



StewardFish

Report on update, adaptation and creation of leadership capacity development resources



April 2020

The University of the West Indies - Centre for Resource Management and Environmental Studies (UWI-CERMES)



Developing organizational capacity for ecosystem stewardship and livelihoods in Caribbean small-scale fisheries

StewardFish Project

StewardFish

StewardFish is focused on empowering fisherfolk throughout fisheries value chains to engage in resource management, decision-making processes and sustainable livelihoods, with strengthened institutional support at all levels in the Caribbean and North Brazil Shelf Large Marine Ecosystem (CLME+) region.

The project is being funded by the Global Environment Facility (GEF), implemented by the Food & Agriculture Organisation of the United Nations (FAO) Sub-Regional Office for Latin America and the Caribbean, and executed by five (5) regional partners - Caribbean Natural Resources Institute (CANARI), Centre for Resource Management and Environmental Studies (UWI-CERMES), Caribbean ICT Research Programme (UWI-CIRP), Caribbean Network of Fisherfolk Organizations (CNFO), and the Caribbean Regional Fisheries Mechanism Secretariat (CRFM Sec.) in Antigua and Barbuda, Barbados, Belize, Guyana, Jamaica, St. Lucia and St. Vincent and the Grenadines

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Abstract

Developing capacity in leadership is critical to enhancing fisherfolk organisations' roles in fisheries and marine ecosystem stewardship. A CNFO leadership institute is proposed as a major contributor to building and sustaining such capacity. CERMES is assisting and guiding the CNFO in this quest. Resources for learning have been compiled and made accessible online. The CNFO and CERMES started collaboration on crafting the first sessions of the virtual training. It is likely to use Skype and Google Classroom. However, persistent problems in communication between CERMES and CNFO have constrained CERMES attempts to provide guidance on the basis of full information on fisherfolk leader demands and expectations. Meanwhile CNFO is proceeding with a training design that may be sub-optimal, fuelled by strong ownership of the leadership institute concept. CERMES guidance of the institute's development may best be offered through demonstration. If this approach is not successful there is a risk of resource wastage, eroding benefits of the developmental process without much learning and progress.

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1 INTRODUCTION

The University of the West Indies Centre for Resource Management and Environmental Studies (UWI-CERMES) is a partner with FAO in the implementation of its project on *Developing organisational capacity for ecosystem stewardship and livelihoods in Caribbean small-scale fisheries (StewardFish)*. The seven-country project (for Antigua and Barbuda, Barbados, Belize, Guyana, Jamaica, St. Lucia, and St. Vincent and the Grenadines) aims to empower fisherfolk throughout value chains to engage in resource management, decision-making processes and sustainable livelihoods, with strengthened institutional support at all levels. This includes:

Component/Outcome/Output	Activity
<p><u>Component 1</u>: Developing organisational capacity for fisheries governance</p> <p><u>Outcome 1.1</u>: Fisherfolk have improved their organisation capacity to meet objectives that enhance well-being</p> <p><u>Output 1.1.1</u>: Leaders with strengthened capacity in management, administration, planning sustainable finance, leadership and other operational skills</p>	<p>1.1.1.3: Deliver training, network capacity builders with NFOs to form a CNFO 'leadership institute'</p> <ul style="list-style-type: none"> • Create profile of current fisherfolk leaders in a situation assessment • <i>Review, update, adapt or create leadership capacity development resources</i> • Set up and demonstrate virtual leadership institute to fisherfolk • Report on establishment and demonstration of virtual leadership institute to fisherfolk

This report is delivered for Activity 1.1.1.3 in Component 1 which focuses on “Developing organisational capacity for fisheries governance”. The activity is to “Deliver training, network capacity building with NFOs to form a CNFO 'leadership institute’”. We report here on tasks to “Review, update, adapt or create leadership capacity development resources”. These tasks are among the first steps towards developing the leadership institute.

1.1 Concept of a leadership institute

Since fisherfolk organisations were first introduced to the project countries in the 1950s-60s under British colonial rule it was apparent that in the Caribbean, as elsewhere, organisational leadership was a key factor for success or failure. The StewardFish ProDoc: identifies leadership as essential for capacity building, notes that it may enable or constrain informed stewardship, sees women and youth as critical leaders, mentions core competencies for leadership and discusses how training can assist in addressing all of the above. However, since developing and

sustaining leadership is more than just delivering “training”, StewardFish was formulated to deliver a more permanent and comprehensive approach through a “leadership institute” led by capable fisherfolk leaders.

The concept of a leadership institute is not new. Many state, non-state, civil society, academic and commercial entities have leadership institutes to serve themselves and/or wider clienteles. The institutes vary greatly in scope, structure and operation, however, so there is no single best practice or model to follow. It is a matter of being fit for purpose. For Caribbean fisherfolk this includes reducing complexity and costs. Hence the CNFO leadership institute is to be mainly virtual, supplemented by in-person interaction where feasible. This includes regional self-help support plus national/local mentorship where required. Potential resources for the institute are vast and varied. CERMES’ task was to select the most relevant resources for the start of the leadership institute which is expected to be very much an incremental collective testing and learning phase. The Caribbean Network of Fisherfolk Organisations (CNFO) is at the centre of both the demand and supply for the leadership institute. Partners previously involved with CNFO and some fisheries authorities in supporting leadership capacity development by fisherfolk and fisheries officers include the Caribbean Natural Resources Institute (CANARI) and Caribbean Regional Fisheries Mechanism (CRFM), as well as CERMES through prior FAO supported fisherfolk organisation capacity development projects. Resources from all of these previous initiatives are relevant as well as much more available freely online.

1.2 About this report

The next section of this report sets out the types of resources assembled by CERMES to date and made available to CNFO staff for use from an online repository. Such accumulation will continue throughout the remainder of the project, but preferably also involving other partners and especially CNFO.

Then we address the use to date and foreseen by CNFO and CERMES. This section highlights positive aspects with emphasis on CNFO really taking ownership of the leadership thrust. But it also illuminates some negative aspects such as the thrust proceeding with fractures in the close communication between CNFO and CERMES which may constrain the processes in progress as well as further development. The section suggests action to inform launching of the institute’s online training by CNFO. Appendices end this report.

2 LEADERSHIP RESOURCES

There has been much written, illustrated, recorded and filmed on the topic of leadership that is universally applicable. A large amount is available online, often either with no or only Creative Commons copyright for non-commercial educational use. However, several regional initiatives have previously targeted fisherfolk leadership and related skills. CERMES assembled a selection in a Dropbox folder on “Leadership by fisherfolk”. The sub-sections below summarise content.

2.1 Resources from prior FAO projects

The main resource envisaged for the leadership institute is the e-book with linked training slides developed by CERMES under a prior FAO project on fisherfolk organisations (Appendix 1). They were developed in 2016-17 for and with the CNFO. They have been used by the CNFO Programme Coordinator and top trainer in his own delivery of training to fisherfolk in several countries. These are currently the only Caribbean fisherfolk-approved training materials that can easily be adapted to exactly fit the leadership institute.

In addition, prior fisherfolk leadership training has centred on implementation of the SSF Guidelines, which are even more relevant to fisherfolk leaders given the entry into force of the protocol to the Caribbean Community Common Fisheries Policy, that countries have largely ignored, but which was championed by the CNFO in its development. Besides having from FAO the guidelines in several documents with a range of readability, there are many other resources available online, including videos and graphics, useful for practical exercises and activities.

Some of FAO’s technical publications are also suitable for use or adaptation. An example is the recent report on women’s participation and leadership in fisherfolk organisations. It fits the aim of empowering women that is prominent in StewardFish. Similarly, there are FAO and WECAFC documents that can be woven into case studies and scenarios to teach leadership skills based on real Caribbean or other fisheries situations. These would be more suitable for advanced training and use by leadership mentors for one-on-one learning challenges or problem-solving.

2.2 CRFM leadership resources

The CRFM, in partnership with the United Nations University in Iceland, has held two leadership training courses for fisheries officers from the member countries. While the materials, mainly in slide sets (Appendix 2), are more complex than those developed for fisherfolk, they are quite appropriate for more advanced training. Since the material should be familiar to fisheries officers who participated in the courses there are opportunities for coaching and mentorship. It is likely that the executives of some fisherfolk organisations could be ready for such training.

2.3 Other resources

As noted, the online resources on leadership are vast and diverse, but need not be scrutinised for the start-up phase of the CNFO leadership institute. However, available resources that can be used immediately include leadership-related training material from other projects, and also popular publications on leadership and self-improvement that could supplement regimented training (see Appendix 3).

3 USE OF RESOURCES

More important than the raw resources are the ways in which they can be used or adapted and delivered in training. To consider this we report next on the early work by CERMES and CNFO to shape the structure and operation of the leadership institute.

3.1 Engaging CNFO

CNFO has taken ownership of the leadership institute, discussion about which took place prior to StewardFish. This is excellent in terms of engagement in the project deliverable and its sustainability beyond. In an early Skype call with CERMES, the CNFO staff revealed incomplete plans for the leadership institute (Appendix 4). They made it clear that they were willing to forge ahead to implement it on their own given the reported high interest of fisherfolk leaders in the training, the previous experience with delivering leadership training in-person using adapted slides from the previous FAO project and an impression that involving CERMES could make the training too “academic”. CERMES suggested how its experience in adult education could add useful structure to the administration of training as well as the content and delivery.

CNFO produced an information note (Appendix 5) and a registration form (Appendix 6) with a few comments from CERMES. The CNFO staff also sought advice from its longstanding partner UWI-CIRP on the recommended technology for the training. Two main means agreed to were Skype for audio-only training with bare minimal requirements for participation and Google Classroom for more advanced, full-featured, delivery. UWI-CIRP provided CNFO with guidance on setting up the course in Google Classroom and on conference call etiquette. CERMES opined that delivery by Skype required only the leadership e-book as a resource, but also a very resourceful trainer who could keep the audio-only session on track with interaction and activities adapted from the e-book and slides. As an interim, if connectivity is adequate, the Skype audio could be upgraded to include video but not be as complex as Google Classroom.

3.2 Shaping by CERMES

Despite the above positive and progressive interaction with CNFO, a major constraint is that CERMES has not been able to obtain from CNFO clear information on their desired resources or the specifics of delivery either by Skype or Google Classroom. Given the investment and engagement of CNFO, plus their claim of close communication with fisherfolk leaders eager to experience the institute, CERMES considers it best to gently shape the leadership institute rather than design delivery and expect CNFO to implement it alone. Without information from CNFO with which to work, however, CNFO and CERMES are likely to proceed on separate, but perhaps parallel, paths.

In order to seek opportunities for guiding CNFO we have made comments and posed queries for consideration. These typically go unanswered despite reminders and suggestions of talking them through. The following, extracted from a 13 March 2020 email, provides an example:

- CNFO is going to start with Google Classroom (which I had as advanced) instead of starting with Skype (which I had as basic): why?
- will there be a basic, or audio-focused, version of the training? if so, when and how delivered, and to whom? We suggest options
- StewardFish requires sex disaggregated reporting, so is there a specific sex ratio target for this course? This is important design
- I do not know if CNFO ever got access to the Dropbox of previously used CERMES and CRFM leadership resources, did you?
- regardless, here is the folder
link https://www.dropbox.com/sh/1bdpckc7l2hpzha/AAD_wibGBcHJ86ym3yMV892pa?dl=0
- CERMES and CNFO had agreed to use the "Leading Fisherfolk" e-book as the main course resource; if still so, make this very clear
- is the additional material that CNFO is adding to the above consistent with the messaging and are all messages gender sensitive?
- one hour a month of online interaction does not constitute an effective course for anything ... so what are the additional activities?
- are the mentors already prepared and engaged to provide support to course participants, having reviewed the training material?
- all courses should include formative assessment (e.g. small quizzes or activities) for participants and tutor to gauge learning; what?
- given the brief low online engagement period and long duration of the course, how is attrition to be dealt with during the course?

Given the constraints on communication, which appear to be systemic and persistent rather than transient, CERMES is considering taking the role of demonstrating alternatives to CNFO. The comments of CNFO and other interested parties at the project mentors' kick-off meeting

can be useful for this (see Appendix 8). Further updating, adapting or creation of leadership development resources may also be informed by the findings of the leadership survey soon to be completed.

CERMES started the demonstration process by creating an example of how the first chapter of the e-book could be set out in Google Classroom. This may continue if it seems useful. Similarly, a Skype audio file could be prepared for the basic voice delivery of sessions. However, there is high probability of wastage of time and resources if the examples have no impact on the CNFO plans. Resources in the Dropbox folder appear not to have been accessed yet by the CNFO. The aim of CERMES is to remain engaged in the establishment of the leadership institute with CNFO collaboration in every facet feasible. Such collaboration should benefit both organisations.

4 APPENDICES

Appendix 1: Leading fisherfolk resource book and training slides

Blackman, K. and S. Almerigi. 2017. Leading Fisherfolk. Centre for Resource Management and Environmental Studies, The University of the West Indies, Cave Hill Campus, Barbados. 95pp. [Available online from: www.cavehill.uwi.edu/cermes]

https://www.dropbox.com/sh/1bdpck7l2hpzha/AAD_wibGBcHJ86ym3yMV892pa?dl=0

Resource book used on its own or with training slides including learning activities



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Training slides including learning activities



LEADING FISHERFOLK TRAINING COURSE 2017

How to use these training slides

- The presentation includes training slides and activity slides.
- You may wish to hide, delete, add and adapt slides, depending on your audience and time available.
- Remember to give credit to past and present contributors.
- Share any changes to the training resources
- Remember to refer to the reference book – Leading Fisherfolk- when presenting

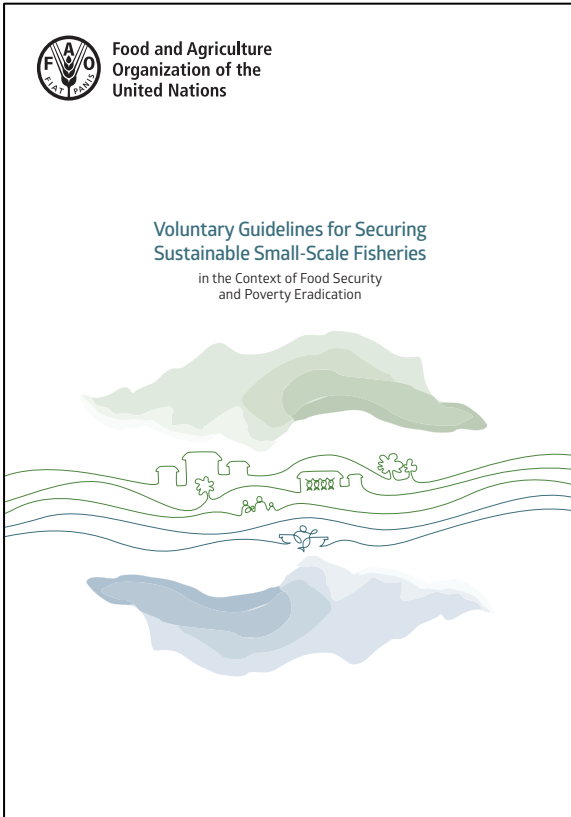
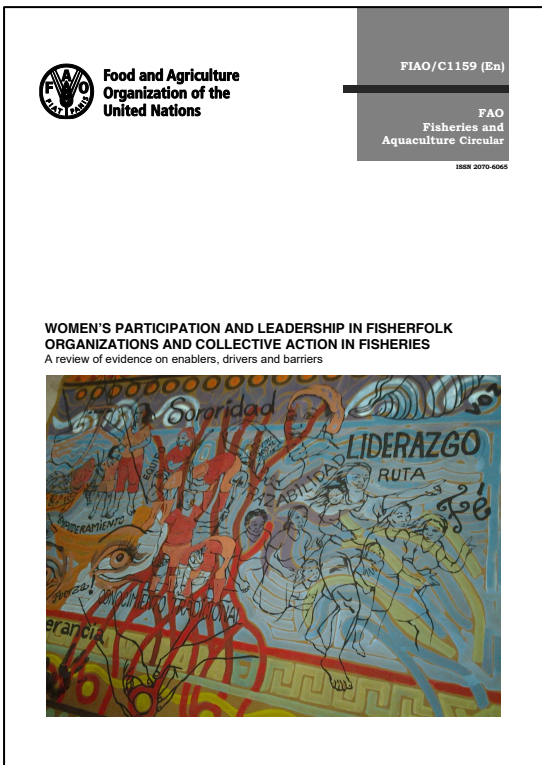


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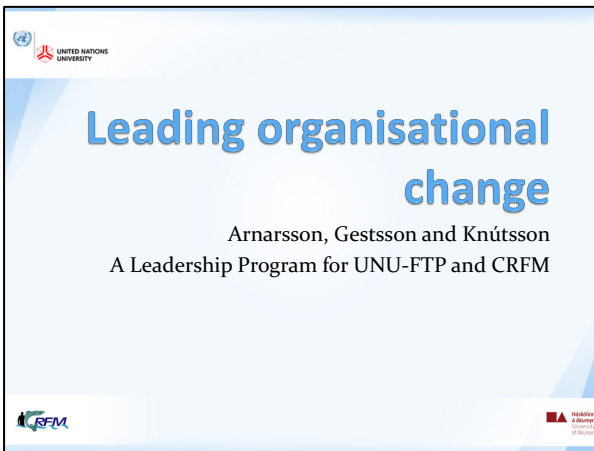


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Appendix 2: CRFM leadership resources

Examples of slide sets used for training CRFM member state fisheries officers in leadership



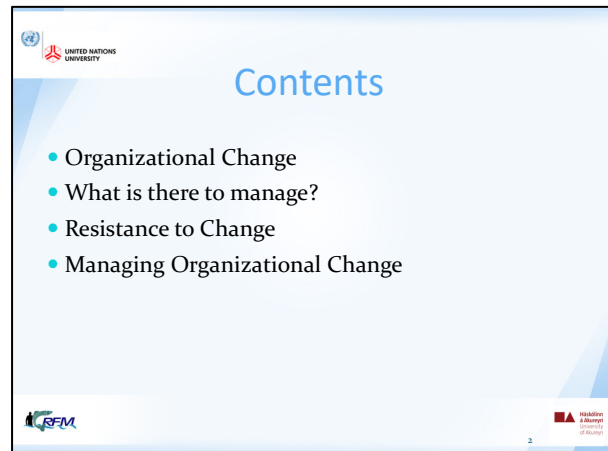
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Leading organisational change

Arnarsson, Gestsson and Knútsson
A Leadership Program for UNU-FTP and CRFM

CRFM

Waldemar University of Applied Sciences



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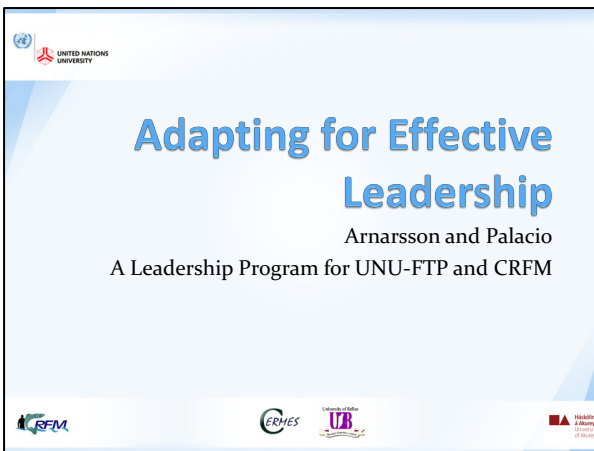
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- Organizational Change
- What is there to manage?
- Resistance to Change
- Managing Organizational Change

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Adapting for Effective Leadership

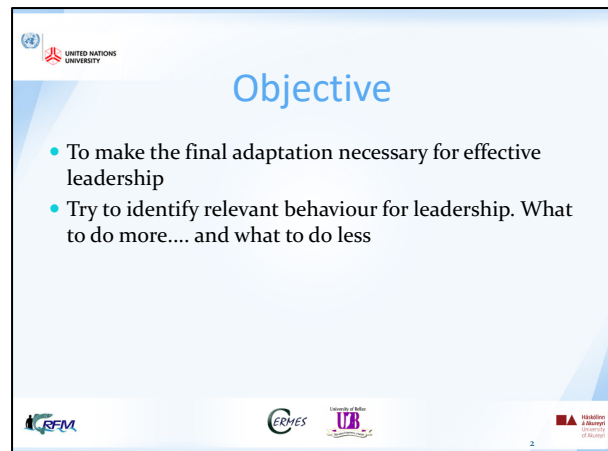
Arnarsson and Palacio
A Leadership Program for UNU-FTP and CRFM

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Objective

- To make the final adaptation necessary for effective leadership
- Try to identify relevant behaviour for leadership. What to do more.... and what to do less

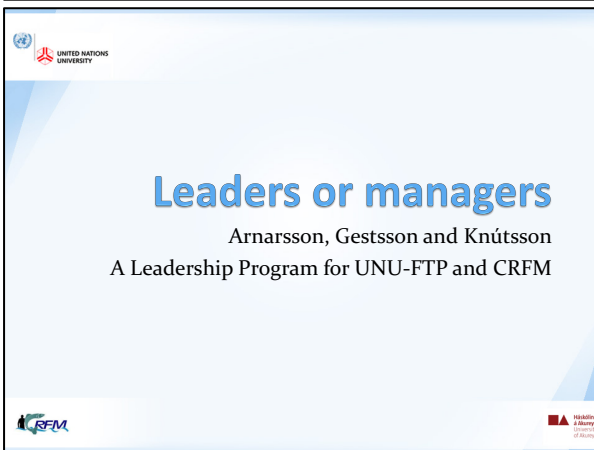
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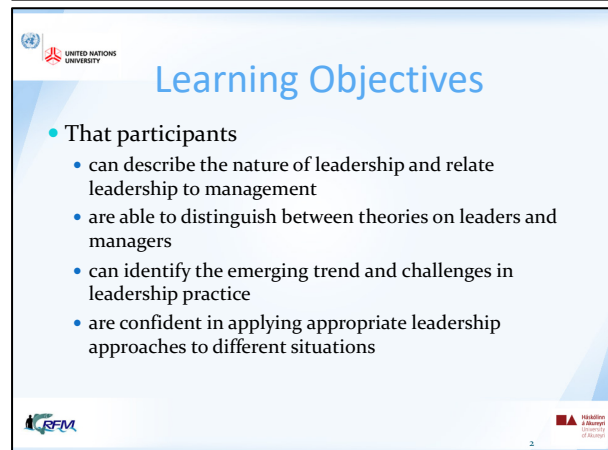
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Leaders or managers

Arnarsson, Gestsson and Knútsson
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Learning Objectives



- That participants
 - can describe the nature of leadership and relate leadership to management
 - are able to distinguish between theories on leaders and managers
 - can identify the emerging trend and challenges in leadership practice
 - are confident in applying appropriate leadership approaches to different situations

CRFM

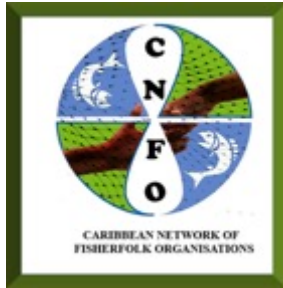
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2

Appendix 3: Other leadership resources

<div style="text-align: center;">  <p>Training Workshop on Management, Communication and Advocacy for Fisher Folk Organisations in CARIFORUM</p>  <p><i>It's time for a Change Yes We Can!</i></p> <p>CRFM Secretariat, Belize 2008</p> </div>	<p style="text-align: center;">Table of Contents</p> <ul style="list-style-type: none"> Workshop Purpose..... 1 Workshop Objectives 1 Anticipations for the course..... 2 Workshop Schedule At-A-Glance..... 3 Group Guidelines 3 Key Values for Participation..... 4 How does your organisation fit into the larger system? 5 <ul style="list-style-type: none"> Environmental Analysis 5 Defining your group's purpose and mission..... 6 Defining your group's purpose and mission..... 7 <ul style="list-style-type: none"> The Difference between Purpose and Mission..... 7 The Purpose Workshop..... 7 Stakeholder Workshop..... 8 Mission workshop..... 9 Strategic Planning Workshop 10 <ul style="list-style-type: none"> Creating a focus question 10 Shared vision 10 The vision workshop..... 11 Assisting and Resisting Factors - SWOT Analysis..... 11 <ul style="list-style-type: none"> Action Planning 12 Creating 90-day plans 13 Project Cycle Management 15 <ul style="list-style-type: none"> Situational analysis 15 Logframe Analysis 22 <ul style="list-style-type: none"> Project hierarchy from purpose to actions..... 23 How I Act in Conflicts 26 Conflict Diagram 30 Be a Good Communicator 31 'I' Statements..... 32 How Do I Feel? 33 'I' Statements Worksheet 34
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Appendix 4: CNFO leadership institute planning outline



Caribbean Network of Fisherfolk Organisations

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<https://cnfo.fish/>

CNFO Leadership Institute

Promoting, supporting and developing leaders in Caribbean fisherfolk organisations by providing tools and services.

Leadership Training tailored to meet the needs of FFOs.

- Building the capacity of SSF fishers in a challenging environment
- Promoting FFOs effectiveness and credibility.
- Enhancing advocacy and representation skills.
- Promoting the inclusion of Fisher knowledge, skills and experience in responsible fisheries.

Leadership Mentoring to provide leaders with support from experiences.

- Providing space and resources for group mentoring of leaders.
- Facilitating peer to peer mentoring.
- Developing leaders to deliver training.

Leadership Forum to facilitate open discussions and collective dynamic sharing.

- Question and answer forum board
- Continuous learning on weekly tips board
- Open platform for sharing experiences

Leadership Library to provide resources and document learning.

- Providing access to leadership materials.
- Repository for Leadership training course materials.
- Leadership directory
- Dynamic FFO learning library

CNFO Leadership Training;

Training modules;

1. Exploring leadership
2. Working with groups
3. Facilitating the development of group Vision, mission and goals
4. Advocacy, representation, negotiation and conflict resolution.
5. Relationship management
6. Communications and Networking
7. Institutional identity and integrity
8. Administration and operation

Eligibility: Current and aspiring FFO leaders

Course benefits:

Course options:

Registration:

Costs:

Course calendar:

CNFO Leadership Mentoring Program:

- Providing space for dynamic collective learning on world-wide web.
- Connecting leaders for peer to peer support and mentoring.
- Developing a cadre of leadership trainers.

Eligibility: Current and aspiring FFO leaders

Program benefits:

Program options:

Registration:

Costs:

Program calendar: Continuous availability

CNFO Leadership Forum:

- A place for open discussion.
- Providing ongoing tips for more effective leadership.
- Questions and answer board

Eligibility: Current and aspiring FFO leaders

Forum benefits:

Forum options:

Registration:

Costs:

Forum calendar: Continuous availability

CNFO Leadership Library:

- Providing access to leadership materials.
- Repository for Leadership training course materials.
- Leadership directory
- Dynamic FFO learning library

Eligibility: Current and aspiring FFO leaders

Library benefits:

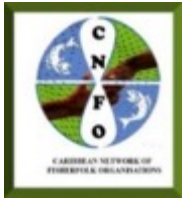
Library options:

Registration:

Costs:

Library calendar: Continuous availability

Appendix 5: CNFO course information note



Leadership Training for Fisherfolk CNFO Leadership Institute

Objectives:

1. To provide leadership training that is relevant to fisherfolk organisations.
2. To facilitate the sharing of experiences, knowledge and skills among FFO leaders.
3. To provide a platform to facilitate collective or interactive leadership support.

Duration: Monthly one (1) hour online sessions

- 15 minutes topical presentation on some aspects of leadership
- 15 minutes question and answer
- 30 minutes discussion on current issues faced, sharing of lessons skills and experiences

Training module: Exploring leadership

Leading fisherfolk is becoming both increasingly important and challenging. Small-scale fisheries require capable and confident leaders to help fisherfolk prosper in the fisheries of the future. Many fisherfolk have the potential to be leaders, but few usually take up the challenge. This must change. More and better fisherfolk leaders are urgently needed.

In this module, we share a basic understanding about being a leader that we build on later.

Eligibility: Current and aspiring FFO leaders

How to participate? Fisherfolk will be required to fill out a course registration form. The online platform will be announced during the course registration period. It is expected that most online courses will be conducted using skype, in this case, fisherfolk skype address will be required.

The requirement to receive a participation certificate is that the fisherfolk must have completed all eight (8) training courses. To complete all eight training courses the fisherfolk would have spent one (1) hour monthly for eight consecutive months or if a fisherfolk missed a course then during the next cycles that person will be able to register for missing courses.

Skype recordings will be uploaded to the CNFO YouTube channel.

Protocols to participate



Getting the best out of your virtual meetings

Virtual meetings, for example with Skype or Zoom, are more pleasant when we all follow these guidelines.

Try making them a part of your online habits.

Before joining a Virtual meeting....

- I try to find a quiet spot with very little noise and distractions
- I use my headset for good quality; and test my mic & speaker
- I prepare some points and questions to share with others

When joining a Virtual meeting....

- I wait to see if others are already engaged in discussions
- When the opportunity arises, I greet everyone briefly & confirm that they can hear or see me
- I turn off my video & mute my mic when I am not speaking

During the Virtual meeting....

- I check the chat for messages; and post to it if necessary when someone is speaking
- I turn on my video and mic only when I need to speak
- When I must interrupt the speaker I do so respectfully

When leaving a Virtual meeting....

- If I need to leave before the meeting is over, I type my reason for leaving in the chat
- When the meeting is over I bid farewell respectfully
- I select the control to terminate the call

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Facilitators for leadership training

Facilitators will commence with the CNFO staff. Members of the CNFO will be identified to receive training in the different modules and will become future facilitators to ensure the sustainability of the online leadership training.



Mr. Mitchell Lay, a small-scale fisherfolk since 1988. He is actively involved in fisheries in Antigua and Barbuda. In 2007, he became the Coordinator of the Caribbean Network of Fisherfolk Organisations (CNFO). Mitch participates in fisheries-related meetings and workshops throughout the Caribbean region and is an advocate for sustainable utilization of marine resources.



Ms. Nadine Nembhard started her work with the Caribbean Network of Fisherfolk Organisations (CNFO) in 2007 as Secretary of the Coordinating Unit. Her career and interest in the fishing industry started in 2005 when she worked at the Belize Fishermen Cooperative Association (BFCA) for nine consecutive years.



Pictured: CNFO's 1st elected Executive

Appendix 6: CNFO “Leadership for Fisherfolk” registration form



Leadership Training for Fisherfolk CNFO Leadership Institute

CNFO “Leadership for Fisherfolk” Course Registration Form
Module: Exploring Leadership
31st March 2020, 8:30 p.m. – 9:30 p.m. UTC-4
Hosted on Skype: <https://join.skype.com/epFHHIP5yLkf>

Name of participant:	
Name of fisherfolk organization:	
Position in organization:	
Age:	
Gender:	
Home address:(street, parish/district/city, country	
*Email address: (required)	
*Skype name: (required)	
Phone number:	
Whatsapp Phone number:	

Return completed form by 20th March 2020 to:
Administrative Officer of CNFO, Ms. Nadine Nembhard nadine_nem@yahoo.com
copied to cnfo_cu@yahoo.com or
~~Whatsapp~~ Phone (501) 624-5364, Skype: nembhardnadine501
Limited spaces available! Selection process may require an interview.

Appendix 7: Guidance from UWI-CIRP on Google Classroom

CNFO GOOGLE CLASSROOM

Creation Guide

Caribbean ICT Research Programme

The University of the West Indies

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Appendix 8: Leadership institute activity summary from kick-off

Beachcombers Hotel, St. Vincent and the Grenadines, 29 Oct 2019. No. of participants: ~25:
Fisherfolk, officers from fisheries management authorities, mentors from different backgrounds

What comes to mind when you hear the term leadership institute?

- Web-based platform with a moderator that can interact with fisherfolk;
- Frequent online skills training/ seminars;
- Build leadership capacity both virtually and have visiting lecturers to conduct face-to-face training;
- Ensure fishers are provided with skill-sets;
- Establish curriculum with expert instructors;
- Questions to consider regarding the leadership institute:
 - How will it be localised in country?
 - How does it create value for fisherfolk?
 - How will it engage youth and IT professionals?
- An institute that does not require CSEC or CAPE but a sort of certification programme specifically designed for fisherfolk;
- Have proper/good representatives including government at all levels;
- Have an advisory council;
- Should have a good communication strategy;
- Adequate financial and human resources;
- Competent and reliable;
- All inclusive, in the sense that what is offered can benefit all areas of the sector;
- In setting up the institute be visible, be relevant with a level of awareness building;
- Webinars and other strategies to keep teams motivated;
- Interactive platform that is adaptive and accessible; and
- Innovative, dynamic platform that is results based.

What do you need to come from it?

- Knowledge transfer;
- Fishers being an integral part of it for it to be resilient;
- Leadership generated at all levels;
- Forum for best practices;
- Repository for case studies;
- Mechanism to assist in mediation;
- Mechanism for 'fishers to teach fishers' institute;
- Strong institute for the development of fishers;
- Competent fishers/individuals, trained personnel;
- Certified virtual courses for all involved;
- Better engagement amongst fisherfolk in the region;

- Continuity, ongoing capacity building;
- Strategic management;
- Education and awareness of key fisherfolk issues;
- Allow for connections and networking;
- Certificates/diplomas;
- Strengthened fisheries organisations;
- Development of a committee or advisory council;
- Quarterly meetings, webinars, etc. for information sharing exchanges;
- Publications; and
- Cadre of strong fisherfolk organisations developed through training.