

Digital Jobs for Youth in Fragile, Conflict and Violence (FCV) Settings

Lessons from the Click-On Kaduna Pilot

November 2019



Digital Jobs for Youth in Fragile, Conflict and Violence (FCV) Settings: Lessons from the Click-On Kaduna Pilot

Kaduna State, Nigeria

This Brief is part of the Solutions for Youth Employment (S4YE) Digital Jobs Knowledge Brief series, which highlights new and emerging strategies for practitioners designing digital jobs interventions for youth.¹ This series builds on S4YE's 2018 annual report, "[Digital Jobs for Youth: Young Women in the Digital Economy](#)."

In this Knowledge Brief, we examine strategies the World Bank's 'Digital Jobs in Nigeria' pilot project team adopted to help vulnerable youth in conflict-affected areas to leverage employment opportunities in the digital economy. The pilot provides training for unemployed and under-employed youth in Kaduna State to pursue digital jobs, including online freelancing and digital entrepreneurship.²

We specifically highlight the team's responses to several challenges, including: managing security threats; navigating limited ICT infrastructure; building a local tech ecosystem; adapting to restrictive sociocultural norms; and integrating local knowledge.

1. INTRODUCTION

Youth in fragile, conflict and violence (FCV) settings face significant barriers which limit their employment opportunities. Access to high quality training, vocational and educational programs is limited, leaving youth with few marketable skills. Private sector growth is constrained resulting in few openings for young job seekers. Youth are often left with few options to develop sustainable livelihoods.

Young women tend to experience greater constraints in securing quality jobs and launching successful businesses. Cultural and social norms can limit young women's access to resources, including land and loans. Restrictive gender roles lead young women to shoulder a greater share of household work and care responsibilities. These challenges are worsened in FCV contexts, where mobility is often restricted.

Digital jobs can increase young women's productivity, earnings, and financial independence.³ Jobs involving online work can be particularly catalytic for young women in FCV contexts, as they offer flexibility that can overcome mobility constraints and combat restrictive gender norms. These jobs can also allow young women to combine paid work with household or caregiver responsibilities.

A World Bank project in Northern Nigeria is helping youth in conflict-affected states to access new economic opportunities through digital jobs. Lessons from the *Click-On Kaduna pilot* in Kaduna State,

¹ Solutions for Youth Employment (S4YE) is a multi-stakeholder coalition that aims to provide leadership and resources for catalytic action to increase the number of young people engaged in productive work. The S4YE Secretariat is housed in the Jobs Group within the Social Protection and Jobs Global Practice at the World Bank.

² P159231 – Digital Jobs in Nigeria Trust Fund.

³ S4YE (2018). *Digital Jobs for Youth: Young Women in the Digital Economy*. Washington, DC: World Bank Group and Solutions for Youth Employment, <https://bit.ly/2Ap3HaA>.

Nigeria demonstrate the potential for digital jobs to create opportunities for youth in areas affected by conflict and violence.

2. CONTEXT

Youth unemployment is an ongoing challenge in Northern Nigeria, where educational, social and economic infrastructure remains underdeveloped. The number of unemployed youth (aged 15-34) in Nigeria increased from 11.3 million in 2017 to 13.1 million in 2018.⁴ Kaduna State in Northwestern Nigeria has the third largest population in the country with roughly 9 million people — of which 75 percent are under the age of 35. Over half of the labor force in Kaduna State is unemployment or underemployed.⁵

The continuous violence and instability emanating from Boko Haram terrorism, Farmer Herdsmen clashes, the Jos crisis, and recurrent religious skirmishes hamper opportunities for youth in Northern Nigeria, especially women. Women and girls in Kaduna are not only affected by both the conflict within the State by either being killed, kidnapped or injured but also by Gender Based sexual violence resulting from this conflict. According to the Kaduna State Government, Kaduna State reports the highest percent of gender-based violence in the North West with at least 4.6 percent of women experiencing sexual violence.⁶ Statistics are not reflective of the incidents on the ground, as these cases are often under reported.

The Kaduna State Development Plan (KSDP) 2016-2020 considers ICT-related industries as areas with significant potential for driving regional economic growth and job creation.⁷ The ICT sector offers new opportunities for youth in Nigeria as Nigerian youth to enter the virtual economy and earn an income by performing paid tasks in a growing global marketplace. Connecting Nigeria’s unemployed and underemployed youth to the digital economy is especially critical in Kaduna State, where many young people limited access to gainful employment opportunities in the local market.

3. OVERVIEW OF THE “CLICK-ON KADUNA” PILOT PROJECT

3.1 PROJECT DESCRIPTION

With support from the Rockefeller Foundation’s Digital Jobs Africa Initiative, the World Bank launched the \$1 million ‘Digital Jobs in Nigeria’ operation in Kaduna State, Nigeria. Branded the ‘Click-On Kaduna’ pilot, the project aims to empower disadvantaged youth between the ages of 18 and 40 in fragile and conflict zones by training them to leverage employment opportunities in the digital economy. The program is using digital technologies to drive innovation, digital skills and job creation and break the cycle of unemployment, fragility and violent conflict in Kaduna State.

The project team held consultations with firms, public agencies, youth-focused groups and NGOs in Nigeria to inform the design of the pilot. A consultative workshop was held in Kaduna in March 2017 to gain insights into the challenges facing vulnerable youth. Participants emphasized the need to design a

⁴ National Bureau of Statistics, Nigeria, <http://www.nigerianstat.gov.ng/>.

⁵ National Bureau of Statistics (2019). *Labor Force Statistics – Volume 2: Unemployment and Underemployment by State (Q3 2018)*. Abuja, Nigeria: National Bureau of Statistics.

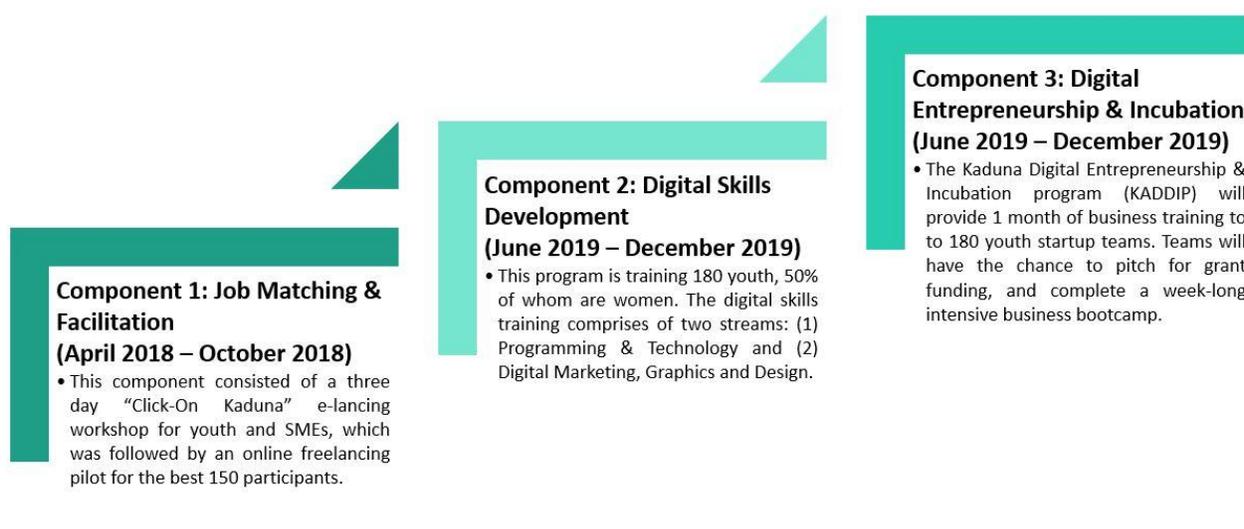
⁶ Education as a Vaccine (2017). *Deepening Actions to Reduce Sexual and Gender Based Violence in Kaduna*. Available at: <https://www.evanigeria.org/deepening-actions-to-reduce-sexual-and-gender-based-violence-in-kaduna/>.

⁷ Ministry of Budget and Planning (2016). *Kaduna State Development Plan 2016-2020: Delivering on Jobs, Social Justice and Prosperity*. Kaduna: Nigeria.

training curriculum that develops digital skills in digital marketing, graphic design, and full stack programming, as well as socioemotional skills. They recommended issuing certificates upon program completion so that beneficiaries could add the qualification to their resumes. Participants strongly advised the team to incorporate the cultural sensitives in Kaduna into the program design, and embark on a social awareness campaign to gain community buy-in. They recommended that the team collaborate with the Bank of Innovation to expand their loans and grant to digital entrepreneurs. Finally, the team was advised to expand the youth bracket to 40. These insights were integrated into the team’s final program design.

3.2 PROJECT ACTIVITIES

Figure 1 | ‘Click-On Kaduna’ Pilot Activities



The *Click-On Kaduna* pilot activities comprise of three components as illustrated in Figure 1.⁸ *Component 1 – Job Matching & Facilitation* was implemented from April to October 2018, and included a two-phase activity. The team first organized a 3-day e-lancing workshop for youth and SMEs, which drew over 900 participants. The team then selected 150 of the most high-performing youth to participate in additional training. This training was implemented in partnership with Upwork, and allowed youth to complete a series of paid, dummy tasks on the Upwork platform. These tasks helped new e-lancers to build their professional profiles on the site, and launch their e-lancing careers.

Activities under *Component 2 – Digital Skills Development* and *Component 3 – Digital Entrepreneurship & Incubation* are ongoing, and integrate lessons learned from the e-lancing workshop and training. The *Digital Skills Development* component is an intensive bootcamp which is training 180 young job seekers over 6 months in technical and soft skills needed for online freelancing work. The *Digital Entrepreneurship and Incubation* component is being implemented simultaneously, and provides business training to 180 youth entrepreneurs and youth-led digital startups.

⁸ For addition detail on program activities under each component, please see Annex A (Component 1: Job Matching & Facilitation), Annex D (Component 2: Digital Skills Development) and Annex E (Component 3: Digital Entrepreneurship & Incubation).

4. WORKING IN AN FCV CONTEXT: CHALLENGES AND LESSONS LEARNED

Working in an FCV environment requires flexibility to respond to situations as they arise. Kaduna State is a volatile context where ethno-religious communal conflicts are common. The proliferation of armed robbery and kidnapping on the Abuja-Kaduna highway, as well as in certain areas within the city, makes it a very challenging region to operate a youth employment project.

Below are several strategies that the Click-On Kaduna project team has integrated into the design and implementation of pilot activities.

4.1 MANAGING SECURITY THREATS

During the planning for the Click-On Kaduna Workshop, observers who were invited from international firms declined to attend due to security risks. The program implementation was delayed for a period of six months due to civil unrest and violence which led to curfews in Kaduna. Insecurity in Kaduna State led to a mission ban for World Bank staff, which prevented the team from traveling to the region to provide onsite support for the launch of Component 2 and 3. Working in such a volatile context can significantly increase the cost of the project, as the project team is required to have 24-hour security when in Kaduna.

To circumvent this, the project team incorporated the Kaduna State Government to support the monitoring of the program. Fifteen staff were nominated by the Kaduna State Government to attend Components 2 and 3 both as participants and monitors. They provided weekly written reports to the project team which informed both the Government and the project team on progress updates and quality of implementation. This has spillover benefits, as the KDSG will have 15 digitally-skilled staff at the end of the program who can continue to implement their digital strategy.

Regional violence also had substantial impacts on the project design. The Train-the-Trainer activity which was scheduled to take place for Component 3 was cancelled as expatriates were killed in Kaduna during the week of the training, leading the World Bank to implement a temporary ban on travel to the region. In response, the Click-On Kaduna team decided to train more master trainers who would be based in Kaduna. These trainers would serve as teaching assistants to enable the training to continue if the training delivery firms were prevented from going to Kaduna. The team also relied on online systems and home-based work, so that beneficiaries can learn from home during security curfews.

The Click-On Kaduna team's experience illustrates exactly why digital jobs are essential in such environments. Domestic private sector firms are often unwilling to invest in such high-risk areas. The team found that the only way to create jobs is to provide youth with virtual access to international and domestic markets. The program helps youth to access global work remotely, which is not affected by security disruptions.

4.2 NAVIGATING LIMITED ICT INFRASTRUCTURE

Limited Internet infrastructure is a major challenge in Nigeria and Kaduna State in particular. The Click-On Kaduna workshop and e-lancing pilot relied heavily on Internet access to create the online profiles for the e-lancing platforms. However, despite contracting several Internet Service Providers (ISPs), Internet access was unreliable and often unavailable. Perhaps more alarming was the fact that the Click-On Kaduna

workshop was held at the Kaduna State University computer center, which indicates that even university students lack reliable Internet and are therefore unable to develop their digital skills. Beneficiaries of the Digital Skills Development training under Component 2 who were connecting virtually were also negatively impacted by connectivity problems, despite the firms purchasing a large amount of data bandwidth. Connectivity remains a major inhibiting factor for the successful implementation of the program.

Gaining access to large numbers of computers with up-to-date operating systems was also a challenge. For Component 1, the team settled on Kaduna State University’s computer center after vetting various locations and large amount of time and resources were utilized towards upgrading the systems. In less challenging environments, youth beneficiaries might have been able to use their own laptops. However, the disadvantaged youth in Kaduna State simply do not have that luxury.

Moving forward, the project team selected only 180 beneficiaries to participate in Components 2 and 3 because it was impossible to find a location that could provide access to more computers. Classes for the components requiring digital skills training are being divided into smaller groups with staggered schedules to account for the limited computing spaces.

Reliable and affordable electricity is also a challenge in Kaduna. The project team had to acquire a standby generator and fuel it to provide power to the computer centers the Click-On Kaduna workshops and pilot. For component 2 and 3, the project team has worked with the training firms to factor this high cost into their prices. This is particularly important for the Digital Skills training in Component 2, which requires continuous electricity to power the computers.

4.3 BUILDING A LOCAL TECH ECOSYSTEM

Figure 2 | Participants at Kaduna State University’s Main Theater attending a Click-On Kaduna Workshop



The nascence of Kaduna’s technology ecosystem means that local capacity is at a basic level. Prior to visiting Kaduna, the team’s initial thought was to partner with local technology and innovation hubs who would roll out the Click-On Kaduna activities as part of their sustainability strategies. However, the team found very limited capacity at the few hubs in Kaduna. The team’s struggle to identify local partners to implement Component 2 contributed to a delayed start date.

However, this challenge led to an opportunity. Upskilling local hubs and building the capacity of trainers in tech spaces is critical to creating a sustainable digital ecosystem. To do so, the project team decided to implement both the Digital Skills and Digital Entrepreneurship components with a Kaduna-based institution whose staff would be trained with both program curricula and recruited as teaching assistants for the duration of the six-month programs.

The team also incorporated “Master Trainer” and “Train-the-Trainer” initiatives targeting Kaduna’s technology ecosystem – including all technology hubs, and select schools, universities and vocational centers in Kaduna State. Furthermore, all training materials will be made available on open source platforms. In doing so, the team will upskill the local ecosystem and allow trainings to be continue being provided locally when the program ends.

4.4 ADAPTING TO RESTRICTIVE SOCIOCULTURAL NORMS

Figure 3 | Mothers in Click-On Kaduna Digital Skills Training



Although Kaduna State is considered one of the more forward-looking states in Northern Nigeria, it remains extremely conservative. As such, there are societal norms that govern the activities of women in some public spaces. It was essential to create an environment that was conducive to the recruitment and continued participation of female beneficiaries.

Based on their stakeholder consultations, as well as their experience implementing the Click-On Kaduna workshop and e-lancing pilot, program staff adopted several strategies to increase young women’s participation and completion of Components 2 and 3. Accommodations included creating a women-only training track for Digital Skills and Digital Entrepreneurship activities, providing day care for children, and offering free meals. The program teams also selected the days and time that the programs were taught, to ensure young women felt safe attending training.

The team has also created safe spaces for open conversation during training, and recruited female teachers and mentors to serve as role models for successful entrepreneurs from the North of Nigeria. All female participants in Components 2 and 3 received additional tutorials on soft skills, including effective communication and presentation. These ‘soft skills bootcamps’ were only available to women, to help build confidence before reintegrating them into a mixed-gender learning environment.

Stakeholders also informed the project team that it would be essential to engage with the male heads of the communities and religious leaders to garner female participation. Once they provided their consent for women to take part in the program, then husbands and fathers would feel bound by this decision and would not prevent their daughters or wives to attend the program. Doing so helped the program team to build local buy-in and support for the program.

The program’s communications and outreach campaign relied extensively to raise awareness about the benefits of gaining digital skills or becoming a digital entrepreneur, especially for women. The program team also partnered with gender-responsive NGOs to specifically target women. These strategies led to many applications from women to participate in Component 2 and 3.

The team also made safety and security investments to protect young women participating in their programs. The Click-On Kaduna workshop offered free hotel accommodations for two nights for all female participations who were attending from outside Kaduna. However, due to cultural issues, most women who attended from outside Kaduna opted to stay with family members or friends rather than at a hotel.

4.5 INTEGRATING LOCAL LANGUAGE AND KNOWLEDGE

Understanding this local context is critical to the successful implementation of the program in Kaduna State. As a conflict-affected state with limited digital infrastructure and low education levels, Kaduna’s unique circumstances do not allow for one-size-fits-all program designs. For example, Although the language of instruction in Kaduna State is English, it is very common to find university graduates who cannot speak or write English fluently. Because the program encouraged participation regardless of educational background, the team need to consider what the minimum criteria for English fluency.

The team had to find a balance between accepting youth with diverse backgrounds (including low levels of education) and not compromising the quality of the training program. They constantly reviewed the selection criteria for program beneficiaries to guarantee high levels of program participation by vulnerable youth. One strategy they adopted was to redefine the criteria for ‘youth’: the age bracket for Kaduna State was widened to accept beneficiaries 18-40 years old. This allowed the team to include those who started school late for various reasons.

International partners found it challenging to work with in the Kaduna State context. Prior to the launch of the e-lancing training under Component 1, the Upwork team was informed that the target beneficiaries would require extensive support due to their limited exposure to digital platforms. However, the team still found that the level of support was insufficient, as Upwork had not envisaged the amount of basic assistance that participants would require. Similarly, the procurement process for Components 2 and 3 included bids by local and international firms. Based on their proposals, it quickly became apparent that the international firms did not understand how nascent the technology sector was in the region.

Consequently, staff worked assiduously with relevant stakeholders to find local partners to implement the program. In addition to understanding cultural nuances, local partners would be better able to explain complex ideas and technical concepts within the local language.

4.6 COLLABORATING WITH PRIVATE SECTOR PARTNERS

Collaborations with private sectors partners, including Wacom, IBM, Upwork, Andela and PricewaterhouseCoopers (PwC) have significantly improved the quality of the pilot. Upwork, the world's the largest online freelancing platform, partnered with the program under Components 1 and 2. They worked closely with the Click-On Kaduna team to design the freelancing pilot exercise and support beneficiaries in generating income through the Upwork platform. Beneficiaries continue to earn income, and are now mentoring other young people in Kaduna to join Upwork.

These partners are helping pilot beneficiaries – and youth across Kaduna state – to access their global standards for digital skills. IBM Digital Nations Africa gave Click-On Kaduna beneficiaries the opportunity to acquire additional digital skills by earning IBM badges. These badges help demonstrate skills proficiency to potential employers. IBM expanded this opportunity to an additional 400 young people who were not accepted onto the program.

Partners have also donated invaluable resources and staff time to train program beneficiaries, helping Click-On Kaduna staff to develop an internationally competitive workforce. Wacom Japan donated 25 *Wacom Intuos* tablets to the program, which are used globally by graphic design professionals. They also volunteered a staff member to lead a Train-the-Trainer session with the teaching assistants. Wacom is also launching a communications campaign from October 1, 2019 to January 31, 2020 to raise social awareness for the Click-On Kaduna program. Wacom will dedicate a detailed page about the Click-On Kaduna activities on their corporate website. As part of this campaign, Wacom has donated €10,000 to the pilot, and will also match any additional donations that are made.

Working with private sector partners has also helped the Click-On Kaduna team to provide job-matching assistance to youth beneficiaries. Upwork has now launched a second pilot with the project to improve intermediation services, by providing a public employment agency with access to the platform for an initial period of three months. IBM has offered to use its platforms to help match training beneficiaries with job opportunities including freelancing and other roles. IBM is also opening this opportunity to applicants who were not included in the program, widening the coverage of young, local job-seekers. Importantly, several local and international organizations have offered internships to program beneficiaries, including global firms such as PwC. These services are invaluable in ensuring that the program successfully bridges the gap between simply improving employability and connecting youth to employment opportunities.

Andela and Outsource Global are both partnering with Click-On Kaduna to recruit the program graduates. The recruitment drive is scheduled for November 2019. This recruitment opportunity will also be offered to at least 200 qualified software engineers in Kaduna State. Participants from Click-On Kaduna who are not recruited immediately will be placed into a six-week Andela Learning Campus bootcamp for additional training, after which they will be placed in employment.

5. SCALING IMPACT

Implementing youth employment operations in FCV contexts is challenging. Project teams must be innovative, agile and flexible in their program design, so that activities can be adapted as the situation evolves on the ground. Practitioners must also adopt gender-inclusive strategies to the additional challenges that women must overcome to enter into safe, dignified and productive work.

As the Click-On Kaduna pilot demonstrates, digital jobs can help vulnerable youth in FCV contexts to access new and better employment opportunities. However, for these programs to succeed, parallel investments are needed to develop basic literacy and digital skills, increase access to reliable and affordable electricity and Internet services, and create enabling environments for private sector investments.

Several World Bank activities are scaling up lessons from the Digital Job in Nigeria pilot across the region. Notably, the World Bank’s \$72.4 million *Digital Malawi Foundations* project has designed a \$5.5 million component on digital skills and innovation.⁹ This component will incorporate several lessons learned in Kaduna State, including: recruiting and training local trainers to upskill the ecosystem; removing educational requirements for participation; and creating a gender-inclusive environment to guarantee female participation. The *Digital Malawi* project will also go a step further and provide hubs with grants which will be used for training, connectivity and support to upcoming entrepreneurs.

Importantly, lessons from the Click-On Kaduna pilot activities are being scaled in-country. Based on the initial success of the Click-On Kaduna pilot, the Kaduna State Government has budgeted NGN 58 million for digital skills training for all 500 secondary schools in the State. The KDSG have also committed to establishing at least 4 more innovation hubs in Kaduna State, to further support digital employment and entrepreneurship for youth. This support demonstrates the potential for digital jobs projects creating new opportunities for youth in FCV contexts to be sustainable and scalable.

REFERENCES

Education as a Vaccine (2017). *Deepening Actions to Reduce Sexual and Gender Based Violence in Kaduna*, <https://www.evanigeria.org/deepening-actions-to-reduce-sexual-and-gender-based-violence-in-kaduna/>.

Ministry of Budget and Planning (2016). *Kaduna State Development Plan 2016-2020: Delivering on Jobs, Social Justice and Prosperity*. Kaduna: Nigeria, <http://openkaduna.com.ng/wp-content/uploads/2016/04/SDP-DEVELOPMENT-PLAN-3.pdf>.

National Bureau of Statistics (2019). *Labor Force Statistics – Volume 2: Unemployment and Underemployment by State (Q3 2018)*. Abuja, Nigeria: National Bureau of Statistics, <https://www.proshareng.com/admin/upload/reports/12246-Q32018unemploymentbyState-proshare.pdf>.

⁹ P160533 – *Digital Malawi Program Phase I: Malawi Digital Foundations Project*, <https://projects-beta.worldbank.org/en/projects-operations/project-detail/P160533>.

S4YE (2018). *Digital Jobs for Youth: Young Women in the Digital Economy*. Washington, DC: World Bank Group and Solutions for Youth Employment, <https://www.s4ye.org/sites/default/files/2018-11/S4YE%20Digital%20Jobs%20Report%20-%20FINAL%20%28For%20Printing%29.pdf>.

This S4YE Digital Jobs Knowledge Brief was prepared by Danielle Robinson (Gender & Digital Jobs Specialist, S4YE, Jobs Group) and Ida Mboob (ICT Policy Specialist, Digital Development Global Practice), under the direction of Namita Datta (S4YE Program Manager).

S4YE is a multi-stakeholder coalition that aims to provide leadership and resources for catalytic action to increase the number of young people engaged in productive work. S4YE's members include the World Bank Group, Accenture, The Rockefeller Foundation, Mastercard Foundation, Microsoft, Plan International, International Youth Foundation (IYF), Youth Business International (YBI), RAND Corporation, the International Labour Organization (ILO), the Governments of Norway and Germany, and the UN Envoy for Youth. The S4YE Secretariat is housed in the Jobs Group within the Social Protection and Jobs Global Practice at the World Bank Group.

This knowledge brief does not necessarily reflect the views of the World Bank or each individual S4YE partner. For additional resources on digital jobs for youth, please visit <https://www.s4ye.org/digital-jobs>.

Annex A: Component 1: Job Matching and Facilitation

The objective of the *Click-On Kaduna* program was to support young, medium- and high-skilled unemployed or underemployed Nigerians and SMEs to enter the Virtual Economy. The team implemented a two-stage activity, which included a three-day workshop and an e-lancing pilot.¹⁰

Component 1.A Click-On Kaduna E-Lancing Workshop

OBJECTIVES

The workshop’s primary objective was to empower Northern Nigerian youths with digital skills to address youth unemployment, fragility, and violent conflict. The workshop focused on training medium- and high-skills participants on relevant issues related to online work and then supported them to develop their own profiles on freelancing platforms so that they could immediately access e-lancing opportunities.¹¹

BENEFICIARIES

Figure A.1 | Profiles of Youth Beneficiaries



A total of 940 youth were trained and over 50 percent of the participants were women. The Click-On Kaduna workshops trained two distinct beneficiary groups:

- **Unemployed & Underemployed Youth:** Young Nigerians of working age and skills in business, marketing, design or ICT from Northern Nigeria (Kaduna, Kano, and Plateau), with a special focus on women. Specific characteristics of youth beneficiaries are illustrated in Figure A.1

¹⁰ An earlier edition of this program, NaijaCloud, was implemented in 2013. NaijaCloud targeted both segments in the Virtual Economy, specifically microwork and elancing. NaijaCloud workshops were held in Lagos and Abuja and the trainings provided Nigerian youth and companies with the foundations to start working or hiring in the Virtual Economy. These workshops were customized based on the skill sets, example - high, medium or low.

¹¹ See Annex A for the Click-On Kaduna Workshop Training Schedule.

- **Owners and Staff of Local SMEs:** Nigerians SMEs from Northern Nigeria (Kaduna, Kano, and Plateau) seeking alternative ways of performing their business tasks.

SMEs were targeted with the aim that they would begin to utilize the Virtual Economy to outsource some of their business processes and activities. This, in turn, would create more e-lancing opportunities for youth beneficiaries to access.

TRAINING CURRICULUM

The Click-On Kaduna three-day workshop program for potential online workers consisted of several training sessions aimed at preparing Click-On Kaduna participants to increase their chances of securing job opportunities in the Virtual Economy.

Training content was based on the initial Kaduna consultative workshops in March 2017 where the most critical skills gaps in the region were identified. Based on consultation with industry leaders, the program was divided into three different skill sets to cater to industry demand:

- **Day 1 – Business Skills:** Marketing, sales, social media, Word, PowerPoint, Excel, translation, journalism, accounting, business analyst, market research, HR, PM, taxes, admin support, virtual assistant.
- **Day 2 – IT Skills:** Adwords, SEO, Data management, Big Data, Open Data, UI and UX, Web and App Developers.
- **Day 3 – Creative Industries Skills:** Writing, 2D and 3D animation and artistry, after-effects, graphic and logo design, Photoshop, video production.

TRAINING DELIVERY

The Click-On Kaduna workshop was designed to be delivered by a group of 10 Nigerian Freelancers under the supervision of the World Bank team. The team partnered with Upwork, a global e-lancing platform, to select instructors from a list of successful Upwork freelancers. The selected instructors were amongst the top 30 Nigerian freelancers in income, and several instructors were from the top 5.

The uniqueness of the Kaduna context required a design which leveraged Nigerian-based freelancers as trainers. The instructors designed the curriculum to include Nigerian nuances and characteristics. Furthermore, they were also in charge of delivering the sessions, which proved to be much more approachable. Participants were better able to relate to the instructors’ experiences and how they actualized these opportunities.

OUTCOMES

The following are the Click-On Kaduna workshops’ main outcomes:

- **947 participants trained** on virtual economy platforms, focusing on three distinct skill sets i.e. Business Skills, IT Skills, and Creative Industries Skills;
- At least **80% of active freelancers have received compensation** for the work performed post-event;
- An estimated **20% of freelancers remain active** six months after the program completion;
- **Increase in income** generated in virtual economy platforms, vis a vis baseline data;

- **23 SMEs reps were exposed to the opportunities** offered by the virtual economy platforms to outsource specific tasks;
- **Increase in local platforms' visibility and exposure**, through an increase in registrations, engaged businesses and active freelancers.¹²

Component 1.B Click-On Kaduna Upwork Pilot

OBJECTIVES

The World Bank partnered with Upwork to design an “online freelancing platform pilot” to help start the e-lancing careers of unemployed and underemployed youth. The pilot concept originated from the lessons learned from the NaijaCloud project. Results showed that participants lost motivation to bid for online contracts. Freelancers also found it difficult to obtain a Job Success Score (JSS),¹³ a critical metric that helps freelancers on the Upwork platform to access more and better job opportunities.

In response, the Click-On Kaduna team worked with Upwork to design five “dummy” tasks for 150 participants. The objective of the dummy tasks was to sensitize participants to working online and managing clients virtually. Successful pilot participants received a total of \$50 for the entire pilot, an online task rating, and an associated JSS.

BENEFICIARIES

Building on the workshop momentum, the best 150 workshop participants (50% men; 50% women) were invited to participate in Click-On Kaduna Upwork Pilot. This pilot was the first of its kind between the World Bank and Upwork.

To be eligible for the pilot, participants had to complete an Upwork profile by a specified date. The 150 best profiles (out of 600) were then invited to complete the pilot tasks. Participants had to complete each task within a specific time frame, in exchange for \$10 for each completed task.

PILOT TASKS

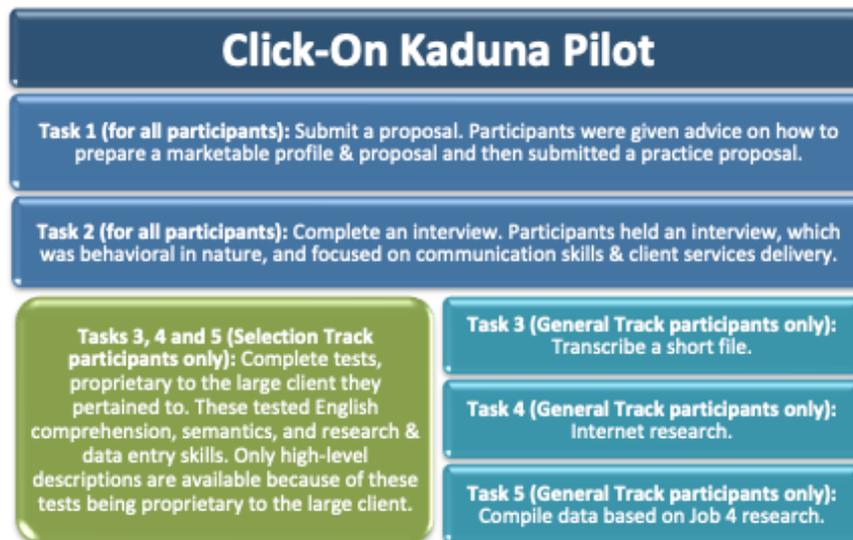
The dummy tasks were divided into two different tracks. Task Descriptions are provided in Figure A.2.

- **The General Track:** was comprised of five dummy tasks, which ranged from submitting a proposal to transcribing a short text.
- **The Selection Track:** also had five dummy tasks, although it acted as a selection process to become part of a long-term contract a large client has with Upwork. Only pilot participants with the highest JSS after the first two jobs were eligible for the Selection Track. For both tracks, the first two jobs were the same.

¹² See Annex B for a full list of participating online freelancing platforms.

¹³ A Job Success Score is a measure of the client's satisfaction with the freelancer's work and success on Upwork. Talented freelancers who deliver high-quality work to their clients find that the scores on their profiles help them promote their freelance businesses in the Upwork marketplace and win new clients.

Figure A.2 | Click-On Kaduna Upwork Pilot Tasks Description



The tasks were hosted on the Upwork platform and managed by Upwork team who acted as clients. The Upwork team was responsible for managing the assigned tasks, evaluating them, and providing a rating for each task. Pilot participants also had access to a pool of mentors, who were available to solve any issues beyond the pilot.

OUTCOMES

Job Success Score (JSS)

Out of the 150 pilot participants, 128 completed 411 pilot jobs and earned over \$4,110. Of the 411 completed jobs, 232 were evaluated as Very Satisfactory and 83 were rated as Satisfactory.

Additionally, 39 pilot participants secured a Job Success Score (JSS) based on the dummy tasks, with the following distribution: **90-100%: 10 participants; 70-89%: 25 participants; <70%: 4 participants.**

53 participants passed the first two jobs and were invited to the Selection Track. Out of these 53 beneficiaries, four advanced to an Enterprise Client Long Term Opportunity (2 men and 2 women).

In terms of JSS, one year after the pilot 40% of pilot participants have a JSS above 75%, 18% of which have a perfect JSS. Among non-pilot participants, 37% have no JSS, and only 4% have a JSS above 75%.

Participant Earnings

Before the pilot ended, 12 pilot participants found other freelancing jobs in Upwork (i.e. outside of the tasks completed in the pilot) and collectively earned \$1,081 outside of the pilot.

One year after the pilot, Click-On Kaduna participants have earned over \$50,000 through Upwork. 87% of

earnings came from Click-On Kaduna & Upwork pilot participants only. Results are captured in Table A.1.

Table A.1 | Beneficiary Earnings from Click-On Kaduna & Upwork Pilot

PARTICIPANT EARNINGS	VALUE (US\$)	PERCENTAGE
Total Pilot Participants	\$43,624.52	87%
Total General Participants	\$6,623.62	13%
Total Overall	\$50,178.70	100%

Source: Click-On Kaduna One Year Survey, October 2019.

Annex B: Component 1: Job Matching and Facilitation Click-On Kaduna Workshop Training Schedule

Event	“Click-On Kaduna <i>in partnership with</i> Digital Naija” – Freelancers Capacity Building Workshops and Fair
Location	Kaduna State University (KASU)
Date	July 10 th – 12 th 2018
Capacity	350 per day

Event General Schedule		
Time	Subject	Description
9:00 – 9:45	Workshop 1 – Elance Platforms	General guide on how to register in this type of platforms, with a special focus on Upwork job opportunities for Business Skills jobs (i.e. marketing, business, sales, translation, accounting) on days 1 and 2; and IT Skills jobs (programming, developers (app developers, web developers) or Creative Industries Jobs (animators, after effects artists, graphic designers, illustrators, writers) on day 3.
9:45 – 10:30	Workshop 2 – Elance Strategies	Tips on how to maximize work in the Elance marketplace including personal branding (profile best practices); CV Design; quality in a global marketplace or Elance work based on teams.
10:30 – 11:15	Workshop 3 – Pricing, negotiation and payment methods	Best practices on pricing (price definition based on market and client); negotiation (client management soft skills); and, payment platforms and how to receive payments in Nigeria (PayPal, Skrill, Payoneer).

<p>11:15 – 12:00</p>	<p>Workshop 4 – Ignite Talks by Local Elnance Platforms</p>	<p>This workshop consisted of 5-10 minute ignite talks by local platforms i.e. Efiko, Asuqu, Jolancer, and Motionwares, where the different reps briefly explained what their company does and how they could become part of their community of freelancers.</p>
<p>12:00 – 14:00</p>	<p>Lunch break and Fair Area</p>	<p>Time for potential workers to interact directly with the local platforms at the Fair Area set up for this purpose. The Fair Area included booths for each of the local platforms, where potential workers were able to ask additional questions and network with other participants.</p>
<p>14:00 - 17:00</p>	<p>Workshop 5 – Hands-on workshop</p>	<p>This workshop aimed to practically apply the subjects taught in workshops 1 to 4, by allowing the participants to start working online first hand. Participants were broken down into smaller groups in order to make the sessions more efficient. This workshop included the following tasks:</p> <ol style="list-style-type: none"> 1. Create a profile in Upwork (or other online platforms); 2. Upload CV, work samples, profile description; 3. Select skill set and job openings to apply for; 4. Set up price per hour; 5. Start thinking about negotiation terms, project milestones, deliverables; 6. Set up payment method; 7. Start browsing through job offers and start the submission of applications.

Annex C:
Component 1: Job Matching and Facilitation
List of Click-On Kaduna Workshop Partners

CLICK-ON KADUNA PARTNER 1		
	Name	Upwork
	Country	USA
	Website	www.upwork.com
Description		
<p>Upwork is the biggest elancing platform in the world, resulting from the merger of oDesk and Elance on 2013. In 2016 Upwork paid \$1 billion in salaries amongst the 12 million freelancers registered in the platform. Upwork signed a partnership agreement with Click-On Kaduna that included assistance with the outreach, curriculum design, talent identification, and Click-On Kaduna pilot design, implementation and co-funding.</p>		
CLICK-ON KADUNA PARTNER 2		
	Name	Asuqu
	Country	Nigeria
	Website	www.asuqu.com
Description		
<p>Asuqu is an online marketplace where customers can buy services from freelancers in Nigeria.</p>		
CLICK-ON KADUNA PARTNER 3		
	Name	Efiko
	Country	Nigeria
	Website	www.efiko.co
Description		

Founded in 2016, Efiko is an online workplace for trading digital and professional services.

CLICK-ON KADUNA PARTNER 4



Name	Jolancer
Country	Nigeria
Website	www.jolancer.com

Description

Jolancer is an online marketplace for freelance services offered by Nigerian freelancers.

CLICK-ON KADUNA PARTNER 5



Name	Motionwares
Country	Nigeria
Website	www.motionwares.com

Description

Motionwares is a creative digital agency that develops enterprise scale web and mobile applications, train and hire professional Digital Marketers, Creative Designers, and Software Developers to companies, organizations and parastatals.

Annex D: Component 2: Digital Skills Development

OBJECTIVES

The six-month Click-On Kaduna digital skills development program was launched in June 2019. This program is designed to train 180 youth aged 18-40, of which fifty percent will be women. Similar to component one, this program will include a job matching and facilitation activity that will match successful candidates to online and offline job opportunities.

BENEFICIARIES

The call for applications was launched from April 1st to May 12th, 2019. A total of 2,773 applications were received – 2,146 were from men and 627 were submitted by women. The most competitive 180 participants have been selected from this pool of applications for the two tracks. In order to ensure that the reality of Kaduna was reflected in the participants, criteria such as formal or tertiary education was not used to disqualify participants.

TRAINING CURRICULUM

The digital skills program will offer two parallel streams: (1) Programming & Technology and (2) Digital Marketing, Graphics and Design. The program consists of teacher-student training, peer learning, practical classes, an online Learning Management System (LMS), guest lecture series, and soft skills bootcamps that emphasizes communications and presentation skills. Classes will be 4 times a week for four hours a day and be divided into morning and evening classes.

During our consultations, the team found that women did not participate fully in mixed gender classes in Nigeria and often dropped out of programs. Therefore, the team has created a separate female class for both tracks, which is also taught by female trainers.

Consultations also revealed that youth would stop pursuing work in the digital economy whenever they encountered challenges post training and had no one to turn to for guidance. Thus, this program has been designed to provide participants with ongoing support after the program closes. Participants will be linked to coaches who will provide them to business advice and guidance during and after the program.

TRAINING DELIVERY

The partner for this program is Natview Technologies, a digital skills firm. Natview Technologies is the recipient \$2 Million grant from the Gates Foundation to establish a data lab with a significant digital skills program to attract 100 interns over five years.

Natview will implement the program out of KAD ICT Hub, one of Kaduna State's prominent technology hubs established as a Public Private Partnership with the Kaduna State Government. The program team co-opted KAD ICT Hub as a partner where the training will be held, so that youth could have access to this space both during and after the program.

Natview has also partnered with **IBM Digital Nation Africa**, a global digital skills program designed to empower Africans with digital skills and tools to help improve their day to day life and allow them access to wider range of opportunities.

IBM Digital Nation Africa has already a) conducted a train the trainer with the Natview team, b) will select participants from the unsuccessful pool of candidates for their other training programs and provide the below for the Click-On Kaduna digital skills development:

- Opportunity to gain IBM badges as a global recognition symbol of competence on selected IBM streams offered to students during the program
- Access to a dedicated IBM DNA platform to learn additional digital skillsets and use IBM resources to improve skill level.
- Access to well renowned **IBM AI Watson Services** for career counseling, job matching, and facilitation
- Enhanced job facilitation and matching opportunities for youths of Kaduna State to participate in the global freelance and jobs market
- Position the State as a **Center for Human Capital Development** in Africa through digital skills development focusing on the latest global tech trends.
- Train the State’s youths on AI, Machine Learning and Cloud services using IBM services to develop applications to improve governance and the economy of the State.

Annex E:

Component 2: Digital Skills Development Training Curriculum

CURRICULUM FOR THE DIGITAL SKILLS PROGRAMME

The curriculum guide provides curriculum pathway for achieving basic to intermediate proficiency in the two (2) identified streams of Programming & Tech and Digital Marketing, Graphics & Design with the aim of impacting digital skills that will deliver three (3) core general learning outcomes geared towards jobs facilitation and matching as provided below:

- (i) Provide students with practical and marketable skills to upscale skillsets and attract formal industry based on competency level.
- (ii) Provide students with practicable and marketable skills to participate in informal local and global freelancing markets with potential to earn more money.
- (iii) Provide students with peer learning and team building skills to be able explore opportunities in the industry and use their skills to develop business ideas.

STRUCTURE OF THE CURRICULUM ROADMAP

The curriculum for each professional track has been structured in such a way that the course objectives and learning outcomes are identified at the beginning of the track. At the end of every milestone module, a scenario-based activity or lab is carried out to ensure that the students have successfully understand the course objectives and accompanying learning outcomes that are targeted for proficiency on a particular track.

Also, in order to gain lifelong learning experience, we have planned a guest lecture series towards the ending of every month to bring experienced and successful IT experts and entrepreneurs who have excelled in the field of digital skills to share their stories and counsel students on potential career paths.

The e-Learning Moodle platform is also setup for the students to continue self-paced learning and complete tasks and assignment before gaining a certificate of recognition from participating in the program.

STREAM 1: PROGRAMMING & TECH LEARNING OUTCOMES

LEVEL 1: WEB AUTHORING SERIES

MAIN OBJECTIVES

At the end of the training exercise, Student will be able to apply, use and understand the concepts of using HTML5, CSS and JavaScript which can be used to develop web pages that adapt to display on smartphones, tablets, gaming devices and smart TVs.

COURSE CONTENT**1.0 ORIENTATION MODULE & INTRODUCTION TO DIGITAL COURSEWARE**

- 1.1 Orientation & Introduction to courseware and students' digital platform
- 1.2 Career Opportunities & Specialization track
- 1.3 Baseline Skills Survey
- 1.4 Principles of Web Design (Planning a website)
- 1.5 Introduction to Data Structure & Algorithms

2.0 HTML5 & CSS FUNDAMENTALS

- 2.1 Introduction to HTML & CSS
- 2.2 HTML5 Structure Elements
- 2.3 Stylinging webpages with CSS3
- 2.4 Developing HTML5 Forms
- 2.5 Using HTML5 APIs
- 2.6 Designing responsive pages using Bootstrap and Material design
- 2.7 Using GUI Web Tools like Figma
- 2.8 Demo Project using HTML5, CSS and Bootstrap

3.0 INTRODUCTION TO JAVASCRIPT

- 3.1 Introduction to Scripting
- 3.2 HTML5 and JavaScript
- 3.3 JavaScript Events, Function and Methods
- 3.4 Error handling in JavaScript
- 3.5 Demo Project (Continuation of 2.8) Using Javascript

4.0 INTRODUCTION TO CONTENT MANAGEMENT SYSTEMS

- 4.1 Installation, Setup and Configuring
- 4.2 Administering Themes and Plugin Updates
- 4.3 Creating and Administering Posts, Pages and Menus
- 4.4 Configuring Website Settings & User Accounts
- 4.5 Site Hosting of CMS website
- 4.6 Demo Project using CMS

5.0 INTRODUCTION TO OPEN SOURCE TECHNOLOGIES

- 5.1 Introduction to version control system using GIT
- 5.2 Project Development and Hosting using CPANEL, Heroku etc
 - 5.2.1 Hosting of Project 2.8, 3.5 and 4.6

LEVEL 2: WEB & MOBILE DEVELOPER SERIES**6.0 INTRODUCTION TO SERVER SIDE TECHNOLOGIES**

- 6.1 Introductions to Server Side Technologies
- 6.2 Practical application of LAMP Web server application stack
- 6.3 Career Opportunities & Specialization Track
- 6.4 Advanced Algorithms & Data Structure

7.0 INTRODUCTION TO PHP WEB PROGRAMMING SCRIPTS

- 7.1 Introduction to PHP
- 7.2 Flow Control in PHP
- 7.3 Regular Expressions in PHP
 - 7.3.1 Arrays & Hashes in PHP
- 7.4 Subroutines in PHP
- 7.5 File input and output in PHP
- 7.6 Packages and Modules in PHP
- 7.7 Object Oriented Programming in PHP
- 7.8 Debugging PHP Programs
- 7.9 Demo Project

- 8.0 INTRODUCTION TO DATABASE DESIGN & APPLICATION**
- 8.1 Introduction to Database & Relational Database Fundamentals
- 8.2 Logical Database Design & Normalization
- 8.3 Introduction to DBMS: MySQL DB (MariaDB)
- 8.4 Transaction & Database Security
- 8.5 Integrating Web Programming Language to MYSQL DB
- 8.6 Demo Project

- 9.0 MOBILE APP DEVELOPMENT WITH ANGULARJS AND IONIC FRAMEWORK**
- 9.1 Developing Apps using AngularJS & Bootstrap
- 9.2 Installing Ionic, Apache Cordova & Node.js
- 9.3 Building Mobile Apps with Ionic App
- 9.4 Case Study on a To Do App on Ionic
- 9.5 Debugging and Testing Ionic Applications
- 9.6 Finishing up and publishing Ionic Apps to Android Play Store or Apple App Store
- 9.7 Demo Project

- 10.0 SOFTWARE ENGINEERING PRINCIPLES**
- 10.1 Introduction to Agile Methodology & Prototyping
- 10.2 Understanding Requirements Analysis & Unified Modelling Language (UML)
- 10.3 Testing & Software Quality Assurance
- 10.4 Build and Release Management of Web & Mobile Applications
- 10.5 Documentations

STREAM 2: DIGITAL MARKETING, GRAPHICS & DESIGN

LEVEL 1: DIGITAL MARKETING SERIES

- 11.0 ORIENTATION MODULE & INTRODUCTION TO DIGITAL COURSEWARE**
- 11.1 Orientation & Introduction to courseware and students' digital platform
- 11.2 Career Opportunities & Specialization track in Social Media Marketing
- 11.3 Baseline Skills Survey
- 11.4 Introduction to Digital Marketing

- 12.0 SEARCH ENGINE MARKETING (SEO) & PAY PER CLICK (PPC)**
- 12.1 The Search Marketing Landscape
- 12.2 Ranking Factors

- 12.3 Common SEO Objectives
- 12.4 Building Organic Search Success
- 12.5 PPC purpose and rationale
- 12.6 Introduction to Google Ad Words

- 13.0 EMAIL MARKETING**
- 13.1 Email List Generation
- 13.2 Introduction to Effective Email Marketing Campaigns
- 13.3 Practical application with Mail Chimp

- 14.0 SOCIAL MEDIA MARKETING**
- 14.1 Social Media as a marketing tool
- 14.2 Understanding various Social Media Channels
- 14.3 Social Media Marketing Techniques (Content)
- 14.4 Social Media Advertising
- 14.5 Implement and Monitor Campaigns
- 14.6 Measuring Impact of Campaigns
- 14.7 Training as Social Media Manager for Corporate Organizations

- 15.0 MOBILE MARKETING**
- 15.1 Key Mobile Marketing Concepts
- 15.2 SMS Content & Strategy
- 15.3 Mobile Marketing & Advertising
- 15.4 Implementing digital mobile strategy

- 16.0 ANALYTICS**
- 16.1 Measuring Impact of Digital Marketing
- 16.2 Introduction to Google Analytics: Account setup and structure
- 16.3 Google Analytics Reporting and Segmentation
- 16.4 Google Analytics Insights & Communication

- LEVEL 2: GRAPHIC DESIGN**

- 17.0 INTRODUCTION TO GRAPHIC DESIGN**
- 17.1 Understanding the Graphics Design Industry
- 17.2 Career Opportunities & Specialization Track in Graphic Design

- 18.0 ELEMENTS & PRINCIPLES OF DESIGN**
- 18.1 Color, Balance, Contrast & Rhythm
- 18.2 Line & Shape
- 18.3 Texture & Typography
- 18.4 Formats, Resolution & Proportion
- 18.5 Raster vs Vectors
- 18.6 Designing for print vs web

- 19.0 INTRODUCTION TO ADOBE CLOUD CREATIVE SUITE**
- 19.1 Learning Adobe Photoshop
- 19.2 Basics of Adobe Illustrator

- 19.3 Basics of Adobe InDesign
- 19.4 Introduction to Behance

20.0 UI/UX DESIGN

- 20.1 Introduction to User Interface Design
- 20.2 User Centered Design
- 20.3 User Interface Design Principles and Legal Guidelines
- 20.4 Color, Typography, Layout and Wireframing
- 20.5 Designing a User Interfaces based on Human Centered Design
- 20.6 Branding & Navigation Concepts

Annex F:

Component 3: Digital Entrepreneurship & Incubation

OBJECTIVES

The Kaduna Digital Entrepreneurship & Incubation program (KADDIP) will provide digital entrepreneurship & incubation support to 180 youth and startup teams. Incubation is an approach that links young startups to mentors, and access to sources of early-stage capital.

BENEFICIARIES

The digital entrepreneurship program received a total of 6,134 applications of which 4,276 were men and 1,858 women. Similar to digital skills, the program also has a women’s only track. This program is designed for interactive lectures to be provided once a week for six hours. Participants are then provided with additional reading, case studies and home-based work which is then discussed during group accountability sessions during the week. To encourage female participation, women’s classes will be held on Fridays and daycare facilities will be provided. Meals will be provided as part of the program for participants as past experience has found that startup groups are often created during socializing periods.

TRAINING CURRICULUM

The KADDIP entrepreneurship program was restructured during the midterm review based on feedback from the participants and the corresponding results of the continuous monitoring. The program was redesigned to group the participants into three business stages of entrepreneurship:

- **Idea Stage:** Entrepreneurs who are still developing their ideas receive support to refine their ideas; develop a minimum viable product (MVP); and go from zero (0) to ten (10) customers.
- **MVP Stage:** KADDIP supports entrepreneurs who already have an MVP to achieve Product-Market Fit and reach their first one thousand (1,000) customers.
- **Growth Stage:** At this stage, KADDIP provides the necessary support to entrepreneurs who have achieved considerable traction in the market, and need to expand their operations and reach their first ten thousand (10,000).

Each group will be taught with a tailor-made curriculum and the delivery method will consist of group scrums, review classes and one on one office hours. All participants will also be given the opportunity to pitch for grants. Grants totally \$40,000 will be provided to the top 30 business ideas. The remaining participants will undergo a one week bootcamp and be provided with the opportunity to pitch for another grant that is being managed by the US Embassy in Nigeria. Participants who are issued with grants will be provided with support so that they can utilize it efficiently to grow their business.

Additional support includes:

- **Back Office Support** to help startups achieve their business goals e.g. cloud services; accounting services; branding; marketing; legal support; linkages; and market analysis will be provided to participants who need it.
- **Mentorship:** KADDIP will assign Participants to mentors in their industries to provide additional guidance and linkages

- **Funding and access to Funding Opportunities:** Top 30 participants will be awarded grants of N400,000 each in 2 tranches.
- **Hack Day:** To provide marketing/brand visibility support to participants
- **Corporate Day:** for those at growth stage to network with corporates/big industries and forge strategic partnerships
- **VP Alumni Network:** to gain ongoing support and access to opportunities post the program

TRAINING DELIVERY

The key partner for this component is Ventures Platform, an Abuja-based accelerator known for running incubation programs such as Start-Up Nigeria, a federal government funded initiative. KADDIP will be implemented from Kaduna Business School (KBS).

KADDIP will adopt a group scrum learning style, where participants will receive a brief recap of key business concepts from the Facilitator and then have time to apply the explanation to their businesses in class. Afterward, they will receive feedback from the facilitator assisted by the Teaching Assistants. Feedback will include a set of tasks the participants need to complete ahead of the Review class. The Review Class is the same as the accountability session where the Facilitator checks if they achieved the milestone from the previous week.

KADDIP will also include Office Hours, which will be a one-on-one business advisory session for participants who seem to be lagging behind in achieving milestones or who have specific challenges, to help them make progress.

Although Component 2 and Component 3 programs are being implemented by different partners, it is essential that there is synergy between the two. The communications and awareness campaigns are being jointly effected by both partners. In addition, the soft skills aspect of the programs (e.g. the communications bootcamps) will also be implemented jointly. The bootcamps are only for female participants and will provide the women in both programs with the opportunity to develop confidence, learn to communicate more effectively, build relationships and networks with each other and potentially provide each other with services.

Annex G: Component 3: Digital Entrepreneurship & Incubation Program Course Schedule

This course plan document shows the schedule for one month, as facilitated by Ventures Platform.

Table G.1 | Idea Stage Curriculum

IDEA STAGE CURRICULUM		
<p>The Key Milestone for the IDEA STAGE is having a minimum viable product (MVP); and going from zero (0) to at most ten (10) customers.</p> <p><i>Week 1: Participants will be able to finalise their Prototype</i></p> <p><i>Week 2: Participants will be able to get their 1st 10 Customers</i></p> <p><i>Week 3: Participants will Revise Pitch Decks and Prep to Meet Investors</i></p> <p><i>Week 4: Participants will Know How to Pitch</i></p>		
Modules	Objectives	Facilitator
WEEK ONE - At the end of week 1: Participants will be able to finalise their Prototype		
Customer Profile I	Review & get feedback on customer profile to be clear on the customers you want to serve.	Mimshach
Problem Validation	Review & get feedback on Problem Statements to ensure it captures pain-points of customers you want to serve.	Adaeze
Idea Generation	Review & get feedback on Idea to align with your problem statements and customer profile.	Adaeze
Prototyping & Feedback Loop I	Review Prototype and get initial feedback as you finalise your prototype	Mimshach
WEEK TWO - At the end of week 2: Participants will be able to get their 1st 10 Customers		
Lean Model Review	Review & get feedback on your Lean Model Canvas	Mo
Pricing & Basic Bookkeeping	Review & get feedback on the best price to sell to your customers	Adaeze
Customer Acquisition	Review & get feedback on channels for acquiring your 1st 10 customers	Mimshach
Customer Retention	Review and get feedback on your strategies for retaining customers	Mimshach
WEEK THREE - At the end of week 3: Participants will Revise Pitch Decks and Prep to Meet Investors		
Pitching I	Revise your Pitch Deck and Pitch Script	Adaeze
Fundraising I	Write down potential investors in their close network and develop plan to engage them.	Kayode
WEEK FOUR - At the end of week 4: Participants will improve on their Pitch.		
DEMO DAY - December 13th, 2019		

Table G.2 | MVP Stage Curriculum

MVP STAGE CURRICULUM		
<p>The Key Milestone for the MVP STAGE is to achieve Product-Market Fit and reach their first 1st one thousand (1,000) customers</p> <p><i>Week 1: Participants will be able to get customer feedback and improve product/business model to achieve Milestone</i></p> <p><i>Week 2: Participants will be able to Enhance their Brand to achieve Milestone.</i></p> <p><i>Week 3: Participants will Determine their Run Rate and Plan to Fundraise</i></p> <p><i>Week 4: Participants will be able to improve on their pitch</i></p>		
COURSE	LEARNING OBJECTIVE	FACILITATOR
WEEK ONE - At the end of week 1: Participants will be able to get customer feedback and improve product/business model to achieve Milestone		
Feedback Loop II	Review customer feedback on your first sales	Mimshach
Lean Model II	Validate Your Initial Lean Model Canvas based on customer feedback	Mo
Team Formation	Review how your team is positioned to meet customer demands	Adaeze
Customer Acquisition I	Develop your strategy to acquire your next 100 - 1000 customers	Lamide
WEEK TWO - At the end of Week 2: Participants will be able to Enhance their Brand to achieve Milestone.		
Branding I	Review brand and get branding advisory	Lamide
Digital Marketing	Review & get feedback on your online marketing channels	Adaeze
Customer Acquisition II	Review & get feedback on your channels for acquiring customers	Mimshach
Customer Retention II	Review & get feedback on your strategies for retaining customers	Mo
WEEK THREE - At the end of week 3: Participants will Determine their Run Rate and Plan to Fundraise		
Startup Finance I	Track Income: Expense; Profit & Loss and keep record of this	Mimshach
Fundraising II	Develop a plan for raising funds from Angels/VCs and meet with investors	Kayode
Pitching 2.0	Review & get feedback your MVP Stage Pitch/Deck	Mo
WEEK FOUR - At the end of week 4: Participants will improve on their Pitch.		
DEMO DAY - December 13th 2019		

Table G.3 | Growth Stage Curriculum

GROWTH STAGE CURRICULUM		
<p>The Key Milestone for the GROWTH STAGE is too expand their operations and reach their first ten thousand (10,000) to one hundred thousand (100,000) customers</p> <p><i>Week 1: Participants will be able to create a growth hacking strategy to achieve Milestone (10,000 Customers)</i></p> <p><i>Week 2: Participants will be able to reposition their enterprise to achieve Milestone</i></p> <p><i>Week 3: Participants will be able to Review Financial Health and Meet with Investors</i></p> <p><i>Week 4: Pitch Practise and Pitching</i></p>		
MODULES	LEARNING OBJECTIVES	FACILITATOR
WEEK ONE - At the end of week 1: Participants will be able to create a growth hacking strategy to achieve Milestone (10,000 Customers)		
Feedback Loop III	Getting Feedback from customers	Adaeze
Business Modelling	Review & Update Business Model Canvas based on feedback	Mimshach
Customer Acquisition & Retention III	Review your current customer acquisition and retention rates	Mimshach
Growth Hacking	Develop, get feedback and deploy strategy to get your 1st 10,000 Customers	Kayode
WEEK TWO - At the end of Week 2: Participants will be able to reposition their enterprise to achieve Milestone		
Team Management	Review and get feedback on Team Structure	Seun
Digital Marketing II	Review and get feedback on online marketing presence	Expert
Branding II	Review Your Brand Message & Aesthetics with Customers	Expert
WEEK THREE - At the end of Week 3: Participants will be able to Review Financial Health and Meet with Investors		
Startup Finance	Audit their finances to assess the financial health of your business	Mimshach
Fundraising III	Develop a fundraising checklist to raise Series A/B funding	Kayode
Pitching	Pitch to Investors and Inspire others	Adaeze
WEEK FOUR - At the end of Week 4: Participants will improve their pitch		
DEMO DAY - December 13th 2019		