International Labour Organization | SIYB START AND IMPROVE YOUR BUSINESS

A short introductory Guide for SIYB Trainers: using e-SIYB tools

June 2020

1 ▶ How to include the e-SIYB tools (SIYB distance learning tools)

The global spread of Covid-19 makes the face-to-face delivery of the SIYB programme difficult. At the same time, access to technology is becoming ever more pervasive, also among SIYB target groups. Therefore, the ILO Global SIYB Team in collaboration with the ILO International Training Centre in Turin developed a set of SIYB distance learning tools ("e-SIYB") to enhance the interactive learning experience of participants and to facilitate delivery of SIYB trainings where face-to-face trainings are not possible. e-SIYB is available for Generate Your Business Idea (GYB), Start Your Business (SYB), and Improve Your Business (IYB). It is important to note that e-SIYB is designed to complement and not replace SIYB Trainings. As such, e-SIYB supports SIYB Trainers by enhancing the product offering.

SIYB Trainings continue to be delivered as per the SIYB Trainer manuals but can now be delivered through a combination of:

i.   Training material (in pdf format) for individual learning

ii. Digitized e-SIYB tools for an interactive learning experience (*New*)
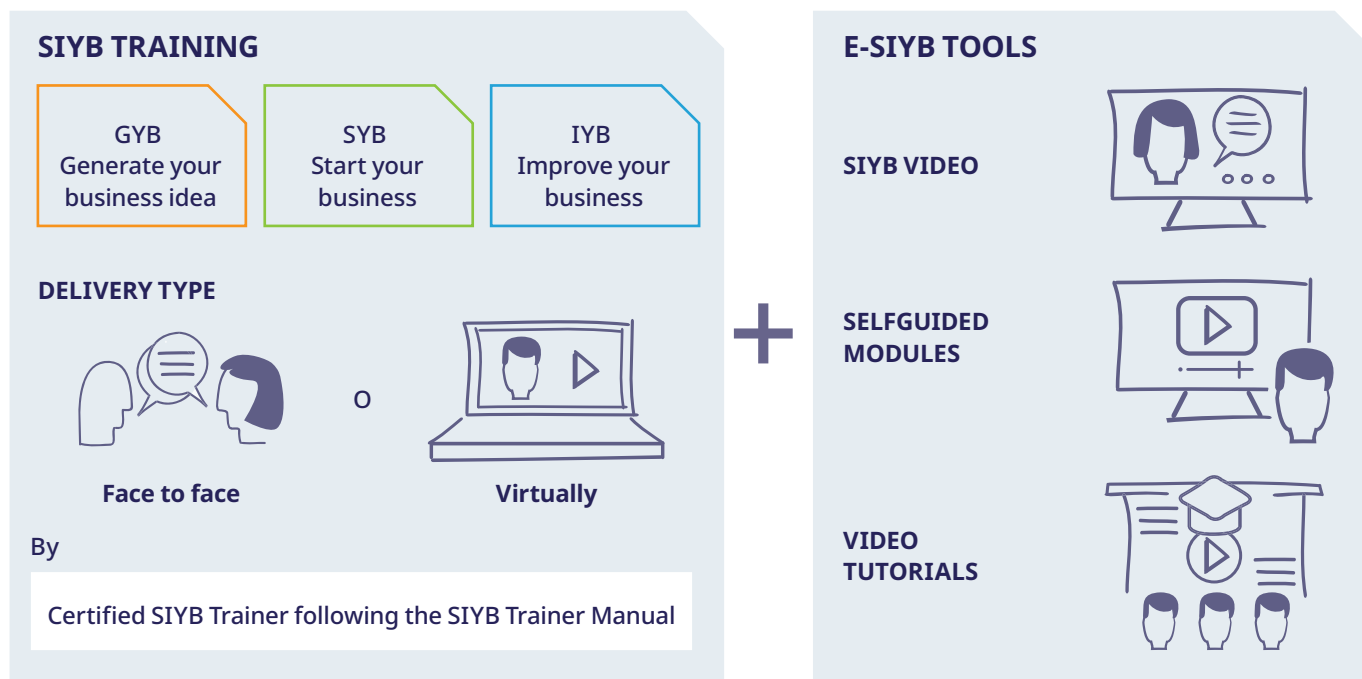
iii. Virtual or face-to-face classes in small groups held by certified SIYB Trainers for interactive group learning tailored to the specific needs of the group and the local context.

The hyperlinks to the digital tools provided can be embedded and used freely by certified SIYB Trainers.

▶ Attention

Wherever possible, SIYB Trainings should continue to take place in person to ensure that training participants benefit from learning through direct interactions and face-to-face exchanges.

Figure 1: Embedding e-SIYB with SIYB Trainings

SIYB TRAINING

| GYB Generate your business idea | SYB Start your business | IYB Improve your business |

DELIVERY TYPE

Face to face   o   **Virtually**

By

Certified SIYB Trainer following the SIYB Trainer Manual

+

E-SIYB TOOLS

SIYB VIDEO

SELFGUIDED MODULES

VIDEO TUTORIALS

2 ▶ Doing engaging trainings with e-SIYB tools

The increasing availability of technology globally and the current pandemic have made online trainings a feasible and important avenue to delivering capacity building trainings to entrepreneurs and micro-, small- and medium-sized enterprises (MSMEs). However, not everyone is in the habit of learning through this format. Subsequently, trainers will have to adapt and support trainees' engagement to ensure a high-quality learning experience.

Here are a few tips that can help you develop an interactive and engaging online Training of Entrepreneurs (ToE).

Target group: who are your trainees and how do they learn best ?

Understanding your target group is key to ensure that the online lessons are relevant and engaging to your participants. These are some questions to consider:

▶ Who is your target group?

▶ Is your target group familiar with online learning?

▶ Does your target group have access to a stable internet connection?

▶ How does your target group connect online (phones, desktops, shared computers...)?

If your target group has limited internet connectivity, they might be able to download the materials at internet points and then later peruse them. However, this means that they would be unable to follow online trainings. In such cases, face-to-face SIYB trainings, alongside e-SIYB tools, constitute the most effective option. If your target group has access to technology but has no experience with online training, there might be initial scepticism. In such cases, "taster" sessions can be organized to curb hesitations.

To help you determine whether your target group is ready to benefit from online SIYB trainings, please see the sample assessment in the Annex of this document.

How to prepare an online SIYB Training of entrepreneurs using e-SIYB tools

Group sizes. Consider that group sizes for online train-ings should not be larger than for face-to-face trainings, in order for participants to actively engage in the online learning environment and for trainers to be able to give the necessary attention to each participant. Ideally, the group size should be between 10-25 participants to ensure a personalized and interactive training.

Timing and scheduling. It needs to be clear to the trainees in which step of the course they are expected to work on the self-guided modules, participate in video-conference sessions, complete assignments, or do group exercises. Consider sharing with the participants before-hand a detailed syllabus describing the training structure and content and referring to the tools they will have to use and at each step.

Understand the availability of your target group. When is your target group available? It is important to note that online trainings can allow for more flexibility in terms of scheduling than face-to-face trainings. You will have to reach out to training participants to schedule the dif-ferent components of their on-line training programme in accordance with their needs and preferences.

YOUR PARTICIPANTS' ATTENTION SPAN:

You may experience that participants have a shorter attention span in online learning as compared to face-to-face trainings. It is therefore advisable to offer your trainees a varied training programme in terms of both content and methodology. You may consider working in a half-day format with, for instance, a 1.5-hour videoconferencing session combined with individual or group exercises, assignments and self-guided modules.

Communicate on technology needed. Communicate to training participants what kind of technology equipment they will need (e.g. computer, functioning microphone, and camera), and what kind of video conferencing soft-ware you will use and how they can access it. Ideally, your initial assessment of the target group should have clari-fied that training participants have access to the right type of technology for the training.

Group work. Set aside enough time in your training schedule for group work. You may need to change the structure of the tasks for them to work virtually. Group work can be done in small "break-out sessions" where training participants connect in small groups to complete the group work and then come back into the bigger virtual group session to present their results.

Exercises. Your participants' on-line learning experience will be greatly enhanced if you integrate individual or group exercises in your training schedule. Exercises can be embedded in your webinar or they can be carried out by (groups) of participants in between webinars. Plan your exercises well and test the on-line tools that you will use.

Assignments. Set enough time aside in your own plan-ning to support your participants with their assignments. In the Start Your Business delivery, in particular, you may need to spend time coaching each participant on the suc-cessful completion of his or her marketing plan and busi-ness plan.

Best practices on video-conferencing tools. If you are not familiar with video-conferencing technologies, prac-tice their use beforehand. Moreover, similar to face-to-face meetings, videoconferences also have best practices. The most important are listed below:

1. **Find a quiet place, and if not possible, use head-sets in shared spaces**

The best way to participate in a videoconference is in a quiet place, where you will not be interrupted. However, if that is not possible, and you are going to deliver the videoconference in a space that you share with your family members or others, use headsets to minimize the external sounds. In that way, the participants will hear you more clearly. Perform a check beforehand with your equipment to be certain that your computer microphone or headset and your camera work, and that you are easy to hear and understand.

2. **Mute if you are not speaking and ask participants to do the same**

Muting when you are not speaking will reduce the back-ground noise for the call. Additionally, depending on the software you are using to deliver the training, you will have the option to also mute the participants. This is a particularly useful feature, since a trainee could forget his or her microphone is unmuted, and sound could get in the way of the videoconference.

Attention

Online trainings adhere to the same standards and expectations as face-to-face trainings in terms of preparation and quality control. This means that market assessments as well as monitoring and evaluation tools still need to be administered as per the SIYB Implementation Guide.

3. Check-in more with your audience

For your audience to feel that the session is more engaging, remember to ask constantly for input. This means checking more with the trainees and confirm that they are understanding the subject. To inspire you on ways to engage your audience, have a look at the section 3 of this guide.

4. Managing responses and questions from participants

As not everyone can speak at the same time, as a trainer, you will need to organize how you want to manage responses from your audience. For example, do you want them to ask questions only at the end of the session or during the session as well? A good approach is for participants to signal to you when they want to speak (for instance through the chat box), and you can give them the "floor" to do so.

How to deliver a face-to-face training using e-siyb tools

Where face-to-face delivery of SIYB trainings are possible, trainers can still use e-SIYB tools to complement their trainings of entrepreneurs. For instance, you can ask your trainees to watch a video or go through the self-guided module before the face-to-face session about that specific content. Participants would subsequently arrive to the session with a basic knowledge of what you are going to deliver allowing you to go deeper into the content in the face-to-face session.

Figure 2: SIYB Training process

Face-to-face or videoconference session

e-SIYB tools (videos, self-guided modules)

SIYB Training Materials
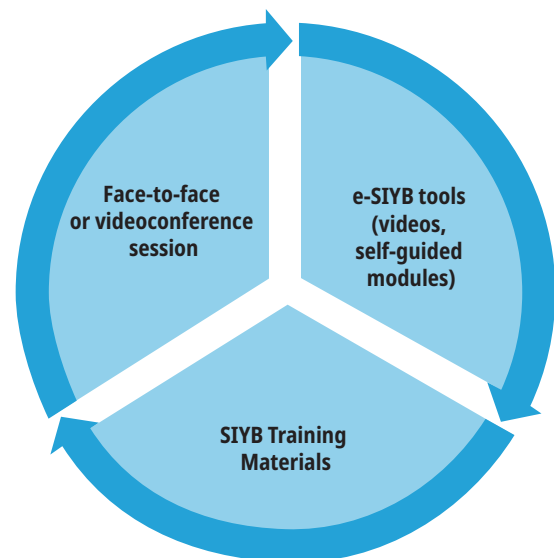
3 ▶ Videoconferencing tools

There are various videoconferencing tools you can use for your webinars, the most commonly used tools being Zoom and Cisco Webex. Before starting, evaluate the tools on the criteria that are important for you, including costs, accessibility in low bandwidth settings, restrictions that come with the use of free versions (such as time limits on sessions), privacy and security issues, recording options, and the possibility of organizing break-out sessions. Some of the tools offer specific applications for training, such as Cisco Webex Training.

You can find a compiled list of free videoconferencing tools in this link.

4 ▶ Additional tools to inspire

The execution of interactive online trainings that engage participants and keep their attention is not easy. Many of the strategies and skills that you have developed as SIYB Trainers can be transposed to an online setting. However, you will also be required to think outside the box and develop creative and new ways to engage your audience. The technology that is available can be of great help in this sense. Here is a list of free tools to inspire the preparation of interactive virtual SIYB Trainings (as of June 2020).

Tools for audience engagement:

These tools help you create interactive live polls, quizzes, world clouds, and more. They can be used, for example, at the beginning of a lesson (via videoconference). The trainer asks the participants what comes to mind after hearing the word entrepreneurship. Participants enter their inputs anonymously and the trainer discusses the words that appeared the most in the cloud. This could be a great way to introduce the subject of entrepreneurial characteristics, for instance.

What words come to mind after hearing the word entrepreneurship?

decision making
creativity
commitment
new
enterprise
business
idea
passion
risk taking
stress
managment
innovation
ability to handle stress
risk
entrepreneur

Examples of tools for audience engagement:
Mentimeter |Slido

Tools for co-creation:

These tools enable online interactive co-creation, for instance through whiteboards on which participants can post sticky notes. All participants can add their sticky notes on the dashboard. Trainers can ask questions for trainees to provide inputs and share their ideas.

How can your business be green and efficient?

Green Product	Green Process	
Selling organic fertiliser	Reusing and recycling waste	Using low emission equipment
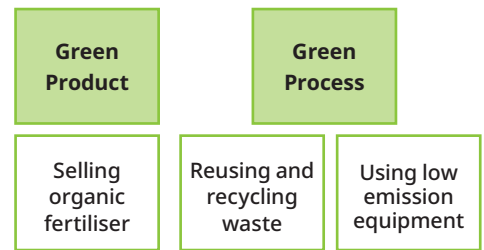
Examples of tools for co-creation:
Jamboard | Miro | Stormboard

Tools for online games or quizzes:

These tools allow you to prepare online games and quizzes and give your participants access to them. The tools allow you to find out in a playful way how well your participants master the content.

Examples of tools for on-line games and quizzes:
Kahoot

Annex

I. Self-assessment: Am I ready to deliver online trainings?

Technology is becoming increasingly important for trainings and the SIYB program is no exception. This survey can be used as a "self-assessment" for SIYB Trainers of their digital skills, to help them figure out if they are ready to do trainings online.

1. Do you have any experience participating in online learning (for example, online courses, trainings, coaching and mentoring, among others)?

☐ Yes

☐ No

2. Do you have any experience delivering online learning (for example, online courses, trainings, coaching and mentoring, among others)?

☐ Yes

☐ No

3. If yes, what type of online learning do you have experience with? (several responses are possible).

☐ Delivered a webinar presentation

☐ Delivered an online course

☐ Designed an online course

☐ Delivered online coaching or mentoring

☐ Others: ....

4. Do you have access to an internet connection that would allow you to deliver online learning activities reliably?

☐ Yes

☐ No

5. Do you have access to equipment (computer, microphone, video camera) that would allow you to deliver online learning activities reliably?

☐ Yes

☐ No

6. **Please select in a scale from 1(low) to 5(high) what you consider to be your skill level in each of the items.**

	1: Extremely low	2: Low	3: Regular	4: Good	5: Exceptionally good
Designing online training materials					
Designing online training courses					
Delivering presentations through a meeting software (Skype, Zoom, Webex,...)					
Engaging participants through online learning					
Delivering online coaching and mentoring					
Other:					

Assessing yourself:

If on yes/no questions (Questions 1,2,4 and 5) you ticked "no" for most questions, you may need to re-fresh your online training skills or work on alternate infrastructure options before conducting a virtual SIYB training.

If on multiple response options (Question 3) you selected fewer than 3 options, you may need to re-fresh your online training skills before conducting a virtual SIYB training.

If on Questions 6 your aggregate score is below 15 points, you may need to re-fresh your online training skills before conducting a virtual SIYB training.

II. Assessing the needs and technology accessibility of the target group: sample survey

The following survey can be used by SIYB Trainers to assess the needs and technology accessibility of their target group. This can help trainers determine whether online trainings are an appropriate delivery mechanism for SIYB or whether it is more effective to conduct face-to-face trainings.

1. **Who is your target audience? (***several answers possible*)

- ☐ Self-employed (1 person)
- ☐ Micro-enterprises (2-9 persons)
- ☐ Small enterprises (10-49 persons)
- ☐ Medium/large enterprises (50+ persons)
- ☐ Unemployed persons
- ☐ Youth
- ☐ Women
- ☐ Other: ....

2. **What is the internet connectivity for each target group?**

	Extremely low (video calls are very hard to sustain due to constant interruption)	Low (video calls are not clear with constant interruption for sustained periods of time)	Regular (video calls are somewhat clear with occasional interruptions)	Good (video calls are in general clear with very few interruptions)	Exceptionally good (video calls are clear and without interruption)
Self-employed (1 person)					
Micro-enterprises (2-9 persons)					
Small enterprises (10-49 persons)					
Medium/large enterprises (50+ persons)					
Unemployed persons					
Women					
Youth					
Other:					

3. **What types of technology devices can your target group access reliably?**

	Personal computer	Shared computers/ internet café	Mobile	Tablet	Radio	Other: ....
Self-employed (1 person)						
Micro-enterprises (2-9 persons)						
Small enterprises (10-49 persons)						
Medium/large enterprises (50+ persons)						
Women						
Youth						
Unemployed persons						
Other:						

4. Does your target group have prior experience attending online trainings?

☐ Yes

☐ No

5. If your answer was positive, could you expand on what type of online trainings and online learning solutions your target group has accessed, and how they accessed the training/online learning (e.g. mobile, computer, tablets)?

....
....
....
....

6. What are the risks that you identify in terms of technology accessibility of your target group and how will you address them?

RISK	How will you mitigate this risk?