



Detailed report on the communication training

Two training meetings for indigenous young people on communication methodologies and techniques to expand the awareness about the SSF Guidelines and the recommendations for their implementation in Amazonas

Service Provider: The International Collective in Support of Fishworkers - ICSF and Operação Amazônia Nativa – OPAN.

LoA Title: Service to strengthen small-scale fishery communities in the context of the implementation of the Voluntary Guidelines for Securing Sustainable Small-Scale Fisheries in the Context of Food Security and Poverty Eradication (SSF Guidelines).

Geographic Scope: Brazilian Amazon.

Service Provider Focal Point: Gustavo Falsetti Viviani Silveira – Technical Coordinator – OPAN.

LoA Start to Finish Date: June 2021 – December 2022.

LoA Total Expenditure: € 17,044.29.

Summary of LoA:

The Service Provider will enable small-scale fisheries actors to actively participate and engage in relevant national and regional processes that contribute to securing sustainable small-scale fisheries in the context of the implementation of the SSF Guidelines.

Output: Strengthened capacity of small-scale fisheries communities at the local level in Brazil to actively engage in securing sustainable small-scale fisheries in the context of the implementation of the SSF Guidelines.



Outcome: Indigenous youth participating in the project are aware of the SSF Guidelines and of the recommendations for its implementation in Amazonas from the 2018-19 phase; produce audio-visual content to spread the discussions in their communities; and begin the articulations for the creation of a popular youth communication network linked to Indigenous fishing.

Expected activities (per original plan)	Original completion date	Completed as per original plan	Revised completion date
Two training meetings for indigenous young people on communication methodologies and techniques to expand the awareness about the SSF Guidelines and the recommendations for their implementation in Amazonas.	30 June 2022	No	07 - 11/November/2022 05 - 09/December/2022
Inter-module monitoring of the training participants; the development of the final training material package.	30 June 2022	No	From 13/November To 03/December – 2022
Producing communication materials of the training meetings for public experience sharing, e.g., pictures, links, and quotes, including also from the related previous LoA.	30 June 2022	No	December/2022
Country report prepared.	20 September 2022	No	December/2022
Final report prepared and submitted to ICSF.	30 September 2022	No	December/2022



1. Introduction

This document aims to report the development process of the activities carried out within the project scope. The training process designed for young Indigenous people was aimed at contributing to implementing the Food and Agriculture Organization of the United Nations (FAO) Guidelines for SSFs.

The importance of small-scale fishing became crystal clear to the Indigenous people from various regions of the state of Amazonas when the seminar was held in Manaus in 2019, where they gathered to learn about and take ownership of the guidelines. Fishing is part of these Indigenous populations' daily life for subsistence and generating income. Considering the vulnerability of these populations and their territories, we understand that the guidelines are an important tool for securing their rights.

Given those vulnerable aspects, the importance of fishing for the Indigenous peoples, and the power of communication as a tool to secure their rights, the young indigenous communicators took part in an initial training course.

The training was conducted during two in-person workshops in the city of Lábrea, Amazonas and an inter-module stage. At that stage, young people recorded audio-visual content in their villages to produce a video.

We had some difficulties implementing the planned actions, so we think it best to start this report by addressing them first.

One of the main challenges was the need for replanning (regarding locations and dates), mainly caused by the coronavirus pandemic. Considering the protective measures needed due to the coronavirus (COVID-19) pandemic, the Indigenous participants' displacement was conditioned on them having a completed vaccination series. In this



scenario, the project schedule and the location of the two training modules had to be redesigned. The meetings were originally planned to take place in Manaus. However, as time went by and given the need to adjust the schedules of everyone involved (Indigenous participants/OPAN team/consultants), the timeline became too tight. Given these factors, it was decided that the training sessions would be carried out in Lábrea (Amazonas state), facilitating the displacement of the young Indigenous participants to the sessions. Given these changes, the inter-module period, an important moment for reflecting, internalizing, and putting into practice the techniques learned in the training sessions, was also shortened, which ended up imposing an accelerated pace on those taking the course.

Communication with those taking the course during the inter-module stage also weakened, as the young participants did not have access to the internet in their villages; the only internet access point they could use was located at the AIPA headquarters, which is far from the villages. This made it impossible to communicate daily and advise them on doubts that arose during the filming of interviews and scenes for the script.

Another challenge faced by the young participants involved obtaining some of the footage defined in the script for the video, as the seven Paumari communities on the Tapauá River are distant from each other. Transportation in the area relies on the river and uses small vessels. To move from one village to another, the young participants needed gasoline (which had not been budgeted for in the project), engines for the vessels, and internal political coordination in the villages to make the trips possible, which was a challenge for the young participants.

Despite those challenges, the planned activities were carried out and suffered no impacts that compromised their success.

2. Performed activities.

2.1 Training for Young Communicators from the Paumari people of Tapauá.

The project was conducted in partnership with the *Associação Indígenas do Povo das Águas* (AIPA), which represents the Paumari Indigenous People of the Tapauá River of



the Paumari Indigenous Lands of Lake Manissuã, Lake Paricá, and Lake Cuniuá. It bears noting that the Paumari people traditionally inhabit the lakes and rivers of the floodplain areas, and fishing is their strongest social and cultural representation. The Paumari's aquatic skills have long been described in the literature about them, including their voracious spirit for water, fishing, catching turtles and manatees, and consuming aquatic resources. The choice to work directly with these people to carry out the project aimed to value traditional Paumari fishing through dialogue on the voluntary guidelines for securing sustainable small-scale fishing in the context of food security and poverty eradication and involving Paumari youth.

Despite artisanal small-scale fishing belonging to the Paumari culture, involvement with the non-indigenous world and the informal trading system established predatory and exploitative relationships, where the Paumari supplied fish and other products from the region they historically inhabited to the Amazon's urban centers, thus reducing the fish stock in their territory, putting the population's food security at risk.

Thus, in 2009, the Paumari people were seeking quality of life and began to prepare the Territorial and Environmental Management Plan (TEMP) and the sustainable management of pirarucu fish, which requires community organization, and environmental conservation is a prerequisite. With few fish in the lakes, the Paumari decided not to allow pirarucu fishing to outside traders, including fishing boats, for five years. They strengthened territorial surveillance in the following years and increased the pirarucu stocks by 631% in the 16 lakes monitored from the beginning until now.

Notably, the Paumari leaders are concerned with youth and currently yearn to train and empower them in AIPA's work, as they have often been involved in drinking alcohol and show a lack of interest in the Paumari culture and in the people's work. The OPAN team has also noticed that the young people have a keen interest in technology. In 2020, an internet point was installed in the association for support during the pandemic, and young people have been accessing content that was previously new to them, such as internet browsing, social networks, and applications. During the two years since then, we



identified the need to promote training so that they can understand and use these technological tools in the best way possible.

The project thus made it possible to create a scenario in which these young people could start a process of building awareness to understand concepts and practices related to planning activities with individual and collective responsibilities. Furthermore, The educational path taken in the project also made it possible to name and discuss the fishing-related aspects of Paumari culture, strengthening internal appreciation of the Indigenous culture. It also provided an opportunity for young people to understand the basic audio-visual and cinematic principles.

The project acquired five cell phones to be used as simple filming equipment as the Indigenous people are already slightly familiar with them. It should be noted that the acquired equipment, such as cell phones, microphones, and tripods, will remain in the group of young participants' possession and can continue to be used for other audio-visual works.

2.2 1st training stage:

Activity: First stage of training young communicators.

Place/Date: OPAN headquarters in the city of Lábrea - From 7 to 11 November 2022

Training hours and dynamics: 40-hour weeks (Monday through Friday from 8 am to 12 pm and 2 pm to 6 pm).

Equipment: Five smartphones, a tripod, Bluetooth lapel microphones, a clapboard, a dry-erase marker, a notepad, a case, a backpack, and a hard drive.

Didactic material: Audio Visual Production Workshop PDF Workbook
Paumari Script village recordings (PDF)



Purpose: Basic knowledge about equipment and language was presented in the first training stage. Planning for the collection of images in the inter-module.

Activities summary:

Monday, the 7th.

The first activity was a circle of knowledge and interaction where students and professors gave individual presentations based on the integration fostered by the OPAN team. The speeches, the sharing of experiences and a listening session were organized to understand the interest, expectations, and skills of each course participant and the Paumari community's expectations.

Once the presentations ended, audio-visuals produced in other workshops with the Boé Bororo ethnic group from Mato Grosso do Sul (MS) and part of the film Tintun Rene, by Siã Huni Kuî, the first Brazilian Indigenous filmmaker, were screened.

Next, the five pieces of equipment were delivered, and the first guidelines for assembly, use, and care were given. The course participants followed the teachers' instructions, who stressed the importance of the guidelines and answered questions on good practices for cleaning, care, and durability.

The teachers observed the course participants in the handling, ease of learning, and discovery of the equipment (tripod, cell phone camera, and Bluetooth lapel microphone) and using the clapboard for identification purposes and synchronizing the recorded audio.

Once the equipment was assembled, the teachers read the Audio Visual Production Workbook and described the main points to be addressed during the activities. The workbook summarizes equipment use, audio-visual language, basic scripting, and production. The workbook is the descriptive guide for following the workshop didactic program.

Once the basic knowledge of the equipment and language was learned, planning the first practical activity began, such as posing the question: What will we record in Lábrea? Afterwards, the survey about the moment they were living began, accompanying community representative visits to speak with public bodies and supporting the



community in resolutions for social assistance and citizenship programs. With the theme chosen and a basic script, the agenda was established—what to record, when, and with whom.

The first recording was in the heart of Lábrea and the Municipal Public Market (*Mercado Público Municipal*). After recording, the team returned to the headquarters, where all the material was logged onto the project's hard drive and reviewed on a large screen. The points highlighted during the recordings could be analyzed, and the first practical references for using the material recorded in that edition could be transmitted.

The next day's tasks on the production of the established script and the agenda were pointed out at the end. Basic notions of audio-visual language were addressed with the concepts of plan/word, scene/sentence, paragraph/sequence, the various types of framing, cinematographic syntax, camera angle, production, agenda, script, lead, production preparation, and interviews.

Tuesday, the 8th.

The team sought to fulfill the day's agenda by recording where the community members were in the public market and on the boat. They conducted interviews with community representatives and received guidance on how to approach the interviewees to create the necessary positive interaction for good results in terms of content and technical and aesthetic care while recording.

Work was also done on the discipline and organization needed to manage the team and equipment when recording to create the correct recording environment in terms of location, light, and sound.

All recorded material was saved, sorted on the project's hard drive, displayed, and evaluated, starting with the day's executive production exercise, with its flaws, changes, adaptations, and successes in the script and selection of interviewees. The list of interviewee questions was well discussed, so they were objective and direct.

Wednesday, the 9th.



In the morning shift, the schedule established the previous day was continued with recordings of interviews and supporting images. In the afternoon, the team analyzed all the material and organized the content into folders on the project's hard drive to begin editing.

All interviews were heard, and the most interesting excerpts were selected to fit the storyline in the student team's work script.

Soon after, the sound and images were synchronized using the clapboards in the interviews, which were conducted using two cameras to edit with larger cuts.

Thursday, the 10th.

The morning was dedicated to editing the conclusion video from the first workshop. During that process, the basic notions of the editing language were shared. Editing the first material produced in the workshop created an opportunity to share the basic notions of montage, prompting them to learn to capture images from a point of view later in production time, opening up the possibility for students to better understand the basic principles of storytelling, whether through an institutional, documentary, or fictional narrative.

The afternoon was dedicated to planning and scripting the field production period, the second learning stage of approximately 20 days, considering the selection of content based on reading the basic FAO guidelines for traditional Indigenous fishing. Five basic themes were selected, and each student was responsible for one of the projects and assisted in another.

A PDF work script was created to organize the field activities of this next stage, specifying procedures, guidelines, and the production order with a list of tentative interviewees in each of the topics and the settings for producing images and actions related to the chosen subjects. A transportation logistics survey was also conducted based on the agenda and interview plans.

Friday, the 11th.



The six-and-a-half-minute audio-visual produced during Workshop 1 was finalized and presented on the last day of activities. Afterwards, an editing program was installed on the cell phones, and a meeting was held to level and raise awareness on using cell phones for collective work in the communities and the importance of taking care of the equipment. The last activity was forming the WhatsApp Grupo OPAN/ICSF Paumari group dedicated to the workshop topics.

2.3 2nd training stage:

Activity: Selection of videos recorded in the villages and initial editing.

Place/Date: OPAN headquarters, Lábrea - Amazonas. Date: 5 to 9 December 2022.

Equipment: Computers, five smartphones, a tripod, Bluetooth lapel microphones, a clapboard, a dry-erase marker, a notepad, a case, a backpack, and a hard drive.

Didactic material: Interview-planning sheets.

Purpose: At this stage of the meeting, the goal is to start training for selecting images for the video.

Activity summary:

Monday, the 5th.

We found a transformed, happy, and confident team. At the opening of the second workshop, the first hour was dedicated to an oral assessment, where each participant could express their difficulties, frustrations, and successes during the practical activities of the production period in the villages.

The information exchanged in the group helped reveal their common difficulties and their ability to deal with obstacles, criticism, doubts, and stimuli. Pinpointing the



difficulties enabled them to mature and reinforced the importance of organization and teamwork. The interests each participant had within the village activities, in the audio-visual record, and in the vision of the future were also identified when the assessment was complete.

Assessment summaries:

Leona: Arrangements with the local school - exams and absences.

Raylane: I learned a little more about artisanal fishing, and some people asked for money to do the interview.

Enéias: They were ashamed and afraid to speak on something they weren't familiar with.
Sensitive topics

Jonilson: Many questioned why the young people had the equipment and not the older ones.

Clenildo: Difficulties with everyday life

Elan: I was very busy and had to help the family, but I managed to shoot the film.

Next, the recorded files from the cell phones were transferred to the project's hard drive, and the organized material previously recorded in the communities was reviewed.

Having the hard drive of the complete project allowed the organization of all the recorded material to begin, thus opening the preparation stage for editing and separating all the interview and image files by subject and recording locations.

Audio screening and content selection from all the interviews began after the material was sorted. That took up the entire period.

A more detailed analysis of the collected content and the technical and aesthetic aspects of the image quality and sound was completed during the process. The conditions could be evaluated based on how they were filmed: with one or two cameras, the environment, and the approach.



The Workshop participants could clearly see each interviewee's different characteristics and how they performed in front of the camera—the confidence each of them had in being a source about a culture and an activity.

Tuesday, the 6th.

We continued audio screening the interviews with the entire group of course participants. We evaluated the speaking selections for editing, marked the selected material's entry and exit time, and debated with the course participants about the content, favoring positive and direct communication.

On that day, evaluations were also carried out with each course participant. The production process of the interviews the course participants carried out in the villages was assessed. Reflection was made on: where they found difficulties and ease, the interaction between the interviewee and the recording team, preparation, the approach, and the result. The workbook material from the first workshop was used in this assessment, and the technical, aesthetic, image, and sound content aspects were also analyzed.

Wednesday, the 7th.

Once the interview excerpts were selected, the quality of the image files began to be classified by color (blue - good; green - average; yellow - low). The authors evaluated the images to foster their sense of aesthetics and the practice by considering the technical and aesthetic aspects.

Thursday, the 8th.

The course participants finalized image selections considering every related aspect, allowing them to size the product to be delivered at the end of the workshops.

New recordings were made of the students' testimonials as an interview exercise. Each of them underwent a considerable change in their performance in front of the camera and their technical mastery. They each also underwent a noticeable improvement in speech with their positive assessments and self-critiques with improvement points.



Friday, the 9th.

A displacement activity was run, and a small skit was recorded in which the course participants and monitors became the characters. The exercise aimed to better understand the feeling of being in front of the cameras. The course participants took advantage of the occasion to affirm the commitments and tasks they want to see through in 2023 in recording the activities of the communities, their culture, and the entire process of organizing and managing fishing resources.

To close the workshop, a meeting was held with the OPAN team to assess lessons learned, the role of each one within the local organization, and the importance of educommunication as a tool for awareness, participation, and political activism.

There was a farewell meeting in the evening with the presentation of the feature film "*Cantos da Terra*", addressing the richness of the Indigenous languages of four ethnic groups from different regions of Brazil and each people's cosmogony.