



# DIGITALENTS PLAYBOOK

A Guide to Growing Digital  
and Creative Talent  
in Emerging Economies



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# WELCOME!

We are glad you found your way to this playbook - this means you likely share our passion for growing and supporting digital and creative talents. We are excited to be on this journey with you!

At Westerwelle Foundation, we have seen an urgent need for digital services in emerging economies. Not only large corporations but also young startups look for software developers, graphic designers, social media experts and other digital professionals. At the same time, a growing number of young people aspire careers in the digital space, but often struggle to grow and professionalize their skills, networks and services. This is why Westerwelle Foundation partnered with Friedrich Naumann Foundation for Freedom to develop a program for young profes-

sionals in digital, creative, and tech sectors, to grow new skills and advance their careers: The DigiTalents program.

This playbook is a reflection of our challenges, successes, and learning points in designing and running the DigiTalents program in Tanzania in 2022/23. We decided to create this open-source guide to enable other emerging economy hubs and entrepreneurship support organizations to replicate this program – enhancing digitalization and start-up growth, one digital entrepreneur at a time!

In case you are wondering who “we” are - these are the Westerwelle Foundation team members who brought the DigiTalents program to life, and who co-created this playbook for you:



**COLLINS KIMARO** | Advisor at WSHA  
Responsible for overall program advisory



**ISAACK SHAYO** | Country Director  
Responsible for team management



**MOUREEN MOLLEL** | Program Coordinator  
Executes the program day-to-day and serves as first point of contact for participants



**JOHN MUSHI** | Community Coordinator  
Oversees all activities related to program marketing



**CHRISTINE GIMONGE** | Program Coordinator  
Executes the hub tour and needs analysis research



**REHEMA LAIZER** | Operations and Finance Manager  
Responsible for financial controlling and reporting



**JUDITH LI** | Director of Programs  
Responsible for program design, quality assurance, and monitoring and evaluation



**STEFAN SCHOTT**  
Project Director East Africa and Global Partnership Hub



**WENDY ONG'ARE**  
Program Manager at FNF

## Playbook overview

This playbook is divided into three key chapters: **The first chapter, "Getting Started"**, intends to clarify who this playbook is for, and lists essential prerequisites to consider before moving towards implementation of the DigiTalents program. It also provides a list of additional readings that complement this playbook and might help fill eventual gaps.

**The second chapter, "About the DigiTalents Program"**, introduces the core elements and characteristics of the DigiTalents program. This is meant as guidance to determine if the

DigiTalents program is the right approach for your organization, and if it could work in your context.

**The third chapter, "Our 5 Success Codes"**, presents the process of designing and running a DigiTalents program. While we built on a "traditional" incubation process, we included various elements and ideas that speak to digital and creative talents in particular. This chapter provides insights into those adjustments, and suggests concrete activities, tools, and tips that worked well in this context.



# GETTING STARTED

Eager to dive right into the playbook? Let us set the scene first - this chapter outlines important prerequisites for running a DigiTalents program, and recommendations for how to make the best use of this playbook.

## Who this playbook is for

### We wrote this playbook for you exactly if you...

... are part of an entrepreneurship support hub, organization, or program, for example, an incubator or accelerator,

or ... are part of a non-governmental organization, financial institution, or educational institution with prior experience in designing and implementing entrepreneurship and employability programs,

and ... consider running a program to grow and support digital and creative talent in your community, region, or country,

and ... work in an emerging market context in which the digital talent pool, as well as opportunities and support for digital and creative talents, are limited. In most cases, this goes hand in hand with the limited entrepreneurship and business skills of those interested in digital careers.

## Questions to ask yourself

Looking back, we identified a number of important factors that enabled us at Westerwelle Foundation to run the DigiTalents program successfully. Before you head towards action, we recommend you answer the following questions for your own organization, and take measures to fill eventual gaps:

### Do you have previous experience with entrepreneurship training and support?

If not, checking out the [Complementary Playbooks and Guides](#) further below is a good start. You might as well consider partnering with a local entrepreneurship support organization that has a track record in implementing similar programs.

### Are you in contact with and exposed to the digital talent community in your area?

If not, we suggest you seek contact first and learn about the digital and creative talents in your area. You could for example organize meetup events that speak to their interests and challenges specifically. Also here, partnering with another local organization that works with youth in the digital, tech, and creative sectors might be a good way to fill this gap.

### Are you equipped with local infrastructure, a team, and a network in the area?

If not, you will struggle to implement the DigiTalents program in this context. We strongly recommend working with a local partner who can provide infrastructure, team, and network on-site.

### Have you raised enough funds to pay for the training, incubation, and advisory expenses within the DigiTalents program?

If not, get a program sponsor on board first, and confirm your available budget will cover all items mentioned.

## Complementary playbooks and guides

This playbook does not detail all phases and activities in incubating and accelerating entrepreneurs and businesses. We assume you have experience in entrepreneurship support and know the basics. If you would like to learn more about designing and implementing entrepreneurship programs in general, or about setting up and running incubators and accelerators, have a look at these resources:



[NESTA's Practical Guide for Startup Accelerator Programmes](#)  
[Villgro's Incubation Playbook](#)  
[Frontier Incubator's Guide to Impact Incubation and Acceleration](#)

## Suggestions for using this playbook

**Go step by step:** In upskilling and incubating digital and creative entrepreneurs, the details make all the difference. We, therefore, recommend going through this playbook step by step, to truly understand how we have adjusted the traditional incubation process to the specific needs of digital and

creative talents. If you already have experience with this target group and want to get specific questions answered, you could of course jump to the section of your interest. In chapter three, we introduce [our process](#), and you can follow the links to the respective project phases there.

**Use opportunities to reflect:** Throughout the playbook, you will find reflection questions, and space to write down what is on your mind. We encourage you to take these opportunities for reflection. Not only will this help you sort your thoughts, but you will also get a quick start at tailoring the program to your context. These notes might be useful once you develop the detailed design and parameters of your own version of the DigiTalents program.

**Get practical:** Each process phase in chapter three proposes one or several tools you could use to plan your own DigiTalents program implementation. Ideally, you start filling these tools on the go and add to them later on. This will help you move towards action quickly!

**Share:** If you have a team to work with, share this playbook with them. Reflect together, and work with the tools as a group. You will be surprised how many fresh ideas emerge, and how quickly you will move in collaboration with others! This way, you will also make sure that everyone within the future implementing team understands the purpose and approach of the DigiTalents program.

# ABOUT THE DIGITALENTS PROGRAM

You have been reading for a while - but still don't know what the DigiTalents program really is? This second chapter will shed some light on that question, and present the program's Why, Who, and What.

## Why does this program exist?

Our purpose behind creating the DigiTalents program is to grow and support digital talents for the entrepreneurship and innovation ecosystem. Our focus is hereby on emerging economies with a clear gap in both digital and entrepreneurial skill building and a limited digital talent pool. Within the DigiTalents program, our program goals are to

- Help aspiring digital and creative professionals to focus

their profiles and goals

- Enhance their technical and business skills
- Provide them with relevant networks, professional coaching, and tailored support

**Questions for reflection:** Does this purpose resonate with your own? Can you identify with the program goals? What would you add or change, for your own version of the DigiTalents program?



HERE IS SPACE TO WRITE  
DOWN YOUR THOUGHTS

THROUGHOUT THE PLAYBOOK, PAY ATTENTION TO THE FOLLOWING ICONS TO FIND WHAT YOU ARE LOOKING FOR:



LINKS TO USEFUL DOCUMENTS



QUESTIONS FOR REFLECTION



TOOLS AND TEMPLATES FOR YOU TO WORK WITH



IMPRESSIONS AND QUOTES OF OUR PARTICIPANTS



ADDITIONAL IDEAS AND TIPS

## Who are those “digital and creative talents”?

In the context of the DigiTalents program, a digital and/or creative talent is profiled as “someone who creates and/or promotes digital content - this could be design, text, software, or other content”.

A very broad range of professional identities might fit under this profile definition, for example Software Developers, Digital Journalists, Graphic Designers, Digital Marketers, Voice Artists, Videographers, or Bloggers. Similarly, the professional paths of digital talents show great variety; digital talents might be job seekers, employees, freelancers, or startup founders. The ideal participants for the DigiTalents program have initial

professional experience in their technical field, and a beginner or intermediate digital skills level. Those with advanced digital and creative skills might have only beginner or intermediate business and entrepreneurship skills.

**Questions for reflection:** Which professional identities and paths might you focus on, in your version of the DigiTalents program? Would you serve a broad range of digital and creative talents, or rather offer a specialized program?



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## What are the core offerings of the program?

What the DigiTalents program offers exactly will depend on the capabilities, ideas, and contextual preferences of each implementing organization. There are however a couple of core aspects that define the DigiTalents program, and should be present in each version of it:

**Cohort-based approach:** Each DigiTalents program should have a fixed start and end point. It is organized in cohorts of participants who get to know and support each other. We recommend a program duration of 12 months; if several program activities are offered in parallel, you might implement it in as little as three months. We recommend a cohort size of around 50 participants.

**On-site or blended delivery:** While the program could have on-line delivery elements, it is designed as an on-site, physical program to leverage community and collaboration between program participants and local partners.

**Business and entrepreneurship training:** Like most incubation programs, the DigiTalents program should include business training on topics such as sales, marketing, and finance. The business training should include perspectives of aspiring startup entrepreneurs, as well as job seekers and freelancers.

**Technical training in digital specializations:** In addition to business training, there is a strong focus on technical skills building within the DigiTalents program. The technical training should be related to a digital specialization and could be offered in one or several tracks. The technical training is delivered by experts in the respective digital, tech, and creative fields, and the level and depth should be adjusted to participants’ needs.

**Individual support to advance professional goals:** In parallel and after completion of training, additional support should be provided to individual program participants. This can include classic incubation services such as hosting, coaching, and market linkages, but also targeted support to reach specific professional goals. Typical professional goals to work on include for example business registration, customer acquisition, personal branding, and access to finance. We recommend setting up individual growth plans with participants to determine which support is most valuable - [this template](#) provides some guidance, and will be further explained later on.

**Questions for reflection:** Do these core program characteristics and elements make sense to you? Which technical tracks and skills levels do you think would work in your context? Which professional goals might your digital talents have?



# OUR 5 SUCCESS CODES

We have by now answered the questions of Why, Who, and What, and yet the biggest question remains: How to design and run the DigiTalents program successfully? This chapter provides details on the process we suggest following, and includes tips and tools for each project phase.

This overall process is rather typical for incubation programs, and our team's experience and know-how in upskilling and incubating entrepreneurs were essential to get the DigiTalents program off the ground. However, it became clear quickly that the DigiTalents program is not, but rather more than, a "traditional" incubation program:

Secondly, as varied as the profiles of digital and creative talents are, we noticed some common characteristics that influenced our program design. More details on this are given in the reflective process steps below.

Lastly, there is limited evidence on what works in supporting digital and creative talents in emerging economies. As we are covering new ground with the DigiTalents program, some level of research is required, as well as openness and flexibility in program design.

Firstly, only a fraction of program participants plan to run a startup business, while many others prefer freelance work or employment - working with instead of as entrepreneurs. The DigiTalents program is therefore an "ecosystem strengthening" program. As such, the program called for additional elements to do justice to its purpose and goals.

## Our Process

In planning, designing, and implementing the DigiTalents program, we went through the following phases:

Needs Analysis

1 – We got to know digital and creative talents in Tanzania and **learned about their preferences and needs** during a row of events, and through a Needs Analysis survey.

Program Design

2 – We designed the program - training sessions, events, additional support - based on our findings, and adapted this design throughout implementation.

Out-reach

3 – We promoted the program to the digital and creative community via a variety of channels, collected applications online, and selected participants according to their profiles.

Training

4 – In cooperation with expert trainers, we planned and delivered training sessions for business and technical skill building.

Incubation

5 – After the training sessions, we offered tailored support to participants; this included professional coaching, technical assistance, and hosting at our hub.



While running the DigiTalents program as a pilot, we learned a number of important lessons. In the following, we will share our "success codes": our highlights, tips, and tools for each of the 5 project phases!



# 1 NEEDS ANALYSIS:

## ASK QUESTIONS, AND FIND PATTERNS

While, as experienced incubation teams, we might have an initial understanding and assumptions about our future participants, we do recommend verifying those assumptions in a needs analysis. We will share our approach and learning points below, and hope you will do your own exploration to get to know the digital and creative talents in your context!

### Our approach

In order to get to know the digital and creative talents of Tanzania, we have done several things:

1. We organized and facilitated a series of meetup events in different cities all over the country. In this, we collaborated with partner hubs who leveraged their local networks, and promoted the respective events to their communities, both online and in person.
2. During the meetup events, we had conversations in groups and with individuals and asked them about their challenges, aspirations, and support needs.
3. During the meetup events, we requested all attendees to answer an online survey with specific questions on educational background, professional development, and future goals.
4. Within our team, we analyzed all data collected and created a list of learning points that informed our program design, selection of training topics, and choice of methods.
5. We maintained a “needs analysis mindset” throughout program design and implementation, and adjusted program elements as we kept on learning about digital and creative talents. We will share more about our iterative design approach in the [next chapter](#).

### Practical insights

It can be difficult to sift out relevant results from the wealth of information gathered during a needs analysis - especially if you consider both quantitative and qualitative data. We distinguished three categories of results:

1. Results that help us understand the digital talent profile in general
2. Results that validate the program purpose and goals
3. Results that inform program design, and the selection of topics and methods

Here are some examples of results in each category, derived from our conversations with digital and creative talents, and the survey answers they provided:

#### Results that help us understand the digital talent profile in general:

- “Digital talent” is a broad and growing term, which encompasses many creative and tech professions. When asked about their professional title, the most common responses of digital talents included: Digital marketer (26%), Software developer (25%), Graphic designer (25%), Photographer/videographer (12%), Copywriter (5%)
- Even though the majority (70%) of respondents have received formal education in their field of digital work, the majority of respondents (88%) turn to the internet for self-directed upskilling.
- As of now, the respondents’ main source of clients is social media (50%), followed by word of mouth (23%).
- Passion for the technical craft and for helping customers drives the digital talents, as the top aspects that they enjoy in their profession.

#### Results that validate the program purpose and goals:

- Across Tanzania, there is genuine interest by practitioners and students in the DigiTalents program, and a strong need for more support. 70% of digital talents think that there is not enough support for them in the ecosystem and that there is not enough access to relevant opportunities.
- One of the key challenges that digital talents face is a lack of access to training, coaching, and skills improvement.
- The majority of respondents still struggle to earn enough income through digital and creative jobs. Most of the digital talents (73%) have another main profession and earn income from freelancing on the side.

#### Results that inform program design, and the selection of topics and methods:

- Only a few digital talents have a clear career plan or professional goals.
- Respondents asked for more digital and tech training, but also highlighted interest in entrepreneurship skills training.
- In business and administrative topics, the most important training needs are sales and marketing, managing finance, and taxes and compliance.
- In technical topics, the top training needs include: Improving the quality of work, using digital tools such as software and equipment, and learning new digital skills in general.
- Other key areas of support requested by digital talents were: access to capital, access to client networks and online marketplaces, and skills to help them land offers including proposal writing.
- Many digital talents mentioned that they are looking for collaborators to take on bigger jobs and complement their own skill set. They consider other digital talents as potential partners rather than as competitors.
- The best way to reach digital talents is through social media, followed by networking events.



If you would like to take a look at the full list of results from our needs analysis, this is our [Needs Analysis Report](#).



Listen to the digital talents in these videos to get a first-hand impression of their thoughts and experiences.

### Now it's your turn!

We discovered that the needs of digital talents are quite similar across different regions of Tanzania. Chances are that some of our learning points might apply to your context. Nevertheless, we strongly recommend you conduct a needs analysis as well, to verify and deepen those insights.

#### This is what you will need to make your own needs analysis happen:

**Activities:** We do recommend organizing at least one meetup event with your local digital and creative talent community. In addition, you should gather answers to specific questions in a needs survey.

**Resources:** For the meetup event, you will need a space, as well as a small budget for refreshments. You might also spend some money on promoting your online needs survey through your social media channels.

**People:** Either the program coordinator or the community coordinator could be in the lead for this phase. Both should be involved, as well as the marketing team for support with event and survey promotion.

**Time:** Block a day to plan and prepare the meetup event, and another half day to host it. Preparing and disseminating the needs survey might require another half day, same as the analysis of results. In total, plan for at least one week for your needs analysis phase.



If you are planning a meetup event for your digital talents community, take some inspiration from this [example event agenda](#).

This [list of survey questions](#) might be a good starting point for your needs survey. The tool also provides some orientation on how to make the best use of the answers you will collect.

#### This is how you will know that your needs analysis phase is successfully completed:

- You have spoken to at least 10 potential program participants and collected at least 25 survey answers from your digital talents community.
- You can describe the profiles of digital talents in your context. This includes their educational background, professional path, aspirations, and challenges.
- You have validated interest in and need for the DigiTalents program - in an objective and inclusive way, without imposing your assumptions.
- You have created a list of needs analysis results that will inform your program design, including the choice of topics and methods.



There is a gender imbalance in most digital talent communities, and visibility of women is low. Make sure to apply a gender lens to your program, and consider women's unique perspectives already in the needs analysis. One way to do this is to specifically address and encourage female digital talents to attend your meetup events and answer the survey. Another idea is to disaggregate your needs analysis data by gender to understand women's specific needs and challenges from the start.

# 2 PROGRAM DESIGN:

## ITERATE, ITERATE, ITERATE

Continuously adjusting the overall program approach, content and methods to the participants is key in helping entrepreneurs - and digital talents - grow. At Westerwelle Foundation, we know that our initial plan and the realities of implementation often differ greatly. And we think that is alright! We apply a flexible and iterative process that allows us to listen to participants' needs, adapt to changing contexts and include new ideas. In this chapter, we show you how we put this into practice.

### Our approach

We have designed the DigiTalents program in several iterations, leading to different versions of the DigiTalents program along the way:

**First program version:** When writing the program concept note, we drafted an initial version of the program, including its main elements, estimated duration, and suggested topics. This design was based on existing reports and country data regarding digital talents and built on our previous experience in entrepreneurship program design.

**1st design iteration:** We developed a more in-depth version of the program after conducting the needs analysis. We detailed training topics and added program elements based on survey results, and based on our impressions from personal conversations.

**2nd design iteration:** The next iteration was due after reading all application forms, and listening to our future participants' expectations during the onboarding day. Together with the trainers, we refined training tracks, topics, and methods based on the input we gathered.

**3rd design iteration:** As we realized that most participants do not have clear professional goals defined, we decided to conduct one-on-one conversations to set up growth plans and understand their needs and expectations on a deeper level. The information we gathered made some further design changes necessary.

**4th design iteration(s):** We kept on communicating with participants, organizing team and trainers throughout program implementation, and gathered feedback through surveys and personal conversations. Based on this feedback, we continued to implement small changes and improvements, maintaining a flexible and open mindset until graduation day.

### Practical insights

Here are some examples of design changes we made in the iteration process - and the reasons behind them:

When analyzing the needs survey, we paid special attention to the professional titles our respondents would describe themselves with, and to their self-identification. We then decided

to change the titles and topics of the technical training tracks slightly, in order to reflect the preferences of participants. The three technical training tracks created were Software Development (remained the same), Digital Marketing Strategy (former: Digital Marketing), and Visual Content Creation (former: Graphic Design).

When reading the application forms, and during the onboarding day, we understood that many of our participants did not have clear professional goals defined for themselves. We also understood that the success definitions of digital talents might look very different individually, and include job seeking, freelancing, consulting, as well as building startup businesses. This is when we decided to offer one-on-one growth plan sessions to the program participants. Through these coaching-style conversations, we on the one hand helped participants gain clarity on their goals. On the other hand, these conversations enabled us to define success paths for the program; an important component for our program monitoring and evaluation.

Based on input from onboarding and growth plan conversations, we also changed some of the training sessions, both in terms of content and methods. For example, we heard from many participants that they struggle to make money out of their digital business. This is why we focused one of the business training sessions - originally on "Tools and mindset for freelancing" - on "Monetization" specifically. Another example: The session on "Building a team" was complemented by a module on "Collaboration", as many digital talents plan to freelance and work with partners rather than build their own venture.



This feedback we received from one of the DigiTalents participants after the session on monetization:

"I have a new outlook on how to do sales which I am going to utilize in my business!"

### Now it's your turn!

Even if you are at the very beginning of your DigiTalents journey, you can start your design process right away! Your first program version could be a very rough draft and based on existing reports and your assumptions.

**In order to make your program design truly iterative, this is what you will need to do after creating your first program version:**

**Activities:** The first step is drafting an initial program design, possibly as part of your concept note. In the following, we recommend defining fixed "iteration milestones", and adding additional ones whenever new knowledge, feedback, and ideas appear.

**Resources:** Document your iterative process in an easy-to-edit program design document, e.g. a Google Doc, Miro board, or similar.

**People:** The program coordinator might own the iterative design process, but should not do this alone; discussion and brainstorming within a group are essential. Involve the community coordinator, trainers, and other team members.

**Time:** It is not important how much time you spend on iterating - what matters is that you do it, regularly and consistently. Refer to the tool below for important "iteration milestones" to keep in mind.



Include your "iteration milestones" in the form of scheduled meetings into your project work plan. Blocking everyone's calendars and setting reminders for iteration will help the team ease into this new routine.



This [design iteration template](#) might help you structure and document your process. You can start filling the first column already now!

**This is how you will know that your iterative approach worked:**

- You receive positive feedback from participants; both in session surveys and personal conversations. Participants let you know that their expectations were met, that they learned new and valuable things, and that the content was well understood.
- You have maintained a results-based approach throughout program design; focusing on business and career impacts for digital talents instead of following a set process.
- The program participants came closer to their previously defined goals. They took action towards those goals, and have reached first results. The tool below might be useful in helping your digital talents define their own goals and growth plans early on.

You can use this [growth plan](#) guide to structure conversations with digital talents in the onboarding process. It might then serve as a guiding document: for them, in following their career dreams - and for you, in monitoring program success.



# 3 OUTREACH:

## DIGITAL CHANNELS REACH DIGITAL TALENTS

As much as a thorough needs analysis and a great design matter - any program can only be as good as its participants. But in order to get the right people (and enough of them) to apply, they have to know about the program and its value first. This chapter provides some insights into our outreach campaign for the DigiTalents program.

### Our approach

We believe that it is most effective and engaging to meet people in their own space. In the case of the DigiTalents program, this is the digital space! These are the channels we used to reach digital talents in Tanzania:

**Social media posts:** At Westerwelle Foundation, we maintain active Facebook, Twitter, LinkedIn, and Instagram channels - and leveraged all of those to promote the DigiTalents program to our digital and creative community. We also experimented with sponsored posts to reach people outside of our network.

**Posts in Messenger groups:** In the course of our outreach campaign, we sought access to various groups on Telegram, Whatsapp, and Facebook, all of them with an entrepreneurial, digital or tech focus. This proved to be an excellent channel to reach an interested audience and promote the program to potential applicants.

- In our language, we emphasized keywords that would speak to the needs and ambitions of young digital talents.
- We mixed both English posters and descriptions in Kiswahili to reach a wider target group.
- In longer texts, we always provide examples of digital talent profiles, to show how broadly the term is defined.



**Digital Influencers:** Influencers play an important role in digital and creative spaces, and we decided to tap into the influencer scene to spread the word about the DigiTalents program. We contacted some of the digital influencers in Tanzania, explained the benefits of our program, and invited them to the meetup and launch events. Influencers also promoted the DigiTalents program on their social media channels and in private Messenger groups. We made sure to work with influencers who match our targeted participant profiles as defined through our needs analysis. Find for example the DigiTalents posts of Amos Nyanda, a digital influencer and copywriter, here on Twitter.

**Partner with organizations with a digital focus:** In addition, we reached out to universities, other entrepreneurship support hubs, and non-governmental organizations with a digital focus. In targeted communication with program managers and marketing teams, we presented the DigiTalents program and asked for promotion support through their online and off-line channels.

### Practical insights

These are some of our posts of the DigiTalents social media outreach:



- In our posts, we not only disseminated general information about the program and the application process, but also open invitations to events and meetups that anybody could attend.
- To make sign-up easy, we published both an online form and a phone number to call.
- In our images, we made sure to portray both men and women.



- In our images, we depicted live events and people attending our meetups, to show who the digital talents are, and encourage others to join them.
- We also made sure to feature our team members with pictures and names, so potential participants would link the program to actual people, and be more comfortable to approach us.

- We also promoted our launch event online, providing impressions of our donors and partners. This can make a program more credible and attractive in the eyes of potential applicants.

- We made sure to depict female digital talent in our marketing materials, to make women feel addressed and included as potential participants. For example, our main artwork for the program features a woman prominently.

“A quote from one of our participants: “The DigiTalents program caught my attention when an influencer that I follow posted it on Twitter and I thought it was an interesting program that could further my skills and network”



## Now it's your turn!

If you are going through this playbook for the first time, you might not be at the point of planning your outreach campaign in detail yet. Once you get to this point, it might be useful to have some first ideas already at hand! Take some time to note down your thoughts on the questions below.

Questions for reflection: Which outreach channels do you normally use to promote your programs, and attract applicants? Which new ones might you add? How can you bring a strong digital component to your outreach campaign?



HERE IS SPACE TO WRITE  
DOWN YOUR THOUGHTS

### This is what you will need to make your outreach campaign happen:

**Activities:** As in every outreach campaign, the main activities are drafting posts, messages, and marketing material, and disseminating the same through different channels. Regular interaction with your target audience is key; we recommend you set up an outreach schedule.

**Resources:** In order to spark interest and attract applicants, you will need powerful images and engaging text with all the necessary information on your events and the application process. You might also require a budget and space to run an info session and launch event. In addition, you could set a budget for sponsored social media posts. Your most important resource is however your existing network!

**People:** We suggest that the marketing coordinator leads the outreach campaign, and is supported by the program and community coordinators. You should also involve the team member responsible for external contacts, in order to leverage partnerships in your outreach efforts.

**Time:** Plan for at least two months for your outreach campaign. Start your campaign at least one month before you publish an open call for applications. We strongly recommend regular posting and communication on all channels; i.e. every 3-5 days.

### This is how you will know that your outreach campaign was a success:

- You get reactions from your community on your posts and messages, and you are receiving frequent messages and inquiries regarding the program. You notice that your community members speak about the DigiTalents program to each other; ideally positively and excitedly.
- In your application database, you receive a good number of applications from digital talents; at least twice as many as you have seats in your program.
- The majority of applications received are of high quality: The applicant has put effort into filling out the form and has a matching profile in terms of technical expertise and skill level.
- The applications you receive are diverse - men and women, students and professionals, and diverse digital talent profiles have applied.



It is good practice to have a look at your applications a week before closing the call. Review the quality and quantity of your applications, and check whether a particular type of participant is underrepresented. If you recognise that you are missing applications e.g. from women, or a specific geographic area, intensify your outreach efforts for this target group.

# 4 TRAINING DELIVERY:

## BEYOND “BUSINESS AS USUAL”

Most incubation programs include business skills training as part of their support offer to aspiring entrepreneurs. In the DigiTalents program, business training sessions are complemented by intensive technical training. This is a speciality component of the DigiTalents program: We consider it essential for digital and creative talents to master a specific technical skill. This chapter provides insights into how we developed our technical training offer in close collaboration with the trainer team.

### Our approach

In our effort to create a relevant, high-quality technical training offer, we followed a three-step process:

#### Step 1: Identifying relevant technical tracks

We defined three technical training tracks that would fit to our program vision, and speak to the profiles of digital talents in our ecosystem. We refined those tracks after speaking to the digital talent community during our hub tour, and after analyzing the needs survey answers: Track titles were slightly changed, giving some tracks a narrower, and others a wider focus. We finally had a digital expert review and recommend final track titles and topics.

In defining the technical tracks, we chose to keep them very broad, and looked for the most common specializations in our community. We did so in order to be as inclusive as possible, and make a wide variety of digital talents feel part of the project. We did however put a focus on intermediate skills levels in all specializations, excluding complete beginners.

In defining tracks, we would strongly recommend looking at the digital profiles in your community, as well as at digital and creative markets: Identifying digital skills and profiles employers and companies are looking for can help shape more specialized and future-proof technical training tracks!

#### Step 2: Selecting trainers for each technical track

Our aim was to recruit one lead trainer per track, with expertise in the digital field, as well as solid training experience. The lead trainer could then nominate co-trainers, specialized trainers for selected topics, or guest speakers.

We approached several possible trainers for each track, and requested proposals. The proposal format included the background of the trainer, their professional experience in their field of expertise and as trainers, a draft plan for training content and methods, suggested assistant trainers for the track, and a budget. Lead trainers for each track were then selected based on the quality of their proposal, the fit of their profile, and their budget suggestion.

#### Step 3: Continued support of and communication with technical trainers

After selecting lead trainers, we conducted briefing sessions with each of them. The program manager discussed learning objectives, topics, and initial ideas of trainers for content and methods with trainers, and made sure they had a clear idea about their participants’ profiles, skills levels and personal goals. Throughout the training delivery phase, the program coordinator conducted check-ins with trainers after each session, and also attended some of the first sessions as an observer. Session survey results from both participants and trainers helped us identify critical issues and suggest improvements. In all efforts to guide and support trainers, we always kept our focus on empowering trainers, and making them feel that they were in the “driver’s seat” for their training track and participants.

### Practical insights

Despite spending significant effort and time on defining technical tracks initially, we continued to adjust the training offer and approach throughout the program. This flexibility in design and implementation is part of our iterative approach. Here are some examples of how the DigiTalents team and trainers fine-tuned the program to different needs and contexts:

- Depending on the training topic and their participants’ needs, trainers applied a range of different training methods and activities. These ranged from bootcamp-style challenges and intense project work to inspirational talks and expert interviews, and reflective group discussions.
- The different training methods resulted in different time and resource needs: While for example the project work in the Software track required all-day programming sessions and specific technical equipment, the sessions on Digital Marketing typically lasted three to four hours, and required a more flexible space due to group assignments, discussions and guest speakers.
- When some of the digital talents showed interest to participate in two technical tracks, trainers coordinated their session timing so as to enable participants to jump between tracks, and benefit from both.
- When trainers realized that some of the more advanced participants felt under-challenged by the training content, they made sure to provide them with special assignments and challenges.
- Small adjustments in training content and methods were made based on the session survey answers and requests of participants. For example, we replaced a session on “Freelancing tools and mindset” with one on “Monetization” specifically, and a session on “Legal setup and compliance” with “Proposal writing”. These topics were mentioned by many participants as questions and concerns throughout their survey feedback.



These are our versions of surveys sent to participants and trainers at the end of a session - feel free to draw inspiration for your own session survey format!



This is an example feedback one of our participants gave, after his technical training session on branding:

“Today, I have grabbed a new concept on posting pictures on social media for branding. The most important thing I learned though: Branding is a feeling or first impression that people get when they encounter you or your business. These learnings will really change my day-to-day work. From now on, I will edit the details of a picture before I post it on any social media for it to represent my brand. I also plan on optimizing my accounts and content on all the digital platforms that I am on.”

### Now it’s your turn!

Here is a list of what to consider in preparing an attractive and relevant technical training offer for your DigiTalents participants. Use this as a checklist once you are ready to figure out the practical details.

#### This is what you will need to create and run great technical training:

**Activities:** Draft a first version of your technical tracks, and validate with experts who know the digital market in your region. Spend time and effort finding the right lead trainers for each track; they will shape the content, methods and quality of your technical training offer. Stay on track and keep on communicating with and supporting your trainers.

**Resources:** In the definition of technical tracks, take a look at your [needs assessment](#). For information on your local digital market look for existing market research, or conduct your own survey with digital employers and companies in your network. For the training sessions themselves, make sure to communicate available resources (e.g. technical equipment, training material) to trainers – so they can organize eventual additional resources themselves. You will need at least one, better two, training or conference rooms. Set up an event tracker for trainers to coordinate space and timing of sessions.

**People:** The trainers are in the “driver’s seat” of creating and shaping the technical curriculum and training sessions. We however recommend your team’s program coordinator to stay on track of training design and delivery. You might as well consult external experts who are familiar with the digital market and ecosystem in your region – both when the technical tracks are shaped, as well as for feedback, quality checks and tips for trainers during the program phase.

**Time:** Make sure to have a solid definition of your technical tracks before selecting and briefing trainers. We recommend the actual technical training period to last for about 3 months, with 1-2 sessions per week and per track. Remain flexible in the duration and number of sessions each trainer plans for – in the end, all that

matters is the learning results of your digital and creative talents

Have a look at the [curriculum planning sheet](#) for technical trainers. This helps you get an idea of their planned content and methods, as well as logistics needed. You can even use this sheet for check-ins with trainers, to document changes and learning points.

#### This is how you will know your technical training offer meets your participants’ needs:

- Participants rate the technical training positively, in individual session surveys as well as in the end-of-program survey. Look at both quantitative ratings (e.g. a net promoter score for each session), as well as qualitative feedback on what participants liked and disliked.
- The participation rate in technical training sessions is high (>70%)
- If you compare the technical skills gaps and interests participants mentioned initially (e.g. in the needs analysis or growth plan conversations) with their statements of what they have learned (e.g. in surveys or personal conversations), you identify a strong overlap
- You see tangible results of increased digital skills – e.g. participants developing new business ideas based on what they have learned, or participants reporting more success in job applications and proposal writing
- Digital employers and companies indicate interest to get to know or work with the digital talents who went through your program

No matter which training content and methods your trainers plan for – we’d suggest to always go for a mix of guided classroom sessions and independent group work. This does not only add flexibility for trainers and participants, but also caters for different learning preferences. Moreover, independent group work builds important freelance skills, such as team coordination, collaboration and project management!

# 5 INCUBATION:

## COLLABORATION BEATS COMPETITION

Digital talents typically wear several hats: Many are employed, doing freelance work, and would like to found a startup – or are already in the process of doing so. In the initial stages, the lines between startup and freelance businesses are often blurred, and digital talents might not yet be sure of their preferred path and professional goals. What they are sure of though: Teaming up with other digital talents, as project partners, co-founders, or subcontractors, opens up many opportunities. In this chapter, you will learn more about how we supported our digital talents throughout the incubation phase – catering for different needs, and paying special attention to peer collaboration.

### Our approach

We organized incubation support in two different tracks. Aspiring digital startup founders received rather traditional, early stage incubation support. Those digital talents who planned to work as freelancers long-term were grouped in a second track, and received tailored input and guidance relevant for freelance businesses. Both tracks entailed similar methods and elements, though differed in terms of content and focus:

#### Business diagnostics sessions

As a first step, both startup founders and freelancers completed one-on-one Business diagnostics sessions with an advisor. Startup founders presented and discussed their business idea and model, and freelancers got help analyzing their level of experience and profile. These sessions were important in establishing trust between digital talents and advisors, as well as in refining incubation support offers.

#### Assignments, coaching and feedback

The advisors – one for startup support, one for freelance support – guided the digital talents through the whole incubation process. In one-on-one business consultation sessions, the advisors defined goals and tasks together with the digital talents, and provided coaching along the way. All digital talents concluded 10-12 sessions with their advisor throughout the 3-month incubation phase, and got well ahead through a row of practical assignments: Startup founders worked on their minimum viable product and value proposition, reached out to first customers and tested their products. They also registered their businesses as sole proprietors, identified their funding needs, and practiced pitching their businesses. Digital freelancers built their profiles both offline and online on various gig economy platforms, and created proposals. They practiced

selling themselves, sent out proposals and started applying for jobs and gigs.

#### Practical support

During incubation, we also provided practical support where needed. We connected startup founders to potential customers for product testing, assisted in the business registration process, and provided financial support for website building. Digital freelancers received financial support to build professional profiles on gig economy platforms. We also introduced them to local startups as partners and clients, and invited them to fairs and events.

#### Training workshops

To complement the one-on-one support by advisors, we organized a row of training workshops tailored to the specific needs of incubatees. The workshops lasted several hours and were led by external trainers and experts. Startup founders received additional training on topics such as business acumen, finance, business registration, website building and pitching. Digital freelancers attended an introductory training on freelancing in general, in addition to training on personal branding, customer service, and online payment modes.

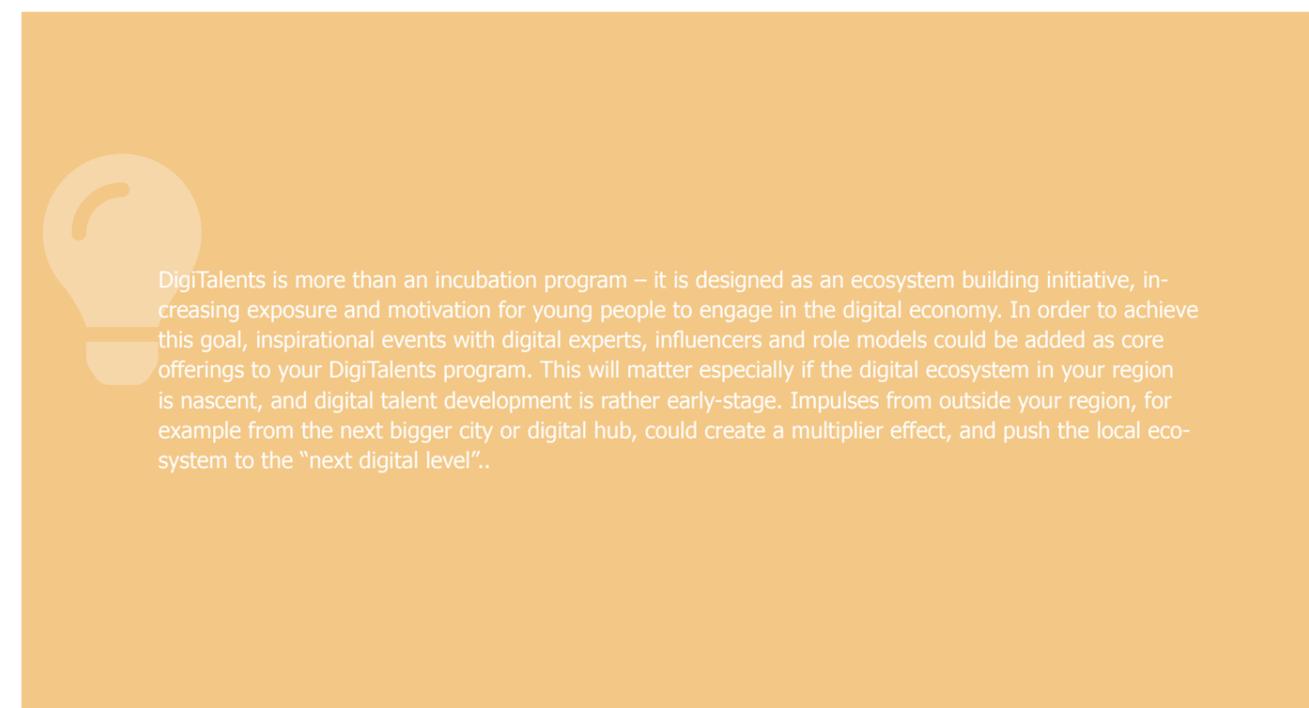
#### Peer learning and community events

In order to foster collaboration and peer engagement, we hosted a number of community and peer learning events. Here, digital talents had the opportunity to get to know each other on a deeper level, network with other local startups and entrepreneurship actors, and learn about opportunities in the digital space.

### Practical insights

Within the DigiTalents program, collaboration and peer-to-peer learning is key: We believe that cooperation is essential for building successful digital startups or freelancing businesses – even more so as program participants are just starting to build their skill sets, and strongly benefit from others' complementary expertise. We also wanted to encourage digital talents to partner with other emerging entrepreneurs in our larger community. And it worked! Here are some examples of initiatives and connections that emerged throughout the incubation phase:

- Three of our participants started to work together in order to build a startup as a team. While they discarded the idea again due to other emerging opportunities, there was collaboration happening between founders of different digital startups – sharing resources, exchanging ideas and motivating each other.
- Participants of another incubation program in our community engaged digital talents to build websites; in order to do so, digital talents received mentoring by an expert.
- Several digital talents secured side gigs from startups within our larger community; for two of them, these gigs resulted in longer-term engagements.
- When our community entrepreneurs organize events on digital topics at our hub, they now often invite one or several of the digital talents as trainers or speakers, to share their expertise. Digital talents get paid for this through the event entry fee charged.
- Some of our digital talents have formed strong bonds among each other, support each other mentally and emotionally, and even celebrate their birthdays together!



DigiTalents is more than an incubation program – it is designed as an ecosystem building initiative, increasing exposure and motivation for young people to engage in the digital economy. In order to achieve this goal, inspirational events with digital experts, influencers and role models could be added as core offerings to your DigiTalents program. This will matter especially if the digital ecosystem in your region is nascent, and digital talent development is rather early-stage. Impulses from outside your region, for example from the next bigger city or digital hub, could create a multiplier effect, and push the local ecosystem to the “next digital level”.



Our participants achieved different goals and stages throughout the incubation phase. Have a look at what some of them are sharing on the experience and outcomes!  
[DigiTalents Impact Stories](#)

## Now it's your turn!

Incubating digital talents with their varied needs and goals is not an easy task! Your own incubation support offer will largely depend on the digital talent profiles in your program, their preferences and skills levels. Here are some general tips on how to plan for the incubation phase.

### In order to offer effective incubation support, you will need the following:

**Activities:** Throughout incubation, try to offer both one-on-one and group activities. Activities should provide input, e.g. through training or mentoring, reflection, e.g. through coaching and feedback, as well as practice, e.g. through assignments and tasks. Consider including community and peer events, as well as inspirational elements.

**Resources:** Make sure your incubatees have the necessary technical equipment, e.g. laptops and internet access, in order to work on their digital businesses. Provide flexible space for digital talents to meet, organize events, and collaborate. You might also offer some financial support e.g. for research, product development or website design.

**People:** The program coordinator is in the lead for organizing and implementing the incubation phase; he or she should be supported by community, marketing and finance coordinations. We suggest engaging at least 2 external advisors (one for startup businesses, one for freelancers) with professional expertise in the respective field, and a strong background in the digital space. Trainers and experts could be brought on board whenever specific input is required.

**Time:** An incubation period of 3 months is recommended for freelancers. For startups, better plan for 6-9 months, in order to have enough time to support product testing, team formation, and a first seed funding round.

### This is how you will know that your outreach campaign was a success:

- You get reactions from your community on your posts and messages, and you are receiving frequent messages and inquiries regarding the program. You



This [incubation dashboard template](#) helped us document all events, workshops and sessions – so everyone in the team could keep track of planned activities, and their completion status. Use this template to set up and communicate your own incubation schedule!

### This is how you might assess the success of your incubation support offering:

If your DigiTalents program is similar to ours, and you are incubating rather early-stage digital entrepreneurs, you will notice that many of them are figuring out their next steps as they go: Some of the digital talents we incubated fluctuate between entrepreneurship and freelance work, and also keep exploring different business models and ideas. While this might create some back-and-forth for advisors and support staff, for the digital talents themselves there is still significant progress to be made throughout incubation. Here are some examples of what you could consider in evaluating your incubation support offering:

- Have the **digital freelancers** set up profiles, and are active on online gig platforms? Did they acquire a first international client (through online channels)? Are they able to sell themselves, and pitch their profiles in a convincing manner?
- Do the **digital startup founders** have clarity on their business idea? Have they acquired their first customer, and tested a minimum viable product? Are they able to pitch their idea, and do they have clarity on (realistic) funding needs? Do they have a strong team in place, potentially collaborating with other digital talents? Are they ready to join other, more advanced incubation programs, and motivated to follow the startup journey?
- In case of **both freelancers and founders**, have they achieved something they were not able to achieve before incubation (compare results with initial expectations and goal setting? Have they gained clarity on the balance they want to strike between startup and freelance work? Are they clear about their own profile, and which complementary skills they should look for in partners and collaborators? Are they inspired to continue working in the digital space, and see the opportunities at hand?



In order to make your results measurement easier, but also to improve the quality of your incubation offering, we strongly recommend to ask for feedback regularly throughout incubation. One way to do this is to request monthly reports (on each incubatee) from advisors, another way is to send out regular surveys to incubatees, asking for their feedback and suggestions (anonymous surveys provide more insight). We suggest a combination of both. This way, your team is up to date on incubation progress and needs, and can adjust or add to the support offering accordingly.

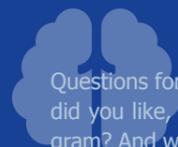


# CONCLUSION

## NOW IT IS YOUR TURN, FOR REAL!



We at Westerwelle Foundation ran the DigiTalents program as a pilot – and now it is time for you to take it forward! We hope this Playbook inspired you to get your own version of DigiTalents off the ground, and that you feel well equipped to do so!



Questions for reflection: Which ideas from this Playbook did you like, and will you apply in your DigiTalents program? And which additional ideas came up for you while reading, for adapting this program to your context, and make it even better? Note them down now, so you won't forget those ideas in your planning and implementation phase:

HERE IS SPACE TO WRITE  
DOWN YOUR THOUGHTS

### Get in touch

We look forward to seeing tremendous growth of digital and creative talent across Tanzania and other emerging economies. If you would like to be part of the DigiTalents movement, and need support or advice, please do not hesitate to contact us. We also look forward to your open questions and feedback on this Playbook! Please get in touch: [wsha@westerwelle.haus](mailto:wsha@westerwelle.haus)

### Thank you

We would like to express our appreciation to all our supporters and partners for their contributions to the DigiTalents program and this Playbook:



**FRIEDRICH NAUMANN  
STIFTUNG** Für die Freiheit.

First and foremost, we would like to thank **Friedrich Naumann Foundation**, for their continued support and presence throughout the program. It is a great pleasure to work with you as our partner!

**WSH**



WESTERWELLE  
STARTUP HAUS  
ARUSHA

Secondly, a big "thank you" goes to our **WSHA community of entrepreneurs, mentors, advisors and trainers** in Arusha and Tanzania overall. You are the ones that made this program what it is – we could not have done this without you.



**COMMON GOOD  
COMPANY**

Lastly, kudos to **Common Good Company**, who helped us reflect on our program design, draw out learning points, and create this Playbook. Thank you!

# APPENDIX: TOOLS

## Tool 1: Example Meetup Event Agenda

**Type of Tool:** Example  
**Program Phase:** Needs Analysis

When organizing meetup events with your digital talent community, a mix of different agenda items has worked well for us. See below a sample event agenda with some ideas for activities:

Activity	Duration	Description	Material
Welcome and icebreaker	20 min	If possible, form a big circle with all attendees; share some welcome words. Ask a question everyone answers, e.g. "What do you like about working in the digital space?". Pass a ball or other prop around. If possible, note input on a whiteboard or post-its.	Ball, props, whiteboard, post-its
Introduction to Westerwelle Foundation	10 min	Introduce your organization and the team members present. Share some impressions and pictures of your work.	Slides and projector
Presentation of the DigiTalents program	10 min	Present the DigiTalents program - its purpose, and main elements. Include a description of the "ideal participants", so attendees can judge if the program is the right fit for them. Also, introduce the purpose and aim of the needs analysis, and emphasize the important contribution everyone in the room can make to it.	Slides and projector
Survey	20 min	Ask all attendees to fill out the survey online on their phones. Provide a short link that is easy to access. Make sure you and other team members go around and help with technical difficulties and questions.	Internet connection
Q+A Session	20 min	Open the floor for questions about the program, the needs analysis, and your work in general. Also encourage participants to ask questions to the other digital talents present, e.g. "How do you deal with challenge X"?	Microphone
Networking	40 min or more	Round off the official part of the program with some closing remarks, and invite everyone for refreshments and networking. One option is to assign attendees to conversation groups. Alternatively, keep it open and let everyone choose whom to speak to.	Refreshments

## Tool 2: List of Survey Questions

**Type of Tool:** Checklist  
**Program Phase:** Needs Analysis / Outreach / Program Design

This structured checklist of survey questions will enable you to make use of the answers and consider them in your program design iterations. You might add these questions in your Needs Survey, and/or in your Application Form. Feel free to rephrase questions, and adapt to your context!

Suggested survey questions	Answers help to decide on ...
What is your profession?	<ul style="list-style-type: none"> <li>Type of Trainer Expertise</li> </ul>
What are your professional goals? (eventually add options, e.g. fundraise, personal brand etc.)	<ul style="list-style-type: none"> <li>Learning Objectives and Training Topics</li> <li>Additional Support Offers</li> <li>Type of Trainer Expertise</li> </ul>
What are 3 things you want to learn or master in the program?	<ul style="list-style-type: none"> <li>Learning Objectives and Training Topics</li> <li>Additional Support Offers</li> <li>Type of Trainer Expertise</li> </ul>
What are your top 3 technical challenges?	<ul style="list-style-type: none"> <li>Learning Objectives and Training Topics</li> <li>Additional Support Offers</li> <li>Type of Trainer Expertise</li> </ul>
What are your top 3 business challenges?	<ul style="list-style-type: none"> <li>Learning Objectives and Training Topics</li> <li>Additional Support Offers</li> <li>Type of Trainer Expertise</li> </ul>
Rank your preferred training topics (add list)	<ul style="list-style-type: none"> <li>Learning Objectives, Training Topics</li> </ul>
What is your motivation for pursuing a digital profession?	<ul style="list-style-type: none"> <li>Outreach Channels and Strategies</li> </ul>
Are you interested in attending the DigiTalents program? If yes, why?	<ul style="list-style-type: none"> <li>Outreach Channels and Strategies</li> </ul>
How do you hear about new opportunities?	<ul style="list-style-type: none"> <li>Outreach Channels and Strategies</li> </ul>
When do you have time to upskill yourself, e.g. to attend training sessions? (provide options)	<ul style="list-style-type: none"> <li>Program Logistics</li> </ul>
How do you collaborate with other digital talents (e.g. as project partners)?	<ul style="list-style-type: none"> <li>Additional Support Offers</li> <li>Training Topics</li> </ul>
Do you have any conflicting duties with a fixed schedule? (e.g. employment, childcare)	<ul style="list-style-type: none"> <li>Program Logistics</li> </ul>
How do you rank your skill level in your technical area? (provide options)	<ul style="list-style-type: none"> <li>Level of Trainer Expertise</li> </ul>
Please send us your portfolio.	<ul style="list-style-type: none"> <li>Level of Trainer Expertise</li> </ul>



## Tool 5: Curriculum Planner

**Type of Tool:** Template

**Program Phase:** Technical Training

This template is a useful tool in planning and revising the training curriculum for a track, together with the technical trainer. While Learning Objectives and Training Topics might be pre-defined by the program team, the session planning (session title, methods, logistics) should be done in the initial briefing session(s) with the trainer. You can also document feedback, eventual adjustments and learning points as a result of your check-in meetings and final review with trainers.

Track 1: Video Production		
Learning Objectives		Measurement Indicators
E.g. Participants know different types of cameras and their features, and how to properly adjust settings such as aperture, shutter speed, and ISO		E.g. Demonstration in project work, skills rated from 1-10
...		...
Training Topics		
E.g. Camera settings and usage	E.g. Video editing and cutting	...
E.g. Video composition and lighting	...	...
Session Planning	Methods	Logistics/Time/Resources
Session 1: Introduction to the video making process	Powerpoint presentation, guessing game, group work, reflection time	3-h session; beamer and cable, cards for game (by trainer), enough space for group work
Session 2: ...	...	...
Session 3: ...	...	...
Check-in Meetings	Changes/Adjustments	Comments
Feedback Session 1: Went well! Participants said it was too little time	Plan more time for group work	Baraka seems more experienced than others; plan for advanced assignments
Feedback Session 2: ...	...	...
Feedback Session 3: ...	...	...
Final Review Meeting		
Feedback and Learning Points: ...		

## Tool 6: Incubation Dashboard

**Type of Tool:** Template

**Program Phase:** Incubation

Use this template to plan and organize your incubation activities. This is especially helpful if you have several tracks – e.g. for startup founders and freelancers - , and if you have many different people involved in the incubation activities.

Activity	Date	Activity Type	Expert/Moderator	Location	Photo/Video link	Attendance List	Status
Month 1							
Business Diagnostic Sessions	01.03.-15.03.23	Advisory Session	Mary Mollel, advisor start-ups	WSHA hub or elsewhere	none	Insert link	Completed
Training on Business Finance	20.3.23	Workshop	Peter Mboye, external trainer	WSHA hub	Insert link	Insert link	Completed
Digital Meetup	28.3.23	Community Event	none	WSHA hub	Insert link	Insert link	Scheduled
...							
Month 2							
Training on Personal Branding	tbd	Workshop	tbd	WSHA hub	Insert link	Insert link	Planned
...							
Month 3							
...							
...							



## About the Implementers

### FNF

The Friedrich Naumann Foundation for Freedom (FNF) is a foundation that promotes liberal politics in the Federal Republic of Germany. It aims to promote the principles of freedom and dignity of all people and in all areas of society, both in Germany and abroad.

Through civic education and dialogue programmes, sponsorship of the talented, research and political consultation and archive-work, the Friedrich Naumann Foundation contributes to shaping the future in a liberal way.

### WSHA

Westerwelle Startup Haus Arusha (WSHA) is a one-stop center to support entrepreneurship in Tanzania combining co-working and private offices, events and networking opportunities, and acceleration and incubation programmes. Our Startup Haus has 430 m<sup>2</sup> of space and capacity for 80 members with state-of-the-art facilities for modern work including internet, meeting rooms, phone booths, conferencing facilities and rooms, and an event space.



