
MICHELL DESMYTER: Good morning, good afternoon, good evening and welcome to the ATLAS III reporting working group call on Thursday the 9th of April 2020.

On today's call, we have Cheryl Langdon-Orr, Eduardo Diaz, Maureen Hilyard, Nadira Alaraj, Joanna Kulesza. We have no apologies.

From staff, we have Alperen Eken, and myself, Michelle DeSymter on call management. As a friendly reminder, please state your name before speaking for transcription purposes and to please keep your phones and microphones on mute when not speaking to avoid any background noise.

With this, I'll turn the meeting back over to Eduardo Diaz. Eduardo, please begin.

EDUARDO DIAZ: Thank you, Michelle. Thank you, everyone, for being here today again. I just updated the agenda by taking the to-be-updated out. The agenda is the same as before. We're just going to continue working on this. I want to share my screen if possible. I believe it is this one. Okay, so do you see that?

MICHELL DESMYTER: We can see your screen, yes.

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EDUARDO DIAZ:

Okay. Thank you so much. So last time, we passed this question number two, but we started here last time more or less, and we got started with analysis. I went to the whole document yesterday and today and I cleaned it up somehow.

There is a note here by Maureen that this analysis that I made here at the beginning was faulty, so I asked Maureen to rewrite this and make it so it's not faulty. And I believe this is what you added here [as your suggestion,] Maureen?

MAUREEN HILYARD:

Yeah. And I always have been a little bit upset about the fact that we [weren't as] able to include a lot of people because we called everyone the ATLAS ambassadors, the ATLAS participants, but we didn't include a lot of people that were actually there because they were self-funded or had traveled under other kind of funding.

So I just wanted to, first of all, take away the mention of the fact that AFRALO and LACRALO don't currently have policies that are as encouraging of unaffiliated individual members as others. I just wanted to say that the data reflects the current status of membership policies within the different RALOs with respect to ALS and unaffiliated members, but also just noting that NARALO and EURALO—who actually have the most of the unaffiliated individual members, that the results didn't actually reflect even the attendees of the event because of their other funding that they were able to get to be at the Montréal meeting.

So I just wanted to change that to give a better reflection of the fact that for example, NARALO was actually very well represented except

that it doesn't seem to be seen that way in the actual results. And I think in the analysis, first of all, that we should mention that the results are indicative of the policies, but also taking note that the smaller groups, when you consider the unaffiliated membership numbers, they don't reflect [inaudible] perhaps our recommendations, although the recommendations—and I see it does fit, because it actually says that we need to address those RALOs that need the support rather than identifying them actually in the analysis itself.

And very much so looking at once all the RALOs are actually engaging unaffiliated members that we can look at creating a more harmonized procedure, which is exactly what is being said in the recommendation anyway.

And I guess it was trying to say, how do we fit the recommendation—which I liked—how do we fit the analysis statement to probably better reflect that recommendation. Is that okay?

EDUARDO DIAZ:

Okay. And the recommendation we're talking about is this one here? [inaudible] The one just I just [scratched?] Which means you're recommending this, right?

MAUREEN HILYARD:

Yeah. What I'm saying is the current recommendation that we've got, that's highlighted in brown, that is what I've just said but probably a little bit more condensed because I just said the current

recommendation fits. But perhaps we can just condense it a bit to reflect that.

EDUARDO DIAZ: Right. I have Cheryl's hand up.

CHERYL LANGDON-ORR: Thanks, Eduardo. I'm in agreement with what you've said in your edits there. I have no problem with that. I certainly have no issue with giving the fact of the current and unaffiliated numbers within each of the RALOs. That fits fine.

I put my hand up because I had a problem with something you said, because I don't see data to back up something you said. And let me ask Eduardo to perhaps scroll back up to the chart, please. Thank you very much.

So these are the facts. This is what we had. We did have, from the very beginning, much lower numbers of applicants, and therefore much lower numbers of endgame—although I think I've put everyone I possibly could, not knowing what went on in the appointments aspects of it—but there simply were not as many people who applied to be engaged in this process from EURALO and NARALO. That is a fact, and that's reflected here too.

So I'm a little concerned that we keep those two things separate. The analysis is ours, but we can't say something which you just said which is NARALO was well represented. There is no evidence of that, nor is it evidential from the data we've collected.

So, Eduardo, can we go back earlier to the very beginning of the document? And I think there's still—

EDUARDO DIAZ: The beginning?

CHERYL LANGDON-ORR: Correct. Keep going back to the very start. Yeah, that's right. And I believe there's still an open—again, this data is bringing in exactly the same thing. Keep going further back.

EDUARDO DIAZ: That's it. That's the end, Cheryl.

CHERYL LANGDON-ORR: Yeah. Not the end, the beginning. The very beginning of the document. Correct. That's it. We still need to just establish a baseline. So this general analysis is important because Maureen said NARALO was well represented. There is no evidence in our data to say that. And if we're going to make any sort of assumptions along those lines—and she was talking about self-funded people, etc.—then it needs to be brought out here in the general analysis, Maureen, because I for one have absolute no knowledge about in that room how many people were effectively from NARALO.

MAUREEN HILYARD: Good idea. Yeah.

CHERYL LANGDON-ORR: And if that needs to be a statement, that has to go in that general analysis. The facts are we had very few—minute numbers—from NARALO and not much more from LACRALO apply in the process from the very beginning. That’s a different bit of information. It does need to be captured and it belongs in general analysis.

Sorry, I just get [toey] about what people do with statistics. Thank you.

MAUREEN HILYARD: Thank you, Cheryl.

EDUARDO DIAZ: Okay, so I just want to also add that looking at here, the people that were actually selected to participate, but there were many that applied that did not get through because of one thing or another.

CHERYL LANGDON-ORR: And all of that belongs in that general analysis, and I will venture that when we look at that general analysis, not as many applied in the first place from LACRALO or NARALO. I know that is a fact, and that fact needs to be reflected at the beginning and not muddy up the pure information that we can draw not only from the generalized data—which is important, Maureen, I give you that, but this data is all about “and what was replied to in the survey.” So not just the people who wanted to be engaged and then were engaged but wanted to be engaged, were engaged, and continued to be engaged sufficiently that

they completed the survey and are therefore indicating a greater intention to continue on to be top tier ambassadors. Okay? Because that's where your raw material is best. The rest of them are just the fluff that wash away on the way through.

EDUARDO DIAZ: Okay. I guess we need to get into the general analysis over there. In order to say this that you're saying here—did I understand that correct, Cheryl?

CHERYL LANGDON-ORR: Yeah. I think it picks up Maureen's points, and I hopefully will be able to grab from the general data that was collected on attendance. So we do have the raw data, we know exactly who applied and from which RALO, so that data is easy enough to scrub. We can put that in. We know exactly how many then made it through the culling process and were selected. So that's data that we have, and in fact that data is reflected in the rest of our datasets.

We also need to know about the room at the time, because what Maureen was about was the room at the time, which is important but it doesn't belong in these particular bits of analysis. It belongs at the top of the document in general.

EDUARDO DIAZ: Right. Who has access to that data? Do we all have access to that?

ALPEREN EKEN: We have attendance taken for each of the sessions. I can share with you.

EDUARDO DIAZ: I'm not talking about the sessions, I'm talking about the actual people who applied and that were selected.

CHERYL LANGDON-ORR: It still exists in the original spreadsheet. If need be, any of us who are involved in the process can open up the original spreadsheet and look. But staff have it. Alp should be able to extract the data in a doddle.

EDUARDO DIAZ: Okay. So Alp, can you do that for us? Can you [select] that data for us?

ALPEREN EKEN: Yes. Of course.

EDUARDO DIAZ: And just add it in the general analysis to have it there, and then we can put words around it.

ALPEREN EKEN: Okay. I will.

EDUARDO DIAZ: Thank you. So if we can have an action item for that, we appreciate it. Once we have this, then we can come back here and see how that fits within that. Is that okay with all? We can continue.

There was an action item last time—Heidi, are you here in the call? Yes.

HEIDI ULLRICH: Yes, I am.

EDUARDO DIAZ: I saw that you went through many of the other recommendations, which I really appreciate, and I fixed some of the language, grammar, so I really appreciate that.

HEIDI ULLRICH: Thank you.

EDUARDO DIAZ: But did you have time to look into this one here.

HEIDI ULLRICH: What was your question?

EDUARDO DIAZ: That when you went through this recommend, did you have time to look into this paragraph? Because [inaudible]

HEIDI ULLRICH: I don't know why I missed that one. That was the one that I had to go through the Cherylese. Okay, maybe because I looked at it and I went, "Oh my gosh."

CHERYL LANGDON-ORR: That was your prime directive, was to fix up the Cherylese. There's a whole Langdonese section in there and you're one of the five people in the world who can interpret Langdonese. Now come on.

HEIDI ULLRICH: Right. I know. Okay.

EDUARDO DIAZ: So we can understand what Cheryl did there.

HEIDI ULLRICH: I think my choice was either attack that one or do all the others. Noted. I think I just saw that, I went on to all the others and then I forgot about this. So, sorry. I will handle that right after this call. Well, this afternoon.

CHERYL LANGDON-ORR: She chose to forget about it. It's called sitting under the desk, humming loudly with her eyes closed and her fingers in her ears going, "No, no. I don't want to do this."

HEIDI ULLRICH: No, I totally just forgot about that one. I did see it, and then I went on and by the time I finished all the others, it was time to end the day and I just forgot about that. Okay, noted. What page is that on? That's recommendation two. Okay. Yeah, I see, Q2, Cherylese.

EDUARDO DIAZ: And also, when you get to it, there are a couple of places that we need to [inaudible].

HEIDI ULLRICH: Yeah, I see that.

EDUARDO DIAZ: If you can help us clean up those [inaudible] questions, then that would make [inaudible]. Just to make sure that we have the [inaudible] correctly.

HEIDI ULLRICH: Yeah. Eduardo, just really quickly while I'm still unmuted, I'm having a bit of difficulty hearing you. You sound a bit muffled, and Michelle's been trying to contact you.

EDUARDO DIAZ: It is my microphone. Let me see if I can change my microphone [inaudible].

HEIDI ULLRICH: Okay. But anyway, as you're doing that, noted. I've given myself an action item to address that item.

EDUARDO DIAZ: Can you hear me better now?

CHERYL LANGDON-ORR: Yeah. You can end your week on a high point, Heidi. I reckon if I'm talking to you guys at 3:00 on Good Friday, you can take five minutes to fix up that paragraph.

HEIDI ULLRICH: I will. Yes. Well, today I'm going to do the [ARI,] all that information, but I can take my five minutes for this. Definitely.

EDUARDO DIAZ: Okay, so let's move on. Thank you. This recommendation, scratch it out. It has to do with what Maureen's writing here, so I think we can come back to that one later. Let me move on.

Around here, we look at all this. By the way, do you remember that I have here like policy involvement and capacity building group and so on and so forth? Heidi suggested to take away this "involvement" word. So [I took the] group word, so really, we can look at this as being—so we don't get confused. Remember that I was confused at this word, "groups," we can just have these as categories. If we look at these as categories, this belongs to policy category and then where it goes [to

implementation,] take this recommendation and implement it, if it's implementable, then that group or person will do it. Is that fair?

CHERYL LANGDON-ORR: Eduardo, it is fair, and I see what you've done there, but I think we also need for a non-already-engaged-with-this-process reader. There isn't a natural understanding of what that means. We all know it means that the recommendation, the ownership of enacting the action item of the recommendations goes to these groups.

But we don't say that anywhere. [We only need to] say it once and at the beginning, or have it as almost a subheading, but there's a shorthand there that I think needs to be more detailed, because the word policy, none, capacity building, none, outreach and engagement, none, communication, none, if you just read that in isolation without knowing what we're trying to say there doesn't mean anything, especially if English isn't your first language.

EDUARDO DIAZ: Yeah. I totally agree with you. That's why [I have been working] on the executive summary at the beginning, or introduction, because that's where all those things that you say, we will say something about it so the whole thing is understandable [or at least defined.] So I totally agree with you.

CHERYL LANGDON-ORR: There's a couple of ways that that can be done, of course. And certainly, the executive summary at the beginning of the document is where

some of it should be. But in a piece of formatting—now, we could put a little box around this, for example. It could be labeled “action” or whatever. So let’s just mark that up to come back and format it differently, perhaps with some sort of header or pulling out so we see clearly articulated that the ownership of continuing this recommendation into implementation along [inaudible] these sectors.

EDUARDO DIAZ:

Yes. We’ll do that. Remember, this is a Wiki page. I’m trying to take this and put it in a kind of final report once we get all these things together. Then we’ll highlight the recommendations and stuff like that, sectors and topics. Thank you.

So question number three, last time we were asking to change the wording here, and Heidi provided this wording for this analysis on this question [with global stakeholder engagement office] [inaudible]. And on the analysis, the new wording is the result analyzed the diversity of countries [inaudible] in APRALO, AFRALO and EURALO. The data also suggests that there is a need for greater awareness of the geographical coverage of [inaudible].

So if this is okay [inaudible] in here. And today is what, the 9th, right? So we’ve reviewed this one, we’ve already reviewed the recommendation so we move to question number four.

HEIDI ULLRICH:

Eduardo, I also changed the communications recommendation. Previously, it was specifically that At-Large was going to do the research

and then distribute it, and I changed to basically that GSE—we would distribute this GSE document, because I know GSE must have that kind of information.

I've already reached out to Adam to see if they have that kind of information. And basically, once we get that, then we can distribute and post on relevant At-Large web and Wiki sites, and also, I think I put a point there that I love the gap analysis, and that's something that as we start holding the calls with the At-Large and the GSE, calls with the regional leaders, we can suggest that. I think that's a great idea and it's perfect timing for their regional strategic plans for fiscal year 21.

EDUARDO DIAZ:

Okay. Like I said, I clean up the recommendation and I like the way it basically says more or less the same thing. So Heidi, stop me if I go over this and you change the wording, because I just looked at them and I [just liked] them. But if you want to add to the change of the words, please do so.

So, are there any questions about this one? Okay, the change [inaudible]. So question number four, after taking the ATLAS III capacity building courses and participating in ATLAS III Montréal, how do you rank the level of understanding of the At-Large [inaudible] ICANN?

We reviewed this, and [inaudible] wording suggested. I don't know, I think Heidi, you mentioned [here] too, right?

HEIDI ULLRICH:

Yeah, basically, on this one, I added a lot more information about giving the capacity building working group the ownership of this and working with outreach and engagement, and increasingly, what we're seeing is that other groups, CPWG—I just noticed that over the last week or so, I'm seeing a lot of—oh, I know, GSE is now also holding webinars and there needs to be some sort of streamlining of all of this, otherwise it's going to be all these groups, the GSE and At-Large are holding all these webinars. And where are we going with all of those?

So I tried to add all of this in there. At least that's what I was thinking. Maybe I didn't put it down on paper. I'll review these again and try to add that information.

EDUARDO DIAZ:

Are there any questions about this? So the next question was question number five, how do you rank the general understanding of supporting organizations and advisory committees in ICANN? The [suggested analysis here is that] the result indicates that those who attended the session have a fairly good understanding of how the SO/ACs operate [but needed] more information to get a better understanding.

So this is [inaudible] one through five. Cheryl, please.

CHERYL LANGDON-ORR:

Just nitpicking. Rather than say to get a better understanding when we said they've already got a good understanding, I would use "improve their understanding further" rather than get a better understanding.

“Get a better understanding” is a term I would use if I hadn’t said that they already had a fairly good understanding.

EDUARDO DIAZ:

I lost you. So where did you say to put change what where?

CHERYL LANGDON-ORR:

At the moment, it says we've stated they have a fairly good understanding. That’s what the data gives us. And then we say, “But they need more work to get a better understanding.” I would say “they need more work to improve that understanding” or “improve the level of that understanding.” “Better” isn't powerful enough when you’ve already established “fairly good.” “Better” would be appropriate when they didn't have a good understanding.

EDUARDO DIAZ:

Is that fine?

CHERYL LANGDON-ORR:

Not really. I give up. [inaudible].

MAUREEN HILYARD:

No, improve their understanding.

CHERYL LANGDON-ORR:

So if you want to leave it—improve their understanding, or to further improve their understanding. Now I'm happy-ish.

EDUARDO DIAZ: Okay. Let me copy this.

CHERYL LANGDON-ORR: It is 3:30 in the morning, Eduardo. It is only happy-ish.

EDUARDO DIAZ: I feel very sorry for you who wakes up at 3:30 in the morning working on this. So, are there any other questions about this? If not, the recommendation here is on the capacity building and it says collaboration with the ALAC liaisons to the ccNSO, review webinars and ICANN Learn courses contents and [inaudible] improve the understanding of how SOs and ACs operate. Expand this to explain why the roles are important to end users and the importance of having liaisons on our ALAC leadership [inaudible]. Hold an At-Large capacity building webinar focusing on the roles and responsibilities of ALAC liaison. Any questions? Heidi, I see you've also worked on this one. Thank you.

HEIDI ULLRICH: Yeah. I thought that we had already talked that there would be a need to hold a capacity building working group at some point, or maybe even an At-Large briefing session or something about the roles and responsibilities of the liaisons. I don't believe we've ever done that, and I think that might be useful, to have them explain what they do and maybe even talk a bit about their SOs and ACs that they represent or liaise to.

EDUARDO DIAZ: Yeah. I remember Cheryl mentioned something about roles within the ALAC about what coaches are [inaudible] ATLAS III ambassadors. This is just for the SOs and ACs, but we should take care of that. I think we have that recommendation somewhere. So anyhow, are there any questions about this? Comments?

The next question is At-Large represents the interest of—Joanna, yes.

JOANNA KULESZA: Thank you, Eduardo. I'm just curious, if we are to have a webinar on the ALAC liaisons, I remember there being a conversation on us having to better specify or identify the process of selecting liaisons and the role that they actually play. I'm wondering if these two are connected. I remember that conversation back from Kobe, I believe. I might have a few more questions there, but—

CHERYL LANGDON-ORR: Yeah. Can I jump in there, Joanna?

JOANNA KULESZA: Yes, please do. Thank you.

CHERYL LANGDON-ORR: That was more in the need to—dare I be generous? Yes, I may as well—try and almost capacity build the ALAC because it had no damned idea what its rules and procedures were. The rules and procedures are very

clear and they always have been on what the roles and responsibilities of the liaisons are. What did need to happen was for Maureen to help some, if not all, of her ALAC understand that. So it's kind of two different things. The Kobe work was actually, dare I say, suggesting in a less than subtle way that everyone understand what the roles and responsibilities were, because clearly, they have never read the standard operational procedures of the group they've signed up to work in.

Where this is Heidi's proposal, is to ensure that our ambassadors have that knowledge and deeper understanding of what the ACs and the SOs are all about and what the differences are, because they're markedly different. If you think about policy development, you cannot think about policy development in the SOs the same. The three policy development processes in the three supporting organizations are like chalk and cheese. They are entirely different.

So it's that understanding that our ambassadors have, and who knows, future ALAC members may not have to be [in service trained] and feel that they develop an ownership on something that they would have understood if they have ever read the rules of procedure. Yes, I am being cranky.

EDUARDO DIAZ:

Joanna, did you want to add anything else?

JOANNA KULESZA:

No. That is fine. That is a very clear explanation, not bitchy at all, Cheryl. Thank you very much. I'm wondering if we can make an action item out of that one. I will make sure to carry the message to Hadia who's coordinating the webinars now. and in terms of the conversation we seem to be having in chat in parallel, [just let me note] that I would welcome more coordination with the GSE. The list of webinars that Hadia has set up for now is publicly available. My understanding is that Adam knows them. I'm happy to take them to whoever needs to see them, including [inaudible]. So in that sense, I would like an action item that discusses a need for a webinar on the ALAC liaisons put in my name to make sure that that gets included in the webinars list, and then a recommendation, formal or informal, in terms of communicating the list we have for capacity building webinars with the GSE or other So and ACs, should they plan to hold any kind of a webinar, would also be most welcome.

Please kindly note that there's also this initiative to work closer with the GAC that at this point seems to be somewhat challenging both because of the practicalities, so we're working virtually, and in terms of collaborating in a very pragmatic sense, Yrjö has been wonderful but I understand that it has proven somewhat challenging to open those webinars to us. But that might also fall in line with the plans for us having webinars that are better coordinated across the community. Thank you, Eduardo.

EDUARDO DIAZ: Thank you. I [do have] a note by Cheryl that this should be directed mostly to the ATLAS III ambassadors. Should we add that in this recommendation?

CHERYL LANGDON-ORR: I think it's important that what we can get out of this recommendation is a next step to continue to work with and upskill our ambassadors. The information obviously can be open, the webinar can be open, but it's not just, "Dear Hadia, put this on the list for your subgroup." It's, "Dear Hadia and subgroup, this is the target audience, our ambassadors, and anyone else is welcome to join and learn, but we need to identify out of this report specific next steps in our ambassador program."

EDUARDO DIAZ: Okay. Thank you for the comment. Any other comments? No? Question number six, At-Large represents the interests of individual Internet users within ICANN. As an ATLAS III participant attending the ICANN meeting in Montréal, what issues did you find of relevance and interest to you?

So the interests were all over the place here. The analysis says the survey data identified [EPDP,] GDPR, security, accountability, DNS abuse and MSS have been the most relevant policy topics for ATLAS III participants, and that data comes from the numbers over here.

So, is that analysis okay, or do you want to add, take away from it? [The third recommendation on the general topic] is identify At-Large ambassadors who may be developed into future PDP contributors or

topic of specific subject matters. This can be done by correlating the [appropriate] survey question number six data to specific ambassadors.

If you go to the raw data all this information came from, you can go to the actual ambassador and that ambassador has indicated what issues were important for him or her. So that's what—this is the survey question number six data, it's specific ambassadors.

For example, if I was an ambassador and said I was very interested in DNS abuse, then I will try to make sure that that ambassador gets involved in trying to develop or engaging that ambassador into future DNS abuse PDPs if that happens. Comments?

CHERYL LANGDON-ORR:

Eduardo, I just put in "Yes, Eduardo, all good," and then as I was hitting "Send"—oh, it just arrived. I've got slow packets this morning—it struck me we might need a little bit more—agree with everything you said—in the actions however. We need to know how we do that.

Yes, that's what we need to do, but the how we do it needs to be planned, detailed and implemented, and that involves the matching you've just described, but the people on this call having access to that data won't make that happen. Right?

EDUARDO DIAZ:

Yes. That's correct.

CHERYL LANGDON-ORR: So we need to work on a how. I'm not saying we need to work on a how for this report, but we need to recommend in this report that someone works on the how.

EDUARDO DIAZ: Okay. So what should we add to this? So it's there.

CHERYL LANGDON-ORR: Okay. [inaudible] this become part of an ongoing ambassador in-service training and development project? Because nowhere do we suggest that any of this should. I personally believe it should. We haven't said that in the report yet.

EDUARDO DIAZ: I'm sorry, Cheryl, can you repeat that again?

CHERYL LANGDON-ORR: Okay. Heidi's got her hand up. She is perhaps going to help in this, but I'll come back to this if not. Go ahead, Heidi.

HEIDI ULLRICH: Yeah. Thank you, Cheryl. I'm thinking the same thing, Cheryl, and that is if we could start moving these At-Large ambassadors forward—and here we have the data. We know what their interests are. We probably have some good information about their skill sets. So if we could get some database that's even public that lists all the At-Large ambassadors, perhaps their region, their areas of interest, their

expertise, their skill level, and then start matching them up with mentors and then move them along—we could even use the documents that we've developed as a stepping stone and move them along the path. And as they achieve a certain level, [tick mark it.]

CHERYL LANGDON-ORR: Exactly.

HEIDI ULLRICH: And then first off, that will show them, give them some like, “Hey, I am moving” and give them some confidence, and we can then recognize them as they move along each step.

CHERYL LANGDON-ORR: It’s facilitating the process. But right now, the report isn't saying anything about that process and it is one of the ideal opportunities to do so. Thank you, Heidi. You’ve still got what it takes to understand by gibberish.

HEIDI ULLRICH: You gave me the gift, Cheryl. I just went from there.

EDUARDO DIAZ: Okay. I'm going to put a note here. I will look at [meeting recording] and see if I can come up with that or something that will add to that effect. Is that okay?

HEIDI ULLRICH: Absolutely. I'll be taking a look at it this afternoon my time as well.

EDUARDO DIAZ: Okay. If you want to do this, I will really—fine. So, can we have an action item for you then to add something that will resonate on that aspect of how?

HEIDI ULLRICH: Sure. And I'm wondering, I don't even know if we have an At-Large ambassador workspace yet, which we probably should have done that. I'm just wondering to what extent At-Large ambassadors are starting to lose their scene really because there's no direction on what the next steps are. So just some thoughts there.

EDUARDO DIAZ: Yeah. It makes a lot of sense, not only for ALAC, for the whole organization, but also, it not only helps the ambassadors to [inaudible] but it helps everyone else to understand this path, this thing. The result of this event, this is the matrix where it tells you how people are moving around. I like the idea very much.

So the next one here, new survey question number six, [resolve to build capacity building strategic plan] [inaudible] policy development topics for use within both regional and At-Large forums.

I guess this recommendation comes about by the fact that [I don't know,] and if you take a region where you have two, three or four ATLAS III ambassadors, and some of them are in sync in the sense that— let's say, again, that for example the more important issues for that region are X, Y and Z topics. Then you can develop webinars specifically for that region. [inaudible].

Develop coaching and mentoring programs that focus on strengthening the ability of At-Large ambassadors to effectively contribute to PDPs in identified policy areas and develop webinars focusing on the policy issues [inaudible] ambassadors. I guess they're saying the things in there.

We have said this number two in a different way, but same thing, to strengthen the ability of the ambassadors so they can be more effective in PDPs. Are there any questions about this recommendation, comments?

And the last one on this question is develop outreach and engagement material focusing on the policy issues of great interest and relevance to At-Large ambassadors. [inaudible]. Stop me whenever you have a comment, please.

Question number seven A, pre-ATLAS III preparations involved the completion of some ICANN Learn courses. Question is, do you find [them or the webinars] helpful or useful?

So the majority said they were useful. [That's this here.] So the analysis goes, the data shows that 93% of the ATLAS III participants found the ICANN Learn courses offered helpful/useful. It is noted that some of the

ATLAS III participants were among the more experienced of the At-Large. Ambassadors who had applied for ATLAS travel funding. [Within the percent that] responded no, there may be a subset of people that already knew and/or were familiar with the information in the online courses or the webinars. Please refer to question seven B for specific ICANN Learn improvement suggestions suggested by the participants. Those suggestions are related, I put them here just for completeness. Any questions about this analysis?

Recommendations for this question number seven under the capacity building category, review webinars and ICANN Learn courses content and delivery to improve the understanding how the SOs/ACs operate. Expand this to explain why the roles are important to end users and [inaudible] having liaisons [on our ALAC leadership team.]

I think we discussed this, this recommendation explains in a different way what we discussed previously about the liaisons and such. So [inaudible] more or less. Okay. By the way, I'm not reading the chat. If there's something in the chat that you want to bring up, please do so.

Suggested recommendations within the survey noted about including question. Heidi, this is one that you added notes, and I left this one on here because I'm not sure which surveys you are referring to. The survey [inaudible]. I left it there to ask you.

HEIDI ULLRICH:

I don't know if it was the survey or the reporting back, but we can say maybe within the ATLAS feedback. Oh, wait, I know what I meant. Sorry. I meant the ALS survey. You know the ALS survey that—I think it's under

even recommendation one, that there's a regular survey of ALSes. That was one of the—perhaps just adding a note that within that survey, you aim to find out gaps between ICANN Learn courses and the information that they are getting.

Let me just go back and read this, because there was another point as well.

EDUARDO DIAZ:

Okay. Here, Heidi.

HEIDI ULLRICH:

Yeah, because I know there was another question—I even sent it over to Betsy—that has all the suggestions to improve ICANN Learn and suggestions for future ICANN Learn courses. So I need to go back and see if this question is referring to that or to the ALS survey of what I think question one, recommendation one was all about. So I'll get back to that one too.

EDUARDO DIAZ:

Okay. So we'll [take it there,] and question number seven B is suggestions that were given by the [inaudible] of people that answered the survey, so I just add them here and include them by reference to ICANN Learn improvements, suggestions and so forth. And whoever is looking at these questions and developing the ICANN Learn courses or webinars, they can look at these suggestions here to get ideas of the information that we got from the participants. I think this feedback is

important in a way to help us move and incorporate things that people are asking for.

So question b recommendations goes by [new] survey question number seven B, which is suggestions in capacity building strategic—results in capacity building strategic plans, webinar policy development topics for use with both regional and ALAC/At-Large programs. Share the suggestion with the ICANN Learn improvements and topics with ICANN Learn staff.

Okay. Question seven C, what other ICANN Learn courses do you think will help you to prepare better for ATLAS III? There are suggestions here. 42% of the analysis here is that 42% of the participants made suggestions to improve the ICANN Learn course, [and this follows.] That's basically what the analysis is, there's nothing else.

And the suggestions are here for whoever is going to use them. Question seven C, recommendations on this question. Summarize and clarify suggestions in Q7 in this question and suggest to ICANN Learn management to take into consideration these suggestions when developing future ICANN Learn courses. Basically, summarize the suggestions here and try to make some sense of them and see if there's something here that we can provide as feedback to the ICANN Learn department.

The other one under the capacity building category, in collaboration with the CCWG [inaudible] outreach and engagement and the capacity building working groups, take into consideration suggestion Q7 in this question while developing capacity building plans for At-Large.

Question eight A, attending RALO monthly meetings is key to your understanding of RALO community engagement and activities. Are you a regular attendee of these RALO meetings?

And the analysis goes, data shows that [86%] of participants are regular attendees of monthly RALO meetings, basically, when we look at this. This is indication of ATLAS III participants being engaged with their regions.

So recommendations about this question under the capacity building category, take into consideration suggestions in question number seven C while developing capacity building plans for At-Large.

Outreach and engagement strategic plan should include specific steps to keep current At-Large members by providing updates and new learning opportunities in ICANN Learn. Under the communication category, use regional monthly newsletter [inaudible] social platforms to communicate to At-Large what new learning opportunities from the perspective of At-Large exist in ICANN. This will help At-Large understand [what they are supporting and why, what they are learning and supporting and why what they are learning.] It is important for bringing the end user perspective to ICANN discussion.

How many regional meetings did you attend in 2019? This is question eight B, and the analysis goes by the table that shows [a dispersed] participation in regional meetings. If you look at it, it's all over the place. It could be said that the majority of people have participated in between five to ten meetings a year, and that I pick up from over here.

So recommendations on this, under the policy category, work in conjunction with the capacity building group to help develop content for a series of webinars, 20 minutes or less, and the production of podcasts should also be considered as well. And this was a comment by Cheryl which is very good.

[It was] result from the outreach and engagement survey, see below. Okay. To develop a series of [inaudible] webinars of 20 minutes duration or less to be used during monthly RALO meetings. the idea is to use this to maintain increased participation in regional monthly meetings. the production of podcasts should be considered as well. I think some regions are doing this on a regular basis.

Under the outreach and engagement survey, each region [inaudible] what ICANN-related topics they would like to see discussed during the regional monthly call. I think in NARALO, we're currently doing that. We're doing a survey in our membership to determine their expertise, interests and topics of interest and their willingness to work on this if it's required by the RALO. And we will provide that information when we receive the final survey. And once we get this information, it'll help us develop working plans going forward depending on what happens at ICANN and the needs of At-Large.

Communications, use regular monthly newsletter and social platforms, motivate increased participation in the corresponding regional monthly meetings.

Okay, the question number nine has to do with outreach and engagement are very important objectives for At-Large to help

individual Internet users understand what ICANN does and its scope of domain name [policy issues.] It is the role of our At-Large ambassadors to explain to our communities how these issues could affect them, why should they care? What suggested actions could you take to reach out to your [immediate] community? And this was an open ended question for people to add their suggestions, so these are the suggestions, the many suggestions and ideas that we can pick up depending on which category you're looking at from policy or capacity building, there are things here that you can look and good ideas that the participants gave based on the questions that we asked.

So basically, the analysis goes that 100% of the participants provided their suggestions on the general topics category. Summarize and clarify the question [Q7C.] I'm not sure what Q7C has to do here.

HEIDI ULLRICH: Eduardo, that might be the ICANN Learn courses.

EDUARDO DIAZ: [Do you] mean courses?

HEIDI ULLRICH: I'm just wondering what Q7 is. Q7C might be the ICANN Learn course suggestions. I'm not sure, but that's my guess there. Q7C above in the survey, I think that that one was the one related to—I think.

Eduardo, I'm just noting the time and I wonder if this might be a good place to stop, because I know that some of us have other calls right now. Is that okay?

EDUARDO DIAZ: Yeah. Definitely. I wanted to stop five or ten minutes before, because I know Cheryl is [very busy.]

HEIDI ULLRICH: Yeah. Exactly.

EDUARDO DIAZ: So I'm sorry about that. Thank you for the reminder. So we'll have a meeting next week again. [inaudible].

HEIDI ULLRICH: Same time, same place?

EDUARDO DIAZ: Same time, same place, yes.

MICHELL DESMYTER: And Eduardo, I'll go ahead and send the invite out for next week.

EDUARDO DIAZ: Okay. So with that in mind, I say this meeting is adjourned. Thank you for your help. We moved very fast today. Thank you.

HEIDI ULLRICH: Thanks, everyone. Bye.

[END OF TRANSCRIPTION]