

# Caribbean ICT Research Programme's Second Interim StewardFish Progress Report:

## Four Online Training Modules & Training Plan for Training of 7 Trainers

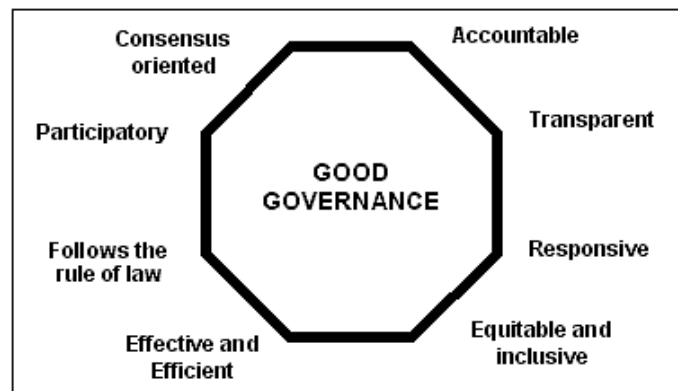
CNFO, Antigua and Barbuda, Barbados, Belize, Jamaica, Saint Lucia and St. Vincent and the Grenadines

*Specifically:*

1. Four online training modules with assessment exercises and performance monitoring tools as persistent, reusable resources for training of NFO board members and other key personnel to achieve ICT proficiency standards in ICT for Governance
2. Training plan for training of 7 trainers (from CNFO, Antigua and Barbuda, Barbados, Belize, Saint Lucia, and St. Vincent and the Grenadines, and Jamaica) to deliver training to NFO leads
3. Training of 7 trainers to deliver training to NFO leads

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October 2020*

PROJECT TITLE:	Developing Organizational Capacity for Ecosystem Stewardship and Livelihoods in Caribbean Small-Scale Fisheries (StewardFish)
Component 1:	Developing Organizational capacity for fisheries governance
Output 1.1.2:	Information and communication technologies (ICT) used for good governance
Activity 1.1.2.3:	Develop ICT best practices for NFOs, along with ICT training to meet NFO proficiency standards



*Image source: UNDP (2009)*

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## **Acknowledgments**

Gracious thanks are due to all who gave abundantly of their time to provide essential inputs into the Caribbean ICT Research Programme's component of the StewardFish project, particularly to the activities under this second package of deliverables. Special thanks to members of Management in the Fisheries Authorities and Cooperatives Divisions who recommended participants for the trainers workshop; and to Ms Nadine Nemhard, Administrative Officer of the Caribbean Network of Fisherfolk Organisations (CNFO), for facilitation of the Zoom sessions used to conduct the trainers workshop sessions.

## Background

This second interim progress report of the Caribbean ICT Research Programme (CIRP) for the *Developing Organizational Capacity for Ecosystem Stewardship and Livelihoods in Caribbean Small-Scale Fisheries (StewardFish)* Project covers sub activities d – f of Activity 1.1.2.3: *Develop ICT best practices for NFOs, along with ICT training to meet NFO proficiency standards:*

- Activity d. Four online training modules with assessment exercises and performance monitoring tools as persistent, reusable resources for training of NFO board members and other key personnel to achieve ICT proficiency standards in ICT for Governance
- Activity e. Training plan for training of 7 trainers (from CNFO, Antigua and Barbuda, Barbados, Belize, Saint Lucia, and St. Vincent and the Grenadines, and Jamaica) to deliver training to NFO leads
- Activity f. Training of 7 trainers to deliver training to NFO leads

These activities fall under StewardFish *Output 1.1.2 Information and Communication Technologies (ICT) used for good governance* of *Outcome 1.1 Fisherfolk have improved their organization capacity to meet objectives that enhance well-being.*

## Activity d: Online Training Modules, Assessments & Monitoring Tools

### Online Training Modules

The ICT for Governance (“ICT4G”) course is designed to introduce Caribbean Network of Fisherfolk Organisations (CNFO) and national fisherfolk organization (NFO) leaders to the role that ICT can play in enabling and enhancing good governance in fisherfolk organizations (FFOs); and to identify key required competences. It highlights the role of good governance as a means of efficient and well run FFO organizations at every level and introduces specific ICT tools to enable and enhance good governance.

The UNESCO Digital Literacy Global Framework (DLGF) competences, localized for FFO governance as shown in Table 1, are used as a guide to specify the target digital competences (knowledge, skills, and attitudes) for the course.

*Table 1 UNESCO Digital Literacy Global Framework (DLGF) Competences, Localized for FFO Governance*

Competence Area	Competences
<b>1. Information and data literacy</b>	1.1 Browsing, searching and filtering data, information and digital content
	1.2 Evaluating data, information and digital content
	1.3 Managing data, information and digital content
<b>2. Communication and collaboration</b>	2.1 Interacting through digital technologies
	2.2 Sharing through digital technologies
	2.4 Collaborating through digital technologies
	2.5 Netiquette
<b>3. Digital content creation</b>	3.1 Developing digital content
<b>4. ICT Safety</b>	4.2 Protecting personal data and privacy
<b>5. Problem Solving</b>	5.2 Identifying needs and technological responses
	5.3 Creatively using digital technologies
<b>6. Good Governance</b>	6.1 Understanding individual digital competences and organizational digital capabilities required for good governance
	6.2 Identifying and using digital tools and technologies for good governance
	6.3 Understanding, analyzing and evaluating data, information and digital content to support good governance

The course content targets beneficiaries who have none-to-basic starting digital competencies. The following pedagogical strategies, suitable for adult learners and amenable to online delivery using web/mobile devices, guided the development:

- Adult learners: allow for learner agency and autonomy using goal-oriented, heavily practical content structured to leverage the experience of the learner and the local community;
- Retrieval learning: present content in a short, modular form with built-in quizzes and repetitive learner assessment in line with content;
- Alignment: organize module content in a logical sequence with clear linkages and alignment to explicit learning outcomes;
- Mastery learning: develop modules for progressive, self-paced, directed learning that enables learners to achieve incremental mastery of a concept before moving on to the next;
- Enhanced attention and focus: incorporate text and graphical components to create rich, interactive and responsive learner experience;
- Self-Reflection: provide guides that enable learners to reflect on the learned concepts and cognitively apply them to familiar contexts.

The ICT4G course comprises four modules, informed by the Gap Analysis of NFO Use of ICT in governance conducted by CIRP under StewardFish:

- Module 1 Introduction to ICT for FFO Governance
- Module 2 ICT for FFO Governance – Information Management and Record-Keeping
- Module 3 ICT for FFO Governance - Meeting Management
- Module 4 ICT for FFO Governance - Advocacy and Engagement

The coverage of FFO governance-localized DLGF competences, by module, is shown in Table 2. The ICT4G course features a number of resources including a Glossary of terms and links to a portfolio of Caribbean FFO governance artifacts such as bye-laws, constitutions and plans.

#### *Accessing the ICT4G Course Modules*

The ICT4G course modules are available as persistent, reusable online resources for training of NFO board members and other key personnel to achieve ICT proficiency standards in ICT for Governance, as follows:

1. A web edition accessible from a browser: <http://courses.coi-csod.org/SFict4FFO/>
2. A mobile edition for any Android device:
  - i. Download and install from <http://courses.coi-csod.org/SFict4FFO/apk/ICT4GFFO.apk>. Since you are not installing from the Google Play store, you will have to authorize your device to install the App from an external source using package installer.
  - ii. Once installed, open the ICT4G mobile course app from your Android device.

The content accessible through the two channels is identical but the installed mobile application enables offline access while the web edition requires Internet access.

Table 2 ICT4G Coverage of FFO Governance- Localized DLGF Competences by Module

Competence Area	Competences	Module 1	Module 2	Module 3	Module 4
<b>1. Information and data literacy</b>	1.1 Browsing, searching and filtering data, information and digital content		✓	✓	✓
	1.2 Evaluating data, information and digital content				✓
	1.3 Managing data, information and digital content		✓	✓	✓
<b>2. Communication and collaboration</b>	2.1 Interacting through digital technologies			✓	✓
	2.2 Sharing through digital technologies			✓	
	2.4 Collaborating through digital technologies			✓	
	2.5 Netiquette			✓	
<b>3. Digital content creation</b>	3.1 Developing digital content		✓	✓	✓
<b>4. ICT Safety</b>	4.2 Protecting personal data and privacy		✓	✓	✓
<b>5. Problem Solving</b>	5.2 Identifying needs and technological responses		✓	✓	✓
	5.3 Creatively using digital technologies				
<b>6. Good Governance</b>	6.1 Understanding individual digital competences and organizational digital capabilities required for good governance		✓	✓	✓
	6.2 Identifying and using digital tools and technologies for good governance		✓	✓	✓
	6.3 Understanding, analyzing and evaluating data, information and digital content to support good governance	✓		✓	✓

### *Module 1 Introduction to ICT for FFO Governance*

The purpose of Module 1 is to introduce CNFO and NFO fisherfolk leaders to the role that ICT can play in enabling and enhancing good governance in FFO organizations at every level; and to identify key required competences.

The introductory module to the ICT for Governance course for fisherfolk organizations (FFOs) describes the context, organizational scope and structure of the Caribbean Network of Fisherfolk Organisations (CNFO) as a demonstrative focal point to highlight the role of good governance as a means of efficient and well run FFO organizations at every level. Key CNFO governance artifacts and digital assets are considered. The module emphasizes the role that ICT can play in enabling and enhancing good governance, and identifies key competences required to use ICT effectively for this purpose. Three (3) key FFO governance activities that can be significantly enhanced using ICTs are introduced and covered in the remaining modules of this course.

On successful completion of Module 1, learners will be able to:

1. Discuss the core concepts of governance and its role in efficient and well run FFO organizations
2. Identify key governance documents and digital assets
3. Discuss how ICT can strengthen three key FFO governance functions
4. Describe key competences required to effectively use ICT for Governance

Module 1 topics are as follows:

1. About FFOs ~ vision, mission, aims & objectives
2. About governance ~structure, processes & relational mechanisms
3. Key governance documents and digital assets
4. ICT best practices in support of good governance
5. Core competences required to use ICT for governance
6. Key governance activities ~ information management and record-keeping; meeting management; advocacy & engagement

Module 1 closes with the following reflection prompts:

1. Think about the day-to-day operations of your own FFO. What are some of the areas where you think ICT could be used to make the operations more efficient and effective?
2. What are some of the factors that you believe contribute to current weaknesses in FFO governance?
3. Which members of your FFO do you believe would most benefit from this course?

The core module content and summary are provided in Appendix I.



## *Module 2 ICT for FFO Governance – Information Management and Record-Keeping: Overview*

The purpose of Module 2 is to introduce CNFO and NFO leaders to various types of record-keeping activities in FFO governance and to the use of key ICT tools to support them.

Record-keeping is central to good FFO governance. CNFO procedures, for example, require that “all records, regardless of format (written or electronic) in which they are collected, created or generated should be stored and maintained in an efficient record-keeping system”. Records may include membership information, financial records, meeting minutes and reference documents, and detailed records of all equipment.

The effectiveness and efficiency of record-keeping can be significantly enhanced with the use of ICT tools. This module introduces the learner to various types of record-keeping activities in FFO governance and to key ICT competences necessary to manage data, information and digital content. Learners apply these competences to create and manage a hierarchical folder structure with standardized file-naming conventions and to manage an FFO membership directory. These practical exercises are used to reinforce skills, techniques, standards, tools and procedures associated with ICT best practices for record-keeping.

On successful completion of Module 2, learners will be able to:

1. Describe various record-keeping activities required for effective FFO Governance
2. Explain the concepts of data and information and differentiate between various types of structured and unstructured data
3. Use Google Drive to create and manage a hierarchical folder structure and standardized file-naming conventions
4. Use basic spreadsheet functions for common data formatting and organization activities required to maintain an FFO membership directory
5. Identify key data management policies and procedures necessary for good governance

Module 2 topics are as follows:

1. Record-keeping activities required for effective FFO Governance
2. Concepts of Data, Information and Knowledge
3. Categories and Characteristics of Data
4. Components of a Record-keeping system
5. Using Applications for Record-keeping
6. A Record-keeping exercise using Google Drive and Google Sheets
7. Data management policies and procedures for good governance

Module 2 closes with the following reflection prompts:

1. Think about the day-to-day operations of your own FFO. How are manual (paper) and electronic records currently being managed?
2. What do you think are the benefits and risks of storing organizational records in the cloud?
3. Which of the following aspects of good governance do you think will benefit most from having an effective record keeping system: efficiency, transparency, accountability? Explain why.

The core module content is summarized in Appendix II.

### *Module 3 ICT for FFO Governance - Meeting Management: Overview*

The purpose of Module 3 is to introduce CNFO and NFO leaders to ICT tools and procedures to support the end-to-end management of virtual meetings.

Meetings are an established aspect of FFO policies and procedures. They may include annual general meetings, general assembly meetings and elections, board of directors meetings, executive meetings and staff meetings. The management of meetings is therefore a key governance activity for FFOs. Given the distributed nature of FFO organisations and membership, virtual meetings offer considerable convenience and efficiency in meeting management.

This module introduces learners to the use of ICT tools for managing and conducting virtual meetings. It covers ICT tools and procedures to support the end-to-end management of virtual meetings, including scheduling, calendar management, attendance, sharing of meeting documents, and the recording and distribution of minutes. Learners are presented with a typical FFO meeting scenario and a series of questions and tasks that they are required to carry out as they go through the scenario. The module will facilitate the development of key ICT competences for managing and conducting meetings as part of FFO Governance. On successful completion of Module 3, learners will be able to:

1. Identify the various meetings conducted as part of established FFO governance procedures
2. Explain when to use various digital communication and collaboration tools (e.g. WhatsApp, email, Zoom)
3. Explain the concepts of time management, task management, and work flow management
4. Demonstrate the use of calendaring applications to enhance time and task management
5. Select and use appropriate digital tools to manage a virtual end-to-end meeting scenario
6. Identify online communications netiquette and good practice in online meetings and communities

Module 3 topics are as follows:

1. Example schedule of meetings in FFO governance
2. Digital communication and collaboration tools
3. Digital communication and collaboration – Choosing the right tool
4. Effective meeting management – managing time, tasks and workflow
5. ICT calendaring applications to enhance time and task management
6. A meeting management exercise using Google Calendar, Tasks and Google Meet
7. Communications netiquette and good practice in online meetings and communities

Module 3 closes with the following reflection prompts:

1. Briefly describe how your FFO meeting activities have changed since the onset of the Covid-19 pandemic.
2. Do you believe online meetings can be as effective as face-to-face meetings?  
Which of the following aspects of good governance do you think will benefit most from having effective meeting management: efficiency, accountability, consensus building and participation? Explain why.

The core module content and summary are provided in Appendix III.

#### *Module 4 ICT for FFO Governance - Advocacy and Engagement: Overview*

The purpose of Module 4 is to introduce CNFO and NFO leaders to the use of ICT tools, including traditional and new media, to support advocacy and engagement in Caribbean FFOs.

Advocacy and engagement are important aspects of FFO Governance that are ultimately aimed at enhancing livelihoods and achieving an improved quality of life for fisherfolk and their communities. Information and Communications Technologies (ICTs) provide a potent means of delivering advocacy messages to audiences in real time with content in a variety of media such as audio and visuals including text, graphics and video. The Internet, and social media in particular, have also become major channels of engagement for policy actors and stakeholders, and the general public. Many FFOs recognize the potential of ICT in advocacy. The CNFO, for example, recognizes its essential role in information sharing, outreach and mobilization, as well as in influencing the agenda and formation of national and regional policy.

This module introduces learners to the use of ICT tools to support FFOs' purpose, strategy and guiding principles for advocacy and engagement. It covers the role of media in advocacy, including traditional and ICT/New Media. Learners are able to match audiences with channels, and are guided to develop an advocacy plan and budget, working with ICT tools such as spreadsheets and presentation utilities. On successful completion of Module 4, learners will be able to:

1. Describe the purpose, strategy and guiding principles of advocacy in Caribbean FFOs
2. Identify the primary stakeholders and audience for FFO advocacy
3. Describe the role of traditional and new media in advocacy
4. Discuss the various forms of ICT channels and digital artifacts to support advocacy: newsletters, websites, social media, policy briefs, etc.
5. Select the appropriate digital channels and artifacts to suit the audience and advocacy message
6. Use ICT tools such as spreadsheets, presentation utilities and standardized templates in the development of an advocacy plan and budget.

Module 4 topics are as follows:

1. FFO advocacy: purpose, strategy and guiding principles
2. Primary stakeholders and audience for FFO advocacy
3. The role of traditional and new media in advocacy
4. Knowing your social media Platforms
5. ICT-enabled channels, formats and actions to support advocacy: newsletters, websites, social media, policy briefs, etc.
6. Selecting appropriate digital channels and artifacts to suit the audience and advocacy message
7. Development of an advocacy plan and budget using ICT tools

Module 4 closes with the following reflection prompts:

1. Are you familiar with the CNFO's Advocacy Strategy and Plan referenced in this module, and how has it informed your own FFO advocacy planning?
2. Which channel (traditional or new media) do you find most effective for outreach and engagement?
3. What kinds of capacity building and institutional strengthening in policy advocacy and communication has your FFO been able to access?

The core module content is summarized in Appendix IV.

## Assessment Exercises

Assessment Exercises for each online module have been developed as persistent, reusable resources for training of NFO board members and other key personnel to achieve ICT proficiency standards in ICT for governance. They are integrated into the ICT4G course accessible through the web edition or the mobile edition.

The questions form an important part of the performance assessment of the overall ICT4G course. They provide a useful way for learners to test and validate their learning on a progressive basis. These questions are not exams, rather their purpose is to help you reinforce the key concepts and ensure that learners satisfy the learning outcomes specified at the beginning of this module. Learners are encouraged to read each question carefully before answering; and if they are uncertain about the answer, to review the relevant materials in the module. Learners are given 3 attempts at each question before an incorrect response is retained. On completion of each question feedback is provided to assist learners remember the answers, even if incorrect. Learners are advised that a result below the threshold of 60% suggests that they need to review the course materials again.

The assessment exercises, by module, are presented in Appendices V – VIII.

## Performance Monitoring Tools

Performance monitoring tools have been developed as persistent, reusable resources for training of NFO board members and other key personnel to achieve ICT proficiency standards in ICT for governance. These comprise:

1. spreadsheets that capture each learner’s progress status through:
  - i. the self assessment exercises in each module
  - ii. responses to reflective prompts

The format and sample content are shown in the example presented in Appendices IX and X.

2. Google Classroom which, in addition to staging key supporting resources for learners, also facilitates various channels for trainers to monitor learner inputs and engagement e.g.:
  - i. “About me” learner postings
  - ii. learner check-in postings per module
  - iii. ad hoc posting from learners to the classroom “stream”
  - iv. learner requests for additional resources such as instructional videos and guidance on specific matters.

Sample ICT4G Google Classrooms may be accessed at the codes shown in Table 3.

*Table 3 Codes for Sample ICT4G Google Classrooms as Performance Monitoring Tools*

Google Classroom	Class code	Google Classroom	Class code
ICT4G Pilot: Antigua & Barbuda	khriepo	ICT4G Pilot: Jamaica	vtaghdq
ICT4G Pilot: Barbados	owbaqmb	ICT4G Pilot: Saint Lucia	xt7adcr
ICT4G Pilot: Belize	dm2va6c	ICT4G Pilot: St. Vincent & the Grenadines	gfuihs3
ICT4G Pilot: CNFO	cb4ux4t	ICT4G Trainers Workshop	o6rt5zj

## Activity e: Training Plan for Trainers to Deliver Training to NFO Leads

The plan for ICT4G training of trainers seeks to identify persons who, by virtue of their regular work portfolios as well as basic command of standard ICT tools, are positioned to sustain ongoing training of NFO leads in the area of ICT for governance.

### Training Objective

The key training objective for the trainers workshop is to train participants to support NFO leads to navigate through, engage with and learn from the ICT4G course – either the web edition or the mobile app edition. At the centre of the trainers workshop, therefore, is the blended learning model which is motivated by the resource constraints characteristic of several NFOs and the challenges associated with scheduling synchronous meeting sessions.

The blended learning model, shown in Figure 1, integrates facilitated face-to-face sessions with self-paced learning and learning analytics to track learner progress.

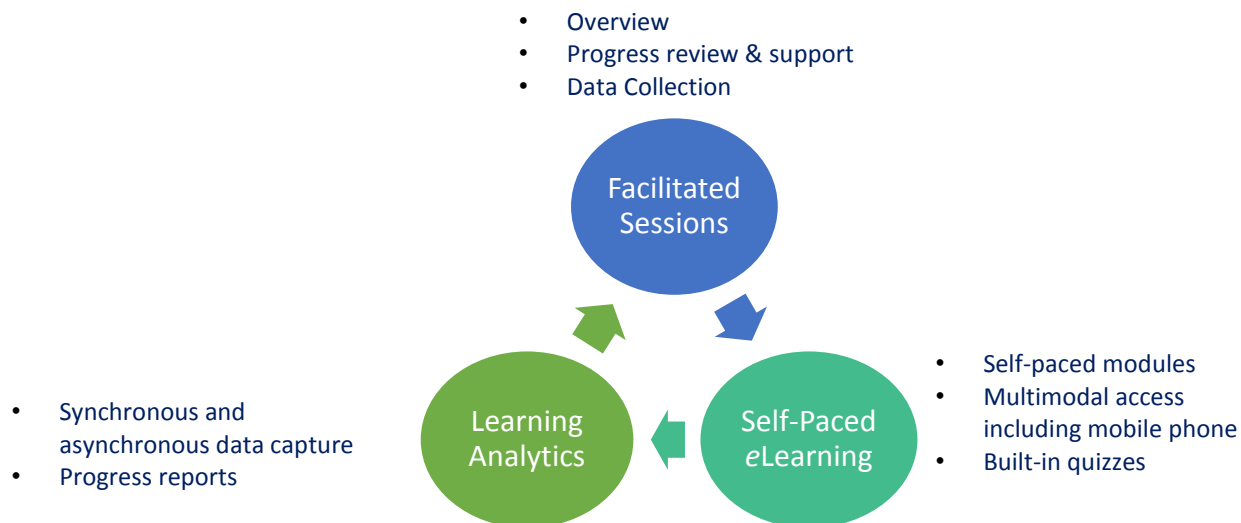


Figure 1 Blended Learning Model

### Trainer Requirements

ICT4G trainers are required to:

1. be employed in a role which calls for training and/ or mentorship of FFO leads
2. possess basic competence with information and communications technology: Web browser, mobile phone, social media and standard Office applications
3. have regular access to a communications device with Internet access
4. be enthusiastic to support FFO lead capacity building with the support of ICTs
5. participate richly in the training programme
6. preparation of a proposed plan, with schedule, to deliver 4 modules of ICT4G to NFO leads.

## Role

In accordance with the blended learning model, trainers are *facilitators*. The target is to train at least one local facilitator per country. The local facilitators play a very important role in maximizing the effectiveness of the course delivery. They complement self-paced, autonomous learning with interaction, timely feedback and early interventions in the event of any impediments to learning or commitment.

Facilitators support the learning of participants in their country through weekly meetings. These sessions are used to encourage peer-to-peer interactions among learners, clarify matters and review progress as well as identify and mitigate challenges. They are an important touchpoint for engagement and interaction with the support community including mentors and other resource persons. Though facilitator support is best provided face-to-face, in some cases this may not be possible. In such cases, synchronous sessions are conducted online.

The role of the facilitator comprises technical, administrative and mentorship tasks as follows:

- Google Classroom support
- Familiarization with course content and learning objectives for each module
- Provision of guidance, and responding to questions, on content and the use of Google Classroom as well as the web and mobile access options
- Conduct regular, structured facilitation sessions with learners (face-to-face or online according to choice or circumstances)
- Provide end-of-course report on learner performance
- Follow up on learner performance to proactively identify issues and minimize attrition
- Overseeing of summative assessments

## Load

The nominal load of the trainer per **ICT4G course module** delivery is as follows:

- 1.5 hours (synchronous): ICT4G course launch
- 2 hours (synchronous): viewing of the Module Overview presentation and materials
- 2 hours (asynchronous): online support to local virtual community of learners
- 4 hours (synchronous, max): Face-to-face in-country support
- 2 hours (asynchronous): completion of the online Facilitator's Report and related administration

The nominal load of the trainer for the **Trainers workshop** is as follows:

- 4 hours (synchronous): Day 1 Trainers workshop
- 4 hours (synchronous): Day 2 Trainers workshop
- 4 hours (synchronous): Day 3 Trainers workshop
- 1 hour (asynchronous): Preparation of a proposed plan, with schedule, to deliver 4 modules of ICT4G to NFO leads.
- 1.5 hours (synchronous): closure sessions for ICT4G pilot and then for trainers.

## Trainers Workshop

The trainers workshop covers:

1. ICT4G background and context
2. Role of the trainer as facilitator

3. Introduction to Google Classroom
4. ICT4G curriculum and modules
5. Hands-on activities
6. Setting up the modules
7. Navigating the modules on different devices: phone, tablet, PC
8. Familiarization with module contents
9. Google Classroom template
10. Facilitation (face-to-face & online)
11. Facilitator's Guide (Manual)
12. Learner data collection
13. Mentorship and community
14. Preparing for Learner orientation
15. Hands-on activities
  - i. Setup Google classroom
  - ii. Weekly sessions
  - iii. Learner monitoring
16. Trainer plans and proposed schedule to deliver all 4 ICT4G modules to outstanding NFO Board members: preparation, presentation and discussion.

### Delivery Methodology

Though the original plan was to deliver the trainers workshop in person in Trinidad, COVID-19 restrictions require that the workshop be conducted entirely online.

### Trainer Selection

To maximize sustainability of ICT4G course delivery and related support to NFOs, persons with existing training responsibilities are priority workshop participants. A mix of relevant activities of the *Gap Analysis of NFO Use of ICT in Governance* and direct engagement with the CNFO and Fisheries Authorities are key sources of recommendations.

### Trainer Briefing

The training plan includes a briefing session to explain the origin, concept, model and other particulars about the workshop with prospective participants; and to solicit their feedback on logistical matters. An intentional outcome of the Briefing Session with prospective trainers is agreement on the workshop schedule. In the case of the 2020 cycle, agreement was as follows:

1. Trainers Workshop Day 1: Monday 5th October 2020, 9:00 a.m. - 1:00 p.m. GMT-4
2. Trainers Workshop Day 2: Tuesday 6th October 2020, 9:00 a.m. - 1:00 p.m. GMT-4
3. Trainers Workshop Day 3: Wednesday 7th October 2020, 9:00 a.m. - 1:00 p.m. GMT-4

Another intentional outcome of the Briefing Session is agreement on the proposed mode of engagement. In the case of the 2020 cycle, it was agreed that Zoom video call would be used for the trainers workshop.

Further particulars are included in the Training of Trainers Workshop Report, a component of CIRP's StewardFish Deliverable 3, to be submitted with the Third Interim Progress Report, due 31 December 2020.

## Activity f: Training of 7 trainers to deliver training to NFO leads

As required, representatives from Antigua and Barbuda, Barbados, Belize, CNFO, Jamaica, Saint Lucia and St. Vincent and the Grenadines were trained. Under consultation with the StewardFish regional project coordinator, approval was secured to include more than one participant per country. In the cases of Barbados, Jamaica and Saint Lucia: two, two and three trainers were trained respectively. Trainers, from required StewardFish countries, who participated in the trainers workshop are shown in Table 4.

*Table 4 Participants of Trainers Workshop from Required StewardFish Countries*

No.	Name	Country/ CNFO
1.	Jamie Herbert	Antigua and Barbuda
2.	Mercille Earl	Barbados
3.	Adriel Jackman	Barbados
4.	Therese Moore	Barbados
5.	Nadine Nembhard	Belize/CNFO
6.	Marsha Reid	Jamaica
7.	Dowen Wynter	Jamaica
8.	Nadine Estephen- George	Saint Lucia
9.	Hardin Jn Pierre	Saint Lucia
10.	Hanisen St Rose	Saint Lucia
11.	Kwesi Cato	St. Vincent and the Grenadines

Under consultation with the StewardFish regional project coordinator, it was agreed that participants from additional CNFO countries may participate in the workshop. All workshop participants, thirteen in all, are listed in Table 5 along with their organizations, role, gender and age group.

As indicated prior, the training was conducted on Monday 5th October 2020, Tuesday 6th October 2020 and Wednesday 7th October 2020, 9:00 a.m. - 1:00 p.m. GMT-4 in all cases. All sessions were conducted entirely online using Zoom, Meeting ID: 857 5218 4450, kindly set up the CNFO. Video recordings of the sessions are available as follows:

4. Trainers Workshop Day 1: <https://youtu.be/MLNEqRA46nY>
5. Trainers Workshop Day 2: <https://youtu.be/uEMFCf6M1Y>
6. Trainers Workshop Day 3: <https://youtu.be/On2tmJuPzrE>

Further particulars, for example supporting communications, feedback and other inputs from participants etc. are included in the Training of Trainers Workshop Report, a component of CIRP's StewardFish Deliverable 3, to be submitted with the Third Interim Progress Report, due 31 December 2020.



Table 5 Participants of Trainers Workshop from all Countries

No.	Country/ CNFO	Name	Organization	Role	Gender	Age Group
1.	Antigua and Barbuda	Jamie Herbert	Antigua and Barbuda Fisheries Division	Fisheries Officer	Male	30-34
2.	Barbados	Mercille Earl	Barbados Fisheries Division	Data Collector	Female	55-59
3.	Barbados	Adriel Jackman	Barbados Fisheries Division	Fisheries Assistant	Male	45-49
4.	Barbados	Therese Moore	Barbados Fisheries Division	Data Collector	Female	55-59
5.	Belize/CNFO	Nadine Nembhard	Caribbean Network of Fisherfolk Organisations	Administrative Officer	Female	35-39
6.	Dominica	Earl George	Police Officer/Fisherman	President	Male	45-49
7.	Guyana/ CNFO	Pamashwar Jainarine	National Fisherfolk Organisation, Co-operative Society	President, Chairman	Male	50-54
8.	Jamaica	Marsha Reid	Ministry of Agriculture and Fisheries	Data Operation	Female	30-34
9.	Jamaica	Dowen Wynter	Ministry of Industry, Commerce, Agriculture and Fisheries / National Fisheries Authority	Chief Fisheries Instructor	Male	40-44
10.	Saint Lucia	Nadine Estephen- George	Department of Cooperatives	Regulation and Supervision of Service Cooperatives	Female	35-39
11.	Saint Lucia	Hardin Jn Pierre	Department of Fisheries	Fisheries Extension Officer	Male	35-39
12.	Saint Lucia	Hanisen St Rose	Dennerly Fishermen's Co operative	President	Male	25-29
13.	St. Vincent and the Grenadines	Kwesi Cato	Co-operative Department/Ministry of National Mobilisation; Social Development; etc.	Chief Inspector	Male	35-39

## Appendix I Core Module 1 Content and Summary

### Introduction:

This introductory module to the ICT for Governance course for fisherfolk organizations (FFOs) describes the context, organizational scope and structure of the Caribbean Network of Fisherfolk Organizations (CNFO) as a demonstrative focal point to highlight the role of good governance as a means of efficient and well run FFO organizations at every level. Key CNFO governance artifacts and digital assets are considered. The module emphasizes the role that ICT can play in enabling and enhancing good governance, and identifies key competences required to use ICT effectively for this purpose. Three (3) key FFO governance activities that can be significantly enhanced using ICTs are introduced and covered in the remaining modules of this course.

On successful completion of this module, learners will be able to:

1. Discuss the core concepts of governance and its role in efficient and well run FFO organizations
2. Identify key governance documents and digital assets
3. Discuss how ICT can strengthen three key FFO governance functions
4. Describe key competences required to effectively use ICT for Governance

### Topic #1: About FFOs ~ vision, mission, aims & objectives (**Accordion**)

Among other things, FFOs generally set out to improve the socio-economic situation of fishers and fish workers, and promote the contribution of small-scale fisheries to a sustainable future. They do this through a variety of means and at a variety of levels. In the Caribbean, the Caribbean Network of Fisherfolk Organisations (CNFO) is a network of small-scale fisherfolk and their organizations operating in several CARICOM countries. The network is committed to the realization of profitable and sustainable fisheries.

- **Vision**

Primary, national and regional fisherfolk organisations with knowledgeable members collaborating to sustain fishing industries that are mainly owned and governed by fisherfolk who enjoy a good quality of life achieved through the ecosystem-based management of fisheries resources

- **Mission**

To improve the quality of life for fisherfolk and develop a sustainable and profitable industry through networking, representation and capacity building

- **Aims & Objectives**

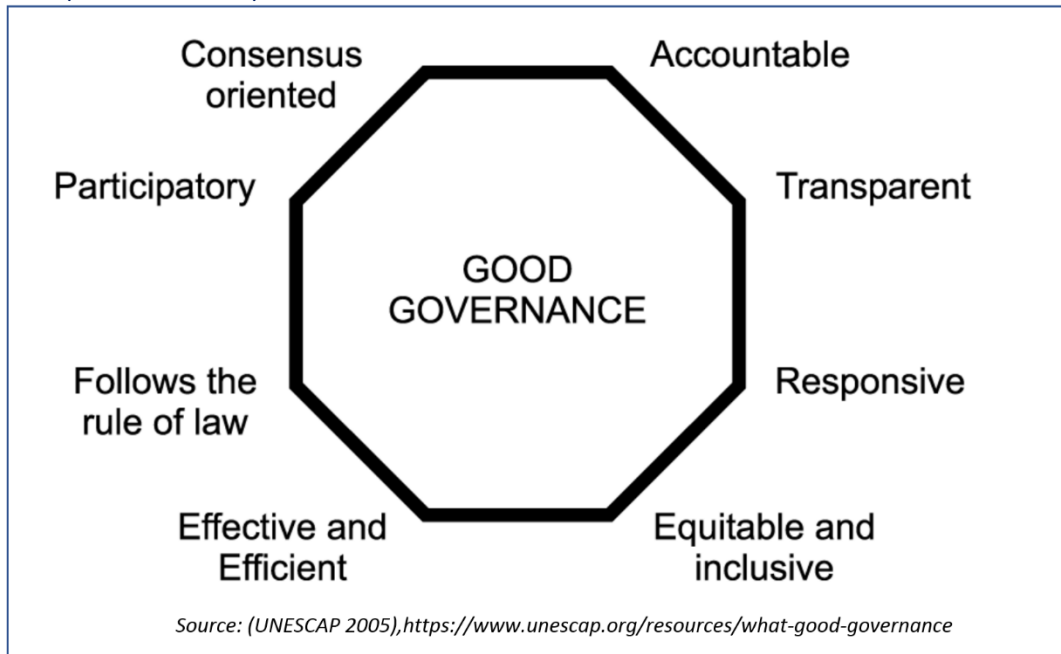
To improve the livelihoods of Caribbean fishers and fishing communities, while promoting the sustainable use of marine resources, and contribute to food and nutrition security, and economic and social developments.

The three areas of strategic focus from which the aims and objectives are developed include:

- Capacity building
- Policy advocacy
- Policy engagement

## Topic #2: About Governance ~Structure, Processes & Relational Mechanisms (Narrative)

Governance refers to the mechanisms by which organizations are directed and controlled. Good governance practices lead to an organizational environment that is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and follows the rule of law (UNESCAP 2009).

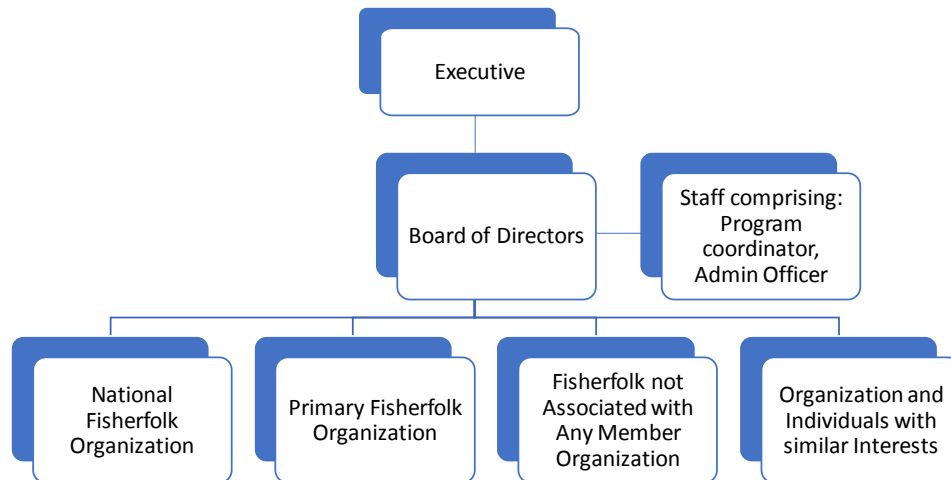


Governance mechanisms can be categorized in terms of: structures, processes & relational mechanisms ...

### Structure Mechanisms

**Structures:** refers to the defined organizational hierarchy, roles and responsibilities, and institutional bodies such as boards, committees, etc.

An example is the **CNFO Board of Directors** which comprises one representative per country from each NFO, and PFO where there is no NFO. The Board of Directors has an Executive, which determines the eligibility of PFOs to become members of the Board of Directors.

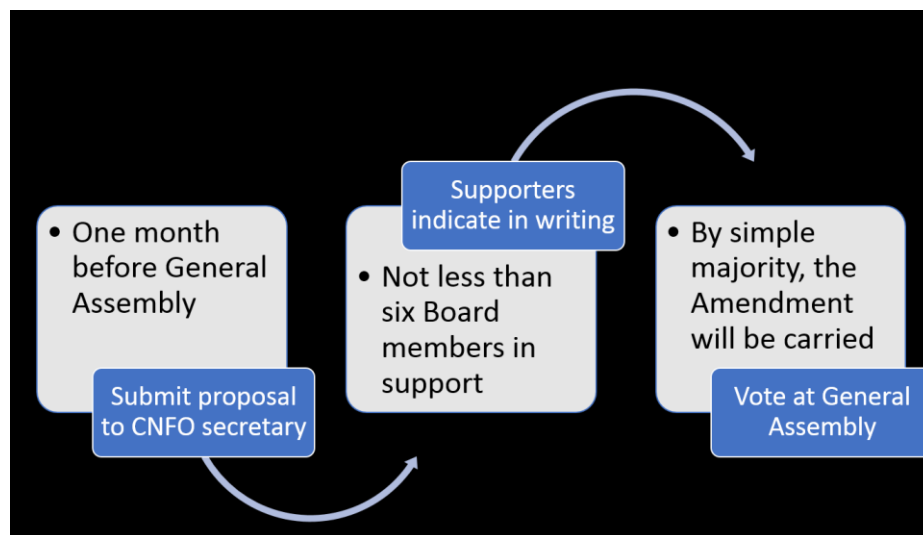


### Process Mechanisms

**Processes:** are pre-defined sequences of activities and procedures by which organizational activities are carried out, and decisions are made.

An example of a governance process is the CNFO’s **“Constitutional amendment process”**.

The constitution can only be amended at a General Assembly Meeting. The proposer must submit his/her proposal to the CNFO Secretary at least one month before the General Assembly Meeting. The proposer must have the support of not less than six members of the Board of Directors. The supporters must indicate their support in writing and these documents must be attached to the proposal. By simple majority, the Amendment will be carried.



### Relational Mechanisms

**Relational Mechanisms:** are the means by which communication, participation and collaboration take place between principal stakeholders within the organization to enhance good governance.

An example of relational mechanism is meetings.

In the case of the CNFO, for example, **“staff meetings”** are conducted by the Chair and in attendance are the other Executive members, the Coordinator and the Administrative Officer. At least two staff meetings should be held every quarter. Notice and agenda are to be provided

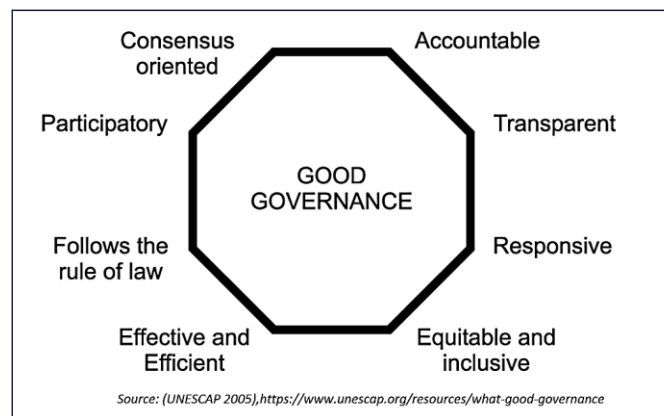
and circulated two weeks in advance. Minutes are prepared by the Administrative Officer.



### Why is Governance important to CNFO?

Properly defined and executed governance mechanisms are important if the CNFO is to achieve its objectives of:

- Promoting and supporting the development of fisherfolk organisations;
- Developing the capacity and knowledge base of its membership;
- Promoting mutually beneficial partnerships with other entities, that seek to promote the interests of small-scale fishers;
- Actively advocating for the interests of fisherfolk and their organisations;
- Representing the views, interests, concerns and positions of Caribbean small-scale fishers in relevant fora;
- Promoting the ecosystem approach to fisheries; and
- Building resilience and adaptive capacity of fisherfolk, fisherfolk organisations and fishing communities.



### Governance Weaknesses and Opportunities for ICT in Governance

Ongoing assessments of FFOs have highlighted some weaknesses in organizational capacity and governance. These primarily relate to management, communication and advocacy skills.

ICT has become indispensable in organizational governance; and studies by the StewardFish Project highlight that *“Despite the pockets of good practice, there is considerable room for FFOs to leverage ICT for governance. Both a systematic and a systemic approach to the seamless inclusion of ICT into regular operations is recommended.”*

## Topic #3: Key CNFO governance documents and digital assets (Accordion)



FFO leadership must be aware of the governance policies and practices of their organizations and the various document artifacts within which these are enshrined. The following are examples of some of these key documents, for case of the CNFO:

### **Governance Requirements of the Caribbean Network of Fisherfolk Organisations**

Describes the CNFO's governance and administrative structures, strategic plan, policies and procedures

### **Caribbean Network of Fisherfolk Organisations Constitution**

Describes the organizational charter, bye-laws and policies as well as the roles, responsibilities and rights of individual and institutional membership

### **CNFO Policies and Procedures Manual**

Documents CNFO's standard operating policies and procedures that are essential for the organisation's current and long-term institutional memory

### **CNFO Advocacy Strategy and Plan**

Articulates fisherfolk positions on critical issues concerning the implementation of Caribbean regional fisheries policies. It also describes regional guidelines for work which includes capacity building and institutional strengthening in policy advocacy and communication based on assessment and evaluation of the NFOs at the *"Implementing the Caribbean Community Common Fisheries Policy: positioning and engaging fisherfolk organizations"* Forum.

### **FFO Constitution or Bye-laws**

Describe the FFO's governance and administrative objectives, membership, policies and procedures

### **Gap analysis of NFOs' Use of ICT in Governance – StewardFish Project**

This report was produced by the Caribbean ICT Research Programme (CIRP) under the *Developing Organizational Capacity for Ecosystem Stewardship and Livelihoods in Caribbean Small-Scale Fisheries (StewardFish)* Project

It reports on the analysis of the use of ICT for governance in NFOs in five Caribbean countries and additionally covers:

1. best practice in the use of ICT for good governance amongst these NFOs
2. competence to execute core governance functions *using ICT* in support of FFO operations
3. ICT facilities (software and hardware) necessary to execute core governance functions

## Topic #4: ICT best practices in support of good governance (Accordion)

### Governance Weaknesses and Opportunities for ICT in Governance

ICT has become indispensable in organizational governance. Recognizing this, CNFO requires that its representatives are computer literate; and it recognizes the essential role that ICTs play in advocacy, information sharing, outreach, mobilization, and influencing the policy agenda and formation nationally and regionally.

#### How can ICT Best Practices help?

We have identified the characteristics of Good Governance as: *effective, efficient, transparent and responsive* operations that are conducted in a manner that enables *accountability* and processes that are *participatory, consensus oriented, equitable and inclusive* and *follow the rule of law*.

Characteristic	ICT Best Practices and Related Resources
Effective & efficient	This means that processes and institutions make the best use of resources at their disposal, in order to produce the desired results and objectives. Use digital tools to convert manual, paper-based systems to computerized records, and establish robust record management systems and practices; Provide role-specific training for all administrative personnel responsible for creation of specially-formatted content e.g. newsletters, brochures, persistent web content, etc.
Transparent	This requires that decisions are taken in a manner that follows rules and regulations, and information is freely available and accessible to those who will be affected by such decisions and their enforcement. Digital technologies can be used to: ensure that all organizational policies and procedures are readily available and accessible; that decision-making processes and their outcomes are open and transparent using digital communications and collaboration tools.
Accountable	Civil society organizations are accountable to the public and to their stakeholders who are affected by their decisions or actions. Accounting and record keeping can be enhanced through ICT, and organizational information stored in databases and easily accessed and maintained through forms. Digital tools and digital literacy training should be provided to identify and solve problems in the digital environment that can compromise good governance; this includes observing how copyright and licenses are applied to digital content; and protecting ICT devices, as well as personal and organizational data and privacy.
Participatory	Participation is a key cornerstone of good governance. Use digital tools and provide digital literacy training to enhance strategies and practices for engagement, interaction, communication and collaboration across the social, cultural and generational diversity of constituents.
Equitable and inclusive	This requires that all groups, but particularly the most vulnerable, have opportunities to benefit from the actions and decisions of the institution. Use digital tools to extend reach and engagement to widely dispersed constituents and to provide capacity-building and participatory opportunities that are accessible to all.

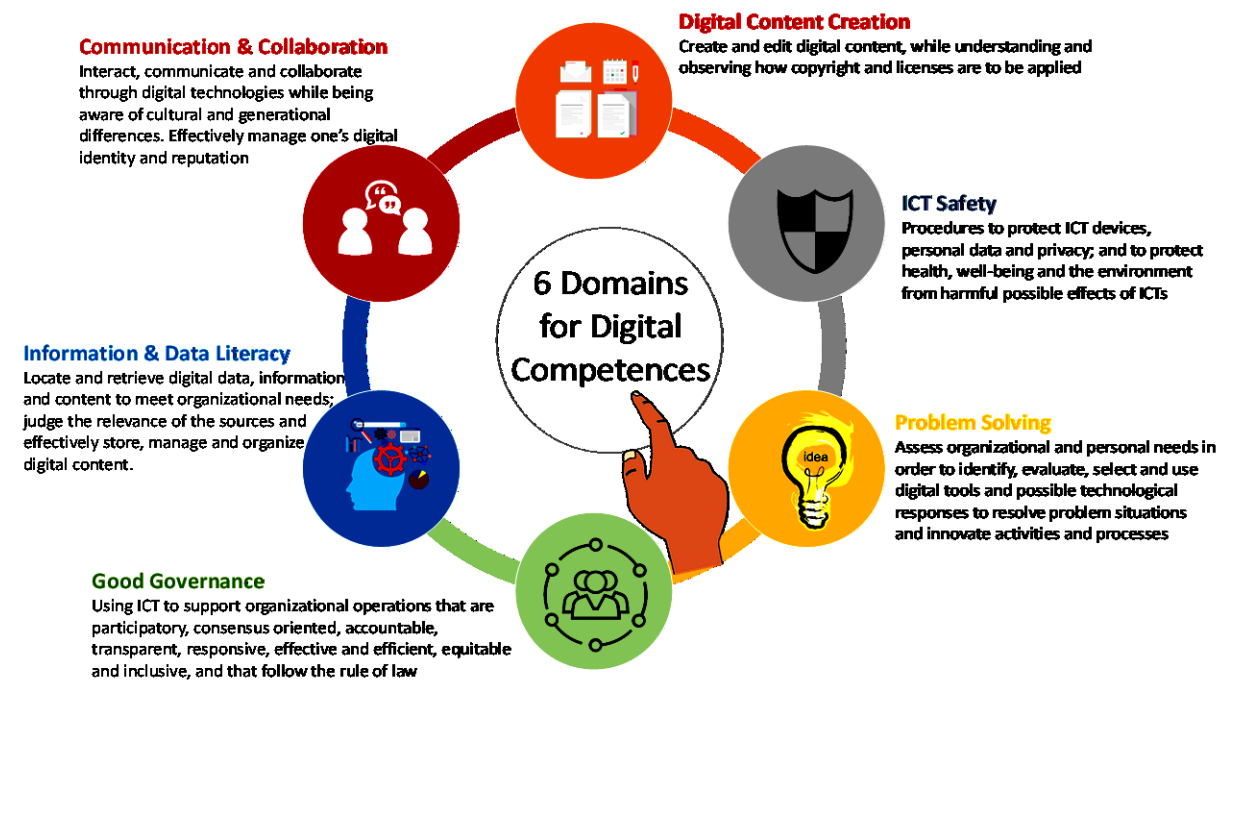
Follows the rule of law	Good governance requires fair legal frameworks that are observed and enforced impartially. Digital tools can help to ensure that channels and processes for appeal and action are open, accessible and visible to all constituents; digital literacy training should help members to recognize and use online content in accordance with its copyright status and licenses.
Consensus oriented	Good governance requires mediation of the different interests and points of view across diverse constituents, to reach a broad agreement on what is in the best interest of the whole community. Digital technologies can be used to enable organizational policy and guidelines for consensus processes. With effective advocacy and engagement through the internet, widely dispersed constituents can interact and make their voices heard, to actively participate in the decision-making and representation processes.
Responsive	Establish processes that try to serve all stakeholders within a reasonable timeframe, using digital channels and mechanisms that improve service delivery and can monitor and report on performance. Digital literacy training should include netiquette and other basic strategies and guidelines for effective and responsive collaboration to enhance service delivery.

### Topic #5: Core Competences required to use ICT for Governance (Flip Card)

Competence refers to the combination of *knowledge*, *skills* and *attitudes* appropriate to a particular context; and is applicable to leisure, business, learning, employment, citizenship and well-being. *Knowledge*, refers to the capacity to use information acquired through learning. *Skills* refers to the ability to apply knowledge and use know-how to complete tasks and solve problems. *Attitudes* include values, aspirations and priorities and are the motivators of continued competent performance. The UNESCO Digital Literacy Global Framework (DLGF) identifies the competence domains necessary to use digital technologies in a “confident, critical, collaborative and creative way to achieve goals related



to work, learning, leisure, inclusion and participation in a digital society”



**Topic #6: Key Governance Activities ~ Information Management and Record-keeping; Meeting Management; Advocacy & Engagement (Accordion)**

The following modules in this course address the opportunities for, and application of, ICT to three (3) key governance activities: *record keeping*; *meeting management*; and *advocacy & engagement*. Participants will acquire essential competences required to effectively use ICT tools, templates and procedures for enhancing these governance activities.

#### Information Management and Record-keeping

Information management and record-keeping are important activities in FFO governance. For example, CNFO governance procedures require that “all records, regardless of format (written or electronic) in which they are collected, created or generated should be stored and maintained in an efficient record keeping system”. Records may include membership information, financial records of the organization, meeting minutes and reference documents, and detailed records of all equipment. ICT can significantly increase the accuracy, effectiveness and efficiency of record-keeping, thereby increasing accountability and transparency of FFO operations.



#### Meeting Management

Meetings are an established aspect of FFO policies and procedures. In the case of the CNFO for example, these include Annual General Meetings, General Assembly Meetings and Elections, Board of Directors Meetings, Executive Meetings and Staff meetings. The management of meetings is therefore a key governance activity for FFOs. Given the distributed nature of FFO organizations and membership, virtual meetings offer considerable convenience and efficiency in meeting management. ICT can significantly increase the effectiveness and efficiency of end-to-end virtual meeting management, including scheduling, calendar management, attendance, sharing of meeting documents, and the recording and distribution of minutes. This in turn can ensure that FFO operations are participatory, consensus oriented, transparent, equitable and inclusive.



### Advocacy & Engagement

Advocacy and engagement are important aspects of FFO governance necessary to protect and enhance the livelihoods and quality of life for fisherfolk and their communities. The CNFO's Advocacy Strategy and Plan recognizes the essential role that ICTs play in advocacy, information sharing, outreach, mobilization, and influencing the policy agenda and formation nationally and regionally. ICTs provide a variety of means of delivering the advocacy messages to its audiences in real time with audio, content and visuals. The Internet, and social media in particular, have become a major channel of engagement and dissemination of information for policy actors and stakeholders, and the general public. These channels are potent means of ensuring that FFO objectives are met through participatory, consensus oriented, responsive, equitable and inclusive means.



## Module Summary:

This module introduces CNFO and NFO leaders to the role and importance of good governance as a means of meeting organizational objectives through efficient and well run operations; and emphasizes the enabling role of ICT. Participants should have become familiar with the governance structure of the CNFO as an example FFO, and its key governance documents. Participants should have also come to understand the primary digital competences required to use ICT effectively for governance.

Here are some of the key points learned from this module:

### About the CNFO

- The Caribbean Network of Fisherfolk Organisations (CNFO) is a network of small-scale fisherfolk and their organisations operating in the area of the Caribbean Community (CARICOM) that is committed to the realization of profitable and sustainable fisheries (mainly owned and governed by fisherfolk).
- The CNFO comprises: a Board of Directors and the Executive, National Fisherfolk Organisations (NFOs), Primary Fisherfolk Organisations (PFOs) and other stakeholder organizations.

### What is Governance?

- Governance refers to the mechanisms by which organizations are directed and controlled.
- Governance can be categorized in terms of: structure, processes & relational mechanisms
- Good governance practices lead to an organizational environment that is participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and follows the rule of law.

### ICT for Governance:

- ICT has become indispensable in organizational governance
- Like the CNFO, NFOs should require that their representatives are computer literate; and recognize the essential role that ICTs play in advocacy, information sharing, outreach, mobilization, and influencing the policy agenda and formation nationally and regionally.
- The ICT competences identified in this course to support FFO governance are based on the UNESCO DLGF framework which specifies six domains required to be able to use digital technologies in a “*confident, critical, collaborative and creative way to achieve goals related to work, learning, leisure, inclusion and participation in a digital society*”

### Key ICT for Governance Activities

- The modules in this course address the opportunities for, and application of, ICT for three (3) key Governance Activities: *Information Management and Record-keeping; Meeting Management; Advocacy & Engagement*
- Using ICT to enhance the efficiency and effectiveness of these three (3) activities can significantly improve FFO governance towards its goal of enhancing livelihoods and achieving an improved quality of life for fisherfolk and their communities.



## Module Glossary:

**CNFO** Caribbean Network of Fisherfolk Organizations

**FFO** Fisherfolk Organization

**ICTs** – Information and Communication Technologies. This refers to technologies that provide access to information through telecommunications with a focus on communication which includes the internet, wireless networks, mobile phones, and other communication mediums

**NFO** National Fisherfolk Organization

**PFO** Primary Fisherfolk Organization

**Accountable** – Responsibility of the institution to the public and institutional stakeholders who will be affected by its decisions or actions.

**Advocacy** - the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfilment of fisherfolk interest and rights.

**Capacity building** – Fisherfolk and institution’s capabilities development towards a more meaningful role in fisheries governance and management.

**Communication** - the basis for knowledge, information exchange, awareness and education, learning, capacity building, negotiation, cooperation, coordination, collaboration, conflict management and networking.

**Consensus oriented** - mediation of different interests and points of view across diverse constituents, to reach a broad agreement on what is in the best interest of the whole community

**Digital content creation** - Create and edit digital materials, while understanding and observing how copyright and licenses are to be applied

**Effective** – operate in order to produce desired results and objectives.

**Efficient** - make the best use of resources at one’s disposal, in order to produce the desired results and objectives.

**Equitable** - ensure that benefits arising from the actions and decisions of the institution are shared across all groups

**Inclusive** – ensure that all groups, but particularly the most vulnerable, have opportunities to benefit from the actions and decisions of the institution

**Information and digital literacy** – Ability to locate and retrieve digital data, information and content to meet organizational needs; to be able judge the relevance of the sources and effectively store, manage and organize digital content.

**Media** – the main means of mass communication (television, radio, newspapers and online) regarded collectively.

**Participatory** – Consistent practices for engagement, interaction, communication and collaboration across the social, cultural and generational diversity of constituents

**Problem Resolution (ICT)**- Assess organizational and personal needs in order to identify, evaluate, select and use digital tools to resolve problem situations and innovate activities and processes

**Responsive** – respond to and serve the needs of stakeholders within a reasonable timeframe using digital channels and mechanisms that improve service delivery and can monitor and report on performance

**Safety (ICT)** – Procedures to protect ICT devices, personal data and privacy; and to protect health, well-being and the environment from harmful possible effects of ICTs

**Social media** - Websites and applications that enable users to create and share content or to participate in social networking, e.g.: electronic discussion lists boards, Facebook, twitter, blogs, micro-blogging, wikis, podcasts, video, pictures and slide sharing platforms, social bookmarking etc.

**Transparent** - decisions are taken in a manner that follows rules and regulations, and information is freely available and accessible to those who will be affected by such decisions and their enforcement

## Appendix II Core Module 2 Content and Summary

### Introduction:

Record-keeping is central to good FFO governance. CNFO procedures, for example, require that “all records, regardless of format (written or electronic) in which they are collected, created or generated should be stored and maintained in an efficient record-keeping system”. This 2nd module in the “ICT for FFO Governance” course emphasizes the role and importance of record-keeping as an important activity in FFO Governance. Participants are introduced to various types of record-keeping activities in FFO Governance using the management of the FFO Members’ Directory to reinforce ICT best practices for record-keeping.

On successful completion of this module, learners will be able to:

1. Describe various record-keeping activities required for effective FFO Governance
2. Explain the concepts of data and information and differentiate between various types of structured and unstructured data
3. Use Google Drive to create and manage a hierarchical folder structure and standardized file-naming conventions
4. Use basic spreadsheet functions for common data formatting and organization activities required to maintain an FFO membership directory
5. Identify key data management policies and procedures necessary for good governance.

## Topic #1: Record-keeping activities required for effective FFO Governance

### What is the Record-keeping?

Record-keeping is, quite simply, the activities required to keep track of an organization's activities, generally by creating and storing consistent, formal records.

CNFO governance procedures requires that *“all records, regardless of format (written or electronic) in which they are collected, created or generated should be stored and maintained in an efficient record-keeping system”*.

### Different types of Record

A record is any kind of information that is created or received as part of business activities. Different types of records are generated, used and stored in the day-to-day activities of an FFO's operations. These include:

**Accounting Records (Financial transactions):** include sales of supplies, fish and other commercial transactions; member fees collected; payment of salaries, utilities and other operational expenses

**Assets and Inventory:** includes any equipment owned by the organization, such as buildings, physical infrastructure and equipment such as lockers, stalls and diving tanks.

**Legal Documents:** legal entity documents about the organization; constitution, bye-laws, policies; property ownership, titles, and contracts

**Meeting Records:** agendas, reports, minutes, action items

**Communications Records:** business correspondence (letters, emails); articles (newsletter/ newspaper/ brochures/ pamphlets); press releases and social media posts

**Business Databases:** databases of information about key business information assets such as the membership directory, registry of fishing vessels, etc.

**Strategy Planning:** documentation of FFO strategies and plans of formulated by the Board(s) and may include fisherfolks' positions on critical policy issues, plans for capacity building, policy advocacy and communications

**Activities & Events:** record of significant activities and events, including dates, venue, description of activities, participants and outcomes

**Training:** documentation of training activities such as workshops and webinars including dates, training materials, attendees, certification, etc.

### Reasons for Systematic Record-keeping

Properly designed record-keeping systems provide substantial benefits to FFO governance. For example they:

- support more effective performance of day-to-day business activities and better decision making
- enable FFOs to comply with legislative and regulatory requirements
- provide protection and support in legal and business matters, through evidence of business activity
- support consistency, continuity, efficiency and productivity in service delivery and administration
- avoid the loss or inadvertent destruction of significant records, and
- enable the management of records as an asset and information resource, rather than a liability



## Topic #2: Concepts of Data, Information and Knowledge (Narrative)

### Data

Data is the raw material from which information and knowledge can be derived.

Data can be in the form of quantities, images, descriptions, reviews, prices etc.

For example, you may need to collect names, addresses and contact numbers of FFO members. Individual items, such as telephone numbers, constitute data. All available data may be stored in a single place such as a notebook, a Word document, a spreadsheet, or a database.

### Information

Information is data that has been processed to make it *meaningful* and *useful*

Data + Meaning = **Information**

Data becomes information when it is given a context and meaning.

For example, all of the contact data for FFO members that is collected, organized and stored in an electronic container such as a spreadsheet or database can now be considered as information. It is information because it is organized and presented in a way (such as a tabular format with headings) that is meaningful to other persons.

The collection and presentation of data helps to form information.

### Knowledge

Knowledge is what is derived from information and applied for a specific purpose.

Information + Direction = **Knowledge**

Information turns to knowledge when you are able to make informed decisions or choices.

For example, the address information in the FFO membership directory may be used to determine knowledge about the size and geographic distribution of the membership which could then be applied to support advocacy strategies for the allocation of government resources for various FFO communities.



### Topic #3: Categories and Characteristics of Data (Accordion)



Data can be categorized in several ways such as: unstructured vs. structured, machine-readable, and quantitative vs qualitative. The most useful categorization and the most effective way of recording data depend on how you plan to use it.

**Unstructured Data for Humans:** Consider a plain sentence *“we caught 20 pounds of fish and sold it in St. James Square at \$17.50 per pound”*. It is easy for a human to extract key data: weight of fish, selling price etc. However it is hard for a computer to do the same as there is no format that clearly indicates which data is fish weight, price etc. Data presented without such a fixed format is referred to as “unstructured”.

**Structured Data for Computers:** Computers are inherently different from humans. For example, writing someone’s contact information in a notebook is convenient for a human but is a challenge for a computer. If you want your computer to easily process and analyse your data, it has to be in a structured format, for example using a table or spreadsheet like this:

No	First Name	Last Name	Job Title	Organization	Address 1	Province/Parish	Country	Tel (W)	Email
1	Rudolph	Slack	Chairman	Tilapia Sea Food Co.	P.O. Box 427	The Valley	Anguilla	xxx xxx-xxxx	abc@gmail.com
2	Sarita	Ramlal	Coordinator	Regional Fisherfolk Organization	17 Mountain View	St. Georges	Antigua and Barbuda	xxx xxx-xxxx	xyz@yahoo.com
3	Brent	Edwards	Vice President	Trinbago National Fisherfolk Cooperative	512 Central Street	Codrington	Antigua and Barbuda	xxx xxx-xxxx	VP@TNFC.com
4	Tremain e	Xavier	President	Apian Fisherfolk Organization	38 Coral Way Drive	New Providence	The Bahamas	xxx xxx-xxxx	Info@gmail.com

**Machine-readable Data:** There are formats that make data easy for computer programs to extract or, as we say, “read”. PDF documents and scanned images may be pleasing to the human-eye but they are not machine-readable. Computers can display the text nicely, but have great difficulty processing the content. Common machine-readable file formats are **CSV** and **Spreadsheet Files**. Recording fish catch, pricing and sales information using a spreadsheet sales ledger provides data in a structured and machine-readable format.

**Qualitative** data tells you something about the qualities or nature of something: a description of colours, texture and feel of an object, a description of experiences, an interview, are all qualitative data. The following marine weather forecast contains qualitative data:

*Expect Northeasterly winds with occasionally high seas. Intracoastal waters choppy in exposed areas. Chance of showers and thunderstorms.*

**Quantitative** data tells you something about a measure or quantification. Quantitative data refers to a number e.g. the number of fishing boats, the quantity of fish sold, the price, etc. The following marine weather forecast has more quantitative information than the previous:

*Expect Northeast winds 5 to 15 knots. Seas 5 to 7 feet with occasional seas to 9 feet. Intracoastal waters will be moderately choppy with wave heights of 5 – 8 ft. 50% chance of showers and thunderstorms.*

## Topic #4: Components of a Record-keeping system (Flipper)

Record-keeping systems provide organizations with the capacity to capture, maintain and provide access to records of their activities, and typically comprise several components including:

- **Policies and procedures** – established by the regulatory environment and the organizational context to determine the way records are managed
- **People** – users trained for specific roles in the creation, recording, management and utilization of records
- **Tools and technology** – various systems and instruments used in the implementation and operation of record-keeping systems
- **Ongoing training and education** – to ensure that new and existing users are aware of the guiding policies and procedures, and that they adhere to the established policies and procedures

We discuss below a few of the tools and technologies that support record-keeping systems.

### Business Classification Scheme (BCS)

A business classification scheme is a hierarchy of the functions, activities and transactions conducted by the organization. It can be used to decide how to organize the storage of records. Developing a BCS for your organization is an important step in designing a proper record-keeping system. A simple illustration of part of a BCS for an FFO organization is shown in the following Table:

Function	Activities	Transaction / Topic / Artefact
ORGANISATION BUSINESS	Legal Documents	Certificate of Incorporation Memorandum and Articles of Association
	Membership Management	Membership categories & criteria Fees and other matters <b>Record of members</b>
	Policies and Procedures	FFO Policies and Procedures Manual
MEETINGS OF THE ORGANISATION	Annual General Meetings	Agenda Minutes
	Board of Directors Meetings	Agenda Minutes
NETWORKING AND PARTNERSHIPS	Policy Advocacy	
	Fisherfolk Engagement	
	Media, Public Relations and Promotions	
FUNDING AND FINANCIAL MANAGEMENT	Income and Expenditure	Monthly financial statements
	Fundraising, Sponsorship and Donations	Sponsorship Agreements
	Budget Reporting & Audit	Budget Approval

### **Shared Drives**

In the period before digital technologies and cloud-based systems became readily accessible and affordable, many organizations used record-keeping systems that relied on physical file cabinets and indexed folders to keep track of records. With business information increasingly produced as electronic records (i.e. files, documents, spreadsheets and databases), more organizations are using shared drives in the cloud to store records.

Popular shared drive systems include: Dropbox, Microsoft Onedrive or Sharepoint, and Google Drive

There are several advantages to keeping your files online with cloud storage. E.g.

- Files can be accessed from any computer with an Internet connection
- Eliminates the need to email or save a file to a USB drive in order to share files
- Working in a virtual environment and collaborating is much easier for the organization.

However planning and organizing shared drives with a systematic folder structure and standardized file-naming conventions is very important at the outset, otherwise they will simply become an electronic dumping ground for documents and files, just like poorly organized physical filing systems. The Business Classification Scheme introduced earlier provides a useful guide to setting up the folder structures.

Later in this Module, we will discuss the use of **Google Drive** as a system for record-keeping.

### **File Naming Convention**

An important component of an electronic record-keeping system is the file naming convention. This is a standardized way of naming files, adopted by your FFO, that should allow the user, without opening the document, to determine:

1. The nature of the document/file content
2. Applicable date
3. Document completion status (draft version or final record)

An example of a file naming convention is: **Ref\_Subject\_Date**, where:

- **Ref** = an optional reference number depending on the nature of the document e.g. this could be a contract# or a customer reference,
- **Subject** = a meaningful description of the contents of the document
- **Date** = the applicable reference date in ISO format: yyyyymmdd

As a rule, use underscores instead of spaces in the filename. Some examples of document names using this convention are:

- CN3564\_contract\_for\_supply\_of\_bait\_tackle\_20200325.pdf
- ICT4G\_workshop\_syllabus\_20201005.pdf

## Topic #5: Using Google Applications for Record-keeping (Narrative)

In addition to its search engine, Google provides many *free* services and applications you can use to perform various tasks at home or at work. To use these services, you need a Gmail account.

### Google Applications

Examples of services you can use with your Google account are shown in the graphic. Google Apps are cloud-based and work on any device (desktop or mobile). This makes them very convenient for the world of online work.

For this module on record-keeping we will work with two of the most popular Google applications: **Google Drive** and **Google Sheets**.

### Google Drive (storage based)

Google Drive is an application for online storage and sharing of documents, photos, music, videos, etc. It works with both mobile devices and desktop computers and, as it is cloud-based, changes made from one device are automatically available from the other. Each Gmail account is allocated 15 GB of free online storage space.

-To access Google Drive from your desktop computer, use the browser and go to <http://drive.google.com>, then enter your Gmail account details.

- You can also open the Google Drive App on your mobile (Android or iOS) phone

You can very easily upload, organize the storage, and provide shared access to a variety of business documents, files and database records using Google Drive.

### Structure of a Spreadsheet

A spreadsheet page consists of a grid of 'boxes' into which you type data. These 'boxes' are called cells.

Horizontal lines of cells are called rows and are identified by numbers (down the left side of the page).

Row '8' is highlighted in green

Vertical lines of cells are called columns and are identified by letters (across the top of the page).

Column 'F' is highlighted in blue

Each cell can be identified using the column and row. In the illustration below, the highlighted cell is D5 (column D, row 5). Notice that the numbers start from the top and increase as you go down the page.

	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

A Spreadsheet is an extremely powerful business tool for manipulating large amounts of data. It can be used for tracking and managing almost any kind of information, which makes it a very useful tool for records management.

#### Introducing Google Sheets

Google Sheets is a web-based spreadsheet application that enables you to store and organize different types of information, much like Microsoft Excel. While Google Sheets does not offer all of Excel's advanced features, it's easy to create and edit spreadsheets ranging from the simple to the complex. Like other Google Applications, Google Sheets was built primarily as an online application, rather than as a desktop application (like Excel). This makes it very easy to share information and collaborate with others, key features to support online digital work.


#### Advantages of Google Sheets

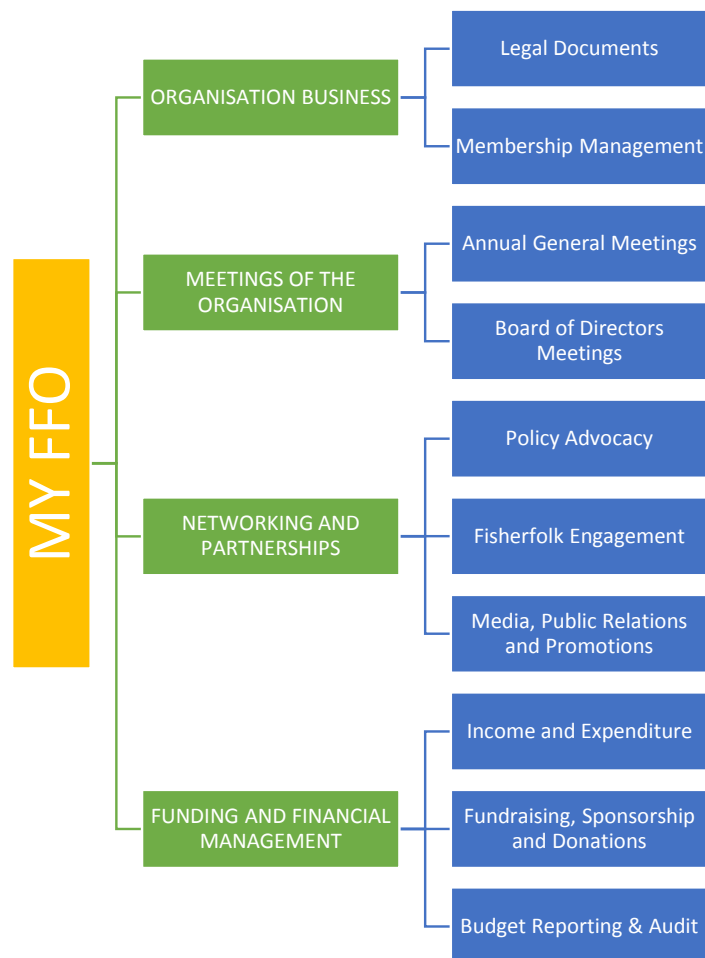
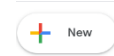
- As an online cloud-based spreadsheet you can use anywhere—no more forgetting your spreadsheet files at home.
- It works from any device, with mobile apps for iOS and Android along with its web-based core app.
- Google Sheets is *free*, bundled with Google Drive, Docs, and Slides to share files, documents, and presentations online.
- It includes almost all of the same spreadsheet functions as Excel

## Topic #6: A Recordkeeping exercise using Google Drive and Google Sheets

For this hands-on exercise, we will use Google Drive and Google Sheets as the tools to set up a basic record-keeping system. Our system will consist of a hierarchical structure of folders based on the business classification scheme (BCS) presented earlier, where various documents will be stored using a standardized naming convention. One of the key documents in the system will be a spreadsheet that contains a database of FFO members with contact information.

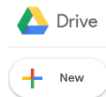
### **Exercise #1 – Use Google Drive to create a hierarchical folder structure**

1. In your Google Classroom (Classwork), click on your “Class Drive Folder”
2. In the Google Drive Menu on the left, click on the “+New” button to add a folder with the name of your FFO 
3. Open your FFO Folder and add the following sub-folders
  - a. ORGANISATION BUSINESS
  - b. MEETINGS OF THE ORGANISATION
  - c. NETWORKING AND PARTNERSHIPS
  - d. FUNDING AND FINANCIAL MANAGEMENT
4. Within each of those sub-folders add sub-folders following the sample BCS described earlier to produce the following folder hierarchical structure:



### Exercise #2 – Upload documents and files to your Google Drive folders

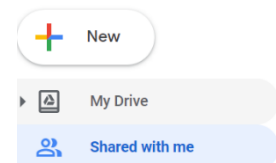
1. Use the "Document Resources" in the top right Menu of the course to retrieve the following documents that were discussed in Module 1 – Introduction
  - CNFO Constitution
  - CNFO Advocacy Strategy and Plan
  - BARNUFO Constitution
  - BY-LAWS governing the Belize Fishermen Co-Operative Association
2. In your Google Classroom (Classwork), click on your "Class Drive Folder"
3. For each document, determine the appropriate sub-folder in which it should be stored
4. Navigate to the sub-folder
5. In the Google Drive Menu on the left, click on the "+New" button and select "File Upload"
6. Locate the files on your local drive that you downloaded in step 1, and upload to the appropriate sub-folder
7. Consider the file naming convention discussed earlier: "Ref\_Subject\_Date (where Date = yyyyymmdd)"
8. If you need to rename the files to be consistent with the naming convention, right-click on the file that was uploaded to your Google drive folder, and select "Rename"



### Exercise #3 - Maintaining a single CNFO / FFO Membership Directory

One of the benefits of Google Applications is the ability to share data and information across multiple users and organizations with different levels of access privileges. Some users may be able to view information only, while others are able to edit and update the information. In this exercise, you will work with a single copy of a CNFO/ FFO Membership Directory that is shared across all the learners in this course.

1. Use the "Resources Link" in the top right Menu of the course to access the CNFO/FFO Membership Directory (You may also access it from your Google Classroom)
2. This Directory has two (2) worksheets
  - **CNFO Organizations:** shows the list of Fisherfolk organizations that are part of the CNFO Network, and the primary contact for each
  - **CNFO\_FFO Contact Directory:** provides contact information for individual members of the regional network
3. Note the information for FFOs within your country and update as appropriate
4. Add contact information for at least five (5) members within your country's national or primary FFOs
5. Since this directory is a single shared common information resource, we can add a shortcut link to it in your managed folder structure as follows:
6. In your Google Classroom (Classwork), click on your "Class Drive Folder"
7. In the Google Drive Menu on the left, click on the "Shared with me" and you should see the "CNFO\_FFO Membership Directory"
8. Right-click on the file and select "Add shortcut to Drive"
9. Navigate to the sub-folder: ORGANIZATION BUSINESS->Membership Management
10. Click "ADD SHORTCUT"
11. You will now be able to access the single shared "CNFO\_FFO Membership Directory" from this sub-folder





## Topic #7: Data management policies and procedures for good governance (Accordion)

A gap analysis of NFOs' use of ICT in governance highlights the need for record-keeping policies and procedures that ensure effective and efficient FFO operations which enable accountability, transparency and responsiveness; and that follow the rule of law. Key areas include the use of templates and standards as well as the management of access and retrieval, privacy and security, and archiving and disposal.

### **Standards and Templates**

Standardized document and information formats ensure consistency in record creation, presentation and storage. These include file naming conventions, and electronic templates for key document types such as fisherfolk registries, meeting agenda, minutes, registration, training and letters. These enhance organizational efficiency and document sharing both within the organization and the wider community

### **Access and Retrieval**

Access and retrieval policies and procedures ensure that all who need to, have the opportunity and means to find, use and retrieve information from an organization's record-keeping system; and that this access and retrieval is limited to authorized persons.

### **Privacy and Security**

Organizational records often contain personal content. Such information makes it possible to identify an individual's characteristics or activities. *Privacy* seeks to ensure that personal data is protected and used only with the consent of the subject of the data. Individuals should have the right to inspect, review and request the modification of inaccurate or otherwise inappropriate personal records.

*Security* provides measures (systems, policies, and procedures) to prevent unauthorized access to organizational records, including those that have privacy restrictions.

### **Archiving and Disposal**

Organizational records are not kept indefinitely. A proper record-keeping system should stipulate the retention time that an organization must keep particular records. This is determined based on the ongoing business needs to document actions or for statutory requirements. After the retention period has expired, the records should be disposed of either by *deletion/destruction*; *transfer to inactive storage* with destruction at a specified later date; or *transfer to archives* for permanent preservation.

## Module Summary:

This module introduced course participants to various types of record-keeping activities in FFO governance and the use of ICT tools to support them. Google Drive and Google Sheets were used to illustrate key activities in record-keeping: planning and setting up hierarchical folder structures and using standardized file naming conventions. The maintenance of a centralized “Members’ Directory” using these tools helped participants to become familiar with some of the basic principles of organizational record-keeping.

Here are some of the key points learned from this module:

### The importance of record-keeping

- Systematic record-keeping is a fundamental requirement in good business practice and governance. CNFO governance procedures, for example, require that “*all records, regardless of format (written or electronic) in which they are collected, created or generated should be stored and maintained in an efficient record-keeping system*”
- Records provide evidence of business activities and include: accounting records, legal documents, meeting and event records, and business databases
- Properly designed record-keeping systems not only support more effective performance of day-to-day business activities and better decision making, they also enable FFOs to comply with legislative and regulatory requirements, and provide protection and support in legal and business matters

### Understanding data, information and knowledge

- Data and information are the basic elements that combine to form records.
- Data can be considered the raw material and can be in a variety of formats such as quantities, characters, symbols, images or descriptions. We can generally categorize data into structured vs unstructured, and quantitative vs qualitative data
- Information is data that has been processed to make it meaningful and useful. When information is applied for a specific purpose such as analysis or decision-making, it may be considered to be knowledge
- Effective record-keeping helps organizations to preserve, secure and maximize the utilization of their data, information and knowledge assets

### Components of a record-keeping system

- Record-keeping systems provide organizations with the capacity to *capture, maintain and provide access* to records of their activities, and typically comprise several components including: **policies and procedures, people, tools and technology**, and ongoing **training and education**
- A **business classification scheme** is a hierarchy of the functions, activities and transactions conducted by an organization that can be used to decide how to organize the storage of records
- A standardized **file naming convention** adopted by your FFO, is an important component that should allow the user, without opening any document, to determine the nature of its content
- Google Drive and Google Sheets are powerful cloud-based tools that make it easy for organizations to setup basic electronic record-keeping systems and facilitate the sharing of information and collaboration with others online.

### Data Management Policies and Procedures for Good Governance

A well-designed record-keeping system should provide due consideration for the following data management issues: *Access and Retrieval*; *Privacy and Security*; *Archiving and Disposal* and *Standards and Templates*. Proper attention to these issues enhances organizational efficiency, transparency, accountability, and responsiveness; all key attributes of good governance.

## Module Glossary:

**Shared Drive:** a networked or “cloud-based” storage application that provides the ability to upload, store and share documents, photos, music, videos and other digital artifacts online

**Record-keeping:** The act of documenting an activity by creating, collecting or receiving records and ensuring that they are available, understandable and usable for as long as they are needed.

**Templates:** A standardized document and/or information format or specification that has been established by the organization as a means of consistency and good practice in record-keeping

**Access and Retrieval:** Authorization, opportunity and the means of finding, using or retrieving information from the organization’s record-keeping system

**Privacy:** ensures that the contents of personal records may not be disclosed without the subject’s consent; and permits individuals with the right to inspect, review and request the modification of inaccurate or otherwise inappropriate personal records

**Security:** Systems, policy, and procedures to prevent unauthorized access to organizational records

**Archiving:** the storage of inactive records, documents, papers, and other organizational memorabilia which are retained permanently for historical, legal, research, or social reasons. *The process of selecting, preserving, and making available non-current records with long-term value*

**Disposal:** The final process in a record’s life cycle, involving one of: deletion/destruction; transfer to inactive storage with destruction at a specified later date; or transfer to the Archives for permanent preservation

**Filing System:** The planned classification scheme which structures records so that they are readily accessible and retrievable by the people authorized to use them.

**Lifecycle:** Organizational records go through distinct phases, whereby: records are created, used for some purpose, stored or filed for future reference, evaluated, and eventually disposed of or transferred to an archives for permanent retention.

**Retention Period:** The length of time an organization must keep particular records. This is usually expressed in terms of years, months, days and may be determined based on the ongoing business need, to document an action, or for statutory requirements.

## Appendix III Core Module 3 Content and Summary

### Introduction

Meetings are an established aspect of FFO policies and procedures. They include annual general, general assembly, board of directors and staff meetings, as well as elections. The management of meetings is therefore a key governance activity for FFOs. Given the distributed nature of FFO organisations and membership, virtual meetings offer considerable convenience and efficiency in meeting management.

This module introduces learners to the use of ICT tools for managing and conducting virtual meetings.

On successful completion of this module, learners will be able to:

1. Identify the various meetings conducted as part of established FFO governance procedures
2. Explain when to use various digital communication and collaboration tools (e.g. WhatsApp, email, Zoom)
3. Explain the concepts of time management, task management and work flow management
4. Demonstrate the use of calendaring applications to enhance time and task management
5. Select and use appropriate digital tools to manage a virtual end-to-end meeting scenario
6. Identify online communications netiquette and good practice in online meetings and communities

### Topic #1: Example Schedule of meetings in FFO governance (Accordion)

Meetings are important activities that contribute to several aspects of FFO governance including: *transparency, accountability and inclusiveness; and ensure that its operations are participatory and consensus oriented.*

FFO policy and procedures, enshrined in bye-laws and constitutions, establish several key meetings. As an example, consider the CNFO:



#### Annual General Meetings

The Annual General Meeting (AGM) is to be held at least once per year, no later than 31st March. The Chair is responsible for calling and facilitating the AGM. Notice must be given at least 1 month before the scheduled date. The minutes of the previous meeting must be circulated at least 1 month before the meeting; and the agenda, at least 2 weeks before the meeting. The quorum is one third of the membership.

#### General Assembly Meetings and Elections

The General Assembly is the highest decision-making body of the CNFO. It comprises all members and shareholders of the organisation. The General Assembly receives and reviews annual reports from the CNFO leadership on all aspects of its operations. The CNFO Executive is elected at a General Assembly meeting, every 3 years.

The constitution can only be amended at a General Assembly Meeting. The proposer must submit a proposal to the CNFO Secretary at least 1 month before the meeting and must have the support of at least 6 Board members.

### Board of Directors Meetings

Board of Directors meetings are convened a minimum of twice yearly or as necessary in case of an emergency. At least 1 face-to-face meeting should be held each year or as the opportunity presents itself. Notice of the Board meeting must be given a minimum of 2 weeks before a regular scheduled meeting date, and 5 days before a special Board meeting.

Agenda items for regular Board meeting include but are not necessarily limited to:

- Minutes of the last meeting and review of follow up actions
- Business arising out of the minutes
- Financial Report
- Update on advocacy efforts regionally and internationally and other important reports
- Matters to be ratified

### Executive Meetings

The Executive meeting is to be held once a quarter and can be conducted via the available electronic media (Skype, WhatsApp, Msn Messenger, and Hangout) depending on where members reside. Each Executive member has 1 vote and decisions of the Executive require a majority vote at that meeting. Once the Executive (4 of 7 quorum) has discussed and proposed a decision for CNFO, it is to be submitted to the Board (1/3 of members) for consensus.

### Staff Meetings

Staff meetings are conducted by the Chair of the Board of Directors with other Executive members, with the Coordinator and the Administrative Officer in attendance. At least 2 staff meetings should be held each quarter. Notice and agenda should be provided and circulated 2 weeks in advance. Minutes are to be prepared by the Administrative Officer.

## Topic #2: Digital communication and collaboration tools (Narrative)

### Text Messaging

Text messaging, also known as Short Message Service or simply “SMS”, is a messaging service that has been around for a long time. Texting is still popular particularly as the messages can be sent from almost any mobile phone to any other - not just smartphones. Their 160-character limit, though, makes them unsuitable for long messages.

### Online Phone Calls (VoIP)

Making international phone calls used to be very expensive. Today, it's easy to make free or inexpensive phone calls to almost anywhere in the world over the Internet using a technology called Voice over Internet Protocol (VoIP, pronounced "voyp").

VoIP is used in popular services such as **WhatsApp**, **Skype** and **Google Meet**. These services allow free voice calls with other users of the same service. Calls to regular phone numbers are not free but still much cheaper than the traditional phone call.

**WhatsApp** is an easy to use messaging service like text (SMS) messaging but it can also be used to send voice messages, photos, and documents to a person or groups of people; and to video conference with two or more persons. WhatsApp is one of the most commonly used ICT channels for communications within the FFO community. However there are many additional tools that enable online communication and collaboration.

Before the Internet, people used a variety of communication methods, including phone calls, written letters, and face-to-face conversation, according to the situation. Online digital communication is very similar: people may use *email*, *instant messaging*, *video chat*, or *social networking* depending on the situation.

### Electronic Mail (Email)

Email, short for electronic mail, is a convenient way to send and receive messages across the Internet, and was one of the 1<sup>st</sup> great benefits of the Internet. It is the most common form of electronic communications used in business communications on a global scale because it is:

- **Universal:** almost everyone who uses the Internet has an email account
- **High Speed:** Communication is almost instantaneous, which enables quick dissemination of information and fast response to customer inquiries
- **Targeted:** Email is a powerful promotional tool that enables organizations to reach and engage with targeted audiences about various matters and activities of interest, and for advocacy purposes
- **Organized:** Email messages can be easily sorted and arranged in folders as persistent organized records of communications.

### Chat and Instant Messaging (IM)

The terms chat and IM are sometimes used interchangeably. However, they can have slightly different meanings. Chat is often associated with online virtual chat rooms, which can include many different people who may or may not know each other. Many chat rooms focus on a particular topic of interest. IM is technically a kind of chat, but is especially suited for one-on-one communication, although it's also possible to send messages to multiple people at once. Unlike SMS, IM requires that you log in to an account.

IM is instant which is great for quick messages, questions, or notifications. However it's not as

convenient as email for lengthy or complicated messages; or for organizing and filing for future reference. Popular IM services include **Google Chat**, **Facebook messenger**, and **WhatsApp**.

### Video Chat

Video chat allows you to see and hear the people while you communicate with them. Whether you're talking with a family member or collaborating at work, video chat adds a personal touch to your conversations. Just like voice chat, it's included in many IM and chat services, like **Skype**, **Google Meet** and **WhatsApp**, and it's often free!

### Group Video-conferencing

With some services, it's possible to video chat with **multiple people** at the same time. This is often called **group video chat** or **web conferencing**. This feature is often used in the digital workplace, to hold virtual meetings or collaborate with a group. If you're giving a presentation, you can **share your screen** so they see what's on it, whether it's a **PowerPoint presentation**, a **photo**, or a **spreadsheet**.

This is a very powerful feature for online meetings, however note that:

- You may need to use a **webcam** and **headset**
- It may not work well with **slower Internet connections**
- Even though you can see the person, it's not the same as talking face to face. Due to the camera angle and picture quality, and unpredictable Internet connection, the communications may be **awkward** or **low-quality** and may not be suitable for a business call.

Popular web-conferencing platforms include: Skype, Google Meet, Zoom and WhatsApp

### Social Networking

Social networking has become one of the dominant forms of communications and collaboration on the Internet. Conversations are more open and public, which can provide a richer social experience than other forms of online communication.

Once you've joined a social network, you can start posting your **thoughts, questions, pictures, links, videos**, or anything else you'd like to share. These are called **social posts** because, unlike instant messages or email, they are visible to other people. Posts appear on your activity feed, which is visible to others on the site or using the service.

You can engage in social networking on several popular platforms such as **Facebook**, **Twitter** and **Instagram**. These have become important ICT tools for advocacy and engagement, which we will discuss more in Module 4.

### Topic #3: Digital communication and collaboration – Choosing the right tool (Accordion)

With so many communications options available, choosing the appropriate methods, depending on context, can enhance your business communication. These are some typical business and personal communications scenarios, and the basis for using one means of digital communications over another:  
[Sending a proposal document to several colleagues for comments](#)

**Email:** Email is very effective for sending attachments along with a message. This allows you to distribute documents to several persons at the same time with a note explaining the contents and inviting feedback. Try to avoid sending very large attachments which take a long time to download. Consider, instead, using cloud- storage services like Google Drive and Dropbox to store large files and share the links via email.

**Google Docs:** If you are editing a document with others, sharing a Google Doc is a better choice. A shared Google Doc automatically sends email notification to invited persons, and they can comment on, and update, the document online.

[Sharing pictures of an event](#)

**Social Media:** Facebook and Instagram are powerful tools for uploading high-resolution photos. They provide high-quality photo editing features and make it easy to choose who you share with, such as friends, family and acquaintances.

[Hosting an online FFO Executive meeting](#)

**Zoom, Skype or Google Meet:** These are used extensively in the digital workplace for virtual business meetings. Participants can **share screens** to see exactly what is being discussed, whether it's a **PowerPoint presentation**, a **document**, or a **spreadsheet**.

[Conducting an online training workshop](#)

**Zoom or Google Meet:** Online interactive workshops work well with Zoom or Google Meet. Features such as screen sharing, break-out rooms and session recording enhance the effectiveness of these sessions.

[Getting together online with a group of friends to discuss an upcoming social event](#)

**WhatsApp Group or Google Meet:** WhatsApp groups are often used for shared discussions among friends with common interests. Google Meet is also a great option if you wish to talk to each other live over video chat. Up to 10 users can chat at the same time for free on a Google Meet session

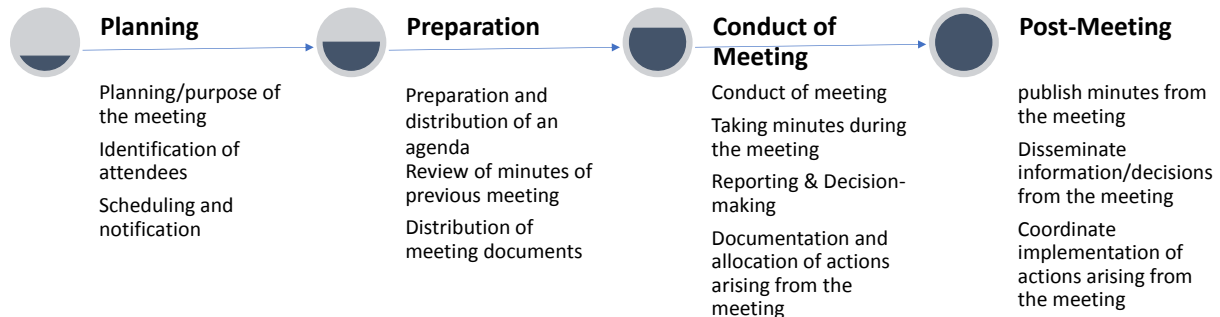
[Making a phone-call to business acquaintances in another country](#)

**Skype or WhatsApp:** It's easy to make free or inexpensive phone calls to almost anywhere in the world over the Internet once all parties have the applications installed. Ensure beforehand that your acquaintance has an account on the same service and voila!



## Topic #4: Effective meeting management – managing time, tasks and workflow

Rather than a single event, the effective management of meetings involves several activities conducted before, during and after the meeting as illustrated:



The ability to manage and coordinate **time**, **tasks** and the **workflow** associated with these various activities is an important requirement for effective meeting management and can be enhanced by the use of digital productivity tools.

### Time Management

Managing time well involves planning and coordinating all the tasks :

1. Identify all activities and tasks to be done
2. Estimate how much time is required to complete each activity
3. Eliminate unnecessary tasks from your list
4. Delegate some tasks to others where appropriate
5. Prioritize your tasks by ranking them in order of importance, particularly note those that relate to external uncontrollable deadlines.
6. Use a calendar tool to manage the visibility and tracking of tasks.

### Task Management

Once you've prioritized your tasks, create an **action plan** for each large task. An action plan is a list of steps (activities) that must be done to complete a larger task or goal.

To create an action plan:

1. **Determine** what is required for each large task to be successful
2. **List** each step it takes to complete the task
3. **Establish** the best way to complete the task. Consider experimenting with different methods and asking for advice.
4. **Find** ways to multitask, that is to say, to do more than one thing at once
5. **Assemble** the people and resources you need to implement your action plan.

### Workflow Management



Workflow management means organizing your tasks and action plans into a coordinated sequence of activities and includes the determination of additional information and resources that might be required. Identify inter-task dependencies and particularly highlight those “critical-path” tasks that need special attention to mitigate the risk of getting delayed. Meeting management involves the effective coordination of the illustrated workflow.

## Topic #5: ICT calendaring applications to enhance time and task management

For this module on meeting management we will work with two additional Google applications: **Google Calendar** and **Google Tasks**.

### Google Calendar


Google Calendar is a very convenient productivity tool that you can use to organize your schedule and coordinate activities with others. It can become your own personal diary where you note down and keep track of appointments, holidays and special events on particular dates. You can access the calendar from any computer or mobile device as long as you are signed in to your Google account.

- To access google calendar from your desktop computer, use the browser and go to <http://calendar.google.com>.
- You can also access your calendar while in your Gmail account. You should see a blue icon on the right side labelled “Calendar”  Click on it to start the Calendar application.
- You can also open the Google Calendar App on your mobile (Android or iOS) phone
- Click the button at the top right to view your calendar by month, week, day or as a schedule (*sometimes the most convenient view to keep track of what is upcoming*)
- You can easily scroll through your calendar by scrolling left-right; Click “**Today**” to return to today’s date
- You can very quickly schedule appointments or events on your calendar by clicking on the “**+Create**” icon 

Shared organizational calendars can be used to manage the planning and scheduling of business activities such as meetings, and events such as this Workshop. The Google classroom for this workshop has its own shared calendar that we will use for a Meeting planning exercise.

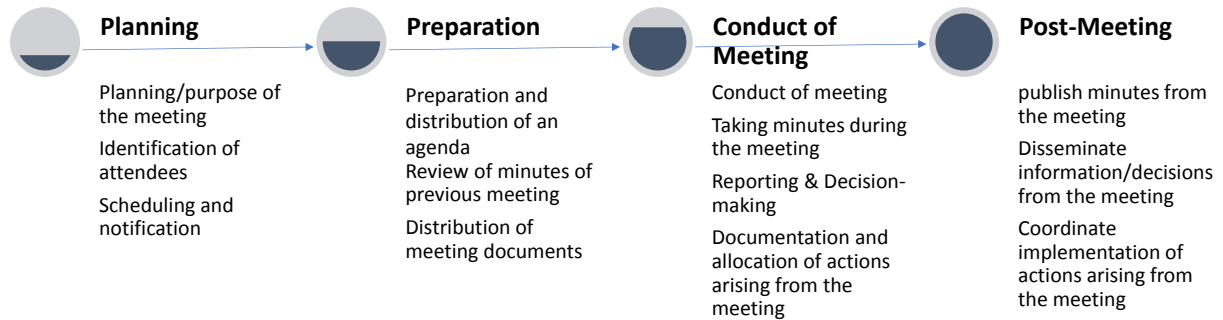
### Google Tasks

Google Tasks is a simple, yet powerful tool for managing your to-do lists, and keeping track of your work activities. Imagine a paper to-do list with a checklist of things you need to do. Perhaps you would indent some tasks that are part of a larger task; maybe you'd scribble a quick note under a task with more details, or write a due date beside critical tasks. **Google Tasks** can help you to digitize that simple to-do list.

- You can access Google Tasks from your desktop through your Gmail account, or install the Google Tasks App on your mobile device. Even while you’re offline, you can View, Create or Edit Tasks
- Log into your Gmail account using your browser. You should see a blue icon on the right side labelled “Tasks” (*underneath Calendar icon*).  Click on it to start the Tasks application
- Tap the + “Add a new task” button to type in a task, then “Edit” the task to add a description and a due date.
- You can easily add subtasks to break down a complex task into an action plan (a sequence of steps)
- You can create multiple lists to help you organize your tasks into different projects. For instance you can create a separate list for the action items from a specific meeting, and one for your personal activities.

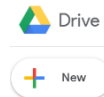
## Topic #6: A Meeting management exercise using Google Calendar, Tasks and Google Meet (Flip Card)

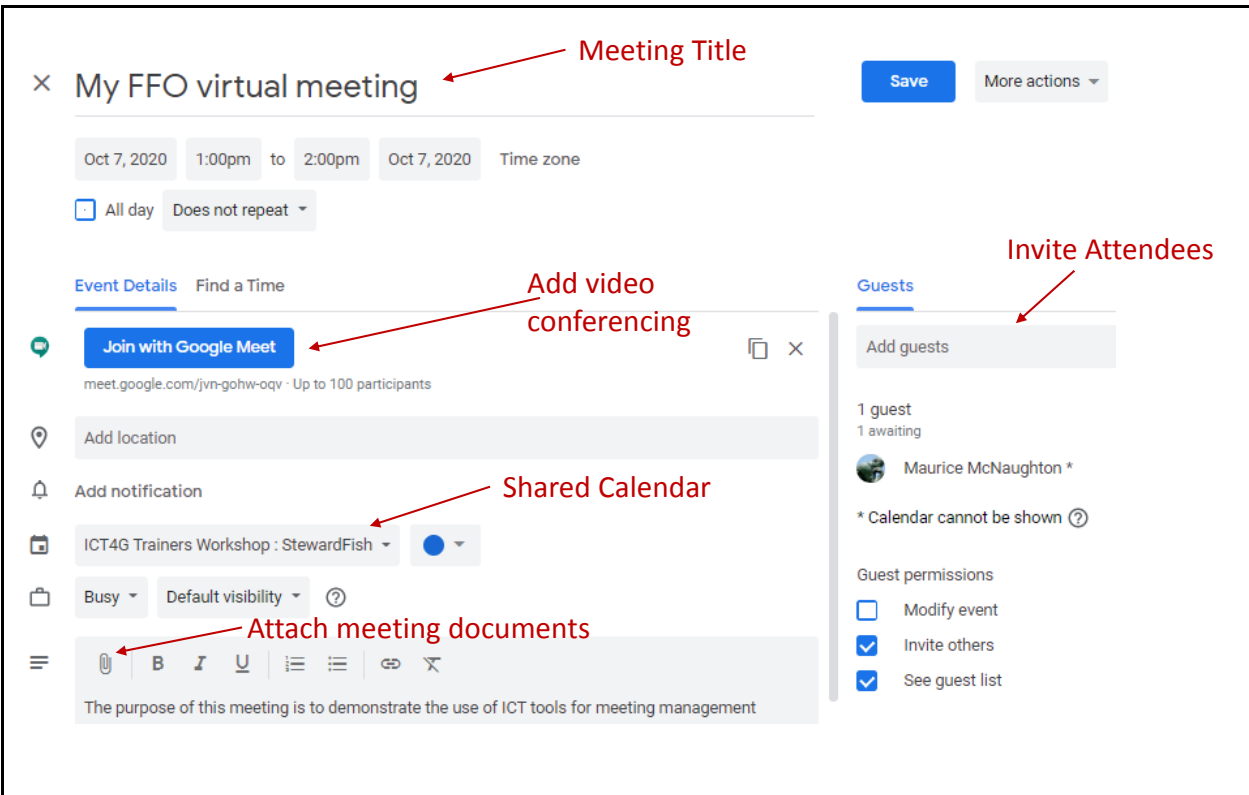
For this hands-on exercise, we will use Google Calendar, Tasks and Meet as the ICT tools to set up and manage a meeting session according to the meeting workflow below. We will use the shared calendar in your Google Classroom for the exercise.



### Exercise #1 – Use Google Calendar to Plan and schedule a new meeting

1. In your Google Classroom (Classwork), click on your “Google Calendar”
2. You should see the Calendar entries for this 3-day ICT4G Workshop
3. In the Google Calendar Menu on the left, click on the “+Create” button to add a new meeting event. Title the meeting as “My FFO virtual meeting” and schedule it for a date and time during the week of Oct 5<sup>th</sup>.
4. When adding the meeting it will by default, go to your personal calendar. Edit the meeting entry and change the calendar to “ICT4G Trainers Workshop – StewardFish”
5. While editing the Meeting calendar entry, add a description indicating the purpose of the meeting
6. Click on “Add Google Meet video conferencing” to schedule a web-conference session for the meeting
7. Click on “Add guests” and add the email addresses of at least three (3) persons from this workshop, including the facilitator to be invited to your meeting
8. Your meeting has now been scheduled, and notifications sent out.






**Exercise #2 – Use Google Calendar to distribute meeting minutes, agenda and documents**

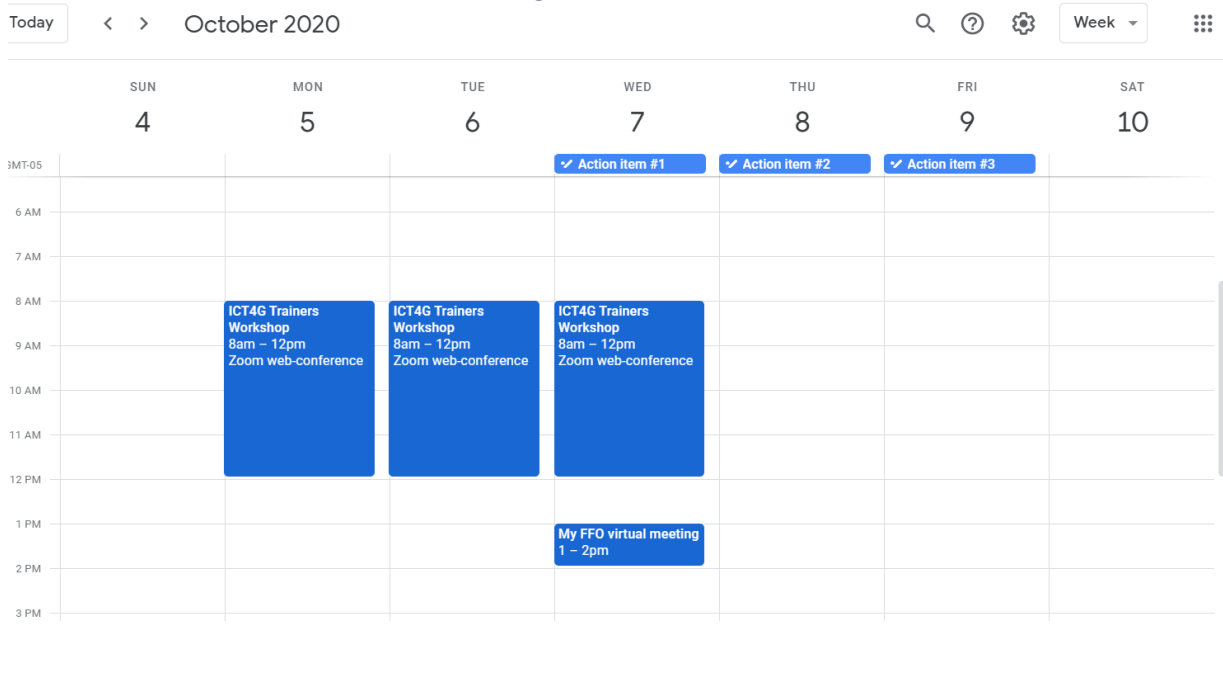
1. Edit your meeting calendar entry that you created in Exercise #1
2. Click on the “staple” icon to attach documents to your meeting invite. You will be able to upload documents from your computer, or add documents from your google drive
3. Select “My Drive” and navigate to the Classroom folder. Select the documents “workshop\_agenda\_20201005” and “workshop\_briefing\_minutes\_20200911” and add them to your Calendar invite
4. Navigate to the folder where you had stored the shortcut to the CNFO\_FFO membership directory in Module 2, and add it to the calendar invite. In the meeting description, add a note indicating that “We will also review the FFO membership directory”
5. Save your meeting invite and add a message “Please see documents for the meeting” at the prompt. Click “Send” to distribute the documents to your meeting invitees.

**Exercise #3 – Conduct the virtual meeting using Google Meet video-conferencing**

1. Open your meeting calendar entry and click on “Join with Google Meet”. As the host you will need to join the meeting first and admit the invitees to the meeting when they connect
2. Google Meet provides you with the functions for: inviting additional persons to the meeting, muting or removing persons from the meeting, sharing your screen (e.g. a document or presentation), using the chat window for discussion with meeting participants.
3. Go to your calendar meeting entry and open the “CNFO\_FFO membership directory” that was attached in Ex. #2. The spreadsheet should open in a browser window
4. In Google Meet, click on “Present now” and “Share a window” to display the document to the other meeting participants
5. Terminate the videoconference on completion of the meeting

#### Exercise #4 – Distribute minutes from the meeting, and setup an Action plan using Google Task

1. Edit your meeting calendar entry and click on the “staple” icon to attach the minutes and action items of the meeting.
2. Select “My Drive” and navigate to the Classroom folder. Select the documents “virtual\_meeting\_minutes\_20201005” and “virtual\_meeting\_actions\_20201005” and add them to your calendar entry
3. Save your calendar entry and add a message “Please see minutes and action items from the meeting” at the prompt. Click “Send” to distribute the documents to your meeting participants.
4. Log into your Gmail account using your browser and click on the blue “Tasks” icon on the right side to start the Tasks application 
5. Tap the + “Add a new task” button to type in a task, then “Edit” the task to add a description and a due date.
6. Create a new task list called “Virtual Meeting Action Items”
7. Add the Action items from the “virtual\_meeting\_actions\_20201005” document and assign a date to each item
8. View your Google calendar which should now display your virtual meeting schedule and all the action items associated with the meeting



## Topic #7: Communications netiquette and good practice in online meetings and communities (Flip Card)

In the same way that you observe guidelines and good practices of behavior for the traditional workplace, there are also established norms and generally accepted rules of behavior online. This is referred to as Netiquette - behaviors that are appropriate when communicating online or just using the internet. Netiquette is not a strict norm but simply guidelines to be noted by users.

### General online communications

**Identify Yourself:** Begin messages with a direct greeting and end with your name.

**Use descriptive subjects and / or titles:** Give a descriptive phrase in the subject line so your audience or recipient has an idea of what the message or post is about. Not only does this make it easier for people to refer to or go through your messages; it also reassures them that you're not a spammer selling potency pills

**Respond to Messages in Timely Manner:** Attempt to address direct messages or queries as soon as possible

**Respect the Privacy of Others:** Do not quote or forward a personal message without the permission of the original author. Do not share personal information, photos, or videos that another person may not want published online.

**Avoid Sarcasm and facetious remarks:** In messaging this may lead to misinterpretation or miscommunication. Be respectful and treat others how you want to be treated.

**Be as brief as possible:** Keep messages concise—about one screen, as a rule of thumb. Long rambling messages in any medium (Email, WhatsApp, Social media posts) is a turn-off. Keep it simple and light and give your readers a reason to come back tomorrow for more.

**Avoid Use of Inappropriate Language:** Avoid rude or inappropriate language

**Be Helpful and Courteous:** If someone asks a question and you know the answer, offer to help. Thank others who help you online.

### WhatsApp Guidelines

1. DON'T: start having long one-to-one chats in a big group - take it to a personal chat instead.
2. DO: answer people's questions – even when you can't be bothered. It still counts as ignoring your friends, even in a group chat.
3. DON'T: be that person who sends a million videos that use up everyone's WhatsApp storage.
4. DO: keep it civil. Yes, your friend's just said something that's sent you into a blind rage, but message them personally instead of airing your grievances in front of everyone else.
5. DON'T: send unsolicited daily photos of your pets/dinner/washing.
6. DO: make sure you're in the right chat. It's always awkward sending messages meant for someone else.
7. DON'T: send ten one-line messages when one longer one will suffice, especially in a large group chat. When everyone's doing this, it can get pretty overwhelming (no one wants 382 new message notifications in the space of 20 minutes).
8. DO: use the reply function so your replies don't get lost in a big chat. To use it, just swipe right on the message you want to reply to, and start typing.
9. DON'T: overshare - some things are better said in person or on a phone call.

## Module Summary:

This module introduced course participants to the various activities in FFO meeting management and the use of ICT tools to support them. Google Calendar, Google Tasks and Google Meet were used to illustrate key activities in the end-to-end management of meetings.

Here are some of the key points learned from this module:

### The role of meetings in FFO governance practice

- Meetings contribute to several aspects of good governance for FFOs including: *transparency, accountability, participatory, consensus and inclusiveness*.
- Established meetings that form part of the FFO governance mechanisms may include: Annual General Meetings, General Assembly Meetings and Elections, Board of Directors Meetings, Executive Meetings and Staff meetings.

### Digital ICT tools for communication and collaboration

- Several categories of digital tools exist to support online communication and collaboration, including: Email, Chat and Instant Messaging (IM), Video-conferencing, Text Messaging and Social Networking.
- Being able to select the digital ICT tool that is suitable for a specific purpose is a key ICT competence.

### Effective meeting management

- Effective management of meetings involves the coordination of several activities conducted before, during and after the meeting, including: *Planning, Preparation, Conduct of meeting, Post-meeting activities*.
- The ability to manage and coordinate **time, tasks and the meeting workflow** can be enhanced by the use of digital productivity tools.
- Google Calendar, Google Tasks and Google Meet are powerful cloud-based tools that make it easy for organizations to seamlessly coordinate online meetings, related document resources, attendee participation and action items.

### Communications netiquette and good practice in online meetings

Netiquette refers to established norms and generally accepted rules of behavior that are appropriate when communicating online. Observing these guidelines will result in more effective meetings.

## Module Glossary:

**Email:** E-mail (electronic mail) is "mail" that is "electronically" transmitted to you via computers or networks

**Instant Messaging (IM):** A technology that gives users the ability to identify people online and exchange messages with them in real time

**Video-conferencing:** To conduct a conference between two or more participants at different locations, using computer networks or the Internet to transmit audio and video data

**Netiquette** (short for Internet etiquette): A term which describes the conventions, rules and responsibilities for online behavior, particularly within blogs and discussion boards

**VoIP:** Voice Over Internet Protocol, sometimes called IP telephony, uses the Internet as the conduit for a voice conversation by telephone

**Text Messaging:** The act of typing and sending a brief, electronic message (less than 160 characters) via a cellular network to another person who can view the short message (SMS) on any phone, not limited to a smartphone,

**Workflow:** A sequence of tasks, activities and resources that are coordinated towards achieving a specific outcome



## Appendix IV Core Module 4 Content and Summary

### Introduction:

ICTs provide a potent means of delivering the advocacy messages to its audiences in real time in a variety of media such as audio and visuals including text, graphics and video. The Internet, and social media in particular, have also become a major channel of engagement for policy actors and stakeholders, and the general public. Many FFOs recognize the potential of ICT in advocacy. The CNFO, for example, recognizes its essential role in information sharing, outreach, mobilization, and influencing the policy agenda and formation nationally and regionally.

This module introduces CNFO and NFO leaders to the use of ICT tools, including traditional and New Media, to advocacy and engagement. The regional advocacy strategy and plan, as articulated by the CNFO, is used as the overarching reference for learner explorations.

On successful completion of this module, learners will be able to:

1. Describe the purpose, strategy and guiding principles of advocacy in Caribbean FFOs
2. Identify the primary stakeholders and audience for FFO advocacy
3. Describe the role of traditional and new media in advocacy
4. Discuss the various forms of ICT channels and digital artifacts to support advocacy: newsletters, websites, social media, policy briefs, etc.
5. Select the appropriate digital channels and artifacts to suit the audience and advocacy message
6. Use ICT tools such as spreadsheets, presentation utilities and standardized templates in the development of an advocacy plan and budget

## Topic #1: FFO Advocacy purpose, strategy and guiding principles (**Accordion**)



### What is FFO Advocacy?

FFO **advocacy** is the deliberate process of directly and indirectly influencing decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfilment of fisherfolk views, interests and rights.

### Advocacy Purpose

The purpose of advocacy work by the FFOs is generally to bring about changes in policies to contribute to the development of a sustainable and profitable industry, improvement of the quality of fisherfolk lives, food nutrition and security in their jurisdiction. In the case of NFOs, this is national while in the case of the CNFO this is across the entire Caribbean Community (CARICOM) region.

### Advocacy Strategy and Plan

The **CNFO's Advocacy Strategy and Plan on Fisherfolk's Positions on Critical Issues concerning the Implementation of Regional Fisheries Policies in the Caribbean** ("CNFO Advocacy Strategy and Plan") describes regional guidelines for work which includes capacity building and institutional strengthening in policy advocacy and communication. This document will be used by the CNFO and its members, the National Fisherfolk Organization (NFOs) and the Primary Fisherfolk Organization (PFOs), with the appropriate adaptation at the national and local levels.

Retrieve a copy of the CNFO Advocacy Strategy and Plan from the Resources tab.

### Guiding Principles

Among the key principles that informed this strategy, are:

- Enhancing livelihoods and achieving an improved quality of life for fisherfolk and their communities
- Strengthening capacities of fisherfolk organizations at the regional, national and community levels to influence fisheries policy development and implementation
- Encouraging and enabling community-based mechanisms and initiatives for greater policy influence and advocacy
- Effective cooperation with media as channels of communication and as allies
- Including science-based knowledge, and traditional knowledge, as the foundation for policy influence and advocacy actions.

## Topic #2: Primary stakeholders and audience for FFO advocacy (Accordion)

The main targets of CNFO and NFO advocacy strategy are:

**Policy and decision makers** at the regional and national political levels, as appropriate. This includes Ministers responsible for fisheries; other Cabinet members; and Heads of Government who make decisions at the CARICOM level

**Policy analysts / advisors and senior technocrats** in Ministries responsible for fisheries, who collaborate with policy- and decision-makers to prioritize and set agendas, formulate policies, establish decision-making mechanisms, allocate resources, etc. Relationships should be established with Chief Fisheries Officers and other Government Officers who regularly provide advice to Ministers regarding fisheries matters.

**Partners and allies** who can join forces with fisherfolk organizations on specific issues and advocate for the same objectives, including:

- Civil Society Organizations (CSOs), Non-governmental Organizations (NGOs), and international organizations
- Professionals in the Independent media (TV, radio, press, online) that can assert social pressure, influence policy agenda, and mobilize civil society and the general public
- Research institutions and international organizations which make policy related recommendations and are involved in global policies on fisheries and related sectors
- General public who can provide support to fisherfolk ideas and proposals and influence policy agenda and decision making through their interaction with policy makers.

### Topic #3: The role of traditional and new media in advocacy (Accordion)

Media is very important to advocacy, since it has the ability to reach a large and diverse audience. Effective use of media is essential to raise awareness and build support from stakeholders on major advocacy issues and to influence social change.

The news media are both a tool and target of advocacy. The media's reach to a large number of people offers a powerful means to inform and build support around an issue. It can facilitate policy debates and effectively set the public agenda for discussion of issues. Media advocacy is the strategic use of media to communicate with large numbers of people to advance a social or public policy objective or influence public attitudes on an important public matter.

Enduring relationships with national and local journalists enable the CNFO, NFOs and PFOs to help media personnel understand the importance of the fisherfolk issues and their views, and to get visibility for their issues and recommendations in the media.

There are several tools that can be used to influence the media. The most popular include press releases, events, news conferences, letters to editors, TV or radio interviews, newsletters, briefs, conferences, seminars and workshops.

Media channels, artifacts and tools may be classified as traditional, and new

#### Traditional media

- Print or publications: newspaper, books, reports, fact sheets, brochures, leaflets, policy briefs, flyers, newsletters, manuals and guidelines
- Broadcast: television, radio
- Photography
- Video
- Telephone / facsimile
- etc.

#### New Media

The newer forms of ICT-based media such as email and social media allow for much more targeted engagement and outreach to specific audiences. These ICT-based media channels include:

- Smart mobile phones
- Online web publications
- Social media such as Facebook, Twitter, YouTube
- Email
- Discussion fora and online communities (e.g. Facebook Groups)
- Online synchronous communications using tools such as Skype, Zoom, Google Meet
- Websites / Web2.0 Tools
- Digital multimedia including video and photography

These digital tools allow for media convergence in which multiple channels such as webinars, social media and email can be combined to enable more targeted outreach, interactivity and feedback from constituents.

## Topic #4: Knowing your social media platforms (Accordion)

The term "social media" is used to describe various forms of electronic communication through which users participate in online communities to create and share information, ideas, personal messages, and other content (such as videos).

With over a billion users and growing; social media has become one of the most powerful platforms for advocacy and engagement. With the wide variety of platforms available, knowing which platform to use as an engagement channel can be a bit overwhelming. Some platforms are more suitable for a particular type of audience (e.g. young adults), while others are more effective for a specific type of use (e.g. near real-time information updates).

Some of the more popular social media platforms include:

**Facebook** - A social networking site where users create profiles, upload photos and videos, send messages and keep in touch with family, friends and colleagues. Facebook is the largest social media network on the Internet, both in terms of total number of users and brand recognition, which makes it one of the best mediums for connecting with people.

**Twitter** - A Social networking service where users send and read 280-character messages called tweets. Users must have a registered account to send tweets but anyone can read them. Twitter's strength lies in posting information in real time, so many organizations use it for dealing with in-the-moment updates—such as news updates or sports-related content.

**Instagram** - A visual social media platform where photos and video can be shared on several other networking platforms such as Facebook and Flickr. Many of its users use it to post information about travel, fashion, food, art and similar subjects. The platform is also distinguished by its unique filters together with video and photo editing features.

**LinkedIn** - Business-oriented social networking service used to build connections and relationships. LinkedIn is the most popular social media site for professional networking. It is especially popular among college graduates and professionals who wish to connect with people in similar industries, display business related information and statistics, and share information of interest to professionals.

**YouTube** - A free online video sharing site and app that makes it easy to watch and share videos. YouTube has become one of the most visited websites for entertainment and information. It has also become a potent tool for learning and engagement on a wide range of subjects. YouTube's live streaming feature has become quite popular for webinars and informational sessions for large audiences.

## **Topic #5: ICT-enabled channels, formats and actions to support advocacy (Narrative)**

Advocacy planning in today's digital world benefits from a wide variety of media channels, formats and actions to enhance the messaging, its reach and impact, for example:

### **Digital or internet-based media/social media**

Using technologies such as email, websites, blogs, podcasts, text messages, Facebook or Twitter to reach a large audience quickly

### **Media partnerships**

Getting a media company (e.g. Telecoms or Broadcast media) to agree to promote a cause through its communications channels and programming, for instance using SMS text messaging for outreach

### **Grass-roots organizing and mobilization**

Creating or building on a community-based groundswell of support for an issue or position, often by helping people affected by policies to advocate on their own behalf. Social media can be a powerful catalyst for this kind of engagement.

### **Briefings/ presentations**

Making an advocacy case through one-on-one or group meetings. The use of video-conferencing tools such as WhatsApp, Skype and Zoom, increases the convenience of scheduling these kinds of engagements.

### **Polling**

Surveying the public via phone or online to collect data for use in advocacy messages. Interactive SMS applications or WhatsApp can be used as a channel for polling.

### **Issue/policy analysis and research & policy proposal development**

Using the Internet and multiple media sources to systematically investigate an issue or problem to better define it or identify possible solutions. Developing specific policy briefs.

### **Printed/electronic material**

Traditional advocacy materials such as magazines, journals, newsletters, posters, leaflets, pamphlets, reports, studies, letters to decision makers, can be produced with freely available content-creation tools, and widely disseminated using electronic channels such as email, blogs, social media.

**Topic #6: Selecting the appropriate digital channels and artifacts to suit the audience and advocacy message (Narrative)**

The choice of format and channels depends on whom you are speaking to, what you want to say, your purpose and your ability to work with that format. Due to cultural nuances in different countries, FFOs should identify which media works best in their respective countries and communities. For instance, radio may be better than printed material to communicate with fisherfolk; and television and printed advertisement to communicate with the general public.

The following table suggests the various channels and formats that are generally utilized for different audiences:

<b>Audience</b>	<b>Primary Channels</b>	<b>Secondary Channels</b>
Heads of Government, Ministers (Policy and decision makers), CARICOM	Issue Papers, Policy Briefs, Meetings, Presentations	Lobby, Letters
Inter-government bodies, Government Officials e.g.: Chief of Fisheries, Permanent Secretary	Issue Papers, Policy Briefs, Meetings, Letters	Telephone, Email
Media	Press Releases, Published documents, Fact sheets	Interviews, Town Meetings information and invitation, Website, Social media
General Public	Website, Advertisement in media, Printed material, media (tv / radio / print/online), Social media	Town meetings, Social media
Fisherfolk	Meetings, Telephone, Updates using newsletters and email, Printed material	Town Meetings, Workshops, Social media
NGOs, Collaborators and other Stakeholders	Printed material, issue papers, meetings, relevant documents	Telephone, email, website, Social media

## Topic #7: Development of an advocacy action plan and budget using ICT tools (Flip Card)

For this hands-on exercise, we will use a Google Sheet planning template to conduct an advocacy action planning activity. We will retrieve the shared template from your Google Classroom for the exercise.

### **Exercise #1 – Use Google Sheet template to plan and document an advocacy initiative**

1. Open the CNFO Advocacy Strategy and Plan from your Google Classroom. Go to the table “PROPOSED CNFO ADVOCACY PLAN” on page 35
2. Identify and select one advocacy action item from the table that is of interest or relevance to your FFO
3. In your Google Classroom (Classwork), open the Advocacy action planning worksheet template “advocacy\_action\_plan\_template”
4. Make a copy and name it “advocacy\_action\_plan\_My\_FFO” and save it on your “Class Drive Folder”
5. Populate the Advocacy action planning worksheet with information from your selected initiative
6. Share your completed action planning worksheet with your class facilitator and at least two other participants in the workshop



## Module Summary:

This module introduced course participants to FFO advocacy and its purpose in enhancing livelihoods and achieving an improved quality of life for fisherfolk and their communities. It highlighted the essential role that new media/ICTs play in advocacy, information sharing, outreach, mobilization, and influencing the policy agenda and formation nationally and regionally.

Here are some of the key points learned from this module:

### FFO Advocacy purpose and strategy

- The purpose of advocacy work by the CNFO is to bring about changes in policies so as to contribute to the development of a sustainable and profitable industry, improvement of the quality of fisherfolk lives, food nutrition and security in the CARICOM region
- The **CNFO's Advocacy Strategy and Plan** articulates fisherfolks' positions on critical issues concerning the implementation of Caribbean regional fisheries policies. It also describes regional guidelines for work which includes capacity building and institutional strengthening in policy advocacy and communication.

### The role of media and ICT in advocacy

- Media is a very important tool in advocacy, since it has the ability to reach a large and diverse audience
- Traditional media used in support of advocacy includes: print publications; broadcast television and radio
- The news media are both a tool and target of advocacy. Media advocacy is the strategic use of media to communicate with large numbers of people to advance a social or public policy objective or influence public attitudes
- The newer forms of ICT-based media allow for much more targeted engagement and outreach to specific target audiences.
- Digital tools enable *media convergence* – where multiple channels such as webinars, social media and email can be combined to facilitate enhanced messaging, interactivity and feedback from constituents

### Advocacy action planning

- Advocacy planning in today's digital world benefits from a wide variety of media channels, formats and actions to enhance the messaging, its reach and impact.
- The choice of format and channels depends on who you are speaking to, what you want to say, your purpose and your ability to work with that format.
- An advocacy action planning worksheet template facilitated the integrated development of an action plan and budget

## Module Glossary:

**Advocacy:** the deliberate process, based on demonstrated evidence, to directly and indirectly influence decision makers, stakeholders and relevant audiences to support and implement actions that contribute to the fulfilment of views interest and rights

**Capacity building:** Persons' and organizations' capabilities enhancement on a more meaningful role, e.g. in fisheries governance and management.

**Media:** The main means of mass communication (television, radio, newspapers and online) regarded collectively

**Social media:** Websites and applications that enable users to create and share content or to participate in social networking, e.g.: electronic discussion lists boards, Facebook, Twitter, blogs, micro-blogging, wikis, podcasts, video, pictures and slide sharing platforms, social bookmarking etc

**Lobbying:** Attempting to influence policy or law by communicating with a member or employee of a governing body or with a government official or individual who participates in policy/law-making

**Framing:** a technique used to effectively communicate a message. It refers to the way a story is told, that allows the audience to quickly make sense of the information

## Appendix V Module 1 Assessment Exercises

**Q1.** The CNFO's aims and objectives are developed from which of the following areas of strategic focus:

- A) Capacity Building
- B) Policy Advocacy
- C) Policy Engagement
- D) All of the Above**

Feedback:

**Correct:** You are correct. *Capacity Building, Policy Advocacy and Policy Engagement* are all important areas of strategic focus for the CNFO.

**Incorrect:** Please review the course materials again. The correct answer is **All of the Above**. *Capacity Building, Policy Advocacy and Policy Engagement* are all important areas of strategic focus for the CNFO.

**Q2.** Governance refers to:

- A) Mechanisms by which organizations are directed and controlled**
- B) The leadership of a country
- C) The Board of Directors and Internal Audit sub-committees of an organization
- D) Executive Management

Feedback:

**Correct: You are correct.** Governance refers to the mechanisms by which organizations are directed and controlled and can be categorized in terms of: structure, processes & relational mechanisms. The Board of Directors, Internal Audit sub-committees and Executive Management are all parts of Governance mechanisms of an organization.

**Incorrect:** Please review the course materials again. The correct answer is **A**. Governance refers to the mechanisms by which organizations are directed and controlled and can be categorized in terms of: Structure, Processes & Relational Mechanisms. The Board of Directors, Internal Audit sub-committees and Executive Management are all parts of Governance mechanisms of an organization.

**Q3. What type of governance mechanism would you consider "Budget Reporting and Audit"?**

- A) Structure
- B) Process**
- C) Relational
- D) None of the Above

Feedback:

**Correct: Budget Reporting and Audit is a "Process" governance mechanism** that enables the FFO Executive to establish and approve the annual budget, then implement a system to monitor it, and evaluate actual budget outcomes against approved allocations.

**Incorrect:** Please review the course materials. **Budget Reporting and Audit** is a "Process" governance mechanism that enables the CNFO Executive to establish and approved Annual Budget, then implement a system to monitor the budget, and evaluate actual budget outcomes against approved budget allocations.

**Q4 . Which document describes an FFO's governance and administrative objectives, membership, policies and procedures?**

- A) **FFO Constitution or Bye-laws**
- B) CNFO Policies and Procedures Manual
- C) CNFO Advocacy Strategy and Plan
- D) Governance Requirements of the CNFO

Feedback:

**Correct:** FFOs' governance and administrative objectives, membership, policies and procedures are typically described in the **FFO Constitution or Bye-laws**

**Incorrect:** Please read through the section on Key CNFO documents. The correct answer is "A - **FFO Constitution or Bye-laws**"

**Q5 . Which document describes the CNFO's governance and administrative structures, strategic plan, policies and procedures?**

- A) CNFO Draft Constitution
- B) CNFO Policies and Procedures Manual
- C) CNFO Advocacy Strategy and Plan
- D) Governance Requirements of the CNFO**

Feedback:

**Correct:** **Governance Requirements of the CNFO** describes the CNFO's governance and administrative structures, strategic plan, policies and procedures

**Incorrect:** Please read through the section on Key CNFO documents. The correct answer is D - "**Governance Requirements of the CNFO**"

**Q6. What type of governance mechanism would you consider "FFO Board of Directors"?**

- A) Structure**
- B) Process
- C) Relational
- D) None of the Above

Feedback:

**Correct:** **FFO Board of Directors is a "Structure" governance mechanism** that conducts the business of the Society, represents the Society before all competent authorities

**Incorrect:** Please review the course materials. **FFO Board of Directors is a "Structure" governance mechanism** that conducts the business of the society or cooperative, representing it before all competent authorities

**Q7. Which of the following would not be considered a characteristic of "Good Governance"?**

- A) Effective & efficient
- B) Market-Driven**
- C) Transparent
- D) Equitable and inclusive

Feedback:

**Correct:** You are Correct. While "**Market-Driven**" is considered a desirable organizational attribute, it is not necessarily associated with good governance. The characteristics of good governance are: *participatory, consensus oriented, accountable, transparent, responsive, effective and efficient,*

*equitable and inclusive, and follows the rule of law (UN-ESCAP 2009)*

**Incorrect** – The correct answer is “**Market-Driven**”. While this is considered to be a desirable organizational attribute, it is not necessarily associated with good governance. The characteristics of good governance are: *participatory, consensus oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive, and follows the rule of law (UN-ESCAP 2009)*

**Q8. What type of governance mechanism would you consider this “ICT for Governance workshop”?**

- A) Structure
- B) Process
- C) Relational**
- D) None of the Above

Feedback:

**Correct:** Training in “ICT for Governance” is a “**Relational**” governance mechanism that seeks to communicate to members and stakeholders, the purpose, roles and processes involved in good governance

**Incorrect:** Please review the course materials. Training in “ICT for Governance” is a “**Relational**” governance mechanism that seeks to communicate to members and stakeholders, the purpose roles and processes involved in good governance.

**Q9. Which ICT tool would be most appropriate for the following governance activities:**

Zoom, DropBox, Google Sheets, Facebook

- A) Record-keeping
- B) Meeting management
- C) Advocacy and Engagement**

Feedback:

**Correct:** Either Zoom or Facebook can be used to support **meeting management**; Zoom allows for interactive meetings while Facebook Live could be used to stream large meetings such as AGMs  
Dropbox and Google Sheets can be used in **records management**. Dropbox can be used as an electronic repository for storing files and documents, but Google Sheets can also be used for managing data records such as a contact directory

Facebook can be used as part of a social media platform to support **Advocacy and Engagement**

**Incorrect:** Either Zoom or Facebook can be used to support **meeting management**; Zoom allows for interactive meetings while Facebook Live could be used to stream large meetings such as AGMs  
Dropbox and Google Sheets can be used in **records management**. Dropbox can be used as an electronic repository for storing files and documents, but Google Sheets can also be used for managing data records such as a contact directory

Facebook can be used as part of a social media platform to support **Advocacy and Engagement**

**Q10. Match the following abilities to the corresponding DGLF digital competence domain:**

- A) Assess organizational needs in order to identify, evaluate, select and use the appropriate digital tools to resolve a problem situation
- B) Protect health, well-being and the environment from possible harmful effects of ICTs
- C) Observe the proper use of copyright and licenses, while creating and editing digital documents
- D) Effectively manage your digital identity and reputation, while using social media to interact, communicate and collaborate with others

E) Use the Internet effectively to locate and retrieve relevant data and information to meet the needs of your organization

- Communication & Collaboration
- Information & Data Literacy
- Digital Content Creation
- Problem Solving
- ICT Safety

Feedback:

**Correct:**

- A) Assess organizational needs in order to identify, evaluate, select and use the appropriate digital tools to resolve a problem situation - **Problem Solving**
- B) Protect health, well-being and the environment from possible harmful effects of ICTs - **ICT Safety**
- C) Observe the proper use of copyright and licenses, while creating and editing digital documents - **Digital Content Creation**
- D) Effectively manage your digital identity and reputation, while using social media to interact, communicate and collaborate with others - **Communication & Collaboration**
- E) Use the Internet effectively to locate and retrieve relevant data and information to meet the needs of your organization; - **Information & Data Literacy**

**Incorrect:**

- A) Assess organizational needs in order to identify, evaluate, select and use the appropriate digital tools to resolve a problem situation - **Problem Solving**
- B) Protect health, well-being and the environment from possible harmful effects of ICTs - **ICT Safety**
- C) Observe the proper use of copyright and licenses, while creating and editing digital documents - **Digital Content Creation**
- D) Effectively manage your digital identity and reputation, while using social media to interact, communicate and collaborate with others - **Communication & Collaboration**
- E) Use the Internet effectively to locate and retrieve relevant data and information to meet the needs of your organization; - **Information & Data Literacy**

## Appendix VI Module 2 Assessment Exercises

**Q1. Which of the following would NOT be considered as business records:**

- A) Agenda, Reports, Minutes, Action items
- B) Business correspondence (letters, emails)
- C) Books, periodicals, newspapers, or other library materials preserved for reference purposes**
- D) Press releases and social media posts

Feedback:

**Correct:** **Books, periodicals, newspapers, or other library materials** are primarily for reference purposes but do not represent a record of any business activity

**Incorrect:** Please review the materials again. The correct answer is C - **“Books, periodicals, newspapers, or other library materials”** which are primarily for reference purposes but do not represent a record of any business activity

**Q2 . Which of the following is NOT considered a benefit of systematic record-keeping by FFOs**

- A) Enable FFOs to comply with legislative and regulatory requirements
- B) Provide evidence of business activity to support legal and business matters
- C) Support more effective performance of day-to-day business activities and better decision making
- D) Ensure that all business activity transactions are kept forever**

Feedback:

**Correct:** Records are not kept indefinitely. A proper record-keeping system should stipulate the retention time that an organization must keep particular records, after which it is disposed of either by deletion or archiving

**Incorrect:** The correct answer is D. Records are not kept indefinitely. A proper record-keeping system should stipulate the retention time that an organization must keep particular records, after which it is disposed of either by deletion or archiving. Benefits of systematic record-keeping by FFOs include facilitation of compliance with legislative and regulatory requirements; provision of evidence of business activity to support legal and business matters; and support for more effective performance of day-to-day business activities and better decision making.

**Q3. Match these descriptions to some of the common types of business records that are generated, used and stored in the day-to-day activities of an FFO’s operations.**

- A) Sales of supplies, fish and other commercial transactions**
- B) Agenda, Reports, Minutes, Action items
- C) Business correspondence (letters, emails)
- D) Press releases and social media posts
- E) Information about key business information assets such as a registry of fishing vessels

**Choices:** Accounting Records, Communications, Assets and Inventory, Meeting Records

Feedback:

**Correct:** Common types of business records are:

Sales of supplies, fish and other commercial transactions - **Accounting Records**

Agenda, Reports, Minutes, Action items - **Meeting Records**

Business correspondence (letters, emails) - **Communications**

Press releases and social media posts - **Communications**

Information about key business information assets such as a registry of fishing vessels - **Assets and Inventory**

**Incorrect:** Common types of business records are:

Sales of supplies, fish and other commercial transactions - **Accounting Records**

Agenda, Reports, Minutes, Action items - **Meeting Records**

Business correspondence (letters, emails) - **Communications**

Press releases and social media posts - **Communications**

Information about key business information assets such as a registry of fishing vessels - **Assets and Inventory**

#### **Q4 – Google Sheets**

What are some of the benefits of using Google sheets as a tool for managing records?

- A) It is an online cloud-based software that you can use anywhere**
- B) The data can be shared with multiple persons with different levels of access**
- C) It works from any device, from desktops to mobile apps for tablets and phones**
- D) It provides much more spreadsheet functions than Excel
- E) It is Free to use**

Feedback:

**Correct:** Google Sheets is an online cloud-based spreadsheet that you can use anywhere, from any device (desktops to mobile apps for tablets and phones). You can share your documents with multiple persons within or outside the organization. It includes many, **but not all**, of the same spreadsheet functions as Excel. Best of all, it's Free!

**Incorrect:** Please review the course materials again. All except **option D** are true. Google Sheets is an online cloud-based spreadsheet that you can use anywhere, from any device (desktops to mobile apps for tablets and phones). You can share your documents with multiple persons within or outside the organization. It includes many, **but not all**, of the same spreadsheet functions as Excel. Best of all, it's Free!

#### **Q5. Match these descriptions to the appropriate Google Application (or Service):**

- F) Create and share spreadsheets and data
- G) Send and receive messages to your directory of contacts on the go
- H) Save dates, keep track of tasks and events and stay organized
- I) Upload, store and share documents, photos, music, videos and other types of files online.

**Choices: Gmail, Google Sheets, Google Drive, Google Calendar, Youtube**

Feedback:

**Correct:** Popular Google applications include:

**Google Sheets:** Create and share spreadsheets and data

**Gmail:** Send and receive messages to your directory of contacts on the go

**Google calendar:** Save dates, keep track of tasks and events and stay organized

**Google Drive:** Upload, store and share documents, photos, music, videos and other types of files online.



**Incorrect:** Popular Google applications include:

**Google Sheets:** Create and share spreadsheets and data

**Gmail:** Send and receive messages to your directory of contacts on the go

**Google calendar:** Save dates, keep track of tasks and events and stay organized

**Google Drive:** Upload, store and share documents, photos, music, videos and other types of files online.

**Q6. How would you characterize the following information:**

*Expect Northeasterly winds with occasionally high seas. Intracoastal waters choppy in exposed areas. Chance of showers and thunderstorms.*

- A) Structured
- B) Unstructured**
- C) Quantitative
- D) Qualitative**

Feedback:

**Correct:** The information is *Unstructured* because it has no visible fixed structure, such as a tabular format. It also *Qualitative* contains only descriptive information, no quantities

**Incorrect:** Please read through the section on “Categories and Characteristics of Data”. The information is *Unstructured* because it has no visible fixed structure, such as a tabular format. It also *Qualitative* contains only descriptive information, no quantities

**Q7. Data, Information & Knowledge**

Match the following statements to the correct item:

\_\_\_\_\_ can be represented as quantities, characters and symbols (**Data**)

\_\_\_\_\_ helps you to make informed decisions or choices (**Knowledge**)

\_\_\_\_\_ provides context and meaning to Data (**Information**)

Options: **Data Information Knowledge Computers**

Feedback:

Correct!

- A) Data can be represented as quantities, characters and symbols
- B) Information is Data plus context and meaning
- C) Knowledge is Information plus direction that helps you to make informed decisions or choices

**Incorrect:** Please review the concepts of Data, Information and Knowledge:

- A) Data can be represented as quantities, characters and symbols (Data)
- B) Information is Data plus context and meaning
- C) Knowledge is Information plus direction that helps you to make informed decisions or choices

**Q8. Which of the following would be considered components of a record-keeping system:**

- A) Policies and procedures
- B) Cloud-based storage systems such as Dropbox
- C) Physical filing cabinets
- D) This ICT4G Course
- E) All of the Above**

Feedback:

**Correct:** All the items represent parts of a well-designed record-keeping system

- A) **Policies and procedures** – established by the regulatory environment and the organizational context to determine the way records are managed
- B) **Cloud-based storage systems such as Dropbox** – can be used as part of the electronic file management systems in the implementation and operation of record-keeping systems
- C) **Physical filing cabinets** – are used can be used a part of the file management systems in more traditional paper-based record-keeping systems
- D) **This ICT4G Course** - can become part of the ongoing training and education to ensure that new and existing users are aware and adhere to the FFO's guiding policies and procedures for record-keeping

**Incorrect:** The correct answer is E - All the items represent parts of a well-designed record-keeping system

- A) **Policies and procedures** – established by the regulatory environment and the organizational context to determine the way records are managed
- B) **Cloud-based storage systems such as Dropbox** – can be used as part of the electronic file management systems in the implementation and operation of record-keeping systems
- C) **Physical filing cabinets** – are used can be used a part of the file management systems in more traditional paper-based record-keeping systems
- D) **This ICT4G Course** - can become part of the ongoing training and education to ensure that new and existing users are aware and adhere to the FFO's guiding policies and procedures for record-keeping

**Q9. Match the following data management issues to the correct term**

- A) Deletion/destruction or archiving of records after they have served their useful purpose to the organization
- B) Making provisions for business records to be readily available and retrievable by persons authorized to use them
- C) Ensuring that personal data is protected and used only with the consent of the subject of the data
- D) Measures to prevent unauthorized access to business records

**Terms: Access; Privacy; Security; Disposal, Retention**

Feedback:

**Correct:** Data management issues for record-keeping systems include:

- A) **Disposal:** Deletion/destruction or archiving of records after they have served their useful purpose to the organization
- B) **Access:** Making provisions for business records to be readily available and retrievable by persons authorized to use them
- C) **Privacy:** Ensuring that personal data is protected and used only with the consent of the subject of the data
- D) **Security:** Measures to prevent unauthorized access to business records

**Incorrect:** Data management issues for record-keeping systems should include:

- A) **Disposal:** Deletion/destruction or archiving of records after they have served their useful purpose to the organization

- B) **Access:** Making provisions for business records to be readily available and retrievable by persons authorized to use them
- C) **Privacy:** Ensuring that personal data is protected and used only with the consent of the subject of the data
- D) **Security:** Measures to prevent unauthorized access to business records

**Q10. Identify the following components of a record-keeping system**

- A) hierarchical description of the functions, activities and transactions conducted by the organization that can be used in deciding how to organize the storage of records
- B) standard adopted by your FFO that should allow the user, without opening the document, to determine the nature of the content
- C) cloud-based storage system that makes it easy to facilitate the storage, access and sharing of information and collaboration with others online
- D) standardized document formats established by the organization as a means of consistency and good practice in record-keeping

**Choices: Business Classification Scheme; File naming convention; Google Drive; Templates**

Feedback:

**Correct:** Components of a record-keeping system include:

- A) **Business classification scheme:** hierarchical description of the functions, activities and transactions conducted by the organization that can be used in deciding how to organize the storage of records
- B) **Templates:** Standardized document and information formats established by the Organization to ensure consistency in record creation, presentation and storage
- C) **File naming convention:** standard adopted by your FFO that should allow the user, without opening the document, to determine the nature of the content
- D) **Google Drive:** cloud-based storage system that makes it easy to facilitate the storage, access and sharing of information and collaboration with others online

**Incorrect:** Components of a record-keeping system include:

- A) **Business classification scheme:** hierarchical description of the functions, activities and transactions conducted by the organization that can be used in deciding how to organize the storage of records
- B) **Templates:** Standardized document and information formats established by the Organization to ensure consistency in record creation, presentation and storage
- C) **File naming convention:** standard adopted by your FFO that should allow the user, without opening the document, to determine the nature of the content
- D) **Google Drive:** cloud-based storage system that makes it easy to facilitate the storage, access and sharing of information and collaboration with others online

## Appendix VII Module 3 Assessment Exercises

### Q1. CNFO/NFO Meetings

Which of the following meetings is the highest decision making body of CNFO:

- A) Board of Directors Meetings
- B) Annual General Meetings
- C) General Assembly**
- D) Executive Meetings

Feedback:

**Correct:** **General Assembly** is the highest decision making body of CNFO and is responsible for the election of the CNFO Executive. One General Assembly meeting is scheduled every three years

**Incorrect:** Please review the materials again. The correct answer is C - **General Assembly** which is the highest decision making body of CNFO and is responsible for the election of the CNFO Executive. One General Assembly meeting is scheduled every three years

### Q2 . Board of Directors Meeting Agenda

Which of the following is NOT a standing item on the Agenda of Board of Directors meetings

- A) Minutes of the last meeting and review of follow up actions
- B) Marine weather conditions and forecast by territory**
- C) Financial Report
- D) Update on advocacy efforts regionally and internationally

Feedback:

**Correct:** B - **Marine weather conditions and forecast by territory** is not a required Agenda item

**Incorrect:** The correct answer is B - **Marine weather conditions and forecast by territory** is not a required Agenda item

### Q3: Digital Communications Tools

Which application would you use for the following activities:

- A) Sharing a project proposal with several members of your FFO Executive for comments
- B) Setting up an electronic forum where members of the FFO community can share photos, discuss happenings, plan social events, etc.
- C) Conducting an online Training workshop
- D) Making a voice call to FAO project stakeholders in another country

**Choices:** WhatsApp / Facebook / Skype / Email / Zoom

Feedback:

**Correct:** Appropriate use of digital communications tools would be:

- A) Sharing a project proposal with several members of your FFO Executive for comments - **Email**
- B) Setting up an electronic forum where members of the FFO community can share photos, discuss happenings, plan social events, etc. – **Facebook / Whatsapp**
- C) Conducting an online Training workshop – **Zoom / Skype**
- D) Making a voice call to FAO project stakeholders in another country - **Skype**

**Incorrect:** The appropriate use of digital communications tools would be:

- A) Sharing a project proposal with several members of your FFO Executive for comments - **Email**
- B) Setting up an electronic forum where members of the FFO community can share photos, discuss happenings, plan social events, etc. – **Facebook / Whatsapp**
- C) Conducting an online Training workshop – **Zoom / Skype**
- D) Making a voice call to FAO project stakeholders in another country - **Skype**

#### **Q4 – Digital Communication Tools**

**Which of the following pairs of digital tools are primarily used for communication?**

- A) Google Search and WhatsApp
- B) YouTube and Google Drive
- C) Gmail and WhatsApp
- D) Gmail and Google Docs

Feedback:

**Correct:** For communication Gmail and WhatsApp would be the most appropriate applications, whether it be professionally or for personal purposes.

**Incorrect:** Please review Topic #3 Digital communication and collaboration – Choosing the right tool again. For communication Gmail and WhatsApp would be the most appropriate applications, whether it be professionally or for personal purposes.

#### **Q5. - Digital Communication Tools**

**Which would be the appropriate Google application (or service) to accomplish the following?**

- A) Coordinate the implementation of actions arising from an online meeting
- B) Plan, schedule and send notifications of an online meeting
- C) Save dates, keep track of tasks and events and stay organized
- D) Conduct an online virtual meeting
- E) Collaborate on the development of a strategic plan for your FFO

**Choices: Gmail, Google Meet, Google Docs, Google Drive, Google Calendar, Google Tasks**

Feedback:

**Correct:** The Google applications may be used as follows:

- A) Coordinate the implementation of actions arising from an online meeting: **Tasks**
- B) Plan, schedule and send notifications of an online meeting: **Calendar**
- C) Save dates, keep track of tasks and events and stay organized: **Calendar**
- D) Conduct an online virtual meeting: **Meet**
- E) Collaborate on the development of a strategic plan: **Google Docs**

**Incorrect:** Please review Topic #3 Digital communication and collaboration – Choosing the right tool. The Google applications may be used as follows:

- A) Coordinate the implementation of actions arising from an online meeting: **Tasks**
- B) Plan, schedule and send notifications of an online meeting: **Calendar**
- C) Save dates, keep track of tasks and events and stay organized: **Calendar**
- D) Conduct an online virtual meeting: **Meet**
- E) Collaborate on the development of a strategic plan: **Google Docs**

#### **Q6. Managing Action Items**

**Breaking down the action items arising from a meeting into a series of activities, prioritizing and assigning them to various persons with due dates, would be considered as:**

- A) Time Management
- B) Task Management**
- C) Workflow Management
- D) Meeting Management

Feedback:

**Correct:** This activity would be considered as “Task management”

**Incorrect:** Please read through the section on “managing time, tasks and workflow”. This activity would be considered as “Task management”

#### **Q7. Pre-meeting Activities**

**Which of the following are recommended activities in the Pre-Meeting phase(s) of an online meeting?**

- A) Scheduling and notification of the meeting**
- B) Publish meeting minutes
- C) Distribution of meeting documents**
- D) Documentation and allocation of actions

Feedback:

**Correct:** **A-Scheduling and notification of the meeting;** and **C-Distribution of meeting documents** should take place in the Planning and Preparation phases before the meeting. D-Documentation and allocation of Actions takes place during the meeting, while B-Publish meeting minutes takes place after the meeting

**Incorrect:** Please review the section on Topic #4: Effective meeting management – managing time, tasks and workflow. **A-Scheduling and notification of the meeting;** and **C-Distribution of meeting documents** should take place in the Planning and Preparation phases before the meeting. D-Documentation and allocation of Actions takes place during the meeting, while B-Publish meeting minutes takes place after the meeting

#### **Q8. Post-meeting activities**

**Which of the following are recommended activities in the Post-meeting phase of an online meeting?**

- A) Reporting and decision-making
- B) Publish meeting minutes**
- C) Distribution of meeting documents
- D) Implementation of actions arising**

Feedback:

**Correct:** **B- Publish meeting minutes;** and **D-Implementation of actions arising** should take place in the Post-meeting phase. A- Reporting and decision-making, takes place during the meeting, while C- Distribution of meeting documents, takes place before the meeting

**Incorrect:** Please review the section on Topic #4: Effective meeting management – managing time, tasks and workflow. **B- Publish meeting minutes;** and **D-Implementation of actions arising** should take place in the Post-meeting phase. A- Reporting and decision-making, takes place during the meeting, while C- Distribution of meeting documents, takes place before the meeting

## Appendix VIII Module 4 Assessment Exercises

### Q1. Categorize each of the following Media choices as either traditional OR new media

- A) Brochures, leaflets, policy briefs, flyers, newsletters
- B) Websites / Web2.0 Tools
- C) Broadcast - television, radio
- D) Video
- E) Social media

Feedback:

#### Correct:

- A) Brochures, leaflets, policy briefs, flyers, newsletters - **traditional/ conventional**
- B) Websites / Web2.0 Tools - **new**
- C) Broadcast - television, radio - **traditional**
- D) Video - **Both**
- E) Social media - **new**

**Incorrect:** Please review the materials again.

- A) Brochures, leaflets, policy briefs, flyers, newsletters - **traditional**
- B) Websites / Web2.0 Tools - **new**
- C) Broadcast - television, radio - **traditional**
- D) Video - **Both**
- E) Social media - **new**

### Q2 . Media Convergence

In the statement “digital tools allow for media convergence”, what do we mean by media convergence?

- A) Multiple channels such as webinars, social media and email can be a combined to facilitate enhanced messaging, interactivity and feedback from constituents
- B) Using the internet to enable a combination of tools eg. live television / radio on the internet and online newspapers
- C) Online campaigns using a website, with chat box integration to engage Visitors in real-time
- D) **All of the above**

Feedback:

**Correct:** All three options A, B, C are examples of media convergence using digital tools to facilitate enhanced messaging, interactivity and feedback from constituents

**Incorrect:** The correct answer is D. All three options A, B, C are examples of media convergence using digital tools to facilitate enhanced messaging, interactivity and feedback from constituents

### Q3. Match these descriptions to the correct term

- A) Creating or building on a community-based groundswell of support for an issue or position
- B) Making an advocacy case in person through one-on-one or group meetings
- C) Surveying the public via phone or online to collect data for use in advocacy messages
- D) Using Facebook or Twitter to reach a large audience

**Choices:** Social media, Grass-roots organizing, Briefings, Polling, Policy Research

Feedback:

**Correct:**

- A) Creating or building on a community-based groundswell of support for an issue or position - **Grass-roots organizing**
- B) Making an advocacy case in person through one-on-one or group meetings - **Briefings**
- C) Surveying the public via phone or online to collect data for use in advocacy messages - **Polling**
- D) Using Facebook or Twitter to reach a large audience - **Social media**

**Incorrect:** the correct responses are:

- A) Creating or building on a community-based groundswell of support for an issue or position - **Grass-roots organizing**
- B) Making an advocacy case in person through one-on-one or group meetings - **Briefings**
- C) Surveying the public via phone or online to collect data for use in advocacy messages - **Polling**
- D) Using Facebook or Twitter to reach a large audience - **Social media**

#### **Q4 – Selecting the appropriate channels**

**Which channels and formats would be your primary choice for the following audiences:**

- A) Heads of Government, Ministers (Policy and decision makers)
- B) General Public
- C) Fisherfolk

**Choices:** Social Media, Issue Papers, Policy Briefs, Website, Newsletter updates

Feedback:

**Correct:**

- A) Heads of Government, Ministers (Policy and decision makers) - **Issue Papers, Policy Briefs**
- B) General Public - **Social Media, Website**
- C) Fisherfolk - **Social Media, Newsletter updates**

**Incorrect:** Please review the course materials again.

- A) Heads of Government, Ministers (Policy and decision makers) - **Issue Papers, Policy Briefs**
- B) General Public - **Social Media, Website**
- C) Fisherfolk - **Social Media, Newsletter updates**

#### **Q5. Advocacy Planning**

**Put the following Advocacy planning activities in the correct sequence**

- A) Determine your **Target audiences** - the individuals or institutions that have the power to bring about the change
- B) Establish your **Advocacy Goal** - a specific, measurable, achievable outcome of the advocacy action
- C) Choose the best **channels and formats** to deliver your message
- D) Determine the **primary and secondary messages** for each target audience

Feedback:

**Correct:** The correct sequence of the activities is:

- A) Establish your Advocacy Goal - a specific, measurable, achievable outcome of the advocacy action



- B) Determine your Target audiences - the individuals or institutions that have the power to bring about the change
- C) Determine the primary and secondary messages for each target audience
- D) Choose the best channels and formats to deliver your message

**Incorrect:** The correct sequence of the activities is:

- A) Establish your Advocacy Goal - a specific, measurable, achievable outcome of the advocacy action
- B) Determine your Target audiences - the individuals or institutions that have the power to bring about the change
- C) Determine the primary and secondary messages for each target audience
- D) Choose the best channels and formats to deliver your message

#### **Q6. Advocacy concepts**

**Match these descriptions to the correct term**

- A) Speaking out on issues of concern. It can come in many forms, including raising awareness about a particular issue or engaging in efforts to change policies
- B) the main means of mass communication (television, radio, newspapers and online) regarded collectively
- C) Attempting to influence policy or law by communicating with a member or employee of a governing body or with a government official or individual who participates in policy/law-making
- D) a technique used to effectively communicate a message. It refers to the way a story is told, that allows the audience to quickly make sense of the information

**Choices:** Advocacy, Framing, Lobbying, Media

Feedback:

**Correct:**

- A) Speaking out on issues of concern. It can come in many forms, including raising awareness about a particular issue or engaging in efforts to change policies - **Advocacy**
- B) the main means of mass communication (television, radio, newspapers and online) regarded collectively – **Media**
- C) Attempting to influence policy or law by communicating with a member or employee of a governing body or with a government official or individual who participates in policy/law-making – **Lobbying, Advocacy**
- D) a technique used to effectively communicate a message. It refers to the way a story is told, that allows the audience to quickly make sense of the information – **Framing**

**Incorrect:** the most suitable responses are:

- A) Speaking out on issues of concern. It can come in many forms, including raising awareness about a particular issue or engaging in efforts to change policies - **Advocacy**
- B) the main means of mass communication (television, radio, newspapers and online) regarded collectively – **Media**
- C) Attempting to influence policy or law by communicating with a member or employee of a governing body or with a government official or individual who participates in policy/law-making – **Lobbying, Advocacy**
- D) a technique used to effectively communicate a message. It refers to the way a story is told, that allows the audience to quickly make sense of the information – **Framing**

## Appendix IX Sample Performance Monitoring Spreadsheet View – Module Progress by Learner (Names & Emails Redacted)

Email	FirstName	Surname	Cohort	MODULE ONE - Introduction to ICT for Governance										User Demographics				
				Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Country	Gender	Age	Organization	
			SF.1	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Antigua and Ba	Male	40-59	Antigua & Barbuda Fishermen Co-operative Society Ltd.[.]Secretary
			SF.1	Correct	Correct	Correct	Correct	Incorrect							Barbados	Female	20-39	BARNUFO[.]Membership officer
			SF.1	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect				
			SF.1	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Barbados	Female	60 or Over	Fisheries Division Barbados[.]Chief Fisheries Officer (ag)
			SF.1	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect				
			SF.1	Correct	Correct	Incorrect	Correct								Barbados	Female	40-59	Barbados National Union of Fisherfolk Org[.]President
			SF.1	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct				
			SF.1	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect				
			SF.1	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect				
			SF.1	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Incorrect	Saint Lucia	Female	60 or Over	Laborie Fishers & Consumers Cooperative[.]Supervisor
			SF.1	Correct	Correct	Incorrect							Incorrect					
			SF.1	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Incorrect	Saint Lucia	Female	20-39	Goodwill Fishermen's Co-operative[.]Operations Manager
			SF.1	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect				
			SF.1	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Saint Lucia	Female	40-59	Castries Fishers Co-operative Society Ltd.[.]Administrative Assistant/Secret6
			SF.1	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Correct	Incorrect	Incorrect	Saint Lucia	Female	40-59	Laborie Fisher's and Consumers Ltd[.]Vice President
			SF.1	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	St Vincent and	Male	60 or Over	Goodwill Fishermen's Co-Operative Society Ltd. [.]Secretary / Treasurer
			SF.1	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect				
			SF.1	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect	Incorrect				

<b>Key:</b>	
SF.1	Pilot Cohort
SF.T	Trainers
Correct	Incorrect

## Appendix X Sample Performance Monitoring Spreadsheet View – Reflections by Learner (Names & Emails Redacted)

		MODULE ONE - Introduction to ICT for Governance			MODULE TWO - Information Management & Record-Keeping		
Firstname	Lastname	5f07a2f6b4908304e8be824f Q1 - Reflections from module one	5f07a2f6b4908304e8be823d Q2 - Reflections from module one	5f68735489e820061cb54233 Q3 - Reflections from module one	5f78004889e820061cb56b39 Q1 - Reflections from module two	5f78005089e820061cb56b3d Q2 - Reflections from module two	5f781b2a89e820061cb56bce Q2 - Reflections from module two
		<p>1. Think about the day-to-day operations of your own FFO. What are some of the areas where you think ICT could be used to make the operations more efficient and effective?</p>	<p>2. What are some of the factors that you believe contribute to current weaknesses in FFO governance?</p>	<p>3. Which members of your FFO do you believe would most benefit from being exposed to this course?</p>	<p>1. Think about the day-to-day operations of your own FFO. How are manual (paper) and electronic records currently being managed?</p>	<p>2. What do you think are the benefits and risks of storing organizational records in the cloud?</p>	<p>3. Which of the following aspects of good governance do you think will benefit most from having an effective record keeping system: efficiency, transparency, accountability. Explain why.</p>
		<p>There are two primary areas I believe ICT could help in furthering the objectives of my FFO: in the areas of advocacy and communicating with the general membership. Currently, ICT is used widely in the administrative processes and meetings.</p>	<p>I speak only within the national context of Antigua/Barbuda based on my personal experience. Nefarious actors within leadership positions of the FFO. Hence, the possibility of subscribing to the principles of good governance becomes unlikely.</p>	<p>Board of Directors, committee members, management and staff. However, it is always helpful to build the capacity of the general membership, especially the younger members within the organization. This contributes to prudent succession planning.</p>			
		<p>Pretty much all areas we could improve on as a FFO.</p> <p>We do not work efficiently as a cohesive group.</p> <p>All</p>	<p>Lack of the use of ITC tools and participation.</p>	<p>All</p>	<p>Operations most are done manually. However some things like course registration, surveys, and some meetings could be done online. We are getting there slowly but surely.</p>		<p>Transparency. We don't have meetings regularly enough to know what is going on with the organization. The board finds out after the fact.</p>
		<p>Generally, those elements are vital and are core to the success of any organisation or business.</p>		<p>Board of Directors</p>			