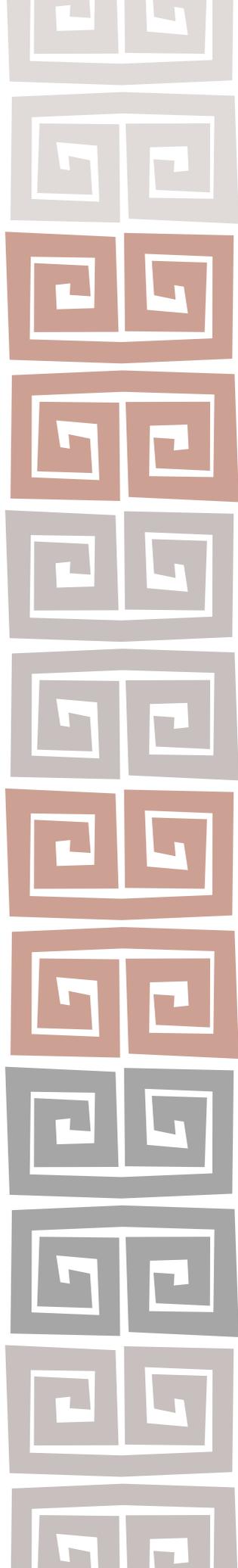
Another important Project outcome was the constant involvement of the Coordination of Indigenous Peoples of Brazil -APIB in all modules of the Basic Course implemented by the Project. Therefore, ensuring continuous presence of indigenous collaborators who are up to date on the major discussions on indigenous rights in the country, strengthening the implementation of PNGATI. It is noteworthy that many of these collaborators are part of PNGATI National Steering Committee, allowing frequent reports on the beneficial effects of training activities in the field, constantly increasing the importance of training for PNGATI implementation.

REMAINING CHALLENGES



It is a permanent challenge to improve communication on technical cooperation projects, such as the GATI Project or with civil society partners, and their relationships with PNGATI implementation, within Funai and other agencies such as the Ministry of Environment and ICMBio. Many questions emerged about their roles in the process, as there are differences in projects regarding time, particular purpose, and their relation to public policies, which operate with government mechanisms and goals. However, it became clear that we

need to invest heavily in staff training, both to better use their own existing capacities in these bodies, and to enable new forms of cooperation and coordination. In this respect, improved communication and dissemination of Project actions could have helped, facilitating internal and external communication, which is essential for the participation of Funai's decentralized units, such as the Regional Coordination Offices and Local Technical Coordination Offices, which played an extremely important role in Project implementation.



One must also consider the turnover in government staff and representatives of the indigenous movement involved in the Project. To face this challenge, the actors committed to Project implementation pointed out to the need for continued staff training (indigenous representatives and public managers) for the Project actions to be successful. It is important to include training strategies for this audience from the beginning.

Training courses in PNGATI, partnered by the GATI Project at the operational and political levels, had great regional success in all cases. However, from the point of view of the actors involved in the courses, there could have been greater investment in cooperation and dialogue among the various initiatives, in order to foster further exchange of facilitators, teaching materials, experiences and methodologies.

Another issue highlighted by those involved in the training process under the GATI Project, was the short duration of contracts with the consultants responsible for coordinating the implementation of actions; unfortunately, a limitation imposed by the rules of hiring consultants on an output basis under government technical cooperation projects.

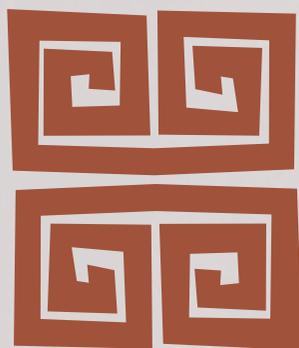
Another enormous challenge - especially for Funai, which animates and coordinates PNGATI implementation - is managing interlinked actions under the Policy, such as holding Basic Courses in partnership with IEB, GATI Project, and ICMBIO in various regions of Brazil. To that effect, it is necessary to design, consolidate and implement new cycles of the Training Program in Territorial and Environmental Management of Indigenous Lands with greater emphasis on local and regional bases, which would simplify the logistics

involved and therefore reduce costs, in addition to consolidating the coordination among partners in each region. It is a fact that today there are different bodies responsible for the implementation of indigenous policies, including state and local ones, which creates the challenge of training the managers of these policies and the indigenous peoples participating in bodies that follow-up, monitor and deliberate, such as commissions, boards, among others.



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SUGGESTIONS FOR NEXT STEPS



The implementation of PNGATI has demanded from indigenous and non-indigenous managers a new way of working. Therefore, Continuing Training in Territorial and Environmental Management in Indigenous Lands has become essential for the understanding and implementation of PNGATI, its axes, objectives, guidelines and tools. It is essential to continue training those who perform strategic activities related to the implementation of this Policy, providing opportunities for dialogue, reflection, construction and joint proposal of actions, aiming to qualify and enhance the performance of these managers in their regions, respecting the basic principles

of autonomy in decision-making, cultural appreciation, and respect for indigenous territorial rights. However, it is important to emphasize that training initiatives also cater for another audience, i.e., the indigenous representatives implementing actions related to management of natural resources, awareness-raising in the school community, territorial surveillance and control, and those promoting sustainable activities in indigenous lands. Thus, the challenge remains for training in indigenous environmental and territorial management to achieve this other audience, those performing management actions within Indigenous Lands.

One of the most significant changes of the past two decades with respect to indigenous training is the prominent role gained by the figure of the “indigenous agent”. Indigenous agents have become key social actors for the implementation of territorial and environmental management initiatives, although the specific role they play in their respective Indigenous Lands is very varied. Since they work within their own communities, they generate direct impact on the day-to-day lives of villagers, conferring further value to their work. The fact that many of these agents are young, tends to increase the possibilities for them to be multipliers, as teachers for the next generation of agents. In short, one can say that the different types of indigenous agents constitute an important social capital accumulated, and should continue to bear fruit and to be technically and socially improved. One recommends the advancement of the discussion about the creation of a professional category focused on the implementation of territorial and environmental management actions on indigenous lands. This discussion often emerged in the training initiatives of the GATI Project, but without the required in-depth details.

The theme of professionalizing the category of indigenous agents is much discussed today, as there are very divergent positions about it. Among the arguments in favor of the professionalization of the category, there is the call for formal recognition of the work that agents perform on the part of the state. Often the agents themselves put pressure on the government to receive remuneration for services rendered to their communities.

On the other hand, there is concern about the ownership of the category by government, with subsequent formalization of functions according to bureaucratic interests. The experience with indigenous teachers is emblematic in this sense, since in some cases, teachers have greater identification with the State they serve than with their own community needs. With the transfer of teacher training to the State, other problems emerged, such as the homogenization of training and loss in quality. It is noteworthy that the first indigenous teacher training initiatives in Brazil originated from pro-indigenous organizations, in such a way that staff training focused on the issue of indigenous territorial management interacts closely with the history of school education.

Another issue discussed along the professionalization of the categories of indigenous agents is the responsibility for the management of indigenous territories. On the one hand, there is the argument that territorial management is a responsibility of all members of the community and not only the agents. Others state that are if they are paying professionals to do a job, such professionals should be responsible for implementing the management. Some argue that the creation of this category and its recognition would create opportunities for paid work within Indigenous Lands, at a time when there is growing indigenous migration to cities, especially among younger generations, in search of better opportunities for education, employment, and income.

While these discussions still have no permanent solution in sight, we can say that agents strive to renew the territorial and environmental management processes in their Indigenous Lands with new ideas and practices of land management and use. They represent a significant social capital, which will certainly be used in future work and dialogues in the context of PNGATI.

It was clear that the implementation of PNGATI does not depend solely on those who received training, but mainly on organizations and entities providing support. The continuity and the positive results of this Policy depend on how this group of players will be organized in the execution of actions related to PNGATI. In this sense, the regions that ministered the Basic Course contributed to the strengthening of regional networks, which are catalysts of PNGATI implementation. The training activities developed by the GATI Project should be strengthened and could serve as a starting point for other government programs in this area, taking into account the specificities of each people and the dangers of homogenization of actions.

Furthermore, the crosscutting nature of PNGATI become evident as well as the importance of broadening and opening the dialogue on the theme with the various government agencies that plan and execute actions related to PNGATI and with the organized civil society. This is the case, for example, of the Ministry of Agrarian Development and the Ministry of Social Development, participating in the Policy's Steering Committee. The involvement of these bodies in the context of a training process is desirable and recommended.

The partnerships for joint execution among indigenous organizations and civil society that emerged from the arrangements carried out by the Project to implement training activities should be considered and valued in future initiatives.

One also suggests the creation of a national collection - properly categorized and available for public consultation - of teaching materials (books, booklets, diagnostics, ethno-maps, atlas, etc.) produced by indigenous training experiences on the subject of territorial and environmental management of indigenous lands in order to support future training actions and value existing ones. It is important to promote discussion and debate among actors executing training experiences (both under the Project and other initiatives developed by different indigenous and non-indigenous organizations) in order to build a common claim with respect to the professionalization of the indigenous agent category. To that effect, it would be interesting that Funai, Ministry of Education and Ministry of Environment set up a technical group to study the creation of the category of agroforestry agents (or another term), aiming at the recognition of this category and the realization of differentiated civil servant recruitment tests.

Finally, it is recommended that the 2016-2019 Multi-Year Plan and the Integrated Plan for Implementation of PNGATI include structured actions to support Training in Indigenous Territorial Management, with specific targets for PNGATI actions, aiming to strengthen and value training centers and experiences underway, also supporting new experiences with sufficient budgetary provision.



The GATI Project contributed to the actual implementation of PNGATI, one of the main policies for indigenous peoples today. In recent years, this Policy has become a landmark in the relationship of indigenous peoples with the Brazilian State, since it has been drawn up and implemented in a participatory manner, emphasizing the potential of Indigenous Lands for conservation of natural resources, fighting deforestation, and generation of sustainable income. The ancient indigenous knowledge about territorial and environmental management of Indigenous Lands came to be (re) valued with the Policy. The training processes developed under the Project, contributed to further qualification of all actors involved, and it is necessary for them to continue and discuss the issue of training nationwide, seeking greater ownership of the implementation of public policies by indigenous peoples.



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Paiter Suruí Training Centre, in
the city of Cocal, Rondônia

The Project for Indigenous Territorial and Environmental Management (GATI) contributed to the recognition of Indigenous Lands (ILs) as protected areas essential for biodiversity conservation in Brazilian biomes, and strengthened traditional indigenous practices regarding management, sustainable use, and conservation of natural resources. In addition, it fostered indigenous leadership in the construction of public policies for environmental and territorial management of ILs.



The Project was a joint effort of the Brazilian indigenous movement, the National Foundation for Indigenous Peoples (Funai), the Ministry of Environment (MMA), The Nature Conservancy (TNC), the United Nations Development Programme (UNDP), and the Global Environment Facility (GEF).



Articulação
MATO GROSSO



MINISTÉRIO DO
MEIO AMBIENTE

MINISTÉRIO DA
JUSTIÇA E CIDADANIA

