

**MODULE A: INTRODUCTION TO OECMS**

OECM training, Module A (4 blocks of 45 min -> 3 h total plus 30 min break)

Overall objectives: 1a, 1b, 2, 3

Target groups (as per objectives matrix): ALL

Time	Agenda item	Content	Method(s)	Materials	Handouts	Responsible	Overall objective	Comments and further instructions	Guidance for online version of module
00:00-00:15	<b>Opening, short introductions, agenda orientation</b>	Opening, introductions, agenda	Speech, Round of Table (optional)	Flipchart with agenda (optional)	LoP, agenda (optional)	Main facilitator	1a, b, 2, 3	Depending on No. of participants, important to give opportunity to introduce themselves (but briefly). Also orientate about agenda here, and leave a flipchart version hanging (easier to adjust than printouts). "Main facilitator" could be the same person as main expert or an additional person depending on setting.	Precede with technical check-in / troubleshooting (30 min before start of training). Ask people to switch on webcam and use speaker mode (video) during introductions. If there is time, add a question that adds texture, e.g. what participants see when they look out of their window.
00:15-00:45	<b>Participants' initial knowledge and view on OECMs</b>	Participants' initial knowledge and view on OECMs	Interactive exercise "Hello"	3-4 flipcharts or flipchart paper blocks, eddings	Briefing sheet (or slide)	Participants, lead by main facilitator		See <b>Trainer Briefing Sheet A-1</b> . The suitability of such an exercise is obviously context (incl. culture) dependent, but it usually works really well.	Have groups and breakout rooms prepared before the start of the training. For the online version, the group work is changed: Rather than interviewing other participants about their "Hello" questions, the participants are asked to discuss them within their workgroup. See <b>Trainer Briefing Sheet A-1</b> . Reporting ideally on a collaborative whiteboard where sections for each question have been allocated beforehand - rather than via a PPT.
00:45-01:15	<b>Introductory expert input: overview of OECMs</b>	Definition, criteria, historical background, international context of OECMs, difference to PAs	PPT presentation	PPT, projector, screen, flipchart (for additional explanations)	(maybe announce there will be a script so that people listen and do not write)	Main expert (could be facilitator at same time)		Generic PPT	PPT screenshare.
01:15-01:30	<b>Q&amp;A on introductory expert input</b>		Q&A	plus "parked questions" facilitation board				Questions that go beyond the scope of the initial input and anyway will be answered during a subsequent session, will be collected on a "parked questions" facilitation board or flipchart	Normal videoconferencing mode. Depending on number of participants, they can be asked to type questions into chat, from where they then can be read out (after structuring if useful) by the co-facilitator/producer. "Parked questions" board best established as dedicated segment on collaborative whiteboard.
	<b>Coffee Break</b>								Good to leave the conference space open during this phase or to even designate a joint breakout space as "coffee room/campfire room", where participants can interact freely over coffee.
01:30-01:45	<b>Input from local participant or main expert: example of a potential OECM</b>	Example of a potential OECM	Short PPT presentation, narrative or flipchart based presentation ca. 10 min presenting time	PPT, projector, screen, flipchart (for additional explanations)	Factsheet on sample potential OECM	Participant, guest speaker or main expert		Ideally (depending on context) this example would be from the geographical region of the participants, and be presented by one of them. This is not always possible, so an external guest speaker or the main expert/facilitator should provide this example.	PPT screenshare.
01:45-01:50	<b>Q/A on example presentation</b>		Q&A	plus "parked questions" facilitation board					Normal videoconferencing mode. Depending on number of participants, they can be asked to type questions into chat, from where they then can be read out (after structuring if useful) by the co-facilitator/producer.
01:50-02:20	<b>Values of OECMs: stop and go discussion</b>	Values of OECMs, according to participants	Stop-and-go discussion	Four facilitation boards or flipcharts (prepared), markers		Participants, lead by main facilitator		See <b>Trainer Briefing Sheet A-2</b> .	Best implemented with a collaborative whiteboard, where the stop-and-go setup can be recreated virtually: The boards are set up as dedicated segments of the whiteboard. Groups are formed on the teleconferencing platform and move between these segments (simply by zooming into these areas of the workspace) following facilitator instructions. It is also possible to use the internal timer of most whiteboards to time the phases as per <b>Trainer Briefing Sheet A-2</b> .
02:20-02:30	<b>Values of OECMs: The IUCN perspective</b>	Values of OECMs, according to IUCN	PPT presentation	PPT, projector, flipchart (for additional explanations)		Main expert (could be facilitator at same time)		During presentation, the expert should refer to outcomes of previous session and discuss similarities/differences with definition of an OECM.	PPT screenshare.
02:30-02:40	<b>Module wrapup</b>	Recap of general take-home messages, further resources including other modules within the training package and printed materials,	PPT presentation	PPT, projector, flipchart (for additional explanations)	Literature list	Main expert (could be facilitator at same time)		Could also involve resolving any remaining questions from "Parked questions" board.	PPT screenshare.
02:40-02:45	<b>Personal take-home messages of participants</b>	Personal take-home messages of participants	Round of table/room (or only some volunteers, depending on number of participants)	Flipchart		Participants, lead by main facilitator		Facilitator asks participants (either all or some volunteers, depending on number) to wrap up their take-home message in ONLY ONE sentence STRICTLY. Round of room. Facilitator could also add his/her main takehome message. Facilitator collects short keywords on flipchart.	Normal videoconferencing mode. Depending on time, this exercise can also be done in the chat. This allows people to type in simultaneously. Facilitator can still comment and appreciate.
02:45-02:55	<b>Module evaluation</b>	Evaluation of module by participants	Questionnaire	Agenda and expectations flipcharts from module beginning	Sufficient numbers of printout of questionnaire	Participants		See pre-prepared questionnaires, can be further edited.	Best as online questionnaire, e.g. in Google doc.
02:55-03:00	<b>Closing of module</b>	Very short last summary, thanks, farewell	Presentation, Q&A	PPT, projector, screen, pointer		Main facilitator, expert, host			PPT screenshare, or (better) simply speech in videoconferencing mode.