



OECM online training

Instructions for conducting the training online

Purpose of this document

This document provides general guidance on conducting the modules of the OECM training as webinars/remote interactive trainings. It complements the module scripts and trainer briefing sheets, which contain more specific information on how individual modules and exercises can be run online.

This document is **not** a general introduction to conducting webinars. We refer to available generic guidance on this, as is available on the web (e.g. <http://www.doolecommunications.com/blog/>, <https://www.hyperisland.com/business-solutions/remote-working-toolbox>) and from most webinar platforms. The document is not specific for any webinar platform and does not provide detailed guidance on how to use specific webinar platforms, collaborative whiteboards or cloud-based storage systems. This is because specific platforms and other software will be chosen differently for various trainings, depending on context.

Requirements for conducting the training online

Hardware requirements:

- Modern desktop or laptop computer (at least 4GB or more of RAM).
- Webcam, headset and (if not included in headset) microphone; USB connections are better than Bluetooth for this purpose.
- Stable internet of at least 1 Mbps. Ensure that not only the trainer(s) but also all participants have sufficient internet to run the remote training.
- Reasonably quiet workspace with sufficient light (preferably natural light from front; beware of backlighting effects).

Software requirements:

- Standard office software including PowerPoint.
- Standard web browser (e. g. recent versions of Google Chrome, Mozilla Firefox, Apple Safari, Microsoft Edge).
- Webinar app or browser version (e. g. Zoom, Jitsi Meet, Adobe Connect, GoToWebinar, Microsoft Teams, BigBlueButton, etc.) - apps usually work better than browser-based versions.
- Collaborative Whiteboard (e. g. Mural, Miro, Google Jamboard).



- Cloud-based data storage and editable online documents (e. g. Google Docs/Google Drive).

Skills and competences required:

- At least solid proficiency with using all of the above.
- Experience in online training facilitation.
- If possible, one co-facilitator/producer exclusively dedicated to the technical aspect of running the training, e. g. navigating the application, forming and dissolving groups, technical troubleshooting for participants, etc.
- A basic familiarity of all training participants with the webinar/teleconferencing platform and collaborative whiteboard is necessary. If this cannot be assumed as a given, an introduction to this technology has to be offered before the training.

Preparation and rehearsal time:

- Presenting a training online typically leaves less room for improvisation and requires more detailed preparation. Ensure that all inputs, instructions, worksheets etc. are prepared online well in advance of all modules and upload them if using a format that allows this. Calculate about the same time as for the seminar itself for preparation and rehearsals.

Adaptation of individual modules

With all of the above in place, all modules of the training can be run as online trainings. Detailed instructions on how to do so are included in the Module scripts.

Advice for effective training webinars

- Plan in detail and rehearse thoroughly. Ensure participants also prepare adequately and have the required equipment in place once the webinar starts.
- Ask participants to use headsets to reduce echo and to mute themselves when not speaking.
- If bandwidth allows, insist on participants using their webcam at least when speaking and during introductions.
- Do not reduce introductory exercises. If anything, more time needs to be invested in building personal relationships between workshop participants in remote settings.
- Use the chat function of webinar platform to send briefing sheets etc.
- Use breakout rooms for group works. Pre-set or allocate people directly to rooms during training. The latter works best with a technical co-facilitator.



- Build in relaxing interactive energizers where necessary, such as those available here: <https://www.hyperisland.com/business-solutions/remote-working-toolbox/remote-energizers>, [DIY-Toolkit-Full-Download-A4-Size \(berlin-innovators.com\)](#).

More in-depth advice is available from the sources listed above.

For additional support, please contact Kathy MacKinnon and Harry Jonas, co-chairs of the [IUCN WCPA OECM Specialist Group](#): OECM@wcpa.iucn.org or BfN (andrea.hoeing@bfm.de; gisela.stolpe@bfm.de).

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