



CLICK-ON KADUNA DIGITAL SKILLS REPORT

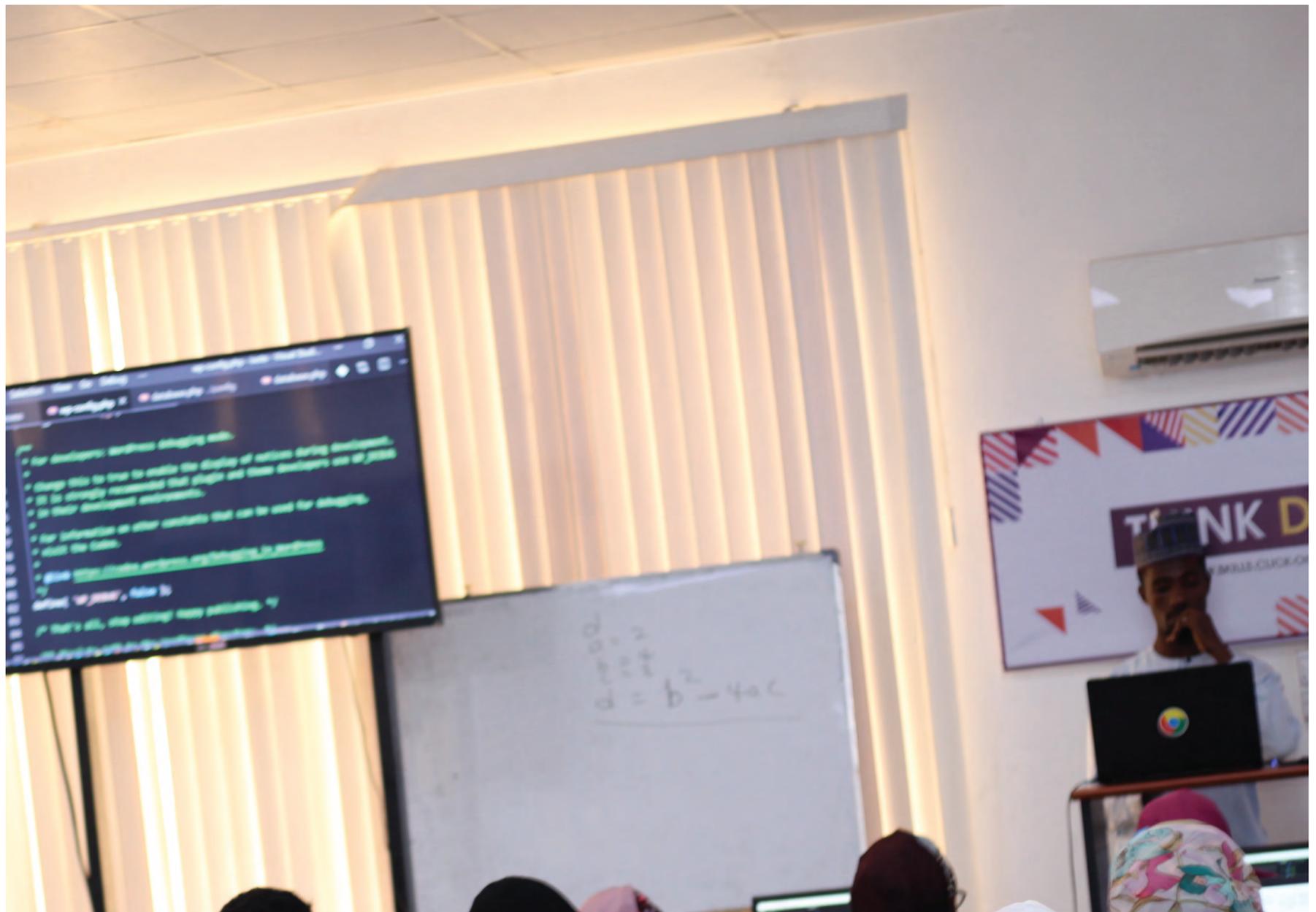


January 2020



in partnership with





**CLICK ON KADUNA
DIGITAL SKILLS
PROGRAM REPORT**



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EXECUTIVE SUMMARY

The shifting dynamism of the modern jobs and entrepreneurial landscape is providing a critical defining moment for countries with large youthful populations, especially across Sub-Saharan Africa. As an epitome of innovation and collaboration across a borderless global marketplace ensues, the growing skills gap between the demand for digital skills from the industry and the mismatched skills supply from our traditional “brick and mortar” university curriculum, provides both a challenge and an opportunity. Moreover, there is a need to interact with digital platforms to create economic potentials in a new way since the skills of the last decade are no longer enough to succeed in today’s job opportunities.

Kaduna State provides a very interesting case study as an FCV area. It is a major target for Boko Haram terrorist attacks ranging from bombing to kidnapping. According to the Kaduna Bureau of Statistics, Kaduna has a population of 8.9 million with 79% of the population living in rural areas. Also, it has a very large youth population with 75% of the population estimated to be under the age of 35, thus creating a demographic dividend where the working age population is more than the non-working age population. However, this large youth population is mostly unemployed or underemployed due to several factors, creating a potential risk for a demographic curse, especially as it relates to conflict and violence, if nothing is done about the high unemployment rate of 30% in the state

(Nigeria National Bureau of Statistics, 2017).

Despite these challenges, Kaduna is considered as the gateway of the North with a young working age and consumer population and it is one of the fastest reforming states in Nigeria attracting foreign direct investments of USD 500 million in the last two years. These new investments cut across various sectors such as agriculture, vehicle assembly, ICT and the hospitality sectors. These new investments require the right type of skills to re-energize the Kaduna economy given the relatively high literacy rate of 47% (NBS, 2017). To understand the demand for digital skills across these new investments, Click-On Kaduna launched an ecosystem assessment and skills gap survey to measure how the supply side of skills matched the demand side required by industry across both Kaduna, Abuja and Lagos. The results of the assessment highlighted the growing skills gap and also the opportunities and pathways available for young people to participate in the formal economy.

In order to leverage this change in paradigm, the Rockefeller Foundation, Kaduna State Government and the World Bank partnered under the “Digital Jobs in Nigeria - Kaduna State Program” and organized the “Click-On Kaduna Program” to leverage opportunities within the digital space and to position Kaduna as a regional hub for technology innovation.

Click-On Kaduna consisted of three components designed to train the youth aged 18-40 including women and disadvantaged groups with digital skills and/or digital entrepreneurship skills and thus lay the foundations to build a youth-based tech-savvy workforce in Kaduna State. Click-On Kaduna had the following components:

- **Component 1: Click-On Kaduna E-lance Workshops** – A three-day event that took place July 10th – 12th, 2018 in Kaduna, Nigeria. It hosted almost 1,000 participants (one third women) over the three days, who were trained on Virtual Freelancing best practices by a set of local successful freelancers. The Click-On Kaduna E-lance Workshops also organized a first of its kind pilot, in partnership with Upwork, the biggest platform in the world, which aimed to help a selection of freelancers enter the very competitive virtual marketplace and start working online.
- **Component 2: Click-On Kaduna Digital Entrepreneurship Incubation Program (KAD-DIP) (April – December 2019)** – KAD-DIP supported the development of an innovation-driven business ecosystem through mentorship support, extensive networks, soft skills development, and education on the various facets of global digital entrepreneurship.
- **Component 3: Click-On Kaduna Digital Skills Development Program (April – December 2019)** – Click-On Kaduna Digital Skills Development Program armed youth with basic and advanced digital skills to support increased technology adoption and innovation in the state. The program had two different tranches (i.e., Programming and Tech and Graphics Design) with female-specific classes, and job-matching upon graduation.

PROGRAM DESIGN

As part of the program design for the Digital Skills program, gender inclusion consideration formed part of the critical success factors with 50% of participation opportunities reserved for young women. These included training and mentorship activities for women through the creation of flexible safe spaces for learning and creating a sustainable structure to instil confidence and self-expression through a setup of gender independent cohorts for both male and female participants. The Click-On Kaduna program was a pilot program designed to underscore the potential impact of skills to employment opportunities.

The program sought to prepare disadvantaged youths for job opportunities available through online outsourcing - including a variety of medium skilled opportunities in software testing, data

entry and transcription. It also included more advanced digital skills that are in high demand across the ICT sector such as software/mobile apps development, database management, and web development.

For each component, the program sought to partner with Kaduna's nascent yet vibrant digital players. The desired outcome of the Click-On Kaduna Digital Skills Development Program was to create a pool of digitally relevant youth who are able to trade their technical ICT skills in return for an increase in their income through skills matching opportunities in the form of formal setups (internship & employment opportunities) and informal opportunities (online freelancing and entrepreneurship opportunities).

STRUCTURE & METHODOLOGY

The Digital Skills Structure and Methodology was based on implementation of the skills programme across 4 segments; providing monitoring and evaluation as a cross functional process that was continuously used across the life cycle of the program.

The phasing approach included:

01	Pre-Implementation Planning & Preparation First Order
02	Implementation of Curriculum Design and Content Delivery Second Order
03	Post Implementation and Jobs Matching & Facilitation Third Order
04	Monitoring & Evaluation Cross functional

Having undertaken an extensive stakeholder engagement and a skills demand survey, two streams were identified as critical to achieving significant traction towards creating economic opportunities for disadvantaged youths. The Programming & Tech and Digital Marketing, Graphics & Design streams were identified as critical learning streams that provided the best pathways for economic opportunity creation with the following job roles envisaged during program design:

Programming & Tech

01

WordPress, Website & CMS
Programming (Web & Desktop)
Mobile App development
Database Design & Development
Software Development Testing
Software Engineering
Data Entry and Crowdsourcing

Digital Marketing, Graphics & Design

02

Social Media Marketing
SEO
Email Marketing
Infographic Designs
Photoshop/Adobe Illustrator
UI/UX for web & mobile
2D Art Designs and animation using WACOM tablets

Over a period of two months, from April 1st to May 22, 2019, this information was used to determine compliance with the prerequisite requirements for the program.

The following criteria were used to determine the selection process:

1. 50% of the persons selected must be female.
2. Persons selected must be residents of Kaduna State.
3. Must be between the ages of 18 and 40 years (exceptional cases apply where applications are very compelling and adds value to the program).
4. Must be available to attend classes without interruption for the duration of the program.
5. Has a tertiary qualification from a recognized institution which will count towards the selection process, but which will not limit self-taught and passionate participants from participating and being considered for the program.
6. Must be available for the entire period of the training.

Applicants were required to send in short videos with the following specifications and requirements: at most a 1 minute video in MP3/MP4 file format, standard frame rate format of 720 x 480 pixels or less, at most 5MB video size. The short video should focus ONLY on why they think they deserve to be considered for the program and how they are going to apply the knowledge gained to achieve their goals. The entire selection process workflow is further provided in Section 3.2.

PROGRAM OBJECTIVES & TARGET AUDIENCE

The Click-On Kaduna Digital Skills Development Program aimed to help increase employment in the state for disadvantaged youth aged between 18-40 by catalysing the use of Information and Communication Technology (ICT) for economic opportunity creation. Through the program, we expected to integrate a significant number of participants with opportunities for internships, full-time jobs and participation in the Virtual Economy.

PROGRAM CALL FOR APPLICATIONS

The Call for Applications for the Digital Skills Program was designed as a points-based system where interested applicants were expected to complete the application form on the program website providing details of their personal information, especially as it related to (1) State of Residence, (2) Age, (3) Gender, (4) Academic Qualifications and (5) Competency level.

PROGRAM COMMUNICATIONS

A communication plan and outreach strategy was implemented to drive traffic and ensure that the identified targeted demography was attracted with the right messaging that would deliver the necessary participation and interest from youths and young women. The strategy implemented for the communications and outreach activities was geared towards ensuring we matched the right communication channel to the right target audience. As part of our strategy, we deployed the targeted messaging across social media channels, traditional mediums like radio outreach and open day outreaches by visiting local technology hubs, TVET institutions and tertiary institutions as shown in Section 3.3.

As an outcome of the detailed communication plan and outreach strategy, results achieved contributed to the success of the program. A total of 267,048 young people were estimated to have been targeted through social media engagements, radio outreach and information sessions which has resulted in the following outcomes.

- Improved Web Visits and Registrations on Program website increased as a result of the communication strategy.
- Through social media marketing, Twitter followings grew from 800 to 2,744 followers, Facebook grew from 4,000 to 8,541 followers while the Instagram handle grew from 600 to 1,241 followers signifying increased acceptance of the program and increased engagement with the program on potential future rollout.
- The Radio outreach generated public awareness and recognition of the program as Click-On Kaduna became a recognizable brand across Kaduna and neighbouring states in Nigeria.
- An increase in the number of participants was seen. Registrants for the program included stay-at-home mums, participants with TVETs and tertiary level qualifications.

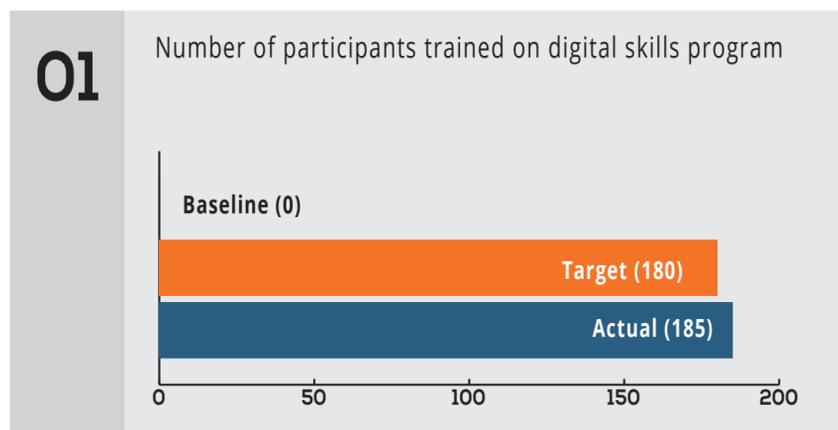
PROGRAM OUTPUTS & OUTCOMES

The Click-On Kaduna Digital Skills program was successful in achieving the core outcomes envisaged during the program design as illustrated in the outputs and outcomes indicator metrics. A remarkable increase in income for the participants was seen. Above all, participants were seen to grow within this period to be self-confident, reassured and entrepreneurial compared to when they started the program.

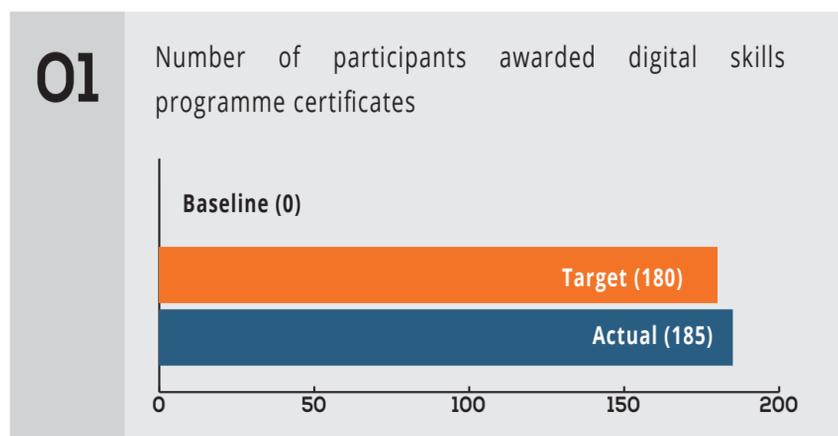
The key results of the program are highlighted in the following indicators while a more detailed M&E data sheet can be found in Annex 4.2:

OUTPUT LEVEL INDICATORS

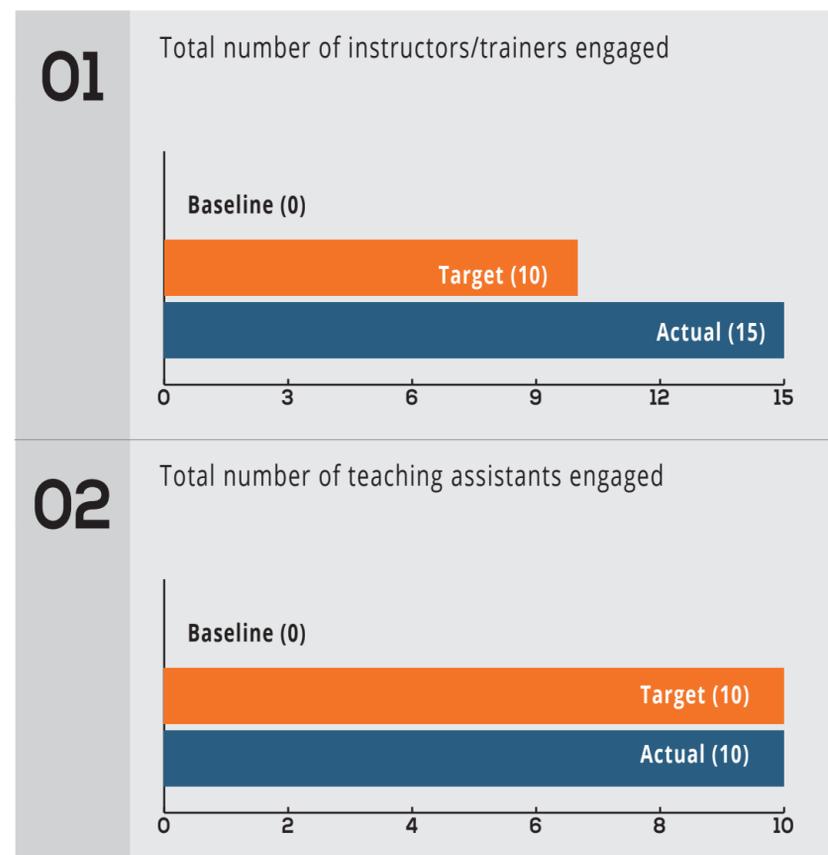
Number of Participants trained on Digital Skills



Number of Participants who completed the Digital Skills Program

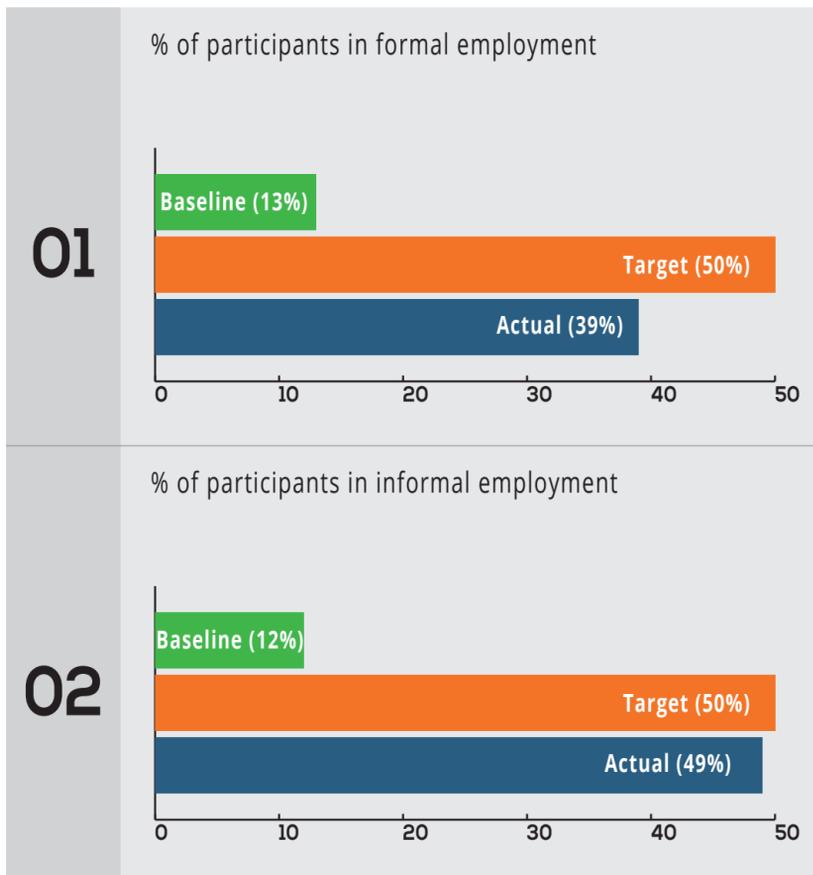


Number of Instructors and Teaching Assistants Engaged

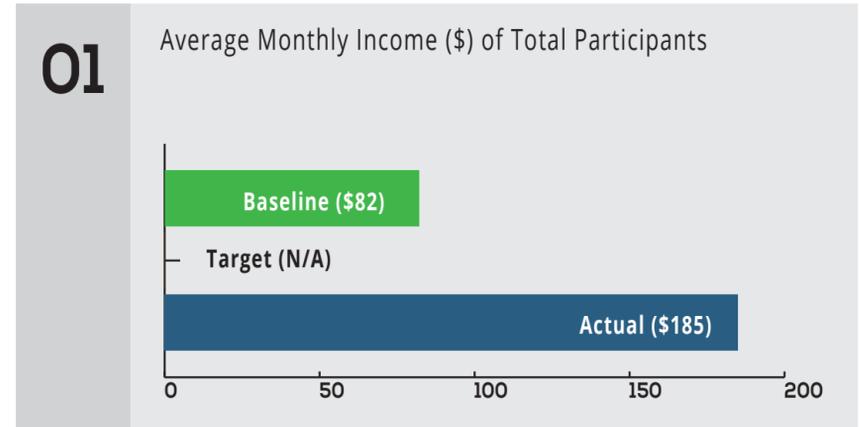


OUTCOME LEVEL INDICATORS

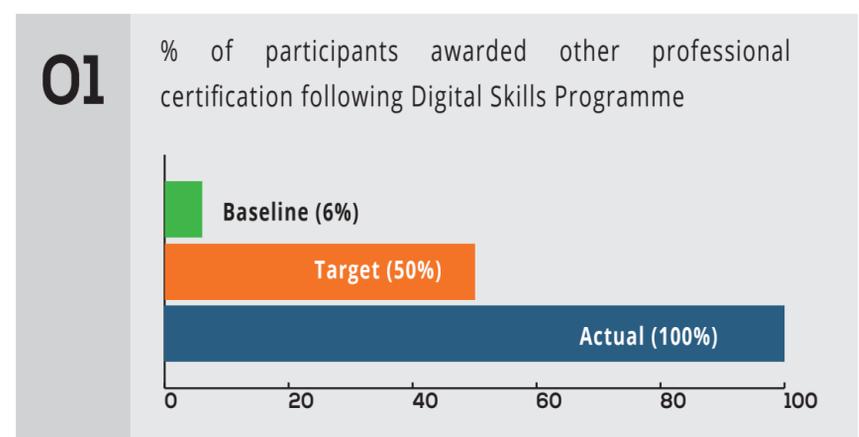
Percentage of total Participants in formal employment



Average Monthly Income (\$) of Total Participants



Percentage of Participants with Professional Certifications in IBM, SEMrush and Google following completion of Digital Skills Program



PROGRAM OBJECTIVES & TARGET AUDIENCE

A number of lessons were learned as a result of the pilot roll out of the program. One of the key lessons learned was that developing a digital skills program in an FCV area requires effective planning to drive inclusion especially for young women who are mostly marginalized in accessing opportunities to enhance their income.

Also, the fragile nature of such communities increases risk of planning especially as it relates to the health and safety of participants, instructors and managers of the program. Disruption of program calendars can be regular due to the fragile nature of such communities. While the program delivered on providing employability and improving the quality of life of the participants through improved income generation, the lack of infrastructure and high overhead costs, especially for electricity, can make scaling out the program difficult. Nevertheless, the program had the opportunity to reach a large number of young people and equip them with the right skills required by industry. Additional lessons learned are provided below:

- Any program with focus on female participation and results delivery must address the issues of inclusion with proper program design based on the local context.
- A well-planned application and selection process leads to better retention rates.
- A skills demand level survey is the first process to developing and implementing a curriculum in order to identify the knowledge gap the industry faces.

- An Effective Communications Strategy leads to acceptance and enhances partnership potentials on any skills program implementation.
- Learning needs to be engaging and motivating to drive retention. There is a need to gamify learning and introduce soft skills development and lifelong learning.
- Building partnerships not only prepares participants for better opportunities but also strengthens the local tech ecosystem. Planning for infrastructure and supporting services is critical to ensuring that the program is successful.
- The Learning Management System (LMS) provides an effective way to implement the curriculum, deliver courseware, track lesson outcomes and assessments.

- **45 (25%) participants** reported having full time employment as a result of acquiring digital skills.
- **26 (14%) participants** were connected to internship opportunities as a result of their acquired skills across both government and private sector entities.
- **53 (30%) participant's profiles** were approved by Upwork and Fiverr.
- **25 (14%) participants** formed entrepreneurial outfits by formalizing and registering their new businesses and engaging in short term work opportunities. A total income of USD6,187 was reported around their digital solutions. An example of a newly formed business formed during program implementation was Team Tech Bot, which made an estimated USD1,388 partnering with Natview Technology to deliver a government based website for the Kaduna State Rural Urban Water Sanitation Agency (RUWASSA).

25%

Participants full time employment

30%

Participants profiles approved by **Upwork** and **Fiverr**

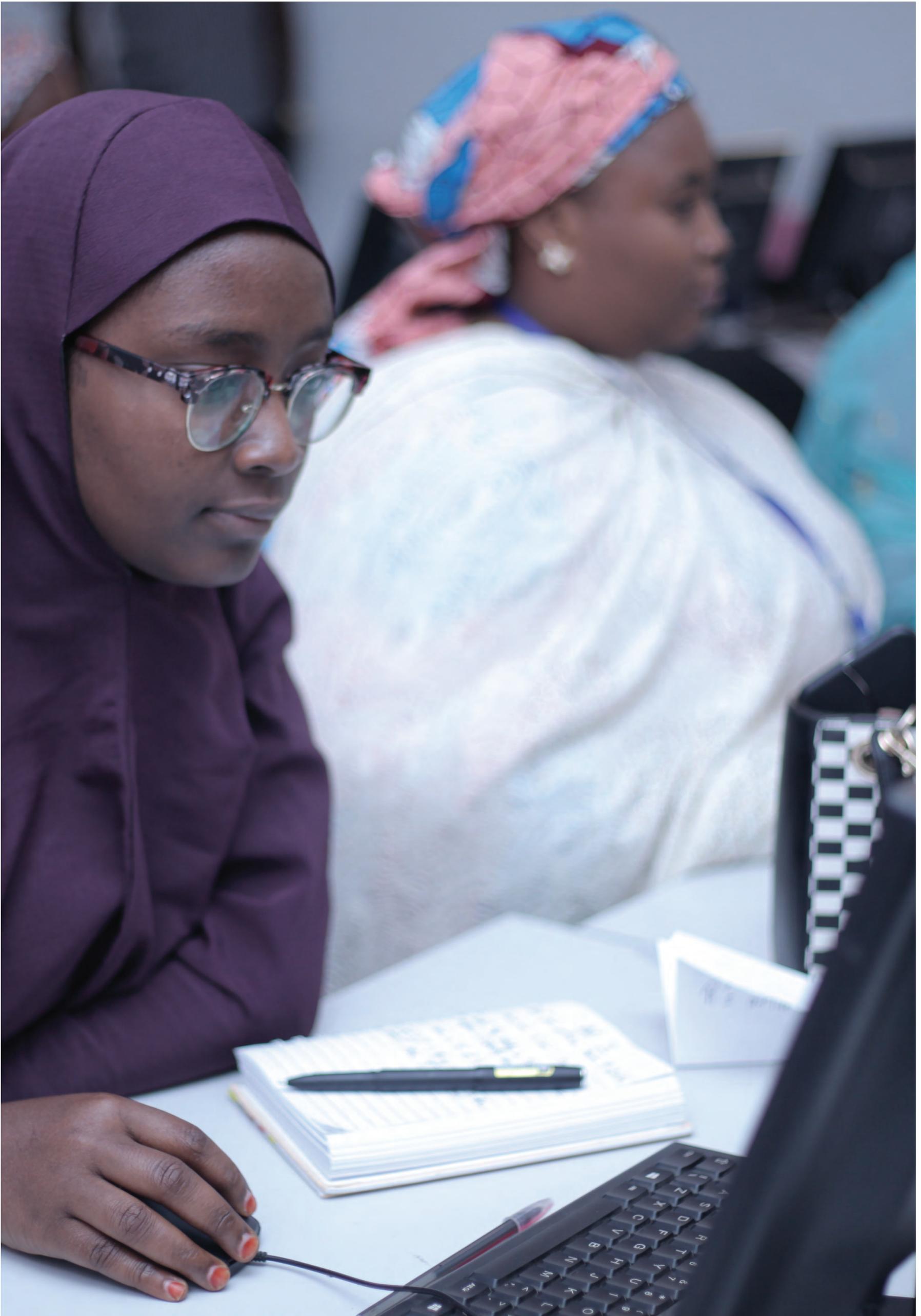
NEXT STEPS

Given that the Click-On Kaduna Digital Skills program was a pilot scheme which was successful, it is important to address the issues around sustainability and scalability. As possible next steps for the implementation of future digital skills program, it is important to ensure that:

- There is continuum in the support given to participants in the form of mentorship so as to continue their growth as they transition to using digital skills for better opportunities.
- There is a need to continue to build on the partnership framework with industry and the local tech ecosystem so as to sustain the program especially for governments interested in using digital skills as a tool for building human capital development and positioning as a player in the digital economy.
- There is a need to provide access and affordability of devices and internet connectivity to drive the outcomes of digital skills and ensure scalability of any digital skills program. Once the right infrastructure is put in place, it is easier to scale the program to achieve the necessary impact. The high cost of electricity, given the unreliability of public electricity, increases the overhead costs significantly. Exploring cheaper sources of electricity can significantly reduce the cost of implementing the program.
- To achieve scale, there is a need to leverage digital technology, especially cloud based training and assessment framework, that connects youths to opportunities via virtual job fairs, open job events, etc., which are industry demand driven skills and customized programs.

ACRONYMS

API.....	Application Programming Interface	KPI.....	Key Performance Indicator
ASP.....	Active Server Pages	M&E.....	Monitoring and Evaluation
AV.....	Audio-visual	MB.....	Megabyte
B2B.....	Business to Business	NGN.....	Nigerian Naira
BPO.....	Business Process Outsourcing	NGO.....	Non-Governmental Organization
BSc.....	Bachelor of Science	OND.....	Ordinary National Diploma
CRM.....	Customer Relationship Management	PHP.....	Hypertext Pre-processor
CSS.....	Cascading Style Sheets	PM.....	Project Management
CV.....	Curriculum Vitae	QA.....	Quality Assurance
FCT.....	Federal Capital Territory	SEO.....	Search Engine Optimization
GB.....	Gigabit	SME.....	Small and Medium Enterprise
GPA.....	Grade Point Average	SPSS.....	Statistical Package for Social Sciences
HND.....	Higher National Diploma	SQL.....	Structured Query Language
HR.....	Human Resources	SW.....	Software
HTML.....	Hypertext Mark-up Language	UI.....	User Interface
HW.....	Hardware	UK.....	United Kingdom
IBC.....	International Block chain Consultancy	USA.....	United States of America
ICT.....	Information Communications Technologies	USD.....	United States Dollar
IT.....	Information Technologies	UX.....	User Experience
JSS.....	Job Success Score	VIP.....	Very Important Person
KASU.....	Kaduna State University	Y2K.....	Year 2000
KB.....	Kilobyte		
KDSP.....	Kaduna State Development Plan		



INTRODUCTION

CHANGING LANDSCAPE OF WORK

The shifting dynamism of the modern jobs and entrepreneurial landscape is providing a critical defining moment for countries with large youthful populations especially across Sub-Saharan Africa. As an epitome of innovation and collaboration across a borderless global marketplace ensues, the growing skills gap between the demand for digital skills from the industry and the mismatched skills supply from our traditional “brick and mortar” university curriculum, provides both a challenge and an opportunity. Moreover, there is a need to interact with digital platforms to create economic potentials in a new way since the skills of the last decade are no longer enough to succeed in today’s job opportunities.

Technology is defining a new era of work, causing significant changes and creating new minimum standards for participating in the digital ecosystem either to create digital content or to work within digital platforms. The ubiquitous nature of technology is displacing old jobs and creating newer and smarter ways to work through digital transformations in the use of automation and smart technologies.

This gradually changing landscape of work is disrupting the way people earn with more and more people earning remotely, removed from the confines of typical offices. Organizations across the world are redefining requirements for job opportunities from traditional skills requirements to focus on the usage of digital skills and soft skills to power a newer generation where people and machines collaborate.

The future of jobs as we know it will no longer be the same. In order to leverage this change in paradigm the Rockefeller Foundation, Kaduna State Government and the World Bank partnered under the “Digital Jobs in Nigeria - Kaduna State Program” and organized “Click-On Kaduna Program” to leverage opportunities within the digital space and position Kaduna as a regional hub for technology innovation.

Click-On Kaduna consisted of three components designed to train the youth aged 18-40 including women and disadvantaged groups with digital skills and/or digital entrepreneurship skills and thus lay the foundations to build a youth-based tech-savvy workforce in Kaduna State.

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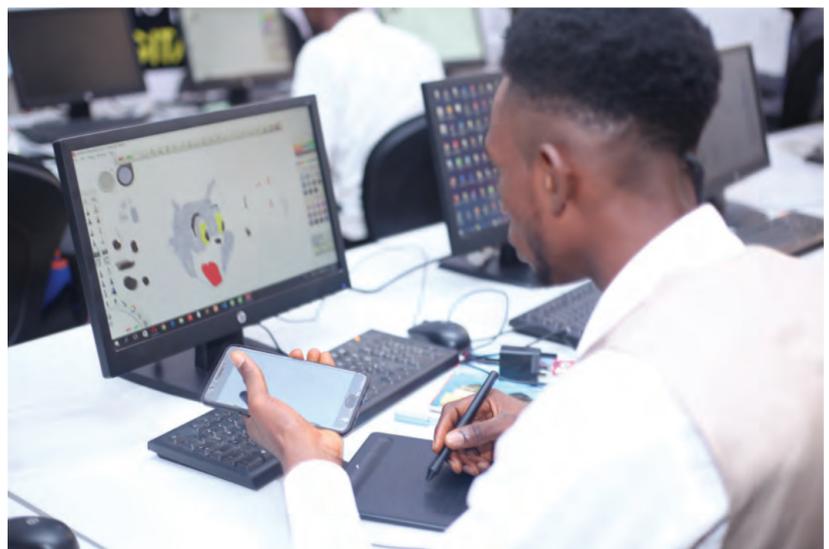
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The present document reviews component 3 final results, providing an overview of the program including program design, program objectives and targeted audience, methodology, program communication, program results, key achievements so far, testimonials from participants and lesson learned. As described throughout this report, Click-On Kaduna obtained very positive feedback from participants and stakeholders, and observed tangible economic impact in Kaduna through opportunities around full time employments, internships, freelancing and entrepreneurship at the program closure.

PROJECT BACKGROUND

Kaduna State provides a very interesting case study as an FCV area. It is a major target for Boko Haram terrorist attacks ranging from bombing to kidnapping. According to the Kaduna Bureau of Statistics, Kaduna has a population of 8.9 million with 79% of the population living in rural areas. Also, it has a very large youth population with 75% of the population estimated to be under the age of 35, thus creating a demographic dividend where the working age population is more than the non-working age population. However, this large youth population is mostly unemployed or underemployed due to several factors creating a potential risk for demographic curse, especially as it relates to conflict and violence if nothing is done about the high unemployment rate of 30% in the state (Nigeria National Bureau of Statistics, 2017). Furthermore, the World Bank's Nigeria Jobs Report of 2015 found that Nigeria's economy needs to create 40-50 million jobs between 2010 and 2030. These numbers translate into over 2 million additional jobs per year. Kaduna State accounts for 30% of those numbers and will need an average of 60,000 jobs per year to reduce the high unemployment rate.

Despite these challenges, Kaduna is considered as the gateway of the North with a young working age and consumer population and it is one of the fastest reforming states in Nigeria attracting foreign direct investments of USD 500 million in the last two years.



These new investments cut across various sectors such as agriculture, vehicle assembly, ICT and the hospitality sectors . Some of these large FDI investments include: (1) Olam Hatchery, (2) Tomato Jos, (3) Dangote PAN Car Assembly Plant, (4) Blue Camel Energy, (5) Mahindra Tractor Assembly Plant, (6) Outsource BPO Ltd etc. These new investments require the right type of skills to re-energize the Kaduna economy given the relatively high literacy rate of 47% (NBS, 2017). To understand the demand for digital skills across these new investments, Click-On Kaduna launched an ecosystem assessment and skills gap survey to measure how the supply side of skills matched the demand side required by industry across both Kaduna, Abuja and Lagos. The results of the assessment highlighted the growing skills gap and the opportunities and pathways available for young people to participation in the formal economy.

This is why one of the core components of the Kaduna State Development Plan (KDSP) 2016 – 2020 is to position Kaduna as a destination for business investment to create jobs, especially amongst youth and women. As reflected in KDSP 2016-2020, ICT-related industries such as mobile and web application development and computer assembly are considered one of the seven areas with significant potential for driving regional economic growth and job creation. Nigeria has the largest ICT sector in Africa, with around USD 30 billion in total investments (Dalberg, 2013) and one of the largest youth populations in the continent. Nigeria has a vibrant ICT sector that is fuelled by activity across various sectors, although most investments, initiatives, and resources tend to focus on Lagos and Abuja, leaving the rest of the country unattended. The Nigerian ICT Sector, therefore, shows great potential as an important contributor to economic development, offering new opportunities for unemployed or underemployed youth in Nigeria, especially in the untapped Virtual Economy.



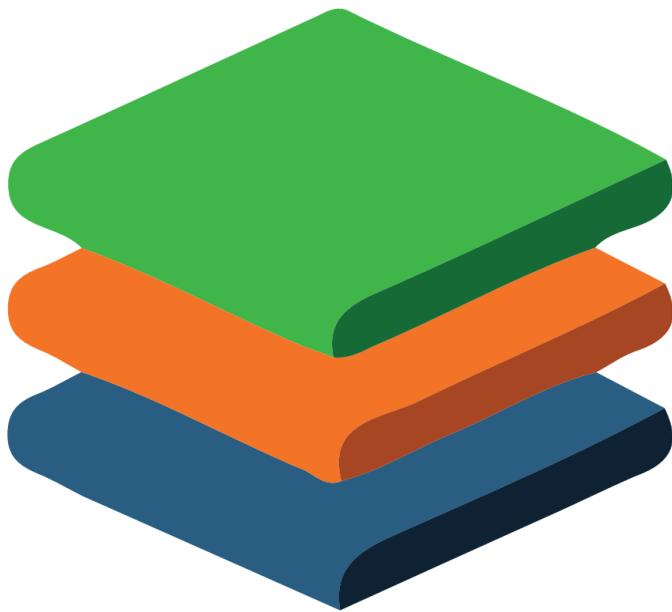


ICT Sector – Opportunities in the Virtual Economy

In the last decade, ICT has become ubiquitous in our daily lives, whether we refer to a developed or developing country [in Nigeria, for example, there were 145 million mobile subscriptions by the end of 2017 (World Telecommunication/ICT Indicators Database 2017)]. This ubiquity has given rise to a massive new market for digital goods and services, a market that requires high to low skilled workers, and provides digital earning opportunities for workers with access to an internet connection, wireless or fixed, proprietary or public. These new opportunities arise from the discovery and development of digital scarcities that can be exploited within the Virtual Economy. In the US alone, in 2016, a total workforce of 55 million freelancers (around 35% of the US labor force) raised a total of 1 trillion USD in income from tasks performed in the Virtual Economy.

According to the World Bank, the Virtual Economy consists of a three-layer model that comprises the ICT Physical Infrastructure; the Digital Economy of services supported by the ICT Infrastructure, as well as the Virtual Economy that emerges from the digital services and the infrastructure. In order to allow the Virtual Economy to thrive, most of the initiatives in both the developed and developing world are focused on physical

infrastructure (pipes, microwave towers or devices) and the proliferation of high-skilled and semi-skilled businesses in the area of ICT, from BPOs to ecommerce. However, the rise in virtual transactions (both social and monetary) and the use of Internet and cell phones in our daily lives, have created new digital needs ranging from the lower to the higher set of skills. The Virtual Economy, therefore, introduces a new paradigm in digital content industries that are traditionally highly skilled oriented. This low and medium-skilled labour Virtual Economy opens the door to a growing number of unemployed and underemployed pool of workers, both in the developed and developing world, who are willing to take advantage of the opportunity the virtual marketplace provides.



Virtual Economy

Exchanges of virtual goods, currencies, links, digital labor

Digital Economy

Online services, communities, games

ICT Infrastructure

Broadband connectivity, Wireless networks

Figure 1: Virtual Economy Three Layer Model. Ernkvist, D. V., & Mirko, D. (2011). Knowledge Map of the Virtual Economy: Converting the Virtual Economy into Development Potential.

The third layer, i.e., the Virtual Economy, crosscuts multiple sectors, regions, industries, employers, and workers. Traditionally, this third layer is divided into two segments:

- Consumer Oriented: Comprised of activities known as “gold farming” and “power-leveling” (services where an online game player hires someone else to play the game on their behalf, in exchange for an economic compensation) or activities to produce and sell user-generated virtual items, textures and other artificially scarce virtual objects for virtual environments such as Second Life;
- Business Oriented: The act of outsourcing paid work of all kinds to a large distributed group of workers using a technology intermediary that helps oversee the definition, submission, coordination, acceptance, and the payment for work done.

The latter is the segment that shows the highest growth rates and the bigger potential for countries like Nigeria. This segment is also divided into two sub-segments:

Microwork	Elancing
<p>Microtasks: High volume of tasks, very low pay rate per task and a heavily automated task throughout the process</p> <p>Macrotasks: Less volume of activities, higher rate of pay and also through an automated process.</p>	<p>Simple projects: Low volume of tasks or single tasks, moderate rate of pay, some direct contact between employer and worker</p> <p>Complex Projects: Single project, high rate of pay, substantial amount of time and a direct and frequent interaction between employer and worker.</p>

Figure 2: Microwork and Elancing sub-segments. Self-Elaboration.

Elancing and Microwork represent work opportunities for skilled and semi-skilled workers respectively. Job opportunities in the real economy (as opposed to virtual) may be limited within geographical boundaries. In contrast, with over a million tasks available online on just one of the many active platforms, workers are just beginning to scratch the surface of the online work industry. Elancing tasks include writing business plans, designing websites, editing legal documents, etc., where workers may earn from USD 20 to a few hundred dollars per task. Microwork tasks, on the other hand, include answering survey questions, tagging images, translating lines of text, etc., with workers earning on average only a few cents to a couple of dollars per task.

The global digital economy has, therefore, given rise to a massive new market accessible to everyone who has access to the Internet. As described by Rashid Benmessaoud, Former World Bank Country Director for Nigeria, "It [The Virtual Economy] is helping to improve social welfare across skill levels, gender, and economic class. These new opportunities need to be leveraged to create and connect people with jobs in the North as traditional means, infrastructure, education, and demand are insufficient and under pressure." In order to leverage these new opportunities, and help bridge the gap between Lagos and Abuja and the rest of the country, the Kaduna State Government partnered with the World Bank Group and Rockefeller Foundation on the "Digital Jobs in Nigeria - Kaduna State Program".

Digital Jobs in Nigeria – Kaduna State Program

The World Bank Group's Digital Development Practice's "Digital Jobs in Nigeria - Kaduna State Program", funded by the Rockefeller Foundation, is a single-donor trust fund activity that aims to catalyse employment opportunities in the digital economy for Kaduna youths. The project's objective is to empower Northern Nigerian youths with digital skills to address youth unemployment and fragility, and to break the cycle of unemployment and violent conflict.

To achieve this objective, the project partnered with the Kaduna State Commission of Budget and Planning to launch a suite of activities branded "Click-On Kaduna in partnership with Digital Naija". The project activities are comprised of three components:

■ **Component 1: Job Matching & Facilitation (April - December 2018).** **Objective:** Link digitally skilled youths to online freelancing opportunities on international and local platforms.

■ **Component 2: Digital Entrepreneurship - Piloting Digital Entrepreneurship Activities (June 2018 - December 2019).** **Objective:** Provide digital entrepreneurship support to youths, link them to mentors, and sources of capital via a 6-month program that includes a women-only cohort.

■ **Component 3: Digital Skills Development (June 2019 - December 2019).** **Objective:** Medium-skilled digital skills development program that will link youths with immediate employment opportunities.



CLICK-ON KADUNA DIGITAL SKILLS PROGRAM





The program sought to prepare disadvantaged youths for job opportunities available through online outsourcing - including a variety of medium skilled opportunities in software testing, data entry and transcription. It also included more advanced digital skills that are in high demand across the ICT sector such as software/mobile apps development, database management, web development, digital marketing and graphic design.

PROGRAM DESIGN

An Inclusive and Gender Smart Program

The Click-On Kaduna Digital Skills Development Program was aimed at helping increase employment for disadvantaged youth aged between 16-40 in Kaduna state by catalysing the use of Information and Communication Technology (ICT) for economic opportunity creation.

As part of the program design, gender inclusion consideration formed part of the critical success factors with 50% of participation opportunities reserved for young women. These included training and mentorship activities for women through the creation of flexible safe spaces for learning and creating a sustainable structure to instil confidence and self-expression through a setup of gender independent cohorts for both male and female participants. The curriculum was designed in such a way to cater for opportunities within the context of the cultural norms of Northern Nigeria especially as it relates to remote work opportunities. For example, nursing mums were allowed to come to classes with their babies where there was a dedicated crèche setup to provide comfort and ease during the program. Also, female only classes were set up with female instructors and female teaching assistants to increase the confidence level of the female cohorts to freely express themselves while learning digital skills.

For each component, the program sought to partner with Kaduna's nascent yet vibrant digital players. The desired outcome of the Click-On Kaduna Digital Skills Development Program was to create a pool of digitally relevant youth who are able to trade their technical ICT skills in return for an increase in their income through skills matching opportunities in the form of formal setups (internship & employment opportunities) and informal opportunities (online freelancing and entrepreneurship opportunities). These included partnering with the Kaduna State Government (KDSG), private sector, and academia as well as local tech hubs and training centers such as the KAD ICT Hub, CoLab, etc.

PROGRAM DESIGN CONSIDERATIONS, FACTORS & THEMES

An Inclusive and Gender Smart Program

In designing a digital skills program, considerations must be given to stepwise implementation of the various components of program design as part of the methodology planning shown in Section 3.1.3 which starts from pre-implementation to implementation and post implementation phase.

The following were critical factors that contributed to the successful implementation of the Click-On Kaduna program:

Factors to Consider when designing a Digital Skills Program

- Skills Demand Level Survey is very important in understanding the requirements of the industry and filling the gaps around requirements and skill quality problems faced by industry players.
- Partnerships and collaborations with local tech hubs and international ICT players provide the right approach around using current and relevant tools and platforms to meet a compelling need.
- An effective Selection Process is the best foundational requirement for achieving a successful digital skills programme. It is important to get the right candidates when planning for a Skills Program.
- An effective Communication Plan ensures enhanced participation, acceptability, and more engagement during the program implementation.

To achieve positive outcomes, it is important to ensure that the Curriculum Development process aligns with industry requirements and soft skills development including boot camps are considered during program implementation.

- Identify the right instructors and teaching assistants at the onset. If the plan is to identify and use the local tech ecosystem; ensure that the selection process is competitive so as to attract best talent.
- Plan for infrastructure and accompanying overheads when running a skills programme as these are critical to ensuring the success of the program.
- The deployment of a Learning Management System (LMS) ensures that learning outcomes can be tracked and course evaluation deployed to track areas of improvement and measure the quality of learning.



Digital Skills Structure and Methodology

The Digital Skills Structure and Methodology was based on implementation of the skills programme across 4 segments; providing monitoring and evaluation as a cross functional process that is continuously used across the life cycle of the program.

The phasing approach include:

01	Pre-Implementation Planning & Preparation First Order
02	Implementation of Curriculum Design and Content Delivery Second Order
03	Post Implementation and Jobs Matching & Facilitation Third Order
04	Monitoring & Evaluation Cross functional



A summary of the methodology framework is provided below:

M1: Pre-Implementation Planning & Preparation - 3 Months

The pre-implementation phase focused on developing a foundational structure for implementing the digital skills program across identified streams. The pre-implementation plan spanned across several processes which included the following:

- Agree on Strategic Objectives and Success Factors during program planning.
- Plan for skills classifications through a Skills Gap Analysis Survey to map the right curriculum and learning paths to the right demand by Industry.
- Develop a Curriculum Roadmap and Learning Paths with learning outcomes identified.
- Implement a Selection Methodology to shortlist right candidates with 50% of slots reserved for women.
- Bring in and select participants based on agreed selection methodology (footnotes here).
- Develop outreach programmes through an Integrated Communications Plan which focuses on creating the necessary publicity and advocacy for success of programme implementation.

- Identify Instructors and Teaching Assistants qualified to deliver the course content.

M2: Implementation of Curriculum Design and Content Delivery - 6 Months

The implementation of curriculum content & delivery phase represented the main component of the digital skills implementation which was designed to focus on delivering an intensive and engaging training experience for participants. These included the following:

- Implement Curriculum Plan by building lesson plans and develop course content for program.
- Plan for Course Content Delivery through the use of Learning Management System (LMS) and other hands-on platforms to achieve the lesson plans.
- Implement Train-The-Trainer (TTT) sessions to enhance and maintain quality teaching, develop an experiential curriculum that combines blended learning with capstone projects for participants.
- Build Assessment and Aptitude Framework to track weekly progress of participants and collect data on performance (these include: Attendance, Lab usage, projects, assignments and group work).
- Implement a Soft Skills Development curriculum and boot camp to integrate lifelong skills and learning into the curriculum.
- Implement Post-Training Evaluation to track the course evaluation, quality of teaching and infrastructure readiness.

M3: Post Implementation, Job Matching & Facilitation - 2 Months

The post implementation phase focused on job facilitation and matching, finding existing opportunities for participants to showcase their talents, preparing participants with the necessary skill sets to explore the available pathways through internships, full-time employment or remote work so as to achieve sustainable income and increased quality of life. The components under this phase included:

- Placement of high performing participants for Internship Opportunities across employers in both Government and Private sector entities;
- Integrating Participants into Local and International Freelancing Platforms;

- Organizing job fairs and recruitment platforms to connect participants to Full time job Opportunities;
- Creating Mentorship Framework to provide continuous support to participants as they explore careers in the identified streams.

M4: Monitoring and Evaluation Framework - 6 Months (Cross Cutting)

The Monitoring and Evaluation Framework provided performance assessment focusing on key outcomes and outputs required from the program. Through the M&E framework, both baseline and end line progress of results were tracked as they relate to the key results required. The components under this phase included:

- Tracking baseline results to determine benchmarks and status of participants as they relate to earnings and skill level before the start of the programme;
- Continuous tracking of performance results through surveys and course assessment and aptitude to determine the impact of program.

Program Objectives and Target Audience

The Click-On Kaduna Digital Skills Development Program was aimed at helping to increase employment in the state for disadvantaged youth aged between 16-40 by catalysing the use of Information and Communication Technology (ICT) for economic opportunity creation. Through the program, we expected to integrate a significant number of participants with opportunities for internships, full-time jobs and participation in the Virtual Economy. Other objectives during the program design included:

1. Train a minimum of 180 participants from Kaduna State, of which at least 50 percent should be women and a total of 90 participants each in the programming & tech streams and digital marketing streams.
2. Design and develop a Digital Skills Training curriculum to match market demands for digital skills, consisting of training for digital and soft skills development; with strong focus on training women. The programming & tech focuses on training participants with coding and creativity skills to build web and mobile platforms while the digital marketing, graphics and design focuses on training participants with modern marketing

and branding skills intended to optimize the online presence of businesses.

3. Design and develop Train the Trainer sessions for local trainers for sustainability purposes and with a robust proportion of women being trained. The session is expected to train instructors and teaching assistants on uniform teaching delivery whilst adhering to quality.

4. Identify and secure a training space with access to stable electricity, internet connectivity, security and computer equipment.

5. Link program beneficiaries to work opportunities upon completion of the program, examples include linking to online freelancing websites and digital work opportunities in Kaduna and beyond (e.g., Lagos, Abuja).

The **Key desired outcome** of the Click-On Kaduna Digital Skills Development Program was to create a pool of digitally relevant youth who are able to trade their technical ICT skills in return for an increase in their income through skills matching opportunities in formal setups (internship & employment opportunities).

Other outcomes included:

Outcome 2:

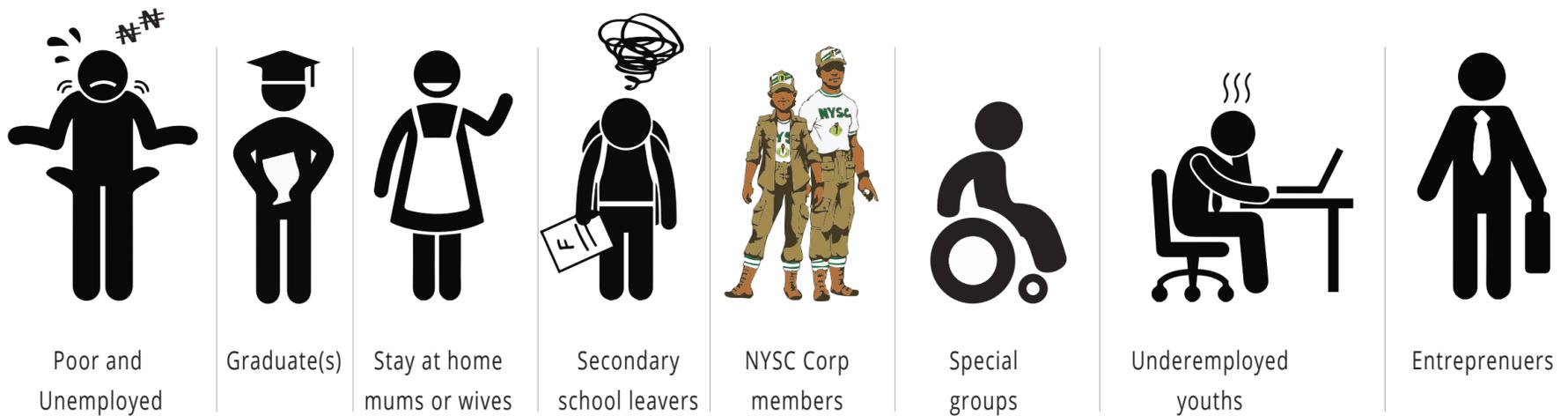
Provide practicable and marketable skills to participants to improve skill competency level while creating opportunity for increased demand for acquired digital skills and participation in the informal digital markets.

Outcome 3:

Ensure sustainability of the program by ensuring transfer of assets, skills and processes to the State so as to improve employability skills.

Target Audience

The program was designed for underprivileged and disadvantaged youths within the working age population (aged between 18-40 years) with special focus on young women. However, exception cases were considered below the age threshold especially when applicants showed exceptional talent as with 2 of the young participants who were 16 years old. The following characteristics defined the target criteria.



Poor and unemployed youth seeking opportunities	- Poor and underprivileged youths within the selection criteria looking for opportunities to improve their means of livelihood
Graduate students seeking employment opportunities	- Graduates who are seeking opportunities and with the right skills requirements to get full time employment opportunities
Stay-at-home mums or wives seeking remote opportunities	- Young women who are not in the formal economy and are looking for an avenue to work at home whilst gaining extra income
Secondary school leavers with exceptional talent	- Young secondary school leavers who have completed secondary education and have shown exceptional talents and promise in the use of digital skills to improve their skills level
NYSC Corps members seeking opportunities for gainful employment	- Serving corps members looking for opportunities to enhance their skill sets and get gainful employment
Special groups	- Physically challenged groups who can use digital skills to enhance opportunities for formal and informal job placements
Underemployed youths seeking opportunities to upscale income	- Underemployed youths seeking opportunities to enhance their livelihood and also gain promotion in their workplace as a result of acquiring digital skills
Entrepreneurs looking to use digital skills to expand business reach and profit	- Upcoming entrepreneurs seeking to use digital skills knowledge acquired to expand business reach

Program Call for Applications



The Call for Applications for the Digital Skills Program was designed as a points-based system where interested applicants were expected to complete the application form on the program website providing details of their personal information, especially as it relates to (1) State of Residence, (2) Age, (3) Gender, (4) Academic Qualifications and (5) Competency level'. The placement on competency level for participants was determined after a placement test was done to determine suitability for joining advanced classes.

The application and selection process was completed over a period of two (2) months from April 1st to May 22, 2019.

The application process was designed to focus on the female gender ensuring that women were considered first during the selection process with 50% of the selection slots reserved for their participation.

The following criteria were used to determine the selection process:

1. 50% of the persons selected must be female.
2. Persons selected must be residents of Kaduna State.
3. Must be between the ages of 18 and 40 years (exceptional cases apply where applications are very compelling and adds value to the program).
4. Must be available to attend classes without interruption for the duration of the program.

5. Has a tertiary qualification from a recognized institution which will count towards the selection process but which does not limit self-taught and passionate participants from participating and being considered for the program.

6. Must be available for the entire period of the training.

01 Programming & Tech

- Must have basic computer knowledge
- Must have basic to intermediate competency level in programming
- Having a computer is an added advantage

02 Digital Marketing, Graphics & Design

- Is conversant with social media engagement platforms
- Has flair for creativity and design

Applicants were required to send in short videos with the following specifications and requirements: at most a 1 minute video in MP3/MP4 file format, standard frame rate format of 720 x 480 pixels or less, at most 5MB video size. The short video should have focused ONLY on why they thought they deserved to be considered for the program and how they were going to apply the knowledge gained to achieve their goals.

The selection criteria were further segmented into two categories as follows:

1. Participants with very basic knowledge to no knowledge of the identified streams but passionate about either the programming or the digital marketing graphics and designs stream;
2. Participants with basic to intermediate knowledge willing to upscale skillset to expert level and solidify a use case around working in an enterprise environment.

The filtering process for prequalification was based on a 2-staged process with a total of 9 points grading system for selection of participants for further processing to determine the most suited for the program. The stages are further provided below:

Stage I : Filtering Applications and Pre-qualification requirements for selection of applications.

The Stage I filtering application process reviews submissions from the application form to determine applicants that qualify for stage II & stage III reviews.

- Check Date of Birth and eliminate based on criteria
- Check State of Residence and eliminate based on criteria
- Check email and eliminate based on lack of functional email address
- Check Q16 test
- Review essays and videos and grade from 1 -6

Stage II: Technical Tests

The Stage II filtering process was designed for Intermediate applicants as part of the process of further filtering and reducing the number of applications to a manageable subset. Further technical testing was carried out through a Computer Based Testing approach for intermediate applicants based on a time-based slot (15 mins) with multiple choice questions (MCQ) and that provided a transparent and real-time scoring system upon completion of the tests.

Stage III: Review of Video & Essay Section

The final filtering process consisted of reviewing video submissions and essays to determine suitability for the program. The focus of the essay and video reviews is to determine the following from the application submissions:

1. Evidence of existing and prerequisite knowledge to join the program
2. Availability of time and commitment to stay in the program for 6 months
3. Basic to intermediate knowledge of computers and understanding of the selected stream

The timeline for vetting the applications including filtering applications based on the selection criteria and undertaking a video review process to select the best applications are provided in the table below:

01	Application Process The application process opened on the 1st of April and closed on 14th of May 2019 for 1 Month, 2 Weeks - May 14th, 2019
02	Selection Harvest 1 Chose candidates through automated deductions - 2 Days
03	Selection Harvest 2 Chose 2nd level candidates through automated 15 minutes technical test and selected highest score - 1 day
04	Selection Harvest 3 Chose 3rd level candidates based on reviews of videos and the 150 words explanation - 3 days
05	Final Lists Selections Rolled out a qualified selection listings based on Harvest 1-3 with option for replacement lists - 2 days
06	Final Selection Termination Date May 22, 2019

The methodology was designed in such a way to make the application process staged and easy to filter whilst making every effort to collect significant, quantitative and qualitative data to enable selection of the best possible candidates for enrolment into the program.

Selection Process Results

Analysis of application records showed that a total of 2,818 applications were received. Out of the applications, 185 participants were selected to partake in the training programme over a period of 6 Months. This included the following:

- 180 participants selected from the pool of applications;
- 5 participants selected from Kaduna State Planning and Budget Commission who were to serve as student monitors to track the quality of class activities.

Further disaggregation by stream based on programming & tech and digital marketing, graphics and designs selected for the program is shown in the table below:

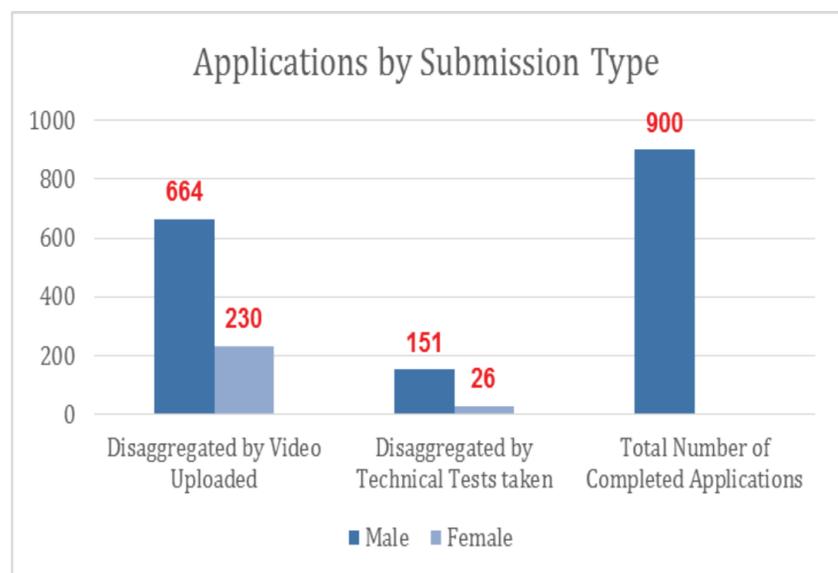
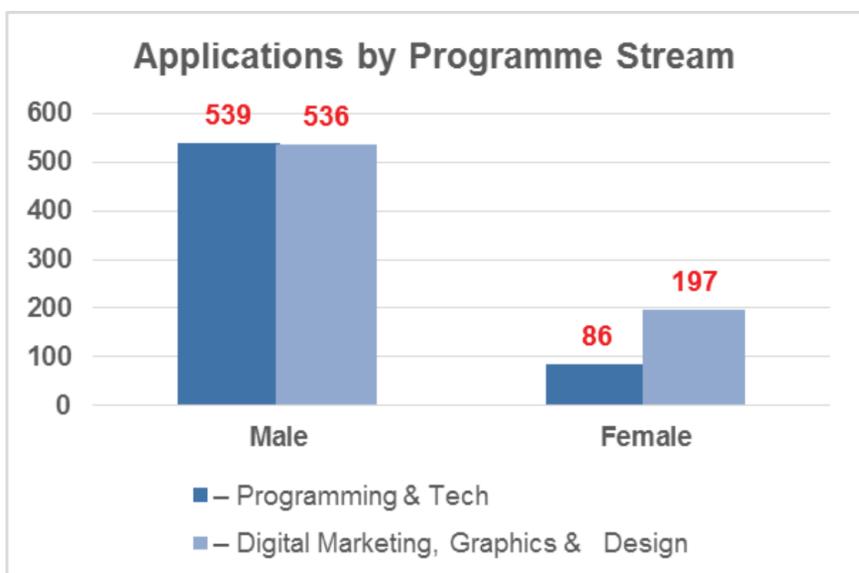
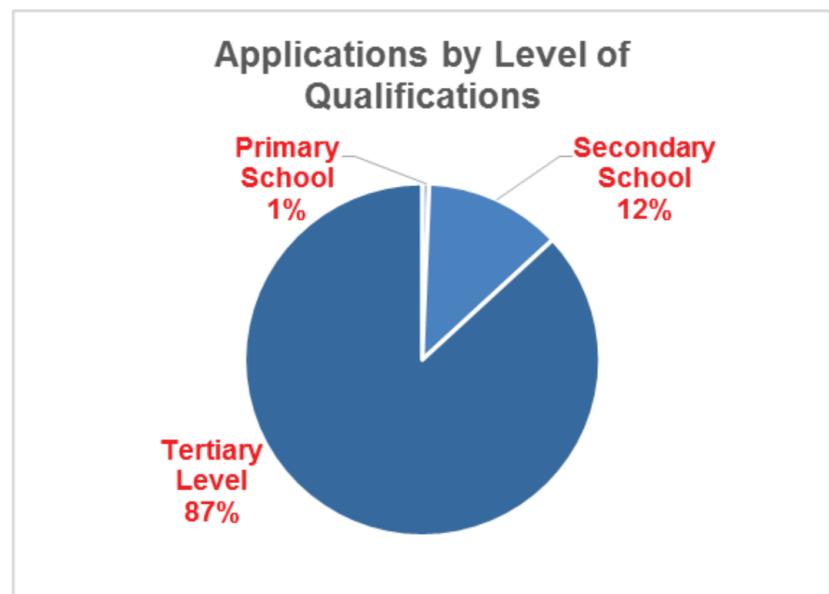
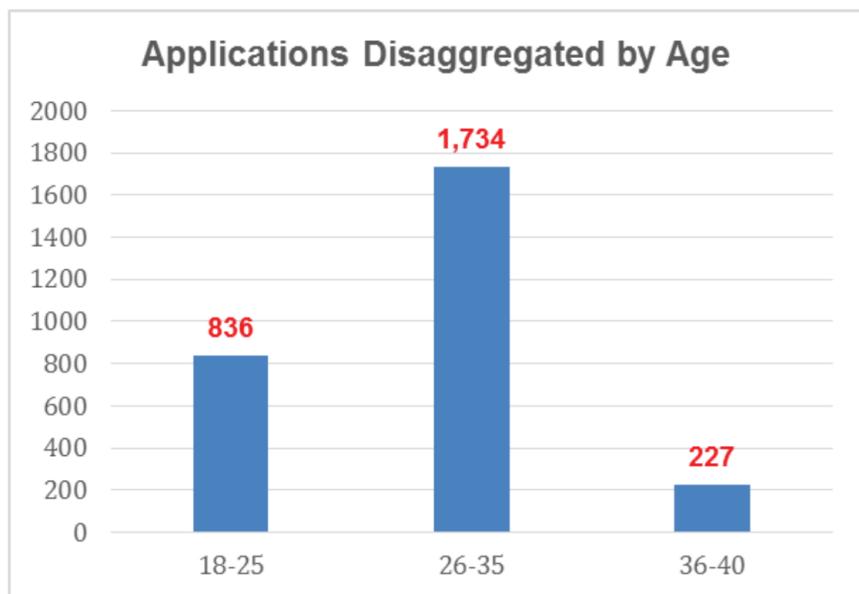
Stream	Basic Level	Intermediate Level	Total
Programming & Tech (Male Class)	26 25 Participants + 1 Student Monitor from PBC	21 20 Participants + 1 Student Monitor from PBC	47
Programming & Tech (Female Class)	25 24 Participants + 1 Student Monitor from PBC	21 20 Participants + 1 Student Monitor from PBC	46
Digital Marketing (Male Class)	26 25 Participants + 1 Student Monitor from PBC	20 20 Participants	46
Digital Marketing (Female Class)	24 23 Participants + 1 Student Monitor from PBC	23 22 Participants	46
Total Participants			185

The selection criteria were used to further prune down the number of qualified applications based on the point-based system for male applications and deductive reasoning for female applications (i.e., all female applicants qualify, but the best out of the submissions received were selected based on passion and ability to show commitment to join the programme and to add value to self and their immediate community).

In order to ensure inclusiveness, the selection process was segmented into quadrants of performance so that 15% of candidates who applied, but who did not mainly perform well in the video review process or the intermediate test, were considered. This was done to track the impact of the programme to their livelihood and quality of life, especially as it relates to workplace opportunities and the enhancement of their income level.

The selection methodology was applied to the 2,818 submissions out of which 844 applications were shortlisted through the selection criteria used on the lists. The shortlisted candidates were then divided based on the quadrant of performance as follows:

Description	Quadrant Score
Candidates in Quadrant 1 who scored between 90% -100% of total scores (180 candidates)	90%- 100%
Candidates in Quadrant 2 who scored between 80%- 89% (180 Candidates)	80% - 89%
Candidates in Quadrant 3 who scored between 70 - 79% (180 Candidates)	70% - 79%
Candidates in Quadrant 4 who scored lower than 69% but considered as part of diversity framework. (15 Candidates)	< 69%





Planning for Course Selection

Having undertaken an extensive stakeholder engagement and a skills demand survey, two streams were identified as critical to achieving significant traction towards creating economic opportunities for disadvantaged youths. The Programming & Tech and Digital Marketing, Graphics & Design streams were identified as critical learning streams that provide the best pathways for economic opportunity creation with the following job roles envisaged during program design:

01

Programming & Tech

- WordPress, Website & CMS
- Programming (Web & Desktop)
- Mobile App development
- Database Design & Development
- Software Development Testing
- Software Engineering
- Data Entry and Crowdsourcing

02

Digital Marketing, Graphics & Design

- Social Media Marketing
- SEO
- Email Marketing
- Infographic Designs
- Photoshop/Adobe Illustrator
- UI/UX for web & mobile
- 2D Art Designs and animation using WACOM tablets

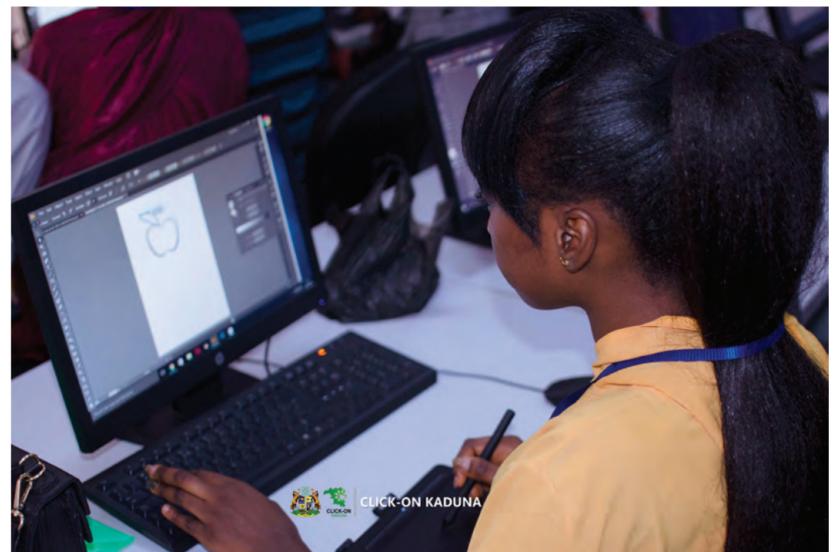


Programming & Tech

The Programming and Tech Stream was designed to build core competency around the use of web authoring content management platforms like WordPress, Joomla or Drupal whilst getting intermediate competency on developing web and mobile based solution using the latest web authoring programming language like HTML5, CSS, PHP/MYSQL, Angular JS and JavaScript to deliver web and mobile solutions required by industry players. The selection of these programming authoring languages was based on skill gap assessment and survey done for the industry to determine the type of skills demand that can lead to potential employment opportunities. A number of private sector technology firms engaged, selected these sets of technology as the best entry test case for potential full-time employment. It is also worthy to note that the firms engaged also felt that the local universities were not sufficiently targeting the kind of skills and basic proficiency in coding that can lead to potential employment.

Participants who completed the series were expected to become proficient in developing web and mobile app solutions while also managing and developing rapid web application through well renowned content management platforms like WordPress, Joomla or Drupal. The series ensures participants understand the use of software engineering and project management principles to deploy solutions that are scalable and usable.

The syllabus for the stream is provided in the Annex 4.1



Digital Marketing, Graphics & Design

The Digital marketing, Graphics & Design Stream was a combination of digital marketing skills with skills around branding, graphic design and market positioning to attract more clients in a highly sought out marketplace demanding this kind of knowledge. The selection of these sets of courses was also based on the skills gap assessment of local technology and services industry in Kaduna, Abuja and Lagos. The results of the engagement with industry showed that most of the private sector based companies were looking for skill sets relating to digital marketing, online presence and the optimization of their online presence. These are usually outsourced due to the lack of sufficient talent, as these kinds of skills are not readily being taught at Universities.

Participants who completed the digital marketing series were better able to harness the power of digital marketing platforms as a core driver to reaching out to more people across a targeted demography, than when compared to traditional marketing. Participants became proficient in using different channels for marketing to Business to Consumers (B2C) and Business to Business (B2B) which will provide a competitive edge to clients who adopt a digital marketing approach.

In addition, they learned more about wireframes, colour schemes, tones, design templates, formatting, and typography. This course built upon their abilities to implement user analysis techniques, usability testing procedures and the vital role of testing to deliver professional User Interfaces. Finally, they studied branding design considerations, responsive design in relation to designing user interface design and the use of Wacom intuos tablets to make 2D cartoon designs and animations.

The syllabus for the stream is provided in Annex 4.1

PARTNERS

Partnerships were an important component of the Digital Skills Program. Through our robust partnership with local and international renowned brands and IT organizations, we were better able to target the right kind of skills with the right infrastructure to deliver on the learning outcomes. Click-On Kaduna Digital Skills Program signed partnership agreements with the following platforms:



Name: Upwork

Country: USA

Website: www.upwork.com

Description

Upwork is the biggest Elance platform in the world, resulting from the merger of oDesk and Elance in 2013. In 2016 Upwork paid USD 1 billion in salaries amongst the 12 million freelancers registered in the platform (Upwork 2016). Upwork signed a partnership agreement with the Digital Skills to include curriculum validation and an Agency account for talent identification.



Andela

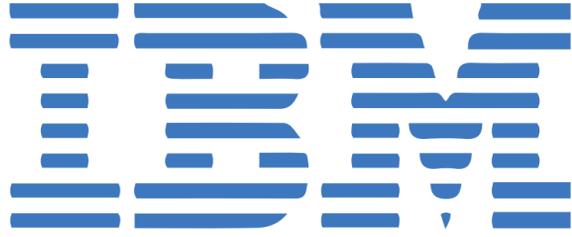
Name: Andela

Country: Nigeria

Website: www.andela.com/

Description

Andela is a global software engineering recruitment firm building enterprise scale programmers and engineers for big tech firms across the world particularly in USA, Canada and Europe. Our partnership with Andela was designed to connect participants and the broader tech community in Kaduna State with job opportunities as software developers and engineers.



Name: IBM Digital Nation Africa

Country: UAE

Website: www.ibm.com

Description

IBM Digital Nation Africa (IBM-DNA) is a platform for learning and getting global certification on Artificial Intelligence, BlockChain and Internet of Things Knowledge. Through an MOU partnership, IBM supported Click-On Kaduna with Curriculum review and validation, created a dedicated platform for achieving IBM badges, to track progress of students taking IBM-DNA short term courses on the Explorer, Innovator and New-Collar Streams, trained instructors on IBM-DNA course content and learning management environment. Physical and virtual sessions were organized to provide Click-On Kaduna with IBM mentors and access to its IBM Watson Artificial Intelligence Guidance and Counselling platform to support students around job matching and facilitation.



Name: WACOM

Country: Japan

Website: www.wacom.com

Description

WACOM Europe is a digital creative company which manufactures graphics tablets and creative pens to support creativity through innovative technology solutions. Through our partnership with WACOM Europe, we had access to the state of the art graphic tablets to support learning of graphics, design and arts. The graphics and design courseware was further strengthened through the use of the tablets for digital sketches, cartoon design and animation drawing. This exposure provided our participants with opportunity to leverage on modern design skills required by industry practitioners in the space.



Name: OUTSOURCE GLOBAL

Country: Nigeria

Website: www.outsourceglobal.com

Description

OutSource Global is Africa's leading global contact centre and business/knowledge process outsourcing provider, they are successfully making Africa an international KPO/BPO outsourcing destination. They are the first IAOP compliant commercial call Centre in West Africa, and the first Nigerian international call Centre serving the UK & US markets. Through the partnership with OutSource Global, recruitment opportunities were created for Click-On Kaduna participants to get integrated into employment opportunities.



Name: KADUNA ICT HUB

Country: Nigeria

Website: www.kadicthub.com

Description

Kaduna ICT Hub is a technology hub providing ICT education and knowledge. It serves as a hub for entrepreneurs, computer engineering, software development, software testing and IT training to bring together world-class technologies and innovations. The partnership with the hub provided the physical space for the program implementation and provided supporting staff to supplement the delivery of the curriculum.



Name: PWC

Country: Nigeria

Website: www.pwc.com

Description

Upwork is the biggest Elance platform in the world, resulting from the merger of oDesk and Elance in 2013. In 2016 Upwork paid USD 1 billion in salaries amongst the 12 million freelancers registered in the platform (Upwork 2016). Upwork signed a partnership agreement with the Digital Skills to include curriculum validation and an Agency account for talent identification.



Name: RAPID DUTY

Country: Nigeria

Website: www.rapidduty.com

Description

Rapid Duty is a local freelance platform that provides remote work opportunities and other gig and microwork. Through our partnership with Rapid Duty, participants had access to local remote work opportunities.



Name: YB INNOVATIONS

Country: Nigeria

Website: <https://sir-yb-innovations.business.site/>

Description

YB Innovation is a creative digital agency that focuses on branding, digital services and hires professional Digital marketers, Creative Designers, and Developers for companies, organizations and, parastatals. Our partnership with YB Innovations was to provide internship opportunities for high performing digital marketing participants.

PROGRAM COMMUNICATIONS

Communication Objectives

As part of the pre-implementation planning for the Digital Skills program, a communication plan and outreach strategy was implemented to drive traffic and ensure that the identified targeted demography were attracted with the right messaging that would deliver the necessary participation and interest from youths and young women. The outreach strategy provided details on how to create and increase awareness for the program.

The objective of the communications plan was to ensure that an integrated marketing strategy was used to drive participation and ensure the right mix of participants were attracted to the program able to understand the learning outcomes and potential program benefits.



Communication Strategy

The strategy implemented for the communications and outreach activities was geared towards ensuring the right communication channel was matched to the right target audience. As part of the strategy, the targeted messaging was deployed across the following channels:

Communication Channel	Tools	Objective	Objective
Digital (Social) Media			
Twitter Ads	Social media cards	<ul style="list-style-type: none"> - Drive Online registration & applications for program - Grow following and generate engagement 	Targeted Demographics <ul style="list-style-type: none"> - Youths within 16-40yrs age bracket active on social media - Digital savvy and socially aware segments - Active females on social network platforms
Facebook Ads			
Instagram Ads			
Program Website	Website	<ul style="list-style-type: none"> - Provide information on program 	<ul style="list-style-type: none"> - Interested Candidates converted to active users
Traditional Media			
Radio	<ul style="list-style-type: none"> - Radio Advertisements - One on One Interviews 	<ul style="list-style-type: none"> - Create public awareness and program recognition 	<ul style="list-style-type: none"> - Unemployed or Underemployed youths looking for improved opportunities to improve their income - Stay at home mothers looking for opportunities to improve income and opportunities to make extra income
Flyers	<ul style="list-style-type: none"> - Hand Flyers Distribution 		
Information Sessions			
Open day Sessions (Meet & Greet Sessions)	<ul style="list-style-type: none"> - TVETs - Tertiary Institutions 	<ul style="list-style-type: none"> - Target youths with required skills to participate in the program - Target the SMEs segment willing to improve skill level of technical employees 	<ul style="list-style-type: none"> - ICT savvy or knowledgeable youth with potential to enhance their competency level - SMEs within the technology space willing to participate in the digital skills market
	<ul style="list-style-type: none"> - KADCIMA 		

Messaging and Dispatch Strategy

The communication strategy and messaging was also based on defined timelines for the roll out of communication materials in preparation for the application stage. The following approach was adopted over a period of 7 weeks:

1. Rolled out digital cards/ads to attract users to program website in the 1st week of media rollout
2. Continued digital cards roll out especially timers and information blitz on registration from the 2nd to the final week of registration closure.
3. Engaged in radio advertisement towards the 3rd week and 4th week of registration rollout as a mid-point to engage the general public
4. Distributed Hand flyers at targeted locations in the 3rd and 4th week of the registration rollout
5. Engaged in One on One radio interviews in the 5th week of registration cycle
6. Engaged in Open day sessions in TVETs in the 4th week of registration cycle
7. Engaged in Open day session in Tertiary Institutions in the 5th week of registration cycle
8. Engaged in Open day sessions with Kaduna State Chamber of Commerce, Industry, Mines and Agriculture (KADCCIMA) in the 4th week of registration cycle

Timeline	WK 1 Mar 25th - Mar 31st, 2019	WK 2 Apr 1st - Apr 7th, 2019	WK 3 Apr 8th - Apr 14th, 2019	WK 4 Apr 15th - Apr 21st, 2019	WK 5 Apr 22nd - Apr 28th, 2019	WK 6 Apr 30th - May 6th, 2019	WK 7 May 7th - May 14th, 2019
Digital Cards							
Hand Flyers							
Radio Advertisement							
Info Sessions							
One on One Radio Interviews							
Open day Sessions with TVETs							
Open day Sessions with Tertiary Institution							
Open Day Session with KADCCIMA							

Communications Activity and Work Plan

As part of the communication strategy, several activities were undertaken across Kaduna State to garner interest for the program and enhance publicity. The work plan focused on implementing the program work plan and actualizing the desired impact required to make implementation successful. An estimated expenditure of USD6,800 was spent on promotion strategy; with a sizeable amount (30%) spent on promoting the state-wide recruitment day event (AikiDay). Some of the activities implemented as part of the communication activity and work plan included:

A. Information Sessions to provide updates and information on the program

The information sessions were one-on-one open day events where the team set up engagement activities with targeted communities within the technology ecosystem to discuss the program, requirements for participation, benefits of the program and also handle on the spot registrations and troubleshooting of issues encountered during program applications. It also served as an avenue to answer questions about the program.

Also, as part of the completion phase of the program, info sessions were planned for the AikiDay event which was a recruitment day event for the tech ecosystem in Kaduna. Over 200 participants were integrated into the recruitment event through partnership with Andela and Outsource Global.

During the program implementation, the team organized 11 information sessions with a total of 848 people reached as shown below:

Date/Time	The venue of Info Session	# of Participants Reached
4th April 2019/1: 00 pm	KAD ICT Hub	42
11th April 2019/ 12:00 pm	Kaduna State University (KASU)	44
12th April 2019/10: 00 am	Aptech Computer Education, Kaduna	15
13th April 2019/4:00 pm	Alpha Hub, Kaduna	25
15th April 2019/10:00 am	Dialogue Computer Institute	64
15th April 2019/7:00 pm	NYSC Orientation Camp	100
16th April 2019/7:00 pm	Kaduna Polytechnic	400
17th April 2019/1: 00 pm	Kafanchan ICT Hub	14
17th April 2019/4:00 pm	DFID Mafita COSDEC Programme	80
18th April 2019/10:00 am	Dr Mukthar Ramalan Yero ICT Center, Ungwan Sanusi, Kaduna	37
26th April 2019/10:00 am	Rigassa Women Resource Centre	27

B. Radio Sessions to provide updates and information on the program

The Radio sessions were targeted at a more traditional segment of our target audience so as to reach out to people who are not active on social media platforms. The radio session's work plan consisted of 2 segments as follows: (1) radio advertisement which ran over 2 weeks period to publicize the program and (2) one on one radio session to answer questions from radio listeners on the program objectives and benefits.

A total of 5 radio sessions were launched targeting approximately 12,000 people through a listenership strength analysis of the top three radio stations in Kaduna metropolis as shown below

1. Radio Nigeria: 5,000
2. Liberty FM: 4,000
3. Invicta FM: 3,000

The frequency of the radio sessions is further provided in the table below:

Date/Time	The venue of Info Session	# of People Reached
18th April 2019	Radio Advertisement Radio Nigeria (92.1 FM)	5,000
25th April 2019/11:00 am	One on One Radio Sessions Invicta FM (98.9 FM)	3,000
25th April 2019/8: 30 am	One on One Radio Sessions Liberty FM (91.7 FM)	4,000
9th May 2019/8:30 am	One on One Radio Sessions Liberty FM (91.7 FM)	4,000
9th December 2019 /8:30 am	One on One Radio Sessions on AikiDay Liberty FM (91.7 FM)	4,000

C. Social Media platforms to attract digital savvy candidates and provide publicity and activity updates on the program

The Social Media deployment strategy focused on rolling out digital cards across the program's 3 social media handles (i.e., Twitter, Instagram and Facebook) to attract users to apply for the program and also communicate the activities done during program implementation. This was achieved through a combination of strategy especially through targeted paid advertisement, engagement of social media influencers and creating trending tags to enhance publicity through the social media platforms.



Communication Results



As a result of the detailed communication plan and outreach strategy, results were achieved which contributed to the success of the program. The results achieved are provided below

C1.0 Improved Web Visits and Registrations on Program website increased as a result of the communication strategy.

Through the communications plan, especially using social media platforms, an increase in web site traffic was seen with a total of 5,105 unique web visits to the site and a total of 2,818 registrations out of a target of 3,000 within a month of launching the website which represents 94% of target achieved. Through our targeted messaging approach, we were able to reach the right segment of the population in terms of age, status and location demography. The communications plan contributed to increasing the rate of repeat visits to the website as we received more than 60% conversion rate with more than 2,000 unique repeat visits.

C2.0 Through the social media marketing, a tremendous increase of followers on social media handles and increased engagement through social media was seen.

Using social media platforms, a significant increase in the number of followers on social media across the 3 platforms was observed (i.e., Twitter, Facebook and Instagram). For example, twitter followings grew from 800 to 2,744 followers, Facebook grew from 4,000 to 8,541 followers while the Instagram handle grew from 600 to 1,241 followers. The growth in followership was not only proof of impact of the effective communications strategy, but also a pointer to significant increase in engagements through the social platforms for both participants of the program and the general public interested in the impact of the program.

C3.0 The Radio outreach generated public awareness and recognition of the program as Click-On Kaduna became a recognizable brand across Kaduna and neighbouring states in Nigeria.

Through radio advertisement and one-on-one radio sessions to update radio listeners on the progress of the program, we succeeded in generating public awareness on the program and the broader digital economy. The program also gained recognition as a platform for empowering youths to be self-sufficient and earn income remotely. The communications strategy was successful in connecting the participants of the program to government organizations and private sector entities for internship and full-time job opportunities.

C4.0 An increase in the number of participants was seen and included stay-at-home mums, participants with TVETs and tertiary level qualifications registering for the program.

Through the communication strategy, an increase in registrations from the targeted demography was seen especially as stay-at-home mums, candidates from TVET institutions, and participants with tertiary level qualifications applied for the program. The quality of the participants was impressive which accounted for the success of the program and the increased retention rates. For example, 85% of applications were from tertiary level qualifications while only 12% were from potential candidates with secondary level qualifications. 32% of our registrations were stay-at-home mums looking for the opportunity to earn remotely. The quality of registrations highlighted the importance of an effective communications plan and outreach strategy.

PROGRAM RESULTS

The Click-On Kaduna Digital Skills program was successful in achieving the core outcomes envisaged during the program design. The Key desired outcome of the Program was to create a pool of digitally relevant youth who are able to trade their technical ICT skills in return for an increase in their income through skills matching opportunities in formal setups (internship & employment opportunities). While the impact of the program cannot be measured immediately we have seen indicative results around key indicators as follows:



Participants Results

As part of the implementation of the Programme, several successes were achieved which makes the programme a very critical platform for building human capital and ICT skills in the State. The following key programme indicators were achieved at the completion of the program:

- **185 participants** were selected from **2,818 applications** to participate in the digital skills program (i.e., 180 participants and 5 student monitors from Kaduna State Planning and Budget Commission). This consisted of **93 participants** trained on programming & tech stream while **92 participants** were trained on digital marketing, graphics and design streams. The **50% female participation** threshold was also achieved with **92 females and 93 males** enrolled in the program.
- Achieved **97% retention rate with 179 out of 185 participants successfully completing the program**. Only 6 participants dropped out of the program and were successfully replaced with participants on the waiting lists. The reason for dropping out of the program include the following: (1) New opportunities related to job opportunities or educational advancement, which required that participants exit from the programme and (2) Disciplinary action as a result of absenteeism for three consecutive days without any valid reason given that participants were required sign participation agreements committing to availability to attend classes and other activities of the program as a prerequisite to staying in the program.
- Through an **income analysis survey** which was carried out during the middle of program implementation, and at the end of the program implementation, a total of 168 participants participated in the survey and **reported a gross income of USD33,437** earned through sourcing of (1) Short term contracts on digital marketing, website development and database development work, (2) E-lancing work from Upwork and Fiverr and (3) entrepreneurial activity by participants. The survey focused on collecting data on their source of earnings and how their acquired skills contributed to the income earned. The survey also assessed the status of employment and feedback on the impact of the program on their quality of life.
- **45 (25%) participants** reported having full time employment as a result of acquiring digital skills.
- **26 (14%) participants** have been connected to internship opportunities as a result of their acquired skills across both government and private sector entities.
- **53 (30%) participant's** profiles were approved by Upwork and Fiverr.
- **25 (14%) participants** have formed entrepreneurial outfits by formalizing and registering their new businesses and engaging in short term work opportunities. A total income of USD6,187 was reported around their digital solutions. An example of a newly formed business formed during program implementation was Team Tech Bot, which made an estimated USD1,388 partnering with Natview Technology to deliver a government based website for the Kaduna State Rural Urban Water Sanitation Agency (RUWASSA).

185
Participants

50%
female
participation

2,818
Applications

97%
Retention Rate

USD33,437
Reported Gross Income



NAME:
NANA AISHA MURTALA

AGE RANGE:
18-25 YRS

STREAM:
PROGRAMMING AND
TECH

EXCERPT:

“The Program has challenged my creativity and logical thinking. Whenever I am given a project, I always put in my best, but I found out that my performance was average. I had to put in more planning, more ideas into my work just to catch up with the race. Click-On Kaduna is not just an average educational program. We get to have fun while learning. We also get to develop our professional skills that can be used in the real world”

Meet our Star Achievers

Nana Aisha is a graduate of Human Anatomy from Ahmadu Bello University Zaria. She also has a master’s degree in health economics. Her passion to switch into Information Technology led her to further study basic computer skills at Digital Bridge Institute Kano.

The competitive labour market was always a stumbling block to gaining full time employment. The change in career path posed significant challenges for her during her job search. She also tried to dabble into start-up businesses without success. She was about to engage in voluntary work with the Red Cross when the offer for Click-On Kaduna came.

Through the Click-On Kaduna program, she became proficient in web development especially the use of HTML, CSS, JavaScript and database to create solutions and portfolios across her passion for public work. She noted that the significant improvement in her creative and conceptual thinking especially working under pressure came from the Click-On Kaduna projects and assignments. As a result of the skills garnered in the programme, Nana Aisha is currently an IT Administrator with Zenith Bank Plc, one of the foremost banks in Nigeria.

She has also networked with really amazing people in the program with whom she shares common interests. Nana Aisha has been able to start up a company with her colleagues in Click-On Kaduna called She-Cycle.

They have an app that pays people in exchange for their waste which they use to grow the soldier fly as an organic fertilizer to grow yield. During the Aiki Hackathon Event themed: “Innovate for Kaduna”, they have secured their first grant from Natview Foundation.

Through the program, she was also able to start a public speaking club to help people practice their public speaking skills.



NAME:
MONDAY JAMES ABAH

AGE RANGE:
18-25 YRS

STREAM:
PROGRAMMING AND
TECH

EXCERPT:

“This programme has through its modules upgraded my knowledge, I now understand programming and the necessary language I need to accomplish tasks or projects. I plan to use these skills to earn money for myself so I can achieve the digital Nigeria of my dream”

Monday James Abah is one of our star achievers. He is 23 years old and a Senior Secondary School Certificate (SSCE) holder. Monday is one of our participants with special needs (amputee). He was employed as a computer operator at Redehub ng with the responsibility of tutoring students on basic computer knowledge. He tried numerous freelancing platforms but wasn't getting success due to lack of necessary skills.

Through the Digital Skills Programme, Monday now understands programming and is an intermediate skilled user of various programming languages and script such as PHP, JavaScript and AngularJS to achieve tasks and earn income. Through the program, Monday is now an approved freelancer with Fiverr (<https://www.fiverr.com/smartmikey>). His portfolio of work done so far can be found on his personal page: <http://smartmikey.rf.gd/>

Monday also got an opportunity as a part time instructor with Lexington Hub. Recently, he got admission to study accounting at the Kaduna State University.

Monday hopes to continue to use his skill as a freelancer to improve his income, Monday reported earning USD2,464 between December and January through his freelancing work and hopes to continue self-improvement to make sustainable income. He is currently also working on the 815 Skincare Products website.

Lexington Hub is a growing ICT hub targeted at providing digital skills and literacy to the residents of Kaduna to make them more employable. 815 Skincare Products was one of the partners during the Click-On Kaduna pilot program. It is a growing SME in natural organic skincare products and is looking for the opportunity to tap into the global marketplace to sell their products.

Monday is a Certified IBM User and Google Analytics User with focus on IoT, Block Chain, Artificial Intelligence and Web Development, GCP and Google Analytics.

He describes himself as a passionate coder ready to learn about technology and learning. He is a good team player, curious and enjoys tasks that challenge him to learn. He says "I do my best to stay on top of challenges and give no excuse. I believe in possibilities and like to make things excellent. I have a vision of a digital Nigeria."



NAME:
JEREMIAH TISAN GWAZA

AGE RANGE:
25-35 YRS

STREAM:
PROGRAMMING AND
TECH

EXCERPT:

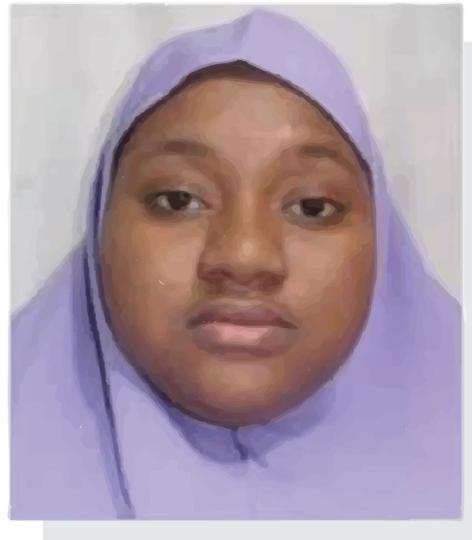
"This programme has through its modules upgraded my knowledge, I now understand programming and the necessary language I need to accomplish tasks or projects. I plan to use these skills to earn money for myself so I can achieve the digital Nigeria of my dream"

Meet our Star Achievers

Jeremiah is one of our star achievers. He holds a National Innovative Diploma in Multimedia Technology from Yahaya Hamza Institute of Technology, Mando, Kaduna. He studied Graphics Design, Printing and Publishing.

Through the Digital Skills Programme, Jeremiah has gotten 3 short term contracts in Australia, a student club website and a digital marketing gig to improve visibility of a printing/publishing house. He has set up and fully incorporated a graphics design company (Redesignz & Multimedia Ltd). He plans to use the platform to set up an ecommerce site for his graphics and printing works. He is excited with the new possibilities and opportunities he has gained from participating in the program. Jeremiah has reported a gross income of USD 3,760 as a result of the skills he has acquired from the training as he hopes to partner with more of his classmates as he progresses in his entrepreneurial journey. Jeremiah codesigned the branding for AikiDay and handled the prints and graphics element of the event which was highly successful. He currently signed a partnership agreement with Natview Technology to manage their branding portfolio.

Jeremiah hopes that Click-On Kaduna is here to stay and the participants will be provided with necessary mentorship support after the programme to continue their growth trajectory. He is excited and believes programmes like this connect the citizens to government because of the lasting positive impact the programme has brought to so many people in his class.



NAME:
HAUWA ABUBAKAR

AGE RANGE:
18-25 YRS

STREAM:
DIGITAL MARKETING

EXCERPT:

"Click-on Kaduna has done extremely well in providing a life changing experience and being the stepping stone for my career. I recommend that Click-on Kaduna be the supporting platform it already is, by helping me establish a solid network. Thank you!"

Meet our Star Achievers

Hauwa Abubakar is one of the inspiration stories from the programme. She was not gainfully engaged. She puts it better by saying: "Looking back, I can definitely see that I was very busy doing absolutely nothing, I was confidently achieving and celebrating the wrong goals and missing great stuff out there".

She describes herself as shy and lacking in self-confidence to excel in achieving high expectations.

Today, through the Digital Skills Programme, Hauwa describes herself as a result focused digital marketer with thorough understanding of Audio/Visual production, Business/Marketing Strategy, Content creation & Marketing, Consumer Behaviour, Google Analytics & Ads, Interactive technology and Mobile marketing. She has certified badges from IBM, SEM Rush, Google Digital Skills for Africa, Google Analytics and Google Ads.

Hauwa and Ugomma Orji both participants of the Digital Marketing stream worked under their group project activity(Jahuza Group) to jointly set up a content strategy business called Anything Advert NG and launched their first advertising video on twitter for a locally homemade juice packaging company. (<https://twitter.com/i/status/1210889075366014976>). They hope to push the content on their HyperEve YouTube channel (https://www.youtube.com/channel/UC9BCOjJFfoRfL_YsVhqObFg?reload=9) for advertising businesses and products by uploading quality contents consistently, boosting and analysing them using latest marketing and graphics software.

The Jahuza group, which Hauwa is part of; has also gotten additional branding short term work with Natview Foundation (<https://natviewfoundation.org>) to help repackage the website and build interactive content to gain visibility for the site. The group has worked on search engine optimization strategy and video content for the website which will be launched soon.

The programme has shown her the unlimited opportunities available in the digital marketing space and how best to tap that energy using simple and creative techniques that would seem extremely difficult and impossible to the average user.



NAME:
AISHA ABUBAKAR

AGE RANGE:
26-35 YRS

STREAM:
DIGITAL MARKETING

EXCERPT:

"I have learned to collaborate and work as a team. I now leverage on the expertise of others to build a more successful brand. I also re-branded my business and use the digital space to target the right paying clients!"

Meet our Star Achievers

Aisha Abubakar is one of the star achievers. She is a Computer Scientist turned Interior Designer from the Interior Design Institute UK, she has a Diploma in Business Innovation and Entrepreneurial Finance from Kaduna Business School. She is a 2019 Fellow of Tony Elumelu Foundation and a YALI Entrepreneur. Aisha is set to graduate from the Digital Skills Programme as an expert in Digital Marketing and Graphics

Aisha is employed and owns a business. She teaches at a primary school to pay her bills. Through the Digital Skills Programme she is now able to apply her digital skills to promote her business. She describes herself as a creative person with diversified knowledge, skills and experience in volunteerism, business, private and public sector.

As a result of the programme, Aisha is now conversant with Social Engine Marketing, Content Strategy, Email Marketing, Mobile Marketing, Social Media Marketing, Database and WordPress Development. She achieved certifications in Google Analytics for Beginners, Google Digital Skills for Africa, IBM Digital Nation Africa: Badges in Enterprise Design Thinking, Internet of Things and Artificial Intelligence and SEMrush Fundamentals, during the programme implementation and this has provided more visibility and reliability on engaging with clients.

For example, Aisha was able to get short term job contracts to (1) conduct a 3-month SEO plan for Pan-African Research Development International Consortium (PARDIC) which is yet to go live (2) develop a digital footprint for Royal Booking Hub (<https://web.facebook.com/royalbookinghub/>) by providing digital presence in facebook, twitter and instagram and also (3) designed a Logo for Zee Series Design. She reported earning a gross income of USD 600 as a result of using the digital skills she has acquired.



NAME:
ARNOLD NDUBISI

AGE RANGE:
26-35 YRS

STREAM:
DIGITAL MARKETING

EXCERPT:

"I think the only recommendation is for "Click on Kaduna" to create an enabling platform or environment where we can get jobs that allow practicing all that have been learnt. As the saying goes "Practice makes Perfect".
Thank You!"

Meet our Star Achievers

Arnold is a graduate of Chemical Engineering from Ahmadu Bello University and Kaduna Polytechnic where he bagged a Post Graduate Diploma and Higher National Diploma respectively. Arnold describes himself as currently unemployed and looking for opportunities to get a good paying job through the skills he has garnered.

He works as a part time Graphic Designer and a Project researcher for final year students in tertiary institutions within Kaduna state. As a result of the program, Arnold has gained knowledge around SEM, Content Strategy, Email Marketing, Mobile Marketing, Graphics, Social Media Marketing and World. He has gained certification from IBM and Google Analytics. He has also improved on his graphics skills which has attracted a number of clients and enhanced his quality of earnings as a result of the skills garnered. Arnold is very good at illustrations in 2-D designs especially using the WACOM tablets.

Through the program, Arnold has implemented a number of graphics gigs for SMEs in Kaduna and Abuja. Part of the SMEs include Adejoh Cakes in which he helped with packaging designs and logo development. Arnold reported a gross income of USD 432 as a result of skills he has acquired from the program. He says the program has impacted him so much in the area of seeing the whole new possibilities online.

Participants Comments and Testimonials



NAME:
Ibrahim Sani

STREAM:
Digital Marketing,
Graphics & Design

"The Last six (6) months have been eye-opening and interesting for me. I thought it was going to be an easy ride but I have learnt to work with teams from different backgrounds and different mind sets. It's an unforgettable experience because it taught me what exactly I need to learn, who to learn it from and how to learn it efficiently.

Through the program, I am now working as an intern with Natview Technology; using data science to solve health sector challenges in Kaduna State through the use of data. I have also had the opportunity to work with the Special Adviser on Creative Arts to the Kaduna State Government to develop a creative arts policy in the State. I have gained a lot of opportunities through the Digital Skills Program"



NAME:
Hauwa Abubakar

STREAM:
Digital Marketing,
Graphics & Design

"Honestly, it was not what I was expecting. It was uniquely different from the kind of training I have attended. The program was engaging and truly six (6) months intense. There were a lot of assignments and projects to support and hand hold us to achieve a lot.

Beyond the learning, the boot camps and soft skills development sessions were amazing. I was able to effectively learn and practice public speaking. I have now setup a digital advertising agency called Hyper Eve with my colleagues to roll out marketing campaigns for organizations wanting to achieve broader reach to target audiences and through this knowledge, I have been able to make some earnings from my newly acquired skill."



NAME:
Rukayya Sani

STREAM:
Programming & Tech

“Finishing Click-On Kaduna Digital Skills program is a huge milestone for me. This is because I had no experience in programming and tech. I also did not graduate with a B.Sc. in Computer Science since I majored with a degree in Microbiology.

The journey has been incredibly sometimes a bit stressful but through this programme, I have been able to add more value to my employers as I am currently managing a Government-based website and strategy.”



NAME:
Akeem Olawale Green

STREAM:
Programming & Tech

“My success story has been great. First, I have been able to start a business, a digital marketing agency. I have created a website for Kaduna State Rural Water Supply and Sanitation Agency from start to end for around \$1,000 through supervision from the instructors and teaching assistants. I have also formed a team with my colleagues on a program called chatbot where citizens can interact with the government. I have also gotten additional opportunities and contracts from 2 SMEs (fashion brand and a school).”



NAME:
Monday James Abah

STREAM:
Programming & Tech

“I remember when I knew nothing about programming and databases but now I am able to create and manage databases even at an organizational scale. It is really awesome how far I have come through this program.”

PROGRAM OUTPUTS & OUTCOMES



In order to objectively assess the potential impact and outcomes of the programme, it is very important to ascertain the position and base level of the participants prior to the programme intervention. This is important so as to get an accurate sense of participants' status prior to attending the programme and ensures that a comparison can be made with the end line status of participants following the program implementation.

The baseline level data was collected through a series of questionnaires specifically tailored to provide information on agreed indicators such as: (1) Employment & Income, (2) Skills & Accreditation and (3) Sensitization and Information; which was then administered to program participants during the Orientation Program.

The approach adopted was participatory with the team administering the questionnaire to all participants that attended the orientation training. The initial process was to ensure participants who were selected for the program completed the questionnaire online before the commencement of the program.

However, it was agreed that interaction with the participants would engender more accurate responses using both a questionnaire and focused group discussions approach.

The responses attached in Annex 5.1 give a complete overview of information from the primary source of data. A summary of results from the baseline questionnaire are provided in the figures and tables below.

Table 1: Digital Skills Programme Baseline Questionnaire Respondents

CLASSIFICATION	# OF RESPONDENTS	%
BASIC	97	60%
INTERMEDIATE	65	40%
TOTAL RESPONDENTS	162	

Source: Click-On Kaduna Digital Skills Programme Monitoring and Evaluation Baseline Questionnaire

A. Analysis of Baseline Questionnaire by Gender

Out of a total of 162 respondents which represents 90% of participants enrolled for the program, 88 (54.3%) respondents were male while 74(46.7%) respondents were female. These numbers indicate a good sample size representation with over 97% male respondents and 82% female respondents' representation.

GENDER	# OF RESPONDENTS	%
MALE	88	54%
FEMALE	74	46%
TOTAL RESPONDENTS	162	

B. Analysis of Baseline Questionnaire by State of Residence

A significant number (94%) of participants reported Kaduna state as their primary state of residence which indicated that most of the participants selected were indigenes of Kaduna. However, the data also shows a total of eight (8) other States were represented with an even spread of four (4) from the southern region of the country especially the south-south



geopolitical zone and four (4) from the northern part of the country with particular focus on the north-central zone. Participants from these states reported Kaduna as a secondary state of residence. The results indicate the general acceptance of the program by neighbouring states and also from states in the southern part of the country. It also indicates the passion of young people to gain digital skills for better income opportunities.

STATE	# OF RESPONDENTS	%
KADUNA	152	94%
CROSS RIVER	2	1%
KWARA	2	1%
AKWA-IBOM	1	0.6%
RIVERS	1	0.6%
ANAMBRA	1	0.6%
KATSINA	1	0.6%
KOGI	1	0.6%
FEDERAL CAPITAL TERRITORY (F.C.T.)	1	0.6%
TOTAL RESPONDENTS	162	

C. Analysis of Baseline Questionnaire by Employment Status and Type

The analysis of the employment status determined whether participants were engaged in productive employment. The questionnaire defined productive employment as participants being either employed, self-employment or other forms of employment at least 2 months prior to applying for the Program. It was, therefore, important to ascertain which participants were employed prior to programme commencement. As can be seen from the table and pie chart below, out of 70 (38%) participants who reported some form of employment, 23 (33%) participants reported as full time employees, 47 (67%) reported having some form of self-employment; of which 25 (53%) reported doing informal retail businesses, 10 (21%) responded as freelancers especially through component 1 (Click-On Kaduna E-lancing) program and another 12 (26%) reported having entrepreneurial businesses

with at least more than one employee as shown in the table below.

STATUS & TYPE OF EMPLOYMENT	# OF RESPONDENTS	%
PARTICIPANTS REPORTING EMPLOYMENT	70	38%
Of Which Full Time Employed	23	33%
Of Which Some other form of Employment	47	67%
- Of which informal retail business	25	53%
- Of which freelancers	10	21%
- Of which entrepreneurship	12	26%

D. Analysis of Baseline Questionnaire by Monthly Earnings

There were 67 out of 70 respondents, who reported as productively employed, disclosed their income with the data showing 91% of respondents receiving remuneration lower than fifty thousand naira (<US\$140) per month. While the other 9% reported monthly earnings of between fifty thousand naira and one hundred thousand naira (<US\$280) per month. Employment and income are critical milestones the programme aimed to track with average monthly income of participants a key indicator to be tracked before and after program implementation.

EARNING CATEGORY	# OF RESPONDENTS	%
PARTICIPANTS EARNING <=\$140	61	91%
PARTICIPANTS EARNING BETWEEN \$140 AND \$280	6	9%
AVERAGE PARTICIPANTS EARNINGS	67	

E. Analysis of Baseline Questionnaire by Professional Qualifications

Participants were also asked if they possessed any previous professional certification in Information Technology prior to joining the programme. This was designed to further gauge the level of skills as it relates to the program. The results as seen in the chart below show that out of the 157 respondents, only 32 (20.38%) participants answered yes to having a professional IT certification. However, when further asked to specify their certifications, only 12 participants were able to specify the professional certificates they had acquired.

PROFESSIONAL QUALIFICATION	# OF RESPONDENTS	%
REPORTED NO PROFESSIONAL QUALIFICATION	125	80%
REPORTED PROFESSIONAL QUALIFICATION	32	20%
- Of Which Specified Certifications	12	38%
Total Respondents	157	

F. Analysis of Baseline Questionnaire by Knowledge of Programming & Tech

To further drill down to the specific streams, participants were asked if they had participated in any previous training on Programming & Tech. Although only about 90 respondents from the Programming & Tech stream were expected to answer the set of questions, a total of 156 participants responded and only 28 participants (17.9%) reported having attended some form of training in Programming & Tech prior to this programme. This data analysis was important because it showed only a few participants had knowledge of the stream and also that there were participants in the digital marketing, graphics and design stream that had knowledge of programming, but wanted to have an understanding of a separate stream.

KNOWLEDGE OF PROGRAMMING & TECH	# OF RESPONDENTS	%
HAD KNOWLEDGE	28	18%
NO KNOWLEDGE	128	82%
Total Respondents	156	

G. Analysis of Baseline Questionnaire by Knowledge of Digital Marketing, Graphics and Design

Participants were also asked if they had participated in any previous training on Digital Marketing, Graphics & Design prior to this program. While the set of questions were meant for the Digital Marketing, Graphics and Design stream, 155 participants responded with only 24 (15.4%) reporting that they had participated in a similar program.

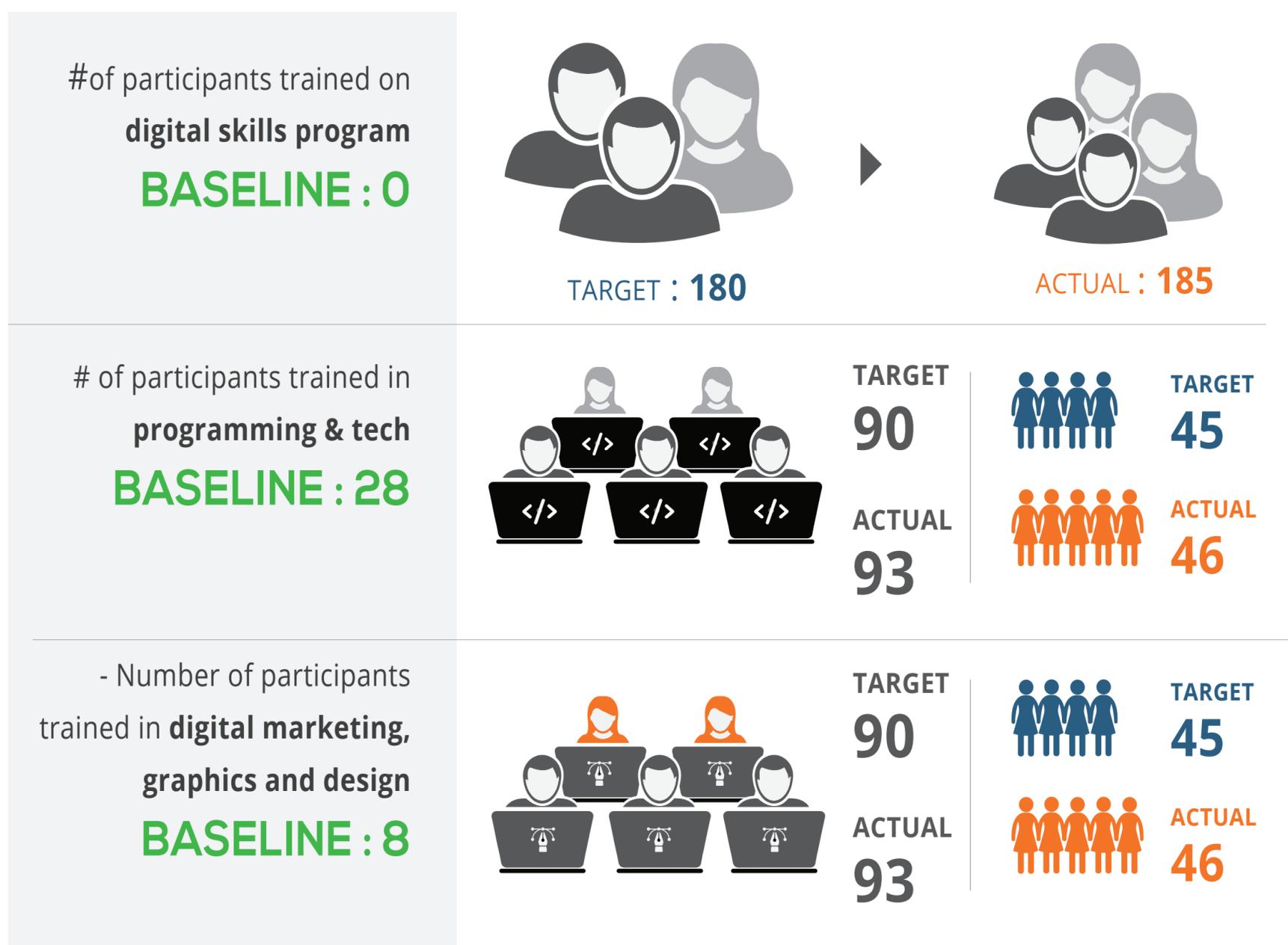
KNOWLEDGE OF DIGITAL MARKETING, GRAPHICS & DESIGN	# OF RESPONDENTS	%
HAD KNOWLEDGE	24	15%
NO KNOWLEDGE	131	85%
Total Respondents	155	

The program was successful in delivering intermediary outcome results and outputs which highlights the importance of human capital development as an avenue for improving the quality of lives of the citizenry especially the youthful demography. Even though the impact cannot be fully measured immediately upon the completion of the program, a remarkable increase in income for the participants was seen. Above all, participants were seen to grow within this period to be self-confident, reassured and entrepreneurial compared to when they started the program.

The key results of the program are highlighted in the following indicators while a more detailed M&E data sheet can be found in Annex 4.2:

Percentage of total Participants in formal employment

Out of a total of 180 participants, 39% were able to get into formal employment activities either as full time employed or through paid internships as a result of skills gained from the program. This was an increase by a factor of 3 compared to the baseline of 13% which shows the program was effective in improving skills quality. However, it is important to also understand that the percentages are not the final figures as participants are still involved in engagements with potential employers across different stages which indicates that the number may increase from the current percentages. Outcome level indicators usually take a longer period to assess after the completion of a program. Hence, we will be further tracking the participation to see if there are potential change in the status of formal employment.



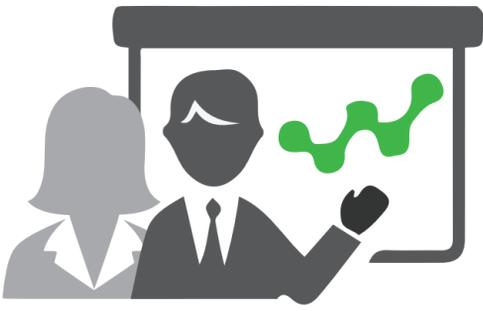
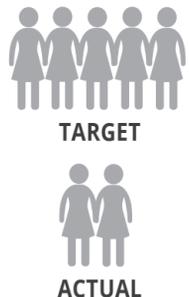
Number of Participants who completed the Digital Skills Program

Under this indicator, all of the 185 participants completed the program. These include the 179 participants who started and completed the program across the whole cycle and 6 replacement participants from the waiting list who joined the program at a later stage, but completed the program. This indicates the high acceptability of the program as shown in the table below.

<p># of participants awarded digital skills programme certificates</p> <p>BASELINE : 0</p>		<p>TARGET 180</p> <p>ACTUAL 185</p>
<p># of participants trained in programming & tech</p> <p>BASELINE : 28</p>		<p>TARGET 90</p> <p>ACTUAL 92</p>

Number of Instructors and Teaching Assistants Engaged

A total of 17 instructors and 10 teaching assistants were engaged to deliver the program for both streams with 5 female instructors and 2 female teaching assistants. All the targets for instructors and teaching assistants were achieved except for the female component for the teaching assistants which was not achieved due to quality assurance considerations where we focused on picking the best supporting assistants from a pool of applications received as shown in the table below:

<p>Total number of instructors/trainers engaged</p> <p>BASELINE : 0</p>		<p>TARGET 10</p> <p>ACTUAL 15</p> 
<p># of participants trained in programming & tech</p> <p>BASELINE : 28</p>		<p>TARGET 10</p> <p>ACTUAL 10</p> 

Number of Participants trained on Digital Skills

Out of a total of 180 participants, 39% were able to get into formal employment activities either as full time employed or through paid internships as a result of skills gained from the program. This was an increase by a factor of 3 compared to the baseline of 13% which shows the program was effective in improving skills quality. However, it is important to also understand that the percentages are not the final figures as participants are still involved in engagements with potential employers across different stages which indicates that the number may increase from the current percentages. Outcome level indicators usually take a longer period to assess after the completion of a program. Hence, we will be further tracking the participation to see if there are potential change in the status of formal employment.



of female participants in formal employment



BASELINE
3
TARGET
46
ACTUAL
15

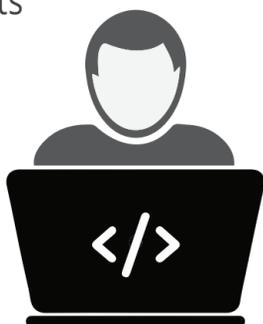
of participants trained in digital marketing, graphics and design



BASELINE
3
TARGET
46
ACTUAL
15



of participants in freelance employment



BASELINE
10
TARGET
54
ACTUAL
53

of participants entrepreneurship



BASELINE
12
TARGET
36
ACTUAL
25

Average Monthly Income (\$) of Total Participants

A total of 185 participants were trained on the two streams out of a target of 180. This was a result of the inclusion of 5 student monitors from the Planning and Budget Commission which were integrated to track implementation of the program. Out of the 185 participants, 93 were from programming and tech stream while 92 were from digital marketing, graphics and design as shown in the table below:



Total Income generated by Participants



BASELINE
N/A

TARGET
N/A

ACTUAL
\$33,437

Total Income generated by female participants



BASELINE
N/A

TARGET
N/A

ACTUAL
\$9,966.11

Percentage of Participants with Professional Certifications following completion of Digital Skills Programme

All the 180 participants that enrolled for the program obtained certifications through our partnership with IBM, SEM Rush and a host of certifying bodies with participants having at least 1 certification during the program implementation. An exceptional participant with the most professional certificates was a female participant with 54 certifying exams from IBM platform as shown in the table below:

% of participants awarded other professional certification following Digital Skills Programme



BASELINE
6%

TARGET
50%

ACTUAL
100%

% of female participants awarded other professional certification following completion of Digital Skills Programme



BASELINE
6%

TARGET
50%

ACTUAL
100%

LESSONS LEARNED



A number of lessons were learned as a result of the pilot roll out of the program. One of the key lessons learned is that developing a digital skills program in an FCV area requires effective planning to drive inclusion especially for young women who are mostly marginalized in accessing opportunities to enhance their income.

Also, the fragile nature of such communities increases risk of planning especially as it relates to the health and safety of participants, instructors and managers of the program. Disruption of program calendars can be regular due to the fragile nature of such communities. While the program delivered on providing employability and improving the quality of life of the participants through improved income generation, the lack of infrastructure and high overhead cost especially for electricity can make scaling out the program difficult. Nevertheless the program had the opportunity to reach a large number of young people and equip them with the right skills required by industry. The lessons learned are provided below:

During the call for applications and selection review process, a number of lessons were learned which contributed to the success of the program. These have been further codified as follows:

L1.0: A well planned and detailed Selection Methodology will often lead to enhanced Retention Rates.

The call of applications and selection methodology were detailed and well planned with stipulations on the potential number of applications, quality of applicants required and the requirements for the video review process. The detailed nature of the selection process provided the foundational structure for the success of the program. For example, given the enhanced planning and implementation of the selection process, we were able to achieve 96% retention rates with a significant number of participants completing the 6 months program without dropping out of the program. This could be traced to the selection of the right participants with the required commitment to achieve the learning outcomes under the program.

L2.0: To get the right selection mix, it was important to at least triple the sample size so that the program was well covered regarding selection criteria due to eventual drop-outs from prequalified lists.

Once the selection process had been concluded, and pre-qualified candidates selected, it was important to triple the sample size so as to ensure that there was no selection challenge as a result of a limited number of qualified candidates due to a number of reasons such as (1) participants dropping out of contention as a result of external factors, (2) participants not showing up to pick up admission letters or (3) suitability of candidates does not meet the selection criteria of program sponsors, etc. During the selection process, we created 3 groups of potential candidates

with the same number as the target sample size of 180 candidates (i.e., 540 candidates) to prepare for worst case scenarios. While the uptake of admissions by the candidates was impressive (i.e., 93%), it was easier to select from the pool of waiting list candidates for those who did not pick up their admission offers. Also, when we wanted to add more representations from secondary school dropouts, it was easier to refer to our selection groups to pick candidates with those requirements.

L3.0: To achieve the program's focus on female participation, it was important that the selection process be gender focused by ensuring that we lower barriers that limit the participation of women especially cultural norms and entry criteria for young women.

As part of the program design to ensure 50% female participation, it was important to lower the entry barriers for female participation. This included ensuring that the selection criteria was flexible to support the participation of women. Through our application process and selection review, we considered cultural norms that inhibit participation of young women to the program and introduced optional essay submissions instead of video submission for young women who are averse to making video submissions. The entry points for women were reduced to 5 points, instead of the 7 points for male participation, to enhance and increase the chance of women being considered. This contributed to the achievement of the 50% target for female participation.

L4.0: To achieve traction on registration numbers from potential candidates, there was a need to open various engagement platforms to engage with candidates and provide continuous support structure to enable and encourage registrations on the program website.

In order to achieve a significant registration pool, it was important to plan for applications on the program website by creating multiple engagement platforms that allowed candidates to reach out in the event of difficulties during registration. We were able to achieve 2,818 applications within 1 month due to the multiple engagement platforms created. During the registration period, the implementation team set up a (1) dedicated phone for resolving application issues, (2) dedicated email service for attending to application issues (3) information sessions designed to provide participants with troubleshooting support for registration.

L5.0: Application forms should be designed with simplicity in mind; where this cannot be achieved then an explainer or how-to videos should be developed to guide candidates on how to apply for the program.

In order to gain a large number of applications, it is important that the application form on the program website be designed to be simple to use and very easy to make submissions. While this cannot always be achieved, it is necessary to include an explainer video to guide interested candidates on how to apply. This is very important as during our application process, a number of candidates were initially discouraged from applying for the program until an explainer video was included. We experienced an increase in the number of applications as a result of the explainer videos.

L6.0: Any program with focus on female participation and results delivery must address the issues of inclusion with proper program design based on the local context.

Learning digital skills is more effective when consideration is given to gender inclusion issues during program design. Once limitations such as cultural norms and entry barriers that limit the participation of young women are factored in, it is easier to design a skills program to cater for these limitations. During our implementation, we planned the program with gender inclusion issues in mind by (1) creating a safe space through female only classes to facilitate self-expression for young women as mixed classes within the northern cultural context tend to limit female participation, (2) allowing female participants to come to class with their babies where there was a dedicated crèche setup to cater for nursing mums.

L7.0: A well planned application and selection process often leads to better retention rates.

A well thought out application and selection process for participants often leads to improved quality of participants. The entire process of application and selection needs to be fully designed and implemented to achieve the required retention rates. Through a detailed implementation of the application and selection process, we achieved a 96% retention rate with a significant number of participants completing the 6 months program without dropping out. This can be traced to the planning phase where the right participants, with the required commitment, were selected to achieve success under the program.

L8.0: A skills demand level survey is the first process in developing and implementing a curriculum so as to address the skills quality problems that the industry faces.

To implement a successful digital skills program, it is important to ensure that there is validation from industry on the kind of skills required. This process will ensure that an effective curriculum is developed with compelling needs addressed.

The process of developing a curriculum needs to be inclusive integrating the tech ecosystem with academia as part of an iterative process for developing a curriculum that is a best fit. It is very important to understand the jobs market and readily plan for an approach to engage on those terms.

L9.0: An effective communications strategy leads to acceptance and enhances partnership potentials on any skills program implementation.

An effective communications strategy uses an integrated marketing approach by combining both traditional and non-traditional mediums to publicize the program. While digital mediums, through the use of social media, generate public awareness and provide targeted marketing especially for social media savvy users, traditional media such as radio tend to convert interested users into active leads. It also helps in solidifying local and international partnerships.

L10.0: Learning needs to be engaging and motivating to drive retention. There is a need to gamify learning and introduce soft skills development and lifelong learning.

Everything matters when planning for activities under a skills program. From class size to boot camp training and other soft skills development, it is important to ensure that learning is fun and engaging to retain heightened interest. For example, the class size enhances learning. Through our maximum class size of 25 participants, we were able to offer personalized learning which contributed to the success of the program. To make learning effective, it has to be engaging and exciting in order to drive and sustain interest. Gamifying learning is key to success, while lifelong learning provides the best value addition and social reputation to succeed in a dynamic digital economy.

L11.0: Building partnerships not only prepares participants for better opportunities but also strengthens the local tech ecosystem.

Partnerships are critical in building the right connectivity with industry. By building local and international partnerships, the program gains more recognition and acceptability and organizations tend to associate more closely with the program. Another advantage of partnering with both industry and local hubs and training institutions is that it strengthens the collaboration and engagement within the local tech ecosystem and serves as a point for engagement and innovation. Building sustainable partnerships around ecosystems helps in connecting training to employment opportunities.

L12.0: Planning for infrastructure and supporting services is critical to ensuring that the program is successful.

It is important to create an enabling environment for effective learning to achieve desired outcomes especially in situations where critical infrastructure is usually challenged. Program planners need to focus on planning for electricity and utilities, internet provision and supporting staff to handle overhead costs. While this adds to the overall cost of program deployment, it is an important consideration that ensures an enabling environment is created for the program to thrive.

L13.0: The Learning Management System (LMS) provides an effective way for implementing the curriculum, delivering courseware, tracking lesson outcomes and assessments.

The LMS is an important tool that enabled us to effectively track the delivery of course materials, deliver assessments and aptitude tests, track course evaluation feedback and also track the progress of participants during the program implementation. The LMS ensured that we not only track assessments as a quantitative performance framework but also as a behavioural assessment which enabled us to better support participants to achieve their goals.

CONCLUSIONS & NEXT STEPS



As described throughout the various sections of this final report, “Click-On Kaduna Digital Skills Program was very successful in achieving its program objective and was described by the Governor of Kaduna State, Malam Nasir El-Rufai as the “best skills program implemented in the State”. The program was successful in creating the necessary momentum for leapfrogging youths into the digital economy and placing the state as a possible destination for technology innovation.

Through the program, the tech ecosystem was seen to strengthen through connecting with hubs, training institutions, government agencies and local & international IT companies. This connectivity contributed to the creation of opportunities for both participants and the broader tech ecosystem in the state. We hosted the first technology recruitment day event for 200 software developers in partnership with Andela and Outsource Global, renowned global ICT organizations.

The program had a very high acceptability rating with 98% of participants rating the program as very successful and crediting the program with the increase in their income due to the skills gained. Some of the results achieved as shown in Section 3. 5 include:

- 97% retention with 179 out of 185 participants staying full term to successfully complete the program. An additional 2% (4) participants obtained better job opportunities during class activities.
- The program partnered with 17 organisations with some globally recognized brands such as IBM, WACOM, UPWORK, APTECH, ANDELA and OUTSOURCE GLOBAL reviewing and validating the program curriculum.
- The program created both formal and informal opportunities for 82%(149) of participants. It created opportunity for full-time employment, internships, freelance opportunities and entrepreneurial activity after the conclusion of the program.



Next Steps

Given that the Click-On Kaduna Digital Skills program was a pilot scheme which was successful, it is important to address the issues around sustainability and scalability. As possible next steps for the implementation of future digital skills program, it is important to ensure that:

- There is a plan for continuum in the support given to participants in the form of mentorship so as to continue their growth as they transition to using digital skills for better economic opportunities.
- There is a need to continue to build on the partnership framework with industry and the local tech ecosystem so as to sustain the program especially for governments interested in using digital skills as a tool for building human capital development and positioning as a player in the digital economy.
- There is a need to provide access and affordability of devices and internet connectivity to drive the outcomes of digital skills and ensure scalability of any digital skills program. Once the right infrastructure is put in place, it is easier to scale the program to achieve the necessary impact.
- To achieve scale, there is a need to leverage digital technology especially cloud based training and assessment framework that connects youths to opportunities via virtual job fairs, open job events, etc., which are industry demand driven skills and customized programs.



ANNEXES

Syllabus

The curriculum guide provided a 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 would 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 skill sets 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 to explore entrepreneurship and start up ideas through linkages with the KADSTEP programmes and the digital entrepreneurship track.

The curriculum track focused on using blended learning where a combination of instructor based and self-paced learning were mixed with industry experience through a Monthly Guest

Lecture Series inviting top IT entrepreneurs and experts to share experience in the knowledge domain areas.

IMPORTANCE OF THE CURRICULUM ROADMAP

The curriculum track served as a specialization path for students, ensuring that content delivery and modules were prepared by instructors in such a manner that they were well structured and designed to achieve pre-determined learning and behavioural outcomes. This also provided learning paths and tasks that had to be successfully completed to master any of the identified streams.

This was preceded by the collection of baseline and end line feedback to identify necessary skill sets to be gained and for improvement of content delivery of modules. Each stream was divided into Modules, with each module geared towards achieving a set of predefined skills and learning objectives.

STRUCTURE OF THE CURRICULUM ROADMAP

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

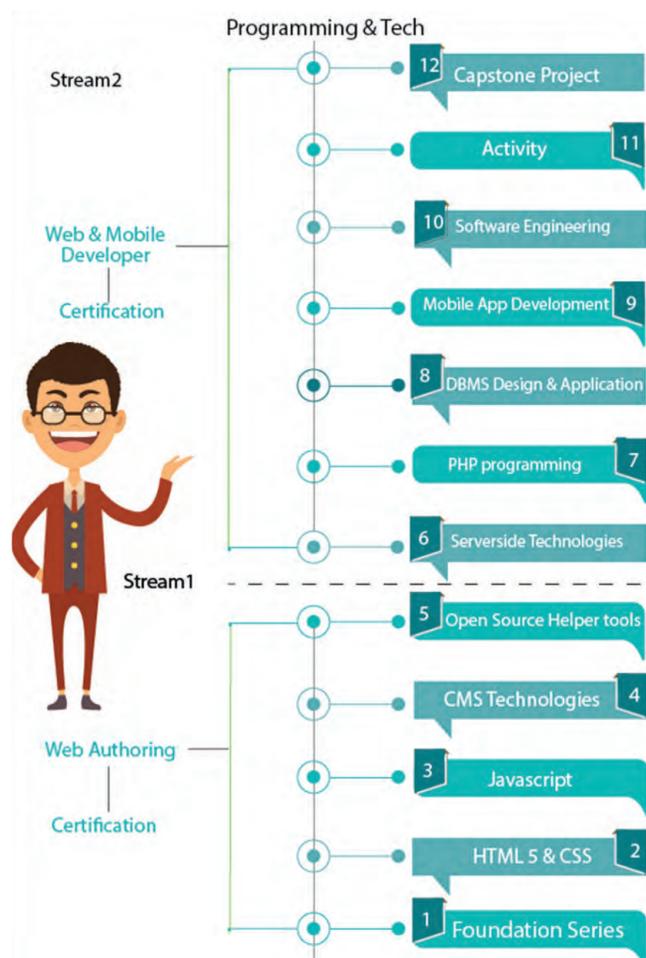
Also, in order to gain a lifelong learning experience, we planned a guest lecture series towards the ending of every month to bring experienced and successful IT experts and entrepreneurs who have excelled in the field of digital skills to share their stories and counsel students on potential career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

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

STREAM 1: PROGRAMMING & TECH

The Programming and Tech series was designed to build core competency for using web authoring content management platforms like WordPress, Joomla or Drupal whilst getting intermediate competency on developing web and mobile based solutions using the latest web authoring programming language like HTML5, CSS, PHP/MYSQL, Angular JS and JavaScript to deliver web and mobile solutions required by industry players.

Students who completed this series became proficient in developing web and mobile app solutions while also managing and developing rapid web applications through well-known content management platforms like WordPress, Joomla or Drupal.



LEARNING OUTCOMES

LEVEL 1: WEB AUTHORING SERIES

Main Objectives

At the end of the training exercise, students were 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.

The level 1 series built on manual coding skills to teach students how to develop web documents using new elements, attributes and selectors introduced in HTML5. Once base skills were introduced, students were also introduced to developing rapid web application content management websites or blogs using WordPress to deliver high end quality websites.

Student Achievements

- Create Web pages using the HTML5 structure elements, embed video and audio, and develop cross-browser user-input forms.
- Use CSS3 to position and format content, and to create effects such as transformations, transitions and animation.
- Learn basic JavaScript coding, and use HTML5 APIs (application programming interfaces) to extend the functionality of Web pages with modern features such as geolocation, drag-and-drop, canvas and offline Web applications.
- Learn techniques for code validation and testing, form creation, inline form field validation, and mobile design for browsers and apps, including Responsive Web Design (RWD).
- Install word press with the theory of content management. Learn about posts, pages, forums, themes and plugin management in WordPress.

All courses offered case studies for class discussion about real-world skills applications and job-related topics. Guided, step-by-step labs provided opportunities to practice new skills. Students could further challenge themselves and review skills after each lesson in the Lesson Summary and Lesson Review sections. Additional skill reinforcements were provided in Activities, Optional Labs, Lesson Quizzes and a Course Assessment that were available on the eLearning platform.

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 Styling web pages 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
- 5.3 Hosting of Project 2.8, 3.5 and 4.6

LEARNING OUTCOMES

LEVEL 2: WEB & MOBILE DEVELOPER SERIES

The web & mobile developer series was a continuation of the web author series which was designed to further advance the concept of web and mobile application development on a server side technology. At the end of the level 2 series, students were able to develop web and mobile solutions whilst using software engineering and project management principles to ensure the solutions deployed were scalable and usable. Also, student learned vendor neutral database management solutions using Structured Query Language (SQL), database optimization through normalization and various DBMS like MySQL, DB2, Oracle Database, MS SQL

COURSE CONTENT

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
- 7.4 Arrays & Hashes in PHP
- 7.5 Subroutines in PHP
- 7.6 File input and output in PHP
- 7.7 Packages and Modules in PHP
- 7.8 Object Oriented Programming in PHP
- 7.9 Debugging PHP Programs
- 7.10 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

STREAM 2: DIGITAL MARKETING, GRAPHICS & DESIGN

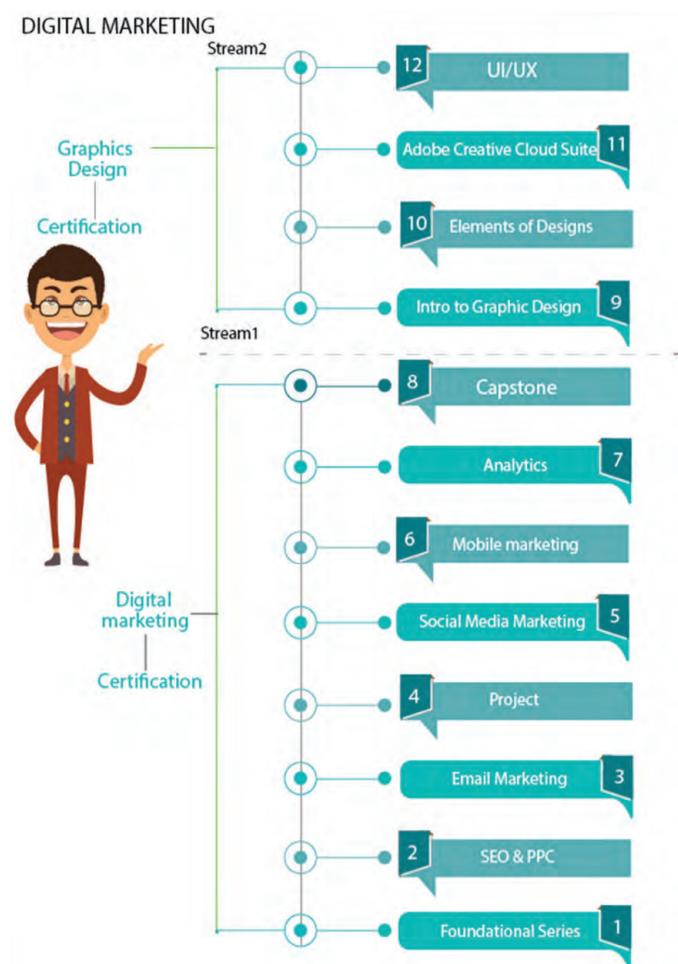
The Digital marketing, Graphics & Design stream was a combination of marketing skills with brand graphic design and positioning to attract more potential clients in a highly sought out marketplace demanding this kind of skill sets to make actionable impression in a more globally driven marketplace.

Students who completed the digital marketing series would be able to harness the power of digital marketing as a core driver for reaching out to more people across a targeted demography than when compared to traditional marketing. Students became proficient in using different channels for Business to Consumers (B2C) and Business to Business (B2B) impression which will provide a competitive edge to clients who adopt a digital marketing approach.

LEVEL 1: DIGITAL MARKETING

Main Objectives

At the end of the training exercise, Students understood the foundations of social media technologies and various digital communication tools to engage consumers. They learned how to use social media in a business setting and how to boost brand recognition and achieve organizational goals. Students also learned how to build digital marketing strategies and tactics, build and manage campaigns, and develop social media content. They learned about major social media platforms, as well as when and



how to utilize each platform correctly in business to achieve organizational goals and strategies. Students also learned how to build social media strategies and tactics. The course taught how to plan, develop, promote, deliver, present, and analyse social media activities. They learned about how risks, reputation, crisis response, advertising and promoting are managed and maintained. The course also instructed students on how metrics, analytics, reporting and social media optimization drive business goals and strategies.

Student achievements:

- Understand how to create a social media campaign, and how to analyse and present data in order to address organizational issues and make appropriate business decisions.
- Learn how social media is used in a business setting, and how to use digital marketing tools to boost brand recognition and achieve organizational goals.
- Learn the foundations of social media technologies, communication methods and how to engage consumers using various tools.
- Learn about major social media platforms, when and how to utilize each platform correctly in business to achieve organizational goals and strategies.
- Learn how risks, reputation, crisis response, advertising and promoting are managed and maintained. Understand how metrics, analytics, reporting and social media optimization drive business goals and strategies.

All courses offered case studies for class discussion about real-world skills applications and job-related topics. Guided, step-by-step labs provided opportunities to practice new skills. Students could further challenge themselves and review skills after each lesson in the Lesson Summary and Lesson Review sections. Additional skill reinforcements were provided in Activities, Optional Labs, Lesson Quizzes and a Course Assessment that were available on the eLearning platform.

COURSE CONTENT

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 & Communications

LEVEL 2: GRAPHICS DESIGN

The graphic design was an extension of the digital marketing course providing students with skills to use various software applications such as Illustrator and Photoshop, web design, image editing, drawing and graphic animation. The course prepared student in advertising and marketing industry demonstrating a thorough understanding of the elements of graphic design, be able to read, understand and communicate in the language of graphic design. 3. Use technology such as Photoshop, Illustrator, and InDesign to perform various design works from posters, infographics to eBooks and business cards. Students will learn to demonstrate positive work behavior and will learn to solve problems using critical thinking.

Student were further taught the principles of UI/UX as a central approach to designing user interfaces, with particular emphasis on creating user interfaces for mobile devices. Students studied how to apply essential usability concepts, including clarity, ease of use, simplicity, and detectability. They also learned how information obtained from the client, sales, and marketing can be utilized to design and develop compelling visual experience for multiple platforms, including mobile, tablet, and desktop.

In addition, students learned more about wireframes, color schemes, tones, design templates, formatting, and typography. The course built on their abilities to implement user analysis techniques, usability testing procedures and the vital role of testing to delivering professional User Interfaces. Finally, students studied branding design considerations and responsive design implementation in relation to the user interface design.

COURSE CONTENT

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

VIRTUAL ECONOMY THROUGH E-LANCING

The virtual economy curriculum series was designed to introduce our participants to the concept of the virtual economy especially as it relates to Freelancing (i.e., using their skills on the online job marketplace to make income). This concept was based on the assumption that our participants had obtained a minimum level of skills required to participate in both local and global freelancing platforms.

Student who completed this series became proficient in creating their profiles, negotiating with a client on tasks through freelance platforms, were able to set up their payment platforms and receive or retrieve funds in Nigeria and developed a specific skill-set regarding Business Skills, Creative and IT Skills. They also participated in a hands-on workshop for our participants to start working online.

The virtual economy is primarily focused on exchanges of virtual goods, currencies, links, digital labour, and professional services especially as it relates to microwork and elancing.

LEARNING OUTCOMES

LEVEL 1: VIRTUAL ECONOMY SERIES

Main Objectives

At the end of the workshop, Participants were able to apply, use and understand the concepts of freelancing as a platform to gain additional income especially as it relates to using their skills in

the online job marketplace.

The level 1 series built upon their acquired skills to teach participants how to create their profiles, negotiate with clients around pricing and milestones, set up payment platforms for receiving and retrieving funds in Nigeria, how to prospect for leads, contract management and how to build a referral and testimonial framework to gain more clients.

Student achievements:

- Create a personal brand and build their professional identity online to gain more work opportunities. Use online resume builders to build their CVs and also learn to network online using LinkedIn.
- Learn about the virtual economy and different kinds of opportunities in the local and global freelancing platforms.
- Learn techniques for achieving success in E-lancing especially as it relates to Profile setup, prospecting for leads, pricing strategies, contract management and setting up testimonials.
- Gain experience from local freelancing platforms on the requirements to success as a freelancer.
- Build & Integrate Lab Sessions into the E-Lancing Training.

The series was wrapped up with an experience sharing session where local freelancing platforms were involved in sharing steps to success. A practical, hands-on session on Upwork platform was also initiated during the workshop series and a CV writing clinic was included.

COURSE CONTENT

21.0 VIRTUAL ECONOMY PREP TALK

- 21.1 Experience Sharing: How to Succeed as a Freelancer: Upwork Experience Sharing

22.0 PROFILE MANAGEMENT & CV WRITING SKILLS

- 22.1 Understanding your Personal brand and building a Professional Identity
- 22.2 Building your Resume: CV Writing and Connecting to Job Opportunities using LinkedIn
- 22.3 Using online Resume Builders to build your CV: Novo Resume
- 22.4 Getting Started with Networking on LinkedIn and Professional Networks (Cold Marketing)
- 22.5 Creating & Packaging of Portfolio/Directory of Work(s) Done
- 22.6 Preparing for Interviews to Excel

23.0 UNDERSTANDING THE VIRTUAL ECONOMY

- 23.1 Introduction to the Virtual Economy
- 23.2 Type of Jobs in the Virtual Economy: Microwork, Freelancing, Gig Economy, Remote work
- 23.3 Freelancing Opportunities as a pathway to jobs: Introduction to local and Global Freelancing Platforms
- 23.4 Most on-demand skills in the Freelance Space.
- 23.5 Work Ethics
 - 23.5.1 Understanding the Culture of Clients and Terms of Service
 - 23.5.2 Time Management
 - 23.5.3 Communications & Professional Conduct
 - 23.5.4 Non-Disclosure Clause & How to Protect yourself

24.0 DEEP DIVING INTO THE WORLD OF E-LANCING

- 24.1 Planning for Success on E-lancing platforms: Upwork as a case study
- 24.2 Structure of E-lancing work
- 24.3 Identifying your niche
- 24.4 Step 1: Profile Management and Skills Portfolio: Building a Great Profile & getting high quality Job Success Scores
- 24.5 Step 2: Pricing Strategies: Setting up your payment channels and negotiating for work through your pricing strategies
- 24.6 Step 3: Prospecting for Leads: Finding Work & Submitting your proposals.
- 24.7 Step 4: Contract Management: Doing the work & getting paid
- 24.8 Step 5: Setting up your Testimonials and Referral System for Success
- 24.9 Step 6: Achieving High Flier Miles: How to get to the Talent Cloud Platforms (Teams)/ Career Path in Freelancing

25.0 VIRTUAL ECONOMY WORKSHOP

- 25.1 Hands-On Practical Pilot Approach to Freelancing Platforms: Creating dummy tasks to improve Job Success Score: Agency Account for Dummy Tasks and Best 10
- 25.2 Local Freelancers' Presentation Day

M&E Data

OUTCOMES

Key Performance Indicators	Baseline	Target	Actual
% of total participants in formal employment	13%	50%	39%
Number of total participants in formal employment	23	71	90
Number of female participants in formal employment	3		
% of total participants in online freelancing employment	6%	30%	15
Number of total participants in online freelancing employment	10	54	29%
Number of female participants in online freelancing employment			53
% of participants awarded other professional certification following Digital Skills Programme	N/A	180	185
% of female participants awarded other professional certification following completion of Digital Skills Programme	N/A	90	92
% of instructors/trainers training students following completion of Digital Skills Programme	N/A	80%	100%
Number of instructors/trainers training students following completion of Digital Skills Programme	N/A	10	15
Number of female instructors/trainers training students following completion of Digital Skills Programme	N/A	5	5
Average monthly income (\$) of total participants	<US\$82	N/A	US\$185
Average monthly income (\$) of female participants	<US\$68	N/A	US\$ 150

OUTPUTS

Key Performance Indicators	Baseline	Target	Actual
Number of participants trained in programming & tech	0	90	93
Of which, number of female participants trained in programming & tech	0	45	46
Number of participants trained in digital marketing, graphics and design	0	90	92
Of, which number of female participants trained in digital marketing, graphics and design	0	45	46
Number of participants awarded digital skills programme certificates	N/A	180	185
Of, which number of female participants awarded digital skills programme certificates	N/A	90	92
Number of participants with portfolios following completion of marketing, graphics and design stream	N/A	90	87
Number of female participants with portfolios following completion of marketing, graphics and design stream	N/A	45	43
Number of participants completing recommended tests in programming & tech stream	N/A	90	93
Number of female participants completing recommended tests in programming & tech stream	N/A	45	46
Number of collaborative partnerships with industry players in technology ecosystems secured (measured via internships & formal employment)	0	5	13
Number of youths sensitized on the Digital Skills Programme (Social Media)	N/A	5,000	8,489
Number of youths sensitized on the Digital Skills Programme (Traditional Media, Print, Electronic etc)	N/A	4,000	12,000
Number of youths sensitized on Digital Skills Programme (Other means)	N/A	1,000	511
Total number of instructors/trainers engaged	N/A	10	17
Total number of female instructors/trainers engaged	N/A	5	5
Total number of teaching assistants engaged	N/A	10	10
Total number of female teaching assistants engaged	N/A	5	2
Overall participants' level of satisfaction for Digital Skills Programme	N/A	90%	98.88%

Key Performance Indicators	Baseline	Target	Actual
Participants level of satisfaction for Digital Skills Programme (Trainer Quality)	N/A	90%	98.88%
Participants level of satisfaction for Digital Skills Programme (Teaching Aids)	N/A	90%	99%

Sample Syllabus and Learning Management System

4.4.1 Sample Syllabus

A sample structure of the syllabus used for learning was designed to ensure interactive participation and engagement. Each of the courses were driven by lesson outcomes which were heavily driven by project work, group course work and hands-on practical sessions through the use of a Learning Management System which supported the instructors in tracking performance.

An example of the Digital Marketing syllabus and lesson plan from Module 2 is provided below:

MODULE 2:

CONTENT STRATEGY, SEARCH ENGINE OPTIMISATION (SEO) & PAY PER CLICK PLATFORMS (PPC)

Course Description:	Objectives
<p>The Search Engine Optimization module examines the various tactics for enhancing a website's position and ranking within the search engines.</p> <p>The module covers the key concepts and terminology used within the field of SEO and equips marketing professionals with the technical knowhow, understanding and insight to build and maintain an effective SEO strategy.</p> <p>You will learn about the range of specialist tools that are available to help common search engines find, view and rate websites. With this in mind, you will learn about on page optimization techniques and understand the process of effective keyword research and selection.</p> <p>PPC</p> <p>Participants will learn how Google AdWords work, what pay per click means, the importance of correctly setting an AdWords budget, how to select keywords and set up ad groups, how to design a compelling ad, and how to make adjustments to increase success</p>	<p>The course will help you teach participants how to:</p> <ul style="list-style-type: none"> - Apply engaging techniques that draw readers to web pages - Plan what to write to reflect their web hierarchy - Create engaging content, including catchy headlines - Enhance their writing with other forms of media - Make their writing accessible to a variety of readers - How to develop your target keyword list, - Optimize your website UX and design - Execute a link building campaign <p>PPC</p> <ul style="list-style-type: none"> - Define Google AdWords and pay per click - Set up keywords lists and groups - Find tracking and statistical information - Describe conversions from click throughs - Decide whether they will write their own ads or enlist help

PART A: CONTENT STRATEGY

In this section, Students were introduced to the art of content. Content is the core of all marketing activity. They learned how to plan content marketing, how to develop content that works well for a target audience and how to measure its impact. The courseware included:

(i) Plan Your Content: A marketer has a message and that message has to be communicated through a great content. In this lesson, you will plan how to plan and organize your content.

(ii) Creating Content: In this lesson, you learn the power of storytelling, different frameworks you can use to tell persuasive stories and how to make the most of your content with curation and repurposing.

(iii) Distributing and Promoting Content: Students learn how to promote and distribute content and how to keep it all organized within a content calendar.

PART B: SEARCH ENGINE OPTIMIZATION (SEO)

In this section, Instructors focused on introducing students to the concept of Digital Marketing with illustrations from real life world examples. The content included:

(i) How Search Works?

In this session, you will teach participants how to execute a successful SEO strategy, you need to know how search engines work.

ii. Keywords

SEO needs to align with the keywords that matter most to your target audience. In this lesson, you will learn about keywords, how to choose the right ones for your objectives and how research can help you identify them.

iii. Onsite SEO. Optimize UX & Design

Learn how to optimize the UX and design of your site to help search engines find and associate your content with your target keyword list.

Iv Offsite SEO Link building

Inbound links to your content are crucial in determining your search engine ranking for your target keywords. Develop and execute a link building strategy to improve site's relevance and ranking.

v. SEO Audit and Future SEO

SEO is an ongoing effort, and it is important to audit your site on a regular basis to ensure optimal visibility. Execute a content and technical SEO audit, and explore tools that can help in this process.

vi. Jobs in SEO

We describe what it's like to be a Search Engine Optimization (SEO) Marketer and what skills recruiters look for in the hiring process.

PART C: WORKSHOP AND PRACTICAL SESSIONS

vii. Project/Group Work

In this project, students will audit the Habitat for Humanity website and recommend actions to optimize its ranking in search engine results. You will recommend a target keyword list, evaluate the design and the UX of the site and recommend improvements.

PART D: PPC & GOOGLE ADWORDS

viii. Understanding AdWords Lingo

To begin, participants will learn some key terms, including AdWords, search engine optimization, click throughs, impressions, and pay per click (PPC) ads. Participants will also review their pre-assignment.

ix Creating an AdWords Strategy

This session will show participants how to make the most of their PPC budget. First, planning steps will be discussed. Then, participants will learn about choosing keywords for their PPC campaign, including long tail vs. short tail strategies. Ad groups will also be covered.

X Creating a PPC Campaign

Next, participants will learn about PPC budgeting. They will also learn what the Google quality score is, how to view it, and how to improve it.

Designing Your Ads

In this session, participants will learn why ad copy is so important in a PPC campaign. They will learn how to choose appropriate language, use persuasive techniques, and structure an ad. They will also learn about some pitfalls to avoid.

Looking at Success

The final session of the course covers reviewing and revising ad campaigns. First, key metrics (including conversion and click through rate) are discussed. Then, some ways to increase success (such as split tests and the Google Display Network) are covered. Finally, participants will learn about keeping up to date with changes and continuing their learning.

Workshop Wrap-Up

At the end of the course, students will have an opportunity to ask questions and fill out an action plan.

Learning Management System (LMS)

The Learning Management System was an important tool for the delivery of immersive and practical training to our participants. To ensure the successful implementation of the curriculum, the LMS helped in structuring the course content and lesson plans in a manner that focused on practical and real-life case studies especially through the use of capstone projects to enable group work virtually and in class. The LMS had the following components integrated into it to achieve the learning outcomes envisaged:

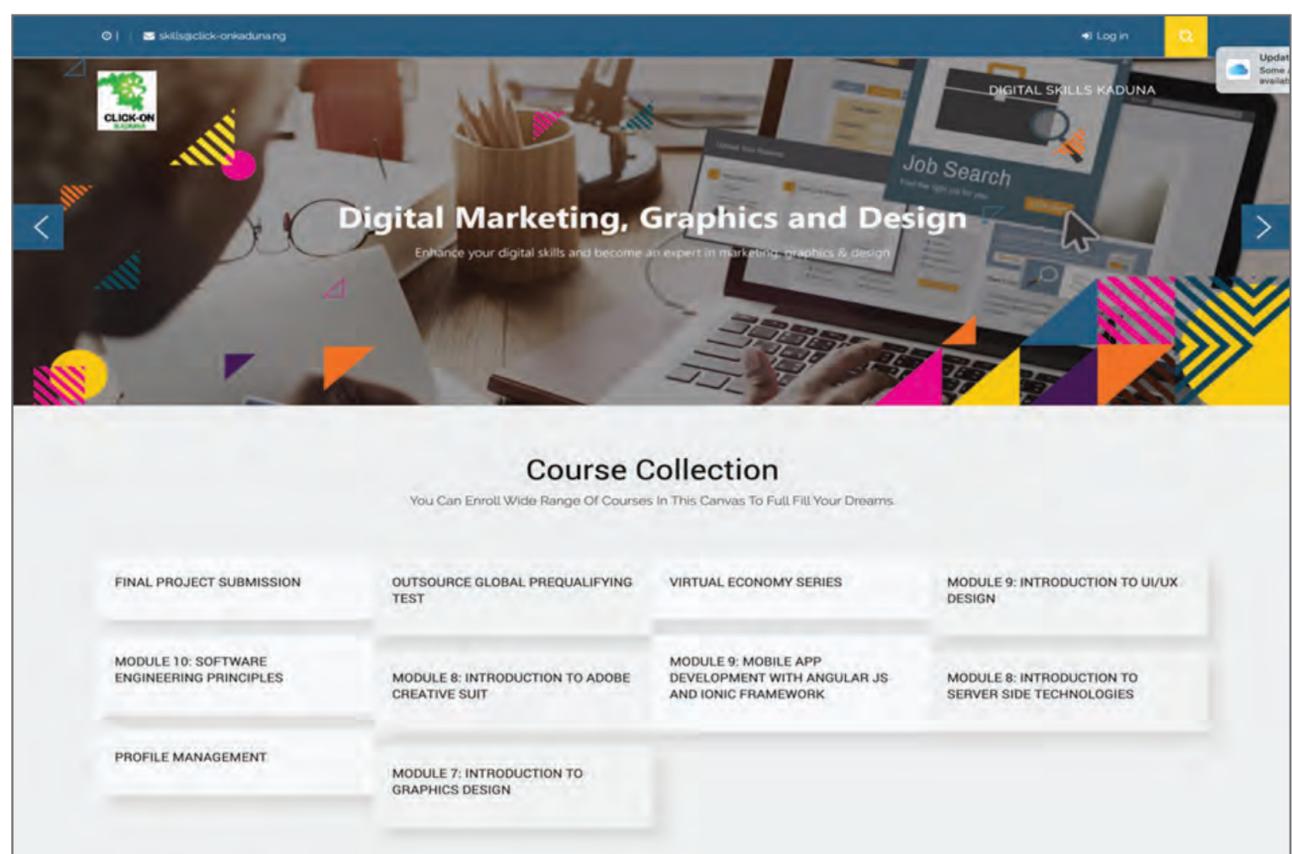
Course Delivery Process Flow

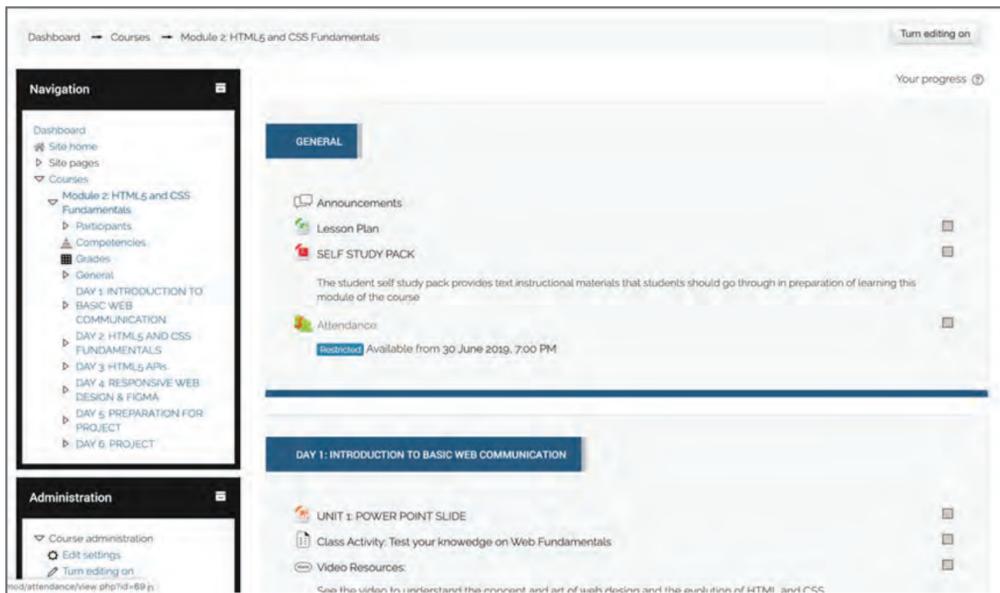
The training contents were delivered in several ways to improve institutional capacity and maintain quality of learning. The LMS is designed to make training seamless as well as make learning easy and engaging for participants. Through the LMS, we were able to deliver a comprehensive learning tool for tracking, managing and reporting on all activities.

For example, all the participants had personalized access to LMS for online, classroom, virtual, and on-the-job training, as well as for assessment, blended learning and daily course evaluation feedback. The course contents were easily delivered in a pedagogical manner that focused on blended learning through the following format:

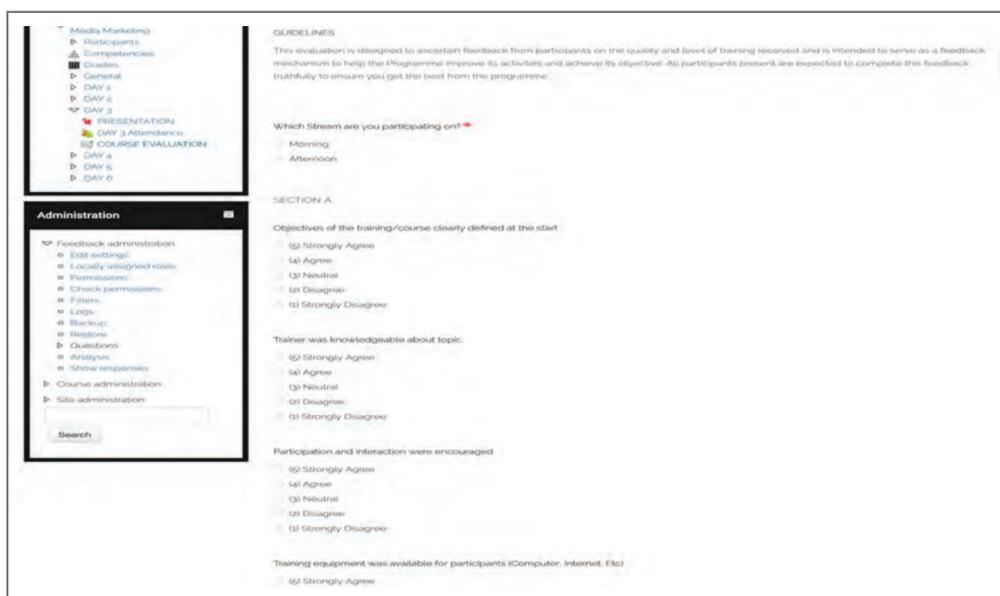
1. Textual Training Manual: The training manuals were provided in either PowerPoint presentation format or PDF to allow participants to review the lesson plans and content for the various modules.
2. Video Driven Instructor-Led Training: There were also video or audio(podcast) based instructor-led training where the trainers present core concepts and using audio or video based activities.
3. Virtual Laboratories: Virtual laboratories were included as part of the learning mix to provide participants with a step by step instructions on practical application across the various streams.
3. Computer-Based Tests (CBTs): The inclusion of computer based tests assessed the principles and understanding of the participants on the various professional tracks developed. The CBT was based on a question bank that tested the competence of the participant before final issuance of certification.
4. Certification: This auto-generated certificates for successful completion of the professional tracks and provided a database of High-performance teams who participated in the training.

Lading Page for Personalized access to learning. Every participant had a unique login credential to access the LMS

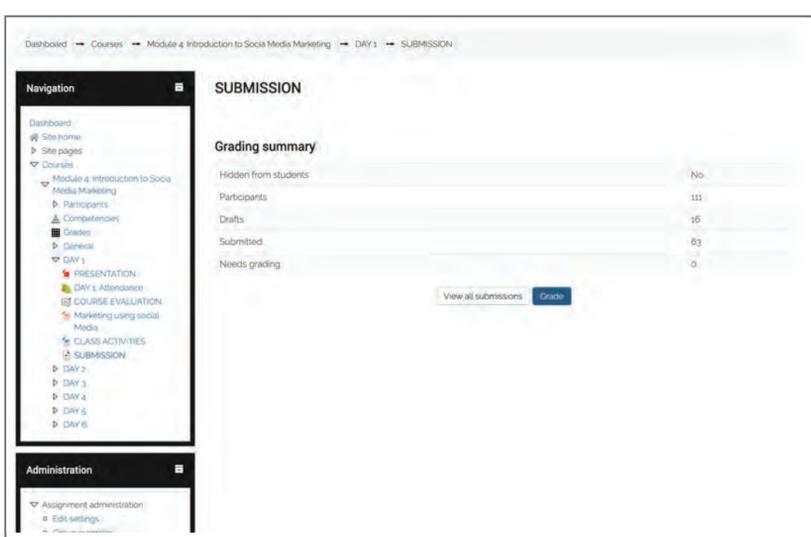




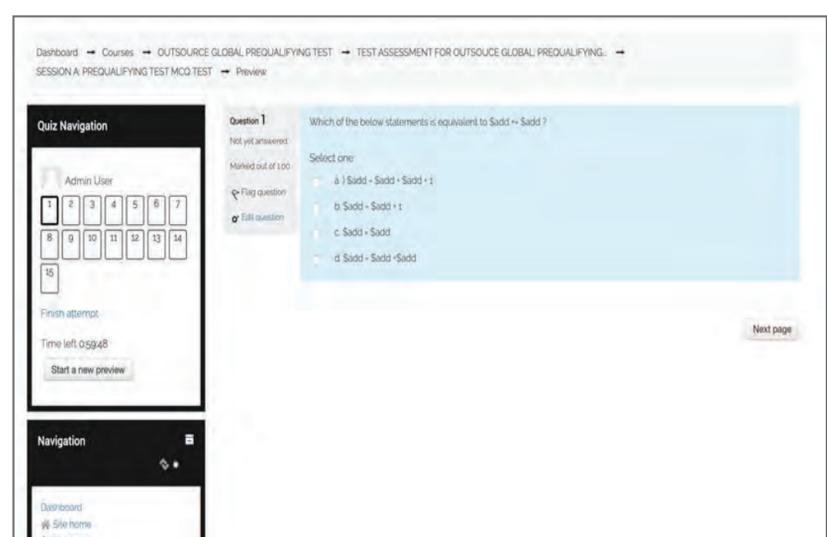
Courseware section where participants accessed their content for learning, self-study pack and class quiz and assignments



Course evaluation section provided daily feedback at the end of every course on the quality of learning and areas of improvement required.



Assignment section where instructors graded submissions of assignment by participants.



Quiz section where participants took automated quizzes to test their knowledge and track lesson outcomes



AikiDay



Recruitment Day for the Kaduna Tech Ecosystem

The Click-On Kaduna Aiki Day was a 2-day recruitment event and also graduation day for the Click-On Kaduna held on December 11th -12th, 2019. The day was tailored to connect both participants and the broader Kaduna tech community with remote and physical job opportunities through partnerships with global and renowned local technology companies.

The recruitment day event focused on connecting high level government policy makers with the tech ecosystem to showcase the impact of digital skills in creating economic opportunities for participants of the program. It also portrayed Kaduna as a technology hub and a gateway for talent for the Northern part of the country.

Global technology outfits like Andela, IBM, WACOM, Facebook and renowned local technology companies in Nigeria like Outsource Global, IT Central participated in the recruitment exercise as part of the process of integrating both the Click-On Kaduna Community and the citizens of Kaduna with employment opportunities.

AikiDay attracted very important dignitaries such as the World Bank Country Director and high level policy makers like the Governor and Deputy Governor. The former President of the Country, President Olusegun Obasanjo, was the surprise guest of the day and amplified the importance of digital skills in shaping the economy of Kaduna state.

Target Audience

The recruitment day event was primarily targeted at the following talent pool:

Experienced Software Engineers: This included experienced Software developers (full stack developers), Engineers and Development test teams who were passionate programmers interested in software engineering with intermediate and expert level experience.

Beginner level Digital Skills/Entrepreneurs for the Market Place: This included upcoming talent who were passionate around programming, web development, graphics and Digital Marketing/ entrepreneurial creativity to join the ALC marketplace as a pipeline to joining remote work opportunities.

A total of 700 young software engineers applied for the open day styled recruitment event; out of which only 200 were selected to join Andela, Outsource Global and IT Central for the interview sessions.

Theme & Schedule of AikiDay Event

The event was themed as an open day recruitment event with workshops, fun fair and "Meet the Recruiters" sessions all taking place during the 2 Day Aiki Day Event. The scheduled program of events was engaging and it was the first technology organized event that connected all Kaduna technology ecosystem to organized platforms. Our partners recruited from the digital skills pool and assessed 200 other qualified software engineers residing in Kaduna.

The program of event is shown in the next page:

AGENDA : DAY 1

Wednesday, December 11, 2019 Venue: Ceremonial Canopies Events Center, 3 Rimi Drive, Ungwan Rimi Kaduna	
8:30 - 9:15 am	Arrival of Participants - Going down memory lane: a snapshot video
9:15-10:00 am	Info Session with Andela: Joining the Andela Workforce through ALC
10:00 -10:30 am	Arrival of Dignitaries: World Bank Country Director and Executive Governor, Commissioners etc.
10:30 - 10:50 am	Exhibition: Showcasing Innovations from CoK work with WB Country Director
10:50 - 11:00 am	National Anthem Rendition by Ezekiel Anthony
11:00 - 11:15 am	Welcome Remarks by the Aisha Sani, Programme Coordinator, World Bank
11:15 - 11:35 am	Big Splash Intro Video: - Click on Kaduna story
11:35 - 12:05 pm	One on One Session with Country Director: Participants' Chat Sessions with the World Bank Country Director, Shubham Chaudhuri
12:05 - 12:35 pm	Gameshow: "Who wants to be the Digital Skills Champ" hosted by Nuradeen Maidoki
12:35 - 1:05 pm	Click-On Kaduna Tank hosted by Ventures Platform
1:05 - 1:15 pm	Break
1:15 - 1:30 pm	Speech by World Bank Country Director, Shubham Chaudhuri
2:00 - 2:15 pm	Keynote Address by his H.E. Nasir Ahmad El-Rufai, Governor of Kaduna State
2:15 - 2:45 pm	Awards and Grants Ceremony anchored by Valedictorian, with Governor of Kaduna State, World Bank Country Director, Shubham Chaudhuri and Director Donor Aid Coordination Federal Ministry of Finance
2:45 - 3:00 pm	Goodwill Messages & Vote of Thanks
3:00 - 3:30 pm	Lunch Break
3: 30- 5:30 pm	Andela Recruitment

AGENDA : DAY 2

Wednesday, December 11, 2019		
Venue: Ceremonial Canopies Events Center, 3 Rimi Drive, Ungwan Rimi Kaduna		
Venue	Hall 1	Hall 2
8:30 - 9:00 am	Registration	
9:00 - 9:50 am	Investor Readiness Sessions by KADDIP	External Recruitment
9:50- 10:30 am	WACOM Competition, introduction by Natview Technology	
10:40 - 11:50 am	Click-On Kaduna Hack Competition: Innovate for Kaduna State Government hosted by Natview	
11:50 - 12:30 pm	Facebook Boost your Business by VP	
12:30 - 1:30 pm	Lunch Break	
1:30 - 2:00 pm	Vote of Thanks	
2:00 - 5:00 pm	BBQ/Fun Fair /Photo Sessions	

Objectives of the Event

The objectives of the Event were achieved, as part of the key reasons for the recruitment day event, was to expose the talent pool in Kaduna State to global opportunities while also connecting our participants to potential employment opportunities by bringing the industry to assess the skill requirements for a possible fit. For example, during the event, 6 of our participants solidified internships and full-time employment opportunities with our partners. However, on a whole note, we also contributed by exposing global companies like Andela to the Kaduna ecosystem and the potential talent sourcing that can be achieved in Kaduna. As a result of this outreach, Andela intends to set up a hub in Kaduna as part of its expansion to Northern Nigeria.

Our second objective was to showcase to government the impact of digital skills as an effective approach to enhancing human capital development and connecting young people with economic opportunities through skills development. The program has led to programmatic changes within the policy framework of the state as the state is now considering developing a digital economy policy framework. A budgetary allocation for digital skills has also been included in the State's 2020 budget. This showcases the successes of the pilot program in opening up the conversation around digital skills and scaling up strategies to reach more people.

Pictures of the Aiki Day Event



A Session with Andela on Joining the Andela Workforce through their Learning Community



Exhibition Tour with World Bank Country Director with Participants showcasing their work during AikiDay



Participants having a One-on-One Session with the World Bank Country Director discussing the future of the digital economy and the place of skills in leapfrogging states like Kaduna



The Commissioner of Business, Innovation and Technology laying down his vision for the digital economy and the place for digital skills

The Deputy Governor of Kaduna State was received by the World Bank Country Director.



The Deputy Governor made an opening remarks speech on behalf of the Governor. She indicated that Click-On Kaduna Digital Skills Program is the most successful skills program in the state.



One of the Digital Skills Participants - Ezekiel Anthony, performing a rendition of the National Anthem



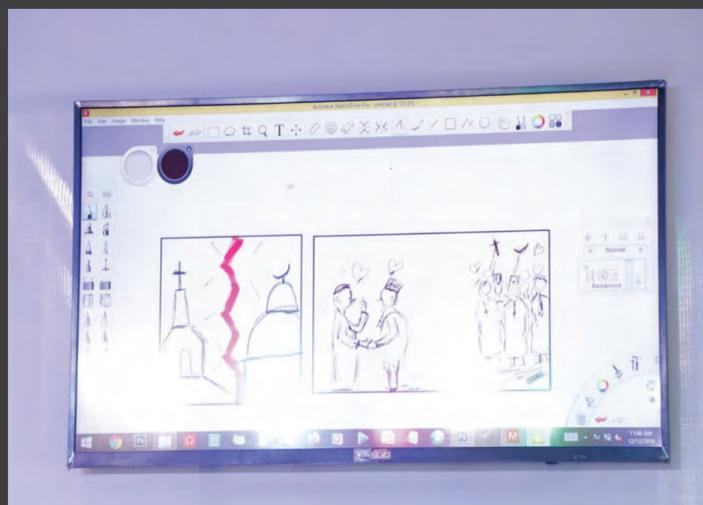
Our Valedictorians and Instructors had a chance to cut the cake and take snapshots with the World Bank Country Director, Deputy Governor and Commissioner of Business, Innovation and Technology.



Pictures of the Aiki Day Event



The Former President, Olusegun Obasanjo and the Governor paid a surprise visit at the event and encouraged participants to use the skills learned for economic opportunity creation.



The WACOM Competition was very entertaining with Digital Skills participants battling it out for a chance to win the most creative storytelling drawings on social issues in Kaduna.



The Hackathon for Kaduna was also very fulfilling especially seeing innovation from Digital Skills Participants.



It's Certificate Time as the Participants were given their completion certificates.



Also, we presented an appreciation to the World Bank Country Director and his team for impacting and changing the lives of young people in Kaduna State.



CLICK-ON KADUNA