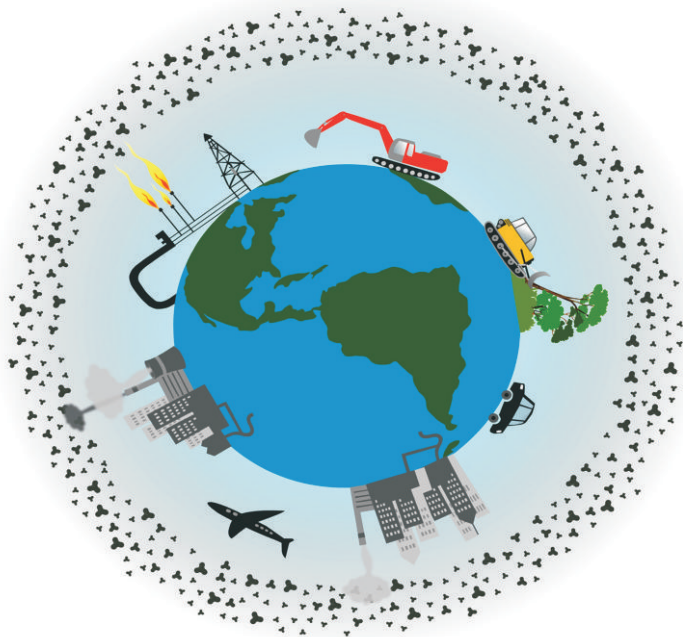


# USER MINI-MANUAL **FEVER**



Indigenous peoples and climate change: A video guide



## **What is 'FEVER – a video guide'**

It is an award-winning set of 4 short films about indigenous peoples, land and climate

In these films we hear the stories of indigenous peoples from communities in Ecuador, Nicaragua, the Philippines and Indonesia.



### **Why screen 'FEVER-a video guide'?**

To hear the voices of indigenous peoples globally.  
Their experiences, struggles, their strategies;

To deepen understanding of the changes that are happening with forests,  
with indigenous peoples and with the climate;

To gain strength from examples of community organizing,  
unity-building and planning the future;

To gain inspiration by seeing examples of communities  
who remain strong even when confronted with change;

As a tool to build the capacity of local NGOs.

### **Who is 'FEVER- a video guide for'?**

These films are being screened to indigenous communities  
around the world, to help share information valuable  
in supporting communities to defend their rights  
and determine their futures.

The film guide can also be used to bring indigenous peoples  
to wider audiences including to government officials and  
other people whose work affects indigenous peoples  
and forests: and in schools, universities other public events.



### **How to use 'FEVER-a video guide'?**

The films can simply be screened. For maximum impact they are best supported by a community facilitator as part of a wider meeting, screening, workshop or training.

### **The Role of the community facilitator**

The community facilitator might be someone from the community, someone from a local NGO or community organization or an educator or teacher. They can be responsible for:

- Organizing the screening
- Introducing the films
- Facilitating a discussion after the films
- Following up on agreed actions.

### **How to organize a screening**

- Get permission from the community and appropriate individuals.
- Set a date, time and location for the screening.
- Think about who to invite (community members, women, youth, other local communities.) Spread invitations using posters, word of mouth, internet, mobile phone.
- Equipment. You will need a DVD/VCD player, TV/LCD, and speakers. You could also use projector, laptop and speakers. Make sure you test the equipment before the screening, especially check that the sound is loud enough for everyone to hear. Remember to buy diesel if you are using a generator.
- Prepare snacks or invite people to bring food along to share with others.



## Community Facilitator's Tips

- Watch all 4 films yourself before screening them to the community. You can then decide which films are most relevant for your purposes and prepare for the community screening
- Screening all 4 films in one meeting can be tiring and leaves no time for discussion. Screening only 1 or 2 of the films per meeting can be more productive. Chose combinations of films that are most relevant in your situation. You could organise the screening over 2 evenings.
- Make sure to invite women and young people to the screening and discussions.
- Facilitate discussions after showing each film; Prepare questions in advance (see suggestions in this mini-manual) and encourage a range of people to contribute including women and youth.
- Encourage people to think about the differences and similarities between the examples shown in the films and your situation locally.
- **Support communities to develop and carry out an action plan based on their own situation and priorities.**
- Take notes of feedback and comments. Take time to reflect on the screening for you and your audience. In what ways can it be improved for the next screening.



# FILM 1: FEVER

Explains what climate change is and why it is so important to indigenous peoples. (21minutes)

## What is covered in the film

- What is climate change, carbon, the greenhouse effect?
- What causes climate change?
- What are the impacts of climate change?



## Quotes and Possible Discussion Questions

"The sun is extremely strong now, like fire, now the summer and winter are very different and the sun burns too much."

- Shaman Rufino, Cofan, Ecuador -

**What changes in the weather, in your farming practices have you noticed in your community over the last 10-20 years?**

"Large-scale industries have entered the territories of indigenous peoples, such as mining, logging, these are what have caused big impacts to climate change."

- Larry Salomon, Customary Leader, Nicaragua -

**What changes in the weather, in your farming practices have you noticed in your community over the last 10-20 years?**

"There is belief now that nature is only there to provide for humans. This is the background as to why humans are exploiting the earth for their own advantage, in such large scale."

- Pak Sukardi, Customary Leader, North Lombok -

**What is the importance of nature in your community?**

"We have to find the essence of life again. We must value life more than the accumulation of wealth."

- Alberto Pizango, Aidesep, Peru -

**What does development mean to you and how does this relate to climate change?**

## Key Facts:

- The Earth's climate has changed many times before, but the changes now are happening faster than ever.
- Unlike previous climatic changes, climate change today is caused by human activities, through large-scale fossil fuel extraction (coal, oil and natural gas), land use changes (clearing land for logging, ranching, and agriculture) and consumerism.
- Most of the Earth's atmosphere is made up of nitrogen (about 78%) and oxygen (about 21%). The gas in the remaining 1% of the atmosphere is, among others, Carbon dioxide or CO<sub>2</sub>.
- The increase of CO<sub>2</sub> and other greenhouse gases in the atmosphere is causing climate change.
- Before industrialization, our atmosphere contained 275 parts per million of carbon dioxide. Parts per million is a way of measuring the concentration of different gases. 275 ppm CO<sub>2</sub> allows the Earth to be warm enough for living. Beginning in the 18th century, humans began to burn coal and gas and oil to produce energy and goods. The amount of carbon in the atmosphere began to rise. By now, the planet has about 388 parts per million CO<sub>2</sub> – and this number is rising by about 2 parts per million every year.
- Reducing the amount of CO<sub>2</sub> emissions into the atmosphere is called mitigation.
- It is developed countries in North America, Europe, Asia and Australia who are historically responsible for emitting most of greenhouse gases with their energy-dependent and wasteful lifestyles and their economies dependent on burning fossil fuels.
- Indigenous peoples all over the world are experiencing both climate change and large-scale land use change.
- Most indigenous communities have a lifestyle that contributes very little to climate change.
- Floods, droughts, storms are becoming more frequent due to climate change.
- Sea levels are rising due to melting ice sheets in Greenland and Antarctica. If nothing is done, by 2100 sea levels are predicted to rise up to a meter, threatening coastal communities who live in deltas, low-lying areas and small islands.



## FILM 2: IMPACTS

Shows how large-scale industries (plantations, coal mining and oil extraction) impact on indigenous peoples livelihoods and rights as well as contribute to global climate change. (20minutes)

### Facilitator Tip

'Impacts' is especially useful for screening in areas where large-scale developments are planned. It shows communities experiencing a loss of land, culture and rights. It is better not to end your workshop on this film but follow the discussion with screening the third film, '*Organisation*'. In this way communities will not feel that they are powerless to act, and can instead plan strategies for defending their rights, territories and cultures.

### Quotes and Possible Discussion Questions

"We have many companies here, oil, pulp and oil palm. But they're only interested in profit from our land, but don't care about us."

- Anji Mardiantor Community Leader, Riau -

**What are the impacts of large-scale developments on communities in your area? Think particularly of impacts on the local economy, environment and water, culture and rights.**

"They made promises to provide education for the children, build homes, to provide jobs for us. But the reality is there's nothing."

- Ibu Sahat, Farmer, South Kalimantan -

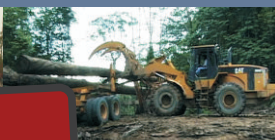
**What are the strategies that companies use in your area to convince communities to give over land?**

"The words that they use are so beautiful, but the reality is not what they say. It will contaminate the soils, contaminate the rivers, contaminate the air."

- Ramon Yumbo, Farmer, Cofan, Ecuador -

**The affects of these large-scale industries are felt not only locally but they are affecting the climate of the whole world. How does this make you feel?**





## Key Facts:

- More than half of all green house gas emissions come from burning coal, oil and gas.
- Deforestation and land use change lead to around 15% of global carbon dioxide emissions.
- Countries such as Indonesia and Brazil are some of the highest CO2 emitting countries in the world, and this is due to their high levels of deforestation and land use change. Fossil fuel extraction, deforestation and land use change has huge impacts on indigenous peoples as a whole, however, indigenous women are more disproportionately affected.
- As of January 2008, Sawit Watch was monitoring 513 active conflicts between companies and communities in the oil palm plantation sector in Indonesia. These conflicts involved 135 companies from 23 groups. Sawit Watch believes there may in fact be as many as 1,000 communities in oil palm related conflicts in Indonesia.
- There is lack of recognition of indigenous peoples' rights in Indonesia. In the name of development, Indonesia continues to transfer land ownership to private industrial enterprises such as mining companies, industrial timber companies, forest concession holders and other industries. Often communities Free, Prior and Informed Consent is not obtained before their customary lands are taken over. Free, Prior and Informed Consent (FPIC) is the right to refuse or to withhold consent until certain conditions are met. Consent must be obtained without coercion, prior to commencement of activities, and after the project proponent's full disclosure of the intent and scope of the activity, in language and process understandable to the affected indigenous peoples and communities.
- The Indigenous Peoples Alliance of the Archipelago (AMAN) estimates that there are some 50-70 million indigenous peoples in Indonesia.

# FILM 3: ORGANISATION

This film gives examples of organisational tools and strategies used by indigenous peoples to protect their cultures, territories and rights (23 minutes).

## What is covered in the film

Awareness raising, organizing the home first, networks and communication, petitions, law, unity, life plan, spirituality, indigenous movements, global movements.

## Quotes and Possible Discussion Questions

"We need to get organized. We want to protect our lands, because we want to secure our rights to the lands, what are we going to do."

- *Datu Vic Saway, Community Leader, Talaandig, Philippines* -

**Is strengthening your community's organization important and if so why?**

"Through communal work we feel united in the village. Unity makes us feel strong. When we are strong we are whole."

- *Mario, Farmer, Dayak, KalBar* -

**In what ways is your community organized / strong / united?**

"We resisted, and we struggled, very strongly. With our spirituality, with our cosmovision, with our wisdom, with our dreams."

- *Mario Santi, Farmer, Kichwa, Ecuador* -

**Which strategies mentioned in the film do you think are most effective / interesting / relevant to your situation and why?**

**What is the role of women in achieving success?**

"Globalisation has been so strong. The rubber plantations, the mining companies, the oil companies, consumerism itself, has meant that many people do not have a life plan."

- *Franco Viteri, Community leader, Kichwa, Ecuador* -

**What are the threats to organization / unity in your community?**

"Here in Sarayaku we have our own development. We live in harmony with our nature, our land, our rivers, our jungle. This is development."

- Mario Santi, Farmer, Kichwa, Ecuador -

**What is your vision of the future for your community?**

**In what way could a 'Life Plan' benefit you?**

**What steps would you need to take to develop a 'Life Plan' in your community?**



## Examples Follow up Actions

Map your community assets – instead of only talking about your problems, 'map' out what your strengths are: your land, your natural resources, the people [SDM], your traditional knowledge, your customary laws.

Organise participatory mapping of your territory with JKPP (Jaringan Kerja Pemetaan Partisipatif) [www.jkpp.org](http://www.jkpp.org)

Consider registering your adat territory with Badan Registrasi Wilayah Adat (BRWA). Their website is [www.brwa.or.id](http://www.brwa.or.id)

Develop a 'Life Plan' with your community. Discuss what you would like your community's future to be like. What is important to you, what you would like to achieve, how you can make this a reality.

Plan a project for critical awareness-raising in your community to express your situation. (a workshop, community discussion, traditional song or pantun)

Plan activities to defend your rights such as writing for a local newspaper, becoming a host at a community radio/TV, arranging an audience for a local politician, etc.

Network/consult with organisations working on similar issues, such as HuMA, Pusaka, AMAN, Walhi, Sawit Watch, etc.



## FILM 4: RESILIENCE

**Examples of indigenous peoples increasing their resilience to climate change by strengthening their customary systems and developing new approaches for adaptation (22 minutes).**

**Definition:** *Resilience* is the ability to remain strong and to cope even when there is sudden/abrupt catastrophic/dangerous change.

### What is covered in the film

Cultural resilience, forest management, living within limits, traditional knowledge and customary law, seed diversity, coping with resource scarcity.

### Quotes and Possible Discussion Questions

"During the dry season people fight over water. We all have to eat, and all rice fields have to be watered."  
- *Paddy night guard, Pidelisan, Philippines.*

**What changes are your community experiencing, how do you feel about these changes?**

"We can't ask people to give us solutions to the problems we are facing today. Other people can probably help to provide solutions, but the ultimate solution will come from our own selves."

- *Datu Vic Saway, Community Leader, Talaandig, Philippines*

**How can your community strengthen its resilience to the changes that are happening?**

"Because our traditional knowledge comes from our ancestors, from the forest, the agriculture and here, the sea. This is what is respected by the communities themselves."

- *Samsul Muhdin, Fisherman, North Lombok, Indonesia*

**What strengths are there in the community to withstand these changes?**

"There were community members who took timber, they were being exploited by the police and the military. It resulted in floods that washed the rice fields away, and it resulted in erosion."

- *Pak Said Tolao - Community Forest Guard, Indonesia*

**What makes your community vulnerable to change?**

A photograph of a person wearing a cap and a light-colored shirt, standing in a dense forest and looking upwards. The background is filled with green foliage and tree trunks.

## Examples Focus for Discussion

- Farming and agricultural systems change
- Culture and traditional knowledge change
- Conflict and natural resource management
- Availability of natural resources (water, forests etc)
- Climatic changes (drought, floods etc)
- Land use change

## Examples Follow up Actions

Observe and record climatic and ecosystem changes (draughts, floods, monsoons, etc.)

Diversify crops to minimize harvest failure

Discuss the benefits of new farming techniques irrigation vs. rain-fed

Research traditional ways of resource management Develop a plan/strategy to manage natural resources, such as water, forests, etc.

Explore traditional ways of conflict resolution in your community

Develop a traditional school for strengthening cultural awareness.



## Additional Resources and Information

### General sites relevant to indigenous peoples

[www.huma.or.id](http://www.huma.or.id)

[www.lifemosaic.net](http://www.lifemosaic.net)

### Climate Change

<http://www.downtoearth-indonesia.org/sites/downtoearth-indonesia.org/files/itebcc.pdf>

### International Rights & UNDRIP

[http://www.tebtebba.org/index.php?option=com\\_docman&task=cat\\_view&gid=16&Itemid=27](http://www.tebtebba.org/index.php?option=com_docman&task=cat_view&gid=16&Itemid=27)

### FPIC

<http://www.scaleup.or.id/Letters%20April/Handbook%20FPIC%20final.pdf>

### Keadilan iklim

<http://www.downtoearth-indonesia.org/sites/downtoearth-indonesia.org/files/CCcomp09.pdf>

### Sawit

[www.sawitwatch.or.id/index.php?lang=id](http://www.sawitwatch.or.id/index.php?lang=id)

### Forests and Indigenous Peoples

[www.forestpeoples.org/resources/results/language%3Aid](http://www.forestpeoples.org/resources/results/language%3Aid)

### REDD

<http://www.aman.or.id/in/tema-masyarakat-adat/perubahan-iklim-redd.html>



## Spreading the Films

Please encourage widespread use of these films. Films may be copied and distributed freely for use by indigenous peoples and their allies.

*Format:* Films are available in DVD and VCD format,

*Download:* Films can be downloaded and watched online at [www.lifemosaic.net](http://www.lifemosaic.net)

## Request more copies, Feedback and Comments:

Please contact [masha@lifemosaic.net](mailto:masha@lifemosaic.net) /

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

## About the makers of 'Fever – a video guide'

'Fever' was produced by LifeMosaic and their partners Tebtebba, AMAN and Gekko Studio and supported by 20 local indigenous organizations.

LifeMosaic ([www.lifemosaic.net](http://www.lifemosaic.net)) is an NGO that supports indigenous peoples to defend their rights, territories and cultures. LifeMosaic produces free popular education resources for indigenous communities, and facilitate widespread distribution of these resources.

**“ Watching this film gives us new learning to help ensure  
we make the right choices for our peoples. ”**

**Pak Akon, Dayak, Indonesia**

**“ We have been able to really raise awareness and  
consciousness... these are very good resources. ”**

**Dennis Mairena from CADPI (the Centre for Indigenous Peoples  
Autonomy and Development), Nicaragua**

**“ Seeing this film really brought climate change home to me.  
I realised that the impacts of climate change need to be  
urgently addressed, not only through the lens of REDD,  
but also in terms of addressing adaptation. ”**

**Andiko, HuMa (Indonesian association for community-based  
and environmental legal reform):**

**“ These films are the best work in 2010 [...] for rural communities  
to gain awareness about climate change, and why it is  
so important to protect the forest for their own lives  
and for the world. ”**

**Thomas Wanly, Central Kalimantan, Indonesia**

**“ Our consciousness has been awakened by what we have seen. ”**

**Pak Solengdipura, Dayak, Indonesia**



[www.lifemosaic.net](http://www.lifemosaic.net)  
[www.tebtebba.org](http://www.tebtebba.org)  
[www.aman.or.id](http://www.aman.or.id)  
[www.gekkovoices.com](http://www.gekkovoices.com)



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