Final Report

Service Provider: The International Collective in Support of Fishworkers (ICSF) and the Operação Amazônia Nativa (OPAN).

LoA Title: Service to strengthen small-scale fishing 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: The Brazilian Amazon.

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

LoA Start to Finish Date: June 2021 to 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 fishing 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 the 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's scope. The training process designed for young Indigenous people was aimed at contributing to implementing the SSF Guidelines of the Food and Agriculture Organization of the United Nations (FAO).

The importance of small-scale fishing became clear to the indigenous people from various regions of the state of Amazonas when the seminar was held in Manaus in 2019; they gathered here to learn about the guidelines, to take ownership. Fishing is part of these indigenous populations' daily life for both subsistence and income generation. 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 in two in-person workshops in the city of Lábrea, Amazonas and one inter-module stage. In the latter, young people recorded audio-visual content in their villages to make a video presentation.

The difficulties faced while implementing the planned actions are best mentioned first up. One of the main challenges was the need for replanning (regarding locations and dates), mainly caused by the COVID-19 pandemic. The protective measures required the indigenous participants' undergoing a series of vaccination in order to travel. This required the redesign of the project schedule and the location of the two training modules. The meetings were planned to take place in Manaus. However, the timeline became too tight to accommodate the different kinds of participants—the indigenous participants, the OPAN team as well as the consultants.

This led to a change of the venue for the training sessions to Lábrea in the Amazonas state, facilitating the travel of the young indigenous participants. 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 shortened. This 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, far from their villages. This made it impossible to communicate daily and advise them on doubts about the filming of interviews and scenes for the script.

The young participants struggled to obtain footage defined in the script for the video because the seven Paumari communities on the Tapauá River are located at great distances. The only source of transport are small vessels plying on the river. To move from one village to another, the young participants needed gasoline, the cost of which had not been anticipated in the budget; some vessels needed engines; and internal political coordination was a challenge within the villages. Despite all such difficulties, the planned activities were carried out. In the end, the project did not suffer any adverse impacts.

2. Activities performed.

2.1 Training young communicators: The project was conducted in partnership with the Associação Indigenous do Povo das Águas (AIPA). It represents the Paumari indigenous people of the Tapauá River, in particular, from the Paumari Indigenous Lands of Lake Manissuã, Lake Paricá, and Lake Cuniuá. The Paumari people traditionally inhabit the lakes and rivers of the floodplains; fishing is their strongest social and cultural representation. There are many descriptions in literature of the Paumari's aquatic skills, 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 SSF Guidelines, all the while involving Paumari youth.

Despite artisanal small-scale fishing belonging to the Paumari culture, influence from outside brought an informal trading system built on predatory and exploitative relationships. Under these, the Paumari supplied to the Amazon's urban centres fish and other products from the region they historically inhabited. Thus reduced the fish stock in their territory, putting at risk the population's food security.

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. This requires community organization, with environmental conservation being 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 percent in the 16 lakes monitored from the beginning until now.

The Paumari leaders are concerned about their youth; the young Paumari often get caught in alcoholism and lack an interest in their traditional culture and hard work. The elders yearn to train and empower them in AIPA's work. The OPAN team 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. Since then, young people have been accessing content that was previously new to them, such as internet browsing, social networks and applications. We subsequently identified the need to promote training so that they can understand and use these technological tools in the best way possible.

The project made it possible to build awareness among these young people of concepts and practices related to planning activities with both individual and collective responsibilities. Furthermore, rhe educational component of the project 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 basics of audio-visual production.

The project acquired five cell phones to be used as simple filming equipment, given that the young Paumari are slightly familiar with them. The acquired equipment—cell phones, microphones and tripods—will remain in the possession of the group of young participants, giving them the chance to continue the audio-visual work.

2.2. The training begins

Activity: First stage of training young communicators.

Location: OPAN headquarters in the city of Lábrea.

Date: November 7 to 11, 2022.

Training schedule: 40-hour weeks, spread over Monday through Friday, from 8 am to 12 pm and then 2 pm to 6 pm.

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

Purpose: The first stage of training was on basics of handling the equipment and matters of language. Planning for the collection of images came up in the inter-module.

Summary of activities

Day one: The first activity was a circle of knowledge and interaction in which 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 participant as well as 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. The first guidelines for assembly, use and care were given. The course participants followed the teachers' instructions, stressing the importance of the guidelines. They 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 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. The workbook summarizes equipment use, audio-visual language, basic scripting and production. The workbook is the descriptive guide for following the workshop didactic programme.

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 programmes. With the theme chosen and a basic script in hand, 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 getting the footage, 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.

Day two: The team sought to fulfil 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 the content and the technical and aesthetic care while recording.

Exercises were undertaken to instil discipline and organization to manage the team and equipment when recording. This was designed 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. The day started with exercises in executive production, pointing out its flaws, changes, adaptations, and successes in the script and selection of interviewees. The list of questions for interviewees was discussed to make them objective and direct.

Day three: 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.

Day four: The morning was dedicated to editing the concluding video from the first workshop. The fundamentals of the editing language were shared. Editing the first material produced in the workshop created an opportunity to share the elementary ideas 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; 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. It specified 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.

Day five: The six-and-a-half-minute audio-visual produced during the first workshop was finalized and presented on the last day of activities. Afterwards, an editing program was installed on the cell phones. 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 Inter-module stage

Activity: Field production in villages.

Place: Paumari Indigenous Lands of Lake Manissuã, Lake Paricá, and Lake Cuniuá, Tapauá, Amazonas.

Date: November 13 to December 10, 2022.

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

Educational material: Interview-planning sheets.

Goal: To coordinate and gather the images and interviews in the villages, following the pre-established script from the first workshop.

Summary of activities

The daily monitoring of work in the communities during the period between the modules was flawed due to limited internet access. The internet is only available in one of the villages at the association's headquarters, far from some of the course participants' villages. Even so, it was possible to prompt and guide some interviews and collect some images. Since there was only one month between modules during this period, and all young people were in school, the big challenge for the participants was to make time for recording the workshop without compromising their daily family and community activities.

Each course participant was responsible for conducting interviews and capturing images of different topics related to the SSF Guidelines affiliated with the Paumari universe, such as *pirarucu* management, territorial surveillance, traditional bow-and-arrow fishing, turtle diving, community organization, traditional dishes, and artisanal fisherwomen.

During the training, some important technical matters were agreed upon for conducting the interviews. One, when selecting interviewees, one should consider who has more knowledge on the subject and the ability to speak. Two, interviews must be recorded, whenever possible, with two cameras, one at a wide angle and the other at a closer angle; the two cameras must be at the same height and with different angles between them, as seen in practical classes. Three, the use of simplified clapboard to identify the video title, the interviewee, and the recording date; for example, if the interviewee looks to the right of the frame, the next one must be recorded with another interviewee looking to the left of the frame. Four, after the interview, always try to film the interviewee in their daily-living home activities with their family and their work activities; such images enrich the interviews. Five, it was important in each setting to make a sixty-second recording of the ambient sound, free of voices or mechanical sounds, asking everyone to remain silent to only record the ambient sound. This recording is of the utmost importance during editing.

2.4. Second stage

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

Place: OPAN headquarters, Lábrea, Amazonas.

Date: December 5 to 9, 2022.

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

Educational material: Interview-planning sheets.

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

Summary of activities

Day one: We found a team transformed, happy and confident. The first hour was dedicated to an oral assessment in which 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, reinforcing 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.

Participant observations

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

Raylane: I learned a little more about artisanal fishing. 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. The 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 with. This opened the preparatory 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, the approach. The participants could clearly see each interviewee's characteristics and how they performed in front of the camera; each of them had the confidence of sourcing material about a culture and an activity.

Day two: Audio screening of the interviews continued with the entire group. The speaking selections for editing were evaluated, the entry and exit time of each selected material was

marked. A discussion followed about the content, favouring positive and direct communication.

Evaluations were also carried out with each participant. The production process of the interviews was assessed. Observations were made on where they found difficulties and ease, the interaction between the interviewee and the recording team, the preparation, the approach and the result. The workbook material from the first workshop was used in this assessment. The technical aspects, the aesthetics, the images and the sounds were also analysed.

Day three: Once the interview excerpts were selected, the quality of the image files began to be classified by colour. Blue was good; green was average; and yellow was low. The participants evaluated the images to foster their sense of aesthetics and the practice by considering the technical and aesthetic aspects.

Day four: The participants finalized image selections considering each related aspect, allowing them to size the product to be delivered at the end of the workshops.
New recordings were made of student testimonials as an interview exercise. Each of them underwent a considerable change in their performance in front of the camera and in their technical grip. They each also underwent a noticeable improvement in speech, especially from their positive assessments and self-critiques with improvement points.

Day five: A displacement activity was run and a small skit was recorded in which the participants and monitors became the characters. The exercise aimed to better understand the feeling of being in front of the camera. 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 communication 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, along with the cosmogony of each people.

2.5 Final result

As presented in the SSF Guidelines, the small-scale fisheries sector tends to be deeply rooted in local communities, traditions and values. Furthermore, it ensures food and nutritional security for families because small-scale fishing involves everyone, the elderly, men, women and young people. It functions as an economic and social engine, providing nutrition and employment, producing other multiplier effects for local economies and supporting community livelihood.

The Paumari people of the Tapauá river experience this social context in the middle stretch of the Purus river and on the Tapauá river. As previously stated, their culture is traditionally connected to fishing and with aquatic environments. All the work that fostered the paradigmatic change and a leap in socio-environmental development for the people was developed through the handling of *pirarucu*, ensuring social organization, fair income generation and distribution, food security and environmental preservation.

The principles presented during the training already belonged to the Paumari do Tapauá people; they were built for 20 years since the Management Plan carried out the 10th Managed Fishing of Pirarucu. This training allowed the Paumari people's culture and work with *pirarucu* handling to become visible and valued, mainly for young people, who now have a great challenge ahead: the rural exodus, increasing among Paumari youth, is seeing them leave the territory in search of education and jobs.

AIPA has been concerned with this issue. It has been devising strategies to increasingly involve young people in activities and better understand their wishes, difficulties and challenges. Strengthening the group of young people is essential for the continuity and development of the Paumari villages. Today the villages are based on territorial management work, which paved the way for what in the past was demarcated as three lands—due to disagreements—to be dealt with internally today as a single indigenous land. In addition to the youth growing considerably more important in management work such as territorial surveillance and *pirarucu* inventory and fishing, the Internet is more present in the daily life of the community today. Young people naturally show an interest and greater ease in accessing these tools. However, due to the short time of contact and lack of experience, the internet often becomes an element that weakens the perceptions of their own world and Brazil's political and social situation.

OPAN works in partnership with the people. It understands that the project allowed a scenario to be created for these young people to begin raising awareness of their own culture, using audio-visual tools to strengthen cultural traditions and links between generations. AIPA is also starting to recognize the importance of exhibiting its skilled work

outside its local context. These young people and this entire movement are aligned with that.

Continuity perspective

The project allowed these young people to understand concepts and practices of planning activities, with a sense of individual and collective responsibility. It provided the opportunity to understand the principles and basic language of audio-visual and cinema. It initiated a formative journey for these young people to appreciate their own culture, using audio-visual tools to strengthen their traditions and the links between generations.

This project was a successful first step for the association's communication work through the involvement of youth. The next step is to continue training in the area of communication and audio-visuals, followed by exchanges with other young indigenous communicators. Find effective and creative ways to support the formation of a group of young Paumari communicators.

3. Means of Verification.

3.1. Workshops:

1.1	Detailed report on communication training.	Report written
1.2	Audio-visual content produced by the participants during the training.	30-minute video produced with content captured by the five course participants
1.3	10 Photos from two training programs.	Annex 01
1.4	Interview with participants about the usefulness of training programs.	Video
1.5	List of participants.	Table below and Annex 2.

Means of Verification - 1.5.		
Course participant	**Telephone**	**email**
Clenildo Garcia de Lima Paumari	+55 (97) 98443-2967	aipa.indigena@gmail.com
Elan Garcia de Lima Paumari	+55 (97) 98445-6450	aipa.indigena@gmail.com
Railane Silva de Oliveira Paumari	+55 (97) 99153-8070	aipa.indigena@gmail.com
Leona Reis de Oliveira	+55 (97) 98454-3320	aipa.indigena@gmail.com
Jonilson Silva de Oliveira Paumari	+55 (97) 98443-3499	aipa.indigena@gmail.com

3.2. Inter-module activity:

2.1	Detailed report on the inter-module monitoring of participants	Report
2.2	Participant list with their phone numbers	Table below and Annex 2
2.3	10 photos from the Workshop	Annex 1
2.4	Audio-visual material captured by the participants in their communities between the two 30-minute workshops in (edited) video format.	30-minute video produced with content captured by the five course participants
2.5	Creation of a WhatsApp group to encourage the participants to exchange experiences and information	The WhatsApp group was created on 10 November 2022 and had five course participants, two professors, and the OPAN technical team.

Means of Verification – 2.2.		
Course participant	**Telephone**	**email**
Clenildo Garcia de Lima Paumari	+55 (97) 98443-2967	aipa.indigena@gmail.com
Elan Garcia de Lima Paumari	+55 (97) 98445-6450	aipa.indigena@gmail.com
Railane Silva de Oliveira Paumari	+55 (97) 99153-8070	aipa.indigena@gmail.com
Leona Reis de Oliveira	+55 (97) 98454-3320	aipa.indigena@gmail.com
Jonilson Silva de Oliveira Paumari	+55 (97) 98443-3499	aipa.indigena@gmail.com

Means of Verification – 2.5.